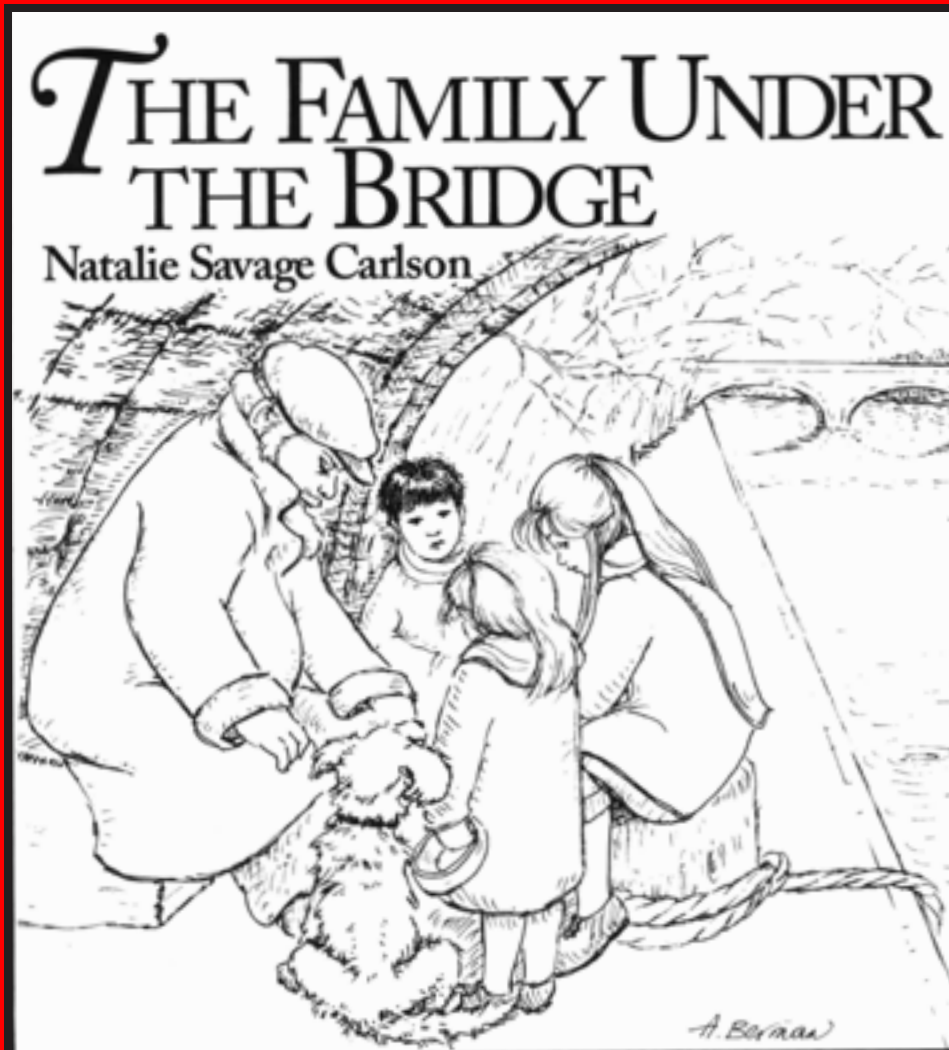


Novel•Ties



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 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

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. Where do you think the story takes place? What do you think the book will be about?
2. **Social Studies Connection:** Locate France on a globe or world map. Then find Paris, its capital city. Turn to the map of Paris on page four of this study guide. Locate some of the city's major attractions, such as Notre-Dame, the Eiffel Tower, and the Louvre Museum. Also, notice how the Seine River winds its way through Paris, separating it into the Left Bank and the Right Bank. Refer to this map as you read the book.
3. Read the Background Information on page two of this study guide and do some additional research to find out about the major points of interest in Paris. Ask a local travel agency for posters of Paris to decorate your class bulletin board while you are reading the book.
4. Try to find actual photographs of the bridges across the Seine River in Paris. As you view them, try to determine why the area under a bridge might provide adequate shelter for a homeless person.
5. The problem of homelessness is one of today's most important social problems. Where might people who are homeless live in your community? What problems would they face? What kind of help might they expect? Do you think any of these people have chosen to be homeless?
6. Rank the following from 1 to 5 according to their importance to you. Five is most important and one is least important.

_____ having a shelter or home
_____ obtaining enough food to eat
_____ keeping your family together
_____ having enough time to enjoy nature
_____ earning enough money to have some luxuries

Compare your responses with those of your classmates.

7. Do some research to find out about gypsies. Learn about their origin and their lifestyle. Find out how they have been persecuted, why they have been mistrusted, and how their population has spread throughout the world.

CHAPTER 1

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. hobo | a. easily damaged or shattered |
| 2. generosity | b. recess in a wall |
| 3. loitering | c. tramp or vagrant |
| 4. niche | d. pier; dock |
| 5. fragile | e. lingering aimlessly about a place |
| 6. urchins | f. readiness in giving |
| 7. quay | g. mischievous youngsters; rascals |

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- We stood on the _____ watching the boats glide by.
- Your _____ has allowed me to continue my studies in college.
- The grocer ran after the _____ who tried to steal fruit from his store.
- The vase of flowers will fit neatly into the _____ in the wall.
- The _____ walked down the street, pushing all his worldly goods in a shopping cart.
- _____ is not permitted near a government building.
- Please pack the _____ glasses very carefully so that they do not break as we travel.

Read to find out how Armand's carefree life is disturbed.

Questions:

- Why does Armand move from one place to another? How does he feel about his living conditions?
- Why do the gypsies return to Paris every winter?
- Why does Mireli think that Armand does not like children?
- How does Armand satisfy his hunger in the middle of the day?
- Why is Armand startled when he returns to his usual place under the bridge?