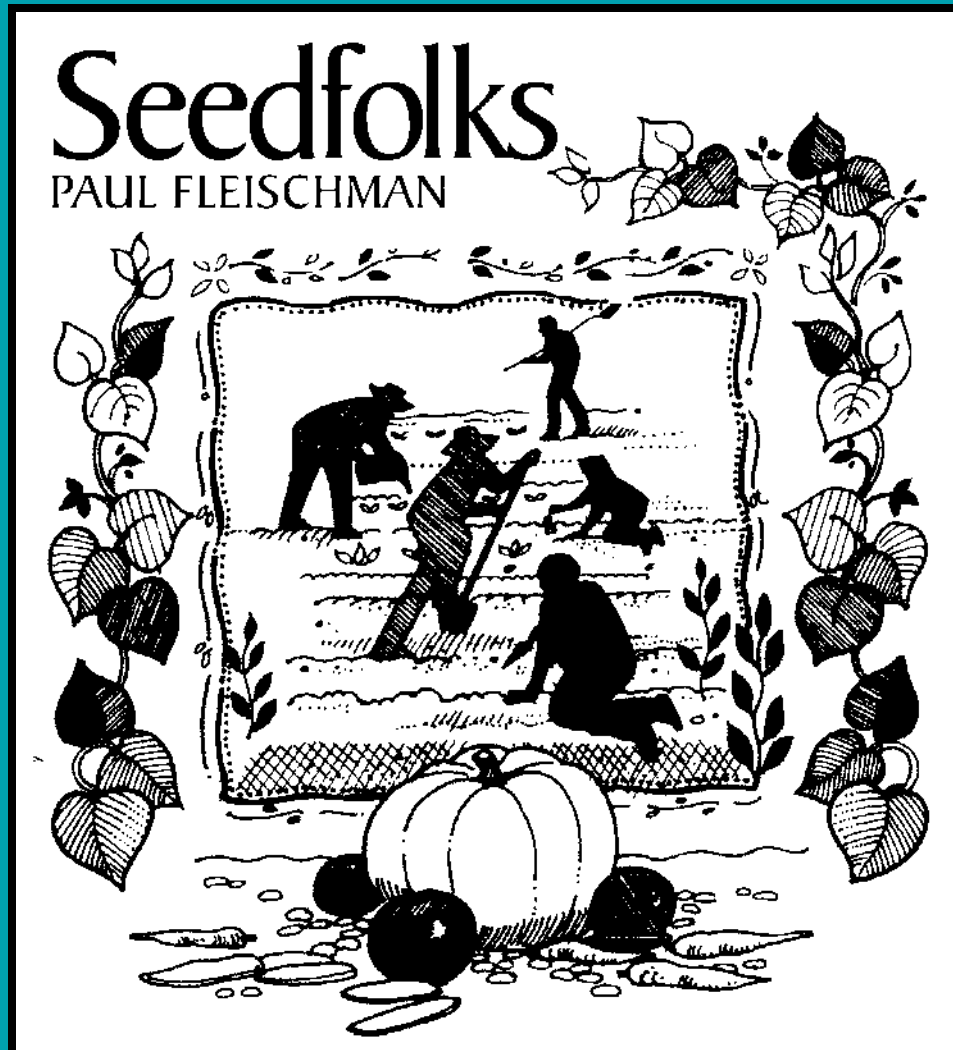


Novel•Ties



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 novel *Seedfolks* 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.

PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? What do you think the word "seedfolks" could mean? Have you read anything else by the same author? Thumb through the book and notice the chapter headings. Why do you think the author has used people's names instead of numbers to delineate chapters?
2. **Social Studies Connection:** What do you know about immigration to the United States? What would you like to find out? Brainstorm with a small group of your classmates to fill in a K-W-L chart, such as the one below. Read the Background Information on page two of this study guide and jot down what you already know in the first column. List your questions in the second column. When you finish the book, record what you learned in the third column.

Immigrants in the United States		
What I Know -K-	What I Want to Know -W-	What I Learned -L-

3. Have you read any other books or stories that deal with the lives of immigrants in recent times? Jot down whatever you can remember from your reading. When you have finished reading *Seedfolks*, compare the facts in your notes to those facts that you have discovered while reading this novel.
4. **Cooperative Learning Activity:** Work with a small cooperative learning group to list and discuss ways in which people can help each other in daily life. As you read this book, notice how the characters get along and form helpful relationships with one another.
5. A stereotype is an oversimplified image of a certain person, or group of people usually held in common by some part of society. Do you or members of your family hold any views that stereotype others? How can stereotypes be harmful to both the believer and the victim? Why do you think stereotypes develop? How can they be eliminated?
6. Many of the characters in this book have experienced loneliness. Often, that is a result of their having retired from jobs that kept them involved with other people. What could an older person do to reconnect with the world?
7. **Social Studies Connection:** The setting of the story is Cleveland, Ohio. Find out more about this large city. Using a map, find Cleveland Heights. See what you can discover about the cultural or ethnic makeup of the area. You might find this information by using the Internet or by reading books or articles, including travel guides.
8. Do some research to learn about community gardens. Who usually plants and maintains these gardens? Are there rules about the use of the land? What happens if a business wants to take over the lot? Are there any community gardens on abandoned land near you?

Pre-Reading Activities and Discussion Questions (cont.)

10. As you read about each of the people presented in *Seedfolks* fill in the character chart below. Be sure to take notes on each person's family background, country of origin, interests, and personality traits.

Character	About the Character
Kim	
Ana	
Wendell	
Gonzalo	
Leona	
Sam	
Virgil	
Sae Young	
Curtis	
Nora	
Maricella	
Amir	
Florence	