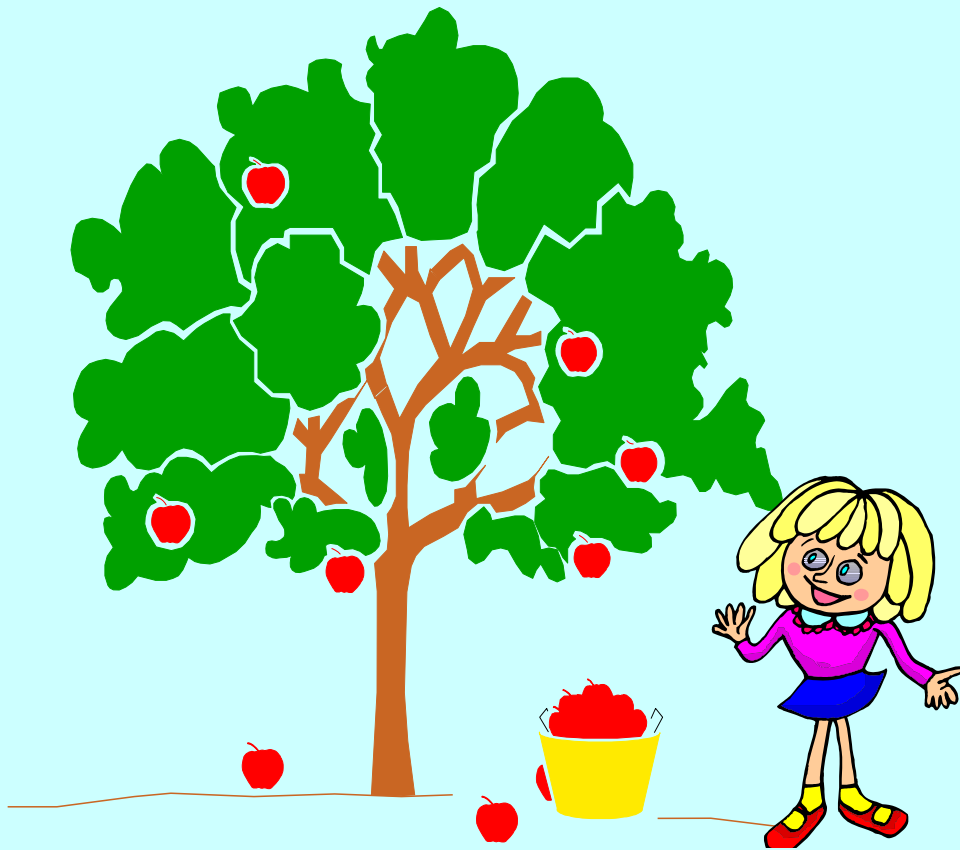


Ida B . . . and Her Plans
*to Maximize Fun, Avoid Disaster,
and (Possibly) Save the World*

by - Katherine Hannigan

NOVEL STUDY



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Ida B

by - Katherine Hannigan

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(**Ch7, 8, and 19** would still require individual response printouts)

Word Search for vocabulary - - - - page 12

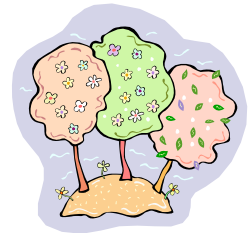
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- The **writer's style**, somewhat lyrical, and at times resembling stream of consciousness, has a beautiful flow that gets lost if some of the chapters are broken into parts. I recommend, after the first three or four chapters, that multiple chapters be read in a single period, undisturbed by discussion or writing. That would allow the full impact of the words to settle in before students start answering questions either as class discussion or in writing.
- Students may keep a **journal** on their own lined, notebook paper. Journal topics are on a separate page, giving the teacher options on how to use them. There is an instruction on that page that requires students to choose 20 topics. If you wish them to write to a different number of them, you'll need to change that number.

For the journal topics - have students first copy the quote.

Discuss the purpose of keeping a journal - whether a personal daily one, a specific topic like a trip or a book, or any other occasion.

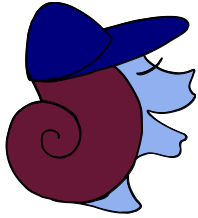
Talk about "getting into" the story, or the mind and thinking process of any of the characters.

Remind class, there is no right or wrong response, as long as it shows thought and effort.

Here are a few **prompts** for possible student journal responses to a novel:

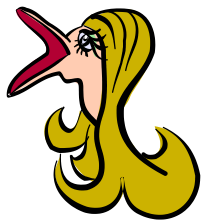
- *thoughts you'd like to share with the speaker of a quote (could be in a letter format)*
- *your interpretation of a statement or event*
- *the thought or event as viewed from the perspective of another character in the story*
- *how you agree or disagree with a statement, and your reasons*
- *experiences that you have had that show your empathy for a situation*
- *questions you might want to ask a character or the author*
- *answers to questions, adding examples when possible*
- *comparison with another event in the story or in your own life*
- *prediction(s) for the future*
- *random memories/thoughts that "pop" into your head*

Here are a few **prompts** for possible student JOURNAL RESPONSES to a novel:



- *thoughts you'd like to share with the speaker of a quote (could be in a letter format)*
- *your interpretation of a statement or event*

- *the thought or event as viewed from the perspective of another character in the story*
- *how you agree or disagree with a statement, and your reasons*



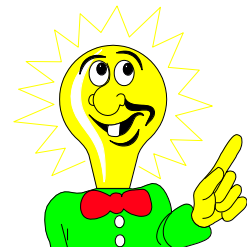
- *experiences that you have had that show your empathy for a situation or character*
- *questions you might want to ask a character or the author*

- *actions or thoughts that surprise you and your reasons*
- *contradictions that go against what has happened or been said earlier in the story*



- *answers to questions, adding examples when possible*
- *comparison with another event in the story or in your own life*

- *prediction(s) for the future*
- *random memories/thoughts that "pop" into your head*



- **Illustration** opportunities abound in this novel and will let students show how they imagine a particular scene. I've included several illustration pages for use at your discretion.

- The **study questions** are in two formats:

A. Class set format, with graphic organizers and charts intended for individual or group use. This uses a LOT less copier paper. *Note:* You do have to run off a copy of Ch. 7, Ch. 8, and Ch. 19 for each student to write on.

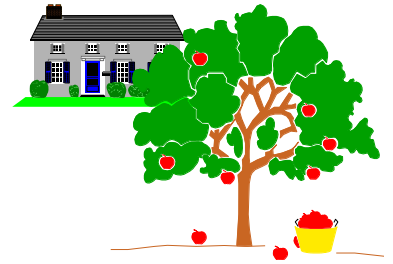
Some questions could be answered and discussed aloud in class; others could be marked with a star, indicating "answer in writing on your own paper".

B. Individual response format, with lines for students to write directly on the page.

Note: I had too many questions originally and when I was about mid-way in the novel. I edited the remaining chapters and then went back and pared down the number of questions for future use. It was overwhelming the flow of the story.

- In several places in this unit students will be writing quotations. Consequently, I've included a short lesson for the use of punctuation in quotations.

by - Katherine Hannigan



abiding - enduring; continuing

commotion - civil unrest; excited confusion

compromise - settle by each side giving in somewhat

deteriorate - become worse in quality over time

dilemma - two equally unsatisfactory choices

discreetly - with careful judgment

engulfing - flowing over and covering

ferocious - extremely fierce or brutal

fierce - violently aggressive or active

foe - enemy or adversary

forlorn - sad and lonely

formidable - discouraging because of awesome size or strength

humiliation - state of being in a low position in other people's eyes

indignant - angry due to an unjust feeling

molasses - thick, dark brown syrup

pelted - struck with multiple blows, as with stones

perseverance - continuing on despite set backs

pondering - mentally reviewing or thinking about

predicament - difficult, perplexing situation

resolve - deal with a problem successfully

retaliation - revenge

retribution - receiving punishment or reward for an action

vicinity - general area; neighborhood

vileness - disgustingly bad

vivacious - lively attractiveness

Ch 1 (p.1)

1. As the story began, where were Ida B and her parents, and what were they doing
2. "C'mon out and play . . . hurry up," the brook called through the screen. What did Ida B think about the speed of things in the kitchen?
3. Write three characteristics you've learned so far about Ida B's personality.

