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Dear Writing Student,

Welcome to *Aesop Student Workbook B*. This book was written to help you progress in your writing skills by analyzing and imitating well-told stories.

As you do your work in this book, try to do your very best and neatest. My goal is that you would learn to communicate clearly and creatively, and in so doing, that you will reflect the glory of our wonderfully creative heavenly Father. So, again, I ask that you do your work "as unto the Lord".

As always, my prayer is that you will find this writing course challenging, profitable, and enjoyable. And most of all, I pray that you will become excellent communicators, able to speak confidently the truth of God's Word to your generation.

Soli Deo gloria!
Kathy Weitz
July 2005

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 moiling 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.

Model for Analysis

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 moiling 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.

Identifying Sentences

Day 3 Analysis & Imitation pp. 24-25

Three Ways to Identify a Sentence:

1. It _____ with a _____ letter and _____ with _____ punctuation (period_____, question mark_____, exclamation point_____).
2. It expresses a _____ thought.
3. It has both:
a _____ (_____ or _____ the sentence is about)
and
a _____ (what the subject _____ or _____ .)

On the Model for Analysis:

1. *Put a box around all capital letters.*
2. *Circle each end punctuation mark.*
3. *How many sentences are there in the model?*

Sentence Classification

Day 3 Analysis & Imitation pp. 25-26

Classifying Sentences

A _____ sentence is a statement of fact.

It ends with a _____(____).

An _____ sentence asks a question.

It ends with a _____(____).

An _____ sentence tells or commands someone to do something. It ends with a _____(____) or an _____(____).

An _____ sentence expresses strong or sudden emotion. It ends with an _____(____).

Rewrite this declarative sentence as all of the other types:

A grasshopper was chirping and singing.

Interrogative: _____

Imperative: _____

Exclamatory: _____

Capitalization and Punctuation

Day 3 Analysis & Imitation pp. 24-26

Capitalization Rules

Capitalize:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

On the Model for Analysis:

1. *Above each capital letter which you boxed in the Identifying Sentences section, put the rule number that explains the reason a capital letter is needed there.*
2. *Explain to your teacher why each circled end punctuation mark is needed.*

Below is space for you to write sentences of your own. Using proper capitalization and end punctuation, tell what the Grasshopper did all summer.

Simple Quotes

Day 3 Analysis & Imitation pp. 28-29

Quotes

A Direct Quote repeats the _____ of the _____, and requires _____.

An Indirect Quote is when the narrator tells what the speaker says _____ using the _____ of the _____.

On the Model for Analysis:

Underline every direct quote. Explain to your teacher the way each one is punctuated.

Are there any indirect quotes? If so, point them out to your teacher.

Change the following indirect quote to an direct quote:

The Grasshopper wondered why the Ant was working so hard.

Change the following direct quote to an indirect quote:

"I am helping to lay up food for the winter," said the Ant.

You will find an Utterance Chart in Appendix A of this workbook. Refer to it for the following exercises. Also, you should transfer the utterances you added to the chart in The Ant and the Grasshopper and continue adding to it as you encounter new utterance words in your reading. Refer to this chart often as you write.

Write the following quotes with the explanatory words in two other positions. Be sure to use correct punctuation and capitalization.

"Why bother about winter?" said the Grasshopper.

The Ant said, "I recommend you do the same."

Write a quote below that the Ant might have said upon seeing the Grasshopper in the winter.

Write a quote that the Grasshopper might have said to the Ant in response.

Parts of Speech

Day 3 Analysis & Imitation pp. 29-30

Use this Model for the following exercises dealing with the Parts of Speech:

"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.

Parts of Speech

List the nine parts of speech:

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |
| 9. _____ | |

Nouns

Noun

A noun is a _____ for a _____,
_____, _____, or _____.

Underline every noun in the model on the previous page.

Choose five or more nouns from the model and write them under their types in the chart below. When you are done with the model, brainstorm for more words of each type to fill up the chart.

Person	Place	Thing	Idea

Common and Proper Nouns

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

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

Mark each underlined noun on the previous page as either common (C) or proper (P).

Pronouns

Pronoun

A pronoun is a word that _____ for a _____.

Circle every pronoun in the model on page 14.

With your teacher, try to identify the antecedent of each pronoun -- the noun for which it stands.

For each of the following nouns, find other nouns or phrases you could substitute for each. Start by finding all the pronouns and other nouns in the model used to represent the original noun. Then, think of some synonyms that make sense in the context of the story. You should do this exercise with your teacher.

Ant _____

Grasshopper _____

toil _____

nest _____

Verbs

Verb

A verb is a word that shows _____, _____,
or _____.

Double underline each verb in the model on page 14.

List five verbs from the model that show action:

1. _____
2. _____
3. _____
4. _____
5. _____

Helping Verbs

forms of be: _____, _____, _____, _____,

3 H's: _____, _____, _____

3 D's: _____, _____, _____

3 M's: _____, _____, _____

3 doubles: _____ - _____, _____ - _____,
_____ - _____

Make sure you underlined all parts of each verb phrase (main verb + all its helpers) in the Parts of Speech Model for Analysis. List all verb phrases here:

For each of the following underlined verbs, list several substitutes that will work in the sentence. Try to make your verbs strong and descriptive.

