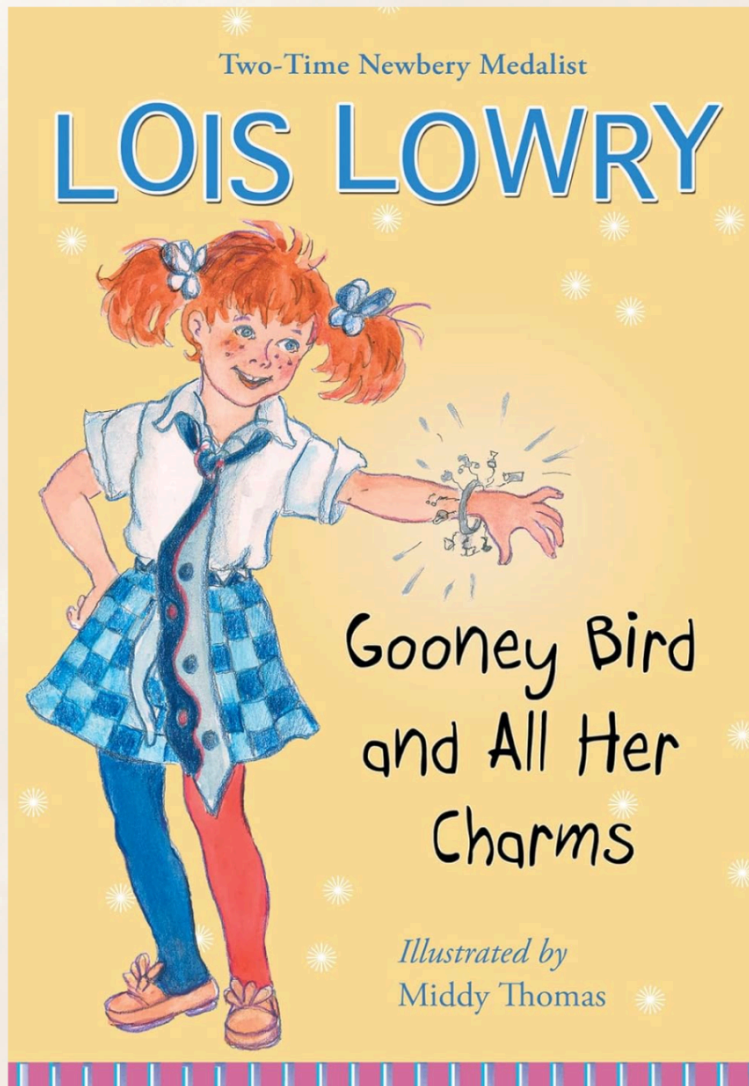


Anatomy

NOVEL STUDY

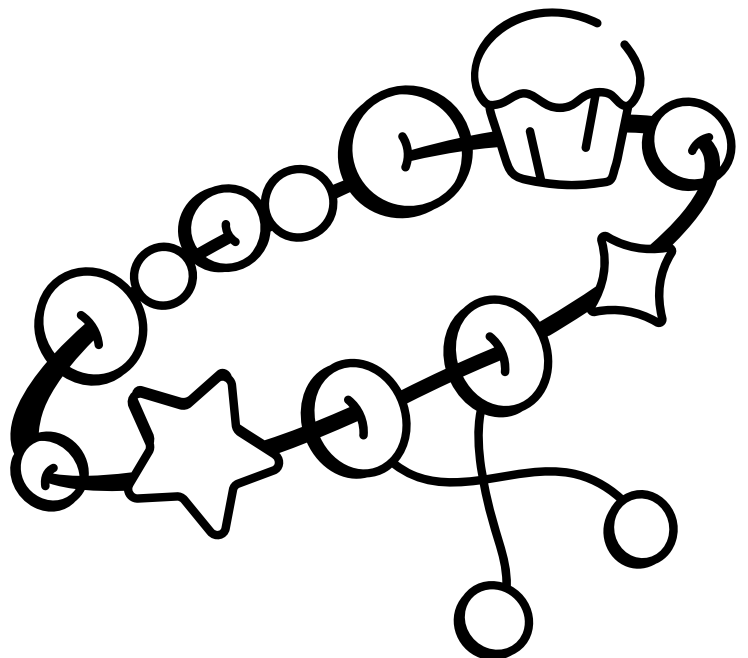


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Printed in the Unites States of America.
Library of Congress Catalog Card Number Pending



Gooney Bird & All Her Charms

The morning bell has rung at Watertower Elementary School, and it's time for Mrs. Pidgeon's class to turn to page 52 in their science books to learn about one of the most spectacular scientific subjects of all—the human body!

As usual, Gooney Bird has a special plan to make learning more fun. But what on earth is in that scary-looking box that her uncle, Dr. Oglethorpe, has brought to the second grade? And what does it have to do with the charms on Gooney's jingling silver bracelet? It looks as if another special story is in the works!

LANGUAGE ARTS SKILLS

- ☒ *proper use of terminal punctuation in sentences*
- ☒ *explaining, comparing, and reflecting on the meanings and hierarchies of words*
- ☒ *effectively utilize text comprehension strategies*
- ☒ *produce organized and clear texts, using their imagination, telling stories, and expressing opinions.*
- ☒ *clauses, main clauses, clear basic types of subordinate clauses, and the main sentence constituents and uses this knowledge when producing their own texts*
- ☒ *active and versatile use of the library and finding literature and texts that interest them*

NOVEL STUDY

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how to use this **NOVEL STUDY**

Each week you will read aloud chapters from the novel with your Primary-aged children, who are generally in the stage of their learning journey where they are just learning to read and may not be reading independently... yet! This novel study is the perfect tool to get them thinking deeply and intentionally about the novel within the following literacy areas: **grammar, vocabulary, comprehension, and speaking/writing.**

You will then be invited to engage in literacy activities with your children. Sometimes these activities will invite you to participate in a specific task, such as Mentor Sentences or a writing activity. Other times the activity will provide you with tools to assess, teach, and practice skills that will allow your child to learn a new skill with confidence.

Though you are welcome to utilize this Novel Study with whatever learning routine works for you, we recommend using this Study within a Work Cycle, which invites children to participate in learning activities independently, with choice and guidance.

The WonderHere Playbook: Teaching Pre-Readers HOW to Read

Though this novel study is not designed to teach your child HOW to read, WonderHere has the perfect accompanying resource that will do just that: the *WonderHere Reading Playbook*. We encourage families to utilize the *Reading Playbook* sequentially to teach your child early literacy skills like letter and sound recognition, phonics, etc. You will also see *Reading Playbook* activity suggestions referenced throughout this novel study for you to support the learning in the four areas of literacy.

Novel Study within the Work Cycle

Work Cycles provide a structure to your daily rhythms and help develop independent learners. A Work Cycle can look differently from home-to-home or class-to-class, but we recommend a 1-2 hour block of independent learning where children engage in activities on their level and pertaining to their personal interests.

During this Work Cycle, children choose from a pre-determined inventory of suggested activities located in an accessible area and complete the activities independently or alongside with a sibling or peer. Meanwhile, you are doing one of two things: observing/supporting them in the activity or engaging them in one-on-one review of resources like the Novel Study and/or *Reading Playbook*.

how to teach the **MENTOR SENTENCE**

Each week, your child will be invited to learn about grammar, spelling, and syntax through the powerful tool known as the Mentor Sentence. A Mentor Sentence can be any sentence you find that is *expertly* written. It has good sentence structure, rich vocabulary, vivid descriptions, and functional punctuation. Mentor Sentences are Intended to train your child to notice and appreciate expert writing, and work towards becoming expert writers themselves!

In this study, we've chosen the Mentor Sentences for you that align with the reading and focus skills of the week, but you could always find a sentence that works better for your family.

