

2

Language Lessons for a Living Education



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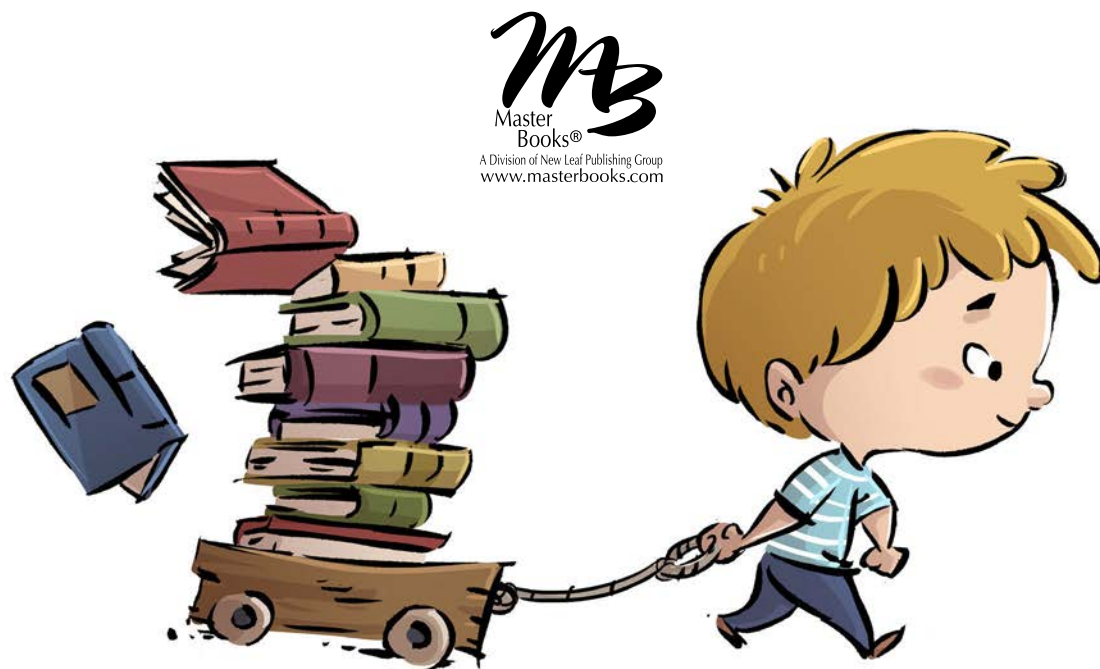
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Scope and Sequence

Using This Course.....	4
Daily Schedule.....	11
Lesson 1: Reading, Alphabet, Short A Words, Nouns, Capitalization and Punctuation.....	19
Lesson 2: Picture Study, Short E Words, Proper Nouns, Types of Sentences.....	29
Lesson 3: Reading, Short I Words, Sight Words, Writing Sentences.....	41
Lesson 4: Poetry, Short O Words, Days of the Week, Calendar.....	53
Lesson 5: Reading, Short U Words, Months, Calendar	61
Lesson 6: Picture Study, Long A Words, Months, Calendar	71
Lesson 7: Reading, Long E Words, Pronouns, Comma Usage.....	81
Lesson 8: Psalm, Long I Words, Action Verbs, Comma Usage.....	91
Lesson 9: Reading, Long O Words, Plural Nouns, Abbreviations.....	99
Lesson 10: Reading, Long U Words, Plural Nouns, Seasons.....	109
Lesson 11: Picture Study, Long and Short oo words, Plural Nouns, Abbreviations.....	119
Lesson 12: Reading, /ow/ Words, Irregular Plural Nouns, Initials.....	131
Lesson 13: Poetry, /aw/ and /au/ Words, Subjects and Predicates, Titles.....	141
Lesson 14: Reading, /oi/ Words, State of Being Verbs, Writing Dates.....	151
Lesson 15: Picture Study, /ar/ Words, State of Being Verbs, Compound Words.....	161
Lesson 16: Reading, Consonant Blend Words, Homophones, Contractions	171
Lesson 17: Psalm, Consonant Blend Words, Homophones, Interjections	181
Lesson 18: Reading, Consonant Blend Words, A, An Usage, Suffix	189
Lesson 19: Reading, Consonant Blend Words, State of Being Verbs, Sentence Combining.....	199
Lesson 20: Picture Study, Blend Words, State of Being Verbs, Synonyms.....	209
Lesson 21: Reading, /g/ and /j/ Words, Verb Usage, Antonyms	219
Lesson 22: Poetry, /k/ Words, Verb Usage, Homonyms and Homophones.....	229
Lesson 23: Reading, /s/ Words, Verb Usage, Prefix.....	239
Lesson 24: Picture Study, Silent Letter Words, Word Usage, Root Words	249
Lesson 25: Reading, Double Consonant Words, Word Usage, Adjectives	259
Lesson 26: Psalm, Compound Words, Word Usage, Adjectives.....	269
Lesson 27: Reading, Homophone Words, Word Usage, Adjectives	279
Lesson 28: Reading, Review Contractions, Sentences Review.....	287
Lesson 29: Picture Study, Prefix, Suffix and Root Words Review, Sentences Review	297
Lesson 30: Reading, Syllables, Noun Review, Irregular Plural Words, Number Words.....	307
Lesson 31: Poetry, Rhyming, Singular and Possessive Nouns, Number Words	317
Lesson 32: Reading, Adjectives, Calendar, Days of the Week.....	327
Lesson 33: Reading, Adjectives Review, Abbreviation Review, Months.....	337
Lesson 34: Reading, Verb Review, Letter Writing, Months.....	347
Lesson 35: Psalm, Word Usage Review, Letter Writing, Number Words	357
Lesson 36: Reading, Synonym/Antonym/Homonym/Homophone Review, Envelopes, Number Words	369
Teacher Aids	379

Using This Course

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 20 to 30 minutes per lesson, five days a week



Includes answer keys for worksheets and quizzes



Worksheets for each section



Quizzes are included to help reinforce learning and provide assessment opportunities



Designed for grade 2 in a one-year course

Course Objectives: Students completing this course will:

- ✓ Evaluate word choice and agreement, as well as synonyms, antonyms, homonyms, and descriptive words
- ✓ Review phonics, observation, and reading comprehension through poems, stories, and real books as a foundation
- ✓ Identify abbreviations, proper use of punctuation marks, spelling, root words, compound words, and suffixes
- ✓ Create their own dictionary with words learned through the course
- ✓ Learn to form basic sentences from foundational principles learned in reading and writing
- ✓ Explore the Scripture, parts of letter writing, copywork, and more!

Course Description

Language Lessons for a Living Education 2 is a Charlotte Mason flavored approach to elementary language arts. Enjoy an engaging and effective language arts program for your elementary student. Students will move beyond pages of text and memorization to make real-world connections. This exciting new series will help guide your young learner toward mastery of reading, grammar, and vocabulary, as well as the mechanics of communication and writing. Utilizing phonics, observation, and reading comprehension through poems, stories, and real books as the foundation, your student will start writing basic sentences.

The course is a story-based approach, using Charlotte Mason ideas for the modern homeschool student with character-building themes. Each quarter has five stories, two picture studies (one of which is Bible-based), and two poems (one of which is a Psalm). Using the spelling words and the Dictionary Worksheets, the student will create their very own dictionary as they move week by week through the material. This course incorporates picture study, memorization, grammar and punctuation, spelling and vocabulary, observation and application through creating their own stories through pictures and sentences, poems, psalms, and letters. Also develops early reading skills and gently develops narration skills. Writing stamina is built up gradually. By the end of the course, students should be able to comfortably write up to three sentences at a time.

A Note from the Author

This course was written with inspiration from classic educators like Charlotte Mason and Emma Serl. It was also inspired by homeschool educators like David Marks, Angela O'Dell, and Katherine Loop and my colleagues, Craig Froman and Laura Welch. If you could put these people in a room, you would find they all have different thoughts on how to educate a child, yet they have all taught me something that has gone into this series. I have tried to take the effective principles from long ago and update them for a modern world with the hope of inspiring a new generation to communicate their faith, and the gospel, to their generation.

I am indebted to the Moms of Master Books who give us valuable feedback on how to improve our curriculum to meet their needs. We do this for them. It is our goal to come alongside them and provide the tools so they can bring up a godly generation, known by the Lord. When the days feel long, I think of the impact our work is having on homeschooled children, and my strength is renewed. Thank you for allowing us to partner with you in the education of your children.

Of course, my children have taught me, for many years, principles of education that have surprised and inspired me. I have often marveled that nine children can grow up in the same home and be so different from each other. We truly are wonderfully and fearfully made. I have learned that curriculum needs to be flexible to meet the needs of the unique individuals God has entrusted to our care. Please adjust this course to best meet the needs of your student.

May God bless and keep you, give you wisdom and strength, as you homeschool your children in the nurture and admonition of the Lord.

Blessings,

Kristen Pratt



About this Course

Children enjoy patterns. They like to have rhythms in life that they can count on. This course is set up in a pattern that students and teachers alike can rely on.

The first day of the weekly schedule is a special feature. Every other week starts with a short story. The weeks in between alternate between picture studies and reading poetry or a psalm. (Each quarter follows this pattern.) A light lesson follows.

