

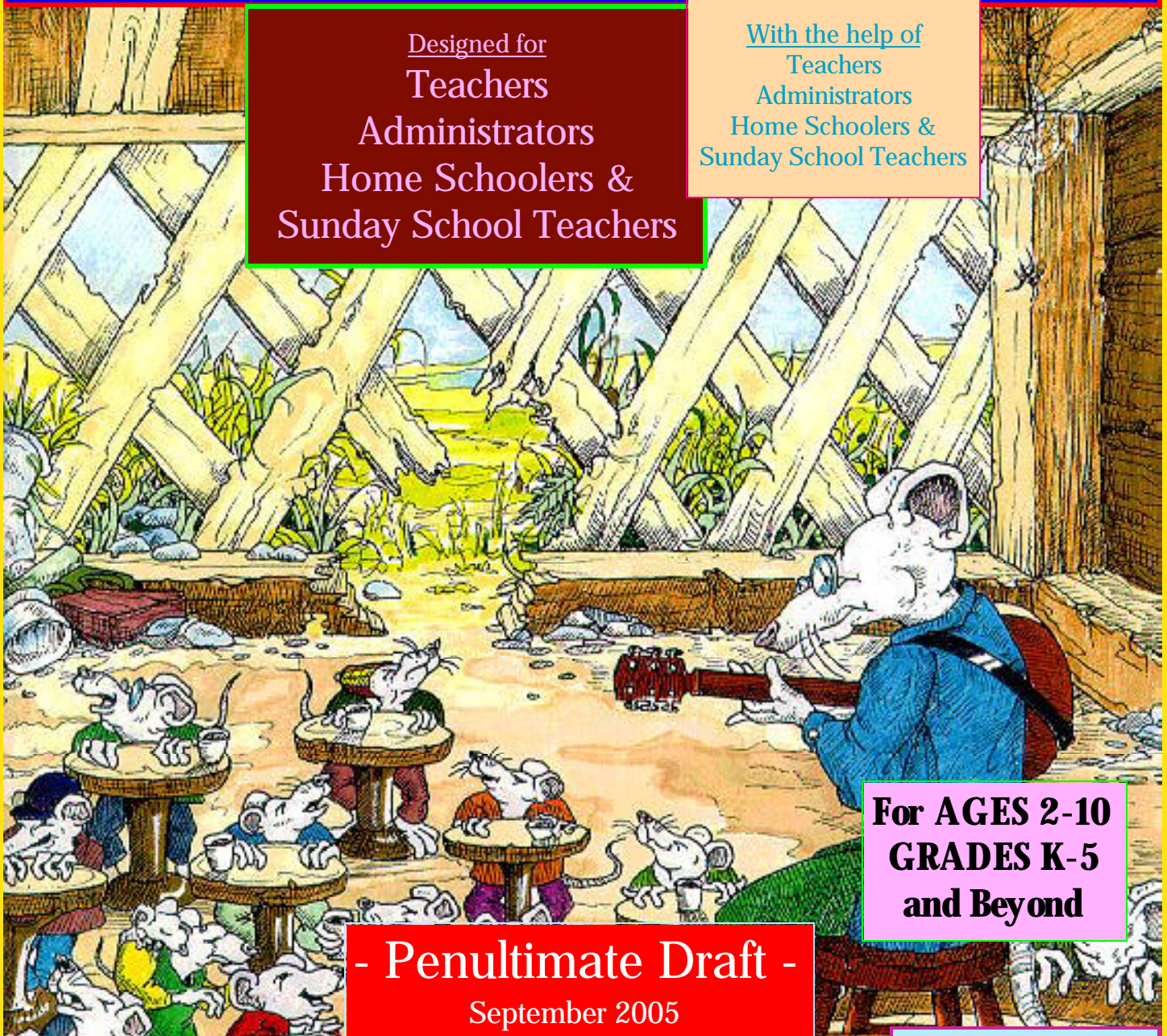
The House On Chestnut Ridge

ONE-ROOM
SCHOOLHOUSE

Ideas for Activity,
Education, Engagement, and Enrichment

Designed for
Teachers
Administrators
Home Schoolers &
Sunday School Teachers

With the help of
Teachers
Administrators
Home Schoolers &
Sunday School Teachers



**For AGES 2-10
GRADES K-5
and Beyond**

- Penultimate Draft -
September 2005

The House On Chestnut Ridge

ONE-ROOM SCHOOLHOUSE

A Musical tale of acceptance, forgiveness, and the celebration of diversity

By Matthew K. Weiland

WITH A
PROOFREADING
EXERCISE THE
WHOLE FAMILY
CAN ENJOY!

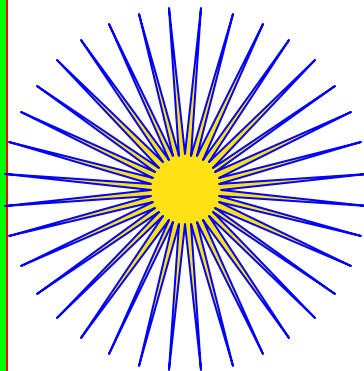
The House On Chestnut Ridge One-Room Schoolhouse can be used to cultivate, reinforce, and enhance:

For ages 2-5

COLORS
COUNTING
SOCIALIZATION
SIMPLE ADDITION
EMOTIONAL SENSITIVITY & AWARENESS
WORD APPRECIATION
LESSONS IN SIBLING & PEER RELATIONS
INTRODUCTION TO MUSICAL APPRECIATION
INTRODUCTION TO ANIMAL TYPES
CONFLICT RESOLUTION

For grades K-5

LISTENING SKILLS
IMAGINATION & CREATIVE VISUALIZATION
READING COMPREHENSION
VOCABULARY
PLOT ANALYSIS
THEME RECOGNITION
WRITING & COMPOSITION
MEMORIZATION
SUMMARY & PARAPHRASING
MUSIC APPRECIATION
EMPATHY & EMOTIONAL SENSITIVITY
SOCIAL MATURITY
PEER MENTORING & SIBLING RELATIONS
CONFLICT RESOLUTION
VOICE INFLECTION & TONE AWARENESS
POISE & PERFORMANCE



Greetings from ***THE HOUSE ON CHESTNUT RIDGE!***

A musical tale of acceptance, forgiveness, and the celebration of diversity, The House On Chestnut Ridge combines storytelling with bluegrass, jazz, blues, and reggae songs and score. ***Honored for children's songwriting by the John Lennon Songwriting Foundation***, it has been used in classrooms and named best assembly by numerous elementary schools. It has also been performed as part of educational programs promoting peace initiatives, self-esteem, and conflict resolution as well as at civic events, community centers, and family festivals.

Chestnut Ridge is in many ways a community of the imagination, a place where anything is possible, a home where everyone is welcome. The Chestnut Ridge emphasis is on making pretty our little corner of the world, a nook where everyone has something unique to offer and where every day is special.

Chestnut Ridge is also about respecting others, about experiencing the world in which we live with a sense of music and harmony, kindness and compassion. It's about walking the walk of the Golden Rule, displaying such character traits as acceptance and forgiveness while also learning about language, problem-solving, identifying with others, resolving disputes, and learning the value of our differences.

Oh, and don't get all flummoxed or freaked out about some words you might occasionally encounter, though not initially recognize. They're just good words to know and use when the occasion arises.

How does THE HOUSE ON CHESTNUT RIDGE ONE-ROOM SCHOOLHOUSE support various curricula? (i.e. math, science, language arts, social studies, etc.)

The House On Chestnut Ridge has been used as part of school programs and community outreach efforts promoting ***peace initiatives, self-esteem, interpersonal peer relations, peer mentoring, and conflict resolution***.

Teachers or parents can conduct discussions about the themes or storylines — ***those of treating others with respect and compassion, kindness and forgiveness, celebrating the differences in all of us*** — providing for instructors a potential week to two weeks' worth of possible lessons on story analysis and interpretation, self-worth, and even performance if so desired. In addition, ancillary lessons covering ***music history and appreciation, vocabulary building, and creative writing*** can be used either before or after the program, allowing it to resonate in lesson plans as well as in the individual and collective memories of students. Finally, The House On Chestnut Ridge has been used as a means of ***enhancing listening skills while exercising the imagination***, with many different artistic activities available in which children and students can engage while listening to and experiencing the story and music.

The Chestnut Ridge experience takes listeners on a melodic journey through some of America's most distinct musical styles, from back-porch bluegrass to downtown blues, from the riverboat sounds of ragtime to the sunshine shores of reggae, offering lessons in how the many different types of sounds, styles, and musical instruments can combine to create musical and spritual harmony.

We hope it's a journey that'll tickle your fancy while exciting your sense of adventure and curiosity. We hope you enjoy your time on Chestnut Ridge and that you'll stop back again anytime for a slice of smile and a glass of grin.

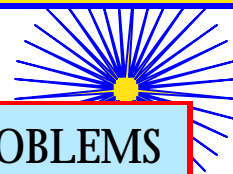
Pals forever. And Welcome to the Chestnut Ridge One-Room Schoolhouse.



PRE-LISTENING IDEAS FOR ACTIVITY

DISCUSSION OF THEMES

CONSIDERING FRIENDSHIPS



FOCUSING ON THE POSITIVE

SOLVING FRIENDSHIP PROBLEMS

SOME QUESTIONS FOR DISCUSSION OR WRITING COMPOSITION

1. In *The House On Chestnut Ridge*, Collier, the street-wise tom cat, lashes out at the other animals, basically bullying them by calling them names and putting them down — essentially saying that they are worthless. Before listening to the story, students should think about whether anyone has ever lashed out at them: ***Has anyone ever bullied them, called them nasty names, or been cruel to them? How did that make the students feel? How did they handle it?*** Ask the students to list some suggestions identifying a few ways that a person might handle such a situation. Perhaps discuss ***the concept of self-esteem***, the way one feels about him- or herself. How can students strengthen their individual sense of self-worth and self-esteem after someone has bullied him or her? How can a person who has been treated badly feel better about him- or herself?

2. In the story, Collier realizes that he has seen the wrong things in others. Prior to listening to the story, students might think about and either write or discuss a sibling or a friend, creating a list of good qualities about this person. Next, students might think of something that they might like to change about this person — for instance, a student may wish that a brother or sister wasn't so bossy, or that he or she would be more sharing, or that he or she uses the students' stuff without asking. The student should then ***consider how to deal with the things we might not like about other people***. How might we focus on the positive things in other people rather than the negative? ***How might one approach someone else to discuss a problem or situation?*** Students might ***create a short list of ways to deal with someone else's issues***. How might we deal with someone who is too bossy? How should we deal with someone who doesn't share? Why might it be better to focus on the positive things about someone rather than the things we don't like? And how do we accomplish this?

3. Toward the second half of the story, even though he is sorry about the things he has said and the way he has treated and has hurt the others, Collier is nonetheless left out of the fun and games that the others engage in — the little trips they take, the picnics and festivities they share — because he has been cruel and inconsiderate to everyone. ***Students should think about a time when they may have hurt someone else's feelings by saying nasty things or being inconsiderate of someone else's sensitivities***. Have students ever had to ask for someone's forgiveness? Have they felt left out of a crowd because they have had a bad attitude and treated someone else with cruelty? Students should then ***list a few suggestions of how one might apologize to someone else***, how one might ask for forgiveness, and how one might get back into another's good graces after hurting that person?

4. At the end of the story, the other animals on Chestnut Ridge have a difficult time being able to forgive Collier, though they finally realize that the best thing to do is forgive and forget. ***Students should consider the word MAGNANIMOUS and what it exactly means to forgive someone?*** Why might it be considered important to forgive someone else? ***How can forgiving someone be seen as a sign of strength?*** If friends have a falling out or a fight, does that mean that they are no longer friends? How might forgiveness be seen as a way of helping to heal the hurt one feels?



PRE-LISTENING IDEAS FOR ACTIVITY

CONSIDERING WORDS

What do you associate with certain words?

Getting to know their meanings...



...AND THE THOUGHTS AND FEELINGS ASSOCIATED WITH THEM.

the concepts relating to them...

DIRECTIONS: Using a dictionary (or a Web site) look up the following clusters of words and type out (or copy and paste) the definitions, learning the meanings of the words as you do so. Next, determine:

What the words mean.

What they have in common.

How the words relate to one another.

What types of attitudes, behaviors, or people do we associate with these words?

NEXT: Discuss the questions posed and how the clustered words relate to the topics provided.

APPRECIATION, EMPATHY, RESPECT, UNDERSTANDING

Discuss why you think the community of animals on Chestnut Ridge get along so well despite their differences.

ARROGANCE, BULLYING, PRIDE, SARCASM

Explain why you feel that Collier acts cruelly toward the others.

ANXIETY, BETRAYAL, HUMILIATION, RESENTMENT

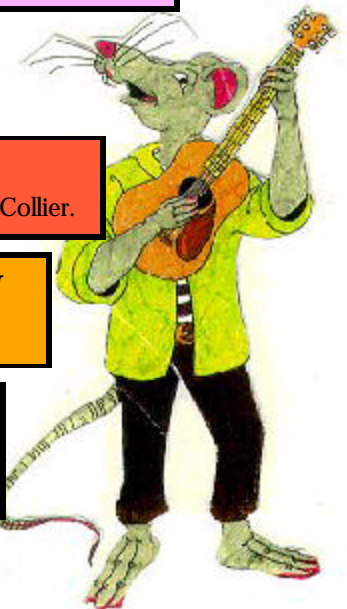
Explain why you feel that Argus, Porticia, and Friendly cannot initially bring themselves to forgive Collier.

FORGIVENESS, MAGNANIMITY, RECONCILIATION, REDEMPTION

Explain in your own words why Ras Rabbit says that the others should and can forgive Collier.

COMPASSION, CONTRITION, HUMILITY, KINDNESS

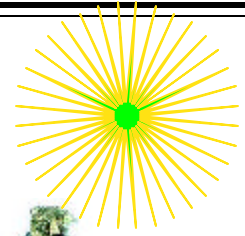
State what you think Collier means when he says he can see more clearly, even though now he has lost his sight again, in the song, "The Things I Should Have Seen."



SOME ZOOLOGICAL BACKGROUND

During your stay on Chestnut Ridge you shall meet:

ARGUS is a Scottish Terrier, a member of **the Canidae family**, a small, squat, bewhiskered dog with wide-set, alert-looking eyes, usually described as strong and plucky. Argus is the house elder who lost his leg as a pup in an accident and whose strong and plucky nature makes him a good leader in the community, despite his small, squat stature.



ARGUS

The old terrier who lost his leg as a pup

COLLIER is a member of **the domestic Felidae family**, possessing such common feline traits as soft fur, good coordination, a large and highly developed brain, a disposition toward cleanliness and fine grooming, and a tendency toward preening after meals. Collier, who has been blind since he was a kitten, gains his eyesight back until he sees the wrong things in others.



COLLIER

The blind, street-wise tom cat

FRIENDY is a member of **the Mephistas family**, though she feels no real identity or affinity as a skunk since Friendly doesn't have the pungent scent so unique to skunks. Skunks are notoriously known for the offensive odor produced by special glands designed to protect them against predators. Still, like all skunks, Friendly does have black and white fur patterns, is often a nocturnal (or night-time) creature, and can be readily tamed as friends.



FRIENDY

The skunk with no scent

GRANDMA OWL is a member of **the Tytonidae, or Barn Owl, family**. Unlike other birds of prey, owls have virtually noiseless flight, the butterfly-like flapping of wings being muffled by the velvety surface of the flight feathers. A nocturnal (or night-time) creature, owls nest in buildings, holes in trees, or nests abandoned by other birds. The barn owl has a heart-shaped facial disk, weakly-forked tail, long legs, relatively small eyes, and no ear tufts. They have quite acute hearing and vision and often appear to be in the possession of an ancient wisdom of sorts.



GRANDMA OWL

The wise old matron

PORTICIA is a member of **the Suidae family**, a stout-bodied, short-legged group with a thick skin usually sparsely coated with short bristles. The pig's hooves have two functional and two non-functional digits. There are some who contend that the pig is one of the most intelligent of all domestic farm animals, Porticia being the foremost advocate of this theory.



PORTICIA

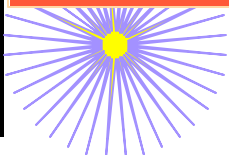
The intrusive and meddlesome pig

RAS is a member of **the Leporidae family** of the order Lagomorpha. The rabbit is long-eared and short-tailed with long hind legs and, usually, gray or brown fur. The rabbit lives in grass nests, burrows, or warrens consisting of a network of burrows dug by many individual rabbits. The rabbit is social, often gregarious, friendly, and outgoing.



RAS

The rabbit whose ears droop and flop about his head



A SHORT MUSICAL TUNING-UP

BLUEGRASS MUSIC

Bluegrass music is a blend of country and western-style folk music that emerged formally in the United States after World War II, yet reaches back to the country's roots. It differs from other varieties of country and western music in its strong jazz and blues influence as well as the driving rhythms and the prominence of banjo, along with the presence of guitar, mandolin, and fiddle.



JAZZ MUSIC

Jazz has become one of America's preeminent music styles, incorporating improvisation and discipline into a blend of musical motifs under the umbrella called jazz. Developed largely by African-American artists as far back as the 1830s, jazz was predominantly influenced by both European harmonic structure and African rhythmic complexity and is often characterized by its use of blues and speech intonations. There are many different styles within the jazz genre, from bop to bebop, swing to ragtime, fusion to free-form.



BLUES MUSIC

Blues music began as an African-American art form in the rural south in the late 1800s and the early 1900s, later becoming one of the most prominent, popular, and influential styles of music of the 20th century. Blues developed in the southern United States after the American Civil War, influenced by work songs, field hollers, and church hymns of the agricultural black cultural. Blues songs express feelings more than tell a story, in the process celebrating life. Rural blues initially developed in three principal regions: Mississippi, Texas, and the Georgia and North and South Carolina region. All three regions produced distinct styles, which were even more distinguished and more instilled with regional flavor as African-Americans emigrated to the industrial jobs available in northern cities during the Great Depression of the 1930s, most notably cities such as Chicago, Detroit, and St. Louis.



REGGAE MUSIC

Reggae is a popular Jamaican style of music and dance that originated in the 1960s, stemming from traditional African-Jamaican folk music blended with African-American popular music and strains of rock and roll. Originated mainly in Jamaica's poor neighborhoods, reggae music often has spiritual overtones while reflecting social concerns and celebrating life and the cultures of Africa.

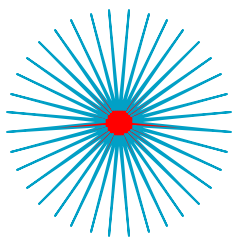


RECOGNIZING AMOUNTS and NUMBERS

DIRECTIONS:
Count the number of characters in each row then draw a line to the same number of characters on the right.

