

Level 3 Student Text

by
Matthew Stephens



417-256-4191

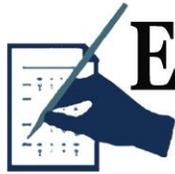
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Printed in the United States of America

*Update: January 2013



Essentials in Writing

Where Students Learn to Write

Dear Parents/Teachers,

Thank you for allowing me the opportunity to partner with you in your child's education. I look forward to our journey together.

Up front, I want you to know that your feedback is valuable to me. Development of Essentials in Writing is ongoing and I encourage you to share positive comments and suggestions.

On the next few pages, you will find the suggested approach, curriculum format, and a syllabus for planning.

For those of you who have opted to print worksheets and/or assignment sheets, I recommend printing them at the beginning of the year rather than waiting to print them each day.

As always, I want to keep the lines of communication open and prayerfully ask that you contact me with any questions or concerns. I like to hear your compliments as well.

You may reach me via email at info@essentialsinwriting.com or by phone at **417-256-4191**.

Sincerely,

Matthew Stephens
Founder, Essentials in Writing

SUGGESTED APPROACH

1. Look at the worksheet/assignment sheet for today's lesson.
2. Watch the video lesson.
3. Complete the assignment.
4. Look at the next lesson.

1. Look at the worksheet/assignment sheet for the day's lesson.

Looking at the assignment will help students be prepared for the content of the lesson. As they watch the video portion of the lesson, they will be listening in terms of what the assignment sheet will require.

2. Watch the video lesson.

Present the new concept to the student. Depending on the student, you may want to watch the lesson with the student, or you may allow the student to watch the lesson alone.

3. Complete the assignment.

Students will complete the worksheet or assignment sheet. During this time, it's very important for students to "think out loud" as they complete the assignment. If this isn't possible due to disturbance of other students, they may wait until they are finished and then explain the new concept to a third party.

Worksheets/assignment sheets are not considered optional.

4. Look at the next lesson.

Again, it's important for students to be aware of what they will be learning.

How long should I spend on one lesson? – This depends on the topic and the student. There are many different variables to consider in such a question. Typically, a good rule to follow is: Don't complete the worksheets/assignment sheets unless the student understands the concepts presented in the video lesson. You may need to watch the video more than once. Then, students will complete the worksheet/assignment sheets after and understanding of the new concept is evident.

CURRICULUM FORMAT

Video lessons and worksheets/assignment sheets are titled to correspond with each other by number. Additionally, written work titled “A” will be completed the first day (after watching the video), “B” the second day, “C” the third day, and so on. If a lesson only has “A” written work, move to the next video lesson the following day. Look at the example below for more details.

Day One

1. Look at Lesson 1A worksheet(s).
2. Watch Video Lesson 1.
3. Complete Lesson 1A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Two

1. Look at Lesson 2A worksheet(s).
2. Watch Video Lesson 2.
3. Complete Lesson 2A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Three

1. Complete Lesson 2B written work.

Day Four

1. Complete Lesson 2C written work.

Day Five

1. Look at Lesson 3A worksheet(s).
2. Watch Video Lesson 3.
3. Complete Lesson 3A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Six

1. Complete Lesson 3B written work

Day Seven

1. Look at Lesson 4A worksheet(s).
2. Watch Video Lesson 4.
3. Complete Lesson 4A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

...AND SO ON

LEVEL 3 SYLLABUS

This course averages 100-110 class periods.

VIDEO – 52 LESSONS

WORKBOOK – 116 PAGES

NOTE: Video lessons are indicated by ALL CAPS bold. Worksheets/assignment sheets are listed below each video lesson.

LESSON 1 - WHAT IS WRITING?

Lesson 1A - What is Writing?

Lesson 1B - What is Writing?

