







Date:	Day 1 ₁	Day 2 ₂	Day 3 ₃	Day 4 ₄	Day 5 ₅
History/Geography					
<i>The Usborne Book of World History</i>	pp. 2–3 	pp. 4–5 	pp. 6–7  	pp. 8–9 	
<i>Geography Songs</i>	“Continents and Oceans” Track 32		“Continents and Oceans” Track 32	“Continents and Oceans” Track 32	
Read-Alouds					
<i>Red Sails to Capri</i>	chap. I 	chap. II	chap. III	chap. IV	
<i>The Aesop for Children</i>	“Wolf and the Kid” p. 7		“The Tortoise & the Ducks” p. 8		
<i>Cornstalks: A Bushel of Poems</i>		pp. 6–7		pp. 8–11	
Readers					
<i>Owl at Home</i>	“The Guest” pp. 5–18	“Strange Bumps” pp. 19–30	“Tear-Water Tea” pp. 31–40	“Upstairs and Downstairs” pp. 41–50	
Other Notes					

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Day 1

History/Geography

Reading the History Books Aloud

We encourage you to use the narration method to help your children focus and retain the History material. Narration differs from the classroom method of testing random ideas and may seem strange at first, but we have no doubt you'll come to appreciate it.

In the narration method you'll read the History books together, and then have your children tell you what they remember from the reading. Enjoy hearing all your children have grasped!

The Usborne Book of World History | pp. 2–3

Note to Mom or Dad: Please note the *Usborne Book of World History* does contain some nudity and battle illustrations. If your children are sensitive to this, we recommend you look through the book before you read it with your children. Some parents paint clothes on the people.

To Discuss After You Read

Q: Why are archeologists interested in how deep an item is found on an archeological site?

A: *cities often build on top of older civilizations so archeologists can uncover information about different periods of time*

Geography Songs | "Continents and Oceans" Track 32

We deliberately schedule *Geography Songs* out of order. We begin with the continents, move to the Middle East (where civilization began), and then move to Europe, Russia, Asia, etc. We hope this resource helps you and your children learn more about this wonderful world!

Read-Alouds

Read-Alouds are quality literary works you read to your children. Among all their many qualities, Read-Alouds:

- introduce your children to great literature beyond their personal reading capacity. We have classified most of our Read-Alouds as such (rather than as Readers) because they require greater reading skill than most students at the specific level have normally acquired.
- develop a life-long love of reading. When you read great literature to your children, it creates a thirst to read. They'll begin to think, "I love books! One day I'm going to read books like this!"
- expand your children's vocabulary.
- build important listening skills—including the ability to visualize the meaning of spoken words.

- develop an "ear" for good oral reading.
- develop oral reading skills. Having heard quality oral reading done by you, your children will imitate you.
- give you and your children a context for sharing mutually significant times together.

Read-Alouds differ from Readers in that they require deeper understanding of "the way things are"—in life in general or in a specific area. Others are emotionally charged enough that we figure you ought to be "right there" to help debrief your children.

And then there are those books we've classified as Read-Alouds simply because they're too good to let your children enjoy by themselves. We know you'd feel cheated if you weren't in on the adventure.

Vocabulary Development

We incorporate vocabulary development within the Read-Aloud notes. We pull these vocabulary words from the books you read together.

How to Teach Vocabulary: Find the vocabulary words in **bold** type in a sentence. Read the sentence to your children and see if they can define the word. If they don't know, just explain what the word means to your children. For words that are in **bold** type followed by a colon, define the word for your children as you read the book aloud.

Example:

Vocabulary

... Night came down quickly over the **equatorial** forest ...
(*a rainforest near the equator*)

* * *

mangroves: tropical evergreen trees or bushes that usually grow along the coast.

Red Sails to Capri | Chapter I

Overview

The German writer August Kopisch first revealed the existence of the Blue Grotto (Grotta Azzurra) when he described its extraordinary beauty in August, 1826. Since then the Blue Grotto has become the emblem of the island of Capri; but its history goes back much further. It was well known to the Romans, as proved by antique statues that were found submerged in it back in 1964. This discovery, plus the discovery of remains from an ancient landing place and work on an underground tunnel suggest that the cavern was once visited frequently.

