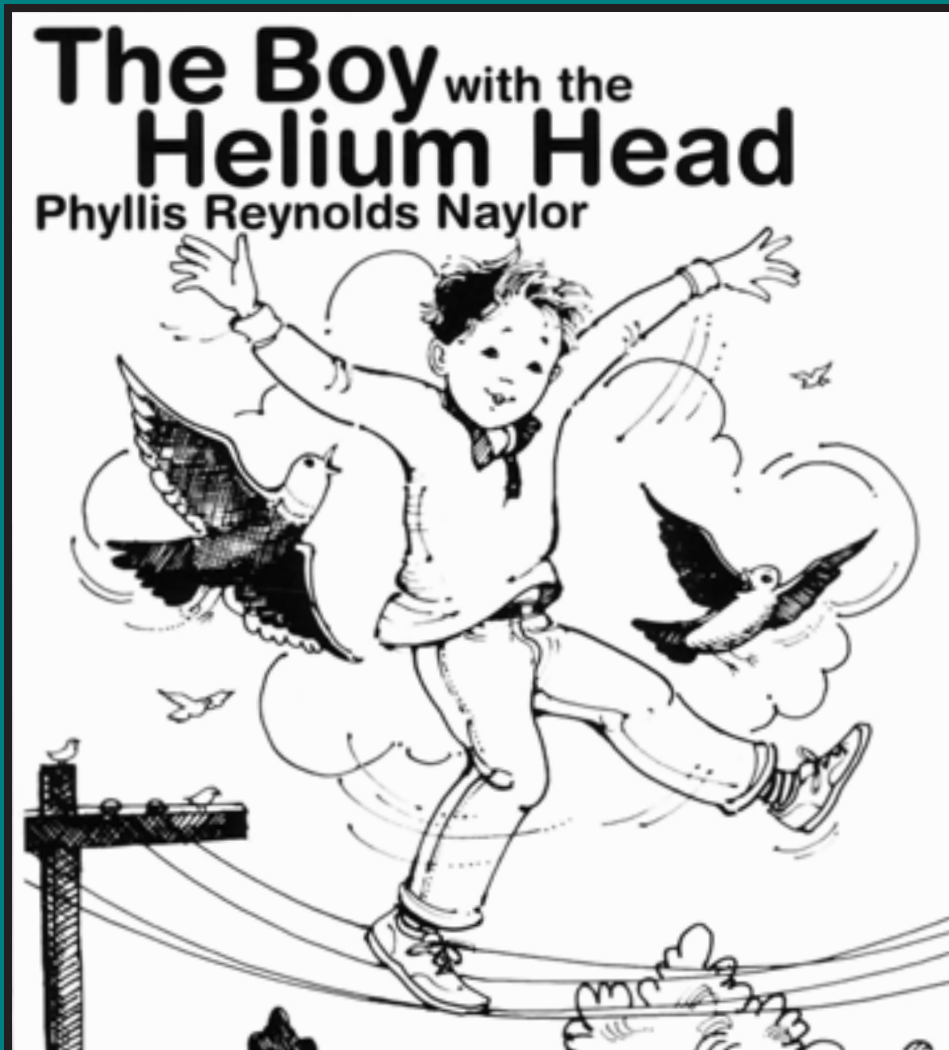


# Novel·Ties



## A Study Guide

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**LEARNING LINKS**

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with a specific novel. 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.

**CHAPTER 1**

**Vocabulary:** Draw a line from each word on the left to its picture on the right. Then use the words to fill in the blanks in the sentences below.

1. toothbrush



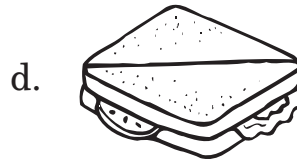
2. sandwich



3. stepstool



4. faucet



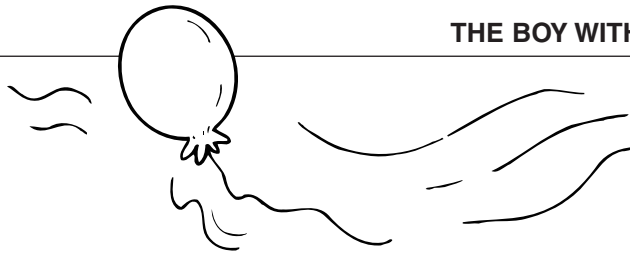
5. frown



.....

1. I will share my \_\_\_\_\_ with you since you left your lunch at home.
2. My little brother will \_\_\_\_\_ if you take away his toy.
3. When I was little, I had to use a \_\_\_\_\_ to reach the sink.
4. Turn off the \_\_\_\_\_ or the bathtub will overflow.
5. The dentist thinks you should use a soft \_\_\_\_\_ and change it often.

Read to find out why Jonathan thinks he will have a rotten day.



**CHAPTER 2**

**Vocabulary:** Draw a line from each word on the left to its meaning on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |             |   |
|-------------|---|
| 1. stroller | a. something taken to stop sickness or pain |
| 2. medicine | b. said something would happen for sure     |
| 3. helium   | c. something that is wrong                  |
| 4. promised | d. gas that is lighter than air             |
| 5. mistake  | e. chair on wheels for a baby               |

.....

1. Dad pushed the baby down the street in a \_\_\_\_\_.
2. The balloon filled with \_\_\_\_\_ rose into the air.
3. Shawna knocked over the glass of milk by \_\_\_\_\_.
4. When Juan was sick, he took \_\_\_\_\_ three times a day.
5. Uncle Joe \_\_\_\_\_ to take us to the fair.

Read to find out what happens in Dr. Mack’s office.

**Story Questions:**

1. What does Jonathan like about going to Dr. Mack’s office?
2. Why do the nurses move the Bogleys to the front of the line?
3. What does Baby Sam do when he sees the doctor?
4. Why does Jonathan act as if Sam is not his brother.
5. Why does Dr. Mack give a flu shot to the balloon?