

Name \_\_\_\_\_ Date \_\_\_\_\_

**"The King of Mazy May" by Jack London****Build Vocabulary****Using the Suffix -or**

The suffix *-or* at the end of a word indicates "a person or thing that does something." For example, a person who *acts* is called an *actor*.

**A. DIRECTIONS:** In the space provided, write the new word formed by adding the suffix *-or* to each of the following words. Then write a sentence using each word.

1. edit + *-or* = \_\_\_\_\_4. profess + *-or* = \_\_\_\_\_2. direct + *-or* = \_\_\_\_\_5. sail + *-or* = \_\_\_\_\_3. govern + *-or* = \_\_\_\_\_

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

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

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

9. \_\_\_\_\_

10. \_\_\_\_\_

**Using the Word Bank**

toil	endured	prospectors	liable
poising	declined	summit	

**B. DIRECTIONS:** Circle the letter of the description that best fits each word in CAPITAL LETTERS.

- PROSPECTORS: a. people who work in factories b. people who look for gold  
c. people who explore caves d. people who climb mountains
- TOIL: a. practice b. rest c. work d. amusement
- SUMMIT: a. top b. crack c. largest part d. deep valley
- DECLINED: a. took away b. refused c. rested d. leaned to one side
- LIABLE: a. useful b. breakable c. careful d. likely
- POISING: a. balancing b. stopping c. smiling d. expressing
- ENDURED: a. claimed to own b. felt c. suffered through d. hardened

**Recognizing Antonyms**

**C. DIRECTIONS:** Circle the letter of the word or phrase that is most nearly *opposite* in meaning to the word in CAPITAL LETTERS.

- DECLINED: a. accepted b. climbed up c. stood up straight d. refused
- SUMMIT: a. beginning b. middle c. bottom d. worst

**“The King of Mazy May”** by Jack London**Build Spelling Skills: Spelling the oy Sound**

**Spelling Strategy** Whenever the oy sound occurs in the middle of a one-syllable word, spell the sound with the letters *oi*. Whenever the oy sound occurs at the end of a word, spell the sound with the letters *oy*.

**Examples:** poise (oy sound in middle) boy (oy sound at end)

**A. Practice:** Complete each of the following words correctly using *oi* or *oy*.

1. ann\_\_\_\_\_ 2. c\_\_\_\_\_n 3. j\_\_\_\_\_ 4. n\_\_\_\_\_se 5. destr\_\_\_\_\_ 6. p\_\_\_\_\_sing

**B. Practice:** Correct the misspelled italicized words in the following paragraph. Write a C in the blank if the word is spelled correctly.

Although Walt was still a *boi* \_\_\_\_\_ he was able to *spoyl* \_\_\_\_\_ the plans of the men who tried to jump the claims of the prospectors near his camp. The men planned to *destruy* \_\_\_\_\_ the stakes that marked the claims and take the claims for themselves. He did not want those men to *enjoi* \_\_\_\_\_ the wealth that others had *toiled* \_\_\_\_\_ for. Walt knew that there was nobody nearby to *joyn* \_\_\_\_\_ him in stopping these men, so he would have to act on his own.

**Challenge:** When Walt wants the dogs to begin pulling the sled, he shouts to them, “Mush!” and “Mush on!” You may know that the word *mush* in this context means, “Go!” However, you may be surprised to learn that the word comes from the French word *marchons* meaning, “Let’s go!” The English word *march* comes from the same French word. Many English words are derived from French. Match each French word on the left with the English word derived from it on the right. Then, use each English word in a sentence. **Hint:** If necessary, use a dictionary to find the precise meaning of each English word.

- |  |              |
|--|--------------|
| _____ 1. <i>chanter</i> (French for <i>sing</i> )  | a. solely    |
| _____ 2. <i>arbre</i> (French for <i>tree</i> )    | b. chant     |
| _____ 3. <i>beauté</i> (French for <i>beauty</i> ) | c. fortify   |
| _____ 4. <i>fort</i> (French for <i>strong</i> )   | d. beautiful |
| _____ 5. <i>seul</i> (French for <i>only</i> )     | e. arbor     |

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

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

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

9. \_\_\_\_\_

10. \_\_\_\_\_

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**Build Grammar Skills: Pronouns and Antecedents**

A **pronoun** is a word that takes the place of a noun or another pronoun. An **antecedent** is the noun or pronoun that has been replaced. Normally, an antecedent comes before a pronoun, but not always. Often, an antecedent is in a different sentence from the pronoun. However, a good writer will always make certain that a reader can tell to which antecedent a pronoun refers. In these examples, the pronoun is italic and the antecedent is underlined.

**Examples:** Walt headed for the men’s camp. Once there, *he* picked out the best sled.  
As *he* raced along, Walt wondered how to change the lead dog.

