

Lesson 3

1. Words to Read and Know

rosy	dew	Shepherd's weatherglass
pail	morn	bonnet
cloak	snout	pinafore

2. Reading Aloud

Exercise A

1. The smiling girl with a bonnet and a pinafore came in from her winter play with rosy cheeks.
2. Jack and Jill went up the hill to fetch a pail of water.
3. The old man woke up early in the morning, put on a frock coat and walked barefoot in the morning dew.
4. In the meadow were many daffodils, daisies and shepherd's-weatherglass.
5. Week in, week out, from morn till night,
You can hear his bellows blow.

—*Henry Wadsworth Longfellow*

6. As soon as Tim put some sort of balm on his sunburn last night, the pain went away.
7. On that summer morning we left the house at half-past eight when the dew was still on the ground.

8. I like to put almonds and date on my oatmeal in the morning.
9. John balked at eating the yolk with the white of the egg?
10. A gusty April morn
That puffed the swaying branches into smoke.
—Alfred Tennyson

Exercise B

1. There was shepherd's weather-glass growing in the English meadow.
2. Salmon swim in salt water, but lay their eggs in fresh water.
3. The church sang hymns and psalms on Sunday evening.
4. Does he have any qualms at doing his work in a half-hearted way and not completing the job?
5. The country folk returned from the fields when the dew was still on the ground and the wind was calm.
6. Her husband ate half of the salmon on his plate but rose up to caulk the tiles in his bathroom.
7. Take this piece of chalk and write the word *calf* on the blackboard.
8. On Saturday evenings, the church gave out alms to the poor city folk.
9. The salmon recipe called for almonds and egg yolk.

10. While the pigs rooted the soil with their snouts, the farmer soldered together the broken latch of the barn.

3. Reading Selections

Rosy Maiden Winifred

By Christina Rossetti

Rosy maiden Winifred,
With a milk pail on her head.
Tripping through the corn,
While the dew lies on the wheat
In the sunny morn.
Scarlet shepherd's-weatherglass
Spreads wide open at her feet
As they pass;
Cornflowers give their almond smell
While she brushes by,
And a lark sings from the sky
"All is well."



Reading Questions A

1. What does the word *maiden* mean as it is used in the poem?
 - a) old man
 - b) bucket
 - c) girl
 - d) princess

2. What does the poem say Winifred is doing?
 - a) singing
 - b) carrying milk
 - c) smelling flowers
 - d) looking at the sun
3. What does it mean that Winifred is “tripping through the corn”?
 - a) She is falling down and hurting herself.
 - b) She is walking through with a light step.
 - c) She is traveling through mud.
 - d) She is gathering wheat from the field.
4. As it is used in the poem, what does the word *lark* mean?
 - a) a maiden
 - b) a whistling noise
 - c) a cloud
 - d) a type of bird
5. Which of the following is true about the setting (time or place) of the poem?
 - a) It is in the city.
 - b) It is evening time.
 - c) It is winter.
 - d) It is on a sunny morning.

Velvets

(By a Bed of Pansies)

By Hilda Conkling

This pansy has a thinking face

Like the yellow moon.

This one has a face with white blots;

I call him the clown.

Here goes one down the grass

With a pretty look of plumpness;

She is a little girl going to school

With her hands in the pockets of her pinafore.

Her name is Sue.

I like this one, in a bonnet,

Waiting,

Her eyes are so deep!

But these on the other side,

These that wear purple and blue,

They are the Velvets,

The king with his cloak,

The queen with her gown,

The prince with his feather.

These are dark and quiet

And stay alone.

I know you, Velvets,

Color of Dark,

Like the pine-tree on the hill

When stars shine!

Reading Questions B

1. What does the poet compare the first pansy to?
 - a) a poet
 - b) the moon
 - c) a king
2. The speaker calls one pansy “the clown” in lines 3 and 4 because of ____.
 - a) its position in the grass
 - b) the way it makes her feel
 - c) its appearance
3. Who is “Sue” in line 9 of the poem?
 - a) a person who looks at flowers with the speaker
 - b) a name that the speaker has given a pansy
 - c) a school girl that the speaker knows
4. Who *really* are the “Velvets”?
 - a) flowers
 - b) a king, queen and prince that the speaker compares to a pine tree on a starry night
 - c) common people that the speaker knows
5. Which of the following is NOT true of the “Velvets”?
 - a) They are dark.
 - b) They stand separated.
 - c) The speaker does not like them as much as the pansies.

