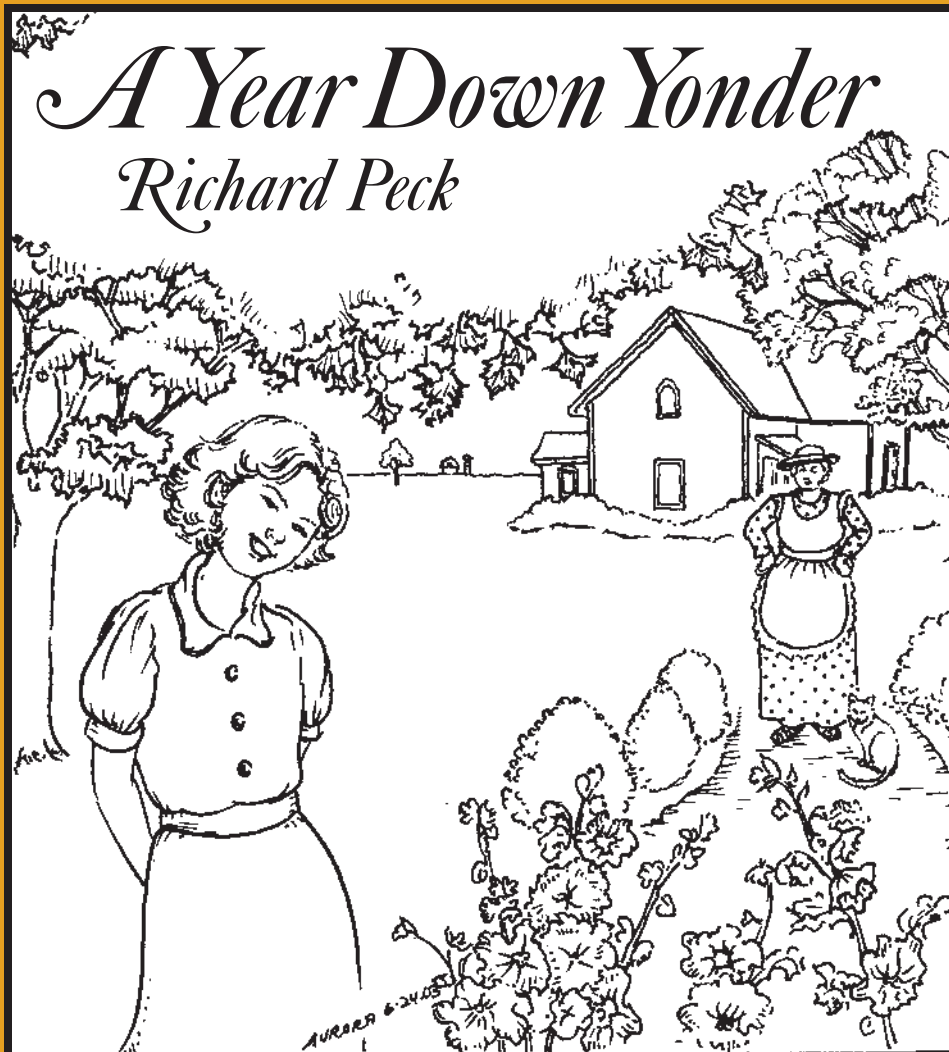


Novel·Ties



A Year Down Yonder *Richard Peck*

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 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 QUESTIONS AND ACTIVITIES

1. Preview the book by looking at the title and the illustration on the cover. What do you think the book will be about? Have you read *A Long Way from Chicago*, the book to which this is a sequel? Read the “Prologue” to discover when and where the book takes place. Will this novel be about real life or is it fantasy?
2. If you have read *A Long Way from Chicago*, what do you remember about Grandma Dowdel and Mary Alice, the main characters in this story?
3. Imagine you had to move away from your home and your parents to live with a relative. What problems might you face in your new home and at school? How would you try to overcome these problems?
4. Read the Background Information on the Great Depression on page two of this study guide and do some additional research to learn about the hardships people experienced. Then begin a K-W-L chart, such as the one below. Before you read the book, record what you know about the Depression in the first column. In the second column, indicate what you would like to learn. After you finish the book, record what you learned in the third column.

The Great Depression

What I Know -K-	What I Would Like To Learn -W-	What I Learned -L-

5. Read the Background Information on Armistice Day on page two of this study guide. Find out why the name of this holiday was changed. With your classmates, discuss whether November 11th has any special importance in your lives today.
6. This story takes place in the year 1937. With a partner, discuss the electronic devices and media that are commonplace today that did not exist in homes and schools at that time. Talk about the ways life would have been different without the presence of these objects.
7. During economic hard times, people are forced to give up many of the things they enjoy. First, make a list of the items you consider necessities. Then make a list of luxuries. Which of these luxuries would be easiest to give up? Which would be most difficult? As you read the book notice those things that the characters must give up because of the difficult times in which they live.
8. Is it ever justifiable to bend the rules of right and wrong by lying, taking something that is not yours, or exaggerating the truth in order to make things turn out the way you want? In what, if any, instances would this be acceptable?

PROLOGUE, RICH CHICAGO GIRL

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.

A

1. portable
2. scrawny
3. quivered
4. threshold
5. minimum
6. eerie
7. spectacles
8. puny

B

- a. skinny; gaunt
- b. lowest amount
- c. weak; frail
- d. eyeglasses
- e. able to be carried
- f. shook
- g. weird
- h. sill of a doorway

.....

1. The farmer knew a plump chicken would make a better Sunday dinner than a(n) _____ one.
2. The little boy's lips always _____ when he was about to cry.
3. Eighteen is the _____ age for voting in the United States.
4. Grandma declared she was getting old when she had to use her _____ to read the newspaper.
5. The coach offered me the job of team manager because I was too _____ to play on the football team.
6. The Halloween mask covering the trick-or-treater's face looked _____ in the moonlight.
7. Afraid to join the party of strangers, I stood on the _____ until someone invited me in.
8. Many people prefer wireless telephones because they are _____.