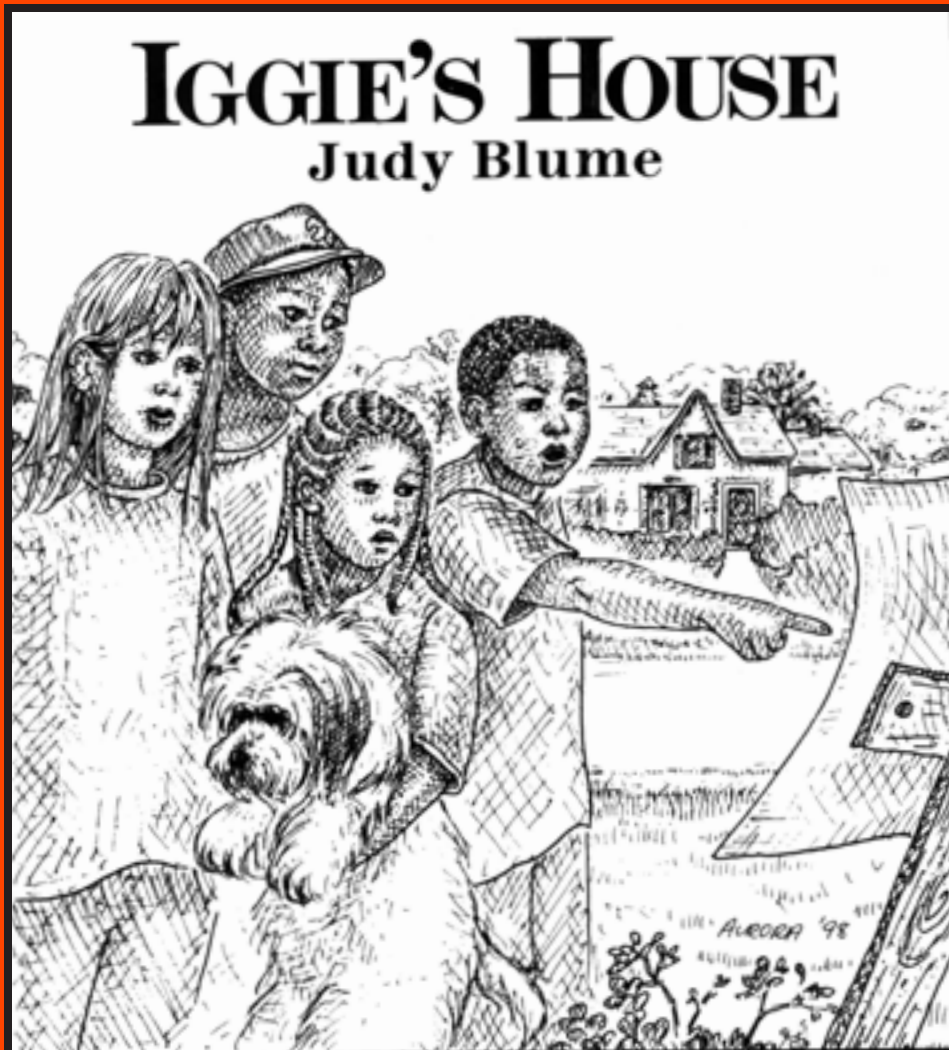


# Novel·Ties



## A Study Guide

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**LEARNING LINKS**

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## TABLE OF CONTENTS

Synopsis . . . . .	1
Pre-Reading Activities . . . . .	2 - 3
Chapter 1 . . . . .	4 - 6
Chapters 2, 3 . . . . .	7 - 9
Chapters 4, 5 . . . . .	10 - 11
Chapters 6, 7 . . . . .	12 - 13
Chapter 8 . . . . .	14 - 15
Chapters 9, 10 . . . . .	16 -17
Cloze Activity . . . . .	18
Post-Reading Activities . . . . .	19 - 20
Suggestions For Further Reading . . . . .	21
Answer Key . . . . .	22 - 23
Notes . . . . .	24

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Iggie's House*. 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.

**Pre-Reading Activities (cont.)**

7. Fill in the story map for *Iggie's House* as you read the book.

<b>Setting:</b> Time: Late 1960s	Place:
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<b>Characters</b>
<b>Name:</b> Winnie Barringer <b>Traits:</b>

<b>Name:</b> <b>Traits:</b>
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<b>Name:</b> <b>Traits:</b>
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<b>Name:</b> <b>Traits:</b>
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<b>Plot Events</b>
1.
2.
3.
4.
5.
6.
7.

<b>Conclusion</b>
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**Chapter 1 (cont.)**

4. How does Winnie respond when her mother tells her what to do? Why do you think she responds that way?
5. How does Winnie feel when she finds out that the new neighbors are black? Why do you think she feels this way?
6. How does Mrs. Barringer find out about the new neighbors?
7. How do you know that Mrs. Barringer's attitude about the new neighbors is different from Winnie's?

**Questions for Discussion:**

1. Do you think Winnie judged her own parents fairly in comparison to Iggie's parents?
2. Do you think Mrs. Barringer makes unfair requests of her daughter Winnie?
3. How do you think Winnie's new neighbors will be greeted by the community?

**Literary Device: Simile**

A simile is a figure of speech in which two unlike objects are compared, using the words "like" or "as." For example:

"It's a wonder you can see ANYTHING with all that hair in your eyes," her mother answered. "You look like an overgrown sheep dog, Winnie . . ."

What is being compared?

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How does this help you visualize Winnie's appearance?

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**Writing Activity:**

Write about a real or imagined place where you feel as comfortable and welcome as Winnie felt when she visited *Iggie's House*.