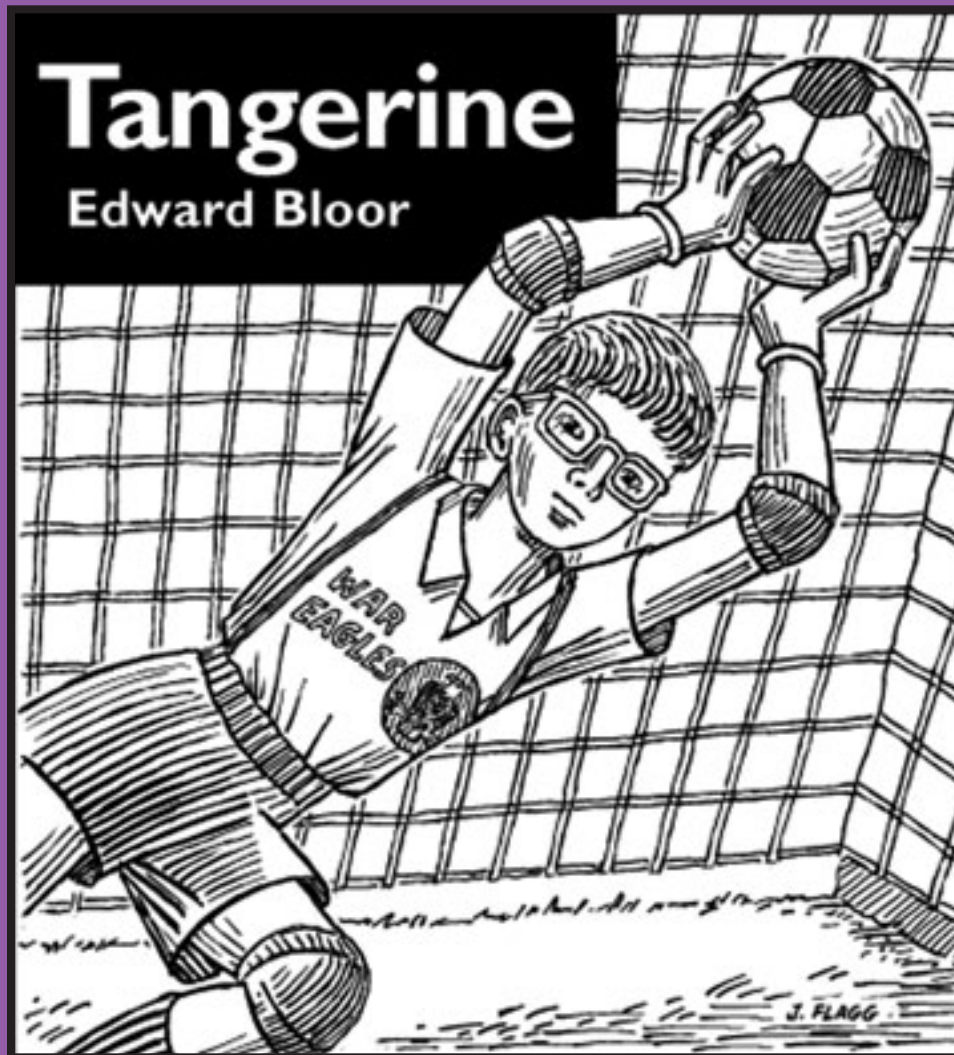


# Novel·Ties



## A Study Guide

Written By Jane Darby

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

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

**TABLE OF CONTENTS**

Synopsis . . . . .	1 - 2
Pre-Reading Activities . . . . .	3 - 4
Part 1:	
Pages 1 - 33 . . . . .	5 - 7
Pages 33 - 61 . . . . .	8 - 10
Pages 61 - 94 . . . . .	11 - 12
Part 2:	
Pages 97 - 124 . . . . .	13 - 14
Pages 124 - 155 . . . . .	15 - 16
Pages 155 - 199 . . . . .	17 - 19
Part 3:	
Pages 203 - 230 . . . . .	20 - 22
Pages 230 - 265 . . . . .	23 - 24
Pages 266 - 303 . . . . .	25 - 27
Cloze Activity . . . . .	28
Post-Reading Activities . . . . .	29 - 30
Suggestions For Further Reading . . . . .	31
Answer Key . . . . .	32 - 35
Notes . . . . .	36

