



Fourth Grade

Language Arts, Spelling, and Reading

Teacher's Manual Samples

Teacher's Manual Part 1 ISBN 9781592693184

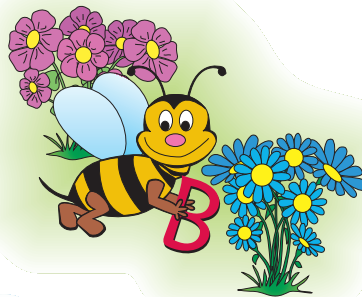
Teacher's Manual Part 2 ISBN 9781592693191

McRuffy Fourth Grade Language Arts Curriculum ISBN 9781592691555

©2010 McRuffy Press.

All rights reserved. Any reproduction of this material without written consent of the publisher is strictly prohibited unless otherwise noted.

Written and illustrated
by
Brian Davis M.A. Ed.



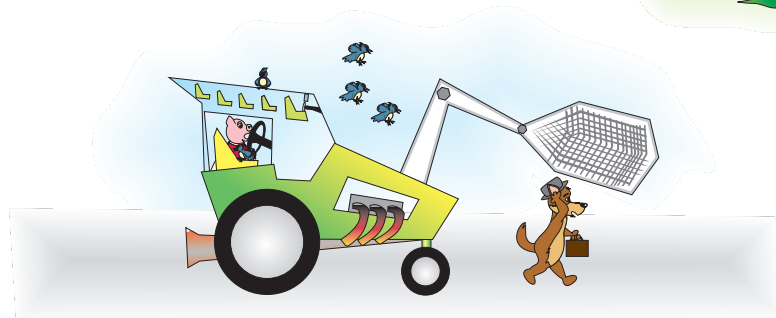
Production Manager
Sherylynn Davis

McRuffy Press, LLC
P.O. Box 212
Raymore, MO 64083

Email: sales@mcruffy.com

Phone: 816-331-7831

www.McRuffy.com



4th Grade Language Arts

The McRuffy Press Fourth Grade Phonics Language Arts continues the McRuffy Phonics and Reading series. The program is designed to build reading and language skills, review the phonetic and spelling structure of words, and incorporate handwriting into the process.

The reading material is focused on developing other reading skills such as comprehension skills, reading fluency, vocabulary development, and volition (an interest in reading). An important part of the reading development involves the questions about the story that are found in the Teacher's Manual. Questions are constructed in several ways to reach different thinking levels: basic knowledge, application, synthesis, analysis, inference, and evaluation. Students are often asked to relate material to their own experiences. Asking students to make predictions about what happens next in the story requires students to synthesize facts from the story as well as their own knowledge to make a guess.

The lesson plan structure is the same as the other McRuffy Press levels. Lesson plans are broken into three sections: a numbered list of lesson objectives, a listing of materials used, and a teaching section with numbers that are correlated to the lesson objectives. In parentheses after each lesson objective is a letter that designates the main category the objective is teaching; P for Phonics, S for spelling, L for language, R for reading, H for handwriting, W for writing skills, and CW for creative writing.

In previous levels, creative writing was emphasized. In this level there are still some creative writing assignments, but writing for other purposes is emphasized.

Students will be given weekly spelling lists. The spelling words are based on the phonics concepts. Students will be given a pretest at the beginning of the week and a test at the end of the week.

Grammar and other language arts basics are taught and reviewed on a daily basis.

Handwriting sentences are given in the Lesson Plans. The sentences feature words from the vocabulary and spelling lists. Optional handwriting books give students prepared sheets that correspond to the Lesson Plans. They include additional handwriting practice that include letter review, spelling words, and vocabulary words.

