

Language Arts E—Schedule for Topics and Skills			
Weeks	Apply	Activity Sheet/Creative Expression	Activity (Optional)
1	Personification (Figurative Language)	A Gold Nugget's Tale (Short Story/ Narration)	Illustrate Your Story (Artistic)
2	Simile (Figurative Language)	Five Parts of the Friendly Letter (Structure) Write the Friendly Letter (Organization)	Revision (Writing Process) Address an Envelope (Structure)
3	The Outline (Pre-writing)	Spin Your Tale! (Narration)	Revise (Writing Process)
4	Synonym (Word Choice)	The Narrative Poem (Narration)	Perform Your Master Piece (Public Speaking)
5	Rules and Commands (Imperative Sentences)	A Bill of Rights (Statements)	Plan for the Future (Personal Response)
6	Adjectives (Writing Description)	Describe (Word Choice)	Revise (Writing Process)
7	Journal Entry (Personal Writing)	Journal Topics (Personal Response)	Reflect (Personal Response)
8	The Hook (Structure)	Organize & Write the News Article (Objective Writing)	Writing with Art (Imaginative)
9	Topic Sentences (Structure)	Parts of a Business or Formal Letter (Organization)	Similes and Personification (Figurative Language)
10	Transitions (Structure)	Follow and Write Directions (Expository Writing)	Try it Out (Interaction with Writing)
11	Metaphor (Figurative Language)	Poetry: Limerick and Definition (Types of Poems)	Diamante (Poetry)
12	Hyperbole (Figurative Language)	Homographs (Word Choice) Write a Tall Tale (Use of Exaggeration)	Storytelling (Public Speaking)
13	Venn Diagram (Comparison/ Contrast)	Comparison/Contrast Essay (Expository Writing)	Cartoon Illustration (Artistic)
14	Supporting Details (Structure)	The Biography and Interview (Expository Writing)	The Biography Project (Organization)
15	Brainstorm (Pre-writing)	Inventor's Log and Inventor's Activity (Imagination)	Fairy Tales (Artistic)
16	Mind Mapping (Critical Thinking)	Create and Write Invention (Scientific and Expository Writing)	Definition Poem (Artistic)
17	Advertising Techniques (Critical Thinking)	Writing an Advertisement (Persuasive Writing)	Advertisement (Artistic)
18	The Summary (Comprehension)	The Book Review (Personal Response) Design the Book Jacket (Artistic)	Letter to the Author (Organization/Communication)

Language Arts E—Schedule for Topics and Skills (cont.)

Weeks	Apply	Activity Sheet/Creative Expression	Activity (Optional)
19	Research Skills (Process)	The Thesis Statement & Research (Organization)	Design a State Quarter (Artistic)
20	Note Cards and Source Cards (Research Process)	How to Take Notes and Record Sources (Format/Organization)	Write a Short Story (Narrative)
21	The Research Outline (Research Process)	Body Paragraphs & The Introduction and the Conclusion (Organization/Writing Process)	A Travel Brochure (Artistic)
22	Revise (Research Process)	Final Copy and Works Cited (Research Process) A State Poem (Application)	Abbreviations (Cultural Facts)
23	Combine Sentences, Part 1 (Sentence Fluency)	Family Traditions (Expository Writing)	Alphabet Poem (Imaginative)
24	Combine Sentences, Part 2 (Sentence Fluency)	Science Fiction Dialogue (Imaginative Writing)	Write (Critical Thinking)
25	Cause and Effect (Comprehension and Recognition)	Write a Cause and Effect Rhyme & Paragraph (Critical Thinking and Organization)	Write (Joke/Use Cause and Effect)
26	Using Symbols (Figurative Language)	The Concrete Poem (Use Figurative Language)	Rebus Riddle (Artistic)
27	Parts of the Plot (Comprehension and Recognition)	Design a Board Game about a Novel (Critical Thinking and Imaginative)	Play the Game (Interaction with Writing)
28	Character and Conflict (Structure)	The Plot Diagram (Novel Organization)	Narrative Poem (Imaginative)
29	Responding to Literature (Concept Connections)	Response Journal (Critical Thinking and Analysis)	Writing with Art (Imaginative)
30	ABC Book Chart (Concept Connection)	ABC Book (Beginning Analysis)	Without Literary Elements (Figurative Language)
31	Fact and Opinion (Critical Thinking)	What is a Hero? & The Hero Essay (Descriptive Writing)	Interview Dialog (Imaginative)
32	The Book Review (Concept Connections)	Write the Book Review and Illustrate (Critical Thinking and Artistic)	Write a Prayer (Imaginative)
33	Organize for a Speech (Process)	Deliver a Speech (Public Speaking)	Listen to a Speech (Evaluation and Modeling)
34	Persuasive Techniques (Components of Persuasion)	Writing a Persuasive Letter (Critical Thinking and Application)	Persuasion and Advertising (Persuasive Techniques)
35	Pre-writing a Script (Process)	Writing a Script for a Puppet Show (Imaginative Narrative)	Persuasive Letter (Persuasive Techniques)
36	Write & Design an Invitation (Artistic)	Building the Set and Performing the Puppet Show (Public Speaking)	Reflection on Reading (Personal Narrative)

