

Levels 1 & 2

# First Language Lessons

*for the Well-Trained Mind.*

**but-ter-fly**

1. (NOUN) Any of

A noun is the

name of a person,

place, thing, or idea.



**Jessie Wise**

# **First Language Lessons** for the Well-Trained Mind



**by Jessie Wise**

**Illustrations by Sarah Park**



Peace Hill Press  
Books for the Well-Trained Mind  
Charles City, VA 23030

**Publisher's Cataloging-in-Publication**

Wise, Jessie.

First Language Lessons for the well trained mind / by Jessie Wise ;  
illustrations by Sarah Park.

p. cm.

Includes bibliographical references and index.

LCCN 2002112390

ISBN 0-9714129-7-9

1. English language--Grammar--Study and teaching.
  2. English language--Rhetoric--Study and teaching.
- I. Park, Sarah. II. Title.

PE1112.W57 2002

428'.007

QB133-613

Cover photo by Colonial Photography  
Cover design by Andrew J. Buffington

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Printed in the U.S.A.

ISBN: 0-9714129-7-9

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## How To Use This Book

I believe we underestimate what young children are capable of learning. Our ideas are influenced by the school model, which aims most of its instruction at what it considers the largest population—the “average child.” But when we teach to the average, we train our children to be...average! Instead, we can grow children who exceed the average by exposing them to above-average content—as long as that content is taught patiently, frequently, and consistently, and is reviewed often.

### General Thoughts on Teaching Language

Learning rules without practical application is a sterile activity. Absorbing grammar incidentally without the guidance of rules is inefficient. By combining simple rules with continued “real life” use of those rules in language, the teacher lays the foundation for a child’s application of appropriate rules to his own work in the future.

Children are natural imitators. This book provides you with examples of correctly spoken and written English in order to train the child’s ear and hand. Then his original ideas can have form and beauty when they are expressed.

Every time a child speaks or writes correctly, that pattern is imprinted on his mind; the same is true for patterns that are incorrectly practiced. It is better to do less work, and do it correctly, than to practice errors. Then the child doesn’t have to spend time unlearning and relearning.

So don’t hurry through these lessons just to finish. Take the time to have the child answer in complete sentences. Take the time to frequently repeat rules until the child knows them. Take the time to have the child write correctly. Take the time to allow the child to make corrections immediately. If you require him to correct his mistakes, you will not damage his self-esteem. Compliment the correction and you will build his confidence.

Do not wait until a child is reading to expose him to good literature. Likewise, do not wait until a child is writing to expose him to proper use of our language. This is why I encourage the use of oral exercises while the child is young. Speech patterns are developed early. The longer a child uses incorrect language, the harder it will be to teach him correct speech and writing.

This early exposure is the purpose of my introducing young children to what some may consider advanced material. But this early introduction is not intended to result in mastery; mastery comes later.

I suggest you file the child's work in a notebook. This will serve as a way to organize all of his language work—narrations that you write for him, his copy work and dictations, his exercises, and copies of the letters he writes to real people.

### **The Method of This Book**

*First Language Lessons for the Well-Trained Mind* combines the best of traditional content with examples and illustrations meaningful to present-day children. The scripted lessons focus on training the child in the proper use of standard English. They are not intended to be read by the child—instead, they aim to give you some idea of how to teach these skills. Appropriate answers that the child should give to your questions are suggested, but the child should certainly not be required to give those answers word-for-word! Do remember, though, to require all answers in complete sentences. If the child answers with a single word or phrase, reword the answer as a complete sentence, repeat it to the child, and ask him to repeat it back to you. This will begin to train his ear to recognize complete sentences.

This book covers grammar and writing skills for grades 1–2. You will also need to provide a phonics/spelling program and formal penmanship instruction.

### **Goals for Grades 1–2**

1. To train the child's ear by allowing him to listen to correctly-spoken language.
2. To train the child's speech by practicing correctly spoken grammar with him.
3. To train the child's attention by reading aloud to him and having him narrate back to you the content or story line, using proper grammar.
4. To teach beginning skills in correct writing:
  - a) by copying short sentences, using correct capitalization and punctuation
  - b) by writing short sentences from dictation, using correct capitalization, punctuation, and spelling
5. To give the child opportunity to practice these skills in writing.

Remember: exposure, not mastery, is the goal at this level!

## **The Tools Used in This Book: the “Four Strand” Approach**

This book teaches rules, usage, and beginning writing skills by using four different tools.

