

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 *Forest*. 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.

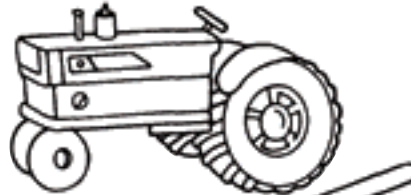
The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTER 1

Vocabulary: Draw a line from each word on the left to its picture on the right. Then use the words to fill in the blanks in the sentences below.

1. grass

a.



2. potato

b.



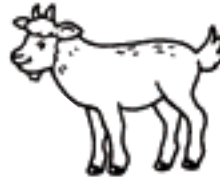
3. tractor

c.



4. kid

d.



5. hoe

e.



.....

1. The farmer rode the _____ over the land to get it ready for planting.
2. The rain will help turn the _____ green in the spring-time.
3. Use a _____ to dig long rows for plants.
4. We watched the newborn _____ trail after the mother goat.
5. I like to eat a baked _____ for supper.

Chapter 1 (cont.)

Science Connection:

Use the words in the Word Box to fill in the blanks in the sentences below.

<i>WORD BOX</i>			
calf	doe	foal	piglet
chick	fawn	hen	

1. A baby horse is called a _____.
2. A mother deer is called a _____.
3. A baby deer is called a _____.
4. A baby pig is called a _____.
5. A baby cow is called a _____.
6. A mother chicken is called a _____.
7. A baby chicken is called a _____.