

Learning Language Arts Through Literature



THE TAN
TEACHER BOOK
3rd Edition

By

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and

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Common Sense Press
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Suddenly a mottled green fish, a yard long, with a dark back and white underneath, came to the top. It lifted an enormous head right out of the water, and opened a great white mouth, and shook itself. A little perch flew high in the air. Roger's rod straightened. For a moment the great fish lay close to the top of the water, looking wickedly at the crew of the Swallow as they looked at it. Then, with a twist of its tail that made a great twirling splash in the water, it was gone.

Swallows and Amazons by Arthur Ransome.
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Day 1

- a. Write the passage from dictation. Circle every word you are not sure is spelled correctly. Compare your copy with the passage.

Do you know why *Swallow* is underlined? The name of a ship is capitalized and underlined. (Use italics if computer-generated.) If you did not underline the ship's name in your dictation, do so now.

- b. Make your own spelling list from any words you misspelled in the dictation or use the following list of suggested words.

mottled	underneath	enormous
straightened	twist	swirling

- c. Try to imagine the scene described in the literature passage. Describe how you think the crew felt when the big one got away. If you'd like, draw a picture of what you think the fish looked like.
- d. Find the word *underneath* in the literature passage. This word contains the prefix **under-** which means *beneath*. Although **under** is also a word which can stand alone, in this word it is acting as a prefix. Add the prefix **under-** to your list of prefixes and include the definition and some word examples.

Day 1

d. under-: beneath

Possible examples:
underneath, underline

- e. Locate all forms of the pronoun *it* in the literature passage and draw a box around them. Remember, an antecedent is the noun that the pronoun stands for. What is the antecedent of *it* in the literature passage? What is the antecedent for the pronoun *they* in the literature passage?
- f. Note that the pronoun *its* used in the last sentence of the literature passage is a possessive pronoun. What is the pronoun showing possession of in this sentence?

It is important not to confuse the possessive pronoun *its* with the contraction *it's*. If you are using the pronoun in a sentence, it should be showing possession and should not have an apostrophe. If you are using the contraction, the word should have an apostrophe. You can check to make sure you are using the correct form by substituting the words *it is* in the sentence. If the words *it is* make sense in the sentence, then the contraction form is correct.

- g. Complete the sentences correctly with *its* or *it's*.
- 1) _____ going to be a beautiful morning.
 - 2) I need to get the horse _____ bridle.
 - 3) The peacock spread _____ tail in a breathtaking display.
 - 4) When the alarm rings, _____ six o'clock.
 - 5) The cat will let you pet _____ kittens.

Day 2

- a. Look at the literature passage. Find and underline the adjectives (words that describe nouns) and circle the nouns they describe.

Ex: mottled, green (fish)

Day 1

- e. it, its - the green fish
they - the crew of the Swallow

- f. the fish having possession of its tail

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

Day 2

- a. dark (back)
white (underneath)
enormous (head)
great white (mouth)
little (perch)
great (fish)
great twirling (splash)

Day 2

- c. suddenly - came
wickedly - looking

- b. Read the paragraph aloud, leaving out the adjectives you underlined. Read it again with the adjectives. What difference do adjectives make? Which way does the paragraph sound better?

Adjectives help you to picture the scene. Without adjectives it would be hard for you to envision what the author wants you to see. The paragraph would be dull and boring to read without adjectives.

- c. Find the two words in the literature passage that end in the suffix **-ly**. These two words are adverbs, words that describe verbs. Most words ending in **-ly** are adverbs. Some exceptions are *friendly* and *lovely*; they are adjectives. Look at the sentences where these words are located. Identify the verbs they are describing.
- d. Review your spelling words.
- e. Optional: Enrichment

Day 3

- a. Locate the word *perch* in the literature passage. Although it identifies a kind of fish, it is not capitalized. It is only when a particular variety of fish is identified that the name is capitalized, such as Yellow Perch.

Ex: pine tree (not capitalized)
Norfolk Pine (specific name - capitalized)

b. Read the following capitalization rules.

Capitalization Rules

- 1) Capitalize the name of a club, organization, association, team, or political party.
Ex: Red Cross, Striker Soccer Team, Republican Party
- 2) Capitalize the names of languages, religions, races, and nationalities.
Ex: French, Hindu, Indian, African
- 3) Specific school courses are capitalized, but a field of study is not.
Ex: History 101 (specific course)
history (field of study)
- 4) The brand name of a product is capitalized, but the common noun that appears after the brand name is not capitalized.
Ex: Whirlpool oven
- 5) Capitalize the first and all important words in the titles and chapters of books, poems, plays, magazines, television programs, art works, movies, newspapers, musical compositions, articles, and stories.
Ex: *The Last of the Mohicans* (book)
My Fair Lady (movie)
The New York Times (newspaper)
- 6) Capitalize the names of historical events and time periods.
Ex: French Revolution (event)
Middle Ages (time period)

7) Names of people, buildings, pets, boats, planes, trains, planets, bridges, monuments, and documents are capitalized.