### ***Strand 1: Memory work***

The child is assigned simple memory work—short poems and brief rules and definitions to learn by heart. The poems instill the beauty and rhythm of correct language in the child’s mind. The rules and definitions may not be completely understood when they are first committed to memory, but they will be a resource for the child as he continues to exercise his growing language skills.

### ***Strand 2: Copying and dictation***

The student is asked to copy sentences in first grade and to take sentences from dictation in second grade. This early training in writing uses correct models to shape the child’s writing skills, and allows children to practice proper writing technique without forcing them to come up with original ideas. Although first and second graders may choose to write original stories and compositions, they should never be required to do so. They are still learning the “code” of written language and should be allowed to focus on the technicalities of this “code” without simultaneously producing original content! This approach makes it possible for children to absorb more grammar content earlier than is expected in programs that require young children to produce original writing. Ideas come slowly for many young children, and getting those ideas on paper is difficult before adequate skills are acquired.

Copying allows the student to store in his mind (and muscle memory) the look and feel of properly written language. Dictation, done after the student has had plenty of practice in copying, teaches the student to picture a sentence in his mind before putting it down onto paper. Both steps are necessary before the student is required to do original writing. File copywork and dictations in a three-ring binder so that the child can view his progress.

### ***Strand 3: Narration***

While the student is learning correct mechanics through copying and dictation, he is also practicing the producing of original content *orally*. This will prepare him for “real writing.” By third or fourth grade, the student will have learned through copying and dictation how

to put written language down on paper. Through narration, he will have learned how to formulate his thoughts into complete sentences. At this point, he will be ready to do original written compositions.

Two types of narration are used; both are intended to train the child in attention, observation, and expression, so that as he matures he will be able to share his own thoughts with eloquence.

a. Picture narration

Some of the lessons ask the student to look at and describe a picture. This allows him to practice observation skills as well as proper language use—always encourage the child to describe the picture in complete sentences!

b. Story narration

In other lessons, you will read a short story to the child and then ask him to tell it back to you in his own words. This type of narration helps the child to listen with attention, to comprehend spoken language, and to grasp the main point of a work.

***Strand 4: Grammar***

The rules of grammar bring order to the chaos of words in the child's mind. Think of the study of formal grammar as the building of a room. The essentials—nouns and verbs—are the floor, walls, and ceiling. The room is decorated with adjectives and adverbs. The relationships between the different pieces of furniture in the room are demonstrated through prepositions and conjunctions. And sometimes the people in the room show intense emotion—with interjections!

The student is taught the correct definitions of grammatical terms from the very beginning. Much of this grammar is done orally, so that more advanced grammar can be covered while the child is improving his writing skills through the practice of copying, dictation, and narration. Lessons in oral usage are also provided so that the instructor can pinpoint any areas of difficulty in the child's use of language.

The lessons are planned to give an adequate foundation for every child. I assume that many children will not be ready to do a great deal of pencil-work in first and second grade. For children who are physically capable of doing more writing, I have provided “enrichment activities.” But it is not necessary—or expected—that most children will do these enrichment exercises!

Even if your child can already write, plan on doing the first 45 exercises orally.<sup>1</sup> Lessons in copying begin with Lesson 42. The first 100 lessons are intended for first-grade students; dictation exercises begin in second grade, Lessons 101–200.

This book is designed as a two-year study. Lesson 100 is the last lesson in the first year of study. Do not take three months off before continuing with Lesson 101! Even if you move into a “summer break,” continue to do at least one lesson per week until you “start school” again. Two is better! If you do only one lesson per week, you should also plan on reviewing previous lessons as necessary, since the child may not remember material covered earlier. Young children forget more between the first grade and second grade years than in any other interval. Try to avoid a long break!

### Using the Lessons

Suggested wording for the instructor is in traditional print.

⇒ Notes to the Instructor are in smaller, traditional print and are bulleted.

*Suggested wording for child is in italics.*

Suggested wording that the child is to read or follow is in larger traditional print.

**Definitions and terms are in larger bold print.**

If you wish to gather all your materials for first grade in advance, you will need a map of your state, business size envelopes and stamps, a family calendar and a child’s personal calendar, scissors, drawing supplies, crayons, highlighter markers, a tape recorder, colored construction paper, old magazines to cut up, a flower seed catalog, and some family mail. Materials for second grade are listed on page 173.