LESSON 2 - SIMPLE SENTENCES

Lesson 2A Simple Sentences

LESSON 3 - COMPLETE SUBJECTS AND PREDICATES

Lesson 3A - Complete Subjects and Predicates

LESSON 4 - SIMPLE SUBJECTS

Lesson 4A Simple Subjects

Lesson 4B Complete and Simple Subjects

LESSON 5 - SIMPLE PREDICATES

Lesson 5A Simple Predicates

Lesson 5B Complete and Simple Predicates

LESSON 6 - SENTENCE FRAGMENT

Lesson 6A Sentence Fragment

Lesson 6B Sentence Fragments

LESSON 7 - RUN-ON SENTENCE ERROR

Lesson 7A Run-on Sentence Error

Lesson 7B Run-on Sentence Error

LESSON 8 - DECLARATIVE AND INTERROGATIVE SENTENCES

Lesson 8A Declarative and Interrogative Sentences

Lesson 8B – Types of Sentences

LESSON 9 - IMPERATIVE SENTENCES

Lesson 9A Imperative Sentences

LESSON 10 – IDENTIFYING NOUNS

Lesson 10A – Identifying Nouns

Lesson 10B – Using Nouns in Writing

LESSON 11 – SPELLING PLURAL NOUNS

Lesson 11A – Spelling Plural Nouns

Lesson 11B – Spelling Plural Nouns

LESSON 12 – IDENTIFYING PROPER NOUNS

Lesson 12A – Identifying Proper Nouns

Lesson 12B - Proper Nouns

LESSON 13 - IDENTIFYING PRONOUNS

Lesson 13A Identifying Pronouns

Lesson 13B Using Pronouns

LESSON 14 – PRONOUN PROBLEMS

Lesson 14A – Pronoun Problems

Lesson 14B – Pronoun Practice

LESSON 15 – ACTION VERBS

Lesson 15A – Action Verbs

Lesson 15B – Action Verbs

Lesson 15C – Action Verbs

LESSON 16 – IDENTIFYING LINKING VERBS

Lesson 16A – Identifying Linking Verbs

Lesson 16B – Linking Verbs

LESSON 17 – IDENTIFYING ADJECTIVES

Lesson 17A – Identifying Adjectives

Lesson 17B – Using Adjectives in Sentences

LESSON 18 - ADJECTIVES IN THE PREDICATE

Lesson 18A - Adjectives in the Predicate

Lesson 18B – Using Adjectives in Writing

LESSON 19 – IDENTIFYING ADVERBS THAT MODIFY A VERB

Lesson 19A – Identifying Adverbs that Modify a Verb

Lesson 19B – Using Adverbs in Writing

Lesson 19C – Using Adverbs in Writing

LESSON 20 - SUBJECT/VERB AGREEMENT

Lesson 20A - Subject/Verb Agreement

Lesson 20B - Subject/Verb Agreement

LESSON 21 - SUBJECT/VERB AGREEMENT (DON'T & DOESN'T)

Lesson 21A - Subject/Verb Agreement (Don't & Doesn't)

LESSON 22 – POSSESSIVE NOUNS (SINGULAR)

Lesson 22A – Possessive Nouns (Singular)

Lesson 22B – Combining Sentences Using Singular Possessive Nouns

LESSON 23A – POSSESSIVE NOUNS (PLURAL ENDING IN -S)

Lesson 23A – Possessive Nouns (Plural ending in -s)

Lesson 23B – Combining Sentences Using Plural Possessive Nouns

Lesson 23C– Possessive Nouns (REVIEW)

Singular Possessive and Plural (ending in –s) Possessive

LESSON 24– POSSESSIVE NOUNS PLURAL (NOT ENDING IN –S)

Lesson 24A– Possessive Nouns Plural (NOT ending in –s)

LESSON 25– IDENTIFYING POSSESSIVE NOUNS (SINGULAR/PLURAL)

Lesson 25A– Identifying Possessive Nouns

(Singular/Plural)

