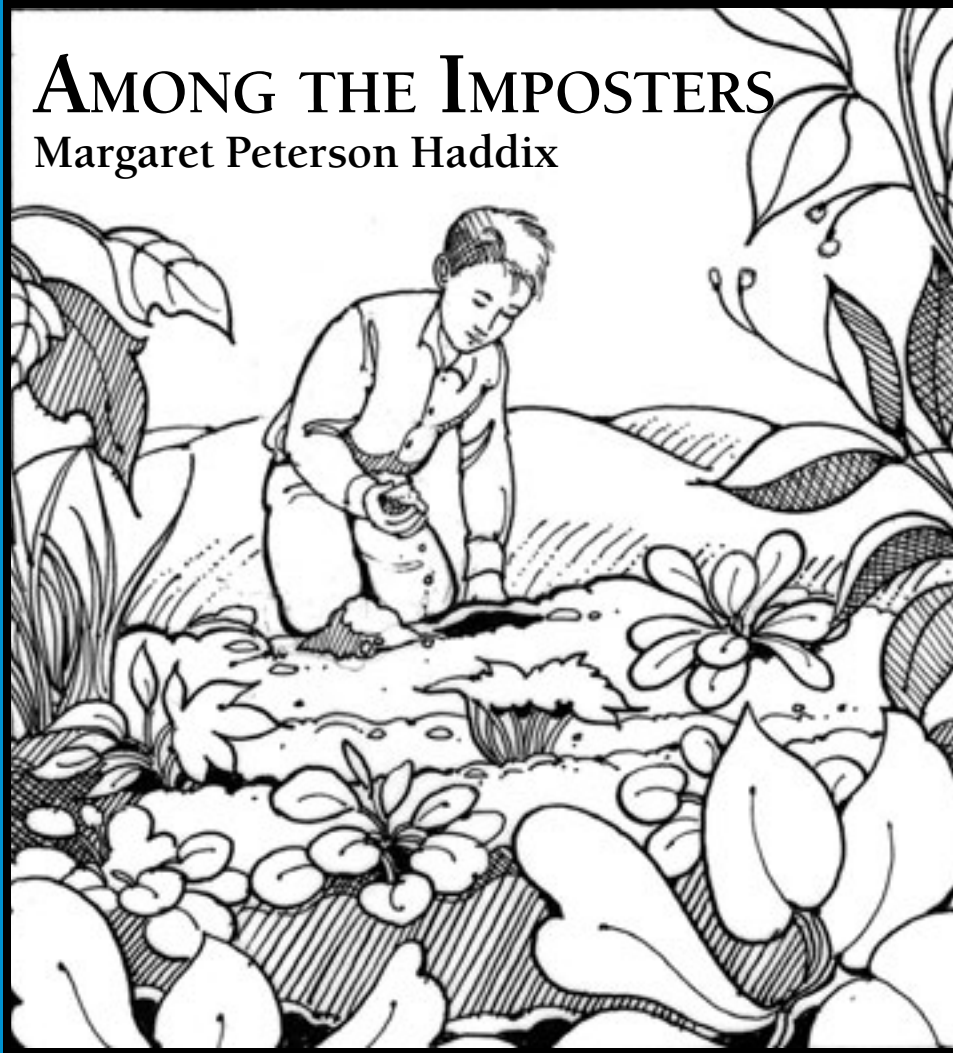


Novel·Ties

AMONG THE IMPOSTERS

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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 the book *Among the Imposters* 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 student. 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.

Whatever the cause, certain symptoms are common to people with autistic spectrum disorder. Youngsters born with autism may begin to show signs of the disorder by the age of three years. They may have trouble communicating and often have little or no meaningful language. The behavior of autistic individuals can often look odd to others. They may rock back and forth, flap their hands, or engage in other unusual motions.

Most people with this developmental disability have trouble learning in a typical classroom and require special instruction in language and concept building. Because those with autism may avoid contact with other people, treatment includes training in social skills. So far, the most common approach to helping individuals with autism is Applied Behavior Analysis, a technique of teaching skills in communication, self-help, and academic subjects. This form of therapy, when begun in early childhood, aims to prepare the autistic person to join regular education classrooms, to hold a job, and to participate in society.

Autism is a spectrum disorder. That means it can be mild, moderate, or severe. There are autistic people with normal and even above-normal intelligence. One famous person with autism is Dr. Temple Grandin, who holds a Ph.D. in animal science. She is the author of many articles and several important books about autism. Dr. Grandin's work has helped families and professionals to better understand people with this complex developmental disability.

CHAPTERS 1 – 5

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. academic | a. acting in a worthy, important way |
| 2. demerits | b. student given a special responsibility |
| 3. ornate | c. showing a lack of interest; casual |
| 4. dignified | d. relating to education or school |
| 5. imposter | e. marks against a person for poor behavior |
| 6. stymied | f. showy; over-decorated |
| 7. monitor | g. one who pretends to be someone else |
| 8. nonchalant | h. blocked or frustrated |

.....

1. My wish to become a baseball player was _____ by my parents' disapproval.
2. The principal's _____ appearance always caused the students to stand a little straighter and hold their heads up higher.
3. The _____ room looked fit for a royal palace.
4. It became clear that the person who claimed to be a doctor was a(n) _____ when she fainted at the sight of blood.
5. Jan ran down the hall but was soon stopped by a hall _____.
6. "I might go to the party, or I might not," said Chris in a(n) _____ tone.
7. Good study habits lead to a successful _____ career.
8. If Jason gets any more _____, he will have to stay after school on Friday.

Read to find out how painful it is for Luke to become Lee.

Questions:

1. Why did Luke have to take on a new identity? How had he gotten this new name?
2. Why did Luke know so little about the world outside his home?
3. Why was Luke eager to read Mr. Talbot's note?
4. Why did Luke particularly miss Jen?