



Writing Lessons from Literature, Book 1

Heidi,

by Johanna Spyri

translated by Helen B. Dole, with illustrations by Jessie Cox
lessons by Mary Cooney

mercyformarthas.com

Note to parents:

These writing lessons are designed for children between grades 4-6 who already have experience with writing and grammar.

Here are some suggestions to help make these writing lessons successful:

- Read the reading assignments out loud together.
- Discuss the reading comprehension questions together before having your child write the answers.
- Help your child brainstorm. At this age, children still have a limited vocabulary. Help your child use a thesaurus. *A Word Write Now*, published by IEW is an excellent resource for brainstorming and for building vocabulary.
- Print the vocabulary cards on card stock, hole punch and put a ring through them.
- Give your children weekly oral quizzes on their vocabulary cards.
- If your child struggles with writing or spelling, let them dictate the key word outline and paragraph while you write it out for them.

Writing Lessons based on *Heidi* is the first book in a series of three *Writing Lessons from Literature* books.

Book 2 is based on *A Little Princess*, by Frances Burnett

Book 3 is based on *Clara of Strawberry Fields*, by Carolyn Cooney

Heidi Scope and Sequence

Lesson	Writing Lesson	Reading Assignment	Vocabulary
1	Key Word Outline Adjectives Simple and Compound Sentences	Part 1, Ch. 1-4	glistening, entice, objection, fondness
2	Adverbs Dual adjectives Writing a paragraph	Part 1, Ch. 5-7	merrily, pale, tiresome, smother
3	Verbs Creating a Title	Part 1, Ch. 8-11	yearning, ungrateful, cross, burden
4	Dual adverbs Dual verbs	Part 1, Ch. 12-14	fastened, account, distinctly, motionless
5	Adjective Clause	Part 2, Ch. 1-2	intended, delight, portion, pleasure
6	Appealing to the Senses	Part 2, Ch. 3-5	announcing, soared, stern, ridicule
7	Appealing to the Senses	Part 2, Ch. 6-9	occupant, sieze, astonishment, keen
8	Review Summarizing a Story		
9	Summarizing a Story		



Weekly Assignment

Day 1

- Read assigned chapters
- Answer Reading Comprehension Questions
- Questions for Discussion/Character Sketches
- Memorize new vocabulary

Day 2

- Writing lesson and practice
- Read the passage and analyze

Day 3

- Make a Key Word Outline,
- Brainstorm
- Narrate the passage using your Key Word Outline

Day 4

- Write the paragraph using the outline and checklist
- Edit

Day 5

- Write the good copy



Week 1, Day 1

Reading Comprehension Ch. 1-4

1. How was Dete related to Heidi's mother?

2. About how old was Heidi when she came to the Alps?

3. What did the townsfolk of Dorfli think of Grandfather?

4. What were the names of Grandfather's two goats?

5. What nearly happened to Distelfinck? How did Peter save him?

6. Why did Heidi cry when she visited Grandmother?

7. What does this tell you about Heidi's character?

Week 1, Day 1

Reading Comprehension Ch. 1-4: ANSWER KEY

1. How was Dete related to Heidi's mother?

Dete was Heidi's mother's sister.

2. About how old was Heidi when she came to the Alps?

She was not yet five years old.

3. What did the townsfolk of Dorfli think of Grandfather?

They thought he was a mean, scary old man who was not fit to care for a child.

4. What were the names of Grandfather's two goats?

Schwanli, which means little swan, and Barli, which means little bear

5. What nearly happened to Distelfinck? How did Peter save him?

Distelfinck nearly fell off a cliff. Peter saved him by grabbing his leg just in time.

6. Why did Heidi cry when she visited Grandmother?

Heidi felt sorry for Grandmother because she was blind.

7. What does this tell you about Heidi's character?

Heidi was a very compassionate person.

Week 1, Day 1

Character Sketches

For each of the characters, circle three adjectives that best describe the person.



Heidi - orphan girl

curious mean charming
stubborn silly naughty



Dete - Heidi's Aunt

loving impatient kind
nervous sturdy funny



Grandfather - Heidi's Grandfather

cruel strong grumpy
kind clever old



Peter - the goatherd's son

mean hungry friendly
poor curious strong

Week 1, Day 1

Vocabulary

Cut out the cards. Write the definitions on the back of the card.
Memorize and use in your writing assignments.

glistening	entice
objection	fondness

1. **glistening**, adj. - shining with a sparkling light
Heidi was charmed by all these glistening, nodding flowers....
2. **entice**, v. - attract or tempt by offering pleasure
it shone red here and yellow there and enticed her in every direction...
3. **objection**, n. - an expression of disapproval, protest
The grandfather, without making any objection, brought her to Grandmother.
4. **fondness**, n. - affection or liking for someone or something
Heidi also had a great fondness for the old grandmother.

Week 1, Day 2

Adjectives

- Adjectives are words that describe nouns.
- Adjectives usually come right before the noun they describe.
For example: Heidi wore a *red* scarf. She had *dark, curly* hair.
- Adjectives sometimes come after a being verb such as: *am, are, is, was, were*.
For example: Heidi's scarf was *red*. Her hair was *dark* and *curly*.
- Always use descriptive adjectives that paint a picture in your reader's mind.
For example: Instead of *good*, use *delightful, wonderful, or desirable*
Instead of *big*, use *enormous, towering, or large*

Let's practice:

A) In the following sentence, underline the adjectives. Draw an arrow from the adjectives to the nouns they describe.

Heidi wore a big red cotton scarf round her neck, and her feet were lost in heavy hobnailed shoes.

B) In each sentence, find the boring adjective "good". Cross it out and write a descriptive adjective above.

1. *"I have never tasted such good milk before," answered Heidi.*

2. *Peter knew many spots where there were all sorts of good shrubs and bushes for his goats to nibble.*

Week 1, Day 2

Draw an arrow from each adjective (in bold) to the noun it describes.



Introducing Heidi

One **bright, sunny** June morning, a **tall, sturdy** looking girl, evidently a native of the mountains, might have been seen climbing this **narrow** path. She led by the hand a **little** maiden, whose cheeks glowed as if a **ruddy** flame were under her **dark brown** skin. And what wonder ? In spite of the **hot** June sun, the child was bundled up as if for protection against the **keenest** cold. She could not have been five years old, but it was impossible to tell anything about her natural figure, for she wore **two** or **three** dresses, one over the other, and a **big red cotton** handkerchief around her neck. Her feet were lost in **heavy hobnailed** shoes, and the little thing was quite formless as she made her **hot** and **laborious** way up the mountain.

Simple and Compound Sentences

- A **simple sentence** has one main clause. A main clause contains a subject and verb.

For example: *Heidi wore a red scarf.*

- A **compound sentence** is made up of two main clauses joined by a coordinate conjunction.

For example: *Heidi wore a red scarf, and she had dark, curly hair.*

- **Coordinate conjunctions** join two verbs (ie. *laughed and cried*), or two nouns (ie. *apples and bananas*), or two adjectives (ie. *happy or sad*). They also join two main clauses. (ie. *Heidi ran joyfully, but Peter dragged his feet.*)

- There are seven coordinate conjunctions. To remember them, think FANBOYS:

For, And, Nor, But, Or, Yet, So

- In a compound sentence, always put a comma after the first main clause.

