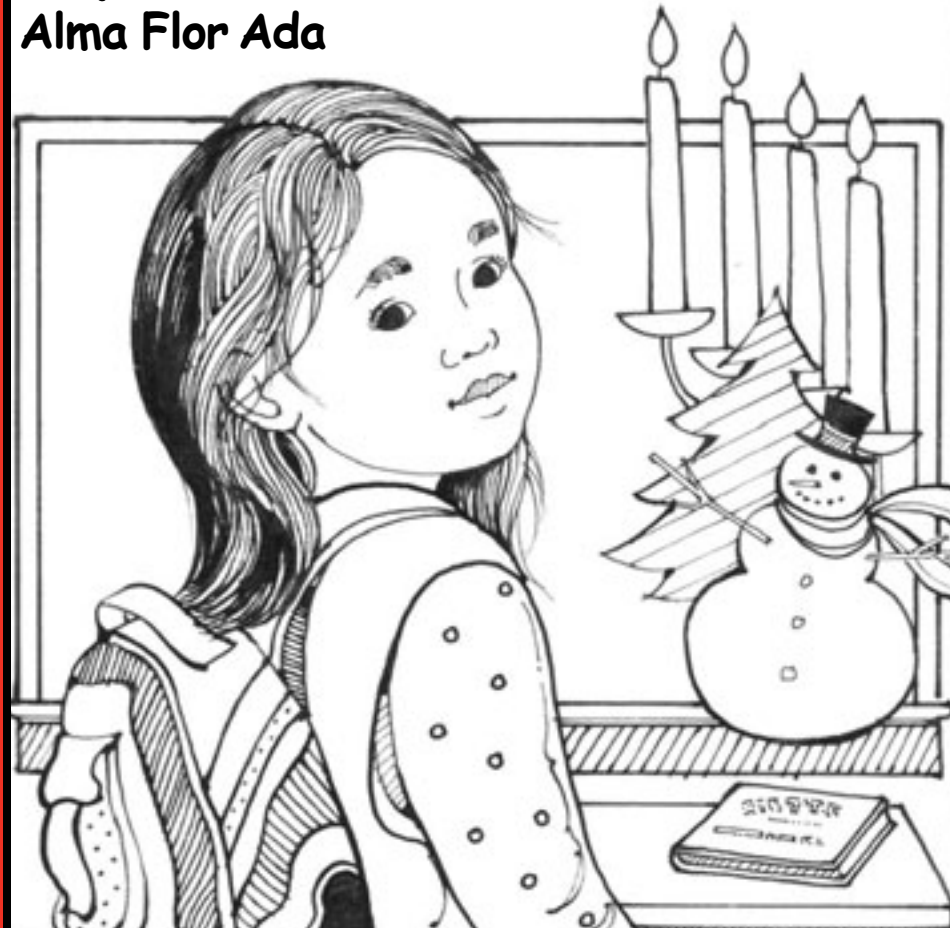


# Novel•Ties

## My Name is María Isabel

Alma Flor Ada



## A Study Guide

Written By Duncan Searl

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

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

**TABLE OF CONTENTS**

Synopsis . . . . .	1
Pre-Reading Activities . . . . .	2 - 3
Chapter 1 . . . . .	4 - 5
Chapter 2 . . . . .	6 - 7
Chapters 3, 4 . . . . .	8 - 11
Chapters 5, 6 . . . . .	12 - 14
Chapters 7, 8 . . . . .	15 - 17
Chapter 9 . . . . .	18 - 19
Chapter 10 . . . . .	20 - 21
Cloze Activity . . . . .	22
Post-Reading Activities . . . . .	23 - 24
Suggestions For Further Reading . . . . .	25
Answer Key . . . . .	26 - 27

*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 to use in conjunction with the book *My Name is María Isabel* 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 Activities (cont.)

### STORY MAP

**Title** \_\_\_\_\_

**Author** \_\_\_\_\_

**Main Character** \_\_\_\_\_

**Other Characters** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Important Events in the Story** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Ending of the Story** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Chapter 1 (cont.)

3. How does María Isabel feel about her new backpack?
4. Why does Antonio want María Isabel to hurry?
5. How does María Isabel soil her favorite dress?

### Questions for Discussion:

1. Why is it harder to start school in the middle of the year than at the beginning?
2. What do you think Papi meant when he told María Isabel that “your teacher at school is like your mother at home”?
3. Do you think María Isabel’s fall will affect her first day at school?
4. Have you ever helped someone new who came to your school? What did you do?

### Writing Activity:

Write a paragraph about one of your first days at school. You can describe your first day this year or last year. Tell how you felt before school began. Were you worried or excited? Why? Then tell about something that happened in your classroom that day. If you like, draw a picture to go with your paragraph.