

Intermediate Language Lessons

Answer Key/Teacher Guide

AWV= Answers will vary.

Lesson 1- Student tells story. Describe picture

Lesson 2

1. A. Moses
B. Miriam
C. Pharaoh
2. Capital
3. A capital letter is used at the first letter of a name of a person or place
4. AWV. Samples:
 - A. United States, France
 - B. Joe, John, Jim, Andrew, Patrick
 - C. George Washington, Ben Franklin
 - D. New York, Chicago, Los Angeles, Seattle
 - E. Ohio, Texas
 - F. Jane, Mary, Elizabeth, Rose, Laura

Lesson 3

1. Use the outline to tell the story.
2. last sentence of story
3. Capital
4. The word "I" is always capitalized.

Lesson 4 - Copy and memorize

Lesson 5 - Student writes a story using outline.

Lesson 6

1. The fairy would reward poor women who worked hard at spinning by hiding a piece of gold.
2. If the person used money wisely, the fairy gave gold.

Lesson 7- Student writes story

Lesson 8

1. sentence A
2. period
3. sentence B
4. question mark
5. sentence C
6. Capital
7. AWV. Here is a sample:
The wise fairy gave gold to hard workers.
8. AWV. Here is a sample:
Where does the wise fairy live?
9. AWV: Here is a sample:
Spend your money wisely.

Lesson 9 - Conversation about the painting.

Lesson 10 - Write a story

Lesson 11

You will need a dictionary for this lesson.

1. alphabetically
2. by syllables and with accent marks
3. AWW Here are some samples:

a cat

ā cape

ä father

e get

ē sheep

i lit

ī bike

o cop

ō cope

u nut

ü mule

ə about (the “a” makes this phonetic sound)

oi join

au cow (In some modern dictionaries, the phoneme is spelled “aU,” in others, “au” is no longer used. Instead “ou” is used.)

4. hedge – hedge (hej)

mirror – mir ror (mir’ er)

meadow – mead ow (med’ ō)

compassion – com pas sion (kəm pash’ ən)

flax – flax (flaks)

refer – re fer (rē fūr’)

dictation – dic ta tion (dik tā’ shən)

paragraph – par a graph (par’ ə graf)

shelter – shel ter (shel’ tər)

stanza – stan za (stan’ zə)

powerful – pow er ful (pou’ ər fəl)

description – de scrip tion (di skrip’ shə)

brim – brim (brim)

initial – in i tial (in ish’ əl)

orchard – or chard (ôr’ chərd)

Lesson 12 - Write sentences

Lesson 13 - Read poem and discuss using questions

Lesson 14

1. A. is B. is C. are D. are E. is
2. A. was B. was C. were D. were E. was

3. Write sentences AWV

Lesson 15

1. duck, swan
2. webbed
3. heron, stork, crane
4. hawk, owl; hooked beaks
5. bluebird, oriole, flicker, goldfinch, meadowlark, quail, sparrow
6. bluebird, oriole, goldfinch, flicker, meadowlark, sparrow
7. AWV

Lesson 16 - Use outline to write about a bird.

Lesson 17

1-7 AWV – write sentences

8. Those that say “this” and “these”
9. Those that say “that” and “those”
10. this and that refer to one bird
11. these and those refer to more than one bird
12. “This” and “that” are used when referring to one thing and “these” and “those” are used for more than one thing.

Lesson 18

1. AWV
2. Owls, wood ducks
3. with his feet
4. A. why they chose it
B. How they made the nest
C. How it looked
D. How the parents cared for the little birds

Lesson 19 - Write the dialogue

Lesson 20

1. and
 2. after the name of each bird
 3. commas
- 4-9 AWV Be sure the student only used “and” once in each sentence and uses commas in each series.

Lesson 21

1. Capital letter
2. A capital letter is used for the title and name of a person.

Abbreviations

1. Months
January Jan. July July
February Feb. August Aug
March Mar. September Sept.
April Apr October Oct.
May May November Nov.
June June December Dec.

2. Days of the week

Sunday Sun

Monday Mon

Tuesday Tues.

Wednesday Wed.

Thursday Thur.

Friday Fri.

Saturday Sat.

3. AWW.

4. Days of the week and months begin with capital letters. A period follows the abbreviation.

- A. Reverend B. Doctor C. Avenue D. Street E. Junior
F. Senior G. Mister H. Missus

Lesson 25

1. She taught a deaf and blind girl to communicate.
2. Let the child tell the story.
3. Let the child research more about Helen Keller if you like.
4. A. Who Helen Keller was
B. She learned to communicate
C. She learned to speak out loud and went to college
5. AWW. Here are some samples:
A. I can communicate with birds.
B. Susan can imitate the moneys.
C. She wants to graduate from college.
6. A hyphen separates the word so that the word can continue on the next line.
7. dread-ful, imi-tated, ex-cited

Lesson 26

1. She was 10 years old when she wrote the letter.
2. She compares the butterflies to children who leave their studies to play in the woods.
AWW – Perhaps she would touch them or learn about their behavior in books.
3. paragraph 1 – she is thinking of her friend
paragraph 2 – Washington’s birthday
paragraph 3 – Story about a boy named Jakey.
Paragraph 4 – Behavior of butterflies
Paragraph 5 – She would like her friend to meet her sister
4. Outline (sample)
 - I. Introduction: why she is writing the letter
 - II. A. Events of Washington’s birthday
 1. party
 2. poetry reading
 3. showing the children shells
 - B. Story “little Jakey”
 1. he was poor and blind
 2. bravery and patience with pain and sorrow

- C. Butterflies
 - 1. how they behave
 - 2. What they are compared to
- III. Conclusion
 - A. Will the friend meet her baby sister
 - B. Goodbye to her friend

Lesson 27

- 2. The letter was written in South Boston. A comma is placed between the city and the state.
- 3. A comma follows the salutation. A comma follows the complimentary. No punctuation follows the signature.

Lesson 28 - Write the letter.

Lesson 29

- Address the letters
- The postage stamp goes on the top right hand corner.

Lesson 30- Memorize poem

Lesson 31

- Do the dictation
- paragraph 1 – An apple tree in winter
- paragraph 2 – an apple tree in spring

Lesson 32 - Have a conversation about the painting.

Lesson 33 - Write a story.

Lesson 34

- 1. Sentence A and D refer to an object placed in a certain position.
- 2. AWW
- 3. A. set B. sit C. Set D. sit E. Sat F. Sit G. Set

Lesson 35

- A. jaunty: easy and sprightly in manner
- B. trudging: walking wearily; with heavy steps
- C. habitude: a habit or custom; customary condition
- D. architectural: pertaining to architecture; structural
- E. artisans: people who have art as their trade; skilled manual worker, craftsman
- F. eschewing: to avoid, shun
- 2. He was barefoot and happy with sunshine on this face.
- 3. He was barefoot, his pants rolled up, and his hat torn.
- 4. AWW
- 5. AWW
- 6. AWW
- 7. AWW
- 8. AWW
- 9. He has the riches of the natural world.
- 10. The wasp is called a mason because he builds.
- 11. AWW
- 12. He's learned of all the things of nature.
- 13. AWW

14. AWW Samples:

wasp, bees, hornet
oriole, robin,
tortoise, woodchuck, mole

15. AWW

16. strawberries, lilies, berries, wood grapes

Lesson 36 - Have a conversation using the questions and topics.

