

Seventh

Day 1

*I write a lot of directions. Please read them all and follow them all carefully. Don't just click on the links. Read the whole assignment before going to the links. Here is a worksheet to practice [following directions](#).

Reading

1. Read ['Twas the Second Day Before Christmas](#).
2. What is the point of the poem? What does it make you feel about Christmas? ([Answers](#))
3. How does the poet make his point? How do lines 13 and 14 contribute? ([Answers](#))
4. What do you think the poet thinks about Christmas? ([Answers](#))
5. Does the poem have rhyme or rhythm? ([Answers](#))

Writing

1. Write a poem about Christmas. First, think of what point you want to make. Then think of an image that conveys that thought/feeling about Christmas.
2. Then write. It can be short or long. It doesn't have to rhyme or have rhythm. Just create that image to convey that thought.

Day 2

Reading

1. Read [Hope Is a Thing with Feathers](#).
2. This was written by a very famous American poet. Who? ([Answers](#))
3. What is the poem about and what metaphor/image does it use to write about it? ([Answers](#))
4. What does the last stanza mean? (lines 9–12) ([Answers](#))

Writing

1. Look for rhyming words in this poem.
2. There is rhyming but it isn't a strict rhyme.
3. Look for rhythm in the poem (count syllables.)
4. There is rhythm, but again, it isn't a strict pattern.
5. Choose a feeling to write a poem about.
6. Think of an image to describe it (like the bird in the poem).
7. Write a poem in the style of this poem. Use her rhyme and rhythm patterns.

Computer

1. Internet Safety Reminders: Do not download anything onto your computer without permission. Do not click on any advertising on a website even if it looks like a game to play. Don't give out your name, address, phone number, email address, photo, etc. online without permission.
2. Internet safe search — When you want to find something on the internet, you have to be careful how you look for it. Here are some tips. Be as specific as possible in your search. Type as many words as you know that will help you find what you are looking for. That will help keep things you are not looking for from coming up. Also, use kid friendly search engines. Here is [one place you can go to search](#). (Maybe your parents can bookmark this for you.) You should also turn on Google "safe search."
3. Internet Safety — Here are some tips for staying safe when you use the internet. Never sign up for anything online without permission. When a site asks for a **username**, you are not supposed to give your real name. Make up a pretend name for yourself. Never tell anyone online your real name, address, phone number or email address unless your parents tell you it is okay. Even if it's a friend online, don't give them information about yourself unless you have permission.
4. Internet security — There are different tools that are used for security on the internet. One is passwords. A password is a secret word that you use to let the computer or website know that you are you. The best passwords have letters and numbers in them. I use a really good password for important websites (that you don't use—like for my bank information) but I use a silly password for websites where it is not important, like to play a game. Use only one or two passwords or you'll forget which password you used where! So many places ask for passwords now. Choose passwords that are at least 6 letters/numbers long. Sometimes 8 is required. Another tool is software that protects your computer from viruses and adware. A computer virus is a command that sneaks into your computer

and tells it to do something you don't want it to do, like erase everything on your computer! Adware sneaks advertisers info onto your computer. You probably have anti-virus software on your computer. A free program is called Avast. Your computer should block ads that are called "pop ups." Sometimes you'll see a note that says a "pop up" was prevented from opening. Usually this was a website trying to force their advertisement on you. Sometimes worse. Most of the time you don't want to see the pop up that was blocked, but sometimes you need that pop up for whatever you are doing. If you want to see the pop up that was blocked, go and ask a parent if it is okay.

Day 3

Reading

1. Read "[Sweet Content](#)" and [A Thanksgiving to God](#).
2. What does content mean in this context? ([Answers](#))
3. What is "Sweet Content" about? ([Answers](#))
4. What do you think the poet is saying in lines 9 and 19? ([Answers](#))
5. "Hey nonny nonny" is a nonsense phrase used in other poetry as well. You can find it in Shakespeare's *Much Ado About Nothing* I believe.
6. What is the second poem about? ([Answers](#))

Writing

1. Pick one of these poems to imitate. Look for its rhythm and rhyming patterns.
2. Choose a point you want to make.
3. Make it! Write a poem in the style of the poem you chose.

Day 4

Reading

1. Read [Psalm 1](#).
2. What similes does David use in this poem/song? ([Answers](#))
3. What does each simile tell us about the person its describing? ([Answers](#))

Writing

1. Write a psalm.
2. Use at least one simile.

Thinking

1. Choose a game from [level 7+](#).

Day 5

Reading

1. Read [Robin Hood. To a Friend](#). Do you know who Robin Hood is? Ask a parent if you don't.
2. This poem is written by [Keats](#). He's a very, very famous English poet.
3. This poem is written in **couplets**. What does that mean? What does couple mean? See the resemblance? Look at the poem and try to find couplets.

Writing

1. Tell a story in couplets. Your story can be as simple as waking up and eating breakfast, but you have to write at least two couplets.
2. P.S. If you still don't know what a couplet means...(answer:)

Day 6

English

1. You are going to start reading Alfred Lord Tennyson's [Idylls of the King](#). It's the story of King Arthur adapted to an epic poem, meaning really long. The whole book is written as a poem. There will be summaries to help you read it as you go.
2. Read the [summary and analysis](#) of the dedication and then click on Original Text and read it.
3. Copy two lines of verse.

Day 7

English

1. Read the [summary and analysis](#) of the Coming of Arthur and then click on Original Text and read it.
2. Copy two lines of verse.

3. What is the setting?

Computer

- Word processing review
 1. Choose a template. Change its text — wording, color, font, size.
 2. Make sure you save it in a folder with your name on it.

Day 8

English

1. Read the [summary and analysis](#) of Gareth and Lynette and then click on Original Text and read the first three pages of it.
2. Copy two lines of verse.
3. Who are the characters so far?

Day 9

English

1. Finish reading [Gareth and Lynette](#). Start on page 4.
2. Copy two lines of verse.

Thinking

1. Choose an activity from [level 7+](#).

Day 10

English

1. Read the [summary and analysis](#) of the Marriage of Geraint and then click on Original Text and read it.
2. Copy two lines of verse.
3. What happened in this chapter?

Day 11

English

1. Read the [summary and analysis](#) of Geraint and Enid and then click on Original Text and read it.
2. Copy two lines of verse.
3. What conflicts have arisen? (struggles, troubles)

Day 12

English

1. Read the [summary and analysis](#) of Balin and Balan and then click on Original Text and read it.
2. Copy two lines of verse.
3. In one sentence what happened in this chapter?

Computer Graphic Design

1. We are going to be using free software. Always ask your parents for permission before downloading a program onto your computer.
2. We are going to use some different programs this year. The first is [Inkscape](#). You want to download the official release package.
3. Today download it. I clicked on “installer” by Windows. Then I clicked on “Download Inkscape...” next to “Looking for the latest version?” After it downloads, remember to click on Open.
4. Then look at the [clip art](#) that other people have made with this program.

Day 13

English

1. Read the [summary and analysis](#) of Merlin and Vivien and then click on Original Text and read it.
2. Copy two lines of verse.
3. In one sentence what happened in this chapter?

Day 14

English

1. Read the [summary and analysis](#) of Lancelot and Elaine and then click on Original Text and read the first 3 pages.
2. Copy two lines of verse.
3. In one sentence what has happened?

Thinking

1. [Riding Rookies](#)

2. [Swim Scores](#)

Day 15

English

1. Finish reading [Lancelot and Elaine](#). Start on page 4.
2. Copy two lines of verse.
3. In one sentence what has happened?

Day 16

English

1. Read the [summary and analysis](#) of The Holy Grail and then click on Original Text and read it.
2. Copy two lines of verse.
3. In one sentence what happened in this chapter?

Day 17

English

1. Read the [summary and analysis](#) of Pelleas and Ettarre and then click on Original Text and read it.
2. Copy two lines of verse.
3. In one sentence what happened in this chapter?

Computer

1. Watch this video for beginners using Inkscape and then make a ball. You can make it full screen.

Day 18

English

1. Read the [summary and analysis](#) of The Last Tournament and then click on Original Text and read it.
2. Copy two lines of verse.
3. In one sentence what happened in this chapter?

Day 19

English

1. Read the [summary and analysis](#) of Guinevere and then click on Original Text and read it.
2. Copy two lines of verse.
3. In one sentence what happened in this chapter?

Thinking

1. [Can Collectors](#)
2. [Lemonade Lovers](#)

Day 20

English

1. Read the [summary and analysis](#) of The Passing of Authur and then click on Original Text and read it.
2. In one sentence what happened in this chapter?
3. Congratulations on making it through *The Idylls of the King*!
4. Take the [quiz](#) on the poem. Click submit when you are done and look over the right answers. Report your score to your parents.

Day 21

Reading

1. Read this [critical essay](#) on the poem. Critical in this sense just means examining the poem and analyzing it.
2. Choose 2 of these [questions](#) to answer. Write complete paragraphs to answer. Your first sentence should restate the question so that we know what you are answering.

Reading (again)

1. Next we'll read [Penrod and Sam](#). You can use this link if you want to download it onto an e-reader. Today, all you need to do is read the biography of the author, [Booth Tarkington](#). If you completed level 6, then you are familiar with Tarkington and Penrod.

Vocabulary

1. Play a level six [vocabulary game](#).

Spelling

1. Fill in this [PuzzleFast crossword puzzle](#). You can print it or do it online.

Day 22

Reading

1. Read chapter 1 of [Penrod and Sam](#).
2. Who are the characters?

Grammar

1. Complete a “[daily edit](#).” This can be printed or just read online. Find the mistakes. This one has 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Computer

1. Read through [Moving, Scaling, Rotating](#). Make a variety of shapes and move, scale and rotate them.

Day 23

Reading

1. Read [chapter 2](#) of *Penrod and Sam*.
2. What is the setting?

Grammar

1. Complete a “[daily edit](#).” This can be printed or just read online. Find the mistakes. There will always be 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Day 24

Reading

1. Read [chapter 3](#) of *Penrod and Sam*.
2. Why was George a boy set apart?

Grammar

1. Complete a “[daily edit](#).” This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Thinking

1. [Frigid Fridays](#)
2. [Tick-Tack-Toe](#)

Day 25

Reading

1. Read [chapter 4](#) of *Penrod and Sam*.
2. In this chapter there is a description of an initiation. They tie him up, scare him and “paddle” him. This is called hazing. Hazing is illegal in most states of America. It still happens in various forms. You should never take part in hazing. You shouldn’t do it to others or let anyone do it to you, even if it means you can’t join some group because of it. People have been arrested for taking part. Coaches have been fired for allowing their teams to haze new members. If you hear of anyone planning on hazing someone, you should stop them. Tell them you won’t take part and warn them that you will tell someone in authority if they won’t stop their plans. In this story they describe how it was all just harmless fun, but it wasn’t any fun for Georgie was it? Why would he want to play with kids who would treat him that way?

Writing

1. Write a paragraph about hazing. Write a topic sentence, details, and a conclusion. Answer these questions: Why do groups haze new members? Why is it against the law in most places? Give your opinion on whether it is right or wrong and if it should be allowed.

Day 26

Reading

1. Read [chapter 5](#) of *Penrod and Sam*.
2. Write a one-sentence summary of the chapter.

Spelling

1. [Unscramble the words](#). You can print it out or do it online.

2. (hint: _____)

Writing

1. Write a dialog between Penrod and someone else, a friend, his mother, his teacher...Here are some dialog reminders.
 - "I can't," he said. (comma inside the quote and lowercase he)
 - He said, "You can." (comma before the quote and uppercase You)
 - "I won't!" he yelled. (lowercase he)
 - "You will!" He pointed firmly across the room. (no speech tag "said" etc.)

Day 27

Reading

1. Read [chapter 6](#) of *Penrod and Sam*.

Writing

1. Write a description of the characters Penrod and Sam.

Grammar

1. Complete a "[daily edit](#)." This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

Computer

1. Read through [Fill and Stroke](#). Try out the various things thoroughly. Save your work and show your parents what you've learned so far.

Day 28

Reading

1. Read [chapter 7](#) of *Penrod and Sam*.

Grammar

1. Complete a "[daily edit](#)." This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

Writing

1. Write your own version of the advertisement for the paper. What would you say? What would you ask for?

Day 29

Reading

1. Read [chapter 8](#) of *Penrod and Sam*.
2. Write a summary of the chapter.

Grammar

1. Complete a "[daily edit](#)." This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.
3. Play [grammar gorilla](#).
4. Choose the [correct part of speech](#). I see one on here I haven't taught, **interjection**. Do you know what it means to interject something? It means to say something abruptly as an aside or interrupting. "Oh no! I just remembered I left the oven on." The "Oh no!" is an **interjection**.

Thinking

1. [Trip to the Lake](#)
2. [Bike Buys](#)

Day 30

Reading

1. Read [chapter 9](#) of *Penrod and Sam*.
2. Find the simile on the first page. Remember a simile is a comparison of two things using like or as. ([Answers](#))

Vocabulary

1. Here are words from the first page of your chapter today. Google each of them, “define_____” and write the word and its definition as it is used in your reading. If there is more than one definition, you don’t have to write them all.

