

***Lentil* by Robert McCloskey**

unit study and printables  
by Wende, Celia, and Ami

## ***Social Studies***

### Ohio –

This story takes place in Ohio. Using a map of the United States, locate Ohio on the map. What part of the United States is Ohio located in? Ohio is located in the North Eastern part of the United States and borders Pennsylvania, West Virginia, Kentucky, Indiana and Michigan. Ohio is the seventh most populated state and it became a state on March 1, 1803 making it the 17<sup>th</sup> state. Columbus is the capital of Ohio.

### Talents, Gifts, and Abilities –

Lentil couldn't sing or whistle, but he did want to make music; and so Lentil found a way to make music. He saved money and purchased a harmonica.

Instead of focusing on what he couldn't do, he found a way to do what he wanted to! He was determined to make music, and he practiced playing his harmonica until he became an expert.

What does your student want to do? What has she already learned by hard work? What are her natural gifts and talents?

Complete the activity page.

### American Flag -

The people hung out their flags.

What does your student know about this important American symbol?

On June 14, 1777, Congress passed the First Flag Act in order to establish an official flag for the new nation. It was made of thirteen stripes (alternating red and white); there were also to be thirteen stars (white in a blue field, to represent each of the colonies).

Our current flag still has 13 stripes, but now we have 50 white stars (one for each state).

Help your student learn the "Pledge of Allegiance." You can use the rebus provided, if desired. Discuss how you should conduct yourself when reciting the

pledge. You should stand at attention while facing the flag, and your right hand should be over your heart.

Listen to the "The Star-Spangled Banner" with your student.

Add the flag mini-book and printables to your notebook.

### Communities –

Lentil lived in the town of Alto in the state of Ohio. Towns are communities where people live and work together. The people of the town will go to the same schools, shop at the same stores, eat at the same restaurants, and watch the same parades. There are many people that work together to make the community function smoothly, called community helpers, such as the mayor, doctors, police and firefighters, as well as the storeowners, transportation workers, veterinarians, and other workers (see lesson on occupations). Towns are part of yet bigger communities called counties. If you watch the weather report on the news, you will usually see a map divided by counties. Help your child to point out the county you live in. Counties are part of the larger state communities. The states are then part of the country of United States of America, which is just a part of the continent of North America, and the large planet called earth.

Discuss with your child what his town looks like, and have him draw a picture of it if desired. Ask if it is similar to the town we read about in the story. Discuss with your child his place in the large community of planet earth. Review these facts with your child:

I live in a family. My family name is \_\_\_\_\_. (Child's last name)

I live in a house. It is at \_\_\_\_\_ (street address ie: 123 Green Street)

I live in a town/city. It is called \_\_\_\_\_.

I live in a county. It is called \_\_\_\_\_.

I live in a state. It is called \_\_\_\_\_.

I live in a country. It is called \_\_\_\_\_.

I live on a continent. It is called \_\_\_\_\_.

I live on a planet. It is called \_\_\_\_\_.

### Occupations –

There are many different kinds of workers throughout this story. The job somebody does for a living is called his or her occupation. Some of the occupations mentioned or pictured were a mayor, printer, grocer, plumber, minister, barber, teacher, and librarian. Discuss with your child which of the occupations he finds most appealing and why. See if your child can match up the occupation to the place of employment:

Place of Employment	Occupation
Drug Store	Druggist
School	Teacher
Barber Shop	Barber
Library	Librarian
Methodist Church	Minister
Hardware Store	Clerk
Meat Market	Butcher
Dry Goods	Clerk
Train Station	Conductor
Hospital	Doctor
Town Hall	Mayor

## ***Science***

### Taste Buds -

Can your student remember the two different foods people taste in this book? (lemon, ice cream). What kind of taste does lemon have? (sour!) What kind of taste does ice cream have? (sweet!) How do you know what these things taste like? Taste buds. Stick out your tongues and identify your taste buds!

Taste buds are made up of taste cells that sense the chemicals in your food. They send messages to your brain to tell you what you're tasting!

There are four main different food tastes: sweet, sour, salty, and bitter. Let your child make lists for the four different tastes, using the flap book.

This might be a good time to buy lemons and ice cream to taste. Don't forget a salty snack and something bitter, too! (Some bitter foods to try include dark chocolate, coffee, and grapefruit.)

