

Table of Contents

<i>Preface</i>		7
Introduction		8
<i>Welcome</i>		
<i>Materials</i>		
<i>How to Use This Book</i>		
Lesson Plans and Teacher Pages		17
<i>Week One</i>	<i>THE ANT AND THE GRASSHOPPER</i>	18
<i>Week Two</i>	<i>THE FOX AND THE GRAPES</i>	22
<i>Week Three</i>	<i>THE WOLF IN SHEEP’S CLOTHING</i>	26
<i>Week Four</i>	<i>THE DOG IN THE MANGER</i>	30
<i>Week Five</i>	<i>THE GINGERBREAD BOY</i>	34
<i>Week Six</i>	<i>THE THREE BILLY-GOATS GRUFF</i>	38
<i>Week Seven</i>	<i>THE THREE LITTLE PIGS</i>	42
<i>Week Eight</i>	<i>KING ALFRED AND THE CAKES</i>	46
<i>Week Nine</i>	<i>KING CANUTE AND THE SEASHORE</i>	50
<i>Week Ten</i>	<i>THE SONS OF WILLIAM THE CONQUEROR</i>	54
<i>Week Eleven</i>	<i>BRUCE AND THE SPIDER</i>	58
<i>Week Twelve</i>	<i>A STORY OF ROBIN HOOD</i>	62
<i>Week Thirteen</i>	<i>THE STORY OF WILLIAM TELL</i>	66
<i>Week Fourteen</i>	<i>THE BEAR AND THE BEES</i>	70
<i>Week Fifteen</i>	<i>THE MILKMAID AND HER PAIL</i>	74
<i>Week Sixteen</i>	<i>JESUS RAISES LAZARUS</i>	78
<i>Week Seventeen</i>	<i>THE PARABLE OF THE SOWER</i>	82
<i>Week Eighteen</i>	<i>THE PARABLE OF THE GOOD SAMARITAN</i>	86

Appendices

<i>Appendix A</i>	<i>Author and Model Background Information</i>
<i>Appendix B</i>	<i>Grammar Flashcards</i>
<i>Appendix C</i>	<i>Answers to Diagramming Exercises</i>
<i>Appendix D</i>	<i>Useful Forms</i>

This is the second workbook to accompany *Aesop*. I believe you will find this to be a tool you can use to encourage and assist your students as they continue on the path to being clear and winsome communicators of truth.

The stories chosen as models for this book are all excellent, not only for their timeless literary value, but also because they teach virtuous character traits. Jesus Himself is our example of using stories as a primary way of teaching truth and virtue. I pray that as you study the stories in this volume together with your student, the Master Storyteller will reveal Himself and His truth to you both.

Soli Deo gloria,
Kathy Weitz
July 2005

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And, a very big thank you to Carolyn Vance who is so meticulous and painstaking in all her editing work, in order to make us look good. Really, if it were not for her, dear reader, you would be laughing your way through this book at my numerous mistakes, or you would be asking for your money back! And she does it all with such good humor and wit. Many thanks, Carolyn.

Introduction

First Things

Please review pages 1-16 and 36 of *Aesop* before you go any further, since it is so foundational to this writing program. It always helps to renew your vision as you approach a new school year or a new course.

Also, you will find Appendix C in *Aesop* particularly helpful in knowing what to expect from your own student's writing.

Welcome to *Aesop*

Aesop Student Workbook B was designed with the needs and abilities of an advancing beginning writer, generally around 4th grade, in mind. It can be used by a wide range of ages, however, depending on the needs of your student and his prior writing experience. An older student could use it as a foundation for *Homer* by doubling or tripling the pace. A younger student could be included with an older sibling by doing his work orally.

We have divided the we have divided the lessons and writing projects from *Aesop* book into two eighteen-week student workbooks. It is designed so that the beginning writer will take two school years to work through *Aesop*. We believe this is just the right number of formal writing projects for one school year for a younger student, and this will leave plenty of time for developing important related language arts skills. In particular, reading aloud to your student, and having him orally narrate back to you, as well as having your student orally narrate things he is reading on his own. Another activity we highly recommend is regular poetry reading with your student. Letter-writing and story illustration are two other activities we feel are very beneficial for your student.

In Appendix C, you will find a section called "Take Your Art With You", which gives instructions for using the skills your student has learned from *Aesop* for writing projects in other subject areas like history and science.