The Capri locals knew about the grotto before Kopisch described it, but they avoided it because they thought witches and monsters inhabited it.

Vocabulary

“The good saints keep us”: a phrase used by Catholics who believe Saints in heaven watch over people on earth and advocate on people’s behalf.

tam: a hat with a tight head band and a wide flat circular crown.

landlubber: a person who lives and works on land, an inexperienced sailor.

wry: twisted to express emotion.

“5 lire times forever”: if the guests continue to pay 5 lire per day to stay at the inn, the Paganos will be rich. In other words, the guests bring good fortune.

To Discuss After You Read

Q: What countries do the three strangers come from and what do they seek?

A: *England—to paint beauty; Denmark—to study; France—a writer, in search of adventure*

Q: Why are guests in the off-season so welcome?

A: *they bring in money and give workers something to do*

Timeline and Map Activities

Please refer to **Section Four** for instructions on how to complete the Timeline and Map Activities. In addition, please read “Why You Will Find Contradictions in History” in **Section Three**.

🌐 *Capri (E5); Naples (E5); Venice (D4); Rome (E4) (map 3)*

The Aesop for Children | “Wolf and the Kid” p. 7

Rationale: We include this book to make children aware of their cultural heritage—of famous stories. We also want them to be aware of stories told to teach a lesson; a moral tale. Please note that for the four-day program we do not schedule every story. Feel free to read the extra stories at your convenience, as bedtime stories or during vacation.

Vocabulary

kid: a young goat.

To Discuss After You Read

Q: How did the Kid avoid being eaten by the Wolf?

A: *he asked the Wolf to pipe him a tune; the shepherd dogs heard it and came back to rescue the Kid*

Readers

We include the Schedule and Notes for the 2nd Grade Readers, if you are using another level of Readers please refer to the Schedule and Notes in your Language Arts Guide or Readers Schedule.

Owl at Home | “The Guest” pp. 5–18

To Discuss After You Read

Q: What did Winter do to Owl’s room?

A: *it blew out the fire, pushed Owl, ran around the room, whirled up the stairs, caused the window shades to flap, froze Owl’s soup, and slammed the door*

Q: **Personification** gives human characteristics to non-humans. Which two characters exhibit personification?

A: *Owl and Winter*

Day 2

History/Geography

The Usborne Book of World History | pp. 4–5

Note to Mom or Dad: These pages contain nudity. Please keep in mind that the people in these civilizations view themselves as clothed. Many of them have not met someone with a western view of dress. They do not wear their few clothes to excite; this is normal dress.

To Discuss After You Read

Q: Why did people settle and farm?

A: *as people farmed and raised animals for food, they had time for other creative works*

Read-Alouds

Red Sails to Capri | Chapter II

Vocabulary

The bell was being rung with both hands now. It **clamored** and clanked. (*made loud sustained noise*)

To Discuss After You Read

Q: Why can’t Michele go to Naples?

A: *there is too much work with the guests, and guests could mean money in the chest (or savings)*

Q: Why would the name Capri, or goat, be appropriate for a mountainous island?

A: *people need to be goat-like to walk the steep island*

Cornstalks: A Bushel of Poems | pp. 6–7

Rationale: Author and illustrator James Stevenson, while never a Caldecott or Newbery Medal winner, has won many significant though lesser awards over the years, such as the *New York Times*’ “Outstanding Children’s Book of the Year” and the “Children’s Choice Award.”

While we find this title delightful, it is quite different than what you might expect a “poetry” book to be.

For one thing, if you think of poetry as rhymes, with stanzas, this book really doesn’t fit. It has few rhymes. It has few words. There is no rollicking Dr. Seuss meter, no Shakespearean order and rhyme. (And there’s no literary nonsense poems like those of famous poet Edward Lear, which we appreciate!)

For another thing, it doesn’t deal much with a child’s experience; it doesn’t deal much with the weather, or pets,

or parents, as sweet children's poetry does. It doesn't deal with horrible cafeteria food, the trauma of the first day of school, the joys of sleeping in on Saturday, or sibling spats, as most modern children's poetry does.

Instead, Stevenson's poems deal with subjects like a used car lot buried under snow, or strange pieces of equipment, or people walking on a city street. These aren't unknown to children—most children have probably observed a used car lot as they drive around town, and most have walked down a city sidewalk—but they aren't as expected as bedtime or Autumn. They are unusual for a children's book.

