

Enduring Books



Level 2

Unit 1: *In Fableland*

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Spelling Words

Consult the blog if you don't want to teach spelling the traditional, oral way:

<http://reading.homeschoolertools.com/2019/06/18/on-teaching-spelling/>

short vowels

if
rid
cob
dug
sun
lap
ten
dot

long vowels with e (2 weeks)

date
same
mere
pile
fire
code
bone
cure
use
lie
cue

long vowels without e

me
feed
beef
jolt
hold
so
do
we

Lesson 1:

The Lion and the Fox; How to Learn New Vocabulary

Reading

In this unit, we're going to be reading a book called *In Fableland* which is about some lovely animals named Leo, Lobo, Reynard, Bruin, Bruno, Dobbin, Pussy, and Bunny. Today you'll be reading about Leo and Reynard. As you read, pay attention to **words** you don't know. Write them down or mark them in some way, because we're going to come back to them in the next section.



The Lion and the Fox

(p. 5 *In Fableland*)

Vocabulary

Do you have your list of words? We're going to talk about some strategies to figure out what they mean. Get out your *My Vocabulary Journal* and let's get started!



Every time you come across a word in this course that you don't know, you're going to find out what it means and add it to your vocabulary journal. Sometimes it makes sense to stop reading and find out--if you can't understand the sentence without it--and sometimes it makes sense to just make a note and wait and look it up after you finish reading, if you think you understand the story without it. Either way, here are some basic strategies you can use to figure out what the words mean, and write them down in your vocabulary journal under the letter of the alphabet that they begin with. Bookmark this page!

Vocabulary Clues Checklist

1. **Context.** This is your first clue! If you read the sentence, “Joe threw the kefflefloffer at Michael, who hit it with the bat,” you might not know for sure what a kefflefloffer was, but... what could you guess? You might guess it was some kind of ball! Often we can figure out from the sentence or the story what a word means. If you read, “The cow was chewing its cud,” you might not know what cud was, but it would be a good guess that it might be cow food--grass!
2. **Similar words.** If you know what “happy” means, you can probably guess what “unhappy” means. If you know what a “bird” is and what a “house” is, you can probably figure out what a “birdhouse” is. Look closely at the word -- does it look like another word you already know? Or does it contain a word you already know?
3. **Onomatopoeia.** This fun word simply means words that sound like what they are. “Squawk!” says the bird. “Cluck” says the chicken. “Thud” is the noise the boy makes when he flops on the ground. Sometimes these words are ones we will recognize. Other times, though, they are *new words* that the author invented. If a book described a car going “gar-oop! Gar-oop!” you would not find that word in a dictionary, but you might guess that the author was trying to describe a particular sound.
4. **Dictionary.** If you can’t figure out what a word means, your last step is to ask for help. You can, of course, ask a knowledgeable adult, but there are these awesome books called dictionaries that love to help children discover what words mean. A dictionary is arranged the same way you’re going to arrange your vocabulary journal -- in the order of the alphabet. This takes a lot of practice and is an important skill, so to finish out our lesson today, we’re going to play **The Alphabetizing Game**.

But first, let’s finish up those My Vocabulary Journals. Ask someone to confirm the word meaning for you, and write it in your journal like this:

Dreadful: something that causes extreme fear

And that’s it! If **dreadful**, **terrible**, or **fright** were some of your vocabulary words today, take an extra minute to learn not just what they mean, but how they are *different*. They mean very similar things, but not exactly. These tiny differences are called **nuances** and it’s very important to learn them in order to be a better reader and a better writer. Can you think of something that is *dreadful* but not *frightening*? Something that is *terrible* but not *dreadful*? Something *frightening* but not *terrible*?

The Alphabetizing Game 🍏



Cut out the words below and practice how quickly you can put them into alphabetical order. There are four suggested levels to this game, and you should play it throughout this entire unit until you get to the fourth level successfully. There are extra rows in the table below to record the scores of multiple attempts each lesson--see how quickly you can go!

Level 1: Put the LETTER cards in alphabetical order, and then match the level 2 words to their corresponding letter (i.e. apple, airplane go under the letter A).

Level 2: Take away the letter cards and organize the word cards into letter groups and have the groups in order. Take away the word cards from a few letters entirely and see if you can still alphabetize them.

Level 3: Using only the third level cards (those with an underlined letter), learn to alphabetize by second or even third letter, within single-letter groups.

Level 4: Combine levels 2 and 3: organize the words not only into groups by letter, but then organize the cards within each letter alphabetically. Again, remove all the words from one letter entirely.

DATE	LEVEL	TIME

--	--	--

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z	apple	bear
eagle	frog	goat	ham
ice	jam	kite	lion
mouse	newt	oar	piece
quick	race	sow	terror

up	violet	wane	xylophone
yak	zebra	cat	dog
yellow	zero	ant	bar
eight	friend	going	hat
igloo	jump	koala	lamb
merry	nod	off	prince
quack	rat	saw	terrific
under	viper	wax	xyloid
apple	ma <u>t</u>	h <u>o</u> t	M <u>a</u> ry
an <u>i</u> mal	ma <u>s</u> on	h <u>u</u> mid	me <u>t</u>
ai <u>r</u>	ma <u>j</u> or	hi <u>g</u> h	mi <u>t</u> t
aw <u>e</u>	mai <u>l</u>	he <u>m</u>	mu <u>n</u> ch

also	Mae	hair	moth
------	-----	------	------

Lesson 2:

Introducing the Characters; Nouns

Reading

Today, you need your *My Book of Characters* mini-book, which is found in the **appendix** (that's the part near the end) of this workbook. Get it out and fold and staple it into a small booklet. You're going to use this booklet throughout the rest of the unit, so make sure you keep it in a safe place.

Notice that the animals' names are across the top of the pages in alphabetical order. I want you to turn to the page called "Leo," and think of some things you remember about him from the story yesterday. Write down some of them. Then, read today's story.

➡-As you read, remember some things about Reynard, and add them to your Book of Characters.

➡ You should also add unfamiliar words to your vocabulary book as you learned yesterday!



The Fox and the Crow

(p. 11 *In Fableland*)

Vocabulary

Add sentences to the words you learned yesterday.

A noun is the name of a person, place, thing, or idea.

You want to memorize that sentence this month! Every word in every sentence has a *job*. A noun is a *naming* word. We all use nouns every time we speak. When we say, “Please pass me the **butter**,” instead of “Please pass me the *meeeeeh*,” the noun--the word ‘butter’--is *naming* the thing we want to pass. We’re going to spend this whole month learning about all the different kinds of nouns! Match each *noun* to its type:

beach	person	rollerskates
rainbow		Henry
beauty	place	nightmare
Earth		dog
girl	thing	sidewalk
	idea	

Circle the word that is NOT a person, place, thing, or idea:

Alice jumping candy ball park

Composition

In your *My Book of Characters*, turn to the page about Reynard, and draw a picture of him based on the story you read yesterday or today.

