

## Week 19 at a Glance

Book for the Week: *The Dreamer* by Pam Muñoz Ryan,  
pages 1-105. Answer comprehension questions in Worktext.

### Optional Materials:

Information on Chile

Pablo Neruda's poetry

Something to collect

Artwork of Joseph Cornell

Recipe/ingredients for *las empanadas y el bistec* and/or *una marraqueta*

Grammar and Mechanics: Complete grammar pages in Worktext on

Onomatopoeia

Similes

Metaphors

Personification

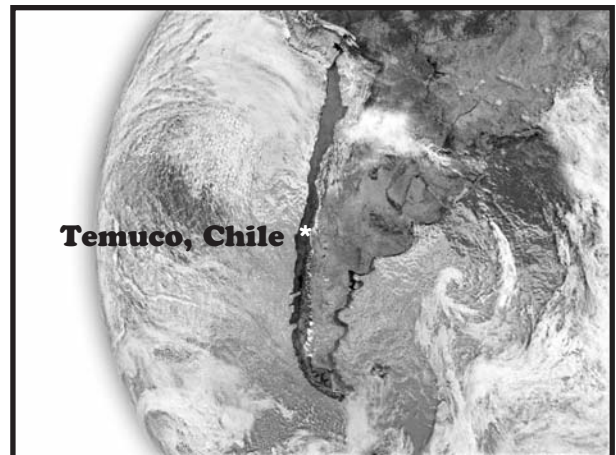
Composition: Write the first half of an interview with someone about his or  
her childhood

Choose the subject and receive permission

Brainstorm a list of questions

Conduct the interview

Create an outline



## Day One

### Literature

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This story takes place in Chile, and you might want to find it on a map together before beginning. Of course, any of these four weeks would be excellent for a study of Chile.

I give chapter titles and page numbers for each reading. A couple of times I split a chapter. Just in case your edition is paginated differently from mine, I also tell which sentence to stop with when a chapter is split.

This book is a fictionalized biography of part of Pablo Neruda’s childhood. In the book he is called Neftali. The major aspects of the book are accurate, and like Neruda, Neftali does not have a good relationship with his father. Feel free to address this with your students in any way you feel is best. While most of the books I choose for these courses have positive parental role-models (when they have any at all), the unfortunate truth is not every child is blessed with loving parents. Reading these sorts of stories can help develop compassion for children who have difficult relationships with their parents.

Today’s reading is the chapter “Rain” (pp. 1–23) of *The Dreamer*.

#### Answers to Reading Comprehension Questions

1. *Un perro callejero* means “a stray dog.”
2. Neftali doesn’t hear his father coming because he is lost in a daydream about being at sea.
3. Neftali’s mother died from a fever.
4. Answers may vary somewhat, but the best answer here is Neftali is afraid of his father.

### Grammar and Mechanics

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Today I discuss onomatopoeia.

#### Answers to Workbook Page

Students are to write any ten examples of onomatopoeia along with what or who is making the noise. They should not write any that I include in the lesson. Some examples students might give are purr—cat, moo—cow, bang—gun, and crash—thunder. But these are just examples, and any ten that students think of are fine.

### Composition

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This week and next students will interview someone about their childhood and write a report on it. Ideally, the interviewee will be someone raised in another country, but it’s not required. Today, students choose who they will interview then contact the person to be sure they will do it.

## Day Two

### Literature

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Today’s reading is the chapter “Wind” (pp. 25–39) of *The Dreamer*.

Answers to Reading Comprehension Questions

1. Answers will vary.
2. Answers will vary.
3. *El viento* means “the wind.”

**Grammar and Mechanics**

Today I teach on similes. Of the three figures of speech I discuss this week (similes, metaphor, and personification), similes are usually the easiest for students to spot because they contain the trigger words “like” or “as.” Remind students though that not every phrase containing “like” or “as” is a simile. It’s only true if you’re comparing dissimilar things. For example, if I say, “I run as fast as a cheetah,” that is a simile. If I say, “I run as fast as my brother,” that is not.