### Ears/Hearing –

The people in the town enjoyed listening to Lentil play the harmonica. They were using their sense of hearing. Discuss this sense, as well as the parts of the ear, with your child.

Sound is caused by vibrations which travel by waves through the air, through a solid or through a liquid. In order to hear a sound, these vibrations are collected up by the flaps on either side of your head, called the "outer ear" or "auricle". The vibrations are then sent down the ear canal, where they hit your eardrums (thin membranes), which vibrate as the sound hits it. These vibrations are then passed on to three tiny bones, first the hammer, then the anvil, and then the stirrup. These bones magnify small sounds and reduce large sounds. The vibrations then are passed on to the cochlea, which is filled with fluid, and picked up by tiny hairs that send signals through nerves to the brain. then pass through the solids bones of your middle ear, and finally through the liquid in your inner ear.

### Activities:

Blindfold your student. Make some mystery noises: jingle change, shut a door or

window, clap your hands, snap your fingers, bounce a ball, clink a fork on a plate, flush the toilet, crumple up a paper, shake a plastic bag, etc. Can your student guess what is making the sound?

Go outside. Find a quiet place to sit and just listen. What do you hear? Make a list of everything you can hear when you are quiet.

Make a model of the eardrum. Stretch a piece of plastic wrap (very tightly) over a large bowl. The plastic wrap represents the ear drum. Place a tablespoon of uncooked rice on the top of the plastic wrap. Grab a cookie sheet and bang on it with a spoon. What happens? The rice grains jump!

The noise produces sound waves that cause the plastic sheet to vibrate which cause the rice to jump. Sound waves also cause your ear drum to vibrate.

## ***Language Arts***

### Vocabulary –

Introduce the definitions of unfamiliar words as you come across them in the story, and have child use the word in a sentence to show understanding.

pucker – to gather or draw up in wrinkles

expert – one who has special skill or knowledge

alley – a narrow way or passage behind or between buildings

whittled – cut or shaved bits off a piece of wood

grumble – muttered in discontent

citizen – in this context, a resident of a city or town

uniforms – a distinctive form of dress worn by members of the same organization

### Comma Usage –

Commas are used to separate individual words, phrases, or clauses in a series. A series includes at least three items. If the items are connected by the words or, nor or and, then a comma is not used.

In the following sentence you can see how each item is separated by a comma, except those items that are connected with and:

“And the printer, the grocer, the plumber, the minister, the barber, the druggist, the ice man, the school teachers, the housewives and their husbands and their children...”

In the following sentence, you can see how clauses in a series are separated with commas:

“The mayor gave the signal to play, but the cornetist couldn’t play his cornet, the piccolo player couldn’t play his piccolo, the trombone player couldn’t play his trombone, and the tuba player couldn’t play his tuba.”

Ask your child to find any other series of words that are separated by commas.

### Copywork –

Encourage your child to copy the sentence from the story in his best handwriting.

### Apostrophe –

An apostrophe is a punctuation mark that has a few different uses. Have your child look for the apostrophes throughout the story and identify the different uses.

Sometimes an apostrophe is used to show possession, by adding an apostrophe and then s to the end of a noun. Some examples in the story are: "Lentil's music," "Sneep's lemon," "colonel's brow," "Lentil's lips," "colonel's car," "Lentil's wind," "colonel's house," and "mayor's committee."

Other times an apostrophe is used to show that one or more letters have been left out of a word to form a contraction. Some examples in the story are: Couldn’t (could not); Can’t (can not); Hadn’t (had not);

Apostrophes are also used to spell words as they are actually spoken. An example of this use is: "Comin' 'round the Mountain When She Comes."

### Onomatopoeia –

When words are written similar to the sounds they make it is called onomatopoeia. You'll find many examples throughout our story. These words are most fun when read out loud. Ahrk! Pafuf! Humph! Shlish! Have your child make different sounds and try to write out the sounds he hears phonetically.

### Figure of Speech (Hyperbole) –

A figure of speech is a use of words that is not meant to be taken literally since it was written to create a special feeling. One such figure of speech is a hyperbole. A hyperbole is an exaggeration or overstatement. It is written that, "All the people held their breath and waited." Ask your child if he really thinks that all the people held their breath. Of course not, they may have then all turned blue and passed out! Sometimes you might hear the saying "Don't hold your breath," meaning don't wait long. These are hyperboles, exaggerations to create a feeling of waiting.