Please feel free to write us at: McRuffy Press P. O. Box 212, Raymore, MO 64083

Visit our website: www.mcruffy.com

e-mail: mcruffy@mcruffy.com Phone 816-331-7831

Language Workbook Scope and Sequence

Lesson

1. Vocabulary Development
2. Nouns and proper nouns
3. Vocabulary review
4. Acronyms, Parts of speech
5. Idioms, vocabulary
6. N-V agreement, vocabulary
7. Collective nouns, tense, vocabulary
8. Compound subjects, vocabulary
9. Combining sentences, synonyms
10. Vocabulary, facts and opinions
11. Parts of speech, vocabulary
12. Subject-predicate, paragraphs, vocab.
13. Vocabulary, subject-predicate
14. Main idea
15. Vocabulary, meaning from context
16. Commas, conjunctions, vocabulary
17. Coordinate adjectives, prepositions
18. Punctuate series, vocabulary words
19. Story sequence
20. Outline, vocabulary
21. Tense, vocabulary
22. Tense, antonyms, vocabulary
23. Present perfect tense, vocabulary
24. Using an index, cause and effect
25. Vocabulary, making inferences
26. Sentence types, vocabulary
27. Sentence types, vocabulary
28. Paragraph, vocabulary
29. Synonyms, cause and effect
30. Vocabulary, parts of speech, helping verbs
31. Subjective and objective pronouns, vocabulary
32. Compound subject pronouns, punctuate dialog, vocabulary
33. Vocabulary, synonyms and antonyms
34. Capitalize proper nouns, write addresses
35. Capitalize personal titles, compound sentences, vocabulary
- 36-40 Review and Test 1
41. Homophones, helping and main verbs, vocabulary
42. Verbs, contractions with verbs, vocabulary
43. Semi-colons, vocabulary
44. Conjunctive adverbs
45. Vocabulary, fact and opinion
46. Irregular verbs, vocabulary
47. Irregular verbs, confusing verbs, vocabulary
48. Gerunds, vocabulary
49. Synonyms and antonyms, editing
50. Vocabulary, subject-predicate, conjunctive adverbs
51. Antecedents, vocabulary
52. Antecedents, pronouns, compound subjects, vocabulary
53. Vocabulary
54. Parts of speech, homophones
55. Vocabulary, main idea
56. Prepositional phrases, vocabulary
57. Prepositions, write questions, vocabulary
58. Prepositional phrases, vocabulary
59. Capitalizing personal titles, analogies
60. Vocabulary, finding details
61. Idioms, vocabulary
62. Similes and metaphors, easily confused words, vocabulary
63. Greek and Latin roots, vocabulary
64. Fact and opinion, homophones
65. Irregular nouns, vocabulary, sentence types
66. Parts of speech, vocabulary
67. Synonyms and antonyms, adding details, vocabulary
68. Possessive nouns, vocabulary
69. Possessive nouns, conjunctive adverbs
70. Main idea, vocabulary
71. Possessives - two subjects, vocabulary
72. Tense, inferences, vocabulary
73. Perfect tense, vocabulary
74. Using context, subjects and predicates
75. Order of events, vocabulary
- 76-80 Review and Test 2

Language Workbook Scope and Sequence

81. Subjects and objects, vocabulary
82. Compound subjects, capitalization, vocabulary
83. Compound sentences, vocabulary
84. Homographs, adding adjectives
85. Written directions, vocabulary
86. Noun-verb agreement, vocabulary
87. Antecedents, Greek and Latin roots, vocabulary
88. Greek and Latin roots, vocabulary
89. Cause and effect, subject and predicates
90. Timelines, parts of speech, vocabulary
91. Appositives, vocabulary
92. Appositives, analogies, vocabulary
93. Apostrophes, vocabulary
94. Sentences with similar meanings, sentence types
95. Fact and opinion, vocabulary
96. Participles, vocabulary
97. Participles, synonyms, vocabulary
98. Perfect tense, vocabulary
99. Sentence diagramming
100. Main idea, vocabulary
101. Participle phrases, vocabulary
102. Participle phrases, parts of speech, vocabulary
103. Denotative and connotative meanings, vocabulary
104. Using commas, identifying categories
105. Drawing conclusions, vocabulary
106. Parts of speech, modifiers, vocabulary
107. Modifying nouns, be verbs
108. Prepositional phrases, vocabulary
109. Punctuating dialog, analogies
110. Writing dialog, vocabulary
111. Sentence fragments, vocabulary, reading comprehension
112. Sentence fragments, Greek and Latin roots, vocabulary
113. Prefixes, suffixes, roots, vocabulary
114. Parts of speech, using context
115. Drawing conclusions, vocabulary
- 116-120 Review and Test 3
121. Comparisons, vocabulary
122. Pronouns, comparisons, punctuation, vocabulary
123. Compound subjects, vocabulary
124. Homographs, analogies
125. Finding details, vocabulary
126. Double negatives, vocabulary
127. Double negatives, comparisons, vocabulary
128. Parts of speech, vocabulary
129. Similes and metaphors, problem words
130. Following directions, vocabulary
131. Prepositional phrases, vocabulary
132. Parts of speech, context clues, vocabulary
133. Capitalizing book titles, vocabulary
134. Tense and number, sentence types
135. Main idea, vocabulary
136. Comparisons, vocabulary
137. Irregular comparisons, antecedents, vocabulary
138. Double negatives, vocabulary
139. Prepositional phrases, analogies
140. Story sequence, vocabulary
141. Sentence fragments, vocabulary
142. Drawing conclusions, apostrophes, vocabulary
143. Subjective and objective pronouns, vocabulary
144. Noun and verb agreement, parts of speech
145. Topic sentences, vocabulary
146. Denotative and connotative meanings, vocabulary
147. Modifying nouns, rephrasing sentences, vocabulary
148. Double negatives, vocabulary
149. Using commas, analogies
150. Reading descriptions, vocabulary
151. Participles, vocabulary
152. Participle phrases, sentence types, vocabulary
153. Subjective and objective pronouns, vocabulary
154. Facts and opinions, conjunctive adverbs
155. Timeline, parts of speech, vocabulary
- 156-160 Review and Test 4

