"THE STONE"
by LLOYD ALEXANDER

NAME:__________________________________________

SIXTH GRADE ELA-FLANAGAN
"The Stone" by Lloyd Alexander

Vocabulary Warm-up Word Lists

Study these words from "The Stone." Then, complete the activities that follow.

Word List A

astonishment [uh STON ih muhnt] n. great surprise or amazement
   On her first plane flight, Carmen felt astonishment at leaving the ground.

claim [KLAYM] v. to say something belongs to you
   Rajiv found a comic book and tried to claim it as his own.

clutched [KLUHCHT] v. held onto something tightly
   Dora clutched at her purse, hoping that no one would try to steal it.

flung [FLUHNG] v. threw something violently
   Michael flung the rock far out into the lake.

glee [GLEE] n. enjoyment and delight
   Nicole was filled with glee when she won the lead in the school play.

pouch [POWCH] n. a small leather or fabric bag
   Evan kept his coins in a pouch.

squinted [SKWINT id] v. half-closed one's eyes to see better
   Keisha squinted as she looked into the bright sun.

wits [WITS] n. the ability to think clearly and quickly
   Alex hoped to keep his wits about him during the exam.

Word List B

amazement [uh MAYZ muhnt] n. a strong feeling of wonder
   Maggie looked at the huge skyscraper with amazement.

cleverness [KLEV uhr nis] n. intelligence
   Tim showed off his cleverness by solving the difficult riddle.

feeble [FEE buhl] adj. very weak
   The old man was feeble and could barely walk without his cane.

heed [HEED] v. to pay close attention to something or someone
   Audrey will heed her parents' warning to come home before dark.

midst [MIDST] n. middle; center
   There was a small cottage in the midst of the forest.

reluctantly [ri LUHK tuhnnt lee] adv. unwillingly or without enthusiasm
   Though he wanted to play outside, Steve reluctantly stayed in and studied.

revenge [ri VENJ] n. action taken to get back at someone
   Kara wanted to get revenge on the boy who stole her backpack.

ungrateful [uhn GRAYT fuhl] adj. not thankful or appreciative
   Craig did not want to seem ungrateful, so he wrote thank-you notes.
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Vocabulary Warm-up Exercises

Exercise A  Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Alexis [1] ________________ down at the pavement, narrowing her eyes to see more clearly. Much to her great [2] ________________, she saw a twenty-dollar bill on the ground. She wondered whose it was. Looking around the street, she tried to figure out who could have dropped the money. Seeing no one else around, and keeping her [3] ________________ about her, she leaned down, grabbed the bill, and [4] ________________ it in her hands. Unless someone came along to [5] ________________ the bill, it was hers to keep. She was happy and laughed aloud with [6] ________________. In her excitement, she [7] ________________ her hat up in the air and caught it again. Then, she placed the money in the small [8] ________________ that she used as a wallet.

Exercise B  Revise each sentence so that the underlined vocabulary word is used in a logical way. Be sure to keep the vocabulary word in your revision.

Example:  Dennis showed off his cleverness by giving the wrong answer to the question.  
Dennis showed off his cleverness by giving the right answer to the question.

1. Kathy decided to heed her teacher’s warning and do exactly what she was warned not to do.

2. The boat was in the midst of the ocean, miles away from water.

3. The feeble old man could run faster than anyone in the race.

4. The boy reluctantly went to the theater to see his favorite movie.

5. Fred wanted to get revenge on Jose for giving him a compliment.

6. The ungrateful girl thanked her parents for the present.

7. Doing the same things day in and day out filled Jill with amazement.
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Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Tyrell loved to look at strange rocks and stones. When a new store selling special rocks opened in town, he was filled with glee. His excitement and delight grew when he got the chance to visit the store.

Tyrell looked over the selection of stones. There were clear yellow rocks and hollow rocks that were crusted with gems on the inside. Tyrell’s eyes landed on one special rock that was blue with flecks of gold running through it. Tyrell looked carefully at the rock. He squinted, narrowing his eyes to get a better look at its details.

Tyrell decided to claim this rock as his own. As he went to the cash register to buy it, the shopkeeper eyed him.

“You know this is an unusual stone,” the shopkeeper said mysteriously. “It has special powers, and you must be careful with it.”

Tyrell clutched the rock, holding it tightly in his fist. After he bought the stone, he placed it carefully in a small leather pouch.

The next day, Tyrell carried the bag with the rock to school. He looked at the stone during recess. To his astonishment, it seemed larger than before. He was shocked and amazed that the rock had grown.

Later in the day, Tyrell looked again at the stone and noticed that it had grown even bigger! Tyrell struggled to keep his wits about him. He needed to be able to think quickly and clearly about what was going on. This certainly was an unusual stone.

Tyrell thought hard. What if the strange stone kept growing? It might get too big to deal with. Tyrell decided to get rid of it now. He went down to the lake and flung the stone into the water with all his might. Tyrell thought the stone seemed to get bigger as it sailed away. He was relieved to see it gone. Strange stones were interesting, but he would settle for a normal stone next time.

