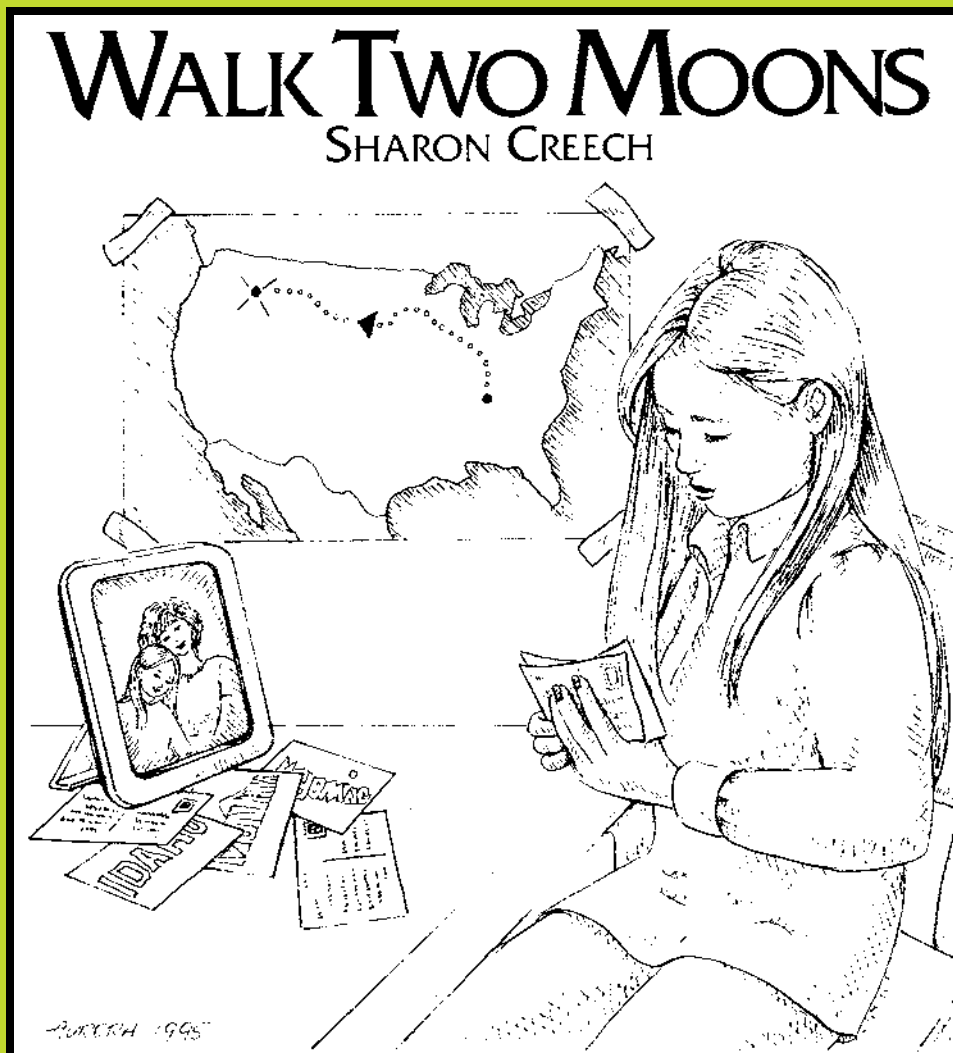


## Novel•Ties



## A Study Guide

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**LEARNING LINKS**

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## **For the Teacher**

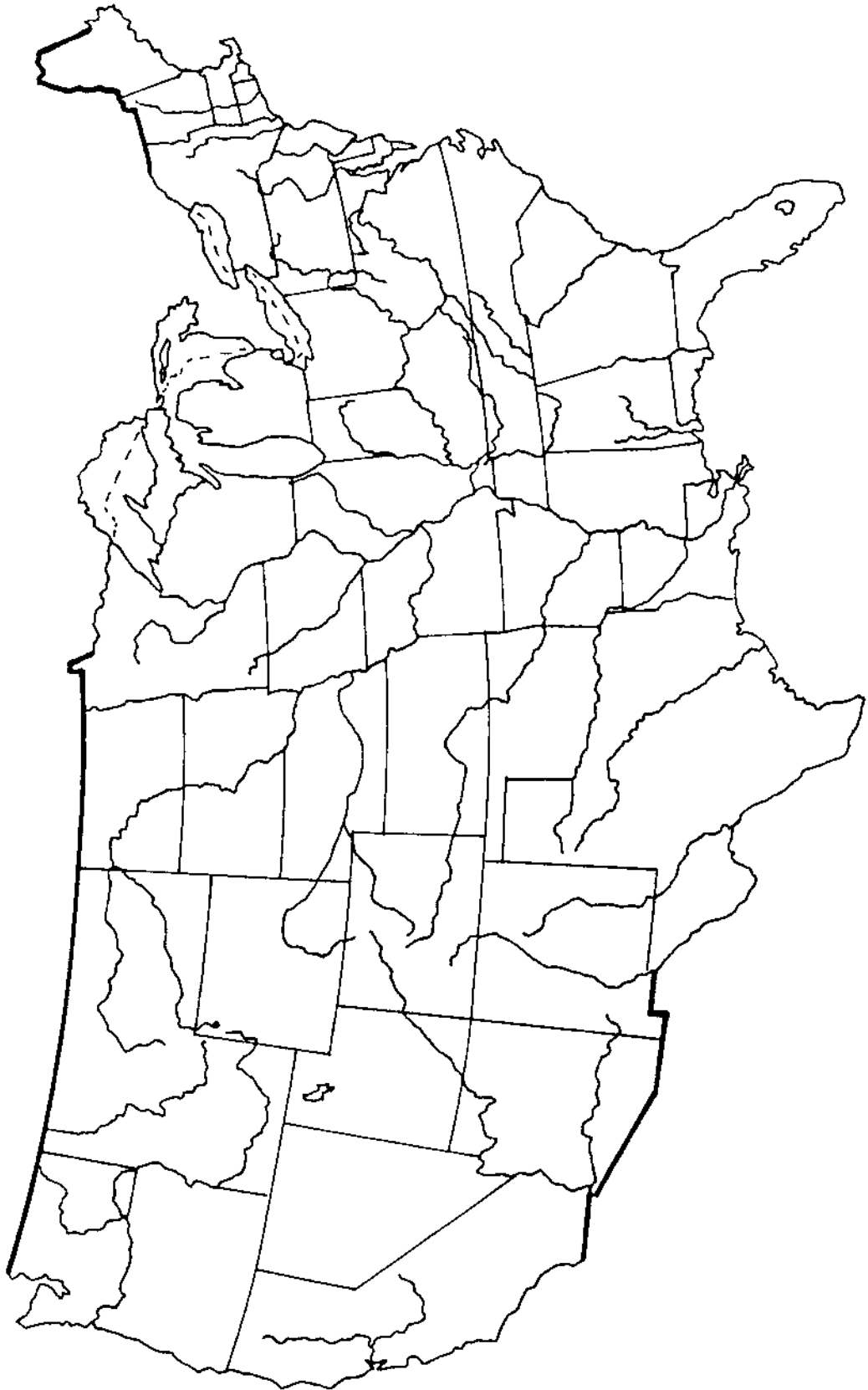
This reproducible study guide consists of lessons to use in conjunction with the book *Walk Two Moons*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

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 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.

## United States of America



**Chapters 1 - 3 (cont.)**

4. How does Sal feel about the trip? Why does she feel such a sense of urgency?
5. Both Sal and her mother have unusual names. What is the origin of their names? What do the names mean? How are the names similar?
6. What is Sal's reputation at her new school? Why does she have this reputation? Why does this surprise Sal?

**Questions for Discussion:**

1. Sal describes two very different sets of reasons for the trip her grandparents want to take. Share an instance in your community or school life where supporters for an idea publicly expressed one set of reasons but their real reasons were "buried beneath piles and piles of unsaid things." What do you think motivated these individuals to conceal their true reasons?
2. Sal observes that when people expect you to be brave, you may pretend that you are, even when you are feeling very frightened. Sometimes you may even become brave by acting bravely. Have you ever felt this way? Describe the experience.
3. What have you learned so far about Sal's mother? What do you still want to know about her?

**Literary Devices:**

- I. *Point of View* — In literature, point of view refers to the person telling the story. Sometimes the author serves as story narrator. Other times, one of the story characters serves this function. From whose point of view is *Walk Two Moons* told? How do you know?  

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- II. *Simile* — A simile is a figure of speech in which two unlike objects are compared using the words "like" or "as." For example:

. . . my father plucked me up like a weed and took me . . . and we  
drove three hundred miles straight north and stopped in front of a  
house in Euclid, Ohio.

What is Sal comparing herself to?

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What is the effect of this comparison?

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