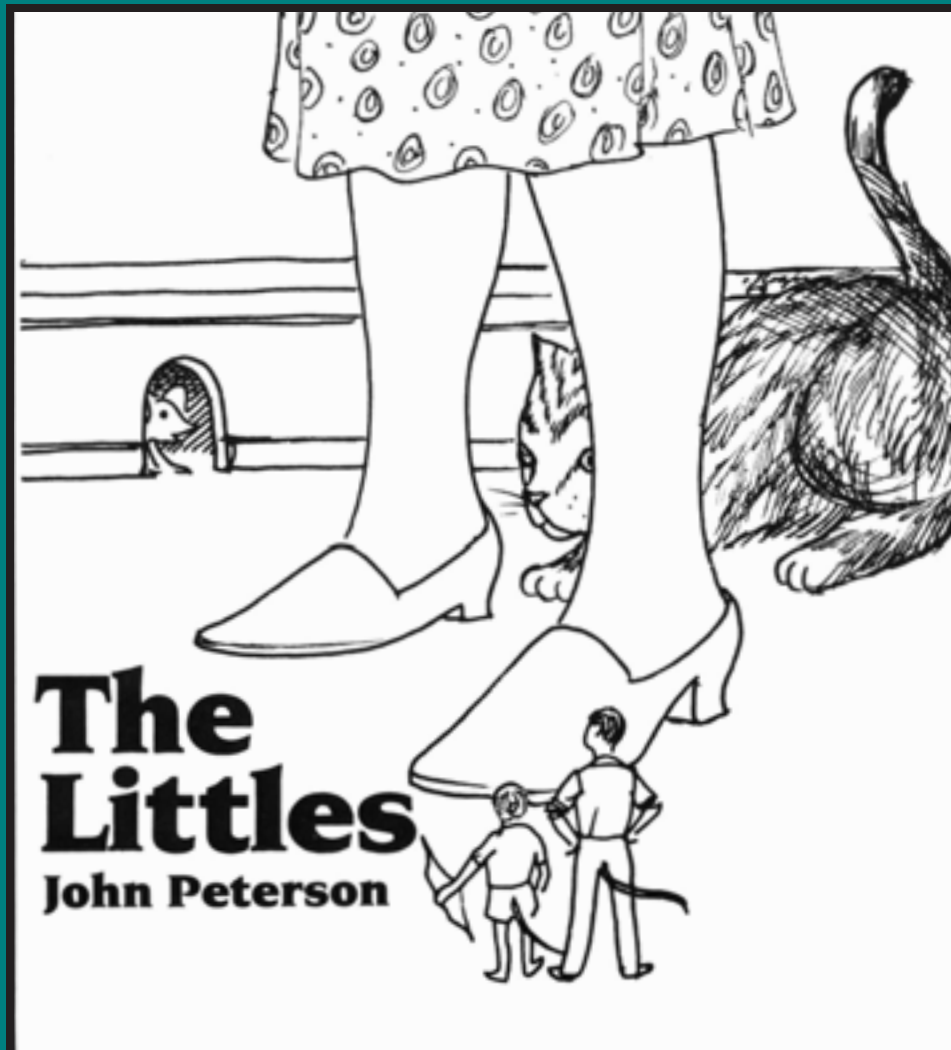


Novel•Ties



A Study Guide

Written By Charlene Forsten

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

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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.

PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think this book will be about? Do you think it is a book that mainly deals with reality or fantasy? What are the unusual characteristics of the main characters?
2. **Cooperative Learning Activity:** Work with a small cooperative learning group to consider the life you would lead if you were to shrink to a height of only four inches. Design a house and its furnishings. Discuss how you might obtain food and clothing. Finally, prepare a list of advantages and disadvantages of being so small.
3. Pretend you have imaginary friends at home who are only four or five inches tall. What are some ways these tiny friends might help you? How might you help your small friends?
4. Close your eyes and imagine that you are only four inches tall. Picture plants, animals, and everyday objects that you normally take for granted. How would these living and nonliving things seem to you now? What would pose the greatest problems for you as a very small person? Think about everyday activities such as: walking to the store, going up the stairs, or playing a sport. What might it be like to do these and other normal tasks if you were only four inches tall?
5. Have you ever read a book or seen a film in which the characters were very small? What problems did they face? How did they solve their problems? Why do you think so many children's writers have written stories about small people?
6. Empathy is the state of putting yourself in someone else's shoes to better understand another's thoughts and feelings. Think of situations in which people are not treated well simply because they are different.
7. **Social Studies Connection:** Read the Background Information on cats on page two of this study guide and do some additional research to learn about the importance of cats in many cultures. As you read the book, find out why a cat posed a threat to the Littles.

Chapters 1, 2 (cont.)

Questions for Discussion:

1. Why do you think the Littles did not want the Biggs to know they lived in their house?
2. Do you think the Littles should be worried?

Literary Device: Exaggeration

Exaggeration is the act of overstating, or saying something that goes beyond the limits of truth. For example:

You have enough red yarn there to start a knitting factory.

Make up your own exaggerations by finishing the following statements:

1. I am so tired I think I could _____.
2. There is enough food on your plate to _____.
3. I feel so peppy I know I could _____.
4. I am so strong I could _____.
5. _____
_____.

Math Connection:

Use a twelve-inch ruler to help you imagine the height of the Littles. Stand the ruler on its end on the floor. Measure off 6 inches, the height of Mr. Little, the tallest family member. What would Mr. Little be able to reach from the floor of your classroom?

Writing Activity:

Write about a time when you were afraid of something that was about to happen. Tell whether you were right to be afraid or whether the situation ended happily.