For example: *Heidi was delighted, so she ran all about looking at the flowers.*

Let's Practice:

- Underline each main clause and label the subject (s) and verb (v) in each clause.
- Fill in the blanks with coordinate conjunctions (*for, and, nor, but, or, yet, so*) to make compound sentences.

1. Peter stared at Heidi's bread hungrily, _____ he had not yet eaten.
2. Heidi looked all around, _____ she shouted with joy.
3. Grandfather scowled, _____ Aunt Date was determined Heidi should stay with him.

Week 1, Day 3

1. Find and circle the two vocabulary words: *glistening*, *enticed*
2. Find three compound sentences. Underline the main clauses and circle the coordinate conjunctions (in blue). Remember, a compound sentence must have two main clauses, and each clause must have a subject and verb.
3. Make a key word outline and narrate back using your outline

Heidi in the Pasture

1. So she went merrily up the Alm. **2.** The wind in the night had blown away the last clouds. The sky was everywhere a deep blue, **and** in the midst stood the sun, shining on the green mountain. **3.** All the blue and yellow flowers opened their calyxes and looked up with gladness. **4.** Heidi jumped here and there and shouted for joy, **for** there were whole troops of delicate primroses together. Yonder it was blue with gentians. Everywhere in the sunshine smiled and nodded the tender-leaved golden rock-roses. **5.** Heidi was so charmed by all these glistening, nodding flowers that she entirely forgot the goats and even Peter. **6.** She ran far ahead and then off on one side, **for** it shone red here and yellow there and enticed her in every direction. **7.** Wherever she went she plucked quantities of the flowers and put them into her apron, **for** she wanted to carry them all home and put them into the hay in her sleeping room, that it might look there as it did here.

Week 1, Day 3 - Key Word Outline and Brainstorming

Rules for making a Key Word Outline

- For each sentence in the passage, underline the most important words. These are often the subject, verb, and direct object.
- Outline using only 3 - 5 fully spelled out words.
- Use abbreviations and pictures when you can.

Heidi in the Pasture

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Brainstorming

Think of adjectives that describe:

Heidi: _____

The flowers: _____

Heidi's apron: _____

Week 1, Day 4 - Checklist

Heidi in the Pasture

On a piece of paper, write a rough draft of your paragraph using your key word outline and this checklist.

My paragraph has all of the following:

- 2 adjectives - underline them and label them with *Adj*
- 1 compound sentence
- 1 vocab word - underline it and label it with *voc*



Week 1, Day 3 - Alternate Passage

Heidi and Grandmother

1. Heidi had also a great fondness for the old grandmother, and 2. whenever it came to her mind that no one, not even her grandfather, could make it light for her again, a great feeling of sorrow came over her; but 3. the grandmother assured her that she suffered least when she was with her, so Heidi came down on the sled every fine winter's day. 4. The grandfather, without making any objection, had brought her, always carrying his hammer and other things; and 5. he spent many an afternoon working about Peter's hut. 6. It had a good result; there was no more creaking and rattling, and 7. the grandmother said she should never forget the uncle, for she had not been able to sleep well for many a long winter.

1. Find and circle the two vocabulary words: *fondness, objection*
2. Make a key word outline and narrate back using your outline

Week 1, Day 3 - Alternate Passage

Let's Remember: Rules for making a Key Word Outline

- For each sentence, underline the most important words. These are often the subject, verb, and direct object.
- Outline using only 3 - 5 fully spelled out words.
- Use abbreviations and pictures when you can.

Heidi and Grandmother

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Brainstorming

Think of adjectives that describe:

Grandmother: _____

Grandfather: _____

Peter's hut: _____

Week 2, Day 1 - Reading Comprehension Ch. 5-7

1. In Ch. 5, who was the first visitor? What did he want?

2. In Ch. 5, who was the second visitor? What did she want?

3. What was the lie that Date told Heidi?

4. How old is Heidi now?

5. Why did Heidi want to go to the tower with the golden dome?

6. What did Heidi bring back from the tower?

7. What was Fraulein Rottenmeier's reaction?

Week 2, Day 1 - Reading Comprehension Ch. 5-7 - ANSWER KEY

1. In Ch. 5, who was the first visitor? What did he want?

The pastor came to visit Grandfather. He wanted Heidi to go to school.

2. In Ch. 5, who was the second visitor? What did she want?

Aunt Dete was the second visitor. She wanted to take Heidi to Frankfurt to work as a companion to a sick, wealthy girl.

3. What was the lie that Dete told Heidi?

She told Heidi that she could come back to the Alps whenever she wanted.

4. How old is Heidi now?

Heidi is eight.

5. Why did Heidi want to go to the tower with the golden dome?

She wanted to see way down across the whole valley.

6. What did Heidi bring back from the tower?

She brought two kittens.

7. What was Fraulein Rottenmeier's reaction?

Fraulein Rottenmeier was terrified of the kittens and screamed for help.

Week 2, Day 1

Character Sketches

For each of the characters, circle three adjectives that best describe the person.

1. **Klara Sesemann** - 12-year-old girl who is lame

sickly kind-hearted spoiled selfish patient silly

2. **Fraulein Rottenmeier** - Klara's governess

friendly strict proud prayerful dignified loyal

3. **Sebastian** - servant at the Sesemann home

kind careless helpful grumpy friendly old

4. **Tinette** - maid at the Sesemann home

friendly haughty spiteful scornful generous loving



Week 2, Day 1 - Questions for Discussion

Comparing The Swiss Alps and Frankfurt



	The Swiss Alps, Switzerland	Frankfurt, Germany
What kind of house did Heidi live in?		
What type of food did she eat?		
What did she do for most of the day?		
What was the environment like?		
Based on your comparison, where would you rather live, and why?		

Week 2, Day 1

Vocabulary

Cut out the cards. Write the definitions on the back of the card.

Memorize and use in your writing assignments.

merrily	pale
tiresome	smother

1. **merrily**, adv. - in a cheerful, lively way
Merrily, Heidi ran back and forth.
2. **pale**, adj. - light in color, having less color than usual
Klara's face was pale and thin.
3. **tiresome**, adj. - causing one to feel tired or bored
Heidi found the lessons long and tiresome.
4. **smother**, v. - to kill or extinguish by covering or suffocating, to make someone feel trapped
Every night Heidi smothered her tears in her pillow.

Week 2, Day 2

Adverbs of Manner

- Adverbs are words that describe verbs and adjectives.
- Adverbs of manner tell something a verb happens. They often end in *-ly*.
- Adverbs usually come right before or right after the verb they describe.
For example: Grandfather *angrily* yelled at Dete.
Grandfather yelled *angrily* at Dete.
- Adverbs can also come at the beginning of a sentence.
For example: *Angrily*, Grandfather yelled at Dete.
- Some adjectives end in *-ly* but are not adverbs. For example, *lovely* is an adjective, not an adverb.

Let's practice:

In the following passage: Draw an arrow from the adverbs (in bold) to the verbs they describe. Find the *-ly* word that is not an adverb and circle it.

When the March sun had melted the snow on the slopes, and the snowdrops were in bloom everywhere in the valley, when the fir trees on the Alm had shaken off their burden of snow, and their branches again waved **merrily** then Heidi in her delight kept running back and forth from the house to the goat-shed, and from the goat-shed to the fir trees, and then into the hut to her grandfather to tell him how much larger the piece of green ground had grown under the trees. Then she would **immediately** run back to look again, for she could not wait until everything should be green once more, and the lovely summer with its verdure and bloom return to the mountain.

