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**Reading 5**

This course in [book form.](#)

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**Course Description:** Students will improve their reading by reading classic literature for comprehension. Students also will develop their vocabulary skills through their reading assignments as well as through the use of online resources.

**Reading List:**

- Poems: Henry Wadsworth Longfellow, John Greenleaf Whittier, Christina Rossetti, E. E. Cummings, Paul Dunbar
- Short Stories: selection of Aesop’s *Fables, Balderdash* by Giles, *McGuffey’s 4th Reader*—includes short stories by Nathaniel Hawthorne and Charles Dickens as well as famous stories such as *The Pied Piper of Hamelin*

**Day 1**

1. We are going to read poems by Henry Wadsworth Longfellow. He is an American poet who was born in 1807.
2. Read poems 01 and 03.
4. What is happening in the poem, *The Children’s Hour*. ([Answers](#))
5. What does he describe his chair as? ([Answers](#))
6. What does he call the dungeon? ([Answers](#))

**Day 2**

1. Read poems 06 and 07.
2. Both of these poems follow this format: Longfellow is observing something and then relates that to his life in a different way. Find the break in each poem where he switches from describing what he’s looking at to comparing that to his life. ([Answers](#))
3. In *The Rainy Day* what is he observing? ([Answers](#))
4. He then starts thinking about his life. He’s thinking about how he’s getting older and things haven’t all turned out in his life how he hoped. Then he scolds himself for complaining (“repining”) and reminds himself that every life has problems (“Into each life some rain must fall”).
5. In *Nature* what is he observing? ([Answers](#))

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6. He then starts thinking about life. He compares it to getting older, little by little until we die. He’s not sure what he feels about it, but he thinks that what’s beyond death is a lot bigger than what’s on earth.

Vocabulary
1. Copy the last line. “How far the unknown transcends the what we know.”
2. **Transcend** means to go beyond. He is saying that the unknown is much bigger than what we do know. What do you think he’s talking about? (hint: He was just talking about dying.)

Day 3
1. Read **poems 11 and 15**.
2. What words create the sad mood of this poem? What words show the feeling Longfellow sees in the snow fall? ([Answers](#))
3. Can you tell from the poem what he says caused the sadness? ([Answers](#))
4. What is the rhyme scheme of this poem? ([Answers](#))
5. Who is **The Castle-Builder** about? ([Answers](#))
6. What is he doing? ([Answers](#))
7. What does Longfellow say to the boy? ([Answers](#))

Day 4
1. Read **poem 17**, *Children*.
2. What is the mood of this poem? ([Answers](#))
3. What words reinforce that mood? ([Answers](#))
4. What does he think/feel about children? ([Answers](#))
5. What metaphor does he use in the last stanza? A metaphor compares two unlike things. He does it A LOT! In the second stanza it reads “thoughts are singing swallows.” That’s a metaphor. It says A is B when the two are not the same. But comparing the two, calling thoughts “swallows” creates a feeling and image for the reader. Alright. Look at the last stanza. What is the metaphor? What does he call children? ([Answers](#))
6. Now look at the stanza, fourth from the bottom. What is the metaphor? The world is being compared to a tree. What tree word is in the stanza? ([Answers](#))
7. It goes with the stanza before it. It’s talking about the children being like the leaves of a tree. Read those two stanzas–beginning with “What the leaves are….” The world is compared to trees. The children are compared to leaves. What is he saying about children with this metaphor? ([Answers](#))

Day 5
1. Read **five poems from this site**.
2. Which is your favorite?

Day 6

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1. Longfellow has many famous poems, but one of the most famous is called *Paul Revere's Ride*.
2. Do you remember that Paul Revere is one of the men who rode to warn the American minute men that the British troops were planning on attacking? Two lanterns were hung in a church tower to let everyone know from where the British were going to attack.
3. This video is a reading of the poem with Longfellow animated like he is saying it.
4. If you want to read along, it is poem number 22.

**Vocabulary**

1. Here are some words from the poem that you might not know: **belfry**, **moorings**, **somber**, **impetuous**, **gilded weathercock**, **spectral glare**, **aghast**

2. Copy all of the words and either write or draw their definitions.

**Day 7**

1. Read along with this video of another famous Longfellow poem, *Hiawatha’s Childhood*.
2. Now watch at least a couple of minutes of this video.
3. How is the cartoon Hiawatha in the beginning not like the Hiawatha described in the poem? Think about how they relate to the animals. *(Answers)*

**Day 8**

1. Read the short introduction to the next poet you are going to read. (at the top of the page)
2. Read poem 06, *A Day*, by John Greenleaf Whittier. (same page as #1)
3. What does he describe in this poem? *(Answers)*
4. How does he feel about what he sees? *(Answers)*

**Vocabulary**

1. What does **disconsolate** mean? (hint: He is NOT disconsolate. Look at the words that come before and that follow to see how he is feeling. Disconsolate is the opposite.)

**Day 9**

2. What are some of the things Whittier lists as things God requires of us? *(Answers)*
3. What does the poem say we can have faith in? *(Answers) (hint: last line)*
4. What does the poem say God does not require of us? *(Answers) (hint: Here’s a picture of a knotted scourge.)*

**Day 10**

1. Read *Psalm 150*.
2. What repeats in this poem? *(Answers)*

**Day 11**

1. Read poem 05 by Christina Rossetti. Here are some pictures: **harebell**  **lily**  **rose**
2. Notice the repetition in this poem? The phrase “is like” repeats comparing love, hope and faith to flowers.

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3. What does the poem and this Bible verse have in common? (Answers)
4. The lines that compare faith, hope and love to flowers are called similes. (si – mi – lees, the i is like in it)
5. Similes are when you compare two things that are not similar and you do it using the words like or as. In this poem Rossetti used like.
6. Love is like a rose. Love and rose are two very different things. She’s creating a feeling about love using the image of a rose. She compares them using the word, like.

