



## 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)



## CHAPTER 2

### Vocabulary and Language

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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.

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\_\_\_\_\_ house (p. 33)

\_\_\_\_\_ bush (p. 33)

\_\_\_\_\_ shirt (p. 33)

\_\_\_\_\_ upholstery (p. 34)

\_\_\_\_\_ fur (p. 35)

\_\_\_\_\_ wail (p. 43)

\_\_\_\_\_ voice (p. 37)

\_\_\_\_\_ silence (p. 38)

\_\_\_\_\_ meows (p. 41)

\_\_\_\_\_ blossoms (p. 41)

\_\_\_\_\_ noise (p. 42)

\_\_\_\_\_ face (p. 45)

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

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A

B

under  
house  
lone  
door  
when  
any  
be

drive  
fore  
foot  
type  
fire  
for  
in

writer  
steps  
ever  
hold  
bell  
stand  
one

some  
stead  
side  
given  
paws  
place  
way

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

7) \_\_\_\_\_

8) \_\_\_\_\_

9) \_\_\_\_\_

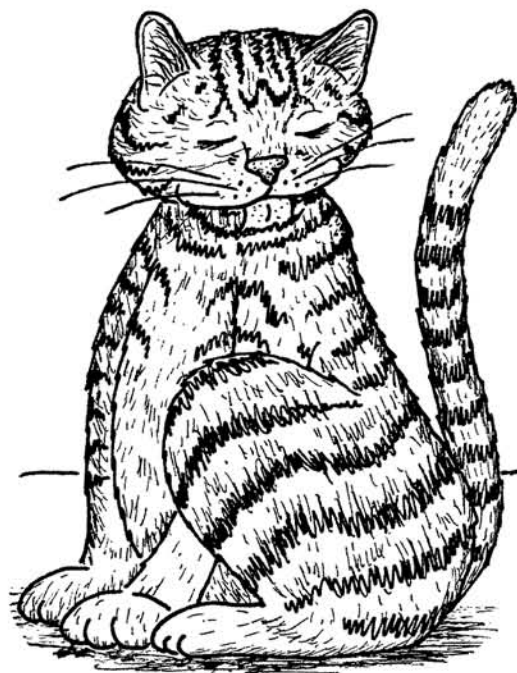
10) \_\_\_\_\_

11) \_\_\_\_\_

12) \_\_\_\_\_

13) \_\_\_\_\_

14) \_\_\_\_\_





## CHAPTER 5

### Vocabulary and Language

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1. In the spaces print the contractions for the underlined words in each sentence.

10

- 1) Socks cannot understand Nana.
- 2) Life is not fair to poor Socks.
- 3) "I will not pet you," thought Nana.
- 4) Oh, wow! It is something to play with!
- 5) Charles William wailed, "I am hungry!"
- 6) "That is my food dish," howled Socks.
- 7) He has bitten you!
- 8) Oh, dear. There is no use for him in here.
- 9) They have tossed him outside.
- 10) He will have to get used to living outdoors.

2. Find the adjectives (describing words) used with each of these nouns.  
Remember that adjectives are found in front of nouns.

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- |                       |                          |
|-----------------------|--------------------------|
| _____ change (p. 97)  | _____ stockings (p. 103) |
| _____ cleaner (p. 98) | _____ night (p. 106)     |
| _____ salad (p. 98)   | _____ head (p. 108)      |
| _____ hair (p. 99)    | _____ razor (p. 111)     |
| _____ pads (p. 100)   | _____ sobs (p. 113)      |
| _____ chair (p. 102)  | _____ cat (p. 117)       |



## CHAPTER 7

### Vocabulary and Language

64



1. Socks sat outside like the sphinx. Look up the sphinx in the encyclopedia.

5

a) What is the sphinx?

b) What country is it found in?

c) Who made it?



2. Why did each of these incidents happen? Write the correct matching number on line.

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\_\_\_\_\_ Charles William was no longer content in the playpen

\_\_\_\_\_ Charles William yelled, "Oy-doy-doy" into his cup

\_\_\_\_\_ Socks hid under the table

\_\_\_\_\_ Mrs. Bricker gave up trying to get Socks off the couch

\_\_\_\_\_ Socks went into Charles William's room

\_\_\_\_\_ Charles William kept pulling and throwing around cotton

\_\_\_\_\_ Socks was completely at peace in the crib

1. to keep Socks leaping in the air.

2. to escape Charles William.

3. because she was just too tired.

4. to have a taste of the spilled milk.

5. because he wanted to be where Socks was.

6. because he had found a friend.

7. so he could make more noise.