Week 2, Day 2

Dual Adjectives - Sometimes two or more adjectives describe one noun. These are called **dual adjectives**.

For example: Heidi had *dark, curly* hair and *shining brown* eyes.

Let's Practice:

A) In the following passage, find and underline three sets of dual adjectives. Draw an arrow from the adjectives to the nouns they describe.

Klara had a pale, thin face, out of which looked two gentle blue eyes, at this moment directed toward the large wall clock, which seemed to go unusually slow; for Klara, who was hardly ever impatient, now said with some uneasiness:

"Isn't it time yet, Fraulein Rottenmeier ? "

Fraulein Rottenmeier sat very upright in a little sewing-chair and was embroidering. She wore a dark, mysterious wrap, a large cape, or sort of cloak, which gave her a solemn appearance.

B) Fill in the blanks with dual adjectives.

1. The mountains were full of _____, _____ flowers.
2. The kittens were _____ and _____.

C) Fill in the blanks with adverbs.

1. When she saw the kittens, Fraulein Rottenmeier _____ screamed and _____ climbed onto a chair.

Week 2, Day 2

Writing a Paragraph

A paragraph is usually made up of three parts:

1. **The Topic Sentence** - tells what the paragraph is about
2. **The Supporting Details** - give facts, examples, and details about the topic
3. **The Closing Sentence** - retells what the paragraph is about

Here are three rules to remember about writing a paragraph:

1. The topic sentence must always tell what the paragraph is about
2. All the sentences in the paragraph should relate to the Topic Sentence. Do not go off topic.
3. The closing sentence should restate the topic sentence. However, do not copy the topic sentence word for word.

In story writing, authors do not always use a closing sentence to retell what the paragraph is about.

In the following paragraph, underline the topic sentence and closing sentence. Circle the key words in the topic sentence and in closing sentence.

Fraulein Rottenmeier is a boring governess. She follows the rules but is too strict. She is only kind to Klara because she wants to keep her job. Sadly, she is mean and rude towards Heidi because Heidi is only a poor orphan. Fraulein Rottenmeier barely lets Klara go out to play, and she keeps the children indoors too much. She never allows the girls to do anything fun. Fraulein Rottenmeier does her duty but without any fun or joy. Such a dull, unimaginative lady should never be a governess.

Week 2, Day 2 and 3

Read the passage “Klara’s Tiresome Lessons”.

- Look at the last sentence of the passage and circle the key words (in bold).
- Read the first sentence very carefully. It is a very long sentence. Circle the key words in this sentence (in bold).
- Outline this passage.

Klara’s Tiresome Lessons

"You are a strange child!" said Klara. **T.S.**"They have brought you to Frankfurt expressly to stay with me and study with me, and you see now it will be very **funny**, because you don't know how to **read** at all, and there will be something entirely **new** in the study hours. **1.** It has often been so frightfully tedious, and it seems as if the morning would never end. **2.** You see, the Herr Kandidat comes every morning at ten o'clock, and then the lessons begin and last until two, and it is so long! **3.** The Herr Kandidat often puts his book close to his face, as if he had suddenly grown nearsighted, but he is only yawning frightfully behind it, and **4.** Fraulein Rottenmeier, too, takes out her big handkerchief every now and then and buries her whole face in it as if she were very much affected by what we are reading; **5.** but I know perfectly well that she is only yawning terribly. **6.** Then I want to yawn so badly, but I have to swallow it down, for if I yawn only one single time Fraulein Rottenmeier brings the cod-liver oil and says I am getting faint. **7.** Cod-liver oil is the very worst thing to take, so I prefer to smother the yawns. **8.** But now it will be **less wearisome**, for I can listen while you **learn to read.**"

T.S. stands for Topic Sentence

Week 2, Day 3 - Key Word Outline

Klara's Tiresome Lessons

T.S. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Brainstorming

Think of adjectives that describe:

the lessons - _____

Fraulein Rottenmeier - _____

Think of adverbs to describe:

how Klara smothers her yawns - _____

how Klara can listen to Heidi while she reads - _____

Narrate your paragraph using your Key Word Outline.

Week 2, Day 4 - Checklist

Klara's Tiresome Lessons

On a piece of paper, write a rough draft of your paragraph using your Key Word Outline and this checklist.

My paragraph has all of the following:
(Be sure to underline and label them)

- Topic sentence tells what the paragraph is about. Key words are highlighted/circled.
- 2 adjectives
- 1 pair of dual adjectives
- 2 adverbs (-ly words)
- 1 vocab word
- 1 compound sentence
- All the sentences in the paragraph support the topic sentence.

Week 3, Day 1

Reading Comprehension Ch. 8-11

1. In Ch. 8, what was Fraulein Rottenmeier shocked to find in the library?

2. In Ch. 8, how much money did the organ grinder ask for? How much did Sebastian pay him? Why?

3. What did Fraulein Rottenmeier find in Heidi's closet? What did Heidi plan to do with them?

4. What was Fraulein Rottenmeier's opinion of Heidi?

5. What was Herr Sesemann's opinion of Heidi?

6. What two things did Grandmamma teach Heidi to do?

7. By the end of Ch. 11, why was Heidi hardly eating anything and why did she cry in her pillow each night?

Week 3, Day 1 - Reading Comprehension Ch. 8-11 - ANSWER KEY

1. In Ch. 8, what was Fraulein Rottenmeier shocked to find in the library?

She was shocked to find an organ grinder playing music.

2. In Ch. 8, how much money did the organ grinder ask for? How much did Sebastian pay him? Why?

The organ grinder had asked for eight cents. Sebastian paid him sixteen cents: eight for Klara and eight for playing.

3. What did Fraulein Rottenmeier find in Heidi's closet? What did Heidi plan to do with them?

She found a stash of white dinner rolls. Heidi was saving them to bring back to Grandmother.

4. What was Fraulein Rottenmeier's opinion of Heidi?

She thought Heidi had "attacks of being out of her mind."

5. What was Herr Sesemann's opinion of Heidi?

He thought Heidi was in a normal condition and that Klara found her company enjoyable.

6. What two valuable things did Grandmamma teach Heidi to do?

Grandmamma taught Heidi how to read and how to pray.

7. By the end of Ch. 11, why was Heidi hardly eating anything and why did she cry in her pillow each night?

Heidi was becoming increasingly homesick.

Week 3, Day 1

Character Sketches

For each of the characters, circle three adjectives that best describe the person.

1. **Herr Sesemann** - Klara's father

strong kind-hearted wealthy sad patient angry

2. **Herr Kandidat** - Klara's tutor

careful funny good-humored patient boring mean

3. **Grandmamma** - Klara's grandmother

irritable loving wise prayerful dignified haughty

Creating a Title

- Great writers give their works captivating titles. A title is meant to entice the reader so he/she will read further.
- When writing the title of a paragraph or essay, use key words from the closing sentence or the topic sentence.
- **Rule:** Capitalize the first word of the title and the main words of the title.

Let's Practice:

Read the passage on p. 22. Circle the key words in the last sentence. Write them here:

Write two possible titles using the key words:

Week 3, Day 1

Vocabulary

Cut out the cards. Write the definitions on the back of the card.

Memorize and use in your writing assignments.

yearning	ungrateful
cross	burden

1. **yearning**, v. - having strong feelings of longing for something

Heidi yearned to be home with Grandfather.