We recommend teaching the Mentor Sentence in small chunks by following this routine:

DAY 1: Copy

Start by reading the sentence with your child. Invite them to read it aloud with you, to practice what it sounds like to read a sentence with fluency. If they can't yet read, have them repeat the sentence to you, with focus on that fluency of sound. After you read the sentence together, invite your child to copy the sentence into a notebook. This is called copy work, which allows the child to practice correct grammar, spelling, and punctuation, while also practicing fine motor skills.

There are two primary modes to copy work that you might employ:

1. *Traditional Style*: The child looks at the sentence and copies it exactly into their notebook. They will want to pay attention to details, like capitalization, punctuation, and spelling, making sure that the sentence is exactly correct.
2. *French Dictation*: The parent offers the sentence in written form to the child with specific words or punctuation missing (blanks). The parent then reads and shows the complete sentence to the child, and the child fills in the blanks.

how to teach the **MENTOR SENTENCE**

DAY 2: Notice

Reread the sentence aloud with your child, again, practicing fluency. This time, sit with the sentence for a few moments. Share aloud noteworthy observations about the sentence. You might want to intentionally look for features that correspond with that week's focus skill, or you may notice other details entirely.

Early readers might notice which letters are capitals or lowercase, while practiced readers might notice how the author used a verb as an adjective. This practice allows the child to pay attention to and reflect on the mechanics of a sentence. For an additional challenge, encourage the child to label the parts of speech, types of clauses, punctuation, or even syllable count. Breaking apart the sentence and labeling the parts will help your child give deeper attention to the makings of a good sentence.

Day 3: Revise

Next, work with your child to revise the sentence. You'll notice that the Mentor Sentences will not have any errors to edit (because they are expert sentences!), but even the best sentences can be improved upon with thought and revision. What would they do to make the sentence better? Could they add an adjective for more description? Would they alter the punctuation? Exchange words for more interesting synonyms?

Day 4: Imitate

On the final day, the child will have the opportunity to imitate the Mentor Sentence. It is best to do this in the context of one of their own stories. Encourage them to write one sentence, mirroring the structure of the Mentor Sentence as closely as they can. Have them read their sentence aloud to practice fluency. Allow pre-readers to dictate their sentence to you, so that you can write it down.

See an example of the Mentor Sentence in action on the next page!

MENTOR SENTENCE *routine*

The dog barks loudly every morning.



Copy:

The dog barks loudly
every morning.

(traditional style)

The dog barks loudly
every morning.

(French dictation)



Notice:

Parent says: *When you look at this sentence, what do you notice?*

Child may say: *Capital T at the beginning; period at the end; loudly and every both end in -y; dog is a noun; barks is a verb.*

(Remember, parents... nothing is off limits when it comes to noticing!)



Revise:

Parent says: *How can we improve this sentence?*

Child may say: *The big dog howls loudly every morning as the sun rises.*



Imitate:

Parent says: *How can we write our own expert sentence inspired by this one?*

Child may say: *The cat purrs softly every night.*

Week One

GRAMMAR (skill: proper use of terminal punctuation in sentences)

"What's anatomy?" asked Beanie. "It's the study of the structure of an organism," Dr. Oglethorpe said. (pg. 17 & 18)

STEP 1: COPY the sentence.

- Copy the sentence on a sheet of paper, or use the French Dictation templates on pg. 40-42. For more support, see *How to Teach the Mentor Sentence* on pg. 6-7.

STEP 2: NOTICE parts of the sentence.

- Example: There are quotation marks. There is one comma. There are two apostrophes. There is **terminal punctuation** like a question mark and periods (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Include the definition of the word *organism* within the sentence.

STEP 4: IMITATE the sentence by crafting one similar in structure but make it original!

- Example: "What are sensory organs?" asked Sally. "They send special messages to our brain so we can see, hear, smell, taste, and feel things," Mrs. Smith said.

MINI LESSON: TERMINAL PUNCTUATION



LET'S LEARN!

Terminal punctuation is the mark used at the end of a sentence to show the sentence, or thought, has ended.

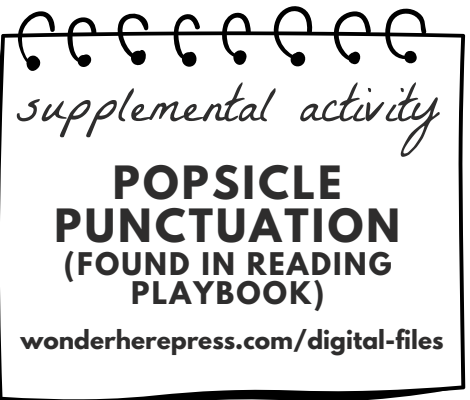
- Periods (.) is used to complete a statement or fact sentence.
- Exclamation marks (!) are used to complete a sentence with strong emotion or feeling.
- Question marks (?) are used at the end of a sentence that is asking a question



YOUR TURN!

Can you fix these sentences by adding the correct punctuation marks at the end of each sentence?

1. What is your name
2. Today it is sunny
3. Wow the sun is so bright today.



CHAPTERS 1-2

VOCABULARY *(skill: practices explaining, comparing, and reflecting on the meanings and hierarchies of words)*

You can use hints or pieces of information within a text to help you understand the meaning of unfamiliar or difficult words. These hints are called **context clues**. Here are three words from this week's reading. Use the Vocabulary Routine below (and the *Words of the Week Mat* at the end of this Novel Study) to help you study them.

ANATOMY

the study of the structures of the human body and other living things

ORGANISM

any living thing like plants, animals, and humans

DERMOTOLOGIST

a doctor who studies and helps people with health issues about their skin

STEP 1: Predict & confirm the **DEFINITION**. Find and read the paragraph that contains the word. Use clues to help you predict the meaning, confirming with the definition above.

STEP 2: Determine the **PART OF SPEECH**. Is it a noun, pronoun, verb, adjective, adverb, preposition, conjunction, or interjection?

STEP 3: **ILLUSTRATE** the word or use it in a **SENTENCE**!

MINI LESSON: ROOT WORDS



LET'S LEARN!

Many words we use in the English language have Greek or Latin roots. These roots are placed at the beginning or end of words. Knowing the meaning of these roots can help determine the greater meaning of larger unknown words. Listed below are some examples of Greek or Latin roots:

Root:	Meaning:	Example:
aqua	water	aquamarine
port	to carry	portable
therm	heat	thermal



YOUR TURN!

Can you find the root words from these examples and their meaning?

1. dermatology
2. cerebrum
3. chronic



Week One

COMPREHENSION (skill: effectively utilizes text comprehension strategies)

Reading comprehension is the ability to understand, interpret, and analyze written text. You can discuss this week's reading by using the questions below as a guide. Use the Comprehension Routine below to assist you in answering the questions.

STEP 1: READ the question carefully.

STEP 2: SEARCH the book for where you might find the answer and **REREAD** that section.

STEP 3: ANALYZE (think carefully about) the information you find.

STEP 4: ANSWER the question verbally or in writing.

Discussion Questions:

- Explain what "In like a lion, out like a lamb" means and how this relates to the month of March. Do you agree with this phrase? Does it relate to how you experience March?
- What did Dr. Oglethorpe bring to Gooney Bird's class? Why did he bring this to them?
- What is anatomy?
- Who is Napoleon?
- Name some of the different bones mentioned in these first two chapters? Do you know the placement or purpose of these bones?
- How would you describe Gooney Bird's second grade class in the first two chapters?

MINI LESSON: CAUSE & EFFECT



LET'S LEARN!

When one event makes another happen, this is cause and effect. This relationship between events help a reader better understand the plot of a story.

- **Cause** is the reason **WHY** something happened
- **Effect** is **WHAT** happens as a result

Some key words can help a reader identify the cause and effect within a story or sentence such as: because, if/then, due to



YOUR TURN!

Can you identify the cause and the effect in the sentences below?