Let's begin with some
**RANDOM ACTS
OF COUNTING**

AGES 2-5



1



2



3



4



5



NAME:

IDENTIFYING and RECOGNIZING NUMBERS

DIRECTIONS:

Count the number of characters in each row then draw a line to the correct number on the right.

AGES 2-5

A collection of colorful fireworks and various cartoon characters arranged in rows for counting. The characters include a bear, two boys, three squirrels, four bears, five birds, six bears, seven bears, eight squirrels, nine bees, five leaves, and a drummer.

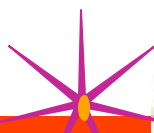
- 7
- 10
- 5
- 6
- 2
- 8
- 4
- 1
- 3
- 9

NAME:

IDENTIFYING and RECOGNIZING NUMBERS

DIRECTIONS:

Count each item in each square and circle the square that has the same number as highlighted in the corner.



AGES 2-5



NAME:

IDENTIFYING and RECOGNIZING NUMBERS

DIRECTIONS:

Count each item in each square and circle the square that has the same number as highlighted in the corner.

AGES 2-5



NAME: _____

IDENTIFYING and RECOGNIZING NUMBERS

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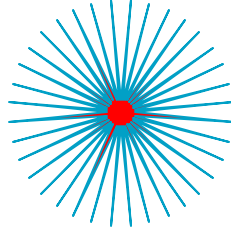
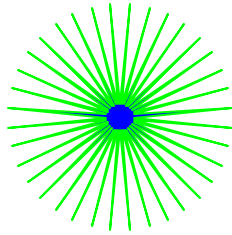
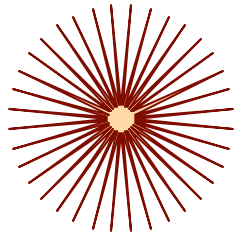
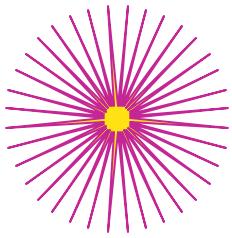
AGES 2-5

NAME: _____

IDENTIFYING and RECOGNIZING NUMBERS

DIRECTIONS:

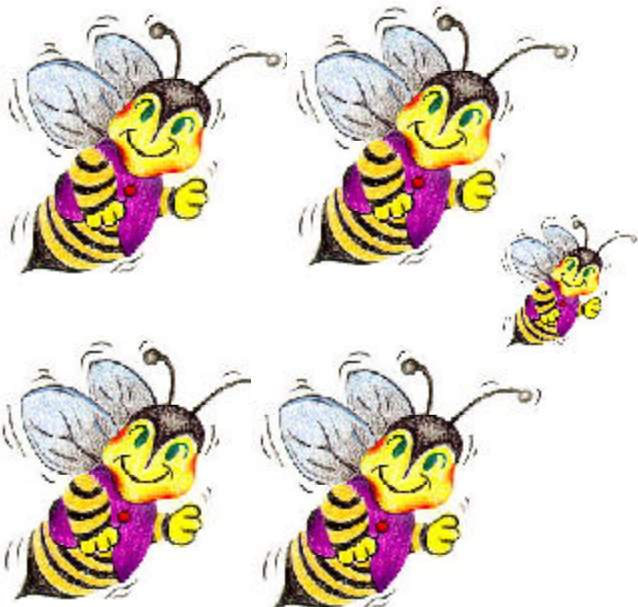
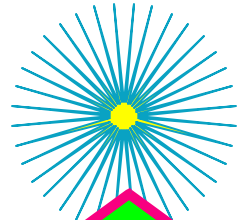
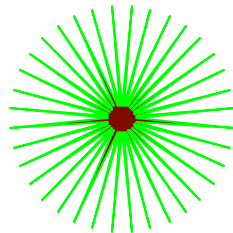
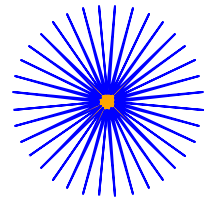
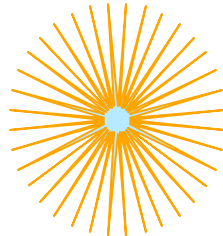
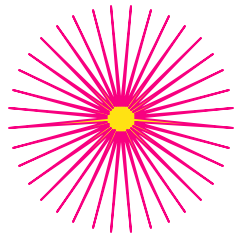
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NAME:

IDENTIFYING and RECOGNIZING NUMBERS

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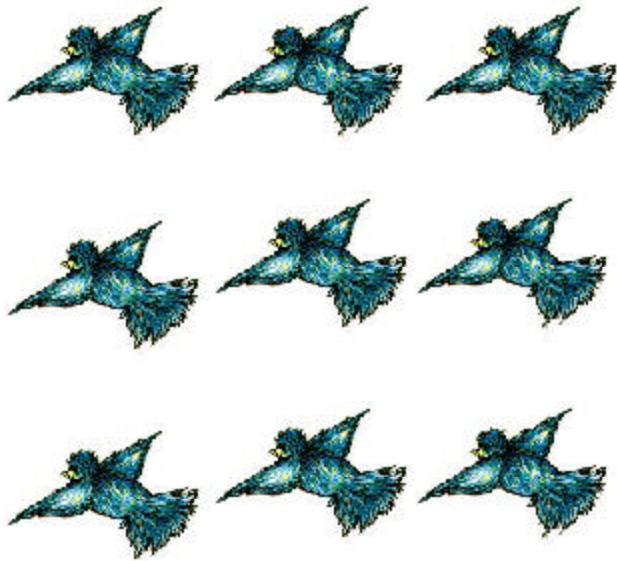
AGES 2-5

NAME: _____

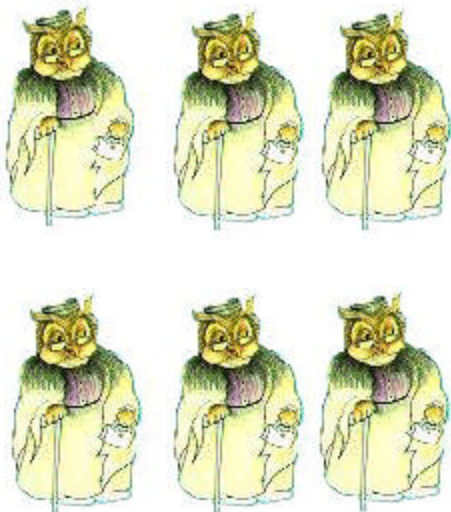
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AGES 2-5

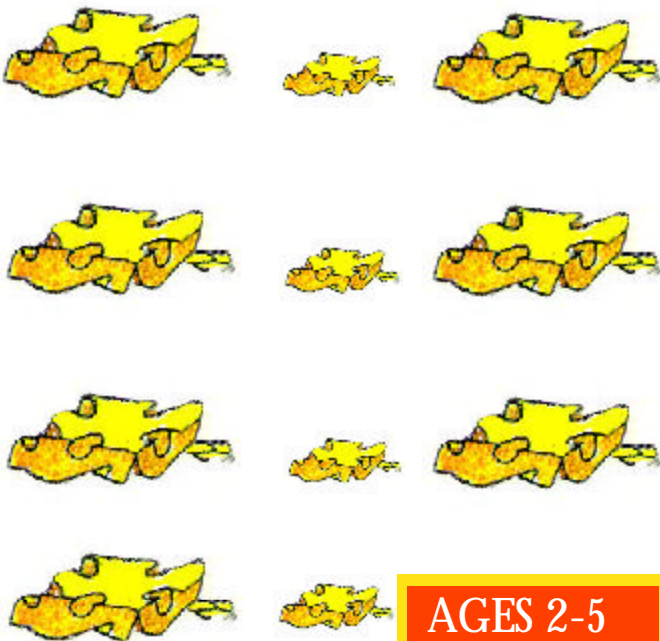


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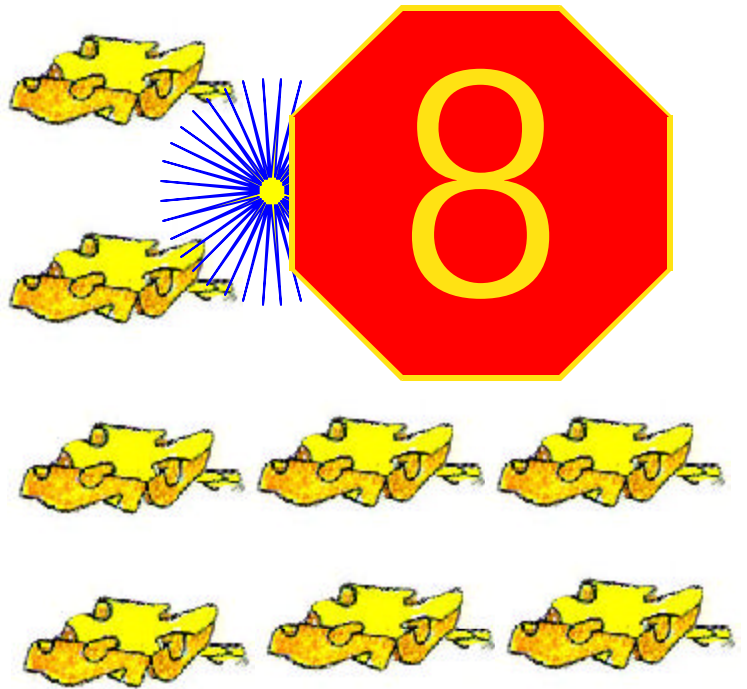
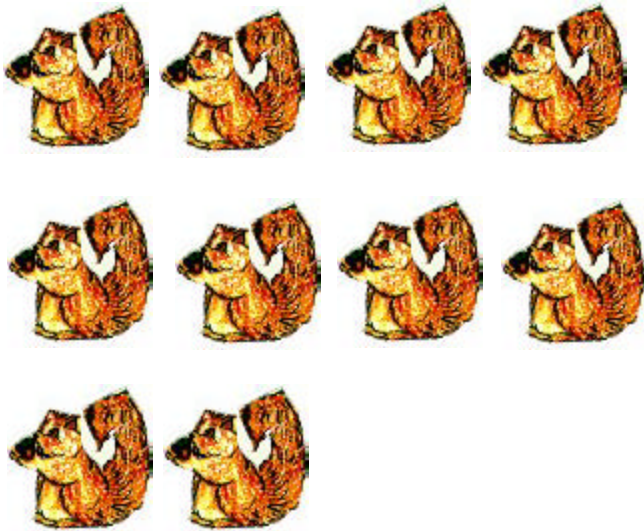


NAME: _____

IDENTIFYING and RECOGNIZING NUMBERS

DIRECTIONS:

Count each item in each square and circle the square that has the same number as highlighted in the corner.



AGES 2-5

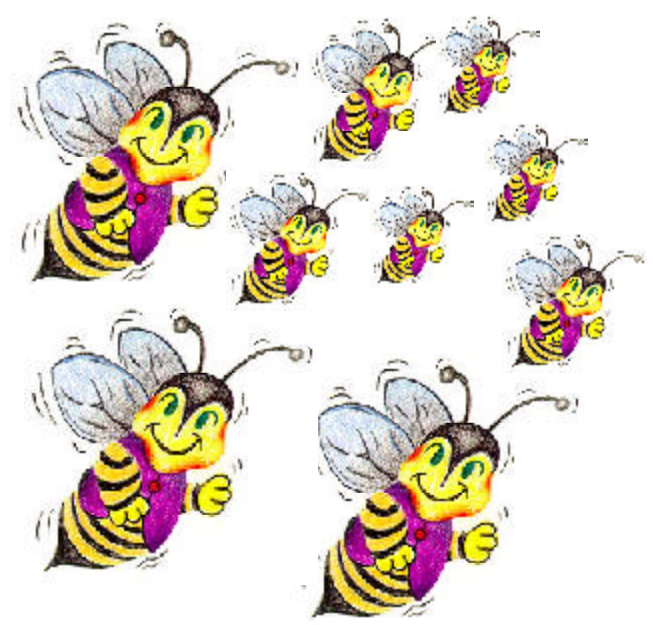


NAME:

IDENTIFYING and RECOGNIZING NUMBERS

DIRECTIONS:

Count each item in each square and circle the square that has the same number as highlighted in the corner.



NAME:

IDENTIFYING and RECOGNIZING NUMBERS

DIRECTIONS:

Count each item in each square and circle the square that has the same number as highlighted in the corner.



AGES 2-5





LET'S COUNT TO 100!



10



10



10



10



10



10



10



10



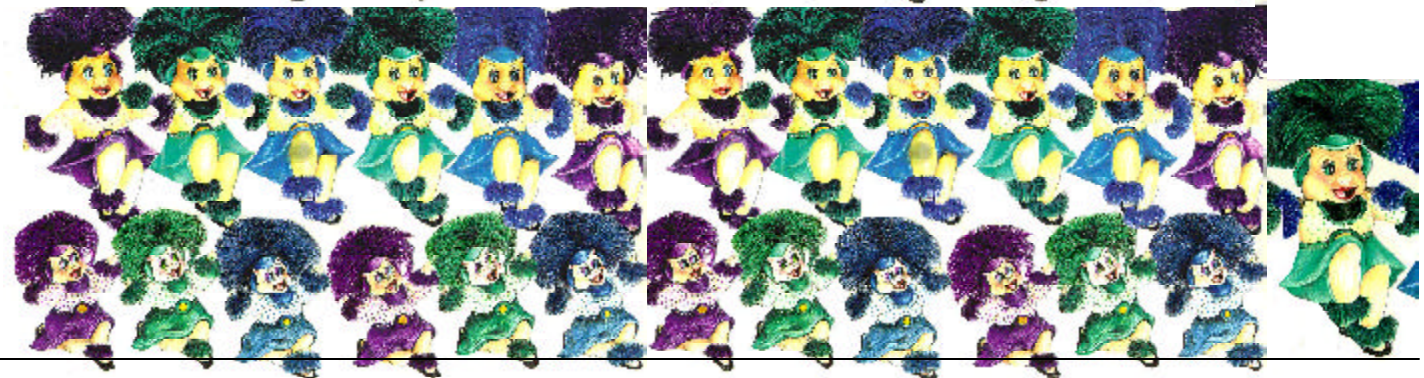
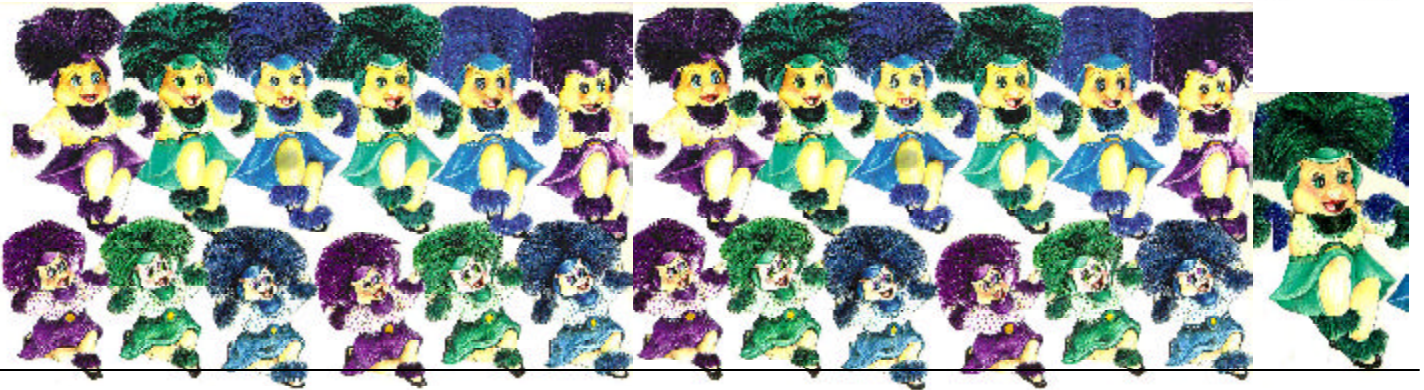
10



10

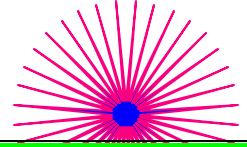
99 DANCING SWINE!

Go ahead and count the chorus line.



NAME: _____

RECOGNIZING AMOUNTS, NUMBERS,
and Musical Instruments



DIRECTIONS:

Count how many musicians there are and identify the musical instrument(s) being played.

1) _____ *One* thumper is thumping one _____ *bass*



AGES 2-5

2) _____ pianists are tickling
the ivories on two _____



3) _____ toot-tooters are tooting three _____



4) _____ pluckers are plucking four _____

NAME: _____

RECOGNIZING AMOUNTS, NUMBERS,
and Musical Instruments



DIRECTIONS:

Count how many musicians there are and identify the musical instrument(s) being played.



AGES 2-5

5) _____ marching band members are playing
_____ different musical instruments.

Those musical instruments include: _____

NAME: _____

RECOGNIZING AMOUNTS, NUMBERS,
and Musical Instruments



DIRECTIONS:

Count how many musicians there are and identify the musical instrument(s) being played.



6) _____

strummers are
strumming six

AGES 2-5



7) _____

fiddlers are
fiddling seven



honkers are
honking on eight



8) _____



NAME: _____

RECOGNIZING AMOUNTS, NUMBERS
and Musical Instruments

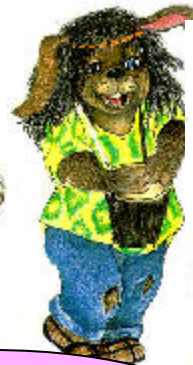


DIRECTIONS:

Count how many musicians there are and identify the musical instrument(s) being played.



9) _____ swine are dancing.



WHAT OTHER INSTRUMENTS
CAN YOU IDENTIFY?

10) _____ drummers are drumming

_____ drums all together.

AGES 2-5

NAME:

AN EDITION FEATURING SIMPLE ADDITION

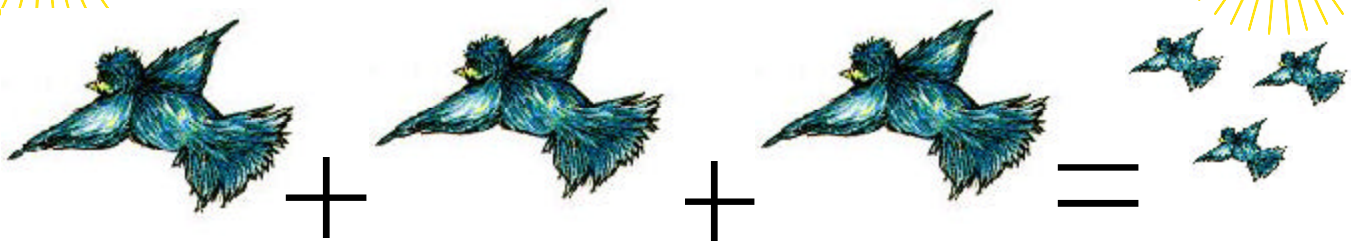
DIRECTIONS:

Add up the pictures shown to arrive at a total then write that number in the box.



$$\textcircled{1} + \textcircled{1} = \square$$

AGES 2-5



$$\textcircled{1} + \textcircled{1} + \textcircled{1} = \square$$

NAME: _____

AN EDITION FEATURING SIMPLE ADDITION

DIRECTIONS:

Add up the pictures shown to arrive at a total then write that number in the box.

