Appendix A – Teacher and Parent Notes

Big Picture Goals of Book 2

These notes are designed to support guided reading, discussion, and gentle instruction for– Book 2: Lucia Gets a Letter. As with Book 1, the goal is not to interrupt the story, but to give adults the tools to notice, reinforce, and extend the learning already happening naturally on the page.
Use what is helpful. Skip what is not. Curiosity, conversation, and enjoyment always come first.

Book 2 builds on the foundations established in Book 1 and gently raises the level of linguistic and cognitive complexity. The focus shifts from what words are to how words behave, especially when:
• meaning depends on context
• audience matters
• clarity matters more than excitement
• restraint can be a strength
This book introduces children to the idea that language is a tool for thinking, not just talking.

Chapter-by-Chapter Learning Focus

Chapter 1 – The Letter on the Water

Primary Concepts:

- Written language as communication across distance
- Names as meaningful identifiers
- Curiosity as a learning driver

Discussion Ideas:

- How is a letter different from spoken words?
- Why does seeing your own name feel special?

Chapter 2 – Letters Are More Than Shapes

Primary Concepts:

- Letters as symbols with meaning
- Reading as interpretation, not guessing

Discussion Ideas:

- Why do letters need to be clear?
- What happens when writing is messy or rushed?

Chapter 3 – Names Have Meaning

Primary Concepts:

- Names across languages
- Same meaning, different words

Discussion Ideas:

- Do names mean something in your family?
- Can one idea exist in many languages?

Chapter 4 – Big Letters, Big Meanings

Primary Concepts:

- Capital letters
- Proper nouns vs. common nouns
- Importance vs. volume

Discussion Ideas:

- Why do signs use capital letters?
- When do we *not* want to use them?

Chapter 5 – Words Belong Together

Primary Concepts:

- Word order
- How placement changes meaning

Discussion Ideas:

- How did the meaning change when words moved?
- Can you create your own example?

Chapter 6 – Asking Versus Telling

Primary Concepts:

- Statements vs. questions
- Punctuation as meaning

Discussion Ideas:

- How do we know a sentence is a question?
- Why does punctuation matter?

Chapter 7 – Politeness and Purpose

Primary Concepts:

- Tone
- Social use of language

Discussion Ideas:

- How do polite words change how others respond?
- Is being polite the same as being weak?

Chapter 8 – The Question of the Lasagna

Primary Concepts:

- Interjections
- Emotional language

Discussion Ideas:

- When are interjections helpful?
- When do they get in the way?

Chapter 9 – The Excitement of Exclamation

Primary Concepts:

- Exclamation marks
- Emotional restraint

Discussion Ideas:

- Why shouldn't every sentence be exciting?
- How do we show excitement without shouting?

Chapter 10 – Words That Change Their Jobs

Primary Concepts:

- Nouns, verbs, adjectives
- Context determining word function

Discussion Ideas:

- Can you think of a word that changes jobs?
- How does the sentence tell the word what to be?

Chapter 11 – The Bear on the Bridge

Primary Concepts:

- Filler words
- Clear vs. rushed speech

Discussion Ideas:

- Why do people use filler words?
- How does slowing down improve clarity?

Chapter 12 – A Letter Worth Sending

Primary Concepts:

- Formal writing
- Salutations
- Audience awareness

Discussion Ideas:

- Why does "To Whom It May Concern" work here?
- When should writing sound more careful?

Chapter 13 – Words Meant to Be Read

Primary Concepts:

- Spoken vs. written language
- Informal vs. formal tone

Discussion Ideas:

- Why does writing need more care than speech?
- How does audience change word choice?

Chapter 14 – Making It Stronger

Primary Concepts:

- Revision
- Knowing when to stop editing

Discussion Ideas:

- Why is revision a strength, not a failure?
- How do we know when something is finished?

Chapter 15 – What We Choose to Keep

Primary Concepts:

- Long-term thinking

- Restraint
- Review and synthesis of all concepts

Discussion Ideas:

- Why did Viajo choose not to win?
- What mattered more than acorns?

Key Themes to Reinforce

- **Language reflects thinking**
- **Clarity is kindness**
- **Revision is learning**
- **Audience matters**
- **Silence can be powerful**

How to Use These Notes

- Read the chapter first without stopping
- Revisit ideas only if the child is curious
- Allow humor and story to lead
- There is no test, quiz, or deadline

The goal is confidence. The goal is curiosity. The goal is joy in language.

