

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 Two. The Student Workbook pages from Lessons 9 and 10 are first, followed by Homeschool Lesson Plans 9 and 10 from the Teacher's Guide, and finally Co-op Lesson Plans 9 and 10 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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## The Doll in the Grass

A Scandinavian Fairytale, retold by Kate Douglas Wiggin and  
Nora Archibald Smith

Once upon a time there was a King who had twelve sons. When they were grown up he told them they must go out into the world and find themselves wives, who must all be able to spin and weave and make a shirt in one day, else he would not have them for daughters-in-law. He gave each of his sons a horse and a new suit of armor, and so they set out in the world to look for wives.

When they had traveled a bit on the way they said they would not take Ashiepattle with them, for he was good for nothing. Ashiepattle must stop behind; there was no help for it. He did not know what he should do or which way he should turn; he became so sad that he got off the horse and sat down on the grass and began to cry.

When he had sat a while, one of the tussocks among the grass began to move, and out of it came a small white figure; as it came nearer Ashiepattle saw that it was a beautiful little girl, but she was so tiny, so very, very tiny.

She went up to him and asked him if he would come below and pay a visit to the doll in the grass.

Yes, that he would; and so he did. When he came down below, the doll in the grass was sitting in a chair, dressed very finely and looking still more beautiful. She asked Ashiepattle where he was going and what was his errand.

He told her they were twelve brothers, and that the King had given them each a horse and a suit of armor, and told them to go out in the world and find themselves wives, but they must all be able to spin and weave and make a shirt in a day.

"If you can do that and will become my wife, I will not travel any farther," said Ashiepattle to the doll in the grass.

Yes, that she would, and she set to work at once to get the shirt spun, woven, and made; but it was so tiny, so very, very tiny, no bigger than—so!

Ashiepattle then returned home, taking the shirt with him; but when he brought it out he felt very shy because it was so small. But the King said he could have her for all that, and you can imagine how happy and joyful Ashiepattle became.

The road did not seem so long to him as he set out to fetch his little sweetheart. When he came to the doll in the grass he wanted her to sit with him on his horse; but no, that she wouldn't; she said she would sit and drive in a silver spoon, and she had two small white horses which would draw her. So they set out, he on his horse and she in the silver spoon; and the horses which drew her were two small white mice.

Ashiepattle always kept to one side of the road, for he was so afraid he should ride over her; she was so very, very tiny.

When they had traveled a bit on the way they came to a large lake; there Ashiepattle's horse took fright and shied over to the other side of the road, and upset the spoon, so that the doll in the grass fell into the water. Ashiepattle became very sad, for he did not know how he should get her out again; but after a while a merman brought her up. But now she had become just as big as any other grown-up being and was much more beautiful than she was before. So he placed her in front of him on the horse and rode home.

When Ashiepattle got there all his brothers had also returned, each with a sweetheart; but they were so ugly and ill-favored and bad-tempered that they had come to blows with their sweethearts on their way home. On their heads they had hats which were painted with tar and soot, and this had run from their hats down their faces, so that they were still uglier and more ill-favored to behold.

When the brothers saw Ashiepattle's sweetheart they all became envious of him, but the King was so pleased with Ashiepattle and his sweetheart that he drove all the others away, and so Ashiepattle was married to the doll in the grass; and afterwards they lived happy and comfortable for a long, long while; and if they are not dead, they must be still alive.



## The Doll in the Grass Story Ordering



Put fourteen of the story's sentences back in order. Number which sentence comes first, second, and so on.

\_\_\_\_\_ Ashiepattle told her that they were twelve brothers, and that the King had told them to go out and find themselves wives, but they must all be able to spin and weave and make a shirt in a day.

\_\_\_\_\_ His brothers had also returned, each with a sweetheart; but they were all ugly and ill-favored and bad-tempered.

\_\_\_\_\_ The King told his twelve sons to go out into the world and find themselves wives, who must all be able to spin and weave and make a shirt in one day.

\_\_\_\_\_ One of the tussocks among the grass began to move, and out of it came a small white figure; as it came nearer Ashiepattle saw that it was a beautiful little girl.

\_\_\_\_\_ After a while, a merman brought her up, but now she had become just as big as any other grown-up being and was much more beautiful than she was before.

\_\_\_\_\_ The king was so pleased with Ashiepattle and his sweetheart that he drove all the others away, and so Ashiepattle was married to the doll in the grass.

\_\_\_\_\_ When the brothers saw Ashiepattle's sweetheart they all became envious of him.

\_\_\_\_\_ Ashiepattle returned home, taking the shirt with him; and the king said he could have her, and you can imagine how happy and joyful Ashiepattle became.

\_\_\_\_\_ The brothers said they would not take Ashiepattle with them for he was good for nothing; Ashiepattle sat down on the grass and began to cry.

