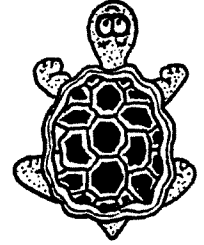


UNIT OVERVIEW

Tales of a Fourth Grade Nothing Novel Study



OVERVIEW

This novel study provides teachers with a highly structured format for teaching language arts as students develop a love for reading longer materials like novels. Various areas such as reading comprehension, vocabulary development, spelling, grammar, and writing are all entwined in this integrated approach eliminating the need for teaching these skills separately. Activities are divided into three main sections:

1) Chapter Questions

For each chapter, students answer a thorough set of questions requiring answers in complete sentences. Reading comprehension is key as students must read and understand the *entire* book in order to answer the questions. (One major strength of the novel study approach is that students *must understand* the novel or they will be unable to do the required assignments)

2) Vocabulary and Language

Each chapter also includes activities dealing with such things as word meanings, use of the dictionary, spelling, parts of speech, antonyms/synonyms, syllables, punctuation and grammar.

3) Writing and Creativity

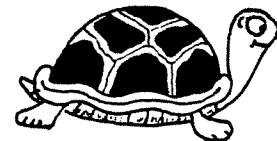
In this section, students apply what they have learned about language and grammar skills to write more effectively. Creative writing is the focus of this less-structured segment allowing teachers more opportunity to incorporate their own ideas into developing creative writing skills.

EVALUATION

Teachers can use the marking format provided or devise their own. Certain assignments, especially in the Vocabulary and Language section are well suited to marking by students. However, it is important teachers mark assignments requiring answers in complete sentences to monitor student progress in this crucial area.

*** Note ***

As you can see, due to space considerations, the answers have not been included. (I suppose it is only fair that if students have to read the book, so must the teachers)



READING STRATEGIES

A variety of reading approaches seems to work best. One proven method is for the teacher to read the book outloud to the entire class the first time through stopping after a chapter or two. In answering the questions, students will essentially be required to reread the chapter on their own. Not only does this "outloud" method insure that students are read to daily, but it also helps all students to understand the book regardless of reading level.

Having students read sections silently by themselves, outloud with partners or in small groups are all possible variations that will help keep student interest high.

***** Note *****

One way to gain a measure of the effectiveness of the novel study and to gauge student interest is to instruct students *not* to read ahead on their own. Basic reverse psychology dictates that students will invariably be slouching down into their desks to sneak in a chapter while the teacher knowingly turns a blind eye.

ASSIGNMENTS

With the assignments, teachers can photocopy entire booklets for each student or only the portions that the teacher wishes to use. One possible method of reducing this large amount of photocopying is to have students write down chapter questions and answers in their notebooks.

***** Note *****

If your school uses passwords for the photocopier and you are worried about the photocopy police slapping your wrists for extreme overuse, simply bribe the secretary into giving you the password for the grade two teacher and "have a fun time".

Teachers are free to pick and choose assignments as they see fit as well as adding in any optional lessons they develop. (The main difficulty with this is that it alters the marking totals)





SPELLING WORD LIST

(Chapters 1 - 10)



Chapter One

elevators	commercials
slurp	cushioned
groan	advertising
crate	scrub
combination	

Chapter Two

fancy	pastimes
measly	babbling
vanish	decorated
sofa	advantages
million	den
scene	cuddling

Chapter Three

account	brilliant
relieved	suggested
deserved	in charge
broiled	impressed
motioned	clients

Chapter Four

recognize	books	helium
pollution	examine	imitate
personal	cooties	inspecting
proximity	mugged	briefcase
scrambling	subways	disgusted
sniffled	raised	

Chapter Five

fang	insult	appointment
snapped	racket	demonstrate
vampire	purpose	fortunately
scooped	guard	supervise
patience	selected	innocent

Chapter Six

mumbling	appointment	crosstown
tantrum	stockroom	examining
saddles	loafers	waitress
slugged	stumbled	

Chapter Seven

cons	posterboard	committee
oral	illustration	designed
pros	installing	practical
script	microscope	supposed to
monorail	schedule	arranged

Chapter Eight

lobby	pocketbook	insisted
amuse	secretary	arrangements
afford	beckoned	nibbled
agency	hailed	approve

Chapter Nine

aisle	concentrated	ushers
cupped	ingredients	concoction
beamed	conclusion	

Chapter Ten

ordinary	calmly	stretcher
tugging	relief	miserable
gloomy	snappy	delivered
wailed	yanked	dreary

3. GIVE ME EVIDENCE!

After the party was over, Peter and his mother agreed that "THREE IS KIND OF YOUNG FOR A PARTY". Make a list of the evidence that would support this statement. Your support statements should be written like the two examples below.

PAGE NUMBER	SUPPORTING STATEMENT
p. 41 - 42	Fudge did not want to wear clothes
p. 42	Jenny wore gloves, a hat and a pocketbook but not clean clothes

SAMPLE

4. NOT HUMAN

On page 67 Peter asked Fudge, "CAN'T YOU EVER ACT HUMAN?". List three times when Fudge didn't act human in this chapter.

- 1) _____

- 2) _____

- 3) _____