<sup>1</sup> **A note on inclusive pronouns:** I studied advanced traditional grammar in the 1950s as part of my training in teacher certification. I learned that the pronouns “he” and “him” were generic pronouns, used to refer to both men and women. Although I understand why some users would prefer to see an alternate use of “he” and “she,” I find this style of writing awkward; my early training shapes my usage! So I have used “he” and “him” to refer to the child throughout. If you prefer, simply change these pronouns to “she” and “her.”

## Lesson 31

- Common nouns
  - Living things
- Oral usage: "Was/Were"
- Poem review: "Hearts Are Like Doors" (Lesson 27)

⇒ Note to Instructor: Don't forget to review the poem "Hearts Are Like Doors" today.

Instructor: Let's say the definition of a **noun** together.

Together: **A noun is the name of a person, place, thing, or idea.**

Instructor: We have talked about names of people, places, and things. Did you know that names of animals are **nouns**, too? The names of all living things are **nouns**. Insects are living things. Can you name some insects for me? (flies, mosquitoes, bees).

Fish and sea life are living things. Name some things that live in the water (crabs, gold fish, stinging nettles, sharks).

Plants are living things. Name some trees (maple, oak, pine). Name some vegetables (tomatoes, potatoes, lettuce). Name some fruit (apples, oranges, grapes). Name some nuts (pecans, walnuts).

Flowers are living things. Name some flowers (tulips, roses).

Animals are living things! Name some animals (cats, hamsters, dogs).

All of the words we talked about today are **nouns** because they tell what the living things are *named*.

### Oral Usage Exercise

⇒ Note to Instructor: Use "was" and "were" to tell about something that happens in the past. Use "was" to tell about one person or thing. Use "were" to tell about more than one person or thing. Always use "were" with the word "you."

Instructor: I will ask you a question. I want you to answer the question starting with the word, "Yes."

Instructor: Was the kitten too little to walk?

*Child: Yes, the kitten was too little to walk.*

Instructor: Were the kittens grey and black?

*Child: Yes, the kittens were grey and black.*

Instructor: Were you cuddling the kittens?

*Child: Yes, I was cuddling the kittens.*

Instructor: Was I feeding the kittens?

*Child: Yes, you were feeding the kittens.*

## Lesson 32

- Common and proper nouns
  - Family relationships
  - Living things

\* The instructor will need a pencil and paper for the lesson. The child will need a pencil and paper for the enrichment activity.

Instructor: Names of animals are common nouns. But some animals have special **proper names**, too! If you give a pet a special **proper** name, that name would be written with a capital letter. I am going to write some sentences for you to look at. They show the difference between **common and proper nouns** as names of pets.

⇒ Note to Instructor: Write sentences that include the common and proper names of pets (“My cat’s name is Fluffy,” or “Lily’s mouse is named Chang”). If the child has a pet, or knows the name of someone else’s pet, use those real names for this exercise.

Instructor: Remember how we talked about **common names** of people like mother, father, sister, brother, grandmother, and grandfather, aunts, uncles, and cousins? These words could mean people in anyone’s family. Today, we are going to name the special **proper names** of these people in our family.

⇒ Note to Instructor: Choose any members of your family. Help the child to give the family member’s proper name (“My aunt’s name is \_\_\_\_\_ (either “Aunt Sabrina” or “Sabrina Cortez” is correct). Write out the sentence as you say it. Let the child watch you write. Point out that you are beginning proper names with capital letters.

### Enrichment Activity

If the child has a pet, ask him to write the common and proper name of the pet.

## Lesson 67

-Seasons

-Spring

-Noun review

-Copywork: "Spring"

\* Both the instructor and the child will need a pencil and paper. The child will also need seed catalogs for the enrichment activity.

Instructor: Let's say the definition of a **noun** together.

Together: **A noun is the name of a person, place, thing, or idea.**

Instructor: Give me the name of a person. Either a **common noun** or a **proper noun** is fine!

*Child: [common noun or proper noun]*

Instructor: Give me the name of a place. Either a **common noun** or a **proper noun** is fine!

*Child: [common noun or proper noun]*

Instructor: Name a thing in this room for me.

*Child: [chair, spoon]*

Instructor: Now, can you think of the name of an idea? Remember, an idea is something you think about in your mind, but cannot see or touch.

*Child: [idea]*

⇒ Note to Instructor: If necessary, prompt the child for feelings such as love, fear, anger, happiness, or for a character quality such as patience, persistence, or obedience.

