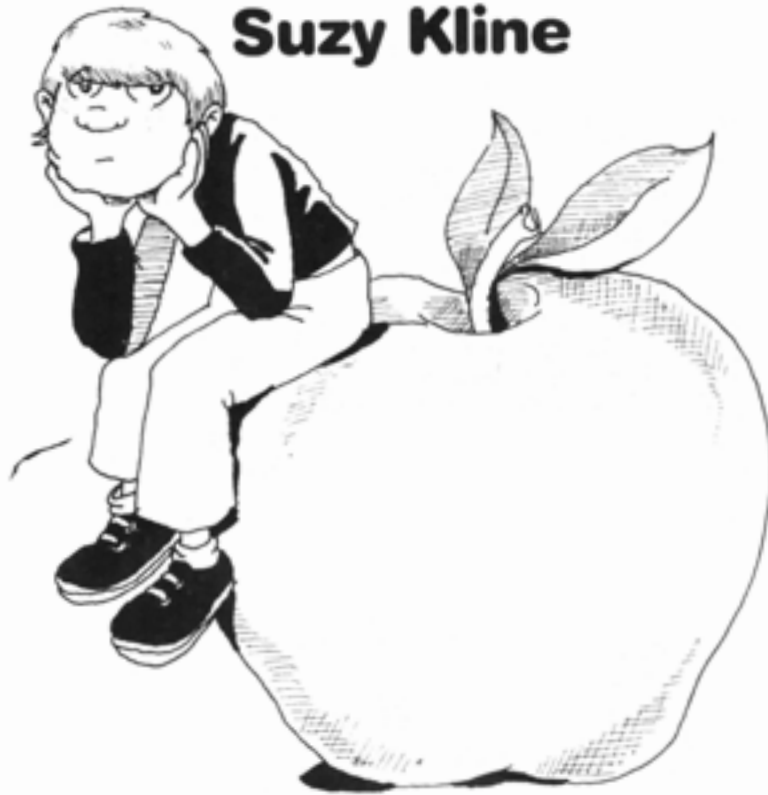


## Novel·Ties

# Herbie Jones

Suzy Kline



## 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 *Herbie Jones*. 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:** Read the words in the Word Box. Then write each word next to its clue. The letters in the boxes spell something that gives Herbie Jones trouble.

<i>WORD BOX</i>				
bothered	compliment	congratulations	frowned	practiced
careless	confident	directions	panicked	pronounced

1. instructions to follow \_\_\_\_\_
2. did over and over again \_\_\_\_\_
3. took the time or trouble \_\_\_\_\_
4. certain and sure \_\_\_\_\_
5. said aloud \_\_\_\_\_
6. not paying enough attention to what one does \_\_\_\_\_
7. made an angry face \_\_\_\_\_
8. words said to praise or admire \_\_\_\_\_
9. word said to a winner \_\_\_\_\_
10. felt very frightened \_\_\_\_\_

*Answer:* \_\_\_\_\_

Read to find out how Herbie did on his spelling test.

## Chapter 1 (cont.)

### Spelling Connection:

Try an experiment to find out the best way each person in your class can learn to spell new words.

1. Present List #1 to the class and have your classmates work in pairs to spell the words to one another.
2. Present List #2 to your classmates. Each student should write the word five times.
3. Present List #3 to your classmates and do steps 1 and 2.
4. Wait at least one hour before having a spelling test in which you mix up the order of all the words on the three lists.
5. Once the papers are corrected, it will be easy to see how each person should study spelling words. Is it enough just to say the letters of a word aloud? Is it necessary to write a word? Is it necessary to do both in order to learn? Is there a better way to learn new words?

#### List #1

pound

tough

champion

courage

#### List #2

surprise

bright

embarrassed

minute

#### List #3

guess

curtain

human

museum