2. **ungrateful**, adj. - not showing gratitude, not thankful

Heidi worried that Klara would think her ungrateful.

3. **cross**, adj. - annoyed

Fraulein Rottenmeier was cross and angry.

4. **burden**, n. - a heavy load

Fraulein Rottenmeier felt that taking care of Klara was a burden.

Week 3, Day 2

Let's review:

So far, you have learned to use:

- descriptive adjectives, ie. a *red* scarf
- dual adjectives, ie. *dark, curly* hair
- adverbs, ie. *merrily* ran

Always use descriptive adjectives that paint a picture in the reader's mind.

Verbs

- Verbs are words that describe an action or state of being.

For example: Heidi *jumped* up. *Jumped* is an action verb

 Heidi *was* homesick. *Was* is a state of being verb.

- Always use strong verbs that help create a vivid image in your reader's mind. Avoid weak verbs such as *went, said, and ate*.

- For example:

Instead of:	Use:
went	skipped, sauntered, hurried
said	announced, muttered, shrieked
ate	devoured, slurped, munched

Week 3, Day 2

Let's practice:

A) Write two strong verbs you could use instead of these weak boring verbs:

1. go - _____, _____

2. come - _____, _____

3. ate - _____, _____

4. said - _____, _____

B) Cross out the weak verbs and write stonger verbs above them.

1. "Sebastian! Take these kittens out of here!" said Fraulein Rottenmeier.

2. Heidi came into Grandmamma's room.

3. Heidi ate almost nothing at all.

4. Heidi imagined Peter going up the Alm with the goats.

5. The organ-grinder came into the room.

Week 3, Day 2

Read the passage.

- Draw a line from each adjective (in bold) to the noun it describes.
- Draw a line from each adverb (in bold) to the verb it describes.
- Find three strong verbs. Underline and label them with a (v).

The Organ Grinder

The boy soon entered the room, and, according to his instructions, he **immediately** began to play his organ. In order to avoid the A-B-C's, Fraulein Rottenmeier was busying herself with all sorts of things in the dining-room. **Suddenly** she stopped to listen. Did the sound come from the street? And so near? How could the sound of a hand organ come from the library? And yet really! She rushed through the long dining-room and threw open the door. There, — she could hardly believe it, — there in the middle of the library stood a **ragged** organ-grinder, playing his instrument most **diligently**. The Herr Kandidat seemed trying to say something, but the words failed to come. Klara and Heidi were listening with **beaming** faces to the music.

” Stop! Stop immediately!” exclaimed Fraulein Rottenmeier, coming into the room. Her voice was drowned by the music. Then she ran toward the boy, but suddenly she felt something between her feet; she looked on the floor; a **horrible black** creature was crawling under her skirts — a turtle. Fraulein Rottenmeier jumped in the air as she had not done before for many years, then screamed at the top of her voice:

"Sebastian! Sebastian!"

Week 3, Day 2 - Structure and Style

Let's Remember: Creating a Title

- Great writers give their works captivating titles. A title is meant to entice the reader so he/she will read further.
- When writing the title of a paragraph or essay, use key words from the closing sentence or the topic sentence.
- **Rule:** Capitalize the first word of the title and the main words of the title.

Let's Practice:

Read the next passage. Circle the key words in the last sentence. Write them here:

Write two possible titles using the key words:

Week 3, Day 2 and 3

Read and outline this passage.

Homesick

T.S. Since the day when Heidi had wanted to go home, and Fraulein Rottenmeier had told her how naughty and ungrateful she had shown herself by wishing to run away, a change had taken place in the child. **1.** She had the idea that she could not go home if she wished, as her aunt had told her, but that she must stay in Frankfurt for a long, long time, perhaps forever. **2.** She had also understood that Herr Sesemann, when he came home, would think her very ungrateful, and she imagined that Klara and her grandmamma would think so too. **3.** So Heidi dared tell no one that she wanted to go home, for she did not wish to cause the grandmamma to be cross, like Fraulein Rottenmeier. **4.** But in her heart the burden grew heavier and heavier; she could no longer eat; every day she grew a little paler. **5.** At night she often lay awake for a long, long time; for as soon as she was alone, and all was still around her, everything came so lifelike before her eyes — the Airm and the sunshine on it and the flowers! **6.** And when finally she fell asleep, she would see in her dreams the red pointed cliffs of Falkniss, and the fiery snow field of Casaplana, **7.** In the morning she would awake and, full of joy, be ready to run out of the hut; suddenly she was in her big bed in Frankfurt, so far, far away, and could not go home! **8.** Then, feeling very homesick, Heidi would bury her head in her pillow and weep softly so that no one might hear her.

Note: This paragraph does NOT end with a closing sentence that restates the topic sentence. In story writing, authors often do not end paragraphs with closing sentences that restate the topic sentence because this would interrupt the flow of the story.

Week 3, Day 3 - Key Word Outline

T.S

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Brainstorming

Think of adjectives that describe:

Herr Sesemann - _____

Heid's bed - _____

Think of adverbs to describe:

how Fraulein Rottenmeier scolded Heidi - _____

how Heidi would wake up - _____

Think of strong verbs:

Week 2, Day 4 - Checklist

Homesick

On a piece of paper, write a rough draft of your paragraph using your KWO and this checklist.

My paragraph has all of the following:

- Topic sentence tells what the paragraph is about. Key words are highlighted/circled.
- 2 adjectives
- 1 pair of dual adjectives
- 2 -ly adverbs
- 2 strong verbs
- 1 vocab word
- 1 compound sentence
- All the sentences support the main idea
- Title reflects the key words of the topic sentence

Week 4, Day 1

Reading Comprehension Ch. 12-14

1. In Ch. 12, why were the servants afraid?

2. Who came to help Herr Sesemann solve the mystery?

3. What was the answer to the mystery? What did the doctor advise?

4. What did Klara give Heidi to bring home?

5. How did Heidi sleep on her first night home?

6. What parable/story from the gospels did Heidi read to Grandfather?

7. In Klara's letter to Heidi, what exciting news did she share?

Week 4, Day 1 - Reading Comprehension Ch. 12-14: ANSWER KEY

1. In Ch. 12, why were the servants afraid?

They thought the house was haunted because every morning they found the front door wide open.

2. Who came to help Herr Sesemann solve the mystery?

His old friend Dr. Reboux came to help solve the mystery.

3. What was the answer to the mystery? What did the doctor advise?

Heidi was so homesick she was sleep-walking. The doctor advised she be sent back to her Grandfather at once.

4. What did Klara give Heidi to bring home?

Klara gave Heidi dresses, aprons, sewing materials, and twelve white rolls.

5. How did Heidi sleep on her first night home?

For the first time in a long time, Heidi slept soundly.

6. What parable/story from the gospels did Heidi read to Grandfather?

Heidi read the Story of the Prodigal Son to teach her Grandfather about God's mercy and forgiveness.

7. In Klara's letter to Heidi, what exciting news did she share?

Klara told Heidi that she and her Grandmamma would be coming for a visit in the autumn.

Week 4, Day 1

Vocabulary

Cut out the cards. Write the definitions on the back of the card.

Memorize and use in your writing assignments.

fastened	account
distinctly	motionless

1. **fasten**, v. - to close or join securely

Sebastian firmly fastened the doors and windows.

