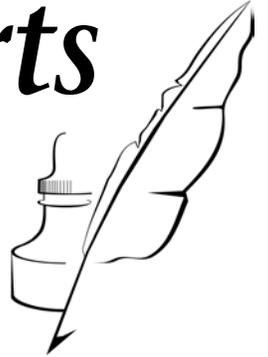


# *Learning Language Arts Through Literature*



THE PURPLE  
TEACHER BOOK  
3rd Edition

By

Debbie Strayer

and

Susan Simpson



Common Sense Press  
*Simple to teach. Easy to learn.*

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∞ Our thanks to Debbie Ward for her work on the 3<sup>rd</sup> edition of this book. ∞

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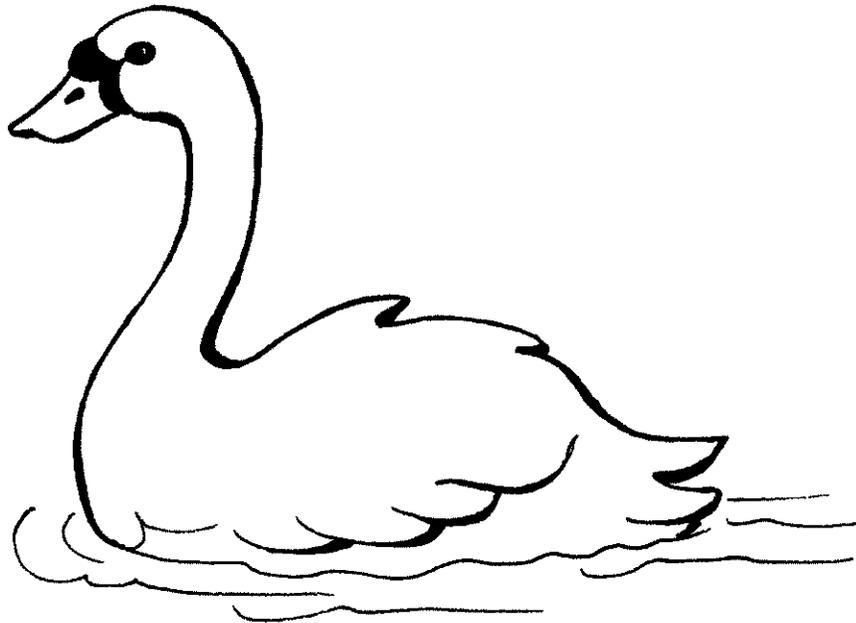
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# BOOK STUDY B



## The Trumpet of the Swan

Vocabulary  
Reading Comprehension

**Skills**  
Journaling  
Thinking Skills

Composition  
Map Making

*The Trumpet of the Swan*  
by E. B. White  
Published by Harper  
Collins  
Readability - 5th Grade

## Introducing *The Trumpet of the Swan*

### Spark:

Can you for a moment imagine having no voice? How would you feel? How would you communicate? Try communicating some things to each other. *I'm hungry. You hurt my feelings. I'm scared. What time is it?*

### Summary

Louis was a trumpeter swan born in the beautiful wilderness of Canada. Unlike his siblings, Louis was born without a voice. For trumpeter swans, this was a serious problem in finding a lifelong mate.

His father was determined to not let this little handicap keep his son from a normal and fulfilling life. Against his better judgement, his father broke into a music store and stole a trumpet for Louis. He hoped that if Louis learned to play the trumpet, he would woo Serena, the beautiful swan Louis had long admired.

Louis felt bad that his father resorted to breaking the law, so he did everything he could to earn the money to repay the debt. With the help of his human friend, Sam Beaver, Louis learned to read and write as well as learn to play the trumpet.

All ended happily when the money was returned and Louis and Serena are united.

## Vocabulary

Find the word in its context. Reread the sentences before and after the word. Do you understand the meaning of the word? Now, look up the word in the dictionary and write a clear, simple definition, and use it in a sentence.

1. treacherous (Chapter 1)
2. buoyant (Chapter 5)
3. serenity (Chapter 8)
4. extraordinary (Chapter 9)
5. triumphant (Chapter 19)

Complete the following sentences with the correct vocabulary word.

OR

Write your own sentences using the vocabulary words.

1. The swans enjoyed the \_\_\_\_\_ of the beautiful lakes.
2. The swamps can be \_\_\_\_\_ if you step into a soggy place.
3. After making his fame and fortune, Louis made a \_\_\_\_\_ return.
4. A swan is graceful and \_\_\_\_\_ in the water.
5. The swan crashing through the store window was an \_\_\_\_\_ event.

1. dangerous
2. able to float
3. peace
4. remarkable; beyond ordinary
5. successful; victorious

1. serenity
2. treacherous
3. triumphant
4. buoyant
5. extraordinary

1. Sam did not disturb the birds, but just watched them quietly from a distance. He also saw a fox creeping up towards the swan, and Sam threw a stick at him just in time.
2. Louis had no voice. He felt like he was different than his siblings. He felt frightened. He felt life was unjust and cruel to not have given him a voice.
3. Answers will vary. Make this an opportunity to focus on all the things your student can do.
4. Catastrophe means a disaster. Allow students to give their own definitions.
5. A good discussion should follow this question.
6. Applegate was upset and decided to go out in a canoe. This was against the rules; he had not passed his swimming test or his canoe test. A strong wind came and Applegate tipped over. He struggled in the water. The counsellors tried to rescue him but there was not enough time. Louis flew out to Applegate and picked him up on his back. Applegate was saved just in time.

## Discussion Questions

As you read the chapters, look for sections of the text that give you the answers to each question. Prepare for a discussion with your teacher and read several sections to him/her.

### Chapters 1 - 6

1. The swans were cautious of Sam at first. How did he become their friend? (Chapter 3)
2. What was Louis's problem and how did this make him feel? (Chapter 5)
3. Although Louis could not speak, it did not stop him from learning to swim and fly. Is there something **you** can't do? Now, list **all** the things you **can** do. (Chapter 6)

### Chapters 7 - 12

4. In class, Louis wrote the word "catastrophe" on the blackboard. Some of the students gave their definition of the word. Tell your teacher what you think "catastrophe" means. (Chapter 7)
5. Louis' father broke into a music store to steal a trumpet for his son. What do you think of his actions? (Chapter 9)
6. Tell me about the rescue of Applegate Skinner. (Chapter 12)

Chapters 13 - 18

7. At Camp Kookooskoos, Mr. Bicle added one more item for Louis to carry around his neck. Can you think of all the items which now hung around Louis' neck? (Chapter 13)
8. Why did Louis want Sam to cut his webbed foot? (Chapter 13)