The second and third days of the week cover writing topics such as grammar and punctuation. They are the tools put into the hands of the student to use on day four.

The fourth day of the week, students create a story, poem, or psalm. This activity is designed to give the students a regular opportunity to use the skills they have learned in a way that is personal to them.

The fifth day is when the student focuses on spelling and vocabulary, building a dictionary of words they can use in their writing.

There are patterns within the lessons themselves. Students are given a variety of activities that repeat themselves every so often. This creates familiarity without overdoing repetition.

Students' reading abilities, hand-eye coordination, and stamina vary widely at this age. We have started the course gently, gradually increasing the amounts of reading and writing. Feel free to adjust the pace according to the needs of your student. We have also given varied types of material in the back of the book to aid in the extra practice of key concepts.

There is review built into the course. You will find some topics repeated regularly. Others are repeated in the last quarter when the student will review most of the material they have learned. This is vital at this level since so many of the topics are completely new to the student. It is the perfect opportunity to shore up any areas the student needs to work on.

We hope you enjoy using this course with your student. It is designed to foster a partnership between student and teacher, with the student gradually taking a lead role. The teacher may have to read most of the instructions at the beginning of the course, only to find the student takes over by the end of the school year. Allowing the student's growing abilities, stamina, and interests to set the pace will allow the student's confidence to strengthen. This confidence is the key that will help unlock communication success.

Note: There are answers for numbered problems in the Teacher Aids Section at the back of the book. The Narration Practice pages are the only ones not included.



Teaching Helps

Stories, Poems, Psalms

The stories, poems, and psalms were designed for the teacher and student to read together. This gives reading practice and experience within the context of a short story or passage. This method fosters a partnership between the teacher and the student. It allows the teacher to see where the student excels and where the student may need extra instructions. It also gives the student a safe place to practice their developing reading skills.

The sentences we suggest for the student to read are highlighted. The number, length, and complexity of the suggested sentences are gradually increased. These serve as suggestions only. The ability and stamina of the student should guide the pace. Some students will need a slower pace, while other students may want to read more than the suggested sentences.

The student should read as much of the story, poem, or psalm as possible. The teacher should help the student sound out difficult words and gently take over the reading if the student tires or is struggling. The goal is to build reading confidence, skills, and stamina slowly, through practice. Care should be taken to stay light-hearted and encouraging. Students this age can become discouraged if reading doesn't come easily and quickly. Extra encouragement, patience, and instruction may be needed to smooth over the bumps and to keep the student engaged in the process.

If a student is struggling to read, sometimes their short-term memory needs to be developed. Reading is memory intensive. The student must remember the start of a word while sounding out the end. They also must remember what they read in the first part of the sentence as they finish reading the end of the sentence. Then they must remember the sequence of events within the story. There is a lot to remember, especially when they are concentrating on words they do not know. You can work on increasing short-term memory through memory games. You will find some in the back of the book.

The NASB is used for the Psalms and all Scripture passages (unless otherwise noted) in this book, but you may use the version you prefer.

Independent Reading

Work with the student to pick a book for them to read independently over the course of the week. Care should be taken to select a book within the student's reading ability. There is a helpful chart on page 395 of this teacher guide which you can use to keep track of the books your student reads during this course.

Depending on the reading ability of the student, the book may be read orally, with the help of the teacher. Students may also choose to read the book independently, asking for help only when they come to a word they cannot read or do not understand.

You will also find a list of suggested Master Books resources based on grade level on page 397.

Oral Narration

Oral narration (or telling back) helps a student develop listening skills and reading comprehension. These questions will help a student connect with the story and improve basic narration skills.

Oral narration is a skill that needs to be developed. Oral narration teaches the student to pay attention to the story and to think about what is happening. It fosters memory recall, which helps develop reading skills. The questions are meant to gently lead a student to the goal of being able to tell back a story on their own, with no prompts. Students will vary greatly in their ability to narrate a whole story back to the teacher. We suggest a slow approach, testing a student now and then to see if they can do it without the prompts.



Memorization

Throughout the course, there are opportunities to memorize short passages of Scripture, poems, etc. The teacher should participate with the student and memorize them too. Students this age are naturally good at memorizing, but they may need some encouragement. Modeling and working together is the best way to encourage this skill.

The students will be memorizing 1 Corinthians 13 two verses at a time. Two weeks are given to learn each set of verses. The teacher should memorize the verses with the student. The class in the story earns a prize — a Bible — once they have recited the whole passage. It would be fun and rewarding (but optional) for you to provide a small prize for your student after they have memorized all the verses.

Tell Your Story

This section allows a student to use the skills they have learned in a way that is personal to them. The questions are meant to develop ideas for their story. You may need to ask more questions to help the student remember details and to express feelings.

The story the student tells may be something that actually happened, something they want to happen, or something that is made up. If a student struggles to think of something in the context of the lesson, allow room for creativity. The important thing is for the student to communicate something personal to them, rather than sticking with the given topic.

Some students may struggle with writing a poem or a psalm. Work with the student, offering ideas. This may be a joint project where the student and teacher work together to create the poem or psalm. It should be fun and light, with a focus on creativity. Spend time discussing ideas with the student before putting them to paper.

The student can pull their stories out and put them in a binder to create a little book of their own. Students may also use the back of the page to draw or write more of their story if they wish.

Spelling and Vocabulary

Rather than seeing spelling as an isolated subject, teachers should encourage students to look for opportunities to use the words they are working on in all of their writing. We have provided various types of activities to foster experience with words as a starting point. Students should then practice their spelling skills in every subject as they write.

Some students will struggle more than others with spelling. We have provided resources in the back of the book that include:

- ✓ a list of the spelling words organized by lesson for testing, practice, and Create Your Own Dictionary!
- ✓ extra spelling activities and games

Create Your Own Dictionary!

With the teacher's help, the student will use the spelling words and the Dictionary Worksheets to create their very own dictionary.

The teacher will need to make copies of the Create Your Own Dictionary! sheets in the back of the book. They are also available for download on www.masterbooks.com/classroom-aids.

The student will write out the word, draw a picture that shows each word, and then finish with a simple definition.

This is a good opportunity to introduce a children's dictionary to the student. The teacher should demonstrate how to look up words in a dictionary and use it to complete the definitions. The student may use one word or simpler definitions rather than copy directly from the dictionary.

Most weeks have seven spelling words. If the student struggles to add all seven words to their dictionary, the teacher may let them choose fewer. Let the student's ability and stamina be the guide.

In the fourth quarter, rather than using the spelling words, students may pick their favorite words to add to their dictionary.

The student is encouraged to continue to add words to their dictionary long after they have finished the course. The teacher may offer blank Create Your Own Dictionary! pages for this purpose.

Review

The fourth quarter includes many review activities. The lesson length is longer since the student is familiar with the material. If the student does not have the stamina to complete the longer lessons, there are several options. The teacher may read the work to the student, letting the student do the written portion. The teacher may allow the student to complete some of the problems orally. The teacher may spread the work over several days, as needed. Remember, this is a student's introduction to punctuation, grammar, and writing. They may not master all of the material. Each year they will gain mastery as concepts are re-introduced and built upon.

Assessments

Two types of assessments are provided in the back of the book in the Teacher Aids section.

We have provided Quarterly Assessments for the teacher. Grades may be assigned using this format.

