Young Fu of the Upper Yangtze

By Elizabeth Foreman Lewis

Illustrations by William Low
Brave Writer Spin and Spiral

Maybe you’ve heard the educationese term “scope and sequence”? Here’s our version: the Brave Writer Spin and Spiral—terms and skills to visit and revisit.

In this issue of the Arrow:

» We’ll punctuate dialogue;
» We’ll hurl insults;
» We’ll examine paragraphs;
» We’ll explore the descriptive power of language;
» We’ll tune into how sound evokes feelings;
» We’ll exclaim with exclamation points;
» We’ll discuss would, could and should; and
» We’ll create word clusters as we inject variety into vocabulary.
Week One

In a flash the two men, their faces white with anger, were after each other.

“Pig, have you no eyes?”

“And you, grandson of a two-headed dog, could you not see that trunk?”

(Chapter 1, page 2)

Week One

Dialogue

In a flash the two men, their faces white with anger, were after each other.

“Pig, have you no eyes?”

“And you, grandson of a two-headed dog, could you not see that trunk?”

(Chapter 1, page 2)

Why this passage

The passage to copy is well within the grasp of the young handwriter and reader. However, it’s especially fun to read it in its larger context due to the delightful insults hurled between these men.

“It is your affair, you whose ancestors for ten generations have been scavengers of the streets, to look where you place a load!”

“And it is yours, whose grandmother resembled a monkey, to move out of the way of workers!”
Insults are culturally derived, and often are aimed at family members. In cultures where family honor is especially revered (the Chinese are known for their strong families), to insult a person’s ancestors or grandparents is to be as rude as is possible to the individual.

In Morocco, insults insist that God give a family member some kind of illness. One time, I watched a mother yelling at her son using a common invective, not realizing that it would boomerang back to her: “God give your mother a fever!” I had to wonder if she got sick later that afternoon!

Insults in any language are usually intended to emotionally wound or offend the other party, but as innocent bystanders, we can laugh at the creativity even while we shrink from actually using them!

**What to note**

The passage itself is a dialogue, supported by a line from the preceding paragraph, which gives us the context of the conversation. Because the passage occurs mid-paragraph (and is not at the start), it is not indented.

The insult “two-headed” uses a hyphen.

This is a passage that has both question marks and exclamation points, which are used *within* the closing quotation marks. Blurry as a two-headed dog might view it? Let’s see if we can make it a bit clearer. Let’s move on to the “How to teach” section.
How to teach the passage

Monday

Dictation punctuation is explained very well in both of the Nitty Gritty Grammar books (see the guidelines for reference). It helps to discuss dialogue punctuation while looking at a dialogue in a book. If your child is familiar with dialogue punctuation already, ask your young writer to explain it to you using this week’s passage. Alternatively, you can look at the passage together and lead by asking your child questions.

Questions to help you explore dialogue with your student

1. **Quotation marks are little inverted commas. How many do we use to indicate dialogue?**
   Two inverted commas (”) and two sets (“”) for each dialogue comment.

2. **Where are the quotation marks?**
   Both ends of the spoken words.

3. **What happens when the writer changes speakers?**
   We start a new paragraph and indent it.

4. **Where are the commas? What do they do?**
   They set off the insults from the rest of the sentence.

5. **Do the end marks go inside or outside of the closing quote?**
   In this case, the end marks belong inside the quotation marks.

Look at other dialogue in other books and make comparisons. See if the answers stay the same or change for any reason.
Tuesday: Copy line one of the passage

The student should copy the first sentence right up against the faint pink margin rule line of the sheet of paper since it is not the start of a new paragraph.

In a flash the two men, their faces white with anger, were after each other.

Wednesday: Copy the next sentence

The next sentence is indented and is the first line of dialogue.

“Pig, have you no eyes?”

To indent for the dialogue, ask your student to lay a finger next to the pink rule line. Then, when writing, the student copies the first word, starting on the other side of where the finger was on the page.

Alternatively, if this “finger-guide” is difficult to remember/visualize for your young writers, create an “indentation margin line page” to put behind (underneath) the copywork page. On that sheet, draw a thick black “indentation” line with a Sharpie marker using a ruler. Put that page beneath the page being used for copywork. The black indentation line will show through to the writing page, and will give the child a consistent rule line to use for indenting paragraphs or dialogue. This line is for paragraphing only. When a child wraps the sentence from one end of the page to the next line, the child will not indent and will put the words right next to the pink margin line.
Thursday: Copy the last sentence

Apply the understanding of dictation punctuation your student has learned to this final line of dialogue.