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LANGUAGE ARTS E		WEEK 1			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar						
Readers						
5-Day: By the Great Horn Spoon!	chap. 1	chaps. 2–3	chaps. 4–5	chap. 6–mid. p. 76	p. 76–chap. 8	
4-Day: By the Great Horn Spoon!	chaps. 1–2	chaps. 3–4	chaps. 5–6	chaps. 7–8		
Vocabulary Development						
Instruction						
Optional: Wordly Wise 3000-4	Exercise 1A		Exercise 1B	Exercise 1C		
Writing						
Assignment		Personification	Organization	A Gold Nugget's Tale	Optional: Illustrate Your Story	
Activity Sheets	Activity Sheet 1: Dictation	Activity Sheet 1: Personification				
Other Notes						

1. The ^N symbol means there is a note in the notes section immediately following the schedule pages.

2. We offer you two schedules for each Reader book. If you use the 4-day schedule, your children will read at a faster pace than the 5-day plan. If your children would prefer a less robust pace, please follow the 5-day plan for each Reader.

Spelling

Sequential Spelling

To improve your children's spelling, complete daily spelling exercises. We recommend the *Sequential Spelling* program. For more information about this program, please visit www.sonlight.com/sequential-spelling.html. Use the "Spelling" line on your weekly schedule to record what you have done each week.

Handwriting (Optional)

Choose the handwriting program you prefer, then record on this line what your children have done.

If you would like help scheduling *A Reason for Handwriting* or *Getty-Dubay*, please go online to www.sonlight.com/la-handwriting.html and download and print the appropriate file. A schedule for *Handwriting Without Tears* is provided in the Teacher's Guide and is listed as "Teaching Guidelines."

However, please consider handwriting instruction at this level optional—use a formal handwriting program only if your children need practice. Otherwise, use your children's dictation work to check their handwriting.

Grammar

Do Sonlight's *Grammar Ace* for one year between 4th–7th grade. Choose the grade that works best for your children. If you want more practice with Grammar, do Sonlight's *Grammar 5* and then *Grammar 6* programs. Use the space on the Schedule page to record what you have done.

Vocabulary Development

Instruction

Vocabulary development is an appropriate part of language arts instruction, but our vocabulary development program is based on and ties in with our Core programs' Read-Alouds. You will find all the Vocabulary words in your Core Instructor's Guide.

Have your children read the words in context within the sentences where they are found. Then ask your children to explain what they think each word means (based on the context and/or any other information they may have). If your children obviously understand the concept, you may

want to move on at that point. If not, or if you would like to stress dictionary skills, have your children look the words up in a dictionary.

Writing

Day 1

General Dictation Instructions

Dictation gives students practice in handling sentences. It directs their attention to structure, grammar, spelling, punctuation, and capitalization. It increases vocabulary and familiarizes the students with words they already know. Dictation links spoken language with written language.

The activity sheets include one dictation exercise per week. We offer an optional dictation to use on days when your children feel uninspired to write more creatively. All dictation exercises should be done in cursive, as neatly as possible.

If you have not already done so, please read Dr. Beechick's comments about dictation in her book *The Three R's*, pages 41–50.

Method #1

Dictation method #1 (Dr. Beechick's method #6 on page 43 in her book *The Three R's*) involves two steps. First, your children will look at the selection from which you will be dictating (see the top of *Activity Sheet #1*), and note any words, capitalizations, or matters of punctuation that require special attention. Your children should then take no more than five to ten minutes to prepare for the final dictation. Preparation may involve writing out unfamiliar words, practicing spelling them out loud or on paper, trying to remember how a word looks by "seeing" it in their mind, drawing a word in large letters written in mid-air with an imaginary pen, etc.

