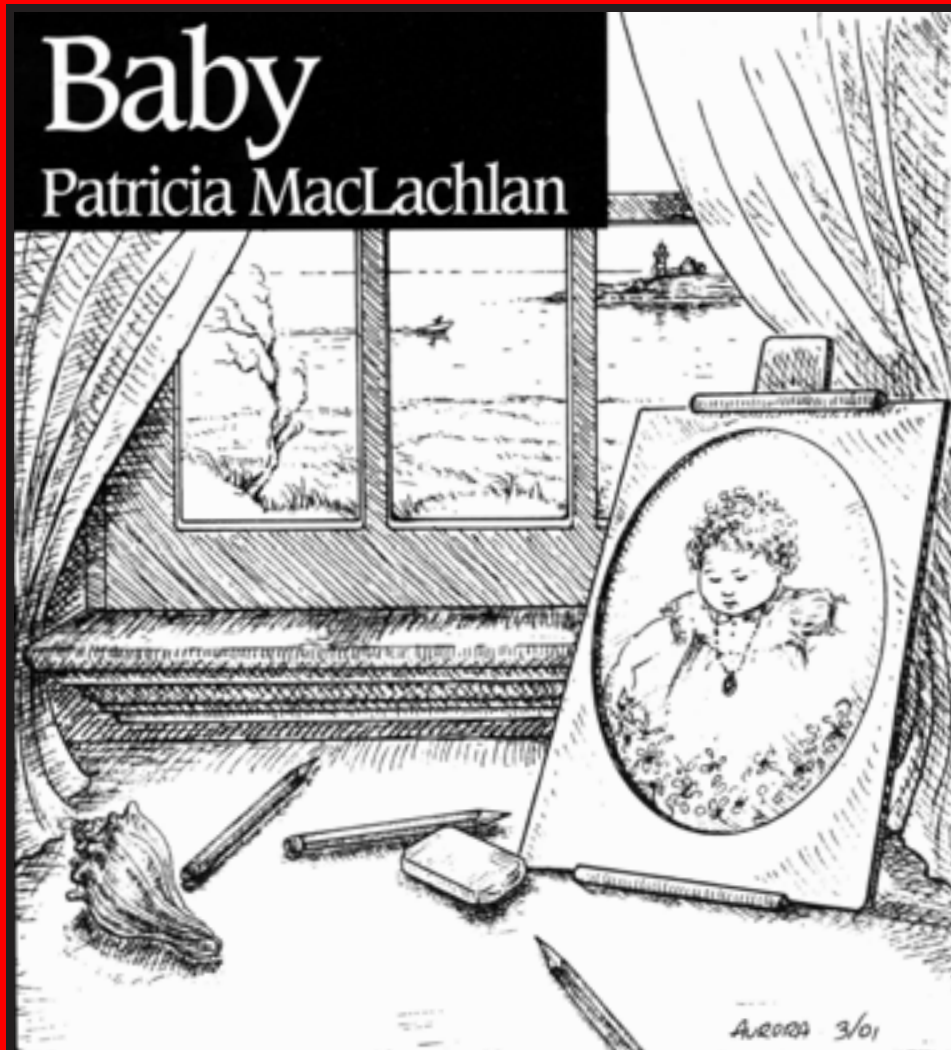


Novel·Ties



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 a specific novel. 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: Draw a line from each word on the left to its meaning on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|-------------|---|
| 1. stubborn | a. heavy cloth on which a painting is made |
| 2. editor | b. someone responsible for the choice of articles and opinions in a newspaper or magazine |
| 3. ferry | c. boat that transports people and automobiles across a relatively small body of water |
| 4. meadow | d. fine reddish-brown wood used for making furniture |
| 5. canvas | e. grassland; field |
| 6. mahogany | f. transparent solid object used for dispersing light into a spectrum of color |
| 7. pillar | g. upright, slender structure often used to support part of a building |
| 8. prism | h. unreasonably fixed in one's ideas; obstinate |

.....

- It is better to take a(n) _____ than to travel on the highway when traffic is heavy.
- Because my ideas differed from that of the _____, I knew she would not publish my article.
- We replaced the old wooden _____ with one made of stone so that the porch would not collapse.
- When we removed the paint from the old dresser, we found beautiful _____ underneath.
- The raindrop on the leaf became a(n) _____, casting a rainbow of colors in the sunshine.
- If you are too _____ to listen to advice from experienced workers, you are bound to make mistakes on the job.
- As we looked across the grass and flowers in the _____, we hoped housing developments would not be built in this lovely place.
- After stretching her _____ across a frame, the artist began to apply paint.

Chapter 1 (cont.)

Literary Elements:

- I. *Setting* — setting refers to the time and place where the story events occur. What is the setting of this story?

Why do you think the author does not specifically name the place?

How does the setting affect the lives of the characters?

- II. *Characterization* — Begin a chart describing each character’s traits and giving examples of words or actions for each trait. As you continue to read the book, write additional descriptions and add new characters as you meet them.

Character Chart

Name	Character Traits	Words or Actions That Show the Trait
Larkin		
Mama		
Papa		
Byrd		
Lalo		