Ex: Statue of Liberty (monument)

Jupiter (planet)

Titanic (boat)

8) Capitalize the names of days of the week, months, holidays, and special events, but do not capitalize the names of seasons (spring, summer, fall, winter) unless they are part of the name of an event.

Ex: Thursday (day of the week)

September (month)

Valentine's Day (holiday)

Spring Livestock Show (event)

spring rain storm (season)

9) Capitalize geographical places:

Ex: bodies of water - Lake Superior, Mississippi River, Atlantic Ocean

cities - Birmingham

countries - Switzerland

counties - Pinellas County

continents - Asia

islands - Hawaiian Islands

mountains - Mount St. Helens

parks - Yellowstone National Park

provinces - Alberta

sections of the country - the West (do not capitalize when referring to direction only - west of town)

states - Florida

streets, avenues, etc. - Grand Boulevard, Twenty-first Street (**Note:** The second part of the number is not capitalized.)

- c. Review the literature passage and find proper nouns that are capitalized. Why are they capitalized?
- d. Refer to the capitalization rules to help you choose the correct phrases.

	A	B
Ex:	<u>B</u> the asian culture	the Asian culture
1)	___ a geometry assignment	a Geometry assignment
2)	___ Fifty-second Street	fifty-second street
3)	___ saturn's orbit	Saturn's orbit
4)	___ lake area 4-H club	Lake Area 4-H Club
5)	___ ocala national forest	Ocala National Forest
6)	___ Statue of Liberty	Statue of liberty
7)	___ Sony stereo	Sony Stereo
8)	___ the sound of music	The Sound of Music
9)	___ Lake Superior	lake superior

- e. Review your spelling words.

Day 4

- a. Adjectives are words that describe nouns. Look at the following sentence:

An elephant picked up the peanut with a spoon.

Look at the words that come before *elephant*, *peanut*, and *spoon*. *An*, *a*, and *the* are special adjectives called **articles**. Articles can be signals to tell you that a noun will follow. Usually, the nouns directly follow the articles. Sometimes other adjectives separate the article from the noun, but a noun always follows an article.

Ex: the round orange

The word *round* separates the article from the noun but the noun, *orange* still follows the article, *the*. Find all the articles in the literature passage, and locate the nouns they describe.

Day 3

- c. Roger - name of a person
Swallow - name of a boat

- d. 1) A
2) A
3) B
4) B
5) B
6) A
7) A
8) B
9) A

Day 4

- a. *Articles are underlined once, nouns twice.*
a mottled green fish
a yard
a dark back
the top
an enormous head
the water
a great white mouth
a little perch
the air
a moment
the great fish
the top
the water
the crew
the Swallow
a twist
a great twirling splash
the water

Day 4**b. Possible Answers**

dark - dusky (back)

white - pale (underneath)

enormous - immense
(head)

great white - large
blanched (mouth)

little - small (perch)

great - magnificent (fish)

great twirling - vast
twisting (splash)

- b. **Synonyms** are words that have the same or similar meanings. A **thesaurus** is a book of synonyms. Use your thesaurus to find synonyms for the adjectives you underlined in **2a**. Check to make sure your synonym makes sense in the context of the literature passage. For example, the word *great* appears three times as an adjective in the literature passage, but each time its meaning is a little different.
- c. Rewrite the literature passage using the synonyms you found. Which way do you like better?
- d. Take an oral or written spelling pretest. Remember, sounding out the syllables as you write them will help you spell them correctly.
- e. Optional: Enrichment

Day 5

- a. Write the literature passage from dictation again. Did you spell all the words correctly?
- b. Read the literature passage again. Imagine you are Roger, and you have just battled with a great fish. Its tail makes a splash, and it's gone. How do you feel? Write down your thoughts on paper. Using these ideas, record a journal entry for Roger. A journal entry is written in the first person. This means you are the one speaking or telling the story. Use descriptive words to express how you feel. Edit your work. Check for errors in spelling, punctuation, and writing mechanics.
- c. Take an oral or written spelling test.

- d. Read each sentence below. Look for capitalization errors and correct them.

Ex: Many indians were moved to Reservations as people moved west.

Correct - Many Indians were moved to reservations as people moved West.