1. An Ant carried an ear of corn.

2. A Grasshopper played in the sun.

3. The Ant went on its way.

Subjects and Predicates

Day 3 Analysis & Imitation

Subject

The subject is the _____ or _____ that tells
_____ or _____ the sentence is about.

Predicate

The Predicate is the _____ or _____ that
tells _____ the subject _____ or _____.

In sentences below, underline the subject noun(s) or pronoun(s) once, and the predicate verb(s) or verb phrase(s) twice. Remember that the subject may be compound, so it could have more than one noun or pronoun. Predicate verbs can also be compound.

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 Grasshopper and the Ant were very different.

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."

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.

Model for Analysis

"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."

Word Analysis

Day 2 Analysis & Imitation p. 22

Locate spelling words in the model. Add them to the chart in alphabetical order. Do spelling analysis and related words with your teacher.

Word	Spelling Analysis	Related Words

Grammar Review

On the Model for Analysis:

Box each noun and mark as common or proper. Double underline each verb (remember to include the entire verb phrase). Circle each adjective, including all articles, draw an arrow to the word it modifies.

Oral Review with your teacher

On the Model for Analysis:

- 1. Identify & explain capital letters and end punctuation.*
- 2. Identify sentence types.*
- 3. Identify quotes, classify as direct or indirect, explain punctuation.*
- 4. Identify nouns as person, place, thing, or idea.*
- 5. Identify pronouns and their antecedents.*
- 6. Identify action verbs.*

Written Review

1. Choose a quotation from the model, or make up one of your own that you could use in your writing project, then write it two different ways, using words from the Utterance Chart in place of "said", and changing the position of the explanatory words. Remember to be on the lookout for utterances you can add to your chart.

2. Noun Substitutions: Find the word on the model, and look for other nouns or pronouns the author uses to represent it. Think of other synonyms for the original noun, and at least three adjectives that fit the context.

William _____

kingdom _____

Henry _____

3. *Strong Verbs: Find synonyms, considering the context of the story.*

thinking _____

admire _____

hated _____

killed _____

__loved _____

**Day 3 Analysis &
Imitation p. 31**

Linking Verbs

On the Model for Analysis, identify Linking Verbs with your teacher.

In the following sentences, underline the subject once, and the predicate verb(s) or verb phrase(s) twice. Write L.V. over linking verbs. Circle adjectives and draw an arrow to the word they modify. (Optional: Write D.O. over direct objects.)

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

Optional Diagramming

Elementary Diagramming Worktext:

Complete pages 40-46 with your teacher. When you are finished, diagram the above sentences on the Diagrams page at the end of this week's lesson.

For your dictation:

Day 4 Analysis & Imitation pp. 33-35

A. Analyze and outline

(Aesop Step I, p. 46)

Read and discuss the story. If needed, construct an outline on the next page. Finally, retell the story orally.

B. Write first draft

(Aesop Steps II, IV, V - Noun Synonyms, & Step V - Verb Synonyms. p. 46-48)

Write your first draft on notebook paper, adding dialogue where appropriate. Use noun synonyms to avoid repetition and for added interest and detail. Use strong and varied verbs. Remember to triple space.

Look for a few places in the narrative where you can make your story more interesting by using adjectives.

C. Edit the first draft

(Aesop Step III, p. 46)

With your teacher, read your narrative aloud and check for errors. Are there any ways to improve the style of your narrative?

Mechanics	Style
<i>Spelling?</i>	<i>Appropriate Dialogue?</i>
<i>Complete Sentences?</i>	<i>Varied Utterances?</i>
<i>Capitalization?</i>	<i>Noun Synonyms & Modifiers?</i>
<i>Punctuation?</i>	<i>Strong and Varied Verbs?</i>

D. Write your final draft

(Aesop Step VI, p. 48)

Write your final draft on a new sheet of paper, neatly and carefully.

Writing Across the Curriculum

Choose a short section, or "story". In history, it might be a short account of an event in the life of a historical figure. A "story" in science might be a retelling of a scientific process like the water cycle. In literature, you might retell a short portion of a longer story, or retell a poem in prose.

Once you have chosen your "story", just follow the steps that you have learned in Aesop to retell and edit your narrative:

A. Analyze and outline

Read and discuss the story, construct an outline if you need it, then retell the story orally to your teacher.

B. Write first draft

Write your first draft on notebook paper, adding dialogue where appropriate. Use noun synonyms to avoid repetition and for added interest and detail. Use strong and varied verbs. Remember to triple space.

C. Edit the first draft

With your teacher, read your narrative aloud and check for errors. Are there any ways to improve the style of your narrative?

Mechanics	Style
<i>Spelling?</i>	<i>Appropriate Dialogue?</i>
<i>Complete Sentences?</i>	<i>Varied Utterances?</i>
<i>Capitalization?</i>	<i>Noun Synonyms & Modifiers?</i>
<i>Punctuation?</i>	<i>Strong and Varied Verbs?</i>

D. Write your final draft

Write your final draft on a new sheet of paper, neatly and carefully.

Diagrams (Optional)

Use this space to diagram these sentences from Day 3.

1. King William was sad.

2. My sons must be wise and strong.

3. Robert admired the bold and gallant hawk.

4. The other birds fear the strong and brave eagle.

5. Henry became an English king and a foreign ruler.