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Appendix A Sentence Marking Conventions

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Dear Writing Student,

Welcome to *Homer Student Workbook A*. You will be adding new skills to the foundation that you began in *Aesop*. I believe that you will find these lessons challenging as well as pleasurable. The models included in this book contain some of the best stories of all time, chosen because they are enjoyable and well-written, and because they teach timeless values of virtue and truth.

As always, I will ask that you try to do your very best and neatest work in this book. Your diligent and faithful work honors and glorifies the Lord.

My prayer for you is that the foundation you are building will allow the Lord to use you to speak His truth to your own generation in the years to come. "Let your speech always be with grace, seasoned with salt, so that you may know how you should respond to each person." (Colossians 4:6)

Soli Deo gloria!
Kathy Weitz
September 2005

Preface to the Teacher

Dear Teaching Parent,

Welcome to *Homer Student Workbook A*. I pray that this workbook will help you and your student to have a very profitable and pleasant year of writing instruction. The importance of developing the skills of clear and winsome communication in our children cannot be overstated, particularly as we seek to train our children to engage a world that is desperate for truth, light, beauty, and virtue. As a Christian, I believe that this is a very important task, second only to instructing my children in the knowledge of their Creator and Lord and guiding them into a relationship with Him.

If you used the student workbooks with *Aesop*, you will notice some changes in the format of this workbook. The biggest change is that I have endeavored to help your student become a little more independent in his writing studies. For me, this is absolutely necessary beginning about fourth to fifth grade. With six children, there always seems to be a younger one coming along that demands more of my attention, so the advancing students must become more independent. To that end, the weekly schedule is in this book rather than the instructor's guide, and the entire workbook is written directly to the student.

I do want to say right here, however, this is not a course that a student should (or can!) teach to himself. Your involvement in daily lessons is crucial to your student's success. There are some things a student can do on his own, particularly once routines have been established, but all of Classical Writing is designed for you to actively teach your student.

The other big change is that the instructor's guides are optional. Weekly teacher preparation is included in the student workbook along with each week's schedule, so you can complete the workbook without the instructor's guide. However, the instructor's guide contains an answer key! Many people on the message boards have expressed a desire for this, and we want to give as much help as we can. The instructor's guide will also include a copy of each week's model, spaced so that you can do some analysis work as you prepare each week, and an author biography section to save you having to research each author yourself. In addition, there will be a section with blank forms similar to the forms we use in the weekly lessons and a guide to applying *Homer* to other subject areas and models.

On the next few pages, you will find a some brief notes to help you get started with *Homer* and to help you get a feel for how this workbook is organized. I aim to keep it short, so you can get started with *Homer* right away!

Notes to the Teacher

Homer Student Workbook A begins with a Preparation Week, where your student will prepare notebooks for the year's grammar and vocabulary work, and complete some beginning grammar lessons. Next there are twenty weeks of lessons, following the first half of the forty week schedule for younger students laid out in the Appendix of *Homer*. If you add twelve weeks of *Poetry for Beginners*, you will have a complete writing course for the year.

Before you go any further, I think this will make the most sense to you if you turn now to Preparation Week in this workbook and read it carefully. Do the Preparation Week readings from *Homer* listed in the Teacher Preparation box. Then browse through a few other weeks in the workbook. After you have done all that, come back here to finish with your overview.

This workbook is organized to follow the weekly schedules and routines in the *Homer*. Each week will have the following components:

Weekly Assignment Checklist

This is your student's chart of progress and assignments. It is an overview of the work to be completed each week. You can write in the due dates and any other notes to your student. The checklist provides you with a quick place to check progress and a guide for your student to follow in completing assignments.

Harvey's Elementary Grammar assignments and Grammar Copybook are listed first. If you choose to do another grammar text, there is space for you to write in alternate assignments. You should look over the exercises each week and decide which ones you want your student to complete. I write in the margin of my student's Harvey's book which assignments I want him to do orally and which I want him to write out. You could also use removable flags or make notes in the space provided for those using an alternate grammar text.

It is important that you do the questions that are provided in the Harvey's text for each lesson. Your student should be able to clearly articulate the material from each section before proceeding in the text. You will notice that one of the checklist items in the Harvey's block is Notebook Quiz. I prefer to do this orally, but you may choose to ask your student to do a written quiz. The main thing is to spend some time each week in reviewing previous concepts, particularly concentrating on any areas where your student may have difficulty. See the instructor's guide for a more complete explanation of how to do Notebook Quizzes.

Also on the Assignment Checklist, you will find the weekly list of assignments for Analysis and Imitation and the Writing Project. At the bottom, set off in the gray box, are Teacher Preparation and Teacher Notes.