Lesson 37

1. the oriole's nest

2. oriole's, wasp's, woodchuck's

3. wasp, woodchuck

4. Lesson 1: king's, Pharaoh's Lesson 3: miller's Lesson 13: robin's Lesson 26:
Washington's

5. AWW Sample: The miller's boy went to the market.

6. AWW Sample: The angel's wings were shimmery.

Lesson 38 - Continue the story

Lesson 39

1. A person's name begins with a capital letter.

2. A period is used after an initial.

3. A. O. W. Holmes

B. J. R. Lowell

C. R. W. Emerson

D. W. C. Bryant

Lesson 40

1. Stages in the eruption of a volcano:

A column of smoke rises from crater.

Then the column sinks down over the volcano

The earth trembles

Rumbling gets louder

Sheafs of fire burst from the crater

Sparks, really big rocks on fire, fall like rain on the slopes of the volcano

Lava pours out of the crater and down the slopes

Then vapors are released

2. Student narrates

3. 5

4. Paragraph 1: description of a volcano, or what a volcano is

Paragraph 2: What happens before the eruption, column of smoke and loud noises

Paragraph 3: Fire erupts from volcano

Paragraph 4: Lava flows from the crater

Paragraph 5: After the eruption, vapors are released and carried by the wind

5. Dictation

Lesson 41 - Student writes

Lesson 42 - Student writes

Lesson 43 - Student writes

Lesson 44

Have the conversation using # 1 and #2. Then have the student complete #3 and #4.

Lesson 45 - Student writes

Lesson 46 - Use the passage for dictation.

1. AWW

2. AWW. Sample: He is called King of the Beasts because he is strong and captures other animals.

3. AWW

4. AWW Sample:

1. Size

a. height

b. length

2. Appearance

a. color

b. fur

3. Home

a. Asia or Africa

4. How he catches his prey

5. Dictation

Lesson 47

1. Student writes

2. A comma is after the word “no.”

3. AWW

Lesson 48 - Student writes

Lesson 49 - Student writes

Lesson 50

Have a conversation about the painting using the questions #1-4 as a springboard

Student writes a story.

Lesson 51

Go over the review. Then ask the student questions using the review. For example, ask With what does the first word of every sentence begin?

Lesson 52

1. Read what hen said. Go over the rule for quotation marks

2. When each animal speaks.

3. Dictation

Lesson 53

Sample answers (There may be several words that are opposite in meaning to the given words.):

A. honest – dishonest

J. large – small

B. certain – uncertain

K. bitter – sweet, tasty

C. broad – thin

L. sour – sweet

D. deep – shallow

M. industrious – lazy

E. high – low

N. generous – selfish

F. heavy – light

O. quiet – loud

G. wide – narrow

P. tame – wild

H. valuable – cheap

Q. slow – fast

I. rare – common

R. difficult – easy

Lesson 54

1. AWW keep trying even if you don't succeed at first
2. AWW "patient trying" is not becoming angry, but diligently trying again.
AWW – some may say Math requires patient trying, or handwriting, but certainly not English!
3. AWW You learn something when you lose, you learn what to do the next time.
4. AWW They may learn that certain plays worked and other didn't.
5. AWW He may learn to study more for the next time.
6. Dictation
7. Memorization

Lesson 55

1. you have
2. Student writes you have
3. the letters "h" and "a" have been omitted
4. Another contraction is "that's" and it stand for "that is."
5. I'm – I am can't – cannot don't – do not I'll – I will
they'll – they will we'll – we will you've – you have he's – he is
it's – it is they're – they are couldn't – could not wouldn't – would not
6. AWW

Lesson 56

1. Some is at the door.
2. It is not I.
3. Quotation marks
4. A comma separates the direct quotation from the rest of the sentence.
5. A direct quotation begins with a capital letter.
6. Explain to the student that we do not say, It is me, but It is I.

Lesson 57

Copy the conversation

Then dictate

Lesson 58

AWV Samples:

A. Who opened the door?

It was I

B. Who ate the last piece of pie?

It was not I; it was he.

C. Who wrote on the wall?

I think it was she.

D. Is he the one you saw?

I am sure it is he.

E. Who made this cake?

It was we.

F. Did those boys win the race?

It might have been they?

G. Who is on the phone?

It is I.

H. Who left their skates here?

It was he and I.

I. Who won the race?

It was they.

J. Is this the person who told you to run?

No, it is not he.

K. Is this the person who opened the door?

Yes, it is she.

Lesson 59 - AWV

Lesson 60 - Student writes

Lesson 61

Have a conversation about the picture using the questions as a spring board.

You may want to have the student make a list of things in the picture.

Lesson 62

1. AWV – the student can decide which phrase goes in each sentence. You can have them do this orally. Here are the verbs changed to past tense:

A. sang, B. drew, C. rang, D. came, E. saw, F. drove, G. wrote, H. went, I. fell

2. Student rewrite the sentences making them indicate the future and using one of the phrases in the list.

3. Present tense is indicated in the first set of sentences.

4. Past time is indicated in the sentences written for #2.

5. Future time is indicated in the sentences written for #3.

6. A. have sung, B. has drawn, C. have rung, D. has come, E. have seen, F. has driven,
G. has written, H. have gone, I. has fallen.

Lesson 63

1. Mr. Brown is addressed. A comma is used after the name.

2. Harry is addressed. A comma is placed before and after the name.

3. Mother is addressed. A comma is placed before the name.

4. AWV – be sure the student inserts commas in the proper places (either after the name of the person addressed, before and after, or before, depending on the placement of the name in the sentence.