So without standard appearance, standard rhyme, or standard subjects, this book may be a bit difficult to feel enthusiastic about, at least at first.

It's a bit difficult to defend this book as poetry, if only because poetry is difficult to define. (As one college professor admits, "There's really nothing to define poetry other than that the lines don't extend across the page.")

We feel that poetry makes us look at the world a different way. It invites us, the reader, to see the world through the poet's eyes.

We love these poems because we are constantly surprised by them. Stevenson doesn't look at the world the way we do, and he conveys his experiences with such brevity, and such understated watercolors, that this book delights all readers. We find these poems funny, quirky—a beautiful blend of words and art.

For example, "Surprises."

"I've been attacked by a rooster,
Kicked by a horse, chased by hornets,
And bitten by a seal.
Each time
I was surprised."

If we could finish this, maybe the ending would be: "Animal-inflicted pain really comes unexpectedly." Or, "Thankfully, I've had better surprises, too."

But Stevenson ends with:

"You never know
What's on somebody else's mind."

That's a profound statement. Until the other character acts, there may be no warning of vendetta. (From life: "Until the wife lashes in anger, there was no hint of unhappiness.") And so interesting to have the title be "Surprises," something usually associated with happy things, like birthdays and Christmas.

Is this too mature for young children? It may be. But we suspect most children have an inkling at least of hiding an emotion; of thinking a mean thought. So talk about it. Aren't we thankful we don't usually know everyone else's mean thoughts?

Or take this one:

Why am I happy
that I was born?
Just one reason
(in season):
SWEET CORN!

This one, obviously, rhymes. And, in truth, Stevenson is probably exaggerating. (Or he has a fairly depressing life!) But have you ever had a really sweet bite of corn on the cob, at just the right time of year? It's amazing! Such a treat.

But note how Stevenson conveys the happiness of that bite, the enthusiasm, the transitory pleasure (you can't usually even get sweet corn out of season; it's frozen kernels). In season: enjoy it while you can.

Sure, the same sentiment could be expressed with just, "Sweet corn tastes good!" But the enthusiasm, the catchy rhyme, the glee, would all be lost.

Part of our hope at BookShark™, as you work through the material, is to introduce you to a wide variety of literature. So in our curriculum we have high brow poetry, like Shakespeare, and structured poetry, like Chaucer. We have children's poetry, like Mother Goose, and classic poetry, like most of the books in the mid-level studies (Frost, Keats, Blake, Wordsworth, and so on).

Cornstalks: A Bushel of Poems shows that poetry isn't all like that of Shakespeare's day, or even of the Victorians. Our culture today, and the culture of our children, is different. We express ourselves differently.

Our hope is that a BookShark™ student finds pleasure in these simple, funny, rich poems, and will go on to create—to communicate!—something of beauty.

And we hope that this book of poetry encourages them, a bit, towards that end.

Readers

Owl at Home | "Strange Bumps" pp. 19–30

To Discuss After You Read

Q: Why did Owl have a hard time falling asleep?

A: *he saw two bumps at the foot of his bed*

Q: What were the bumps?

A: *Owl's feet*

Day 3

History/Geography

The Usborne Book of World History | pp. 6–7

Note to Mom or Dad: These pages contain nudity.

To Discuss After You Read

Q: Why does the book highlight Jericho and Çatal Hüyük?

A: *they are two of the oldest towns discovered*

Timeline and Map Activities

🕒 **Jericho established (ca. 8000 BC)**

🗺️ **Çatal Hüyük settled (ca. 6500 BC)**

Read-Alouds

Red Sails to Capri | Chapter III

Vocabulary

kilometer: 1,000 meters; a meter is about 39 inches; a kilometer is a little more than half a mile.

semicircle: a half circle.

bellied: bulged.

To Discuss After You Read

Q: According to Mamma, why does macaroni stick to the bottom of a pan? Is this a reasonable explanation?

A: *it’s jealous and wants all your attention*

The Aesop for Children | “The Tortoise & the Ducks” p. 8

Vocabulary

Jupiter: the ruler of the gods in Roman mythology.