### Author Study – Robert McCloskey

Robert McCloskey has written many books. Choose others to read during your study this week. In what ways are they similar? How are they different? Compare the text of the stories as well as the illustrations.

Other McCloskey stories include: *Blueberries for Sal*, *Lentil*, *Time of Wonder*, *Make Way for Ducklings*, and *One Morning in Maine*.

## **Math**

### Saving Money –

Lentil saved up enough pennies to buy a harmonica. Saving money means putting it somewhere safe so that it can be used at a later date. There are many sayings about saving money. What does your child think each of these sayings means?

"Save for a rainy day."



“A penny saved is a penny earned.”

“Money doesn’t grow on trees.”

Learning to save money is important. Is your child saving money for a special purchase? If not, maybe now is a good time to start! Use the “I’m Saving My Money” page to get started. If necessary, print more than one page.

### Percent –

“In the shower the tone improved 100%.” A percent is part of a whole, the whole being 100%. In other words, 100% means ALL.

Have children practice figuring percentages. If the tone had improved only by 50%, there would have only been half the improvement. If the tone had improved only 25%, there would have only been a quarter the improvement. Ask your child where he often sees reference to percentages. Stores often have percent off sales, and teachers often grade using percentages.

### **Art**

### Music –

Music is a combination of sounds that are pleasing to the ear, usually with attention to rhythm, pitch, and tone. There are many musical terms to introduce to your child through reading Lentil.

Notes – The Brass Band couldn’t play a single note. Notes are tones or sounds of a definite pitch. In written music, notes are represented as symbols. Have your child search through the book to see if he can locate the notes drawn throughout.

Tone - In the shower the tone improved 100%.The tone of an instrument is its peculiar sound with regard to softness, evenness, and the like. The frequency of a tone, as in high or low, is called its pitch.

### Musical Instruments –

Lentil learned how to play the harmonica. A harmonica is an instrument consisting of metal reeds fixed in slots in a small, oblong frame. It is played by blowing and

inhaling through the slots. Sometimes a harmonica is also called a mouth organ. It is a member of the woodwind group of musical instruments.

Many other instruments were mentioned throughout this story. Use this as an opportunity to discuss the four groups of musical instruments.

*Woodwinds* are musical instruments in which the players' breath causes an air column to vibrate as it passes through a reed. These instruments are sometimes also called Reed instruments. This group of instruments includes the harmonica, as well as the oboe, bassoon, saxophone, and flute. Your child can duplicate the sound made by a woodwind by putting a large flat blade of grass between his two thumbs, and blowing through them making a vibrating sound.

*Brass* instruments are another group. With these instruments, the sound comes from a column of air that vibrates as the result of a buzzing movement of the players' lips. This group includes instruments such as the trumpet, tuba, horn, cornet, piccolo, and trombone. Let your child have fun blowing raspberries to demonstrate the buzzing sound used in brass instruments.

The third instrument group is the *Strings*. These instruments produce their tones by means of one or more vibrating strings. Instruments in this group include the guitar, cello, violin, piano, and banjo. To duplicate the sounds made by a string instrument, strum a few rubber bands that have been wrapped around a block of wood.

The last group of musical instruments is the *Percussion* group. With these instruments, striking or hitting produces the sound. Drums, bongos, cymbals, and tambourine are all part of the percussion group. Have your child make shakers by putting dried beans in an empty bottle, or have him make a drum out of an oatmeal container to duplicate the sounds created by a percussion instrument.

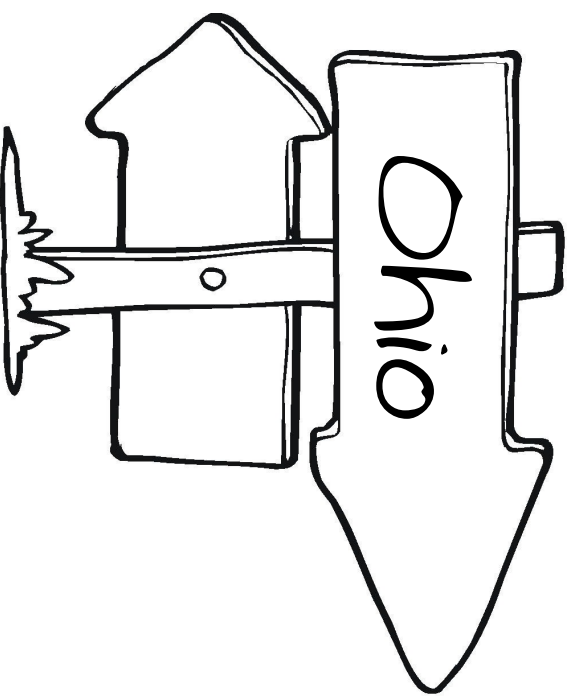
[Make some homemade instruments!](#)