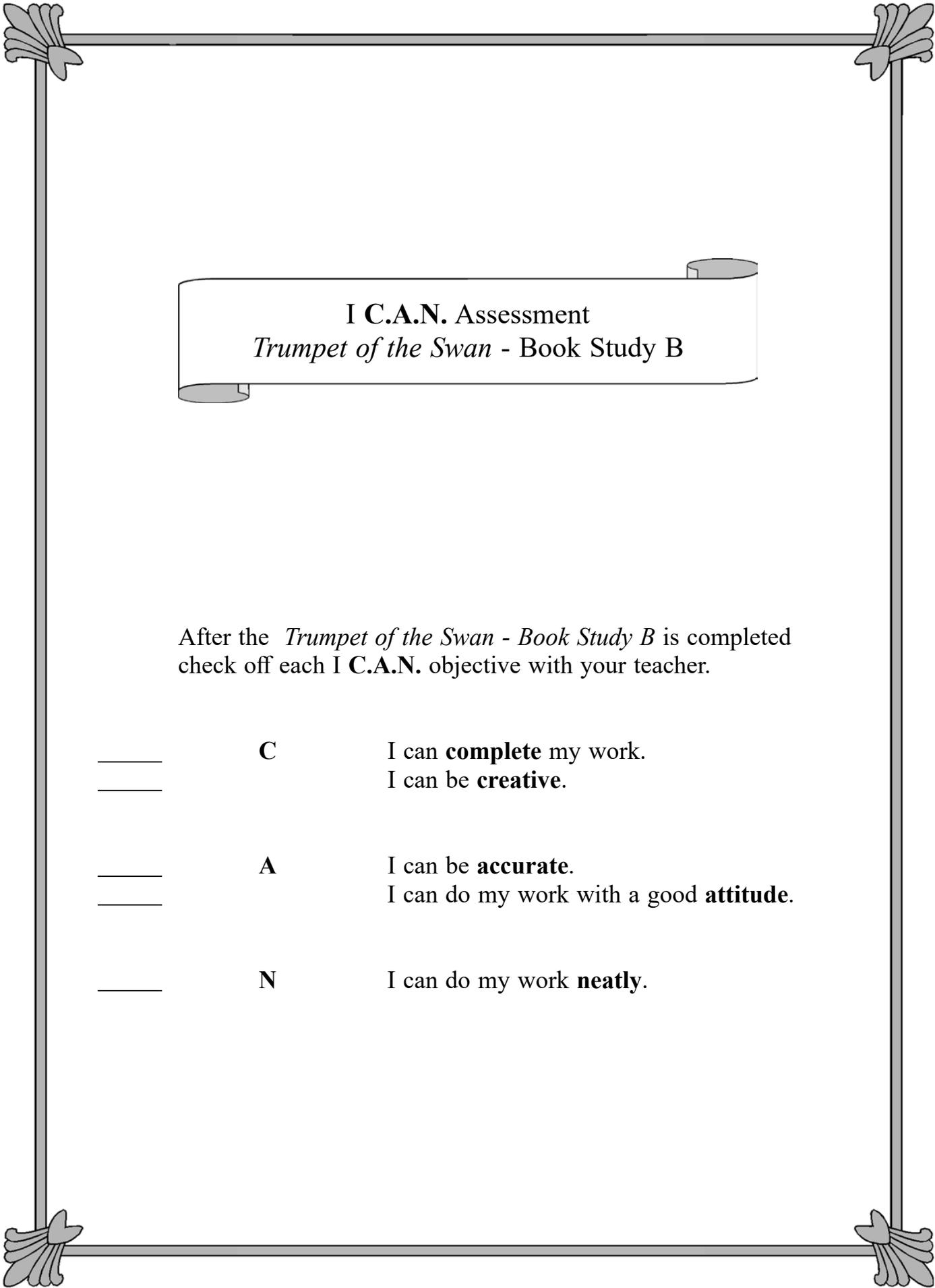
Chapters 19 - 21

9. Louis and Serena had a problem. How did Sam help them? (Chapter 19)
10. Tell me what happened when Louis' father returned the stolen money to the music store. (Chapter 20)
11. Optional: Enrichment

### Story Activities

1. Keep a daily diary like Sam did, ending each entry with a question. Write in it every day for a week.
2. Draw a map of Camp Kookooskoos. Make a key on the map to indicate what each symbol represents in the map.
3. Do you think it was important for Louis to pay the music store owner the price of the trumpet? List your reasons and write a paragraph explaining each one.

7. Louis now had a trumpet, slate, chalk, medal, and moneybag around his neck.
8. With toes, Louis knew he would be able to play all kinds of music.
9. Sam convinced the Head Man at the zoo that it would be best not to clip Serena's wings.
10. A salesman in the music store saw Louis approaching and in fear, yelled to the storekeeper to grab his gun. The storekeeper fired some shots and Louis' father continued flying towards the storekeeper and gave him his money. Upon seeing a drop of his own blood, Louis' father fainted. After the policemen and ambulance arrive, everything is cleared up and the cob receives a band-aid on his "wound."



I C.A.N. Assessment  
*Trumpet of the Swan* - Book Study B

After the *Trumpet of the Swan* - Book Study B is completed check off each I C.A.N. objective with your teacher.

\_\_\_\_\_  
\_\_\_\_\_

**C**

I can **complete** my work.  
I can be **creative**.

\_\_\_\_\_  
\_\_\_\_\_

**A**

I can be **accurate**.  
I can do my work with a good **attitude**.

\_\_\_\_\_

**N**

I can do my work **neatly**.

# EVERYDAY WORDS



## The Trumpet of the Swan

### Skills

Antonym	Compound	Homonym
Commas in Direct	Sentence	Interjection
address	Compound verb	Preposition
Comparing	Conjunction	Parts of a letter
adjectives	Contractions	Quotation



*“Well,” said the cob, I guess it’s no use. I guess you are dumb.”*

***When he heard the word “dumb,” Louis felt like crying. The cob saw that he had hurt Louis’ feelings. “You misunderstand me, my son,” he said in a comforting voice. “You failed to understand my use of the word ‘dumb,’ which has two meanings. If I had called you a dumb cluck or a dumb bunny, that would have meant that I had a poor opinion of your intelligence. Actually, I think you are perhaps the brightest, smartest, most intelligent of all my cygnets. Words sometimes have two meanings; the word ‘dumb’ is such a word. A person who can’t speak is called dumb. That simply means he can’t say anything. Do you understand?”***

*The Trumpet of the Swan* by E.B. White. Text ©1970 by E.B. White. Selection reprinted by permission of Harper Collins Publishers.

### Day 1

- a. Listen as your teacher reads the literature passage. Read the passage silently. Ask your teacher to help you with difficult words. When you are ready, read the passage out loud to your teacher. In your own words, tell your teacher what is happening in this passage. The retelling of an event is called **narration**.
- b. As your teacher reads the lines in bold print out loud, write them down. Compare your copy to the literature passage and make corrections.
- c. List four to six words that you should study for spelling this week, or use the following list of suggested words: heard, misunderstand, comforting, voice, pearl, intelligence.