Model and Day 1, Reading and Understanding

Here, you will find a copy of the week's model with space for notes and analysis. The Day 1 assignment immediately follows, written to the student, but designed for complete teacher involvement. You will quickly establish a reading routine with your student, and you should expect to spend 30-45 minutes on Day 1 reading and discussing the week's model with your student.

Day 2, Words

This day in Analysis and Imitation will include dictation, vocabulary, and synonym work, along with grammar application, including parsing and developing copia.

Day 3, Sentences

On Day 3, you will apply grammar to the sentences of the model. Sentence diagramming and other in-depth work on sentences from the model will be the main assignments on this day.

Day 4, Paragraphs

This is the day for Copywork and working with entire paragraphs from the model, applying the imitation and grammar concepts from Days 2 and 3.

Writing Project

We purposely do not assign each of the steps for the writing project to a particular day, although the Day 1 Analysis and Imitation assignment will usually complete Step 1 and sometimes part of Step 2. We want you and your student to have the flexibility to structure the completion of the different steps as best suits you. We do recommend, however, that the editing process be on a different day than the actual writing. It is often helpful to put the writing project aside and look at it with "fresh" eyes on another day.

Note: An asterisk () following a model sentence indicates that the model punctuation or spelling is not in accord with modern conventions. Please call attention to this in your discussion with your student, so the student notes the older convention and recalls the modern standards at the same time. Modern conventions will often differ from older convention, and since older literature is of such high quality (f. ex. Shakespeare) it is important that the student notes where we differ with times past, while still being able to fully respect the wisdom and beauty of the older model.*

Preparation Week for *Homer*

Schedule

Day 1

- Prepare Grammar Notebook*
- Harvey's Elementary Grammar Section 1 Assignment (see below)

Day 2

- Prepare Copybook*
- Harvey's Elementary Grammar Section 2 Assignment (see below)

Day 3

- Prepare Vocabulary Notebook*
- Harvey's Elementary Grammar Section 3-4.1 Assignments (see below)

Day 4

- Harvey's Elementary Grammar Section 4.2 Assignments (see below)
- Notebook Quiz with your teacher

*Directions for preparing each of these notebooks are on the following pages.

Theory

Harvey's Elementary Grammar

- Section 1 (Objects, Definitions, The Sentence)
- Notebook: senses, object, word
- Questions

- Section 2 (Definitions)
- Notebook: language, spoken language, written language, grammar, English grammar
- Questions & Exercises

- Sections 3-4.1 (The Sentence, Sentence Making)
- Notebook: sentence, proposition, directions for writing a sentence, declarative, interrogative
- Questions & Exercises

- Sections 4.2 (Sentence Making, Quotation Marks, Parts of Speech)
- Notebook: imperative, exclamatory, quotation marks, parts of speech
- Questions & Exercises

**Alternate
Grammar Text**

For the Teacher

Teacher Preparation

Read the following sections in *Homer*:

- Introduction, pp. 9-17
- Day One Introduction, pp. 23-26
- Day Two Introduction, pp. 76-81
- Day Three Introduction, pp. 170-179
- Day Four Introduction, pp. 250-253
- Writing Project - Invention - Introduction, pp. 274-280

Look over the week's work. Gather the materials your student will need to complete the assignments.

In *Homer*, we want to help you as a student become a little more independent in your studies. Therefore, this workbook is primarily written to you. Of course, you will still be working closely with your teacher. It is very important that you and your teacher spend a good deal of time analyzing and discussing the weekly models. Your teacher will need to teach you some information from the *Homer* each week before you can complete the assignments in this workbook.

To begin, we are going to organize your study materials. First, you will need to set up two or three composition notebooks.

1. Grammar Notebook: This will be a place for you to copy the concepts and to do the exercises you are assigned in your grammar course. If you are using Harvey's Elementary Grammar, the sections for you to complete each week are noted on the weekly assignment checklist. If you are using another text, your teacher will write your assignments in the space provided on each week's checklist.

2. Copybook: A copybook is simply a place for you to copy worthy selections from literature, poetry, history, science, or any other subject you are studying. Copywork is NOT busy work; it really does help you learn correct spelling, grammar, and punctuation. Your copybook should be a record of what you are learning and the things you most enjoy from your studies.

3. (Optional) Vocabulary Notebook: No, vocabulary work will not be optional! Space is provided in this workbook if you prefer to do your vocabulary work here. However, we encourage you to keep a separate notebook for a permanent record of vocabulary words you are learning, a notebook you will keep from year to year. This notebook can also be used for vocabulary from other subject areas. Ask your teacher where to complete your vocabulary assignments.

