

Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with a specific novel 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 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.

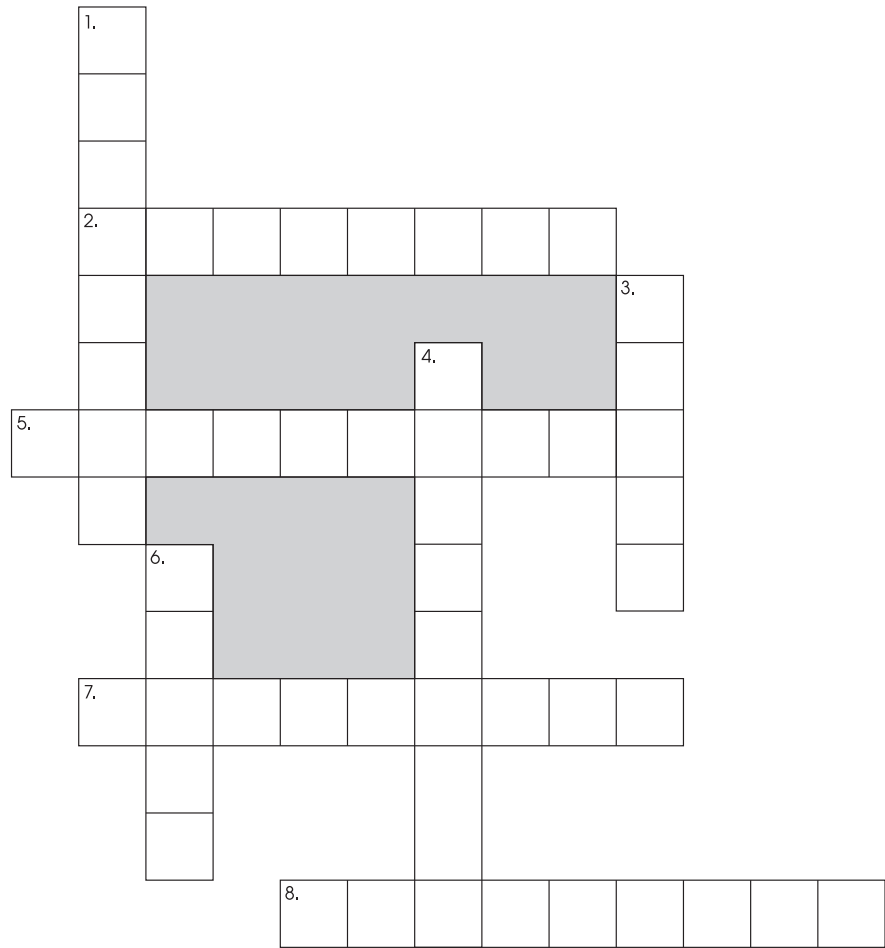
Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. 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.

CHAPTER 1

Vocabulary: Use the words in the Word Box and the clues below to complete the crossword puzzle.

WORD BOX
 blubbering
 dismally
 fidgeting
 muffling
 pondering
 promotion
 soggy
 whisk



Across

- 2. covering to lessen sound
- 5. weeping noisily
- 7. making nervous movements
- 8. thinking over carefully

Down

- 1. in a depressed or sad way
- 3. wet and heavy
- 4. advancement to higher position
- 6. cause to move rapidly

Read to find out how Howard feels about moving.

Chapter 1 (cont.)

II. *Personification*—Personification refers to the granting of human characteristics or actions to nonhuman objects. For example:

. . . sadness seems to be waiting right behind your smile.

What is being personified?

What does this reveal about Howard?

Language Activity:

A character’s feelings and emotions are an important part of a story. Work with a small group to search Chapter One for words that describe feelings or emotions. Use a dictionary if you are uncertain of a word’s meaning. List each feeling or emotion word you locate under one of the following categories:

Feelings and Emotions

Pleasant

Unpleasant

After composing your list of words, notice which column is larger. What conclusion can you draw from this? Which column best represents Howard’s feelings? Why?

Writing Activity:

Howard felt his parents had treated him unfairly by not consulting him about the decision to move. He felt his feelings were unimportant to them. Write about a time when you felt your parents or any other adults were unfair to you.