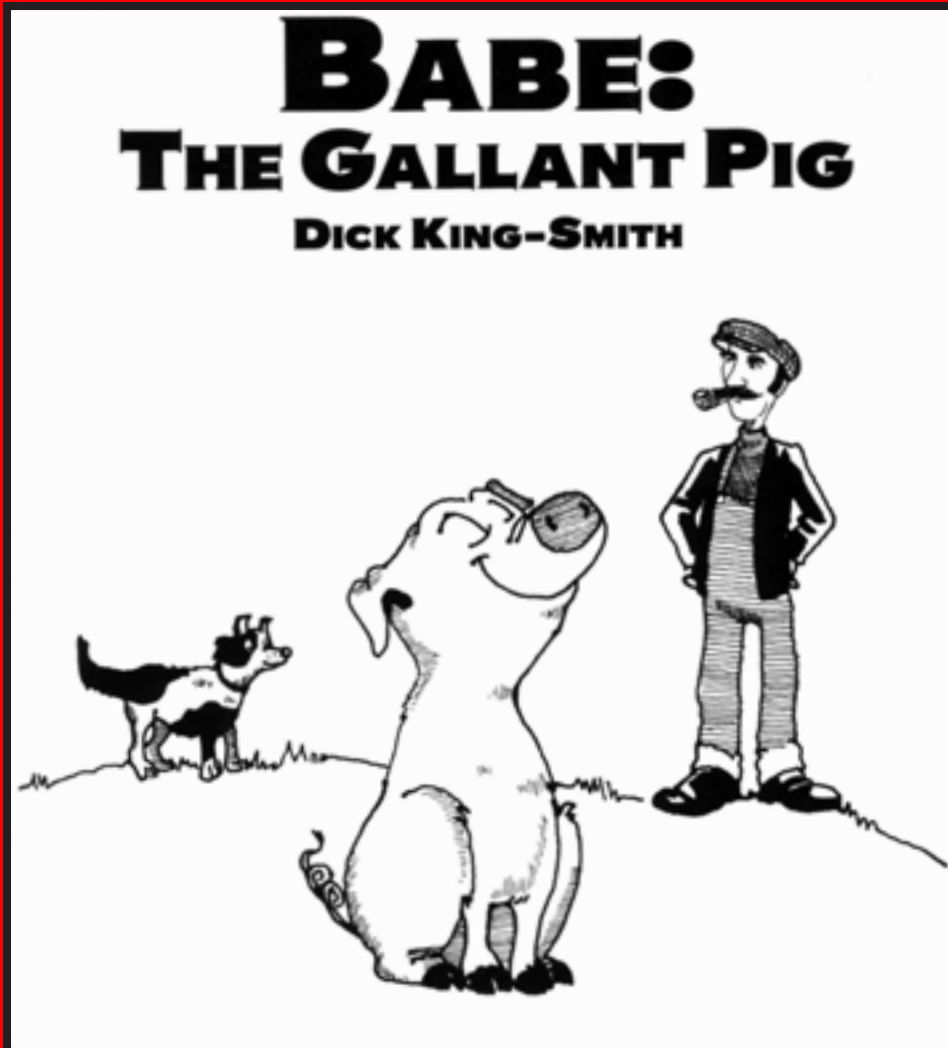


Novel·Ties



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 the book *Babe: The Gallant Pig*. 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 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 guided reading 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 or group of chapters; 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 will be transferred to the books students read independently. Passive readers become active, avid readers.

Pre-Reading Activities (cont.)

5. Work with a small cooperative learning group to compose responses to each of the following requests. Then prepare a summary statement about the best language to use when making a request. Compare your group's conclusion with those of other groups in your class.

- request: Eat your supper, now!

response: _____

request: Please eat your supper before it gets cold.

response: _____

- request: Go to bed.

response: _____

request: It's time to go to bed so you will be bright and cheerful tomorrow.

response: _____

- request: Turn down the TV or I'll go deaf.

response: _____

request: I would appreciate it if you would turn down the TV so you do not hurt your ears.

response: _____

Summary Statement:

Chapters 1, 2 (cont.)

4. Why does Fly say pigs are stupid? Why does she later change her mind?
5. Why does Fly become a foster mother to Babe?
6. Mrs. Hogget wonders how they'll fit all of the ham in the freezer. What does this show about the way she thinks of Babe? When Farmer Hogget replies, "Pity. Really," what does this show about his feelings for Babe?
7. On the first day at the farm, what does Babe do that puzzles Farmer Hogget?

Questions for Discussion:

1. Do you think it is a good idea to use a live animal as a prize in a weight-guessing contest? What could be the consequences for the winner and for the animal?
2. Have you ever been the newcomer in a group, as Babe was among the other barnyard animals? How did you feel? What were you most concerned about? How did the others react to you?
3. Do you know any people who have a "soft heart" and take care of others who are in need? Describe what they do to help. Why do you think these people try to help other people or animals?

Literary Devices:

- I. *Simile* — A simile is a comparison of unlike objects using the words "like" or "as." For example:

At this point there came from the kitchen window a long burst of words like the rattle of a machine gun, answered by a single shot from the stables.

What is being compared?

What is the effect of this comparison?

Create two similes of your own:

- Describe how Babe ran after Fly through the barnyard.

- Describe how the sheep filed through the fence gate.
