Reading 6
This course in book form.

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Course Description — Students will improve their reading skills by reading challenging books for comprehension. Reading materials include poetry, fiction and non-fiction. Students will develop their vocabulary through their reading assignments as well as through the use of online resources.

Reading list:
Poetry: Carl Sandburg, Robert Frost; If, Kipling
Books: The Jungle Book, Kipling; Gulliver's Travels, Swift; Penrod, Tarkington; Black Beauty, Sewell; Jack and Jill, Alcott; The Fairy-Land of Science, Buckley (non-fiction)
Short stories: Jim Wolf and the Cats, Twain; How Santa Claus Found the Poor House, Swett; The Time Shop, Bangs; The Celebrated Jumping Frog of Calaveras Country, Twain; The Send-and-Fotch Book, Hall; The Sounding of the Call, London; The Million Pound Bank Note, Twain; A Christmas Dream and How It Came True, Alcott

Day 1

1. If you didn't get here through My EP Assignments, I suggest you go there and create an account.
2. Write the words teeming, fathom, reverberating, cumulative (08) in your notebook. Write them on different lines so that there’s room to add definitions. Pay attention to the words as you read and decide what you think they mean.
3. Read Carl Sandburg, numbers 2-11. This poet was born in 1878.
4. Look at the word monotone in poem 5. The rain is monotone and is being contrasted with a rainbow which has lots of colors. What does monotone mean? The prefix mono means one. This man is wearing a monocle.
5. Look at the word catalpa in poem 6. I don’t know what it is. Do you? But the poem gives us clues. It says, “grass, catalpa and oak.” We know what grass is. Oak is referring to the tree. So we can assume catalpa is some sort of plant. This is catalpa.
6. This is a mastodon. How would you imagine a mastodon moved?
7. Look the bold words up to find their definitions. Add the correct definition to your notebook along with the word.
8. Choose two poems and tell or write what each poem is talking about in your own words.
Day 2

1. Write the words gnarled (poem 13), trajectory, baritone (poem 21) and furrows (poem 22) in your notebook under Day 1’s words and pay attention to them as you read. Decide what you think they mean.
2. Read Carl Sandburg, numbers 13-22.
3. Look the bold words up to find their definition. Add the definitions to your notebook.
4. Choose two poems and tell or write what each poem is talking about in your own words.

Day 3

1. Read Carl Sandburg poems 24-30.
2. Poem 30 is talking about the city of Chicago. He is saying, yes, we have problems with evil in our city, but we are still proud this is our city and we are all these great things. The first part of the second paragraph of the poem reminded me of this chapter of the Bible. Why?
3. Effluvia in poem 24 means emanation or exhalation, maybe it means like the breath of the mountains. Effluvia is actually plural. Effluvium is the singular.
4. Thingamajig in 25 is pronounced thing – a – ma – jig. It’s just a word we use when we don’t know what something is called. What do you think the thingamajig is?

Vocabulary

1. Play this game about synonyms. Synonyms are words that mean the same thing.

Day 4

1. Read Robert Frost poems 1-5. Robert Frost is a very well known poet born in 1874.
2. Find one word you don’t know and write it and its definition in your notebook.
3. Do you see a common thread in his poems? What is in all of his poems? (Answers)

Day 5

1. Read Robert Frost poem 06. This poem, The Road Not Taken, is his most famous.
2. What is he talking about in this poem?
3. Read this summary (below) about the poem. Do you think you were right about what you thought the poem was about? Why or why not?
The speaker stands in the woods, considering a fork in the road. Both ways are equally worn and equally overlaid with un-trodden leaves. The speaker chooses one, telling himself that he will take the other another day. Yet he knows it is unlikely that he will have the opportunity to do so. And he admits that someday in the future he will recreate the scene with a slight twist: He will claim that he took the less-traveled road. (from sparknotes.com/poetry/frost/section7.rhtml)

Day 6

2. Here are pictures of what these are: cat's cradle, trillium (poem 13).
3. Write in your notebook: foliage (poem 10), flecked, knoll (poem 15).
4. Look the words up and write their correct definition in your notebook.

Vocabulary

1. Read over your vocabulary words and definitions from last week. Then read quotes with these words in them.
2. “Halloo your name to the reverberate hills, (He’s calling out her name and listening to it echo.)
   And make the babbling gossip of the air
   Cry out ‘Olivia!’” Shakespeare
3. “If in this wide world, teeming with abundant supplies for human want, to thousands of wretched creatures no choice is open, save between starvation and sin, may we not justly say that there is something utterly wrong in the system that permits such things to be?” Tennessee Clafin (He’s saying that it’s wrong that there are those with nothing when there is so much available.)
4. Go here and see a quote for gnarled and then type cumulative into the search. Choose one for each. Either read them to an audience or copy them down.

Day 7

1. Write miscellany (poem 16), interposed (poem 17), tumultuous, keen (poem 18), subdue (poem 20), dilating, sanctify (poem 21) in your notebook. Pay attention to these words as you read.
3. Here is Minerva from poem 18.
4. Pick two of the poems you read today and tell or write about what they mean.

Day 8

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1. Write russet (poem 23), profanation (poem 25), peck, acquainted, luminary in your notebook.
2. Write in their definitions. Look up any of these words you don’t know.
4. Pick two of the poems you read today and tell or write about what they mean.

