

ANSWER KEY FOR LESSON 28 OF C IS FOR COTTAGE

1. READING SELECTIONS

TO MY DAUGHTER ON HER BIRTHDAY

For many parents, the birth of a child (especially the first) is one of the most exciting and memorable of experiences. One of the most indicative proofs of this is the tears of joy that come with it, mentioned in the last line of the poem by Thomas Hood, “To My Daughter on Her Birthday.” The poet Thomas Hood (1799–1845) wrote during the late Romantic Period and early Victorian Period. Although he mostly worked as an editor of magazines, he did write poetry. One of his most famous poems is “The Song of the Shirt.”

READING QUESTIONS A

1. b
2. b
3. c
4. a
5. c
6. c
7. c
8. a
9. c
10. b

A LINNET

To aid the students in appreciating the poem, parents may show a picture of this songbird after they read it and answer the multiple choice questions. Linnets may be found in Europe and there is a bird similar to the Old World linnet and known by the same name in America. The name of the bird is related to the plant that it eats from (flax), from which *linseed* oil and the clothing material *linen* are made. After students have completed the multiple choice questions, there can be a class discussion of the poem led by the following questions.

READING QUESTIONS B

1. a
2. c
3. c
4. a
5. b

IF THE MOON

Following the philosophy of the Aristotle, scholars believed for centuries that the moon and all the celestial orbs were made of a heavenly element (called *ether*), which allowed them to keep their place in the sky. In the poem Christina Rossetti imagines the moon coming down from heaven and saying what it sees from its divine vantage point. The questions that the students will have to answer may first require a review of the poetic terms already learned, such as the following: *stanza*, *stanza form (couplet, triplet, quatrain)*, *figure of speech*, *metaphor*, *synecdoche*, and *personification*.

READING QUESTIONS C

1. b
2. c
3. c
4. a
5. c

2. POETICS: ALLITERATION

Teachers may read aloud some other alliterative lines from poetry to aid their understanding and memory of this literary term. Students can make up their own alliterative lines, like the ones below.

- Alliteration of the *s* and *sh*:
She sells seashells by the seashore.
- Sally sees seven singing seals on wagons with white wheels.
- Little Lily Langhorn spent her life lounging lazily licking lollipops and licorice.
- Can Katie and Kyle catch the katydid and crickets without killing them?

3. WRITING EXERCISE: COMPARISON

Parents should give generous time in discussing the topics so that when their children come to write their essays, they have enough to go on. It would be best to break up the assignment into parts, reminding your son or daughter exactly what he or she is to do in each part:

- *Introduction*

The first paragraph introduces the topic by giving relevant information important for the discussion. The last sentence of the introduction tells the main idea.

- *Body Paragraphs*

The three body paragraphs consist of a main idea (called a topic sentence) and detail, all of which support their main idea of the essay as a whole. In a comparison essay, the topic sentences will include three points of comparison. After writing the topic sentence for each of the body paragraphs, students will need to explain the topic sentence by first talking

about the one thing being compared, and then the other. Before switching to the second thing being compared, it is important to use a transition word, such as *however*, *unlike*, *on the other hand*, and *in contrast to*.

- *Conclusion*

A last paragraph or conclusion tells the importance of the comparison. In the example given, it was the interesting observation the people we like or are friends with can be very different.

4. PHONICS AND VOCABULARY: SILENT B

PHONICS EXERCISE A

1. b
2. c
3. c
4. b
5. a
6. a
7. b
8. b
9. c
10. c

PHONICS EXERCISE B

1. debt
2. numb
3. dolphin
4. climb
5. lambs

5. GRAMMAR AND PUNCTUATION: SUBJECT-VERB AGREEMENT

GRAMMAR EXERCISE A

1. The man behind the counter smiled at us.
2. The officer in the army died in battle.
3. At the party we saw our friends Sarah and Anna.
4. A carton of grapes was on the counter.
5. One of us went yesterday.
6. Before the dinner the musicians practiced their instruments.
7. Many of the children lost their papers.
8. The dogs inside the house barked loudly.
9. After the meeting my parents ate at a restaurant.
10. The temperature outside the house was below freezing.

GRAMMAR EXERCISE B

Before students complete the exercise, teachers should instruct students in the following.

- Find the subjects before figuring out what verb should be use.
- Subjects are never part of prepositional phrases.
- The pronouns *each*, *either*, *neither*, *one*, *everyone*, *everybody*, *no one*, *nobody*, *someone*, *somebody*, *anyone*, and *anybody* are singular:
Each of the boys *is* coming.
Everyone *knows* her.
Neither of them *cares*.

1. George with his friends (is, are) planning a trip to Africa.
2. Each of the men and women in the club (sings, sing) well!
3. Someone leaving the school grounds (has left, have left) sports equipment.
4. The pencil on his pile books (belong, belongs) not mine.
5. One of the boys in the camp (is, are) missing.
6. Polly and her sister (buys, buy) expensive clothing.
7. John instead of his sisters (is, are) coming to help.

8. (Is, Are) Uncle David, Daniel or Aunt Ruth going to stay with us while we prepare to move?
9. The wax on the floors (is, are) leaving stains on my socks.
10. (Does, Do) Sam and his sister know who did it?