

Novel·Ties

Anastasia Krupnik

Lois Lowry



A Study Guide

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LEARNING LINKS

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TABLE OF CONTENTS

Synopsis	1
Pre-Reading Activities	2 - 3
Chapter 1	4 - 6
Chapter 2	7 - 8
Chapter 3	9 - 10
Chapter 4	11 - 12
Chapter 5	13 - 14
Chapter 6	15 - 16
Chapters 7, 8	17 - 19
Chapters 9 - 11	20 - 21
Cloze Activity	22
Post-Reading Activities	23
Suggestions For Further Reading	24
Answer Key	25 - 26

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For the Teacher

This reproducible study guide to use in conjunction with the novel *Anastasia Krupnik* 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 (cont.)

5. **Pair/Share:** Track the lists of things Anastasia loves and the things she hates that appear after each chapter. Here is the list that you will find at the end of Chapter One. Starting with the lists that appear after Chapter Two, edit the lists to reflect the changes Anastasia has made. With a partner, discuss why Anastasia made the changes.

Things I Love!	Things I Hate!
Making lists Mounds Bars Writing Poems My room My wart Frank (my goldfish)	Mr. Belden (at the drugstore) boys liver pumpkin pie Mrs. Westvessel

Do you and/or your partner share Anastasia's likes and dislikes? Explain.

Chapter 1 (cont.)

Questions for Discussion:

1. What evidence showed that Anastasia was an independent thinker and doer? Would you like her as a friend?
2. Do you think Mrs. Westvessel's criticism of Anastasia's poetry was fair?
3. Why do you think Anastasia's parents reacted positively to Anastasia's poem?
4. Who do you think would do better in Mrs. Westvessel's class—someone of average intelligence who was not creative, or someone with above-average intelligence who was extremely creative?
5. What do you think Anastasia is going to add to her list of "THINGS I HATE"?

Writing Activity:

Notice how the author, Lois Lowry, describes Anastasia at the beginning of Chapter One. Write a description of someone you know, using the kind of descriptive details Lois Lowry uses. You may begin as follows:

_____ was _____. (He, she) had
(Name)
hair the color of _____,