Ch 2 (p.5)

1. How had Ida B planned to spend her time that day by the brook? . . . in the orchard?
2. In what ways did Ida B consider the orchard trees like friends?
3. How were the trees different that day?
4. What did Viola ask Ida B?
5. What rumor had Paulie T. heard?
6. To avoid answering her, what did the brook say to Ida B? Where did he send her?
7. As Ida B sat in the old tree as if on her Daddy's lap, what did the old tree tell her?
8. In her own mind that night, what did Ida B decide about what she heard from nature?

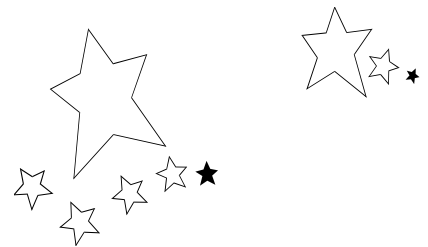


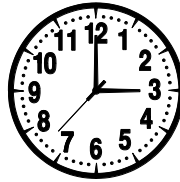
Ch 3 (p.17)

1. How did the brook and trees reflect Ida B's own feelings when she was called home?
2. Which of Ida B's projects caused her discomfort?
3. What was there about Ida B that scared her parents? Where did they take her?
4. When her mom and dad learned what Ida B had done to her face, what did they do to her? What do you think of her parents?

Ch 4 (p.27)

1. Describe the setting for most of this chapter?
2. Why did Ida B keep saying, "Yes, Daddy?"
3. What opinion did Ida B have of her father?
4. When Daddy said, "We are the earth's caretakers, Ida B," how did she show him respect? In your opinion why didn't she show her usual impatience?
5. How did Ida B let Daddy know, more than just listening, that she had actually thought about what he'd said?





PLEASE DO NOT
WRITE ON THIS PAPER.

Ch 5 (p. 34)

1. What was it about Ida B and her life that caused her to want to eat the same thing everyday for breakfast and lunch?
2. Describe Ida B's education . . . in the mornings . . . in the afternoons.
3. Did this education system work for her? Write a quote that validates your answer.
4. How was Ida B's relationships with the rock similar to that of the brook and trees? How were they different?

Ch 6 (p. 41)

1. How did Ms. Myers' facial expression give Ida B a clue of things to come?
2. What confusion did Ida B feel she'd have when Ms. Myers called out, "Ida"? In addition, what did she think she might lose after many days?
3. When Ida B asked the teacher "*when is it 'time'?*" what would Ida B have done with that information if the teacher had shared it?
4. How did Ida B manage to remain polite throughout the first day?
5. How did Mama react to Ida B's recitation of her day at school and her dislike of all the rules?
6. Compare Ida B's answer to her mother, with her own inward thoughts.

Ch 7 (p. 52) Use the graphic organizer the teacher gives you.

Ch 8 (p. 59) Use the chart the teacher gives you.

Ch 9 (p. 65)

1. Write the question and its answer, that let the reader know Ida B now realized how serious Mama's illness was.
2. Ida B didn't understand Mama's answer. What do you think Mama meant?
3. Describe the three week cycle for Mama's chemotherapy . . . at its worst, and . . . toward the end of the cycle.
4. As Ida B sat crying behind her bed, what truth was part of the reason for her tears?

Ch 10 (p. 72)

How did Ida B's emotions sort of go on a rollercoaster ride in this chapter?

1. One August day -
 2. A couple of days later at dinner -
 3. Splashing in the water -

Ch 11 (p. 78)

1. What dispiriting news did Daddy give Ida B about Alice, Harry, Bernice, and Jacques Cousteau? How did Ida B react?
2. What was Daddy's "school news"? What were his two reasons? How did Ida B react?
3. Would it have done any good to complain to Mama? What did Daddy do that surprised both of them and Rufus? What do you think Daddy felt at that moment?

Ch 12 (p. 86)

1. What part of her body did Ida B feel being transformed? Where was the transformation really taking place?
2. As she resolved herself to going to school, knowing how sick her mother was, did Ida B have a positive attitude? Quote a sentence that supports your answer.
3. As she usually did, Ida B went to one of her nature friends to "talk." How was this talk and her actions different than the previous time?

Ch 13 (p. 90)

1. What color would symbolize Ida B's mood the following morning? What do you usually associate that color with?
2. Ida B literally had to fight her own emotions in order to stay angry. What happened that nearly softened her hardened heart?
3. Ida B had decided to not like Mama anymore. What emotion of her own was Ida B trying to cope with? What inner thoughts do you think Mama was trying to cope with?

Ch 14 (p. 94)

1. How were the weather and Ida B's mood similar?
2. What made Ida B think that others could sense her mood?
3. What name did Ida B give the office clerk? How well did that name fit with Ida B's attitude that morning?



Ch 15 (p. 100)

1. What were two of the things Ida B seemed to like about Room 130?
2. What did Ida B's heart stop her from feeling?
3. At recess, why wasn't Ida B playing with anyone?
4. Ida B seemed to like Ms. Washington. What was keeping her from showing it?



Ch 16 (p.109)

1. Getting off the school bus, Ida B thought, "*I was full up with foulness again.*" Who did she not want to see? What did she mostly not want to do?
2. Where did Ida B think would be the best place to go? How was that different from when she had problems earlier in the story?
3. Whose voice called to her? What standard question did she get asked? If Ida B had been honest, what would she have said?
4. Knowing Ida B, what would she probably do in her room?

Ch 17 (p.117)

1. Describe the facial expression Ida B used to show her emotions as she watched the bulldozers? What thought went with that?
2. What sounds caused her the most anguish?
3. Why didn't Ida B go to the orchard when Daddy said to "*find something to do*"?
4. In Ida B's new plan, how did she visualize the school, students, and teachers? Who was she kindest to in that visualization? Who was she the hardest on?
5. What were Ida B's "*masterpieces of terror*"?
6. What was Ida B's goal? Was it likely to work? Explain.

Ch 18 (p.128)

1. Outside, how did Ms. Washington continue trying to wear down Ida B?
2. Inside the classroom, what sounds did Ida B enjoy after lunch?
3. What activities did Ida B do in her room secretly? Why the secrecy?
4. Ida B figured Ms. W. was cooking up something? Was she right? Explain.

Ch 19 (p.134) Use the page for "**Ronnie's Narrative**" that the teacher gives you.

Ch 20 (p.143)

1. What was Ms. Washington's first announcement? How did the students react?
2. Describe Ms. Washington's voice.
3. When Ms. Washington asked Ida B to read aloud, Ida B was scared. Write the quote that shows how her body felt.
4. As Ida B started to read, what did she do in her mind that helped put aside her fear?
5. How did the other students react to Ida B's "*guest*" role? How did Ida B feel about it?
6. In your opinion, was Mrs. Washington really sick? Explain your answer.

Ch 21 (p.153)

1. "O.K.," Ida would mumble when her parents asked about school. Why was it difficult this particular day to give her standard answer?
2. Which part of Ida B stubbornly continued holding back happiness? What do you think of her thought that, ". . . *nothing was right in my family or in my valley?*"
3. Why was Ida B trying to avoid dinner?
4. What surprised Daddy and caused him to stare? How did Mama react?
5. What did Ida B yearn for? Who was stopping her?
6. Write a quote that explains what Ida B thought her relationship with her parents was like.

Ch 22 (p.161)



1. Ida B noticed the new family, whom she referred to as "*intruders.*"
If she still hadn't been so full of anger, how would things have been different . . .
. . . when she saw that the girl was Claire?
. . . when the family found the notes?
. . . when Claire said, "Ida?"
. . . as Ida B walked home?
2. What words of Claire's bothered Ida B the most? Why?
3. Ida B kept repeating, "*I won . . . I won.*" What had she won?

Ch 23 (p.171)



1. Ida B made a document for the family members to sign.
 - A. The first promise was "*no more selling of land.*" Had selling the land been easy for her father to do? Explain.
 - B. Another promise would have been "*no more cutting of trees.*" Who had cut down the trees? What choice did her parents have in that matter?
 - C. ". . . *or sending children to school against their will . . .*" If Ida B had her choice at this point, explain whether you think she'd choose to never go back to school.
2. At dinner, before Ida B could hand her parents the document, what did they propose? How did Ida B's voice and body reveal her emotional response to her parents' proposal?
3. How did parts of Daddy's body change, showing he was trying to control his anger as he answered Ida B? In your opinion, which one of his sentences expressed his feelings best?
4. What did Mama say that probably was the best expression of what had been happening since she had gotten sick?

