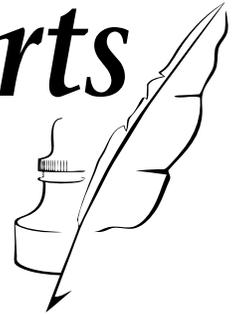


Learning Language Arts Through Literature



THE PURPLE
STUDENT ACTIVITY BOOK
3rd Edition

By

Debbie Strayer

and

Susan Simpson



Common Sense Press
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∞ Our thanks to Debbie Ward for her work on the 3rd edition of this book. ∞

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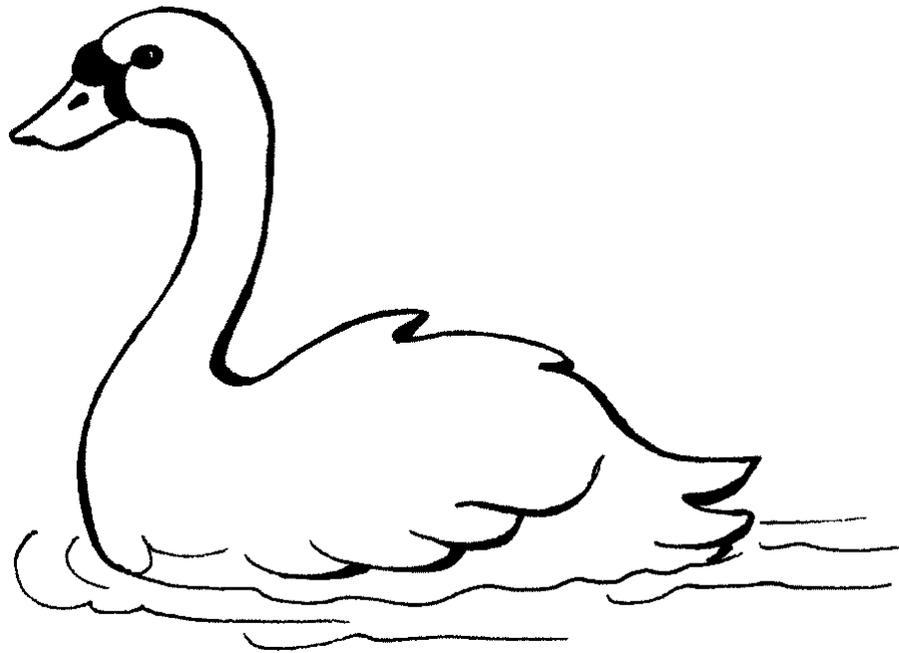
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BOOK STUDY B



The Trumpet of the Swan

Vocabulary

Find the word in its context. Reread the sentences before and after the word. Do you understand the meaning of the word? Now, look up the word in the dictionary and write a clear, simple definition, and use it in a sentence.

1. treacherous (Chapter 1)
-

2. buoyant (Chapter 5)
-

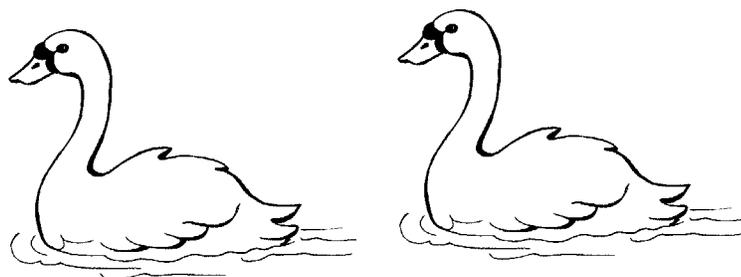
3. serenity (Chapter 8)
-

4. extraordinary (Chapter 9)
-

5. triumphant (Chapter 19)
-

Complete the following sentences with the correct vocabulary word.

1. The swans enjoyed the _____ of the beautiful lakes.
2. The swamps can be _____ if you step into a soggy place.
3. After making his fame and fortune, Louis made a _____ return.
4. A swan is graceful and _____ in the water.
5. The swan crashing through the store window was an _____ event.



Discussion Questions

Chapters 1 - 6

1. The swans were cautious of Sam at first. How did he become their friend? (Chapter 3)
2. What was Louis's problem and how did this make him feel? (Chapter 5)
3. Although Louis could not speak, it did not stop him from learning to swim and fly. Is there something **you** can't do? Now, list **all** the things you **can** do. (Chapter 6)

Chapters 7 - 12

4. In class, Louis wrote the word "catastrophe" on the blackboard. Some of the students gave their definition of the word. Tell your teacher what you think "catastrophe" means. (Chapter 7)
5. Louis' father broke into a music store to steal a trumpet for his son. What do you think of his actions? (Chapter 9)
6. Tell me about the rescue of Applegate Skinner. (Chapter 12)

Chapters 13 - 18

7. At Camp Kookooskoos, Mr. Bicle added one more item for Louis to carry around his neck. Can you think of all the items which now hung around Louis' neck? (Chapter 13)
8. Why did Louis want Sam to cut his webbed foot? (Chapter 13)

Chapters 19 - 21

9. Louis and Serena had a problem. How did Sam help them? (Chapter 19)
10. Tell me what happened when Louis' father returned the stolen money to the music store. (Chapter 20)

11. Enrichment

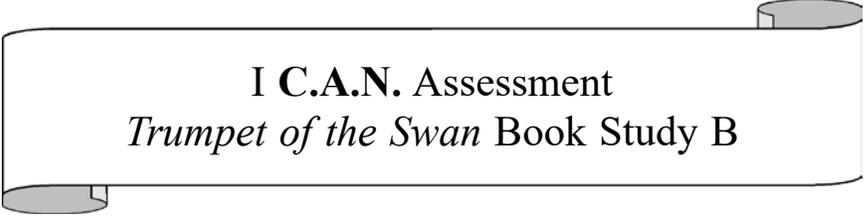
Find five words that relate to the story *The Trumpet of the Swan*. The words run across and down. Use the Clue Box to help you. There are no capital letters used in the words.

