

Classical Subjects *Creatively Taught*™

Well- Ordered Language

Level 1A

The Curious Child's Guide to Grammar

REVISED EDITION

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Well-Ordered Language

Level 1 Revised Edition

Classical Academic Press is working on a revision of *Well-Ordered Language Level 1A* (WOL1A) for 2021. This new version, intended to align Level 1 more closely with the rest of the series, preserves all of the best features of the award-winning first edition, while incorporating more comprehensive instruction about sentence analysis, Pause for Punctuation and Moment for Mechanics elements, and a Sentence Bank as an extra resource. This edition includes new grammar activities and wordplay puzzles, plus several new literary examples. Most important, the lessons are streamlined and their order realigned in the teacher's edition to make them more easily accessible during class time. The result is a richer, fuller, more naturally flowing curriculum that fosters wonder and delight in learning to analyze English grammar.

Many of the new grammar activities, wordplay puzzles, and literary examples will appear in the revised edition of *Level 1B*, but in this sample, we have supplied examples of some of these things that appear in *Level 1A*. Some of the examples may look familiar to teachers who have been using the first edition of the book, but the revised edition is all new in the way the book has been reconfigured and re-energized. The new content and new layout only augment the strengths of the original edition, which include interactive lessons, lively songs, and engaging grammatical analysis.

New Grammar Activities

In addition to highlighting a new grammar activity (see p. a) The following sample from chapter 4 demonstrates two key elements of the revised edition:

- ◇ a more seamless continuity of theme in each lesson—note the mini-narrative about a family on a trip that flows from Practice It through Analyze It and then through all the prompts.
- ◇ a streamlined layout of the entire lesson—note that it parallels the lessons in later levels.

Well-Ordered Notes A

From the Sideline: Please note that the teacher’s edition includes a quiz and other extras at the end of each chapter. The Extra Practice & Assessments PDF, available for purchase at ClassicalAcademicPress.com, that accompanies the textbook contains this material in reproducible form.

Review It

Start each lesson by singing/chanting the definitions in Terms to Remember along with the audio tracks. Review with the students what they have learned today.

- What is a sentence?
- What are the four kinds of sentences?
- What are the eight parts of speech?

Practice It

Lead the students in the activity What Kind Is It? Have the students stand next to their desks and be seated after they each answer. Read or say a sentence to the first student and have him identify the kind of sentence (declarative, interrogative, imperative, or exclamatory) and the reason for his answer (definition). If needed, prompt the student for the definition. Continue around the room, giving time for the students to think of their answers.

Variation: Create a sentence jar together with the students. Each student writes three or four examples of each of the four kinds of sentences (declarative, interrogative, imperative, or exclamatory) on separate index cards. Put the cards in a jar. Use these sentences as a sentence bank for activities such as What Kind Is It?

Example:

Teacher: “What kind of sentence is this: ‘When was the first official baseball game played in the US?’”

Student 1: “That is an interrogative sentence.”

Teacher: “Why is it an interrogative sentence?”

Student 2: “That sentence is an *interrogative* sentence because it asks a question.”

Suggested sentences:

- ◇ “See if Dad bought tickets for the game.” (This sentence is an *imperative* sentence because it gives a command.)
- ◇ “Where was the first baseball game played?” (This sentence is an *interrogative* sentence because it asks a question.)
- ◇ “One of the first African American players in the major leagues was Jackie Robinson.” (This sentence is a *declarative* sentence because it makes a statement.)
- ◇ “Do you have my mitt and ball?” (This sentence is an *interrogative* sentence because it asks a question.)
- ◇ “Grab my baseball cap from the closet, please.” (This sentence is an *imperative* sentence because it gives a command.)

- ◇ “Wow, the shortest game in the major league history was fifty-one minutes!” (This sentence is an *exclamatory* sentence because it expresses strong feelings.)
- ◇ “I thought he said there were five bases.” (This sentence is a *declarative* sentence because it makes a statement.)
- ◇ “What a fantastic sport baseball is!” (This sentence is an *exclamatory* sentence because it expresses strong feelings.)

Analyze It

From the Sideline: Throughout the book, the Analyze It section is the most important part of each lesson. Choral recitation is fundamental to the curriculum, so even though it may start out seeming elementary, you should guide the students through each line of the script. The analysis becomes increasingly sophisticated with each chapter, so don't skip any of the steps. In all succeeding chapters, the analysis will be both spoken and written. Keep the analysis lively and not monotone. Visit <http://capress.link/wol1att> for video demonstrations of analysis for each chapter.

Now, as a class, analyze the ten sentences in the lesson. Here is the script for the first one to help you lead the choral analysis. The words in parentheses are like stage directions to guide you and are not to be spoken. The words in gray and enclosed in quotation marks are for you and the students to speak in chorus.

