

# Novel·Ties

## The Best Christmas Pageant Ever Barbara Robinson



## A Study Guide

Written By Garrett Christopher

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 *The Best Christmas Pageant Ever* 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.

## 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. volunteer  | a. glass tank or bowl used to hold fish or other water animals         |
| 2. pestered   | b. spread by direct or indirect contact                                |
| 3. aquarium   | c. of or pertaining to someone who offers service for no pay in return |
| 4. contagious | d. obtain something of value from a person by threat                   |
| 5. blackmail  | e. bothered; annoyed   |

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- In the grocery checkout line, the children \_\_\_\_\_ their mother to buy some candy bars.
- The girl tried to \_\_\_\_\_ her younger brother by threatening to tell their mother that he had spent his lunch money on snacks.
- The mayor made a speech thanking the \_\_\_\_\_ firefighters for their free and selfless service to the town.
- The cat dipped a paw into the \_\_\_\_\_, trying to catch the goldfish that swam near the water’s surface.
- The flu is such a(n) \_\_\_\_\_ disease that my entire family came down with it one week after I became sick.

Read to find out why the Herdmans are known as the worst kids in the history of the world.

**Questions:**

- Describe the Herdmans. Where do they live? What reputation do they have?
- What do people assume when Fred Shoemaker’s toolhouse burns down? What really happened? What lesson do the Herdmans learn from the fire?
- What is unusual about the Herdmans’ pet? What happens when Claude Herdman takes it to school for “Show and Tell”? Why do you think the author tells this story?

**Chapter 1 (cont.)**

**Literary Element: Characterization**

In the chart below, list what you know about each important character you meet in the story. Add to this information as you continue to read the story. Add characters to the chart as you meet them in the story.

Character	Information
Ralph	
Leroy	
Claude	
Ollie	
Imogene	
Gladys	
Alice Wendleken	