- broodings
- sonorous
- guttural
- resonant
- impudent
- plaintive
- barbaric

Day 31

Reading

1. Read [chapter 10](#) of *Penrod and Sam*.
2. Describe the character, Gipsy.

Writing

1. Write a short story using at least five words from your Day 26 spelling words or Day 3 vocabulary. If you use more, go and get a high five and/or a hug.

Day 32

Reading

1. Read [chapter 11](#) of *Penrod and Sam*.
2. What’s the main setting of the book? What is the setting of this chapter? Remember, the setting is the time and place where the story takes place.

Grammar

1. Complete a “[daily edit](#).” This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Computer

1. Read through the [conclusion](#). Try out everything thoroughly. Save your work.

Day 33

Reading

1. Read [chapter 12](#) of *Penrod and Sam*.

Grammar

1. Complete a “[daily edit](#).” This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Day 34

Reading

1. Read [chapter 13](#) of *Penrod and Sam*.

Writing

1. Write “a model letter to a friend on some subject of general interest.”
2. Here’s a [how-to](#) reminder on the form of a friendly letter.

Thinking

1. [Sun Space](#)
2. [Storage Lockers](#)

Day 35

Reading

1. Read [chapter 14](#) of *Penrod and Sam*.

Grammar

1. Complete a “[daily edit](#).” This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.

2. [Check your answers](#). Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.
3. Try this [Grammar Blast](#) quiz.
4. Check your [answers](#), unit 1. If you get one wrong, make sure you pay attention to which is the correct answer and stop to understand why.

Day 36*

Reading

1. Read [chapter 15](#) of *Penrod and Sam*.
2. Write a one-sentence summary of the chapter.

Vocabulary

1. Play this [vocabulary matching game](#).

Writing*

1. *Print out this [graphic organizer](#). Today you are going to plan out a five-paragraph essay on a subject you are learning about or have just learned about for school.
2. Write in your name, date and topic. Don't choose something huge like ancient Egypt. Choose something specific like how the pyramids were made.
3. Start with the "main idea" boxes. What are three main points you can make about your topic?
4. Today you are going to list facts in the "supporting facts" boxes. Fill in as many as you can with at least two filled in for each column. The facts should be listed under the appropriate main idea.
5. Do a little more research if you have to.

Day 37

Reading

1. Read [chapter 16](#) of *Penrod and Sam*.
2. Tell someone what happened in this chapter.

Writing

1. Today write the introduction for your essay. Typing it will make it easier to edit later.
2. Your first sentence should get your reader's attention. Start with a question, an interesting quote or a strange or amazing fact. Tell more about your topic but don't give away your facts yet. Then finish the paragraph with your **thesis statement**, the sentence that tells what your essay is about. Make sure your thesis is what your "main ideas" from day 36 will tell about.
3. Your first paragraph needs to be 3-5 sentences long. My example below...
 - You've seen pictures of pyramids, right? Did you know that each stone in a pyramid weighed as much as a car? The pyramids were built with a lot of hard work, but also with a lot of intelligence. The pyramids were an amazing feat of engineering.

Computer

1. Read through the first two pages of [this tutorial](#) and keep experimenting. What can you make?

Day 38

Reading

1. Read [chapter 17](#) of *Penrod and Sam*.
2. Tell someone what happened in this chapter.

Writing

1. Today write the first two of your paragraphs for the body of your essay. Make sure you order your middle paragraphs so they flow with the most sense. Also make sure you use different types of sentences of different lengths.
2. Read this [presentation](#) on adding the details to the body of your paragraphs. (Click the triangle play button to move forward.)
3. The first sentence of each paragraph will be the topic sentence for that paragraph; it will tell what that paragraph is about. Then you will state the facts and any commentary you have. The last sentence is not only the concluding sentence for the paragraph but also the transition to the next paragraph. Here's an example, what was the transition sentence I used to get from workers to the inclined plane? How does it make the transition? ([Answers](#))

- (topic sentence) You might imagine that the pyramids were made by slaves, but really they were built by paid workers. (Then some facts...) Not only did the workers get paid enough to lead comfortable lives, but new technology made their work easier as well.
- The inclined plane was, at the time, an ingenious way to get the incredibly heavy stones up the pyramid. (topic sentence for the next paragraph)

Day 39

Reading

1. Read [chapter 18](#) of *Penrod and Sam*.
2. Tell someone what happened in this chapter.

Writing

1. Write the third paragraph for the body of your essay. Make sure it transitions with the one before it. Use the instructions from day 38.
 2. Write the conclusion to your essay. The *first* sentence of your conclusion should restate your **thesis**, Do NOT use the same wording.
 3. Sum up what you have shared in your essay. Give some commentary on the subject. This needs to be 1 to 3 sentences.
 4. The last sentence of the paragraph should tell us why you wrote about it, what's so important about this, why should we care about this...Make some sort of statement. Here's my example.
- I think the pyramids prove that God was right when he decided to confuse the languages of the people on earth. "Nothing they plan to do will be impossible for them." (Genesis 11:6b NIV1984)

Thinking

1. [Sum Probability](#)
2. [Worldwide Weather](#)

Day 40*

Reading

1. Read [chapter 19](#) of *Penrod and Sam*.
2. Tell someone about the chapter.

Writing*

1. Edit your essay.
2. Here is an [editing checklist](#). I would just add that there are connecting words to transition between the paragraphs.
3. Print your essay when you are sure it's your best. Ask a parent to add it to your portfolio.
4. Then, take your name off and add an email address. With your parent's permission, email me with the essay. I will post it on the peer editing page. I have a gmail address with the username allinonehomeschool.
5. Then, go to the [peer editing page](#) and follow the directions.

Day 41

Reading

1. Read [chapter 20](#) of *Penrod and Sam*.

Vocabulary/Spelling

1. Here is a list of words from your reading: **mollify, stratagem, dexterity, grievance, truculence, unobtrusively, plaintively, devoid, ferocity, converged, precociously**
2. Look up their definitions if you need to in order to complete the puzzle below.
3. Complete this [vocabulary crossword puzzle](#) with words from the story.

Day 42

Reading

1. Read [chapter 21](#) of *Penrod and Sam*.

Writing

1. You are going to be writing a book review about *Penrod and Sam*.
2. Read this example of a [book review](#).
3. Today you are going to write your introduction. Read the comments on the side of the example and make sure you follow all of those as instructions.

Computer

1. Read the [Edit Tool section](#) of the tutorial pdf, pages 3-6.

Day 43

Reading

1. Listen to one of [Aesop's fables](#). Choose one from the list. They are on the left and start with "The."

Grammar

1. Take this [parts of speech quiz](#). Each answer is different.
2. Take this [clause quiz](#).

Writing

1. Today you are going to write the [book summary](#) and the following paragraph. Make sure you are following the example and using the side comments as instructions for your writing. Your writing should be about the same length as the example. Make sure you use a variety of sentence types and lengths.

Day 44

Reading

1. Listen to one of [Aesop's fables](#). Choose one from the list. They are on the left and start with "The."

Writing

1. Today you will write another [paragraph](#) and your conclusion. Make sure you are following the example and using the side comments as instructions for your writing. Your writing should be about the same length as the example. Make sure you use a variety of sentence types and lengths.

Grammar

1. Take this [parts of speech quiz](#).

Thinking

1. Choose a game from [thinking level 7+](#).

Day 45

Writing

1. Reread the example. Read your book review and use the side comments on the example as a checklist to see if your review has those things. If you are missing something, edit your review and add it.
2. Read your review out loud. Edit anything that sounds awkward.
3. Check your spelling, punctuation, etc. Make sure the title of the book is underlined or written in *italics*.

Reading

1. Listen to one of [Aesop's fables](#). Choose one from the list. They are on the left and start with "The."

Day 46*

Reading*

1. We're going to start reading *The Call of the Wild* by Jack London.
2. Read [about the author](#).
3. Read the first part of [chapter 1](#). Stop on page 26 when he gets off the train in Seattle. Here's the book on [audio](#) if you want to listen and read along.
4. *As you read take notes on the settings, characters and major plot points (things that happen). You can use these [Call of the Wild notebooking pages](#).

Spelling

1. Do this [plurals review](#). Read and then click to continue to the exercises.
2. Do this lesson on [possessive plurals](#). Do the game at the bottom.
3. Do this [plurals spelling game](#). Don't check your answers. Check your answers by clicking on the thumbnail picture below.

Day 47

Reading

1. Finish [chapter 1](#). [Audio](#)
2. Take notes on settings, characters and the plot.
3. Next to each setting and character you have listed, add several descriptions of that place or person.
4. If you ever get confused, please read the [chapter summary and use this list of characters](#) to remind you who is who. If you get lost, stop and get back on track, don't just keep going.

Vocabulary

1. Do the chapter 1 [vocabulary crossword puzzle](#). Here are the [definitions](#) if you need them.

Grammar

1. Complete a "[daily edit](#)." This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

Computer

1. Read through the [zoom, rectangle and circle tool](#) sections of the tutorial and try it all out.

Day 48

Reading

1. Read the first part of [chapter 2](#). [Audio](#) Stop at the end of the first paragraph on page 52.
2. Read over the [vocabulary for chapter 2](#). Use the definition link to look up words you don't know.

Writing

1. Write about the story so far using at least five of the vocabulary words from chapters 1 and 2. If you use more, go get a high five and/or hug.

Grammar

1. Complete a "[daily edit](#)." This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

Day 49

Reading

1. Read to the end of [chapter 2](#). [Audio](#)
2. Take notes on settings, characters and the plot. Don't just list names and places, what do you know about those places and peoples and events from what the author has shown you. He doesn't have to directly describe something, like it is big, the author can use events and situations to show us what the characters are like. For all of the descriptions you have on your character page add how you know those things about the characters. What else have you learned about the characters and settings? Plot?

Vocabulary

1. Do the online [matching exercise](#).

Grammar

1. Complete a "[daily edit](#)." This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

Thinking

1. Play [checkers](#).

Day 50

Reading

1. Read the first part of [chapter 3](#). Stop after the first paragraph on page 87.
2. Add to your notes.

Writing

1. Finish the chapter. Write for twenty minutes and write what happens next in the book. It can be a real guess about what will happen or just use your crazy imagination.

Day 51*

Reading

1. Finish [chapter 3](#).
2. Write a summary of the chapter in a paragraph.

Spelling*

1. *Complete the [scrambled words](#) worksheet made with words from chapter 3.

Day 52

Reading

1. Read the first part of [chapter 4](#). Read to the paragraph break on page 111.
2. Write a summary of today's reading in one sentence.

Grammar

1. Copy this sentence (or copy and paste it): *He took Buck by the scruff of the neck, and though the dog growled threateningly, dragged him to one side and replaced Sol-leks.* Mark the part of speech for each word.
2. Then check your answers. ([Call of the Wild parts of speech](#))
3. What's the subject of the first part of this sentence? *Time was flying, and they should have been on the trail an hour gone.* (answer:)
4. What's the subject of this sentence? *The general tone of the team picked up immediately.* (answer:)
5. Can you figure out the simple subject? Which word is the real subject (the rest is decoration)? (answer:)
6. What is the predicate of the tone sentence? (answer:)

Computer

1. Read through the [star and spiral tool](#) sections and try out all the different kinds.

Day 53

Reading

1. Finish reading [chapter 4](#).
2. Take the [quiz](#).

Spelling

1. Complete the [online wordsearch](#). (You could [print this](#) if you like.)

Day 54

Reading

1. Read the first part of [chapter 5](#). Stop at the paragraph break on page 134.

Vocabulary

1. Read through the word list for chapter 5. If you don't know how to pronounce a word, copy and paste it in this [dictionary search bar](#) and click on the speaker.

Grammar

1. What is the subject of this sentence? *Thirty days from the time it left Dawson, the Salt Water Mail, with Buck and his mates at the fore, arrived at Skaguay.* ([Answers](#))
2. What is one prepositional phrase in the sentence? ([Answers](#))
3. What is the subject of the following sentence? Reading *The Call of the Wild* is one of my favorite parts of the day.
4. What's the sentence about? What's the subject? Don't look until you've decided on your answer. (answer:)
5. It looks like a verb but it is the subject, in fact, reading is a noun in this sentence. It's a special kind of noun called a **gerund**. **Gerunds** are *ing* words that function as nouns.
6. Here's another example: Finding the treasure would be amazing!
7. Finding the treasure is the subject and finding is the **gerund**, a noun.
8. Write three sentences using **gerunds**.

Thinking

1. Try a [Game-a-Day](#).
2. You can play [another game](#) too if you like.

Day 55

Reading

1. Read the next part of [chapter 5](#). Read until the paragraph break on 147.

Vocabulary

1. Read through the [definitions](#).

Writing

1. Write for twenty minutes.
 - Write the end of the chapter or
 - write a story using at least five vocabulary words or
 - write as Buck, meaning Buck would be the "I" character in your story.

Day 56

Reading

1. Finish reading [chapter 5](#).

2. Write a summary of the chapter.

Vocabulary

1. Complete the [crossword puzzle](#).

Day 57

Reading

1. Read the first part of [chapter 6](#). Stop at the paragraph break on page 176.

Vocabulary

1. Read through the words and [definitions](#).

Writing

1. Use at least three words, from the vocabulary you just look at, in a short story. If you use more, get a high five and/or hug.

