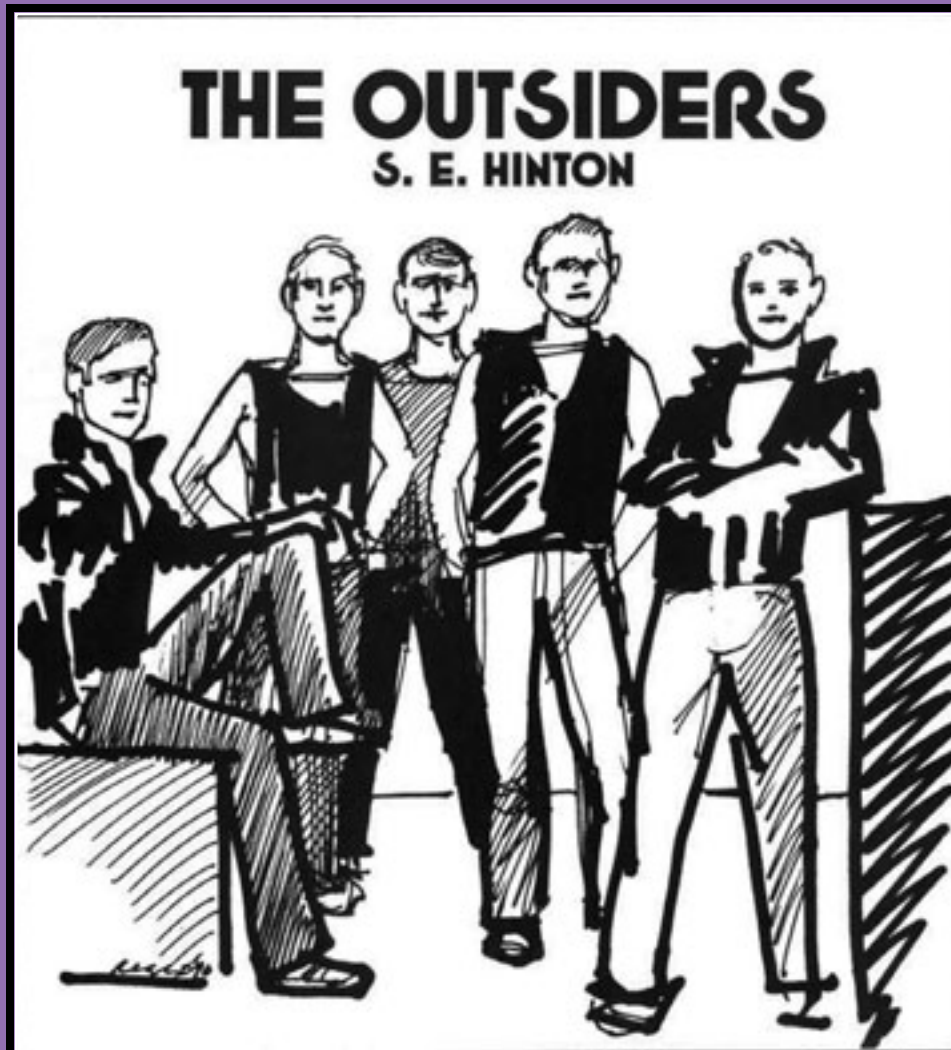


Novel·Ties



A Study Guide

Written By Marcia Tretler

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

TABLE OF CONTENTS

Synopsis	1
Pre-Reading Activities	2
Chapter 1	3 - 5
Chapter 2	6 - 7
Chapter 3	8 - 9
Chapter 4	10 - 11
Chapter 5	12 - 13
Chapter 6	14
Chapter 7	15 - 16
Chapter 8	17 - 18
Chapter 9	19 - 20
Chapter 10	21 - 22
Chapters 11, 12	23 - 24
Cloze Activity	25
Post-Reading Activities	26 - 27
Suggestions For Further Reading	28
Answer Key	29 - 31

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide to use in conjunction with the novel *The Outsiders* 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.

CHAPTER 1

Vocabulary: Each boldfaced word is shown with a standard and a slang definition. Look at each pair of sentences, choose the meaning that fits the way the underlined word is used and write the letter of the correct definition on the line to the right. Then write “S” next to the slang definition.

hot

- a. having a high temperature
- b. recently stolen

1. On a hot, sweltering day, we like to go to the beach to cool off. _____
2. He was arrested for dealing in hot jewelry. _____

blast

- a. event that is a lot of fun
- b. gust of wind

3. A blast of cold air sent shivers up my spine. _____
4. That party was a blast. _____

drag

- a. dull or boring situation or person
- b. pull along the ground

5. Doing all that homework can be a real drag. _____
6. Please don't drag that jacket on the floor. _____

lift

- a. steal
- b. raise; bring to a higher place

7. The gang tried to lift the hubcaps before the police came. _____
8. Lift that box onto the truck. _____

rumble

- a. deep, heavy sound
 - b. fight
9. The flash of lightning and the rumble of thunder scared him. _____
 10. Ponyboy did not want to join in the rumble. _____

Chapter 1 (cont.)

Literary Element: Characterization

The opening chapter of this novel introduces the reader to many of the important characters. Fill in the following chart based upon information found in this chapter. Add to this chart as you continue to read.

	Physical Description	Personality Traits
Ponyboy		
Sodapop		
Darry		
Steve Randle		
Two-Bit Matthews		
Dally Winston		
Johnny Cade		

Writing Activity:

Reread the author's descriptions of each important character introduced in Chapter One. In a short paragraph tell which character you might want to have as a friend and why this person would be a good friend.