

## Week 21 at a Glance

Book for the Week: *This Is New York* by Miroslav Sasek

In *Just So Stories*: Chapter 1, "How the Whale Got His Throat"

Optional Materials:

More books by Miroslav Sasek

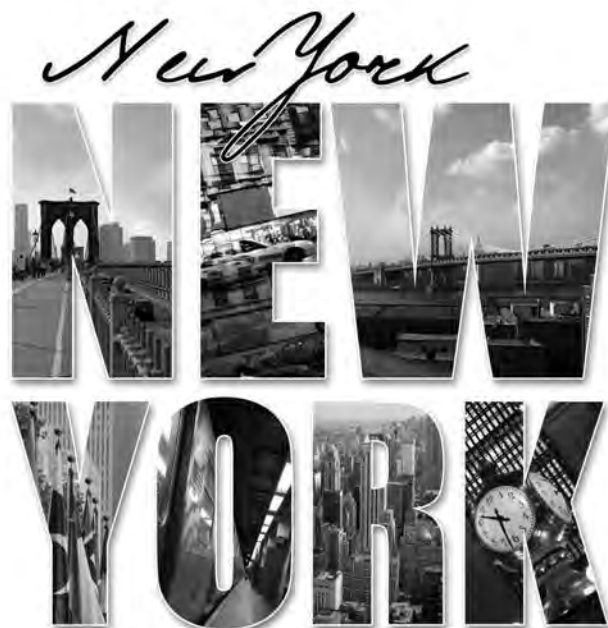
Information about New York City in children's books or online

A map of New York

Information about places or objects mentioned in this book (the Empire State Building, Times Square, the Hudson River, etc.)

Grammar and Mechanics: Linking verbs

Composition: A research paper about any city in the world



## Monday

### Literature

M. Sasek wrote and illustrated a series of these books, mostly in the 1960s. Most likely, you will be reading from the reissuing of this series, done throughout 2000. That's fine—they wisely left the wording and pictures the same. But, as some of the information is outdated (sometimes buildings are torn down, populations change, etc.), you will find asterisks (\*) throughout directing you to updated information at the end of the book. You can decide whether to read the footnotes as you come to each, save them for the end, or skip them altogether. (I do not ask any factual questions relating to the footnoted information.) They are useful for introducing your child to the idea of footnotes, though I do not cover this in a formal way this year.

Think twice before buying this book at Amazon. The copy I bought there has very dull images, and the amazing illustrations are such a joy if they're not washed out like they are in my edition. Others in this series I've bought from Amazon have been fine—I don't know what happened with this title. I've read other reviewers on Amazon who had the same complaint. But you can find this book in libraries and stores.

Read *This Is New York* with your child, ask the following questions, and record the responses in the space to the right:

|   |  |
|---|--|
| How much did Peter Minuit pay the Native Americans for Manhattan? (twenty-four dollars worth of housewares)   |  |
| How many boroughs are in New York City? How many can you name? (five: Manhattan, Brooklyn, Queens, The Bronx, Richmond/Staten Island)   |  |
| What are some of the big things in New York City? (buildings, cars, traffic jams, streets, Sunday papers, ports, “the largest lady in the world”—the Statue of Liberty, ship docks, humidity and heat, meat-eater—T-Rex, store) |  |
| What are some of the languages you can shop in, in New York City? (German, Spanish, Yiddish, Czech, Slovak, Hungarian, Italian, Russian, Chinese, English)  |  |
| Where can you ice skate in New York City? (Rockefeller Center or Central Park)  |  |
| Can you remember at least one way to get across the Hudson River? (The Lincoln Tunnel or the George Washington Bridge)  |  |

|  |  |
|--|--|
| <p>The book says that people strike frequently in New York City. What does it mean when people go on strike? (It means workers refuse to work until their employer raises their pay, or gives them more benefits, or in some other way makes their working conditions better.)</p> |  |
| <p>What is Wall Street named for? (It is named for a wall built there by the Dutch against the Native Americans.)</p>  |  |
| <p>What does the book say is the "biggest supermarket" of them all? (Times Square)</p>   |  |

### Grammar and Mechanics

This week covers "to be" as a linking verb. "To be" is sometimes used in other ways, and there are other linking verbs besides "to be," but I'm saving that fun for later. Today I introduce the basic concept of linking the subject with a later part of the sentence.