Clue Box
trumpet
swan
louis
debt
serena

r	h	i	s	d	s	d	e	b	t
c	t	s	e	r	e	n	a	i	n
o	r	o	m	o	u	o	l	p	t
n	u	c	t	r	z	m	o	l	e
c	m	h	r	h	z	h	u	p	l
r	p	a	a	a	l	s	i	a	p
e	e	i	m	i	e	t	s	i	u
t	t	k	s	w	a	n	l	j	o
e	a	c	i	n	c	r	e	t	c

Story Activities

1. Keep a daily diary like Sam did, ending each entry with a question. Write in it every day for a week.
2. Draw a map of Camp Kookooskoos. Make a key on the map to indicate what each symbol represents in the map.
3. Do you think it was important for Louis to pay the music store owner the price of the trumpet? List your reasons and write a paragraph explaining each one.



I C.A.N. Assessment
Trumpet of the Swan Book Study B

After the *Trumpet of the Swan* Book Study is completed check off each I C.A.N. objective with your teacher.

C

I can **complete** my work.
I can be **creative**.

A

I can be **accurate**.
I can do my work with a good **attitude**.

N

I can do my work **neatly**.

EVERYDAY WORDS



The Trumpet of the Swan



“Well,” said the cob, “I guess it’s no use. I guess you are dumb.”

When he heard the word “dumb,” Louis felt like crying. The cob saw that he had hurt Louis’ feelings. “You misunderstand me, my son,” he said in a comforting voice. “You failed to understand my use of the word ‘dumb,’ which has two meanings. If I had called you a dumb cluck or a dumb bunny, that would have meant that I had a poor opinion of your intelligence. Actually, I think you are perhaps the brightest, smartest, most intelligent of all my cygnets. Words sometimes have two meanings; the word ‘dumb’ is such a word. A person who can’t speak is called dumb. That simply means he can’t say anything. Do you understand?”

The Trumpet of the Swan by E.B. White. Text ©1970 by E.B. White. Selection reprinted by permission of Harper Collins Publishers.

Day 1

- a. Listen as your teacher reads the literature passage. Read the passage silently. Ask your teacher to help you with difficult words. When you are ready, read the passage out loud to your teacher.
- b. As your teacher reads the lines in bold print out loud, write them down. Compare your copy to the literature passage and make corrections.

- c. List four to six words that you should study for spelling this week, or use the following list of suggested words: heard, misunderstand, comforting, voice, pearl, intelligence.

Spelling Tip

Some words like **earth** with an **/er/** sound are spelled with **ear**.

d. Copy these words and underline **ear**. Say the words aloud as you write them.

heard _____ Earl _____

earth _____ early _____

earn _____ pearl _____

learn _____ yearn _____



e. In the literature passage Louis misunderstood because his father used a **homonym**. His father has given us a definition of homonyms, or words that sound the same and are sometimes spelled the same but have two different meanings. Write the homonym that was used and write the two meanings.

f. Use a dictionary to look up at least two meanings for these homonyms.

1) sound _____

2) pitch _____

3) squash _____

4) pound _____

5) fly _____

6) duck _____

Day 2

- a. Our literature passage provides part of an imagined conversation between a father swan (called a cob) and his son (a cygnet). The cygnet, named Louis, has a problem. Talk with your teacher about the limitation that Louis has and what we call his problem.
- b. When writing conversation, or **dialogue**, quotation marks are placed around the actual words spoken or thought. Refer to the *Quotation Rules* below when completing the following exercise.

Quotation Rules

1. Begin quotations with a capital letter.
2. If the quote comes before the person who spoke and tells something, place a comma after the quote, before the closing quotation mark. If the quote comes after the person who spoke and tells something, place the comma after the person who spoke, before the opening quotation mark.
Ex: “You misunderstand me,” said the cob.
The cob said, “You misunderstand me.”
3. If the quote comes before the person who spoke and asks something, place the question mark after the quote, before the closing quotation mark. If the quote comes after the person who spoke and asks something, place the question mark after the quote, before the closing quotation mark.
Ex: “Do you understand?” he asked.
He asked, “Do you understand?”
4. If the quote comes before the person who spoke and shows strong emotion, place the exclamation mark after the quote, before the closing quotation mark. If the quote comes after the person who spoke and shows strong emotion, place the exclamation mark after the quote, before the closing quotation mark.
Ex: “Well!” said the cob.
The cob said, “Well!”
5. A quote separated by the person who spoke is called a **split quotation**. Begin the first part of a split quotation with a capital letter, and end with a comma. Begin the second part of a split quotation with a lower case letter. Enclose both parts of the split quotation with quotation marks.
Ex: “Tomorrow,” said the cob, “we will visit my friends.”

c. Add punctuation and capitalization.

