

Lesson 2: Preparations

☐ Getting Started

Today you will begin your voyage with the crew of *The Wanderer*. The story is told through the journal entries of two different children — Sophie and Cody. To help you identify each character's voice, the book shows the child's name at the beginning of each chapter. Both characters have a unique and engaging voice. Enjoy the trip!

Stuff You Need

- *The Wanderer* by Sharon Creech
- blank paper* (Activity 2 - Option 2)
- colored pencils or markers* (Activity 2 - Option 2)
- scissors* (Activity 2 - Option 2)
- stapler* (Activity 2 - Option 2)

Ideas to Think About

- How and why do events within people's lives change them?

Things to Know

- Definitions of your vocabulary words (*impulsive, dolt, gibberish, capricious, decrepit, phosphorescent, morale, and gimbal*).

☐ Reading and Questions

Read Chapters 1-7 in *The Wanderer* and then answer the questions below in complete sentences:

1. What does Sophie's father call her? Explain.

2. How would someone describe your three sides?

3. Do you think Sophie's parents should have let her go sailing? Why or why not?

4. How would you describe Brian and Cody?

5. Where is the crew going?

Activities

☐ Activity 1: Reflective Journal

In a reflective journal, people usually write about their experiences, how they feel about the experiences, and what the experiences mean to them or what they learned from them. Reflective journals are usually personal and private accounts of the events in a person's life.

The author tells the story of *The Wanderer* through the journal entries of two different characters. The two points of view make the story even more fascinating because the reader can compare how both characters view different events and what they learn from them.

Today you will practice writing a reflective journal entry. Select a meaningful event that happened recently in your life. Use the "Reflective Journal" page to describe the event, how it felt, and what you learned.

☐ Activity 2: Vocabulary

On the "Vocabulary" sheet, match each word to its definition. To help you, use the page references to find how the word is used in the book. Reading the words in context may give you clues to the correct definitions. Then select one of the following vocabulary activities.

Option 1: Sailing Paragraph

Write a paragraph about sailing that uses each of the vocabulary words

Option 2: Picture Dictionary

For this option, cut four sheets of paper in half. On each page, list one vocabulary word and then illustrate the word in a way that will help you remember its definition. When you finish your picture dictionary, put the pages in alphabetical order and staple them along the left edge.

☐ **Activity 3: Character Timeline**

As you read the novel, you will find that the journey changes each of the story's characters. Each day after you complete your reading, use the "Character Development" sheet to record words or phrases that describe the two main characters as they are portrayed in the reading that day. After you finish the book, you will be able to look back at the changes you documented.

Wrapping Up

Review the definitions of the vocabulary words you learned today. If you choose to, you can share your journal entry with your family.

Reflective Journal



What Happened

Your Feelings

What You Learned

MATCHING

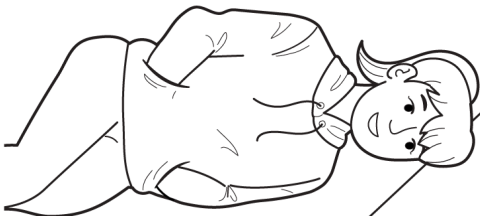
Directions: Fill in the blank with each word's corresponding definition.

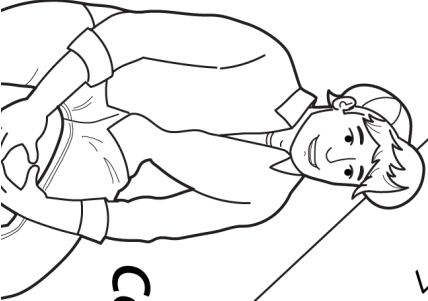
- | | |
|------------------------------------|--|
| _____ 1. impulsive adj (p3) | A. glowing or illuminating |
| _____ 2. gimbal n (p125) | B. an emotional or mental condition that displays cheerful confidence and zeal, esp. in the face of opposition or hardship |
| _____ 3. gibberish n (p34) | C. talking or writing that seems meaningless |
| _____ 4. capricious adj (p47) | D. acting on emotion, rather than on clear thought |
| _____ 5. decrepit adj (p58) | E. unpredictable |
| _____ 6. phosphorescent adj (p102) | F. a stupid person |
| _____ 7. morale n (p124) | G. weakened and worn out from old age |
| _____ 8. dolt n (p30) | H. two rings mounted on perpendicular axes in order to suspend an object horizontally regardless of any motion from the object's support |



Character Development

Directions: Record a description of the characters after reading the chapters each day.