Introduce the idea more gently by completing the workbook page together.

Reinforce the concept by finding examples of "to be" used as a linking verb in your reading. Be careful—often "to be" is a helping verb (that is, it appears with an action verb, e.g., *This one is built by Frank Lloyd Wright*). In this book, "to be" is almost always a linking verb, but that is not always true in other books.

#### Answers to Workbook Pages

1. Once the Empire State Building was the world's tallest building.
2. Trinity Church is the oldest church in New York.
3. I am her teacher.
4. They were excited to visit New York.
5. You are a good student.

### Composition

This week your child will write a research paper about a city. They can choose any city in the world. If your child is burned out on research papers in this class, it's acceptable to choose a descriptive paper of a city they've visited or the city or town where you live.

Today, your child chooses the city and writes a list of questions (or a list of things to include in the description). Here is a sample, but brainstorm your own first:

- |   |   |
|---|---|
| Where is the city? What state or country?                                       | Is the city famous for anything in particular?      |
| Are there any important geographical features (lakes, rivers, mountains, etc.)? | What are the tourist destinations?                  |
| What is the population?   | What are some interesting things about its history? |

It's fine to include some personal information too, if your child has any personal ties to the city—How far is it from where you live? Has your child visited? How did they feel about it and what did they do? Would they like to live there someday? Do they know people who live there?

If your child is writing a descriptive paper, the assumption is they live in the city or at least have visited. They should list as many things as possible they feel they could describe, even though they probably won't describe them all in the final paper.

## Tuesday

### *Literature*

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This is a nonfiction book rather than a story, so the usual categories are inapplicable. Instead, go through the book together, finding points of contrast and comparison with your own city or town. (If you live in New York City, compare the New York pictured in this book with how it is today.) Here are some examples to get you started:

Does your city have sky-scrapers or other big buildings? Do you know what the biggest building in your city is?

Do you have traffic problems in your city?

Does your city have a port where ships dock?

What is the weather like in the summer?

What museums does your city have?

Are there large groups of people from other countries in your city? Do you know which countries?

What types of public transportation does your city have? What tunnels or bridges? What rivers?

Where are the popular places to go shopping?

### *Grammar/Mechanics*

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Today emphasizes recognizing action and linking verbs.

Introduce the idea more gently by completing the page with your child.

Reinforce the concept by looking for verbs in your reading and deciding if they are action verbs or linking verbs.

Answers to Workbook Page

We <sup>A</sup>went to Coney Island, where the rides <sup>L</sup>are more fun.

Peter Minuit <sup>A</sup>bought Manhattan for twenty-four dollars, which <sup>L</sup>was a bargain.

New York <sup>L</sup>is exciting, but I <sup>A</sup>like London more.

The restaurant where we <sup>A</sup>ate dinner <sup>L</sup>was Russian.

The subway <sup>L</sup>was late, so we <sup>A</sup>caught it easily.

### *Composition*

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For the research paper, today you will do research. Go to the library, use encyclopedias or books, use the Internet—the choice is yours. The important thing is to find answers to as many questions as you and your child deem necessary for the paper. Strive to find answers to at least three questions for the struggling student, five for an average student, and seven for an advanced student.

For the descriptive paper, students will write between one and three paragraphs (depending on ability and interest) focusing on external description. They will describe how the city looks, sounds, and smells. Is it quiet or noisy? Bustling or peaceful? What kinds of people would you see if you walk around town? What kinds of businesses? What are the houses like? What sorts of trees, flowers, and other plants would you see? Are the people friendly or cold? There are hundreds of aspects to choose from for this part. Your student should choose those which interest them the most. This is essentially the rough draft of the first part of this paper.

### *Reading Journal*

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Turn to the appropriate page in your reading journal for the week's book. Have your child write or dictate a brief summary of the book then a sentence expressing something they felt about the book. Finally, have your child choose one sentence from the book to copy down, at least in part, for handwriting practice.