1) sam asked when are we coming back

2) where is louis asked mr beaver

3) what will I do without a voice thought louis

4) his father said its time for bed

5) watch me said the mother swan and do everything I do

6) call the police yelled the salesgirl

7) some people talk said the cob but never listen

- d. What kind of problems might be faced by a person who can't speak? Make a list of four or five of the possible problems of a person who can't speak. Do you think a person who can't speak likes to be called dumb? Look up the word *mute*. Do you think they would prefer to be called *mute*?

e. Enrichment

Read each list of words. Decide into which of two categories they belong. Write the category title and list the words under correct title.

Example:

	<u>Shapes</u>	<u>Colors</u>
circle line blue lavender triangle tan	circle line triangle	tan blue lavender

1. shark lion flounder mouse whale snake

2. hot chocolate sandwich cracker tea juice cookie

3. bulldozer tractor helicopter airplane jet taxi

Day 3

- a. Look at the sixth sentence in the second paragraph of the literature passage. Why is a comma used after *brightest* and *smartest*?

- b. Adjectives like *bright*, *smart*, and *intelligent* can be described in degrees. If you compare two cygnets, you would say one cygnet is *brighter* than the other cygnet. This is called the **comparative degree**. If you compared three or more cygnets, you would say one cygnet was the *brightest* of all of them. This is called the **superlative degree**.

Complete the chart.

	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Ex:	bright	brighter	brightest
	smart	_____	_____
	happy	_____	_____
	sweet	_____	_____
	dark	_____	_____
	clean	_____	_____

- c. The adjective, *intelligent*, is different than the adjectives used in the chart above. You do not say one person is *intelligenter* than another. It sounds awkward and doesn't make sense. Often, words of three or more syllables will form the comparative by using the word *more* and form the superlative by using the word *most*.

d. Complete the chart.

	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Ex:	intelligent	more intelligent	most intelligent
	beautiful	_____	_____
	magnificent	_____	_____
	horrible	_____	_____
	delightful	_____	_____
	wonderful	_____	_____

- e. Some words may be formed with **-er** and **-est**; or with *more* and *most*.
 Ex: lovely - lovelier - loveliest
 OR lovely - more lovely - most lovely

However, do not use **-er** or **-est** with *more* or *most*.

Ex: more lovelier; most loveliest - incorrect

- f. Review your spelling words.

Day 4

- a. Look at the first sentence in the literature passage. The first word in the sentence, *well*, shows strong emotion. This is called an **interjection**.

List of Common Interjections		
well	oh	my
oh dear	wow	

Separate an interjection with a comma or an exclamation mark.

Ex: Well, it's no use.

Well, it's no use!

Well! It's no use. (If you use an exclamation mark after the interjection, begin the next word with a capital letter.)

- b. Rewrite the first sentence of the literature passage using an exclamation mark after the interjection.

- c. Complete the sentences with interjections, and add punctuation and capitalization.

1) wow I saw a swan nest with five eggs

2) oh I have a present for you

3) my look at the beautiful swan

4) hey look over here

5) well the boy did not laugh

d. Louis wrongly understood what his father meant. Look at the word *misunderstand*, and tell how you think the meaning of the word *understand* was changed to make the word *misunderstand*. Was something added?

e. A letter, or letters, added to the beginning of a word that changes its meaning is called a **prefix**. Specific prefixes change the meanings of words in specific ways. Think of it as a building. The **base word** is the original house. Prefixes are parts that are added to the front of the house that change the meaning, like a garage.

The prefix **mis-** means *wrongly*. Look at the list of words and make new words by adding the prefix **mis-**.



mis understood

spell

count

read

place

- f. Write sentences using each of your new words.

- g. Optional: Take an oral or written spelling pretest.

Day 5

- a. Listen as your teacher reads the literature passage for dictation. Compare your copy to the literature passage.

- b. Take a spelling test.

- c. Choose skills from the *Review Activities* on next page.

- d. Optional: *Think It Through!* Find the definition of each word and draw a picture to show its meaning. Be prepared to explain your ideas for the picture.

1) legislature

2) director

Look at each group of words. Circle the word that is spelled correctly.

different natural

diferent naturel

e. Enrichment

Find four of the common interjections in this puzzle. Circle each one. Words run up and down and across.

Clue Box
well
oh my
dear
wow

b	r	a	i	d	s	d	e	a	r
c	t	s	e	r	e	h	a	t	n
o	r	o	m	y	u	o	s	t	t
n	u	c	t	r	a	h	n	a	e
c	m	h	a	h	z	m	u	i	l
r	p	a	i	a	l	y	o	n	p
w	a	i	r	i	e	l	l	i	u
o	t	n	s	w	e	l	l	j	o
w	a	c	i	n	c	r	e	t	c

Review Activities

1. Add capitalization and punctuation.

a. where are my books asked tom _____

b. your books are on the desk said mom where you left them _____

c. tom asked where is my pencil _____

d. mom sighed your pencil is in your bookbag _____

e. there's a phone call for you yelled sara _____

f. travis asked who is it _____

2. Circle the base word and underline the prefix.

a. mislead

b. misinform

c. misfire

d. misunderstand

e. misprint

3. Write two sentences using the homonyms of both meanings.

a. *Pound* can mean an animal shelter; or a unit of measure.

b. *Down* can mean the opposite of up; or soft feathers of a young bird.