Vocabulary

1. Do this crossword puzzle. You can print it out or complete it online.

Day 9

1. Write rued (poem 32), agitated (poem 37), fragmentary (poem 42), and diffuse in your notebook. If you notice them while you are reading, use the context to try to figure out their meanings.
2. Read Robert Frost’s poems 32-43.
3. Here is a picture of a whetstone mentioned in poem 33.
4. Here is a picture of a phoebe in poem 43.
5. In 34 it ends with “Good fences make good neighbors.” This is a common expression. What does it mean? Write your answer in a complete sentence in your notebook. To answer with a complete sentence you need to include the question. Example: The expression “good fences make good neighbors” means....
6. “To rue the day” is another common expression. What do you think it means? Remember to write your answer in a complete sentence.
7. Which poem is your favorite? Why? Tell or write your answer.

Vocabulary

1. Play your vocab matching words.

Day 10

2. What three things does he mention that were gold? (Answers)
3. What happens/ed to each of these that the gold went away? (Answers)
4. What is the mood of this poem? Happy, sad, etc. (Answers)
5. What does this poem tell you about Robert Frost as a person? (Answers)

Vocabulary

1. Complete this crossword puzzle.

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Day 11

1. Read Kipling biography.
2. Read this review of The Jungle Book.
3. What does the review say about Kipling’s view of human kind? (answer: They can be unjust and unkind. That they could learn from the animals.)
4. You won’t be reading the whole book. It’s a collection of stories, and we’ll be reading some of them.

Day 12

1. Background information: “India is an eastern country north of the Indian Ocean. At the time these stories were written, India was an English Colony. In the story, there are references to white men. At that time, virtually all the white people in India were British military men or diplomats and were viewed as people with power and greater technology. The people living in the native villages had brown skin. India is no longer a colony, and that distinction is long outdated.” from learn4yourlife.com/jungle-book-unit-study.html
2. Read the first part of the first chapter, “Mowglis Brothers“. (audio book)
3. What is the law of the jungle and what are some of its rules? (Answers) (Questions from learn4yourlife.com/jungle-book-unit-study.html)

Day 13

1. Finish the chapter. (audio book)
2. How do humans laws compare to the law of the jungle?

Vocabulary

1. Play your vocabulary matching words game.

Day 14

1. Read the first part of Kaas Hunting. (audio book)
2. Describe the personality of the Bandar log? Are they proud? Are they jealous?

Day 15

1. Finish the chapter. (audio book)
2. Pride and jealousy are often two sides of the same coin. How can you see that in these animals?

Day 16

1. Read 1 Samuel 16:7 and Acts 13:22. What gives someone significance in God’s eyes?
2. Background information: “India used to have a caste system. A person was born into a particular group, and they had to stay within that group all of their lives. They could not marry anyone in a higher or lower caste. Everyone knew what everyone else’s caste was, and were required to treat people differently depending on the caste. The caste determined what clothes people would wear and what jobs they would do. In this chapter Mowgli goes to live with humans. Mowgli did not understand the caste system, but everyone else did. Mowgli has grown up in the jungle. He did not try to treat people better because they were from a higher caste, or refuse to help them if they were in a lower caste.” from classical-childrens-books.com/jungle-book-unit-study.html
3. Read the first part of “Tiger! Tiger!” (audio book)
4. Who is the protagonist and who is the antagonist? (Answers)

Day 17

1. Finish the chapter. (audio book)
2. Why was Mowgli rejected? (Answers)

Day 18

1. Introduction: “Toomai is a young boy who is the fourth generation of elephant drivers in his family. The government owned elephant that he helps herd is Kala Nag, an old and loyal animal. Kala Nag and his handlers are in a camp near the jungle, helping break in the new elephants recently caught by the elephant hunters. Some men notice that Toomai has a special way with the elephants, but his father is afraid he will also become an elephant hunter that catches wild elephants in the jungle. The father feels that his status as a mahout of the plains is superior. One night, Toomai rides on Kala Nag’s back as the old elephant breaks his chains and joins other elephants for a legendary dance of the elephants that no other human has witnessed.” from classical-childrens-books.com/jungle-book-unit-study.html
2. Read the first part of “Toomai of the Elephants.” (audio book)
3. Read the poem of Kala Nag at the start of the story. What do you think domesticated animals remember about their former lives?

Vocabulary

1. Play this vocab game.

Day 19

1. Finish reading the chapter. (audio book)
2. The father is from the plains of India and looks down on the people from the jungle. How does that affect how he treats his son? (Answers)

Day 20

1. Introduction: “The narrator is a human who overhears the animals talking. It is a very interesting and humorous way of presenting the story.” from classical-childrens-books.com/jungle-book-unit-study.html
2. Read the first part of “Her Majesty’s Servants.” (audio book)
3. What can you tell someone about what you’ve read so far?

Day 21

1. Finish the chapter. (audio book starting at 17:55)
2. What does the elephant mean when it says he can “see inside your head?” (Answers)
3. How does that help or hurt the elephant?
4. What makes the animals obey their masters and go to war?
5. What makes the humans obey their leaders and go to war?