Lesson 11

Lesson Objectives

1. Students will preview the spelling list. (S)
2. Students will divide words by syllables. (S)
3. Students will review suffixes. (S)
4. Students will review parts of speech. (L)
5. Students will learn vocabulary words. (L)
6. Students will continue reading the story *The Case of the Malt-Eze Fountain*. (R)
7. Students will copy sentences neatly and correctly. (H)

Materials

Spelling Workbook
Language (LA) Workbook
Reading Book 1: *The Case of the Malt-Eze Fountain*

Teaching

1. Students should turn to the lesson 11 page in the spelling workbook. Ask students to preview the spelling list. **What vowel sound do all the words have in common?** (They all have the long a sound.) Ask questions to help students preview the list: **Look at the words. Are there any words you don't know or haven't read before? Which ones do you think would be the most difficult to spell? Is there anything special about the way those words are spelled that you should remember?**

What are the ways the long *a* is spelled in the words? (a consonant vowel, *ai*, *ay*)

Have students close the book and prepare a piece of paper for a pre-test, numbering from 1 to 18.
Word list:

**1. angles, 2. arranged, 3. bacon, 4. decorate, 5. detailed, 6. display,
7. exclaim, 8. gauge, 9. generate, 10. grateful, 11. hastily, 12. illustrate,
13. indicate, 14. language, 15. lazy, 16. major, 17. operate, 18. races**

2. Use the spelling book page. **Sort the words by syllables and write them on the lines. Draw dash or slash marks in the words to show the divisions between syllables.**
3. **Two of the spelling words have the *-ed* suffix. Write the root words to these words.**

What happens to the spelling of the word *lazy* when *-ly* is added? What letter do you change? (change the *y* to an *i* and add *-ly*) Write the word *lazily* correctly on the line.

Change the spelling word *hastily* by removing the suffix. Write it on the lines.

4. Write the sentence: A small goat grazed happily on my green lawn.

Have students identify the part of speech of each word in the sentence. You may have students look at the top of the language workbook page to see the list that is used in the exercise.

A (article) small (adjective) goat (noun) grazed (verb) happily (adverb) on (preposition)
my (pronoun) green (adjective) lawn (noun).

Discuss any terms students don't remember.

Do the same thing with the two sentences on the workbook page. Have students fill in the circles under each word to mark how it is used.

Lesson 11

Sort words by number of syllables.

Word List

angles
arranged
bacon
decorate
detailed
display
exclaim
gauge
generate
grateful
hastily
illustrate
indicate
language
lazy
major
operate
races

one syllable

two syllables

three syllables

These spelling words end with the -ed suffix. Write the words without the suffix. Change the spelling as needed.

arranged detailed

When you add the suffix -ly to a word that ends with y, change y to i. Add -ly to this spelling word.

lazy

Take -ly off this spelling word.

hastily

Lesson 11

5. Introduce vocabulary words for the next part of the story. Students will be introduced to the meanings of the words on the language workbook page.

perfection, interrupted, specific, application, communication, dispatcher, bewildered, grant, monitoring, compartment

Ask students if they can tell you what each word means or can use the word in a sentence. If a word is completely unknown to students, have them find the word in a dictionary and read the definition.