2 + 2 =

3 + 1 =

AGES 2-5

NAME: _____

AN EDITION FEATURING SIMPLE ADDITION

DIRECTIONS:

Add up the pictures shown to arrive at a total then write that number in the box.

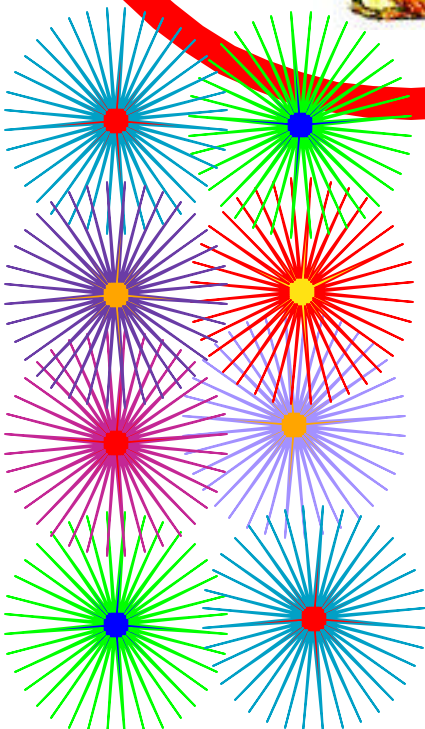
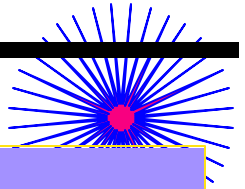
AGES 2-5

NAME:

AN EDITION FEATURING SIMPLE ADDITION

DIRECTIONS:

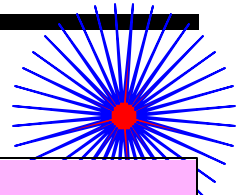
Add up the pictures shown to arrive at a total then write that number in the box.



AGES 2-5

NAME:

IDENTIFYING PATTERNS



DIRECTIONS:

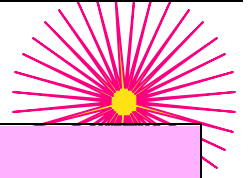
In the sequences below, identify and circle what doesn't fit in with the patterns provided.

<p>1) </p>	<p>2) </p>
<p>3) </p>	<p>4) </p>
<p>5) </p>	<p>6) </p>
<p>7) </p>	<p>8) </p>
<p>9) </p>	<p>10) </p>
<p>11) </p>	<p>12) </p>

AGES 2-5

NAME:

IDENTIFYING PATTERNS



DIRECTIONS:

In the sequences below, identify and circle what doesn't fit in with the patterns provided.

13)



14)



15)



16)



17)



18)



19)



20)



AGES 2-5

NAME:

**CULTIVATING EMOTIONAL UNDERSTANDING
and EMPATHY FOR OTHERS**

RECOGNIZING HOW OTHERS FEEL

EMPATHY: An intimate understanding of the feelings, thoughts, and motives of another human being; to identify with and relate to the feelings of other people.

DIRECTIONS: Identify the feelings that each character appears to be expressing then circle the letter that most closely fits your response.

1) COLLIER APPEARS TO BE FEELING:

- a) Happy
- b) Angry
- c) Scared
- d) Lonely



2) PORTICIA APPEARS TO BE FEELING:

- a) Proud and confident
- b) Angry and resentful
- c) Confused and uncertain
- d) Lonely and scared



3) RAS APPEARS TO BE FEELING:

- a) Sad and lonely
- b) Fretful and worrisome
- c) Lost and confused
- d) Happy and carefree



4) GRANDMA OWL APPEARS TO BE:

- a) Concerned and compassionate
- b) Angry and fuming
- c) Snide and bullying
- d) Bored and indifferent



5) COLLIER APPEARS TO BE:

- a) Gentle and helpful
- b) Caring and concerned
- c) Snide and bullying
- d) Sad and lonely



6) PORTICIA APPEARS TO FEEL:

- a) Happy with Collier's attitude
- b) Proud of Collier's attitude
- c) Perplexed by Collier's attitude
- d) None of the above



AGES 2-5

NAME:

**CULTIVATING EMOTIONAL UNDERSTANDING
and EMPATHY FOR OTHERS**

RECOGNIZING HOW OTHERS FEEL

EMPATHY: An intimate understanding of the feelings, thoughts, and motives of another human being; to identify with and relate to the feelings of other people.

DIRECTIONS: Identify the feelings that each character appears to be expressing then circle the letter that most closely fits your response.

7) COLLIER APPEARS TO BE:

- a) Sorry for the way he's acted
- b) Happy to be home
- c) Not sorry at all for anything
- d) Glad to be with his friends



8) FRIENDY APPEARS TO FEEL:

- a) Sad and shy about what Collier has said
- b) Confident about herself
- c) Grateful to Collier
- d) Happy about everything



9) PORTICIA APPEARS TO BE:

- a) Happy about everything
- b) Sad and shy
- c) Fed up with Collier
- d) Proud of Collier



10) ARGUS APPEARS TO BE:

- a) Ignoring Collier
- b) Angry with Collier
- c) Hurt by Collier
- d) All of the above



11) PORTICIA APPEARS TO BE FEELING:

- a) Happy
- b) Angry
- c) Confused
- d) Lonely



12) COLLIER APPEARS TO FEEL:

- a) Happy about everything
- b) Confident and proud
- c) Startled by something
- d) None of the above



AGES 2-5

NAME:

**CULTIVATING EMOTIONAL UNDERSTANDING
and EMPATHY FOR OTHERS**

RECOGNIZING HOW OTHERS FEEL

EMPATHY: An intimate understanding of the feelings, thoughts, and motives of another human being; to identify with and relate to the feelings of other people.

DIRECTIONS: Identify the feelings that each character appears to be expressing then circle the letter that most closely fits your response.

13) FRIENDLY APPEARS TO FEEL:

- a) Hurt
- b) Angry
- c) Sad
- d) All of the above



14) PORTICIA APPEARS TO FEEL:

- a) Hurt and resentful
- b) Contrite and conciliatory
- c) Confused and curious
- d) Happy and content



15) COLLIER APPEARS TO FEEL:

- a) Happy
- b) Angry
- c) Scared
- d) Curious



16) COLLIER APPEARS TO FEEL:

- a) Sorry for the things he has said
- b) Angry
- c) Happy
- d) Excited



17) COLLIER APPEARS TO BE FEELING:

- a) Happy
- b) Angry
- c) Scared
- d) Lonely



18) RAS APPEARS TO BE FEELING:

- a) Happy and reasonable
- b) Kind and compassionate
- c) Friendly and forgiving
- d) All of the above



AGES 2-5

NAME:

CULTIVATING EMOTIONAL UNDERSTANDING and EMPATHY FOR OTHERS

RECOGNIZING HOW OTHERS FEEL

EMPATHY: An intimate understanding of the feelings, thoughts, and motives of another human being; to identify with and relate to the feelings of other people.

DIRECTIONS: Identify the feelings that each character appears to be expressing then circle the letter that most closely fits your response.

19) COLLIER APPEARS TO BE:

- a) Helping clear the breakfast table
- b) Practicing his soccer skills by kicking baskets and apples
- c) Having a tantrum
- d) Dancing



20)

THE PACK-A-RATS APPEAR TO BE:

- a) Warm and inviting
- b) Thoughtful and considerate
- c) Insulted and angry
- d) Delighted and giddy



AGES 2-5

WORDS TO LISTEN FOR and RECOGNIZE

(Though not freak out about)



GRADES K-4

ACCEPTANCE-To welcome someone and appreciate who he or she is as an individual.
“Acceptance means not passing judgement on someone else simply because he or she is different.”

FORGIVENESS-The act of excusing or pardoning someone who has hurt you.
“When someone says that he or she is sorry, he or she is asking for your forgiveness.”

DIVERSITY-Having many different kinds and a great deal of variety.
“Diversity means each of us has something special to offer and that together we are as colorful as a quilt.”

QUIRK-A special quality that sometimes sets a person apart.
“One of his quirks is that he likes to put bananas on his peanut butter sandwiches.”

FOIBLE-A small weakness.
“One of her foibles is that she can never seem to find her coat and hat.”

IDIOSYNCRASY-Something that you are very particular or picky about.
“One of his idiosyncrasies is that he can’t brush his teeth without his blue toothbrush.”

ECCENTRICITY-Some type of behavior that is not considered conventional.
“Doing cartwheels down the sidewalk instead of walking might be considered one type of eccentricity.”

UNIQUE-Being the only one of its kind.
“You are unique because you are the only you that exists.”

MEDDLESOME-Sticking your nose into other people’s business.
“Someone who is always minding your business can be considered quite meddlesome.”

MOTLEY-Having many different types, colors, shapes, and sizes.
“The motley crew of critters combines to create a colorful community.”

SHUN-To avoid deliberately
“The community decided to shun Collier by ignoring him.”

WORDS TO LISTEN FOR and RECOGNIZE

(Though not freak out about)



GRADES K-4

INTRUSIVE-Imposing your presence upon other people.

“My little sister is so intrusive because she always has to be doing what I’m doing.”

OBTRUSIVE-Forward in manner of conduct and undesirably prominent.

“The way she interrupts people in the middle of conversations is very obtrusive.”

AUDACIOUS-Fearlessly daring and bold.

“Eating the last cookie without asking if anyone else wants it can be a fairly audacious act.”

HARMONY-The pleasing interaction of individual elements, people, or instruments.

“When there is harmony, it usually means that everyone is working together nicely.”

ELATION-An exalted feeling of happiness, triumph, or relief.

“When Collier gained his eyesight, there was much elation and celebration.”

VIRTUES-The quality of moral excellence, righteousness, and goodness.

“In the right light, our differences can be seen as virtues instead of flaws.”

IMPATIENT-The inability to wait one’s turn; the inability to endure irritation.

“Impatient individuals can often stress out an entire group of people.”

PORCINE-Of or resembling swine or a pig; having pig-like qualities.

“A nose like a snout, a curly tail, and grunting while you eat can all be considered porcine qualities.”

COMPASSION-Feeling or showing sympathy and sensitivity.

“Grandma Owl shows Collier compassion when she forgives him and brings him back home.”



NAME:

IDENTIFYING and RECOGNIZING WORDS

DIRECTIONS:

Unscramble the words using their definitions and sentences as clues.

**UNSCRAMBLE
THE DROWS**

TPNCACCEA

To welcome someone and appreciate who they are as an individual.

" _____ means not passing judgement on someone else simply because he or she is different.

GFROIVESSNE

The act of excusing or pardoning someone who has hurt you.

"When someone says that he or she is sorry, he is asking for your _____."

TIYSDIRVE

Having many different kinds and a great deal of variety.

" _____ means that each of us has something special to offer and that together we are as colorful as a quilt."

KQIRU

A special quality that sometimes sets a person apart.

"One of his _____ is that he likes to put bananas on his peanut butter sandwiches."

NAME:

IDENTIFYING and RECOGNIZING WORDS

DIRECTIONS:

Unscramble the words using their definitions and sentences as clues.

**UNSCRAMBLE
THE DROWS**

BLEOIF

A small weakness.

"One of her _____ is that she can never seem to find her coat and hat."

CSRAYNDIISOY

GRADES K-4

Something that you are very particular or picky about.

"One of his _____ is that he can't brush his teeth without his blue toothbrush."

CTIYCCEENTR

Some type of behavior that is not considered conventional.

"Doing cartwheels down the sidewalk instead of walking might be considered one type of _____."

QUINEU

Being the only one of its kind.

"You are _____ because you are the only you that exists."

NAME:

IDENTIFYING and RECOGNIZING WORDS

DIRECTIONS:

Unscramble the words using their definitions and sentences as clues.

UNSCRAMBLE
THE DROWS

SMEODDEMELS

Sticking your nose into other people's business.

"Someone who is always minding your business can be considered quite _____."

TLEOMY

Having many different types, colors, shapes, and sizes.

"The _____ crew of critters combines to create a colorful community."

STRVIEUN

Imposing your presence upon other people.

"My little sister is so i_____ because she always has to be doing what I'm doing."

EVISBOSTRU

Forward in manner of conduct and undesirably prominent.

"The way she interrupts people in the middle of conversations is very _____."

GRADES K-4

NAME:

IDENTIFYING and RECOGNIZING WORDS

DIRECTIONS:

Unscramble the words using their definitions and sentences as clues.

**UNSCRAMBLE
THE DROWS**

CIOSUDUA

Fearlessly daring and bold.

"Eating the last cookie without asking if anyone else wants it can be a fairly _____ act."

MOHARNY

The pleasing interaction of individual elements, people, or instruments.

"When there is _____, it usually means that everyone is working together nicely."

NUHS

To avoid deliberately

"The community decided to _____ Collier by ignoring him."

GRADES K-4

NIOETAL

An exalted feeling of happiness, triumph, or relief.

"When Collier gained his eyesight, there was much _____ and celebration."

NAME:

IDENTIFYING and RECOGNIZING WORDS

DIRECTIONS:

Unscramble the words using their definitions and sentences as clues.

**UNSCRAMBLE
THE DROWS**

UESVRIT

The quality of moral excellence, righteousness, and goodness.

"In the right light, our differences can be seen as _____ instead of flaws."

TIENTMPA

The inability to wait one's turn without creating a big hassle; the inability to endure irritation.

"_____ individuals can often stress out an entire group of people."

NICEROP

Of or resembling swine or a pig; having pig-like qualities.

"A nose like a snout, a curly tail, and grunting while you eat can all be considered _____ qualities."

CMOSSOIPA

Feeling or showing sympathy and sensitivity.

"Grandma Owl shows Collier _____ when she finds him, forgives him, and brings him back home."

NAME:**READING COMPREHENSION****DIRECTIONS:** Circle the correct answer for each question.

1. At the beginning of the story, what happens to Collier?

- a) He gets into an argument with everyone else
- b) He meets Grandma Owl while she is picking blue berries
- c) He gains his eyesight back through a stroke of good fortune
- d) He isn't invited to picnics and festivities

2. The group of musicians on Chestnut Ridge are called:

- a) The Pack-A-Rats
- b) The Bumble Bees
- c) The Squirrels
- d) The Birds

3. Why does Collier get angry with the others?

- a) Because he is hungry and impatient
- b) Because he feels he is better than the other animals
- c) Because he sees their differences as flaws instead of virtues
- d) All of the above

4. How does Porticia respond to Collier's tantrum?

- a) She sits down and cries
- b) She feels sorry for herself
- c) She pouts
- d) She stands up for herself and puts Collier in his place

5. What happens after Collier leaves Chestnut Ridge?

- a) He gets snowed-in by a blizzard
- b) A thunderstorm erupts
- c) A rainbow appears
- d) He meets a traveling circus

6. How does Collier eventually feel when he is on his own?

- a) He feels glad to be rid of the others
- b) He feels happy to be off on his own
- c) He feels unsure and afraid, lost and alone
- d) He feels relieved to be away from the others

7. As the night wears on, Collier realizes:

- a) That he cannot see
- b) That he misses the others
- c) That he was wrong for the way he treated the others
- d) All of the above

8. Grandma Owl finds Collier:

- a) While picking boysenberries down by Meadow Lane
- b) Sleeping on the front porch
- c) Riding in a wagon
- d) None of the Above

9. Collier says that he's lost his eyesight again because:

- a) He didn't keep up the payments
- b) He's absent-minded and loses everything
- c) He saw the wrong things in the other animals
- d) None of the Above

10. Grandma Owl responds to Collier how?

- a) She tells him to toughen up and get over it
- b) She shrugs her shoulders and goes about her business
- c) She laughs at Collier
- d) None of the Above

GRADES K-4

NAME:

READING COMPREHENSION

DIRECTIONS: Circle the correct answer for each question.

11. When Collier returns, the others respond by:

- a) Hugging and embracing him
- b) Making a great big feast to celebrate his return
- c) Laughing at him
- d) Shunning and scorning him

12. The character who initially forgives Collier is:

- a) Ras
- b) Porticia
- c) Friendly
- d) Argus

13. The others don't want to forgive Collier because:

- a) They have been hurt by the things he's said
- b) He has treated them poorly
- c) They might not forget the way he's treated them
- d) All of the Above

14. Argus finally feels he can forgive Collier by:

- a) Focusing on the good times he's had with Collier
- b) Denying the fact that he was ever friends with Collier
- c) Continuing to ignore Collier
- d) All of the Above

15. The community lives happily in harmony despite:

- a) Their individual quirks and foibles
- b) Their idiosyncrasies and eccentricities
- c) Their differences
- d) All of the Above

16. When Collier gains his eyesight back, what happens?

- a) There is a great sadness
- b) There is a stunned silence
- c) There is much elation and celebration
- d) None of the Above

17. The animals sit with Collier as he watches his first:

- a) Baseball game
- b) Parade
- c) Paint dry
- d) The sun set just beyond the hills of Chestnut Ridge

18. When there are picnic lunches, what also happens:

- a) No invites Collier to come along
- b) Everyone is included
- c) Collier goes by himself
- d) All of the Above

19. Collier gains his eyesight back by:

- a) A miracle of good fortune
- b) A gift from Grandma Owl
- c) Everyone pitching in for an operation
- d) Sending away for it

20. At the story's end, the animals are preparing for what?

- a) Christmas
- b) A birthday party
- c) A shopping spree
- d) The Annual Harvest Festival Hayride and Beach Party

GRADES K-4


NAME: _____


Listening


GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

This is the story of the House On Chestnut Ridge, 1) _____
 a community of _____ 1 who lived happily in harmony,
 despite their individual quirks and _____ 2 ,  2) _____
 idiosyncrasies and _____ 3 .

And as it happened one autumn morning, Collier, 3) _____
 the street-wise tom cat who'd been _____ 4
 since he was a kitten, gained his _____ 5  4) _____
 back through a stroke of good fortune. 5) _____

And throughout Chestnut Ridge there was much
 elation and _____ 6 !  6) _____

Things, however, did not say quite so _____ 7 .
 You see, everyone on Chestnut Ridge had something about 7) _____

them that _____ 8 .  8) _____

NAME: _____

Listening

GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

Friendly skunk, for instance, did not possess _____ 9

9) _____

so unique to skunks and thus sometimes really didn't feel like

a skunk at all.



