

Week 1 at a Glance

Book for the week: *Harold and the Purple Crayon*

In Dover's Aesop's Fables: "The Boy and the Nettle," p. 88

Optional Materials:

More books by Crockett Johnson

Color wheel

Multi-media art supplies

Alphabet Page: Colors

Grammar and Mechanics:

Capitalization of people's names

Capitalization of the first word in a sentence

Composition: A story based on an existing picture or a picture the student has drawn



Week 1: *Harold and the Purple Crayon*

Day One

Literature

Read *Harold and the Purple Crayon* with your student, ask the following questions, and record the responses in the space to the right:

What time of day does Harold decide to go for his walk? (evening)	
Why does Harold make a long, straight path? (so he won't get lost)	
How many trees are in Harold's forest? (one)	
Why does Harold's hand shake and what happens when it does? (He is afraid of the dragon, and his shaking hand draws the ocean.)	
How does Harold save himself from the ocean? (He draws a boat.)	
What does Harold have for his picnic? (pie [nine kinds])	
What is Harold hoping to see when he climbs the mountain? (the window of his bedroom)	
What does Harold draw to save himself when he is falling? (a balloon)	
Whom does Harold ask for directions? (a policeman)	

Grammar and Mechanics

This week I teach that a sentence starts with a capital letter, as do people's names.

Introduce the idea more gently by doing the workbook page with your student.

Reinforce the concepts by looking for examples together in the reading.

Provide more challenge by requiring at least three names in your student's composition this week.

Students are to underline the correct word on the workbook page.

Answers to Workbook Page

1. My/my brother Simon/simon loves when I read to Him/him.
2. Purple/purple is Harold's/harold's favorite color.
3. my/My friend priya/Priya lives in a Big/big building like one that Harold/harold drew.

Composition

Allow your student to choose either to (1) write something based on an existing picture or (2) write something, then draw a picture to illustrate it, just as Harold draws his stories.

The picture for the first can be anything: a picture hanging in your house, a picture from an art book or magazine, a photo from the Internet, etc. Give your student a few options to choose from since unlimited choices can be intimidating. Ideally you want to be able to put a copy of the picture in the student's composition book along with their composition, so it's better if you choose something that can be cut out (e.g., from a magazine), copied on a copier, printed, etc.

If your student wants to do the first project, choose the picture they'll be using today. If they choose the second project, choose the topic for the paper, which will also be the subject of the picture they draw. This can be as simple as you want, and should be something the child is interested in (cats, airplanes, dinosaurs, etc.).

To introduce this more gently, direct your student to do the second project. Most children find this easier than the first project. Allow a child who hates to draw to choose a picture to print or copy for the illustration.

For more challenge, require your student to write a story about a fine-art piece. Choose a painting or drawing with complexity (not a portrait or still life). Do not choose a painting of a religious or mythological story that your student is familiar with, as it will probably inhibit their ability to come up with their own story. You can assign a piece of art or give them a few from which to choose.

Day Two

Literature

When discussing the book with your student, use these guidelines to help you.

One evening a young boy, Harold, goes on a journey with his purple crayon.

Story

Harold is a young boy. He is curious, imaginative, artistic, brave, kind, generous, intelligent, calm, and polite.

Character

The journey takes place at night, and he travels along a road, across a field, through a small forest, across an ocean, on a beach, up a mountain, through the air, in someone's front yard, in a city, and finally back home to his own bedroom.

Setting

Harold meets these creatures and people: a dragon, a moose, a porcupine, a policeman.

External Details

Harold uses the following modes of transportation: walking, a boat, a balloon.

At various times, Harold feels happy, afraid, hungry, and tired. (Other possible answers include hopeful, worried, lonely, or bored.)

Internal Details

What does Harold want? First he wants to explore, then he wants to go home.

Conflict

What keeps him from what he wants? Nothing keeps him from the first. Getting lost keeps him from the second (and some difficulties along the way like the ocean, the mountain, etc.).

How does he overcome his conflicts? Harold draws what he needs to overcome them.

Grammar and Mechanics

For today's grammar, the student is to correct a paragraph by underlining the words that need to begin with a capital letter. Here is the corrected paragraph.

