

Novel·Ties

# EL BRONX REMEMBERED

Nicholasa Mohr



## A Study Guide

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

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

**TABLE OF CONTENTS**

Synopsis . . . . .	1
Background Information . . . . .	2
Spanish / English Glossary . . . . .	3
Pre-Reading Activities . . . . .	4 - 5
A Very Special Pet. . . . .	6 - 7
A New Window Display . . . . .	8 - 9
“Tell The Truth. . .” . . . . .	10 - 11
Shoes For Hector. . . . .	12 - 13
Once Upon A Time . . . . .	14 - 15
Mr. Mendelsohn. . . . .	16 - 17
The Wrong Lunch Line. . . . .	18 - 19
A Lesson In Fortune-Telling. . . . .	20 - 21
Uncle Claudio . . . . .	22 - 23
Princess . . . . .	24 - 25
Herman and Alice . . . . .	26 - 27
Love with Aleluya. . . . .	28
Cloze Activity . . . . .	29
Post-Reading Activities . . . . .	30
Suggestions For Further Reading. . . . .	31
Answer Key . . . . .	32 - 34

---

*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 to use in conjunction with a specific novel consists of instructional material 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.

NOVEL-TIES are either for whole class instruction using a single title or for group instruction where each group uses a different novel appropriate to its reading level. Depending upon the amount of time allotted to it in the classroom, each novel, with its guide and accompanying lessons, may be completed in two to four weeks.

The first step in using NOVEL-TIES is to distribute to each student a copy of the novel and a folder containing all of the duplicated worksheets. Begin instruction by selecting several pre-reading activities in order to set the stage for the reading ahead. Vocabulary exercises for each chapter always precede the reading so that new words will be reinforced in the context of the book. Use the questions on the chapter worksheets for class discussion or as written exercises.

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.

**SPANISH/ENGLISH GLOSSARY**

<i>amigo</i>	friend
<i>basta</i>	enough
<i>basura</i>	garbage
<i>bodega</i>	grocery store
<i>bolita</i>	lottery
<i>botánica</i>	store that sells herbs for use in religious practices
<i>¡Caramba!</i>	an interjection expressing strong feeling
<i>chica</i>	young girl
<i>¿cómo estás?</i>	How are you?
<i>familia</i>	family
<i>funeraria</i>	funeral home
<i>caballeros</i>	knights
<i>hijita</i>	little daughter
<i>jíbaros</i>	rustics; people from the countryside
<i>mira</i>	look at
<i>muchacha</i>	child (f.)
<i>¿Que pasa?</i>	What's going on?

## Pre-Reading Activities (cont.)

9. As you read about each of the people in *El Bronx Remembered*, fill in the character chart below.

Character	Appearance	Personality
Graciela Fernández		
Little Ray		
Vickie Vargas		
Hector López		
Mr. Mendelsohn		
Mrs. Suárez		
Yvette		
Jasmine		
Uncle Claudio		
Don Osvaldo		
Mrs. Morales		
Herman Aviles		
Joey		
Hannibal		
Serafina		