

SCHOOL LAUNCH · COMPOSITION & CREATIVE WRITING

GRADE 3 COMPOSITION & CREATIVE WRITING: THE FABLE AND THE FIRST STORY

A year of learning to write the classical way: copy a master, retell in your own words, then invent. Aesop's fables, Jotham and Nathan, Beatrix Potter, Stevenson and Lear, Dürer's hare and Laura's Christmas lead the way to a first portfolio.

First edition

A word fitly spoken is like apples of gold in pictures of silver.
Proverbs 25:11 (KJV)

COURSE GUIDE

For two thousand years, children learned to write with the progymnasmata, the “preliminary exercises” of the Greek and Roman schools. The first exercise is the fable. This course starts there: the student copies Aesop, retells him in his own words, changes the characters and ending, and finally invents a fable for a proverb.

Beside the fable runs a creative track: a story with a beginning, middle and end (after Beatrix Potter), poems with rhyme and rhythm (Stevenson, Lear and Psalm 23) and a true story about a day the student remembers. Each lesson has a model passage, a picture study of fine art, a writing project, worked examples, practice, a game and a verse from the King James Bible.

WHO IT IS FOR

Written for students in grade 3 (about ages 8–9) who can write a few sentences on their own. A parent reads along, listens to retellings and helps with the writing projects. Pairs with Grammar Level 1, Units 1–4.

HOW TO USE THIS COURSE

1. **The weekly rhythm.** One lesson a week in two sessions of 30–40 minutes. Session 1: warm-up, video, teaching, model passage and picture study. Session 2: worked examples, practice and the writing project.
2. **Copy, imitate, invent.** Each unit begins with a model to copy by hand, then a retelling or imitation, then a piece of the student’s own.
3. **The quarter path.** Short on time? The ten ★ lessons make a one-quarter course.
4. **With Grammar.** Every lesson names the Grammar Level 1 lesson it uses (🔗). The revision checklist asks only for skills Grammar Level 1 has taught: complete sentences, capitals, end marks, verbs and adjectives. Quotation marks are welcome but not graded.
5. **Contest Lab.** The optional bonus unit teaches rule sheets, word counts and a fable to a set length.

SCOPE AND SEQUENCE

Unit 1: What a Fable Is (1–4)

A fable is a short made-up story that teaches a true lesson. In this unit you meet Aesop, the slave storyteller of ancient Greece, learn the four parts of a fable, retell a fable from memory and write a moral in one line.

Unit 2: Retelling in My Own Words (5–8)

Now you will change a fable and keep it the same. You will change the words, the characters and the ending, and you will make it longer, while the story and its lesson stay strong.

Unit 3: 🐉 Story: Beginning, Middle and End (9–12)

Every good story has a beginning, a middle and an end. With Beatrix Potter as your guide, you will write a quick opening, a middle where something goes wrong and an ending where your character comes home again. Then you will put them together into your own little tale.

Unit 4: The Fable in Scripture and History (13–16)

Fables are much older than Aesop, and they have traveled all over the world. In this unit you will read the oldest fable in the Bible, see how the prophet Nathan used a story to show King David his sin, meet great retellers from France, Russia and America, and then invent your own fable for a proverb.

Unit 5: 🐉 Poetry: Rhyme and Rhythm (17–20)

A poem is writing that sings. In this unit you will clap the beat of Stevenson’s “My Shadow,” write rhyming couplets with Mother Goose and Edward Lear, invent a silly limerick and memorize Psalm 23, a great poem that does not rhyme at all.

Unit 6: Describing Simply (21–24)

A good writer helps the reader see, hear, smell, taste and touch. In this unit you will notice with all five senses, describe an animal with strong adjectives, walk a reader through a place and paint a picture in words so well that someone can draw it.

Unit 7: 🐉 Personal Narrative: A Day I Remember (25–28)

A personal narrative is a true story from your own life. With Laura Ingalls Wilder and Benjamin Franklin as guides, you will choose a day you remember, tell it in order with time-order words, write a real thank-you letter and write up your day on one page.

Unit 8: Review and Read-Aloud (29–32)

At the end of the year, a writer looks back. You will revise your best fable, make a clean copy, read it aloud at a family Fable Reading Night and gather your best work into a portfolio.

Unit 9: Bonus: Contest Lab (Bonus)

Contests reward writers who read the rules, count their words and finish on time. In this optional lab you will read a rule sheet, learn to count and fit a word limit, and write an original fable for a family contest.

MATERIALS

- **A writing notebook (composition book)** One for the whole year: copywork, plans, drafts.
- **Pencils, colored pencils, clean paper** For clean copies and pictures.
- **A KJV Bible** For Units 4 and 5 and each lesson's verse.
- **Envelope and stamp** For the thank-you letter in Lesson 7.3.
- **A folder for the portfolio** Unit 8.

GRADING

Grades come mostly from the writing projects, judged with each lesson's checklist. Praise first, then fix one thing at a time.

- Writing projects: 50%
- Writing notebook (copywork, plans, practice): 20%
- Unit reviews: 15%
- Unit portfolio pieces: 15%

A 90–100, B 80–89, C 70–79. Below 70: revise with help and resubmit.

- Spelling is corrected gently but not counted heavily in Grade 3.
- Recitations (Psalm 23, "My Shadow") are graded on effort and accuracy.

A NOTE TO PARENTS

You do not need to be a writer to teach this course. Read the model aloud, listen to your child retell it, and use the checklist. The most important thing you can do is listen and praise specific things: "I love the word 'scampered.'"

Each lesson has a *For families* note with background, sources and any cautions. All model passages are public domain or written for this course, except that Lesson 7.1 retells (and does not quote) *Little House in the Big Woods*.

CONTENTS

Unit 1: What a Fable Is

- 1.1 Aesop the Slave Storyteller ★
- 1.2 The Parts of a Fable ★
- 1.3 Retelling Aloud
- 1.4 The Moral in One Line

Unit 2: Retelling in My Own Words

- 2.1 Changing the Words, Keeping the Story ★
- 2.2 Changing the Characters
- 2.3 Changing the Ending
- 2.4 Making It Longer

Unit 3: 📖 Story: Beginning, Middle and End

- 3.1 Once Upon a Time 📖 ★
- 3.2 The Middle: Something Goes Wrong 📖
- 3.3 The End: Home Again 📖
- 3.4 My Own Little Tale 📖

Unit 4: The Fable in Scripture and History

- 4.1 Jotham's Fable of the Trees ★
- 4.2 Nathan's Story to David
- 4.3 Fables Across the World
- 4.4 Write a Fable for a Proverb ★ 🏆

Unit 5: 📖 Poetry: Rhyme and Rhythm

- 5.1 Hearing the Beat 📖 ★
- 5.2 Rhyming Pairs 📖
- 5.3 The Limerick 📖
- 5.4 A Poem to Memorize 📖

Unit 6: Describing Simply

- 6.1 The Five Senses ★
- 6.2 Describing an Animal
- 6.3 Describing a Place
- 6.4 A Picture in Words

Unit 7: 📖 Personal Narrative: A Day I Remember

- 7.1 Telling a True Story 📖 ★
- 7.2 First, Next, Then, Last 📖
- 7.3 Thank-You Letters 📖
- 7.4 My Day, Written Up 📖

Unit 8: Review and Read-Aloud

- 8.1 Revising a Fable ★
- 8.2 Clean Copy
- 8.3 Fable Reading Night
- 8.4 My Writing Portfolio

Unit 9: Bonus: Contest Lab (optional)

- 9.1 Reading a Contest Rule Sheet 🏆
- 9.2 Counting Words 🏆
- 9.3 A Fable Written to a Set Length 🏆

★ quarter path (10 lessons) · 📖 creative writing track · 🏆 ends with a piece for a contest or family fable fair · 🔗 Grammar link in every lesson

WHAT A FABLE IS

A fable is a short made-up story that teaches a true lesson. In this unit you meet Aesop, the slave storyteller of ancient Greece, learn the four parts of a fable, retell a fable from memory and write a moral in one line.

BEFORE YOU BEGIN

- Can write a complete sentence with a capital letter and an end mark (Grammar Level 1, Unit 1).

MASTERY CHECKLIST

- ☐ I can tell who Aesop was.
- ☐ I can name the four parts of a fable.
- ☐ I can retell a fable in five sentences, in order.
- ☐ I can write a moral in one sentence.

OPTIONAL BOOKS

- **Aesop's Fables, Townsend translation:** Public domain; free online (Project Gutenberg).

1.1 AESOP THE SLAVE STORYTELLER ★

OBJECTIVES

- Tell who Aesop was and when he lived.
- Say what a fable is: a short made-up story that teaches a true lesson.
- Copy a short fable neatly.

Warm-up. Think of a story with talking animals that you already know. Tell it to your teacher in one minute. Did the animals act like animals, or like people?

Video slot. Video coming. Who was Aesop? A short read-aloud of “The Fox and the Grapes.” Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

fable

A short made-up story, often with talking animals, that teaches a lesson.

moral

The lesson a fable teaches, often said in one sentence at the end.

copywork

Copying a good passage by hand, word for word, to learn how good writing is made.

CORE IDEAS

Who Aesop was. Aesop lived in ancient Greece about six hundred years before Christ. He was a slave, not a king or a rich man. The Greek historian Herodotus, writing about a hundred years later, says that Aesop belonged to a man named Iadmon who lived on the island of Samos, and he calls Aesop a “fable-writer.” Not much else is known for sure. Many stories about Aesop were told long after he died, and some of them are probably legends.

What a fable is. A fable is a short story that is not true, told to teach something that *is* true. The fox did not really talk. But people really do pretend they did not want what they could not get. A slave could not scold his master, but he could tell a story about a fox, and everyone listening would understand.

Learning from a master. For two thousand years, children learned to write by starting with Aesop. First they copied a fable. Then they retold it in their own words. That is what we will do this year.

The model. *Aesop, translated by George Fyler Townsend (1867), “The Fox and the Grapes”*

A famished Fox saw some clusters of ripe black grapes hanging from a trellised vine. She resorted to all her tricks to get at them, but wearied herself in vain, for she could not reach them. At last she turned away, hiding her disappointment and saying: “The Grapes are sour, and not ripe as I thought.”

PICTURE STUDY



Aesop, Diego Velázquez, c. 1638 · Oil on canvas · Museo del Prado, Madrid
Wikimedia Commons · Public domain

No one knows what Aesop really looked like. About two thousand years after Aesop lived, the Spanish painter Diego Velázquez imagined him as a poor, plain man with a wise, tired face.

Look closely

- Look at his clothes. Is he rich or poor?
- Look at his face. What kind of man do you think he is?
- Find the book under his arm.

Talk about it

1. Why do you think the painter made Aesop look plain and ordinary?
2. Can a poor man be wise? Who in the Bible was poor but wise?

WRITING PROJECT: MY FIRST COPYBOOK PAGE

Start a writing notebook with a careful copy of Aesop's fable.

You will need

- A composition book (your writing notebook for the year)
- A pencil

Steps

1. Write the title "The Fox and the Grapes" at the top of the first page.
2. Copy the fable from the model, one sentence at a time. Look at a whole sentence, say it, then write it.
3. Check each sentence against the book. Fix any word you missed.
4. Draw a small picture of the fox under the fable.

Check your work

- My title is at the top.
- I copied every word.
- Each sentence starts with a capital and ends with an end mark.

WRITING NOTEBOOK

1. Copy "The Fox and the Grapes."
2. Write one sentence: "Aesop was a ____ who told ____."

 **Grammar link.** Grammar Level 1, Lesson 1.1 “What Is a Sentence?” Each sentence you copy is a complete thought.

For families. Herodotus (*Histories* 2.134) is the oldest source for Aesop as a slave of Iadmon. Later “Lives of Aesop” are mostly legend; the lesson says so. The model is George Fyler Townsend’s 1867 translation (public domain).

WORKED EXAMPLES

Example 1. Is this a fable? “A boy went to the store and bought some milk.”

1. Is it short? Yes.
2. Does it teach a lesson? No, it just tells what happened.

Answer: No. It is a short story, but it has no lesson, so it is not a fable.

Example 2. Find the lesson in “The Fox and the Grapes.”

1. What did the fox want? The grapes.
2. Could she get them? No.
3. What did she say then? That they were sour anyway.

Answer: People sometimes pretend they did not want what they could not get.

PRACTICE

1.  Who was Aesop?
2.  Which old writer tells us Aesop lived on Samos?
3.  What is a fable?
4.  What is a moral?
5.  Why might a slave tell a story about a fox instead of saying the lesson plainly?
6.  Name another fable you know.

COMMON MISTAKES

- Thinking a fable must be true. It is a made-up story with a true lesson.
- Copying too fast. Copy slowly, a sentence at a time, and check.

Make it a game • Fable or Not?. The teacher says a short story. The student holds up a thumb if it is a fable (it teaches a lesson) and a fist if it is not.

Scripture. “All these things spake Jesus unto the multitude in parables; and without a parable spake he not unto them:” (Matthew 13:34, KJV)

Jesus taught with stories too. His parables are true-to-life stories that teach heavenly lessons.

Practice: answers

1. A slave in ancient Greece who told fables.
2. Herodotus.
3. A short made-up story that teaches a true lesson.
4. The lesson of a fable, in a sentence.
5. A story is safer and easier to remember; people see the lesson for themselves.
6. Answers vary: The Tortoise and the Hare, The Lion and the Mouse, The Boy Who Cried Wolf.

1.2 THE PARTS OF A FABLE ★

OBJECTIVES

- Name the four parts of a fable: characters, problem, ending and moral.
- Find the four parts in “The Tortoise and the Hare.”
- Fill in a fable chart.

Warm-up. Race your teacher across the room: you walk slowly without ever stopping, and your teacher runs fast but stops to sit down three times. Who wins?

Video slot. Video coming. “The Tortoise and the Hare” read aloud or animated. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

character

A person or animal in a story.

problem

The trouble or contest the story is about.

ending

How the problem turns out.

fable chart

A four-box chart for the parts of a fable.

CORE IDEAS

Four parts. Almost every fable has four parts. The **characters** are who is in the story. The **problem** is what the story is about. The **ending** tells how it turns out. The **moral** is the lesson.

Characters show one trait. In a fable, each character usually stands for one thing. The hare is proud. The tortoise is steady. That makes the lesson easy to see.

The moral may be written or not. Sometimes the moral is written at the end. Sometimes the reader must find it.

The model. *Aesop, translated by George Fyler Townsend (1867), “The Hare and the Tortoise”*

A Hare one day ridiculed the short feet and slow pace of the Tortoise, who replied, laughing: “Though you be swift as the wind, I will beat you in a race.” The Hare, believing her assertion to be simply impossible, assented to the proposal; and they agreed that the Fox should choose the course and fix the goal. On the day appointed for the race the two started together. The Tortoise never for a moment stopped, but went on with a slow but steady pace straight to the end of the course. The Hare, lying down by the wayside, fell fast asleep. At last waking up, and moving as fast as he could, he saw the Tortoise had reached the goal, and was comfortably dozing after her fatigue. **Slow but steady wins the race.**

PICTURE STUDY



The Hare and the Tortoise (Le Lièvre et la Tortue), J. J. Grandville, 1838 · Wood engraving · From an edition of La Fontaine's Fables (Paris, 1838)
Wikimedia Commons · Public domain

Grandville was a French artist who drew animals dressed and acting like people. That is just what a fable does: the animals act like us, so we can see ourselves.

Look closely

- Find the hare and the tortoise.
- What are they doing that people do?
- Which one looks proud? Which looks steady?

Talk about it

1. Which part of the fable did Grandville choose to show?
2. If you drew this fable, which moment would you pick?

WRITING PROJECT: A FABLE CHART

Make a four-box chart for “The Tortoise and the Hare.”

You will need

- Writing notebook
- A ruler and a pencil

Steps

1. Draw a big box and divide it into four smaller boxes.
2. Label them: Characters, Problem, Ending, Moral.
3. Write a short answer in each box.
4. Draw a tiny picture in the corner of each box.

Tips

- Answers can be just a few words, like “a proud hare.”

Check your work

- I have four labeled boxes.
- Each box has an answer.

WRITING NOTEBOOK

1. Copy the moral: “Slow but steady wins the race.”

2. Make the fable chart.

 **Grammar link.** Grammar Level 1, Lesson 1.3 “Subjects and Predicates.” The subject is who the sentence is about (the hare); the predicate tells what he did (fell asleep).

For families. Fables usually have flat characters on purpose: one trait each. That makes them perfect first stories for young writers.

WORKED EXAMPLES

Example 1. Fill a fable chart for “The Fox and the Grapes.”

1. Characters: a hungry fox.
2. Problem: she wants grapes she cannot reach.
3. Ending: she gives up and says they are sour.
4. Moral: people pretend not to want what they cannot have.

Answer: All four boxes are filled.

Example 2. What one word describes the hare? The tortoise?

1. What does the hare do? He laughs and naps.
2. What does the tortoise do? She never stops.

Answer: The hare is proud (or lazy). The tortoise is steady.

PRACTICE

1.  Name the four parts of a fable.
2.  Who are the characters in “The Tortoise and the Hare”?
3.  What is the problem?
4.  How does it end?
5.  What is the moral?
6.  Which character would you rather be like, and why?

COMMON MISTAKES

- Mixing up problem and ending. The problem is the trouble; the ending is how it turns out.
- Writing the whole story in the chart. A few words in each box are enough.

Make it a game • Four Corners. Label the four corners of a room: Characters, Problem, Ending, Moral. The teacher says a piece of a fable; the student runs to the right corner.

Scripture. “Pride goeth before destruction, and an haughty spirit before a fall.” (Proverbs 16:18, KJV)

The proud hare lost the race. God’s Word teaches the same lesson.

Practice: answers

1. Characters, problem, ending, moral.
2. The hare and the tortoise (and the fox, who sets the course).
3. The hare mocks the tortoise, and they race.
4. The hare naps and the tortoise wins.
5. Slow but steady wins the race.
6. Answers vary; the tortoise is steady and humble.

1.3 RETELLING ALOUD

OBJECTIVES

- Tell “The Lion and the Mouse” from memory.
- Write the fable in five sentences.
- Keep the events in the right order.

Warm-up. Your teacher reads the fable once. Close your eyes and picture each part like a movie. How many “scenes” did you see?

Video slot. Video coming. “The Lion and the Mouse” read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

retell

To tell a story again in your own words.

event

Something that happens in a story.

order

Which event comes first, next and last.

CORE IDEAS

Tell before you write. Good writers often say a story out loud before they write it. Telling it helps you remember the order and find good words.

Five sentences, five events. “The Lion and the Mouse” has five main events: the mouse wakes the lion; the mouse begs; the lion lets him go; hunters catch the lion; the mouse sets him free.

Your own words. You do not need Aesop’s exact words. Keep the story; use your words.

The model. *Aesop, translated by George Fyler Townsend (1867), “The Lion and the Mouse” (shortened)*

A Lion was awakened from sleep by a Mouse running over his face. Rising up angrily, he caught him and was about to kill him, when the Mouse piteously entreated, saying: “If you would only spare my life, I would be sure to repay your kindness.” The Lion laughed and let him go. It happened shortly after this that the Lion was caught by some hunters, who bound him by strong ropes to the ground. The Mouse, recognizing his roar, came and gnawed the rope with his teeth, and set him free ...

PICTURE STUDY



The Lion and the Mouse, Wenceslaus Hollar, 1660s · Etching · Made for John Ogilby's English edition of Aesop's fables
Wikimedia Commons · Public domain

Wenceslaus Hollar was an etcher from Prague who worked in London. He made this picture for an English book of Aesop's fables in the 1660s, the same years Francis Barlow was drawing fables too. It shows the moment the little mouse comes back to help.

Look closely

- Find the mouse. How big is it next to the lion?
- What is holding the lion?
- How does the lion look?

Talk about it

1. Why is a small helper a surprise in this story?
2. Have you ever been helped by someone smaller than you?

WRITING PROJECT: FIVE-FINGER RETELLING

Use your fingers to remember five events, then write them.

You will need

- Writing notebook
- Pencil

Steps

1. Hold up one finger for each event as you tell the fable aloud.
2. Tell it again to someone else.
3. Write one sentence for each finger.
4. Read your five sentences aloud. Are they in the right order?

Check your work

- I told the fable aloud.
- I wrote five sentences in order.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Write your five-sentence retelling.
2. Trace your hand and write one event on each finger.

 **Grammar link.** Grammar Level 1, Lesson 1.1 “What Is a Sentence?” Five events, five complete sentences.

For families. Oral retelling before writing is the classical first step (narration). Let your child tell it twice before writing; it makes the writing much easier.

WORKED EXAMPLES

Example 1. Put these events in order: (a) The mouse gnawed the ropes. (b) The lion caught the mouse. (c) Hunters tied up the lion.

1. What happens first? The lion catches the mouse.
2. Then? Hunters tie up the lion.
3. Last? The mouse frees him.

Answer: b, c, a.

Example 2. Turn Aesop’s sentence into your own words: “The Mouse piteously entreated.”

1. What does it mean? The mouse begged sadly.
2. Say it simply.

Answer: “The little mouse begged the lion to let him go.”

