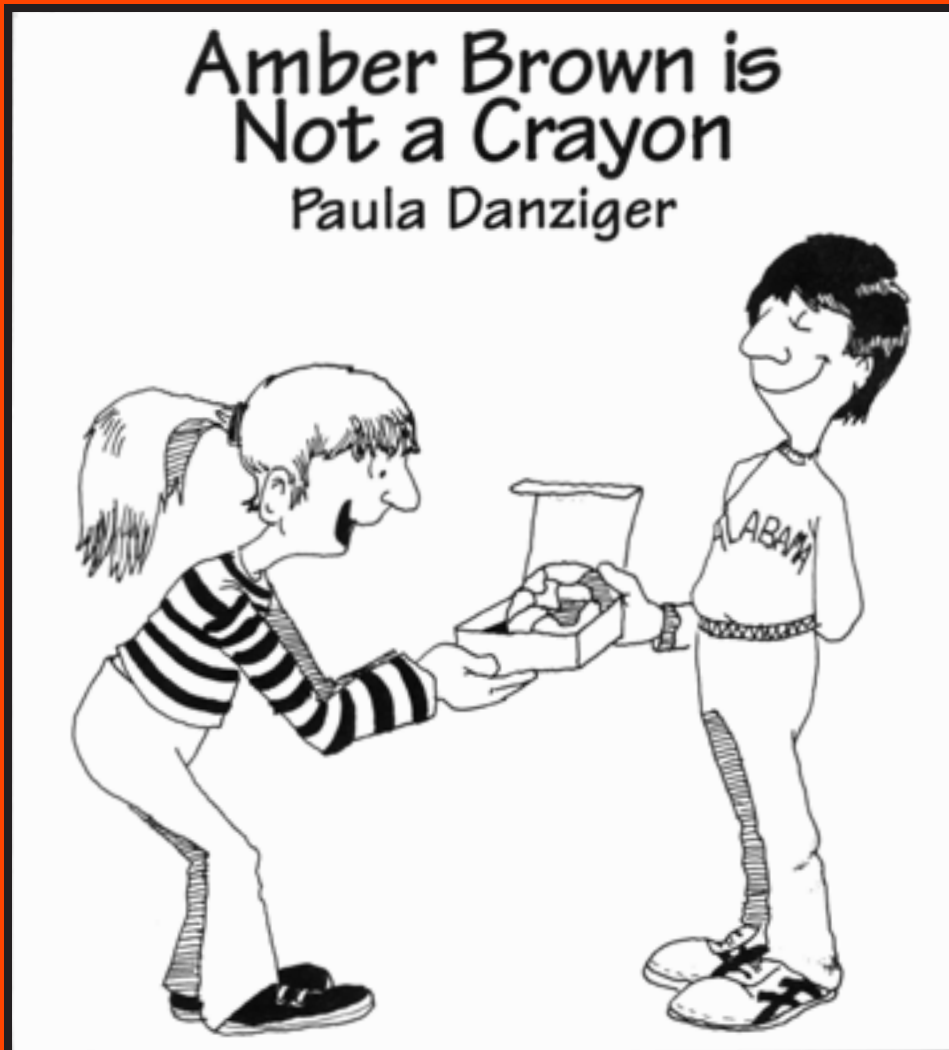


Novel·Ties



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 the novel *Amber Brown is Not a Crayon* 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.)

6. Sometimes authors provide titles for their chapters. A title may be a main idea, the name of a character or place, or a “catchy” phrase to capture the reader’s interest. Since the author did not write chapter titles, create your own after reading each chapter.

Chapter	Title
One	
Two	
Three	
Four	
Five	
Six	
Seven	
Eight	
Nine	

Chapter 1 (cont.)

write – to form words with letters using a pen, pencil, or other instrument

right – correct

5. Amber believed her answer to the teacher’s question about China was

_____.

Read to learn about Amber Brown and some of her classmates.

Questions:

1. What exciting activity does Mr. Cohen plan for the class? What is its purpose, and how does he make it seem real?
2. Who is Justin? What is his relationship to Amber?
3. Why does Amber have trouble finding her passport?
4. Why does Hannah complain each time the class “flies” to a new country? What does this tell you about her?
5. Why doesn’t Brandi use her school picture on her passport?
6. How does Amber react when Hannah teases her about her picture? Why does she react this way?

Questions for Discussion:

1. Based on what you have read so far, is this a make-believe story or a story that could happen in real life?
2. Would you like to be a student in Mr. Cohen’s class?
3. Justin says that Amber’s picture looks exactly like her, not just the way she looks, but also the way she acts. What do you think he means?