

Pollyanna

Grade Level or Special Area: Fourth Grade

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Length of Unit: Eleven lessons (approximately two weeks (14 days), one day = 45 minutes)

I. ABSTRACT

Since the primary aim of reading is comprehension, this unit will help the students build strategies for interpreting this book as well as others they encounter in fourth grade. Students will be introduced to a new reading comprehension strategy every three chapters and will use these newly acquired skills while writing in their literature response journals. The students will also be introduced to key vocabulary through whole-group vocabulary building exercises. Lastly, the students will participate in discussion groups to gain new perspectives on the novel.

II. OVERVIEW

A. Concept Objectives

1. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard (CSS), Reading and Writing #4)
2. Students will recognize literature as a record of human experience. (Colorado State Standard, Reading and Writing #6)
3. Students will read and understand a variety of materials. (Colorado State Standard, Reading and Writing #1)

B. Content from the *Core Knowledge Sequence*, Language Arts, p. 89

1. Fiction

a. Stories

- i. *Pollyanna* (Eleanor Porter)

b. Literary Terms

- i. novel
- ii. plot
- iii. setting

C. Skill Objectives

1. Students will use a full range of strategies to comprehend novels.
2. Students will make connections between their reading and what they already know.
3. Students will identify the setting, main characters, and plot in a novel.
4. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
5. Students will use new vocabulary from literature in other contexts.
6. Students will write an organized paragraph in response to questions about the novel.
7. Students will participate constructively in novel discussion groups.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Porter, Eleanor. *Pollyanna*. Charlottesville: Core Knowledge Foundation, 1998. ISBN: 1-890517-07-0.

B. For Students

1. Core Knowledge Language Arts: Writing and Spelling, Grammar, and Usage for third grade (pp. 65-66 of the *Core Knowledge Sequence*)

IV. RESOURCES

- A. Access to a copy of *Pollyanna* for each student

V. LESSONS

Lesson One: Introducing the Unit (approximately 30 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS, Reading and Writing #4)
 - b. Students will recognize literature as a record of human experience. (CSS, Reading and Writing #6)
2. Lesson Content
 - a. *Pollyanna*
 - b. Literary terms: novel, plot, and setting
3. Skill Objective(s)
 - a. Students will make connections between their reading and what they already know.
 - b. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.

B. Materials

1. Chart paper
2. Marker
3. A literature response journal for each student, which consists of Appendices A, B, C, D, E, G, H, J, K, M, N, P, Q, S, T, V, W, Y, and Z
4. A copy of *Pollyanna* for each student

C. Key Vocabulary

1. Novel – a fictional story that is substantial in length

D. Procedures/Activities

1. Since the primary aim of reading is comprehension, this unit will help the students build strategies for interpreting this book as well as the other novels used in fourth grade. To begin, today's lesson focuses on setting reading goals. The students will learn to activate their prior knowledge or consider what they already know about the subject. Then they will browse the text to get an idea of what to expect from it. They will learn the definition of a novel. Lastly, they will consider their purpose of reading, whether it is for pleasure or to learn something specific.
2. To begin, have the students examine their copy of *Pollyanna*. Explain that *Pollyanna* is a novel, which is a fictional story of substantial length. The difference between a novel and a short story or poem is that a novel must be longer. Then have a discussion about what the students normally do before reading a book to find out what the book is going to be about. Suggestions might include: reading the back of the book, looking at the cover, reading the chapter titles, and reading the blurb about the author in the back of the book. Take time to walk the students through each of these pre-reading strategies. Talk about the title and the cover of the book: What do they indicate? Talk about the summary in the back of the book: What does it mean to be an orphan? What predictions can we make about the content of the book based on the summary? What predictions can we make about the book using the picture on the back cover as a guide?
3. Read through the author's description. Help the students to comprehend how long ago was 1913. Describe what was happening in the 1910's in the world. It

was a period of upheaval and a time of profound social change. In the early part of the decade, World War I broke out. The decade also was characterized by the woman's suffrage movement, the sinking of the Titanic in 1912, the roots of Prohibition, and the Great Influenza epidemic. The website www.vintageblues.com has great pictures of fashion from this time period that would be interesting to the students. It is also interesting to look at newspapers and publications from this time period. You can go to your local library and print off pages from old newspapers stored on microfilm. This helps the students get an idea of the prices of household items, to see what was important at the time, and to understand social norms of the time.

4. Once you have helped the students make predictions about the text and have activated prior knowledge of the time period, explain how the Pollyanna unit will work. The students will read three chapters per night. At the beginning of each day, you will be going over any vocabulary that you think may be challenging to them in the upcoming reading. Also throughout the unit, you will be teaching them some valuable strategies for helping them understand what they read. Explain that these strategies are excellent to use for any book they tackle this year.
5. Explain to the students that a lot of what they will be doing to interpret the book is having discussions. This enables them to be exposed to different points of view and reactions to the text. It allows students to express their thoughts and opinions coherently and also teaches them to respect the ideas and opinions of others. To establish an atmosphere that's conducive to good discussion, have the students get into groups to set up expectations for participants during a discussion. Hopefully, their suggestions will include: not interrupting, raising their hands when they want to say something, asking questions of each other, not talking while others are speaking, taking turns, and responding to the questions or ideas rather than going off on a different or unrelated thought or tangent. Write these group "norms" on chart paper and display them every time the group is going to have a discussion in future lessons.

E. *Assessment/Evaluation*

1. Fill out Appendix B, a rubric for day one's activities. Record the grade on the summary sheet on Appendix DD.

Lesson Two: Preparing Students to Use the Response Journal and to Hold Book Discussions (approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS, Reading and Writing #4)
2. Lesson Content
 - a. *Pollyanna*
3. Skill Objective(s)
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.

B. *Materials*

None

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Each of the following lessons will follow the same pattern. There will be a vocabulary building lesson and a reading strategy taught before the students read the section for the day. The students will then read the section either at home as homework or during class, if that is the teacher's will. The students will answer the questions in their journals and will write a response to the section using the following elements: predictions, observations, questions, and connections.
2. The teacher will need to explain these elements and model responses for the students. "Predictions" mean that the student will make predictions about what a character might do or how the plot might turn. Explain that good readers understand that they must constantly activate prior knowledge before, during, and after they read. They adjust their expectations and predictions. An example of a prediction might read: "In chapter 1, I can tell that Miss Polly is not a nice person. She doesn't treat Nancy very well, so my prediction is that she won't treat Pollyanna very well when she gets there."
3. "Observations" that students record are fresh impressions about the characters, setting, and events. They should mention details that stand out for them even if they are not sure what their importance is (it may come in handy later). An example of an observation is: "In chapter 2, Old Tom mentions that Miss Polly had a relationship at one time. It doesn't seem relevant at this time, but it must be meaningful down the road."
4. The students should record any questions they have while reading. "Questions" may be anything that they don't understand or need clarification on. An example may be: Why does Aunt Polly not like Pollyanna's father? Why does she insist that Pollyanna not talk about her father?
5. "Connections" are prior knowledge that a student has about a topic and the connection to the piece of literature. For example, a character may remind the reader of a relative, or a situation may be similar to something that happened to him or her. An example of a connections response would be: "When Pollyanna finds out that she may never walk again, she is sad. I felt sad when I broke my arm one summer and couldn't participate in baseball that summer."
6. After the students have completed the reading, they will be put in small groups to discuss the selection. The students should answer the questions labeled "Discussion" in their response journals. Review the rubric in Appendix C to let the students know what is expected.
7. The first discussion should be held in a whole-group setting to model what is expected from the small groups. Explain to the students that the discussion is not an exercise in finding the right answers nor is it a debate. Its goal is to explore the many possible meanings of the book. You should let the students know that participation in the literature discussion is an important part of their grade. To facilitate a good discussion, designate roles for the discussion groups. The roles should include:
 - a. a facilitator, who can keep students from interrupting each other, help the conversation get back on track when it digresses, and encourage members that are shy to contribute; at the end of each discussion, the facilitator can summarize everyone's contributions and suggest areas for improvement
 - b. a recorder can take notes and list questions for further discussion
 - c. a cheerleader can encourage every member to participate and offer positive feedback to group members

- d. a summarizer can open each literature circle meeting by summarizing the chapter(s) the group has just read.
- 8. These roles will be rotated among the group members.
- E. *Assessment/Evaluation*
None

Lesson Three: Chapters 1-3 (approximately one hour)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS, Reading and Writing #4)
 - b. Students will recognize literature as a record of human experience. (CSS, Reading and Writing #6)
 - c. Students will read and understand a variety of materials. (CSS, Reading and Writing #1)
- 2. Content from the *Core Knowledge Sequence*
 - a. *Pollyanna*
 - b. Literary terms: novel, plot, and setting
- 3. Skill Objectives
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will use new vocabulary from literature in other contexts.
 - f. Students will write an organized paragraph in response to questions about the novel.
 - g. Students will participate constructively in novel discussion groups.