What direction  
do I go  
to get to  
OHIO?



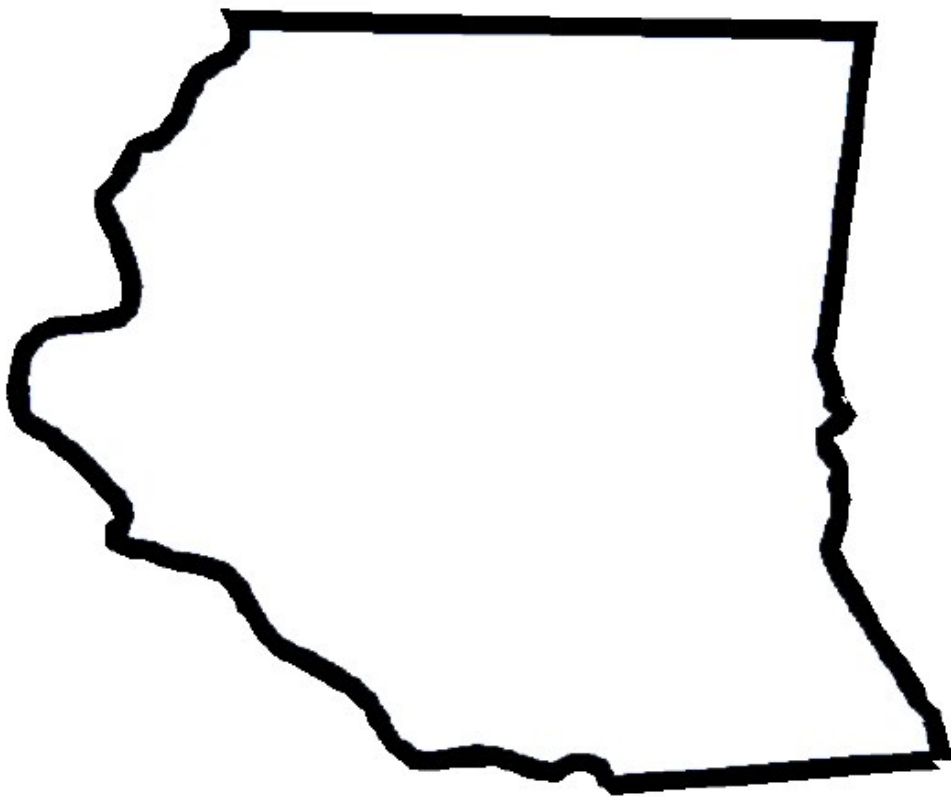
I need to go \_\_\_\_\_

**Directions:** Cut out the book as one piece. Fold in half. Cut out the arrows and paste on the cover, if desired. Color the state of Ohio. Color the state you live in. Draw a line connecting the two. Fill in the blank (north, south, east, or west).



**Directions:** Cut out the shapes of Ohio (you may not need all of them, or you may need to print more). Let your student write facts about Ohio, glue pictures of symbols relating to Ohio, etc. on the pages. She could even use one pattern map the rivers of Ohio and another to map the major cities.







**Directions:** Cut book out as one piece (next page). Fold it like an accordion. Student should write appropriate behaviors on the mini-book, or cut and paste answers below to the book.

I should stand at attention  
while facing the flag.

My right hand should  
be over my heart.

The top portion of the page features a close-up, slightly blurred image of the American flag, showing the stars and stripes in a draped, wavy pattern. The colors are vibrant red, white, and blue.

When I say  
the pledge...

