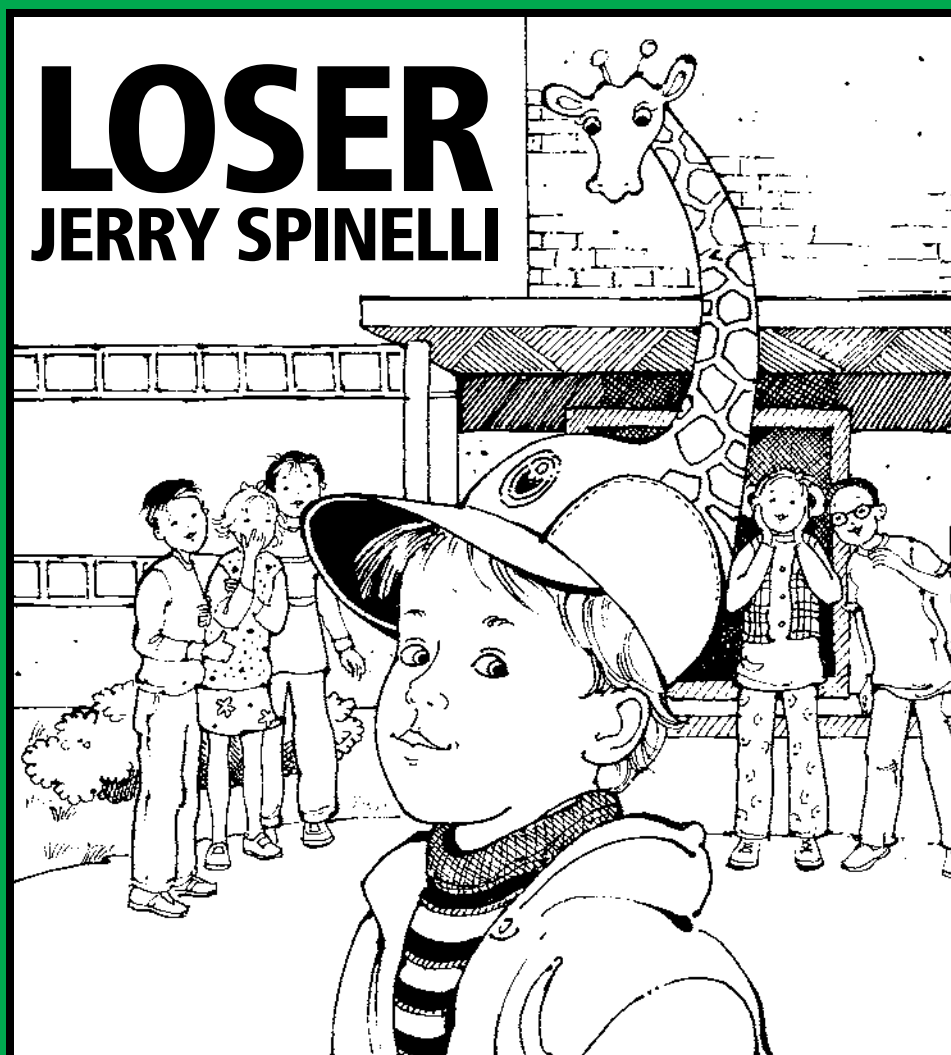


## Novel·Ties



### A Study Guide

Written By Robyn Raymer

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

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

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## For the Teacher

This reproducible study guide to use in conjunction with the novel *Loser* 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.

**THE SCHOOL YEARS OF DONALD ZINKOFF**

<b>Grade</b>	<b>Best Times</b>	<b>Worst Times</b>
<b>Kindergarten</b>		
<b>1st Grade</b>		
<b>2nd Grade</b>		
<b>3rd Grade</b>		
<b>4th Grade</b>		
<b>5th Grade</b>		
<b>6th Grade</b>		

## Chapters 1 – 3 (cont.)

### Questions for Discussion:

1. What do you think the author means by a “brick-and-hoagie town”?
2. How does Zinkoff seem different from the other little boys? As he grows older, what do you think will happen to him as a result of these differences?
3. Do you enjoy running races and competing against your peers in other ways? For you, what is fun about competition? Is there anything that you dislike about it? If so, what do you dislike and why?
4. If you knew Zinkoff when he was a little boy, do you think you would like him, dislike him, or not care about him one way or the other?

### Literary Devices

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

. . . they [young boys] stand alone on their front steps, blinking  
and warming in the sun like pups of a new creation.

What is being compared?

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Why is this a good comparison?

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- II. *Foreshadowing*—An author sometimes foreshadows, or provides hints about an event that will occur later in the story. For example:

Zinkoff never wins.  
But Zinkoff doesn’t notice. Neither do the other pups.  
Not yet.

What do you think the author means by “Not yet”? What might be foreshadowed?

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