The three most common ways of spelling the /er/ sound are **er**, **ir**, and **ur**. There is one more, **ear**.

### Spelling Tip

Some words like **earth** with an **/er/** sound are spelled with **ear**.

- d. Copy these words, and underline **ear**. Say the words aloud as you write them.

heard	Earl
earth	early
earn	pearl
learn	yearn

- e. In the literature passage Louis misunderstood because his father used a **homonym**. His father has given us a definition of homonyms, or words that sound the same and are sometimes spelled the same but have two different meanings. Write the homonym that was used and write the two meanings.

- f. Use a dictionary to look up at least two meanings for these homonyms.

1) sound	3) squash	5) fly
2) pitch	4) pound	6) duck

Make sure to use these words carefully so you won't be misunderstood!

### Day 2

- a. Our literature passage provides part of an imagined conversation between a father swan (called a cob) and his son (a cygnet). The cygnet, named Louis, has a problem. Talk with your teacher about the limitation that Louis has and what we call his problem.
- b. When writing conversation, or **dialogue**, quotation marks are placed around the actual words spoken or thought. Refer to the *Quotation Rules* when completing the following exercise.

### Day 1

- e. **dumb** - of poor intelligence; unable to speak.

### Teacher's Note:

Some grammar books refer to these as homographs.

### f. Possible answers:

- 1) something you can hear; normal state of being; a body of water
- 2) to throw; a black sticky substance
- 3) a vegetable; to squeeze
- 4) a unit of measure; animal shelter
- 5) an insect; to move through the air
- 6) a water bird; to lower the body

### Day 2

- a. A handicap - allow time for discussion

### Quotation Rules

1. Begin quotations with a capital letter.
2. If the quote comes before the person who spoke and tells something, place a comma after the quote, before the closing quotation mark. If the quote comes after the person who spoke and tells something, place the comma after the person who spoke, before the opening quotation mark.  
Ex: “You misunderstand me,” said the cob.  
The cob said, “You misunderstand me.”
3. If the quote comes before the person who spoke and asks something, place the question mark after the quote, before the closing quotation mark. If the quote comes after the person who spoke and asks something, place the question mark after the quote, before the closing quotation mark.  
Ex: “Do you understand?” he asked.  
He asked, “Do you understand?”
4. If the quote comes before the person who spoke and shows strong emotion, place the exclamation mark after the quote, before the closing quotation mark. If the quote comes after the person who spoke and shows strong emotion, place the exclamation mark after the quote, before the closing quotation mark.  
Ex: “Well!” said the cob.  
The cob said, “Well!”
5. A quote separated by the person who spoke is called a **split quotation**. Begin the first part of a split quotation with a capital letter, and end with a comma. Begin the second part of a split quotation with a lower case letter. Enclose both parts of the split quotation with quotation marks.  
Ex: “Tomorrow,” said the cob, “we will visit my friends.”

- c. Add punctuation and capitalization.
  - 1) sam asked when are we coming back
  - 2) where is louis asked mr beaver
  - 3) what will I do without a voice thought louis
  - 4) his father said its time for bed
  - 5) watch me said the mother swan and do everything I do
  - 6) call the police yelled the salesgirl
  - 7) some people talk said the cob but never listen
  
- d. Together with your teacher, make a list of two or three possible problems that might be faced by a swan without a voice. What kind of problems might be faced by a person who can't speak? Make a list of four or five of the possible problems of a person who can't speak. Do you think a person who can't speak likes to be called *dumb*? Look up the word *mute*. Do you think they would prefer to be called *mute*?
  
- e. Optional: Enrichment

**Day 3**

- a. Look at the sixth sentence in the second paragraph of the literature passage. Why is a comma used after *brightest* and *smartest*?
  
- b. Adjectives like *bright*, *smart*, and *intelligent* can be described in degrees. If you compare two cygnets, you would say one cygnet is *brighter* than the other cygnet. This is called the **comparative degree**. If you compared three or more cygnets, you would say one cygnet was the *brightest* of all of them. This is called the **superlative degree**.

Complete the chart.

	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Ex:	bright	brighter	brightest
	smart		
	happy		
	sweet		
	dark		
	clean		

**Day 2**

- c. 1) Sam asked, "When are we coming back?"
- 2) "Where is Louis?" asked Mr. Beaver.
- 3) "What will I do without a voice?" thought Louis.
- 4) His father said, "It's time for bed."
- 5) "Watch me," said the mother swan, "and do everything I do."
- 6) "Call the police!" yelled the salesgirl.
- 7) "Some people talk," said the cob, "but never listen."

**Day 3**

- a. A comma is used to separate two or more adjectives.

**b. Comparative Superlative**

smarter	smartest
happier	happiest
sweeter	sweetest
darker	darkest
cleaner	cleanest

## Day 3

## d. Comparative

more beautiful  
 more magnificent  
 more horrible  
 more delightful  
 more wonderful

## Superlative

most beautiful  
 most magnificent  
 most horrible  
 most delightful  
 most wonderful

c. The adjective *intelligent* is different than the adjectives used in the chart on page 103. You do not say one person is *intelligenter* than another. It sounds awkward and doesn't make sense. Often, words of three or more syllables will form the comparative by using the word *more* and form the superlative by using the word *most*.

d. Complete the chart.

	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Ex:	intelligent	more intelligent	most intelligent
	beautiful		
	magnificent		
	horrible		
	delightful		
	wonderful		

e. Some words may be formed with **-er** and **-est**; or with *more* and *most*.

Ex: lovely - lovelier - loveliest

OR lovely - more lovely - most lovely

However, do not use **-er** or **-est** with *more* or *most*.

Ex: more lovelier; most loveliest - incorrect

f. Review your spelling words.

## Day 4

a. Look at the first sentence in the literature passage. The first word in the sentence, *well*, shows strong emotion. This is called an **interjection**.

List of Common Interjections		
well	oh	my
oh dear		wow

Separate an interjection with a comma or an exclamation mark.

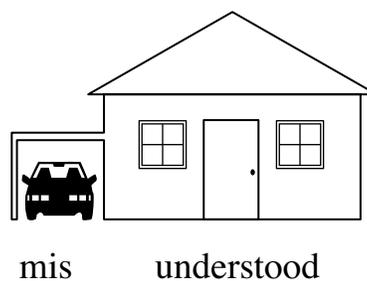
Ex: Well, it's no use.

Well, it's no use!

Well! It's no use. (If you use an exclamation mark after the interjection, begin the next word with a capital letter. )

- b. Rewrite the first sentence of the literature passage using an exclamation mark after the interjection.
- c. Complete the sentences with interjections, and add punctuation and capitalization.
  - 1) wow I saw a swan nest with five eggs
  - 2) oh I have a present for you
  - 3) my look at the beautiful swan
  - 4) hey look over here
  - 5) well the boy did not laugh
- d. Louis wrongly understood what his father meant. Look at the word *misunderstand*, and tell how you think the meaning of the word *understand* was changed to make the word *misunderstand*. Was something added?
- e. A letter, or letters, added to the beginning of a word that changes its meaning is called a **prefix**. Specific prefixes change the meanings of words in specific ways. Prefixes are not always words by themselves, but usually make an additional syllable, or sound, when added to the base word. Think of it as a building. The **base word** is the original house. Prefixes are parts that are added to the front of the house that change the meaning, like a garage.