Day 22

1. Take the quiz.
2. Write a paragraph responding to the following question. Make sure to start with a sentence that gives your introduction. You shouldn’t just start with your answer. We should know you are talking about The Jungle Book and we should understand what the question was. Explain the answer you have chosen and give examples from the book. (examples, plural, more than one) Finish with a concluding sentence.

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• What is Kipling trying to say about heredity versus environment in his stories about Mowgli? Which is more important, how you were born, or how you were raised? (from bookrags.com/studyguide-jungle-book/topicsfordiscussion2.html)

Day 23

1. Read Kipling's famous poem, If.
2. Who is this written to and from? (answer: Kipling to his son)
3. What do you think the poem is saying?
4. What is your favorite part?
5. After you've written out your answers. Read this analysis of the poem. Do you think she is right?

Vocabulary

1. Play this vocab game.

Day 24* (Materials: If you have access to it, Dr. Seuss’s Butter Battle Book. I have links to it in #2 if they remain active.)

Reading — Satire

1. The new book you will be reading is a satire or uses satire. (pronounced sat – tire): The use of humor, irony, exaggeration, or ridicule to expose and criticize people’s stupidity or vices, particularly in the context of contemporary politics and other topical issues.
2. An example is Dr. Seuss’s Butter Battle Book which is a satire about nuclear proliferation during the cold war (Russia and America getting more and more and bigger and bigger nuclear bombs). Read it or watch it and explain to a parent why it is a satire.
3. Below is an example of satire. It’s a political cartoon. The person with the gas can is taking a beating by “big oil” meaning our gas prices keep getting higher and “congress” is giving “big oil” tax breaks meaning the government is giving money to the people raising the gas prices. Read the definition of satire again. How does this cartoon use satire?

Day 25

1. Read these satire examples.
2. Explain to someone why the examples are satirical.
Read this portion of an article from satirewire.com.

–A delegation of American high school students today demanded the United States stop waging war in obscure nations such as Afghanistan, Kuwait, and Bosnia-Herzegovina, and instead attack places they’ve actually heard of, such as France, Australia, and Austria, unless, they said, those last two are the same country.

“Shouldn’t we, as Americans, get to decide where wars are?” asked sophomore Kate Shermansky.

“People claim we don’t know as much geography as our parents and grandparents, but it’s so not our fault,” Josh Beldoni, a senior at Fischer High School in Los Angeles, told the Senate Armed Services Committee. “Back then they only had wars in, like, Germany and England, but we’re supposed to know about places like Somalia and Massachusetts.”


Beldoni’s frustration was shared by nearly three dozen students at the hearing, who blamed the U.S. military for making them look bad. “I totally support our soldiers and all that, but I am seriously failing both geography and social studies because I keep getting asked to find Croatia or Yemvrekia, or whatever bizarre-o country we send troops to,” said Amelia Nash, a junior at Clark High School in Orlando, Fla. “Can’t we fight in, like, Italy? It’s boot-shaped.”

1. What makes this article a satire? What is the humor element of it? What is the point of it? (Answers)
2. Write in your notebook a definition of satire.

Day 26

1. Look at these pictures and cartoons.
2. Explain why they are ironic or satirical. What’s the joke?
   ○ fitness
   ○ beach
   ○ guard
   ○ alignment
3. Watch this presentation on satire on modern television.

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Day 27

1. What’s the irony in these situations, can you explain? (You don’t have to answer the questions and fill it out.)

Day 28(*)

1. (*)You are going to answer these questions about your cartoon as best you can. Today try to complete page 1.
2. Choose a cartoon. Jobs Biden Debt Kim War

Day 29

1. Finish the worksheet on political cartoons.
2. Explain the satire in your cartoon? What’s the joke?

Day 30

1. Read about the themes of the book, Gulliver’s Travels. Themes are what a book is really about not just what is happening in the plot. Be on the lookout for these ideas as you read and note passages (chapter numbers and where in chapter) which show the themes.
2. Read this summary of chapter 1: The author gives some account of himself and family. His first inducements to travel. He is shipwrecked, and swims for his life. Gets safe on shore in the country of Lilliput; is made a prisoner, and carried up the country. (all chapter summaries are from http://www.cummingsstudyguides.net/ You do NOT need to visit this site.)
3. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.
4. Read chapter 1 Gulliver’s Travels. This book is in two parts and each part starts over at chapter 1. (audio)
5. *Print out these Gulliver’s Travels notebooking pages to use as you read. As Gulliver meets new characters in his travels, list them on the character page. As the main character travels to new settings, list them on your settings page. Write a few words about each character and setting as you list them. On the first page you will write the book title, author and the themes you are going to be looking for: individual, community, power and ethics. Use that page to take your notes about the themes. Include page numbers when you take notes about themes.
6. Tell someone about the chapter.

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Day 31

1. Read this summary of chapter 2: The emperor of Lilliput, attended by several of the nobility, comes to see the author in his confinement. The emperor’s person and habit described. Learned men appointed to teach the author their language. He gains favour by his mild disposition. His pockets are searched, and his sword and pistols taken from him.

2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.

3. Read chapter 2. (audio)

Day 32

1. Read this summary of chapter 3: The author diverts the emperor, and his nobility of both sexes, in a very uncommon manner. The diversions of the court of Lilliput described. The author has his liberty granted him upon certain conditions.