Ch 24 (p.183)

1. What was Ida B prepared for at school that morning? Which of those awful things happened?
2. Was Ida B glad recess was near? Why?
3. While Ida B stayed alert all afternoon, how did Claire take revenge on her? What do you think of Claire?
4. What did Ida B mean that, "*Claire was not cooperating?*"

Ch 25 (p.192)



1. What big question started cleverly bothering Ida B?
2. Ida B thought about reading aloud in class again. What reaction did she expect from the other students when she made the story "*come alive*"?
3. What conclusion did Ida B suddenly come to for her earlier expectation? As a result, what answer did she give Ms. Washington?
4. Why did Ida B probably enjoy Patrice's reading?

Ch 26 (p.198)

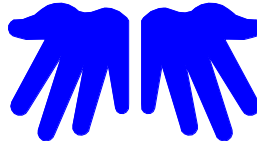
1. Through her questions to Ms. Washington, what was Ida B starting to admit about herself?
2. How did Ms. Washington's answers give Ida B confidence to continue?
3. What was happening to Ida B's heart as she talked to Ms. Washington?
4. What was Ms. Washington's short solution to the experience she was remembering through Ida B's questions?
5. How did Ida B feel about what Ms. Washington had said? How do you know?

Ch 27 (p.205)

1. What was Ida B's new plan? Where did she think was the best place for her plan?
2. Why did Ida B need a "plan"? Why didn't she just go up to Claire and apologize?

Ch 28 (p.210)

1. On Thursday morning, what happened to Ida B's plan?
2. How successful was she in the afternoon?
3. Where were both girls when they finally were "alone"? What happened to Ida B's plan to apologize?
4. What "plan" would you suggest to Ida B?



Ch 29 (p.217)

1. As she saw the De Luna's car, Ida B knew what she had to do. But first, what did she know she should NOT do?
2. As she approached Claire, why were Ida B's hands held out, palms up?
3. As Ida B apologized, how did Claire and her brother react?
4. In your opinion, why did none of the De Lunas say something back to Ida B?
5. What did Ida B expect would happen as she walked toward home? What happened instead?

Ch 30 (p.222)

1. Once Ida B decided there were more apologies needed, where did she go?
2. What response did she get from the trees after she said, "I miss them, too?"
3. How did Ida B get the trees to start talking to her again? In reality, what was she doing for herself?
4. Compare Ida B and Paulie T.
5. Of the next two apologies she made, which got a quick response?
6. How did the old tree "talk" to Ida B? What did it let her know? What was Ida B's response to the tree?

Ch 31 (p.232)

1. Did Ida B's relationship with Claire change after her apology? Explain.
2. What was different about Ida B's usual response to Ms. W. at recess?
3. Ida B wondered if Ronnie kept asking her to play dodgeball "*because his brain had a hard time learning when to take 'NO' for an answer.*" What do you think was Ronnie's reason for continually asking Ida B to play?
4. How did dodgeball affect Ida B's self-image? Why?

Ch 32 (p.237)

1. How was the setting similar to the beginning of the novel?
2. "All right, Mama." How did those three words help set things right again?
3. "All right, Daddy." What familiar activity did Ida B agree to?
4. As Daddy caught Ida B so that she didn't fall, who said, "*I'm sorry?*" How was it said?
5. What message was Ida B giving Daddy when she touched his shoulder, looked into his eyes, and nodded twice?
6. "Good night," Ida B and the world said to each other. What did those simple words mean now for Ida B?



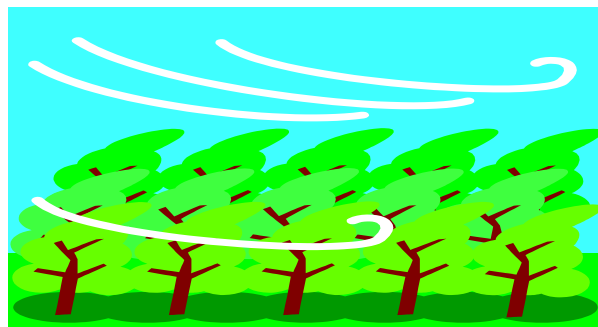
by - Katherine Hannigan

Locate and circle the following vocabulary words in the word search.

- | | | | | |
|-------------|------------|-------------|--------------|-------------|
| abiding | discreetly | forlorn | pelted | retaliation |
| commotion | engulfing | formidable | perseverance | retribution |
| compromise | ferocious | humiliation | pondering | vicinity |
| deteriorate | fierce | indignant | predicament | vileness |
| dilemma | foe | molasses | resolve | vivacious |

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i b t n e l l e e c x e f o r m m i d i b l e s
r u m ☼ r c s i d f o r m i d a b l e l e p n t
t l n o i t o m m o c s c s s a ☼ m t d e t i r
n p o f l y l e e t t n e m a c i d e r p c t e
o a o n r a t r e t r i b u t i o n r p i i i m
i t o n m i s c r e t n a n g i d n i e n v c e
t s i s d ☺ r s s e e s e i s e l u o r i g e d
a ☼ u e n e l o e f c c d m t e n g r s t n h n
i g p o i i r c d s n o e l f e r o a e c i u o
l n s f i v l i o s a m e l o i f y t r u o m u
a i h s u c l m n u r p r n y l t e e r c s i d
t f u e e e a o n g e r o c o m a s ☺ v u i l s
e l m d m n c v i o v o t o r p o b e o i d i n
r u l m b r e t i n e m r o f l r c i e g b a i
s g a n e r a l a v s i v ☼ v i e c n d n a t a
i n r o l r o f i i r s f e b f o i d n a t i i
d e i p ☺ i t a l v e e v o m r e l e c n ☺ o n
e y t i n i c i v r p m o c e f r a b i d i n g
n g u l f f i n g o m s s f e o e t a l i t i o
  
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Ida B

Your Name _____

by - Katherine Hannigan



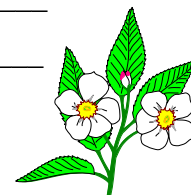
Ch 1 (p. 1)

1. As the story began, where were Ida B and her parents, and what were they doing?

2. "C'mon out and play . . . hurry up," the brook called through the screen. What did Ida B think about the speed of things in the kitchen? _____

3. Write characteristics you've learned so far about Ida B's personality.
 - a. _____
 - b. _____
 - c. _____

Ch 2 (p. 5)



1. How had Ida B planned to spend her time that day . . .
... by the brook? _____
... in the orchard? _____
2. In what ways did Ida B consider the orchard trees like friends? _____

3. How were the trees different that day? _____
4. What did Viola ask Ida B? _____
5. What rumor had Paulie T. heard? _____
6. To avoid answering her, what did the brook say to Ida B? _____
_____ Where did he send her? _____
7. As Ida B sat in the old tree as if on her Daddy's lap, what did the old tree tell her?

8. In her own mind that night, what did Ida B decide about what she heard from nature?


Ch 3 (p. 17)

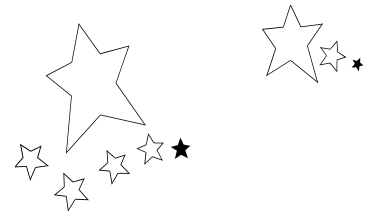
1. How did the brook and the trees reflect Ida B's own feelings when she was called home? _____
2. Which of Ida B's projects caused her discomfort? _____

Ch 3 continued

3. What was there about Ida B that scared her parents? Where did they take her?

4. When her mom and dad learned what Ida B had done to her face, what did they do to her? What do you think of her parents? _____

 Ch 4 (p. 27)




1. Describe the setting for most of this chapter? _____

2. Why did Ida B keep saying, "Yes, Daddy?" _____

3. What opinion did Ida B have of her father? _____

4. When Daddy said, "We are the earth's caretakers, Ida B," how did she show him respect? _____ In your opinion why she didn't show her usual impatience? _____

5. How did Ida B let Daddy know, more than just listening, that she had actually thought about what he'd said? _____


 Ch 5 (p. 34)

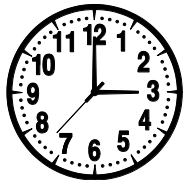
1. What was it about Ida B and her life that caused her to want to eat the same thing everyday for breakfast and lunch? _____

2. Describe Ida B's education . . .
... in the mornings. _____
... in the afternoons. _____

3. Did this education system work for her? _____ Write a quote that validates your answer. _____

4. How was Ida B's relationships with the rock similar to that of the brook and trees? How were they different? _____

 Ch 6 (p. 41)



1. How did Ms. Myers' facial expression give Ida B a clue of things to come?

2. What confusion did Ida B feel she'd have when Ms. Myers called out, "Ida"? _____
_____ In addition, what did she think she might lose after many days? _____
3. When Ida B asked the teacher "when is it 'time?'" what would Ida B have done with that information if the teacher had shared it? _____
4. How did Ida B manage to remain polite throughout the first day? _____


5. How did Mama react to Ida B's recitation of her day at school and her dislike of all the rules? _____
6. Compare Ida B's answer to her mother, with her own inward thoughts. _____

Ch 7 (p. 52)

Use the graphic organizer the teacher gives you.