When your children feel ready, you should then give the dictation, clause by clause, reading each clause only twice (repeating it only once). Your children should write in the cursive style and, as you read the passage to them, you should not need to emphasize the different sounds in each word.

Before handing their papers to you, your children should check their work for errors. They should mark and correct them. Discuss with your children what you think they have done particularly well, but also be faithful to point out where you think they may have a weakness.

Note to Mom or Dad: If you see consistent spelling, punctuation, or handwriting problems (keep a record on the schedule pages), it would be a good idea to do a special review or instruction on that area using a reference list of spelling rules.

Method #2

Dictation method #2 is a modification of Dr. Beechick's method #7; use it later in the year. Your children will sit down with a pad of paper and, without introductory remarks or coaching, write the passage as you dictate it.

We hope that you will encourage your children to practice writing each day. We understand, though, that there are some days when your children will feel ... well, let's just say "uninspired." On these days, just assign one of the extra dictation passages found in the Notes each week.

Dictation: By the Great Horn Spoon!, p. 3

It was not once upon a time—it was precisely the twenty-seventh day of January in the year 1849. Gold had been discovered in California some twelve months before and now, in a rush, the Gold Rush was on.

Optional Dictation Passage: By the Great Horn Spoon!

You may use these passages if your children choose not to write another assignment.

p. 3

The ship was bound for the gold fields with 183 passengers—not counting the stowaways. Hundreds of gold-seekers had been left at the dock clamoring for passage. The California fever was sweeping through the cities and towns and villages like a heady wind.

p. 168

Jack tried not to think about Boston. It would soon be time to start back and all they had to show for their labors was a worthless map. Poor Aunt Arabella, he thought. They would lose the house for sure. The entire trip to California was beginning to look like a wild-goose chase.

When they got the hole four feet deep they couldn't go any farther. They hit bedrock.

And struck gold.

Day 2

Personification

Personification

Personification gives human qualities to animals or inanimate objects.

Ex. The **wind moaned** and **breathed, speaking** to all that winter is here.

The **sun smiled** on the park, **calling** children from all around to come and play.

The **fire snapped angrily** at the dry trees.

The wind may sound like it moans, but breathing and speaking are human characteristics. What effect does the personification have in the example sentence? The sentence could have been written as follows: "There is a strong wind, which indicates to everyone that winter is here?" Do your children see the difference? Which sentence do they prefer?

Follow the directions on Activity Sheet 1

Activity Sheet 1 Answer Key

Personification

1. ring, dancing
2. wind, pick her up; carry her along
3. mountains, stood
4. stagecoach, climbed
5. snow, breast
6. kittens, lost their mittens
7. throb, ran
8. visions of sugar plums, danced

Day 3

Organization

Gold Rush Story from the Perspective of a Gold Nugget

You have been reading about the California Gold Rush in *By the Great Horn Spoon!* This week you will write a short story about the California Gold Rush. Write it from the perspective of a piece of gold.

Note to Mom or Dad: Amateur photographers usually shoot pictures from eye level, wherever that may be. Whether they are taking a picture of a mountain off in the distance or a turtle at their feet, they shoot the picture standing up.

Before a professional photographer takes a picture, he or she studies the subject to see which angle will provide the greatest visual interest. Take the turtle for example. Have you seen turtles before? How do you normally view them? From the top, right? That's how you would see a photograph of a turtle shot from eye level when you were standing up.

But suppose you were to squat on the ground and set your camera in such a way that you could take a picture of a turtle from the turtle's eye level. Have you ever seen a turtle from that perspective? How about from under the turtle—looking up at it as it walked by? Would that be an interesting photograph? Possibly! Far more interesting, certainly, than the common view from up above.

It's the same with writing. Your children's writing will be more interesting if they can pick an unfamiliar view, a new angle, something that few people have done before. That's why this week's creative expression assignment is to be written from the perspective of a piece of gold. "Everybody" has heard the story from the perspective of a human being. Your children's challenge is to tell the story in a new and, hopefully, more interesting way by telling it from the perspective of a gold nugget.

As your children tell the gold nugget's story, they will need to personify the nugget. Encourage them to give their nugget a human name, human life, and human problems.