10) _____

Likewise, Ras Rabbit had _____ 10 that didn't stand up

like other rabbits, but rather ears that drooped and _____ 11

11) _____

about his head.



12) _____

Then there was Porticia Pig who was, well, sometimes

she could be downright _____ 12 and at times even

somewhat _____ 13 which could often be a bit much

13) _____

for the others.



Argus the old terrier had lost a _____ 14 as a pup

14) _____

and it sometimes took a long time for him to get around.



NAME: _____

Listening

GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

And finally, there was Grandma Owl, the house elder and a wise old owl, but sometimes the rest of the world was in 15) _____

such a 15) _____ it didn't have time to 16) _____

to the wisdom Grandma Owl had to offer.



16) _____

Yet all of these differences 17) _____ the animals on

Chestnut Ridge into a 18) _____ of individuals,



17) _____

each treasured for his or her own unique colors, colors that

made each of them special to the Chestnut Ridge family.

18) _____

Even the Pack-a-Rats, the musical rodents residing

beneath the porch, had found a home, despite their rat

19) _____

status. Because you see, Chestnut Ridge is a place where

19) _____, a home place where 20) _____.



20) _____



NAME: _____

Listening

GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

Collier, however, had always been _____ 21



ever since he was a kitten and now, he could _____ 22 , _____ 21)



which began to cause problems because Collier began seeing

the differences in the other animals as flaws instead of _____ 23 .

Then, one morning as everyone gathered around the picnic _____ 22)

table awaiting brunch, Collier, who was very hungry,



became very _____ 24 . And eventually, everything erupted _____ 23)

when, well, when Collier simply _____ 25 .



“That’s it! I can’t take anymore a this!” _____ 24)

“Anymore a what?” said Argus, who had grown tired

of Collier’s attitude.



_____ 25)

“This! This whole _____ 26 crew a critters.

Just look at yourselves. Bunch a _____ 27 . _____ 26)

Just look at you!”



_____ 27)

NAME: _____

Listening

GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

Everyone sat there, silent and _____²⁸ No one ate.

No one looked up from his or her _____²⁹ .  28) _____

No one knew what to say or do. For they had never been

so put down before. Especially by someone they _____²⁹ _____

considered a _____³⁰ .



Then, Porticia Pig pushed her chair away from her place at _____³⁰ _____

the table and marched over toward Collier, shoving a _____³¹ _____

_____³¹ in his chest, propelling him back into his place.

“Listen here you little...cat. I don’t need the likes of you _____³² _____

telling me I’m _____³² . Who do you think you are? _____³³ _____

A street-splattered, little _____³³ telling me I’m _____³⁴ ?

Of course, I’ll admit, maybe I am somewhat _____³⁴ _____

_____³⁵ , perhaps even a bit overwhelming at times,

but what would you expect? I am a pig, afterall!” _____³⁵ _____




NAME: _____

Listening

GRADES K-4


MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

Collier did leave the house on Chestnut Ridge, _____ 36) _____
 packing his things in a pouch and _____ 36 _____ off, 

to exactly where, he didn't know. He walked all afternoon _____ 37) _____
 and into the evening, his restored eyesight leading him faithfully.

Yet, as night approached, it started to rain and Collier _____ 38) _____
 began feeling hungry and _____ 37 _____, lost and _____ 38 _____.

And even though street-wise tom cats aren't accustomed _____ 39) _____
 to being afraid, Collier was beginning to feel somewhat 
 scared, for he had never been off on his own like this before. _____ 40) _____

Then, as it started raining more, the lightening grew more
 intense, the thunder grew _____ 39 _____ and the rain fell _____ 40 _____.

Suddenly there was a huge _____ 41 _____ of thunder and the _____ 41) _____
 darkened sky filled with _____ 42 _____ . And then another crash

followed!   _____ 42) _____

NAME: _____

Listening

GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story.
If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

So Collier found himself a small hollow in which to ride 43) _____
out the storm. And he sat up and waited through the night
and early morning hours. And after a while, the _____ 43 44) _____
stopped. Then the _____ 44 _____ rolled away into the distance.
Yet as the night wore on, it gradually became clear to Collier 45) _____
that he could no longer _____ 45 _____. Once again, he was
_____ 46 _____. The eyesight that had been given him had now 46) _____
_____ 47 _____. And as Collier began to fully realize this, and as
he realized how far away from _____ 48 _____ he was, 47) _____
how _____ 49 _____ he was, he began to _____ 50 _____.



48) _____

49) _____

50) _____

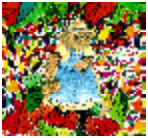



NAME: _____

Listening

GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

One morning, while _____ 51 _____ was picking  51) _____
 boysenberries in the patch down by _____ 52 _____ , 52) _____
 she thought she heard a _____ 53 _____ in the _____ 54 _____ . 53) _____
 She stopped and _____ 55 _____ and heard the _____ 56 _____ 54) _____
 again. She moved closer and there she saw _____ 57 _____ , 55) _____
 shivering in a pile of _____ 58 _____ . He had tried to find 56) _____
 his way back to the _____ 59 _____ , to find his way 57) _____
 _____ 60 _____ again.  58) _____
 "Collier?"  59) _____
 "Grandma Owl? Is that you? Oh, Grandma, I'm so 60) _____
 _____ 61 _____ for the things I said to everyone. The way I 61) _____
 treated everyone. I'm so sorry." 62) _____
 "There, there...everything'll be all right. I'm here. You're
 _____ 62 _____ now." 

NAME: _____

Listening

GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

"I — I can't see you Grandma. I've lost my _____ 63) _____

again." Grandma Owl's heart _____ 64) _____


I'm so sorry."  65) _____

"No Grandma, I'm the one who should be _____ 66) _____

I was given the gift of my _____ 66) _____ and what-do-I-do? 67) _____

I see the _____ 67) _____ . I see the glass _____ 68) _____

instead of _____ 69) _____ . I see the _____ 70) _____

in everyone else, instead of their _____ 71) _____ ."


Grandma Owl took Collier under her _____ 72) _____

and guided him home. 72) _____

For the other animals on Chestnut Ridge, however, being 73) _____

_____ 73) _____ did not come so easily. So, no one said 74) _____

anything to Collier. No one acknowledged his presence 75) _____

nor the _____ 74) _____ he offered. Rather, they all just turned

away and _____ 75) _____ him.   

NAME: _____

Listening

GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

There were breakfasts and _____ 76 _____, morning walks 76) _____

and picnic _____ 77 _____ and everyone was invited. 77) _____

Except for _____ 78 _____ .  78) _____

There was _____ 79 _____ and kick ball games and floating in 79) _____

_____ 80 _____ and everyone joined in. Except for _____ 81 _____ . 80) _____

There was storytelling and tree _____ 82 _____ and star 81) _____

_____ 83 _____ and no one ever invited _____ 84 _____ 82) _____

to come along.    83) _____

Even the _____ 85 _____ would hold their daily jam sessions, 84) _____

yet they no longer asked _____ 86 _____ to join in. 85) _____

And when _____ 87 _____ start to _____ 88 _____ you, 86) _____

you know you've got problems.  87) _____

88) _____ 

NAME:

Listening

GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

Then one day, late in the fall, the crew was planning for 89) _____

The Annual Harvest Festival Hay Ride and Beach Party held
down by the 89) _____. It was the last celebration 90) _____



before the snows and everybody would be there and
everyone on the ridge was packing blankets and 91) _____

90) _____, gathering kick balls and 91) _____,
tuning up 92) _____ and dusting off old stories. 92) _____



And still, no one invited 93) _____ to come along.



Then, just before they left, 94) _____ rabbit turned 93) _____
toward Collier. "Well mon, are you just going to sit there or
are you coming along with us?" 94) _____

Everyone was shocked by the invitation most, of all Collier,
who could feel the stares of the others on him as his face 95) _____
heated up with 95) _____.

NAME: _____

Listening

GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

The other animals weren't certain that they wanted Collier along. They'd been hurt by him and weren't sure they could forgive the things he'd said about them, much less forget the way he'd treated them. But Ras Rabbit disagreed.

96) _____



"Certainly you can forgive. And surely you can forget.

All you need do is put a new _____ 96 _____ and let it just dash away the doubts that may continue to linger."

97) _____



They all thought about it for a time. Could they forgive?

And if they did forgive, could they forget? What if they were

98) _____

going about their business one day and suddenly, out of no where, the memories of the hurt popped into their heads? What would they do then? What would they do?

Think of the _____ 97 _____ perhaps. Think about the _____ 98 _____

they'd described to Collier, or the walks they'd taken or the stories and the laughter they had shared.



NAME:

Listening

GRADES K-4

MEMORIZATION, SUMMARY, AND PARAPHRASE

DIRECTIONS: Fill in the blanks with the word or words as you remember them from the story. If you cannot recall the exact word, write a word that comes close to the meaning of the word missing.

But would it be enough? Could they truly forget?



"Yes, we can forgive," said Argus. "And yes, we can

"forget. We accept your apology Collier. We do forgive you."

"Really? You mean it?"



"Yes we do. You're our friend. And friends sometimes

99) _____

have a _____⁹⁹, but a friendship should be stronger

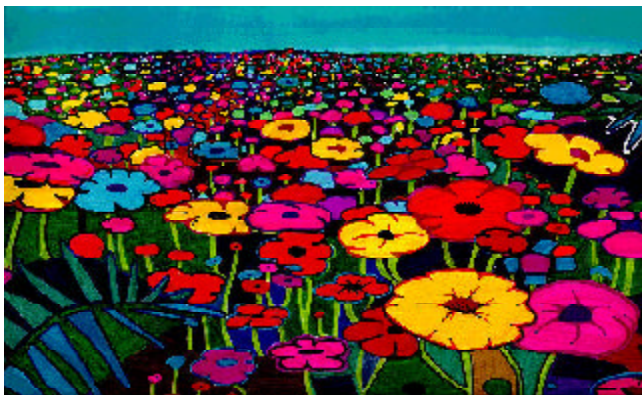
than any old falling out.

100) _____

"And the fact of the matter is...we've missed you."

"So come on. We've got a _____¹⁰⁰ to go to

and who knows what might happen!"



PUTTING YOURSELF IN SOMEONE ELSE'S SHOES and walking a mile LEARNING TO BE EMPATHATIC

DIRECTIONS: Write a short essay answering how you would feel or respond if you were put in some of the situations similar to those experienced by the animals of Chestnut Ridge.

1. Collier tells Grandma Owl that he has seen the wrong things in the other animals and because of that he's lost his eyesight again. Write a brief essay stating what you think are some of the right things about the other animals that Collier now realizes he should have seen.
2. The other animals feel hurt by the things Collier has said about them because they have considered Collier a friend. Do you think they have a right to be angry with Collier? Should they feel bad about themselves? What if Collier had pointed out the flaws in you? Would you be angry and would you feel bad about yourself? What do you think is the best thing for someone to do when someone else lashes out at him or her? Should he forgive and put it behind him or dwell on it and let the anger fester within him?
3. Ras Rabbit says that the animals have the power to forgive, suggesting that forgiveness is the greatest power of all. Explain what Ras means. How is forgiveness powerful? How might it be considered to be a strong move? Give an example or two of how the power of forgiveness can and should be used.
4. Consider the overall community of Chestnut Ridge, the fact that each animal is in some way imperfect, yet that they all are special in their own individual ways and have all together created a community of harmony in which to live. Why do you suppose the animals all get along so well? What is the key to their harmony? Do their imperfections and diverse natures in any way detract from the life they live together or do they instead add to the color and flavor of their lives together?

GRADES 3-5



Writing and Composition

The House On Chestnut Ridge

DISCOVERWORD



DIRECTIONS: Find the words that are provided at the bottom of the page then circle each letter individually in the grid to spell the word either up, down, backwards, or diagonally. When you are finished, take the leftover letters and unscramble them to spell out the Discoverword.

T	F	D	N	O	P	S	R	E	L	S	S	E	R	P
N	M	E	A	D	O	W	L	A	N	E	I	S	E	E
U	Y	S	E	A	R	R	G	P	R	C	A	J	I	G
O	L	K	V	R	T	E	R	P	I	L	M	A	L	D
M	L	U	O	G	I	G	A	L	H	U	E	Z	L	I
L	I	N	R	U	C	G	N	E	C	D	S	Z	O	R
O	B	K	G	S	I	A	D	V	L	E	E	O	C	T
B	S	S	E	O	A	E	M	A	U	D	C	Y	S	U
N	A	N	N	G	D	E	A	L	G	C	A	D	T	N
R	E	V	I	R	G	I	B	L	Y	O	T	N	A	T
U	V	P	P	G	O	A	T	E	G	V	S	E	C	S
T	S	T	I	B	B	A	R	Y	G	E	L	I	M	E
D	N	A	R	T	R	E	B	G	O	E	W	R	O	H
B	L	U	E	G	R	A	S	S	B	S	O	F	T	C

APPLE VALLEY, ARGUS, BERTRAND, BIG RIVER, BILLY, BLUES, BLUEGRASS, BOGGY GULCH, CHESTNUT RIDGE, COLLIER, DOG, FRIENDY, GOAT, GRANDMA, JAZZ, I SEE, MEADOW LANE, OWLS, PIG, PINE GROVE, PORTICIA, PRESSLERS POND, RABBIT, RAS, REGGAE, SECLUDED COVE, SAIMESE CAT, SKUNKS, TOMCATS, TURNBOL MOUNT

CLUE: The DiscoverWord is made up of 11 letters.



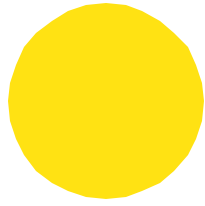
GRADES 3-5



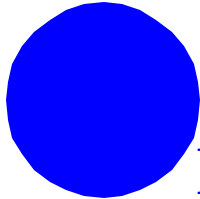
COLORING, PUZZLES, TEASERS, & such

How many colors can you name? Which is your favorite?

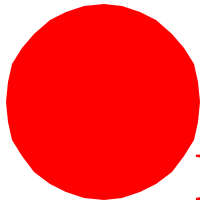
COLORS



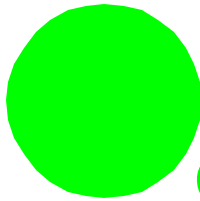
Yellow



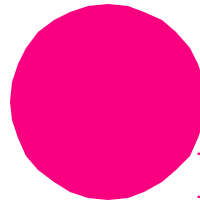
Blue



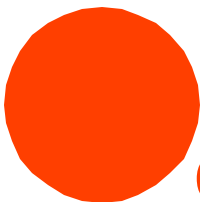
Red



Green



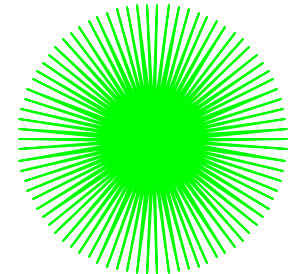
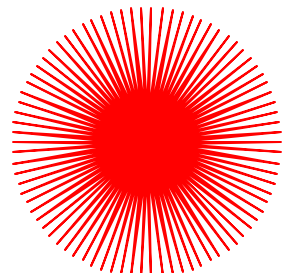
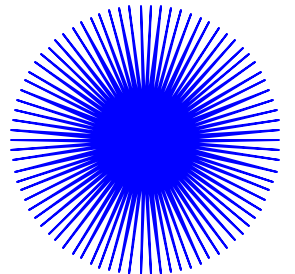
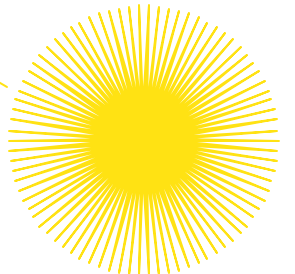
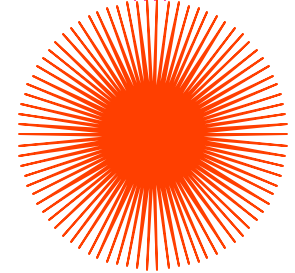
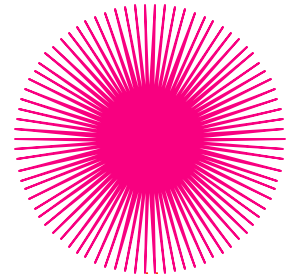
Pink



Orange

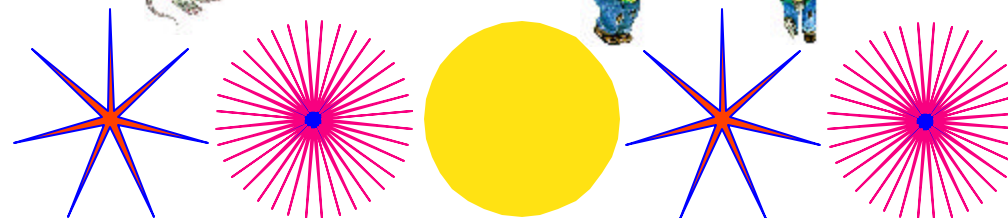
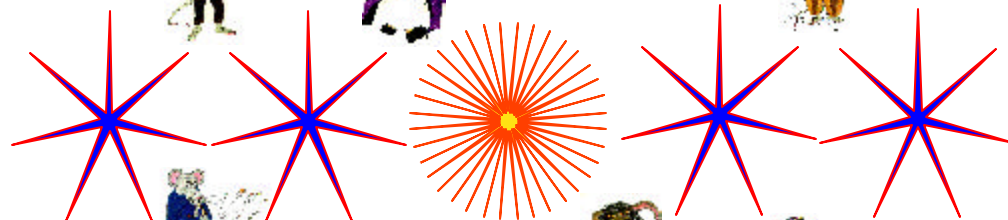
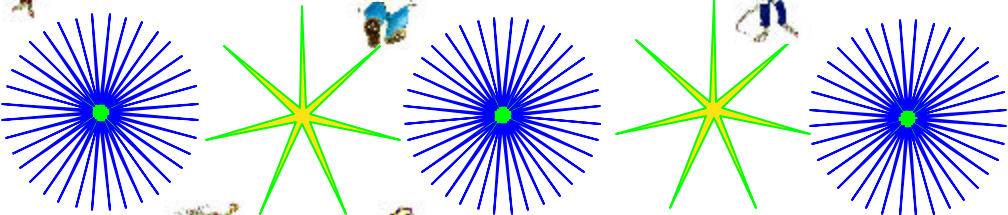
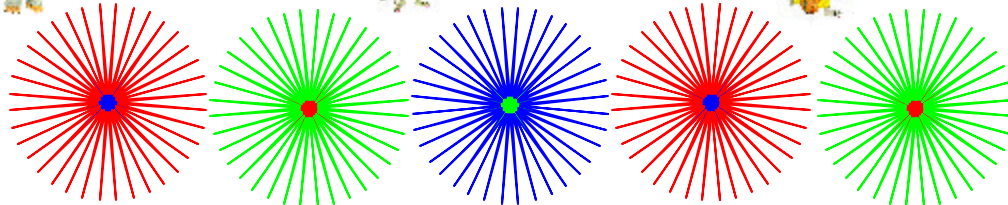
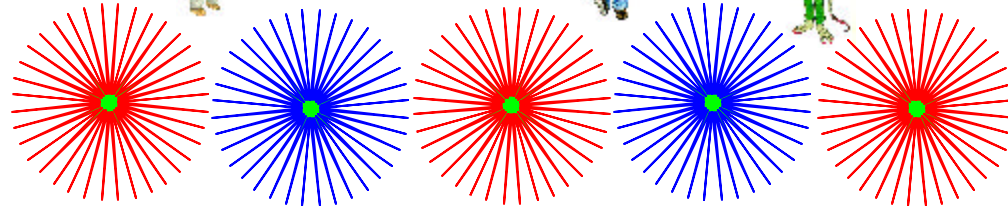
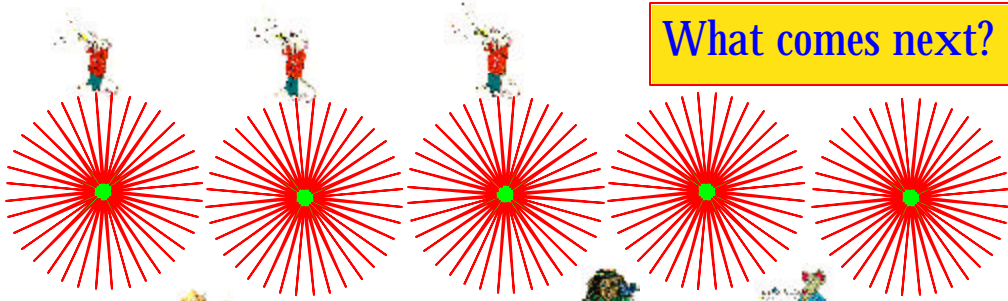


Can you identify the colors visible in each of the characters?



