

Learning Language Arts Through Literature



THE ORANGE
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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Common Sense Press of Melbourne LLC

3121 Skyway Circle, Suite A

Melbourne, FL 32934

www.commonsensepress.com

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Cover Design: Kate White, 2017

Cover art: Nongkran_ch/Bigstock.com

Printed in the United States of America.

Rev 12/2018

Printed 10/2017

ISBN 978-1-929683-39-0

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 not even aware it was taking place.

It is the belief of the publishers 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, children will receive a quality education in language arts.

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

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. Additionally, the activity *Workout!* will develop your student's grammar as he uses editing skills to correct errors in a paragraph. Your student's **vocabulary** will be enhanced by reading the literature selections which have been carefully chosen for his grade level. Furthermore, the activity *In Other Words* will boost your student's vocabulary by thesaurus use and the use of these words in context. 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. Students are taught the *See-Say-Spell* method. Encourage your student to look and see how the word is spelled, say the word aloud, and then spell the word. By using this multi-sensory method, your student has the advantage of seeing, saying, and spelling. Spelling pretests and tests are included.

Penmanship skills may be developed as your student writes dictation or any other writing assignment. Specific practice is not included in the lessons. However, handwriting is influenced by maturity of fine motor ability so the goal is to improve from the point at which your student begins.

Higher Order Thinking Skills are developed through 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



The Orange Teacher Book provides materials, activities, and suggestions to encourage and benefit you as you create a learning environment for your student. The easy-to-use format makes teaching easy and effective. Most lessons contain a passage of literature and learning activities which are designed to help your student learn language skills in their context while developing writing and thinking skills.

There are 36 lessons which include four *Book Studies* for a total of 180 days 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 moving quickly through others. Each student is unique. So try our ideas, but freely experiment until you find patterns that work for you.

Everyday Words

Each *Everyday Words* lesson contains a passage of literature and learning activities designed to help your student learn language skills in their context while developing writing and thinking skills. An emphasis is placed on grammar skills appropriate for fourth grade.

In each lesson the student will either copy the passage or write it from dictation. Copying material is a very powerful learning activity. It trains a student to look for details, strive for accuracy, and learn to write. After the student has made his first copy, ask him to check it with the model and make any necessary corrections. When dictation is used in the lesson, the passage will need to be read clearly, sentence by sentence. It is also important to use your voice to stress pauses and indicate punctuation marks.

Since this method may be new for you, here are a few suggestions:

1. Before dictation or copying, read the entire passage to your student.
2. Begin the dictation by reading one sentence at a time. If necessary repeat the sentence, reading it one phrase at a time.
3. Instruct your student to leave a blank space between each line so that corrections are easy to make.

-
4. After dictation or copying, allow your student to use the passage to edit the work. At first have the student check his work one line or phrase at a time. Asking the student to correct the work all at once may prove to be frustrating.

Book Studies

There are four book studies contained in this teacher's manual. You may complete the *Book Study* in a week. But if your student needs more time adjust your schedule accordingly. The four *Book Study* units are provided for your student's enjoyment of good literature. Each story has a convenient summary with the readability level. Be flexible in how you use the *Book Studies*. If you know your student is a good reader and comprehends well, you may choose to ask only certain questions. For your hesitant reader use the questions to help you discuss the book and use it as a springboard for your student to tell you about the story.

Research Unit

This unit is preceded by the *Preparation for Research* lesson. A study of the student's state provides a basis for study in various types of research. For example, the student will demonstrate skills in fact gathering, note taking, writing, and more. At this level, the student is taught only the process of writing a bibliography. Bibliographies can be very involved and complicated, so allow your student to learn a simplified bibliography at this time. It will be taught again in a higher level book.

Journal Writing Unit

The unit begins with instruction on journal writing. It expands to include sign and map making, photo albums, letters, perspective writing, and more.

Poetry Unit

By copying, creating, and illustrating various types of poetry, your student will gain an understanding and appreciation of this form of literary art. The unit concludes with a written and oral presentation.

Newspaper Unit

This unit uses the newspaper as a basis for studying research, paragraph writing, studies in advertisement, vocabulary, and much more.

Story Writing and Book Making Unit

The simple, clear instructions for book binding are enhanced with easy-to-follow diagrams. This unit includes straightforward writing instructions on story writing which can be used with several of the other units or alone. Please refer to it as needed throughout this manual.

Review Activities

Review Activities are found directly after each *Everyday Words*. 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

Four *Assessments* are provided throughout the program. Easy-to-use and administer, 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.

An *I C. A. N. Assessment* has been created for each *Book Study* and *Unit*. At this grade level, you can expect your student to complete his work neatly with a good attitude. You may use these assessments to grade your student accordingly.

Appendix

In the back of this book you will find the *Appendix* which includes the *Enrichment Answers*, *Skills Index*, a summary of *Spelling Tips* within *The Orange Book*, and a *Glossary* of terms. Also included is a *Master List of Spelling Words* which can be used at your discretion for additional practice. Encourage your student to use the appendix frequently to encourage better writing and skill retention.

Enrichment Answers

Enrichment Activities are located in the *Student Activity Book*. Answers to these activities are found in 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*.

