

Thank you for your interest in Writing Tales.

This sample includes pages from both the Student Workbook and the Teacher's Guide of Writing Tales Level One. The Student Workbook pages from Lessons 7 and 8 are first, followed by Homeschool Lesson Plans 7 and 8 from the Teacher's Guide, and finally Co-operative Lesson Plans 7 and 8 from the Teacher's Guide. If you wish to print them out, you may find printing four-pages-to-one to be your most efficient option.

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Julius Caesar

James Baldwin

Nearly two thousand years ago there lived in Rome a man whose name was Julius Caesar. He was the greatest of all the Romans. Why was he so great?

He was a brave warrior, and had conquered many countries for Rome. He was wise in planning and in doing. He knew how to make men both love and fear him. At last he made himself the ruler of Rome. Some said that he wished to become its king. But the Romans at that time did not believe in kings.

Once when Caesar was passing through a little country village, all the men, women, and children of the place came out to see him. There were not more than fifty of them, all together, and they were led by their mayor, who told each one what to do. These simple people stood by the roadside and watched Caesar pass. The mayor looked very proud and happy, for was he not the ruler of this village? He felt that he was almost as great a man as Caesar himself.

Some of the fine officers who were with Caesar laughed. They said, "See how that fellow struts at the head of his little flock!"

"Laugh as you will," said Caesar, "he has reason to be proud. I would rather be the head man of a village than the second man in Rome!"

At another time, Caesar was crossing a narrow sea in a boat. Before he was halfway to the farther shore, a storm overtook him. The wind blew hard; the waves clashed high; the lightning flashed;

the thunder rolled. It seemed every minute as though the boat would sink. The captain was in great fright. He had crossed the sea many times, but never in such a storm as this. He trembled with fear; he could not guide the boat; he fell down upon his knees; he moaned, "All is lost! All is lost!"

But Caesar was not afraid. He bade the man get up and take his oars again. "Why should you be afraid?" he said. "The boat will not be lost; for you have Caesar on board."



Julius Caesar

Copywork

Copy the following passage from our story. Make sure you copy the correct capital letters and punctuation.

Nearly two thousand years ago there lived in Rome a man whose name was Julius Caesar. He was the greatest of all the Romans.



Julius Caesar Vocabulary

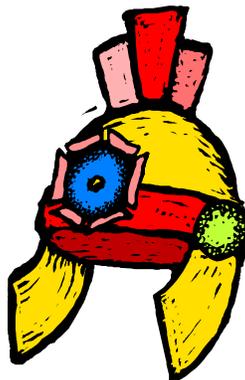
Look up the following words from our story in a dictionary and write down the meanings. Write a short sentence using one of the words.

1. warrior - _____

2. mayor - _____

3. strut - _____

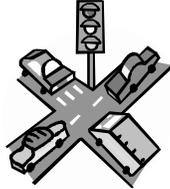
Sentence: _____



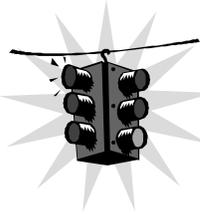
Julius Caesar

Grammar Lesson

Punctuation Traffic Signals



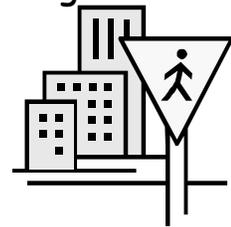
For this grammar lesson, let's think of punctuation as the traffic signals in our writing. The punctuation marks tell us when to slow down and when to stop, and help to keep our words from bumping into each other.



The Red Lights: These are the easy ones, and we've already learned them! Think of the period, the exclamation point, and the question mark as "red lights." When you see them, the sentence stops! Don't start moving again until you see the "green light" of the next sentence's beginning capital letter.



The Yield Signs: Commas act like yield signs; they tell you to slow down before proceeding. Take a breath, look around, and then continue on with your journey of reading the sentence.



The Stop Signs: Semi-colons act like stop signs. They tell the reader to slow down and stop before continuing on again.



Julius Caesar

Punctuation Practice

1. **End punctuations** (! . and ?) are the red lights. Stop!
Beginning Capital Letters are the green lights.
2. **Commas** (,) are the yield signs. Slow down!
3. **Semi-colons** (;) are the stop signs. Slow down and stop, then go on.

In each sentence, *put a red box around the periods or exclamation points for stop. Circle the commas with yellow for slow down. Circle the semi-colons with red for stop, and then go on. Circle the beginning capital letters of each sentence in green for go.* Practice reading the sentences out loud while obeying the "traffic signals."

1. He was a brave warrior, and had conquered many countries for Rome.

2. Once when Caesar was passing through a little country village, all the men, women, and children of the place came out to see him.