Supplies you will need:

- *Three composition books with at least 100 sheets each*
- *One three-ring binder for storing Writing Projects*
- *Notebook paper or printer paper for Writing Projects*
- *Permanent fine point marker*
- *Post-It type self-adhesive flags for marking pages in your Homer - Student Workbook and your notebooks*

Our family uses bound composition books with sewn-in pages because we find them to be more durable than the spiral-bound type. Bound composition books are inexpensive and readily available at office supply or discount stores. In addition, you will need a three-ring binder to store the final drafts of your writing projects. In our family, each student has one binder for all of his grammar school years. This serves as a record of each student's writing improvement over the years, and we all enjoy looking back over previous writing projects from time to time.

We buy our composition books in different patterns and colors to make it easy to grab the right one. Composition books may also be decorated with contact paper or fabric scraps if desired. Alternately, you could use a three-ring binder to file each of these content areas under separate tabs. We prefer individual composition notebooks because:

- *Papers seem to get lost before they get filed.*
- *Keeping up with filing is a chore which we put off (leading to lost papers!)*
- *Three-ring notebook paper rips very easily.*

Set Up Your Grammar Notebook

1. *Write Grammar Copybook and Exercises neatly on the front cover of your notebook with a Sharpie. Write your name below this.*
2. *On the first right-hand page, count down ten lines, and write the following with a pen or pencil, centering it on the page:*

Grammar Copybook
by (your name)
begun (month and year)

3. *Open the book to the center page spread. It should fall open easily to the center where the pages are sewn in. On the right hand page, top line, center and write Grammar Exercises.*

Set up Your Copybook

1. *Write Copybook and your name on the front cover with a permanent marker.*
2. *Turn to the first right hand page, and make a title page like you did for your grammar notebook.*

Copybook
by (your name)
begun (month and year)

3. *Below this, I have my students copy this quote from John Adams. You may choose another quote or Scripture verse (Philippians 4:8 is very appropriate as well).*

Sir, if you will be so good as to favor me with a blank book, I will transcribe the most remarkable occurrences I meet with in my reading, which will serve to fix them upon my mind.

~ John Quincy Adams, age 10
taken from a letter to his father

4. *Skip the back of this page, then begin your copywork on the following right hand*

page.

Set up your Vocabulary Notebook (optional)

1. Write *Vocabulary Notebook* and your name on the front cover with a Sharpie.
2. Turn to the first right hand page, and make a title page like you did for your grammar notebook.

Vocabulary Notebook
by (your name)
begun (month and year)

Mark pages with self-adhesive flags

1. Mark the following pages in your workbook:
 - p. 15, *Using Your Notebooks*. Refer back to this often!
 - p. 11, *Week 0*. Move this flag to the new lesson each week.
 - *Sentence Marking Conventions*, in Appendix A.
2. Mark the current page you are using in your *Copybook*.
3. Mark the current pages you are using in your *Grammar Notebook* and the *Grammar Exercises* section.
4. Mark the current page you are using in your *Vocabulary Notebook*.

Using Your Grammar Notebook

Each week, on your Assignment Checklist, you will see a section for Harvey's Elementary Grammar:

Harvey's Elementary Grammar

- Read Lesson 1: Objects
- Notebook: senses, object, word
- Questions

First, read Lesson 1 and discuss it with your teacher.

Next, add the definition from Harvey's Elementary Grammar for each of the listed terms to your Grammar Notebook along with any remarks or cautions. Each grammar entry in your notebook should look something like this:

Grammar Term

- a. definition
- b. example of term used in a sentence
- c. rule of usage, or how it ties in with other grammar terms (if applicable)

Here's an example of what this would look like:

Sentence

A sentence is a group of words making complete sense.

Ex. I went for a walk. The dog is barking loudly.

- Rules:
- 1st. Begin each sentence with a capital letter.
 - 2nd. Spell each word correctly.
 - 3rd. Place a period at the end of every sentence that declares something or makes a command.
 - 4th. Place an interrogation mark, or question mark, [?] at the end of every question.
 - 5th. Never divide a syllable at the end of a line.

You will begin your Grammar Notebook on the first right hand page after the title page. Skip a line between each entry, but do not begin a new page until you fill all the lines on the previous page unless you are instructed otherwise.

Finally, you will complete the Exercises and Questions in the text. Your teacher will advise you which ones should be written and which you can do orally. The written exercises will go in the Grammar Exercises section of the Grammar Notebook. Again, skip a line between exercises, but do not begin a new page for each assignment.

Using Your Copybook

It is up to you whether you want to start a new page for each selection, or if you want to just leave two lines between selections. You should write on the front and back of each page once you begin your copywork. When you fill one copybook, begin another!

You will be instructed throughout Homer to add selections to your copybook. In addition, you should be adding selections from your other studies on a regular basis. Your copybook should be neat and beautiful. Always take your time and do your best work in your copybook.

