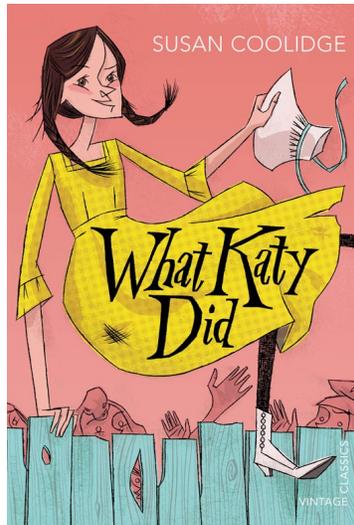


What Katy Did



By

Susan Coolidge

A Novel Study
by Joel Michel Reed

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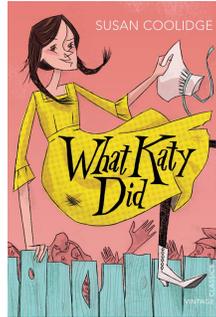


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About the author: Joel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, please visit the websites www.novel-studies.org and www.novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one or two chapters of *What Katy Did* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities in this unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identify *foreshadowing*.
6. Identify *personification*
7. Determining alphabetical order
8. Listing compound words
9. Identifying parts of speech
10. Identifying syllables
11. Identify/create *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel/story
6. Complete a story pyramid

Character Activities

1. Determine character traits
2. Relating personal experiences

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Create a short story
4. Create a poem
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Sheet
8. Complete a KWS Chart

Art Activities

1. Complete a storyboard
2. Create a collage
3. Create an Information Card
4. Design a cover for the novel
5. Create a comic strip

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Synopsis

Gangly, quick-tempered Katy always means to be beautiful and beloved and as good as an angel one day, but meanwhile her resolutions somehow get forgotten or go horribly wrong. Until, one terrible day, the swing breaks . . . But it is still a long, eventful time before Katy learns to be as loving and patient as her beautiful, invalid Cousin Helen. (Courtesy of the publisher – Puffin Classics)

A complete synopsis and other helpful reviews can be found on the following website:

https://en.wikipedia.org/wiki/What_Katy_Did

Author Biography

Susan Chauncey Woolsey

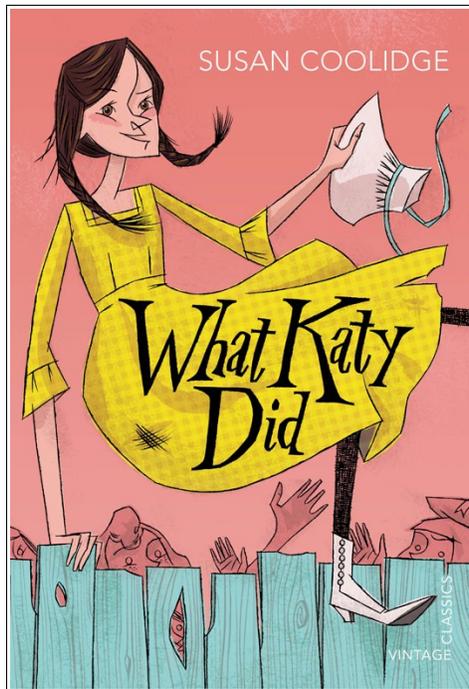
Susan Chauncey Woolsey (Coolidge) (January 29, 1835 – April 9, 1905) Woolsey was born into the wealthy, influential New England Dwight family, in Cleveland, Ohio. Her father was John Mumford Woolsey (1796–1870) and her mother Jane Andrews, and author and poet Gamel Woolsey was her niece. She spent much of her childhood in New Haven, Connecticut after her family moved there in 1852.



Woolsey worked as a nurse during the American Civil War (1861–1865), after which she started to write. She never married, and resided at her family home in Newport, Rhode Island, until her death. She edited *The Autobiography and Correspondence of Mrs. Delaney* (1879) and *The Diary and Letters of Frances Burney* (1880).

She is best known for her classic children's novel *What Katy Did* (1872). The fictional Carr family was modeled after her own, with Katy Carr inspired by Woolsey herself. The brothers and sisters were modeled on her four younger siblings: Jane Andrews Woolsey, born October 25, 1836, who married Reverend Henry Albert Yardley; Elizabeth Dwight Woolsey, born April 24, 1838, who married Daniel Coit Gilman and died in 1910. Theodora Walton Woolsey, born September 7, 1840; and William Walton Woolsey, born July 18, 1842, who married Catherine Buckingham Convers, daughter of Charles Cleveland Convers.

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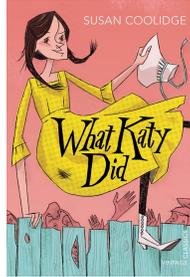


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Name: _____

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Chapters 1-2



Before you read the chapter:

Briefly predict what you think 'Katy did' in our story.



Vocabulary:

Write the definition for each of the following words found in Chapters One and Two.

Evidently	
Quarrel	
Solemn	
Indolent	
Grievance	

Amiable	
Procession	
Disconsolate	
Pervaded	
Sagaciously	

Questions

Chapter 1

1. Briefly describe the setting of our story as Chapter One begins.

2. Which of the following narratives is used in our novel? Defend your answer.

First Person

Second Person

Third Person

3. What do you think would be the biggest challenge when living in a large family?

Chapter 2

1. Briefly describe the story of the fairy and the rosary described in Chapter Two.

2. Do you think the children were treating Elsie with dignity and respect? Why or why not?

3. What did Katy say she wanted to do when she grew up?



Language Activity

A. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: ". . . **g**rouching, **g**rouching, **g**rumbling, **g**ripping about something or other."

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sounds of children playing.	
The sounds of a musical performance.	
One from your own imagination	

B. A **simile** is a comparison using the words “like” or “as”. The following is an example taken from Chapter One: “*The sky was very blue, and white clouds, like great swans, went floating over it to and fro.*”

What two things are being compared in this example?

--	--

Invent two of your own **similes** comparing two different things using your imagination:

a)	

b)	

C. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **CODE** can also form the word **DECO**. Follow these directions to form the anagrams:

a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters.

Word	Anagram	Clue
Earns		A trap for catching small birds or mammals.
Sprite		An ordained minister of a church.
Softer		An area covered with trees and undergrowth.
Lemons		Not cheerful or smiling; serious.
Cautioned		The process of receiving systematic instruction.
Aspired		The complete loss or absence of hope.
Presents		A dragon or other snake-like reptiles.

Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in Chapters 1 and 2 of *What Katy Did*. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6