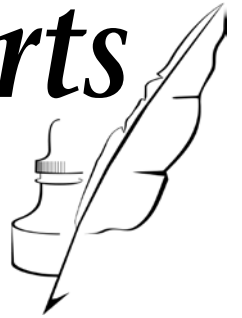


Learning Language Arts Through Literature



THE ORANGE
STUDENT ACTIVITY BOOK
3rd Edition

By

Debbie Strayer

and

Susan Simpson



Common Sense Press
Simple to teach. Easy to learn.

The *Learning Language Arts Through Literature* series:

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

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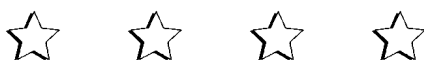
Message to the Student



Welcome to *Learning Language Arts Through Literature*! This is *The Orange Student Activity Book* where you will record your answers to the questions from *The Orange Teacher Book*. Throughout your *Student Activity Book* you will find lined blank *Notes* pages. Use these pages to record skills which need to be reviewed.

You will enjoy learning language arts as you read good books and practice your writing skills in fun and creative ways. Remember, any skill seems difficult at first, but as you complete each day's work, you will get better and better.

Enjoy this year while *Learning Language Arts Through Literature*.



Teacher's Note

The *Orange Student Activity Book* is a companion to the *The Orange Teacher Book* from the *Learning Language Arts Through Literature* series. There are 32 numbered lessons and four Book Studies for a total of 36 weeks of work. Each lesson or Book Study takes approximately five days to complete.

Let's look at Lesson 1. It consists of Days 1-5. On Day 1 your student completes a.-d.

- a) Read literature passage
- b) Dictation / Edit
- c) Choose spelling words; Spelling Tip: ow and ou
- d) Enrichment

The following day you will teach Day 2, a.-e. Typically a student may need more time on certain skills while he moving quickly through others. Each student is unique. So try our ideas, but freely experiment until you find patterns that work for you.

This book can't be used independently. It is designed to be used with its companion, *The Orange Teacher Book* which contains the complete teaching material, information, and answers you need to teach the program. *The Orange Teacher Book* and other products by Common Sense Press can be found at www.commonsensepress.com.

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EVERYDAY WORDS



The Boxcar Children, #1



The children watched until the horse and cart had gone down the road. Then they came out from behind the bushes and looked at each other.

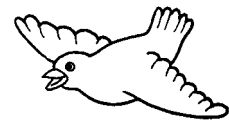
The Boxcar Children #1, by Gertrude Chandler Warner
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- Day 1**
- a. Read the literature passage with your teacher.
 - b. Write the literature passage from dictation as your teacher reads it. Write on every other line of your paper. Remember to begin each sentence with a capital letter. Compare your work to the passage and make any corrections. Did you remember to begin each sentence with a capital letter?

- c. List three to six words that you and your teacher decide you should study this week for spelling. Suggested words: down, came, out, bow, cloud, other.



Spelling Tip
When spelling /ow/ words with the /ow/ sound, use **ou** or **ow**; use **ow** at the end of a word.



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

<u>ow</u>	<u>ou</u>
down _____	out _____
cow _____	snout _____
growl _____	round _____

ow

plow _____
 owl _____
 vow _____

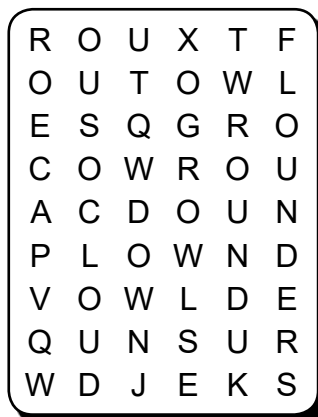
ou

cloud _____
 flounder _____
 mountain _____

d. Enrichment

Find ten words from **1c** and circle them.
 The words are read down or across only.

Clue Box			
vow	down	out	cow
round	plow	cloud	owl
growl		flounder	



Day 2

- a. Underline the words in the literature passage that name a person, place, thing, or idea.
- b. These words are called **nouns**. Look around the room and write five nouns.

- c. **Common nouns** name “any” person, place, thing, or idea and begin with a lower case letter.

The word *boy* is a common noun. The word *Benny* is the name of a “particular” boy and is called a **proper noun**. Always **capitalize** proper nouns.

Name a proper noun for each of the following common nouns.
 Remember to capitalize.

- 1) girl _____
- 2) city _____
- 3) month _____
- 4) dog _____

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

1) The boy ran home.

2) I was born in a city.

e. Enrichment

On another piece of paper, write two complete sentences using a proper noun in each. Illustrate one or both of the sentences.

Day 3 a. A **sentence** is a complete thought. It tells about something or someone.

Read the following sentences. Write **C** (complete sentence) or **I** (incomplete sentence) after each sentence.

1) On Tuesday afternoon. _____

2) Went to the museum. _____

3) On Tuesday afternoon my family went to the museum. _____

4) Had beautiful paintings. _____

b. A sentence which tells something ends with a **period** (.).

Ex: Uncle Bill is coming to dinner.

Find a telling sentence in one of your reading books.

Write a telling sentence and end it with a period.

c. A sentence which asks something ends with a **question mark** (?).

Ex: What time is Uncle Bill coming?

Find an asking sentence in one of your reading books.

Write an asking sentence and end it with a question mark.

- d. A sentence which shows sudden or strong emotion ends with an **exclamation mark (!)**.

Ex: Uncle Bill is so excited to see you!

Find a sentence which shows strong feeling in one of your reading books.
Write a sentence showing strong or sudden emotion and end it with an exclamation mark.

- e. A sentence which gives a command may end with a period or exclamation mark.

Ex: Please set the table.
Get out of the way!

Write a sentence giving a command, and end it with a period or exclamation mark.

- f. Optional: Workout!