If your child has a particularly strong or weak area, you can easily locate lessons that will address specific skills using the skills index. If your child receives standardized testing, skills listed on the test may also be found in the skills index.

Bibliography

Finally, you will find the bibliography. This gives you all the information you need to locate the books used in the four *Book Study* books.



Materials to Use

You may use *The Orange Student Activity Book* or a looseleaf notebook for your student's work. Frequently in the lessons, the student must find a book he is familiar with, so children's books (either your own books or library books) are needed from time to time.

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

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

Reference books and resources, such as a dictionary, thesaurus, and the Internet, may be required for a lesson. Availability of these materials in either the home, online, or in the library is required.

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

The Boxcar Children by Gertrude Chandler Warner
Wilbur and Orville Wright by Augusta Stevenson
Ben and Me by Robert Lawson
The Sign of the Beaver by Elizabeth George Speare

Student Activity Books

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

The Orange Student Activity Book is not a duplicate of *The Orange 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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EVERYDAY WORDS



The Boxcar Children, #1

Skills

Noun	Being Verb	Personal Pronouns:
Common Noun	Action Verb	Subjective, Singular,
Types of Sentences	Verb	Objective
Subject/Predicate	Conjunction	Possessive Pronoun
Syllables	Homonyms	Capitalization
Adjective	Pronoun	Comma
Abbreviations	Possessive Noun	Punctuation
Proper Noun	Base/Root Word	Editing
Simple Subject	Suffix	Thesaurus
Complete Subject	Apostrophe	Critical Thinking
Initials		

 **Teacher's Note:**
As your student completes each lesson choose skills from the Review Activities that he needs. The Review Activities follow each 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.



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
Copyright 1942, 1950, 1969, 1977 by Albert Whitman & Company.
All rights reserved. Reprinted with permission of the publisher.

This book is the first in the adventure series, *The Boxcar Children*. If you enjoyed this book you may want to read more about the children's exciting adventures.

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 in the space above the circled word.

Discuss with your teacher the reason you misspelled the words.

- c. List three to six words that you and your teacher decide you should study this week for spelling, or use the following list of suggested words: down, came, out, bow, cloud, other.

Spelling words with the /ow/ sound can be tricky. Some words are spelled **ow** and some are spelled **ou**. Although there is no rule to tell you which /ow/ to use, remember that **ou** will usually not end a word.

Spelling Tip

When spelling 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.

ow

down

cow

growl

plow

owl

vow

ou

out

snout

round

cloud

flounder

mountain

d. Optional: Enrichment (SAB)

Day 2

- a. Underline the words in the literature passage that name a person, place, thing, or idea.
Ex: children, horse, etc.
- b. These words are called **nouns**. Look around the room and write five nouns.
- c. The words you have written are called common nouns. **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. The name of a particular person, place, thing, or idea is called a **proper noun**. Always **capitalize** proper nouns. At dinner tonight, name the foods you eat. Are they common nouns? Ex: chicken, peas, bread.

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

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



Teacher’s Note:

Enrichment Activities:

In most lessons you will find optional Enrichment Activities. The activities are found in the Student Activity Book (SAB).

While optional, these activities develop thinking and reasoning skills necessary for higher level learning.

Day 2

- a. children, horse, cart, road, bushes, other
- b. Possible answers:
chair, couch, table, etc.
- c. Possible answers:
 - 1) Anna, Mandy, Sara, etc.
 - 2) Pittsburgh, Salem, Charleston, etc.
 - 3) January, February, March, etc.
 - 4) Duke, Ruff, Prince, etc.

d. Possible answers:

- 1) *Ben* ran home.
- 2) I was born in *Sacramento*.

Day 3

- a. 1) I
- 2) I
- 3) C
- 4) I

 **Teacher's Note:**
This is called a declarative sentence.

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. Optional: Enrichment (SAB)

Day 3

a. A **sentence** is a complete thought. It tells about something or someone. When you write a sentence be sure you write a complete thought.

Ex: Ran up the tree.

This is an incomplete sentence because it does not tell who or what ran up the tree.

Ex: Mrs. Moore's cat.

This is an incomplete sentence because it does not tell anything about Mrs. Moore's cat.

Ex: Mrs. Moore's cat ran up the tree.

This is a complete sentence because it tells something about the cat.

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. Look at the punctuation used at the end of each sentence in the literature passage. Every sentence must have an end mark. A period (.) ends each sentence in the literature passage.

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 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. In your notebook copy your corrected paragraph from **3f** using your new words.

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

 **Teacher's Note:**
This is called an interrogative sentence.

 **Teacher's Note:**
This is called an exclamatory sentence.

 **Teacher's Note:**
This is called an imperative sentence.

Day 3

f. We start school every year in September 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. Possible answers:
eager-(adjective)
enthusiastic
new- (adjective) current
see -(verb) look at, find out

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

h. Optional: Enrichment (SAB)

i. Review your spelling list.

Day 4

a. 1) Our next door neighbor painted his house.

2) The big cat chased the little dog.

b. 1) Our next door neighbor painted his house.

2) The big cat chased the little dog.

Day 4

a. Look at the first sentence of the literature passage. Who or what is the sentence about? The sentence is about *the children*. *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. What does the sentence tell you about *the children*? The sentence tells us that the children “watched until the horse and cart had gone down the road.” *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. Optional: Enrichment (SAB)

d. Take an oral or written spelling pretest.