Lesson 3:

Reading with Drama

Reading and Vocabulary

Today, you're going to practice **oral reading**. You're going to read about a wolf, a young goat, and a dog. Think now of what kind of voices each of those characters might have. Practice them. And when you read the stories, try reading the characters in their own special "voices."



The Wolf and the Kid

(p. 16 *In Fableland*)

The Dog in the Manger

(p. 21 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book to the page marked "Bruno" and note what you learned today!

Composition 🍏

Pick one of the characters you read about today (it could also be Mrs. Crow or the cow), and retell the story to your teacher using the special voice you invented! Remember to tell the story as if you were really the person! Begin, "Today, I was..."



TO be read by the teacher--feel free to spread over several lessons.

The first Part-of Speech that was called was Mr. Noun. He is a stout big fellow, very well dressed, for he does not mind showing that he is very rich.

As Mr. Noun came forward, Serjeant Parsing rose, put his pen behind his ear, arranged his papers on the table before him, and looking at Mr. Noun through his eye-glass, asked: "What is your name?"

"Name," answered Mr. Noun.

"Yes, your name?" repeated Serjeant Parsing.

"Name," again answered Mr. Noun.

"Do not trifle, sir," said the Judge, sternly; "what is your name? Answer at once, and truly."

"I have answered truly," replied Mr. Noun. "My name is *Name*, for *noun* means *name*. The name of everything belongs to me, so I am called Mr. Name, or Mr. Noun, which means the same thing, and all my words are called *nouns*."

"The name of *everything* belongs to you?" asked Serjeant Parsing, in surprise.

"Yes," answered Mr. Noun, "the name of everything."

"What? Do you mean to say that the name of everything I can see round me now is one of your words, and is called a noun?"

"I do indeed," said Mr. Noun. "The name of everything you can see, or touch, or taste, or smell, or hear, belongs to me."

"What," said Serjeant Parsing, "is this *desk* yours then, and the *ink* and the *pen* and the *window*?"

"The *words* that *name* them are all mine," said Mr. Noun. "Of course I have nothing to do with the *things*. No gentleman in Grammar-land has anything to do with *things*, only with • words; and I assure you, you cannot *name* anything that you can see, or touch, or taste, or smell, or hear, without using one of my words. *Desk, pen, ink, window, water, ioine, Jire, smoke, light, lightning, thunder, a taste, a smell, a noise* all these words belong to me, and are called nouns."

"I see," said Serjeant Parsing; "you can *hear* thunder, and *smell* smoke, and *taste* wine. And I suppose *dinner* and *tea* are yours also?"

"Certainly, the *words* breakfast, dinner, and tea, are mine," replied Mr. Noun. "The *things* are what the people live upon in Schoolroom-shire, but they could not name what they eat without using my words. The servant would have to make signs to let people know that dinner was ready; she could not *say* so unless I allowed her to use my noun *dinner*.'

"Well," said Serjeant Parsing, "if you have the name of everything we can see, touch, taste, smell, or hear, all I can say is, I hope you are satisfied, and do not claim any more words besides."

"Indeed," replied Mr. Noun, drawing himself proudly up, "I have not mentioned nearly all my words. I told you at first that I have the name of *everything*, and there are plenty of things that you know about, although you cannot see, or touch, or taste, or smell, or hear them. For instance, *love*, or *anger*, or *happiness*. You can feel them in your heart, and know they are there, although you cannot touch them with your fingers, or taste them with your tongue, or find them out by any of your five senses."

"Do you mean to say, then," asked Serjeant Parsing, "that when a child feels naughty in its heart?"

"Naughtiness is mine," said Mr. Noun; "the *word* naughtiness, for it is the *name* of the something bad that the child feels."

"And when it is kind?"

"Kindness is mine, because it is the *name* of the something kind and nice it feels *there*. I have a good many more words that end in *ties*, and that are the names of things you can find out about, and talk about, though you cannot tell what shape or colour or smell or taste they have; like *cleverness*, *silliness*, *idleness*, *ugliness*, *quickness*."

"I see," said Serjeant Parsing. "You cannot tell what shape or colour cleverness is, but you can soon find out whether a boy has any of it by the way in which he does his lessons."

"Yes," said Mr. Noun; "and the names of his lessons are mine too, for the lessons are things that you can learn about; *geography*, *history*, *writing*, *arithmetic*, all these names belong to me."

"Really Mr. Noun," said Serjeant Parsing, "you do claim a big share of words. You will be making out that the names of *persons* belong to you next."

"So they do," replied Mr. Noun; "no matter who the persons are, their names belong to me. I have the name of every person in the world from good Queen Victoria on her throne to the raggedest beggar-boy in the street. There is not a child in Schoolroom shire whose name is not a noun. And I have not the names of *people* only, but of all pet dogs, cats, birds, horses, or rabbits: *Fido*, *Tabby*, *Bright-eye*, *Tiny*, *Shag*, and any other pet names you can

think of. Indeed, I am very particular about such names. I call them *proper nouns*, and expect them always to be written with a capital letter."

"Proper nouns?" repeated Serjeant Parsing. "Then what are the other nouns called?"

"They are only *common* nouns," answered Mr. Noun, carelessly.

"Then all names are common nouns, except the names of persons or animals, are they?" asked Serjeant Parsing.

"No, no, no," said Mr. Noun, quite crossly : " the name of an animal is not a proper noun unless it is the own special name of one animal, that marks it from other animals of the same kind. *Dog* is the name given to all dogs, they have the name in common between them; but *Fido* is the name of one particular dog, his own proper name by which his master calls him. So *dog* is a common noun, *Fido* is a proper noun."

"Oh, I see," said Serjeant Parsing. "Then the particular name of any person or animal is a proper noun, and all other names are common nouns."

"I never said that," exclaimed Mr. Noun. "How very stup-- I mean, you do not understand me, my dear sir.

I never said that the particular name of a place or thing was not a proper noun too. Every particular and special name, whether of a person, an animal, a place, or a thing, is a proper noun. Every place has its own proper name, or should have. Every country and mountain and river and town in Europe is named with a *proper* noun. Why, you would not call *England* a common noun, I should hope? There are plenty of countries in the world, but there is only one country that is called by the proper name of dear old England. *Country* is a common noun, all countries have it in common, but when you want to speak of any particular country you use the proper nouns, *England, Scotland, Ireland, France, etc., etc.*"

"Well, I think we can understand that the particular names of *places* are proper nouns," said Serjeant Parsing; "but you spoke about *things* also. Surely things have no proper names? You do not give names to chairs and tables, and call them Mr. Leanback or Squire Mahogany?"

"Not exactly," answered Mr. Noun; "we do not name chairs and tables with proper names, but what do you say to houses? They are *things*, are they not? And you may have heard of such names as *Marlborough House, Springfield Cottage, Ivy Lodge.*"

"Well, no other things besides houses have proper names, have they?" said Serjeant Parsing.

"Books are things," said Mr. Noun, "and they all have proper names. So have ships and boats, *Warrior, Seafoam, Fairy*, or something of that sort. I have heard of a cannon which was called *Roarer*, and you ought to know that King Arthur's sword was named *Excalibur*.