PRACTICE

1.  What woke the lion?
2.  What did the mouse promise?
3.  What happened to the lion later?
4.  How did the mouse help?
5.  Write the moral in your own words.
6.  Write the first sentence of your retelling.

COMMON MISTAKES

- Skipping the middle. Count your events on your fingers.
- Writing one long sentence with “and ... and ... and.” Make five sentences.

Make it a game • Story Chain. Take turns: each person tells one event, in order. If someone skips an event, start again.

Scripture. “Bear ye one another’s burdens, and so fulfil the law of Christ.” (Galatians 6:2, KJV)

The mouse helped carry the lion’s trouble. God asks us to help one another.

Practice: answers

1. A mouse running over his face.
2. To repay the lion’s kindness.
3. Hunters tied him up with ropes.
4. He gnawed the ropes and set the lion free.
5. Sample: Even the small can help the great. Be kind to everyone.
6. Sample: “One day a little mouse ran across a sleeping lion’s face.”

1.4 THE MORAL IN ONE LINE

OBJECTIVES

- Write the moral of a fable as one complete sentence.
- Compare your moral with Aesop’s.
- Explain how a moral is different from a summary.

Warm-up. Your teacher tells a short fable. In ten seconds, say the lesson in as few words as you can.

Video slot. Video coming. “The Ant and the Dove” or “The Fox and the Crow” read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

summary

A short telling of what happened.

lesson

What we should learn and do.

proverb

A short wise saying.

CORE IDEAS

A moral is not a summary. A summary tells what happened: “The fox could not reach the grapes.” A moral tells what we should learn: “Do not pretend you did not want something just because you could not get it.”

Say it to everyone. A good moral speaks to people, not just to foxes. It often uses words like “we,” “people” or “never.”

Short is strong. “Slow but steady wins the race” is only six words. A good moral is easy to remember.

The model. *Morals printed with Aesop’s fables: Townsend (1867) and Joseph Jacobs (1894)*

Slow but steady wins the race.

Little friends may prove great friends.

It is easy to despise what you cannot get.

PICTURE STUDY



The Fox and the Crane, Francis Barlow, 1660s · Drawing (a design for his *Aesop’s Fables*, 1666) · Yale Center for British Art, New Haven
Wikimedia Commons · CC0

Francis Barlow was an English artist who loved to draw animals. In 1666 he published a big book of Aesop’s fables with an etching for each one; this is one of his drawings for it. In the fable, a fox serves a crane soup in a flat dish she cannot drink

from. The crane pays him back by serving food in a tall, narrow jar.

Look closely

- Find the fox. Find the crane.
- Look at the crane's long beak. Could it drink from a flat dish?
- How do the two animals seem to feel?

Talk about it

1. Write a moral for this fable in one line.
2. A moral often attached to this fable in later retellings is "One bad turn deserves another." Is that a good rule? What would Jesus say? (Matthew 7:12)

WRITING PROJECT: MORAL MATCH

Write morals for three fables, then compare with Aesop.

You will need

- Writing notebook
- Index cards

Steps

1. On three cards, write the titles of three fables you know.
2. On the back of each card, write a one-sentence moral.
3. Your teacher reads Aesop's moral. Is yours like it?
4. Copy your best moral in your notebook.

Check your work

- Each moral is one complete sentence.
- Each moral teaches a lesson, not what happened.

WRITING NOTEBOOK

1. Copy three of Aesop's morals.
2. Write your own moral for "The Fox and the Grapes."

 **Grammar link.** Grammar Level 1, Lesson 1.2 "Four Kinds of Sentences." Most morals are statements; some are commands ("Look before you leap.").

For families. "Slow but steady wins the race" is Townsend's (1867). "Little friends may prove great friends" and "It is easy to despise what you cannot get" are the morals Joseph Jacobs printed in his 1894 Aesop (public domain); Townsend's fox fable ends with the fox's words instead. Either is acceptable to compare.

WORKED EXAMPLES

Example 1. Is this a moral or a summary? "The hare fell asleep and lost the race."

1. Does it tell what happened? Yes.
2. Does it tell what we should learn? No.

Answer: It is a summary. A moral would be: "Slow but steady wins the race."

Example 2. Shorten this moral: “If you keep going and do not quit even when you are slow, you will finish before people who stop.”

1. What is the main idea? Keep going.
2. Use fewer words.

Answer: “Keep going, and you will finish.” Or Aesop’s: “Slow but steady wins the race.”

PRACTICE

1. **EASY** Moral or summary? “The mouse freed the lion.”
2. **EASY** Moral or summary? “Little friends may prove great friends.”
3. **MEDIUM** Write a moral for “The Lion and the Mouse.”
4. **MEDIUM** Write a moral for “The Tortoise and the Hare” in your own words.
5. **MEDIUM** Why do you think morals are short?
6. **HARD** Write a moral for this story: A boy cried “Wolf!” for fun, so no one came when a wolf really came.

COMMON MISTAKES

- Retelling the story instead of giving the lesson.
- Writing a moral that only fits foxes. Make it fit people.

Make it a game • Moral Memory. Write morals and fable titles on cards. Lay them face down and play a matching game.

Scripture. “A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels:” (Proverbs 1:5, KJV)

A moral is a small piece of wise counsel. The wise listen and learn.

Practice: answers

1. Summary.
2. Moral.
3. Sample: Kindness to the small is often repaid.
4. Sample: Do not boast; keep working.
5. So they are easy to remember.
6. Sample: No one believes a liar, even when he tells the truth.

UNIT 1 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (2 pts) What is a fable?
2. (4 pts) Name the four parts of a fable.
3. (2 pts) Who was Aesop?
4. (4 pts) Write a moral for “The Lion and the Mouse.”
5. (8 pts) Retell “The Tortoise and the Hare” in five sentences.

UNIT PORTFOLIO PIECE: A FOUR-PANEL FABLE PICTURE BOOK

Fold two sheets of paper into a little book. Choose one fable from this unit. Draw four panels: the characters, the problem, the ending and the moral. Under each panel, write one or two sentences.

- **Four parts:** Each panel shows one part of the fable.
- **Sentences:** Complete sentences with capitals and end marks.
- **Moral:** The last panel states the lesson in one sentence.

Answer key

1. A short made-up story that teaches a true lesson.
2. Characters, problem, ending, moral.
3. A slave in ancient Greece who told fables.
4. Sample: Little friends may prove great friends.
5. Five complete sentences in order; check capitals and end marks.

RETELLING IN MY OWN WORDS

Now you will change a fable and keep it the same. You will change the words, the characters and the ending, and you will make it longer, while the story and its lesson stay strong.

BEFORE YOU BEGIN

- Unit 1: the parts of a fable and the five-sentence retelling.

MASTERY CHECKLIST

- ☐ I can use synonyms for tired words.
- ☐ I can change a fable's characters and keep its lesson.
- ☐ I can write a new ending and a new moral.
- ☐ I can add sense details to a fable.

OPTIONAL BOOKS

- **The Fables of La Fontaine (any translation for children):** Optional; shows how a great writer retold Aesop.

2.1 CHANGING THE WORDS, KEEPING THE STORY ★

OBJECTIVES

- Find synonyms for “said,” “ran” and “big.”
- Retell a fable with fresh words but the same events.
- Use strong action verbs.

Warm-up. How many ways can you move across the room? Walk, hop, tiptoe, march, crawl ... Each one is a different verb!

Video slot. Video coming. Synonyms for kids: “said,” “ran” and “big.” Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

synonym

A word that means almost the same as another word.

action verb

A word that shows action: run, hop, gnaw.

word bank

A list of good words saved for writing.

CORE IDEAS

Same story, new words. The ancient teachers called this *paraphrase*. You keep every event, but you choose your own words. It makes your vocabulary grow.

Tired words. Some words get used so much they grow tired: “said,” “ran,” “big,” “good.” Fresh synonyms help the reader see more. “The hare *dashed*” shows more than “the hare ran.”

Choose the right synonym. Synonyms are not exactly the same. “Whispered” and “shouted” both mean “said,” but they sound very different.

The model. *Aesop, translated by George Fyler Townsend (1867), “The Ants and the Grasshopper”*

The Ants were spending a fine winter’s day drying grain collected in the summertime. A Grasshopper, perishing with famine, passed by and earnestly begged for a little food. The Ants inquired of him, “Why did you not treasure up food during the summer?” He replied, “I had not leisure enough. I passed the days in singing.” They then said in derision: “If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”

PICTURE STUDY



The Crow and the Fox (Le Corbeau et le Renard), Jean-Baptiste Oudry, 1755–1759 edition · Engraving · Drawn by Oudry about 1729–1734; engraved for the 1755–1759 edition of La Fontaine’s Fables
Wikimedia Commons · Public domain

Jean-Baptiste Oudry was a French painter of animals. He drew a picture for every fable written by Jean de La Fontaine, a French poet who retold Aesop’s words but kept the stories, just as you will.

Look closely

- Find the crow. What is in its beak?
- Find the fox. What is he doing?
- Which animal looks clever? Which looks proud?

Talk about it

1. What might the fox be saying? Use a synonym for “said.”
2. Which word fits the fox best: sly, kind or silly?

WRITING PROJECT: MY WORD BANK

Start a word bank and use it to retell a fable.

You will need

- Writing notebook
- Colored pencils

Steps

1. Make three columns: SAID, RAN, BIG.
2. Write at least five synonyms under each.
3. Retell “The Ants and the Grasshopper” in four or five sentences, using at least three words from your bank.
4. Underline your new words.

Check your work

- Three columns of synonyms.
- Same events as Aesop.
- At least three new words, underlined.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Word bank: SAID (asked, replied, begged, whispered, shouted), RAN (dashed, raced, hurried, scampered, sprinted), BIG (huge, giant, enormous, vast, mighty).

 **Grammar link.** Grammar Level 1, Lesson 3.1 “Action Verbs.” Strong action verbs make a retelling come alive.

For families. This is the classical paraphrase exercise. Keep it playful; the goal is a growing word bank, not a thesaurus hunt.

WORKED EXAMPLES

Example 1. Make this sentence fresher: “The grasshopper said, ‘Give me food.’”

1. Which word is tired? Said.
2. How did he speak? He was hungry and begging.

Answer: “The grasshopper begged, ‘Give me food.’”

Example 2. Make this sentence fresher: “The big lion ran.”

1. Replace big: mighty.
2. Replace ran: charged.

Answer: “The mighty lion charged.”

PRACTICE

1. **EASY** Give two synonyms for “said.”
2. **EASY** Give two synonyms for “ran.”
3. **EASY** Give two synonyms for “big.”
4. **MEDIUM** Rewrite: “The ant said no.”
5. **MEDIUM** Rewrite: “The mouse ran away.”
6. **MEDIUM** Which is better for a scared mouse: “whispered” or “roared”? Why?

COMMON MISTAKES

- Changing the events while changing the words. Keep the story the same.
- Using a synonym that does not fit (a tortoise does not “sprint”).

Make it a game • Synonym Relay. The teacher says a tired word. Players take turns giving a synonym. Anyone who repeats one or gets stuck sits down.

Scripture. “A man hath joy by the answer of his mouth: and a word spoken in due season, how good is it!” (Proverbs 15:23, KJV)

The right word at the right time is a good thing. Choosing words carefully is part of good writing.

Practice: answers

1. Sample: replied, asked.
2. Sample: raced, hurried.
3. Sample: huge, enormous.
4. Sample: “The ant refused.” or “The ant answered, ‘No.’”
5. Sample: “The mouse scampered away.”
6. “Whispered,” because a scared mouse would speak softly.

2.2 CHANGING THE CHARACTERS

OBJECTIVES

- Retell “The Ants and the Grasshopper” with two farm animals.
- Choose characters that fit the lesson.
- Keep the moral the same.

Warm-up. Name a farm animal that works hard and one that likes to lie around. Why did you choose them?

Video slot. Video coming. Farm animals for kids: what each one does on a farm. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

trait

What a character is like: lazy, hardworking, proud.

fit

When a character’s trait matches its part in the story.

CORE IDEAS

New faces, same lesson. You can swap the ants and the grasshopper for other animals, as long as each new animal fits its part. One must be a hard worker; one must waste its time.

Pick animals people know. Readers already think of a busy bee or a sleepy cat. Use what they know.

Show the trait. Show the hard worker doing work: “The hen pecked up grain all summer.”

The model. *Aesop, translated by George Fyler Townsend (1867), “The Ants and the Grasshopper”*

The Ants were spending a fine winter’s day drying grain collected in the summertime. A Grasshopper, perishing with famine, passed by and earnestly begged for a little food. The Ants inquired of him, “Why did you not treasure up food during the summer?” He replied, “I had not leisure enough. I passed the days in singing.” They then said in derision: “If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”

PICTURE STUDY



The Cicada and the Ant (La Cigale et la Fourmi), Jean-Baptiste Oudry, 1755–1759 edition · Engraving · Drawn by Oudry about 1729–1734; engraved for the 1755–1759 edition of La Fontaine’s Fables
Wikimedia Commons · Public domain

In La Fontaine's French version, the grasshopper is a cicada, an insect that sings loudly all summer. Oudry drew the two little creatures meeting. The characters changed a bit, but the lesson stayed the same.

Look closely

- Find the two insects. Which is which?
- Where are they?
- What season do you think it is?

Talk about it

1. If you drew this fable with farm animals, which two would you pick?
2. How would you show which one is lazy?

WRITING PROJECT: NEW ANIMALS, OLD LESSON

Write the fable again with two farm animals.

You will need

- Writing notebook
- Pencil

Steps

1. Choose a hard worker (a hen, a squirrel, a beaver, a sheepdog) and a time-waster (a cat, a pig, a peacock).
2. Tell your new fable aloud.
3. Write it in five to seven sentences.
4. End with the same moral, in your own words.

Check your work

- Two new animals that fit their parts.
- Same events and moral.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Make a T-chart: Hard workers / Time-wasters. List four animals on each side.
2. Write your new fable.

 **Grammar link.** Grammar Level 1, Lesson 2.1 (nouns). Your characters are nouns; give each a clear name.

For families. Proverbs 6:6-8 makes a lovely companion reading; it is the Bible's own "ant" lesson.

WORKED EXAMPLES

Example 1. Choose characters for the fable.

1. Who works? A hen who gathers grain all summer.
2. Who wastes time? A cat who naps in the sun.

Answer: The Hen and the Cat.

Example 2. Write the opening sentence.

1. Show the hen working and the cat resting.

Answer: "All summer the little red hen gathered grain, while the cat dozed in the sun."

PRACTICE

1. **EASY** Name an animal that is known for working hard.
2. **EASY** Name an animal that could play the lazy part.
3. **MEDIUM** Why would a hare be a poor choice for the hard worker?
4. **MEDIUM** Write a sentence that shows your hard worker working.
5. **MEDIUM** Write a sentence that shows your lazy animal wasting time.
6. **MEDIUM** Write the moral of your new fable.

COMMON MISTAKES

- Changing the lesson along with the animals.
- Choosing an animal that does not fit its part.

Make it a game • Animal Charades. Act out a farm animal working or loafing. Others guess the animal and say whether it is a worker or a waster.

Scripture. “Go to the ant, thou sluggard; consider her ways, and be wise:” (Proverbs 6:6, KJV)

Solomon used the ant as a lesson long ago, just like Aesop.

Practice: answers

1. Sample: ant, bee, beaver, hen.
2. Sample: cat, pig.
3. Because readers know the hare as quick or proud, not steady.
4. Sample: “The beaver dragged branches to his dam all day.”
5. Sample: “The pig rolled in the mud and snored.”
6. Sample: Work today, and you will eat tomorrow.

2.3 CHANGING THE ENDING

OBJECTIVES

- Imagine a different ending for a fable.
- Write a new moral to fit the new ending.
- See how the ending decides the lesson.

Warm-up. What if the hare had not stopped to sleep? Tell how the race would end, and what lesson that story would teach.

Video slot. Video coming. “The Ants and the Grasshopper” read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

what if

A question that starts a new idea for a story.

consequence

What happens because of a choice.

CORE IDEAS

The ending carries the lesson. Change the ending and the moral changes too. If the grasshopper had worked all summer, he would not have gone hungry.

Choices and consequences. In fables, a character’s choice leads to its result. That is what makes a fable teach.

Kindness is an ending too. Some retellers end the story with the ants sharing, and the grasshopper learning his lesson. That teaches both work and mercy.

The model. *Aesop*, translated by George Fyler Townsend (1867), “*The Ants and the Grasshopper*”

The Ants were spending a fine winter’s day drying grain collected in the summertime. A Grasshopper, perishing with famine, passed by and earnestly begged for a little food. The Ants inquired of him, “Why did you not treasure up food during the summer?” He replied, “I had not leisure enough. I passed the days in singing.” They then said in derision: “If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”

PICTURE STUDY



The Hare and the Tortoise (Le Lièvre et la Tortue), Jean-Baptiste Oudry, 1755–1759 edition · Engraving · Drawn by Oudry about 1729–1734; engraved for the 1755–1759 edition of La Fontaine’s Fables
Wikimedia Commons · Public domain

Here is Oudry's picture of another fable you know. La Fontaine's ending is the same as Aesop's: the tortoise wins. But what if it were different?

Look closely

- Find the hare and the tortoise.
- Which one seems to be winning?
- What is around them?

Talk about it

1. Draw a different ending in your head. What would happen?
2. What lesson would your ending teach?

WRITING PROJECT: A NEW ENDING

Write a new ending and a new moral for "The Ants and the Grasshopper."

You will need

- Writing notebook

Steps

1. Ask "What if?" Choose one: What if the grasshopper worked? What if the ants shared? What if the grasshopper helped the ants next summer?
2. Write the beginning of the fable just as Aesop did (two sentences).
3. Write your new ending (three or four sentences).
4. Write the new moral.

Check your work

- The new ending follows from a choice.
- The moral fits my ending.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Write three "What if?" questions about fables you know.
2. Write your new ending.

 **Grammar link.** Grammar Level 1, Lesson 3.4 "Past, Present and Future." Keep your retelling in the past tense: worked, sang, begged.

For families. Some children want everyone to be happy at the end. That is fine; talk about how mercy and responsibility can both be true.

WORKED EXAMPLES

Example 1. What if the grasshopper had worked?

1. He would have food in winter.
2. He might share with others.

Answer: New moral: "Those who work in summer eat in winter."

Example 2. What if the ants shared?

1. The grasshopper is fed.
2. He promises to work next summer.

Answer: New moral: “Be kind to the needy, and help them do better.”

PRACTICE

1. **EASY** What does the ending of a fable decide?
2. **MEDIUM** Write a “What if?” question about “The Lion and the Mouse.”
3. **MEDIUM** If the lion had not let the mouse go, how would the story end?
4. **MEDIUM** Write a new moral for that ending.
5. **MEDIUM** Why does a fable need a choice?
6. **HARD** Can a story have a happy ending and still teach about laziness? How?

COMMON MISTAKES

- Writing a new ending that does not come from any choice in the story.
- Keeping the old moral after changing the ending.

Make it a game • What If Spinner. Write fable titles on one set of slips and “What if ...” twists on another. Draw one of each and tell the new ending aloud.

Scripture. “Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap.” (Galatians 6:7, KJV)

Our choices have results. Fables teach this, and so does God’s Word.

Practice: answers

1. The moral, or lesson.
2. Sample: What if the lion had eaten the mouse?
3. No one would free him from the hunters’ ropes.
4. Sample: Those who show no mercy find no help.
5. The choice leads to the result, and that teaches the lesson.
6. Yes: the lazy character learns and changes.

2.4 MAKING IT LONGER

OBJECTIVES

- Add a sense detail to each part of a fable.
- Amplify a short fable into a longer one.
- Use sight, sound and feeling words.

Warm-up. Close your eyes. What do you hear right now? What do you feel? Now open them. What do you see? Those are details a writer uses.

Video slot. Video coming. Using the five senses in writing, for kids. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

amplify

To make a story longer and richer by adding detail.

detail

A small piece of information that helps the reader see, hear or feel.

sense words

Words for what we see, hear, smell, taste and touch.

CORE IDEAS

Amplify. The ancient teachers had students make fables shorter and longer. To make one longer, do not add new events. Add detail to the events already there.

One detail per part. Add a sentence of sight, sound or feeling to each part: the characters, the problem, the ending.

Show, do not just tell. “It was winter” tells. “Snow covered the empty fields” shows.

The model. *Aesop, translated by George Fyler Townsend (1867), “The Ants and the Grasshopper”*

The Ants were spending a fine winter’s day drying grain collected in the summertime. A Grasshopper, perishing with famine, passed by and earnestly begged for a little food. The Ants inquired of him, “Why did you not treasure up food during the summer?” He replied, “I had not leisure enough. I passed the days in singing.” They then said in derision: “If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”

PICTURE STUDY



The Farm, Jean-Baptiste Oudry, 1750 · Oil on canvas · Musée du Louvre, Paris
Wikimedia Commons · Public domain

Oudry painted this big farm scene full of details: animals, workers, buildings and fields. Every detail helps us feel we are there.

Look closely

- Find three animals.
- Find people working. What are they doing?
- What sounds would you hear on this farm?

