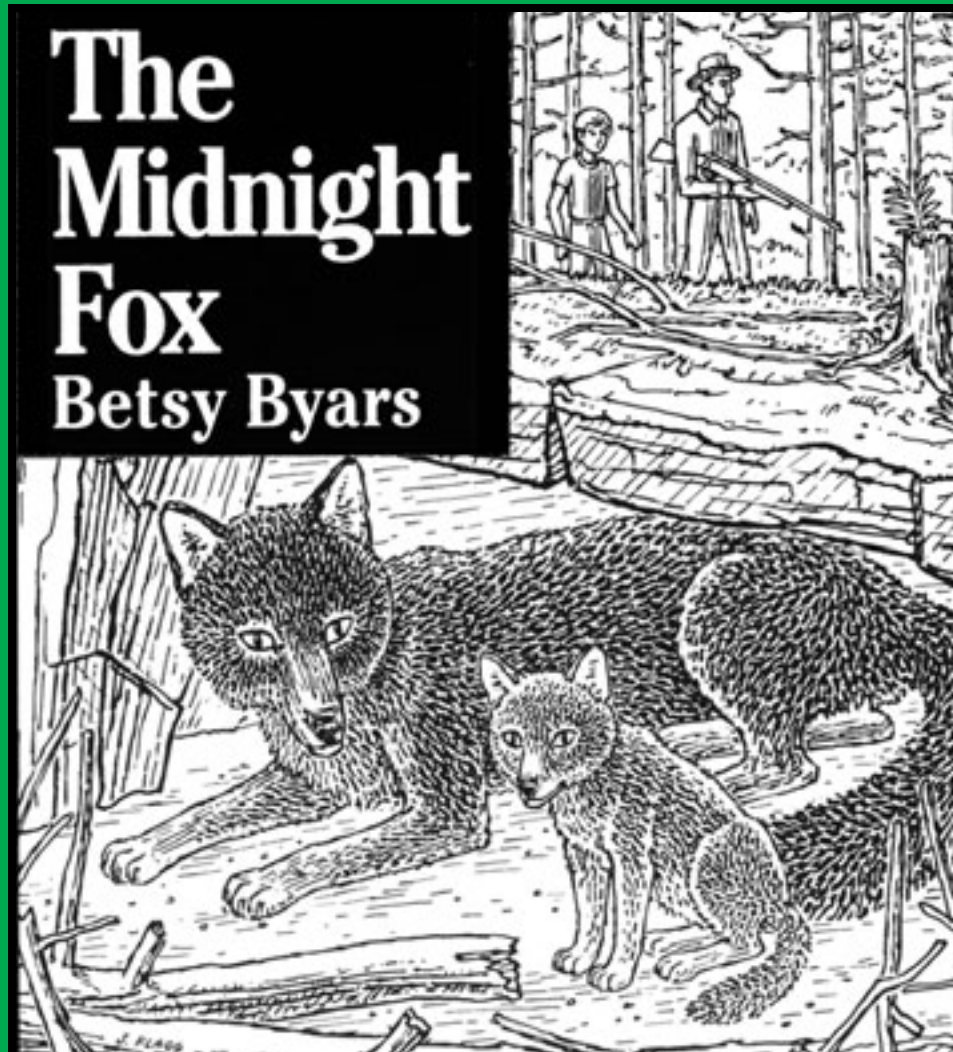


# Novel·Ties



## 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 the novel *The Midnight Fox* 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 at its own 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.

## Pre-Reading Activities (cont.)

7. As you finish each chapter, write a one or two sentence summary in the following chart.

<b>Chapter Title</b>	<b>Summary</b>
Bad News	
The Trouble with Leaving	
Abandoned	
Stranger	
The Black Fox	
Hazeline	
Discovery at the Field	
The Forest Chase	
Uncle Fred	
The Search	
Tragedy Begins	
One Fear	
Tacooma!	
Unwilling Hunter	
The Den	
Captured	
The Stormy Rescue	
Good-by	
A Memory	

## Bad News, The Trouble with Leaving, Abandoned (cont.)

### Questions:

1. How long has it been since the narrator spent a summer on the farm? How can you tell that the experience was important to him?
2. How does young Tom react when his mother first tells him he will be staying at Aunt Millie's farm? Why does he react this way?
3. Why does Tom change his mind about going to the farm? What does this suggest about him?
4. How can you tell that Petie and Tom are good friends?
5. For Tom, what is "the trouble with leaving"?
6. Why does Tom feel that Aunt Millie and Uncle Fred might be disappointed with him? What is their actual reaction when they see him?
7. How does Tom react after his parents leave?

### Questions for Discussion:

1. Tom's mother faults him because he doesn't *try* to like new things. Tom says, "You shouldn't have to *try* to like new things." With whom do you agree?
2. Do you think Tom's parents were being fair to their son by wanting him to go to the farm?
3. Do you think it is important to keep yourself under control? Or is it sometimes a good idea to let your feelings show and even cry if necessary?

### Literary Device: Point of View

In literature, point of view refers to the person telling the story. It could be one of the characters in the novel or it could be the author.

Who is telling the story?

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Is it being told as it happens or as a memory of times past? What are the advantages of this point of view?

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