Language workbook: **On the bottom section of the workbook page, match the words to the clues. Use a dictionary if needed.**

6. Students will answer questions about the fourth chapter of *The Case of the Malt-Eze Fountain*.

Why was this chapter called *Two Meetings*? (It started with a meeting between Birdie and Joe. It ended with a meeting between Rufus and Duckman.)

How did Rufus trick the ducks? (He told them Joe and Birdie were rehearsing a play.)

Who was taking pictures of Rufus? (Wilber Cuckoo)

How would you describe Quacker Duckman? (He was a large, round, duck. He seemed polite. He seemed to be rich.)

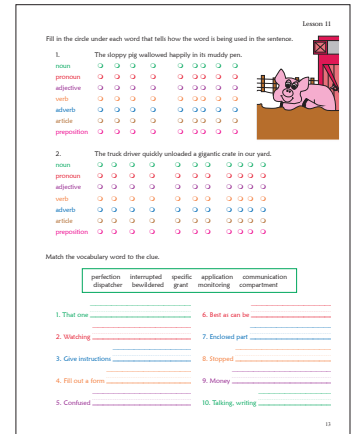
Do you know what is in the package yet? Can you guess why everyone wants the package?

Read chapter 5 to find out.

7. Use the handwriting sheet or have the children write the following sentences:

The dispatcher gave detailed directions.

The communication was poor because of the language difference.



Lesson 11

LA Answers

1. The sloppy pig wallowed happily in its muddy pen.

| | | | | | | | | |
|-------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| noun | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| pronoun | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| adjective | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| verb | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| adverb | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| article | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| preposition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. The truck driver quickly unloaded a gigantic crate in our yard.

| | | | | | | | | | | |
|-------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|
| noun | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| pronoun | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| adjective | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| verb | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| adverb | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| article | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| preposition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

Spelling Answers

an/gles
 ar/ranged
 ba/con
 deco/rate
 deta/iled
 dis/play
 ex/claim
 gauge
 gener/ate
 grate/ful
 hast/ily
 ill/ustrate
 indi/cate
 lan/guage
 lazy
 major
 oper/ate
 race/s

- | | | | |
|----------------------|-------------|----------------------|---------------|
| 1. That one | specific | 6. Best as can be | perfection |
| 2. Watching | monitoring | 7. Enclosed part | compartment |
| 3. Give instructions | dispatcher | 8. Stopped | interrupted |
| 4. Fill out a form | application | 9. Money | grant |
| 5. Confused | bewildered | 10. Talking, writing | communication |

one syllable - gauge

two syllables - angles, arranged, bacon, detailed, display, exclaim, grateful, language, lazy, major, races

three syllables - decorate, generate, hastily, illustrate, indicate, operate

| | | | |
|----------|---------|----------|--------|
| arranged | arrange | detailed | detail |
| lazy | lazily | hastily | hasty |

Lesson 12

Lesson Objectives

1. Students will study spelling words. (S)
2. Students will find syllables with the long a sound. (S)
3. Students will review subject and predicate. (L)
4. Students will edit paragraphs. (L)
5. Students will write sentences with vocabulary words. (L)
6. Students will finish reading the story
The Case of the Malt-Eze Fountain. (R)
7. Students will copy sentences neatly and correctly. (H)

Materials

Spelling Workbook

Language Workbook

Reading and Writing Book: *The Case of the Malt-Eze Fountain*: Evaluation

Reading Book 1: *The Case of the Malt-Eze Fountain*

Teaching

1. Begin with a review of the spelling word list. Have students say and spell the spelling words:

1. angles, 2. arranged, 3. bacon, 4. decorate, 5. detailed, 6. display, 7. exclaim, 8. gauge, 9. generate, 10. grateful, 11. hastily, 12. illustrate, 13. indicate, 14. language, 15. lazy, 16. major, 17. operate, 18. races

Write the words pear, rat, and say. **Look at the spelling list for lesson 12. The words are numbered. Now look at these three words. Which spelling words have the letters to make these words?** (pear: 17, rat: 4, 9, 10, 12, 17, say: 6, 11)

Do the same with the short words on the top of the workbook page. Write the numbers for the spelling words that have the letters to make the short words. The letters can be in any order.

2. **All the spelling words have a syllable with the long a sound. Look at the list on the bottom of the spelling workbook page. Circle the syllables that have the long a sound.**
3. Use the language workbook. Have students read the top portion of the workbook page through the example sentence: The shark swam. (Stop at the picture of the shark).

