




- C. Read-Aloud & Narration** *Language Skills, History, Thinking Skills*
Abigail Adams: page 6, paragraph 1 (“At first Father...” through page 9, paragraph 7 (“...of their friend.”)

Follow the directions for your level to read or listen to the above assignment from *Abigail Adams*. Then, in your own words, tell what happened in your assigned passage below. Try to remember as many details as possible. You may reread the passage, or listen as your teacher rereads the part you are to retell.

-  Listen carefully, then retell page 7, paragraph 4 (“Tell us, Grandmother...” through paragraph 9 (“...before we lost her”).
-  Listen carefully, then retell page 8, paragraph 6 (“Clearing the way...” through paragraph 9, paragraph 8 (“...of the story”).
-  Read one or two pages of the assignment aloud, and listen as your teacher or someone else reads the remainder. Then retell the whole passage in your own words.

- D. Editing** *Language Skills, Thinking Skills*
Grammar helps you know how to put sentences together. When you study grammar, you learn about parts of speech like nouns, verbs, adjectives, and adverbs. You also learn how sentences should be put together using those parts. **Usage** refers to choosing the correct word for a sentence, and **mechanics** are the rules of capitalization, punctuation, and spelling.

When you write, it is important to get your thoughts down on paper first. You don't have to try to make it perfect. Then, when you have written down what you want to say, you can **edit**, or correct and improve, your writing.

Editors are people who do just that! They are good at fixing writing mistakes or just helping to make it better. This year *you* will be an editor. You will have a toolkit with special tools—rules about usage and mechanics—that you can use to correct punctuation, words, and sentences.

Grammar Review: Words that name general people, places, or things are called **common nouns** (or just plain **nouns**), like *brother*, *park*, or *cookie*. When the noun names a particular person, place or thing, it is a **proper noun** and is always capitalized, like *Sam*, *Royal Park*, or *Oreos*.

The skill of narration is gained over time. If your child has never retold a story, start with the assignment for the lower level, no matter what grade he is in. Work up from there, being careful to allow him to stay at the level of success for a while before going to a longer section.

This text refers to mechanics and usage rules as *tools an editor uses* so that students can relate these concepts to the process of writing. Why teach it this way? Because research indicates that studying grammar apart from reading and writing does not improve writing skills. Emphasize how these rules help to improve writing by making it clear.

The Grammar Review will go over some of the parts of speech students learned in *Paths of Exploration* as they relate to the Editor's Toolkit. In Unit 5, students will review the basic parts of speech. Here, some of the rules of mechanics and usage will be emphasized in terms of how words function.

Rules of mechanics will be listed with an *M* in front of the number. Rules of usage will be listed with a *U* in front of the number. You can find a list of all the rules in the Editor's Toolkit Overview on the links page.

Editor's Toolkit

M 1.1 – Capitalize the first word in every sentence.

My favorite food is pizza.

The dogs are out in the yard.

M 1.2 – Capitalize names when they mean particular people and places (proper nouns).

My mother's name is Mary.

We are going to visit Florida.

U 1.1 – Use the word *a* in front of a word that starts with a consonant sound.

I am going to eat a banana.

He likes to play with a football.

U 1.2 – Use the word *an* in front of a word that starts with a vowel sound.

We got an apple for our snack.

An otter swam around the pond.

Practice these skills by correcting the sentences in your Student Notebook.³ The number of errors you're looking for is shown in parentheses after each sentence. If a letter needs to be capitalized, make three lines (≡) under it. To replace an incorrect word with a correct word, draw a line through the incorrect word and write the correct word above it. Add any needed punctuation.



★ LAPBOOK ACTIVITY ★

Science

Thinking Skills, Geography

The success of any settlement in the New World depended on how well the settlers were able to **adapt**, or change their way of living or thinking, to its location. For example, the first settlers in New England were the Pilgrims, who arrived during winter. They had a very difficult time right away because of the extreme cold. Later they found out that the soil around their settlement was not very rich. They had trouble growing food until a friendly Native American named Squanto taught them how to fertilize their crops. All in all, they had to adapt a great deal to their surroundings in order to survive.

An area's **topography**, or what it looks like on the surface, along with its climate, the people and things that live there, and whether or not its soil is good for planting crops are some of the things that were very important to settlers. These important things are related to **geography**, which is the study of all the natural features of a land and the people who live there. These things are also related to another