

Learning Language Arts Through Literature



THE GREEN
TEACHER BOOK
3rd Edition

By

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and

Susan Simpson



Common Sense Press
Simple to teach. Easy to learn.

The *Learning Language Arts Through Literature* series:

The Blue Book - 1st Grade Skills

The Red Book - 2nd Grade Skills

The Yellow Book - 3rd Grade Skills

The Orange Book - 4th Grade Skills

The Purple Book - 5th Grade Skills

The Tan Book - 6th Grade Skills

The Green Book - 7th Grade Skills

The Gray Book - 8th Grade Skills

The Gold Book - World Literature - High School Skills

The Gold Book - American Literature - High School Skills

The Gold Book - British Literature - High School Skills

∞ Our thanks to Debbie Ward for her work on the 3rd edition of this book. ∞

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Introduction



As parents we watched and marveled at the way our little ones learned to talk. By listening and responding to English spoken well, they were able to communicate quite clearly. The process was so gradual that they were barely aware it was taking place.

It is the belief of the publisher and authors of the *Learning Language Arts Through Literature* series that written language can best be learned in the same manner. By reading fine literature and working with good models of writing, students will receive a quality education in language arts. If you desire to teach using this integrated approach to language, this curriculum is for you.

In her books, Dr. Ruth Beechick confirmed that this method of teaching is an appropriate and successful way to introduce our students to the joys of reading, writing, and thinking. Our own experiences using these lessons with students encouraged us to share them with you. Their enjoyment and enthusiasm for reading and writing is an unmatched recommendation for this method of teaching.

The **integrated language approach** has the benefits of all teaching methods. By working with pieces of literature, you focus on grammar, vocabulary, writing, reading, spelling, penmanship, and thinking skills. Your student has the best advantage for learning skills in this effective and lasting manner.

Grammar is taught in conjunction with writing, not as an isolated subject. Your student's **vocabulary** will be enhanced by reading literature which has been carefully chosen for this grade level. We realize that every student functions at a different reading level. For the more hesitant reader, we recommend, you, the teacher read aloud with your student. Grade appropriate **reading skills** are included. Helpful **Spelling Tips** are included to help your student develop spelling skills. **Penmanship** skills may be developed as your student writes dictation or any other writing assignment. **Thinking skills** are developed throughout the activities in this manual. Anytime a student is asked to respond to the literature with discussion, writing, drawing, or completing an activity, your student is developing higher order thinking skills.

How to Use This book



Dictation Lessons (thirteen weeks) - Thirteen of the lessons in *The Green Book* are based upon literature passages to be dictated to your student. Before dictating, read the entire passage to the student while he listens only. Instruct him to listen for sentence endings, questions, and quotations. Begin the dictation exercise by reading one sentence at a time. If necessary, repeat the sentence, reading one phrase at a time. If your student has difficulty with dictation, allow him to copy the passages for several lessons and then try dictating again.

In addition to the thirteen *Dictation Lessons*, *The Green Book* provides a thorough review of the parts of speech. As further reinforcement of grammar skills, students will learn how to diagram sentence parts in order to strengthen their understanding of how the parts fit together. The dictation lessons are distributed throughout the book, enabling students to enjoy a variety of activities in-between.

After taking dictation, any misspelled words should be added to the student's *Personalized Spelling List* (*Student Activity Book*, page 363) along with any words misspelled in any other writing.

Narration is a very effective tool that helps students develop better reading, thinking, and communication skills. The *Say That Again* assignments instruct students to read a long excerpt from a well-known book and then to write a detailed summary of the passage. In order to do this, the student must understand what has been read and be able to repeat it in an organized manner. As with dictation, the student's ability to pay attention will be strengthened through these activities.

Since the dictation passages are taken from books that appeal to older students, the sentences are more complex than the easy-reading books enjoyed by younger readers. This means that the sentence parts might not be as easily recognized. In order for students to practice recognizing these basic parts, they will be given three options:

1. Analyze sentences in easy-reading books you have at home or check out from the library.
2. Write your own sentences illustrating the sentence parts being studied.
3. Copy or take from dictation the sentences provided for you.

Poetry Unit (six weeks) - Students will develop an appreciation for poetry while memorizing, reciting, and analyzing the works of different poets. In addition, they will be writing their own poems. A dictation lesson is provided later in the book as a review.

The Short Story Unit (three weeks) - Students will enjoy exploring the elements of the short story. They will be able to develop a story line, write dialogue, identify the conflict of a story as well as its climax and resolution.

Book Study on *Star of Light* (three weeks) - While reading this book students will complete such assignments as writing character sketches, comparing and contrasting cultures and religions, drawing maps, narrating, and more.

Book Study on *The Mysterious Benedict Society* (four weeks) - Students will continue to build vocabulary and reading comprehension skills, develop critical thinking and research skills, and write a five paragraph essay.

Book Study on the Play *Much Ado About Nothing* (three weeks) - Students will read and study a Shakespearean play, developing the ability to understand and enjoy the work of this great playwright.

Research Unit (four weeks) - Students will learn the research process in manageable steps. These include choosing a topic, taking notes, formulating an outline, writing a first draft, making revisions, completing the final draft, and writing a bibliography.

Review Activities

Review Activities are found directly after each *Dictation Lesson*. New skills taught in each lesson are included in the *Review Activities*. It is not necessary to do each activity. Choose the skills your student needs.

Assessments

Nine *Assessments* are distributed throughout the book to help you evaluate your student's progress. These tools help you assess the progress of your student. The goal of the assessments is to obtain information about your student's progress in order to determine how you, the teacher, can better assist your student.

Appendix

In the back of this book you will find the *Appendix* which includes *Enrichment Answers*, *Skills Index*, list of *Prefixes*, *Suffixes*, and *Roots*, *Common Irregular Verb Forms*, *Spelling Rules*, *Capitalization Rules*, *Comma Rules*, and a *Bibliography*.

Enrichment Answers

In Day 5 of most lessons, your student will have the option to complete an *Enrichment Activity*. These activities are located in the *Student Activity Book* (SAB). Answers are located at the back of this manual. While optional, these activities develop thinking and reasoning skills necessary for higher level learning.

Skills Index

You can easily locate lessons that will address specific skills using the *Skills Index*.

Bibliography

This page includes all the information you need to locate the books your student needs to complete the *Book Study* lessons as well as the books used in the *Dictation Lessons*.



Materials to Use

You may use a *Student Activity Book* or a loose leaf notebook for your student's work.

For your convenience throughout your *Teacher Book* you will find blank *Notes* pages. Use these pages to record grades, reminders, or skills to be reviewed.

Previous lessons are sometimes used again, so keep all the student's work until the entire program is completed.

Reference materials such as a dictionary, thesaurus, or Internet sources will be used. Availability of these materials in either the home, online, or library is required.

For the *Book Studies* you will need the following books which can be found in the library or purchased:

Star of Light by Patricia St. John

The Mysterious Benedict Society by Trenton Lee Stewart

Much Ado About Nothing by William Shakespeare



Student Activity Books

Student Activity Books are available for your students. Daily exercises corresponding to each lesson are included for easy use. *Enrichment Activities* are also included.

The Green Student Activity Book is not a duplicate of *The Green Teacher Book*, therefore does not contain all the information found in *The Teacher Book*. *The Student Activity Book* is **not** intended for use without its companion *Teacher Book*.

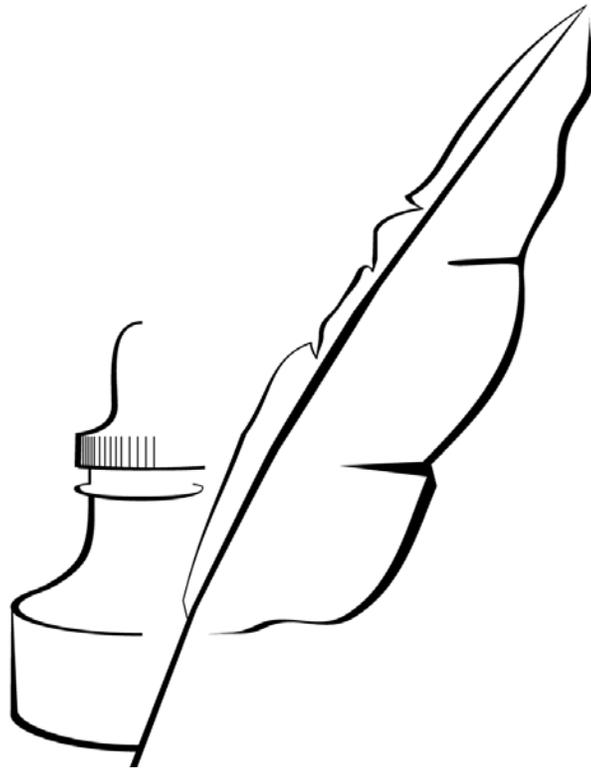
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DICTATION LESSONS





Squire Gordon's Park skirted the village of Birtwick. It was entered by a large iron gate, at which stood the first lodge. Then you trotted along on a smooth road between clumps of large old trees, then another lodge and another gate which brought you to the house and the gardens. Beyond this lay the home paddock, the old orchard, and the stables. There was accommodation for many horses and carriages, but I need only describe the stable into which I was taken. This was very roomy, with four good stalls. A large swinging window opened into the yard, which made it pleasant and airy.

