



Novel Study Kit

For

View From a Kite

CanLit for Kids and CanLit for Teens are now offering our own professionally developed, comprehensive, Novel Study Guide Kits, for selected books from our book packages. ([Sample guide attached below](#))

Each kit includes the following:

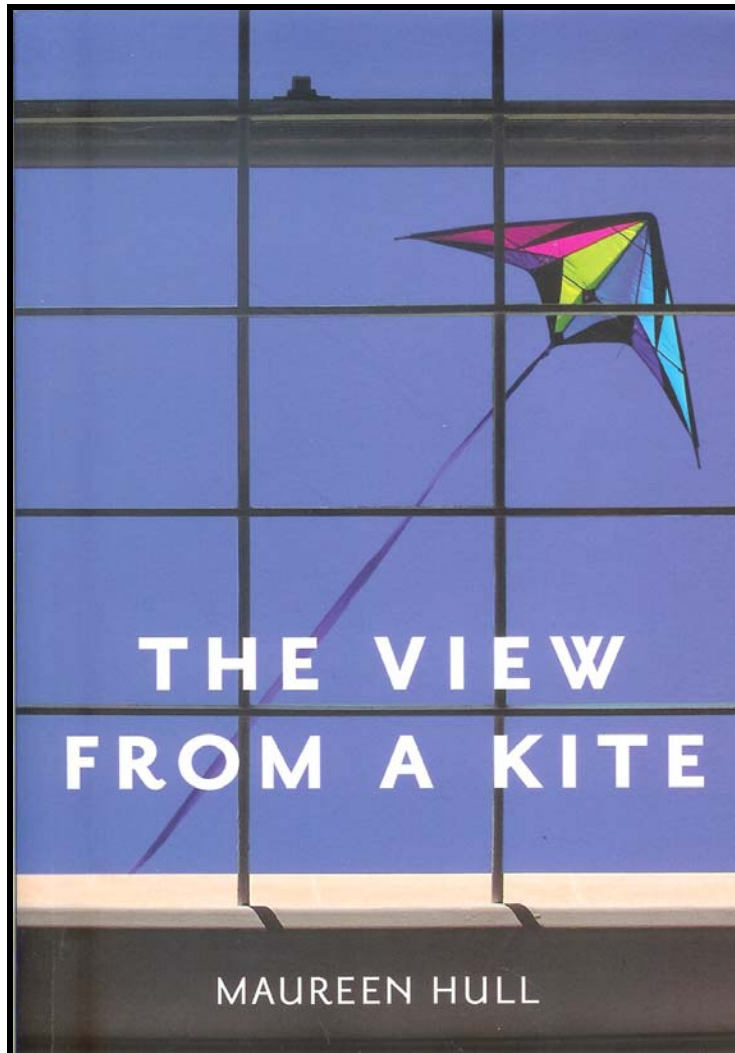
1. Six additional copies of the novel – *View From a Kite*
2. One copy of the Student Novel Study Guide, including blackline masters (and permission to make as many copies for your students)
3. One copy of Teachers' Chapter Summaries (overviews of the contents of each chapter)

Total retail cost of the kit = \$150.00

This Novel Study Guide kit is offered at a special 50% discount rate to any existing CanLit customer. (\$75.00)

Others may contact CanLit (canlit@shaw.ca) and make arrangements to purchase the guide and any number of books to accompany each guide.

Additional copies of the novel (beyond the six in the kit) can be purchased at a 25% discount. ([Sample guide attached below](#))