Decide with your teacher:

- *whether to use pen or pencil in your copybook*
- *whether to use cursive or printing in your copybook*
- *whether to use one page per copywork entry, or whether to skip two lines and keep working on the same page*
- *whether you should illustrate your copybook or not*
- *how often, and from which other subjects, you should add entries to your copybook*

Follow this format for adding selections to your copybook.

- *Write today's date on the line before beginning your selection indented to the right.*
- *Copy the selection.*
- *On the line following the selection, cite the author and the work from which the selection is taken.*

Here are some examples of what your copywork entries should look like:

September 20, 2005

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries; But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate! First he ate some lettuces and some French beans; and then he ate some radishes; and then, feeling rather sick, he went to look for some parsley.

~ from The Tale of Peter Rabbit
by Beatrix Potter

September 22, 2005

A Wise Old Owl

A wise old owl sat on an oak.
The more he saw the less he spoke
The less he spoke the more he heard
Why aren't we like that wise old bird?

~ Edward Hersey Richards

September 30, 2005

Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge Him, and He will make your paths straight.

~ Proverbs 3:5-6

October 5, 2005

While the snow is falling, some birds find it as good as blankets for their use. Grouse, who live on the ground, dive into a snow-bank, and snuggle down quietly, while the snow falls and covers them all over, and keeps the cold wind off. Air comes through the snow, so they do not smother.

Some birds creep into a pile of brush that is covered with snow, and find under the twigs little places like tents where the snow has been kept out by the twigs, and they sleep there, away from the wind and storm outside.

~ from *The First Book of Birds*
by Olive Thorne Miller

October 7, 2005

Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God!—I know not what course others may take; but as for me, give me liberty, or give me death!

~ Patrick Henry
from a speech before the Virginia Assembly
given on March 23, 1775, in Richmond, Virginia

Using Your Vocabulary Notebook (Optional)

You will be adding vocabulary words to your notebook beginning in Week 5. The format for vocabulary entries will be explained in the student workbook that week.

For now, you and your teacher should decide if you will enter your vocabulary words on one to two pages for each week, or if you want to enter them alphabetically. In our school, we prefer to add them by week instead of alphabetically.

If you will add them by week, you should title each new week's list on the top line of the page, centered:

Week ____, (Name of the Model)

If you want to alphabetize your words, divide your composition book into roughly four page sections, writing the letter of the alphabet at the top of the page with a capital letter. You may want to make some sections longer and some shorter. Check your dictionary to see which letters will be likely to have more entries.

On the next page, you will find a sample page from a Vocabulary Notebook.

Example of Vocabulary Notebook page:

bearing - (bear ing) N; the manner in which one carries or conducts oneself
Etymology: ME beren > OE beran

"A graceful bearing is to the body what good sense is to the mind."
~ Francois Duc De La Rochefoucauld (1613-1680)

"There was ease in Casey's manner as he stepped into his place,
There was pride in Casey's bearing and a smile on Casey's face;"
~ Ernest Lawrence Thayer, "Casey at the Bat"

enmity - (en mi ty) N; deep-seated, often mutual hatred
Etymology: ME enemite > OF enemistie > VL inimicitas > L inimicus

"And I will put enmity between you and the woman..." Genesis 3:15

"To correct the evils, great and small, which spring from want of sympathy
and from positive enmity among strangers, as nations or as individuals,
is one of the highest functions of civilization." ~ Abraham Lincoln

meet - (meet) ADJ; fitting, proper
Etymology: ME mete > OE gemaete

And Moses said, "It is not meet so to do; for we shall sacrifice the
abomination of the Egyptians to the Lord." Exodus 8:26

"It is very meet, right, and our bounden duty, that we should at all times,
and in all places, give thanks unto Thee, O Lord..." Book of Common Prayer