1. Underline the words that explain the meaning of glee. What makes you feel glee?

2. Circle the words that tell how and why Tyrell squinted. Then, use squinted in a sentence.

3. Circle the words that tell you what claim means. Then, define claim in your own words.

4. Underline the words that explain what Tyrell did when he clutched the rock. Then, write a sentence with the word clutched.

5. Underline the words that describe the word pouch. Use the word pouch in a sentence.

6. Underline the words that tell you what astonishment means. Define astonishment in your own words.

7. Circle the words that explain the word wits. Have you needed to use your wits lately? Tell why.

8. Circle the words that describe how Tyrell flung the stone in the water. Then, use the word flung in a sentence.
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Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Irish folk legends are rich with the stories of imaginary creatures. Leprechauns are the most famous of these special beings. To this day in Ireland, people share stories about the small, fairy-like leprechauns. In these stories, leprechauns are merry creatures who like to play tricks on humans.

Leprechauns live in the midst of people. They hide within everyday places such as farmhouses and cellars. There are two types of leprechauns. The first are simply called leprechauns. They are cheerful and known for their cleverness. Their sharp thinking abilities, though, can sometimes become feeble. When a leprechaun becomes weak like this, he can be spotted by humans. The second type of leprechauns are called cluricauns. These creatures are troublemakers. They often seek revenge by stealing from humans if they feel that they have been wronged.

According to legend, each leprechaun has a treasure. In most cases, this treasure is a pot of gold. A person who kidnaps a leprechaun can take the pot of gold. Leprechauns reluctantly give up their treasure to humans. Because they are unwilling to part with their treasure, the leprechauns try to trick humans. Irish legends are filled with the stories of ungrateful people who have been fooled by leprechauns. Few people in these stories are thankful for the experience of meeting a leprechaun.

Many people in Ireland still heed the warnings about leprechaun trickery. They pay close attention to the old legends. The stories are so well-loved and well-told that people visiting Ireland from all around the world are filled with wonder and surprise when they hear the stories. The art of Irish storytelling often fills tourists with amazement.

1. Underline the sentence that explains how leprechauns live in the midst of people. Then, write a sentence using the word midst.

2. Circle the words that explain the word cleverness. Then, tell what defines cleverness in your own words.

3. Underline the nearby word with a meaning similar to feeble. Then, write a sentence using the word feeble.

4. Underline the words that tell you why leprechauns seek revenge. Write a sentence using the word revenge.

5. Circle the words that tell you why leprechauns reluctantly give up their treasure. Have you done anything reluctantly lately?

6. Underline the nearby word that means the opposite of ungrateful. Then, define ungrateful.

7. Underline the words that explain heed. Then use the word heed in a sentence.

8. Circle the words that explain what amazement is. Use amazement in a sentence.
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Vocabulary Builder

Word List
feeble  jubilation  plight  rue  sown  vanished

A. DIRECTIONS: Write a synonym for each vocabulary word. Use a thesaurus if you need one. Write a sentence that includes the synonym. Be sure that your sentence makes the meaning of the word clear:

Vocabulary word: heartening
Synonym: encouraging
Sentence: The sales rep found the good response to the product very encouraging.

1. Vocabulary word: plight
Synonym: ______________________
Sentence: ______________________

2. Vocabulary word: feeble
Synonym: ______________________
Sentence: ______________________

3. Vocabulary word: sown
Synonym: ______________________
Sentence: ______________________

4. Vocabulary word: vanished
Synonym: ______________________
Sentence: ______________________

5. Vocabulary word: jubilation
Synonym: ______________________
Sentence: ______________________

6. Vocabulary word: rue
Synonym: ______________________
Sentence: ______________________

B. WORD STUDY: The Latin root -van- means “empty.” Answer each of the following questions using one of these words containing -van-: vanish, evanescent, vain

1. What is a good way to make a rumor vanish?
   ______________________

2. Why would morning ground mist become evanescent as the day goes on?
   ______________________

3. How do you feel when your hard work has been in vain?
   ______________________
Learning About the Oral Tradition

Passing along stories from one generation to the next is called the oral tradition. Here are some common characteristics:

<table>
<thead>
<tr>
<th>Characteristics of Stories in the Oral Tradition</th>
<th>Definitions and Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal theme</td>
<td>A universal theme is a message about life that can be understood by people of many cultures (the value of hard work).</td>
</tr>
<tr>
<td>Fantasy</td>
<td>Fantasy is writing that is highly imaginative and contains elements that are not found in real life (a man who can fly).</td>
</tr>
<tr>
<td>Figurative language</td>
<td>Hyperbole is exaggeration or overstatement. It is often used to create humor (a man as tall as a tree). Personification is the giving of human characteristics to a nonhuman subject (an animal that can talk).</td>
</tr>
<tr>
<td>Story types</td>
<td>Folk tales often deal with heroes, adventure, magic, or romance (&quot;Jack and the Beanstalk&quot;). Some folk tales are tall tales—stories that contain hyperbole (stories about Paul Bunyan or Pecos Bill). Myths are tales that explain the actions of gods and heroes (the Greek god Apollo) or explain things in nature (how the leopard got its spots). Legends are stories about the past. They are often based on facts, but storytellers have added imaginative details (George Washington cutting down the cherry tree). Fables are brief stories, usually with animal characters, that teach a moral or lesson (Aesop's fable &quot;The Tortoise and the Hare,&quot; which has the moral Slow and steady wins the race).</td>
</tr>
</tbody>
</table>

