

## Lesson 10



# THE FARMER AND THE STORK

from THE AESOP FOR CHILDREN by Milo Winter

A Stork of a very simple and trusting nature had been asked by a gay party of Cranes to visit a field that had been newly planted. But the party ended dismally with all the birds entangled in the meshes of the Farmer's net.

The Stork begged the Farmer to spare him.

"Please let me go," he pleaded. "I belong to the Stork family who you know are honest and birds of good character. Besides, I did not know the Cranes were going to steal."

"You may be a very good bird," answered the Farmer, "but I caught you with the thieving Cranes and you will have to share the same punishment with them."

*You are judged by the company you keep.*



## Lesson 10.1

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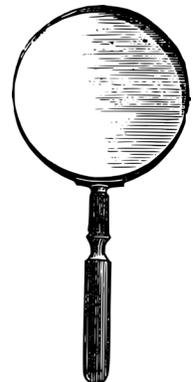
### Prose & Poetry

A LOOK AT LITERARY ELEMENTS IN THE FABLE

1

**Read the fable.**

- ◆ Listen carefully as your teacher reads "The Farmer and the Stork."
- ◆ Tell the meaning of these words: *dismally*, *entangled*, *meshes*, *spare*, *character*, *thieving*.



## 2 Talk About the fable.

- ◆ Who are the main **characters** in this fable?
- ◆ What is the main **conflict** or problem for these characters? What do the characters say or think?
- ◆ How is the conflict **resolved**?

## 3 Think About the fable's message.

- ◆ What is the **moral** of the fable?
- ◆ Discuss this alternate version of the moral with your teacher:

*Birds of a feather flock together.*

## 4 Delight in the fable.

- ◆ What do you like best about this fable?
- ◆ Read the fable to your teacher. Read with expression and pause at punctuation marks.

## 5 Connect the thoughts.

- ◆ Have you or someone you know ever been judged by the company you keep? Tell the story.
- ◆ A **proverb** or a **maxim** is a short, clever statement that expresses a general truth or a rule of conduct. In the Bible, King Solomon addresses the importance of choosing companions wisely:

He that walketh with wise men shall be wise: but a companion of fools  
shall be destroyed. ~ Proverbs 13:20

- ◆ Copy Proverbs 13:20 into your copybook.

# Language Logic



## GRAMMAR TERMS & DEFINITIONS

Review your grammar flashcards following the daily review system.

## THE VERB, PART 1

**Verb**

shows action, being, or state

An action verb in a sentence will tell what the subject of the sentence is doing. The action can be physical or mental:

*I run. I sing. I race. I play. I beg. I ride. I think. I love. I believe. I guess.*

Verbs can also show being or state:

*I am a girl. I am your friend. I was ill. I sleep. I stand. I suffer.*



Double underline the verb in each sentence below.

1. The Stork and the Cranes visited the field.
2. The party ended dismally.
3. The net entangled the birds.
4. The Stork begged the farmer.
5. I am a Stork.
6. Storks are honest birds of good character.
7. I caught you with the Cranes.



Discuss with your teacher whether each verb you marked shows action, being, or state.



Add the Verb flashcard behind the Daily tab in your review system box. Move everything else back one tab.

# Classical Composition

## FABLE OUTLINE

- ☉ In your Writer's Journal, write a short outline to capture the **plot** (sequence of actions) of this fable. For each action in the story, write a few words or phrases.
- ☉ Narrate the fable to your teacher. Use your outline if needed.



## Lesson 10.2

# Language Logic



## GRAMMAR TERMS & DEFINITIONS

Review your grammar flashcards following the daily review system.

## WEALTH OF WORDS

- ☉ Analyze these words from the fable.

A. WORD

B. SPELLING/PHONICS ANALYSIS

C. RELATED WORDS

simple		
field		
spare		
thieving		

A. WORD	B. SPELLING/PHONICS ANALYSIS	C. RELATED WORDS
judged		
company		

**A** Read the word aloud. Locate it in the selection.

**B** **Spelling/Phonics Analysis** - divide the words into syllables and analyze them.

**C** In the **Related Words** column, write words that are related to the spelling word as follows:

simple	Write another word that ends with a silent <b>e</b> so that every syllable in the word has a written vowel
field	Write another word that uses the <b>ie</b> phonogram to say /ē/
spare	Write another word that ends with a silent <b>e</b> to make the vowel say its name
thieving	Write the base word for <i>thieving</i>
judged	Write another word that uses the phonogram <b>dge</b>
company	Write the plural form of <i>company</i>

The phonogram **ie** usually says /ē/, as we see in both of this week's spelling words with this phonogram. Remember this helpful rule: Use **i** before **e**, except after **c**, or when it says /ā/ as in neighbor. There are a few exceptions to this rule.