Black Beauty by Anna Sewell

Day 1

- Take the literature passage from dictation. Proofread, looking for any spelling or punctuation errors.
- List any misspelled words for study this week or use the following suggested list: lodge, trotted, accommodation, carriages, acknowledge, business, fascinating, conscience.

If a word has a soft /g/ sound following a single short vowel, the /g/ sound is often spelled **dge**.

Spelling Tip

Words with a soft /g/ sound preceded by a single short vowel will often be spelled with **dge**.

Write the following words, and underline **dge**. Say the words aloud as you write them.

lodge
fudge
midget

dodge
badger
fridge

ledge
ridge
abridge

Anna Sewell (1820-1878) was born into a strict Quaker home where she was educated by her mother and father. At the age of 14, she was injured in a fall and left a cripple for the rest of her life. During the final days of her illness, she was confined to her home and began to write *Black Beauty*, her only book. Her reason for writing the book: "Perhaps it might make men a little kinder to their faithful horses." *Black Beauty* was published in 1877, and Anna lived just long enough to hear of its success.



Teacher's Note:

As your student completes this lesson, choose skills from the *Review Activities* as needed. The *Review Activities* follow this lesson.



Teacher's Note:

Personalize your student's spelling lists by adding misspelled words from writing done in this class or in other areas. Also, add words that reinforce the Spelling Tips.

Day 2

- a. Look at this word: *enter*.

The word *enter* is called a **base** or **root word**. Sometimes a letter or a group of letters is added to a word.

Look at this word: *entered*.

The letters **-ed** have been added to the end of the base word. This is called a suffix. A **suffix** is a letter or a group of letters added to the end of a base or root word. The suffix will often tell you what part of speech the word is.

Ex: music - noun

musical - adjective

musician - noun

musically - adverb

- b. Before you add a suffix beginning with a vowel, like **-ed**, look at the word. If the word ends with one vowel and one consonant, double the consonant before you add the suffix.

Spelling Tip

Words like *trot* which end with one vowel and one consonant need a double consonant before adding a suffix beginning with a vowel.

- c. Add the suffix **-ed** and **-ing** to the following words. Say the words aloud as you write them.

Ex: trot	-ed trotted	-ing trotting
----------	-----------------------	-------------------------

Day 2

c.

1) stopped	stopping
2) patted	patting
3) clapped	clapping
4) jogged	jogging

- 1) stop
- 2) pat
- 3) clap
- 4) jog

- d. Human beings are born with a need to communicate with one another. Writing and speaking are the most common forms of communication and both depend upon words. When we combine words into meaningful patterns we are able to communicate. To make sure we are expressing our thoughts clearly we must learn how to write good sentences and punctuate them properly.

A **complete sentence** expresses a complete thought and is made up of two main parts: a subject and a predicate. The **complete subject** is the part which tells who or what the sentence is about. The **complete predicate** is the part that tells something about the subject.

- e. Read the first sentence in the literature passage. The sentence is about *Squire Gordon's Park*. *Squire Gordon's Park* is the complete subject.

Underline the complete subject in each of the following sentences. Remember, the complete subject tells who or what the sentence is about.

Ex: The stable was roomy.

- 1) A tall, broad man stepped forward.
 - 2) The master backed me a little.
 - 3) My new master was an unmarried man.
 - 4) My feet slipped from under me.
 - 5) We stopped at the hotel.
- f. What does the first sentence in the literature passage tell you about *Squire Gordon's Park*?

This is called the complete predicate. The complete predicate tells something about the subject. Predicate means *to proclaim or tell*.

- g. Look at the sentences you worked with in 2e. Draw a vertical line after the complete subject. Everything to the right of the line is the complete predicate.
Ex: The stable / was roomy.

Day 2

- e. 1) A tall, broad man stepped forward.
2) The master backed me a little.
3) My new master was an unmarried man.
4) My feet slipped from under me.
5) We stopped at the hotel.
- f. It tells that it *skirted the village of Birtwick*.
- g.
- 1) A tall broad man / stepped forward.
 - 2) The master / backed me a little.
 - 3) My new master / was an unmarried man.
 - 4) My feet / slipped from under me.
 - 5) We / stopped at the hotel.

Day 2

- j. 1) **The bright stars / twinkled above.**
 2) **A single rose / was still on the bush.**
 3) **The boy / laughed loudly.**
 4) **Her eyes / snapped angrily.**
 5) **The day / is clear and bright.**

h. Practice dividing sentences between the complete subject and complete predicate in your easy-reading books. (See Introduction.)

i. Write your own sentences and divide.

j. Use the following sentences, and draw a vertical line to separate the complete subject and complete predicate.
 Ex: The frightened dog / ran away.

- 1) The bright stars twinkled above.
- 2) A single rose was still on the bush.
- 3) The boy laughed loudly.
- 4) Her eyes snapped angrily.
- 5) The day is clear and bright.

Day 3

a. The complete subject will always contain a noun or pronoun. A **noun** is a person, place, thing, or idea. *Boy, state, cup, and love* are examples of **common nouns**. *Robert* names a particular boy and *Arkansas* names a particular state. These words are called **proper nouns**. Proper nouns always begin with a **capital letter**. (Pronouns will be discussed in 3e.)

Ex: planet - Jupiter (name of a particular planet)
 girl - Sandra (name of a particular girl)
 day of the week - Tuesday (name of a particular day)

Note: Capitalize the months, but not the seasons.

Day 3

b. Possible Answers:

- 1) February
- 2) Japan
- 3) Sandra Dumas
- 4) Ruff
- 5) Charleston

b. Write a proper noun for the following common nouns.

- 1) month
- 2) country
- 3) woman
- 4) dog
- 5) city

c. Look at the following sentence.

The young boy / jumped for joy.

The left side of the sentence is called the complete subject. What is the main word in the complete subject which names a person, place, thing, or idea? *Boy* is the simple subject. The **simple subject** will always be a noun or pronoun without any describing words.

d. Underline the simple subject in the following sentences.
Ex: The stable / was roomy.

- 1) A tall, broad man / stepped forward.
- 2) The master / backed me a little.
- 3) My new master / was an unmarried man.
- 4) My feet / slipped from under me.

e. Look at the following sentence.

We / stopped at the hotel.

There is only one word in the complete subject of this sentence. Underline it. This is a pronoun. A **pronoun** is a word which takes the place of a noun. Look at the Personal Pronoun Chart.

PERSONAL PRONOUNS			
Singular			
	Subjective	Possessive	Objective
1st person	I	my, mine	me
2nd person	you	your, yours	you
3rd person	she/ he/ it	her, hers/ his/ its	her/ him/ it
Plural			
	Subjective	Possessive	Objective
1st person	we	our, ours	us
2nd person	you	your, yours	you
3rd person	they	their, theirs	them

Day 3

- d. 1) A tall, broad man / stepped forward.
 2) The master / backed me a little.
 3) My new master / was an unmarried man.
 4) My feet / slipped from under me.

e. We

Day 3

f. It, you, you, I, I, it

f. List the personal pronouns found in the literature passage.

g. Review your spelling words.

Day 4

a. Just as the complete subject contains a simple subject, the complete predicate contains a simple predicate. The simple predicate is called the **verb**. The verb gives the sentence meaning by telling us something about the subject. A verb expresses action or a state of being. When a verb shows what a person or thing does, it is called an **action verb**. Action verbs are words such as *run, laugh, or trust*. A simple way of finding the action verb is to see if the verb sounds right in the following blanks:

He _____s. He is _____ing.

Ex: He wanders. He is wandering.

b. Using this exercise, underline the action verb twice in the first sentence of the literature passage.

c. When a verb shows what a person or thing is being, it is called a **being verb**. (often called a state of being verb).

Being Verbs

am	is	are	was
were	be	being	been

d.

- 1) A tall broad man stepped forward. (AV)
- 2) The master backed me a little. (AV)
- 3) My new master was an unmarried man. (BV)
- 4) My feet slipped from under me. (AV)
- 5) We stopped at the hotel. (AV)

d. Look at the following sentences. Underline the verb twice in each sentence. Write if they are action verbs (AV) or being verbs (BV).

- 1) A tall broad man stepped forward.
- 2) The master backed me a little.
- 3) My new master was an unmarried man.
- 4) My feet slipped from under me.
- 5) We stopped at the hotel.

e. Underline the simple subject once and underline the verb twice in the following sentences. Write if they are action (AV) or being verbs (BV).

- 1) The bright stars twinkled above.
- 2) A single red rose was still on the bush.
- 3) The boy laughed loudly.
- 4) Her eyes snapped angrily.
- 5) The day is clear and bright.

f. Spelling test

Day 5

- a. Take the literature passage from dictation.
- b. Practice finding the complete subject and complete predicate in your easy-reading books. Then find the simple subject and verb for those sentences. Is the verb action or being?
- c. Write five sentences dividing between the complete subject and complete predicate. Underline the simple subject once and underline the verb twice. Is the verb action or being?
- d. Choose skills from the *Review Activities*.
- e. Say That Again!