Day 5

- a. Copy the literature passage or take it from dictation.
Compare your work to the literature passage.
- b. Spelling test
- c. Choose skills from the *Review Activities*.



Review Activities

1.
 - 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.
 - a. father, window
 - b. museum, things
 - c. boys, friends
 - d. trophy, winner
 - e. children, grandfather

3. Possible answers:
 - a. Rodney
 - b. Cheryl
 - c. Duke
 - d. Tokyo
 - e. September

Choose the skills your student needs.

1. *Capitalization (beginning of sentences)*
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. *Nouns*
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. *Common / Proper Nouns*
Write a proper noun for each of the following common nouns.

- a. boy
- b. girl
- c. dog
- d. city
- e. month

4. *Complete Sentence*

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. *Punctuation (. ! ?)*

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. *Complete Subject/Predicate*

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. *Editing*

Rewrite this sentence in your notebook using correct punctuation and capitalization.

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

- 4.
- a. C
- b. I
- c. I
- d. C
- e. I

- 5.
- 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.
- 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. Dad took Aiden and James to Community Swim Club for the competition.

 **Teacher's Note:**
Provide your student with a copy of a newspaper for Day 4.



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.

The Boxcar Children, #1, by Gertrude Chandler Warner
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Day 1

- a. It is the title or heading of a newspaper classified ad.

Day 1

- a. Read the literature passage with your teacher. Why do you think the word LOST is in all capital letters?
- 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.

Discuss with your teacher the reason you misspelled the words.

- 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. All words have one or more syllables. A **syllable** is one unbroken sound which contains a single vowel sound. Say the word *night*. *Night* has one syllable. Now say the word *dollars*. *Dollars* has two syllables.

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

- e. Usually a one-syllable word with a long vowel sound is spelled with a silent **e** at the end of a word or another vowel is added. But sometimes when words with **i** or **o** are followed by two different consonants, the **i** or **o** makes its long sound and an extra vowel is *not* needed.
 Ex: blind, mind, mild, bolt, find, sold

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. Optional: Enrichment (SAB)

Day 1

- d. 1) 2
- 2) 1
- 3) 2
- 4) 1
- 5) 2
- 6) 3

- f. 1) old
- 2) bold
- 3) kind
- 4) wild
- 5) colt
- 6) cold
- 7) gold
- 8) told
- 9) hind
- 10) mild

Day 2

a. children, boys, girls

b. four children, two boys,
two girls

c. Five thousand

d. dollars

f. Possible Answers:

- 1) Look at the *pretty* house.
- 2) We saw a *funny* clown.
- 3) A *tall* tree grows in my yard.

Day 2

- a. Last week you learned about nouns. A noun can name a person, place, thing, or idea. In the literature passage look at the line which follows the second *LOST*. List all the common nouns.
- b. Beside each noun write the word which comes before each noun.
- c. Number words tell us how many people, places, or things are being described. 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 on the following page and describe each thing by using adjectives. You may use words from the Adjective Box. Write a complete sentence about each picture. Begin your sentence with a capital letter and end it with a period.

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



1) house



2) clown



3) tree

Day 3

- a. Look at the literature passage. Who is reading the paper? Write the word *Doctor* on your paper. 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

Day 3

a. Dr. Moore

~~Doctor~~

b. a period

c. The period shows that it is a shortened way of writing the word.

d. ~~Mister~~

e. a capital letter

Day 3

- h. *That, All, Four, Somewhere, Five* - Capitalize the first word in a sentence.

Dr. - Capitalize abbreviated titles.

Moore - Capitalize the name of a particular person.

Greenfield, Silver City - Capitalize the name of a particular place.

- i. 1) Lake Huron
2) Maple Street
3) Dogwood Avenue
4) Mississippi River

- j. Our 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. Possible answers:
interesting-(adjective)
fascinating
nice-(adjective)
thoughtful,
courteous
invites- (verb)
encourages
look- (verb) see, view,
inspect

- h. In the literature passage find all the words that are capitalized. Tell your teacher why each one uses a **capital letter**.

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

Names of a particular person, place, thing, or idea are capitalized and are called proper nouns. **Proper nouns** are always capitalized. In the literature passage notice the name of the town *Silver City*. The entire name of the town (*Silver* and *City*) is capitalized. It is the same for names of rivers, lakes, streets, avenues, etc.

Ex: Nile River, Lake Superior, Pleasant Street

- 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. In your notebook 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*?

The word *and* is a conjunction. 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. Read several other headings in the classified ads. 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. You do not need to use complete sentences. 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.

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

- e. Optional: Enrichment (SAB)

Day 4

a. and

b. and, or

c. Refer to your newspaper.

- 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

Choose the skills your student needs.

1. *Syllables*

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. *Adjectives*

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. *Abbreviations / Punctuation*

Rewrite the following names using abbreviations for titles.

- a. mister Jackson
- b. doctor Ziegler

4. *Initials / Punctuation*

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

1.
 - a. 1
 - b. 2
 - c. 2
 - d. 2
 - e. 2
 - f. 3

2.