The Camel and the Pig

By P. V. Ramaswami Raju

A camel said, "Nothing like being tall! See how tall I am."

A pig who heard these words said, "Nothing like being short; see how short I am!"

The camel said, "Well, if I fail to prove the truth of what I said, I will give you my hump."

The pig said, "If I fail to prove the truth of what I have said, I will give up my snout."

"Agreed!" said the camel.

"Just so!" said the pig.

They came to a garden inclosed by a low wall without any opening. The camel stood on this side the wall, and, reaching the plants within by means of his long neck, made a breakfast of them. Then he turned jeeringly to the pig, who had been standing at the bottom of the wall, without even having a look at the good things in the garden, and said, "Now, would you be tall or short?"

Next they came to a garden inclosed by a high wall, with a wicket gate at one end. The pig entered by the gate, and, after having eaten his fill of the vegetables within, came out, laughing at the poor camel, who had had to stay outside, because he was too tall to enter the garden by the gate, and said, "Now, would you be tall or short?"

Then they thought the matter over, and came to the conclusion that the camel should keep his hump and the pig his snout, observing:

*Tall is good, where tall would do;
Of short, again, 'tis also true!*

Reading Questions B

1. When the camel says, “Nothing like being tall,” he is saying ____.
 - a) being tall is better than being short
 - b) nothing is tall as I am
 - c) being tall is not as good as it seems
 - d) you should be tall as I am
2. The hump and the snout are ____.
 - a) traits of a camel
 - b) traits of a pig
 - c) an obvious trait of a camel and an obvious trait of a pig
 - d) bad things about both camels and pigs
3. How is the camel able to eat from the garden?
 - a) He has a snout.
 - b) He has a long neck.
 - c) He has a hump.
 - d) He is short and able to get under the gate.
4. What happens at the very end of the story?
 - a) The pig has proven that he was right.
 - b) The camel has proven that he was right.
 - c) The camel and pig become best of friends.
 - d) The camel and pig have reached a common understanding.

5. Which of the following is NOT true about the last two lines of the story?
- a) It is said by both the camel and pig.
 - b) The lines have end rhyme.
 - c) It tells the theme or meaning of the story.
 - d) It is what the camel and pig believed at the beginning of the story.

4. Poetics: Mood and Imagery

In this lesson you read another poem by Christina Rossetti. The poem deals with a young woman walking through a field. The poem has a certain feeling to it, called a *mood*. The setting of a particular story or poem can often create a mood. For example, by setting a story in an old broken-down house on a dark, stormy night, a writer can create an unsettling or fearful mood. Many people get scared when they hear the thunder and lightening of a storm, especially if they're in an old, dark, and lonely house. Can you tell what mood is created by the details in Christina Rossetti's poem "Rosy Maiden Winifred"?

Imagery, too, can set the mood of a poem. The imagery of a poem is the sounds, sights, tastes, smells, and texture that writers create in the reader's mind by their words. For example, in Christina Rossetti's poem you read about cornflowers giving off an almond smell as Winifred passes by. Have you ever gone through a meadow or woods and enjoyed the sounds and smells of nature? It can be a very happy experience. Christina

Rossetti is relying on our own experiences as she tries to create a cheerful image and mood of a young woman's morning walk through a field.

Poetics Exercise A

Tell what mood is created by the imagery of the words below.

EXAMPLE. the sound of water trickling down a little waterfall while birds are singing on the trees.

Answer: a peaceful mood

1. children laughing and playing in a meadow

2. a large dog showing its teeth while barking

3. a dark and damp cave full of strange noises

4. a little boy squealing as he goes down a long slippery slide

5. a child waiting for hours in a hot and stuffy room

Poetics Exercise B (Review)

Can you tell how many syllables there are in the lines of the first stanza of Christina Rossetti’s poem? Underline the number of syllables of each of the words. The first one has been done for you.