## Wednesday

### Literature

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Read the book with your child. Ask the following questions:

|   |  |
|---|--|
| Have you ever been to New York City? If you have, what did you think of it? If not, would you like to go? Why or why not?   |  |
| This book shows that New York City has many grocery stores and restaurants with foods from other countries. Do you like any foods from other countries? Which ones? |  |
| There are a lot of people in New York City. What would be the good parts of living around so many people? What would be the bad parts?                              |  |
| Of all the things this book shows you in New York, what places would you most want to go or what would you most want to do? What would be your least favorite?      |  |

### Grammar/Mechanics

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Today, have your child choose five to ten words to put in the dictionary pages or to add to the word collection. They can be words from this week's reading, from daily life, etc. For extra challenge, aim for ten words and require that one or more be from the book, preferably ones the student didn't know before reading the book.

#### Wednesday's Sentences

You can skate in Central Park, even in warm weather, or feed New York's huge, fluffy squirrels.

The Statue of Liberty is the largest lady in the world, and from her head you can watch the city skyline and the busy sea.

Wall Street's name comes from the wall built here by the Dutch against the Native Americans.

One of the tallest buildings in the world is the Empire State Building.

### *Composition*

For the research paper, your child will write their rough draft. Find the best way to organize the information gathered yesterday and discuss what the sentences will sound like. Be sure your child says them aloud and you are both happy with them before writing any down (but don't do too much correction—you want these to be your child's sentences, not yours).

For the descriptive paper, write one more paragraph (or more, if your child wants) that focuses on internal detail. Here your child will be writing about their reaction to the city. What in the city makes them feel happy, unhappy, tired, energized, afraid, safe, peaceful, irritated, hungry, etc.? This will be the last paragraph of their paper.

### Thursday

#### *Literature*

Read the first chapter of the *Just So Stories*, "How the Whale Got His Throat."

#### *Grammar/Mechanics*

As always, when introducing a new grammar concept, I introduce how to diagram it. Today I explain how to diagram linking verbs. The explanation is one of the longest in this book, so the assignment is briefer with only three sentences.

Introduce the idea more gently by doing the page together.

#### Answers to Workbook Pages

1. Queens | is \ ~~the largest~~ borough.  
~~the~~ largest
2. Park Avenue | is \ ~~an elegant~~ street.  
~~an~~ elegant
3. ~~The~~ weather | was \ hot and humid.  
The

### *Composition*

Today your child completes their final draft. (If there is still a lot to do and it would be too stressful to complete the composition today, they can use tomorrow for this as well.)

Review the rough draft together.

For the research paper:

1. Are some important facts about the city included?
2. Is everything accurate, as far as you know?
3. Is the order of the information reasonable?
4. Did the child follow all grammar and mechanics rules learned so far?

For the descriptive paper:

1. Does the description give several external details?
2. Does it give at least a few internal details?
3. Is everything accurate, as far as you know?
4. Check for all grammar and mechanics learned so far.

The final draft of the paper should be in the composition book.

### **Friday**

Today is a free day to use however you choose. Finish any unfinished work from the week, review, reread the book, explore some of the ideas below, or simply take a day off language arts.

### *Extending the Lesson*

Read more books by M. Sasek. There are several more in this series, some more challenging than this one.

Learn more about New York City either through other children's books or on-line. Look at a map of New York.

Learn more about any of the places or objects mentioned in this book (the Empire State Building, Times Square, the Hudson River, etc.).

If you are creating a timeline for this class, add some important dates from New York City's history which relate to this book (purchase from the Native Americans, building of the Brooklyn Bridge, when the Statue of Liberty was received, etc.).



## Week 22 at a Glance

Book for the Week: *The Bears on Hemlock Mountain* by Alice Dalgliesh.

In *Just So Stories*: Chapter 2, "How the Camel Got His Hump"

Optional Materials:

More books by Alice Dalgliesh

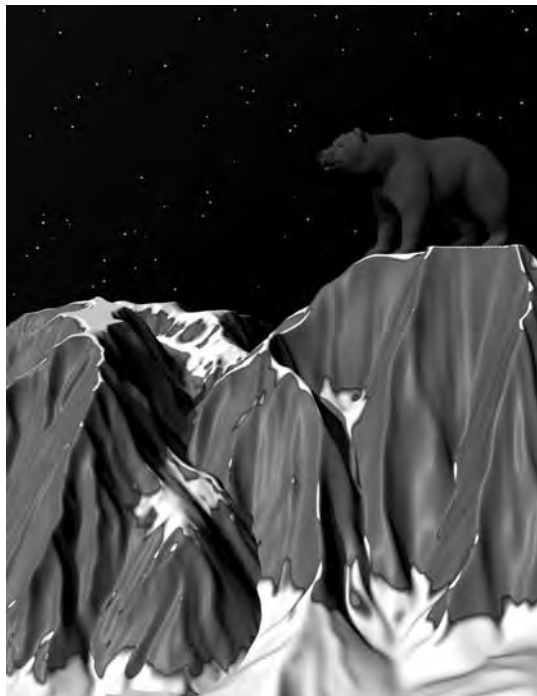
Information about bears

Ingredients for making cookies or a stew

Instructions and materials for making bird and squirrel feeders

Grammar and Mechanics: Synonyms and antonyms

Composition: A short story that uses family members as characters



## Monday

### Literature

Other than the poetry weeks, the rest of the reading for this year is chapter books, starting with *The Bears on Hemlock Mountain*. Unlike the following books, this one you will read in a week. Specifically, you will read the first half (chapters 1 through 5) on Monday with questions, then the second half (chapters 6 through 10) on Tuesday with questions. If you wish to reread the book as a whole on Wednesday, you may, but it is not required. Wednesday will be the discussion day for this book, rather than Tuesday.

Read chapters 1 through 5 of the book with your child. Ask the following questions:

### Chapter 1

|  |  |
|--|--|
| Is Hemlock Mountain a mountain? What is it? (No, it is a hill.)  |  |
| How old is Jonathan? (He is 8.)  |  |
| In this story, Jonathan does a big errand by himself for the first time. Have you done an errand outside the house on your own? What was it? How did it feel to do it?   |  |
| Why are relatives always coming to Jonathan's house? How does his mother feel about it? (They come because Jonathan's mother is such a good cook, and there is so much food. Mostly she likes the company, but sometimes she gets tired of feeding so many people all the time.) |  |

### Chapter 2

|   |  |
|---|--|
| Why does Jonathan like Young Uncle James the best of all his relatives? (He is close to Jonathan's age, so they are friends. Also, they both love animals and birds, and James teaches Jonathan how to observe them in nature.) |  |
| What does Jonathan want to see more than anything? (a bear)   |  |

### Chapter 3

|  |  |
|--|--|
| Do you know what a christening is? (A christening is a ceremony where an infant is baptized and named, or sometimes just named.)                   |  |
| What does Jonathan's mother need for the dinner that she doesn't have? (She needs a pot big enough to hold enough stew for 23 people.)             |  |
| Why does Jonathan have to go for the pot instead of his father? (His father is too busy.)  |  |
| Why is Jonathan worried about going over the mountain? (He has heard there are bears on the mountain. Also, it's a long way and the pot is heavy.) |  |
| How do you think you would feel about being sent on Jonathan's errand?   |  |

### Chapter 4

|  |  |
|--|--|
| If you're away from your house, do you think your mother or father worries about you?  |  |
| When Jonathan starts up the mountain, what is the only sound he hears? (the crunch of his boots in the snow)   |  |
| What helps Jonathan to stop worrying about the bears for awhile? (The animals come to eat his food, and that makes him feel less lonely and afraid.) |  |

### Chapter 5

|  |  |
|--|--|
| When Jonathan comes down the mountain, he hears the dripping of water as the ice melts. Why does this worry him? (He knows that it is getting warmer, and that is when the bears wake up.) |  |
| What do you think Jonathan will do at his Aunt Emma's house? Do you think he'll meet any bears on the way home? If so, how do you think he'll deal with them?                              |  |

### Grammar and Mechanics

Today I introduce synonyms. Most children find synonyms and antonyms (covered tomorrow) a fair easy concept to grasp.

Introduce the idea more gently by completing the page together.

Reinforce the concept by looking for words in your reading that have synonyms and asking your child what other words they could use. For example, the first sentence of p. 2 of the story is, "The winter had been a cold one." What synonyms can your child think of for the word *cold*?