Just like Lucia, readers grow best when they feel safe enough to think.

Notes and Ideas

Appendix B – Glossary

Glossary

This glossary includes **words and phrases that may be challenging for young readers** in *The Adventures of Lucia & Mr. Bubo – Book 2*. Definitions are written to be **clear, friendly, and age-appropriate**, and the list is **alphabetized** for easy reference.

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abundance (n.) – a large amount of something; more than enough.
accomplished (adj.) – finished successfully; done well.
adjustment (n.) – a small change made to improve something.
adjective (n.) – a word that describes a noun.
announce (v.) – to say something clearly so others will hear or notice.
anxious (adj.) – feeling worried or nervous about something.
audience (n.) – the people who are listening to or reading something.
authorized (adj.) – allowed; given permission.
awkwardly (adv.) – in a clumsy or uncomfortable way.
balance (n.) – a steady or fair way of holding or doing something.
behavior (n.) – the way someone acts.
bold (adj.) – strong, confident, or brave.
bolt (n.) – a short metal pin (often with a nut) used to hold parts together.
capital letter (n.) – a large letter used at the beginning of names and sentences.
carrier (adj.) – used to deliver or transport something.
cautious (adj.) – careful to avoid danger or mistakes.
champion (n.) – someone who has won a contest or competition.
clarity (n.) – being easy to understand.
closing (n.) – the ending part of a letter.
confidence (n.) – belief in yourself or your abilities.
context (n.) – the situation or setting that helps explain meaning.
continue (v.) – to keep going.
creak (v.) – to make a slow squeaky sound (often from wood).
crooked (adj.) – not straight; tilted or bent.
curiosity (n.) – a strong desire to learn or know more.
dangerous (adj.) – able to cause harm.
decision (n.) – a choice that is made.
deflated (adj.) – let out of air; flat, like a balloon that lost air.
deliver (v.) – to bring something to someone.
describe (v.) – to explain what something is like.

distance (n.) – how far apart things are.
distinction (n.) – a difference that makes something stand out; specialness.
draft (n.) – an early version of writing that is not finished yet.
educational (adj.) – meant to teach or help someone learn.
emotion (n.) – a feeling such as happiness, fear, or excitement.
enormous (adj.) – very, very large.
equipment (n.) – tools or machines used to do a job.
envelope (n.) – a paper cover used to send a letter.
etymology (n.) – the history or origin of a word.
exceptional (adj.) – unusually good.
exclamation mark (n.) – a punctuation mark (!) used to show strong feeling.
exhale (v.) – to breathe out.
experiment (n.) – a try to see what happens.
expert (n.) – someone who knows a lot about something.
filler word (n.) – a word said often without adding meaning, like “um” or “like.”
flexible (adj.) – able to change easily.
formal (adj.) – careful, polite, and serious in style.
gesture (n.) – a movement made to show meaning or feeling.
gravity (n.) – the force that pulls things downward toward the ground.
gratitude (n.) – the feeling of being thankful.
gracious (adj.) – kind and polite, especially when winning or losing.
grammar (n.) – the rules that explain how language works.
hesitate (v.) – to pause before doing or saying something.
honesty (n.) – telling the truth.
important (adj.) – having great value or meaning.
inhale (v.) – to breathe in.
informal (adj.) – relaxed and friendly in style.
intention (n.) – a purpose or plan.
interjection (n.) – a word or sound used to show feeling, like “wow!”
journey (n.) – a trip; also used to mean a long process of learning.
language (n.) – words used to communicate.
limit (n.) – a point that should not be crossed.
long-term (adj.) – lasting for a long time.
meaning (n.) – what something is meant to show or say.
memorize (v.) – to learn something by heart.
mission (n.) – an important task or goal.
mistake (n.) – something done wrong.
modest (adj.) – not bragging; quiet about success.
nervous (adj.) – worried or uneasy.