Use a red colored pencil to correct the mistakes in this paragraph.
HINT: There are three sentences.

we start school every year in september right after labor day I am
eager to look at my new books and see the topics i will cover Hooray
for the first day of school

- g. Optional: In Other Words

Use your thesaurus to replace these words:

eager _____

new _____

see _____

Common Sense Thought: Sometimes you must change a word or two in a sentence to fit your new word.

Ex: I am *enthusiastic* to see my *latest* books and *find out* the topics I will cover.

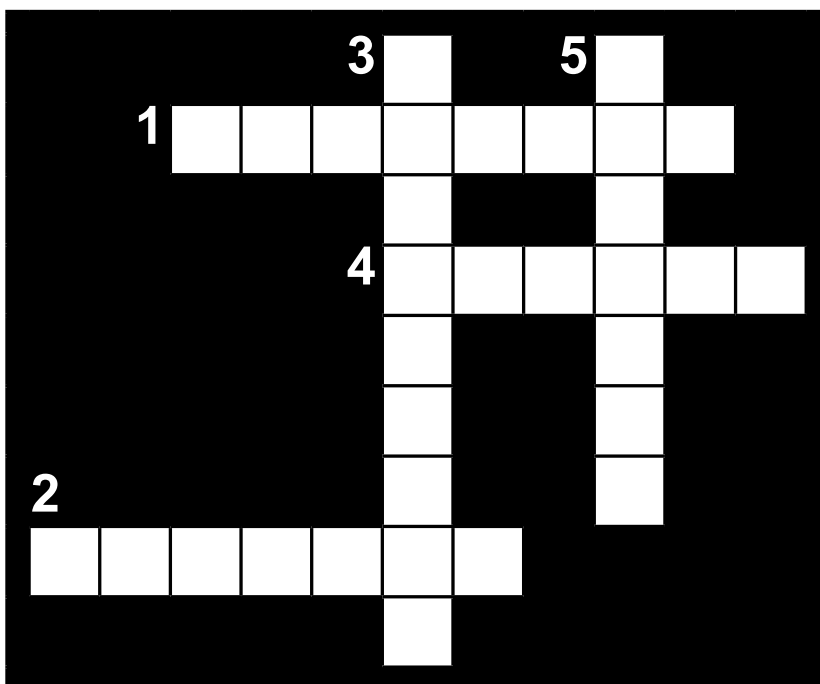
Copy your corrected paragraph from **3f** using your new words.

h. Enrichment

Crossword Puzzle

1. someone who travels for discovery
2. an area of land where fruit trees are grown
3. seats for spectators at an event
4. to respect or look up to
5. great joy and elation

Clue Box
orchard
explorer
bleachers
delight
admire



i. Review your spelling list.

- Day 4** a. Look at the first sentence of the literature passage. *The children* is the **complete subject**. The complete subject is the subject and all the words that tell who or what the sentence is about. Every sentence must have a subject.

Underline the complete subject in the following sentences:

1) Our next door neighbor painted his house.

2) The big cat chased the little dog.

- b. Look at the first sentence of the literature passage again. *Watched until the horse and cart had gone down the road* is the **complete predicate**. The complete predicate includes the verb or verb phrase and all the words that tell what is said about the subject and completes the sentence. The **predicate** tells something about the subject.

Underline the complete predicate twice using the same sentences.

1) Our next door neighbor painted his house.

2) The big cat chased the little dog.

- c. Enrichment

Find four pictures in a magazine, catalog, or newspaper that you like and cut them out. Glue them on a piece of paper. On another piece of paper write two describing sentences about each picture. Give someone else both of your papers and ask him to read your sentences and match them with the correct picture.

- d. Take an oral or written spelling pretest.

Day 5 a. Copy the literature passage or take it from dictation. Compare your work with the literature passage.

b. Spelling test

c. Choose skills from the *Review Activities*.



Review Activities

1. Capitalize the first word of each sentence.

a. the little girl found a rabbit.

b. they went to the zoo.

c. every day Zac went to town.

d. father read the newspaper.

e. he took the children to the circus.

2. Underline all the nouns in the following sentences.

a. My father fixed the broken window.

b. The museum displayed many things.

c. The boys became good friends.

d. A trophy was given to the winner.

e. The children visited their grandfather.

3. Write a proper noun for each of the following common nouns.

a. boy

b. girl

c. dog

d. city

e. month

4. Read the sentences and write **C** (complete sentence) or **I** (incomplete sentence) after each sentence.

a. The children ran after the dog. _____

b. Jumped over the fence. _____

c. The happy little girls. _____

d. The warm sun felt good after the swim. _____

e. Warmed up in the sun. _____

5. Add punctuation after each sentence. (. ! ?)

a. I was so surprised

b. Jessie is very nice

c. Did you see him

d. My brother is sick

e. Hurry, and get the doctor



6. Underline the complete subject once and underline the complete predicate twice in the following sentences.

a. Beth helped with the baby.

b. The strange noise frightened the children.

c. I washed the car.

d. The dog barked at the stranger.

7. Rewrite this sentence using correct punctuation and capitalization.

dad took aiden and james to community swim club for the competition



That same night Dr. Moore sat reading the paper. All at once he saw the word LOST and began to read.

LOST. Four children, two boys and two girls. Somewhere around Greenfield or Silver City. Five thousand dollars to anyone who can find them.

- James Henry Alden.

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Day 1

- a. Read the literature passage with your teacher.
- b. Write the literature passage from dictation as your teacher reads it. Write on every other line of your paper. Edit the paragraph using the literature passage. Make corrections with a colored pencil. Circle any misspelled words and write them correctly in the space above the circled word.

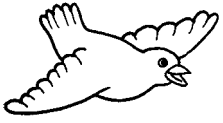
- c. List three to six words that you should study for spelling this week, or use these suggested words: night, find, dollars, wild, kind, colt.

- d. Say the following words aloud. Clap one time for each syllable as you say it. Write how many syllables you hear in each word.