B. *Materials*

- 1. *Pollyanna* books
- 2. A transparency of Appendix D
- 3. Overhead projector
- 4. Literature response journals
- 5. Pencils

C. *Key Vocabulary*

- 1. Sympathy – to feel sorry for; to show compassion
- 2. Stern – firm, strict
- 3. Enthusiasm – lively, excited involvement
- 4. Duty – something that one is expected or required to do by moral or legal obligation
- 5. Vicious – savage; ferocious
- 6. Setting – where and when a story takes place

D. *Procedures/Activities*

- 1. The teacher should prepare for the lesson by reading chapters 1-3 in the book. If the teacher has already read the book and just wants to remind herself of the key events, read the summary on Appendix EE. Begin by conducting a whole-group lesson to build new vocabulary. As the students study vocabulary, they will use a variety of skills to determine the meaning of a word. These include context clues, word structure, and apposition. Students will apply these skills while reading to clarify additional unfamiliar words. Make a transparency of Appendix

- D, which is a word list and sentences from the book. Ask each student to turn to Appendix D in their literature journals.
2. Have the students read the words in the word box, stopping to blend words they have trouble pronouncing. Help them decode multisyllabic words by breaking the words into syllables and blending the syllables. If the word is not decodable, give them the punctuation. Have the students read sentence 1. Ask a volunteer to give the meaning of the word “stern.” If no one knows, explain to students that they will use the context, or other words in the sentence, to figure out the meaning. Have them look for clues, prompting, “A good clue is that the word is referring to Miss Polly’s voice. By hearing what she is saying to her housekeeper, Nancy, we can predict that stern means...” Once the group has come up with a working definition the teacher should write the definition on the overhead while the students write its meaning in their journals. Follow this procedure for all the vocabulary builder activities.
 3. The next part of the lesson is introducing a reading strategy with the students that they can use during this section’s material and throughout their reading experience. This lesson’s strategy is identifying the setting. Knowing where a story is taking place helps a reader imagine the events as they unfold. Most writers immediately offer certain clues as to the setting – where and when the story is taking place. Tell the students that when they read, try to pick up on clues in the first few pages of a book so they can better understand what’s happening. Take time to read a paragraph from another story, so that you can help your students learn how to identify the setting. Explain to the students that they will be answering a question about the setting in their *Pollyanna* in their response journals. Walk the students through Appendix E, which is the journal work that needs to be completed after reading chapters 1-3. Explain to the students how important it is that they do their homework because, not only will they be graded on it, they will also be put in discussion groups tomorrow and will need to be an informed group member.
 4. Assign chapters 1 –3 (pages 9 to 28) and have them complete Appendix E for tomorrow.
- E. *Assessment/Evaluation*
1. Collect the journals and grade Appendix E using the rubric at the bottom of the page. Record the grade on the summary sheet on Appendix DD.

Lesson Four: Chapters 4-6 (approximately one hour)

- A. *Daily Objectives*
1. **Concept Objectives**
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS, Reading and Writing #4)
 - b. Students will recognize literature as a record of human experience. (CSS, Reading and Writing #6)
 - c. Students will read and understand a variety of materials. (CSS, Reading and Writing #1)
 2. **Content from the *Core Knowledge Sequence***
 - a. *Pollyanna*
 - b. Literary terms: novel, plot, and setting
 3. **Skill Objectives**
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.

- c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will use new vocabulary from literature in other contexts.
 - f. Students will write an organized paragraph in response to questions about the novel.
 - g. Students will participate constructively in novel discussion groups.
- B. *Materials*
- 1. Literature response journals
 - 2. *Pollyanna* books
 - 3. A transparency of Appendix G
 - 4. Overhead projector
 - 5. A copy of Appendix F for every group of four students
- C. *Key Vocabulary*
- 1. Luxuriously – rich, something enjoyed in addition to the ordinary necessities
 - 2. Bare – without covering or clothing
 - 3. Looking-glass – a mirror
 - 4. Irritably – showing anger or impatience
 - 5. Gleefully – joyfully; merry
- D. *Procedures/Activities*
- 1. The teacher should prepare for the lesson by reading chapters 4-6 in the book. If the teacher has already read the book and just wants to remind herself of the key events, read the summary on Appendix EE. Go over the norms for discussion groups decided by the group in lesson 1. Divide the class into groups of four students by counting off by 4's. Have all the 1's be the facilitators, 2's be the cheerleaders, 3's be the summarizers, and 4's be the recorders. Review the group roles, if necessary.
 - 2. Give each group a copy of Appendix F, which contains the discussion questions for chapters 1 – 3. Circulate the room and make sure the students are following the norms and doing their jobs.
 - 3. After 15 to 20 minutes, gather the students together and go over their responses as a class. Then do the pre-reading activities for chapters 4-6, including Appendix G, the vocabulary builder, using the activity described in Lesson Three. Many of this lesson's words are adverbs. Help the students to determine the meaning by looking at the root word and by looking at the words relationship to the verb. For example, the word gleefully is describing the way Pollyanna is skipping. This may aid comprehension.
 - 4. Then go over the reading strategy for the day, which is characterization. Explain that good readers try to picture or envision what a character in a book might look like and act like in real life. Sometimes, this means comparing a character to a person the reader actually knows; other times, it means imagining the person in their heads. It is important to flush out the characters in one's mind by reading the parts of a book that describes key characters carefully because a clear picture of the key characters helps with deeper understanding of the text.
 - 5. Assign chapters 4 through 6, pages 29 to 54. Assign Appendix H for response journal entries.
- E. *Assessment/Evaluation*
- 1. Collect the journals and grade Appendix H using the rubric at the bottom of the page. Record the grade on the summary sheet on Appendix DD.

Lesson Five: Chapters 7-9 (approximately one hour)

A. Daily Objectives

1. Concept Objectives
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS, Reading and Writing #4)
 - b. Students will recognize literature as a record of human experience. (CSS, Reading and Writing #6)
 - c. Students will read and understand a variety of materials. (CSS, Reading and Writing #1)
2. Content from the *Core Knowledge Sequence*
 - a. *Pollyanna*
 - b. Literary terms: novel, plot, and setting
3. Skill Objectives
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will use new vocabulary from literature in other contexts.
 - f. Students will write an organized paragraph in response to questions about the novel.
 - g. Students will participate constructively in novel discussion groups.

B. Materials

1. Overhead projector
2. A transparency of Appendix J
3. Literature response journals
4. *Pollyanna* books
5. Copies of Appendix I for each discussion group

C. Key Vocabulary

1. Expedition – a trip
2. Errand – a short trip for a specific purpose
3. Cantankerous – grumpy; irritable
4. Impertinence – unmannerly; inappropriateness
5. Gloom – darkness; dimness

D. Procedures/Activities

1. The teacher should prepare for the lesson by reading chapters 7-9 in the book. If the teacher has already read the book and just wants to remind herself of the key events, read the summary on Appendix EE. Divide the class into groups of four students by counting off by 4's. Have all the 2's be the facilitators, 3's be the cheerleaders, 4's be the summarizers, and 1's be the recorders. Review the group roles, if necessary.
2. Give each group a copy of Appendix I to use as discussion questions for chapters 4-6. Circulate the room and make sure the students are following the norms and doing their jobs. Take time to evaluate certain students or groups of students using the checklist in Appendix C. You will eventually want to evaluate each student to have an idea of their contribution to the small group discussions.
3. After 15 to 20 minutes, gather the students together and go over their responses as a class. Then do the pre-reading activities for chapters 7-9, including Appendix J, the vocabulary builder, using the activity described in Lesson Three.

4. Then go over the reading strategy for the day, which is generating questions about the text. Reading for details involves pulling out relevant information from the text. Asking questions is one of the best strategies readers use to understand text. Have you ever been caught talking, mumbling, or giggling to yourself while reading? A good reader will not only react to what she's reading, but she'll also ask questions before, during, and after reading.
 5. Assign chapters 7 through 9, pages 55 to 75. Assign Appendix K for response journal entries.
- E. Assessment/Evaluation
1. Collect the journals and grade Appendix K using the rubric at the bottom of the page. Record the grade on the summary sheet on Appendix DD.

