

NOVEL IDEAS

RON ROY'S

THE A TO Z MYSTERIES

BOOK #1 THE ABSENT AUTHOR



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Novel Ideas

Ron Roys's: The A to Z Mysteries

Book #1 The Absent Author

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USING THE NOVEL STUDY

The novel study can be used in four ways:

- Independent reading at student created paced
- Small group independent reading student created paced
- Small group reading guided by the teacher
- Whole class reading guided by the teacher.

Each novel study has the following key literacy elements:

Vocabulary:

The students will increase their vocabulary with worksheets that are designed to have students rewrite the words, alphabetize the words, and unscramble the words.

Usage:

The students will better understand the meaning of the new vocabulary by seeing the word used in sentences and identifying the correct spelling, creating a sentence and illustrating the use of the word, and filling a cloze story.

Comprehension:

The questions come in two forms. The first is basic comprehension directly from the story. This is your “Who, What, Where, Why, How, When” question.

The second form is analysis of information and events in the story. The student is required to explain an answer, respond as if they were in the story, or state what they think the character(s) should do.

Sequencing:

The student is required to take a list of events in the story and reorder them in a sequence that correctly follows the story.

Creative Writing:

The student will take what they have learned from the story and apply it to a creative writing piece. The directions for the creative writing piece are set up in a bulleted format (common to most state standardized tests) to encourage students to organize their writing better.

THE NOVEL STUDY CAN BE PRINTED AND STAPLED AS A PACKET USING THE INTRODUCTION AS THE COVER PAGE.

A to Z Mysteries

Book #1: The Absent Author

By:

Ron Roy

Dink, Josh, and Ruth Rose could not wait until their favorite author Wallis Wallace arrived at the Book Nook to sign copies of his new book. However, Wallis Wallace never arrived and the children began to investigate what happened to him. Will they ever find their favorite author, or will that be the last book Wallis Wallace ever writes?

Name _____

Name _____

Directions: Rewrite the following words.

adjust

celebrity

devoured

figure

glanced

impressed

interrupt

mischievous

muffled

noticed

preferred

remind

scurried

shrieked

stunned

trots

unusual

urged

victim

wondered

Name _____

Alphabetical Order:

Directions: On the lines provided, rewrite the following words in alphabetical order.

mischievous
wondered
glanced
stunned
shrieked
noticed
scurried

trots
celebrity
adjust
preferred
devoured
figure
victim

interrupt
remind
muffled
unusual
impressed
urged

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Name _____

Chapter One:

Vocabulary: Context Clues

* **Context Clues** are words, phrases, or sentences that help you identify the meaning of an unknown word.

Directions: Use **context clues** to determine the meaning of the underlined word.

1. The little boy looked **mischievous** at his mom as she caught him stealing a cookie before dinner.

I think **mischievous** means

The dictionary definition of **mischievous** is

2. I **wondered** how much time my little brother had to play Playstation before it was my turn.

I think **wondered** means _____

The dictionary definition of **wondered** is _____

3. I **impressed** my friends with my new skateboard stunts.

I think **impressed** means _____

The dictionary definition of **impressed** is _____

4. My parents **urged** me to clean my very messy bedroom.

I think **urged** means _____

The dictionary definition of **urged** is _____

Questions:

1. What is Dink's full name? _____

2. Where did Dink want to go with his friend Josh? _____

3. Who is Wallis Wallace? _____

4. Why is Wallis Wallace coming to the Book Nook? _____

Chapter Two:

Vocabulary: Context Clues

* **Context Clues** are words, phrases, or sentences that help you identify the meaning of an unknown word.

Directions: Use **context clues** to determine the meaning of the underlined word.

1. I **glanced** at my sister when she started to scream.

I think **glanced** means _____

The dictionary definition of **glanced** is _____

2. When the bee stung me I was **stunned** and could not move.

I think **stunned** means _____

The dictionary definition of **stunned** is _____

3. I **jerked** my head around to see who was entering my room.

I think **jerked** means _____

The dictionary definition of **jerked** is _____

4. The little girl **grumbled** under her breath when her mom said it was time to come inside.

I think **grumbled** means _____

The dictionary definition of **grumbled** is _____

Questions:

1. What time was it when Dink, Josh, and Ruth Rose arrived at the Book Nook?

2. Wallis Wallace the mystery writer was late to the Book Nook. List three reasons why he may be late.

3. What was Ruth Rose's explanation on why Wallis Wallace was late? _____

4. Why does Dink think that Wallis Wallace has been kidnapped? _____

5. What do you think happened to Wallis Wallace? _____

Chapter Three:

Vocabulary: Context Clues

* **Context Clues** are words, phrases, or sentences that help you identify the meaning of an unknown word.

Directions: Use **context clues** to determine the meaning of the underlined word.

1. My mom **shrieked** when she was the big black spider.

I think **shrieked** means _____

The dictionary definition of **shrieked** is _____

_____.

2. My brother **noticed** that I was listening to his new CD.

I think **noticed** means _____

_____.

The dictionary definition of **noticed** is _____

_____.