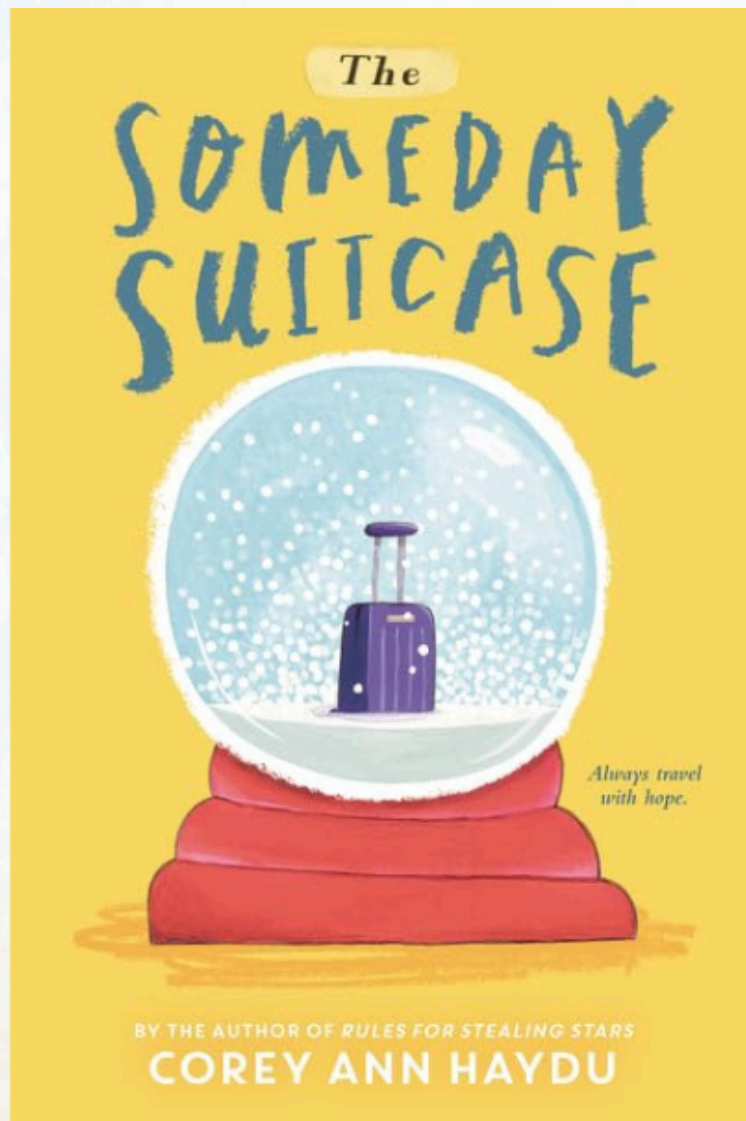


Creature Anatomy

NOVEL STUDY

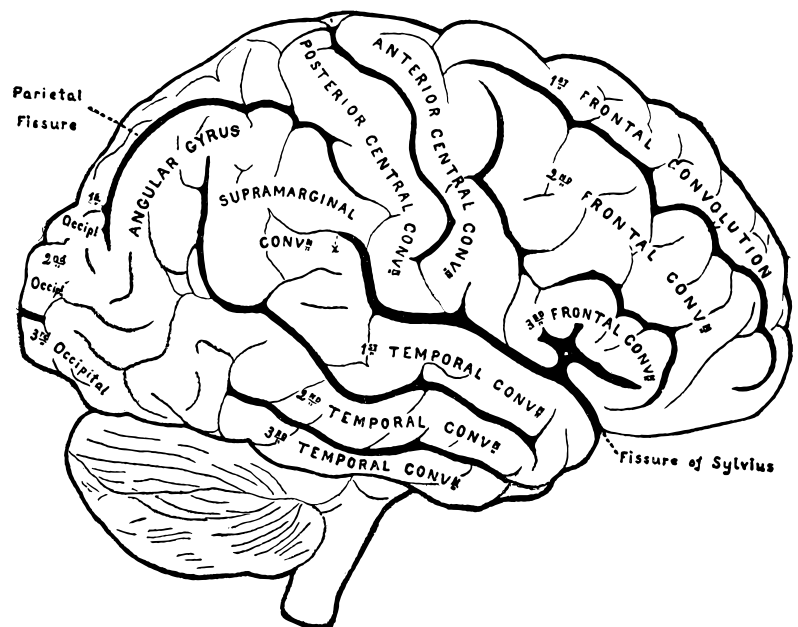


WonderHere
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the someday suitcase

The Someday Suitcase by Corey Ann Haydu is a heartfelt and poignant middle-grade novel that explores themes of friendship, loss, and the hope for the future. The story follows two best friends, Clover and Finn, who share a deep bond and a passion for science. But when Finn is diagnosed with a life-threatening illness, their world is turned upside down. Clover struggles with the idea of losing her best friend, while Finn remains determined to live life fully, even in the face of uncertainty.

*As they navigate this difficult journey together, they learn about the power of memories, the importance of being present, and the bittersweet reality of holding on while letting go. A beautifully written and emotionally resonant story, *The Someday Suitcase* reminds readers that even in the hardest times, hope can be found in the people we love and the moments we share.*

LANGUAGE ARTS SKILLS

- ☒ Classify words by their meaning and form (parts of speech).
- ☒ Explain, compare, and reflect on the meanings and hierarchies of words, their synonyms, figures of speech, sayings, and concepts.
- ☒ Identify the topic and the theme of a text.
- ☒ Produce diverse fictional and non-fictional texts based on personal experiences, observations, thoughts and opinions and other children's texts.
- ☒ Use and cite sources.

