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Preface to the Student

Dear Writing Student,

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

As always, please try to do your very best and neatest work in this book. As you work diligently and carefully, you bring honor and glory to the Lord.

“Apply your heart to discipline, and your ears to words of knowledge...” (Proverbs 23:12) so that you will be fully equipped to be used of the Lord to speak His truth to your own generation in the years to come.

Soli Deo gloria!
Kathy Weitz
January 2006

Preface to the Teacher

Dear Teaching Parent,

Welcome to *Homer - Student Workbook B*. I pray that you and your student will find this year's work interesting, pleasant, and challenging. 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 to be my primary teaching task, second only to instructing my children in the knowledge of their Creator and Lord, and guiding them into relationship with Him.

Homer - Student Workbook B, like *Homer - Student Workbook A*, is written to facilitate your student's advancing independence in his studies. However, remember 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 many 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.

An optional instructor's guide is available to help you with your teaching task. Each instructor's guide contains a copy of the Weekly Assignment Checklist, an answer key, a copy of each week's model, and an author biography section. It also contains a guide to applying *Homer* to other subject areas and models, and some of the forms found in the appendices of this book. If you would like a pdf file containing the forms from Appendices A and B of this book, please contact us at classicalwriting@att.net.

On the next few pages, you will find 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 began with a Preparation Week, during which your student prepared notebooks for the year's grammar and vocabulary work, and completed some beginning grammar lessons. If for some reason you do not have a copy of this and your student has not set up his notebooks, you may e-mail us (classicalwriting@att.net) and we will send you a pdf of the Preparation Week.

Homer - Student Workbook B has twenty weeks of lessons, following the second 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.

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. One of the checklist items in the Harvey's block is Notebook Quiz. I prefer to do this orally, but you may choose to have a written quiz. The main thing is to spend some time each week reviewing previous concepts, 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.

A new feature added to this workbook is space to assign a Writing Across the Curriculum project. I really encourage you to give your student at least two weekly assignments per month from other subject areas. It is crucial that your student have ample opportunity to apply the skills he is learning in order to gain mastery.

Also on the Assignment Checklist you will find the list of assignments for Analysis and Imitation and the writing project. In the gray box at the bottom 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 follows immediately. It is written to the student, but designed for complete teacher involvement. You will quickly establish a reading routine with your student, and should expect to spend 30-45 minutes 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 some 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 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.

Week 1 Assignment Checklist Model: *Scylla and Charybdis*

Theory	<p>Harvey's Elementary Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Section 32 (<i>Relative Pronouns</i>) <input type="checkbox"/> Notebook: <i>relative pronoun, antecedent</i> <input type="checkbox"/> Oral quiz from Notebook <input type="checkbox"/> Written quiz from Notebook 	Alt. Grammar Text
Analysis & Imitation	<p>Day 1 ~ Reading & Understanding (Skill Level 6 Lesson 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Careful reading routine and oral narration <input type="checkbox"/> Analysis lesson with your teacher <input type="checkbox"/> Number the paragraphs and divide the scenes <p>Day 2 ~ Words (Skill Level 6 Lesson 1-2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbals Lesson <input type="checkbox"/> Parsing Review <input type="checkbox"/> Dictation (<i>can be done on any day</i>) <input type="checkbox"/> Vocabulary Analysis <p>Day 3 ~ Sentences (Skill Level 6 Lesson 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson with your teacher <input type="checkbox"/> Do Shuffle Steps 1, 2, 3, 4, 5, and 6 <p>Day 4 ~ Paragraphs (Skill Level 6 Routine)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copybook Assignment <input type="checkbox"/> Paraphrase by Synonym Substitution (<i>review</i>) 	
Writing Project	<p>Writing Project 6</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 <p><input type="checkbox"/> Writing Across the Curriculum project</p>	
Teacher Notes	<p>Teacher Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the week's lesson and indicated sections from Homer. <input type="checkbox"/> Read the model and author information. <input type="checkbox"/> Note which grammar exercises the student is to do. <input type="checkbox"/> Choose vocabulary words, dictation, and copywork selections. <input type="checkbox"/> Assign a Writing Across the Curriculum project. <p>Notes</p> <p><i>On Day 4, the student reviews paraphrasing skills from Homer Student Workbook A. If you feel there is a particular paraphrasing skill your student needs to work on, feel free to alter the assignment.</i></p>	

