

# Novel•Ties



## A Study Guide

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**LEARNING LINKS**

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## TABLE OF CONTENTS

Synopsis . . . . .	1
Pre-Reading Activities . . . . .	2
Chapter 1 . . . . .	3 - 4
Chapter 2 . . . . .	5 - 6
Chapter 3 . . . . .	7 - 8
Chapter 4 . . . . .	9 - 11
Chapter 5 . . . . .	12 - 13
Chapter 6 . . . . .	14 - 15
Chapter 7 . . . . .	16 - 17
Chapter 8 . . . . .	18 - 19
Cloze Activity . . . . .	20
Post-Reading Activities . . . . .	21 - 23
Suggestions For Further Reading . . . . .	24
Answer Key . . . . .	25 - 26

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Muggie Maggie*. 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:** Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

- | <u>A</u>      | <u>B</u>     |
|---------------|--------------|
| 1. contrary   | a. angry     |
| 2. forecasted | b. pest      |
| 3. indignant  | c. obstinate |
| 4. insist     | d. demand    |
| 5. nuisance   | e. predicted |
- .....
- My little brother knows he is being a(n) \_\_\_\_\_ when he asks lots of silly questions.
  - I became \_\_\_\_\_ when the store manager accused me of stealing.
  - Whenever you do not get enough sleep, you seem tired and \_\_\_\_\_ the next day.
  - My parents \_\_\_\_\_ that I wear a life preserver when I am on the sailboat.
  - When we saw the dark clouds in the sky, we \_\_\_\_\_ rain.

### Questions:

- Why isn't Maggie completely pleased with her first day in third grade? Do you think she has a right to complain about this to her mother?
- How does Maggie get along with the family dog? How do you think he got his name? How did Maggie and her family get their dog?
- Why doesn't Maggie want to learn to write cursive? Why does her father tell her she will have to learn? How does Maggie usually write her notes?

## CHAPTER 2

**Vocabulary:** Draw a line from each word on the left to its meaning on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                |                                     |
|----------------|-------------------------------------|
| 1. demonstrate | a. move the hand in a smooth motion |
| 2. examine     | b. watch over; oversee              |
| 3. monitor     | c. show and describe                |
| 4. stroke      | d. worked hard at something         |
| 5. struggled   | e. inspect; check on                |

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- Maggie was unhappy that she wasn't chosen to be a class \_\_\_\_\_.
- It was her mother's job to \_\_\_\_\_ how to do exercises for overweight people.
- Maggie didn't have to \_\_\_\_\_ her father's face to know that he really meant she had to learn cursive.
- As Maggie \_\_\_\_\_ to explain why she didn't need cursive writing, it was clear that her father disagreed.
- Maggie liked to \_\_\_\_\_ Kissar's head when he ran to her.

### Questions:

- Why does Mrs. Leeper compare cursive writing to a roller coaster?
- Why does Maggie stop practicing her loops and lines in class?
- What excuses does Maggie give Mrs. Leeper for not staying after school? Why do you think she uses her sweetest smile?
- What does Maggie discover about her parents' cursive writing?
- What does Maggie's father do when she corrects his writing? Why do you think he does that?