

# Home Alone? - NOT!

*Katelynn becomes a latchkey kid and learns God is with her when she feels her need for Him and when she doesn't.*

“I don't know what the big deal is. I've been home alone before.” Katelynn Hatasaki fastened her house key to the shiny chain heaped on the kitchen counter.

“You have your key, Katie?” Mr. Hatasaki checked his watch as he opened the front door for his two daughters.

Katelynn lifted the key she had just hung around her neck. “Right here. Don't worry, Dad.” She patted his arm as she followed her older sister, Jennifer, out the front door of the apartment.

“Now remember to turn the thermostat to 74° as soon as you come in—just like I showed you. It will take a while for the apartment to cool down, but don't keep adjusting the temperature.” Mr. Hatasaki surveyed the room before he shut the door behind them.

“You can call Dad at the gas station or I'll just be in the next building at Krugers' apartment.” Jennifer grabbed Katelynn's shoulder, “Do you have Krugers' number? You can always dial 911 if you have a bad asthma attack or something. They'll find you even if you can't talk.”

“Don't be so dramatic, you guys. All the phone numbers are on the counter. I'll be fine. It's just until Mom's off work.” Katelynn held her head high and sauntered down the stairs towards the family car.

Katelynn hummed to herself that afternoon as she climbed the stairs to her family's third-floor apartment. She pulled the shiny new chain from around her neck. The 10-year-old girl gripped the key tightly in her hand and twirled the chain as she marched past her neighbors' apartments. “I wonder how long Jennifer will be at the Krugers'

baby-sitting?” She stopped in front of the red door marked 308-B.

A car door slammed in the parking lot. Katelynn looked over the railing and saw a tall, dark-haired man locking the door of a big black pickup. The back of the loaded truck was covered with a green tarp. The man glanced up at her as he started toward the stairs. Their eyes met for an instant before Katelynn turned back toward her apartment.

“I don't recognize him,” she mumbled. “I wonder if he's coming up here?” Katelynn hurriedly slipped the key into the lock and pushed the door open. “I don't want him to know I'm by myself.” She quickly stepped into the dark interior and slammed the door. She hastily locked the doorknob, turned the deadbolt and slid the chain into place. “He can't be a salesman,” she said to herself. “I wonder what he's doing here?”

Katelynn leaned against the warm door and surveyed the room. She could feel her heart thumping loudly. She wiped away the sweat dripping into her eyes and reached over to open the blinds when she remembered her mom's warning, “Katelynn, leave the front blinds closed. Someone walking by may notice you're alone. Don't answer the phone or the door. I'll be home by 4:00.”

Katelynn slung her backpack on the kitchen counter. She poured herself a glass of juice before she turned on the air conditioner. The baby next door cried. The refrigerator hummed. She froze when she heard footsteps outside the apartment—and relaxed when they continued on. “It's too quiet! I hear every little sound.” Her own voice sounded loud in the empty apartment.

The phone jangled. She

automatically reached for it, then jerked her hand back as if she'd been burned. “I'm not supposed to answer that thing; but maybe it's Beth. I could talk to her for a while,” she reasoned. The caller didn't leave a message on the answering machine. Katelynn sighed and picked up the cordless phone. “Maybe I'll call Beth. Mom just said not to answer the phone.”

“Whew! It's hot in here.”

She fanned herself with a magazine. “I'm going to change into something cooler.” As she passed the bathroom she noticed her favorite shirt on the floor. “I think I'll do a load of wash.” She talked to herself as she collected more dirty clothes. “This should be enough to do a small load.” She dumped the clothes into the washer. “It's so hot in here. I wonder if I did that thermostat right?” She closed the lid of the machine and smiled. “That's good. Now, where did I put the phone?”

Katelynn wiped the moisture off her forehead with a towel and picked up the cordless phone. She checked the thermostat again. It was set right on 74°. She nudged the dial a little lower. Warm sunlight streamed in through the sliding-glass door beside her. She reached over to pull the heavy drapes closed when movement below caught her eye.

