



FIRST LANGUAGE LESSONS FOR THE WELL-TRAINED MIND



LEVEL 3

by Jessie Wise and Sara Buffington



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Also by Jessie Wise and Sara Buffington

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The Well-Trained Mind: A Guide to Classical Education at Home

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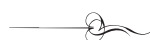
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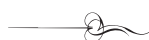
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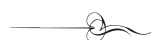
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INTRODUCTION



HOW TO USE FIRST LANGUAGE LESSONS, LEVEL 3

The Four-Strand Approach

This book uses four different strands to teach grammar and punctuation rules, proper usage, and writing skills.

Strand 1: Memory Work

Memorizing Poetry

Poems store beautiful language in the student's mind. Memorizing poetry gives the student confidence that he can indeed retain material. This confidence extends to his memorization of material in history, science, and literature. Also, memorization can actually train the student's attention span. He is not just passively being exposed to information; he is actively engaged in a mental exercise. There is a good memorization technique in the first poetry lesson of this book.

Memorizing Rules and Definitions

The technique for memorizing rules and definitions is practiced in the scripted lessons. A summary of the rules, definitions, and lists to be memorized is on page 457.

A note for students who have not used First Language Lessons, Levels 1 and 2: Several of the definitions and memorized lists of parts of speech were taught in the first two levels of this series. All of this material is reviewed in this book. However, you may wish to do extra review of these rules and lists. You may find it helpful to purchase the audio companion to *Levels 1 and 2* (a CD containing both chanted and sung versions of definitions and lists to be memorized) from Peace Hill Press at www.peacehillpress.com.

Strand 2: Copywork and Dictation

At this level, copywork is still the primary tool to help the student store in his mind the look and feel of properly written language. Copywork engages both the visual and motor memory of the student. It gives the student correct models while he is still struggling with the basics of written conventions: spaces between words, capital letters, punctuation, and spelling. Supervise the student carefully and correct him when he **begins** to copy incorrectly.

When you **dictate** a sentence to the student, he must write it without looking at a written model. Dictation teaches the student to picture a sentence in his mind before putting it down on paper and also trains him to hold complete sentences in his memory as he writes. Dictation should be a precursor to any original writing, since it allows the young writer to practice mechanics without also struggling to produce original content. We will discuss a good technique for giving dictation in “Dictation Exercises,” later in this introduction.

Strand 3: Narration

Through copywork and dictation, a student learns to put words down on paper properly. Narration is simply the student retelling a passage that he has read or heard, putting it in his own words. Narration helps the student to listen with attention, to grasp the main point of a work, to think through a sequence of events, and to reproduce the events in his own words in proper, logical order.

Narration is also a precursor to original writing. There are no formal essays or creative writing assignments for the student to do in this book. In the primary grades, the student learns the proper structure of language through copywork and dictation. He learns basic oral composition through narration. In later grades, the student will use these skills in original writing.

Most narration beginners fall into one of two camps: they don’t know where to begin or they don’t know when to stop. If your student cannot think of anything to say, prompt him by repeating a couple of the comprehension questions, and have him answer each one in a complete sentence. If you have a very verbal student who goes on and on (and on!) when narrating, stop him and ask him to choose **only** two pieces of information and put those into sentences. For both types of students, narration is basic training in the skill of summarizing.

Strand 4: Grammar

This book teaches advanced grammar concepts to young students in a pleasant way. It is important to teach formal grammar in the early grades. Otherwise, the student may develop bad habits that he will have to unlearn later on. He will have to reorient his mind and ear to an entirely new way of constructing sentences.

This book introduces sentence diagramming. In the third grade, the student learns that a diagram is essentially a picture of a sentence. The diagram serves as a visual reinforcement of the function of each part of speech, particularly useful for visual learners.

Using the Lessons

Type Formatting in First Language Lessons

- Suggested wording for the instructor is in traditional print.
 - *Suggested answers for the student are in italics.*
 - **Answers to workbook exercises are in larger, darker print.**
-
- Notes to the instructor are in smaller, traditional print, between two lines.
-

Length of Lessons

This book is designed to be completed in one school year. If you do the lessons in the main part of the book but skip the end units, do about two lessons each week for the school year (36 weeks). If you decide to include the end units as well, plan on three lessons per week. See the sample schedules on page 460.

A student doing third- or fourth-grade-level work will probably need to spend thirty minutes on this subject three days per week. If the lesson time exceeds thirty minutes, stop and pick up with the remainder of the lesson the following day. If a student is struggling to understand or if he doesn't write easily, he may do some of the written exercises orally instead.

The Use of Inclusive Pronouns

A note from Jessie Wise: I studied advanced traditional grammar in the 1950s as part of my training in teaching 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 student throughout. If you prefer, simply change these pronouns to “she” and “her.”

The Student's Workbook

All of the lesson numbers in the teacher's book match the lesson numbers in the student's workbook (ISBN 978-1-933339-08-5, Peace Hill Press, 2007). The student needs a pencil for each workbook lesson. The student should keep a bookmark in his workbook to easily find his place at the start of the lesson.

The workbook pages are perforated and three-hole punched so you can file them in a binder if you wish. If the student writes letters for the optional end-unit lessons, you may wish to photocopy them before you mail them so you can file the letters as well.

Dictation Exercises

As the student's general skills in writing and spelling improve, so will his ability to take dictation. At first, the student may struggle for a number of reasons. He may be transitioning from printing to cursive writing. He may have to stop and think about how to form a letter and lose his train of thought. He may ask you to repeat a phrase, or he may leave out a word. He may stop to correct a misspelled word that "doesn't look right." This is all very normal! Watch the student as he writes. Help him with proper spelling and punctuation as he goes. If he leaves out a word that you have dictated, let him insert it rather than making him recopy the entire sentence.

Follow this procedure when giving dictation:

1. After you read a sentence, ask the student to visualize the beginning capital letter and the end punctuation mark.
2. Repeat the sentence once more.
3. Have the student repeat what you just said.
4. Have him write what he has just said, if it is accurate. If it is not accurate, repeat steps 1 and 2.

If the student seems frustrated with dictation, have him copy the sentence first. Then dictate the same sentence for him to write from memory. If he is struggling, you may also decide to have the student write only one sentence.

We have excluded dictation exercises from lessons with extensive copywork or diagramming. And some lessons have only optional dictation sentences. Skip the optional dictation if the student is doing dictation in another subject that day.

Optional Follow-Ups

At the end of some lessons, there is an optional follow-up activity to reinforce the content of the lesson. Often these activities involve the participation of other family members. This makes learning grammar a shared family affair.

Optional End Units

The main part of this book consists of eighty-nine lessons in grammar and writing. If you wish, you may choose to complete any or all of the three optional sections at the end of the book: writing letters, dictionary skills, and oral usage. Suggested schedules for completing this book are on page 460. If you do the lessons on dictionary skills, the student will need a dictionary and thesaurus. We recommend *Merriam-Webster's Elementary Dictionary* (Merriam-Webster, 2000) and *Roget's Children's Thesaurus* (Scott-Foresman, 2000).





LESSON 1



New: The Parts of This Book

In this book all of the lesson numbers in the teacher's book match the lesson numbers in the student's workbook. You will use Lesson 1 (page 1) in the Student Workbook.

Instructor: In this lesson, I am going to use my book to show you the parts of a book. The title of the book is printed on the front cover. It is the full name of the book. Read the whole title to me.

Student [reading the cover]: First Language Lessons for the Well-Trained Mind, Level 3

Instructor: In **Exercise 1** of your workbook, copy the title.

Instructor: Look again at the cover of my book. Under the title, you will find the names of the authors, the people who wrote this book. Read the authors' names to me.

Student [reading the cover]: Jessie Wise and Sara Buffington

Instructor: In **Exercise 2** your workbook, copy the authors' names.

Instructor: What kind of information do you think is in this book? To find out, we need to look at my table of contents. The table of contents tells you what will be in each lesson. The titles of the lessons are written in the order they appear in the book. Turn to the table of contents on page v. Find Lesson 2. What is Lesson 2 about?

Student: Nouns

Instructor: Now look at the number across from Lesson 2. This is the page number on which you will find that lesson. On which page is Lesson 2 located?

Student: Page 8

Instructor: Now turn to that page, page 8. Does Lesson 2 start on that page?

Student: Yes

If this kind of exercise is new to the student, you may wish to have him look up other lessons in this book for extra practice.



Instructor: The table of contents is always printed near the beginning of a book. You can also find out more information about what is in a book by looking at the index. The index is always printed near the end of a book. The information in the index is not listed in the order in which it appears. Instead, it is listed in **ABC** (alphabetical) order.

Show the student the index at the end of this book and point out that the entries are organized alphabetically by letter. Find the index entries for *commas*, *nouns*, and *sentences*. Tell him that the numbers next to each entry show the page or pages on which these topics are found. The student should look up at least one page (in the instructor book) for each topic.

Optional Dictation Exercise

If your student is not doing dictation in another subject, dictate the sentences to him, one at a time. If he is struggling, you may also decide to have the student write only one sentence. Instruction for giving dictation are on page 4 under “Dictation Exercises.”

Dictation: The title of a book is printed on the front cover.

Dictation: The author is the person who wrote the book.

Optional Follow-Up

Take a field trip to the library. Have the student look in books to find their titles, authors, tables of contents, and indexes. If the student does not yet know the difference between fiction and nonfiction, explain to him that fiction is a made-up story. The people and events in a fiction book are at least partly imaginary. Nonfiction is the opposite of fiction. The people in a nonfiction book really lived, and the events really happened. Go to the fiction and nonfiction shelves in the children’s section of your local library. Flip through some of the fiction and nonfiction books and tell the student what each book is about.



LESSON 2



New: Nouns

If the student has completed *First Language Lessons, Levels 1 and 2* and already knows the content of this lesson, you may go on to Lesson 3. If you choose to do the Optional Follow-Up, you will need a blank piece of paper.

Instructor: A noun is the name of a person, place, thing, or idea. A girl is a person. The word *girl* is a noun. A grandfather is a person. The word *grandfather* is a noun. A doctor is also a person. The word *doctor* is a noun. Repeat after me: A noun is the name of a person.

Student: *A noun is the name of a person.*

Instructor: A noun is also the name of a place. A home is a place. The word *home* is a noun. A city is a place. The word *city* is a noun. A country is a place. The word *country* is a noun. Repeat after me: A noun is the name of a place.

Student: *A noun is the name of a place.*

Instructor: Now we are going to put those two parts of the definition together. Repeat after me: A noun is the name of a person, place ...

Let your voice trail off to indicate that the definition is not yet complete.

Student: *A noun is the name of a person, place ...*

Instructor: A noun is also the name of a thing. A pencil is a thing. The word *pencil* is a noun. A bird is a living thing. The word *bird* is a noun. A toy is a thing. The word *toy* is a noun. Repeat after me: A noun is the name of a thing.

Student: *A noun is the name of a thing.*

Instructor: Now we are going to put those three parts of the definition together. Repeat after me: A noun is the name of a person, place, thing ...

Student: *A noun is the name of a person, place, thing ...*

Instructor: A noun is also the name of an idea. An idea is something you think about in your mind, but cannot see or touch—like love, anger, energy, loneliness, or fear. You can name ideas, but you can't see them. Let's add *idea* to the definition of a noun.



Instructor: A noun is the name of a person, place, thing, or idea. Let's say that together three times.

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

Instructor: Answer these questions with a noun that is a person. What do you call the person who prepares food in a restaurant?

Student: *The cook [or chef]*

Instructor: *Cook* [or *chef*] is a noun. What do you call the person who checks and cleans your teeth in an office?

Student: *The dentist [or dental hygienist]*

Instructor: *Dentist* [or *dental hygienist*] is a noun. Answer these questions with a noun that is a place. What do you call the place where you can read books and check them out?

Student: *The library*

Instructor: *Library* is a noun. What do you call the place where you hang your clean clothes?

Student: *The closet*

Instructor: *Closet* is a noun. Now let's look around the room. Tell me the things that you see. Remember, a noun is the name of a thing.

Student: *[Correct answers could include book, chair, table, crayon, window, clock, counter, ruler, picture, etc., ...]*

Instructor: Nouns are also the name of ideas. Although you can name ideas, you cannot see or touch them. Love is an idea. You can think about it in your mind. In **Exercise 1** of your workbook, read aloud to me the three ideas.

Workbook: hunger
excitement
sadness

Instructor: In your workbook read aloud each sentence in **Exercise 2**. When you get to the blank, write in the correct noun from **Exercise 1** that names an idea and makes sense in the sentence.

Workbook: When I lost my favorite toy, I was filled with sadness.
I trembled with excitement as I opened my biggest birthday present.
My stomach made loud, rumbling noises because of my hunger.

Instructor: A noun is the name of a person, place, thing, or idea. Say that with me.

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

Dictation Exercise

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

Optional Follow-Up

Turn to page 3 in the Student Workbook. Have the student flip through a magazine and clip pictures of nouns to paste on the workbook page (for example, *lady*, *doctor*, *strawberry*, *beach*, *puppy*, etc.). You or the student may label the pictures with the noun words.