1. I went to the park because I had a lot of energy.
2. Without sunlight, the flower will not grow.
3. He woke up before everyone else so he made breakfast.



CHAPTERS 1-2

SPEAKING/WRITING (skill: produces organized and clear texts, using their imagination, telling stories, and expressing opinions.)



LET'S LEARN!

Writing a **personal narrative** is a fun way to tell a story about your own life! Personal narratives can be about an important event or moment that really stands out to you, like a fun trip, a special day with your family, or a time you learned something new.

1. **Start with a hook** – Begin your story with something exciting or interesting to grab your reader's attention.
2. **Describe the setting** – Tell where and when the story happened, and what was around you.
3. **Talk about your feelings** – Share how you felt during the event. Did you feel happy, nervous, or excited? Let your readers know!
4. **Focus on the action** – Explain what happened step by step, like a movie playing in your head.
5. **End with a lesson or reflection** – What did you learn from the experience? How did it change you?

Remember, the best personal narratives are true to you and show your unique voice. Use the prompt below to practice writing a personal narrative!

WRITING PROMPT



YOUR TURN!

This week you are going to begin by choosing a prompt to write about and begin your narrative. Think through the points from “Let’s Learn” and draft out your key points for your narrative. Think about a time you broke a bone, had a surgery, or any injury or sickness. Share what happened. You can write out what happened, what part of your body it affected, etc.

Week Two

GRAMMAR (skill: proper use of terminal punctuation in sentences)

"Messages zoom around brain cells faster than we can even imagine. And we have billions of brain cells!" (pg. 35-36)

STEP 1: COPY the sentence.

- Copy the sentence on a sheet of paper, or use the French Dictation templates on pg. 40-42. For more support, see *How to Teach the Mentor Sentence* on pg. 6-7.

STEP 2: NOTICE parts of the sentence.

- Example: There are quotation marks. There is **terminal punctuation** like a period and exclamation point (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Replace the word *zoom* with *whiz*. Replace the word *faster* with *quicker*.

STEP 4: IMITATE the sentence by crafting one similar in structure but make it original!

- Example: "*Blood cells dart through our circulatory system faster than we can even imagine. And we have billions of blood cells!*"

MINI LESSON: TERMINAL PUNCTUATION



LET'S LEARN!

Terminal punctuation is the mark used at the end of a sentence to show the sentence, or thought, has ended.

- Periods (.) are used to complete a statement or fact sentence.
- Exclamation marks (!) are used to show strong emotion or feeling.
- Question marks (?) are used at the end of a sentence that is asking a question.



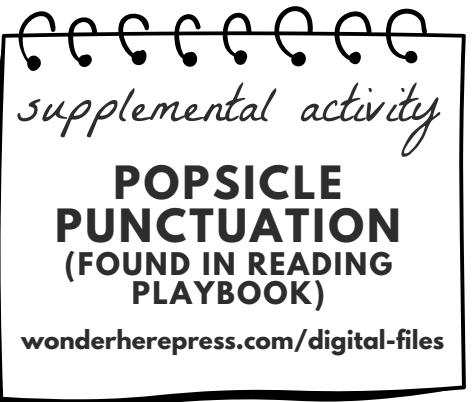
YOUR TURN!

Can you add the terminal punctuation to this passage from this week's novel reading? Hint: The passage paraphrased below is found on pages 32- 33 if you need some help. There are seven missing punctuation marks.

"Napoleon doesn't have a brain," Keiko said in a soft voice

"He did ONCE " Barry said

"The Skull " all the children called



CHAPTERS 3-4

VOCABULARY (skill: practices explaining, comparing, and reflecting on the meanings and hierarchies of words)

You can use hints or pieces of information within a text to help you understand the meaning of unfamiliar or difficult words. These hints are called **context clues**. Here are three words from this week's reading. Use the Vocabulary Routine below (and the *Words of the Week Mat* at the end of this Novel Study) to help you study them.



HUMERUS

the bone in the arm that runs from the shoulder to the elbow



NEURONS

tiny messengers in our bodies that send signals between our brain and nervous system



CELLS

microscopic building blocks that make up every living thing

STEP 1: Predict & confirm the **DEFINITION**. Find and read the paragraph that contains the word. Use clues to help you predict the meaning, confirming with the definition above.

STEP 2: Determine the **PART OF SPEECH**. Is it a noun, pronoun, verb, adjective, adverb, preposition, conjunction, or interjection?

STEP 3: **ILLUSTRATE** the word or use it in a **SENTENCE**!

MINI LESSON: ROOT WORDS



LET'S LEARN!

Many words we use in the English language have Greek or Latin roots. These roots are placed at the beginning or end of words. Knowing the meaning of these roots can help determine the greater meaning of larger unknown words. Listed below are some examples of Greek or Latin roots:

Root:	Meaning:	Example:
aqua	water	aquamarine
port	to carry	portable
therm	heat	thermal



YOUR TURN!

Can you research the meaning and find an example of these root words?

1. neuro
2. micro
3. bio



Week Two

COMPREHENSION (skill: effectively utilizes text comprehension strategies)

Reading comprehension is the ability to understand, interpret, and analyze written text. You can discuss this week's reading by using the questions below as a guide. Use the Comprehension Routine below to assist you in answering the questions.

STEP 1: READ the question carefully.

STEP 2: SEARCH the book for where you might find the answer and **REREAD** that section.

STEP 3: ANALYZE (think carefully about) the information you find.

STEP 4: ANSWER the question verbally or in writing.

Discussion Questions:

- *Why does the class think Napoleon will be disappointed after the morning announcements? What is Gooney Bird's idea she has to let everyone in the school know about Napoleon?*
- *What are some of the lessons in the brain the class learns? How does having Napoleon help relate these lessons to the class?*
- *Why does Gooney Bird wear glasses? Do you agree with her reasoning? Is there anything you wear or do because you think it makes you appear a certain way? Share.*
- *Why does the class take Napoleon to the library? What do they do with him once he's there?*

MINI LESSON: CAUSE & EFFECT



LET'S LEARN!

When one event makes another happen, this is cause and effect. This relationship between events help a reader better understand the plot of a story.

- **Cause** is the reason **WHY** something happened
- **Effect** is **WHAT** happens as a result

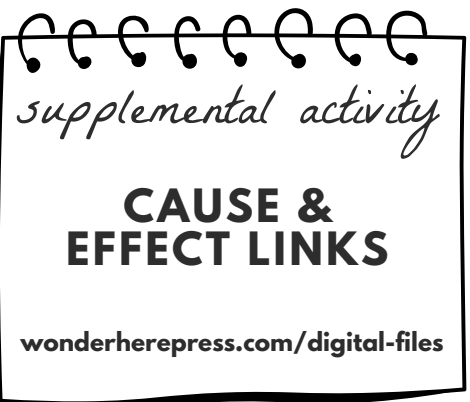
Some key words can help a reader identify the cause and effect within a story or sentence such as: therefore, since, without



YOUR TURN!

Identify the cause of these events from this week's novel reading.

1. Bruno's tail was run over.
2. Malcolm's skull was protected.
3. The class took Napoleon to the library.



CHAPTERS 3-4

SPEAKING/WRITING (skill: produces organized and clear texts, using their imagination, telling stories, and expressing opinions.)

LET'S LEARN!

Let's focus on starting our personal narrative with a great **hook**! A hook is like the beginning of a cool adventure! It's the first part of your story that makes the reader want to keep reading because it's interesting, exciting, or even a little mysterious. Think of it like a cliffhanger at the start of a movie that makes you go, "Wait, what happens next?!"