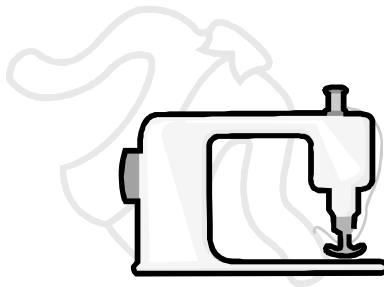
\_\_\_\_\_ The doll in the grass set to work at once to get the shirt spun, woven, and made; but it was so tiny!

\_\_\_\_\_ Ashiepattle's horse took fright and upset the spoon, so that the doll in the grass fell into the water.

\_\_\_\_\_ Ashiepattle kept to one side of the road, for he was afraid he should ride over her.

\_\_\_\_\_ She said she would drive in a silver spoon with two small horses to draw her.

\_\_\_\_\_ The road did not seem so long to him as he set out to fetch his little sweetheart.





## The Doll in the Grass Vocabulary

Look up the following words from our story in a dictionary and write down the definitions. Write a short sentence using one of the words. Find and circle each vocabulary word in the original story.

1. Tussock - \_\_\_\_\_  
\_\_\_\_\_

2. Errand - \_\_\_\_\_  
\_\_\_\_\_

3. Fetch - \_\_\_\_\_  
\_\_\_\_\_

4. Shied (*look up "shy" as a verb*) - \_\_\_\_\_  
\_\_\_\_\_

5. Merman - \_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_

Remember! Your sentence needs these things to be complete:

- It must express a complete thought;
- It must have a capital letter at the beginning; and
- It must have end punctuation.



## The Doll in the Grass

### Grammar Lesson - Verb Phrases and Helping Verbs

Sometimes verbs can be more than one word. When a verb in a sentence is more than one word, we call it a *verb phrase*. Verb phrases can be up to four words long, and are made by adding *helping verbs* to a *main verb* (which is usually an action verb).

Helping Verb - Additional verbs that help the main verb make sense in a sentence.

The doll in the grass *was sitting* in a chair.  
The King *had given* them each a horse.



In the above sentences, *sitting* and *given* are the main verbs (also action verbs), and *was* and *had* are helping the main verbs.

You can memorize a list of helping verbs by using the tune to "This Old Man":

"Have - has - had,  
Do - does - did,  
Be - am - is - are - was - were - been,  
Can - could - shall - should - will - would - may,  
Might - must - being,  
Are Helping Verbs!"

Some of these verbs can act alone as verbs, or in a verb phrase as a helping verb. For example, "I *have* a cat," or "I *have been looking* for my cat."

Hint: Anytime you see an action verb that ends in "-ing," be on the alert for helping verbs; they're probably lurking nearby!

The doll *was weaving* the shirt for Ashiepattle.

Underline the helping verbs and their main verbs in each sentence:

1. The old woman's husband had died.
2. The old woman's sight was dimming.



3. Her hands would tremble.
4. She would spill her peas on the table.
5. They should put the grandmother in the corner.
6. The grandmother was looking with tear-filled eyes across the room.
7. The little girl was playing with her building blocks.
8. "I am building a little table for you and mother," she said.

Fill in the blanks with the missing Helping Verbs:

Have, \_\_\_\_\_, had,

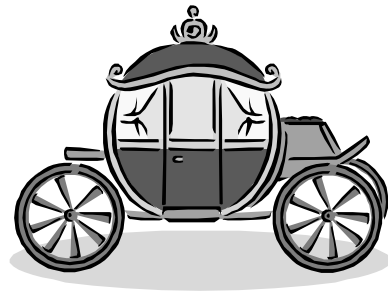
\_\_\_\_\_, does, did,

Be, am, \_\_\_\_\_, are, \_\_\_\_\_, were, \_\_\_\_\_,

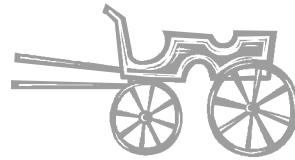
\_\_\_\_\_, could, \_\_\_\_\_, should, will, would, \_\_\_\_\_,

Might, \_\_\_\_\_, being,

Are Helping Verbs!



## The Doll in the Grass Synonyms



See how many synonyms you can come up with for some of the nouns in our story:

1. *cry*

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2. *travel*

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3. *tiny*

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4. *envious*

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## The Doll in the Grass Outlining

Each of the eight sentences below describes a major action in the story. Choose three or four of the most important words, write them below each box on the next page, and draw a quick picture of the action.