Let's look at some more words that use the phonogram **ie**. Write a word that uses the **ie** phonogram for each of the definitions below.

\_\_\_\_\_ A piece of armor usually worn on the left arm

\_\_\_\_\_ Deep sorrow over loss or affliction

\_\_\_\_\_ A portion or part of a whole

\_\_\_\_\_ An implement for straining liquids

\_\_\_\_\_ Lasting a short time; of short duration

\_\_\_\_\_ Wild, savage, or hostile

\_\_\_\_\_ A chum or comrade

\_\_\_\_\_ The daughter of your sister or brother

D Write the spelling words in **Alphabetical Order** below.

1.	4.
<hr/>	
2.	5.
<hr/>	
3.	6.
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## Classical Composition

### FABLE

Rewrite the fable in your own words, using only the outline you made in Lesson 10.1 to remember the story sequence. You will have time to finish your retelling in Lesson 10.3 if you are not able to complete it all now.

- ☉ Write your retelling in your Writer's Journal. Remember to leave two blank lines between every line you write.
- ☉ Include dialogue in your retelling.



### Lesson 10.3

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## Copybook

### FABLE

- ☉ Set your timer for five minutes, and begin copying at the beginning of "The Farmer and the Stork." Stop working when the



timer signals. If you would like to finish a sentence or phrase, you may.

- 🌿 When you are done check your work carefully, word by word, against the original fable. Check spelling, capitalization, and punctuation for accuracy.

## Language Logic



### GRAMMAR TERMS & DEFINITIONS

Review your grammar flashcards following the daily review system.

### THE VERB, PART 2

Often, two verbs will work together in a sentence to form a **verb phrase** that shows action, being, or state. A **helping verb** will be paired with a main verb. Memorize the list of helping verbs so that you can easily recognize them.

### Helping Verbs

Forms of be: *am, is, are, were, was, be, being, been*

3 D's: *do, does, did*

3 H's: *have, has, had*

3 M's: *may, might, must*

3 doubles: *can-could, shall-should, will-would*

- 🌿 Add the Helping Verbs flashcard behind the Daily tab in your review system box.
- 🌿 Double underline the verb phrases in each of the following sentences (the main verb plus its helping verb).

1. The Stork and the Cranes were visiting the field.
2. The party did end dismally.

3. The net had entangled the birds.
4. The Stork was begging the farmer.
5. I have caught you with the Cranes.
6. You will share the punishment of the Cranes.
7. You are judged by the company you keep.

## Classical Composition

### EDITOR'S PEN: BIG PICTURE



If you have not completed your retelling, complete it now.



Read your fable retelling with your teacher, then use the checklist below for your first edit.  
Note any changes you need to make.

- ✓ Did you include all important actions and details?
- ✓ Is the sequence of actions the same as the original?
- ✓ Did you include a heading, properly formatted?

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### Lesson 10.4

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## Copybook

### FABLE



Continue copying the original fable where you left off in Lesson 10.3. Copy for five minutes by the timer, and stop when it sounds.



When you are done check your work carefully, word by word, against the original fable. Check spelling, capitalization, and punctuation for accuracy.



# Language Logic



## GRAMMAR TERMS & DEFINITIONS

Review your grammar flashcards following the daily review system.

## SUBJECTS & PREDICATES

### Subject

tells who or what the sentence is about

### Predicate

tells what the subject is or does

🌿 Add the Subject and Predicate flashcards behind the Daily tab in your review system box.

Study these sentences.

The Ant stored up food. The Grasshopper played his fiddle.

In the first sentence, the subject *Ant* tells who the sentence is about. The predicate *stored up food* tells what the subject (Ant) did. In the second sentence, the subject *Grasshopper* tells who the sentence is about. The predicate *played his fiddle* tells what the subject (Grasshopper) did.

