

TEACHER'S EDITION

FOR

Up and Away

REVISED



WORKBOOK

Getting the Main Idea

The next story in our reader will be about a dog. Today's exercise is about a puppy. Read the story and do the exercises below.

Training a Puppy

Father had explained that the puppy would have to be carefully trained. The children must not tease Carlo or play roughly with him. They could play gently with him, let him chase them, and do other things he liked to do.

The pup was not taken from his pen into the house until he was old enough to run around well. Then he was taken in only for a short time. When he was older, he was trained to be clean.

Carlo could not go calling until he had learned good manners. So Father trained him to follow. He took Carlo from his pen and fastened the lead cord to the pup's collar. Of course Carlo wanted to run away. But Father held the cord firmly and gently. He walked only when Carlo was willing to go in the right direction. Carlo soon learned to follow. After several weeks he would walk along very well without pulling on the cord.

As Carlo grew older, he started jumping up and putting his front paws on people he liked. Father explained a simple way to teach Carlo not to jump up. The person on whom he jumped would hold the pup's front paws. At the same time, the person would step on the pup's hind foot. He need not hurt Carlo. He needed only to press the pup's hind paw hard enough so that he could not move it. All the family agreed to do this every time Carlo jumped up. They also agreed to speak kindly to him at the same time so that his feelings would not be hurt.

Father did most of the training. However, the children helped him to teach Carlo to do such things as to lie down, to beg for food, and to carry a newspaper in his mouth.

1. Decide which of the expressions below best gives the main idea of the story. Underline that statement. (Copy that statement.)

The pup was taught not to jump up on people.

It takes a great deal of care and patience to train a pup.

Carlo could not go calling until he had learned good manners.

Father walked only when Carlo was willing to go in the right direction.

2. Choose a title from the list below and write it in the space at the head of the story.

Training a Puppy

Learning Good Manners

Carrying a Newspaper

Jumping Up on People

Get the facts straight. If the statement agrees with the story write A on the line before it. If the statement disagrees with the story write D on the line before it.

3. D The pup lived in the house from the start.

4. A The children helped train Carlo to beg for food.

5. A The family did not wish to hurt the pup's feelings.

6. D The person on whom Carlo jumped would step on the pup's front paws.

Compound Words

You will remember that we often put two little words, like foot and step, together to make a big word, like footstep.

A big word, like **footstep**, which is made up of two little words, is called a **compound word**. **Campfire** is a compound word because it is made up of two little words, **camp** and **fire**.

Look at the three words below.

yard

barn

stick

From two of them, **barn** and **yard**, we can make the compound word **barnyard**. We can use two of them again, **yard** and **stick**, to make the compound word, **yardstick**.

Now put each of the new compound words that we have made into its right place in the sentences below:

1. Each warm morning during the winter the animals enjoyed a little fresh air in the **barnyard**.
2. Edward's father used a **yardstick** to measure the lumber for his new garage.

Now make compound words by joining two of the three words in the exercise below, and then write them in the sentences:

work

wood

fire

3. Two compound words are **firewood** and **woodwork**.
4. When the visitors arrived, Mother was down on her hands and knees painting the **woodwork**.
5. The children used to walk along the beach hunting for **firewood** for the stove.

maker

shoe

over

6. Two compound words are **shoemaker** and **overshoe**.
7. The old **shoemaker** was broken-hearted when there was no longer anyone who would buy his hand-made boots.
8. After the blizzard Mother said that Grace and Edna must wear their **overshoes** to school.

out

wash

white

9. Two compound words are **whitewash** and **washout**.
10. James was doing a fine job of painting the walls until the whole pail of **whitewash** spilled as he lifted it over his head.
11. The train was delayed by a **washout** caused by the terrible storm.

Sentences That Do Not Mean What They Say

Sometimes we use words that mean something quite different from what they say. Here is an example:

When Tom picked up his hat and coat, his terrier begged to go with him. Tom, however, turned a deaf ear.

The underlined words do not mean that Tom had one deaf ear.

They mean that Tom did not pay attention to his dog.

I

In each of the following sentences the underlined words do not mean what they say. In the space under the sentence write what they really mean. *

1. Roy bought a shiny new nickel whistle. He paid too much for it, but it was the apple of his eye.

it was his favourite possession; he was proud of it.

2. The whistle was loud and shrill. Once he blew it behind his mother. Her heart was in her mouth.

The noise startled her.

3. Roy put the whistle in his pocket before his mother could turn around. He was laughing up his sleeve.

He was laughing to himself behind her back.

4. Roy tried the same trick on his father when he was reading his newspaper. But his father did not turn a hair.

His father didn't jump or pay any attention.

5. "How much did that noise-maker cost you, Roy?" said Father. When Roy told him fifty cents, Father replied, "Money always did burn a hole in your pocket."

"You are never happy till you have spent your money."

6. Roy was afraid that his father would take the whistle from him. So until Father was finished speaking, Roy stood rooted to the ground.

Roy didn't move.

7. "After this, blow your whistle outside. If you sound it in the house again, I shall have to cut you off short."

I shall take the whistle away from you.

8. When Father had finished, Roy crept out quietly. He decided that he had had a close shave.

he had just missed getting into trouble.

9. Roy soon grew tired of his whistle. Finally he sold it for a song to another boy.

he sold it very cheaply.

* Wording may vary.

II

In the list below are some more words which mean something quite different from what they say. See if you can finish each of these sentences in an interesting way which will bring out the real meaning of the saying. *

1. Arthur could not tear himself away from the cage where the monkeys were swinging by their tails.
2. Mary's eyes popped out of her head when she saw the big new bicycle under the Christmas tree.
3. Mother heard the story, but she took it with a grain of salt because she knew Mary often imagined things.
4. I know that is a tall story because I saw the accident too, and no one was badly hurt.
5. Let us put our heads together and try to think up a way to surprise the teacher.
6. Father feasted his eyes on the row of cakes and pies in the store window.

* Answers will vary.

Learning dictionary respellings

*Use after "The Crocus's Song".
p. 187*

Dictionary Respellings

When you use a dictionary to look up the meanings of words, you have probably noticed that there is a **respelling** for each word. Respelling means **spelling the words the way they sound**. The respelling helps us to sound out the word.

Here are some examples of respellings:

nice (nīs) **can** (kan) **gun** (gun) **strange** (strānj) **branch** (branch) **ache** (āk)

Use your dictionary to write the respellings for the words below:

- | | | |
|--------------------------|---------------------------|--------------------------|
| 1. brace (<u>brās</u>) | 4. why (<u>hwī</u>) | 7. once (<u>wuns</u>) |
| 2. fix (<u>fiks</u>) | 5. please (<u>plēz</u>) | 8. quack (<u>kwak</u>) |
| 3. catch (<u>kach</u>) | 6. rough (<u>ruf</u>) | 9. rhyme (<u>rīm</u>) |

Now try writing the respellings for these words. When you have tried them all check your work with your dictionary.

- | | | |
|-------------------------|---------------------------|--------------------------|
| 10. age (<u>āj</u>) | 13. judge (<u>juj</u>) | 16. gem (<u>jem</u>) |
| 11. rice (<u>rīs</u>) | 14. glove (<u>gluv</u>) | 17. clip (<u>klip</u>) |
| 12. cat (<u>kat</u>) | 15. eight (<u>at</u>) | 18. cent (<u>sent</u>) |

Do not start to read until your teacher tells you to.

READ CAREFULLY, BUT AS FAST AS YOU CAN.

THE MAN WHO WROTE "ALICE IN WONDERLAND"

Your next story is one which boys and girls have loved since grandmother's day. It is "Alice in Wonderland". What kind of man wrote this story so full of humour and fancy? Was he a very funny, joking sort of man who made such strange characters as the Mad Hatter, the Dormouse, and the March Hare? Was the man who made the laughing poem called "The Hunting of the Snark" always laughing himself?

It will surprise you to know that Lewis Carroll was a very serious man. At first he studied to be a minister. Later he became a teacher at the great English University of Oxford. Grown-up people found him very dull company because he was so sad and serious. Perhaps studying so hard made him serious. Perhaps he made up stories so full of fun and nonsense to give his mind a rest. When he wrote "Alice in Wonderland" he did not sign his true name to the book. Probably he was afraid that other men would think him silly. So he made up the name Lewis Carroll.

Although grown-ups found him quiet and strange, Lewis Carroll had no trouble making friends with every boy and girl whom he met. He amused them for hours with his odd stories. Afterwards he would write them some of the funniest letters which you have ever read. He was also a great tease. Once he made a boy think that it would be better if his head were made of marble. Then he would never need to brush his hair!

This is how "Alice" came to be written. One summer day Lewis Carroll went boating on an English river with two little girls. The sun burned so hot that they made for shore. The only shade was beside a haystack in a meadow. "Tell us a story," coaxed the girls. So he started to make up the wonderful adventures of Alice. When he got to some exciting part he would tease the girls by saying that was all. They had to coax him hard before he would start again. On other picnics he had to tell them more about Alice. Often he would pretend to go to sleep while talking, and they had to keep waking him to hear more.

The girls liked the story so much that Lewis Carroll wrote it out and published it. Some time afterwards he sat across from another little girl and her mother on a train. The child was reading his book. Lewis Carroll did not let on who he was, and asked the mother how the young lady liked the book. The mother replied, "She loves it. I have heard sad news about the man who wrote it. He has gone quite mad." Soon after, the little girl was mailed a new book about Alice. It was signed, "From the writer, Lewis Carroll, to remember a very pleasant journey."

NUMBER OF WORDS 484

NUMBER ON THE BLACKBOARD.....

Now turn over the page and answer the questions.

Underline the correct answer.

1. What funny poem was written by the same man who wrote "Alice in Wonderland"?
"The Pobble Who Has No Toes" "The Owl and the Pussy Cat"
"The Hunting of the Snark" "Mother Goose Rhymes"
2. What did Lewis Carroll do at Oxford University?
He was a minister He was the university principal
He was a teacher He was a student
3. Why did grown-up people not care for Lewis Carroll?
He was silly He was always playing jokes on them
He was coarse and mean He was sad and quiet
4. What sort of name was Lewis Carroll?
A made-up name The name of a minister whom he knew
His true name The name of a little boy whom he knew
5. Why did boys and girls like Lewis Carroll?
He taught them how to figure out
hard questions He used to meet them on trains
He studied how to be a minister He imagined strange stories for them
6. Why did the boy think it would be better if he had a marble head?
He would not need to brush his hair His head would not get hurt
He could think better His head would last forever
7. Why did the party in the boat make for shore?
The boat was full of water The sun was too hot on the water
Dangerous waves were coming up They had lost their oars
8. Why did Lewis Carroll pretend to fall asleep?
Because he was tired Because he did not know what to say next
To tease the girls Because it was so still and hot
9. What had the mother on the train heard about Lewis Carroll?
That he had just died That he had gone mad
That he had quit writing funny stories That he had left the country
10. How did Lewis Carroll tell the little girl and her mother who he really was?
He told them when they left the train He sent them a letter afterwards
He never let them know He sent the girl a book signed by himself

NUMBER CORRECT (0-10)