

Novel·Ties

Anne of Green Gables

L.M. Montgomery



A Study Guide

Written By Gloria Levine

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 *Anne of Green Gables* 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 author's name and by looking at the illustration on the cover. What do you think the book will be about? Where and when do you think it takes place? Have you read any other books by the same author?
2. **Social Studies Connection:** Locate photographs and maps of the Canadian province of Prince Edward Island, the setting for this novel. Research the geography and political history of the region. Is Prince Edward Island a place where you would like to live? Why or why not?
3. Write the word "ORPHAN" in the center of the chalkboard or a large chart and circle it. With your classmates, brainstorm associations with the word and record all ideas. Then, on a chart, arrange these ideas into categories, such as famous orphans in literature, problems orphans have, how orphans behave, etc. Save the chart for a post-reading discussion.
4. With your classmates, discuss whether having a vivid imagination is useful or causes problems. Make two lists showing how an imagination can be a help and then how it can be a hindrance.
5. What is "ambition"? Why do some people have more than others? What kinds of ambitions do you have? How can your ambitions be realized? Can being ambitious cause problems?
6. What qualities do you look for in a friend? What are you willing to share with a friend? What happens to old friends when you make new friends?
7. Discuss "forgiveness." Is this always an admirable quality? Are you a forgiving person or do you carry grudges? What sorts of wrongs are the hardest to forgive?
8. Write "Yes" or "No" next to each statement in the "Before Reading" column on the Anticipation Chart below. At the conclusion of your reading, refer back to these statements to see if any of your opinions changed as a result of reading the book.

Anticipation Chart

Statement	Before Reading	After Reading
1. It is best to forgive and forget.		
2. Don't lose sight of reality.		
3. Children should respect their elders.		
4. It is always best to tell the truth.		
5. If anything can go wrong, it will.		
6. It is good to try to use big words.		
7. Vanity is a weakness.		
8. It is best to look on the bright side.		

Chapters 1 – 4 (cont.)

Read to find out if Anne will be welcome at Green Gables.

Questions:

1. Why does Mrs. Rachel disapprove of Marilla’s plan to take in an orphan boy?
2. What do we know about Marilla and Matthew that makes the arrival of a girl orphan difficult for them to accept?
3. What evidence shows that Anne is a girl of great imagination and optimism?
4. Why does Anne’s presence on the ride from the train station seem pleasant to Matthew, but also make him “a little dizzy”?
5. Why does Matthew become uncomfortable when Anne remarks as they reach Green Gables, “as soon as I saw it I thought I was home”?
6. What clues indicate that Marilla may change her mind about Anne?

Questions for Discussion:

1. When first told that Marilla and Matthew are planning to take in an orphan, Mrs. Rachel says, “I wouldn’t be in that orphan’s shoes for anything.” Do you agree with her?
2. Marilla says about Anne: “I don’t want an orphan girl and if I did she isn’t the style I’d pick out.” What “style” of girl do you think would appeal to Marilla?
3. What do you think Anne means when she calls Matthew “a kindred spirit”? Why do you think she feels this way? Do you have any kindred spirits? If so, who are they? Why do you consider them to be kindred spirits?

Writing Activity:

Write a persuasive paragraph indicating why you think Anne should or should not be allowed to stay with Marilla and Matthew at Green Gables.