Lesson 64 - AWV

Lesson 65

Discuss the poem using questions 1-6, 8-10

7. anvil - , forge - , bellows - , sledge -

11. Do this orally

12. Henry Wadsworth Longfellow

13. AWV

Lesson 66 - Student tells the story

Lesson 67

1. one

2. more than one

3. A. poems; B. tables; C. poets; D. streets; E. houses; F. eyes; G. trees; H. chairs; I. rooms;
J. smiles; K. sparks; L. nickel

4. add an “s” to the end of the word

5. AWW all should be singular
6. AWW all should be plural
7. A. church; B. porch; C. birch; D. bench; E. arch; F. ditch; G. brush; H. lash; I. cross; J. glass; K. sash; L. tax; M. fox; N. box; O. potatoes
8. Adding “es” to the end of the word

Lesson 68

1. He thinks the moon is watching him.
2. The moon disappeared. The wind lay down to sleep.
3. He saw the moon again.
4. The last little bit of the moon that can be seen.
5. The moon disappeared.
6. Student tells the story.
7. 1st – bright with moonlight
 2nd – dark without the light of the moon
 5th – moon was gone, stars shining
 6th – the night is dark, but a little bit of the moon shows
 7th – light with the light of the moon
 9th – bright with light of the moon
8. no answer needed
9. heap and sleep

Lesson 69 - Have a conversation

Lesson 70 - Discuss the selection

Lesson 71

1. Reread
2. Paragraph 1: Cotton is the principal clothing fabric in most of the world and it is strong and absorbent.
 Paragraph 2: The farmer plants the crop in the spring.
 Paragraph 3: Cotton is harvested taken to the gin where the fluffy cotton is separated from the plant
 Paragraph 4: Cotton is spun into thread at the textile mill.
 Paragraph 5: Cotton thread is woven into cloth on big weaving looms.
 Paragraph 6: Cotton is the largest cash crop in the US and it is a great product.
3. Student writes a story.

Lesson 72 -Discuss the poem and let him tell about a place he loves.

Lesson 73

1. AWW Here are some suggested rhymes:
 A. know; B. walk; C. knee; D. hide; E. mind; F. dart; G. town; H. near; I. sound; J. peach;
 K. bun; L. best.
2. It rhymes with the 4th line.
3. AWW – student writes his own poem and makes it rhyme
4. AWW

Lesson 74

1. A. Many hundred years ago; B. A Hebrew mother
2. placed her baby boy in a tiny boat.
3. AWW. Sample: when I was 3; last winter

4. AWW. Students use the groups of word he made up in #3 to write sentences
Last winter I learned how to ice skate.

Lesson 75

1. They are talking about where the birds' nests are.
2. They have begun making their nest.
3. Let the child point this out in the text.
4. Let the child point this out in the text.

Lesson 76 - Student writes the conversation.

Lesson 77

1. plural
2. put an apostrophe after the "s"
3. plural
4. put an apostrophe after the "s"
5. The apostrophe comes after the "s"
6.

A. lions'	F. oaks'
B. ants'	G. wrens'
C. teachers'	H. crickets'
D. pupils'	I. merchants'
E. artists'	J. mothers'

7. AWW. Sample:

The farmers' barns were all painted red with white trim.

8. A. The child listened for the birds' music.
- B. The apple trees' blossoms are sweet.
- C. The lions' fierce roars frightened the other animals.
- D. The moonbeams' soft light fell across the floor.
- E. The eagles' nest was high up on the side of a mountain.
- F. Cats' claws are curved and long.

Lesson 78

1. Discuss the dog.
2. Animals that are similar in general structure and habits are said to be in the same family.
3. Discuss the other animals in the dog family.
4. AWW. Sample: A wolf is a good hunter.
5. This activity may be optional.

Lesson 79 - Discuss the picture using the questions.

Lesson 80 - Student writes the story.

Lesson 81

1. Sentence #A
2. You may help cut the wool.
3. I doubt if you can spin it. I am sure I can spin it.
4. Discuss *can* and *may*.
5. AWW. Use the word *may*.
6. AWW. Use the *can*.

Lesson 82 - Student writes the story.

Lesson 83 - Discuss the painting using the provided questions.

Lesson 84

1. A. The shepherd *gave* food to the sheep.
B. He *knew* the best pasture.
C. The lambs *ran* through the grass.
D. Wolves *stole* some of the lambs.
E. The shepherd *spoke* to his dog.
F. He *took* a lamb in his arms.
2. A. The shepherd *will give* food to the sheep.
B. He *will know* the best pasture.
C. The lambs *will run* through the grass.
D. Wolves *will steal* some of the lambs.
E. The shepherd *will speak* to his dog.
F. He *will take* a lamb in his arms.
3. A. The shepherd *has given* food to the sheep.
B. He *has known* the best pasture.
C. The lambs *has run* through the grass.
D. Wolves *have stolen* some of the lambs.
E. The shepherd *has spoken* to his dog.
F. He *has taken* a lamb in his arms.

Lesson 85

1. Go over irregular plurals
2. AWW – choose words to make plural

Lesson 86

1. She was drawn by his fame and wished to test him, to see if the rumors were true.
2. She had heard that he was wise and had a splendid court.
3. She asked him to tell which was the true flower of two she held in her hands
4. Solomon passed the test by opening the window and letting in a bee.
- 5-6. Student writes the story.

Lesson 87

1. Student tells the story.
- 2-3. Students write a similar story. Use quotations.

Lesson 88

1. Look up the words if they are not known.
2. The mist makes way for the wind – it moves.
3. The wind.
4. to the land
5. the leaves of the trees
6. The wind moved the wing on the bird that was asleep.
7. AWW – it wasn't time for the bell to ring yet.
8. AWW
9. mist, sails of the ship, land, forest, bird, rooster (chanteleer), corn field, bell in the belfry
10. 9, one for each stanza.
11. O'er

12. O bird, O bell, O chanticleer, etc.

13. Henry Wadsworth Longfellow

Lesson 89 - Dictation

Lesson 90

1. They are after the thing said before the closing quotation mark.

2. 10

3. AWV

Lesson 91 - Student writes autobiography.

Lesson 92 - 1-9 Go over all the questions before starting to write the story.

Lesson 93 - Student writes a story.

Lesson 94 - Discuss rodents using the questions.

Lesson 95

1. Two boys are compared.

2. "er" is added to end of the word "tall."

3. More than 2 are compared and "est" is added to "tall."

4. A. more; B. taller; C. prettiest; D. better, best; E. best; F. sweeter, sweetest;

G. more amusing; H. colder, coldest; I. younger; J. youngest; K. more; L. the most; M. farthest

Lesson 96 - Have a conversation about the quote.

Lesson 97 - Student tells the story.

Lesson 98 - Discuss the painting using the questions.

Lesson 99 - Discuss the poem using the questions

Lesson 100

Review the rules. You might have the child write a sentence to demonstrate each of the rules.

Part 2

Lesson 101

2. Go over exclamations, contractions, quotations

3. Student tells the story

4. AWV

Lesson 102 - Dictation

Lesson 103

1. A. "I mean to be a rose," the first replied, "There is nothing like a splendid rose."

B. "I'm growing!" the seed replied, "Good-bye."

C. "It's all right," the seed said to itself, "I will be what I can."

2. AWV

Lesson 104 - Write the story using quotations.

Lesson 105

1. sentence B and D

2. Sentence A and C

3. AWV

4. AWV

5. AWV

Lesson 106- Write the story

Lesson 107 - Have a conversation using the questions.

Lesson 108 - Have a conversation about the quote.