noun (n.) – a word that names a person, place, thing, or idea.
notice (v.) – to see or pay attention to something.
ordinary (adj.) – normal; not special.
personnel (n.) – the people who work for a group or organization.
pattern (n.) – something that repeats in a regular way.
patience (n.) – the ability to wait calmly.
pause (n.) – a short stop.
poker (n.) – a card game played with strategy and patience.
polite (adj.) – showing good manners.
practice (n.) – doing something again and again to improve.
precise (adj.) – very exact.
prepare (v.) – to get ready.
proper noun (n.) – a name of a specific person or place.
punctuation (n.) – marks like periods and commas that help writing make sense.
receipt (n.) – a paper showing that something was bought.
revision (n.) – changing writing to make it better.
respect (n.) – treating someone kindly and thoughtfully.
restraint (n.) – choosing not to act even when you could.
rusted (adj.) – covered with rust; old metal that can be rough or stuck.
salutation (n.) – the greeting at the start of a letter.
sentence (n.) – a group of words that expresses a complete thought.
survey (v.) – to look over something carefully.
silence (n.) – the absence of sound.
sincere (adj.) – honest and true.
stubborn (adj.) – hard to change; not easy to move or fix.
strategy (n.) – a careful plan.
structure (n.) – how something is built or organized.
symbol (n.) – something that stands for something else.
talent (n.) – a natural ability.
temptation (n.) – wanting to do something that may not be wise.
thoughtful (adj.) – showing care and consideration.
threatening (adj.) – seeming scary or dangerous.
tone (n.) – the feeling or attitude in words.
tradition (n.) – something done the same way over time.
uncertain (adj.) – not sure.
understand (v.) – to know what something means.
unnecessary (adj.) – not needed.
verb (n.) – a word that shows action or being.
version (n.) – a form of something that may change later.

wrench (n.) – a tool used for turning bolts and nuts.
whom (pron.) – a word used for someone receiving an action.

This glossary is meant to support understanding, not interrupt reading. Use it only when helpful.

Appendix C

Writing Games, Activities, and Gentle Practice

This appendix offers **optional activities** for children who want to explore the ideas in *Lucia Gets a Letter* a little further. These do not have to be **lessons**, **not assignments**, and **not tests**.

Think of them as:

- conversations to have
- games to play
- experiments to try

If something feels fun, do it.
If it feels heavy, skip it.

Language grows best when it feels safe.

---

1. Talking vs. Writing

Activity: "Say It / Write It"

What to do:
Have the child say something out loud the way they normally would.

Example:

"That was so cool!"

Then ask them to write the same idea as if:

- they were telling a teacher
- they were writing a letter
- they were explaining it to someone who wasn't there

Compare the versions.

What this builds:

- audience awareness
- tone control
- understanding that writing lasts longer than speech

Adult note:
There is no "right" version. The noticing is the learning.

---

2. Words That Change Jobs

Activity: "What's Your Job Today?"

What to do:
Pick a familiar word (run, swim, jump, play).

Try using it as:

- a verb
- a noun
- a describing word

Example:

- *I run every morning.*
- *I went for a run.*
- *That was a runny mess.*

Laugh when it gets silly.

What this builds:

- flexible thinking
- comfort with grammar without labeling anxiety

- understanding that **sentences give words their jobs**

---

3. Exclamation Marks: Handle with Care

Activity: "Too Much Excitement!"

What to do:
Write three versions of the same sentence:

1. With no exclamation mark
2. With one
3. With many

Read them aloud.

Talk about how they feel.

What this builds:

- emotional restraint in writing
- understanding that punctuation carries meaning

Tie-in:
Refer back to the berry incident or Chapter 9.

---

4. Revision Is Strength

Activity: "Make It Stronger"

What to do:
Write one short sentence.

Then:

- make it clearer
- make it calmer
- make it more polite

Crossing things out is encouraged.

What this builds:

- comfort with editing
- separation of *self* from *draft*
- confidence in revision

Adult note:
Say out loud: *"Good writers change their minds."*

---

5. Polite Questions vs. Demands

Activity: "Ask Nicely"

What to do:
Take a demand:

"Give me that."

Turn it into:

- a polite request
- a formal request
- a written request

Compare how each one feels.

What this builds:

- social language awareness
- pragmatics (how language affects others)

6. Writing a Letter (For Real or Pretend)

Activity: "A Letter Worth Sending"

What to do:
Write a letter to:

- a school
- a favorite author
- a future version of yourself

Include:

- a greeting
- a body
- a closing
- a signature

Decorate an envelope if desired.