Scheduling Ideas for *Aesop Student Workbook B*

Option 1: Take two weeks for each lesson. This is especially helpful if you are pressed for time (and who isn't?). On the first week, do all of the Analysis and Imitation work for the lesson. On the second week, have your student do the writing projects. Based on feedback from teachers using this program, this may be the most popular option. And, this may be a good way to free up daily time for reading great books and poetry anthologies together.

Introduction

Option 2: Use *Aesop Student Workbook B* for three weeks, completing a lesson each week, then take one week off. Use that week for letter-writing, extra language or grammar study, field trips, cookie-baking, or just some much-needed “catch-up time.”

Option 3: Alternate the 18 weeks of lessons with 18 weeks of other writing projects.

Week A *Aesop Student Workbook B*
complete lesson with analysis, imitation and writing project based on the narrative model.

Week B Writing project from another subject area using skills learned in *Aesop Student Workbook B*. Beginning with Lesson 4 there is a lesson each week entitled “Writing Across the Curriculum”, which gives instructions and an editing checklist for your student to complete a writing project in another subject area.

Continue regular review and drill of flashcards covering skills learned so far, and informal discussion of concepts as you read together. For example, have your student point out every indirect quote on a page of the book he is reading, or have him explain why each capital letter on the page is used.

Introduction

Materials

To use the *Aesop Student Workbook B* schedule, you will need the following components:

Aesop - the original book containing all the theory, lessons, and information needed to teach this course.

Aesop Student Workbook B - a workbook containing models and student workpages for eighteen weeks of writing instruction, lessons, and exercises. You will need one workbook per student.

Aesop Instructor's Guide B - a guide containing detailed weekly lesson plans, including teacher preparation, teacher pages for your own analysis, and selected answers to student lessons (called "helps").

Dictionaries - see suggestions in *Aesop*, p. 21.

A bound and lined composition notebook - for each student's copybook. The particulars of this will be discussed in the following section.

Note: You will NOT need *Traditional Tales* (a book of models which accompanies *Aesop*) for this course. The necessary models are all included in the student workbook as well as the instructor's guide.

Optional Materials:

Elementary Diagramming Worktext by Mary Daly can be used if you wish to incorporate some simple diagramming at this time as an aid to understanding grammar. Optional assignments from this book are listed in the student workbook and instructor's guide.

The Alpha List: A Dictionary Focusing on the Logic of English Spelling, by Wanda Sanseri (see notes in Spelling Section of this introduction).

The ABC's and All Their Tricks by Margaret Bishop is very helpful for looking up related words for spelling analysis.

The Reading Teacher's Book of Lists by Fry, Kress, and Fountoukidis is a wonderful resource to assist you with word building using prefixes and suffixes.

A typing instruction program that will assist your student to begin to type his own compositions. Our family uses Typing Instructor, available from Timberdoodle (www.timberdoodle.com).

Dictation and Copybook

Dictation is discussed on pages 33-35 of *Aesop*. Those pages have information on adapting dictation to your student's needs and abilities, so please refer to them as your student advances in dictation. In the weekly routine, dictation is assigned on Day 4.

In addition, we recommend that you continue to have your student keep a copybook. This is simply a place for your student to copy worthy selections from literature, poetry, history, science, or any other subject your student is studying. If you have already set up a copybook for your student which you use for all copywork, you may choose to include copywork from *Aesop* there. How much to assign your student is up to you. For the most "pencil-allergic" students, a sentence may be adequate. Other students will want to copy entire fables into their copybooks.

Special Encouragement to the Teacher

I again want to encourage the teacher to begin your own copybook. This will benefit your student as he sees you setting an example of lifelong learning, and it will benefit you as you enjoy the beauty of language penned by some of the most gifted minds in history.

How to Use This Book

To simplify things, I will use some abbreviations and symbols in this manual and the student workbook to refer to each of the component books in this series. Here is a key:

SW - *Student Workbook*

IG - *Instructor's Guide*

Copybook - referred to by name

About those gray boxes in the SW that look like this:
This box tells you to refer to *Aesop*,
the Analysis section, on page 21

Day 3 Analysis
p. 21

In the instructor's guide, they look like this:
This tells you that you to refer to Skill Level 1
on pages 24-26 of *Aesop*.

