

Novel·Ties



A Study Guide

Written By Beatrice G. Davis and Estelle Kleinman

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

TABLE OF CONTENTS

Synopsis	1
Background Information	2
Pre-Reading Activities	3
The Library Lady	4 - 5
Dusting Is Fun	6 - 7
Rainy Day Surprise.	8 - 9
Whao Cares If It's Bedtime?.	10 - 11
The Sabbath	12 - 13
Papa's Birthday, Purim Play	14 - 15
Sarah In Trouble.	16 - 17
Mama Has Her Hands Full	18 - 19
Fourth of July	20 - 21
Family Outing.	22 - 23
Succos, A New Charlie	24 - 25
Cloze Activity	26
Post-Reading Activities.	27 - 28
Suggestions For Further Reading.	29
Answer Key	30 - 32

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 consists of lessons to use in conjunction with *All-of-a-Kind Family*. 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 author's name and by looking at the illustration on the cover of the book. Also, look at the illustrations inside the book. What do you think the story will be about? When do you think it takes place? Do you think it will be humorous or serious?
2. Talk to your family to find out where your parents, grandparents, and great-grandparents were born. If they came from other countries, find out when and why they came to the United States. Share this information with your class and create a class chart showing countries of origin and dates of immigration.
3. What holidays does your family celebrate? Are there any special foods and traditions associated with these holidays? Discuss these holidays with your class. How are your family's holidays alike and different from the ones your classmates celebrate and from those described in the book?
4. Make a list of different ethnic foods that you enjoy and the country or culture from which they came.
5. The children in *All-of-a-Kind Family* do not have a radio to listen to or a television to watch. They also do not have money to go to the movies. Suppose that you were one of these children. What would you do with your free time?
6. An accent is the characteristic manner of pronunciation heard in a particular section of a country or in the speech of people speaking a language not their own. Some minor characters in this book speak with an accent because English is their second language and they are new to the country. For example, one shopkeeper says, "Vait, I vanna show you someding" instead of "Wait, I want to show you something." Think about how you would feel if you moved to a new country and had just learned the language. You would also probably speak with an accent. How would you want the people in that country to react when they heard your accent? How might you react if they criticized the way you speak?
7. There are five sisters in the all-of-a-kind family and they all sleep in one room. What might be the advantages of such closeness? What would be the disadvantages? Would you prefer to be in a big family or a small one? Why?
8. Obtain a map of New York City. You might find one in your library, or you can write to The New York Convention and Visitors Bureau, 2 Columbus Circle, New York, NY 10019-1823. On the map, locate the lower East Side where the all-of-a-kind family lived. If you can, pay a visit to the lower East Side and notice the businesses and restaurants that are a relic of Jewish immigration at the turn of the century. What newer immigrant groups have moved into this part of New York City? Why do you think immigrants have been coming to the lower East Side since the late 1800s?

The Library Lady (cont.)

Questions for Discussion:

1. Do you think Mama is right when she refuses to go with Sarah to see the library lady?
2. Do you think the librarian is right not to offer to pay for the book?
3. How do you think the children feel about being part of a large family? How do you draw this conclusion?

Literary Device: Point of View

Point of view refers to the person telling the story. It could be one of the characters or the author. From whose point of view is *All-of-a- Kind Family* told? Why do you think the author chose this point of view?

Graphic Organizer:

Based on information you gathered in the first chapter, list the names of the five sisters and their ages. Then add an important fact about each sister to the chart.

Name	Age	Fact

Writing Activities:

1. Pretend you are Sarah. Write a note to Tillie explaining why you can no longer lend her your library books.
2. Suppose that the girls came to visit your library. Describe what they might see that would not have been in their library.