Scylla and Charybdis

Padriac Colum

And now Ulysses had to choose between two ways. One of them was through the Wandering Rocks. Circé had told him of these; that they were rocks which floated about in the sea, and that when any ship came near them they moved very fast through the water, and caught the ship between them and broke it up. So fast did they move that they caught even the birds as they flew. And Circé told him that only one ship had ever escaped them, and that this was the *Argo*, when the heroes went in it to fetch back the *Golden Fleece*. "This," said Circé, "was by the special favour of the gods, and because there were many children of the gods among the crew." So Ulysses thought it better not to try that way, though the other way was dreadful also.

After a while they saw what looked like smoke going up from the sea, and heard a great roar of the waves dashing upon the rocks, for they were coming near to another dangerous place which Circé had warned them about. This was a narrow place between the mainland and an island. On the one side there was a cave, in which there dwelt a terrible monster, Scylla by name, and on the other side there was a dreadful whirlpool. If a ship ever got into that, it was sucked down to the bottom of the sea and never came up again. Now, Circé had told Ulysses all about this place, and had told him what he should do. "It will be better," she had said, "to go near Scylla than to go near Charybdis; one or other of these two thou must do, for there is no room in the middle. It is true that Scylla will pounce down upon your ship when it comes within her reach, and will take out of it six men, one for each of the six heads which she has. But if you go too near to Charybdis then will your whole ship be swallowed up; and it is better to lose six men than that all should be drowned." And when Ulysses had said, "May I not take shield and spear and fight

with this monster?" Circé had answered, "Thou art wonderfully bold; thou wouldst fight with the gods themselves. But be sure that thou canst not fight with Scylla; she is too strong for any man. And while you linger she will take six other men. No: fly from the place as fast as you can." So had Circé spoken to Ulysses, and he remembered what she had said; but he did not tell it to his companions, lest they should lose heart.

So now he bade the steersman steer the ship as near as he could to that side of the strait on which was Scylla's cave. Nevertheless, they went very close to the whirlpool. And a wonderful sight it was, for at one time you could see to the very bottom of the sea, and at another the water seemed to boil up almost to the top of the cliffs. Now, Ulysses had said nothing to his men about the monster on the other side, for he was afraid that if they knew about her they would not go on with their voyage. So they all stood and watched the whirlpool, and while they were doing this there came down upon the ship Scylla's dreadful hands, and caught up six of the crew, the bravest and strongest of them all. Ulysses heard them cry to him to help them, but he could do nothing to help them. And this, he used to say afterwards, was the very saddest thing that happened to him in all his troubles.

Reading & Understanding

Day 1 Skill Level 6
Homer, pp. 48-49

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? If non-fiction, categorize further.

You may use the space below to number the paragraphs, identify the scenes, and make notes. The model in the Instructor’s Guide shows one possibility for dividing the model into scenes. Every second scene is in small caps. When you have finished, turn to the writing project on p. 22 of this workbook and follow the instructions to complete your Day 1 Analysis.

Verbals

Day 2 Skill Level 6
Homer, pp. 116-119

Recite the parts of speech and the definition of each for your teacher.

Read *The Definition of a Verbal* from pages 116-117 with your teacher. Also, if your teacher instructs you to do so, read *Verbal Phrases* on pages 117-119. Look through the weekly model and identify the verbals and verbal phrases with your teacher. Add verbals to the *Sentence Marking Conventions* chart in the Appendix. You will probably want to add your marking conventions from Homer - Student Workbook A as well.

Parsing Review

Parse all the nouns, verbs, and adjectives in the sentences below and on the next page. Use the chart on page 115 of Homer if you need a refresher.

And Circé told him that only one ship had ever escaped them, and that this was the Argo.

Word	Part of Speech	Definition	Classification	Properties	Role

May I not take shield and spear and fight with this monster?