Readers

Owl at Home | “Tear-Water Tea” pp. 31–40

To Discuss After You Read

Q: How did Owl make Tear-Water Tea?

A: *he thought sad thoughts and cried into a tea kettle; he then boiled tea in the salty water*

Q: Were the things Owl cried about really sad?

Day 4

History/Geography

The Usborne Book of World History | pp. 8–9

The ziggurat of Ur was about 21 meters high or about 69 feet and between 6 or 7 stories high.

To Discuss After You Read

Q: Why did Sumer develop?

A: *the people had water and fertile land*

Timeline and Map Activities

 **Sumer (ca. 3500–2500 BC)**

Read-Alouds

Red Sails to Capri | Chapter IV

Vocabulary

The voice, at least, was not **concealed**. (*hidden*)

* * *

Philosophy: the study of human nature and conduct.

To Discuss After You Read

Q: How does Michele view the steps to Anacapri?

A: *at first he thinks they are ugly, but in Lord Derby’s picture they are beautiful—like a stairway to heaven*

Cornstalks: A Bushel of Poems | pp. 8–11

Readers

Owl at Home | “Upstairs and Downstairs” pp. 41–50

To Discuss After You Read

Q: Why did Owl try to be both upstairs and downstairs?

A: *when he was in one of the places, he felt lonely for the other*

Q: Why did Owl sit on the tenth step?

A: *it was right in the middle* ■

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Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
History/Geography					
<i>The Usborne Book of World History</i>	pp. 10–11	pp. 12–13 N	pp. 14–15 ⊕ N		
<i>The Usborne Time Traveler</i>				pp. 98–101 ⊕	
<i>Geography Songs</i>	“Middle East” Track 7		“Middle East” Track 7	“Middle East” Track 7	
Read-Alouds					
<i>Red Sails to Capri</i>	chap. V	chap. VI	chap. VII	chap. VIII	
<i>The Aesop for Children</i>	“The Frogs and the Ox” p. 9		“Belling the Cat” p. 11		
<i>Cornstalks: A Bushel of Poems</i>		pp. 12–13		pp. 14–15	
Readers					
<i>Owl at Home</i>	“Owl and the Moon” pp. 51–64				
<i>Frog and Toad are Friends</i>		“Spring” pp. 4–15	“The Story” pp. 16–27	“A Lost Button” pp. 28–39	
Other Notes					

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Day 1

History/Geography

The Usborne Book of World History | pp. 10–11

To Discuss After You Read

- Q: Why did the Sumerians invent writing (cuneiform)?
A: *for record keeping and trade*

Geography Songs | “Middle East” Track 7

We start with the Middle East since civilization began here.

The song “Middle East” (pages 15 and 16, track number 7) in Geography Songs includes Cyprus and North Yemen as part of the Middle East. This is not correct. Cyprus entered the European Union in May of 2004 (although this does not include the Turkish-held area of “Turkish Republic of Northern Cyprus”). So it is important to note that while your book lists Cyprus in the Middle East, the Republic should more properly be considered European. North Yemen should also be omitted from the song because North and South Yemen merged to become Yemen in 1990, the year that the song book was written.

Read-Alouds

Red Sails to Capri | Chapter V

Vocabulary

“I thought the boat would turn over with his **ravings**.”
(*irrational, incoherent utterings*)

“It’s all my fault,” said Michele **dolefully**. (*woefully; sadly*)

* * *

jackanapes: monkeys, apes.

sirocco: a wind that is so full of dust that it sends everyone indoors.

To Discuss After You Read

- Q: “Monsieur Jacques paced the floor like a caged animal.”
What does this sentence mean?
A: *he walked back and forth in an agitated manner like a restless caged animal that can’t go anywhere*
- Q: According to Signor Pagano what comes with the price of a fisherman’s boat? Does he like his job?
A: *the fish he will catch, his love of the sea, the feel of the wind on his face, the excitement, the danger, and his pride in the haul; yes!*
- Q: How does the cove relate to philosophy according to Herre Nordstrom?
A: *they will find the truth by gaining knowledge*

The Aesop for Children | “The Frogs and the Ox” p. 9

Readers

Owl at Home | “Owl and the Moon” pp. 51–64

To Discuss After You Read

- Q: Why did Owl talk to the moon?
A: *he thought they were friends*
- Q: Why did Owl not want the moon to follow him home?
A: *Owl’s house wasn’t big enough for the moon, and he didn’t have the right food for his guest*

Day 2

History/Geography

The Usborne Book of World History | pp. 12–13

Note to Mom or Dad: These pages contain nudity.