We have also provided Quarterly Quizzes. They are not included in the schedule. They may also be used for grading.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Story • Page 19 Complete Lesson 1 Exercise 1 • Page 20			
	Day 2	Complete Lesson 1 Exercise 2 • Pages 21-22			
	Day 3	Complete Lesson 1 Exercise 3 • Pages 23-24			
	Day 4	Complete Lesson 1 Exercise 4 • Pages 25-26			
	Day 5	Complete Lesson 1 Exercise 5 • Pages 27-28			
Week 2	Day 6	Picture Study • Page 29 Complete Lesson 2 Exercise 1 • Pages 30-32			
	Day 7	Complete Lesson 2 Exercise 2 • Pages 33-34			
	Day 8	Complete Lesson 2 Exercise 3 • Pages 35-36			
	Day 9	Complete Lesson 2 Exercise 4 • Pages 37-38			
	Day 10	Complete Lesson 2 Exercise 5 • Pages 39-40			
Week 3	Day 11	Read Story • Page 41 Complete Lesson 3 Exercise 1 • Pages 42-44			
	Day 12	Complete Lesson 3 Exercise 2 • Pages 45-46			
	Day 13	Complete Lesson 3 Exercise 3 • Pages 47-48			
	Day 14	Complete Lesson 3 Exercise 4 • Pages 49-50			
	Day 15	Complete Lesson 3 Exercise 5 • Pages 51-52			
Week 4	Day 16	Read Poem • Page 53 Complete Lesson 4 Exercise 1 • Page 54			
	Day 17	Complete Lesson 4 Exercise 2 • Page 55			
	Day 18	Complete Lesson 4 Exercise 3 • Page 56			
	Day 19	Complete Lesson 4 Exercise 4 • Pages 57-58			
	Day 20	Complete Lesson 4 Exercise 5 • Pages 59-60			
Week 5	Day 21	Read Story • Page 61 Complete Lesson 5 Exercise 1 • Page 62			
	Day 22	Complete Lesson 5 Exercise 2 • Pages 63-64			
	Day 23	Complete Lesson 5 Exercise 3 • Pages 65-66			
	Day 24	Complete Lesson 5 Exercise 4 • Pages 67-68			
	Day 25	Complete Lesson 5 Exercise 5 • Pages 69-70			
Week 6	Day 26	Picture Study • Page 71 Complete Lesson 6 Exercise 1 • Page 72			
	Day 27	Complete Lesson 6 Exercise 2 • Pages 73-74			
	Day 28	Complete Lesson 6 Exercise 3 • Pages 75-76			
	Day 29	Complete Lesson 6 Exercise 4 • Pages 77-78			
	Day 30	Complete Lesson 6 Exercise 5 • Pages 79-80			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	Read Story • Page 81 Complete Lesson 7 Exercise 1 • Page 82			
	Day 32	Complete Lesson 7 Exercise 2 • Pages 83-84			
	Day 33	Complete Lesson 7 Exercise 3 • Pages 85-86			
	Day 34	Complete Lesson 7 Exercise 4 • Pages 87-88			
	Day 35	Complete Lesson 7 Exercise 5 • Pages 89-90			
Week 8	Day 36	Read Psalm 146 • Page 91 Complete Lesson 8 Exercise 1 • Page 92			
	Day 37	Complete Lesson 8 Exercise 2 • Page 93			
	Day 38	Complete Lesson 8 Exercise 3 • Page 94			
	Day 39	Complete Lesson 8 Exercise 4 • Pages 95-96			
	Day 40	Complete Lesson 8 Exercise 5 • Pages 97-98			
Week 9	Day 41	Read Story • Page 99 Complete Lesson 9 Exercise 1 • Page 100			
	Day 42	Complete Lesson 9 Exercise 2 • Pages 101-102			
	Day 43	Complete Lesson 9 Exercise 3 • Pages 103-104			
	Day 44	Complete Lesson 9 Exercise 4 • Pages 105-106			
	Day 45	Complete Lesson 9 Exercise 5 • Pages 107-108			
First Semester-Second Quarter					
Week 1	Day 46	Read Story • Page 109 Complete Lesson 10 Exercise 1 • Page 110			
	Day 47	Complete Lesson 10 Exercise 2 • Pages 111-112			
	Day 48	Complete Lesson 10 Exercise 3 • Pages 113-114			
	Day 49	Complete Lesson 10 Exercise 4 • Pages 115-116			
	Day 50	Complete Lesson 10 Exercise 5 • Pages 117-118			
Week 2	Day 51	Picture Study • Page 119 Complete Lesson 11 Exercise 1 • Page 120			
	Day 52	Complete Lesson 11 Exercise 2 • Pages 121-122			
	Day 53	Complete Lesson 11 Exercise 3 • Pages 123-126			
	Day 54	Complete Lesson 11 Exercise 4 • Pages 127-128			
	Day 55	Complete Lesson 11 Exercise 5 • Pages 129-130			
Week 3	Day 56	Read Story • Page 131 Complete Lesson 12 Exercise 1 • Page 132			
	Day 57	Complete Lesson 12 Exercise 2 • Pages 133-134			
	Day 58	Complete Lesson 12 Exercise 3 • Pages 135-136			
	Day 59	Complete Lesson 12 Exercise 4 • Pages 137-138			
	Day 60	Complete Lesson 12 Exercise 5 • Pages 139-140			
Week 4	Day 61	Read Poem • Page 141 Complete Lesson 13 Exercise 1 • Page 142			
	Day 62	Complete Lesson 13 Exercise 2 • Pages 143-144			
	Day 63	Complete Lesson 13 Exercise 3 • Pages 145-146			
	Day 64	Complete Lesson 13 Exercise 4 • Pages 147-148			
	Day 65	Complete Lesson 13 Exercise 5 • Pages 149-150			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 66	Read Story • Page 151 Complete Lesson 14 Exercise 1 • Page 152			
	Day 67	Complete Lesson 14 Exercise 2 • Pages 153-154			
	Day 68	Complete Lesson 14 Exercise 3 • Pages 155-156			
	Day 69	Complete Lesson 14 Exercise 4 • Pages 157-158			
	Day 70	Complete Lesson 14 Exercise 5 • Pages 159-160			
Week 6	Day 71	Picture Study • Page 161 Complete Lesson 15 Exercise 1 • Page 162			
	Day 72	Complete Lesson 15 Exercise 2 • Page 163-164			
	Day 73	Complete Lesson 15 Exercise 3 • Pages 165-166			
	Day 74	Complete Lesson 15 Exercise 4 • Pages 167-168			
	Day 75	Complete Lesson 15 Exercise 5 • Page 169-170			
Week 7	Day 76	Read Story • Page 171 Complete Lesson 16 Exercise 1 • Page 172			
	Day 77	Complete Lesson 16 Exercise 2 • Pages 173-174			
	Day 78	Complete Lesson 16 Exercise 3 • Pages 175-176			
	Day 79	Complete Lesson 16 Exercise 4 • Pages 177-178			
	Day 80	Complete Lesson 16 Exercise 5 • Pages 179-180			
Week 8	Day 81	Read Psalm 148 • Page 181 Complete Lesson 17 Exercise 1 • Page 182			
	Day 82	Complete Lesson 17 Exercise 2 • Pages 183			
	Day 83	Complete Lesson 17 Exercise 3 • Pages 184			
	Day 84	Complete Lesson 17 Exercise 4 • Pages 185-186			
	Day 85	Complete Lesson 17 Exercise 5 • Pages 187-188			
Week 9	Day 86	Read Story • Page 189 Complete Lesson 18 Exercise 1 • Page 190			
	Day 87	Complete Lesson 18 Exercise 2 • Pages 191-192			
	Day 88	Complete Lesson 18 Exercise 3 • Pages 193-194			
	Day 89	Complete Lesson 18 Exercise 4 • Pages 195-196			
	Day 90	Complete Lesson 18 Exercise 5 • Pages 197-198			
		Mid-Term Grade			