Lesson Six: Chapters 10-13 (approximately one hour)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS, Reading and Writing #4)
 - b. Students will recognize literature as a record of human experience. (CSS, Reading and Writing #6)
 - c. Students will read and understand a variety of materials. (CSS, Reading and Writing #1)
 2. Content from the *Core Knowledge Sequence*
 - a. *Pollyanna*
 - b. Literary terms: novel, plot, and setting
 3. Skill Objectives
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will use new vocabulary from literature in other contexts.
 - f. Students will write an organized paragraph in response to questions about the novel.
 - g. Students will participate constructively in novel discussion groups.
- B. *Materials*
1. Overhead projector
 2. A transparency of Appendix M
 3. Literature response journals
 4. *Pollyanna* books
 5. Copies of Appendix L for each discussion group
- C. *Key Vocabulary*
1. Disagreeable – not to one's tastes or liking; unpleasant
 2. Proper – suitable; appropriate
 3. Reckon – slang for think
 4. Companion – a friend
 5. Scornful – full of disdain or contempt
 6. Frantic – wild with excitement, fear, or pain; frenzied
 7. Cross – angry

- D. *Procedures/Activities*
1. The teacher should prepare for the lesson by reading chapters 10-13 in the book. If the teacher has already read the book and just wants to remind herself of the key events, read the summary on Appendix EE. Divide the class into groups of four students by counting off by 4's. Have all the 3's be the facilitators, 4's be the cheerleaders, 1's be the summarizers, and 2's be the recorders. Review the group roles, if necessary.
 2. Give each group a copy of Appendix L to use as discussion questions for chapters 7-9. Circulate the room and make sure the students are following the norms and doing their jobs. Take time to evaluate certain students or groups of students using the checklist in Appendix C. You will eventually want to evaluate each student to have an idea of their contribution to the small group discussions.
 3. After 15 to 20 minutes, gather the students together and go over their responses as a class. Then do the pre-reading activities for chapters 10-13, including Appendix M, the vocabulary builder, using the activity described in Lesson Three.
 4. Then go over the reading strategy for the day, which is reading for details. Reading for details involves pulling out relevant information from the text. A good reader will recognize when a section of text is important and will slow his/her reading down to try to remember it better. Key elements to the plot, descriptions of setting and characters, and main ideas of chapters are all good places to slow down and take all the information in.
 5. Assign chapters 10 through 13, pages 76 to 110. Assign Appendix N for response journal entries.
- E. *Assessment/Evaluation*
1. Collect the journals and grade Appendix N using the rubric at the bottom of the page. Record the grade on the summary sheet on Appendix DD.

Lesson Seven: Chapters 14-17 (approximately one hour)

- A. *Daily Objectives*
1. *Concept Objectives*
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS, Reading and Writing #4)
 - b. Students will recognize literature as a record of human experience. (CSS, Reading and Writing #6)
 - c. Students will read and understand a variety of materials. (CSS, Reading and Writing #1)
 2. *Content from the Core Knowledge Sequence*
 - a. *Pollyanna*
 - b. Literary terms: novel, plot, and setting
 3. *Skill Objectives*
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will use new vocabulary from literature in other contexts.
 - f. Students will write an organized paragraph in response to questions about the novel.
 - g. Students will participate constructively in novel discussion groups.

- B. *Materials*
1. Literature response journals
 2. *Pollyanna* books
 3. Overhead projector
 4. A transparency of Appendix P
 5. Copies of Appendix O for each discussion group
- C. *Key Vocabulary*
1. Delay – period of inactivity; to put off or postpone
 2. Bitterness – Sarcastic; harsh
 3. Particular – a specific one
 4. Ashamed – embarrassed by feelings of guilt
 5. Absurd – ridiculous
- D. *Procedures/Activities*
1. The teacher should prepare for the lesson by reading chapters 14-17 in the book. If the teacher has already read the book and just wants to remind herself of the key events, read the summary on Appendix EE. Divide the class into groups of four students by counting off by 4's. Have all the 4's be the facilitators, 1's be the cheerleaders, 2's be the summarizers, and 3's be the recorders. Review the group roles, if necessary.
 2. Give each group a copy of Appendix O to use for discussion questions for chapters 10-13. Circulate the room and make sure the students are following the norms and doing their jobs. Take time to grade a few of the students or one particular group of students using the checklist in Appendix C.
 3. After 15 to 20 minutes, gather the students together and go over their responses as a class. Then do the pre-reading activities for chapters 14-17, including Appendix P, the vocabulary builder, using the activity described in Lesson Three.
 4. Then go over the reading strategy for the day, which is making inferences. Your mind can create a complete picture from just a few important details. You can probably recognize a familiar word even if some letters are missing. You can probably identify a cat from a few lines of whiskers and a tail drawn on a piece of paper. You infer the whole from the parts. The same is true when you read. You are constantly taking a few bits of information about a character and imagining her or her as a complete person. As you read, record the inferences you are making about the characters in the story. What kinds of details help you make these inferences?
 5. Assign chapters 14 through 17, pages 111 to 144. Assign Appendix Q for response journal entries.
- E. *Assessment/Evaluation*
1. Grade the students' writing using the rubric on Appendix Q. Record their grade on the summary sheet on Appendix DD.

Lesson Eight: Chapters 18-21 (approximately one hour)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS, Reading and Writing #4)
 - b. Students will recognize literature as a record of human experience. (CSS, Reading and Writing #6)
 - c. Students will read and understand a variety of materials. (CSS, Reading and Writing #1)

2. Content from the *Core Knowledge Sequence*
 - a. *Pollyanna*
 - b. Literary terms: novel, plot, and setting
 3. Skill Objectives
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will use new vocabulary from literature in other contexts.
 - f. Students will write an organized paragraph in response to questions about the novel.
 - g. Students will participate constructively in novel discussion groups.
- B. *Materials*
1. Literature response journals
 2. *Pollyanna* books
 3. Overhead projector
 4. A transparency of Appendix S
 5. Copies of Appendix R for each discussion group
- C. *Key Vocabulary*
1. Confessed – to admit the truth
 2. Pause – a delay
 3. Pleaded – begged
 4. Patience – bearing an annoyance or misfortune without complaint or loss of temper
 5. Ye – Old English for “you”
- D. *Procedures/Activities*
1. The teacher should prepare for the lesson by reading chapters 18-21 in the book. If the teacher has already read the book and just wants to remind herself of the key events, read the summary on Appendix EE. Divide the class into groups of four students by counting off by 4’s. Have all the 1’s be the facilitators, 2’s be the cheerleaders, 3’s be the summarizers, and 4’s be the recorders. Review the group roles, if necessary.
 2. Give each group a copy of Appendix R to use as discussion questions for chapters 14-17. Circulate the room and make sure the students are following the norms and doing their jobs. Take time to evaluate certain students or groups of students using the checklist in Appendix C. You will eventually want to evaluate each student to have an idea of their contribution to the small group discussions.
 3. After 15 to 20 minutes, gather the students together and go over their responses as a class. Then do the pre-reading activities for chapters 18-21, including Appendix S, the vocabulary builder, using the activity described in Lesson Three.
 4. Then go over the reading strategy for the day, which is visualizing. Imagine there is a movie screen in your mind. As you read these chapters, watch and listen to the picture that plays. If you find it hard to “see” while you are reading, have someone read aloud to you and shut your eyes. When Aunt Polly puts on the lace shawl and red rose, think about roses and shawls that you have seen before. Don’t try too hard – just let the words come to life in your imagination.
 5. Assign chapters 18 through 21, pages 145 to 170. Assign Appendix T for response journal entries.

- E. *Assessment/Evaluation*
1. Grade the students' writing using the rubric on Appendix T. Record their grade on the summary sheet on Appendix DD.

Lesson Nine: Chapters 22-25 (approximately one hour)

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS, Reading and Writing #4)
 - b. Students will recognize literature as a record of human experience. (CSS, Reading and Writing #6)
 - c. Students will read and understand a variety of materials. (CSS, Reading and Writing #1)
2. Content from the *Core Knowledge Sequence*
 - a. *Pollyanna*
 - b. Literary terms: novel, plot, and setting
3. Skill Objectives
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will use new vocabulary from literature in other contexts.
 - f. Students will write an organized paragraph in response to questions about the novel.
 - g. Students will participate constructively in novel discussion groups.

B. *Materials*

1. Literature response journals
2. *Pollyanna* books
3. Overhead projector
4. A transparency of Appendix V
5. Copies of Appendix U for each discussion group

C. *Key Vocabulary*

1. Consciousness – being conscious or aware
2. Ajar – partly open
3. Gossip – idle talk or rumor
4. Confusion – disorder; chaos
5. Cold – without feeling or compassion

D. *Procedures/Activities*

1. The teacher should prepare for the lesson by reading chapters 22-25 in the book. If the teacher has already read the book and just wants to remind herself of the key events, read the summary on Appendix EE. Divide the class into groups of four students by counting off by 4's. Have all the 2's be the facilitators, 1's be the cheerleaders, 4's be the summarizers, and 3's be the recorders. Review the group roles, if necessary.
2. Give each group a copy of Appendix W to use as discussion questions for chapters 18-21. Circulate the room and make sure the students are following the norms and doing their jobs. Take time to evaluate certain students or groups of students using the checklist in Appendix C. You will eventually want to evaluate each student to have an idea of their contribution to the small group discussions.

3. After 15 to 20 minutes, gather the students together and go over their responses as a class. Then do the pre-reading activities for chapters 22-25, including Appendix V, the vocabulary builder, using the activity described in Lesson Three.
 4. Then go over the reading strategy for the day, which is rereading. When a story gets very exciting, you may find yourself rushing over words and entire descriptions to find out what's going to happen next. That's perfectly natural, but in doing so, you may miss details that are important to understanding the story more deeply. So, after you've rushed through a chapter to follow the plot, go back and read it more slowly. Take your time so you can pay attention to the details and the writing.
 5. Assign chapters 22 through 25, pages 171 to 195. Assign Appendix W for response journal entries.
- E. *Assessment/Evaluation*
1. Grade the students' writing using the rubric on Appendix W. Record their grade on the summary sheet on Appendix DD.