An effective way to strengthen reading comprehension as well as improve your writing skills is through narration. Narrating is telling in your own words what you read. Read the passage and then write a narration or summary of what you read providing as much detail as you remember.

The Prince and the Pauper is a novel by American author Mark Twain. It was published in 1881 and tells the story of two boys – Tom Canty, born in a gutter, neglected and unloved and Edward Tudor, the much loved heir to the throne of England. After meeting one day, the prince longs for the freedom Tom enjoys and Tom envies the wealth and comfort of the Prince. As an experiment they

Day 4

e.

- 1) The bright stars twinkled above. (AV)
- 2) A single red rose was still on the bush. (BV)
- 3) The boy laughed loudly. (AV)
- 4) Her eyes snapped angrily. (AV)
- 5) The day is clear and bright. (BV)

Day 5

b.  **Teacher's Note:** Easy-reading books are read-aloud books with simple sentences for non- or beginning readers.

e.  **Teacher's Note:** If the passage is too long for the student to summarize, you may divide the passage into two readings.

Summary should include the following:

Tom is dressed in rags.

The prince is richly dressed.

Tom is so excited to see the prince that he presses his face to the gate.

A soldier pushes him away, and the crowd jeers at him.

The prince is outraged by this behavior and orders that the gates be opened to Tom.

The prince takes Tom into his chambers and feeds him.

exchange clothes and are amazed to find that they look exactly alike. A series of events traps each boy in their mistaken identities. The following excerpt tells of how the boys met:

Poor little Tom, in his rags, approached, and was moving slowly and timidly past the sentinels, with a beating heart and a rising hope, when all at once he caught sight through the golden bars of a spectacle that almost made him shout for joy. Within was a comely boy, tanned and brown with sturdy outdoors sports and exercises, whose clothing was all of lovely silks and satins, shining with jewels; at his hip a little jeweled sword and dagger; dainty buskins on his feet, with red heels; and on his head a jaunty crimson cap, with drooping plumes fastened with a great sparkling gem. Several gorgeous gentlemen stood near his servants, without a doubt. Oh! he was a prince—a prince, a living prince, a real prince—without the shadow of a question; and the prayer of the pauper boy’s heart was answered at last.

Tom’s breath came quick and short with excitement, and his eyes grew big with wonder and delight. Everything gave way in his mind instantly to one desire: that was to get close to the prince, and have a good, devouring look at him. Before he knew what he was about, he had his face against the gate-bars. The next instant one of the soldiers snatched him rudely away, and sent him spinning among the gaping crowd of country gawks and London idlers. The soldier said:

“Mind thy manners, thou young beggar!”

The crowd jeered and laughed; but the young prince sprang to the gate with his face flushed, and his eyes flashing with indignation, and cried out:

“How dar’st thou use a poor lad like that! How dar’st thou use the king my father’s meanest subject so! Open the gates, and let him in!”

You should have seen that fickle crowd snatch off their hats then. You should have heard them cheer, and shout,

“Long live the Prince of Wales!”

The soldiers presented arms with their halberds, opened the gates, and presented again as the little Prince of Poverty passed in, in his fluttering rags, to join hands with the Prince of Limitless Plenty. Edward Tudor said:

“Thou lookest tired and hungry; thou’st been treated ill. Come with me.”

Half a dozen attendants sprang forward to—I don’t know what; interfere, no doubt. But they were waved aside with a right royal gesture, and they stopped stock still where they were like so many statues. Edward took Tom to a rich apartment in the palace, which he called his cabinet. By his command a repast was brought such as Tom had never encountered before except in books. The prince, with princely delicacy and breeding, sent away the servants, so that his humble guest might not be embarrassed by their critical presence; then he sat near by, and asked questions while Tom ate.

f. Enrichment (SAB)

Review Activities

Choose the skills your student needs to review.

1.
 - a. The silvery moon / shone brightly. (AV)
 - b. My favorite hobby / is coin collecting. (BV)
 - c. Red lights / flashed. (AV)
 - d. I / laughed at my own mistakes. (AV)
 - e. The raging river / devastated the village. (AV)
 - f. The small cat / hissed at the strange dog. (AV)
 - g. My bicycle / is red. (BV)
 - h. The girl / kicked the ball. (AV)
 - i. His mother / turned off the light. (AV)
 - j. A loud noise / pierced the night. (AV)

2. Possible answers:

- a. Nathan
- b. Carl and Brian
- c. Jennifer and Bob
- d. Alice and Melissa
- e. Ben and Sam

3.

- a. them
- b. They
- c. his
- d. we
- e. their

4.

- a. Example:
Sheila was the newest member of the team.
- b. Example:
Jose and Joey raced to the bus stop.

1. Complete Subject / Complete Predicate

Separate the sentences with a vertical line between the complete subject and complete predicate. Underline the simple subject once and underline the verb twice. Write if they are action verbs (AV) or being verbs (BV).

- a. The silvery moon shone brightly.
- b. My favorite hobby is coin collecting.
- c. Red lights flashed.
- d. I laughed at my own mistakes.
- e. The raging river devastated the village.
- f. The small cat hissed at the strange dog.
- g. My bicycle is red.
- h. The girl kicked the ball.
- i. His mother turned off the light.
- j. A loud noise pierced the night.

2. Common and Proper Nouns / Capitalization

Write the following sentences replacing the underlined words with a proper noun.

- a. The boy rafted down the river.
- b. Neal went to Richmond with the boys.
- c. The children will be in the play.
- d. I hope the girls remember their lines.
- e. The boys played volleyball.

3. Pronouns

Replace the bolded words with the correct pronoun.

- a. Bill treated **Steve and Adam** to an ice cream cone.
- b. **Steve and Adam** thanked Bill.
- c. Adam borrowed **Steve's** bicycle.
- d. **Bill and I** ate dinner outside.
- e. Bill went to **Steve and Adam's** house.

4. Verbs - Action and Being

- a. Write a sentence using a being verb.
- b. Write a sentence using an action verb.



John seemed very proud of me. He used to make my mane and tail almost as smooth as a lady's hair, and he would talk to me a great deal. Of course, I did not understand all he said, but I learned more and more to know what he meant, and what he wanted me to do. I grew very fond of him. He was so gentle and kind. He seemed to know the tender places, and the ticklish places. When he brushed my head, he went as carefully over my eyes as if they were his own, and never stirred up any ill-temper.

Black Beauty by Anna Sewell

Day 1

- a. Take the literature passage from dictation. Proofread, looking for any spelling or punctuation errors.
- b. List any misspelled words for study this week or use the following suggested list: gentle, carefully, stirred, understand, masterful, existence, judicial, fictitious.

Before adding the suffix **-ful** to a word, look at the word. If the word ends with a consonant and **y**, change **y** to **i** and add **-ful**. If the word ends with a vowel and **y**, just add **-ful**. If the word ends with any other letter, just add **-ful**.

Note: Remember that the suffix **-ful** is spelled with only one **l**.

Spelling Tip

When adding **-ful** to a word ending with a consonant and **y**, change the **y** to **i** before adding **-ful**, otherwise just add **-ful**.

Day 1

c.

- | | |
|--------------|-------------|
| 1) plentiful | plentifully |
| 2) bountiful | bountifully |
| 3) wonderful | wonderfully |
| 4) colorful | colorfully |
| 5) joyful | joyfully |

d. A pronoun is a word that takes the place of a noun.

e. John seemed very proud of *Black Beauty*. *John* used to make *Black Beauty's* mane and tail almost as smooth as a lady's hair, and *John* would talk to *Black Beauty* a great deal. Of course, *Black Beauty* did not understand all *John* said, but *Black Beauty* learned more and more to know what *John* meant, and what *John* wanted *Black Beauty* to do. *Black Beauty* grew very fond of *John*. *John* was so gentle and kind. *John* seemed to know the tender places, and the ticklish places. When *John* brushed *Black Beauty's* head, *John* went as carefully over *Black Beauty's* eyes as if *Black Beauty's* eyes were *John's* own, and never stirred up any ill-temper.

c. Add the suffix. Say the words aloud as you write them.

	<u>-ful</u>	<u>-fully</u>
Ex: care	careful	carefully
Ex: play	playful	playfully
Ex: beauty	beautiful	beautifully

- 1) plenty
- 2) bounty
- 3) wonder
- 4) color
- 5) joy

d. In Lesson 1 you learned about pronouns. Do you remember the definition of a pronoun?

e. The noun that a pronoun replaces is called the **antecedent**. Without pronouns the literature passage would be very awkward to read. Read the passage substituting the appropriate antecedent for the pronouns used.
Ex: John seemed very proud of *Black Beauty*. *John* used to make *Black Beauty's* mane...

Day 2

a. As you learned in Lesson 1, sentences can be divided into two main parts - the complete subject and the complete predicate. The complete subject will always have a noun or pronoun as the simple subject. The complete predicate will always contain a verb.

Read the following sentence:

John did seem very proud of me.

John is the subject. The verb is *did seem*. A verb may consist of more than one verb. This is called a verb phrase. A **verb phrase** contains one main verb and one or more **helping verbs**. Sometimes a verb phrase may be separated by another word.

Ex: Jim *has not left*.

The following are some common helping verbs. Being verbs may also be used as helping verbs. It will help you to memorize these.

