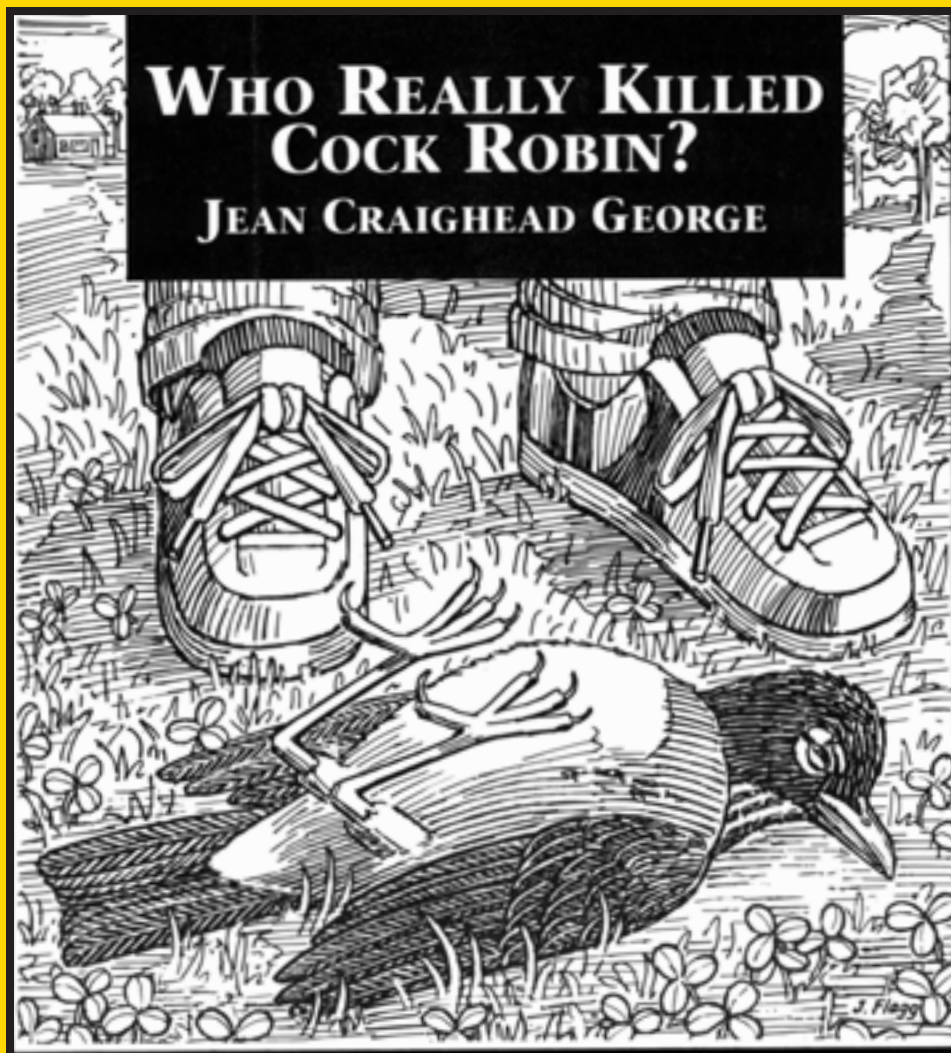


Novel•Ties



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 *Who Really Killed Cock Robin*. 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.

GLOSSARY

adhesive	substance for sticking objects together
arsenic	element that forms poisonous compounds with oxygen
autopsy	medical examination of a dead body to find the cause of death
conservation	protection and care of forests, rivers, and other natural resources
contamination	pollution
decompose	decay
dissect	cut apart in order to examine or study the structure
ecology	branch of biology that deals with living things in relation to their environment and to one another
embryo	animal in the early stages of development, before birth or hatching
flame retardant	substance that delays the effect of flames
fledgling	young bird that has just grown feathers needed for flying
fungicide	any substance that destroys fungi, plants without flowers, leaves, or green coloring matter
histochemistry	branch of chemistry that deals with the structure, especially the microscopic structure, of the tissues of living organisms
hydrocarbon	class of compounds containing only hydrogen and carbon
imprinting	learning process that occurs in very young animals, causing them to identify and follow their parent or another animal or object substituted for the parent
incubate	sit upon (eggs) for the purpose of hatching
indigo	plant of the pea family whose red root is used to make dyes
insecticide	substance for killing insects
madder	vine whose red root is used to make dyes
migration	movement of animals from one region to another with the change in the seasons
nitrogen	chemical element which in pure form is a colorless, odorless, tasteless gas
oxidize	combine with oxygen
parasite	animal or plant that lives on or in another from which it gets its food
precipitate	separate (a substance) from a solution as a solid
predator	animal that lives by preying upon other animals
resin	sticky substance used in making plastics
spontaneous combustion	the bursting into flame of a substance without heat from an outside source. This results from heat produced by slow oxidation of the components of the substance itself.
sublethal	below the lethal, or deadly, level
synthetic	made artificially by combining chemicals
tarsus	shank of a bird's leg
terrarium	glass enclosure in which plants or small land animals are kept

Pre-Reading Activities (cont.)

8. Before you read the book, place a check [✓] in the “You” column next to any statement with which you agree. When you finish the book check the “Author” column to compare your opinions with those of the author.

Statement	You	Author
1. Government is committed to improve the environment.		
2. Ecological problems are easy to solve. They only require commitment.		
3. Ecological problems are complex, making them difficult to solve.		
4. Industry is committed to improving the environment.		
5. Individuals need to organize into groups in order to have any impact on environmental issues.		
6. Control of environmental issues should be addressed by the federal government.		
7. Environmental controls should be in the hands of municipalities.		
8. The most important problems facing the environment have already been solved.		
9. Young people should leave environmental problems to adults who have more wisdom and experience.		
10. Young people have a greater stake in improvement of the environment than adults and should become activists on environmental causes.		