Day 12
1. Read this poem called Flint by Rossetti. Here are some pictures: emerald ruby sapphire
2. What things are being compared? (Answers)
3. What point is the poem making? (Answers)

Day 13
1. Read poem 15 by Rossetti.
2. What is the structure of this poem? What do you observe about it? (Answers)

Vocabulary
1. The poet asks a question and then answers with something tangible and something intangible. “What are deep? the ocean and truth.”
2. Something tangible is physical, literally, touchable. The “in” in intangible gives it the opposite meaning. It’s something that’s not touchable, a thought or a feeling, for example.

Day 14
1. Listen to the poem and its explanation.
2. What do you think of it? What do you think of what he said about it?

Day 15
1. Read poems 19 and 23. Poem 19 is a hymn. All songs are types of poetry. The book of Psalms is a book of poetry. Poem 23 is writing against slavery. The two stanzas I’ve copied below seem to be saying that Muslims have freed their slaves. Moslem means Muslim. A “turbaned Bey” is a man wearing a turban. The “Prophet” is the Prophet Muhammad. Kebla is the direction Muslims turn to pray. Fetters are like handcuffs. Islam (Muslim religion) did not get rid of slavery, but Islam forbade Muslims enslaving other Muslims. This part of the poem is referring to that. (They would have happily had slaves.) He uses Islam to contrast what he’s saying about Christians.

Oh, shame! the Moslem thrall,
Who, with his master, to the Prophet kneels,
While turning to the sacred Kebla feels
His fetters break and fall.
Cheers for the turbaned Bey
Of robber-peopled Tunis! he hath torn

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The dark slave-dungeons open, and hath borne
Their inmates into day:
2. The next stanza is about the Christian slave. He says being a Muslim can free a slave. What does he then say about being a Christian slave? (Answers)
But our poor slave in vain.
Turns to the Christian shrine his aching eyes;
Its rites will only swell his market price,
And rivet on his chain.

3. What's the point he's trying to make with this poem? (Answers)

4. Paul writes to a slave owner. His letter is the book of Philemon. The New Testament doesn’t outlaw slavery directly. It teaches us to love and to treat others the way we love and treat ourselves. That pretty much outlaws slavery in its own way. How does Paul encourage the slave owner to treat his slave? (Answers)

Vocabulary
1. You just learned what fetters are. What do you think unfettered means? Now look at it in this sentence. Now that the weather is warmer the children can run unfettered by coats, hats, scarves, mittens and boots. What does unfettered mean? See if you are right.
2. Learn the vocabulary with the flashcards. If you knew the definition, click on Know. Otherwise click on Don't Know and keep going until you know them all.

Day 16
1. Here is a new poet, Paul Lawrence Dunbar.
2. Read the paragraph at the top of the page about him and then read poems 01 and 02.
3. Look at the title of 01. Who is he writing about? (hint: Day 8)
4. What is the title of 02? What does sympathy mean? (Answers)
5. The poem is in three parts. The first, “I know what the caged bird feels,” creates what scene/mood outside of the cage? (Answers)
6. What words contribute to the feeling of the stanza? (Answers)
7. The scene of the first stanza is contrasted with the bird in the cage.
8. What is the bird feeling? We can make an inference (an educated guess) based on the second stanza. What is the bird doing? What is he feeling? What is he wanting? (Answers)
9. Why does the caged bird sing? (Answers)
10. Why does Dunbar have a special Sympathy for the caged bird? (hint: Did you read the introduction on the page?) (Answers)

Vocab
1. Do this vocab matching game. Do you remember them?

Day 17
1. Read poem 06.
2. Poem 06 is about what? (hint: the title)

3. The poet doesn’t just say, “This is what October is like.” How does he talk about October? (Answers)

4. This is called **anthropomorphism**. That’s when something that isn’t alive (like October) becomes human-like. What are some things October does in this poem that make “her” like a human? (Answers)

5. What is the poet talking about when he says: (Answers)
   - “the months pay bounty to her store” (hint)
   - “decks herself in garments bold…”
   - “Nor cares when Frost stalks o’er her way
   - And turns her auburn locks to gray.

Day 18

2. What lesson did he learn? (hint: last two lines) (Answers)
3. Tell or write a one-sentence summary of each stanza. Look up any words you need to know. A “bleeding heart” is like a “saddened heart.” (Answers)

Day 19

1. Read poem 11, *The Sparrow*.
2. There is a **metaphor** in this poem. Remember that a metaphor calls one thing something else, comparing them. What does he call birds? (Answers)
3. The second stanza mirrors the first stanza. Longfellow wrote this same way. He observed something and then would relate it to something totally different. Dunbar writes about a bird on his windowsill. What does the bird do? (Answers)
4. What is the lesson or warning in the second stanza? (Answers)

Day 20

1. Read poem 13, *Dreams*.
2. He uses a **simile**, compares two things using like or as. What does he say dreams are like? (Answers)

Day 21

1. Just listen to a poem by E. E. Cummings. Click on the play button.

Day 22, 23, 24

1. Just listen to a poem. Click on the play button.

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Day 25
1. Pick a poem to read.

Day 26
1. Read *A Song*.
2. What does it mean that there is “ever a song somewhere”? (Answers)

Vocabulary
1. Do this vocab game. (more tablet friendly)

Day 27
1. Read *The Journey of Life*.
2. It says that it’s an allegory. At the end it says that an allegory is a truth told in the form of a story. The story is a traveler going down a path, walking through a wood. What is the truth being told? (Answers)
3. The people he meets along the way are all parts of his life. What are the parts of his life we see on the journey? (Answers)

Day 28
1. Read *Try Again!* and True Manliness
2. Answer the questions at the end of *Try Again*. For the last question think about what motto you would want to live by. You don’t have to say, “Try again!” (Answers)
3. What qualities always go along with true manliness? (Answers)

Vocabulary
1. Read the vocabulary lists at the end of each story. Here are two in particular we’ll focus on:
   - **languid** — feeble
   - **amply** — fully

Day 29
1. Read *The Miller of the Dee* and *A Boy on the Farm* and *Meddlesome Mattie*.
2. Read the definition sections as you come to them.