To Discuss After You Read

- Q: State one thing you found interesting about life in Sumer.

Read-Alouds

Red Sails to Capri | Chapter VI

To Discuss After You Read

- Q: What is Angelo’s opinion of a “smart fool”? Why?
A: *there is nothing in the world as dangerous; they will do anything*
- Q: According to Angelo, why do the people of Capri not mention the cove?
A: *due to an old superstition, a solemn pledge to the church, and a great fear of the mysterious cave*

Cornstalks: A Bushel of Poems | pp. 12–13

Readers

Frog and Toad are Friends | “Spring” pp. 4–15

Vocabulary

hibernation: when animals spend the winter sleeping.

To Discuss After You Read

- Q: Why did Frog pull off extra pages from Toad’s calendar?
A: *Frog wanted to spend time with Toad, and Frog figured Toad had slept enough*

Day 3

History/Geography

The Usborne Book of World History | pp. 14–15

Note to Mom or Dad: These pages contain violence and nudity.

To Discuss After You Read

- Q: Why was Egypt a fertile country?
A: *the inundation, or flooding of the farmland brought nutrients and water to an otherwise dry land*
- Q: Describe one thing in Egyptian life that caught your attention.

Timeline and Map Activities

- 🕒 **Egypt first settled (ca. 4000 BC)**
- 🕒 **Egypt united under one King (3200 BC)**

Geography Songs | “Middle East” Track 7

Read-Alouds

Red Sails to Capri | Chapter VII

Vocabulary

“It has **tormented** me for many years.” (*caused suffering*)

* * *

curlicues: fancifully curved figures.

concoction: crudely mixed together.

imbeciles: not smart.

To Discuss After You Read

- Q: Why does Signora Pagano take to bed?
A: *she hopes that by refusing to work in the inn, the men will leave and not go to the cove*
- Q: Why is it important for Signor Pagano to take Michele to the cove?
A: *Papa has a chance to give Michele something precious—an adventure to make him feel brave and important*

The Aesop for Children | “Belling the Cat” p. 11

Vocabulary

porter: a doorkeeper.

To Discuss After You Read

- Q: Why do you think none of the mice wanted to “bell the Cat”?
A: *because if they got near enough to put a bell on the cat, the cat could catch them*

Readers

Frog and Toad are Friends | “The Story” pp. 16–27

To Discuss After You Read

- Q: How could Toad tell that Frog was ill?
A: *Frog was greener than normal*
- Q: What story did Frog tell Toad?
A: *Frog retold the story of Toad as he tried to think of a story; often one’s own stories are the best!*

Day 4

History/Geography

The Usborne Time Traveler | pp. 98–101

Your children will capture the feeling of Egyptian history through this book. It gives your children the flavor of how people lived during this time.

To Discuss After You Read

- Q: Why do we know so much about the Ancient Egyptians?
A: *Egyptians were among the first people to leave behind pictures and writings that described how they lived*
- Q: Why is the desert called the Red Land and the river valley the Black Land?
A: *the desert soil is red in color and the river valley black from the rich soil left behind when the Nile recedes*

Timeline and Map Activities

- 🌐 **Nile River (H8); Thebes (capital) (I9); Egypt (H8); Delta (Nile) (H8)** (map 3)

Geography Songs | “Middle East” Track 7

Read-Alouds

Red Sails to Capri | Chapter VIII

Vocabulary

Signora Pagano looked particularly **joyful**. (*expressing great joy*)

To Discuss After You Read

- Q: What does Mamma mean by: “Sometimes it takes a brave man to run away”?
A: *sometimes it takes more courage to do what is right than to do what is expected of you*
- Q: Why does Angelo decide to go at noon to the cove?
A: *at noon the men’s behavior would not be at all suspicious*

Cornstalks: A Bushel of Poems | pp. 14–15

Frog and Toad are Friends | “A Lost Button”

pp. 28–39

To Discuss After You Read

Q: How did Frog and Toad find the buttons?