2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.

3. Read chapter 3. (audio) – stop at 17:07

4. Reread the last sentence in chapter 3. What does the sentence say, in your own words? What does it mean? (Helps: ingenuity mean clever or inventive; prudent means practical in decision making about the future; economy in this sense means careful management of resources)

5. Tell someone about the chapter.

Day 33

1. Read this summary of chapter 4: Mildendo, the metropolis of Lilliput, described, together with the emperor’s palace. A conversation between the author and a principal secretary, concerning the affairs of that empire. The author’s offers to serve the emperor in his wars.

2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.

3. Read chapter 4. (audio) – begin at 17:07, stop at 28:29

4. Remember to be taking notes on characters, settings and themes.

5. Tell someone about the chapter.

Day 34

1. Read this summary of chapter 5: The author, by an extraordinary stratagem, prevents an invasion. A high title of honour is conferred upon him. Ambassadors
arrive from the emperor of Blefuscu, and sue for peace. The empress’s apartment on fire by an accident; the author instrumental in saving the rest of the palace.

2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.

3. Read chapter 5. (audio – begin at 28:29, end at 41:47)

4. Tell someone about the chapter.

Day 35

1. Read this summary of chapter 6: Of the inhabitants of Lilliput; their learning, laws, and customs; the manner of educating their children. The author’s way of living in that country. His vindication of a great lady.

2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.


4. Tell someone about the chapter.

Day 36

1. Read this summary of chapter 7: The author, being informed of a design to accuse him of high-treason, makes his escape to Blefuscu. His reception there.

2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.

3. Read chapter 7. (audio – begin at 59:25, end at 1:16:33)

4. Tell someone about the chapter.

Day 37

1. Read this summary of chapter 8: The author, by a lucky accident, finds means to leave Blefuscu; and, after some difficulties, returns safe to his native country.

2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.

3. Read chapter 8. (audio – begin at 1:16:33, go to the end)

4. Answers these questions about part 1: (Here is an Answer Sheet when you’re finished your own attempts to answer.)
   - Who do the soldiers think has sent the giant?
   - Evaluate the emperor as a ruler. Whose advice does he rely on?
   - Why are Bigenders the enemies of the Lilliputans? What is the origin of their feud? How is that an example of satire?
Day 38

1. Read this summary of chapter 1 of part 2: A great storm described; the long boat sent to fetch water; the author goes with it to discover the country. He is left on shore, is seized by one of the natives, and carried to a farmer’s house. His reception, with several accidents that happened there. A description of the inhabitants.
2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.
3. Read chapter 1 of part 2. (audio – end at 26:22)
4. Remember to take notes. Include page numbers when you take notes about the themes: individual, community, power and ethics.

Day 39

1. Read this summary of chapter 2: A description of the farmer’s daughter. The author carried to a market-town, and then to the metropolis. The particulars of his journey.
2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.
3. Read chapter 2. (audio – begin at 26:22, end at 38:56)
4. Tell someone about the chapter.

Day 40

1. Read this summary of chapter 3: The author sent for to court. The queen buys him of his master the farmer, and presents him to the king. He disputes with his majesty’s great scholars. An apartment at court provided for the author. He is in high favour with the queen. He stands up for the honor of his own country. His quarrels with the queen’s dwarf.
2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.
3. Read chapter 3. (audio – begin at 38:56, end at 1:01:28)
4. Tell someone about the chapter.

Day 41

1. Read the summary of chapter 4: The country described. A proposal for correcting modern maps. The king’s palace; and some account of the metropolis. The author’s way of travelling. The chief temple described.
2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.
3. Read chapter 4. (audio – begin at 1:01:28, end at 1:12:24)
4. Tell someone about the chapter.

Day 42

1. Read the summary of chapter 5: Several adventures that happened to the author. The execution of a criminal. The author shows his skill in navigation.
2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.
3. Read chapter 5 of Gulliver’s Travels. (audio – begin at 1:12:24, end at 1:30:22)
4. Tell someone about the chapter.

Vocabulary

1. Find a word in today’s reading that you don’t understand and try to figure out its meaning from the sentence.
2. Look up the definition and rewrite the sentence adding in the meaning. For instance, “I am flabbergasted at what just happened, completely shocked.” The end of the sentence explains flabbergasted.

Day 43

1. Read the summary of chapter 6: Several contrivances of the author to please the king and queen. He shows his skill in music. The king inquires into the state of England, which the author relates to him. The king’s observations thereon.
2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.
3. Read chapter 6. (audio – begin at 1:30:22, end at 1:51:23)
4. Tell someone about the chapter.

Day 44

1. Read the summary of chapter 7: The author’s love of his country. He makes a proposal of much advantage to the king, which is rejected. The king’s great ignorance in politics. The learning of that country very imperfect and confined. The laws, and military affairs, and parties in the state.
2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.
4. Tell someone about the chapter.

Day 45

1. Read the summary of chapter 8: The king and queen make a progress to the frontiers. The author attends them. The manner in which he leaves the country very particularly related. He returns to England.
2. Here’s a list of vocabulary words. Read through the words for this chapter to help you with your reading.
3. Read chapter 8 of Gulliver's Travels. (the end of part 2) (audio – begin at 2:08:28 and go to the end)
4. Answer these questions about part 2:
   ● What is unusual about the land of the Brobdingnags?
   ● What do you notice about the ruler of the Brobdingnags?
   ● How do the Brobdingnags govern themselves?
   ● What do you notice about the place of science and education in the land of the Brobdingnags?