Answers to Workbook Page

For extra work on this, ask students what the object of each simile is. For example, in the example it is the earth’s surface (that is like a piecrust). I have provided the answers to this in parentheses after each question.

1. The two plates shove each other like two wrestlers. (the two plates)
2. The car lurches forward. The cable rattles and hums in its bed beneath the rails. Like a long metal snake, it wriggles along its track. (the cable car or “it”)
3. Streetlamps glitter like jewels. (streetlamps)
4. American houses perch shoulder to shoulder like pigeons. (American houses)
5. Henry’s heavy oak bed hops with them. It skips like a grasshopper. (the bed or “it”)
6. He thinks we’re like birds floating above that sky island, very, very high. (“we”)
7. Mother’s voice was unhappy as a fish pulled into the air from the sea. (Mother’s voice)
8. Humans waste words. They toss them like banana peels and leave them to rot. (words or “them”)
9. Julia is ten years old. She has hair like black glass and a wide, half-moon smile. (Julia’s hair)
10. When I dragged the crayon across the paper, it left a trail in its wake like a slithering blue snake. (the crayon’s mark or trail)

**Composition**

Today, students brainstorm a list of questions to ask their subject. First, brainstorm some topics, for example: parents, siblings, other family, pets, school, hobbies. Now students can brainstorm questions under each of the topics. They may also think of some that don’t fit under any of the topics, and that’s fine. Remember, with brainstorming, you want them to think of as many possibilities as they can. They may not use all the questions during the interview.

By the end of today, students should have a list of questions for their interview.

## Day Three

### Literature

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Today’s reading is the chapter “Mud” (pp. 41–75) of *The Dreamer*.

#### Answers to Reading Comprehension Questions

1. “The clouds spilled” means it rained.
2. Any one of the following: They cannot sit in the salon, they cannot eat unless they scrub their hands, they cannot make noise, they cannot sing.
3. Various answers can work here, but essentially when Uncle Orlando is there and Father is not, the mood is happier and more light-hearted and fun. Everyone is more comfortable.

### Grammar and Mechanics

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Today is about metaphor. Although metaphors are much like similes, they can be harder for students to spot. They’re generally more sophisticated than similes, and you will find many more similes in children’s and young adult books than you will metaphors. Still, students can learn to spot them and use them in their writing.

#### Answers to Workbook Page

As with the similes, you can ask students what the subject of the metaphor is in each sentence. In the example, the subject of the metaphor is the tackle box. I have included the answers in parentheses. In some cases, students might need to see the context for the quote.

1. You curl to sleep  
Around my pinky—  
Ahh, look at my gorgeous ring! (a worm)
2. Some of the skyscrapers are already just steel skeletons. (skyscrapers) (*It could be fun to point out that the first time it was used, skyscraper was also a metaphor for a very tall building, but now it’s simply a word that means that.*)
3. What you see isn’t exactly dark, at least not dark the way it’s dark when you’re inside your house at night and you can’t make anything out, when every noise is a question you can’t answer. (every noise)
4. Her cheeks swell into mountains when she smiles. (cheeks)
5. Then I was being pushed, shoved, a giant fist at my back and beneath my knees. . . (the wind)

### Composition

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Today, students conduct the interview. They should use the list of questions they wrote yesterday as a guide, but not feel bound to it. If it turns out some would not make sense to ask, they can drop them. If the interviewee says something that brings up a new question in the student’s mind, they should ask it even though it wasn’t prepared beforehand.

For example, maybe the student prepared four questions about pets, but it turns out the interviewee had none. However, the subject mentions taking an international trip when they were a child that was really important to them, something the student hadn't considered. The student should follow up this line with more questions (where did you go, for how long, what did you see, what was your favorite thing, have you ever been back, etc.).

Most important today is to get sufficient answers to questions from at least three and up to five topics.

Interviews can be done in person, via phone, or via email. Students should take notes during the interview (unless done via email, in which case the answers will be the notes).

By the end of today, students should have notes on the interview for their paper.

