# Lucia on New Ground

## A Language Explorers Story About Words and Much More

### APPENDICES FOR AUDIOBOOK LISTENERS

**The Language Explorers Series – Book 3**

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**Toad University Press**

**Appendix A – Teacher and Parent Notes**

**The Learning Explorers Series – Book 3: Lucia on New Ground**

These notes are designed to support guided reading, discussion, and gentle instruction for *Lucia on New Ground*. As with previous volumes, 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.

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## Big Picture Goals of Book 3

Book 3 builds on the linguistic foundations of Books 1 and 2 and shifts the focus from **learning about language** to **using language thoughtfully in complex situations**.

In this volume, readers explore how meaning behaves when:

- words travel from speaker to speaker
- emphasis changes interpretation
- information is incomplete or uncertain
- emotions run high
- silence or restraint may be wiser than speaking
- misunderstanding spreads faster than clarity

This book introduces children to the idea that **language is not just about correctness**, but about responsibility, judgment, and care.

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## Chapter-by-Chapter Learning Focus

### Chapter 1 – Something Is Changing

**Primary Concepts:**

- Change felt before it is named

- Awareness as a form of learning

**Discussion Ideas:**

- How can you tell something is changing before you can explain it?
- Why might noticing be important before acting?

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**Chapter 2 – The Same Sentence**

**Primary Concepts:**

- Emphasis and stress
- Meaning changing without word changes

**Discussion Ideas:**

- How did the same sentence feel different?
- Why does how we say something matter as much as what we say?

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**Chapter 3 – Something New to Point To**

**Primary Concepts:**

- Visibility changes conversation
- When private change becomes public

**Discussion Ideas:**

- How did things change once others could see?
- Why do people want to name things quickly?

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**Chapter 4 – The First Wrong Word**

**Primary Concepts:**

- Incorrect labels
- Authority of confident-sounding words

**Discussion Ideas:**

- Why did the wrong word spread so quickly?
- Why can a serious-sounding word be dangerous?

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**Chapter 5 – Clarifying Without Correcting**

**Primary Concepts:**

- Clarification vs. correction
- Reducing conflict through careful language

**Discussion Ideas:**

- What happens when we correct people?
- How is clarifying kinder than arguing?

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**Chapter 6 – Names, Meaning, and Origin**

**Primary Concepts:**

- Names across languages
- Cognates (shared word origins)

**Discussion Ideas:**

- How can one word exist in multiple languages?
- Why do languages share words?

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**Chapter 7 – Almost Right Is Still Wrong**

**Primary Concepts:**

- Message distortion
- How meaning changes as it travels

**Discussion Ideas:**

- How did the message change?
- Why is "almost right" sometimes worse than wrong?

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**Chapter 8 – Saying What Is**

**Primary Concepts:**

- Assumptions vs. evidence
- Filling gaps without facts

**Discussion Ideas:**

- What did characters assume?
- How can assumptions cause confusion?

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**Chapter 9 – Chaos**

**Primary Concepts:**

- Calm thinking during emergencies
- Leadership under pressure

**Discussion Ideas:**

- What helped Zorro act wisely?
- Why is slowing down important in emergencies?

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**Chapter 10 – Consequences**

**Primary Concepts:**

- Long-term effects of choices
- Trust built through behavior

**Discussion Ideas:**

- How did earlier actions matter later?
- Why does doing the right thing sometimes pay off later?

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**Chapter 11 – Good News, Carefully Delivered**

**Primary Concepts:**

- Positive communication
- Appropriate celebration

**Discussion Ideas:**

- Why was the response meaningful?
- How did everyone share the moment respectfully?

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**Chapter 12 – Ambiguity**

**Primary Concepts:**

- Multiple meanings
- Waiting before deciding

**Discussion Ideas:**

- Why wasn't the meaning obvious?
- How does waiting help understanding?

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**Chapter 13 – More Than One Meaning**

**Primary Concepts:**

- Ambiguity in humor
- Misunderstanding from double meanings

**Discussion Ideas:**

- Why was the joke confusing?
- How can humor rely on more than one meaning?
- Why was it important that Barsh shook Viajo's hand after winning?

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**Chapter 14 – The Question That Isn't Really a Question**

**Primary Concepts:**

- Loaded questions
- Hidden assumptions

**Discussion Ideas:**

- Why wasn't the question fair?
- How can questions sometimes make statements?

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**Chapter 15 – Using What You've Learned**

**Primary Concepts:**

- Integration of all concepts
- Communication under stress
- Trust, cooperation, and restraint

**Discussion Ideas:**

- How did language help keep everyone safe?
- Why was clarifying better than correcting during the storm?