Common Helping Verbs				
have	has	had	do	does
did	shall	will	should	would
may	might	must	can	could

Being Verbs		
am	is	was
are	were	been
be	being	

- b. Underline the verbs twice in the following sentences. Some sentences may contain a verb phrase. Circle the helping verbs.

- 1) John brushed my hair.
- 2) He had made it like a lady's hair.
- 3) He would talk to me a great deal.
- 4) John had spoken kindly to me.

- c. Using the sentences in **2b**, box all the pronouns.

- d. Using the same sentences in **2b**, list all the nouns. Beside each noun write if it is a common noun (CN) or proper noun (PN).

Day 3

- a. Look at the second sentence in the literature passage. Why do you think *lady's hair* is written with an apostrophe s ('s)?

For a noun to show possession, you must add an apostrophe s ('s). This is called a **singular possessive noun**.

- b. Complete the following by making possessive nouns.
Ex: hair belonging to the lady - lady's hair

- 1) mane belonging to the horse
- 2) eyes belonging to the man
- 3) book belonging to John

Day 2

- b. 1) John brushed my hair.
2) He had made it like a lady's hair.
3) He would talk to me a great deal.
4) John had spoken kindly to me.

- c. 1) my
2) He, it
3) He, me
4) me

- d. 1) John - (PN)
hair - (CN)
2) hair - (CN)
3) deal - (CN)
4) John - (PN)

Day 3

- a. To show that the hair belonged to the lady

- b. 1) horse's mane
2) man's eyes
3) John's book

Day 3

- c. 1) teachers' desks
2) animals' food

- d. 1) mice's hole
2) men's jackets
3) women's cars

- f. 1) Sir Issac Newton
2) Jonathan Kimble, Jr.
3) Dr. J. T. Scott

- c. To make a possessive noun of plural words ending with **s**, usually just add an apostrophe ('). This is called a **plural possessive noun**.

Complete the following by making plural possessive nouns.

Ex: the room belonging to the boys - boys' room

- 1) desks belonging to the teachers
2) food belonging to the animals

Some nouns form their plural by changing completely. These words are **irregular** and form their plural possessive by adding an apostrophe **s** ('s).

Ex: the dog belonging to more than one child - children's dog

- d. Complete the following by making plural possessive nouns.
1) the hole belonging to more than one mouse
2) the jackets belonging to more than one man
3) the cars belonging to more than one woman

- e. In Lesson 1 you learned to capitalize all proper nouns such as names of people, countries, days of the week, etc. Also capitalize the **titles of people** which come before or after the name. Capitalize initials and punctuate with a **period** after **abbreviations** and **initials**. If the title comes after the name, add a comma after the name.

Ex: Mr. John Chang

Dr. Selma Dugan

Mrs. T.M. Lindberg

Samuel Kowalski, Esq.

(Notice the comma when the title comes after the name.)

- f. Capitalize and punctuate the following.
1) sir issac newton
2) jonathan kimble jr
3) dr j t scott

- g. When writing the **title of a book**, capitalize the first word and every other important word. If the title is handwritten, underline it. If it is computer generated, use italics.

h. Capitalize and underline the following titles of books.

Ex: Last of the Mohicans - handwritten
Last of the Mohicans - computer generated

- 1) the adventures of huckleberry finn
- 2) all creatures great and small
- 3) where the lilies bloom

i. You have learned to capitalize proper nouns. When referring to proper nouns of more than one word, capitalize each important word.

Ex: Amazon River
 Mount Everest
 Red Sea
 Hillside Community Theatre
 Rawlings & Company

j. Capitalize the proper nouns.

- 1) yellow river
- 2) lake superior
- 3) caspian sea
- 4) civil war
- 5) united states of america

k. Review your spelling words.

Day 4

a. Today you will begin learning how to diagram the basic parts of a sentence. There are several reasons why learning to diagram sentences will be beneficial to you.

First, for those of you who enjoy puzzles, diagramming sentences will make learning sentence parts more enjoyable. Secondly, the visual analysis of a sentence will be helpful in learning a second language. Although the sentence structure may vary for this new language, a clear understanding of terminology and a concept of the parts of speech in our language will help you comprehend the grammar of the new language.

Day 3

h.

- 1) The Adventures of Huckleberry Finn - handwritten
The Adventures of Huckleberry Finn - computer generated
- 2) All Creatures Great and Small - handwritten
All Creatures Great and Small - computer generated
- 3) Where The Lilies Bloom - handwritten
Where The Lilies Bloom - computer generated

- j.
- 1) Yellow River
 - 2) Lake Superior
 - 3) Caspian Sea
 - 4) Civil War
 - 5) United States of America

Note: For the next few lessons, the words which are to be diagrammed will always be bolded. You will eventually learn how to diagram complete sentences.

Since the foundation of a sentence is the simple subject and the simple predicate (verb), we will always start diagramming sentences with these two parts as follows:

subject | verb

Note: Always diagram the helping verbs with the verb.

Henceforth, the simple subject and simple predicate will be referred to as the subject and verb.

Day 4

b. 1)

man	stepped
master	backed
master	was
feet	slipped
We	stopped

c. 1)

John	seemed
I	grew
He	was

- b. Diagram only the subject and verb of the following sentences. The subject and verb are bolded.

- 1) A tall, broad **man stepped** forward.
- 2) The **master backed** me a little.
- 3) My new **master was** an unmarried man.
- 4) My **feet slipped** from under me.
- 5) **We stopped** at the principal hotel.

- c. Diagram only the subject and verb in these sentences. The subject and verb are bolded.

- 1) **John seemed** very proud of me.
- 2) **I grew** very fond of him.
- 3) **He was** so gentle and kind.

- d. Spelling test

Day 5

- a. Take the literature passage from dictation.
- b. Locate and diagram only the subject and verb of sentences in your easy-readers. If you are not sure about a sentence in your easy-readers, skip it and go on to another. Some questions will be cleared up in future lessons.
- c. Write your own sentences and then diagram the subject and verb.
- d. Choose skills from the *Review Activities*.

e. Say That Again!

Write a summary of this passage from *The Prince and the Pauper*:

Return we within the Guildhall. Suddenly, high above the jubilant roar and thunder of the revel, broke the clear peal of a bugle-note. There was instant silence—a deep hush; then a single voice rose—that of the messenger from the palace—and began to pipe forth a proclamation, the whole multitude standing, listening. The closing words, solemnly pronounced were:

“The king is dead!”

The great assemblage bent their heads upon their breasts with one accord; remained so, in profound silence, a few moments, then all sunk upon their knees in a body, stretched out their hands towards Tom, and a mighty shout burst forth that seemed to shake the building:

“Long live the king!”

Poor Tom’s dazed eyes wandered abroad over this stupefying spectacle, and finally rested dreamily upon the kneeling princesses beside him a moment, then upon the Earl of Hertford. A sudden purpose dawned in his face. He said, in a low tone, at Lord Hertford’s ear:

“Answer me truly, on thy faith and honor! Uttered I here a command, the which none but a king might hold privilege and prerogative to utter, would such commandment be obeyed, and none rise up to say me nay?”

“None, my liege, in all these realms. In thy person bides the majesty of England. Thou art the king—thy word is law.”

Tom responded, in a strong, earnest voice, and with great animation:

“Then shall the king’s law be law of mercy, from this day, and never more be law of blood! Up from thy knees and away! To the Tower and say the king decrees the Duke of Norfolk shall not die!”

Day 5

e.  **Teacher’s Note:** Summary should include the following:

The old King is dead.

Tom, still disguised as the prince, is now king.

Tom’s first question is will his commands be carried out.

Tom’s first command is that the Duke of Norfolk be pardoned.

The crowd rejoices in this show of mercy.

The words were caught up and carried eagerly from lip to lip far and wide over the hall, and as Hertford hurried from the presence, another prodigious shout burst forth: “The reign of blood is ended! Long live Edward king of England!”

- f. Enrichment (SAB)

Review Activities

Choose the skills your student needs to review.

1. *Antecedent*

Circle the pronouns. Write the words to which the pronouns refer.

- Heather lost her wallet.
- Carl looked for her wallet but couldn't find it.
- Heather asked her mother if she saw it.
- Terry and Lynn found it at their house.
- Heather thanked them.

2. *Verb Phrase / Helping Verbs*

Underline the verb phrase and circle the helping verb.

- Chris has been waiting a long time.
- He did not know you left.
- I am reading a book.
- You could have come with me.
- Jeremy has been sleeping all night.

3. *Possessive Nouns / Singular and Plural*

Write the correct possessive noun.

- kayak belonging to the boys
- lunchroom belonging to the teachers
- bicycle belonging to the child
- umbrella belonging to Jane
- garden belonging to Jenny

4. *Capitalization / Punctuation (Titles of people, titles of books, abbreviations, initials)*

Capitalize and punctuate the following.

- swiss family robinson (title of a book)
- around the world in eighty days (title of a book)
- robert williams jr
- mr thomas riveras
- dr j d lang

1.

- her - Heather
- her - Heather; it - wallet
- her - Heather; she - mother; it - wallet
- it - wallet; their - Terry and Lynn
- them - Terry and Lynn

2.