A young girl in front of the next apartment building was wildly waving her arms. When she paused, a woman started gesturing with her hands. A little blond-haired boy came running around the end of a U-Haul truck and tapped the girl on the shoulder. He pointed to a door on the second floor. Katelynn unlocked the sliding-glass door and stepped out onto the balcony to get a better view. She soon realized that none of the three was saying a word. The young girl seemed to be the most expressive. It looked as if she were angry about something. “They must be moving in today. I bet the girl is about my age.”

Mr. Rippy roared by between the apartments on his big riding mower. The new girl didn't

turn around—or even seem to notice the deafening noise right behind her. Suddenly it hit Katelynn—the girl was deaf! She was using sign language to talk to her family. Katelynn jumped when the phone in her hand rang. She remembered not to answer it though. “That girl can’t hear anything! It’s *always* quiet for her.” Katelynn reached behind her and shut the screen door.

It was actually cooler outside than it was in the apartment. She continued to watch the family. A teenage boy joined them. When he unlocked the door of apartment 205-B, she decided he must be the older brother.

“I wonder if they’re all deaf? Maybe the girl will go to Knowlton Elementary.” Katelynn was so busy watching the family that she ignored the spasms of her bronchial tubes until it was hard to force air into her lungs. Whee-heee. Whee-heee. She wheezed in the hot grassy-smelling air. It was so interesting watching the family talk to each other with their hands she hadn’t stopped to use the inhaler at the first sign of her asthma attack.

She reluctantly walked back into the kitchen without shutting the door and picked up her backpack. She rummaged through it until she found the small aerosol dispenser. “What’s triggering this episode, I wonder?” She walked back onto the balcony. As the asthma flared, it was getting harder and harder for her to breathe. She inhaled two puffs of the medication and held her breath. It helped, but the wheezing didn’t stop. “I wonder... Whee-heee... when Mom... Whee-heee... will get here?”

She shuffled back into the apartment and flopped onto the couch. The apartment was unbearably hot. She started to get up to check the thermostat again, when she heard footsteps. They slowed as they approached and stopped right outside the door. Her eyes widened as she watched the doorknob turn. She heard the sound of a key in the deadbolt!

She huddled on the couch and stuffed a fist into her

mouth as the door opened—until it was stopped by the chain.

“Katelynn, open the door. I’m home.” Mrs. Hatasaki peeked in through the crack in the door.

Katelynn let out the breath she had been holding. “Whee-hee. I’m... Whee-hee... coming...”

“Katie, have you taken your medication?” The girl nodded. “Why is the sliding-glass door open? You know that cut grass always triggers an episode. How come the air-conditioner isn’t turned on? It’s like an oven in here.” Mrs. Hatasaki bustled around the apartment. She turned the switch on the thermostat to “cool”—and the air-conditioner cycled on immediately. She shut the sliding-glass door and the dryer door. “When did you take your last dose of medication?”

Katelynn looked at her watch. “About... Whee-hee... 10 minutes ago.”

“Take another dose at 4:00.” Mrs. Hatasaki sat down beside her daughter and wiped her face with a cool cloth.

“I’m glad you’re... Whee-hee... home, Mom.” Katelynn smiled weakly. “I did remember not to answer the phone... Whee-hee... or open the blinds. I started the wash.”

Mother and daughter sat quietly on the couch as the apartment cooled down. Mrs. Hatasaki rubbed Katelynn’s back and wiped her face with a damp washcloth. Her breathing became less labored after she took the next dose of medication, so Mom got up and went into the kitchen to start supper.

“Katelynn, why don’t you put that load of clothes into the dryer?” Mrs. Hatasaki closed the oven door and set the timer.

Katelynn stood up, stretched, and walked over to the sliding glass door. Mr. Rippy was almost finished mowing the lawn. She silently watched the new family carrying things up to their apartment. The dark-haired man from the black pickup was helping the teenage boy carry a dresser up the stairs. When he got to the door, he set his end of the dresser down and turned to sign something to the girl following them. They laughed and went together into the apartment. “He must be their Dad,” Katelynn mused. “I was so worried

about him I forgot to turn the thermostat to ‘cool,’ I stood on the balcony while the grass was being mowed, and I nearly forgot to start the washer.”