Writers often use pre-writing to organize their thoughts and to develop ideas. In addition to helping them overcome writer's block, pre-writing helps your children to focus their ideas, to develop topics, and to organize the order of the content. We will learn about different types of pre-writing as the year progresses. Today for their pre-writing, ask your children to make a chart with five columns for the five senses that a human has. Remember the nugget is in 1849 in San Francisco.

What does the nugget see? Hear? Taste? Smell? Touch?

Day 4

A Gold Nugget's Tale

Use your pre-writing chart with the five senses to pretend you are a piece of gold that was found by some prospector during the California Gold Rush. How did he (or was it a she?) find you? What did he do with you? Were

you put in a bank? Were you sold? What happened then? Where are you today? Or, rather, what are you today? Do you know? Remember to have a beginning, middle, and end to your story. Be descriptive and have fun writing your story!

Your finished story should be 3–4 paragraphs long. Here's what a sample story might look like:

My name is Nate and I'm a wedding ring who belongs to a guy named Maurice. Sure, it might not sound like I lead an exciting life, but my life was not always so boring. In fact, I started out life as a gold nugget in a crystal-clear stream in California. Ah, those were the days ...

As a child, I hung around the stream bed, occasionally moving downstream with a particularly-strong current. Then one day, everything changed. A smelly man named Pete stomped into the stream and rudely dislodged me and several of my friends from the bottom. His stubby fingers soon grabbed me and held me close to his cold, evil eyes.

Inexplicably, he then bit me with his dull, yellow teeth, nodded approvingly, and dropped me into a leather bag that smelled like sweat and minerals. The darkness nearly suffocated me. I resolved to persevere, however, and soon found myself tumbling out onto a cold, hard marble counter.

Another strange man Pete called "the jeweler" carefully studied all my sides and then placed me on a soft, warm cloth. Thankfully, Pete left after "the jeweler" gave him a wad of cash. Unfortunately, I would never return to my beautiful stream bed. "The jeweler," who happened to be named Maurice, carefully crafted me into the beautiful, shiny golden ring you now see wrapped around his finger. I miss the stream, but I have to admit that life with Maurice can be quite exciting.

Day 5

Illustrate Your Story (Optional)

Draw and color a scene from your story. Does your drawing match your written description? Why or why not?

A Note about Optional Day 5 Assignments: Dr.

Beechick recommends that students write every day; however, we realize that some families prefer using a 4-day schedule. For that reason, we have designated Day 5 as an optional day. Day 5 logically falls at a time that is ideal for revision of the week's writing, but that does not mean that those working with the 4-Day schedule should not revise. If you have chosen to use our 4-Day program, plan to revise written work on Day 1 of the following week, after the Dictation exercise. However, Day 5 will not always be a revision day, either! In some weeks, Day 5 will also include some unique and fun writing activities as well. ■



Dictation

By the Great Horn Spoon!, p. 3

It was not once upon a time—it was precisely the twenty-seventh day of January in the year 1849. Gold had been discovered in California some twelve months before and now, in a rush, the Gold Rush was on.

Personification

Writers use **personification** to add human characteristics to objects and animals. Just like special effects add excitement to a movie, personification adds interest and excitement to a written description. Listed below are some examples of personification from *By the Great Horn Spoon!* and the *Oxford Illustrated Book of American Children's Poems*. Discuss what they mean and the mental pictures that they create. For each sentence, name the object that is personified and the human quality that it has. Then try writing some of your own sentences using personification.

1. "A sailor with a gold ring dancing in his ear was filling a lamp with whale oil."

Object: _____ Characteristic: _____

2. "The wind seemed to pick her up and carry her along like a feather."

Object: _____ Characteristic: _____

3. "As they walked along Jack kept gazing back at the mountains, the great Sierra Nevadas. They stood dark blue and purple against the hot morning sky."

Object: _____ Characteristic: _____

4. "The stagecoach climbed as if it were part mountain goat."

Object: _____ Characteristic: _____

5. "The moon, on the breast of the new fallen snow, gave the lustre of midday to objects below."

Object: _____ Characteristic: _____

6. "Three little kittens lost their mittens and they began to cry ..."

Object: _____ Characteristic: _____

7. "A deep throb ran through the ship—and then another."

