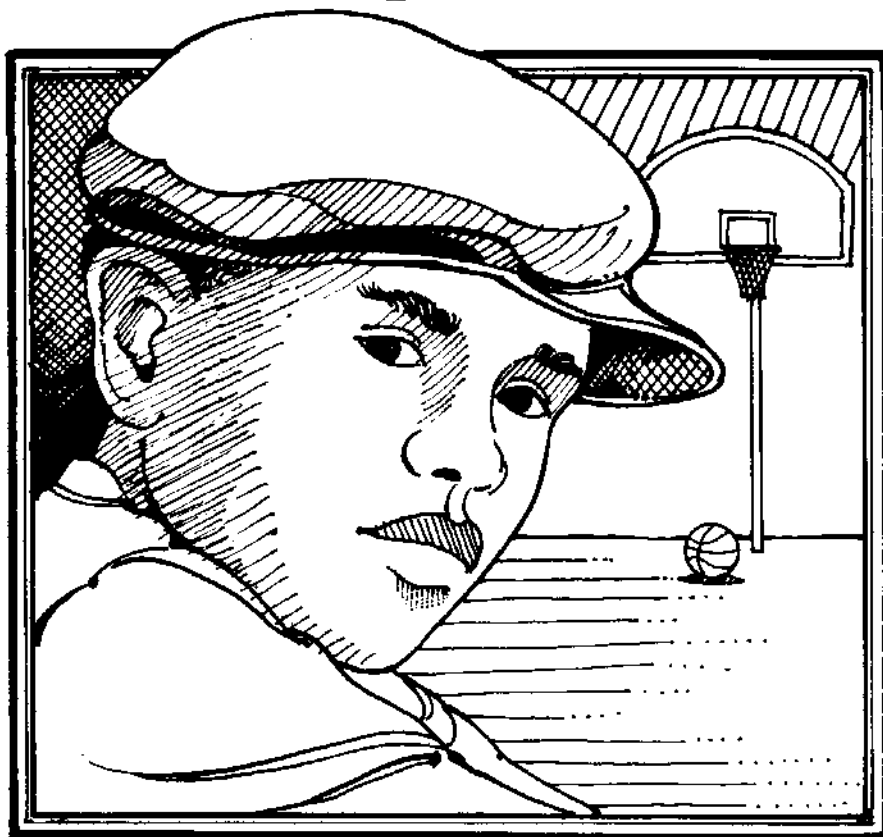


Novel•Ties

Tears of a Tiger

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A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of instructional material to use in conjunction with the novel *Tears of a Tiger*. 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.

PRE-READING QUESTIONS AND ACTIVITIES

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 this book is going to 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. Skim through the book and notice how the text format differs from chapter to chapter. Why do you think the author has chosen this presentation? What advantages and disadvantages will this changing format present to you as the reader?
3. A haiku is a three-line Japanese verse form. The first and third lines each have five syllables and the second line has seven. The following haiku appears at the beginning of the book:

A man shrieks in pain
Crying to the universe
Panic is abrupt.

What do you think it means? What does it suggest about the tone and subject matter of the novel?

4. Read the Background Information about teenage drunk driving on page two of this study guide. Is there anything being done to help young people stay away from alcohol in your school or community? What more do you think can be done?
5. Read the Background Information about teenage suicide on page two of this study guide. What pressures, feelings, and problems do young people face that would make them want to commit suicide? What methods of prevention do you think would be most effective?
6. 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? Are there any responsibilities that friends should not have to shoulder?
7. **Pair/Share:** The young people in this novel have to contend with many serious problems. Work with a partner to make a list of the most pressing problems you think young people face today. As you read the novel, see how the items on your list compare with the problems the characters face.
8. What do you do if you have a serious problem? Do you talk things out, or keep your problems to yourself? Why is it often difficult to discuss problems with others? Would you prefer to discuss problems with your family, with friends, with a counselor, or some other individual?

CRASH, FIRE, PAIN—“HEY, COACH! CAN WE TALK?” [Pages 1–29; Simon Pulse Edition]

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. infinite | a. hard to rule or control |
| 2. envy | b. became healthy again |
| 3. unruly | c. lose or have to give up by your own act |
| 4. fatalities | d. desire another's achievements or possessions |
| 5. forfeit | e. canceled or repealed |
| 6. miscellaneous | f. extremely great |
| 7. recuperated | g. varied |
| 8. revoked | h. deaths |

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- The boy had a(n) _____ collection of stamps, rocks, and baseball cards.
- The _____ mob stormed the palace.
- Her driver's license was _____ because of a series of traffic violations.
- Luis has fully _____ from the flu and is back in school.
- Having lived with parents who are very strict, I _____ your freedom to make your own choices.
- Careless driving causes thousands of _____ every year.
- Working on the complex problem takes _____ patience.
- Because some players failed to show up, we had to _____ the game.

Read to find out how an automobile accident affects Andy and his friends.