NOVEL STUDY

TABLE OF CONTENTS

How To Use This Novel Study	4
How To Teach the Mentor Sentence	5
Mentor Sentence Example	7
Week 1, Chapters 1-5	8
Grammar: Nouns & Pronouns	Comprehension: Topic
Vocabulary: Synonyms	Speaking/Writing: Expository Writing
Week 2, Chapters 6-10	12
Grammar: Nouns & Adjectives	Comprehension: Main Idea
Vocabulary: Antonyms	Speaking/Writing: Expository Writing
Week 3, Chapters 11-15	16
Grammar: Verbs & Adverbs	Comprehension: Theme
Vocabulary: Personification	Speaking/Writing: Expository Writing
Week 4, Chapters 16-20	20
Grammar: Prepositions	Comprehension: Theme
Vocabulary: Similes	Speaking/Writing: Expository Writing
Week 5, Chapters 21-25	24
Grammar: Conjunctions	Comprehension: Author's Purpose
Vocabulary: Metaphors	Speaking/Writing: Expository Writing
Week 6, Chapters 26-33	28
Grammar: Interjections	Comprehension: Differing Perspectives
Vocabulary: Similes & Metaphors	Speaking/Writing: Expository Writing
A Novel Party	32
Novel Study Reflection	35
Word of the Week Mat	37
Mentor Sentence Slips	38
Supplemental Activities	41

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: classify words by their meaning and form; parts of speech)

Dad's hot dogs are always a little burnt and his hamburgers are always a little bit raw, but I never care. (pg. 11)

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: You might notice a **noun** or **pronoun** within the sentence (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Replace the word *burnt*, *raw*, or *care* with a synonym within the sentence.

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

- Example: *Mom's steaks are always a little rare and her french fries are always a little bit burnt, but I always have ketchup on the side.*

MINI LESSON: NOUNS AND PRONOUNS



LET'S LEARN!

A **noun** is a word that names a person, place, thing, or idea. Nouns can be concrete (something you can see or touch) or abstract (things like emotions or concepts). A **pronoun** is a word used in place of a noun to avoid repetition and make sentences smoother. Pronouns help keep writing from sounding repetitive.

- Common nouns (dog, city, teacher)
- Proper nouns give a name to a noun (Rover, New York, Ms. Martinez)
- Personal pronouns (I, you, he, she, it, we, they)
- Possessive pronouns (mine, yours, his, hers, ours, theirs)



YOUR TURN!

Can you identify the type of noun or pronoun found within the Mentor Sentence?

1. I
2. his
3. hamburgers

Challenge: Dad's



CHAPTERS 1-5

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.

ORGANISM

any living thing like plants, animals, and humans

SYMBIOSIS

when two living things live close together and help each other in some way

EPIDEMIC

a fast-spreading illness that makes many people sick in one area

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: SYNONYMS



LET'S LEARN!

A **synonym** is a word that means the same or almost the same as another word. They may look and sound different, but you can use them in place of each other in a sentence. Using synonyms helps make your writing more interesting, colorful, and fun to read. Instead of using the same word over and over, you can switch it out for a synonym to keep your writing fresh!

For example:

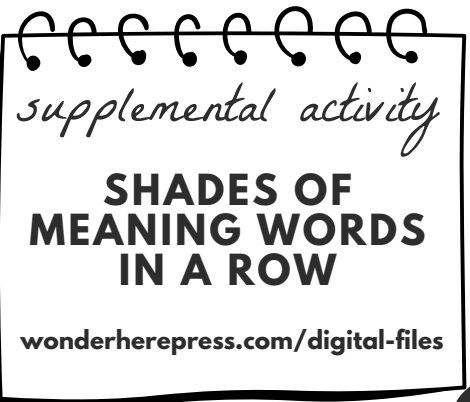
Happy and **joyful** are synonyms because they both mean feeling good and cheerful!



YOUR TURN!

Can you provide a synonym for the **bold** word?

1. He was feeling very **weary** after the long hike.
2. The dog was **loyal** to its owner.
3. The raccoon made a **brazen** attempt to steal food right off the picnic table.



Week One

COMPREHENSION (skill: identify the topic and the theme of a text.)

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:

- What is "symbiosis," and why does Clover think it describes her and Danny's friendship?
 - How does Clover relate the term symbiosis to her relationship with Danny?
 - What unusual changes begin happening to Danny in these chapters?
 - How does Clover react when Danny starts to feel sick? What actions does she take?
 - How do Clover's parents act differently than Danny's parents?
 - Clover starts documenting Danny's symptoms for a science project. What does this reveal about her character and her approach to challenges?
 - How do Clover and Danny express their feelings, and what does this add to the story?
 - What do you think the title *The Someday Suitcase* means so far? What could it represent?
-

MINI LESSON: TOPIC OF A PARAGRAPH



LET'S LEARN!

The topic of a paragraph is what the paragraph is mostly about. It's the big idea, like the title of a movie or the main idea of a conversation. For example, if you're talking about animals you saw at the zoo, the topic is "zoo animals."

How to Find the Topic:

1. Read the whole paragraph.
2. Look for repeated words or ideas.
3. Ask yourself: What is this mostly talking about?



YOUR TURN!

Can you identify the topic of the paragraph below?

The moon looks different at different times. Sometimes we see the whole moon, and sometimes only part of it. These changes are called moon phases. The moon changes shape as it moves around Earth.



CHAPTERS 1-5

SPEAKING/WRITING (skill: produce non-fictional texts; use and cite sources)



LET'S LEARN!

Have you ever explained how to do something to a friend, like how to play a game or make a sandwich? That's what **expository writing** is all about... **explaining, informing, or teaching** someone something.

When we write expository pieces, we help others understand a topic by giving true information and examples.