Computer

1. Read through the [freehand and line tool](#) sections and try it all out.

Day 58

Reading

1. Finish reading [chapter 6](#).
2. Write a summary of chapter 6.

Vocabulary

1. Complete the online [matching exercise](#).

Grammar

1. Which of these contains a **gerund**? Write how each *ing* word is used. Reminder: **Gerunds** are *ing* words that function as nouns. ([Answers](#))
 - Smashing against rocks and snags, they veered into the bank.
 - Whining was his only response.
 - Writhing muscles strained at the load.

Day 59*

Reading*

1. Read the first part of [chapter 7](#). Stop at the bottom of 204.
2. Complete this [map activity](#). *Print out this map ([CotW map](#)) and use different colors to map the different routes. Make a key to show what the routes are.

Spelling

1. Complete the [word search](#). ([printable version](#))

Grammar

1. Write five gerund sentences.

Thinking

1. Try a [logic puzzle](#). Do you remember how they work?

Day 60

Reading

1. Read the second part of [chapter 7](#). Stop at the paragraph break on 217.
2. Who said it? Take the [quiz](#).

Writing

1. Write for twenty minutes.
 - Write the end of the chapter or
 - write a story using at least five vocabulary words or
 - write as Buck, meaning Buck would be the "I" character in your story.

Day 61

Reading

1. Finish reading [the book](#).
2. Take the [quiz](#).

Writing

1. Rewrite the ending. Don't you want Buck to live with John Thornton?

Day 62

Writing

1. This week you'll be writing a [personal response](#) to *The Call of the Wild* by following the example.
2. Read the example. You may have seen this before. Read all of the side notes as well.
3. Today decide on your thesis, two key points and find textual evidence.

Computer

1. Finish [chapter 1](#) and try it all out.

Day 63

Writing

1. Write your introduction and first key point section.

Day 64

Writing

1. Write your second key point and conclusion.

Thinking

1. Choose a thinking [game](#).

Day 65

Writing

1. Edit your report. Read it out loud. Make sure it is spelled correctly and punctuated correctly. Make sure you use a variety of sentence structures. Use long and short sentences. Change some words to make better choices.
2. When you are pleased with your work, print it out and share it.

Day 66

Reading

1. You are going to start reading, *The Spy*, by James Fenimore Cooper.
2. Here is a version you can [download](#) which I will also be linking to read online.
3. Here is the [audio version](#) if you want it.
4. Here is another [read online version](#) if you find the other hard to read.
5. The setting of the novel is the American Revolution. Here is a summary article on the [Revolution](#).
6. Today read the [introduction](#).
7. What type of war does he call the Revolution? Why? ([Answers](#))

Spelling

1. Complete this [spelling crossword](#). All of the words follow the spelling rule: I before E except after C.

Day 67*

Reading*

1. Here is some vocabulary of unusual words to help you understand. Refer to this list of words and characters as you read. Make sure you get off to a good beginning in understanding the book. This is a tougher book than what you have been reading.
 - tenements – homes
 - politic – wise, prudent
 - carriage – how he carried himself, his manner
 - evince – show, exhibit
 - Madeira – a kind of wine
 - freebooters – pirates or soldiers who fight unauthorized wars against foreign countries
 - Continentals – American troops
2. Here's a list of characters to help you get started.
 - Mr Wharton – owner of the house
 - Mr. Harper – the name of the mysterious traveler
 - Sara – the older sister of the house
 - Frances – the younger sister
 - Miss Jeanette Peyton – the sisters' aunt
 - Henry – Mr Wharton's son, arrives in disguise
 - Caesar – the black servant

3. *As you come across characters, write them down on the British or American side to help you keep everyone straight. You can also write a note about who they are as I have done above. You can use this sheet to help you ([The Spy characters](#)).
4. Read [chapter 1](#).
5. In what State does the story take place? Did you read the footnotes, the small print at the bottom of the pages? These notes were written by the author so don't skip them. ([Answers](#))
6. Who is George III, mentioned in this chapter? ([Answers](#))
7. If you need help in understanding the book, you could read these [chapter summaries](#) before you read each chapter to help you focus on what's happening. The chapter numbers are marked before their paragraph.

Vocabulary

1. page 11 **unerring** notice
2. page 22 Sarah asks Miss Frances if she longs **ardently** for peace
3. Write the words and their definitions.

Computer

1. Here is a more [advanced tutorial](#). Read the beginning and try the pasting techniques.
2. Start working on a logo for your blog or website. If you are not keeping up with your blog or website, then you can make a logo for this homeschool site.

Day 68

Reading

1. Unusual vocabulary:
 - o eclat – ostentatious display or dazzling effect
 - o ambuscade – ambush
2. Read [chapter 2](#). Don't forget to get out your character sheet. Keep adding to it. If you want to listen to it read to you as you read along, find the audio listed on day 66. Also, remember you could read the summary of the chapter first to help you follow the plot — link on day 67.
3. Where did Mr. Wharton's loyalties lie, with the British or the "rebels"? ([Answers](#))
4. What was "the Locusts"? ([Answers](#))
5. Who do Sarah and Frances favor, the British or the Americans? ([Answers](#))

Vocabulary

1. page 30 he listened to his **eloquence**
2. page 33 ambuscade means ambush
3. Write eloquence and its definition.

Grammar

1. Another type of sentence can start with an ing verb, but in this case it is used as an adjective. It is called a **participle**. Your job is to make sure your participles don't dangle. Here's what I mean.
2. *Tying his shoe, the boy was very proud of his accomplishment.*
3. *Tying his shoe* is the **participle**, technically *tying* is the participle and *tying his shoe* is the **participle phrase**.
4. The **participle** is describing *the boy*. The **participle phrase** is always followed by a comma and then the thing it is describing. If the next word/words don't tell you what the participle is describing then we call that a dangling participle. It's just hanging out there all by itself. That's a no-no. Don't do it.
5. Here are some more examples:
 - Getting home on time, she raced inside to make sure she didn't miss anything.
 - Finishing the last lap, he raised his arms in victory.
 - Panting, the dog circled his bed and flopped down.
 - What are the participle phrases in the examples above and what do they modify (describe)? ([Answers](#))

Day 69

Reading

1. Read [chapter 3](#). Every day you should keep your character sheet next to you and add to it as characters are introduced. (Remember that the audio book and chapter summaries are available.)
2. Who is Harvey Birch? ([Answers](#))
3. What are some terms Harvey Birch or the author use for African-Americans? Are these terms appropriate to use in America today? ([Answers](#))

Vocabulary

1. p. 44 Sarah spoke **contemptuously**
2. p. 48 the **petulance** of an indulged servant
3. p. 48 **capricious** humor
4. Write the words and their definitions.

Grammar

1. Write three sentences with **participle phrases**.
2. Here are day 68 's examples:
 - Getting home on time, she raced inside to make sure she didn't miss anything.
 - Finishing the last lap, he raised his arms in victory.
 - Panting, the dog circled his bed and flopped down.
3. Now I'm going to rewrite the first one as a **gerund**.
 - Getting home on time was important to her.
 1. Rewrite the other two sentences. Change the **participle** into a **gerund**.

Thinking

1. Choose a thinking game.

Day 70

Reading

1. Unusual vocabulary:
 - Scud – low wind-driven clouds, mist, or rain
 - rig'lars – British soldiers
2. Read [chapter 4](#).
3. How did Harper shock the family? ([Answers](#))

Vocabulary

1. page 58 How awfully **sublime**!
2. page 60 he seemed to be **soliloquizing** as he said
3. page 64 **portentous** warning
4. Write the words and their definitions.

Writing

1. Write a short story with at least two vocabulary words from *The Spy* and at least one gerund and one participle. If you use more of any of those, get a high five and/or hug.

Day 71

Reading

1. Unusual vocabulary:
 - dragoon = mounted infantryman
 - horse – used to mean a group of soldiers on horseback
2. Read [chapter 5](#).
3. What was the American soldiers' attitude towards the peddler, Harvey Birch? Who were they assuming he worked for? ([Answers](#))
4. Write a summary of the chapter.

Vocabulary

1. Complete the [crossword puzzle](#).

Day 72

Reading

1. Unusual vocabulary:
 - vidette – a mounted sentinel
2. Read [chapter 6](#).
3. What is the relationship of Frances to Major Dunwoodie? ([Answers](#))

Writing

1. You are going to begin writing a descriptive piece. Read this example.
2. Choose what you are going to describe.

Computer

1. Read the [drawing freehand](#) and editing paths sections and give it a try. Work on your logo.

Day 73

Reading

1. Read [chapter 7](#).
2. Strange vocab:
 - yager: short barreled rifle or one belonging to the infantry group that used such rifles
 - foot – a group of foot soldiers (as opposed to “horse”)
3. How did Captain Wharton escape his captors? When and how was he recaptured? ([Answers](#))

Writing

1. Today write two similes and two metaphors that describe aspects of your topic.
2. You can refer to the [example](#) for examples. Remember: similes and metaphors compare two unlike things. Metaphors call one thing the other. Similes use *like* or *as*.

Day 74

Reading

1. Read [chapter 8](#).
2. Who was Captain Singleton? How was he like a rival for Frances? ([Answers](#))

Writing

1. [Reread](#) the last paragraph on the first page and the two paragraphs that follow.
2. Write a paragraph of VIVID description.
3. Write a list of specific verbs and great adjectives that can be used to describe your topic. Then list words that describe the smell, taste, sound and feel of your topic.

Thinking

1. Choose a [game](#).

Day 75

Reading

1. Read [chapter 9](#).
2. Strange vocabulary:
 - subaltern — a person who is like a servant or subordinate
 - grimalkin – an old or evil-looking female
 - catmauger – in spite of
 - crupper – a leather strap under a horse’s tail to keep the saddle from slipping forward
 - dromedary – a domesticated camel used as a beast of burden in the Middle East
3. How and why did Captain Lawton’s attitude towards Harvey Birch suddenly change after their encounter? ([Answers](#))

Writing

1. [Reread](#) the first two paragraphs.
2. Now write your first two paragraphs. Make sure you have a clearly stated topic sentence.

Day 76

Reading

1. Read [chapter 10](#).
2. Strange vocabulary:
 - rase – to erase
3. Who were the Skinners and why did they show up at Harvey Birch’s house? ([Answers](#))

Spelling

1. [Unscramble](#) your vocabulary words.

Writing

1. Read the [first page](#) of the example of descriptive writing.
2. Write another paragraph.

Day 77

Reading

1. Read [chapter 11](#).
2. Strange vocabulary:
 - basilisk – type of lizard

3. How does Dr. Singleton feel about Harvey Birch? Why? ([Answers](#))

Grammar

1. Complete a “[daily edit](#).” This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Writing

1. Reread the [first page](#) of the example of descriptive writing.
2. Write another paragraph.

Computer

1. Read the [subpaths and combining](#) sections and try it out.

Day 78

Reading

1. Read [chapter 12](#).
2. Strange vocabulary:
 - lazaretto — a hospital for those with contagious diseases
3. As the Wharton’s residence is transformed into a sort of hospital, who are the main characters staying there and what is their condition? ([Answers](#))

Grammar

1. Complete a “[daily edit](#).” This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Writing

1. Read the [second page](#) of the example of descriptive writing.
2. Write another paragraph.

Day 79

Reading

1. Read [chapter 13](#).
2. Strange vocabulary:
 - punctilio — a fine point, detail; the strict observation of the formalities of conduct
3. What happened at the Whartons’ feast to encourage the ladies and Mr. Wharton and his son to leave the doctor, Lawton, and Col. Wellsmere alone? What happened next? How was the relationship between the doctor and Lawton by the end of the evening? ([Answers](#))

Grammar

1. Complete a “[daily edit](#).” This can be printed or just read online. Find the mistakes. Remember that there are 10 mistakes. Mark them on the paper or jot them down.
2. [Check your answers](#). Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Writing

1. Read the [second page](#) of the example of descriptive writing.
2. Write another paragraph.

Thinking

1. Choose a [game](#).

Day 80

Reading

1. Read [chapter 14](#).
2. How did Harvey Birch feel after the death of his father? What was Katy his housekeeper’s hope? ([Answers](#))

Vocabulary

1. Play this [vocabulary matching game](#). (print screen for your portfolio)

Writing

1. Read the [last paragraph](#) of the example of descriptive writing.

2. Write your conclusion.

Day 81

Reading

1. Read [chapter 15](#).
2. Strange vocabulary:
 - o tete-a-tete — It is French. It is pronounced “tet-ah-tet” and means “head to head.” It is a meeting or conversation between two people.
3. What disturbing discovery did Frances make when she observed Isabella in the next room? ([Answers](#))

Vocabulary

1. p. 200...the spinster obtained what was necessary through industry and **prudence**
2. p. 200...the purchaser was tired of the **conveyance**, while looking through the deed
3. p. 201...couldn't tolerate the idea of being **defrauded**
4. Write the words and their definitions.

Writing

1. Read this lesson on [word choice](#). Do exercises A and B in your head.
2. Read through your descriptive paper and make changes in your word choice.