Ch 8 (p. 59)

Use the chart the teacher gives you.

 Ch 9 (p. 65)

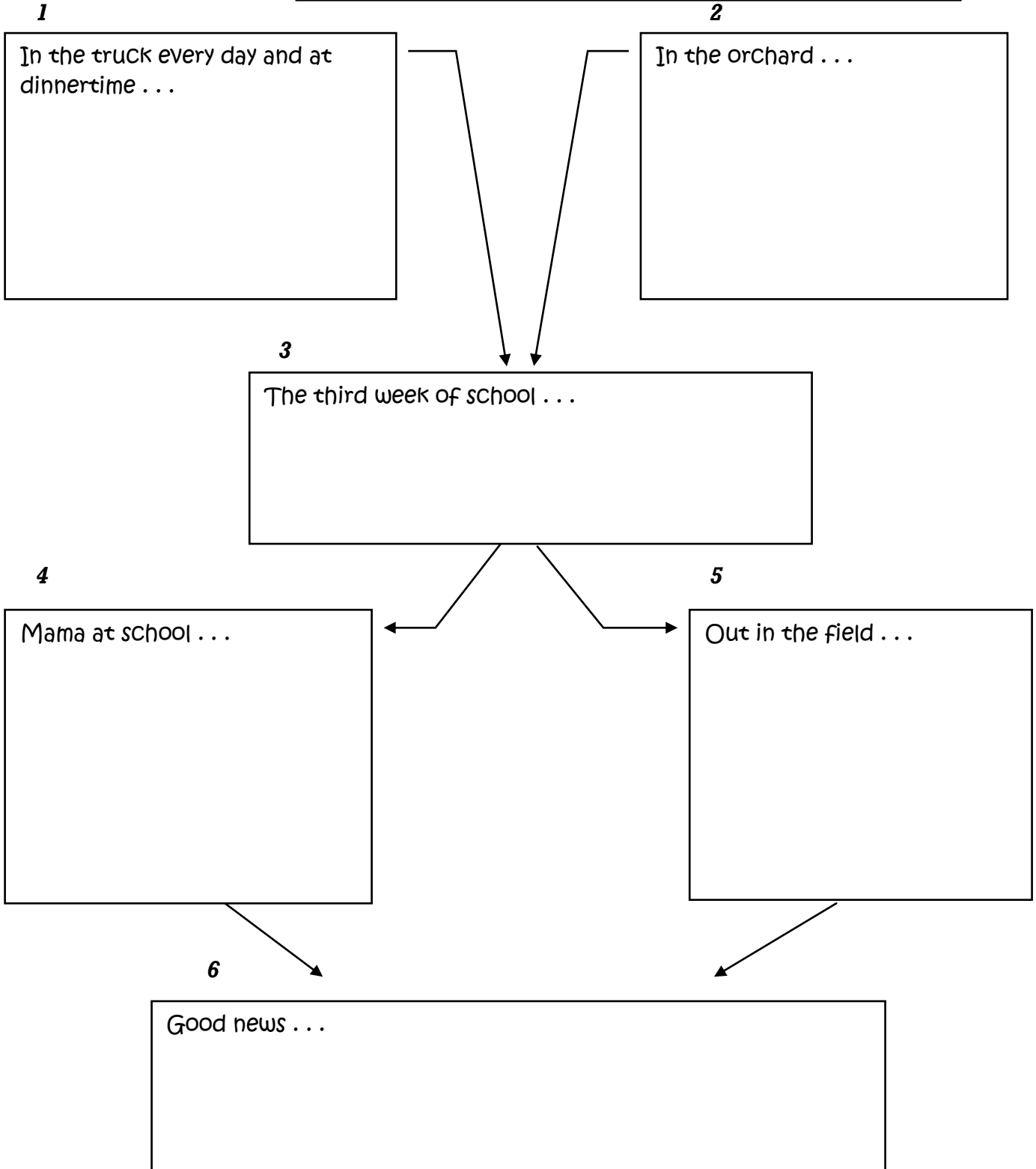
1. Write the question and its answer, that let the reader know Ida B now realized how serious Mama's illness was.
... Ida B asked, " _____"
... Mama answered, " _____"
2. Ida B didn't understand Mama's answer. What do you think Mama meant? _____

3. Describe the three week cycle for Mama's chemotherapy . . .
... at its worst. _____

- ... toward the end of the cycle. _____

4. As Ida B sat crying behind her bed, what truth was part of the reason for her tears?

Fill in the boxes with more information from the events in this chapter. Include emotions and other descriptive phrases. Add small illustrations if you choose.





1. After reading this chapter, create a conversation Ida B *might* have had with the trees in the orchard after listening to her parents in the kitchen.

As you create the conversation, think about Ida B's personality and also the personalities she had given the trees in Chapter 2.

<i>Ida B</i>	<i>The Trees</i>
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Paulie T. sneered, "We tried to prepare you</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Viola whispered, "</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Gertrude murmured, "</p> <p>.....</p> <p>.....</p> <p>.....</p>


2. With her **allegory** - a story that explains a general truth using fictional characters - **Ida B meant**, ". . . that even when you think you're in heaven, you need to stay alert and have a plan."

In **your own words**, what did the allegory about the snake mean to you?

.....

.....

.....

 Ch 10 (p. 72)

How did Ida B's emotions sort of go on a rollercoaster ride in this chapter ?

Splashing in the water . . .

One August day . . .


1

3

2

A couple of days later at dinner . . .




 Ch 11 (p. 78)

1. What dispiriting news did Daddy give Ida B about Alice, Harry, Bernice, and Jacques Cousteau? _____

 How did Ida B react? _____
2. What was Daddy's "school news"? _____


 What were his two reasons? _____

 How did Ida B react? _____
3. Would it have done any good to complain to Mama? _____ What did Daddy do that surprised both of them and Rufus? _____
 What do you think Daddy felt at that moment? _____


 Ch 12 (p. 86)

1. What part of her body did Ida B feel being transformed? _____
Where was the transformation really taking place? _____
2. As she resolved herself to going to school, knowing how sick her mother was, did Ida B have a positive attitude? _____ Quote a sentence that supports your answer.


3. As she usually did, Ida B went to one of her nature friends to "talk." How was this talk and her actions different than the previous time? _____

 Ch 13 (p. 90)

1. What color would symbolize Ida B's mood the following morning? _____
What do you usually associate that color with? _____
2. Ida B literally had to fight her own emotions in order to stay angry. What happened that nearly softened her hardened heart? _____
3. Ida B had decided to not like Mama anymore. What emotion of her own was Ida B trying to cope with? _____ What inner thoughts do you think Mama was trying to cope with? _____


 Ch 14 (p. 94)

1. How were the weather and Ida B's mood similar? _____
_____ What made Ida B think that others could sense her mood? _____
2. What name did Ida B give the office clerk? _____
How well did that name fit with Ida B's attitude that morning? _____

 Ch 15 (p. 100)

1. What were two of the things Ida B seemed to like about Room 130? _____


2. What did Ida B's heart stop her from feeling? _____
3. At recess, why wasn't Ida B playing with anyone? _____
4. Ida B seemed to like Ms. Washington. What was keeping her from showing it?

