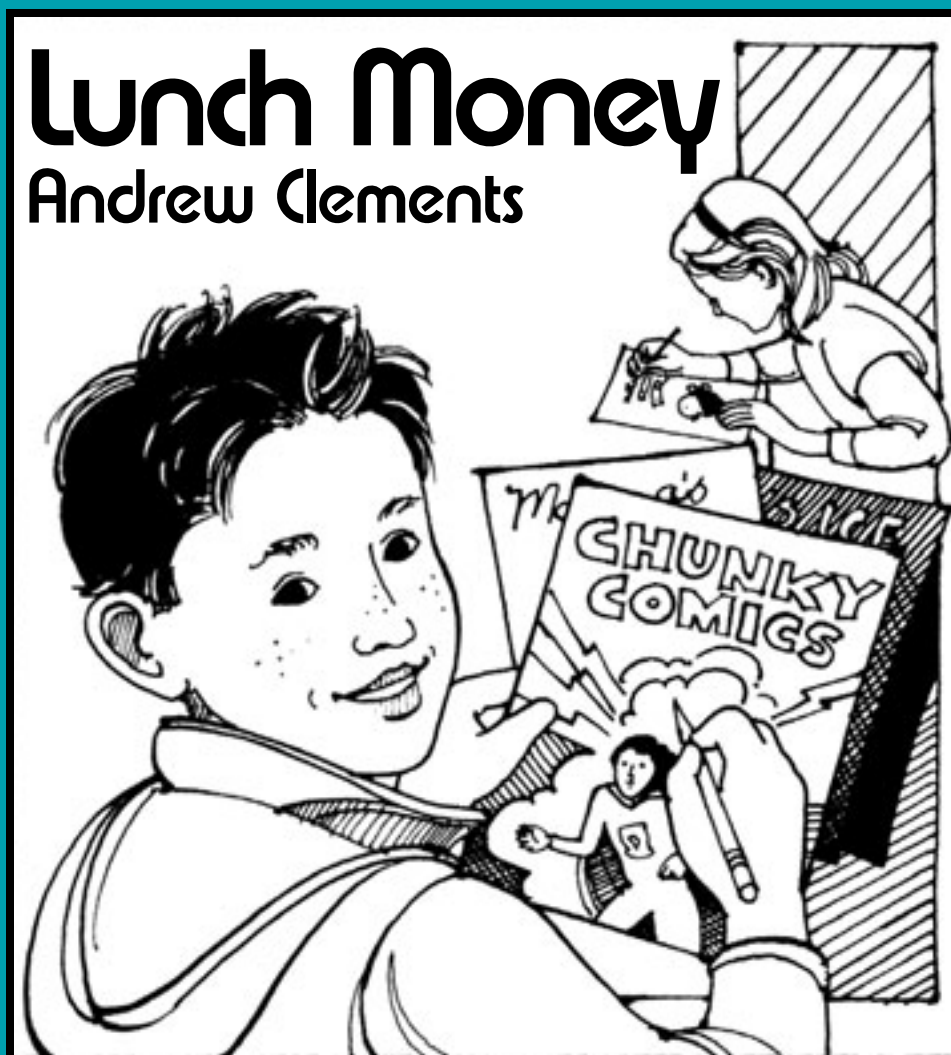


Novel·Ties

# Lunch Money

Andrew Clements



## 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 *Lunch Money* 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.

**CHAPTERS 1 – 3**

**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. talent      | a. amount of money gained when selling something for more than it costs                                              |
| 2. scheme      | b. ability to take action without relying on others                                                                  |
| 3. profit      | c. process of using mathematics to figure something out                                                              |
| 4. investment  | d. natural ability to do something well                                                                              |
| 5. calculation | e. get from storage                                                                                                  |
| 6. retrieve    | f. so simple or safe as to make failure impossible                                                                   |
| 7. initiative  | g. plan or arrangement to accomplish a goal                                                                          |
| 8. foolproof   | h. amount of money that is put into stocks, bonds, or other goods in the hope that its value will increase over time |

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- Ellen showed great \_\_\_\_\_ when she organized a school recycling campaign single-handedly.
- When Mrs. Allen sold her home, she made a large \_\_\_\_\_ because housing prices had tripled since she bought it.
- Before purchasing a car, Mike did a careful \_\_\_\_\_ to figure out the cost of gas, oil, and insurance.
- Mr. Hayes was certain that he had come up with a(n) \_\_\_\_\_ plan that could not fail to double his sales in just three years.
- Sam’s mother knew that he had musical \_\_\_\_\_ when he was selected to sing in the all-city chorus at the age of six.
- When Lily was born, her grandparents bought some savings bonds for her as a long-term \_\_\_\_\_ for her college education.
- It took Brent several hours to \_\_\_\_\_ information from his laptop when writing a research report on bees.
- The City Council came up with a(n) \_\_\_\_\_ to help reduce litter in the city parks.

Read to find out how Greg makes money.

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## Chapters 1 – 3 (cont.)

- II. *Simile*—A simile is a figure of speech in which two unlike objects are compared using the words “like” or “as.” For example:

School was like a giant piggy bank, loaded with quarters. Greg was convinced that his new product would be like a hammer—the perfect hammer. He was going to crack the school wide open.

What two similes are found in this passage?

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What is the effect of these comparisons?

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- III. *Colloquialism*—A colloquialism is an expression that is accepted in an informal situation. For example:

He [Greg] was a whiz at sketching and drawing, and he did well at school—reading, science, music, writing, art, math, gym, social studies—the whole deal.

What are the two colloquialisms in this sentence?

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What meaning does each have?

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- IV. *Cliffhanger*—A cliffhanger is a device borrowed from silent, serialized films in which an episode ends at a moment of suspense or heightened tension. In literature it usually appears at the end of a chapter to encourage the reader to continue on in the book. What is the cliffhanger at the end of Chapter Three?

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