Lesson 25B– Identifying Possessive Nouns

Lesson 25C– Using Possessive Nouns in Writing

LESSON 26 - CAPITALIZATION

Lesson 26A Capitalization

Lesson 26B - Capitalizing Months

Lesson 26B - Capitalizing Individual Titles

Lesson 26C – Using Proper Capitalization in Writing

LESSON 27 – COMMAS IN CITY/STATE AND DATES

Lesson 27A – Commas in City/State and Dates

Lesson 27B – Commas in a Series

LESSON 28 – ALPHABETIZING WORDS (FIRST AND SECOND LETTER)

Lesson 28A – Alphabetizing Words (First and Second Letter)

LESSON 29 - PARTS OF A FRIENDLY LETTER

Lesson 29A - Parts of a Friendly Letter

Lesson 29B - Parts of a Friendly Letter

LESSON 30 – WRITING A FRIENDLY LETTER (USE STRONG DETAILS)

Lesson 30A – Writing a Friendly Letter (Use Strong Details)

Lesson 30A – Friendly (Personal) Letter CHECKLIST

LESSON 31 – THE PARTS OF A PARAGRAPH

Lesson 31A – The Parts of a Paragraph

LESSON 32 – THE PARTS OF A PARAGRAPH (OPENING SENTENCE)

Lesson 32A – The Parts of a Paragraph (Opening Sentence)

LESSON 33 – THE PARTS OF A PARAGRAPH (BODY/DETAILS)

Lesson 33A – The Parts of a Paragraph (Body/Details)

LESSON 34 – THE PARTS OF A PARAGRAPH (BODY DETAILS)

Lesson 34A – The Parts of a paragraph (Body Details)

LESSON 35 – THE PARTS OF A PARAGRAPH (CLOSING SENTENCE)

Lesson 35A – The Parts of a paragraph (Closing Sentence)

LESSON 36 – USING A GRAPHIC ORGANIZER

Lesson 36A – Using a Graphic Organizer

LESSON 37 – INTRODUCING NARRATIVE WRITING

Lesson 37A – Introducing Narrative Writing

LESSON 38 –NARRATIVE WRITING (ORGANIZING THOUGHTS)

Lesson 38A –Narrative Writing (Organizing Thoughts)

LESSON 39 –NARRATIVE WRITING

Lesson 39A –Narrative Writing

Lesson 39B –Narrative Writing CHECKLIST

LESSON 40 - DESCRIPTIVE WRITING (GRAPHIC ORGANIZER)

Lesson 40A - Descriptive Writing (Graphic Organizer)

Lesson 40B –Descriptive Writing (Organizing Thoughts)

LESSON 41 – DESCRIPTIVE WRITING

Lesson 41A – Descriptive Writing

LESSON 42 - DESCRIPTIVE WRITING (REVISION)

Lesson 42A - Descriptive Writing (Revision)

Lesson 42B - Descriptive Writing (Final Copy)

Lesson 42C –Descriptive Writing CHECKLIST

LESSON 43 – INTRODUCING THE WRITING PROCESS

Lesson 43A – Introducing the Writing Process

LESSON 44 – THE WRITING PROCESS (PREWRITING)

Lesson 44A – The Writing Process (PREWRITING)

LESSON 45 – THE WRITING PROCESS (DRAFTING)

Lesson 45A – The Writing Process (DRAFTING)

LESSON 46 – THE WRITING PROCESS (REVISING)

Lesson 46A – The Writing Process (REVISING)

LESSON 47 – THE WRITING PROCESS (EDITING)

Lesson 47A – The Writing Process (EDITING)

LESSON 48 – THE WRITING PROCESS (FINAL DRAFT)

Lesson 48A – The Writing Process (FINAL DRAFT)

Lesson 48A –Descriptive Writing CHECKLIST

LESSON 49 – OTHER FORMS OF WRITTEN COMMUNICATION

Lesson 49A – Other Forms of Written Communication

LESSON 50 – OTHER FORMS OF WRITTEN COMMUNICATION

Lesson 50A – Other Forms of Written Communication

Journal Entry

Lesson 50B - Written Forms of Communication

Thank You Note

Lesson 50C – Written Forms of Communication

Invitations

Lesson 50D - Written Forms of Communication

Lists

Lesson 50E - Written Forms of Communication

Reviewing the Friendly Letter

LESSON 51 – INTRODUCING INFORMATIONAL REPORTS

Lesson 51A – Introducing Informational Reports

Lesson 51B – Introducing Informational Reports

DAY ONE

Step 1: Narrow your topic.