Indeed, you can give a proper name to anything you like that you want to distinguish from other things of the same sort."

"And all such proper names, or proper nouns, as you call them, must be written with a capital letter, must they? Whether they are the names of persons, animals, places, or things, little or big?" ,

"Sir," answered Mr. Noun, "littleness or bigness makes no difference. If you had a pet fly, and called it Silverwing, Silver-wing must be written with a capital S, because it is a proper noun."

"Well, Mr. Noun," said Serjeant Parsing, "your ideas of what is *proper* seem to me rather peculiar, but I suppose Dr. Syntax has no objection, so I will say nothing."

Dr. Syntax silently bowed his head.

The Judge then spoke. "Mr. Noun, you have claimed a great many words, and it remains to be seen whether all the other Partsof-Speech agree to these words being yours. In order to find out whether they do or no, I will ask our friends from Schoolroom-shire to write out, each of them, a list of twenty names, the names of anything they can *see, hear, touch, taste, smell, or think about*, or the *proper* names of any persons, animals, places, or things they know; and when next we meet I will read out what they have written, and we shall hear whether any one has any good reason to give why they should not be called nouns."

The Judge then rose from his seat, and every one left the court.

Lesson 4:

Common and Proper Nouns

Reading and Vocabulary

Today, as you read, make a list of *names* you come across in the story. These have **capital letters**:

_____	_____
_____	_____
_____	_____
_____	_____

Make sure you remember to read the animals with their “voices”!



The Lion and the Gnat

(p. 24 *In Fableland*)

The Hare and Her Friends

(p. 26 *In Fableland*)

➤ Add new words to your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.

➤ Add to your page on Bunny and Leo.

What do you think about Bunny? Do you think she was a good character or a bad character? Why? Tell someone Bunny's story and see what they think!

Grammar

A noun is the name of a person, place, thing, or idea.

Look at the list of names you made as you read the stories today. Do you think those are people or things? Are *all* horses called Dobbin, or only some? Might some children name their pet rabbits "Bunny," and others name their pet rabbits "Patch"? The capital letter at the beginning of all these words is a clue that these words are *names*. Dobbin is not any old horse; Dobbin is Bunny's "friend." A noun (person, place, thing, or idea) that tells us something's name is called a **proper** noun, and they always begin with a capital letter. Can you think of some more proper nouns? You could begin with your own name. See if you can fill in the blanks with proper nouns.

I like to go to a park near my house. It is called the Meadowview Park. When I go, I take my friend, _____. Sometimes we take a board game with us and play on a picnic blanket -- I especially enjoy playing the game _____. After we eat our sandwiches, sometimes we get a candy bar for dessert! My favorite candy bar is _____. Finally, _____ says it is time to go home. We load back in our car and drive to our house that is on _____.

Can you find and highlight or circle at least SIX more nouns in that paragraph that *aren't* capitalized? Those are called **common** nouns.

➤ Don't forget to be playing the alphabetizing game every day!

Lesson 5:

Why are stories exciting?

Reading and Vocabulary

As you read today, think about whether the characters in the story have a “problem” and what they do to solve it.



The Fox and the Grapes

(p. 35 *In Fableland*)

The Lion's Share

(p. 39 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book to the page marked “Reynard” and note what you learned today! Then add to your pages on the other animals.



Why was Reynard trying to get the grapes? He was...

hungry bored thirsty trying to steal them

Did he get them? _____

What do you think was the *problem* Reynard had? What was the most exciting part of the story? Tell your teacher or a classmate.

What did Reynard invite Leo to do?

go fishing play tennis go hunting play cards

What kind of animal did they find?

bear lion fox deer

What happened to the donkey?

Composition 🍏

Think about what was the most exciting part of that story. Did Reynard the fox have a problem in this story, too? How did he solve it? Do problems make stories more interesting? Imagine this story if Reynard didn't have a problem and everything went perfectly. Would that be more interesting?

Think of a different way the story could have ended. What could Reynard have done differently?

➡ Get a blank piece of paper, cut it in half, and fold the halves into a small book. Draw pictures to illustrate your *new* version of the story, and tell it to someone!

Lesson 6:

The good guys and the bad guys.

Reading and Vocabulary

As you read today, think about whether the characters are “good” or “bad,” and why.



Lobo and the Lamb

(p. 43 *In Fableland*)

Reynard and Mrs. Crane

(p. 46 *In Fableland*)

➡ Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.

➡ Open your Character Book to the page marked “Lobo” and note what you learned today! Then add to your pages on the other animals.

What was Lobo’s “problem” in the story?

he was hungry

he didn’t like the lamb

Leo tried to eat him

Did Leo help him? _____

Was the lamb mean to Lobo? Why did Lobo kill the lamb?

Would you like Reynard as a friend? How about Mrs. Crane? Why?

Grammar

Let's talk about **nouns** some more! What are some **places** that you like to visit? Make a list. Make sure to capitalize proper nouns (*names* of particular places) and leave common nouns in all lowercase.

_____	_____
_____	_____
_____	_____
_____	_____

Underline or circle all the nouns in this sentence:

Reynard went to the pond where Mrs. Crane lived.

Lesson 7:

When the problem is us; pronouns.

Reading and Vocabulary

As you read today, think about what “problem” happened to Bruno and Pussy in their stories.



The Dog and His Shadow

(p. 50 *In Fableland*)

How the Monkey Settled the Quarrel

(p. 53 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book to the pages marked “Bruno” and “Jocko” and note what you learned today! Then add to your pages on the other animals.

What was Bruno’s “problem” in the story?

he was hungry

he wanted a bigger piece of meat

he needed glasses

Bruno’s problem was, fundamentally, *himself*. He was dissatisfied and made a poor decision. Did he learn to do better next time?

Pussy and the other cat have a similar problem: their greed causes them to lose the cheese!

Composition

In both of these stories, we see another type of “problem” that happens in stories -- the characters are their own enemies! **Get out a blank piece of paper and draw a picture of how Pussy and the other cat *could* have shared the cheese without fighting.** Do you think that story would be interesting?

Grammar

Today we’re going to learn about another kind of noun: **pronouns**. Pronouns are nouns that take the place of nouns--often nouns we use to refer to *people*. Here are some pronouns:

I	we	you	he	she	it	they
me	us		him	her		them
myself	ourselves	yourself	himself	herself	itself	themselves

Find some pronouns in the stories we’ve read today, and write who or what they mean:

he Bruno.

Grammar-Land: Mr. Pronoun

TO be read by the teacher--feel free to spread over several lessons.

When the court next assembled... the Judge said: "... let Mr. Pronoun come forward."

At these words Mr. Pronoun stood before the Judge. He is something like Mr. Noun, only he is thinner, and looks as if he worked harder.

"Mr. Pronoun?" said Serjeant Parsing, standing up to begin his questioning.

Mr. Pronoun bowed.

"Why are you called Pronoun, sir, and what words do you possess?"