- Chris has been waiting a long time.
- He did not know you left.
- I am reading a book.
- You could have come with me.
- Jeremy has been sleeping all night.

3.

- boys' kayak
- teachers' lunchroom
- child's bike
- Jane's umbrella
- Jenny's garden

4.

- Swiss Family Robinson or Swiss Family Robinson
- Around the World in Eighty Days or Around the World in Eighty Days
- Robert Williams, Jr.
- Mr. Thomas Riveras
- Dr. J. D. Lang

- 5.
- Rocky Mountains
 - Red Sea
 - Columbia River
 - South Carolina
 - Pacific Ocean

- 6.
- John | ran
 - I | will finish
 - clouds | covered
 - weatherman | predicted
 - I | could see
 - stars | twinkled
 - rose | was
 - boy | laughed
 - eyes | snapped
 - day | is

5. *Proper Nouns / Capitalization*
Capitalize the proper nouns.

- rocky mountains
- red sea
- columbia river
- south carolina
- pacific ocean

6. *Diagram / Subject and Verb*
Diagram only the subject and verb. The subject and the verb have been bolded.

- John ran** home.
- Tomorrow, **I will finish** my project.
- Dark **clouds covered** the sky.
- The **weatherman predicted** snow for tomorrow.
- On top of the mountain, **I could see** the entire city.
- The bright **stars twinkled** above.
- A single **rose was** still on the bush.
- The **boy laughed** loudly.
- Her **eyes snapped** angrily.
- The **day is** clear and bright.



The perfect rest, the good food, the soft turf, and gentle exercise soon began to tell on my condition and my spirits. I had a good constitution from my mother, and I was never strained when I was young, so that I had a better chance than many horses, who have been worked before they came to their full strength. During the winter my legs improved so much that I began to feel quite young again.

Black Beauty by Anna Sewell

Day 1

- Take the literature passage from dictation. Proofread, looking for any spelling or punctuation errors.
- List any misspelled words for study this week or use the following suggested list: perfect, exercise, condition, strength, conclusion, maintenance, preferable, recommend.

Words with the /**shun**/ sound are usually spelled **-tion** or **-sion**. Words are rarely spelled **-shun**.

Spelling Tip

Words with the /**shun**/ sound are usually spelled **-tion** or **-sion**.

- Write the following words, and underline the suffixes **-tion** and **-sion**. Say the words aloud as you write them.

-tion

condition
mention
vacation
section
relation
nation
collection

-sion

permission
submission
admission
aversion
depression
tension
session

Day 1

- e.
- 1) Sheryl sliced some apples, oranges, and bananas.
 - 2) Don planted the seeds, Mary watered them, and the family enjoyed the harvest.
- f. Example:
Their vacation plans included sailing, hiking, and swimming.
- g. the physical character of the body

 **Teacher's Note:**
Dictionaries vary in how guide words are used. Refer to your dictionary and teach this skill accordingly.

Day 2

- a. 1) perfect rest
2) good food
3) soft turf
4) gentle exercise

- d. How did you do with the punctuation in the dictation? Look at the first sentence of the literature passage. **Commas** are used to separate words or groups of words used in a series. *The perfect rest, the good food, the soft turf, and gentle exercise* are separated by commas.

The comma is used to separate words.

Ex: The celebration was unique, fun, and exciting.

The comma is used to separate phrases.

Ex: We are going to hike the trails, set up camp, and sleep under the stars.

- e. Add commas to the following sentences.

- 1) Sheryl sliced some apples oranges and bananas.
- 2) Don planted the seeds Mary watered them and the family enjoyed the harvest.

- f. Write a sentence naming at least three things. Remember the commas.
- g. There are several meanings for the word *constitution*. Look up the word in the dictionary. Remember to use the guide words at the top of the page to help you find a word quickly. **Guide words** tell you the first and last words listed on each page. What is the meaning of the word *constitution* as used in this paragraph?

Day 2

- a. The first sentence of the literature passage tells you that Black Beauty experienced rest.
- 1) What kind of rest?
 - 2) What kind of food?
 - 3) What kind of turf?
 - 4) What kind of exercise?

These words are called adjectives. An **adjective** is a word that modifies (changes the meaning of something in such a way as to limit it or make it more specific) a noun or pronoun.

Note: *Her, the, a, an, Jerry's* are special adjectives and will be covered in **2e**.

Adjectives answer the following questions:

- What kind?
- How many?
- Which one?
- Whose?

I am sure you have looked through the lens of a camera or a microscope. At first glance, what you see is blurry, but you adjust the lens and bring it into focus. This is what adjectives do for us. For example, the word *dog* doesn't bring a distinct picture to our minds. But if we read *small dog*, the picture becomes a little clearer. If we read *small, black, scruffy dog* the picture is sharper yet. While the subject and verb are the foundation of a sentence, the adjectives (or modifiers) help make the meaning of the sentence clearer and more interesting.

- b. Look at the following sentences about *Black Beauty*. Underline the adjectives, and draw an arrow to the noun it describes. Write the question they answer.

- What kind?
- How many?
- Which one?
- Whose?

Ex: Several men boarded the train. how many

- 1) Her long, beautiful hair was streaming behind her back.
- 2) The sad day had come.
- 3) Three weeks had passed after the conversation.
- 4) An old gentleman was riding with him.

- c. Look again at this sentence:

Her long, beautiful hair was streaming behind her back.

What separates the adjectives *long* and *beautiful*?

Use a **comma** to separate two or more adjectives.

Day 2

b. 1) Her long, beautiful hair was streaming behind her back. what kind

2) The sad day had come. what kind

3) Three weeks had passed after the conversation. how many

4) An old gentleman was riding with him. what kind

c. a comma

Day 2

- d. 1) The man crept up the old, squeaky stairs.
 2) I met a kind, elderly woman.
 3) Heavy, dark clouds covered the sky.

f.

- 1) Her long, beautiful hair was streaming behind her back.
 2) The sad day had come.
 3) A droll smile came over Jerry's face.
 4) Three weeks had passed after the conversation.
 5) An old gentleman was riding with his wife.

d. Add commas to the following sentences as needed.

- 1) The man crept up the old squeaky stairs.
- 2) I met a kind elderly woman.
- 3) Heavy dark clouds covered the sky.

e. In addition to the adjectives we have studied, there are three special types of adjectives that we use more than any others:

- Articles - *a, an, the*
- Possessive nouns - words like *Joe's, boy's, cats', men's*
- Possessive pronouns - *my, mine, your(s), his, her(s), its, our(s), their(s)*

f. Circle the articles in the following sentences. Draw a box around the possessive pronouns. Underline the possessive nouns.

- 1) Her long, beautiful hair was streaming behind her back.
- 2) The sad day had come.
- 3) A droll smile came over Jerry's face.
- 4) Three weeks had passed after the conversation.
- 5) An old gentleman was riding with his wife.

Day 3

a. In the first sentence of the literature passage, the *turf* is said to be *soft*. If we were to compare it to another turf we could say it was *softer* than the other turf. If we compared it to several different turfs, we could say it was the *softest* turf.

Most adjectives can be compared using the suffix **-er** when comparing two things. This is called the **comparative form**. Use the suffix **-est** when comparing three or more things. This is called the **superlative form**. Most three or more syllable words use the words *more* or *most* to show comparisons.

Ex: clean - cleaner - cleanest
 excellent - more excellent - most excellent

Be careful. Some one-syllable words use *more* or *most*. Some adjectives may form their comparative and superlative either way.

Ex: fun - more fun - most fun

Write the comparative and superlative forms for the adjectives you found yesterday in **2b**.

Note: Some adjectives will not have a comparative or superlative form.

Positive

Ex: small

Ex: brilliant

Comparative

smaller

more brilliant

Superlative

smallest

most brilliant

- 1) long
- 2) beautiful
- 3) sad
- 4) old

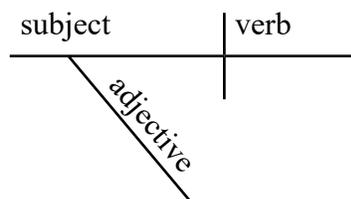
Three does not have a comparative or superlative form.

- b. Write sentences using the comparative and superlative forms for three of the listed words.
- c. Review your spelling words.

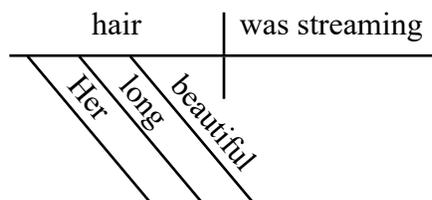
Day 4

- a. Adjectives are diagrammed on an angled line attached to the base line below the word modified. If there is more than one adjective, add another line.

Note: Always diagram articles, possessive pronouns, and possessive nouns as adjectives.



- b. Diagram only the subject, verb, and adjective in the following sentences. Words to be diagrammed are bolded.
Ex: **Her long, beautiful hair was streaming** behind her.



Day 3

a.

	Comparative	Superlative
1) longer	longer	longest
2) more beautiful	more beautiful	most beautiful
3) sadder	sadder	saddest
4) older	older	oldest

b. Example:

The waterfall was beautiful.

When comparing the two paintings, the seaside scene was the more beautiful.

She is the most beautiful actress on the stage.

