

**Novel·Ties**

# **ARTHUR'S CAMP-OUT**

**Lillian Hoban**



## **A Study Guide**

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**LEARNING LINKS**

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## For the Teacher

This reproducible study guide to use in conjunction with a specific novel, 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 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 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 (cont.)**

5. **Science Connection:** You will learn some interesting things about bats when you read this book. Begin to fill out the K-W-L chart below. In the “K” column, write some things you already know about bats. In the “W” column, write some things you would like to find out. Leave the “L” column blank for now. You will fill that in after you read this book.

<b>Bats</b>		
<b>What I Know</b> - K -	<b>What I Want to Find Out</b> - W -	<b>What I Learned</b> - L -

## Chapter 1 (cont.)

### Questions:

1. Who was taking care of Arthur and Violet?
2. Why did the baby-sitter ask Arthur to clean up the yard?
3. What did Arthur decide to do?
4. Why didn't Arthur think that Violet would want to come along on his field trip?
5. Why did Arthur agree to take Violet on his field trip?

### Questions for Discussion:

1. Why did Arthur think Violet didn't know much about science?
2. Where might Arthur go to collect animals like frogs, worms, and snakes?

### Science Connection:

Go on a nature walk with your classmates in a park or woods near your school. Collect items such as leaves, pebbles, twigs, and pine cones. When you get back to class, work with a small group to sort and label the specimens you have collected. Give a name to each group.

### Writing Activity:

Imagine you are Arthur and write in your diary about your plans to go on a field trip.

Tomorrow, I will \_\_\_\_\_

\_\_\_\_\_.

I plan to take along \_\_\_\_\_

\_\_\_\_\_.

When I get to a good place I will \_\_\_\_\_

\_\_\_\_\_.

I hope that \_\_\_\_\_

\_\_\_\_\_.