"I am called Pronoun, because I often do the work for my rich neighbour, Mr. Noun. *Pro* means *instead of*, so *pronoun* means *instead of noun*, and my words are called *pronouns* because they stand *instead of nouns*. Mr. Noun, though he is so rich, does not like to have his words used over and over again—he says it wears them out; so to save trouble I put in *my* little words, which do just as well."

"And you are not afraid of *your* words being worn out?" asked the Judge.

"O dear no! my lord," answered Pronoun. "I think my words are like the iron rails on the railway—the more they are used the brighter they look; it is only the idle ones that get rusty and spoilt. And it is not many of *my* words that get rusty, I can tell you, my lord. Serjeant Parsing knows how he was one day trying to make sense of Dr. Faustus without me, and what a muddle he made of it. If he will kindly repeat it now, I will show you."

So Serjeant Parsing said:—

Dr. Faustus was a good man;

Dr. Faustus whipped Dr. Faustus's scholars now and then

When Dr. Faustus whipped the scholars Dr. Faustus made the scholars

dance Out of England into France.

"There!" said Pronoun. "Let any one try to sing that, and he will find how awkward it is. Now, if you will use my little *he* or *his*, instead of saying Dr. Faustus so often, and put *them* instead of scholars, it will sound much better. Just listen. Please, Mr. Parsing, say it again, and I will come in when I am wanted."

So Serjeant Parsing said: "Dr. Faustus was a good man."

"*He* whipped *his*," shouted Pronoun.

"He whipped his scholars now and then. When"

"*He* whipped *them*" shouted Pronoun.

"When he whipped them," continued Serjeant Parsing.

"*He* made *them* dance," cried Pronoun.

"When he whipped them he made them dance," repeated Serjeant Parsing, "out of England into France."

"Ah," said the Judge, "yes! It is certainly better so. Mr. Noun's words are not used so often, and all parties are pleased. Then *he*, *his*, and *them* are pronouns, as they stand instead of nouns. Now tell us what other words you have, Mr. Pronoun."

"First of all, my lord, I have words which are used instead of the names of people when they are talking of themselves, such as I or *me*, *we* or *us*. When a person is speaking of himself he does not name his own name, but says instead, I or *me*. Except, indeed, very little children, who say, 'Baby wants more,' or, 'Give baby milk.' Reasonable persons say, 'I want more,' 'Give *me* some milk.'"

"The Queen says *we* in speaking of herself," remarked the Judge.

"Yes, my lord," said Pronoun, "the Queen is of course allowed to use *we* or *us* when she means only herself; but other people do not use *we* or *us* unless they mean more than one person."

"Then /or *me*, *we* or *us*, are the pronouns used instead of the names of people speaking of themselves, are they, Mr. Pronoun?" inquired Serjeant Parsing.

"Certainly," replied Pronoun: "and the words used instead of the names of persons you are *speaking to* are *thou*, or *thee*, and *you*. When I am speaking to you, Mr. Parsing, I say, I *te**My**you*; I do not say, I tell Serjeant Parsing."

"Quite so," answered Serjeant Parsing; "but why do you not say, I tell *thee*."

"Why, the fact is," replied Mr. Pronoun, "that *thou* and *thee* really stand for one person only, and *you* stands for more than one. But long ago people took it into their heads to fancy that it would be *very* polite to talk to one person as if he were at least as good as two. It is a very vulgar thing to be only one person, but to be two people rolled into one would be very grand indeed. So when a man was talking to a grand neighbour he called him *you* instead of *thou*, and the grand neighbour was so much pleased that it came to be the fashion to say *you* to every one, and my poor little *thou* and *thee* were quite set aside."

"And are they never used now?" said Serjeant Parsing.

"O yes, they are used," said Mr. Pronoun; "but as people neglected them in former days, I won't have them used in common now. *You* is quite good enough for everyday talk."

"Well," said Serjeant Parsing, "you have shown that I or *me*, *we* or *us*, *thou* or *thee*, and *you*, are all your words. Have you any others?"

"Plenty more," answered Pronoun. "I have *he*, *she*, *it*, and *they*, to stand instead of persons or things you are talking about.

Tom took Maria on the ice;

It broke, and *she* fell in;

He got a rope, and in a trice

He pulled *her* out again.

If *they* had both been drowned, you know,

Folks would have said, "I told you so."

"There *it* stands for *ice*, and *she* for *Maria*, and *he* for *Tom*, and *they* for *Tom* and *Maria* together. So you see clearly that *he*, *she*, *it*, and *they* are pronouns."

"I do not think any one could deny it," said Serjeant Parsing. "Have you any other words?"

"O yes, there are plenty more words that stand instead of nouns. *My*, *thy*, *his*, *our*, *your*, *their*, which are used to show that something belongs to the person these words stand instead of. Just as instead of saying *Dr. Faustus's* scholars, we said *his* scholars; and as in speaking to you, my lord, I should not say Judge Grammar's wig, but *your* wig."

"You need not say anything about my wig," said the Judge, rather testily. "Mind your own words, sir, and tell us what others you have."

"I have *who* and *which*" replied Pronoun. "Instead of saying, 'I met a man, the man had no eyes,' you say, 'I met a man *who* had no eyes;' so my little *who* saves Mr. Noun's man. Instead of saying, 'I will tell you a tale, a tale was told to me,' you can say, 'I will tell you a tale *which* was told tome;' so *which* stands instead *oijale*."

"We understand," said the Judge. "No more of your tales now, if you please. You have no more words, I suppose?"

"Indeed I have, my lord. *This* and *that*, *these* and *those*, are pronouns. For when you say, 'Look at *this*,' you mean a picture, or a sum, or anything else that *this* may happen to stand for; and when you say, 'Take *that*,' *that* stands for a halfpenny, or a kick, or anything else you may be giving at the time. And if you sing to a child—if your lordship ever does sing—which does not seem very likely"

"Mind your words, sir," said the Judge, again. "If we sing what?"

"If you sing ' *This* is the way the lady goes,' then *this* stands for the jogging up and down of my knee, the way the lady goes."

"Really, Mr. Pronoun," said the Judge, "you are very childish. The Schoolroom-shire people are quite ashamed of you. We shall ask for no more of your words to-day, for I suppose, after all, they are easy enough to find out."

"All words that stand instead of nouns belong to me," said Pronoun; "but they are not quite so easy to find out as you suppose. Those that stand instead of persons, like I, *thou*, *he*, *we*, *you*, *they*, any one can find out. I have told you about a good many others, and if Serjeant Parsing wishes to discover the rest for himself"

"He does, sir," said the Judge, who was getting very tired and hungry. "You may go. I will only ask you to assist our Schoolroom-shire friends in making the following verses right. They read very queerly at present; but if you can set them right, I think we shall agree that what you have been saying of your words is true."

The Judge then wished them all good-morning, and went to lunch off a few pages of dictionary.

Lesson 8:

Character point of view.

Reading and Vocabulary

As you read today, think about who is a sad person in the story--who has the problem. Each of these stories is about a *predator* (an animal that eats other animals) and its *prey* (the animal that it wants to eat).