 Ch 16 (p. 109)



1. Getting off the school bus, Ida B thought, "*I was full up with foulness again.*" Who did she not want to see? _____
 What did she mostly not want to do? _____
2. Where did Ida B think would be the best place to go? _____
 How was that different from when she had problems earlier in the story? _____

3. Whose voice called to her? _____ What standard question did she get asked?
 _____ If Ida B had been honest, what would she have said? _____
4. Knowing Ida B, what would she probably do in her room? _____

 Ch 17 (p. 117)

1. Describe the facial expression Ida B used to show her emotions as she watched the bulldozers? _____ What thought went with that? _____
2. What sounds caused her the most anguish? _____

3. Why didn't Ida B go to the orchard when Daddy said to "*find something to do*"? _____

4. In Ida B's new plan, how did she visualize . . .
 . . . the school? _____
 . . . students? _____
 . . . teachers? _____
 Who or what was she kindest to in that visualization? _____
 Who or what was she hardest on? _____
5. What were Ida B's "*masterpieces of terror*"? _____

 Where was she going to put her masterpieces? _____

6. What was Ida B's goal? _____
 Was it likely to work? _____ Explain. _____

Ch. 19

"Ronnie's Narrative"

Tell what happened in this chapter, from the perspective of Ronnie DeKuyper.
Finish each sentence starter, and then add at least two sentences to each paragraph.

I was having a hard time learning multiplication, and then one day at school

.....
.....
.....
.....
.....

I thought about what she asked


.....
.....
.....
.....
.....

She said, "All right, " and

.....
.....
.....
.....
.....

I didn't want to keep losing so I

.....
.....
.....
.....
.....

 Ch 18 (p. 128)


1. Outside, how did Ms. Washington continue trying to wear down Ida B? _____

2. Inside the classroom, what sounds did Ida B enjoy after lunch? _____

3. What activities did Ida B do in her room secretly? _____
_____ Why the secrecy? _____

4. Ida B figured Ms. W. was cooking up something? Was she right? _____ Explain.

Ch 19 (p.134) Use "**Ronnie's Narrative**" that the teacher gives you.


 Ch 20 (p. 143)

1. What was Ms. Washington's first announcement? _____
_____ How did the students react? _____

2. Describe Ms. Washington's voice. _____
3. When Ms. Washington asked Ida B to read aloud, Ida B was scared. Write the quote that shows how her body felt. _____

4. As Ida B started to read, what did she do in her mind that helped put aside her fear?

5. How did the other students react to Ida B's "guest" role? _____
_____ How did Ida B feel about it? _____
6. In your opinion, was Mrs. Washington really sick? _____ Explain your answer.

 Ch 21 (p. 153)


1. "O.K.," Ida would mumble when her parents asked about school. Why was it difficult this particular day to give her standard answer? _____

Ch 21 continued

- 2. Which part of Ida B stubbornly continued holding back happiness? _____
What do you think of her thought that, ". . . *nothing was right in my family or in my valley?*" _____
- 3. Why was Ida B trying to avoid dinner? _____

- 4. What surprised Daddy and caused him to stare? _____

- How did Mama react? _____
- 5. What did Ida B yearn for? _____
_____ Who was stopping her? _____
- 6. Write a quote that explains what Ida B thought her relationship with her parents was like. _____

 Ch 22 (p. 161)



- 1. Ida B noticed the new family, whom she referred to as "*intruders.*" If she still hadn't been so full of anger, how would things have been different . . .
. . . when she saw that the girl was Claire? _____


. . . when the family found the notes? _____

. . . when Claire said, "Ida?" _____

. . . as Ida B walked home? _____

- 2. What words of Claire's bothered Ida B the most? _____ Why?

- 3. Ida B kept repeating, "*I won . . . I won.*" What had she won? _____

 Ch 23 (p. 171)



1. Ida B made a document for the family members to sign.
 - A. The first promise was "*no more selling of land.*" Had selling the land been easy for her father to do? _____ Explain. _____

 - B. Another promise would have been "*no more cutting of trees.*" Who had cut down the trees? _____
What choice did her parents have in that matter? _____


 - C. ". . . or sending children to school against their will . . ." If Ida B had her choice at this point, explain whether you think she'd choose to never go back to school.

2. At dinner, before Ida B could hand her parents the document, what did they propose?

How did Ida B's voice and body reveal her emotional response to her parents' proposal? _____

3. How did parts of Daddy's body change, showing he was trying to control his anger as he answered Ida B? _____
In your opinion, which one of his sentences expressed his feelings best? _____

4. What did Mama say that probably was the best expression of what had been happening since she had gotten sick? _____

 Ch 24 (p. 183)


1. What was Ida B prepared for at school that morning? _____
_____ Which of those awful things happened? _____

2. Was Ida B glad recess was near? _____ Why? _____

3. While Ida B stayed alert all afternoon, how did Claire take revenge on her? _____
_____ What do you think of Claire? _____

Ch 24 continued

4. What did Ida B mean that, "*Claire was not cooperating?*" _____

 Ch 25 (p. 192)




1. What big question started cleverly bothering Ida B? _____

2. Ida B thought about reading aloud in class again. _____
 What reaction did she expect from the other students when she made the story "*come alive*"? _____

3. What conclusion did Ida B suddenly come to for her earlier expectation? _____
 _____ As a result, what answer did she give Ms. Washington? _____

4. Why did Ida B probably enjoy Patrice's reading? _____

 Ch 26 (p. 198)


1. Through her questions to Ms. Washington, what was Ida B starting to admit about herself? _____

2. How did Ms. Washington's answers give Ida B confidence to continue? _____

3. What was happening to Ida B's heart as she talked to Ms. Washington? _____

4. What was Ms. Washington's short solution to the experience she was remembering through Ida B's questions? _____


5. How did Ida B feel about what Ms. Washington had said? _____
 How do you know? _____

 Ch 27 (p. 205)

1. What was Ida B's new plan? _____
 Where did she think was the best place for her plan? _____

2. Why did Ida B need a "*plan*" instead of just going up to Claire and apologizing? _____


PLEASE DO NOT
WRITE ON THIS PAPER.

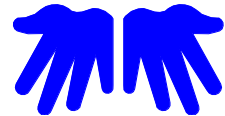
 Ch 28 (p. 210)

1. On Thursday morning, what happened to Ida B's plan? _____

2. How successful was she in the afternoon? _____
3. Where were both girls when they finally were "alone"? _____
What happened to Ida B's plan to apologize? _____

4. What "plan" would you suggest to Ida B? _____

 Ch 29 (p. 217)




1. As she saw the De Luna's car, Ida B knew what she had to do.
But first, what did she know she should NOT do? _____
2. As she approached Claire, why were Ida B's hands held out, palms up? _____

3. As Ida B apologized, how did Claire and her brother react? _____

4. In your opinion, why did none of the De Lunas say something back to Ida B? _____

5. What did Ida B expect would happen as she walked toward home? _____
_____ What happened
instead? _____

 Ch 30 (p. 222)

1. Once Ida B decided there were more apologies needed, where did she go? _____

2. What response did she get from the trees after she said, "I miss them, too?" _____

3. How did Ida B get the trees to start talking to her again? _____
_____ In reality, what was she doing for herself? _____

4. Compare Ida B and Paulie T. _____
5. Of the next two apologies she made, which got a quick response? _____
6. How did the old tree "talk" to Ida B? What did it let her know? What was Ida B's
response to the tree? _____

PLEASE DO NOT WRITE ON THIS PAPER.

Ch 31 (p. 232)

1. Did Ida B's relationship with Claire change after her apology? _____ Explain.

2. What was different about Ida B's usual response to Ms. W. at recess? _____

3. Ida B wondered if Ronnie kept asking her to play dodgeball "*because his brain had a hard time learning when to take 'NO' for an answer.*" What do you think was Ronnie's reason for continually asking Ida B to play? _____

4. How did dodgeball affect Ida B's self-image? _____
Why? _____

Ch 32 (p. 237)



1. How was the setting similar to the beginning of the novel? _____

2. "*All right, Mama.*" How did those three words help set things right again? _____

3. "*All right, Daddy.*" What familiar activity did Ida B agree to? _____
4. As Daddy caught Ida B so that she didn't fall, who said, "*I'm sorry?*" _____
How was it said? _____
5. What message was Ida B giving Daddy when she touched his shoulder, looked into his eyes, and nodded twice? _____
6. "*Good night,*" Ida B and the world said to each other. What did those simple words mean now for Ida B? _____



Ida B

Topics for
JOURNAL ENTRIES

Write responses to your choice of twenty of these journal topics. Make your choices somewhat evenly spread throughout the novel.

