

Novel·Ties

QUEENIE PEAVY

ROBERT BURCH



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Queenie Peavy*. 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.

A DEADLY AIM, “FOOLISH QUESTIONS”

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.

- A
1. boastful
 2. childish
 3. defiant
 4. sensible
 5. vacant
 6. distracted
 7. accuracy
 8. penitentiary

- B
- a. disturbed
 - b. reasonable
 - c. correctness
 - d. immature
 - e. bragging
 - f. boldly resisting
 - g. jail
 - h. empty

.....

1. It is _____ to follow your doctor’s advice when you are recovering from an operation.
2. It is _____ to think you can get what you want by crying and stamping your foot.
3. You will need to improve your _____ if you want to win the archery competition.
4. The county will have to build a larger _____ to hold its many prlsoners.
5. It was hard for the proud parents not to be _____ when their four-year-old taught himself to read.
6. The neighbors were eager for a family to move into the _____ house.
7. The leader of the revolt was a rebellious, _____ man who resisted the current laws.
8. The children were _____ from their classwork when they heard sounds of a baseball game in the field outside.

A Deadly Aim, “Foolish Questions” (cont.)

Literary Device: Setting

The setting is where and when a story takes place. The setting affects story events and plays a part in the reasons characters think and act as they do.

As you continue to read this story, complete the story map below to show how changes in setting affect the way Queenie feels and acts.

Story Events	How Queenie Feels and Acts
Setting: In School	
1. Queenie gets called to the principal’s office 2. 3.	1. defiant 2. 3.
Setting: In Town	
1. Queenie causes a disturbance in the courtroom 2. Queenie throws rocks at Tilly Evans 3.	1. 2. angry 3.
Setting: At Home	
1. Queenie chases Dover and Avis around the yard 2. Queenie sings to Ol’ Dominick 3.	1. 2. comfortable 3.