- 1) Christopher columbus crossed the atlantic ocean to find a new land.
- 2) Her High School schedule included geometry, biology, and word processing 102.
- 3) Their trip to New York city included visits to the statue of liberty and the empire state building.
- 4) She is considered bilingual because she can speak both english and spanish fluently.
- 5) He wasn't sure whether to purchase the Oldsmobile Station Wagon or the Ford Van.
- 6) There will be no classes on presidents' day and memorial day.
- 7) The directions tell us to turn left at the next Street and follow Bayview avenue to the auditorium.
- 8) I will be working on tuesday, thursday, and saturday of this Week.
- 9) We have short Winters and long Summers in the south.

- e. Complete the *Review Activities*.

Day 5

- d. 1) **Christopher Columbus crossed the Atlantic Ocean to find a new land.**
- 2) **Her high school schedule included geometry, biology, and Word Processing 102.**
- 3) **Their trip to New York City included visits to the Statue of Liberty and the Empire State Building.**
- 4) **She is considered bilingual because she can speak both English and Spanish fluently.**
- 5) **He wasn't sure whether to purchase the Oldsmobile station wagon or the Ford van.**
- 6) **There will be no classes on Presidents' Day and Memorial Day.**
- 7) **The directions tell us to turn left at the next street and follow Bayview Avenue to the auditorium.**
- 8) **I will be working on Tuesday, Thursday, and Saturday of this week.**
- 9) **We have short winters and long summers in the South.**

Review Activities

Choose skills your student needs to review.

1.
 - a. underline - to draw a line beneath
 - b. undergrowth - small shrubs that grow beneath trees
 - c. underage - below the age required by law
2. The sun is at the center of our solar system. Its gravitational force holds the planets in their orbits. It's known that the sun is made of the gases hydrogen and helium, and that its surface temperature is about sixty times hotter than boiling water. The sun provides our planet with warmth and light, and it's impossible for life to exist without it.

3.
 - a. A beautiful border of flowers ran along the garden path.
 - b. The array of flowers made the garden a pleasant place to visit.
 - c. The visitors enjoyed the colorful butterflies that were attracted by the honeysuckle.
 - d. The tiny honeybees buzzed amongst the fragrant blossoms.
 - e. An afternoon spent in the lovely garden left you with a peaceful feeling.

1. Prefixes

Add the prefix **under-** to the following root words. How does the addition of the prefix change the meaning of each word? If you are unsure of the meaning of the new word, look it up in the dictionary.

- a. _____ line
- b. _____ growth
- c. _____ age

2. Its and It's

Complete the following paragraph by choosing the correct word.

The sun is at the center of our solar system. (*Its, It's*) gravitational force holds the planets in their orbits. (*Its, It's*) known that the sun is made of the gases hydrogen and helium, and that (*its, it's*) surface temperature is about sixty times hotter than boiling water. The sun provides our planet with warmth and light, and (*its, it's*) impossible for life to exist without it.

3. Articles and Adjectives

Underline any articles you find in the following sentences and draw an arrow to the noun that follows it. Circle any adjectives.

- a. A beautiful border of flowers ran along the garden path.
- b. The array of flowers made the garden a pleasant place to visit.
- c. The visitors enjoyed the colorful butterflies that were attracted by the honeysuckle.
- d. The tiny honeybees buzzed amongst the fragrant blossoms.
- e. An afternoon spent in the lovely garden left you with a peaceful feeling.

4. *Adverbs*

Underline the adverbs in the following sentence. Circle the verb or verb phrase they modify.

- She walked quickly down the sidewalk.
- The ground quaked violently beneath their feet.
- We seldom travel this road.
- She rushed frantically into the room.
- We will find the answer tomorrow.

5. *Capitalization*

Correct any errors in capitalization by placing a slash through any incorrect letters and placing the correct letter above it.

The Gainesville sun featured an article on the micanopy historical committee's plan to renovate many buildings of historical value in Micanopy. The old city hall located on twenty-second street will be the first project the committee will undertake. Also many houses built during the civil war are slated to be renovated. The renovations should begin this Spring.

6. *Personal Pronouns and Antecedents*

Underline each personal pronoun in the following sentences. Circle the noun that is its antecedent.

- The mare whinnied at its young foal.
- The youth group enjoyed their trip to the mountains.
- Hannah and Megan went swimming, and then they played volleyball on the beach.
- Mike usually played first base, but sometimes he played shortstop.

7. *Synonyms*

Write a synonym for each of these adjectives.

- beautiful
- tremendous
- rigid
- brittle

4.

- She walked quickly down the sidewalk.
- The ground quaked violently beneath their feet.
- We seldom travel this road.
- She rushed frantically into the room.
- We will find the answer tomorrow.

5. The *Gainesville Sun* featured an article on the Micanopy Historical Committee's plan to renovate many buildings of historical value in Micanopy. The old City Hall located on Twenty-second Street will be the first project the committee will undertake. Also many houses built during the Civil War are slated to be renovated. The renovations should begin this spring.

