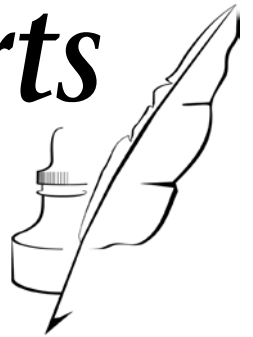


Learning Language Arts Through Literature



The Yellow
Teacher Book
3rd Edition

By


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and

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Common Sense Press
Simple to teach. Easy to learn.

 **Teacher's Note:**
Have a newspaper available for your student to use during this lesson.

 **Teacher's Note:**
For lesson 16 you will need a map of your town or state to complete the activities.



A record 5.7 million people visited the Eiffel Tower, France's most popular tourist attraction, in 1990.

From *The Tampa Tribune*, Feb. 3, 1991

Day 1

- a. Listen as your teacher reads the sentence. Read the sentence along with your teacher. Copy it. Compare your copy to the sentence and make corrections.
- b. Copy the spelling words from *Focus on Spelling*. Say the words aloud as you write them. Notice the /w/ or /h/ sound at the beginning of each word is spelled **wh**.

Focus on Spelling

who what when where why

Bonus Word: reporter

- c. Optional: Enrichment

Day 2

- a. Look at your newspaper. With your teacher's help find the name of your newspaper. This is called the banner. Look at the front page and find the main, or largest, headline. With your teacher's help read the headline. Tell your teacher what you think the main story will be about.

Using Your Tools

The **newspaper** gives you current events, weather, sports, and much more.

- b. Look at the newspaper with your teacher. With her help look at the index to find the following sections:
 - 1) Sports 3) Editorials 5) Classified Section
 - 2) World 4) Comics

Talk with your teacher about the type of information you see in each section.

- c. After looking at a newspaper tell your teacher your favorite section. What do you think your mother's favorite part would be? Your father's? Look at the index, and try to find the weather report. Show it to your teacher, and tell her what you think the weather will be like tomorrow.
- d. Choose two or three pictures you like from the newspaper. With your teacher read the caption (words telling about the picture). Try to think of your own description for each picture. Write it yourself, or tell it to your teacher so she can write it down.
- e. **SEE-SPELL-SAY:** Look and **see** each word on the spelling list. **Spell** each word aloud. **Say** the word.

Day 3

- a. In Lesson 13 you learned about using an apostrophe to show that something belongs to a noun. In the sentence from Day 1 there is a word that uses an apostrophe to show that something belongs to it. Underline that word.
- b. The word *France's* shows that something belongs to France. What belongs to France?
- c. Look at the three sets of sentences. Some of the italicized words need apostrophes, and some are just plural nouns. Look at each set and decide which of the italicized words need an apostrophe added.


Copy that sentence and add the apostrophe.

- 1) The *dogs* love to play with the ball.
Bring the *dogs* water dish into the house.
- 2) It is good to read a lot of *books*.
Look at that *books* cover.
- 3) I went with my mother to pick out my *fathers* new shirt.
Both of my roommates sent their *fathers* a present.
- d. Practice your spelling words in a Spelling Bee.

Day 3

- a. France's

- b. Most popular tourist attraction (the Eiffel Tower)

 **Teacher's Note:**
All words which need an apostrophe are singular possessive nouns.
Ex: "dog's water dish,"
not "dogs' water dish."

- c. 1) Bring the *dog's* water dish into the house.
- 2) Look at that *book's* cover.
- 3) I went with my mother to pick out my *father's* new shirt.

Day 4

a. attraction

- b. 1) va/ca/tion
 2) col/lec/tion
 3) pol/lu/tion
 4) sta/tion
 5) at/trac/tion
 6) cap/tion

- d. 1) pollution
 2) vacation
 3) collection
 4) station
 5) caption
 6) attraction

e. Optional: Enrichment

Day 4

- a. When we see the letters **-tion**, they often say /**shun**/. Circle the word in our sentence with the letters **-tion**.

Phonics Fact

-tion says /**shun**/

- b. Listen as your teacher reads this list of words. Underline the letters in each word that say /**shun**/. Also, after hearing the list of words read, draw lines dividing the words into syllables.

- 1) vacation 3) pollution 5) attraction
 2) collection 4) station 6) caption

- c. Look at the words divided into syllables. What do you notice about the letters **-tion**? The letters **-tion** make up one syllable. Orally make up sentences using each of the **-tion** words in **4b**. Tell your teacher what you think each word means. Using your dictionary look up any words you don't know.

- d. Use the **-tion** words from **4b** to fill in the blanks in these sentences, either orally or in writing:

- 1) The river is not clean because of _____.
 2) We are going on a family _____ to the beach.
 3) Bob will add another baseball card to his _____.
 4) We must go to the gas _____ to get gas for the car.
 5) There is a _____ under the picture telling what it is.
 6) The best _____ is the big ride at the fair.