Talk about it

1. Pick one spot in the painting. Write a sentence about what you would see, hear and smell there.
2. How do details make a picture, or a story, feel real?

WRITING PROJECT: A FABLE RETOLD THREE WAYS

Finish the unit with one fable in three versions.

You will need

- Writing notebook
- Your earlier retellings

Steps

1. Version 1: your plain retelling (from Lesson 2.1).
2. Version 2: new characters (from Lesson 2.2) or a new ending (from Lesson 2.3).
3. Version 3: add one sense sentence to each part.
4. Read all three aloud. Which do you like best?

Check your work

- Three versions on three pages.
- Version 3 has a sense detail in each part.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Five-senses chart: See / Hear / Smell / Taste / Touch, with two words for each in winter.
2. Version 3 of your fable.

 **Grammar link.** Grammar Level 1, Lesson 4.2 “Adjectives.” Sense words are often adjectives: golden, snowy, shady.

For families. Amplify and condense are the two oldest exercises with the fable. Grade 4 returns to both in depth.

WORKED EXAMPLES

Example 1. Amplify: “The grasshopper was hungry.”

1. What did he feel? His stomach ached.
2. What did he see? Empty fields under snow.

Answer: “The grasshopper’s stomach ached with hunger as he hopped across the empty, snowy fields.”

Example 2. Amplify: “The ants dried their grain.”

1. Sight: golden grain in the sun.
2. Sound: busy feet.

Answer: “The ants spread their golden grain in the winter sun, their tiny feet pattering back and forth.”

PRACTICE

1.  Name the five senses.
2.  Give a sound word for winter wind.
3.  Amplify: “The hare slept.”
4.  Amplify: “The lion was caught.”
5.  Does amplifying mean adding new events? Explain.
6.  Change this from telling to showing: “It was summer.”

COMMON MISTAKES

- Adding so many new events that the fable becomes a different story.
- Piling up adjectives (“the big, huge, giant, enormous lion”). One good detail is better.

Make it a game • Detail Detective. One player says a plain sentence. The others take turns adding one sense detail. Read the finished sentence aloud.

Scripture. “O taste and see that the LORD is good: blessed is the man that trusteth in him.” (Psalm 34:8, KJV)

God gave us our senses. The psalmist even uses taste and sight to praise Him.

Practice: answers

1. Sight, hearing, smell, taste, touch.
2. Sample: howling, whistling.
3. Sample: “The hare stretched out under a shady oak and began to snore.”
4. Sample: “Thick ropes pinned the lion to the ground, and his roar shook the forest.”
5. No. It adds detail to the events already there.
6. Sample: “The sun blazed, and the grasshopper sang in the tall green grass.”

UNIT 2 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (4 pts) Give two synonyms each for “said” and “big.”
2. (2 pts) Rewrite with a stronger verb: “The fox went to the vine.”
3. (2 pts) Why must a new character fit its part?
4. (6 pts) Write a new ending and moral for “The Fox and the Grapes.”
5. (4 pts) Amplify: “The tortoise walked.”

UNIT PORTFOLIO PIECE: ONE FABLE, THREE WAYS

Gather your three versions of “The Ants and the Grasshopper” (or another fable) into a booklet with a cover. Mark which version you like best and say why in one sentence.

- **Three versions:** Plain, changed and amplified.
- **Same lesson:** Each version has a clear moral.
- **Sentences:** Capitals, end marks and complete sentences.

Answer key

1. Sample: replied, asked; huge, enormous.
2. Sample: “The fox crept to the vine.”
3. So the lesson still makes sense.
4. Ending and moral match; complete sentences.
5. A sense detail is added; same event.

STORY: BEGINNING, MIDDLE AND END

Every good story has a beginning, a middle and an end. With Beatrix Potter as your guide, you will write a quick opening, a middle where something goes wrong and an ending where your character comes home again. Then you will put them together into your own little tale.

BEFORE YOU BEGIN

- Units 1–2: fables, retelling and sense details.

MASTERY CHECKLIST

- ☐ I can write an opening that tells who and where.
- ☐ I can write a middle with a problem that gets worse.
- ☐ I can write an ending that solves the problem.
- ☐ I can write a one-page story with a title.

OPTIONAL BOOKS

- **The Tale of Peter Rabbit and The Tale of Squirrel Nutkin, by Beatrix Potter:** Public domain; free online, or any printed edition.

3.1 ONCE UPON A TIME 🍷★

OBJECTIVES

- Name what a good story opening tells: who, where and when.
- Compare openings by the Brothers Grimm and Beatrix Potter.
- Write three openings of your own.

Warm-up. Say “Once upon a time ...” and stop. What does everyone expect to hear next?

Video slot. Video coming. Beatrix Potter: who she was and how she made Peter Rabbit. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

beginning

The first part of a story, which tells who, where and when.

setting

Where and when a story happens.

main character

The person or animal the story is mostly about.

CORE IDEAS

A story has three parts. The beginning introduces the characters and setting. The middle is where something goes wrong. The end tells how it comes out. In this unit we write one part at a time.

Good openings are quick. In the very first sentences, the Grimms and Potter tell us who the story is about and where they live. Then they get going.

Old openings. The Grimm brothers, Jacob and Wilhelm, collected German folk tales and printed them in 1812. Their first tale begins, “In old times when wishing still helped one, there lived a king ...”

The model. *Beatrix Potter, The Tale of Peter Rabbit (1902), the opening*

Once upon a time there were four little Rabbits, and their names were—Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

PICTURE STUDY



Mrs. Rabbit and Her Four Little Rabbits, Beatrix Potter, 1902 · Watercolor (printed) · Watercolor illustration, printed in *The Tale of Peter Rabbit* (Frederick Warne, 1902)

Wikimedia Commons · Public domain

Beatrix Potter was an English writer and artist who studied animals closely and painted them in watercolor. *The Tale of Peter Rabbit* began as a picture letter she wrote to a sick little boy in 1893. Her watercolors are small, but full of real detail.

Look closely

- Count the rabbits.
- Which one is Peter? How can you tell?
- What details show these are real rabbits, even in clothes?

Talk about it

1. What is Mrs. Rabbit doing?
2. What does this picture tell you before you read a word?

WRITING PROJECT: THREE OPENINGS

Write three different story openings.

You will need

- Writing notebook

Steps

1. Choose an animal character and give it a name.
2. Write Opening 1 with “Once upon a time ...”
3. Write Opening 2 that starts with the setting: “Deep in the woods ...”
4. Write Opening 3 that starts with the character doing something: “Pip the squirrel was hiding nuts when ...”
5. Star your favorite.

Check your work

- Each opening tells who and where.
- Two or three sentences each.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Copy Potter’s opening.
2. Write your three openings.

 **Grammar link.** Grammar Level 1, Lesson 2.2 (proper nouns). Characters’ names start with capital letters: Peter, Flopsy.

For families. The Grimm opening is from Margaret Hunt’s translation (1884) of “The Frog King.” Peter Rabbit was first printed privately in 1901 and by Warne in 1902; all quotations are public domain.

WORKED EXAMPLES

Example 1. What does Potter’s opening tell us?

1. Who? Four rabbits: Flopsy, Mopsy, Cotton-tail and Peter.
2. Where? A sand-bank under a fir-tree.
3. With whom? Their Mother.

Answer: Who, where and with whom, in two sentences.

Example 2. Improve this opening: “There was a dog.”

1. Give a name and a place.
2. Add one detail.

Answer: “Once upon a time a spotted dog named Biscuit lived on a farm beside a creek.”

PRACTICE

1. **EASY** What are the three parts of a story?
2. **EASY** What should an opening tell?
3. **EASY** Who were the Brothers Grimm?
4. **EASY** What are the names of Peter’s sisters?
5. **MEDIUM** Write an opening for a story about a mouse in a barn.
6. **MEDIUM** Write an opening that begins with the setting.

COMMON MISTAKES

- Starting the problem before telling who the story is about.
- Writing a whole page before anything happens. Keep the opening short.

Make it a game • Opening Lines. Take turns saying an opening sentence. The next person must say who, where and when it told.

Scripture. “In the beginning God created the heaven and the earth.” (Genesis 1:1, KJV)

The greatest opening ever written tells who and what in a single sentence.

Practice: answers

1. Beginning, middle and end.
2. Who the story is about, and where (and often when).
3. Two German brothers who collected folk tales.
4. Flopsy, Mopsy and Cotton-tail.
5. Sample: “Once upon a time a gray mouse named Tuck lived in a hole in the barn wall.”
6. Sample: “High on a snowy mountain there was a goat named Clover.”

3.2 THE MIDDLE: SOMETHING GOES WRONG 🥵

OBJECTIVES

- Explain why the middle of a story needs a problem.
- Find the problem in *The Tale of Peter Rabbit*.
- Write a middle for your own story.

Warm-up. Imagine a story where a rabbit eats breakfast, takes a walk and goes to bed. Nothing goes wrong. Is it interesting? Why not?

Video slot. Video coming. *The Tale of Peter Rabbit* read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

problem

The trouble the main character must face.

suspense

The feeling of wanting to know what happens next.

CORE IDEAS

No problem, no story. The middle is where something goes wrong. Peter disobeys his mother, goes into Mr. McGregor’s garden and is chased!

Make it worse, then worse again. Potter does not let Peter escape at once. He loses his shoes, gets caught in a net and hides in a watering can. Each trouble makes us want to keep reading.

Choices cause problems. Peter’s trouble starts with his own choice: he did not listen to his mother.

The model. *Beatrix Potter, The Tale of Peter Rabbit (1902), the middle*

First he ate some lettuces and some French beans; and then he ate some radishes; and then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, whom should he meet but Mr. McGregor!

PICTURE STUDY



Mr. McGregor Chases Peter, Beatrix Potter, 1902 · Watercolor (printed) · Watercolor illustration, printed in *The Tale of Peter Rabbit* (Frederick Warne, 1902)

Wikimedia Commons · Public domain

Potter painted the garden from real gardens in the English countryside. This picture shows the middle of the story: the moment something goes very wrong.

Look closely

- Find Peter. Find Mr. McGregor.
- What is Mr. McGregor holding?
- How do you think Peter feels?

Talk about it

1. What would you do if you were Peter?
2. Why did this happen to Peter?

WRITING PROJECT: SOMETHING GOES WRONG

Write the middle of your animal story.

You will need

- Writing notebook
- Your best opening from Lesson 3.1

Steps

1. Read your favorite opening again.
2. Decide what goes wrong. (Your character gets lost, is chased, breaks something or disobeys.)
3. Write three or four sentences. Make the trouble get worse at least once.
4. Stop before it is solved!

Check your work

- My middle has a clear problem.
- The trouble gets worse at least once.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. List Peter's troubles in order: shoes, net, watering can, the cat ...
2. Write your middle.

 **Grammar link.** Grammar Level 1, Lesson 1.2 "Four Kinds of Sentences." An exclamation can show the moment of trouble: "Mr. McGregor!"

For families. Potter ends Peter's adventure without a lecture, but the cause and effect is plain. Talk about it: why did Peter get into trouble?

WORKED EXAMPLES

Example 1. Turn this into a problem: "The squirrel gathered nuts."

1. What could go wrong? A storm, a hawk or a lost nut store.

Answer: "The squirrel gathered nuts until a hawk's shadow swept over the ground."

Example 2. Make the trouble worse.

1. The squirrel hides.
2. But then the branch cracks!

Answer: “She dove into a hollow log, but the log began to roll down the hill!”

PRACTICE

1. **EASY** What is the problem in The Tale of Peter Rabbit?
2. **EASY** What did Peter’s mother tell him?
3. **EASY** Name one thing Peter loses.
4. **MEDIUM** Why does a story need a problem?
5. **MEDIUM** Write a problem for a kitten.
6. **MEDIUM** Make that problem worse.

COMMON MISTAKES

- Solving the problem in the very next sentence.
- A problem so scary it does not fit a little animal story.

Make it a game · Uh-Oh!. One person says a calm sentence. The next says “Uh-oh!” and adds a problem. The next makes it worse.

Scripture. “Children, obey your parents in the Lord: for this is right.” (Ephesians 6:1, KJV)

Peter’s trouble began when he disobeyed his mother.

Practice: answers

1. Peter goes into Mr. McGregor’s garden and is chased.
2. Not to go into Mr. McGregor’s garden.
3. His shoes (or his jacket).
4. Without one, nothing happens and the reader is bored.
5. Sample: The kitten climbs a tall tree and cannot get down.
6. Sample: Then a storm begins to blow.

3.3 THE END: HOME AGAIN 🐰

OBJECTIVES

- Explain how an ending solves the problem.
- Study the ending of Peter Rabbit.
- Write the ending of your own story.

Warm-up. Tell the ending of a story you love in one sentence. Is the main character safe? Did he learn something?

Video slot. Video coming. The Tale of Peter Rabbit, the ending, read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

solution

How the problem is solved.

ending

The last part of a story.

consequence

A result of a choice.

CORE IDEAS

Tie up the problem. The ending answers the question the middle asked. Will Peter get home? Yes, he squeezes under the gate and runs home.

Home again. Many stories end where they began, back home and safe. But something has changed.

Consequences. Peter is safe, but he feels sick and gets camomile tea, while his good sisters have blackberries for supper. Potter shows the result of his choice without a single sermon.

The model. *Beatrix Potter, The Tale of Peter Rabbit (1902), the ending*

Peter was not very well during the evening. His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter! “One table-spoonful to be taken at bed-time.” But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

PICTURE STUDY



Peter in Bed with Camomile Tea, Beatrix Potter, 1902 · Watercolor (printed) · Watercolor illustration, printed in *The Tale of Peter Rabbit* (Frederick Warne, 1902)

Wikimedia Commons · Public domain

This is the last part of the story. Peter is home again, but things are not quite the same as when he left.

Look closely

- Find Peter. Where is he?
- What is his mother doing?
- How does the room feel: safe or scary?

Talk about it

1. Why does Peter get tea instead of blackberries?
2. Is this a happy ending? Why or why not?

WRITING PROJECT: HOME AGAIN

Write the ending of your animal story.

You will need

- Writing notebook
- Your opening and middle

Steps

1. Read your opening and middle aloud.
2. Decide how the problem is solved. Who or what helps?
3. Write three or four sentences. Show the character safe again.
4. Add one sentence that shows a consequence or a lesson learned.

Check your work

- The problem is solved.
- The ending shows a result of the character's choice.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Copy Potter's last sentence.
2. Write your ending.

 **Grammar link.** Grammar Level 1, Lesson 3.4 "Past, Present and Future." Keep your whole story in the past tense.

For families. Potter's ending is a gentle model of consequences without moralizing. Notice that she lets the picture and the supper do the teaching.

WORKED EXAMPLES

Example 1. End this story: The kitten is stuck in a tree in a storm.

1. Who helps? A farmer with a ladder.
2. How does it end? The kitten is warm by the fire.

Answer: "Farmer Brown climbed his ladder and tucked the kitten inside his coat. That night she slept by the fire and never climbed so high again."

Example 2. Add a consequence to this ending: “The puppy got home.”

1. What did the puppy do wrong? He ran off.
2. What happens? He is muddy and must have a bath.

Answer: “The puppy got home, but he was so muddy that he had to have a long, soapy bath.”

PRACTICE

1. **EASY** How does Peter escape?
2. **EASY** What does Peter get at bedtime?
3. **EASY** What do his sisters get?
4. **MEDIUM** Why is that a consequence?
5. **MEDIUM** Write an ending where a lost lamb is found.
6. **MEDIUM** What does a good ending do to the problem?

COMMON MISTAKES

- Ending with “And then I woke up. It was a dream.” Solve the real problem.
- Stopping without solving the problem.

Make it a game · Find the Way Home. Draw a map of your story: home, the place where trouble happened and the path back. Trace the journey with a finger as you tell the story.

Scripture. “And when he cometh home, he calleth together his friends and neighbours, saying unto them, Rejoice with me; for I have found my sheep which was lost.” (Luke 15:6, KJV)

Jesus told a story with a wonderful “home again” ending.

Practice: answers

1. He squeezes under the gate and runs home.
2. Camomile tea.
3. Bread and milk and blackberries.
4. Peter disobeyed and got sick and frightened; his sisters obeyed and had a good supper.
5. Sample: “The shepherd found the lamb and carried it home on his shoulders.”
6. It solves it.

3.4 MY OWN LITTLE TALE 🐿

OBJECTIVES

- Put an opening, middle and end together into one story.
- Write a one-page animal story with a problem and a solution.
- Read the story aloud and fix one thing.

Warm-up. Tell your whole story aloud in one minute: beginning, middle and end.

Video slot. Video coming. Beatrix Potter's other tales: *Squirrel Nutkin* and *Benjamin Bunny*, read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

draft

A first try at writing something.

title

The name of a story.

clean copy

A neat final copy.

CORE IDEAS

Put the pieces together. You already have an opening, a middle and an end. Now join them into one story.

Give it a title. Potter named her books after the main character: *The Tale of Peter Rabbit*, *The Tale of Squirrel Nutkin*. You could call yours *The Tale of* ...

Read it aloud. When you read your story aloud, your ears catch mistakes your eyes miss.

The model. *Beatrix Potter, The Tale of Squirrel Nutkin (1903), the opening*

This is a Tale about a tail—a tail that belonged to a little red squirrel, and his name was Nutkin.

PICTURE STUDY



Squirrel Nutkin and Old Brown, Beatrix Potter, 1903 · Watercolor (printed) · From *The Tale of Squirrel Nutkin* (Frederick Warne, 1903)
Wikimedia Commons · Public domain

Potter wrote many little tales. In *Squirrel Nutkin*, a cheeky squirrel teases a big owl named Old Brown, and that gets him into trouble.

Look closely

- Find Old Brown the owl. Where does he live?
- Find the squirrel. How does he look?
- What is on the step by the door?

Talk about it

1. What problem might this cheeky squirrel get into?
2. How might his story end?

WRITING PROJECT: THE TALE OF ...

Write and illustrate a one-page animal story.

You will need

- Writing notebook
- Clean paper
- Colored pencils

Steps

1. Join your opening, middle and end from Lessons 3.1–3.3.
2. Read the draft aloud to someone.
3. Fix one thing that sounded wrong.
4. Write a clean copy on one page with a title.
5. Add a small watercolor or colored-pencil picture in Potter’s style.

Check your work

- My story has a beginning, middle and end.
- There is a problem and a solution.
- It has a title.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.

WRITING NOTEBOOK

1. Story plan: Beginning / Middle / End boxes.
2. Your clean copy (or glue it in).

 **Grammar link.** Grammar Level 1, Lessons 1.1 and 8.1. Complete sentences, capital letters and end marks are the clean-copy checklist.

For families. This is the first full creative piece of the year. Praise the story first; then fix one thing only. Save it for the portfolio in Unit 8.

WORKED EXAMPLES

Example 1. Plan a story about a hedgehog.

1. Beginning: Hazel the hedgehog lives under a hedge.
2. Middle: she wanders into the road at night.
3. End: a kind boy carries her back to the garden.

Answer: A three-box plan, ready to write.

Example 2. Give a title to a story about a duck who loses her ducklings.

1. Use the main character.
2. Make it like Potter's.

Answer: "The Tale of Mother Duck."

PRACTICE

1. **EASY** What three parts must your story have?
2. **EASY** How did Potter title her books?
3. **MEDIUM** Why read your story aloud?
4. **MEDIUM** Write a title for your story.
5. **MEDIUM** What is the problem in your story?
6. **MEDIUM** How is it solved?

COMMON MISTAKES

- Leaving out the middle when copying the parts together.
- Making the clean copy too fast and adding new mistakes.

Make it a game • Story Swap. Trade stories with a family member. Each reader names the beginning, middle and end of the other's story.

Scripture. "A word fitly spoken is like apples of gold in pictures of silver." (Proverbs 25:11, KJV)

A well-told story is a gift, like golden apples in a silver frame.

Practice: answers

1. Beginning, middle and end.
2. With "The Tale of" and the main character's name.
3. To hear mistakes and parts that do not make sense.
4. Answers vary.
5. Answers vary.
6. Answers vary.

UNIT 3 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (6 pts) Name the three parts of a story and what each does.
2. (2 pts) What goes wrong in The Tale of Peter Rabbit?
3. (4 pts) Write an opening for a story about a fox.
4. (4 pts) Write a problem and a solution for that fox.

UNIT PORTFOLIO PIECE: THE TALE OF ... (MY ONE-PAGE STORY)

Your clean copy from Lesson 3.4, with a title and a picture.

- **Three parts:** Clear beginning, middle and end.
- **Problem and solution:** Something goes wrong and is solved.
- **Clean copy:** Capitals, end marks, complete sentences, neat handwriting.

Answer key

1. Beginning: who and where. Middle: the problem. End: the solution.
2. Peter disobeys, goes into Mr. McGregor's garden and is chased.
3. Tells who and where; complete sentences.
4. A clear problem and a fitting solution.

THE FABLE IN SCRIPTURE AND HISTORY

Fables are much older than Aesop, and they have traveled all over the world. In this unit you will read the oldest fable in the Bible, see how the prophet Nathan used a story to show King David his sin, meet great retellers from France, Russia and America, and then invent your own fable for a proverb.

