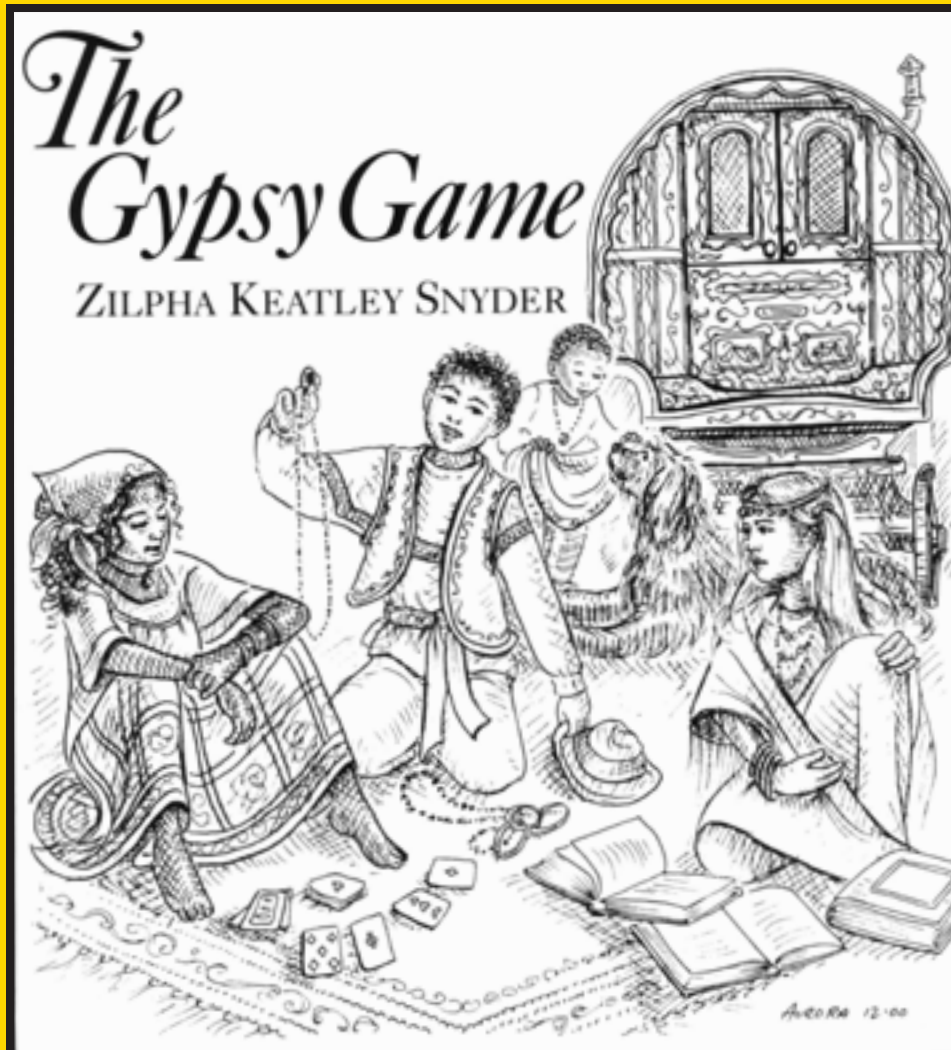


Novel·Ties



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.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and author's name and by looking at the illustration on the cover of the book. What do you think the book will be about? Do you think it will be serious or humorous? Have you read *The Egypt Game* or any other books by the same author?
2. Read the dedication at the beginning of the book. Why do you think the author wrote this book?
3. With your classmates, discuss the qualities you look for in a friend. What do you think you owe your friends? What do you expect from them in return?
4. What do you do if you have a problem? Do you talk things out or keep your problems to yourself? Why is it often difficult to discuss problems with others? Would you prefer to discuss problems with your family, with friends, or with some other individual?
5. **Cooperative Learning Activity:** Read the Background Information on Gypsies on page two of this study guide. Then brainstorm with a small group of your classmates to fill in a K-W-L chart, such as the one below. Jot down what you already know in the first column. List your questions in the second column. After you finish reading the book, add anything you learned in the third column.

Gypsies		
What We Know -K-	What We Want to Know -W-	What We Learned -L-

6. *The Gypsy Game* brings up the problem of homelessness. Invite someone from your community who deals with homeless people to speak to the class about the problem. What agencies in your area are trying to help the homeless? What service do they provide? What more do you think can be done?

CHAPTERS 1 – 4

Vocabulary: Read each group of words. Cross out the one that does not belong with the others. On the line below the words, tell how the remaining words are alike.

1. a. enthusiastic b. eager c. interested d. indifferent

These words are alike because _____

2. a. wobbling b. teetering c. swaying d. steady

These words are alike because _____

3. a. unanimous b. united c. split d. undivided

These words are alike because _____

4. a. unfeeling b. thin-skinned c. emotional d. supersensitive

These words are alike because _____

5. a. permanent b. temporary c. fleeting d. brief

These words are alike because _____

6. a. authentic b. genuine c. fake d. real

These words are alike because _____

7. a. fact b. truth c. reality d. fiction

These words are alike because _____

8. a. favorable b. agreeably c. reluctantly d. approvingly

These words are alike because _____

Questions:

1. Why wasn't it necessary for April and Melanie to talk when they were together?
2. Why did April want to try being Gypsies? What did Melanie think of this plan?
3. Why did Marshall become interested in being a Gypsy?
4. Why did Elizabeth want to be a Gypsy?