The house is larger now, and can be used for more things. So, your original word can be used in new ways because of the prefix. The prefix **mis-** means *wrongly*. Look at the list of words and make new words by adding the prefix **mis-**.



spell          count          read          place

- f. Write sentences using each of your new words.
- g. Optional: Take an oral or written spelling pretest.

Day 4

- b. "Well!" said the cob.  
"I guess it's no use. I guess you are dumb."
- c. 1) **Wow!** I saw a swan nest with five eggs.  
or **Wow,** I saw a swan nest with five eggs!  
2) **Oh,** I have a present for you! or **Oh!** I have a present for you.  
3) **My,** look at the beautiful swan! or **My!** Look at the beautiful swan.  
4) **Hey!** Look over here. or **Hey,** look over here!  
5) **Well,** the boy did not laugh! or **Well!** The boy did not laugh.
- d. Yes, the letters mis.
- e. misspell          miscount  
misread          misplace
- f. Possible Answers:
  - 1) He will practice spelling words so he won't *misspell* them.
  - 2) You will get a wrong answer if you *miscount*.
  - 3) Look at the letters carefully so you won't *misread* them.
  - 4) Did he *misplace* the map?

**Day 3**

d.

legislature – having the  
function of making lawsdirector – a person in  
charge of operations

different

natural

**Day 5**

- a. After you listen to the literature passage the second time, write what you have heard. When you have finished, compare your copy to the literature passage.
- b. Take a spelling test.
- c. Choose skills from the *Review Activities* on the next page.
- d. Optional: *Think It Through!* Find the definition of each word and draw a picture to show its meaning. Be prepared to explain your ideas for the picture.

1) legislature

2) director

Look at each group of words. Which word is spelled correctly?

different

natural

diferent

naturel

- e. Optional: Enrichment

## Review Activities

Choose the skills your student needs to review.

### 1. *Quotations*

Add capitalization and punctuation.

- a. where are my books asked tom
- b. your books are on the desk said mom where you left them
- c. tom asked where is my pencil
- d. mom sighed your pencil is in your bookbag
- e. there's a phone call for you yelled sara
- f. travis asked who is it

### 2. *Base Word / Prefix mis-*

Circle the base word and underline the prefix.

- a. mislead
- b. misinform
- c. misfire
- d. misunderstand
- e. misprint

### 3. *Homonym*

Write two sentences using the homonyms of both meanings.

- a. *Pound* can mean an animal shelter; or a unit of measure.
- b. *Down* can mean the opposite of up; or soft feathers of a young bird.

### 4. *Adjectives / Comparative and Superlative*

Complete the chart.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
a. quiet		
b. stiff		
c. fast		
d. fun		
e. useful		
f. splendid		

1.
  - a. "Where are my books?" asked Tom.
  - b. "Your books are on the desk," said Mom, "where you left them."
  - c. Tom asked, "Where is my pencil?"
  - d. Mom sighed, "Your pencil is in your bookbag."
  - e. "There's a phone call for you!" yelled Sara.
  - f. Travis asked, "Who is it?"

2.

- a. mis (lead)
- b. mis (inform)
- c. mis (fire)
- d. mis (understand)
- e. mis (print)

3. Possible Answers:

- a. My father bought a puppy from the pound. Mother bought a pound of butter.
- b. I sleep with a down comforter in the winter. The ball fell down.

4. Comparative

- a. quieter
- b. stiffer
- c. faster
- d. more fun
- e. more useful
- f. more splendid

Superlative

- a. quietest
- b. stiffest
- c. fastest
- d. most fun
- e. most useful
- f. most splendid

- 5.
8. Oh
- b. Wow
- c. Oh my
- d. Well
- e. Oh

6. wrongly or negating of the word to follow such as misdiagnosis, mislead, misjudge, misprint

5. *Interjections*

Underline the interjections.

- a. Oh, I forgot to call you!
- b. Wow, I've never seen that before!
- c. Oh my, Ronnie will like that!
- d. Well, it's good to see you again.
- e. Oh! Come see the sunset!

6. *Prefix*

What does the prefix **mis-** mean?



*“Do not let an unnatural sadness settle over you, Louis,” said the cob. “Swans must be cheerful, not sad; graceful, not awkward; brave, not cowardly. Remember that the world is full of youngsters who have some sort of handicap that they must overcome. You apparently have a speech defect. I am sure you will overcome it, in time. There may even be some slight advantage, at your age, in not being able say anything. It compels you to be a good listener. The world is full of talkers, but it is rare to find anyone who listens.”*

*The Trumpet of the Swan* by E.B. White. Text ©1970 by E.B. White. Selection reprinted by permission of Harper Collins Publishers.

### Day 1

- a. Read the literature passage silently. Ask your teacher to help you with difficult words. When you are ready, read the passage out loud to your teacher. Narrate to your teacher what is happening in this passage.
- b. As your teacher reads the lines in bold print out loud, write them down. Compare your copy to the literature passage and make corrections.
- c. List four to six words that you should study for spelling this week, or use the following list of suggested words: awkward, apparently, defect, world, listener, handicap.

When you spell a one-syllable word like *full* which ends with a single short vowel and **l**, **f**, **s** or **z**, you often double the last consonant.

### Spelling Tip

One syllable words ending in a single short vowel and **l**, **f**, **s**, and **z**, are often spelled with a double consonant.

## Day 2

## a. Louis

## b. A comma

- c. 1) **Serena, you are the most beautiful swan.**  
 2) **You, Serena, are the most beautiful swan.**  
 3) **You are the most beautiful swan, Serena.**  
 4) **Louis, you must keep your head up.**  
 5) **You, Louis, must keep your head up.**  
 6) **You must keep your head up, Louis.**

- d. Copy these words, and underline the double consonants. Say the words aloud as you write them.

pass	mess
huff	cuff
doll	pill
jazz	fizz

## Day 2

- a. Look at the first sentence of the literature passage. To whom is the cob speaking?
- b. What punctuation mark is used before the word *Louis*? When addressing someone, separate the person spoken to with commas.  
 Ex: Do not be sad, Louis.  
 Louis, do not be sad.  
 Be cheerful, Louis, not sad.
- c. Add commas.  
 1) Serena you are the most beautiful swan.  
 2) You Serena are the most beautiful swan.  
 3) You are the most beautiful swan Serena.  
 4) Louis you must keep your head up.  
 5) You Louis must keep your head up.  
 6) You must keep your head up Louis.
- d. Look at the last sentence of the literature passage. The word after the comma is *but*. The word *but* is a conjunction. **Conjunctions** are joining words. Conjunctions can join words, phrases, or sentences.