BEFORE YOU BEGIN

- Units 1–3.

MASTERY CHECKLIST

- ☐ I can retell Jotham's fable and Nathan's story.
- ☐ I can name three retellers of fables.
- ☐ I can write a fable that teaches a proverb.

OPTIONAL BOOKS

- **A KJV Bible:** For Judges 9, 2 Samuel 12 and Proverbs.

4.1 JOTHAM'S FABLE OF THE TREES ★

OBJECTIVES

- Retell Jotham's fable from Judges 9.
- Explain what the trees and the bramble stood for.
- See that fables are found in the Bible.

Warm-up. If the trees of a forest chose a king, which tree would you choose? Why?

Video slot. Video coming. Jotham's fable of the trees (Judges 9) for children. Use a Bible-story source that follows the KJV; preview first.

KEY TERMS

bramble

A prickly bush that grows low to the ground.

anoint

To pour oil on someone to make him king.

Shechem

A city in Israel where this story was told.

CORE IDEAS

The oldest fable in the Bible. Long before Aesop, a young man named Jotham told a fable. His brother Abimelech had made himself king of Shechem by a terrible crime. Jotham climbed Mount Gerizim and called out a story to the people below.

The story. The trees wanted a king. They asked the olive tree, the fig tree and the vine. Each said no, because each was busy doing good: giving oil, sweet fruit and wine. At last they asked the bramble, a prickly bush that gives no shade and no fruit. The bramble said yes, and warned that fire would come out of it if they did not obey.

The meaning. The good trees stood for good men who were busy serving. The bramble stood for Abimelech, a man with nothing good to give, who would only hurt the people. Jotham's fable was a warning, and it came true.

The model. *Judges 9:8–9, 14–15 (KJV)*

The trees went forth on a time to anoint a king over them; and they said unto the olive tree, Reign thou over us. But the olive tree said unto them, Should I leave my fatness, wherewith by me they honour God and man, and go to be promoted over the trees? ... Then said all the trees unto the bramble, Come thou, and reign over us. And the bramble said unto the trees, If in truth ye anoint me king over you, then come and put your trust in my shadow: and if not, let fire come out of the bramble, and devour the cedars of Lebanon.

PICTURE STUDY



Mount Gerizim, Photochrom print, Detroit Publishing Company, c. 1890-1900 · Photochrom (colored photograph) · Library of Congress, Washington
Wikimedia Commons · Public domain

This old colored photograph shows Mount Gerizim, the mountain where Jotham stood to tell his fable to the people of Shechem below. The town at its foot is Nablus, close to where old Shechem stood.

Look closely

- Find the mountain. How high is it?
- Find the town below.
- Could a voice carry from the mountain to the town?

Talk about it

1. Why do you think Jotham stood on a mountain?
2. Which trees from the fable might grow here?

WRITING PROJECT: THE TREES CHOOSE A KING

Retell Jotham's fable and make a fable chart.

You will need

- Writing notebook
- Colored pencils

Steps

1. Read Judges 9:7-15 aloud with your teacher.
2. Make a fable chart: Characters, Problem, Ending, Moral.
3. Retell the fable in five or six sentences.
4. Draw the olive tree, the fig tree, the vine and the bramble.

Check your work

- My chart has all four parts.
- My retelling keeps the order: olive, fig, vine, bramble.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Copy Judges 9:8.
2. Write what each tree gives: olive (oil), fig (sweet fruit), vine (wine), bramble (thorns).

 **Grammar link.** Grammar Level 1, Lesson 2.1 (nouns). Olive, fig, vine and bramble are common nouns; Jotham and Gerizim are proper nouns.

For families. Abimelech's crime (Judges 9:5) is told plainly in Scripture; the lesson mentions it only as "a terrible crime." Read further with your child as you judge best.

WORKED EXAMPLES

Example 1. What did the olive tree say?

1. Read verse 9.
2. Say it simply.

Answer: It would not stop giving its oil just to rule over the trees.

Example 2. Write a moral for Jotham's fable.

1. The good were too busy doing good.
2. The worthless one wanted to rule.

Answer: Sample: Beware of a ruler who has nothing good to give.

PRACTICE

1.  Who told the fable of the trees?
2.  Where did he stand to tell it?
3.  Name the three good trees and plants.
4.  Which plant said yes to being king?
5.  Whom did the bramble stand for?
6.  How is Jotham's fable like Aesop's fables?

COMMON MISTAKES

- Thinking the trees really talked. Jotham told a made-up story to teach a true lesson.
- Leaving out the warning about fire.

Make it a game • Tree Kings. Players are trees and plants. The "forest" asks each to be king; each answers in character. The bramble must say its warning!

Scripture. "The trees went forth on a time to anoint a king over them; and they said unto the olive tree, Reign thou over us." (Judges 9:8, KJV)

This is where the oldest fable in the Bible begins.

Practice: answers

1. Jotham.
2. On Mount Gerizim.
3. The olive tree, the fig tree and the vine.
4. The bramble.
5. Abimelech.
6. It uses talking plants to teach a true lesson.

4.2 NATHAN’S STORY TO DAVID

OBJECTIVES

- Retell Nathan’s story of the rich man and the poor man’s lamb.
- Explain how a story helped King David see his sin.
- Understand that stories can tell the truth in a powerful way.

Warm-up. Is it easier to see someone else’s mistake or your own? Why?

Video slot. Video coming. Nathan and David (2 Samuel 12) for children. Use a Bible-story source that follows the KJV; preview first.

KEY TERMS

prophet

A man who speaks God’s message.

ewe lamb

A young female sheep.

repent

To be truly sorry for sin and turn away from it.

CORE IDEAS

A king who did wrong. King David was a great king, but he committed a grave sin: he took another man’s wife and had that man killed in battle. God sent the prophet Nathan to him.

A story, not a scolding. Nathan told David a story about a rich man with many sheep who stole a poor man’s only lamb. David was angry and said the rich man deserved to die. Then Nathan said, “Thou art the man.”

Seeing the truth. The story let David see his own sin clearly. David said, “I have sinned against the LORD,” and he repented. Psalm 51 is the prayer he wrote.

The model. *2 Samuel 12:1–3 (KJV)*

And the LORD sent Nathan unto David. And he came unto him, and said unto him, There were two men in one city; the one rich, and the other poor. The rich man had exceeding many flocks and herds: But the poor man had nothing, save one little ewe lamb, which he had bought and nourished up: and it grew up together with him, and with his children; it did eat of his own meat, and drank of his own cup, and lay in his bosom, and was unto him as a daughter.

PICTURE STUDY



Nathan Admonishing David, Rembrandt van Rijn, c. 1654-1655 · Pen and brown ink drawing · The Metropolitan Museum of Art, New York
Wikimedia Commons · CC0

Rembrandt was a Dutch artist who drew many Bible scenes. With a few quick lines of ink he shows Nathan speaking to King David. Look how much feeling he shows with so few lines.

Look closely

- Find Nathan. Find David.
- Look at their hands. What is each one doing?
- How does David look as he listens?

Talk about it

1. Which moment of the story do you think Rembrandt shows?
2. How can a drawing with few lines show strong feelings?

WRITING PROJECT: THE POOR MAN'S LAMB

Retell Nathan's story and explain its meaning.

You will need

- Writing notebook

Steps

1. Read 2 Samuel 12:1-13 with your teacher.
2. Retell Nathan's story in four or five sentences.
3. Write one sentence that tells what the story meant: "The rich man stood for ..."
4. Copy David's answer from verse 13.

Check your work

- My retelling is in order.
- I explained what the story meant.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Copy 2 Samuel 12:7 (the first part): "And Nathan said to David, Thou art the man."
2. Draw the little ewe lamb.

 **Grammar link.** Grammar Level 1, Lesson 2.1 (nouns). “Rich man,” “poor man” and “lamb” are common nouns; David and Nathan are proper nouns.

For families. The lesson names David’s sin plainly but briefly (2 Samuel 11). Psalm 51 is a good family reading alongside it.

WORKED EXAMPLES

Example 1. Who stood for whom in Nathan’s story?

1. The rich man took what was not his.
2. David took what was not his.

Answer: The rich man stood for David; the poor man stood for Uriah.

Example 2. Why did Nathan tell a story instead of saying “You sinned”?

1. David judged the story fairly because it was not about him.
2. Then he saw it was about him.

Answer: The story helped David see the truth for himself.

PRACTICE

1.  Who did God send to David?
2.  What did the poor man have?
3.  What did the rich man do?
4.  What did Nathan say to David?
5.  What did David say when he saw his sin?
6.  How is Nathan’s story like a fable? How is it different?

COMMON MISTAKES

- Thinking Nathan’s story really happened. It was a story told to show David his sin.
- Forgetting the ending: David repented and God forgave him.

Make it a game · Who Stands for Whom?. Match cards: rich man → David; poor man → Uriah; lamb → what David took; Nathan → God’s messenger.

Scripture. “And David said unto Nathan, I have sinned against the LORD. And Nathan said unto David, The LORD also hath put away thy sin; thou shalt not die.” (2 Samuel 12:13, KJV)

God forgives those who truly repent.

Practice: answers

1. Nathan the prophet.
2. One little ewe lamb.
3. He took the poor man’s lamb.
4. “Thou art the man.”
5. “I have sinned against the LORD.”
6. Like: a made-up story with a true lesson. Different: people, not talking animals, and it was about a real king.

4.3 FABLES ACROSS THE WORLD

OBJECTIVES

- Name three great retellers of fables: La Fontaine, Krylov and Joel Chandler Harris.
- Compare Aesop’s “Ants and the Grasshopper” with La Fontaine’s version.
- See how retellers change words but keep stories.

Warm-up. Has anyone ever told you a story you already knew, but in a new way? What did they change?

Video slot. Video coming. Jean de La Fontaine and his fables, for children. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

reteller

A writer who tells an old story again in his own way.

verse

Writing in lines with rhythm, often rhyming.

folk tale

A story told by ordinary people for many years before anyone wrote it down.

CORE IDEAS

Jean de La Fontaine (France). In 1668, the French poet La Fontaine published his first book of fables. He retold Aesop’s stories in short, lively poems. French children still learn them by heart.

Ivan Krylov (Russia). In 1809, Ivan Krylov published his first book of fables in Russian. Some were Aesop’s and La Fontaine’s stories retold; many were his own. Russian children still learn them too.

Joel Chandler Harris (America). In 1880, Joel Chandler Harris, a Georgia newspaperman, published the Br’er Rabbit stories he had heard told by Black storytellers in the South. Br’er Rabbit is a small, clever rabbit who outwits bigger animals, much like a character from Aesop.

What stays the same. Each reteller changed the words, the setting and sometimes the animals. But the shape of the fable stayed: characters, problem, ending and lesson.

The model. *Jean de La Fontaine, “La Cigale et la Fourmi” (1668), opening lines, with a plain English translation*

La cigale, ayant chanté / Tout l’été, / Se trouva fort dépourvue / Quand la bise fut venue.

The Cicada, having sung all summer long, found herself with nothing at all when the north wind came.

PICTURE STUDY



Monument to Ivan Krylov, Peter Clodt von Jürgensburg (sculptor), 1855 · Bronze statue on a base covered with fable animals · Summer Garden, Saint Petersburg, Russia
Wikimedia Commons · CC BY-SA 3.0

In 1855 the Russian sculptor Peter Clodt made this bronze statue of Ivan Krylov for a park in Saint Petersburg. Around the base are animals from Krylov's fables: foxes, wolves, cranes, a monkey with glasses and many more. Russian children have climbed around it for more than 150 years.

Look closely

- Find Krylov. What is he holding?
- Look at the base. Which animals can you spot?
- Is this a picture of a painting or a photograph?

Talk about it

1. Why would a country build a statue for a writer of fables?
2. If someone built a statue with animals from Aesop, which would you put on it?

WRITING PROJECT: SAME FABLE, THREE COUNTRIES

Compare one fable in three tellings.

You will need

- Writing notebook
- Your teacher's help reading the versions

Steps

1. Read Aesop's "The Ants and the Grasshopper" (Unit 2).
2. Read La Fontaine's opening lines and the plain English translation.
3. Make a chart: What stayed the same? What changed?
4. Write two sentences: one thing that stayed the same, and one that changed.

Check your work

- My chart has at least two things in each column.
- I wrote two complete sentences.

WRITING NOTEBOOK

1. Write the names La Fontaine, Krylov and Harris, with the country and year of each.
2. Copy La Fontaine's first two lines in French. Say them aloud with your teacher.

 **Grammar link.** Grammar Level 1, Lesson 8.1 “Capital Letters.” Names of people and countries are capitalized: France, Russia, La Fontaine.

For families. The Uncle Remus books are written in heavy dialect and have a complicated history; this lesson names Harris only as a reteller and does not assign them. Aesop’s “The Crow and the Pitcher” (Townsend, 1867), for Example 2: A Crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life. **Necessity is the mother of invention.**

WORKED EXAMPLES

Example 1. Compare Aesop and La Fontaine.

1. Same: a singing insect has no food in winter.
2. Changed: Aesop has many ants and a grasshopper; La Fontaine has one ant and a cicada, and writes in rhyme.

Answer: The story stayed; the words, the insects and the form changed.

Example 2. Read Aesop’s “The Crow and the Pitcher” (below in the For Families note). Who in Br’er Rabbit’s stories is like the crow?

1. The crow is small but clever.
2. Br’er Rabbit is small but clever.

Answer: Br’er Rabbit: both win by cleverness.

PRACTICE

1. **EASY** Who retold Aesop in French verse?
2. **EASY** Who wrote fables in Russian?
3. **EASY** Who wrote down the Br’er Rabbit stories?
4. **EASY** What insect replaces the grasshopper in La Fontaine?
5. **MEDIUM** What stays the same when a fable is retold?
6. **MEDIUM** Why do you think fables are told all over the world?

COMMON MISTAKES

- Thinking La Fontaine and Krylov invented every fable they told. Many came from Aesop.
- Mixing up the countries. France: La Fontaine. Russia: Krylov. America: Harris.

Make it a game • Around the World. Put three “country” signs on the floor. The teacher says a reteller or a clue; the player jumps to the right country.

Scripture. “We will not hide them from their children, shewing to the generation to come the praises of the LORD, and his strength, and his wonderful works that he hath done.” (Psalm 78:4, KJV)

Good stories are passed down to children. God’s works are the best story of all to pass on.

Practice: answers

1. Jean de La Fontaine.
2. Ivan Krylov.
3. Joel Chandler Harris.
4. A cicada.
5. The characters’ roles, the problem, the ending and the lesson.
6. People everywhere need the same lessons, and stories are easy to remember.

4.4 WRITE A FABLE FOR A PROVERB ★ 🏆

OBJECTIVES

- Choose a proverb from the Bible or a wise saying.
- Invent a fable whose moral is that proverb.
- Prepare the fable for a family fable fair.

Warm-up. Your teacher reads three proverbs. Which one could you show with a story about animals?

Video slot. Video coming. “The Crow and the Pitcher” read aloud or animated. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

proverb

A short, wise saying.

invent

To make up something new.

fable fair

A family evening when everyone reads a fable aloud.

CORE IDEAS

Start with the lesson. Until now you began with a story and found its moral. Now go the other way: start with a moral and invent a story to fit it.

Choose characters to fit. If your proverb is about hard work, you need a worker and a loafer. If it is about pride, you need a proud character.

Keep it short. A fable is short: five to eight sentences, then the moral. Use everything you learned: four parts, fresh words and one good detail.

The model. *Aesop, translated by George Fyler Townsend (1867), “The Crow and the Pitcher”*

A Crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life. **Necessity is the mother of invention.**

PICTURE STUDY



Netherlandish Proverbs, Pieter Bruegel the Elder, 1559 · Oil on oak panel · Gemäldegalerie, Berlin
Wikimedia Commons · Public domain

Pieter Bruegel painted more than a hundred Dutch proverbs in one picture! Each little scene acts out a saying. One man “bangs his head against a brick wall.” Another is “filling in the well after the calf has drowned,” which means fixing a problem too late.

Look closely

- Find a man banging his head against a wall.
- Find someone filling in a well with a calf nearby.
- Pick any small scene. What do you think it means?

Talk about it

1. How is each little scene like a fable?
2. Which proverb would you paint?

WRITING PROJECT: 🏆 A FABLE FOR THE FABLE FAIR

Write a fable that teaches a proverb, and read it at a family fable fair.

You will need

- Writing notebook
- Clean paper
- Colored pencils

Steps

1. Choose a proverb: “Pride goeth before destruction” (Proverbs 16:18); “A soft answer turneth away wrath” (Proverbs 15:1); “Go to the ant, thou sluggard” (Proverbs 6:6); or a saying like “Look before you leap.”
2. Choose two characters that fit the lesson.
3. Plan the four parts in a fable chart.
4. Write the fable in five to eight sentences. End with the proverb as your moral.
5. Read it aloud, fix one thing and make a clean copy with a picture.
6. Read it at a family fable fair.

Tips

- A fable fair can be simple: a family evening with a snack, where each child reads a fable and the family guesses the moral before it is read.

Check your work

- My moral is the proverb I chose.
- My characters fit the lesson.
- Five to eight sentences, then the moral.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.

WRITING NOTEBOOK

1. Copy your chosen proverb.
2. Your fable chart and draft.

 **Grammar link.** Grammar Level 1, Lessons 1.1 and 8.1. Your clean copy needs complete sentences, capitals and end marks.

For families. 🏆 The School Launch directory currently lists no writing contests for Grade 3, so this lesson ends with a family fable fair instead. When a vetted elementary contest is added, this fable is the piece to shape for it. ★ This lesson is also on the quarter path.

WORKED EXAMPLES

Example 1. Plan a fable for “A soft answer turneth away wrath.”

1. Characters: an angry goat and a gentle sheep.
2. Problem: the goat butts the sheep on a narrow bridge.
3. Ending: the sheep answers kindly and steps aside; the goat calms down and they cross together.

Answer: Moral: A soft answer turneth away wrath.

Example 2. Check the crow fable against its moral.

1. Problem: the crow cannot reach the water.
2. Invention: he drops in stones.
3. Moral: necessity is the mother of invention.

Answer: The story shows the moral exactly: need made the crow inventive.

PRACTICE

1.  What is a proverb?
2.  How is this lesson different from earlier ones?
3.  Choose characters for “Pride goeth before destruction.”
4.  Write a problem for those characters.
5.  Write the ending.
6.  How many sentences should your fable have?

COMMON MISTAKES

- Writing a story that does not match the proverb.
- Forgetting to end with the moral.

Make it a game • Guess the Proverb. At the fable fair, the reader stops before the moral. Everyone guesses it before it is read.

Scripture. “The proverbs of Solomon the son of David, king of Israel;” (Proverbs 1:1, KJV)

Solomon gathered many proverbs. Each one could be the moral of a fable.

Practice: answers

1. A short, wise saying.
2. We start with the moral and invent the story.
3. Sample: a proud peacock and a plain hen.
4. Sample: The peacock shows off on a thin branch over a pond.
5. Sample: The branch breaks and the peacock falls into the pond.
6. Five to eight, then the moral.

UNIT 4 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (2 pts) Who told the fable of the trees, and where is it in the Bible?
2. (2 pts) What did the bramble stand for?
3. (2 pts) What did Nathan say to David after his story?
4. (2 pts) Name a reteller of fables and his country.
5. (8 pts) Write a short fable for “Look before you leap.”

UNIT PORTFOLIO PIECE: 🏆 MY FABLE FOR A PROVERB

Your clean copy from Lesson 4.4 with its picture, and a note from your family about the fable fair.

- **Moral:** The fable teaches the chosen proverb.
- **Four parts:** Characters, problem, ending, moral.
- **Delivery:** Read aloud clearly at the fable fair.

Answer key

1. Jotham; Judges 9.
2. Abimelech, a bad ruler with nothing good to give.
3. “Thou art the man.”
4. La Fontaine (France), Krylov (Russia) or Harris (America).
5. Fits the moral; four parts; complete sentences.

POETRY: RHYME AND RHYTHM

A poem is writing that sings. In this unit you will clap the beat of Stevenson’s “My Shadow,” write rhyming couplets with Mother Goose and Edward Lear, invent a silly limerick and memorize Psalm 23, a great poem that does not rhyme at all.

BEFORE YOU BEGIN

- Units 1–4.

MASTERY CHECKLIST

- ☐ I can clap the beat of a poem.
- ☐ I can write a rhyming couplet.
- ☐ I can write a limerick (AABBA).
- ☐ I can recite Psalm 23.

OPTIONAL BOOKS

- **A Child’s Garden of Verses, by Robert Louis Stevenson:** Public domain; free online.
- **A Book of Nonsense, by Edward Lear:** Public domain; free online.

5.1 HEARING THE BEAT 🍌 ★

OBJECTIVES

- Hear and clap the beat in a poem.
- Read “My Shadow” aloud with rhythm.
- Find the rhyming words at the ends of lines.

Warm-up. Clap your name: Ja-son (2 claps), Eliz-a-beth (4 claps). Every word has a beat. Poems put those beats in a pattern.

