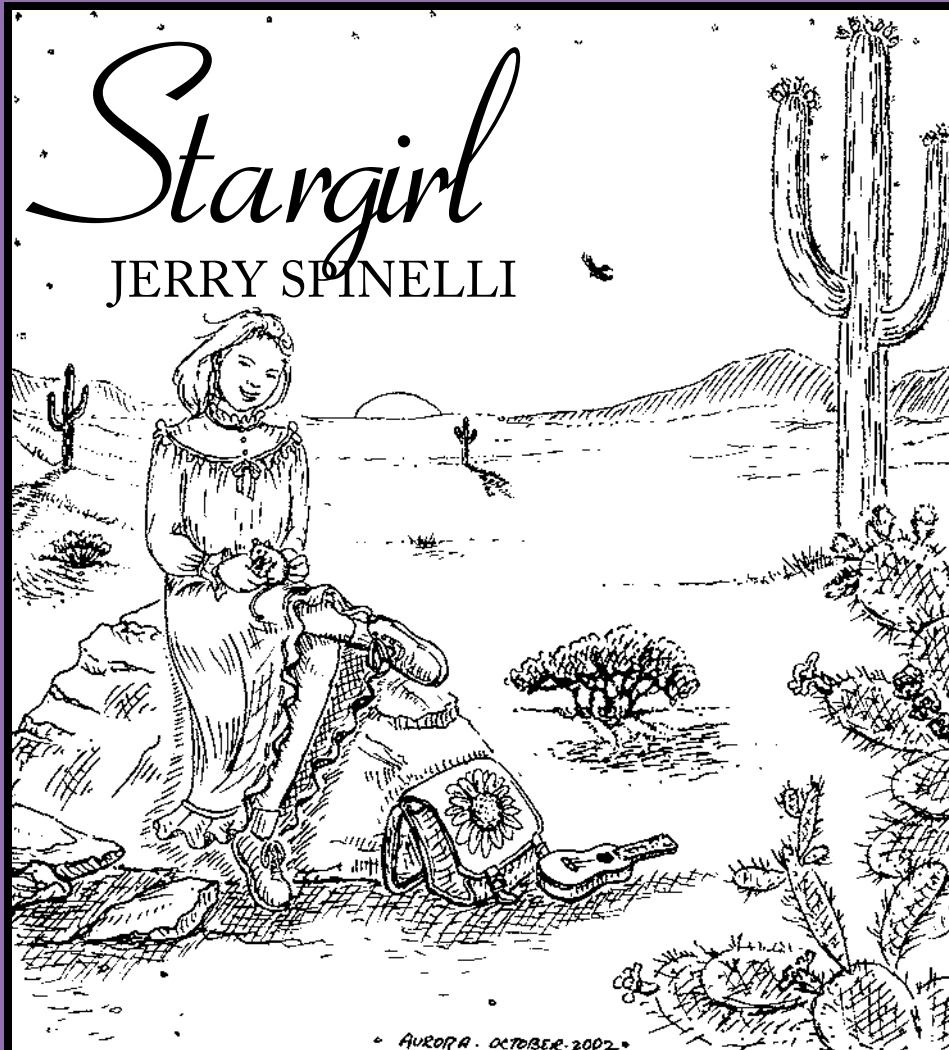


Novel·Ties



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 *Stargirl* 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 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 guided reading 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 or group of chapters; 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 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. What do you think the book will be about? Have you read any other books by the same author?
2. Stargirl, the central character in this novel, is a teenager who has a unique personality. How would a person who does not conform be treated in your school or among your friends? Do you think people should be expected to conform or should they be encouraged to express their own unique qualities?
3. Read the brief biography of the author Jerry Spinelli on page two of this study guide and do some additional research to learn more about his life. As you read the novel and the interview that follows it, determine how Spinelli's life experiences and beliefs may have influenced the story.
4. Do you or anyone you know hide your true individuality in order to fit into the crowd? Do you think other people can see through this mask? What benefits and disadvantages can result from this behavior?
5. The narrator of this book faces a crisis of values and loyalty. He must choose between the good opinion of a large group and the love of one special person. What do you think a person might do when faced with this type of dilemma? What criteria might help the person make the best choice?
6. Do you think we should choose friends who are similar to us, or different? What might we learn from each kind of relationship?
7. *Stargirl* explores the issue of peer pressure. What are some examples of the ways that peers influence your behavior? Have you ever observed other people behaving in a manner that is contrary to their own values because of peer pressure? Is peer pressure ever beneficial to individuals?

Porcupine Necktie; Chapters 1 – 5 (cont.)

Read to find out what the students at Mica Area High think of Stargirl.

Questions:

1. How did the gift of the porcupine tie prepare the way for other events?
2. Why did Stargirl immediately become the target of gossip at school?
3. Why were Leo and Kevin especially excited by the presence of this new student?
4. According to Hillari Kimble, why was Stargirl at Mica Area High?
5. In what way did the moonlight suggest to Leo “a sense of the otherness of things”?
Why was night the time when Leo thought most about Stargirl?
6. In what ways was Wayne Parr typical of the entire Mica student body?
7. Why did many spectators suddenly come to a Mica football game?

Questions for Discussion:

1. Why do you suppose that Leo refused to sign up Stargirl for an interview on “Hot Seat”?
2. Why do you think Stargirl sang to individual students on their birthdays?
3. What do you think Leo learned when he followed Stargirl around the town?
4. Why do you think the students at Mica kept developing theories about Stargirl, but made no attempt to get to know her?
5. In your opinion was Stargirl a loner or did she want to befriend her new classmates?
6. Do you know anyone like Stargirl? Would you like to know someone like her?

Literary Devices:

- I. *Simile*—A simile is a figure of speech which compares two unlike objects using the words “like” or “as.” For example:

We did not know what to make of her [Stargirl]. In our minds we tried to pin her to a corkboard like a butterfly, but the pin merely went through and away she flew.

What is being compared?

What does this reveal about the students at Mica? What does this reveal about Stargirl?
