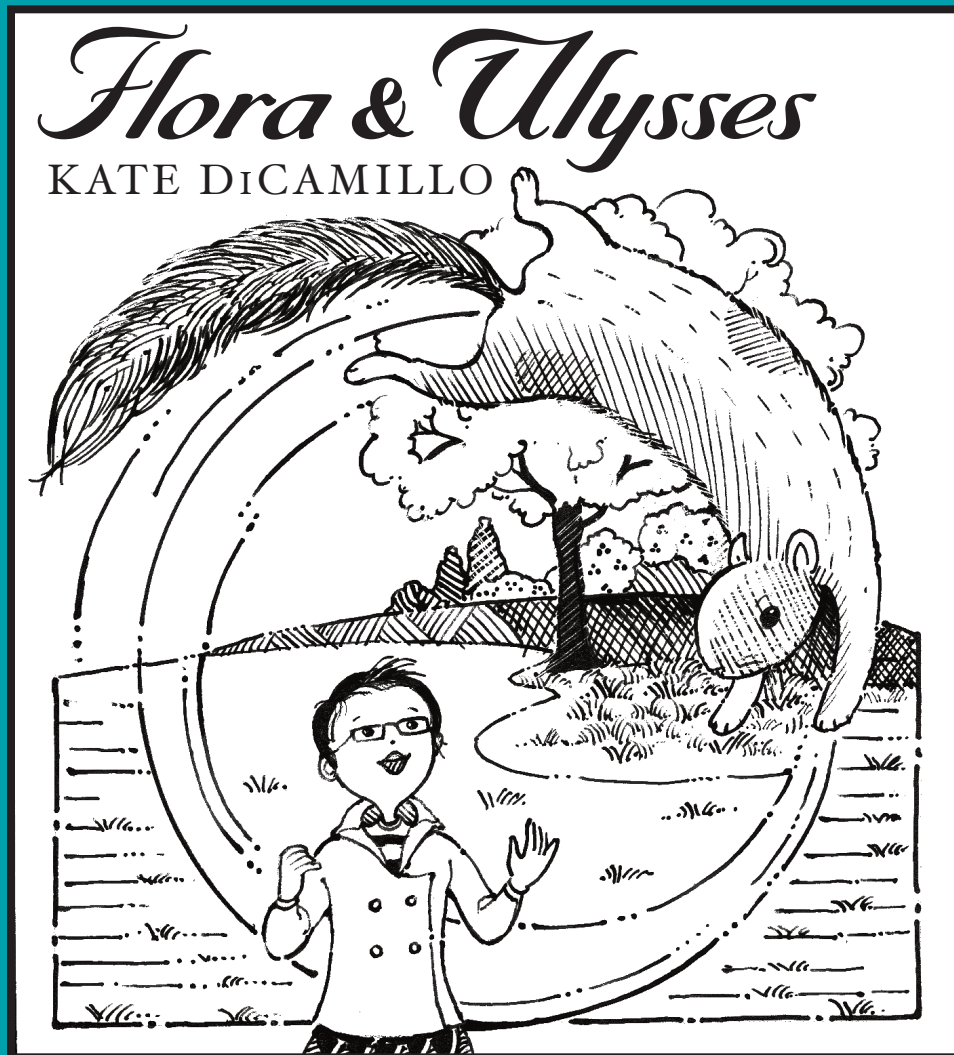


# Novel·Ties



## A Study Guide

Written By Joyce Friedland

**LEARNING LINKS**

P.O. Box 326 • Cranbury • New Jersey 08512

## TABLE OF CONTENTS

Synopsis . . . . .	1
Pre-Reading Activities . . . . .	2 - 3
Prologue (cartoon), Chapters One – Nine . . . . .	4 - 5
Chapters Ten – Fifteen . . . . .	6 - 8
Chapters Sixteen – Twenty-One . . . . .	9 - 11
Chapters Twenty-Two – Twenty-Nine . . . . .	12 - 14
Chapters Thirty – Thirty-Eight . . . . .	15 - 17
Chapters Thirty-Nine – Forty-Eight . . . . .	18 - 19
Chapters Forty-Nine – Fifty-Seven . . . . .	20 - 21
Chapters Fifty-Eight – Sixty-Eight, Epilogue (poem) . . . . .	22 - 25
Cloze Activity . . . . .	26
Post-Reading Activities . . . . .	27 - 28
Suggestions For Further Reading . . . . .	29
Answer Key . . . . .	30 - 32