Possible answers:

 - a. beautiful
 - b. terrible
 - c. five
 - d. gold
 - e. quiet

3.
 - a. Mr. Jackson
 - b. Dr. Ziegler

4. Ex; R. L. Stevenson

- 5.
- a. Ringling Brothers
 - b. Nile River
 - c. Smoky Mountains
 - d. Lake Superior
 - e. Columbus Day

- 6.
- a. and, but
 - b. and
 - c. and
 - d. and
 - e. and
 - f. or

7. Skye likes robotics class, but Abi likes art class.

5. *Capitalization (proper nouns)*
Capitalize the proper nouns.

- a. ringling brothers
- b. nile river
- c. smoky mountains
- d. lake superior
- e. columbus day

6. *Conjunctions*
Circle the conjunctions in the following sentences.

- a. Sherri and Jessie ran to the tree, but Kara stayed behind.
- b. I have a brown and white rabbit.
- c. Melissa boiled vegetables and added some butter.
- d. Abby brought bread and milk.
- e. The children ate and rested.
- f. Ben or Trent will help Mom prepare dinner.

7. *Editing*
Rewrite this sentence in your notebook using correct punctuation and capitalization.

skye likes robotics class but abi likes art class



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?”*

*The Boxcar Children, #1, by Gertrude Chandler Warner
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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 of the literature passage 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. He 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 bold letters?

Day 1

- a. It means to fix up by remodeling.

- b. Possible Answers:
The grandfather was a kind man.

- c. It looked beautiful.

- d. to show expression

 **Teacher's Note:**
Some grammar books refer to these words as homophones.

Day 1

- f. 1) here
2) hear
3) won - past tense of win
one - the number that comes before two
4) blue - a color
blew - the past tense of blow
5) hole - an opening
whole - all parts together

- e. Write the first paragraph of 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.

Discuss with your teacher the reason you misspelled the words.

- f. How did you do in the dictation? Did you spell the word *here* correctly? 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 above.
h. Make a list of three to six misspelled words or use the following suggested list: stopped, here, house, wanted, running, dragging.
i. The literature passage tells us “the car stopped in front of the house.” 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**.

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 **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.

	<u>-ed</u>	<u>-ing</u>
Ex: mop	mopped	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. Look at the second and fourth sentences of the literature passage. Underline the complete subject and circle the simple subject. Sometimes the complete subject and simple subject are the same.
- 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. What word describes *house*?

Day 1

- j. dragged dragging
chopped chopping
fanned fanning

Day 2

- b. 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. 1) The white rabbit | hopped into its burrow.
- 2) A cunning fox | crept slowly towards the tree

- d. beautiful.

 **Teacher's Note:**
Some grammar books teach this skill omitting the last comma. Either way is correct.

- e. 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. **Possible Answer:**
I played with the big, friendly dog.

- g. **Complete subject -**
My friend
Simple subject - friend

 **Teacher's Note:**
When using a number word with another adjective, do not use commas. This skill will be covered in a higher level.

Ex: Benny saw five hairy caterpillars. (Correct)
Benny saw five, hairy caterpillars. (Incorrect)

Remember, a word that describes a person, place, thing, or idea (noun) is called an adjective. When using two or more adjectives to describe a noun, separate the adjectives with a **comma**.

Ex: Grandpa tells long, exciting stories.

Ex: 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. What is the complete subject of your sentence?
What is 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**.

The verb will always tell what the subject is doing or being. 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. Which verbs can you act out?

run	are	help	laugh
jump	work	were	was

- c. Could you act out the verbs *are, were, and was*? No, you couldn't act out those verbs because they tell what a thing or person is "being." These are called **being verbs**. Being verbs are the different forms of the word *be*.

Being Verbs			
am	is	are	was
were	be	being	been

- d. Look at the first sentence of the literature passage. The simple subject is *grandfather*. The verb (simple predicate) is *wanted*.

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.

Day 3

- b. run, jump, work, help, laugh

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

Day 3

e.

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

g. Today I went to the Birmingham Zoo with Amanda and Josh. We saw tall giraffes, big elephants, and loud parrots. We had fun!

h. Possible answers:

tall- (adjective)
towering, lofty
big-(adjective) large,
great, huge
loud-(adjective) noisy
fun-(noun) – merriment,
laughs

Day 4

a. children's

 **Teacher's Note:**
Possessive nouns also
function as adjectives.

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. Optional: Enrichment (SAB)

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. In your notebook 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. (Be sure to ask permission to use something that belongs to another person.) Keep the objects on the table for **4i**. Tell your teacher who owns each thing 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 of the literature passage whose house is described?

Day 4

c.

- 1) Violet's purse
- 2) my brother's book
- 3) my friend's pen

e. the grandfather

f. the grandfather

g. his house
(the grandfather's house)

Day 4

- h. his car
(the grandfather's car)

 **Teacher's Note:**
Possessive pronouns also
function as adjectives.

- 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.

- j. 1) her purse
2) their toy

- l. In the story, *The Boxcar Children*, the grandfather remodels a room for each of the children. Violet's room is white with violet wallpaper, and it has a purple bedspread and flowers on the side table.

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 literature passage from dictation. Check it with the literature passage.
- b. Spelling test
- c. Choose skills from the *Review Activities*.

Review Activities

Choose the skills your student needs.

