



A year takes shape

Number these moments from 1 to 6. Choose two moments that change practical arrangements without claiming to erase disappointment.

☐

Shulamis asks her household to arrange jobs around her real study hours.

☐

Shulamis accepts the local school after comparing the actual options with her parents.

☐

Shulamis meets Nissel and chooses a seat beside her.

☐

Shulamis tells Shprintza she wants ordinary time together, not only packing talk.

☐

Shulamis writes that she likes her writing teacher and still wishes for the shared journey.

☐

Shulamis uses her quiet Tuesday study time even while feeling sad.



Two true sentences

For each pair, mark B if both can be true. Mark N if one statement makes an unsupported conclusion, and underline it. Write one sentence about the actual option that does not pretend it is identical to the option she cannot take.

Statement	Your label
"Shulamis likes her teacher." / "She still wishes she can take the journey."	
"She stays in her familiar house." / "She cannot develop any independence there."	
"Shprintza is excited about going away." / "She can care that Shulamis finds packing talk difficult."	
"The local place fits this year's budget." / "Therefore Shulamis has no reason to feel disappointed."	
"Shulamis helps at home." / "Her study hours deserve a real arrangement."	

Question or explanation



From comparison to the next afternoon

Choose useful steps and draw arrows between their boxes. More than one route may fit; do not choose every box automatically.

Start

Shulamis notices that she is imagining only the year she cannot attend.

☐ Admit what she hoped would be different.

☐ Decide feeling sad proves the local choice is wrong.

☐ Separate impossible changes from changes she can arrange now.

☐ Talk with her family about study hours and household responsibilities.

☐ Demand that Shprintza never mention the other school.

☐ Make an ordinary plan with her friend while respecting both lives.

☐ Attend the actual lesson without waiting to feel perfectly satisfied.

☐ Promise next year will supply every missing experience.

Finish

A real next step in this year, with room to miss something else.



What the familiar street means

For each clue, write two different possible interpretations and one question or action that offers more information. Answer for fictional characters. No one needs to prove gratitude, diagnose a mood, or disclose family finances. If a difficulty becomes persistent or interferes with daily life, a trusted adult can help find appropriate support.

Possible interpretation 1	Possible interpretation 2	Question / action
Story clue: Shulamis leaves cake on her plate after being called sensible.		
Story clue: She sits without studying during the first twenty minutes on Tuesday.		
Story clue: She feels relieved to hear that Shprintza's distant school has ordinary problems.		



Independence is an arrangement

Design a fictional week for a teen who studies locally while living at home. Keep the example ordinary; no personal household facts are needed.

Study/class responsibility

Shared household responsibility

Protected work period

Person responsible for younger children's care

How changes will be discussed

Write one respectful request for a practical change. Then write a question that leaves room for the other people's needs. Do not assign childcare to the teen simply because the teen is nearby.



Reminders for the actual year

**Both sentences
can stay.**

**Plan the year
that is here.**

**Familiar is not
identical.**

**Ask for a real
arrangement.**

**A friend can
have another
day.**

**Begin without
perfect
feelings.**

Choose one for the letter and another for Tuesday's study room. Explain why a reminder is not a promise that disappointment disappears.



One street, a new working space

Draw an object-only line-art scene: the local school's gate, a study-room window, a folder on a desk, and the familiar bakery across the street. Use shading to distinguish what is familiar from what Shulamis is only beginning to learn. Add two empty caption spaces: "Still familiar" and "Now mine to explore." Do not draw the distant school as perfect or the local school as a failure.

Your scene, labels and captions



Find the year words

Find eight words, all left to right. Connect two words to a specific arrangement or scene.

Q	S	T	U	D	Y	M	N	P	R
L	O	C	A	L	B	C	D	F	G
D	F	R	I	E	N	D	H	J	K
S	P	A	C	E	L	M	N	O	P
R	C	H	O	I	C	E	W	X	Y
L	E	T	T	E	R	B	D	F	H
K	B	E	G	I	N	L	M	N	P
Y	E	A	R	P	Q	R	S	T	U
W	I	N	D	O	W	A	B	C	D
F	O	L	D	E	R	E	F	G	H

STUDY
SPACE
BEGIN

LOCAL
CHOICE
YEAR

FRIEND
LETTER



Parent notes and answers

Do not use the story to require gratitude for a constrained choice. It does not promise that every unavailable experience can be recreated at home. A practical plan and a real disappointment can coexist. Family finances stay private.

Three questions: What does Shulamis hope distance will change? Which of those needs can she address locally? Why do the two sentences in her letter both matter?

One tool: Divide the discussion into "What am I missing?" and "What can we arrange in the option available now?" Listen to the first without making it earn a solution. Plan the second concretely, with adults retaining care responsibilities.

1. Listed order: 4, 1, 5, 3, 6, 2. Household scheduling and friend-time planning are examples of practical changes, not emotional cures.
2. A-B, B-N (cannot develop any independence), C-B, D-N (no reason to feel disappointed), E-B. Example: "The local school offers useful study and a new group, but it does not supply a residential year away."
3. Use admit wish, distinguish changeable parts, family arrangement, ordinary friend plan, actual lesson. Reject mood as proof, controlling the friend's whole topic, and a guaranteed future rescue.
4. Open responses. Cake could reflect discomfort, distraction, or appetite; the study pause could reflect sadness, adjustment, or needing a short break; relief may concern a less idealized comparison, not wishing harm. Ask about actual experience rather than deciding motive from a clue.
5. Open response. Adult responsibility for younger children is explicit; a fair share of ordinary jobs need not become constant availability.
- 6-7. Open responses. No ranking of families, finances, or schools.
8. STUDY row 1 columns 2-6; LOCAL row 2 columns 1-5; FRIEND row 3 columns 2-7; SPACE row 4 columns 1-5; CHOICE row 5 columns 2-7; LETTER row 6 columns 1-6; BEGIN row 7 columns 2-6; YEAR row 8 columns 1-4.