Answers to Workbook Page

I read a book about a boy named Harold and his purple crayon. This book was written by a man named Crockett Johnson. He also wrote a book about a girl named Lisa and her stuffed lion. Before he wrote these, he drew a comic about a boy named Barnaby.

Composition

Regardless of which composition activity your student has chosen (writing about an existing picture or writing something then drawing an illustration), today is brainstorming day. Your student knows what they're going to write about. Sit and discuss different things they could say about their topic.

For example, if their topic is cats, they might list basic facts such as, "Catches mice, babies are called kittens, can see in the dark." Or if they would rather write a story, they might come up with, "Chased a bird up a tree, got stuck there, I had to save it." If they want to describe their own cat, it could be something like, "Name is Snowball, likes to play with yarn, sleeps on my bed." It's fine for the child to dictate to you and you to write it down. Don't worry about complete sentences for this.

To introduce this more gently, allow your student to write just one thing (one sentence) about the topic.

For more challenge, require five things to say about the topic (or five things to happen in the story).

Reading Journal

Turn to the appropriate pages in the Student Workbook. Have your student write or dictate one sentence summarizing the story, then a second sentence expressing their response to the book. Finally, have your student choose one sentence from the book to copy, at least in part, for handwriting practice.

Day Three

Literature

Read *Harold and the Purple Canyon* with your student, ask the following questions, and record the responses in the space to the right.

What's your favorite time of day to go for a walk?	
If Harold doesn't want to get lost, why do you think he leaves the path? (possibly to explore or because he is bored)	
What is something Harold could draw to protect himself from the dragon or make the dragon less frightening? (possibly putting the dragon in a cage or drawing armor on himself or drawing a big smile on the dragon)	
What do you like for a picnic lunch?	
What is your favorite kind of pie?	
Why is Harold tired? (Maybe he's tired from all the walking he's done.)	
Why isn't there another side to the mountain? (most likely because Harold hasn't drawn it yet)	
Have you ever been lost? How did it feel?	
Why does the moon always follow Harold wherever he goes? (The scientific answer is because the moon is so large and far away that if we walk it doesn't affect where we see the moon. But it's fine if your student comes up with a more creative answer, like the moon is watching over Harold to be sure he's safe.)	
How is the way Harold makes his bed different from the way you make your bed? (Harold makes his bed with his crayon, whereas when we make a bed it usually means making it neat.)	
How is the way he draws up the covers different from the way you draw up the covers? (Again, Harold is drawing the covers with his crayon. When we "draw up the covers" we pull them up over us.)	
What do you think might have happened before this story started that made Harold want to go on a walk?	

Grammar and Mechanics

Today, have your student choose five to ten words to put in their dictionary pages. They can be words from their reading, from daily life, etc. For extra challenge, aim for ten words and require that one or more be from their reading, preferably words they weren't familiar with before reading the book.

Turn to the Alphabet Page. This week you will do an alphabet of colors. Work with your student to come up with your own first, without any help. Once you've filled in what letters you can, feel free to look through a box of crayons, go online (together), etc. Some colors will be unfamiliar to your student, but one purpose of these exercises is to expand vocabulary. Here is a list if you get stuck on any letters. You can find several colors online for Q and X, but I wasn't happy with any of them.

Amber	Navy blue
Blue	Orange
Crimson	Purple
Dun	Q _____
Ecru	Red
Fuchsia	Silver
Green	Teal
Hazel	Ultramarine
Indigo	Violet
Jade	White
Khaki	X _____
Lemon	Yellow
Mauve	Zucchini

Composition

Your student will write the rough draft of their paper. Do not do this in the composition book but instead on scratch paper or on a computer. Focus on the content. Review the three points your student listed yesterday, and discuss what would be the best order and what the sentences will sound like. Be sure your student says them aloud and you are both happy with them before writing any down (but don't do too much correction—you want these to be your student's sentences, not yours). Strive for clarity, and worry less about perfect sentence structure or word choice. Those will come later. If your student is writing the sentences, rather than dictating them to you, don't worry about correcting any spelling mistakes they make.

If your student is drawing their own illustration for their paper, they may want to start on this today as well. The final illustration should be in the composition book, so unless they want to do a rough draft on separate paper of this, they should do it in the composition book.

Day Four

Literature

Read the Aesop's fable "The Boy and the Nettle," p. 88. As usual, either you or your student can read it, or you can share the reading (each taking part of the story). Discuss the moral with your student, ideally coming up with a way they can apply it to their own life.

