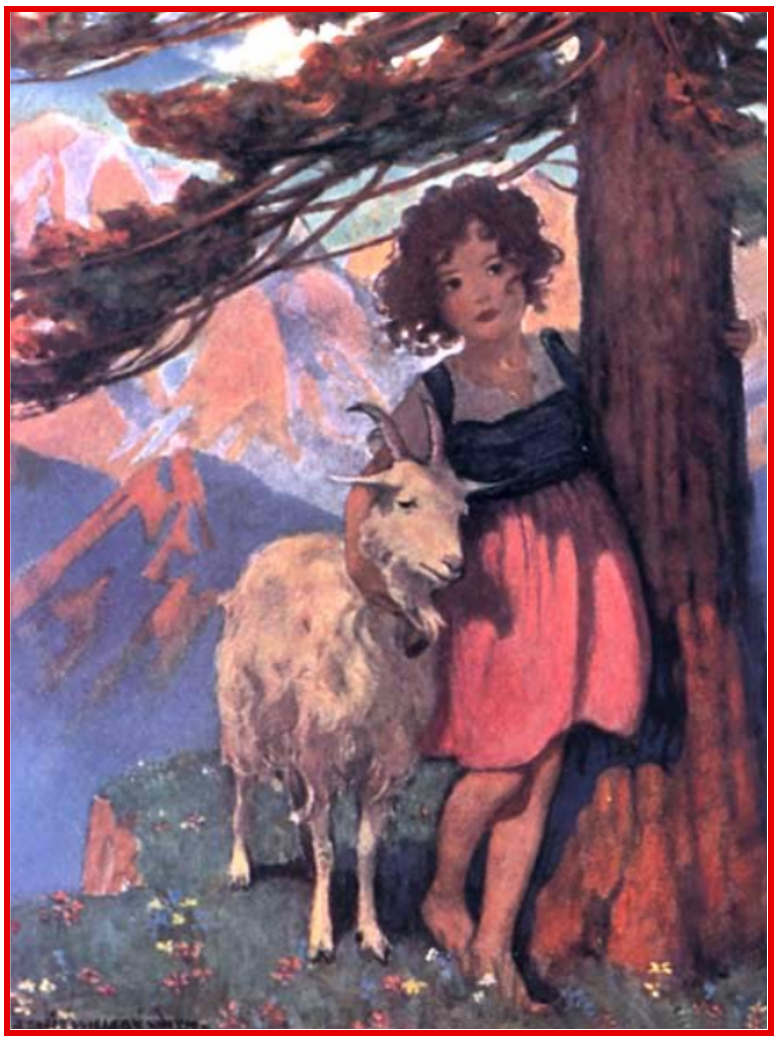
Literature Based Writing Lessons: Book 1



Heidi

by Johanna Spyri

translated by Helen B. Dole, with illustrations by Jessie Cox and Maria Kirk

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. It is meant to follow the book *Heidi.*

Unlike other writing textbooks, this program is not meant to be a manual for teaching your children to write essays, reports, etc. Rather, it is a guide for imaginative and creative children who love to read and talk about books, to help them construct their own stories after the style of the author they are reading. In this program, they will learn to examine the themes and techniques of another author, to sequence events, construct dialogues, to describe characters and paint pictures of scenery with words. Putting all these together, they will learn to write stories. For every assignment there will be a checklist to help your children make sure they are including these vital elements, such as vivid adjectives and verbs, compound and complex sentences, various sentence openers, and every now and then, some pizazz of onomatopoeia. The checklist is divided in two sections: "the cake," which is the underlying structure – both of the paragraph and of the sentences – and "the icing" which are the adjectives, similes, verbs, etc. which bring the structure to life and make the writing a work of art.

Every week there will be a reading assignment, and based off the reading, there will be text analyses to study the author's use of the English language and assignments to imitate it. Thus, the novel itself will be the textbook and its author the teacher; these worksheets will function as guides to examine the novel and learn from it.