Here are some fun ways to write a great hook:

1. **Ask a Fun Question.** For example: "Have you ever wondered what happens inside your body when you run?"
2. **Make a Bold Statement.** For example: "Your heart beats faster than a race car when you're running, even though you can't see it!"
3. **Create a Picture in Their Mind.** For example: "It's the first day of school, and the doctor's office smells like fresh soap. You feel nervous because today, you're going to be a doctor!"
4. **Share an Amazing Fact.** For example: "Did you know your body has about 206 bones? That's a lot of bones to keep track of!"
5. **Start in the Middle of Something Exciting.** For example: "The clock is ticking, and you have only 3 minutes to figure out what's wrong with your patient. Can you save them in time?"

WRITING PROMPT



YOUR TURN!

Last week you chose an injury or sickness to share about. This week let's answer another question to expand our writing! Write about the timeline of your sickness or injury. When or where did it happen? How long did it take until you were better? Try to start off with a strong **hook**!

Week Three

GRAMMAR (skill: proper use of terminal punctuation in sentences)

"You've done a great job, everyone! The other grades are going to learn a lot about the digestive system from Napoleon because of your hard work." (pg 80.)

STEP 1: COPY the sentence.

- Copy the sentence on a sheet of paper, or use the French Dictation templates on pg. 40-42. For more support, see *How to Teach the Mentor Sentence* on pg. 6-7.

STEP 2: NOTICE parts of the sentence.

- Example: There are quotation marks. There is **terminal punctuation** like a period and exclamation point (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Replace the word *great* with *fantastic*. Replace the word *hard* with *diligent*.

STEP 4: IMITATE the sentence by crafting one similar in structure but make it original!

- Example: "Excellent work, friends! The other groups are going to experience a lot about the history of ancient China because of your tireless work and creativity!"

MINI LESSON: TERMINAL PUNCTUATION



LET'S LEARN!

Terminal punctuation is the mark used at the end of a sentence to show the sentence, or thought, has ended.

- Periods (.) are used to complete a statement or fact sentence.
- Exclamation marks (!) are used to show strong emotion or feeling.
- Question marks (?) are used at the end of a sentence that is asking a question.



YOUR TURN!

Can you fix these sentences by adding the seven missing terminal punctuations where they belong? **Clue!** Look for capital letters that wouldn't belong unless beginning a new sentence to help you determine missing punctuation marks. (Hint: This passage is found on page 62.)


By the time it goes down the...the...What's it called That tube it goes down Esophagus Barry, Beanie, and Tyrone all said it loudly together Yes Esophagus It's just moosh when it goes down that into your stomach "




CHAPTERS 5-6

VOCABULARY (skill: practices explaining, comparing, and reflecting on the meanings and hierarchies of words)

You can use hints or pieces of information within a text to help you understand the meaning of unfamiliar or difficult words. These hints are called **context clues**. Here are three words from this week's reading. Use the Vocabulary Routine below (and the *Words of the Week Mat* at the end of this Novel Study) to help you study them.



NUTRITIOUS
food that your body needs to grow healthy and strong



DIGESTION
how our bodies break down food to create it into energy and growth



ESOPHAGUS
the long, stretchy tube that connects the throat to the stomach

STEP 1: Predict & confirm the **DEFINITION**. Find and read the paragraph that contains the word. Use clues to help you predict the meaning, confirming with the definition above.

STEP 2: Determine the **PART OF SPEECH**. Is it a noun, pronoun, verb, adjective, adverb, preposition, conjunction, or interjection?

STEP 3: **ILLUSTRATE** the word or use it in a **SENTENCE**!

MINI LESSON: ROOT WORDS



LET'S LEARN!

Many words we use in the English language have Greek or Latin roots. These roots are placed at the beginning or end of words. Knowing the meaning of these roots can help determine the greater meaning of larger unknown words. Listed below are some examples of Greek or Latin roots:

Root:	Meaning:	Example:
aqua	water	aquamarine
port	to carry	portable
therm	heat	thermal



YOUR TURN!

Can you identify an example for and the meaning of each of these root words?

1. gastro
2. hydr
3. vas/vasc



supplemental activity

**ROOT WORDS
GO FISH**

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Week Three

COMPREHENSION (skill: effectively utilizes text comprehension strategies)

Reading comprehension is the ability to understand, interpret, and analyze written text. You can discuss this week's reading by using the questions below as a guide. Use the Comprehension Routine below to assist you in answering the questions.

STEP 1: READ the question carefully.

STEP 2: SEARCH the book for where you might find the answer and **REREAD** that section.

STEP 3: ANALYZE (think carefully about) the information you find.

STEP 4: ANSWER the question verbally or in writing.

Discussion Questions:

- Why does Gooney Bird think its important to eat interesting food? What does it mean to have a colorful plate/diet?
- Share some ways you keep a balanced diet.
- Why do you think the other students who encountered Napoleon in the library did not understand the sign "MRS PIGEON'S CLASS FINDS THIS HUMERUS"?
- Where does the class decide to take Napoleon next? Do you think this placement is a good one?
- Describe how the digestive system works.

MINI LESSON: CAUSE & EFFECT



LET'S LEARN!

When one event makes another happen, this is cause and effect. This relationship between events help a reader better understand the plot of a story.

- **Cause** is the reason **WHY** something happened
- **Effect** is **WHAT** happens as a result

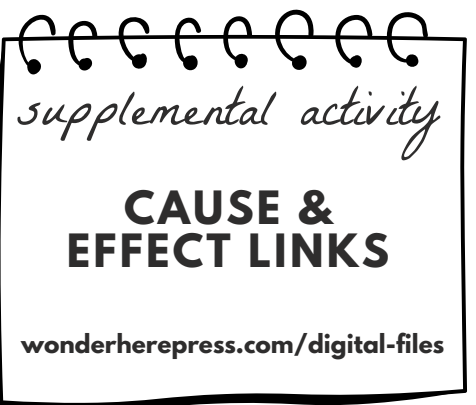
Some key words can help a reader identify the cause and effect within a story or sentence such as: so, without, as a result



YOUR TURN!

Identify the effect of these cause of events that you read for this week's reading:

- Gooney Bird likes her lunch to be interesting. so she...
- The class did not give Napoleon a plate of real food because....
- After we eat food...



CHAPTERS 5-6

SPEAKING/WRITING (skill: produces organized and clear texts, using their imagination, telling stories, and expressing opinions.)

LET'S LEARN!

Let's move on to establishing a solid **setting** for our personal narrative. When you're writing a personal story, describing the setting is a way to bring your reader into the experience with you. You want them to feel like they're right there with you, experiencing the same sights, sounds, and even emotions. By adding details about where and when the story happened, and what was around you, the reader can see the moment in their mind.

Let's say you're writing about the first time you went to the doctor for a check-up. Here's how you might describe the setting in a way that makes your reader feel like they're with you:

"It was a bright, sunny afternoon, and I could feel the warm sunlight through the windows as we pulled into the parking lot of the doctor's office. I was a little nervous because I had never been to this office before, but the moment I walked in, the smell of clean air and new books made me feel a bit better. The waiting room was cozy, with soft chairs and a big fish tank bubbling in the corner. I could hear the quiet chatter of other people, and the soft sound of a kid giggling somewhere in the back. Outside, I could see cars rushing by, but inside, everything felt calm. I squeezed my mom's hand as we sat down, waiting for my turn."

WRITING PROMPT



YOUR TURN!

Let's continue working on those personal narratives! This week, picture where your injury happened. Try to paint a mental picture of this **setting** using words.

Week Four

GRAMMAR (skill: identifies clauses, main clauses, clear basic types of subordinate clauses, and the main sentence constituents and uses this knowledge when producing their own texts)

“He breathes air into his lungs, then he breathes it out, or he uses it to blow up a balloon or to talk or sing.” (pg 104)

STEP 1: COPY the sentence.

- Copy the sentence on a sheet of paper, or use the French Dictation templates on pg. 40-42. For more support, see *How to Teach the Mentor Sentence* on pg. 6-7.

STEP 2: NOTICE parts of the sentence.

