

Novel·Ties

# Harriet the Spy

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## A Study Guide

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**LEARNING LINKS**

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**TABLE OF CONTENTS**

Synopsis . . . . .	1
Pre-Reading Activities . . . . .	2
Chapters 1, 2 . . . . .	3 - 6
Chapters 3, 4 . . . . .	7 - 8
Chapters 5, 6 . . . . .	9 - 11
Chapters 7 - 9 . . . . .	12 - 13
Chapters 10, 11 . . . . .	14 - 16
Chapters 12 - 14 . . . . .	17 - 18
Chapters 15, 16 . . . . .	19 - 20
Cloze Activity . . . . .	21
Post-Reading Activities . . . . .	22 - 23
Suggestions For Further Reading . . . . .	24
Answer Key . . . . .	25 - 27
Notes . . . . .	28

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with *Harriet the Spy*. 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.

**CHAPTERS 1, 2**

**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. plaintively  | a. extremely annoyed                        |
| 2. dubiously    | b. uttered in a singing tone                |
| 3. exasperated  | c. sadly; mournfully                        |
| 4. interspersed | d. fearful about the future                 |
| 5. obnoxious    | e. doubtfully                               |
| 6. podium       | f. placed at intervals with other things    |
| 7. intoned      | g. raised platform used by a public speaker |
| 8. apprehensive | h. very disagreeable                        |

.....

- The lecturer stepped up to the \_\_\_\_\_ and began to speak.
- The grass was \_\_\_\_\_ with beds of flowers.
- I felt \_\_\_\_\_ before taking my first airplane trip.
- I found the children's bad manners and constant rudeness to be \_\_\_\_\_.
- He sang the song so \_\_\_\_\_ that it brought tears to my eyes.
- "Just what have I won?" I \_\_\_\_\_ asked the anonymous telephone caller.
- She was \_\_\_\_\_ with all her little brother's silly questions.
- The congregation \_\_\_\_\_ the words to the hymn.

**Questions:**

- What is the object of Harriet's game of Town? How does Sport feel about the game?
- What is Harriet's route?
- Why is Harriet surprised when Ole Golly reveals that she has a family in Far Rockaway?
- What does Harriet find strange and fascinating about Mrs. Golly?
- Why isn't Harriet as interested in Mrs. Golly's house as Ole Golly thought she would be?

**Chapters 1, 2 (cont.)****Literary Element: Characterization**

Characters in literature are revealed by what they say and do and by what others say about them. On the chart below, fill in information you have learned about some of the characters in the story. Continue to fill in the chart as you read the book.

<b>Character</b>	<b>What You Have Learned</b>
Harriet	
Ole Golly	
Sport	
Janie	
Mrs. Welsch	
Mr. Welsch	