Novel Study Guide for Students

To accompany
***The View From A Kite* by Maureen Hull**

Prepared by
Glen R. Turnbull
CanLit For Kids Books Limited

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Table of Contents

Introduction – <i>The View From A Kite</i> Novel Study.....	4
Individual Novel Study – Schedule	4
Pre-Reading Activity - <i>The View From A Kite</i>	5
1) Journal Entry #1 - “Preliminary Analysis”	6
Mood and Conflict(s).....	6
Setting	6
Precipitating Event.....	7
Character Exploration	7
Your Understanding of the Chapters Covered – (1-17).....	10
Understanding the Chapters	10
Literal.....	10
Inferential.....	10
Opinion	10
Vocabulary:.....	10
Pre-reading Activities – (Chapters 18 - 35)	11
What’s Going To Happen Next?.....	11
2) Journal Entry #2 - “Theme, Genre, Point of View”	12
Theme	12
Genre.....	12
Point of View	13
Type of Conflict.....	13
Your Understanding of the Chapters Covered – (18-35).....	14
Understanding the Chapters	14
Literal.....	14
Inferential.....	14
Opinion	14
Vocabulary:.....	14
Pre-reading Activities – (Chapters 36 - 50)	15
What’s Going To Happen Next?.....	15
3) Journal Entry #3 - “Plot”	16
Plot	16
Language Style.....	16
Your Understanding of the Chapters Covered – (36-50).....	18
Understanding the Chapters	18
Literal.....	18
Inferential.....	18
Opinion	18
Vocabulary:.....	18
Pre-reading Activities – (Chapters 51 - 62)	19
What’s Going To Happen Next?.....	19
4) Journal Entry #4 - “Climax and Resolution”	20
Climax.....	20
Resolution	
Your Understanding of the Chapters Covered – (



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Understanding the Chapters	22
Literal	22
Inferential	22
Opinion	22
Vocabulary:	22
Post-reading – Plot Structure	23
Post-reading – Story Impact.....	25
Post-reading – Inference	26
Post-reading – Point of View	27
Post-reading – Final Assignment	28



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Introduction – *The View From A Kite* Novel Study

The individual novel study you are about to begin is a self-directed activity requiring a significant amount of responsibility to complete. As the reader, you will create your own reading schedule and respond to what you read in a variety of ways.

To complete this study, you are required to submit four journal entries and a final assignment. Your efforts will be evaluated based on your progress with the four written journal entries, assessed through conferences with your teacher, and the final assignment (details later).

You will need more time to read the novel than you will be given in class. Therefore, you may want to start reading in your first class and continue reading at home, completing the assignments or journal entries in class time.

Step One: Reading Schedule

Take the total allotted time that your teacher has given you to complete reading the novel and the assignments. The novel has been divided up into 4 sections (See Response Sheet 1- Individual Novel Study - Schedule). Enter the recommended start date (provided by your teacher) for each section. As you complete each section, enter your actual completion date. Checking the start date with your completion date is your way of deciding if you are progressing on schedule. Modify your schedule if you see you are falling behind.

Individual Novel Study – Schedule

Meet with your teacher to decide on “Start Dates” for each section. Record your reading schedule below and keep it in your notebook.

Your Name: _____

Name of Novel: _____ *The View From A Kite* _____

Start Date: _____

Section 1		Section 2		Section 3		Section 4	
Start Date:		Start Date:		Start Date:		Start Date:	
End Date:		End Date:		End Date:		End Date:	
Prescribed Chapters Read:	Chpt. 1 to Chpt. 17	Prescribed Chapters Read	Chpt. 18 to Chpt 35	Prescribed Chapters Read	Chpt. 36 to Chpt. 50	Prescribed Chapters Read	Chpt. 51 to Chpt. 62
Actual Chapters Read:		Actual Chapters Read:		Actual Chapters Read:		Actual Chapters Read:	

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Step Two: “Pre-reading Activity”

Usually, when you first get a book you make a quick examination. This kind of casual look is called “skimming”. Skimming helps us to decide if the book will be interesting to read. The following exercises will give you some practice at “skimming” a novel using *The View From A Kite* by Maureen Hull.

Pre-Reading Activity - *The View From A Kite*

After completing the three events listed in this activity arrange a meeting with your teacher to discuss what you found.

a) Front Cover:

- 1) Examine the front cover of the novel closely. What does the cover of the book show you? What could this image tell you about the character(s) and/or topic of the book? Predict what you think this story will be about. Who is flying the kite? Why do you think there are bars on the window?
 - 2) Does the cover make you feel that you want to look inside the book to find out more? Why? Why not?
-

b) Back Cover:

Read the first two paragraphs on the back cover of the book.

- 3) Does this summary make you more interested in the book? Why? Why not? How do you think you handle hardship? Are you a problem-solver, or a panic person? Do you “react” or “respond” to hardship? Recount a personal experience that proves your own characteristics related to handling hardship.
 - 4) Have you ever been away from your loved ones for a long period of time? If so, how did you handle that? What was challenging about that experience?
-

c) Scan the Book

Do this three times. Fan through the pages of the book and stop anywhere you like. Read a few paragraphs.

