

# Novel·Ties

## Castle in the Attic

Elizabeth Winthrop



## A Study Guide

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## For the Teacher

This reproducible study guide to use in conjunction with the book *The Castle in the Attic* consists of lessons for guided reading. 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 at 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 reading development 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; 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, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

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**CHAPTERS 1, 2**

**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. meet    | a. soft metal                 |
| 2. routine | b. far away                   |
| 3. bureau  | c. set pattern of steps       |
| 4. roll    | d. turn over and over         |
| 5. distant | e. contest                    |
| 6. stall   | f. place where a horse sleeps |
| 7. lead    | g. chest of drawers; dresser  |

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- I store my foldable clothing in the five drawers of my \_\_\_\_\_.
- Several teams will compete at the gymnastics \_\_\_\_\_.
- Once we heard the \_\_\_\_\_ sounds of people talking, we knew our boat was reaching shore.
- He practiced his gymnastics \_\_\_\_\_ again and again until it was perfect.
- Tuck your head when you do a backward somersault of a forward \_\_\_\_\_.
- Put some hay down in the \_\_\_\_\_ for the horse to lie on.
- Years ago, toy soldiers were usually made of \_\_\_\_\_.

Read to find out what surprise awaits William in the attic.

**Questions:**

- Why is William upset when he learns that Mrs. Phillips will be leaving his family?
- Why does Mrs. Phillips think that she has chosen the right present for William? Why had it been so important to her?

**Chapters 1, 2 (cont.)**

3. Why does Mrs. Phillips want William to wait to open the box with the knight?
4. What is the legend of the Silver Knight?

**Questions for Discussion:**

1. Why do you think Mrs. Phillips does not say anything to William about the missing picture and pin?
2. What do you think Mrs. Phillips means when she tells William that he has the kind of gentle soul that accepts the rules of chivalry?
3. Do you think William will find a way to make Mrs. Phillips stay?

**Literary Device: Simile**

A simile is a figure of speech in which two unlike objects are compared using the words “like” or “as.” For example:

He came in shaking like a dog and blowing the raindrops off the tip of his nose.

What is being compared?

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What does this reveal about the weather?

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**Writing Activity:**

Imagine you are William and write a note to Mrs. Phillips telling her how you feel about her leaving. Then write another note in which you imagine Mrs. Phillips’s response.