SL 1
pp. 24-26

If you see "Routine" in the box, it means you will be practicing things you have already learned, and you will be following the Routine on the page referenced.

Introduction

Instructor's Guide: Weekly Lesson Plans

Each week's work is contained on 4 pages of the instructor's guide.

First Page

Teacher Preparation: These are things you should do to prepare for the week's study. The first instruction is always to read or review the sections from *Aesop* which will be covered that week. These sections are listed in the gray boxes on the second page. All the information you need to teach the week's lesson is in the given pages of *Aesop*.

You will be advised in this section to read background information on the author and model type, which can be found in Appendix A of this book. You may wish to investigate further on the internet or at your library. In addition, you may wish to obtain copies of books where the stories are recorded. There are many lovely illustrated editions of *Aesop's Fables*, fairy tales, and Bible stories at your bookstore or library. The James Baldwin stories are drawn from *Fifty Famous Stories*, which is now available as an illustrated paperback from Yesterday's Classics (<http://www.yesterdaysclassics.com>)

New Flashcards: Grammar flashcards for the concepts taught in this course are found in Appendix B of this book. Use these flashcards for teaching and review to promote mastery learning of these concepts. On the second page of each week's work, you will find the instruction "Flashcard Review" at the beginning of each day's work. It is very important to repeat new concepts daily in order to memorize them completely. Once the grammar concepts have been learned, regular review will cement them in long-term memory. You may choose to divide up the review of previously learned concepts through the week, but I do suggest that you review each definition at least weekly, even after it has been mastered. For your convenience, I have also included the flashcards for all the grammar concepts learned in student workbook A as well

Helps: This section contains suggested spelling words, with possible phonics rules and related words to use. These words may be way too simple, or they may be way too advanced for your student. PLEASE feel free to adapt this to suit your student's own needs. Spelling instruction is always most beneficial when it is geared to the needs of the individual student. I hesitated to even provide these, fearing they would be seen as "must-do's", but some may find it helpful to have examples of how it could be done.

This section also includes a mini-answer key. Selected answers to the SW exercises will be found here. ***Remember that "answers" for many of the exercises are simply suggestions, and your student may have different answers that are just as correct!***

Second page

This page has the daily lesson checklist. You will be referred to the pages in *Aesop* where the instructions for the concepts to be taught or reviewed are found. The items prefaced by "SW:" refer to work to be done by the student in the student workbook.

The writing project section is separate, and is divided into steps, not days. The steps can be done at a pace to suit your student, whether spread out over the entire four days, or completed in one or two days.

Third page

A copy of the model narrative is provided here for you to do your own analysis.

Fourth page

This is a blank page (unless the narrative is long) provided for your own teaching notes.

Instructor's Guide: Appendices

Appendix A has background information on each author and model type used in *Aesop*.

Appendix B is the Grammar Flashcards section, with pages that can be printed or copied to make your own flashcards on cardstock.

Appendix C is the Diagramming key, showing answers for the optional diagramming exercises given on Day 3.

Appendix D has some forms for your use.

- A copy of the Utterance Chart, with blanks for additional utterance words as they are encountered in reading. I like to have a copy for each student to keep handy when he is writing.
- An Editing Checklist which you can copy and staple to your student's writing project to help your student become an independent editor. There is room for your notes and suggestions.
- A chart of grammar skills learned in *Aesop* and when they are introduced. You might find it helpful to use this as a checklist of when skills are reviewed.
- A blank copy of the Skills Learned chart for use as a checklist with future projects outside of this course.
- A blank copy of the Writing Across the Curriculum chart for use as a checklist with projects in other subject areas.

Introduction

Student Workbook

Week 1 is a comprehensive review of the analysis and imitation concepts learned in *Aesop Student Workbook A*. A model is included, although no writing project is assigned. Your student may well need more than one week to complete this, as it covers a lot of ground.

Beginning with Week 2, the weekly work is broken down in the SW as follows:

Model (Day 1)

Each week in the student workbook begins with the model narrative for you and your student to read together. This page could be illustrated if desired. Space to make an outline on Day 1 is provided in the writing project section at the end of each week's work.

Model for Analysis

Next, you will find the Model for Analysis. In some cases, this is the entire text, with wide spacing, so that your student can mark it up on Days 2 and 3 for his analysis work. For longer narratives, a shorter portion has been chosen for analysis work.