She smiled and took a deep breath. As she relaxed, she knew who had been with her all day long—when she was confident and sure of herself AND when she was afraid and all alone. “Thanks, God,” she breathed.

**2 Discussion Time**

Check understanding of the story and development of personal values.

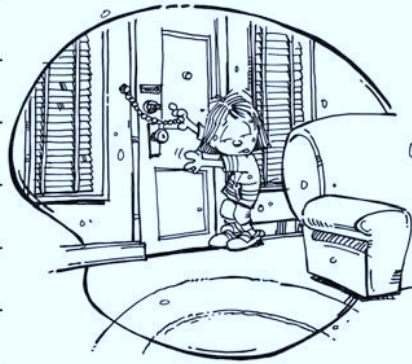
- Tell about a time you stayed alone.
- How did you feel?
- How did Katelynn feel about staying home at the beginning of the story?
- How did she feel when she noticed the stranger from black pickup coming up the stairs?
- What did Katelynn do when she heard footsteps stop outside the apartment and then saw the doorknob turn?
- Later as Katelynn stood at the sliding glass doors and watched the new family move in. Why did she feel thankful?

**A Preview**

Name \_\_\_\_\_

Write each word as your teacher says it.

1. latch
2. aspect
3. accent
4. acid
5. adapt
6. camera
7. gram
8. mass
9. batch
10. banana
11. banner
12. atlas
13. Canada
14. athlete



Words with /a/

Lesson 1

5

Scripture  
Psalm 71:8

**3****Preview**

Test for knowledge of the correct spellings of these words.

**Customize Your List**

On a separate piece of paper, additional words of your choice may be tested.



Say

I will say each word once, use the word in a sentence, then say the word again. Write the words on the lines in your worktext.



Say

**Correct Immediately!**

Let's correct our preview. I will spell each word out loud. If you spelled a word wrong, rewrite it correctly.

**Progress Chart**

Students may record scores. (Reproducible master provided in Appendix B.)

Lesson

1

Day 1

1. latch
2. aspect
3. accent
4. acid
5. adapt
6. camera
7. gram
8. mass
9. batch
10. banana
11. banner
12. atlas
13. Canada
14. athlete
15. Montana
16. planet
17. California
18. panic
19. cavern
20. cavity

Katelynn reached for the chain to **latch** the door.

Mr. and Mrs. Hatasaki tried to teach Katelynn every **aspect** of safety.

Being alone seemed to **accent** every little sound.

The natural **acid** in the orange juice burned Katelynn's dry throat.

It would be difficult to **adapt** to deafness.

She looked through the lens of her dad's **camera**.

Katelynn tried to remember Mr. Canfield's definition of **gram**.

She knew that **mass** meant a body of matter.

She saw a **batch** of cookies in the jar on the counter.

Katelynn peeled a **banana**, but felt too hot to eat.

Katelynn straightened the school **banner** she had hanging on her wall.

Next, she aimlessly leafed through the giant **atlas** on the coffee table.

She tried to memorize the provinces of **Canada**.

A famous **athlete** was pictured beside the facts about the country.

She also read about the thoroughbreds in **Montana**.

Katelynn felt as if she were alone on the **planet**.

The pictures of the beaches of **California** made her feel more hot.

Katelynn knew **panic** would worsen her asthma attack.

Noises in the hallway outside the apartment echoed like in a **cavern**.

Her chest **cavity** ached as her bronchial tubes tightened.

5

# 4

## Word Shapes

Help students form a correct image of whole words.



Look at each word and think about its shape. Now, write the word in the correct word shape boxes. You may check off each word as you use it.

(Short vowels are usually found in syllables in which a vowel is immediately preceded and followed by a consonant, consonant cluster, or digraph.)



