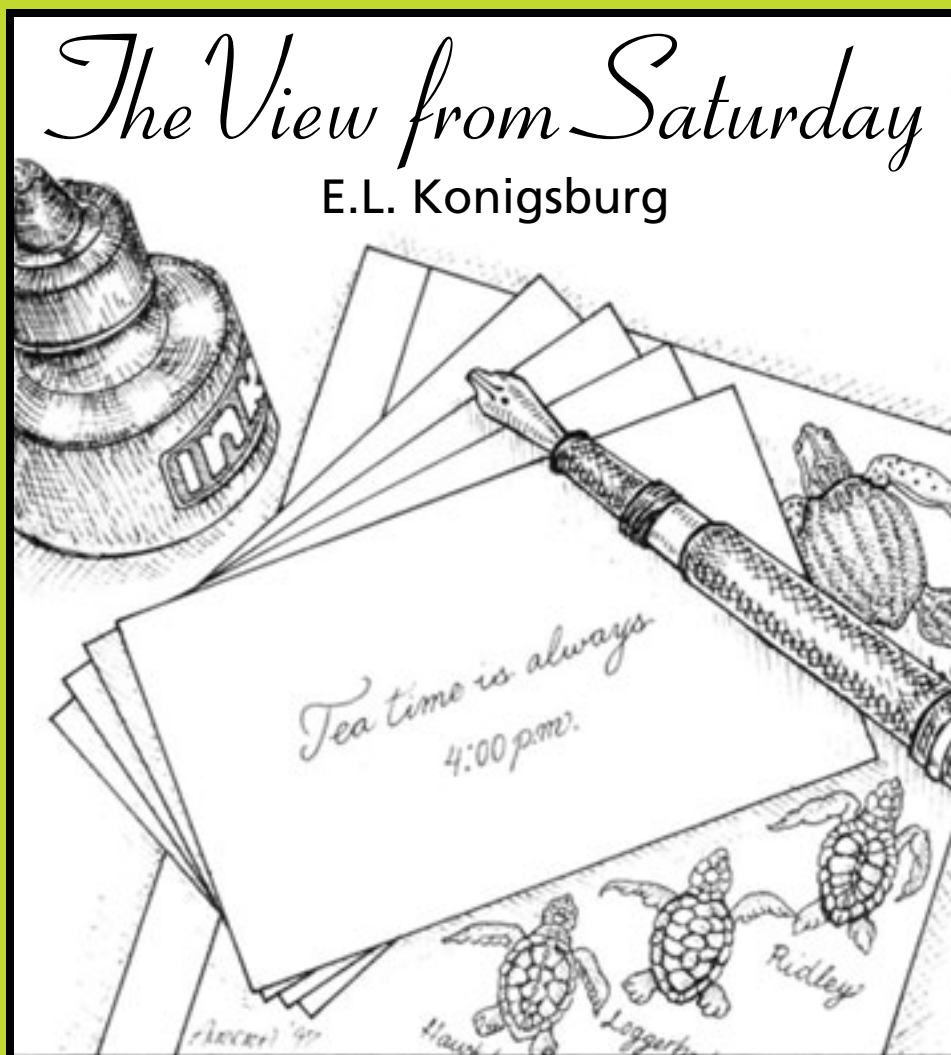


# Novel·Ties



## A Study Guide

Written By Kathleen Fischer

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

P.O. Box 326 • Cranbury • New Jersey 08512

**TABLE OF CONTENTS**

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

*Novel-Ties® are printed on recycled paper.*

---

*The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.*

## For the Teacher

This reproducible study guide to use in conjunction with the book *The View from Saturday* 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.