The Wolf and the Sheep

(p. 59 *In Fableland*)

The Cat and the Mice

(p. 62 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book to the pages marked “Lobo” and note what you learned today!

Who is the *main* character in The Wolf and the Sheep?

the wolf

the sheep

Is the wolf the predator or the prey?

the predator

the prey

Do you feel sorry for Lobo? Is he sad?

yes

no

Who is the *main* character in The Cat and the Mice?

the cat the mice

Are the mice the predator or the prey?

the predator the prey

Do you feel sorry for them? Is their life hard?

yes no

Do you think Lobo is “the bad guy,” the antagonist in his story? Is the cat also an antagonist? Do you think they are equally bad?

Grammar

Fill in as many blanks as you can with words from the stories:

proper nouns	common nouns	pronouns

Lesson 9:

Graphic organizers: related facts.

Reading and Vocabulary

As you read today, try to notice and remember everything about Reynard that you can.



Reynard in the Well

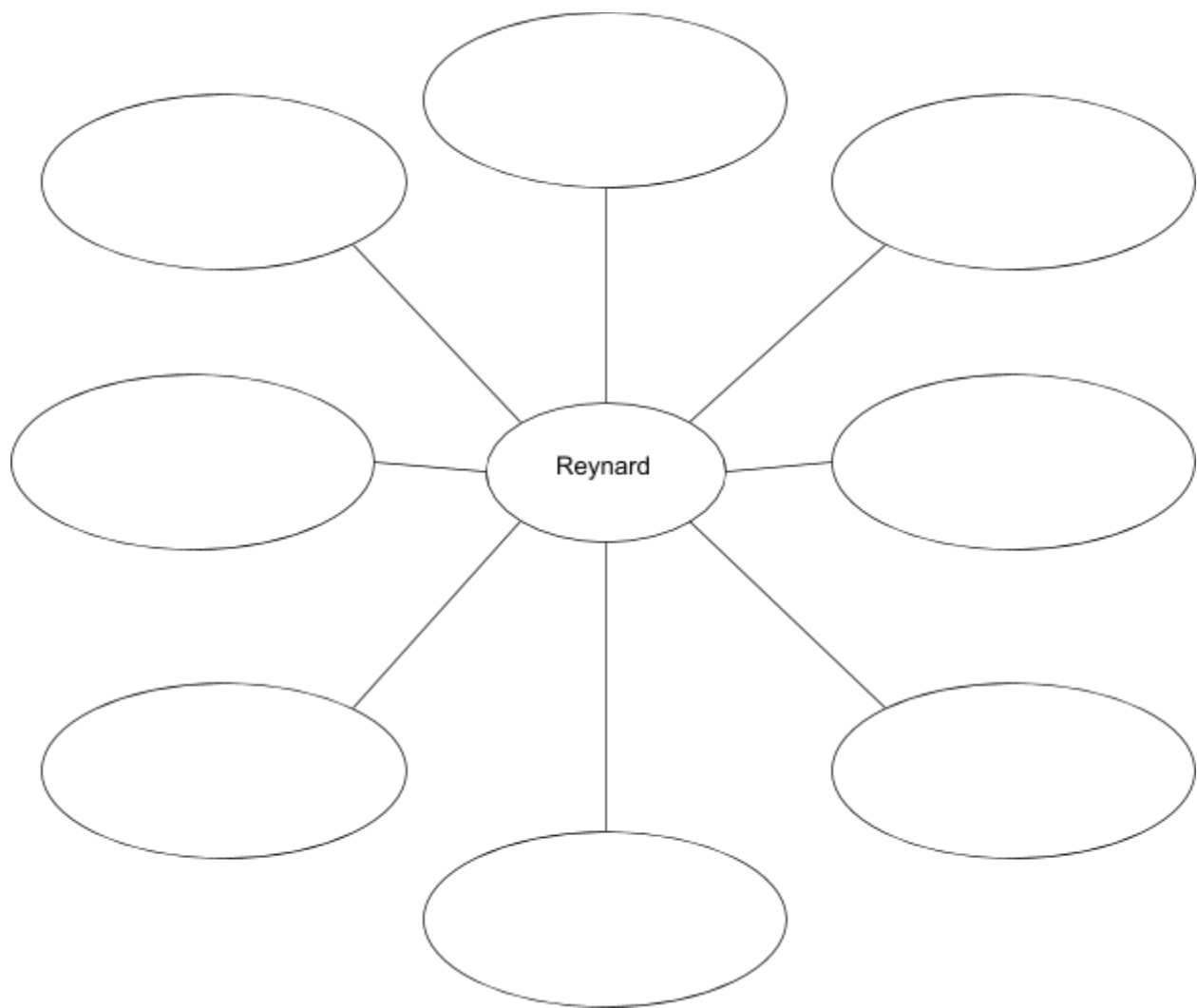
(p. 66 *In Fableland*)

➡ Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.

➡ Open your Character Book to the pages marked “Reynard” and note what you learned today! Add to the pages on Lobo and Billy, too.

On the next page, you’ll find a **graphic organizer**. A graphic organizer is a graphic--a *picture*--that helps us organize our thoughts! Just like we can use boxes, bins, drawers, and trays to organize our pencils, clothes, and toys, we can use pictures to help us organize our *thoughts*. This one is about the character, Reynard.

In each bubble, write something *about* Reynard from the story. For instance, you might write that he is “in the well.” You might write about what he’s *feeling*, or what he *looks* like. Just put a word or two in each bubble. If you have trouble filling in the bubbles, go back and look at the story again. Think about what the events of the story tell you about the fox. You should be able to find enough clues to fill in the entire organizer.



Grammar

Fill in the blanks with the characters from *this* story. Make sure you capitalize proper nouns. Here is an example:

proper nouns	common nouns	pronouns
<i>Leo</i>	<i>lion</i>	<i>he him</i>

Now you do it!

proper nouns	common nouns	pronouns

Composition

Our story today has many pictures, but they are all at the end of the story! Draw two pictures that you could “add” to the beginning of the story. An adult may be able to help you print the story in a way that you could create your own book with both the original pictures and your own, with the help of scissors and glue!

Lesson 10:

Graphic organizers: compare and contrast.

Reading and Vocabulary

As you read today, try to notice and remember everything about Reynard that you can.



The Wolf and the Crane

(p. 73 *In Fableland*)

The Ant and the Grasshopper

(p. 78 *In Fableland*)

➤ Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.

➤ Open your Character Book to the pages marked “Lobo” and note what you learned today. You also learn many things about other characters--Bunny, for instance!

