

Patricia Polacco

Christmas Bundle

An Orange for Frankie

Christmas Tapestry

Welcome Comfort



Measurement in Christmas Tapestry

Tapestries can be made in many sizes, depending upon what they will be used for. A tapestry company, Helloom European Tapestries, says on its website that quality tapestries sell for about \$150 for a small 2ft by 2ft tapestry.

1. Look at the cloth hanging on the wall in the book. About how long do you think the cloth is? About how wide do you think it is? (Hint: Look at Mr. Weeks standing by the tapestry!)
- I think Mrs. Zukor's cloth is about _____ long and _____ wide because _____.

2. Based on your estimates of the length & width of the cloth in the book, would the area and perimeter be?
- I think the area of the cloth would be _____ because: _____.
- perimeter would be _____.

3. If a 2ft by 2ft tapestry would cost about \$150.00, about how much do you think Mrs. Zukor's cost these days?

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Colloquial Language in An Orange for Frankie

Name: _____

While English is the language spoken most often in the United States, there are many ways that words and phrases can be used in different countries. Often we can tell what part of a country someone is from by their accents and the words they choose. **Colloquial language** refers to the way people speak to each other in everyday language, and it changes from generation to generation.

In *An Orange for Frankie*, the Stowell family lives in rural Michigan in the 1930s, and the author lets the characters speak the same way they would in that time period and place. Think about the following words and phrases used in the story, and rewrite them in more formal language:

- | | |
|---|------------------|
| 1. Yer _____ | 2. aint _____ |
| 3. Purty _____ | 4. vittles _____ |
| 5. Fer _____ | 6. if'n it _____ |
| 7. "they're to home" _____ | |
| 8. "It don't cost us nothin'" _____ | |
| 9. "...all vexed with botherment" _____ | |
| 10. "My heart fair broke..." _____ | |

Think about the words and phrases you and your friends use with each other on the playground or another informal situation. Write examples of your own colloquial language that your own friends would understand 50 or 60 years from now. Write a short definition for each example.

Word or Phrase	Example
My bad	I did so

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Welcome Comfort Quiz

Name: _____

- What did Mrs. Hamp make for Welcome?
___ a star-shaped pin
___ shirt
___ wooden fish
___ broom
- Which activity did Mr. Hamp and Welcome **not** do together?
___ fishing
___ tidy the school
___ carve toys
___ make sure no one missed the school bus
- Which word is an adjective in the sentence below?
Soon their work was done, and they were making their long flight home.
___ work
___ long
___ home
___ soon
- Why does Mr. Hamp finally invite Welcome & Ruby Jean to the cabin on Christmas Eve?
___ Mr. Hamp was ready to retire as Santa Claus.
___ Welcome had finally grown up.
___ Mr. Hamp wanted to tell Welcome about his other job.
___ All of the above.

Make up your own multiple choice question about the story to ask a friend.

Q: _____

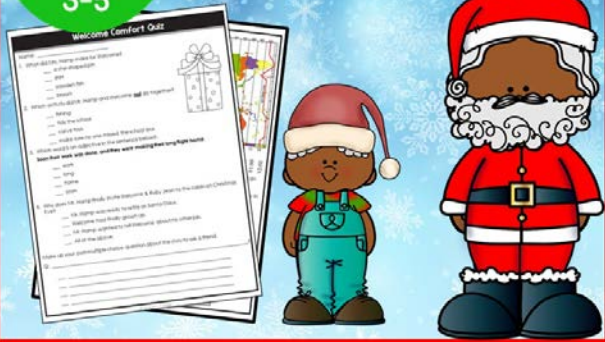
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3 Book Units