1.
 - a. here
 - b. won
 - c. blew
 - d. hole
 - e. hear
 - f. one
 - g. whole
 - h. blue

2.
 - 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.
 - a. Casey's smile
 - b. Paul's dog
 - c. Julie's vacation

4.
 - a. his smile
 - b. his dog
 - c. her vacation

5. Grace's Aunt Maggie sent her a ticket to Six Flags.

1. Homonyms

Write the correct homonym in the following sentences.

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

2. Subject / Complete and Simple

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. Possessive Nouns

Write the following as possessive nouns:

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

4. Possessive Pronouns

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

5. Editing

Rewrite this sentence in your notebook 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.

1.
 - a. The happy, little dog | ran to the big tree.
 - b. James | is my older brother.

2.
 - a. action verb
 - b. being verb

3.
 - a. The happy, little (dog) ran to the big (tree).
 - b. (James) is my older (brother).

James is a proper noun.

4.
 - a. No pronouns.
 - b. James is [my] older brother.

5.
 - a. The happy, little dog ran to the big tree.
 - b. James is my older brother.

6. A comma is used to separate two or more adjectives.

7. Every sentence must end with a period, question mark, or exclamation mark. These sentences make a statement, so they end with a period.

- 11.
 - a. Mom's car
 - b. the man's friend

- 12.
 - a. her car
 - b. his friend

- 13. Answers will vary.

- 14. Example:
Mrs. T.J. Jenkins

- 15. Answers will vary.

- 16. Names of people and cities are proper nouns, therefore, are capitalized.

- 17. Answers will vary.

- 18. Answers will vary.

- 19. 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 whole center so we can see all the exhibits!

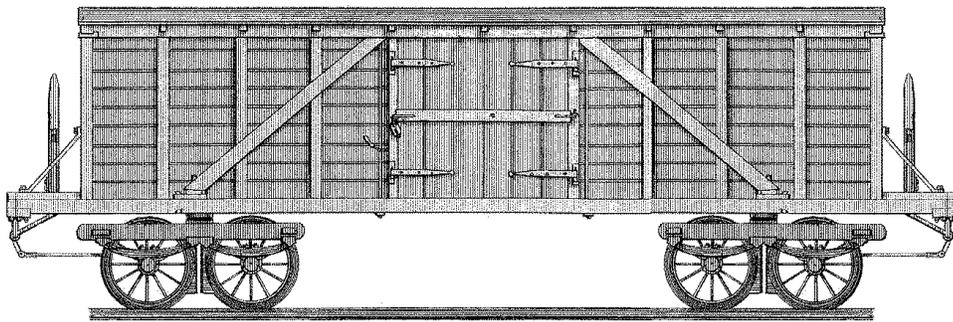
Use the following phrases to complete exercises 11 and 12.

- 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. *Editing*
Rewrite these sentences in your notebook 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

Skills

Vocabulary

Reading Comprehension

Thinking Skills

Sequencing Events

Parts of a Story

Story Diagram

The Boxcar Children,
Book #1, by Gertrude
Chandler Warner
Published by
Albert Whitman & Co.

Readability level:
3rd - 4th grade

Introducing *The Boxcar Children, #1*

Spark:

Imagine yourself all alone in the woods without your parents. How would you eat? Where would you sleep? Four brothers and sisters, Henry, Jessie, Violet, and Benny, found themselves in exactly that situation. They learn to stick together and survive on their own. But what will happen when their grandfather, whom they have been running away from, comes looking for them?

Summary

After the death of their parents, four children, Henry, Jessie, Violet, and Benny determine to stay together and run away from their supposedly “cross” grandfather. Then they are forced to stay on the move, running away from a mean baker and his wife. She wants to keep all the children except the youngest so that they can work for her.

Their flight takes them into a forest near Silver City where they find an abandoned boxcar, and here they decide to live. The eldest child, Henry, goes into town daily looking for odd jobs so that he may buy food for his siblings in the forest. He finds day-to-day work with the town doctor, Dr. Moore. He is a kind, thoughtful man who seems to know more about Henry than he lets on.

Back at the boxcar, the other children inventively outfit themselves with dishes from a nearby junkyard, beds from pine needles, and food from both the woods and the city. The children live in the boxcar for a while eventually becoming good friends with Dr. Moore and his family. Soon the doctor discovers that the children are reported missing by their grandfather, but he decides not to tell the grandfather until he learns more about why they ran away.

One day the doctor takes Henry to the races, called Field Day, which is an annual holiday put on by the rich J.H. Alden (the children’s grandfather, unbeknownst to Henry, of course). Henry wins the biggest race and is presented with the twenty-five dollar reward by Mr. Alden himself.

When Violet becomes sick the children take her to the doctor’s house. While they are there Mr. Alden comes and asks for the doctor in hopes he can help him find his grandchildren. The grandfather, who apparently is not at all cross, asks the doctor about his grandchildren, and the doctor tells him who they are. The children go to live with their grandfather in his big house, and along with the boxcar, they all live happily together.

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. OR Write your own sentences using the vocabulary words.

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.