Circle all the animals who were *willing* to help Lobo:

Reynard

Bunny

Mrs. Crane

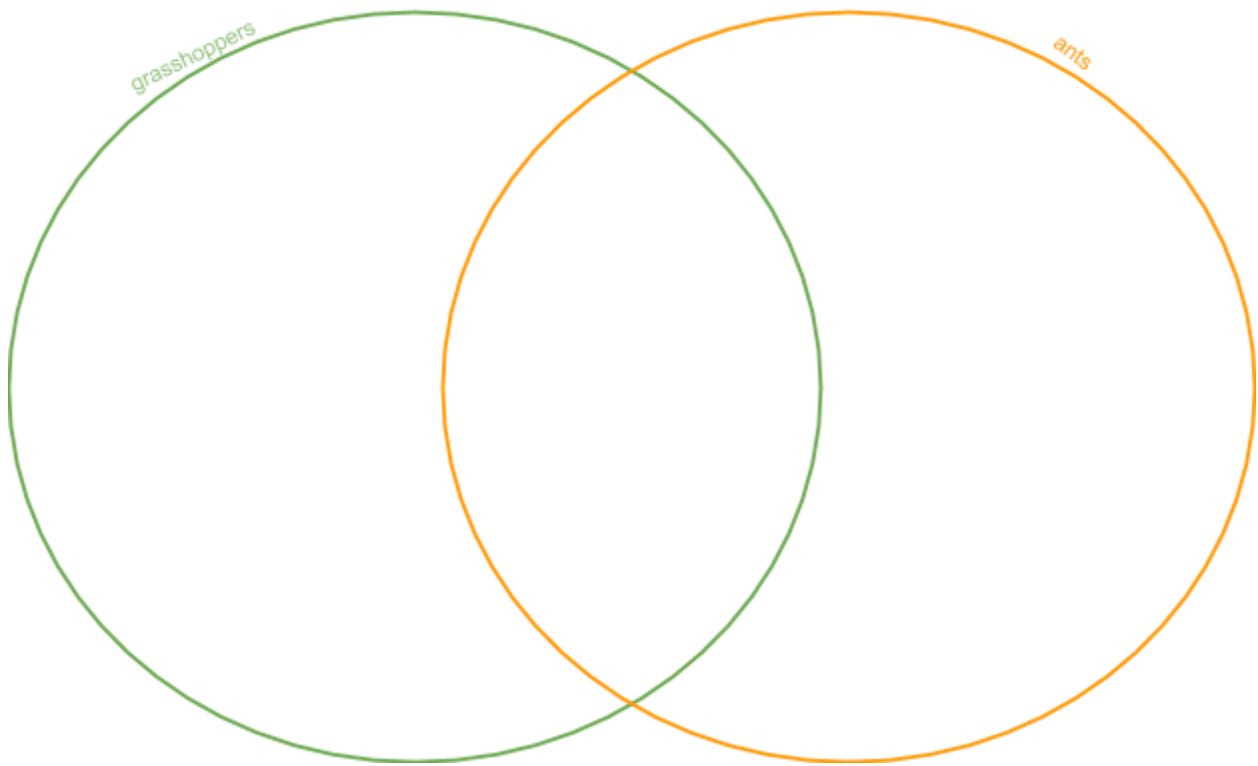
Was Lobo *good* in this story?

yes

no

Today we have another kind of graphic organizer. This one is called a Venn diagram, and it is something we can use to *compare* and *contrast* two things--in this case, the ant and the grasshopper. In the left bubble (green), you are going to write everything that is true about

the grasshoppers, and in the right (orange), everything that is true about the ants, and in the middle, write everything that is true about both groups.



Composition

Look at *The Ant and the Grasshopper* again. How did the story *begin*?

Do you think that was a good beginning?

Lesson 11:

Exploring Opposites

Reading and Vocabulary

As you read today, try to notice all the ways the City and Country Mice are different.

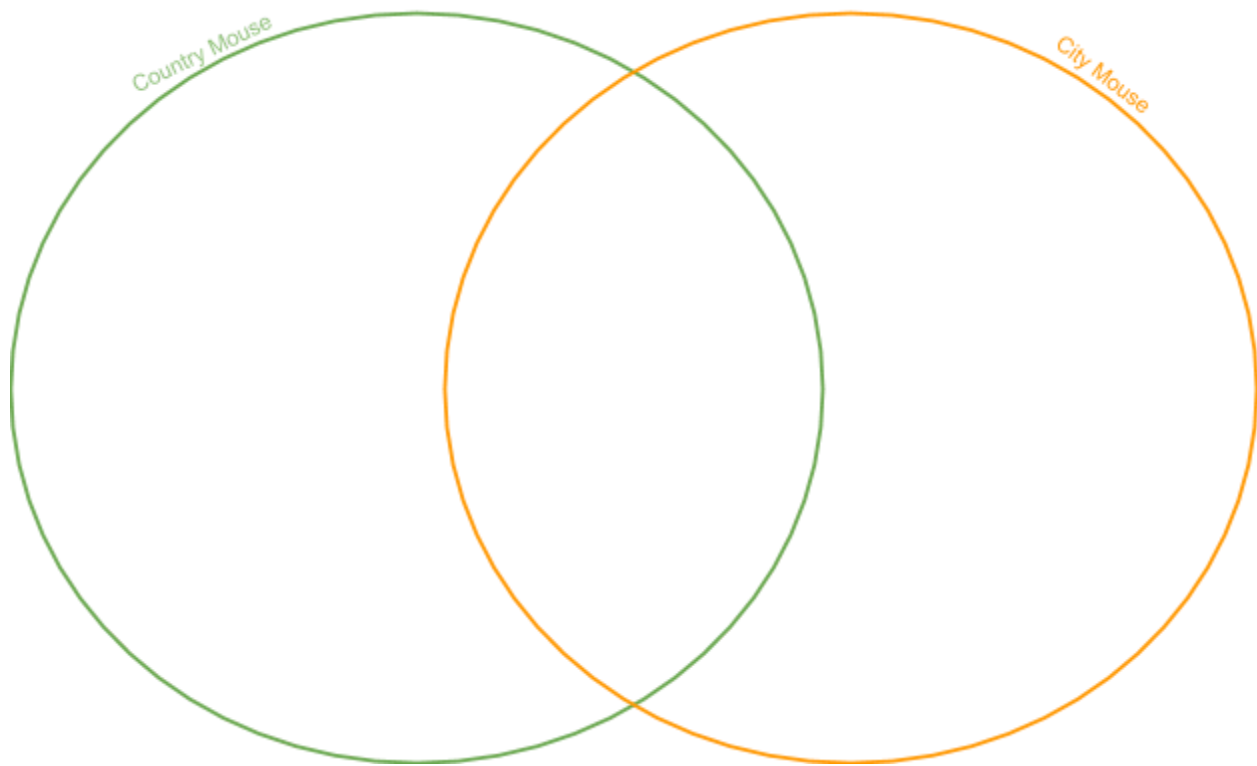


The Country Mouse and the City Mouse

(p. 81 *In Fableland*)

➡ Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.

Let's make another little Venn diagram today about our little mice.