Word	Part of Speech	Definition	Classification	Properties	Role

On the one side there was a cave, in which there dwelt a terrible monster, Scylla by name, and on the other side there was a dreadful whirlpool.

<i>Word</i>	<i>Part of Speech</i>	<i>Definition</i>	<i>Classification</i>	<i>Properties</i>	<i>Role</i>

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: escape(d), fetch, favour (favor), dreadful, warned, dwelt, pounce, linger, companions, bade, strait, boil, voyage

Six Sentence Shuffle

Day 3 Skill Level 6
Homer, pp. 224-225

With your teacher, read and discuss New Diagramming on page 224-225 of Homer.

Do Six Sentence Shuffles with the sentences on the next two pages, using the various techniques you have learned for each step listed below. If you need to review, read over the first five skill levels for Day 3 in Homer and look at the examples.

Step 1. Diagram the sentence, marking it first. *If there are elements you do not know how to diagram, follow the instructions in the last paragraph on page 177 of Homer. Puzzling over how to diagram things you have not encountered before will be a beneficial exercise for you. Use your grammar text and online resources if you need additional help.*

Step 2. Synonym Substitution for every important word in the sentence.

Step 3. Grammar Change using one or more of the techniques you have learned. *Write at least three sentences, using varying techniques, for each model sentence.*

- sentence type
- opening word
- singular/plural noun switch
- common/proper noun switch
- noun case changes
- verb tense change
- singular/plural verb switch

Step 4. Condense by Subtraction using one or more of the following techniques.

- remove modifiers
- contract or collapse compounds
- remove prepositional phrases used as modifiers

Step 5. Expand by Addition using these techniques:

- add modifiers
- create or expand compounds
- add prepositional phrases used as modifiers

Step 6. Same Diagram, New Idea

Model: After a while they saw what looked like smoke going up from the sea, and heard a great roar of the waves dashing upon the rocks.

Steps 1 and 6

Steps 2, 3, 4, and 5

Model: So fast did they move that they caught even the birds as they flew.

Steps 1 and 6

Steps 2, 3, 4, and 5

Paragraphs

Day 4 Skill Level 6
Homer, pp. 258-259

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

Over the next four weeks, we will review the paraphrasing skills learned in Homer Book A, adding a few new techniques as we go. This week you will paraphrase the paragraph below using synonym substitution (Skill Level 2). You can do this by using other words from the model, by brainstorming, or by using a thesaurus.

And now Ulysses had to choose between two ways. One of them was through the Wandering Rocks. Circé had told him of these; that they were rocks which floated about in the sea, and that when any ship came near them they moved very fast through the water, and caught the ship between them and broke it up. So fast did they move that they caught even the birds as they flew. And Circé told him that only one ship had ever escaped them, and that this was the Argo, when the heroes went in it to fetch back the Golden Fleece. "This," said Circé, "was by the special favour of the gods, and because there were many children of the gods among the crew." So Ulysses thought it better not to try that way, though the other way was dreadful also.

Writing Project

Writing Project 6
Homer, pp. 322-330

Re-read the Introduction to this writing project on pages 312-313 of Homer with your teacher.

- Step I. Analyze** *Work with your teacher, using the instructions for Step I on page 323 of Homer.*
- 1. Divide the body of the story into acts.*
 - 2. Note the number of scenes in each act.*
 - 3. Write two or three summary sentences for each scene in the story.*
- Step II. Rearrange** *With your teacher, read and follow the instructions for Step II on pages 323-324 of Homer. Decide where you want your "in media res" starting point, using the tips in Homer on page 324. Shuffle the outline to reflect your new arrangement.*
- Step III. Draft** *Carefully read the instructions for Step III on pages 324-325 of Homer with your teacher. Discuss ways to set up the opening scene, based on the advice given in Homer. Then, look at the rest of the summary sentences to see that they still make sense and that the story flows smoothly. Craft new summary sentences as needed, following the advice on pages 324-325 of Homer.*
- Step IV. Edit** *Follow the instructions on page 325 of Homer to turn your summary sentences into a smooth essay. Pay close attention to the transitions between your summary sentences. Note the new global level editing steps given in the Editing Checklist, and make sure you have applied them. Use the editing chart on the following page to evaluate and edit your writing project.*

Writing Across the Curriculum

Do an additional writing project using a narrative model from another of your subjects, such as history, science, or literature. You may choose the story order: chronological or in media res. Follow the steps for Writing Project 5 or 6, and use the Homer Editing Checklist on the following page. It is very important that you apply the skills you are learning to your writing in all areas of study.