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**Key Themes to Reinforce**

- Meaning is shaped by context
- Words travel and change
- Calm thinking matters most in urgent moments
- You cannot prove a negative—only what *is*
- Clarifying reduces conflict
- Silence can be a wise choice
- Communication is important, even when news is difficult
- Language reflects responsibility

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**How to Use These Notes**

- Read each chapter first without stopping
- Revisit ideas only if the child is curious
- Let humor and story lead
- Avoid turning discussions into lessons

There is no test.
There is no timeline.
There is no requirement to "master" anything.

The goal is confidence.
The goal is clarity.
The goal is joy in thinking.

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

**Notes and Ideas**

**Appendix B – Glossary**

**Lucia on New Ground**

This glossary includes words and phrases that may be challenging for young readers in *The Language Explorers Series– Book 3: Lucia on New Ground*. Definitions are written to be clear, friendly, and age appropriate. The list is alphabetized for easy reference.

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

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**acknowledge (v.)** – to show that something has been received, noticed, or understood.
**ambiguity (n.)** – when something can have more than one meaning.
**assumption (n.)** – something believed to be true without proof.
**authority (n.)** – trusted knowledge or the power to guide others.
**breathe (v.)** – to take air into the body and let it out.
**calm (adj.)** – peaceful and steady, even when things are difficult.
**chaos (n.)** – a state of confusion or disorder.
**clarify (v.)** – to make something easier to understand without arguing.
**cognate (n.)** – a word that looks or sounds similar in two languages because they share an origin.
**consequence (n.)** – something that happens as a result of an action.
**context (n.)** – the situation that helps explain meaning.
**correct (v.)** – to point out a mistake or fix an error.
**distort (v.)** – to change something so it no longer means the same thing.
**emphasis (n.)** – special stress placed on a word to give it importance.
**evidence (n.)** – facts or information that show something is true.
**flood (n.)** – water spreading where it usually does not belong.
**interpret (v.)** – to decide what something means.
**label (n.)** – a name or word used to describe something.
**language (n.)** – words used to communicate ideas and feelings.
**Latin (n.)** – an ancient language from which many modern languages developed.
**linguistic (adj.)** – of or relating to the study of language
**loaded question (n.)** – a question that includes an assumption that may not be true.
**message (n.)** – information passed from one person to another.
**misunderstanding (n.)** – confusion caused by unclear or mistaken meaning.
**negative (n.)** – a statement that says something is *not* true.
**notice (v.)** – to observe or pay attention to something.

**panic (n.)** – sudden fear that makes thinking difficult.
**pattern (n.)** – something that repeats in a regular way.
**perspective (n.)** – the way someone sees or understands a situation.
**plow (v.)** – to turn over soil to prepare it for planting.
**prove (v.)** – to show that something is true using evidence.
**reaction (n.)** – something done quickly in response to an event.
**responsibility (n.)** – being careful with actions and choices because they affect others.
**restrain (v.)** – to hold back or choose not to act.
**rumor (n.)** – information passed along without knowing if it is true.
**safe (adj.)** – protected from harm.
**sentence stress (n.)** – the way certain words in a sentence are spoken more strongly than others.
**storm (n.)** – a time of strong wind, rain, or thunder.
**trust (n.)** – belief that someone will act in a reliable and caring way.
**uncertain (adj.)** – not sure or not decided.
**verify (v.)** – to check that something is true.
**wisdom (n.)** – good judgment gained from experience.

## Appendix C – Writing Games, Activities, and Gentle Practice

### Lucia on New Ground

This appendix offers optional activities for children who want to explore the ideas in *Lucia on New Ground* a little further. These are not lessons, assignments, or tests. They can be, but it is not necessary for them to be effective.

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.

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### 1. Same Sentence, Different Meaning

**Activity: "Say It Three Ways"**

**What to do:**
Choose a simple sentence, such as:

- "I didn't take the book."

Say it three times, changing which word you emphasize:

- *I* didn't take the book.
- I *didn't* take the book.
- I didn't take *the book*.

Talk about how the meaning changes.

**What this builds:**

- awareness of emphasis
- listening skills
- understanding that tone carries meaning

**Tie-in:**
Chapter 2 – *The Same Sentence*

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**2. Almost Right Is Still Wrong**

**Activity: "Pass the Message"**

**What to do:**
Whisper a short sentence to one person.
Have them whisper it to the next person, and so on.

At the end, compare the original sentence to the final version.