Instructor: We have talked about December, January, and February—the winter months. Do you know what season comes after winter? Spring comes after winter! The spring months are March, April, and May. Repeat those after me.

*Child: March, April, May.*

Instructor: What are the first three letters of March?

*Child: Mar.*

⇒ Note to Instructor: Write these letters out while the child watches. Place a period after the abbreviation. Follow this procedure for April as well.

Instructor: What are the first three letters of April?

*Child: Apr.*

Instructor: What are the first three letters of May?

*Child: May!*

Instructor: May is only three letters long, so we don't need an abbe-



viation for it! Remember, abbreviations of months are always capitalized and have a period after them. The names of months are always capitalized when they are written in full, because they are proper names. But “winter” and “spring” are seasons. Their names are not capitalized.

### **Copywork**

Help the child write “Spring” as the title on a sheet of paper. Write the names of these three spring months for the child to copy onto his paper. Then ask the child draw or cut out a spring picture or pictures showing the season or a holiday celebrated in these months.

### **Enrichment Activity**

You may plan to collect the child’s writing and drawing about the seasons and make a booklet entitled, “The Seasons.” For “Spring,” the child may use seed catalogs to cut out pictures of spring blooming plants, bulbs, and trees. He may wish to label the pictures to identify the names of the flowers.

## Lesson 68

-Action verbs

-Oral usage: "Was/Were"

\* The child will need a pencil and paper for the enrichment activity.

Instructor: **A verb is a word that does an action, shows a state of being, links two words together, or helps another verb.** Let's repeat the first part of that definition three times.

Together (three times): **A verb is a word that does an action.**

Instructor: Now I want you to repeat the second part of the definition one time: **Shows a state of being.** Repeat that for me.

*Child: Shows a state of being.*

Instructor: **Links two words together.**

*Child repeats: Links two words together.*

Instructor: **Or helps another verb.**

*Child repeats: Or helps another verb.*

Instructor: Now, let's see if we can find some action verbs in the story of "The Crow and the Pitcher."

⇒ Note to Instructor: Go back to Lesson 62, "The Crow and the Pitcher," and read it aloud to the child. Help the child to follow along with your finger or a marker. After you and the child read each sentence aloud, stop and help him to find the action verbs. In order of appearance, they are: flew, grew, spied, flew, reach, push, drink, spill, thought, stretch, reach, said, try, sighed, hopped, think, rested, noticed, said, pick, drop, sink, rise, collect, make, rise, reach, collected, dropped, rose, plunged, drank, drank, spread, flew.

Use your discretion: You do not need to read the whole story if his attention span is short.

### Oral Usage Exercise

⇒ Note to Instructor: Use "was" when speaking of one; use "were" when speaking of more than one or when speaking of "you."

Instructor: I am going to read some sentences to you. I want you to tell me which word goes in the blank: was or were? If the sentence speaks of only one person, choose "was." If it speaks of more than one, use "were." Also use "were" along with the word "you."

Instructor: Brenda and Frank \_\_\_\_\_ playing store.

*Child: Brenda and Frank were playing store.*

Instructor: Carl and Holly \_\_\_\_\_ in a spelling contest.

*Child: Carl and Holly were in a spelling contest.*

Instructor: Daisy \_\_\_\_\_ in the swimming pool.

*Child: Daisy was in the swimming pool.*

Instructor: You \_\_\_\_\_ at home yesterday.

*Child: You were at home yesterday.*

Instructor: Remember, use “were” with the word “you”! The children \_\_\_\_\_ having a picnic.

*Child: The children were having a picnic.*

Instructor: The mother \_\_\_\_\_ enjoying the good weather.

*Child: The mother was enjoying the good weather.*

Instructor: The boy and the girl \_\_\_\_\_ playing soccer.

*Child: The boy and the girl were playing soccer.*

### **Enrichment Activity**

If the child is writing easily, he may make a list of the verbs in “The Crow and the Pitcher.” Title his list, “The Crow’s Action Verbs.”

## Lesson 94

- Introducing sentence type 2: commands
- Copywork: "Fried Octopus"
- Poem review: "Days of the Week" (Lesson 35)
- \* The child will need a pencil and paper.

⇒ Note to Instructor: Review "Days of the Week" today.

Instructor: Now let's say the definition of a **sentence** together.

Together: **A sentence is a group of words that expresses a complete thought.**

Instructor: All **sentences** begin with a capital letter and end with a punctuation mark. Let's say that together three times.