List of Common Conjunctions	
and	but
or	so

In this sentence, the conjunction *but* joins two sentences. The first part of the sentence, *The world is full of talkers*, is a complete sentence. *It is rare to find anyone who listens* is also a complete sentence. Two sentences joined together with a conjunction is called a **compound sentence**.

Separate a compound sentence with a comma *before* the conjunction.

Ex: You have a speech defect, but you will overcome it.  
*You have a speech defect.* - This is a complete sentence. It has a subject and a predicate.  
*You will overcome it.* - This is a complete sentence. It has a subject and a predicate.

- e. Look at the following sentences:

Dinner is ready. I am hungry.

You can join these two sentences with a comma and a conjunction and make one sentence:

Dinner is ready, and I am hungry.

- f. Rewrite the following sentences into compound sentences. Choose the best conjunction.

- 1) Louis swam around. He sang to Serena.
- 2) Sam wanted to stay with the cygnets. He went home.
- 3) Louis could not speak. He learned to read and write.
- 4) I must take my chance now. I will never do it.
- 5) Louis knew what he had to do. He flew out to the boy.

- g. Optional: Enrichment

### Day 3

- a. In the second sentence of our literature passage there are three pairs of words that are opposites, or **antonyms**. The way these words are used in this sentence show comparisons between one thing and another. Underline the word pairs in the second sentence that are opposites.
- b. The last two sentences of our literature passage also have a pair of words that are opposites. Find this word pair and underline them.
- c. Why do you think the cob is using words that are opposites?
- d. Do you think it will help Louis understand?

### Day 2

- f. Possible answers:
- 1) Louis swam around, and he sang to Serena.
  - 2) Sam wanted to stay with the cygnets, but he went home.
  - 3) Louis could not speak, so he learned to read and write.
  - 4) I must take my chance now, or I will never do it.
  - 5) Louis knew what he had to do, so he flew out to the boy.

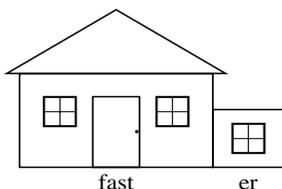
### Day 3

- a. cheerful-sad, graceful-awkward, brave-cowardly
- b. listener-talker
- c. to provide a clear contrast between right and wrong

- e. In your own words rewrite the advice given in this passage. Encourage Louis with the same ideas that his father has used, but don't use the same words. Talk about your ideas with your teacher before you write.
- f. Review your spelling words.

**Day 4**

- a. When an ending is added to a base or root word, it changes the meaning of the word. Remember the picture we used to show base words? The main house is the base word, and the extra room on the right is a **suffix**. Here's an example:

**Day 4**

b. cheerful, graceful

c. It adds one syllable.

d. It means to be full of.

e. cheerful - full of cheer  
graceful - full of grace

f. 1) full of play  
2) full of beauty  
3) full of care or caution

g. When the base word ends in a consonant and y, change the y to i before adding the suffix -ful.

- b. Find the words in the literature passage with the ending **-ful** added to them and write them down.
- c. How many syllables, or sounds, does the suffix **-ful** add to each word?
- d. The two **-ful** words in our literature passage are *cheerful* and *graceful*. What do you think the suffix **-ful** means?
- e. Tell your teacher what you think these words mean. If you are unsure, look them up in the dictionary.
- f. Read this list of words and write down what you think they mean.
- 1) playful
  - 2) beautiful
  - 3) careful

- g. Look at these words:
- |                    |                |
|--------------------|----------------|
| arm - armful       | care - careful |
| beauty - beautiful | play - playful |

When do changes in spelling need to be made, and what changes do you make?

- h. Add the suffix **-ful** to these words and write a sentence using each one.

color                      joy                      bounty

- i. Optional: Take an oral or written spelling pretest.

h. colorful  
joyful  
bountiful

### Day 5

- a. Listen as your teacher reads the literature passage for dictation. Do not write as it is read the first time. Just listen. Remember, writing from dictation is a skill you acquire with practice, like hitting a baseball. Your first attempts may not be too successful, but as you practice you will become better.
- b. After you listen to the literature passage the second time, write what you have heard. When you have finished, compare your copy to the literature passage.
- c. Take a spelling test.
- d. Choose skills from the Review Activities.
- e. Optional: Enrichment

## Review Activities

Choose the skills your student needs to review.

1.
  - a. Justin, please come here.
  - b. Can you help us, Robert?
  - c. Hopefully, Sara, we will go on vacation.
  - d. Amanda, I'm going home.
  - e. Please come with me, Beth.
  - f. I can't, Amanda, because I'm doing my homework.
2.
  - a. Jerry likes to play baseball, but I like to play football.
  - b. The moon shone, and the stars twinkled.
  - c. Karla runs fast, but Sal runs slowly.
  - d. Amy slept in the tent, and (or but) I slept outside.
3. Possible answers:
  - a. timid, cowardly
  - b. dirty, impure, polluted
  - c. moist, wet, damp
  - d. hard, rigid, firm
  - e. top, peak, summit
  - f. smooth, coarse, harsh
4.
  - a. softer
  - b. nicer
  - c. kinder
  - d. fresher
  - e. quicker
  - f. taller
5.
  - a. plentiful
  - b. spoonful
  - c. hopeful
  - d. mouthful
  - e. pitiful
  - f. bountiful

### 1. *Commas / Direct Address*

Place commas correctly in the following sentences.

- a. Justin please come here.
- b. Can you help us Robert?
- c. Hopefully Sara we will go on vacation.
- d. Amanda I'm going home.
- e. Please come with me Beth.
- f. I can't Amanda because I'm doing my homework.

### 2. *Compound Sentence / Conjunction / Commas*

Make compound sentences.

- a. Jerry likes to play baseball. I like to play football.
- b. The moon shone. The stars twinkled.
- c. Karla runs fast. Sal runs slowly.
- d. Amy slept in the tent. I slept outside.

### 3. *Antonyms*

Write antonyms for the following words.

- |          |           |
|----------|-----------|
| a. brave | d. soft   |
| b. clean | e. bottom |
| c. dry   | f. rough  |

### 4. *Suffix -er*

Add the suffix **-er** to the following words.

- |         |          |
|---------|----------|
| a. soft | d. fresh |
| b. nice | e. quick |
| c. kind | f. tall  |

### 5. *Suffix -ful*

Add the suffix **-ful** to the following words.