### Answers to Workbook Page

|       |         |       |           |
|-------|---------|-------|-----------|
| small | tiny    | quiet | silent    |
| sad   | unhappy | hard  | difficult |
| happy | glad    | wet   | damp      |
| laugh | giggle  | thin  | skinny    |
| fast  | quick   | curly |           |
| see   | look    |       |           |

### Composition

This week your student will write a short story that uses their family members as characters. They can use as many or as few family members as they choose (but at least one, preferably more), and they can include themselves in the story or not. The story can be as realistic or as fantastic as they wish. But the way they portray their family members should be as close to reality as possible. (It's fine to set it in a different time or place and speculate in the story about what those family members would have been like in that time or place. But their physical appearance and personality should remain intact.)

Today they should decide on a basic story idea, a setting, and which family members they will include. For example, if someone were writing the same story as *The Bears of Hemlock Mountain*, today's work might look like this:

**STORY:** A boy (my older brother) has to go across a big hill on an errand, but there are bears on the hill.

**SETTING:** The boy's home and the hill during a few hours during the day. It takes place a long time ago.

**FAMILY MEMBERS:** my older brother, our parents, our Aunt Emma, our Uncle James, our other aunts, uncles, and cousins

## Tuesday

### Literature

Read chapters 6 through 10 of the book with your child. Ask the following questions:

#### Chapter 6

|   |  |
|---|--|
| By the time Jonathan is in Aunt Emma's house, he has a lot of feelings. What are some of them? (Some of these are explicitly stated in the book while others can reasonably be inferred. Students need not give all of them: Relieved, noble, brave, pride, hunger. Your student may think of other good ones.) |  |
| Why doesn't Aunt Emma talk about the bears? (She doesn't want to worry Jonathan.)   |  |

#### Chapter 7

|   |  |
|---|--|
| What does Jonathan forget at Aunt Emma's? (He forgets the big pot.) |  |
|---|--|

#### Chapter 8

|   |  |
|---|--|
| When Jonathan sees the bears, what does he do to protect himself? (He puts the pot on the ground and hides under it.) |  |
| What do you think of Jonathan's solution to the problem of the bears?   |  |
| What do you think will happen next?   |  |

#### Chapter 9

|  |  |
|--|--|
| What would you be thinking if you were trapped under that pot, listening to the bears sniff?                                     |  |
| How do you think Jonathan felt when he heard his father's voice? (Relieved, happy, joyful—students may have other good answers.) |  |

#### Chapter 10

|  |  |
|--|--|
| What convinces Jonathan's father and his uncles that there are bears on Hemlock Mountain? (the bears' tracks in the snow)  |  |
| Jonathan says the birds, squirrels and rabbits helped him. How do you think they helped him? (They kept him from feeling lonely on the mountain. They also let him know he wasn't alone when he was hiding under the pot. Children may have other good answers.) |  |

**Grammar/Mechanics**

As promised, today is antonyms, and is otherwise the same as yesterday's page.

Introduce the idea more gently by completing the page together.

Reinforce the concept by looking for words in your reading that have antonyms and asking your child what other words they could use. For example, when the bears are coming towards Jonathan, "It was the sound of big, heavy paws in the snow." What is an antonym for *big*? What is one for *heavy*?

Answers to Workbook Page

|           |       |         |        |
|-----------|-------|---------|--------|
| sad       | happy | cold    | hot    |
| smile     | frown | short   | long   |
| dangerous | safe  | rough   | smooth |
| quiet     | loud  | stop    | go     |
| hard      | easy  | night   | day    |
|           |       | striped |        |

**Composition**

For the short story, today students will write an outline of what happens in the story (the plot points). This need not be a formal outline, but can simply be a list of the events. Some students may find it helpful to label the different sections **BEGINNING**, **MIDDLE**, and **END**. Going back to our previous example, today's work might look like this:

| <b>BEGINNING</b>  | <b>MIDDLE</b>  | <b>END</b>   |
|---|--|--|
| Jonathan's cousin is going to be christened.  | Jonathan walks over the hill.  | Jonathan's dad and uncles come looking for him.                |
| Jonathan's mom sends him over the hill to his Aunt Emma's to get a pot big enough to feed everyone. | Jonathan gets to his Aunt's and she feeds him cookies and he falls asleep.   | They see the bear tracks and the uncles go hunting for a bear. |
| Jonathan goes, but he is afraid there are bears on the hill.  | When he wakes up it is getting late, so he leaves in a rush.<br><br>He realizes he forgot the pot and has to go back.<br><br>Now it is even later and he is worried about the bears on the hill. | Jonathan goes back home safe with his dad.                     |
|   | There are bears on the hill!<br><br>Jonathan hides from them under the big pot.  |  |

Notice that this focuses almost entirely on the external action—there’s not much yet about characters’ feelings and not much detail. This may be longer than your child’s plot summary because I’m summarizing a book that is longer than what your child will write (probably). What to look for here is that there is a beginning, middle, and end.

