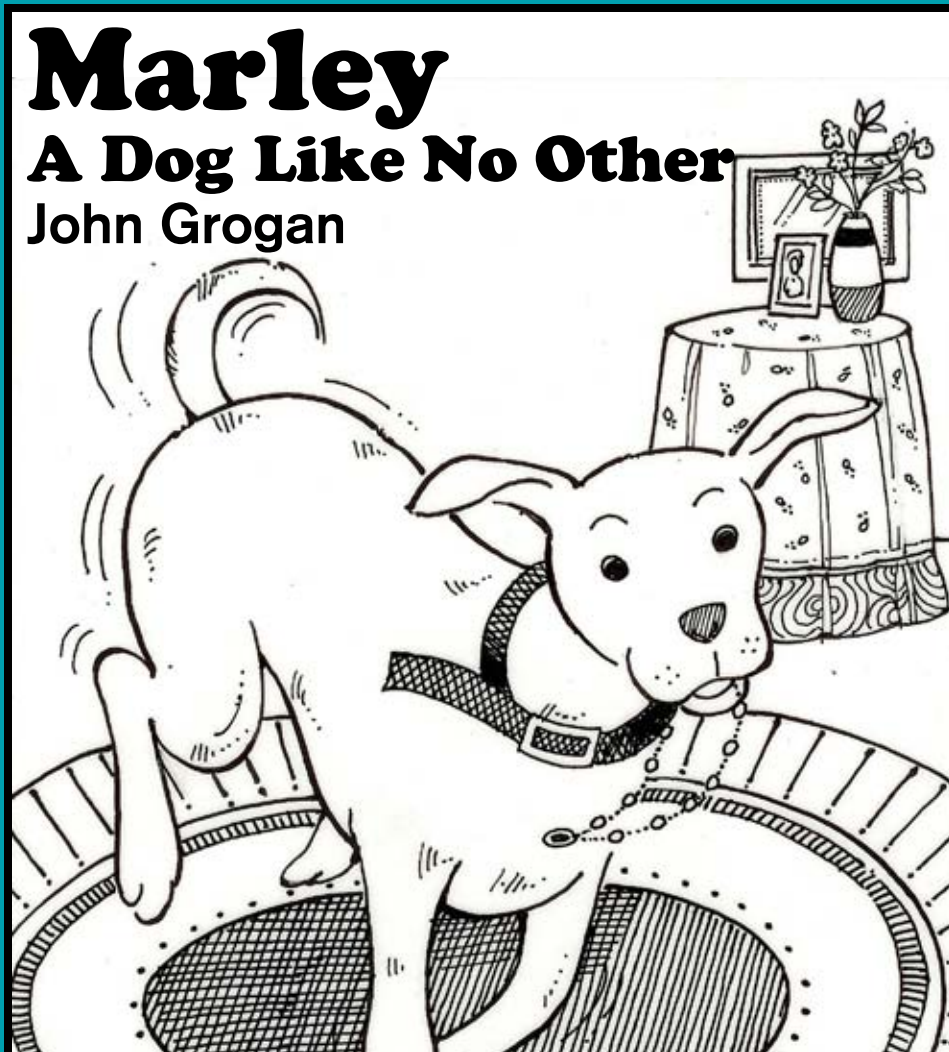


Novel·Ties



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 *Marley: A Dog Like No Other* 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.

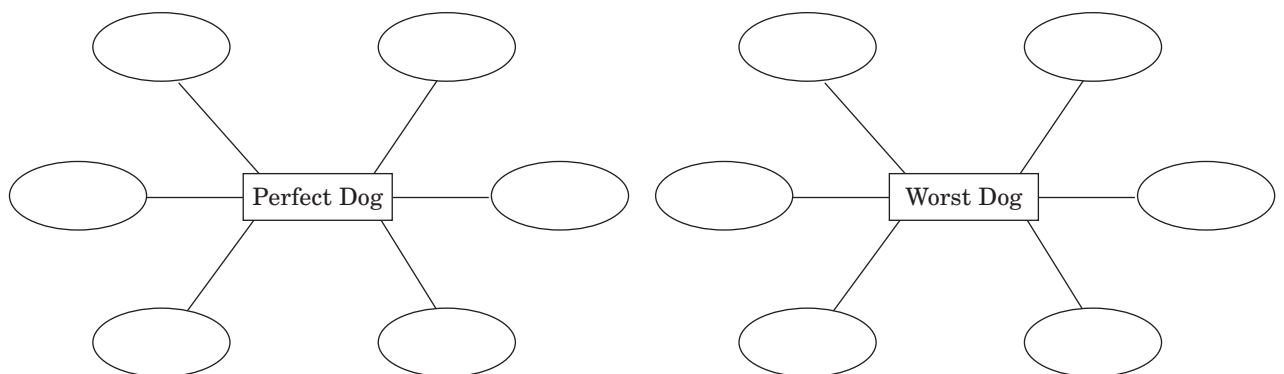
In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its 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 can you predict about this story? When and where do you think it takes place? Will it be serious, or humorous, or both?
2. Read the Background Information about Labrador retrievers on page two of this study guide and do some additional research to find out more about these dogs. Do you think this is the kind of dog you would like to have as a pet? Why or why not?
3. Think about books you have read or films you have seen about pets. What are the different relationships people have with their pets? What pleasures do people receive from owning a pet? What do they give their pets in return? What might be the disadvantages of owning a pet? What lessons can you learn from owning a pet?
4. This is a work of nonfiction. It is a true story about the author's relationship with his dog Marley. Why do you think someone would write about his dog? How might this nonfiction book differ from a novel about a dog? Which do you think you would prefer to read?
5. **Cooperative Learning Activity:** In a cooperative learning group discuss what makes a person or a situation funny. Is it what happens? Is it what someone does? Is it what someone says? Is it the way someone says things? Is it the way someone reacts to things?
6. With your classmates read the first three paragraphs of the Preface and respond to the following questions:
 - What do you learn about the narrator?
 - How does the author grab the reader's attention?
 - What do you want to know?
7. Brainstorm with your classmates to come up with qualities that you think make a perfect dog for a pet. What words come to mind? On a word web, such as the one below, write a word in each circle that describes a perfect dog. Then create a similar word web writing a descriptive word for the worst dog in each circle. As you read the book, see how many of the words you have written in the circles accurately describe Marley.



PREFACE – CHAPTER 4

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. temperament | a. practically |
| 2. affectionate | b. moved about wildly |
| 3. queasiness | c. warm and loving |
| 4. virtually | d. able to be heard |
| 5. indestructible | e. nature or disposition |
| 6. audible | f. quick and well coordinated in movement |
| 7. flailed | g. not able to be ruined |
| 8. agile | h. uneasy or uncomfortable feeling |

.....

- Without a microphone the speaker was barely _____.
- My cat is so _____ that she can get to the top of the cabinet with one jump.
- My aunt is very _____, giving us plenty of hugs and kisses when she visits.
- It is best to supply very active children with toys that are _____.
- When choosing a dog for a family with young children, you should obtain one with a mild _____.
- At the dance two girls were unpleasantly surprised to find that their dresses were _____ identical.
- I felt a(n) _____ in my stomach when the teacher announced a surprise quiz.
- Noticing that the swimmer _____ about in the water, the lifeguard rushed to his aid.

Read to find out how John and Jenny Grogan choose their new puppy.

Questions:

- Why was the dog John had as a child referred to as “Saint Shaun”?
- How does Lily fit the Grogan’s idea of what a Labrador retriever should be?
- How does Lori respond when the Grogans ask to see the dogs’ father?
- How does Clearance Dog react when John does the scare test?