

# The Duchess Bakes a Cake

Book by Virginia Kahl

Unit Study and Printables by Wende

## Social Studies

### *Middle Ages*

This story takes place during the Middle Ages, also called medieval times, a period of European history beginning at the downfall of Rome in 476AD until about 1500AD. They are called the Middle Ages because they are in between ancient and modern times. During the middle ages, the form of government and society that was set up was called the feudal system. It was based on the ownership of land. While the king of a region owned all the land, he could give possession of tracts to those who worked for and pledged allegiance to him.

### *Europe –*

The Middle Ages took place in Europe, one of the seven continents. The setting of this book was influenced by Virginia Kahl's visits to Europe, specifically the countries of Germany and Austria, so feel free to choose one of these countries as the setting.

→ Complete Continents Simple Fold

### *Germany –*

Germany is a country in Europe with a lot of lowlands in the north and the Alps in the south. It is bordered by Poland and the Czech Republic to the east, Denmark to the north, Austria and Switzerland to the south, and France, Luxembourg, and the Netherlands to the west. Germany is known for its thick, lush Black Forest.

Germany's capital is Berlin, one of Germany's biggest cities. The people speak German and their currency is the Euro. Germany is highly industrialized, with factories that make cars, heavy machinery, electrical equipment, and chemicals.

→ Complete Germany Notebook Page and store in Pocket

### *Austria –*

Austria is a mountainous country, much of it being in the Alps. It is bordered by Germany and the Czech Republic to the north, Hungary to the east, Yugoslavia and Italy to the south, and Switzerland to the west. The capital is Vienna and it is called the crossroads of Europe because many roads and railroads meet there. Most of the people speak German and their currency is the Euro. Austria produces brown coal, iron ore, oil, timber, and paper.

→ Complete Austria Notebook Page and store in Pocket

### ***Castles –***

The word castle means a large building or group of buildings. The living quarters of the castle were surrounded by the moat with round towers. The purposes of the castle were to protect the people dwelling there and fight off the enemy. See if your child can find these different parts of a castle in the illustrations of the book:

1. Moat – a deep and wide trench around the rampart of a castle, filled with water or wooden stakes, to provide protection from assault
2. Drawbridge – a wooden bridge made to be raised or lowered by the use of chains, to shut off or open up the castle entrance
3. Wicket – a small gate or door; especially: one forming part of or placed near a larger gate or door
4. Battlement Merlons – the saw-tooth effect vertical solid parts of the battlements, situated at the top of towers and walls between two crenels, usually measuring 4-5 feet high and 3-7 feet wide.
5. Battlement Crenels – the gap or opening between the merlons on the battlement. Usually measuring 2-3 feet wide, from which arrows were launched.
6. Rampart – a protective wall to prevent persons from falling over, and as a protection to the defenders in case of a siege.
7. Portcullis – a grating of heavy timber or iron hung over the gateway of a castle and lowered from the inside between grooves to prevent passage.
8. Keep or Donjon – the strongest and securest part of a medieval castle. Prisoners were often held in this great tower.

9. Turret - small slender tower rising above and resting on one of the main towers, usually used as a look out point

10. Peel Tower –a small fortified keep intended as watch tower where signal fires could be lit to warn of approaching danger.

There are many wonderful books to learn all about castles, including *Castle* by David Macaulay.

→ Complete Parts of a Castle Shutterfold

### ***Coat of Arms –***

The tradition of having a coat of arms goes back nearly 800 years. Originally, knights would use a coat of arms, worn as a tunic over their armor, to cover, protect, and identify the wearer. Gradually they came to be adopted by priests, cities, towns, commoners, peasants and burghers. The coat of arms was considered extremely important, and the use of a coat of arms was strictly regulated, as they were used for identification purposes and were used on items such as seals and legal documents.

The colors and designs on a coat of arms had specific meanings, and the study of these coat of arms meanings was called heraldry.

Few countries in the world still continue the use of arms for identification. As you look at the various coats of arms with your child, discuss the meanings and encourage him to design his own coat of arms.

Coat of Arms Color and Symbol Meanings:

Red – warrior or martyr

Green – hope, joy, loyalty

On the title page

Lion (top right) – Symbolizes bravery, strength, ferocity, and valor

Cross (bottom left) – Symbolizes faith, Christianity, and/or service in the Crusades

Chief (bottom left) – Found on top of shield. Signifies dominion and authority; often granted as

a special reward for prudence and wisdom or successful command in war

Bend (bottom right) – Signifies defense or protection

Crescent (top left) – Symbolizes one who has been honored by the sovereign

On page with flags:

Crescent – (see above)

Chevron— Symbolizes protection; Used by someone who has accomplished some work of faithful service.

Fleur-de-lis – Symbolizes purity or light

Lozenge - Diamond shape that symbolizes honesty and constancy

→ Complete Coat of Arms Simple Fold

→ Complete Blank Coat of Arms

### ***Medieval Occupations –***

People were separated into different classes during the middle ages. There was the nobility, or vassals, which was composed of people having hereditary title, rank and privileges. The nobility included those that worked directly for the king, mainly having the job of protecting the kingdom. Then there was the clergy, who were in charge of the spiritual needs of society. And then there were the peasantry, also called serfs, who worked for the nobles, cultivating the lands and performing the manual labor. Lastly, there were enslaved people. Many of the nobles owned enslaved people, who may have been prisoners captured in war, or people who actually sold themselves to the nobles in order to survive. Keep a list of the various occupations in your notebook, each with a brief definition. When possible, identify the class of each occupation, i.e.: ruling class, noble, clergy, or serf.

You can keep track of them on Medieval Occupations Notebook Page, if desired.

Duke – (N) - a nobleman with the highest hereditary rank

Duchess – (N) - the wife of a duke

King – (R) - male ruler of a kingdom

Minstrel – (S) – a wandering musician who made money by singing and reciting poetry

Cook – (S) - works in the castle kitchens roasting, broiling, and baking food

Queen – (R) – a female ruler of a kingdom, or the wife of the male ruler

General – (N) – officer of the highest rank

Foot soldiers – (N) – soldiers who fight on foot; infantrymen

Cavalry – (N) – troops mounted on horseback

Guardsmen – (N) – men who act to guard the kingdom

Longbowmen – (N) – men who operated powerful hand-drawn bows

Housekeeper – (S) – one who has charge of domestic duties in a household

Gardener – (S) – takes care of castle gardens and keeps castle walls clear of ivy or anything else that could be used to climb the castle

Countess - (N) – the wife or widow of a count

### ***History- Archery –***

Longbowmen tried to get the Duchess down by shooting arrows at the cake. Throughout history the bow and arrow have been used for hunting, protection, war, and sport. The earliest record of archery is traced back to the ancient Egyptians, who used an atlatl, which was a wood or bone shaft implement, held in one hand, and used to propel a spear. The tool functioned as a lever, giving greater thrust and distance. This atlatl worked fine in open areas, but it was hard to go through the throwing motion in a wooded or dense area. So the bow design was developed.

A bow is a strong strip of wood, steel, or other flexible material, with bent ends that a cord is attached to. An arrow is propelled as the string is pulled back and released. During the Middle Ages, men took great pride in their skills as archers. The most notable of the Middle Ages archers were the English, who won many battles using the bow and arrow. Europeans further developed the bow, making longbows and crossbows that could be shot long distances. The introduction of gunpowder made bows and arrows obsolete for protection and warfare, but they are still used around the world for hunting and sport.

If there is an interest, you can learn more about the parts of a bow and arrow, as well as safety rules, and maybe even try your hand at archery.

#### Safety Rules:

Do not draw the bow back with an arrow unless you are going to shoot.

Do not release the string without an arrow.

Only shoot at targets. Never aim an arrow at another person for any reason.

Never retrieve arrows until everyone has finished shooting.

#### Parts of the arrow:

Fletching – the feathers or vanes of the arrow

Nock – the end where the string fits the arrow

Shaft – the rod that forms the arrow

Tip – the pointed end of the arrow

Parts of a bow:

Nock – the notch on the end of the bow for securing the bowstring

Handle – the center of the bow, sometimes with contours for gripping

Bowstring – the cord attached to each end of the bow

→ Complete Archery Do's and Don'ts Split Book

→ Complete Bow and Arrow Parts Flap Book

### ***Effects of Being Ruled –***

In a feudal society, where a ruler controls most aspects of the people's lives, people become ignorant and forget how to think for themselves. This was the case with the people trying to help the Duchess:

*"Think of something," she said,*

*"Or at any rate try."*

*But they couldn't do it,*

*For their poor brains were such*

*That they couldn't think often,*

*And hadn't thought much.*

Ask your child why the people couldn't think. A people who can't (or won't) think for themselves become dependent on others. A dependent people cannot be a free people. They will forever be under the control of rulers who will do their thinking for them.

→ Complete Thinking Hexagon Fold

## **Science**

### ***Leavening –***

The Duchess sure did put a lot of leaven in her cake! Leaven is the ingredient in cakes, cookies, or breads that makes them rise. There are different leavening agents, the most common being baking soda, baking powder, and the Duchess' choice, yeast.

Yeast is in the air all around you. It was first discovered by the Ancient Egyptians about 5,000 years ago. When they made dough, and let it sit a bit, they discovered that it took on a different smell, and started to bubble and rise. They then discovered that if they took bits of the fermented dough, they could add it to fresh dough to make it too rise. They didn't have a microscope to see it, but they came

to the conclusion that the tiny microbes from the air were alive, found their way into the dough, and if continually fed, they would continue to grow and reproduce.