## Day Four

### Literature

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Today's reading is the chapter "Forest" (pp. 76–105) of *The Dreamer*.

#### Answers to Reading Comprehension Questions

1. *Una marraqueta* means one bread roll.
2. Father beat Rodolpho for singing in the woods.
3. Rodolpho is worried. We know because he is quiet, and he warns Neftali about how to behave with Father when he goes.

### Grammar and Mechanics

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Today is about a type of metaphor: personification. Personification gives human attributes to a non-human thing.

#### Answers to Workbook Page

In some places, students may underline more than I have. For example, for the first one they might underline "peering over someone's shoulder." That's fine. I've only underlined the part that most clearly indicates the personification, but the rest of this gives a clearer picture. Again, I have included what is being personified for extra work or explication. In the example, the heart is being personified.

1. Some houses tilt at odd angles. They look as if they are peering over someone's shoulder. (houses or they)
2. The day welcomed me, brushed my hair with its breeze, greeted me with its songs. (the day)
3. The land tried to flatten itself, to become so smooth that the storm could slide across it quickly without hooking onto anything. (the land) (the storm)
4. Our house, just across the short grass from where I lay, leaned and groaned, begging to go. (house)
5. "I'm here," I cried, but my words fled west, too, and never reached her, so I got up and started to cross the clearing to our house. (words)

## Composition

Today students create an outline for their paper. They should read over the information they’ve gotten and decide on an order for their topics. Examples of orders include chronological, least to most important, most to least important, by place (for example, if the subject moved a lot), and cause and effect.

By the end of today, students should have an outline for their paper.

## Day Five

Today is a free day to use however you choose. Finish any unfinished work from the week, review, explore some of the ideas below, or simply take a day off language arts.

## Extending the Lesson

Study Chile. This can be done any of these four weeks, or you can do a more in-depth study over a few weeks. Some suggestions for study include: history, current events, the flag, flora and fauna, geography, language, indigenous peoples, food, climate, art, music, literature, and religions.

Normally, I would suggest reading some of Neruda’s poetry, and that is certainly possible. *The Dreamer* has some poems at the back, and I save a day at the end of this for students to read them. I think it’s better if they wait, because the author chose poems that relate to parts of the story (so I would like them to read the story first). If your student really wants to though, or is very interested in poetry, you can find some of his other poems to read together. Neruda’s poems are not the most accessible, so I would only do this with a poetry-lover or if you are prepared to put some thought into how you want to present the poems.

Start a collection of something. Rather than collecting items of a single type (baseball cards, for example), Neftali collects things that catch his eye and spark his imagination. Encourage your students to do the same.

Look up the artwork of Joseph Cornell. Cornell created shadow boxes, often using the same sorts of found objects that Neftali collected. Students who are more comfortable with visual expressions than words might enjoy making their own. (This introduces the idea that the same source of inspiration can be used by different types of artists in different ways.)

Take a walk through the woods. What can you hear, smell, and feel?

Neftali has *las empanadas y el bistec* for dinner and *una marraqueta* for breakfast. Cook either or both of these.

## Week 20 at a Glance

Book for the Week: *The Dreamer* by Pam Muñoz Ryan, pages 107-176. Answer comprehension questions in Worktext.

Optional Materials:

Map of Chile

Grammar and Mechanics: Complete grammar pages in Worktext on Irregular past tense

Composition: Write the rest of the interview paper

Begin the rough draft

Finish the rough draft

Review rough draft for sentence structure and variety

Write final draft



## Day One

### Literature

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Today’s reading is the chapter “Tree” (pp. 107–119) of *The Dreamer*.

#### Answers to Reading Comprehension Questions

1. Answers will vary.
2. Answers will vary, but the book indicates the man was sympathetic to Neftali, so it should be something along those lines.

### Grammar and Mechanics and Mechanics

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These next three weeks are devoted to verbs. Today I cover the irregular past tense of *to be*, *to have*, *to do*, and *to go*.