1. The King gave each of his sons a horse and a new suit of armor, and so they set out in the world to look for wives.
2. Ashiepattle did not know what he should do or which way he should turn; he became so sad that he got off the horse and sat down on the grass and began to cry.
3. When he came down below, the doll in the grass was sitting in a chair, dressed very finely and looking still more beautiful.
4. She set to work at once to get the shirt spun, woven and made; but it was tiny, so very very tiny, no bigger than - so!
5. Ashiepattle then returned home, taking the shirt with him; but when he brought it out he felt very shy because it was so small.
6. So they set out, he on his horse and she in the silver spoon; and the horses which drew her were two small white mice.
7. Ashiepattle's horse took fright and shied over to the other side of the road, and upset the spoon, so that the doll in the grass fell into the water.
8. After a while a merman brought her up, but now she had become just as big as any other grown-up being and was much more beautiful than she was before.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

## The Doll in the Grass Oral Narration



Using only the two pages with your outline, narrate "The Doll in the Grass" out loud to your parent or teacher. Make the story exciting by using dramatic expressions and lots of emotion where it might be appropriate.

### The Rough Draft

Now you are ready to write your rough draft. Write "The Doll in the Grass" in your own words, either by hand on a clean piece of paper, or on the computer. If you write your story by hand, use a pencil instead of a pen. Try to write on every other line, leaving a blank line in between each one you write on. This will make it easier to add corrections later.

Don't forget to describe the two times that Ashiepattle feels like giving up and sits down to cry - when the brothers desert him in the beginning, and when the doll falls into the lake later on. Tell your audience how happy Ashiepattle was when the doll was returned to him as big as any human girl, and about the other wives they met when they finally returned to the castle. And as with any good fairy tale, don't forget to end your story with a "happily ever after" type of sentence!

Be sure to use at least two words from your list of synonyms in your retelling.

When you are finished, read each one of your sentences out loud, making sure each one 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. \_\_\_\_\_
  
- 5. Quotes -  
You have included two or more direct quotes. \_\_\_\_\_  
You used quotation marks around the words spoken. \_\_\_\_\_  
You started a new line whenever a different character spoke. \_\_\_\_\_
  
- 6. Descriptions -  
Describe where your story takes place. \_\_\_\_\_  
Describe what your characters look like. \_\_\_\_\_  
Describe what your characters feel. \_\_\_\_\_



## The Doll in the Grass Spelling Practice

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Write a statement using one of your spelling words:

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Write a question using one of your spelling words:

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## The Doll in the Grass

### Grammar Lesson - More Helping Verbs

Usually a verb phrase sticks together, but sometimes it can be interrupted by other words. A common interrupter is the word *not*.

She *would sit* in a silver spoon.

She *would not sit* in a silver spoon.

*Would sit* is still the verb phrase in this sentence, but the word **not** has interrupted it to make an important change to the meaning.

Underline the verb phrases in these sentences:

1. They must go out into the world.
2. He would not have them for daughters-in-law.
3. They had traveled a bit.
4. They would not take Ashiepattle with them.
5. He did not know what he should do. (*Find two verb phrases!*)
6. The King had given them each a horse and a suit of armor.
7. "I will not travel any farther," said Ashiepattle.



Questions are another common interrupter of verb phrases. Helping verbs are often separated from their main verbs so that a question can make sense.

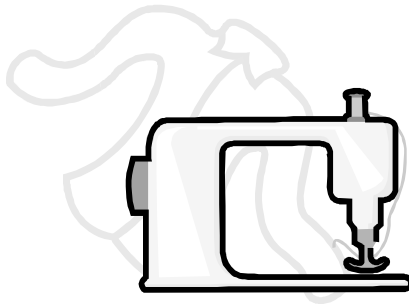
The doll *has woven* the shirt.

*Has* the doll *woven* the shirt?

*Has woven* is the verb phrase in each sentence, but the words have to be rearranged so that the speaker can ask for the information.

Underline the verb phrases in these sentences:

1. Did Ashiepattle return home with the tiny shirt?
2. The road did not seem so long to him.
3. Must she sit with him on the horse?
4. Will the doll ride on the spoon behind two white mice?
5. Was the horse frightened?
6. A merman had brought her up from the water.
7. Would Ashiepattle be surprised at the size of his doll now? *(Careful!)*
8. His brothers had also returned. *(This sentence has a new interrupter; can you find it? Circle it!)*
9. Their hats were painted with tar and soot which had run down their faces. *(Find two verb phrases)*
10. Did the brothers become envious of Ashiepattle?





## The Doll in the Grass

### Expanding Your Story

Add some details to your story. Have you included any direct quotes? If you haven't, add one now. Can you make your quote more interesting or make it show more emotion by using a speaker tag other than the word "said?"

You may add a few details of your own as long as you don't change the original story. And this story gives us lots of opportunities to use your imagination.