Word Analysis (Day 2)

This is for Day 2 spelling work. The method for doing this is discussed in detail on pages 18-22 of *Aesop*. I want to add my recommendation for *The Writing Road to Reading (WRTR)* approach to phonics and spelling. In our homeschool, we have used *Spell to Write and Read* and *The W.I.S.E. Guide to Spelling* by Wanda Sanseri with great success. The *Spell to Write and Read* program is based on WRTR and gives step-by-step instructions for implementation. If you do not wish to use the entire program, I would strongly recommend getting *The Alpha List: A Dictionary Focusing on the Logic of English Spelling*, by Wanda Sanseri, which has a nutshell presentation of the spelling rules, phonograms, and marking system used in *Spell to Write and Read*, in addition to 2300 high frequency words syllabicated and marked for you. It is an excellent and relatively inexpensive resource to which I refer constantly in teaching my own children.

The spelling suggestions I have given in the Teacher's Helps are based on what I have learned from *Spell to Write and Read*. In this course, most of my spelling suggestions focus on word building using prefixes and suffixes. This will involve applying rules for dropping silent final e's, changing final letters like *y* and *f*, and doubling final consonants. This will also prepare your student to begin studying vocabulary formally as you begin *Homer*. I also recommend *The Reading Teacher's Book of Lists* as an aid to your study of word building. It contains many useful lists, including extensive lists of prefixes, suffixes, and examples of words which use them.

Grammar (Day 3)

These pages will assist you in teaching, reinforcing, and practicing new grammar concepts, as well as providing review for previously learned concepts. The student

will mark up the Model for Analysis as he analyzes the model for the grammar concepts he is learning. Many of these exercises are oral, and all are designed to integrate grammar with your literature and composition studies.

The Grammar Review section is a cumulative review of everything learned so far in this course. I have included Grammar Review on most days, doing just a few exercises, some oral, and some written, on each day. This keeps the review sessions short and the information fresh in your student's mind.

Copywork or Dictation

This page is provided for your convenience.

Writing Project

These pages give the steps for the writing projects, with questions for the student's self-editing, and a place provided to record the outline from Day 1 if you choose to do that.

Please note that the steps are not intended to be one per day. They are merely an order for doing things. Some steps will be combined as you progress through the course and your student has learned the techniques thoroughly.

Writing Across the Curriculum is a new section that begins in Week 4. This optional writing project will help your student apply the things he has been learning in this course to other subject areas like history and science. You may choose to have your student do this weekly, occasionally, or not at all, depending on your situation. Another idea would be to use these projects during the weeks you are studying poetry.

Make the Student Workbook work for you!

You should feel free to use as many or as few of the exercises as will benefit your student. You may choose to begin some of the exercises together, then let your student complete them independently. After a skill level has been learned, you may choose to have your student complete similar exercises independently in subsequent lessons. Quite often, I will assign my older student to work together with his younger sister on certain exercises.

A Suggestion for Ease of Use

You may find it helpful to use self-adhesive removable flags to mark the following pages in your instructor's guide (IG) and student workbook (SW):

1. The week you are currently studying (SW & IG)
2. Utterance Chart (SW & IG)
3. Diagramming Key (IG)

Final Notes

I have carefully designed this book so that you can pick it up and begin teaching quickly. I hope that you will find it easy to use, and that it will help you and your

student to enjoy grammar and composition.

If you have any questions about these instructor's guides and student workbooks, please contact us on the Classical Writing message board at:

<http://www.classicalwriting.com/messageboard/>

We would also love to hear your comments and suggestions!

Week 1 Grammar Review The Ant and the Grasshopper

Teacher Preparation

This week reviews all the grammar from *Aesop Student Workbook A*. I suggest spending a week on this review, but your student may need more or less time. These concepts will continue to be reviewed and reinforced in student workbook B.

Look over the exercises and review pages 22-31 of *Aesop*. Review the information with your student prior to having him complete the workbook exercises.

As you will be reviewing quite a bit of grammar this week, there is no assigned writing project. If you would like your student to do one, however, just follow the four step process learned in student workbook A using this week's model.

Step 1: Analyze and Outline.

Step 2: Write first draft.

Step 3: Edit first draft.

Step 4: Write final draft.