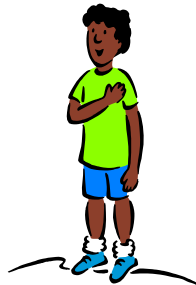



# The Pledge of Allegiance

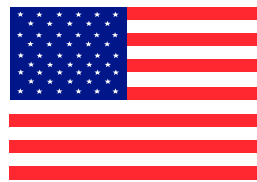
I



pledge allegiance



to the flag of



the United States  
of America



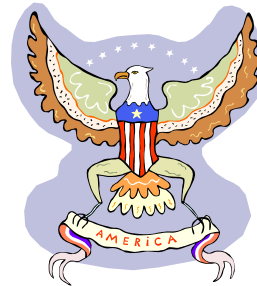
and



to the Republic



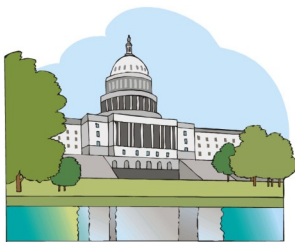
for which it stands



one



nation



under God



indivisible



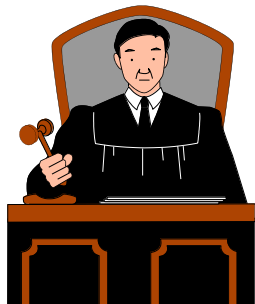
with liberty



and



justice



for all



# The Star-Spangled Banner

O! say can you see by the dawn's early light  
What so proudly we hailed at the twilight's last gleaming.  
Whose broad stripes and bright stars through the perilous fight,  
O'er the ramparts we watched were so gallantly streaming.  
And the rockets' red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there.  
O! say does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?





Lentil couldn't sing  
or whistle a tune, but  
he was talented at  
playing the harmonica.

What are your  
gifts and talents?

---

---

---

---

---

---

---

---

---

---

**My  
Communities**

**My Family**

**My Country**

**My Continent**

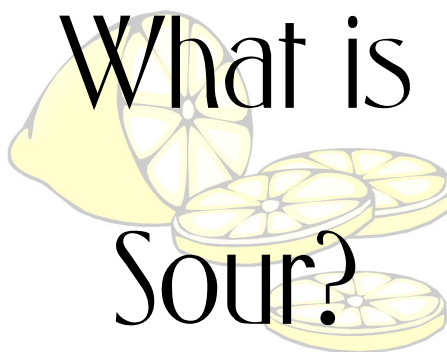
<p data-bbox="394 1037 610 1121"><b>My County</b></p>	<p data-bbox="1008 800 1203 884"><b>My House</b></p>
<p data-bbox="329 1856 675 1940"><b>My Town or City</b></p>	<p data-bbox="1016 1856 1203 1940"><b>My State</b></p>

**Directions:** Cut out rectangles. Stack together smallest to largest with cover on top. Staple at the top.  
Ask your student to draw pictures representing each community on the pages provided.

**My Planet**

**Directions:** Cut out book on solid lines. Fold on dotted.

What is  
Sour?



What is  
Sweet?



What is  
Salty?



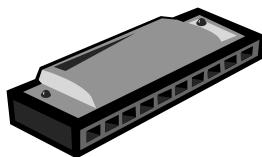
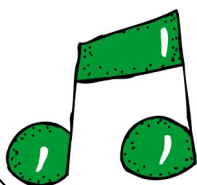
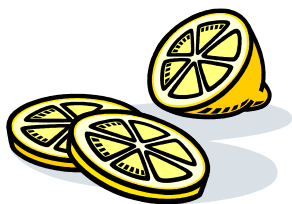
What is  
Bitter?



**Directions:** Review the vocabulary words throughout the week with your student.

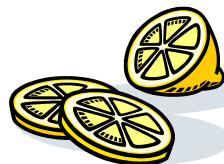
Cut out eight pages. Ask your student to write the corresponding word on to each page. Stack together with cover on top and staple at the top of the book.

## My Little Book of New Words



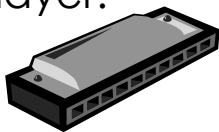
*to gather or draw up in  
wrinkles*

The sour lemon made me  
**pucker!**



*one with special skill or  
knowledge*

Lentil was an **expert**  
harmonica player.