- e. Take your spelling pretest.

- f. Optional: Enrichment

Day 5

- a. Our passage is taken from a newspaper article. News articles are written differently than other stories because they have to tell many things in a small space. What facts, or true statements, do you see in our sentence? Make a written list of the facts.
- b. With your teacher choose a newspaper article to read. After reading find three facts, or true statements, that are in your news article. Use a highlighter pen to mark them.
- c. After reading the article you can remember most of the basic information if you ask yourself the following questions:
 - 1) **Who** is the article about?
 - 2) **What** happened in the article?
 - 3) **When** did the story take place?
 - 4) **Where** did the story take place?
 - 5) **Why** was the story written? What did the person who wrote the story want people to know?

These questions are called the 5-W questions:

Who? What? When? Where? Why?

Use these questions when you are writing to help you gather important information.

- d. Think of an event you know about such as a special family event, birthday party, or holiday celebration. Pretend you are a newspaper reporter and orally, or in writing, answer the following 5-W Questions. This would be the basis for an article about the event.
 - 1) **Who** attended the event?
 - 2) **What** event was being celebrated?
 - 3) **When** did the event take place?
 - 4) **Where** did the event take place?
 - 5) **Why** was the event held?

Optional: If you want to write a story about this event you may include pictures and captions as well.

- e. Take your spelling test today.
- f. Journal Writing: Write about a favorite trip.

Day 5

- a. 5.7 million people visited the Eiffel Tower in 1990.

The Eiffel Tower is in Paris, France.

It was France's most popular tourist attraction.

g. Handwriting

y y

g g

b k

p j

w x

Review Activities

Choose the skills your student needs.

1. *Apostrophes*

Read the sentences and decide which word needs an apostrophe. Write the apostrophe.

a. The *cats* love that ball.
This is the *cats* ball.

b. The *books* cover is torn.
Tom has six *books*.

2. *Listing Facts*

Read these sentences. List two facts.

Science is the best subject. Today I learned that the sun is very big. It gives us heat and light. I am glad we have the sun.

3. *Singular Possessive Nouns*

Write the possessive form using an apostrophe.

Ex: the toy belongs to the dog – the dog's toy

- a. the book belongs to Sarah
- b. the shirt belongs to Dad
- c. the bike belongs to the girl

4. *Plural Possessive Nouns*

Write the plural possessive form using an apostrophe.

Ex: the dishes belong to the dogs – the dogs' dishes

- a. the blocks belong to the boys
- b. the dresses belong to the girls
- c. the clocks belong to the ladies



Teacher's Note:

Explain to your student that *cats* in sentence *a* refers to one cat; *book* in sentence *b* refers to one book, if needed.

1.

- a. This is the *cat's* ball.
- b. The *book's* cover is torn.

2. The sun is very big.


The sun gives us heat and light.

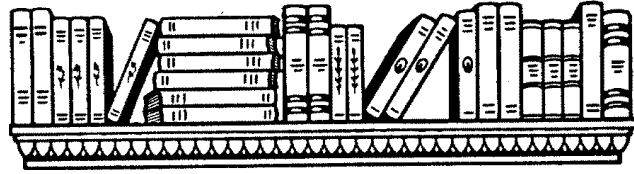
3.

- a. Sarah's book
- b. Dad's shirt
- c. the girl's bike

4.

- a. the boys' blocks
- b. the girls' dresses
- c. the ladies' clocks

 **Teacher's Note:**
Instruct you student to read the book or story.



Literature Link

Day 1

There are two options for this week's lesson:

Option 1 - Find the book *Meet George Washington* by Joan Heilbroner from the library and read half of the story today.


Meet George Washington
by Joan Heilbroner
Published by Random
House

Summary *Meet George Washington*

This book is called a biography because it tells about the life of a real person named George Washington. Taking the reader through George's years as a boy, you learn much about his love of riding and hunting, his schooling, and even his love for dance. Though he had many happy times, there were also hard times for George. By the time he became a soldier in his early twenties George already knew about many things.

His early life prepared George for a lifetime of service to his country, first as a soldier, then as a statesman. After reading about his life you can see how important he was to our country. This book takes you through his whole life and helps you get to know the "Father of Our Country."

Option 2 - Listen to your teacher as she reads the vocabulary words to you. Read the story "George Washington's Journey."

 **Teacher's Note:**
Discuss the meaning of any word your student does not know.

Vocabulary

soldier	important	special	president
Continental	American	honest	plantation
surveyor	Revolution	government	wealthy

George Washington's Journey

George Washington was a man who was very important to America. He was special for many reasons. He was the first president of our country. He led our army during the American Revolution. We think of him as the "Father of Our Country." Why was George Washington so special? It was the way he did great things. He was very brave and honest. He made other people feel important, too.