4. Complete the chart.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
a. quiet	_____	_____
b. stiff	_____	_____
c. fast	_____	_____
d. fun	_____	_____
e. useful	_____	_____
f. splendid	_____	_____

5. Underline the interjections.
- Oh, I forgot to call you!
 - Wow, I've never seen that before!
 - Oh my, Ronnie will like that!
 - Well, it's good to see you again.
 - Oh! Come see the sunset!

6. What does the prefix **mis-** mean?





*“Do not let an unnatural sadness settle over you, Louis,” said the cob. “Swans must be cheerful, not sad; graceful, not awkward; brave, not cowardly. **Remember that the world is full of youngsters who have some sort of handicap that they must overcome. You apparently have a speech defect. I am sure you will overcome it, in time.** There may even be some slight advantage, at your age, in not being able say anything. It compels you to be a good listener. The world is full of talkers, but it is rare to find anyone who listens.”*

The Trumpet of the Swan by E.B. White. Text ©1970 by E.B. White. Selection reprinted by permission of HarperCollins Publishers.

Day 1

- a. Read the literature passage silently. Ask your teacher to help you with difficult words. When you are ready, read the passage out loud to your teacher.
- b. As your teacher reads the line in bold print out loud, write them down. Compare your copy to the literature passage and make corrections.

- c. List four to six words that you should study for spelling this week, or use the following list of suggested words: awkward, apparently, defect, world, listener, handicap.

Spelling Tip

One syllable words ending in a single short vowel and *l, f, s,* and *z,* are often spelled with a double consonant.

- d. Copy these words, and underline the double consonants. Say the words aloud as you write them.

pass _____	mess _____
huff _____	cuff _____
doll _____	pill _____
jazz _____	fizz _____

Day 2

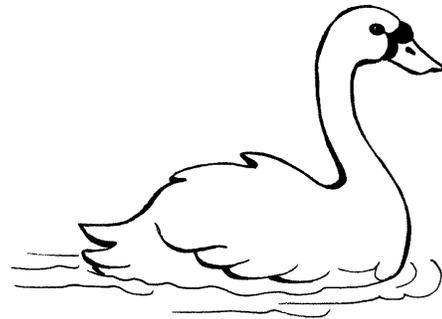
- a. Look at the first sentence of the literature passage. To whom is the cob speaking?

- b. What punctuation mark is used before the word, *Louis*? _____
When addressing someone, separate the person spoken to with commas.

Ex: Do not be sad, Louis.
Louis, do not be sad.
Be cheerful, Louis, not sad.

- c. Add commas.

- 1) Serena you are the most beautiful swan.
- 2) You Serena are the most beautiful swan.
- 3) You are the most beautiful swan Serena.
- 4) Louis you must keep your head up.
- 5) You Louis must keep your head up.
- 6) You must keep your head up Louis.



- d. Look at the last sentence of the literature passage. The word after the comma is *but*. The word *but* is a conjunction. **Conjunctions** are joining words.

List of Common Conjunctions			
and	but	or	so

In this sentence, the conjunction *but* joins two sentences. The first part of the sentence, *The world is full of talkers*, is a complete sentence. *It is rare to find anyone who listens* is also a complete sentence. Two sentences joined together with a conjunction is called a **compound sentence**.

Separate a compound sentence with a comma *before* the conjunction.

Ex: You have a speech defect, but you will overcome it.

You have a speech defect. - This is a complete sentence. It has a subject and a predicate.

You will overcome it. - This is a complete sentence. It has a subject and a predicate.

- e. Look at the following sentences:

Dinner is ready. I am hungry.

You can join these two sentences with a comma and a conjunction and make one sentence: Dinner is ready, and I am hungry.

- f. Rewrite the following sentences into compound sentences. Choose the best conjunction.

1) Louis swam around. He sang to Serena.

2) Sam wanted to stay with the cygnets. He went home.

3) Louis could not speak. He learned to read and write.

4) I must take my chance now. I will never do it.

5) Louis knew what he had to do. He flew out to the boy.

g. Enrichment

Look at these two shapes.  
A B

What is added to circle B? _____

Can you make the same addition in this square B?  
A B

If you crossed the line like this  then you are correct.

We would say the circle A is like circle B in the same way that square A is like square B. This is called a Shape Analogy.

Complete these in the same way:

Example:  :  ::  : 

1.  :  ::  : _____

3.  :  ::  : _____

2.  :  ::  : _____

4.  :  ::  : _____

Day 3

- a. In the second sentence of our literature passage there are three pairs of words that are opposites, or **antonyms**. Underline the word pairs in the second sentence that are opposites.
- b. The last two sentences of our literature passage also have a pair of words that are opposites. Find this word pair and underline them.

c. Why do you think the cob is using words that are opposites?

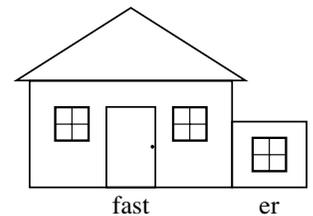
d. Do you think it will help Louis understand?

e. In your own words rewrite the advice given in this passage. Encourage Louis with the same ideas that his father has used, but don't use the same words.

f. Review your spelling words.

Day 4

a. When an ending is added to a base or root word, it changes the meaning of the word. The main house is the base word, and the extra room on the right is a **suffix**. Here's an example:



b. Find the words in the literature passage with the ending **-ful** added to them and write them down.

c. How many syllables, or sounds, does the suffix **-ful** add to each word?

d. The two **-ful** words in our literature passage are *cheerful* and *graceful*. What do you think the suffix **-ful** means?

e) Tell your teacher what you think these words mean.

f. . Read this list of words and write down what you think they mean.