Lesson 109 - AWV

Lesson 110

1. AWV

2. A. feet, steel; B. feat; C. ate, beet; D. meet, hour; E. lye, wood, F. beat

Lesson 111 - Discuss the picture using the questions.

Lesson 112 - Have a conversation.

Lesson 113 - Write a story.

Lesson 114 - Discuss the poem using the questions.

Lesson 115

1. There is a typo in this question. It should say, Which of the words ends in “f?”

Sentences A, B, D

2. Sentence C

3. It changes to “ves.”

4. A. knives; B. lives; C. selves; D. halves; E. thieves; F. beeves; G. loaves; H. sheaves

5. Most words ending in *f* or *fe* form the plural by changing *f* or *fe* to *ves*.

Lesson 116

1. Discuss the cow

2. It brings up food from its stomach to chew again.

3. AWV

4. AWV

5. AWV

6. AWV

Lesson 117 - Discuss painting using the questions.

Lesson 118

1. A. Sweet blossoms *grew* on the apple trees.

B. The sun *shone* upon them.

C. The birds *began* to build a nest.

D. They *chose* a place in a tall tree.

E. They *brought* feathers to line the nest.

F. They *flew* to the garden for bugs.

G. The wind *blew* loud and shrill.

H. It *broke* the branches from the tall tree.

I. It *shook* the tree and the nest falls to the ground.

2. A. Sweet blossoms *will grow* on the apple trees.

B. The sun *will shine* upon them.

C. The birds *will begin* to build a nest.

D. They *will choose* a place in a tall tree.

E. They *will bring* feathers to line the nest.

F. They *will fly* to the garden for bugs.

G. The wind *will blow* loud and shrill.

- H. It *will break* the branches from the tall tree.
- I. It *will shake* the tree and the nest falls to the ground.

3. A. Sweet blossoms have *grown* on the apple trees.
- B. The sun has *shone* upon them.
- C. The birds have *begun* to build a nest.
- D. They *have chosen* a place in a tall tree.
- E. They *have brought* feathers to line the nest.
- F. They *have flown* to the garden for bugs.
- G. The wind *has blown* loud and shrill.
- H. It *has broken* the branches from the tall tree.
- I. It *has shaken* the tree and the nest falls to the ground.

Lesson 119

- 1-2. Discuss the poem.
3. boisterous – noisy, energetic, cheerful; rowdy
fragile – easily broken or damaged
raiment – clothing
4. roadsides, snowflakes, sometimes, snowdrifts
5. AWV

Lesson 120

1. Write the story
2. How it grew, why it grew
3. That it was worthwhile to have a plant and that he should take care of his things.
4. AWV
5. baffle: bewilder or confuse
neglected: to fail to care for properly
apparently: as far as one knows or can see
- 6-7. Student tells the history.

Lesson 121 – Have a conversation, student writes a description.

Lesson 122 – student writes

Lesson 123

1. universal: affecting or concerning all; characteristic of the whole
verdure: greenness; fresh, flourishing vegetation
foliage: leaves of a plant; leaves in general
rustic: pertaining to living in the country; made roughly as of tree limbs
moist: wet
2. AWV
3. Other lands have fields covered in dust.
4. AWV – perhaps they are arranged in rows, or some other regular pattern
5. Dictation
6. A. It is the first word of a sentence.
- B. It is a proper noun, the name of a particular place.
- C. because it is the end of the sentence
- D. beautiful and green describe carpet
- E. because it is in a series

- F. rustic
- G. wild
- H. the lectures belong to Stoddard
- I. It is a proper noun, the name of a person

Lesson 124 – Discuss the poem using the questions. Student writes.

Lesson 125

1. don't and doesn't
2. don't stands for do not, doesn't stands for does not
3. A. Bees don't work in winter.
 - B. A bee doesn't have time to play.
 - C. Don't you like October?
 - D. The leaves don't remain on the trees all winter.
 - E. The water in the brook doesn't sing as it did last summer.
 - F. The goldenrod doesn't blossom until late in the summer.
 - G. Some birds don't go south for the winter.
4. AWV
5. AWV

Lesson 126 – Discuss the painting and write description

Lesson 127 – Student writes

Lesson 128 – Discuss and then draw a picture

Lesson 129 – Student writes

Lesson 130

1. They are abbreviated to make it faster and easier to refer to the state.
- 2-3. Learn and dictate

Lesson 131 – Read and then write the fable in dialogue.

Lesson 132 – Student writes

Lesson 133

1. Student retells
2. It is separated by a comma
3. In Lesson 1
 - Pharaoh, *the king of the country*
 - In Lesson 21
 - It was the wren, *the smallest, the least powerful of birds,*
 - There is a typo in this section. It should say look for an explanatory expression in Lesson 40
 - These sparks, *so small from a distance,*

Lesson 134 – AWV

Lesson 135 – AWV

Lesson 136

2. The singular ends with y.
3. It is a consonant.
4. They is changed to *ies*.
5. A. balconies F. cherries
 - B. families G. studies

- C. countries H. cities
- D. daisies I. skies
- E. babies J. enemies

6. Words ending in *y* preceded by a *consonant* form the plural by changing *y* to *i* and adding *es*

Lesson 137 – Picture study, discuss

Lesson 138

1-2 AWW

3. Dictation

Lesson 139 – Discuss the poem and memorize a stanza

Lesson 140 – Student writes

Lesson 141 - Dictation

Lesson 142 – Student writes

Lesson 143 – Picture study, discuss and then write

Lesson 144

1. Homonyms are words that sound the same but are spelled differently.

2. AWW

Lesson 145

1. Student writes

2. A. It is an abbreviation

B. It is a contraction

C. It shows that mother owns something

D. It is a proper noun, naming a person

E. It is a proper noun, naming a person

Lesson 146

1. tessellated: decorate a floor with mosaics; a repeated pattern of small shapes

2-3. Read and use as a model to write a description

Lesson 147

1. Brings rain for the flowers

2. The cloud provide shade for the hot afternoon

3. The cloud brings hail and then melts it; it brings snow

4. flail: wave or swing; dissolve: cause to become liquid; groan: deep noise as in pain; aghast: shocked surprise; blast: explosive burst of air

5. The pine trees are heavy with snow and seem to moan under the weight

6. AWW The cloud rests without worry in a storm.

7. The 2nd and 4th lines rhyme.

8. showers and flowers

9. shade and laid

10. shaken and waken, rest and breast, flail and hail, snow and below, night and white

11. AWW

12. AWW

13. AWW

Lesson 148 - Dictation

Lesson 149 – Student writes

Lesson 150 – Review. You may want to have the student use each concept in a sentence.