LESSON 3



New: **Forming Plurals the Usual Way**

Review: **Nouns**

Instructor: Let's review the definition of a noun. A noun is the name of a person, place, thing, or idea. Say that with me three times.

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

Instructor: In your workbook, look at the four columns of words in **Exercise 1**. I will read each column to you.

Person	Place	Thing	Idea
child	room	pencil	love
mother	street	toy	anger

Instructor: Look in your workbook at **Exercise 2**. I will read you a list of words, one at a time. After I say each word, I want you to tell me whether the word is a person, place, thing, or idea. Then I want you to write the word in the correct column in the blank chart.

Workbook: firefighter

store

paper

peace

car

nurse

kindness

town

(This lesson continues on the next page.)



Answer Key:

Person	Place	Thing	Idea
firefighter	store	paper	peace
nurse	town	car	kindness

Instructor: Some nouns name one, single thing. These are called singular nouns. *Car* is a singular noun, because it names one, single car. *Store* is a singular noun, because it names one, single store. Other nouns name more than one thing. These are called plural nouns. *Cars* is a plural noun. You could have two, twenty, or one hundred cars! *Stores* is a plural noun because you are naming more than one thing. There are many stores in a town.

Instructor: Usually, add **s** to a noun to form the plural. I will say this to you three times.

Instructor (three times): Usually, add **s** to a noun to form the plural.

Instructor: I will say this three more times, and I want you to say as much as you can with me.

Together (three times): Usually, add **s** to a noun to form the plural.

Instructor: Follow along in **Exercise 3** of your workbook as I read these pairs of words to you. The first word in each pair is a singular noun. The second word in each pair is a plural noun. Then I will read these words in a sentence while you follow along.

Workbook: bee

bees

The other bees in the hive feed the queen bee.

Workbook: cloud

clouds

One cloud was bigger and darker than the other clouds.

Workbook: daughter

daughters

My mother has three daughters, and I am the youngest daughter.

Instructor: Now I will read two sentences to you. Follow along in **Exercise 4** of your workbook.

Workbook: A hummingbird is a very tiny bird.

Some hummingbirds build nests the size of walnuts and lay eggs the size of peas.

Instructor: Look at each underlined word in the two sentences I just read. Circle the noun that is a singular noun. How many hummingbirds are there?

Student: *There is only one hummingbird.*

Instructor: Now put a box around the noun that is plural. How many hummingbirds are there? Is there one or more than one?

Student: *There is more than one hummingbird.*

Instructor: Usually, add **s** to a noun to form the plural. I will say this three more times, and I want you to say as much as you can with me.

Together (three times): Usually, add **s** to a noun to form the plural.

Begin by asking the student to circle the **s** at the end of each plural noun. Then have the student copy at least one of the sentences in **Exercise 5**. If the student writes easily, have him copy all four.

- Workbook:**
1. The evening star is brighter than the other stars.
 2. The oldest boy helped the younger boys.
 3. That river joins two other rivers that flow to the sea.
 4. A bird in the hand is worth two birds in the bush.

Optional Follow-Up

Play the game “I Spy a Noun.” Take turns choosing an object (a noun) in the room. When you have one in your mind say “I spy a noun that begins with the letter ____” (for example, **t** for “*table*”).



LESSON 4



New: Forming Plurals of Words That End in S, SH, CH, X, or Z

Review: Nouns

Review: Forming Plurals the Usual Way

Instructor: We will begin this lesson by saying the definition of a noun together twice.

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

Instructor: In the last lesson we made a list of nouns in four columns: persons, places, things, and ideas. In your workbook, read aloud each column in **Exercise 1**, beginning with its title.

Person	Place	Thing	Idea
child	room	pencil	love
mother	street	toy	anger
firefighter	store	paper	peace
nurse	town	car	kindness

Instructor: Look in your workbook at **Exercise 2**. I will read you the list of words, one at a time. After I say each word, I want you to tell me whether the word is a person, place, thing, or idea. Then I want you to copy the word in the correct column in **Exercise 2**.

Workbook: button

park

honesty

playmate

Answer Key:

Person	Place	Thing	Idea
playmate	park	button	honesty



Instructor: Last lesson you learned that nouns can be either singular or plural. The word *button* is a singular noun because you have only one, single button. The word *buttons* is a plural noun because you have two or more buttons. Usually, add **s** to a singular noun to form the plural. I will say that rule to you three more times, and you will join in as much as you can.

Together (three times): Usually, add **s** to a noun to form the plural.

Instructor: In **Exercise 3** of your workbook, you will see a list of singular nouns. I want you to add an **s** to the end of each word to make it plural.

Workbook: arm

leg

painter

pond

chair

Instructor: Look again at the **singular** words in the list in **Exercise 3**. Tell me the final letter in each word as I point to it.

Student: **m, g, r, d, r**

In the following dialogue, letters and letter pairs that are printed in bold should be spelled aloud.

Instructor: None of these nouns end in **s, sh, ch, x, or z**. If a noun ends in **s, sh, ch, x, or z**, we form the plural differently. Instead of a plain **s**, we add **es**. Add **es** to nouns ending in **s, sh, ch, x, or z**. I will say this to you three times.

Point to the letters in the column in **Exercise 4** as you say them.

Workbook: s

sh

ch

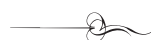
x

z

Instructor (three times): Add **es** to nouns ending in **s, sh, ch, x, or z**.

Instructor: Now I will say that rule three more times, and you will join in as much as you can.

Together (three times): Add **es** to nouns ending in **s, sh, ch, x, or z**.



Instructor: Follow along in **Exercise 5** of your workbook as I read these pairs of words to you. The first word in each pair is a singular noun. The second word in each pair is a plural noun. Then I will read the words in a sentence. This first singular noun ends in **s**. You add **es** to make the word plural.

Workbook: bus

buses

The empty bus arrived before the other buses.

Instructor: In your workbook, look at the word *bus* with the line after it. Write **es** on the line to make *bus* plural. Remember, a singular noun that ends in the letter **s** becomes plural when you add **es** to the end of the word.

Instructor: This next singular noun ends in **sh**. You add **es** to make the word plural.

Workbook: dish

dishes

Do not drop a dish when you are washing the dishes.

Instructor: In your workbook, look at the word *dish* with the line after it. Write **es** on the line to make *dish* plural. Remember, a singular noun that ends in the letters **sh** becomes plural when you add **es** to the end of the word.

Instructor: This next singular noun ends in **ch**. You add **es** to make the word plural.

Workbook: inch

inches

Thirteen inches is the same as one foot plus one inch.

Instructor: In your workbook, look at the word *inch* with the line after it. Write **es** on the line to make *inch* plural. Remember, a singular noun that ends in the letters **ch** becomes plural when you add **es** to the end of the word.

Instructor: This next singular noun ends in **x**. You add **es** to make the word plural.

Workbook: box

boxes

Wait until you have opened the other boxes before you open the big box.

Instructor: In your workbook, look at the word *box* with the line after it. Write **es** on the line to make *box* plural. Remember, a singular noun that ends in the letter **x** becomes plural when you add **es** to the end of the word.

Instructor: This next singular noun ends in **z**. You add **es** to make the word plural.

Workbook: buzz

buzzes

In the game you may move one space when you hear one buzz and three spaces when you hear three buzzes.

Instructor: In your workbook, look at the word *buzz* with the line after it. Write **es** on the line to make *buzz* plural. Remember, a singular noun that ends in the letter **z** becomes plural when you add **es** to the end of the word.

Instructor: Say this with me three times: Add **es** to nouns ending in **s, sh, ch, x, or z**.

Together (three times): Add **es** to nouns ending in **s, sh, ch, x, or z**.

Instructor: Now let's add this rule to the rule you learned last lesson. Usually, add **s** to a noun to form the plural. Add **es** to nouns ending in **s, sh, ch, x, or z**. Let's say this together three times. Join in with me as soon as you can.

Together (three times): Usually, add **s** to a noun to form the plural. Add **es** to nouns ending in **s, sh, ch, x, or z**.

Begin by asking the student to circle the **es** at the end of each plural noun. Then have the student copy at least one of the sentences in **Exercise 6**. If the student writes easily, have him copy all four. If he copies the second or fourth sentence, remind him to copy the commas.

- Workbook:**
1. My favorite glass is part of a set of colored glasses.
 2. A peach is a popular fruit in America, but peaches originally came from China.
 3. Foxes have such good hearing that a red fox can hear a mouse squeak one hundred feet away.
 4. Your brush probably has bristles made of nylon, but some brushes are made from the hair of pigs, camels, or squirrels.

Optional Follow-Up

Ask the student to draw a scene showing as many plural nouns as possible. After he has finished, have him point out all the plural words. Assist him as necessary to label the plural words in his picture.



LESSON 5



New: Forming Plurals of Nouns That End in Y

New: Irregular Plural Nouns

Review: Forming Plurals the Usual Way

Review: Forming Plurals of Words That End in S, SH, CH, X, or Z

If the student does not know that the vowels are **a, e, i, o, u** and that all other letters are consonants, take the time to teach it to him now.

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

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

Instructor: Nouns can be either singular or plural. Usually, add **s** to a noun to form the plural. Add **es** to nouns ending in **s, sh, ch, x, or z**. Let's say those two rules together three times.

Together (three times): Usually, add **s** to a noun to form the plural. Add **es** to nouns ending in **s, sh, ch, x, or z**.

Instructor: In this lesson you will learn another way to form plural nouns. If a noun ends in **y** after a consonant, change the **y** to **i** and add **es**. I will say this to you three times.

Instructor (three times): If a noun ends in **y** after a consonant, change the **y** to **i** and add **es**.

Instructor: Now I will say the rule three more times. Say as much of it with me as you can.

Together (three times): If a noun ends in **y** after a consonant, change the **y** to **i** and add **es**.

Instructor: Look in your workbook at **Exercise 1**. Read the singular noun.

Workbook: baby

Instructor: Point to the last letter in the word *baby*. What is that letter?

Student: *It is a y.*

Instructor: Now circle the letter before the **y**. It is a **b**. Is **b** a vowel or a consonant?

Student: *It is a consonant.*



Instructor: *Baby* ends in **y** after a consonant. Look at the word below *baby* in your workbook. Read the plural of *baby*.

Workbook: babies

Instructor: Since the singular noun *baby* ends with the letter **y** after a consonant, you must change the **y** to **i** and add **es** to form the plural.

Instructor: In your workbook, look at the chart in **Exercise 2**. Copy the singular noun into the blank. After you have copied each noun, change the word to make it plural. Erase the **y**, change it to **i**, and add **es**.

It is okay to talk the student through the formation of each plural noun. You may use the questions in italics to prompt the student.

What is the last letter?

*Is the letter before the **y** a consonant?*

*What do you change the **y** to?*

*Then what do you add after the **i**?*

Answer Key:

Singular Noun	Change to a Plural Noun
penny	pennies
lady	ladies
sky	skies
fly	flies

Instructor: This rule only works for nouns that end in a consonant and then a **y**. If a noun ends in **y** after a vowel, just add **s**. I will say that to you three times.

Instructor (three times): If a noun ends in **y** after a vowel, just add **s**.

Instructor: Now I will say the rule three more times. Say as much of it with me as you can.

Together (three times): If a noun ends in **y** after a vowel, just add **s**.

Instructor: Look in your workbook at **Exercise 3**. Read the singular noun.

Workbook: day

Instructor: Point to the last letter in the word *day*. What is that letter?

Student: *It is a **y**.*

Instructor: Now circle the letter before the **y**. It is an **a**. Is **a** a vowel or a consonant?

Student: *It is a vowel.*

Instructor: Look at the word below *day*. Read the plural of *day*.

Workbook: days

Instructor: Since the singular noun *day* ends with the letter **y** after a vowel, you just add the letter **s** to form the plural.

Instructor: In your workbook, look at the chart in **Exercise 4**. Copy the singular noun into the blank. After you have copied each noun, change the word to make it plural by adding **s** after the **y**.

It is okay to talk the student through the formation of each plural noun. You may use the questions in italics to prompt the student.

What is the last letter?

*Is the letter before the **y** a vowel?*

*Then what do you add after the **y**?*

Answer Key:

Singular Noun	Change to a Plural Noun
boy	boys
key	keys
toy	toys
tray	trays

Instructor: Some words don't follow any rules to form their plurals. We call these words "irregular plurals" because they don't form their plurals the regular ways. In **Exercise 5** of your workbook, read aloud the list of singular nouns and their irregular plural forms.

Make sure the student reads across from left to right.

Singular Noun	Irregular Plural Noun
child	children
foot	feet
tooth	teeth
man	men
woman	women
mouse	mice
goose	geese
deer	deer
fish	fish

Instructor: Now I am going to use a singular noun in a sentence. Then I will start another sentence, and you will finish the sentence by telling me the plural of that singular noun. If you need help, you may look at the list you just read in **Exercise 5**.

Instructor: There was one **woman** in the front seat of the car. In the backseat there were two _____.

Student: *women*

Instructor: The **mouse** scampered off to his hole and shared his cheese with the other _____.

Student: *mice*

Instructor: Each **student** was given a chance to be “it” when playing hide-and-seek with the group of _____.

Student: *children*

Instructor: This book was written by that **man**. That book was written by those three _____.