Today we're going to do something similar: we're going to talk about **opposites**! The Country Mouse and the City Mouse are two very different mice, and many things about their homes are so different that they are quite *opposite*. Not all things that are different are opposites -- one thing may be *hot* and another *warm*. Or one person may like *pie* and another person like *cornbread*. But other things are indeed opposites, like *hot* and *cold* or *sweet* and *sour*. Think carefully about each pair and then circle the things that are truly opposites. Some of them are tricky!

up
down

rain
snow

light
dark

high
low

sneaky
nice

fun
exciting

fire
water

near
far

slow
fast

quiet
loud

Grammar

Look at the words above again, and this time, highlight or underline the words that are nouns. Then look at the story and make a list of all the **things** the mice mention. There are many! They talk about food, houses, places, animals... See how many you can come up with and make your own “noun cloud” below! Are any things opposites?

Lesson 12:

Reading with voices and expression; quotation marks.

Reading and Vocabulary

As you read today, try to make sure that you are doing a special voice for the characters, especially Reynard and Pussy.



The Crow and the Pitcher

(p. 91 *In Fableland*)

Reynard and Pussy

(p. 95 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book and note what you learned today.

Reynard and Pussy is a shorter story, and we're going to work on getting the voices *just* right. Here's a copy of the story, with Reynard's lines in orange (for a fox!) and Pussy's in green. (If your workbook is not in color, get out some highlighters and highlight their lines yourself!) Think about everything you have learned so far about Reynard and Pussy -- what kind of characters are they? Look at your character book, and then think about how they would say each of their lines, and practice until you can do it smoothly. Try recording yourself reading and then listen to it and see how well you managed to keep their voices distinct. It's hard to do!

Reynard met Pussy in the forest one day.

"Do you know any tricks, Pussy?" asked Reynard.

"I know one or two," said Pussy.

"Only one or two?" asked Reynard. "That is not very many."

"But they are very good ones," said Pussy. "How many tricks do you know, Reynard?"

"Oh, I know a thousand," said Reynard. "I know more tricks than any animal in the forest. I know a hundred tricks to play on dogs. What would you do, Pussy, if the dogs were to come?"

"I should have but one plan," said Pussy. "If that did not help me, I should be caught."

"Poor Pussy," said Reynard. "I am sorry for you. I will teach you a few of my tricks, if you want me to."

"Listen," said Pussy. "I think I hear the dogs. There they come, Reynard. I will try my one trick." Pussy ran up a tree and sat down on one of the branches. The dogs barked at her, but they could not reach her. "Now I will see Reynard play some of his tricks," said Pussy.

But the fox with his many tricks could not get out of sight. The dogs chased him and bit him.

Pussy watched from the tree.

"One good plan is worth a hundred little tricks," she said.

Once you can do it very well, find a classmate, friend, or sibling and read them the story!

Grammar

In the passage above, did you notice some little symbols before and after each highlighted part?

“ ”

These symbols are called **quotation marks**, and they are signals to the reader that the words between them are what the characters actually said:

"One good plan is worth a hundred little tricks," she said.

If a writer doesn't say the character's words, the sentence could be phrased this way:

She remarked on the usefulness of a good plan.

Imagine that a person named Jessie was admiring a rainbow. What might she say? Fill in the blank.

"_____, " Jessie said.

Lesson 13:

Making decisions about the text.

Reading and Vocabulary

As you read today, think about whether you would rather be Lobo or Bruno. Look for quotation marks (“ ”) in the stories and make sure you read those as if it is the character actually speaking.



Lobo and Bruno

(p. 98 *In Fableland*)

The Quarrel

(p. 103 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book and note what you learned today.

In the spaces below, write some reasons why it is better to be Lobo, and in the other why it's better to be Bruno:

Lobo	Bruno



Which one of them would you rather be, and why?

Lesson 14:

Noun review; more capitalization

Reading and Vocabulary

As you read today, think about what you already know about Lobo and Leo from previous stories.



The Blue Wolf

(p. 109 *In Fableland*)

The Lion and the Mouse

(p. 114 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book and note what you learned today.

“The Blue Wolf” is one of the more humorous stories from *In Fableland*. Take a look at it again, and see if you can find the parts that are especially funny, or that could be made funny if you were making a play for others to watch. What is it that causes things to be funny?

“The Lion and the Mouse” is one of the most famous fables and is retold in many books, often with the lion being a brave, friendly, affectionate beast who takes pity on the poor mouse. Here, however, in the context of what we know about Leo, do you think he’s a hero of this story, a “good guy”? Talk to your teacher about what you have read about Leo in previous stories and in your character journal, and speculate on why he might have let the mouse go.

Grammar

What kind of nouns begin with capitals?

common proper pronouns

There is another kind of noun that begins with a capital -- the pronoun, "I," as in, "Today, Sarah and I are going to the store." When "I" is a word by itself with no other letters, it is *always* capitalized. Take a look at the paragraph below and see if you can find the letters that are incorrectly lowercase, and cross them out and fix them!

Then leo raised his big paw and put it down on the poor little mouse.

She squealed and squealed.

"Oh, please, Leo, let me go," she begged.

"No, I will not let you go," said leo. "You woke me up, and i am going to eat you."

"i did not mean to wake you up, leo," said the mouse. "I thought your paw was a root. Please do not eat me."

"But i am hungry," said Leo. "i want something to eat."

"Oh, I am so little, leo! It would take a hundred mice to make a dinner for you. Let me go and I will do something for you some day."

Did you find all eight? Now look for nouns! See how many you can underline.

Lesson 15:

More practice with capitalization

Reading and Vocabulary

As you read today, notice which words are capitalized *other than* proper nouns and the letter “I”. Can you find a pattern?



Reynard and the Hen

(p. 120 *In Fableland*)

How Lobo Took Care of the Sheep

(p. 125 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book and note what you learned today.

Reynard says in this story that he knows “a trick or two.” Can you think of another story where Reynard bragged about his trickery? Did it save him in that story?

Do you think the shepherd in this story was:

wise foolish

What about Lobo? Circle all the words that fit him:

patient crafty truthful good

Grammar

So, did you figure out the pattern for the third rule of capitals? If you guessed every *sentence* begins with a capital, you're right!

See if you can find all the capitalization mistakes in *this* passage:

"I think the shepherd will soon be home," lobo said to himself. "he may be a little cross when he gets here. i don't think i care to see him."

when the shepherd returned he found that lobo was gone and many of the sheep were killed. "it serves me right for trusting my sheep to a wolf."

Did you find all seven?

Composition

Imagine that you are one of the sheep. How do you think you would feel when the shepherd left you with Lobo? Pretend you were one of the sheep who survived, and tell a story about what happened! You might want to draw a picture to match!

Lesson 16:

More practice with nouns

Reading and Vocabulary



The Hare and the Tortoise

(p. 130 *In Fableland*)

The Frog and the Mouse

(p. 135 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book and note what you learned today.

Many things happen in both of these stories. Go back and look at them if you need to, and then jot down some of the things that happened in the **beginning**, the **middle**, and the **end**. Circle the part that you thought was the most exciting.

The Hare and the Tortoise

Beginning	Middle	End

--	--	--

The Frog and the Mouse

Beginning	Middle	End

Grammar

For this activity, you need three different-colored highlighters, pencils, or crayons.

Read the passage below carefully and try to find every single noun! Color all the *common* nouns yellow, all the *proper* nouns blue, and all the *pronouns* green.