Video slot. Video coming. Robert Louis Stevenson’s “My Shadow” read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

poem

Writing in lines, with a pattern of sound.

rhythm

The beat of a poem, like the beat of music.

rhyme

Words that end with the same sound: me / see.

line

One row of words in a poem.

CORE IDEAS

Poems have a beat. When you read a poem aloud, you can feel a beat, strong and soft, like a drum: i HAVE a LIT-tle SHAD-ow THAT goes IN and OUT with ME.

Poems often rhyme. In “My Shadow,” each pair of lines ends with rhyming words: me / see, head / bed.

Who wrote it. Robert Louis Stevenson was a Scottish writer who was often sick as a child. He remembered those days in *A Child’s Garden of Verses* (1885). He also wrote *Treasure Island*.

The model. Robert Louis Stevenson, “My Shadow,” *A Child’s Garden of Verses* (1885), first two stanzas

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes goes so little that there’s none of him at all.

PICTURE STUDY



Children Playing on the Beach, Mary Cassatt, 1884 · Oil on canvas · National Gallery of Art, Washington
Wikimedia Commons · Public domain

Mary Cassatt was an American painter who worked in France. She loved to paint children doing ordinary things. Here two little girls dig in the sand, so busy they do not notice us at all.

Look closely

- Find the pails and shovels.
- Look at the sea and the boats. Are they near or far?
- Can you see any shadows?

Talk about it

1. What sounds would you hear on this beach? Say them with a beat.
2. Make up one line about these girls that could start a poem.

WRITING PROJECT: CLAP, READ, RECITE

Learn the first stanza of “My Shadow” by heart.

You will need

- Writing notebook

Steps

1. Read the poem aloud and clap the strong beats.
2. Circle the rhyming words at the ends of the lines.
3. Copy the first stanza in your notebook.
4. Say it from memory to your family, with a good beat.

Check your work

- I copied the stanza neatly.
- I circled the rhymes.
- I recited the stanza from memory.

WRITING NOTEBOOK

1. Copy stanza 1 of “My Shadow.”
2. List the rhyming pairs: me/see, head/bed, grow/slow, ball/all.

For families. Stevenson’s poems are public domain and wonderful for memorizing. Recitation is one of the oldest classical exercises.

WORKED EXAMPLES

Example 1. Find the rhymes in stanza 2.

1. Look at the last word of each line.
2. grow, slow, ball, all.

Answer: grow / slow and ball / all.

Example 2. Clap this line: “And I see him jump before me, when I jump into my bed.”

1. Say it slowly.
2. Clap on the strong beats: and I SEE him JUMP be-FORE me, WHEN i JUMP in-TO my BED.

Answer: Seven strong beats.

PRACTICE

1. **EASY** Who wrote “My Shadow”?
2. **EASY** What is rhythm?
3. **EASY** Give a word that rhymes with “bed.”
4. **EASY** Give a word that rhymes with “ball.”
5. **MEDIUM** Why does the shadow grow and shrink?
6. **MEDIUM** What is one way a poem is different from a story?

COMMON MISTAKES

- Reading a poem in a flat voice. Feel the beat.
- Stopping at the end of every line even when the sentence goes on.

Make it a game • Shadow Tag. On a sunny day, play shadow tag outside. Then recite “My Shadow” together.

Scripture. “O sing unto the LORD a new song: sing unto the LORD, all the earth.” (Psalm 96:1, KJV)

God loves songs and poems of praise.

Practice: answers

1. Robert Louis Stevenson.
2. The beat of a poem.
3. Sample: red, head, sled.
4. Sample: tall, wall, fall.
5. Because the sun or light moves; Stevenson pretends it is the shadow’s choice.
6. A poem is in lines, with a beat and often rhyme.

5.2 RHYMING PAIRS 🍌

OBJECTIVES

- Write rhyming couplets.
- Enjoy couplets from Mother Goose and Edward Lear.
- Make the beat match in both lines.

Warm-up. Play “rhyme ping-pong”: one person says a word, the next must say a rhyme. How long can you keep it going?

Video slot. Video coming. “The Owl and the Pussy-cat” by Edward Lear, read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

couplet

Two lines that rhyme, one after the other.

nonsense

Silly writing that is fun because it does not quite make sense.

nursery rhyme

A short old poem for small children.

CORE IDEAS

Couplets. Two rhyming lines together are a couplet. Stevenson wrote “My Shadow” in couplets.

Mother Goose. Nursery rhymes like “Hey Diddle Diddle” were sung to children for hundreds of years before anyone knows who made them up.

Edward Lear. Edward Lear was an English artist who wrote nonsense poems for children. “The Owl and the Pussy-cat” (1871) is one of the most loved poems in English.

Match the beat. A good couplet has the same number of strong beats in each line, or close to it.

The model. *Mother Goose, “Hey Diddle Diddle” (traditional), and Edward Lear, “The Owl and the Pussy-cat” (1871), opening*

Hey, diddle, diddle!
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat:
They took some honey, and plenty of money
Wrapped up in a five-pound note.

PICTURE STUDY



Hey Diddle Diddle, Randolph Caldecott, 1882 · Color wood engraving (picture book) · From *Hey Diddle Diddle and Baby Bunting* (London, 1882)
Wikimedia Commons · Public domain

Randolph Caldecott was an English artist who made some of the first great picture books for children. The Caldecott Medal for picture books in America is named for him.

Look closely

- Find the cow. Find the moon.
- Find the little dog.
- Which animal looks the happiest?

Talk about it

1. Which part of the rhyme did Caldecott draw?
2. Make up a new silly couplet about one of these animals.

WRITING PROJECT: A PAGE OF COUPLETS

Write four rhyming couplets of your own.

You will need

- Writing notebook
- Colored pencils

Steps

1. Make a list of rhyming pairs: cat/hat, frog/log, moon/spoon, tree/bee.
2. Write four couplets. Each couplet is two lines that end with a rhyming pair.
3. Clap each couplet. Do the lines have about the same beat?
4. Illustrate your favorite.

Check your work

- Four couplets.
- Each pair of lines rhymes.
- The beats are about the same.

WRITING NOTEBOOK

1. Copy “Hey Diddle Diddle.”
2. Write your four couplets.

 **Grammar link.** Grammar Level 1, Lesson 3.1 “Action Verbs.” Lively verbs make couplets bounce: jumped, laughed, ran.

For families. Caldecott's and Lear's books are public domain and widely available free online.

WORKED EXAMPLES

Example 1. Write a couplet with frog/log.

1. Line 1 ends with frog.
2. Line 2 ends with log.

Answer: "There once was a green and speckled frog / Who slept all day upon a log."

Example 2. Fix the beat: "A bee / Flew all around the very tall tree."

1. Line 1 has 1 beat; line 2 has 5.
2. Make line 1 longer.

Answer: "A fuzzy, buzzy, busy bee / Flew round and round the apple tree."

PRACTICE

1. **EASY** What is a couplet?
2. **EASY** Who wrote "The Owl and the Pussy-cat"?
3. **EASY** What did the cow jump over?
4. **MEDIUM** Write three words that rhyme with "sea."
5. **MEDIUM** Finish this couplet: "I saw a little mouse / ____."
6. **MEDIUM** Write a couplet about your pet or a farm animal.

COMMON MISTAKES

- Choosing a word only because it rhymes, even when it makes no sense (unless you are writing nonsense on purpose!).
- Lines with very different beats.

Make it a game • Rhyme Ping-Pong. Toss a soft ball back and forth. Each catcher must say a word that rhymes with the last one.

Scripture. "Make a joyful noise unto the LORD, all ye lands." (Psalm 100:1, KJV)

Even silly rhymes can be joyful. God made us to enjoy words and sounds.

Practice: answers

1. Two rhyming lines together.
2. Edward Lear.
3. The moon.
4. Sample: tree, bee, me.
5. Sample: "Who ran across our house."
6. Answers vary; must rhyme.

5.3 THE LIMERICK 🍌

OBJECTIVES

- Know the shape of a limerick: five lines, AABBA.
- Read limericks by Edward Lear.
- Write a limerick of your own.

Warm-up. Say “da-DUM-da-da-DUM-da-da-DUM” three times fast. That bouncing beat is the sound of a limerick.

Video slot. Video coming. Edward Lear’s limericks read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

limerick

A funny five-line poem.

AABBA

The rhyme pattern of a limerick: lines 1, 2 and 5 rhyme; lines 3 and 4 rhyme.

stanza

A group of lines in a poem.

CORE IDEAS

Five lines, one joke. A limerick is a short, silly poem with five lines. Lines 1, 2 and 5 are long and rhyme with each other. Lines 3 and 4 are short and rhyme with each other.

Edward Lear made them famous. In 1846 Lear published *A Book of Nonsense*, full of limericks and his own funny drawings.

Often “There was ...” Many limericks begin “There was an Old Man ...” or “There was a Young Lady ...,” followed by a place.

The model. *Edward Lear, A Book of Nonsense (1846)*

There was an Old Man with a beard,
Who said, “It is just as I feared!—
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!”

PICTURE STUDY



*A Drawing from A Book of Nonsense, Edward Lear, 1846 (later printing) · Pen drawing, printed · From A Book of Nonsense
Wikimedia Commons · Public domain*

Edward Lear drew a silly picture for each of his limericks. His drawings are quick and funny, just like the poems.

Look closely

- Who is in the picture?
- What silly thing is happening?
- Is this drawing careful or quick and funny?

Talk about it

1. Make up a first line for a limerick about this picture: “There was a ...”
2. Why do you think Lear drew his limericks?

WRITING PROJECT: MY LIMERICK

Write and illustrate a limerick.

You will need

- Writing notebook
- Colored pencils

Steps

1. Choose a person or animal and a place: “There was a young farmer from Kent ...”
2. Find three words that rhyme with your place (Kent: went, bent, tent).
3. Write lines 1, 2 and 5 with those words.
4. Write two short lines (3 and 4) that rhyme with each other.
5. Read it with the bouncing beat. Then draw a funny picture.

Check your work

- Five lines.
- AABBA rhymes.
- A funny picture.

WRITING NOTEBOOK

1. Copy Lear’s limerick and mark the rhymes A A B B A.
2. Write your limerick.



Grammar link. Grammar Level 1, Lesson 8.1 “Capital Letters.” In poems, each line usually starts with a capital letter.

For families. Children love to write limericks about family members. Keep them kind; that is part of the lesson.

WORKED EXAMPLES

Example 1. Mark the rhyme pattern of Lear’s limerick.

1. beard (A), feared (A), Hen (B), Wren (B), beard (A).

Answer: AABBA.

Example 2. Build a limerick about a cat from Peru.

1. A words: Peru, shoe, blue.
2. B words: hat, flat.

Answer: “There was a young cat from Peru / Who slept in a big leather shoe. / She curled up so flat / In the toe, like a mat, / That nobody found her. Who knew?” (Funny, AABBA.)

PRACTICE

1. **EASY** How many lines are in a limerick?
2. **EASY** Which lines rhyme with line 1?
3. **EASY** Who made limericks famous?
4. **MEDIUM** Give three words that rhyme with “Spain.”
5. **MEDIUM** Write the first line of a limerick.
6. **HARD** Write lines 3 and 4 for a limerick about a goat.

COMMON MISTAKES

- Making lines 3 and 4 as long as the others.
- Making a limerick unkind. A limerick is silly, not mean.

Make it a game • Limerick Relay. Five players each say one line of a limerick, in order. The group checks the AABBA rhymes.

Scripture. “A merry heart doeth good like a medicine: but a broken spirit drieth the bones.” (Proverbs 17:22, KJV)

A good laugh is a gift from God.

Practice: answers

1. Five.
2. Lines 2 and 5.
3. Edward Lear.
4. Sample: rain, train, plain.
5. Sample: “There once was a goat from the hill.”
6. Sample: “He ate up a coat / And part of a boat.”

5.4 A POEM TO MEMORIZE 🍷

OBJECTIVES

- Memorize and recite Psalm 23.
- Learn that some poetry does not rhyme.
- Notice how Hebrew poetry repeats an idea in two parts.

Warm-up. Can a poem be a poem without rhyming? Listen to Psalm 23 read aloud slowly. Does it sound like poetry to you?

Video slot. Video coming. Psalm 23 (KJV) read aloud or sung. Use a source that follows the KJV; preview first.

KEY TERMS

psalm

A song or poem of praise or prayer from the Book of Psalms.

parallelism

Saying an idea, then saying it again in a new way.

recite

To say from memory.

CORE IDEAS

Poetry without rhyme. The Psalms were written in Hebrew. Hebrew poetry does not depend on rhyme. Instead, it repeats and builds ideas: “He maketh me to lie down in green pastures: he leadeth me beside the still waters.”

David the shepherd-poet. Psalm 23 is a psalm of David, who cared for sheep when he was a boy. He knew what a good shepherd does: leads, feeds, protects and comforts. He saw that the LORD does all these things for His people.

Hide it in your heart. Memorizing a great poem means you carry it with you always.

The model. *Psalm 23 (KJV), a psalm of David*

The LORD is my shepherd; I shall not want.

He maketh me to lie down in green pastures: he leadeth me beside the still waters.

He restoreth my soul: he leadeth me in the paths of righteousness for his name’s sake.

Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me.

Thou preparest a table before me in the presence of mine enemies: thou anointest my head with oil; my cup runneth over.

Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the LORD for ever.

PICTURE STUDY



The Good Shepherd, Bernhard Plockhorst, late 1800s · Oil on canvas (widely printed) · Reproduced in many Bibles and prints
Wikimedia Commons · Public domain

Bernhard Plockhorst was a German painter. His picture of the Good Shepherd was printed in many Bibles and hung in many homes. It shows Jesus, who said, “I am the good shepherd” (John 10:11).

Look closely

- Find the lamb the shepherd carries.
- Find the other sheep. Where are they going?
- What is the shepherd holding in his other hand?

Talk about it

1. Which line of Psalm 23 does this picture remind you of?
2. Why would a lamb feel safe here?

WRITING PROJECT: PSALM 23 BY HEART

Memorize Psalm 23 and copy it beautifully.

You will need

- Writing notebook
- Nice paper
- Colored pencils

Steps

1. Read Psalm 23 aloud every day this week.
2. Learn one verse a day. Use the picture study to help you remember.
3. Copy the whole psalm neatly on nice paper. Decorate the border with green pastures and still waters.
4. Recite it to your family.

Check your work

- I recited Psalm 23 from memory.
- My copy has every word right.
- Each verse starts with a capital letter.

WRITING NOTEBOOK

1. Copy Psalm 23.
2. Draw a picture for each verse, one small box each.

 **Grammar link.** Grammar Level 1, Lesson 4.1 “Personal Pronouns.” Psalm 23 is full of pronouns: he, me, my, thou, thy.

For families. Some children find verse 4 (“the valley of the shadow of death”) sobering. Talk about it simply: even in the darkest places, the Shepherd is with us.

WORKED EXAMPLES

Example 1. Find the two parts of verse 2.

1. Part 1: “He maketh me to lie down in green pastures.”
2. Part 2: “he leadeth me beside the still waters.”

Answer: Both parts show the shepherd caring for his sheep.

Example 2. Is Psalm 23 a poem even though it does not rhyme? Explain.

1. It has a strong rhythm.
2. It repeats and builds ideas.
3. It uses pictures (shepherd, pastures, cup).

Answer: Yes. Hebrew poetry uses repeated ideas and pictures instead of rhyme.

PRACTICE

1.  Who wrote Psalm 23?
2.  What was David’s job as a boy?
3.  Finish the line: “The LORD is my shepherd; ...”
4.  Name two things a shepherd does for sheep.
5.  What does Hebrew poetry use instead of rhyme?
6.  Which verse do you like best? Why?

COMMON MISTAKES

- Changing “maketh” and “leadeth” to modern words when memorizing. Learn the KJV words as they are.
- Rushing the recitation. Say it slowly and clearly.

Make it a game • Verse Puzzle. Write each verse on a strip of paper. Mix them up and put them back in order.

Scripture. “The LORD is my shepherd; I shall not want.” (Psalm 23:1, KJV)

The whole psalm grows from this first line.

Practice: answers

1. David.
2. A shepherd.
3. “I shall not want.”
4. Sample: leads them, feeds them, protects them.
5. Repeated ideas (parallelism) and pictures.
6. Answers vary.

UNIT 5 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (2 pts) What is a couplet?
2. (2 pts) What is the rhyme pattern of a limerick?
3. (4 pts) Write a couplet about the rain.
4. (2 pts) How is Psalm 23 poetry if it does not rhyme?
5. (10 pts) Recite Psalm 23 (oral).

UNIT PORTFOLIO PIECE: MY POETRY PAGE

Your best couplets, your limerick with its picture and your decorated copy of Psalm 23.

- **Rhyme:** Couplets and limerick rhyme correctly.
- **Beat:** Lines have a steady rhythm.
- **Recitation:** Psalm 23 recited from memory.

Answer key

1. Two rhyming lines together.
2. AABBA.
3. Two lines that rhyme, similar beat.
4. It uses repeated ideas, pictures and rhythm.
5. All six verses from memory; small slips are fine.

DESCRIBING SIMPLY

A good writer helps the reader see, hear, smell, taste and touch. In this unit you will notice with all five senses, describe an animal with strong adjectives, walk a reader through a place and paint a picture in words so well that someone can draw it.

BEFORE YOU BEGIN

- Units 1-5; Grammar Level 1, Lesson 4.2 (Adjectives).

MASTERY CHECKLIST

- ☐ I can list details for all five senses.
- ☐ I can describe an animal from big to small.
- ☐ I can describe a place in order with place words.
- ☐ I can describe a painting so someone can draw it.

OPTIONAL BOOKS

- **The Wind in the Willows, by Kenneth Grahame:** Public domain; a wonderful family read-aloud.
- **Black Beauty, by Anna Sewell:** Public domain.

6.1 THE FIVE SENSES ★

OBJECTIVES

- Notice details with all five senses.
- List sense details at breakfast.
- Turn a list into sentences.

Warm-up. At breakfast, close your eyes for one minute. What do you hear? What do you smell? Then open your eyes and look carefully.

Video slot. Video coming. The five senses for kids. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

describe

To tell what something is like so the reader can picture it.

sense detail

A detail you see, hear, smell, taste or touch.

observe

To look and listen carefully.

CORE IDEAS

Writers are noticers. Before you can describe something, you must notice it. Good writers use all five senses, not just their eyes.

Taste and smell make it real. Most people describe only what they see. A smell or a taste puts the reader right in the room.

Lists come first. Write a list of details. Then choose the best ones and turn them into sentences.

The model. *Kenneth Grahame, The Wind in the Willows (1908), Chapter 1: the Rat's picnic basket*

"What's inside it?" asked the Mole, wriggling with curiosity.

"There's cold chicken inside it," replied the Rat briefly;

"coldtonguecoldhamcoldbeefpickledgherkinssaladfrenchrrollscresssandwichespottedmeatgingerbeerlemonadesodawater
——"

"O stop, stop," cried the Mole in ecstacies: "This is too much!"

PICTURE STUDY



Saying Grace (Le Bénédicité), Jean-Siméon Chardin, 1740 · Oil on canvas · Musée du Louvre, Paris
Wikimedia Commons · Public domain

Chardin was a French painter who loved quiet scenes of home. Here a mother is about to serve a meal, and the littlest child is saying grace first. Chardin makes us feel the warm room and smell the soup.

Look closely

- What is the mother holding?
- Find the littlest child. What is he or she doing?
- What would you hear, smell and touch in this room?

Talk about it

1. Why do you think the family prays before eating?
2. Which sense would tell you dinner is almost ready?

WRITING PROJECT: BREAKFAST IN FIVE SENSES

Write a sense chart at breakfast and turn it into a paragraph.

You will need

- Writing notebook
- Breakfast!

Steps

1. Make five columns: See, Hear, Smell, Taste, Touch.
2. At breakfast, write at least two details in each column.
3. Choose the five best details, one from each column.
4. Write five sentences about your breakfast, one for each sense.

Check your work

- Five columns with at least two details each.
- Five sentences, one for each sense.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Your five-senses breakfast chart.
2. Your five sentences.

 **Grammar link.** Grammar Level 1, Lesson 4.2 “Adjectives.” Sense words like golden, crunchy and warm are adjectives.

For families. The Rat’s run-together list is a joke: he is so excited he says it in one breath. Read it aloud fast; children love it.

WORKED EXAMPLES

Example 1. Make a sense chart for toast.

1. See: golden-brown, butter melting.
2. Hear: crunch.
3. Smell: warm bread.
4. Taste: salty butter.
5. Touch: warm, crispy edges.

Answer: Five columns filled.

Example 2. Turn “crunch” into a sentence.

1. Who crunches? I do.
2. What? My toast.

Answer: “My toast crunched loudly with every bite.”

PRACTICE

1.  Name the five senses.
2.  Give a smell word for bacon.
3.  Give a touch word for a blanket.
4.  Which senses does the Rat’s picnic list use most?
5.  Write a sentence about rain using hearing.
6.  Why do writers use more than sight?

COMMON MISTAKES

- Using only sight words.
- Writing a list but never turning it into sentences.

Make it a game • Mystery Bag. Put an object in a bag. The player describes it by touch only; others guess what it is.