Homer Editing Checklist

Global Level

- *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?*
- *Historically accurate?*
- *Smooth essay with good transitions?*
- *"In Media Res" starting point observed?*
- *Starting point contains the necessary background information to make the story intelligible?*
- *No redundancy of background information that must be moved to the "In Media Res" scene later in the story?*

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?*
- *Have you used commas and end marks properly?*

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?*

Use this page if you want extra diagramming room on Day 3.

Week 10 Assignment Checklist
Model: *Pooh and Piglet Go Hunting*

Theory	<p>Harvey's Elementary Grammar</p> <input type="checkbox"/> <i>Section 43 (The Conjunction)</i> <input type="checkbox"/> <i>Notebook: conjunction</i> <input type="checkbox"/> <i>Oral quiz from Notebook</i> <input type="checkbox"/> <i>Written quiz from Notebook</i>	Alt. Grammar Text
Analysis & Imitation	<p>Day 1 ~ Reading & Understanding (Skill Level 8, Lesson 2)</p> <input type="checkbox"/> <i>Careful reading routine and oral narration</i> <input type="checkbox"/> <i>Analyze the weekly model for credibility</i> <p>Day 2 ~ Words (Skill Level 8 Lesson 3)</p> <input type="checkbox"/> <i>Lesson with your teacher</i> <input type="checkbox"/> <i>Parsing and Imitation Exercises</i> <input type="checkbox"/> <i>Dictation (can be done on any day)</i> <input type="checkbox"/> <i>Vocabulary Analysis</i> <p>Day 3 ~ Sentences (Skill Level 8 Lesson 1)</p> <input type="checkbox"/> <i>Lesson with your teacher</i> <input type="checkbox"/> <i>Do Shuffle Steps 1, 2, 3, 4, 5, and 6</i> <p>Day 4 ~ Paragraphs (Skill Level 8 Lesson 2)</p> <input type="checkbox"/> <i>Copybook Assignment</i> <input type="checkbox"/> <i>Advanced Paraphrase by Subtraction</i>	
Writing Project	<p>Writing Project 8</p> <p><i>Begin your writing project on Day 1 after you have completed the Reading & Understanding portion of the lesson.</i></p> <input type="checkbox"/> <i>Step I. Analyze</i> <input type="checkbox"/> <i>Step II. Plan</i> <input type="checkbox"/> <i>Step III. Draft</i> <input type="checkbox"/> <i>Step IV. Edit</i> <p><input type="checkbox"/> <i>Writing Across the Curriculum project</i></p>	
Teacher Notes	<p>Teacher Preparation</p> <input type="checkbox"/> <i>Read this week's lesson and the indicated sections from Homer.</i> <input type="checkbox"/> <i>Read the model and author information.</i> <input type="checkbox"/> <i>Note which grammar exercises the student is to do.</i> <input type="checkbox"/> <i>Choose vocabulary words, dictation, and copywork selections.</i> <input type="checkbox"/> <i>Choose a previous writing project to edit for credibility.</i> <input type="checkbox"/> <i>Assign a Writing Across the Curriculum project.</i> <p>Notes <i>Your student will begin learning very important summarizing skills on Day 4 this week. Please be sure to allot a good amount of time to practice this. Have your student begin to use these skills in other subject areas as well.</i></p>	

Pooh And Piglet Go Hunting

And Nearly Catch A Woozle

by A. A. Milne

The Piglet lived in a very grand house in the middle of a beech-tree, and the beech-tree was in the middle of the forest, and the Piglet lived in the middle of the house. Next to his house was a piece of broken board which had: "TRESPASSERS W" on it. When Christopher Robin asked the Piglet what it meant, he said it was his grandfather's name, and had been in the family for a long time. Christopher Robin said you couldn't be called Trespassers W, and Piglet said yes, you could, because his grandfather was, and it was short for Trespassers Will, which was short for Trespassers William. And his grandfather had had two names in case he lost one--Trespassers after an uncle, and William after Trespassers.