The sun is shining in the afternoon.

- a. (First, read the sentence aloud.) “The sun is shining in the afternoon.”
- b. “This is a sentence because it is a group of words that expresses a complete thought.”
- c. “It is a declarative sentence because it makes a statement.”

From the Sideline: For extra guided practice, refer to the Sentence Bank at the end of this chapter.

Lesson to Learn

Principal Elements, Part 1



1. Analyze the following sentences with your teacher. Then, on the lines provided, write *Dec* for a declarative sentence, *Int* for an interrogative sentence, *Imp* for an imperative sentence, or *Ex* for an exclamatory sentence.

- a. The sun is shining in the afternoon. _____ **Dec** _____
- b. What a perfect day to play baseball! _____ **Ex** _____
- c. Are you planning to play ball with us? _____ **Int** _____
- d. Get the bases from the garage. _____ **Imp** _____
- e. Baseball is my favorite sport. _____ **Dec** _____
- f. Oh no, Rex ran off with the ball! _____ **Ex** _____
- g. How many outs do we have? _____ **Int** _____
- h. Is it your turn to bat? _____ **Int** _____
- i. Stand back while she swings the bat. _____ **Imp** _____
- j. It is time to head home for dinner. _____ **Dec** _____

From the Sideline:
Remember that to *analyze* means you should guide the students in reciting the analysis aloud, which is important preparation for more complicated sentences in later chapters.

2. All sentences begin with a capital letter and end with an end mark. In the following sentences, add the missing end mark: a period (.), a question mark (?), or an exclamation point (!).

- a. How are hot dogs made ____ (?) ____
- b. Hot dogs can also be called frankfurters ____ (.) ____
- c. Where was the first hot dog sold in the US ____ (?) ____
- d. Yick, Fritz put orange marmalade on his hot dog ____ (!) ____
- e. Give me some sweet potato fries, please ____ (.) ____
- f. Heidi just gobbled five chili dogs by herself ____ (!) ____

A

Lesson to Learn Principal Elements, Part 1

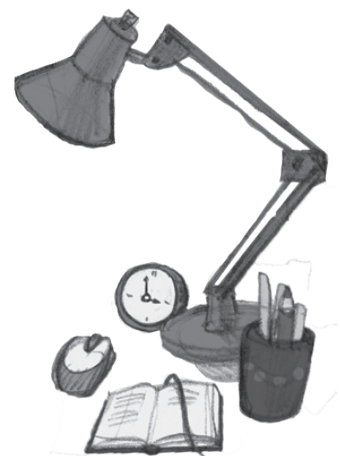
3. Imagine you're talking with your friend about playing a backyard baseball game, and then write the following kinds of sentences about it.

a. Write a declarative sentence. I like baseball more than football.

b. Write an interrogative sentence. What is your favorite position to play?

c. Write an imperative sentence. Bring your bat to the game.

d. Write an exclamatory sentence. Rats, we lost the ball again!



New Section in Each Chapter

Each chapter of *WOL Level 1* now includes either Pause for Punctuation or Moments for Mechanics, just like the later levels, with exercises in the lessons that follow through with what students learn in those sections. In the following sample from chapter 3, you'll see that in Moment for Mechanics students are learning about subject-verb agreement and in the Practice It section they are doing an activity that reinforces what they've learned.

A helping verb and an action verb together are known as a **verb phrase**.

Without a Helping Verb

I slip.
I slipped.

With a Helping Verb

I am slipping.
I have slipped.

Note that when a helping verb appears in a sentence, the action verb might be in the *-ing* form, as in *slipping*.

Including a helping verb affects the predicate verb’s **tense**, or the time when the action occurs—past, present, or future. For example, notice how the tense changes when we add helping verbs to Tennyson’s “I slip” or to “I slipped”: *I am slipping, was slipping, have slipped, had slipped, have been slipping, had been slipping, will slip, will be slipping, will have slipped, will have been slipping*. When you slip a helping verb into your sentence, you can indicate if the action is continuing right now or if the action was or will be completed at the moment the sentence was written or spoken.

From the

Sideline: It might be helpful to note that a few words can function as different kinds of verbs. For instance, forms of *have* and *do* might be used as predicate verbs in some sentences—*Rex has a bone; Rex does a trick*—and helping verbs in others—*Rex has barked all night; Rex did not sleep*. Later in *WOL Level 2*, your students will notice that some helping verbs—the forms of *be*—can also be linking verbs. Other verbs can function only as helping verbs: *may, might, must, should, could, would, shall, will, can*.



Moment for Mechanics

If the subject of a sentence is singular, then the verb must also be singular. If the subject is plural, then the verb must also be plural. That is called **subject-verb agreement**. Singular verbs usually end in *s*, while plural verbs do not. Some helping verbs have special forms for their plural, such as *are* and *were* (plural forms of *is* and *was*), *have* (plural form of *has*), and *do* (plural form of *does*).