What makes writing expository?

1. It explains, informs, or teaches, and does not persuade.
2. It uses facts, examples, or steps, not opinions.
3. It focuses on one topic while using simple, clear language.

Expository writing helps you become a better teacher through your words. When you use facts and keep your writing clear, your reader walks away smarter... and that's a great feeling! Throughout the weeks, we will dig deeper into these expository writing elements, and learn how to craft strong non-fictional pieces.

Remember... Use the prompt below to practice writing an expository paragraph!

WRITING PROMPT



YOUR TURN!

Each week, you will choose a prompt to write about to begin your expository exploration! Think through the points from "Let's Learn" and draft out your key points for your piece. Ready? Here we go! Choose an illness you are curious about. Explain what it is, what causes it, and how it affects the body. Use facts to help your reader understand.

Week Two

GRAMMAR (skill: classify words by their meaning and form; parts of speech)

Danny pauses the movie right on a shot of a woman in a red scarf sticking out her tongue to catch snowflakes. (pg. 55)

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: You might notice a **noun** or **adjective** within the sentence (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Replace the word *woman* with *girl*. Replace the word *catch* with *capture*.

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

- Example: "Mom pauses the movie right on a shot of a pig in a blue blanket sticking out her snout to sniff flowers."

MINI LESSON: NOUNS AND ADJECTIVES



LET'S LEARN!

Last week, we learned about **nouns** - words that name people, places, things, or ideas. (Examples: dog, school, friend, dream) This week, we're learning how to make those nouns more interesting and specific using adjectives!

Adjectives are words that describe nouns. They tell us what kind, how many, or what something looks, feels, or sounds like. (Examples: friendly dog, helpful friend, exciting dream)

Without adjectives, your writing can sound plain. But with them, your reader can picture what you're talking about.



YOUR TURN!

Read the sentence below. Circle the nouns and underline the adjective.

The fluffy cat sat in the warm sunlight.



CHAPTERS 6-10

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.



INDISTINCT

not clear or hard to see, hear, or understand



ACUPUNCTURE

a treatment where tiny needles are put into the skin to help with health problems



WHIRRING

making a fast, soft, spinning sound

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: ANTONYMS



LET'S LEARN!

Have you ever heard someone say the opposite of something you just said? That's what antonyms are! **Antonyms are words that mean the opposite of each other.**

They help make our writing and speaking more interesting and help us understand what something is *not*.

Word:	Antonym (Opposite):
generous	selfish
increase	decrease
ancient	modern



YOUR TURN!

Can you match each word with its antonym?

- | | |
|------------|------------|
| 1. expand | a. nearby |
| 2. distant | b. fearful |
| 3. brave | c. shrink |



Week Two

COMPREHENSION (skill: identify the topic and the theme of a text.)

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 Clover explain the way she and Danny make and handle friendships differently? Which character do you relate to the most?
- How does Clover draw herself in her self-portrait, and how does this differ from how Elsa sees Clover?
- How did Clover try to include Danny in her project, even though he wasn't there?
- How does Elsa's personality differ from Clover's? How does this affect their friendship?
- Why do you think Elsa sometimes struggles to understand Clover's connection to Danny?
- Predict how the events in Chapters 6–10 might influence Clover's decisions in the upcoming chapters. What clues from the text support your prediction?

MINI LESSON: MAIN IDEA



LET'S LEARN!

Have you ever read a paragraph and wondered, "What is this mostly about?" That's the main idea!

The **main idea** is the most important point the author is trying to make. It tells you what the paragraph or passage is mostly about, and the other sentences support or explain it. It's like the center of a wheel... everything connects to it!



YOUR TURN!

Read the short paragraph and choose the main idea:

Volcanoes can be dangerous when they erupt. Hot lava flows down the sides, and ash shoots into the sky. People living nearby may have to leave their homes.

- Ash is gray and dusty.
- Volcanoes can be dangerous.
- People live near volcanoes.



CHAPTERS 6-10

SPEAKING/WRITING (skill: produce non-fictional texts; use and cite sources)

LET'S LEARN!

Have you ever tried to read something and had no idea what it was about? That's where topic sentences come in! A **topic sentence** is usually the first sentence in a paragraph, and it tells the reader exactly what the paragraph will be about. It's like a signpost that points the way so your reader doesn't get lost. In expository writing, a strong topic sentence helps organize your ideas and makes your writing clearer and easier to follow.

What makes a good topic sentence?

- It clearly tells what the paragraph will be about.
- It is not too broad or too specific.
- It matches the main idea and purpose of your writing.
- It is clear, complete, and easy to understand.

Example Topic Sentences:

- Too broad: Germs are bad.
- Too specific: I got sick with the flu on January 5th and missed three days of school.
- Just right: The flu is a common illness that spreads easily and causes people to feel very sick.

A great topic sentence is like a roadmap for your reader. It shows them where your writing is going, and helps keep you on track, too!

WRITING PROMPT



YOUR TURN!

This week, let's answer another question to get more expository writing practice! Think of an illness you or someone in your family has had. Write a strong topic sentence that introduces the illness and what you'll explain about it (like symptoms, treatments, or how it made you feel). Then add two supporting details.

Week Three

GRAMMAR (skill: classify words by their meaning and form; parts of speech)

"It's a someday suitcase," I say. "It's for when we go to the snow. We'll need it someday soon." (pg 114)

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: You might notice a **verb** or **adverb** within the sentence, which also has quotation marks within in. (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Replace the word *snow* with *forest*. Replace the word *soon* with *maybe*.

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

- Example: "It's a game day suitcase," I exclaim. "It's for when we go to the stadium. We'll need it someday hopefully."