In the word shape boxes, fill in the boxes containing the letter or letters that spell the sound of /a/ in each word.



### Take a minute to memorize...

Psalm 71:8

Words with /a/

### Lesson 1

#### B Word Shapes

Name \_\_\_\_\_

Using the word bank below, write each word in the correct word shape boxes. Next, in the word shape boxes, fill in the boxes containing the letter or letters that spell the sound of /a/ in each word.

- |     |     |
|-----|-----|
| 1.  | 11. |
| 2.  | 12. |
| 3.  | 13. |
| 4.  | 14. |
| 5.  | 15. |
| 6.  | 16. |
| 7.  | 17. |
| 8.  | 18. |
| 9.  | 19. |
| 10. | 20. |

#### Word Bank

- |        |         |            |        |         |
|--------|---------|------------|--------|---------|
| accent | athlete | batch      | cavern | mass    |
| acid   | atlas   | California | cavity | Montana |
| adapt  | banana  | camera     | gram   | panic   |
| aspect | banner  | Canada     | latch  | planet  |

6

Answers may vary for duplicate word shapes.



### Be Prepared For Fun

Check these supply lists for **Fun Ways to Spell** presented on **Day 2**. Purchase and/or gather these items ahead of time!

#### General

- Pencil
- Graph Paper (1 sheet per child)
- Spelling List

#### Auditory

- Voice Recorder
- Spelling List

#### Visual

- American Sign Language reproducible master (provided in Appendix B)
- Spelling List

#### Tactile

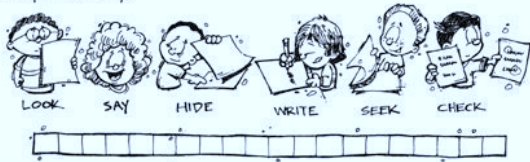
- Soccer Ball, Basketball, Tennis Ball, or 4-Square Ball
- Spelling List



### C Hide and Seek

Name \_\_\_\_\_

Play Hide and Seek with your words. Fill in a box on the bar graph (left to right) for each word you spell correctly.



### D Other Word Forms

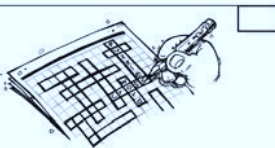
Using the words below, follow the instructions given by your teacher.

accented	athletic	Canadian	masses
accentuate	atlases	cavernous	Montanan
acidic	bananas	caverns	panicked
acids	banners	cavities	panicking
adaptable	batches	grams	planetarium
adapting	Californian	latched	planets
aspects	cameraman	latching	vaster
athletes	cameras	massed	vastest

### E Fun Ways to Spell

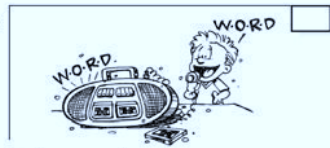
Initial the box of each activity you finish.

1.



Create a crossword puzzle with clues.

3.



Spell your words on tape.

2.



Spell your words with sign language.

4.



Bounce a ball as you spell your words.

7

Words with /a/

Lesson

1

1

## Hide and Seek

Reinforce correct spelling of current spelling words.

Have your students use this activity for each word. They should:

- **Look** at the word.
- **Say** the word out loud.
- **Hide** (cover) the word.
- **Write** the word on their papers.
- **Seek** (uncover) the word.
- **Check** the spelling, and, if the word is spelled wrong, write it correctly.

2

## Other Word Forms

This activity is optional. Have students write original sentences using these Other Word Forms:

**acidic**  
**Montanan**  
**massed**  
**cavernous**

3

## Fun Ways to Spell

Four activities are provided. Use one, two, three, or all of the activities. Have students initial the box for each activity they complete.

### Options:

- assign activities to students according to their learning styles
- set up the activities in learning centers for the class to do throughout the day
- divide the class into four groups and assign one activity per group
- do one activity per day

General

To create a crossword puzzle...