Step 2: Gather information about your topic.

DAY TWO & THREE

Step 3: Write a draft.

DAY FOUR

Step 4: Revise your draft.

Step 6: Publish: Write your final draft.

DAY FIVE

Step 5: Edit your draft.

Lesson 51B - Informational Report Process

CHECKLIST

LESSON 52 – POETRY

Lesson 52A – Poetry

Lesson 52A – Rhyming in Poetry

Lesson 52B – Lines and Stanzas in Poetry

Lesson 52B – Lines and Stanzas in Poetry

TABLE OF CONTENTS

SECTION I: GRAMMAR AND OTHER TOPICS

Lesson 1 - What is Writing?	1
Lesson 2 - Simple Sentences	3
Lesson 3 - Complete Subjects and Predicates	4
Lesson 4 - Simple Subjects	5
Lesson 5 - Simple Predicates	7
Lesson 6 - Sentence Fragment	9
Lesson 7 - Run-on Sentence Error	11
Lesson 8 - Declarative and Interrogative Sentences	13
Lesson 9 - Imperative Sentences	15
Lesson 10 - Identifying Nouns	16
Lesson 11 - Spelling Plural Nouns	18
Lesson 12 - Identifying Proper Nouns	20
Lesson 13 - Identifying Pronouns	22
Lesson 14 - Pronoun Problems	24
Lesson 15 - Action Verbs	26
Lesson 16 - Identifying Linking Verbs	29
Lesson 17 - Identifying Adjectives	31
Lesson 18 - Adjectives in the Predicate	33
Lesson 19 - Identifying Adverbs that Modify a Verb	35
Lesson 20 - Subject/Verb Agreement	38
Lesson 21 - Subject/Verb Agreement (Don't & Doesn't)	40
Lesson 22 - Possessive Nouns (Singular)	41
Lesson 23 - Possessive Nouns (Plural ending in -s)	44
Lesson 24 - Possessive Nouns Plural (NOT ending in -s)	48
Lesson 25 - Identifying Possessive Nouns (Singular/Plural)	49
Lesson 26 - Capitalization	52
Lesson 27 - Commas in City/State and Dates	56
Lesson 28 - Alphabetizing Words (First and Second Letter)	58

SECTION II: COMPOSITION

Lesson 29 - Parts of a Friendly Letter	59
Lesson 30 - Writing a Friendly Letter (Use Strong Details)	61
Lesson 31 - The Parts of a Paragraph	64
Lesson 32 - The Parts of a Paragraph (Opening Sentence)	65
Lesson 33 - The Parts of a Paragraph (Body/Details)	66
Lesson 34 - The Parts of a paragraph (Body Details)	68
Lesson 35 - The Parts of a paragraph (Closing Sentence)	69
Lesson 36 - Using a Graphic Organizer	70
Lesson 37 - Introducing Narrative Writing	71
Lesson 38 - Narrative Writing (Organizing Thoughts)	72
Lesson 39 - Narrative Writing	73
Lesson 40 - Descriptive Writing (Graphic Organizer)	76
Lesson 41 - Descriptive Writing	78
Lesson 42 - Descriptive Writing (Revision)	79
Lesson 43 - Introducing the Writing Process	82

Lesson 44 - The Writing Process (PREWRITING)	83
Lesson 45 - The Writing Process (DRAFTING).....	84
Lesson 46 - The Writing Process (REVISING)	85
Lesson 47 - The Writing Process (EDITING).....	86
Lesson 48 - The Writing Process (FINAL DRAFT)	87
Lesson 49 - Other Forms of Written Communication REVIEW	89
Lesson 50 - OTHER FORMS OF WRITTEN COMMUNICATION.....	91
Lesson 51 - Introducing Informational Reports.....	99
Lesson 52 - Poetry	104
ANSWER KEY	109

SAMPLE

Lesson 1A - What is Writing?