These tiny microbes were later named yeast, and were discovered to be single-celled fungi. The cells are egg shaped, and very, very tiny. Each cell “buds” into a new cell, making more cells.

The kind of yeast that bakers use is a “sugar-eating fungus.” This species is very strong and capable of fermentation, which is what makes the cake rise. Yeast needs sugar to grow. As yeast eats the sugar (remember, the Duchess put a lot of sugar in her cake too!), and through the act of fermentation, it produces a gas called carbon dioxide.

The gas is surrounded by the liquids in the cake batter and can’t be released, so it just grows and grows, making the batter rise.

→ Complete Yeast Graduated Book

### ***Simple Machines: Catapult –***

The soldiers tried getting the Duchess down by hurling stones with a catapult. A catapult was a weapon that was often used during the Middle Ages. Catapults can launch items 500 to 1,000 feet. Catapults are made up of simple machines. Simple machines working together are called complex machines.

Discuss these different simple machines with your child:

**Gear** – A gear is a type of wheel with teeth. A catapult has a gear called a winch in which rope is tightly wound. This stores up the tension that will propel an object when released.

**Lever** – Levers help your muscles as if they were stronger. Levers can be short or long. They can be curved or straight. Sometimes two levers are used together, such as a pair of pliers, and other times they can be used by themselves, such as a see saw. The longer the lever, the more “leverage” you have. Ask your child if he remembers a time when a see saw was unevenly balanced. What happened to the person on the lightest end? Catapults work the same way. Catapults have a basket at the end of a lever, which, when released, flies up and releases the contents of the basket.

Wheel – Wheels help things to move, by rolling instead of dragging, making it easier and quicker to move. Catapults usually have two wheels so they can be moved from place to place with ease.

Axle – An axle is another simple machine. It is the shaft on which a wheel is mounted and on which it turns.

Looking at a picture of a catapult, have your child locate the wheel, gear, axle, and lever. Some catapults are stationary and don't have wheels. Encourage your child to use K'nex or other building toys to make a catapult. Make many catapults, using different size levers and various tensions, and compare how far each can throw cotton balls or marshmallows.

→ Complete Catapult Mini Book

## Language Arts

### ***Author Bio –***

Virginia Kahl was born on February 18, 1919, in Milwaukee, Wisconsin. She studied art at Milwaukee-Downer College, earning a Bachelors of Art degree in 1940.

Virginia loved books as well as art, and got her first job as a library assistant in Milwaukee during the 1940's. From 1948 until 1955 she served as a librarian for the U.S. Army in Berlin, Germany and then Salzburg, Austria.

She returned to the United States to complete her master's degree in library science at the University of Wisconsin in 1957. From 1958 until her retirement in 1993, Kahl was a librarian and library director at both public schools and public libraries.

Besides her successful library career, Kahl enjoyed art and writing, publishing over a dozen children's picture books notable for their lighthearted stories with touches of fantasy. She credits her experiences in Europe as influencing her writing and illustrating career. This is apparent in the illustrations depicting European settings and in the names she has chosen for the numerous picture book characters.

Among these are:

*Away Went Wolfgang* (1954)

*Duchess Bakes a Cake* (1955)



*Plum Pudding for Christmas* (1956)

*Maxie* (1956)

*The Perfect Pancake* (1960)

*The Baron's Booty* (1963)

*Gunhilde's Christmas Booke* (1972)

*Giants, Indeed!* (1974)

*How Many Dragons Are Behind the Door?* (1977)

*Whose Cat Is That?* (1979)

She died on November 4, 2004, in Alexandria, Virginia.

### ***Vocabulary –***

Discuss unfamiliar words with your child.

Luscious – moist; delicious

Delectable – scrumptious; delicious

Suet – a hard fat used in cooking

Cruet – a small glass bottle

Laurel – aromatic, evergreen leaves; bay leaves

Squill – a bulbous plant used for rat poison

Proportion – amount; percentage

Billowed – bulged

Marrows - core; center

→ Complete the Vocabulary cards and Pocket.

### ***Poetic Devices: Repetition –***

Repetition is the repeating of words or phrases in a poem to create a sense of rhythm.

Ask your child what phrase or phrases were repeated throughout the poem.

“Lovely, light, luscious delectable cake” was repeated six times. Use this phrase for copywork, as desired.

→ Complete Copywork Bi-Fold or Copywork Page

***Poetic Devices: Alliteration –***

Alliteration is the repetition of initial consonant sounds in neighboring words. It makes a poem sound pleasant to the ear. Can your child find any alliteration used in *Duchess Bakes a Cake*?

Some examples include:

“Lovely, light, luscious”

Pushed it and pummeled it, punched it and pat it, poked it, pinched it

→ Complete Alliteration Flap Book

***Parts of Speech: Prepositions –***

Parts of speech refer to the way words are used in a sentence. There are eight different parts of speech, one of them being a preposition. A preposition is a word or group of words that shows the relationship between its object and another word in the sentence. An easy way to remember this part of speech is because a preposition usually tells you the position of something.

Some examples include: above, across, among, behind, below, beside, beyond, down, in, near, over, past, since, toward, under, up, with, etc. Can your child find any of the prepositions in our story?

Some examples include:

The Duke’s family lived “over the waters.”

“She raced down the turret.”

“She put the pan on the fire.”

Duchess was going “right up to Heaven.”

“Duchess sailed past them.”

“She’s near, which is nice.”

“I’ll start eating down; you start eating up.”

Can your child find any others?

→ Complete Preposition Story Strips

***Nursery Rhyme Tie-in –***

Your youngest students may enjoy memorizing, reciting, and/or copying the nursery rhyme, *Pat-a-Cake*. What actions did this baker and the Duchess have in common? Whose cake do you think turned out better? Why?

→ Complete Pat-a-Cake Copywork

## Math

### *Six Times Tables –*

The Duchess added yeast “six times for good measure.” If the recipe called for one teaspoon of yeast, how much did she add? ( $1 \times 6 = 6$  teaspoons of yeast) What if the recipe called for 3 teaspoons? ( $3 \times 6 = 18$  teaspoons of yeast) If the Duchess’ recipe called for 2 cups of yeast (it was, after all, a pretty big cake!), how much yeast did she add? ( $2 \times 6 = 12$  cups of yeast)

Encourage your child to use measuring spoons and/or cups to show understanding.

→ Complete Good Measure Slide Pocket

### *Dozens –*

When there is twelve of something it is called a dozen. Ask your child if he can think of things that come by the dozen. Eggs, donuts, and roses are some examples. While most cake recipes call for an egg or two, the Duchess put several dozen eggs in her cake. How many eggs are there in 2 dozen? In 3 dozen? In 4 dozen? You can use empty egg cartons as manipulatives to teach your children products of 12.

→ Complete Egg Carton Flap Book

### *Skip Counting -*

The Duchess went three steps in one leap. How many leaps would she need to take if there were 18 steps? How about 21 steps? Practice skip counting by threes.

→ Complete Skip Count by 3’s Accordion Book

## Art

### ***Drawing Motion –***

Examine the picture of the catapult hurling the boulders through the air. Consider how Virginia Kahl made the boulders look like they were in motion. There are curved lines showing the stream of movement. She illustrated the flight of the arrows on the following page in the same way. Have your child draw flying objects, showing motion in the illustrations.

### ***Color Basics –***

Virginia Kahl makes such fun use of colors throughout all her books. Encourage your child to make a color wheel to use throughout these unit studies. You will need a pencil with an eraser, a push pin, a box of crayons or colored pencils to include all 12 colors in the color wheel, and the blank color wheel (included with printables at end of unit) printed on cardstock. Print color wheel on cardstock and cut out. Start out by coloring in the primary colors: yellow, red and blue. Next, color the secondary colors: orange, green, and purple. Secondary colors are made by mixing equal parts of two different primary colors.

Lastly, color the tertiary colors: blue-green, yellow-green, red-violet, red-orange, yellow-orange, and blue-violet. Tertiary colors are made by mixing a primary color with the secondary color next to it.

When your child is done filling in all the colors put the push pin through the center of the wheel and into the pencil eraser. Make sure it is loose enough that the disk can spin freely.

Your child may think that black and white are colors, but they are not. White is the presence of all colors, and black is the absence of all colors. Have your child examine all the colors on his pinwheel/color wheel. Then have your child spin the wheel as fast as he can. What happens to the colors? The colors all blend, making the color wheel look white again.

→ Complete the Color Wheel

### ***Complementary Colors –***

Complementary colors are colors that are directly across from each other on the color wheel. Have child examine colors of the wheel he made during the Color Basics lesson and compare them to the colors in *Duchess Bakes a Cake*. Can he find the complementary colors?

There are only two colors in this story, the tertiary colors red-orange and blue-green, which are directly across from each other on the color wheel. Encourage your child to color a picture using complementary colors.

→ Complete Complementary Colors Simple Fold

## Miscellaneous

### *Baking a Cake—*

Cakes are a favorite dessert of many people, especially children. They add festivity to many special occasions, and can make a plain meal something special. Cakes contain flour, sugar, eggs, liquid, and salt. Shortened cakes also contain fat and a leavening agent. Unshortened cakes contain no fat. Discuss with your child the purpose of each ingredient.

Flour – flour, from ground up wheat berries, gives structure to the cake. The gluten that develops when flour is moistened and mixed is what traps the leavening gasses.

Sugar – gives sweetness to the cake, and when used, feeds the yeast. Various sugars can be used in a recipe, including white sugar, brown sugar, or honey.

Eggs – While the egg whites are a protein that give extra structure to the cake, the yolk add a nice color and flavor.