6.

- The mare whinnied at its young foal.
- The youth group enjoyed their trip to the mountains.
- Hannah and Megan went swimming, and then they played volleyball on the beach.
- Mike usually played first base, but sometimes he played shortstop.

7. Possible answers

- pretty, gorgeous
- enormous
- stiff, strict
- fragile

Notes



The time I spent upon the island is still so horrible a thought to me, that I must pass it lightly over. In all the books I have read of people cast away, they had either their pockets full of tools, or a chest of things would be thrown upon the beach along with them, as if on purpose. My case was very different. I had nothing in my pockets but money and Alan's silver button; and being inland bred, I was as much short of knowledge as of means.

Kidnapped by Robert Louis Stevenson.

Day 1

- Read the literature passage aloud paying close attention to punctuation. Notice the semicolon which joins the two parts of the last sentence. When you read the literature passage, be sure to pause at the semicolon as for a comma. Write the literature passage from dictation, then make any corrections.
- The main character in the literature passage is also the narrator. What did the narrator in the literature passage think of stories of other castaways? What emotion or mood does the author create concerning the character's island experience? Did he have any practical experience in survival or even roughing it?
- Explain what you think the first sentence of the literature passage means.
- Make your own spelling list from any words you misspelled in the dictation or use the following list of suggested words:

horrible
inland

either
button

different
knowledge

- The word *knowledge* is spelled with a silent **k** and **n** to make the /n/ sound. **Gn** also makes a /n/ sound. Words may begin with **kn** or **gn**, but **kn** will usually not end a word.

Day 1

- The narrator thought stories of other castaways were unrealistic because they were always supplied with the tools or other means to survive.

The mood is one of frustration and concern.

No. The narrator indicates he is *inland bred* and has little knowledge of survival skills.

- The memories are so unpleasant that he does not like to dwell on them.

Spelling Tip

Some words spell the /n/ sound with *kn* or *gn*; but *kn* will usually not end a word.

Copy the following words and underline **kn** and **gn**. Say the words aloud as you write them.

knee	gnaw
knight	gnat
knife	gnarl
knit	reign
knock	sign
knob	align
knuckle	design

Day 2

a. first person

b. Alan's; the use of 's

Day 2

- Look at the literature passage again, paying special attention to the pronouns. In which person (first, second, or third) are the pronouns used?
- Underline the noun that shows possession in the literature passage. How do you know it shows possession?
- Another method of showing possession is the use of possessive pronouns. **Possessive pronouns** are words that take the place of nouns that show possession. The possessive pronouns most commonly used are:

Commonly Used Possessive Pronouns

my	his	her	its	your	our
their	mine	hers	yours	ours	theirs

Hint

Possessive pronouns do not use an apostrophe to show possession.

- d. Find and list the three possessive pronouns in the literature passage. Beside each one, write what each pronoun is showing possession of.
- e. Usually possessive pronouns are used as adjectives in the structure of a sentence. All the possessive pronouns listed in the box above are used as adjectives.
- f. Write the correct possessive pronoun in the space provided in the following sentences.

Ex: *Mary* went to her Spanish lesson.

- 1) *Matthew and Lane* went to _____ favorite fishing spot.
 - 2) The *car* slowed down to stay in _____ correct lane.
 - 3) *I* want you to see _____ new shoes.
 - 4) *Lydia* likes to finish _____ homework before going to softball practice.
 - 5) *Mike* will achieve _____ goals because he believes in working hard.
- g. Being cast away on a deserted island with just money and a silver button would put you in a very difficult situation. Think of some things you would need if you were stranded on a deserted island. Think about the reasons why you would need those particular things. Spend some time talking about it with your teacher to help you clarify your thoughts. Put your thoughts on paper and save it for tomorrow's work.
- h. Review your spelling words.

Day 2

- d. their pockets
my case
my pockets

- f. 1) their
2) its
3) my
4) her
5) his

Day 3

- a. **Essays** are used to explain an idea, describe how something is done, argue a point of view, or interpret something you read. In Lessons 18 and 19 you wrote a research essay. Today you will begin work on a different type of essay. It will be an essay in which you express your ideas and views about a survival situation. Use what you wrote yesterday in **2g** to guide you in formulating a thesis statement. Place your thesis statement at the top of your outline. This will help you remember to keep your thoughts focused on your main idea.

Ex: Although many items would be useful in a survival situation, I think the three items that would be crucial to my survival would be a knife, matches, and a first aid kit.