Together (three times): All sentences begin with a capital letter and end with a punctuation mark.

Instructor: Last lesson we talked about the first type of sentence: the **statement. Statements give information.** Let's repeat that together three times: **Statements give information.**

Together (three times): **Statements give information.**

Instructor: Can you make a **statement** about yourself? Begin with "I am..."

*Child: I am... [a boy, a girl, hungry, thirsty, etc.]*

Instructor: There are four types of **sentences**. Today I am going to tell you about the second type of **sentence**: The **command. Commands give an order or make a request.** Let's say that together three times.

Together (three times): **Commands give an order or make a request.**

Instructor: Commands usually end with a period. I am going to give you some commands or requests:

Pick up your book.

Stand up.

Come here.

Other commands or requests you have heard are:

Come to breakfast.

Eat your supper.

Put your books away.

Pick up your toys.

Now it is your turn to give me some commands!

⇒ Note to Instructor: Allow the child to give you reasonable commands.

You may want to lay some ground rules first!

Instructor: Now we have learned about two types of sentences. Statements give information. Commands give an order or make a request.

### **Copywork**

According to the child's ability, choose one to three of these commands and have the child copy them. Remind the child that sentences begin with capital letters and that commands usually end with a period.

1. Eat neatly.
2. Do not eat with your toes.
3. Wipe your mouth after eating the fried octopus.

### **Enrichment Activity**

Make a game of having the child give requests and commands to different members of the family. Silly, fun requests and commands are allowed if they are possible. If the child is writing easily, have him list these on paper. He may title the paper "Requests and Commands."

## Lesson 95

-Introducing sentence type 3: questions

-Copywork: "Smaller Than an Elephant"

\* Both the instructor and the child will need a pencil and paper. Also, in preparation for the lesson, consult your penmanship curriculum for the style of the question mark, which can differ from program to program.

Instructor: Let's say the definition of a **sentence** together.

Together: **A sentence is a group of words that expresses a complete thought.**

Instructor: All sentences begin with a capital letter and end with a punctuation mark. Now let's say that together.

Together: All sentences begin with a capital letter and end with a punctuation mark.

Instructor: We have talked about **sentences** that are **statements** and **sentences** that are **commands**. Which type of **sentence** gives information?

*Child: A statement gives information.*

Instructor: Which type of **sentence** gives an order or makes a request?

*Child: A command gives an order or makes a request.*

Instructor: Today we are going to talk about a third type of **sentence**. **A sentence that asks something is called a question.**

It ends with a question mark. Now I am going to ask you some questions. I'll ask the **question** and you answer the **question** in a complete **sentence**.

Instructor: What is your name?

*Child: My name is \_\_\_\_\_.*

Instructor: You just answered my **question** with a **statement**. You gave me information. Now I will ask you another **question**. What is your favorite food?

*Child: My favorite food is \_\_\_\_\_.*

Instructor: What type of **sentence** did you just use?

*Child: I just used a statement.*

Instructor: Now you may ask me a **question**.

⇒ Note to Instructor: Answer in a complete sentence! Point out that you have used a statement to answer a question.

Instructor: What type of **sentence** is this? "Tell me your birthday."

*Child: That is a command.*

Instructor: What type of **sentence** is, “When is your birthday?”

*Child: That is a question.*

Instructor: Now you know three different types of **sentences**. **A statement gives information. A command gives an order or makes a request. And a question asks something.** The answers to **questions** are usually **statements**. What punctuation mark comes at the end of a **statement** or **command**?

*Child: Statements and commands end with periods.*

Instructor: What punctuation mark comes at the end of a **question**?

*Child: A question mark comes at the end of a question.*

Instructor: I will show you how to make a question mark. Then I want you to practice making five question marks on your own paper.

### **Copywork**

Instructor: According to the child’s ability, choose one to three of the following questions.

1. How much do you weigh?
2. Are you bigger than a kangaroo?
3. Are you bigger than a dog and smaller than an elephant?

### **Enrichment Activity**

Play the commands and questions game, “May I?” The instructor gives a command such as, “Stand up.” Then follow with possible commands such as: “Pick up your pencil,” “Come here,” Turn around,” “Pick up one foot,” “Put your foot down,” etc. Before the student obeys the command, he must say, “May I?” If he fails to ask “May I?” he must sit down where he is until told to stand up again.

## Lesson 125

- Nouns
- Pronouns
- Verbs
- Adjectives

\* The child will need art supplies or old magazines for summer pictures.