Suggested Review Week Lesson Plan

Day 1

Analysis & Imitation: Grammar Review

- ┐ *Review flashcards from Aesop Student Workbook A.*
- ┐ *SW: Identifying Sentences*
- ┐ *SW: Sentence Classification*
- ┐ *SW: Capitalization and Punctuation*
- ┐ *Read "The Ant and the Grasshopper with your student.*
- ┐ *Have your student read the fable to you.*
- ┐ *Have your student retell the fable orally to you.*

SL 1 & 2
pp. 24-27

Day 2

Analysis & Imitation: Grammar Review

- ┐ *Flashcard review*
- ┐ *SW: Simple Quotes*
- ┐ *SW: Parts of Speech*

SL 3 & 4
pp. 28-30

Day 3

Analysis & Imitation: Grammar Review

- ┐ *Flashcard review*
- ┐ *SW: Nouns*
- ┐ *SW: Pronouns*
- ┐ *SW: Verbs*

SL 4
p. 31

Day 4

Analysis & Imitation: Grammar Review

- ┐ *Flashcard review*
- ┐ *SW: Subjects and Predicates*

SL 4
p. 31

Week 1 Grammar Review

The Ant and the Grasshopper

Teacher Helps:

Please remember that the suggested answers for imitation exercises are only possible answers. Your student may have different answers that are still correct.

Identifying Sentences

Three Ways to Identify a Sentence:

1. It begins with a capital letter and ends with end punctuation.
2. It expresses a complete thought.
3. It has both a subject (who or what the sentence is about) and a verb (what the subject is or does).

Sentence Classification

A Declarative Sentence is a statement of fact. It ends with a period.

An Interrogative Sentence asks a question. It ends with a question mark.

An Imperative Sentence tells or commands someone to do something. It ends with a period or an exclamation point.

An Exclamatory Sentence expresses strong or sudden emotion. It ends with an exclamation point.

Was the grasshopper chirping and singing?

Grasshopper, chirp and sing!

A grasshopper was chirping and singing!

Capitalization and Punctuation

Capitalize:

1. the first word of every sentence.
2. names of people and places.
3. titles.
4. I.
5. O!
6. dates and days of the week.

Simple Quotes

A Direct Quote repeats the actual words of the speaker, and requires quotation marks.

An Indirect Quote is when the narrator tells what the speaker says without using the exact words of the speaker.

"Ant, why are you working so hard?" wondered the Grasshopper.

The Ant said he was helping to lay up food for the winter.

The Grasshopper queried, "Why bother about winter?"

"Why bother," the Grasshopper questioned, "about winter?"

"I recommend that you do the same," the Ant retorted.

"I recommend," the Ant remarked, "that you do the same."

Parts of Speech

(You may find it helpful to use the mnemonic PIP VAN CAP to remember the 9 Parts of Speech.)

noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection, participle

Week 1 Grammar Review

The Ant and the Grasshopper

Nouns

A noun is a name for a person, place, thing, or idea.

Person: Grasshopper, Ant, grandfather, Aesop, storyteller

Place: field, house, street, bathroom, shop

Thing: day, ear, corn, nest, stores

Idea: content, hunger, necessity, diligence

Common and Proper Nouns

A common noun is a name common to a group of persons, places, things, or ideas.

A proper noun names a particular person, place, thing, or idea. (A proper noun must be capitalized.)

Pronouns

A pronoun is a word that stands in for a noun.

Ant: *I, busy creature, tiny insect*

Grasshopper: *he, it, itself, you, lazy fellow, dancing fool*

toil: *work, labor, exertion, business, striving, undertaking*

nest: *home, habitat, abode, dwelling*

Verbs

A verb is a word that shows action, state, or being.

Action verbs: was hopping, passed, was taking, come, chat, am helping, recommend, do, bother, went, continued, found, saw, had collected, knew

Helping Verbs:

forms of be: am, is, are, was, were, be, been, being

3 H's: have, has, had

3 D's: do, does, did

3 M's: may, might, must

3 doubles: can-could, shall-should, will-would

Verb phrases: was hopping, am helping, have got, had collected

carried: *lugged, transported, carted, conveyed, toted*

played: *chirped, sang, capered, carried on, idled, romped*

went: *moved, crawled, set off, travelled*

Subjects and Predicates

The Subject is the noun or pronoun that tells who or what the sentence is about.

The Predicate is the verb or verb phrase that tells what the subject is or does.