“And you, grandson of a two-headed dog, could you not see that trunk?”

Friday: French-style dictation

Use the French-style dictation passage on the next page to reinforce some of the spelling words and to insert quotation marks in their right places.

Spelling words

» two
» white
» each
» eyes
» grandson
» trunk

Punctuation

» quotation marks
Week One: French-style Dictation

(Chapter 1, page 2)

In a flash the ____ men, their faces ____ with anger, were after ____ other.

Pig, have you no ____?

And you, ________ of a two-headed dog, could you not see that ______?
Week Two

Silence fell over the group. Dsen had been popular. More than one would miss him.

Young Fu voiced the question, “Is it true that one can get cholera from eating bad meat?”

(Chapter 7, page 105)
Week Two

Paragraphing

Silence fell over the group. Dsen had been popular. More than one would miss him.

Young Fu voiced the question, “Is it true that one can get cholera from eating bad meat?”

(Chapter 7, page 105)

Why this passage

Paragraphing is the skill required when one moves from prose to dialogue, or when an idea shifts from one to another. Each paragraph represents a core idea/event/description. This passage has a paragraph of three sentences about Dsen’s death, followed by a paragraph that includes a question by Young Fu.

What to note

The first paragraph is three sentences long. There is no “rule” for how long a paragraph should be. Some paragraphs are a sentence, and some are twenty! The purpose of paragraphing is to help keep the
reader engaged and on track with the writer’s material. Sometimes indentations are as much about creating visual relief (not seeing one long block of text) as they are about holding related ideas together.

How to teach the passage

Monday: Examining paragraphs

To learn more about paragraphing, let’s start by looking at the text from this story directly.

Pages 106 and 108 are our “samples.”

If you have a different edition of the book (see the note at the bottom of the first copywork passage page), you can look for the pages at the beginning of Chapter 7, “The Devils of Disease.” The first page begins with The tragedy of Dsen’s death… and the second page begins with “This I think would be…”

Answer these questions.

1. Without counting sentences per paragraph, which page (106 or 108) has paragraphs with the most sentences? How can you tell without counting the sentences?

   Answer: At a glance, it is apparent that page 106 has paragraphs that are longer than 108. We know that by scanning for indentations. The left-hand margin (the space from the edge of the page to where the text begins) is where all the text starts, except for the first sentence of a paragraph. That first sentence moves over five more spaces away from the margin.
2. How many indentations are there on each page?

**Answer:** Page 106 has three indentations (the last one is a single line at the bottom of the page). Page 108 has ten. Some of them are harder to detect. If a sentence is indented and is stacked on top of another indented sentence, it’s more difficult to see. Can you find the ten? How many of them are dialogue? (six) It is important to note that a page with a lot of dialogue will have more indentations than a page that is telling the story, or describing the scene or activity of the characters.

3. How many sentences are in the first paragraph on 106? How many in the first paragraph on 108?

**Answer:** Page 106’s first paragraph begins: *The tragedy of Dsen’s death...* It has five complete sentences, though the last one is really long due to all the semicolons.

**Answer:** Page 108’s first paragraph begins: *“This I think would be...”* It is a dialogue quote so it is a single sentence.

To expand this discussion about “what makes a paragraph,” open a magazine or newspaper and try the same thing. Count the number of paragraphs per page, count the number of sentences in a paragraph, identify which paragraphs are dialogue, and which are narrative (what we call “prose”).

**Tuesday–Thursday: Copy the passage**

This passage can be written one sentence at a time (one each day) or all at once leaving the other two days without writing. The first three sentences are complete sentences, not dialogue. The last sentence is dialogue and includes a question mark. The question mark is *inside* the quotation mark because it goes with the comment.
Friday: French-style dictation

This passage features some challenging vocabulary. There are three particularly tricky spelling words (in bold). Practice all of these terms orally before trying the French-style dictation.

» over
» one
» voiced
» question
» one
» cholera
» meat
Week Two: French-style Dictation

(Chapter 7, page 105)

Silence fell _____ the group. Dsen had been popular.

More than ____ would miss him.