#### Answers to Workbook Page

1. Father did not like his son’s singing.
2. Neftali was always daydreaming.
3. He had a large collection of things.
4. The numbers went out the window.
5. They did not interest Neftali.
6. Uncle Orlando did want to help the Mapuche.
7. They were happy listening to Uncle Orlando play.
8. I went to Chile several years ago.
9. We were going to visit Argentina too, but our plans changed.

### Composition

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Today students begin their rough draft. They should complete at least half the rough draft today.

## Day Two

### Reading

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Today’s reading is the chapter “Pinecone” (pp. 121–135) of *The Dreamer*.

#### Answers to Reading Comprehension Questions

1. The neighbor passes a toy sheep.
2. Neftali passes through his pinecone.
3. Neftali feels nervous. (Students may have other answers but it should be something similar, like “afraid.”)



## Grammar and Mechanics and Mechanics

Today I cover other irregular verbs in the simple past tense. Even though I include a lot of verbs, most students will have little trouble, as they use these often in daily speech. If you wish, you can do this orally with students, only having them write down ones they miss or are hesitant about. The point here is not to overload them with work, but to identify those irregular verbs that they are still unsure of.

### Answers to Workbook Pages

#### Group 1

RULE: change *i* to *a*

begin	<u>began</u>
drink	<u>drank</u>
forgive	<u>forgave</u>
give	<u>gave</u>
ring	<u>rang</u>
shrink	<u>shrank</u>
sing	<u>sang</u>
sink	<u>sank</u>
sit	<u>sat</u>
spit	<u>spat</u>
spring	<u>sprang</u>
swim	<u>swam</u>

#### Group 2

RULE: ends in ought

catch	<u>caught</u>
teach	<u>taught</u>

#### Group 3

RULE: eep changes to ept

creep	<u>crept</u>
keep	<u>kept</u>
sleep	<u>slept</u>
sweep	<u>swept</u>
weep	<u>wept</u>

#### Group 4

RULE: ends in ew

blow	<u>blew</u>
draw	<u>drew</u>
fly	<u>flew</u>
grow	<u>grew</u>
know	<u>knew</u>
throw	<u>threw</u>

#### Group 5

RULE: remove the final e

bite	<u>bit</u>
hide	<u>hid</u>
slide	<u>slid</u>

#### Group 6

RULE: change *i* to *o*

arise	<u>arose</u>
dive	<u>dove</u>
drive	<u>drove</u>
ride	<u>rode</u>
rise	<u>rose</u>
shine	<u>shone</u>
stride	<u>strode</u>
strive	<u>strove</u>
win	<u>won</u>
write	<u>wrote</u>

#### Group 7

RULE: change eak to oke

break	<u>broke</u>
speak	<u>spoke</u>

#### Group 8

RULE: change a double vowel to a single vowel

bleed	<u>bled</u>
breed	<u>bred</u>
choose	<u>chose</u>
feed	<u>fed</u>
meet	<u>met</u>
shoot	<u>shot</u>
speed	<u>sped</u>

#### Group 9

RULE: ends in ought

bring	<u>brought</u>
buy	<u>bought</u>
fight	<u>fought</u>
seek	<u>sought</u>
think	<u>thought</u>

#### Group 10

RULE: change *i* to *u*

cling	<u>clung</u>
dig	<u>dug</u>
fling	<u>flung</u>
sling	<u>slung</u>
slink	<u>slunk</u>
spin	<u>spun</u>
stick	<u>stuck</u>
sting	<u>stung</u>
string	<u>strung</u>
swing	<u>swung</u>
wring	<u>wrung</u>

#### Group 11

RULE: change d to t

bend	<u>bent</u>
build	<u>built</u>
lend	<u>lent</u>
send	<u>sent</u>
spend	<u>spent</u>

#### Group 12

RULE: change eel to elt

feel	<u>felt</u>
kneel	<u>knelt</u>

#### Group 13

RULE: change ind to ound

find	<u>found</u>
grind	<u>ground</u>
wind*	<u>wound</u>

\*as in "to wind a watch"