Vocabulary
1. Here are a few words we will add to our vocabulary list.
   - **indispensable** — absolutely necessary
   - **perpetually** — continuously
   - **economize** — save money by doing things in a way that costs less
2. What was the miller wrong about? (Answers)
3. How much value do chores have according to the author? (Answers)
4. Tell someone the story of *Meddlesome Mattie*.
4. A **snuffbox** is a box for holding snuff. Snuff is powdered tobacco (what's in cigarettes.) It says it was written almost 100 years ago. Go to the beginning of the book and look for the copyright date. It’s before the Preface. About when was the story written? (Answers)

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Day 30
1. Read *The Eagle* and *The Old Eagle Tree*.
2. Read the definitions and do the exercises.

Vocabulary
1. Here are words to remember from these stories:
   - **immense** – very great
   - **dispersed** – scattered
   - **unavailing** – useless
   - **clamorous** – noisy

Day 31
Reading
1. Read *A New Kind of Fun* and *Two Ways of Telling a Story*.
2. What new kind of fun did the student find? (Answers)
3. What are the “two ways of telling a story?”
4. Do the exercises out loud at the end of the second story.

Vocabulary
1. Do this PuzzleFast vocabulary crossword puzzle.
2. New words:
   - **capsize**  over turn
   - **venerable**  deserving of honor and respect
   - **populous**  full of inhabitants

Day 32
1. Read *Harry’s Riches* through the Indian legend.
2. Summarize each of the four readings.

Day 33
1. Read *Harry and His Dog* through *The Tempest*.
2. Do all of the exercises. (If you aren’t sure of the first answer, look in the last paragraph.)

Vocabulary
1. Here are some more words to remember:
   - **inverted**  upside down
   - **vigilant**  watchful
   - **subside**  become quiet or calm
   - **generation**  people born within the same time period

Day 34
1. Read *An Adventure with Wolves* and *The Old Oaken Bucket*.
2. Do the exercises after the poem. (Answers)

Day 35
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1. Read **America’s national anthem**. Read the whole thing, but the song ends after “brave?”
2. Read the definitions at the end.
3. Sing the anthem with your family if you like.

Vocabulary

1. Do a [vocabulary matching game](#).

**Day 36**

1. Read **Burning the Fallow** and **Piccola** and **The Mountain and the Squirrel**.
2. Here is a picture of burning the fallow, setting fire to uncultivated land to clear it. It is a technique that’s been used a lot but should never be used on a hot, windy day. Why, do you think?
3. Retell the story of each.
4. Reread the first sentence of the first story. Make a guess as to what **sultry** and **abate** (abating) mean from the context of the story. ([Answers](#))
5. What is the **simile** in the first sentence? ([Answers](#))
6. Any idea of what that simile means? Here is one definition of **billow**. (Definition: a large sea wave, although it usually refers to a big cloud) Now what do you think it means?

Vocabulary

1. Do the [vocabulary 3 matching game](#).

**Day 37**

1. Read “**Strange Stories of Ants**”
2. Tell someone some of the strange stories of ants.

**Day 38**

1. Read **The Four MacNicols**.
2. Tell someone the story. Make sure you explain who the characters are, where and when it takes place and what happens in the beginning middle and end.

**Day 39**

Reading

1. Read “**The Ride to London**” by Charles Dickens.

Speaking

1. Read the last paragraph of the story out loud for an audience. Say, “Yoho!” with enthusiasm! Practice reading out loud to yourself first so you can read it fluently.

**Day 40**

Reading

1. Today for reading you are going to read page 1 [on similes](#).
2. How many similes did you find?

Vocabulary

1. Do a [vocabulary matching game](#).

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Day 41
1. Read *On the Banks of the Tennessee*, *Good Will* and *The Good Reader*. Make sure you read the definitions.
2. Do the exercises for *Good Will*. (Answers)

Vocabulary
1. Do a vocabulary matching game.

Day 42
1. Read *The Golden Touch*.
2. Tell someone what happened so far.
3. What was his biggest fault? (Answers)
4. What do you think is going to happen?

Day 43
1. Finish reading *The Golden Touch*.
2. Tell someone the rest of the story.
3. Were you right about what was going to happen?

Day 44
1. Read *The Gentle Hand*.
2. Tell someone about the story. Why does it have its title?

Day 45
1. This is your last story in this book. This is a very famous story. I’m linking to another version online that has pictures. If you want it read to you (with the pictures and everything) as you read along, use this version.
2. “Some researchers believe that the tale has inspired the common English phrase “pay the piper”. To “pay the piper” now means to face the inevitable consequences of one’s actions, possibly alluding to the story where the villagers broke their promise to pay the Piper for his assistance in ridding the town of the rats.” This is a quote from Wikipedia. What consequences did the townspeople have to pay because they broke their promise? (Answers)

Day 46
1. Choose an Aesop’s fable. They are on the left side and start with “The.”
2. Write the moral of the story.

Vocabulary
1. Do the vocabulary 3 matching game.

Day 47
1. Choose an Aesop’s fable.
2. Write the moral of the story.

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Day 48
1. Choose an Aesop’s fable.
2. Write the moral of the story.

Day 49
1. Choose an Aesop’s fable.
2. Write the moral of the story.

Day 50
1. Choose an Aesop’s fable.
2. Write the moral of the story.

Day 51
1. We are going to start reading Treasure Seekers by Nesbit. She is the author of The Railway Children. This link is just for those who want to download the book onto an ereader. (You don’t have to read this today!)
2. Learn about the parts of a story. We’ll look for these in the novel as we read.