Instructor: We have learned about four different kinds of words: **Nouns, pronouns, verbs, and adjectives.** Let's review what each kind of word does. **A noun is the name of a person, place, thing, or idea.** Let's repeat that together three times.

Together (three times): **A noun is the name of a person, place, thing, or idea.**

Instructor: Can you name a person for me? A place? A thing? An idea? All of those words are nouns.

⇒ Note to Instructor: Give the child as much help as necessary to come up with these four nouns. You may have to remind him that an idea is something you think about in your mind, but cannot see or touch.

Instructor: **A pronoun is a word used in the place of a noun.** Let's say that together three times.

Together (three times): **A pronoun is a word used in the place of a noun.**

Instructor: Instead of saying to you, "Christina is coming to play today," I could say "*She* is coming to play today." Repeat those two sentences for me.

*Child: "Christina is coming to play today." "She is coming to play today."*

Instructor: The **pronoun** "she" is used in place of the noun "Christina." Now let's review our third kind of word: **Verbs.** **A verb is a word that does an action, shows a state of being, links two words together, or helps another verb.** Let's say that together three times.

Together (three times): **A verb is a word that does an action, shows a state of being, links two words together, or helps another verb.**

Instructor: Can you finish these sentences for me, using **action verbs**? "The baby..."

*Child: The baby [laughed, drooled, crawled, giggled].*

⇒ Note to Instructor: If necessary, prompt the child for the appropriate action verb.



Instructor: The new puppy...

*Child: The new puppy [barked, played, slept].*

Instructor. These are **verbs** that do actions. **Verbs** also show “state of being.” The **state of being verbs** are: Am, is, are, was, were, be, being, been. Let’s repeat those together three times.

Together: (three times)

Am [clap]

Is [clap]

Are, was, were. [clap]

Be [clap]

Being [clap]

Been. [clap] [clap]

Instructor: Some **verbs** help other **verbs**. The “**helping verbs**” are: Have, has, had, do does, did, shall, will, should, would, may, might, must, can, could. Let’s repeat those together three times.

Together: (three times)

Have, has, had [clap]

Do, does, did [clap]

Shall, will, should, would, may, might, must [clap] [clap]

Can, could!

Instructor: Sometimes a **verb** links two words together. If I say, “You are smart!” I am using a **pronoun** in the place of a **noun**—your name. I am linking the **pronoun** “you” to a word that describes what you are— smart! The **verb** “are” links “you” with “smart.” It is a **linking verb**. “Smart” is an **adjective**. It describes you! Let’s review the definition of an **adjective**: **An adjective is a word that describes a noun**. Let’s repeat that definition together three times.

Together (three times): **An adjective is a word that describes a noun.**

Instructor: I will give you some sentences with **nouns** and **linking verbs**. I want you to add an **adjective** to each sentence that describes the **noun**.

Note to Instructor: If necessary, prompt the child to complete each sentence by asking questions such as “What color is the dress?” or “What size is the horse?”

Instructor: The wall is...

*Child: The wall is [white].*

Instructor: The dress is...

*Child: The dress is [pretty, blue].*

Instructor: The horse is...

*Child: The horse is [big].*

Instructor: My room is...

*Child: My room is [neat, messy].*

### **Copywork**

Look at the couplet “August” from “The Year” together. Help the child identify the nouns, verbs, and adjectives. See key below:

noun      action verb      adjective      noun  
August brings the warmest air,

adjective      noun      adjective      noun  
Sandy feet and sea-wet hair.

Have the child copy the “August” couplet from the poem “The Year” onto a blank sheet of lined paper. If the child has great difficulty copying both lines of the couplet, have him copy one line and you write the second line. He can illustrate the paper by drawing a picture of an August activity (eating ice-cream, family birthdays, religious holidays). If he prefers, he can cut pictures from a magazine and paste them onto the page.

## Lesson 126

-Helping verbs

-Dictation exercise: "God Made Them So"

-Copywork: "September"

-Poem review: "Hearts Are Like Doors" (Lesson 27)

\* The child will need art supplies or old magazines for fall pictures.

⇒ Note to Instructor: Review "Hearts Are Like Doors" today.

⇒ Note to Instructor: Review the "Helping Verb" chant today:

Am [clap]

Is [clap]

Are, was, were. [clap]

Be [clap]

Being [clap]

Been. [clap] [clap]

Have, has, had [clap]

Do, does, did [clap]

Shall, will, should, would, may, might, must [clap] [clap]

Can, could!