Lesson 151

1. AWW sample: He and I went to the store. Sally went with them and me.
2. You mention yourself last.

Lesson 152 – Discuss painting using questions

Lesson 153

1. He learns that they communicate.
- 2-3. Student observes and takes notes. Form a conclusion about he has observed.

Lesson 154

1. Write from memory
2. Tree begins with a capital letter.
3. Frost and the birds are personified.
4. Tree's
5. brown, down, crown
Alone, grown
Sung, swung, hung
Alone, grown
Glow, low
See, thee

Lesson 155 – Student writes

Lesson 156 – Student writes

Lesson 157 – Student writes

Lesson 158 – Have a conversation

Lesson 159

Answers may vary. Here are some suggested answers:

The passengers crowded around the boy who had saved them.

A rich man who was on the train took the boy to his home.

Jean Corot, who was an artist, painted beautiful pictures of trees.

The people, who are called Eskimos, live far in the north.

The fisherman who had been out to sea came home before the storm.

The people who were working in the fields saw a balloon high in the air.

The man who placed the stone in the road waited to see what would happen.

The boy who moved the stone from the road found a sack of gold.

Lesson 160 – Student writes

Lesson 161 – Student writes

Lesson 162 – Discuss the painting using the questions. Student writes

Lesson 163

1. AWW but may include large, small, miniscule, gargantuan, heavy, light, tiny,

Lesson 164

1. Student describes
2. He has a lot of memories associated with it.
3. Student reads the lines of memories, for example: my mother kissed me here, my father pressed my hand, etc.

4. He is speaking figuratively. His heart is attached to the tree so much that he sees him as a friend.

5. A. Woodman

B. I'll, I've, o'er,

C. forefather's hand

D. Heartstrings, ties, sisters

E. branches, skies (y changed to ies)

Lesson 165 – Student writes

Lesson 166

loaf loaves

knife knives

brush brushes

goose geese

fox foxes

crow crows

field fields

sky skies

sheep sheep

branch branches

lady ladies

family families

man men

word words

cow cows

ox oxen

calf calves

echo echoes

basket baskets

storm storms

insect insects

worm worms

deer deer

wolf wolves

city cities

robin robins

bench benches

meadow meadows

bough boughs

baby babies

church churches

farmer farmers

child children

country countries

eagle eagles

thief thieves

box boxes

arch arches

sister sisters

leaf leaves

century centuries

potato potatoes

fairy fairies

cricket crickets

mouse mice

daisy daisies

wife wives

woman women

man men

paragraph paragraphs

Lesson 167

1. D, E; 2. A, F; 3. G, H; 4. B, C

5 – 9 AWV

Lesson 168 – Student writes

Lesson 169

1. Student retells

2. Student lists pictures and describes one of them

3. At the beginning of sentences, to name Winter, to name Spring, to name Southland

Lesson 170 – have a conversation

Lesson 171 – student writes

Lesson 172

1. A. Black Beauty; B. Happy Days on the Farm; C. Home, Sweet Home; D. The Daily News

2. They are enclosed by quotation marks.

3. No, the small words, such as articles are not capitalized

4. Answers will vary but should have the following traits:

A. quotation marks; B. quotation marks; C. underlined or in cursive to show italics; D. underline or in cursive to show italics; E. quotation marks; F. Quotation marks

Lesson 173 – student writes

Lesson 174 – discuss the poem, student memorizes

Lesson 175

1. AWW

2. AWW. Samples:

A. The south wind, who lives in the land of summer, came to see what the storm had done.

B. He blew his soft breath against the snowflakes and they disappeared.

C. The elm tree that stood by the fate shook its branches and said, “I think spring has come; I must wake my buds.”

D. The seeds who had slept all winter under the dead leaves, heard the south wind calling and said, “It must be time to rise; we hear the sounds of spring.”

E. The robin who had been in the Southland, heard the call of spring and said, “I must go north again; it is time to build my nest.”

3. AWW

Lesson 176 – discuss the picture

Lesson 177 – student writes

Lesson 178

1. aye means yes, ensign means flag or sign

2. Many people have loved seeing that flag waving.

3. The ship’s flag is being compared to a meteor because it’s flying fast.

4. The enemy that it defeated.

5. The ship is now shattered, beat-up

6. He thought the ship should be set to sea and die on the ocean sinking to the ocean floor rather than rot without dignity in a shipyard.

7. The apostrophe is used to show possession: cannon’s. heroes’ and it is used in a contraction: o’er

Lesson 179

lessen – diminish

generous – liberal

grand – magnificent

ancient – old

industrious – busy

courageous – bold

famous – celebrated

lofty – high

splendid – superb

scheme – plot

disaster – misfortune

happiness – joy

certain – sure

censure – scold

silent – quiet

Lesson 180

1-3 AWV

4. Student writes. Samples:

A. In the old pasture; B. At the dock; C. On the tree stump; D. In the apple tree; E. over the stream; F. Down our road

Lesson 181 – student writes

Lesson 182 – student writes

Lesson 183- discuss the poem

Lesson 184

1. Synonyms are words that have similar meanings.

2. Homonyms are words that sound the same but have different meanings.

3. AWV

Lesson 185 – student writes

Lesson 186 – student writes

Lesson 187 – student writes

Lesson 188 – discuss the painting using the questions provided

Lesson 189

1. inherit: to take or receive property or money from one's predecessors

heritage: something that comes by reason of one's birth

sinewy: having strong sinews (tendons)

benign: having a kindly disposition

2. The rich man inherits cares of the world, the bank, the factory

3. worry of losing what he has

4. Stout muscles, sinewy heart, a harder spirit, patience, courage

5. AWV

6. AWV

7. to give things in charity

8. there is something worse than being poor

9. if you've really worked, then resting is more pleasant

10. AWV

11. AWV

12. AWV – be sure that the student explains his answer

Lesson 190 – discuss and memorize

Lesson 191 – student interviews

Lesson 192 – student writes

Lesson 193 – discuss the poem using the questions provided

Lesson 194 – student writes

Lesson 195

Go over the rules and then ask the student to demonstrate the proper use of each in a sentence.

PART 3

Lesson 196

1-5 Discuss the story using the questions. AWV

6. Student makes an outline. Answers may vary, here is a sample:

A. How to tell the character of a great man

B. Incident

1. Washington visits the men

2. They are moving a log

3. The corporal is shouting commands but not helping his men

4. Washington helps the men

5. Washington scolds the corporal for not helping

6. He reveals his coat to show who he is and says to send for him when the men need help.

C. The corporal learns a lesson

7. Student tells the story using the outline

Lesson 197

1-2. go over together

3. light

4. it brightens

5. “Its soft yellow light” is the subject and “brightens the earth” is the predicate.

6. AWV Sample: The Panama Canal is very deep.

7. AWV Sample: Alaska is the largest state in the Union.

Lesson 198

1. AWV

2. swing in long waverings – falls to the ground swaying back and forth;

the winds rake them – instead of people raking them, the wind moves them into piles
are tranquil – peaceful, still

gorgeous apparel – their appearance is really nice, like nice looking clothes

3. Dictation

Lesson 199

1. A. The author is expressing emotion over the month.

B. It is the end of the sentence.

C. It shows that the work belongs to the year.

D. A comma is placed before a direct quotation.

E. It is something someone said; a direct quotation.

F. It is the first word of the direct quotation.

2.- 3.