- Use a pencil to arrange your words on graph paper.
- Overlap words where letters are shared.
- Don't create any new words.
- Outline each word with a marker and number it.
- Write a clue for each word.
- Erase your words.
- Trade with a classmate and work each other's puzzles.

Auditory

To spell your words using a voice recorder...

- Record yourself as you say and spell each word on your spelling list.
- Listen to your recording and check your spelling.

Visual

To spell your words with sign language...

- Have a classmate read a spelling word to you from the list.
- Spell the word using the American Sign Language alphabet.
- Do this with each word on your list.

Tactile

To bounce a ball as you spell your words...

- Look at the first word on your list.
- Bounce the ball as you say each letter of the word aloud.
- Do this with each word on your list.

Familiarize students with word meaning and usage.

### Scrambled Words

Write the letters **alst** on the board. Have a student unscramble the letters to make the word **last**.



Unscramble each spelling word. Write the word correctly on the line. Remember to use capital letters where they are needed.



### Word Clues

Use your word bank to help you match the spelling words to the clues. Some of the clues are synonyms, words that have the same meaning as the spelling word. You may use a dictionary or thesaurus to help you.



### Take a minute to memorize...

Psalms 71:8

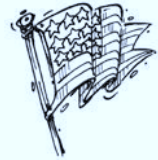
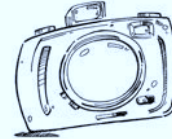
### F Working with Words

Name \_\_\_\_\_

#### Scrambled Words

Unscramble each word. Write the unscrambled word on the line. Use capital letters where they are needed.

- |              |                   |            |               |
|--------------|-------------------|------------|---------------|
| 1. aeelht    | <u>athlete</u>    | 13. aadpt  | <u>adapt</u>  |
| 2. aamnnot   | <u>Montana</u>    | 14. aaacdn | <u>Canada</u> |
| 3. aaabnn    | <u>banana</u>     | 15. acinp  | <u>panic</u>  |
| 4. acdi      | <u>acid</u>       | 16. acepst | <u>aspect</u> |
| 5. acityy    | <u>cavity</u>     | 17. aelnpt | <u>planet</u> |
| 6. abcht     | <u>batch</u>      | 18. achlt  | <u>latch</u>  |
| 7. aacfilhor | <u>California</u> | 19. acenvr | <u>cavern</u> |
| 8. agmr      | <u>gram</u>       | 20. aacemr | <u>camera</u> |
| 9. catcne    | <u>accent</u>     |            |               |
| 10. aalst    | <u>atlas</u>      |            |               |
| 11. amss     | <u>mass</u>       |            |               |
| 12. abennr   | <u>banner</u>     |            |               |



#### Word Clues

Match the spelling words to the clues. You may use a dictionary or thesaurus to help you.

- |                          |                |                       |                   |
|--------------------------|----------------|-----------------------|-------------------|
| 1. emphasize, stress     | <u>accent</u>  | 10. Earth, Mars       | <u>planet</u>     |
| 2. void, depression      | <u>cavity</u>  | 11. pennant, flag     | <u>banner</u>     |
| 3. alarm, scare          | <u>panic</u>   | 12. tropical fruit    | <u>banana</u>     |
| 4. runner, swimmer       | <u>athlete</u> | 13. unit of mass      | <u>gram</u>       |
| 5. cave, hollow          | <u>cavern</u>  | 14. photographic tool | <u>camera</u>     |
| 6. appearance, condition | <u>aspect</u>  | 15. charts, maps      | <u>atlas</u>      |
| 7. quantity, bulk        | <u>mass</u>    | 16. group, bunch      | <u>batch</u>      |
| 8. corrosive, erosive    | <u>acid</u>    | 17. coastal state     | <u>California</u> |
| 9. adjust, accommodate   | <u>adapt</u>   | 18. fasten, secure    | <u>latch</u>      |

#### Word Bank

accent	athlete	batch	cavern	mass
acid	atlas	California	cavity	Montana
adapt	banana	camera	gram	panic
aspect	banner	Canada	latch	planet

## G Dictation

Name \_\_\_\_\_

Write each sentence as your teacher dictates. Use correct punctuation.