George was born on February 22, 1732 in Virginia. His father was a wealthy owner of a big plantation. George loved to play outside as a boy, and he liked to play sports. His favorite thing to do was to ride horses. He became a very good rider. Life was good for George until his father died when he was eleven.

George moved to a place called Mount Vernon to live with his older brother Lawrence. As he grew he learned to do many things. When he was fourteen he learned how to be a surveyor and went to the unsettled parts of our country. He saw Indians and lots of new things.

He was happy again until his brother Lawrence died when George was twenty. At this time George joined the army. He became a very good soldier. He was helpful to his army. He fought with the English Army in the French and Indian War. In 1759 George married Martha Custis. She was a young widow with two children. George and Martha lived at Mount Vernon. George was happy taking care of his family and home.

In 1775 George again became a soldier. He was asked to be the leader of the Continental Army. This was the army of the thirteen colonies. This army had to fight the strong English Army. They were mostly just farmers and men from the woods. The people wanted to be free from the English king. The army led by General Washington had many hard times. They didn't have enough food or warm clothes, but George kept them together. After six years of fighting, the Continental Army won. In 1781 the American Revolution was over and the colonies were free.

George thought his work was over, so he went home to Mount Vernon. The young government of America was having trouble, so George went to Philadelphia to help. He helped write the Constitution. In 1789 he was

Day 2

- a. 1) 1732 Virginia
 2) George's life was good; his father was wealthy. George loved to play outdoors, play sports, and ride horses.
 3) He was a surveyor. His brother Lawrence died, and he became a soldier.
 4) He fought with the English army. The French and Indian War
 5) Martha Custis Washington. He and his family went to Mount Vernon to live.
 6) He fought for the Thirteen Colonies of America, the Colonial Army or the Continental Army. They were mostly untrained men such as farmers.
 7) 1781
 8) George Washington was the first president of the United States. He became the first president in 1789. He was president for eight years. The "Father of Our Country"

elected the first president. He was president for eight years. He helped people learn how to work together and helped the government get started. George Washington was a good president.

In 1797 George went back home to Mount Vernon. He had served his country well. He had been a good soldier and leader. George Washington died on December 14, 1799. Many people loved and honored him. They thought he was a brave and honest leader. The people wanted to honor all that he did for America. They named the capital city after him, Washington, D.C.

Day 2

- a. Finish the book or story from yesterday.
 b. Comprehension Check
 Discuss the following questions with your teacher.

Discussion Questions for "George Washington's Journey" or *Meet George Washington*:

- 1) When and where was George Washington born?
- 2) What was life like while George Washington's father was alive? What were George's favorite things to do as a boy?
- 3) When George was only fourteen he began to work. What job did he do? How did life change again for George when he was twenty?
- 4) When George became a soldier what army did he fight with? What was the first war he fought in?
- 5) What was George Washington's wife's name? Where did he and his family go to live?
- 6) In 1775 Washington became the head of a new army. What country did he fight for then? What kind of army did General Washington have to fight with?
- 7) General Washington showed his bravery and leadership many times. Finally, the American Revolution ended. What year did it end?
- 8) What was his last and very important job for his country? When did George Washington become our first president? How long did he remain president? What is the special name given to George Washington?

- c. Match the events with the dates. Look back in your story if you need help doing this activity.

<u>Event</u>	<u>Date</u>
1) George Washington is born.	1743
2) George's father dies.	1752
3) George takes command of the Continental Army.	1775
4) George Washington dies.	1799
5) George's brother, Lawrence, dies.	1789
6) George is elected president.	1732
7) George marries Martha Custis.	1759

- d. Answer the following questions about George's life:

- 1) How old was George Washington when he died?
- 2) How old was he when he was married?
- 3) How old was he when he became the leader of the Continental Army?
- 4) How old was George Washington when he became the first president?

Day 3

- a. Below is a list of activities done by George Washington. Use the letters below to indicate when in his life these activities may have been done.

B - Boyhood Years (0-12 years old)
 Y - Young Man (13-21 years old)
 M - Mature (Grown-Up) Man (22-50 years old)
 O - Older Years (over 50 years old)

- 1) ___ George became a surveyor.
- 2) ___ George liked to play outside and ride horses.
- 3) ___ George married Martha Custis.
- 4) ___ George became our first president.
- 5) ___ George's father died.
- 6) ___ George became a soldier in the English Army.
- 7) ___ George was made leader of the Continental Army.
- 8) ___ George's army defeated the English to end the American Revolution.
- 9) ___ George returned to Mount Vernon after being president.
- 10) ___ George's brother, Lawrence, died.

