

diligent or industrious? (*Answers will vary.*) Ask the child to make an effort to demonstrate these qualities this week. Have him make notes of his behaviors in his daily journal.

- ❖ Have the child read the third paragraph in part C.

*The grasshoppers said, "We have fun every day while you work every day. Come and play. You can get grain later."*

- Point to the comma (,) and the quotation marks (" ").
  - Ask the child, "When are quotation marks used?" (*Quotation marks are used when we show the words someone has said.*)
  - When is a comma used? (*A comma is used when we want to pause in a sentence.*)
  - Have the child identify the **speaker** and **his words** in the other quotations in the fable.
    - ◆ But the **ants** said, "No, we have to work."
    - ◆ "Please, ants, could you help me a little bit? I am so hungry!" exclaimed the **grasshopper**.
    - ◆ The **ants** asked him, "Why didn't you work in summer? We did. Remember, how you played while we worked? You made fun of us and said, 'All work and no play is no good.' Well, now we have food and you are hungry."
    - ◆ The **grasshopper** whined, "I didn't have the time. The weather was so lovely that I spent all the days singing. I was so busy making music that before I knew it the summer was gone. We had such a good time."
    - ◆ The **ants** replied, "We are sorry you have no food. We have a lot because we worked hard. You have none because you played. But, we will give you some food because we are good, kind neighbors. We want you to live, so we will help you now. But learn from us. Playing is a lot of fun. But you need to work to live."
  - Ask the child, "What words are used to indicate that someone is speaking, instead of using the word *said* repeatedly?" (*answered, exclaimed, asked, whined, replied*)
  - ❖ Worksheet 3, part D: Have the child read about an ant's life cycle. Have the child list and describe the four stages. How are they like a butterfly's life cycle? (*The stages are the same: egg, larva, pupa, adult*) Ask the child, "Why do you think the life cycle is the same?" (*They are both insects.*)
  - ❖ Read *What's it like to be... an Ant?*
  - ❖ Dictate the following *ou* words to your child. Have him write each word using a different-colored marker. Check for correct spelling. If the child struggles to remember the *ou* spelling, have him write *ou* in a different color. For example: **cloudy**
    - ground
    - grouchy
    - about
    - workout
    - stout
    - grounded
    - house
    - louder
    - ourselves
    - background
    - counting
    - scrounge
    - couch
    - rounded
    - mouthful
  - ◆ Have him write four sentences using as many of the words as he can. One sentence should be a statement, one a question, one a quotation, and one an exclamation. Check for correct punctuation in each sentence and a capital letter at the beginning of each sentence. Also check for correct spelling. If anything is incorrect, have the child draw a line through the incorrect answer and write the correct answer above or next to it.
  - ◆ Which words in the list have one syllable? (*ground, house, couch, stout, scrounge*) Your child may clap the beat of each word as it is said aloud. He may also place the top of his first two fingers under his jaw to tell how many syllables are in a word. Have him say a word. His mouth will open for every vowel sound, and his jaw will touch his fingers as he says each syllable.
- ❖ Have the child write a haiku. The Japanese haiku is an unrhymed poem. It is made up of three lines and seventeen syllables. The first and third lines have five syllables, and the second line has seven. Haiku are known for making references to the seasons. Have your child write a haiku about ants and their behaviors. Follow this example:

Ants crawl through tunnels.  
They eat picnics in summer  
And hide in winter.