Vocabulary

1. Play a level 5 vocabulary game.

Day 46

1. Do this main idea activity.

Day 47

1. Take this main idea quiz.

Day 48

1. Do this main idea activity.

Vocabulary

1. Do this vocab matching game.

Day 49
1. Find the main idea for each paragraph.

Day 50

1. Read Jim Wolf and The Cats, by Mark Twain.

Day 51

1. Read this biography of Booth Tarkington.
2. The book you are going to read next (Penrod) takes place around 1900 in the mid-west, similar to where Booth grew up. Read this brief history of the time and place where Booth grew up.
3. What events or beliefs of the time do you think would influence his actions and thoughts?
4. You will come across prejudice that was common then. It was normal to use the “N” word. The way African Americans are referred to in this book is never okay.

Day 52

1. Read chapter 1 of Penrod by Booth Tarkington. (Audio Chapter 1)
2. Reread the first sentence.
3. Write definitions of morose and wistful. Look them up if you can’t.
4. What do you know about Penrod so far, after reading chapter 1? Write them in the box on this Penrod characters notebooking page.
5. On the bottom part of the page list characters down the left and next to them write descriptions of them.

Day 53

1. Read chapters 2 and 3 of Penrod. (Audio Chapter 2 and Chapter 3)
2. Add what you can to your character notes.

Day 54

1. Read chapters 4 and 5 of Penrod. (Audio link Chapter 4 and Chapter 5)
2. What embarrassment did Penrod suffer in chapter 4?
3. What does the last sentence mean? What did he do?
   “And now, in this extremity, when all seemed lost indeed, particularly including honour, the dilating eye of the outlaw fell upon the blue overalls which the janitor
had left hanging upon a peg. Inspiration and action were almost simultaneous.”

(Answers)

Day 55

1. Read chapters 6 and 7 in Penrod. (Audio link Chapters 6 and 7)

2. Add notes to your character page. Have you learned anything more about Penrod?

Day 56

1. Read chapters 8 and 9 of Penrod. (Audio Chapter 8, Chapter 9)

2. Take notes on characters.
3. Be on the lookout for words you don’t know. Write down at least one along with the definition of the word.

Day 57

1. Read chapters 10 and 11 of Penrod. (Audio Chapter 10, Chapter 11)

2. Take notes on characters. What are you learning about Penrod? others?
3. What does this sentence mean? “Nothing is more treacherous than the human mind; nothing else so loves to play the Iscariot.”

(Answers)

Day 58

1. Read chapters 12 and 13 of Penrod. (Audio Chapter 12, Chapter 13)

2. Be on the lookout for words you don’t know. Write down at least one along with the definition of the word.

Day 59

1. Read chapters 14 and 15 of Penrod. (Audio Chapter 14, Chapter 15)

2. Chapter 14’s title doesn’t refer to a law document. Here’s a definition of constitution from dictionary.com: “the physical character of the body as to strength, health, etc.”
Day 60

1. Read chapters 16 and 17 of Penrod. (Audio Chapter 16, Chapter 17)

2. What do you think is going to happen in the book?

Day 61

1. Read chapters 18 and 19 of Penrod. (Audio Chapter 18, Chapter 19)

2. Find a word in your reading that you don’t know.

3. Write the word and the definition underneath the sentence.

4. Tell someone about the story so far.

Day 62

1. Read chapters 20 and 21 of Penrod. (Audio Chapter 20, Chapter 21)

2. Write about Rupe Collins on your character sheet.

Day 63

1. Read chapters 22 and 23 of Penrod. (Audio Chapter 22, Chapter 23)

2. What is the first paragraph of chapter 23 talking about? (Answers)

3. What is the “expurgator” in the first sentence of paragraph 2? What does that tell you about the fight? (Answers)

Day 64

1. Read chapters 24 and 25 of Penrod. (Audio Chapter 24, Chapter 25)

2. Tell someone what happened in these chapters.

Day 65

1. Read chapters 26 and 27 of Penrod. (Audio Chapter 26, Chapter 27)
2. The dialect is hard to read sometimes. “uh” at the end of a word is the sound “er”. Reading it out loud will help you figure out what they are saying.
3. Irony is when the opposite is true of what it seems it should be. What's the irony in the ending of chapter 27? (Answers)

Day 66

1. Read chapters 28 and 29 of Penrod. (Audio Chapter 28, Chapter 29)
2. Why is being twelve so great?

Vocabulary

1. Play moving memory.

Day 67

1. Read chapters 30 and 31 of Penrod. (Audio Chapter 30, Chapter 31)
2. What would he remember most about his twelfth birthday?