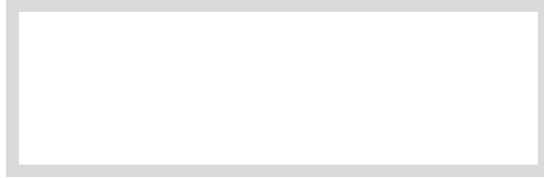


*a narrow passage way  
between buildings*

We decided it was  
faster to run down  
the **alley**.

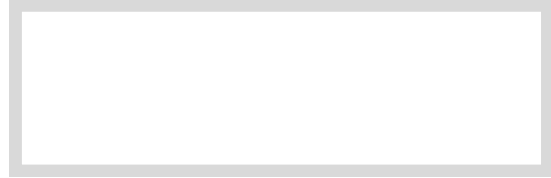






*cut or shaved bits off a piece of wood*

Old Sneep sat a bench and **whittled**.



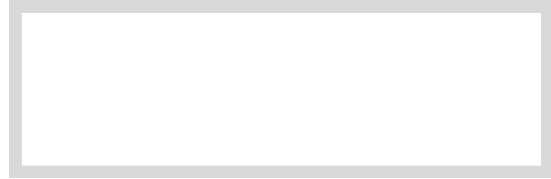
*mutter in discontent*

Old Sneep like to complain and **grumble**.



*a resident of a city or town*

The **citizens** of Alto were excited for the new hospital.



*a distinctive form of dress worn by members of the same organization*

The band wore matching **uniforms**.

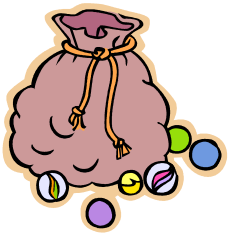


# Lentil

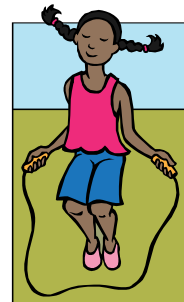
## Story Problems



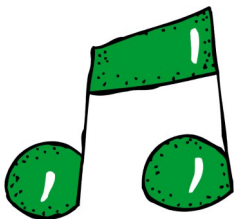
Alto School is having recess. Three boys are playing marbles. Four boys are walking. How many boys are having recess?



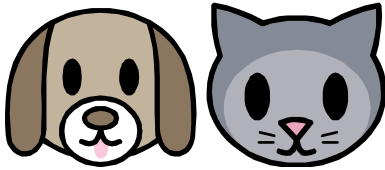
Five girls are on the playground. One girl is jumping rope. How many girls are not jumping rope?



The students at Alto School learn two new songs each week. How many songs will they know by then end of the six weeks?



When Lentil tried to sing, four dogs and some cats ran away. In all ten animals ran away. How many of the animals were cats?



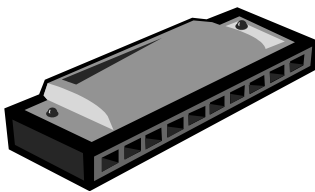
A large, empty rectangular box for writing the answer.

The cost of the harmonica is twenty-eight cents. Lentil gave the storekeeper three dimes. How much change will he receive?

A large, empty rectangular box for writing the answer.



Lentil practices his harmonica three times each day. How many practice sessions are in six days?



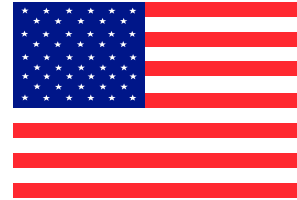
A large, empty rectangular box for writing the answer.

Lentil ate 100% of his spinach at supper. How much was left-over?

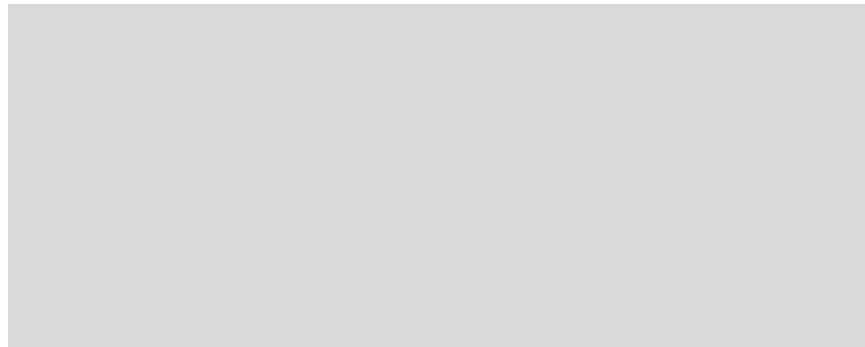
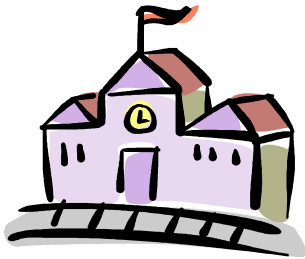
A large, empty rectangular box for writing the answer.