- Example: There are quotation marks. There are two commas separating **clauses** (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Replace the word *breathes* with *inhales*. Add *a song* to the end of the sentence.

STEP 4: IMITATE the sentence by crafting one similar in structure but make it original!

- Example: “*She lifts weights, then sets them down; using them to grow her muscles.*”

MINI LESSON: CLAUSES



LET’S LEARN!

Clauses are a group of words within a sentence where the subject (who or what) and the verb (action word) are together and can make sense on their own. A clause could be isolated in a longer sentence or could be seen as a “simple sentence.”

Example:

- Because he was running, he tripped and fell.
 - “He was running” can be isolated as a clause
 - “he tripped” can be isolated as a clause



YOUR TURN!

Can you identify the subject and verb in this week’s mentor sentence. Circle the subject in the sentence and the verb that is used in the sentence below. How many clauses are present in this sentence? Underline the clause.

He breathes air into his lungs, then he breathes it out, or he uses it to blow up a balloon or to talk or sing.




CHAPTERS 7-8

VOCABULARY *(skill: practices explaining, comparing, and reflecting on the meanings and hierarchies of words)*


You can use hints or pieces of information within a text to help you understand the meaning of unfamiliar or difficult words. These hints are called **context clues**. Here are three words from this week's reading. Use the Vocabulary Routine below (and the *Words of the Week Mat* at the end of this Novel Study) to help you study them.



BLUSTERY
strong windy weather



RESPIRATORY
the system in our body that allows oxygen to enter and flow through our bodies



TENDON
a strong, stretchy rope that connects our muscles to our bones

STEP 1: Predict & confirm the **DEFINITION**. Find and read the paragraph that contains the word. Use clues to help you predict the meaning, confirming with the definition above.

STEP 2: Determine the **PART OF SPEECH**. Is it a noun, pronoun, verb, adjective, adverb, preposition, conjunction, or interjection?

STEP 3: **ILLUSTRATE** the word or use it in a **SENTENCE**!

MINI LESSON: ROOT WORDS



LET'S LEARN!

Many words we use in the English language have Greek or Latin roots. These roots are placed at the beginning or end of words. Knowing the meaning of these roots can help determine the greater meaning of larger unknown words. Listed below are some examples of Greek or Latin roots:

Root:	Meaning:	Example:
aqua	water	aquamarine
port	to carry	portable
therm	heat	thermal



YOUR TURN!

Can you determine the meaning and an example for each of these root words?

1. myo
2. cardi
3. oto



supplemental activity

**ROOT WORDS
GO FISH**

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Week Four

COMPREHENSION

(skill: is familiarized with active and versatile use of the library and finding literature and texts that interest them)

Reading comprehension is the ability to understand, interpret, and analyze written text. You can discuss this week's reading by using the questions below as a guide. Use the Comprehension Routine below to assist you in answering the questions.

STEP 1: READ the question carefully.

STEP 2: SEARCH the book for where you might find the answer and **REREAD** that section.

STEP 3: ANALYZE (think carefully about) the information you find.

STEP 4: ANSWER the question verbally or in writing.

Discussion Questions:

- *Why would placing Napoleon on the toilet at school be sexist? What does sexist mean? Why did they want to place him in the bathroom as his next location?*
- *Where do they decide to take him? Why? Do you think this was a good idea for a lesson about muscles?*
- *Describe our muscular system. How does it work? What protects it? What is all connected to it?*
- *After muscles, the class learns about our respiratory system? What is a part of this system? How does it work?*
- *Something terrible happens at the end of chapter 8, what do you think happened to Napoleon?*

MINI LESSON: LIBRARY FAMILIARITY



LET'S LEARN!

Library familiarity is an important skill for developing readers. It can help foster a growing love of books. Becoming familiar with the library helps us to find more books we enjoy reading as well as find new or interesting types of books we may have never read before!

These next three weeks we want to encourage you and your child to treat your own book collection like a library. Set books up for your child to explore, mix up genres and have your child explore new or beloved titles, and lastly, if able, take a trip or multiple trips to your local library to explore and check out books of interest!



YOUR TURN!

This week, write out a bucket list of books you'd like to read for fun or a list of your favorite books. Choose one book from your list to read or reread for fun!

Think about or describe; why these books are your favorite? What is your favorite part of the story?

supplemental activity

**FICTION &
NON-FICTION
SORT**

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CHAPTERS 7-8

SPEAKING/WRITING (skill: produces organized and clear texts, using their imagination, telling stories, and expressing opinions.)

LET'S LEARN!

In a personal narrative, talking about your **feelings** is one of the most important parts of the story because it lets your reader connect with you on an emotional level. You can think of your feelings as the "heart" of the story — they give depth and meaning to the events you're describing.

When you share your feelings, you help your reader understand how the situation affected you, whether it made you happy, nervous, scared, excited, or even confused. This is what makes the story personal and relatable because everyone has experienced those same emotions at some point! Writing about feelings helps writers:

- **Relate to the Reader:** When you explain how you felt, the reader can imagine themselves in your shoes, making the story feel real and emotional.
- **Show Growth or Change:** Sometimes, sharing how you felt at the beginning versus the end of the story shows how you've changed or learned something.
- **Build Connection:** Feelings help make your experience more relatable. If you felt nervous about a new experience, your reader might have felt the same way at some point.

WRITING PROMPT



YOUR TURN!

This week, think about how your sickness or injury made you **feel**? Think also about how you felt once you got better! Write about all the feelings you felt as your body was hurt, during the healing process, and how you felt once you recovered; these may all be different feelings. Describe them!

Week Five

GRAMMAR

(skill: identifies clauses, main clauses, clear basic types of subordinate clauses, and the main sentence constituents and uses this knowledge when producing their own texts)

"Standing there while the class watched her, Gooney Bird examined the hat, the scarf, and the two limp balloons." (pg. 122)

STEP 1: COPY the sentence.

- Copy the sentence on a sheet of paper, or use the French Dictation templates on pg. 40-42. For more support, see *How to Teach the Mentor Sentence* on pg. 6-7.

STEP 2: NOTICE parts of the sentence.

- Example: There are quotation marks. There are three commas separating **clauses** (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Replace the word *watched* with *observed*. Replace the word *limp* with *deflated*.

STEP 4: IMITATE the sentence by crafting one similar in structure but make it original!

- Example: "*Perching there while the crowd watched him, Benjamin examined the the mess he has made.*"

MINI LESSON: CLAUSES



LET'S LEARN!

Clauses are a group of words within a sentence where the subject (who or what) and the verb (action word) are together and can make sense on their own. A clause could be isolated in a longer sentence or could be seen as a "simple sentence."

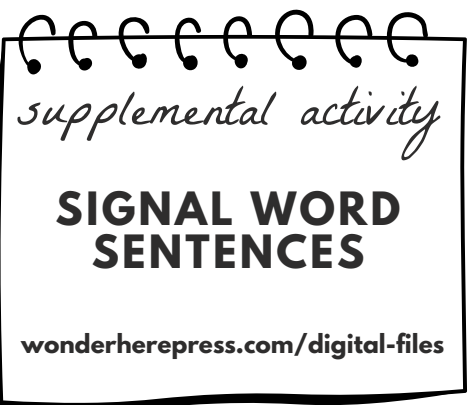
- **Subject** is the who or what in a sentence: he, she, dog, Mom, Jeremiah, etc.
- **Verb** is the action the subject is doing: runs, ran, running, etc.



YOUR TURN!

Identify the subject and verb in this week's mentor sentence. Can you identify each clause and rewrite them so each sentence is only one clause?


- **Example:** "Because it was raining, we stayed inside." could be written to "It was raining. We stayed inside."
- Standing there while the class watched her, Gooney Bird examined the hat, the scarf, and the two limp balloons.