1. **someone who travels for discovery -**
The *explorer* traveled the oceans for months looking for new lands.
2. **an area of land where fruit bearing trees are grown -**
An apple *orchard* had sprung up from the few planted seeds.
3. **seats for spectators at an event -**
The children watched the game from the *bleachers*.
4. **to respect and look up to -**
I *admire* my father because he is always honest with me.
5. **great joy and elation -**
She felt a great *delight* when her mother came home.

6. **delight**

7. **explorer**

8. **orchard**

9. **admire**

10. **bleachers**

Discussion Questions

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?

-
1. **The grandfather was their father's father, and the children thought he did not like their mother. So they concluded he would not like them.**
 2. **They knew the mean baker and his wife were looking for them in Greenfield.**
 3. **Henry held Benny's hand as they ran through the forest and helped him into the boxcar. Henry and Jessie stopped to explain to Benny when he was afraid of the boxcar. Henry realized that Benny needed milk. Jessie comforted Benny with the thought of eating blueberries.**
 4. **Jessie encouraged Benny to pretend they were bears washing their 'paws' in the brook.**
 5. **He thought the dog would keep them company and warn them of any danger.**
 6. **Henry called it a 'magic spoon.' Turned one way, it was a spoon; turned the other way, it was a knife.**
 7. **They thought it would unnecessarily frighten them.**

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"?

-
8. Benny found the eggs, and Violet helped Jessie cook them.
9. They were so eager and cheerful.
10. He knew how much twenty-five dollars would mean to his siblings.
11. Jessie cut Benny's hair, so Benny decided to cut Watch's hair. Benny cut a "J" on the side of Watch's hair. He got a little carried away and cut all of Watch's hair on one side except a little "J."
12. The doctor wanted to find out more about why the children ran away. He knew that Mr. Alden was not a mean man, but he wanted the children to discover this themselves before they went away with him. In the meantime, he knew they were safe in the boxcar.
13. Answers will vary, but the following may be helpful. Jessie missed her old kitchen. Benny missed his old cracked pink cup. Because of their fond times in the boxcar, even the not so pretty things were dear to them.

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 from your *Student Activity Book* page. Glue them in correct order onto the Sequencing Events Diagram in your *Student Activity Book* page, or write the sentences in order in your notebook.

The children run away from their grandfather.

The children find an old boxcar and make it home.

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

The children build a dam to make a pool.

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

Henry wins the race.

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

Benny gives Watch a haircut.

Violet gets sick.

Mr. Alden discovers that the "boxcar children" are his grandchildren.

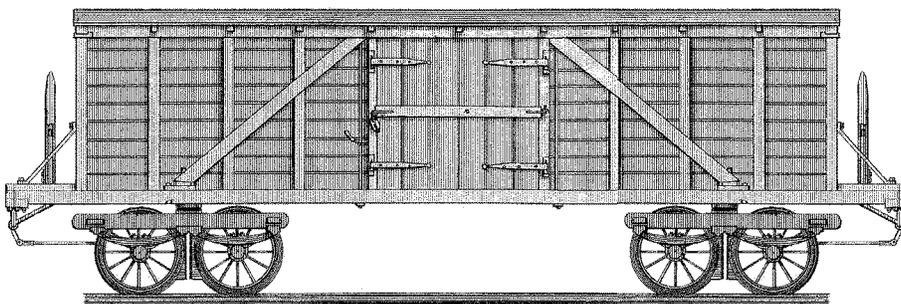
Henry finds work in town to buy food for the children.
The children find an old boxcar and make it home.
The children run away from their grandfather.
Mr. Alden discovers that the "boxcar children" are his grandchildren.
Mr. Alden gives Henry a silver cup and twenty-five dollars.
Henry wins the race.
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

- Setting** - where the story takes place
- Characters** - the people in the story
- Plot** - what the story is about
- Conclusion** - what happens at the end of the story