Student: *men*

Instructor: I caught one small **fish**. You caught several huge _____.

Student: *fish*

Optional Dictation Exercise

Dictation: Each child has more than one penny.
and / or
The children spend ten pennies each.

Optional Follow-Up

Using the singular noun and irregular plural noun list from earlier in the lesson, you will say the singular noun and the student will say the irregular plural noun (without looking at the list). Try to say the list in rhythm. Pat your knees twice, and clap your hands once as you or the student say the word. For example:

[pat] [pat] [clap—Instructor says “child”]

[pat] [pat] [clap—Student says “children”]

[pat] [pat] [clap—Instructor says “foot”]

[pat] [pat] [clap—Student says “feet”]



LESSON 6



New: Common and Proper Nouns

Review: Forming Plurals

You will need index cards for the optional follow-up.

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

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

Instructor: I will say each of the rules for forming the plurals of nouns. You will repeat it after me.

Instructor: Usually, add **s** to a noun to form the plural.

***Student:** Usually, add **s** to a noun to form the plural.*

Instructor: Add **es** to nouns ending in **s**, **sh**, **ch**, **x**, or **z**.

***Student:** Add **es** to nouns ending in **s**, **sh**, **ch**, **x**, or **z**.*

Instructor: If a noun ends in **y** after a consonant, change the **y** to **i** and add **es**.

***Student:** If a noun ends in **y** after a consonant, change the **y** to **i** and add **es**.*

Instructor: If a noun ends in **y** after a vowel, just add **s**.

***Student:** If a noun ends in **y** after a vowel, just add **s**.*

Instructor: In your workbook, look at the chart in **Exercise 1**. Copy each singular noun. After you have copied each noun, I want you to make it plural. On some words you will just add **s** or **es**. On other words you will have to erase the **y** and change it to **i** before you add the **es**.

If the student forms an incorrect plural, have him say the applicable rule three times. Then make the correction. It is okay to talk the student through the formation of each plural noun.



Answer Key:

Singular Noun	Change to a Plural Noun
book	books
pan	pans
class	classes
watch	watches
city	cities
story	stories
monkey	monkeys
valley	valleys
puppy	puppies
sock	socks
turkey	turkeys
bush	bushes

As you go through the following dialogue, have the student fill in the blanks in **Exercise 2** of his workbook.

Instructor: You know that a noun is the name of a person, place, thing, or idea. The first part of that definition is “a noun is the name of a person.” You are a person. Are you a boy or a girl? In **Exercise 2** write your answer in sentence **number 1**.

Student: *I am a _____.*

Instructor: *Boy* and *girl* are naming words that are common to many persons, so we call them common nouns. The words *mother*, *father*, *sister*, *teacher*, and *doctor* are also common nouns. What is your name?

Student: *My name is _____.*

Instructor: You are not just any boy or girl. You are _____ [use student’s proper name]. At **number 2** in **Exercise 2**, write your name. This is your own special, “proper” name. Proper names are the same as proper nouns. Proper nouns all begin with capital letters. What are the names of your mother and father? If you have brothers or sisters, what are their names?

Student: *My mother’s name is _____. My father’s name is _____. My brother’s name is ...*



In **number 3 of Exercise 2**, write down the first names of four of the student's family members on alternate lines, starting with the first line. Point out the capital letter at the beginning of each name. Have the student copy the name on the line beneath each name.

Instructor: A noun is also the name of a place. The words *city*, *state*, *river*, and *park* are naming words that are common to many places. These are all common nouns. What is the name of the city [or town] in which you live?

Student: *I live in _____.*

Instructor: This is not just any city [or town]. This is your own special, "proper" town.

At number 4 in **Exercise 2**, on the first blank line, write the name of your city or town, and have the student point out the capital letter. As he does so, he should say "A proper noun begins with a capital letter." Then have him copy it to complete the sentence "I live in _____."

Instructor: A noun is also the name of a thing. Some living things that are common nouns are *dog*, *cat*, *fish*, and *bird*. If you have a pet or stuffed animal, what is its name?

Student: *The name of my dog [or cat, fish, bird] is _____.*

Instructor: Your pet is not just any dog [cat, fish, bird]. This is the special, "proper" name of your pet. [*Name of pet*] is a proper noun. Complete the sentences in **number 5 of Exercise 2**. Now I am going to read you some nouns. If the noun is a common noun, stay seated. If the noun is a proper noun, stand up.

Instructor: doctor

[the name of a pet or stuffed animal the student has]

bird

neighbor

Clifford

policeman

[name of a neighbor]

mother

teacher

Mickey Mouse

[the name of the student]

[the name of the student's doctor or dentist]

friend

Optional Dictation Exercise

Dictation: Sam Smith drives trucks and buses.

My dog Molly has three puppies.

Optional Follow-Up

Using two index cards, write “common nouns” on one and “proper nouns” on the other. Then use the lists in this lesson and the next lesson to write a noun (either common or proper) on an individual index card. (You may wish to cut the cards in half and use these “half cards” to save paper.) Then give the student the stack of cards with the mixture of common and proper nouns, and have him sort the cards. For example, if the noun is common, he will place the card in a column under the index card that says “common nouns.”





LESSON 7



New: Pronouns

Review: Common and Proper Nouns

If the student completed *First Language Lessons, Levels 1 and 2*, he has already memorized the list of pronouns, and this lesson will be a review. If the student does not have the list memorized, follow this procedure when you get to the pronoun list in this lesson:

- Read the entire list to the student three times.
- Then read each line, having the student repeat the line after you.
- Next say lines one and two together and have the student repeat those.
- Read lines three and four and have the student repeat.
- Then read lines five and six together and have the student repeat.
- Say the entire list, and ask the student to say as much of it with you as he can. Do this until he is confident and can try saying it on his own.

You may break this process up over several days if the student is easily frustrated. If the student finds memorizing simple, you may do this all in a day and review as necessary.

Instructor: Say the definition of a noun with me.

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

Instructor: In the last lesson you learned about common and proper nouns. A common noun is a name common to many persons, places, or things. *Friend, country, and dog* are all common nouns. A proper noun is a special, “proper” name for a person, place, or thing. *John, Mexico, and Rover* are all proper nouns. Proper nouns always begin with a capital letter. I am going to read you some nouns. If the noun is a common noun, stay seated. If the noun is a proper noun, stand up.

Instructor: country

The United States of America

river

state



continent

Africa

ocean

Pacific Ocean

lake

Lake Michigan

building

[name of your place of worship]

Canada

McDonald's

The Rocky Mountains

statue

Statue of Liberty

restaurant

house

church [or your place of worship]

[the name of a pet or stuffed animal the student has]

Mississippi River

[the name of your state]

city

[the name of your town/city]

The Appalachian Mountains

Instructor: A noun is the name of a person, place, thing, or idea. Today we are going to learn about a new part of speech, the pronoun. Say this with me three times: A pronoun is a word used in the place of a noun.



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

Pronouns

I, me, my, mine

You, your, yours

He, she, him, her, it

His, hers, its

We, us, our, ours

They, them, their, theirs

Instructor: In **Exercise 1** of your workbook, look at the list of pronouns. We are going to practice memorizing common pronouns. Let's say the first line of pronouns together three times: *I, me, my, mine.*

Together (three times): *I, me, my, mine.*

Have the student repeat the next line of pronouns to you. After he has done so, say the list of pronouns together from the beginning. Repeat this procedure with the remaining lines of pronouns. If your student has not memorized this list in previous years, follow the more thorough approach to memorizing described at the beginning of this lesson.

Instructor: A pronoun is a word that takes the place of a noun. What is your name?

Student: *My name is _____.*

Instructor: Instead of saying "[Student's name] went outside," you could say "I went outside." Repeat those two sentences for me.

Student: *[Student's name] went outside. I went outside.*

Instructor: The pronouns that stand for you are *I, me, my, mine.* We just used the pronoun *I* in a sentence. *I* is a special pronoun because it is always capitalized. Now let's use *me*. *Me* is not capitalized. Instead of saying "Please give [the student's name] a sandwich," you could say "Please give me a sandwich." Repeat those two sentences for me.

Student: *Please give [student's name] a sandwich. Please give me a sandwich.*

Instructor: Now we will practice using *my*. Instead of saying "These are [student name]'s shoes," you could say "These are my shoes." Repeat those two sentences to me.

Student: *These are [student's name]'s shoes. These are my shoes.*

Instructor: In your workbook, read each sentence in **Exercise 2**. In the blank at the end of each sentence, write the pronoun that can be used instead of the underlined noun or nouns. You may look at the list of pronouns in **Exercise 1** to help you.

If the student needs a hint, point to the line in the list in **Exercise 1** that contains the correct pronoun. Also help him with the pronunciation of the proper names.

- Workbook:**
1. George Washington was the first president of the United States. [He]
 2. The Roman Empire was divided into two parts. [It]
 3. Mother read the tale called *The Adventures of Spider* to my sister and me. [us]
 4. The Battle of Hastings was an important event in England's history. [its]
 5. April showers bring May flowers. The child gave the flowers to her friend. [them]
 6. Empress Theodora was the wife of Justinian, who ruled the Byzantine Empire.
[She]
 7. That game is Carla's and mine. [ours]
 8. The Smith family's car is blue. [Their]
 9. One of Galileo's discoveries was that the moon shone by reflecting the light of the sun. [his]
 10. You and I are able to cool ourselves by sweating and warm ourselves by exercising. [We]
 11. One reason that the first Queen Elizabeth did not marry is that she wanted decisions to be solely Queen Elizabeth's. [hers]
 12. *Pinocchio*, a book written by Carlo Collodi, teaches us that lying is wrong. [him]
 13. King Ferdinand and Queen Isabella gave Columbus ships and supplies for his journey across the seas. [They]
 14. My older brother read my sister's and my copy of *Pilgrim's Progress* to Jane.
[our]
 15. No two people have the same fingerprints. Mine are different from my sister's and brother's. [theirs]

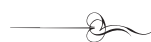
Dictation Exercise

After the student takes the dictation, have him circle all the pronouns.

Dictation: (It) is (my) book.
(She) read (it) to June and (me)

Optional Follow-Up

The student will draw a stick figure of himself and write the personal pronouns *I*, *me*, *my*, and *mine* around the figure. Then he will draw an arrow from each of the pronouns to the picture of himself. Then, following the same procedure, he may draw a picture of the instructor (*you*, *your*, *yours*), a boy (*he*, *him*, *his*) and a girl (*she*, *her*, *hers*), and a group of people (*they*, *them*, *their*, *theirs*).





LESSON 8



Review: Common and Proper Nouns

Review: Plurals

Review: Pronouns

Instructor: Say the definition of a noun with me.

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

Instructor: Nouns can be either common or proper. A common noun is a name common to many persons, places, or things. A proper noun is a special, “proper” name for a person, place, or thing. Proper nouns always begin with a capital letter. *Girl* is a common noun, but *Judy Fleming* is a proper noun. I am going to say a common noun to you, and I want you answer my question with a proper noun (a special, “proper” name for a common noun).

Instructor: *Man* is a common noun. What is the special, “proper” name of a man that you know?

Student: *[Acceptable answers include Daddy, Uncle _____, Mr. _____, etc.]*

Instructor: *State* is a common noun. What is the special, “proper” name of the state in which you live?

Student: *[name of state]*

Instructor: Let’s review the rules for forming plurals. Repeat after me: Usually, add **s** to a noun to form the plural.

Student: *Usually, add **s** to a noun to form the plural.*

Point to the noun *fork* in the student’s workbook.

Instructor: Look at **Exercise 1** in your workbook. *Fork* is singular. I have one fork. Now I want you to write the plural form of *fork* on the line. After you have written the plural, tell me how many forks you are thinking about: two, six, or one million forks?



Instructor: Repeat after me another rule: Add **es** to nouns ending in **s, sh, ch, x, or z**.

Student: *Add **es** to nouns ending in **s, sh, ch, x, or z**.*

In the student's workbook, point to the five words in **Exercise 2**. Go through the following scripting with each word in the list:

Instructor: _____ is singular. I have one _____. Now I want you to write the plural form of _____ on the line below it. After you have written the plural, tell me how many _____**es** you are thinking about.

Instructor: Repeat after me this next rule: If a noun ends in **y** after a consonant, change the **y** to **i** and add **es**.

Student: *If a noun ends in **y** after a consonant, change the **y** to **i** and add **es**.*

Instructor: In your workbook, look at the word *story* in **Exercise 3**. Write the plural of *story* on the line below it.

Instructor: Repeat this next rule after me: If a noun ends in **y** after a vowel, just add **s**.

Student: *If a noun ends in **y** after a vowel, just add **s**.*

Instructor: In your workbook, look at the word *toy* in **Exercise 4**. Write the plural of *toy* on the line below it.

Instructor: Now let's review the definition of a pronoun: A pronoun is a word used in the place of a noun. Say that with me three times.

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

Instructor: Look at the list of pronouns in **Exercise 5** of your workbook. The pronouns you have learned are:

Pronouns

I, me, my, mine

You, your, yours

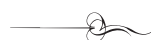
He, she, him, her, it

His, hers, its

We, us, our, ours

They, them, their, theirs

Instructor: Now let's say that list together.