CHAPTERS 9-10

VOCABULARY (skill: practices explaining, comparing, and reflecting on the meanings and hierarchies of words)


You can use hints or pieces of information within a text to help you understand the meaning of unfamiliar or difficult words. These hints are called **context clues**. Here are three words from this week's reading. Use the Vocabulary Routine below (and the *Words of the Week Mat* at the end of this Novel Study) to help you study them.



LIVER
an organ that cleans our blood, helps digest food, and stores energy



STEALTHILY
to do something quiet or carefully; to sneak



KIDNEY
an organ that helps filter out waste and extra water to create our body's urine

STEP 1: Predict & confirm the **DEFINITION**. Find and read the paragraph that contains the word. Use clues to help you predict the meaning, confirming with the definition above.

STEP 2: Determine the **PART OF SPEECH**. Is it a noun, pronoun, verb, adjective, adverb, preposition, conjunction, or interjection?

STEP 3: **ILLUSTRATE** the word or use it in a **SENTENCE!**

MINI LESSON: ROOT WORDS



LET'S LEARN!

Many words we use in the English language have Greek or Latin roots. These roots are placed at the beginning or end of words. Knowing the meaning of these roots can help determine the greater meaning of larger unknown words. Listed below are some examples of Greek or Latin roots:

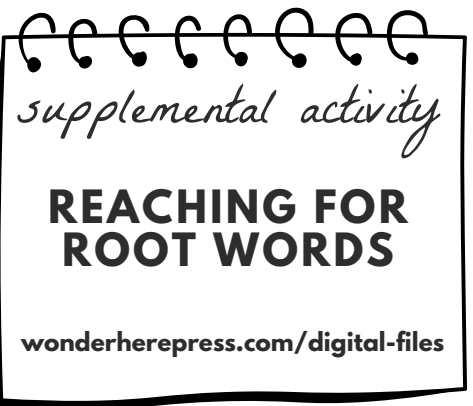
Root:	Meaning:	Example:
aqua	water	aquamarine
port	to carry	portable
therm	heat	thermal



YOUR TURN!

This week try to identify the medical root words used for each of these parts of anatomy and determine how they help the human body. Does the root help you better understand or know the purpose of this organ?

1. liver
2. stomach
3. nose



supplemental activity

REACHING FOR ROOT WORDS

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Week Five

COMPREHENSION

(skill: is familiarized with active and versatile use of the library and finding literature and texts that interest them)

Reading comprehension is the ability to understand, interpret, and analyze written text. You can discuss this week's reading by using the questions below as a guide. Use the Comprehension Routine below to assist you in answering the questions.

STEP 1: READ the question carefully.

STEP 2: SEARCH the book for where you might find the answer and **REREAD** that section.

STEP 3: ANALYZE (think carefully about) the information you find.

STEP 4: ANSWER the question verbally or in writing.

Discussion Questions:

- *How does the class react to Napoleon being missing? How do you think you would've reacted or what would you have done to first in this situation?*
 - *Who all is on the suspect list and how does the class begin to eliminate suspects?*
 - *Who solves the mystery? How did this person figure it out?*
 - *Who took Napoleon and why did they take him? Did anything happen to this person because they stole Napoleon?*
 - *What is the class's last lesson about the human body?*
-

MINI LESSON: LIBRARY FAMILIARITY

LET'S LEARN!



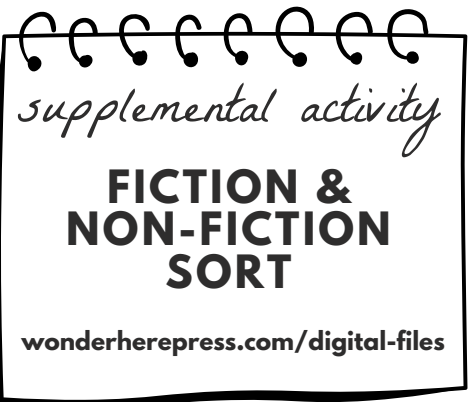
Library familiarity is an important skill for developing readers. It can help foster a growing love of books. Becoming familiar with the library helps us to find more books we enjoy reading as well as find new or interesting types of books we may have never read before!

These next three weeks we want to encourage you and your child to treat your own book collection like a library. Set books up for your child to explore, mix up genres and have your child explore new or beloved titles, and lastly, if able, take a trip or multiple trips to your local library to explore and check out books of interest!



YOUR TURN!

This week, research different books within your reading level. For example, nonfiction books could be books about animals, magnets, weather, countries around the world, etc. Think about books you do not usually read. What sounds interesting? Make a list of some of these books to add to your bucket list from last week.



CHAPTERS 9-10

SPEAKING/WRITING (skill: produces organized and clear texts, using their imagination, telling stories, and expressing opinions.)

LET'S LEARN!

In a personal narrative, focusing on the **action** means telling your reader exactly what happened, one step at a time. You want to explain what you did and what happened around you, like a movie playing in your head. By focusing on the action, you make your story come to life and help the reader feel like they're right there with you, watching everything unfold.

Think about how movies show every moment — from the moment the character wakes up to the final big moment. When you focus on the action, you're giving the reader all the details of your story so they can picture it clearly. Focusing on the action:

- **Keeps the Story Moving:** By breaking the story down into actions, you keep the reader engaged. It's like a step-by-step guide through your experience, so they don't get lost.
- **Shows How You Felt in Each Moment:** When you describe what you did and how you reacted, it shows how you were feeling during different parts of the story.
- **Creates a Movie in the Reader's Mind:** Action makes the story feel like it's happening right in front of the reader. It's like they're watching the events unfold!

WRITING PROMPT



YOUR TURN!

This week you will write about a lesson you learned from your experience as a result of the actions you wrote about. Think, again, about how you felt throughout your story you are sharing. Write about these feelings and lessons and how they changed you.

Week Six

GRAMMAR

(skill: identifies clauses, main clauses, clear basic types of subordinate clauses, and the main sentence constituents and uses this knowledge when producing their own texts)

“His muscles make his bones move. Without muscles, we would just be like statues.” (pg 145)

STEP 1: COPY the sentence.

- Copy the sentence on a sheet of paper, or use the French Dictation templates on pg. 40-42. For more support, see *How to Teach the Mentor Sentence* on pg. 6-7.

STEP 2: NOTICE parts of the sentence.

- Example: There are quotation marks. There is one comma separating **clauses** (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Replace the word *statues* with *sculptures*.

STEP 4: IMITATE the sentence by crafting one similar in structure but make it original!

- Example: “*The gears make the machine move. Without gears, the machine would not function.*”

MINI LESSON: CLAUSES



LET’S LEARN!

Clauses are a group of words within a sentence where the subject (who or what) and the verb (action word) are together and can make sense on their own. A clause could be isolated in a longer sentence or could be seen as a “simple sentence.”

- **Subject** is the who or what in a sentence
 - he, she, dog, Mom, Jeremiah, etc.
- **Verb** is the action the subject is doing
 - runs, ran, running, etc.



YOUR TURN!

Can you identify the subject and verb used in the sentences below? Circle **who** the sentence is about and what **action** they are doing.




1. Gabby loves playing tag.
2. Khi and Caleb stand in line for a snack.
3. The bird flies across the sky.



CHAPTER 11

VOCABULARY (skill: practices explaining, comparing, and reflecting on the meanings and hierarchies of words)

You can use hints or pieces of information within a text to help you understand the meaning of unfamiliar or difficult words. These hints are called **context clues**. Here are three words from this week's reading. Use the Vocabulary Routine below (and the *Words of the Week Mat* at the end of this Novel Study) to help you study them.

 IDENTIFY to figure out or recognize what something is	 SALIVA clear, watery liquid in our mouth that helps us chew, swallow, and break down our food	 MUSCLES strong, stretchy tissues that help us move
---	---	--

STEP 1: Predict & confirm the **DEFINITION**. Find and read the paragraph that contains the word. Use clues to help you predict the meaning, confirming with the definition above.