- b. The next step in writing an essay is to complete a topical outline in order to better organize your thoughts. First list the three most important items you would need to survive on the island. Each of these main ideas will be numbered with a roman numeral.
- c. Under each main idea list at least two reasons why this item would be important to your survival. Note these **supporting details** with a capital letter.
- I. Knife
 - A. Make weapons for hunting
 - B. Cut up food to prepare for eating
 - C. Make a shelter
 - II. Matches
 - A. Cook food
 - B. Keep warm
 - III. A First Aid Kit
 - A. Cleanse wounds
 - B. Bandage wounds
- d. Any further supporting details should be listed in numerical order under the subheading shown with a capital letter. (See the outline in Lesson 18.) Save your outline for tomorrow.

- e. Review your spelling words.

Day 4

- a. Use your outline from yesterday to write the first draft of a short essay. Look over your outline. The first thing you need to do is develop a good opening paragraph. Just as you greet a friend “Hello!” on the telephone, you must introduce your reader to your idea of the essay. Use your thesis statement as a basis to build your opening paragraph. As you begin your writing, write on every other line. This will make revising your work easier.
- b. Now take each main idea and supporting details to form three good paragraphs.
- c. You now must close your essay. Just as you say “Goodbye” to a friend as you finish your telephone conversation, you now must conclude your thoughts on paper.
- d. Today you have completed a rough draft of your essay. You are building a house, and the bricks are your words! It doesn’t need to be perfect. You are working to get your thoughts down in an organized form.
- e. Take an oral or written spelling pretest. Remember, sounding out the syllables as you write them will help you spell them correctly.

Day 5

- a. All writers work to get their words just right. Today you will rearrange and add to your rough draft from yesterday. This is the process of editing, revising, and rewriting. This is an important step in writing your essay. Carefully look at each paragraph and decide what you want to change, rearrange, or reword. Perhaps you need to add more details or information.
- b. Use your thesaurus to improve the quality of your words. Doing this will make your writing more interesting and increase your vocabulary.

- c. Check your rough draft for spelling and punctuation. Read your composition aloud. Write a neat final copy.
- d. Write the literature passage from dictation or take a final spelling test.
- e. Choose skills from the *Review Activities*.

Review Activities

Choose skills your student needs to review.

1. *Possessive Pronouns*

Underline the possessive pronouns in the following sentences.

- a. Their home near the creek is large and roomy.
- b. My teacher said I wrote an excellent essay.
- c. He grows a variety of different vegetables in his garden.
- d. Our family enjoys spending time together.

2. *Outline*

Arrange the following information in outline form. The title of your outline is: *Eating a Healthy Diet*.

Vegetables	Foods You Should Eat
Candy	Cake
Fruit	Foods You Should Avoid
Carbohydrates	Whole-grain bread
Carrots	Fried foods
Broccoli	Apples
Fried chicken	High-sugar foods
French fries	Peaches
Cereal	

3. *Composition*

Write a paragraph describing your favorite dessert. Be sure to use your first sentence to explain what the paragraph is describing.

1.

- a. Their
- b. My
- c. his
- d. Our

2.

Eating a Healthy Diet

I. Foods You Should Eat

A. Vegetables

1. Broccoli
2. Carrots

B. Fruit

1. Apples
2. Peaches

C. Carbohydrates

1. Cereal
2. Whole-grain bread

II. Foods You Should Avoid

A. Fried foods

1. French fries
2. Fried chicken

B. High-sugar foods

1. Candy
2. Cake

3. Example:

My favorite dessert is a hot fudge sundae.



After I had solaced my mind with the comfortable part of my condition, I began to look round me, to see what kind of place I was in, and what was next to be done. I soon found my comforts abate, and that, in a word, I had a dreadful deliverance, for I was wet, had no clothes to shift me, nor anything either to eat or drink to comfort me. Neither did I see any prospect before me but that of perishing with hunger or being devoured by wild beasts; and that which was particularly afflicting to me was, that I had no weapon, either to hunt and kill any creature for my sustenance, or to defend myself against any other creature that might desire to kill me for theirs. *In a word, I had nothing about me but a knife, a tobacco-pipe, and a little tobacco in a box. This was all my provisions, and this threw me into such terrible agonies of mind, that for a while I ran about like a madman. Night coming upon me, I began with a heavy heart to consider what would be my lot if there were any ravenous beasts in that country, as at night they always come abroad for their prey.*

Robinson Crusoe by Daniel DeFoe.