"I've got two names," said Christopher Robin carelessly.

"Well, there you are, that proves it," said Piglet.

One fine winter's day when Piglet was brushing away the snow in front of his house, he happened to look up, and there was Winnie-the-Pooh. Pooh was walking round and round in a circle, thinking of something else, and when Piglet called to him, he just went on walking.

"Hallo!" said Piglet, "what are you doing?"

"Hunting," said Pooh.

"Hunting what?"

"Tracking something," said Winnie-the-Pooh very mysteriously.

"Tracking what?" said Piglet, coming closer

"That's just what I ask myself. I ask myself, What?"

"What do you think you'll answer?"

"I shall have to wait until I catch up with it," said Winnie-the-Pooh. "Now, look there." He pointed to the ground in front of him. "What do you see there?"

"Tracks," said Piglet. "Paw-marks." He gave a little squeak of excitement. "Oh, Pooh! Do you think it's a--a--a Woozle?"

"It may be," said Pooh. "Sometimes it is, and sometimes it isn't. You never can tell with paw-marks."

With these few words he went on tracking, and Piglet, after watching him for a minute or two, ran after him. Winnie-the-Pooh had come to a sudden stop, and was bending over the tracks in a puzzled sort of way.

"What's the matter?" asked Piglet.

"It's a very funny thing," said Bear, "but there seem to be two animals now. This--whatever-it-was--has been joined by another--whatever-it-is-- and the two of them are now proceeding in company. Would you mind coming with me, Piglet, in case they turn out to be Hostile Animals?"

Piglet scratched his ear in a nice sort of way, and said that he had nothing to do until Friday, and would be delighted to come, in case it really was a Woozle.

"You mean, in case it really is two Woozles," said Winnie-the-Pooh, and Piglet said that anyhow he had nothing to do until Friday.

So off they went together. There was a small spinney of larch trees just here, and it seemed as if the two Woozles, if that is what they were, had been going round this spinney; so round this spinney went Pooh and Piglet after them; Piglet passing the time by telling Pooh what his Grandfather Trespassers W had done to Remove Stiffness after Tracking, and how his Grandfather Trespassers W had suffered in his later years from Shortness of Breath, and other matters of interest, and Pooh wondering what a Grandfather was like, and if perhaps this was Two Grandfathers they were after now, and, if so, whether

he would be allowed to take one home and keep it, and what Christopher Robin would say. And still the tracks went on in front of them....

Suddenly Winnie-the-Pooh stopped, and pointed excitedly in front of him. "Look!"

"What?" said Piglet, with a jump. And then, to show that he hadn't been frightened, he jumped up and down once or twice more in an exercising sort of way.

"The tracks!" said Pooh. "A third animal has joined the other two!" "Pooh!" cried Piglet "Do you think it is another Woozle?"

"No," said Pooh, "because it makes different marks. It is either Two Woozles and one, as it might be, Wizzle, or Two, as it might be, Wizzles and one, if so it is, Woozle. Let us continue to follow them."

So they went on, feeling just a little anxious now, in case the three animals in front of them were of Hostile Intent. And Piglet wished very much that his Grandfather T. W. were there, instead of elsewhere, and Pooh thought how nice it would be if they met Christopher Robin suddenly but quite accidentally, and only because he liked Christopher Robin so much. And then, all of a sudden, Winnie-the-Pooh stopped again, and licked the tip of his nose in a cooling manner, for he was feeling more hot and anxious than ever in his life before. There were four animals in front of them!

"Do you see, Piglet? Look at their tracks! Three, as it were, Woozles, and one, as it was, Wizzle. Another Woozle has joined them!"