4. b.
- 1)

day	had come
The sad	
 - 2)

smile	came
A droll	
 - 3)

weeks	had passed
Three	
 - 4)

gentleman	was riding
An old	

4. d&e.

- 1) A fresh, colorful vase brightened the room.
- 2) Soft, sweet music filled the air.
- 3) Five hungry children stared at me.
no comma
- 4) A shiny, crisp apple sat by his plate.

f.

- 1)

vase	brightened
A fresh colorful	
- 2)

music	filled
Soft sweet	
- 3)

children	stared
Five hungry	
- 4)

apple	sat
A shiny crisp	

- 1) **The sad day had come.**
- 2) **A droll smile came** over Jerry's face.
- 3) **Three weeks had passed** after the conversation.
- 4) **An old gentleman was riding** with him.

c. Read the following sentence:

A bright blue butterfly landed on the daisy.

A comma does not separate the adjectives *bright* and *blue*, because the words do not equally modify *butterfly*. To test words to see if they equally modify, try switching the words around or add *and* between the two adjectives.
Ex: A blue bright butterfly - does not sound right
A blue and bright butterfly - does not sound right

Also, when number words are used with another adjective, do **not** use a comma.

Ex: Five green frogs croaked in the pond.

Green five frogs - does not sound right
Five and green frogs - does not sound right

d. Add commas, as needed, to the following words:

- 1) A fresh colorful vase brightened the room.
- 2) Soft sweet music filled the air.
- 3) Five hungry children stared at me.
- 4) A shiny crisp apple sat by his plate.

e. Using the sentences above, underline the subject once and underline the verb twice. Draw an arrow from the adjective to the noun it describes.

f. Diagram only the subject, verb, and adjectives which are bolded. Remember to always diagram articles, possessive nouns, and possessive pronouns as adjectives.

- 1) **A fresh, colorful vase brightened** the room.
- 2) **Soft, sweet music filled** the air.
- 3) **Five hungry children stared** at me.
- 4) **A shiny, crisp apple sat** by his plate.

g. Spelling test

Day 5

- a. Take the literature passage from dictation.
- b. Practice locating adjectives in your easy-readers. Which ones are articles? Which ones are possessive pronouns? Which ones are possessive nouns?
- c. Write your own sentences with adjectives.
- d. Choose skills from the *Review Activities*.
- e. Say That Again!
Write a summary of this passage from *The Prince and the Pauper*.

Then all rose, and Tom Canty cried out:

“Now, O my king, take these regal garments back, and give poor Tom, thy servant, his shreds and remnants again.”

The Lord Protector spoke up:

“Let the small varlet be stripped and flung into the Tower.”

But the new king, the true king, said:

“I will not have it so. But for him I had not got my crown again-none shall lay a hand upon him to harm him. And as for thee, my good uncle, my Lord Protector, this conduct of thine is not grateful toward this poor lad, for I hear he hath made thee a duke”-the Protector blushed-“yet he was not a king; wherefore, what is thy fine title worth now? To-morrow you shall sue to me, through him, for its confirmation, else no duke, but a simple earl, shalt thou remain.” Under this rebuke, his grace the Duke of Somerset retired a little from the front for the moment. The king turned to Tom, and said, kindly:

“My poor boy, how was it that you could remember where I hid the Seal when I could not remember it myself?”

Day 5

- e.  **Teacher’s Note:** Summary should include the following:
Tom is relieved the true king has returned.
The Lord Protector wants to have Tom thrown in prison.
The new king silences the Lord Protector by pointing out he would not be a duke but for Tom.
The new king asks Tom how he knew where the seal was.
Tom confesses to using the seal to crack nuts.

“Ah, my king, that was easy, since I used it divers days.”

“Used it-yet could not explain where it was?”

“I did not know it was that they wanted. They did not describe it, your majesty.”

“Then how used you it?”

The red blood began to steal up into Tom’s cheeks, and he dropped his eyes and was silent.

“Speak up, good lad, and fear nothing,” said the king.

“How used you the Great Seal of England?”

Tom stammered a moment, in a pathetic confusion, then got it out:

“To crack nuts with!”

f. Enrichment (SAB)

Review Activities

Choose the skills your student needs to review.

1. *Subject and Verb*

Underline the subject once and underline the verb twice.

- Her white hair glistened.
- Three little puppies whimpered.
- The old lawnmower is working.
- Tom's father laughed.
- My gold watch broke.

2. *Diagram - Subject, Verb, Adjectives*

Using the sentences above, diagram each word in every sentence. Diagram the subject, verb, and adjectives. Diagram pronouns, possessive nouns, and articles as adjectives.

3. *Capitalization and Punctuation*

Add capitalization and punctuation to the following:

- mark had an appointment on friday with dr samuel e barthe.
- I read the novel, war and peace.
- marcy went to tennessee to see the fall colors of october.
- diamond gave birth to six black and white puppies.
- visiting yellowstone national park was unforgettable.

- Her white hair glistened.
 - Three little puppies whimpered.
 - The old lawnmower is working.
 - Tom's father laughed.
 - My gold watch broke.

- | | |
|------------|--------------|
| hair | glistened |
| <i>Her</i> | <i>white</i> |
 - | | |
|--------------|---------------|
| puppies | whimpered |
| <i>Three</i> | <i>little</i> |
 - | | |
|------------|------------|
| lawnmower | is working |
| <i>The</i> | <i>old</i> |
 - | | |
|--------------|---------|
| father | laughed |
| <i>Tom's</i> | |
 - | | |
|-----------|-------------|
| watch | broke |
| <i>My</i> | <i>gold</i> |

- Mark had an appointment on Friday with Dr. Samuel E. Barthe.
 - I read the novel, *War and Peace* (War and Peace).
 - Marcy went to Tennessee to see the fall colors of October.
 - Diamond gave birth to six black and white puppies.
 - Visiting Yellowstone National Park was unforgettable.

4. *Commas*

Add commas.

- a. The long cold winter dragged on for months.
- b. Melissa added whole wheat pretzels glazed peanuts and fresh cashews to the party mix.
- c. We saw monkeys swinging on ropes polar bears playing in the water and alligators basking in the sun.
- d. The crippled old woman walked with a limp.
- e. Russell drove up in his shiny new convertible.

5. *Adjectives - Comparative & Superlative*

Fill in the chart.

Positive

- a. quiet
- b. joyful
- c. grand
- d. serious
- e. simple

Comparative**Superlative**

4.

- a. The long, cold winter dragged on for months.
- b. Melissa added whole wheat pretzels, glazed peanuts, and fresh cashews to the party mix.
- c. We saw monkeys swinging on ropes, polar bears playing in the water, and alligators basking in the sun.
- d. The crippled, old woman walked with a limp.
- e. Russell drove up in his shiny, new convertible.

5.

Comparative	Superlative
a. quieter	quietest
b. more joyful	most joyful
c. grander	grandest
d. more serious	most serious
e. simpler	simplest

Assessment 1

(Lessons 1-3)

1.
 - a. The ploughboy / came into our field
 - b. He / ate blackberries
 - c. Then he / threw rocks at us.
 - d. We / ran away
 - e. The master / boxed his ears.
 2. A noun names a person, place, thing, or idea.
 3. Harry was as clever at stable-work as a much older boy and always wanted to do what he could. Then Polly and Dolly used to come in the morning to help with the cab. There used to be a great deal of laughing between them. It put Captain and Black Beauty in much better spirits than if they had heard scolding words. Their father Jerry could not bear any careless waste of time and nothing made him more angry than people who were always late.
-  **Note:** To retain clarity in a sentence, not all nouns should be replaced with pronouns.
4. Linda was so happy when she finally understood what had happened.
 5. Answers will vary.
Action verbs show what a person or thing does.
Ex: The dog barked.
 6. Answers will vary.
Being verbs show what a person or thing is: am, is, are, was, were, be, being, been
Ex: The dog is loud.

1. Draw a vertical line between between the complete subject and the complete predicate. Underline the simple subject once and the verb twice.
 - a. The ploughboy came into our field.
 - b. He ate blackberries.
 - c. Then he threw rocks at us.
 - d. We ran away.
 - e. The master boxed his ears.
2. Write the definition of a noun.
3. Rewrite the following sentences, replacing appropriate pronouns for the underlined words:

Harry was as clever at stable-work as a much older boy and always wanted to do what Harry could. Then Polly and Dolly used to come in the morning to help with the cab. There used to be a great deal of laughing between Polly and Dolly. It put Captain and Black Beauty in much better spirits than if Captain and Black Beauty had heard scolding words. Harry, Polly, and Dolly's father Jerry could not bear any careless waste of time and nothing made Jerry more angry than people who were always late.