**What this builds:**

- awareness of message distortion
- careful listening
- appreciation for clarity

**Adult note:**
Laugh when it changes. That's the lesson.

**Tie-in:**
Chapter 7 – *Almost Right Is Still Wrong*

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**3. Clarifying Without Correcting**

**Activity: "Help, Don't Fix"**

**What to do:**
Say a confusing statement out loud:

- "Everyone is mad."
- "Nothing ever works."

Ask the child to respond **without correcting**, using a clarifying question:

- "Who do you mean?"
- "What didn't work?"

**What this builds:**

- empathy
- calm communication
- conflict reduction

**Tie-in:**
Chapter 5 – *Clarifying Without Correcting*

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**4. You Can't Prove a Negative**

**Activity: "What *Is* True?"**

**What to do:**
Say a statement like:

- "It's not a dog."
- "That didn't happen."

Ask:

- "What *can* we say for sure?"
- "What do we actually know?"

Practice turning negative statements into positive information.

**What this builds:**

- logical thinking
- evidence-based reasoning
- careful language use

**Tie-in:**
Chapter 8 – *What We Assume*

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**5. Ambiguity Can Be Funny**

**Activity: "Wait—Which One?"**

**What to do:**
Say a word with more than one meaning:

- "hot"
- "cool"
- "light"

Use it in two different sentences with different meanings.

Talk about why misunderstandings can be funny—or confusing.

**What this builds:**

- understanding ambiguity
- humor awareness
- flexible thinking

**Tie-in:**
Chapters 12 & 13 – *Ambiguity / More Than One Meaning*

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**6. Questions That Aren't Really Questions**

**Activity: "Is That Fair?"**

**What to do:**
Say a question like:

- "Why did you stop trying?"
- "Why do you always interrupt?"

Ask:

- Is this really a question?
- What does it assume?

Practice re-asking the question more fairly.

**What this builds:**

- recognition of loaded questions
- fairness in communication
- confidence in responding

**Tie-in:**
Chapter 14 – *The Question That Isn't Really a Question*

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**7. Calm During Chaos**

**Activity: "What Helps?"**

**What to do:**
Talk about a moment when things felt rushed, loud, or stressful.

Ask:

- What helped people stay safe?
- What made things worse?
- What words helped?

No writing required.

**What this builds:**

- emotional regulation
- reflection
- trust in calm thinking

**Tie-in:**
Chapter 9 – *Chaos*

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**8. Cognates and Language Families**

**Activity: "Same Word, Different Language"**

**What to do:**
Find words that are similar in English and Spanish:

- animal
- color
- hospital

Say them aloud and notice the differences.

**What this builds:**

- curiosity about languages
- awareness of word origins
- confidence with unfamiliar words

**Tie-in:**
Chapter 6 – *Names, Meaning, and Origin*

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**9. When Not Speaking Is the Best Choice**

**Activity: "The Pause"**

**What to do:**
Describe a moment when:

- saying nothing helped
- waiting was wise
- listening mattered more

No writing needed.

**What this builds:**

- restraint
- emotional intelligence
- confidence in silence

**Tie-in:**
Viajo's poker game and Mr. Bubo's guidance

**10. Using What You've Learned**

**Activity: "What Would Lucia Do?"**

**What to do:**
Describe a confusing or stressful situation.

Ask:

- What would Lucia notice first?
- What would she clarify?
- What might she leave unsaid?

**What this builds:**

- synthesis of concepts
- judgment
- thoughtful communication

**Tie-in:**
Chapter 15 – *Using What You've Learned*

**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 believing that the rules still matter.

**Books by the Author**

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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 worlds of language, writing, grammar, and careful thinking.

A veteran educator, tutor, writer, and lifelong lover of books, Professor Dave specializes in turning complicated ideas into simple, friendly explanations that actually stay with the reader. He has guided thousands of students through English, writing, grammar, vocabulary, test preparation, and the often-surprising process of learning how language works.

The Language Explorers Series grew from that same teaching spirit. These books are built on the idea that grammar and language do not have to feel dry, cold, or frightening. They can be playful. They can be musical. They can be funny. Most of all, they can help young readers understand not only how words are used, but why they matter.

Professor Dave is a great lover of English grammar, language, usage, vocabulary, and the maintenance of high standards in each. He believes that strong language skills give children more than better sentences. They give them sharper thinking, clearer expression, and a stronger voice in the world.

Before becoming an author and educator, David worked for nearly two decades as an Air Traffic Controller at JFK International Airport, one of the busiest airports in the world. That experience sharpened his respect for precision, timing, communication, and getting the words exactly right.

When he is not 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.

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