And so it seemed to be. There were the tracks; crossing over each other here, getting muddled up with each other there; but, quite plainly every now and then, the tracks of four sets of paws.

"I think," said Piglet, when he had licked the tip of his nose too, and found that it brought very little comfort, "I think

that I have just remembered something. I have just remembered something that I forgot to do yesterday and sha'n't be able to do to-morrow. So I suppose I really ought to go back and do it now."

"We'll do it this afternoon, and I'll come with you," said Pooh.

"It isn't the sort of thing you can do in the afternoon," said Piglet quickly. "It's a very particular morning thing, that has to be done in the morning, and, if possible, between the hours of What would you say the time was?"

"About twelve," said Winnie-the-Pooh, looking at the sun.

"Between, as I was saying, the hours of twelve and twelve five. So, really, dear old Pooh, if you'll excuse me-- What's that."

Pooh looked up at the sky, and then, as he heard the whistle again, he looked up into the branches of a big oak-tree, and then he saw a friend of his.

"It's Christopher Robin," he said.

"Ah, then you'll be all right," said Piglet.

"You'll be quite safe with him. Good-bye," and he trotted off home as quickly as he could, very glad to be Out of All Danger again.

Christopher Robin came slowly down his tree.

"Silly old Bear," he said, "what were you doing? First you went round the spinney twice by yourself, and then Piglet ran after you and you went round again together, and then you were just going round a fourth time"

"Wait a moment," said Winnie-the-Pooh, holding up his paw.

He sat down and thought, in the most thoughtful way he could think. Then he fitted his paw into one of the Tracks . . . and then he scratched his nose twice, and stood up.

"Yes," said Winnie-the-Pooh.

"I see now," said Winnie-the-Pooh.

"I have been Foolish and Deluded," said he, "and I am a Bear of No Brain at All."

"You're the Best Bear in All the World," said Christopher Robin soothingly.

"Am I?" said Pooh hopefully. And then he brightened up suddenly.

"Anyhow," he said, "it is nearly Luncheon Time."

So he went home for it.

Reading & Understanding

Day 1 Skill Level 8
Homer, pp. 56-58

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*

Again this week, we will be using the model for analysis only, and your writing project will be to revise a previous writing project using the analysis skills learned in this lesson.

With your teacher, review and discuss Skill Level 8 Lesson 1, then read Lesson 2 in Homer, studying the example carefully.

Follow the directions in Homer to analyze the weekly model for elements of credibility in the reasons and moral of the narrative. Space is provided for your work on this page and the next.

1. *Read the narrative and determine what the moral point of the story is.*
2. *List each character and note his description according to Theon's questions of person.*
3. *List each character's actions, according to Theon's questions of action.*
4. *Is the narrative credible? (Is anything contrary to nature? Do the character traits and actions agree with the moral of the narrative?)*

When you are done with this, begin work on this week's writing project.

Adverbs and Adverbial Elements

Day 2 Skill Level 8
Homer, pp. 141-142

Read Lesson 3, Adverbial Elements with your teacher. Review the definition of an adverb, the adverb questions, and definitions of a phrase and a clause. Look through the weekly model and identify adverbial elements. List at least ten below, along with the words they modify.

Parsing Review

Parse the nouns, verbs, adjectives, verbals, pronouns, and adverbs in the sentences below and on the next page.

With these few words he went on tracking, and Piglet, after watching him for a minute or two, ran after him.

Word	Part of Speech	Definition	Classification	Properties	Role

With these few words he went on tracking, and Piglet, after watching him for a minute or two, ran after him.

Word	Part of Speech	Definition	Classification	Properties	Role

Winnie-the-Pooh stopped again, and licked the tip of his nose in a cooling manner.

Word	Part of Speech	Definition	Classification	Properties	Role

Imitation Review

For the model sentences below, practice the imitation techniques you have learned so far. Rewrite each sentence at least twice, using different techniques.

Pooh was walking round and round in a circle, thinking of something else.

Suddenly Winnie-the-Pooh stopped, and pointed excitedly in front of him.

