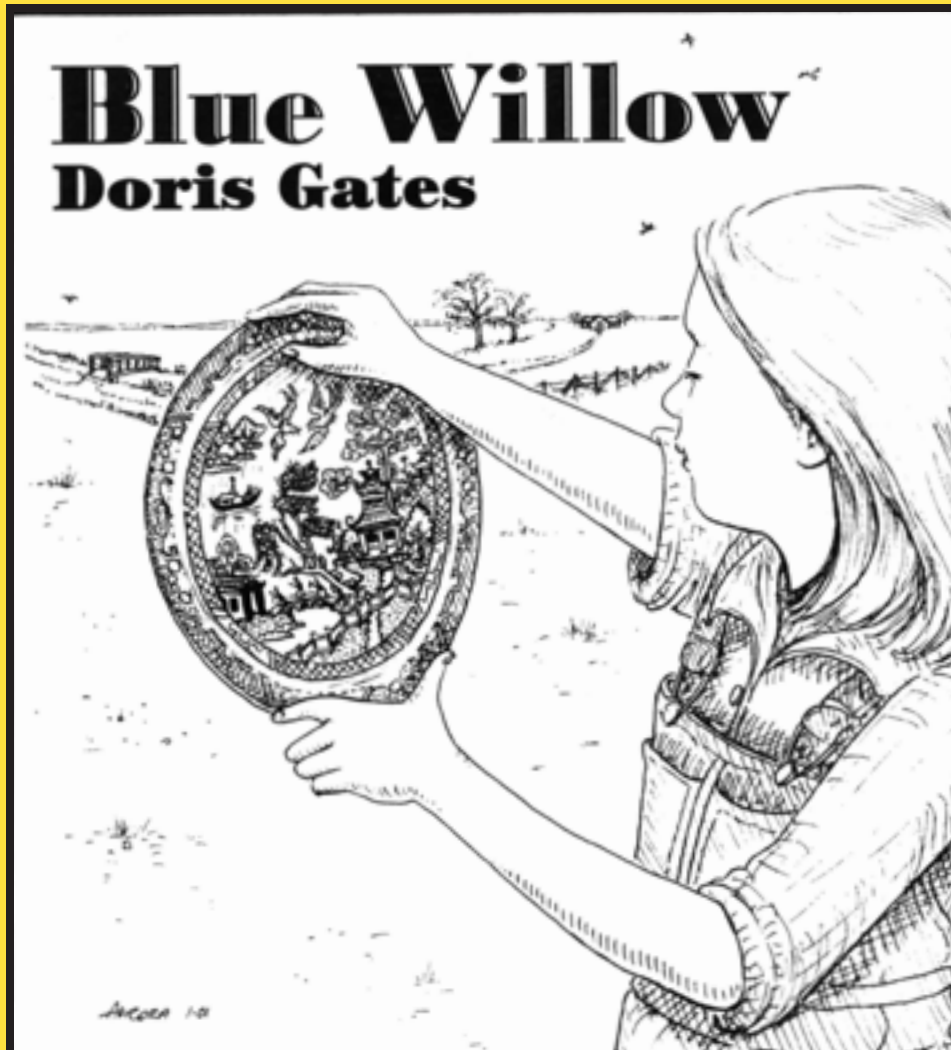


# Novel·Ties



## A Study Guide

Written By Jacqueline Hacinli

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

P.O. Box 326 • Cranbury • New Jersey 08512

---

**TABLE OF CONTENTS**

Synopsis . . . . .	1
Background Information . . . . .	2
Pre-Reading Activities . . . . .	2
Chapter 1 . . . . .	3 - 4
Chapter 2 . . . . .	5 - 6
Chapter 3 . . . . .	7 - 9
Chapter 4 . . . . .	10 - 11
Chapter 5 . . . . .	12 - 14
Chapter 6 . . . . .	15 - 16
Chapter 7 . . . . .	17 - 19
Chapter 8 . . . . .	20 - 21
Chapter 9 . . . . .	22 - 23
Chapter 10 . . . . .	24 - 25
Cloze Activity . . . . .	26
Post-Reading Activities . . . . .	27
Suggestions For Further Reading . . . . .	28
Answer Key . . . . .	29 - 31
Notes: . . . . .	32

*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 *Blue Willow*. 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.

**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. monotony    | a. long period without rain    |
| 2. substantial | b. not believing; doubting     |
| 3. drought     | c. boredom; lack of variety    |
| 4. inferior    | d. finding fault with; blaming |
| 5. furtive     | e. secret; sly                 |
| 6. incredulous | f. large; important            |
| 7. vexation    | g. annoyance; anger            |
| 8. reproving   | h. lower in position or rank   |

.....

- The \_\_\_\_\_ of one hot summer day after the next made me dream of a winter snowfall.
- Josh felt \_\_\_\_\_ to his friends because he could not ride his bike as fast as they could.
- His face turned red with \_\_\_\_\_ when three people cut in front of him on the line at the movies.
- The farmers feared that the long \_\_\_\_\_ would cause the crops to fail.
- After long hours of study, John showed \_\_\_\_\_ improvement in his test scores.
- The store detective carefully watched the young woman who moved up and down the aisles in a(n) \_\_\_\_\_ manner.
- Convinced that I was overlooked by the judges, I was \_\_\_\_\_ when my name was announced for the short story prize.
- The teacher gave Rita a(n) \_\_\_\_\_ glance when she was caught trying to copy from someone else's paper.

Read to find out about Janey's treasured willow plate.

**Questions:**

- Why doesn't Janey usually care about making new friends?
- Why is Janey surprised when Lupe approaches her for the first time?
- How do Janey and Lupe reveal their shyness?

**CHAPTER 2**

**Vocabulary:** Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

- | <u>A</u>        | <u>B</u>      |
|-----------------|---------------|
| 1. rickety      | a. tendency   |
| 2. roving       | b. sting      |
| 3. inclination  | c. shaky      |
| 4. apprehensive | d. brightness |
| 5. radiance     | e. needed     |
| 6. required     | f. anxious    |
| 7. hesitate     | g. wandering  |
| 8. smart        | h. pause      |

.....

1. Aware of my strong \_\_\_\_\_ to be on time, everyone worried when I arrived at the party two hours late.
2. If you \_\_\_\_\_ for just one second, you risk losing the race.
3. Please be careful when you sit on that \_\_\_\_\_ chair.
4. News of an oncoming storm made me \_\_\_\_\_ about leaving for our trip.
5. If you put lemon juice on an open cut, it will \_\_\_\_\_.
6. The children were \_\_\_\_\_ in the woods when they realized that they were lost.
7. Good, well-fitting walking shoes are \_\_\_\_\_ when you go on a long hike.
8. NEEDS AN #8 SENTENCE TO MATCH WORD MATCH ABOVE.

Read to find out how Janey’s family settles into their new house.

**Questions:**

1. Why does Janey’s Dad require that Janey read two pages of the Bible daily?
2. How does Janey react when she sees Dad’s car coming up the road?
3. Why does Dad lift out the cushion of the back seat of the car?
4. Why is Janey afraid that she and her family may not be able to stay in the shack?