A: *they retraced the steps of the walk they had taken and found buttons along the way*

Q: How did Toad apologize to Frog for his temper tantrum?

A: *he sewed the buttons on his jacket as decoration and gave the jacket to Frog* ■

Date:	Day 1 <small>11</small>	Day 2 <small>12</small>	Day 3 <small>13</small>	Day 4 <small>14</small>	Day 5 <small>15</small>
History/Geography					
<i>The Usborne Time Traveler</i>	pp. 102–105		pp. 106–107	pp. 108–109	
<i>The Usborne Book of World History</i>		pp. 16–17			
<i>Geography Songs</i>	"Middle East" Track 7		"Middle East" Track 7	"Middle East" Track 7	
Read-Alouds					
Memorization	Our memorization/public speaking assignment is your child's favorite poem. Once your child has decided on a poem, have them read the poem ten times this week—twice each day.				
<i>Red Sails to Capri</i>	chap. IX	chap. X			
<i>The School Story</i>			chaps. 1–3 🌐	chaps. 4–6 🌐	
<i>The Aesop for Children</i>	"The Eagle and the Jackdaw" & "The Boy and the Filberts" p. 12		"Hercules and the Wagoner" p. 13		
<i>Cornstalks: A Bushel of Poems</i>		pp. 16–19		pp. 20–21	
Readers					
<i>Frog and Toad are Friends</i>	"A Swim" pp. 40–52	"The Letter" pp. 53–64			
<i>Mouse Tales</i>			"The Wishing Well" pp. 6–16	"Clouds" & "Very Tall Mouse and Very Short Mouse" pp. 17–31	
Other Notes					

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Day 1

History/Geography

The Usborne Time Traveler | pp. 102–105

To Discuss After You Read

Q: For what did Egyptians use the Nile?

A: *to water their crops in the hot, dry land and for transportation*

Q: How did peasants pay for the land they farmed?

A: *peasants farmed the land of wealthy landowners and paid for use of the land by giving the landowner part of the food they grew*

Geography Songs | “Middle East” Track 7

Read-Alouds

Memorization | Poem

For the memorization/public speaking assignment your children will memorize their favorite poem. We recommend a poem at least 12 lines long, but no more than 70. Let them choose one that captures their attention—Robert Louis Stevenson writes some particularly good ones. The poem will be due for presentation in Week 8. To start, have them read their poem ten times this week—twice each day. Encourage them to think about the meanings of the words and the poem as a whole. Do they understand it completely?

Red Sails to Capri | Chapter IX

To Discuss After You Read

Q: We are told that “Michele felt as if he had been chasing tomorrows all his life.” What does that mean?

A: *it seemed like he had been waiting for things to happen*

Q: Why does Michele ask if Pietro can come too?

A: *they are brothers of the heart; Pietro didn't go to Naples without him—bringing him along would only be fair*

The Aesop for Children | “The Eagle and the Jackdaw” & “The Boy and the Filberts” p. 12

Vocabulary

jackdaw: a black bird similar to a crow.

filberts: hazelnuts.

To Discuss After You Read

Q: Why did the Kid feel free to speak unkindly to the Wolf?

A: *the Kid knew he was out of the Wolf's reach—he wouldn't say such things if he wasn't in a safe place*

Readers

Frog and Toad are Friends | “A Swim” pp. 40–52

To Discuss After You Read

Q: Did the animals think Toad's bathing suit looked funny?

A: *yes, they all laughed*

Q: Did Toad get upset that the animals laughed?

A: *no, he just walked home*

Day 2

History/Geography

The Usborne Time Traveler | pp. 16–17

Read-Alouds

Memorization | Poem**Red Sails to Capri** | Chapter X

Vocabulary

Even the air they breathed was blue. And their bodies, filled with it, felt light and **buoyant**. (*floating*)

Every ripple was edged with gleaming bubbles; every wave carried with it a trail of **spangles**. (*sparkling or glittering light effects*)

Three by three the boats continued to take their turns, and with every trip the **hilarity** mounted. (*intense laughter*)

To Discuss After You Read

Q: As they traveled to the cove “no one said a word. There was nothing to say. All the talking was over; only doing remained.” What does this mean?

