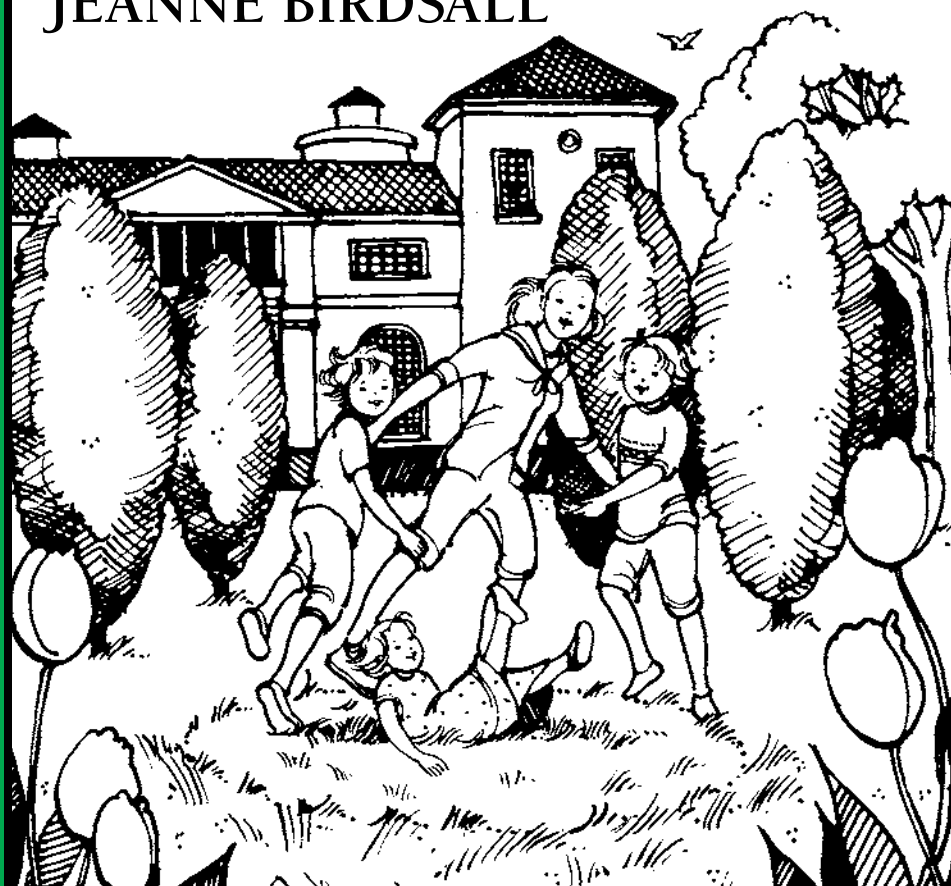


Novel·Ties

The Penderwicks

JEANNE BIRDSALL



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 the novel *The Penderwicks* 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

1. Preview the book by reading the title and the author's name and by looking at the picture on the cover. What do you think this book will be about? Will it be serious, funny, or both? What type of characters will you meet in the book?
2. Most of this book takes place in the Berkshire Mountains. Read the Background Information on page two of this study guide and do some additional research to find out more about this area. What interesting things can you do and see there?
3. Read the Background Information about gardens on page two of this study guide. Then locate photos of different kinds of gardens in the library or on the Internet. As you read the book, decide which of your pictures most resembles the gardens at Arundel.
4. What makes a good vacation? List the top five things you look for when you go on a vacation. Then, compare your list with that of a classmate.
5. **Cooperative Learning Activity:** Work with a small cooperative learning group to list and discuss the qualities you believe make a good parent. After you have completed your list, number each item in the order of its importance. As you read, evaluate the parents you meet in the book.
6. Have a discussion with your classmates about siblings. Is it better to have brothers or sisters? Is it better to be an only child? How many siblings make an ideal family? Is it better to be a younger or an older child in a family? As you read the book, consider how the Penderwick sisters and Jeffrey feel about their families.
7. **Cooperative Learning Activity:** A boy in this book has trouble getting his mother to listen to him. Have you ever had a similar problem? Brainstorm with a small group of your classmates to come up with ways to improve communication between children and their parents. One member of your group should record responses to be shared later with the rest of the class.
8. With your classmates, discuss the qualities you look for in a friend. What do you think you owe your friends? What do you expect from them in return? As you read the book, evaluate Jeffrey as a friend. Then, evaluate how good a friend the Penderwick sisters are to Jeffrey.
9. What problems might single parents and their children face that may not exist in a two-parent family?

CHAPTERS 1, 2

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.

- | | |
|----------------|--|
| 1. devour | a. rich and fine in quality |
| 2. violence | b. bring back to consciousness |
| 3. elegant | c. searched completely by moving things around |
| 4. reluctantly | d. eat up in a greedy way |
| 5. rummaged | e. conduct and speech showing self-respect |
| 6. emerge | f. rough or injurious physical behavior |
| 7. revive | g. come out |
| 8. dignity | h. in an unwilling manner |

.....

1. A lifeguard might be able to _____ a swimmer who has stopped breathing.
2. Because I tend to lose things, she _____ lent me her book.
3. Young children should not see that war movie because of the _____.
4. The candidate kept her _____ even after being asked a rude question.
5. The boy _____ in the closet for his missing shoes.
6. The princess wore a(n) _____ silk dress to the party.
7. A hungry child can _____ a sandwich in no time at all.
8. We watched the sun _____ from behind a cloud.

Read to find out where the Penderwicks go on their summer vacation.