

Instructor: Pinocchio ran around the room looking for food. Can you remember two of the four things he hoped to find?

Student: *He was hoping to find a piece of bread, a cookie, a bit of fish, or a bone left by a dog.*

Instructor: What did Pinocchio finally find in the corner of the room?

Student: *He found an egg.*

Ask, “What is one thing you remember about the passage?” Write the student’s answer down on Student Page 8 as she watches. This answer can be the same as one of the answers above.

WEEK 3

DAY ONE: Copywork

Student Page 9

Focus: *Beginning capitals and ending periods*

Pull out Student Page 9. Write the student’s name and the date for him as he watches, or ask him to write the name and date independently. The following two model sentences are already printed on it:

A poor miller had a daughter.

Once upon a time a poor miller had a beautiful daughter.

Ask the student to look carefully at the sentences. Explain that these sentences are from the beginning of the fairy tale called *Rumpelstilzkin*. You will read more of this story in the next lesson. Ask the student to point out the capital letters and the periods. Tell him that both of these are **complete sentences**.

Choose whichever sentence is appropriate to the student’s handwriting ability and ask him to copy it on the lines provided. Watch the student as he writes in pencil. If he begins to make an error, gently stop him and ask him to look at the model again.

DAY TWO: Narration Exercise

Student Page 10

Pull out Student Page 10. Write the student’s name and the date for him as he watches, or ask him to write the name and date independently.

Read the following passage out loud to the student. Before you begin, explain that this is the beginning of a very old story called *Rumpelstilzkin*. This version of the story was written down by a man named Andrew Lang in 1889—more than a hundred years ago. Andrew Lang’s book contained many old stories which he had collected. It was called *The Blue Fairy Book*.

There was once upon a time a poor miller who had a very beautiful daughter. Now it happened one day that he had an audience with the king, and in order to appear a person of some importance he told him that he had a daughter who could spin straw into gold.

“Now that’s a talent worth having,” said the king to the miller. “If your daughter is as clever as you say, bring her to my palace to-morrow, and I’ll put her to the test.”

When the girl was brought to him he led her into a room full of straw, gave her a spinning-wheel and spindle, and said: “Now set to work and spin all night till early dawn, and if by that time you haven’t spun the straw into gold you shall die.” Then he closed the door behind him and left her alone inside.

So the poor miller’s daughter sat down, and didn’t know what in the world she was to do. She hadn’t the least idea of how to spin straw into gold, and became at last so miserable that she began to cry.

Suddenly the door opened, and in stepped a tiny little man and said: “Good-evening, Miss Miller-maid; why are you crying so bitterly?”

—From *The Blue Fairy Book*
by Andrew Lang

Ask the following questions. Remind the student to answer you in complete sentences. If he answers in a fragment, turn the fragment into a complete sentence, say it to him, and then ask him to repeat this sentence back to you. If he cannot answer a question, read him the part of the passage that contains the answer, and then ask the question again.

Instructor: What did the miller tell the king about his daughter?

Student: *He said that his daughter could spin straw into gold.*

Instructor: Was this true?

Student: *No, it was a lie.* [If necessary, prompt the child for a complete sentence; do not allow him to simply say “No.”]

Instructor: Why did the miller tell this lie?

Student: *He wanted to look important.* [You may need to read the first paragraph again to the child before he answers.]

Instructor: When the king heard this, what did he tell the miller to do?

Student: *He told the miller to bring her to the palace.*

Instructor: When the girl came to the palace, where did the king put her?

Student: *He put her in a room full of straw.*

Instructor: What was the girl supposed to do?

Student: *She was supposed to spin the straw into gold.*

Instructor: What happened right at the end of the passage?

Student: *A tiny man came into the room and asked her why she was crying.*

Ask, “What is one thing you remember about the passage?” Write the student’s answer down on Student Page 10 as he watches. This answer can be the same as one of the answers above.

DAY THREE: Copywork

Student Page 11

Focus: *Beginning capitals and ending periods; capitalizing first (proper) names*

Pull out Student Page 11. Write the student’s name and the date for him as he watches, or ask him to write the name and date independently. The following two model sentences are already printed on it:

His name was Rumpelstiltzkin.

She asked him if his name was Sheepshanks or Cruickshanks.

Ask the student to look carefully at the sentences. Tell him that these sentences also come from *Rumpelstiltzkin*. After the tiny man asked the miller’s daughter why she was crying, he told her that he would turn the straw into gold as long as she gave him her first baby. She agreed that she would. The little man turned the straw to gold—and the king was so delighted that he married the miller’s daughter. When her first baby was born, the tiny man appeared and tried to take it. She begged him to let her keep the baby, and the man told her that she could keep the baby only if she could guess his name.

