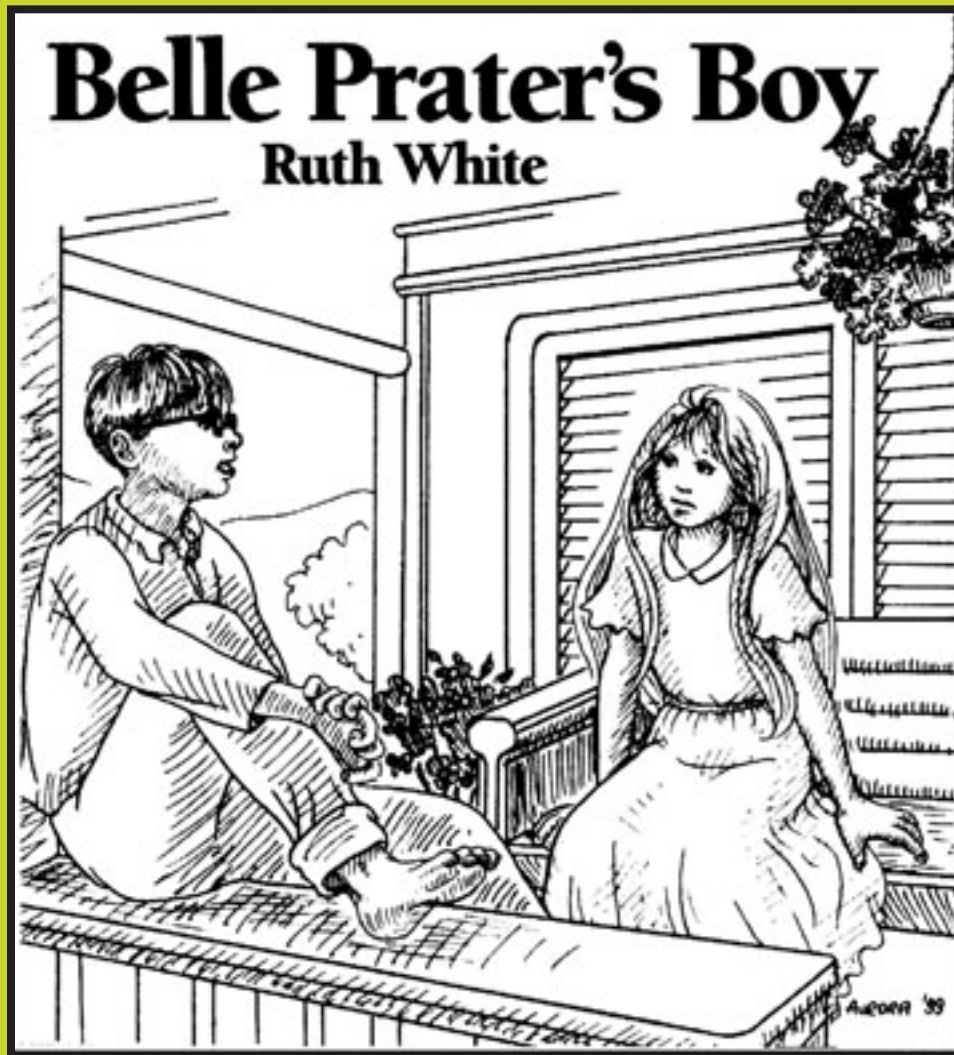


Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with *Belle Prater's Boy*. 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.

RESPONSE JOURNAL

Chapters	Responses

Chapters 1 - 4 (cont.)

7. Why did Gypsy ask Raymond about his daughter Flo during the visit to the barbershop?
8. Why was Gypsy's piano playing important to Woodrow?

Questions for Discussion:

1. What evidence suggested that Gypsy and Woodrow would become close friends?
2. Why do you think the townspeople were so insensitive to Woodrow's and Gypsy's feelings?
3. Why do you think the author didn't tell the reader what happened to Woodrow's mother or to Gypsy's father?

Literary Devices:

- I. *Point of View* — The person who tells a story determines the point of view. There are three possible points of view in a novel:
 - *First-person narrator* who, as a character, tells the story as he or she experienced it
 - *Third-person limited narrator* who knows what one character is doing and thinking
 - *Third-person all-knowing narrator* who knows what all the characters are doing and thinking

Which point of view did the author, Ruth White, use in this novel?

What are the advantages of this point of view?

What are some disadvantages?