### *Reading Journal*

Turn to the appropriate page in your reading journal for the week’s book. Have your child write or dictate a brief summary of the story then a sentence expressing something they felt about the book. Finally, have your child choose one sentence from the book to copy down, at least in part, for handwriting practice.

## Wednesday

### *Literature*

**NOTE:** Now that we are moving into chapter books, I’m adding a new discussion point: **theme**. Themes are messages in the story—sometimes blatantly stated in the book and other times more subtly depicted. Theme answers the question, “What does the author want to tell the reader?” Picture books often have themes as well, but the concept of theme can be difficult for younger children to grasp. There is no guarantee that the end of second grade brings this understanding, but it is worthwhile to start the discussion now. I provide a possible statement of theme for each story, but you or your child can come up with a different but equally valid wording. If your child seems at ease with theme, go back and discuss possible themes of books read earlier this year.

When discussing the book with your child, use these guidelines to help you.

A boy goes on a big errand for the first time—crossing a large hill to get a big iron pot from his aunt. Along the way, he finds out whether there are bears on Hemlock Mountain and discovers ways to cope with loneliness and fear.

Story

.....  
Jonathan is an 8-year-old boy. He is respectful, polite, hard-working, and obedient. He loves animals and spends time learning about them and caring for them. He can also be forgetful and sometimes makes bad choices, but he is never mean or willfully disobedient.

Character

.....  
This is set in Jonathan’s home and his aunt’s home and, most importantly, on Hemlock Mountain. The homes are safe, warm,

Setting

comfortable places full of love. Hemlock Mountain has the best and worst of nature—beauty but also danger than must be respected. After the situation is established, the main action takes place during one day. The year is never specified, but clearly this story happens a long time ago. In particular, neither Jonathan nor his aunt appears to have a phone (which would have made this a very different story).

.....

There are several other characters. Jonathan’s mother and father are loving and good parents. They give Jonathan appropriate responsibilities. They are also generous, welcoming relatives who eat frequently with them. Jonathan’s father is not harsh when he finds his son, but fair. Uncle James is a mature 14-year-old, treating Jonathan kindly and teaching him about animals. Aunt Emma is warm and welcoming. She does things we would expect of an aunt, giving Jonathan cookies and worrying about him when he leaves.

External Details

.....

Mostly Jonathan is a happy, carefree child. But he does experience fear on his journey, because even though he badly wants to see a bear, he respects the danger they pose. He is relieved when he makes it to his Aunt’s house and again when his father finds him on the mountain.

Internal Details

.....

This is a person vs. nature conflict. Jonathan needs to get safely across the mountain and back, but he faces a conflict with the bears to do this. At first the conflict is only within himself—there are no bears on the way to his aunt’s, but Jonathan is afraid there will be. On the way home, he actually encounters the bears, and must save himself until his father and uncles find him.

Conflict

.....

This is a coming-of-age story, of taking the first big step to facing the world on your own. Jonathan must deal with external danger (the bears) and his internal fears and doubts with no one to help him. In the end he does get help, but until that happens he uses his own knowledge, resourcefulness, and intelligence. “Part of growing up is learning to deal with the hardships of life on your own.”

Theme



### Grammar/Mechanics

Today, have your child choose five to ten words to put in the dictionary pages or to add to the word collection. They can be words from this week's reading, from daily life, etc. For extra challenge, aim for ten words and require that one or more be from the book, preferably ones the student didn't know before reading the book.

#### Wednesday's Sentences

1. The hungry bears were dangerous.

*The hungry*

2. Jonathan bravely crossed the hill to Emma's house.

*bravely*

*the*

*Emma's*

3. Jonathan's uncles shot a large bear.

*Jonathan's*

*a*

*large*

### Composition

Your child will write the rough draft of their paper. Do not do this in the Composition Book but instead on scratch paper or on a computer.