- 5) What did you read?
 - 6) Did what you scanned interest you? Why? Why not?
-
-

d) Expectations

What are your expectations in reading this novel?



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1) Journal Entry #1 - “Preliminary Analysis”

You have completed reading Chapter 1 to Chapter 17. By this point you should be forming some kind of opinion about your book. Your task now is to complete the Preliminary Novel Analysis. Based on what you have read so far. On the worksheet provided, provide as many details as you can.

Record what you have learned so far about each of the following.

Novel Title: *The View From A Kite*

Mood and Conflict(s)

What kind of mood or feeling is evident in the first part of this story? What is the initial or first problem faced by the protagonist? What types of conflicts are apparent? Are the conflicts believable? Does the conflict add interest to the story? Give an example.

Setting

This gives you information on the “when” and “where” of the story. A story can change dramatically if you were to take the characters and plot and place them in a different place or time. In which town and year does this story take place (if mentioned by the author)? Describe more specific locations (buildings, rooms) where the story takes place. Describe some actions that take place in specific settings that would not occur in other settings. Is the setting in this story all that important or could the story be happening anywhere? Why?



Precipitating Event

Write about the “Precipitating Incident” (or first event that introduced the conflict) in the story. A number of events happened that heightened the tension in the story and complicated the problem or main conflict. This is called the “Rising Action” of the story. Write about an event (or events) that added to the rising action.

Character Exploration

This section will help you to identify the “who” of the story. Authors will sometimes use the first few chapters of a story to introduce the characters. Characters can be either major or minor. They can also be changing (dynamic) or unchanging (static). The character who dominates the story is referred to as the protagonist.

Who seems to be the protagonist in this story? Give a brief description of this person. Is the antagonist apparent yet? Are the characters believable? In which way?

Based on what you have read in the first fifteen chapters of the story, what have you learned about each of the following characters? What is the relationship between the characters? Complete the sheet – “**Character Exploration**”



Character Exploration

CHARACTER	WHAT I HAVE LEARNED ABOUT THE CHARACTER (physical appearance, dialogue, actions, ideas, attire, manner, opinions, hobbies, positive traits, character flaws)	RELATIONSHIP TO OTHER CHARACTERS (friend, enemy, acquaintance, etc.)
Gwen MacIntyre		
Mary		
Mrs. Wharton		
Aunt Edith		
Mr. Conrad		
George and Elizabeth		
Robert MacIntyre		



What additional information would you like to learn about a character from this story?

Write about one possible direction the story could have taken from the end of the chapter 17.

What events were very important to find out about early in the first fifteen chapters of the story?

How has the author held your interest in this story?



Your Understanding of the Chapters Covered – (1-17)

Understanding the Chapters

After having read these sections of the story, try to answer the following questions to show that you understand what you have read. If you are not sure of an answer, reread or skim the sections to help find the information needed to answer the question. Write your answers (in complete sentences) on a separate sheet of paper and be prepared to discuss in class.

Literal

1. What three reasons did Mary give to explain why the doors to patient rooms had to be left open?
2. Why was Gwen so upset with Melvin Holyoke when he asked if he could do an exclusive interview with her for his publication??
3. What caused “the Witch” to start “howling like the Wrath of God” at Gwen and Mary? Why was she so upset?
4. Why did Bobby, John Malcolm, Gwen and Mary break into the x-ray department??

Inferential

1. Why do you suppose “The man who flew kites never came back”?
2. Why would Gwen have such a strong interest in doing research on tuberculosis?
3. What will likely happen to Gwen’s Aunt Edith before too long?
4. What happened to Gwen’s parents?

Opinion

1. Why do you think the doctors and nurses wouldn’t tell patients at “the San” when they were going to be released?
2. How would you feel if you had to stay in a hospital for several months because of having a disease like tuberculosis?
3. How do you feel about the practical joke the patients played on Nurse Wharton? Why?

Vocabulary:

Tuberculosis, dispensary, consumption, stethoscope, palpitations, bacilli, bronchiogram, paranoia, syringe