Day 52*
1. Today we’ll start reading. Start chapter 1. (Audio Chapter 1, stop at 4:52)
2. *As you read you will keep track of the plot, the characters and the settings by filling out these pages, little by little as you read. (The Story of the Treasure Seekers)
3. We only read a short bit today, because there is a lot to get started on in filling out these pages. Fill out the character page. Each circle is for one of the kids. Maybe you could draw each face or just use it to write in their names. Then write in the lines provided what you know so far about each character. You’ll learn more later, so don’t fill it all in right now. And I’ll give you one hint about who is telling the story, the “I” character: People like to talk about themselves.
4. Then I want you to fill in one plot block. What is the background to the story?
5. Next fill out one setting section about where they live, what you know so far about it.

Day 53
1. Finish chapter 1. (Audio Chapter 1, start at 4:52)
2. Add what you can to characters and setting, but today I want you to write in the conflict. What is the children’s problem that needs resolving? Write it in the next plot box. (Answers)
3. Dicky has poor theology when he says you can’t go by what the Bible says is wrong because it says that it’s wrong to eat pork. The Bible has many clear moral laws we need to live by today, even if we aren’t required to live by the customary laws of the Jews.

Day 54
1. Read chapter 2. (Audio Chapter 2)
2. What makes the beginning of this chapter so interesting to read? (answer: The author talks directly to the reader.)

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3. How did the coin (half-crown is a coin) get in the garden? (Answers)

Day 55
1. Read the first half of chapter 3. (Audio Chapter 3, stop at 10:00)
2. What can you fill in on your character, setting and plot sheets? Don’t write everything that happens, just a few words or a sentence that tells the main action.

Day 56
1. Finish chapter 3. (Audio Chapter 3, start at 10:00)
2. What more do you know about the children, the main characters of the story. Have you learned anything else about any of them?

Day 57
1. Read chapter 4. (Audio Chapter 4)
2. What can you fill in on your character, setting and plot sheets?

Day 58
1. Read chapter 5. (Audio Chapter 5)
2. What can you fill in on your character, setting and plot sheets?

Day 59
1. Play a level four vocabulary game.
2. Read chapter 6. (Audio Chapter 6)
3. What can you fill in on your character, setting and plot sheets?

Day 60
1. Read chapter 7. (Audio Chapter 7)
2. What can you fill in on your character, setting and plot sheets?

Day 61
1. Read the first part of chapter 8. (Audio Chapter 8, stop at 10:36)
2. What section for the children’s paper would you write? What would it say? (Instructive, Scientific, Answers…)

Day 62
1. Finish reading chapter 8. (Audio Chapter 8, start at 10:36)
2. What happened in this chapter?

Day 63
1. Read the first part of chapter 9. (Audio Chapter 9, stop at 8:02)

Day 64
1. Finish reading chapter 9. (Audio Chapter 9, start at 8:02)

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2. What does G. B. stand for? (Answers)

Day 65
1. Read chapter 10. (Audio Chapter 10)
2. Who is Lord Tottenham? What do they want to do with him and why? (Answers)
3. What can you add about Oswald on your character sheet?

Day 66
1. Read the first part of chapter 11. (audio Chapter 11, stop at 13:52)
2. Write a one-sentence summary of the children’s plan for getting money in this chapter.

Day 67
1. Finish chapter 11. (audio Chapter 11, start at 13:52)
2. According to Mr. Mallow, what makes wretched children and degraded parents? (Answers)
3. What do wretched and degraded mean? (Answers)

Day 68
1. Read the first part of chapter 12. (Audio Chapter 12, stop at 12:02)
2. What are some of the ingredients the children tried in their medicine?

Day 69
1. Finish chapter 12. (Audio Chapter 12, start at 12:02)
2. What was Oswald’s noble deed? (Answers)
3. What was the only treasure they got out of the venture? (Answers)

Day 70
1. Read the first part of chapter 13. (Audio Chapter 13, stop at 16:10)
2. What did they do after the caught the robber? (Answers)

Day 71
1. Finish chapter 13. (Audio Chapter 13, start at 16:10)
2. Who was the robber? (Answers)

Day 72
1. Read chapter 15. (Audio Chapter 15)
2. Did you notice we skipped 14? It’s called the “Divining Rod.” Divination is a form of magic. It is forbidden by the Bible. They try and use a stick to find where gold is buried underground. Even though, of course, it doesn’t work, we don’t need to read about them practicing evil.
3. Tell or write a summary of the chapter.

Day 73

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1. Read chapter 16. (Audio Chapter 16)
2. Congratulations on finishing another book!

Day 74
1. We’re going to read a short story over the next few days. It’s called An Old-Fashioned Thanksgiving; it’s author is Louisa May Alcott. You’ll be reading more by her later this school year.
2. Today just read the first two pages.

Day 75
1. Read pages three and four of An Old-Fashioned Thanksgiving.

Day 76
1. Finish An Old-Fashioned Thanksgiving.

Day 77
1. You are going to start a new book today, Alice’s Adventures in Wonderland. This book is adventurous, nonsense literature. What does nonsense mean? It makes no sense! You’ll have to accept that this book is most often quite crazy. So accept that and have fun reading it. The whole thing takes place as Alice’s dream.
2. The book is similar to surrealism paintings. It takes elements of the real and then changes them into something completely unrealistic. Take a look at these paintings. In each one look for the elements of real and the elements that are unrealistic. one two three four
3. Besides the surrealistic elements of the story (things that go beyond what is real), the story is about a girl growing up. Alice’s body changes in crazy ways and ways she can’t always control. She faces crazy things in this dream world and decides whether it is nonsense, confusing and needs more exploring, or whether she is curious about it and wants to explore it more. She has to learn what she can control and what is out of her control. Now and in the years to come your body is going to be growing and changing in ways you can’t control. Your feet may grow faster than the rest of you, tripping you up. You are going to have to learn to understand and control your new feelings. You will be seeing new things in the world and will need to make decisions about whether to reject things or learn more about them.
4. Here is a link to the book if you want to download it.
5. Decide which version you would like to read. book form audio book (dramatic reading with different people playing the different characters)
6. Read through these vocabulary lists of words and their definitions. (Click on Vocabulary and then the different chapters.) Knowing these words will help you with the reading.

