



Chapter One

Answer each question in a complete sentence.

1. Darry praises Ponyboy for his school smarts, but chastises him for his lack of street smarts. Use evidence from the text to support this claim.

2. What's the difference between "tough" and "tuff"?

3. Ponyboy compares violence in New York with that of his own town. How do the two differ?

4. Ponyboy mentions that his brother Sodapop gets "drunk on just plain living." What does Ponyboy mean, and why is this strange for a Greaser?

5. What is Two-Bit famous for?

6. Ponyboy compares the character of Pip from *Great Expectations* to his group of friends. Using evidence from the text, how is this character similar? Is there any literary character that you identify with? How?



Journaling Prompt

The story is written using first person narration through Ponyboy's point of view. How does this affect the tone of the story? Take a passage from the first chapter and re-write it using a different point of view, such as that of a Soc or of an unknown third person. How would the tone change?

Novel Study Guide For Grade 4

**Sheryl La Berge, Marianne
Brunsved, John Stronks**

Novel Study Guide For Grade 4:

Resources in Education ,1984 From Anna Sheryl La Berge,Marianne Brunsved,John Stronks,1988 *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office,1964 Includes Part 1 Number 2 Books and Pamphlets Including Serials and Contributions to Periodicals July December Research in Education ,1971 **Catholic School**

Journal ,1930 **A Co-operative Report of Studies of the Curriculum and of Supervision** Chicago Principals Club,1927 **Virginia Journal of Education** ,1930 Teaching the Child to Read Samuel White Patterson,1930 The essential features of this book and therefore the principal reasons for its appearance are the following first theory and practice are thoroughly integrated with discussion of the best methodology of teaching reading followed by reports of actual teaching Second provision is made for class group and individual study of selected problems with suggestions for research and discussion at the end of each chapter Third the chapters are arranged to follow the chronological order of school grades as this simplicity makes the material easy for prospective and in service teachers to use Fourth each chapter begins with a statement of the main points treated and is ended by a brief summary of the central thought discussed by the chapter It is thus hoped that this material will be of the most use to the largest number of prospective and in service teachers

Curricula in Reading ,1922 **Oregon Teachers Monthly** ,1921 **Readers' Guide to Periodical Literature** ,1916 Author and subject index to a selected list of periodicals not included in the Readers guide and to composite books

Teachers Monographs ,1926 Normal Instructor ,1929 **Minnesota Course of Study for Elementary Schools and Manual for Teachers** Minnesota. Department of Education,1918 **Etude Music Magazine** Theodore Presser,1913 Includes music New York Teachers' Monographs ,1915 The Social Studies ,1925 The Publishers Weekly ,1926

A Guide to Literature for Character Training ... University of Iowa. Institute of Character Research,1930 The Arizona Teacher ,1928

Unveiling the Magic of Words: A Report on "**Novel Study Guide For Grade 4**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Novel Study Guide For Grade 4**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound affect on the souls of its readers.

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