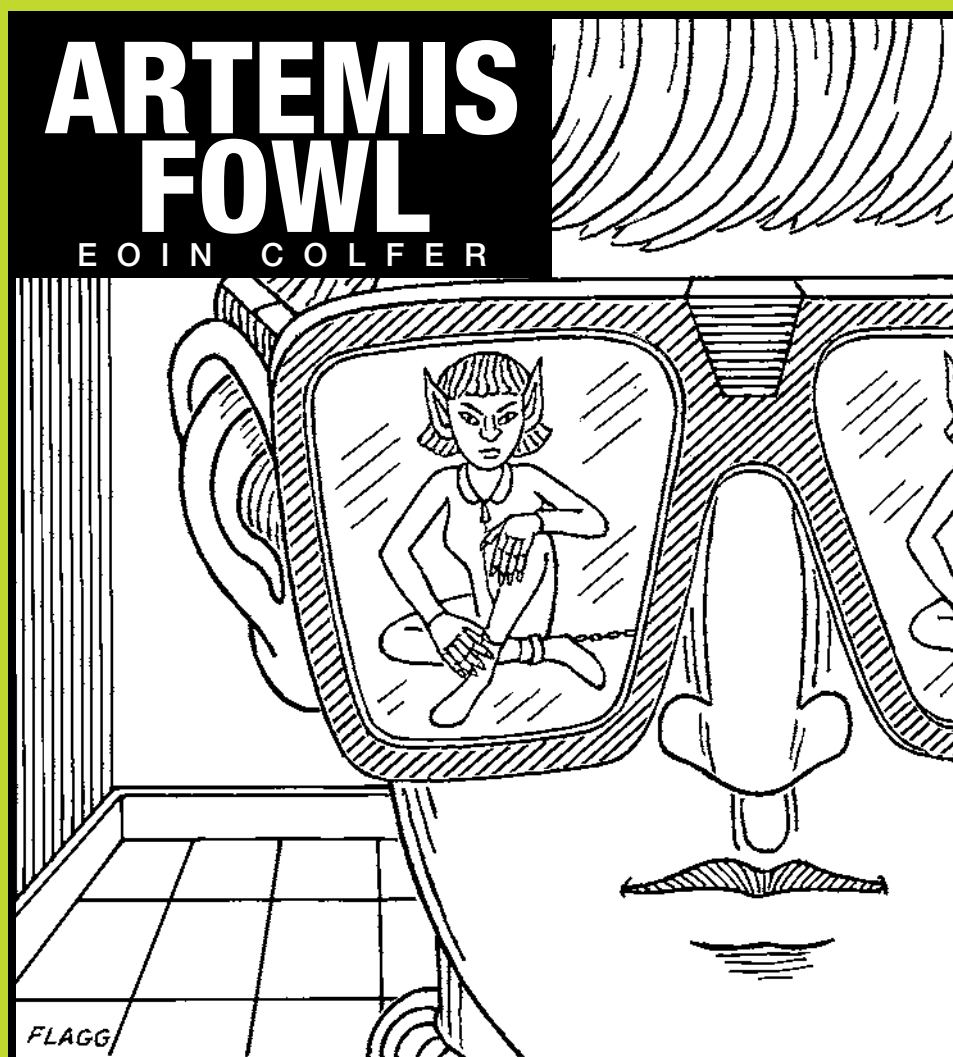


Novel·Ties



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 *Artemis Fowl*. 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.

PROLOGUE, CHAPTERS 1, 2

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. arcane | a. shifty; sly |
| 2. aversion | b. hold or keep in |
| 3. fraudulent | c. secret; mysterious |
| 4. furtive | d. talented person, especially a child |
| 5. prodigy | e. wretched; poverty-stricken |
| 6. rebuke | f. strong dislike |
| 7. suppress | g. dishonest |
| 8. squalid | h. reprimand |

.....

1. It is always a worry that the musical _____ who performs as a child will not want to continue this career into adulthood.
2. Embarrassed by my teacher's _____, I decided never to forget my homework again.
3. The fortune teller declared that she could see into the future by palm reading and other _____ means.
4. Because my little sister has a(n) _____ to clowns, she will never go to a circus.
5. With a(n) _____ glance at the people in the room, the puppy swiped a cookie off the coffee table.
6. The children could not _____ their giggles at the sight of a fly sitting on their grandmother's nose as she slept.
7. Worried that serious illnesses would break out, the city government ordered that all _____ apartment buildings be repaired and cleaned.
8. Afraid that his _____ scheme to obtain people's savings would land him in jail, the man suddenly left town.

Prologue, Chapters 1, 2 (cont.)

- II. *Allusion* — An allusion is a reference to familiar persons, places, events, literary titles, or quotations. The name of the main character contains a reference to the Greek goddess associated with hunting. Why do you think the author chose this particular name? How does it relate to Artemis's last name of Fowl.

Social Studies Connection:

1. Do some research to learn about the hieroglyphics, or pictographic script, of ancient Egypt. Find out how it differs from our own script. What languages today use pictographs in their script?
2. Do some research to learn how the Rosetta stone found in 1799, led to deciphering ancient Egyptian hieroglyphics.

Writing Activity:

Imagine you are Artemis and write a journal entry expressing your thoughts and feelings on the day you met the sprite who possessed the Book.