MINI LESSON: VERBS AND ADVERBS



LET'S LEARN!

Every sentence needs action! That action comes from a special kind of word called a **verb**. And if you want to describe that action better (like how, when, or where it happens) you need a helper word called an **adverb**. Together, they make writing more exciting and clear!

Verb examples: run, jump, think, sleep, is, was

Sentence: Clover walks to school.

Adverb examples: quickly, yesterday, outside, softly

Sentence: Clover walks quickly to school.



YOUR TURN!

Read each sentence. Underline the verb. Circle the adverb.

1. Clover writes neatly in her notebook.
2. Danny shouted loudly during the game.
3. The nurse arrived early.
4. Clover waited quietly.
5. Danny looked outside for his shoes.



CHAPTERS 11-15

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.

AUTOIMMUNE

when the body's immune system accidentally attacks its own healthy cells

REMNANTS

small parts that are left after the rest is gone or used

GINGERLY

moving or acting in a careful and gentle way to avoid harm or damage

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: PERSONIFICATION



LET'S LEARN!

Have you ever read a sentence where an object or animal seems like it's doing something a person would do? That's called **personification**! It's a type of figurative language that makes writing more descriptive, creates a mood or feeling, and helps readers picture what's happening

Examples:

- The **wind whispered** through the trees.
- My **alarm clock yelled** at me to wake up.
- The **moon smiled** down at the world.



YOUR TURN!

Read each sentence. Is personification being used? If so, what non-human thing is acting like a person?

1. My pencil jumped off the desk.
2. The stars winked in the night sky.
3. The dog barked at the mail carrier.



Week Three

COMPREHENSION (skill: identify the topic and the theme of a text.)

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:

- *What changes occur in Danny's health during these chapters? Describe how his condition progresses and how it affects his daily life.*
- *What new information do Clover and Danny learn about his illness? Discuss any diagnoses, treatments, or medical advice they receive.*
- *How do Clover's parents react to her involvement in Danny's care?*
- *What is the significance of the "someday suitcase" during this part of the story?*
- *Do you think Danny is scared about what's happening to him? How can you tell?*
- *How would you feel if your best friend was going through something similar to Danny? What would you do?*

MINI LESSON: THEME



LET'S LEARN!

Every story has a message... something the author wants you to learn or think about. This message is called the **theme**. It's the **big idea** or **life lesson** you can take away from the story.

The main idea is what the story is mostly about, and it's just for that story.
The theme is a lesson that can fit **many stories** (and real life too!).

Example:

Main idea: Charlie helps Max with his project.
Theme: Helping others is the right thing to do.



YOUR TURN!

Can you identify the theme of the short story?

Liam lost the game but congratulated the winner with a smile.

- A) Winning is everything
- B) Good sportsmanship matters
- C) Games are boring



CHAPTERS 11-15

SPEAKING/WRITING (skill: produce non-fictional texts; use and cite sources)

LET'S LEARN!

When we write to explain something, we need to support our main idea with facts. These **supporting details** make our writing stronger, more believable, and more interesting. They explain or provide examples that help the reader understand what you're trying to say. Think of your main idea like a table... it needs legs (details!) to stand strong.

It's All in the Details!

- Stick to your topic
- Use clear and specific facts
- Including examples when possible
- Add 2-3 strong details per paragraph

Here's an example paragraph:

Strep throat is a common illness in kids. It can cause a sore throat and fever. Some people also get headaches and stomach pain. Doctors usually treat it with medicine called antibiotics.

Good supporting details make your writing clear, strong, and interesting to read.

WRITING PROMPT



YOUR TURN!

Let's continue with our expository exploration! This week, write about a common illness, like the flu or asthma. After a topic sentence, add three detailed facts or examples that explain how it affects the body and how people manage it. Be as specific as you can!

Week Four

GRAMMAR (skill: classify words by their meaning and form; parts of speech)

It was supposed to be a wonderful day, the best kind of day, but instead it is a terrible day. (pg. 270)

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: You might notice verbs, adverbs, and adjectives. There is also a **preposition**. (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Replace the word *wonderful* with *terrific*. Add *a new adverb* anywhere in the sentence.

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

- Example: "It was supposed to be a lousy party, the worst kind of party, but instead it is an awesome party!"
-

MINI LESSON: PREPOSITIONS



LET'S LEARN!

A **preposition** is a word that shows the **relationship between a noun or pronoun and another word** in the sentence. It often tells us **where** or **when** something is.

Prepositions make writing more interesting and easier to understand. They're like little clues that help paint a clearer picture for the reader!

Examples:

- The book is **on** the table.
- She ran **through** the park.
- We played **after** lunch.



YOUR TURN!

Can you identify the preposition in each sentence? Underline them when you find them!


1. The cat hid under the couch.
2. The squirrel darted between the tall trees.
3. A rainbow appeared above the mountains after the storm.



CHAPTERS 16-20

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.



HUMIDITY
the amount of water in the air;
how damp or dry the air feels.



ECOSYSTEM
a place where living things
(like animals and plants) and
nonliving things (like water
and soil) work together.



THEORY
an idea or explanation that
scientists use to understand
how something works

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: SIMILES



LET'S LEARN!

A **simile** is a type of figurative language that compares two things using the words "like" or "as."

Writers use similes to help readers **picture something clearly** or **feel something more strongly**.

Examples:

- Her smile was **as bright as the sun**.
- He ran **like the wind**.
- The water was **as cold as ice**.



YOUR TURN!

Can you fix the sentences? They are missing the simile word. Add "like" or "as" to fix it:

1. The baby's cheeks were soft marshmallows.
2. The students moved a swarm of bees through the hallway.



Week Four

COMPREHENSION (skill: identify the topic and the theme of a text.)