Name: _____

Sometimes you may have something you want to say to someone, but you are not able to speak him in person. The only option you have is to tell him in writing.

There are rules that you must follow when you write. This helps the reader understand you easily when they read what you have written.

Look at the sentences below. Each sentence contains a problem that makes it difficult to read. Write the number of each sentence on the lines next to the error that was made in each sentence.

ERRORS

___ Words spelled incorrectly

___ No spacing between words

___ No capitalization

___ No punctuation

SENTENCES

1. i like to visit my grandfather, harold, in the summer.
2. The ice cream flavors were out of this world
3. Trytokeepthedoorclosedbecausetheairconditioningison.
4. Mi ankl iz hurting becoz I twistd it trying to jump akros thuh rivr.



Lesson 1B - What is Writing?

There are rules that you must follow when you write. This helps the reader understand you easily when they read what you have written.

The paragraph below has many errors. These errors make it difficult to read. Read the paragraph the best that you can.

my friend jack has won + Her Ace he
Came in first place i wis Htha Ti could
Run like him he has won first place
for 5 years in a row and I am sure he
will win again next year too

B. On the lines below, give two reasons that the paragraph was difficult to read. Then, explain how to correct the errors.

1. The paragraph was difficult to read because _____

If the writer had _____

the paragraph would have been easier to read.

2. The paragraph was difficult to read because _____

If the writer had _____

the paragraph would have been easier to read.

Lesson 10A - Identifying Nouns

Name: _____

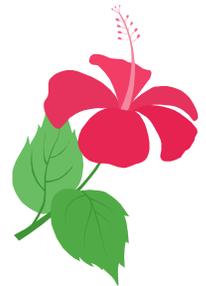
There are many kinds of words. One kind of word is called a *noun*. *Nouns* are words that refer to a person, place, thing, or idea.

A. Here is a list of words. Are these words nouns? Circle or underline each noun. Cross out the words that are not nouns.

folder	take	poster	frame
bring	is	boxes	eel
tornado	are	Eiffel Tower	pig

B. Tell whether each noun is a person, place, or thing.

1. April _____
2. classroom _____
3. flower _____
4. bathroom _____
5. daughter _____
6. policeman _____
7. magazine _____
8. Texas _____
9. dinner _____
10. snowflake _____
11. glass _____
12. Dr. Roush _____



Lesson 10B - Using Nouns in Writing

Name: _____

A *noun* is a word that names a person, place, thing, or idea.

Write nouns in the spaces below to help the story make sense.

Charlie went to the grocery store to get some _____ for his _____. The trip was long and tiring in the middle of the _____ when the _____ was bearing down with heat. When he got to the _____, he saw his best _____, Fred. Together, they decided to meet that _____ to swim in Charlie's _____. This was the best way to cool off after a long, hot _____.

After Charlie got _____, he ate _____ and put on his swimming _____. He waited and waited, but _____ didn't show up. About the time the sun sank low on the _____, Fred showed up at the _____.

"Sorry I'm late _____," he said rubbing his _____.

Fred had fallen asleep on the _____ and didn't wake up in time to get to Charlie's _____ before dark.

Charlie walked out on the _____ and put his _____ around Fred. "It's okay Fred. We can swim another time. Are you free tomorrow?"

"Sure am!"



With a high five, a big smile, and a knuckle bump, Fred ran off toward _____ and Charlie went inside.