Young Fu ______ the ________, “Is it true that ____ can get _______ from eating bad _____?”
Week Three

The mud flats were a bedlam of sound. Human screams mingled with the cries of terrified animals. People were scrambling madly up the hillside, pulling their household possessions after them.

(Chapter 9, page 152)
Week Three

Description

The mud flats were a bedlam of sound. Human screams mingled with the cries of terrified animals. People were scrambling madly up the hillside, pulling their household possessions after them.

(Chapter 9, page 152)

Why this passage

The copywork passage is only three sentences of a powerful, descriptive paragraph. The remainder of that paragraph is presented here. The notes discuss the entire passage, not just the copywork.

Others were dismantling the bamboo walls of their homes and using the material to improvise rafts. Piling themselves and their possessions on these, they launched the shaky crafts on the bosom of the flood. Down on the lower levels the crippled and diseased lay helpless. Young Fu made his way through the weaving mass, and kept a sharp lookout for the place where he hoped to climb the wall. At last he sighted it, then waited for the old people to catch up with him. Fifteen feet away the river seethed. Fowls were floating on its surface. Furniture bobbed about. A body—! He shivered and faced the hillside quickly.
Lewis is effective because she makes great use of the sounds of our language to evoke feelings. She is at the height of her descriptive powers in this passage.

**What to note**

In the first sentence, notice the use of the “-d” sound. She uses the “-d” sound three times at the ends of words in this one sentence. The repetition creates unity in the sentence (makes it “hang together” well). Our mouths feel the hard edge of the “-d,” making us conscious of sound. Imagine she had written the following.

| The mud flats were noisy. | OR | The mud flats were full of loud people and animals. |

While the ideas are similar to the ones she expressed, the language doesn’t evoke the “sound” in the same way.

In the next two sentences, which sounds are repeated? The hard “c” sound, which is also present in the “scr.” The “h” sound also repeats.

What effect occurs when the sounds alternate between the hard “c” and softer “h”? The reader is guided between the danger of the situation (hard) and the softer “h” sound that suggests human frailty or vulnerability. Sounds create mood and evoke emotion.

Similarly, Lewis uses the “f” and “b” sounds at the end of the paragraph.
Fifteen feet away the river seethed. Fowls were floating on its surface. Furniture bobbed about. A body—! He shivered and faced the hillside quickly.

There are seven uses of the “f” sound. Can you find them? The “f” sound is repeated both in first place (alliteration!) and inside the word “surface” (consonance!).

How many uses of the “b” sound are there? This is a trick question. It appears that there are only three “b” sounds, but in fact there are four! That’s because one of the “b” words has additional “b”s in it! Each word occurs close to the others, almost foreshadowing the most important “b” word coming up, so that the reader is primed for the big revelation: “A body—!”

bobbed, about, body

The use of “A body—!” in the middle of those “f” sounds helps it to stand out. So does the punctuation: an em dash followed by an exclamation point. The use of the intrusive punctuation surprises the reader, as it is meant to.

Traditional Chinese village and a boat on the Yangtze River in the mountains. Photo taken on: August 21, 2012, Yangtze, China. Photo © ProfStocker
How to teach the passage

Monday

Read the entire passage and then discuss the notes. This is not the time to handwrite. Simply notice as many features of the quality writing as possible. Discuss these questions.

1. *Why might Lewis put “human screams” and “animal cries” together?*
   The powerful river reduces both to an animal-like condition.

2. *The description takes place on a hillside. How do we know that?*
   Notice all the uses of words like up, down, hillside, lower level, climb. A variety of terms create the overall impression.

3. *How much action is in this description?*
   The paragraph uses sights and sounds to create the description, but then adds the activities of people (and Young Fu) to help the reader understand the urgency and danger of the flood.

4. *Find all the “l” sounds. Are they at the front of words or in the middle? Can you hear the music of the “l” throughout?*
   There are many “l” words and word pairs, but also “l”s inside of words. Make a list of them.

Tuesday-Thursday

Copy the passage, one sentence at a time, or whatever pace is comfortable for your child. Mention the comma in the last sentence. Your kids are young so no need to explain this comma in detail. Read the sentence aloud and recognize that you naturally pause where the comma occurs. The clause preceding the comma can stand alone,
which is why we add a comma to attach the other dependent clause to the first part of the sentence.

**Friday: French-style dictation**

The “ing” is prominent in this passage. The French-style dictation passage features the words that use “ing.” Go over them with your child.