What this builds:

- structure
- confidence
- ownership of writing

Tie-in:
Lucia's letter to Toad University.

7. Silence as a Choice

Activity: "When Not to Say It"

What to do:
Talk about moments when:

- staying quiet helped
- saying less was kinder
- listening mattered more than speaking

No writing required.

What this builds:

- emotional intelligence
- restraint
- reflection

Tie-in:
Viajo's poker game.

---

8. Games with Symbols (Poker Rocks)

Activity: "Make a Deck"

What to do:
Collect 10–20 small objects (rocks, buttons, beans).

Assign meanings:

- colors
- numbers
- symbols

Play a simple sorting or trading game.

What this builds:

- abstraction

- symbolic thinking
- early logic

Tie-in:
Barsh's poker lessons.

---

9. Spoken Fillers vs. Clear Writing

Activity: "Clean the Sentence"

What to do:
Say a sentence out loud quickly, using fillers:

"So, like, I was, um, trying to…"

Then write the same idea clearly.

What this builds:

- awareness of filler words
- clarity in writing
- self-editing skills

Tie-in:
Chapter 11 – *The Bear on the Bridge*

---

10. Knowing When You're Done

Activity: "Declare It Finished"

What to do:
Ask:

- Does this say what I mean?
- Is it clear?
- Is it kind?

If yes—stop.

Celebrate.

What this builds:

- confidence
- closure
- respect for effort

Writing Games, Activities, and Practice

This appendix offers optional activities for children who want to explore the ideas in *Lucia Gets a Letter* a little further. These are **not lessons**, **not assignments**, and **not tests**.

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Example:
"That was so cool!"

Then ask them to write the same idea as if:
• they were talking to a friend
• they were writing a letter
• they were explaining it to someone who isn't there

Compare the versions.

What this builds:
• audience awareness
• tone control
• understanding that writing lasts longer than speech

Adult note:
There is no "best" version. The noticing *is* the learning.

---

2. Careful Speech in Important Moments

Activity: "Slow It Down"

What to do:
Say a sentence three ways:
• very fast
• very quiet
• slow and clear

Talk about which version felt calm, confident, and kind.

What this builds:
• awareness of pace
• emotional regulation
• confidence in communication

Tie-in:
Chapter 11 – *The Bear on the Bridge*

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3. Extra Words vs. Meaningful Words

Activity: "Clean the Sentence"

What to do:
Say a sentence out loud using filler words:
"So, like, I was, um, trying to…"

Then write the same idea clearly.

What this builds:
• awareness of filler words
• clarity in writing
• self-editing skills

Tie-in:
Orson's discovery that fewer words can mean more.

---

4. Writing Is Meant to Be Read

Activity: "Read-It-Aloud Test"

What to do:
Have the child write 3–4 sentences.
Then read them aloud slowly.

Ask:
• Did anything sound confusing?
• Did anything feel too long?

Change only one sentence.

What this builds:
• fluency
• sentence awareness
• confidence with revision

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5. Revision Is Strength

Activity: "Make It Stronger"

What to do:
Write one short sentence.

Then:
• make it clearer
• make it calmer
• make it more polite

Crossing things out is encouraged.

What this builds:
• comfort with editing
• separation of self from draft
• confidence in revision

Adult note:
Say out loud: *"Good writers change their minds."*

---

6. Writing a Letter

Activity: "A Letter Worth Sending"

What to do:
Write a letter to:
• a school

• a favorite author
• a future version of yourself

Include:
• a greeting
• a body
• a closing
• a signature

Decorate an envelope if desired.

What this builds:
• structure
• confidence
• ownership of writing

Tie-in:
Lucia's letter to Toad University.

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7. Silence as a Choice

Activity: "When Not to Say It"

What to do:
Talk about moments when:
• staying quiet helped
• saying less was kinder
• listening mattered more than speaking

No writing required.

What this builds:
• emotional intelligence
• restraint
• reflection

Tie-in:
Viajo's poker game and his choice not to win.

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8. Games with Symbols

Activity: "Poker Rocks"

What to do:
Collect 10–20 small objects (rocks, buttons, beans).

Assign meanings:
• numbers
• colors
• symbols

Play a simple sorting or trading game.