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:

- What clues suggest Danny's health is getting worse?
- How does the tone of the story shift in these chapters?
- What does the snow symbolize for Clover and Danny?
- What is Clover's plan for helping Danny get better? How does she intend to execute it?
- How does the author help the reader feel what Clover is feeling?
- What word was used for the first time to describe Danny and his condition?
- How does the weather play a role in the mood or symbolism?
- How is the author showing us that Danny's condition is serious without always saying it directly?

MINI LESSON: THEMES



LET'S LEARN!

Let's dig deeper into "theme" this week! Some stories have **more than one theme**, and sometimes a theme isn't said out loud... it's something you **figure out by thinking about what happens** in the story.

To find the theme, ask:

- What challenges do the characters face?
- How do they change by the end?
- What lessons did they learn?
- What idea keeps showing up in the story?



YOUR TURN!

This week, you'll tap into your inner artist! Draw a simple scene that shows the theme "**Teamwork helps us reach our goals.**" (Stick figures are totally fine!) Then write one sentence to explain your picture.

supplemental activity

THE GAME OF THEME

wonderherepress.com/digital-files

CHAPTERS 16-20

SPEAKING/WRITING (skill: produce non-fictional texts; use and cite sources)

LET'S LEARN!

Sometimes we need help from **experts, books, or websites** to find the facts for our writing. When we use information we learned from somewhere else, we need to **cite our sources**. This means we tell the reader where we got the information.

Why does it matter? Citing sources shows you're **telling the truth** while **giving credit** to the author or expert. It also helps readers **find more information** if they want.

When citing your sources, you don't have to be fancy! Just say where you found it. You can write:

- *According to KidsHealth.org...*
- *I read in a book called "Living with Asthma"...*
- *My doctor told me that...*

In action: *The flu spreads easily from person to person. According to the CDC website, it can be passed through coughs, sneezes, or touching shared objects. That's why it's important to wash your hands often.*

Citing your sources shows your writing is honest, careful, and based on real facts.

WRITING PROMPT



YOUR TURN!

Let's practice citing sources! Choose a scientist or doctor who studied a disease. Write a short paragraph explaining what they discovered, and cite where you found the information.

Week Five

GRAMMAR (skill: classify words by their meaning and form; parts of speech)

True things go right from my ears to my heart and dig little holes there.
Truth holes. (pg. 314)

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: You might find prepositions. There is also a **conjunction**. (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Replace the word *go* with *travel*. Replace the word *little* with *tiny*.

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

- Example: “Soul music goes right from my ears to my toes and taps little rhythms there. Soul rhythms.”

MINI LESSON: CONJUNCTIONS



LET'S LEARN!

Conjunctions are **words that connect** other words, phrases, or sentences. They help your writing flow and make your ideas clearer. Think of conjunctions like bridges: they connect one part of a sentence to another!

Here are a few you'll use often:

- **and** – adds ideas
- **so** – shows a result
- **but** – shows a difference or opposite
- **or** – gives a choice
- **because** – tells why

Examples:

- I want to play **and** read my book.
- She was tired, **but** she finished her homework.
- Do you want juice **or** milk?



YOUR TURN!

Fill in the blank with **and**, **but**, **or**, **so**, or **because**.

1. I stayed inside _____ it was raining.
2. Would you like spaghetti _____ pizza for dinner?
3. He ran fast, _____ he won the race.



CHAPTERS 21-25

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.

CONTEMPLATE

to think about something carefully for a while

GRIMACING

making a face that shows pain, discomfort, or dislike

POLLINATION

when pollen moves from one flower to another to help make seeds and grow new plants

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: METAPHORS



LET'S LEARN!

A **metaphor** is a way to describe something by saying **it is something else...** even if it's not literally true. Metaphors help us understand or imagine things in a more creative way. They compare two things **without using** the words *like* or *as*.

Examples:

- Her voice **was music** to my ears.
- The classroom **was a zoo** during free time.
- My mind **is a sponge**; it soaks up information!

These don't mean someone is actually music or a sponge... they just help paint a clearer picture.



YOUR TURN!

Can you write your own metaphor? Choose one from each list and write 1-2 original metaphors.

- A: Your brain, The sun, A teacher
B: a flashlight, a lion, a treasure chest



Week Five

COMPREHENSION (skill: identify the topic and the theme of a text.)

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:

- What does Clover believe is the cure for Danny's illness?
- What role does Elsa play in Clover's life during this section of the book?
- How would you describe Danny's feelings about Clover's new friendship with Elsa?
- How would you describe the way Clover is coping? What might you do in her place?
- How do you think Clover's love of science helps her deal with what's happening?
- Do you think Clover's dad will help Danny? Why or why not?
- What would you include in your own "someday suitcase," and why?

MINI LESSON: AUTHOR'S PURPOSE

LET'S LEARN!



An author's purpose is the **reason** they wrote the text. Authors write for different reasons, just like we do! Most writing falls into one of these 3 main purposes:

- Persuade – to convince you of something (ads, opinion pieces)
- Inform – to teach or give information (textbooks, news articles)
- Entertain – to make you enjoy the story (fiction, comics)

Tip to Remember: Think P.I.E. – Persuade, Inform, Entertain!

Examples

A story about a dragon who learns to make friends → Entertain

An article about how volcanoes form → Inform

A letter asking you to recycle more → Persuade



YOUR TURN!

You've learned how to spot an author's purpose... now it's your turn to be the author! Whether you want to make someone laugh, teach something cool, or change a mind, your writing should show your purpose.

Pick one: **Persuade**, **Inform**, or **Entertain**, and write a short paragraph. Then, share with a family member and see if they can guess your purpose!



