

Novel·Ties

Who Cloned the President?

Ron Roy



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the novel *Who Cloned the President?* 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 own 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.

Pre-Reading Activities (cont.)

5. On his website, Ron Roy mentions that he got the idea for this book from reading an article about Dolly, the first sheep to be cloned, and a news article in which President Bill Clinton said that he was opposed to human cloning. Start looking for other news articles about cloning that you think might make a good story. Clip or download these articles and keep them in a file so that you can use them as story starters.

6. Marshall, KC's friend, sometimes allows himself to be talked into doing things that he would rather not do. Has this ever happened to you? Who convinced you? What did the two of you do? Did you have any regrets afterwards? Would you do it again?

Chapter 1 (cont.)

4. Why does KC think the president's behavior is unusual?
5. What conclusion does KC draw based on what she sees?

Questions for Discussion:

1. What do you think of Mr. Alubicki's method for assigning report topics?
2. Based on what you have read so far, is this a make-believe story or one that could happen in real life?
3. Would you agree with KC's mom that KC has a habit of jumping to conclusions?

Literary Element: Characterization

Fill in the chart below with information about the major characters you have met in the first two chapters. Add to the chart as you learn about other important characters in the book.

Character	Information
KC Corcoran	
Marshall Li	
President Thornton	