What this builds:
• abstraction
• symbolic thinking
• early logic

Tie-in:
Barsh's poker lessons.

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9. Winning vs. Wisdom

Activity: "Win or Wait?"

What to do:
Talk about choices:
• winning right now
• building trust for later

Ask:
• Why might someone choose not to win?
• When is that kind?

What this builds:
• ethical reasoning
• long-term thinking
• social awareness

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10. Knowing When You're Done

Activity: "Declare It Finished"

What to do:
Ask:
• Does this say what I mean?
• Is it clear?
• Is it kind?

If yes—stop.
Celebrate.

What this builds:
• confidence
• closure
• respect for effort

11. Extra Words vs. Clear Meaning

(Chapter 11 – The Bear on the Bridge)

Activity: "Say Less"

What to do:
Say a sentence with lots of extra words.

Example:
"So, like, I was kind of thinking that maybe we could possibly—"

Then say the same idea using fewer words.

Talk about which version feels clearer.

What this builds:
• awareness of filler words
• clarity in communication
• confidence in simplifying language

Adult note:
This is about noticing, not correcting.

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12. Formal Language Has a Purpose

(Chapter 12 – A Letter Worth Sending)

Activity: "Different Situations, Different Words"

What to do:
Take one message and say it three ways:
• to a friend
• to a teacher
• in a letter

Example:
"Can I do this?"
vs.
"I would like to ask if…"

Talk about why the words change.

What this builds:
• register awareness
• polite language control
• social flexibility

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13. Writing Is Slower on Purpose

(Chapter 13 – Words Meant to Be Read)

Activity: "Pause Between Sentences"

What to do:
Write two sentences.
Pause between them.
Read them aloud slowly.

Ask:
• Do they belong together?
• Does anything feel rushed?

Change only if needed.

What this builds:
• pacing
• sentence flow
• thoughtful composition

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14. Winning Isn't Always the Goal

(Chapter 15 – What We Choose to Keep)

Activity: "What Did They Gain?"

What to do:
Talk about Viajo's poker game.

Ask:
• What could Viajo have won?
• What did he choose instead?
• What did he gain?

What this builds:
• ethical reasoning
• empathy
• long-term thinking

---

15. Reviewing What We Learned

(Whole Book Reflection)

Activity: "What Do You Remember?"

What to do:
Ask the child to name:
• one thing about writing they learned
• one character moment they liked
• one idea they want to remember

No writing required.

What this builds:
• reflection
• confidence
• ownership of learning

Final Note to Parents, Teachers, and Readers

The world of Lucia, Mr. Bubo, and their friends is still growing.

Each volume in *The Language Explorers Series* is shaped not only by the story itself, but by the questions, observations, and needs of real children and the adults who guide them.

If there is a language concept you would like to see explored in a future volume—
a grammar idea that feels confusing,
a writing habit worth strengthening,
or a moment where words matter most—
you are warmly invited to share it.

Thoughts, suggestions, and classroom experiences are always welcome.

Language is something we build together.

For inquiries, feedback, or ideas for future books featuring Lucia, Aerin, Zorro, Viajo, and Mr. Bubo, please contact the author at:

Tleseries.com

Thank you for reading carefully, thinking deeply, and helping young readers grow into confident users of language.

And for thinking that the rules still matter.

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About the Author

David I. Schoen, known to generations of students as *Professor Dave*, has spent decades helping learners of all ages discover clarity, confidence, and even a little joy in the world of language. A veteran educator, tutor, writer, and unapologetic lover of books, he specializes in turning complicated ideas into simple, friendly explanations that actually stick.

Professor Dave has guided thousands of students through English, math, writing, grammar, test preparation, and the always-adventurous process of becoming a stronger thinker. His teaching blends humor, precision, and storytelling — a combination that has helped learners from elementary school through adulthood feel empowered instead of intimidated.

The Language Explorers Series brings Professor Dave's signature approach to younger readers.

When he isn't teaching or writing, Professor Dave can usually be found creating new educational books, experimenting in the kitchen, playing the piano, or working on inventive projects that combine family, learning, and fun. He lives in Kings Park, New York, where he is constantly surrounded by stories waiting to be told.

Or at http://www.themathexplorersseries.com

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