

Novel·Ties

Anna, Grandpa, and the Big Storm

Carla Stevens



A Study Guide

Written By Linda Smoucha

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

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For the Teacher

This reproducible study guide to use in conjunction with the novel *Anna, Grandpa, and the Big Storm* 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 at its own 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. Grandpa tells his daughter and his grandchildren that when you're old, "no one thinks you're good for anything." What might Grandpa mean? Why do you think older people might feel this way?

6. What do you already know about blizzards? What problems do they create for people? As a class, brainstorm this topic. Then fill in the first two columns in the K-W-L chart below. When you have finished the book, return to the chart to fill in the last column.

BLIZZARDS

What I Know -K-	What I Want to Know -W-	What I Learned -L-

7. Read about "The Great Blizzard of 1888" at the end of the book. This tells about the real event that this story is based upon.

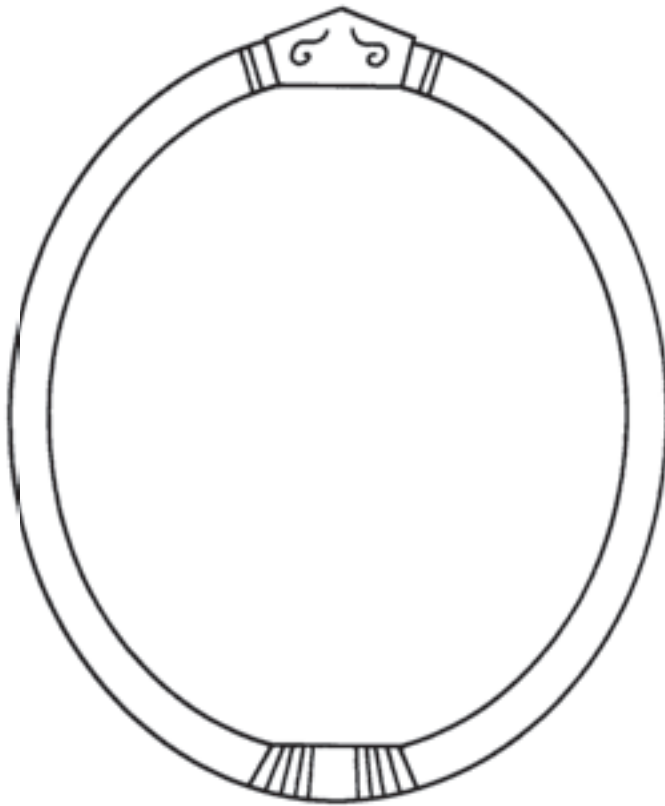
Chapter 1 (cont.)

Questions for Discussion:

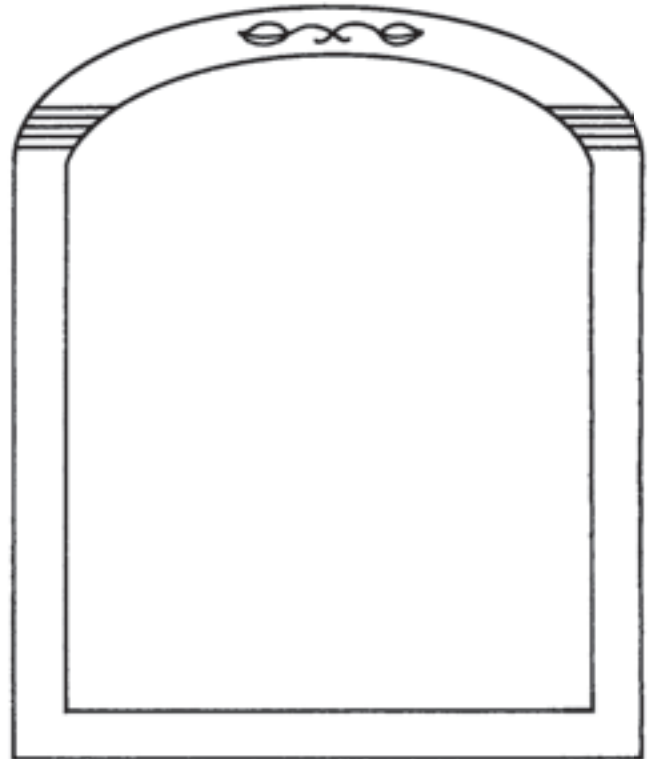
Do you think people should always be honest and say what they think as Grandpa does? Or do you think there are times when it is better to be polite and silent?

Literary Element: Character in the Story

Inside each picture frame, write words that describe Anna and Grandpa. Add information as you continue to read the story.



Anna



Grandpa

Writing Activity:

Write about a time when you were unhappy about a place you were visiting. Describe the place and tell why you were unhappy.