

Novel·Ties



A Study Guide

Written By Duncan Searl

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *The Front Porch Stories*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTER 1

Vocabulary: Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

<u>A</u>	<u>B</u>
1. gallinippers	a. relatives
2. devilish	b. get-together
3. reunion	c. sign
4. plaque	d. mosquitoes
5. kin	e. cuddle
6. snuggle	f. bad
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1. The _____ on the wall told the history of the school.
2. Mom’s sisters and brothers and other _____ came to the party.
3. Let’s _____ up beside Daddy and listen to the story.
4. Those _____ were buzzing around my head trying to bite me.
5. All the kids were running around, playing tricks on each other, fighting, and acting _____.
6. Next summer, our whole family is gathering for a big _____.

Read to find out how Daddy plans to amuse Ethel and Margie.

Questions:

1. Why does Margie say she was bitten by a vampire bat?
2. Why does Mr. Carson light a fire with old rags?
3. Why do Ethel, Margie, and her father go to the old school?
4. Who used to be the teacher at Douglass School?
5. What story is Daddy about to tell?

CHAPTER 2

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|-----------|--|
| 1. eager | a. part of a house directly under the roof |
| 2. closet | b. small lace mat |
| 3. doily | c. small room for storing things |
| 4. attic | d. enthusiastic, anxious |
| 5. mantel | e. shelf and side pieces framing a fireplace |

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- Place a(n) _____ under the bowl so the table does not get scratched.
- Once the music started, everyone was _____ to dance.
- The children hung their Christmas stockings on the _____.
- I hid the presents at the back of the _____ in my bedroom.
- Our extra furniture and old clothes are stored in the _____.

Read to find out what scares Aunt Daisy one Sunday afternoon.

Questions:

- What did Aunt Daisy do all day Sunday?
- At first, who did Aunt Daisy think the shadow might be?
- What did Aunt Daisy do when the shadow lunged at her?
- What did Aunt Daisy hear after she closed the front window?
- What did Aunt Daisy think would protect her?
- When did Aunt Daisy finally come out of the closet?