2. **account**, n. - a report of an event

Sebastian gave Herr Sesemann an account of the strange events.

3. **distinctly**, adv. - clearly, easily distinguished

The door was softly but distinctly pushed back.

4. **motionless**, n. - not moving

A white, motionless figure stood at the door.

Week 4, Day 1

Read the passage.

1. Draw an arrow from each adjective (in bold) to the noun it describes.
2. Draw an arrow from each adverb (in bold) to the verb it describes.
3. Draw an arrow from the dual adjectives (in bold) to the noun they describe.
4. Find, underline, and label (v) two strong verbs.

Something Strange

For some time there had been something **strange** and **uncanny** going on in the Sesemann house. Every morning when the servants came down the house door stood wide open, but no one was to be seen anywhere about who could give any account of the matter. The first few times when this happened all the chambers and rooms of the house were **anxiously** searched to see what had been stolen, for they thought a thief had broken into the house in the night and had escaped with his booty; but such was not the case; not a **single** thing in the **whole** house was missing.

At night the door was not only double locked, but also a **wooden** bar was put across; it made no difference, in the morning the door stood wide open; and no matter how early the servants in their excitement came down, there stood the door open; yet everything round about was wrapt in **deep** sleep, and the doors and windows in all the other houses were still **firmly** fastened.

Week 4, Day 2

Dual Verbs and Adverbs

Sometimes writers use two verbs or adverbs in a row.

For example:

Fraulein Rottenmeier *shrieked* and *jumped* onto a chair.

Fraulein Rottenmeier nervously and *hastily* jumped onto a chair.

Let's practice:

A) Fill in the blanks to create dual adjectives.

1. Sebastian was *nervous* and _____.
2. Every morning the _____, _____ door stood wide open.

B) Fill in the blanks to create dual adverbs.

1. Fraulein Rottenmeier *immediately* and _____ wrote to Herr Sesemann.
2. _____ and _____ Herr Sesemann picked up his revolver.

C) Fill in the blanks to create dual verbs.

1. *Trembling* and _____, Heidi stood in the doorway.
2. Joyfully, Heidi *hugged* and _____ Grandmother.

Week 4, Day 2

Read the passage. Find and circle one set of dual verbs and one set of dual adverbs.

The Astonishing Sight

They both listened. They heard the bar softly but quite distinctly pushed back, the key turned twice in the lock, and the door was opened. Herr Sesemann reached after the revolver.

"You are not afraid?" said the doctor, rising.

"It is better to be cautious," whispered Herr Sesemann, seizing the candelabrum with three candles in his left hand, and the revolver in his right, and followed the doctor, who proceeded likewise provided with lights and a revolver. They stepped out into the corridor.

Through the wide-open door the pale moonlight came in and lighted up a white form, which stood motionless on the threshold.

"Who is there?" the doctor thundered forth, so that it echoed through the entire length of the corridor, and both gentlemen, with lights and weapons, went toward the figure. It turned around and gave a little scream. There stood Heidi, with bare feet, in her white night-clothes, looking bewildered at the bright lights and the firearms, and shivering and trembling from head to foot like a little leaf in the wind. The gentlemen looked at each other in the greatest astonishment.



Week 4, Day 3

Read the passage and outline.

Heidi's Thoughts on Prayer

T.S. "Oh, if the dear Lord had done right away what I prayed for so hard, then everything would not be as it is now. **1.** I should only have come home again and brought the grandmother just a few rolls, and shouldn't have been able to read to her, which does her good; **2.** but the dear Lord had already thought it all out so much better than I knew; the grandmamma told me so, and now it has all come true. **3.** Oh, how glad I am that the dear Lord did not grant what I asked and longed for! **4.** Now I will always pray as the grand-mamma told me, and always thank the dear Lord, and **5.** if he does not do what I ask, then I will surely think all the same, it will just be as it was in Frankfurt; **6.** the dear Lord is planning something much better. **7.** But we will pray every day, won't we, grandfather? **8.** And we will never forget Him, so that the dear Lord may never forget us."



Week 4, Day 3 - Key Word Outline

T.S. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Brainstorming

Think of adjectives that describe:

the bread rolls - _____

Grandmamma - _____

Think of adverbs to describe:

how Heidi will pray - _____

how the Good Lord is planning- _____

Think of strong verbs:

Week 4, Day 4 - Checklist

Heidi's Thoughts on Prayer

On a piece of paper, write a rough draft of your paragraph using your KWO and this checklist.

My paragraph has all of the following:

- Topic sentence tells what the paragraph is about. Key words are highlighted/circled.
- 1 adjective
- 1 pair of dual adjectives
- 1 -ly adverb
- 1 pair of dual adverbs
- 1 strong verb
- 1 vocab word
- 1 compound sentence
- The topic sentence tells the main idea of the paragraph. Key words are highlighted/circled.
- The sentences in the paragraph support the main idea.
- The title uses key words from the opening sentence.

Week 5, Day 1

Reading Comprehension Part 2, Ch. 1-2

1. Why did the Doctor say Klara should not travel?

2. Who went instead?

3. What did Klara send for Heidi? for Grandmother? for Peter?

4. Where did Grandfather advise the Doctor to stay?

5. What pleased Grandmother more? The cakes or the shawl?

For Discussion:

Klara and Heidi both had to deal with disappointment. What was Klara disappointed about? What was Heidi disappointed about? How did they both deal with their disappointments? What can their example teach us?

Week 5, Day 1

Reading Comprehension Part 2, Ch. 1-2: ANSWER KEY

1. Why did the Doctor say Klara should not travel?
She had been very ill that summer and would be able to withstand the journey.
2. Who went to the Alps instead?
The Doctor went instead.
3. What did Klara send for Heidi? for Grandmother? for Peter? for Grandfather?
Klara sent a cape with a hood for Heidi. She sent a warm shawl for Grandmother. She sent a huge sausage for Peter and a bag of tobacco for Grandfather.
4. Where did Grandfather advise the Doctor to stay?
Grandfather advised the Doctor to stay at an inn in Dorfli.
5. What pleased Grandmother more? The cakes or the shawl?
Grandmother was more pleased with the shawl.

Week 5, Day 1

Vocabulary

Cut out the cards. Write the definitions on the back of the card.

Memorize and use in your writing assignments.

intend	delight
portion	pleasure

1. **intend**, v. - to plan or have a purpose
Klara intended on going to the Alps.
2. **delight**, v. - to please greatly, n - great happiness
The sausage delighted Peter.
3. **portion**, n. - a part of a whole
Peter should only eat a portion of the sausage.
4. **pleasure**, n. - a feeling of happy satisfaction and enjoyment
The warm shawl brought Grandmother great pleasure.

Week 5, Day 2

The Who/Which Adjective Clause

- An adjective clause begins with the word *who* or *which* and gives more information about a person, place, or thing.
- An adjective clause has a comma before and after it.
- If you remove the adjective clause from the sentence, it should still be a complete thought.
- Examples:

Klara, *who had been sick all summer*, was not fit to travel.

The flowers, *which danced in the breeze*, filled Heidi with delight.

Fill in the blanks to complete the adjective clauses. Choose from the box or make up your own.

was warm and cozy	had called the doctor
had decided that Heidi should go back to the mountains	was feeling jealous

1. The kind doctor, who _____, was walking toward the Sesemann house.
2. Herr Sesemann, who _____, worried about Klara's health.
3. Peter, who _____, wanted Heidi to come to the pasture with him.
4. Grandfather went into the hut, which _____.