3. The wind blew hard; the waves clashed high; the lightning flashed; the thunder rolled.

4. He trembled with fear; he could not guide the boat; he fell down upon his knees; he moaned, "All is lost! All is lost!"





Julius Caesar

Writing the Rough Draft

Read the story again. Write your rough draft of "Julius Caesar." Tell the same story, but in your *own* words. Choose words that might show the bravery and wisdom of Caesar as well as the pride and joy of the village mayor. Use words that will show the excitement of the storm at sea. When you are finished, read each sentence out loud to make sure it is a complete thought.

Edit your writing using the following checklist:

1. Spelling - all the words are spelled correctly. _____
2. Sentences - _____
 Each sentence expresses a complete thought. _____
 Each one has a subject and a verb. _____
3. Capitalization - _____
 All the important words in the title begin with capital letters. _____
 Every sentence begins with a capital letter. _____
 The word "I" is capitalized, if used. _____
 All proper names start with capital letters. _____
4. Punctuation - _____
 All of your sentences end with periods or exclamation marks. _____
 Any questions end with question marks. _____

Your goal is to re-write the story in your own words. Stick to the basic story for this week.

Julius Caesar Spelling Practice



Make a spelling list of up to five words you misspelled and had to correct in your original rough draft. Write each word correctly two times.

1. _____
2. _____
3. _____
4. _____
5. _____

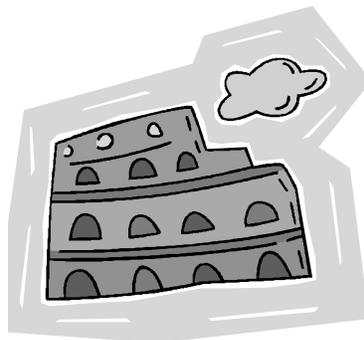
Now choose one of the words and use it in a sentence:

Julius Caesar Punctuation Review

1. Write a sentence about Julius Caesar that ends in a period.

2. Write a sentence about Julius Caesar that ends in a question mark.

3. Write a sentence about Julius Caesar that ends in an exclamation point.





Julius Caesar

The Final Draft

Write your final draft. Now you may add some creative touches. However, we have to be careful with this story, since it is about a real person. Do not change any main characters or basic events or settings. You may change little things that will not affect the story. For example, you may want to describe some of the village people who watched Caesar pass by in the third paragraph. Why were they excited? What kinds of things did they say to one another or to Caesar as he passed? You may want to name the officer who speaks to Caesar in the fourth paragraph. Or you may want to tell us why you think Caesar needed to cross the sea in the last two paragraphs.

Edit your writing using the following checklist:

1. Spelling - all the words are spelled correctly. _____
2. Sentences - _____
 - Each sentence expresses a complete thought. _____
 - Each one has a subject and a verb. _____
3. Capitalization - _____
 - All the important words in the title begin with capital letters. _____
 - Every sentence begins with a capital letter. _____
 - The word "I" is capitalized, if used. _____
 - All proper names start with capital letters. _____
4. Punctuation - _____
 - All of your sentences end with periods or exclamation marks. _____
 - Any questions end with question marks. _____

Show your finished story to your teacher or parent.

Julius Caesar

Will the Real Punctuation Please Stand Up?

Imposters lurk nearby! Some wayward punctuation marks are trying to sneak in where they don't belong. Read the sentences below, using the "traffic signals" for pausing and stopping, and decide which sentence has the correct punctuation.

1.
 - A. Nearly two, thousand years ago there! lived in Rome a man whose name was Julius Caesar?
 - B. Nearly! two thousand years, ago there lived in Rome a man whose name was, Julius Caesar.
 - C. Nearly two thousand years ago there lived in Rome a man whose name was Julius Caesar.

2.
 - A. Why was he so great?
 - B. Why, was he so great.
 - C. Why was he so great!

3.
 - A. He was a brave warrior and, had conquered many countries for Rome.
 - B. He, was a brave warrior and had conquered, many countries for Rome.
 - C. He was a brave warrior, and had conquered many countries for Rome.

4.
 - A. At another time Caesar, was crossing a narrow sea in a boat!
 - B. At another time, Caesar was crossing a narrow sea in a boat.
 - C. At, another time, Caesar was, crossing a narrow sea in a boat.

5. A. It seemed every minute as; though the boat would sink?
B. It seemed every minute as though the boat would sink.
C. It! seemed, every minute as though the boat would sink!
6. A. He trembled with fear; he could not guide the boat; he fell down upon his knees; he moaned, "All is lost! All is lost!"
B. He trembled with fear! he could not guide the boat he fell down upon his knees he moaned; "All is lost? All is lost?"
C. He trembled, with fear he could, not guide the boat he, fell down upon his, knees he moaned "All is lost, all is lost."
7. A. But Caesar was not afraid.
B. But Caesar, was not afraid!
C. But Caesar was not afraid?
8. A. The boat will not be lost! for you have Caesar, on board.
B. The boat will not be lost; for you have Caesar on board.
C. The boat will not be lost; for you have Caesar on board?