In the second paragraph, the brothers abandon Ashiepattle because he was "good for nothing." Why? Can you imagine why they might have done that? Do you suppose it was because of something Ashiepattle might have done, a mistake he might have made, or maybe because the brothers were not nice? Tell your reader more about that event.

A simple thing to do could be to describe the little shirt that the doll made. Was this an easy task for her to accomplish or hard? Did the little doll have any family? Why was she in the grass sitting in her chair that day? Tell your reader more about her two little white mice. Did she remember to take them with her after she was rescued from the water and continued to the palace with Ashiepattle? Tell your reader about her adventure under the water and why the merman rescued her.

Ashiepattle is not a usual hero, is he? What do you think of his tendency to cry every time something goes wrong? Why do you suppose the doll in the grass was attracted to Ashiepattle? Some people like to take care of other people - the doll could have wanted a prince that needed to be taken care of.

What about the brothers and their ugly sweethearts? Why couldn't they find nicer brides? You could find lots of interesting things to write about them!

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. \_\_\_\_\_
5. Quotes -
  - You have included two or more direct quotes. \_\_\_\_\_
  - You used quotation marks around the words spoken. \_\_\_\_\_
  - You started a new line whenever a different character spoke. \_\_\_\_\_
6. Descriptions -
  - Describe where your story takes place. \_\_\_\_\_
  - Describe what your characters look like. \_\_\_\_\_
  - Describe what your characters feel. \_\_\_\_\_

## The Final Draft

Write the final draft of your version of "The Doll in the Grass." Make sure to include all your spelling corrections, and check that all of your beginning capital letters, quotation punctuations and end punctuations are correct. If you are writing the story out by hand, use your best writing and take pride in making your finished work beautiful. If you are typing your story on the computer, why not add some clipart for illustrations, or better yet, draw your own?

## The Doll in the Grass

### Grammar Lesson - Infinitive Verbs

We have already learned several different kinds of verbs.

The action verb:

Ashiepattle sat down on the grass.

The helping verb:

He had sat awhile.

The state-of-being verb:

She was so tiny.



Now we will learn one more kind of verb: the **infinitive verb**. Whenever you see the word "to" with a verb following it, it is called an **infinitive verb**.

And so they set out in the world *to look* for wives.

Ashiepattle sat down on the grass and began *to cry*.

Sometimes the word "to" can be followed by a noun, and then it is *not* part of an infinitive verb, so be very careful when identifying infinitives, that you always find a *verb* following "to", and not a *noun*.

Which "to" is part of the infinitive verb in the following sentence?

His big sister stood afar off and kept watch *to see* what would happen *to the child*.

That's right; "to see" is the infinitive verb, because "to" is followed by "see", an action verb.

Underline the infinitive verbs in the following sentences:

1. The King told them to go out in the world and find themselves wives.
2. They must all be able to spin and weave and make a shirt in one day.
3. He gave each of his sons a horse and a new suit of armor, and so they set out in the world to look for wives.

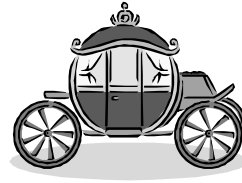
4. When he had sat a while, one of the tussocks among the grass began to move.
5. She set to work at once to get the shirt spun, woven and made. (*Find two.*)
6. The road did not seem so long to him as he set out to fetch his little sweetheart.
7. When he came to the doll in the grass he wanted her to sit with him on his horse.
8. They were so ugly and ill-favored and bad-tempered that they had come to blows with their sweethearts on the way home.
9. They were still uglier and more ill-favored to behold.

Write "AV" above any Action Verbs, "SB" above any State-of-Being Verbs, "HV" above any Helping Verbs, and "IV" above any Infinitive Verbs.

*Two travelers were on the road together when a bear suddenly appeared on the scene. Before he observed them, one made for a tree at the side of the road, and climbed up into the branches and hid there. The other was not as nimble as his companion; and as he could not escape, he threw himself on the ground and pretended to be dead.*



## The Doll in the Grass Grammar Review



In the following paragraph:

(1) Identify all the underlined verbs as either Action Verbs (AV), Helping Verbs (HV), State-of-Being Verbs (SB), or Infinitive Verbs (IV). The first one is done for you.

(2) Circle all the nouns. You should find eleven.

### AV

*When Ashiepattle got there all his brothers had also returned, each with a sweetheart; but they were so ugly and ill-favored and bad-tempered that they had come to blows with their sweethearts on their way home. On their heads they had hats which were painted with tar and soot, and this had run from their hats down their faces, so that they were still uglier and more ill-favored to behold.*

In the following paragraph:

(1) Identify all the underlined verbs as either Action Verbs (AV), Helping Verbs (HV), State-of-Being Verbs (SB), or Infinitive Verbs (IV).

(2) Box all the pronouns. You should find seven.