Lesson Ten: Chapters 26-30 (approximately one hour)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS, Reading and Writing #4)
 - b. Students will recognize literature as a record of human experience. (CSS, Reading and Writing #6)
 - c. Students will read and understand a variety of materials. (CSS, Reading and Writing #1)
 2. Content from the *Core Knowledge Sequence*
 - a. *Pollyanna*
 - b. Literary terms: novel, plot, and setting
 3. Skill Objectives
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will use new vocabulary from literature in other contexts.
 - f. Students will write an organized paragraph in response to questions about the novel.
 - g. Students will participate constructively in novel discussion groups.
- B. *Materials*
1. Literature response journals
 2. *Pollyanna* books
 3. Overhead projector
 4. A transparency of Appendix Y
 5. Copies of Appendix X for each discussion group
- C. *Key Vocabulary*
1. Babbling – meaningless chatter
 2. Decent – fitting; appropriate
 3. Matter-of-fact – commonplace
 4. Gasps – short breathes

5. Quarrel – an argument or disagreement
- D. *Procedures/Activities*
1. The teacher should prepare for the lesson by reading chapters 26-30 in the book. If the teacher has already read the book and just wants to remind herself of the key events, read the summary in Appendix EE. Divide the class into groups of four students by counting off by 4's. Have all the 3's be the facilitators, 4's be the cheerleaders, 1's be the summarizers, and 2's be the recorders. Review the group roles, if necessary.
 2. Give each group a copy of Appendix X to use as discussion questions for chapters 22-25. Circulate the room and make sure the students are following the norms and doing their jobs. Take time to evaluate certain students or groups of students using the checklist in Appendix C. You will eventually want to evaluate each student to have an idea of their contribution to the small group discussions.
 3. After 15 to 20 minutes, gather the students together and go over their responses as a class. Then do the pre-reading activities for chapters 26-30, including Appendix Y, the vocabulary builder, using the activity described in Lesson Three.
 4. Then go over the reading strategy for the day, which is going back to the beginning. You've finished the book, but are you really done with it? A good book will stay with you. You'll find yourself remembering scenes and sentences. You may find yourself wondering about the characters and what happened to them. You may be eager to read a book similar to this one. Before you do any of these things, take a look at the first few chapters in Pollyanna and notice how your understanding of the book and characters have changed. You may even find that you've changed since you began the book!
 5. Assign chapters 26 through 30, pages 196 to 222. Assign Appendix Z for response journal entries.
- E. *Assessment/Evaluation*
1. Grade the students' writing using the rubric on Appendix Z. Record their grade on the summary sheet on Appendix DD.

Lesson Eleven: Concluding Activity (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS, Reading and Writing #4)
 - b. Students will recognize literature as a record of human experience. (CSS, Reading and Writing #6)
 - c. Students will read and understand a variety of materials. (CSS, Reading and Writing #1)
 2. Content from the *Core Knowledge Sequence*
 - a. *Pollyanna*
 - b. Literary terms: novel, plot, and setting
 3. Skill Objectives
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will use new vocabulary from literature in other contexts.

- f. Students will write an organized paragraph in response to questions about the novel.
 - g. Students will participate constructively in novel discussion groups.
- B. *Materials*
- 1. Copies of Appendix AA for each discussion group
 - 2. *Pollyanna* books
 - 3. Copies of Appendix BB, the final examination, for each student
- C. *Key Vocabulary*
- 1. Plot – the main story in a novel
- D. *Procedures/Activities*
- 1. Divide the class into groups of four students by counting off by 4's. Have all the 1's be the facilitators, 2's be the cheerleaders, 4's be the summarizers, and 3's be the recorders. Review the group roles, if necessary.
 - 2. Give each group a copy of Appendix AA to use as discussion questions for chapters 26-30. Circulate the room and make sure the students are following the norms and doing their jobs. Take time to evaluate certain students or groups of students using the rubric on Appendix C. You will eventually want to evaluate each student to have an idea of their contribution to the small group discussions.
 - 3. Review the main ideas of the book as a group and define a plot. Summarize the plot of this book and then give the students the final examination, which is Appendix BB.
- E. *Assessment/Evaluation*
- 1. Grade Appendix Z using the rubric at the bottom of the page and record the grade on the summary sheet on Appendix DD. Grade the final using the answer sheet on Appendix CC and record the grade on Appendix DD. Determine the students' grades by using the summary sheet as a guide. Record the grades and staple the summary sheets to the students' response journals. Return them and the final examinations to the students.

VI. CULMINATING ACTIVITY

- A. Your students may want to see the big screen version of *Pollyanna*, which is available on VHS or DVD. The popular version is a 1960 rendition featuring Haley Mills. It's available through Amazon.Com for \$19.99.

VII. HANDOUTS/WORKSHEETS

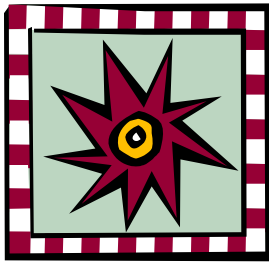
- A. Appendix A: *Pollyanna* Journal Cover
- B. Appendix B: Rubric for Lesson One
- C. Appendix C: Check List/Rubric for Discussion Groups
- D. Appendix D: Vocabulary Builder: Chapters 1-3
- E. Appendix E: Literature Response Journal: Chapters 1-3
- F. Appendix F: Discussion Questions: Chapters 1-3
- G. Appendix G: Vocabulary Builder: Chapters 4-6
- H. Appendix H: Literature Response Journal: Chapters 4-6
- I. Appendix I: Discussion Questions: Chapters 4-6
- J. Appendix J: Vocabulary Builder: Chapters 7-9
- K. Appendix K: Literature Response Journal: Chapters 7-9
- L. Appendix L: Discussion Questions: Chapters 7-9
- M. Appendix M: Vocabulary Builder: Chapters 10-13
- N. Appendix N: Literature Response Journal: Chapters 10-13
- O. Appendix O: Discussion Questions: Chapters 10-13
- P. Appendix P: Vocabulary Builder: Chapters 14-17

- Q. Appendix Q: Literature Response Journal: Chapters 14-17
- R. Appendix R: Discussion Questions: Chapters 14-17
- S. Appendix S: Vocabulary Builder: Chapters 18-21
- T. Appendix T: Literature Response Journal: Chapters 18-21
- U. Appendix U: Discussion Questions: Chapters 18-21
- V. Appendix V: Vocabulary Builder: Chapters 22-25
- W. Appendix W: Literature Response Journal: Chapters 22-25
- X. Appendix X: Discussion Questions: Chapters 22-25
- Y. Appendix Y: Vocabulary Builder: Chapters 26-30
- Z. Appendix Z: Literature Response Journal: Chapters 26-30
- AA. Appendix AA: Discussion Questions: Chapters: 26-30
- BB. Appendix BB: Final Examination
- CC. Appendix CC: Final Answer Sheet
- DD. Appendix DD: Grade Summary Sheet
- EE. Appendix EE: Chapter Summaries

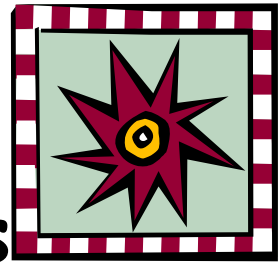
VIII. BIBLIOGRAPHY

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- B. Porter, Eleanor. *Pollyanna*. Charlottesville: Core Knowledge Foundation, 1998. ISBN: 1-890517-07-0.
- C. White, Tekla; Cheney, Martha and Moore, Jo Ellen. *Target Real-Life Reading Skills*. Monterey, CA: Evan-Moor Educational Publishers, 2001. ISBN 1-55799-831-0.

Appendix A
Pollyanna Journal Cover



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Pollyanna Journal

Appendix B
Rubric for Lesson One

Subject/Topic: _____

Comprehension of Subject/Topic:	5	4	3
Followed directions:	completely	mostly	barely
Was a productive group member:	offered viable suggestions for working in groups; contributed productively	offered some suggestions for working in groups	choose not to partake
Was respectful during whole group activities	followed classroom rules and participated thoughtfully in the discussion	followed rules and showed limited participation in the discussion	didn't follow rules or did not participate

Appendix C
Checklist for Discussion Groups

1. The student shares ideas freely. _____/1 pt.
2. The student asks questions of the group.
_____/1 pt.
3. The student encourages and responds to others.
_____/1 pt.
4. The student listens well. _____/1 pt.
5. The student keeps discussion on topic. _____/1 pt.
6. The student does not interrupt others. _____/1 pt.
7. The student does not distract others. _____/1 pt.
8. The student has done his/her reading and is prepared for the discussion. _____/1 pt.
9. The student does his/her job or responsibility (facilitator, recorder, cheerleader, summarizer) to the best of their ability. _____/1 pt.
10. The student contributes in a meaningful way. _____/1 pt.