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. IEW's Student Resource Notebook is also a very useful aid when brainstorming.

- Print the vocabulary cards on card stock, hole punch them, and put a ring through them.
- Give your child weekly oral quizzes on his/her vocabulary cards.
- If your child struggles with writing or spelling, let him/her dictate the key word outline and paragraph while you write it out for him/her.

Note: These source texts are at rare times slightly altered for the purpose of facilitating learning and analysis. The main message of the original text, however, is never violated.

Books in this series:

Writing Lessons from Literature, Book 1: *Heidi*, by Johanna Spyri
Writing Lessons from Literature, Book 2: *A Little Princess*, by Frances Burnett
Writing Lessons from Literature, Book 3: *Clara of Strawberry Fields*, by Carolyn Cooney

Weekly Assignment

Day 1	• Read assigned chapters • Answer Reading Comprehension Questions • Questions for Discussion / Character Sketches • Memorize new vocabulary
Day 2	• Main Lesson • Text Analysis
Day 3	• Outline • Brainstorming • Narrate the passage using your outline
Day 4	• Write the paragraph using the outline and checklist • Edit
Day 5	• Write the good copy

Scope and Sequence

Week	Writing Lesson	Reading Assignment	Vocabulary
1	Outline Adjectives Simple and Compound Sentences	Part 1, Ch. 1-4	glistening, entice, objection, fondness
2	Writing a Paragraph Adverbs Dual adjectives	Part 1, Ch. 5-7	merrily, pale, tiresome, smother
3	Creating a Title Verbs	Part 1, Ch. 8-11	yearn, ungrateful, cross, burden
4	Dual adverbs Dual verbs	Part 1, Ch. 12-14	fasten, 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, seize, astonishment, keen
8	Writing a Story Summary Review		
9	Writing a Story Summary		

Week 1, Day 1: Book Discussion

Reading Comprehension Questions Part 1, 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 (Greenfinch)? How did Peter save him?

_____

_____

6. Why did Heidi cry when she visited Grandmother? What does this tell you about Heidi's character?

_____

_____

Week 1, Day 1: Book Discussion

Reading Comprehension Answers Part 1, Ch. 1-4

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 (Greenfinch)? 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? What does this tell you about Heidi's character?
   Heidi felt sorry for Grandmother because she was blind. This shows that Heidi was a very compassionate person.

Week 1, Day 1: Book Discussion

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 cards.
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
   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: Main Lesson

Adjectives

- Adjectives are words that describe nouns.
- Adjectives usually come right before the noun they describe.
  - Eg. *Heidi wore a red scarf. She had dark, curly hair.*
- Adjectives sometimes come after a being verb such as: *am, are, is, was, were*.
  - Eg. *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*

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.

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: Main Lesson

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.

Week 1, Day 2: Main Lesson

Simple and Compound Sentences

- A **simple sentence** has one main clause. A main clause contains a subject and verb.
  - Eg. *Heidi wore a red scarf.*
- A **compound sentence** is made up of two main clauses joined by a coordinate conjunction.
  - Eg. *Heidi wore a red scarf, and she had dark, curly hair.*
- **Coordinate conjunctions** join two verbs (eg. *laughed and cried*) , or two nouns (eg. *apples and bananas*), or two adjectives (eg. *happy or sad*). They also join two main clauses. (eg. *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.
  - Eg. *Heidi was delighted, so she ran all about looking at the flowers.*

A) Underline each main clause and label the subject (s) and verb (v) in each clause.

B) 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 Dete was determined Heidi should stay with him.

Week 1, Day 3: Outline

Note: For this week's assignment, you will rewrite a paragraph. You have two paragraphs to choose from: the one below, "Heidi in the Pasture," or the one on page 17, "Heidi and Grandmother." Follow the worksheets for whichever paragraph you choose.

Heidi in the Pasture

A) Find and circle the two vocabulary words: glistening, and enticed.
B) 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.
C) Make an outline and narrate back the paragraph using your outline.