Vocabulary

1. Play Moving Memory.

Day 68

Vocabulary

1. Play Moving Memory.

Day 69

1. Read How Santa Claus Found The Poor House – Part 1, by Swett.

Day 70

1. Read How Santa Claus Found The Poor House – Part 2, by Swett.
1. Your next book is *Black Beauty*.
   - *Black Beauty* is a novel told in the first person (or “first horse”) as an autobiographical memoir told by a highbred horse named Black Beauty—beginning with his carefree days as a colt on an English farm, to his difficult life pulling cabs in London, to his happy retirement in the country.” (from [http://etc.usf.edu/lit2go/125/black-beauty/](http://etc.usf.edu/lit2go/125/black-beauty/))

1. Read about the *book and its author*.

Vocabulary

1. Play *Moving Memory*.

Day 72*

1. You are going to start reading *Black Beauty* by Anna Sewell.
2. Today you will read the first *three chapters*. (Audio Chapter 1, Chapter 2, Chapter 3)
3. *Make and print out a *map for character* — do the “I” character. Who is it? Enter the book name and author. Click on Character Map. Work on a computer you can print from.

Day 73*

1. Read *chapters 4, 5 and 6*. (Audio Chapter 4, Chapter 5, Chapter 6)
2. *Make and print a *map for setting*. Do it on a computer you can print from.

Day 74*  
Reading*

1. Read *chapters 7, 8 and 9*. (Audio Chapter 7, Chapter 8, Chapter 9)
2. *Print out four *sequence charts*. Start filling in the chart left to right, top to bottom (hold paper sideways and follow arrows). As major events happen in the book, write them in the boxes in order. This is the plot, the action of the book. This is what you will be taking notes on while you read the book.

Day 75

1. Read *chapters 10 and 11*. (Audio Chapter 10, Chapter 11)
2. Take notes on any major events in the book.

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Day 76

1. Read chapters 12, 13 and 14. (Audio Chapter 12, Chapter 13, Chapter 14)
2. Take notes on major events.

Day 77

1. Read chapters 15, 16 and 17. (Audio Chapter 15, Chapter 16, Chapter 17)
2. Take notes on major events.

Day 78

1. Read chapters 18, 19, 20 and 21. (Audio Chapter 18, Chapter 19, Chapter 20, Chapter 21)
2. Take notes on major events.

Day 79

1. Read chapters 22 and 23. (Audio Chapter 22, Chapter 23)
2. Take notes on major events.

Day 80

1. Read chapters 24, 25 and 26. (Audio Chapter 24, Chapter 25, Chapter 26)
2. Take notes on major events.

Day 81*

1. Read chapters 27, 28 and 29. (Audio Chapter 27, Chapter 28, Chapter 29)
2. Take notes on major events.

Day 82

1. Read chapters 30, 31 and 32. (Audio Chapter 30, Chapter 31, Chapter 32)
2. Take notes on major events.

Vocabulary

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1. Play this synonym game. A synonym is a word of similar meaning.

Day 83

1. Read chapters 33 and 34. (Audio Chapter 33, Chapter 34)
2. Take notes on major events.

Day 84

1. Read chapters 35 and 36. (Audio Chapter 35, Chapter 36)
2. Take notes on major events.

Day 85

1. Read chapters 37, 38 and 39. (Audio Chapter 37, Chapter 38, Chapter 39)
2. Take notes on major events.
3. Print out more sequence charts if you need to.

Day 86

1. Read chapters 40, 41, 42 and 43. (Audio Chapter 40, Chapter 41, Chapter 42, Chapter 43)
2. Take notes on major events.

Day 87

1. Read chapters 44 and 45. (Audio Chapter 44, Chapter 45)
2. Take notes on major events.

Day 88

1. Read chapters 46 and 47. (Audio Chapter 46, Chapter 47)
2. Take notes on major events.

Vocabulary

1. Use these root words to find which word matches the meaning. (The root is where the word came from. For example: bicycle comes from bi meaning two and cycle meaning any complete round that repeats over and over again.)
2. Print a screen shot for your portfolio.

Day 89

1. Read chapters 48 and 49. (Audio Chapter 48, Chapter 49)
2. Take notes on major events.
3. To talk or write about: What’s your initial reaction to the book? What did you like or not like? What are your feelings about animal cruelty? Did your opinion change at all by this book and why?

Day 90

1. Make a resolution map. The conflict is Black Beauty being passed from one owner to another. (Do it on a computer you can print from.)
2. What were the most surprising, exciting, scary and sweet moments in the plot?

Day 91 *

1. *Print this and see if you can answer all of the questions about the book. You don’t need to answer in full sentences for short answers, like a name.
2. Check your answers.

Day 92

1. Read the first four categories — introduction through characters. You may need to click on “Skip to Content” at the top.)
2. Write a book report introduction paragraph including information on the author and a paragraph or two telling the plot of the book.

Day 93

1. Read themes and styles. (If this link does not work here is an alternative)
2. Write a paragraph about the theme of the book. Include a quote.

Day 94

1. Read the critical overview and criticism. (If this link does not work here is an alternative)
2. Write a paragraph or two giving your critical opinion. (Critical in this case does not mean negative.)

Day 95
1. Write a conclusion for your book report.
2. Read out loud and edit your report.
3. Publish your book report and share with others.

Day 96

Vocabulary
1. Do this level 5 vocabulary review.

Day 97
1. Read The Time Shop – Part 2.

Vocabulary
1. Do this vocabulary review. (You could choose a different activity from the bottom of the page.)

Day 98
1. Read The Time Shop – Part 3.

Vocabulary
1. Do this vocabulary review.