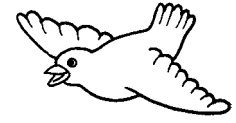
Ex: night - 1

- 1) reading _____ 4) boys _____
- 2) once _____ 5) thousand _____
- 3) children _____ 6) calendar _____

e.



Spelling Tip
 One-syllable words like *find* which end in two different consonants do not need an extra vowel to make the vowel long.



f. Circle the correctly spelled words.

- | | | |
|---------------------------------|-------|-------|
| 1) the opposite of young | olde | old |
| 2) the opposite of scared | bold | boald |
| 3) the opposite of mean | kind | kinde |
| 4) the opposite of tame | wilde | wild |
| 5) a young horse | coalt | colt |
| 6) the opposite of hot | colde | cold |
| 7) a precious metal; not silver | goald | gold |
| 8) to tell | told | tolde |
| 9) the back, as in back legs | hind | hinde |
| 10) not hot or cold | milde | mild |

g. Enrichment

Find a piece of blank paper. Fold it in half one way and then in half the other way. Open it up and you will have four sections. In each section, write a word from **1f** and illustrate the word.

Day 2 a. In the literature passage look at the line which follows the second *LOST*. List all the nouns in column 2b.

2a.	2b.

- b. In column 2a, write the word which comes before each noun.
- c. Number words are **adjectives** because they tell how many. Find the number word in the last sentence of the literature passage.
-

- d. What noun is it describing? _____
- e. Go to a room in your house that has more than one of the same object.
Ex: a dining room with several chairs

Pick an object and write how many objects you have.
Ex: three chairs

Write a sentence using the above words.
Ex: We have three chairs in our dining room.

Do this with several different objects.

Suggestions: bedrooms - Our house has four bedrooms.
people - We have eight people in our family.
clocks - We have three clocks in our house.
telephones - Our family uses two telephones.

- f. **Adjectives** not only tell how many, but also which one, what kind, or whose. Look at the pictures below and describe each thing by using adjectives. You may use words from the Adjective Box. Write a complete sentence about each picture.

Adjective Box		
nice	pretty	old
new	big	small
funny	happy	sad
tall	green	hot



- Day 3** a. Look at the literature passage. Who is reading the paper? Write the word *Doctor*. An abbreviation is a shortened way to write a word. A letter or letters are left out to make an abbreviation. Cross out the letters that are left out of the word to make the **abbreviation** for Doctor.

b. What is added to the end of the abbreviation? _____

c. Why do you think the period is added to the abbreviation?

d. Look at the word *Mister*. It is abbreviated as *Mr*.

Which letters are left out of the word to make the abbreviation?

e. What type of letter begins these abbreviations?

- f. These abbreviations are part of a certain person's name (titles) and therefore are capitalized. Write your father's, grandfather's, or uncle's name using the abbreviation for mister.

Ex: Mr. Alexander Smith

- g. **Initials** are also capitalized and used with a period. Write your name using initials.

Ex: William Edward Teague - W. E. Teague

- h. In the literature passage find all the words that are capitalized. Why does each one need a **capital letter**?

Note: The newspaper ad does not use complete sentences yet capitalizes the first word.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- i. Capitalize the following proper nouns. Remember to capitalize each word.

1) lake huron _____

2) maple street _____

3) dogwood avenue _____

4) mississippi river _____

- j. Optional: Workout!

Use a red colored pencil to correct the mistakes in this paragraph.

HINT: There are four sentences.

hour neighbor is mr r t long he has an interesting collection of rocks and fossils from all over the united states. mr long is very nice sometimes he invites us to look at his collection

k. Optional: In Other Words

Use your thesaurus to replace these words:

interesting _____

nice _____

invites _____

look _____

Copy your corrected paragraph from **3j** using your new words.

l. Review your spelling words.

- Day 4** a. Look at the second sentence of the second paragraph of the literature passage again. What small word joins or connects *two boys* and *two girls*?

A **conjunction** is a connecting word which joins words, phrases, or sentences.

List of Common Conjunctions		
and	but	or

- b. Find the other conjunctions in the literature passage.

- c. Find the table of contents in your newspaper. Locate the classified ads. Look for the *Lost and Found* section. Find one section that interests you and read several ads located within that section. What types of information are included in the ad?

- d. Pretend you are placing an ad in this newspaper to sell something or to find something that is lost. Newspapers charge by the word or line, so try to tell the most important things, but keep the ad short. Write an ad of ten to fifteen words. Remember to add your phone number so people reading the newspaper can call you if they are interested.

Ex: Found. Black and white dog.
Crooked tail. Call 555-1212.

For Sale. Large hamster cage with
water bottle and wheel. \$5.00.
Call 333-9494.



Write your own ad.

Did you use any conjunctions in your ad? Circle the conjunctions.

e. Enrichment

Find four classified ads in your paper that seem funny or interesting to you. Cut them out and glue them on a piece of paper. Discuss them with your teacher.

f. Take an oral or written spelling pretest.

Day 5 a. Copy the literature passage, or take it from dictation. Check it with the literature passage.

b. Spelling test

c. Choose skills from the *Review Activities*.

Review Activities

1. Say each word aloud. Clap the syllables. Write how many syllables you hear in each word.

a. trees

b. between

c. happy

d. paper

e. apple

f. plentiful

2. Fill in the blanks with adjectives.

a. We went to the beach to watch the _____ sunset.

b. Yesterday we had a _____ storm.

c. We saw _____ monkeys at the zoo.

d. Tom found a _____ ring.

e. Rachel walked by a _____ brook.

3. Rewrite the following names using abbreviations for titles.

a. mister Jackson

b. doctor Ziegler

4. Think of your favorite author or find a book on your bookshelf. Write the author's name using the initials of his first name.





The children's grandfather wanted them to like his house. He wanted them to live with him all the time. So he had made over some of the rooms just for them.

