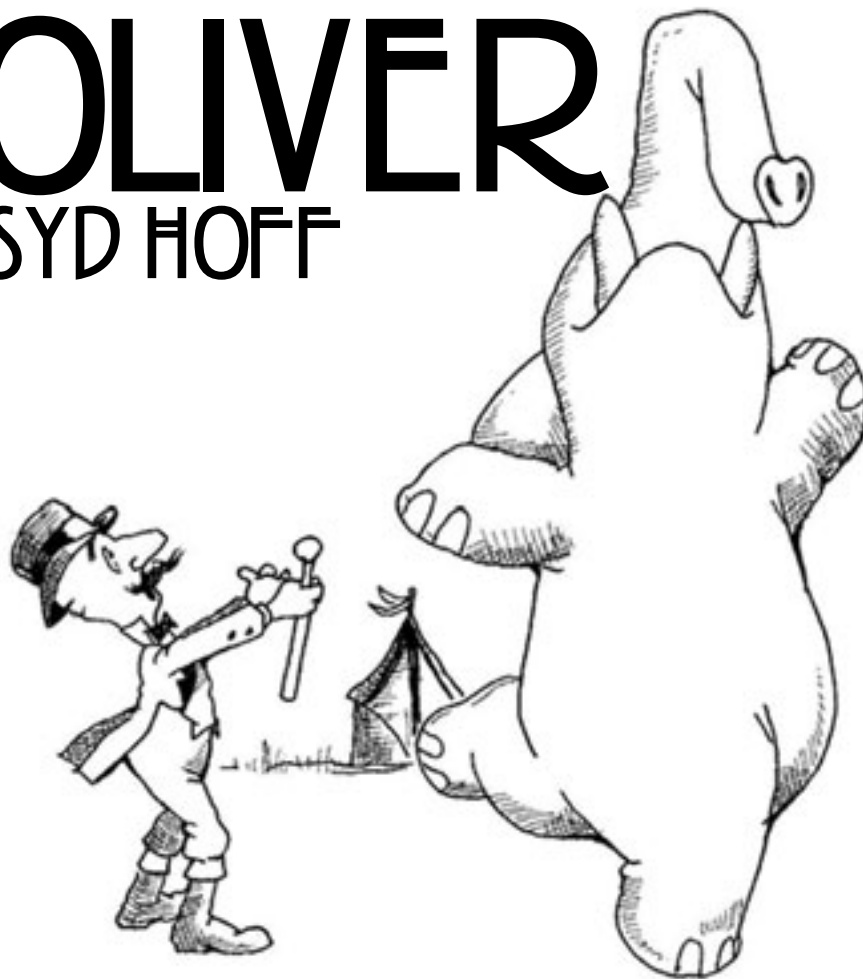


Novel·Ties

# OLIVER

SYD HOFF



## 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 *Oliver* 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.

## PAGES 7 – 22

**Vocabulary:** Draw a line from each word on the left to its picture on the right. Then use the words to fill in the blanks in the sentences below.

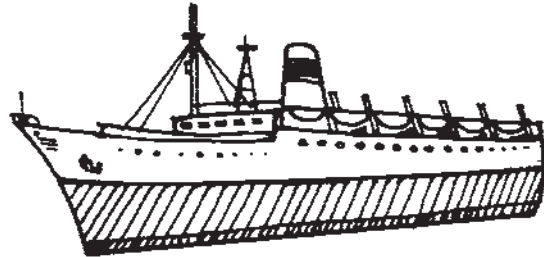
1. ship

a.



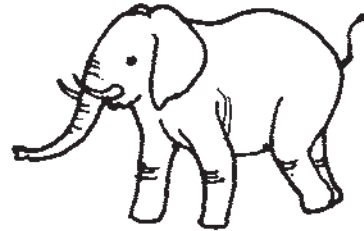
2. elephant

b.



3. mouse

c.



4. taxi

d.



5. scale

e.



1. The little \_\_\_\_\_ ran back into its hole.
2. If you travel across the ocean, it is best to go on a large \_\_\_\_\_.
3. I stood on the \_\_\_\_\_ to see if I gained weight.
4. I fed the peanuts to the \_\_\_\_\_ in the zoo.

**Pages 7 – 22 (cont.)****Science Connection:**

Find pictures and facts about Asian elephants and African elephants. How are they the same? How are they different? List facts about these elephants in the chart below.

<b>Asian Elephants</b>	<b>African Elephants</b>

**Colorful Comparisons:**

The lady on page 20 says she is “as heavy as an elephant.” Of course, she really isn’t that heavy. Think of a word to complete each colorful comparison below. Write the word on the line.

The horse was as fast as \_\_\_\_\_.

I am as hungry as a(n) \_\_\_\_\_.

This map is as old as \_\_\_\_\_.

The football player was as big as a(n) \_\_\_\_\_.

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