Instructor: I am going to read you a paragraph entitled “How Animals Use Their Tails.” Follow along in your workbook. I will not read the numbers out loud.

Workbook: Many animals have tails, and (1) animals use their tails in different ways. The squirrel uses (2) the squirrel’s tail to help it balance in the treetops. Crocodiles use their spiked tails to help (3) crocodiles swim through the water. (4) Crocodiles’ tails also help them to knock small animals into water where they can be easily captured. A mother rabbit’s tiny white tail guides (5) the mother rabbit’s babies, or kits, through bushes and tall grasses. (6) The mother rabbit will lead her kits back to the safety of the burrow. The male peacock uses (7) the male peacock’s tail feathers to attract a female. (8) The male peacock will spread his colorful feathers and parade in front of a female peacock. The beaver has a flat tail. (9) The beaver uses its tail to pat down mud to make its home.

Instructor: Now I want you to read the paragraph to me. When you get to a number, I want you to replace the underlined word or group of words with a pronoun. Write the pronoun above the underlined word or words. You may use the list of pronouns to help you.

If the student needs a hint, point to the line in the list from **Exercise 5** that contains the correct pronoun.

Answer Key:

1. they
2. its
3. them
4. Their
5. her
6. She
7. his
8. He
9. It

Optional Dictation Exercise

Dictation: Two oceans border the United States of America.
They are the Atlantic Ocean and the Pacific Ocean.

Optional Follow-Up

If the student needs some active reinforcement of the pronoun list, decide together on an action that is to be done as he says each line. Here is an example:

Clap hands while saying:

I, me, my, mine

Touch toes while saying:

You, your, yours

Turn around and around while saying:

He, she, him, her, it

Crouch down low while saying:

His, hers, its

Wave hands above head while saying:

We, us, our, ours

Jump up and down while saying:

They, them, their, theirs



LESSON 9



Introduction to Poem Memorization: “The Land of Nod”

Follow this technique:

1. Read the poem to the student and discuss its meaning to make sure the student understands it.
 2. Read the title, the author, and the poem aloud to the student three times in a row. Or the student may read the poem aloud three times in a row.
 3. Repeat this triple reading twice more during the day. Remember to read slowly and use expression that you wish your student to copy.
 4. After the first day, read the poem aloud three times in a row, once daily. (You may wish to read the poem into a tape recorder three times in a row, and then have the student replay the tape.)
 5. On the second day, and everyday thereafter, ask the student to try to say specific parts of the poem along with you (or the tape recorder).
 6. When he can say the entire poem with you, encourage him to repeat it to himself in a mirror and then recite it to real people. Remind him to stand up straight with his feet together and his hands still, speak clearly, and look at his audience.
-

Instructor: In **Lesson 9** of your workbook, you will find a poem about dreaming. Have you ever dreamed that you were in a different place? Perhaps you saw strange things in your dream or ate unusual things. The poet Robert Louis Stevenson says that dreaming is like traveling to a different place—a place he calls “The Land of Nod.” Have you ever seen someone fall asleep sitting up? The person’s eyes close and his head bobs up and down; he looks like he is nodding yes. That’s why the expression “to nod off” means “to fall asleep.” You go to “The Land of Nod” when you nod off! Now follow along in your workbook as I read the poem.



The Land of Nod

by Robert Louis Stevenson

From breakfast on all through the day
At home among my friends I stay;
But every night I go abroad
Afar into the land of Nod.

All by myself I have to go,
With none to tell me what to do—
All alone beside the streams
And up the mountainsides of dreams.

The strangest things are there for me,
Both things to eat and things to see,
And many frightening sights abroad
Till morning in the land of Nod.

Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.

Discuss the poem with the student. Ask him if he has any questions about the meaning of the poem. Then read the poem to the student three times in a row (or he may read it). Repeat this triple reading twice more during the day. After each reading, the student should check a box in his workbook.

Optional Dictation Exercise

Dictation: All by myself I have to go.
I never can get back by day.

Optional Follow-Up

Ask the student to draw a picture of something he has dreamed about. If he can't remember a dream, tell him to draw a picture of a place he would like to "visit" in a dream. Title the picture "The Land of Nod." He may describe his dream picture to the family.



LESSON 10



New: Action Verbs

You will need index cards if you do the optional follow-up.

Read “The Land of Nod” (Lesson 9) three times to the student. Then ask the student to try to say parts of the first stanza along with you (or the tape recorder).

Instructor: In this lesson you are going to learn about a part of speech called a verb. A verb can do several different things in a sentence. Let’s learn the definition of a verb. Repeat after me: A verb is a word that does an action ...

Student: *A verb is a word that does an action ...*

Instructor: Shows a state of being ...

Student: *Shows a state of being ...*

Instructor: Links two words together ...

Student: *Links two words together ...*

Instructor: Or helps another verb.

Student: *Or helps another verb.*

Instructor: I will say the whole definition to you three times.

Instructor (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: Now I will say that definition three more times. Say as much of it with me as you can.

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: We will look at the first part of the definition: “A verb is a word that does an action.” In your workbook, read aloud the poem in **Exercise 1**.



Active Animals

Anonymous

The monkey swings.

The robin sings.

The cow moos.

The dove coos.

The cat stretches.

The dog fetches.

The camel walks.

The tiger stalks.

The mouse scurries.

The ant hurries.

The bear growls.

The wolf howls.

The lion roars.

The eagle soars.

Instructor: Now I want you to look at the poem again, and I am going to ask you some questions about it. What does the monkey do?

Student: *It swings.*

Instructor: *Swings* is an action word. It is a verb. What does the robin do?

Student: *It sings.*

Instructor: *Sings* is an action word. It is a verb. What does the cow do?

Student: *It moos.*

Instructor: *Moos* is an action word. It is a verb. Now I want you to read the poem again. There is a verb in each line of the poem. After you have read each line, circle the verb for me.

As an optional activity, the student may act out any of the verbs from the poem.

Instructor: In **Exercise 2** of your workbook, circle the action verb in each of the sentences.

If the student has trouble finding the verb, ask him, "Is there a word in the sentence that you can act out?"



Answer Key:

1. The worm wiggles in the dirt.
2. The parents laugh at the child's joke.
3. I snuggle next to my mom.
4. My sister sneezed.
5. My rabbit nibbles his food.
6. The bird flew over the house.
7. The squirrel climbs up a tree.
8. The deer runs through the woods.

Instructor: Look at **Exercise 3** in your workbook. Just for fun, read aloud this poem about nouns and verbs. Be sure to read the title and the author first. The author's last name is pronounced "FAR-jun."

Verbs

by Eleanor Farjeon

Nouns are things I see and touch,
My **cake**, my **mother**, and my **ball**;
I like some nouns very much,
Though some I do not like at all.

Verbs are the things I do, and make,
And feel, in one way or another.
Thanks to verbs, I *eat* my cake,
And *throw* my ball, and *hug* my mother.

Yet verbs, which make me laugh and play,
Can also make me cry and fall,
And *tease* my mother every day,
And *spoil* my cake, and *lose* my ball!

Dictation Exercise

Once the student has written the sentences, have him circle the verbs.

Dictation: The dancer twirls.

The tiger pounces.

Optional Follow-Up

Write assorted action verbs on index cards: *sing, moo, stretch, walk, scurry, growl, howl, roar, wriggle, laugh, snuggle, nibble, climb, touch, eat, and hug*. Shuffle the stack, and have the student draw a card. He should act out the action written on the card.



LESSON 11



New: Definition of a Sentence

New: Sentences (Diagramming Subjects and Action Verbs)

Read “The Land of Nod” (Lesson 9) three times to the student. Then ask the student to try to say parts of the first and second stanzas along with you (or the tape recorder).

Instructor: Today we are going to learn about sentences. I will say the definition of a sentence to you three times.

Instructor (three times): A sentence is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark.

Instructor: Now I will say the definition three more times. Say as much of it with me as you can.

Together (three times): A sentence is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark.

Instructor: In your workbook, read aloud each of the three sentences in **Exercise 1**. Notice that each sentence begins with a capital letter and ends with a punctuation mark. These three sentences all end with the punctuation mark called a period.

Workbook: Emily sings.
Bubbles float.
Dogs bark.

Instructor: Every sentence has a verb. Every verb has a subject. To find the subject of a verb, find the verb and then ask “who” or “what.” In the first sentence, what is the action verb?

Student: *Sings*

Instructor: *Sings* is the verb. Now let’s find the subject. Who sings?

Student: *Emily*

Instructor: *Emily* is the subject. Now look at the second sentence. What is the verb?

Student: *Float*



Instructor: *Float* is the verb. Now let's find the subject. What floats?

Student: *Bubbles*

Instructor: *Bubbles* is the subject. Look at the third sentence. What is the verb?

Student: *Bark*

Instructor: *Bark* is the verb. Now let's find the subject. What barks?

Student: *Dogs*

Instructor: *Dogs* is the subject. Did you know you can draw pictures of how the words in a sentence work together? This is called "diagramming" the sentence. Look at **Exercise 2** in your workbook. When you diagram a sentence, you begin with a simple frame that looks like the one in your workbook:



Instructor: The verb is written to the right of the center line, and the subject is written to the left of that line. Look at the diagram of "Emily sings." *Sings* is the verb, so it is written to the right of the center line. *Emily* is the subject, so it is written to the left of that line.



Instructor: In your workbook, look at **Exercise 3**. Read aloud this sentence again.

Workbook: Bubbles float.

Instructor: You are going to diagram this sentence on the empty frame in your workbook.

Instructor: You write the verb to the right of the center line. What is the verb in the sentence "Bubbles float"?

Student: *Float*

Instructor: Write *float* on your diagram. Now find the subject. What floats?

Student: *Bubbles*

Instructor: The word *Bubbles* should be capitalized in the diagram because it is capitalized in the sentence. Write *Bubbles* to the left of the center line.

Instructor: In your workbook, I want you to diagram the three sentences in **Exercise 4**. You read the sentence and then fill in the frame. Remember to copy the words exactly as they appear in the sentences. If the word begins with a capital letter in the sentence, it should also be capitalized in the diagram. No punctuation marks go on the diagram.

- Workbook:** 1. Birds fly.
2. Children run.
3. He giggles.

Use the following dialogue to help the student fill in each diagram:

1. Find the verb. Write the verb to the right of your center line.
2. Find the subject. Ask “who” or “what” before the verb. [Prompt the student with a specific question like “What flies?” or “Who runs?”] Write the subject to the left of the center line on your frame.

Answer Key:

Birds	fly
-------	-----

Children	run
----------	-----

He	giggles
----	---------

Instructor: In the sentences you just diagrammed, point to each subject. Tell me if the word is a noun or a pronoun.

Student: Birds is a noun. Children is a noun. He is a pronoun.

Instructor: Look at sentences 1 and 2. Tell me if the subjects are singular or plural nouns. Remember, *singular* means just one, single thing and *plural* means more than one.

Student: Birds is a plural noun. Children is a plural noun.

Optional Dictation Exercise

Dictation: Every sentence has a subject and a verb.

Optional Follow-Up

Tell the student that you and he will make up some sentences together. You will provide the subject, and he will think of the verb. For example, you will say “Mom” and the student may say “sings.” Then you will both say “period” together to emphasize that all sentences end with a punctuation mark. Here are some subject ideas: Bubbles, Birds, Children, Dogs, Machines, [name of sibling], Dad, Doctors, Clouds, Cars, Lions, Boats.



Introduction to Narration: “Bats”

Read “The Land of Nod” (Lesson 9) three times to the student. Then ask the student to try to say parts of the first, second, and third stanzas along with you (or the tape recorder).

Narration helps the student to listen with attention, to grasp the main point of a work, to think through the sequence of events, and to reproduce the events in his own words in proper, logical order. Read the following selection aloud to the student (or, the student may read it aloud himself from his workbook). After you have read the selection, follow the scripting to make sure he understands the passage and to help him practice narration. After the initial reading, the student should **not** look at the passage.

Instructor: We are going to read about bats.¹ Before we begin reading, you should know that a quadruped (pronounced KWAH-druh-ped) is an animal that has four feet.

When we have finished reading, I am going to ask you what you remember **only** about what has been read. Don’t tell me information that you remember from somewhere else.

Bats

Bats are very strange little animals, having hair like mice, and wings like birds. During the day, they live in cracks of rocks, in caves, and in other dark places.

At night, they go forth in search of food; and no doubt, you have seen them flying about, catching such insects as happen to be out rather late at night.

The wings of a bat have no feathers. They are only thin pieces of skin stretched upon a framework of bones. Besides this, it may be said that while he is a quadruped, he can rise into the air and fly from place to place like a bird.

1. This passage is slightly adapted from *McGuffey’s Second Eclectic Reader* (originally published in 1879).

Instructor: Close your eyes. Now I am going to ask you a few questions about what I just read.

The following questions are to make sure the student understands the passage. The student should answer these questions in complete sentences. If the student answers in a single word or phrase, put the phrase into a complete sentence for the student and ask him to repeat it back to you. The words in italics represent sample answers—accept other answers if they are correct and if the information was in the passage.

Instructor: What kind of animal did we read about?

Student: *We read about bats.*

Instructor: What do bats look like?