*The children went with him in his car to see the house. When the car stopped in front of it, Henry cried in surprise, "Do you live **here**, in this beautiful house?"*

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- Day 1** a. Listen as your teacher reads the literature passage to you.

The literature passage uses the expression, *made over*, to tell us what the children's grandfather did to some rooms in his house. What do you think this expression means in the sentence?

- b. Read the first paragraph to your teacher. Think about the children's grandfather. Describe to your teacher the kind of person you think he is. You may use words from the Adjective Box.

Adjective Box		
old	young	healthy
sick	kind	cruel
rich	poor	happy
sad	thoughtful	generous

- c. In the second paragraph of the literature passage, the children arrive at their grandfather's house. How do you think it looked to the children?

- d. Henry is surprised when they stop in front of their house. Henry is so surprised that he cried out, "Do you live **here**, in this beautiful house?" Why do you think the word *here* is written in bolded letters?

- e. Write the first paragraph of the literature passage from dictation as your teacher reads it again. Write on every other line.

Edit the paragraph using the literature passage. Make corrections with a colored pencil. Circle any misspelled words and write them correctly in the space above the circled word.

- f. There is another word that sounds just like the word *here*. The word *hear* sounds the same but has a different spelling and a different meaning. Words like these are called **homonyms**.

Use *here* and *hear* correctly.

- 1) I will meet you _____ tomorrow.
 2) I can _____ the birds singing.

Match the word to its correct meaning.

- | | |
|---------|-----------------------------------|
| 3) won | the number which comes before two |
| one | the past tense of win |
| 4) blew | a color |
| blue | the past tense of blow |
| 5) hole | an opening |
| whole | all parts together |



g. Write a sentence using each of the words in **2f**.

h. Make a list of three to six misspelled words or use the following suggested list: stopped, here, house, wanted, running, dragging.

i. The word *stopped* comes from the main word, *stop*. This is called the **base** or **root word**. Sometimes letter(s) are added at the end of a base word. This is called a **suffix**. Some common suffixes are **-ed** and **-ing**.



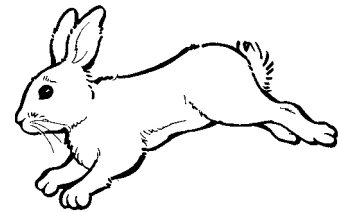
Spelling Tip
 Words like ***stop*** which end with one vowel and one consonant need a double consonant when adding a suffix beginning with a vowel.



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

Ex: mop	<u>-ed</u> mopped	<u>-ing</u> mopping
drag	_____	_____
chop	_____	_____
fan	_____	_____

- Day 2**
- a. Look at the literature passage. The complete subject in the first sentence is *the children's grandfather*. The **simple subject** is the subject without any other words. Therefore, the simple subject in the first sentence is *grandfather*.
- b. Underline the complete subject and circle the simple subject in the sentences below. Sometimes the complete subject and simple subject are the same.
- 1) He wanted them to live with him all the time.
 - 2) The children went with him in his car to see the house.
- c. Separate the complete subject and the complete predicate with a vertical line and underline the simple subject.
- Ex: The timid deer | leaped over the fence.
- 1) The white rabbit hopped into its burrow.
 - 2) A cunning fox crept slowly toward the tree.
- d. Look at the last sentence in the literature passage. Which word describes *house*?



Words that describe a person, place, thing, or idea are called adjectives. When using two or more adjectives to describe a noun, separate the adjectives with a **comma**.

Ex: Grandpa tells long, exciting stories.

Grandma listens to his long, exciting, and funny stories.

- e. Place commas correctly in the following sentences:
- 1) I picked some beautiful fresh flowers.
 - 2) Jessie shrieked a loud shrill cry.
 - 3) The children were tired after their long hard workout.



- f. Look at the picture of the dog below. Write a sentence describing the dog using two or more adjectives. You may use words from the Adjective Box. Remember the comma.

Ex: My friend has a cute, little dog.



Adjective Box

black	brown	friendly
mean	big	small
hungry	playful	sad
good	lonely	lost

- g. Underline the complete subject of your sentence. Circle the simple subject.

- Day 3** a. Just as the complete subject has a simple subject, the complete predicate has a simple predicate. The simple predicate is called the **verb**.

There are two kinds of verbs: action verbs and being verbs.

A verb can show action, like *dance*, *walk*, *play*, *swim*, *stand*, *talk*, etc. These are called **action verbs**.

- b. If you can do it, it is an action verb. Circle the verbs you can act out.

run are help laugh

jump work were was

- c. You couldn't act out the verbs *are*, *were*, and *was* because they tell what a thing or person is "being." These are called **being verbs**.

Being Verbs

am	is	are	was
were	be	being	been

- d. Separate the complete subject and complete predicate with a vertical line. Underline the simple subject once and underline the action verbs twice.
Ex: The boys | played well.

- 1) Henry hit a homerun.
- 2) The crowd cheered for the team.
- 3) Henry's team won the game.

- e. Separate the complete subject and complete predicate with a vertical line. Underline the simple subject once and underline the being verb twice.

- 1) The team was happy.
- 2) Henry is a good player.
- 3) The games were exciting.

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

- f. Enrichment

Find a picture that you like in a magazine, catalog, or newspaper. Cut it out. Glue it on a piece of paper. Write two describing sentences about the picture. Underline the adjectives in your sentences.

- g. Optional: Workout!

Use a red colored pencil to correct the mistakes in this paragraph. Hint: There are three sentences.

today i went too the birmingham zoo with amanda and josh we saw tall giraffes big elephants and lowd parrots we had fun

- h. Optional: In Other Words

Use your thesaurus to replace these words:

tall _____

big _____

loud _____

fun _____

Copy your corrected paragraph from **3g** using your new words.

i. Review your spelling words.