*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 consists of lessons to use in conjunction with the book *Flora and Ulysses*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, and 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 book at its reading level. Depending upon the length of time devoted to reading in the classroom, each book, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the book and a folder to each student. 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 or group of chapters; 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 will be transferred to the books students read independently. Passive readers become active, avid readers.

## PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustrations on the cover. What do you think the book will be about? Do you think it will be serious or humorous? Have you read any other books by the same author?
2. Continue your preview of the book by skimming its pages to see the cartoons and illustrations. What do the pictures reveal about the story? Who might be the important characters? Now that you have looked at the pictures, do you think this book will be serious or humorous?
3. Find some pictures of a manual or electric typewriter. If you can, bring an example of this predecessor of the word processor or computer into class. Why do you think some professional writers might still use a typewriter instead of composing text on a computer?
4. **Science Connection:** Do some research to learn all you can about squirrels. Find out where they live, what they like to eat, whether they can be trained to be pets, and what diseases they may carry. As you read the book, determine which traits Ulysses has that are typical of squirrels and which traits are pure fantasy.
5. **Science Connection:** Do some research to learn about various kinds of head injuries, particularly concussions. Find out the common causes of concussions, how they can be prevented, and how they should be treated. Then as you read the book, determine whether Flora used the proper precautions and offered the best treatment to Ulysses when she presumed he had experienced a concussion.
6. **Philosophy Connection:** Do some research to learn about the philosopher Blaise Pascal. Learn what is referred to when people mention Pascal's Wager. What was the bet? Do you agree with its premise?
7. Have you ever read a book, a comic book, a graphic novel, or seen a TV program that influenced your thinking and your actions? As you read *Flora and Ulysses*, notice how Flora was influenced by her favorite reading matter.
8. A cynic is someone who believes that people are motivated purely by self-interest rather than acting for honorable or unselfish reasons. As you read, determine why Flora claimed to be a cynic and whether you think she really was a cynical person.

## CHAPTERS TWENTY-TWO – TWENTY-NINE

**Vocabulary:** Use the context to determine the meaning of the underlined word in each of the following sentences. Circle the letter of the word or phrase that you select.

1. When I watch a tennis match outdoors, I wear a hat with a wide brim to keep the sun out of my eyes.  
 a. circle                      b. upper edge                      c. strap                      d. cap
2. Because of the fast-growing population density in the city, more housing had to be built.  
 a. skyscrapers                      b. sparsity                      c. ecology                      d. compactness
3. It was hoped that the vaccine for polio would eradicate the disease forever.  
 a. abolish                      b. motivate                      c. encourage                      d. aggravate
4. We expected that our dog would receive humane treatment at the animal hospital.  
 a. brutal                      b. prolonged                      c. compassionate                      d. unusual
5. Through persistent training, my brother, who was not a natural athlete, became a star basketball player.  
 a. ferocious                      b. tenacious                      c. sporadic                      d. difficult
6. With a surreptitious glance around the room, my brother snatched the last cookie off the plate.  
 a. furtive                      b. lingering                      c. hungry                      d. false
7. I hoped that plenty of liquids and rest would end the misery of a bad cold.  
 a. suffering                      b. happiness                      c. coughing                      d. enjoyment
8. By talking very fast, the salesperson only obfuscated his customer and lost the sale.  
 a. clarified                      b. confused                      c. flattered                      d. selected

Read to find out why Ulysses goes for a car ride.

**Chapters Fifty-Eight – Sixty-Eight, Epilogue (cont.)****Writing Activity:**

Using as a model “Words for Flora”, the poem at the end of the book, write a poem about someone you love or admire.

Nothing  
would be  
\_\_\_\_\_ without  
you,  
because you  
are  
\_\_\_\_\_,  
all of it—  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_—  
you  
are \_\_\_\_\_  
to me.