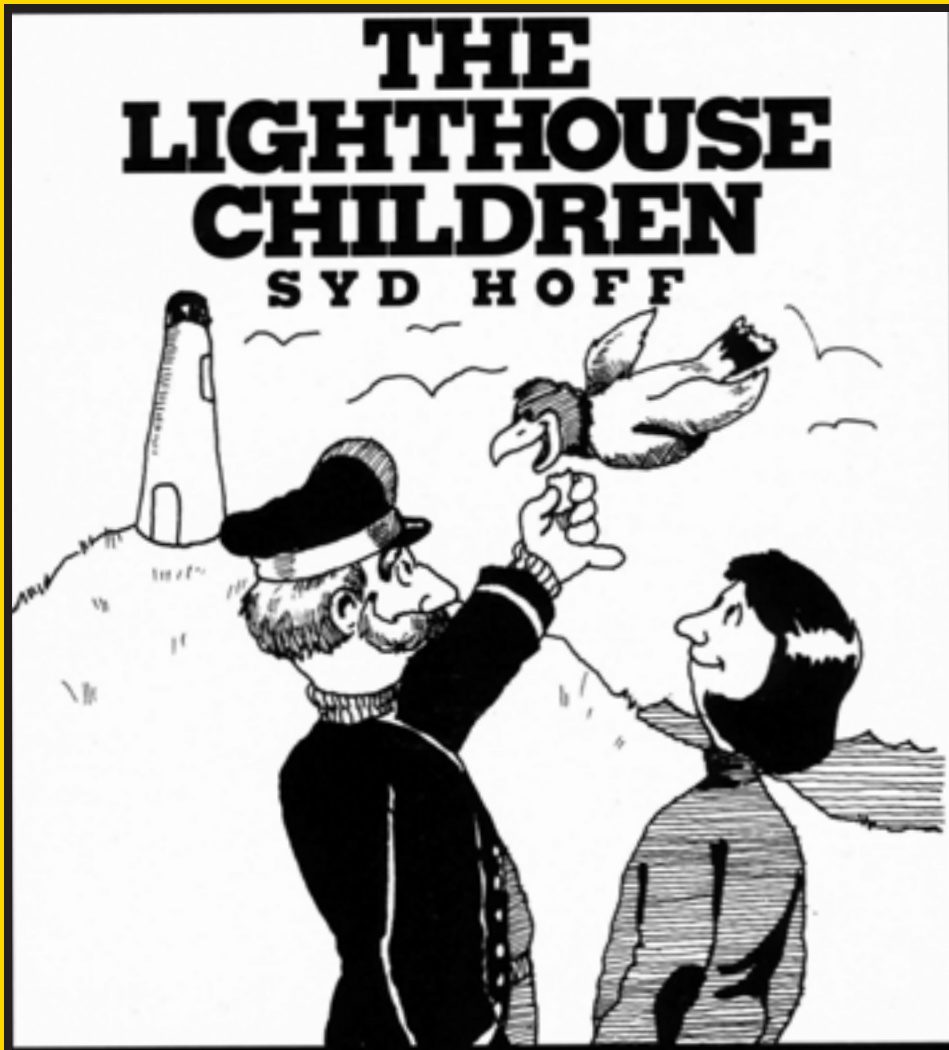


# Novel·Ties



## A Study Guide

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**LEARNING LINKS**

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*Novel-Ties® are printed on recycled paper.*

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *The Lighthouse Children*. 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.

### Pre-Reading Activities (cont.)

6. Think of a time when you had a good idea about how to solve a problem. Write about it in the story frame below.

The problem I faced was \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_. In order to

solve it, I decided to \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_. My idea worked because

\_\_\_\_\_  
\_\_\_\_\_.

**Pages 5 - 11 (cont.)****Picture Questions:**

1. How do you know that Sam and Rosa are old?
2. What do Sam and Rosa feed the gulls?
3. How do Sam and Rosa carry food to the gulls?

**Rhyming Names:**

Sam and Rosa gave the sea gulls names that rhyme — Ernie and Bernie, Dora and Cora, Molly and Dolly, Lanny and Nanny, Helga and Zelga. See if you can name some more of the birds. List as many rhyming pairs as you can.

\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

**Compound Words:**

The word *lighthouse* is made up of two words — *light* and *house*. Draw a line from each word on the left to a word on the right to make a compound word. Write the compound words on the lines.

- |          |          |       |
|----------|----------|-------|
| 1. cook  | a. horn  | _____ |
| 2. fog   | b. place | _____ |
| 3. house | c. out   | _____ |
| 4. fire  | d. work  | _____ |
| 5. home  | e. boat  | _____ |