Day 4 a. In the first sentence of the literature passage, circle the word that tells whose grandfather it is.

The word *children* has to be changed when we make it “own” something. An **apostrophe** and **s** (**'s**) are added to the word to show possession. This is called a **possessive noun**.

b. Find three objects in the room that belong to different people and put them on your table. Think of whom each thing belongs using the following pattern:

Ex: a book belonging to Henry - Henry's book

c. Write the possessive noun using the same pattern.

1) the purse belonging to Violet _____

2) the book belonging to my brother _____

3) a pen belonging to my friend _____

d. Write a sentence using a possessive noun to show who owns or possesses each object on the table.

Ex: Henry's book is on the table.

- e. In the literature passage, circle the word *he* every time it is used. Who is *he* in each case?
-

- f. Circle the word *him* every time it is used in the literature passage. To whom is the word *him* referring?
-

He and *him* are words that replace the word *grandfather* in these sentences. They are **pronouns**, words which take the place of a noun.

- g. In the first sentence whose house is described?
- h. The word *his* is the **possessive pronoun** of *he* and *him*. In whose car did the children ride to grandfather's house?
-

Refer to the Personal Pronoun Chart below to help you answer questions **i - k**.

PERSONAL PRONOUNS		
<u>Singular</u>		
Subjective	Possessive	Objective
I	my, mine	me
you	your, yours	you
he, she, it	his, her, hers, its	it, him, her
<u>Plural</u>		
Subjective	Possessive	Objective
we	our, ours	us
you	your, yours	you
they	their, theirs	them

- i. Using the same objects on the table tell your teacher about each object using a possessive pronoun.
Ex: a book belonging to Henry - *his* book
-
-
-

j. Write possessive pronouns using the same pattern.

1) the purse belonging to Violet _____

2) a toy belonging to Benny and Jessie _____

k. Write a sentence about each object using a possessive pronoun.

Ex: Henry left his book on the table.

l. If you could have a room remodeled just for you, how would you like it to look? Talk to your teacher about the walls, bed, closet, shelves, etc. In your discussion include colors, designs, and sizes. You may use words from the Adjective Box.

Adjective Box		
big	bright	colorful
soft	dim	blue
pink	cozy	comfortable

m. Write three or four sentences describing your “made over” room.

Use pronouns in your writing.

Ex: I will paint **my** room blue. Glow in the dark stars will fill **my** ceiling so **I** can see them at night.

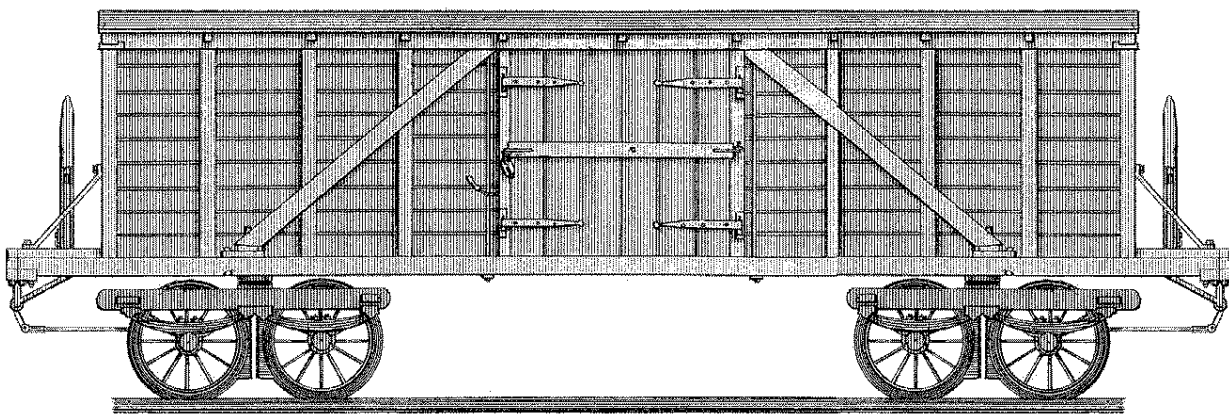
Optional: Draw a picture of the room on a piece of paper.

n. Take an oral or written spelling pretest.

Day 5 a. Take the first paragraph of the literature passage from dictation.
Check it with the literature passage.

b. Spelling test

c. Choose skills from the *Review Activities*.



Review Activities

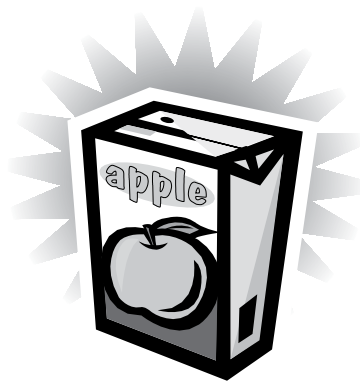
1. Write the correct homonym in the following sentences.

- a. (*hear, here*) I walked from _____ to there.
- b. (*won, one*) Jackson _____ the race.
- c. (*blew, blue*) The wind _____ against the window.
- d. (*whole, hole*) Dad will fix the _____ in the wall.
- e. (*hear, here*) I like to _____ the waves lapping on the shore.
- f. (*won, one*) Jason has only _____ dollar left.
- g. (*whole, hole*) I can't believe you ate the _____ pizza.
- h. (*blew, blue*) The _____ sky looked clear.



2. Separate the complete subject and predicate with a vertical line. Underline the simple subject once and underline the verb twice.

- a. The cool drink satisfied the young boy.
- b. The happy children picked the apples.
- c. The dog sniffed the ground.
- d. The tired children fell asleep.
- e. The curious dog followed the porcupine.