(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: Outline

Rules for Making an 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:

a. Heidi:_____

b. The flowers:_____

c. Heidi's apron:_____

Week 1, Day 4: Rough Draft and Checklist

On a piece of paper, write a rough draft of your paragraph using your outline and this checklist. Underline the sentence structures and expressive words and label them in the margin of the paper.

Writing from an Outline

The Cake	*The Icing*
Sentence Structures: ☐ compound sentence	**Expressive Words:** ☐ 2 adjectives ☐ 1 vocabulary word
Paragraph Structure: ☐ Composition is written neatly. Include name and date.	

Week 1, Day 5: Good Copy

Copy your narration here. Extra pages are in the back of the book.

Heidi in the Pasture

Week 1, Day 3: Outline

Note: This is choice 2 for a paragraph to rewrite. Do not complete the worksheets that go with it if you have already written the paragraph "Heidi in the Pasture."

Heidi and Grandmother

A) Find and circle the two vocabulary words: fondness and objection.
B) Make an outline and narrate back the paragraph using your outline.

(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.

Week 1, Day 3: Outline

Rules for Making an 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 and Grandmother

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

Brainstorming

Think of adjectives that describe:

a. Grandmother:_____

b. Grandfather:_____

c. Peter's hut:_____

Week 1, Day 4: Rough Draft and Checklist

On a piece of paper, write a rough draft of your paragraph using your outline and this checklist. Underline the sentence structures and expressive words and label them in the margin of the paper.

Writing from an Outline

The Cake	*The Icing*
Sentence Structures: ☐ compound sentence	**Expressive Words:** ☐ 2 adjectives ☐ 1 vocabulary word
Paragraph Structure: ☐ Composition is written neatly. Include name and date.	

Week 1, Day 5: Good Copy

Copy your narration here. Extra pages are in the back of the book.

Heidi and Grandmother

Week 2, Day 1: Book Discussion

Reading Comprehension Questions Part 1, 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 Dete 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: Main Lesson

Reading Comprehension Answers Part 1, Ch. 5-7

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: Book Discussion

Character Sketches

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

Klara Sesemann: 12-year-old girl who is lame

sickly silly spoiled selfish patient kind-hearted

Fraulein Rottenmeier: Klara's governess

friendly strict proud prayerful dignified loyal

Sebastian: servant at the Sesemann home

kind careless helpful grumpy friendly old

Tinette: maid at the Sesemann home

friendly haughty scornful spiteful generous loving

Week 2, Day 1: Book 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 cards.
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 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
   Every night Heidi smothered her tears in her pillow.

Week 2, Day 2: Main Lesson

Adverbs of Manner

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

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: Main Lesson

Dual Adjectives

- Sometimes two or more adjectives describe one noun. These are called **dual adjectives**.
  - Eg. *Heidi had dark, curly hair and shining brown eyes.*

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.

Fill in the blanks with dual adjectives.

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

Fill in the blanks with adverbs.

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

Week 2, Day 2: Main Lesson

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 the 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 3: Outline

Read the passage "Klara's Tiresome Lessons."

1. *Look at the last sentence of the passage and circle the key words (in bold).*
2. *Read the first sentence very carefully. It is a very long sentence. Circle the key words in this sentence (in bold). T.S. stands for Topic Sentence.*
3. *Outline this passage on the next page.*

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**."

Week 2, Day 3: Outline and Brainstorming

Klara's Tiresome Lessons

T.S._____

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

Brainstorming

1. Think of adjectives that describe:
    a. The lessons:_____
    b. Fraulein Rottenmeier:_____
2. Think of adverbs to describe:
    a. How Klara smothers her yawns:_____
    b. How Klara can listen to Heidi while she reads:_____

Narrate your paragraph using your outline.

Week 2, Day 4: Rough Draft and Checklist

Using your outline, write out the rough draft of your paragraph. Use this checklist. Underline the sentence structures and expressive words and label them in the margin of the paper.