Grammar and Mechanics

Today your student fills in the sentence _____ *and* _____ *are my best friends*. Be sure both names start with a capital letter and they end the sentence with a period. If your student is not yet writing, have them dictate the answers, being sure they state which letters should be capitalized.

Composition

Today your student completes their final draft. (If there is still a lot to do and it would be too stressful to complete the composition today, they can use tomorrow for this as well.)

Review the rough draft together:

1. Each sentence begins with a capital letter.
2. Any proper names begin with a capital letter.

If your student is illustrating their composition, they should complete the illustration today. The final draft of the paper and illustration should be in the composition book. If the student is writing about an existing picture, include a copy of the picture in the composition book, if possible.

Day Five

Today is a free day to use however you choose. Finish any unfinished work from the week, review, reread the book and/or fable, read more books by the same author, or simply take a day off language arts.

Extending the Lesson

Read more books by Crockett Johnson.

Explore colors using a color wheel, free paint chip samples, crayons, colored pencils, paints—any tools you can find. Use these to add an example patch of each color on your color alphabet.

Explore one color: Your student can choose one color to create a picture using a multi-media approach. For example, they might choose to make a blue picture using a combination of paint, crayon, and torn pieces of blue paper. Feel free to include different hues of blue by combining blue paint with white and black to lighten and darken it, and using different shades of blue crayon and different shades of blue paper.

Week 2 at a Glance

Book for the week: *Madeline*

In Dover's Aesop's Fables: "The Ant and the Dove," p. 104

Optional Materials:

More books by Ludwig Bemelmans

The book *Adèle and Simon*

Information about Paris (map and photographs of the places pictured in *Madeline*)

Information about the appendix

Grammar and Mechanics:

Capitalization of the names of months and days

Capitalization of the word *I*

Composition: A time when the student was sick



Week 2: Madeline

Day One

Literature

Read *Madeline* with your student, ask the following questions, and record the responses in the space to the right:

Where does this story take place? (Paris)	
How many girls live in the house? (twelve)	
What is wrong with Madeline? (Her appendix is bad.)	
What is the “car with a red light” that takes Madeline away? (an ambulance)	
How many days pass before Miss Clavel and the girls visit Madeline? (ten days)	
What most impressed the other girls when they saw Madeline? (her scar)	

Grammar and Mechanics

This week more rules for capitalizing are introduced: Capitalize the names of months, of days, and the word *I*.

In the workbook, students are to underline the words which should be capitalized.

Answers to Workbook Page

<u>february</u>	<u>i</u>	winter	flowers
house	<u>friday</u>	today	<u>june</u>
<u>wednesday</u>	<u>august</u>	<u>october</u>	month
appendix	tiger	<u>monday</u>	year

Composition

This week your student will write about a time they were sick, just as Madeline was. It doesn't have to be something serious, just any time they were sick or hurt that was memorable to them. If they can't remember being sick, they could ask you about a time when they were too young to remember, or they could write about a time another family member was sick. If for any reason this would be an uncomfortable topic for you or your student, choose any other event in their life they would like to write about.

Today you are only choosing which time to write about. Tomorrow we will expand on that topic.

Day Two

Literature

When discussing the book with your student, use these guidelines to help you:

Madeline, a girl living at a boarding school in Paris, has to have her appendix removed. When she gets attention and toys, all the other girls wish they could have an operation too.

Story

The main character is Madeline. She is small, but vivacious and fearless, and greatly loved at the school. Miss Clavel is the nun in charge of the school. She is good with her girls—taking them to fun places, taking care of them, etc. She and all the girls react appropriately to “good,” “bad,” and “sad” things around them.

Character

This story takes place in “an old house in Paris” and in the hospital.

Setting

There are 11 other girls at the school, but we learn nothing about them as individuals. Doctor Cohn is a competent physician. The girls go to many places in Paris (some editions of the book list all the places pictured).

External Details

Miss Clavel feels frightened by some of Madeline’s daredevil ways, and she has an instinct for when something is wrong with her girls. Everyone is sad when Madeline is sick. At the end the other girls are sad that they can’t have their appendixes out as well.

Internal Details

There is no conflict here.