1. The Grasshopper was hopping about.
2. The Grasshopper chirped and sang.
3. An Ant passed by.
4. The Ant was bearing an ear of corn.
5. You come and chat with me.
6. I am gathering food for the winter.
7. The Ant went on his way and continued his toil.
8. The Ant and the Grasshopper were very different.
9. Winter and summer are good times to work.
10. You and I should prepare for winter.

Week 1 Grammar Review The Ant and the Grasshopper

The Ant and the Grasshopper

Aesop

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and mowing in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "we have got plenty of food at present." But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew:

It is best to prepare for the days of necessity.

Week 10

The Sons of William the Conqueror

Teacher Preparation

1. Read or review the sections in *Aesop* and (optional) *Elementary Diagramming* to be covered this week.
2. Read the model, noting any potentially unfamiliar vocabulary.
3. Choose spelling words (see helps below) and dictation selection.
4. Divide Grammar Review exercises among Days 2-4.

Flashcards: There are no new flashcards this week.

Teacher Helps

Suggested Spelling Words

This is an ideal time to begin working on word building skills. Most of the spelling suggestions from now on will concentrate on building words using prefixes and suffixes.

ought (ough phonogram, /aw/ sound; *bought, nought, wrought, brought*)

namesake

nickname

willful (-ful suffix, written with one *l*; *willfully, cheerfully, needful, cheerful*)

thoughtful (*delightful, delightfully, faithful, faithfulness, faithfully*)

peaceful (*respectful, respectfully, joyful, joyfully, enjoy*)

shameful (*fearful, fearfully, truthful, truthfully*)

Grammar Review

Noun Substitute and Adjective Suggestions: William (the Conqueror, king, he, great, sad, *perplexed, shrewd, prudent, clever*); kingdom (lands, country, *empire, realm, throne, hard-won, vast, far-flying*) Henry (Scholar, brother, boy, lad, sober, thoughtful, youngest, *lad, boy, wise, prudent, peaceful, good, kind*)

Verb Substitute Suggestions: thinking (*pondering, reflecting, brooding*); admire (*esteem, prize, honor, venerate*); hated (*abhorred, despised, loathed*); killed (*assassinated, slain, executed, dispatched*); loved (*cherished, esteemed, exalted, venerated*)

Linking Verbs

The linking verbs in the Model for Analysis are: Sentence 1-*will be*; Sentence 3-*will be*; Sentence 5-*will be*.

Sentences

1. King William was sad.
L.V.
2. My sons must be wise and strong.
L.V.
3. Robert admired the bold and gallant hawk.
D.O.
4. The other birds fear the strong and brave eagle.
D.O.
5. Henry became an English king and a foreign ruler.
L.V.

Week 10

The Sons of William the Conqueror

Day 1

Analysis & Imitation

- ┌ Flashcard review
- ┌ Review background information on James Baldwin.
- ┌ Read the model aloud carefully, demonstrating proper elocution.
- ┌ Discuss unfamiliar vocabulary and concepts.
- ┌ Read the model aloud again.
- ┌ Have student read the model aloud, expressively, pausing appropriately for punctuation, and with proper pronunciation.
- ┌ Have the student retell the story to you.

Routine
pp. 16-18

Day 2

Analysis & Imitation

- ┌ Flashcard review
- ┌ SW: Grammar Review: choose 3-4 exercises to do.
- ┌ SW: Locate spelling words on the model.
- ┌ Review Dictionary Skills.
- ┌ SW: Add spelling words to chart in alphabetical order.
- ┌ SW: Do spelling analysis and compare related words.
- ┌ Optional: Add words to student's weekly list in your spelling program.
- ┌ Optional: Elementary Diagramming, pp. 40-42.

Routine
p. 22

Day 3

Analysis & Imitation

- ┌ Flashcard review
- ┌ SW: Grammar Review: choose 3-4 exercises to do.
- ┌ SW: Linking Verbs
- ┌ SW: Sentences
- ┌ Optional: Elementary Diagramming, p. 43-45.

SL 4
p. 31

Day 4

Analysis & Imitation

- ┌ Flashcard review
- ┌ SW: Grammar Review: choose 3-4 exercises to do.
- ┌ SW: Dictation and/or Copywork
- ┌ Note: Use dictionary for spelling assistance if needed.
- ┌ SW: Do an oral "Parts of Speech drill" on the full model. (Aesop, p. 33, What Part of Speech is This?)
- ┌ Optional: Diagram the sentences from Day 3.
- ┌ Optional: Elementary Diagramming, p. 46.