Welcome Comfort

A Cross-Curricular Christmas Unit based on Patricia Polacco's book

Grades
3-5



Gr. 4-6

Christmas Tapestry

Based on the Book by Patricia Polacco

Frontloading
Activities

Writing

Math

Comprehension

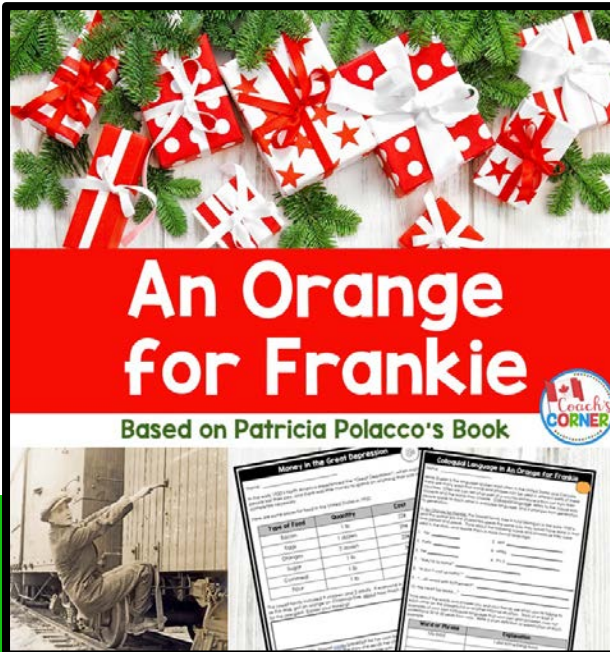
Art

Drama



An Orange for Frankie

Based on Patricia Polacco's Book



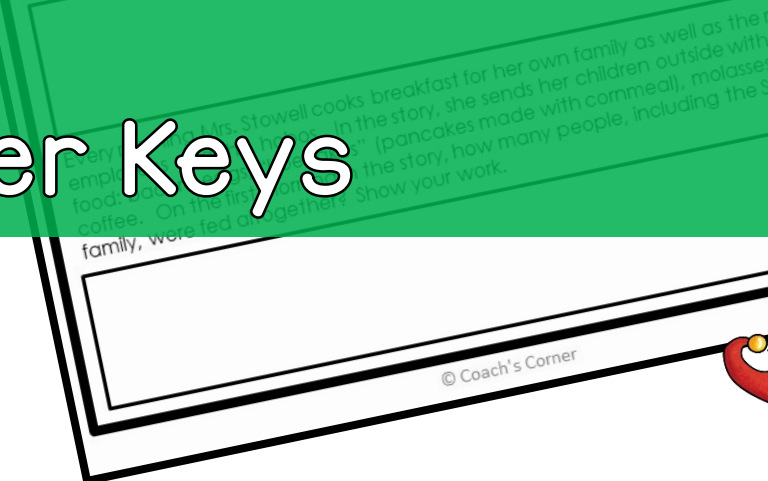
What's Included?

- 3 Complete Units
- 64 Pages
- Frontloading Activities
- Comprehension Questions
- Drama Activities
- Math
- Art
- Answer Keys



Item	Quantity	Cost
Bacon	1 lb	22¢
Oranges	1 lb	29¢
Cornmeal	1 lb	25¢
Stew	1 lb	2¢

The Lowell family included 9 people. If Mr. Lowell paid 2¢ for the oranges, explain your thinking!



Frontloading Activities

Frontloading Activities

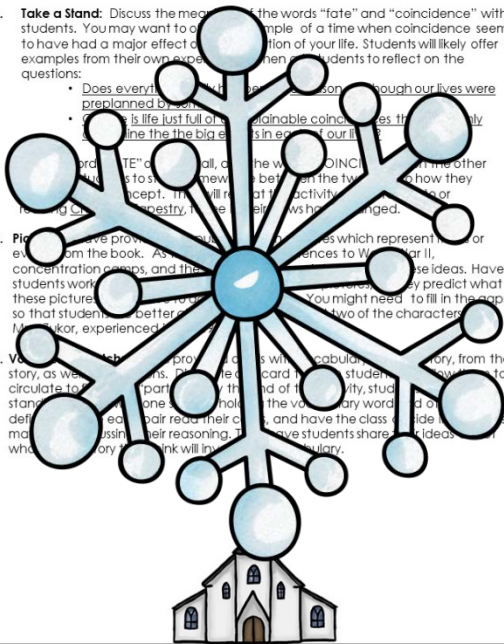
In order to prepare your students for the themes of *An Orange for Frankie*, you may want to do one or more activities before reading this story. Here are a few ideas to help your students gain some background knowledge before reading or hearing this wonderful Christmas story:

1. **Pictures:** I have provided a set of pictures that you could copy and distribute to groups of students. They are about to read the content of the hobos' story.

Frontloading Activities

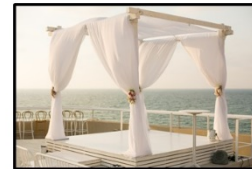
Here are three wonderful frontloading activities you can use before beginning to read this book in order to get students prepared to understand the deeper context.