Chapter 1

Ida B told her dad, "*There is never enough time for fun.*"

Chapter 2

Ida B sat in an old tree and let her mind just wander. Where are other places people go to "just think"? Why do people do that?

Chapter 3

"It seemed like just about every time I'd get excited and want to get on with life I'd have to stop and wash up. And by the time I was done with it, who knows what opportunities had passed me by."

Chapter 4

"We are the earth's caretaker's . . . but we don't own it. We take care of it and all of the things on it. And when we're done with it, it should be left better than we found it."

Chapter 5

"And I got to stay right where I liked it best: hanging around with Mama and Daddy, Rufus and Lulu, the trees and the mountain . . . It seemed like the best plan in the world to me."

Chapter 6

"I kept staring at the clock over the door, watching the little hand get closer and closer to three. . ."

Chapter 7

The protagonist - the main character - is a young girl. Discuss the effect on the story if the protagonist had been a boy instead.

Chapter 8

Some people are "morning people" and others are not.

Chapter 9

When someone is seriously ill, everyone in the family is a patient.

Chapter 10

Mama talked to Daddy, and . . . "When she finished, she put her hand on his."

Chapter 11

A new student comes to your school, and you know that he or she has a very ill parent. What's the best thing for you to do?

Chapter 12

"Ida B yelled, 'You stupid old tree!' and kicked its trunk as hard as she could."

Chapter 13

What is the difference between "like" and "love"? Do they always go together?

Chapter 14

Open Topic. Write whatever you'd like, whether for Chapter 14 specifically, or for any point you'd like to make regarding an event in the novel so far.

Chapter 15

Compare and contrast the children in the classroom with the trees in Ida B's orchard.

Chapter 16

"How was your day?" That is a rather innocent question. Evaluate that question and how people usually respond to it.

Chapter 17

Ida B was afraid the trees would ask, "Why didn't you help us, Ida B? Why didn't you protect us?" But she didn't have an answer. She felt like she'd been cut down, too.

Chapter 18

". . . the memory of that soft voice asking me so kindly for something. That reminded me of what it felt like to be loved."

Chapter 19

When we help other people, we help ourselves.

Chapter 20

"They wanted to remind Ms. Washington that not only were they superb readers, but wonderful human beings, too."

Chapter 21

Refer back to Question number two, in Chapter 12. Evaluate that statement as it applied at this point in the story?

Chapter 22

"I'm not mean. Really, Come back," that soft, sappy part of me wanted to say."

Chapter 23

"Does it matter to you one-half molecule that I am just plain miserable?"

Chapter 24

"By the time we went back to the classroom, I was so tired from watching and planning, I just wanted to put my head down on my desk and take a nap."

Chapter 25

Silence is golden. Do you agree? Would Ida B agree?

Chapter 26

Misery loves company. Evaluate that statement and explain how it applies to the story.

Chapter 27

Open Topic. Write whatever you'd like, whether for Chapter 27 specifically, or for any point you'd like to make regarding an event in the novel so far.

Chapter 28

"I had been outplanned."

Chapter 29

"But I'd take whatever those people needed to dish out, because I was going to do the right thing?"

Chapter 30

"But if you've ever talked to a bunch of people, and that bunch of people was some of your best friends, and they acted as if they didn't even hear you, like you weren't even there, you know how lonely that can feel."

Chapter 31

"It hit me in the belly and dropped down to the ground, and Tina yelled, 'You're out!' and I went and sat at the side of the lot until that game was over."

Chapter 32

How important was the age of the main character in this story? Would this story apply equally to a teenager or to an adult?

Answer Key

Ch 1

1. They were in the kitchen washing dishes and putting them away.
2. from Ida B's imagination
3. Her parents were going too slow and she was anxious to go outside.
4. She had a good imagination; didn't have a lot of patience; felt comfortable talking to her parents

Ch 2

1. She was putting notes on little rafts and floating them downstream - drawing and blowing bubbles (gum).
2. She called them by names (that she had given them) and she talked to them and they answered her.
3. They were silent
4. sensitive but she did what Gertrude asked; "How's everything going at home? How's your fam- - -"
5. a punk and untrustworthy; "something bad's heading your way"
6. the brook; to the old tree on the "mountain"
7. sitting in the lap of a parent or grandparent perhaps, or snuggled up in bed
8. It was the weather that had been the bad thing.

Ch. 3

1. She'd better start home immediately; she's in some kind of trouble.
2. The brook and trees were Ida B's own thoughts arguing on whether to obey or not
3. The Soap Mask so a person didn't have to wash her/his face all the time.
4. Her face was turning first red, then white and glowing like a neon sign.
5. They took her to the hospital; hugged her; opinions will vary

Ch. 4

1. They were walking out in the countryside at night.
2. He talked to her like she was an adult and not like he was talking to a little kid.
3. She was making sure he knew she was listening.
4. He was intelligent and deserving of her respect.
5. She waited a period of time until she started telling him about her thoughts; showing respect to her father was more important than going out to play, so she had some patience for that.
6. yes - She told him about lying in the brook fully clothed and other personal thoughts.
7. She told him that she thought the earth takes care of us, too.

Ch. 5

1. She had so many plans in her head she didn't want to stop and think about what to eat.
2. She ate whatever her parents fixed; she still didn't have to think about it and perhaps she didn't have as many plans in her head in the evening.
3. In the morning her mom taught her science and math; in the afternoons she and her dad read and she'd write stories under her dad's direction.
4. yes; "every year I'd pass (the test) with super-brilliant-flying colors
5. She could hear all three of them, but the rock didn't actually talk to her like the brook and trees did.

Ch. 6

1. Her voice and part of her smile seemed happy and at the same time there was a sadness in her face.
2. She'd be thinking it was her mother who the teacher called; she might forget who she really was.
3. Pet the rabbit, read books, play on the playground, talk to other kids.
4. She'd have made a plan/schedule.
5. She kept remembering she promised her mother to follow directions and be polite.
6. She had Ida in her head; Mama said, "What will not do, Ida B?"
7. There's a lot to be done on the first day and she was sure it would get better tomorrow; "Give it another try."
8. "Okay, Mama," was what she said aloud, while inwardly having a bad feeling about it.

Ch. 7

1. She was slower and slower getting to the truck; asked how long until the end of school.
2. Viola would ask what was the matter and Paulie T. would taunt her but it was already the "worst"
3. Mama decided to go to school with Ida B
4. Mama's feelings were at least as bad as Ida B's.
5. Mama and Daddy went out into the field and talked where Ida B couldn't hear them.
6. They told Ida B that starting Monday she'd be "going" to school at home.

Ch. 8

1. answers will greatly vary - but should include references to what she heard her parents say, how she felt about it, and then finishing Paulie T.'s snide remark and adding kind, gentle comments from Viola and Gertrude.
2. answers will vary

Ch. 9

1. It would be cut out and shortly no one would even think about it any more.
2. She spent a lot of time in bed; she couldn't tolerate being touched and didn't want to listen to the things she usually had Ida B recite; people in the house had to be very quiet.
3. "Mama, are you going to die?" "I will always be with you. Always."
4. answers will vary but probably that whether she lived or died, somehow she'd always be there for Ida B, if only in her prayers - or maybe that she could still talk to Mama the way she did the trees and brook

Ch. 10

1. Her emotions went up, became more positive when the tree said, "It will be all right."
2. Her mood was high, very positive, when she heard about the new medicine for Mama.
3. Her emotions went down, became somewhat negative, when the brook said, "It's not over yet."

Ch. 11

1. They were her tree friends; the land where they stood was being sold and they might be cut down. She yelled, crossed her arms and shook her head so that her pig tails snapped in the air.
2. She had to go to the school again. Mama had to rest and he had to take care of the farm. Ida B didn't say a word.
3. No. Daddy said that Mama had already agreed. He no doubt felt frustrated too, and didn't like what had to be done, but was realistic about it.

