

B IS FOR BEAR LESSON 33 ANSWER KEY

PHONICS EXERCISE

1. village
2. package
3. carriage
4. rummage
5. precious
6. delicious
7. ferocious
8. grass
9. mess
10. progress

2. READING SELECTIONS

THE PASTURE BY ROBERT FROST

To understand this poem better, the reader must know that “The Pasture” was included as an introduction to a book of poems titled *North of Boston*. Although the poem seems to be inviting the reader to participate in common farming tasks, such as going to pasture spring to clean it, and fetching a calf, it is really invitation for the reader to commune with the poet through poetry. The poem, then, is a metaphor comparing the sublimity of art and poetry to the earthiness of daily life. To encourage a better appreciation of the poem’s power and meaning, parents may ask the following questions after the student has answered the reading comprehension questions.

1. What question is the speaker of the poem asking the reader?
The speaker is asking the reader to join with him in what he is about to do.
2. Do you think that what the speaker is asking the reader to do sounds pleasant or enjoyable?
Answers to this question may vary, but it is clear that Frost intends to sound enticing. He says that it will not take long, and his friendly, casual tone is coaxing: “You come too.”
3. Often poets talk about one thing, when they really mean something else. It seems that the speaker of this poem is asking the reader to do farm work with him, but most likely the poem is suggesting some other activity. What do you think the speaker is really inviting the reader to do with him?
Because the question appears in a poem, it may indeed be an invitation to enjoy poetry. The poet indeed may be expressing his desire to share his ideas and images of beauty with the reader. Parents should encourage their children to think of activities that they enjoy, and then ask whether or not they ever wanted others to participate in the fun.

READING QUESTIONS A

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

DAWN BY EMILY DICKINSON

After answering the multiple choice questions, enter into a discussion of the poem “Dawn” by asking the students if they have been ever afraid of the night. If so, what are they afraid of—is it imaginary or real?

READING QUESTIONS B

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

READING QUESTIONS C

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

3. LITERARY WORDS: IDENTITY, EYE RHYME, AND ASSONANCE

LITERARY WORDS EXERCISE

In Robert Frost’s poem “The Pasture,” the word *too* appears twice—at the end of lines 4 and 8 —, forming an identity (an imperfect rhyme), while the following two pairs of words rhyme: *may* and *away*; *young* and *tongue*. In Emily Dickinson’s poem “Dawn,” there is consonance with the words *near* and *hair* and *care* and *hour*. In the poem “Hate and Love,” the following pairs of words rhyme: *me* and *enmity*; *be* and *me*.

GRAMMAR EXERCISE A

1. (There, Their, They’re) sleeping in a tent on the camp grounds.
2. Your grandmother wants to see you tonight. Will you be going over (there, their, they’re) for dinner?

3. (There, Their, They're) are not enough dishes for all of our guests.
4. I really like these gloves; (there, their, they're) so warm!
5. (There, Their, They're) was a lot of traffic coming home yesterday.

GRAMMAR EXERCISE B

1. I ate (to, two, too) many jelly beans!
2. At (to, two, too) o'clock I have to leave to take a plane (to, two, too) New York.
3. (To, Two, Too) men showed up at our door selling books.
4. He changed his clothing (to, two, too) go swimming in the lake.
5. Greg has (to, two, too) drive his younger brother (to, two, too) his music lesson.

GRAMMAR EXERCISE C

1. (Its, It's) his hat, not mine.
2. The goose and (its, it's) young were walking slowly across the road.
3. I think (its, it's) time to go.
4. The company lost (its, it's) president and (its, it's) workers took over the business.
5. I wonder if (its, it's) a good idea to go.

GRAMMAR EXERCISE D

1. Our family drank tea in (there, their, they're) backyard.
2. The jar and (its, it's) lid are missing.
3. The oak tree lost (its, it's) leaves early this fall.
4. She worried (to, two, too) much about her vegetable garden.
5. We wanted to take the rabbit, but Tim's mother said that it would shed (its, it's) fur in (there, their, they're) house.
6. (There, Their, They're) are (to, two, too) more days until my birthday.
7. Jean and Joan are my good friends, but (there, their, they're) not going to be in my class next year.
8. Let Jimmy come (to, two, too) the party (to, two, too).
9. (There, Their, They're) driving (to, two, too) the zoo this coming Tuesday.
10. (Its, It's) kind of Jim's (to, two, too) friends to go over (there, their, they're) and offer (there, their, they're) help.