*When the brothers saw Ashiepattle's sweetheart they all became envious of him, but the King was so pleased with Ashiepattle and his sweetheart that he drove all the others away, and so*

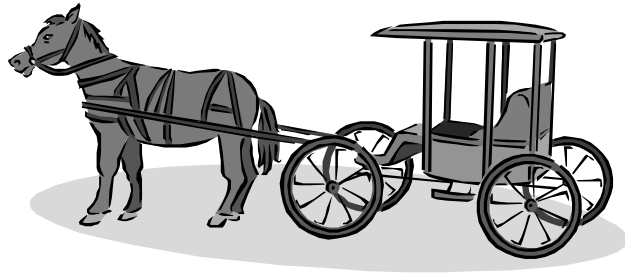
*Ashiepattle was married to the doll in the grass; and afterwards they lived happy and comfortable for a long, long while; and if they are not dead, they must be still alive.*

Fill in the blanks for the State-of-Being Verbs Chant:

Is, \_\_\_\_\_,

Were, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, being, \_\_\_\_\_.





## Lesson 9

**Story:** “The Doll in the Grass” – A Scandinavian Fairytale, retold by Kate Douglas Wiggin and Nora Archibald Smith

**Grammar Lesson:** Verb Phrases and Helping Verbs

**Day 1:** Introduce “The Doll in the Grass” on pages 70-71. Share this biography of the authors:

*Kate Douglas Wiggin (1856-1923) and Nora Archibald Smith (1859-1934) were sisters, both authors and educators. Kate and Nora grew up in Maine. Later their family moved to California. As teachers, they were both active in the early education movement. Did you know that over one hundred years ago there were hardly any kindergarten classes in the United States? Kate started the first free kindergarten west of the Rockies. Both sisters were also wonderful writers. Each wrote many books on her own, and together they wrote many books of children’s stories. Nora composed two books of plays for children from plays that were first performed in her barn. In 1903 Kate wrote a very famous book that you have probably heard of, Rebecca of Sunnybrook Farm. After Kate’s husband died, the sisters bought a house in their childhood home of Hollis, Maine together and moved in to take care of their aging mother. They named their new home, “Quillcote.”*

You will find a wonderful biography of Nora Archibald Smith at the Baldwin Online Children’s Literature Project at the following web address:

[www.mainlesson.com/displayauthor.php?author=smith](http://www.mainlesson.com/displayauthor.php?author=smith). It is highly recommended you share this additional biography if you have the time.

Read the story together.

Discuss the story, using the following discussion questions:

Who are the main characters? (*Ashiepattle, the Doll in the grass.*)

Who are the minor characters? (*The King, Ashiepattle’s brothers, the merman, the brothers’ brides.*)

What is the setting of this story? (*A fairytale kingdom. Out in the country, by a lake, and at the palace.*)

What is the problem or conflict? (*Ashiepattle and his brothers are given the impossible task of finding brides that can spin, weave and make a shirt in one day. Ashiepattle is abandoned by his brothers [probably because of his tendency to cry and give up easily]. Despite all odds, Ashiepattle finds a wonderful girl who meets all requirements set by his father. One problem - she is extremely tiny. Another problem is presented later when she falls into the lake and disappears; rather than searching for a way to rescue her, Ashiepattle succumbs to hopelessness again.*)

What is the resolution? (*Ashiepattle summons up great courage and presents the very tiny shirt created by the doll to the king. He realizes that the king has not yet met the doll and probably does not realize how tiny she is. After all, couldn’t any full-sized girl spin, weave and sew a tiny shirt like this one in one day? But Ashiepattle is rewarded by the King who says he may have the girl for his bride. In great joy, Ashiepattle prepares to bring the doll to the palace. In resolution of the second problem, when the doll falls into the lake, a merman rescues the doll for Ashiepattle, and another miracle occurs for Ashiepattle - she is brought back full-sized!)*

## Sample - Homeschool Lesson Plans

What is the result? (*Ashiepattle and the doll live happily ever after. The brothers, who had abandoned their good-for-nothing brother, arrive home with ugly, ill-tempered brides.*)

Story Ordering, pages 72-73.

**Day 2:** Copywork, page 74.

Vocabulary, page 75.

**Day 3:** Introduce the Grammar Lesson, pages 76-77.

The student will learn about verb phrases and helping verbs.