Student: *They are furry and have wings.*

Instructor: Where do bats live during the day?

Student: *They live in caves and dark areas.*

Instructor: When do they hunt for food?

Student: *They hunt at night.*

Instructor: What do they eat?

Student: *They eat bugs.*

Instructor: Do bats have feathers on their wings?

Student: *They do not have feathers on their wings.*

Instructor: Does a bat have four feet (is a bat a quadruped)?

Student: *Yes, the bat has four feet.*

(This lesson continues on the next page.)

Instructor: Now tell me two things you remember about bats. Use your own words. Speak in complete sentences.

As the student narrates in his own words, you may write his sentences down as he speaks or record them onto a tape recorder to write down when he is finished. You have three options for writing the narration:

1. Write down the student's narration for him on his workbook page.
2. Write down the student's narration for him on a separate piece of paper and have him copy some or all of the sentences onto his workbook page.
3. Write down the student's narration on a separate piece of paper and dictate it to him, as he writes it on his workbook page.

If the student repeats the author's words verbatim, use the questions about the passage to help the student form his own sentences. If the student speaks in phrases, turn his phrases into complete sentences. The student should then repeat the complete sentence back to you. The student does not need to include every aspect of the passage in his narration—he only needs to pick out two ideas. For more instructions on narration, see “Strand 3: Narration” on page 2. Here is an example of a possible narration for the passage on bats.

Bats have wings like birds and hair like mice. They live in caves during the day, but at night they fly around and hunt insects.

Once you have written the student's narration, he should read it aloud back to you.



LESSON 13



New: **Adjectives**

Review: **Sentences**

Read “The Land of Nod” (Lesson 9) three times to the student. Then ask the student to try to say parts of the four stanzas along with you (or the tape recorder).

Instructor: In Lesson 11 you learned about sentences. A sentence is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark. Say that definition with me three times.

Together (three times): A sentence is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark.

Instructor: You also began to learn how to diagram a sentence. Remember, a sentence diagram is a picture of how the words in a sentence work together. In your workbook, read the sentence in **Exercise 1**.

Workbook: Nathan yelled.

Instructor: Diagram this sentence by filling in the empty frame.

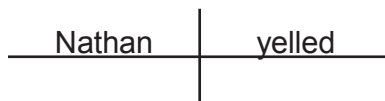
Instructor: First you find the verb. What is the verb in the sentence “Nathan yelled”?

Student: *Yelled*

Instructor: *Yelled* is the verb. Write the verb to the right of the center line on your diagram. Now let’s find the subject. Who yelled?

Student: *Nathan*

Instructor: *Nathan* is the subject. Write the subject to the left of the center line on your diagram. Your diagram is now complete.



Instructor: Now I want you to diagram the sentence in **Exercise 2**. Read the sentence first. Remember to copy the words exactly as they appear in the sentence. If the word begins with a capital letter in the sentence, it should also be capitalized in the diagram.

Workbook: She looked.

Use the following dialogue to help the student fill in the diagram:

1. *Find the verb. Write the verb to the right of your center line.*
2. *Find the subject. Ask “who” or “what” before the verb. [Prompt the student with a specific question, “Who looked?”] Write the subject to the left of the center line on your frame.*



Instructor: In this lesson you will learn about the part of speech called an adjective. An adjective is a word that describes a noun or pronoun. I will say that definition to you three times.

Instructor (three times): An adjective is a word that describes a noun or pronoun.

Instructor: Now I will say the definition three more times. Say it with me.

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

Instructor: Adjectives provide you with more information about a noun or pronoun. Let's think about the noun *dog*. You don't know very much information about the dog. If you add an adjective before the noun, you can tell what kind of dog it is. In your workbook, read the list of adjectives and nouns in **Exercise 3**. Do you see how the adjectives describe each dog?

Workbook: brown dog
chubby dog
short dog
friendly dog
wet dog
playful dog

Instructor: All of the adjectives you just read tell you **what kind** of dog it is. Adjectives can tell you several things about a noun. In your workbook, look with me at the list in **Exercise 4**. Adjectives tell what kind, which one, how many, and whose.

Workbook: Adjectives tell

- what kind
- which one
- how many
- whose

Instructor: Now I will say this as a chant three times. Look at the list again as I say it.

Instructor (three times): Adjectives tell what kind, which one, how many, and whose.

Instructor: Now say the chant with me three times without looking at the list.

Together (three times): Adjectives tell what kind, which one, how many, and whose.

Instructor: Friendly dog. Brown dog. Playful dog. All of these adjectives tell you what kind of dog it is. Other kinds of adjectives tell you **which** dog it is. Read aloud the list in **Exercise 5** of your workbook.

Workbook: this dog

that dog

these dogs

those dogs

Instructor: Which dog is it? It is **that** dog. The adjective *that* tells you which one. There are more adjectives that can tell you which one. Read aloud the list in **Exercise 6** of your workbook.

Workbook: first dog

second dog

next dog

last dog

Instructor: Imagine that four dogs are standing before you in a line. You point to the dog at the end of the line. Which dog is it? It is the **last** dog. The adjective *last* tells you which dog you are talking about. Adjectives can also tell you how many. Read aloud the list in **Exercise 7** of your workbook.

Workbook: one dog

two dogs

forty-three dogs



Instructor: When adjectives tell you how many, they sometimes do not tell you an exact number. In your workbook, read the list of adjectives in **Exercise 8** that tell you how many but do **not** tell you an exact number.

Workbook: **many** dogs

several dogs

all dogs

both dogs

some dogs

another dog

each dog

more dogs

most dogs

other dogs

Instructor: You know that adjectives tell what kind, which one, how many, and whose. You will learn about adjectives that tell whose in the next lesson.

Dictation Exercise

Dictation: Two people laughed.

Most snakes slither.

Optional Follow-Up

Tell the student, “I am going to say a noun with an adjective that describes it. You will draw a picture of what I say.” Tell the student to draw a picture with:

- happy face
- long snake
- pretty flower
- tall house
- ugly monster
- many bugs

Then ask the student to label the items in the picture with a noun and an adjective.



LESSON 29



New: Direct Objects (with Diagramming)

Review “The Land of Nod” (Lesson 9) today. If the student has trouble remembering the poem, have him practice it daily until he is confident.

Instructor: Let’s begin this lesson by saying the definition of a sentence. A sentence is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark. Say that with me three times.

Together (three times): A sentence is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark.

Instructor: Read the sentence in **Exercise 1** of your workbook.

Workbook: Leroy kicks.

Instructor: Every sentence has a verb and a subject. What is the action verb in the sentence?

Student: *Kicks*

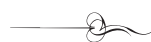
Instructor: Kicks is the verb. Now let’s find the subject. Who kicks?

Student: *Leroy*

Instructor: Leroy kicks. Remember, *kicks* is the action verb. Sometimes there is a word that follows the verb that receives the action of the verb. I will show you what I mean. Read the sentence in **Exercise 2** of your workbook.

Workbook: Leroy kicks rocks.

Instructor: *Leroy* is the subject. *Kicks* is the verb. What does Leroy kick? Rocks. *Rocks* receives the action of the verb. The noun *rocks* is called the direct object. To find the direct object, ask “whom” or “what” after the verb. Now you will try to find the direct object in a sentence. Direct objects receive the action of the verb. You will read each sentence in **Exercise 3**, and I will ask you a question that will help you find the direct object.



Workbook: Ted cracked peanuts.

Instructor: Cracked **what**?

Student: *Peanuts*

Instructor: *Peanuts* is the direct object. It receives the action of the verb *cracked*. Read the next sentence.

Workbook: Mary kissed Mother.

Instructor: Kissed **whom**?

Student: *Mother*

Instructor: *Mother* is the direct object. It receives the action of the verb *kissed*. Read the next sentence.

Workbook: Bethany scrubbed dishes.

Instructor: Scrubbed **what**?

Student: *Dishes*

Instructor: *Dishes* is the direct object. It receives the action of the verb *scrubbed*. Read the next sentence.

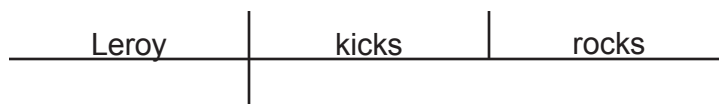
Workbook: We invited guests.

Instructor: Invited **whom**?

Student: *Guests*

Instructor: *Guests* is the direct object. It receives the action of the verb *invited*. In **Exercise 4**, read this sentence one more time and look at its diagram:

Workbook: Leroy kicks rocks.



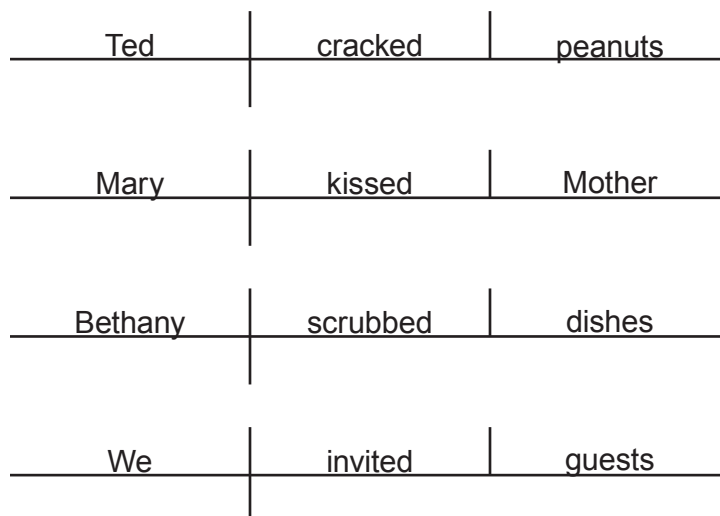
Instructor: The direct object is written next to the verb. It is divided from the verb by a short line that does not go through the main horizontal line. Now **you** will diagram four sentences with direct objects in **Exercise 5** of your workbook. You read the sentence. I will ask you questions as you fill in the diagram. Remember to copy the words exactly as they appear in the sentence. If the words begin with a capital letter in the sentence, they should also be capitalized in the diagram.

- Workbook:**
1. Ted cracked peanuts.
 2. Mary kissed Mother.
 3. Bethany scrubbed dishes.
 4. We invited guests.

Use the following dialogue to help the student fill in each diagram:

1. Find the verb. Write the verb to the right of your center line.
2. Find the subject. Ask “who” or “what” before the verb. [Prompt the student with a specific question like “Who cracked?” or “Who kissed?”] Write the subject to the left of the center line on your frame.
3. Is there a direct object that receives the action of the verb? I will ask you a question that will help you find the direct object.
 Sentence 1: Cracked what?
 Sentence 2: Kissed whom?
 Sentence 3: Scrubbed what?
 Sentence 4: Invited whom?
4. Write the direct object to the right of the verb on your diagram. The direct object is separated from the verb by a short, straight line.

Answer Key:



Optional Dictation Exercise

Before beginning dictation, have the student follow along in his workbook as you read the paragraph to him.

Jane Addams started a program in 1889 to help people who had come to live in America from other countries. Newcomers came to live at a mansion called Hull House where they could study, learn crafts and skills, and live in a safe, healthy place. Although Jane Addams helped all kinds of people, she particularly cared for children and women.

In the paragraph, point out the proper nouns *Jane Addams* and *Hull House* to the student. Explain that although these nouns each have two words, each is still one proper noun. Dictate the two sentences about Jane Addams that follow.

Dictation: Jane Addams started Hull House.

She helped children.

After the student has correctly written each of the sentences, help him find the direct object by asking the following questions:

Sentence 1: Started what? (Hull House is the direct object.)

Sentence 2: Helped whom? (Children is the direct object.)

Have the student write “d.o.” over the direct object in each sentence.

Optional Follow-Up

The student should go around the house doing things that receive action. For example, *write name, clap hands, throw ball, open door, touch wall, play piano, pat dog, shake hands, or eat apple*. As the student does each activity he should say, for example, “Hit wall. *Hit*, verb. *Wall*, direct object.” The student should not use articles (*a, an, the*) for this exercise.



LESSON 30



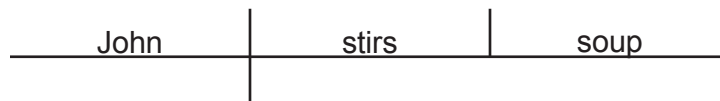
Review: Subjects, Verbs, Adjectives, Adverbs, and Direct Objects

In the exercises in this lesson, point to parts of each diagram as you explain them. **Exercises 2 through 4** in the workbook show more and more of the solution as the student works through the exercise. Place a blank sheet of paper over the part of the exercise the student hasn't yet reached, to keep him from seeing the answers prematurely.

Instructor: In the last lesson you learned about direct objects. A direct object follows the verb and receives the action of the verb. Read the first sentence in **Exercise 1** of your workbook.

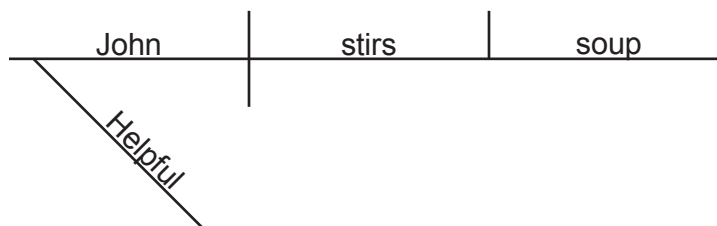
Workbook: John stirs soup.