» mingled
» scrambling
» pulling

Additionally, these words are featured.

» sound
» Human
» animals
» People
» household
» them
Week Three: French-style Dictation

(Chapter 9, page 152)

The mud flats were a bedlam of ______. ______ screams ________ with the cries of terrified _______. _______ were ____________ madly up the hillside, _______ their ____________ possessions after _____.

Name: ___________________     Date: ___________________
Week Four

Tang would see, and soon, that he was a man deserving of a man’s friendship. Tang! Tang’s adopted son!

(Chapter 14, page 251)
Week Four

Meaning

Tang would see, and soon, that he was a man deserving of a man’s friendship. Tang! Tang’s adopted son!

(Chapter 14, page 251)

Why this passage

What a satisfying passage! Young Fu’s journey is arduous as he matures and looks to find his place in the world. This hope that he would be adopted erupts from him in such a pleasing way.

What to note

This is a passage that starts in the middle of a paragraph so there is no indentation.

The use of exclamation points in this passage is noteworthy. It is rare that we see them used in such a playful manner. In this case, the exclamation points do two things. First, the exclamation “Tang!” emphasizes Young Fu’s love for Tang, his master. The second, which
feels like the first, evokes a completely different sentiment: “Tang’s adopted son!” He shifts from thinking about his admiration and love for Tang to enjoying his new identity.

Exclamation points add emphasis. The word “exclamation” comes from “exclaim.” To exclaim is to shout or cry out. The exclamation point goes beyond underscoring for emphasis, but suggests a shout.

The two commas go around “and soon” to attach those words to when “Tang would see.”

How to teach the passage

Monday–Thursday

The exclamation points are the fun of this week’s passage. In addition to copying it one sentence at a time (or all at once), ask your child to write her own exclamations!

» I’m my mother’s daughter!
» I love ice cream sundaes!
» I’m going water skiing on vacation!

Exclamation points can also indicate anger (not just success).

» I hate losing!
» He stole my bike!
» That’s the last time I come with you!
» You make me mad!
Another use of the exclamation point is what is called an “interjection” —a shout of enthusiasm or warning.

» Look out!
» Oh no!
» Fantastic!
» Way to go!
» Blast off!
» Done!
» Danger!
» Ouch!

Can you and your kids think of other uses? Make a list on the whiteboard.

In addition to exclamation marks, this passage features two uses of the apostrophe ‘s.’

**Possessive:** To possess. We indicate possessive with an apostrophe ‘s’. In this passage, there are two instances. Can you see them?

» man’s
» Tang’s

In each case, the term is in possession of the terms that follow.

» man’s friendship
» Tang’s adopted son

Ask your kids to practice using the possessive in original writing.
Friday: French-style dictation

Use this French-style dictation passage to practice the inclusion of apostrophes for possessive.

» would
» soon
» man’s
» Tang’s
» son

Go over the spelling of “would.” It belongs to a family of similar spelled words.

» would
» could
» should

This is also a chance to discuss the common grammar error: would have (mistakenly written as “would of”).

The words would, could, and should are all terms that modify (change) the verb.

» I would have gone.
» I could have visited.
» I should have eaten.

Think of others.

» The dog could have caught the squirrel.
» The cat should have been let in at midnight.
» We would have gone to Hawaii if you were there.
It’s not important to get into all the distinctions about tenses at this stage (unless your kids notice and mention it). The key is to help them say the correct terms so that when they slide back into common speech, they will know that the word they are shortening is “have” and not “of.”
Week Four: French-style Dictation

(Chapter 14, page 251)

Tang ______ see, and _____, that he was a man deserving of a _______ friendship. Tang! _______ adopted _____!
Literary Element

Variety of vocabulary

Vocabulary grows in clusters—words that are related in meaning or nuance. When learning a new field (birds, football, ballet, gardening, Legos, video games, mathematics, grammar), the mastery of that field is evidenced by fluency in a specific vocabulary. While vocabulary grows naturally when a person is immersed in a field, you can help your children become attentive to a richer vocabulary by noticing the variety of terms a writer uses when referring to specific language clusters.

One of the chief pleasures in reading Young Fu is the rich, lavish use of quality language. Take advantage of Lewis’ lexical skill by using Young Fu as your stimulant for language discovery this month.

In the first few pages of the first chapter, Lewis shows off her linguistic powers. Identify all the words associated with “human beings” to see what I mean.