<< *Sometimes verbs can be more than one word. When a verb in a sentence is more than one word, we call it a verb phrase. Verb phrases can be up to four words long, and are made by adding helping verbs to a main verb (which is usually an action verb).*

Helping Verb – *Additional verbs that help the main verb make sense in a sentence.*

*The doll in the grass was sitting in a chair.*

*The King had given them each a horse.*

*In the above sentences, sitting and given are the main verbs (also action verbs), and was and had are helping the main verbs.*

*You can memorize a list of helping verbs by using the tune to “This Old Man”:*

*“Have – has – had,*

*Do – does – did,*

*Be – am – is – are – was – were – been,*

*Can – could – shall – should – will – would – may,*

*Might – must – being,*

*Are Helping Verbs!”*

*Some of these verbs can act alone as verbs, or in a verb phrase as a helping verb. For example, “I have a cat,” or “I have been looking for my cat.”*

*Hint: Anytime you see an action verb that ends in “-ing,” be on the alert for helping verbs; they’re probably lurking nearby!*

*The doll was weaving the shirt for Ashiepattle.>>*

Have the student turn to the Grammar Study Pages on page 284 in the back of his workbook and fill in the corresponding blanks with the information from this grammar lesson.

Ask the student to take out his Final Draft of “The Doll in the Grass.” Help him go through the first few sentences of his story and identify whether the verbs that he used are action verbs, state-of-being verbs, or verb phrases with helping verbs.

Finish the exercises from the Grammar Lesson, pages 76-77.

Synonyms, page 78.

**Day 4:** Outlining, pages 79-81.

Oral Narration, page 82.

**Day 5:** Write the rough draft, using the instructions and the checklist on pages 82-83 to self-edit.

## Lesson 10

**Story:** "The Doll in the Grass" - A Scandinavian Fairytale, retold by Kate Douglas Wiggin and Nora Archibald Smith

**Grammar Lesson:** More Helping Verbs and Infinitive Verbs

**Day 1:** Spelling Practice, page 84.

Sing the Helping Verb Song together.

Introduce the Grammar Lesson, pages 85.

The student will learn about more helping verbs.

<< Usually a verb phrase sticks together, but sometimes it can be interrupted by other words. A common interrupter is the word *not*.

*She would sit in a silver spoon.*

*She would **not** sit in a silver spoon.*

*Would sit is still the verb phrase in this sentence, but the word **not** has interrupted it to make an important change to the meaning.*

*Questions are another common interrupter of verb phrases. Helping verbs are often separated from their main verbs so that a question can make sense.*

*The doll has woven the shirt.*

*Has the doll woven the shirt?*

*Has woven is the verb phrase in each sentence, but the words have to be rearranged so that the speaker can ask for the information.>>*

After reading this grammar lesson together, ask the student - is it possible to start a sentence with any of the helping verbs and have it NOT be a question? After trying it, she should conclude that the answer is no.

Have the student do the exercises on pages 85-86, and then correct them together.

**Day 2:** Look at page 87 together and discuss the Final Draft the student will write. Page 87 gives suggestions for details the student may add. Brainstorm additional ideas with the student. Make sure any added details the student suggests will not change the basic story.

Have your student write her Final Draft, using the checklist on pages 87-88 to self-edit. Check over the student's story, looking for spelling or grammatical errors. The final story will be re-copied on Day 5.

**Day 3:** Introduce the Grammar Lesson on pages 89-90.

The student will learn about infinitive verbs.

<<*We have already learned several different kinds of verbs.*

*The action verb:*

## Sample - Homeschool Lesson Plans

*Ashiepattle sat down on the grass.*

*The helping verb:*

*He had sat awhile.*

*The state-of-being verb:*

*She was so tiny.*

*Now we will learn one more kind of verb: the **infinitive verb**. Whenever you see the word "to" with a verb following it, it is called an **infinitive verb**.*

*And so they set out in the world **to look** for wives.*

*Ashiepattle sat down on the grass and began **to cry**.*

*Sometimes the word "to" can be followed by a noun, and then it is not part of an infinitive verb, so be very careful when identifying infinitives, that you always find a verb following "to", and not a noun.*

*Which "to" is part of the infinitive verb in the following sentence?*

*His big sister stood afar off and kept watch **to see** what would happen **to the child**.*

*That's right; "to see" is the infinitive verb, because "to" is followed by "see", an action verb.>>*

Have the student turn to the Grammar Study Pages on page 284 in the back of her workbook and fill in the corresponding blanks with the information from this grammar lesson.

Have the student do the exercises from Grammar Lesson - Infinitive Verbs, pages 89-90. Identify a few of the verbs in the paragraph on the bottom of page 90 together orally to make sure the student understands the directions.

### Day 4: Play "Scaredy-Cat Verbs" together.

**Set-up:** Copy the Game Board and Playing Cards from the Appendix, preferably onto stiff card-stock paper. Cut out the playing cards, shuffle and place them face down. You will need one playing die and a marker for each player to use on the board. Coins work well. Place the markers on "Start."