One day the brown hare met a tortoise. He had never seen one before. "What a queer fellow you are!" said the hare. "What short legs you have! Can you run?"

"I cannot run very fast," said the tortoise, "but I can beat some animals."

"How funny!" said the hare. "Now, Mr. Tortoise, I should like to know what animal you could beat?"

"Well, Mr. Hare," said the tortoise. "I could beat you."

The hare laughed and laughed. "That is the best joke I ever heard," he said. "You must be crazy."

"No, I am not crazy," said the tortoise. "I know what I am talking about. Shall we race, Mr. Hare?"

"All right, I will race," said the hare; "but it is very funny."

"There is the fox over there in the road," said the tortoise. "Ask him to come and see that the race is fair."

"Oh, Reynard," called the hare, "come here. This silly tortoise wants to run a race with me. Isn't that a joke? We want you to tell us when to start and how far to run."

"All right," said the fox. "I like to see races. Do you see that big tree down there in the road? The one who gets there first wins the race. Now get back here on this line."

Lesson 17:

Related stories

Reading and Vocabulary



The Sick Lion

(p. 139 *In Fableland*)

The Wolf in Sheep's Clothing

(p. 143 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book and note what you learned today.

How did Leo get his dinner?

“The Wolf in Sheep’s Clothing” is a story that follows an earlier story, “How Lobo Took Care of the Sheep.” See if you can find where today’s story directly references the earlier story. Does the author repeat things said in the earlier story? Is *everything* repeated, or only some points? How do you think the author chose which parts to repeat in the story today?

Imagine you are going to write a **sequel** (a part two) to “The Sick Lion.” What parts do you think would be important to repeat so people can remember what happened earlier?

Composition

Draw a picture of what might have happened after the end of “The Sick Lion.”

Lesson 18:

Review

Reading and Vocabulary



How Reynard Lost His Tail

(p. 148 *In Fableland*)

The Cat and the Chestnuts

(p. 153 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book and note what you learned today.

Why did Lobo not want to go with Reynard?

he wasn't hungry

he was afraid of Bruin

he'd heard the farmer had traps

Was Reynard worried about the traps?

yes

no

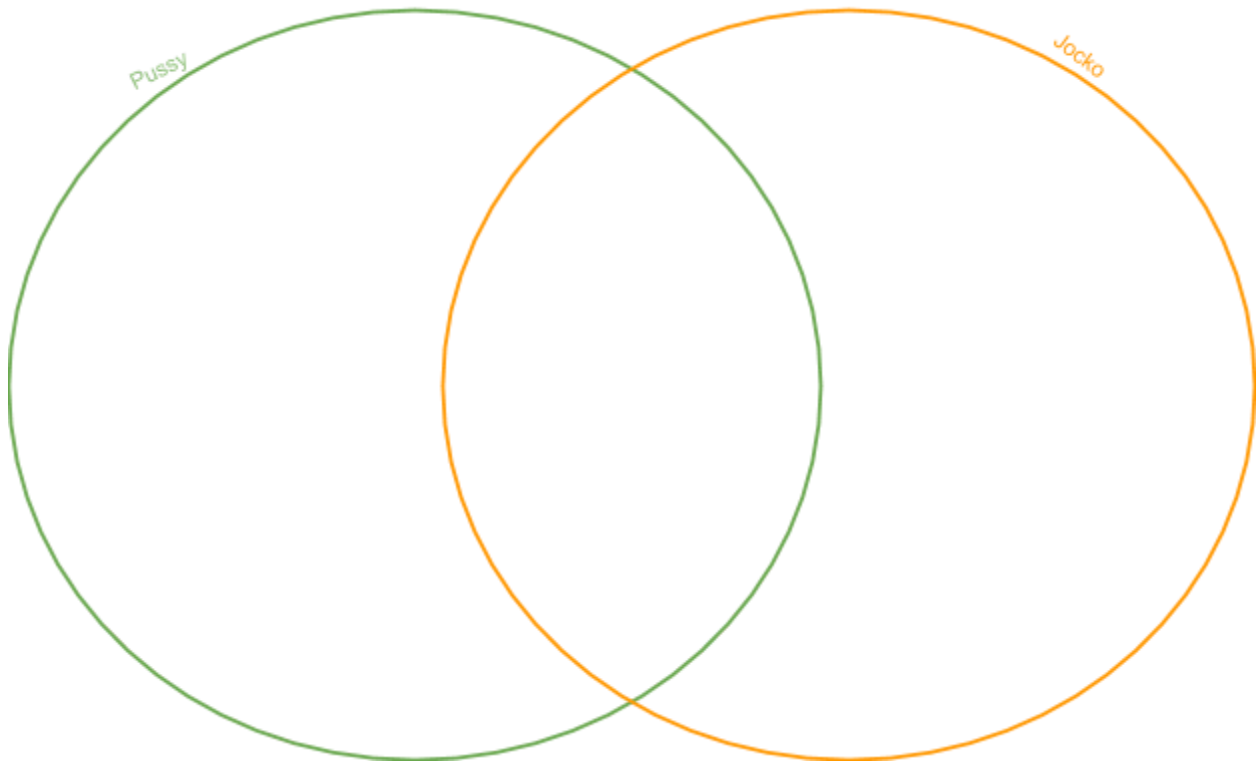
Why did Reynard want all the foxes to cut off their tails?

so they wouldn't get caught in traps

so they could pose as wolves

because he was embarrassed

Fill in the Venn diagram to compare / contrast Pussy and Jocko:



Grammar

Do you remember the kinds of words that can be nouns? Think of some to fill in the table.

person	place	thing	idea

Lesson 19:

Review -- Problems

Reading and Vocabulary



The Eagle and the Tortoise

(p. 157 *In Fableland*)

The Lion and the Echo

(p. 160 *In Fableland*)

- Take a minute and jot down new words from today in your vocabulary journal, and add synonyms to your words from two days ago and sentences to your words from yesterday.
- Open your Character Book and note what you learned today.

Who was the “problem” in “The Eagle and the Tortoise”?

the Eagle

the Tortoise

Who do you think was the main character in “The Eagle and the Tortoise”?

the Eagle

the Tortoise

Who was the “problem” in “The Lion and the Echo”?

the Lion

Reynard

Who do you think was the main character in “The Lion and the Echo”?

the Lion

Reynard

Composition

Do you feel sorry for the Tortoise? Can you think of other stories or examples in your own life where the “problem” and the main character were the same?

Lesson 20:

Project: Telling a story

Reading

Look at the table of contents for *In Fableland*, and look back at the pictures. Choose a story you want to retell. Re-read it twice, out loud, making sure to do voices and read with careful enunciation. Fill out the table below with as many details as you can find:

Beginning	Middle	End

Composition

Next, draw at least four pictures of what happens in the story.

Finally, practice telling the story from your pictures -- using the table to help you remember key points. Go through the story at least twice. Then tell it to your family, your class, or record it on a video camera. Let them ask you questions about the story afterward, and make up the answers if they weren't included in the original story!