Day 78
1. Read chapter 1. audio
2. What is the name of Alice’s cat? (Answers)

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3. What did the box under the table say on it? (Answers)

Vocabulary
1. **antipathy** – a feeling of intense aversion, dislike, or hostility
2. **earnestly** – marked by or showing deep sincerity or seriousness

**Day 79**
1. Read chapter 2. audio
2. What did the White Rabbit drop when Alice spoke to him? (Answers)
3. Who does Alice think she turned into? (Answers)

**Day 80**
1. Read chapter 3. audio
2. How does the Mouse try and help everyone dry off? (Answers)
3. How does the Dodo propose everyone dry off? (Answers)
4. Who won the caucus race? (Answers)
5. The author, Carroll, is making fun of politicians. Here is a definition of a real **caucus race**. Carroll compares it to running in circles with no one really being “winner.” A dodo is a flightless bird. It’s often used to characterize someone stupid.
6. For the dinner table: What does Carroll think of politicians? Is the political system something Alice thinks is curious or nonsense? What do you know about the political system of your country? What do you want to learn more about? What is nonsense? Ask your parents to share what they think is right or wrong about it.

**Day 81**
1. Read chapter 4. audio
2. Who does the White Rabbit think Alice is? (Answers)
3. Who went down the chimney? (Answers)
4. Where does Alice put her foot and arm when she grows? (Answers)

Vocabulary
1. **coax** — to try to persuade someone
2. Go and coax someone. To coax isn’t to force. You coax someone using gentle persuasion, flattery, etc.
3. Were you successful?
4. Do this vocab game. (more tablet friendly)

**Day 82**
1. Read chapter 5. audio
2. The Caterpillar said, “One side will make you grow taller, and the other side will make you grow shorter.” Sides of what? (Answers)
3. What did the Pigeon call Alice? (Answers)
4. If you would like and are allowed, here is a video of a **caterpillar turning into a chrysalis**.

Vocabulary
1. **contemptuously** — without respect, acting as if it is worthless

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2. **languid** — slow, lacking in interest
3. **contradict** — to make an opposite statement
4. **piteous** — pathetic or deserving pity

**Day 83**

1. Read chapter 6. audio
2. **Livery** was the dress of servants in a Victorian household.
3. What did the first footman look like? (Answers)
4. What does the baby turn into? (Answers)
5. Why does the Cheshire Cat insist that Alice is insane? (Answers)

**Day 84**

1. Read chapter 7. audio
2. Whose hair did the Hatter say “wants cutting”? (Answers)
3. How many days wrong was the Hatter’s watch? (Answers)
4. Why does the Hatter never have time to wash his tea cups? (Answers)

**Day 85**

1. Read chapter 8. audio
2. Where did Alice hide the gardeners? (Answers)
3. What does the Queen want to do to everyone? (Answers)

**Day 86**

1. Read chapter 9. audio
2. What is “the thing Mock Turtle soup is made from”? (Answers)
3. Why did Mock Turtle say they call the Old Turtle “Tortoise”? (Answers)
4. Reading the paragraph “Meaning 6” at the top of the page. Can you see how the saying is so similar. What letter did he change, into what other letter? In America it would be, take care of the pennies and the dollars will take care of themselves. What do you think that means? (Answers)

**Vocabulary**

1. **ambition** — a strong desire to do or to achieve something
2. **derision** — contemptuous ridicule or mockery
3. **mock** — not authentic or real, but without the intention to deceive
4. **venture** — a risky or daring journey or undertaking
5. Play this Alice in Wonderland vocab review game. Choose a game. It will ask you questions. For each right answer you get to play the game you chose.

**Day 87**

1. Read chapter 10. audio
2. No wise fish would go anywhere without what? The answer is a pun, a play on words. Any ideas where you shouldn’t go anywhere without? (Answers)
3. While other Wonderland characters have acted contemptuously toward Alice, the Mock Turtle and Gryphon try and listen to her experiences in Wonderland. But, do they really understand her? (Answers)
4. Here’s a video of a real quadrille.

Vocabulary
1. tremulous — shaking or nervous

Day 88
1. Read chapter 11. audio
2. Who was the last witness called? (Answers)
3. What does Alice feel happening to her? (Answers)

Vocabulary
1. sulk – to be silent because you are in a bad mood, to pout
2. verdict – the decision in a court case; a judgment

Day 89
1. Read chapter 12. audio
2. Why does Alice feel confident to stand up to the Queen? (Answers)
3. Where does Alice wake up? (Answers)
4. What does her sister imagine about Alice? (Answers)
5. Before she leaves wonderland, she grows to her full size and speaks up for herself. So in the end, Alice does/will grow up, but that doesn’t mean she will lose the fun or play of childhood. She will take the memory of Wonderland with her.
6. Explain how the book is about growing up. Day 77 and Day 89 will help you.

Day 90
1. Take this comprehension quiz.
2. Maybe your family would like to watch a version of Alice in Wonderland on Youtube. There are always different versions available.

Day 91
Vocabulary
1. Play the Alice in Wonderland vocab game.

Day 92
Vocabulary
1. Try this synonym (words that mean the same thing), antonym (words that have opposite meanings) and homonym (words that sound alike) game.

Day 93
Vocabulary
1. Do all three thesaurus activities.
Day 94
1. Read or read along to *The Coldest Night of the Year*.

Day 95
1. Read *Summer Soup*.

Day 96
1. During your reading of the next book, you are going to be practicing strategies that will help you to be actively involved in your reading. You will make predictions and ask questions before you read, you will try to figure out things that confuse you, you will connect what you read with things that you already know (your Background Knowledge), and you will reflect after you have read before going on to the next assignment. Active reading is much more than knowing words; it is bringing all that you are and know to interact with a text to make it more meaningful and fun for you — and more useful. Don't skip any steps.
2. Our new book is called *Little Men* by Louisa May Alcott. (Here is the link if you want to download it.)
3. There are two audio books that I found; one is by an American but without emotion. The second is with a British accent but more lively. I'm not going to put an audio link on each day. If you want to use the audio book, bookmark the page.
4. Look at the cover page of the book.
5. Make some guesses. What is the book going to be about? What do you think is Plumfield? Who do you think is Jo?
6. The author is Louisa Mae Alcott. Write down something you already know about her. What would you like to find out? Read about the author. Write down something that surprised you. What are you thinking?