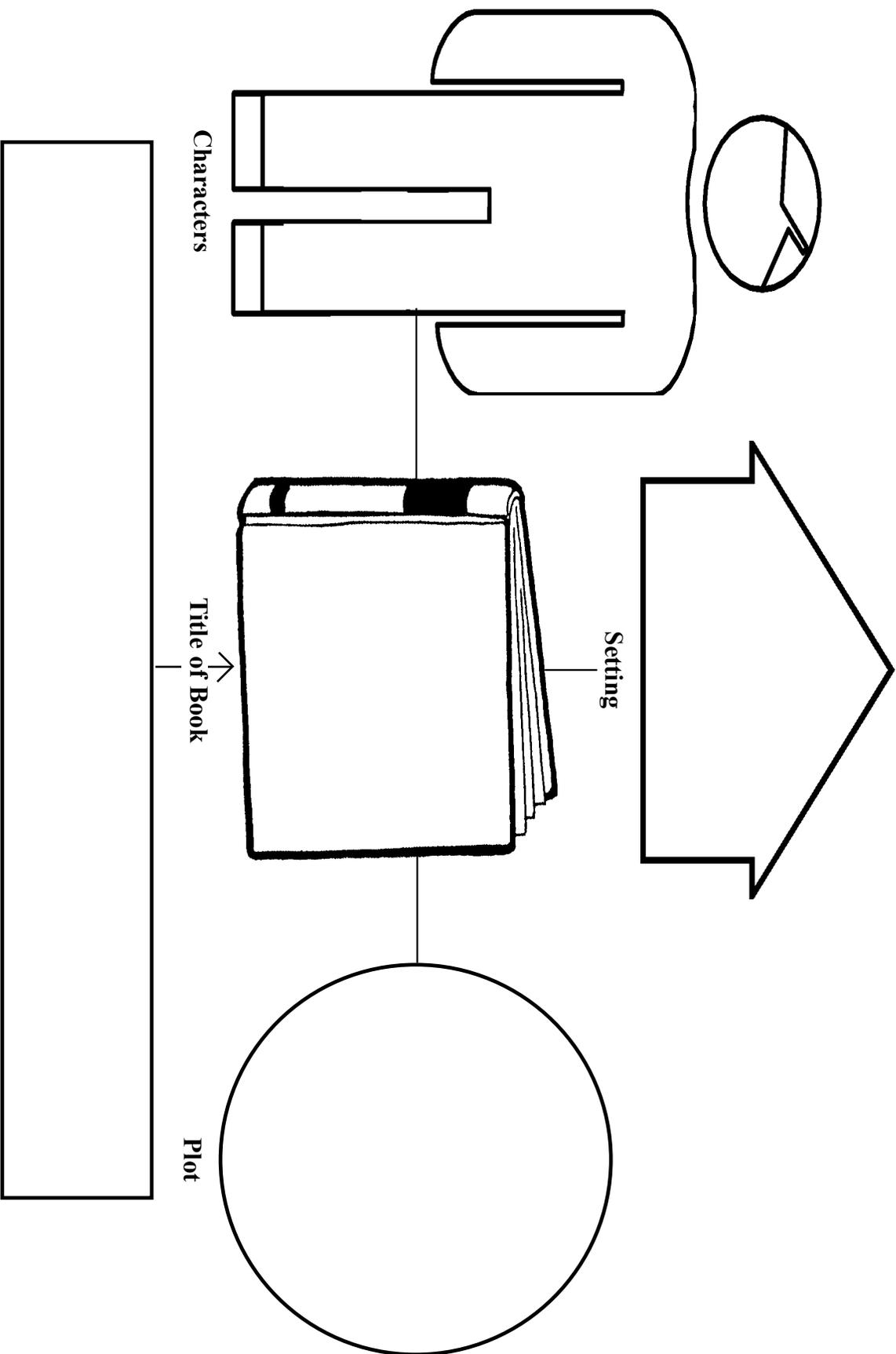
1. **Setting** - Where does the story take place?
2. **Characters** - Who are the main characters in the story?
3. **Plot** - What is the story about?
4. **Conclusion** - How does the story end?

1. The story takes place outside of Silver City in an abandoned boxcar tucked in the woods.
2. Henry, Jessie, Violet, Benny, Dr. Moore, and J.H. Alden.
3. Four children run away from their grandfather and discover creative ways to take care of themselves in an abandoned boxcar in the woods.
4. The grandfather is not mean after all, and the children happily live together with him.



Story Diagram

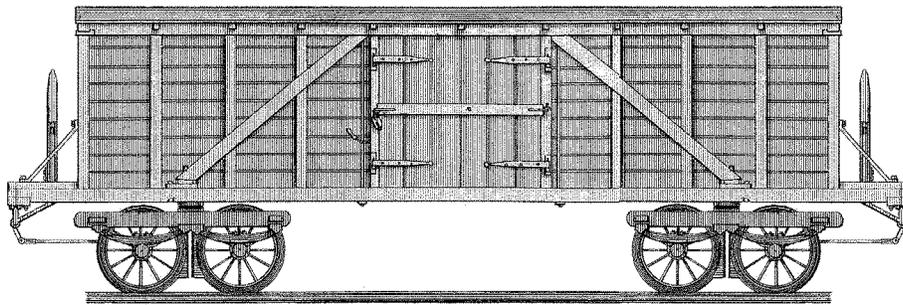
Look at the information you wrote on the previous page (Parts of a Story). Write the same information in a shortened form in the appropriate spaces in your *Student Activity Book Story Diagram* page. OR You may photocopy this page. You do not need to use complete sentences.



Conclusion

This page may be photocopied for student's use.

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



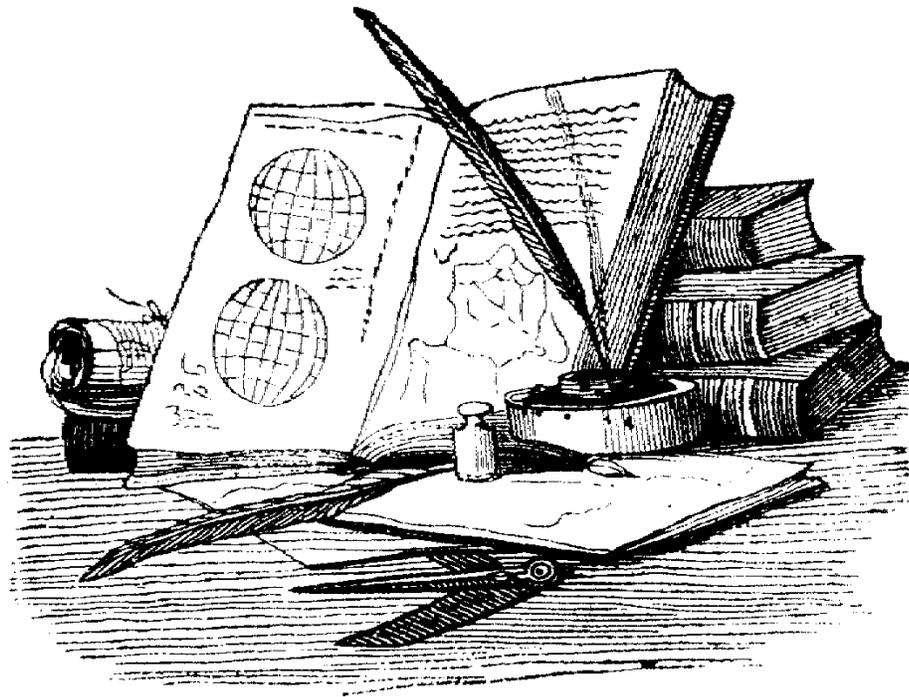
After *The Boxcar Children* Book Study A is completed check off each I C.A.N. objective with your teacher.