Day 2

- c. 1) 1732
 2) 1743
 3) 1775
 4) 1799
 5) 1752
 6) 1789
 7) 1759

- d. 1) 67 years old
 2) 27 years old
 3) 43 years old
 4) 57 years old

Day 3

- a. 1) Y
 2) B
 3) M
 4) O
 5) B
 6) Y
 7) M
 8) M
 9) O
 10) Y

- b. 1) a person who is admired for things he has done and for his good qualities
 2) a person who leads or directs others
 3) not afraid, fearless
 4) without lies, true to one's word
 5) training of the character or mind
 6) honor

c. Allow for discussion.

- d. 1) honest
 2) brave
 3) leader
 4) discipline
 5) hero
 6) dignity

b. Look up these words in the dictionary or online. Discuss the meanings with your teacher and write a brief definition for each of them.

- | | |
|-----------|---------------|
| 1) hero | 4) honest |
| 2) leader | 5) discipline |
| 3) brave | 6) dignity |

c. Tell how you think each of these words could apply to George Washington. Do you think these are good words to describe him?

d. Use the words from **3b** to fill in these blanks.

- 1) When George Washington would not tell a lie, he showed that he was _____.
- 2) When a soldier goes into battle, even if he is afraid, he must be _____.
- 3) When they needed a general for the army they knew George would be a good _____.
- 4) George's _____ showed when he worked hard, did not use bad language, and told the truth.
- 5) After the Revolutionary War was over everyone thought George was a _____.
- 6) The way George was fair and quietly led people by his actions showed great _____.

Day 4

- a. A story was written about George Washington after his death. It told about an experience George may have had as a boy. As the story goes, George cut down his father's cherry tree with his hatchet. When his father asked him about it George said, "I can not tell a lie. I chopped down the cherry tree." The story then tells that George's father hugged him. Since we don't know whether or not it is true we can call it a legend about George Washington.

Answer these questions about this story:

- 1) Have you ever heard this story about George Washington?
- 2) What do you think is important about what George did in this story?
- 3) Why do you think his father hugged him?

Day 4

- a. 1) Answers will vary.
 2) It is important that George told the truth.
 3) He was proud of him for telling the truth.
 4) Yes, George did the right thing.
 5) Honesty

- 4) Do you think George did the right thing? What would you have done?
 - 5) This story points out a quality that George Washington had that made him a very good leader. What was that quality?
- b. Draw a picture or pictures to show what happened in this story about George as a young boy. Make sure to include his hatchet (a small ax) and the cherry tree. These two things are symbols of this story.
- c. Copy this Scripture on the back of your picture. Read it to your teacher, and discuss its meaning:

Do not let kindness and truth leave you;
Bind them around your neck,
Write them on the tablet of your heart.
So you will find favor and good repute
In the sight of God and man.

Proverbs 3:3-4 (NASB)

Day 5


- a. You are going to give a presentation on George Washington. Use your activities and any pictures you drew or found to help you tell the story of his life. You may also want to use pictures from other books or encyclopedias.

To prepare for your presentation you may answer the following questions.

- 1) Who was George Washington?
- 2) What important things happened in his life?
- 3) Why is it important to know about George Washington?
- 4) What is your favorite part of George Washington's life?
- 5) What did you learn from George Washington?

b. Handwriting

Here are some more letters which connect together easily. The letters do not change. That is why they are easy to connect. Practice these connections:



ah

ap

ak

af

aj

ha

pa

ka

fa

ja

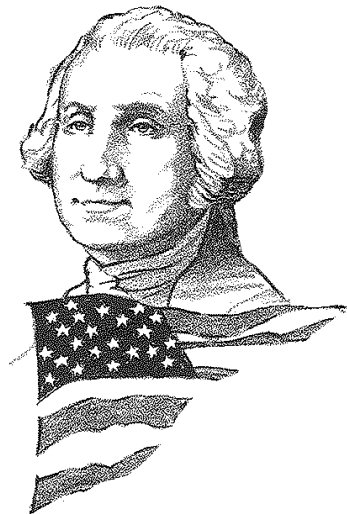
I C.A.N. Assessment
Literature Link on *George Washington*

After the Literature Link on *George Washington* 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**.





“When I used to read fairy tales, I thought that kind of thing never happened and here I am in the middle of one!” Alice said. “There ought to be a book written about me. When I grow up, I will write one.”

Alice’s Adventures in Wonderland by Lewis Carroll,
1865.

Day 1

- Listen as your teacher reads the literature passage. Write the last sentence of the passage from dictation the second time she reads it, or copy it. Compare your copy to the literature passage and make corrections.
- Copy the spelling words from *Focus on Spelling*. Say the words aloud as you write them. Some words spell the /r/ sound at the beginning of a word with **wr**.

Focus on Spelling

write wrap wreck wrote wrong

Bonus Word: happened

- Optional: Enrichment

Day 2

- Read the literature passage to your teacher. What did Alice say? With a blue pencil underline the words spoken by Alice. The first word in a quotation always begins with a capital letter.
- Quotation marks (“ ”) are placed around the actual spoken words. With a blue pencil circle the quotation marks in the literature passage.