CHAPTERS 21-25

SPEAKING/WRITING (skill: produce non-fictional texts; use and cite sources)

LET'S LEARN!

When you're writing an expository paragraph or essay, the ending matters just as much as the beginning! After you've shared your facts and explained your ideas, you want to leave your reader with a sentence that **wraps it all up**.

A strong **closing sentence** helps your writing feel **complete**. It reminds the reader of your main idea and gives them something to think about or remember. Think of it like the bow on a present... it ties everything together!

Without a closing sentence, your writing can feel unfinished or confusing, like stopping in the middle of a conversation. A good closing sentence makes your writing clear, strong, and memorable.

Sentence Starters You Can Use:

- In conclusion,
- This shows that...
- That's why it's important to...
- To sum it up,
- Now you know that...
- This helps us understand...

End strong... make your last sentence stick in your reader's mind!

WRITING PROMPT



YOUR TURN!

This week, imagine you're writing to younger children about how to stay healthy during cold and flu season. End your paragraph with a strong closing sentence that encourages them to take care of their health.

Week Six

GRAMMAR (skill: classify words by their meaning and form; parts of speech)

“Ew,” Danny says. “That would never happen with us.” (pg 384)

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 an **interjection** (see the Mini Lesson below for more).

STEP 3: REVISE the sentence by improving it.

- Example: Replace the word *ew* with *yuck*.

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

- Example: “Wow!” *Becka says. “Look at how big those snowflakes are!”*

MINI LESSON: INTERJECTIONS



LET’S LEARN!

Interjections are words or phrases that express emotion. They can show excitement, surprise, joy, sadness, or even frustration! They often come at the beginning of a sentence and are followed by a **comma** or **exclamation mark**.

Examples:

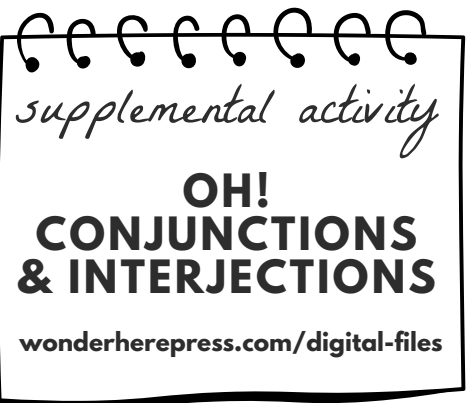
- Wow! That roller coaster was fast!
- Oops, I dropped my pencil.
- Yay! We won the game!
- Uh-oh, I think I forgot my homework.



YOUR TURN!

Add an interjection to the beginning of each sentence below. Be creative!

1. _____ I spilled juice on my paper!
2. _____ It’s finally the weekend!
3. _____ I lost my place in the book.



CHAPTERS 26-33

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.

ANEMIA

a condition where the body doesn't have enough healthy red blood cells

DEFICIENCY

a lack or shortage of something needed

MELANCHOLY

a deep feeling of sadness or gloom

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: SIMILES AND METAPHORS



LET'S LEARN!

Similes and metaphors compare things to help paint pictures in your reader's mind. To make them captivating, your comparisons should be:

- **Clear:** It helps your reader understand something better.
- **Creative:** It's not something you hear all the time.
- **Connected:** It fits what you're describing.

Examples:

- *She was as fast as a cheetah.*
- *She dashed across the field like lightning chasing the sky.*
- *He was a rock.*
- *He stood still, a mountain no fear could shake.*



YOUR TURN!

Can you revise these dull sentences by adding a simile or metaphor to make each one stronger and more creative?

1. The wind blew hard.
2. The room was messy.
3. He was angry.



Week Six

COMPREHENSION (skill: identify the topic and the theme of a text.)

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:

- What new information do they find about Danny's illness?
- How did Dr. Belinda Denn describe Clover's affect on Danny's illness?
- How does Danny's perspective about his illness differ from Clover's?
- How does the theme of searching for answers appear in these chapters?
- Did you find any moments in this book to be humorous, sad, or disappointing? Share about these.
- Share a lesson about the friendship you learned while reading this novel.

MINI LESSON: DIFFERENT PERSPECTIVES



LET'S LEARN!

In stories, characters often see the same event in different ways. This is called **perspective**, and it's shaped by a character's **feelings, thoughts, and past experiences**. Understanding different perspectives helps us better understand the characters and the story.

Example: Let's say two characters lose a soccer game.

- Sofia might feel frustrated because she made a mistake.
- Jake might feel proud because he tried his best.

Same event, two different perspectives!

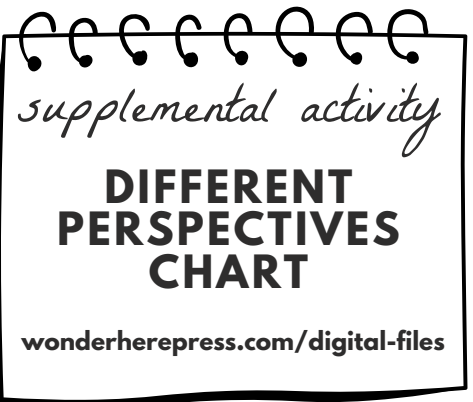
By looking at events from different points of view, we can see things more clearly, build empathy, and learn to appreciate how people see the world differently.



YOUR TURN!

Imagine your family is on a hike and spots a bear (from a safe distance, of course). Now, answer:

1. How might you feel if you love animals?
2. How might your younger sibling feel if they get scared easily?
3. How might your parent feel as they try to keep everyone calm?



CHAPTERS 26-33

SPEAKING/WRITING (skill: produce non-fictional texts; use and cite sources)

When you put all the parts together - topic sentence, details, sources, and a strong ending - you create a full essay that teaches your reader something important. Take your time, plan carefully, and let your writing show what you know.