Lesson 37 - Introducing Narrative Writing

Narrative writing tells what action happens, sort of like how a sports announcer talks. A narrative has a **beginning, middle, and end**. All events are in chronological order (the order that they happen).

Beth, a third grade student, wrote a narrative. Read Beth's narrative.

Once I was at the lake. All of my friends were swimming in the deep part, and I wanted to swim there too. Although all my friends were in the deep part, Jeffrey, a 10-year-old boy, stayed and played with me by the shore. We had a great time until he told me that I should go out to the deep part.

A short time later, Jeffrey started toward the deep part. I wanted to go so bad, but I was too afraid. I felt like crying like a baby. Luckily, I didn't.

After playing by myself for what seemed like ages, I decided to test the "deeper" water. I slowly began wading out until the water was just under my shoulders.

Suddenly a big wave washed up over me and got my face all wet. I tried to be brave, but I just couldn't.

Finally, my best friend, Tabitha, came over and talked to me. She helped me go out deeper and taught me how to doggie paddle. Before long I was swimming in the "deep part".

Even though I never went out to the part that was over my head, I still didn't get scared!

NO WRITTEN ASSIGNMENT



Lesson 38 - Narrative Writing (Organizing Thoughts)

Narrative writing tells what action happens, sort of like how a sports announcer talks. A narrative has a *beginning, middle, and end*. All events are in chronological order.

Write a narrative about the events on your last birthday. Use the graphic organizer below to organize your thoughts.

Narrative Title:

Beginning	
-----------	--

Common transitions: After, Before, During, Later, Next, Soon

Middle	
--------	--

Common transitions: After, Before, During, Later, Next, Soon

End	
-----	--

Lesson 39B - Narrative Writing CHECKLIST

Narrative writing tells what action happens, sort of like how a sports announcer talks. A narrative has a **beginning, middle, and end**. All events are in chronological order.

Use the following checklist to assess your work.



Narrative Title: _____

By: _____

My narrative has a clear beginning, middle, and end.			
Yes, I can do it.		I'm getting better, but I need some help.	No, I can't do this. Please show me again.

My beginning is interesting and makes the reader want to read more.			
Yes, I can do it.		I'm getting better, but I need some help.	No, I can't do this. Please show me again.

I have interesting details in my narrative.			
Yes, I can do it.		I'm getting better, but I need some help.	No, I can't do this. Please show me again.

I spell words correctly, capitalize the beginning of sentences and names of people and places, and punctuate my sentences correctly.			
Yes, I can do it.		I'm getting better, but I need some help.	No, I can't do this. Please show me again.

What will you do differently next time? _____

ANSWER KEY

Declarative – I love to swim in the pool.

Exclamatory – I hate touching snakes!

1. Watch out!
2. Even though you like to travel, are you sure you want to go to Australia?

Lesson 9 - Imperative Sentences

1. Pass the potatoes.
2. (That is amazing!)
3. (I will not touch the hot stove.)
4. Look out!
5. Bring your toys over to my house.

ANSWERS WILL VARY – EXAMPLE BELOW

Teachers, make sure your students write in complete sentences and end each sentence with a period or an exclamation point.

- Take out the trash.
Bring me my shoes.
Try some of this new dessert.

Lesson 10A – Identifying Nouns

folder, tornado, poster, boxes, Eiffel Tower, frame, eel, pig

1. April thing
2. classroom place
3. flower thing
4. bathroom place
5. daughter person
6. policeman person
7. magazine thing
8. Texas place
9. dinner thing
10. snowflake thing
11. glass thing
12. Dr. Roush person

Lesson 10B – Using Nouns in Writing

ANSWERS WILL VARY – EXAMPLE BELOW

TEACHERS: The nouns I've added are only suggestions as most nouns would work. Simply have the student read the story to you with the nouns he/she has added and see if it makes sense.