Week 5, Day 2 and 3

Read the passage.

1. Draw an arrow from each **who/which** adjective clause (in bold) to the noun it describes
2. Draw an arrow from each adjective (in bold) to the noun it describes.
3. Find, underline, and label (v) three strong verbs.
4. Find 2 weak verbs. Cross them out and write a stronger synonym above.
5. Find 2 vocabulary words. Circle them and label with "voc"

Klara Prepares a Package

T.S. Klara, **who had a generous heart**, prepared a **great** package to be sent with the doctor. **1.** First came the **thick** cloak with the hood, **which Klara meant for Heidi**, that she might be able to visit the grandmother the coming winter whenever she liked. **2.** Next came a **thick, warm** shawl for the **old** grandmother, to wrap around her when the **cold** wind shook the hut. **3.** Then came the big box of cakes, also intended for the grandmother, that she might have something different from rolls to eat with her coffee. **4.** A **huge** sausage followed; Klara had first intended this for Peter, because he never had anything but bread and cheese. **5.** But she changed her mind, fearing lest Peter in his delight should eat the **whole** sausage at once. **6.** So his mother Brigitte was to have it and first take a good share of it for herself and for the grandmother, and then give Peter his portion at **different** times. **7.** Then there was a **little** bag of tobacco; this was for the grandfather, **who liked so well to smoke his pipe when he sat in front of the hut in the evening.** **8.** Last came a number of **mysterious little** bags, packages, and boxes, **which Klara had taken special delight in collecting**, for Heidi was to find in them all sorts of surprises which would give her **great** pleasure. **9.** At last the work was finished, and an **imposing** package lay on the floor ready for the journey.

Week 5, Day 3 - Key Word Outline - outline the passage on p. 54

T.S _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



Narrate your paragraph using your Key Word Outline.

Week 5, Day 3 - Brainstorming

Think of the following:

Adjectives that describe:

- the cloak for Heidi - _____
- the sausage - _____

Adverbs to describe:

- how Klara prepared the package- _____
- how Peter might eat the sausage- _____

Strong verbs to replace:

- eat (the whole sausage) _____

A who/which adjective clause to describe:

- the cakes, which _____
- Brigitte, who _____

Narrate your paragraph using your Key Word Outline.

Week 5, Day 4 - Checklist

On a piece of paper, write a rough draft of your paragraph using your KWO and this checklist.

My paragraph has all of the following:

- Topic sentence tells what the paragraph is about. Key words are highlighted/circled.
- 1 adjective
- 1 pair of dual adjectives
- 1 -ly adverb
- 1 pair of dual adverbs
- 1 strong verb
- 1 who/which adjective clause
- 1 vocab word
- 1 compound sentence
- Title repeats or reflects the key words in the topic sentence

Week 6, Day 1

Reading Comprehension Part 2, Ch. 3-5

1. How did Peter feel about the Doctor?

2. What did Heidi's hymn remind the Doctor of?

3. What did the Doctor say to himself as he left the mountain?

4. Where did Grandfather and Heidi live during the winter?

5. How did Peter travel down the mountain to get to school?

6. Why did Heidi want Peter to learn to read?

For Discussion:

In chapter 10, Grandmamma convinced Heidi she should learn to read. How did she do that? How did Heidi convince Peter he should learn to read? Which, do you think, is a better way to convince someone to learn to read? How would you convince someone about the importance of learning to read?

Week 6, Day 1

Reading Comprehension Part 2, Ch. 3-5 - ANSWER KEY

1. How did Peter feel about the Doctor?

He was jealous and suspicious of the Doctor because Heidi gave him so much attention.

2. What did Heidi's hymn remind the Doctor of?

Heidi sang the same hymn the Doctor's mother used to sing to him when he was a child.

3. What did the Doctor say to himself as he left the mountain?

"It is good to be on the mountain; body and soul get well there, and life becomes happy again."

4. Where did Grandfather and Heidi live during the winter?

They lived in an old ruined house in Dorfli that Grandfather had built many years ago.

4. How did Peter travel down the mountain to get to school?

He rode his sled down the mountain.

5. Why did Heidi want Peter to learn to read?

She wanted Peter to read hymns to Grandmother.

For Discussion:

In chapter 10, Grandmamma convinced Heidi she should learn to read. How did she do that? How did Heidi convince Peter he should learn to read? Which, do you think, is a better way to convince someone to learn to read? How would you convince someone about the importance of learning to read?

Week 6, Day 1

Vocabulary

Cut out the cards. Write the definitions on the back of the card.

Memorize and use in your writing assignments.

announce	soar
stern	ridicule

1. **announce**, v. - to make a public declaration

The song of the birds announced the arrival of spring.

2. **soar**, v. - fly or rise high in the air

The great robber-bird soared with its wings stretched out.

3. **stern**, adj. - strict and serious

Grandfather gave Peter a stern warning never to be late for school again.

4. **ridicule**, v. - to make fun of in a mean way

The masters would ridicule you if you made a mistake.

Week 6, Day 2

Appealing to the Five Senses

- Great writers appeal to the five senses: seeing, hearing, tasting, smelling, touching
- Use sensory words that describe how things look, sound, taste, smell, and feel.

For example:

look	sound	taste	smell	feel
sunny/cloudy	swish	sweet/sour	aromatic	hot/cold
bright/dark	thud	tangy	rotting	rough/smooth
colorful	wailing	salty	putrid	slimy/dry
sparkling/dull	melodious	bitter	freshly baked	throbbing



Week 6, Day 2

Read the passage. Find and label the following:

1. sensory words that describe how things look, sound, and feel
2. one set of dual verbs
3. one set of dual adverbs