Scripture. “I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well.” (Psalm 139:14, KJV)

Our senses are part of how wonderfully God made us.

Practice: answers

1. Sight, hearing, smell, taste, touch.
2. Sample: smoky, salty.
3. Sample: soft, fuzzy, warm.
4. Taste (and smell): all foods.
5. Sample: “Rain drummed on the roof.”
6. Other senses make the reader feel he is really there.

6.2 DESCRIBING AN ANIMAL

OBJECTIVES

- Use strong adjectives to describe an animal.
- Describe from big to small: shape, then color, then details.
- Write a description of an animal you can see.

Warm-up. Look at a pet, a bird outside or a picture of an animal. Say three words that describe it. Can you find three better ones?

Video slot. Video coming. Albrecht Dürer’s Young Hare: how he painted every hair. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

adjective

A word that describes a noun: soft, brown, tiny.

strong adjective

An exact describing word: “velvety” instead of “nice.”

order

Describing in a sensible order, like big to small.

CORE IDEAS

Look like an artist. In 1502, the German artist Albrecht Dürer painted a young hare so carefully that you can almost see each hair. A writer must look just as carefully.

Big to small. Start with the whole animal: its size and shape. Then its color. Then the small details: eyes, ears, whiskers, paws.

Strong adjectives. “Nice,” “good” and “pretty” are weak. “Velvety,” “glossy” and “speckled” let the reader see.

The model. *Anna Sewell, Black Beauty (1877), Chapter 1*

I was now beginning to grow handsome; my coat had grown fine and soft, and was bright black. I had one white foot and a pretty white star on my forehead.

PICTURE STUDY



Young Hare, Albrecht Dürer, 1502 · Watercolor and gouache on paper · Albertina, Vienna
Wikimedia Commons · Public domain

Albrecht Dürer was a German artist who studied nature with great care. His *Young Hare* is one of the most famous animal pictures ever made. He painted it more than five hundred years ago.

Look closely

- Look at the fur. How many colors can you find?
- Find the whiskers and the eyes.
- Is the hare moving or still?

Talk about it

1. List five adjectives for this hare.
2. If you could not see the picture, which details would help you imagine it?

WRITING PROJECT: A DESCRIBE-AND-DRAW ANIMAL

Describe an animal so well that someone can draw it.

You will need

- Writing notebook
- An animal to look at (a pet, a bird, a picture)
- Paper and pencils

Steps

1. Observe your animal. List adjectives for size, shape, color and details.
2. Write five or six sentences, from big to small.
3. Read it to a family member who has not seen the animal. They draw it from your words.
4. Compare the drawing with the animal. What did you leave out?

Check your work

- Five or six sentences.
- Big to small order.
- At least five strong adjectives.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Adjective list for your animal.
2. Your description.

 **Grammar link.** Grammar Level 1, Lesson 4.2 “Adjectives” and Lesson 4.4 “Comparing with Adjectives” (big, bigger, biggest).

For families. Black Beauty is narrated by the horse himself; the model shows a simple self-description from big (the coat) to small (one white foot, a star).

WORKED EXAMPLES

Example 1. Describe Dürer’s hare from big to small.

1. Size and shape: a small, round hare sitting still.
2. Color: brown and golden with gray tips.
3. Details: long ears, shining dark eye, white whiskers.

Answer: “A small, round hare sits very still. Its fur is brown and golden, tipped with gray. Its long ears stand straight up, and long white whiskers spring from its nose.”

Example 2. Strengthen: “The dog was nice and big.”

1. Which words are weak? Nice, big.
2. What kind of big? Huge, shaggy.

Answer: “The shaggy dog was as big as a pony.”

PRACTICE

1. **EASY** What is an adjective?
2. **EASY** Give a stronger word for “pretty.”
3. **EASY** In what order should you describe an animal?
4. **MEDIUM** Write two adjectives for a kitten’s fur.
5. **MEDIUM** Which details does Black Beauty give about himself?
6. **MEDIUM** Write one sentence describing a bird.

COMMON MISTAKES

- Jumping around: ears, then size, then tail, then color. Go big to small.
- Using weak adjectives (nice, good, pretty).

Make it a game • Twenty Adjectives. Choose an animal. Take turns giving adjectives for it. Try to reach twenty without repeating.

Scripture. “And out of the ground the LORD God formed every beast of the field, and every fowl of the air; and brought them unto Adam to see what he would call them: and whatsoever Adam called every living creature, that was the name thereof.” (Genesis 2:19, KJV)

Adam looked at the animals carefully to name them. Describing animals is an old and good work.

Practice: answers

1. A word that describes a noun.
2. Sample: lovely, graceful, bright.
3. Big to small: shape and size, color, then details.
4. Sample: soft, fluffy.
5. Bright black, fine soft coat, one white foot, a white star.
6. Sample: “A red cardinal perched on the snowy fence.”

6.3 DESCRIBING A PLACE

OBJECTIVES

- Describe a place in a sensible order: near to far, or top to bottom.
- Use place words: above, below, beside, beyond.
- Write a description of a place you know.

Warm-up. Stand at a window. Describe what is nearest to you, then a little farther, then farthest away.

Video slot. Video coming. John Constable's *The Hay Wain*: looking at a landscape painting. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

setting

Where a story happens.

spatial order

Describing a place in order: near to far, left to right or top to bottom.

place words

Words that tell where: above, below, beside, behind, beyond.

CORE IDEAS

Walk the reader through. When you describe a place, take the reader on a walk. Start near and go far, or start at the top and go down. Do not jump around.

Place words are signposts. “Beside the river,” “beyond the trees,” “above the hills” tell the reader where to look next.

Make it alive. Kenneth Grahame describes a river as if it were an animal, chasing and laughing.

The model. *Kenneth Grahame, The Wind in the Willows (1908), Chapter 1: the Mole sees the river*

Never in his life had he seen a river before—this sleek, sinuous, full-bodied animal, chasing and chuckling, gripping things with a gurgle and leaving them with a laugh, to fling itself on fresh playmates that shook themselves free, and were caught and held again.

PICTURE STUDY



The Hay Wain, John Constable, 1821 • Oil on canvas • The National Gallery, London
Wikimedia Commons • Public domain

John Constable was an English painter who loved the countryside where he grew up. He painted this scene on the River Stour in 1821. A “wain” is a wagon.

Look closely

- What is nearest to you in the painting?
- What is in the middle? What is farthest away?
- Look at the sky. What is the weather?

Talk about it

1. Describe this painting from near to far in three sentences.
2. What sounds would you hear here?

WRITING PROJECT: MY FAVORITE PLACE

Describe a place you know well, in order.

You will need

- Writing notebook

Steps

1. Choose a place: your room, the kitchen, a park, a creek, grandma's porch.
2. Draw a quick map or sketch of it.
3. Choose an order: near to far, or top to bottom.
4. Write five or six sentences, using at least three place words.
5. Add one sound or smell.

Check your work

- My description follows one order.
- I used at least three place words.
- I included a sound or smell.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Sketch of your place.
2. List of place words.
3. Your description.

 **Grammar link.** Grammar Level 1, Lesson 4.2 "Adjectives." (Place words like "above" and "beyond" are prepositions, which Grammar teaches in Unit 6.)

For families. Place words are prepositions, taught later in Grammar Level 1 (Unit 6). Here they are used, not named or graded.

WORKED EXAMPLES

Example 1. Describe The Hay Wain near to far.

1. Near: a wagon and horses splash through the shallow river.
2. Middle: a cottage beside the water; trees.
3. Far: sunny fields and a sky full of clouds.

Answer: "Near us, a hay wagon splashes through the shallow river. Beside it stands a little cottage under tall trees. Beyond them, sunny fields stretch away under a sky full of clouds."

Example 2. Put in order, top to bottom: (a) a rug on the floor, (b) a lamp on the ceiling, (c) a picture on the wall.

1. Top: ceiling lamp.
2. Middle: wall picture.
3. Bottom: floor rug.

Answer: b, c, a.

PRACTICE

1. **EASY** Name three place words.
2. **EASY** What is spatial order?
3. **EASY** What is a wain?
4. **MEDIUM** Grahame describes the river as what?
5. **MEDIUM** Describe your kitchen in two sentences, top to bottom.
6. **MEDIUM** Write a sentence with the place word “beyond.”

COMMON MISTAKES

- Jumping from far to near to the middle. Choose one order.
- Forgetting place words, so the reader is lost.

Make it a game • Where Am I? Describe a room in your house in order, without naming it. Others guess which room.

Scripture. “He sendeth the springs into the valleys, which run among the hills.” (Psalm 104:10, KJV)

This psalm describes God’s world from the mountains down to the valleys.

Practice: answers

1. Sample: above, below, beside.
2. Describing a place in order, such as near to far.
3. A wagon.
4. An animal that chases, chuckles and laughs.
5. Answers vary; must go top to bottom.
6. Sample: “Beyond the barn, the hills turned gold.”

6.4 A PICTURE IN WORDS

OBJECTIVES

- Describe a painting so clearly that a friend can draw it.
- Combine spatial order, sense details and strong adjectives.
- Play the describe-and-draw game.

Warm-up. Look at a painting for one full minute without talking. Then close your eyes and tell what you remember.

Video slot. Video coming. Vermeer’s *The Milkmaid*: looking closely at a painting. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

foreground

The front of a picture, closest to you.

background

The back of a picture, farthest away.

center

The middle of a picture.

CORE IDEAS

Put it all together. To describe a painting, use everything from this unit: an order (left to right, or front to back), strong adjectives and sense details.

Main thing first. Tell the most important thing first: “A woman is pouring milk.” Then fill in around it.

The test. If a friend can draw the painting from your words, your description worked.

The model. *A School Launch model description of Vermeer’s *The Milkmaid**

In the center, a strong young woman in a yellow jacket and a blue apron pours milk from a brown jug into a bowl. She stands beside a table covered with a blue cloth, a basket and broken pieces of crusty bread. Behind her, sunlight pours through a window on the left and falls on the plain white wall. The room is so quiet that you can almost hear the milk trickle.

PICTURE STUDY



The Milkmaid, Johannes Vermeer, c. 1657–1658 · Oil on canvas · Rijksmuseum, Amsterdam
Wikimedia Commons · Public domain

Johannes Vermeer was a Dutch painter who painted quiet rooms full of light. This painting shows a kitchen maid doing simple work with great care. Vermeer made ordinary work look beautiful.

Look closely

- What is the woman doing?
- Find the bread. How does it look?
- Where is the light coming from?

Talk about it

1. Why might a painter choose to paint someone doing ordinary work?
2. Which part of the painting is easiest to describe? Which is hardest?

WRITING PROJECT: THE DESCRIBE-AND-DRAW GAME

Describe a painting; a family member draws it without seeing it.

You will need

- Writing notebook
- A painting from this course (or a book of paintings)
- Paper and pencils for the drawer

Steps

1. Choose a painting and keep it hidden from your partner.
2. Write five or six sentences: main thing first, then in order.
3. Read it slowly. Your partner draws.
4. Show the painting. Compare. What did your words leave out?
5. Add one sentence to fix it.

Check your work

- Main thing first.
- One clear order.
- Strong adjectives and a sense detail.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Your description.
2. Glue in or sketch your partner's drawing.

 **Grammar link.** Grammar Level 1, Lessons 4.2 and 4.3 "Adjectives" and "Articles" (a, an, the).

For families. The model description was written for this course. Ecclesiastes 9:10 includes a sobering second half; read it simply as "work with all your heart."

WORKED EXAMPLES

Example 1. What does the model say first?

1. It names the main thing.
2. A young woman pours milk.

Answer: The main thing, in the center.

Example 2. Find the order in the model.

1. Center: the woman.
2. Beside: the table.
3. Behind: the window and wall.

Answer: Center, then beside, then behind (front to back).

PRACTICE

1. **EASY** What is the foreground?
2. **EASY** What should you describe first?
3. **EASY** Who painted The Milkmaid?
4. **MEDIUM** Find a sense detail in the model that is not sight.
5. **MEDIUM** Describe the Hay Wain or the Young Hare in two sentences, main thing first.
6. **MEDIUM** Why is the describe-and-draw game a good test?

COMMON MISTAKES

- Describing small details before the main thing.
- Saying what you think instead of what you see (“It is pretty”).

Make it a game • Describe-and-Draw. Play the project game again with a new painting. Switch roles.

Scripture. “Whatsoever thy hand findeth to do, do it with thy might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, whither thou goest.” (Ecclesiastes 9:10, KJV)

Vermeer’s milkmaid does simple work with care. God wants us to work wholeheartedly.

Practice: answers

1. The front of a picture.
2. The main thing.
3. Johannes Vermeer.
4. “You can almost hear the milk trickle.”
5. Answers vary.
6. It shows whether your words are clear enough to picture.

UNIT 6 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (5 pts) Name the five senses and give one sense detail for a campfire for each.
2. (2 pts) Strengthen: “The cat was nice.”
3. (3 pts) Put in near-to-far order: mountains, a fence, a barn.
4. (8 pts) Describe an animal in four sentences, big to small.

UNIT PORTFOLIO PIECE: MY DESCRIBE-AND-DRAW PAGE

Your description of a painting from Lesson 6.4 beside your partner’s drawing, plus your animal description from Lesson 6.2.

- **Order:** Main thing first, then a clear order.
- **Detail:** Strong adjectives and a sense detail.
- **Sentences:** Capitals, end marks, complete sentences.

Answer key

1. Sight, hearing, smell, taste, touch, each with a detail.
2. A strong adjective replaces “nice.”
3. Fence, barn, mountains.
4. Order, strong adjectives, complete sentences.

PERSONAL NARRATIVE: A DAY I REMEMBER

A personal narrative is a true story from your own life. With Laura Ingalls Wilder and Benjamin Franklin as guides, you will choose a day you remember, tell it in order with time-order words, write a real thank-you letter and write up your day on one page.

BEFORE YOU BEGIN

- Units 3 and 6 (story parts and sense details).

MASTERY CHECKLIST

- ☐ I can tell a true story using “I.”
- ☐ I can use time-order words.
- ☐ I can write a friendly letter with five parts.
- ☐ I can write a one-page true story that ends with what it meant.

OPTIONAL BOOKS

- **Little House in the Big Woods, by Laura Ingalls Wilder:** Read Chapter 4 (“Christmas”) aloud from a library or family copy (in copyright).

7.1 TELLING A TRUE STORY 🍷 ★

OBJECTIVES

- Explain what a personal narrative is: a true story from your own life.
- Hear how Laura Ingalls Wilder told about a Christmas from her childhood.
- Choose a day you remember to write about.

Warm-up. Tell about the best Christmas or birthday you remember. Who was there? What happened first?

Video slot. Video coming. Laura Ingalls Wilder and the Little House books: who she was. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

personal narrative

A true story about something that happened to you.

first person

Telling a story with “I” and “we.”

memory

Something you remember.

CORE IDEAS

A true story. A fable is made up. A personal narrative is true. You tell what really happened to you, using “I.”

Laura’s Christmas. Laura Ingalls Wilder grew up in a log cabin in the Big Woods of Wisconsin in the 1870s. Many years later she wrote about it in *Little House in the Big Woods* (1932). In the Christmas chapter, Laura’s aunt, uncle and cousins come through the snow; the children play in the deep snow, and on Christmas morning Laura finds mittens and a stick of candy in her stocking, and a rag doll she loves at once. (We tell this in our own words because her book is still under copyright; read the chapter aloud from a library copy.)

Small things matter. Laura did not write about a grand adventure. She wrote about a simple day with her family, with real details: the cold, the candy, the doll. Your own ordinary days are worth writing about too.

An older true story. Benjamin Franklin told a true story about a day when he was seven. Read it below. Notice how he uses “I” and tells what happened in order.

The model. *Benjamin Franklin, “The Whistle” (a letter, 1779)*

When I was a child of seven year old, my friends, on a holiday, filled my pocket with coppers. I went directly to a shop where they sold toys for children; and being charmed with the sound of a *whistle*, that I met by the way in the hands of another boy, I voluntarily offered and gave all my money for one.

PICTURE STUDY



American Homestead Winter, Currier & Ives, 1868 · Hand-colored lithograph · Library of Congress and other collections
Wikimedia Commons · Public domain

Currier & Ives was a company in New York that made inexpensive colored prints of American life. Families hung them on their walls. This one shows a farm in winter, much like the snowy world Laura remembered.

Look closely

- Find the house. Is it warm inside? How can you tell?
- Find the people and the animals.
- What season is it? What clues tell you?

Talk about it

1. What would you hear and smell at this farm on Christmas morning?
2. What true winter memory of your own does this picture remind you of?

WRITING PROJECT: MY MEMORY LIST

Make a list of days you remember and choose one to write about.

You will need

- Writing notebook

Steps

1. Write a list of six days you remember: a holiday, a trip, a first time, a day you helped someone, a day you were brave, a funny day.
2. Next to each, write who was there.
3. Circle the one you remember best.
4. Tell that day aloud to your teacher, from beginning to end.

Check your work

- Six memories listed.
- One chosen and told aloud.

WRITING NOTEBOOK

1. Copy Franklin's first sentence.
2. Your memory list.

 **Grammar link.** Grammar Level 1, Lesson 4.1 "Personal Pronouns." I, me, we and us are the words of a personal narrative.

For families. *Little House in the Big Woods* (1932) is still under copyright in the United States, so the lesson retells the Christmas chapter (Chapter 4) in its own words and does not quote it. Read the chapter aloud from your own or a library copy. Franklin's "The Whistle" is public domain; the rest of it teaches a lesson about paying too much for things, worth reading to your child.

WORKED EXAMPLES

Example 1. Is this a personal narrative? "Once upon a time a bear lived in a cave."

1. Is it true? No.
2. Does it use "I"? No.

Answer: No, it is a made-up story.

Example 2. Turn a memory into a first sentence.

1. Memory: the day we found a kitten.
2. Use "I" or "we," and tell when.

Answer: "Last spring, my brother and I found a tiny gray kitten in the woodpile."

PRACTICE

1. **EASY** What is a personal narrative?
2. **EASY** What word does a personal narrative use?
3. **EASY** Where did Laura Ingalls Wilder live as a little girl in *Little House in the Big Woods*?
4. **EASY** What did Laura love most at that Christmas?
5. **MEDIUM** How old was Franklin in his story?
6. **MEDIUM** Write a first sentence about a day you remember.

COMMON MISTAKES

- Making things up in a true story. A personal narrative must be true.
- Choosing a day you do not remember well.

Make it a game • Remember When?. Family members take turns saying "Remember when ..." and finishing with a true family memory.

Scripture. "I will remember the works of the LORD: surely I will remember thy wonders of old." (Psalm 77:11, KJV)

Remembering what God has done is good. Our true stories can show His kindness.

Practice: answers

1. A true story about something that happened to you.
2. "I" (or "we").
3. In a log cabin in the Big Woods of Wisconsin.
4. Her rag doll.
5. Seven.
6. Answers vary; must use "I" or "we."

7.2 FIRST, NEXT, THEN, LAST 🍌

OBJECTIVES

- Use time-order words to tell events in order.
- Plan a true story with four events.
- Write a paragraph with time-order words.

Warm-up. Tell how you got ready this morning. Use the words first, next, then and last.

Video slot. Video coming. Time-order (sequence) words for kids. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

time-order words

Words that show when: first, next, then, after that, finally, last.

sequence

The order in which things happen.

paragraph

A group of sentences about one idea.

CORE IDEAS

Order matters. In a true story, events should come in the order they happened. Time-order words help the reader follow along.

Do not overdo it. You do not need a time word on every sentence. Use them where the reader needs a signpost.

Try new ones. Besides first, next, then and last, try: in the morning, after lunch, a few minutes later, at last, that night.

The model. *A School Launch model personal narrative*

On my seventh birthday, my grandfather took me fishing. First, we dug worms in the garden. Next, we drove to the pond and sat on the old dock. For a long time nothing happened. Then my line jerked so hard I almost dropped the pole! At last, with Grandpa's help, I pulled in a fat bluegill. That night we ate it for supper, and it was the best fish I ever tasted.

PICTURE STUDY



Snap the Whip, Winslow Homer, 1872 · Oil on canvas · Butler Institute of American Art, Youngstown, Ohio (a smaller version is at the Metropolitan Museum of Art)
Wikimedia Commons · Public domain

Winslow Homer was an American painter. In 1872 he painted country boys playing “snap the whip” at recess outside a one-room schoolhouse. The boys at the end of the line are about to be flung off!

Look closely

- Count the boys. Which ones are falling?
- Find the schoolhouse.
- What season is it? How can you tell?

Talk about it

1. Tell what happened in this game using first, next, then and last.
2. What games do you play at recess or with friends?

WRITING PROJECT: A STORY IN FOUR STEPS

Plan and write your true story with time-order words.

You will need

- Writing notebook
- Your chosen memory from Lesson 7.1

Steps

1. Fold a page into four boxes. Label them First, Next, Then, Last.
2. Draw or write one event in each box.
3. Write a paragraph of six to eight sentences, using at least three time-order words.
4. Read it aloud. Is the order clear?

