

A Guide for Using

Anne of Green Gables

in the Classroom

Based on the novel written by L. M. Montgomery

This guide written by Betty Burke



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Introduction

A good book can touch our lives like a good friend. Within its pages are words and characters that inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, and guidance. It can also give us a cherished story to hold in our hearts forever.

In *Literature Units*, great care has been taken to select books that are sure to become good friends!

Teachers who use this unit will find the following features to supplement their own valuable ideas.

- Sample Lesson Plans
- Pre-reading Activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study with each sections including:
 - *quizzes*
 - *hands-on projects*
 - *cooperative learning activities*
 - *cross-curriculum connections*
 - *extensions into the reader's own life*
- Post-reading Activities
- Book Report Ideas
- Research Ideas
- A Culminating Activity
- Three Different Options for Unit Tests
- Bibliography
- Answer Key



We are confident that this unit will be a valuable addition to your planning, and hope that as you use our ideas, your students will increase the circle of “friends” that they can have in books!

Vocabulary Lists

On this page are vocabulary lists which correspond to each sectional grouping of chapters. Vocabulary ideas can be found on page 9 of this book.

SECTION 1 (Chapters 1-7)

alders	sash
traversed	carpetbag
gable	gimlet
sorrel	predilection
learnest	pinions
personage	stipulations
rapt	scope
station masters	catechism

SECTION 3 (Chapters 17-23)

capricious	linger
faltered	crochet
marsh	manse
patchwork	kindred
retreat	dyspeptic
premier	chamber
specter	dryads
oblivion	practicalities

SECTION 2 (Chapters 8-16)

grippe	grove
fortnight	vagaries
wanly	aesthetic
amethyst	cordial
gingham	pantry
compunction	obstinate
slate	prepense
reprimand	bewilderment

SECTION 4 (Chapters 24-31)

gloria	peerless
gruesome	cultivate
pamper	shirring
deprecatory	coruscations
mite	peddler
gadding	undemonstrativeness
goblet	horrid
patriotism	providential

SECTION 5 (Chapters 32-38)

crammed	placid
matting	manse
bumpkins	conch
rustic	oculist
elocutionist	substantial
titian	mellow
aerial	theology
chaplet	birthright

Vocabulary Activity Ideas

Each section contains vocabulary words for the students to study. Below are listed some interesting vocabulary activities. Select the activities that are most motivational to your students.

Have students make their own **Crossword Puzzles** or **Wordsearch Puzzles** using the vocabulary words from the story.

Have students work in small groups to define the vocabulary words and record the words and their definitions in a **Class Vocabulary Notebook**.

Challenge your students to a **Vocabulary Bee**. This is similar to a spelling bee, but in addition to spelling each word correctly, the game participants must correctly define the words as well.

Divide the class into cooperative learning groups. Then have students work together to create an **Illustrated Dictionary** for the vocabulary words.

Before students enter the classroom, hide index cards around the room, some with vocabulary words written on them and others with definitions on them. When the class arrives, divide them into two teams to play **Vocabulary Hide and Seek**. Allow students to search the room for a period of time that you designate. Teams can score a point by matching a word with its definition. The winning team is the one with the most points at the end of the time period.

Have the class play **Twenty Clues**. In this game, one student selects a vocabulary word and gives up to twenty clues (one at a time) about this word until someone in the class can guess it.

Have students use these words as their weekly **Spelling List**.

Have students play **Vocabulary Charades** by acting out the vocabulary words.

Ask students to write a **Section Summary** using the vocabulary words. Have students trade summaries with a partner and underline or highlight the vocabulary words.

Have students make a **Part of Speech Categories Chart** with headings, such as Noun, Verb, Adjective, and Adverb. Then have them list each vocabulary word under the appropriate heading.

Add your own ideas to this list. Attempt to have the students experience vocabulary on a personal level to increase their vocabulary acquisition.