1) playful _____

2) beautiful _____

3) careful _____

g. Look at these words:

arm - armful

care - careful

beauty - beautiful

play - playful

When do changes in spelling need to be made, and what changes do you make?

h. Add the suffix **-ful** to these words and write a sentence using each one.

color _____

joy _____

bounty _____

i. Optional: Take an oral or written spelling pretest.

Day 5

a. Listen as your teacher reads the literature passage for dictation.

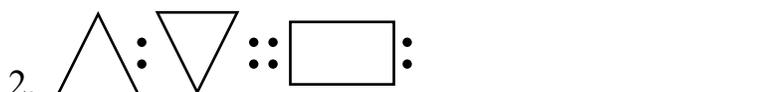
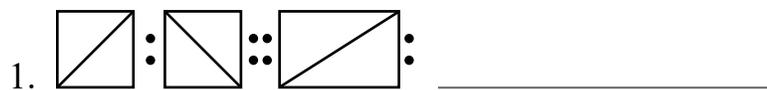
- b. Compare your copy to the literature passage.
- c. Take a spelling test.

- d. Choose skills from the *Review Activities*.
- e. Enrichment

Do you remember how to make a Shape Analogy? If not, review it on page 134.



Complete these:



Use construction paper to make your own shape analogies on another piece of paper.

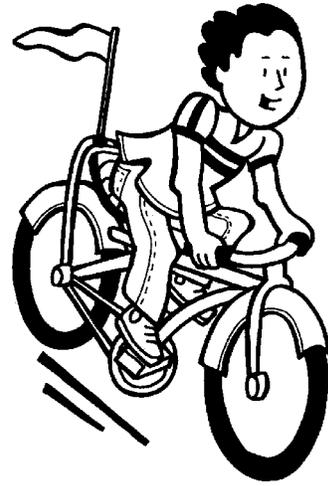
5. big red circle: big red triangle :: big blue circle: _____

6. little green triangle: big green triangle:: little yellow square: _____

Make up three more colored shape analogies on your own.

Review Activities

1. Place commas correctly in the following sentences.
 - a. Justin please come here.
 - b. Can you help us Robert?
 - c. Hopefully Sara we will go on vacation.
 - d. Amanda I'm going home.
 - e. Please come with me Beth.
 - f. I can't Amanda because I'm doing my homework.



2. Make compound sentences.
 - a. Jerry likes to play baseball. I like to play football.

- b. The moon shone. The stars twinkled.

- c. Karla runs fast. Sal runs slowly.

- d. Amy slept in the tent. I slept outside.

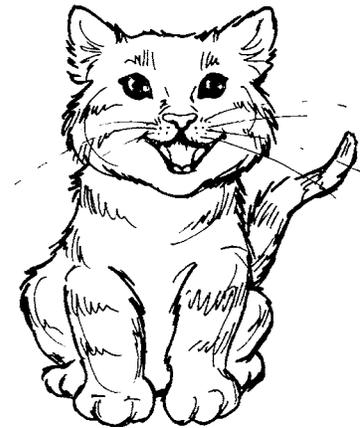
3. Write antonyms for the following words.

- a. brave _____
- b. clean _____
- c. dry _____
- d. soft _____
- e. bottom _____
- f. rough _____



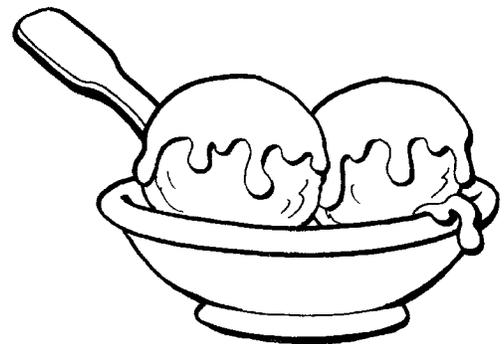
4. Add the suffix **-er** to the following words.

- a. soft _____
- b. nice _____
- c. kind _____
- d. fresh _____
- e. quick _____
- f. tall _____



5. Add the suffix **-ful** to the following words.

- a. plenty _____
- b. spoon _____
- c. hope _____
- d. mouth _____
- e. pity _____
- f. bounty _____





*“There are mechanical devices that convert air into beautiful sounds. One such device is called a trumpet. I saw a trumpet once, in my travels. **I think you may need a trumpet in order to live a full life. I’ve never known a Trumpeter Swan to need a trumpet, but your case is different. I intend to get you what you need.** I don’t know how I will manage this, but in the fullness of time it shall be accomplished. And now that our talk has come to a close, let us return gracefully to the other end of the pond, where your mother and your brothers and sisters await us!”*

The Trumpet of the Swan by E.B. White. Text ©1970 by E.B. White. Selection reprinted by permission of Harper Collins Publishers.

Day 1

- a. Read the literature passage silently. Ask your teacher to help you with difficult words. When you are ready, read the passage out loud to your teacher.
- b. As your teacher reads the lines in bold print out loud, write them down. Compare your copy to the literature passage and make corrections.

- c. List four to six words that you should study for spelling this week, or use the following list of suggested words: known, different, intend, trumpet, knowledge, reign.