Check your work

- Four events in order.
- At least three time-order words.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. List of time-order words.
2. Your four-box plan.

 **Grammar link.** Grammar Level 1, Lesson 3.4 “Past, Present and Future.” A true story about yesterday stays in the past tense.

For families. The model was written for this course. Encourage your child to use a real memory; the time-order words will come naturally when the events are real.

WORKED EXAMPLES

Example 1. Put in order and add time words: we ate the cake; we sang “Happy Birthday”; I blew out the candles.

1. First: we sang.
2. Then: I blew out the candles.
3. Last: we ate the cake.

Answer: “First, we sang ‘Happy Birthday.’ Then I blew out the candles. Last, we ate the cake.”

Example 2. Find the time-order words in the model.

1. Read it slowly.

Answer: First, Next, For a long time, Then, At last, That night.

PRACTICE

1. **EASY** Name four time-order words.
2. **EASY** What do time-order words help the reader do?
3. **MEDIUM** Give two more time-order phrases.
4. **MEDIUM** Put in order: we planted seeds; we watered them; we dug holes.
5. **MEDIUM** Write three sentences about making a sandwich, with time words.
6. **MEDIUM** Does every sentence need a time word? Why?

COMMON MISTAKES

- Starting every sentence with “And then.”
- Telling events out of order.

Make it a game · Mixed-Up Morning. Write the steps of a morning routine on cards. Shuffle them. Race to put them in order and read them with time words.

Scripture. “To every thing there is a season, and a time to every purpose under the heaven:” (Ecclesiastes 3:1, KJV)

God orders time. Good writing tells things in their time.

Practice: answers

1. First, next, then, last.
2. Follow the events in order.
3. Sample: after lunch, a few minutes later.
4. Dug holes, planted seeds, watered them.
5. Sample: First ... Next ... Last ...
6. No; too many sound choppy. Use them as signposts.

7.3 THANK-YOU LETTERS

OBJECTIVES

- Name the five parts of a friendly letter.
- Write a real thank-you letter.
- Address an envelope.

Warm-up. Think of someone who gave you something or did something kind for you this year. How could you thank them so they remember it?

Video slot. Video coming. How to write a friendly letter, for kids. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

heading

The date, at the top right.

greeting

The hello: “Dear Grandma,”

body

The main part of the letter.

closing

The goodbye: “Love,” or “Your grandson,”

signature

Your name, signed under the closing.

CORE IDEAS

Five parts. A friendly letter has a heading (the date), a greeting, a body, a closing and a signature.

A good thank-you is specific. Do not just say “Thank you for the gift.” Say what it was and how you use it or enjoy it.

Gratitude is a Christian habit. Paul often began his letters by thanking God for his friends (Philippians 1:3). A handwritten letter is a gift in return.

The model. *A School Launch model thank-you letter*

March 3, 2027

Dear Aunt Ruth,

Thank you for the field guide to birds. I take it outside every morning. Yesterday I saw a red-winged blackbird on the fence, and I found its picture on page 112! Now I have counted eleven kinds of birds in our yard. I hope you can come in the spring and look for birds with me.

Love,
Sarah

PICTURE STUDY



Woman Writing a Letter, Gerard ter Borch, c. 1655 · Oil on panel · Mauritshuis, The Hague
Wikimedia Commons · Public domain

Gerard ter Borch was a Dutch painter who painted quiet moments at home. In his time, letters were the only way to talk to someone far away. Look how carefully this woman writes.

Look closely

- What is she writing with?
- How is she sitting? Is she hurrying?
- What else is on the table?

Talk about it

1. Who do you think she is writing to?
2. Why might a handwritten letter mean more than a quick message?

WRITING PROJECT: A REAL THANK-YOU LETTER

Write and mail a thank-you letter.

You will need

- Writing notebook
- Nice paper or a card
- An envelope and a stamp

Steps

1. Choose a person to thank.
2. Plan the body: what you are thankful for, and one specific detail about it.
3. Write a draft with all five parts.
4. Read it aloud and fix one thing.
5. Copy it neatly, address the envelope with a parent's help, and mail it.

Check your work

- Five parts in the right places.
- A specific detail.
- Mailed!
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.

WRITING NOTEBOOK

1. Label the five parts of the model letter.
2. Your draft.

 **Grammar link.** Grammar Level 1, Lesson 8.2 “Commas.” A comma follows the greeting and the closing. Lesson 8.1: capitalize names and the first word of the greeting and closing.

For families. The model letter was written for this course. Please help your child actually mail the letter; a reply is the best reward.

WORKED EXAMPLES

Example 1. Make this specific: “Thank you for the gift. I like it.”

1. What was it? A sled.
2. How did you use it? On the big hill.

Answer: “Thank you for the red sled. My sister and I raced it down the big hill five times on Saturday!”

Example 2. Put the parts in order: Love, / Dear Uncle Tom, / the date / the body / Ben

1. Heading first, then greeting, body, closing, signature.

Answer: The date; Dear Uncle Tom,; the body; Love,; Ben.

PRACTICE

1.  Name the five parts of a friendly letter.
2.  Where does the date go?
3.  Write a greeting to your grandmother.
4.  Give two closings.
5.  Why should a thank-you letter be specific?
6.  Write one specific thank-you sentence.

COMMON MISTAKES

- Forgetting the comma after the greeting and the closing.
- A thank-you that does not say what you are thankful for.

Make it a game • Letter Parts Scramble. Cut a model letter into its five parts. Race to put it back together.

Scripture. “I thank my God upon every remembrance of you,” (Philippians 1:3, KJV)

Paul thanked God for his friends in his letters.

Practice: answers

1. Heading, greeting, body, closing, signature.
2. At the top right (the heading).
3. “Dear Grandma,”
4. Sample: Love, Your friend,
5. It shows you noticed and truly enjoyed the gift or kindness.
6. Answers vary.

7.4 MY DAY, WRITTEN UP 🍌

OBJECTIVES

- Write a one-page true story about a day you remember.
- Use “I,” time-order words and sense details.
- End with what the day meant to you.

Warm-up. Read your memory list from Lesson 7.1. Tell your chosen day aloud once more, with as many details as you can.

Video slot. Video coming. Winslow Homer’s school paintings: looking at a one-room schoolhouse. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

beginning, middle, end

The three parts of every story, true or made-up.

reflection

A sentence telling what something meant to you.

CORE IDEAS

Put it all together. Your true story needs a beginning (who, where, when), a middle (what happened, in order) and an end.

Details from the senses. Add a sight, a sound or a smell so the reader is there with you.

What it meant. End with one sentence that tells why you remember this day: what you learned, how you felt, or how God was kind.

The model. *A School Launch model personal narrative, the ending*

... When we finally carried the last box into the new house, the rooms smelled of fresh paint and echoed when we talked. That night we ate pizza on the floor because the table was still in the truck. Dad prayed and thanked God for our new home. I will always remember that first supper on the floor, because it felt like the start of something good.

PICTURE STUDY



The Country School, Winslow Homer, 1871 · Oil on canvas · Saint Louis Art Museum
Wikimedia Commons · Public domain

Winslow Homer painted this one-room country school a year before *Snap the Whip*. Children of all ages learned together in one room with one teacher.

Look closely

- Find the teacher. What is she holding?
- Find the youngest child.
- What details tell you this is long ago?

Talk about it

1. Write one true sentence about a day in your own school (at home or away).
2. How is your school like this one? How is it different?

WRITING PROJECT: MY DAY, WRITTEN UP

Write your true story on one page.

You will need

- Writing notebook
- Your four-box plan from Lesson 7.2
- Clean paper

Steps

1. Write a beginning sentence: when, where and who.
2. Write the middle in order, with time-order words and at least one sense detail.
3. Write an ending sentence that tells what the day meant.
4. Read it aloud and fix one thing.
5. Make a clean copy and add a picture.

Check your work

- True, with “I.”
- Beginning, middle and end.
- Time-order words and a sense detail.
- An ending that tells what it meant.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.

WRITING NOTEBOOK

1. Your draft and your clean copy.

 **Grammar link.** Grammar Level 1, Lessons 1.1, 3.4 and 8.1. Complete sentences, past tense and capital letters.

For families. The model was written for this course. This piece goes in the Unit 8 portfolio. Help your child choose a day with a clear beginning and end.

WORKED EXAMPLES

Example 1. Write a beginning for a story about the first snow.

1. When: last December.
2. Where: our backyard.
3. Who: my brothers and I.

Answer: “Last December, my brothers and I woke up to the first snow of the year.”

Example 2. Write an ending that tells what a day meant.

1. What happened? I helped an old neighbor rake leaves.
2. What did it mean?

Answer: “I was tired, but Mrs. Hale’s smile made me glad I helped.”

PRACTICE

1. **EASY** What are the three parts of your true story?
2. **EASY** What should the beginning tell?
3. **EASY** What word will you use for yourself?
4. **MEDIUM** What is a reflection?
5. **MEDIUM** Find the sense details in the model.
6. **MEDIUM** Write your reflection sentence.

COMMON MISTAKES

- Telling everything that happened all day. Choose the important parts.
- Ending with “The end.” Tell what it meant instead.

Make it a game • Two Truths and a Tale. Tell three short “memories”: two true and one made-up. Others guess which is not true. (Then remember: a personal narrative must be all true!)

Scripture. “This is the day which the LORD hath made; we will rejoice and be glad in it.” (Psalm 118:24, KJV)

Every day is a gift from God, even ordinary ones. That is why they are worth writing about.

Practice: answers

1. Beginning, middle and end.
2. When, where and who.
3. “I.”
4. A sentence telling what the day meant.
5. Smell of fresh paint; rooms that echoed.
6. Answers vary.

UNIT 7 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (2 pts) What is a personal narrative?
2. (2 pts) Name four time-order words.
3. (5 pts) Name the five parts of a friendly letter.
4. (6 pts) Write a short thank-you note with all five parts.
5. (5 pts) Write three sentences about yesterday, in order, with time words.

UNIT PORTFOLIO PIECE: MY DAY, WRITTEN UP

Your clean copy from Lesson 7.4, and a copy or photo of your thank-you letter from Lesson 7.3.

- **True:** A real event told with “I.”
- **Order:** Beginning, middle, end, with time-order words.
- **Meaning:** The ending tells what the day meant.
- **Clean copy:** Capitals, end marks, complete sentences.

Answer key

1. A true story about something that happened to you.
2. First, next, then, last (or others).
3. Heading, greeting, body, closing, signature.
4. All five parts; a specific detail; commas after greeting and closing.
5. Order, time words, past tense.

REVIEW AND READ-ALoud

At the end of the year, a writer looks back. You will revise your best fable, make a clean copy, read it aloud at a family Fable Reading Night and gather your best work into a portfolio.

BEFORE YOU BEGIN

- Units 1-7.

MASTERY CHECKLIST

- ☐ I can revise one thing at a time with a checklist.
- ☐ I can make a neat clean copy with capitals and end marks.
- ☐ I can read my writing aloud clearly.
- ☐ I can choose my best work and say why.

OPTIONAL BOOKS

- **A folder or binder for the portfolio:** Any kind.

8.1 REVISING A FABLE ★

OBJECTIVES

- Read your writing aloud to find problems.
- Fix one thing at a time with a revision checklist.
- Revise your best fable from the year.

Warm-up. Read this sentence aloud: “the hare he ran fast and then he and then he slept.” What sounds wrong? How would you fix it?

Video slot. Video coming. Revising your writing, for kids: read it aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

revise

To make writing better by changing it.

checklist

A list of things to check, one at a time.

draft

An early version of a piece of writing.

CORE IDEAS

Good writers revise. Almost nobody writes it perfectly the first time. Revising means looking again and making it better.

Read it aloud. Your ears are a good editor. Read slowly. Where you stumble, something needs fixing.

One thing at a time. Use a checklist and look for one thing at a time: first the story, then the words, then the sentences.

The model. *A School Launch model: one sentence, revised three times*

Draft: the hare he ran fast and then he and then he slept

Fix the sentence: The hare ran fast. Then he slept.

Fix the words: The proud hare dashed ahead. Then he lay down and slept.

Add a detail: The proud hare dashed ahead, then lay down under a shady oak and fell fast asleep.

PICTURE STUDY



Titus at His Desk, Rembrandt van Rijn, 1655 · Oil on canvas · Museum Boijmans Van Beuningen, Rotterdam
Wikimedia Commons · CC BY-SA 4.0

Rembrandt painted his son Titus, then about thirteen or fourteen, sitting at his desk. Titus has stopped writing and is thinking. That is what revising looks like: stopping to think about how to make it better.

Look closely

- What is Titus holding?
- Where is he looking?
- Is he writing or thinking?

Talk about it

1. What do you think Titus is thinking about?
2. What do you do when you get stuck while writing?

WRITING PROJECT: REVISE MY BEST FABLE

Choose your best fable from this year and revise it with the checklist.

You will need

- Your writing notebook
- A colored pencil for revising

Steps

1. Choose your best fable (Unit 1, 2 or 4).
2. Read it aloud. Mark anything that sounds wrong.
3. Checklist round 1, the story: Does it have characters, a problem, an ending and a moral?
4. Round 2, the words: Change two tired words to fresh ones.
5. Round 3, the sentences: Capital, end mark, complete thought.
6. Write the revised draft.

Check your work

- I read it aloud.
- I did all three rounds.
- I wrote a revised draft.

WRITING NOTEBOOK

1. Copy the revision checklist.
2. Your revised fable.

 **Grammar link.** Grammar Level 1, Lessons 1.1 (sentences), 3.1–3.4 (verbs) and 8.1 (capitals). The checklist asks only for what Grammar Level 1 has taught.

For families. Please let the child find most problems by reading aloud before you point any out. Praise first; fix one thing at a time.

WORKED EXAMPLES

Example 1. Revise: “The fox seen the grapes. she wanted them”

1. Round 3: capital on “She”; period at the end.
2. Grammar: “seen” should be “saw.”
3. Round 2: “wanted” could be “longed for.”

Answer: “The fox saw the grapes. She longed for them.”

Example 2. Find the missing part: “A crow was thirsty. He dropped stones in a pitcher. The water rose.”

1. Characters: yes. Problem: yes. Ending: yes.
2. Moral: missing!

Answer: Add: “Necessity is the mother of invention.”

PRACTICE

1. **EASY** What does “revise” mean?
2. **EASY** Why read your writing aloud?
3. **EASY** Fix: “the tortoise won”
4. **MEDIUM** Fix: “The ant and then he worked and then he ate.”
5. **MEDIUM** Change the tired word: “The lion said loudly.”
6. **MEDIUM** Name the three rounds of the checklist.

COMMON MISTAKES

- Trying to fix everything at once.
- Thinking revising means only fixing spelling.

Make it a game • Sentence Doctor. The teacher writes a “sick” sentence. The player diagnoses one problem at a time and “cures” it.

Scripture. “Iron sharpeneth iron; so a man sharpeneth the countenance of his friend.” (Proverbs 27:17, KJV)

A friend who helps us improve our work is a gift.

Practice: answers

1. To make writing better by changing it.
2. To hear what sounds wrong.
3. “The tortoise won.”
4. Sample: “The ant worked. Then he ate.”
5. “The lion roared.”
6. The story, the words, the sentences.

8.2 CLEAN COPY

OBJECTIVES

- Make a neat final copy by hand (or by typing).
- Check capitals and end marks.
- Lay out a page with a title and margins.

Warm-up. Look at two copies of the same sentence: one messy, one neat. Which would you rather read? Why?

Video slot. Video coming. Neat handwriting tips for kids. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

clean copy

A neat final copy with no mistakes.

margin

The blank space around the edge of a page.

title

The name of a piece, centered at the top.

CORE IDEAS

A clean copy is a gift to your reader. After revising, copy your work neatly so it is easy and pleasant to read.

Capitals and end marks. Before you copy, check every sentence: a capital at the start, an end mark at the finish. Capitalize names too.

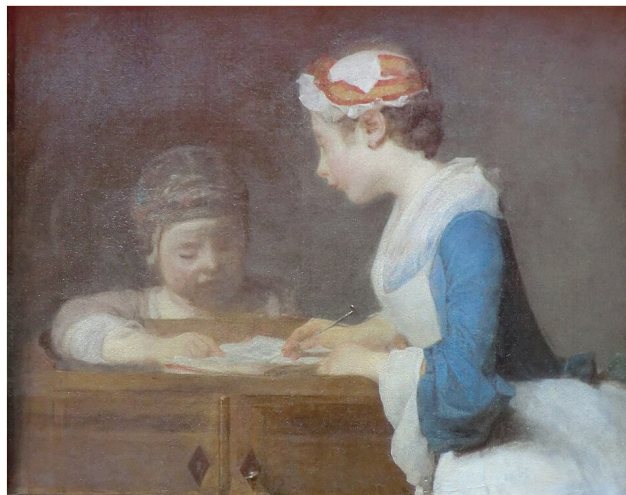
A good page. Center the title. Leave margins on all sides. Skip a line between the title and the first sentence. Indent the first line of each paragraph.

The model. *A School Launch model clean copy (opening lines)*

The Goat and the Sheep

One morning a proud goat met a gentle sheep on a narrow bridge. “Get out of my way!” bleated the goat, and he lowered his horns. The sheep did not push back. Instead, she said softly, “Let us both cross. I will step aside.”
...

PICTURE STUDY



The Young Schoolmistress, Jean-Siméon Chardin, c. 1735–1736 · Oil on canvas · National Gallery of Ireland, Dublin (Chardin painted several versions; another is in the National Gallery, London)
Wikimedia Commons · CC BY-SA 4.0

Chardin painted an older girl teaching a little one to read, pointing to each letter. Every letter matters when you are learning, and when you are making a clean copy.

Look closely

- What is the older girl pointing with?
- How does the little one look?
- Is this a busy scene or a quiet one?

Talk about it

1. Who taught you to read and write?
2. Why does careful, neat work matter?

WRITING PROJECT: MY CLEAN COPY

Make a clean copy of your revised fable from Lesson 8.1.

You will need

- Your revised draft
- Good paper (or a computer, if your family types)
- A pencil or pen

Steps

1. Check every sentence for a capital and an end mark first.
2. Center the title. Leave margins.
3. Copy slowly, one sentence at a time.
4. Check the clean copy against the draft. Fix any slips neatly.
5. Add a small picture if there is room.

Check your work

- Title centered.
- Margins and an indent.
- No missing words.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.

WRITING NOTEBOOK

1. A practice page of your neatest handwriting.
2. Your clean copy (or glue it in).

 **Grammar link.** Grammar Level 1, Lesson 8.1 “Capital Letters” and Lesson 1.2 “Four Kinds of Sentences” (end marks).

For families. Dialogue in the model uses quotation marks, but Grammar Level 1 does not teach them, so they are not graded in Grade 3. If your child uses them, wonderful.

WORKED EXAMPLES

Example 1. Fix the capitals and end marks: “one day a hare met a tortoise the hare laughed”

1. Find the sentences: “one day ... tortoise” and “the hare laughed.”
2. Capitals: One, The.
3. End marks: periods.

Answer: “One day a hare met a tortoise. The hare laughed.”

Example 2. Which title is set up correctly?

1. A: "the fox and the crow" at the left edge.
2. B: "The Fox and the Crow" centered.

Answer: B: centered, with capitals on the important words.

PRACTICE

1. **EASY** What goes at the start of every sentence?
2. **EASY** Name the three end marks.
3. **EASY** Where does the title go?
4. **MEDIUM** Fix: "did the mouse help the lion"
5. **MEDIUM** Fix: "aesop lived in greece"
6. **MEDIUM** Why copy slowly?

COMMON MISTAKES

- Copying fast and skipping words.
- Forgetting to capitalize names (Aesop, Peter, Greece).

Make it a game • Capital Hunt. The teacher writes a paragraph with no capitals. Race to circle every place a capital belongs.

Scripture. "And whatsoever ye do, do it heartily, as to the Lord, and not unto men;" (Colossians 3:23, KJV)

Even a neat copy can be done for the Lord.

Practice: answers

1. A capital letter.
2. Period, question mark, exclamation point.
3. Centered at the top.
4. "Did the mouse help the lion?"
5. "Aesop lived in Greece."
6. So you do not add new mistakes.

8.3 FABLE READING NIGHT

OBJECTIVES

- Read a fable aloud clearly to an audience.
- Practice volume, speed and expression.
- Listen well to others.

Warm-up. Say “The tortoise won the race” three ways: happy, surprised and sad. How did your voice change?

Video slot. Video coming. Tips for reading aloud: loud, slow and with feeling. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

audience

The people who listen.

expression

Using your voice to show feeling.

eye contact

Looking up at your listeners.

CORE IDEAS

Writing is meant to be heard. For most of history, people heard stories more than they read them. Reading aloud well is part of writing well.

Three keys. Loud enough for the back of the room. Slow enough to understand. With expression, so the characters come alive.

Be a good listener too. When others read, look at them, sit still and clap at the end.