Dictation

Have your teacher dictate a portion of the model for you to write. 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: trespass(er), carelessly, track(ing), proceed(ing), hostile, spinney, anxious, particular, foolish, deluded, brighten(ed)

Six Sentence Shuffle

Day 3 Skill Level 8
Homer, pp. 232-233

With your teacher, review Lesson 1, New Diagramming.

Do Six Sentence Shuffles with the sentences on the next two pages. Try to use as many of the techniques as possible.

Step 1. Diagram the sentence, marking it first.

Step 2. Synonym Substitution for every important word in the sentence.

Step 3. Grammar Change using one or more of the techniques you have learned. Write at least three sentences, using varying techniques, for each model sentence.

- sentence type
- opening word
- singular/plural noun switch
- common/proper noun switch
- noun case changes
- verb tense change
- singular/plural verb switch
- participle relocation
- possessive change using "of"
- pronoun/antecedent switch
- change of person in dialogue
- first, second, and third person switch

Step 4. Condense by Subtraction using one or more of the following techniques.

- remove modifiers
- contract or collapse compounds
- remove prepositional phrases used as modifiers
- remove participles used as modifiers
- remove appositives and relative clauses

Step 5. Expand by Addition using these techniques:

- add modifiers
- create or expand compounds
- add prepositional phrases used as modifiers
- add participles used as modifiers
- add appositives and relative clauses

Step 6. Same Diagram, New Idea

Model: So they went on, feeling just a little anxious now, in case the three animals in front of them were of Hostile Intent.

Steps 1 and 6

Steps 2, 3, 4, and 5

Model: To show that he hadn't been frightened, he jumped up and down once or twice in an exercising sort of way.

Steps 1 and 6

Steps 2, 3, 4, and 5

Paragraphs

Day 4 Skill Level 8
Homer, pp. 265-270

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

Read and discuss with your teacher Lesson 2, Summarize a Passage - Systematic Approach. Using the model at the beginning of this lesson, analyze each paragraph following the example on pages 267-270. Extra space has been left in the margins for this purpose. Since there is so much dialogue in this narrative, combine long sections containing only dialogue and analyze them as one paragraph. Follow the step by step instructions on pages 265-266. I have summarized them here, but you need the additional information contained in Homer to do this assignment well.

1. Read, narrate, and discuss the passage with your teacher.
2. Note which paragraphs could be dropped.
3. Mark the important paragraphs.
4. Condense the remaining paragraphs to a single summary sentence.
5. Condense the important paragraphs using the subtraction techniques you have learned and synonym substitution to recast them in your own words.
6. Pull all of this together into a single paragraph and smooth them as needed.
7. Shorten the paragraph more as needed.

Writing Project

With your teacher, review the section on Writing Project 8, Credibility. Choose a previous writing project to revise this week. Review the examples of each step of the writing project carefully.

- Step I. Analyze** *Work with your teacher, using the instructions for Step I on page 341-342 of Homer.*
- 1. Divide your narrative into acts and scenes and ask Theon's Six Questions for each scene.*
 - 2. Analyze the project following the directions on pages 341-342. This week you will do the sections "Say Nothing Contrary to Nature" and "Reasons and Motives". Set up a table to analyze the credibility of your narrative using the example on pages 343-346.*
- Step II. Plan** *With your teacher, read and follow the instructions for Step II on pages 343-347 of Homer. Generate a new outline using your analysis from Step I. Consider changing the arrangement of your narrative to chronological, in media res, or backwards.*
- Step III. Draft** *Carefully read the instructions and example for Step III on pages 348-349 of Homer with your teacher. Revise your story based on the new outline.*

Homer Editing Checklist

Global Level

- *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?*
- *Historically accurate?*
- *Smooth essay with good transitions?*
- *Is this an optimal sequence for your narrative?*
- *If you use any arrangement other than straight chronological, is there no repetition of information?*

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?*
- *Are your verb tenses consistent?*
- *Have you said nothing contrary to nature?*
- *Are reasons and motives consistent?*

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?*
- *Have you used commas and end marks properly?*
- *Do you have any grammatical errors or errors of meaning?*

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?*

Use this page if you want extra diagramming room on Day 3.