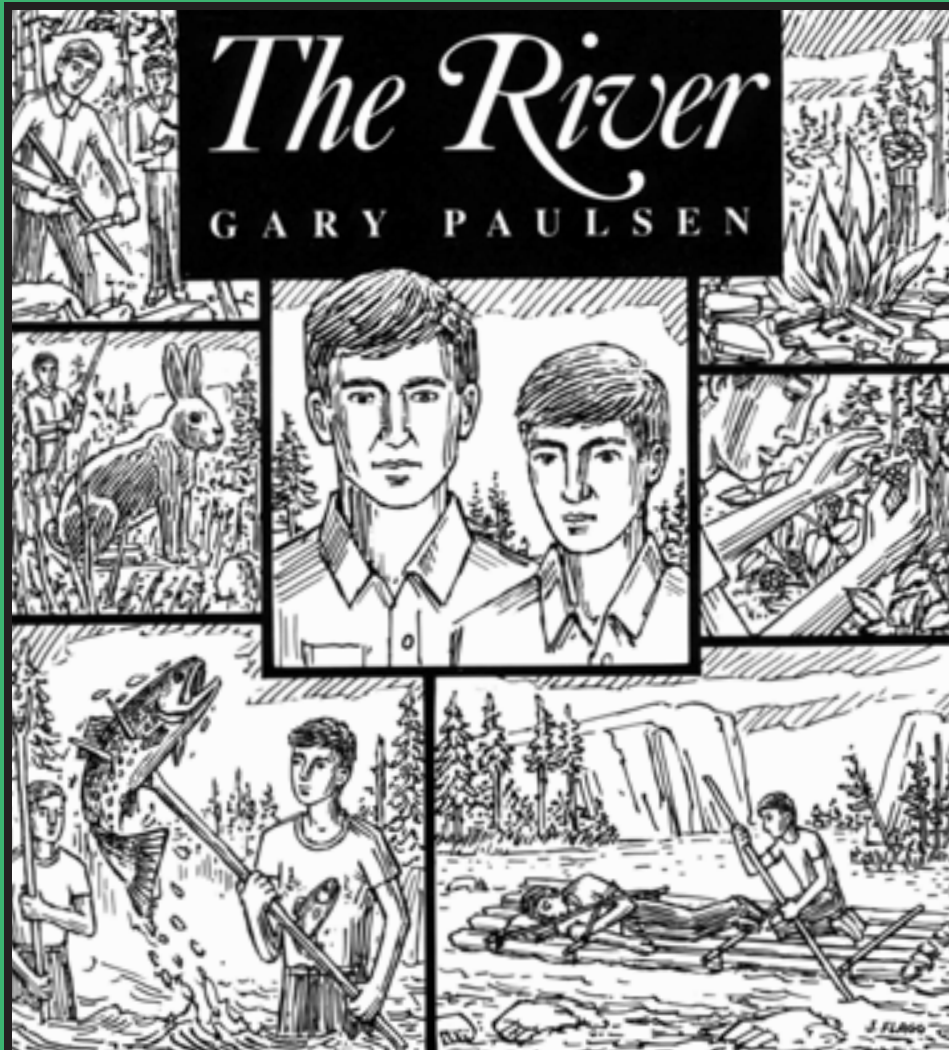


Novel·Ties



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 *The River*. 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 - 3

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. marooned | a. vague; ambiguous |
| 2. evasive | b. fixed firmly within |
| 3. embedded | c. raised the shoulders as an expression of doubt |
| 4. precaution | d. left alone in a helpless position; abandoned |
| 5. phony | e. ways of acting; transactions |
| 6. marveled | f. felt amazement |
| 7. dealings | g. not real |
| 8. shrugged | h. care taken beforehand |

.....

1. During the blizzard, we were _____ in a cabin far from the nearest town.
2. It is difficult to determine whether pearls are genuine or _____.
3. A drill was needed to remove the rocks that had become _____ in the road.
4. The thief tried to put off the police with _____ answers to their questions.
5. When asked about the possibility of time travel in the near future, the scientist merely _____.
6. The spectators _____ that the gymnast could do a backward flip on the narrow balance beam.
7. Wearing a helmet is a(n) _____ against head injury.
8. The judge is fair and unbiased in her _____ with juveniles.

Questions:

1. Who were the three men who visited Brian? Why did they want Brian to return to the wilderness?
2. How did Brian feel about his fame after he returned from the wilderness? How do you think you would feel?

Chapters 1 - 3 (cont.)

Making Judgments:

Complete the chart by writing the reasons why you think Brian acted as he did. Then tell whether you approve or disapprove of Brian’s behavior and explain why. As you continue to read the story, add other significant actions Brian takes and your judgment of them.

Brian’s Actions	Reasons for Brian’s Actions	Approve / Disapprove
1. Brian is home alone. He lets three strangers into his house.		
2. Brian decides to return to the wilderness.		
3.		
4.		

Writing Activities:

1. Write a news article the three men may have read about Brian’s survival experience. Reread the first chapter of *The River* or *Hatchet*, and list as many details as you can about Brian’s time in the Canadian wilderness. Remember that the first paragraph of a news article, called the “lead,” should tell the reader the five w’s: *who, what, when, where, and why*. Be sure to add a catchy headline to your news story.
2. Brian found that if he told the truth about his survival experience, nobody believed him; if he was silent, they thought he was sick. Brian concluded that he couldn’t win. Write about a time when you were faced with a no-win situation. Describe your feelings at the time and tell how you coped with the situation.