Match the color in the circle with the same color of star. If possible, use the same color to draw your line as the color toward which you are drawing the line.

What comes next?

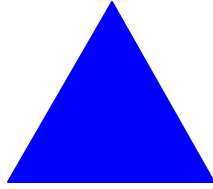


COLORS and PATTERNS

Using the correct colors, draw in the blank the shape and color that completes the pattern.

Can you identify the color visible in each of the characters?

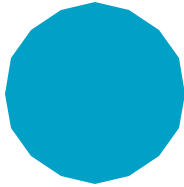
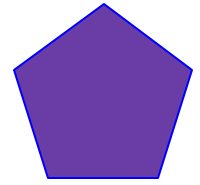
What's out of place in this column?



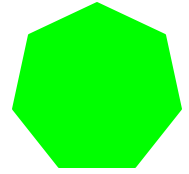
One blue triangle



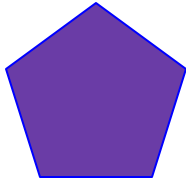
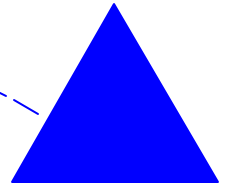
One pink square (L7)



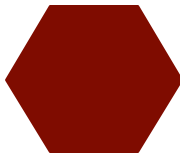
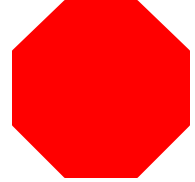
One light blue circle



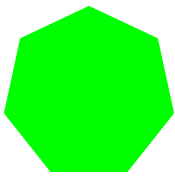
One yellow rectangle



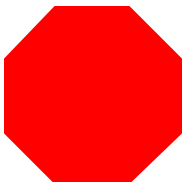
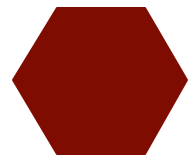
One purple pentagon



One dark-red hexagon

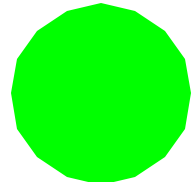


One green septagon



One red octagon

(What else might we see every day that looks like this?)

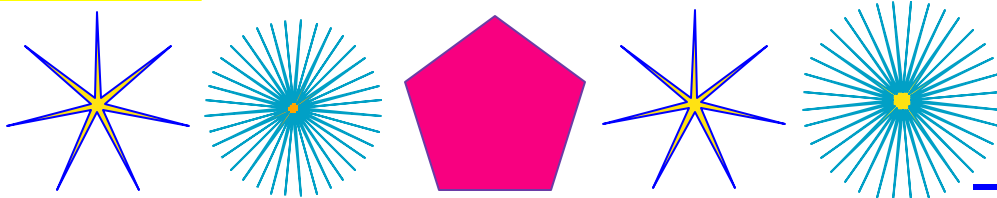
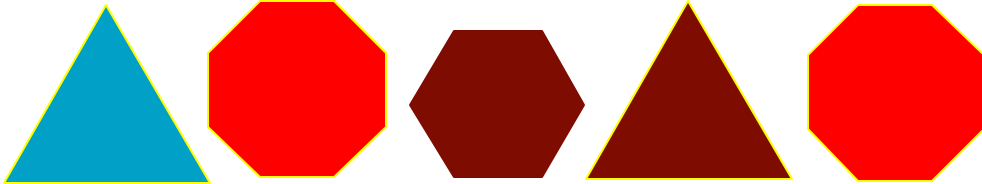
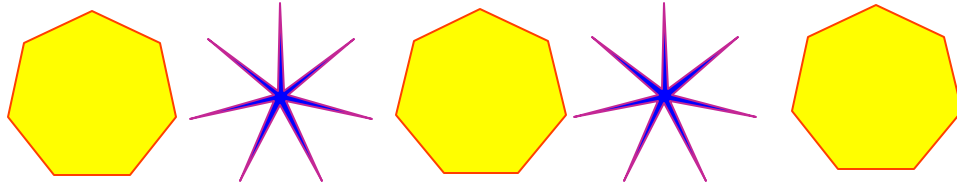
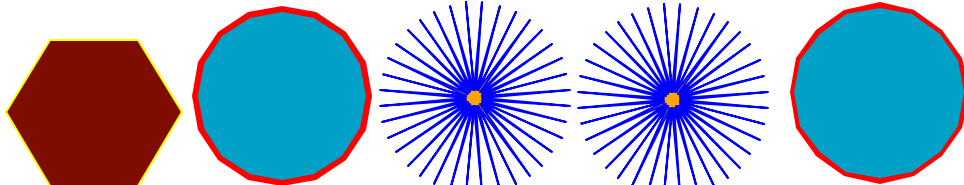
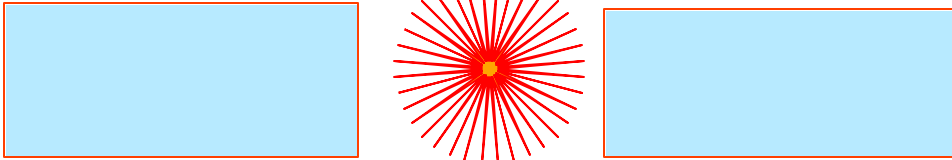
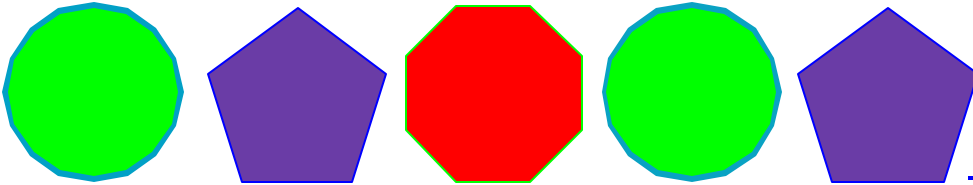
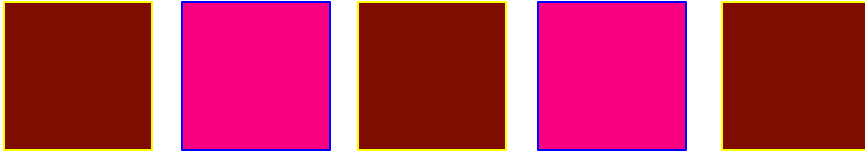
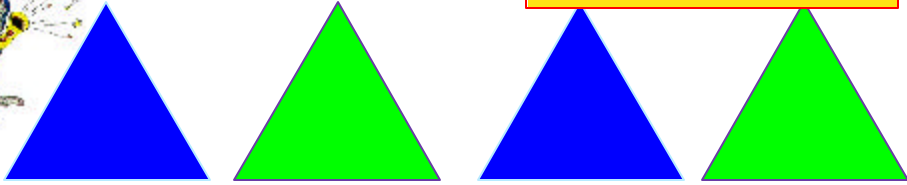


COLORS, SHAPES, and PATTERNS

Match the color and the shape with the same color and shape. If possible, use the same color to draw your line as the color toward which you are drawing the line.



What comes next?



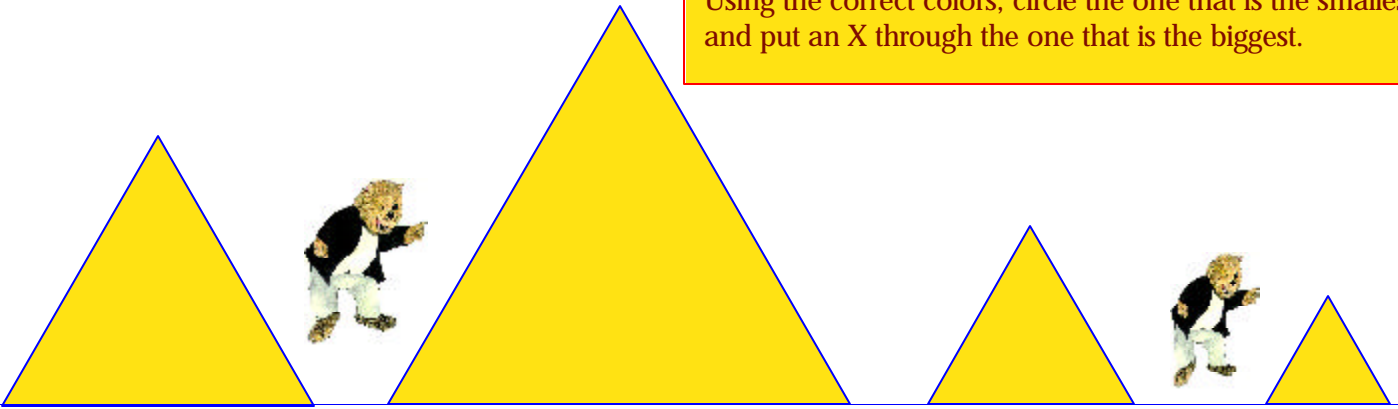
COLORS, SHAPES, and PATTERNS



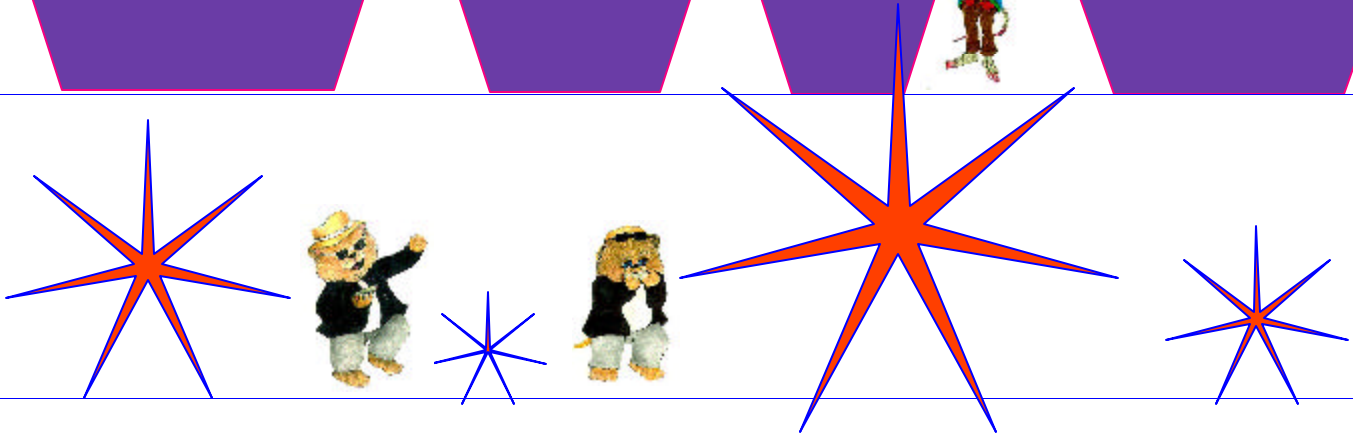
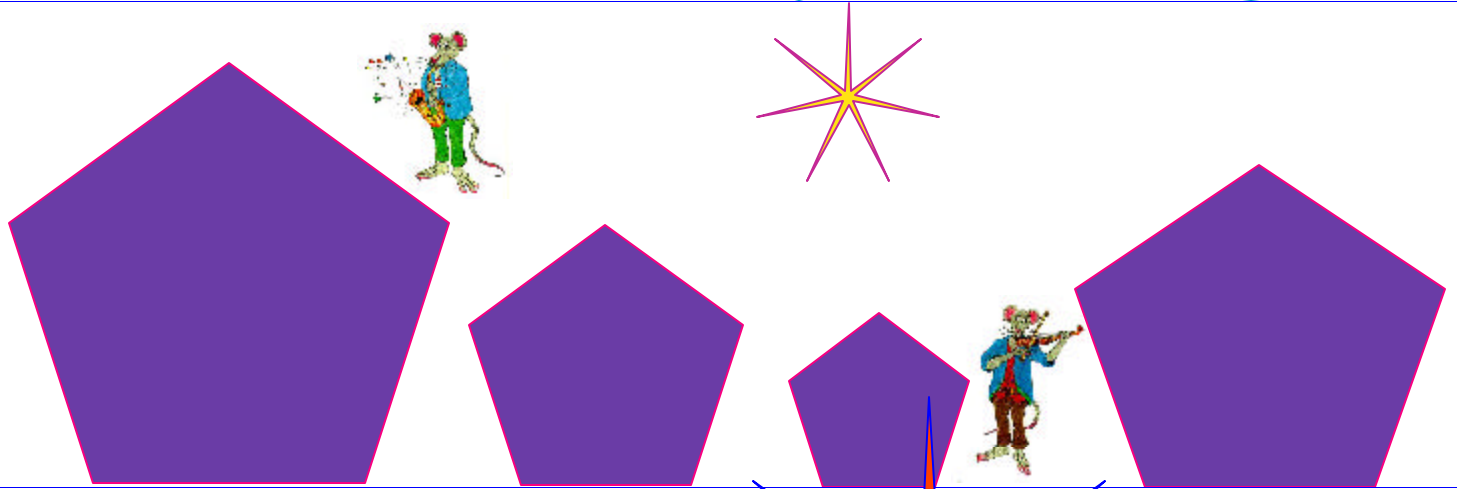
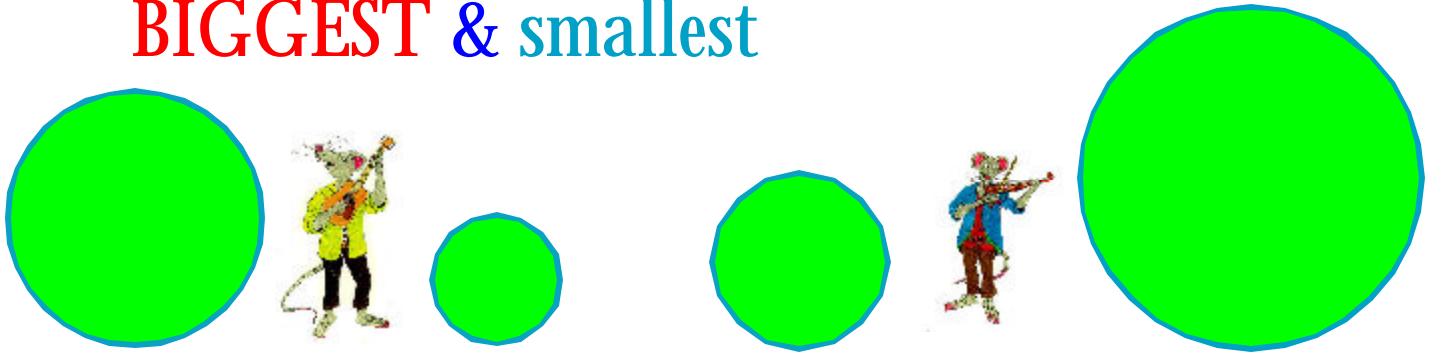
Using the correct colors, draw in the blank the shape and color that completes the pattern.



Using the correct colors, circle the one that is the smallest and put an X through the one that is the biggest.



BIGGEST & smallest



COLORS, SHAPES, and PATTERNS

BIGGEST to smallest

1 for biggest
3 for smallest
2 for the one in the middle



1

3

2

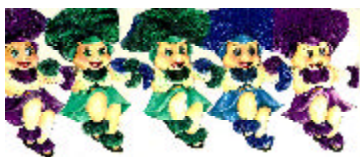
LOWEST to highest

1 for lowest
3 for highest
2 for the one in the middle



OLDEST to youngest

1 for oldest
3 for youngest
2 for the one in the middle



AGES 2-5

HAPPIEST to angriest

1 for happiest
3 for angriest
2 for the one in the middle



1 for darkest jacket
3 for lightest jacket
2 for the one in the middle

DARKEST JACKET to lightest



1 for slowest
3 for fastest
2 for the one in the middle

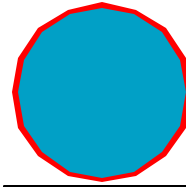
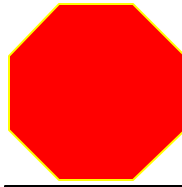
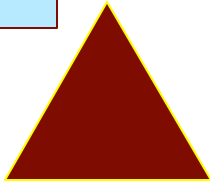
SLOWEST to fastest



AGES 2-5

ROUNDEST to pointiest

1 for roundest
3 for pointiest
2 for the one in the middle



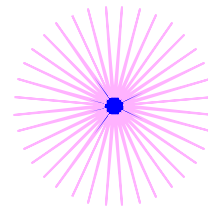
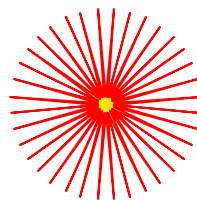
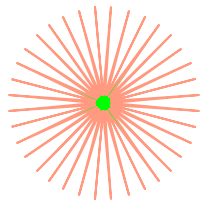
LOUDEST to softest

1 for loudest
3 for softest
2 for the one in the middle



DIMMEST to brightest

1 for dimmest
3 for brightest
2 for the one in the middle



AGES 2-5

Identify the Characters

DIRECTIONS: Match the character with the description by filling in the correct letter next to the corresponding name.