- 9-10 points = 5
8 points = 4
7 points = 3
6 points = 2
5 or below = 1

Appendix D
Vocabulary Builder for Chapters 1-3

Word Box

sympathy	enthusiasm	vicious
stern	duty	

Sentences

1. "Nancy" - Miss Polly's voice was *stern* - "when I'm talking to you, I wish you to stop your work and listen to me."

stern - _____

2. She (Miss Polly) hoped she knew her *duty* well enough for that! - disagreeable as it would be.

duty - _____

3. The minister had only a young head full of ideals and *enthusiasm*, and a heart full of love.

enthusiasm - _____

4. Nancy sent her iron with a *vicious* dig across the dishtowel she was ironing.

vicious - _____

5. Nancy's aching *sympathy* for the poor little child turned suddenly into shocked terror.

sympathy - _____

Appendix E
Pollyanna Literature Response Journal – Chapters 1-3

Reading Strategy: Identifying the Setting

Knowing where a story is taking place helps a reader imagine the events as they unfold. Most writers immediately offer certain clues as to the setting – where and when the story is taking place. When you read, try to pick up on these clues in the first few pages of a book so you can better understand what’s happening.

Writing in Your Literature Response Journal

1. Where and when is this story taking place? If you can't determine the exact year or place, what is your prediction based on reading the first three chapters? (chapters 1-3) 5 pts.

2. After reading chapter 1, what are your impressions of Miss Polly? What kind of person do you think she is? (chapter 1) 5 pts.

3. What new information do you find out in chapter 2 when Old Tom and Nancy have a conversation? (chapter 2) 5 pts.

4. Who does Pollyanna think Nancy is when she picks her up at the train station? (chapter 3) 5 pts.

5. The Ladies Aid (which is defined on p. 23) is mentioned often in this book. What kinds of organizations do we have now that helps out the less fortunate? 5 pts.

Reading Response

What were your predictions, questions, observations, and connections about the book? Write about one of them on the back of this sheet. Be sure to label your paragraph with the reader response that you have chosen. 25 pts.

Grading Scale

45 to 50 points	5	35 to 39 points	3	29 points or below	1
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40 to 44 points

4

30 to 34 points

2

Appendix F
Discussion Group Questions - Chapters 1-3

1. Where and when is this story taking place? If you can't determine the exact year or place, what is your prediction based on reading the first three chapters? (chapters 1-3)
2. After reading chapter 1, what are your impressions of Miss Polly? What kind of person do you think she is?
3. What new information do you find out in chapter 2 when Old Tom and Nancy have a conversation?
4. How would you feel if you were in Pollyanna's position? How would you react to Aunt Polly?
5. Do you think Pollyanna's mother was right to marry the young minister, in spite of her family's protests? Is it better to marry someone who is rich or someone who is enthusiastic, in your opinion?
6. Why do you think Old Tom won't tell Nancy who Aunt Polly's old boyfriend is? Why do you think this conversation was included in the book?
7. What are the differences between the way Nancy and Old Tom talk compared to the way Aunt Polly talks?
8. What predictions do you have about the rest of the story? What do you think will happen to Aunt Polly and Pollyanna?

Appendix G
Vocabulary Building for Chapters 4-6

Word Box

luxuriously
bare

looking-glass
irritably

gleefully

Sentences

1. Pollyanna was on a stairway now. Just ahead, her aunt's black silk skirt rustled *luxuriously*. Through an open door she saw pale rugs and satin-covered chairs. The marvelous carpet beneath her feet felt like green moss.

luxuriously - _____

2. Pollyanna turned her eyes to the *bare* walls, the *bare* floor, the *bare* windows.

bare - _____

3. Pollyanna skipped *gleefully*.

gleefully - _____

4. "Well, I must say I can't see any game about that," declared Nancy, *irritably*.

irritably - _____

5. "Then I happened to think how I hated to see my freckles in the *looking-glass*," Pollyanna said.

looking-glass - _____

Appendix H
Pollyanna Literature Response Journal – Chapters 4-6

Reading Strategy: Characterization

Characters are the people in a story. It is important to take notice and read carefully the passages in a book that describe the characters. Once a reader is familiar with the characters, it becomes easier to understand the story.

Writing in Your Literature Response Journal

1. Describe the character Pollyanna. What does she look like, and how does she act? (chapters 3 -6) 5 pts.

2. Describe the character Aunt Polly. What does she look like, and how does she act? (chapters 1-6) 5 pts.

3. Describe the little attic room that Aunt Polly has Pollyanna sleep in. (chapter 4) 5 pts.

4. What is "the game" that Pollyanna's father taught her and what she teaches Nancy in chapter 5? 5 pts.

5. Aunt Polly tells Pollyanna that she will need to learn to play music, cook, and sew. Pollyanna protests by saying, "Oh, but Aunt Polly, you haven't left me any time just to live." (p. 53) What does Pollyanna mean when she says this? 5 pts.

Reading Response

What were your predictions, questions, observations, and connections about the book? Write about one of them on the back of this sheet. Be sure to label your paragraph with the reader response that you have chosen. 25 pts.

Grading Scale

45 to 50 points	5	35 to 39 points	3	29 points or below	1
40 to 44 points	4	30 to 34 points	2		

Appendix I
Discussion Questions for Chapters 4-6

1. Describe the character Pollyanna. What does she look like, and how does she act?
2. Describe the character Aunt Polly. What does she look like, and how does she act?
3. What is "the game" that Pollyanna's father taught her and what she teaches Nancy in chapter 5?
4. Aunt Polly tells Pollyanna that she will need to learn to play music, cook, and sew. Pollyanna protests by saying, "Oh, but Aunt Polly, you haven't left me any time just to live." (p. 53) What does Pollyanna mean when she says this? What do you do in your life to really "live"?
5. Why does Aunt Polly see Pollyanna as a greedy child in chapter 4?
6. Why did Pollyanna's father teach her the glad game originally? Have you ever played a version of this game by trying to make the best of a situation?
7. People like Pollyanna are called optimists, which means they always look on the bright side even in tough situations. Do you like to be around people like this? Are you an optimist or a pessimist (a person who always looks to the negative side of situations)?
8. If there were a glass of water in front of you filled half way up, would you consider it half full or half empty? How do we use this phrase to describe people? (A glass-half-empty person vs. a glass-half-full person)

Appendix J
Vocabulary Builder for Chapters 7-9

Word Box

expedition	cantankerous	gloom
errand	impertinence	

Sentences

1. The shopping *expedition* took the entire afternoon.

expedition - _____

2. Almost every afternoon Pollyanna begged for an *errand* to run.

errand - _____

3. "If folks weren't sorry for Mrs. Snow, nobody would go near her, she's that *cantankerous*. I pity her daughter who has to take care of her," Nancy said.

cantankerous - _____

4. In the sickroom, Pollyanna blinked a little before she could see in the *gloom*.

gloom - _____

5. "It doesn't really make any difference," said Pollyanna. "It's only that Nancy said it was chicken you wanted when we brought jelly, and lamb broth when we brought chicken, but maybe it was the other way." The sick woman pulled herself up in bed. "Well, Miss *Impertinence*, who are you?" she demanded.

impertinence - _____

Appendix K
Pollyanna Literature Response Journal – Chapters 7-9

Reading Strategy: Generating Questions about Text

Asking questions is one of the best strategies readers use to understand text. Have you ever been caught talking, mumbling, or giggling to yourself while reading? A good reader will not only react to what she's reading, but she'll also ask questions before, during, and after reading.

Writing in Your Literature Response Journal

1. What questions do you have after reading the first nine chapters? What do you not understand or what do you need more clarification on? (chapters 1-9) 5 pts.

2. Why does Pollyanna decide to sleep on the roof? What does her aunt do when she finds her on the roof? (chapter 7) 5 pts.

3. Describe Mrs. Snow. What is unusual about the way she treats Pollyanna? (chapter 8) 5 pts.

4. Who is the person that Pollyanna calls "The Man"? Why is Nancy surprised when he talks to Pollyanna? 5 pts.

5. How is Pollyanna affecting each person she meets? What impression is she making on the towns people? 5 pts.

Reading Response

What were your predictions, questions, observations, and connections about the book? Write about one of them on the back of this sheet. Be sure to label your paragraph with the reader response that you have chosen. 25 pts.

Grading Scale

45 to 50 points	5	35 to 39 points	3	29 points or below	1
40 to 44 points	4	30 to 34 points	2		

Appendix L
Discussion Group Questions for Chapters 7-9

1. What questions do you have after reading the first nine chapters? What do you not understand or what do you need more clarification on?
2. Describe Mrs. Snow. What is unusual about the way she treats Pollyanna?
3. Why does Pollyanna decide to sleep on the roof? What does her aunt do when she finds her on the roof? Do you think Aunt Polly is changing her opinion of Pollyanna?
4. What do you know of John Pendleton? What predictions can you make about his relevance to the story?
5. How do you feel when someone is openly rude to you like Mrs. Snow and John Pendleton were to Pollyanna? Do you react the way Pollyanna does by continuing to be nice or do you react another way? Why do you think people such as Mrs. Snow and John Pendleton act the way they do?
6. How is Pollyanna affecting each person she meets? What impression is she making on the towns people?

