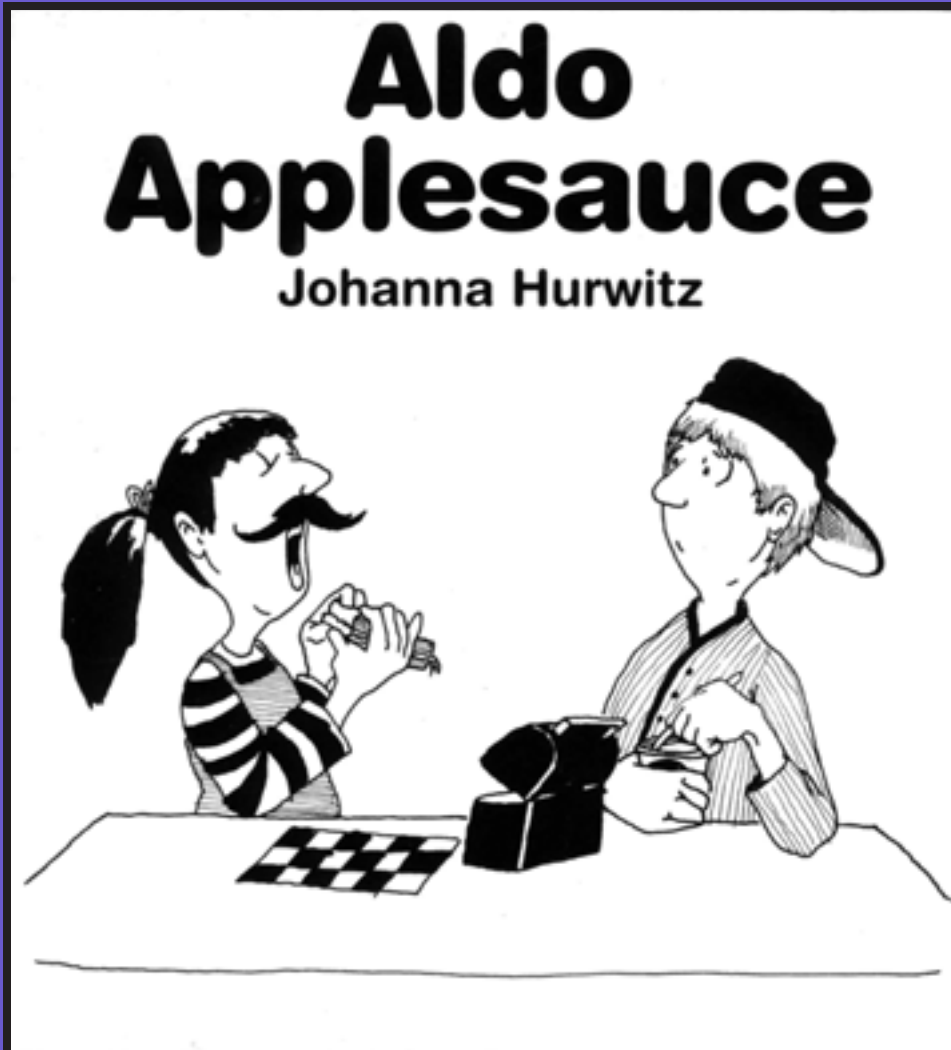


Novel·Ties

Aldo Applesauce

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A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with *Aldo Applesauce*. Written in chapter-by-chapter format, the guide contains a synopsis, prereading 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.

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. complained | a. impatiently anxious |
| 2. eagerly | b. jointed devices on which a door or gate swings |
| 3. suburbs | c. grumbled; expressed dissatisfaction |
| 4. echoing | d. communities located near large cities |
| 5. hinges | e. repeating or reflecting a sound |

.....

- When our family moved to the _____, my parents had to ride the train to work each day.
- The children _____ awaited the arrival of their new puppy.
- I _____ to my mother when my older brother would not stop teasing me.
- It is impossible to sneak quietly into our house because the _____ on the front door make a loud squeaking noise.
- The family could hear the noise of their footsteps _____ off the bare walls as they walked through the empty rooms of the house.

Read to find out how Aldo feels about starting a new school.

Chapter 1 (cont.)

Language Study: Abbreviations

Abbreviations such as La. for Lane are often used in addresses. Find the standard abbreviations for the following words:

Word	Abbreviation
1. Street	
2. Avenue	
3. Boulevard	
4. Road	
5. Place	
6. Highway	
7. Route	

Writing Activity:

Imagine that you are Aldo and write a journal entry describing your feelings on the night before your first day at a new school. As part of the entry, you can write about the new teacher you would like to have or about things that you hope will happen. Save this entry and compare it to the description of Aldo's first day which you will read about in the next chapter.