A sentence has two parts: a subject and a predicate. What is the difference between the two parts? (The action in the sentence happens to the subject. The predicate tells the action.)

Circle the subjects and underline the predicates in the three examples.

After students have marked the three examples, review the answers.

The bell rang. What is the subject and what is the predicate? (subject: the bell, predicate: rang)

She tried. What is the subject and what is the predicate? (subject: she, predicate: tried)

The shark swam. What is the subject and what is the predicate? (subject: the shark, predicate: swam)

Read the next paragraph on the page. What are you going to do to the three sentences? (Add words to both the subject and predicate parts of the sentences.)

Lesson 12

What spelling words can make the small words?
Write their numbers on the lines.

egg _____ clear _____ clam _____

rate _____ ram _____ cab _____

lay _____ can _____ ant _____

age _____ scare _____

sad _____ green _____ date _____

ish _____ tad _____

ear _____

sad _____ cat _____ tall _____

Circle the syllables that have the long a sound. You may use a dictionary.

angles detailed grateful language
arranged display hastily lazy
bacon exclaim illustrate major
decorate gauge indicate operate
generate races

Lesson 12

4. A paragraph tells an idea. The main idea of a paragraph is supported by the other sentences in the paragraph. Listen to this paragraph. Most of the sentences belong, one sentence doesn't. Pick out the sentence that doesn't belong.

We went shopping for a new pair of shoes. My old ones are too tight. The store had several styles to choose from. The mall had a food court. My new shoes fit much better. They look cool, too.

Which sentence didn't belong? (The mall had a food court.) **Why?** (Because the rest of the sentences fit the main idea of shopping for shoes.)

On the bottom of the language workbook page are four paragraphs. Find the sentences that don't belong in the paragraph. Cross out the sentence that doesn't belong.

5. Give the students sentence dictation using vocabulary words. The sentences will be similar to the sentences in the next lesson on the language workbook page. Have students underline the vocabulary words when they are done. (You may tell them the words or they may refer to their list.)

1. I have the application for becoming a police dispatcher.
2. We are monitoring the temperature in the compartment.
3. The skater's perfection bewildered the coach.
4. The static interrupted our communication.
5. The money from the grant was spent for a specific purpose.

6. Students will answer questions about the fifth chapter of *The Case of the Malt-Eze Fountain*.

What is the Malt-Eze Fountain? (a machine that makes chocolate, salmon malts)

Why was Rufus upset at Quacker Duckman? (Because he thought Puffy Paws had been killed by someone trying to get the fountain.)

What really happened to Puffy Paws? (He hid in a dumpster and took a nap. Then he went to the jail to watch Boyd Thirsty.)

Were you surprised Puffy Paws was still alive? Why or Why not?

How do you think this story will end? Who do you think will end up with the Malt-Eze Fountain?

Read chapters 6 and 7 to find out. After reading the final two chapters have students complete the *Case of the Malt-Eze Fountain* evaluation page. You may require students to write at least two sentences to answer each question.


7. Use the handwriting sheet or have the children write the following sentences:

A major storm interrupted the races.
I was grateful for the extra slices of bacon.

RW Answers

Answers vary.

Lesson 12
Every sentence has a subject and a predicate. The subject is the part that the action happens to. The predicate is the part that tells the action. Circle the subject part. Underline the predicate part.

The bell rang. she tried. The shark swam. 


The subject part has at least a noun or pronoun. The predicate has at least a verb. Other words can be added to either part to expand the sentence. Add words to both the subject and predicate to expand the sentence. Write the sentences on the lines.

Example: The bull inhaled. The large bull inhaled loudly at the small kitten.

