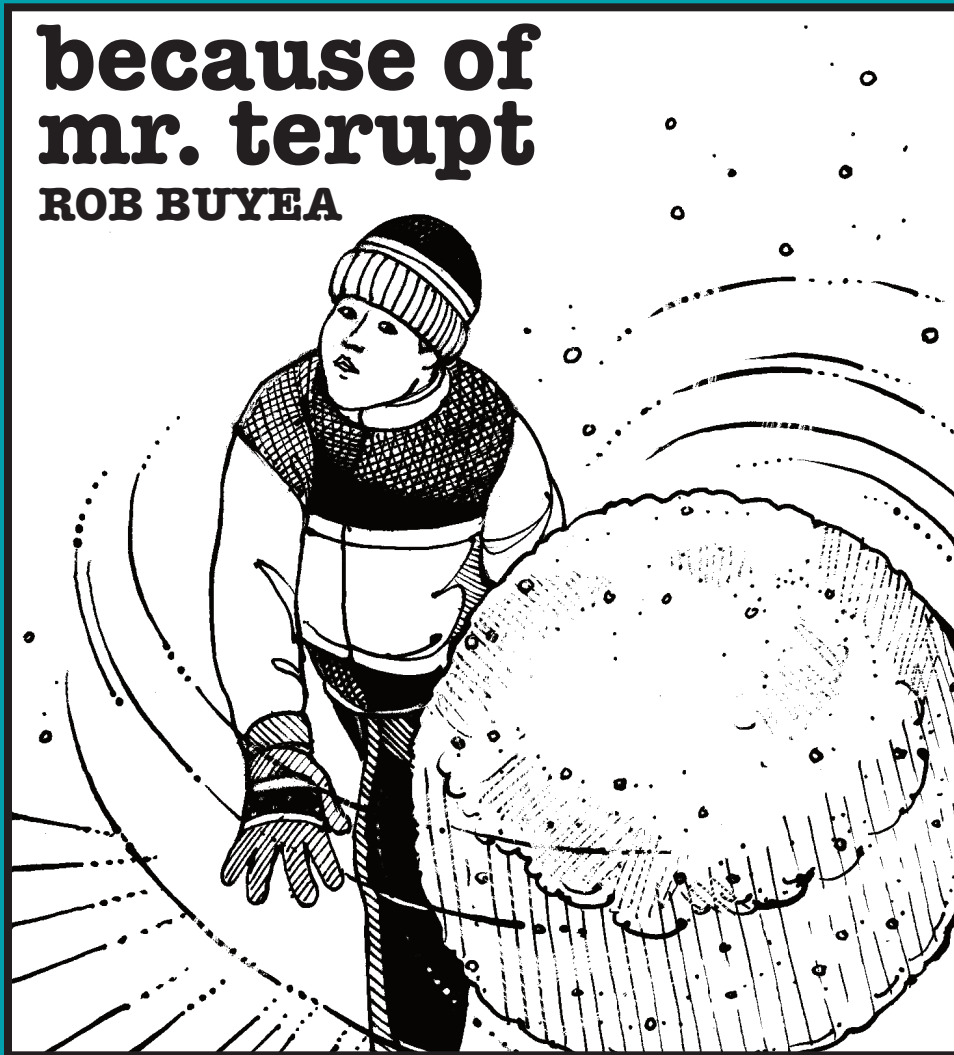


Novel·Ties

because of mr. terupt

ROB BUYEA



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 *Because of Mr. Terupt*. 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 book at its reading level. Depending upon the length of time devoted to reading in the classroom, each book, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the book and a folder to each student. 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 QUESTIONS AND ACTIVITIES

1. Preview the book by reading the title and author's name and by looking at the illustration on the cover. What do you think the book will be about? Do you think the book takes place in the present or the past? Do you think the book will be funny or serious? Have you read anything else by the same author?
2. Skim through the book to see how it is organized. Notice that the first section of Part One is titled "September." The second section of Part One is titled "October." Then each short chapter bears the first name of a male or female person. Go on to see how this pattern repeats itself throughout the book. Why do you think the book is organized in this way?
3. **Pair/Share:** Work with a partner to discuss what your expectations would be if you were to have a new teacher who was teaching for the first time. Make a list titled "What to Expect" and a list titled "What Not to Expect." As you read the book, discuss how Mr. Terupt fit or did not fit your expectations.
4. Read the dedication that appears at the beginning of the book, opposite the copyright page. It begins... "For the third and fourth graders..." What does this reveal about the author? What does this suggest the book will be about?
5. Have you ever had a teacher who affected your life and possibly influenced your future in a meaningful way? If so, make a list of this teacher's qualities that changed your life in some way. As you read, determine whether Mr. Terupt had any of these qualities.
6. Do you think it is possible to be given too much freedom or to be expected to take total responsibility for all of your actions? Or do you think that the adults in your life need to create boundaries within which your behavior is to take place? If so, what might be some of the boundaries that should be imposed upon you? As you read, determine whether Mr. Terupt imposed any boundaries upon his students' behavior.
7. Read the Background Information on autism, Down syndrome, concussion, and coma that appear on page two of this study guide. Do some additional research on one of the four items and share the information with your classmates. When you come to the parts of the book where these items are mentioned, you may return to the Background Information and the additional research you have done.
8. As you read the book, fill in the chart on the following page with the facts and character information that you learned about Mr. Terupt and each the featured students in his class. This will help you follow each student through all the months of the school year.

PART ONE: SEPTEMBER

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

- | | |
|----------------|--|
| 1. challenge | a. focus attention on a particular object or activity |
| 2. gazebo | b. somebody trying something for the first time |
| 3. strategy | c. located directly across from something else |
| 4. opposite | d. difficult task or problem |
| 5. concentrate | e. acts or words that bring relief from sadness or trouble |
| 6. rookie | f. having feelings of worry or fear |
| 7. nervous | g. plan of action |
| 8. comfort | h. roofed structure that offers an open view to the surrounding area |

.....

- Please turn off the television so that you can _____ on your homework.
- Learning how to swim, even though I was afraid of the water, was the greatest _____ I ever had to face.
- A cup of hot chocolate provides me with a great deal of _____ on a cold winter day.
- You need a good _____ in order to win a game of chess.
- Everyone could tell that I was a(n) _____ on my Little League team when I didn't know what to do after I hit the ball.
- The main courses for the banquet dinner are here, and the desserts are on a table on the _____ side of the room.
- The band played under the roof of the _____ while the audience sat on blankets on the grass.
- No matter how long they have been acting, many actors still get _____ before they go on stage.

Read to learn how each of the students react to Mr. Terupt.

Questions:

- Why did Peter conclude that Mr. Terupt was “cool”?
- How did Mr. Terupt put Jessica at ease as a new student at Snow Hill School?
- Why did Luke think that the Dollar Words was “the best math project ever”?