A Study Guide
Written By Duncan Searl
Edited by Joyce Friedland and Rikki Kessler
TABLE OF CONTENTS

Synopsis ......................................................... 1
Pre-Reading Activities ................................. 2
Pages 12 - 24 .............................................. 3 - 6
Pages 25 - 34 .............................................. 7 - 9
Pages 35 - 45 .............................................. 10 - 13
Pages 46 - 60 .............................................. 14 - 16
Cloze Activity ............................................. 17
Post-Reading Activities ......................... 18 - 20
Suggestions For Further Reading .......... 21
Answer Key ............................................... 22

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.
For the Teacher

This reproducible study guide consists of lessons to use in conjunction with *The Boston Coffee Party*. 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.
PAGES 12 - 24 [HarperTrophy An I Can Read Book®]

**Vocabulary:** Draw a line from each word to its picture.

1. longhouse  
2. fire  
3. corn  
4. Indians  
5. maple sugar  
6. hunting

Read to find out about the life of the people of the longhouse.
Science Connection:
This chart shows what Little Runner does in each season. Think about special things you do in each season. Write one thing you do on the lines.

**WINTER**
Little Bear tells stories.
I _______________________________.

**FALL**
Little Bear picks corn.
I _______________________________
_______________________________
_______________________________
_______________________________

**SUMMER**
Little Bear hunts and trades.
I _______________________________.

**SPRING**
Little Bear plants corn.
I _______________________________
_______________________________
_______________________________
_______________________________

**SEASONS**