The shark ate. _____
The car stopped. _____
The water splashed. _____

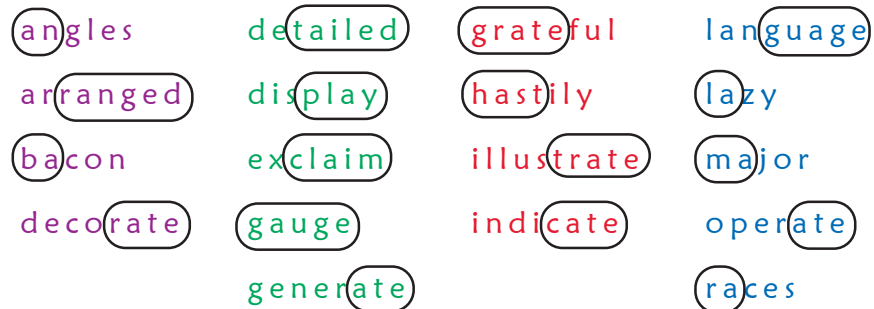
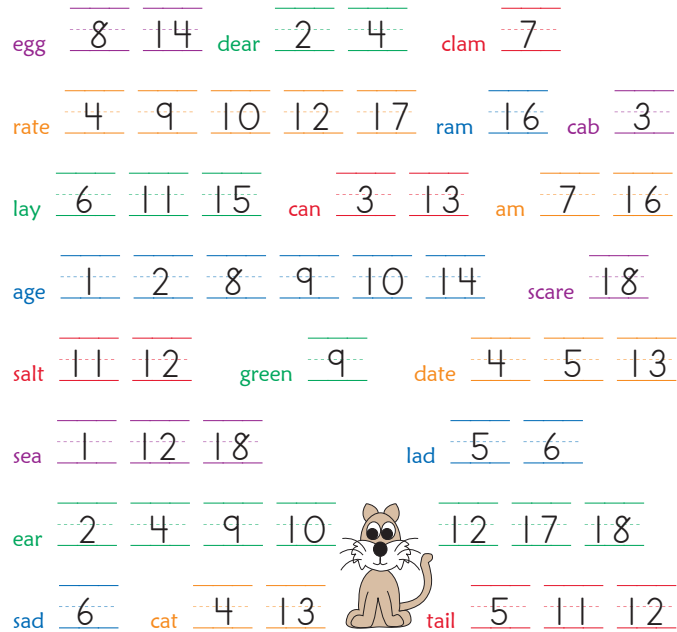
Read the paragraphs. Cross out the sentences that don't belong.

1. My family lives on a farm. We grow corn and soy beans in our fields. I have my own cow. She had a calf in the spring. I play baseball in the summer. I like to swim.
2. The new recipe book is on the counter. It has lots of good food ideas. Sometimes our family like to eat at restaurants. The meat dishes are easy to prepare and taste great. The fruit desserts are nutritious as well as delicious.
3. Trains can hold lots of freight. I like model trains. My grandfather makes miniature towns. He has them set up in his basement. The model trains and the towns look realistic. It's easy to imagine riding them.
4. My sister likes to draw. She once drew a picture of a funny kangaroo. We saw a kangaroo at the zoo. My color has special colored pencils. She uses them to make her drawings colorful and interesting.

14 

Spelling Answers

1. angles
2. arranged
3. bacon
4. decorate
5. detailed
6. display
7. exclaim
8. gauge
9. generate
10. grateful
11. hastily
12. illustrate
13. indicate
14. language
15. lazy
16. major
17. operate
18. races



LA Answers

The bell rang. She tried. The shark swam.

Answers vary for the sentences in the middle of the page.

Read the paragraphs. Cross out the sentences that don't belong.

1. My family lives on a farm. We grow corn and soy beans in our fields. I have my own cow. She had a calf in the spring. ~~I play baseball in the summer.~~ Life on the farm is great.
2. The new recipe book is on the counter. It has lots of good food ideas. ~~Sometimes our family likes to eat at restaurants.~~ The meat dishes are easy to prepare and taste great. The fruit desserts are nutritious as well as delicious.
3. ~~Trains can haul lots of freight.~~ I like model trains. My grandfather makes miniature towns. He has them set up in his basement. The model trains and the towns look realistic. It's easy to imagine riding them.
4. My sister likes to draw. She once drew a picture of a funny kangaroo. ~~We saw a kangaroo at the zoo.~~ My sister has special colored pencils. She uses them to make her drawings colorful and interesting.

Lesson 13

Lesson Objectives

1. Students will complete sentences with spelling words. (S)
2. Students will review subject and predicate. (L)
3. Students will review vocabulary words. (L)
4. Students will begin reading the story *Super Pork and the Three Little Pigs*. (R)
5. Students will copy sentences neatly and correctly. (H)

Materials

Spelling Workbook
Language Workbook
Reading Book 1: *Super Pork and the Three Little Pigs*

Teaching

1. Begin with a review of the spelling word list. Have students say and spell the spelling words:

1. angles, 2. arranged, 3. bacon, 4. decorate, 5. detailed, 6. display, 7. exclaim, 8. gauge, 9. generate, 10. grateful, 11. hastily, 12. illustrate, 13. indicate, 14. language, 15. lazy, 16. major, 17. operate, 18. races

Next, introduce the spelling workbook activity. Have students look at the spelling list from the lesson 12 page. **What spelling word can complete this sentence?** Say the sentence with a word left out: **I was _____ for the gifts that were given to me. (grateful)**

Repeat with these sentences:

Spanish is a _____. (language)

I _____ the words in alphabetical order. (arranged)

Complete the sentences on the workbook page with spelling words.