Day 1

- a. Read the literature passage. Copy the bold print in the literature passage or write it from dictation.
- b. When you complete your dictation, be sure to check your work for any spelling or punctuation errors. Make your own spelling list from any misspelled words in dictation or use the following list of suggested words:

solaced	deliverance	prospect	devoured
particularly	sustenance	provisions	ravenous

- c. Two of the spelling words have the suffixes **-ion** and **-ous**. The suffix **-ion** means **the act of, state of, or result of**. This suffix can also be spelled **-sion** or **-tion**. The suffix **-ous** means **full of or having**. This can also be spelled **-ious** or **-eous**. Add each of these suffixes to your list, along with the definition and some word examples.
- d. Suffixes make it possible to change a word from a noun to an adjective, from a verb to a noun, and from an adjective to an adverb. Use your list of suffixes to complete the following:

Ex: Change the noun *mathematics* to an adjective meaning *having an ability in mathematics*:
mathematical

- 1) Change the noun *beauty* to an adjective meaning *full of beauty*.
 - 2) Change the verb *inject* to a noun that means *the act of being injected*.
 - 3) Change the verb *teach* to a noun that means *one who teaches*.
 - 4) Change the adjective *quick* to an adverb that means *in the manner of being quick*.
- e. How would you describe Robinson Crusoe? Was he happy or unhappy?

Day 2

- a. Much of the story of Robinson Crusoe is written in the form of a **journal**. For example:

September 30, 1659. I, poor miserable Robinson Crusoe, being shipwrecked during a dreadful storm in the offing, came on shore on this dismal unfortunate island, which I called “the Island of Despair”; all the rest of the ship’s company being drowned, and myself almost dead.

Many people write in journals or diaries to record their thoughts or events in their lives. Journals are written

Day 1

- c. **-ion, -sion, -tion** - act of, state of, or result of
Possible examples:
tension, graduation

-ous, -ious, -eous - full of or having
Possible examples:
religious, gorgeous

- d. 1) beautiful
2) injection
3) teacher
4) quickly

- e. **Robinson Crusoe was suffering and in great need. He was fearful and without hope.**

Day 2

- a. I, myself, my, me

Day 2

c.

Neither did I see any prospect before me but that of perishing with hunger or being devoured by wild beasts.

That which was particularly afflicting to me was, that I had no weapon, either to hunt and kill any creature for my sustenance, or to defend myself against any other creature that might desire to kill me for theirs.

in the **first person** because events are being recorded from the perspective of one of the characters in the story. Look over the above journal entry. What pronouns are used that indicate the passage is written in the first person?

- b. The third sentence in the literature passage is quite long and is actually two complete sentences strung together by a **semicolon**. Semicolons are used when complete sentences containing one or more commas are linked together by coordinating conjunctions, such as *and*, *but*, *or*, *nor*, *for*, *yet*, *so*.
- c. Rewrite the third sentence by removing the coordinating semicolon and the coordinating conjunction making separate sentences.
- d. Pretend you are a historical person who lived long ago (George Washington at Valley Forge, a Pilgrim on the Mayflower, etc.). Take time today to gather some information on your character and an event which took place. Jot down notes to use tomorrow.
- e. Review your spelling words.

Day 3

- a. Taking the notes you gathered yesterday, create a journal entry for your historical character. Be sure to add enough detail to make it interesting and to understand how the narrator is feeling. Be sure to date your entry.
- b. "...I soon found my comforts abate, and that, in a **word**, I had a dreadful deliverance;"

When spelling a word with a /w/ sound followed by the /er/ sound, the word is usually spelled **wor**.

Spelling Tip

Words like *word* with the /wer/ are usually spelled *wor*.

c. Copy these words and underline **wor**. Say the words aloud as you write them.

word	worth	world
worm	worse	worry

d. Review your spelling words.

Day 4

a. In the first part of the literature passage notice the phrase *with the comfortable part*. The word *with* shows the relationship between the noun (my mind) and the verb (solacing). This word is called a preposition.

Prepositions show the relationship between a noun or pronoun and the other words in the sentence.

A preposition always begins a prepositional phrase. For example, *with the comfortable part* is the prepositional phrase. *With* is the preposition. The prepositional phrase will always contain a noun or pronoun which acts as the object of the preposition. The phrase may also contain modifiers of the object. In our example the words *the* and *comfortable* are modifiers of the word *part*.

b. Look over the list of some of the most commonly used prepositions.

List of Commonly Used Prepositions				
aboard	at	during	off	under
about	before	except	on	until
above	behind	for	onto	up
across	below	from	outside	upon
after	beneath	in	over	with
against	beside	inside	past	within
along	between	into	since	without
among	beyond	like	through	
around	by	near	to	
as	down	of	toward	

There are twenty-one prepositional phrases in the literature passage. Using the list of prepositions, underline the prepositional phrases and circle the prepositions. **Caution:** Words that are used as

Day 4

b. with the comfortable
part
of my condition
round me
of place
in a word
before me
with hunger
by wild beasts
to me
for my sustenance
against any other
creature
for theirs
In a word
about me
in a box
into such terrible
agonies
of mind
for a while
upon me
with a heavy heart
in that country
at night
for their prey

prepositions may also be used in other ways, such as adverbs or conjunctions. In order to be a preposition it must have a noun or pronoun as its object.

