

Novel·Ties

Class Clown

Johanna Hurwitz



A Study Guide

Written By Carol Alexader

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
Pre-Reading Activities	2
Story Map	3
Chapter 1	4 - 6
Chapters 2, 3	7 - 8
Chapter 4	9 - 11
Chapter 5	12 - 13
Chapter 6	14 - 15
Chapters 7, 8	16 - 18
Cloze Activity	19
Post-Reading Activities	20 - 21
Suggestions For Further Reading	22
Answer Key	23 - 24

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide to use in conjunction with the book *Class Clown* 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 at its own 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.

STORY MAP

Title	<u>Class Clown</u>
Author	_____

Main Characters	Description
Lucas	
Cricket	
Mrs. Hockaday	
Julio	

Plot—Main Events	
First,	_____ _____
Then,	_____ _____
Next,	_____ _____
Finally,	_____ _____

My favorite part of the book was _____

I would recommend this book to _____

Chapter 1 (cont.)

Questions:

1. Why does Lucas get into trouble on the first Tuesday in October in Mrs. Hockaday's class?
2. Why does Mrs. Hockaday realize that Cricket is telling the truth about Lucas?
3. Why does Mrs. Hockaday send a note home to Lucas's mother?
4. Why does Lucas want to show Mrs. Hockaday's note to his mother?
5. How does Mrs. Cott think Lucas can stay out of trouble at school?

Questions for Discussion:

1. Why do you think Lucas is bored and restless in class?
2. Do you think the class laughs *at* Lucas or laughs *with* him?
3. Does Lucas really believe that he has behaved well in class?
4. Do you think that Lucas and Cricket are really enemies?

Language Study: Idiom

An idiom is an expression that does not mean exactly what it says. What does Mrs. Hockaday mean when she says:

This is the last straw.

Write another idiom on the lines below.