Instructor: Find the verb. *Stirs* is the verb. Now find the subject. Who stirs? John stirs. Stirs what? Soup. *Soup* receives the action of the verb *stirs*. The noun *soup* is the direct object. Look at the diagram of this sentence.

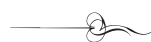


Instructor: The direct object is written to the right of the verb. The direct object is separated from the verb by a short, straight line. Let's add to this sentence an adjective that describes John. Read the new sentence and look at its diagram.

Workbook: Helpful John stirs soup.

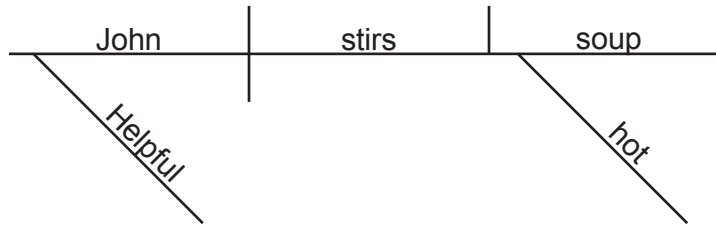


Instructor: The adjective *Helpful* is written on a slanted line beneath the subject *John* because *Helpful* describes *John*. Adjectives describe nouns. There is another noun besides *John* in this sentence: *soup*. Let's add an adjective that describes the noun *soup*. This



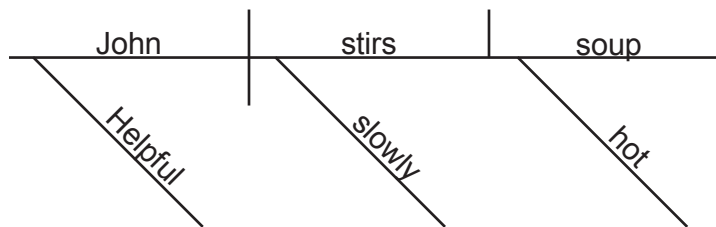
adjective will tell what kind of soup it is. Read the next sentence and look at its diagram.

Workbook: Helpful John stirs hot soup.



Instructor: The adjective *hot* is written on a slanted line beneath the word it describes, *soup*. Let's add one final word to the sentence: an adverb. Remember, adverbs can describe verbs. This adverb follows the verb, but it does not come directly after the verb. The adverb is at the end of the sentence. Read the last sentence in **Exercise 1** and look at its diagram.

Workbook: Helpful John stirs hot soup slowly.



Instructor: How does John stir? Slowly. The adverb *slowly* is written on a slanted line below the verb because it describes the verb *stirs*.

Instructor: Now in **Exercises 2, 3, and 4** of your workbook, you will diagram three new groups of sentences: one about spiders, one about eating squid, and one about mothers. You read each sentence. As you work through each group of sentences, the parts of the diagram that you have filled in will be already printed on the next diagram. You will only have to add new words as you answer my questions. I will cover the diagrams below where you are working so you don't see the answers.

Group 1 (Exercise 2 in the Student Workbook)

Spiders spin webs. (Ask questions 1, 2, and 3)

Most spiders spin webs. (Ask question 4)

Most spiders spin sticky webs. (Ask question 5)

Most spiders spin sticky webs beautifully. (Ask question 6)

Group 2 (Exercise 3 in the Student Workbook)

Trish eats squid. (Ask questions 1, 2, and 3)

Bold Trish eats squid. (Ask question 4)

Bold Trish eats fried squid. (Ask question 5)

Bold Trish eats fried squid downstairs. (Ask question 6)

Group 3 (Exercise 4 in the Student Workbook)

Mothers rock babies. (Ask questions 1, 2, and 3)

Many mothers rock babies. (Ask question 4)

Many mothers rock tiny babies. (Ask question 5)

Many mothers rock tiny babies daily. (Ask question 6)

Use the following dialogue in italics to help the student fill in each diagram. After the student reads a sentence in each sentence group (about spiders or Trish or mothers), you will prompt him with the question(s) in italics listed across from that sentence (for example, "Ask questions 1, 2, and 3").

1. *Find the verb. Write the verb to the right of the center line on your frame.*
2. *Find the subject. Ask "who" or "what" before the verb. [Prompt the student with a specific question like "What spins?" or "Who eats?"] Write the subject to the left of the center line on your frame.*
3. *Is there a direct object that receives the action of the verb? I will ask you a question that will help you find the direct object.*

Sentence Group 1: Spin what?

Sentence Group 2: Eats what?

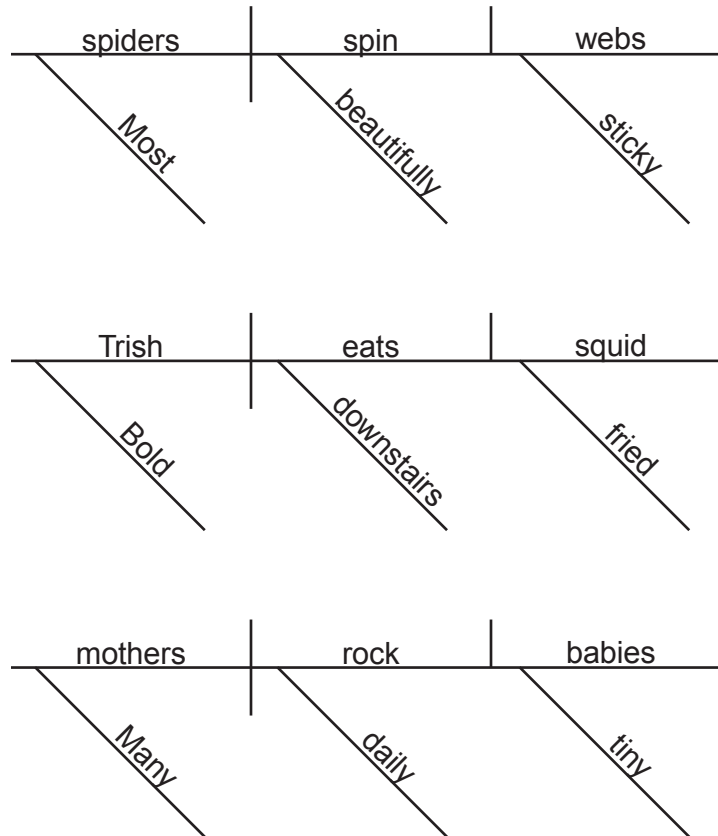
Sentence Group 3: Rocks whom?

Write the direct object to the right of the verb on your diagram. The direct object is separated from the verb by a short, straight line.

4. *Go back and look again at the subject. Are there any words that describe the subject? These adjectives can tell what kind, which one, how many, or whose. Also look for the articles (a, an, the), because they act like adjectives. Write each adjective on a slanted line below the subject it describes.*

5. Look again at the direct object. Are there any words that describe the direct object? These adjectives can tell what kind, which one, how many, or whose. Also look for the articles (a, an, the), because they act like adjectives. Write each adjective on a slanted line below the direct object it describes.
6. Look at the verb. Is there a word that describes the verb? This is an adverb that could tell how, when, where, or how often. This adverb does not directly follow the verb in the sentence; it comes a little bit later. Write the adverb on the slanted line below the verb it describes.

Answer Key:



Optional Follow-Up

If the student enjoyed diagramming the sentences by adding descriptive elements (or he needs extra practice), he can diagram the next two sentences as well. Use the dialogue printed in this lesson.

Group 1

Ostriches lay eggs.

(Ask questions 1, 2, and 3)

Tall ostriches lay eggs.

(Ask question 4)

Tall ostriches lay enormous eggs.

(Ask question 5)

Tall ostriches lay enormous eggs here.

(Ask question 6)

Group 2

Lions chase ostriches.

(Ask questions 1, 2, and 3)

Fearsome lions chase ostriches.

(Ask question 4)

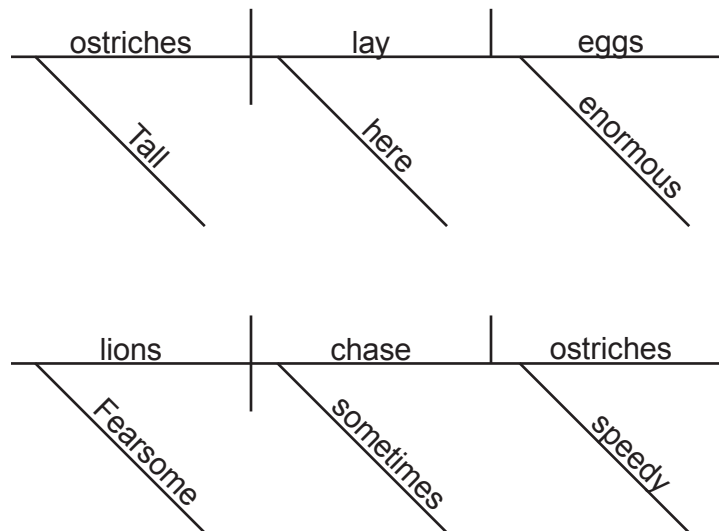
Fearsome lions chase speedy ostriches.

(Ask question 5)

Fearsome lions chase speedy ostriches sometimes.

(Ask question 6)

Answer Key:





LESSON 47



Review: Four Kinds of Verbs

Review: Direct Objects, Predicate Nominatives, and Predicate Adjectives

Read “A Time to Talk” (Lesson 46) three times to the student. Then ask the student to try to say parts of the poem along with you (or the tape recorder).

Instructor: Let’s begin by saying the definition of a verb. A verb is a word that does an action, shows a state of being, links two words together, or helps another verb. Say that with me two times.

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

Instructor: Action verbs show action. *Hit*, *run*, and *sing* are all action verbs. Action verbs are sometimes followed by a direct object that receives the action of the verb. Now you will find the direct objects in a few sentences. Look at **Exercise 1** in your workbook. After you read each sentence, I will help you find the direct object by asking you “what” or “whom” after the verb.

Workbook: Barb shook the blanket.

Instructor: Shook **what**?

Student: *Blanket*

Instructor: *Blanket* is the direct object. It receives the action of the verb *shook*. Write “d.o.” for direct object over the word *blanket*. Read the next sentence.

Workbook: Cory forgave Greta.

Instructor: Forgave **whom**?

Student: *Greta*

Instructor: *Greta* is the direct object. It receives the action of the verb *forgave*. Write “d.o.” for direct object over the word *Greta*. Read the third sentence.

Workbook: Pedro licked a lollipop.

Instructor: Licked **what**?



Student: Lollipop

Instructor: *Lollipop* is the direct object. It receives the action of the verb *licked*. Write “d.o.” for direct object over the word *lollipop*. Look at the diagram of the sentence you just read, “Pedro licked a lollipop.”



Instructor: The direct object *lollipop* is written next to the verb *licked*. It is divided from the verb by a short line.

Instructor: Helping verbs are another kind of verb. They help other verbs. Chant the first part of the list of helping verbs with me.

Together: Am [clap]
Is [clap]
Are, was, were. [clap]
Be [clap]
Being [clap]
Been. [clap] [clap]

Instructor: Now let's chant the rest of the helping verbs together.

Together: Have, has, had [clap]
Do, does, did [clap]
Shall, will, should, would, may, might, must [clap, clap]
Can, could!

Instructor: Read the sentences in **Exercise 2**. The helping verbs are in bold print. Each helping verb helps the action verb in the sentence make sense by showing time.

Workbook: Birds **will** chirp.
A flower **has** bloomed.
Bees **have** built a hive.

Instructor: Another type of verb, a state of being verb, just shows that you exist. Let's chant the state of being verbs together. This is same chant as the first part of the helping verb chant.

Together: Am [clap]
Is [clap]
Are, was, were. [clap]
Be [clap]
Being [clap]
Been. [clap] [clap]

Instructor: In **Exercise 3**, read the sentences with state of being verbs. The state of being verb is printed in bold.

Workbook: I **am**.

He **was** here.

Our parents **were** in the kitchen, too.

Instructor: State of being verbs don't show action or help other verbs—they just show that someone or something exists. There is one more type of verb: linking verbs. Linking verbs link, or join, two words together. These verbs are easy to recognize because they are the same verbs as the state of being verbs: *am, is, are, was, were, be, being, been*. These verbs can do three of the four things in your verb definition! Read aloud in **Exercise 4** of your workbook.

Workbook: The verbs ***am, is, are, was, were, be, being, been*** can either

- help another verb
- show a state of being
- link two words together

Instructor: So if you see the verb *am* in a sentence, you have to read the whole sentence to tell what kind of verb it is. Read aloud the first sentence in **Exercise 5**.

Workbook: I am singing.

Instructor: *Am* is a helping verb in that sentence. *Am* helps the verb *singing*. Read the next sentence.

Workbook: I am.

Instructor: The verb *am* just shows that someone exists. *Am* is a state of being verb in that sentence. Read the next sentence.

Workbook: I am happy.