A. Ripened seeds shake in their pods.

B. Apples drop in the stillest hours.

C. Leaves fall to the ground.

D. The days are calm.

E. The nights are tranquil.

F. The year’s work is done.

G. She walks in gorgeous apparel.

Lesson 200 – discuss the poem

Lesson 201 – student writes

Lesson 202 – discuss the painting using the questions

Lesson 203

1. men, women

2. work

3. reapers

4. cut, carry

5. A. “Bushes and trees” is the compound subjects; “covered” is the predicate
B. “Apples, peaches and pears” is the compound subject; “grew” is the predicate
C. “farmer” is the subject; “plowed” and “planted” is the compound predicate
D. “trees” and “brooks” is the compound subject; “made” is the predicate
E. “New York and Chicago” is the compound subject; “are” is the predicate
F. “women” is the subject; “gathered” and “ground” is the compound predicate
G. “rain” is the subject; “watered” and “made” is the compound predicate.
H. “Millet and Corot” is the compound subject; “were” is the predicate
I. “leaves” is the subject; “let go” and “floated” is the compound predicate
J. “History and geography” is the compound subject; “are” is the predicate

Lesson 204 – discuss the poem using the questions, AWW

Lesson 205

1. The ripe nuts

2. A. subject: a few late flowers

A few late flowers are reflected in the tranquil waters of the lake.

B. subject: the days

The days are calm and quiet.

C. subject: the ripened seeds

The ripened seeds shake in their pods.

D. subject: the stars

The stars may be seen through the leafless branches.

E. subject: the work of the year

The work of the year is finished.

F. subject: the hours

The hours are so still that time forgets them.

G. subject: a faint haze

A faint haze is on the far horizon.

H. subject: the goldenrod

The goldenrod grows over upland and lowland.

I. subject: an old mill

An old mill stands near the waterfall.

3. A. subject: lilies

Over the wall tall lilies lean.

B. subject: poppies

In the rye poppies flame.

C. subject: birds

From the nest have flown the little birds.

D. subject: heat

Like a mist the heat floats.

E. subject: streamlet

Like a sigh is the streamlet's music.

Lesson 206 – discuss the quote

Lesson 207 – student writes

Lesson 208 – have a conversation about the reading

Lesson 209 – students write

Lesson 210

1. 18

2. ship, sea, plow, field, mine, treasure, ship, train, freight, market, smoke, furnace, clang, loom, garret, seamstress, needle, industry

3. dictation

Lesson 211 - AWW

Lesson 212 – discuss the painting using the questions

Lesson 213

1. He saw that it could be made into something.

2. AWW – perhaps he saw a marvelous statue come to life from the beautiful marble

3. Student retells

4. Student tells some part of the story of David from the Bible

Lesson 214

1. Michelangelo

2. a huge block of marble; there is a typo in this question. The word “him” does not exist in the piece; “they” replaces the noun “people”

3. tools

4. their: seeds; they: leaves; them: leaves; them: leaves; we: the author and the reader; She:

October; her: October; her: October

Lesson 215 – student writes

Lesson 216

1. Florence, gate, city, block, marble

2. a class of objects

3. a particular place

4. capital letter

5-9 AWW all proper nouns with capital letters

Lesson 217

1. the sun warms up the day

2. He walks in the woods with awe, slowly perhaps.

3. bare and still

4. clear and bright

5. leaves or pine needles

6. More things in the forest are closing down for winter

7. mother nature perhaps

8. From the prayer “Now I lay me down to sleep.”

9. AWW

10. Helen Hunt Jackson

11. AWW

Lesson 218 – student writes

Lesson 219

1. Possessive singular: morning's, night's, sculptor's, artist's

Possessive plural: sculptors', artists'

2. A. day's; B. bed's; C. rose's; D. oriole's E. forest's; F. oak's; G. town's; H. village;

I. river's; J. robin's; K. maple's; L. winter's

3. A. days' B. beds' C. roses' D. orioles' E. forests' F. oaks' G. towns' H. villages'

I. rivers' J. robins' K. maples' L. winters'

4. Use an apostrophe and s after the word

5. Use an apostrophe after the s

6. AWW Samples: children, deer, geese, mice, sheep, oxen

7. Samples: children's, deer's, geese's, mice's, sheep's, oxen's

Lesson 220 – have a conversation

Lesson 221 – student writes

Lesson 222

1. A. knitting, B. memorizing; C. skating; D. singing; E. hiking

2. AWW

Lesson 223 – discuss the painting using the questions

Lesson 224

1-2. Discuss the poem

3. banging, whirling, crashing, creaking, ringing, grating, clattering, whirling, buzzing, rattling, puffing, clipping, driving, clinking, toiling, scratching, bustling

Lesson 225 – have a conversation about the quote

Lesson 226

1. dictation

2. singular: railroad, boat, mode, transportation, airplane, ocean, truck

plural: goods, railroads, ships, trucks, roads, rivers, canals, boats, freighters, tankers, articles

Lesson 227 – think and write

Lesson 228 – student writes

Lesson 229 – discuss the painting using the questions

Lesson 230

1. B and D. The word “will” is used with “I.” “Shall” is used with “my cousin.”

2. A and C. The word “shall” is used with “I” and “will” is used with “my cousin.”

3. A. I shall go away this summer.

B. My mother will go with me.

C. We shall see many strange sights.

D. My father will be with us part of the time.

E. I shall send postcards to many of my friends.

F. I shall return before school begins in the fall.

4. A. will; B. shall; C. shall; D. will; E. shall; F. will

Lesson 231 – student writes

Lesson 232 – discuss the poem using the questions

Azure: a shade of blue

Dye: to color something

Bonniest: the prettiest or best

Lesson 233 – have a conversation about birds' nests

Lesson 234

1. sometimes, horsehairs, framework.

2. through which the oriole weaves fine *grass, hair, and bits of wood fiber*

3. There is a comma after each thing in the series and before the “and.”

4. Dictation

Lesson 235 – student writes

Lesson 236

1. Perhaps because it makes a lot of noise as it moves through the trees.

2. Leaves wither, trees lose their leaves, streams stop moving and then freeze, etc AWV based on where you live.

3. Nature stops producing things and somewhat hibernates.

4. AWV

5. dry

6. stagnant

7. fantastic

8. great, low-hanging, sharp, busy, continual, dying

Lesson 237 – have a conversation

Lesson 238 – discuss the poem and the music made in the poem; memorize

Lesson 239- student writes

Lesson 240

AWV Samples:

A. swift wind; Q. deep ocean; W. long story;

Lesson 241

1. A. revelation: something that is revealed or discovered

B. existence: anything that exists; the state or fact of being

C. unforeseen: something that was not predicted before it happened

D. larvae: the first stage of an insect after it leaves the egg (grubs, maggots)

E. community: a group of plants, animals, or people living in a common dwelling area under common conditions

F. compressed: flattened; pressed together

2. AWV Sample:

The existence of new species of bird was found on the island.