Grammar

1. Here is a sentence I wrote in your Bible lesson today. I left a blank intentionally.
 - o Eating certain foods _____ make us “unclean”, unholy.
2. What is the subject? ([Answers](#))
3. What should the verb be: don't or doesn't? ([Answers](#))
4. What kind of noun is the subject of this sentence? ([Answers](#))

Day 82

Reading

1. Read [chapter 16](#).
2. Strange vocabulary:
 - o sutler — someone who follows the army to sell to the soldiers
3. What might have been on the paper Harvey Birch initially offered to Dunwoodie and then abruptly swallowed? Why might Harvey have thought it would purchase life for him, but then decided he would let whatever secret was written there die with him? What do you think?

Vocabulary

1. p. 216...**ostentatiously** placed on high
2. Write the word and its definition.

Writing

1. Read this lesson on [sentences](#). Do exercises A and B in your head.
2. Read through your descriptive paper. Underline all of your first words. Circle all of your connector words.
3. Do you have any interrogative, imperative or exclamatory sentences? If not, you should try to add at least one of each. You don't have to add new sentences. You can change what you have.
4. Do you have any really short sentences? Do you have any really long sentences? You should have both. Add them. Make changes.
5. Make sure your sentence length varies throughout your paper. Do you use while, as, when, since...?

Computer

1. Try the [Boolean and inset/outset](#) sections. (Print out something you have made.)

Day 83

Reading

1. Read [chapter 17](#).
2. Do you agree with the views on the afterlife expressed by the Sergeant guarding Birch? Why or why not?

Vocabulary

1. p.233...**relinquishing** a small bottle
2. p.234...**reprobate** villain
3. Write the words and their definitions.

Writing

1. Read page 1 on [conventions](#).
2. Use the strategies listed to read through your paper and look for corrections.

Day 84

Reading

1. Read [chapter 18](#).
2. Why do you think Capt. Lawton paid the Skinners for delivering Birch to him, and then had them whipped?

Writing

1. Read through these [examples and comments](#).
2. What changes can you make so that your paper would get a perfect score?
3. Add your name, date and title to the top of your paper.

Thinking

1. Choose an activity from [levels 7+](#). (Print screen for your portfolio.)

Day 85

Reading

1. Read [chapter 19](#).
2. Do you have any guess who the mysterious "him" referred to by Birch might be?
3. Why does Frances reject Major Dunwoodie? Does she ever explain to him her reasons? ([Answers](#))

Writing

1. Read through this [rubric](#).
2. Would your paper get a perfect score? If not, make changes.
3. When you are entirely pleased, print it out.
4. Give it to a parent to add to your portfolio.

Day 86

Reading

1. Read [chapter 20](#).
2. What was the situation that Lawton and the surgeon stumbled upon when they returned to Mr. Wharton's home? ([Answers](#))
3. How did Lawton react to it? What about the surgeon? ([Answers](#))

Spelling

1. Try the [spelling bee](#) or the spelling challenge.

Writing

1. This week you are going to start working on an essay comparing and contrasting two things. Try this simple exercise with [comparing and contrasting](#). Take note of the words in italics in the top box. They are words you can use in your essay to show contrast and comparison.

Day 87*

Reading

1. Read [chapter 21](#).
2. Why was Caesar sent to Captain Hollister? Who appeared while he was there? What did Hollister think about Birch now? ([Answers](#))

Grammar

1. Play [Grammar Gorillas](#).

Writing*

1. Your new writing assignment will be to [compare and contrast](#) two things.
2. Today you will read the example I linked to and choose your topic. I suggest using something from your science or history studies so that you already have the information you need. You could compare and contrast the Romans and Greeks, two inventors, two elements, two countries, two presidents...
3. *Fill in this sheet ([Compare and Contrast](#)) with as many ideas as you can come up with. You don't have to use them all in your essay. Just brainstorm and write as many things as you can.

Computer

1. Finish the [tutorial](#) today.

Day 88

Reading

1. Read [chapter 22](#).
2. Summarize the main events of this chapter. ([Answers](#))

Vocabulary

1. p. 295 the wind **wafted**
2. p. 297 she was **impelled** to the undertaking
3. p. 301 **destitute** of fear and reflection
4. Write the words and their definitions.

Writing

1. Today you need to figure out the three main points you are going to make. These will be your three middle paragraphs.
2. For these three things you will show how they are the same and where they differ. If you were doing two countries, you could say, "Even though they are both in South America, but they have very different climates." "While both countries use Spanish as an official language, their native languages are very different." "Some foods are eaten in both regions, other dishes are unique to each locale." These are just some ideas off the top of my head to show you. I didn't have any specific countries in mind. I was just making it up.
3. Use your sheet from Day 87 and pair up three similarities and differences and write out three sentences like I just did.

Day 89

Reading

1. Read [chapter 23](#).
2. Where did the survivors of the attack and fire go? ([Answers](#))
3. What tragedy met them there? ([Answers](#))

Grammar

1. Read the directions before you start! [Identify the type of noun](#).

Writing

1. Today you will write your introduction.
2. Read the [sample essay](#) introduction.
3. Your introduction should start with an interesting quote, question or comment. Then provide background information on your two topics. Finally, conclude with your thesis statement. Your thesis statement will include the three things you are going to contrast, your three points. List these three points in the order you are going to talk about them in your essay.
4. Use the sample as a guide.

Thinking

1. Choose an activity from [levels 7+](#).

Day 90

Reading

1. Read [chapter 24](#).
2. What was the confession that Isabella made to Frances as she was dying? How did Frances receive this? ([Answers](#))

Grammar

1. Read the lesson and click on [Continue with Exercises](#).

Writing

1. Read the second paragraph of the [sample essay](#).
2. Write your second paragraph. It should be on the point you list first in your thesis statement.
3. Make sure to include examples. You can't just say what is different; you have to show what is different.

Day 91

Reading

1. Read [chapter 25](#).
2. As Frances talked with Katy on the way up the mountain, what did she learn about Birch's former housekeeper's opinion about where his loyalties lay? ([Answers](#))

Vocabulary

1. Play this [vocabulary review game](#) for *The Spy* chapters 15–22.

Writing

1. Read the [sample essay](#).
2. Write your third paragraph. It should be on the second point you list in your thesis statement.
3. Make sure your first sentence is your topic sentence for the paragraph.
4. Make sure to include examples. You can't just say what is different; you have to show what is different.

Day 92

Reading

1. Read [chapter 26](#).
2. What was the turning point in Captain Wharton's trial? ([Answers](#))

Grammar

1. Play [power proofreading](#).
2. Choose 7th grade and Around the World.

Writing

1. Reread the second page of the [sample essay](#).
2. Write the last paragraph for the body of your essay. It should be on the last point you list in your thesis statement.
3. Make sure to include examples. You can't just say what is different; you have to show what is different.

Computer

1. Today we are going to start using a different type of software. It's called [Gimp](#) and it's for manipulating photos. Today download it and look at [examples](#). The examples link is a youtube video. Make sure you have permission to look at it. It may prompt you that you need to download something else for it to work. Please follow the directions it gives you.

Day 93

Reading

1. Read [chapter 27](#).
2. Recount briefly the emotional ups and downs experienced by the family in this chapter as they waited to see what Capt. Wharton's fate would be. ([Answers](#))

Grammar

1. Play [power proofreading](#).
2. Choose 7th grade and Barnyard Ballet.

Writing

1. Reread the second page of the [sample essay](#).
2. Write your conclusion. What elements does a conclusion have? Make sure you end with a good closing statement that wraps up the essay. Don't just let it end. You know how in a lot of movies they make sure you know what happens to each character? They know people like things tied up neatly in a pretty bow. Don't leave loose ends. Tie up your essay in a pretty bow. Write a closing statement that will leave us with a good feeling inside just like those movies.

Day 94

Reading

1. Read [chapter 28](#).
2. In the midst of the escape attempt, Birch again mentions a mysterious person to whom he has promised to save Capt. Wharton. Recall he mentioned this same person previously, but when questioned about who it is, says "No one." Any guesses as to who this may be? ([Answers](#))

Grammar

1. Complete this [pronoun](#) exercise.

Writing

1. Use the [editing checklist](#) to edit your essay.
2. Read your essay out loud and change anything that doesn't sound right.
3. Make changes! Make sure you have long and short sentences that start in different ways. Do any of your sentences start with participles? They should. Do you use the words like since and however. You should.

Thinking

1. Choose an activity from [levels 7+](#).

Day 95

Reading

1. Read [chapter 29](#).
2. Imagine how Capt. Wharton felt as he saw the gallows. What might your feelings have been had you been in the same situation?

Grammar

1. Complete this [pronoun](#) exercise.

Writing

1. Use this [scoring rubric](#) to edit your essay.
2. Edit your essay until it would get a perfect score.
3. When you are ready, print out your essay.

Day 96

Reading

1. Read [chapter 30](#).
2. Why might Harper have been so insistent that Capt. Wharton not see him together with Birch? ([Answers](#))

English

1. Play the sixth level [English review game](#). Click on "play flash full screen."

Vocabulary

1. Play the [vocabulary review game](#) for chapters 15–22.

Day 97

Reading

1. Read [chapter 31](#).
2. What are two reasons why Frances agreed to marry Dunwoodie so quickly, right on the spot? ([Answers](#))

Grammar

1. Try this [pronoun exercise](#). Pay attention to the right answer if you get it wrong. It explains the answer at the top of the page.

Writing

1. Read this and do the exercises about the [organization of your writing](#). ([Answers](#))

Computer

1. Today watch this [tutorial](#). This is on youtube. Make sure you have permission to watch it.
2. Upload a photo that you want to work with. Explore around a bit.

Day 98

Reading

1. Read [chapter 32](#). Stop on page 433 a bit past the middle of the page. The Skinner's talking and it finishes with the "Lord's Anointed." You will skip the rest of the chapter. They hang him.
2. What became of Captain Wharton? ([Answers](#))

Grammar

1. Try this [pronoun exercise](#). Pay attention to the right answer. Read the explanations at the top of the page.

Writing

1. Read about Voice and [complete the exercises](#). ([Answers](#))

Day 99

Reading

1. Read [chapter 33](#).
2. Why did Major Dunwoodie's being wounded turn out for his and Frances' good? ([Answers](#))

Grammar

1. Try this [pronoun exercise](#). Pay attention to the right answers.

Writing

1. Read about [word choice](#) and complete the exercises. ([Answers](#))

Thinking

1. Choose an activity from [levels 7+](#).

Day 100

Reading

1. Read [chapter 34](#).

2. What is revealed in this chapter about Birch's loyalties and whom he has been serving? ([Answers](#))
3. How would you feel about serving a cause you believed in, but getting no recognition for it or even being maligned by the very ones who are serving the same cause and should be on your side?

Grammar

1. Try this different sort of [pronoun exercise](#). A pronoun reference error is when the pronoun is referring to the wrong thing or you can't tell what the pronoun is referring to.

Writing

1. Read about [sentences](#) and complete the exercises. Make sure to follow the directions. (You can use your compare and contrast essay or descriptive piece.)

Day 101

Reading

1. Read [chapter 35](#).
2. Describe the final end of Harvey Birch. ([Answers](#))

Writing

1. Read this description of a [book report](#).
2. Follow the directions and write the introduction and the first two paragraphs of the body. They should cover what the lesson describes under "For fiction or other creative writing."

Day 102

Writing

1. Finish writing your book report.
2. Read it out loud and make corrections.
3. Make sure it covers what is required in the lesson on writing a [book report](#).

Reading

1. Read a biography of the new author you will be reading, [Robert Louis Stevenson](#). The book is [Treasure Island](#). (That's the link for download.)
2. Who did he [write the book for and when](#)?

Computer

1. Watch this tutorial on [layers](#). Try some things out.

Day 103

Reading

1. Read the first [two chapters](#) of *Treasure Island*. [audio](#)
2. Write a description of the characters, setting and plot you've encountered so far.

Vocabulary

1. Start an illustrated dictionary. You'll write the word and a definition and draw a picture.
2. Buccaneer is your first word.

Grammar/Spelling

1. Read the [lesson](#) and continue with the exercises on plurals.

Day 104

Reading

1. Read the [chapters three and four](#) of *Treasure Island*. [audio](#)
2. Write a summary of the chapter on the black spot. How is the plot advanced?

Vocabulary

1. Add a spy-glass. The words don't have to be in alphabetical order. But if you are doing it on the computer, then they *should* be in alphabetical order.

Grammar/Spelling

1. Take the [plurals and possessives quiz](#). If you make any mistakes, LEARN from them.
 - o plurals: dog -> dogs
 - o possessives: dog's

Thinking

1. Choose an activity from [levels 7+](#).

Day 105

Reading

1. Read the [chapters five and six](#) of *Treasure Island*. [audio](#)
2. The sea-chest is an object that the author chose to include in the novel. Write: Why did the author include it? How does it help the story? What part does it play?