1. **Take a Stand:** Discuss the meaning of the words "fate" and "coincidence" with students. You may want to give them an example of a time when coincidence seems to have had a major effect on a portion of your life. Students will likely offer examples from their own experiences. Then ask students to reflect on the questions:
 - Does everything happen for a reason? Should our lives be preplanned?
 - Is life just full of random coincidences that happen to us?
 - Do we have control over our lives?
2. **Picture Quotation:** Have students read the quotation on the page of quotations about the story. They might be asked to write a page of quotations about the story.
 - Stories from <https://www.fox.com>
 - The Great <https://www.fox.com>
3. **Vocabulary Match:** Have students match the words with the pictures. They might be asked to write a page of quotations about the story.
 - Stories from <https://www.fox.com>
 - The Great <https://www.fox.com>



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withering	intending to make someone feel embarrassed
abundant	plentiful
threadbare	clothing that has been worn so much that the thread shows
lamenting	feeling sad about something
hobo	a person who wanders



chuppah



menorah



tapestry



church



Prison
(concentration camp)

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Build Background Knowledge!

Comprehension

Welcome Comfort Quiz

Name: _____

1. What did Mrs. Hamp make for Welcome?

- ☐ a star-shaped pin
- ☐ shirt
- ☐ wooden fish
- ☐ broom



2. Which activity did Mr. Hamp and Welcome **not** do together?

- ☐ fishing
- ☐ tidy the school
- ☐ carve toys
- ☐ make sure no one missed the school bus

3. Which word is an adjective in the sentence below?:

Soon their work was done, and they were making their

- ☐ work
- ☐ long
- ☐ home
- ☐ soon

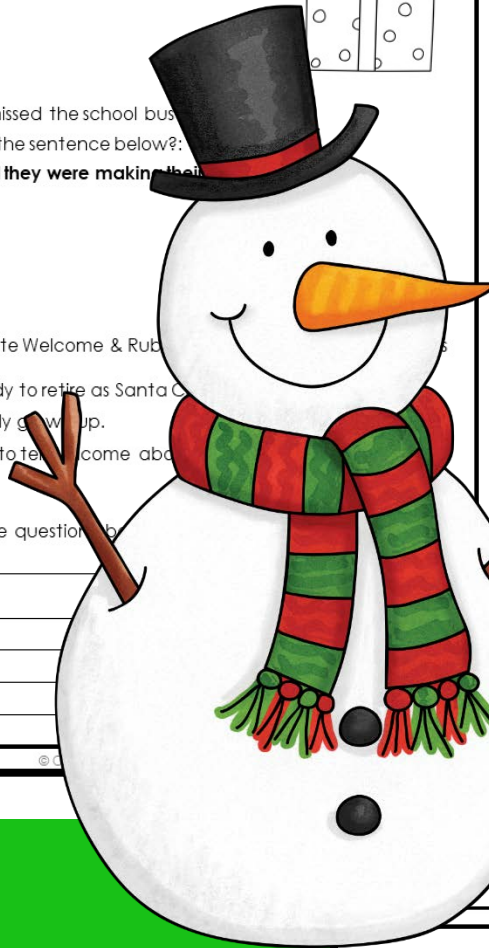
4. Why does Mr. Hamp finally invite Welcome & Ruben to Eve?

- ☐ Mr. Hamp was ready to retire as Santa Claus.
- ☐ Welcome had finally grown up.
- ☐ Mr. Hamp wanted to tell Welcome about his past.
- ☐ All of the above.

Make up your own multiple choice question about the story.

Q: _____

- _____
- _____
- _____
- _____



Christmas Tapestry: Comprehension

_____ weeks family move to Detroit?



than _____ moving to Detroit change during the story?
on from _____ our own ideas to answer the question.

story, Jonathan thinks he knows now why his family moved to
on they did. Why does he think this?

Art & Drama

Tapestry Art Lesson

In Christmas Tapestry it is the chuppah that ultimately reunites the couple. Tapestries are usually large pieces of fabric which have been embroidered with a scene which can tell the viewer a story. There are several tapestries in a series (such as the Bayeux Tapestry, the Battle of Hastings).

Your students may enjoy learning about tapestries and then trying a very simple weaving activity.

Materials:

- [Video: The Art of Making Tapestries](#)
- Video Playlist: [1st Grade](#) through [6th Grade](#) (all grades, even 6th graders will enjoy the instructions!)
- Watercolor paper (2 sheets per student)
- Paper towel
- Paintbrushes
- Containers of water
- Watercolor paint
- Pencils
- Rulers
- Scissors
- Glue

Instructions:

1. If possible, show students a tapestry and explain the complexity of weaving.
2. Distribute materials to students.
3. Play the [Paperweaving](#) video through the process step.

Variation: Instead of having students weave, simply give them seasonal colors.

Alternative: Have students draw seasonal colors.



Drama Activities

There are a variety of drama activities that will help your students better understand the feelings and beliefs of the characters in An Orange for Frankie. You may want to stop at key points in the story and have your students engage in role-playing activities such as the following.