3. Insects who have wings.

4. The center yellow part of the flower.

5. The sunshine was too much for the creatures who were used to the dark.

6. AWV

7. AWV A. singular, B. plural, C. it – stone, she – housewife, they – blades, their – crickets, his – beetle, D. adjectives and nouns sample: long filaments, little hedge, small community

Lesson 242 – student writes

Lesson 243 – have a conversation

Lesson 244- Discuss the painting using the questions

Lesson 245

1-2. Discuss the reading

3. shelter, a clean, dry bed, and a stall
strike, beat, or kick

4. place a comma after each word in a series and before the word “and”

5. **singular**

plural

master

reins

prayer

blinders

work

eyes

shelter

flies

bed

glanders

stall

signs

comfort

hands

voice

hill

chance

bidding

harness

feet

head

water

teeth

tooth

tail

water

disease

condition

shelter

sun

blanket

cold

bit

mouth

strength

owner

life

God

6. Discuss as needed

7. Answers may vary. Here are some samples:

offer – give, provide – supply, examine – inspect, condition – status (state, situation) ,

shelter – protection, reward - repay

8. It is an explanatory expression which is set off by commas in the sentence.

9. Dictation

Lesson 246 – student writes

Lesson 247

AWV. Here are a few samples:

D. bitter taste; G. extensive shelter; J. sticky pages; W. indelible ink;

Lesson 248 – go over the rules and ask the student to demonstrate each one in a sentence

Lesson 249

1. AWV

2. Perhaps the shore line is covered in big rocks.

3. boat or ship

4. yes, but it was more poetic to say “bark” and helps it to rhyme

5. They were brave and sang their song of freedom even if there was danger.

6. They were welcomed by the hardships there

7. stanzas 7 and 8

8. for religious freedom

9. AWV Samples:

A. The breaking waves crashed over the broken hull.

F. Jim and Paul marched silently in the dim woods.

Lesson 250

1. Here are the nouns in the selection: sun, world, light, moon, night, brook, breeze, rain, trees, daisies, star, birds, child, thing, sunshine, day

2. There is a comma after the first part of the speaker’s words, then a close quotes, the dividing words, then another comma, open quotes, and then the rest of the quote:

“I shine,” says the sun, “to give the world light.”

3. Here are the verbs in the selection: shine, to give, glimmer, to beautify, ripple, whisper, patter, rustle, dance, twinkle, sing, smile

4. Dictation

Lesson 251

1. AWV

2. Here are the verbs. The student need only find 5

sweeps, whirl, covers, is, ceases, prepares, weaves,

Lesson 252

1. Your student need only find 5: shake, drop, to let go, swing, touch, lie, rake, heap, are, is, walks, looking, sayeth

2. Your student need only find 5: tells, makes, murmurs, pulls, lean, to bow, floats, softened, is, are, lets, wink, says, fall, wonders

3. Your student need only find 10: cardinal, dragonfly, breeze, nest, trees, lullaby, cobweb, cap, lilies, wall, butterfly, July, heat, veil, poppies, rye, note, throat, sigh, hours, time, petals, stars, sunset, sky, finger-post, way, Slumbertown, grass, roses, nobody

4. AWV sample: noun – book, pronoun – It, adjective – great, verb - thought

Lesson 253 – student writes

Lesson 254

1. He was buried secretly at night.

2. “We buried him darkly at dead of night.”

3. Stanza 4, 5, 6

4. rampart: fortification built from the embankment with a tower on top

bayonets: the sharp blade at the end of the gun
shroud: a cloth used to wrap people in for burial
martial: having to do with war
random: done without definite reason or pattern

Lesson 255 – student writes

Lesson 256 – discuss the painting using the questions

Lesson 257 – student writes

Lesson 258

1. AWW – perhaps you can tell because he describes it so well that you know that he has been out in nature and must like being there. He talks about the sad time of the year being when things start to shut down for winter.

2. AWW

3. With June, flowers finally bloom, but it may also be chilly, so wear a sweater.

4-6. AWW

7. **birds:** robins, sparrows, blackbirds, phoebe birds, wild pigeons, geese, martins, wrens, thrushes, orioles, catbirds, golden robins, bobolinks, whippoorwills, cuckoos, yellowbirds, humming birds

insects: flies, grasshoppers, butterfly, bumblebee, fireflies, katydids, crickets, bee,

flowers: bloodroot, cowslip, dandelion, chickweed, strawberry, bellwort, dogtooth violet, violet, lilac, roses, azalea, honeysuckle, laurels, lilies, ailanthus, hollyhock, goldenrod, aster, dahlias, marigold, zinnias

trees: peach, cherry, apple, beech, oak

8. linger: to stay a little longer

clamor: noisy uproar; a desire for something

heralds: someone who proclaims news; messenger

tapestry: a heavy cloth used to hang on the wall and keep the rooms warm

desolate: empty and lonely place

minstrels: traveling singers

ignominiously: without dignity, humiliating;

Lesson 259 - AWW

Lesson 260

1. AWW samples:

A. As late as the last of October, we are still harvesting tomatoes.

B. As early in the summer as the arrival of the fireflies, we put up our pool.

C. As early as the first of November, we have some snow on the ground.

D. As late as the middle of April, we see the first wildflowers.

2. AWW

Lesson 261 – student creates a notebook

Lesson 262

1. the spring time

2. the morning

3. She says that all is right with the world.

4. year's – year is, day's – day is, morning's – morning is, hillside's – hillside is, lark's – lark is, snail's – snail is, God's – God is, All's – all is

5-6. Memorize and write from memory

Lesson 263

1. peep; timidly
2. will bloom; soon
3. grow; here
4. AWW Sample:
 - A. The bluebirds are singing sweetly
- 5-7 AWW
8. quietly, patiently kindly, quickly, carefully, fiercely, roughly, loudly, carelessly
9. often, seldom, daily, yearly, early, late, always, soon, never
10. there, here, down, up, backward, forward

Lesson 264

1. high 2. very
3. AWW Sample: too quiet, more happy
4. AWW Sample: The children were being too quiet.

Lesson 265

1. carefully 2. more
3. AWW Sample: very slowly, least often
4. AWW Sample: The lion moved very slowly.
5. An adverb is a word that modifies a verb, an adjective, or another adverb

Lesson 266 – discuss the painting using the questions; student writes

Lesson 267

1. Student tells what he knows.
2. It allowed people from across the continent to communicate
3. The patent protects someone else from stealing his idea; it gives him the right to develop it. All sorts of inventions are patented as well as some manmade chemical formulas.
4. It prevents someone else from printing the books and making money from the sales of it.
5. Copy right is on the inside of the first page.
6. Student retells the story.