Object: _____ Characteristic: _____

8. "... While visions of sugar plums danced in their heads ... "

Object: _____ Characteristic: _____



LANGUAGE ARTS E

WEEK 18

SCHEDULE

Date:	Day 1 ⁸⁶	Day 2 ⁸⁷	Day 3 ⁸⁸	Day 4 ⁸⁹	Day 5 ⁹⁰
Spelling					
<i>Sequential Spelling</i>					
Handwriting					
Optional: Handwriting					
Grammar					
Readers					
5-Day: <i>George Washington Carver</i>	chaps. 9–10	chaps. 11–12	chap. 13	chap. 14	chap. 15
4-Day: <i>George Washington Carver</i>	chaps. 9–10	chaps. 11–12	chaps. 13–14	chap. 15	
Vocabulary Development					
Optional: <i>Wordly Wise 3000-4</i>	Exercise 10E		Exercise 11A	Exercise 11B	
Writing					
Assignment		The Summary	The Book Review	Design the Book Jacket	Optional: Letter to the Author
Activity Sheets	Activity Sheet 18: Dictation	Activity Sheet 18: The Summary			
Other Notes					

Day 1

Dictation: *George Washington Carver, p. 75*

"I've come to offer you a partnership. Together we will work with the Lord in exploring all He has given us. His fantastic world holds countless secrets. We need to learn the mysteries of the soil, the rain, the sun... If we work together as partners, we may bring new strength to our people, a new life to our land."

Optional Dictation Passage: *George Washington Carver, pp. 108–109*

"We will be able to use every peanut we have raised. Harvest each and every peanut crop. We can use peanuts to wash with, to drink, to rub on our bodies—for just about anything. We have found the answer."

"We?" the student asked. "But you were alone in the lab, weren't you?"

"Oh, no," I replied. "I was not alone for a moment."

Day 2

The Summary

This week you will be a book critic. You will do a book review on one of the books that you have read this year. Which books are the most memorable? You want to write about a book where you remember the events well enough to give an opinion.

Is there a favorite or favorites? What made this book special? Discuss the plot of the book. What happened in the beginning? Middle? End? Condense the details of the book. Who was the main character? What problem did he or she have? Was it solved? How did the story end?

Follow the directions on Activity Sheet 18

The Summary

Answers will vary.


Day 3

The Book Review

Today you will write the book review. Explain that the review is different from the summary because it includes opinions. You will include your favorite parts of the book and explain why you like them. Look over the summary that you wrote yesterday. You will use your summary to write your book review.

Write an interesting hook for your introduction about the book. You want your reader to not only read your review but to also read the book. Next, be sure to include the title and author of the book. Describe the place and time, as well as the main characters.

Describe the problems that the characters encountered. How did you feel about the events? How were the problems resolved? Write a concluding paragraph without giving away the end of the story. You want to leave your reader wondering how it ends. State why you liked the book and why others should read it.

For fun, post your book review on the Sonlight website (www.sonlight.com ). **Note to Mom or Dad:** You must sign-in or register first before you may post a review. Just navigate to the book's product page and then, in the "Customer Reviews" section (scroll down if necessary), type your book review in the box with the words "Write your review here." Finally, choose a rating (0–5 stars) from the drop-down menu and click "Rate" to submit their review. Maybe you could start a new tradition by always posting a review of each book you read as soon as you finish it. Here's a sample book review posted by a fellow Sonlight student:

Freedom Train, the Story of Harriet Tubman is my favorite book that I have read this year. It is a biography of Harriet Tubman, a conductor of the Underground Railroad, a way for slaves to run away North to freedom.

Harriet was a slave born on a tobacco plantation in Maryland around 1820. She worked there, gaining knowledge of the paths North until she was in her early 20's. Then she escaped using those same paths, but she had not forgotten about other slaves.

From long before the Civil War and even after the Emancipation Proclamation, she led about 300 slaves from captivity to freedom with the Underground Railroad. During the Civil War she assisted the Union Army, was matron of a hospital, and many other things. She died in 1913 and was around 93 years old.

This book is my favorite because it is a story that captures every detail of a true and amazing life, written with fabulous talent. This book made me feel hatred for slave owners, sympathy for slaves, and true fascination at Harriet's bravery and shrewdness. My favorite parts of this book were when Harriet sneaked into the South to lead slaves and never once got caught. You will want to read this book because it is exciting, full of information, and all completely true!