- |           |           |
|-----------|-----------|
| a. plenty | d. mouth  |
| b. spoon  | e. pity   |
| c. hope   | f. bounty |



*“There are mechanical devices that convert air into beautiful sounds. One such device is called a trumpet. I saw a trumpet once, in my travels. **I think you may need a trumpet in order to live a full life. I’ve never known a Trumpeter Swan to need a trumpet, but your case is different. I intend to get you what you need.** I don’t know how I will manage this, but in the fullness of time it shall be accomplished. And now that our talk has come to a close, let us return gracefully to the other end of the pond, where your mother and your brothers and sisters await us!”*

*The Trumpet of the Swan* by E.B. White. Text ©1970 by E.B. White.  
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### Day 1

- Read the literature passage silently. Ask your teacher to help you with difficult words. When you are ready, read the passage out loud to your teacher. In your own words, tell your teacher what is happening in this passage.
- As your teacher reads the lines in bold print out loud, write them down. Compare your copy to the literature passage and make corrections.
- List four to six words that you should study for spelling this week, or use the following list of suggested words: known, different, intend, trumpet, knowledge, reign.

There are two common ways to spell a /n/ sound using a silent letter: **kn** and **gn**. There is no rule to tell you which one to use, but it is helpful to get familiar with these words. However, **kn** will usually not end a word.

### Spelling Tip

There are two common ways to spell a /n/ sound using a silent letter: **kn** and **gn**, but **kn** will usually not end a word.

- d. Copy these words, and underline **kn** and **gn**. Say the words aloud as you write them.

**kn**

know  
knot  
knowledge  
knew  
knapsack  
knit  
knead

**gn**

gnaw  
gnat  
gnome  
reign  
sovereign  
benign  
foreign

**Day 2**

a. don't

b. do not

c. the letter "o"

- d. 1) I would  
2) they will  
3) must not  
4) you are  
5) she would (had)  
6) they are  
7) it will  
8) are not  
9) it is  
10) he is

- e. 1) It's  
2) its  
3) it's  
4) It's  
5) its

**Day 2**

- a. Look at the second bolded sentence in the literature passage. The first word is *I've*. This is a shortened way of saying *I have*. The apostrophe takes the place of the missing letters, **ha**. This is called a **contraction**. Find the other contraction in the literature passage.

b. What does it stand for?

c. What does the apostrophe take the place of?

d. Write the words these contractions stand for.

- |            |            |
|------------|------------|
| 1) I'd     | 6) they're |
| 2) they'll | 7) it'll   |
| 3) mustn't | 8) aren't  |
| 4) you're  | 9) it's    |
| 5) she'd   | 10) he's   |

- e. The contraction *it's* stands for *it is*. This contraction is often confused with the possessive pronoun, *its*.

Ex: *It's* time to go. (It is time to go.)

The monkey hung by *its* tail. (The tail belongs to the monkey.)

Complete the sentences with the correct word. (it's / its)

- 1) \_\_\_\_\_ almost noon.
- 2) The tree spread out \_\_\_\_\_ branches.
- 3) I hope \_\_\_\_\_ nice.
- 4) \_\_\_\_\_ in Canada.
- 5) The cygnet pulled the shoestring from \_\_\_\_\_ place.

- f. *You're* is another contraction. This is also often confused with the possessive pronoun, *your*.

Ex: *You're* late for dinner. (You are late for dinner.)  
John, did you bring *your* books? (The books belong to John.)

Complete the sentences with the correct word.

(you're / your)

- 1) Get \_\_\_\_\_ trumpet.
- 2) I think \_\_\_\_\_ nice.
- 3) I think \_\_\_\_\_ trumpet is clear and crisp.
- 4) Here is \_\_\_\_\_ medal.
- 5) \_\_\_\_\_ going to camp with me.

- g. *They're* is another contraction. This contraction is often confused with the possessive pronoun *their* and the word *there*.

Ex: *They're* coming to visit. (They are coming to visit.)

I hope Aunt Judy and Uncle Bob bring *their* pictures. (The pictures belong to Aunt Judy and Uncle Bob)

*There* is an alligator at the zoo.

Complete the sentences with the correct word.

(they're / their / there)

- 1) \_\_\_\_\_ was a job for Louis in the city.
- 2) The boys brought \_\_\_\_\_ sleeping bags to camp.
- 3) \_\_\_\_\_ going canoeing in the morning.
- 4) The boys swam \_\_\_\_\_ to listen.
- 5) Mr. and Mrs. Beaver loved \_\_\_\_\_ son.

- h. Look at the last sentence of the literature passage. Find the word that ends in **-ly**.
- i. What is the base or root word of *gracefully*? What part of speech is *grace*?
- j. What part of speech is the word when the suffix **-ful** is added? Serena is a *graceful* swan.

**Day 2**

- f. 1) your  
2) you're  
3) your  
4) your  
5) You're

- g. 1) There  
2) their  
3) They're  
4) there  
5) their

h. gracefully

i. grace; noun

j. adjective

k. adverb

k. What part of speech is the word when the suffix **-ly** is added to that new word? She swam *gracefully*.

<b>Hint</b>
Most words ending in <b>-ly</b> are adverbs. Some exceptions are <i>friendly</i> and <i>lovely</i> which are adjectives.

l. quickly    sadly  
 brightly    slowly  
 loudly      bravely

l. Copy the list of words and add **-ly** to the end of each word.

quick      sad            bright  
 slow      loud          brave

m. Possible answers:

1. The sun shone brightly at the beach today.
2. She acted bravely to walk across the bridge.
3. The truck in front of us traveled slowly.

m. Write sentences using at least three of the new words.

**Day 3**

a. So far, you have learned seven parts of speech: noun, verb, pronoun, adjective, adverb, conjunction, and interjection. The last part of speech you will learn is the preposition.

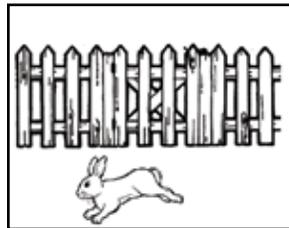
<b>List of Common Prepositions</b>			
above	under	in	into
around	over	to	against
after	along	beneath	below
behind	by	from	toward
with	through	on	

**Prepositions** show the relationship between the noun which follows the preposition and another word in the sentence. The preposition with the noun is called a **prepositional phrase**.

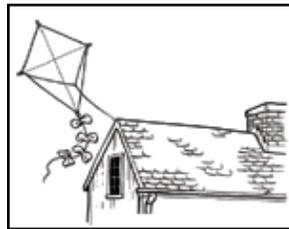
Ex: The cat ran around the house.  
 Around is the preposition. It shows the relationship between *house* and *cat*.  
*Around the house* is the prepositional phrase.

- b. Look at the first sentence in the literature passage. Can you find the prepositional phrase? If you have a hard time, look at the list of prepositions. Underline the prepositional phrase and circle the preposition.
- c. Now, look at the third sentence in the literature passage. Underline the prepositional phrase and circle the preposition.
- d. Look at the pictures and complete the sentences using a prepositional phrase. Circle the preposition.