Instructor: Today I am going to give you some sentences in which the **action verb** needs another **verb** to help it. I will emphasize the **verbs** as I read. I want you to tell me which **verb** is the **action verb**, and which **verb** is the **helping verb**.

⇒ Note to Instructor: Emphasize the italicized words in the following sentences. Give the child any necessary help. If the child cannot identify the helping verb, read the sentence without it and ask which word has disappeared.

Instructor: "I'm glad the sky *is painted* blue." Which verb is the **action verb**? Which is the **helping verb**?

Child: "*Painted*" is an action verb. "*Is*" is a helping verb.

Instructor: "And the earth is painted green."

Child: "*Painted*" is an action verb. "*Is*" is a helping verb.

Instructor: Those sentences are the beginning of a poem. I am going to read the poem aloud while you follow along with me.

I'm glad the sky is painted blue,  
And the earth is painted green,  
With such a lot of nice fresh air  
All sandwiched in between.

Instructor: Which helping verb do you see in line one?

*Child: Is.*

Instructor: Which helping verb do you see in line two?

*Child: Is.*

Instructor: This poem is an anonymous poem – we don't know who wrote it. Here is another line from a poem, called "Let Dogs Delight to Bark and Bite." It was written by Isaac Watts.

Let dogs delight to bark and bite,  
For God has made them so.

The verbs in the last line are "has made." Which **verb** is the **action verb**? Which is the **helping verb**?

*Child: "Made" is an action verb. "Has" is a helping verb.*

Instructor: I will read you the whole poem now:

Let dogs delight to bark and bite,  
For God has made them so.  
Let bears and lions growl and fight,  
For it is their nature too.  
But children, you should never let  
Such angry passions rise;  
Your little hands were never made  
To tear each other's eyes.

Instructor: Listen to the **verbs** in this line: "But children, you *should* never *let* / Such angry passions rise." The **verbs** are "should" and "let." "Let" is the **action verb**. What is the **helping verb**?

*Child: "Should" is the helping verb.*

Instructor: "Should" helps the verb "let." Listen to this line:

Your little hands were never made  
To tear each other's eyes.

Can you hear the **verbs** "were made?" "Were" is the **helping verb**. What is the **action verb**?

*Child: "Made" is the action verb.*

Instructor: Now I would like you to write this sentence on your paper: "God has made them so." Listen to me as I say it again: "God has made them so." Can you repeat that sentence back to me?

*Child: "God has made them so."*

Instructor: Write that sentence on your own paper. Remember that the first letter should be capitalized. What punctuation mark should come at the end of the sentence?

*Child: A period should come at the end of the sentence.*

⇒ Note to Instructor: Repeat the dictation sentence once more, if necessary.

### **Copywork**

Have the child copy the “September” couplet from the poem “The Year” onto a blank sheet of lined paper. If the child has great difficulty copying both lines of the couplet, have him copy one line and you write the second line. He can illustrate the paper by drawing a picture of a September activity (fall leaves, books and pencils for “back to school,” religious or family holidays). If he prefers, he can cut pictures from a magazine and paste them onto the page.

## Lesson 143

- Four types of sentences
- Dictation exercise: "The Dump Truck"
- Poem review: "The Little Bird" (Lesson 139)

⇒ Note to Instructor: Review "The Little Bird" today.

Instructor: Let's review the definition of a **sentence**. Listen first, and then repeat with me: **A sentence is a group of words that expresses a complete thought.**

Together: **A sentence is a group of words that expresses a complete thought.**

Instructor: Repeat with me: All sentences begin with a capital letter and end with a punctuation mark.

Together: All sentences begin with a capital letter and end with a punctuation mark.

Instructor: There are four types of sentences. Can you remember what they are?

⇒ Note to Instructor: Give the child time to think and remember before reminding him.

Instructor: The four types of sentence are: **Statement, command, question, and exclamation**. Let's review those definitions. Repeat with me: **Statements give information.**

Together: **Statements give information.**

Instructor: Can you make a **statement** that gives me information about something in this room?

⇒ Note to Instructor: If necessary, prompt the child with a question: "Can you tell me where the book is? The book is on the table. That is a statement."

Instructor: Let's say the definition of a **command** together: **A command gives an order or makes a request.**

Together: **A command gives an order or makes a request.**

Instructor: Can you give me a **command**?