Liquid – liquids provide moisture and help to mix ingredients together. Milk is the most often used liquid in cake recipes, but sometimes water, buttermilk, or fruit juice may be called for.

Salt – provides flavoring

Fat – tenderizes the gluten; fats used include butter, vegetable shortening, coconut oil, etc.

Leavening – Shortened cakes are leavened with baking powder, baking soda, and sometimes yeast. Unshortened cakes are leavened by air and steam created by whipped egg whites.

Flavorings – flavorings are not essential, but make a cake taste good. Spices, extracts, fruits, and/or nuts all can add a nice flavor to cakes.

Successful preparation of a cake depends on proper measuring, mixing, and baking. All ingredients need to be carefully measured, because too much or too little of any one ingredient can drastically change the finished product. Cake batters need to be properly mixed. Under mixing can leave clumps and overmixing can make a cake tough.

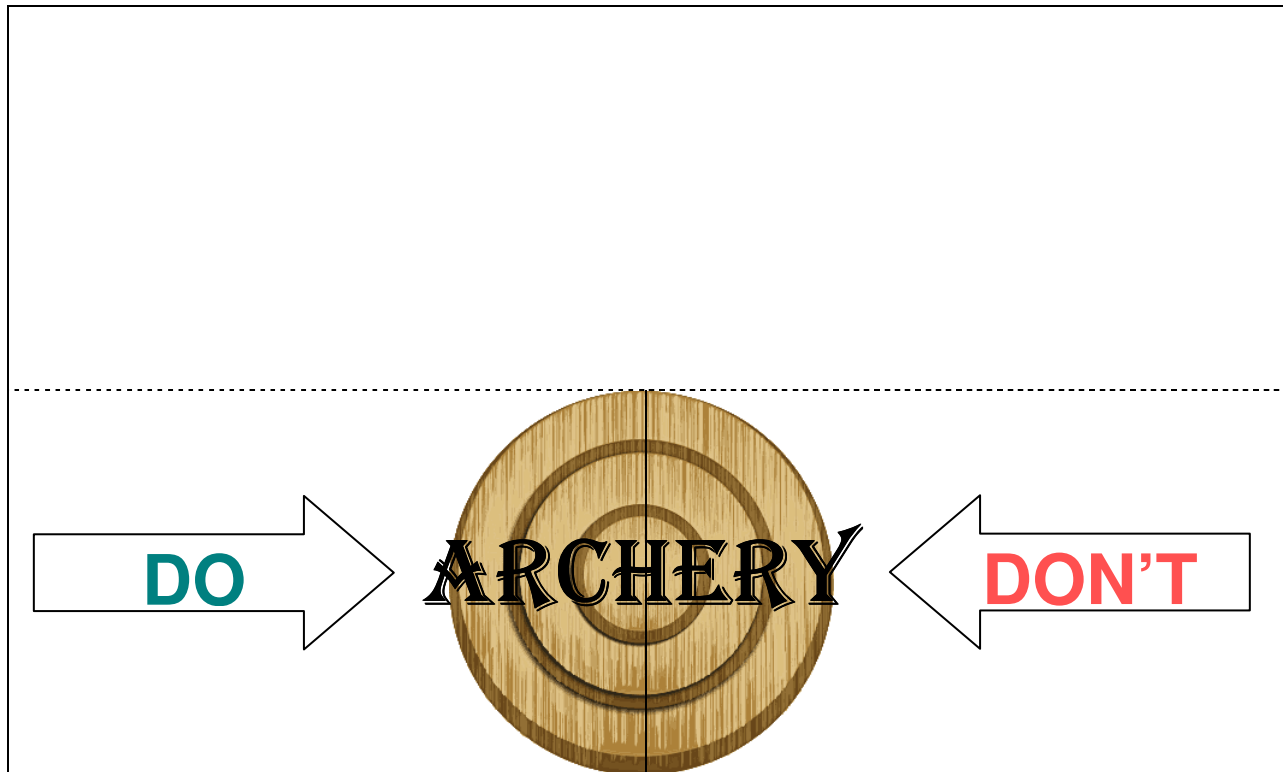
Baking the cake in the proper size pans and at the correct temperature will determine the success or failure of your cake. If the temperature is too high, the cake will burn, and if too low, the cake will dry out. Ask your child where the Duchess went wrong. Did she measure correctly? Did she mix the right way? What about baking?

The Duchess went about it all wrong and got herself into quite a predicament! Show your child the correct way to bake a cake, using a favorite or new recipe.

- Complete Favorite Cake Recipe Cards and Pocket
- Complete Cake Steps Tab Book

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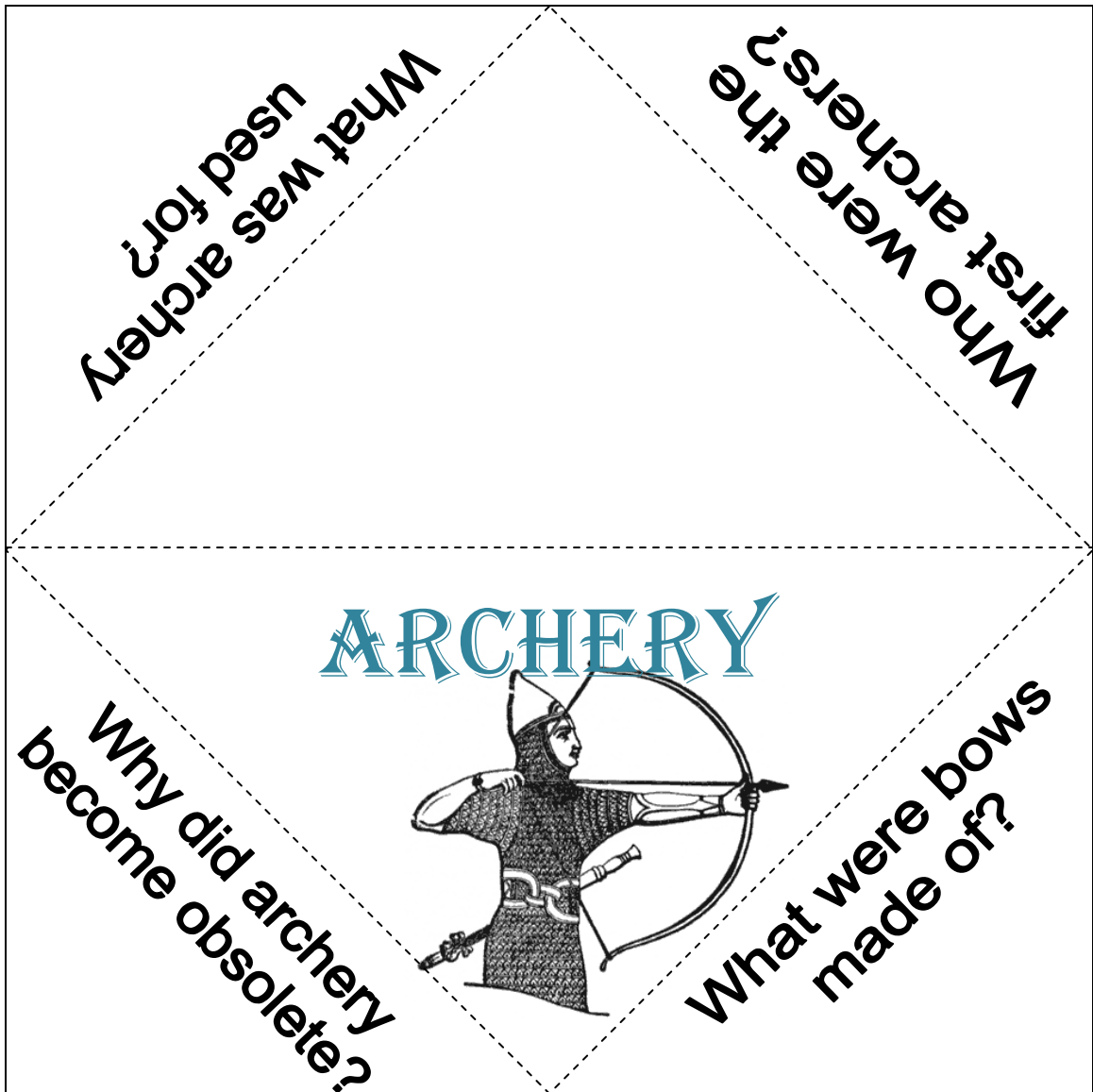


Cut on solid lines. Mountain fold on dotted line. Under flaps, write the do's and don'ts of archery.

<b>Fletching</b>		<b>B O W  A N D  A R R O W</b>
<b>Nock of Bow</b>		
<b>Shaft</b>		
<b>Tip</b>		
<b>Nock of Arrow</b>		
<b>Handle</b>		
<b>Bowstring</b>		

Cut on solid lines. Mountain fold on dotted lines.

Under flaps, write the letter that corresponds with the part. © <http://www.homeschoolshare.com>



Cut on solid lines.