STEP 2: Determine the **PART OF SPEECH**. Is it a noun, pronoun, verb, adjective, adverb, preposition, conjunction, or interjection?

STEP 3: **ILLUSTRATE** the word or use it in a **SENTENCE!**

MINI LESSON: ROOT WORDS



LET'S LEARN!

Many words we use in the English language have Greek or Latin roots. These roots are placed at the beginning or end of words. Knowing the meaning of these roots can help determine the greater meaning of larger unknown words. Listed below are some examples of Greek or Latin roots:

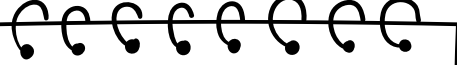
Root:	Meaning:	Example:
aqua	water	aquamarine
port	to carry	portable
therm	heat	thermal



YOUR TURN!

Determine the root word and what type of doctor or study of medicine each of the words below belong to. Does understanding the root word's meaning help you know what kind of doctor each of these are?

1. dermatologist
2. orthodontist
3. cardiologist


supplemental activity
**REACHING FOR
ROOT WORDS**
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Week Six

COMPREHENSION

(skill: is familiarized with active and versatile use of the library and finding literature and texts that interest them)

Reading comprehension is the ability to understand, interpret, and analyze written text. You can discuss this week's reading by using the questions below as a guide. Use the Comprehension Routine below to assist you in answering the questions.

STEP 1: READ the question carefully.

STEP 2: SEARCH the book for where you might find the answer and **REREAD** that section.

STEP 3: ANALYZE (think carefully about) the information you find.

STEP 4: ANSWER the question verbally or in writing.

Discussion Questions:

- How does the class share all they've learned about the human body?
- Explain how each of Gooney Bird's charms on her bracelet relate to their lessons about anatomy?
- How did Gooney Bird's last charm end up fitting into the story?
- Did you find any moments in this book to be humorous? Share about these.
- Share a lesson about the human body you learned while reading this novel.

MINI LESSON: LIBRARY FAMILIARITY

LET'S LEARN!



Library familiarity is an important skill for developing readers. It can help foster a growing love of books. Becoming familiar with the library helps us to find more books we enjoy reading as well as find new or interesting types of books we may have never read before!

These next three weeks we want to encourage you and your child to treat your own book collection like a library. Set books up for your child to explore, mix up genres and have your child explore new or beloved titles, and lastly, if able, take a trip or multiple trips to your local library to explore and check out books of interest!



YOUR TURN!

This week, if possible, visit your local library and check out some of the books from your bucket list. If you can, check out books you enjoy reading for fun and some new books you haven't ever read before.



CHAPTER 11

SPEAKING/WRITING (skill: produces organized and clear texts, using their imagination, telling stories, and expressing opinions.)

When you write a personal narrative, the ending is just as important as the beginning and middle because it wraps up the story and shows what you learned or how you changed from the experience. Ending with a lesson or reflection lets your reader know how the event made an impact on you and how it helped you grow. It gives the story a meaningful conclusion and helps your reader connect with your journey.

Why It's Important:

- **Shows Growth:** It helps the reader see how you've learned something new, become braver, or understood something better by the end of the story.
- **Makes the Story Meaningful:** A reflection gives the story a deeper meaning. It's not just about what happened, but about what you took away from the experience.
- **Helps the Reader Connect:** When you share a lesson or reflection, the reader can think about their own life and relate your experience to their own.

WRITING PROMPT



YOUR TURN!

The last five weeks you have answered questions and written a series of prompts about a time you were sick or injured. This week let's put it all together! Rewrite your narrative with the past week's prompts, add anything new you think will add to your story or details you forgot, that you want to share. Remember to use descriptive language!

It's time to celebrate all our hard work and learning by throwing a novel party!

Gather your siblings, friends, co-op mates, and/or classmates for this special themed celebration.



a novel **PARTY**

DECOR

When decorating for this novel, have fun with the decor! You can decorate with generic bright fun colors or jump all into the Anatomy theme and decorate with a doctor's lab theme. Listed below are a few ideas to get your creative juices flowing but no matter how big or how small you decorate this novel party has the makings of being some out of body fun!

Black plastic table cloths, with bone figures drawn on, could be used as "x-ray backdrops" or you can set up white plastic table cloths for a crisp clean lab look and let the other decor pop up around it. Balloons set up like bubbles flowing out of cardboard science beakers create an added balloon arch type element to your decor. The participants could dress up with play doctor scrubs or offer scrub hats to keep it more simple for a larger crowd. Drawings of, or life size models of, skeletons, DNA, doctor instruments, etc. all add to the anatomy theme of this novel study!

SNACKS

Along with the decor, you can have a lot of fun with anatomy-themed snacks for your novel party. Here are a few ideas if you're unsure where to start to keep this anatomy party on theme and delicious to your little reader's digestive system!

Snacks:

- Skeletons with marshmallows and pretzel sticks
 - This could be made ahead or invite the children to create on their own
 - Use pretzel sticks as bones and marshmallows to connect the bones together
- large pretzel rods dipped in white chocolate and decorated to look like thermometers
- Punch bowl with "dr gloves" floating inside (fill gloves ahead of time with water and freeze to use as ice to keep punch cool)
- Offer a variety of fruits and vegetables (think every color of the rainbow) and label items with what each item does for our body.
 - Example A: "red foods protect our hearts, orange foods are important for eyes and skin"
 - Example B: "Blueberries strengthen our brains, strawberries and bell peppers are important for our immune systems"

STEM Noodle Napoleon! Create a Noodle Skeleton

In the novel Gooney Bird and her class have a special visitor, Napoleon the skeleton! He gives the class have a real-life look at a human skeleton and goes on many adventures with them as they study the human body. Invite your novel party participants to make their own skeleton using noodles!

Materials: (1 per child)

- black cardstock paper
- construction paper or cardstock
- liquid school glue
- various noodles (elbow, screw/spiral, etc)
- white crayon

Instructions:

1. Precut (or trace and have students cut) a human body outline onto black cardstock.
2. Glue cut-out of human body onto another piece of paper as backing
3. Glue noodles onto the human body outline to create a skeleton
4. Be creative on which noodles you choose to represent different bones - for example: elbow noodles work great for ribs and a more straight noodle like screw or spiral could be used for arm or leg bones
5. Use a white crayon to draw the skull

GAMES Place the Organ on the Human Body

In the novel, Gooney Bird and her class learn about many different systems that function and work together in our body, along with the body's organ functions and locations. This game could be played in a variety of ways or desired purpose of the game. Depending on your group size or if its just one child, this could be made into a relay race, an individual race against the clock, or a variation on "Pin the Tail on the Donkey." Choose what works best for your novel party, variations are explained below.

Materials:

- butcher paper
- cardstock
- pens or markers
- scissors
- tape, or other type of "stickies" for placing organs

Instructions:

1. Before play begins, draw the outline of a human body onto the butcher paper and draw organs onto cardstock then cut out
2. Set up the butcher paper against a wall or hanging somewhere reachable for players

Play Variations:

- Race Version (for this version you will need double of the game materials)
 - split players into two groups and give each player an organ to place
 - students will be lined up in front of their human body
 - one at a time, students will race down to place their organ onto the correct location on the body then race back to their team for the next player to go
 - The first team to complete their human body AND is "most accurate" WINS!
- Blind-Fold Variation (for this version you will create the same organ for all players)
 - Give players all their same organ piece (such as heart, lungs, or brain)
 - Blindfold players and spin around one player at a time
 - players will blindly walk towards the human body and place their organ in the correct location
- Race Against the Clock
 - player has one minute to try to place all the organs on the human body in the correct location

STEM Blood Slime

One of the body's systems we read about in this novel is about the flow of blood and cells throughout our body and how this serves to function all of the body's many other systems and organs. This blood slime gives us a hands-on visual of what blood is actually made of: red blood cells, white blood cells, platelets, and plasma. In the directions below, have your party participants try to identify what they think each item used in the slime represents within our blood!