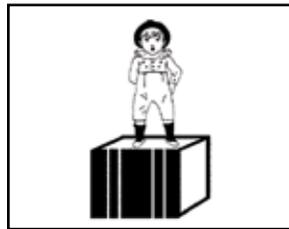
1) The rabbit scurried \_\_\_\_\_.



2) The kite is flying \_\_\_\_\_.



3) The boy is standing \_\_\_\_\_.



4) The girl is sleeping \_\_\_\_\_.



- e. In our literature passage, there are several words which look the same, and are pronounced the same, but have more than one meaning. These words are called **homonyms**. One of these words is *case* which can mean either a *situation* or a *carton*. How do you know which definition is being used in our passage?

Day 3

b. into beautiful sounds

c. in my travels

d. Possible Answers:

- 1) under the fence.
- 2) over the house.
- 3) on a box.
- 4) on the bed

e. The context, or other sentences help us know which meaning is being used.

 **Teacher's Note:** Some grammar books refer to these words as homographs.

**Day 3****f. saw****Possible Answers:**

I saw a trumpet.

The carpenter uses a saw.

**g. Possible answers:**

- 1) David hit the ball with the bat. The bat flew from the attic.
- 2) The boy bounced the ball. Cinderella went to the ball.
- 3) I filled the pitcher with juice. The pitcher threw a curveball.
- 4) Turn off the light. We had a light rain this morning.

**Day 4****b. By getting Louis a trumpet****c. Allow for discussion.**

- f. Look at the third sentence in the literature passage. Can you find the homonym?

Write two sentences using the different meanings for that word.

- g. Do you know the different meanings for the following words? You may use a dictionary if needed. Write sentences for the different meanings of these words.

- 1) bat
- 2) ball
- 3) pitcher
- 4) light

**Day 4**

- a. The cob has brought a problem to his son's attention. Louis probably wasn't very aware of his differences from the other cygnets, but now he is more aware. This will probably make Louis feel uncomfortable, but may be the beginning of learning how to cope with problems. Talk with your parent about problems that you have been made aware of about yourself, or a problem they were made aware of as children. How did they deal with their problems? How have you tried to cope with differences you might feel?
- b. Part of helping with a problem is making the person aware of it. Another part is helping the person find a way to solve the problem. Tell your teacher how Louis' father plans to help Louis.
- c. Talk with your teacher about specific ways to help people with problems such as blindness, deafness, or physical impairments. These are devices that have been designed especially to help these people do things that would otherwise be hard.

It used to be thought that people were born with physical or mental limitations as a punishment. As a result, people often hid family members who were limited in some manner. Sometimes we are uncomfortable around people who are different than us. Why do you think this happens? Talk with your parents about how you feel.

d. Optional: Take an oral or written spelling pretest.

**Day 5**

a. After you listen to the literature passage the second time, write what you heard. When you have finished, compare your copy to the literature passage.

b. Take a spelling test.

c. Choose skills from the *Review Activities*.

d. Optional: *Think It Through!* Find the definition of each word and draw a picture to show its meaning. Be prepared to explain your ideas for the picture.

1) familiar                      2) vigor

Look at each group of words. Which word is spelled correctly?

quietly                      musec  
quiety                      music

e. Optional: Enrichment

**Day 5**

d.

**familiar – commonly known**

**vigor – active strength or force**

**quietly**

**music**

## Review Activities

Choose the skills your student needs to review.

1.
  - a. she'll
  - b. you've
  - c. I'd
  - d. they're
  - e. he's
  - f. isn't
  - g. couldn't
  - h. can't
  
2.
  - a. It's
  - b. you're or they're
  - c. their
  - d. its
  - e. your, they're
  - f. they're or it's
  - g. There
  
3.
  - a. quickly -The horse galloped quickly.
  - b. silently -The baby rested silently.
  - c. carefully - Sara polished the furniture carefully.
  - d. stubbornly -The donkey brayed stubbornly.
  
4.
  - a. on the floor.
  - b. up the hill.
  - c. under the bridge.
  - d. after the bus.
  - e. by the river.

### 1. Contractions

Write the contraction for the following words.

- |             |              |
|-------------|--------------|
| a. she will | e. he is     |
| b. you have | f. is not    |
| c. I would  | g. could not |
| d. they are | h. can not   |

### 2. (*It's / its*) (*your / you're*) (*their / there/ they're*)

Choose the correct word.

- a. \_\_\_\_\_ raining today.
- b. I hope \_\_\_\_\_ well.
- c. The boys will bring \_\_\_\_\_ trading cards.
- d. We watched the kitten chase \_\_\_\_\_ tail.
- e. Give the flowers to \_\_\_\_\_ mother.
- f. I hope \_\_\_\_\_ what she likes.
- g. \_\_\_\_\_ are other flowers to choose from.

### 3. Adverb - Suffix *-ly*

Add the suffix *-ly* to the following adjectives to make adverbs. Use each word in a sentence.

- a. quick
- b. silent
- c. careful
- d. stubborn

### 4. Prepositions

Underline the prepositional phrase and circle the preposition.

- a. The toddler fell on the floor.
- b. The old man walked up the hill.
- c. The ship went under the bridge.
- d. The woman ran after the bus.
- e. I sat by the river.



***The cob turned and swam off. Louis followed. It had been an unhappy morning for him. He felt frightened at being different from his brothers and sisters. It scared him to be different. He couldn't understand why he had come into the world without a voice. Everyone else seemed to have a voice. Why didn't he? "Fate is cruel," he thought. "Fate is cruel to me." Then he remembered that his father had promised to help, and he felt better.***

*The Trumpet of the Swan* by E.B. White. Text ©1970 by E.B. White.  
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### Day 1

- Read the literature passage silently. Ask your teacher to help you with difficult words. When you are ready, read the passage out loud to your teacher. Narrate to your teacher what is happening in this passage.
- As your teacher reads the lines in bold print out loud, write them down. Compare your copy to the literature passage and make corrections.
- List four to six words that you should study for spelling this week, or use the following list of suggested words: followed, frightened, different, turned, first, purpose.

The three most common ways of spelling words with an /er/ sound are **er**, **ir**, and **ur**.

### Spelling Tip

**er** in her

**ir** in sir

**ur** in burn

Copy these words, and underline **er**, **ir**, and **ur**.

her	first	turned
teacher	third	churn
term	bird	purpose
perky	dirt	Thursday

**Day 2**

a. cob

b. turned, swam

c. Then he remembered that his father had promised to help, and he felt better.

d. Possible answers

- 1) swam and played
- 2) spoke and planned
- 3) talked and gazed

e. "Fate is cruel."

"Fate is cruel to me."

**Day 3**

b. Louis felt comforted when he remembered his father's promise.

**Day 2**

a. Look at the first sentence of the literature passage. What is the subject?

b. What are the verbs?