Writing a Paragraph

The Cake	The Icing
Sentence Structures: ☐ compound sentence	**Expressive Words:** ☐ 2 adjectives ☐ 1 pair of dual adjectives ☐ 2 adverbs ☐ 1 vocabulary word
Paragraph Structure: ☐ Composition is written neatly. Include name and date. ☐ Topic sentence tells what the paragraph is about. Key words are highlighted or circled. ☐ All the sentences in the paragraph support the topic sentence.	

Week 2, Day 5: Good Copy

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Week 3, Day 1: Book Discussion

Reading Comprehension Questions Part 1, 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: Book Discussion

Reading Comprehension Answers Part 1, Ch. 8-11

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 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: Book Discussion

Character Sketches

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

Herr Sesemann: strong kind-hearted wealthy sad patient angry

Herr Kandidat: careful good-humored funny patient boring mean

Grandmamma: irritable loving haughty prayerful dignified wise

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.

Read the passage on p. 28. 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 cards.
Memorize and use in your writing assignments.

yearn	ungrateful
cross	burden

1. **yearn**, v. - to have 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: Main Lesson

Review

So far, you have learned to use:

- descriptive adjectives - eg. a *red* scarf
- dual adjectives - eg. *dark*, *curly* hair
- adverbs - eg. *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**.
  - Eg. *Heidi <u>jumped</u> up.* *Jumped* is an action verb.
    Heidi <u>was</u> homesick. *Was* is a state of being verb.
- Always use strong, descriptive verbs that help create a vivid image in your reader's mind. Avoid vague, boring 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: Main Lesson

Verbs

Write two descriptive verbs you could use instead of these weak, boring verbs:

1. go - _____, _____
2. come - _____, _____
3. ate - _____, _____
4. said - _____, _____

Cross out the weak verbs and write more descriptive 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: Main Lesson

Read the passage.

1. *Draw a line from each adjective (in bold) to the noun it describes.*
2. *Draw a line from each adverb (in bold) to the verb it describes.*
3. *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: Main Lesson

Review: 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.

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

_____

Write two possible titles using the key words:

_____

_____

Week 3, Day 3: Outline

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 Alm 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: Outline and Brainstorming

_____

T.S._____

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

Brainstorming

1. Think of adjectives that describe:
    a. Herr Sesemann:_____
    b. Heidi's bed:_____
2. Think of adverbs to describe:
    a. How Fraulein Rottenmeier scolded Heidi:_____
    b. How Heidi would wake up:_____
3. Think of strong verbs:

    _____

Week 3, Day 4: Rough Draft and Checklist

Using your outline, write out the rough draft of your paragraph. Use this checklist. Underline the sentence structures and expressive words and label them in the margin of the paper.

Writing a Paragraph

The Cake	*The Icing*
Sentence Structures: ☐ compound sentence	**Expressive Words:** ☐ 2 adjectives ☐ 1 pair of dual adjectives ☐ 2 adverbs ☐ 2 descriptive verbs ☐ 1 vocabulary word
Paragraph Structure: ☐ Composition is written neatly. Include name and date. ☐ Topic sentence tells what the paragraph is about. Key words are highlighted or circled. ☐ All the sentences in the paragraph support the main idea. ☐ Title reflects the key words of the topic sentence.	

Week 3, Day 5: Good Copy

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Week 4, Day 1: Book Discussion

Reading Comprehension Questions Part 1, 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: Book Discussion

Reading Comprehension Answers Part 1, Ch. 12-14

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 cards.

Memorize and use in your writing assignments.

fasten	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**, adj. - not moving
   A white, motionless figure stood at the door.

Week 4, Day 2: Main Lesson

Dual Verbs and Adverbs

- Sometimes writers use two verbs or adverbs in a row.
- Eg. *Fraulein Rottenmeier <u>shrieked</u> and <u>jumped</u> onto a chair.*
  Fraulein Rottenmeier <u>nervously</u> and <u>hastily</u> jumped onto a chair.

Fill in the blanks to create dual adjectives.

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

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.