Spelling Tip

There are two common ways to spell a /n/ sound using a silent letter: **kn** and **gn**, but **kn** will usually not end a word.

- d. Copy the words, and underline **kn** and **gn**. Say the words aloud as you write them.

kn

know _____

knot _____

knowledge _____

knew _____

knapsack _____

knit _____

knead _____

gn

gnaw _____

gnat _____

gnome _____

reign _____

sovereign _____

benign _____

foreign _____

Day 2

- a. Look at the second bolded sentence in the literature passage. The first word is *I've*. This is a shortened way of saying *I have*. The apostrophe takes the place of the missing letters, **ha**. This is called a **contraction**. Find the other contraction in the literature passage.

b. What does it stand for? _____

c. What does the apostrophe take the place of? _____

- d. Write the words these contractions stand for.

1) I'd _____

6) they're _____

2) they'll _____

7) it'll _____

3) mustn't _____

8) aren't _____

4) you're _____

9) it's _____

5) she'd _____

10) he's _____

- e. The contraction *it's* stands for *it is*. This contraction is often confused with the possessive pronoun, *its*.

Ex: *It's* time to go. (It is time to go.)

The monkey hung by *its* tail. (The tail belongs to the monkey.)

Complete the sentences with the correct word. (it's / its)

- 1) _____ almost noon.
 - 2) The tree spread out _____ branches.
 - 3) I hope _____ nice.
 - 4) _____ in Canada.
 - 5) The cygnet pulled the shoestring from _____ place.
- f. *You're* is another contraction. This is also often confused with the possessive pronoun, *your*.

Ex: *You're* late for dinner. (You are late for dinner.)

John, did you bring *your* books? (The books belong to John.)

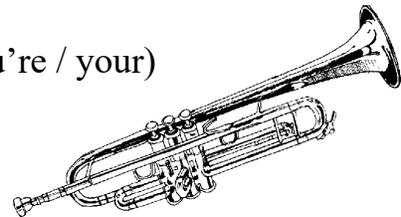
Complete the sentences with the correct word. (you're / your)

- 1) Get _____ trumpet.
 - 2) I think _____ nice.
 - 3) I think _____ trumpet is clear and crisp.
 - 4) Here is _____ medal.
 - 5) _____ going to camp with me.
- g. *They're* is another contraction. This contraction is often confused with the possessive pronoun *their* and the word *there*.

Ex: *They're* coming to visit. (They are coming to visit.)

I hope Aunt Judy and Uncle Bob bring *their* pictures. (The pictures belong to Aunt Judy and Uncle Bob)

There is an alligator at the zoo.



Complete the sentences with the correct word. (they're / their / there)

1) _____ was a job for Louis in the city.

2) The boys brought _____ sleeping bags to camp.

3) _____ going canoeing in the morning.

4) The boys swam _____ to listen.

5) Mr. and Mrs. Beaver loved _____ son.



h. Look at the last sentence of the literature passage. Find the word that ends in **-ly**.

i. What is the base or root word of *gracefully*? What part of speech is *grace*?

j. What part of speech is the word when the suffix **-ful** is added? Serena is a *graceful* swan.

k. What part of speech is the word when the suffix **-ly** is added to that new word? She swam *gracefully*.

Hint

Most words ending in **-ly** are adverbs. Some exceptions are *friendly* and *lovely* which are adjectives.

l. Copy the list of words and add **-ly** to the end of each word.

quick _____

sad _____

bright _____

slow _____

loud _____

brave _____

m. Write sentences using at least three of the new words.

Day 3

- a. So far, you have learned seven parts of speech: noun, verb, pronoun, adjective, adverb, conjunction, and interjection. The last part of speech you will learn is the preposition.

List of Common Prepositions			
above	under	in	into
around	over	to	against
after	along	beneath	below
behind	by	from	toward
with	through	on	

Prepositions show the relationship between the noun which follows the preposition and another word in the sentence. The preposition with the noun is called a **prepositional phrase**.

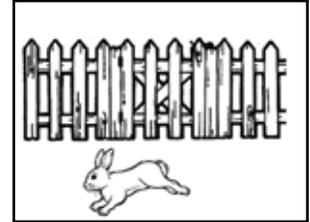
Ex: The cat ran around the house.

Around is the preposition. It shows the relationship between house and cat.

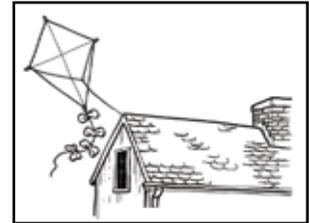
Around the house is the prepositional phrase.

- b. Look at the first sentence in the literature passage. Can you find the prepositional phrase? Underline the prepositional phrase and circle the preposition.
- c. Now, look at the third sentence in the literature passage. Underline the prepositional phrase and circle the preposition.
- d. Look at the pictures and complete the sentences using a prepositional phrase. Circle the preposition.

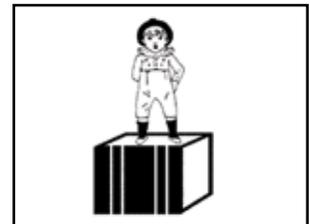
1) The rabbit scurried _____.



2) The kite is flying _____.



3) The boy is standing _____.



4) The girl is sleeping _____.



e. In our literature passage, there are several words which look the same, and are pronounced the same, but have more than one meaning. These words are called **homonyms**. One of these words is *case* which can mean either a *situation* or a *carton*. How do you know which definition is being used in our passage?

f. Look at the third sentence in the literature passage. Can you find the homonym?