Punctuation Pointer

Quotation marks are placed around the actual spoken words.

Teacher’s Note:

When reading this literature passage to your student, stress your voice when speaking Alice’s quotation.

Day 2

- Everything should be underlined except the words *Alice said*.

Day 2**c. period**

- d. 1) John said, "Come play basketball with me."
 2) Mary asked, "What time is Abbey getting home?"
 3) Mother replied, "She will be home pretty soon."

- e. 1) Eric asked, "Why is tennis such a noisy sport?"
 2) The boys replied, "We don't know."
 3) Eric laughed, "Because everyone raises a racket!"

- f. **Possible answer:**
 Emily said, "I would like ice cream."

- c. Look at the last sentence of the literature passage. What punctuation comes before the closing quotation mark?
- d. Place quotation marks around the actual words spoken.
- 1) John said, Come play basketball with me.
 - 2) Mary asked, What time is Abbey getting home?
 - 3) Mother replied, She will be home pretty soon.
- e. Remember that the first word of a quotation begins with a capital letter. Correct the following sentences by adding capitalization.

- 1) Eric asked, "why is tennis such a noisy sport?"
- 2) The boys replied, "we don't know."
- 3) Eric laughed, "because everyone raises a racket!"

Grammar Guide
Begin the first word of a quotation with a capital letter .

- f. Complete the following quotation.

Mother asked, "What would you like for dessert?"

 (Your name) said, "_____."

- g. Try writing your own quotation.
- h. **SEE-SPELL-SAY:** Look and **see** each word on the spelling list. **Spell** each word aloud. **Say** the word.

Day 3**Day 3****a. I**

- a. There are two main parts of a sentence. The part that names what the sentence is about is called the subject. The part that tells something about the subject is called the predicate. A complete sentence usually has a subject and predicate. Look at the last sentence in our literature passage. Who is the sentence about? In red underline the word that tells whom the sentence is about. This word is the subject of the sentence.

Grammar Guide
Complete sentence - expresses a complete thought

Grammar Guide
Subject - tells who or what the sentence is about
Predicate - tells something about the subject

- b. What does the sentence tell us about Alice? In blue underline the words that tell us what Alice wants to do when she grows up. This part of the sentence is called the predicate.
- c. Look at the following sentence. Copy on paper or chalkboard.

The cat is black and white.

Underline in red the words that name what the sentence is about. Underline in blue the words that tell something about what was named.

- d. Read each sentence. Underline the subject of the sentence in red. Underline the predicate, or part that tells about the subject, in blue.
- 1) My dog is jumping and barking.
 - 2) Mother went to the store.
 - 3) I like to eat ice cream.
 - 4) The boat is floating in the water.
 - 5) Bill can play with the toys.
 - 6) Dad likes to go camping.
- e. Practice your spelling words in a Spelling Bee.
- f. Optional: Enrichment

Day 3

- b. Alice will write a book.
When I grow up, I will
write one.

- c. red- The cat
blue-is black and white

- d. 1) Subject: - My dog,
Predicate: - is
jumping and barking
2) Subject: - Mother
Predicate: - went to
the store
3) Subject: - I
Predicate: - like to
eat ice cream
4) Subject: - The boat
Predicate: - is
floating in the water
5) Subject: - Bill
Predicate: - can play
with the toys
6) Subject: - Dad
Predicate: - likes to
go camping

Day 4**a. used, happened**

 **Teacher's Note:** These are called **regular verbs**.

**b. 1) thought
2) write**

 **Teacher's Note:** These are called **irregular verbs**.

**c. talk - talked
run - ran
bake - baked
make - made
jump - jumped
smile - smiled
think - thought**

**d. 1) baked
2) jumped
3) ran
4) smiled
5) thought
6) talked
7) made**

Day 4

- a. Usually when we want to show that something has already happened (past tense), we add **-ed** to the end of the word. Many words form the past tense by adding **-ed**.

Ex: Today, I clean.
Yesterday, I cleaned.

Find the words in your literature passage that ends with **-ed**.

- b. Some words show that something has already happened without adding **-ed**. A new word is used to show that something has already happened.

Ex: Today, I grow
Yesterday, I grew.

Find the words in your literature passage that may be used to complete these sentences.

- 1) Today, I think. Yesterday, I _____.
2) Today, I _____. Yesterday, I wrote.

- c. Match each word with the correct word that shows it has already happened:

Today, I...

talk
run
bake
make
jump
smile
think

Yesterday, I...

made
baked
talked
jumped
ran
thought
smiled

- d. Fill in the following blanks using the words in the box.

made	baked	talked	jumped
ran	thought	smiled	

- 1) We were hungry, so we _____ cookies.
2) The frog _____ out of the bucket.