- Katelynn began to panic when the tall man  
looked at her.
- Mom made a batch of cookies after supper.
- Katelynn got the atlas to find a map  
of Canada.

## H Proofreading

If a word is misspelled, fill in the oval by that word. If all the words are spelled correctly, fill in the oval by **no mistake**.



- |  |   |   |
|--|---|---|
| 1. <input type="radio"/> adapt<br><input type="radio"/> acsent<br><input type="radio"/> gram<br><input type="radio"/> no mistake     | 5. <input type="radio"/> panick<br><input type="radio"/> Canada<br><input type="radio"/> rake<br><input type="radio"/> no mistake   | 9. <input type="radio"/> lacth<br><input type="radio"/> atlas<br><input type="radio"/> camera<br><input type="radio"/> no mistake   |
| 2. <input type="radio"/> camra<br><input type="radio"/> latch<br><input type="radio"/> banner<br><input type="radio"/> no mistake    | 6. <input type="radio"/> cavity<br><input type="radio"/> planet<br><input type="radio"/> love<br><input type="radio"/> no mistake   | 10. <input type="radio"/> acid<br><input type="radio"/> Montana<br><input type="radio"/> atlus<br><input type="radio"/> no mistake  |
| 3. <input type="radio"/> asid<br><input type="radio"/> California<br><input type="radio"/> batch<br><input type="radio"/> no mistake | 7. <input type="radio"/> banana<br><input type="radio"/> aspekt<br><input type="radio"/> cavern<br><input type="radio"/> no mistake | 11. <input type="radio"/> broom<br><input type="radio"/> cavirn<br><input type="radio"/> accent<br><input type="radio"/> no mistake |
| 4. <input type="radio"/> athlete<br><input type="radio"/> mass<br><input type="radio"/> canada<br><input type="radio"/> no mistake   | 8. <input type="radio"/> planit<br><input type="radio"/> aspect<br><input type="radio"/> panic<br><input type="radio"/> no mistake  | 12. <input type="radio"/> flute<br><input type="radio"/> Montanna<br><input type="radio"/> look<br><input type="radio"/> no mistake |

9

Words with /a/

Lesson

1

# 1

## Dictation

Reinforce correct spelling by using current and previous words in context.



Listen as I read each sentence and then write it in your worktext. Remember to use correct capitalization and punctuation. (Slowly read each sentence twice. Sentences are found in the student text to the left.)

# 2

## Proofreading

Familiarize students with standardized test format and reinforce recognizing misspelled words.



Look at each set of words. If a word is misspelled, fill in the oval by that word. If all the words are spelled correctly, fill in the oval by **no mistake**.

Day 4

Lesson

1

3

**Hide and Seek**

Reinforce correct spelling of current spelling words. Repeat this activity from Day 2.

4

**Vocabulary Extension**

Have your students complete this activity to expand vocabulary. The reproducible master is provided in Appendix A as shown on the inset page to the right.

1

**Posttest**

Test mastery of the spelling words.

I will say the word once, use the word in a sentence, then say the word again. Write the word on your paper.



**Progress Chart**

Students may record scores. (Reproducible master in Appendix B.)



**Personal Dictionary**

Students may add any words they have misspelled to their personal dictionaries for reference when writing. (Cover in Appendix B.)

1. accent
2. batch
3. gram
4. cavity
5. acid
6. mass
7. camera
8. adapt
9. aspect
10. banner
11. atlas
12. Montana
13. Canada
14. athlete
15. banana
16. panic
17. planet
18. cavern
19. latch
20. California

Katelynn tripped over the **accent** rug just inside the door.

Katelynn thought about making a **batch** of muffins to go with dinner.

Katelynn noticed the juice did not have a single **gram** of fat.

The cold juice made the **cavity** in her upper molar throb.

The **acid** in the juice burned her throat as she drank.