Appendix M, page 1
Vocabulary Builder for Chapters 10-13

Word Box

disagreeable	companion	cross
proper	scornful	
reckon	frantic	

Sentences

1. Mrs. Snow stared. Her eyes were angry. "Well, really!" she said in a *disagreeable* voice.

disagreeable - _____

2. "Very well, Pollyanna. I am pleased that you like the change," said Aunt Polly. "But if you think so much of all those things, I trust you will take *proper* care of them."

proper - _____

3. Jimmy regarded her with *scornful* eyes. "Silly! As if I'd be huntin' for it, if I knew!" he said.

scornful - _____

4. "He won't mind sleeping in the attic, at first," said Pollyanna of Jimmy. "He says he'll work, but I shall need him most of the time to play with, I *reckon*."

reckon - _____

5. Pollyanna had sighed at times for some *companion* of her own age.

companion - _____

6. The little dog seemed *frantic* now. Back and forth between Pollyanna and the side path he vibrated, barking and whining.

Appendix M, page 2

frantic - _____

7. Pollyanna laughed as she looked at John Pendleton. "But you're only *cross* outside. You aren't *cross* inside a bit!"

cross - _____

Appendix N
Pollyanna Literature Response Journal – Chapters 10-13

Reading Strategy: Reading for Details

Reading for details involves pulling out relevant information from the text. A good reader will recognize when a section of text is important and will slow his/her reading down to try to remember it better. Key elements to the plot, descriptions of setting and characters, and main ideas of chapters are all good places to slow down and take all the information in.

Writing in Your Literature Response Journal

1. Have there been times when you have slowed down to take in the details of this book? What was happening in the book when you needed to slow down? (chapters 1-13) 5 pts.

2. What surprise does Pollyanna have for Mrs. Snow? (chapter 10) 5 pts.

3. Why is Jimmy upset when Pollyanna meets him? What is her solution to the problem? How does Aunt Polly react to her proposed solution? (chapter 11) 5 pts.

4. Who does Pollyanna find in Pendleton Woods? How does she help him? (chapter 12) 5 pts.

5. Why doesn't Aunt Polly want Pollyanna to take some jelly to Mr. Pendleton? How does Pollyanna finally convince her to let her go? 5 pts.

Reading Response

What were your predictions, questions, observations, and connections about the book? Write about one of them on the back of this sheet. Be sure to label your paragraph with the reader response that you have chosen. 25 pts.

Grading Scale

45 to 50 points	5	35 to 39 points	3	29 points or below	1
40 to 44 points	4	30 to 34 points	2		

Appendix O
Discussion Questions for Chapters 10-13

1. Have there been times when you have slowed down to take in the details of this book? What was happening in the book when you needed to slow down?
2. What surprise does Pollyanna have for Mrs. Snow?
3. Who does Pollyanna find in Pendleton Woods? How does she help him?
4. What would you have done if you found an injured man in the woods? Would you have done as he asked?
5. Why doesn't Aunt Polly want Pollyanna to take some jelly to Mr. Pendleton? How does Pollyanna finally convince her to let her go?
6. What do you think happened between Aunt Polly and John Pendleton?

Appendix P
Vocabulary Builder for Chapters 14-17

Word Box

delay	particular	absurd
bitterness	ashamed	

Sentences

1. A familiar-looking small dog bounded up the steps to greet her, but there was a slight *delay* before the woman who had been hanging out clothes opened the door.

delay - _____

2. "Oh, of course," interrupted John Pendleton, sharply, all the old *bitterness* coming back to his voice. "I can be glad, too, for all the rest, I suppose - the nurse, and the doctor, and that confounded woman in the kitchen."

bitterness - _____

3. "Nonsense! What do you mean, Pollyanna, by going to the Ladies' Aid in that *absurd* fashion about that beggar boy?" said Aunt Polly.

absurd - _____

4. "But, Pollyanna, when the ladies told me how you came to them, I was so *ashamed!*" said Aunt Polly.

ashamed - _____

5. "Dear me! Well, I don't see where the difference is," sighed Pollyanna, as she went to hang her hat on the one *particular* hook upon which Aunt Polly had said that it must be hung.

particular - _____

Appendix Q
Pollyanna Literature Response Journal – Chapters 14-17

Reading Strategy: Making inferences

Your mind can create a complete picture from just a few important details. You can probably recognize a familiar word even if some letters are missing. You can probably identify a cat from a few lines of whiskers and a tail drawn on a piece of paper. You infer the whole from the parts. The same is true when you read. You are constantly taking a few bits of information about a character and imagining her as a complete person. As you read, record the inferences you are making about the characters in the story. What kinds of details help you make these inferences?

Writing in Your Literature Response Journal

1. In chapter 15, Aunt Polly allows Pollyanna to dress her up. But when Dr. Chilton arrives, Aunt Polly becomes “flushed-faced and angry-eyed, plucking at the pins that held the lace shawl in place.” Why does Aunt Polly react this way? What can you infer? 5 pts.

2. What is in John Pendleton's carved box? (chapter 16) 5 pts.

3. What is the mystery that Nancy is trying to figure out at the end of chapter 16? 5 pts.

4. On page 137, Nancy says: “Why, Miss Pollyanna, it's as plain as the nose on yer face.” What does she mean by that expression? 5 pts.

5. Pollyanna declares that a “baby rainbow has come to pay you a visit” while visiting with John Pendleton in chapter 17. What is she talking about? What does John do to create even more rainbows? 5 pts.

Reading Response

What were your predictions, questions, observations, and connections about the book? Write about one of them on the back of this sheet. Be sure to label your paragraph with the reader response that you have chosen. 25 pts.

Grading Scale

45 to 50 points	5	35 to 39 points	3	29 points or below	1
40 to 44 points	4	30 to 34 points	2		

Appendix R
Discussion Group Questions for Chapters 14-17

1. In chapter 15, Aunt Polly allows Pollyanna to dress her up. But when Dr. Chilton arrives, Aunt Polly becomes "flushed-faced and angry-eyed, plucking at the pins that held the lace shawl in place." Why does Aunt Polly react this way? What can you infer? 5 pts.

2. What is in John Pendleton's carved box? (chapter 16) 5 pts.

3. What is the mystery that Nancy is trying to figure out at the end of chapter 16? 5 pts.

4. On page 137, Nancy says: "Why, Miss Pollyanna, it's as plain as the nose on yer face." What does she mean by that expression? 5 pts.

5. Pollyanna declares that a "baby rainbow has come to pay you a visit" while visiting with John Pendleton in chapter 17. What is she talking about? What does John do to create even more rainbows?

6. Have you ever had a misunderstanding with someone and then avoided seeing them like Aunt Polly does with John Pendleton and Dr. Chilton? Does avoiding the person seem like the best solution to the problem?

7. John Pendleton calls Pollyanna "the very finest prism of them all." (p. 144) Pollyanna reacts by saying: "Oh, but I don't show beautiful colors when the sun shines through me, Mr. Pendleton!" Does Pollyanna in some ways show "beautiful colors"? Why does John call her the finest prism, and how is Pollyanna like the prism?

Appendix S
Vocabulary Builder for Chapters 18-21

Word Box

confessed	pleaded	ye
pause	patience	

Sentences

1. They were soon on the best of terms, however, and to her aunt Pollyanna *confessed* that going to school was living.

confessed - _____

2. "And that only goes to prove all the more how I need you," John Pendleton *pleaded* once more.

pleaded - _____

3. "You don't understand what it means to have Miss Polly worried about, *ye*, child!" said Nancy.

ye - _____

4. There was a long *pause*. Only the snapping of the fire broke the silence.

pause - _____

5. "Glad!" interrupted John Pendleton, losing his *patience*. "Miss Polly doesn't know how to be glad for anything!"

patience - _____

Appendix T
Pollyanna Literature Response Journal – Chapters 18-21

Reading Strategy: Visualizing

Imagine there is a movie screen in your mind. As you read these chapters, watch and listen to the picture that plays. If you find it hard to “see” while you are reading, have someone read aloud to you and shut your eyes. When Aunt Polly puts on the lace shawl and red rose, think about roses and shawls that you have seen before. Don’t try too hard – just let the words come to life in your imagination.

Writing in Your Literature Response Journal

1. Have there been times when you’ve visualized scenes from the book? Have the words come to life in your imagination? What are some examples of when this happened for you in this book? (chapters 1-21) 5 pts.

2. What does John Pendleton ask Pollyanna in chapter 18? What is her reaction? 5 pts.

3. What is Pollyanna’s big plan for Aunt Polly and John Pendleton that she tells Dr. Chilton in chapter 19? How does Dr. Chilton react to the plan? What can you infer from Dr. Chilton’s behavior? 5 pts.

4. Who was John Pendleton’s old sweetheart? (chapter 19) 5 pts.

5. What do you think is meant by the exchange John Pendleton has with Pollyanna on p. 155? Can you make any predictions about the story from what is said in this passage? 5 pts.

Reading Response

What were your predictions, questions, observations, and connections about the book? Write about one of them on the back of this sheet. Be sure to label your paragraph with the reader response that you have chosen. 25 pts.

