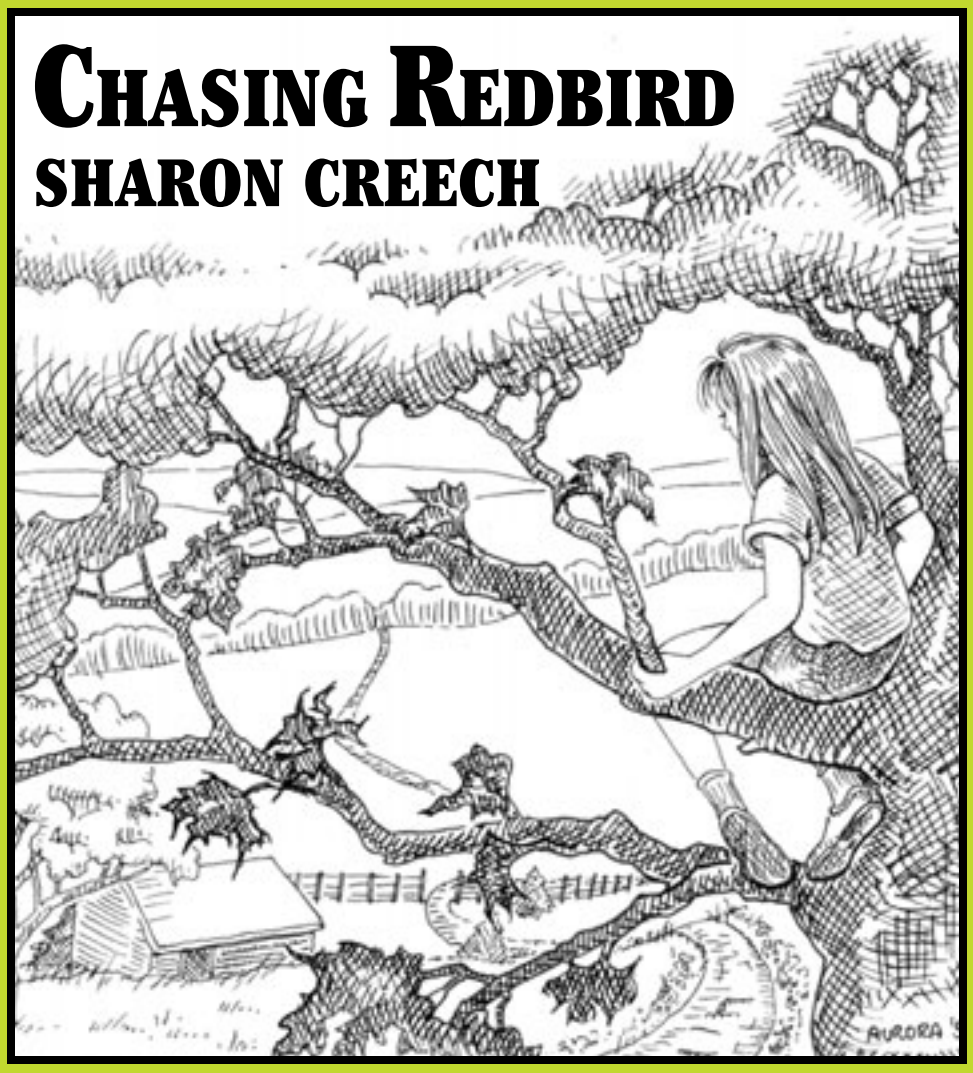
Novel·Ties



A Study Guide

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Chasing Redbird*. 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 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.

CHAPTERS 1 - 7

Vocabulary: Read each group of words. Cross out the one that does not belong with the others. On the line below the words, tell how the remaining words are alike.

1. a. convoluted b. twisted c. elongated d. coiled
   The other words are alike because _____

2. a. obsession b. hindrance c. fixation d. passion
   The other words are alike because _____

3. a. gnarled b. knotted c. crooked d. level
   The other words are alike because _____

4. a. trek b. homestead c. hike d. trip
   The other words are alike because _____

5. a. radiate b. shine c. absorb d. glow
   The other words are alike because _____

6. a. perish b. die c. endure d. vanish
   The other words are alike because _____