Day 99

Day 100

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1. Finish The Time Shop – Part 5.

Day 101

1. Read a biography of Louisa May Alcott. Louisa pulled a lot from her own childhood to write her stories. She worked into her stories a lot of her family’s ideals.

Vocabulary

1. Play this suffix game. (The suffix is what is added on to the end of a word.)

Day 102

1. Read chapter 1 of Jack and Jill. (Audio)
2. Reread the first paragraph. What are the children doing?

Day 103

1. Read chapter 2 of Jack and Jill. (Audio)
2. How long is it going to take to heal? (Answers)
3. Tell someone about the chapter.

Day 104

1. Read chapter 3 of Jack and Jill. (Audio)
2. How do they amuse themselves? (Answers)
3. Find a simile in the chapter. (Answers)
4. What does she describe as “delicious?” (Answers)

Vocabulary

1. Play this antonym game.

Day 105

1. Read chapter 4 of Jack and Jill. (Audio) The audio has two paragraphs at the beginning that were omitted from the reading. You can skip to 2:20 to match the reading.

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2. Tell someone about the chapter.

Day 106

1. Read chapter 5 of Jack and Jill. (Audio)
2. Demosthenes was a renowned orator. You can click to see and read more.
3. What adjective describes the “hero” George Washington and what does it mean? Look it up if you don’t know. What is she saying about Washington? (Answers)

Day 107

1. Read chapter 6 of Jack and Jill. (Audio)
2. Here is a fandango dance.
3. Jack and Jill have a discussion about how it’s not easy being good when you are sick. How does each of them react to the frustration of being an invalid? (Answers) How do you respond when you are frustrated?

Vocabulary

1. Play this prefix game.

Day 108

1. Read chapter 7 of Jack and Jill. (Audio)
2. Tell someone about this chapter.

Day 109

1. Read chapter 8 of Jack and Jill. (Audio)
2. Write a one-sentence summary of this chapter.

Day 110

1. Read chapter 9 of Jack and Jill. (Audio)
2. “My Merry seems to be contented with her brothers so far, but I shouldn’t wonder if I had my hands full by and by,” added Mrs. Grant, who already foresaw that her sweet little daughter would be sought after as soon as she should lengthen her skirts and turn up her bonny brown hair.” This sentence is about when a girl went out into “society.” They used to have a dance when a girl reached sixteen; I believe to show her off to potential husbands. When she started wearing long
dresses instead of short (good for playing) and wearing her hair up, she was no longer a girl, but a woman and boys/men were permitted to ask for her hand.

3. Tell someone about the chapter. What's your opinion on boys and girls going to school together? Just talk about it. You don't need to write anything.

Day 111

1. Read chapter 10 of Jack and Jill. (Audio)
2. Write a one-sentence summary of this chapter.

Day 112

1. Read chapter 11 of Jack and Jill. (Audio)
2. Summarize the chapter for someone.

Vocabulary

1. Play this vocabulary game.

Day 113

1. Read chapter 12 of Jack and Jill. (Audio)
2. Tell someone a summary of this chapter.

Day 114

1. Read chapter 13 of Jack and Jill. (Audio)
2. Write a one-sentence summary of the chapter.

Day 115

1. Read chapter 14 of Jack and Jill. (Audio)
2. Tell someone a summary of this chapter

Day 116

1. Read chapter 15 of Jack and Jill. (Audio)
2. Tell someone what happened in the chapter.
Day 117

1. Read chapter 16 of Jack and Jill. (Audio)
2. Write a single-sentence summary of this chapter.

Day 118

1. Read chapter 17 of Jack and Jill. (Audio)
2. Tell someone what happened in this chapter in one sentence and then answer their questions. Then try to restate your one-sentence summary adding in the information they had felt missing.

Day 119

1. Read chapter 18 of Jack and Jill. (audio)
2. Tell someone what happened in this chapter in one sentence and then answer their questions. Then try and restate your one-sentence summary adding in the information they had felt missing.

Day 120

1. Read chapter 19 of Jack and Jill. (Audio)
2. Write a one-sentence summary of the chapter.

Day 121

1. Read chapter 20 of Jack and Jill. (Audio)
2. Write a one-sentence summary of the chapter.

Day 122

1. Read chapter 21 of Jack and Jill. (Audio)
2. Tell someone about the chapter.

Day 123

1. Read chapter 22 of Jack and Jill. (Audio)
2. Tell someone what happened in this chapter.

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Day 124

1. Read chapter 23 of Jack and Jill. (Audio)
2. Write a one-sentence summary of the chapter.

Day 125

1. Read chapter 24 of Jack and Jill. (Audio)
2. Write a review of Jack and Jill. Here are directions you can use to get you started.