2. Review subject and predicate. **What is the predicate part of a sentence?** (the part that tells the action) **What is the subject part?** (It is the part of the sentence that the action happens to.)

Use the top section of the language workbook page. **Look at the parts of sentences numbered 1 to 6. All of them are printed with a beginning capital letter and a period at the end. This is just so a lower case letter or missing period doesn't give away the answer. Some of them shouldn't begin with capital letters and none of them are complete sentences. Identify the parts as subjects or predicates. Fill in the circle to mark your answers. Next, make up a predicate part to add to a subject. Write the sentence. Add a subject part to one of the predicates. Write the sentence on the line.**

3. Use the next part of the language workbook page. **Read the vocabulary words. Tell me what each word means. Complete the sentences on the workbook page with vocabulary words.**
4. Introduce the story *Super Pork and the Three Little Pigs*.

What do you know about the story of the Three Little Pigs? (Allow students to briefly tell the story.) **This story begins with a problem. Read the first chapter and find out the solution.**

5. Use the handwriting sheet or have the children write the following sentences:

We were bewildered because it wasn't operating.
The gauge is monitoring the temperature of the oven.

Lesson 13

Fill in the spelling words to complete sentences. Choose from the words in each group.

arranged display gauge generate indicate races

1. Did the _____ that the car was out of gas?
2. Did the _____ a lot of interest?
3. We _____ the pictures for the _____

bacon grateful hastily language lazy operate

4. Can you _____ the microwave oven to cook the _____
5. The _____ boy _____ cleaned his room.
6. I was _____ the man spoke my _____

angles decorate detailed exclaim illustrate major

7. We will _____ for the party.
8. Did the author _____ the book about puppies?
9. The weather forecast predicted a _____ storm.
10. A triangle has three _____
11. Her story was very long and _____
12. "You won't _____ the coach."

Lesson 13

Read the words below. Are the sentences missing the subject or the predicate? Fill in the circle to mark your answer.

1. Walked to the barn subject predicate
2. That tall tree subject predicate
3. My wonderful mother subject predicate
4. Crawled under the door subject predicate
5. It is the funniest subject predicate
6. The playful kangaroo subject predicate

Add a predicate to one of the sentences missing a predicate. Write the whole sentence on the line.

Add a subject to one of the sentences that is missing a subject. Write the whole sentence on the line.

Use two vocabulary words in each sentence.

perfection interrupted specific application communication
dispatcher bewildered giant moonboring compartment

The coach was _____ when the dummy
later performed to _____

The _____ made us spend the money a _____ way.

She filled out an _____ to be a police _____

The static _____ the _____ between dolphins.

The thermometer was _____ the temperature in the _____

Spelling Answers

1. Did the gauge indicate that the car was out of gas?
2. Did the race generate a lot of interest?
3. We arranged the pictures for the display.
4. Can you operate the microwave oven to cook the bacon?
5. The lazy boy hastily cleaned his room.
6. I was grateful the man spoke my language.
7. We will decorate for the party.
8. Did the author illustrate the book about puppies?
9. The weather forecast predicted a major storm.
10. A triangle has three angles.
11. Her story was very long and detailed.
12. "You won!" exclaimed the coach.

LA Answers

- | | | |
|----------------------------|--|--|
| 1. Walked to the barn. | <input type="radio"/> subject | <input checked="" type="radio"/> predicate |
| 2. The tall tree. | <input checked="" type="radio"/> subject | <input type="radio"/> predicate |
| 3. My wonderful mother. | <input checked="" type="radio"/> subject | <input type="radio"/> predicate |
| 4. Crawled under the door. | <input type="radio"/> subject | <input checked="" type="radio"/> predicate |
| 5. Is the funniest. | <input type="radio"/> subject | <input checked="" type="radio"/> predicate |
| 6. The playful kangaroo. | <input checked="" type="radio"/> subject | <input type="radio"/> predicate |

Answers vary for the sentences in the middle of the page.