Week 1 Assignment Checklist

Model: *Hercules and the Wagoner*

Theory	<p>Harvey's Elementary Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sections 7-8 (Noun, Number) <input type="checkbox"/> Notebook: noun, proper noun, common noun, singular, plural <input type="checkbox"/> Exercises & Questions <input type="checkbox"/> Notebook Review & Quiz 	<p>Alternate Grammar Text _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Analysis & Imitation	<p>Day 1 ~ Reading & Understanding (Skill Level 1, Lesson 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read model aloud and discuss with your teacher. <input type="checkbox"/> Narrate the story orally to your teacher. <p>Day 2 ~ Words (Skill Level 1 Routine)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dictation <p>Day 3 ~ Sentences (Skill Level 1, Lessons 1 & 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson with your teacher <input type="checkbox"/> Sentence Exercises from model <p>Day 4 ~ Paragraphs (Skill Level 1 Routine)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copybook Assignment 	
Writing Project	<p>Writing Project 1</p> <p><i>You should begin the writing project on Day 1 after you have completed the Reading & Understanding portion of the lesson. The Writing Project is not divided into Days, but Steps. It may take you only a few days, or it may take you an entire week to complete one Writing Project.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Step I. Analyze <input type="checkbox"/> Step II. Plan <input type="checkbox"/> Step III. Draft <input type="checkbox"/> Step IV. Edit 	
For the Teacher	<p>Teacher Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through this week's lesson in the Student Workbook. <input type="checkbox"/> Read the model and the author information. <input type="checkbox"/> Read all the sections from <i>Homer</i> noted in the gray boxes. <input type="checkbox"/> Note which grammar exercises the student is to do. <input type="checkbox"/> If you are using an alternate grammar text, note student assignments in the space provided above. <input type="checkbox"/> Choose dictation and copywork selections. <p>Notes</p> <p>Read all of the information on Writing Project 1. Your student will not use Theon's Six Components yet, but will simply retell the narrative as in <i>Aesop</i>.</p>	

Hercules and the Wagoner

Aesop's Fables By Joseph Jacobs

A Wagoner was once driving a heavy load along a very muddy way. At last he came to a part of the road where the wheels sank half-way into the mire, and the more the horses pulled, the deeper sank the wheels. So the Wagoner threw down his whip, and knelt down and prayed to Hercules the Strong. "O Hercules, help me in this my hour of distress," quoth he. But Hercules appeared to him, and said: "Tut, man, don't sprawl there. Get up and put your shoulder to the wheel."

The gods help them that help themselves.

Reading & Understanding

Day 1 Skill Level 1
Homer p. 27

Each week you will carefully read the narrative before you begin your writing project.

First, have your teacher read the entire narrative aloud to you.

Discuss the narrative with your teacher. Use the dictionary to look up key nouns and verbs. Also, look up any words you do not understand. Discuss any unfamiliar phrases. Make sure you understand the narrative completely.

Next, read the narrative aloud to your teacher. Aim to do the following:

- *Pay close attention to pronunciation.*
- *Use appropriate pauses for punctuation.*
- *Read with emphasis.*

Finally, retell the narrative to your teacher (this is also called "oral narration").

Ask your teacher if you did the following:

- *Included all the important characters and details.*
- *Retold the narrative in the correct order.*

Use the space below if you need to write a keyword outline of the narrative in preparation for your writing project. Look at the Writing Project section of this week's work, and begin your writing project today.

Sentences

Day 3 Skill Level 1-2
Homer pp. 180-183

With your teacher, look at some examples of sentence diagramming (see list of resources on pp.172-173 of Homer).

Read Lesson 2 on pp. 180-183 with your teacher. Make sure you understand the difference between a phrase and a clause. Look carefully at the examples, and then do the exercises below.

Model: A Wagoner was once driving a heavy load along a very muddy way.

Subject: _____ *Predicate:* _____

Model: The gods help them that help themselves.

Clauses (with subject and predicate indicated for each):

Model: At last he came to a part of the road where the wheels sank half-way into the mire, and the more the horses pulled, the deeper sank the wheels.

Phrases: _____

Clauses (with subject and predicate indicated for each):

Paragraphs

Day 4 Skill Level 1
Homer p. 253

Copy the model into your copybook.

When you are finished, read it aloud and check your work for accuracy.

Writing Project

Writing Project 1
Homer pp. 281-285

This week, you will simply retell the narrative as you did in Aesop. Use the editing chart below to evaluate and edit your retelling with your teacher, and then write or type your final draft.

Step I. Analyze	<i>Completed when you did Day 1 Analysis & Imitation.</i>
Step II. Plan	<i>Completed when you did Day 1 Analysis & Imitation.</i>
Step III. Draft	<i>If possible, type your first draft. This will make editing so much easier!</i>
Step IV. Edit	<i>Expect to spend the largest part of your writing project time in this step. Use the editing checklist below as you revise and rewrite. File your final draft in your writing project notebook.</i>

Homer Editing Checklist
Global Level <ul style="list-style-type: none">• Are all important characters and actions included?• Is your story sequence correct?
Paragraph Level <ul style="list-style-type: none">• Did you indent each paragraph or skip a line between paragraphs?• Is any paragraph too short or too wordy?• Would a quotation make your story more interesting?
Sentence Level (go sentence by sentence to check these things) <ul style="list-style-type: none">• Does each sentence make complete sense when read aloud?• Does each sentence have a subject, a predicate, and an end mark?• Are they varied in length?• Should you use a different sentence type?• Should any sentences be combined or divided?• Do you have varied sentence openers (not all subject nouns)?• Are your quotations punctuated correctly?
Word Level <ul style="list-style-type: none">• Should you use different nouns to avoid repetition?• Do you need stronger verbs?• Did you use varied utterance words?• Are the meanings of your words clear?• Is your spelling correct?• Is your capitalization correct?