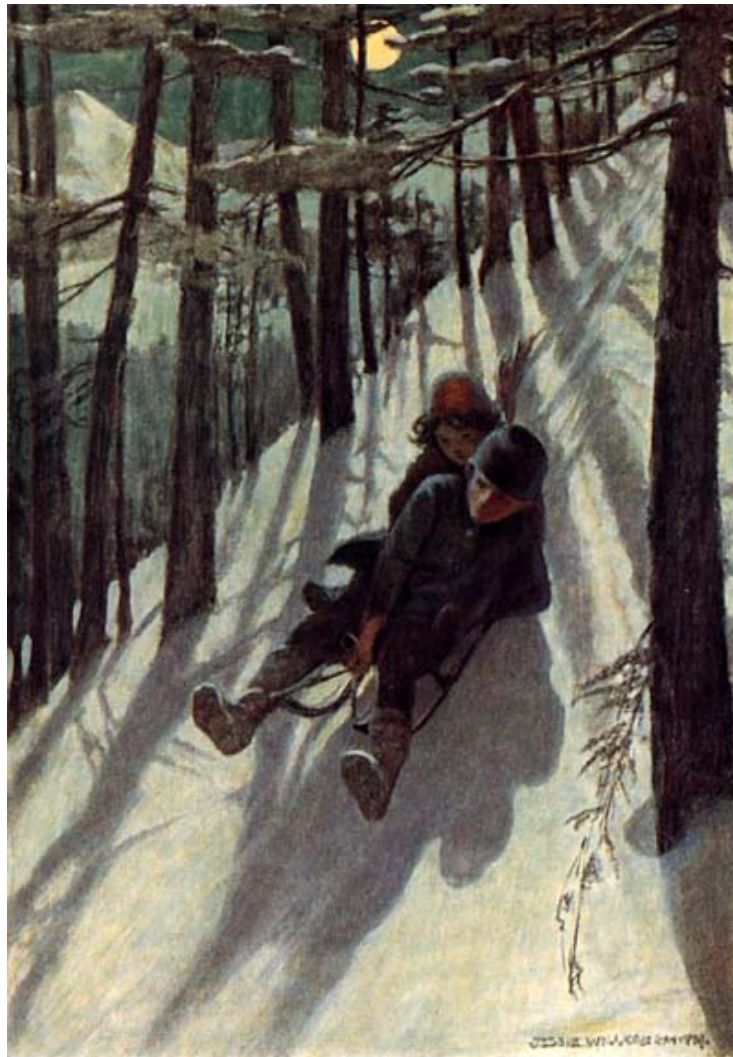
On the Mountain

The doctor dropped down beside her on the sunny pasture ground. Round about the golden autumn sun shone over the peaks and the distant green valley. Everywhere from the pastures below came the sound of the herd bells, so lovely and delightful, as if announcing sweet peace far and wide. The golden sunbeams flashed sparkling and glistening here and there on the great snow fields above, and the gray Falkniss lifted its towers of rock in lofty majesty far up into the deep blue sky. The morning breeze blew gently and deliciously over the mountain and softly stirred the last bluebells, still remaining from the great multitude of the summer, and cheerfully nodding their little heads in the warm sunshine. The great robber-bird flew around in wide circles above, but today he did not scream; with outspread wings he floated peacefully through the blue and took his ease.

Heidi gazed first one way and then another. The gay nodding flowers, the blue sky, the merry sunshine, the contented bird in the air, all were so beautiful, so beautiful! Heidi's eyes sparkled with delight. She looked at her friend to see whether he, too, understood how beautiful it was.

Week 6, Day 2

Let's practice. Look at the picture below.



Use sensory words to describe the following:

How the moon looks: _____

How the snow feels: _____

What sounds the sled is making: _____

How the air smells: _____

Week 6, Day 3

Read the passage and outline.

Why Peter Should Learn to Read

T.S. “Then I will tell you what will happen, if you will never learn anything. **1.** Your mother has already said twice that you would have to go to Frankfurt to learn something, and I know very well where the boys go to school there. **2.** Klara showed me the frightfully big house when we were out driving. **3.** There they don't go merely when they are boys, but just the same when they get to be great, big men. **4.** I saw that myself; and then you must not suppose that there is only one teacher there, as we have here, and such a kind one. **5.** Whole rows, ever so many together, are always going into the house, and all of them are dressed in black, as if they were going to church, and have such high black hats on their heads.”

6. “And then you would have to go in among all the masters. **7.** If it came your turn, you couldn't read at all and would make mistakes even in the alphabet. **8.** Then you would see how the masters would laugh at you. **C.S.** If you never learn anything, that's what will happen.”



Week 6, Day 3 - Key Word Outline

T.S. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

C.S. _____

Note: The passage on p. 65 is an example of the author using a closing sentence that restates the topic sentence. Circle the key words in the topic sentence that are restated in the closing sentence.

Narrate your paragraph using your Key Word Outline.

Week 6, Day 3 - Brainstorming

Think of the following:

Adjectives that describe:

- the school house - _____

Adverbs to describe:

- how the masters would laugh - _____

Strong verbs to replace:

- (Mother) said _____
- going (to church) _____

A who/which adjective clause to describe:

- the masters, who _____

Sensory words to describe:

- what Frankfurt looks like _____
- what the laughter of the masters sound like _____

Narrate your paragraph using your Key Word Outline.

Week 6, Day 4 - Checklist

On a piece of paper, write a rough draft of your paragraph using your KWO and this checklist.

My paragraph has all of the following:

- Topic sentence tells what the paragraph is about. Key words are highlighted/circled.
- 1 adjective
- 1 pair of dual adjectives
- 1 -ly adverb
- 1 pair of dual adverbs
- 1 strong verb
- 1 who/which adjective clause
- 1 vocab word
- 2 sensory words
- 1 compound sentence
- Closing sentence retells the main idea. Key words are highlighted/circled.
- Title uses key words from the topic sentence or the closing sentence.



A series of horizontal lines for writing practice, consisting of 15 parallel lines spaced evenly down the page.

Week 7, Day 1

Reading Comprehension Part 2, Ch. 6-9

1. What did Peter do when he heard that Klara was coming to the Alm? Why?

2. In what month did Klara arrive? Who came with her?

3. Why did Grandfather have experience caring for a crippled person?

4. Why did Grandfather tell Peter to let Schwanli eat wherever she wanted?

5. What was Klara's first thought when she awoke each morning?

6. What did Peter do to Klara's chair? Why?

7. What was Klara's great surprise for her father?

Week 7, Day 1

Reading Comprehension Part 2, Ch. 6-9

1. What did Peter do when he heard that Klara was coming to the Alm? Why?
Peter ran away from the doorpost and furiously struck out with his rod. He was angry that Klara was coming.
2. In what month did Klara arrive? Who came with her?
Klara came in June with Grandmamma and four porters.
3. Why did Grandfather have experience caring for a crippled person?
He had cared for his captain who had been wounded in war and had lost the use of his legs.
4. Why did Grandfather tell Peter to let Schwanli eat wherever she wanted?
Grandfather wanted Schwanli to produce the best milk, and she knew where the best feed was.
5. What was Klara's first thought when she awoke each morning?
"Oh, praise the Lord; I am still on the Alm!"
6. What did Peter do to Klara's chair? Why?
He pushed it so it went rolling down the mountain and smashed to pieces. He was jealous of all the attention Heidi was giving to Klara, and he felt neglected.
7. What was Klara's great surprise for her father?
She was able to walk!

For Discussion:

1. Was Klara's healing a miracle? Why or why not? What do you think helped Klara heal and walk?

Week 7, Day 1

Vocabulary

Cut out the cards. Write the definitions on the back of the card.
Memorize and use in your writing assignments.

prospect	fortune
fragrance	overwhelm

1. **prospect**, n. - the likelihood of a future event occurring
The prospect of being able to walk thrilled her.
2. **fortune**, n. - good luck, a large amount of money,
To be able to walk! This was a great fortune indeed!
3. **fragrance**, noun. - a sweet, pleasant smell
The fragrance of the flowers filled the air.
4. **overwhelm**, v. - to overpower, to have a great emotional effect
Peter was overwhelmed with jealousy.

Week 7, Day 2

Finding Sensory Words

Read the passage. Find and label the following sensory words:

1. two words that describe how something smells
2. five words that describe how something feels
3. one word that describes how something looks

On the Mountain

The cool morning breeze blew around the children's faces, and the spicy fragrance from the fir trees came down with every new gust of wind. Klara drew in deep breaths and leaned back in her chair with a feeling of health such as she had never known before.

Never in her life had she breathed in the fresh morning air outdoors under the open sky, and now the pure mountain breeze blew around her so cool and refreshing that every breath was a pleasure. And then there was the bright, sweet sunshine, which was not at all hot up there, and lay so lovely and warm on her hands and on the dry, grassy earth at her feet. Klara had never imagined that it could be like this on the mountain.