Grading Scale

45 to 50 points	5	35 to 39 points	3	29 points or below	1
40 to 44 points	4	30 to 34 points	2		

Appendix U
Discussion Questions for Chapters 18-21

1. Have there been times when you've visualized scenes from the book? Have the words come to life in your imagination? What are some examples of when this happened for you in this book? (chapters 1-21) 5 pts.
2. What does John Pendleton ask Pollyanna in chapter 18? What is her reaction? 5 pts.
3. What is Pollyanna's big plan for Aunt Polly and John Pendleton that she tells Dr. Chilton in chapter 19? How does Dr. Chilton react to the plan? What can you infer from Dr. Chilton's behavior? 5 pts.
4. Who was John Pendleton's old sweetheart? (chapter 19) 5 pts.
5. What do you think is meant by the exchange John Pendleton has with Pollyanna on p. 155? Can you make any predictions about the story from what is said in this passage?
6. Pollyanna tells Mr. Pendleton: "Maybe you think a nice live boy wouldn't be better than that old dead skeleton you keep somewhere. But I think it would!" She tells him this because she had earlier misunderstood Nancy when she said he had a "skeleton in his closet". What does that expression mean? Do you have any skeletons in your closet?
7. After reading chapter 21, what are your predictions about what will happen to Pollyanna?

Appendix V
Vocabulary Builder for Chapters 22-25

Word Box

consciousness
ajar

gossip
confusion

cold

Sentences

1. The fever subsided, the pain lessened somewhat, and her mind awoke to full *consciousness*.

consciousness - _____

2. She's been hating him like poison because of the silly *gossip* about them when she was eighteen or twenty.

gossip - _____

3. Miss Polly did not offer her hand, however, and her face was *cold*.

cold - _____

4. The door swung noiselessly open until it stood a foot *ajar*.

ajar - _____

5. It was all *confusion* then. First, from the bedroom came Pollyanna's terrified "Aunt Polly, Aunt Polly!" Then Miss Polly, seeing the open door and realizing that her words had been heard, gave a moan and fainted dead away.

confusion - _____

Appendix W
Pollyanna Literature Response Journal – Chapters 22-25

Reading Strategy: Rereading

When a story gets very exciting, you may find yourself rushing over words and entire descriptions to find out what's going to happen next. That's perfectly natural, but in doing so, you may miss details that are important to understanding the story more deeply. So, after you've rushed through a chapter to follow the plot, go back and read it more slowly. Take your time so you can pay attention to the details and the writing.

Writing in Your Literature Response Journal

1. During the accident scene, did you notice yourself rushing over words and descriptions to try to find out what's going to happen next? Did you reread the section so that you could pay attention to the details and the writing? (chapter 21)
5 pts.

2. What was the gossip that caused trouble between Miss Polly and John Pendleton? (chapter 22) 5 pts.

3. At the end of chapter 22, Miss Polly seems to change her opinion of Mr. Pendleton. What happens to cause this change to occur? 5 pts.

4. Chapter 23 is called "The Waiting Game." What are they waiting for? Have you ever had to wait for a long time to find out something important? How did you handle the wait?

5. How does the door get pushed ajar so that Pollyanna hears the bad news? (Chapter 24)

Reading Response

What were your predictions, questions, observations, and connections about the book? Write about one of them on the back of this sheet. Be sure to label your paragraph with the reader response that you have chosen. 25 pts.

Grading Scale

45 to 50 points	5	35 to 39 points	3	29 points or below	1
40 to 44 points	4	30 to 34 points	2		

Appendix X
Discussion Group Questions for Chapters 22-25

1. During the accident scene, did you notice yourself rushing over words and descriptions to try to find out what's going to happen next? Did you reread the section so that you could pay attention to the details and the writing? (chapter 21)
2. What was the gossip that caused trouble between Miss Polly and John Pendleton? (chapter 22)
3. At the end of chapter 22, Miss Polly seems to change her opinion of Mr. Pendleton. What happens to cause this change to occur?
4. Chapter 23 is called "The Waiting Game." What are they waiting for? Have you ever had to wait for a long time to find out something important? How did you handle the wait?
5. How does the door get pushed ajar so that Pollyanna hears the bad news? (Chapter 24)
6. What would it be like to lose the use of your legs? How would it affect your life?
7. Mr. Pendleton says that only a woman's hand and heart or a child's presence can make a house a home. Do you believe this? Do you have to be married or have children to be truly happy?

Appendix Y
Vocabulary Builder for Chapters 26-30

Word Box

babbling decent	matter-of-fact gasps	quarrel
--------------------	-------------------------	---------

Sentences

1. "Nancy, will you tell me what this absurd game is that the whole town seems to be *babbling* about?" asked Polly.

babbling - _____

2. "Yes, dear." Miss Polly forced her voice to be cheerfully *matter-of-fact*. "Nancy told me. And I'm going to play it now - with you."

matter-of-fact - _____

3. "What was the *quarrel*?" snarled the doctor, pacing the room angrily. "Something silly. So far as I am concerned, I am willing to say there was no *quarrel*."

quarrel - _____

4. "Warren has been very *decent*, though. He told me himself that he suggested consultation with me at the first, but Miss Harrington said no," Dr. Chilton said.

decent - _____

5. Miss Polly turned her head from side to side. Her breath was coming in rapid *gasps*.

gasp - _____

Appendix Z
Pollyanna Literature Response Journal – Chapters 26–30

Reading Strategy: Going back to the beginning

You've finished the book, but are you really done with it? A good book will stay with you. You'll find yourself remembering scenes and sentences. You may find yourself wondering about the characters and what happened to them. You may be eager to read a book similar to this one. Before you do any of these things, take a look at the first few chapters in Pollyanna and notice how your understanding of the book and characters have changed. You may even find that you've changed since you began the book!

Writing in Your Literature Response Journal

1. Skim through the first few chapters of the book. Did your understanding of the book and the characters change? Have you changed since you began the book? (Chapters 1-2) 5 pts.

2. Why is Miss Polly one of the last people in town to find out about "The Game"? (Chapter 26) 5 pts.

3. What point is the author trying to make by having Mrs. Tarbell, a poor woman, come to visit Pollyanna, who is from upper-class roots? How does Miss Polly treat her at first? Should we treat people differently just because of how much money they have? (Chapter 26) 5 pts.

4. What does Jimmy overhear Dr. Chilton tell Mr. Pendleton through an open window? What does he do about it? (Chapter 27) 5 pts.

5. Why is chapter 29 entitled "A New Uncle"? 5 pts.

Reading Response

What were your predictions, questions, observations, and connections about the book? Write about one of them on the back of this sheet. Be sure to label your paragraph with the reader response that you have chosen. 25 pts.

Grading Scale

45 to 50 points	5	35 to 39 points	3	29 points or below	1
		40 to 44 points	4	30 to 34 points	2

Appendix AA
Discussion Questions for Chapters 26-30

1. Skim through the first few chapters of the book. Did your understanding of the book and the characters change? Have you changed since you began the book? (Chapters 1-2)
2. Why is Miss Polly one of the last people in town to find out about "The Game"? (Chapter 26).
3. What point is the author trying to make by having Mrs. Tarbell, a poor woman, come to visit Pollyanna, who is from upper-class roots? How does Miss Polly treat her at first? Should we treat people differently just because of how much money they have? (Chapter 26)
4. What does Jimmy overhear Dr. Chilton tell Mr. Pendleton through an open window? What does he do about it? (Chapter 27)
5. Why is chapter 29 entitled "A New Uncle"?
6. What can you infer from Pollyanna's letter to Uncle Tom and Aunt Polly? Who is Uncle Tom?
7. What do you think Pollyanna's life will be like now?
8. How has Miss Polly changed through the book? What will her life be like now?
9. Have you ever heard the expression "Live life to its fullest." Do you think Pollyanna follows this saying? What about Miss Polly? Do you?

7. What do you think Pollyanna's life will be like now? 5 pts.

Appendix BB, page 2

Final examination, continued

8. What is a plot of a novel? Define plot. 5 pts.
9. How has Miss Polly changed through the book? What will her life be like now? 5 pts.
10. Have you ever heard the expression "Live life to its fullest." Do you think Pollyanna follows this saying? What about Miss Polly? Do you? 5 pts.

Choose the word that best fits.

absurd	bare	cantankerous
impertinence	cross	

1. _____ means without covering, plain. 2 pts.
2. _____ means to be quarrelsome, grouchy. 2 pts.
3. _____ means to be unmannerly or inappropriate. 2 pts.
4. _____ means to be angry. 2 pts.
5. _____ means to be ridiculous. 2 pts.

Grading Scale

55 to 60 points	5	42 to 47 points	3	35 or below	1
48 to 54 points	4	36 to 41 points	2		

Appendix CC
Final Answer Sheet

1. This story is taking place in the 1910's in the United States, possibly in Boston. (This is inferred from the letter telling Miss Polly of Pollyanna's situation on page 12.)

2. Miss Polly is a wealthy, cantankerous woman, but she is dutiful and agrees to take on Pollyanna. Throughout the novel, she changes and eventually, she is even capable of showing love. Pollyanna is an 11-year-old orphan who comes to live with her aunt. She is an eternal optimist and brings joy to Miss Polly and the entire town.