The subject, *cob* did two things. He *turned* and *swam*. This is called a **compound verb**. Two verbs are joined by the **conjunction** *and*. Do not confuse this with a compound sentence. *The cob turned* is a complete sentence. But *swam off* is not a complete sentence. It lacks a subject.

c. Find the compound sentence in the literature passage.

d. Complete the sentence by adding a compound verb.

- 1) Louis \_\_\_\_\_ and \_\_\_\_\_ .
- 2) His father \_\_\_\_\_ and \_\_\_\_\_ .
- 3) Serena \_\_\_\_\_ and \_\_\_\_\_ .

e. Read aloud the actual words thought by Louis. Remember, quotation marks enclose the actual words spoken or thought.

f. Write something you have thought about.

Ex: "How wonderful it would be to fly," I thought.

g. Optional: Enrichment

**Day 3**

a. Louis feels afraid because he now realizes how different he is from the other cygnets. Do you think that this is an understandable feeling for Louis? Can you think of any situations where you felt very different from everyone else? What did you do? Did it change the way you acted? Talk with your teacher about that situation.

b. Ask your teacher if she has ever had to deal with feeling very different from everyone else. Ask her how she handled the situation, and what advice she would give you to keep in mind if you have to face a similar situation. Read the last line of our literature passage. Tell how Louis felt about his father's promise.

- c. Look back at each literature passage from *The Trumpet of the Swan* (Lessons 12-15). Each passage contains statements from Louis's father that tells what he thinks of Louis and what he will do to help him. Write a friendly letter to Louis and tell him what his father thinks of him, and how he will help. Use the sample letter below to help you write a friendly letter.

(Date) February 10, 2014
(Greetings or salutation) Dear Sally,
<p>I heard that you broke your leg skateboarding last week. I hope it doesn't hurt too much! I know there are many things you cannot do with your leg in a cast.</p> <p>I will be happy to return your books to the library. If there's anything else I can do, please call me. You are a good friend and I want to help you.</p>
(Closing) Your friend, (Signature) Mary

#### Day 4

- a. In our literature passage, Louis talks about something called *fate*. Look up this word in the dictionary and tell your teacher the definition. If you do not know what the word *cruel* means, look that up, too. What does Louis mean by the statement, "Fate is cruel to me."?
- b. Do you believe that fate controls your life? Talk with your teacher about your answer, and ask her what she believes. Why do you think Louis believes that fate caused him not to have a voice?
- c. Review how to address an envelope in Lesson 5, Day 4b. Address an envelope for the letter you wrote yesterday.

#### Day 4

- a. Possible answer:  
The plan for my life is unkind to me, and there is nothing I can do to change it.

- d. Optional: Take an oral or written spelling pretest.

**Day 5**

- a. Listen as your teacher reads the literature passage for dictation. Do not write as it is read the first time, just listen. Remember, writing from dictation is a skill you acquire with practice, like hitting a baseball. Your first attempts may not be too successful, but as you practice you will become better.
- b. When you have finished, compare your copy to the literature passage.
- c. Take a spelling test.
- d. Choose skills from the *Review Activities*.
- e. Optional: Enrichment

## Review Activities

Choose the skills your student needs to review.

### 1. *Compound Verb*

Rewrite the sentences to make one sentence with a compound verb.

- I worked. I played.
- Ashley likes drawing. Ashley likes painting.
- The baby laughed. The baby played.
- The family cooked together. The family ate together.

### 2. *Letters*

Label the parts of a letter.

<p style="text-align: center;">April 10, 2014</p> <p style="text-align: center;">Dear Paul,</p> <p style="text-align: center;">I hope you are feeling better after your illness. I miss seeing you at the park. I will call you to see when I can visit.</p> <p style="text-align: center;">Your friend, Ryan</p>
---

### 3. *Possessive Nouns*

Write the possessive for the following phrases:

- the book belongs to the boy
- the horse belongs to the lady
- the office belongs to the man
- the toys belong to the child

1.

- I worked and played.
- Ashley likes drawing and painting.
- The baby laughed and played.
- The family cooked and ate together.

2.

<p style="text-align: center;">Date</p> <p style="text-align: center;">Greeting or salutation</p> <p style="text-align: center;">Body</p> <p style="text-align: center;">Closing Signature</p>
--

3.

- boy's book
- lady's horse
- man's office
- child's toy

**Assessment 3**  
(Lessons 12 - 15)

1.
  - a. "Where is Dad?" asked Jerry.
  - b. "He is in the garage," said Sara.
  - c. Jerry said, "Someone is here to see you, Dad."

2.
  - a. smaller, smallest
  - b. stronger, strongest
  - c. more beautiful, most beautiful

3.
  - a. Well, I'll try again.
  - b. Wow! Did you see that?
  - c. My, you have grown.

4.
  - a. Please open the door, Robert.
  - b. Mom, may I go out and play?
  - c. Tell me, Sara, if you are coming.

5.
  - a. Mom like cats, and Dad likes dogs.
  - b. I tried to be on time, but I was late.
  - c. Would you like ice cream, or would you like cake?

6. antonyms

1. Add capitalization and punctuation.

- a. where is Dad asked jerry
- b. he is in the garage said sara
- c. jerry said someone is here to see you, Dad.

2. Complete the chart.

	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
a.	small		
b.	strong		
c.	beautiful		

3. Underline the interjections.

- a. Well, I'll try again.
- b. Wow! Did you see that?
- c. My, you have grown.

4. Add commas and capitalization.

- a. Please open the door Robert.
- b. Mom may I go out and play?
- c. Tell me Sara if you are coming.

5. Make compound sentences by adding a conjunction and a comma.

- a. Mom likes cats. Dad likes dogs.
- b. I tried to be on time. I was late.
- c. Would you like ice cream? Would you like cake?

6. The words *open* and *close* have opposite meanings. What are these kinds of words called?

7. Write contractions for the following words.

- a. is not
- b. could not
- c. they are
- d. she will

8. Underline the prepositional phrase and circle the preposition.

- a. The log floated on the water.
- b. She sat on the chair.
- c. The bird flew over the roof.

9. Rewrite the sentences to make one sentence using a conjunction and a compound verb.

- a. I danced. I sang.
- b. The boy laughed. The boy played.
- c. The dog ran. The dog barked.

10. Label the parts of a letter.

February 10, 2014

Dear Grandma,

Mom and Dad gave me a puppy for my birthday. He is so cute. I named him Rascal. Please come and see my new puppy.

Love,  
Rachel

7.

- a. isn't
- b. couldn't
- c. they're
- d. she'll

8.

- a. The log floated on the water.
- b. She sat on the chair.
- c. The bird flew over the roof.

9.

- a. I danced and sang.
- b. The boy laughed and played.
- c. The dog ran and barked.

10.

(Date) February 10, 2014

(Greeting or Salutation) Dear Grandma,

(Body) Mom and Dad gave me a puppy for my birthday. He is so cute. I named him Rascal. Please come and see my new puppy.

(Closing) Love,

(Signature) Rachel