**Directions:** Underline the term in each pair that best describes each numbered item.

1. Friendship is the most valuable gift of all. universal theme personification
2. The god Zeus hurls a bolt of thunder across the sky. myth folk tale
3. A fox learns that it is important to be loyal and honest. tall tale fable
4. Raindrops feel sorry for a hot traveler. hyperbole personification
5. An elf grants a hardworking farmer three magic wishes. tall tale folk tale
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**Literary Analysis: Universal Theme**

The theme of a literary work is its central idea or message about life or human nature. A **universal theme** is a message about life that is expressed regularly in many different cultures and time periods. Examples of universal themes include the importance of honesty, the power of love, and the danger of selfishness.

Look for a universal theme in a literary work by focusing on the story’s main character, conflicts the character faces, changes he or she undergoes, and the effects of these changes. You can use a graphic organizer like the one shown to help you determine the universal theme.

**DIRECTIONS:** Fill in the boxes with details from “The Stone.” What universal theme do the details of the story lead to?

<table>
<thead>
<tr>
<th>Main Character</th>
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<tr>
<th>Conflicts Character Faces</th>
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<tr>
<th>How Character Changes</th>
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<tr>
<th>Effects or Meaning of Change</th>
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<table>
<thead>
<tr>
<th>Universal Theme</th>
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<td></td>
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</tbody>
</table>
Punctuation: Semicolons and Colons
A semicolon connects two independent clauses that are closely connected in meaning. (Remember that an independent clause can stand alone as a sentence.) A semicolon is also used to separate items in a series if those items have commas within them.

Alice had never been given three wishes before; she was amazed at how the wishes might change her future.

We visited some interesting places on our vacation, including New Bedford, Massachusetts; Providence, Rhode Island; and Danbury, Connecticut.

A colon is used after an independent clause to introduce a list of items, to show time, in the salutation of a business letter, and on warnings and labels.

This is what he wished for: eternal youth, a new car, and an end to poverty in the world.

Warning: Be careful what you wish for.

A. DIRECTIONS: Rewrite each item below, inserting a colon or a semicolon wherever one is needed.

1. We discussed three figures of speech simile, metaphor, and personification.

2. Warning No skateboarding here after 400 P.M.

3. My sister and I share a bedroom sometimes that room seems very small.

4. The train stops in Dallas, Texas St. Louis, Missouri and Chicago, Illinois.

B. Writing Application: Imagine that you have three wishes, guaranteed to come true. Write three sentences about what you might wish for. Use at least one semicolon or one colon in each sentence.
READING COMPREHENSION STORIES AND REVIEW

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Answer in full sentences on a separate sheet of paper.

1. Describe the dwarf that Maibon found by the tree.

2. What is the dwarf’s problem? What can’t he do that everyone else in his family can do?

3. Who do you think the "Fair Folk" are?

4. What does Doli think of Maibon’s wish to live forever?

5. What does Modrona think of Maibon’s wish for an eternal (forever) life?

6. What starts to happen to Maibon’s farm after he makes his wishes?

7. Maibon tries and tries to get rid of the stone several times. Why is he not successful?
8. What did Maibon learn at the end of the story or what was the moral of the story?

ANSWER THE FOLLOWING T for TRUE AND F for FALSE. IF THE STATEMENT IS FALSE, CORRECT IT.

1. Maibon’s wife Modrona is lazy.

2. Maibon meets a genie with red hair and red eyes.

3. The stone makes Maibon stop aging.

4. Modrona thinks Maibon, her husband, is foolish for keeping the stone so long.

5. Maibon’s chicken lays golden eggs after he gets the stone.

IF YOU ENJOYED “THE STONE” OR ANY OF THE OTHER NOVELS OR STORIES YOU MAY HAVE READ BY MR. ALEXANDER, GO TO THIS WEBSITE TO VIEW SUMMARIES OF HIS NOVELS. YOU MAY WANT TO READ ONE INDEPENDENTLY FOR AN AR READ.

http://www.fantasyliterature.com/alexanderlloyd.html
# The Short Story

**Title of Selection:**

**Author:**

<table>
<thead>
<tr>
<th>Elements of a Short Story</th>
<th>Elements of This Story</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characters:</strong> the people or animals who are in a story</td>
<td></td>
</tr>
<tr>
<td><strong>Setting:</strong> the time and place in which a story occurs</td>
<td></td>
</tr>
<tr>
<td><strong>Plot:</strong> the action and problems that occur in a story</td>
<td></td>
</tr>
<tr>
<td><strong>Conflict:</strong> struggle(s) the character faces</td>
<td></td>
</tr>
<tr>
<td><strong>Theme:</strong> the story's statement about life or the human condition</td>
<td></td>
</tr>
<tr>
<td><strong>Point of View:</strong> the vantage point from which a story is told</td>
<td></td>
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</tbody>
</table>