ARGUS _____
COLLIER _____
FRIENDY _____
GRANDMA OWL _____
PORTICIA _____
RAS _____

- a) Ears droop and flop about his head
- b) Is intrusive and somewhat meddlesome
- c) Lost a leg as a pup
- d) Has no scent
- e) Is somewhat old, though very wise
- f) Is blind

Drawing and Coloring

Try your hand at drawing the characters named and coloring them in with your favorite colors.



Argus



Collier

Drawing and Coloring

Try your hand at drawing the characters named and coloring them in with your favorite colors.



Friendly



Grandma Owl

Drawing and Coloring

Try your hand at drawing the characters named and coloring them in with your favorite colors.



Porticia



Ras

Drawing and Coloring

Try your hand at drawing the shapes named and coloring them in with the correct colors.

1



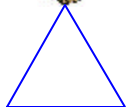
One yellow rectangle

2



Two pink squares

3



Three blue triangles

Drawing and Coloring

Try your hand at drawing the shapes named and coloring them in with the correct colors.

4



Four light blue circles

5



Five purple pentagons

6



Six dark-red hexagons

Drawing and Coloring

Try your hand at drawing the shapes named and coloring them in with the correct colors.

7



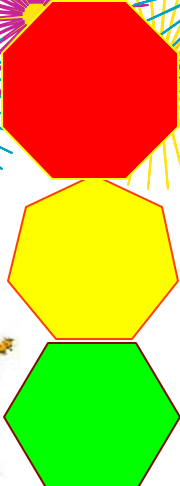
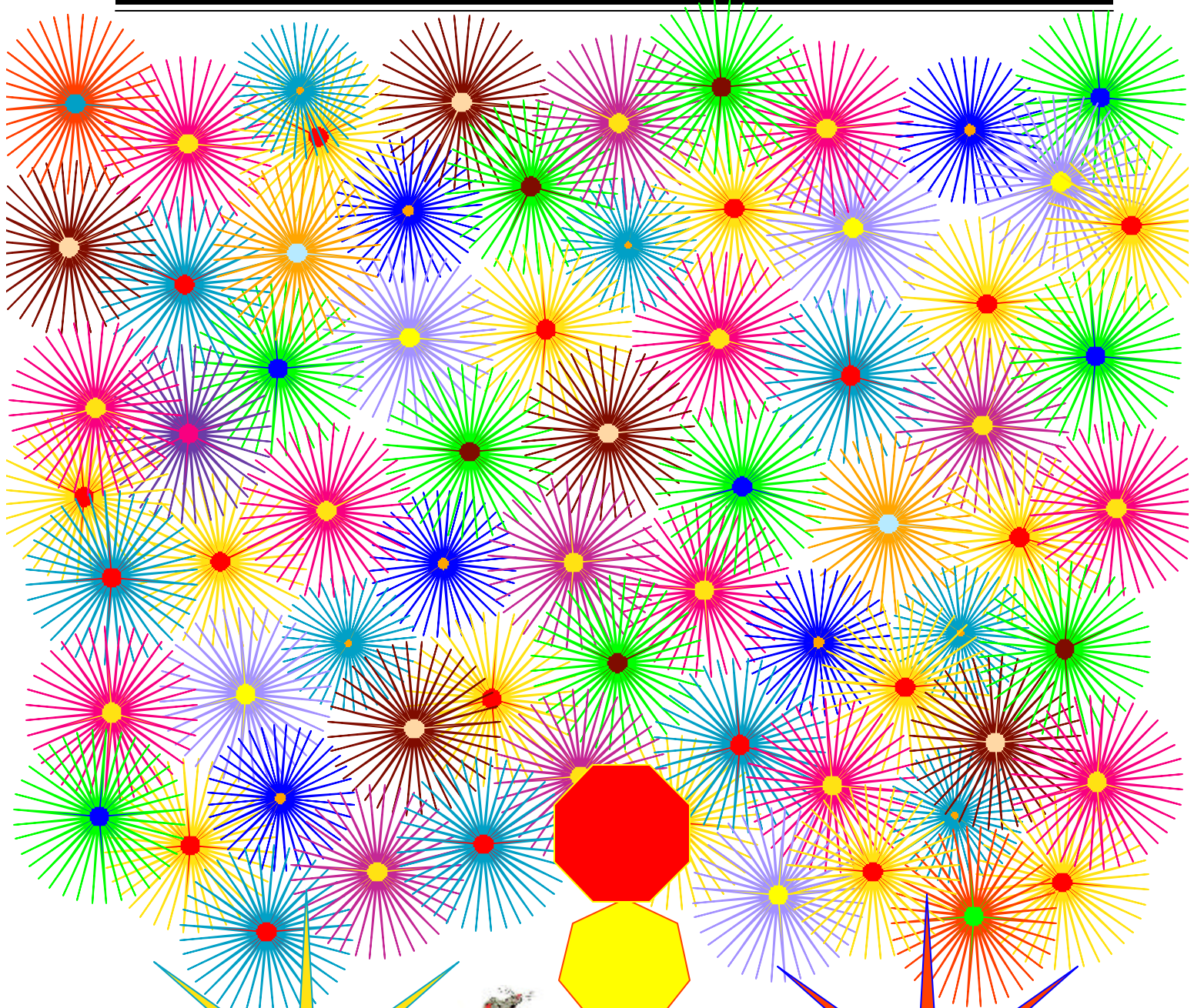
Seven green septagons

8



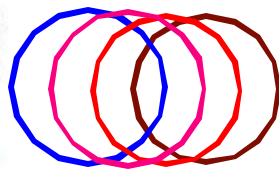
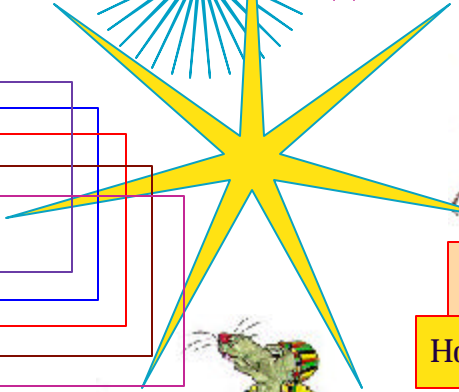
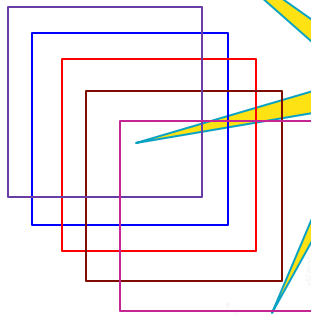
Eight red octagons





How many stars can you count?

How many different colors can you see?



What comes next?



This is a picture of THE HOUSE ON CHESTNUT RIDGE
Before coloring it in, can you think of three words that rhyme with 'HOUSE'?
Can you think of a word that rhymes with 'RIDGE'?



COLLIER CAN SEE!!

Before coloring the picture of Collier and Pressler's Pond, can you name some words that rhyme with 'CAN'?
What words rhyme with 'SEE'?



COLLIER IS A CAT..
Before coloring the picture of Collier and the FLOWERS he sees, can you name some words that rhyme with 'CAT'?
What words rhyme with 'FLOWER'?





COLLIER CAN SEE!

Porticia is so filled with JOY that she TWIRLS Collier in DANCE.
Before coloring in the picture, what words rhyme with 'JOY'?

What words rhyme with 'TWIRLS'?

What words rhyme with 'DANCE'?



Should the sun be smiling or shocked at Collier's behavior?
Draw the expression on the sun that you think best fits.

LOOK AT YOU!

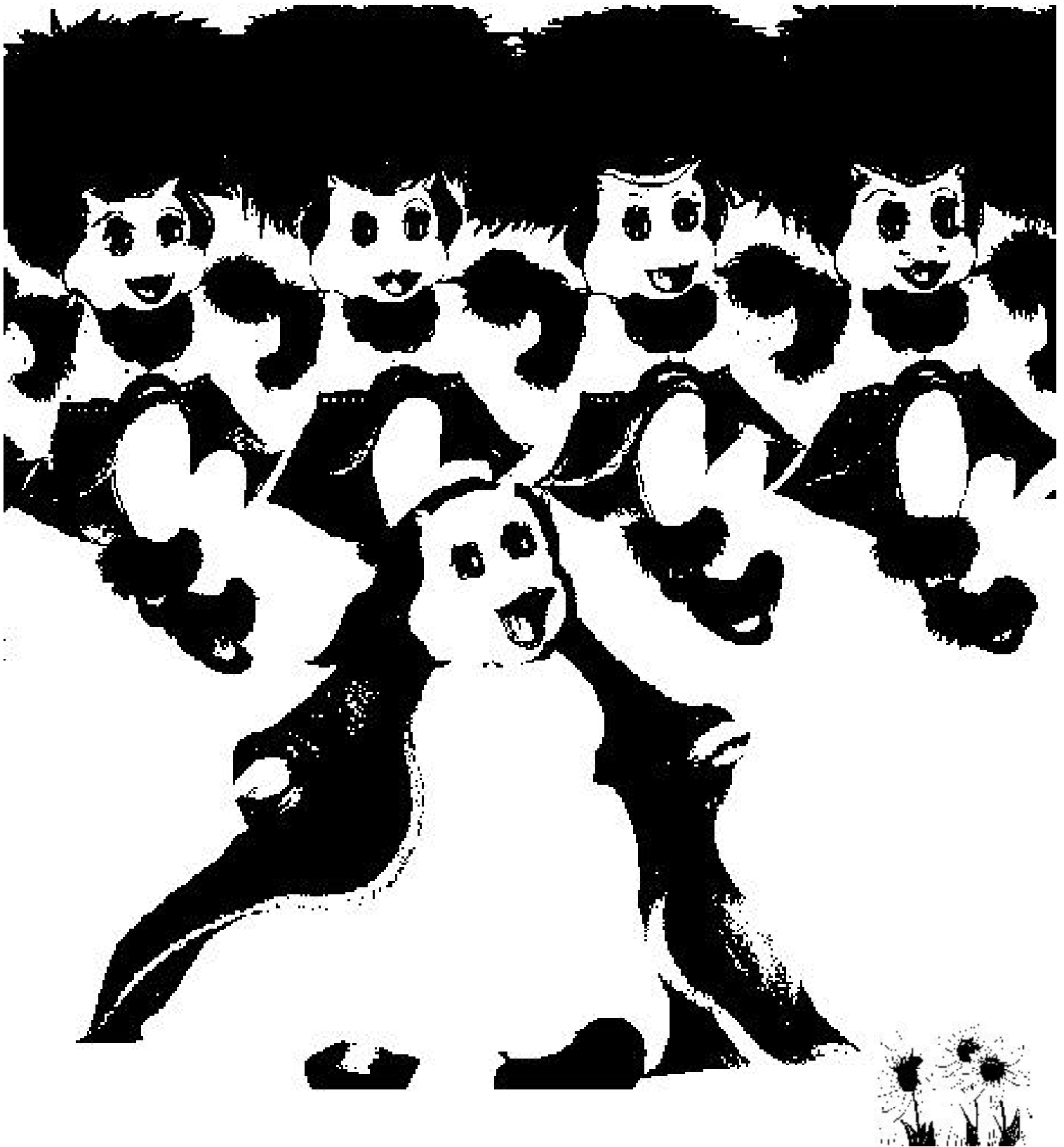
Collier gets impatient then becomes MAD, having a tantrum at the breakfast table. Before coloring the picture, can you name some words that rhyme with 'MAD'? What words rhyme with 'YOU'?



Blah-Blah-BLAH!
BLAH-Blah-Blah!



...BLAH!!!



I'M A PIG and I'M PROUD!

Before coloring the picture of Porticia, can you name some words that rhyme with 'PIG'?
What words rhyme with 'PROUD'?

PORTICIA FLIES THROUGH THE AIR then TAKES a BOW.

Before coloring the picture of Porticia, can you name what words rhyme with 'FLY?'
What words rhyme with 'BOW?'



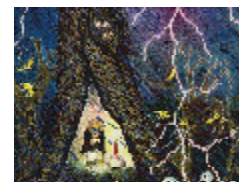


COLLIER LEAVES HOME and GOES OFF ON HIS OWN.

Before coloring the picture of Collier, can you name some words that rhyme with 'HOME'?
What words rhyme with 'OWN'?



What might Collier have packed in his pouch when he left the house? Draw your ideas below.



As the NIGHT approached, the SKY grew darker, and the RAIN fell harder. Before coloring in the picture, what words rhyme with NIGHT? How about SKY? What words rhyme with RAIN?



Collier appears to be pointing the finger at himself. Consider why Collier might now be pointing at himself. Why is he now the object of scorn? Why should he feel contrite, or sorry, for what he's done?



Even though Collier says that he is sorry, Porticia does not accept his apology. Why is it important for Collier to say he is sorry? Why do you think that it is hard for Porticia to forgive Collier? Why is it important for Porticia to try and forgive Collier?



Find your favorite fruits on the brunch table then draw your own picture of them using your favorite colors.

ALPHABET INDEX

DIRECTIONS: Trace over the letters to spell the word that begins with (or contains) each letter shown. Next, make a list of words that rhyme with the words shown.



A a APPLE



"The ANIMALS ALWAYS eat APPLES with breakfast."

B b BEE



"The BUMBLE BEE BEGAN BUZZING at BRUNCH."

C c CAT



"COLLIER appears to be a COOL and CONFIDENT CAT."

D d DOG



"Argus is a DOG DETERMINED to sweep the DEBRIS from the DRIVEWAY."

E e ELATION



"When Collier gained his EYESIGHT back, there was much ELATION and celebration."

F f FRIENDLY



"FORTUNATELY FOR us, FRIENDLY DOES not possess the scent so unique to skunks."

ALPHABET INDEX

DIRECTIONS: Trace over the letters to spell the word that begins with (or contains) each letter shown. Next, make a list of words that rhyme with the words shown.

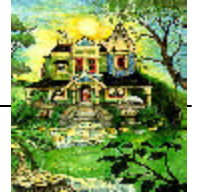


Gg GOAT



"Billy does his best to be a GRACIOUS GOAT.."

Hh HOUSE



"The animals in the HOUSE On Chesntut Ridge all live HAPPILY in HARMONY.."

Ii IRATE



"Porticia is beyond IRRITATED or IRKED; she's INFURIATED and IRATE.."

Jj JAM



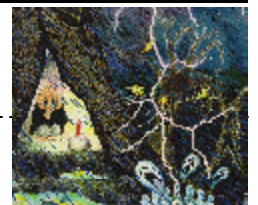
"The Pack-a-Rats have a JUMP, JIVE, and JAM session every afternoon and into the evning.."

Kk KICK



"Collier is KICKING himself into a time-out.."

Ll LONELY



"Having LASHED out at his friends, Collier now feels LOST and LONELY without them.."

ALPHABET INDEX

DIRECTIONS: Trace over the letters to spell the word that begins with (or contains) each letter shown. Next, make a list of words that rhyme with the words shown.



Mm MARCH

"The MARCHING MUSICIANS are MAKING MARVELOUS MUSIC."

Nn NASTY



"Collier isn't being NICE at all; in fact, he's being downright NASTY."

Oo OWL



"It is OBVIOUS to any casual OBSERVER that Grandma is a wise OLD OWL."

Pp PIG



"PORTICIA PIG is PLENTY PROUD of her PORCINE PERFORMANCE."

Qq QUARREL



"Collier has found himself inQUITE a QUARREL with Porticia."

Rr RABBIT



"RAS RABBIT is REVERED because he treats all creatures with RESPECT."

ALPHABET INDEX

DIRECTIONS: Trace over the letters to spell the word that begins with (or contains) each letter shown. Next, make a list of words that rhyme with the words shown.



S s SQUIRREL 


"SOME SMART SQUIRRELS SAVE a STASH of acorns for the winter months."

T t TANTRUM 

"THE TEMPER TANTRUM Collier THREWproved to be a TERRIBLE TIRADE."

U u UNCOOL 

"The UPPITY and UNCARING way Collier conducted himself was very UNCOOL."

V v VIOLIN 

"Having a VIOLIN in the band proved to be a VERY VALUABLE asset."

W w WAGON 

"WE WERE WORRIED WHEN the WAGON WHEEL broke that WE WOULDN'T make the gig on time."

X x PERPLEX 

"Porticia's EXPRESSION appears to be PERPLEXED over the COMPLEX question of of EXAMPLES of words that begin with the letter X."

ALPHABET INDEX

DIRECTIONS: Trace over the letters to spell the word that begins with (or contains) each letter shown. Next, make a list of words that rhyme with the words shown.



Y y YAHOO



"YAHOO!"

Z z ZEPHYR



"The birds took flight on the passing ZEPHYR, flying off on the gentle breeze".

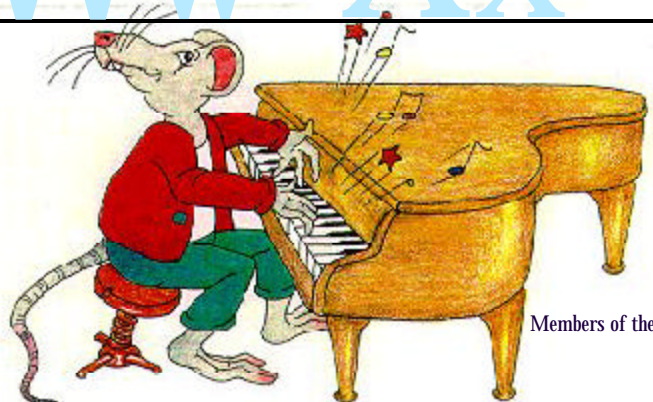
Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



Members of the Pack-a-Rats performing "The Alphabet Song."

A Few Suggestions for Additional Activities

CARTOGRAPHY (Map Making)

CREATING A MULTI-SENSORY MAP

Make a map of Apple Valley and the places mentioned in the story that helps Collier find his way back to the house. The areas around Apple Valley include:

THE BIG RIVER	BOGGY GULCH	CHESTNUT RIDGE
MEADOW LANE	PINE GROVE	PRESSLER'S POND
SECLUDED COVE	TURNBOL MOUNT	THE HOUSE

Remember, Collier has lost his eyesight again, so create a map that, in addition to illustrating the path to take back to the house, also uses other senses such as smell, sound, and touch that might guide Collier home again. For instance, the smell of pine needles and pine cones might let Collier know he has reached Pine Grove while the soft, squishy ground might indicate that he has arrived at Boggy Gulch.