1. **Hotseat:** Choose a student to take on the role of Frankie. That student stands or sits in front of the other students. The person in the "hotseat" is that is to say, as the character from the story. Encourage students to think deeply about the character. Questions must be asked of the character. You could have different students take on the role of a mom, dad, sister or brother.
2. **Good Angel, Bad Angel:** This role-play activity has two students: one to play Frankie, one for the "bad angel." "Frankie" sits in a chair and the "angels" stand to each side of him. In the story when Frankie is looking for a present before he picks one up, the "angels" respond to each other. You can further develop the story from the dollar store.
3. **Minor Characters:** In the story, such as Mr. Dunkle, take on the role of a minor character. Describe events in the story. Students will help to perform the story.



Vocabulary

stoking	stirring up or taking care of a fire
lingered	was slow
hurtling	moving s
surveyed	looked a and exa closely
raggedy	tattered
spectacles	eye glass
muffler	a heavy around t for warm
pageant	A public with mus showing event

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Colloquial Language in An Orange for Frankie

Name: _____

While English is the language spoken most often in the United States and Canada, there are many ways that words and phrases can be used in different parts of these countries. Often we can tell what part of a country someone is from just from their accents and the words they choose. **Colloquial language** refers to the casual way people speak to each other in everyday language, and it changes from generation to generation.

In *An Orange for Frankie*, the author sets the story in Michigan in the early 1930's, and the author lets the reader know what time period and place the story would have done in that time period and place. The author uses colloquial language and phrases as they were used in the story.

1. Yer _____
3. Purty _____
5. Fer _____
7. "they're" _____
8. "It don't" _____
9. "...all vex" _____
10. "My hear" _____

Think about how you would use these words or phrases if you were talking to each other in the 1930's. Write a short definition or explanation of each word or phrase. You can use the example provided or write your own. Think of at least 3 examples of colloquial language that you or your own grandchildren may not understand in 60 years from now. Write a short definition or explanation of each example.

Word or Phrase	Explanation
My bad	I did something bad.

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Christmas Tapestry: Comprehension - ANSWERS

Name: _____

Why did the Weeks family move

The Weeks family moved to Detroit in 1957, sent by the church deacons. The family lived in the old church in Memphis, that they had left with the old church in Detroit.

How did Jonathan's feelings ab
Use Information from the text o

At the beginning of the story, needs to move to Detroit, and preacher's kid. After Mr. and happy because he has helped many years apart.

At the end of the story, Jonath
Detroit exactly when they did.

Jonathan realizes that if his father had not been so stubborn, then they wouldn't have been so long ago, and the old couple would have been able to cover the hole, or to invite Mr. Blizzard to do so.

sacristy
antiques
wedding
commemorate

Word Search

Name: _____

o	t	e	n	t
y	t	s	i	r
c	e	m	b	r
h	a	c	o	m
a	i	y	s	n
r	s	a	r	i
o	m	o	e	t
n	m	a	c	i
e	n	r	n	t
m	r	u	e	c
s	h	r	e	m
r	o	n	e	s
r	t	w	e	d

Use the food chart from the last page for the following questions:

1. Each morning Mrs. Stowell fries 3 pounds of bacon and 4 dozen eggs. How much money is spent just for bacon and eggs?

Bacon: $3 \times \$0.22 = \0.66
Eggs: $4 \times \$0.29 = \1.16

Each morning about \$1

2. Why does Mrs. Stowell make _____ instead of "pancakes" _____
from flour?

Cornmeal costs 2 cents per pound. Two is half of four, and four is twice as much as cornmeal, so it would cost 4 cents per pound. Two is half of four, and four is twice as much as cornmeal, so it would cost 4 cents per pound. Two is half of four, and four is twice as much as cornmeal, so it would cost 4 cents per pound.

3. If Mrs. Stowell used 2 pounds of hamburger by the end of one week, how much would that cost?

$$2 \times 7 = 14$$

Mrs. Stowell would not pay 2 cents, then $2 \times 14 = 28$ cents for cornmeal.

4. At the end of the orange by re together w

There were
at the end
orange are
originally. 9 –

5. How many wed

At the end of 1988
 $9 \times 8 = 72$
 There were 72

6. Make up your own question and answer your question.

OPEN ENDED



Buyer Feedback



My students loved these stories and the activities were great especially loved the frontloading activities and drama ones such as the hot seat. excellent ideas and very easy to follow.. Thanks (Deborah)

I teach so many skills through Patricia Polacco's books as an author study. My students are engaged and they have learned to notice particular words, she mentions in each text, as well as scenes. After reading (An Orange for Frankie), prior to lunch, we had oranges in the cafeteria that day. One of my students made this comment. "I will never look at oranges the same way." (Rebecca)