#### Group 14

RULE: change ay to aid

lay	<u>laid</u>
pay	<u>paid</u>
say	<u>said</u>

#### Group 15

RULE: add t or d at

	<u>the end</u>
deal	<u>dealt</u>
hear	<u>heard</u>
mean	<u>meant</u>

#### Group 16

RULE: change o to e

hold	<u>held</u>
throw	<u>threw</u>

#### Group 17

RULE: change ell to old

sell	<u>sold</u>
tell	<u>told</u>

#### Group 18

RULE: change ake to ook

mistake	<u>mistook</u>
shake	<u>shook</u>
take	<u>took</u>

#### Group 19

RULE: change ear to ore

swear	<u>swore</u>
tear	<u>to</u>
wear	<u>wore</u>

#### Group 20

RULE: stays the same\*

beat	quit
bet	read
burst	rid
cost	set
cut	shed
forecast	shut
hit	split
hurt	spread
let	thrust
put	

\*Students don't need to write these in the past tense, but if they do, it's fine.

## Composition

Today students finish the rough draft of their paper.

## Day Three

### Reading

Today’s reading is the chapter “River” (pp. 136–154) of *The Dreamer*.

#### Answers to Workbook Page

1. Rodolpho cannot get off work for a holiday.
2. Rodolpho has warned Laurita not to go too deep into the ocean.
3. Answers will vary.

## Grammar and Mechanics and Mechanics

Today is another list of irregular past tense verbs. For these, I have chosen words that could not be grouped (like yesterday’s were) but that are still very common. Again, you can do this orally first and only have students write those that they are wrong about or unsure of. The point is to identify those, not tire the student. The asterisked words are particularly tricky, sometimes even for adults.

#### Answers to Workbook Pages

eat	<u>ate</u>	lose	<u>lost</u>
fall	<u>fell</u>	make	<u>made</u>
flee	<u>fled</u>	run	<u>ran</u>
get	<u>got</u>	see	<u>saw</u>
forget	<u>forgot</u>	speak	<u>spoke</u>
freeze	<u>froze</u>	stand	<u>stood</u>
*lead	<u>led</u>	steal	<u>stole</u>
leave	<u>left</u>	strike	<u>struck</u>
*lie	<u>lay</u>	*tread	<u>trod</u>
light	<u>lit</u>	wake	<u>woke</u>
		weave	<u>wove</u>

\*meaning “to lie down,” not “to tell a lie”

## Composition

Today students review their rough draft with particular attention to sentence structure. Are there too many short, simple sentences? Can some of them be transformed into complex sentences or combined into compound sentences? Are there any run-on sentences or sentence fragments that need to be fixed? Is there a nice variety of sentence length?

By the end of today, students should have an improved rough draft.

## Day Four

### Reading

Today's reading is the chapter "Ocean" (pp. 157–176) of *The Dreamer*.

#### Answers to Workbook Pages

1. When they first get there, they are excited and happy (any answer close to this is fine).
2. By the end of the chapter they are both afraid and sad. Neftali is also angry. They feel this way because Father made them go into the ocean.

### Grammar and Mechanics

Today is a review of the irregular past tense.

#### Answers to Workbook Pages

1. Trudy dove into the water then swam the length of the pool.
2. We slept too long last night.
3. When the dog bit him, he bled.
4. Sebastian thought he hurt his foot, but it was fine.
5. Elva said she heard Blanca, but she did not act like it.
6. You broke the window when you took the ball and threw it at the squirrel.
7. I forgot that I had read the book until I saw the movie.
8. Vatsana shot out of her chair and sprang into action when Bounmy cut herself.
9. We were worried after the boys fought but they made up quickly.
10. After the men stole the money, they fled to the next state, but kept making silly mistakes and eventually the police caught up with them.

### Composition

Today students write their final draft, reviewing one last time for all grammar, punctuation, spelling, etc. that they know.

## Day Five

Today is a free day to use however you choose. Finish any unfinished work from the week, review, explore some of the ideas below, or simply take a day off language arts.

### Extending the Lesson

Trace the route Neftali's family takes to the ocean on a map. You can also look online for photos of the places he mentions.