Ask the student to point out the capital letters that begin both sentences, and the periods that end them. Tell him that both of these are **complete sentences**. Then ask him to point to the first name[s] in each. Remind him that each name is a **proper noun** and begins with a capital letter.

Choose whichever sentence is appropriate to the student’s handwriting ability. Watch the student as he writes in pencil. If he begins to make an error, gently stop him and ask him to look at the model again.

DAY FOUR: Narration Exercise

Student Page 12

Pull out Student Page 12. Write the student’s name and the date for him as he watches, or ask him to write the name and date independently.

Read the following passage from *Rumpelstiltzkin* out loud to the student. Be sure to use slightly different voices for the Queen, the messenger, and Rumpelstiltzkin so that the student can differentiate between the lines of dialogue.

Then the Queen pondered the whole night over all the names she had ever heard, and sent a messenger to scour the land, and to pick up far and near any names he could come across. When the little man arrived on the following day she began with Kasper, Melchior, Belshazzar, and all the other

names she knew, in a string, but at each one the manikin called out: “That’s not my name.”

The next day she sent to inquire the names of all the people in the neighborhood, and had a long list of the most uncommon and extraordinary for the little man when he made his appearance. “Is your name, perhaps, Sheepshanks, Cruickshanks, Spindleshanks?” but he always replied: “That’s not my name.”

On the third day the messenger returned and announced: “I have not been able to find any new names, but as I came upon a high hill round the corner of the wood, where the foxes and hares bid each other good-night, I saw a little house, and in front of the house burned a fire, and round the fire sprang the most grotesque little man, hopping on one leg and crying:

“To-morrow I brew, to-day I bake,
And then the child away I’ll take;
For little deems my royal dame
That Rumpelstiltzkin is my name!”

You can imagine the Queen’s delight at hearing the name, and when the little man stepped in shortly afterward and asked: “Now, my lady Queen, what’s my name?” she asked first: “Is your name Conrad?”

“NO.”

“Is your name Harry?”

“No.”

“Is your name perhaps, Rumpelstiltzkin?”

—From *The Blue Fairy Book*
by Andrew Lang

Ask the following questions. Remind the student to answer you in complete sentences. If he answers in a fragment, turn the fragment into a complete sentence, say it to him, and then ask him to repeat this sentence back to you. If he cannot answer a question, read him the part of the passage that contains the answer, and then ask the question again.

Instructor: Whom did the Queen send to find names?

Student: *She sent a messenger.*

Instructor: Can you remember one of the three names that she guessed when the little man first returned?

Student: *She guessed Kasper, Melchior, and Belshazzar.*

Instructor: Where did she look for names next?

Student: *She looked in the neighborhood.*

Instructor: Can you remember one of the three names that she guessed when the little man returned a second time?

Student: *She guessed Sheepshanks, Cruickshanks, and Spindleshanks.*

Instructor: How many days was the messenger gone?

Student: *He was gone three days.*

Instructor: What was Rumpelstilzkin doing when the messenger saw him?

Student: *He was hopping around a fire.*

Instructor: Can you remember one of the two incorrect names that the queen guessed when Rumpelstilzkin returned the third time?

Student: *She guessed Conrad and Harry.*

Ask, “What is one thing you remember about the passage?” Write the student’s answer down on Student Page 12 as he watches. This answer can be the same as one of the answers above.

WEEK 4

DAY ONE: Copywork

Student Page 13

Focus: *Beginning capitals and ending periods; capitalizing first (proper) names*

Pull out Student Page 13. Write the student’s name and the date for her as she watches, or ask her to write the name and date independently. The following two model sentences are already printed on it:

Alice was silent.

The caterpillar was the first to speak.

Ask the student to look carefully at the sentences. While she is examining the sentences, explain that these sentences are from *Alice’s Adventures in Wonderland*, by Lewis Carroll. Alice has fallen down a rabbit-hole, and now she is wandering through a very strange country. In this country, she is only three inches tall—and she has just met a large blue caterpillar who is sitting on top of a mushroom.

Ask the student to point out the first name in the first sentence. Remind her that names are always capitalized, because they are **proper nouns**. Ask her to point out the capital letter at the beginning of the second sentence and the periods at the end of both sentences.

Watch the student as she writes in pencil. If she begins to make an error, gently stop her and ask her to look at the model again.

DAY TWO: Narration Exercise

Student Page 14

Pull out Student Page 14. Write the student’s name and the date for her as she watches, or ask her to write the name and date independently.

Explain to the student that a “hookah” is an old-fashioned type of pipe, and that to “contradict” someone is to say the opposite of what they tell you.