The model. *Aesop*, translated by George Fyler Townsend (1867), “*The Shepherd’s Boy and the Wolf*” (shortened)

A Shepherd-boy, who watched a flock of sheep near a village, brought out the villagers three or four times by crying out, “Wolf! Wolf!” and when his neighbors came to help him, laughed at them for their pains. The Wolf, however, did truly come at last. ... **There is no believing a liar, even when he speaks the truth.**

PICTURE STUDY



The Grandfather Tells a Story, Albert Anker, 1884 · Oil on canvas · Kunstmuseum Bern, Switzerland
Wikimedia Commons · Public domain

Albert Anker was a Swiss painter who painted village life, especially children and old people. Here a grandfather tells a story and the children listen with all their attention.

Look closely

- Count the listeners.
- Who is listening most closely?
- Where are they sitting?

Talk about it

1. What story do you think he is telling?
2. What makes a good storyteller?

WRITING PROJECT: FABLE READING NIGHT

Host a family fable night and read your clean copy aloud.

You will need

- Your clean copy from Lesson 8.2
- A simple invitation
- Snacks (optional)

Steps

1. Make an invitation for your family: who, what, when and where.
2. Practice reading your fable aloud three times: loud, slow, with expression.
3. At the reading night, stand up, say the title and your name, and read.
4. Before you read the moral, let the family guess it.
5. Listen well to the other readers.

Check your work

- I practiced three times.
- I read loudly, slowly and with expression.
- I listened well to others.

WRITING NOTEBOOK

1. Your invitation (copy or photo).
2. Write two sentences about how the night went.

 **Grammar link.** Grammar Level 1, Lesson 1.2 “Four Kinds of Sentences.” Let your voice show the end mark: rise for questions, lift for exclamations.

For families. This is the outline’s “fable fair” in its full form. Keep it warm and simple. Grandparents on a video call count as an audience!

WORKED EXAMPLES

Example 1. How should the shepherd boy’s “Wolf! Wolf!” sound the first time? The last time?

1. First: a trick, almost laughing.
2. Last: truly afraid.

Answer: Same words, two different voices.

Example 2. Write an invitation.

1. Who: the Smith family.
2. What: Fable Reading Night.
3. When: Friday at 7:00.
4. Where: the living room.

Answer: “You are invited to Fable Reading Night! Friday at 7:00 in the living room. Snacks provided.”

PRACTICE

1. **EASY** Name the three keys to reading aloud.
2. **EASY** What is an audience?
3. **EASY** What is the moral of “The Shepherd’s Boy and the Wolf”?
4. **MEDIUM** Why practice before reading to an audience?
5. **MEDIUM** What should a good listener do?
6. **MEDIUM** Say the moral of your own fable with expression.

COMMON MISTAKES

- Reading with your face in the paper. Look up at the end of sentences.
- Rushing. Slow down.

Make it a game • Voice Dice. Roll a die: 1 happy, 2 sad, 3 angry, 4 whisper, 5 surprised, 6 sleepy. Read a sentence in that voice.

Scripture. “Let your speech be alway with grace, seasoned with salt, that ye may know how ye ought to answer every man.” (Colossians 4:6, KJV)

Gracious, well-chosen speech is a Christian virtue.

Practice: answers

1. Loud, slow, with expression.
2. The people who listen.
3. There is no believing a liar, even when he speaks the truth.
4. To read smoothly and with confidence.
5. Look at the reader, sit still and clap at the end.
6. Oral.

8.4 MY WRITING PORTFOLIO

OBJECTIVES

- Choose three best pieces from the year.
- Write a sentence about why each was chosen.
- Make a portfolio cover and table of contents.

Warm-up. Page through your writing notebook from the first page to the last. What has changed in your writing since the first fable?

Video slot. Video coming. Making a writing portfolio, for kids. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

portfolio

A collection of your best work.

table of contents

A list of what is in a book, in order.

growth

How much you have improved.

CORE IDEAS

Look back. A portfolio shows your best work and how you have grown. Compare your first copywork with your last clean copy.

Choose three. Choose three pieces: one fable, one creative piece (a story or a poem) and your true story.

Say why. For each piece, write one sentence about why you chose it.

Imitation works. Benjamin Franklin taught himself to write by copying and imitating good writing, just as you did this year with Aesop, Potter and Stevenson.

The model. *Benjamin Franklin, Autobiography (written 1771), on reading the Spectator*

I thought the writing excellent, and wished, if possible, to imitate it.

PICTURE STUDY



Young Student Drawing, Jean-Siméon Chardin, c. 1738 • Oil on panel • Kimbell Art Museum, Fort Worth, Texas
Wikimedia Commons • Public domain

Chardin painted a young art student copying a drawing, which is how artists learned in his day. Writers learn the same way: by copying and imitating masters.

Look closely

- What is the student doing?
- Why can we not see his face?
- What tools does he have?

Talk about it

1. How is copying a drawing like copying a fable?
2. Which writer did you learn the most from this year?

WRITING PROJECT: MY GRADE 3 WRITING PORTFOLIO

Put together your portfolio of three best pieces.

You will need

- A folder or binder
- Your clean copies from the year
- Paper and colored pencils

Steps

1. Choose three pieces: a fable, a story or poem, and your true story.
2. Make a cover: "My Writing, Grade 3," your name and the year.
3. Write a table of contents.
4. Before each piece, write one sentence: "I chose this because ..."
5. Add your very first copywork page at the back to show your growth.

Check your work

- Cover and table of contents.
- Three pieces, each with a reason.
- First page included to show growth.

WRITING NOTEBOOK

1. Write two sentences: one thing you do better now, and one thing you want to learn next year.

 **Grammar link.** Grammar Level 1, all of Level 1, Units 1–4, plus Lesson 8.1: the year's checklist.

For families. The portfolio is the best record of the year. Keep it with the Grade 4 materials; Grade 4 opens by revisiting the fable.

WORKED EXAMPLES

Example 1. Write a reason sentence for a fable.

1. What is good about it?
2. Fresh words and a clear moral.

Answer: "I chose 'The Goat and the Sheep' because the moral is clear and I used strong verbs."

Example 2. Make a table of contents.

1. List each piece and its page.

Answer: "1. The Goat and the Sheep ... page 1; 2. The Tale of Pip the Squirrel ... page 3; 3. Moving Day ... page 5."

PRACTICE

1. **EASY** What is a portfolio?
2. **EASY** How many pieces will you choose?
3. **EASY** What kinds of pieces?
4. **MEDIUM** Why include your first copywork page?
5. **MEDIUM** How did Franklin learn to write?
6. **MEDIUM** Write one reason sentence for one of your pieces.

COMMON MISTAKES

- Choosing pieces in a hurry. Look through everything first.
- Leaving out the reason sentences.

Make it a game • Gallery Walk. Lay out the portfolio pieces around the room. Family members walk through and leave a kind note beside each.

Scripture. “Being confident of this very thing, that he which hath begun a good work in you will perform it until the day of Jesus Christ:” (Philippians 1:6, KJV)

God keeps working in us. Growth in writing is one small part of His good work.

Practice: answers

1. A collection of your best work.
2. Three.
3. A fable, a story or poem, and a true story.
4. To show how much you have grown.
5. By imitating good writing he admired.
6. Answers vary.

UNIT 8 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (2 pts) What does “revise” mean?
2. (4 pts) Fix: “the fox saw grapes she could not reach them”
3. (3 pts) Name the three keys to reading aloud.
4. (6 pts) Read your fable aloud (oral).
5. (2 pts) Why do writers keep a portfolio?

UNIT PORTFOLIO PIECE: MY GRADE 3 WRITING PORTFOLIO

Cover, table of contents, three best pieces with reason sentences, and the first copywork page.

- **Complete:** All parts present.
- **Reasons:** A clear reason for each piece.
- **Clean copies:** Neat, with capitals and end marks.

Answer key

1. To make writing better by changing it.
2. “The fox saw grapes. She could not reach them.”
3. Loud, slow, with expression.
4. Clear, steady, expressive.
5. To keep their best work and see their growth.

BONUS: CONTEST LAB

Contests reward writers who read the rules, count their words and finish on time. In this optional lab you will read a rule sheet, learn to count and fit a word limit, and write an original fable for a family contest.

BEFORE YOU BEGIN

- Units 1, 2 and 4 (fables, amplify, a fable for a proverb).

MASTERY CHECKLIST

- ☐ I can turn contest rules into a checklist.
- ☐ I can count words and fit a limit.
- ☐ I can write an original 100-150-word fable.

9.1 READING A CONTEST RULE SHEET

OBJECTIVES

- Read a writing-contest rule sheet and find the key rules.
- Make a checklist from the rules.
- Understand why following the rules matters.

Warm-up. Play a game with a new rule your teacher makes up (for example, “hop only on one foot”). What happens if someone does not follow the rule?

Video slot. Video coming. What is a writing contest? A short introduction for children. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

contest

A competition where entries are judged.

rules

What every entry must do.

deadline

The last day an entry can be sent.

entry

The piece you send in.

CORE IDEAS

Rules come first. Every writing contest has rules: a topic, a length, a deadline and how to send it. An entry that breaks a rule may not even be read.

Find the five W’s. Read a rule sheet looking for: Who may enter? What must I write? How long? When is it due? Where do I send it?

Make a checklist. Turn the rules into a checklist, and check each one before you send your entry.

The model. *A sample rule sheet (made up for practice; not a real contest)*

Family Fable Fair Writing Contest

Who may enter: children in Grades 2–4.

What to write: an original fable with talking animals. End with a moral.

Length: 100 to 150 words.

Format: a title at the top. Your name and grade on the back.

Deadline: Friday, May 7.

How to enter: hand your clean copy to the judge (a parent).

PICTURE STUDY



A School for Boys and Girls, Jan Steen, c. 1670 · Oil on canvas · National Galleries of Scotland, Edinburgh
Wikimedia Commons · Public domain

Jan Steen was a Dutch painter who loved funny, messy scenes. In this schoolroom, almost no one is following the rules! The schoolmaster is busy with one pupil while chaos goes on all around.

Look closely

- How many children are doing their work?
- Find someone breaking a rule.
- Where is the teacher?

Talk about it

1. What rules would help this classroom?
2. Why do rules help everyone do good work?

WRITING PROJECT: FROM RULES TO CHECKLIST

Turn the sample rule sheet into a checklist.

You will need

- Writing notebook
- The sample rule sheet

Steps

1. Read the rule sheet aloud.
2. Underline the five W's: who, what, how long, when, where.
3. Write a checklist with one box for each rule.
4. Find two mistakes in the "broken entry" in Example 2.

Check your work

- My checklist has a box for every rule.
- I found the mistakes in the broken entry.

WRITING NOTEBOOK

1. Your contest checklist.

For families. The School Launch directory currently lists no writing contests for Grade 3 (see the outline’s judgment calls), so this lab uses a sample rule sheet and a family contest. Use the same steps when a vetted contest is added.

WORKED EXAMPLES

Example 1. Find the length rule.

1. Look for numbers and the word “words.”

Answer: 100 to 150 words.

Example 2. A broken entry: a 60-word true story about a trip, with no title. What is wrong?

1. What to write: a fable with talking animals. A true story breaks this rule.
2. Length: 60 words is too short.
3. Format: no title.

Answer: Three rules broken: not a fable, too short, no title.

PRACTICE

1. **EASY** Who may enter the sample contest?
2. **EASY** What must you write?
3. **EASY** What is the deadline?
4. **MEDIUM** Where does your name go?
5. **MEDIUM** Why might a contest want names on the back?
6. **MEDIUM** What does “original” mean?

COMMON MISTAKES

- Skimming the rules and missing one.
- Sending an old piece that does not fit the topic.

Make it a game • Rule Detective. The teacher makes three “entries,” each breaking one rule. The player finds the broken rule.

Scripture. “Know ye not that they which run in a race run all, but one receiveth the prize? So run, that ye may obtain.” (1 Corinthians 9:24, KJV)

Paul compares the Christian life to a race. Run well, and follow the rules.

Practice: answers

1. Children in Grades 2–4.
2. An original fable with talking animals and a moral.
3. Friday, May 7.
4. On the back.
5. So judges read the writing without knowing who wrote it, to be fair.
6. Your own, not copied.

9.2 COUNTING WORDS 🏆

OBJECTIVES

- Count the words in a piece of writing.
- Make a piece shorter or longer to fit a word limit.
- Decide which words to keep.

Warm-up. How many words are in “Slow but steady wins the race”? Count on your fingers.

Video slot. Video coming. How to count words in your writing. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

word count

The number of words in a piece.

word limit

The most (or fewest) words a contest allows.

condense

To make shorter while keeping the meaning.

CORE IDEAS

Every word counts. To count words, touch each word with your pencil and count. Make a small mark every ten words to keep track.

Too long? Condense. Cut extra words like “very” and “really.” Cut details that do not help the story.

Too short? Amplify. Add a sense detail or a few words of what a character said.

A model. Aesop’s “The Fox and the Grapes” in Townsend’s translation is only 56 words long, and it is still a complete fable.

The model. *Aesop, translated by George Fyler Townsend (1867), “The Fox and the Grapes” (56 words)*

A famished Fox saw some clusters of ripe black grapes hanging from a trellised vine. She resorted to all her tricks to get at them, but wearied herself in vain, for she could not reach them. At last she turned away, hiding her disappointment and saying: “The Grapes are sour, and not ripe as I thought.”

PICTURE STUDY



Winter Landscape with Skaters (detail), Hendrick Avercamp, c. 1608 · Oil on panel · Rijksmuseum, Amsterdam
Wikimedia Commons · Public domain

Hendrick Avercamp was a Dutch painter who could not hear or speak; he was known as “the Mute of Kampen.” He painted winter scenes crowded with hundreds of tiny people. It is a perfect picture for counting!

Look closely

- Count the people in one small corner.
- Find someone who has fallen down.
- Find a sled or a horse.

Talk about it

1. Write a sentence about this painting in exactly ten words.
2. Now say the same thing in five words.

WRITING PROJECT: FIT THE LIMIT

Count and adjust a fable to fit a limit.

You will need

- Writing notebook
- Your fable from Lesson 4.4 or 8.2

Steps

1. Count the words in your fable. Mark every tenth word.
2. Write the total at the top.
3. If it is over 150 words, cut extra words until it fits.
4. If it is under 100 words, add a detail or a line of dialogue.
5. Count again.

Check your work

- I counted correctly (a parent can check).
- My fable is now 100–150 words.

WRITING NOTEBOOK

1. Write your word count before and after.

 **Grammar link.** Grammar Level 1, Lesson 4.3 “Articles.” A, an and the each count as a word.

For families. The 56-word count is for Townsend’s text as printed in this lesson; other printings vary slightly.

WORKED EXAMPLES

Example 1. Count: “The proud hare fell fast asleep under a tree.”

1. The (1) proud (2) hare (3) fell (4) fast (5) asleep (6) under (7) a (8) tree (9).

Answer: 9 words.

Example 2. Condense to 6 words: “The very, very tired little tortoise just kept on slowly walking.”

1. Cut “very, very,” “little,” “just.”
2. Keep the meaning.

Answer: “The tired tortoise kept walking slowly.” (6 words)

PRACTICE

1.  How many words: “A Lion was awakened from sleep.”

2. **EASY** What does condense mean?
3. **EASY** How many words is Townsend's "The Fox and the Grapes"?
4. **MEDIUM** Which word could you cut: "The fox was really hungry"?
5. **MEDIUM** Amplify to 8 or more words: "The mouse helped."
6. **MEDIUM** Why mark every tenth word?

COMMON MISTAKES

- Counting "and" or "a" as not real words. Every word counts.
- Cutting words that change the meaning.

Make it a game · Ten-Word Story. Take turns telling a whole story in exactly ten words. Count on fingers!

Scripture. "Be not rash with thy mouth, and let not thine heart be hasty to utter any thing before God: for God is in heaven, and thou upon earth: therefore let thy words be few." (Ecclesiastes 5:2, KJV)

Few, well-chosen words are often best.

Practice: answers

1. 6.
2. To make shorter while keeping the meaning.
3. 56.
4. "really."
5. Sample: "The little mouse gnawed the ropes and helped the lion."
6. So you do not lose count.

9.3 A FABLE WRITTEN TO A SET LENGTH 🏆

OBJECTIVES

- Write an original fable of 100–150 words.
- Check the entry against the rule-sheet checklist.
- Enter the family contest.

Warm-up. Read your checklist from Lesson 9.1 aloud. Which rule will be hardest for you?

Video slot. Video coming. A fable read aloud (any short Aesop fable). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

original

Your own, new work.

judge

The person who decides which entry best meets the rules and is best written.

submit

To hand in or send an entry.

CORE IDEAS

Plan, write, count, check. Plan the four parts. Write the draft. Count the words. Check every rule.

Make it your own. Use new characters and a problem you thought of. You may use a proverb as your moral.

Win or not, you grew. A contest is a chance to do your best work by a deadline. That is a skill for life.

The model. *Aesop, translated by George Fyler Townsend (1867), “The Hare and the Tortoise” (134 words, inside the 100–150 limit)*

A Hare one day ridiculed the short feet and slow pace of the Tortoise, who replied, laughing: “Though you be swift as the wind, I will beat you in a race.” The Hare, believing her assertion to be simply impossible, assented to the proposal; and they agreed that the Fox should choose the course and fix the goal. On the day appointed for the race the two started together. The Tortoise never for a moment stopped, but went on with a slow but steady pace straight to the end of the course. The Hare, lying down by the wayside, fell fast asleep. At last waking up, and moving as fast as he could, he saw the Tortoise had reached the goal, and was comfortably dozing after her fatigue. **Slow but steady wins the race.**

PICTURE STUDY



The Crow and the Fox (Le Corbeau et le Renard), J. J. Grandville, 1838 · Wood engraving · From an edition of La Fontaine's Fables (Paris, 1838)
Wikimedia Commons · Public domain

Grandville drew animals dressed and acting like people. Here is the sly fox flattering the vain crow. You saw Oudry's picture of this fable in Unit 2; now compare.

Look closely

- Find the cheese.
- What is the fox wearing or doing that a person does?
- Which animal seems proud? Which seems sly?

Talk about it

1. How is Grandville's picture different from Oudry's?
2. Could these two star in your contest fable, with a new problem?

WRITING PROJECT: 🏆 MY CONTEST FABLE

Write and submit an original 100–150-word fable to the family contest.

You will need

- Writing notebook
- Your checklist from Lesson 9.1
- Clean paper

Steps

1. Plan: characters, problem, ending, moral.
2. Write the draft.
3. Count the words. Adjust to 100–150.
4. Revise with the Lesson 8.1 checklist.
5. Make a clean copy: title at the top, your name and grade on the back.
6. Check every box on the rule checklist, then submit it to the judge by the deadline.

Check your work

- Original fable with a moral.
- 100–150 words.
- Every rule checked.
- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.

WRITING NOTEBOOK

1. Your plan, your word count and your checklist with every box ticked.

 **Grammar link.** Grammar Level 1, Lessons 1.1, 3.1, 4.2 and 8.1: complete sentences, strong verbs, good adjectives and capitals.

For families. 🏆 There is no Grade 3 contest in the School Launch directory yet, so the “contest” is a family one. Keep this piece; it is ready to adapt if a vetted elementary contest is added.

WORKED EXAMPLES

Example 1. Plan a contest fable.

1. Characters: a boastful rooster and a quiet owl.
2. Problem: the rooster says he makes the sun rise.
3. Ending: one cloudy morning he crows and crows, but the sun stays hidden.
4. Moral: Do not take credit for what God does.

Answer: A four-part plan ready to write.

Example 2. The draft is 162 words. What should you do?

1. It is 12 words over.
2. Cut extra words and one unneeded detail.

Answer: Condense to 150 or fewer and count again.

PRACTICE

1. **EASY** What is the word limit for the sample contest?
2. **EASY** What does “original” mean?
3. **EASY** Where does your name go?
4. **MEDIUM** Is Townsend’s “Hare and the Tortoise” inside the limit?
5. **MEDIUM** Your fable is 92 words. What should you do?
6. **MEDIUM** Name the four steps: plan, ...

COMMON MISTAKES

- Forgetting to count after revising.
- Missing the deadline.

Make it a game · Judge’s Table. Family members judge the entries with the rule checklist and a simple score: rules (5), story (5), clean copy (5). Every entry gets one kind comment.

Scripture. “I have fought a good fight, I have finished my course, I have kept the faith:” (2 Timothy 4:7, KJV)

Paul finished his race faithfully. Finishing well is its own reward.

Practice: answers

1. 100 to 150 words.
2. Your own new work.
3. On the back.
4. Yes, 134 words.
5. Amplify: add a detail or a line of dialogue to reach at least 100.
6. Plan, write, count, check.

UNIT 9 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (3 pts) Name three things a rule sheet tells you.
2. (2 pts) Count the words: “Little friends may prove great friends.”
3. (3 pts) Condense: “The really very big lion roared very loudly.”
4. (12 pts) Submit your contest fable (scored with the checklist).

UNIT PORTFOLIO PIECE: MY CONTEST FABLE

Your entry with its checklist and word count.

- **Rules:** Every rule met.
- **Fable:** Original, four parts, clear moral.
- **Clean copy:** Neat; capitals and end marks.

Answer key

1. Sample: who may enter, what to write, length, deadline, how to enter.
2. 6.
3. Sample: “The huge lion roared.”
4. All rules met.