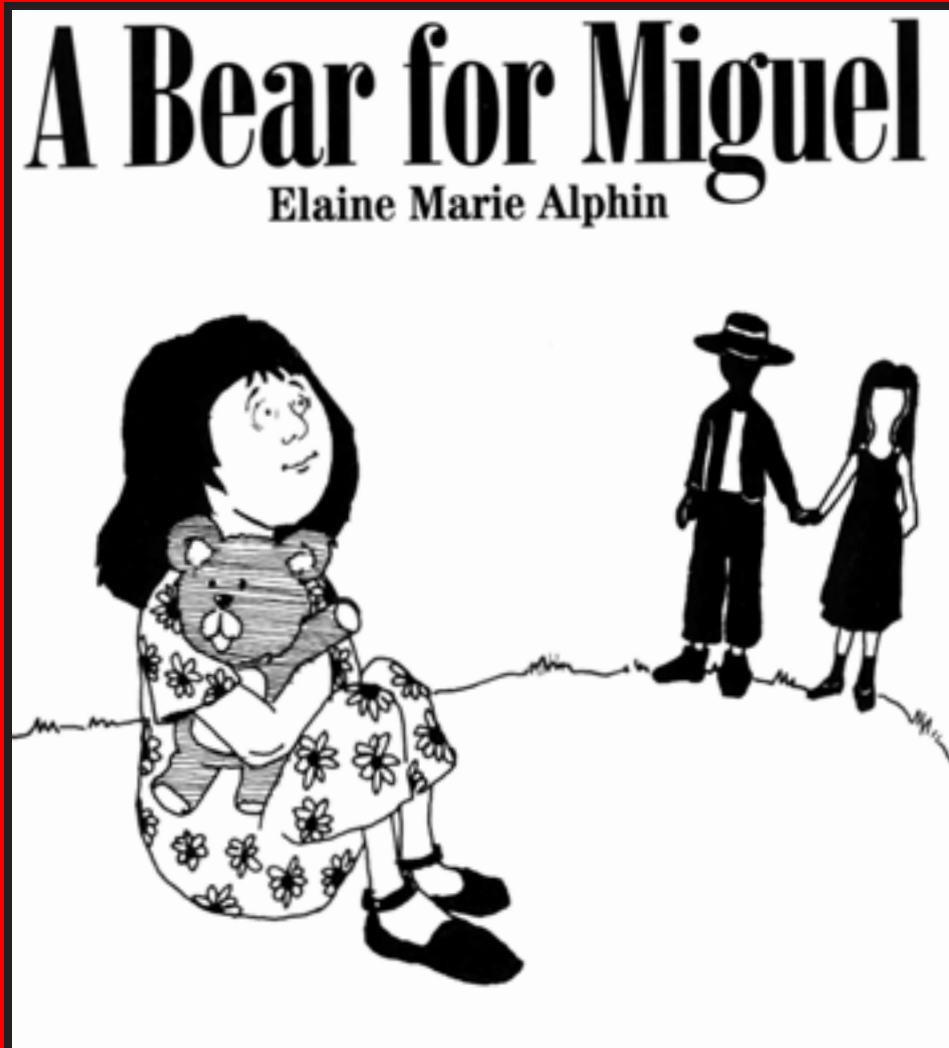


**Novel·Ties**



## A Study Guide

Written By Duncan Searl

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

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

## TABLE OF CONTENTS

Synopsis . . . . .	1
Pre-Reading Activities . . . . .	2
Chapter 1 . . . . .	3 - 4
Chapter 2 . . . . .	5 - 7
Chapter 3 . . . . .	8 - 10
Chapter 4 . . . . .	11 - 12
Chapter 5 . . . . .	13 - 14
Cloze Activity . . . . .	15
Post-Reading Activities . . . . .	16
Suggestions For Further Reading . . . . .	17
Answer Key . . . . .	18 - 19
Notes . . . . .	20

*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 *A Bear for Miguel*. 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.



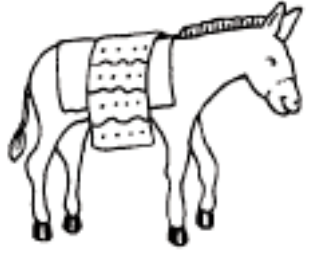

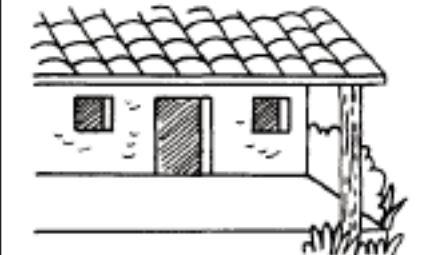
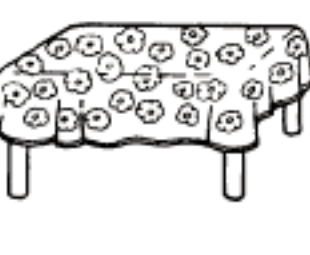
In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide 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:** Use the words in the Word Box to name each picture. Then use the words to fill in the blanks in the sentences.

<i>WORD BOX</i>					
village	market	porch	tools	tablecloth	mule
 a. _____	 b. _____	 c. _____			
 d. _____	 e. _____	 f. _____			

1. In hot weather, we sit on the \_\_\_\_\_.
2. We buy fresh fruits and vegetables at the \_\_\_\_\_.
3. My friend lives in a nearby \_\_\_\_\_.
4. Place a clean \_\_\_\_\_ on the table before we eat.
5. An old \_\_\_\_\_ pulled the wagon.
6. I could fix the car if I had the \_\_\_\_\_.

Read to find out why Maria and her father are taking a table and chair to the market.

## CHAPTER 2



**Vocabulary:** Read the words from the Word Box. Then write each word next to its clue. The letters in the boxes spell a way to get things without using money.

WORD BOX			
guerrillas	punish	arrest	mean
government	smiled	factory	

1. place where goods  
are made

\_\_\_ \_ \_ \_  \_\_\_ \_ \_ \_

2. seize by legal  
authority

\_\_\_ \_ \_  \_\_\_ \_ \_ \_

3. unkind, spiteful

\_\_\_ \_ \_  \_

4. turned up the  
corners of the  
mouth

\_\_\_ \_ \_ \_ \_ \_

5. cause someone to  
suffer for doing  
something wrong

\_\_\_ \_ \_ \_  \_\_\_

6. system which  
controls a city,  
state, or nation

\_\_\_ \_ \_ \_ \_ \_  \_\_\_ \_ \_ \_ \_

7. fighters who are  
not part of a  
regular army

\_ \_ \_ \_ \_ \_ \_ \_ \_ \_

Answer: \_\_\_ \_ \_ \_ \_ \_ \_ \_

Read to find out why Papa has no money.