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: Main Lesson

Review

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: Main Lesson

Dual Verbs and Adverbs

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: Outline

Read the passage and outline it on the next page.

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: Outline and Brainstorming

_____

I. _____

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

Brainstorming

1. Think of adjectives that describe:
   a. The bread rolls:_____
   b. Grandmamma:_____
2. Think of adverbs to describe:
   a. How Heidi will pray:_____
   b. How the Good Lord is planning:_____
3. Think of strong verbs:

   _____

Week 4, Day 4: Rough Draft and Checklist

Using your outline, write out the rough draft of your paragraph. Use this checklist. Underline the sentence structures and expressive words and label them in the margin of the paper.

Writing a Paragraph

The Cake	The Icing
Sentence Structures: ☐ compound sentence	**Expressive Words:** include 1 of each ☐ adjectives ☐ dual adjectives ☐ adverb ☐ dual adverbs ☐ verb ☐ dual verbs ☐ vocabulary word
Paragraph Structure: ☐ Composition is written neatly. Include name and date. ☐ Topic sentence tells what the paragraph is about. Key words are highlighted or circled. ☐ All the sentences in the paragraph support the topic sentence. ☐ Title uses key words from the opening sentence.	

Week 4, Day 5: Good Copy

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Week 5, Day 1: Book Discussion

Reading Comprehension Questions 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? for Grandfather?

   _____

   _____

   _____

4. Where did Grandfather advise the Doctor to stay?

   _____

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

   _____

Discussion Questions

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: Book Discussion

Reading Comprehension Answers Part 2, Ch. 1-2

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 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 cards.
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**, n. - 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: Main Lesson

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.
    - Eg. *Klara, <u>who had been sick all summer</u>, was not fit to travel.*
      The flowers, <u>which danced in the breeze</u>, 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 3: Outline

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 descriptive 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: Outline

_____

T.S._____

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

Week 5, Day 3: Brainstorming

1. Think of adjectives that describe:
    a. The cloak for Heidi:_____
    b. The sausage:_____

2. Think of adverbs to describe:
    a. How Klara prepared the package:_____
    b. How Peter might eat the sausage:_____

3. Strong verbs to replace "*eat* the whole sausage":

    _____

4. Think of a who/which adjective clause to describe:
    a. the cakes, which_____
    b. Bridgette, who_____

Narrate your paragraph using your outline.

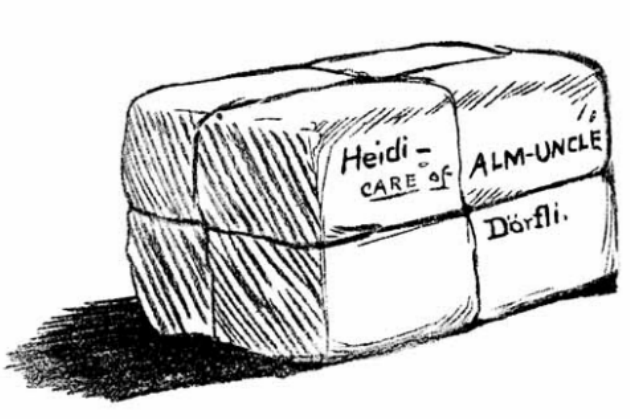
Week 5, Day 4: Rough Draft and Checklist

Using your outline, write out the rough draft of your paragraph. Use this checklist. Underline the sentence structures and expressive words and label them in the margin of the paper.

Writing a Paragraph

The Cake	The Icing
Sentence Structures: include 1 of each ☐ compound sentence ☐ who/which adjective clause	**Expressive Words:** ☐ 2 adjectives ☐ 1 pair of dual adjectives ☐ 2 adverbs ☐ 2 verbs ☐ 1 vocabulary word
Paragraph Structure: ☐ Composition is written neatly. Include name and date. ☐ Topic sentence tells what the paragraph is about. Key words are highlighted or circled. ☐ Title reflects key words from topic sentence.	