Day 126

1. Read through this introduction to The Celebrated Jumping Frog of Calaveras County. Keep clicking on next.

Day 127

1. Read The Celebrated Jumping Frog of Calaveras County.

Day 128


Day 129

1. Read The Send and Fotch Book – Part 2.

Day 130

1. Finish reading The Send and Fotch Book – Part 3.

Vocabulary

1. Play this vocabulary game.

Day 131

1. We’re going to start reading something really different. It is factual. I want you to pay attention to how she gets the information across.
2. Today read the beginning of chapter 1, of The Fairy Land of Science. (Audio – write down the time where the reading stops today)

3. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 132

1. Continue reading chapter 1, of The Fairy Land of Science. (Audio – Continue where you left off and write down the time where the reading stops today)

2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 133

1. Finish reading chapter 1, of The Fairy Land of Science. (Audio – Continue where you left off)

2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 134

1. Today read the beginning chapter 2, of The Fairy Land of Science. (Audio – write down the time where the reading stops today)

2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 135

1. Continue reading chapter 2, of The Fairy Land of Science. (Audio – Continue where you left off and write down the time where the reading stops today)

2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 136

1. Finish reading chapter 2, of The Fairy Land of Science. (Audio – Continue where you left off)

2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.
Day 137

1. Today read the beginning of chapter 3, of The Fairy Land of Science. (Audio – write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 138

1. Today read the next section of chapter 3 of The Fairy Land of Science. (Audio – Continue where you left off and write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 139

1. Finish reading chapter 3, of The Fairy Land of Science. (Audio – continue where you left off)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 140

1. Read the beginning of chapter 4, of The Fairy Land of Science. (Audio – write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 141

1. Continue reading chapter 4, of The Fairy Land of Science. (Audio – continue where you left off and write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 142

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1. Finish reading chapter 4, of The Fairy Land of Science. (Audio – continue where you left off)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 143

1. Read the beginning of chapter 5, of The Fairy Land of Science. (Audio – write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 144

1. Today continue reading chapter 5, of The Fairy Land of Science. (Audio – continue where you left off and write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 145

1. Today finish reading chapter 5, of The Fairy Land of Science. (Audio – continue where you left off)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 146

1. Today read the beginning of chapter 6, of The Fairy Land of Science. (Audio – write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.
3. Pay attention to how information is presented.

Day 147

1. Today continue reading chapter 6, of The Fairy Land of Science. (Audio – continue where you left off and write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Vocabulary

1. Play ewords.

Day 148

1. Today finish reading chapter 6, of The Fairy Land of Science. (Audio – continue where you left off)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 149

1. Today read the beginning of chapter 7, of the Fairy Land of Science. (Audio – write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 150

1. Today continue reading chapter 7, of The Fairy Land of Science. (Audio – continue where you left off and write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 151

1. Today finish reading chapter 7, of The Fairy Land of Science. (Audio – continue where you left off)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 152

1. Today read the beginning of chapter 8, of The Fairy Land of Science. (Audio – write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 153

1. Today continue reading chapter 8, of The Fairy Land of Science. (Audio – continue where you left off and write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 154

1. Today finish reading chapter 8, of The Fairy Land of Science. (Audio – continue where you left off)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 155

1. Today read this section of chapter 9 of The Fairy Land of Science. (Audio)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.
3. Pay attention to how information is presented.

Day 156

1. You have just one chapter left to read!
2. Today read the beginning of chapter 10, of The Fairy Land of Science. (Audio – write down the time where the reading stops today)
3. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 157

1. Continue reading chapter 10, of The Fairy Land of Science. (Audio – continue where you left off and write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 158

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1. Continue reading chapter 10, of The Fairy Land of Science. (Audio – continue where you left off and write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 159

1. Continue reading chapter 10, of The Fairy Land of Science. (Audio – continue where you left off and write down the time where the reading stops today)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 160

1. Finish reading chapter 10, of The Fairy Land of Science. (Audio – continue where you left off)
2. Choose a topic from your reading. Write or tell a topic sentence, or main idea sentence, for that topic.

Day 161

1. Review the parts of a story.
2. Think through these steps of a story.

Day 162

1. Do this main idea quiz.
2. Choose the correct story element.

Day 163

1. Learn about making inferences when reading. An inference is when you draw conclusions about what the author means. Click on “Begin Lesson” to start.

Day 164

1. Play this inferences game.

Vocabulary

1. Unscramble the words to find the synonyms. The word list is on the right.

Day 165

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1. Can you distinguish **Fact vs. Opinion**?

Vocabulary

1. Find the **synonym**.

Day 166

1. As you round out the year and work on various projects, we’ll read a little more, just for fun. Keep reading for fun always, even if it’s a little kid book. Sometimes they are the best! Here’s another story by Mark Twain, **The Million Pound Banknote**.

Day 167

1. Continue reading **The Million Pound Banknote**.

Day 168

1. Continue reading **The Million Pound Banknote**.

Day 169

1. Continue reading **The Million Pound Banknote**.

Day 170

1. Continue reading **The Million Pound Banknote**.

Day 171

1. Continue reading **The Million Pound Banknote**

Day 172

1. Continue reading **The Million Pound Banknote**.

Day 173

1. Finish reading **The Million Pound Banknote**.

Day 174

1. Read the first part of **A Christmas Dream, And How It Came True**.
Day 175

1. Continue reading *A Christmas Dream, And How It Came True*.

Day 176

1. Continue reading *A Christmas Dream, And How It Came True*.

Day 177

1. Finish reading *A Christmas Dream, And How It Came True*.

Day 178

1. Begin reading *The Sounding Of The Call*.

Day 179

1. Continue reading *The Sounding Of The Call*.

Day 180

1. Finish reading *The Sounding Of The Call*.

You Did It, Congratulations!

Donate/Say Thanks