

Lesson 11



# THE SUN'S TRAVELS

The sun is not a-bed, when I  
At night upon my pillow lie;  
Still round the earth his way he takes,  
And morning after morning makes.

While here at home, in shining day,  
We round the sunny garden play,  
Each little Indian sleepy-head  
Is being kissed and put to bed.

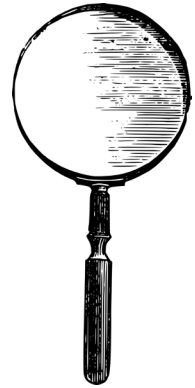
And when at eve I rise from tea,  
Day dawns beyond the Atlantic Sea;  
And all the children in the west  
Are getting up and being dressed.

~Robert Louis Stevenson



## Lesson 11.1

## Prose &amp; Poetry



## A LOOK AT LITERARY ELEMENTS IN THE POEM

- 1 **Read** the poem.
  - ♦ Tell the meaning of these words: *way, Indian (from India!), dawns, Atlantic Sea, the west*
- 2 **Talk About** the poem.
  - ♦ Does this poem tell a story? If so, talk about the **characters, conflict,** and **resolution.**
  - ♦ Does this poem describe something? If so, what?
  - ♦ When you listen to the poem, does it make you see anything? hear anything? smell anything? feel (touch) anything? taste anything?
  - ♦ Is there anything in the poem that is compared with something else?
- 3 **Delight** in the poem.
  - ♦ What do you like best about this poem?
  - ♦ Read the poem to your teacher. Read with expression and proper pauses.
- 4 **Connect** the thoughts.
  - ♦ Does this poem remind you of anything you have seen before? heard before? felt before? If so, tell about it.
- 5 **Memorize and Recite** the poem.
  - ♦ Memorize this poem. Recite it before an audience.

## Language Logic



## GRAMMAR TERMS &amp; DEFINITIONS

Review your grammar flashcards following the daily review system.

# Classical Composition

## TYPING PRACTICE


 Type your fable retelling from Lesson 10.5


## Lesson 11.2

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# Copybook

### POEM

 Set your timer for five minutes, and begin copying at the beginning of "The Sun's Travels." 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.

### WEALTH OF WORDS

 Analyze these words from the poem.

A. WORD

B. SPELLING/PHONICS ANALYSIS

C. RELATED WORDS

night		
pillow		

A. WORD	B. SPELLING/PHONICS ANALYSIS	C. RELATED WORDS
shining		
sunny		
tea		
sea		

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:

- night                      Write a homonym for *night*
- pillow                     Write another word that uses the phonogram **ow** to say /ō/
- shining                    Write the base word for *shining*
- sunny                      Add the suffix **-est** to *sunny*
- tea                         Write a homonym for *tea*
- sea                         Write a homonym for *sea*

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

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

# Eloquent Expression

## FIGURE OF SPEECH: PERSONIFICATION

**Personification** is another figure of speech found often in prose, poetry, and everyday speech. In personification, human qualities or actions are given to a non-human thing:

The cruel wind blows.

Little soft clouds played happily in a blue sky . . . ~ A. A. Milne, Winnie-the-Pooh

Sometimes a thing or idea is addressed directly as if it were a person, as in this entire poem:

I saw you toss the kites on high  
 And blow the birds about the sky;  
 And all around I heard you pass,  
 Like ladies' skirts across the grass—  
 O wind, a-blowing all day long,  
 O wind, that sings so loud a song!  
 ~ Robert Louis Stevenson, "The Wind"



What non-human thing is being personified in "The Sun's Travels"? List some human actions or qualities the poet gives this thing.

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Look back at "My Shadow" in Lesson 9. What non-human thing is being personified in this poem? List some human actions or qualities the poet gives this thing.

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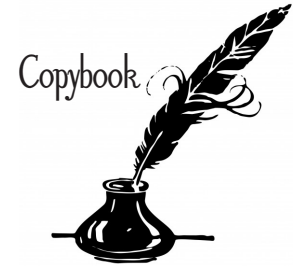
## Lesson 11.3

## Copybook

## POEM

☉ Continue copying the original poem where you left off in Lesson 11.2. 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.



## Prose &amp; Poetry

## RHYMING WORDS

Read "The Sun's Travels" aloud once more.

☉ Write the pairs of rhyming words in the poem that are spelled the same.

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☉ Write the pairs of rhyming words in the poem that are spelled differently.

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☉ Write several other words that rhyme with *takes*. At least one of them should have an ending that is spelled differently.

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# Language Logic



## GRAMMAR TERMS & DEFINITIONS

Review your grammar flashcards following the daily review system.

### DIAGRAMMING A SENTENCE

A sentence diagram is like a picture of a sentence that helps us to see more easily how the parts of the sentence fit together. Look at this simple sentence:

The Farmer | was shouting.

You will eventually learn to diagram every word in a sentence, but for now, you only need to diagram the **simple subject**—the subject noun or pronoun—and the **main verb** or **verb phrase**. To begin, draw a horizontal line and write the subject and the verb or verb phrase on that line. This is called the **sentence line**. Leave a space between the subject and the verb/verb phrase. Include punctuation on the diagram.

Farmer      was shouting.

Next, draw a vertical line between the subject and verb, just as you did when you marked the sentence. The vertical line should bisect the sentence line, showing that the sentence has two parts.

Farmer      |      was shouting.

Mark the the following simple sentences as you learned to do in Lesson 10.4. Then, in the space to the right, diagram only the simple subject and the main verb or verb phrase of each sentence.