Week 5, Day 5: Good Copy



Week 6, Day 1: Book Discussion

Reading Comprehension Questions 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?

_____

Week 6, Day 1: Book Discussion

Reading Comprehension Questions Part 2, Ch. 3-5

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.

5. How did Peter travel down the mountain to get to school?
   He rode his sled down the mountain.

6. Why did Heidi want Peter to learn to read?
   She wanted Peter to read hymns to Grandmother.

Week 6, Day 1: Book Discussion

Discussion Questions

1. 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?
2. 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 cards.

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. - to 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: Main Lesson

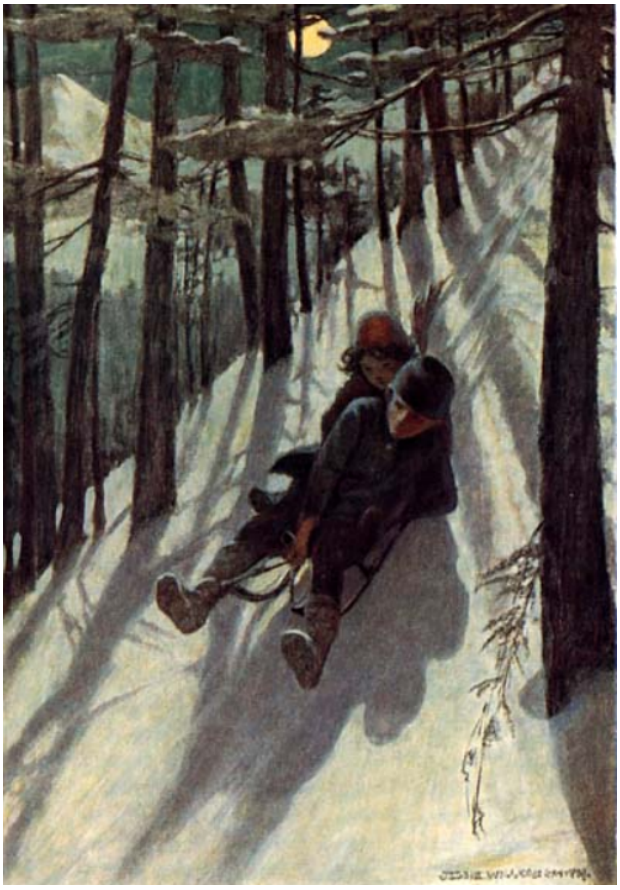
Sensory Words

- 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: Main Lesson

Sensory Words



Study the picture above. Use sensory words to describe the following:

1. How the moon looks:

   _____

2. How the snow feels:

   _____

3. What sounds the sled is making:

   _____

4. How the air smells:

   _____

Week 6, Day 2: Text Analysis

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 3: Outline

Read the passage and outline it on the following page.

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: Outline

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.

_____

I. _____

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

C.S._____

Week 6, Day 3: Brainstorming

1. Think of adjectives that describe the schoolhouse:

   _____

2. Think of adverbs to describe how the masters would laugh:

   _____

3. Think of strong verbs to replace:
   a. (Mother) said:_____
   b. going (to church):_____

4. Think of a who/which adjectives clause to describe the masters:

   the masters, who_____

5. Think of sensory words to describe:
   a. What Frankfurt looks like:

      _____

   b. What the laughter of the masters sounds like:

      _____

Narrate the passage using your outline.

Week 6, Day 4: Rough Draft and Checklist

Using your outline, write out the rough draft of your paragraph. Use this checklist. Underline the sentence structures and expressive words and label them in the margin of the paper.

Writing a Paragraph

The Cake	The Icing
Sentence Structures: include 1 of each ☐ compound sentence ☐ who/which adjective clause	**Expressive Words:** include 1 of each ☐ adjectives ☐ dual adjectives ☐ adverb ☐ dual adverbs ☐ verb ☐ dual verbs ☐ sensory word ☐ vocabulary word
Paragraph Structure: ☐ Composition is written neatly. Include name and date. ☐ Topic sentence tells what the paragraph is about. Key words are highlighted or circled. ☐ Closing sentence retells the main idea. Key words are highlighted or circled. ☐ Title uses key words from the opening sentence.	