**Play:** Taking turns, each player will draw a card and read the sentence on it. The player will tell what kind of verb the underlined verb in the sentence is: action, helping, infinitive or state-of-being. (If there is a verb phrase in the sentence and the verb being identified in is in the verb phrase, the phrase is in bold letters.) If the player is correct, she may roll the die to see how many spaces she is allowed to move. The player will follow the directions on any spaces she lands on, such as go back 2 spaces or take an extra turn. The first player to land on "Finish" wins the game. If you run out of cards before a player wins, shuffle the cards and use them again, but this time ask the players to identify nouns or pronouns in the sentences.

### Day 5: Grammar Review, pages 91-92.

The student will re-write the final version of her story today with any corrections that may have been made.

## Lesson 9

**Story:** “The Doll in the Grass” – A Scandinavian Fairytale, retold by Kate Douglas Wiggin and Nora Archibald Smith

**Grammar Lesson:** Verb Phrases and Helping Verbs

**Class-Time:** Share one or two final drafts with the class.

Introduce “The Doll in the Grass” on pages 70-71. Share this biography of the authors with the students:

*Kate Douglas Wiggin (1856-1923) and Nora Archibald Smith (1859-1934) were sisters, both authors and educators. Kate and Nora grew up in Maine. Later their family moved to California. As teachers, they were both active in the early education movement. Did you know that over one hundred years ago there were hardly any kindergarten classes in the United States? Kate started the first free kindergarten west of the Rockies. Both sisters were also wonderful writers. Each wrote many books on her own, and together they wrote many books of children’s stories. Nora composed two books of plays for children from plays that were first performed in her barn. In 1903 Kate wrote a very famous book that you have probably heard of, Rebecca of Sunnybrook Farm. After Kate’s husband died, the sisters bought a house in their childhood home of Hollis, Maine together and moved in to take care of their aging mother. They named their new home, “Quillcote.”*

You will find a wonderful biography of Nora Archibald Smith at the Baldwin Online Children’s Literature Project at the following web address:

[www.mainlesson.com/displayauthor.php?author=smith](http://www.mainlesson.com/displayauthor.php?author=smith). It is highly recommended you share this additional biography if you have the time.

Read the story out loud with the students.

Discuss the story together, using the following discussion questions:

Who are the main characters? (*Ashiepattle, the Doll in the grass.*)

Who are the minor characters? (*The King, Ashiepattle’s brothers, the merman, the brothers’ brides.*)

What is the setting of this story? (*A fairytale kingdom. Out in the country, by a lake, and at the palace.*)

What is the problem or conflict? (*Ashiepattle and his brothers are given the impossible task of finding brides that can spin, weave and make a shirt in one day. Ashiepattle is abandoned by his brothers [probably because of his tendency to cry and give up easily]. Despite all odds, Ashiepattle finds a wonderful girl who meets all requirements set by his father. One problem - she is extremely tiny. Another problem is presented later when she falls into the lake and disappears; rather than searching for a way to rescue her, Ashiepattle succumbs to hopelessness again.*)

What is the resolution? (*Ashiepattle summons up great courage and presents the very tiny shirt created by the doll to the king. He realizes that the king has not yet met the doll and probably does not realize how tiny she is. After all, couldn’t any full-sized girl spin, weave and sew a tiny shirt like this one in one day? But Ashiepattle is rewarded by the King who says he may have the girl for his bride. In great joy, Ashiepattle prepares to bring the doll to the palace. In resolution of the second problem, when the doll falls into the lake, a merman rescues the doll for Ashiepattle, and another miracle occurs for Ashiepattle - she is brought back full-sized!*)

## Sample - Co-op Lesson Plans

What is the result? (*Ashiepattle and the doll live happily ever after. The brothers, who had abandoned their good-for-nothing brother, arrive home with ugly, ill-tempered brides.*)

The Story Ordering on pages 72 and 73 is a bit longer and more difficult for this story; you may wish to begin it with the class and then have them finish it for their homework.

Introduce the Grammar Lesson, pages 76-77.

The students will learn about verb phrases and helping verbs.

<< *Sometimes verbs can be more than one word. When a verb in a sentence is more than one word, we call it a verb phrase. Verb phrases can be up to four words long, and are made by adding helping verbs to a main verb (which is usually an action verb).*

Helping Verb – *Additional verbs that help the main verb make sense in a sentence.*

*The doll in the grass was sitting in a chair.*

*The King had given them each a horse.*

*In the above sentences, sitting and given are the main verbs (also action verbs), and was and had are helping the main verbs.*

You can memorize a list of helping verbs by using the tune to “This Old Man”:

*“Have – has – had,*

*Do – does – did,*

*Be – am – is – are – was – were – been,*

*Can – could – shall – should – will – would – may,*

*Might – must – being,*

*Are Helping Verbs!”*

*Some of these verbs can act alone as verbs, or in a verb phrase as a helping verb. For example, “I have a cat,” or “I have been looking for my cat.”*

*Hint: Anytime you see an action verb that ends in “-ing,” be on the alert for helping verbs; they’re probably lurking nearby!*

*The doll was weaving the shirt for Ashiepattle.>>*

Have the students turn to the Grammar Study Pages on page 284 in the back of their workbooks and fill in the corresponding blanks with the information from this grammar lesson.

