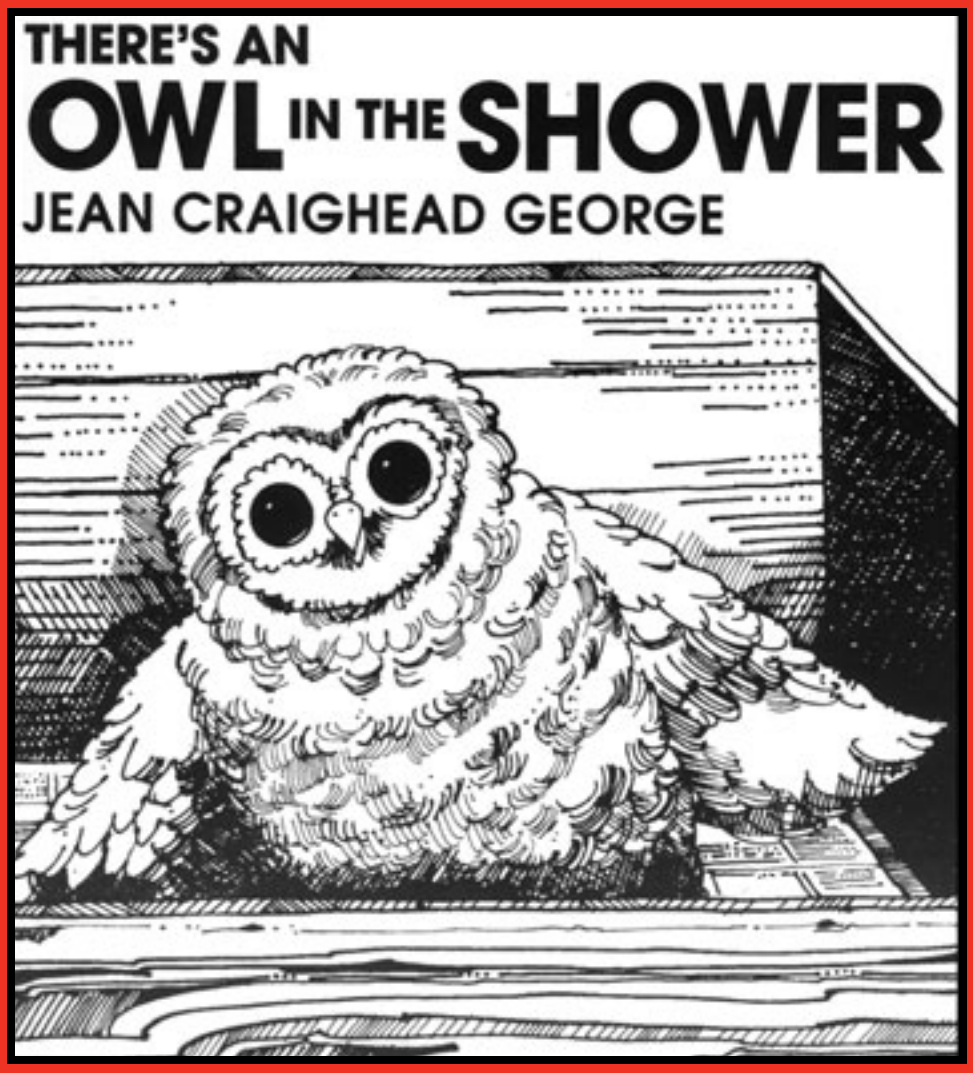
# Novel·Ties




# A Study Guide

Written By Jacqueline Hacinli

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

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

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## For the Teacher

This reproducible study guide to use in conjunction with the novel *There's an Owl in the Shower* 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

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think this book will be about? Have you read any other books by the same author?

2. Read about the author on page two of this study guide. Then go to page thirty of this study guide to find a list of some of the books that Jean Craighead George has written. What subjects does she write about? How do you think she gets her information?

3. After the title page there is a dedication page. This book is dedicated to the Willow Creek Northern Spotted Owl Society. What do you think this society does?

4. Look at the Table of Contents. Based on the chapter titles, write five predictions about what will happen in the book.

5. What do you know about owls, particularly spotted owls? On a K-W-L chart, such as the one below, write what you know in the first column. In the second column, write what you want to learn about owls. After you finish the book, write what you have learned about owls in the third column.

**Owls**

| What I Know –K– | What I Want to Learn –W– | What I Learned –L– |
|---|---|---|
| | | |

6. Bring pictures of the spotted owl and the barred owl into class and display them on the bulletin board. How are they different from each other?

## Chapter 1 (cont.)

5. Why is Borden proud of his dad?
6. Why does Judge Kramer believe that old-growth forests must be preserved?

**Questions for Discussion:**

1. Why is the problem of loggers in the Pacific Northwest so difficult to solve? What solutions might you consider? How does each solution bring up problems of its own?
2. Who do you think could find a fair solution to this problem?

**Literary Device: Hook**

A hook refers to the opening of a book in which the author startles the reader into paying attention and continuing to read. What is the hook at the beginning of this book?

_____

Why do you think the author describes the forest as Borden approaches?

_____

**Science Connections:**

1. Judge Kramer tells Borden about the Endangered Species Act, which states that no one can destroy threatened or endangered creatures or the habitat in which they live. The penalty for disobeying this law is a fine, imprisonment, or both. Using science books, encyclopedias, websites, or magazines and newspapers, find a definition for "endangered species." Gather information about three endangered species of animals. Learn where each animal can be found and what is being done to prevent its extinction. Also, find out whether the protection of each of these animals has caused controversy.
2. Do some research to learn about old-growth forests. Where are they located? What is their importance? Why are many of these forests endangered?

**Writing Activity:**

In order to think more clearly, Borden rides his bike up to the Trinity River, and climbs on his favorite rock. Write about a real or imagined place where you would like to be by yourself. Tell why such a place would be helpful to you.