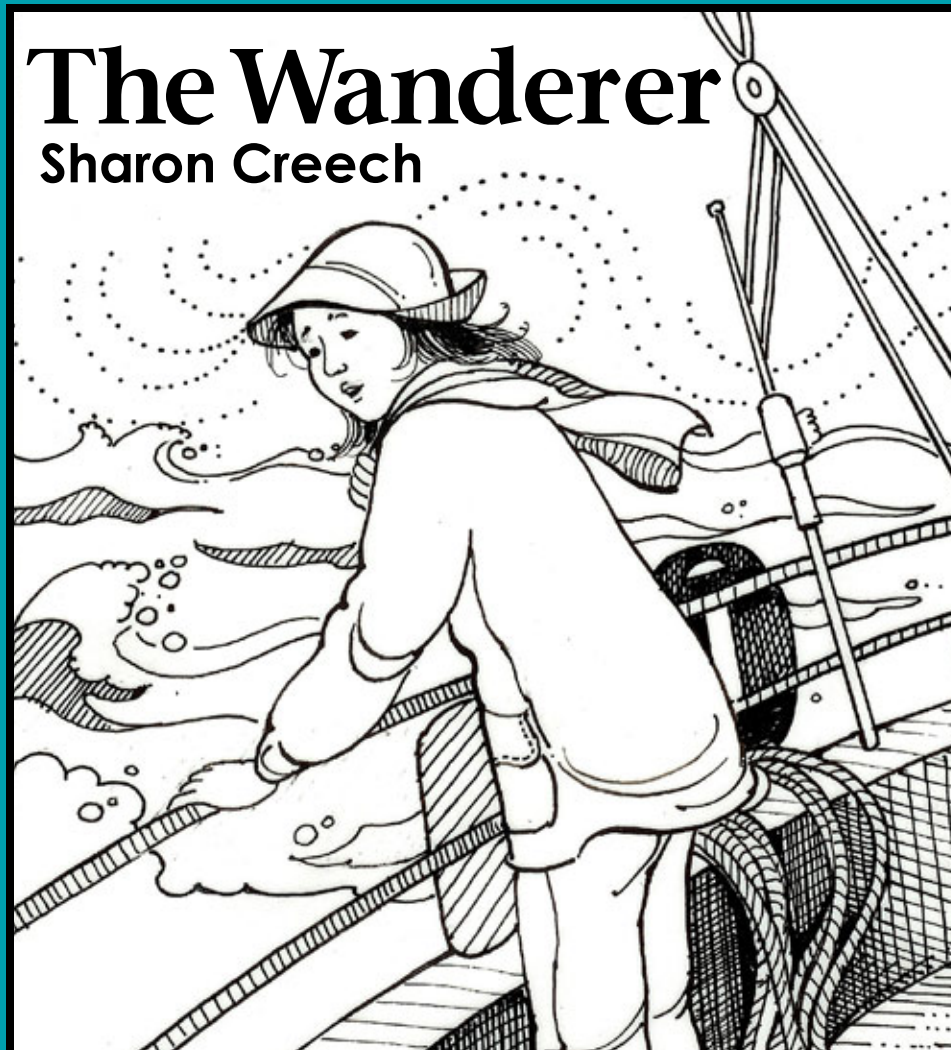


Novel·Ties



## 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 *The Wanderer* 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.

**GLOSSARY OF NAUTICAL TERMS**

aft	at or near the stern of a boat
astern	behind the boat
beating	sailing a zigzag course toward the wind
bilge	lowest part of the interior hull below the waterline
boom	horizontal pole attached to the bottom edge of a sail
bosun's chair	board rigged with tackle so that a crew member can be hoisted aloft
bow	front part of a boat
close-hauled	sailing as close as possible into the wind
cockpit	area, below deck level, that is somewhat more protected than the open deck, from which the wheel is handled
dinghy	small boat
dodger	protective screen that protects the cockpit from wind and water
fore	at or near the front
galley	kitchen of a ship
grommet	rope or brass ring in a sail or piece of canvas
halyard	line used to haul up the sail and the wooden poles that hold the sails in place
heeling	tipping to one side
helm	wheel used to steer
hull	main body of a boat
jackstay	wire stay running fore and aft along the side of a boat to which a safety harness can be attached
keel	large beam around which the hull of the ship is built, sometimes extending farther downward into the water to provide extra stability
mainsail	sail set on the biggest mast on a vessel
mast	large pole used to hold up the sails
mizzen	shorter mast behind the main mast
outhaul	rope or wire that is used to haul out a sail along the boom
reaching	holding a course with the wind in an angle of 90 degrees to the keel of the boat

## PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS

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 about? Will it be serious or humorous? When and where do you think it takes place? Have you read any other books written by Sharon Creech?
2. **Cooperative Learning Activity:** Most of this book takes place on a sailboat. Read the Background Information on page two of this study guide and do some additional research to find out more about sailing. 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.

### Sailing

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

3. **Geography Connection:** Locate a map or globe that includes the Atlantic Ocean, the United States, and the British Isles. As you read the book, use the map to trace the route that Sophie and her family travel.
4. **Cooperative Learning Activity:** Work with a small cooperative learning group to discuss the topic of family. What makes a family? How should family members treat each other? What do you expect from your family? What do you give in return? What causes problems in families? How can these problems be solved?
5. Imagine that you have been adopted. What problems might you have adjusting to your new family? How would you want to be treated by them? What could they do to make you feel more welcome? What could you do to try to fit in with the family? As you read the novel, compare your feelings with those of Sophie.
6. Have you read any other books about ocean voyages? What was the purpose of the voyage? What effect did the voyage have on the main character? What did the character learn from the voyage?
7. With your classmates read aloud the first short chapter of the book and respond to the following questions:
  - What do you learn about the character telling the story?
  - How does the author grab your attention?
  - What do you want to know?
  - How is this chapter like the verses of a poem?