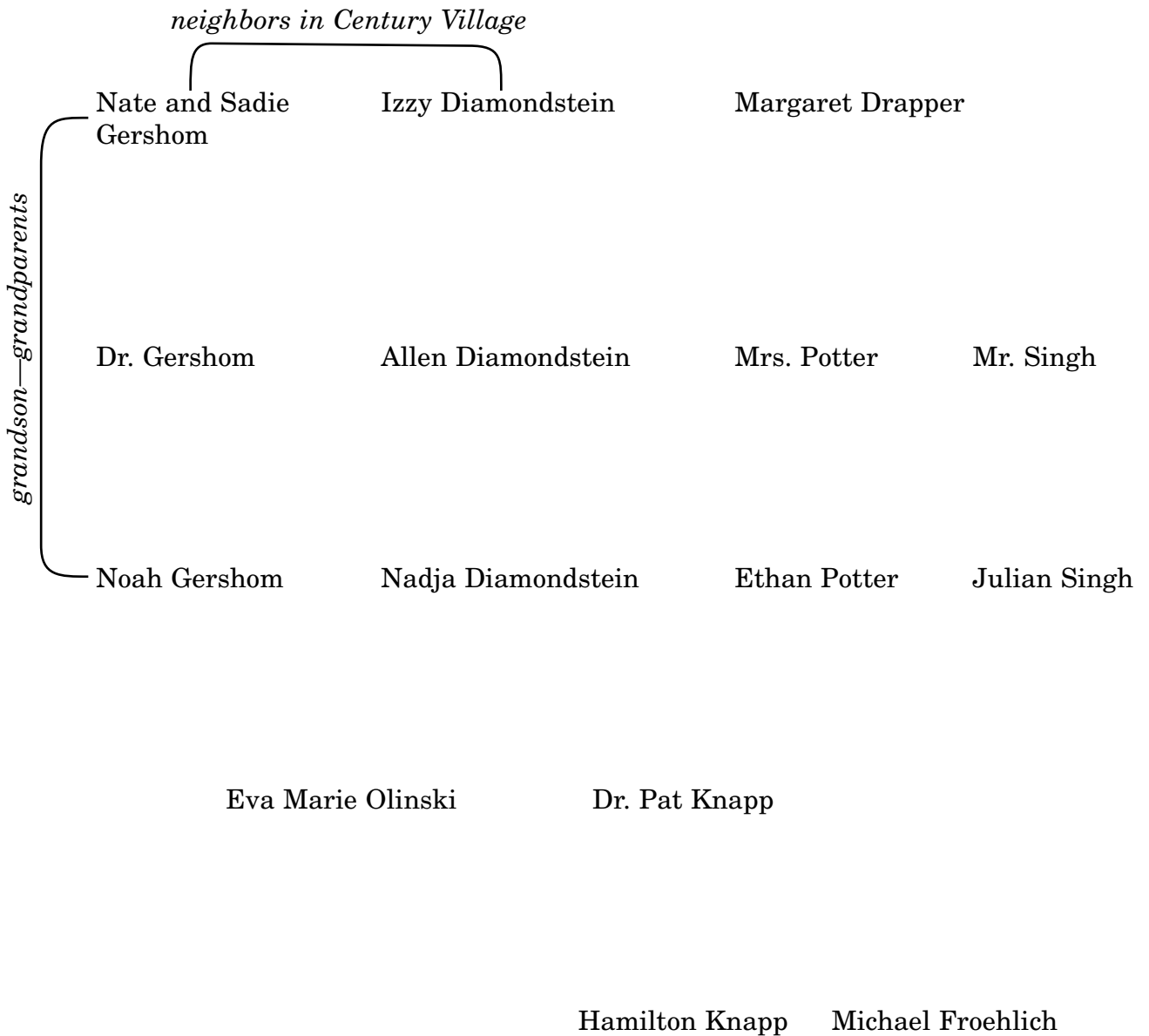
In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide 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.

## GRAPHIC ORGANIZER

Making connections will help you to sort out and remember the relationships among the characters in a novel. The characters listed below are related by ties of family, profession, friendship, or enmity. As you discover these relationships, draw lines between the characters and, on those lines, briefly describe the relationship, as shown in the first two examples. You may add other characters, if necessary. Complete this organizer as you read the novel.



## Chapter 1 (cont.)

### Questions for Discussion:

1. Would you like Noah Gershom as a friend? How does his personality compare with those of your friends?
2. Do you think Noah regretted visiting his grandparents or actually enjoyed himself?
3. What did Tillie Nachman teach Noah about life as she was teaching him calligraphy?
4. Why do you think Noah was able to begin his B&B letter?
5. Why do you think Mrs. Olinski chose Noah for the team?

### Language Study: Yiddish

Yiddish is the language spoken by the Jews of Central and Eastern Europe, beginning in the tenth century. It is a fusion of medieval German, Hebrew, Aramaic, Old French, Old Italian, and Slavic languages. The Gershoms are Jewish. When Grandpa Nate embarrassed Grandma Sadie in front of Nate, she said, “*Sha! a shanda far die kinder,*” which is Yiddish for “Hush, it’s a shame for the children.” Nate used the following Yiddish words and expressions in his description of the wedding. Find out the meaning and pronunciation of each of the following words:

*chupah* \_\_\_\_\_

*mazel tov* \_\_\_\_\_

*pareve* \_\_\_\_\_

### Literary Devices:

- I. *Simile*—A simile is a figure of speech in which a comparison between two unlike objects is stated directly using the words “like” or “as.” Underline the simile in this passage:

Century Village where my Gershom grandparents live is not like any place I had ever been to. It is in Florida, but it is not exactly Disney World or Sea World or other regular destinations. It is like a theme park for old people.

What two things are being compared in this simile?

How does this simile help you to understand Noah’s feelings about the community where his grandparents live?