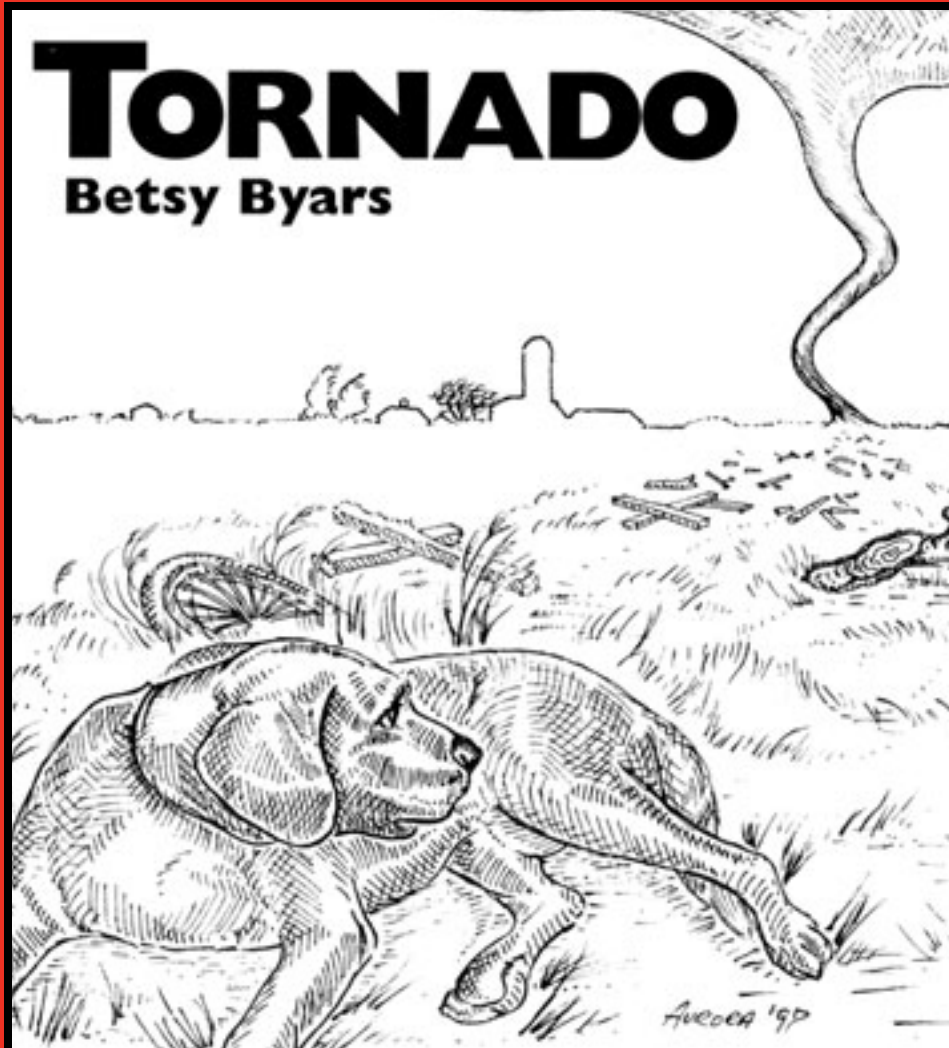


Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the novel *Tornado* consists of lessons for guided reading. 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.

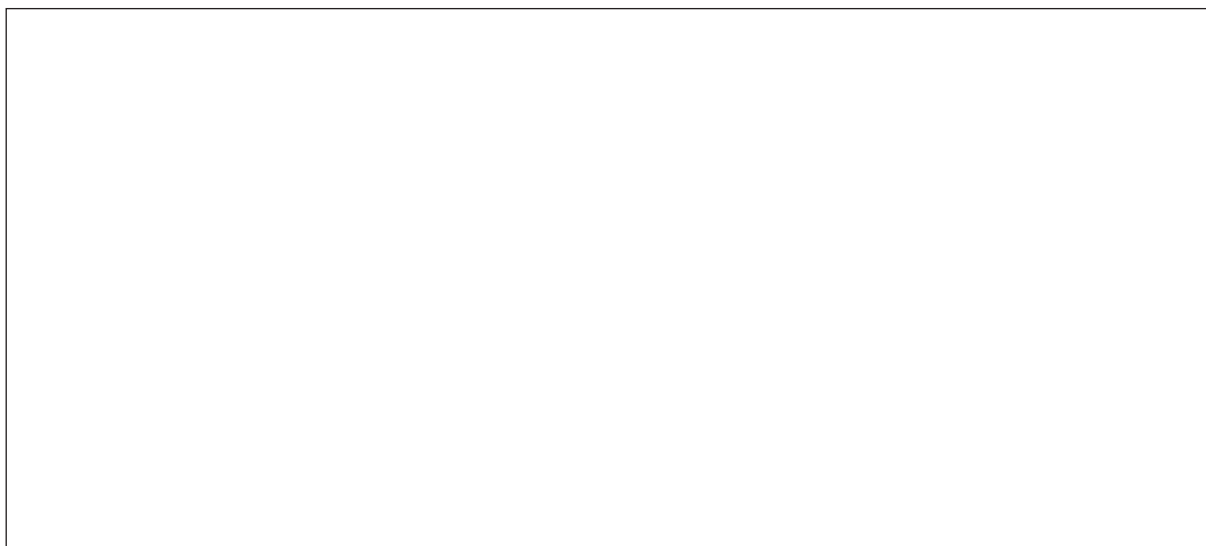
In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its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

Begin using NOVEL-TIES for reading development 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; 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, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Look at the cover of the book you are about to read. Read the title and author's name and look at the picture. Say the word "tornado." Look inside and read the titles of the chapters. What do you think the book will be about? Have you read any other books by the same author?
2. **Science Connection:** Read the Background Information about tornadoes on page two of this study guide. Then talk with your class about pictures, movies, videos, or TV shows you have seen about tornadoes. Did you ever watch the movie *The Wizard of Oz*? What can happen when a tornado strikes? Look up the word "tornado" in a dictionary. Find out why a tornado is also called a "cyclone" or a "twister." Look at pictures of a tornado and describe its shape.
3. Ask an older person you know to tell you a story about something that happened when that person was a child. Take notes about the story. Tell the story to a friend in your class. What kinds of details will you need to remember so that someone else will like the story?
4. Find out how the children in your class got their pets. Did they buy them at a store? Did they get them at an animal shelter? Did someone give their pets to them? Make a bulletin board chart of all the ways your classmates received pets.
5. Draw a map of a small family farm. What buildings would you include? Where would the animals live? Where would the crops be grown? Where might the family go in case of a tornado?



Chapter 1: The Storm (cont.)

Read to find out who gets caught in the storm.

Questions:

1. How does Pete know that a tornado is coming?
2. Who goes down into the storm cellar?
3. What is the cellar usually used for?
4. What will the boys' father probably do when the storm comes?
5. When does the family know that the storm is above them?
6. How can you tell that the boys have heard Pete's story before?

Questions for Discussion:

1. Is Pete a member of the family? How can you tell?
2. Why do you think Pete decides to tell a story during the storm?
3. How do you think the boys feel about Pete's stories?

Prediction:

What kind of story do you think Pete will tell?