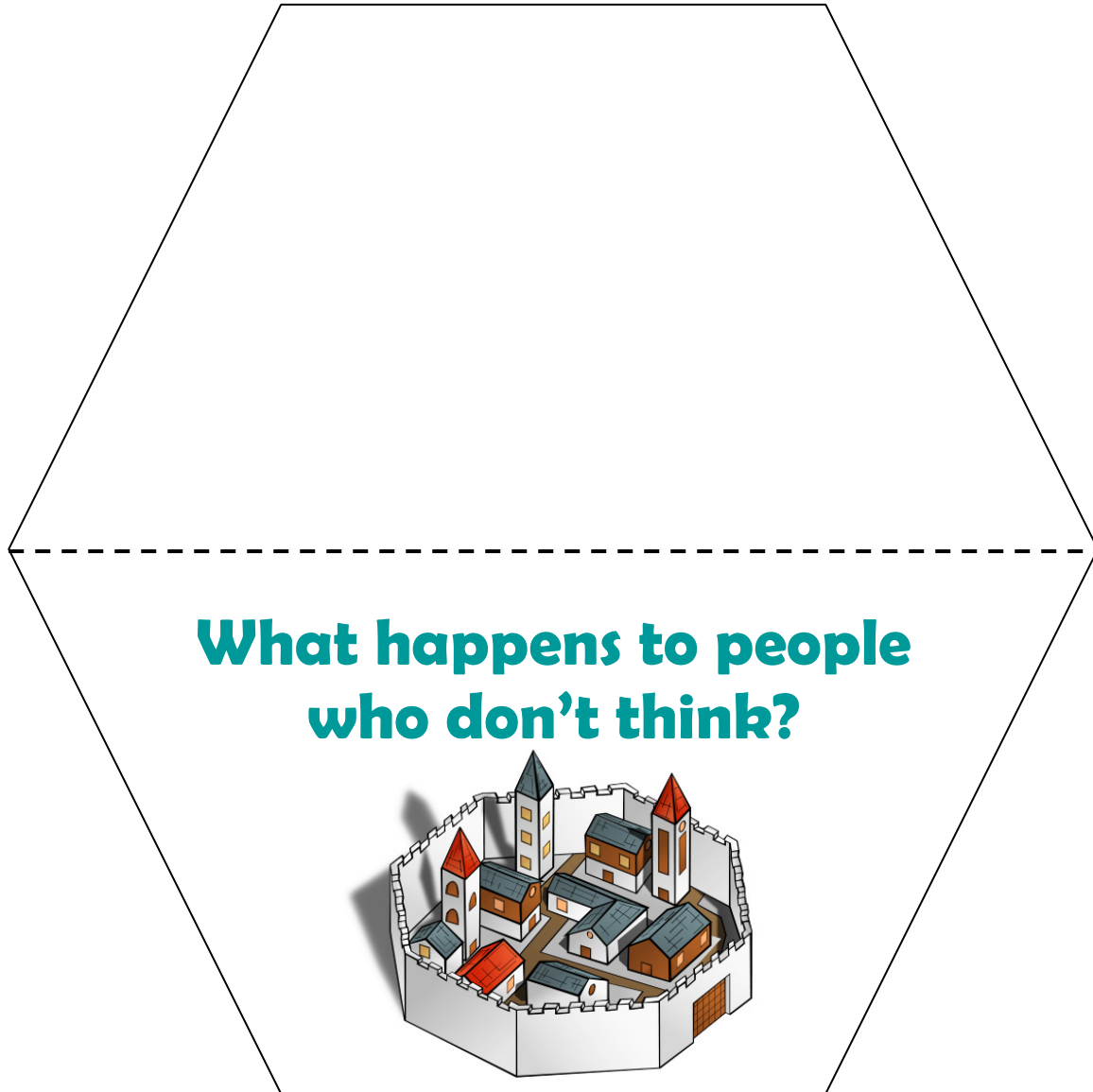
Mountain fold corners on dotted lines, then mountain found in half on dotted line.

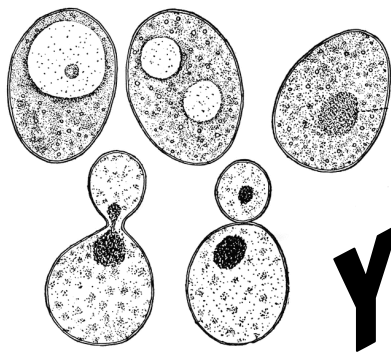
Write answers under flaps.



## Thinking Hexagon Fold

Cut on solid lines. Mountain fold on dotted line. Inside, have child write what happens to people who can't or won't think for themselves





# Yeast

What is it?

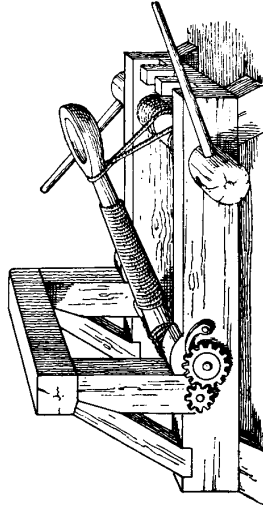
How does it make dough rise?

Where does it come from?

Cut on solid lines. Stack with cover on top. Staple where marked.

What is an axle and  
what does it do?

What is a gear and  
what does it do?



# Catapult

What is a wheel and  
what does it do???

What is a lever and  
what does it do?

Cut on solid lines. Mountain fold on dotted lines.

# Prepositions

The Duchess sat \_\_\_\_\_ the tower.

She raced \_\_\_\_\_ the turret.

She put the pan \_\_\_\_\_ the fire.

As the cake rose, the Duchess sat \_\_\_\_\_ it.

The cake was taking Duchess \_\_\_\_\_ to heaven.

The Duchess sailed \_\_\_\_\_ them.

The King hunted \_\_\_\_\_.

The Duchess could not come \_\_\_\_\_.

They thought the Duchess would stay \_\_\_\_\_ forever.

Until... the Duchess said...

“I’ll start eating \_\_\_\_\_; you start eating \_\_\_\_\_.”

At last, the Duchess was \_\_\_\_\_.


Word Bank:

on    up    in    down    past    nearby

Cut out all pages on solid lines. Stack in order and staple where marked.

Have child fill in blanks with appropriate prepositions.


What are  
some  
examples?



Homeschool Share  
because many minds make light work

What is it?

Alliteration



Cut on solid lines. Mountain fold on dotted lines.

# THE DUCHESS BAKES A CAKE

“Oh, dear,” said the Duch-  
ess, “all I wanted to make  
Was a lovely light luscious  
delectable cake.

“Oh, dear,” said the

Duchess, “all I

wanted to make

Was a lovely light

luscious delectable

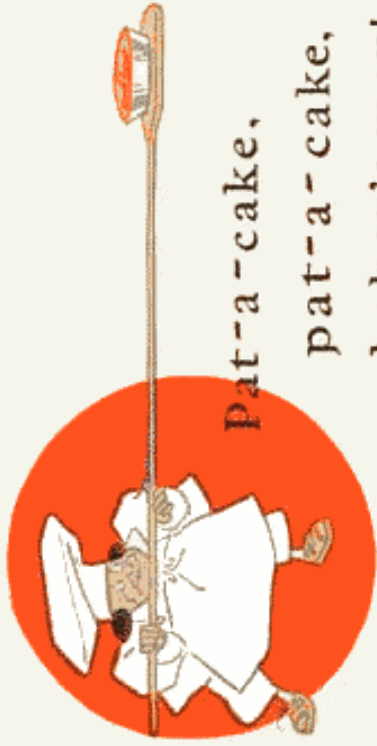
cake.”

# Lovely Copywork

All the Duchess wanted to make,  
Was a lovely light luscious  
delectable cake.

All the Duchess wanted to make,  
Was a lovely light luscious  
delectable cake.

Cut on solid lines. Mountain fold on dotted lines. Choose manuscript or cursive copywork. Glue inside flap.



Pat-a-cake,  
pat-a-cake,  
baker's man!

So I will, master, as fast  
as I can:

Pat it, and prick it, and

mark it with T,

Put in the

oven for

Tommy and

me.