Week 6, Day 5: Good Copy

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Week 7, Day 1: Book Discussion

Reading Comprehension Questions 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: Book Discussion

Reading Comprehension Questions 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!

Week 7, Day 1: Book Discussion

Discussion Questions

1. Was Klara's healing a miracle? Why or why not? What do you think helped Klara heal and walk?
2. God is so powerful that He can make from our suffering and our sins things that were even better than before. That is one of the themes of this book. How can you see this in Peter's mean action of pushing Klara's chair down the mountain? Where else in the book is there an example of this?

Week 7, Day 1: Vocabulary

Cut out the cards. Write the definitions on the back of the cards.
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**, n. - 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: Main Lesson

Sensory Words Review

Study the picture. Use sensory words to describe the following:

1. How the alps look: _____
2. How the breeze feels: _____
3. How the trees smell: _____
4. How the bleating of the goats sound:_____

Fill in the blanks with adverbs and adjectives:

1. Klara _____ stroked the goats.
2. Heidi spoke _____ to Schwanli.
3. Klara leaned back on her _____, _____ pillow.

Week 7, Day 2: Text Analysis

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: Text Analysis

Finding Descriptive Words

Read the passage. Find and label the following words:

1. *two -ly adverbs*
2. *two strong verbs*
3. *one set of dual verbs*
4. *one set of dual adjectives*
5. *four sensory 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 3: Outline

Read the passage and outline it on the following page.

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: Outline

_____

I. _____

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

C.S._____

Week 7, Day 3: Brainstorming

1. Think of adjectives that describe the flowers:

   _____

2. Think of adverbs to describe Heidi shouting:

   _____

3. Think of a who/which clause to describe Klara:

   _____

4. Think of sensory words to describe:
   a. The beauty around them:

      _____

   b. The sunshine:

      _____

   c. The fragrance of the flowers:

      _____

Narrate the paragraph using your outline.

Week 7, Day 4: Rough Draft and Checklist

Using your outline, write out the rough draft of your paragraph. Use this checklist. Underline the sentence structures and expressive words and label them in the margin of the paper.

Writing a Paragraph

The Cake	The Icing
Sentence Structures: include 1 of each ☐ compound sentence ☐ who/which adjective clause	**Expressive Words:** include 5 ☐ adjectives ☐ dual adjectives ☐ adverb ☐ dual adverbs ☐ verb ☐ dual verbs ☐ vocabulary word
Paragraph Structure: ☐ Composition is written neatly. Include name and date. ☐ Topic sentence tells what the paragraph is about. Key words are highlighted or circled. ☐ Closing sentence restates topic sentence. Key words are highlighted or circled. ☐ Title uses key words from the opening sentence.	

Week 7, Day 5: Good Copy

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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: Book Discussion

Thinking about the Themes: Trusting in God

One of the main themes of *Heidi* is trusting in God's Divine Providence.

1. What events in this novel teach us about trusting in God even when it seems He is not answering our prayers?

   _____

   _____

   _____

2. 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?

   _____

   _____

3. 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."

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

   _____

   _____

   _____

Week 8, Day 1: Book Discussion

Thinking about the Themes: Healing

A 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 becomes a better person throughout the book.

	Before Heidi lived 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?		

Week 8, Day 2: Main Lesson

Summarizing a Story: The Story Arc

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 Paragraph 1

Over the next two weeks, you are going to write a summary of the novel *Heidi.* Follow the three parts of the story arc. Each part will be one paragraph. As you outline each paragraph, answer the questions in the box to help you decide which parts of the novel are in which of the three parts of the story arc.