Vocabulary
1. Read through this list (*Little Men vocab 1*) carefully and try and learn the definitions.
2. Write a sentence OR draw a picture for each one.
3. If you are confused about any word, ask for clarification.

Day 97*
1. Look at the title of the first chapter. What would you like to find out?
2. Read chapter 1.
3. What have you learned about Nat?
4. What have you learned about Plumfield?
5. About Jo?
6. Who do you think Mr. Laurence is?
7. What are you thinking?
8. *(Print 4 of these.) Fill in a character sketch for Nat. Draw a picture of him and use quotes from the book to describe him on the lines. Use “” quotation marks around the words from the book and after each one write the chapter number (ch. 1, for example). You don’t have to write full sentences.

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Vocabulary
1. Do this vocabulary matching exercise. These are the words from day 96.
2. Just write down the letter answers in order and then click the key picture to check.

Day 98*
1. What would you like to find out as you read the rest of the chapter?
2. Finish reading chapter 1.
3. Now what are you thinking? Does anything surprise you? Does anything confuse you?
4. *(Print 2 of these.) Fill in a setting sketch for Plumfield. Draw a picture of some part of it and use quotes from the book like on Day 97 to describe it.
5. Who is Jo and what is Plumfield? (answer: Plumfield is a school and Jo is the woman in charge. It’s not a normal school though, is it? What’s it like?)
7. What are you thinking about this school? There’s no wrong answer to this question as long as you think something!

Day 99
1. The title of the next chapter is “The Boys.” Predict what you might find out in Chapter 2.
2. Read chapter 2.
3. Tell someone about the chapter.
4. What kind of animal is a dromedary? Have you ever seen one? If so, where?
5. After reading chapter 2, which boy is your favorite? Why? Which is your least favorite? Why? Is there one like you? Which one?
6. Each of the boys is at Plumfield school for a different reason. Explain two of the reasons.
7. What are you thinking?
8. Fill in a character sketch page for one of “the boys.”

Day 100
1. Read the chapter title. What do you predict will happen on Sundays at Plumfield? Explain your thinking.
2. Read chapter 3.
3. Squab just refers to pigeon.
4. On page 33 it talks about the family going on walks. What did they learn on walks? What do you think it means that there are “sermons in stones.” *(Answers)*
5. Think about a time when you were in a totally new environment and wondered how to fit in. Who or what helped you to get adjusted? Who or what is helping Nat? How?
6. Fill in a setting sketch for Demi and Tommy’s “private place.”

Vocabulary
1. Fill in this vocabulary crossword puzzle. These are the words from day 96.

Day 101
1. Finish reading chapter 3.

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2. “We will plant self-denial, and hoe it and water it, and make it grow so well that next Christmas no one will get ill by eating too much dinner.” p. 46 What does this mean?
(Answers)
3. What makes Sundays special at your house? Would you have enjoyed Sundays at Plumfield? Why or why not?

Day 102
1. What do you picture when you read the title to chapter 4, “Stepping-stones?” What would you like to find out?
2. Read chapter 4.
3. Summarize the chapter for someone.
4. What are you thinking?

Vocabulary
1. Do this vocabulary matching game.

Day 103
1. What is the title of Chapter 5? What do you think it means?
2. Read chapter 5.
3. Draw a picture of the kitchen. (page 72)
4. Does her description make it easy to draw? When you describe things, you have to think about making it so that the people reading it “see” what you see when you are describing it.

Day 104
1. What would you still like to find out in chapter 5?
2. Finish reading chapter 5.
3. Summarize the chapter for someone.
4. Do you understand the meaning of the chapter title now? If not, how could you figure it out?
5. Recall a special toy that you enjoyed as Daisy enjoyed her kitchen. Describe it. Why did you like it?
6. Do a character sketch for Aunt Jo.

Day 105
1. Read the title to chapter 6. What do you think might be going to happen in this chapter?
2. Read chapter 6.
3. How are you feeling about Dan? Why?
4. What do you think is going to happen next?

Day 106
1. Finish reading chapter 6.
2. What are you thinking? Are you surprised that Dan could not or would not give up his wild ways? Why or why not?
3. Why do you think Dan had so much influence on the other boys even though they knew that what he was doing was not right?
4. How is Dan a “firebrand?”
5. Complete a character sketch for Dan.

Day 107
1. Read the title to Chapter 7. What would you like to find out?
2. Read chapter 7.
3. Write a one-sentence summary of the chapter.
4. What are you thinking about Nan after finishing the chapter? Do you like her? Why or why not?

Day 108
1. Read the title of Chapter 8. What do you predict might happen in this chapter?
2. Read chapter 8.
3. Tell someone what happened in the chapter.
4. Read aloud the verse to an audience. What does it mean?
5. What surprised you in this chapter?

Day 109
1. Read the title to chapter 9. What are you thinking?
2. Read chapter 9.
3. Read aloud the verse to an audience. What does it mean?
4. What are you thinking now?
5. Do you think the “punishment” for the boys, excluding them from the girls’ company and even Mrs. Jo’s, was a fair one? Why or why not?

Day 110
1. What is the title of Chapter 10? What are you thinking?
2. Read the first half of chapter 10.
3. Dan is called a Spartan. If you have studied ancient history, you will know who the Spartans were. They lived in the ancient Greek city of Sparta and spent their whole lives training for battle. Use your background knowledge to explain why Dan is called a Spartan.
4. In the beginning of the chapter the weather is balmy. Find out what that means if you don’t know.
5. How are you feeling about Dan now? Why?
6. What do you think will happen in the rest of the chapter?

Day 111
1. Finish chapter 10.
2. Summarize the chapter for someone.

