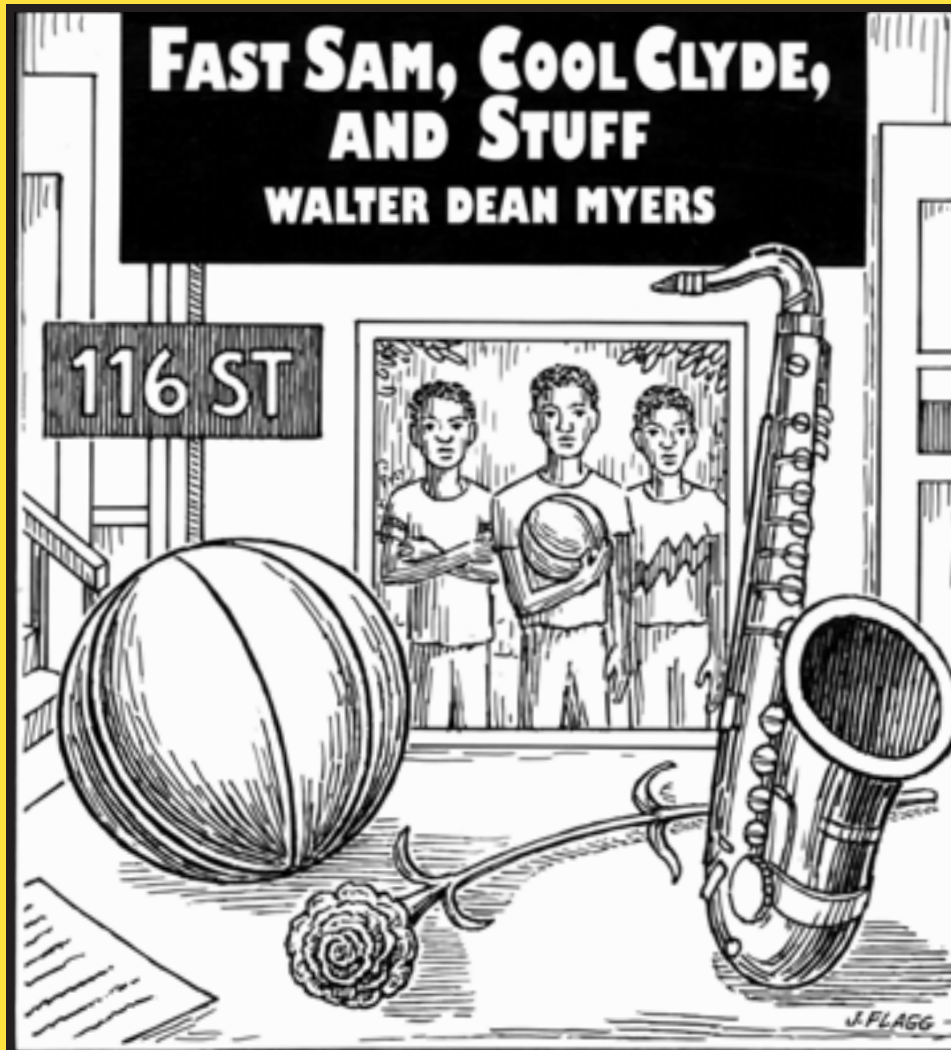


Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Fast Sam, Cool Clyde, and Stuff*. 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 on 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 guided reading 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 or group of chapters; 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 will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS

1. Preview this book by looking at the title and the cover illustration. Where and when do you think this story takes place? What do you think it will be about? Do you think it will be mainly serious or humorous?
2. This novel takes place in a section of New York City called Harlem. Read the Background Information on page two of this study guide and do some additional research to find out about the history of life in Harlem. Also, find out about life in Harlem today.
3. The young people in this novel have to deal with many serious problems. Work with a partner to make a list of the most pressing problems that you think young people face today. As you read the novel, see how your list compares with the problems the characters face.
4. What do you do if you have a serious problem? Do you talk things out, or keep your problems to yourself? Why is it often difficult to discuss problems with others? Would you prefer to discuss problems with your family, with friends, with a counselor, or some other individual?
5. With your classmates, discuss the qualities you look for in a friend. What do you think you owe your friends? What do you expect from them in return?
6. In *Fast Sam, Cool Clyde, and Stuff*, characters run into trouble because adults see them in a negative way. Have you ever made judgments about people without really knowing them? Have people ever misjudged you without taking the time to get to know you?
7. Are drugs a problem in your school? Is anything being done to help young people stay away from drugs in your school or community? What more do you think can be done?
8. What do you think is more important in achieving a goal — ability or desire? Debate the issue with your classmates.
9. Obtain a map of uptown Manhattan. You might find one in your library, or you may write to:

The New York Convention and Visitor's Bureau
2 Columbus Circle
New York, NY 10019-1823

As you read the novel, locate the streets and places referred to in the story.

Prologue, Chapters 1, 2 (cont.)

6. How does Sam make his friend Clyde feel better after his father dies? What does this suggest about Sam?
7. Why is Stuff not ashamed of crying in front of Clyde and Sam?

Questions for Discussion:

1. Why do you think the doctor was so quick to call the police when the boys charged into the emergency room? Was he justified?
2. Do you agree with Stuff that “you have to live through something yourself before you can really understand it”?
3. Have you ever had to console someone after a personal tragedy? Were you up to the task?
4. Stuff says that he got a feeling that being a man wasn’t everything he thought it was. What do you think he means by this? What do you think it means to be a man?

Literary Devices:

- I. *Point of View* — In literature the point of view refers to the person telling the story. It could be one of the characters in the novel or it could be the author.

Who is telling this story?

Is it being told as it happens or as a memory of times past? What are the advantages of this point of view?

- II. *Setting* — The setting refers to the place and time in which a story occurs. What is the setting of this novel? How important do you think that the setting will be to the story?

Writing Activities:

1. Retell the part of the story where the boys charge into the hospital from the point of view of the doctor.
2. Pretend that you are an out-of-state relative or friend of Clyde’s and you have just found out about his father’s death. Write a letter of condolence to the boy.