Day 4**c. Possible answers:**

- 1) to, with
- 2) down, around
- 3) during

c. Complete the following sentences with a preposition.

1) We will walk _____ Mary's house _____ the sewing class.

2) Joan's house is _____ the road and _____ the corner.

3) It is important to be quiet _____ the concert.

d. Take an oral or written spelling pretest. Remember, sounding out the syllables as you write them will help you spell them correctly.**Day 5**

a. Take a final spelling test.

b. Add another entry to the journal you began in **3a**.

c. Think about how you would feel if you had been marooned on an island by yourself for a year. Write a journal entry telling how you would feel and what you would do on the one year anniversary of your arrival.

d. Choose skills from the *Review Activities*.

Review Activities

Choose skills your student needs to review.

1. *Suffixes*

Add the correct suffix to the following words. Following each sentence write what part of speech (noun, verb, adverb, or adjective) each new word is.

Ex: The singer sang a joyful (*full of*) song.
adjective

- a. She lacked the motiva____ (*state of*) to finish the job.

- b. The stereo amplifi____ (*that which*) was turned up too loud. _____
- c. She is very graci____ (*full of or having*) person to allow us to stay in her home. _____
- d. The audience applauded loud____ (*like or manner of*) at the conclusion of the performance. _____

1. a. motivation, noun
 b. amplifier, noun
 c. gracious, adjective
 d. loudly, adverb

2. *Prepositions*

Underline the preposition and circle the object of the preposition in each of the following sentences:

- a. The girls walked under the bridge and across the street to the school.
- b. The car traveled through the tunnel before reaching its destination.
- c. Before you leave, turn off the light beside the door.
- d. Beyond this valley is the roadway to the campsite.
- e. Until the project is finished we will be inside the house.

2. a. under - bridge
 across - street
 to - school
 b. through - tunnel
 c. beside - door
 d. beyond - valley
 to - campsite
 e. until - project
 inside - house

3. *Journal Entry*

Write a journal entry for a day in your own life. Be sure to date the entry and use descriptive words to tell about your day.



“You don’t seem to see,” continued Toad, “that this fine horse of mine is a cut above you altogether. He’s a blood horse, he is, partly; not the part you see, of course – another part. And he’s been a Prize Hackney, too, in his time – that was the time before you knew him, but you can still tell it on him at a glance, if you understand anything about horses. No, it’s not to be thought of for a moment. All the same, how much might you be disposed to offer me for this beautiful young horse of mine?”

The Wind in the Willows by Kenneth Grahame.

Day 1

- a. Look at the first sentence of the literature passage. Notice that this literature passage contains a split quotation. The quotation is interrupted with *continued Toad*. The comma is placed after the first part of the quotation, and after *continued Toad*. The quotation mark will always go outside the comma, period, exclamation mark, or question mark. Write the literature passage from dictation.
- b. Proofread and check your work. Make a spelling list from any misspelled words or use the following suggested list.

altogether	understand	glance
disposed	thought	hackney

- c. The word *thought* is spelled with **ough** to make the short /o/ sound. Most of these words are followed by the letter **t** when making this sound.

Spelling Tip

Some words like *thought* are spelled with *ough* to make the short /o/ sound.

Copy these words and underline **ough**. Say the words aloud as you write them.

bought fought sought brought wrought

- d. Look up the word *hackney* in the dictionary and find out its meaning and etymology. Is it a word that we would hear used today? Why or why not?
- e. Make a list of all the contractions you find in the literature passage. Opposite each contraction write the two words that make up the contraction.

Ex: they're - they are

- f. Read the literature passage aloud. Does it sound funny? Do you think Toad really wants to sell his horse? Describe Toad's personality.

Day 2

- a. Look at the fourth sentence of the literature passage. A comma is used to set off introductory words when they begin a sentence. These words are called interjections. An **interjection** is a word or phrase expressing strong or sudden feeling.

Common Interjections		
no	yes	well
wow	oh	my

An interjection may be separated by a comma or an exclamation mark. Be sure to capitalize the next word if using an exclamation mark.

Ex: Yes, I will help you.
Wow! Did you see that?

Day 1

- d. a horse used for carriage driving or riding
etymology - Middle English

It is not used much today as horses are not used as a means of transportation and are rarely used to pull a carriage.

- e. don't - do not
He's - he is
it's - it is

- f. The passage is meant to be humorous. Yes, he wants to sell the horse, but you get the impression that Toad's representation of the horse is not quite truthful. From the literature passage we can guess that Toad is the type of character who exaggerates and is not quite truthful, but also that he is rather silly and not real clever.


