

UNIT OVERVIEW

Socks *A 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.

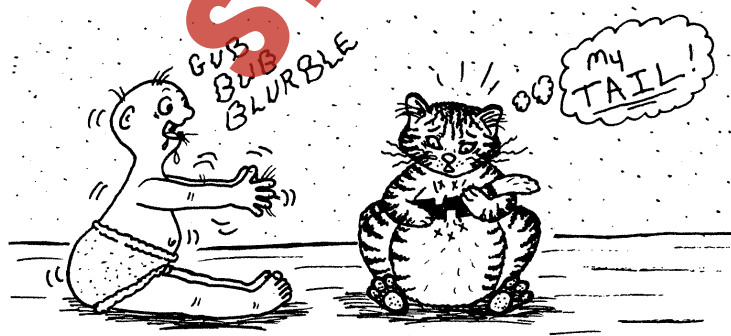
***** Note *****

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.

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)



CHAPTER 1
Questions



Chapter 1 - The Kitten Sale

1. What was the sale price for the kittens?

2. What is the meaning of "best offer"?

3. Who was the oldest, George or Debbie?

4. Why did Debbie think George should sell the kittens?

5. Why did George think Debbie should sell the kittens?

6. What does a tabby kitten look like?

7. Why did the tabby kitten always keep trying to get out?



CHAPTER 2
Vocabulary and Language



1. In this chapter, there are many interesting words used to describe things. Find and write the words used to tell about each given word. Describing words, or adjectives, are usually found just before the noun. 12

- | | |
|--------------------------|------------------------|
| _____ house (p. 33) | _____ voice (p. 37) |
| _____ bush (p. 33) | _____ silence (p. 38) |
| _____ shirt (p. 33) | _____ meows (p. 41) |
| _____ upholstery (p. 34) | _____ blossoms (p. 41) |
| _____ fur (p. 35) | _____ noise (p. 42) |
| _____ wail (p. 43) | _____ face (p. 45) |

2. Choose a word from A and a word from B to make a compound word. 14

A

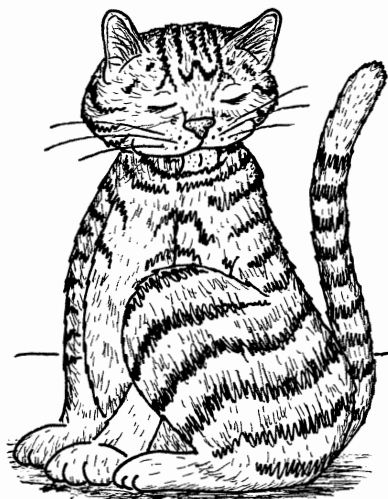
- under
- house
- lone
- door
- when
- any
- be

B

- writer
- steps
- ever
- hold
- bell
- stand
- one

- some
- stead
- side
- given
- paws
- place
- way

- 1) _____ 8) _____
- 2) _____ 9) _____
- 3) _____ 10) _____
- 4) _____ 11) _____
- 5) _____ 12) _____
- 6) _____ 13) _____
- 7) _____ 14) _____



CHAPTER 3
Writing and Creativity



1. Make up a diet and fitness program for Socks. He will only get one meal per day and he will need exercise. Fill out the chart below. 14

DAYS	DINNER	EXERCISE
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

2. Make a collage. Use all the foods Socks would love to eat. Fill the entire space so that no white shows inside the border. 10

