

## STOPPING BY WOODS

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark and deep.  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

~ Robert Frost

Today is

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Day

Date

Year

## James Watt and Teakettle

~ *Thirty More Famous Stories Retold* by James Baldwin

*Vocabulary to study before you read:*

presently

preparations

heed

query

vapor

visible

profitable

inquisitive

yawning

harness

persevered

*Draw a picture or series of pictures illustrating the story.*

COPYBOOK

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Copy the title and first stanza from this week's copybook selection into your copybook. Check your work, word by word, against the original.

Did you

- include every word in the original and spell every word correctly?
- capitalize every letter that is capitalized in the original?
- include every punctuation mark in the original?

SUBJECTS & PREDICATES

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In the blanks on the left below, write the noun or pronoun that tells who or what each of the following sentences is about.

house His house is in the village.

\_\_\_\_\_ Snow fills the woods.

\_\_\_\_\_ My horse gives his harness bells a shake.

\_\_\_\_\_ The woods are lovely, dark and deep.

\_\_\_\_\_ I have promises to keep.

The **noun** or **pronoun** which you wrote in each blank above is the subject of the sentence. The **subject noun (or pronoun)** tells who or what the sentence is about.

The **predicate** tells what the subject is or does. Go back to the sentences above, and double underline the **verb** in the predicate that tells what the subject is or does.

Write a sentence with village as its subject.

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Today is \_\_\_\_\_

Day

Date

Year

NATURE STUDY

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Read Cassiopeia (found in Teaching Helps).

Sketch a picture of the **Big Dipper**, the **Little Dipper**, and **Cassiopeia** below. Label Polaris. Try to observe these in the night sky this week.



*Nature Notebook: Were you able to see Cassiopeia in the night sky this week? If so, draw it along with the Big Dipper and Little Dipper from your own observation. Label Polaris. Place a compass rose in the correct orientation on your drawing. Also, remember to keep up your moon phases calendar.*

COPYBOOK

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Copy the second and third stanzas from this week's copybook selection into your copybook. Check your work, word by word, against the original.

Did you

- include every word in the original and spell every word correctly?
- capitalize every letter that is capitalized in the original?
- include every punctuation mark in the original?

RHYMING WORDS

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The first three stanzas of this poem has a set of three rhyming words at the end of the first, second, and fourth lines. The word at the end of the second line does not rhyme with the words in its own stanza, but it rhymes with the set of three rhyming words from the next stanza. All of the words at the end of the fourth stanza rhyme. Why do you think the poet made the rhyme pattern of the final stanza different from the first three?

Write the three rhyming words from the first stanza.

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Write the next four rhyming words—one from the first stanza, and three from the second.

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Write the next four rhyming words—one from the second stanza, and three from the third.

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Write the next four rhyming words—one from the third stanza, and three from the fourth. One is repeated; you do not need to write it twice.

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Today is \_\_\_\_\_

Day

Date

Year

READ AND NARRATE

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## Dr. Johnson and Father

~ *Thirty More Famous Stories Retold* by James Baldwin

*Vocabulary to study before you read:*

feeble

exertion

beseeking

wares

eaves

chaise

alights

seamed

asthma

ponderous

parish

lunatic

lull

venture

renowned

*Draw a picture or series of pictures illustrating the story.*

COPYBOOK

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Copy the last stanza and the attribution from this week's copybook selection into your copybook. Check your work, word by word, against the original.

Did you

- include every word in the original and spell every word correctly?
- capitalize every letter that is capitalized in the original?
- include every punctuation mark in the original?

SUBJECTS & PREDICATES

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Underline the **subject** of the sentences below, then double underline the **predicate verb**. Rewrite the sentence twice, changing the predicate verb to the indicated tense.

He will not see me here.

Present \_\_\_\_\_

Past \_\_\_\_\_

Underline the **subject** of each sentence below, then double underline the **predicate verb**. Rewrite each sentence, making the **subject** to plural, and changing the **predicate** as needed. Change other words as needed so that the sentence makes complete sense.

My horse asks if there is some mistake.

\_\_\_\_\_

I have miles to go.

\_\_\_\_\_

PERSONIFICATION & ONOMATOPOEIA

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Discuss with your teacher the **personification** in the second and third stanzas of this week's copybook selection. Also, look for the **onomatopoeia** (word whose sound gives a clue to its meaning - in this case, it is an imitation of a particular sound) in the third stanza.

WEEK 5 ♦ DAY 4

Today is

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*Day*

*Date*

*Year*

PICTURE STUDY

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DICTATION

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CONTRACTIONS

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*A contraction shortens a group of words by replacing a letter or letters with an apostrophe (').*

do not = don't

*Write the contraction for each group of words below. The last one is tricky!*

I have \_\_\_\_\_

cannot \_\_\_\_\_

must not \_\_\_\_\_

it is \_\_\_\_\_

will not \_\_\_\_\_

*Write the contraction found in this week's poem. Then, write the two words that are shortened to form this contraction.*

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