Human Beings

» Chair-Makers
» mother
» load-coolies
» son
» load-bearers
» bystander
» men

» Pig
» grandson
» ancestors
» scavengers
» grandmother
» workers
» Chungkingese

» onlookers
» victim
» everyone
» bride
» coolies
» carrier
As you can see, there are lots of ways to describe people.

» Some of them are described by what they do (in **blue**).

» Some are described by their relationship to someone else (in **red**).

» A couple others are described by an activity (or lack of it) of the moment (in **green**).

» The words in **black** (men, Pig, Chungkingese, and everyone) are labels (by gender, nickname, city the people belong to, and the collective group).

A quick scan of these terms together shows that there are many ways to name people. When writing, it’s important to vary terms. If we only used “those people,” “that guy,” and “that girl,” over and over again, we’d limit the way a reader imagined the people in the story. By giving readers a variety of labels, authors increase the reader’s ability to share the vision that lives inside the writer’s mind.

Let’s look at another category of terms: Furnishings.

In the first few pages of the first chapter, you will find these phrases about furniture. Make a list of terms and phrases related to furniture or any item that is used in a home to make it comfortable or functional for living.
Furnishings

» household goods
» article
» furniture
» pigskin trunk
» handsome red wedding chair
» satin-hung curtains
» swinging great, painted trays
» silk bed

» hard lacquered pillows
» sealed boxes of clothing
» household possessions
» square red table
» rectangular stools
» rolled bedding
» kitchen utensils

The “people” terms were single words. Each one embodied a specific idea about the type of person.

Furniture doesn’t have the same range of individual words that can differentiate between items. Furnishings depend on descriptive language to enhance the single words (nouns) like “chair” or “pillows.”

Words that describe “things” are called “adjectives” (in blue). In English, adjectives go in front of the item (noun). For instance, “pigskin” goes before “trunk.” In some other languages (like Spanish, for instance), the adjectives come after the noun: “trunk pigskin” is how it would read.

Notice, too, that some descriptive words are nouns in another context. When a noun bumps up against a specific item, it can become a descriptive term (adjective). For instance, “kitchen utensils” uses the word “kitchen” as an adjective to describe what kind of utensils. However, the word “kitchen” is most often used as a noun to indicate the place where food is prepared to be eaten.

The detail about grammar is best shared conversationally with your child.
This is interesting. Notice the phrase “kitchen utensils.” Usually when we read the term “kitchen” we are talking about the room in the house where we make dinner. In this phrase, what is the word “kitchen” doing?

That’s right. It’s telling us ‘what kind of utensils.’ Are there other kinds of utensils in the world? A “utensil” is a word like “tool.” To make sure that we know it is a “tool for the kitchen,” we say “kitchen utensil” and the word “kitchen” is now a describing word instead of a word telling us about a specific room. Can you see that?

Some version of that conversation gives your child a running start at recognizing how language shifts shapes to fit different contexts. It’s good to be aware of how language flexes its meaning and role based on context. No term has a fixed part of speech. All parts of speech are assigned to words in the context of expressed language (how the term relates to all the other terms in the sentence).
Writing Activity

Vocabulary building

Continue this practice of searching for clusters of vocabulary in the book. Photocopy several pages (from any location) and hand out highlighter pens. Ask your children to highlight all the terms related to any one of the following categories.

» nature
» movement (how a body moves)
» farming
» houses
» food
» clothing
» geography
» the river

Or pick a category that is more appropriate for the pages you select. Only identify words in one group at a time.

Once you have the cluster of vocabulary, talk about the words! See if the terms are phrases with adjectives or individual terms. Use the words “noun” and “adjective” interchangeably with the terms themselves to begin to build familiarity with those grammar labels.

To extend the lesson, make poster boards (single sheets of blank paper are fine) of language clusters. Words can be typed on a computer and put in a variety of font sizes, styles, and colors to add interest. It’s also okay to pair the words with drawings or images clipped from magazines.

Enjoy!
Hello, Book Club Planners!

This book club guide is packed with ideas for a memorable “book club party school.” **Pick and choose** the ideas that work best for you, your location, and the children involved. Believe me when I say: even I won’t use all of the ideas included in this guide, but I wanted to provide you with a lot of choices. Go forth and kick-start a lifetime of literary enjoyment for your kids.

