

Novel·Ties

Stuart Little

E.B.White



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 *Stuart Little*. 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.

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. shinnying | a. baby |
| 2. infant | b. cause of trouble, difficulty, or bother |
| 3. unsuitable | c. unfit; not appropriate |
| 4. perspiration | d. dare to proceed |
| 5. inconvenience | e. come out of |
| 6. emerge | f. climbing by holding tight and drawing oneself up |
| 7. belittling | g. sweat |
| 8. venture | h. making seem little or less important |

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- If you _____ out on thin ice, you risk falling through.
- The sun will soon _____ from behind that cloud.
- The boy went _____ up the tree.
- The runner's forehead was damp with _____.
- They made _____ comments about your success because they were jealous.
- My daughter has outgrown her _____ clothes.
- A box of candy is a(n) _____ gift for someone who is on a diet.
- I hope that dropping this package off for me isn't too much of a(n) _____ for you.

Questions:

- What is so unusual about Mrs. Little's second son?
- What adjustments does the family have to make to accommodate Stuart's small size?
- How does Stuart retrieve his mother's ring from the drain? What does this suggest about him?

CHAPTERS 3 - 5

Vocabulary: Use the context to determine the meaning of the underlined word in each of the following sentences. Then find the exact meaning in a dictionary.

1. I do sit-ups to tighten my abdominal muscles.

Your definition _____

Dictionary definition _____

2. We plan to construct a raft of logs fastened with rope.

Your definition _____

Dictionary definition _____

3. The children watched the circus acrobats swing on the trapeze.

Your definition _____

Dictionary definition _____

4. After stocking up on food, she put it away in the pantry.

Your definition _____

Dictionary definition _____

5. He gave a vigorous pull on the line to bring up the huge fish.

Your definition _____

Dictionary definition _____

6. She restored an old, discarded desk she found in the junkyard.

Your definition _____

Dictionary definition _____

7. In an exasperated tone of voice, the teacher told the student for the tenth time to stop talking out of turn.

Your definition _____

Dictionary definition _____