Vocabulary

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1. Play a review game of your vocabulary.

Day 112
1. What is the title of Chapter 11?
2. What do you already know about Uncle Teddy? What more would you like to find out?
3. Read the beginning of chapter 11.

Day 113
1. Finish chapter 11.
2. Write a summary of the chapter.
3. What questions do you still have about Uncle Teddy? How is he related to Mother Jo? If you could ask him something, what would you ask him?

Day 114
1. Read the title of chapter 12. What are you picturing?
2. Read the beginning of chapter 12.
Speech
1. Read the poem from the chapter out loud in front of an audience.

Day 115
1. Do you think the family will have a hard time finding Nan and Rob? Why or why not?
2. Finish chapter 12.
3. What are you thinking about Nan’s punishment?
4. Describe to someone the setting of this chapter. Think of what details the author includes.
5. Do you have a memory about a time when you were lost or thought you were lost or thought you had lost someone for whom you were responsible? How did you feel?

Day 116
1. What do you picture when you read the title of Chapter 13? What do you think this chapter might be about?
2. Read chapter 13. What are you thinking after you have finished your reading?
3. Watch the lesson on point of view. Then play the game. Who’s doing the talking?

Day 117
1. Read the title of Chapter 14. Damon and Pythias were two Greeks famous for their loyal friendship, a little like David and Jonathan in the Bible. What do you think might happen in this chapter?
2. Read the first part of chapter 14.
3. What is your answer to the mysterious disappearance of Tommy’s money?
4. What point of view is Little Men told from? (Answers)

Day 118
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1. What do you think is going to happen?
2. Finish reading chapter 14.
3. What are you thinking?
4. Read about Damon and Phythias.
5. Why do you think Louisa Mae Alcott chose this title for Chapter 14? Write an answer in complete sentences. It should start like this, "I think Louisa Mae Alcott chose “Damon and Phythias” as the title for the chapter because…” Tell why and give an example.

Day 119
1. Read the title of Chapter 15. What do you picture?
2. Read the first part of chapter 15.
3. Do you have a memory of a willow tree? Tell or write about it.

Day 120
1. Finish reading chapter 15.
2. What are you thinking?
3. Demi said, “It's very singular how hard it is to manage your mind.” Do you agree? Why or why not? (You can just tell your answer.)

Day 121*
1. While you are reading, look for the word coaxing. Do you remember what it means? Copy the sentence with coaxing in it. (Practice neat handwriting.) What is the subject? The predicate?
2. Read the title of Chapter 16. What do you know about taming an animal?
3. Read chapter 16.
4. Dan tames a colt in this chapter.
5. On page 288 Mrs. Jo says that she is taming a colt too. What does she mean? (Answers)
6. What are you thinking at the end of the chapter?

Vocabulary*
1. Read over the vocabulary list carefully (Little Men Vocabulary 2).
2. What other in-, ir- and -able words can you think of?

Day 122
1. Read the title of Chapter 17. What are you picturing?
2. Read chapter 17.
3. Write a one-sentence summary of what you read.

Day 123
1. What do you predict will happen in the rest of the chapter?
2. Finish chapter 17.
3. Had you remembered that the boys had planned to give Dan a gift?
4. Write a few sentences about a surprise gift that you received.

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Day 124
1. Read the title to Chapter 18. What are you picturing?
2. Read chapter 18.
3. Write a one-sentence summary of the chapter.
4. Tell or write a few sentences about a garden or a harvest feast that you have participated in. Which crops would you enjoy the most? Why?

Day 125
1. Read the title of Chapter 19. Make a prediction about who John Brooke is.
2. Read the first half of chapter 19.
3. What are you thinking?

Day 126
1. Finish chapter 19.
2. If you have ever attended a funeral, write or tell about your experience, or write a few sentences about someone in your life that you would consider “kind and good.”

Vocabulary
1. Play a game. Choose a game. PacMan is advertised as mobile ready. These are your words from Day 121.
2. The do the crossword puzzle.

Day 127
1. Read the title of Chapter 20. What activities do you picture happening “round the fire” at Plumfield? Think of two or three predictions.
2. Start reading chapter 20.
3. What are you thinking? If you have a choice, do you prefer true stories or fiction (made up) stories? Why?

Vocabulary
1. Play a game.

Day 128
1. Who do you predict will be the next one to tell a story?
2. Finish reading chapter 20.
3. On page 347 near the bottom, Aunt Jo calls the boys “insatiable Oliver Twists.” Louisa Mae Alcott is expecting her readers to know Charles Dickens’ story of Oliver Twist, a young orphan boy who got a lot of people mad at him by asking for “MORE” porridge when he was hungry. This use of another story in your story is called a “literary allusion.” It is one way an author can give information without really telling it, by expecting the reader to make a connection in her mind with another story that they both know. “Insatiable” means “never satisfied.” What did Jo’s boys want more of? (ANSWERS: stories)
4. Write a one-sentence summary of the chapter.

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5. What are you thinking?

Day 129
1. What is the title of Chapter 21? Have you noticed that the structure of the book follows the seasons of one year? What do you picture happening in this chapter?
2. Start reading chapter 21.

Day 130*
1. What would you like to find out before the book is ended? Why?
2. Finish chapter 21 and finish the book!
3. What are you thinking?
4. Is there anything you would still like to know about the “family” at Plumfield?
5. Would you recommend this book to a friend? Why or why not?
6. *Complete this page for Little Men. (Book Summary)

Day 131
1. Now you are going to be reading something very different. I wrote it!
2. Read the first chapter of What I Learned Over Summer Vacation.
3. Who is “the cackler?” (Answers)
4. What was the vocabulary word taught in the chapter?
5. How does the story show the word’s meaning?

Day 132
1. Read the second chapter of What I Learned Over Summer Vacation, Lift/Thrust. It starts on page 10.
2. What are the main events of the chapter? (Answers)
3. What’s “the lost pencil?” (Answers)
4. What words were taught in this chapter?
5. What do they mean?
6. How does the story show the words’ meanings?