Quick Essay Outline:

- **Introduction Paragraph** – Clearly state your topic and preview your main points.
- **Body Paragraph 1** – Explain your first main idea with 2–3 facts or examples, and cite a source.
- **Body Paragraph 2** – Share your second main idea with 2–3 supporting details, and include a source.
- **Conclusion Paragraph** – Restate your topic in a new way, summarize key ideas, and end with a strong final thought.

You’ve learned each part step by step, and now you’re ready to put it all together! With the skills you’ve practiced, you can write an expository essay that teaches others something important.

WRITING PROMPT



YOUR TURN!

The last five weeks you have answered questions and written a series of prompts all about health and illnesses. This week, let’s put it all together! Choose one writing prompt you’ve already explored and turn it into a full 3–5 paragraph expository essay with an introduction, body paragraphs, and a conclusion. Remember to cite your sources!

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, you have a treasure trove of options, making it as unique as Clover and Danny's adventure! Here are some fun ideas to get you started.

Snowy Globe Theme: You can use colors like icy blues, whites, and silvers for a frosty, magical atmosphere. Decorate with paper or glittery snowflakes and streamers for that snowy vibe. Add fairy lights to make everything sparkle! Use snowy decorations like fake snow or cotton balls for a cool winter scene. Remember the hats, gloves, and scarves! BRRR!

Medical Mystery Theme: For a different feel, you could use a hues of white, red, blue, and black for a clinical, yet mysterious vibe. Bandages or gauze rolls can be draped around the space, or even used to wrap items as fun decorations. First aid kits or medicine cabinets with fun surprises (think *candy*) inside. You might even have guests wear white lab coats or doctor's masks. Remember the clipboard or mini notebooks for keeping track of cure clues!

SNACKS

Time to serve up some tasty treats! Keep the fun going with snacks inspired by the book. Not sure what to make? Here are some fun (and yummy) ideas to get your imagination (and your taste buds) going!

- Red licorice (Twizzlers) "Veins," Marshmallow "Cotton Balls," Cotton Candy "Gauze": place in large clear jars
- "Brain" Jell-O: make in a silicone mold using pink or red!
- Sterile Gloves: fill clear, plastic food gloves with popcorn and tie closed with a ribbon
- Fruit skewers to represent healthy body systems and characters
 - Example: red strawberries for the heart and love, perfect for the strong friendship between Clover and Danny; apples for "keeping the doctor away"; red watermelon balls like red blood cells
- "Icicle" pretzel rods dipped in white chocolate and sprinkles
- Snowball cookies: powdered sugar-covered treats that look like snowballs
- Green "Phlegm": use green Jell-O and pour into mini cups for the gunk that Danny may have had in his lungs

Snacks Clover & Danny ate on their trip: candy bars, chips, milkshakes, grilled cheese sandwiches, pancakes, eggs with Vermont cheddar, apple cider donut

STEM Create Your Own Medical Miracle

In the novel, Clover is on the hunt for the cure to Danny's mysterious illness. Imagine you're a doctor or scientist inventing something to cure or treat an illness. Invite your novel party participants to invent a fun medical gadget or cure for an illness using arts and crafts!

Materials:

- craft supplies
- recycled materials for "gadgets"
- your imagination!

Instructions:

1. **Think it up!** What's your miracle invention? A healing spray? Super socks that cure the flu?
2. **Name it!** Give it a fun, creative name (like "The Cold Zapper" or "Magic Fix-It Cream").
3. **Build it!** Use anything you've got (paper, boxes, tape, string) to create your gadget.
4. **Show it off!** Share what it does and how it helps. Bonus points for silly sound effects!

GAMES Diagnose the Mystery!

Get ready to play doctor and detective! In the novel, Danny traveled from Florida to Vermont in hopes to learn more about his mystery illness. In this silly (and a little scientific!) game based on *Charades*, each player will take turns acting out an illness (real or totally made-up) and the others will try to diagnose them.

Materials:

- Index cards or slips of paper – to write the mystery illnesses
- A container – like a bowl, hat, or small box to hold the illness cards
- Pencils or pens – for writing your own silly or real illness ideas
- Open space – enough room for acting things out safely
- Optional: A timer – if you want to make it a timed challenge!

Instructions:

1. Draw a Mystery Illness Card from the pile (no peeking ahead!).
2. Act it out using facial expressions, sounds, and movements... but no words!
3. The other players take turns guessing what the illness is.
4. Once someone gets it right (or gives up!), reveal the answer.
5. Take turns until everyone's had a chance to be the "patient."

Bonus! Keep score to find out which team accurately diagnoses the most illnesses. Perhaps there will be a prize to win... or bragging rights!

Mystery Illness Examples:

- Stomachache
- Sneezing too much
- Dance fever
- Chickenpox
- The Giggle Sillies
- Laryngitis (can't talk!)
- Jelly Legs
- Dramatic Cold
- Itchy Nose Attack
- You can even make up your own! The funnier, the better!

PROJECT Create Your Own “Someday Suitcase”

Inspired by Clover and Danny’s suitcase of dreams, this creative activity invites you to imagine what your “someday” might hold!

Instructions:

1. **Decorate Your Suitcase:** Cover the outside of your box or bag with designs that show who you are: your favorite colors, places you want to go, things you love.
2. **Imagine Your Someday:** If you could pack a suitcase for an adventure, dream, or future hope, what would you include?
3. **Fill it with Dreams:** Draw or write about the items you’d pack. Add pictures or create mini versions of things you’d include, like a tiny book, a compass, a photo, or even a pretend medical kit!
4. **Add “Memory Cards” or “Wish Notes”:** Write notes to your future self. Or, jot down things you hope to learn, places to visit, or people you want to meet.
5. **Share and Celebrate:** Take turns sharing your suitcases with family or friends. Explain why you chose each item... just like Clover and Danny might.