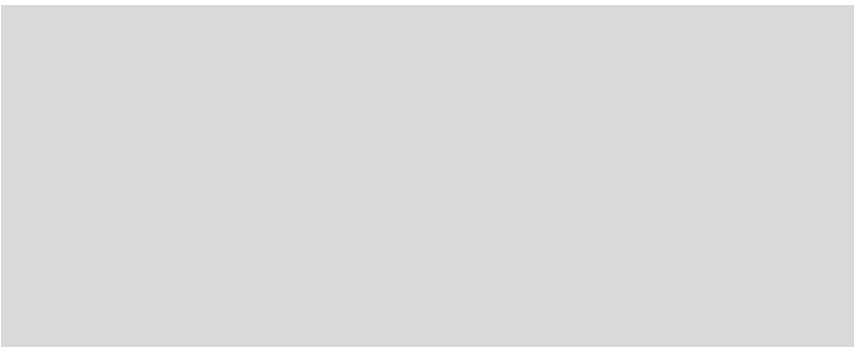
Four men hung out flags. Three men decorated the streets. How many men helped get ready for the celebration?



Two hundred people waited beside the Alto Depot. Seventy-five people waited across the tracks. How many people were waiting?



There were two hundred seventy-five people waiting for Colonel Carter. The Mayor of Alto told the people to stand in groups of twenty-five. How many groups were formed?



[illegible]

# LENTIL



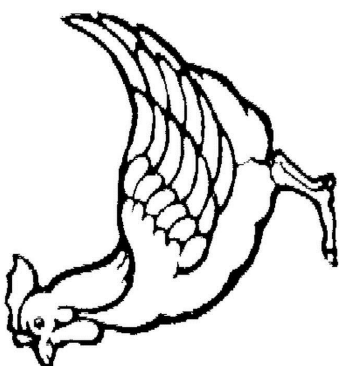
Lentil was proud of his new harmonica and he decided to become an expert.

Lentil was proud  
of his new  
harmonica and  
he decided to  
become an  
expert.

THE  
END



We'll be havin' chicken and  
dumplings when she comes  
We'll be havin' chicken and  
dumplings when she comes  
We'll be havin' chicken and  
dumplings  
We'll be havin' chicken and  
dumplings  
We'll be havin' chicken and  
dumplings when she comes



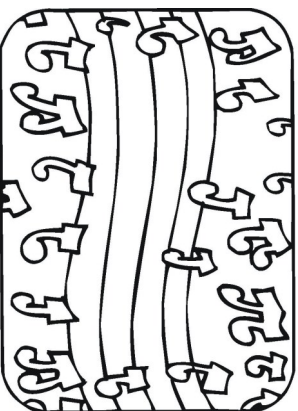
We will kill the old red rooster  
when she comes  
We will kill the old red rooster  
when she comes  
We will kill the old red rooster  
We will kill the old red rooster  
We will kill the old red rooster  
when she comes



Oh we'll all come out to meet  
her when she comes  
Oh we'll all come out to meet  
her when she comes  
Oh we'll all come out to meet  
her  
Oh we'll all come out to meet  
her  
Oh we'll all come out to meet  
her when she comes

This is the back cover of  
the book. For book  
assembly instructions,  
[see this website.](#)

# She'll be Comin' Round the Mountain



She'll be coming 'round the  
mountain when she comes  
She'll be coming 'round the  
mountain when she comes  
She'll be coming 'round the  
mountain  
She'll be coming 'round the  
mountain  
She'll be coming 'round the  
mountain when she comes



She'll be drivin' six white hors-  
es when she comes  
She'll be drivin' six white hors-  
es when she comes  
She'll be drivin' six white hors-  
es  
She'll be drivin' six white hors-  
es  
She'll be drivin' six white hors-  
es when she comes