Vocabulary

1. Add a sea-chest.
2. Add a word from the [list on this page](#).
3. Add a character from the book.

Day 106

Reading

1. Read [chapters 7 and 8](#). A “Black Dog” is counterfeit money.
2. Add Long John Silver to your pictionary.

Speech

1. Read aloud the letter from chapter 7 in front of an audience.

Spelling

1. Take a [quiz](#).

Day 107

Reading

1. Read [chapters 9 and 10](#). [audio](#)
2. Tell someone what happened in these chapters.

Grammar

1. Take the [apostrophe](#) quiz.

Writing

1. Write a day’s log from the ship’s log.

Computer

1. Watch the [second tutorial](#). Try things out.

Day 108

Reading

1. Read [chapters 11 and 12](#). [audio](#)

Grammar

1. Take the [word choice](#) quiz.

Writing

1. Write a day’s entry from the ship’s log.

Day 109

Reading

1. Read [chapters 13 and 14](#). [audio](#) (Note: If you don’t want to read about the murder, you can skip the last paragraph on 117, when Tom is killed. There will be a battle later in the book, though, where several are killed.)
2. What is Jim’s problem? ([Answers](#))

Grammar

1. Take the [word choice](#) quiz. Whom is used with a preposition: I should give it to whom? Next to whom will I be sitting?

Writing

1. Describe the setting of the island.

Thinking

1. Choose an activity from [levels 7+](#).

Day 110

Reading

1. Read [chapters 15 and 16](#). [audio](#)
2. Who narrates chapter 16? ([Answers](#))
3. A new narrator means a new perspective, a new **point of view**. He sees things Jim couldn’t have seen.

Writing

1. How would you solve Jim’s problem? Write the ending, at least half a page.

Day 111

Reading

1. Read [chapters 17 and 18](#). [audio](#)
2. Did you find the change in narrators confusing or interesting? Why?

Spelling

1. Find the [spelling mistakes](#).

Vocabulary

1. [Analogies](#) are word comparisons. Here is an analogy: a sock is to a foot as a glove is to a hand – sock and glove correspond and foot and hand correspond. Can you see that? Another way to write an analogy is like this — sock:foot :: glove:hand .
2. The link in number 1 has multiple choice answers to get you going easy.

Day 112

Reading

1. Read [chapters 19 and 20](#). [audio](#)
2. Who is narrating chapter 19? ([Answers](#))
3. Are there good guys and bad guys in this book? ([Answers](#))
4. Write a summary of chapter 20.
5. Try this [making inferences](#) while reading exercise.

Computer

1. Watch the [third tutorial](#). Try things out.

Day 113

Reading

1. Read [chapters 21 and 22](#). [audio](#)
2. Write a one-sentence summary of each chapter.
3. Choose [reading for understanding](#) and advanced.

Vocabulary

1. Try another [analogy](#) set.

Day 114

Reading

1. Read [chapters 23 and 24](#). [audio](#)
2. “I was just thinking how busy the drink and the devil were at that very moment in the cabin...” What does it mean that drink and the devil were busy? ([Answers](#))
3. Try these [reading exercises](#) to see what advertisements are really up to. Make sure you click on “Next Activity.”
4. Here’s another; [analyze the ads](#). Make sure you click on “Next Activity.”

Thinking

1. Choose an activity from [levels 7+](#).

Day 115

Reading

1. Read [chapters 25 and 26](#). [audio](#)
2. Tell someone what is happening the book.

Writing

1. Write for 20 minutes. Here’s a [list of topics](#) if you need an idea.

Day 116

Reading

1. Read [chapters 27 and 28](#). [audio](#)
2. The chapter is called, “Pieces of Eight.” Where does that come into the chapter? Do we know what it means? ([Answers](#))
3. “Pieces of Eight” is a bit of **foreshadowing**. It’s throwing us a clue about something to come to make us interested to find out.
4. Before, Stevenson changed narrators to give us another **point of view**. When Silver tells a story about meeting with the doctor, we hear the story from his perspective, from his **point of view**.
5. Tell someone what is happening the book.

Vocabulary

1. Find the analogy. ([Click on the button when you see the answer.](#))

Spelling/Vocabulary

1. Write in the [analogy](#). (Copy the screen, “prt scr,” and add it to your portfolio.)

Day 117

Reading

1. Read [chapters 29 and 30](#). [audio](#)
2. What complaints do the pirates’ have? ([Answers](#))
3. Tell someone what is happening the book.

Writing

1. You aren’t going to be writing a book report this time. You are going to write a point of view story. Actually, two. Actually, one. 😊
2. You are going to write about a page-long story. You will write the same story two times, each time from a different point of view. Each time, I, will be a different character in the story.
3. Your story could have two people that experience the same day but one is having a good and one a bad day.
4. You could write about Paul Revere’s ride and one character could be Paul Revere and the other character could be his horse.
5. Be creative. See how different you can make the two stories while keep them the *same story*.
6. Today come up with your plan. Know what your story is going to be. Describe your two characters and how the story will differ.

Computer

1. Watch the [fourth tutorial](#). Try things out.

Day 118

Reading

1. Read [chapters 31 and 32](#). [audio](#)
2. Silver has at times acted like a caring father toward Jim, but when it comes to the treasure he changes. How does he act toward Jim in this chapter when the treasure (money) is at stake? What does that say about where his heart it? ([Answers](#))
3. Tell someone what is happening the book.

Writing

1. Write your first story.

Day 119

Reading

1. Read [chapters 33 and 34](#). [audio](#)
2. Like many action stories, just when you think all hope is lost, someone comes to the rescue. Who comes and saves Silver and Jim? ([Answers](#))
3. Tell someone about how the book ends.
4. While the story is mostly from Jim Hawkin’s point of view, what perspective is Jim telling it from? (answer: In the first and last chapter it is shown to be told in retrospective. It’s all over and done and he’s remembering it. There is no current peril in the situation, just the memory of it.)

Writing

1. Write your second story.

Thinking

1. Choose an activity from [levels 7+](#).

Day 120

Reading

1. Take the [quiz](#). Keep clicking on continue.

Writing

1. Finish your stories. Edit them thoroughly. Make sure you have varied types of sentences and sentence lengths. Make sure you have at least one simile or metaphor. Make sure you use good descriptive words, strong verbs and specific nouns. Check your capitalization and punctuation.
2. Read your stories aloud to an audience.

3. Add your name, date and title, "Point of View 1" and "Point of View 2" to them and print them out. Give them to a parent to add to your portfolio.

Day 121

Reading

1. Look up some information on Sir Walter Scott.
 - o Write down when he was born and when he died and in what country.
 - o What does it mean that he is called "Sir" Walter Scott?
 - o Here are a few things I discovered. Walter Scott first wrote poetry and later prose. He used to write very early in the morning because he was a busy man. He was a sheriff and a landowner. Later in his life some of his business partners were in a great deal of debt, but Walter Scott refused to go into bankruptcy, but rather worked to pay off all the debt himself. Add at least two more interesting facts about Sir Walter Scott.
2. Think about the title. What is a "talisman?" (answer: _____) What do you imagine a story called *The Talisman* might be about?
3. The setting of the story is the Third Crusade. When was that? Where was that? What was that?
4. What is chivalry?
5. These will help you understand the setting and characters.
6. [The Talisman](#) (I picked this version because it has pictures 😊) If you prefer white pages, here is [another](#). These links are for those who want to download the book. Here also is the [audio version](#) to be used if you like.
7. This book is historical fiction. The story is made up. It's not true. But there are real life characters and real life events in this made-up story. Sound like another book you just read?

Vocabulary

1. [Vocabulary review game](#)

Day 122**

Reading**

1. *Print out this sheet to write down the characters as they are introduced. There is a war going on, again, and you can keep track of the different sides. ([The English and The Saracens](#))
2. In the first chapter we meet a lone knight, a Crusader, and he meets a Saracen, an enemy, whom he first fights and then makes peace with.
3. Unusual vocabulary:
 - o Gauntlet – a long metal glove
 - o covering the wristplated shoes – shoes covered with metal plates for protection
 - o Falchion – a broad, short sword
 - o Panoply – a protective covering
 - o Hauberk – a long vest of mail, extending to the knees
 - o Infidel – an unbeliever; to the Muslim's Christians were infidels; to the Christians Muslim's were infidels
 - o
4. Today read [chapter 1](#). Remember that there is an audio version and a different reading version if you want to use them.
5. The rider seems to be thinking that the land where he is riding is proof of the story that the Bible tells about Sodom. What was the punishment of Sodom? ([answer](#))
6. Slowly, the author reveals details about the identity of this rider? Who is he? ([Answers](#))
7. Whom does he meet on the desert? What is the result of their meeting? ([Answers](#))
8. *Do a character sketch of the knight. ([character sketch](#)–print 2)
9. If you have a question, something you are confused about, go back and try and find the answer. Don't start out confused. Every day make sure you know who's who and what they are doing. Don't read just to finish. Read to understand.

Vocabulary

1. [Vocabulary review game](#)

Computer

1. Watch the video on [removing red eye](#). Try it out.

Day 123

Reading

1. Stop and think. What has just happened? What do you think is going to happen next?
2. Read [chapter 2](#). In this chapter the Crusade knight and the Saracen discuss many things about their beliefs and customs as they ride.
3. The knight tells the Saracen that his horse could walk across water and not get wet. He swears that he speaks the truth. How could that happen? (It's a riddle.) ([Answers](#))
4. Do a character sketch of the Saracen. ([character sketch](#)—you should have this printed out from day 122)
5. This beautiful resting place in the middle of the desert is called an [oasis](#). You can use the link (click on the speaker) to make sure that you know how to pronounce this word.
6. These men are of different religions, Christian and Moslem (Muslim, Islam). How does each feel about drinking alcohol? Being married to one wife? ([Answers](#))
7. Do you think that these two men like each other? Why or why not? ([Answers](#))
8. This sentence gives a glimpse into the two religions. “p. 36 “Both were courteous; but the courtesy of the Christian seemed to flow rather from a good-humored sense of what was due to others; that of the Moslem, from a high feeling of what was to be expected from himself.” Christianity is others focused; Islam is self focused. At times they may look the same, like both give to the poor, but the one does it out of love for God and others and the other out of love of self in order to earn righteous “points” to help him balance out the sins he’s committed so that he can go to heaven.

Vocabulary

1. [Vocabulary review game from level 6](#)

Day 124

Reading

1. Unusual vocabulary:
 - o casque — his type of helmet
1. Make sure you are pronouncing [chasm](#) correctly.
2. Make sure you know where [Syria](#) is.
3. Make sure you know who the [Prophet](#) is.
4. Read the first half of [chapter 3](#). Stop on page 48. In this chapter the Saracen is leading the knight to find a hermit, who finds them first and attacks the Saracen but doesn't do much harm.
5. Now we know the names and countries of the knight and the Saracen. Look at these two links and make sure you know where each is. The knight is Kenneth of the Crouching Leopard, and he is from [Scotland](#). The Saracen is Sheerkohf, the Lion of the Mountains, and he is from [Kurdistan](#).
6. Explore [character development](#).

Thinking

1. Choose an activity from [levels 7+](#).

Day 125

Reading

1. Unusual vocabulary:
 - o “hirsute” means “hairy”
1. Finish reading [chapter 3](#).
2. A new character enters the story. Add him to your character list and include a description of who he is.
3. Why does the new character attack the Saracen? ([Answers](#))
4. What's one Bible verse tells what's wrong with his attacking the Saracen? ([answer](#)) Who is the real enemy of the cross?
5. I feel that the author's tone in telling this story so far is a little humorous. Would you agree or disagree? Why? ([Answers](#)—my opinion)

Writing

1. Write for twenty minutes. Either write about your meeting with these two men in the book or write about a day in the life of the time period you are studying for school. Can you give it a humorous tone?

Day 126*

Reading*

1. Unusual Vocabulary:

- votaresses — women who are zealous worshippers
2. Read [chapter 4](#). In this chapter the hermit secretly takes the knight to some places of worship in his cave monastery where the knight sees his lady love.
 3. Where does the hermit take the knight first? Second? ([Answers](#))
 4. What does the knight see? ([Answers](#))
 5. How is the knight feeling? Why? ([Answers](#))
 6. Who is Edith? ([Answers](#))
 7. *How does Sir Walter Scott reveal his characters? Fill this out [character development sheet](#) the best you can. You can add things as you continue to read. Don't forget to add to your character sheet too as you read each day.

Day 127

Reading

1. Read [chapter 5](#). In this chapter still in the upper level of the rustic monastery, the knight encounters two strange dwarfs and puzzles over why the hermit seems to feel so guilty.
2. Who are Nectabanus and Guenevra? ([Answers](#))
3. How does the knight meet them? ([Answers](#))
4. The knight wonders what the hermit could have done to make him feel so guilty. Do you have any ideas?
5. The knight associates the dwarfs with gnomes and thinks of him as supernatural. Of course we know that dwarfs are just people. Personally, our family keeps away from all kinds of gnomey things because they ARE associated with the supernatural.

Computer

1. Watch the video on [watermarks](#). Try it out.

Day 128

Reading

1. Unusual vocabulary:
 - halberd — weapon with an ax-like head
2. Read [chapter 6](#).
3. We meet Richard the Lion Heart, King of England. Write three words to describe his character/personality.
4. Why is Richard so frustrated? ([Answers](#))
5. Why do you think Thomas de Vaux is able to take care of the King when everyone else is afraid to do that job? ([Answers](#))
6. Walter Scott is a very fine story teller. He takes his time to introduce his characters gradually and shows them in actions that reveal their character. Good writers always say, "showing is better than telling." Is there anything else you can add to your character development list?