Conflict

Grammar and Mechanics

Today students underline words in sentences that need to begin with capital letters. I also test on last week’s capitalization rules. If your student is struggling with capitalization, review all the rules together, with examples.

Answers to Workbook Page

1. we go on vacation every august.
2. you and i should meet this thursday.
3. are we going with joe or with pedro this saturday?
4. my favorite month is april even though my birthday is in july.

Composition

Brainstorm with your student to choose two or three specific things to say about the time they were sick or injured. At minimum, they should tell what was wrong with them. Also add at least one other detail to mention. You don't need to write sentences today—just note them down. For example:

Fell out of a tree
Broke leg

Reading Journal

Turn to the appropriate pages in the Student Workbook. Have your student write or dictate one sentence summarizing the story, then a second sentence expressing their response to the book. Finally, have your student choose one sentence from the book to copy, at least in part, for handwriting practice.

Day Three

Literature

Read the book again with your student, ask the following questions, and record the responses in the space to the right:

These girls live in a boarding school, away from home. Would you like to live at a school with a bunch of other kids? Why or why not?	
Have you ever been really sick like Madeline? How did it feel?	
Why do the girls and Miss Clavel cry when Madeline gets sick and is taken away? (most likely because they are worried about her and feel bad for her that she is sick)	
Madeline drives off in an ambulance then wakes up two hours later in her room. What happened during those two hours? (She had an operation and had her appendix taken out.)	
Why do you think the book mentions the crack on Madeline's hospital room ceiling that looks like a rabbit? (most likely because Madeline has been spending a lot of time lying in bed staring at it)	
Why did the other girls want to have their appendixes out too? (They wanted the toys and the scar like Madeline had.)	

Grammar and Mechanics

Today, have your student choose five to ten words from their reading, from daily life, etc., to put in their dictionary pages. For extra challenge, aim for ten words and require that one or more be from their reading, preferably words they weren't familiar with before the book.

Have your student complete the Sentence Puzzle.

Sentence Puzzle

In an old house in Paris, that was covered with vines, lived twelve little girls, in two straight lines.

Composition

Your student will write the rough draft of their paper. Do not do this in the composition book but instead on scratch paper or on a computer. Focus on the content.

Review the points you wanted to include yesterday, and form them into a sentence or two for each topic. This could be as simple as, "When I was four years old, I was climbing a tree and fell out. I broke my leg and was in a cast for over a month." If you feel your student is ready for more, you could add other details (how it felt, how having the cast impacted what they could do, etc.). Just do what your student is comfortable with.

Be sure your student says the sentences aloud and you are both happy with them before writing any down (but don't do too much correction—you want these to be your student's sentences, not yours). Strive for clarity, and worry less about perfect sentence structure or word choice. Those will come later. If your student is writing the sentences, rather than dictating them to you, don't worry about correcting any spelling mistakes they make.

Day Four

Literature

Read the Aesop's fable, "The Ant and the Dove," p. 104. As usual, either you or your student can read it, or you can share the reading (each taking part of the story). Discuss the moral with your student, ideally coming up with a way they can apply it to their own life.

Grammar and Mechanics: Answers to Workbook Page

Today your student fills in the blanks in the following sentences: ____ *was born in the month of* _____. *The day was a* _____. The first blank should be *I*. The last two blanks should contain the month and day of their birth. You may have to look up the day of the week on the Internet.

Composition

Today your student completes their final draft. (If there is still a lot to do and it would be too stressful to complete the composition today, they can use tomorrow for this as well.)

Review the rough draft together focusing on:

1. Capital letters (beginning of sentences, months, days, names, the word *I*).
2. Whether each sentence furthers the story.

Write the final draft in the composition book. If the child wishes to illustrate this composition in any way, they can do this today as well.

Day Five

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

Extending the Lesson

Read more books by Ludwig Bemelmans

Read *Adèle and Simon* by Barbara McClintock. This wonderful picture book has beautiful drawings of several Paris landmarks (with the additional fun of trying to find where Simon loses something each place he and his sister go).

Learn something about Paris. Find it on a map. Look at some photographs of the places pictured in this book (the Eiffel Tower, the opera, the Place Vendome, the Hotel des Invalides, Notre Dame, Luxembourg Gardens, Sacre Coeur, the Tuileries Gardens).

Learn where the appendix is.