3. The setting of the book is the part of a book that tells where and when the action in the book is taking place.

4. The game that Pollyanna's father taught her is to make the best out of every situation, to look on the bright side.

5. Mrs. Snow is an elderly neighbor who is bed-ridden and ill tempered. Pollyanna shows kindness towards her, and Mrs. Snow responds by becoming a nicer person.

6. A novel is a piece of fiction of considerable length.

7. Answers will vary.

8. A plot is the central action in a novel.

9. Answers will vary

10. Answers will vary.

Vocabulary Answers: 1. bare 2. cantankerous 3. impertinence 4. cross
5. absurd

Appendix DD

Grade Summary Sheet

Date:

Activity:

Score:

Lesson One (Appendix B)
Response Journal Chapters 1-3
Response Journal Chapters 4-6
Response Journal Chapters 7-9
Response Journal Chapters 10-13
Response Journal Chapters 14-17
Response Journal Chapters 18-21
Response Journal Chapters 22-25
Response Journal Chapters 26-30
Discussion Participation (Appendix C)
Final Examination

Total Score:

Grading Scale:

50 to 55 points	A
45 to 49 points	B
39 to 44 points	C
33 to 38 points	D
32 points or below	F

Appendix EE, page 1

Chapter Summaries

Chapter 1: Miss Polly

We are introduced to Miss Polly Harrington and her housekeeper, Nancy. Miss Polly instructs Nancy to clean the upstairs room to prepare for her niece who is coming to live with her. Her niece is Pollyanna, an 11-year-old child who was recently orphaned. Miss Polly expresses misgivings about taking on the child, but she considers it her "duty" to do so.

Chapter 2: Old Tom and Nancy

Nancy is dismayed as she readies the room for Pollyanna. She tells her frustrations to Old Tom, the gardener, and saying she dreads to see how Miss Polly will treat Pollyanna. Old Tom reveals that Polly wasn't always as uptight and ill at ease; in fact, she even had a love affair at one time. Tom wouldn't elaborate on it but assured Nancy that Miss Polly wasn't always the way she is now.

Chapter 3: The Coming of Pollyanna

Miss Polly sent Timothy, Old Tom's son, and Nancy to pick Pollyanna up at the train station. Pollyanna is confused at first and thinks Nancy is Miss Polly, but she recovers well. In fact, she is very cheerful and hopeful about her new life.

Chapter 4: The Little Attic Room

When Pollyanna arrives, she is greeted stiffly by her aunt. Pollyanna tries to compliment her aunt, but her aunt sternly rebuffs her and views her as a greedy child. Pollyanna is momentarily down when her aunt leaves her in her dreary room, but when Nancy comes in to help her unpack, her spirits are lifted. Nancy goes down to help with dinner, and Pollyanna lifts the window and crawls out on a tree limb. She runs off to try to climb to the top of a high rock; in doing so, she inadvertently misses dinner. Her aunt gives her bread and water for punishment.

Chapter 5: The Game

Pollyanna teaches Nancy a game that she and her dad use to play. It involves finding the good in every situation. She calls it the glad game and explained that she started it when she received a set of crutches instead of a doll from the Ladies' Aid. She was able to be glad about that and has tried to do the same in similar circumstances. She was hard pressed to find the good in her lonely dark room at night, however. But Nancy vowed to help get her through the hard times.

Chapter 6: A Question of Duty

Polly comes in to look over Pollyanna's clothes and deems them unacceptable. She informs Pollyanna that she will learn to cook, sew, and play music, which Polly feels is her duty to give her niece. Pollyanna protests all these duties, saying it doesn't give her time to "live". Polly scolds her for impertinence.

Chapter 7: Pollyanna and Punishments

Pollyanna decides to sleep out on the roof because it is too hot in her room. Her frightened aunt, who thought it was an intruder on the roof, awakens her. She "punishes" Pollyanna by having her come sleep in her bed, which Pollyanna considers a treat.

Appendix EE, page 2

Chapter 8: Pollyanna Pays a Visit

Pollyanna goes to visit Mrs. Snow, a neighbor who is sickly and ill tempered. She goes with Nancy as part of Miss Polly's duty to a fellow church member. Pollyanna immediately finds good in Mrs. Snow and tells her that she's beautiful. She fixes her hair and momentarily lifts her spirits. On the way to visit Mrs. Snow, Pollyanna runs into a person she calls "The Man". He is also in a bad mood and tries to avoid talking to her, but Pollyanna insists on visiting with him every day.

Chapter 9: Which Tells of the Man

Pollyanna continues to speak to "The Man". He finally breaks down and talks to her in a friendly way. Nancy is surprised because the man, John Pendleton, never talks to anyone.

Chapter 10: A Surprise for Mrs. Snow

Pollyanna touches Mrs. Snow emotionally after sharing her glad game with her. She also brings her three different kinds of food to try to please her. Aunt Polly decides to let Pollyanna move downstairs to the nicer bedroom. Pollyanna inadvertently tells Aunt Polly that she's sorry that she's never glad.

Chapter 11: Introducing Jimmy

Pollyanna meets Jimmy, a homeless boy, and tries to get Polly to take him in. Polly calls him a beggar and hurts his feelings. Pollyanna promises to find him a home.

Chapter 12: In Pendleton Woods

Pollyanna finds Mr. Pendleton injured in the woods. She runs to his house and calls the doctor, who comes to his aid.

Chapter 13: Just a Matter of Jelly

Pollyanna convinces Polly to let her take some jelly to Mr. Pendleton. Polly doesn't want her to, but finally agrees to let her if she doesn't say whom the jelly is from.

Chapter 14: Dr. Chilton

Pollyanna goes to Mr. Pendleton's house to give him the jelly. She is only admitted because the doctor says she can. She tells him that the jelly is not from Polly. This seems to hurt his feelings.

Chapter 15: A Red Rose and a Lace Shawl

Polly lets Pollyanna dress her up. She gets mad, however, when Dr. Chilton sees her through the window.

Chapter 16: "Just like a book"

John Pendleton is nice to Pollyanna and shows her his souvenirs from his travels. He asks her to come back and visit him often. Nancy thinks she figures out a mystery; she thinks that John and Polly use to be lovers.

Appendix EE, page 3

Chapter 17: Prisms

Pollyanna visits John, and he has a rainbow, created by the thermometer on the window, on his bed. She is delighted, and he shows her how to use prisms from a candlestick to make a room full of rainbows. She then tells John about the glad game, and he is touched.

Chapter 18: Which is Somewhat Surprising

John wants Pollyanna to come live with him. She says "she's Aunt Polly's". Then she comes up with the idea that both she and Aunt Polly could come live with him. He gets nervous and calls for the doctor.

Chapter 19: Which is More Surprising

John pleads to Pollyanna to come live with him. He reveals that it was her mother that he was in love with many years ago. She is surprised and admits that she told Dr. Chilton that John and Polly were old sweethearts. John seems to indicate that there's more to the story.

Chapter 20: A Question Answered

Pollyanna tells John she can't live with him and petitions him to take in Jimmy Bean. He agrees to meet with him.

Chapter 21: An Accident

A car hits Pollyanna when she runs out in front of it. Everyone is concerned for her health, particularly Aunt Polly.

Chapter 22: John Pendleton

John visits, and Aunt Polly reports to him that it appears that Pollyanna is paralyzed from the waist down. He tells Polly how he tried to get Pollyanna to live with him and that she declined.

Chapter 23: A Waiting Game

Polly wants to call in a specialist for Pollyanna, but Pollyanna wants Dr. Chilton. Polly refuses this, but dotes on her in other ways. We find out through Nancy and Tom's talks that Polly didn't like Pollyanna's father because he took Jenny (Pollyanna's mother) away from her.

Chapter 24: A Door Ajar

Pollyanna overhears Polly and the specialist talking and saying that she'll never walk again. She becomes very upset, even saying she can't play the glad game about the situation.

Chapter 25: Two Visits

Nancy goes to inform John about the situation. John has decided to adopt Jimmy, which makes Pollyanna happy. Pollyanna shares her conversation with Polly about Dr. Chilton's desire to have a wife and a "home".

Appendix EE, page 4

Chapter 26: The Game and Its Players

Everyone keeps stopping by to report the joy Pollyanna has brought to their lives. Finally, Nancy informs Polly of the game, and she goes to play it with Pollyanna for the first time.

Chapter 27: Through an Open Window

Jimmy hears Dr. Chilton and John talking through an open window. Dr. Chilton thinks he can help Pollyanna to walk again, but he doesn't know how to get past Polly. Dr. Chilton says that he and Polly use to be sweethearts, but they had a quarrel. He had told her that if he ever enters her house again, it would be to marry her.

Chapter 28: Jimmy Takes the Helm

Jimmy tells Polly that Dr. Chilton may be able to help Pollyanna, and she agrees to let him come.

Chapter 29: A New Uncle

Polly says she's going to marry Dr. Chilton. They agree to send Pollyanna to a specialist who is known for curing cases like hers.

Chapter 30: Which is a Letter from Pollyanna

Pollyanna writes home from the hospital where she's staying. She is beginning to walk again. Dr. Chilton and Polly are married. Pollyanna will come home soon.