4. Underline the pronoun and circle its antecedent in the following sentence:

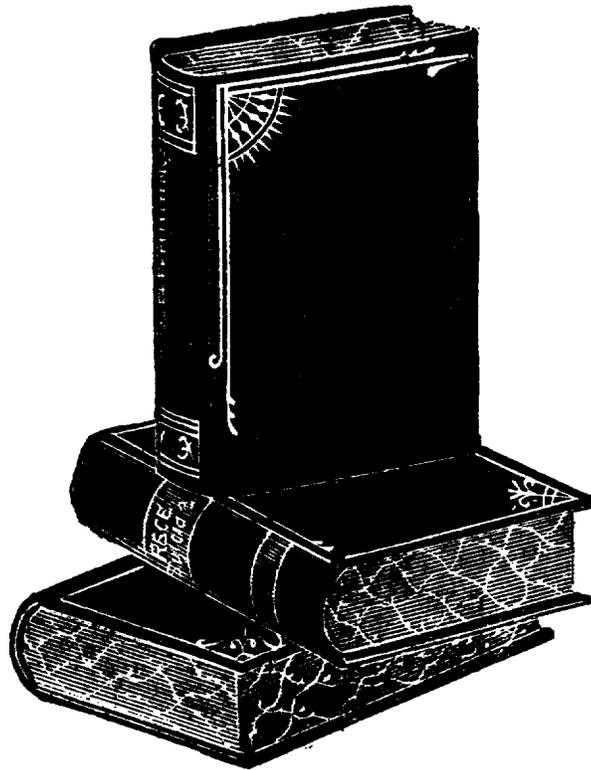
Linda was so happy when she finally understood what had happened.

5. Write three sentences with an action verb.
6. Write three sentences with a state of being verb.

7. Diagram only the simple subject and verb in the sentences in **1a-e**. Not every word will be diagrammed.
8. Underline the adjectives and circle the articles in the following sentences. Tell what questions the adjectives answer:
- The small man climbed up the tree.
 - The good teacher was coming.
 - A great crowd surrounded him.
 - Two kind eyes looked up in the tree.
 - A gentle, sweet voice called to him.
9. Write the comparative and superlative form of each of the adjectives you underlined above.
10. Diagram only the simple subject, verb, and adjectives in the sentences in **8a-e**. Not every word will be diagrammed.

- 7.
- ploughboy | came
 - he | ate
 - he | threw
 - we | ran
 - master | boxed
- 8.
- The (article), small (adjective, what kind), the (article)
 - The (article), good (adjective, what kind)
 - A (article), great (adjective, what kind)
 - Two (adjective, how many), kind (adjective, what kind), the (article)
 - A (article), gentle (adjective, what kind), sweet (adjective, what kind)
- 9.
- | Comparative | Superlative |
|---------------------------|-------------------------|
| a. smaller | smallest |
| b. better | best |
| c. greater | greatest |
| d. kinder | kindest |
| e. more gentle
sweeter | most gentle
sweetest |
- (Two) cannot be compared
- 10.
- man | climbed
The small
 - teacher | was coming
The good
 - crowd | surrounded
A great
 - eyes | looked
Two kind
 - voice | called
A gentle sweet

POETRY UNIT



The Poetry Unit is a six-week unit.

 **Teacher's Note:**
Enrichment Activities for *The Poetry Unit* are found after Lesson 9 in the *Student Activity Book*. Use as needed in the next 6 weeks.

Poetry is an important part of your curriculum. Exploring poetry will increase your fluency and sensitivity to language in all your writing. You will develop self-confidence in writing and develop valuable problem solving skills as you explore figurative language and become aware of new relationships between people, things, and ideas.

Many of us are somewhat afraid of poetry, feeling we do not understand much of it. Take time during the next six weeks to read poetry aloud to each other, choosing poems that you understand and enjoy. You will “catch” each other’s excitement as you share these favorites. Usually, at the end of each week, you will have the option of hearing recitations. Encourage each other to have something memorized to recite.

Throughout the *Poetry Unit*, write your poetry on a separate sheet of paper. Put these aside to use at the end of the unit. In Lesson 9, you will make a poetry booklet using the poetry you have written.

If you do not already have some books of poetry, go to the library and check out several to use during the following weeks or look for them on the Internet.

Poetry Appreciation

Day 1

Begin looking through the books of poetry you have collected. Just as a song needs to be heard to be appreciated, poems also are written to appeal to the ear. Because of this you will find that you enjoy poetry more if you hear it. So read aloud to each other today. Do you find a certain poet you like best?

Day 2

As you continue reading poetry aloud, you will discover poems you really like. It would be a good idea to begin memorizing them. This will help train your ear to the rhythm and beauty of poetry, and will also make these poems really yours for a lifetime.

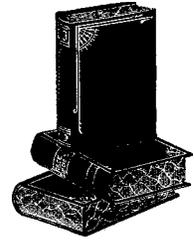
You may have difficulty choosing a poem to memorize. During this unit, there will be some suggested poems for you to memorize. You will usually be given two short poems or part of a longer poem. If you choose a long poem, you may wish to take two weeks to work on it instead of one. Remember, you may choose your own poem(s) or choose one or more of the suggested poems. The important thing is to work on memorizing throughout the week and be prepared to recite.

Here are the suggested poems for this week:

Count that Day Lost by George Eliot

*If you sit down at set of sun
And count the acts that you have done,
And, counting, find
One self-denying deed, one word
That eased the heart of him who heard,
One glance most kind
That fell like sunshine where it went—
Then you may count that day well spent.*

*But if, through all the livelong day,
You've cheered no heart, by yea or nay—
If, through it all*



*You've nothing done that you can trace
That brought the sunshine to one face—
No act most small
That helped some soul and nothing cost—
Then count that day as worse than lost.*

Can't by Edgar Guest

*Can't is the worst word that's written or spoken;
Doing more harm here than slander and lies;
On it is many a strong spirit broken,
And with it many a good purpose dies.
It springs from the lips of the thoughtless each morning
And robs us of courage we need through the day:
It rings in our ears like a timely sent warning
And laughs when we falter and fall by the way.*

*Can't is the father of feeble endeavor,
The parent of terror and halfhearted work;
It weakens the efforts of artisans clever,
And makes of the toiler an indolent shirk.
It poisons the soul of the man with a vision,
It stifles in infancy many a plan;
It greets honest toiling with open derision
And mocks at the hopes and the dreams of a man.*

*Can't is a word none should speak without blushing;
To utter it should be a symbol of shame;
Ambition and courage it daily is crushing;
It blights a man's purpose and shortens his aim
Despise it with all of your hatred of error;
Refuse it the lodgment it seeks in your brain;
Arm against it as a creature of terror,
And all that you dream of you someday shall gain.*

*Can't is the word that is foe to ambition,
An enemy ambushed to shatter your will;
Its prey is forever the man with a mission
And bows but to courage and patience and skill.
Hate it, with hatred that's deep and undying,
For once it is welcomed 'twill break any man;
Whatever the goal you are seeking, keep trying
And answer this demon by saying: "I can."*

The following is only part of a longer poem. You may wish to learn all or part of it.

The Highwayman by Alfred Noyes

*The wind was a torrent of darkness among the gusty trees,
The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight over the purple moor—
And the highwayman came riding—riding—riding
The highwayman came riding, up to the old inn-door.*

*He'd a French cocked-hat on his forehead, a bunch of lace at
his chin,
A coat of the claret velvet, and breeches of brown doe-skin;
They fitted with never a wrinkle; his boots were up to the thigh!
And he rode with a jeweled twinkle,
His pistol butts a-twinkle,
His rapier hilt a-twinkle, under the jeweled sky.*

Day 3

Continue reading poetry aloud. Spend some time memorizing. If you have found a poet to be a favorite, learn something about his or her life.

Day 4

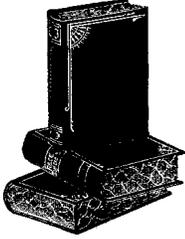
Continue reading poetry aloud and memorizing. Practice reciting your poem using good expression.

Day 5

Recitation Day. Follow these guidelines when giving a recitation.

Tips on Recitation

1. Begin by stating the title and author of your poem.
2. No gum chewing allowed.
3. Stand straight and tall with hands to your side.
4. Look straight ahead; not at the floor.
5. Speak clearly and slowly.
6. Use good expression.



Imagery

Day 1

- a. **Imagery** is the use of vivid description to appeal to the reader's sense of sight, hearing, smell, taste, or touch. The pictures or sensations produced in the reader's mind are images of the real thing. The reader's imagination enables him to form these images in his mind.

Writers use **figurative language** in order to accomplish this imaging. We are going to focus on three types of figurative language:

- simile
- metaphor
- personification

- b. Read the following poem by Sir Walter Scott aloud.

*The tear down childhood's cheek that flows
Is like the dew-drop on the rose;
When next the summer breeze comes by
And waves the bush, the flower is dry.*

1.
c. The tear is *like* the dew-drop.
- c. A **simile** gives an idea or image of something by comparing it to something else using the connecting word *like* or *as*.

Can you find the simile in Sir Walter Scott's poem?

- d. Read the following poem aloud. This is the first verse of a longer poem.

Hearth by Peggy Bacon

*A cat sat quaintly by the fire
And watched the burning coals
And watched the little flames aspire
Like small decrepit souls.*

- e. Flames aspire *like* small decrepit souls.
- f. Example:
The rainbow is like a bridge between the two mountain tops.

The arch of the rainbow is the same as the arch of a bridge.