Lesson 7

Story: “Julius Caesar” – James Baldwin

Grammar Lesson: Punctuation Traffic Signals

Day 1: Introduce “Julius Caesar.” Give some background information on the author, James Baldwin.

James Baldwin was born in Indiana in 1841 and lived until 1925. His childhood was marked by infrequent schooling and a limited access to books. Still, his father had a “library” that consisted of two shelves of books. These books were precious to James, and developed a love of literature in him that lasted a lifetime. He grew up to become first a teacher, founding and improving many schools in Indiana. During this time he began writing. Some of the books he wrote were for teachers, but most of them were books of stories for children. He loved to re-tell old classics, and by doing this he made exciting moral tales accessible to students all over the country and helped many children develop the same love of reading that he had fostered in himself so many years before. In 1887 Baldwin moved east to join the education department of Harper & Brothers, and later the American Book Company. While editing numerous textbooks, he continued writing. At one time it was said that he had either written or edited at least half of all the textbooks being used in schools across the country!

Read “Julius Caesar,” page 34-35, out loud together and discuss.

Who are the main characters? (*Julius Caesar, Caesar’s officers, the boat’s captain*)

What is the problem or conflict? (*the officers make fun of the village mayor; a storm threatens to capsize Caesar’s boat and the captain is frightened*)

What is the resolution? (*Caesar rebukes the officer by saying it is better to be in charge of a small village than to be the second man in command of a large city; Caesar comforts the captain with his bravery in the face of the storm*)

Have the student re-tell the story back to you orally.

Practice sequencing the events in the story by using the sentence strips from Appendix A. See Lesson 1 for suggestions.

Day 2: Copywork, page 36.

Introduce the Grammar Lesson using page 38.

The student will learn Punctuation Traffic Signals.

Sample - Homeschool Lesson Plans

<< For this grammar lesson, let's think of punctuation as the traffic signals in our writing. The punctuation marks tell us when to slow down and when to stop, and help to keep our words from bumping into each other.

The Red Lights: These are the easy ones, and we've already learned them! Think of the period, the exclamation point, and the question mark as "red lights." When you see them, the sentence stops! Don't start moving again until you see the "green light" of the next sentence's beginning capital letter.

The Yield Signs: Commas act like yield signs; they tell you to slow down before proceeding. Take a breath, look around, and then continue on with your journey of reading the sentence.

The Stop Signs: Semi-colons act like stop signs. They tell the reader to slow down and stop before continuing on again.>>

Put the new grammatical concepts into practice by playing "Red Light, Green Light." This game works best with three or more players, but may be adapted to be played with only two (teacher and student) as well. One player is the Traffic Cop and stands at one end of the room. The other players line up at the other end. The Traffic Cop calls out "Capital Letter!" (instead of "Green Light") when he wants the other players to start moving. The other players walk towards the Traffic Cop. The Traffic Cop can call out "Exclamation Point!" or "Period!" or "Question Mark!" when he wants the other players to stop. He may then start them up again by calling "Capital Letter!" The Traffic Cop may also call out, "Comma!" at which point the students must stop, say "Take a break!" and then continue on. If the Traffic Cop catches anyone not following his instructions, he may send them back to start. The first student to reach the Traffic Cop becomes the next Traffic Cop.

Day 3: Vocabulary, page 37. After he writes a sentence using one of the words, discuss with him what kind of sentence he wrote and which "traffic signals", or punctuation, he used.

Day 4: Re-read Grammar Lesson, page 38. Use the concepts by doing Punctuation Practice, page 39.

Day 5: Read the story again. The student will write his rough draft, using the instructions and checklist on page 40 to self-edit. Remind him to stay strictly with the events of the original story. Check over his work, paying special attention to correct capitalization and punctuation.

* Locate a copy of Punctuation Takes a Vacation for Lesson 8, Day 2

Lesson 8

Story: “Julius Caesar” – James Baldwin

Grammar Lesson: Punctuation Traffic Signals

Day 1: Spelling Practice, page 41 and Punctuation Review, page 42.

Day 2: Read together Punctuation Takes a Vacation by Robin Pulver. Discuss the story with your student. What happened when the punctuation marks left for vacation? Did the words that were left behind know how to behave?

Play “Red Light, Green Light” again to review the concepts of punctuation.