Day 129

Reading

1. Unusual vocabulary:
 - equerries — officer/noble in charge of the stables (where the horses are kept) (equestrian comes from the same root, right?)
2. Read [chapter 7](#). Sir Kenneth has arrived in camp with a Muslim physician who says he can cure King Richard, but de Vaux is skeptical. The army of the Crusaders seems to be very dis-united, lots of jealousies and suspicions of one another.
3. How does de Vaux feel about Scotsmen? ([Answers](#))
4. Why does Sir Kenneth want to see King Richard? ([Answers](#))
5. If you were de Vaux, would you allow a Muslim physician to give medicine to the King of England? Why or why not? ([Answers](#))

Thinking

1. Choose an activity from [levels 7+](#).

Day 130

Reading

1. Unusual vocabulary:
 - prelate — high ranking member of the clergy

2. Read [chapter 8](#). De Vaux goes to see how the physician's cure has worked on Sir Kenneth's servant before he allows the physician to visit the King and a bishop of the church decides to accompany him.
3. Who has sent this Muslim physician to bring a cure to King Richard? ([Answers](#))
4. What does King Richard say he plans to do after he is well? ([Answers](#))
5. What does de Vaux do to try to judge whether or not this physician's cure will work? ([Answers](#))
6. Who accompanies him? What is your impression of this churchman? Why? ([Answers](#))
7. Do you have any characters to add to your character list?

Grammar

1. There is one more type of phrase I want you to learn. I think it's the easiest. You've learned gerunds, participles and now **infinitives**. The **infinitive** of a verb is when it is combined with "to." *To eat dinner* is an infinitive phrase. We're headed home *to eat dinner*. The to should always go next to the verb otherwise you have "split the infinitive."
2. How many infinitives can you find in my reading directions for today?

Day 131

Reading

1. Stop and think. What has just happened in the book? What do you think is going to happen next?
2. Read [chapter 9](#). As King Richard waits for the physician, he hears some disturbing news about his allies from Sir Kenneth.
3. While King Richard waits for the physician to come, he sends for Sir Kenneth. He discovers that Sir Kenneth had been sent on an errand. Who sent him? What was the errand? How does King Richard react to this news? ([Answers](#))
4. Who visits King Richard next? What is their purpose? Do you trust them? Why or why not? ([Answers](#))
5. Finally, the King meets the physician and takes the medicine. Do you think it will work? Why? ([Answers](#))

Vocabulary

1. Make sure that you know that an "infidel" is someone who doesn't adhere to your religion. Someone who is an infidel to a Christian is a believer to another and visa versa.
2. Play this [vocabulary game](#) with words from *The Talisman*. I haven't had you look them up. Do you already know them? Have you figured them out as you read them? Did you look them up? The game will tell you how many you have right. Figure out which definition goes with which word.

Day 132

Reading

1. Stop and think. What has just happened in the book? What do you think is going to happen next?
2. Read [chapter 10](#). The author reveals that the Marquis and the Grand Master have good plans for themselves and very bad plans for King Richard.
3. We learn more about the Marquis of Montserrat and the Grand Master of the Knights Templar. How do they really feel about King Richard? ([Answers](#))
4. What are their ambitions? How do they plan to achieve them? ([Answers](#))
5. Are you concerned for King Richard's welfare? ([Answers](#))
6. Add to your character sheet.

Spelling

1. [Unscramble](#) your vocabulary words.

Computer

1. Watch the video on [shaving someone](#). Try it out.

Day 133

Reading

1. Read [chapter 11](#). (This is a long chapter. Sorry. Get a drink. Get comfy.) The Marquis is successful in stirring up trouble between King Richard and the Archduke of Austria, which King Phillip of France manages to stop before it gets out of hand.
2. Compare the Archduke of Austria with King Richard of England. ([Answers](#))
3. What mischief does the Marquis get started? ([Answers](#))
4. What does King Richard do when he learns what is happening? ([Answers](#))
5. How does King Phillip of France calm the situation? ([Answers](#))

6. The author says, “The present seemed one of those occasions in which prudence and calmness might reasonably expect to triumph over obstinacy and impetuous violence.” Who is prudent and calm? Who is impetuous and violent? ([Answers](#))
7. It is also interesting to learn about the importance of the jester and the wise man in the Austrian court.

Spelling

1. Try the [spelling bee](#) or the spelling challenge.

Day 134

Reading

1. Stop and think. What has just happened in the book? What do you think is going to happen next? (You’re not supposed to know what happens next. You’re just supposed to think!)
2. Read [chapter 12](#). Sir Kenneth is tempted to leave his post guarding the banner of English through the night when he receives what seems to be an invitation from the love of his dreams, Edith, delivered by that strange dwarf.
3. What is Sir Kenneth thinking about as he stands guard over the English banner? ([Answers](#))
4. Who appears in the darkness and why has he come? ([Answers](#))
5. Sir Kenneth has a tough choice – stay at his post or go to see his lady, whom he has probably never even spoken to before. What do you think he should do? ([Answers](#))

Grammar

1. Do this exercise on [gerunds and infinitives](#). Write in the infinitive form of the gerund form (to read or reading).

Thinking

1. Choose an activity from [levels 7+](#).

Day 135

Reading

1. Stop and think. What has just happened in the book? What do you think is going to happen next?
2. Read [chapter 13](#). Sir Kenneth discovers that he has been tricked into thinking that Edith had summoned him, and by the time he returns to his post, the banner of England has been stolen and his beloved dog murdered.
3. Where is Sir Kenneth when he hears the Queen and her maidens laughing at him? ([Answers](#))
4. What trick had the Queen and her maidens and the dwarf played on the knight? Why? ([Answers](#))
5. Why does it take Sir Kenneth so long to return to his post? ([Answers](#))

Writing

1. Write a song. It can be short. It can be just a chorus.

Day 136

Reading

1. Stop and think. What has just happened in the book? What do you think is going to happen next?
2. Read [chapter 14](#). The mysterious Muslim physician, Hakim, offers healing for Sir Kenneth’s dog and some advice to Sir Kenneth, “Get out of here and go to the Saracens to save your life,” as well as revealing some secret plans for a marriage between Saladin and Edith.
3. As Sir Kenneth weeps for his wounded dog, who appears out of the darkness? What does that person offer to do? ([Answers](#))
4. What advice does he give Sir Kenneth? ([Answers](#))
5. What else does Sir Kenneth learn from Hakim? ([Answers](#))
6. What do you think Sir Kenneth is going to do? ([Answers](#))

Vocabulary

1. Play this [vocabulary game](#) with words from *The Talisman*. I haven’t had you look them up. Have you figured them out as you read them? Did you look them up? The game will tell you how many you have right. Figure out which definition goes with which word.

Day 137

Reading

1. Read [chapter 15](#). King Richard sentences Sir Kenneth to death for deserting his post, and de Vaux discovers that he has some sympathy for the knight even though he is a Scot.
2. Why is King Richard so angry with his Scottish knight? ([Answers](#))
3. Why do you think Sir Kenneth did not tell de Vaux the truth about why he left his post? ([Answers](#))
4. Do you think Sir Kenneth will be executed? If you say no, how do you think he might escape? ([Answers](#))

Grammar

1. Do this exercise on [participle phrases](#) and dangling modifiers. You don't have to keep track of your answers on the handout, but you should learn from your mistakes.

Computer

1. Watch the video on [brushes](#). Try it out.

Day 138

Reading

1. Read [chapter 16](#). The Queen and her ladies learn of the terrible consequences of their little trick on Sir Kenneth, and the Queen is urged by her attendants to go to King Richard and plead for him to pardon the knight.
2. Draw a picture of Queen Berengaria. How old is she? ([Answers](#))
3. What color would you not wear if you were going to try to please King Richard? ([Answers](#))
4. Why is the Queen a little jealous of Lady Edith? ([Answers](#))
5. Do you think that the Queen will be successful? ([Answers](#))

Vocabulary

1. Play this [vocabulary game](#) with words from *The Talisman*. Can you get them all right the first time?

Day 139

Reading

1. Read [chapter 17](#). The Queen, Lady Edith and the hermit of Engaddi try to persuade Richard to pardon Sir Kenneth, but nothing works.
2. Look back at your list of character traits for King Richard. (Chapter 6) Would you add any or subtract any based on how you have seen him behave over the last few chapters? ([Answers](#))
3. The hermit tells King Richard that he has learned a secret from Sir Kenneth in the confessional that would persuade the King to spare his life. What is a confessional? What is the responsibility of a priest as a confessor? ([Answers](#))
4. Why are the other ladies waiting on the Queen surprised by Lady Edith's demeanor? ([Answers](#))
5. Draw a picture of the executioner. The author says he is "misanthropic." What does that mean? Is that a good trait for an executioner to have? ([Answers](#))

Grammar

1. Try another [exercise](#). (You don't have to keep track of your answers.)

Thinking

1. Choose an activity from [levels 7+](#).

Day 140

Reading

1. Read [chapter 18](#) (Stop reading on page 281 and start again in the middle of 283. The hermit was once a rich and powerful knight who fell in love with a person of low station, but he caused her great harm and he has felt guilty ever since.) In this chapter, King Richard is finally persuaded to spare the life of the Scottish knight by the arguments of his Muslim physician, Hakim, but he banishes Sir Kenneth from his sight forever.
2. What do we learn about the talisman in this chapter? ([Answers](#))
3. How does Hakim use the story of the talisman to persuade King Richard to spare the life of Sir Kenneth? ([Answers](#))
4. King Richard is sure that the Archduke of Austria stole his banner and he starts to send de Vaux to accuse him. Who prevents de Vaux from leaving the King's tent? What message does he deliver? ([Answers](#))

Writing

1. If you could heal 12 people, and only 12, who would you heal and why?

Day 141

Reading

1. Read [chapter 19](#). Richard is urged by the Archbishop of Tyre, who also informs him of the possible marriage of the Soldan to his cousin Edith, to attend a meeting of the council of the Crusaders where he makes amends with most of the other leaders and somehow persuades them to give the Crusade one more chance.
2. Unusual vocabulary:
 - Paynim – a pagan, a non-Christian
 - Paternoster – our Father, the Lord's prayer
3. Who comes to visit King Richard? What is his errand? ([Answers](#))
4. What does the Master of the Templars accuse Richard of? ([Answers](#))

5. How does King Richard respond? ([Answers](#))
6. How does King Richard hold onto his temper? ([Answers](#))
7. What are the plans of the Marquis and the Templar for King Richard? ([Answers](#))
8. “Yet and but,” said the Templar, “are words for fools; wise men neither hesitate nor retract – they resolve and they execute.” What does this mean? What do wise men do and not do? ([Answers](#))

Spelling

1. Find the [misspelled words](#).
2. Take a look at the [list of words](#).

Day 142

Reading

1. Read [chapter 20](#). After King Richard has visited the Queen and her ladies, he returns to his tent to find that the Soldan has sent him a Nubian slave, who appears to be mute, to attend him; meanwhile, King Richard’s guards are being entertained by a marabout, who dances and does many foolish things.
2. Unusual Vocabulary:
 - Soldan – We generally use the word Sultan, the leader of the Muslims; at this time his name was Saladin.
 - Marabout – a Muslim hermit or holy man
 - Nubian – a black-skinned African
3. Why does Queen Berengaria say she is angry with the King. ([Answers](#))
4. Why does the Soldan say that he has sent Richard this slave? ([Answers](#))
5. Richard’s guards persuade the marabout to drink alcohol. Why is this disrespectful? What does the marabout do? ([Answers](#))
6. How are you feeling about this marabout? ([Answers](#))

7th Grade Test

1. Every day do 5 questions. Today do [questions 1-5](#).

Computer

1. Watch the video on [cutting out an image](#). Try it out.

Day 143

Reading

1. Read [chapter 21](#). The marabout tries to assassinate King Richard, but the Nubian saves his life and later informs King Richard in writing that he can help him identify the person who had taken the English banner.
2. Unusual Vocabulary:
 - Carrion — dead body
 - Chattel – a slave
 - Changier/poniard a small, slender dagger
3. How is the Nubian able to see the marabout’s evil intentions? ([Answers](#))
4. Why did Richard’s guards disobey his orders to suck the poison from the Nubian’s wound? ([Answers](#))
5. What message does the Nubian bring from the Sultan? ([Answers](#))
6. What is mysterious about the Nubian? ([Answers](#))

7th Grade Test

1. Every day do 5 questions. Today do [questions 6-10](#).

Day 144

Reading

1. Read [chapter 22](#). This chapter is a “flashback;” it discusses something that happened in an earlier time than the recent action. Sir Kenneth leaves the camp of the Crusaders under his new “master,” Hakim the physician and learns the value of the Arabian horses and later receives some medicine from Hakim to help him sleep.
2. How does the author show that Sir Kenneth was paying more attention to his own thoughts and feelings than he was to the details of his journey? ([Answers](#))
3. How do the Muslims pass the time on their long journey? ([Answers](#))
4. What disturbs their pleasant ride? How does Hakim feel about the interruption? ([Answers](#))
5. How does Hakim solve this problem? ([Answers](#))
6. Where do they end their journey? ([Answers](#))