Instructor: *Am* is a linking verb in that sentence. It links the subject *I* with the predicate adjective *happy*. Let's use some linking verbs in sentences. I will read you a noun and a linking verb and let you complete the sentence by choosing a predicate adjective that describes the subject. Write the word in the blank in your workbook. The linking verb in bold print will link, or connect, the subject noun with the adjective you choose. Follow along as I read and point to the parts of the sentences in **Exercise 6**. The first sentence is about fleece. You may have a jacket or a blanket made out of this fabric. Can you tell me what a fleece blanket or jacket feels like? Tell me your answer and write it in the blank.

Workbook: Fleece is _____.

Student: *Fleece is soft [or fuzzy, or warm].*

Instructor: The linking verb *is* connects the subject *Fleece* with the adjective [*the word the student chose*]. Can you tell me something about gorillas that describe the way they look? Tell me your answer and write it in the blank.

Workbook: Gorillas are _____.

Student: *Gorillas are [black, furry, huge].*

Instructor: The linking verb *are* connects the subject *Gorillas* with the adjective [*the word student chose*]. How did the macaroni taste? Tell me your answer and write it in the blank.

Workbook: The macaroni was _____.

Student: *The macaroni was [good, cheesy, creamy, hot].*

Instructor: The linking verb *was* connects the subject *macaroni* with the adjective [*the word student chose*]. Let's say the chant of the linking verbs. I will do the chant first, and you will join me the second time through.

Instructor, then together:

Am [clap]

Is [clap]

Are, was, were. [clap]

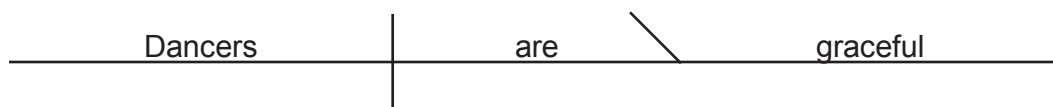
Be [clap]

Being [clap]

Been. [clap] [clap]

Instructor: Read the sentence in **Exercise 7** and look its diagram. This sentence contains a linking verb. I will point out words on the diagram as I explain.

Workbook: Dancers are graceful.



In order to keep the student's eyes focused on what you are explaining, physically point out the words and lines on the student's diagram as they appear in the following two paragraphs of the instructor's script.

Instructor: The linking verb *are* connects the subject of the sentence, *Dancers*, with the adjective *graceful*. *Graceful* is an adjective that describes the subject *Dancers*. It is written to the right of the verb on the diagram because it follows the verb in the sentence. Because the adjective is in the complete predicate of the sentence, it is a **predicate adjective**. On the diagram, draw an arrow from the predicate adjective *graceful* that points back to the subject *Dancers*.

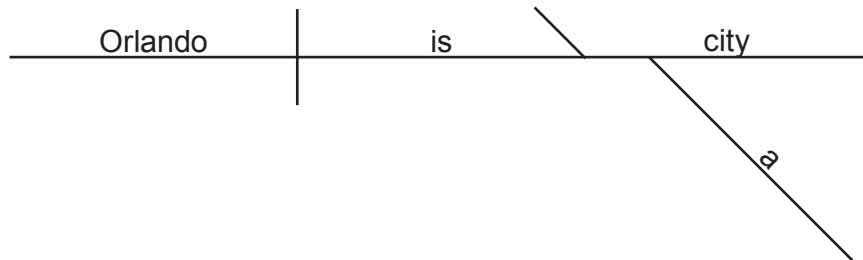
Instructor: Remember, the complete predicate is the verb and all the words attached to the verb line on a diagram. These words tell us what is said about the subject. Do you see the slanted line on the diagram that separates the linking verb *are* from the predicate adjective? That slanted line points back toward the subject to remind you that *graceful* is an adjective that describes *Dancers*.

Instructor: Linking verbs can also link the subject with a noun or pronoun in the complete predicate that renames the subject. In **Exercise 8**, circle the sentence that correctly answers this question: Are you a boy or a girl?

Student: *I am a boy. OR I am a girl.*

Instructor: The linking verb *am* connects the subject *I* with a noun that renames the subject. *[Boy or Girl]* tells what the subject is. What are you? A *[boy or girl]*. *[Boy or Girl]* is in the complete predicate of the sentence. A noun or pronoun in the complete predicate that renames the subject is called a predicate nominative. Circle the predicate nominative in the sentence. Read the sentence in **Exercise 9** to me and look at its diagram.

Workbook: Orlando is a city.



Instructor: *Is* is a linking verb. It connects the subject *Orlando* with a noun that renames the subject. *City* tells what the subject is. What is Orlando? A city. *City* is in the complete predicate of the sentence. A noun or pronoun in the complete predicate that renames the subject is called a **predicate nominative**. Even though *city* renames the subject *Orlando*, it is written to the right of the verb on the diagram because it follows the verb in the sentence. On the diagram, draw an arrow from the predicate nominative *city* that points back to the subject *Orlando*.

Instructor: Look again at the diagram. Do you see the slanted line that separates the linking verb *is* from the predicate nominative *city*? That slanted line points back toward the subject to remind you that *city* is a predicate nominative that renames the subject *Orlando*.

Dictation Exercise

After the student has written each sentence, have him circle the linking verb.

Dictation: The beetle was shiny.
The milkshake is frothy.

Optional Follow-Up

Instructor: I will read the following Mother Goose rhyme to you. Each line contains the linking verb *is* and has three predicate adjectives.

Explain to the student that a *bower* is a shelter in a garden made of trees or vines.

Spring is showery, flowery, bowery;
Summer is hoppy, croppy, poppy;
Autumn is wheezy, sneezy, freezy;
Winter is slippery, drippy, nippy.

Instructor: Look at the first line. What adjectives describe the noun *Spring*?

Student: *showery, flowery, bowery*

Instructor: Because *showery*, *flowery*, and *bowery* are located in the complete predicate of the sentence, we call these words **predicate** adjectives. The linking verb *is* links the subject, *Spring*, with the predicate adjectives, *showery*, *flowery*, and *bowery*.

Have the student find the subject noun, linking verb, and predicate adjectives in each line of the rest of the poem.



Review: Prepositional Phrases

Begin this lesson by having the student recite the list of prepositions. Here it is for your reference:

Prepositions

Aboard, about, above, across.

After, against, along, among, around, at.

Before, behind, below, beneath.

Beside, between, beyond, by.

Down, during, except, for, from.

In, inside, into, like.

Near, of, off, on, over.

Past, since, through, throughout.

To, toward, under, underneath.

Until, up, upon.

With, within, without.

Instructor: You now know the list of prepositions, and how to find a prepositional phrase in a sentence. So what's next? You might think that you are going to diagram prepositional phrases in this lesson, because, after all, you have learned how to diagram every other part of speech. But you're not! You will learn how to diagram prepositional phrases eventually, but not in this book. Prepositions can describe almost anything in a sentence: They can describe a subject, a verb, a direct object, a predicate nominative ... even the object of the preposition in another prepositional phrase! So you see, diagramming prepositional phrases can be tricky. But you **can** diagram all the other parts of a sentence. Today we are going to practice reading a sentence, finding the prepositional phrase, and getting rid of it so that you can diagram the rest of the sentence. Read the sentence in **Exercise 1**.

Workbook: I drive the car with the dent.

Instructor: Now find the preposition in the sentence (you may have to recite the list). Circle it.

Workbook: I drive the car with the dent.



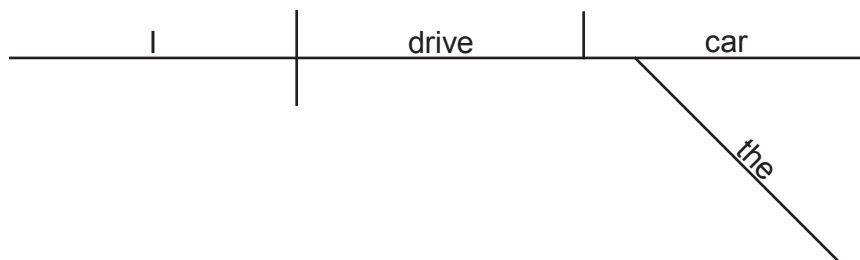
Instructor: Now find the prepositional phrase. Remember, a prepositional phrase begins with a preposition and ends with a noun or pronoun (the object of the preposition). In order to find the prepositional phrase, ask *whom* or *what* after the preposition. I drive the car with the dent. With what? With the dent. “With the dent” is the prepositional phrase. Put a box around “with the dent.”

Workbook: I drive the car with the dent.

Instructor: Now read the sentence aloud, but do **not** read the prepositional phrase in the box.

Student: *I drive the car.*

Instructor: “I drive the car” is an easy sentence to diagram. It has a subject, action verb, and a direct object. Look at the diagram of this sentence in **Exercise 1**.



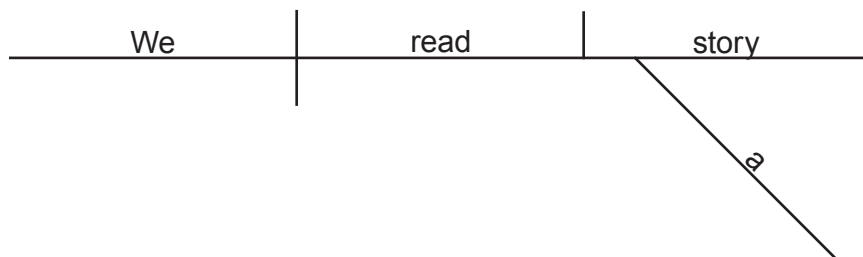
Instructor: Now you are going to diagram some sentences that, at first glance, look pretty complicated. But once you find the prepositional phrase and get rid of it, the rest of the sentence is easy to diagram.

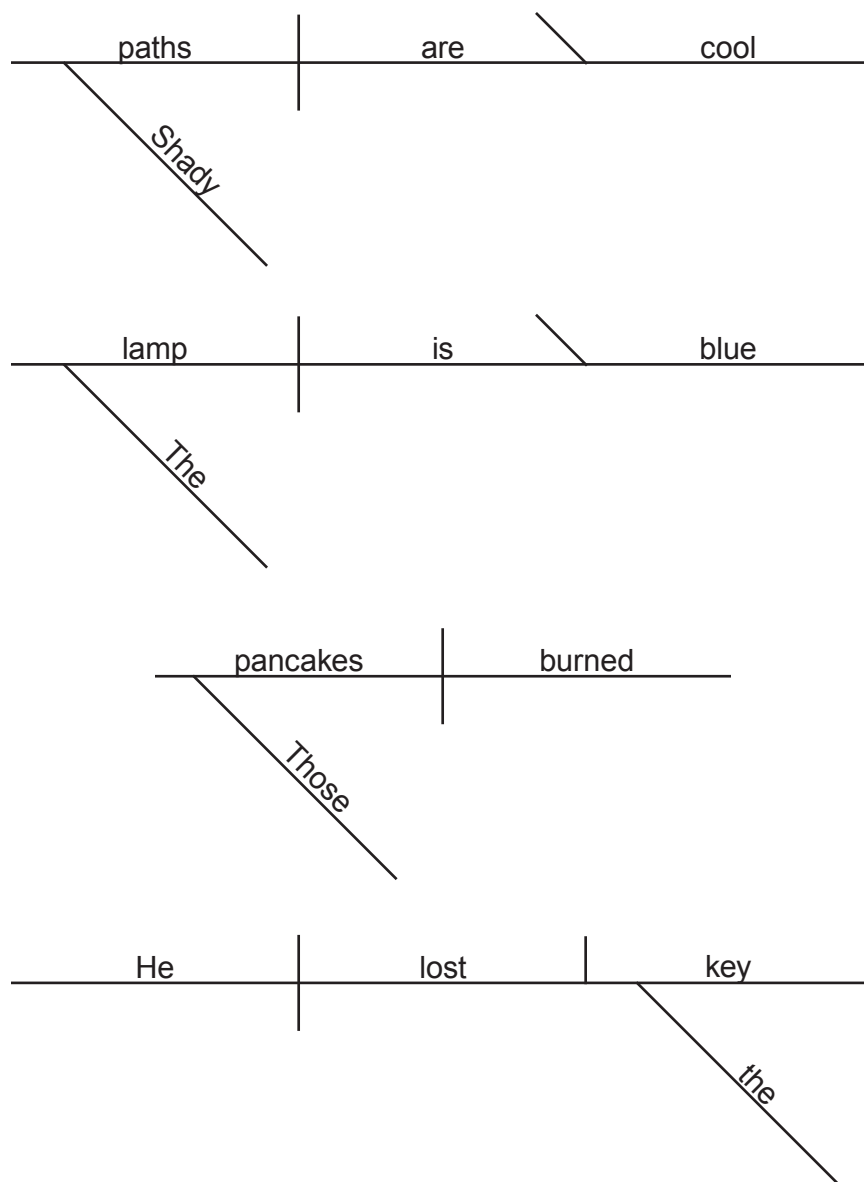
Before the student diagrams each sentence in **Exercise 2**, he will circle each preposition and draw a box around the prepositional phrase to separate it from the rest of the sentence. Then, have the student read the sentence aloud **without reading the prepositional phrase**. That is the sentence he will diagram. Once he has done this, use the dialogue in italics to help the student fill in each diagram. Prompt him with the questions in italics listed across from that sentence (for example, *Ask questions 1a, 2, 4, and 6*).