Part 1: Setting, Characters, 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. _____

Week 8, Day 2: Brainstorming Paragraph 1

1. Think of adjectives to describe:
    a. Heidi:_____
    b. Grandfather:_____
    c. Peter:_____
    d. Klara:_____

2. Think of sensory words to describe the Alm:

    _____

3. Think of a who/which clause:

    _____

4. Think of descriptive verbs and adverbs:

    _____ _____

    _____ _____

    _____ _____

Week 8, Day 3: Rough Draft and Checklist Paragraph 1

Using your outline, write out the rough draft of the first part of your story summary. Use this checklist. Underline the sentence structures and expressive words and label them in the margin of the paper.

Writing a Story Summary

The Cake	The Icing
Sentence Structures: include 1 of each ☐ compound sentence ☐ who/which adjective clause	**Expressive Words:** include 4 ☐ adjectives ☐ dual adjectives ☐ adverb ☐ dual adverbs ☐ verb ☐ dual verbs ☐ sensory word ☐ vocabulary word
Paragraph Structure: ☐ Composition is written neatly. Include name and date. ☐ Paragraph follows the first part of the story arc.	

Week 8, Day 4: Outline Paragraph 2

Part 2: Conflict, Plot, 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 4: Brainstorming Paragraph 2

1. Think of adjectives to describe:
    a. Heidi:_____
    b. Klara:_____
    c. Fraulein Rottenmeier:_____
    d. Grandmamma:_____

2. Think of sensory words to describe the Sesemann house:

    _____

3. Think of a who/which adjective clause:

    _____

4. Think of descriptive verbs and adverbs:

    _____ _____

    _____ _____

    _____ _____

Week 8, Day 5: Rough Draft and Checklist Paragraph 2

Using your outline, write out the rough draft of the second part of your story summary. Use this checklist. Underline the sentence structures and expressive words and label them in the margin of the paper.

Writing a Story Summary

The Cake	The Icing
Sentence Structures: include 1 of each ☐ compound sentence ☐ who/which adjective clause	**Expressive Words:** include 4 ☐ adjectives ☐ dual adjectives ☐ adverb ☐ dual adverbs ☐ verb ☐ dual verbs ☐ sensory word ☐ vocabulary word
Paragraph Structure: ☐ Composition is written neatly. Include name and date. ☐ Paragraph follows the second part of the story arc.	

Week 9, Day 1: Outline Paragraph 3

Part 3: Climax, Resolution, 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 Paragraph 3

1. Think of adjectives to describe:
    a. Heidi:_____
    b. Klara:_____
    c. Peter:_____
    d. Herr Sesemann:_____

2. Think of sensory words to describe the Alps:

    _____

3. Think of a who/which adjective clause:

    _____

4. Think of descriptive verbs and adverbs:

    _____ _____

    _____ _____

Week 9, Day 2: Rough Draft and Checklist Paragraph 3

Using your outline, write out the rough draft of the third part of your story summary. Use this checklist. Underline the sentence structures and expressive words and label them in the margin of the paper.

Writing a Story Summary

The Cake	The Icing
Sentence Structures: include 1 of each ☐ compound sentence ☐ who/which adjective clause	**Expressive Words:** include 4 ☐ adjectives ☐ dual adjectives ☐ adverb ☐ dual adverbs ☐ verb ☐ dual verbs ☐ sensory word ☐ vocabulary word
Paragraph Structure: ☐ Composition is written neatly. Include name and date. ☐ Paragraph follows the third part of the story arc. ☐ Title reflects the theme of the story.	

Week 9, Days 3-5: Good Copy

_____

_____

_____

_____

_____

_____

_____

_____

Appendix: Extra Good Copy Pages

Appendix: Word Banks

Strong Verbs to Replace the Word "Said"

accuse	confess	groan	object	shout
admit	confide	howl	plead	shriek
agree	continue	implore	protest	sigh
bawl	cry	inform	question	sneer
beseech	declare	insist	rebuke	sob
claim	demand	jeer	remark	stammer
coax	exclaim	lament	repeat	weep
command	explode	moan	ridicule	whimper
complain	gasp	murmur	scold	whisper