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Read Story • Page 199 Complete Lesson 19 Exercise 1 • Page 200			
	Day 92	Complete Lesson 19 Exercise 2 • Pages 201-202			
	Day 93	Complete Lesson 19 Exercise 3 • Pages 203-204			
	Day 94	Complete Lesson 19 Exercise 4 • Pages 205-206			
	Day 95	Complete Lesson 19 Exercise 5 • Pages 207-208			
Week 2	Day 96	Picture Study • Page 209 Complete Lesson 20 Exercise 1 • Page 210			
	Day 97	Complete Lesson 20 Exercise 2 • Pages 211-213			
	Day 98	Complete Lesson 20 Exercise 3 • Page 214			
	Day 99	Complete Lesson 20 Exercise 4 • Pages 215-216			
	Day 100	Complete Lesson 20 Exercise 5 • Pages 217-218			
Week 3	Day 101	Read Story • Page 219 Complete Lesson 21 Exercise 1 • Page 220			
	Day 102	Complete Lesson 21 Exercise 2 • Pages 221-222			
	Day 103	Complete Lesson 21 Exercise 3 • Pages 223-224			
	Day 104	Complete Lesson 21 Exercise 4 • Pages 225-226			
	Day 105	Complete Lesson 21 Exercise 5 • Pages 227-228			
Week 4	Day 106	Read Poem • Page 229 Complete Lesson 22 Exercise 1 • Page 230			
	Day 107	Complete Lesson 22 Exercise 2 • Pages 231-232			
	Day 108	Complete Lesson 22 Exercise 3 • Pages 233-234			
	Day 109	Complete Lesson 22 Exercise 4 • Pages 235-236			
	Day 110	Complete Lesson 22 Exercise 5 • Pages 237-238			
Week 5	Day 111	Read Story • Page 239 Complete Lesson 23 Exercise 1 • Page 240			
	Day 112	Complete Lesson 23 Exercise 2 • Pages 241-242			
	Day 113	Complete Lesson 23 Exercise 3 • Pages 243-244			
	Day 114	Complete Lesson 23 Exercise 4 • Pages 245-246			
	Day 115	Complete Lesson 23 Exercise 5 • Pages 247-248			
Week 6	Day 116	Picture Study 24 • Page 249 Complete Lesson 24 Exercise 1 • Page 250			
	Day 117	Complete Lesson 24 Exercise 2 • Pages 251-252			
	Day 118	Complete Lesson 24 Exercise 3 • Pages 253-254			
	Day 119	Complete Lesson 24 Exercise 4 • Pages 255-256			
	Day 120	Complete Lesson 24 Exercise 5 • Pages 257-258			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 121	Read Story • Page 259 Complete Lesson 25 Exercise 1 • Page 260			
	Day 122	Complete Lesson 25 Exercise 2 • Pages 261-262			
	Day 123	Complete Lesson 25 Exercise 3 • Pages 263-264			
	Day 124	Complete Lesson 25 Exercise 4 • Pages 265-266			
	Day 125	Complete Lesson 25 Exercise 5 • Pages 267-268			
Week 8	Day 126	Read Psalm 149 • Page 269 Complete Lesson 26 Exercise 1 • Page 270			
	Day 127	Complete Lesson 26 Exercise 2 • Pages 271-272			
	Day 128	Complete Lesson 26 Exercise 3 • Pages 273-274			
	Day 129	Complete Lesson 26 Exercise 4 • Pages 275-276			
	Day 130	Complete Lesson 26 Exercise 5 • Pages 277-278			
Week 9	Day 131	Read Story • Page 279 Complete Lesson 27 Exercise 1 • Page 280			
	Day 132	Complete Lesson 27 Exercise 2 • Page 281			
	Day 133	Complete Lesson 27 Exercise 3 • Page 282			
	Day 134	Complete Lesson 27 Exercise 4 • Pages 283-284			
	Day 135	Complete Lesson 27 Exercise 5 • Pages 285-286			
Second Semester-Fourth Quarter					
Week 1	Day 136	Read Story • Page 287 Complete Lesson 28 Exercise 1 • Page 288			
	Day 137	Complete Lesson 28 Exercise 2 • Pages 289-290			
	Day 138	Complete Lesson 28 Exercise 3 • Pages 291-292			
	Day 139	Complete Lesson 28 Exercise 4 • Pages 293-294			
	Day 140	Complete Lesson 28 Exercise 5 • Pages 295-296			
Week 2	Day 141	Picture Study • Page 297 Complete Lesson 29 Exercise 1 • Page 298			
	Day 142	Complete Lesson 29 Exercise 2 • Pages 299-300			
	Day 143	Complete Lesson 29 Exercise 3 • Pages 301-302			
	Day 144	Complete Lesson 29 Exercise 4 • Pages 303-304			
	Day 145	Complete Lesson 29 Exercise 5 • Pages 305-306			
Week 3	Day 146	Read Story • Page 307 Complete Lesson 30 Exercise 1 • Page 308			
	Day 147	Complete Lesson 30 Exercise 2 • Pages 309-311			
	Day 148	Complete Lesson 30 Exercise 3 • Page 312			
	Day 149	Complete Lesson 30 Exercise 4 • Pages 313-314			
	Day 150	Complete Lesson 30 Exercise 5 • Pages 315-316			
Week 4	Day 151	Read Poem • Page 317 Complete Lesson 31 Exercise 1 • Page 318			
	Day 152	Complete Lesson 31 Exercise 2 • Pages 319-320			
	Day 153	Complete Lesson 31 Exercise 3 • Pages 321-322			
	Day 154	Complete Lesson 31 Exercise 4 • Pages 323-324			
	Day 155	Complete Lesson 31 Exercise 5 • Pages 325-326			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 156	Read Story • Page 327 Complete Lesson 32 Exercise 1 • Page 328			
	Day 157	Complete Lesson 32 Exercise 2 • Pages 329-330			
	Day 158	Complete Lesson 32 Exercise 3 • Pages 331-332			
	Day 159	Complete Lesson 32 Exercise 4 • Pages 333-334			
	Day 160	Complete Lesson 32 Exercise 5 • Pages 335-336			
Week 6	Day 161	Picture Study • Page 337 Complete Lesson 33 Exercise 1 • Page 338			
	Day 162	Complete Lesson 33 Exercise 2 • Pages 339-340			
	Day 163	Complete Lesson 33 Exercise 3 • Pages 341-342			
	Day 164	Complete Lesson 33 Exercise 4 • Pages 343-344			
	Day 165	Complete Lesson 33 Exercise 5 • Pages 345-346			
Week 7	Day 166	Read Story • Page 347 Complete Lesson 34 Exercise 1 • Page 348			
	Day 167	Complete Lesson 34 Exercise 2 • Pages 349-350			
	Day 168	Complete Lesson 34 Exercise 3 • Pages 351-352			
	Day 169	Complete Lesson 34 Exercise 4 • Pages 353-354			
	Day 170	Complete Lesson 34 Exercise 5 • Pages 355-356			
Week 8	Day 171	Read Psalm 150 • Page 357 Complete Lesson 35 Exercise 1 • Page 358			
	Day 172	Complete Lesson 35 Exercise 2 • Pages 359-361			
	Day 173	Complete Lesson 35 Exercise 3 • Pages 362-364			
	Day 174	Complete Lesson 35 Exercise 4 • Pages 365-366			
	Day 175	Complete Lesson 35 Exercise 5 • Pages 367-368			
Week 9	Day 176	Read Story • Page 369 Complete Lesson 36 Exercise 1 • Page 370			
	Day 177	Complete Lesson 36 Exercise 2 • Pages 371-372			
	Day 178	Complete Lesson 36 Exercise 3 • Pages 373-374			
	Day 179	Complete Lesson 36 Exercise 4 • Pages 375-376			
	Day 180	Complete Lesson 36 Exercise 5 • Pages 377-378			
		Final Grade			

Unlikely Friends

When Micah and Claire first met, Micah was quiet and shy. Claire thought for sure he didn't like her. When their Sunday school teacher, Mr. Lopez, paired them up for a game, Claire did not look forward to it. Micah walked right over and said hello. She was so surprised that she almost forgot to say hello back! Before long they were busy talking about the game. Some of the other kids knew a lot about the Bible, so they needed a plan. Micah knew facts about the Bible, but Claire could shout out the answers louder than anyone else in the class.

The game soon began. Pairs of children in the class faced off. Mr. Lopez would ask a question; then the two teams would talk quietly until someone would shout out the answer. Micah and Claire were nervous as they took their turn. Micah could feel his heart beating as Mr. Lopez looked down at his list of questions. "Ready? What does Eve's name mean?" Micah knew this one, but he had to think a second. He whispered it to Claire, and she quickly shouted out, "Mother of all living!" They nervously looked at Mr. Lopez before he declared their team the winner. Claire let out a big squeal, and they both started to jump up and down. It was at that moment they each realized they had made a new friend.



- Please review Reading and Narration tips at the beginning of the book.

- (1) Who is this story about?
- (2) Where do you think they first met?
- (3) What did Claire first think about Micah?
- (4) What plan was used to win the game?
- (5) What does Eve's name mean?
- (6) What did the children learn by the end of the story?
- (7) Why do you think the children became friends?



The Alphabet

Do you remember how to say your alphabet? Let's practice it together.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Practice saying the alphabet. When you have it memorized, say the alphabet to your teacher.



**TEACHER
NOTE**

- There is an alphabet in the back of the book for students to use to memorize the alphabet.

Vowels

Do you remember what a vowel is? Vowels are special letters in the alphabet. The vowels are:

a e i o u

Read the vowels to your teacher.

Find the vowels in the alphabet above and circle them.

Keep practicing your vowels until you have them memorized, then say them to your teacher.



**TEACHER
NOTE**

- Vowel practice sheets are provided at the back of the book for students who need more practice.

Short-a Sound

Do you remember what sound the short-a makes?

Can you think of three words that have the short-a sound in them? Say them to your teacher.



Nouns

A noun is a person, place, or thing.

Copy what a noun is.

Person

A person can be a teacher, your sister or brother, a sales clerk, or any other kind of person you might meet. Can you think of other kinds of people? Write one here.

Place

A place could be your back yard, a park, or the beach. Can you think of other places? Write one here.

Thing

A thing could be a toy, car, table, dog, or ice cream. Can you think of other things? Write one here.



Capitalization and Punctuation

When we write a sentence, we use a capital letter for the first word. We also use a period, question mark, or exclamation point at the end of our sentence. That is called a punctuation mark.

A period looks like this:

.

An exclamation point looks like this:

!

A question mark looks like this:

?

Look at this sentence from our story.

She was so surprised that she almost forgot to say hello back!

Underline the word that has a capital letter. Circle the exclamation point.



Copy this sentence.

The game soon began.

Did you remember to start the first word with a capital letter and end the sentence with a period? If not, be sure to fix it.

Fill in the first word of each sentence. You may pick from these words:



TEACHER
NOTE

- You may need to help the student read the sentences.
- Remember that only numbered problems have answers in the back.

They Before Pairs

(1) _____ long they were busy
talking about the game.

(2) _____ of children in the class
faced off.

(3) _____ looked at Mr. Lopez
before he said their team won.

Did you start each word with a capital letter? If not, be sure to fix it.

Tell Your Story

Can you think of a time when you met a new friend? How about when you played a game? Tell the story to your teacher of meeting a new friend or playing a game.



**TEACHER
NOTE**

- You may need to ask questions to help the student remember details and to express how he or she felt.

Draw a picture of your story. Write a sentence on the next page about your story.

Write a sentence about your story. Be sure to start the first word of your sentence with a capital letter and end it with a punctuation mark.

This space may be used to draw or write more about your story.



Short-a Words

We are going to work with words that make the short-a sound. You can hear the short-a sound in words like sat, apple, and class. Learn to spell these words:

cab, dad, sad, ram, cat, ran, map

Choose spelling words to fill in the blanks in the sentences. You may underline the words as you use them.

(1) Micah's _____ used a _____
to find his way.

(2) The _____ climbed up a tree.

(3) Claire was _____ when her mom left
in a _____.

(4) The _____ was stuck in a bush.

(5) Micah and Claire _____ in a race.

cab, dad, sad, ram, cat, ran, map

Write a sentence using one or more of your spelling words. Be sure to start your sentence with a capital letter and end it with a punctuation mark.



CREATE YOUR OWN DICTIONARY!



TEACHER NOTE

- See instructions for Dictionary in the front of the book.

Optional Activity

Ask your teacher to read each spelling word. Spell the word out loud to your teacher and use it in a sentence.



