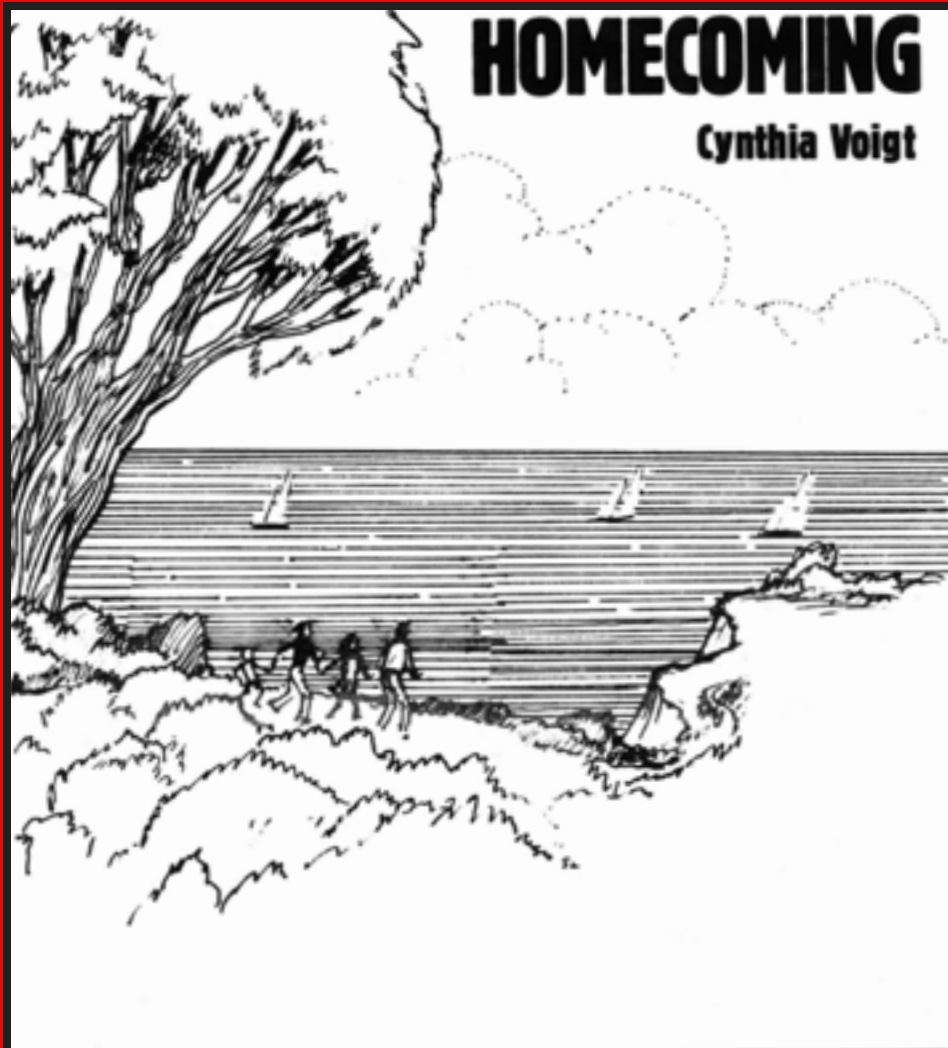


Novel·Ties



A Study Guide

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LEARNING LINKS

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TABLE OF CONTENTS

Synopsis 1

Pre-Reading Activities 2

Part I – Chapter 1 3 - 5

 Chapters 2, 3 6 - 7

 Chapters 4, 5 8 - 9

 Chapter 6 10 - 11

 Chapters 7, 8 12 - 13

 Chapters 9, 10 14 - 15

 Chapters 11, 12 16 - 17

Part II – Chapter 1 18 - 19

 Chapters 2, 3 20 - 21

 Chapters 4, 5 22 - 23

 Chapter 6 24 - 25

 Chapters 7, 8 26 - 27

 Chapters 9, 10 28 - 29

 Chapters 11, 12 30 - 31

Cloze Activity 32

Post-Reading Activities 33

Suggestions For Further Reading 34

Answer Key 35 - 38

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For the Teacher

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

PART I — CHAPTER 1

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

- | | |
|----------------|--|
| 1. determined | a. caring about the troubles or sorrows of another |
| 2. succeeded | b. distrustful |
| 3. decipher | c. follow or chase |
| 4. exuded | d. having firm resolve |
| 5. jowls | e. figure out the meaning of something |
| 6. vast | f. followed one after another |
| 7. pursue | g. great in size or amount |
| 8. sympathetic | h. gave forth |
| 9. suspicious | i. flabby, hanging flesh below the cheeks |

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- Gas stations, used car lots, and fast food restaurants _____ each other along the busy highway.
- The _____ look on my teacher’s face revealed that she did not believe my excuse for ignoring her homework assignment.
- Despite her poor health, Sally was _____ to run in the Boston Marathon.
- It is best to talk to a(n) _____ friend when your problems seem overwhelming.
- The guidance counselor suggested that her student _____ realistic goals when applying to college.
- I couldn’t remember where I had parked in the store’s _____ parking lot.
- The bakery _____ an irresistible aroma of bread in the oven.
- The pages were so worn that it was hard to _____ the handwriting in the old diary.
- The old hound had long ears and loose, droopy _____.

Part I — Chapter 1 (cont.)

Literary Element: Characterization

Fill in the chart below with information you learned about each of the Tillerman children. Add to the chart as you continue to read the book.

	Age	Physical Characteristics	Personality Traits
Dacey			
James			
Sammy			
Maybeth			

Writing Activities:

1. Imagine that Dacey reported her mother’s disappearance to the police. Write a “missing person” report for her that includes a description.
2. When Dacey contemplated her mother’s actions, she had mixed feelings of sadness and anger. Write about a time when you experienced mixed emotions.