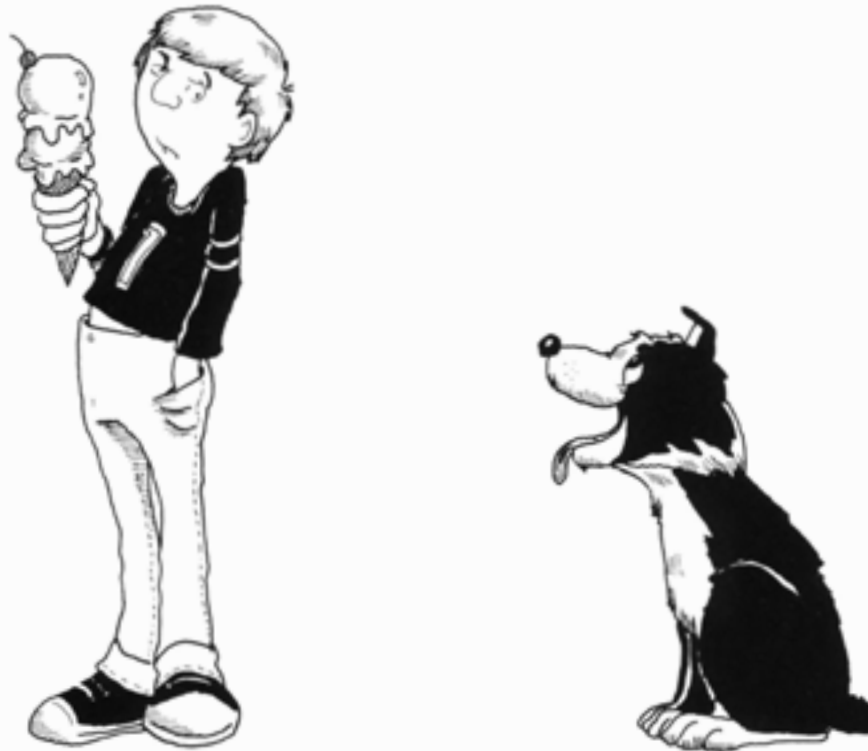


Novel·Ties

# Henry Huggins

Beverly Cleary



## A Study Guide

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**LEARNING LINKS**

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**TABLE OF CONTENTS**

Synopsis . . . . .	1
Pre-Reading Activities . . . . .	2
Chapter 1 . . . . .	3 - 5
Chapter 2 . . . . .	6 - 7
Chapter 3 . . . . .	8 - 10
Chapter 4 . . . . .	11 - 13
Chapter 5 . . . . .	14 - 16
Chapter 6 . . . . .	17 - 18
Cloze Activity . . . . .	19
Post-Reading Activities . . . . .	20 - 21
Suggestions For Further Reading . . . . .	22
Answer Key . . . . .	23 - 24

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## For the Teacher

This reproducible study guide to use in conjunction with the novel *Henry Huggins* 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 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.

## CHAPTER 1

**Vocabulary:** Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

<u>A</u>	<u>B</u>
1. doubtfully	a. rotted
2. whimper	b. swerved
3. exasperated	c. stumbled
4. staggered	d. uncertainly
5. lurched	e. annoyed
6. spoiled	f. old
7. elderly	g. chuckle
8. clerk	h. whine
9. snicker	i. salesperson

- .....
1. My knees buckled and I \_\_\_\_\_ as I tried to carry a large box of books from the car to my house.
  2. The train stopped, \_\_\_\_\_ forward a few feet, and then stopped again.
  3. I was \_\_\_\_\_ because I tried and tried, but I still could not figure out the math problem.
  4. Because I know my older brother likes to tease me, I \_\_\_\_\_ followed his instructions.
  5. When I heard my dog \_\_\_\_\_, I examined its paw for a thorn or splinter.
  6. The bananas \_\_\_\_\_ because we did not eat them quickly enough.
  7. My friends began to \_\_\_\_\_ when my little brother recited a poem.
  8. The \_\_\_\_\_ at the store counter showed me several watches.
  9. Everyone is surprised to see my \_\_\_\_\_ neighbors work for hours in their garden.

Read to find out how Henry got Ribsby on the bus.

## Chapter 1 (cont.)

### Math Connection:

Compare the cost of goods and services in Henry's time to their cost today. In the chart below, enter the current approximate cost of the activities that are listed. Then compute the amount of money prices have risen.

Goods/Services	Henry's Time	Today	Difference in Cost
3-minute phone call	5¢		
ice cream cone	5¢		
bus ride	10¢		

### Science Connection:

Do some research to find out about the most common illnesses a pet dog might contract. Then find out what you should do if you find a hungry, skinny, or sick dog.

### Writing Activity:

Write about a real or imagined time when you found a homeless or wounded animal. Describe the animal and its condition. Tell what you did and why you acted that way.