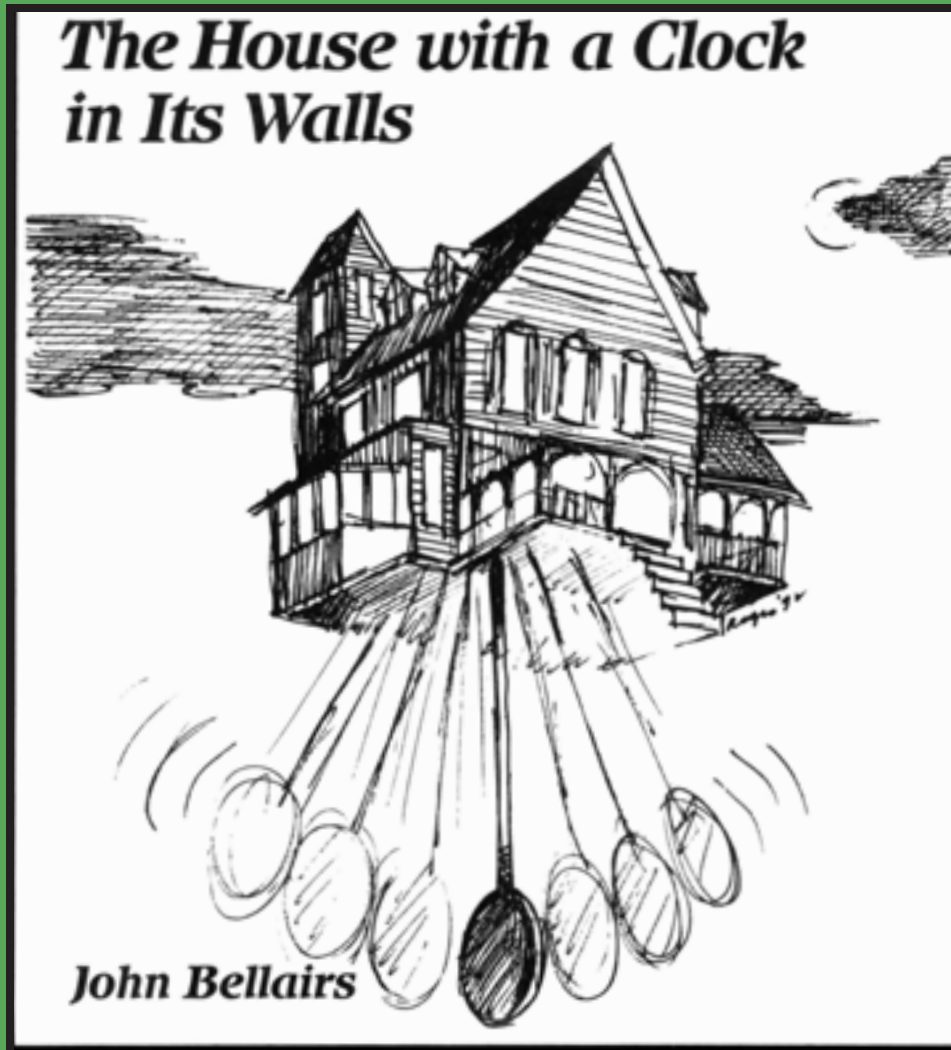


# Novel·Ties



## 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 *The House With a Clock in Its Walls*. 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.

**CHAPTER 1**

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |              |   |
|--------------|---|
| 1. turret    | a. suggesting evil                                |
| 2. doubloons | b. covered with glass; glassy                     |
| 3. belfry    | c. someone who doesn't belong or is unwelcome     |
| 4. intruder  | d. former gold coins of Spain and Spanish America |
| 5. glazed    | e. come into view; enter                          |
| 6. apparent  | f. part of a tower in which bells are hung        |
| 7. sinister  | g. small tower                                    |
| 8. emerge    | h. obvious  |

.....

- The pirates buried the stolen \_\_\_\_\_ on a deserted island, planning to recover them in the future.
- The bells rang out from the church \_\_\_\_\_.
- The mansion had a tall \_\_\_\_\_ at the front entrance, making it appear to be a medieval castle.
- After walking down the dimly lit hall, we were surprised to \_\_\_\_\_ into a large sunny room.
- From the look on Aunt Betty's face when she opened the door, it was \_\_\_\_\_ she wasn't expecting company.
- The clocks seemed to chime with a(n) \_\_\_\_\_ sound, sending shivers down the spines of all who heard.
- Jonathan's eyes became \_\_\_\_\_ when the clocks started striking.
- We cautiously tiptoed out of bed when we thought we heard a(n) \_\_\_\_\_ in the hall.

**Questions:**

- Why was Lewis going to live with his uncle? What questions were on his mind as the bus approached New Zebedee?
- Describe Uncle Jonathan's house. What did Lewis like about it?

**Chapter 1 (cont.)**

**All Kinds of Clocks:**

Clocks come in many shapes and sizes. Draw a line from each kind of clock on the left to its picture on the right.

pocket watch

wrist watch

alarm clock

mantel clock

wall clock

grandfather clock

cuckoo clock



**Art Connection:**

Clocks may come in fanciful shapes and sizes. Draw a picture of a clock with a fantastic design of your own invention. Be creative, but make sure it could function as an instrument to tell time.