Charlie went to the grocery store to get some vegetables for his mother. The trip was long and tiring in the middle of the day when the sun was bearing down with heat. When he got to the store, he saw his best friend, Fred. Together, they decided to meet that night to swim in Charlie's pool. This was the best way to cool off after a long, hot day.

After Charlie got home, he ate dinner and put on his swimming trunks. He waited and waited, but Fred didn't show up. About the time the sun sank low on the horizon, Fred showed up at the door.

"Sorry I'm late Charlie," he said rubbing his eyes.

Fred had fallen asleep on the couch and didn't wake up in time to get to Charlie's before dark.

Charlie walked out on the porch and put his arm around Fred.

"It's okay Fred. We can swim another time. Are you free tomorrow?"

"Sure am!"

With a high five, a big smile, and a knuckle bump, Fred ran off toward home and Charlie went inside.

Lesson 11A – Spelling Plural Nouns

Pronouns do not have to be underlined.

1. The squirrel is running fast. singular
2. Three of the plates are round. plural
3. My grandmother is very kind. singular
4. They gave her a nice gift. singular
5. Answer the telephone, please. singular
6. My crayons are broken. plural
7. Have you seen my keys? plural
8. That map is old. singular
9. It flew in the sky. singular
10. The store will open tomorrow. singular
11. There are ten fish. plural
12. The glasses are broken. plural
13. Be sure to get the brushes. plural

14. You get three guesses. plural

15. The boxes are empty. plural

Lesson 11B – Spelling Plural Nouns

Singular	Plural	Singular	Plural
cat	cats	bush	bushes
house	houses	box	boxes
boot	boots	mess	messes
sock	socks	bunch	bunches
fan	fans	brush	brushes
house	houses	guess	guesses
car	cars	party	parties
squirrel	squirrels	cherry	cherries
office	offices	penny	pennies
seed	seeds	candy	candies
lunch	lunches	berry	berries
fox	foxes	bunny	bunnies
ash	ashes	family	families
class	classes	lady	ladies
tax	taxes	city	cities

Lesson 12A – Identifying Proper Nouns

1. Martin Luther proper
2. Berry Road proper
3. tree house common
4. bookmark common
5. France proper

1. Where is Hazel Turnbull?
2. Abraham Lincoln was president during the Civil War.
3. Pedro, our next door neighbor, is from Mexico.
4. Most of the Earth's energy comes from the Sun.
5. Go to Target and buy a new shirt.
6. Bill & Mary Smith are missionaries to Ecuador.
7. Albert Einstein was born in Ulm, Germany.
8. Kate is going to see her cousin on Friday.
9. Mt. Kilimanjaro is the tallest peak in Africa.

Lesson 12B - Proper Nouns

Sue and Kate enjoy biking together. One time they rode the trail at Hammond State Park in Missouri. To get there, they must ride thirteen miles on State Highway CC. This was very different from riding on Garfield Street in Springfield. Because they enjoy the vibrant colors, Sue and Kate spend most of September and October biking together.

Lesson 13A - Identifying Pronouns

1. The baby bird is fed by her mother.
2. Brandy wants to know if the bike belongs to her or to Kristy.
3. I like vegetables more than she does.
4. He couldn't wait to see the plan they came up with.
5. Dilbert didn't see the ball until it hit him.

Robert was distracting Heather from paying attention to the teacher. He kept making faces that she could see out of the corners of her eyes. Heather could not focus with him making faces. The rest of the class was lucky. They didn't have to put up with him. Should she raise her hand and tell the teacher what Robert was doing? She couldn't decide. She turned to look at him and whispered, "You better stop it, Robert! I will tell on you if you keep making faces." Much to her surprise, he stopped.

Lesson 13B - Using Pronouns

1. The dog is commanded by its master.
2. John wants to know if the pizza is his or Mike's.
3. John doesn't like singing very much. So I guess you could say that I like it more than he does.
4. John met the drama team. He couldn't wait to see them act.
5. Sheila didn't see the dog until it bit her.