3. Write the following as possessive nouns:

- a. the smile of Casey b. the dog of Paul c. the vacation of Julie

4. Using the same phrases above, replace the possessive noun with a possessive pronoun.

- a. the smile of Casey b. the dog of Paul c. the vacation of Julie

5. Rewrite this sentence using correct spelling, punctuation, and capitalization.

graces ant maggie sent her a ticket to six flags



Assessment 1

(Lessons 1-3)

Use the following sentences to complete exercises 1-7.

a. The happy, little dog ran to the big tree.

b. James is my older brother.

1. Draw a vertical line between the complete subject and the complete predicate. Underline the simple subject once, and underline the verb twice.
2. Look at the verbs you underlined. Are they action verbs or being verbs?
3. Circle all the nouns. Are any of the nouns a proper noun? Which one?
4. Box all the pronouns.
5. Draw an arrow from the adjectives to the noun they describe.
6. Look at sentence **a**. Why is the comma used in this sentence?
7. Both sentences end with a period. Why?
8. Write a sentence that asks something.

9. Write a sentence that shows strong feeling.

10. Write a sentence that makes a command.

Assessment 1

Use the following phrases to complete exercises 11 and 12.

- a. the car belonging to Mom
- b. the friend belonging to the man

11. Write the phrase using a possessive noun.

12. Write the phrase using a possessive pronoun.

13. Use the following homonyms correctly in oral sentences: here/hear, won/one, blew/blue, hole/whole.

14. Write your teacher's name using her initials. Write a title before her name.

15. Say the names of your family members aloud. How many syllables do you hear in each one?

16. Write your name. Write the name of the city where you live. Did you capitalize these words? Why?

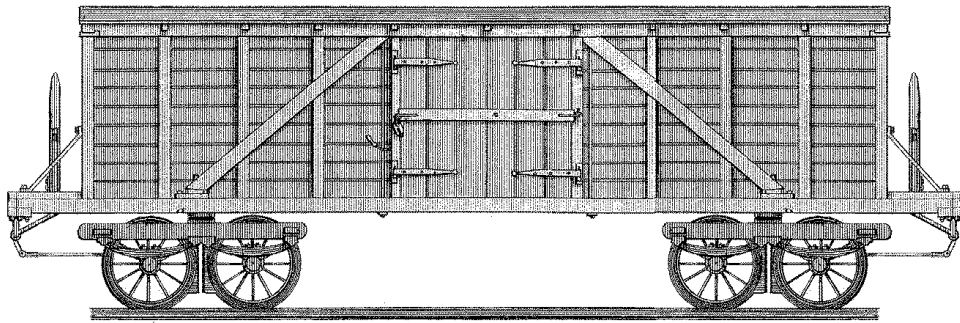
17. Write a sentence using a conjunction.

18. Write a sentence using adjectives to describe your house.

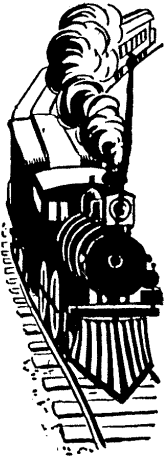
19. Rewrite these sentences using correct spelling, punctuation, and capitalization.

my friend rebecca lives in huntsville alabama when i visit her we go to the U S space & rocket center we like to tour the hole center so we can see all the exhibits

BOOK STUDY A



The Boxcar Children, #1



Vocabulary

Find the word in its context. Reread the sentences before and after the word. Do you understand the meaning of the word? Look up the word in the dictionary and write a clear, simple definition, and use it in a sentence.

1. explorer – (Chapter V) _____

2. orchard – (Chapter IX) _____

3. bleachers – (Chapter X) _____

4. admire – (Chapter XI) _____

5. delight – (Chapter X) _____

Complete the sentences with the correct vocabulary word.

6. The children smiled as they ate their delicious dinner with _____.

7. Watch led the young _____ to the dump to find treasures.

8. As the children walked closer, the fragrance of cherry blossoms filled the _____.

9. Benny wanted everyone to _____ his new stockings.

10. The spectators sat in the _____ and shouted loudly.



Discussion Questions

As you read the book, discuss these questions with your teacher. Find and read the sentences from the book that help you determine the answer to each question.

Chapter I

1. Although the children had never met their grandfather why did they think he would be mean to them?

Chapter II

2. When the children came to a crossroads why did they choose Silver City rather than Greenfield?

Chapter III

3. Do you think the children took good care of Benny? In what ways did they care for him?

Chapter IV

4. Although Benny did not like to wash how did Jessie get him to wash?

Chapter V

5. Why do you think Henry was glad the children had a dog?

Chapter VI

6. How did Henry make a simple spoon seem so special to Benny?

Chapter VII

7. Why do you think Henry and Jessie didn't tell the others about the queer noise they heard during the night?

Chapter VIII

8. Everyone thought the dinner Jessie made was delicious. Why do you think it tasted so good to them?

Chapter IX

9. Dr. Moore paid the children well for their cherry picking. Why did he think they were such good workers?

Chapter X

10. What do you think helped Henry win the race?

Chapter XI

11. In your own words tell what Benny did to Watch and why.

Chapter XII

12. Why do you think it took so long for the doctor to tell Mr. Alden that the children were his grandchildren?

Chapter XIII

13. The children's new home with their grandfather was much nicer than the old boxcar. Why do you think the children were "homesick"?

Sequencing Events

Ten events from *The Boxcar Children* are written in the boxes below. Read the sentences, and put them in the order they happened. Cut out the sentence strips. Glue them in the correct order onto the Sequencing Events Diagram in your *Student Activity Book* on the following page.

Henry finds work in town to buy food for the children.

The children find an old boxcar and make it home.

The children run away from their grandfather.

Mr. Alden discovers that the “boxcar children” are his grandchildren.

Mr. Alden gives Henry a silver cup and twenty-five dollars.

Henry wins the race.

Violet gets sick.

Benny gives Watch a haircut.

The children build a dam to make a pool.