Rosy maiden Winifred,	5	6	<u>7</u>	8
With a milk pail on her head.	5	6	7	8
Tripping through the corn,	5	6	7	8
While the dew lies on the wheat	5	6	7	8
In the sunny morn.	5	6	7	8

5. Phonics and Vocabulary: Silent l

salmon	calf	caulk	palm
half	chalk	psalm	almond
calm	yolk	folk	solder

Challenge Words

alms	psalmist	beanstalk	embalmed
qualm	balm	balk	half-hearted

Phonics Exercise A

Circle the meaning of the word printed in italics.

1. The wealthy man gave *alms* to the beggar.
 - a) mean looks
 - b) money or goods given to those in need
 - c) clothes

2. King David of Ancient Israel was a musician and a *psalmist*.
 - a) ruler
 - b) a writer of religious songs
 - c) husband

3. You cannot be *half-hearted* in doing this hard job.
 - a) lazy
 - b) ill from not eating
 - c) without much enthusiasm

4. The farmer cut down the *beanstalks*.
 - a) stems of the bean plant
 - b) wheat
 - c) trees growing on farmland

5. It was sad that Sammy did not feel any *qualms* after saying such mean things to his good friend.
 - a) worries
 - b) guilty feelings
 - c) goodness

6. The Ancient Egyptians *embalmed* their kings after their death.
 - a) paid honor to
 - b) buried
 - c) prepared a body so that it does not decay
7. His words were like a *balm* to Sarah's hurt feelings.
 - a) medicine that lessens the pain
 - b) saying good things to someone
 - c) something to eat
8. The fisherman caught a barrel load of *salmon*.
 - a) fish
 - b) crabs
 - c) shoe
9. Why did Tim, who is not working, *balk at* such a good job offer?
 - a) criticize
 - b) accept
 - c) turn down
10. The *calf* was in the stall with its mother.
 - a) a male pig
 - b) young cow or other animal
 - c) a young female horse

Phonics Exercise B

Circle the word that fits the sentence, then write it below.

1. The stream was full of freshwater ____.

salmon calf caulk

2. The farmer led the baby ____ into the barn for the night.

calm calf half

3. His mother put a little ____ on his bloody cut.

balm half caulk

4. The sailors had to ____ the ship to stop the leak.

salmon half caulk

5. We thought that fifty people would come, but only ____ were able to.

balm half caulk

6. Grammar and Punctuation: Apostrophes (2)

You have learned that “father’s cottage” means “the cottage belonging to her father.” In addition to meaning “belonging to,” an apostrophe can also mean “of the.” Thus, “the pencil’s eraser” can be written “the eraser of the pencil.” Do not use the apostrophe to make plurals.

INCORRECT

Tim watched the dog’s playing.

CORRECT

Tim watched the dogs playing.

Grammar Exercise A

Write out the underlined parts using apostrophes.

EXAMPLE. The wood of the boat was rotten.

Answer: The boat’s wood

1. Sam helped the friend of Tom.

2. The leash of the dog broke.

3. The roof of the house needs to be repaired.

4. The band of the watch was a dark brown leather.

5. The windshield of the car had a tiny crack in it.

6. The scarf of the woman was very colorful.

7. At the start of the game we were losing.

8. Did you see the filthy hands of that child?

9. Do not break off the leaves of that flower.

10. We watched the kite of the girl disappear into the sky.

Grammar Exercise B

Circle “C” if the sentence uses apostrophes correctly and “I” if it does not.

1. C or I We rushed in to save the old woman’s cats.
2. C or I The cat’s in the yard were meowing.
3. C or I The roof’s of several houses in the neighborhood needed repair.
4. C or I Jimmys pocketknife was lying on the table.
5. C or I Did you eat the pear’s that I left on the kitchen counter?
6. C or I The porcelain bowl’s had broken.
7. C or I How many hat’s did she knit last winter?
8. C or I I have to give Mr. Wilson’s son a message from his friend.
9. C or I The floors shine had disappeared.
10. C or I Did you say you put a leash on Pietra’s dog?

Poems to Memorize

Afternoon on a Hill

By Edna St. Vincent Millay

- I will be the gladdest thing
Under the sun!
I will touch a hundred flowers
And not pick one.

- I will look at cliffs and clouds
With quiet eyes,
Watch the wind bow down the grass,
And the grass rise.

- And when lights begin to show
Up from the town,
I will mark which must be mine,
And then start down!