 Sophie	Chapters 1 - 7
	Chapters 8 - 14
	Chapters 15 - 22
	Chapters 23 - 30
	Chapters 31 - 35
	Chapters 36 - 40
	Chapters 41 - 50
	Chapters 51 - 60
Chapters 61 - end	

 Cody	Chapters 1 - 7
	Chapters 8 - 14
	Chapters 15 - 22
	Chapters 23 - 30
	Chapters 31 - 35
	Chapters 36 - 40
	Chapters 41 - 50
	Chapters 51 - 60
Chapters 61 - end	

Lesson 2: Preparations

Getting Started

✿ Ideas to Think About

- How and why do events within people's lives change them?



Things to Know

- Definitions of your vocabulary words (*impulsive*, *dolt*, *gibberish*, *capricious*, *decrepit*, *phosphorescent*, *morale*, and *gimbal*).

⦿ Skills

- Evaluate the author's use of various techniques, such as point of view, to influence readers' perspectives. (LA)
- Narrate an expressive account (e.g., fictional or autobiographical), which uses a coherent organizing structure appropriate to purpose, audience, and context. (LA)
- Narrate an expressive account, which tells a story or establishes the significance of an event or events. (LA)
- Narrate an expressive account which uses remembered feelings and specific details. (LA)
- Determine the meaning of unfamiliar vocabulary words by using context clues or a dictionary. (LA)

Introducing the Lesson

Explain to your child that she will begin reading the novel today. Discuss that the book is written from two different characters' points of view. Both characters are writing a journal that documents their voyage across the Atlantic Ocean.

Reading and Questions

1. *A three-sided Sophie. One side is dreamy and romantic, one is logical and down-to-earth, and the third side is hard-headed and impulsive.*
2. *Answers will vary.*
3. *Answers will vary.*
4. *Some examples for Brian might include nerdy, organized, annoying, know-it-all, bossy. For Cody, descriptions might include immature, funny, lazy, disrespectful, not serious.*
5. *To see their grandfather Bompie in England.*

Activities**Activity 1: Reflective Journal**

Ask your child if she would like to share her journal entry with you. A reflective journal is personal.

Activity 2: Vocabulary

For this activity, your child can select the option that interests her most. Review the picture dictionary or paragraph to ensure your child has a clear understanding of the definitions of the words.

NOTE: The page numbers are for the 2016 version of the book. If you have an earlier edition, try these page numbers instead:

impulsive (p. 3), gimbal (p. 141), gibberish (p. 39), capricious (p. 53), decrepit (p. 66), phosphorescent (p. 116), morale (p. 141), dolt (p. 35)

Answer Key:

- | | |
|------|------|
| 1. D | 5. G |
| 2. H | 6. A |
| 3. C | 7. B |
| 4. E | 8. F |

Option 1: Sailing Paragraph

Check that your child's paragraph uses all of the vocabulary words correctly.

Option 2: Picture Dictionary

Check your child's picture dictionary. Comment on the effort that she did or did not put into the activity. Double check to make sure the dictionary is in alphabetical order.

Activity 3: Character Timeline

After your child completes her reading each day, she will use the "Character Development" sheet to record words and phrases that describe the two main characters in that day's reading. This activity will help your child empathize with the characters and to recognize the changes that occur within them.

Wrapping Up**Questions to Discuss**

- Have you ever felt called to something in the way that Sophie feels called to the sea?
- What does Cody tell us about Sophie? (That she was adopted by Cody's aunt and uncle.)
- Would you enjoy going on a long sailing trip? Why or why not?

Things to Review

Review the meanings of the vocabulary words your child learned today. Make sure that she can use each word in context.