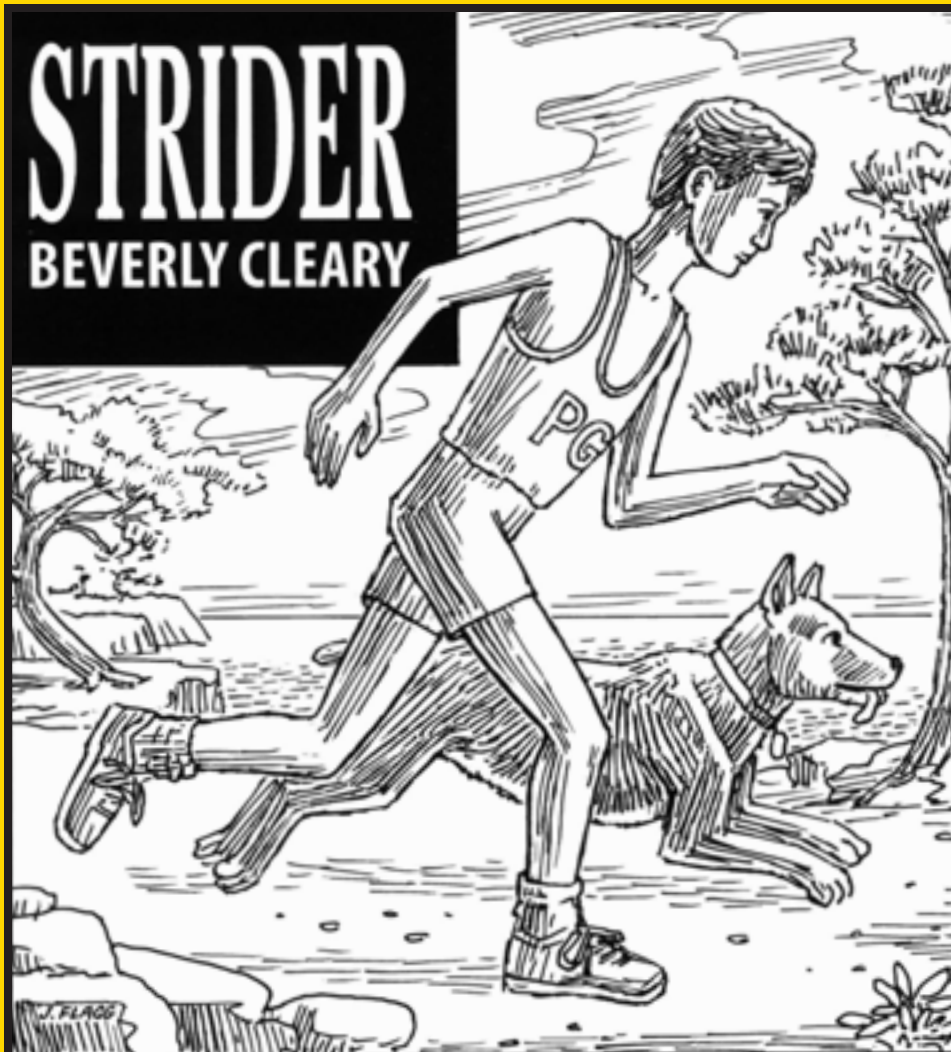


Novel·Ties



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 a specific novel 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 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 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 student's 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.

JUNE 6, 7, 8

Vocabulary: Replace each underlined word or phrase with a word from the Word Box that has a similar meaning, but is more descriptive. Write that word on the line below each sentence.

<i>WORD BOX</i>			
anxious	deadline	rubbish	slogged
boutique	nagging	shabby	

1. No one cares if we play on the worn-out carpet in the den.

2. After a ten mile hike, the campers walked with slow, dragging steps back to their bunk.

3. The new teacher is constantly scolding Nathan to try harder in math.

4. Sarah and Tom are in charge of clearing the garage of trash.

5. The whole volleyball team was uneasy about the first match of the season.

6. Essays about our summer vacation must be turned in to the teacher by the time limit.

7. A new small specialty shop with trendy clothes moved into the shopping mall near our house.

Read to find out why Leigh Botts starts writing in his diary again.

Questions:

1. Why does Leigh clean under his bed? What does he find?
2. Why was sixth grade difficult for Leigh?
3. Why does Leigh get excited every time he sees a tractor-trailer rig?
4. Why does Leigh call his home a shack?

JUNE 9, 10, 11, 16

Vocabulary: Use the context to help you figure out the meaning of the underlined word in each of the following sentences. Then compare your definition with a dictionary definition.

1. The pick-up truck was useful when we needed to haul away the dead branches.
Your definition _____
Dictionary definition _____
2. Using a gentle voice and bits of real beef, Joanne coaxed the kitten from underneath the bed.
Your definition _____
Dictionary definition _____
3. During May, Stephen inquired among his neighbors and local shopkeepers about summer jobs.
Your definition _____
Dictionary definition _____
4. The police came to our school to question students about the spray-painted graffiti on the gym wall.
Your definition _____
Dictionary definition _____
5. Not wanting to awaken the family, my little sister has been whimpering all morning because her ears hurt from the infection.
Your definition _____
Dictionary definition _____
6. Mom gets fussy when we walk on the newly waxed wood floors with our baseball cleats.
Your definition _____
Dictionary definition _____

Read to find out how a dog can cause problems in Leigh's life.

Questions:

1. Why do Leigh and Barry return to the beach?
2. Why do Leigh and Barry telephone the SPCA?
3. What solution do Leigh and Barry find so they can keep Strider?