Week 10 Assignment Checklist
Model: *The Tale of Jemima Puddle-Duck*

Theory	<p>Harvey's Elementary Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Section 21 (<i>The Article</i>) <input type="checkbox"/> Notebook: <i>article, definite a., indefinite a.</i> <input type="checkbox"/> Exercises & Questions <input type="checkbox"/> Notebook Review & Quiz 	<p>Alternate Grammar Text _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Analysis & Imitation	<p>Day 1 ~ Reading & Understanding (Skill Level 3 Lesson 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Careful reading routine and oral narration <input type="checkbox"/> Essentials/Accidentals lesson with your teacher <input type="checkbox"/> Divide the narrative into scenes. <p>Day 2 ~ Words (Skill Level 3, Lesson 4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dictation <input type="checkbox"/> Noun Imitation Lesson with your teacher <input type="checkbox"/> Noun Imitations <input type="checkbox"/> Parsing Review <input type="checkbox"/> Vocabulary Analysis <p>Day 3 ~ Sentences (Skill Level 3, Lesson 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> New Shuffle Step Lesson with your teacher <input type="checkbox"/> Do Shuffle Steps 1. 2. 3 <p>Day 4 ~ Paragraphs (Skill Level 3 Routine)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copybook Assignment <input type="checkbox"/> Paraphrase by Grammatical Change 	
Writing Project	<p>Writing Project 3</p> <p><i>Begin your writing project on Day 1 after you have completed the Reading & Understanding portion of the lesson.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Step I. Analyze <input type="checkbox"/> Step II. Plan <input type="checkbox"/> Step III. Draft <input type="checkbox"/> Step IV. Edit 	
Teacher Notes	<p>Teacher Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the week's lesson and indicated sections from <i>Homer</i>. <input type="checkbox"/> Read the model and the author information. <input type="checkbox"/> Note which grammar exercises the student is to do. <input type="checkbox"/> Choose vocabulary words, dictation, and copywork selections. <p>Notes</p>	

The Tale of Jemima Puddle-Duck by Beatrix Potter

What a funny sight it is to see a brood of ducklings with a hen! -- Listen to the story of Jemima Puddle-duck, who was annoyed because the farmer's wife would not let her hatch her own eggs. Her sister-in-law, Mrs. Rebeccah Puddle-duck, was perfectly willing to leave the hatching to some one else --"I have not the patience to sit on a nest for twenty-eight days; and no more have you, Jemima. You would let them go cold; you know you would!"

"I wish to hatch my own eggs; I will hatch them all by myself," quacked Jemima Puddle-duck.

She tried to hide her eggs; but they were always found and carried off. Jemima Puddle-duck became quite desperate. She determined to make a nest right away from the farm. She set off on a fine spring afternoon along the cart- road that leads over the hill. She was wearing a shawl and a poke bonnet.

When she reached the top of the hill, she saw a wood in the distance. She thought that it looked a safe quiet spot. Jemima-Puddle Duck was not much in the habit of flying. She ran downhill a few yards flapping her shawl, and then she jumped off into the air. She flew beautifully when she had got a good start. She skimmed along over the tree-tops until she saw an open place in the middle of the wood, where the trees and brushwood had been cleared. Jemima alighted rather heavily, and began to waddle about in search of a convenient dry nesting-place. She rather fancied a tree-stump amongst some tall fox-gloves.

But--seated upon the stump, she was startled to find an elegantly

dressed gentleman reading a newspaper. He had black prick ears and sandy coloured whiskers. "Quack?" said Jemima Puddle-duck, with her head and her bonnet on one side -- "Quack?" The gentleman raised his eyes above his newspaper and looked curiously at Jemima -- "Madam, have you lost your way?" said he. He had a long bushy tail which he was sitting upon, as the stump was somewhat damp. Jemima thought him mighty civil and handsome. She explained that she had not lost her way, but that she was trying to find a convenient dry nesting-place.

"Ah! Is that so? Indeed!" said the gentleman with sandy whiskers, looking curiously at Jemima. He folded up the newspaper, and put it in his coat-tail pocket. Jemima complained of the superfluous hen. "Indeed! how interesting! I wish I could meet with that fowl. I would teach it to mind its own business!" "But as to a nest--there is no difficulty: I have a sackful of feathers in my wood- shed. No, my dear madam, you will be in nobody's way. You may sit there as long as you like," said the bushy long- tailed gentleman.