Ch. 12

1. Her heart. It was really her mind that was becoming hard - stubborn.
2. "I won't like my teacher, or the kids in my class, or the ride on the bus."
3. The tree said nothing to her, and she kicked the tree rather than sit in it.

Ch. 13

1. Black. Funerals, most commonly.
2. Her mother's tears fell on her chest and she could see them rolling down Mama's face.
3. Sadness. Mama was sad too and missed their friendship, but Ida B's heart wouldn't let her see that.

Ch. 14

1. The weather was rainy and windy, commonly called "foul weather." Ida B was in a foul mood too.
2. Nobody sat next to her on the bus.
3. Just IDA. She hadn't liked being called that when she'd gone to school previously, and she didn't like being at school, so the name fit.

Ch. 15

1. any two of the following:
2. enjoyment - fun - friendship - kindness
3. She got asked to participate but insisted on sitting by herself.
4. Her determination to keep her heart like stone.

Ch. 16

1. Mama and Daddy; talk
2. She went to her room; earlier she would have wanted to go to the orchard or brook.
3. Daddy's; he asked how school was today; the teacher was nice and the kids tried to be friendly but Ida B wouldn't respond nicely to any of them;
4. She'd probably make a plan

Ch. 17

1. She squinted her eyes into the meanest possible squint and thought, "Get away! You're at the wrong address!"
2. The cracking of the trees as they were being cut down.
3. She was convinced the trees wouldn't have anything to do with her.
4. The school was demolished after all the people got out. She was kindest to the kids - they were in the trees safe. She was hardest on the teachers and staff and had them floating off to Canada.
5. Threatening notes and pictures that she posted around the new house being built.
6. She wanted the new family to be too scared to move into the house and give the land back to Daddy. No, especially as a lot of the threats were impossible in their area.

Ch. 18

1. She kept sitting by her on the steps and asking whether she wanted to talk.
2. Ms. W. reading, and her voice taking on the characters' roles.
3. She read aloud, trying to imitate Ms. W.'s expressive voice; secret because she didn't want her parents to know she might be liking some part of school.
4. Yes. She wanted Ida B to tutor Ronnie on his times tables.

Ch. 19

Each will be different.

Ch. 20

1. Her voice was too tired to read - kind of acting sick. The students complained and begged her to read.
2. weak and raspy - later only a hoarse whisper
3. "But my legs were shivering like they were out in a blizzard, and my stomach was flipping forward, then backward, forward, then backward."
4. She got so "into" the book that she forgot where she was.
5. They stared at her and Ronnie said, "You read real good Ida." Ida B had a warm glow inside her.
6. Maybe - she did talk with a hoarse voice, etc. and later wrote instructions rather than speaking them. But she might have been faking so that Ida B would read.

Ch. 21

1. She had that warm glow of happiness from reading aloud.
2. her heart; it wasn't her family and the valley that were the problem, it was Ida B herself
3. She knew it would be hard not to talk about reading aloud.
4. Eventually she did tell them about reading aloud. Mama asked her more questions and looked at Ida B so lovingly that Ida B smiled.
5. She wanted to be held and cuddled. Ida B's heart was still stopping her.
6. ". . . like we were on opposite sides of the ocean."

Ch. 22

1. She would have been thrilled and started running toward her. As they found the notes she would have laughed with them. Then she would have smiled and said she was glad it was Claire moving next door. On her way home she would have been anxious to tell her parents the good news.
2. "You're mean." She didn't think of herself as mean, and it might have got her to wondering.
3. Nothing - except to make her situation worse.

Ch. 23

1. A. Not likely. He loved the land and had already told Ida B they were the earth's caretakers.
B. The builders had cut them down. None - as the land had been sold.
C. She might choose to stay in school, once it was HER decision and not someone else's.
2. They'd like to clear some more land and plant new trees and make it Ida B's orchard. She spoke loud and strong, her hands pointing and waving, her eyes in slits. She breathed heavy.
3. He took a deep breath; his color faded from red to pink, his hands went from fists to palms flat on the table. "None of us likes what's happened around here, but we're trying to make the best of it."
4. "I'm sorry there have been so many hard changes, Ida B. We did what we thought was best, given the circumstances."

Ch. 24

1. She figured she'd be called names and insulting comments in front of the other students, and maybe get tripped. None of those things happened.
2. No. She figured that was when Claire would get her revenge.
3. By not doing anything nasty. Claire seemed to not be revengeful and nicer than Ida B expected.
4. Ida B wanted Claire to be nasty in order to justify how Ida B herself was thinking and acting.

Ch. 25

1. What if I really am mean?
2. They would like her reading style so they would like her as well.
3. She would be reading and all the while thinking how mean she was. "I can't. I don't feel well."
4. She was glad it was someone else that was reading and that the class wasn't thinking about her.

Ch. 26

1. That maybe she was wrong about the way she'd been thinking and acting.
2. Ms. W. paused, and looked sad, like she really knew how Ida felt.
3. It was feeling light and free.
4. "I just had to say 'I'm sorry.'"
5. She started feeling peaceful and her head felt light and dizzy. As she went back inside the building, she had good thoughts and smelled good things.

Ch. 27

1. She would apologize to Claire, but as she felt that the only possible reply from Claire would be negative, she would have to be alone with her. She felt the lavatory would be the best place to be alone with Claire as she apologized.
2. It was Ida B's character to plan. She did it constantly. Just walking up to Claire and saying she was sorry would be out of character for Ida B.

Ch. 28

1. Claire surprised Ida B by just going up to Ms. W. and not raising her hand and then another girl quickly asked too and only two were allowed to go at a time. She had no other opportunities that morning.
2. The only question Claire asked was about the story and Ida B raised her own hand and asked a silly question. So she never get to be alone with Claire that day.
3. Ida B had finally had to go to the lavatory on her own and saw Claire as she stepped out of the stall. Claire admonished Ida B for following her around, and it so surprised Ida B that she forgot that her plan was to apologize.
4. Stop with the plans and just "do it."

Ch. 29

1. No "plans" this time.
2. She came for peaceful reasons.
3. They didn't say anything - just stared.
4. After the previous experience, they were simply stunned - had expected some more negative screaming.
5. She thought the DeLuna family would ambush her. She got to her property line without incident, and did feel better in a way.

Ch. 30

1. She went to the orchard.
2. The trees remained silent.
3. She told them everything - how she felt, and what she had done to other people. She was actually running it through her own mind, "telling herself," so that she was able to "listen" to it as from another's perspective.
4. Paulie T was like Ida B in that he just wouldn't let go of the hurt and try to see things in a new perspective.
5. The brook responded to her immediately and welcomed her.
6. In the silence, it hummed. It sort of said "always" like it would always be there for her. And the last little hard pieces of Ida B's hard heart broke away.

Ch. 31

1. No. But there were no more nasty looks and they did kind of look at each other and say "hi."
2. She didn't just look at her feet this time. She looked in Ms. W.'s eyes.
3. Either he really liked her, or he was super kind and just wouldn't stop giving her a chance to join in, sort of like Ms. W.
4. It helped it. Though she was a klutz at first, gradually she started getting good at it.,

Ch. 32

1. They were once again in the kitchen doing dishes, though just Ida B and Mama.
2. Ida B was once again talking to Mama like she always had, and not trying to get away as fast as she could.
3. She and Daddy were going to go for a walk in the orchard.
4. Neither of them "said" anything, but the feeling between them said it all.
5. She was talking to the sorrow that he had, and telling him things were going to be all right.
6. Things really were "good" - the night, her life, the orchard, the family.

"MAY I quote
you on that?"



Name _____

Date _____ Per _____

REVIEW OF PUNCTUATION FOR QUOTATIONS WITHIN OTHER SENTENCES.

- Use quotation marks with direct quotations only. Indirect quotations do not need quotation marks.

Direct Quote

↓ 1

↓ 2

Cheryl said, "Someone needs to borrow my markers." (These are Cheryl's EXACT words.)

Indirect Quote

Cheryl said that someone needed to borrow her markers. (This only REFERS to her words, and might have changed or left out a few of her words.)

- Quotation marks belong at the beginning and end of a single quote, or at the beginning and end of separated parts of a quote.

Single Quote

↓ 3

"Keep to the right side of the street," the instructor directed Mona.

Single Quote

↓ 4

"Is the committee going to meet Tuesday?" asked Marcy.