A: *all the plans had been discussed, now they just needed to carry them out*

Q: All three men came to Capri for something. What did they each find in the cave?

A: *adventure, beauty, and truth*

Q: Of what was the journey just the beginning?

A: *a huge tourist industry: people have come by the hundreds and thousands from all over the globe to see one of the most beautiful places in all the world*

Cornstalks: A Bushel of Poems | pp. 16–19

Readers

Frog and Toad are Friends | “The Letter” pp. 53–64

To Discuss After You Read

Q: Why was Toad sad when he waited for the mail?

A: *because Toad never got any mail*

Q: How did Frog show he is a very good friend?

A: *when Toad said he was sad that he never got any mail
Frog sent him a letter*

Day 3

History/Geography

The Usborne Time Traveler | pp. 106–107

To Discuss After You Read

Q: Describe an Egyptian party.

A: *guests gathered in the central hall. Married couples sat together, but single boys and girls had to sit apart. Egyptians did not use forks and knives. Instead they ate with their fingers, which they washed in bowls of water*

Geography Songs | “Middle East” Track 7

Read-Alouds

Memorization | Poem

The School Story | Chapters 1–3

Vocabulary

There was just a trace of **sarcasm**, but Zoe heard it loud and clear. (*use of caustic or stinging remarks*) [chap. 3]

Zoe shook her head and put on an air of **superiority**. (*surpassing in excellence or worth*) [chap. 3]

* * *

bodega: a wine shop. [chap. 1]

To Discuss After You Read

Q: According to the author, all writers are first what? [chap. 2]

A: *readers*

Q: What did Natalie do to teach herself to write? [chap. 2]

A: *she would imitate her favorite authors*

Q: Why does Natalie think she couldn't get her book published? [chap. 3]

A: *there are too many writers with manuscripts already*

Timeline and Map Activities

📍 Hudson River (D10); New York City (D11) (map 2)

The Aesop for Children | “Hercules and the Wagoner” p. 13

Vocabulary

Hercules: a hero of Roman mythology known for his great strength.

Readers

Mouse Tales | “The Wishing Well” pp. 6–16

To Discuss After You Read

Q: Why does Papa tell seven tales?

A: *one for each of his children*

Q: How did the mouse solve her problem with the wishing well?

A: *she put a pillow in the well and then threw in her penny*

Day 4

History/Geography

The Usborne Time Traveler | pp. 108–109

To Discuss After You Read

Q: The book states that “temples were like small cities.” Explain what that means.

A: *they had workshops, a school, a library, and storerooms; scholars and scribes worked at the temple copying and studying important scrolls; sons of temple officials attended the temple school, where they learned to read and write*

Geography Songs | “Middle East” Track 7

Read-Alouds

Memorization | Poem

The School Story | Chapters 4–6

Vocabulary

morgue: a place where bodies are kept until they are released for burial. [chap. 6]

To Discuss After You Read

Q: List some of the ways Natalie traveled safely in the busy city of New York. [chap. 4]

A: *if she got in trouble she was to talk to a policeman or a woman with kids; she knew how to call collect and 911; she carried a whistle, extra money, and a cell phone; and she had extra people to call in case of an emergency*

Q: What resources does Natalie use to look up Ted Geisel? [chap. 4]

A: *a dictionary and an encyclopedia on the computer*

Q: What is a pseudonym? [chap. 5]

A: *sometimes called a pen name, a name an author makes up to keep his or her real name private*

Timeline and Map Activities

📍 Manhattan (D11); California (E1); Illinois (D8); Texas (F5); Florida (G8) (map 2)

Readers

Mouse Tales | “Clouds” and “Very Tall Mouse and Very Short Mouse” pp. 17–31

To Discuss After You Read

Q: Why did the mouse and his mother look at the clouds?

A: *to see pictures that the clouds formed*

Q: Why did the little mouse decide to stop looking at the clouds?

A: *he thought he saw a cat in the clouds and that scared him*

Q: Did Very Tall Mouse and Very Short Mouse view the world in the same way?

A: *no, Very Tall Mouse saw things that were high up and Very Short Mouse saw things near the ground*

Q: How did the two mice share the same view?

A: *Very Tall Mouse picked up his friend and they both got to enjoy the rainbow* ■