He led the way to a very retired, dismal-looking house amongst the fox-gloves. It was built of faggots and turf, and there were two broken pails, one on top of another, by way of a chimney. "This is my summer residence; you would not find my earth--my winter house--so convenient," said the hospitable gentleman. There was a tumble-down shed at the back of the house, made of old soap-boxes. The gentleman opened the door, and showed Jemima in. The shed was almost quite full of feathers--it was almost suffocating; but it was comfortable and very soft. Jemima Puddle-duck was rather surprised to find such a vast quantity of feathers. But it was very comfortable; and she made a nest without any trouble at all. When she came out, the sandy whiskered gentleman was sitting on a log reading the newspaper--at least he had

it spread out, but he was looking over the top of it. He was so polite, that he seemed almost sorry to let Jemima go home for the night. He promised to take great care of her nest until she came back again next day. He said he loved eggs and ducklings; he should be proud to see a fine nestful in his wood-shed.

Jemima Puddle-Duck came every afternoon; she laid nine eggs in the nest. They were greeny white and very large. The foxy gentleman admired them immensely. He used to turn them over and count them when Jemima was not there. At last Jemima told him that she intended to begin to sit next day--"and I will bring a bag of corn with me, so that I need never leave my nest until the eggs are hatched. They might catch cold," said the conscientious Jemima. "Madam, I beg you not to trouble yourself with a bag; I will provide oats. But before you commence your tedious sitting, I intend to give you a treat. Let us have a dinner-party all to ourselves! "May I ask you to bring up some herbs from the farm- garden to make a savoury omelette? Sage and thyme, and mint and two onions, and some parsley. I will provide lard for the stuff-lard for the omelette," said the hospitable gentleman with sandy whiskers. Jemima Puddle-Duck was a simpleton: not even the mention of sage and onions made her suspicious.

She went round the farm- garden, nibbling off snippets of all the different sorts of herbs that are used for stuffing roast duck. And she waddled into the kitchen, and got two onions out of a basket. The collie-dog Kep met her coming out, "What are you doing with those onions? Where do you go every afternoon by yourself, Jemima Puddle-duck?" Jemima was rather in awe of the collie; she told him the whole story. The collie listened, with his wise head on one side; he grinned when she described the polite gentleman with sandy whiskers. He

asked several questions about the wood, and about the exact position of the house and shed. Then he went out, and trotted down the village. He went to look for two fox-hound puppies who were out at walk with the butcher.

Jemima Puddle-Duck went up the cart-road for the last time, on a sunny afternoon. She was rather burdened with bunches of herbs and two onions in a bag. She flew over the wood, and alighted opposite the house of the bushy long-tailed gentleman. He was sitting on a log; he sniffed the air, and kept glancing uneasily round the wood. When Jemima alighted he quite jumped. "Come into the house as soon as you have looked at your eggs. Give me the herbs for the omelette. Be sharp!" He was rather abrupt. Jemima Puddle-duck had never heard him speak like that. She felt surprised, and uncomfortable. While she was inside she heard pattering feet round the back of the shed. Some one with a black nose sniffed at the bottom of the door, and then locked it. Jemima became much alarmed.

A moment afterwards there were most awful noises--barking, baying, growls and howls, squealing and groans. And nothing more was ever seen of that foxy-whiskered gentleman. Presently Kep opened the door of the shed, and let out Jemima Puddle-duck. Unfortunately the puppies rushed in and gobbled up all the eggs before he could stop them. He had a bite on his ear and both the puppies were limping. Jemima Puddle-Duck was escorted home in tears on account of those eggs. She laid some more in June, and she was permitted to keep them herself: but only four of them hatched. Jemima Puddle-duck said that it was because of her nerves; but she had always been a bad sitter.

Reading & Understanding

Day 1 Skill Level 3
Homer pp. 37-39

Continue the careful reading routine you have learned in previous weeks:

1. Teacher reads aloud.
2. Discussion and Basic Questions (Title, Author, Speaker, Audience, Message)
3. Student reads aloud.
4. Student retells story to teacher.

Is this week's model fiction or non-fiction?

Read and discuss *Essentials and Accidentals of Fiction Narratives* (pages 37-39, Homer) with your teacher. In this week's model, underline the essential components in red and the accidental components in green.

Divide this week's narrative into scenes. Then complete Steps I and II of the writing project in the space provided at the end of this week's lesson.

Noun Imitation

Day 2 Skill Level 3
Homer pp. 96-98

With your teacher, read *Noun Imitation - Copia by Synonyms and Grammar* on pages 96-98 of Homer. Study the examples.

For the model sentences below and on the next page, generate lots of substitutes for the underlined nouns by using grammatical change (singular/plural and common/proper) and synonyms for each one. Follow the examples on page 97 of Homer. Finally, write two sentences using your noun copia.