CONSIDER:

What sounds should he listen for at Pressler's Pond?
How might the air feel different on Turnbol Mount?
What garden scents might tell him he's arrived at Meadow Lane?
What sounds, smells, tastes, and touches might he experience once he's arrived back home?

As you make your map, study other maps for their symbols and the keys to what each symbol means. Also, make sure that you have a clear entrance and exit to your map so that we can see where Collier begins and where he needs to go.

Now, have at it and have fun.

Make animals puppets
of the characters from paper bags
or old (though clean) socks.

MAKE MASKS
OR ANIMALS COSTUMES
(possibly for performance)

BUILDING A MODEL HOME

Using the drawing of the house as a blueprint, construct a cardboard replica of The House On Chestnut Ridge. (See if you can even make a nice, wrap-around front porch.)

DINING ALFRESCO

Using the food pyramid as a guide, create a healthy picnic brunch menu for the animals. Next, draw the picnic brunch that you'd like to eat if you brunched with the animals, a menu that's at once healthy and yummy and delish.

DRAW A SELF-PORTRAIT
HIGHLIGHTING
WHAT MAKES YOU UNIQUE
Students should make a list of things that set them a part and make them unique. Next, draw a self-portrait.

TAKE SOME TIME TO RHYME

Go on a free-association spree! What rhymes with the words written in capital letters?

Argus is a DOG.	Collier can SEE.	It begins to RAIN.
Collier is a CAT.	Collier gets MAD.	Collier misses his FRIENDS.
Friendly is a SKUNK.	Everyone is HURT.	Collier realizes the things he should have SEEN.
Grandma is an OWL.	Porticia stands STRONG.	Grandma Owl takes Collier under her WING.
Porticia is a PIG.	Collier leaves HOME.	Collier says he's sorry to the REST.
Ras is a RABBIT or BUNNY.	Collier gets LOST.	The other animals finally welcome him BACK.

Write your own episode about what happens after this particular episode of The House On Chestnut Ridge, perhaps about what happens at the festival at Pressler's Pond, for instance, or even what happens the next day or even the next week. Think of problems that the animals may face and how they resolve those problems through cooperation. Draw your own renditions of some individual scenes to the next episode of The House On Chestnut Ridge.

It is mentioned how the animals used to describe sunsets to Collier. Think about some very vivid visual things — a sunset, a flower, clouds in the sky, etc. Now, think about how you might describe them to someone who is blind and has lost his or her sight by comparing these things to something using the sense of taste, touch, smell, and sound. How might a particular sunset feel on your cheek? What flavor might a cloud have? How might a blossoming flower sound? Write out your thoughts.

Consider what items Collier might pack in a pouch when he leaves home? Create a list then draw the items.

THE HOUSE ON Chestnut Ridge The Musical

A LIVE PRODUCTION & PERFORMANCE PROGRAM FOR STUDENT PRESENTATION

The House On Chestnut Ridge Musical takes the scoring and sound engineering of the original program and, by removing the narration, dialogue, and lyrics, creates a production for students who can then serve as narrators on stage while performing the dialogue and singing the songs in groups consisting of as many students as desired.

The House On Chestnut Ridge Live Performance program can be used as productions for schools or community centers and **can make use of anywhere from 12-100 students**. With seven original songs from various musical genres and cultural sources, there is ample opportunity for students to be part of a chorus of any size with the costuming and even choreography that goes along with it. Moreover, up to 30 students can participate in the storytelling portion of the performance, each presenting his or her line then handing off the story to the next student performer. Finally, there are the lead characters who each have a significant line (or a few) that can be presented with however much acting influence and inflection as he or she feels comfortable.

The House On Chestnut Ridge Musical Live Performance can be done in an intimate setting such as a library nook or classroom or in a larger venue such as a community theater. The program premiered at the Lorain Palace Theater in Lorain, Ohio in May 2004, a theater with a capacity of approximately 1000 people (with some 200 parents, family, and friends in attendance) and the soundtrack and students filled up the auditorium fully and organically. The soundtrack, scoring, and sound effects come mixed and engineered on a WAV or MP3 file with breaks after each song so that they can be started and/or resumed according to the timing of the production. Whenever the students are ready for the next scene, hit the next track and the play resumes. Furthermore, The House On Chestnut Ridge One-Room Schoolhouse can be used as part of the rehearsal process, from the supplementary curricula areas of vocabulary and comprehension, to plot, character, and theme analysis, to the more performance-oriented exercises focusing on memorization, presence, poise, and presentation. Finally, The House On Chestnut Ridge Live Performance package also includes a ready-made program PDF that can be downloaded with student names and characters copied and pasted (a program that can also be customized for a small cost if so requested in a timely manner.)

WITH A RUNNING TIME OF LESS THAN 45 MINUTES,
PARENTS WILL LOVE IT!
Containing 7 original songs of finger-snapping, toe-tapping fun, parents will be smiling and clapping long before the fidgets make them feel restless. The House On Chestnut Ridge Musical is the perfect outreach ambassador that will associate your school or community program with enjoyment and enrichment (and even a little expedience.)

Satisfying, gratifying, inexpensive, and expedient,
The House On Chestnut Ridge Musical

Makes a terrific fundraiser.

Every child can be featured to whatever level of performance fits his or her individual comfort level.

EASY DANCE GROOVES FOR STUDENTS
CHOREOGRAPHY OPPORTUNITIES INCLUDE:
Swinging ragtime Rocking blues
Marching anthem Grooving reggae

Every song is a group song, filling up the production while not placing the burden of performance on any one student. Each number is a team effort and that bonding and collaboration shall create a full and harmonic experience for players and audience alike.



THE PROGRAM IS ALL-INCLUSIVE: STUDENTS IN GRADES 5-8 CAN PERFORM FOR YOUNGER STUDENTS K-4.

THE HOUSE ON CHESTNUT RIDGE LIVE PERFORMANCE PROGRAM PACKAGE INCLUDES:
The House On Chestnut Ridge mixed soundtrack and scoring with full music and sound-effects ready for the student voices.
The House On Chestnut Ridge 30-minute Audio Story
(Narrated by Emmy Award-winning children's host Wayne S. Turney [Hickory Hideout] and singer/songwriter Anne E. DeChant)
The Anyone Can Dance 10-song CD (For Families of all Shapes and Sizes), perfect has background music for art and activities time.
The House On Chestnut Ridge 50-page Storybook (on PDF for easy distribution to students)
The House On Chestnut Ridge 110-page One-Room Schoolhouse Educational Activities book (on PDF for easy distribution to students)
The House On Chestnut Ridge Live Performance Flier, Poster, and Performance Program (on PDF)

INFLECTION EXERCISE FOR ALL AGES

- How Does Your Tone of Voice Effect The People Around You?

Have you ever heard someone say that she was “sorry,” yet it didn’t sound like she really was sorry?



HAVE YOU EVER ASKED SOMEONE A QUESTION AND HE SAID “WHAT?!” AS THOUGH YOU WERE BOTHERING HIM?

DOES SOMEONE SAYING “WHATEVER” MAKE YOU FEEL LIKE WHATEVER YOU JUST SAID DOESN’T MATTER?

GIVE IT A TRY: Say, “Sorry” out loud as if you don’t really mean it. Next, say “Sorry” out loud as if you were really, truly, very sorry.

- Listen for how you say things.
 - Be aware of your tone of voice.
 - Understand how your tone effects others.
- AND THUS OFTEN AVOID MANY NEEDLESS ARGUMENTS.

THINK ABOUT SOME BASIC WAYS OF SAYING THINGS:
Happy. Sad. Angry. Joyous. Frustrated. Fretful. Excited.

NEXT, THINK ABOUT SOME MORE IN-BETWEEN EMOTIONAL TONES:
Enthusiastic. Genuine. Sarcastic. Sincere. Disingenuous. Churlish. Caustic. Surly. Bored.

Using a dictionary or Web site, look up any words you don’t know so that you have an understanding of the subtle shades of human emotion. Then try and add to this list, creating other emotional tones, discussing their meanings so that you truly understand how inflection works.

Once you’ve generated a list, say the list of words or short phrases below using the different emotional tones. Perhaps even ad-lib (meaning to improvise a scenario, creating it on the spot and on the fly) with another person. For instance, create yes or no questions that might be answered in a number of emotional ways. One example of a question might be, “Are you mad at me?” An example of an answer might: “No,” the tone of which, however, would suggest, “Uh, yeah genius, obviously I’m mad at you.”

DIRECTIONS: Say the word or phrase, but mean the opposite or say it without really meaning it. Consider how many different ways you might be able to say it.

Say the word “What?” as though someone is bothering you.

Say the word “Yes” as if being asked if you’re having a good time, when really you aren’t.

Say the word “Thanks” as though someone has just spilled grape juice all over your new shirt.

“You look nice.”
[“You really do look nice.”]

“Nice work.”
[“You did a good job of messing things up.”]

“That’s real cool.”
[“That’s so not cool.”]

“Great.”
[“Not really.”]

“What a great idea.”
[“What a lame idea.”]

“You’re really something.”
[“I’m really disappointed in you.”]

“That’s so funny.”
[“Not.”]

“Whatever.”
[“I couldn’t care less.”]

Create a list of additional words or phrases that might be said in any number of emotional tones. As you say them, use soft tones. Use harsh tones. How might each tone effect the person to whom you’re speaking?

THANKS FOR BECOMING A:

Chestnut Ridge

Artist-In-Residence

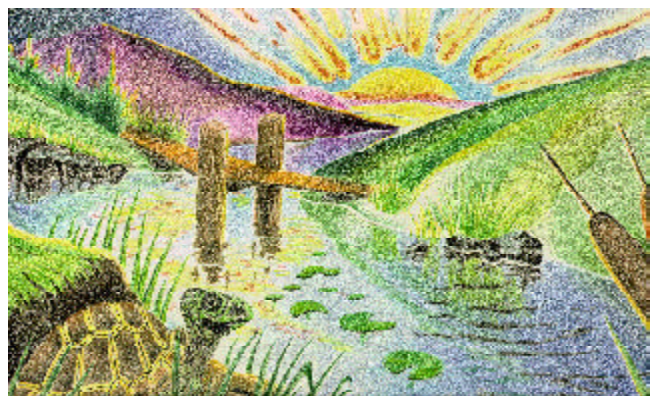
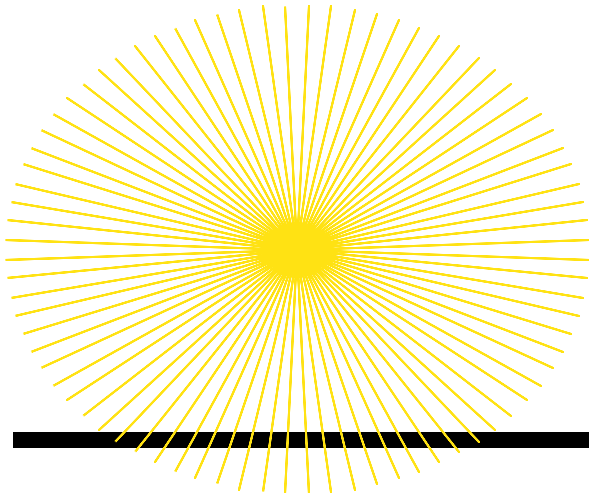
Name: _____

Three traits that make me unique include:

1) _____

2) _____

3) _____



ANYONE CAN DANCE

...as a classroom experience.

A terrific soundtrack as musical backdrop for art activities



Perfect as the prelude to The House On Chestnut Ridge Musical for 10-20 minutes prior to curtain as the audience is being seated and settling in.

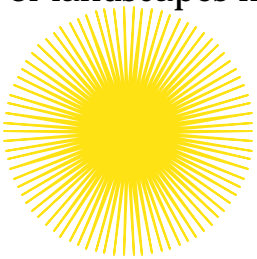
A 10-track collection of original songs, ANYONE CAN DANCE is perhaps most apt as a listening experience accompanying artistic activities, especially for young students from pre-K through third grade.

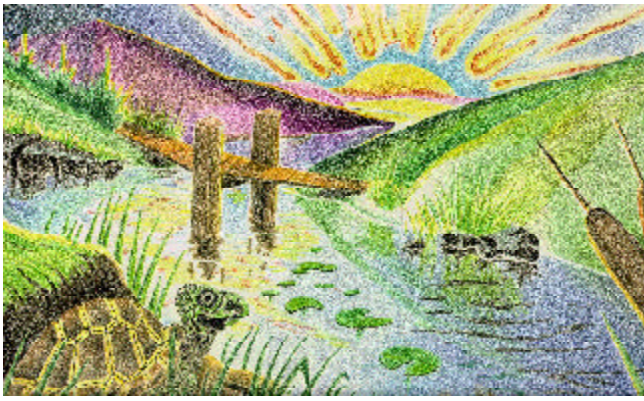
Nevertheless, while there is no storytelling nor educational narrative per se, the individual songs themselves do contain various messages applicable to students in this age range.

For example:

- The idea that movement is vital to physical and spiritual well-being
- The pitfalls of procrastination and why it is better to tackle a chore right away
- The importance and ease of following directions
- That though friends may go their separate ways, they nevertheless can remain friends
- The importance of saying please and thank you and of being courteous
- The need for maintaining optimism and hope, that despite tough times

Classroom discussion focusing on the aforementioned areas above can also be a component to the Anyone Can dance experience. Finally, as with The House On Chestnut Ridge, an artistic activity focusing on various songs from Anyone Can Dance - i.e. Otto the Otter, Shiny Blue, It's Easy, I Imagine You - can help students tap into their own imagination and creatively visualize how any of these songs, stories, places, gadgets, or landscapes might look.

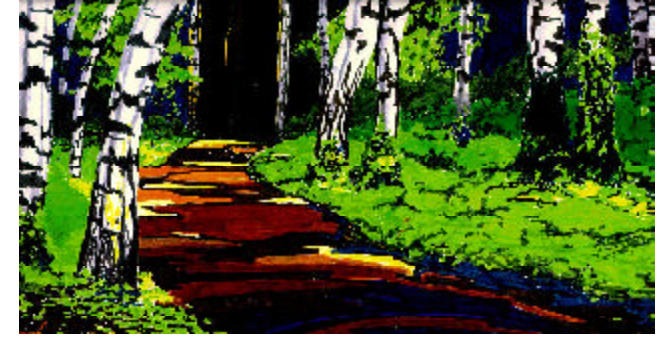




1



USING NUMBERS, PUT THE SCENES IN THE ORDER IN WHICH THEY OCCUR.



Proofreading Exercise

DIRECTIONS: There are 100 mistakes in the following rendition of The House On Chestnut Ridge. Read the story and either circle or underline identifying each mistake. Mistakes consist of misspellings, misused words, incorrect capitalization and punctuation, and incomplete sentence fragments. Don't worry about commas. **HINT:** Read the story out loud to yourself or as a team with another student. Hearing the words as you read them aloud, essentially hearing what you're speaking,, will enhance your proofreading skills and enable you to catch mistakes before they cost you in your own writing.

This page has 30 errors.

THE HOUS ON CHESTNUT RIDGE

This is the story of the House On Chestnut Ridge, a community of animals. Who lived happily in harmony, despite there individual quirks and foibles, idiosyncrasies and eccentricities.

And as it happened one autum morning, Collier, the street-wise tom cat who'd been blind since he was a kitten, gained his eyesight back through a stroke off good fortune. And throughout Chestnut Ridge they're was much elation and celebration! And that evening, they all sit on the Friendship Bridge down by Pressler's Pond with Collier as he watched for the first time the sun set just beyond the hills of Chesnut Ridge.

Things, however, did not say quite so festive. You see, everyone on Chestnut Ridge had somethin about them that set them a part.

Friendly skunk, for instance, did not posses the sent so unique to skuks and thus sometimes really didn't feel like a skunk at all.

Likewise, Ras Rabbit had ears that didn't stand up like other rabbits, but rather ears that drooped and flopped about his head.

Argus the old terrier had lost a leg as a pup and it sometimes took a long time for him to get around

Than there was Porticia Pig who was, well, sometimes she could be downright pushy and at times even somewhat medddlesome, which could often be a bit much for the others.

And finally, there was Grandma Owl, the house elder and a wise old owl, but sometimes the rest of the world was in such a hurry it didn't have time to listen to the wisdom Gradma Owl had to offer.

Yet all of them differences united the animals on Chestnut Ridge into a community of individuals each treasured for his or her own unique colors, colors that mad each of them special to the Chestnut Ridge famly.

Even the Pack-a-Rats, the musically adaptive rodents residing beneath the porch, had found a home, despite they're rat status. Because you sea, Chestnut Ridge is a place were anything is possible, a home place where everyone is welcome.

Collier, however, had always been blind, every since he was a kitten, and now he could see, which begun to cause problems, because Collier began seeing the differences in the other animals as flaws instead of virtues.

Then, one morning. As everyone gathered around the picnic table. Awaiting brunch. Collier, who was very hungry, became very impatient. And eventually, everything erupted when...well, when Collier simply didn't get his way.

"That's it! I can't take anymore a this.

"Anymore a what?" said Argus, who had grown tired of Collier's atttitude.

"This! This whole motley crew a critters. Just look at yourselves. Bunch a misfits. Just look at you!"

Proofreading Exercise (continued)

Everyone sat there, silent and stunned no one ate no one looked up from his or her plate no one knew what to say or do for they had never been so put down before especially by someone they considered a friend.

Then, Porticia Pig pushed her chair away from her place at the table and marched over toward Collier, showing her pig knuckle in his chest, propelling him back into his place.

“Listen here you little...kat. I don’t need the likes of you telling me I’m meddling. Who do you think you are? A street-splattered little wretch of a cat telling me I’m...intrusive? Of course, I’ll admit, maybe I am somewhat audacious, perhaps even a bit overwhelming at times, but what would you expect? I am a pig, afterall!”

...Don’t let the gate slam on your tale when you leave.

Collier did leave the house on Chestnut Ride, packing his things in a pouch and venturing off, to exactly where, he didn’t know. He walked all afternoon and into the evening, his restored eyesight leading him faithfully.

Yet, as night approached, it started to rain, and Collier began feeling hungry and tired, lost and alone. And even though street-wise tom cats aren’t accustomed to being afraid. Collier was beginning to feel somewhat scared, for he had never been of on his own like this before.

Then, as if started raining more, the lightning grew more intense, the thunder grew louder, and the rain felt harder.

Suddenly there was a huge crash of thunder and the darkened sky filled with light. Then another crash followed! So Collier found himself a small hollow in which to ride out the storm. And he sat up and waited through the night and early morning hours. And after a while, the rain stopped. Then the thunder rolled away into the distance. Yet, as the night wore on, it gradually became clear to Collier that he could no longer see. Once again, he was blind. The eyesight that had been given him had now been taken away. And as Collier began to fully realize this, and as he realized how far away from home he was, how alone he was, he felt like he wanted to cry.