Ask the students to take out their Final Drafts of “The Doll in the Grass.” Help them go through the first few sentences of their own stories and identify whether the verbs that they used are action verbs, state-of-being verbs, or verb phrases with helping verbs.

### Homework:

**Day 1:** Story Ordering, pages 72-73; Copywork, page 74; Vocabulary, page 75.

**Day 2:** Grammar Lesson, pages 76-77; Synonyms, page 78.

**Day 3:** Outlining, pages 79-81; Oral Narration, page 82.

**Day 4:** Read the story again. Write the rough draft, using the instructions and the checklist on pages 82-83 to self-edit.

## Sample - Co-op Lesson Plans

### Lesson 10

**Story:** “The Doll in the Grass” – A Scandinavian Fairytale, retold by Kate Douglas Wiggin and Nora Archibald Smith

**Grammar Lesson:** More Helping Verbs and Infinitive Verbs

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

Look at page 87 and discuss the next drafts the students will write - Final Drafts with creative details added. Page 87 gives suggestions for details the students may add. Brainstorm additional ideas with the students. Make sure any added details the students suggest will not change the basic story.

Sing the Helping Verb song together.

Introduce the Grammar Lesson, page 85.

The students will learn about more helping verbs.

*<< Usually a verb phrase sticks together, but sometimes it can be interrupted by other words. A common interrupter is the word not.*

*She would sit in a silver spoon.*

*She would **not** sit in a silver spoon.*

*Would sit is still the verb phrase in this sentence, but the word **not** has interrupted it to make an important change to the meaning.*

*Questions are another common interrupter of verb phrases. Helping verbs are often separated from their main verbs so that a question can make sense.*

*The doll has woven the shirt.*

*Has the doll woven the shirt?*

*Has woven is the verb phrase in each sentence, but the words have to be rearranged so that the speaker can ask for the information.>>*

After reading this grammar lesson together, ask the students - can they start a sentence with any of the helping verbs and have it NOT be a question? After trying it, they should conclude that the answer is no.

Do a few of the exercises on pages 85-86 orally together to practice, but the students will write them again for homework as reinforcement.

Introduce the Grammar Lesson on pages 89-90.

The students will learn about infinitive verbs.

*<<We have already learned several different kinds of verbs.*

*The action verb:*

*Ashiepattle sat down on the grass.*

*The helping verb:*

## Sample - Co-op Lesson Plans

He had sat awhile.

The state-of-being verb:

She was so tiny.

Now we will learn one more kind of verb: the **infinitive verb**. Whenever you see the word "to" with a verb following it, it is called an **infinitive verb**.

And so they set out in the world **to look** for wives.

Ashiepattle sat down on the grass and began **to cry**.

Sometimes the word "to" can be followed by a noun, and then it is not part of an infinitive verb, so be very careful when identifying infinitives, that you always find a verb following "to", and not a noun.

Which "to" is part of the infinitive verb in the following sentence?

His big sister stood afar off and kept watch **to see** what would happen **to the child**.

That's right; "to see" is the infinitive verb, because "to" is followed by "see", an action verb.>>

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Identify a few of the verbs in the paragraph on the bottom of page 90 together orally to make sure the students understand the directions.

### Play "Scaredy-Cat Verbs".

**Set-up:** Copy the Game Board and Playing Cards from the Appendix, preferably onto stiff card-stock paper. Cut out the playing cards, shuffle and place them face down. You will need one playing die and a marker for each student to use on the board. Coins work well. Place the students' markers on "Start."

**Play:** Taking turns, each student will draw a card and read the sentence on it. They will tell what kind of verb the underlined verb in the sentence is: action, helping, infinitive or state-of-being. (If there is a verb phrase in the sentence and the verb being identified in is in the verb phrase, the phrase is in bold letters.) If they are correct, they may roll the die to see how many spaces they are allowed to move. They will follow the directions on any spaces they land on, such as go back 2 spaces or take an extra turn. The first player to land on "Finish" wins the game. If you run out of cards before a player wins, shuffle the cards and use them again, but this time ask the students to identify nouns or pronouns in the sentences.

### Homework:

**Day 1:** Spelling Practice, page 84; Grammar Lesson - More Helping Verbs, pages 85-86.

**Day 2:** Write the final draft using the instructions and checklist on pages 87-88 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:** Grammar Lesson - Infinitive Verbs, pages 89-90.

**Day 4:** Grammar Review, pages 91-92. 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.