- 3) The boy with the ball _____ for a touchdown.
- 4) I _____ at my new baby sister.
- 5) We came home because we _____ it was time for dinner.
- 6) When Grandma called on the phone I _____ to her.
- 7) After I got up I _____ my bed.

e. Take your spelling pretest.

Day 5

- a. A pronoun takes the place of a noun, or naming word. It is a shorter way of writing so that you don't have to keep repeating the name of a person or thing. Replace the word(s) in italics with the correct pronoun in the box.

They	He	She	We	It
------	----	-----	----	----

- 1) *Bill* went to the store. _____ went to the store.
- 2) *Mother* washed the dishes. _____ washed the dishes.
- 3) *Bill and Bob* played ball. _____ played ball.
- 4) *Sally and I* rode our bikes. _____ rode our bikes.
- 5) *The car* is in the road. _____ is in the road.

- b. A pronoun we use often is the word *I*. The pronoun *I* is a way of talking about yourself instead of using your name. If your name is Bill, it would be funny for you to say "Bill rode the bike to the park." It would be better to say "I rode the bike to the park." Write three sentences about yourself and begin each with the word *I*.

c. Underline the pronouns used in each sentence:

- 1) They brought a cake for the party.
- 2) We are going to visit Grandma.
- 3) Please put it back.
- 4) She likes to grow flowers in the garden.
- 5) I helped build the birdhouse.
- 6) The game will start when he comes.

Day 5

- a. 1) He
 2) She
 3) They
 4) We
 5) It

- c. 1) They
 2) We
 3) it
 4) She
 5) I
 6) he

d. Mom and I are very happy. **We** are going on a trip to the lake. We will go boating on *it*. Dad is coming, too. **He** likes to camp. Mom and Dad are happy to go on this trip. **They** are ready for a fun time. Mom is calling. **She** says it's time to go. Goodbye!

d. Rewrite this paragraph using pronouns for the italicized words. Remember to indent the first sentence.

Mom and I are very happy. *Mom and I* are going on a trip to the lake. We will go boating on *the lake*. Dad is coming, too. *Dad* likes to camp. Mom and Dad are happy to go on this trip. *Mom and Dad* are ready for a fun time. Mom is calling. *Mom* says it's time to go. Goodbye!

e. Take your spelling test.

f. Optional: Enrichment

g. Journal Entry: Make a list of relatives you know well. Choose one to describe.

h. Handwriting

rut

fur

hurt

surf

twin

tent

rest

sell

nets

pens

hill

sits

lift

ring

tiny

Review Activities

Choose the skills your student needs.

1.
 - a. Steve yelled, "Look outside!"
 - b. Casey exclaimed, "It's snowing!"
 - c. Mom asked, "What's going on?"

2.
 - a. James asked, "May I have another cookie?"
 - b. Mother replied, "You may have one more cookie."

3.
 - a. The boy chased the dog.
 - b. The big dog ran under the fence.
 - c. The cat climbed a tall tree.
 - d. The kitten hid in the bushes.

4.
 - a. talk - talked
 - b. think - thought
 - c. make - made
 - d. smile - smiled
 - e. run - ran

5.
 - a. They
 - b. We
 - c. She
 - d. It

1. Quotation Marks

Place quotation marks around the actual words spoken.

- a. Steve yelled, Look outside!
- b. Casey exclaimed, It's snowing!
- c. Mom asked, What's going on?

2. Capitalization

Rewrite these sentences, adding capitalization.

- a. James asked, "may I have another cookie?"
- b. Mother replied, "you may have one more cookie."

3. Subject / Predicate

Circle the subject and underline the predicate.

- a. The boy chased the dog.
- b. The big dog ran under the fence.
- c. The cat climbed a tall tree.
- d. The kitten hid in the bushes.

4. Past Tense

Match the verb on the left to the verb on the right that shows it has already happened.

- | | |
|----------|---------|
| a. talk | made |
| b. think | ran |
| c. make | smiled |
| d. smile | talked |
| e. run | thought |

5. Pronouns

Rewrite the sentences replacing the nouns with the correct pronoun.

- a. *Sandy and Eric* came to my house.
- b. *Sara, Eric, and I* played bingo.
- c. *Sara* won the game.
- d. *The game* was fun.



“Saint George and the Dragon:

Dragon: (roaring onto the stage) *I am the dragon, be afraid of my claws! I am the dragon, be afraid of my jaws!*
(Dragon storms around the stage)

(King and Princess enter)

King: *This dragon has no heart. He says he’ll rip our land apart.* (wringing his hands) *Oh, dear me, where can we flee?*

Princess: *My father, to save our land, my life I’ll give. Here I stand.*

George: (running onto the stage) *Fair lady, do not fear. No dragon will harm you while I am near!*

(George and the Dragon fight)

Day 1

- a. Listen as your teacher reads the play. Copy the play. Compare your copy to the play and make corrections.
- b. Optional: Enrichment

Day 2

- a. Words that take the place of nouns are called pronouns. Here is a list of commonly used pronouns. Read them to your teacher.