7th Grade Test

1. Every day do 5 questions. Today do [questions 11–15](#).

Thinking

1. Choose an activity from [levels 7+](#).

Day 145

Reading

1. Read [chapter 23](#). Sir Kenneth awakes and unexpectedly meets an old friend, Ilderim, and they nearly have a fight over what Sir Kenneth thinks is disrespect to King Richard's wife and her attendants.
2. What surprise awaits Sir Kenneth when he wakes up? ([Answers](#))
3. What reason does Ilderim give for having sneaked into the Crusaders' camp? How does Sir Kenneth react? ([Answers](#))
4. Ilderim has some plans for Sir Kenneth. What are they? ([Answers](#))

7th Grade Test

1. Every day do 5 questions. Today do [questions 16–20](#).

Day 146

Reading

1. Read [chapter 24](#). When during a procession of all the Crusaders, the Nubian's dog attacks Conrade, the Marquis de Montserrat, revealing him to be the one who stole the King's banner, King Richard challenges him to combat to determine the truth of this accusation, but others persuade Richard to send a substitute to battle in his name.
2. Unusual Vocabulary:
 - Morion – an open helmet
 - Sagacity – wisdom
3. When you read, "the reader can now have little doubt who the Ethiopian slave really was . . .," what did you think? ([Answers](#))
4. Who is the Nubian? When did you figure that out? ([Answers](#))
5. Why won't the other Crusaders accept King Richard's willingness to defend his own honor in Conrade's challenge? ([Answers](#))
6. Where will the challenge be carried out? ([Answers](#))

7th Grade Test

1. Every day do 5 questions. Today do [questions 21–25](#).

Day 147

Reading

1. Read [chapter 25](#). The Nubian/Ethiopian/Sir Kenneth meets briefly with King Richard and then takes his message from Saladin to Edith, but although she recognizes him, he refuses to break out of his character and speak to her, frustrating her. Minstrel – a medieval traveling entertainer
2. Sir Kenneth, the Nubian aka the Ethiopian, says in his thoughts that Richard is "liberal, generous, and truly noble." Did you have any of those words in your character trait list for Richard? Do you agree with Sir Kenneth? Why or why not? If you do agree, add these character traits to your list. ([Answers](#))
3. Sir Kenneth carries two messages. What are they? ([Answers](#))
4. What happens when the Nubian meets Edith? ([Answers](#))
5. Why does she become angry with him? ([Answers](#))

7th Grade Test

1. Every day do 5 questions. Today do [questions 26–30](#).

Computer

1. Watch the video on the [scissor select tool](#). Try it out.

Day 148

Reading

1. Read [chapter 26](#). King Richard's favorite minstrel, Blondel, arrives with Richard's friend de Vaux, and sings a tale for the King and Queen and their attendants, including Edith, whom Richard later privately asks about her willingness to marry Saladin.
2. What is the song that Blondel sings? What is it about? ([Answers](#))
3. Why is the song significant? ([Answers](#))
4. What does Edith say when King Richard asks her about Saladin's proposal? ([Answers](#))
5. What is the prophecy about the proposed marriage of Edith and Saladin made by the hermit of Engeddi? ([Answers](#))

7th Grade Test

1. Every day do 5 questions. Today do [questions 31–35](#).

Day 149

Reading

1. Read [chapter 27](#). (This chapter and the last are long ones.) After a day's journey across the desert, King Richard and his entourage are welcomed rather wildly by Saladin's troops and then by Saladin himself, who reveals that he is also Hakim the physician who brought the cure to King Richard when he was ill.
2. Unusual Vocabulary:
 - Foibles – a minor weakness of character
 - Scimitar – a curved, single-edged sword of the Orient
3. Where is the battle for honor between the two Crusader champions going to be fought? ([Answers](#))
4. How is it possible that Saladin and King Richard, sworn enemies in the battle for Jerusalem, can “embrace one another as brothers and equals?” ([Answers](#))
5. Saladin compares weapons with King Richard. How are they different? ([Answers](#))
6. de Vaux says, “there are so many surprises and changes in this land, that my poor brain turns.” ([Answers](#))
7. What does Edith say when King Richard challenges her about what she will do if Sir Kenneth wins the battle and regains his honor? ([Answers](#))
8. What has happened to the rest of the Crusader's army? ([Answers](#))

7th Grade Test

1. Every day do 5 questions. Today do [questions 36–40](#).

Thinking

1. Choose an activity from [levels 7+](#).

Day 150

Reading

1. Finish the [book](#)! Sir Kenneth wins the battle and marries his love, Edith Plantagenet, when it is revealed that he is actually the Prince of Scotland, the villainous Grand Master is punished, and King Richard reluctantly concedes Jerusalem to Saladin and his people.
2. Why would the champions who are going to battle each other need to see a confessor?
3. Why does the Grand Master of the Templars interrupt Conrade's confession to the hermit of Engeddi? What does the Grand Master do later in the chapter? Then what happens to the Grand Master?
4. Who wins the battle? What is the new surprise revealed about the champion? How is this possible?
5. What was the mix-up about the conversion prophecy of the hermit? How does the hermit feel about his mistake?
6. Why does Richard envy Sir Kenneth? What does he want to do?
7. What wedding present does Saladin give Edith and Kenneth/David, Prince of Scotland?
8. Sir Walter Scott was a Christian man, but I don't feel that he told this story in terms of good guys (Crusaders) and bad guys (Saracens). Do you agree or disagree? What do you think he wants us to feel about the Saracens? The Crusaders?

7th Grade Test

1. Every day do 5 questions. Today do [questions 41–45](#).

Day 151

Spelling

1. Find the [misspelled words](#).
2. Take a look at the [list of words](#).

Writing

1. Write a paragraph about one of the following themes in the book. Make sure you start with a thesis statement that says specifically what you will be talking about. In the body of your paragraph use at least three specific examples from the book. It would be excellent if you could use a quote from the book. Your body should have at least six sentences. Finish with a conclusion sentence.
 - Men are not always what they seem
 - Friendship
 - Honor
 - Faith/religion

- The Crusaders and the Saracens (weapons, faith, military uniforms, ideas about women, chivalry and the law of hospitality)

Day 152**

Reading*

1. Read chapter 1 of the [The King Will Make a Way](#). (I wrote this book. It has been professionally edited, so I trust it to use as a literature example. The students are going to be writing their own novels, so I chose this to show them that it can be done! Plus, I'm intimately acquainted with all of the work that went into writing it!)
2. Why does Gabe call himself "croakless?" ([Answers](#))
3. Why do you think Gabe compares himself to a toad? Why not a lion without a roar? ([Answers](#))
4. What's Phineas' relationship to Vulpine? ([Answers](#))
5. Author's note: I used a motif of golden vs. wooden in the book to represent the things of God and the things of this world.

Writing*

1. *Print the [Language Arts Lessons](#) (You can skip the notebooking pages and the answers if you don't want to print the whole thing).
2. Complete the metaphor and genre worksheets for chapter 1. There are answers for all of the worksheets you will be doing at the end of the Language Arts Lessons print out. There are hints for the metaphors.
3. You are going to be writing your own novel. Today, choose your book's fiction genre.

Computer

1. Watch the video on how to make a [wallpaper background](#). Try it out.

Day 153

Reading

1. Read chapter 2 of the [The King Will Make a Way](#).
2. What does Gabe's father find? ([Answers](#)) What do you think it represents?
3. Why is Gabe so bothered? ([Answers](#))
4. What is Vulpine's ultimate goal? ([Answers](#))
5. Author's Note: Remember the motif of golden vs. wooden? Who has golden hair? Who has brown hair?
6. Make a list of the all of the characters so far. What do you know about them? Gabe, our main character, you will see grow and mature and change throughout the novel. Some things about a character will never change, but every character, and person, is always growing and changing and learning. Don't forget to have your characters learn something along the way.
7. What do the character names tell us about them? How do they fit their names? Any guesses on who they represent in the metaphor?
 - Gabriel means man of God.
 - Angela means angelic (in the book it says she has an —angelic name).
 - Vulpine literally means cunning or crafty. (I picked this name by looking up crafty in the thesaurus. It just sounded villainous.)
 - Phineas Tract: Phineas means oracle. Tract is short for tractable meaning easily managed or controlled.
8. I used ancestry.com to check and see if last names existed. I did A LOT of research throughout the writing of the book even though it is fiction. At one point I was looking up melting points because there is a fire and I was trying to figure out if some thing would survive the fire. You have google. Use it!

Writing

1. Do the sentence structure worksheet for chapter 2.
2. **Gabe is the protagonist** in this story. He is the main character, our hero. Every story exists in the **conflict** between the protagonist and the antagonist.
3. **Vulpine is the antagonist** in this story. The antagonist doesn't have to be the "bad guy." It could be the weather or terrain in a story about pioneers traveling west. It could be constant problems that keep happening to keep someone from getting where they need to go.
4. There must be **conflict**, though, or you have no story.
5. Decide on your main characters. You need a **protagonist and antagonist**.

6. Describe them in as much detail as possible. You should be able to picture them. You should know their strengths and weaknesses; they should both have both. Do they have a bad habit? Something they say all the time? Are they funny, serious, loner, friend to everyone?

Day 154

Reading

1. Read chapter 3 of the [The King Will Make a Way](#).
2. Why does Gabe fall when he's climbing the mountain? (hint: It's not because he tripped.) (answer: "a haughty look comes before the fall")
3. What is Gabe's invitation to visit the King? ([Answers](#))
4. Author's note: The toad Gabe catches escapes "without a sound." He's a croakless toad, just like Gabe. But, this toad saved the day and helped Gabe get to the King, and it was also obeying the King's orders in doing so. Similarity to Gabe?

Writing

1. You should be thinking about your story. You should know your **antagonist and protagonist**. You should know what **conflict** will arise between them. What's the conflict in this story? (answer: _____)
2. There needs to be an incident in the beginning of your novel that sets off the conflict.
3. What sets off the conflict in this novel? (answer: _____)
4. The beginning of your novel needs to pose a question that's not going to be answered until the end.
5. What's the question in this book? (answer: _____)
6. What will set off your story?
7. What is the big question in your book?
8. What is the answer going to be?

Thinking

1. Choose an activity from [levels 7+](#)

Day 155

Reading

1. Read chapter 4 of the [The King Will Make a Way](#).
2. What is Gabe learning from the King? ([Answers](#))
3. Why doesn't the King go down to the village? ([Answers](#))
4. What has Gabe gained from the King? ([Answers](#))
5. Think about it: How does knowing Jesus (the King) mean sacrifice, privilege and responsibility?

Writing

1. I'm trying to get you started on your novel as soon as possible, but we need to visit characters one more time.
2. Consider giving your protagonist and antagonist each a sidekick, a best friend, a helper, a tag-along-er.
3. Who is Gabe's "sidekick"? (answer: _____)
4. Who is Vulpine's "sidekick"? (answer: _____)
5. Choose your supporting characters. Describe them in detail just like your main characters. You should be able to draw a picture of them. You should know just what they look like and act like. What are their strengths and weaknesses? Quirks? Personalities?
6. Be thinking about your story. How is it going to be begin? What's it going to be called? How is it going to end?

Day 156

Reading

1. Read chapter 5 of the [The King Will Make a Way](#).
2. How does the King help Gabe warn his family about the storm? ([Answers](#))
3. What is the "rampaging drunk"? ([Answers](#))
4. Father realizes Vulpine wants to be king. Knowing the King represents Jesus, who does Vulpine represent? ([Answers](#))

Writing

1. You have characters. They are in conflict. Your story is set up, but...
2. Where is it going to take place?

3. You need to decide on your setting, the time and place of your story. You need a main setting. Is it in the future? present day? historical? Is it at your house, in your town, in India, in outer space, in a fictional land?
4. Write a description. Draw a picture. Know everything about your setting.
5. Do the chapter 5 worksheet in the Language Arts lessons booklet on types of sentences. (You can check your answers in the back of the booklet.)

Day 157

Reading

1. Read chapter 6 of the [The King Will Make a Way](#).
2. What happened when Gabe tried to tell Mrs. Bollix about the King? ([Answers](#)) (she told him to leave her alone)
3. What does this sentence mean? "By seeding comments here and there, he found others similarly disaffected." ([Answers](#)) (hint: [disaffected](#))
4. Why do you think Vulpine pick up the King's law book right away? ([Answers](#))

Writing

1. Today write descriptions and draw pictures four different minor settings in your novel: a room, a field, a tree house, a ship...
2. Add as many details as possible. Picture it. The more details the better your book will be.
3. What about those locations will help or hinder your protagonist, your antagonist?
4. Is there a secret hiding spot somewhere? Is there an object lying around there that will help out one of your characters?
5. Do the chapter 6 writing assignment in the Language Arts Lessons.

Computer

1. Watch the video on [waterdrops](#). Try it out.

Day 158

Reading

1. Read chapter 7 of the [The King Will Make a Way](#).
2. How did the virus get started? I did research on this. This was a way biological warfare has actually been carried out in history. ([Answers](#))
3. What does Gabe notice about Angela's change in demeanor? ([Answers](#))
4. What is one way Gabe is realizing the responsibility of knowing the King? ([Answers](#))

Writing

1. Make a list of five objects that you could put into your story. If you get stuck, go back and look at the list and maybe you'll get an idea.
2. Make a list of complications that could arise for your protagonist and for your antagonist.
3. If everything went right all the time for your protagonist, it would be boring. There have to be ups and downs. It has to look like the answer to your question will yes, then no, then yes, then no...