Orphans in Honduras

Mr. Lopez waited for the class to settle down before asking a special missionary guest to talk to the class. Since Mrs. Clark spoke softly, the class had to listen closely as she told about a ministry for orphans in Honduras. The children were glad to learn that each orphan had a family with their own home and a mom and dad to take care of them. Mrs. Clark handed out photos of the orphans. They had sweet smiles. There were babies and toddlers. There were kids the same age as those in the class, but some were older. Some of the girls wore braids and pigtails just like Claire. Many of them wore jeans and t-shirts just like Micah. Micah studied the picture of a shy little boy about his age that looked like he was smiling behind his hands. If only Micah could meet him. He was sure they would be friends.

When class was over Micah and Claire were slow to leave. They looked at all the photos Mrs. Clark had shared. One picture showed a playground. Mrs. Clark said it was old and in need of repair. A group was coming soon to fix it. Another photo showed a strange, clay oven and a woman cooking on top of it. The children were certain she was making tortillas. That reminded them it was time for lunch! As Micah and Claire went off to find their parents, they said that someday they will visit the orphans in Honduras.


**NARRATION
PRACTICE**

- (1) Where was the missionary guest from?
- (2) What was the missionary guest's name?
- (3) Who were in the photos the missionary passed around?
- (4) What was old and needed to be replaced?
- (5) What reminded Micah and Claire that it was time for lunch?
- (6) Where did Micah and Claire say they would go someday?



Long-o Sound

Do you remember what sound the long-o makes?

Can you think of three words that have the long-o sound in them? Say them to your teacher.

Rhyming

Write a word that rhymes with each word. Remember, rhyming words have the same ending sound. The ending does not have to be spelled the same.

cat _____

rust _____

fox _____

time _____

plate _____

toe _____

red _____

bake _____



Plural Nouns “s,” “es”

One of something is called a singular noun. More than one of something is called a plural noun.

Many nouns can be made plural by adding “s.”

Cat is single. Cats are plural.

house = houses

ball = balls

Rewrite the words, add “s” to make the nouns plural.

(1) pencil _____ (3) dog _____

(2) boy _____ (4) car _____

If the noun ends in “s,” “ss,” “sh,” “ch,” or “x,” we add “es” to the end to make it plural.

bus = buses

mess = messes

bush = bushes

church = churches

box = boxes

Remember:

plural = add s

ends in s, ss,
sh, ch, or x = add es

Rewrite these words, add "s" or "es" to the end of the words to make them plural.

(5) class _____

(10) lunch _____

(6) guest _____

(11) hand _____

(7) dish _____

(12) orphan _____

(8) mom _____

(13) six _____

(9) smile _____

(14) box _____

Abbreviations

We can shorten the days of the week by using an abbreviation. A period is used at the end of the abbreviation.

Sunday = Sun.	Thursday = Thurs.
Monday = Mon.	Friday = Fri.
Tuesday = Tues.	Saturday = Sat.
Wednesday = Wed.	



Copy the days of the week and their abbreviations:

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are five sets of these lines provided for copying the text.




Help one of the children from Mr. Lopez's class get to his friend on the other side of the maze. See if you can keep your pencil mark from touching the wall.

Tell Your Story

If you could visit any country, where would you go? What would you do there? Think of a story about going to another country. Think about your adventures and what you would do. Tell the story to your teacher.

Draw a picture of your story. You may include a map of the country. Write a sentence on the next page about your story.





Write a sentence about your story. Be sure to start the first word of your sentence with a capital letter and end the sentence with a punctuation mark.

This space may be used to draw or write more about your story.



Long-o Words

We are going to work with words that make the long-o sound. You can hear the long-o sound in words like home, boat, bowl. The long-o sound is spelled in different ways. Look at these examples:

oe as in doe

oa as in boat

o as in no

ow as in tow

old as in cold

ost as most

o-e as in rose

Learn to spell these words:

doe, boat, no, tow, cold, most, rose

Solve the riddles using the spelling words. You may underline the words as you use them.

(1) I ride in the water.

(2) The opposite of yes.

(3) Another word for how I haul a boat.

doe, boat, no, tow, cold, most, rose

(4) I am a flower. _____

(5) I feel like this in winter. _____

(6) I am a female deer. _____

(7) I have more than everyone else.



CREATE YOUR
OWN DICTIONARY!

Optional Activity

Ask your teacher to read each spelling word. Spell the word out loud to your teacher and use it in a sentence.

The New Year

It was the New Year's Eve party at Micah and Claire's church. They knew it was going to be a fun night. They watched as the adults set up tables of snack food. It all looked good! Claire stood with her family, waiting for their turn to load up their plates. Micah and his family weren't too far behind them. Claire waved at Micah as they traded a big smile. The sounds of talking and laughter went up as the full plates emptied to crumbs. Many were mid-sentence when a young man called out that it was time to get started. It was time for the church talent contest!

Micah was taking piano lessons and had learned a few short songs. He asked Claire if she would sing one while he played. The two had practiced every Sunday after church. When their names were called, they made their way up front. Micah sat up tall behind the piano and stretched out his fingers. He began to press the white keys. The tune of *Jesus Loves Me* rang out from the piano as Claire sang. When they got to "little ones to Him belong" Micah's fingers slipped and hit the wrong key. He paused, and so did Claire. As she glanced over at him, Micah quickly found the right key, and they continued with the song. They both gave a big grin as they stood and took a bow. It had been a great way to bring in the new year!


**NARRATION
PRACTICE**

- (1) What holiday was the story about?
- (2) How did Micah and Claire's church celebrate?
- (3) What did Micah and Claire do for the talent contest?
- (4) What did you like about the story?



Consonant Blends

We are going to work with more consonant blends. Read the consonant blends to your teacher.

ng nk nd

Think of a word that ends with each blend and say them to your teacher.



(1) Circle the sentence that best tells about the ducks in the picture.

The ducks are in a hurry.

The ducks are sad.

It is raining on the ducks.

The ducks can swim.

**A — An**

We use the word *a* before words that start with a consonant. Here is an example:

Micah played a piano.

We use the word *an* before words that start with a vowel. Here is an example:

Claire has an ear for music.

a + consonant
an + vowel

Write *a* or *an* correctly in the sentences.

a an

(1) Claire sang _____ song.

(2) Micah ate _____ cookie.

(3) Claire ate _____ apple.

Write a sentence using: **a**

Write a sentence using: **an**



Use “a” or “an” to name as many things from the picture as you can. Start with “___” pair of boots.

“ed,” and “ing”

A suffix is letters added to the end of a word to change the meaning. We can add the suffix “ed” and “ing” to a word. Here is an example:

kick: kicked, kicking

Add the suffixes to each word: **ed** and **ing**

(1) jump: _____

(2) add: _____

If the word ends with a silent “e,” then we drop the “e” before adding the suffix. Here is an example:

bake: baked, baking

Add the suffixes to each word: **ed** and **ing**

(3) race: _____

(4) taste: _____

When we have a word with one syllable, one short vowel, and ends with one consonant, we must double the consonant then add “ed” or “ing.”

Stop has one syllable, one short vowel, and ends with one consonant. We must double the “p” before we add “ed” or “ing.” Here is an example:

stop: stopped, stopping

Add the suffixes to each word: **ed** and **ing**

(5) rip: _____

Remember these examples:

kick : kicked, kicking
bake : baked, baking
stop : stopped, stopping

Follow the rules you learned to add the suffixes to each word: **ed** and **ing**