Pronouns									
I	me	you	he	she	they	me	his	mine	
him	her	it	we	us	them	my			

- b. Using this list underline all the pronouns in our play, and tell your teacher what noun each one replaced.

Day 2

- b. I - Dragon
- I - Dragon
- my - Dragon
- He - Dragon
- he’ll (he will) - Dragon
- me - King
- we - King + others
- my - Princess
- our - Princess + King
- my - Princess
- I’ll (I will) - Princess
- I - Princess
- you - Princess
- I - George

c. Use the correct pronoun to replace the italicized words.

- 1) *John* is in bed. _____ is in bed.
- 2) Please give it to *Rachel*. Please give it to _____.
- 3) *Issac and Will* are playing football. _____ are playing football.
- 4) *Mother and I* like to cook. _____ like to cook.
- 5) *The car* is green. _____ is green.
- 6) The bag belongs to *Ann*. The bag belongs to _____.

d. Make up four sentences about family members. Use their names in each sentence. Then rewrite each sentence replacing the names with pronouns.

Ex: *Mother and Jeff* are going to church.
They are going to church.

e. Optional: Enrichment

Day 3

- a. In Lesson 19 we talked about stage directions. Those are the directions in a play that tell the actors where to move and how to feel. There are parentheses () around stage directions. These are not meant to be read or spoken out loud as a part of the play. Using a red pencil underline the stage directions.
- b. Using a blue pencil underline only what the character named Dragon says. Using a green pencil underline only what the King says. Using a pink pencil underline what the Princess says. Using a yellow pencil underline what George says.
- c. When we read something that is not a play, we know what someone has said or thought because their words are enclosed by quotation marks. Rewrite what the dragon said by making it into a sentence with quotation marks. Begin by writing *The dragon said*, followed by a comma. Put the first quotation mark before his actual words begin, and put the closing quotation mark after his last word and period. Remember to leave out stage directions.

- c. 1) He
- 2) her
- 3) They
- 4) We
- 5) It
- 6) her

Day 3

a. (roaring onto the stage)
(dragon storms around the stage) (King and Princess enter)
(wringing his hands)
(running onto the stage) (George and the dragon fight)

b. Dragon: I am the dragon, be afraid of my claws! I am the dragon, be afraid of my jaws!
King: This dragon has no heart. He says he'll rip our land apart. Oh, dear me, where can we flee?
Princess: My father, to save our land, my life "I'll give. Here I stand.
George: Fair lady, do not fear. No dragon will harm you while I am near.

c. The dragon said, "I am the dragon, be afraid of my claws! I am the dragon, be afraid of by jaws!"

d. The King said, "This

dragon has no heart.
 He says he'll rip our
 land apart. Oh, dear me,
 where can we flee?"
 The Princess said, "My
 father, to save your
 land, my life I'll give.
 Here I stand."
 George said, "Fair lady,
 do not fear. No dragon
 will harm you while I
 am near!"

e. exclamatory sentences:

I am the dragon, be
 afraid of my claws!

I am the dragon, be
 afraid of my jaws!

No dragon will harm
 you while I am
 near!

declarative sentences:

This dragon has no
 heart.

He says he'll rip our
 land apart.

My father, to save our
 land, my life I'll
 give.

Here I stand.

**interrogative
 sentence:**

Oh, dear me, where
 can we flee?

imperative sentence:

Fair lady, do not fear.

Day 4

- d. Do the same thing with the words of the other characters. Begin by writing *the name of the character said*, followed by a comma. Write his or her words as a sentence using quotation marks.
- e. Review the four types of sentences you learned about in Lesson 19, Day 3. Find an example of each type of sentence in the "Saint George and the Dragon" play.

Day 4

- a. "Saint George and the Dragon" is an ancient legend about the patron saint of England. Listen as your teacher reads the story of Saint George and the Dragon.

Long ago a fierce and hungry dragon came roaring out of the mountains. He had red, blazing eyes, sharp teeth, and cruel pointed claws. He was as big as a tall pine tree. With his hot breath, he burned up all the crops the townspeople had planted. Everyone in the town was terrified of the dragon.

The King sent his advisors to beg the dragon to leave their town but he would not go. Instead he sent the King a message: Send out a beautiful young woman each day for me to eat. If you refuse, I will never leave. I will not allow your people to plant their crops and they will all starve.

Everyone in the kingdom wept. All the fathers and mothers hid their daughters, afraid they would be given to the dragon. The King did not know what to do. Finally, the King's own daughter came to her father and said, "Father, let me be the first to face the dragon. Perhaps he will have pity and spare me."

The King and all the people tried to stop the Princess, but she bravely walked out of the city gates toward the dragon. Just as the dragon was opening his mouth to devour the Princess, a fearless knight suddenly appeared on his white warhorse. The dragon's hot breath burned the knight but he stood his ground facing the dragon.

