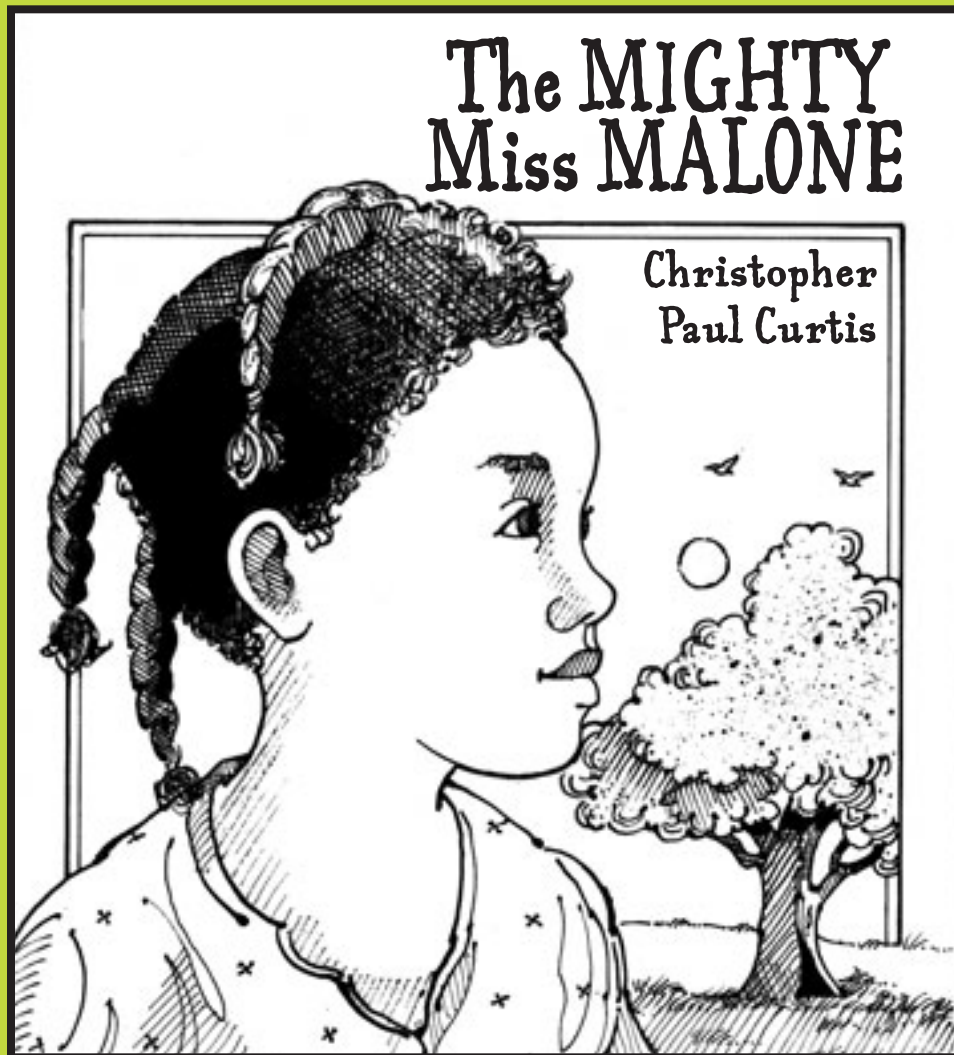


# Novel·Ties



## A Study Guide

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**LEARNING LINKS**

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *The Mighty Miss Malone*. 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 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 Mighty Miss Malone* by reading the title and the author’s name and by looking at the illustration on the cover of the book. What do you think this book will be about? Who do you think the main character of the book will be? Have you read any other books by the same author?
2. **Social Studies Connection:** Read the Background Information about the Great Depression on page two of this study guide and do some additional research to learn more about this era in American history. Find out why people lost hope for the future and how the American dream almost disappeared. Learn when the Great Depression took place and how and when it ended.
3. **Social Studies Connection:** Begin a K-W-L chart on the Great Depression in a format such as the one below. Tell what you know about this era, what you want to learn about this era, and leave the third column blank to fill in after you read the book.

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

4. Read the Afterward about the Joe Louis/Max Schmeling fight on page 299 of the book and do some additional research to learn more about Joe Louis. Find out why many African Americans pinned their hopes on Joe Louis’s victory in his fights with Schmeling and in subsequent fights. Learn about the end of Joe Louis’s life and his disappointments.
5. With your classmates, discuss the importance of family. Make a list of all the ways that members of a family can support each other. How might someone without a supportive family compensate for this loss in their lives? What might be a substitute for family? Are there ways in which a family can destroy a member’s self-esteem and motivation?
6. Become familiar with a book or online site that is called a *thesaurus*. Notice how this book is organized in alphabetical order, as is a dictionary, but provides synonyms and sometimes antonyms for words in the English language. Look up some common words, such as “pretty” or “large,” and notice the many synonyms that are given for each word. Then notice how some words may be synonymous, but cannot necessarily substitute for one another. As you read the book, see how Deza’s use of the thesaurus sometimes leads her to problems with her writing.

**PART ONE: CHAPTERS ONE – THREE**

**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. exaggerating | a. more elaborate than necessary          |
| 2. verbose      | b. receive property by succession or will |
| 3. humble       | c. humiliated or shamed                   |
| 4. grandiose    | d. magnifying beyond the limits of truth  |
| 5. patriarch    | e. male head of a family                  |
| 6. inherit      | f. wordy                                  |
| 7. mortified    | g. not proud or arrogant; modest          |

.....

1. I have such happy memories of growing up in our large, comfortable house that I hope to \_\_\_\_\_ it one day.
2. My \_\_\_\_\_ plans for a birthday party were called to a halt when the party planner quit.
3. Acting as the \_\_\_\_\_ of our extended family, my father made sure each of the cousins had a job in the family business.
4. The lecturer was so \_\_\_\_\_ that most of the audience lost interest in her message.
5. You will be more admired by your friends and family if you are \_\_\_\_\_ rather than boastful.
6. I was \_\_\_\_\_ when I tripped as I walked across the stage.
7. It was clear that my brother was \_\_\_\_\_ when he bragged that the fish he caught was as long as his bed.

Read to find out why Jimmie was supposed to return a pie to its baker.