Afterwards, do the Parsing Review on the next page.

When Jemima Puddle-Duck reached the top of the hill, she saw a wood.

Parsing Review

When Jemima reached the top of the hill, she saw a wood in the distance.

Noun	Definition	Classification	Properties	Role

The collie asked several questions about the wood.

Noun	Definition	Classification	Properties	Role

Dictation

When done, check your dictation against the model.

Vocabulary Analysis

Word	Spelling	Part of Speech	Definition
<i>Synonyms</i>			
<i>Etymology & Word Lore</i>			
<i>Quotations</i>			
<i>Synonyms</i>			
<i>Etymology & Word Lore</i>			
<i>Quotations</i>			
<i>Synonyms</i>			
<i>Etymology & Word Lore</i>			
<i>Quotations</i>			
<i>Synonyms</i>			
<i>Etymology & Word Lore</i>			
<i>Quotations</i>			

Suggested Words: desperate, determine(d), shawl, alight(ed), civil, superfluous, retired, residence, hospitable, immensely, conscientious, commence, savo(u)ry, burden(ed),

Six Sentence Shuffle

Day 3 Skill Level 3
Homer pp. 204-205

*With your teacher, read *New Possibilities for Shuffle Step #3 - Grammar Change* (pp. 204-205, Homer). Then complete *Shuffle steps* for each sentence below:*

Model: The gentleman raised his eyebrows above his newspaper and looked curiously at Jemima.

Step 1. Mark the simplified sentence below, then **diagram** it.

The gentleman raised his eyebrows and looked curiously.

Step 2. Synonym Substitution: *Substitute a synonym for every important word in the model sentence, and write a paraphrase. Discuss your paraphrase with your teacher.*

Step 3. Grammar Change: *Paraphrase the model using these techniques: sentence type, opening word, common/proper noun switch, singular/plural noun switch.*

Model: The shed was very comfortable; and she made a nest without any trouble at all.

Step 1. Mark the simplified sentence below, then **diagram** it.

The shed was very comfortable, and she made a nest.

Step 2. Synonym Substitution: Substitute a synonym for every important word in the model sentence, and write a paraphrase. Discuss your paraphrase with your teacher.

Step 3. Grammar Change: Paraphrase the model using these techniques: sentence type, opening word, common/proper noun switch, singular/plural noun switch.

Paragraphs

Day 4 Skill Level 3
Homer p. 255

*Copy the model (or a portion of it) into your copybook.
When you are finished, read it aloud and check your work for accuracy.*

*Do a Paraphrase by Grammatical Change on the following selection from the model.
Follow the instructions in Homer, including those for noun copia.*

The Tale of Jemima Puddle-Duck

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Writing Project

Writing Project 3
Homer pp. 295-304

- Step I. Analyze** *Work with your teacher, using the instructions for Step I on page 296 of Homer. You have already marked the scene changes in Day 1 Analysis. Discuss with your teacher what triggers each scene change. Are any of the scenes background or summary information? Determine which scenes are essential to the plot or message. On this basis, decide which scenes to omit and which to retain for your retelling, as instructed.*
- Step II. Plan** *With your teacher, review Step II on pages 297-299 of Homer. Follow the instructions to make an outline for your writing project on the blank page following the editing checklist. You may choose to emphasize components other than what the original author chose. In this project, you are also free to choose a different setting or different characters than the original. You have already marked the essential and accidental components of each scene. Now you must decide whether you want to alter those elements in your own story.*
- Step III. Draft** *Rewrite the narrative using your outline. Follow the instructions on page 299 of Homer.*
- Step IV. Edit** *Follow the instructions on page 299 of Homer, and use the editing chart on the following page.*

Homer Editing Checklist

Global Level

- Are Theon's six components (person, action, place, time, manner, cause) included in each scene?
- Author's emphasis retained?
- Essentials included?
- Moral truth of the narrative retained?

Paragraph Level

- Did you indent each paragraph or skip a line between paragraphs?
- Is any paragraph too short or too wordy?
- Would a quotation make your story more interesting?

Sentence Level (go sentence by sentence to check these things)

- Does each sentence make complete sense when read aloud?
- Does each sentence have a subject, a predicate, and an end mark?
- Are they varied in length?
- Should you use a different sentence type?
- Should any sentences be combined or divided?
- Do you have varied sentence openers (not all subject nouns)?
- Are your quotations punctuated correctly?

Word Level

- Should you use different nouns to avoid repetition?
- Do you need stronger verbs?
- Did you use varied utterance words?
- Are the meanings of your words clear?
- Is your spelling correct?
- Is your capitalization correct?

