

Novel•Ties

ELLA ENCHANTED

GAIL CARSON LEVINE



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 – 4

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.

<u>A</u>	<u>B</u>
1. bestow	a. shining
2. inspiration	b. copying
3. disarray	c. idea
4. evade	d. mess
5. grimaced	e. questioned
6. mimicking	f. frowned
7. gleaming	g. award
8. interrogated	h. escape

.....

1. After we put several coats of wax on it, the floor was _____.
2. After the slight earthquake, we found all the books in the library in _____.
3. Lucy _____ when she was served meatloaf, a dish she had never liked.
4. The grateful survivor of the fire wanted to _____ gifts on the person who saved his life.
5. It took a week of careful thought before I had a(n) _____ for the subject of my report.
6. My mother _____ me when I stayed out too late, wanting to know where I had been and who had been with me.
7. I became angry when I noticed my sister _____ everything I did and everything I said.
8. It is difficult to _____ the destruction of a tornado if you are directly in its path.

Read to find out about Ella's curse.

Chapter 1 – 4 (cont.)

- II. *Point of View*—Point of view in literature refers to the voice telling the story. It could be the author narrating or one of the characters telling the story. From whose point of view is this story told?

What are the advantages and disadvantages of this point of view?

Writing Activity:

What “gift,” besides obedience, might become a curse? Imagine that you received such a gift and write about the way it became a problem in your life.