Routine
pp. 33-35

Writing Project

Rewriting a Short Narrative

- ┌ A. Analyze & Outline (Aesop, Step I, p. 46)
- ┌ B. Write the First Draft. (Aesop, Step II, p. 46)
- ┌ C. Edit the First Draft. (Aesop, Step III, pp. 46, Step IV, pp. 42-43, Step V - Noun Synonyms, p. 46-47, Step V - Verb Synonyms, p. 48, Step V - Noun Modifiers, p. 47)
- ┌ D. Write the Final Draft. (Aesop, Step VI, p. 48)

Writing Project 3
pp. 45-49

The Sons of William the Conqueror

James Baldwin

There was once a great king of England who was called William the Conqueror and he had three sons. One day King William seemed to be thinking of something that made him feel very sad; and the wise men who were about him asked him what was the matter. "I am thinking," he said, "of what my sons may do after I am dead. For, unless they are wise and strong, they cannot keep the kingdom which I have won for them. Indeed, I am at a loss to know which one of the three ought to be the king when I am gone."

"O king!" said the wise men, "if we only knew what things your sons admire the most, we might then be able to tell what kind of men they will be. Perhaps, by asking each one of them a few questions, we can find out which one of them will be best fitted to rule in your place."

"The plan is well worth trying, at least," said the king. "Have the boys come before you, and then ask them what you please."

The wise men talked with one another for a little while, and then agreed that the young princes should be brought in, one at a time, and that the same questions should be put to each.

The first who came into the room was Robert. He was a tall, willful lad, and was nicknamed Short Stocking. "Fair sir," said one of the men, "answer me this question: If, instead of being a boy, it had pleased God that you should be a bird, what kind of a bird would you rather be?"

"A hawk," answered Robert. "I would rather be a hawk, for no other bird reminds one so much of a bold and gallant knight."

The next who came was young William, his father's namesake and pet. His face was jolly and round, and because he had red hair he was nicknamed Rufus, or the Red. "Fair sir," said the wise man, "answer me this question: If, instead of being a boy, it had pleased God that you should be a bird, what kind of a bird would you rather be?"

"An eagle," answered William. "I would rather be an eagle, because it is strong and brave. It is feared by all other birds, and is therefore the king of them all."

Lastly came the youngest brother, Henry, with quiet steps and a sober, thoughtful look. He had been taught to read and write, and for that reason he was nicknamed Beauclerc, or the Handsome Scholar. "Fair sir," said the wise man, "answer me this question: If, instead of being a boy, it had pleased God that you should be a bird, what kind of a bird would you rather be?"

"A starling," said Henry. "I would rather be a starling, because it is good-mannered and kind and a joy to every one who sees it, and it never tries to rob or abuse its neighbor."

Week 10

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Then the wise men talked with one another for a little while, and when they had agreed among themselves, they spoke to the king.

"We find," said they, "that your eldest son, Robert, will be bold and gallant. He will do some great deeds, and make a name for himself; but in the end he will be overcome by his foes, and will die in prison. The second son, William, will be as brave and strong as the eagle but he will be feared and hated for his cruel deeds. He will lead a wicked life, and will die a shameful death. The youngest son, Henry, will be wise and prudent and peaceful. He will go to war only when he is forced to do so by his enemies. He will be loved at home, and respected abroad; and he will die in peace after having gained great possessions."

Years passed by, and the three boys had grown up to be men. King William lay upon his death-bed, and again he thought of what would become of his sons when he was gone. Then he remembered what the wise men had told him; and so he declared that Robert should have the lands which he held in France, that William should be the King of England, and that Henry should have no land at all, but only a chest of gold.

So it happened in the end very much as the wise men had foretold. Robert, the Short Stocking, was bold and reckless, like the hawk which he so much admired. He lost all the lands that his father had left him, and was at last shut up in prison, where he was kept until he died.

William Rufus was so overbearing and cruel that he was feared and hated by all his people. He led a wicked life, and was killed by one of his own men while hunting in the forest.

And Henry, the Handsome Scholar, had not only the chest of gold for his own, but he became by and by the King of England and the ruler of all the lands that his father had had in France.

Teaching Notes

Spelling Words: