

THE KING WILL MAKE A WAY
2nd Edition

Language Arts Lesson

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Each of these is a lesson with examples from the book.

Please look for the other reading supplements on *The King Will Make a Way* blog,
<http://thekingwillmakeaway.wordpress.com>.

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Chapter 1

Language Arts – Metaphor

A metaphor is where one thing is said to be another.

Examples from the book:

She was always at work, an ant in an apron. (ch. 1)

The sun was a brilliant gold medallion adorning the sky. (ch. 5)

Outside the storm was a rampaging drunk, toppling everything within its reach....(ch. 5)

A line formed, an ever shifting centipede, a hundred legs taking little steps forward... (ch.27)

Her eyes opened and stared up at the wooden ladder. She wondered what she could see if she climbed limb by limb up the rungs to its top. (ch. 14)

Stop and Think:

In each sentence what two things are being compared?

What does each of these sentences mean?

How do the metaphors add to the story?

You Try It!

Make some of your own metaphors. Finish these sentences and write one of your own.

Example: Summer is a new toy fresh out of the box.

Why is summer like a new toy fresh out of the box? It's something new and exciting. It's a time we break from routine and do something different. Don't just use a word or two, be creative!

Winter is _____

Ice cream is _____

My family is _____

! Remember a metaphor is saying one thing *is* something else. DO NOT use like or as. (As sly as a fox or happy like a song bird – are examples of similes not metaphors.)

(The topic of metaphor is revisited in chapter 14.)

Chapter 1

Language Arts – Book Genre

Book genre simply means what type of book. Biography is a genre of nonfiction book that tells the story of a person's life. Other types of nonfiction book genres include reference, how-to, historic, scientific, sports, as well as many others.

Make a list of fiction genres you can think of: humor, western, _____

Although not in its purest form, *The King Will Make a Way* is a type of allegory – one big metaphor. A metaphor is where one thing is said to be another. Some famous allegories are *Pilgrim's Progress* and *Animal Farm*.

In *The King Will Make a Way* there is a King. He represents Jesus. The whole story you read in the book actually represents something else. As you read be mindful of the clues to show you what different things represent and what the story as a whole is about. What clues in the first chapter let you know that the King is more than just a man?

Can you guess what the village represents in the metaphor? _____

What about the family? _____

Vulpine? _____

Chapter 3

Language Arts – Sentence Structure

We are going to look at three types of sentences: simple, compound and complex.

A simple sentence is simple just one subject and predicate combination. **This is an example of a simple sentence.** Wasn't that simple? By the way...I can run AND jump...and still be a simple sentence. The kids and I can even go by the grocery store on the way home and get something for dinner—and still be simple. There's just one subject and predicate combination. By the way, the predicate is the whole action performed by the subject and everything describing that action.

A compound sentence takes two simple sentences and compounds them, squashes them together using something like—"and", "or", "but"—in the middle to connect them. **This is an example of a compound sentence, and I have made it with two simple sentences joined together into one.** The first and second parts of the example sentence each form their own complete thought. You can say, "And I have made it with two simple sentences joined together into one."

A complex sentence takes a simple sentence and adds another subject and predicate in a way that they don't form another sentence on their own. **This is an example of a complex sentence because I have added a second subject and verb in a way that can't stand on its own.** Read the example sentence starting with "because." You will see there is a subject and verb, but it can't stand alone as its own sentence. It's not complete on its own; it leaves you hanging.

Here's a site for more practice. <http://www.northwood.org.uk/complex%20sentences.htm>
It gets rather complex doesn't it? But nothing you can't handle.

Identify these sentence types (from ch. 3). The answers are simple, compound or complex.

He crouched and examined mushrooms, pine cones, rocks and beetles. _____

Gabe kept up the maneuvers until the guard was safely settled back in his guard box, comfortably seated on his stool. _____

The toad hopped off just beyond him, and the natural impulse of a ten-year-old boy to try and catch it overpowered him. _____

He looked up and his heart melted. _____

Unthinking, he flung himself at the King's feet. _____

Even though the hill was just a few stone throws away from the inn, he felt like a pioneer—adventurous and alone. _____

Chapter 4

*Language Arts – Descriptive Writing

*2 Notebooking pages

Descriptions

Most authors can't show their reader what they are talking about with pictures; they have to describe it. I want you to picture the place I am writing about in this next sentence.

She went home.

Stop and picture home. What did you picture?

Did you picture walking into a tall, concrete, unpainted building and then down a dark, dirty stairwell, carefully stepping over stinky waste left by stray cats and then opening the second door from the left into an equally dark hallway where shoes are left before entering into a small room divided in half by a couch and a curtain, hiding the contents beyond it.

Not what you pictured? That's why descriptions are important. You need to help your readers see what you are seeing. The same thing goes for people. Picture who "She" is in the sentence.

Did you picture a girl with skin the color of dried mud and long, straight black hair that tickled her waist?

Probably not.

You Try It!

Part 1:

Pick a place everyone in your family knows and describe it in writing. Use all five senses (what you see, hear, feel, smell, taste) to describe the location. Don't use names or in any way tell them the answer in your description. See if your family can figure out what you described.

Part 2:

Now write a description of a person everyone in your family knows. Again, be careful to not give the answer, describe the answer. Think of as many different things to describe as you can. For example: What do they sound like when they talk, laugh?

Chapter 5

Language Arts – Types of Sentences

There are four types of sentences: declarative, interrogative, exclamatory and imperative.

Their punctuation helps distinguish between them.

Declarative sentences make statements. **Today is my birthday.**

Interrogative sentences ask questions. **Is today your birthday?**

Exclamatory sentences exclaim! **Today's my birthday!**

Imperative sentences command. **Today's your birthday, so celebrate!**

Identify the Type of Sentence (sentences come from chapter 5)

He sat up straighter. _____

When is it coming? _____

Relax. _____

What are you saying? _____

Father was worried. _____

Yes, sir! _____

Get inside and stay there! _____

This is going to be a bad storm! _____

Tabitha shrieked. _____

Remember the old village song? _____

Now you write one of each type of sentence.

Chapter 7

Language Arts – Simile

A simile is a comparison using like or as.

Examples:

Describing Tabitha and Angela’s relationship ...*stuck to her like the freckles on her nose.*

Describing the breeze ...*rolled down the hill like a giggling child.*

Describing Gabe ...*who seemed to hang there as if out to dry.*

In chapter seven there are three different similes that describe the plague. Here’s one:

The virus made its way through the village like locusts, devouring all the life in its path.

Find the other two.

Write Your Own

Be creative. Don’t just use one word!

Example: hot as a hamburger on a grill at high noon on the fourth of July in Texas

Fast _____

Cold _____

Funny _____

Happy _____

Slow _____

Hungry _____

She’s talking like _____

Chapter 10

Language Arts – Irony and Oxymoron

Ironically, to accomplish this peace Vulpine turned to General Writ.

Irony is when something is the opposite of what it should be. In the sentence above the irony is that he wants peace, but he's going to fight.

I remember seeing a political cartoon full of irony. The pro-lifer says, "Killing is wrong," but he kills the abortion doctor. Then the judge says, "Killing is wrong," but he gives the pro-lifer the death sentence. See the irony? They say killing is wrong, but they do the opposite, they kill.

There are a lot of political cartoons that use irony. You can search online to see more. One place is at <http://www.cartoonstock.com/directory/i/ironic.asp>

The troops marched behind their subordinate leader toward the hill.

An oxymoron is another use of opposites. It is when two contradictory terms are used together: her cruel kindness, in slow haste and in this case "subordinate leader," or the leader who is under authority.

Do you see how each of these terms is an oxymoron?

- act naturally
- open secret
- only choice
- alone together
- tragic comedy

Can you think of an oxymoron or an ironic situation?

Chapter 12

*Language Arts—Dialog (continued on the next page)

*Notebooking page

Here are three different ways of punctuating dialogue from the beginning of chapter 12.

(I've added some quotations marks where there is a quote but no quotation marks in the book because the quotes are longer than I wanted to include as an example.)

The first example is the most common way.

"Our spies tell us that in the morning Vulpine will condescend to be among the common folk," Stone mocked.

"Stone mocked" is a speech tag. This type of tag is preceded by a comma. If you were telling this to someone you would say, "Stone mocked that our spies..." If you were telling someone a story, you wouldn't say, *It's number five. He said.* You would say, *He said it was number five.* You can see how this type of tag is part of the sentence. The comma (instead of a period) keeps it as part of the sentence.

By the way, if it was a question or exclamation, you would keep those punctuation marks. *"He said what?" she asked again.* (Notice the lower case *she*...remember it's all part of the same sentence.)

A second example:

"They are greedy for money and power and despise virtue." Stone rose and began methodically pacing the length of the room.

This quote is followed by an action tag. It's not a he said, she said tag. It's describing what the character did. This type of tag is preceded by a period, or question mark, or exclamation point. It is its own sentence.

You could also tell who's speaking by using a descriptive tag. This is also its own sentence and does not use the comma like a speech tag. *Rachel's eyes were shining. "I'll be there."* A speech tag would look like this: *Rachel's eyes were shining when she told her, "I'll be there."*

A third example:

"The imposter Vulpine surely is cunning, but his arrogance has led him to believe he can control us with bribes and fancy words. He thinks too highly of his own power.

"I offer to you that this is his blind spot."

This example is showing the end of one paragraph and the beginning of another. Both are Stone speaking. The one paragraph ends with him saying “his own power” and the next begins with him saying, “I offer to you....”

Did you notice the lack of quotation mark after *power*? When a long quotation transitions from one paragraph to another, you don't close the quotation at the end of the paragraph, but you open the new paragraph with a quotation mark to show the character is still talking.

Since I've already gone onto a second page, let me take the opportunity to write some things about writing dialog.

1. The dialog should be important to the story move the story along.
2. The reader needs to know who's talking, but if two people are talking back and forth, you don't need to label each sentence with a tag.
3. Vary the types of tags you use—speech tag, action tag, descriptive tag.
4. If the character said it, then use “he said.” Getting too creative in ways to say *say* is a distraction. If the character whispered, then use *whisper*. If the character mumbled, then use *mumble*. But don't just throw in words for *said* from the thesaurus to break up the monotony of *he said, she said*. Use action tags and descriptive tags instead. And one last rule, each time the speaker changes you need to start a new paragraph.

You Try It – Punctuate this dialog.

Come here he said

She got up and crossed the room What is it

A geode.

She asked again And that is what exactly

He brought out a hammer Watch and see.

You Try It -- Writing

Write a dialog. Use all three types of tags. You'll find a notebooking page following if you would like to use it.

Chapter 12

*Language Arts—Uncommon Punctuation

*Notebooking page

From the book:

He knew of their meetings and their disloyalty, but they were a bunch of weaklings: women, children and old men, only a few straggly others joined them. There were the rooks, his guards; the queen, his devoted servants whom he could bid come to his side at a moment's notice; and he, of course, was the king. That left the knights, those horses that fancied themselves special—the only pieces on a chess board allowed to jump over another.

We're not going to discuss common comma rules. Let's look at some trickier punctuation. Each of the sentences above (from a paragraph in chapter 12) has a special form of punctuation.

Let's start with the first.

Sentence 1: Find the colon. What purpose does it serve? It sets off a list.

Sentence 2: Find the two semi-colons. What purpose do they serve? They act as commas in a list. They are used because a comma is needed inside the items in the list. If I wrote, "Call Amy, Mary, the one from co-op, Chris, Martha and Stacy." It looks like "the one from coop" is someone on the list. If I really am trying to tell you which Mary to call, then I need to use semi-colons. "Call Amy; Mary, the one from co-op; Chris; Martha and Stacy."

Sentence 3: Find the dash. What purpose does it serve? It acts almost like a parenthesis. You are saying something separate, off to the side. Do you see how the dash in that sentence serves that purpose?

You Try It – Punctuate This Sentence

I had too much on my mind so I got out of bed to make myself a list of what I needed to do call mom Jenny and the plumber bake the cookies take pictures of the kids and update the blog just so I could get some sleep

You Try It – Write

Write a sentence, a paragraph or a short story using all three of these punctuating techniques.

You'll find a notebooking page following if you'd like to use it.

Chapter 14

*Language Arts – Metaphor

*Lapbook piece, Notebooking page

Remember, a metaphor is where one thing is said to be another. We have seen an extended metaphor with chess in the “Uncommon Punctuation” lesson in chapter 12.

A metaphor doesn't have to include both things that are being compared. In chapter five we read: *A heavy fist was pounding the roof.* and *The three tried to ignore the percussion symphony playing for them outside, especially the hail which was using the inn as a kettle drum.*

I don't say that the fist is the hail hitting the roof. I don't say that the “percussion symphony” is all the crashing of things outside. But the reader understands the comparison.

Here is another example of an extended metaphor.

Standing by the village well, Vulpine's senses were on high alert as he detected a change of tone in the harmony of the village. He was certain he discerned discord among the villagers. Phineas had made an announcement and not everyone was parroting his words. When they did, it was a beautiful melody to Vulpine. Now a sour note was written into the strain. Insistent on rooting it out, he directed his spies to report on all village activity and discourse. By moonrise he had his finger on the key. It was the King. (chapter 10)

This is an extended music metaphor and really a play on musical words. The musical words in here are: tone, harmony, discord, melody, sour note, strain, key. There is no actual strain of music with a sour note written into it. People repeating what Vulpine says isn't really a melody.

Look for two metaphors in chapter 13 that stretch out over a couple of sentences. Write them out.

Metaphor

Chapter 15

Language Arts – Grammar, Lie vs. Lay

Here's a piece of grammar that tripped me up when I wrote my first draft—the past tense of the verb to lie.

Let's start with the present tense. We have to lie and to lay. Which one is which?

The easiest distinction is that lie is what you do to yourself and lay is what you do to something else. You lie down to take a nap. You lay the paper on the table. My baby lies down for a nap. I lay my baby down for his nap.

You Try It – Fill in the blanks

I _____ on my bed to rest. A chicken _____ an egg.

Got it?

Let's move on to the past tense. This is where I tripped up.

I **lie** down for a nap every afternoon.

Yesterday I **lay** down for a nap in the afternoon. I

have **lain** down for an afternoon nap every afternoon this week.

I **lay** out the kids' school books every morning.

Yesterday I **laid** out the kids' school books in the morning.

I have **laid** out the kids' school books every morning this week.

Example from the book (chapter 14):

Before they could worry about how he was to mount her, she lay down. They helped their father onto her back and laid him down against her mane.

Do you see both types here?

The horse lies down herself, and Gabe and Angela lay their father down.

Of course it looks differently here because it is in the past tense. Lie in the past is lay. Lay in the past is laid.

You Try It – Fill in the blanks

I want to _____ down for a nap.

Last week I _____ out the pattern for the dress.

I need to _____ out the schedule for everyone to see.

He _____ there for hours yesterday.

Chapter 15

*Language Arts – Anthropomorphism (Writing)

*Notebooking page

Anthropomorphism is a literary device where something non-human becomes humanlike in form and/or behavior. An easy example is all the movies and books where animals act like people. In this chapter we have a feeling becoming humanlike.

Despair circled Gabe like a vulture, taunting, laughing. "He's dead. He's dead. They're all dead. Lifeless bodies left for the birds. You might as well join them. Vulpine will be after you next."

What nonliving thing is taking on human attributes? _____

What human qualities did it have? _____

You Try It

Look at the pen or pencil in your hand. Make it come alive. What is it thinking as you are holding it, writing with it? What would it say when you are chewing on it, tapping it? Give it a personality and write a little story with the pen or pencil as the main character. Give his point of view on the world. You could take it through a day or just write about what it's doing and thinking as you write this little story!

If you would like to read an example, you can look here.

http://3.bp.blogspot.com/_KuwXZBz6TS4/SeuCsSIALMI/AAAAAAAAAIA/HiL_MNSfcM/s1600-h/umbrella.jpg

Note: There is a lesson on personification in chapter 20. The big difference is that with anthropomorphism the thing **becomes** human-like. With personification the thing is described with human terms. (eg. The clouds cried.) You'll learn more in chapter 20.

Chapter 20

Language Arts – Personification

Here are examples of personification from the book.

The word permanent landed heavy in the middle of the room. (ch. 20)

...the thirsty flames licked up the water as soon as it was poured out. (ch. 14)

It hissed and spat as the oil and water quarreled. (ch. 7)

Personification is when something inanimate is described as if it were animate.

Some other examples are:

Like my new car? She’s a real beauty.

The chair groaned under his weight.

The angry river raged through the valley.

In the examples from the book, the word permanent is said to have landed and to be heavy. The flames are described as being thirsty and licking. The oil and water are described as quarreling.

Here are some examples using weather:

A soft rain tiptoed across the lawn.

The snow threw a white blanket over the lawn.

The sun smiled down on the lawn.

You try it!

Choose a type of weather (sunny, windy, rainy, cloudy...) and describe what is happening using personification. Use the examples above to help you. Then do it again with another type of weather.

Chapter 26

Language Arts -- Alliteration

Alliteration is the repeating of the initial consonant sound in a series of words. This is easily understood with examples.

There are many cartoon character alliterations you are probably familiar with: Mickey Mouse, Donald Duck, Road Runner... Can you think of others?

How about tongue twisters? Peter Piper picked a peck of pickled peppers. Can you think of others?

From chapter 12 ...*or does the dastardly devil deserve to die?*

In chapter 26 there is a sentence with three different alliterations. Can you find it?

Write Your Own

Write ten alliterations. Write at least two with 3 words and two with 4 words. How many words can you string together?

Examples: cranky kid; dirty, dusty desk; bouncing, burping baby boy

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Chapter 27

*Language Arts -- Onomatopoeia (Writing)

*notebooking page

Onomatopoeia is when the name of the sound is associated with the sound. One way to think of it is that they are words that you can say like the sound they describe. The easiest example might be BUZZ!

Look back at chapter four. There are lots of easy examples in this chapter because they are written as their own sentence. Crash!

List examples of onomatopoeia from chapter four.

Now, let's look at chapter twenty-seven. There are two sentences, one after the other, with examples of onomatopoeia, when the men are being put in the cage. Find them and write them here.

Write a short story about morning in your home, from the time you get up until breakfast. What happens...but more importantly, what does it sound like? Use as many sound words as you can.

There is a long, long list of examples of onomatopoeia at this site:

<http://www.examples-of-onomatopoeia.com/> If you want more ideas for how to add sound to your writing, check it out.

Bam...Chatter...Clap... Mumble...Pop...Swoosh...Rattle...Thud...Shuffle...Whisper...

If you would like to have your student write me a letter, or if you would like to have them write a book report and send it to me, please email them to:

thekingwillmakeaway@gmail.com.

ANSWERS

Chapter 1

Metaphor — each metaphor adds to the description giving you more of a picture

Genre

Some fiction genres include: action, drama, romance, humor, western, sci-fi, fantasy, children's, fairy tale, allegory

We have clues to the identity of the King: he knows everything that is going on, even before it happens; the trees and streams and flowers and rocks sing his song.

Metaphor hints:

The village: it's where everyone in the story lives

The family: they are family, they gather at the table to eat together, they have the King's law

Vulpine: has power over the villagers, thinks he's in control (he will become obvious later on)

Chapter 3

Sentence Structure

He crouched and examined mushrooms, pine cones, rocks and beetles. **Simple** (one subject and predicate combination— he crouched and examined)

Gabe kept up the maneuvers until the guard was safely settled back in his guard box, comfortably seated on his stool. **Complex** (two combinations: Gabe kept up the maneuvers and the guard was safely settled; but the second half "until the guard was safely settled..." is not a complete sentence on its own. It leaves you hanging, expecting more.

The toad hopped off just beyond him, and the natural impulse of a ten-year-old boy to try and catch it overpowered him. **Compound** (two combinations: toad hopped and natural impulse overpowered him; but they can each stand as their own sentence but are connected with a conjunction)

He looked up and his heart melted. **Compound** (two combinations: he looked up, his heart melted; even though this is short there are still two separate subject and predicate combinations connected with a conjunction)

Unthinking, he flung himself at the King's feet. **Simple** (one subject, he; one predicate, flung himself...)

Even though the hill was just a few stone throws away from the inn, he felt like a pioneer—adventurous and alone. **Complex** (two subject and predicate combinations: the hill was..., he felt like...; the first part

of the sentence can't stand on its own as a sentence— “even though the hill was just a few stone throws away from the inn” isn't a complete sentence. It leaves you hanging, expecting more.

Chapter 5

Types of Sentences

declarative, interrogative, imperative, interrogative, declarative, exclamatory, imperative, exclamatory, declarative, interrogative

Chapter 7

Simile

...like a juicy bit of gossip...like an unwanted houseguest...

Chapter 12

Punctuation in Dialog

“Come here,” he said.
She got up and crossed the room. “What is it?”
“A geode.”
She asked again, “And that is what exactly?”
He brought out a hammer. “Watch and see.”

Uncommon Punctuation

I had too much on my mind, so I got out of bed to make myself a list of what I needed to do: call mom, Jenny and the plumber; bake the cookies; take pictures of the kids and update the blog—just so I could get some sleep!

Chapter 14

Metaphor

From inside the throne room armed men emerged, a swarm of angry bees ready to sting.

(If you want to write more...Percy swatted at the first bee, slicing at his arm, but these bees didn't die after they stung—they fought on.)

Her eyes opened and stared up at the wooden ladder. She wondered what she could see if she climbed limb by limb up the rungs to its top.

Chapter 15

Grammar – Lie vs. Lay

Lies, lays

I want to lie down for a nap.

Last week I laid out the pattern for the dress.

I need to lay out the schedule for everyone to see.

He lay there for hours yesterday.

Anthropomorphism

despair; moving and speaking

Chapter 26

Alliteration

The boys chased after her and along with her slid down the well wall and sat on the dirt, dry and dusty from the scorching summer sun.

Chapter 27

Onomatopoeia

Bang! Crash! ... the chains "jangling"

With a screech the door was released. It crashed closed, and the heavy bang reverberated back and forth across the Square before being swallowed up by the night.