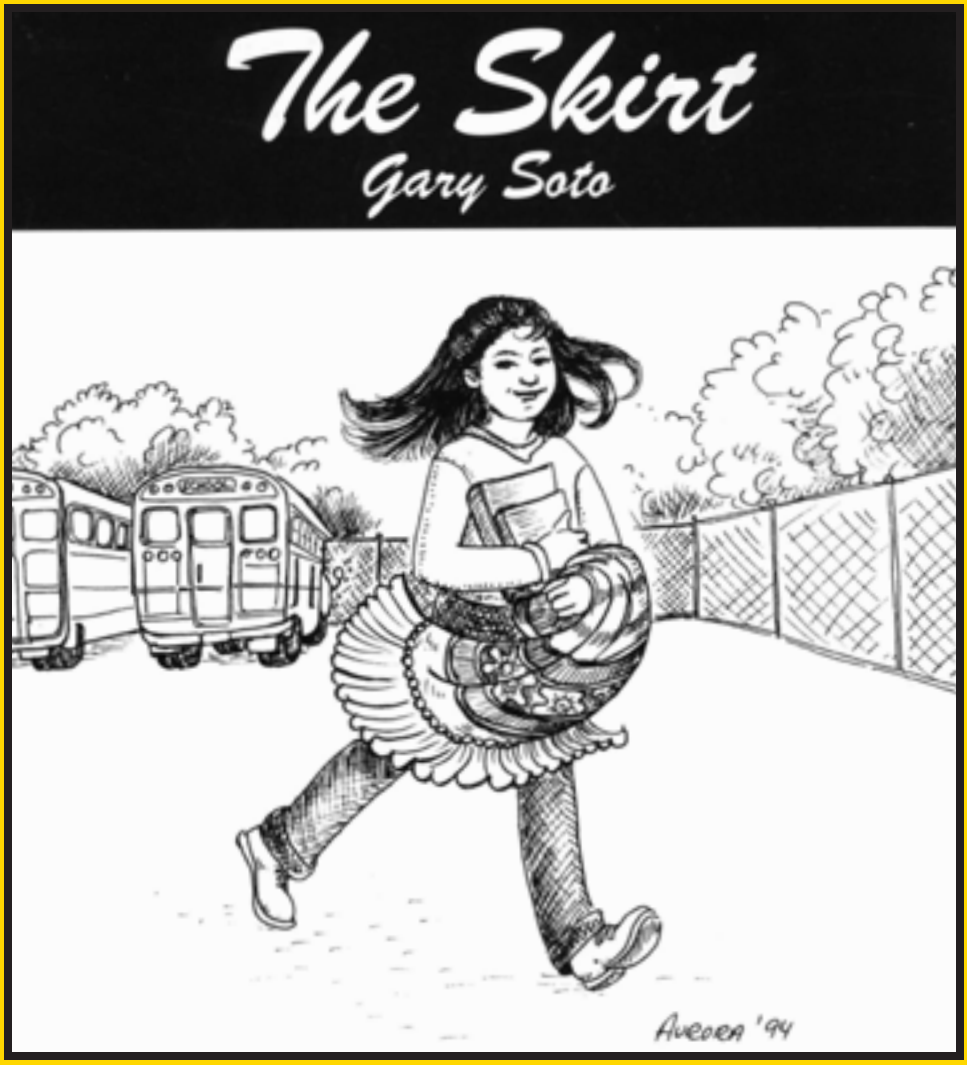
Novel·Ties



A Study Guide

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *The Skirt*. 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.

CHAPTER 1

Vocabulary: Draw a line from each word on the left to its meaning on the right. Then use the numbered words to fill in the blanks in the sentences below.

1. taunt	a. find fault with
2. ignore	b. ashamed, humiliated
3. exhaustion	c. insult, mock
4. scold	d. decide not to notice
5. embarrassed	e. state of being very tired

. . . . . .

1. If I do not clean up my room, my mother will _____ me.

2. It is hard to _____ the sound of a brass band.

3. I am afraid to complain about the older boys who _____ me each day on the school bus.

4. If you are feeling _____ after the race, sip some water and rest for a while.

5. I was _____ when I did not know the answer to the teacher's question.

Questions:

1. Where and when did Miata forget her skirt? Why did she think she forgot it?
2. Why had Miata taken the skirt to school?
3. Why was the skirt so important to Miata?
4. Why did Miata need the skirt by Sunday?
5. Why didn't Miata want her parents to know about the lost skirt?

CHAPTER 2

Vocabulary: Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

A	B
1. commute	a. fishtank
2. neat	b. bewildered
3. aquarIum	c. orderly
4. impatient	d. travel
5. confused	e. uneasy

. . . . . .

1. I became _____ when my friend left me waiting for an hour.

2. We enjoy watching the goldfish swim around in the _____.

3. I _____ by train each day to work in the city, which is thirty miles away.

4. No matter how hard I try to be _____, my room is always messy by the end of the day.

5. Having lost the map, I became _____ trying to find your house.

Questions:

1. Why was Miata happy that her family moved from Los Angeles to Sanger?
2. Why was Miata so anxious for Ana's call after school?
3. Why couldn't Miata share her father's good mood when he came home from work?