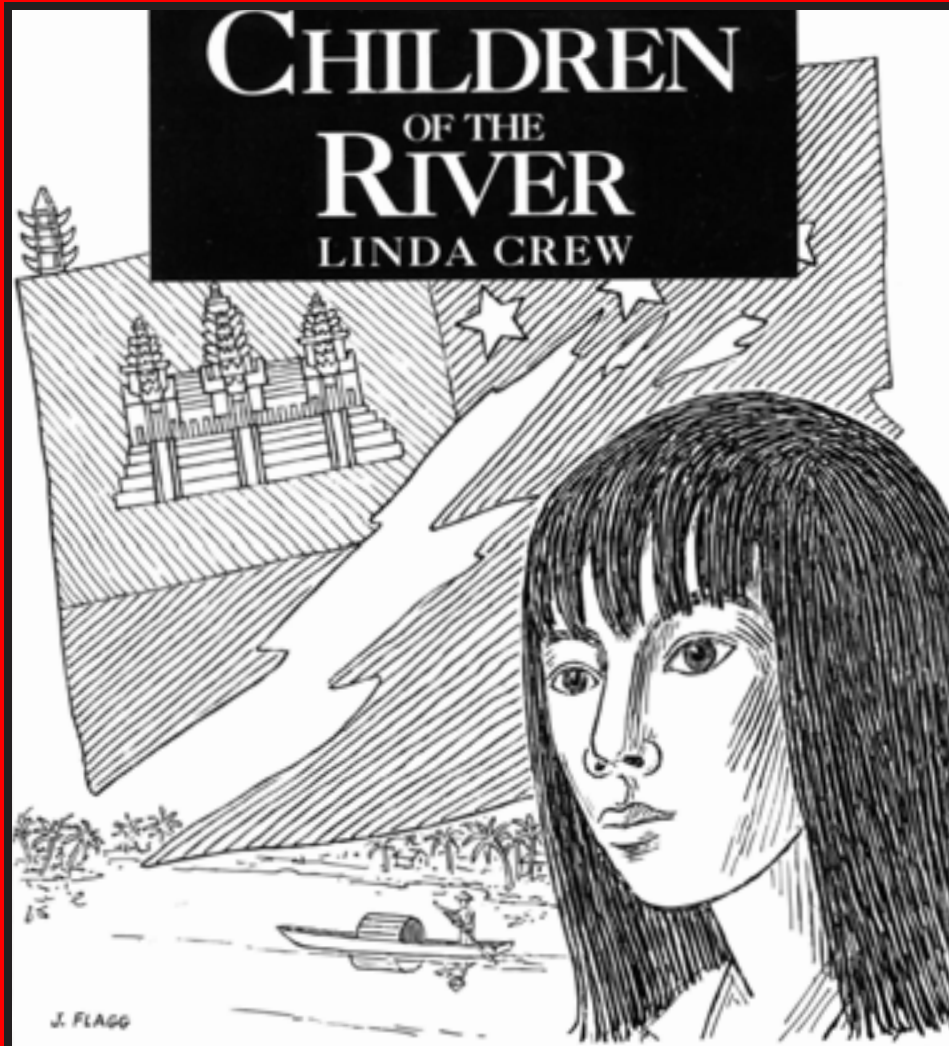


Novel·Ties



A Study Guide

Written By Patty Cheyenne

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

TABLE OF CONTENTS

Synopsis	1
Background Information	2
Map of SouthEast Asia.	3
Pre-Reading Activities	4
Chapters 1, 2.	5 - 7
Chapters 3, 4.	8 - 9
Chapters 5, 6.	10 - 12
Chapters 7, 8.	13 - 14
Chapters 9, 10.	15 - 16
Chapters 11, 12	17 - 18
Chapters 13 - 15	19 - 20
Chapters 16 - 18	21 - 22
Chapters 19 - 21	23 - 24
Cloze Activity	25
Post-Reading Activities.	26 - 27
Suggestions For Further Reading.	28
Answer Key	29 - 32

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 consists of lessons to use in conjunction with the novel *Children of the River*. 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.

SOUTHEAST ASIA



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. decipher | a. disheartened; dispirited |
| 2. ravenous | b. persuade using flattery |
| 3. dejected | c. appreciation |
| 4. dominated | d. extremely hungry |
| 5. commotion | e. discover the meaning of; interpret |
| 6. gratitude | f. ruled over; overshadowed |
| 7. coax | g. realization in advance |
| 8. anticipation | h. noisy disturbance |

.....

- No matter how hard I tried, I could not _____ my brother into driving me to the mall.
- I became _____ when I realized that all my studying did not help me pass the exam.
- In _____ of heavy rains, many people put tar paper down on their attic floors.
- I expressed my _____ to the nurses who gave me such good hospital care by writing a letter on their behalf.
- After starving myself for an entire day, I was _____ at dinner time.
- A(n) _____ at the shore drew a crowd of people worrying that an accident had occurred.
- Army intelligence officers worked to _____ the enemy's secret code.
- _____ by the sounds of trumpets, the other instruments in the orchestra could hardly be heard at all.

Questions:

- Why was Sundara in the village of Ream?
- Why did Sundara and her relatives flee Ream?
- What evidence showed that the people feared the Khmer Rouge?
- How did Sundara try to care for the baby in her charge?