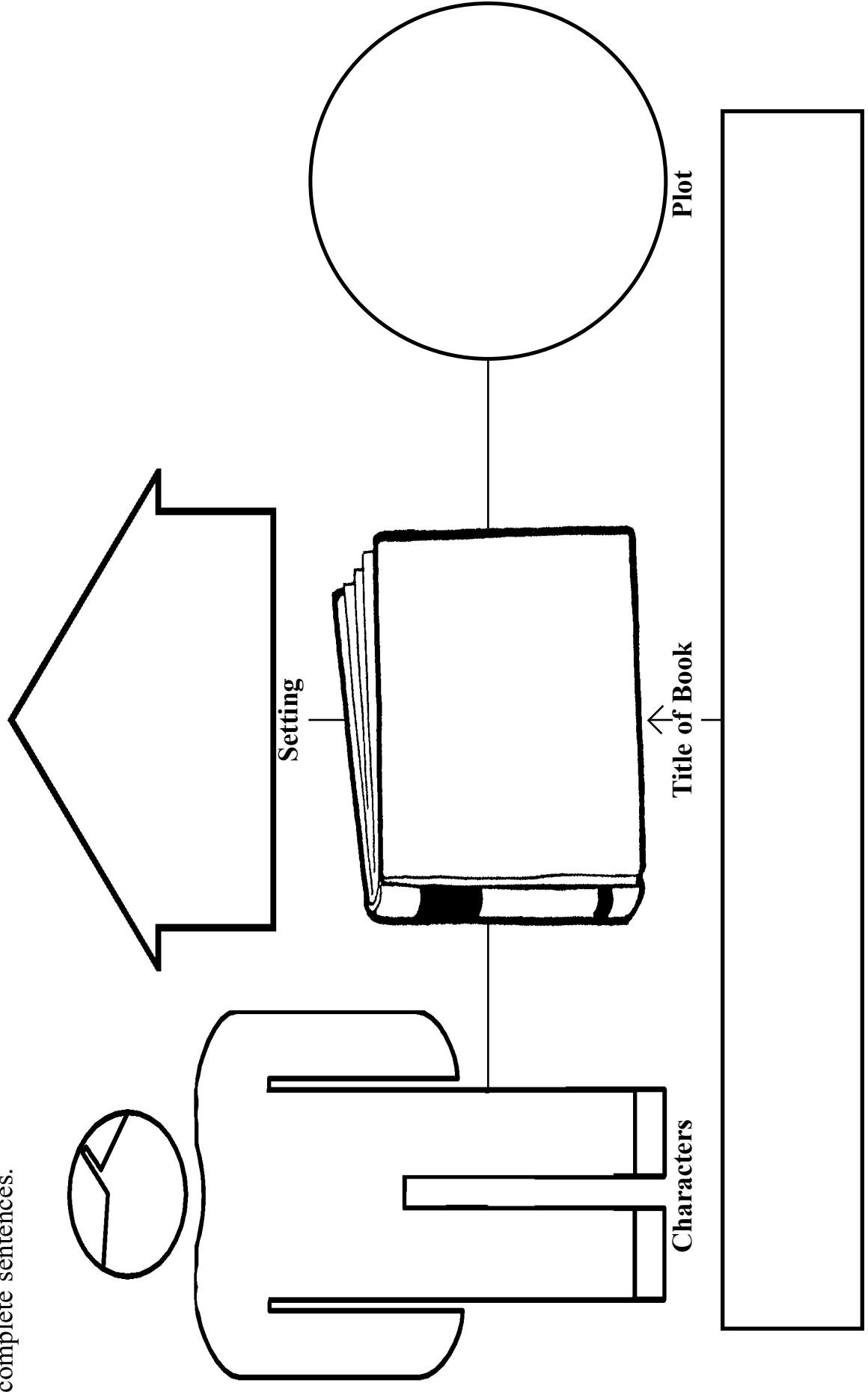
Henry gets a job for all the children to pick cherries for Dr. Moore.

Parts of a Story

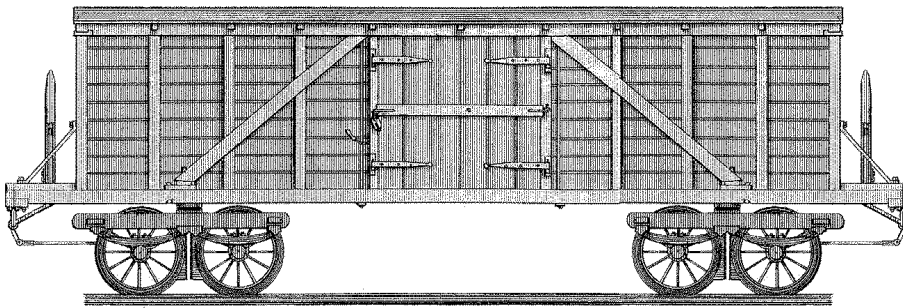
1. **Setting** - Where does the story take place?
2. **Characters** - Who are the main characters in the story?
3. **Plot** - What is the story about?
4. **Conclusion** - How does the story end?

Story Diagram

Using the questions on the previous page (Parts of a Story) to help you, fill in the Story Diagram below. You do not need to use complete sentences.