Single Quote

↓ 5

↓ 8

Mr. Sheriden yelled, "You forgot your backpack!" as he ran after Jim.

Separated Quote

↓ 6

↓ 7

"Does the committee meet regularly," inquired Ted, "or just when the need arises?"

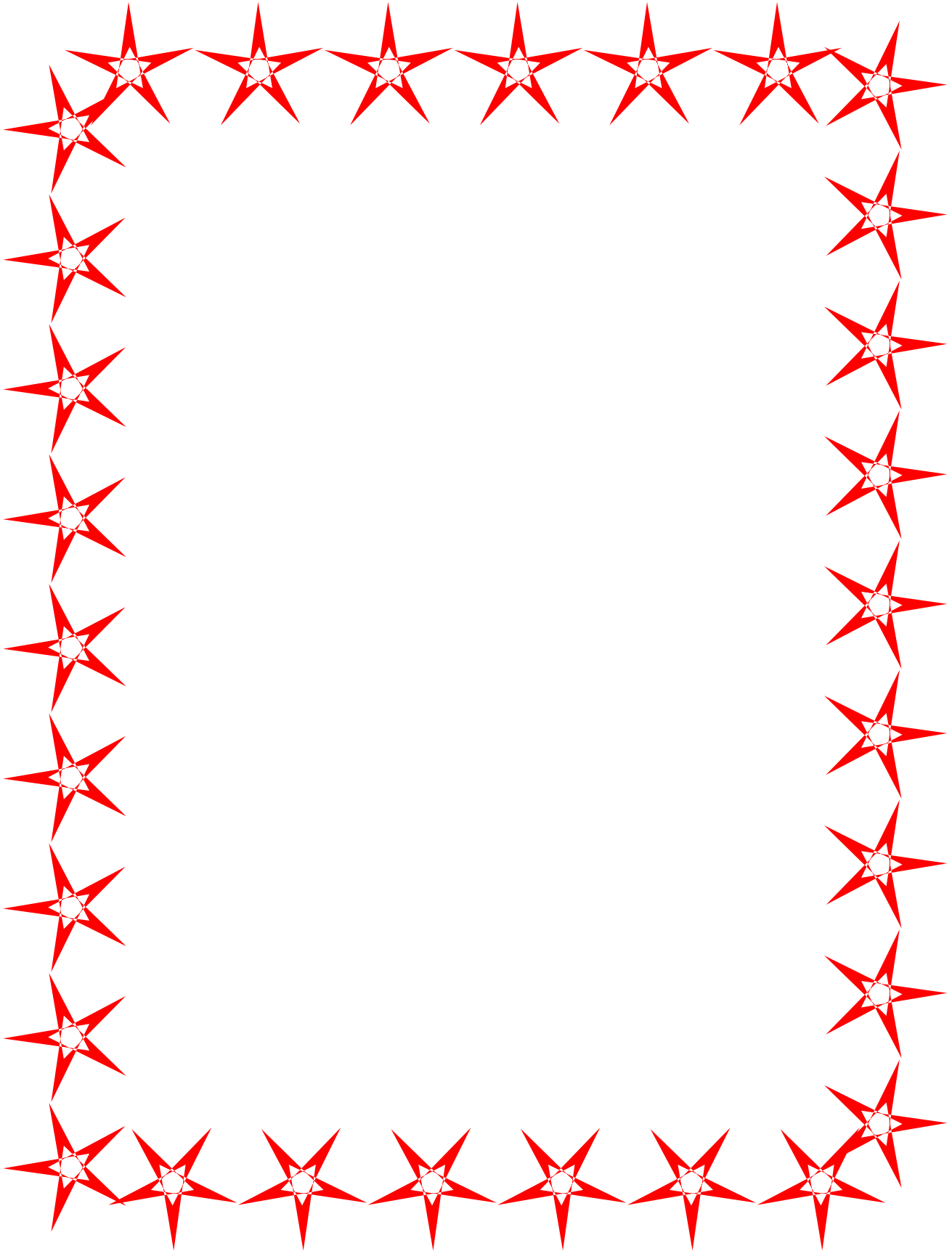
- Study the comma use and ending punctuation indicated by the numbered arrows. In each of the above sentences, circle in the color indicated:
 - RED, commas that separate the speaking description (Mother said - the doctor mentioned) from the actual quote
 - ORANGE, commas that replace periods at the end of a quote ("That's the final box,")
 - BLUE, punctuation (? and !) that remains the same in a quote even though it is not at the end of the sentence in which it is contained.

Each of the following sentences contains either a direct or an indirect quote. Punctuate them correctly, taking special note of the rules, examples, and circled punctuation on the previous page.

Remember - think about what is SAID aloud. That's the quotation. Separate it from the speaking description.

1. Do we all have to travel in the same van asked one of the boys
2. We asked the desk clerk if we could get adjoining rooms but he said that he doubted it
3. On the top of the dresser my mom pointed out is the book you were supposed to bring back
4. I heard Nancy say she thinks we should get our tickets in the mail by next week
5. My little sister blurted out that we were having a surprise party for my parents' anniversary
6. Keeping her voice very low Sue whispered I think that guy in the blue shirt is so cute
7. Yes the dealer stated the car that was advertised has already been sold
8. Don't drop them Sam yelled at my cousin who was walking across the patio with our steaks
9. Ann laughed you may want a different cone because the dog licked that one
10. Can you hear what they're saying I softly asked the person sitting next to me

Your Name



IDA B...

Chapter _____; Page _____

Your Name _____

Here are the novel units that I sell:

A LION TO GUARD US	MASTER PUPPETEER (The)
ALL the LOVELY BAD ONES	MESSENGER
ANIMAL FARM	METAMORPHOSIS
BLESS ME, ULTIMA	MIDWIFE'S APPRENTICE (The)
BLOOD on the RIVER	MIRACULOUS JOURNEY of ED.TULANE (The)
BULL RUN	NIGHT of the TWISTERS (The)
CHASING VERMEER	NO TALKING
CHOCOLATE WAR (The)	PHOEBE, the SPY
CODE ORANGE	REPORT CARD (The),
CRY THE BELOVED COUNTRY	SADAKO and the 1,000 PAPER CRANES
DEAR LEVI	SASQUATCH
DEATH BE NOT PROUD	SEEDFOLKS
DOOR in the LAKE (The)	SHADES OF GRAY
DOOR in the WALL (The)	SING DOWN the MOON
EGYPT GAME (The)	SNOW TREASURE
ELEVEN	SOLDIER'S HEART
FANTASTIC MR. FOX (The)	SQUANTO
FEVER 1793	STEPPING on the CRACKS
GEORGE WASHINGTON'S SOCKS	STONE FOX
GREAT GATSBY (The)	THREE CUPS of TEA
HOTHEAD	TOUCHING SPIRIT BEAR
HUNGER GAMES	TWITS (The)
I HEARD the OWL CALL MY NAME	WEEK in the WOODS (A)
IQBAL	WEDNESDAY WARS (The)
JUDY MOODY DECLARES INDEPENDENCE	WHITE GIRAFFE (The)
LAST HOLIDAY CONCERT (The)	WHO STOLE "The WIZARD of OZ"
LEMONADE WAR (The)	WOODS RUNNER
LIFE AS WE KNEW IT WITNESS	WOODSONG
MAGICIAN'S ELEPHANT (The)	YEAR OF IMPOSSIBLE GOODBYES
MAROO of the WINTER CAVES	

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When I include "Lessons", I have one or more pages of board notes for transfer to Prom/Smart or Overhead boards.

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COMMAS, Basic Usage: Lessons, Worksheets, Quiz
COMPARISONS: Adverbs and Adjectives Lessons, Worksheets, Quiz
COMPOUND SENTENCES: Lessons, Worksheets, Quiz
COMPOUND SUBJECTS & VERBS: Lessons, Worksheets, Quiz
ENGLISH USAGE & PUNCTUATION REVIEW: Worksheets, Tests
ESSAY ON THEME: Teacher Notes, Matrix for paragraph creation to complete essay; two versions
ESSAYS, USING MODELS: Teacher Notes, Detailed Matrices from creating paragraphs to essays
I SEARCH Research Report
MISPLACED & DANGLING MODIFIERS: Lessons, Worksheets
NEWSPAPER Reader's Literacy
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