By today, your child should have the story completely thought out. Today they just need to reword yesterday's sentences better, adding some external and internal detail. For example, brief descriptions of the characters and settings, indications of characters' emotions, explanations for actions the characters take, etc. Here's how yesterday's work might be fleshed out:

Many years ago, there was a boy named Jonathan who lived with his parents in a cabin by a big hill. Jonathan was eight years old with dark hair and a funny smile. He loved being outside and watching animals. [Additional detail about Jonathan—internal and external]

One day, Jonathan's cousin was going to be christened, so all the aunts and uncles and cousins were coming to Jonathan's house for dinner. Jonathan's mother told him to go over the hill to his Aunt Emma's to borrow her big pot. Jonathan was afraid to go because he thought there were bears on the hill. But his mother said there weren't, and she and his father were too busy to go. [detail about why Jonathan has to go]

The hill still had snow on it and was cold. Jonathan walked fast to keep warm and to get back home before dark. He stopped and fed many of the small animals like birds, rabbits, and squirrels that he loved. That made him feel less afraid of the bears.

Finally he got over the hill and to his aunt's house. [descriptive detail about the setting and internal detail about Jonathan]

Aunt Emma's house was cozy and warm, and Aunt Emma fed Jonathan some cookies. He fell asleep and when he woke up it was almost dark, so he took the pot and left. Carrying the heavy pot, Jonathan trudged up the hill. At the top, he saw bears! He put the pot upside down on the ground and hid under it. The bears came over and sniffed. Jonathan was cold and scared and didn't know what to do. [external detail about the home, internal detail about Jonathan]

Suddenly, he heard voices. It was his dad and uncles! Jonathan called out to them and they called back. The bears also heard, so they left. The men lifted the pot off of Jonathan, and he told them about the bears. The uncles went off with their guns to hunt the bears while Jonathan walked home with his dad. His mother was so happy to see him, and he was so happy to be home. When his uncles returned they all had a delicious dinner together. [additional plot detail, internal detail]

Notice that some things also got dropped. Uncle James no longer appears, and Jonathan going back for the pot is gone. It's fine if your child decides that some initial ideas make things too complex or just don't fit and drops them. Of course, your child's story may not be this long, and that's fine.

## Thursday

### *Literature*

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Read the second chapter of the *Just So Stories*, "How the Camel Got His Hump."

### *Grammar/Mechanics*

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Today is a review of various word types covered so far: the comparative and superlative, compound words, homophones, synonyms, and antonyms. I also review alphabetical order. In the workbook, students are to alphabetize the following in the first column, then match each with its definition in the second column, and give an example in the last column: *synonym, antonym, comparative, superlative, compound word, homophone*

### *Composition*

Answers to Workbook Page

|               |   |   |
|---------------|---|---|
| antonym       | 2 | any pair of antonyms, for example, <i>hot</i> and <i>cold</i> .         |
| comparative   | 3 | any word in the correct comparative form, for example, <i>colder</i> .  |
| compound word | 5 | any compound word, for example, <i>sunrise</i> .                        |
| homophone     | 6 | any pair of homophones, for example, <i>I</i> and <i>eye</i> .          |
| superlative   | 4 | any word in the correct superlative form, for example, <i>coldest</i> . |
| synonym       | 1 | <i>loud, noisy</i> [This example is in the Student Guide]               |

Today your child completes their final draft. (If there is still a lot to do and it would be too stressful to complete the composition today, they can use tomorrow for this as well.)

Review the rough draft together:

1. Is there at least one family member in the story?
2. Are all family members accurately portrayed?
3. Does the story make sense? (It can be fanciful, but still needs to tell some sort of story.)
4. Check for all grammar and mechanics learned so far.

The final draft of the paper should be in the composition book.

Friday

Today is a free day to use however you choose. Finish any unfinished work from the week, review, reread the book, explore some of the ideas below, or simply take a day off language arts.

*Extending the Lesson*

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Read more books by Alice Dalgliesh.

Learn more about bears—the different types, what they eat, why and how they hibernate, how dangerous they actually are.

Make cookies or a stew together.

Jonathan loved to feed the small animals that lived around him. You can find many instructions for making bird and squirrel feeders. Some are complex, but others are quite simple. Find something at a good level for you and make a plan to feed the animals during the winter.