(6) rub: _____

(7) bake: _____

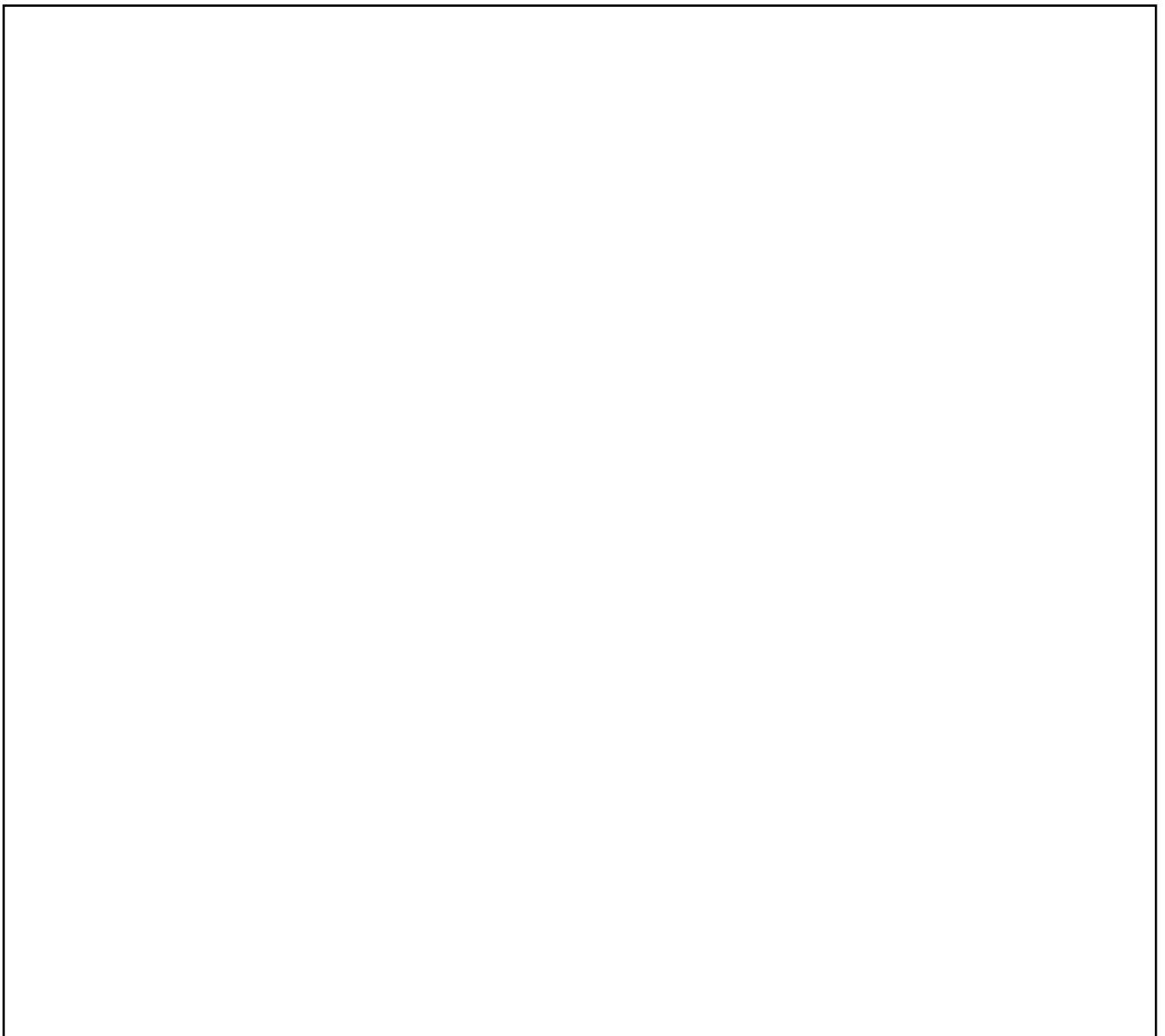
(8) push: _____

Tell Your Story

Do you have a special talent? Do you sing, play an instrument, or draw nice pictures? Everyone has talents. If you can't think of one, what would you like to learn to do?

Tell a story to your teacher about using a talent. It can be a story about a talent you have or one you would like to have.

Draw a picture of your story. Write two sentences on the next page about your story.



Write two sentences about your story. Be sure to start the first words of your sentences with a capital letter and end the sentences with a punctuation mark.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated five times.

This space may be used to draw or write more about your story.



Consonant Blend Words

We are going to work with more consonant blends.
Read the blends to your teacher.

ng nk nd

Learn to spell these words:

bang, sing, bank, honk, junk, pond, bend

Unscramble each of the spelling words and write the word spelled correctly. You may underline the words as you use them.

- | | | | |
|----------|-------|----------|-------|
| (1) knoh | _____ | (5) ganb | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| (2) pdno | _____ | (6) akbn | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| (3) gsni | _____ | (7) ukjn | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| (4) ndeb | _____ | | |
| | ----- | | |
| | _____ | | |



Optional Activities



**TEACHER
NOTE**

- If student needs more practice, you may assign these additional activities.

Write your spelling words.

(1) _____

(5) _____

(2) _____

(6) _____

(3) _____

(7) _____

(4) _____

Ask your teacher to read each spelling word. Spell the word out loud to your teacher and use it in a sentence.

The Secret in the Box

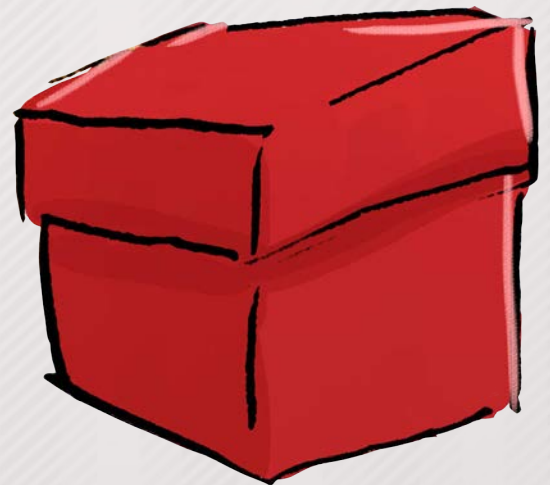
Claire had a secret! Mr. Lopez had asked each student to bring something that they were thankful for. Micah brought a boat he made out of LEGOs®. He carefully put it in a box and was excited to show the class. Micah wondered what Claire brought. She also had a box, but it was much bigger than Micah's. Claire always did things in a big way!

The children were excited and talked so loud; no one could hear Mr. Lopez trying to start the lesson. Suddenly, the class fell silent. The students looked around and listened intently. What was that sound? They had never heard anything like it in class. Even Mr. Lopez was puzzled. There it was again, a soft, “mew!” It got louder, “Meow! Meow!” The class erupted again, trying to figure out where the cat was!

Claire could no longer hide her secret. She had brought her new kitten to class! She set a box on her desk and pulled off the blanket. The cat carrier had two big eyes peering out the front. Mr. Lopez laughed as the whole class swarmed around Claire. After each child had a chance to see the kitten, Mr. Lopez reminded them that they each had something to show the class. As they took turns, they held up their item and told why they were thankful. Claire smiled big. She said she was thankful that her secret was out! They all laughed as the kitten let out a “Meow!” as if to agree.


**NARRATION
PRACTICE**

- (1) What was the story about?
- (2) Why were the children so loud?
- (3) What made them stop talking?
- (4) Why did the children gather around Claire?



Memorization

Micah and Claire have memorized the first eight verses of 1 Corinthians 13. We did too! Say verses seven and eight to your teacher.

Next, they will memorize verses nine and ten. We can too! Work with your teacher to memorize them.

Homophones Review

Do you remember what a homophone is? Homophones are words that sound the same but mean something different. Do you remember the examples?

to = direction

too = also or
a lot

two = number

Think of a sentence for each homophone above. Tell them to your teacher.

there = a place

their = belonging to others

they're = a contraction that means they are

Think of a sentence for each homophone above. Tell them to your teacher.



(1) Circle the sentence that best tells about the picture.

The lions are happy.

The lions are angry.

The lions are running.





It's — Its

The word *it's* is a contraction. Do you remember what a contraction is? A contraction is two words that are shortened into one. The word *it's* is a contraction of *it is*. Here is an example:

It's going to be a great day.

The word *it's* is a contraction that means *it is*.

The word *its* means possession or belonging. Here is an example:

The dog lost its bone.

The word *its* shows that the dog owns the bone.

Write *it's* or *its* correctly in the sentences.

its it's

(1) The cat ate _____ food.

(2) _____ time to leave.

(3) The tree lost _____ fruit.

Adjectives

Do you remember what an adjective is? An adjective is a word that describes a noun. Do you remember what a noun is? It is a person, place, or thing.

An adjective is a word that describes a person, place, or thing.

We learned that adjectives can describe the color, size, or shape of a noun.

We learned that an adjective can describe how a noun tastes, smells, or sounds.

An adjective can describe how many there are of a noun, or how the noun looks or feels. Here is an example:

(1) The soft bunny ate three carrots.

(2) The pretty bunny ate four green peppers.

Circle the adjectives in the sentences above that tell how a noun:

looks, feels or tells how many

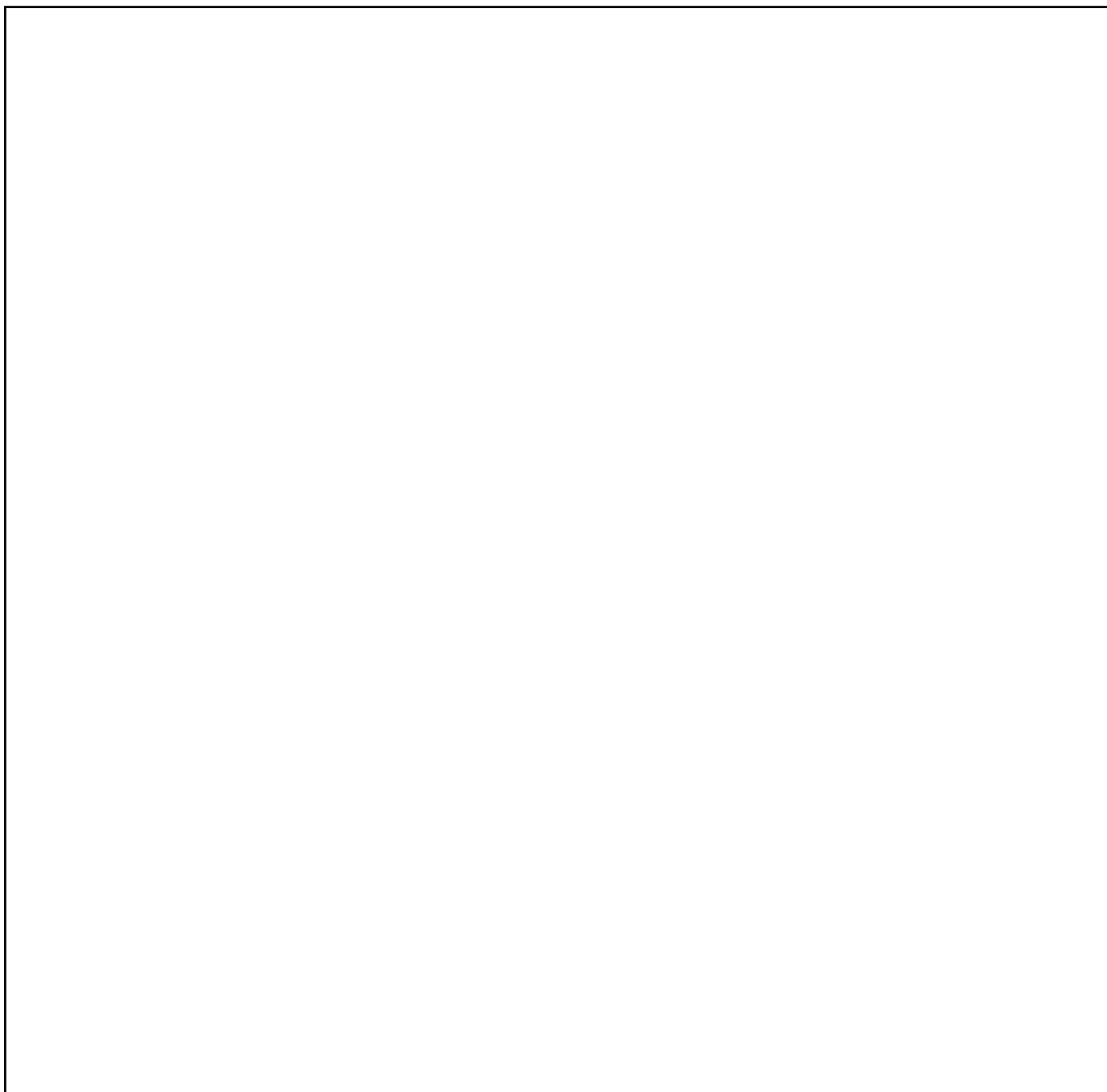
Write a sentence using at least two adjectives:

Tell Your Story

What are you thankful for? If you had to pick one thing you are thankful for to show to a class, what would it be?

Tell a story to your teacher about showing something special to a class.

Draw a picture of your story. Write two sentences on the next page about your story.



Write two sentences about your story. Be sure to start the first word of your sentences with a capital letter and end them with a punctuation mark.

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

This space may be used to draw or write more about your story.



Homophone Words

We are going to work with homophones. Learn to spell these homophones:

to, two, too,

its, it's

there, their, they're

Fill in the spelling words to complete the silly sentences. **Hint:** You can only use each word once. You may underline the words as you use them.

(1) The boy wore _____ shoes

_____ the house over

(2) _____ dog put a bone in the hole

with _____ toys _____.

(3) _____ my clothes but

_____ not my shirt.



CREATE YOUR OWN DICTIONARY!



TEACHER NOTE

- There is one extra spelling word this week. You may decide whether to have the student use the extra word in their dictionary.

Optional Activities



TEACHER NOTE

- If student needs more practice, you may assign these additional activities.

Write your spelling words.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

Ask your teacher to read each spelling word. Spell the word out loud to your teacher and use it in a sentence.

The Playground

Mr. Lopez told the Sunday school class that he had mailed their letters to the children at the orphanage in Honduras. He also told the children that the church was raising money to expand the playground there. Micah remembered that it was in need of repairs, but he thought someone had done the work. Mr. Lopez explained that the playground had been fixed, but they have so many children, they need to make it larger. They hoped to have enough money to start the project by the middle of summer.

The children in the class began talking about ways they could earn money to help the orphans. Micah said his mom usually pays him to make her bed. He would also ask if there were other chores he could do. Claire said that her neighbor pays her to help take care of her animals. She would put aside the money she earned for the playground. Their classmate and friend, Ava, said her older brother sometimes paid her to do his chores when he got busy. She would ask him if he would hire her. Micah thought that was a great idea. He would ask his big sister, Alexia, if she would hire him to do some of her chores too.

As they left class, Micah thought about the chapter they had memorized. He told Claire that by helping the children in Honduras, they were putting what they learned about love into action. Claire agreed. They were both eager to get started!


**NARRATION
PRACTICE**

- (1) What was the story about?
- (2) Why was the church raising money?
- (3) How did the children plan to earn money?
- (4) Explain what Micah meant by putting what they learned about love into action?



**Review: Synonyms, Antonyms, Homonyms,
Homophones**

(1) Match the synonyms:

little

quick

fast

yell

shout

small

stone

close

toss

rock

shut

throw

(2) Match the antonyms:

shut

down

fast

open

up

slow

rest

low

hard

work

high

soft

(3) Match the word pairs to the correct word:

pear - pair

homonyms

bat - bat

homophones

Finding the Differences!

(4) Find at least two things that are opposites between the pictures below and tell them to your teacher. This is an example of antonyms!

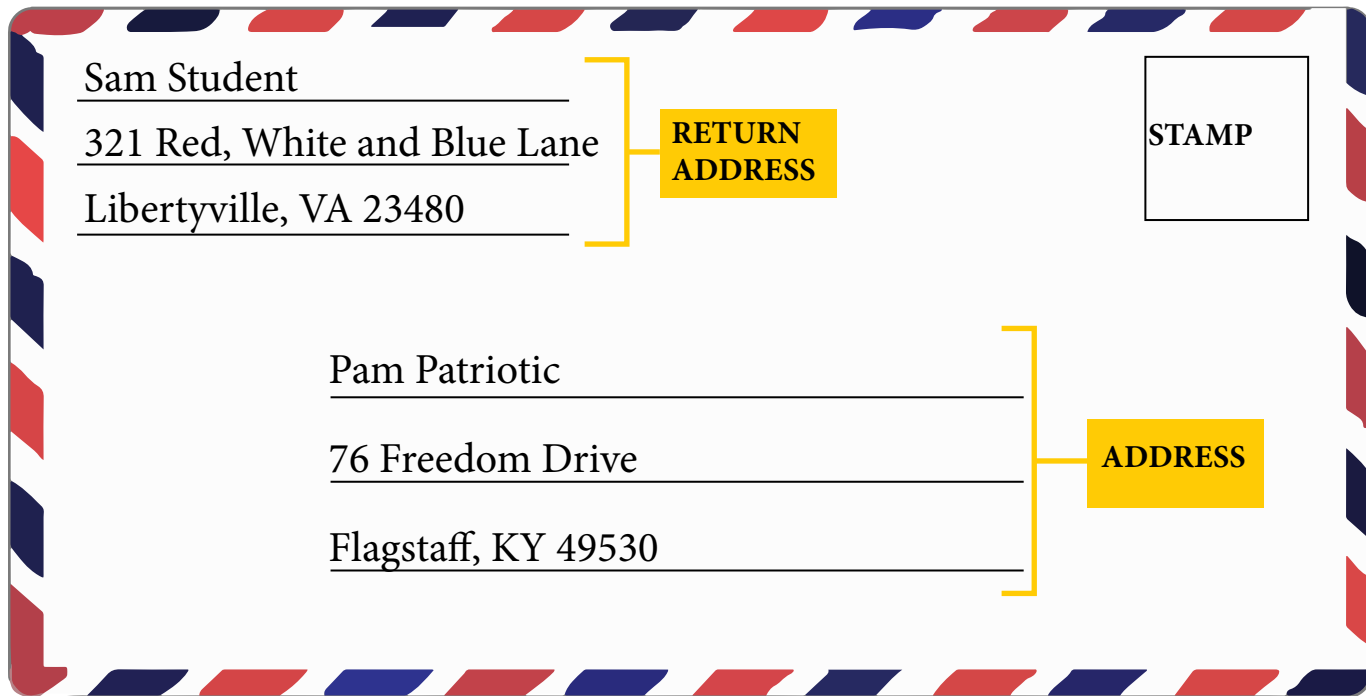


Bonus!

(5) Can you find the homophone in the drawing on the left? (**Hint!** One of the homophones is a color!)

Writing a Letter — Envelope

It is fun to mail a letter. Let's learn how to address an envelope. Here is an example:



Ask your teacher to write your address on a piece of paper for you to copy.