---

*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 consists of lessons to use in conjunction with the novel *Tangerine*. 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

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover of the book. Also notice the quotation inside the book from The Doors song, "The Soft Parade."

*Successful hills are here to stay.  
Everything must be this way.*

What do you think the book will be about? Do you think it will be realistic fiction or fantasy? What do you think the words in the quotation suggest? Why do you think the author chose to quote these particular lines?

2. What role do you think parents play in determining how their teenagers act outside the home? What role do you think their friends and classmates play in the way they behave?
3. Paul, the main character in the novel, lives in a housing development in which strict rules ensure that the houses maintain a consistent appearance. Everything—even the mailboxes and the color of the houses—must conform to certain standards. Why do you think some people find this kind of community appealing? Would you like this kind of community?
4. Many environmental problems plague the community in which Paul lives. What kinds of stresses might a housing development place upon its natural environment? What would be an effective way to deal with these problems?
5. Are there any environmental problems in your community? Are they being addressed or are they being ignored? Why might a community want to hide its environmental problems? How can a community mobilize to address these problems?
6. Sibling rivalry refers to competition between brothers and sisters. If you have brothers or sisters, in what ways do you compete with one another? Why do siblings compete? At what point does sibling rivalry become unhealthy competition?
7. High school football players are often idolized by their peers and community. What are the qualities that make a person truly heroic? Do heroic acts always conform to the wishes of the community? Should they? Why or why not?
8. The pressure to excel can be formidable for a high school athlete. A player's performance can win him or her publicity, scholarship offers from prestigious colleges, and perhaps an opportunity to have a career in professional sports. Is this kind of pressure good for high school athletics? Why or why not? How does good sportsmanship fare under this pressure?
9. Sometimes, people keep secrets to protect the ones they love from a painful truth. What kinds of secrets might parents keep from their children? Under what circumstances do family secrets become harmful?
10. **Cooperative Learning Activity:** Form debating teams to argue the following question: should a student with a handicap be permitted to play on a school team?

## PART I: PAGES 1 - 33 [Harcourt edition]

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                |  |
|----------------|--|
| 1. sprinted    | a. surface layer of earth containing grass and its roots; turf                     |
| 2. sod         | b. movable   |
| 3. dominant    | c. ran at full speed; dashed   |
| 4. portable    | d. abnormally preoccupied  |
| 5. constitutes | e. weakened; disabled  |
| 6. impaired    | f. most important; supreme   |
| 7. penalty     | g. player on a football team who calls the signals and directs the offensive plays |
| 8. obsessed    | h. punishment; fine  |
| 9. quarterback | i. makes up; forms   |

.....

1. He was so \_\_\_\_\_ with the idea of winning the tournament that he could think of nothing else for weeks on end.
2. My parents bought me this laptop computer because it is lightweight and \_\_\_\_\_.
3. Her vision was \_\_\_\_\_ when dust blew into her eyes.
4. I \_\_\_\_\_ the short distance from the car to the house so I wouldn't get soaked in the downpour.
5. The \_\_\_\_\_ on my brother's football team is well known for directing complicated plays that often confuse the opposing team.
6. The \_\_\_\_\_ in our yard is overgrown with crabgrass.
7. His involvement in the robbery \_\_\_\_\_ a federal offense.
8. The \_\_\_\_\_ feeling among the members of the jury was that the defendant was innocent.
9. "For your role in this terrible crime," the judge declared, "the \_\_\_\_\_ shall be life imprisonment."