

Novel·Ties

BLOOMABILITY

Sharon Creech



A Study Guide

Written By Estelle Kleinman

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
Pre-Reading Activities	3 - 5
Chapters 1 - 4	6 - 9
Chapters 5 - 8	10 - 13
Chapters 9 - 13	14 - 17
Chapters 14 - 19	18 - 20
Chapters 20 - 24	21 - 23
Chapters 25 - 30	24 - 25
Chapters 31 - 35	26 - 27
Chapters 36 - 41	28 - 30
Chapters 42 - 46	31 - 34
Cloze Activity	35
Post-Reading Activities	36 - 37
Suggestions For Further Reading	28
Answer Key	39 - 41

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 *Bloomability* 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 QUESTIONS AND 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 or humorous? When and where do you think it takes place? Have you read any other books by this author?
2. **Cooperative Learning Activity:** Most of this book takes place in Lugano and in St. Moritz in the Swiss Alps. Read the Background Information on page two of this study guide and do some additional research to find out more about these places. Then brainstorm with a small group of classmates to fill in the first two columns of a K-W-L chart, such as the one below. When you finish the book, return to the chart and complete the third column.

Southern Switzerland

What I Know -K-	What I Want to Learn -W-	What I Learned -L-

Locate photographs of Lugano and St. Moritz and display them in your classroom while you read the book.

3. **Geography Connection:** Locate a map of the United States. As you read the novel, use the map to find all the places where Dinnie has lived. Then, use Dinnie's map at the beginning of the book to trace the action of the story in Switzerland.
4. 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 Guthrie and Lila as friends. Then, evaluate how good a friend Dinnie is to each of them.
5. **Cooperative Learning Activity:** Work with a small cooperative learning group to discuss the meaning of the word *opportunity*. Should you try to take advantage of every opportunity that comes your way? Under what circumstances should you take advantage of an opportunity? When might it not be wise to jump at an opportunity? Use examples from your own life to support your ideas.
6. Imagine that your family is always moving from place to place. How might this affect your daily life? What problems might it cause? How would you feel about it? As you read the novel, compare your feelings with those of Dinnie.
7. With your classmates read the first three paragraphs of the story and respond to the following questions:
 - What do you learn about the character telling the story?
 - How does the author grab the reader's attention?
 - What do you want to know?

Pre-Reading Questions and Activities (cont.)

10. In the novel, Dinnie records her dreams, which illustrate her concerns and thoughts. As you read, indicate what you think each dream reveals about Dinnie. You can use a chart, such as the one below. Add rows to the chart as needed. After you've completed the chart, share it with your classmates.

Dinnie's Dreams

Page Number	Summary of Dream	What It Reveals