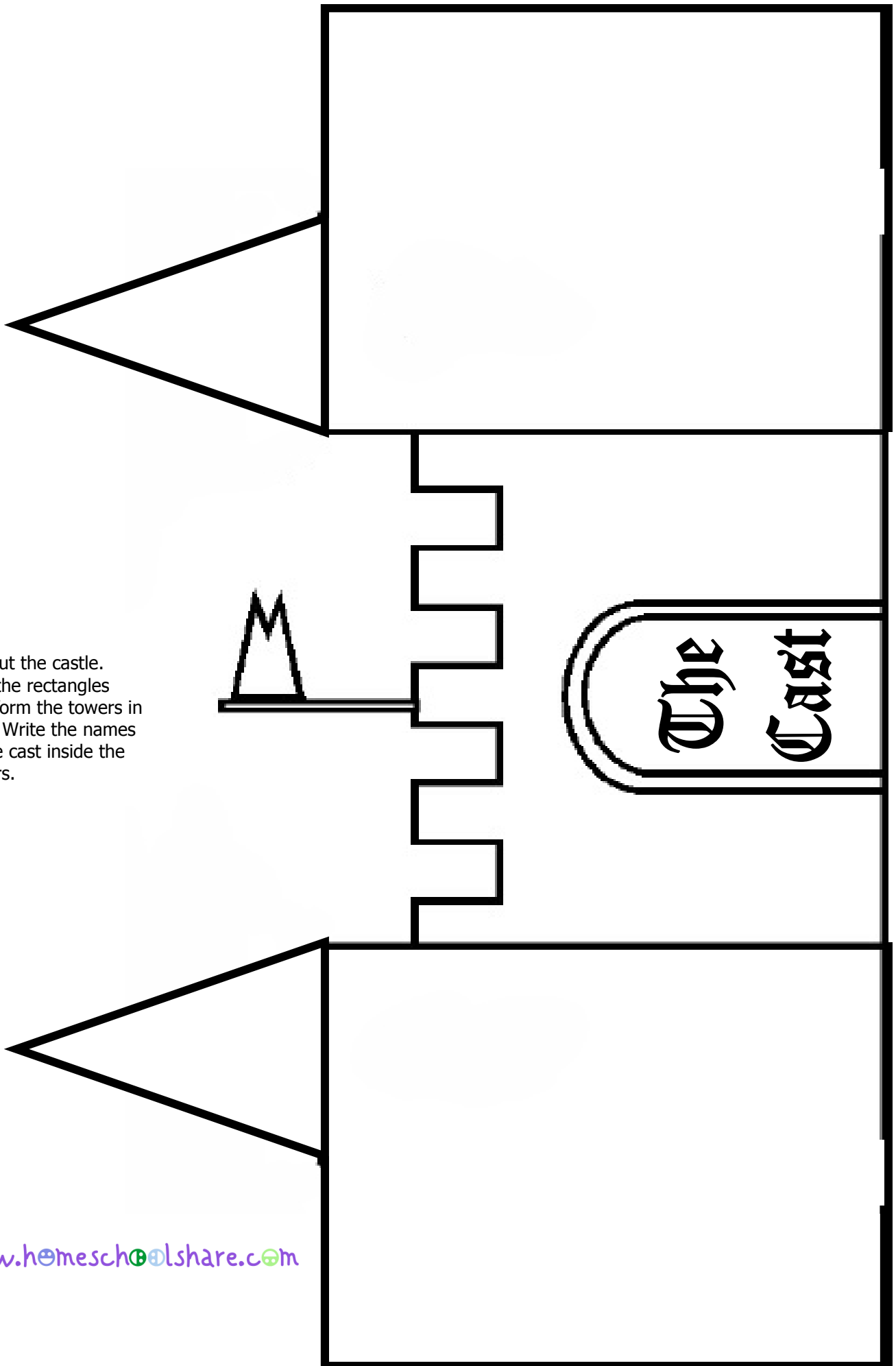


Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance.

Cut on solid lines. Stack with cover on top. Staple at top. Copy Nursery Rhyme in your best writing.



Cut out the castle.  
Fold the rectangles  
that form the towers in  
half. Write the names  
of the cast inside the  
towers.



$3 \times 5 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

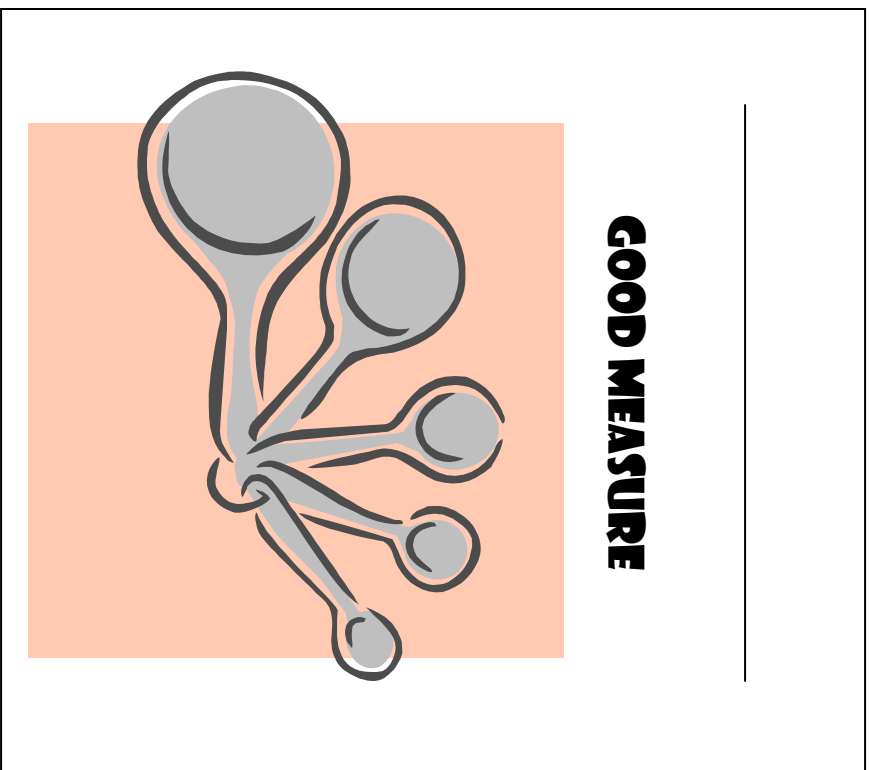
3, 6, 9, 12, 15, 18, 21, 24, 27, 30

**Skip Count by 3's**

Cut on solid lines. Accordion fold on dotted lines so cover ends up on top.

Continue pattern on back, going down steps, if desired.

Cut out pocket as one piece. Cut slit on line. Cut out slide as one piece. Place slide through slit. Glue pocket into lapbook, being sure that slide moves freely.