Personal pronouns (*he, you, they*, etc.) always have an antecedent (with *I, me, mine*, the antecedent would be the name of the writer or speaker). Interrogative pronouns (*what, which, who, whom, whose*) never have antecedents. For example, in the question “Who would do a thing like this?” we don’t know to whom “who” refers. Indefinite pronouns (*some, one, anything*, etc.) sometimes have antecedents and sometimes don’t. For example, in the sentence “Students generally enjoy sports, but some don’t,” *some* has the antecedent of *students*. However, in the sentence, “Everyone is going,” there is no antecedent for *everyone*.

**A: Practice:** In the following sentences, the pronouns are in italics. On the lines, write each pronoun and its antecedent. If there is no antecedent for the pronoun, write *none*.

1. The Yukon was a rich land, with much to offer. However, *it* could also be dangerous.

\_\_\_\_\_

2. *What* brought men to this cold, remote place?

\_\_\_\_\_

3. *Some* came for the adventure, *others* came for the gold.

\_\_\_\_\_

4. Not all miners found riches, and *some* found nothing.

\_\_\_\_\_

5. Loren Hall was lucky. When *he* dug a shaft, there was gold in *it*.

\_\_\_\_\_

**B: Writing Application:** Rewrite each of the following sentences on the lines provided, replacing the repeated noun or nouns with the correct pronoun.

1. Walt studied the dogs, wondering which of the dogs would be the best leader.

\_\_\_\_\_

2. When the claim-jumpers reached the claim-jumper’s sleds, the claim-jumpers chased Walt.

\_\_\_\_\_

3. The sled bounced and rocked as the dogs pulled the sled over the frozen ground.

\_\_\_\_\_

**“The King of Mazy May”** by Jack London**Reading Strategy: Recognizing Signal Words**

As you read, watch for signal words, such as *but*, *so*, and *on account of*. They are clues that tell you how one part of a passage relates to another part. For example, look at the following sentence from the selection:

Loren Hall was an old man, and he had no dogs, so he had to travel very slowly.

In the sentence above, *so* is a signal word that tells you that what happens in the last part of the sentence is the effect of what happens in the first part. What happens in the first part of the sentence is the cause. In other words, the fact that Loren Hall had to travel very slowly is the effect of his being an old man and having no dogs. Some other signal words and phrases that show cause and effect are *for* and *because*.

**DIRECTIONS:** Find the signal word or phrase in each of the following sentences. Then fill in the chart below. The first row in the chart has been filled in as an example.

1. Walt wanted to stop the men from taking away Loren Hall's claim because he knew that stealing was wrong.
2. Walt Masters's father had recorded his claim at the start, so Walt had nothing to fear.
3. Evidently the men had agreed with their leader, for Walt Masters could hear nothing but the rattle of the tin dishes that were being washed.
4. The sled almost tipped over on account of the curving trail and the inexperience of the lead dog.
5. The men would be returning to their camp soon, so Walt did not have much time.
6. Walt knew a lot about sleds and dogs, for he had lived around them all his life.

<b>Signal Word or Phrase</b>	<b>Cause</b>	<b>Effect</b>
1. because	he knew that stealing was wrong	Walt wanted to stop the men from taking away Loren Hall's claim
2.		
3.		
4.		
5.		
6.		

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**“The King of Mazy May”** by Jack London**Literary Analysis: Conflict Between Characters**

In “The King of Mazy May,” a group of men plans to steal another man’s property. Walt Masters, who is only a young boy, is determined to stop them. This is the **conflict**, or struggle, that gives the story its tension and suspense. You, the reader, know that one side will win out in the end; the other will be defeated. As you read, you cheer for Walt because his thoughts and actions are good, kind, and honest. You root against the thieves because they think and act in an evil, cruel, and dishonest way. Often, in literature, as in this story, the conflict between characters is really a conflict between good and evil. Being aware of and understanding the conflict between characters in a story will increase your reading enjoyment.

**DIRECTIONS:** The following sentences from “The King of Mazy May” refer to either good or evil characters, thoughts, or actions. Under the appropriate headings, write the words in each sentence that let you know whether the sentence refers to the good or evil side of the conflict in the story. The first sentence has been done as an example.

	<b>GOOD</b>	<b>EVIL</b>
1. Last of all, he has a good heart, and is not afraid of the darkness and loneliness, of man or beast or thing.	he has a good heart	
2. But with the news of their discoveries, strange men began to come and go through the short days and long nights, and many unjust things they did to the men who had worked so long upon the creek.		
3. Yet, with the quickness of a cat, he had clutched the end of the sled with one hand, turned over, and was dragging behind on his breast, swearing at the boy and threatening all sorts of terrible things if he did not stop the dogs.		
4. In short, it was the old story, and quite a number of the earnest, industrious prospectors had suffered similar losses.		
5. They took greater care, and shot at him at the most favorable opportunities.		
6. He was only a boy, but in the face of the threatened injustice to old lame Loren Hall he felt that he must do something.		