I C.A.N. Assessment
The Boxcar Children Book Study A



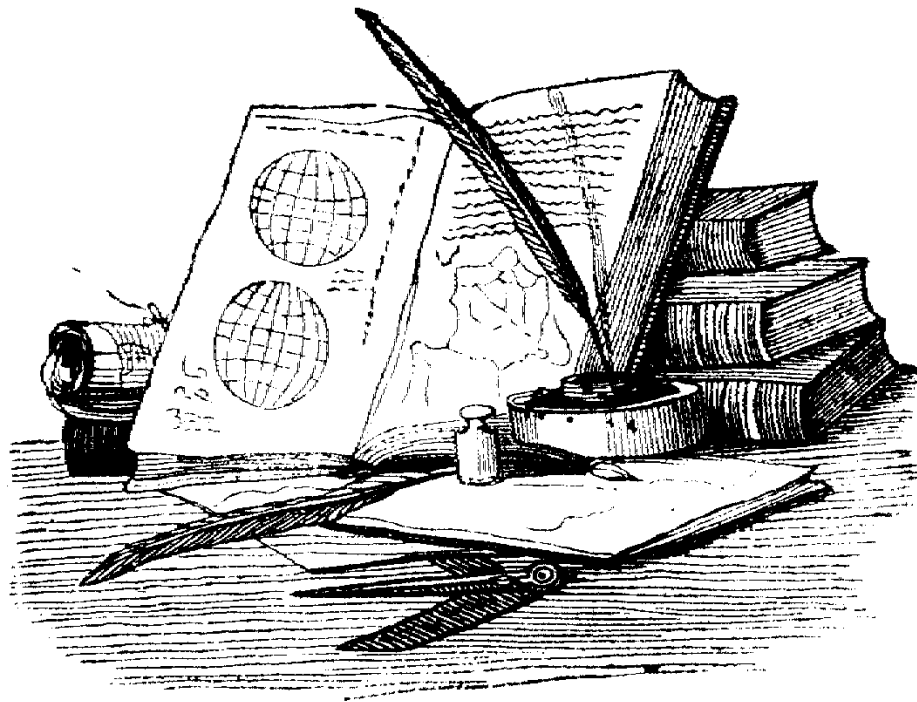
After *The Boxcar Children* Book Study A is completed check off each I C.A.N. objective with your teacher.

C I can **complete** my work.
I can be **creative**.

A I can be **accurate**.
I can do my work with a good **attitude**.

N I can do my work **neatly**.

PREPARATION FOR



RESEARCH

- Day 1** a. Using a map of your state, find the capital. Later in this manual you will write a report about your state, so ask for some information now.

Discuss with your teacher how to request information from the Chamber of Commerce of your state capital. Write a rough draft. Look at the sample letter of request in this lesson. Remember to capitalize the entire name of the street and end with a period if using abbreviations.

Common Street Abbreviations

Street - St.	Road - Rd.
Drive - Dr.	Avenue - Ave.
Lane - Ln.	Circle - Cr.

After your teacher has edited your letter, recopy it.

- b. Address an envelope. Write your return name and address on the top left hand corner of the envelope. If you use abbreviations use them correctly. Look at the sample envelope in this lesson.
- c. Begin gathering information about your state from other sources in the library and online.
- d. As you read and gather information with your teacher keep a list of words that are new to you. As you write a word on your list be sure to look it up in the dictionary. Write a short explanation of what the word means.

123 Long Pine Road (**your address**)
Tucson, AZ 34890 (**city, state zip**)
November 2, 2013 (**today's date**)

Chamber of Commerce
100 State Street (**address**)
Phoenix, AZ 31320 (**city, state zip**)

Dear Sirs:

I am writing a report on our state and would like to request information. Any information on our state's past or present would be helpful.

Thank you for your reply.

Sincerely,

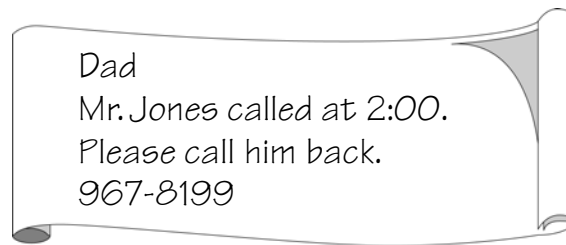
Taylor Owens
(**your name**)

Taylor Owens (**your name**)
123 Long Pine Road (**your address**)
Tucson, AZ 34890 (**city, state zip**)

stamp

Chamber of Commerce
100 State Street (**address**)
Phoenix, AZ 31320 (**city, state zip**)

- Day 2** a. How do you gather information and remember it? One way is called **note taking**. You may not realize it, but you already take notes. When someone calls to speak to your father and he is not home, you make notes to tell him about the conversation. You certainly don't write down every word that is spoken; you only write down the most important facts for your dad. Here is an example of a message you might write:



This may not seem like much, but if any of this information is wrong or left out, your dad may not be able to return the call.

- b. Make a list of the important things to write down from a phone conversation for another person who is not home.

- c. Enrichment

Read each list of words and circle the one that does not belong in the group. Under the list, write a sentence that tells why it did not belong.

Example: dog cat parrot book hamster

A book is not a pet.

1. sunflower daisy rose tulip butterfly

2. shoes brush socks hat jacket

3. pizza apple milk crackers banana

Make two lists like these and ask someone to find the one that does not belong.

- Day 3** a. Another way we gather information is by taking notes about what we have read. Again, the goal is not to copy down every word, but to read something and write down the facts that seem most important to us.

Here is an example of taking notes on the facts we read:

It was a beautiful day. The sun was shining and the birds were singing. As the girl walked along the dirt road the sand felt warm on her bare feet. Summer flowers by the road seemed to call her to pick them.

My notes would be:

- a barefoot girl
- walking down a dirt road
- nice summer day

- b. Reread each literature passage used in Lessons 1-3. After reading the passages write a few notes about the most important facts from each passage. Then using your notes, write two or three sentences telling about the main facts.

Lesson 1

Lesson 2

Lesson 3

- Day 4**
- a. Choose a TV show or short DVD to watch, listen to an audiobook, or read a section in a book or online. Write down several main points about the subject. Using your notes write three or four sentences. Reread your sentences to make sure all the main points of the show (DVD, audiobook, book, etc.) were covered.

- b. We have looked at three kinds of information.
 - 1) We can take notes on what we hear.
 - 2) We can take notes on what we read.
 - 3) We can take notes on what we see.

- Day 5** Choose a book, a DVD, online article, or an audiobook and practice taking notes. Write three or four sentences and discuss them with your teacher.