**6 TIMES  
FOR**

$6 \times 1 =$  \_\_\_\_\_

$6 \times 2 =$  \_\_\_\_\_

$6 \times 3 =$  \_\_\_\_\_

$6 \times 4 =$  \_\_\_\_\_

$6 \times 5 =$  \_\_\_\_\_

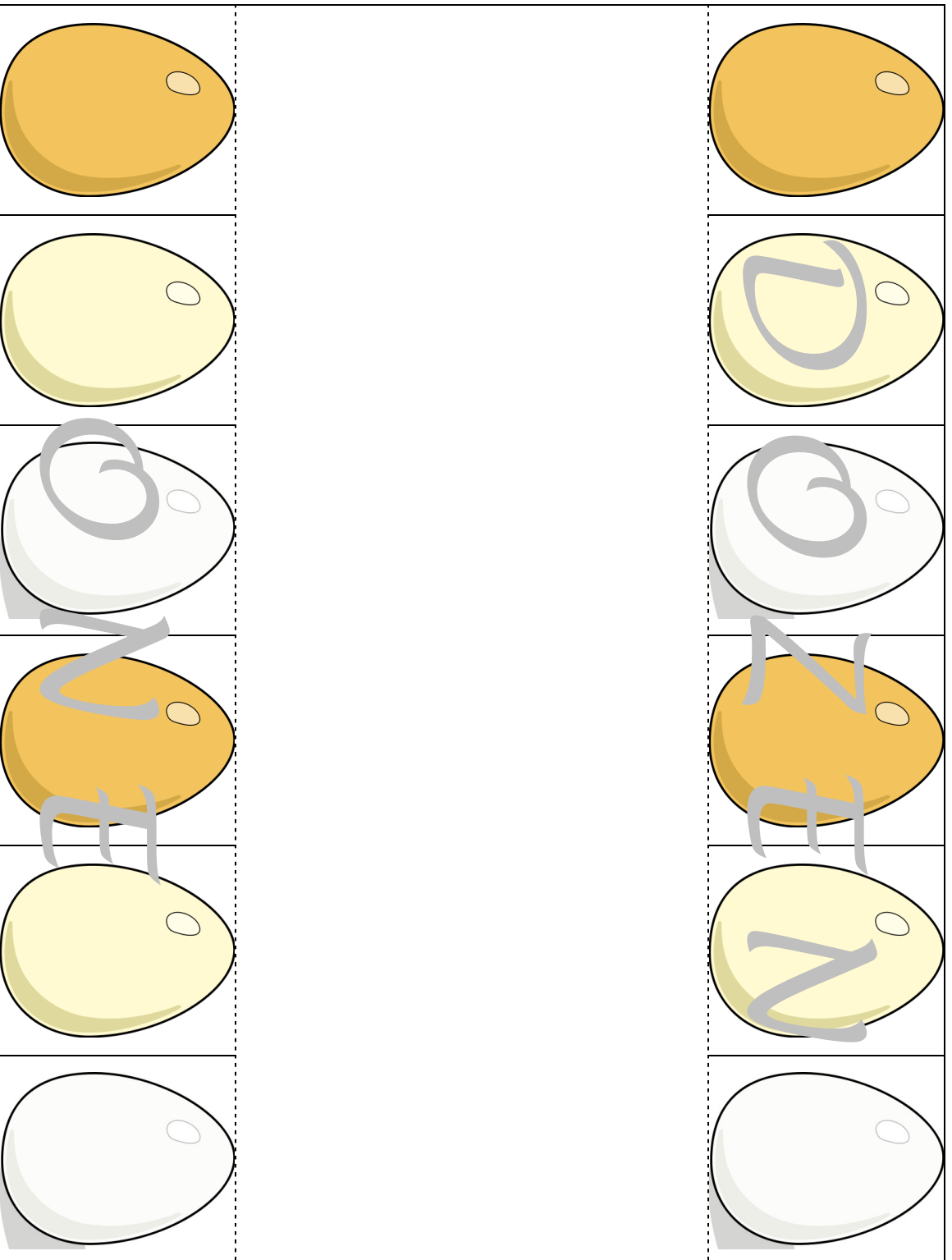
$6 \times 6 =$  \_\_\_\_\_

$6 \times 7 =$  \_\_\_\_\_

$6 \times 8 =$  \_\_\_\_\_

$6 \times 9 =$  \_\_\_\_\_

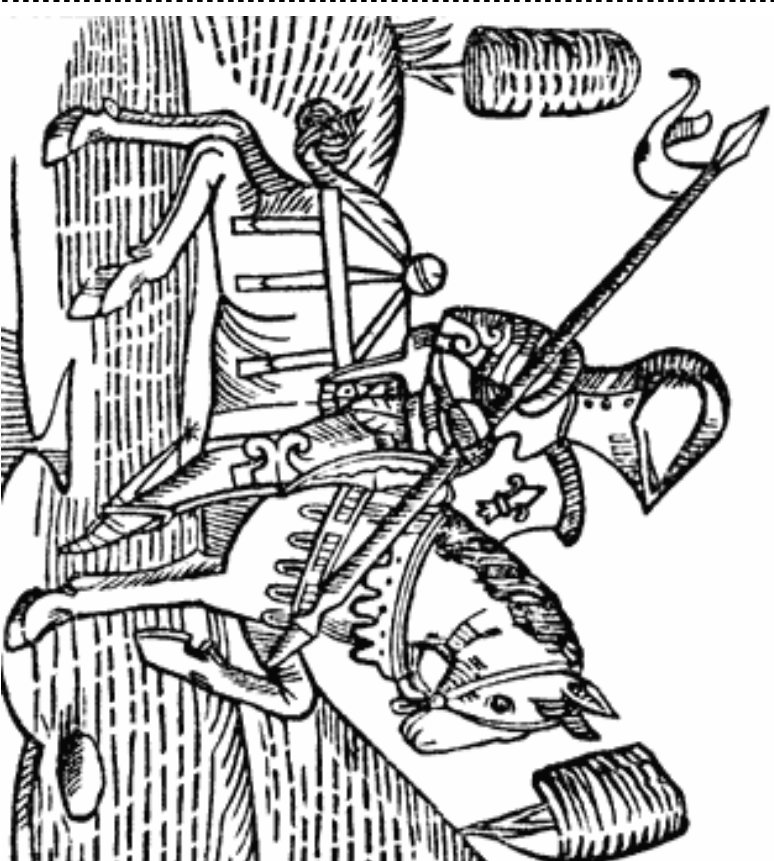
$6 \times 10 =$  \_\_\_\_\_



Cut out on outside solid lines. Mountain fold on dotted lines. Cut flaps on solid lines.

Use component to: Practice writing one to twelve, or practice 12 times tables, or however you see fit.

What are Complementary Colors?



# MY COMPLEMENTARY COLOR PICTURE

Cut on solid lines. Valley fold on dotted line. Glue title graphic to cover. Color in picture using your favorite complementary colors.

*My Favorite Cake Recipe*



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*My Favorite Cake Recipe*



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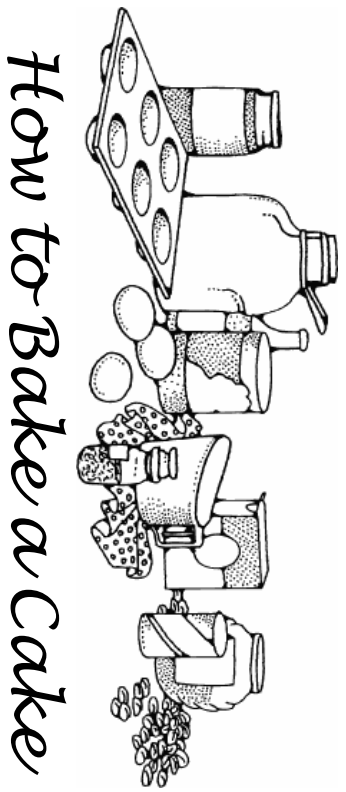


# *Favorite Cake Recipes*



Cut out pocket on solid lines. Mountain fold on dotted lines.

Glue tabs into lapbook. Use pocket to store recipe cards.



Step 3

Step 2

Step 1

Cut on solid lines. Stack in order with cover on top. Staple where marked.



Word:

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Definition:

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Word:

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Definition:

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Print and cut out as many vocabulary cards as needed. Store in pocket.

Word:

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Definition:

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Word:

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Definition:

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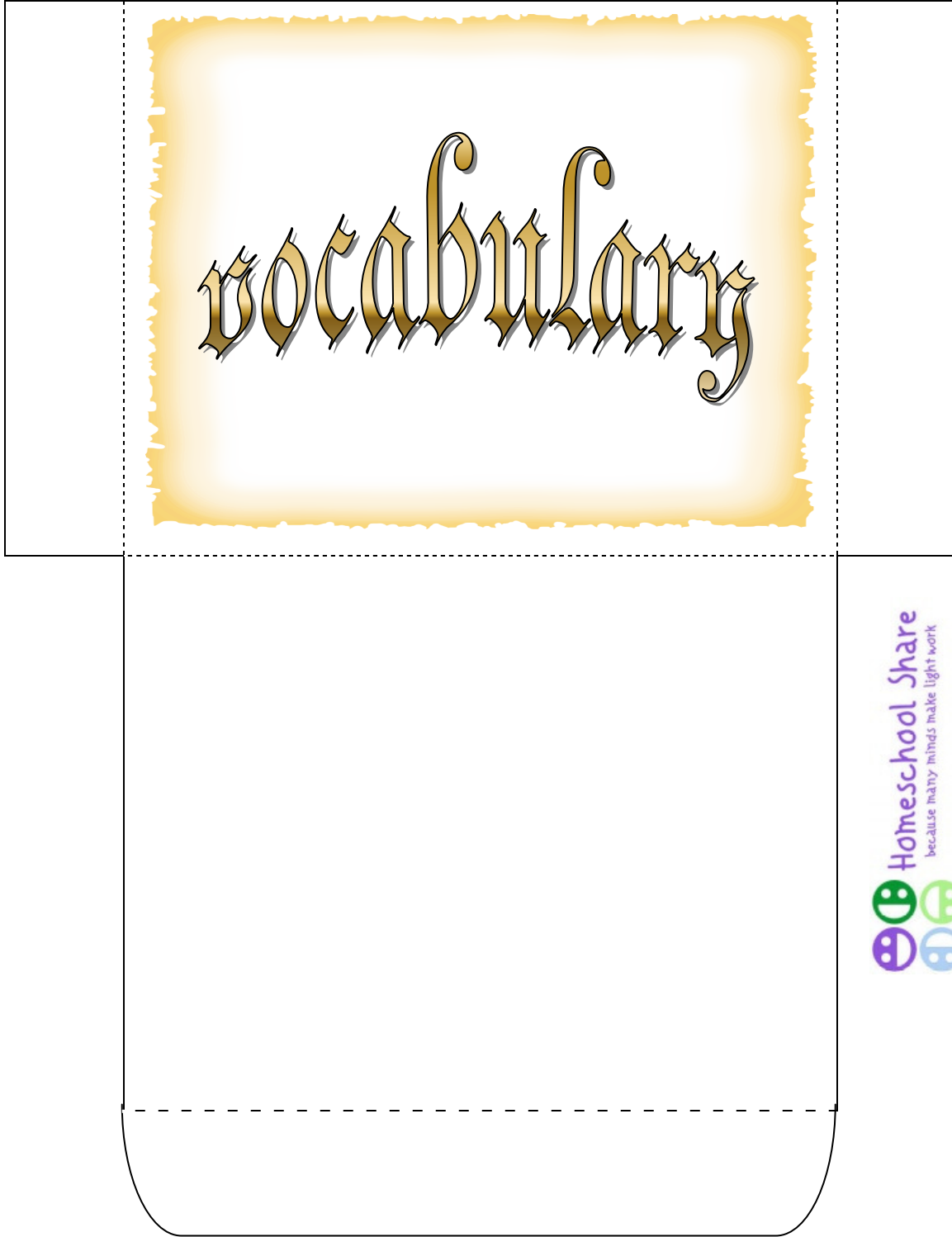
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# Vocabulary Pocket to Store Cards

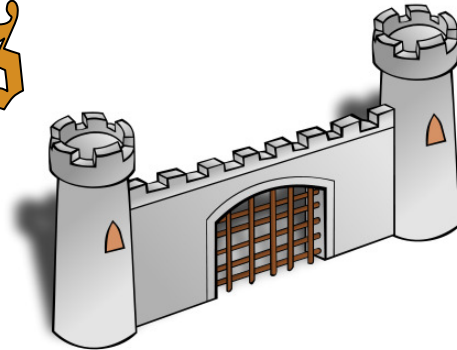
Cut on solid lines. Mountain fold on dotted lines. Glue side flaps to pocket back.



When?

Where?

Middle Ages

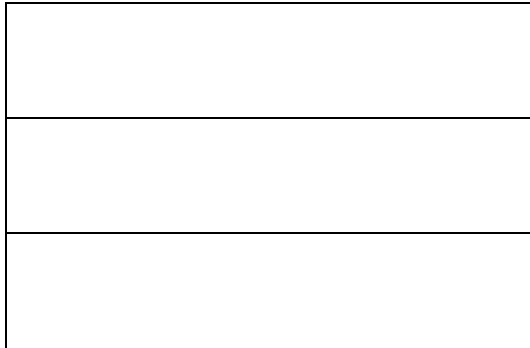


What?

Why?

Cut on solid lines. Mountain fold on dotted lines. Write about Middle Ages under flaps.

# Austria



Color the Flag

Five Favorite Facts:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Capital:

Major Cities:

Language:

Currency:

Resources:

Where in Europe is Austria?



# Austria



Cut on solid lines. Mountain fold on dotted lines. Glue tabs into lapbook.

Use to store Austria Report if desired.

# Germany



Color the Flag

Capital:

Major Cities:

Five Favorite Facts:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Language:

Currency:

Resources:

Where in Europe is Germany?



# Germany



Cut on solid lines. Mountain fold on dotted lines. Glue tabs into lapbook.

