

LESSON 61: *Adjectives and the Nouns They Describe*

In the sentences below, circle the adjectives you find. Then, underline the nouns that each adjective describes. The first one is done.

1. The upright piano sits in the middle of a large room.
2. That red paint got all over my new shirt.
3. A big dog was chasing a yellow truck down the street.
4. That heaping plate with the steaming meatballs is mine!
5. The soft, red sleeping bag is mine.

LESSON 62: *Creative Writing - Adding Adjectives*

In the sentences below, add an adjective before each noun.

1. Before he swung himself into the saddle, the cowboy placed his _____ hat on his head.
2. Did you hear that _____ noise last night?
3. We had hoped to stop at that _____ restaurant for lunch today.
4. My pastor preached a _____ sermon today.
5. _____ pie is my absolute favorite!

LESSON 63: *Picture Study - Using Adjectives to Describe*
Study the picture below, “A British Frigate”, by Edward A. Buttersworth, then do the lesson that follows.

Use adjectives to describe these elements of the picture:



1. The sky is _____.
2. The moon is _____.
3. There is a _____ ship on the right.
4. The ship in the forefront is _____.
5. There are _____ flags on the front ship.

Answer these questions orally:

1. How would you describe the water?
2. How would you feel if you were aboard each of these ships?

LESSON 64 THROUGH 66: *For Copywork*

Copy the selection below onto the lines that follow. Each section will take one day. The entire lesson will take three days.

The Spider holds a Silver Ball by Emily Dickinson

The Spider holds a Silver Ball
In unperceived Hands--
And dancing softly to Himself
His Yarn of Pearl--unwinds--

He plies from Nought to Nought--
In unsubstantial Trade--
Supplants our Tapestries with His--
In half the period--

(tomorrow's lesson is on the next page)

An Hour to rear supreme
His Continents of Light--
Then dangle from the Housewife's Broom--
His Boundaries--forgot--

LESSON 67: *A New Type of Poetry*

Read over the poem you copied for the last three lessons. Do you notice anything about this poem that makes it different from the other poems you have copied in this book?

You have probably noticed that this poem does not rhyme.

Unlike a haiku, this poem does have multiple stanzas. This is fine. Poetry does not always rhyme in words. That does not mean that you can jot down any old group of words and call it a poem! For, if you look and listen closely, you will find that it does indeed have a sort of rhyme scheme. Like a haiku, the rhyme scheme of this poem is based on its number of syllables per line, rather than on rhyming words.

Notice how the third line of each stanza consists of eight syllables, while most of the other lines contain six syllables. Even though lines 1 and 2 in the first stanza do not fit this exact pattern, the first two lines in this stanza, together, contain 13 syllables, compared with a total of 12 in the first and second lines of the following stanzas, making the poem work. Read it aloud, and notice how it flows. Even though it does not “rhyme”, the flowing of the words in a melodic fashion, such as these, is what makes a true “poem”, as

opposed to just a bunch of words.

LESSON 69: *Non-Rhyming Poetry*

Try your hand below at writing a poem that does not rhyme, using an animal theme. Choose an animal. In the first stanza, tell something that shows us what the animal is, and what the theme of the poem will be. For example, if you look back to the poem you copied about the spider, you will notice that the first stanza lets us know that the poem is about a spider, as well as making us aware that the poem is telling us about the spider spinning a web. The following stanzas describe the spider's actions in spinning its web.

Write at least three stanzas in your poem. You may use the blank page to your left for this lesson.

(Idea prompt: A poem about a cat could tell us in the first stanza that the animal in the poem is a cat; it could also tell us that the cat is watching a mouse. The following stanzas might describe how the cat stalks and chases, and finally catches the mouse.)

Be sure to read your poem aloud as you are writing it, and listen to the number of syllables in each line. Make sure it sounds melodical, and the words flow well - regardless of exactly how many syllables are in each line.

LESSON 70: *Reviewing Adverbs*

Do you remember that a verb is a word that shows action, such as "runs"? You may also remember that an adverb is a word that describes a verb - such as "quickly" - telling how someone runs. Look back at the poem you wrote yesterday. Circle any verbs in your poem. Then, draw a line under any adverbs that describe your