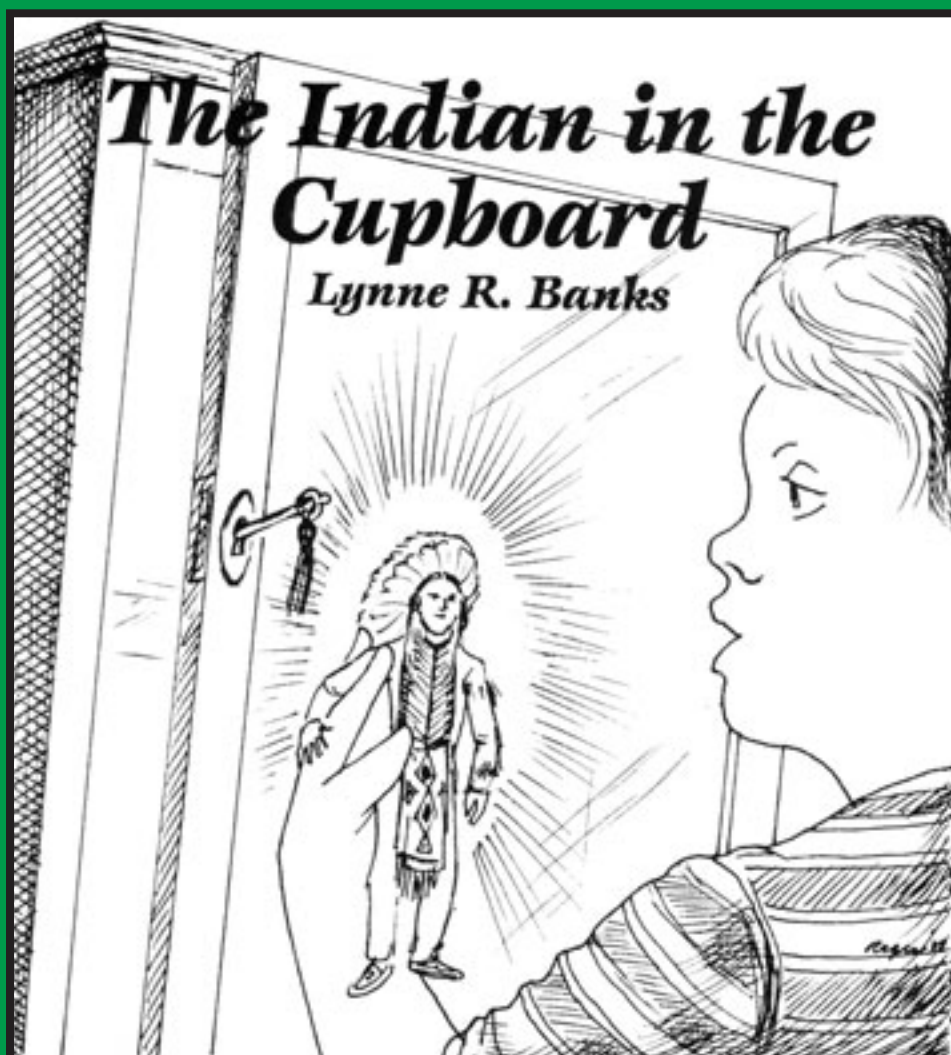


Novel·Ties



A Study Guide

Written By Charlene Forsten

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 Indian in the Cupboard* 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 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 the author's name and by looking at the illustration on the cover. What do you think the book will be about? Do you think it is a book of fantasy or reality? Have you read any other books by the same author?
2. Have you ever read a book or seen a film in which the main characters were miniature or shrank from ordinary size down to a tiny proportion? Why do you think this device is used so often in books and films for young people?
3. How can facts and fantasy be combined in a story to make it seem believable? Cite examples of books which seem believable even though they have elements of fantasy. (e.g. *Charlotte's Web*, *The Littles*, etc.)
4. **Cooperative Learning Activity:** Work with a small cooperative learning group to select a character in a book that you would like to have as a companion for a day. Compile a list of things you might do together. Tell what you might learn from this character. Refer back to this list as you read *The Indian in the Cupboard* and compare the activities with those of Omri and the plastic Indian.
5. Have you ever been responsible for another living thing such as a plant, animal, or person? What were your responsibilities? How did you feel to have this kind of responsibility?
6. Have a class discussion in which you talk about what it is like to give up something you cherish. Discuss the reasons for having to make a sacrifice, and the range of feelings that it produces.
7. If you could travel back in time, what historical era would you choose to visit? Why would you find this era interesting? Who and what would you like to observe?
8. Have you ever had a secret that you felt you could not tell anyone? How did it feel to keep it to yourself? Does it help to have someone with whom you can share an important secret?

CHAPTER 1

Vocabulary: Analogies are equations in which the first pair of words has the same relationship as the second pair of words. For example: BEGIN is to START as END is to FINISH. Both pairs of words are synonyms. Choose the best word from the Word Box to complete each of the analogies below.

WORD BOX		
coherent	huge	torso
gently	plait	

- GIFT is to PRESENT as BRAID is to _____.
- VANISH is to DISAPPEAR as _____ is to LOGICAL.
- WHEEL is to CAR as CHEST is to _____.
- FEROCIOUSLY is to _____ as BAFFLED is to UNDERSTOOD.
- MINIATURE is to MINISCULE as GIGANTIC is to _____.

Read to find out about the secret of Omri's favorite birthday gift.

Questions:

- Why did Patrick give his plastic Indian to Omri for a birthday present?
- At first, what was Omri's favorite gift? Why?
- Why did Omri put the Indian in the cupboard at first?
- Why didn't Omri tell anyone that his Indian came alive?
- How did Omri show his respect for the Indian?

Questions for Discussion:

- How would you react if one of your dolls or action figures came alive?
- Do you think Omri should tell anyone his secret?

Writing Activities:

- In this story, one of Omri's toys came to life. Suppose one of your toys, or a character in a book you have read, came to life. Write about an adventure you might have with that toy or character.
- Write about a gift you have received that turned out to be better than you thought it would be.