	Singular Subject & Verb	Plural Subject & Verb
Verb w/o helping verb	Sun shines.	Clouds float.
Verb w/ helping verb	Sun <i>is</i> shining.	Clouds <i>are</i> floating.
	Sun <i>was</i> shining.	Clouds <i>were</i> floating.

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New Wordplay Puzzle

Reconfigured from the first edition, the Critter Riddles puzzle is now a standalone enrichment activity in chapter 7. It allows students to enjoy playing with subject pronouns and their antecedents as they guess the critters referred to by the pronouns in the riddles.

Sentences for Practice

Subject Pronouns

From the

Sideline: Guess the Antecedent is included as an enjoyable extra, which you can do as a class or assign to individuals who finish their work early. You could also have the class write more riddles like these.

Guess the Antecedent

See if you can guess the antecedent for each of the following riddles. Read the three clues with their subject pronouns, and then on the line provided write the answer. Make sure your answer is a complete sentence.

It is a house for eggs to be safe.

It is tightly woven, yet fragile.

It is stored in bushes and trees.

What is it?

It is a bird's nest.

They often make their own hills.

They have three body parts and six legs.

They have one queen, but many workers.

What are they?

They are ants.

She is busy in spring.

She cares for her fledgling.

She teaches her young to swim.

What is she?

She is a duck.

Sentences for Practice

Subject Pronouns

He can fit in my pocket, if I can catch him.

He is brown, gray, or green.

He can jump really high.

What is he?

He is a grasshopper.

I spin webs in corners of rooms.

I have eight legs and plump body.

I look like an insect, but I am not one.

What am I?

I am a spider

We chatter in trees.

We hide nuts in the ground.

We scurry from branch to branch.

What are we?

We are squirrels.



New Literature

In Lesson to Enjoy—Poem in chapter 8 nineteenth-century poet Kate Lawrence’s “Questions” has replaced a series of nursery rhymes. In addition, a corresponding introductory paragraph and discussion questions have been added to the student edition, along with lesson plans and an answer key in the teacher edition and a new author biography in the appendix highlighting the importance of children’s magazines in nineteenth-century America.

Lesson to Enjoy—Poem

Interrogative Sentences

Have you ever cracked an egg? If so, could you put it back into its shell? Usually questions are meant to have an answer, but sometimes an answer isn't expected—the questions are meant simply to make you think and wonder. Such questions are called rhetorical questions. In a way, that is what poetry does as well: it makes you ponder unusual points of view. Kate Lawrence's poem "Questions" is a sonnet (a fourteen-line rhyming poem) that strings together a number of rhetorical questions about things that can't be undone once they've been done. Read the poem carefully to note what word begins each of her interrogative sentences.

From the Sideline: Have the students reread the opening paragraph and identify the three contractions that are used: isn't (is not), can't (cannot), they've (they have).

Questions

Kate Lawrence (1883)

Can you put the spider's web back in its place,
that once has been swept away?
Can you put the apple again on the bough,
which fell at our feet to-day?
Can you put the lily-cup back on the stem,
and cause it to live and grow?
Can you mend the butterfly's broken wing,
that you crushed with a hasty blow?
Can you put the bloom again on the grape,
or the grape again on the vine?
Can you put the dewdrops back on the flowers,
and make them sparkle and shine?
Can you put the petals back on the rose?
If you could, would it smell as sweet?
Can you put the flour again in the husk,
and show me the ripened wheat?



Lesson to Enjoy—Poem

Interrogative Sentences

Can you put the kernel back in the nut,
or the broken egg in its shell?
Can you put the honey back in the comb,
and cover with wax each cell?
Can you put the perfume back in the vase,
when once it has sped away?
Can you put the corn-silk back on the corn,
or the down on the catkins—say?
You think my questions are trifling, dear?
Let me ask you another one:
Can a hasty word ever be unsaid, or a deed unkind, undone?¹

corn-silk: the long, silky threads that grow on an ear of corn
catkins: a tree with dangling, downy spikes like a pussy willow
trifling: of little importance, trivial

Questions to Ponder

1. What does it mean to put a “lily-cup back on the stem”?
2. What line in the poem summarizes or explains why Lawrence wrote all these questions?
3. Can you think of a time when you used hasty words?

1. Kate Lawrence, “Questions,” *Wide Awake* 16; no. 1 (December 1882), ed. Charles Trowbridge Pratt, Chautauqua Young Folks’ Reading Union (Boston: D. Lothrop & Company, 1883), 91. Available at <https://books.google.com/books?id=dNnNAAAAMAAJ>.