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

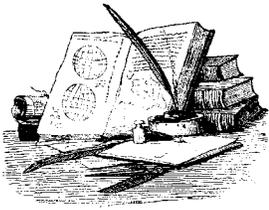


RESEARCH

Skills

Research
Abbreviations
Letter writing

Addressing an envelope
Note taking



 **Teacher's Note:**
Provide your student with an envelope, stamp, and folder.

Before you begin the *Research Unit* in Lesson 15 you will spend a week with this section, *Preparation for Research*. This will involve writing letters and allow time for receiving information in the mail.

Day 1

- a. Using a map of your state, find the capital. (The state capital is usually marked with a star.) 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. The goal is to learn about your state and share what you have learned with others. Collect items that can help tell about your state like maps, pictures, drawings, newspaper or magazine articles. Gather this information and put it in your folder.
- 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.

 **Teacher's Note:**
This a good time to plan a library trip.

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**)



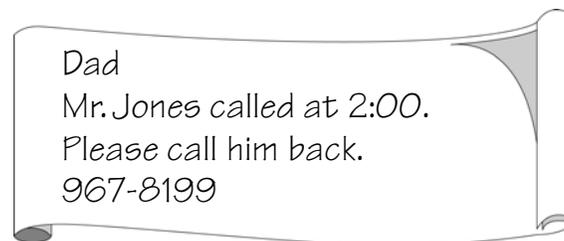
Chamber of Commerce
 100 State Street (**address**)
 Phoenix, AZ 31320 (**city, state zip**)

 **Teacher's Note:**
The sample letter and envelope uses the Postal state abbreviations. This is a two-letter abbreviation with no period.

Day 2

- a. We are going to prepare to do some research. In a few weeks we will be looking at many different resources for information about your state.

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. Optional: Enrichment (SAB)

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.

Day 2

- b. Possible answers:
Who is the call for?
Who is calling?
The phone number.
The time of day.

My notes would be:

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

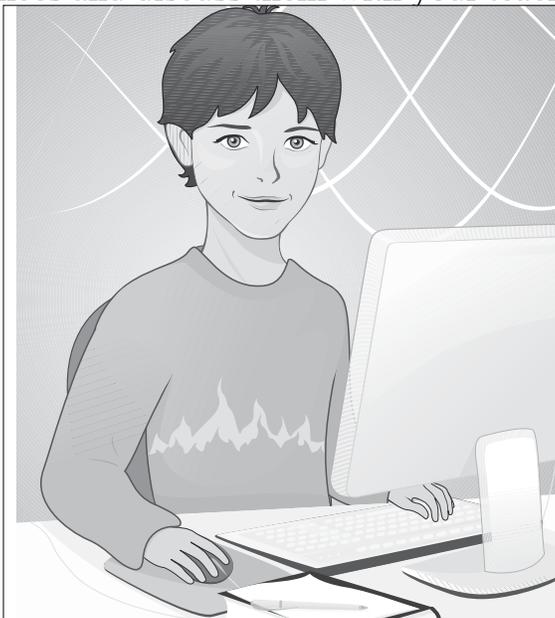
- b. Reread each literature passage used in Lessons 1-3. After reading the passages write a few notes about the most important facts from each passage. Then using your notes, write two or three sentences telling about the main facts.

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, an online article, or an audiobook and practice taking notes. Write three or four sentences and discuss them with your teacher.



Day 3

- b. Possible answers:
- children watched horse and cart
 - came out of bushes
 - Dr. Moore read paper
 - lost children
 - five thousand dollar reward
 - children liked house
 - grandfather remodeled rooms for children

The children watched the horse and cart, then came out of the bushes. Dr. Moore read the paper about the lost children and the five thousand dollar reward. The children liked the house which their grandfather remodeled.

 **Teacher's Note:**
A brief show or audiobook (approximately 30 minutes) may be best for this activity.

JOURNAL WRITING UNIT



Skills

Adages	Parts of a letter
Creative Writing -	List
Paragraphs, Journal, First	Idioms
Person Point of View,	Interview
Third Person Point of	Punctuation
View, Friendly Letter	Adjective
Capitalization	Comma
Dates	Creating Time Capsule
Writing Directions	Proper Noun
Maps	Proverbs