One morning while Grandma Owl was picking blueberries in the patch down by Meadow Lane, she thought she heard a rustling in the brush. She stopped and listened and heard the rustling again. She moved closer and there she saw Collier, shivering in a pile of leaves. He had tried to find his way back to the house, to find his way home again.

“Collier?”

“Grandma Owl? Is that you? Oh, Grandma, I’m so sorry for the things I said to everyone. The way I treated everyone. I’m so sorry.”

“There, there. Everything’ll be all right. I’m here. You’re home now.”

“I — I can’t see you Grandma. I’ve lost my sight again.”

Grandma Owl’s heart sank. “Oh Collier. I’m so sorry.”

“No Grandma Grandma, I’m the one who should be sorry. I was given the gift of my sight and what-do-I-do? I see the wrong things. I see the glass half-empty instead of half-full. I see flaws in everyone else, instead of their beauty.”

Grandma Owl took Collier under her wing and guided him home.

GRADES 4-up

Proofreading Exercise (continued)

For the other animals on Chestnut Ridge, however, being forgiving did not come so easily. And no one said anything to Collier. No one acknowledged his presence nor the apology he offered. Rather, they all just turned away and ignored him.

There were breakfasts and brunches, morning walks and picnic lunches, and everyone was invited. Except for Collier.

There was kite flying and kick ball games and floating in Pressler's Pond, and everyone joined in. Except for Collier.

There was storking and tree climbing and star gazing and no one even invited Collier to come along.

Even the Pack-a-Rats would hold their daily jam sessions, yet they no longer asked Collier to join in. And when rats start to shun you, you know you have problems.

Then one day, late in the fall, the crew was planning for the annual Harvest Festival Hay Ride and Beach Party held down by the Big River. It was the last celebration before the snows and everybody would be there, and everyone on the ridge was packing blankets and picnic baskets, gathering kick balls and kites, tuning up musical instruments and dusting off old stories. And still, no one invited Collier to come along.

Then, just before they left, Ras Rabbit turned toward Collier.

"Well mon, are you just going to sit there or are you coming along with us?"

Everyone was shocked by the invitation, most of all Collier. Who could feel the stares of the others on him as his face heated up with embarrassment. The other animals weren't certain that they wanted Collier along. They'd been hurt by him and weren't sure they could forgive the things he'd said about them, much less forget the way he'd treated them. But Ras Rabbit disagreed.

"Certainly you can forgive. And surely you can forget. All you need do is put a new song in your heart and let it just dash away the doubts that may continue to linger."

They all thought about it for a time. Could they forgive? And if they did forgive, could they forget? What if they were going about their business one day and suddenly, out of nowhere, the memories of the hurt popped into their head? What would they do then?

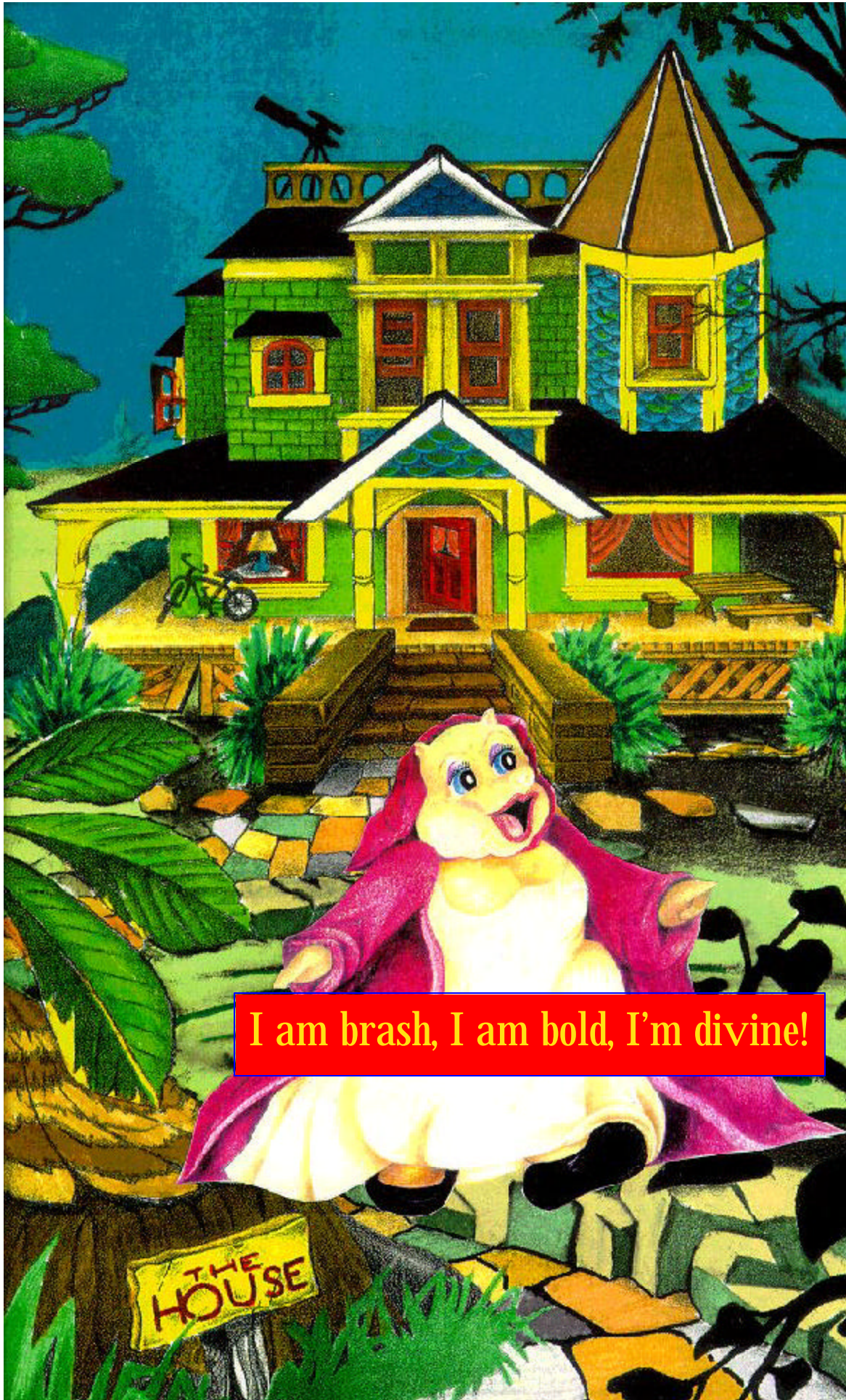
What would they do?

Think of the good times, perhaps. Think about the sunsets they'd described to Collier, or the walks they'd taken, or the stories and the laughter they had shared. But would it be enough? Could they truly forget?

"Yes, we can forgive," said Argus, on behalf of the others. "And yes, we can forget. We except your apology Collier. We do forgive you."

"Really Argus? You mean it?"

"Yes we do. You're our friend. And friends sometimes have a falling out, but...a friendship should be stronger than any old falling out. And the fact of the matter is...we've missed you. So come on. We've got a festival to go to and who knows what might happen!"



I am brash, I am bold, I'm divine!

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Collier, however, had always been blind, **ever** since he was a kitten, and now he could see, which **began** to cause problems, because Collier began seeing the differences in the other animals as flaws instead of virtues.

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...Don't let the gate slam on your **tail** when you leave.

Collier did leave the house on Chestnut **Ridge**, packing his things in a **pouch** and venturing off, to exactly **where**, he didn't know. He walked all afternoon and into the evening, his restored eyesight leading him faithfully.

Yet, as night approached, it started to rain, and Collier began **feeling** hungry and tired, lost and alone. And even though street-wise tom cats aren't **accustomed** to being **afraid**, **Collier** was beginning to feel somewhat scared, for he had never been **off** on his own like this before.

Then, as **it** started raining more, the lightening grew more intense, the thunder grew louder, and the rain **fell** harder.

Suddenly **there** was a huge crash of thunder and the darkened sky **filled** with light. Then another crash followed! So Collier found himself a small hollow in which to ride out the storm. And he sat up and waited through the night and early morning hours. And after a while, the rain stopped. Than the thunder **rolled** away into the distance. Yet, as the night wore on, it gradually became clear to Collier that he could no longer see. Once again, he was blind. The eyesight that had been given him had now been taken away. And as Collier **began** to fully realize this, and as he realized how far away from home he was, how **alone** he was, he **felt** like he wanted to cry.

**Proofreading Exercise
Answer Key**

One morning while Grandma Owl was picking blue berries in the patch down by Meadow Lane, she thought she heard a rustling in the brush. She stopped and listened and heard the rustling again. She moved closer and there she saw Collier, shivering in a pile of leaves. He had tried to find his way back to the house, to find his way home again.

“Collier?”

“Grandma Owl? Is that you? Oh, Grandma, I’m so sorry for the things I said to everyone. The way I treated everyone. I’m so sorry.”

“There, there. Everything’ll be all right. I’m here. You’re home now.”

“I — I can’t see you Grandma. I’ve lost my sight again.”

Grandma Owl’s heart sank. “Oh Collier. I’m so sorry.”

“No Grandma Grandma, I’m the one who should be sorry. I was given the gift of my sight and what-do-I-do? I see the wrong things. I see the glass half-empty instead of half-full. I see flaws in everyone else, instead of their beauty.”

Grandma Owl took Collier under her wing and guided him home.

For the other animals on Chestnut Ridge, however, being forgiving did no come so easily. And no one said anything to Collier. No one acknowledged his presence nor the apology he offered. Rather, they all just turned away away and ignored him.

There were breakfasts and brunches, morning walks and picnic lunches, and everyone was invited. Except for Collier.

There was kite flying and kick ball games and floating in Pressler’s Pond, and everyone joined in. Except for Collier.

There was storytelling and tree climbing and star gazing and no one ever invited Collier to come along.

Even the Pack-a-Rats would hold their daily jam sessions, yet they no longer asked Collier to join in. And when rats start to shun you, you know you have problems.

Then one day, late in the fall, the crew was planning for the annual Harvest Festival Hay Ride and Beach Party held down by the Big River. It was the last celebration before the snows and everybody would be there, and everyone on the ridge was packing blankets and picnic baskets, gathering kick balls and kites, tuning up musical instruments and dusting off old stories. And still, no one invited Collier to come along.

Then, just before they left, Ras Rabbit turned toward Collier.

“Well mon, are you just going to sit there or are you coming along with us?”

Everyone was shocked by the invitation, most of all Collier, who could feel the stares of the others on him as his face heated up with embarrassment. The other animals weren’t certain that they wanted Collier along. They’d been hurt by him and weren’t sure they could forgive the things he’d said about them, much less forget the way he’d treated them. But Ras Rabbit disagreed.

“Certainly you can forgive. And surely you can forget. All you need do is put a new song in your heart and let it just dash away the doubts that may continue to linger.”

They all thought about it for a time. Could they forgive? And if they did forgive, could they forget? What if they were going about their business one day and suddenly, out of no where, the memories of the hurt popped into their head? What would they do then?

What would they do?

Think of the good times, perhaps. Think about the sunsets they’d described to Collier, or the walks they’d taken, or the stories and the laughter they had shared. But would it be enough? Could they truly forget?

“Yes, we can forgive,” said Argus, on behalf of the others. “And yes, we can forget. We accept your apology Collier. We do forgive you.”

“Really Argus? You mean it?”

“Yes we do. You’re our friend. And friends sometimes have a falling out, but...a friendship should be stronger than any old falling out. And the fact of the matter is...we’ve missed you. So come on. We’ve got a festival to go to and who knows what might happen!”

**Proofreading Exercise
Answer Key**

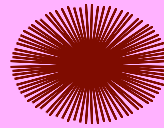
STATE CAPITALS

Montgomery, Alabama	Juneau, Alaska
Phoenix, Arizona	Little Rock, Arkansas
Sacramento, California	Denver, Colorado
Hartford, Connecticut	Dover, Delaware
Tallahassee, Florida	Atlanta, Georgia
Honolulu, Hawaii	Boise, Idaho
Springfield, Illinois	Indianapolis, Indiana
Des Moines, Iowa	Topeka, Kansas
Frankfort, Kentucky	Baton Rouge, Louisiana
Augusta, Maine	Annapolis, Maryland
Boston, Massachusetts	Lansing, Michigan
St. Paul, Minnesota	Jackson, Mississippi
Jefferson City, Missouri	Helena, Montana
Lincoln, Nebraska	Carson City, Nevada
Concord, New Hampshire	Trenton, New Jersey
Santa Fe, New Mexico	Albany, New York
Raleigh, North Carolina	Bismark, North Dakota
Columbus, Ohio	Oklahoma City, Oklahoma
Salem, Oregon	Harrisburg, Pennsylvania
Providence, Rhode Island	Columbia, South Carolina
Pierre, South Dakota	Austin, Texas
Nashville, Tennessee	Salt Lake City, Utah
Montpelier, Vermont	Richmond, Virginia
Olympia, Washington	Charleston, West Virginia
Madison, Wisconsin	Cheyenne, Wyoming

A COMPENDIUM OF COLLECTIVE NOUNS FOR ANIMALS

A cete of badgers	A sloth of bears	A colony of beavers
A singular of boars	A clouder of cats	A peep of chickens
A rag of colts	A cowardice of curs	A business of ferrets
A gang of elk	A skulk of foxes	A trip of goats
A drift of hogs	A smack of jellyfish	A troop of kangaroos
A kindle of kittens	A leap of leopards	A labor of moles
A barren of mules	A string of ponies	A nest of rabbits
A bevy of roebucks	A dray of squirrels	A crash of rhinoceroses
A sounder of swine	A rafter of turkeys	A pod of whales

A descent of woodpeckers	A rafter of turkeys
A murmuration of sandpipers	An unkindness of ravens
A covey of quail	An ostentation of peacocks
A parliament of owls	An exaltation of larks
A deceit of lapwings	A siege of herons
A charm of finches	A dole of doves
A murder of crows	



A paddling of duck (when swimming)
A raft of duck (in the water, but not swimming)
A team of ducks (in the air)
A gaggle of geese (on the ground)
A skein of geese (in the air)
A nye of pheasants (on the ground)
A bouquet of pheasants (in the air)

10 Fruits That Ripen after Picking

- | | |
|--------------|------------|
| 1.Apples | 2.Apricots |
| 3.Avocados | 4.Bananas |
| 5.Mangoes | 6.Papyrus |
| 7.Muskmelons | 8.Peaches |
| 9.Persimmons | 10.Pears |

MAXIMUM LIFE SPANS OF 14 ANIMALS

- | | |
|--------------------------------|-----------------------------------|
| 1.Lake sturgeon-152 years | 2.Human being-120 years 7 months |
| 3.Tortoise-116 years | 4.Whale-87 years |
| 5.Condor-72 years | 6.Elephant-70 years |
| 7.Orangutan-59 years | 8.Chimpanzee-59 years 4 months |
| 9.Monkey-53 years | 10.Hippopotamus-60 years 6 months |
| 11.Horse-46 years | 12.Gorilla-47 years 6 months |
| 13.Rhinoceros-46 years | 14.Hyena-41 years 1 month |
| 15.Brown Bear-38 years 1 month | |

Et al & Etc.

SEPARATE YOUR TRASH

Reduce, Reuse, Recycle

According to the History Channel, the energy saved from 1 recycled aluminum can can generate enough power to illuminate a television for 3 hours.

ANIMAL SOUNDS IN DIFFERENT LANGUAGES

PIGS

English: OINK-OINK!
 Russian: KROO!
 French: GROIN-GROIN!
 German: GRUNZ!

GEESE

English: HONK-HONK!
 Arabic: WACK-WACK!
 German: SCHNATTER-SCHNATTER!
 Japanese: BOO-BOO!

ROOSTERS

English: COCK-A-DOODLE-DOO!
 Arabic: KU-KU KU-KU!
 Russian: KU-KA-RZHI-KU!
 Japanese: KO-KI-KOKO!
 Greek: KI-KI-RI-KOO!
 Hebrew: KU-KU-RI-KU!

OWLS

English: WHO-WHOO!
 Japanese: HO-HO!
 German: KOH-KOH-A-OH!
 Russian: OOKH!

DUCKS

English: QUACK-QUACK!
 Swedish: KVACK-KVACK!
 Arabic: KACK-KACK-KACK!
 Chinese: GA-GA!
 French: GUAHN-QUAHN!

CATS

English: MEOW!
 Hebrew: MIYAU!
 German: MIAU!
 French: MIAOU!
 Spanish: MIAU!

FROGS

English: CROAK!
 Spanish: CROACK!
 German: QUAK-QUAK!
 Swedish: KOUACK!
 Russian: KVA-KVA!

DOGS

English: BOW-WOW!
 Swedish: VOFF-VOFF!
 Hebrew: HAV-HAV!
 Chinese: WANG-WANG!
 Japanese: WON-WON!
 Swahili: HU-HU-HU-HUU!

TWEETY-BIRDS

English: TWEET-TWEET!
 French: KWI-KWI!
 Hebrew: TSEF-TSEF!
 Chinese: CHU-CHU!
 German: TSCHIEP-TSCHIEP!

CHICKENS

English: CLUCK-CLUCK
 French: COT-COT-COT-CODET!
 German: GAK-GAK!
 Hebrew: PAK-PAK-PAK!
 Arabic: KAKAKAKAKAKAKAKA!

LANGUAGE CHESTNUTS

9 WORDS WORTH LOOKING UP, KNOWING, UNDERSTANDING, AND EMPLOYING (when appropriate).

Compassion	Contrition	Hubris
Hypocrisy	Humility	Karma
Pristine	Reconciliation	Schadenfreude

PORTICIA'S EYB JUICE SHAKES

(Earn Your Bon-Bons-Five servings of fruit out of the way at the start of the day.)

Using a blender, combine

- One cup of orange or apple juice
- One banana
- Six baby carrots.
- Six strawberries
- A handful of blueberries
- Some sliced pineapple
- A half-dozen ice cubes

Blend on high.
 Enjoy.

Try this tongue twister:
 "TOY BOAT"
 Say it correctly five times quickly.
 (Try and avoid saying "TOY BOYT")

12 Fruits That DO NOT Ripen after Picking

- | | |
|-----------------|----------------|
| 1.Blackberries | 2.Blueberries |
| 3.Cherries | 4.Grapefruit |
| 5.Grapes | 6.Lemons |
| 7.Orangex | 8.Pineapples |
| 9.Plums | 10.Raspberries |
| 11.Strawberries | 12.Watermelons |





The House On Chestnut Ridge One-Room Schoolhouse



We hope ya'll stop back again.....
to Chestnut Ridge!