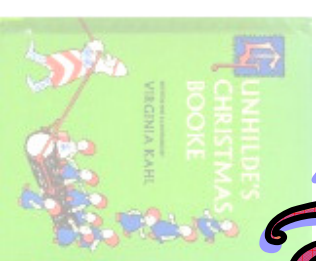
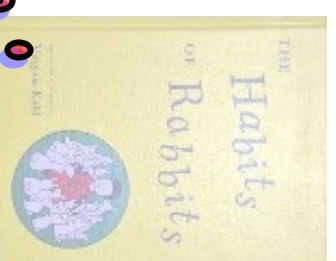
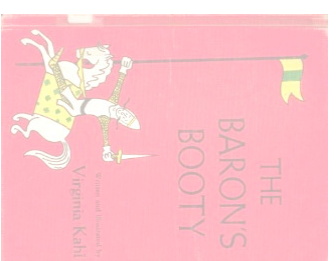
Use to store Germany Report if desired.



When and where did she live?

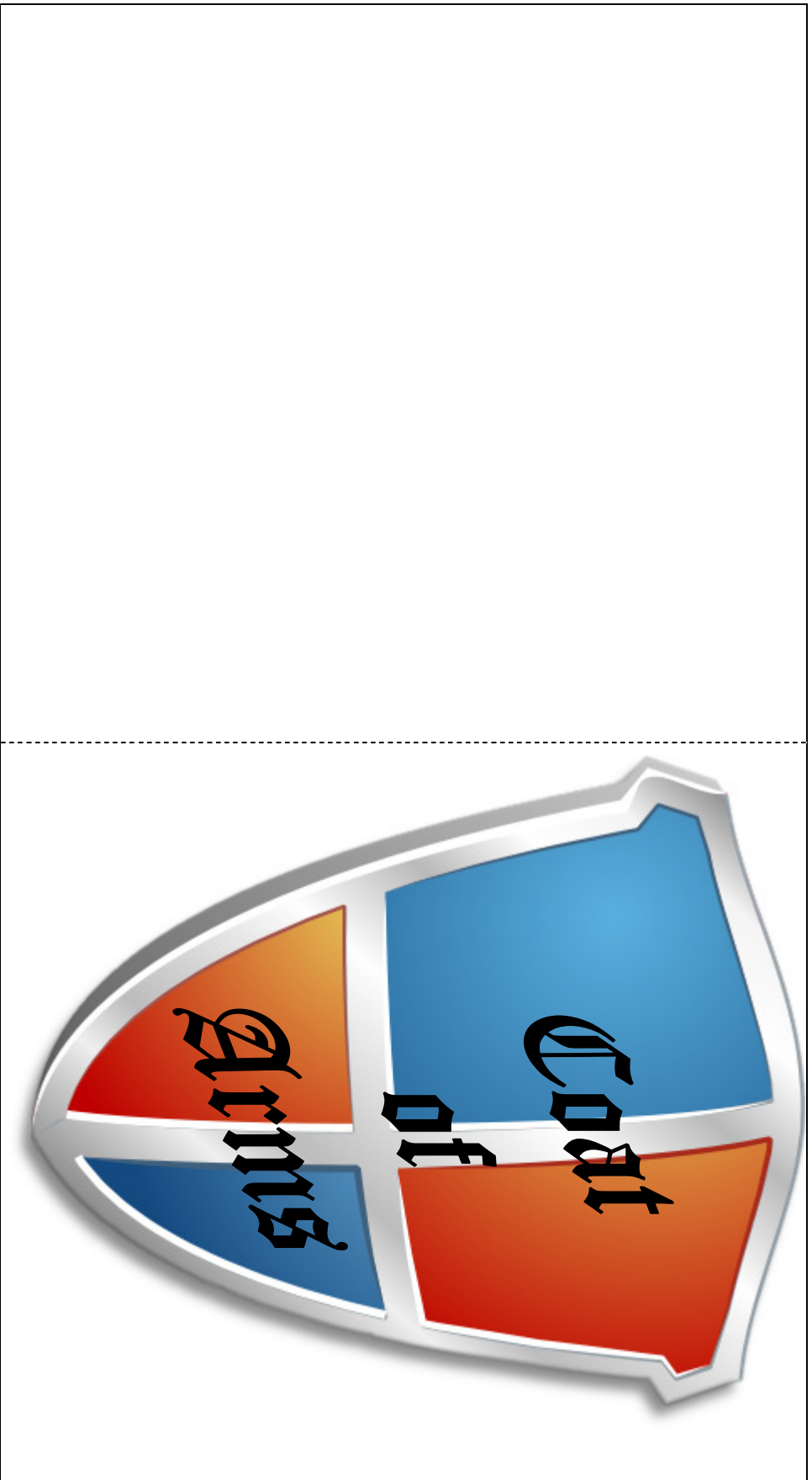
What gave her inspiration  
for her stories?

Which of her books did you  
enjoy the most?