Mr. Canfield defined **mass** for his class that day.

Katelynn put her dad's **camera** back in its case.

She wondered how a person could **adapt** to deafness.

She began to consider every possible aspect of being deaf.

Her school **banner** is bright green with gold letters.

The giant picture **atlas** on the coffee table was very heavy.

There were photos of beautiful horses on the pages about **Montana**.

She imagined standing by the great Niagara Falls in **Canada**.

Katelynn does not plan to become a professional **athlete**.

She put the uneaten **banana** on the top shelf of the refrigerator.

Each noise increased Katelynn's feelings of **panic**.

Katelynn felt like she was alone on the **planet**.

The empty apartment seemed to echo like a **cavern**.

When her mom got home, Katelynn had to remove the chain from the **latch**.

The atlas lay open to pictures and information about **California**.

**Hide and Seek**

Play Hide and Seek with your words. Fill in a bar graph (left to right) for each word you spell correctly.



**Vocabulary Extension**

**Crossword Puzzle**

Use the clues below to complete the puzzle.

**Down**

2. last book of the Old Testament
3. enormous
4. book of the Bible following Nahum
6. word meaning the opposite
8. book of the Bible before Hosea

**Across**

1. book of the Bible that follows Ruth
3. motor fuel
5. book of the Bible between Zephaniah and Zechariah
7. move forward
9. fifth book of the New Testament
10. occurring every year
11. one of the four gospels

**Word Bank**

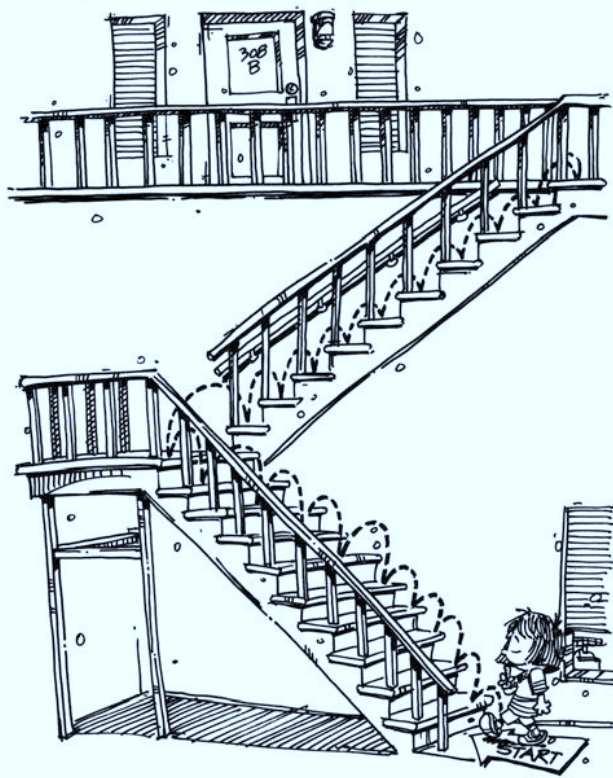
Acts	antonym	gigantic	Malachi
advance	Daniel	Habakkuk	Matthew
annual	gasoline	Haggai	Samuel



**I Game**

Name \_\_\_\_\_

Go upstairs with Katelynn to her family's apartment. Move one step for each word you or your team spells correctly.



**Remember:** Praise God for His constant presence.

**J Journaling**

Write in your journal about a time you were by yourself or thought you were. Talk about how you felt and why.

**Game**

Reinforce spelling skills and provide motivation and interest.

**Materials**

- game page (from student text)
- game pieces (1 per child)
- game word list

**Game Word List**

1. accent
2. acid
3. adapt
4. camera
5. gram
6. banana
7. banner
8. Canada
9. Montana
10. panic
11. planet
12. aspect
13. mass
14. California
15. batch
16. latch
17. athlete
18. atlas
19. cavern
20. cavity

**How to Play:**

- Divide the class into two teams.
- Have each student place his/her game piece on Start.
- Have a student from team A go to the board.
- Say the spelling word.
- Have the student write the word on the board.
- If correct, instruct each member of team A to move his/her game piece forward one space.
- Alternate between teams A and B.
- The team to reach the apartment first is the winner.
- **Small Group Option:** Students may play this game without teacher direction in small groups of two or more.

