

Novel·Ties



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.

CHAPTER 1

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. foundation | a. loud wailing cry |
| 2. hurricane | b. bothered or annoyed over and over again |
| 3. overflowing | c. strong and sudden rush of wind |
| 4. murky | d. base on which a structure is built |
| 5. gust | e. dark and gloomy, not clear |
| 6. howl | f. storm with heavy rain and strong wind |
| 7. pestered | g. running over the top edge |

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- The water in the fish bowl was so _____ that we couldn't see the goldfish inside.
- I had to chase my hat when a(n) _____ of wind blew it off my head.
- He _____ his mother so much that she finally gave in and allowed him to eat one cookie.
- We built our house on a strong _____ of concrete so that it would stand up to bad weather.
- Hearing the _____ of the wind in the empty house made me believe that it was haunted.
- By the time he remembered to turn off the water, the tub was _____.
- People boarded up their windows and bought extra supplies of food and water in preparation for the oncoming _____.

Read to learn why 1938 was a special year for Tomie.

CHAPTER 2

Vocabulary: Use the context to figure out the meaning of the underlined word in each of the following sentences. Then check your definition with a dictionary definition.

1. The laundry chute connects the upstairs bathroom to the laundry room down in the basement.

My definition: _____

Dictionary definition: _____

2. The ketchup came gushing out of the bottle, covering his entire plate as well as his hamburger.

My definition: _____

Dictionary definition: _____

3. Grandma says the cellar is the safest place in the house during a hurricane because it is underground.

My definition: _____

Dictionary definition: _____

4. After dinner, everyone gathered in the parlor to play games and to listen to my aunt play the piano.

My definition: _____

Dictionary definition: _____

5. Although I am an only child, my mother says I have more relatives than I will ever get to meet.

My definition: _____

Dictionary definition: _____

Read to find out what Tomie liked to do every Sunday.