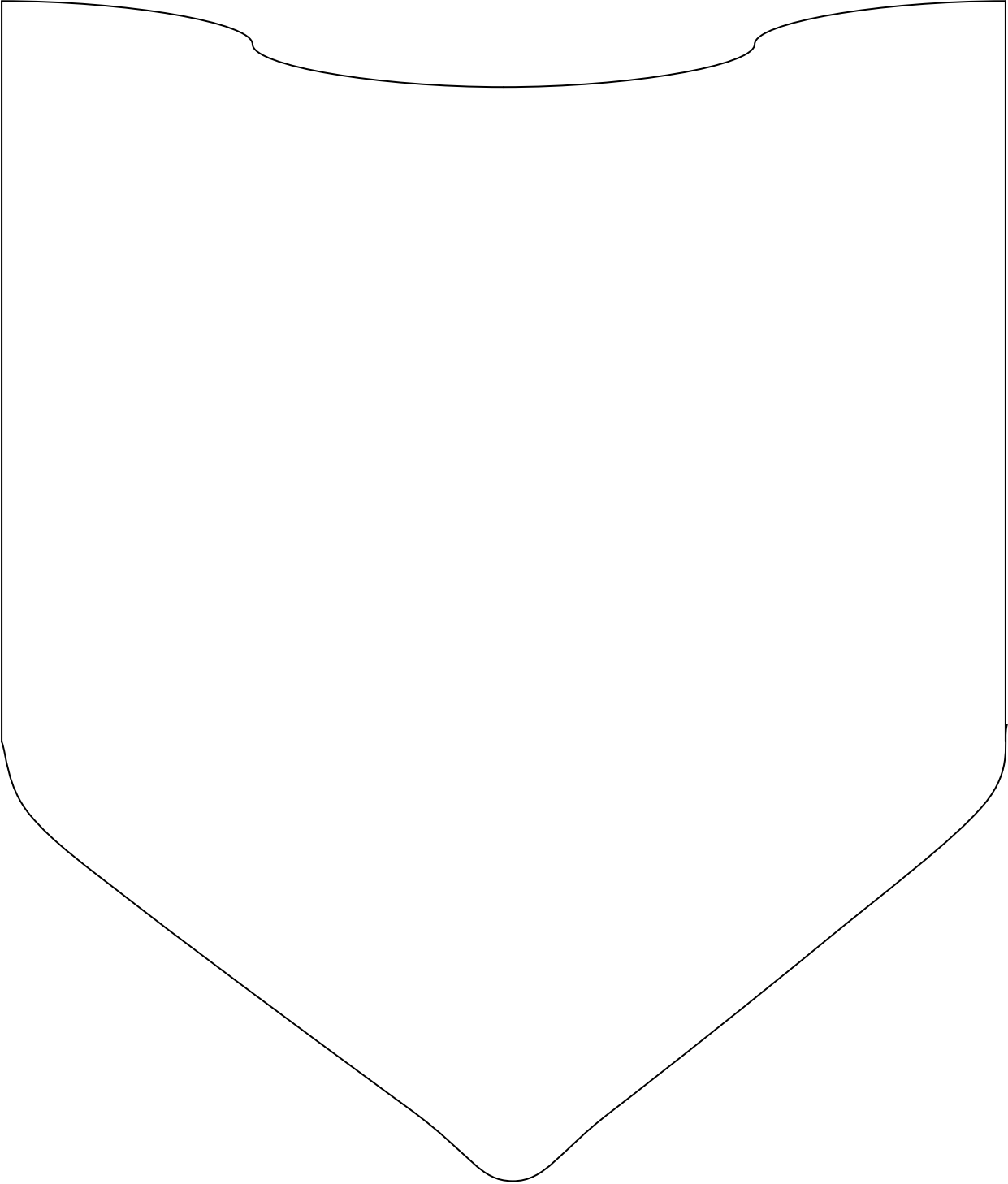
# Virginia Kahl





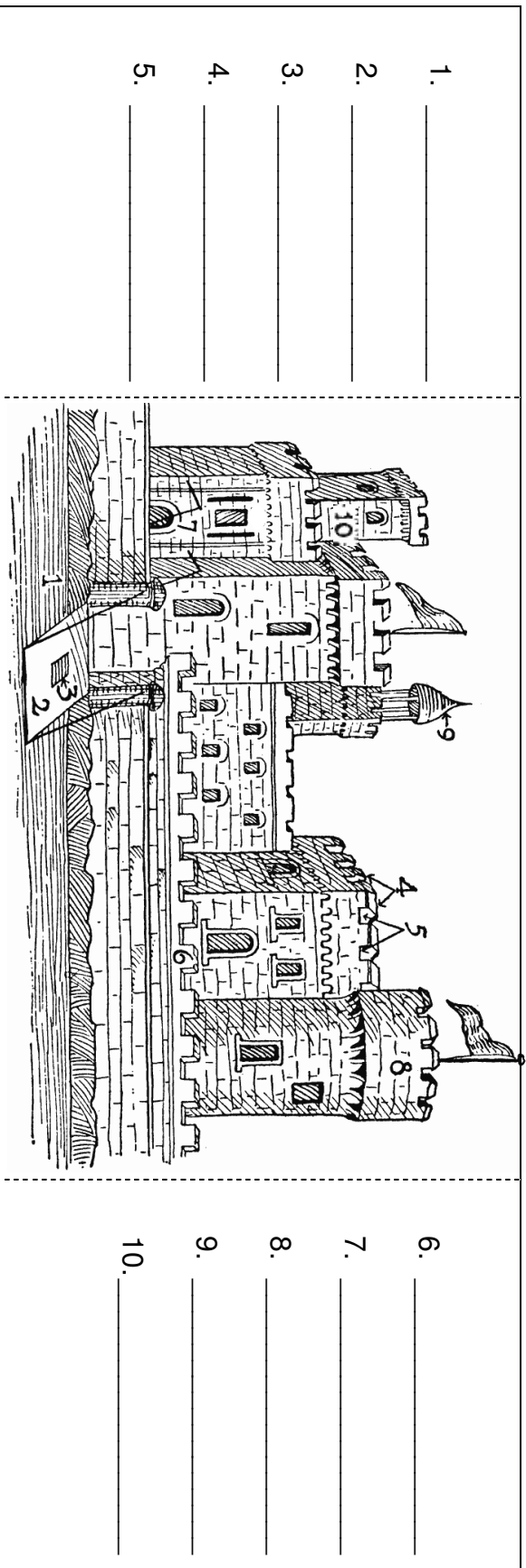
Cut on solid lines. Mountain fold on dotted line. Inside, write about the history of coats of arms.





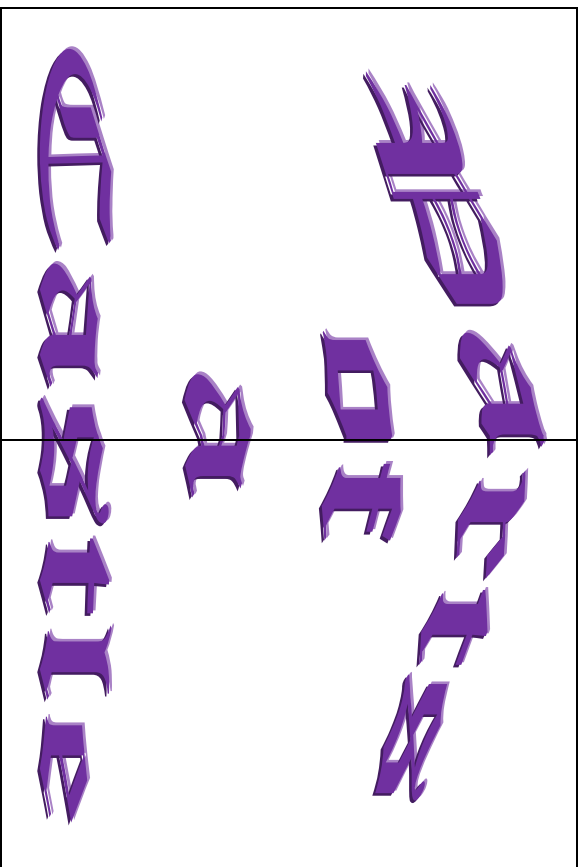
Cut out on solid lines. Design your own coat of arms using symbols that are meaningful to you. Glue into lapbook, or use for lapbook cover, if desired.





1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



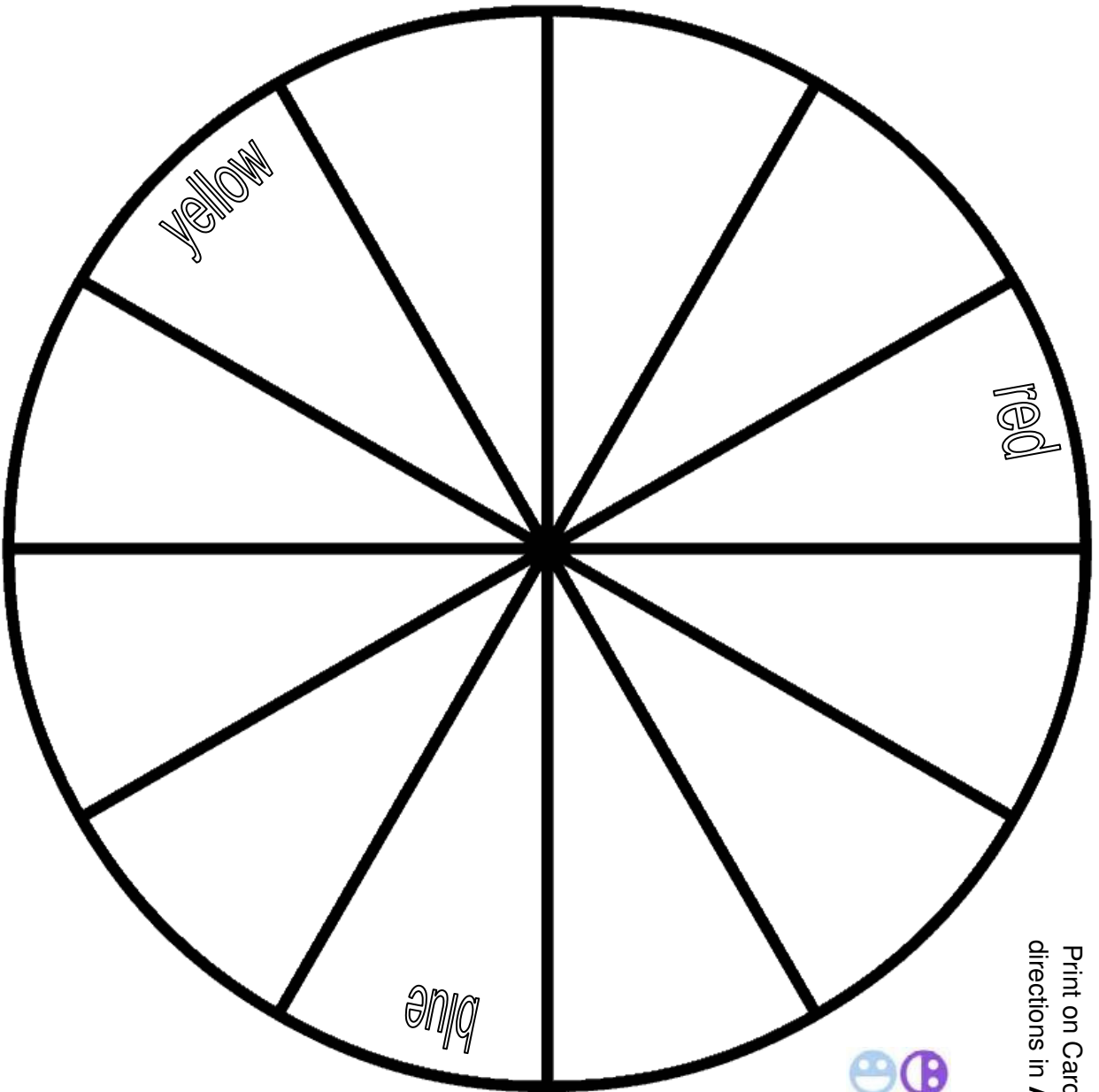
Cut book on solid lines. Valley fold on dotted lines.

(You are looking at inside of shutterfold)

Cut out title graphic and glue to outside of the shutters.

Clipart from <http://etc.usf.edu/clipart/>



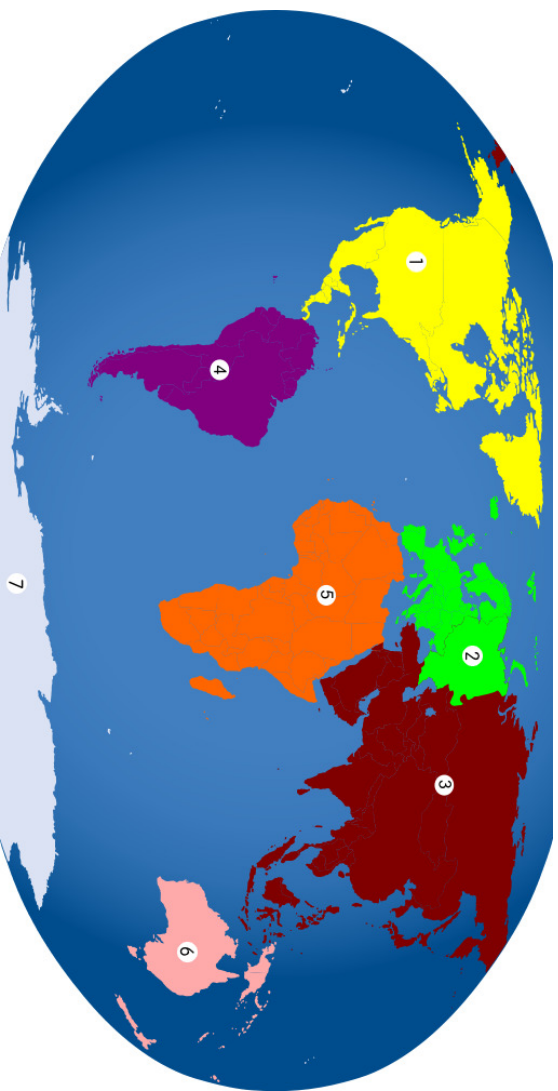


Print on Cardstock. Cut out as one piece. Follow directions in **Art – Color Basics** lesson. Save for future use.





# The Seven Continents



Cut on solid lines. Mountain fold on dotted line. Inside, list the seven continents by number.