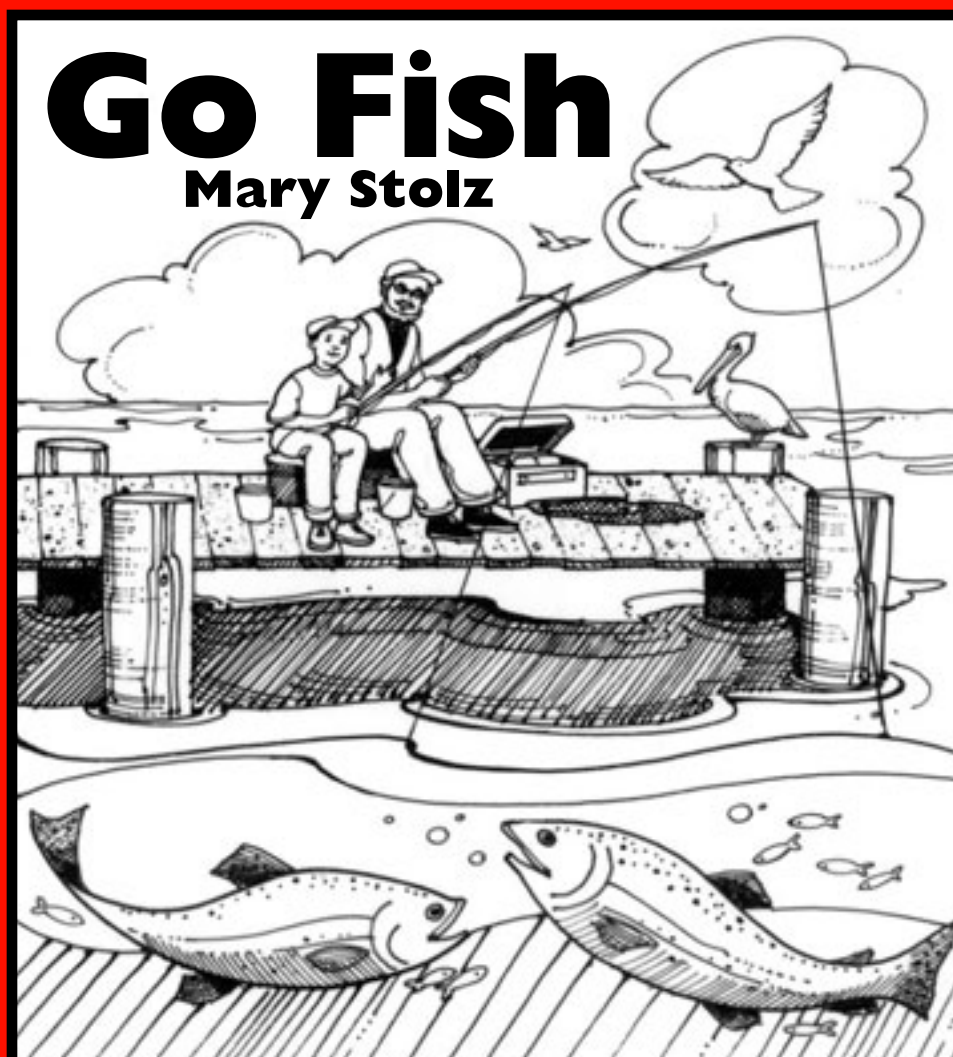# Novel·Ties

Go Fish
Mary Stolz

A Study Guide
Written By Jennifer O. Brodeur
Edited by Joyce Friedland and Rikki Kessler

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Go Fish*. 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 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.)

6. As you read the book, keep a nature journal of all the plants and animals Thomas encounters. Write "P" for plant and "A" for each animal entry. Jot down the facts you learn from the book and the facts you learn from additional research. Try to find a picture of each plant or animal and include it in your chart.

Object	Plant/ Animal	Interesting Facts	Picture

CHAPTER 1

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. trench   a. enclosed tightly into an object

2. nibbled   b. looking at something with wonder

3. gazing   c. long narrow ditch in the ground

4. sauntered   d. something belonging to early history

5. embedded   e. took small bites

6. ancient   f. strolled

. . . .

1. After eating a big lunch, I _____ at my supper.

2. It was hard to take out the splinter once the piece of wood was _____ in my skin.

3. We learn about life in _____ Egypt from the items found in the tombs.

4. The dinosaur's tail must have left a(n) _____ behind it as it moved along.

5. When I held the baby in my arms, I couldn't help _____ into her beautiful blue eyes.

6. "You'd better hurry up," yelled my brother as I _____ down the hall.

> Read to find out how Thomas convinces his grandfather to bike him fishing.

Questions:

1. Why is Thomas eager to go outside and do something?

2. How does Thomas try to get his grandfather's attention?