Instructions:

1. Dissolve baking soda & warm water in bowl
2. Add clear glue to bowl and stir with popsicle stick until thoroughly mixed (this is creating your "plasma")
3. Add perler beads and microfoam balls and glitter to the mixture
4. Add saline solution and mix thoroughly
5. continue to mix quickly until slime begins to pull from the sides and bottom of the bowl, if sticking then add more drops of saline solution
6. Remove from bowl and knead with your hands until it reaches your desired consistency
7. Observe the various textures in your slime that make up the components of blood!

Materials:

(adjust measurements based on group size)

- Red perler beads (red blood cells)
- microfoam balls (white blood cells)
- gold and red glitter (platelets)
- 1/2 cup of elmer's clear liquid glue
- 1-2 TBSP saline solution
- 1/2 cup of warm water
- 1/2 tsp baking soda
- mixing bowl
- measuring cups and measuring spoons
- large popsicle sticks (for stirring)
- glass jars or plastic baggies (for individual saving)

DISCUSSION QUESTIONS

Gather around the fire and encourage the children to take turns answering some or all of the following questions:

- *Would you recommend this book to a friend? Why or why not?*
- *Which parts of Napoleon's visit with Gooney Bird's class most stood out to you?*
- *Do you think having a real skeleton in class helped them learn and understand the Human Body better? Why or why not? Explain.*
- *Were there any parts of the Human Body you didn't know about before reading this book? Which parts? Share something new you learned about the human body.*
- *Share about some of the places the class takes Napoleon the skeleton. How do they apply the real world to their lessons in anatomy?*
- *Which parts, if any, of this story did you enjoy the most? Which, if any, did you enjoy the least?*
- *In the novel, Gooney Bird and her class relate anatomy to her charm bracelet? What are some of the examples they related the human body to charms on her bracelet?*
- *Gooney Bird's charm bracelet is a cherished item to her. Do you have anything special or an item you cherish that is similar to her charm bracelet? Share about it.*
- *This novel is a light-hearted and often times comedic story. What are some moments you found in the story that made you laugh?*

For added depth, have the children prepare a written explanation about an anatomy lesson and share about a system of the human body, where its located or the organs it includes, how it works, what might happen if our body didn't have this system, and whatever other knowledge they gained about this body system. No matter what they pick to write down have them also illustrate. When it is time to gather around together they may share their written pieces with each other and gift them to one another.

NOVEL STUDY REFLECTION

Here's what I liked / didn't like
about the book...

If I could change anything about
the book, I would change...

If this book had a sequel, it
should be about....

I would / wouldn't recommend this
book to a friend. Here is why...

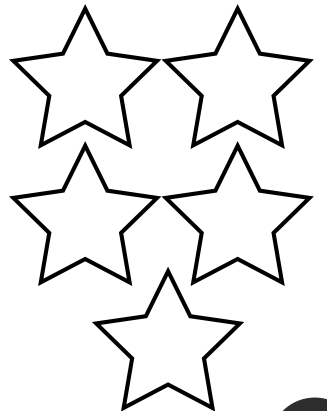


PORTRAIT OF YOUR FAVORITE CHARACTER

name: _____

best character trait: _____

I give this book:



PLOT MAP

3. rising action

(EVENTS LEADING TO THE CLIMAX)

4. climax

(HIGHEST POINT OF TENSION OR TURNING POINT)

5. falling action

(EVENTS LEADING TO THE CONCLUSION)

6. conclusion

(RESOLUTION)

1. exposition

(CHARACTER + SETTING INTRODUCTIONS)

2. inciting incident

(INTRODUCTION OF THE PROBLEM)

WORDS OF THE WEEK MAT

Laminate this mat and use a dry erase marker to write/draw on it!

WORD: _____ **PART OF SPEECH:** _____

MEANING: _____

DRAWING:

WORD: _____ **PART OF SPEECH:** _____

MEANING: _____

DRAWING:

WORD: _____ **PART OF SPEECH:** _____

MEANING: _____

DRAWING:

week one **MENTOR SENTENCE**

"What's anatomy?" asked Beanie. "It's the study of the structure of an organism," Dr. Oglethorpe said.

COPYWORK (FRENCH DICTATION STYLE)

" _____ anatomy ____" asked
Beanie ____ "It's the _____ of _____
structure of an _____," Dr.
Oglethorpe said ____

week two **MENTOR SENTENCE**

Messages zoom around brain cells faster than we
can even imagine. And we have billions of brain
cells!

COPYWORK (FRENCH DICTATION STYLE)

Messages _____ around _____
_____ faster than we _____ even
imagine ____ And we have _____ of
_____ cells ____

week three MENTOR SENTENCE

You've done a great job, everyone! The other grades are going to learn a lot about the digestive system from Napoleon because of your hard work.

COPYWORK (FRENCH DICTATION STYLE)

You've done a _____ job, everyone_ The _____ grades are _____ to learn a lot about the _____ system from _____ because of _____ hard work_

week four MENTOR SENTENCE

"He breathes air into his lungs, then he breathes it out, or he uses it to blow up a balloon or to talk or sing." (pg 104)

COPYWORK (FRENCH DICTATION STYLE)

He _____ air into his _____, then he breathes it _____, or he _____ it to _____ up a _____ or to _____ or sing _

week five **MENTOR SENTENCE**

Standing there while the class watched her,
Gooney Bird examined the hat, the scarf, and
the two limp balloons.

COPYWORK (FRENCH DICTATION STYLE)

Standing there _____ the class _____
her, _____ Bird _____ the hat,
the _____ and the _____ limp balloons _____

week six **MENTOR SENTENCE**

His muscles make his bones move. Without
muscles, we would just be like statues.

COPYWORK (FRENCH DICTATION STYLE)

His _____ make his _____
move _ _____ muscles, we _____
just be _____ statues _

SUPPLEMENTAL ACTIVITIES

SEARCH FOR & DOWNLOAD THESE ACTIVITIES AT
WONDERHEREPRESS.COM/LEARNING-LIBRARY

Week 1, Chapters 1-2

Grammar Activity: *Popsicle Punctuation* (from *Reading Playbook*)

Vocabulary Activity: *Greek and Latin Match Up*

Comprehension Activity: *Cause & Effect Links*

Speaking/Writing Activity: *Narrative Writing*

Week 2, Chapters 3-4

Grammar Activity: *Popsicle Punctuation* (from *Reading Playbook*)

Vocabulary Activity: *Greek and Latin Match Up*

Comprehension Activity: *Cause & Effect Links*

Speaking/Writing Activity: *Narrative Writing*

Week 3, Chapters 5-6

Grammar Activity: *Red Light Green Light Punctuation Style* (from *Reading Playbook*)

Vocabulary Activity: *Root Word Go Fish*

Comprehension Activity: *Cause & Effect Links*

Speaking/Writing Activity: *Narrative Writing*

Week 4, Chapters 7-8

Grammar Activity: *Paper Airplane Prepositions*

Vocabulary Activity: *Root Word Go Fish*

Comprehension Activity: *Fiction Nonfiction Sort*

Speaking/Writing Activity: *Narrative Writing*

Week 5, Chapters 9-10

Grammar Activity: *Signal Word Sentences*

Vocabulary Activity: *Reaching for Root Words*

Comprehension Activity: *Fiction Nonfiction Sort*

Speaking/Writing Activity: *Narrative Writing*

Week 6, Chapters 11

Grammar Activity: *Salt and Pepper Predicates*

Vocabulary Activity: *Reaching for Root Words*

Comprehension Activity: *Fiction Nonfiction Sort*

Speaking/Writing Activity: *Narrative Writing*