Day 133
1. Read the third chapter of What I Learned Over Summer Vacation, Obstreperous. It starts on page 17.
2. What word was taught in this chapter?
3. What does it mean?
4. How does the story show the word’s meaning?
5. Do you think there’s a bit of balderdash in every story?
6. Do you think the main character is obstreperous?
7. The “ideas” I’m trying to get across is the meaning of the vocabulary words. Do I get across my ideas? Do the stories show the meaning of the vocabulary words?

Day 134

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1. Read the fourth chapter of *What I Learned Over Summer Vacation*, *Salient/Inconspicuous*. It starts on page 23.
2. What words were taught in this chapter?
3. What do they mean?
4. How does the story show the words’ meanings?
5. What phrase does the main character say a lot? What are other things the main character says repeatedly? (Answers)

Day 135
1. Read the fifth chapter of *What I Learned Over Summer Vacation*, *Perimeter/Circumference*. It starts on page 27.
2. What words were taught in this chapter?
3. What do they mean?
4. How does the story show the words’ meanings?

Day 136
1. Read the sixth chapter of *What I Learned Over Summer Vacation*, *Precipitous*. It starts on page 33.
2. What word was taught in this chapter?
3. What does it mean?
4. How does the story show the word’s meaning?

Day 137
1. Listen to *The Sloth*.
2. Play this idioms game. Write down any ones that you like that maybe you could use in your story.

Day 138
1. Read *Brer Rabbit He’s a Good Fisherman*.

Day 139
1. Read *How Boots Befooled the King* through page 4.

Day 140
1. Read *How Boots Befooled the King* from page 5 to the end.

Day 141
1. You are going to read one more book this year, just for fun. It’s called *Pollyanna*.
2. Read these summaries of the book.
3. Remember the parts of a book? List for this book the characters and setting.
4. Now for the plot. I know you haven’t read it yet, but the summaries will help us.
5. There is always an incident toward the very beginning of a book that sets off the plot. What is the incident in this book that incites the plot? (gets it going) (Answers)
6. There is always a problem, a question to be resolved. What do you think the question is in this book? (Answers)

7. Then there is always some turning point, a climax. The question is about to be answered, but not quite yet. What big incident happens toward the end of the book? (Answers)

8. The plot ends with the resolution to the problem, the question has been answered. (And then you can make everyone feel good with a happy ending where everything is in its place.) What’s the resolution in this book? (Answers)

Day 142
1. Read chapter 1. audio version
2. Tell someone about the chapter.

Day 143
1. Read chapter 2. audio version
2. How old is Miss Jennie’s daughter? (answer: 11)
3. Tell someone about the chapter.

Day 144
1. Read chapter 3. audio version
2. Tell someone about the chapter.

Day 145
1. Read chapter 4. audio version
2. Tell someone about the chapter.

Day 146
1. Read chapter 5. audio version
2. What is the game? (This is really important to the book.)

Day 147
1. Read chapter 6. audio version
2. Tell someone about the chapter.

Day 148
1. Read chapter 7. audio version
2. Tell someone about the chapter.

Day 149
1. Read chapter 8. audio version
2. Tell someone about the chapter.

Day 150
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1. Read chapter 9. audio version
2. Tell someone about the chapter.

Day 151
1. Read chapter 10. audio version
2. Tell someone about the chapter.

Day 152
1. Read chapter 11. audio version
2. Tell someone about the chapter.

Day 153
1. Read chapter 12. audio version
2. Tell someone about the chapter.

Day 154
1. Read chapter 13. audio version
2. Tell someone about the chapter.

Day 155
1. Read chapter 14. audio version
2. Tell someone about the chapter.

Day 156
1. Read chapter 15. audio version
2. Tell someone about the chapter.

Day 157
1. Read chapter 16. audio version
2. Tell someone about the chapter.

Day 158
1. Read chapter 17. audio version
2. Tell someone about the chapter.

Day 159
1. Read chapter 18. audio version
2. Tell someone about the chapter.

Day 160
1. Read chapter 19. audio version
2. Tell someone about the chapter.

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Day 161
1. Read chapter 20. audio version
2. Tell someone about the chapter.

Day 162
1. Read chapter 21. audio version
2. Tell someone about the chapter.

Day 163
1. Read chapter 22. audio version
2. Tell someone about the chapter.

Day 164
1. Read chapter 23. audio version
2. Tell someone about the chapter.

Day 165
1. Read chapter 24. audio version
2. Tell someone about the chapter.

Day 166
1. Read chapter 25. audio version
2. Tell someone about the chapter.

Day 167
1. Read chapter 26. audio version
2. Tell someone about the chapter.

Day 168
1. Read chapter 27. audio version
2. Tell someone about the chapter.

Day 169
1. Read chapter 28. audio version
2. What does Pollyanna realize she can be happy about? (hint: end of the chapter)

Day 170
1. Read chapter 29. audio version
2. Tell someone about the chapter.

Day 171
1. Read chapter 30. audio version
2. Tell someone about the chapter.

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Day 172
1. Read [chapter 31. audio version](#)
2. Tell someone about the chapter.

Day 173
1. Read [chapter 32. audio version](#)
2. The last chapter is a letter. Who is writing to whom?
3. How does the book end?

Day 174
Vocabulary
1. Play [Hawkabulary](#).
Spelling
1. Which word is [misspelled](#)? (I know spelling doesn’t belong here, but you don’t mind, do you?)

Day 175
1. Read the first two pages of [Even Steven](#).

Day 176
1. Read the next two pages of [Even Steven, pages 3 and 4](#).

Day 177
1. Read the next two pages of [Even Steven, pages 5 and 6](#).

Day 178
1. Read the next two pages of [Even Steven, pages 7 and 8](#).

Day 179
1. Read the next two pages of [Even Steven, pages 9 and 10](#).

Day 180
1. Finish [Even Steven](#).
2. Maybe you’d like to read more stories.

*You Did It*, Congratulations!

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