Materials:

- A shoebox, small cardboard box, or paper bag (your “suitcase”) per person (you can also ask your group to bring in their own)
- Construction paper, markers, glue, tape, scissors
- Magazines to cut from, stickers, or printed images
- Index cards or small slips of paper

Note: Novel Party Goers may choose to finish this project later at home. Encourage them **not** to rush and invite them to continue adding to their “Someday Suitcase” over time.

DISCUSSION QUESTIONS

Before you wrap up your Someday Suitcase celebration, gather your family or party group in a cozy circle or around the table for a special moment of reflection. 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 the novel most stood out to you?*
- *What did you learn from Clover and Danny’s friendship? How did they care for each other? What made their friendship special?*
- *Do you have a similar special friendship with someone? Share about it.*
- *How did Danny’s illness change how he and Clover looked at life?*
- *What science or anatomy facts were interesting or surprising to you?*
- *If you could ask one character a question, who would it be and what would you ask?*
- *In the novel, Clover relates symbiosis to her friendship with Danny? What are some of the examples she gives? Do you think Clover will be able to adjust to her new independence?*
- *What was your favorite part of the book? Was there a part that made you laugh, feel sad, or feel hopeful? (A chapter, a sentence, or even a feeling!)*
- *Let’s give this suitcase human feelings (personification)! If you were the Someday Suitcase, what do you think you would feel about Clover and Danny’s Vermont adventure? How do you think you’d react to new item Clover placed inside of you at the end of the story?*
- *How did the story make you think differently about being a good friend, or about hope, magic, or love?*
- *Did the story end the way you imagined? Would you change the ending? If so, what would happen? If not, share why.*

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...

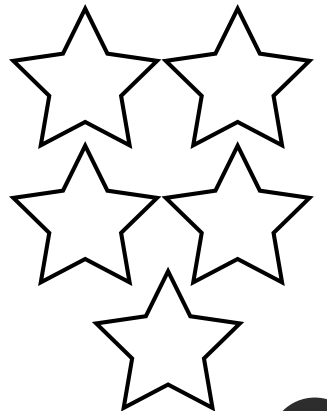


PORTRAIT OF YOUR FAVORITE CHARACTER

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**

Dad's hot dogs are always a little burnt and his hamburgers are always a little bit raw, but I never care.

COPYWORK (FRENCH DICTATION STYLE)

_____ hot dogs are _____ a little
burnt _____ his hamburgers are
_____ a little bit raw, _____ I
_____ care.

week two **MENTOR SENTENCE**

Danny pauses the movie right on a shot of a woman in a red scarf sticking out her tongue to catch snowflakes.

COPYWORK (FRENCH DICTATION STYLE)

Danny _____ the movie right _____ a
_____ of a woman in a _____
sticking out _____ tongue to catch _____.

week three **MENTOR SENTENCE**

"It's a someday suitcase," I say. "It's for when we go to the snow. We'll need it someday soon."

COPYWORK (FRENCH DICTATION STYLE)

"It's a _____ suitcase__" I say. "It's for _____ we go to the _____. We'll need _____ someday soon.____"

week four **MENTOR SENTENCE**

It was supposed to be a wonderful day, the best kind of day, but instead it is a terrible day.

COPYWORK (FRENCH DICTATION STYLE)

It was _____ to be a _____ day, the _____ kind of day, _____ instead it _____ a terrible _____.

week five **MENTOR SENTENCE**

True things go right from my ears to my heart and dig little holes there. Truth holes. (pg. 314)

COPYWORK (FRENCH DICTATION STYLE)

_____ things go right _____ ears to _____
heart _____ dig little _____ there. _____ holes.

week six **MENTOR SENTENCE**

“Ew,” Danny says. “That would never happen
with us.”

COPYWORK (FRENCH DICTATION STYLE)

“_____,” _____ says. “That _____
never happen _____ us.”

SUPPLEMENTAL ACTIVITIES

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

Week 1, Chapters 1-2

Grammar Activity: *Proper & Common Noun Spoons*

Vocabulary Activity: *Shades of Meaning Words in a Row*

Comprehension Activity: *Main Idea vs Theme Sort*

Speaking/Writing Activity: *Expository Writing*

Week 2, Chapters 3-4

Grammar Activity: *Proper & Common Noun Spoons*

Vocabulary Activity: *Antonyms Go Fish*

Comprehension Activity: *Main Idea vs Theme Sort*

Speaking/Writing Activity: *Expository Writing*

Week 3, Chapters 5-6

Grammar Activity: *Heads Up Adjectives Adverbs Edition*

Vocabulary Activity: *Personification Art*

Comprehension Activity: *The Game of Theme*

Speaking/Writing Activity: *Expository Writing*

Week 4, Chapters 7-8

Grammar Activity: *Paper Airplane Prepositions*

Vocabulary Activity: *Simile Acrostic Poem*

Comprehension Activity: *The Game of Theme*

Speaking/Writing Activity: *Expository Writing*

Week 5, Chapters 9-10

Grammar Activity: *OH! Interjections and Conjunctions*

Vocabulary Activity: *Metaphor and Simile Walkabout*

Comprehension Activity: *Author's Purpose Pie Game*

Speaking/Writing Activity: *Expository Writing*

Week 6, Chapters 11

Grammar Activity: *OH! Interjections and Conjunctions*

Vocabulary Activity: *Simile & Metaphor Jenga*

Comprehension Activity: *Different Perspectives Chart*

Speaking/Writing Activity: *Expository Writing*

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