🌿 In these sentences, draw a vertical line between the subject and the predicate of each sentence. Then single underline the noun in the subject, and double underline the verb or verb phrase in the predicate.

Example: The Stork | visited the field.

1. The Cranes invited the simple Stork.

2. The field had been planted.
3. The party ended dismally.
4. The net had entangled the birds.
5. The Stork was begging the farmer.
6. The Stork may be a fine bird.
7. The Farmer had caught the Stork with the Cranes.
8. The Stork will share the punishment of the Cranes.
9. People are judged by the company they keep.
10. Aesop's fables teach helpful morals.

## Eloquent Expression

### SENTENCE MAKING



Use as many of the spelling words from Lesson 10.2 as you can to write one interrogative sentence and one imperative sentence.

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## Classical Composition

### EDITOR'S PEN: FINE FOCUS

 Read your fable retelling with your teacher once more. Edit it further, using the checklist below. New items on the checklist are noted in bold type. Note any changes you need to make.

- ✓ Did you add dialogue? Did you properly punctuate direct quotations?
- ✓ Should you change one of your dialogue tags to add extra emphasis? Remember you can do this either by using a synonym for said, or by adding some action or description.
- ✓ **Should you vary any of the repeated nouns in your retelling? Are there any nouns you can make more descriptive?**
- ✓ Should you change one of your sentences from declarative to a different classification?
- ✓ Does each of your sentences begin with a capital letter, end with end punctuation, and express a complete thought?
- ✓ Did you spell each word correctly?
- ✓ Are there any other changes you would like to make?

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### Lesson 10.5

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## Copybook

### FABLE

 Continue copying the original fable where you left off in Lesson 10.4. Copy for five minutes by the timer, and stop when it sounds.

 When you are done check your work carefully, word by word, against the original fable. Check spelling, capitalization, and punctuation for accuracy.



# Language Logic



## GRAMMAR TERMS & DEFINITIONS

Review your grammar flashcards following the daily review system.

# Classical Composition

## FABLE CLEAN COPY



Copy your retelling onto a clean sheet of notebook paper. Include all of the changes you made in Lesson 10.4.

## Lesson 10 Practice & Review

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# Copybook

## FROM YOUR READING

Find selections in a book or poem to add to your copybook. Include the name of the book or poem, properly formatted. Label the item with the grammar feature or figure of speech. Aim for a minimum of three copybook additions, with at least one from each category. The required items for this lesson are noted in bold.



### Grammar Feature

- ♦ A sentence that has an interesting or descriptive noun
- ♦ **An interesting dialogue tag (add to your Dialogue Tags list)**
- ♦ A declarative, interrogative, exclamatory, or imperative sentence



### Figure of Speech

- ♦ **A simile** (look for the words *like*, *as*, or *than*, but make sure it follows the two rules for a simile - see Lesson 9.2)

# Language Logic

## DICTIONATION: FABLE

- ◉ Write the selection from your teacher's dictation in your Writer's Journal. Write neatly and include proper capitalization and end punctuation.
- ◉ When you are done, check your work carefully, word by word, against the original. Check for accurate spelling, capitalization, and punctuation.



## WORDS & SENTENCES

- ◉ Identify following in the fable "The Farmer and the Stork":
  - ♦ classification of each sentence in the fable with your teacher.
  - ♦ any quotations in the fable; for each, note the dialogue tag and its position.
- ◉ Put a box around every noun in the fable below. Above each noun, write C if the noun is a common noun, and P if it is a proper noun. Discuss with your teacher whether each noun names a person, place, thing, or idea.

A Stork of a very simple and trusting nature had been asked by a gay party of Cranes to visit a field that had been newly planted. But the party ended dismally with all the birds entangled in the meshes of the Farmer's net.

The Stork begged the Farmer to spare him.

"Please let me go," he pleaded. "I belong to the Stork family who you know are honest and birds of good character. Besides, I did not know the Cranes were going to steal."

“You may be a very good bird,” answered the Farmer, “but I caught you with the thieving Cranes and you will have to share the same punishment with them.”

## Eloquent Expression

### SENTENCE MAKING



Write the sentence below as each of the other classifications.

The Stork begged the farmer to spare him.

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