Name: _____

Street: _____

City, State abbreviation, and Zip Code:

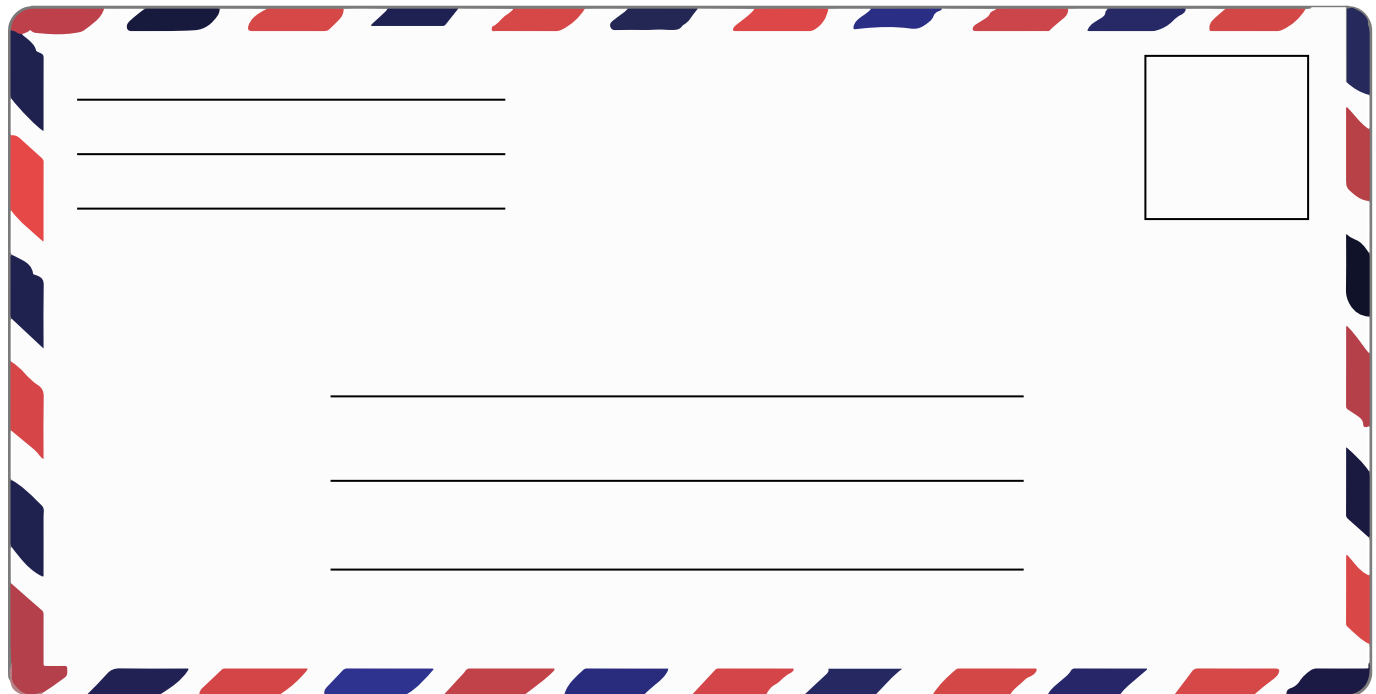
Ask your teacher to write your friend's address on a piece of paper for you to copy.

Name: _____

Street: _____

City, State abbreviation, and Zip Code:

Write your address and your friend's address on the envelope in the correct places. Make sure you don't write too big or the addresses might not fit!



Student may mail their letter from Day 173 if they want.

Tell Your Story

Have you ever earned money for something special? What did you do to earn the money? What did you use the money for?

Tell a story to your teacher about earning money for something special. It can be something you did, or it can be something you want to do.

Draw a picture of your story. Write three sentences on the next page about your story.



Write three sentences about your story. Be sure to start the first word of your sentences with a capital letter and end each sentence with a punctuation mark.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated ten times.

This space may be used to draw or write more about your story.



Number Words 11–20

Learn how to spell these number words:

eleven, twelve, thirteen, fourteen, fifteen,
sixteen, seventeen, eighteen, nineteen, twenty

Write the spelling words in the correct boxes. You may underline the words as you use them.

(1)

--	--	--	--	--	--	--	--	--	--

(2)

--	--	--	--	--	--	--	--	--

(3)

--	--	--	--	--	--

(4)

--	--	--	--	--	--	--

(5)

--	--	--	--	--	--	--

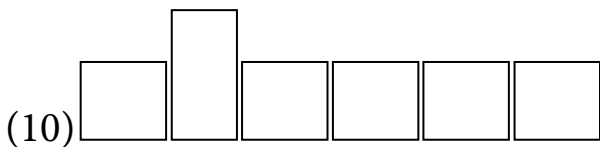
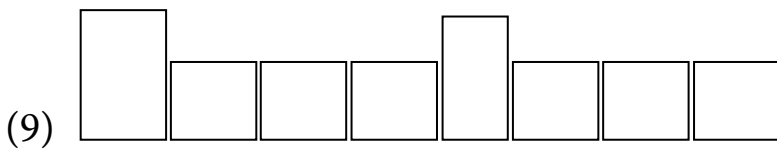
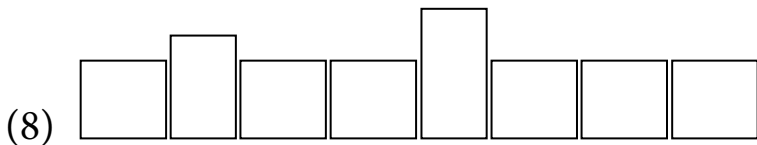
(6)

--	--	--	--	--	--	--	--	--

(7)

--	--	--	--	--	--	--

eleven, twelve, thirteen, fourteen, fifteen,
sixteen, seventeen, eighteen, nineteen, twenty



Write a fun sentence using one of your spelling words. Be sure to start your sentence with a capital letter and end it with a punctuation mark.



CREATE YOUR OWN DICTIONARY!



TEACHER NOTE

- There are three extra spelling words this week. You may decide whether to have the student use the extra words in their dictionary.

Add the correct punctuation to the sentences. 4 Points Each

(1) Adam named the animals _____

(2) What did he name them _____

(3) Write a proper noun. _____

Write the correct pronoun that can take the place of the underlined noun.

(4) Claire bounced the ball to the girl.

(5) Write an action verb. _____

(6) Write the plural noun for dog.

(7) Write the plural noun for box.

Add commas to the correct places in the sentence. 3 Points Each Sentence (6 Points)

(8) Claire ate pasta peas mashed potatoes and cake.

(9) I will praise you God every day.

(4 Points)

(10) How many days are in February in a leap year? _____

1 Point Each (26 Points)

(11) Say the alphabet to your teacher.

2 Points Each (10 Points)

(12) Say the vowels to your teacher.

2 Points Each (14 Points)

(13) Say the names of the week to your teacher.

1 Point Each (12 Points)

(14) Say the months of the year to your teacher.

Language Lessons for a Living Education Level 2 — Worksheet Answer Keys

Answers are given for numbered problems on the worksheets.

Lesson 1; Exercise 3; Day 3

1. Before long they were busy talking about the game.
2. Pairs of children in the class faced off.
3. They looked at Mr. Lopez before he said their team won.

Lesson 1; Exercise 5; Day 5

1. Micah's dad used a map to find his way.
2. The cat climbed up a tree.
3. Claire was sad when her mom left in a cab.
4. The ram was stuck in a bush.
5. Micah and Claire ran in a race.

Lesson 2; Exercise 1; Day 6

1. How many letters are in the alphabet? 26
2. How many vowels are there? 5
3. How many consonants are there? 21

Lesson 2; Exercise 3; Day 8

1. Adam named the animals.
2. He must have had fun!
3. What did he name them?

Lesson 2; Exercise 5; Day 10

1. pen or yes
2. tent
3. web
4. pen or yes
5. sent
6. bed
7. jet

Lesson 3; Exercise 5; Day 15

1. fin
2. give

3. kid
4. lip
5. rib
6. sit
7. twin

Lesson 4; Exercise 4; Day 19

1. The best of the days has come,
The day our Creator blest,
And set an example to mark its hours
By a sweet and holy rest.

Lesson 4; Exercise 5; Day 20

1.

D	O	G	W	K	V	A
C	Z	L	I	U	F	C
H	O	T	B	S	O	R
B	Z	E	Y	P	X	Y
U	R	V	Z	H	H	F
S	W	M	O	M	U	M
O	O	B	O	O	T	O
B	W	P	O	T	O	P

Lesson 5; Exercise 3; Day 23

1. Write the months that have 30 days. September, April, June, November
2. Write the month that usually has 28 days. February

Lesson 6; Exercise 1; Day 26

1. wāvéc
spācé
ātéc

Lesson 6; Exercise 3; Day 28

1. January: 31
2. February: 28
3. February in a leap year: 29
4. March: 31
5. April: 30
6. May: 31

Language Lessons for a Living Education Level 2 — Quiz Answer Keys

Quiz 1

1. Adam named the animals.
2. What did he name them?
3. Student should give the name of a person, place, thing. The first letter should be capitalized.
4. She bounced the ball to the girl.
5. Student should write an action verb.
6. dogs
7. boxes
8. Claire ate pasta, peas, mashed potatoes, and cake.
9. I will praise you, God, every day.
10. 29

Quiz 2

1. house: houses
2. city: cities
3. leaf: leaves
4. mouse: mice
5. woman: women
6. Mister: Mr.
7. Miss: Ms.
8. Missus: Mrs.
9. The girls ate the pie.
10. don't — let us
11. I'm — do not
12. let's — I am
13. I am tired.
14. We are driving.
15. He is playing.
16. rub: rubbed, rubbing
17. bake: baked, baking

Quiz 3

1. He will be done soon.
2. I like being nice.
3. She has been playing.

4. Micah and Claire went to church.
5. walking
6. talked
7. safe: unsafe
8. turn: return
9. little — close
10. fast — small
11. shut — quick
12. shut — low
13. fast — open
14. high — slow
15. The pretty bunny ate four green peppers.

Quiz 4

1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine
10. ten
11. My sister's bedroom is clean.
12. The dog's toy was lost.
13. 24
14. 365
15. Spring
16. Summer
17. Fall
18. Winter
19. January: 31
20. February: 28
21. February in a leap year: 29
22. March: 31