Before the dragon could strike, the knight reached into

the side of a nearby pine tree and made a ball of sticky pitch from the tree. As the dragon opened his mouth to gobble up the knight, the knight threw the ball of pitch into the throat of the dragon, gluing his mouth shut. Then the knight drew his sword and killed the dragon.

As he led the princess back through the city gates, they were met by the King and all the people who greeted them with great rejoicing. The King declared that George would from that day on be remembered as Saint George.

- b. Talk to your teacher about what it means to be brave. Who was brave in this story?
- c. Using the story you've just heard, continue writing the play from Day 1. Remember to write it in play form.
- d. You are going to review the spelling words presented in Lessons 17-32. Read over these spelling words.

Lesson 17

please
pleased
pleasing
grow
growing
BW - jungle

Lesson 20

write
wrap
wreck
wrote
wrong
BW - happened

Lesson 25

morning
evening
sunrise
sunset
sunshine
BW - Sunday

Lesson 19

thought
bought
brought
fought
ought
BW - would


Lesson 24

right
bright
light
night
might
BW - wonderful

Lesson 26

winter
summer
spring
garden
season
BW - fruit

b. George and the Princess were brave

 **Teacher's Note:**
Orally test your student on a few words with which your student has had difficulty. Some students may be ready the same day to test, others may need a day or two. Any difficult words can be written on flashcards for your student's personal review.

If your student needs to focus on each section at a time so he will not feel overwhelmed, fold his paper so that he only sees one section.

Lesson 27

head
dead
bread
instead
ready
BW - pleasant

Lesson 30

new
glue
tool
soup
flew
BW - juice

Lesson 32

current
turn
early
learn
hurry
BW - victory

Lesson 29

noise
spoil
point
coin
boil
BW - difficult

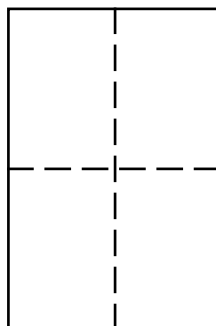
Lesson 31

chief
believe
field
piece
yield
BW - finally

- e. Use a yellow highlighter pen (or a yellow crayon or colored pencil) to mark any words that seem hard to you. You may also want to ask your teacher which words you may have had trouble with before. Use your **See-Spell-Say** process to practice any words that give you trouble.

Day 5

- a. To prepare for your spelling test use *Student Activity Book*. Or fold your paper into quarters like this:



Then reopen the paper. Number your paper like this:

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

b. Spelling Test

Read each word. Then read the sentence that uses the word, and read the word again.

- | | |
|--------------|--|
| 1) wrote | We <i>wrote</i> letters today. |
| 2) bright | The sun is very <i>bright</i> today. |
| 3) evening | It will be cooler in the <i>evening</i> . |
| 4) glue | We can fix the toy with some <i>glue</i> . |
| 5) bought | Dad <i>bought</i> a new fishing pole. |
| 6) point | That stick has a sharp <i>point</i> . |
| 7) early | It is too <i>early</i> to get up. |
| 8) believe | I <i>believe</i> his story. |
| 9) season | Summer is a wonderful <i>season</i> . |
| 10) ready | Mom and Dad are <i>ready</i> to go. |
| 11) noise | That car makes a lot of <i>noise</i> . |
| 12) please | <i>Please</i> wait for your sister. |
| 13) wrong | It is <i>wrong</i> to tell a lie. |
| 14) thought | Ann <i>thought</i> it was time to go. |
| 15) learn | I want to <i>learn</i> about boats. |
| 16) field | There are some flowers in the <i>field</i> . |
| 17) yield | The apple tree will <i>yield</i> much fruit. |
| 18) instead | Come home now <i>instead</i> of later. |
| 19) garden | We planted vegetables in our <i>garden</i> . |
| 20) sunshine | The <i>sunshine</i> makes me feel warmer. |

c. Optional: Enrichment

- d. Journal Entry: Explain how to play one of your favorite games.

e. Handwriting

Jump

Jack

Jill

June

Ice

I'm

I'll

If

Dave

Date

Done

Did

Egg

Every

Eat

Eye

Review Activities

Choose the skills your student needs.

1. *Pronouns*

Replace the underlined words with pronouns.

- a. Dad and I went fishing.
- b. Dad caught four big fish.
- c. Dad's friend let us use the boat.
- d. The trip was fun.

2. *Quotation Marks*

Add quotation marks to these sentences.

- a. Seth said, Emily is here.
- b. Come home soon, said Mom.
- c. I am so hungry, thought James.

1.

- a. We
- b. He
- c. His
- d. It

2.

- a. Seth said, "Emily is here."
- b. "Come home soon," said Mom.
- c. "I am so hungry," thought James.