- b. Expressions used in a sentence for emphasis, to set off contrasting ideas, or to indicate an attitude by the speaker are called **parenthetical expressions**. These expressions are independent to the meaning of the sentence, and are set off by commas to separate it from the rest of the sentence. The sentence is independent if it is complete without the expression. Find two parenthetical expressions in the literature passage. Some of the most commonly used parenthetical expressions are listed below.

Day 2

b. of course, all the same

Common Parenthetical Expressions	
after all	incidentally
all the same	in fact
as a matter of fact	in my opinion
by the way	naturally
consequently	nevertheless
for example	of course
however	on the other hand
I believe (hope, suppose)	therefore

c. Ex: He's a blood horse, he is, partly; not the part you see, of course — another part.

 **Teacher's Note:**
This author chose to use a dash at the beginning of the phrase only. Today's rules are that you use the dash before and after the phrase..

- c. In addition to parenthetical expressions, a writer may choose to interrupt the narrative with **parenthetical commentary** or an aside. These comments are separated from the sentence by dashes.

Ex: And he's been a Prize Hackney, too, in his time — **that was the time before you knew him**, but you can still tell it on him at a glance, if you understand anything about horses.

- d. Find another example of parenthetical commentary in the dictation paragraph.
- e. A dash is not the same thing as a hyphen. A hyphen is used to separate words and is shorter than a dash, while a dash separates words or sentences and is longer mark. If your word processor does not differentiate, type two hyphens to indicate a dash. Ex: —

- f. Parenthetical commentary may also be punctuated with parentheses.

Ex: And he's been a Prize Hackney, too, in his time (**that was the time before you knew him**) but you can still tell it on him at a glance, if you understand anything about horses.

- g. The overuse of dashes and parentheses can make the author look careless in his or her writing. Therefore, they should be used intentionally for effect.
- h. Review your spelling words.
- i. Optional: Enrichment (SAB)

Day 3

- a. The literature passage is an example of humorous writing called **irony**. Irony always suggests something different from what is actually said.

Ex: My doctor said I needed an activity to help calm my nerves so I decided to go skydiving.

As we read the literature passage it is obvious that Toad's horse is not all he claims. What are some clues the author gives us in the passage to help us see this?

- b. Try writing a paragraph using the technique of irony. Look at Toad's example. Think of something amusing and make it have the opposite meaning.
- c. Review your spelling words.
- d. Optional: Enrichment (SAB)

Day 4

- a. Read the literature passage aloud, pausing for commas and dashes. Add expression and read the passage again as if you were Toad trying to convince someone to buy this horse. Can you envision the humor of this scene?
- b. Look at the classified advertisements section of your newspaper or online. Look over the advertisements

Day 3

- a. not the part you see

**that was the time before
you knew him**

for horses and other pets. Male horses are either called *stallions* or *geldings*. A female horse is called a *mare*. If you do not have a newspaper available, use the following example.

FOR SALE: Chestnut Gelding, 12 years old, 14 hands, gentle for anyone to ride. Good-looking horse. \$800. Call 1-437-555-8436 anytime.

Notice that the height of a horse is described in *hands*. Each hand measurement is approximately 4 inches. If a horse is described as being 14 hands, then the horse is approximately 56 inches tall.

Day 4

c. Possible answer:

FOR SALE: Prize Hackney Horse, young and beautiful, great blood lines, gentle disposition. A real steal at \$5,000. Call Toad at (843)-555-8712.

- c. When you have read a few ads, think of how Toad might describe his horse in a newspaper ad. Write an advertisement for Toad's horse as he might have written it.
- d. Take an oral or written spelling pretest. Review any words you found difficult to spell.

Day 5

- a. Write the literature passage from dictation. Compare it with the model and correct any mistakes.
- b. Write another ad for an object you would like to sell. For example, you might write an ad to sell a bicycle, a skateboard, or a dog.
- c. Take an oral or written spelling test.
- d. Choose skills from the *Review Activities*.

Review Activities

Choose skills your student needs to review.

1. *Punctuation and Capitalization (Quotations and Interjections)*

Rewrite the following paragraph correcting any mistakes in capitalization and adding any needed punctuation.

yes there are many different breeds of horses continued the instructor some breeds are known for the size and strength of the horses while other breeds are known for their speed.

2. *Irony*

Which of the following sentences contains an example of irony?

- a. It was a beautiful day, so Marie decided to go to the beach.
- b. The one time Jack arrived at work on time the store was closed.

3. Write a sentence with an interjection.

4. Write a sentence with a parenthetical expression.

1. **“Yes, there are many different breeds of horses,” continued the instructor. “Some breeds are known for the size and strength of the horses while other breeds are known for their speed.”**

2. b

3. **Example:
No! I don't think I can sing that high.**

4. **Example:
Snowboarding, in my opinion, is more fun than skiing.**