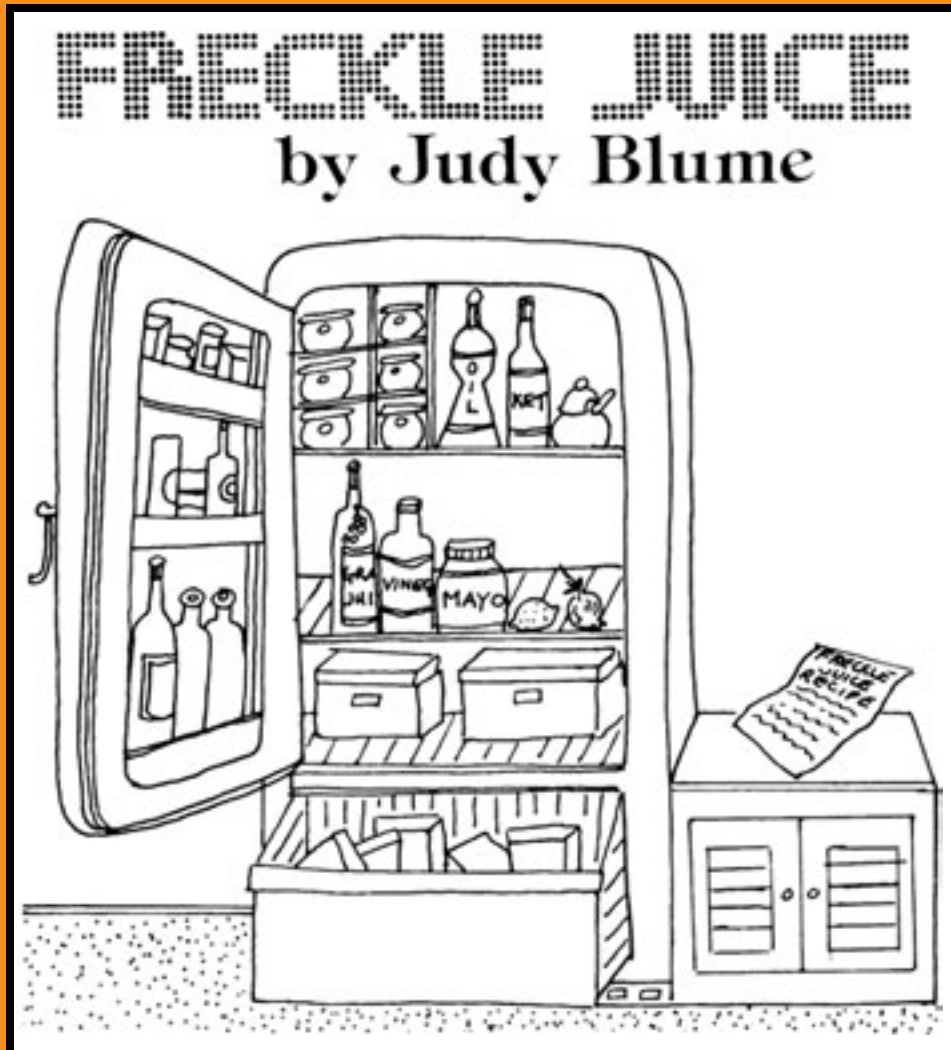


# Novel·Ties



## A Study Guide

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### LEARNING LINKS

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## For the Teacher

This reproducible study guide to use in conjunction with the book *Freckle Juice* 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.



**CHAPTER 1**

**Word Study: Contractions**

A contraction is a short form of two words. Draw a line from each contraction on the left to the two words it comes from on the right. Then use these contractions to fill in the blanks in the sentences below.

- |             |              |
|-------------|--------------|
| 1. didn't   | a. it will   |
| 2. wouldn't | b. we are    |
| 3. he'd     | c. I have    |
| 4. we're    | d. did not   |
| 5. that's   | e. that is   |
| 6. it'll    | f. would not |
| 7. I've     | g. he would  |

.....

1. "\_\_\_\_\_ a recipe for freckles," said Sharon.
2. At first Andrew \_\_\_\_\_ believe her.
3. "\_\_\_\_\_ work if you follow my recipe," insisted Sharon.
4. Andrew said \_\_\_\_\_ try it.
5. Why \_\_\_\_\_ Sharon have freckles if the recipe worked?"
6. As Andrew worried and thought, the teacher said, "\_\_\_\_\_ waiting for you to open your reading book."
7. \_\_\_\_\_ all the time you can waste today.

Read to find out what is bothering Andrew.

**Questions:**

1. Why did Andrew want freckles?
2. Why didn't Andrew like Sharon?

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## WRITING ACTIVITY

Andrew is embarrassed when the teacher calls on him and he is counting Nicky's freckles instead of coming to reading group. Use the story frame below to write about a real or imagined embarrassing situation that happened to you.

One day \_\_\_\_\_

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---

---

Then \_\_\_\_\_

---

---

After that, \_\_\_\_\_

---

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Finally, \_\_\_\_\_

---

---

I was embarrassed because \_\_\_\_\_

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