Week 7, Day 2

Finding descriptive words:

Read the passage. Find and label the following words:

1. two adverbs (-ly words)
2. two strong verbs
3. one set of dual verbs
4. one set of dual adjectives
5. four words that describe sound

On the Mountain Again

The wind was no longer so cool as it had been; it hovered around their faces, gently fanning them, and whispered softly up in the fir trees. Merry little insects danced and hummed in the clear air, and a great stillness lay over all the sunny landscape. The lofty, rocky peaks looked down so big and still, and the whole wide valley below lay wrapt in quiet peacefulness. Only now and then the merry shouts of some shepherd boy sounded through the air, and the echo gave back the tones softly from the crags.



Week 7, Day 2



1. Use sensory words to describe the following:

How the alps look: _____

How the breeze feels: _____

How the trees smell: _____

How the bleating of the goats sound: _____

2. Fill in the blanks with adverbs and adjectives:

Klara _____ stroked the goats.

Heidi spoke _____ to Schwanli.

Klara leaned back on her _____, _____ pillow.

Week 7, Day 3

Read the passage and outline.

Overwhelming Joy

T.S. Heidi, who was brimming with happiness, thought it had never been so beautiful up there before. **1.** She did not know why she felt such joy in her heart, so that she had to keep shouting aloud. **2.** But suddenly it occurred to her that Klara had been made well; this was a far greater joy than all the beauty around them. **3.** Klara was perfectly silent. She was so delighted and fascinated with everything she saw, and with the prospect which the experience she had presented to her. **4.** There was hardly any room in her heart for the great fortune. **5.** The sunshine and fragrance of the flowers, besides, overpowered her with a feeling of joy which made her quite speechless. **C.S.** Beauty and happiness filled their souls.

Week 7, Day 3 - Key Word Outline

T.S. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

C.S. _____

Narrate your paragraph using your Key Word Outline.

Week 7, Day 3 - Brainstorming

Think of the following:

Adjectives that describe:

- the flowers - _____

Adverbs to describe:

- how Heidi kept shouting - _____

A who/which adjective clause to describe:

- Klara, who _____

Sensory words to describe:

- beauty around them - _____
- the sunshine _____
- the fragrance of the flowers - _____

Narrate your paragraph using your Key Word Outline.

Week 7, Day 4 - Checklist

On a piece of paper, write a rough draft of your paragraph using your KWO and this checklist.

My paragraph has all of the following:

- Topic sentence tells what the paragraph is about. Key words are highlighted/circled.
- 1 pair of dual adjectives
- 1 -ly adverb
- 1 pair of dual adverbs
- 1 who/which adjective clause
- 1 vocab word
- 2 sensory words
- 1 compound sentence
- Closing sentence restates topic sentence. Key words are highlighted/circled.
- Title uses key words from the topic sentence or closing sentence.

Week 8, Day 1

Review

1. Sensory words appeal to the five senses. Name the five senses:

2. What are the three parts of a paragraph?

3. What does the topic sentence do?

4. What are the two rules for creating a title?

5. What do you place before and after a who/which adjective clause?

Week 8, Day 1 - Discussion

Thinking About the Themes

The novel *Heidi* has two themes.

The **first theme** is about trusting in God’s Divine Providence. What events in this novel teach us about trusting in God even when it seems He is not answering our prayers?

Out of jealousy, Peter pushed Klara’s wheelchair down the mountain. Even though this was a spiteful deed, how did it turn out for Klara? Read this passage, where Grandmamma speaks to Peter about his wicked deed:

“See how the wrong that you did turned out for the best, for the one you wished to harm! Because Klara no longer had a chair to be carried in, and yet wanted to see the beautiful flowers, she made a very great effort to walk, and so learned how and now keeps improving. If she stays here she will at last be able to go up to the pasture every day, much oftener than if she were taken in her chair. Do you understand, Peter? So when one wishes to do a wicked thing, the dear Lord can take it quickly into his own hands and turn it into good for the one who was to be harmed; and the scoundrel has his trouble for nothing and injures himself.”

How does this help us to trust in God even more?

Week 8, Day 1 - Discussion

Thinking About the Themes

The **second theme** is about healing. In the novel, Klara undergoes a physical healing that enables her to walk after years of being lame. However, Grandfather undergoes a spiritual healing. Fill in the chart below and discuss how Grandfather became a better person throughout the book.

	Before Heidi came to live with him	While Heidi lived with him
Who did Grandfather live with?		
Who did Grandfather care for or help while he lived on the mountain?		
Did Grandfather talk to the townspeople?		
Did Grandfather go to church? Why or why not?		
Do you think was Grandfather happy?		



Summarizing a Story

A story can be divided into three parts:

1. The setting, characters, and background
2. The conflict, plot, and rising action
3. The climax, resolution, and theme

1. Setting, Characters, and Background

- Describe where and when the story takes place
- Use sensory words to describe the setting and mood
- Describe the main characters and give background information about them

2. Conflict, Plot, and Rising Action

- The conflict is the main character's problem, want, or need
- The plot is what the characters do and say about the conflict
- The rising action is the sequence of events that lead to the climax

3. Climax, Resolution, and Theme

- The climax is the event that leads to the problem being solved; it is often the most exciting part of the story and the turning point of the story.
- The resolution is what happens as a result of the climax.
- The theme is the lesson learned from the story. It gives the story a purpose.



Week 8, Day 2 - Outline

You are going to write a summary of the novel, *Heidi*.

A) Outline Part I

I. Setting, Characters, and Background

Setting:

- Where and when does the story take place?
- Describe the setting. Use sensory words.

Characters:

- Who are the main characters?
- What do they look like?
- What are their personality traits?

Background:

- Give important background information about the time, place, or characters

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Week 8, Day 2 - Brainstorming

Think of:

1. Adjectives to describe:

Heidi _____

Grandfather _____

Peter _____

Klara _____

2. Sensory words to describe:

The Alm

3. Who/which adjective clause

4. Strong verbs and adverbs

_____, _____

_____, _____

Week 8, Day 4 - Outline

A) Outline Part II

II. Conflict, Plot, and Rising Action

Conflict:

What is the main problem?

What caused the problem?

Plot:

What are the main events in the story?

How do the characters feel? What do they say and do?

Rising Action:

Describe the events leading up to the climax.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Week 8, Day 2 - Brainstorming

Think of:

1. Adjectives to describe:

Heidi _____

Klara _____

Fraulein Rottenmeier _____

Grandmamma _____

2. Sensory words to describe:

The Sesemann house

3. Who/which adjective clause

4. Strong verbs and adverbs

_____, _____

_____, _____

Week 9, Day 1 - Outline and Brainstorm.

A) Outline Part III

II. Climax, Resolution, and Theme

Climax:
Describe the event that leads to problem being solved? This is usually the turning point in the story. (It is often the most exciting part of the story, too.)

Resolution:
What happens as a result?

Theme:
What is the theme/moral of the story?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Week 9, Day 1 - Brainstorming

Think of:

1. Adjectives to describe:

Heidi _____

Klara _____

Peter _____

Herr Sesemann _____

2. Sensory words to describe:

The Alps

3. Who/which adjective clause

4. Strong verbs and adverbs

_____, _____

_____, _____



A Summary of *Heidi*

Write your good copy as neatly as possible.

- Composition is neatly written. Include name and date.
- Title reflects key words from the last sentence.
- All three parts of the story summary are completed