Write two sentences using the different meanings for that word.

g. Do you know the different meanings for the following words? Write sentences for the different meanings of these words.

1) bat _____

2) ball _____

3) pitcher _____

4) light _____

Day 4

a. The cob has brought a problem to his son's attention. Louis probably wasn't very aware of his differences from the other cygnets, but now he is more aware. This will probably make Louis feel uncomfortable, but may be the beginning of learning how to cope with problems. How did they deal with their problems? How have you tried to cope with differences you might feel?

b. Part of helping with a problem is making the person aware of it. Tell your teacher how Louis' father plans to help Louis.

c. Talk with your teacher about specific ways to help people with problems such as blindness, deafness, or physical impairments.

- . It used to be thought that people were born with physical or mental limitations as a punishment. As a result, people often hid family members who were limited in some manner. Sometimes we are uncomfortable around people who are different than us. Why do you think this happens? Talk with your parents about how you feel.
- d. Optional: Take an oral or written spelling pretest.

Day 5

- a. Listen as your teacher reads the literature passage for dictation. Compare your copy to the literature passage.

- b. Take a spelling test.

- c. Choose skills from the *Review Activities*.
- d. Optional: *Think It Through!* Find the definition of each word and draw a picture to show its meaning. Be prepared to explain your ideas for the picture.

1) familiar

2) vigor

Look at each group of words. Circle the word that is spelled correctly.

quietly

musec

quiety

music

e. Enrichment

Unscramble the letters to make common prepositions. Write your answer on the correct line.

1. hitw _____ 5. rednu _____

2. aantsig _____ 6. dounar _____

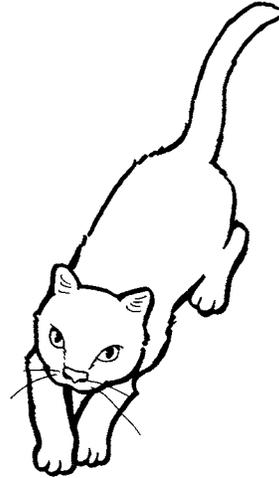
3. vreo _____ 7. weobl _____

4. nolag _____ 8. romf _____

Review Activities

1. Write the contraction for the following words.

- a. she will _____
- b. you have _____
- c. I would _____
- d. they are _____
- e. he is _____
- f. is not _____
- g. could not _____
- h. can not _____



2. Choose the correct word. (*It's / its*); (*your / you're*); (*their / there / they're*)

- a. _____ raining today.
- b. I hope _____ well.
- c. The boys will bring _____ trading cards.
- d. We watched the kitten chase _____ tail.
- e. Give the flowers to _____ mother.
- f. I hope _____ what she likes.
- g. _____ are other flowers to choose from.

3. Add the suffix **-ly** to the following adjectives to make adverbs. Use each word in a sentence.

a. quick _____

b. silent _____

c. careful _____

d. stubborn _____

4. Underline the prepositional phrase and circle the preposition.

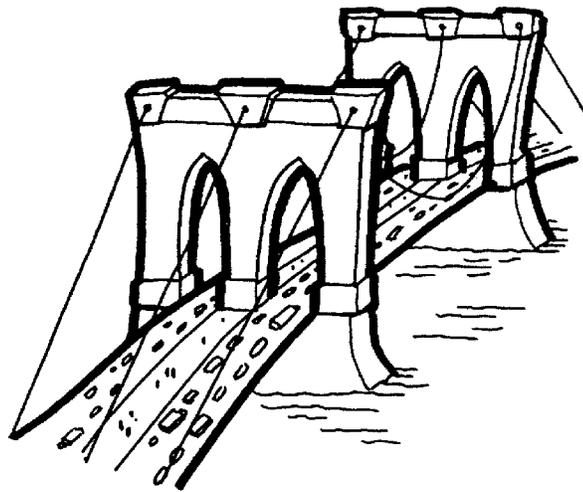
a. The toddler fell on the floor.

b. The old man walked up the hill.

c. The ship went under the bridge.

d. The woman ran after the bus.

e. I sat by the river.





The cob turned and swam off. Louis followed. It had been an unhappy morning for him. He felt frightened at being different from his brothers and sisters. It scared him to be different. He couldn't understand why he had come into the world without a voice. Everyone else seemed to have a voice. Why didn't he? "Fate is cruel," he thought. "Fate is cruel to me." Then he remembered that his father had promised to help, and he felt better.

The Trumpet of the Swan by E.B. White. Text ©1970 by E.B. White.
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Day 1

- Read the literature passage silently. Ask your teacher to help you with difficult words. When you are ready, read the passage out loud to your teacher.
- As your teacher reads the line in bold print out loud, write them down. Compare your copy to the literature passage and make corrections.

- List four to six words that you should study for spelling this week, or use the following list of suggested words: followed, frightened, different, turned, first, purpose.

Spelling Tip

er in her
ir in sir
ur in burn

Copy the words, and underline **er**, **ir**, and **ur**.

her	_____	first	_____
turned	_____	teacher	_____
third	_____	churn	_____
term	_____	bird	_____
purpose	_____	perky	_____
dirt	_____	Thursday	_____

Day 2

- a. Look at the first sentence of the literature passage. What is the subject?