⇒ Note to Instructor: If the command is reasonable, act out the command after the child gives it.

Instructor: When you write **statements** and **commands, statements** always end with a period. **Commands** usually end with a period. Now let's repeat the definition of the third type of sentence: **A question asks something**. Let's say that together.

Together: **A question asks something.**

Instructor: A question ends with a question mark. Ask me a **ques-**

**tion**, and I will write it down on my paper.

⇒ Note to Instructor: Write the child's question on your paper. Make a question mark at the end, and point out the question mark.

Instructor: Now let's repeat the last definition: **An exclamation shows sudden or strong feeling.** Say that with me.

Together: **An exclamation shows sudden or strong feeling.**

Instructor: Do you remember what punctuation mark comes at the end of an **exclamation**? An exclamation point. I will ask you a **question**, and I want you to answer it with an **exclamation**. Do you love your birthday?

*Child: I love my birthday!*

⇒ Note to Instructor: Remind the child to say this with strong feeling.

Write the exclamation down on your paper, and show the child the exclamation point.

Instructor: Let's pretend that we are on a car trip together—a very long car trip. You are the parent, driving the car, and I am the little child in the back seat. I am very tired of riding! I am going to read you some things I might say on this very long, long trip. You follow along. I want you to tell me for each sentence if it is a statement, a question, a command, or an exclamation.

⇒ Note to Instructor: To help the child keep his place, move your finger along above each sentence (or place a paper marker under each line). Laugh and have fun with this lesson.

Are we there yet?

Can we stop for a hamburger?

Give me an apple, please.

Are we there yet?

My brother is touching me!

How much farther is it?

Can we get some ice cream?

I see an enormous truck with cars on it!

Give me the water, please.

I have to go to the bathroom.

Are we there yet?

I'm tired of wearing my seat belt.

It's hot back here.

Now it's cold back here.

How much farther is it?

Are we there yet?

### Dictation Exercise

Choose one or more of the following sentences to dictate to the child. Remind him of the proper punctuation mark for each.

Stop.

Is a car is coming?

It isn't a car. It is a dump truck.

The dump truck is full of rocks, and they are falling out!

### Enrichment Activity

The instructor should pretend to be a four-year-old. Have fun with it; talk in a little child's voice. Have the child talk in a "big grown-up's voice." Answers in brackets are only suggestions. Accept any reasonable answer. If the child answers in a fragment, rephrase the information to form a complete sentence and have the child repeat the correct form back to you. For example, if the child answers the first question with just "No," you give the complete sentence, "No, we are not there yet." Then have the child repeat the complete sentence after you.

Instructor (pretending to be the child): Are we there yet?

*Child (pretending to be parent): [No, we are not there yet.]*

Instructor (pretending to be the child): May we get some ice cream?

*Child (pretending to be the parent): [Yes, we will get some soon.]*

Instructor (pretending to be the child): Are we there yet?

*Child (pretending to be the instructor): [No, it will be awhile.]*

Instructor (in regular voice): Pretending to be a child, I will give a command or request. Pretending to be the parent, you tell whether or not you will do it.

Instructor (pretending to be the child): Read me a story.

*Child (pretending to be the parent): [No, I am driving.]*

Instructor (pretending to be the child): Stop at a playground, please.

*Child (pretending to be the parent): [Yes, I will as soon as I can.]*

Instructor (pretending to be the child): Look at those huge mountains!

*Child (pretending to be the parent): [Yes, they are big.]*

Instructor (in regular voice): If I make a simple statement, answer any



way you wish.

Instructor (pretending to be the child): I'm tired of wearing my seat belt.

*Child (pretending to be the parent): [You must wear it for safety.]*

Instructor (pretending to be the child): I want a sandwich.

*Child (pretending to be the parent): [We'll be eating lunch soon.]*

Instructor (pretending to be the child): We are going on a picnic.

*Child (pretending to be the parent): [I can hardly wait.]*

Instructor (in regular voice): If I make an exclamation, you make a exclamation, too!

Instructor (pretending to be the child): Ouch! My seat belt is pinching me!

*Child (pretending to be the parent): [Sorry! I'll loosen it for you!]*

Instructor (pretending to be the child): Stop! There is a place to buy a drink!

*Child (pretending to be the parent): [Quick! I'll get in the right lane!]*

Instructor (pretending to be the child): Yippee! We are at the park!

*Child (pretending to be the child): [Whew! I'm glad! That traffic was horrible!]*