Lesson 268

1. Outline of Lesson 267
 - A. Birth and early life
 - B. What he did after finishing school
 - C. His trip to Europe
 - D. His creation of the invention
 - E. Struggles to get recognition and money to produce it.
 - F. Mr. Morse received many honors for his invention.
2. In an autobiography the author writes about himself. In a biography, the author writes about another person.
3. Student writes

Lesson 269

1. at; in; of
2. AWW. Student needs to choose 5
at, in, of, from, to, for, in, on, by
3. AWW Sample: A. We talked about the horse. N. The book sat on the shelf above us.

Lesson 270 - Dictation

Lesson 271

1. AWW Sample: For whom did you bake this cake?
2. AWW Sample: Who is at the door?
3. A. Who praised Michelangelo
B. Whom did Millet love?
C. Who feared the pilgrims?

Lesson 272

1. March, April, or May depending on where you live
2. AWW
3. there's – there is; that's – that is; 'Tis – it is; winter's – winter has
4. Memorize

Lesson 273

1. Repeats are not listed.
 - A. **nouns**: bird, home, place, summer, family, winter, eating, traveler, food, season, home, need, birds, place, world, lovers, place, year, nest, tree, they, families, pleasure, bodies, house, scrap, spot, mouthful, time, yourself, meal, minutes,
 - B. **verbs**: is, is seen, brings, travels, may be, to be found, could induce, to leave, love, prove, nest, were contented, would, think, appear, to do, living, are, getting, having, to build, have to search, carry, having to hunt, trying, wonder,
 - C. **pronouns**: he, his, them, they, themselves, yourself, you, it
 - D. **adverbs**: too, ever, better, so, perfectly, really, just, immediately, as often as,
 - E. adjectives:

Lesson 274 – discuss the painting and write the story

Lesson 275

1. Because we need show respect to the flag.
2. It seems a parade is passing with the flag and the band is also passing.
3. the flagpole
4. “But more than the flag is passing by.” The flag represents much; it is not just the flag, but all the struggles and triumphs of the country.
5. sea fights and land fights; weary marches and sinking ships, cheer of victory; days of plenty, peace; strong land's increase; honor and awe; pride, glory and honor.
- 6-7. memorize

Lesson 276

1. Dictation
2. nouns: mind, flag, nation, symbols, insignia, government, principles, truth, history, it
3. verbs: sees, may be, reads, belong, sets

Lesson 277 – Read this incident and retell it

Lesson 278

1. “you” and “who” It connects a series of phrases
2. It connects a part of the sentence to another part of the sentence.
3. It connects words in a series.

4-8 AWW

Lesson 279 – student writes

Lesson 280

1. succor: help, relief, assistance
wanton: uncalled- for malice; malice done with motive or provocation
pecuniary: having to do with money
eschew: to keep away from; shun
2. Discuss the code
- 3 – 4. Student writes

Lesson 281

1. awake, hark, hurrah
2. AWW

Lesson 282

1. mutinous: likely to revolt against authority
ghastly: having a deadlike appearance, haggard; shocking or terrifying
swarthy: dark skin complexion
blanched: turned to white
naught: nothing; lost or ruined
2. Columbus
3. A group of islands off the coast of Portugal.
4. The men were growing restless being so long at sea.
5. The sea seems to go on forever
6. Columbus
7. The men are unhappy, they are weak and unhealthy
8. Why you shall say at break of say, Sail on! Sail on! Sail on! And on!
9. They sailed only as the winds might blow them or sailed this way and that.
10. The sea is getting rough.
11. They were so far from the shore and they thought they would go down with the storm.
12. AWW
13. AWW
14. He tells the mate to tell the men to sail on ‘Sail on! Sail on! Sail on! And on!’
15. It is the same as the first stanza.

Lesson 283 – discuss the painting using the questions provided

Lesson 284 – student writes

Lesson 285

1. Japan 2. France 3. With a capital letter
4. A. Russia; B. Britain; C. Scotland; D. Mexico; E. Germany; F. Portugal; G. Italy
H. Norway; I. England; J. Ireland; K. Spain
- 5 AWW

Lesson 286 – student writes

Lesson 287 – student writes

Lesson 288 – AWW. Discuss the questions that the student writes.

Lesson 289 – have a conversation using the questions provided

Lesson 290 – have a conversation about the virtues; student writes

Lesson 291

AWV – Here is a sample:

Amendment I: guarantees the right to free speech, religious practice, to assemble, and to petition the government

Amendment II: guarantees the right to own a weapon

Amendment III: the government cannot force people to house soldiers

Amendment IV: the government is not allowed to have unfounded searches of personal property.

Amendment V: The government cannot try someone for the same crime twice, cannot hold a person in prison without a judgment from the grand jury; cannot force a person to testify against himself, and cannot take personal property for public use without paying for it.

Lesson 292

1. The coming of the rain.
2. The roots are compared to machinery.
3. The clouds are compared to mines.
4. “He” is capitalized because it refers to God.
5. Dictation
6. AWV Sample: The mountains of California are full of snow this time of year.

Lesson 293 – discuss the poem using the questions provided

Lesson 294 – student writes

Lesson 295 – discuss the painting using the questions; student writes

Lesson 296 – AWV; student writes

Lesson 297

1. It is compared to the falling of a feather from a bird.
2. The feeling of sadness resembles sorrow as the mist resemble the rain.
3. Sadness and longing are very close to sorrow, just as the mist is very similar to the rain. The mist is sometimes the precursor to the rain. In the same way, the sadness is a precursor to sorrow.
4. The gushing of songs is compared to like rain from the summer clouds
5. AWV
6. AWV
7. A. waited: to remain; be ready
B. banish: to send someone away out of their own land
C. martial: having to do with the military
D. resist: to withstand the action of
E. bards: singing storytellers
F. devoid: empty; not possessing, untouched
G. resembles: to exhibit similarity; looks like
H. corridors: long hallways
I. endeavor: verb – to make an effort; noun – strenuous effort, attempt
Sentences will vary
8. Henry Wadsworth Longfellow
9. AWV
10. memorize
11. Lesson 169: Her cheeks were as rosy as the skies at dawn
Lesson 236: the wind sweeps with the sound like the blast from a trumpet
Lesson 241: turned the rock over as a housewife turns a cake

Lesson 298 – discuss and dictate

Lesson 299 – descriptive writing

Lesson 300

1. AWV – lighthearted bouncy call to the hunt
2. AWV – Example: merrily merrily mingle they
- 3-4. AWV
5. Student writes

Lesson 301

Go over the definitions. Have the student write a sentence to demonstrate his understanding of it. At the end of the course, you may want to go back to every review summary in the book (about every 50 lessons) and make sure the student remembers and understands each concept.