Posted by Debora L on 1/29/09



Dictation

George Washington Carver, p. 75

"I've come to offer you a partnership. Together we will work with the Lord in exploring all He has given us. His fantastic world holds countless secrets. We need to learn the mysteries of the soil, the rain, the sun.... If we work together as partners, we may bring new strength to our people, a new life to our land."

The Summary

Write a one- to three-paragraph summary about the book. Include only the most important characters and events. A summary should only give the main ideas of the book. Do not add any of your opinions in your summary. Use the questions below to help you get started.

After you write the summary, discuss it. Did you leave anything important out? If so, add it. Do you have too much detail? If so, delete it. Could someone who has never read the book get the basic story after reading your summary? If you answered yes, then you are finished and ready to write the review tomorrow.

Book Title: _____ Author: _____

Setting (Where and when does the story take place?) _____

1. What happens at the beginning of the story? _____
2. Who is the main character? Give a short description. _____

3. Does the main character have a problem or an uncomfortable situation? _____
4. What does the main character do to fix the problem or situation? _____

5. Is there someone or something that adds to the main character's problem? Describe what happens. _____

6. Does anyone try to help the main character? How? _____

7. Does the main character change in any way? How? _____

8. Does the main character fix the problem at the end of the story? _____



LANGUAGE ARTS E

WEEK 36

SCHEDULE

Date:	Day 1 176	Day 2 177	Day 3 178	Day 4 179	Day 5 180
Spelling					
<i>Sequential Spelling</i>					
Handwriting					
Optional: Handwriting					
Grammar					
Readers					
5-Day: <i>Plain Girl</i>	chaps. 8–9	chap. 10	chap. 11	chap. 12	chaps. 13–14
4-Day: <i>Plain Girl</i>	chaps. 8–9	chap. 10	chaps. 11–12	chaps. 13–14	
Vocabulary Development					
Optional: <i>Wordly Wise 3000-4</i>	Exercise 20D		Exercise 20E	Crossword p. 167	
Writing					
Assignment		Write an Invitation	Preparing the Puppets and Stage	Performing the Puppet Show	Optional: Reflection on Reading
Activity Sheets	Activity Sheet 36: Dictation	Activity Sheet 36: Design an Invitation			
Other Notes					
<p style="text-align: center;">You're done!</p>					

Week 36—Notes

Day 1

Dictation: Plain Girl, p. 114

It seemed too bad to Esther that a girl must wear black after she was married, but she could see that Ruth did not mind very much. She would rather wear black and be with Hans than to wear white and be without him.

Optional Dictation Passages: Plain Girl, p. 96

"You remember when Jacob's barn burned, Esther?" Dan asked. "A new one was built for him in a week, remember, and filled with hay. That could only happen here—with the People. That's one of the things I have learned since I went away."

She had never thought such a thing was strange, but only natural.

Day 2

Write an Invitation

Design and write invitations for your puppet show. You really want people to attend your show, especially after you have worked so hard on the script. Use your advertising strategies to attract an audience.

Write your jingle here.	
When: _____	Draw your symbol here
Where: _____	
Time: _____	
Sponsored By: _____	

Follow the directions on Activity Sheet 36

Design an Invitation

Answers will vary.

Day 3

Preparing the Puppets and Stage

Note to Mom or Dad: You will probably want to gather materials ahead of time so your puppeteer can prepare a stage and puppets.

There are several websites available that contain innovative ways to construct a stage and puppets. Check our website for the latest updates for these informative sites.

Day 4

Performing the Puppet Show

Perform your puppet show. Get organized before you start. Have your script and all of your materials ready. Practice on your own before you have a live audience. Speak loudly, clearly, and slowly.

Day 5

Reflection on Reading (Optional)

Reflect on your reading this year. Answer the following questions as a short journal entry.

If you could invite any three characters from the books that you've read this year to lunch, who would they be?

Why would you invite them?

What would the topic of conversation be?

What would you eat? ■



Dictation

Plain Girl, p. 114

It seemed too bad to Esther that a girl must wear black after she was married, but she could see that Ruth did not mind very much. She would rather wear black and be with Hans than to wear white and be without him.

Design an Invitation

Write a short jingle to make the title of your puppet show memorable. Draw a simple logo to symbolize your story. Include the time, location, and date. Use the format below to help you design your invitations. When you are finished, distribute your invitations.

Write your jingle here.

When: _____

Where: _____

Time: _____

Sponsored By: _____

Draw your symbol here