- | | |
|---|---------------------------------|
| Workbook: 1. We read a story about bears . | (Ask questions 1a, 2, 4, and 6) |
| 2. Shady paths in the woods are cool. | (Ask questions 1b, 2, 3, and 5) |
| 3. The lamp near the sofa is blue. | (Ask questions 1b, 2, 3, and 5) |
| 4. Those pancake on the griddle burned. | (Ask questions 1a, 2, and 5) |
| 5. He lost the key to his car . | (Ask questions 1a, 2, 4, and 6) |

- 1a. What is the verb? Write the verb to the right of your center line.
- 1b. What is the linking verb? This verb links the subject to a word in the complete predicate. Write the verb to the right of your center line.
2. Find the subject. Ask “who” or “what” before the verb. [Prompt the student with a specific question like “Who reads?” or “What are?”] Write the subject to the left of the center line on your frame. Remember to put you in parentheses.
3. This sentence contains a predicate adjective. This adjective is in the complete predicate of the sentence, but it describes the subject. A predicate adjective can tell what kind, which one, how many, or whose. Can you find an adjective that follows the verb that still describes the subject? Because the predicate adjective follows the verb in the sentence, it is written to the right of the verb on the diagram. Write the predicate adjective to the right of the slanted line on your diagram. That slanted line points back toward the subject to remind you that a predicate adjective describes the subject.
4. Is there a direct object that receives the action of the verb? I will ask you a question that will help you find the direct object.
Sentence 1: Read what?
Sentence 5: Lost what?
Write the direct object to the right of the verb on your diagram. The direct object is separated from the verb by a short, straight line.
5. Go back and look again at the simple subject. Are there any words that describe the subject that come before the verb? These adjectives can tell what kind, which one, how many, or whose. Also look for the articles (a, an, the), because they act like adjectives. Write each adjective on a slanted line below the subject it describes.
6. Look again at the direct object. Are there any words that describe the direct object? These adjectives can tell what kind, which one, how many, or whose. Also look for the articles (a, an, the), because they act like adjectives. Write each adjective on a slanted line below the direct object it describes.

Answer Key:





Instructor: Some sentences look **really** long and complicated, but they are just padded with a lot of prepositional phrases. Can you find and cross out all the prepositional phrases in the sentence in **Exercise 3**? You will find that a very simple sentence is left.

Workbook: In a treasure chest on the large, wooden ship across the harbor near the town, you will find a necklace with sparkling diamonds on it for the most beautiful queen in the whole world.

~~In a treasure chest on the large, wooden ship across the harbor near the town,~~
you will find a necklace ~~with sparkling diamonds on it for the most beautiful queen in the whole world.~~

Optional Follow-Up

There is no optional follow-up for this lesson.



LESSON 70



New: Indirect Quotations

Review: Direct Quotations

There is a lot of writing in this lesson. If the student finds writing difficult, divide the lesson into two days (do **Exercises 1** and **2** the first day and do **Exercises 3, 4,** and **5** the second day).

Review “The Bells” (Lesson 58) today. If the student has trouble remembering the poem, have him practice it daily until he is confident.

Instructor: In **Exercise 1** we are going to read a story together. I will start each sentence, and you will read the words in bold print. These are the exact words the people said. Remember to read with expression.

Workbook: Betty asked, “**May we make cookies?**”

Mother said, “**Get out the ingredients.**”

Ralph stated, “**We will use butter, flour, and sugar.**”

Betty exclaimed, “**Sugar cookies are my favorite!**”

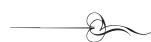
As you go through the sentences in **Exercise 2**, be sure to point to every punctuation mark in the student’s workbook as you explain.

Instructor: The sentences you have read are called **direct quotations**. They are the exact words that someone says. Quotation marks are placed before and after the exact words a person says. Each of the direct quotations that you read is part of a larger sentence. When a direct quotation is at the end of a sentence, it keeps its own punctuation mark. In **Exercise 2** read the first sentence.

Workbook: 1. Betty asked, “May we make cookies?”

Instructor: “May we make cookies?” is a question. It ends with a **question mark**. The question mark comes **before** the last pair of **quotation marks**. Look at the sentence one more time. Notice that the direct quotation is separated from the rest of the sentence by a **comma**. And remember, when a direct quotation is at the end of a sentence, it keeps its own punctuation mark. Now copy **Sentence 1** on the lines provided in your workbook.

Instructor: Read **Sentence 2**.



Workbook: 2. Mother said, “Get out the ingredients.”

Instructor: “Get out the ingredients” is a command sentence. It ends with a **period**. When a direct quotation is at the end of a sentence, it keeps its own punctuation mark. The period comes **before** the last pair of **quotation marks**. Look at the sentence one more time. Notice that the direct quotation is separated from the rest of the sentence by a **comma**. Now copy **Sentence 2** on the lines provided in your workbook.

Instructor: Read **Sentence 3**.

Workbook: 3. Ralph stated, “We will use butter, flour, and sugar.”

Instructor: “We will use butter, flour, and sugar” is a statement sentence. It ends with a **period**. The period comes **before** the last pair of **quotation marks**. Look at the sentence one more time. Notice that the direct quotation is separated from the rest of the sentence by a **comma**. When a direct quotation is at the end of a sentence, it keeps its own punctuation mark. Now copy **Sentence 3** on the lines provided in your workbook.

Instructor: Read **Sentence 4**.

Workbook: 4. Betty exclaimed, “Sugar cookies are my favorite!”

Instructor: “Sugar cookies are my favorite!” is an exclamation sentence. It ends with an **exclamation point**. The exclamation point comes **before** the last pair of **quotation marks**. Look at the sentence one more time. Notice that the direct quotation is separated from the rest of the sentence by a **comma**. When the direct quotation is at the end of a sentence, it keeps its own punctuation mark. Now copy **Sentence 4** on the lines provided in your workbook.

Instructor: In the sentences you just read, each direct quotation, or exact words that a person said, came at the end of the sentence. But in some sentences, the direct quotation comes at the beginning. In **Exercise 3** we are going to read the same story together. You will read the words in bold print. These are direct quotations—the exact words the people said. Notice that this time the direct quotations come at the beginning of the sentences. I will finish reading the words in regular print.

Workbook: “**May we make cookies?**” Betty asked.

“**Get out the ingredients,**” Mother said.

“**We will use butter, flour, and sugar,**” Ralph stated.

“**Sugar cookies are my favorite!**” Betty exclaimed.

As you go through the sentences in **Exercise 3**, be sure to point to every punctuation mark as you explain.

Instructor: Each of the direct quotations that you read is part of a larger sentence. Just like the direct quotations you read earlier, these direct quotations are enclosed by quotation marks, and they each begin with a capital letter. If the direct quotation is a question or an exclamation, then the quotation itself ends with a question mark or an exclamation point. But if the direct quotation would normally end with a period, then the period is replaced by a comma. Let's look more closely at some of these direct quotations, and I will show you what I mean. In **Exercise 3** read the first sentence.

Workbook: 1. "May we make cookies?" Betty asked.

Instructor: "May we make cookies?" is a question. It ends with a **question mark**. The question mark comes **before** the last pair of **quotation marks**. When the quotation comes at the beginning of a sentence, the end of the larger sentence needs its own mark of punctuation. Look at the larger sentence one more time. The larger sentence ends with a **period**. Now copy **Sentence 1** of **Exercise 4** on the lines provided in your workbook.

Instructor: Read **Sentence 2** of **Exercise 4**.

Workbook: 2. "Get out the ingredients," Mother said.

Instructor: "Get out the ingredients" is a command sentence. Command sentences can end with periods. But since the direct quotation command comes at the beginning of a sentence, the period turns into a **comma**. This comma comes **before** the last pair of **quotation marks**. When the quotation comes at the beginning of a sentence, the end of the larger sentence needs its own mark of punctuation. Look at the larger sentence one more time. The larger sentence ends with a **period**. Now copy **Sentence 2** on the lines provided in your workbook.

Instructor: Read **Sentence 3**.

Workbook: 3. "We will use butter, flour, and sugar," Ralph stated.

Instructor: "We will use butter, flour, and sugar" is a statement sentence. As you know, statements end with periods. But since the direct quotation statement comes at the beginning of a sentence, the period turns into a **comma**. The comma comes **before** the last pair of **quotation marks**. When the quotation comes at the beginning of a sentence, the end of the larger sentence needs its own mark of punctuation. Look at the larger sentence one more time. The larger sentence ends with a **period**. Now copy **Sentence 3** on the lines provided in your workbook.

Instructor: Read **Sentence 4**.

Workbook: 4. “Sugar cookies are my favorite!” Betty exclaimed.

Instructor: “Sugar cookies are my favorite!” is an exclamation sentence. It ends with an **exclamation point**. The exclamation point comes **before** the last pair of **quotation marks**. When the quotation comes at the beginning of a sentence, the end of the larger sentence needs its own mark of punctuation. Look at the larger sentence one more time. The sentence ends with a **period**. Now copy **Sentence 4** on the lines provided in your workbook.

Instructor: All four of the sentences you have been working with contain direct quotations. You were given the **exact** words the people said. But if I change the words of a direct quotation and give the same quotation in my words, it is no longer a direct quotation. It is an **indirect** quotation. An indirect quotation tells you what a person says **without** using his or her exact words. There are no quotation marks in an indirect quotation. In **Exercise 5** read each direct quotation sentence and then read the indirect quotation beneath it.

Workbook: 1. “May we make cookies?” Betty asked.

Betty asked if Mother would let her and Ralph make cookies.

Workbook: 2. Mother said, “Get out the ingredients.”

Mother told Betty to get out the ingredients.

Workbook: 3. “We will use butter, flour, and sugar,” Ralph stated.

Ralph said that they would use butter, flour, and sugar to make the cookies.

Workbook: 4. Betty exclaimed, “Sugar cookies are my favorite!”

Betty exclaimed that sugar cookies were her favorite.

Optional Follow-Up

Read aloud each of the following direct quotations while the student follows along. You may need to discuss the meaning of each with him. Then he may choose three quotations and restate them in his own words as an indirect quotation (this is an oral exercise).

- Workbook:**
1. "The only thing we have to fear is fear itself," asserted Franklin Roosevelt.
 2. Christina Rossetti stated, "There is no friend like a sister."
 3. Socrates exclaimed, "How many things I can do without!"
 4. "The supreme happiness in life is the conviction that we are loved," said Victor Hugo.
 5. Henry David Thoreau once said, "Our life is frittered away by detail ... Simplify, simplify."

Possible Answers:

1. Franklin Roosevelt said that the only thing we have to be afraid of is being afraid.
2. Christina Rossetti felt that sisters make the best of friends.
3. Socrates exclaimed that we can do without many things.
4. Victor Hugo said that being loved is one of the best things in life.
5. Henry David Thoreau said that we should simplify life.



Friendly Letter Rough Draft

Instructor: In this lesson you are going to write a letter to a member of your family.

The student should choose to send the letter to an adult member of the family who is not aware of what the student has been learning. Use the format on the following page to help the student write the rough draft of his letter in his workbook. As you see mistakes, point them out, and have the student erase and make corrections. If the student is a reluctant writer, he may dictate the rough draft for you to write down. The student will make a final copy of the letter in the next lesson.

If the student has completed Lesson 40 on the four types of sentences, encourage him to use each type: statement, command, question, and exclamation. Consider these options:

Would you please write back?	(Question)
Please answer soon!	(Command)
What have you been doing lately?	(Question)
Tell me something exciting you have been doing lately.	(Command)
It would be great to hear from you!	(Exclamation)

Date (Today's date, written on the right-hand side of the paper)

Greeting (Dear _____,)

Explain to the student that a comma always comes after the greeting. Remind the student to include the abbreviation for the appropriate title of respect (Lesson 61).

Body of the Letter

Read the following list of composition starters to the student, and have him choose one of the subjects. Ask him the prompting questions about that subject, and have him talk to you about what he would like to write. This is orally composing the body of the letter. This is an all-important step that should precede writing words down on paper. As he writes down the body of the letter, remind the student of what he has orally composed (ex., "What did you say about King Tut?"). Aim for the student to write a paragraph of about four sentences. He should indent the paragraph about the space of two of his fingers.

Instructor: This will be the message you are communicating to the receiver. In this letter, you may tell the receiver:

- something interesting you learned this past week
 - Why did you find it interesting?
 - Have you read any books about the topic?
 - Did you learn something new?
- a special errand or outing you took recently
 - Where did you go?
 - What did you do there?
 - What special memory do you have from the trip?
- something funny that happened
 - Who were the people or animals involved?
 - What happened **before** the funny incident?
 - What did you do when you saw or heard about the funny incident?
- the weather
 - What has the weather been like—hot, cold, stormy, cloudy, etc.?
 - Has this weather been unusual?
 - Did you like this weather? If so, why? If not, why not?
- any news about you or your family
 - Who are the people you are going to tell about?
 - What special things are you going to tell about?

Closing (You may choose "Love," "Sincerely," or "Yours truly." Remember that a comma always follows the closing.)

Writer's Name (Student writes his own name that includes at least one initial.)





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