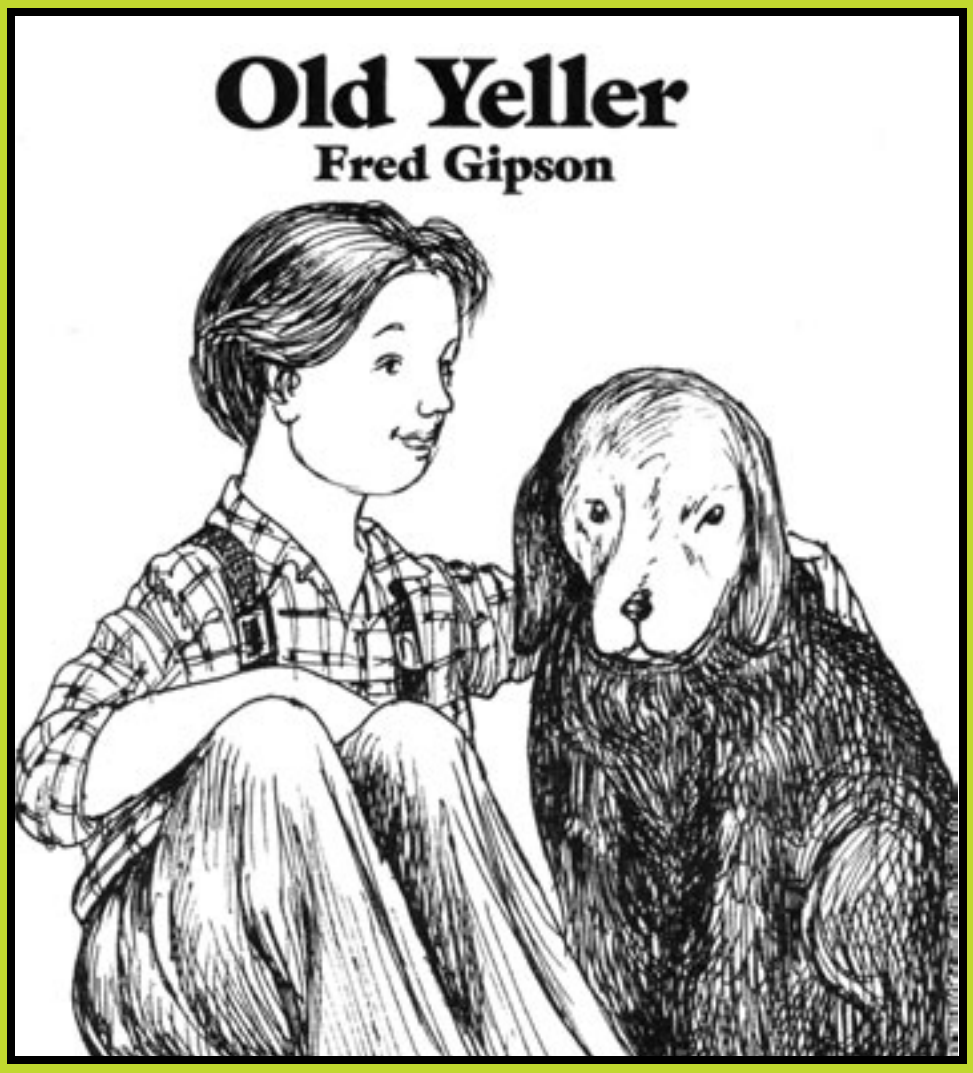
# Novel·Ties




# A Study Guide

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Old Yeller*. 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 on its 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 guided reading 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 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.

## CHAPTERS 1, 2

**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. dingy | a. pause; wait before acting |
| 2. depredations | b. serious |
| 3. hesitate | c. narrow shelf along a wall |
| 4. solemn | d. not bright, fresh, or clean; dull |
| 5. ledge | e. ravagings; acts of laying waste |

. . . . . .

1. With _____ expressions on their faces, the jury watched as the foreman announced a guilty verdict.
2. The house became _____ once the owners moved away and it remained empty for many years.
3. Standing on the rocky _____ on the side of the stream, you could see for miles around.
4. Settlers kept fierce dogs against the danger and _____ of wolves, panthers, and bears.
5. It is dangerous to _____ once you begin crossing a busy street.

**Colloquial Language:**

Colloquial expressions are characteristic styles of informal speech or writing. The author used colloquial language to make the book seem true to its time and place. Choose the best meanings for the underlined colloquial expressions in the following sentences.

1. "In fact," Papa wound up, "all we lack having <u>a tight tail-holt on the world</u> is a little case of money."
   a. independence and security  b. a grip on the land
2. But if he doesn't keep out of our drinking water, I'm going to <u>wear him to a frazzle</u>.
   a. spank him  b. carry his brother around
3. You know I've been <u>aching all over</u> for a horse to ride.
   a. seriously ill  b. hoping
4. I thought she was fixing to argue that I was getting <u>too big for my britches</u>.
   a. wearing the wrong size  b. acting too self-important

TEXAS 1860s - 1880s
Colorado
Kansas
Abilene
Missouri
Indian Territory
Arkansas
New Mexico Territory
Texas
Louisiana
Sabine River
Trinity River
Brazos River
Colorado River
Nacogdoches
Crockett
El Paso
Washington
Beaumont
La Grange
Houston
Guadalupe River
Eagle Pass
Mexico
Gulf of Mexico
N
W
E
S
0
100
200
300 Miles