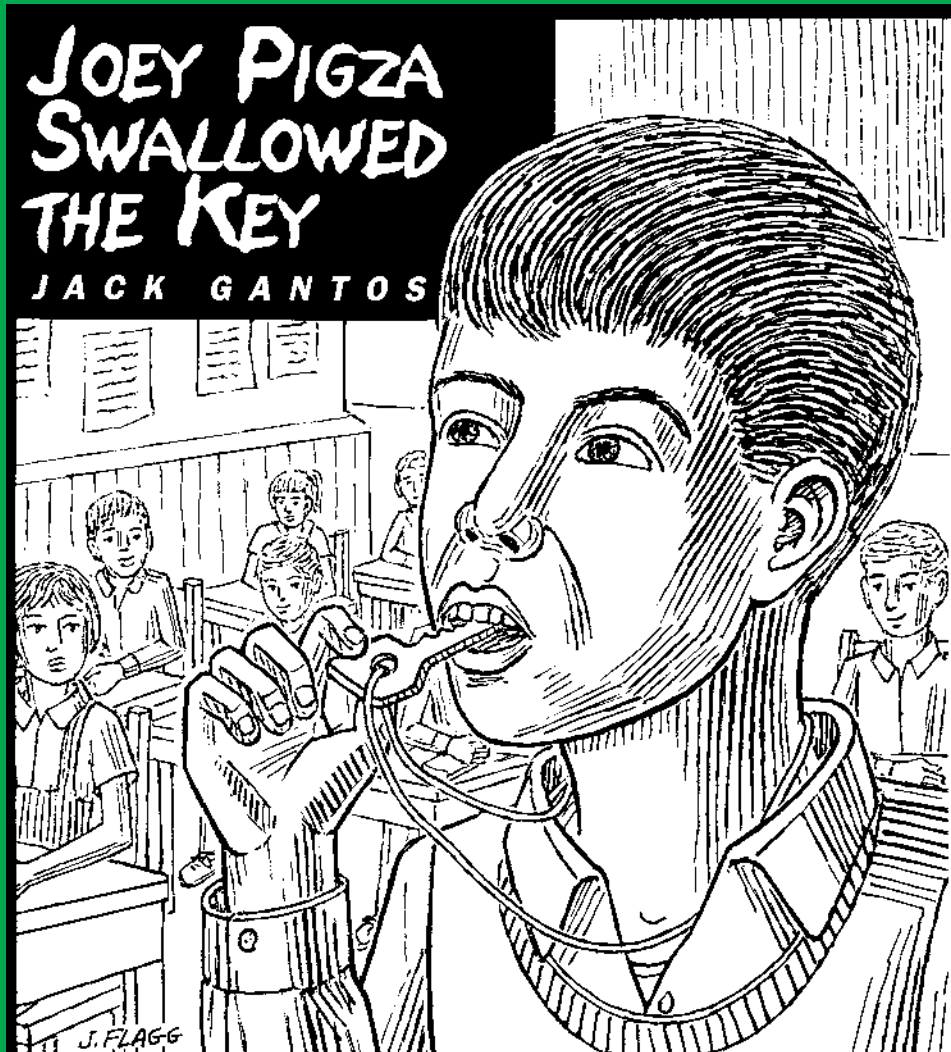


# Novel·Ties



## 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 novel *Joey Pigza Swallowed the Key* 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.

## **BACKGROUND INFORMATION**

### **Attention Deficit Hyperactivity Disorder (ADHD)**

Attention Deficit Hyperactivity Disorder (ADHD) is a condition that causes people to have behavioral problems, such as being unable to pay attention, following directions, or sitting still. Other symptoms include losing or forgetting things, interrupting others, and acting on impulse.

Approximately five out of one hundred children could have ADHD. Children with the disorder usually start showing symptoms before the age of seven. Many times the problems begin when they start attending school. Boys are diagnosed with ADHD about nine times more often than girls. This could be because boys are more likely to show the hyperactivity component of the disorder. Girls, on the other hand, are more likely to exhibit inattention, so the diagnosis may be overlooked since they are less apt to be disruptive in the classroom. Scientists are not sure what causes the disorder, but they believe that it may have something to do with different levels of brain chemicals. It is also thought that the disorder may be an inherited condition in some cases.

When parents or teachers suspect that a child has ADHD, the first step is to visit the family doctor. The doctor will then refer the parents to a specialist such as a neurologist, psychiatrist, or psychologist who has experience in treating behavioral problems. The specialist will look for other illnesses that imitate ADHD symptoms but need different types of treatment.

When an ADHD diagnosis is confirmed, the parents work with the child's doctor and teachers to figure out the best method of treatment. There are several medications that can help control this disorder, but it is important to determine the correct dosage and amount of times per day that the medication should be given for each particular child.

In addition to medication, ADHD children need help in learning how to change their behavior. Some successful methods include using relaxation or behavioral therapies. Relaxation therapy teaches children how to relax and stay calm by doing deep breathing exercises and relaxing certain muscle groups. Behavioral therapy teaches them to set goals for themselves and uses rewards to help them reach these goals.

Many times, ADHD symptoms improve as the child gets older. If not, the disorder can be controlled with medication and behavioral modification. Adults with ADHD can lead happy, successful lives.

**Pre-Reading Activities (cont.)**

4. **Cooperative Learning Activity:** Read the Background Information on page three of this study guide and do some additional research to learn about Attention Deficit Hyperactivity Disorder (ADHD). Brainstorm with your classmates to fill in the K-W-L chart below. Jot down what you already know in the first column. List your questions in the second column. After you finish reading the book, add anything you learned in the third column.

<b>ADHD</b>		
<b>What We Know -K-</b>	<b>What We Want to Know -W-</b>	<b>What We Learned -L-</b>

5. **Pair/Share:** The boy in this novel has a hard time settling down and paying attention. With another classmate, make a list of things he could do that might help him. Then compare your list with that of other pairs.
6. Families come in all shapes and sizes. With your classmates, make a list of the different kind of families you know in real life, read about, or seen in movies and television programs. How are all of these families the same? How are they different?