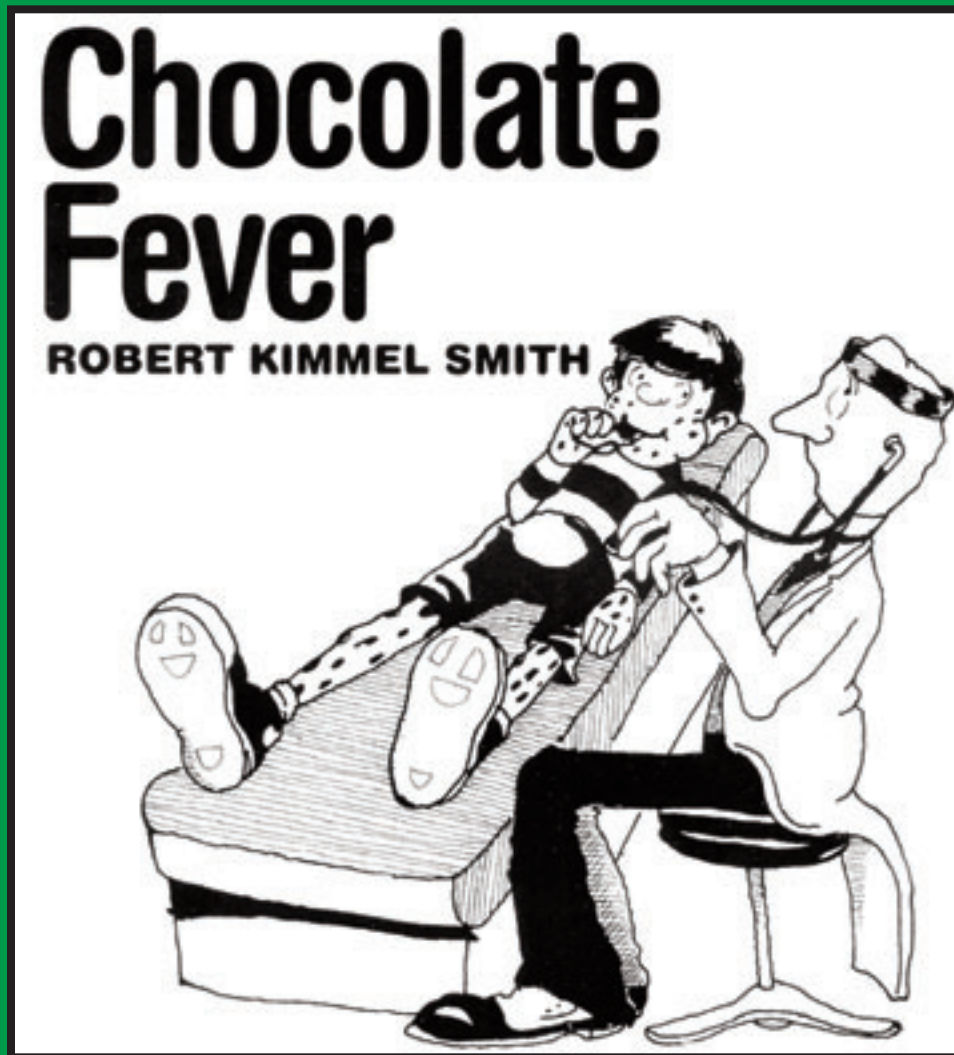


Novel•Ties



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 book *Chocolate Fever* 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 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 (cont.)

4. The main character in this story has a problem. The events in the story show how the main character solves the problem. The solution is the answer to the problem. As you read the story, fill in information to complete the story map.

STORY MAP

TITLE

AUTHOR

SETTING

CHARACTERS

PROBLEM

EVENTS

SOLUTION

CHAPTERS 1, 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. hatched | a. halfway |
| 2. verge | b. small storage room for food or dishes |
| 3. midway | c. surprising |
| 4. stunt | d. born from an egg |
| 5. pantry | e. slow the growth of |
| 6. startling | f. beginning point |

.....

- The _____ was filled with boxes of cereal, rice, soup, and canned fruits.
- Scientists were on the _____ of discovering a cure for the rare disease.
- Farmers feared that a lack of rain would _____ their crops this season.
- We left the theater _____ through the movie because we lost interest.
- During a visit to the science museum, we watched with great interest as tiny chicks _____ from their eggs.
- The young girl's parents made a _____ discovery when they learned that their five-year-old daughter could play the piano.

Read to find out about Henry's strange eating habits.

Questions:

- What is unusual about Henry's breakfast?
- What are Henry's other unusual eating habits?
- How does Henry's father feel about his son's love of chocolate?
- How is Henry's behavior in the schoolyard different from usual this morning?
- Why is Henry having difficulty concentrating in Mrs. Kimmelfarber's math class?

Questions for Discussion:

- Why do you think Henry's parents allow him to eat so much chocolate?
- Who do you think is responsible for Henry's poor eating habits?
- Would you be allowed to eat as Henry does in your home?