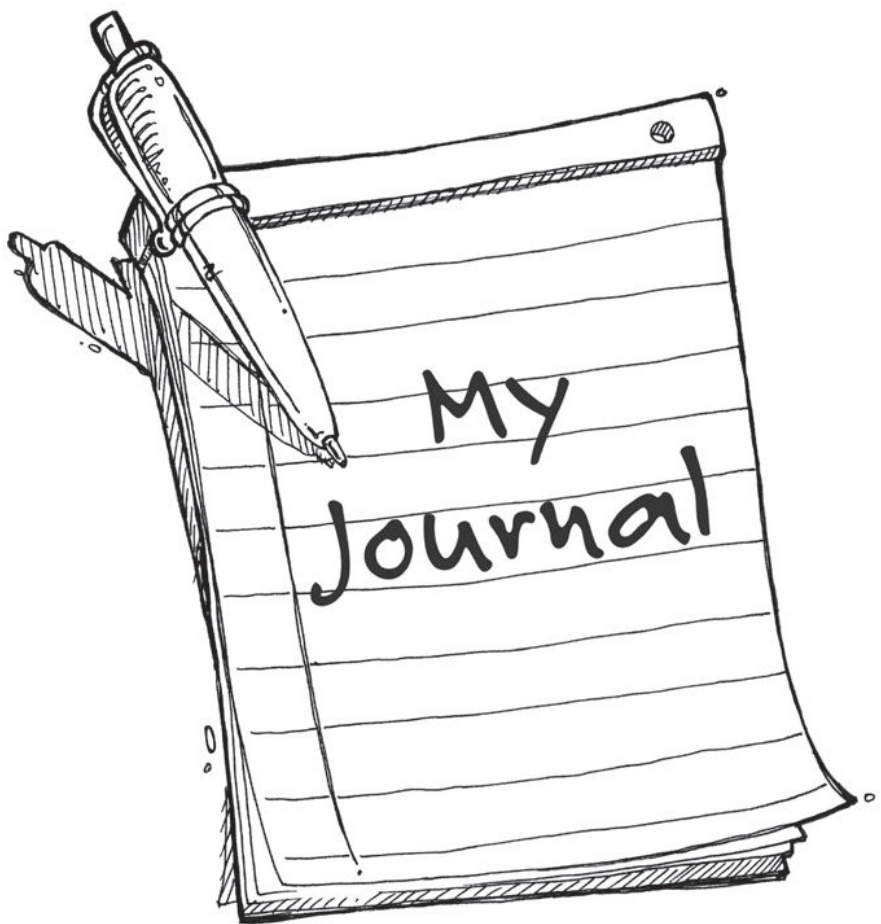
**Journaling**

Provide a meaningful reason for correct spelling through personal writing.

Review the story using discussion leads provided on the following page. Encourage students to apply the Scriptural value in their journaling.

Say

- As she left for school, how did Katelynn feel about being left alone later in the afternoon? (She was confident and sure of herself.)
- What did Katelynn see on her way up to the apartment that worried her? (A stranger in a black pickup truck.)
- After Katelynn locked the apartment door, why was she so aware of all the little noises? (She was scared.)
- Why was Katelynn fascinated by the new neighbors moving in? (There was a girl her age waving her arms around.)
- When Mr. Rippe roared by on the lawn mower what did Katelynn discover about the new girl? (She was deaf.)
- Later as she watched the family finish moving in what did she realize? (God was with her all the time.)



### ***Some Common Abbreviations:***

***a.m. = Ante Meridiem or  
Before Noon***

***AWOL = Absent Without Leave***

***rpm = Revolutions per minute***

***RSVP = Repondez s'il vous plait  
or Respond, please***