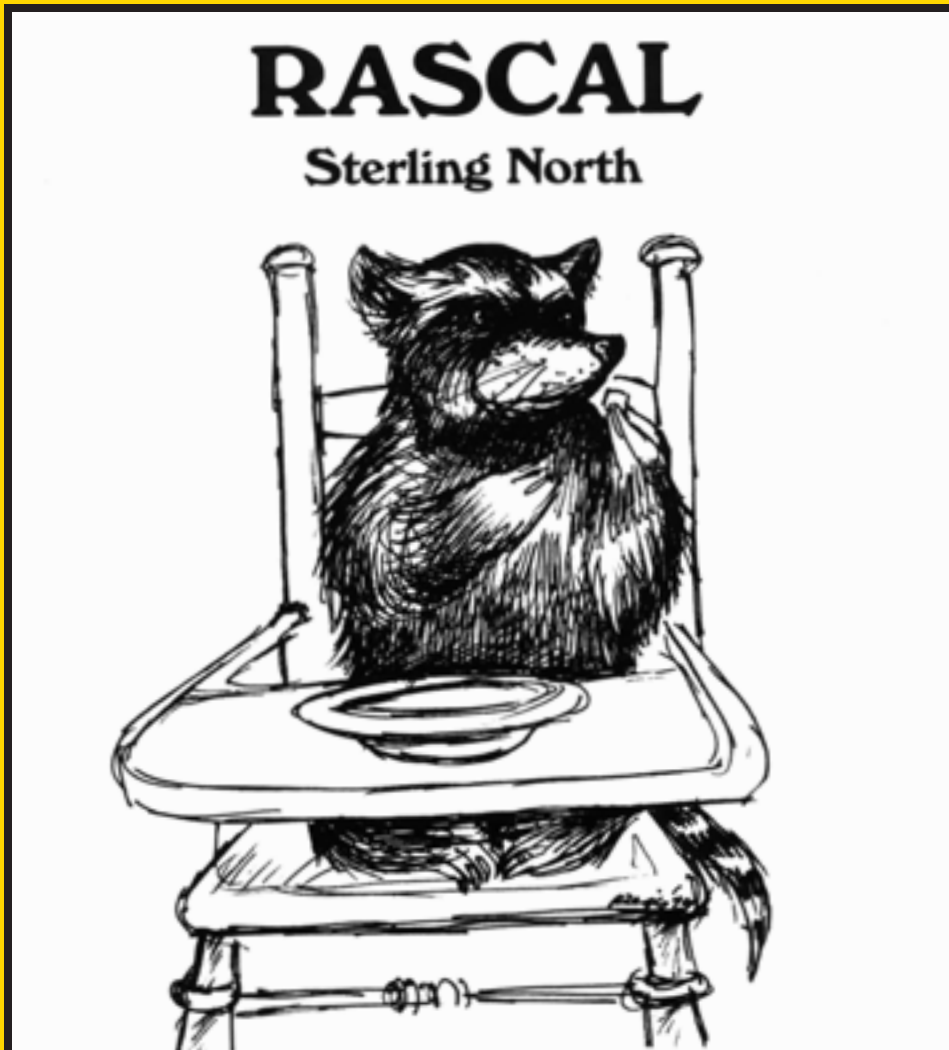


# Novel·Ties



## A Study Guide

Written By Brenda Holt McGee

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 - 3
I: May . . . . .	4 - 5
II: June . . . . .	6 - 8
III: July . . . . .	9 - 10
IV: August . . . . .	11 - 13
V: September . . . . .	14 - 15
VI: October . . . . .	16 - 17
VII: November . . . . .	18 - 19
VIII: December, January, February . . . . .	20 - 22
IX: March, April . . . . .	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 *Rascal* 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.

## Pre-Reading Activities (cont.)

9. Look at the Table of Contents at the beginning of the book. You will notice that the chapter titles indicate that the book encompasses a year's time. Use the following chart to summarize the important events that occurred in each month of the year.

Month	Summary of Events
May	
June	
July	
August	
September	
October	
November	
December January February	
March April	

## Chapter 1 (cont.)

### Questions for Discussion:

1. Why do you think the author waited until the last word in the chapter to reveal his name? Do you think the name Sterling is significant?
2. Do you approve of the way that Sterling's father was raising his son? Why do you think others criticized him as a parent?
3. Why do you think Oscar's father was so strict with his son?

### Activity: Classification

In the first chapter, you learn that a baby raccoon is called a kit. Fill in the blank spaces in the chart below.

Animal	Group	Male	Female	Baby
1. cat	clutter		queen	kitten
2. deer	herd	buck	doe	
3. fox	leash	dog	vixen	
4. horse	team	stallion	mare	
5. pig	litter		sow	piglet
6. rabbit	nest	buck		bunny
7. sheep	flock		ewe	lamb
8. swan	flock	cob	pen	

### Literary Device: Point of View

Point of view in literature refers to the voice telling the story. It could be the author as narrator or one of the characters in the story. From whose point of view is this story told?

---

Why do you think the author chose this point of view?

---



---

### Science Connection:

Do some research to learn about St. Bernards, Wowser's breed. Learn about the work for which they are bred. Then assess whether the information about St. Bernards that you read in this chapter is truth or speculation.

### Writing Activity:

Imagine you are Sterling and write a journal entry expressing your thoughts and feelings on the day you brought home the raccoon kit.