---

**Young Fu of the Upper Yangtze**

*Come in, my new apprentices.*

*Welcome to Tang’s copper shop.*

*You are a fortunate person to be selected for an apprenticeship with Master Tang. He is a wise man and skilled coppersmith. You will meet him today at midday rice.*

*In the meantime, we have the materials ready for you to create your own designs.*

*Master Tang wants to see the potential of his new apprentices, so let’s get started.*
Chair-Makers Way

» Use a red table cover to create Fu Be Be's red table. Inexpensive table covers can be purchased at your local dollar store.

» Burn incense in the room today. If incense is new to your kids, then explain that incense comes from the Latin term, incendere, which means "to burn." You can dig deeper if you search for a history of incense. You’ll find videos and articles that you can share with your apprentices.

» When everyone is seated for the meal, light candles.

» Incorporate the colors and symbols of Chinese New Year in your decorations. Decorate with red for good fortune and happiness, and gold for wealth. Hang paper lanterns decorated with red and gold.

» Display copper items, especially a tea kettle, if you have them.

» Create a centerpiece with bamboo stalks or plants and candles. Inspiring images are online if you search for bamboo centerpieces.

Abiding Delight Teahouse

» Serve Chinese tea to the apprentices. If you have a special tea kettle and teacup set, then this is a perfect book club to use it.

» Serve each apprentice a plate with samples of Chinese foods including:
  » dumplings or potstickers
  » stir-fry cabbage
  » noodles with peanut sauce
  » spring or egg rolls
  » egg drop or wonton soup
» rice
» a chicken or beef dish

Cook **sticky rice** as a treat for your apprentices. Recipes can be found online.

Make **“Breath of Dragon” snow cones**. Use a snow cone machine or improvise with crushed ice. Crushed ice won’t be quite the same, but it still makes a yummy treat. Add Hershey Syrup or snowball flavoring to the Breath of Dragon snow for a delicious snowball treat.

If the timing is right for your location, then make **“Breath of Dragon” ice cream** (snow ice cream). Find a recipe online by searching **snow ice cream**.

### Recreation

» **Play Dominoes** with your apprentices. You will need to purchase (or borrow) a set of dominoes. The options and rules are limitless, so choose a game and learn the gameplay ahead of time.

Chinese dominoes games differ from western dominoes games. A popular Chinese dominoes game is **Pai Gow**. You can find instructions online.

If playing dominoes is new to your apprentices then stick with a basic western version by searching for **the easiest way to play dominoes**.

I highly suggest that you forbid gambling. A wise man does not waste time with such activities.

» Create a **masterpiece for Tang’s shop** using clay instead of copper. Working with copper takes a few years of training, so your apprentices can begin with clay. Before your apprentices begin, share a training video of a working coppersmith by searching YouTube for **working coppersmith**.
Provide **Sculpey clay** in a variety of colors so they can sculpt beautiful teapots, trays, small zodiac animals, and their own majestic ideas. Inspire them with images found online when you search for *Chinese copper items*.

NOTE: Sculpey clay requires approximately twenty minutes of baking time to harden.

Create a **paper plate clock** and assign the **Chinese zodiac images** to the proper hour. Search online for both *Chinese zodiac clock* and *paper plate clock* for examples.

A paper plate clock can be made using a **large paper plate, colored cardstock, brads (paper fasteners), and markers**.

**Before book club:**

» Cut out two hands for each apprentice’s clock from card stock.

» If your apprentices are very young, make light pencils marks on the paper plate in the spots where they should write each number on their clock face.

» Print small images of each zodiac animal associated with the hours on the Ancient Chinese system. You can find a list of the animals if you scroll down on this site: [https://simple.wikipedia.org/wiki/Chinese_Zodiac](https://simple.wikipedia.org/wiki/Chinese_Zodiac) (If you can’t locate printable images online, then print the names of the animal instead.)

**During book club:**

» Each apprentice should write the numbers on their clock face using markers. Alternatively, use **peel and stick foam numbers**.

» Glue the zodiac animals (or animal names) in between the assigned hours. Label the appropriate animals AM or PM.

» Punch holes in the clock hands and the paper plate. Fasten the clock hands to the paper plate using a brad (paper fastener).
Have fun as you practice telling time using the hour of the zodiac and the standard time.

*Work hard, apprentices, and remember that “laziness never filled a rice bowl.”*