Day 159

Reading

1. Read chapter 8 of the [The King Will Make a Way](#).
2. Who was really behind the virus? ([Answers](#))
3. What law did he remind Gabe of? ([Answers](#))
4. How did the King use the plague to help Angela? ([Answers](#))
5. What do you think the doctor was feeling when Gabe found him? Do you really think he was just tired?
6. If you struggle with the concept of the King being behind the plague, wait and see the King's love at work through the plague. Also, consider the numerous Old Testament examples of God directly killing someone, Korah for example in Numbers 16. Also look at Revelations 16 and how the seven plagues come from God. Read Deuteronomy 32 for an example of God promising to send all sorts of disaster and terror on the Israelites.

Writing

1. Your story will start with the "exposition." That's the background of the story. It sets the scene.
2. Then there will be an incident that sets of the action of the story and raises the big question.
3. Then there is the conflict, the action as the story progresses. This is called the "rising action."
4. Then you are going to get to the exciting part, the climax. The answer to the question hangs in the balance. We are in suspense. What's going to happen? This can play out over a few chapters.

5. Then the answer comes. This is the “falling action.”
6. Then the end comes, the “resolution.” We find out what happens to everyone and we end with a good, happy, warm and fuzzy feeling.
7. Write out each of these steps for your story. You can use this [online tool](#) if you like. (What I don’t like about it is that the climax is in the middle. It will really be close to the end.)

Thinking

1. Choose an activity from [levels 7+](#)

Day 160

Reading

1. Read chapter 9 of the [The King Will Make a Way](#).
2. How did the King use the virus for the good of the village? ([Answers](#))
3. Who finds out that people are talking about the King being alive? ([Answers](#))
4. What are some of the responsibilities that Gabe has faced because he knows the King? ([Answers](#))

Writing

1. Make a list of chapter titles.
2. Each chapter is its own little story.
3. Old fashioned books used to have as chapter titles such as “In Which Winnie the Pooh Gets Stuck in a Jar of Honey.”
4. Write titles like that. You don’t have to use them in the book. It’s like making an outline.
5. You need to set the background, set off your story, have conflict and complications, ups and downs, set up your climax, have lots of excitement and tension, answer the question, tie everything up with a neat, pretty bow.

Day 161

Reading

1. Read chapter 10 of the [The King Will Make a Way](#).
2. Why did Vulpine send troops up King’s Hill? ([Answers](#))
3. How did Vulpine become king? ([Answers](#))
4. What is brewing among some of those at the meetings at the inn? ([Answers](#))
5. Do the chapter ten worksheet in the Language Arts Lessons on oxymoron and irony.

Writing

1. The chapter ends with **foreshadowing**. It tells you something that is going to happen. It tells you that there is rebellion brewing. Foreshadowing makes you curious about what’s going to happen. It often makes you say, “What!? Why?”
2. It’s usually used at the end of a chapter to get you to turn the page and read on!
3. Find an example of foreshadowing on the *first* page of chapter 9. ([Answers](#))
4. Look over your descriptions, everything you’ve written in preparation.
5. Now get started. Write at least your first page. Getting started is the hardest. Once you start, keep up the momentum and keep going!

Day 162

Reading

1. Read chapter 11 of the [The King Will Make a Way](#).
2. What does the King’s law say about vengeance and justice? ([Answers](#))
3. Why is Assemblyman Stone upset with Vulpine? ([Answers](#))

Writing

1. Write. Write for at least thirty minutes. Don’t get stuck. Just keep writing. You can always edit it later.

Computer

1. Watch the video on a [satin background](#). Try it out.

Day 163

Reading

1. Read chapter 12 of the [The King Will Make a Way](#).
2. Who is part in the rebellion against Vulpine? ([Answers](#))
3. What is their plan? ([Answers](#))
4. Gabe says he serves the King. He says he doesn’t serve who and what? ([Answers](#))

Writing

1. When you write, picture your story in your mind. It should play like a movie in your mind.
2. Complete the chapter 12 dialog lesson worksheet and dialog writing assignment, or write a dialog in your novel.

Day 164

Reading

1. Read chapter 13 of the [*The King Will Make a Way*](#).
2. What does it tell us to know that the guards are standing my lanterns lit by order of Vulpine? ([Answers](#))

Writing

1. When you write dialog, make sure the dialog plays a part in story. It shouldn't be meaningless. It should reveal to us more about the characters or move the story along.
2. Complete the chapter 12 uncommon punctuation lesson. Do the writing assignment or do it as part of your novel.

Thinking

1. Choose an activity from [levels 7+](#)

Day 165

Reading

1. Read chapter 14 of the [*The King Will Make a Way*](#).
2. What was Vulpine's plan? ([Answers](#))
3. What happened to the rebels? ([Answers](#))

Writing

1. Write, write, write!
2. Complete the chapter 14 metaphor lesson.

Day 166

Reading

1. Read chapter 15 of the [*The King Will Make a Way*](#).
2. Who taunts Gabe to give up? ([Answers](#))
3. How does the King make a way for Father to get home? ([Answers](#))
4. Phineas is whistling a happy tune. What do you think that means? Does ending the chapter that way make you curious as to what will happen next and make you want to read more?

Writing

1. Do the anthropomorphism lesson for chapter 15. Either doing the writing assignment or write it into your novel.
2. Write, write write!

Day 167

Reading

1. Read chapter 16 of the [*The King Will Make a Way*](#).
2. What does Gabe say is their goal? ([Answers](#))
3. What concept is so hard for one woman at the meeting to accept? ([Answers](#))
4. Author's Note: Gabe has another dream. His last one came true and this one will as well.

Writing

1. Complete the lie vs. lay worksheet from chapter 15.
2. Write, write and write some more.

Computer

1. Watch the video on [rounded corners](#). Try it out.

Day 168

Reading

1. Read chapter 17 of the [*The King Will Make a Way*](#).
2. Who had a "miraculous reappearance"? How is he still alive? ([Answers](#))
3. What does Gabe realize when Caleb asks how he can start reading the King's law? ([Answers](#))
4. What did those at the meetings start calling themselves? ([Answers](#))
5. The chapter ends with Vulpine pulling on his "iron glove." He had told the villagers he would rule with an "iron fist" over those who were working against the peace and unity of the village. What do you think might happen next?

Writing

1. Write for 30 minutes.

Day 169

Reading

1. Read chapter 18 of the [The King Will Make a Way](#).
2. How did Gabe escape arrest? ([Answers](#))
3. What is the prison like? ([Answers](#))
4. What metaphor is used to describe the pillory stocks scene? ([Answers](#))
5. The villagers beat the servants to death in this chapter. Why do you think they did it? When answering, consider that no one had beaten them up the day before.
6. Throughout history populations have been guilty of many awful crimes against targeted minorities. From reading different historical accounts, I've come to the conclusion that they did those things because they were given permission to. If society says it's okay—condones or even encourages it, then people will do it. The lynching of African Americans in America's south continued because no one stopped it. They even had picnics to watch them. Do you think it could happen again if the same permissive atmosphere existed?

Writing

1. Spend 30 minutes writing.

Thinking

1. Choose an activity from [levels 7+](#)

Day 170

Reading

1. Read chapter 19 of the [The King Will Make a Way](#).
2. Who has newly joined the meetings at the inn and has started helping Gabe? ([Answers](#))
3. How did the King make a way for the people in jail? ([Answers](#))
4. Who is asked to leave the meetings? Why? ([Answers](#))
5. What do you think would give the prisoner's joy? ([Answers](#))

Writing

1. STOP! Go back and read your story out loud. Picture it as a movie in your mind. Here the characters talk. Change anything that doesn't flow or make sense. Have you used all of your characters' characteristics? What is it they say all the time? Are they acting shy, funny, etc.? Have you shown their bad habits and other weaknesses? Have you described the setting so that everyone will picture the same thing?
2. Do some editing today before you move on.

Day 171

Reading

1. Read chapter 20 of the [The King Will Make a Way](#).
2. What does Vulpine want everyone to do? ([Answers](#))
3. Who refuses to give people the tattoo? ([Answers](#))

Writing

1. Do the personification lesson for chapter 20. If you write personification into your book today, you can skip the "You Try It" section of the lesson.
2. Write for 30 minutes.

Day 172

Reading

1. Read chapter 21 of the [The King Will Make a Way](#).
2. What does the good doctor tell Phineas? ([Answers](#))
3. The doctor tells Gabe his name. What is it? ([Answers](#))

Writing

1. Write for thirty minutes.

Computer

1. Watch the video on [fancy corners](#). Try it out.

Day 173

Reading

1. Read chapter 22 of the [The King Will Make a Way](#).
2. What proved to Robert that everything Gabe had told him was true? ([Answers](#))
3. Why were they able to forgive Robert? ([Answers](#))

Writing

1. Write for thirty minutes.

Day 174

Reading

1. Read chapter 23 of the [The King Will Make a Way](#).
2. What does Robert find so funny? ([Answers](#))
3. Why could Robert say he was free when he was held bound by a guard? ([Answers](#))

Writing

1. Write for thirty minutes.

Thinking

1. Choose an activity from [levels 7+](#)

Day 175

Reading

1. Read chapter 24 of the [The King Will Make a Way](#).
2. What was Father's conviction and how was it tested? ([Answers](#))
3. What is Father's current fate? ([Answers](#))
4. What is Angela pondering? ([Answers](#))

Writing

1. Write for thirty minutes.

Day 176

Reading

1. Read chapter 25 of the [The King Will Make a Way](#).
2. Who returned to the meetings? ([Answers](#))
3. What did Angela help John realize? ([Answers](#))
4. When I was writing this story, I knew all along that I wouldn't have them marry. I purposely wanted to do the opposite of a famous book on the end times. There was a series called *Left Behind*, which I thought had some unbiblical ideas in it. One of the things that happens is that these two people marry and have a kid, in the middle of the tribulation! In the New Testament we read that those who are married should act as if they are not married because we are in the last days. That was 2000 years ago. How much more is it true in the last, last days! Paul also says that it is better to be single because we can focus on serving the Lord.

Writing

1. Write for thirty minutes.

Day 177

Reading

1. Read chapter 26 of the [The King Will Make a Way](#).
2. What happened to Father? ([Answers](#))
3. What does Phineas request of the villagers? ([Answers](#))
4. What was set up in the Square? ([Answers](#))

Writing

1. Where are you in your novel? Have you figured out how to set up your climax? How it is all going to play out and resolve?
2. Keep writing.
3. Do the chapter 26 lesson on alliteration. You don't have to fill out the "Write Your Own" section if you write alliteration into your novel today.

Day 178

Reading

1. Read chapter 27 of the [The King Will Make a Way](#).
2. What did Vulpine do to try and stop the "bishops?" ([Answers](#))
3. What was one woman's reaction to the bonfire? ([Answers](#))
4. Author's Note: Each time I mention this woman, I mention her holding onto her son to help the reader know who she is.

Writing

1. Do the chapter 27 lesson on onomatopoeia. You don't have to do the writing page if you add onomatopoeia into your writing today.
2. Write for 30 minutes.

Day 179

Reading

1. Read chapter 28 and 29 of the [*The King Will Make a Way*](#).
2. Why is Vulpine excited that Gabe is the leader of the servants of the King? ([Answers](#))
3. What does the marked woman who now believes in the King do? ([Answers](#))
4. This was something else I wanted to put in the book. In that same book series I mentioned before, there was a man who receives the mark being forced into it by his parents. Instead of turning himself in, he is encouraged to keep the mark and use it to his (their) advantage. I think that is a seriously dangerous example. The Bible says that those who take the mark will go to hell. Well, it says, "...the smoke of their torment rises for ever and ever." The Bible also says that if your right hand causes you to sin, you should cut it off. I'm NOT encouraging anyone to maim themselves, I just wanted to provide a more biblical response to the situation. And, I didn't have her cut it off. She just turned herself in.
5. The climactic scene has been set. What's going to happen to Gabe? Is Vulpine finally going to be rid of his enemies and rule without disturbance? Will the King come back?

Writing

1. Read your novel. Make sure you are watching the movie of your book in your mind. What needs changing? What doesn't sound right? What needs more description? How can you add longer sentences, similes, metaphors, foreshadowing.
2. Keep writing.

Day 180

Reading

1. Finish the [*The King Will Make a Way*](#).
2. Why is Vulpine wrong to equate schooling with wisdom? ([Answers](#))
3. How does Gabe prove he has seen the King? ([Answers](#))
4. Who is walking down the road by the inn? ([Answers](#))
5. Author's Note: When I wrote in the plate with Gabe's name on it in the beginning, I had no idea that it would be so important later on. That was just a gift the Lord gave me.

Writing

1. You made it to the last day of school. I don't know where you are in your novel.
2. Keep writing if you have more to go.
3. If you got to the end, spend lots of time reading your novel and making it better. Writers spend as much time editing as they do writing.
4. Choose better words, change the lengths of your sentences. Add to your descriptions.
5. When you are all done, you could send me your book, and I could post it in the Hall of Fame if you would like others to read it.
6. If you want to turn it into a real book, you can use a free service called CreateSpace through Amazon.com. Follow their directions and you can publish your book for free. It will help you make a cover and everything. Then your friends and family can buy your book!