Day 3: The student will begin her final draft today, using page 43. This is the time that she may add some creative touches. Please note: as discussed in the workbook on page 43, special care must be taken with this story, since it is about a real person and actual events. Limit creativity to small things such as describing the village people who witnessed Caesar going by or adding detail to the Roman soldier who commented to Caesar about the people. Have the student edit her final story using the checklist provided. Check her story over carefully, making sure the basic story stays the same and correcting any spelling, grammatical or mechanical errors. The final story will be re-copied on Day 5. Check her story over carefully, making sure the basic story stays the same and correcting any spelling, grammatical or mechanical errors. The final story will be re-copied on Day 5.

Day 4: Will the Real Punctuation Please Stand Up?, page 44-45.

Play “Kaboom” to review the 4 types of sentences. Variation: Review the punctuation rules by indicating a punctuation mark on the sentence that the student has chosen and asking for the “movement” that the “traffic signal” tells; i.e., stop, pause, stop and then move on.

Day 5: The student will copy over the final version of her story today, with your corrections from Day 3 included. Put the final story in a safe place with her others, and remember to share her finished work with the rest of your family from time to time.

Lesson 7

Story: “Julius Caesar” – James Baldwin

Grammar Lesson: Punctuation Traffic Signals

Class-Time: Introduce “Julius Caesar.” Give some background information on the author, James Baldwin.

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Read “Julius Caesar,” pages 34-35, out loud with the students and discuss.

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What is the problem or conflict? (*the officers make fun of the village mayor; a storm threatens to capsize Caesar’s boat and the captain is frightened*)

What is the resolution? (*Caesar rebukes the officer by saying it is better to be in charge of a small village than to be the second man in command of a large city; Caesar comforts the captain with his bravery in the face of the storm*)

Have the students re-tell the story back to you orally.

Practice sequencing the events in the story by using the sentence strips from Appendix A. See Lesson 1 for suggestions.

Introduce the Grammar Lesson using page 38.

The students will learn Punctuation Traffic Signals.

Sample - Co-op Lesson Plans

<< For this grammar lesson, let's think of punctuation as traffic signals in our writing. The punctuation marks tell us when to slow down and when to stop, and help to keep our words from bumping into each other.

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The Stop Signs: Semi-colons act like stop signs. They tell the reader to slow down and stop before continuing on again.>>

Put the new grammatical concepts into practice by playing "Red Light, Green Light." One player is the Traffic Cop and stands at one end of the room. The other children line up at the other end. The Traffic Cop calls out "Capital Letter!" (instead of "Green Light") when he wants the other players to start moving. The other players walk towards the Traffic Cop. The Traffic Cop can call out "Exclamation Point!" or "Period!" or "Question Mark!" when he wants the other players to stop. He may then start them up again by calling "Capital Letter!" The Traffic Cop may also call out, "Comma!" at which point the students must stop, say "Take a break!" and then continue on. If the Traffic Cop catches anyone not following his instructions, he may send them back to start. The first student to reach the Traffic Cop becomes the next Traffic Cop.

Choose two or three students to read their finished stories from last week, if time permits.

Homework:

Day 1: Copywork, page 36.

Day 2: Vocabulary, page 37.

Day 3: Read Grammar Lesson, page 38. Punctuation Practice, page 39.

Day 4: Read the story again. Write the rough draft, using instructions and checklist on page 40 to self-edit.

Lesson 8

Story: "Julius Caesar" - James Baldwin

Grammar Lesson: Punctuation Traffic Signals

Class-Time: Ask one or two students to share their rough drafts with the class. Later, collect the rough drafts and mark suggestions for changes before handing them back at the end of the day.

Read Punctuation Takes a Vacation by Robin Pulver. Discuss the story with the students. What happened when the punctuation marks left for vacation? Did the words that were left behind know how to behave?

Play "Red Light, Green Light" again to review the concepts of punctuation.

Play "Kaboom" if you have time to review the 4 types of sentences. Variation: Review the punctuation rules by indicating a punctuation mark on the sentence that the student has chosen and asking for the "movement" that the "traffic signal" tells; i.e., stop, pause, stop and then move on.

Homework:

Day 1: Spelling Practice, page 41 and Punctuation Review, page 42.

Day 2: Write the final draft using page 43. Creative touches this week must be done very carefully. Read the student workbook page for details and suggestions. Students will use provided checklists to self-edit. Additionally, have the parent check these versions today to make sure the basic story stays the same and to correct any spelling or grammatical errors. The final story will be re-copied on Day 4.

Day 3: Will the Real Punctuation Please Stand Up?, pages 44-45.

Day 4: The students will copy over the final version of their stories. You may wish to ask the parents to bring in two copies to class; one for you to check and return, and one for you to save.