

LESSON 96: *Poetry: Couplets*

A *couplet* is a simple rhyming poem consisting of only two lines, or of multiple rhyming stanzas consisting of two lines each. Think of a “couple”, which means “two”, and you will remember how many lines a *couplet* has.

Look at the example below:

*Our puppy Jack is a great big dog,
When it comes to food, he's quite a hog!*

Notice how the number of syllables per line are the same. This is not always the case with a *couplet*, but you should keep them as close as possible to make the couplet rhyme well. Below is a sample of a couplet with several stanzas.

*Roses smell great.
I think I'll pick eight.*

*Irises blue,
Guess I'll pick two.*

*To add to my mix,
I'll cut lilies six.*

*Just a few more,
I'll take daisies four.*

See how each “couple” of lines rhyme with one another? This is what makes a *couplet* - even though the total number of lines in the whole poem are more than a couple.

LESSON 97: *Writing a Couplet*

In the space below, write a one stanza (that's just two lines!) couplet about your favorite food.

LESSON 98: *More Couplet Writing*

In the space below, write a multi-stanza couplet about what you like to do in the summer. Remember that each stanza should consist of two rhyming lines. If you need more space, write your couplet on the blank page to the left.

LESSON 99: *Review of Prepositions*

In lesson 22, you learned about prepositions. Find the prepositions in the sentences below and circle them. If you need a review, read lesson 22 again.

1. We rowed the boat around the lake.
2. The bee flew through the hole in the window screen.
3. Put this cup by the plate.
4. The flock of geese flew over our heads.
5. She lives by my cousin Claire.
6. I put the cat outside the door.

LESSON 100: *Compound Sentences*

For each group of sentences that follow, combine the sentences on the line below them to make one longer compound sentence. The first is done for you.

1. John likes rice.

Isaac likes rice.

John and Isaac like rice.

2. Ben lives in that house.
Ben's twin brother Cody lives in that house.
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3. One of my aunts lives in Pittsburgh, Pennsylvania.
My other aunt lives in Taos, New Mexico.
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4. My socks have pink stripes on them.
My socks have blue stripes on them.
My socks have yellow stripes on them.
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LESSON 101: *Run-On Sentences*

Divide the run-on sentences below into smaller sentences that allow you to take a break when you read them. Write the new sentences in the blank spaces.

1. We went to the dentist this afternoon, then we went to the store to buy some new shoes for my sister, and finally, we stopped for ice cream on the way home.
2. Sam and Chad are friends of mine, and they both live in yellow houses on Hanover Street, which is just one street over from my street, and I live on Juniper Street, which is lined with Juniper trees.

LESSON 102: *For Dictation - A Couplet*

Have a parent dictate (read aloud) the following couplet while you write it down. When you are through, go back and compare what you copied against the original, below. Correct any errors in spelling, punctuation, and capitalization that you find.

A Good Boy by Robert Louis Stevenson

I woke before the morning, I was happy all the day,
I never said an ugly word, but smiled and stuck to play.

And now at last the sun is going down behind the wood,
And I am very happy, for I know that I've been good.

My bed is waiting cool and fresh, with linen smooth and fair,
And I must be off to sleep-sin-by, and not forget my prayer.

I know that, till to-morrow I shall see the sun arise,
No ugly dream shall fright my mind, no ugly sight my eyes.

But slumber hold me tightly till I waken in the dawn,
And hear the thrushes singing in the lilacs round the lawn.

LESSON 103: *Creative Writing*

The couplet above is about a boy's day from the time he awakens until the time he goes back to bed. Notice the delightful way the author uses adjectives and adverbs to give us a picture and a feel for the things he is describing - the "smooth fair linen" of the bed, for example. In the space below or on the blank page to the left, write a couplet (any length you like) about your day. It can be about the entire day, as the one above is, or a certain part of the day.

LESSON 104: *Picture Study*

Study the picture below, then answer the questions that follow.



1. What is going on in this picture?
2. What do you see way in the background?
3. What do you think is the time period of this painting? How can you tell?
4. What do you think the child is saying to her mother?

LESSON 105: *Creative Writing*

On the lines below, write a story about the mother and two daughters in the painting on the previous page. Tell about their day working in their garden, as well as what happened before the moment in this painting, and also later in the same day. If you need more space, use the blank page to your left.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.