

# Novel·Ties

## **The Beast in Ms. Rooney's Room**

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## 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 the book *The Beast in Ms. Rooney's Room* 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 book.

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.





**CHAPTERS 3, 4**

**Vocabulary:** A compound word is made up of two or more words. For example: SUN + SHINE =SUNSHINE. Draw a line from each word on the left to a word on the right that will form a compound word. Write the compound words on the lines.

- |           |            |       |
|-----------|------------|-------|
| 1. board  | a. pane    | _____ |
| 2. eye    | b. rest    | _____ |
| 3. window | c. one     | _____ |
| 4. some   | d. work    | _____ |
| 5. arm    | e. time    | _____ |
| 6. summer | f. glasses | _____ |

Use the compound words to fill in the blanks in the following sentences.

- Put down the \_\_\_\_\_ between our seats before the plane takes off.
- The \_\_\_\_\_ was splashed with mud after the truck went by.
- If you go into the water, make sure that \_\_\_\_\_ is watching you.
- I need my \_\_\_\_\_ when I read.
- Before you leave the classroom, finish the \_\_\_\_\_.
- Our family always goes to the beach in the \_\_\_\_\_.

Read to find out how Richard feels about special reading help.

**Questions:**

- Why does Mrs. Paris visit Ms. Rooney's classroom?
- Why is Richard surprised that Emily Arrow is chosen for special reading help?