- b. What are the verbs? _____

The subject, *cob* did two things. He *turned* and *swam*. This is called a **compound verb**. Two verbs are joined by the **conjunction** *and*. Do not confuse this with a compound sentence. *The cob turned* is a complete sentence. But *swam off* is not a complete sentence. It lacks a subject.

- c. Find the compound sentence in the literature passage.

- d. Complete the sentence by adding a compound verb.

1) Louis _____ and _____ .

2) His father _____ and _____ .

3) Serena _____ and _____ .

- e. Write the actual words thought by Louis. Remember, quotation marks enclose the actual words spoken or thought.

- f. Write something you have thought about.
 Ex: "How wonderful it would be to fly," I thought.

g. Enrichment

A line connects two words in each box. Draw another line to connect two other words that go together in the same way.

Example: short ——— turn
 soft ——— long
 ahead ——— hard

1. where knight
 night here
 there wear

4. $4 + 4$ $2 + 3$
 $5 + 5$ $2 + 6$
 $4 + 1$ $4 + 3$

2. happy joyful
 tired smile
 frown weary

5. St. Avenue
 Blvd. Street
 Rd. _____ Road

3. run race
 see made
 make saw

6. chef hits
 carpenter cooks
 batter dances

Day 3

- a. Louis feels afraid because he now realizes how different he is from the other cygnets. Do you think that this is an understandable feeling for Louis? Can you think of any situations where you felt very different from everyone else? What did you do? Did it change the way you acted? Talk with your teacher about that situation.

- b. Ask your teacher if she has ever had to deal with feeling very different from everyone else. Ask her how she handled the situation, and what advice she would give you to keep in mind if you have to face a similar situation. Read the last line of our literature passage. Tell how Louis felt about his father's promise.
- c. Look back at each literature passage from *The Trumpet of the Swan* (Lessons 12-15). Each passage contains statements from Louis's father that tells what he thinks of Louis and what he will do to help him. Write a friendly letter to Louis and tell him what his father thinks of him, and how he will help. Use the sample letter below to help you write a friendly letter.

	(Date) February 10, 2014
(Greetings or salutation) Dear Sally,	
<p>I heard that you broke your leg skateboarding last week. I hope it doesn't hurt too much! I know there are many things you can not do with your leg in a cast.</p> <p>I will be happy to return your books to the library. If there's anything else I can do, please call me. You are a good friend and I want to help you.</p>	
(Body)	(Closing) Your friend, (Signature) Mary

Day 4

- a. In our literature passage, Louis talks about something called *fate*. Look up this word in the dictionary and tell your teacher the definition. If you do not know what the word *cruel* means, look that up, too. What does Louis mean by the statement, "Fate is cruel to me."?

c. Take a spelling test.

d. Choose skills from the *Review Activities*.

e. Enrichment

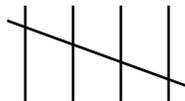
On a separate sheet of paper write this question:

Do you believe that fate controls your life?

_____ yes _____ no

Ask one person the question and put a tally mark in front of his answer.

Do this with at least four other people. If you have five people answer the same way, be sure to make the fifth tally mark like this.



Report your survey results to your teacher.

Review Activities

1. Rewrite the sentences to make one sentence with a compound verb.

a. I worked. I played.

b. Ashley likes drawing. Ashley likes painting.

c. The baby laughed. The baby played.

d. The family cooked together. The family ate together.

2. Label the parts of a letter.

April 10, 2015

Dear Paul,

I hope you are feeling better after your illness. I miss seeing you at the park. I will call you to see when I can visit.

Your friend,
Ryan

3. Write the possessive for the following phrases:

a. the book belongs to the boy

b. the horse belongs to the lady

c. the office belongs to the man

d. the toys belong to the child



Assessment 3
(Lessons 12 - 15)

1. Add capitalization and punctuation.

a. where is Dad asked jerry

b. he is in the garage said sara

c. jerry said someone is here to see you, Dad.

2. Complete the chart.

Positive

Comparative

Superlative

a. small

b. strong

c. beautiful

3. Underline the interjections.

a. Well, I'll try again.

b. Wow! Did you see that?

c. My, you have grown.

4. Add commas and capitalization.

a. Please open the door robert.

b. Mom may I go out and play?

c. Tell me sara if you are coming.



Assessment 3

5. Make compound sentences by adding a conjunction and a comma.

a. Mom likes cats. Dad likes dogs.

b. I tried to be on time. I was late.

c. Would you like ice cream? Would you like cake?

6. The words *open* and *close* have opposite meanings. What are these kinds of words called?

7. Write contractions for the following words.

a. is not _____ c. they are _____

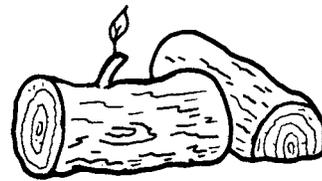
b. could not _____ d. she will _____

8. Underline the prepositional phrase and circle the preposition.

a. The log floated on the water.

b. She sat on the chair.

c. The bird flew over the roof.



9. Rewrite the sentences to make one sentence using a conjunction and a compound verb.

a. I danced. I sang. _____

b. The boy laughed. The boy played. _____

c. The dog ran. The dog barked. _____

10. Label the parts of a letter.

February 10, 2014

Dear Grandma,

Mom and Dad gave me a puppy for my birthday. He is so cute. I named him Rascal. Please come and see my new puppy.

Love,
Rachel
