

## LESSON 23

### MY SHADOW

#### READING QUESTIONS A

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

### THE DEACON'S GRASSHOPPER

#### READING QUESTIONS B

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

#### 1. LITERARY TERMS

Teachers most likely will have to review this section for a few days before students complete the exercises.

syllable

*Definition:* the beat of a word.

*Example:* The word spa-ghet-ti has three syllables.

*Exercise:* Students may try to guess how many syllables are in the following words: *lake* (1), *arranging* (3), *important* (3), *sky* (1), *dictionary* (4), *jelly* (2), *participation* (5). To encourage good spelling habits, teachers should have students spell words syllable by syllable rather than the whole word at once.

fable

*Definition:* a fictional story with animals or inanimate objects, such as the sun and moon, as characters. Fables usually have a lesson, or moral, at the conclusion.

*Example:* The Fox and the Grapes

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

mood

*Definition:* the feelings created by a story

imagery

*Definition:* the sensory impressions made by the words in a poem—sight, sound, smell, taste and touch

*Example:* Teachers should read the first stanza of Wordsworth’s “Written in March” and ask “Where is the imagery? What does the poet make you see and hear?”

WRITTEN IN MARCH

BY WILLIAM WORDSWORTH

The Cock is crowing,  
The stream is flowing,  
The small birds twitter,  
The lake doth glitter,  
The green field sleeps in the sun;  
The oldest and youngest  
Are at work with the strongest;  
The cattle are grazing,  
Their heads never raising;  
There are forty feeding like one!

iambic

*Definition:* a soft–loud rhythmic pattern

*Example:* An *iambic foot* is made up of two syllables, the first soft, indicated by a breve ( ˇ ) loud, and the second loud, indicated by a slash mark ( / ). Teachers should read aloud the first three lines of Emily Dickinson’s poem “Spider,” clapping out the soft–loud rhythm.

SPIDER (EXCERPT)

BY EMILY DICKINSON

˘ / ˘ / ˘ /

A spider sewed at night,

˘ / ˘ /

Without a light

˘ / ˘ / ˘ /

Upon an arch of white

metaphor

*Definition:* a comparison without using like or as

*Example:* The salesman was a sly fox. The salesman in the sentence is being compared to a fox in his his slyness. The comparison is called a simile.

simile

*Definition:* a comparison using *like* or *as*.

*Example:* My aunt said, “That boy has no table manners: he eats like a piggy.” The word *piggy* is a metaphor, which compares a boy to a pig in the way he eats.

irony

*Definition:* a word used to identify a situation in which something happens opposite to what is intended or expected. *Example:* The fire station caught on fire.

trochaic

*Definition:* a loud–soft rhythmic pattern

*Example:* A *trochaic foot* is made up of two syllables, the first loud, indicated by a slash mark ( / ) and the second soft, indicated by a breve ( ˘ ). Teachers should read aloud the first four lines of John Greenleaf Whittier’s poem “Barefoot Boy,” clapping out the loud–soft rhythm.

/ ˘ / ˘ / ˘ /

Oh for boyhood’s time of June,

/ ˘ / ˘ / ˘ /

Crowding years in one brief moon,

/ ˘ / ˘ / ˘ /

When all things I heard or saw

/ ˘ / ˘ / ˘ /

Me, their master, waited for.

prose

*Definition:* regular writing, as distinguished from poetry. Novels, short stories, sermons, and newspaper articles are written in prose.

quatrain

*Definition:* a four-line stanza

setting

*Definition:* the time and place a story happens

synecdoche

*Definition:* a figure of speech in which a part represents a whole or a whole represents a part

*Example:* When Bobby saw the car, he said, "That's a nice set of wheels!" In this sentence, part of the car is used to mean the whole car.

plot

*Definition:* what happens in a story

theme

*Definition:* what an author is trying to say in a story

personification

*Definition:* giving human characteristics to non-human things

*Example:* In the following stanza from Emily Dickinson's "In the Garden," a bird's eyes are being compared to beads in a simile. The poet uses personification, calling them *frightened* beads.

IN THE GARDEN

BY EMILY DICKINSON

He glanced with rapid eyes

That hurried all abroad,—

They looked like frightened beads, I thought;

He stirred his velvet head

pentameter

*Definition:* a line of poetry that has five rhythmic patterns (called *feet*)

*Example:*

~ / ~ / ~ / ~ / ~ /  
Awake at night; the moonlight shone as day.

metonymy

*Definition:* a figure of speech in which something which is related to another thing is used for that thing.

*Example:* The Crown (the king) made a decree. In this sentence, something associated with a king, his crown, is used for the king himself.

allusion

*Definition:* an indirect reference

*Example:* An example of the literary device of allusion is found in Lesson 16 of the first volume.

assonance

*Definition:* an imperfect rhyme in which the stressed vowels are the same but the sounds that follow do not

*Example: take, rain.* These two words have the same stressed vowel sounds, but the sounds following them are not the same. Teachers may quiz the students by reading the following ten pairs of words and asking whether or not they have assonance.

1. time, stem (no assonance)
2. lick, pit (assonance)
3. same, pen (no assonance)
4. poor, rare (no assonance)
5. look, foot (assonance)
6. lawn, raw (assonance)
7. people, keeper (assonance)
8. finder, binding (assonance)
9. needle, seedlings (assonance)
10. last, pest (no assonance)

LITERARY EXERCISE A (REVIEW)

1. h
2. i (There is a mistake in the textbook: “~~n~~ot the same”)
3. g
4. a
5. b
6. d
7. e
8. c
9. f
10. j

LITERARY EXERCISE B (REVIEW)

1. a
2. j
3. i
4. h
5. g
6. f
7. e
8. b

9. d

10.c

## 2. PHONICS AND VOCABULARY: WR

### PHONICS EXERCISE A

1. a

2. c

3. b

4. a

5. a

6. c

7. b

8. a

9. b

10.a

### PHONICS EXERCISE B

1. wrong

2. wrist

3. shipwright

4. write

5. wreck

### DICTION

Teachers should review the following before beginning the dictation: 1) *wr* words 2) *ui* words 3) titles (See Lesson 6.)

### EXERCISE A

1. Who wrote the poem "Afternoon on a Hill"?

2. "Do you hear the wrens?" Tim asked.

3. He just read the book Juicy Fruit by that writer he likes.

4. "Don't wriggle in your seat," Mother said.

5. Sally likes the poem "In the Garden."

### EXERCISE B

1. We wrapped Frost's book A Boy's Will for Tim.

2. A Tale of Two Cities was the wrong book.

3. The fruit was bruised.

4. Tim said, "Don't wrangle about the suitcase!"

5. "Written in March" is a poem about spring.

GRAMMAR EXERCISE A

1. Y
2. N
3. Y
4. Y
5. Y
6. Y
7. N
8. Y
9. N
10. Y

GRAMMAR EXERCISE B

Answers to this exercise will vary. Any answer that makes sense is correct.

1. next to
2. near
3. with
4. in
5. on