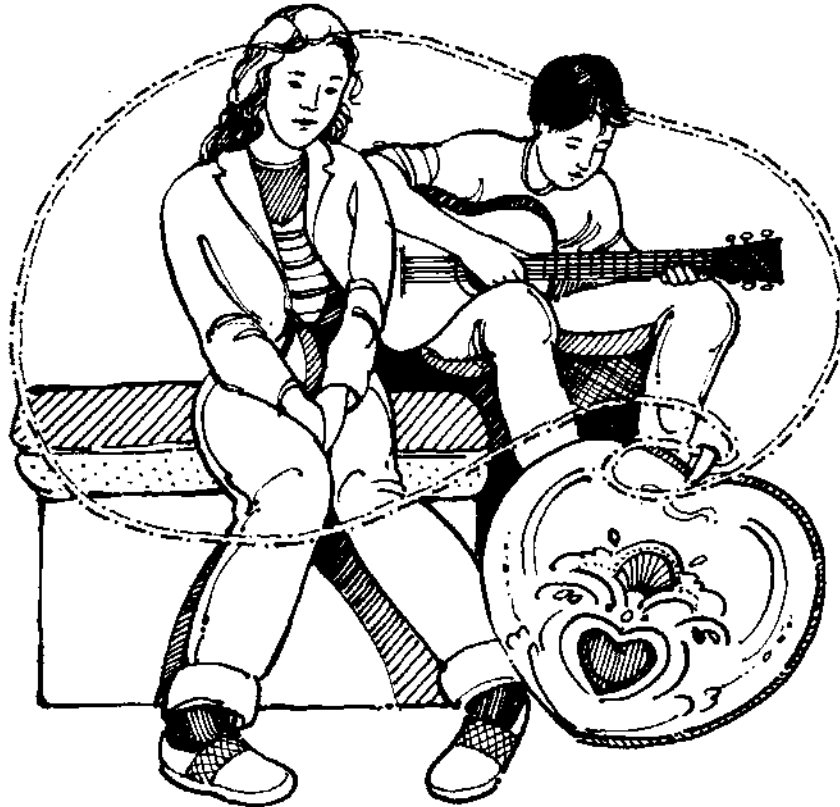


Novel·Ties

Criss Cross

LYNNE RAE PERKINS



A Study Guide

Written By Carol Alexander

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

ABLE OF CONTENTS

Synopsis	1
About the Author	2
Pre-Reading Activities	3
Chapters 1 - 6	4 - 7
Chapters 7 - 12	8 - 11
Chapters 13 - 16	12 - 14
Chapters 17 - 23	15 - 16
Chapters 24 - 27	17 - 18
Chapters 28 - 38	19 - 21
Cloze Activity	22
Post-Reading Activities	23 - 24
Suggestions For Further Reading	25
Answer Key	26 - 27

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 the novel *Criss Cross* 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.

PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS

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 story will be about? Where do you think it takes place? Have you read another book by the same author?
2. In this novel, the author uses the form of the *vignette*, a short scene that captures images and impressions, and intersperses these with longer narrative chapters. A vignette is similar to a snapshot. With a partner, discuss how a writer can use this technique to move a story along and create a mood or impression of a subject. Make a list of books, stories, and films that are composed of vignettes.
3. The illustrations in the novel help to create atmosphere and contribute to the overall meaning. Skim through the book and look carefully at each illustration. What mood do these line drawings and photographs suggest? Which of the illustrations are especially intriguing or meaningful to you?
4. The main characters in this novel are teenagers who are trying to discover who they really are and how others relate to them. What other books or movies focus on the search for identity and significant relationships? Make a list of these books and films.
5. **Cooperative Learning Activity:** Work with a small group of classmates to consider ways in which people's lives crisscross, or intersect, to form a pattern. Think about how teachers, students, families, and friends come in contact with one another. How many meaningful relationships might exist in the average person's life? Work together to create a diagram that shows how important relationships can crisscross.
6. In this novel, wishing is a way of expressing the desire for things to change in some wonderful way. But wishes do not always come true, and even when they do, not all problems are solved. Think of three wishes. What would be changed for you if each of them came true? What would not change?
7. Read the quotation from William Shakespeare's romantic comedy, *A Midsummer Night's Dream*, at the beginning of the book. What do you think these words mean? What does this quotation suggest about the contents of the book?

Chapters 1 – 6 (cont.)

Read to find out what happens to Debbie's necklace.

Questions:

1. What did Debbie realize about the danger of wishes?
2. Why did Hector envy his older sister Rowanne?
3. Why was Hector surprised when Rowanne asked him to go to the coffeehouse with her? Why did she ask him to go with her?
4. Why did the guitar player in the coffeehouse inspire Hector's satori?
5. Why was Debbie fascinated by the science fiction novel she was reading? What aspect of this imaginary world did she envy?
6. Why did Phil, Lenny, and Hector invite Debbie to join them in the truck?
7. Why were Debbie and Patty undressing under cover of the rhododendron bush?

Questions for Discussion:

1. Do you think Hector was being realistic when he thought about learning to play the guitar?
2. Why do you think the author scattered illustrations throughout the text?
3. What do you think Hector meant when he said that "Life was rearranging itself; bulging in places, fraying in spots. Sometimes leaving holes big enough to see through, or even step through, to somewhere else"? Does this describe your life?
4. Why do you think Debbie's romantic daydreams did not include Hector, Phil, or Lenny?
5. Do you think your clothes reflect your personality? Do you think people should judge others by the clothes they wear?