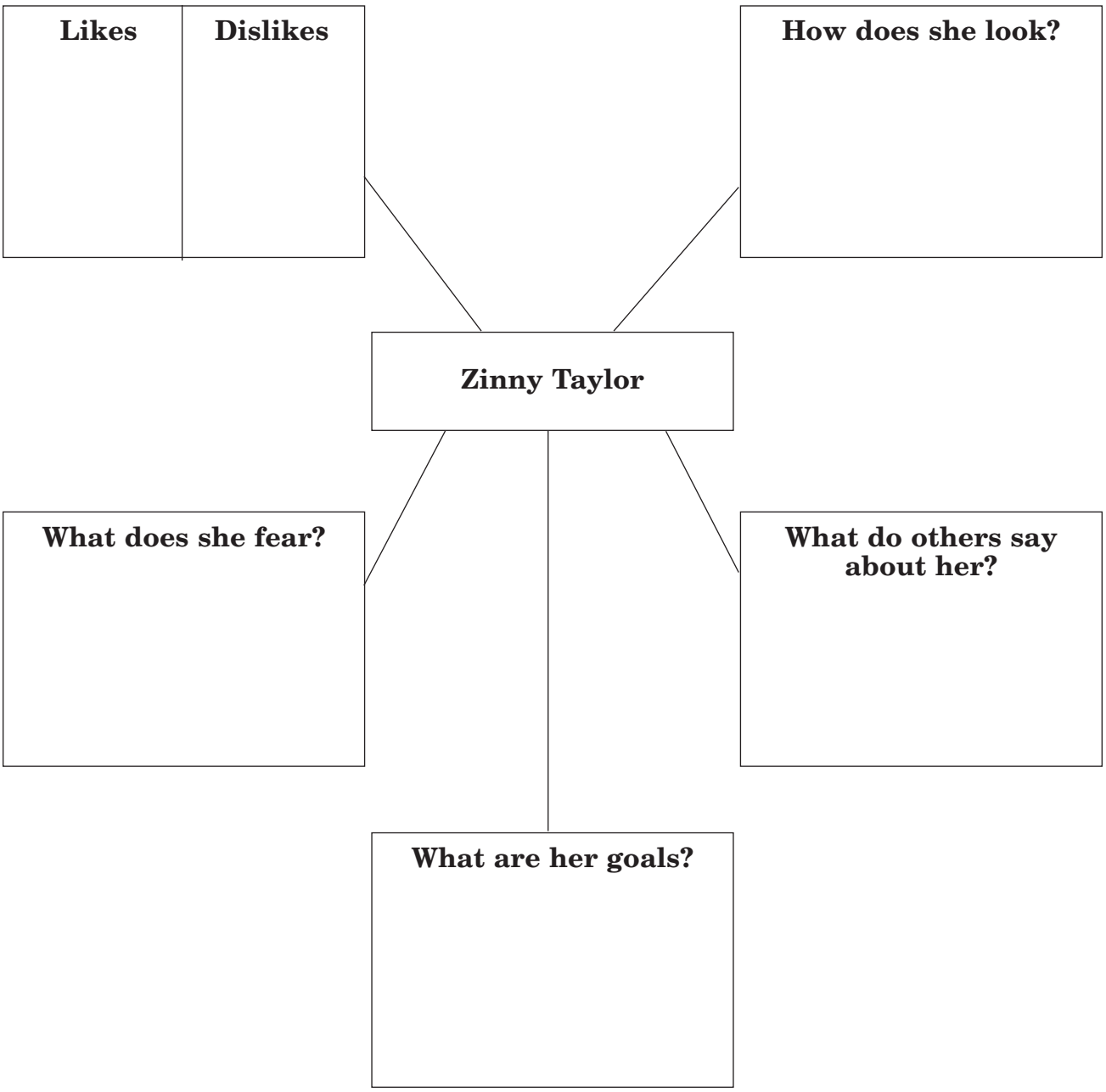
7. a. meandering b. winding c. projecting d. rambling
   The other words are alike because _____

8. a. evolved b. receded c. grew d. became
   The other words are alike because _____

Questions:

1. Why did Zinny compare her life to the spaghetti in the cross-stitched picture?
2. Why did Zinny enjoy spending time at Uncle Nate and Aunt Jessie's house?
3. Why did Zinny feel guilty for Rose's death?
4. What was the only thing in nature that Aunt Jessie feared?
5. Why did Uncle Nate begin "chasing Redbird"?
6. Why didn't Zinny and Jake recognize one another?

Chapters 1 - 7 (cont.)

Literary Element: Characterization

Characterization is the method used by an author to describe a character to the reader. You get a good idea of what the character looks like, and you find out about his or her likes, dislikes, goals, and fears, and how he or she relates to other characters in the story. On the character web below, write some phrases to summarize what you know about Zinny Taylor so far. As you continue to read, add more notes to your chart.