1. A field had been planted.



2. The party ended.
3. The birds were caught.
4. The Stork begged.

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## Lesson 11.4

# Copybook

### POEM

-  Continue copying the original poem where you left off in Lesson 11.3. 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.



## Prose & Poetry

### POETIC METER

-  Scan the lines by marking each syllable as either stressed (/) or unstressed (u).

The sun is not a-bed, when I  
 At night upon my pil low lie;  
 Still round the earth his way he takes,  
 And morn ing af ter morn ing makes.

This is another example of **iambic meter**. There are several other meters used in English poetry, but iambic is the most common meter. Some say that is because it mimics the human heart-beat (lub DUB, lub DUB), and it is the natural rhythm in our speech. How many times is iambic unstress-stress pattern is repeated in each line? Do you remember what we name the meter when there are four repeats of this pattern? Refer back at Lesson 6.4 if you need a reminder. Write the name of the meter beside the lines that you scanned above.



# Language Logic



## GRAMMAR TERMS & DEFINITIONS

Review your grammar flashcards following the daily review system.

### DIRECT OBJECTS

You have learned that a verb can show action, being, or state. When you have a verb that shows action in a sentence (an action verb), the sentence may also have a direct object. A **direct object** is a noun or pronoun in the predicate that receives the action of the verb. In the sentence

The Farmer caught the Stork.

*Farmer* is the simple subject, because it tells who the sentence is about, and *caught* is the action verb, telling what action the farmer did. *Stork* is the direct object, because the stork is what the farmer caught. We can say that the stork **receives the action of the verb** caught. You have already learned to mark a sentence with a subject and a verb. Mark a sentence that also has a direct object in this way:

D.O.

The Farmer | caught the Stork.

Once you have identified the simple subject and predicate of a sentence, and have determined that the verb in the predicate is an action verb, you can find out if your sentence has a direct object by asking a *what* question - “The farmer caught *what*?” *Stork* is what the farmer caught, so we say it is the direct object of the verb *caught*.

Consider this sentence:

The Farmer shouted.

Here, the simple subject is *Farmer* (who the sentence is about) and the verb is *shouted* (what the farmer did). If you ask the question “The farmer shouted *what*?” you cannot answer it from the sentence, so there is no direct object.


Look at one more example.

The Farmer sat down.

In this sentence, the simple subject is *Farmer* (who the sentence is about) and the verb *sat* does show action (what the farmer did). If you ask the question “The farmer sat *what?*” you cannot answer it sensibly, so there is no direct object. Notice you can answer the question “The farmer sat *where?*” but that is not a *what* question, so it does not give us a direct object.

To diagram a sentence with a direct object, place a short vertical line after the verb. This line rests on the sentence line, but does not go through it. Write the direct object on the sentence line after it:



 Mark these sentences as you learned: a line between the subject and the predicate; single underline the subject, and double underline the verb or verb phrase. Determine if the sentence has a direct object, and if it does, write D.O. over it. Finally, diagram each sentence (simple subject, verb, and direct object only) in the space to the right.

1. The man hears my words.
2. A man will build his house.
3. Winds were blowing.
4. The house did stand.
5. Jesus told parables.

## Lesson 11.5

## Copybook



## POEM

- ☉ Continue copying the original poem where you left off in Lesson 11.4. 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 &amp; DEFINITIONS

Review your grammar flashcards following the daily review system.

## Eloquent Expression

## VERBS IN YOUR WRITING

Good writers use fitting (appropriate) and strong verbs in their sentences. Look at these sentences from our fable.

The Stork begged the Farmer to spare him. "Please let me go," he pleaded.

The words *begged* and *pleaded* are stronger substitutes for the word *asked*. Notice how they give extra urgency and desperation to the plight of the Stork. When you are writing a story, look at each sentence to see if you can use a stronger, more descriptive verb. As you can see, we have already been practicing this as we have worked with dialogue tags.

- ☉ For each of the underlined verbs below, list several substitutes for these verbs from "The Farmer and the Stork." They should fit the context of the fable. Make your verbs strong and descriptive.

The Stork and the Cranes went to the field.

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The Farmer saw the Stork with the Cranes.

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For each of the following nouns from "The Farmer and the Stork," find other nouns you could substitute to refer to the same thing.

Remember:

- ◆ Look first at the fable to see if the author has used other nouns or pronouns.
- ◆ Think of nouns with equivalent meaning that fit the context of the story.
- ◆ If your noun is a person (or an animal acting as a person), think of nouns that describe moral character as shown in the story.

stork

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farmer

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## Classical Composition

### EDITOR'S PEN: REVISIT & REVISE

Read over your fable retelling from Lesson 11.1.



Look at the verbs in your retelling. Should you change any of the verbs to make them stronger or more fitting? Make the changes to the file on your computer and save as a new file. Highlight what you changed with a different text color.

 Print your revised retelling and file it in your binder.

## Lesson 11 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 Features


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


#### Figure of Speech

- ♦ A simile
- ♦ **An example of personification**

### Language Logic


#### DICTIONATION: POEM

 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 &amp; SENTENCES

 Mark these sentences as you learned: a line between the subject and the predicate; single underline the subject, and double underline the verb or verb phrase. If there is a direct object, write D.O. over it. Finally, diagram each sentence (simple subject, verb, and direct object only) in the space to the right.

1. The Tortoise won the race.

2. A Crow was dropping pebbles.

3. A wise man listens.

 List the eight parts of speech from memory.

1.

5.

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2.

6.

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3.

7.

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4.

8.

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# Eloquent Expression

## SENTENCE MAKING

 Copy a quotation from a book you are reading. Rewrite it two times, changing the dialogue tag and varying its position each time.

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