- e. Find the simile.
- f. Write a sentence comparing two things using a simile. Explain how they are similar.

g. Here are the suggested poems for this week's memorization:

What and Why and When And How and Where and Who by Rudyard Kipling

*I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.*

*I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.
But different folk have different views;
I know a person small—
She keeps ten million serving-men,
Who get no rest at all!
She sends 'em abroad on her own affairs,
From the second she opens her eyes—
One million Hows, two million Wheres,
And seven million Whys!*

A Narrow Fellow in the Grass by Emily Dickinson

*A narrow fellow in the grass
Occasionally rides;
You may have met him,—did you not?
His notice sudden is.*

*The grass divides as with a comb,
A spotted shaft is seen;
And then it closes at your feet
And opens further on.*

*He loves a boggy acre,
A floor too cool for corn.
Yet when a child, and barefoot,
I more than once, at morn,*

*Have passed, I thought a whip-lash
Unbraiding in the sun,—
When stooping to secure it,
it wrinkled, and was gone.*

*Several of nature's people
I know, and they know me;
I feel for them a transport
Of cordiality—;*

*But never met this fellow,
Attended or alone,
Without a tighter breathing,
And zero at the bone.*

Here's part of a longer poem for you to try:

The Spider and the Fly by Mary Howitt

*“Will you walk into my parlor?” said the Spider to the Fly,
“’Tis the prettiest little parlor that ever you did spy;
The way into my parlor is up a winding stair,
And I have many curious things to show when you are there.”
“Oh no, no,” said the little Fly, “to ask me is in vain;
For who goes up your winding stair can ne’er come down
again.”*

*“I’m sure you must be weary, dear, with soaring up so high;
Will you rest upon my little bed?” said the Spider to the Fly.
“There are pretty curtains drawn around, the sheets are
fine and thin;
And if you like to rest awhile, I’ll snugly tuck you in!”
“Oh no, no,” said the little Fly, “for I’ve often heard it said
They never, never wake again, who sleep upon your bed!”*

Day 2

- a. Today you will do some activities that will help you practice comparing things. Write simile sentence clues that describe by telling about the size, color, shape, smell, taste, weight, sound, or touch of an object. Try to write more than one clue for each of the following objects. Remember, you want to appeal to the reader’s senses.

Ex: apple

I'm as big as a croquet ball. (size)

I'm as red as a rose. (color)

- 1) pencil
- 2) shoe
- 3) marshmallow
- 4) glue

b. Use similes to make your verbs more expressive.

Ex: The sailboats bobbed (action verb) on the lake *like* bottle corks (noun).

- 1) The rain _____ on the roof *like* _____.
- 2) The wind _____ in the trees *like* _____.
- 3) The cat _____ on the fence *like* _____.
- 4) The light _____ on the water *like* _____.

c. Many similes that first come to mind are common sayings we hear quite often. For example, have you ever heard or said the following?

He's as brave as a lion.

She's as quiet as a mouse.

These are called **cliches**. A cliché is an overused expression or image. When writing poetry, try to avoid clichés.

d. Using the following list of adjectives, write a common expression for each one, then try to write a fresh, new simile for each.

- 1) soft as
- 2) cute as
- 3) cold as
- 4) brave as
- 5) white as

e. If you have time, spend the rest of the time observing the figurative language in your poetry books.

Day 2

a. Possible answers:

- 1) I'm as straight as a pin.
- 2) I fit like a glove.
- 3) I'm as soft as the clouds.
- 4) I'm as sticky as sap.

b. Possible answers:

- 1) The rain pitter -pattered on the roof *like* tiny feet.
- 2) The wind whispered in the trees *like* a lullaby.
- 3) The cat stalked on the fence *like* a prowler.
- 4) The light glistened on the water *like* diamonds.

d. Possible answers:

- 1) a feather (cliche)
a billowy cloud
- 2) a button (cliche)
a newborn babe
- 3) ice (cliche)
a frosty morning
- 4) a lion (cliche)
a knight
- 5) snow (cliche)
a movie star's teeth

Day 3

- b. My bed is a little boat.
The poetry line
compares the bed with
a boat.

- c. flower, these children

Day 3

- a. Yesterday you did some activities with similes. Today you will practice writing metaphor and personification.

Read the following poetry excerpt aloud:

My Bed is a Boat by Robert Louis Stevenson

*My bed is a little boat;
Nurse helps me in when I embark
She girds me in my sailor's coat
And starts me in the dark.*

A **metaphor** is a comparison in which one thing is said to be another. A comparison is made by using any form of the verb *be* (being, been, is, am, are, was, were).

- b. Find the metaphor in the previous poem.
c. Read the following poetry excerpt.

Flowers in Winter by John Greenleaf Whittier

*How strange to greet, this frosty morn,
In graceful counterfeit of flower,
These children of the meadows, born
Of sunshine and of showers!*

An **implied metaphor** is a comparison that does not use any form of the verb *be*.

Can you find the implied metaphor?

- d. Read the following poetry excerpt.

Nature, the gentlest mother by Emily Dickinson

*Nature, the gentlest mother,
Impatient of no child,
The feeblest or the waywardest,
Her admonition mild*

- e. What is the implied metaphor in this poem? Rewrite the implied metaphor as a metaphor.
- f. We sometimes confuse simile and metaphor. The following example illustrates how we can write a basic comparison and express it as a simile, a metaphor, or an implied metaphor.
 Ex: Her smile is like a light brightening my day. (simile)
 Her smile is a light that brightens my day. (metaphor)
 The light of her smile brightens my day. (implied metaphor)
- g. Write the following simile as a metaphor and an implied metaphor and label each appropriately:
Her heart is like a garden.
- h. Using your work from **2a - d**, rewrite some of your similes as complete sentences, and then write them again as a metaphor or implied metaphor.

Day 4

- a. Read the following poem, *Snow-flake*, by Henry Wadsworth Longfellow.

*Out of the bosom of the air,
 Out of the cloud-folds of her garment shaken,
 Over the woodlands brown and bare,
 Over the harvest-fields forsaken,
 Silent, and soft, and slow
 Descends the snow.*

Personification is comparing an object to a living thing. The writer is not saying “This is like this” but instead “This behaves like a person.”

Ex: The wind *muttered* through the quiet oaks.

- b. Find the personification used in the poem above.

- e. Nature, the gentlest mother
 Nature is the gentlest mother.

- g. Her heart is a garden.
 -metaphor
 Possible answer:
 Her heart, a garden, quaint and sweet.
 -implied metaphor

- h. Possible answers:
 The baby’s blanket is as soft as a billowy cloud. (simile)
 The baby’s blanket is a soft billowy cloud. (metaphor)
 The baby’s blanket, a soft billowy cloud, caresses her as she sleeps.
 (implied metaphor)

Day 4

- b. Out of the bosom of the air, Out of the cloud-folds of her garment shaken

Day 4

- d. morns are meeker,
berry's cheek, rose
is out of town, maple
wears a gayer scarf,
field a scarlet gown
- e. Possible answers:
2) danced
3) protected
4) whispered
- f. Answers will depend
on the poems read by
each student.

- c. Read the following poem.

Autumn by Emily Dickinson

*The morns are meeker than they were,
The nuts getting brown;
The berry's cheek is plumper,
The rose is out of town.*

*The maple wears a gayer scarf,
The field a scarlet gown.
Lest I should be old-fashioned,
I'll put a trinket on.*

- d. Find examples of personification in "Autumn."
- e. Look at the following statements:
- 1) The stairs *made noise*.
 - 2) A sparrow *flew by*.
 - 3) The tree *covered* the boy.
 - 4) The light *came* through the trees.

Pretend that each of these things move or talk or act like a person. Change the italicized words to show the object acting like a person.

Ex: The stairs *groaned*.

- f. Find examples of a metaphor and personification in your poetry reading today.

Day 5

Most of the poetry you have been reading probably rhymed. The poems you write today will not. Concentrate on word images by using simile, metaphor, or personification as studied during the last few days.

Choose one or more of the following "poem starters":

- a. Choosing one subject, write a poem that uses similes that appeal to at least three senses.

Ex:

*While walking on the shore one day
The air smelled sharp like tar, (smell)
And the sand shone like a heap of gold (sight)
As it sparkled from afar.
The waves broke in upon the beach
Like an angry lion's roar, (hearing)
Then tiptoed quietly back out
Only to return once more.*

- b. Write a poem from an object's point of view. Show what the object may think and how it may feel.

Ex:

*I am short and very stout,
with legs bowed at the knee.
I'm often pushed and moved about,
and people stand on me.
I make a handy foot rest.
I do not jump or bark,
But when it's night beware lest
you trip on me in the dark.*

This poem was written from *a stool's* point of view.

- c. Choose a color and write a poem describing it using a simile and/or a metaphor.

Ex:

*Purple is a mighty King, (metaphor)
with scepter and glowing crown.
While Pink is like a pretty queen, (simile)
with soft and flowing gown.*

-
- d. Choose an activity you are familiar with (playing football, sailing, playing a musical instrument, horseback riding, etc.) and write a poem describing how you feel when you are doing the activity.

Ex:

Basketball

*The whistle blows
The referee throws
The ball up in the air.
The players jump.
We hear a thump,
And the ball flies over there.
The players fall.
They pass the ball.
They all are in a sweat.
Some people cheer,
While others sneer,
As the ball goes through the net.
The game is done.
One side has won.
The teams shake hands together.
What fun is had.
We all are glad
For a ball made out of leather.*