The coach was bewildered when the clumsy skater performed to perfection.

The grant made us spend the money a specific way.

She filled out an application to be a police dispatcher.

The static interrupted the communication between stations.

The thermometer was monitoring the temperature in the compartment.

Lesson 14

Lesson Objectives

1. Students will match spelling words to clues. (S)
2. Students will recognize main ideas of paragraphs. (L)
3. Students will continue reading the story *Super Pork and the Three Little Pigs*. (R)
4. Students will begin writing a story. (CW)
5. Students will copy sentences neatly and correctly. (H)

Materials

Spelling Workbook
Language Workbook
Reading Book 1: *Super Pork and the Three Little Pigs*

Teaching

1. Have students look at the spelling workbook page. **Find and spell the spelling words that have a /j/ sound.** (gauge, language, arranged, generate) **Find and spell the spelling words that rhyme with ate.** (decorate, generate, illustrate, indicate, operate) **What other word contains a-t-e?** (grateful) **Find and spell the words that spells the long a sound the same as in the word rain.** (exclaim, detailed)

The spelling book has other clues for words. Match the clues to the spelling words.

2. Review paragraphs. **A paragraph has a main idea and sentences that tell more about it. Many times, the main idea is the first sentence in the paragraph. The main idea doesn't have to be the first sentence. Read the two paragraphs on the top part of the language workbook page.**

Choose the main idea from the four choices. Fill in the circles.

The next section of the workbook page has two paragraphs that are missing main ideas. Complete the paragraphs by adding main ideas.

At the bottom of the page is a list of main ideas. Choose one and write a paragraph. You can write your main idea if you do not want to use one from the list.

3. Students answer questions about the first chapter of *Super Pork and the Three Little Pigs*.

What was the problem on the farm? (The farmer needed money.)

How did Super Pork get money? (He applied for a grant.)

What came in the box? (a supercharged tractor)

What plan did the birds have? (They started a big bad wolf monitoring service.)

Do you think the monitoring service will be successful?

Read chapter 2 to find out.

4. *Super Pork and the Three Little Pigs* takes a familiar story and gives it a different twist. **What are some other familiar stories like *The Three Little Pigs*?** (The Three Bears, Little Red Riding Hood, etc.)

Pick a familiar story and change it. Add a new character or a new plot. Write a new story.

5. Use the handwriting sheet or have the children write the following sentences:

We hastily decorated the new display case.
She arranged the illustration in a specific order.

Use the clues to find the spelling words. A list is in the box.

angles arranged bacon decorate detailed display
exclaim gauge generate grateful hardly illustrate
indicate language lazy major operate rain

It's the way you speak. _____
A slice of pork _____

To make a drawing for a book _____
Moved too quickly to be wise _____

To have placed in a certain order _____
To point out _____

Wow! Fantastic! Look out! _____
Any device for measuring _____

To create _____
Someone who won't work it _____

Thankful _____
Surgery _____

To prepare a room for a celebration _____
The space between two lines that share a point _____

Lots of details _____
To show or exhibit _____

Moving fast to be winners _____
Greater in size or importance _____

Read the paragraph. Find the main idea. Fill in the circle.

My neighbor has a large garden. She doesn't grow fruits or vegetables. My neighbor grows all kinds of flowers. The big yellow ones are my favorite.

What is the main idea?
 I like yellow flowers.
 My neighbor has a flower garden.
 Lots of vegetables are in the garden.
 Flowers are easy to grow.

A strange car pulled up in our driveway. Then I noticed the driver. It was my dad. He had bought a brand new car.

What is the main idea?
 A strange car parked in our driveway.
 I noticed the driver.
 My dad is a safe driver.
 Dad bought a new car.

Write a main idea for these paragraphs.

The monkeys swung happily from trees. An alligator rested peacefully in the pool of water. Even the sun seemed to enjoy gazing on a breeze.

On the first day, we drove ten hours. Over the next seven days I traveled to seven states. Our family saw lots of interesting sights. I hope we do this again next summer.

Write a paragraph for one of these main ideas or make up one of your own. Add supporting ideas.

I like to play sports. The box was full of toys. The girl has a new skateboard.
Every child wants a pet. I looked for a book. We went to the lake.

Spelling Answers

It's the way you speak.

language

To make a drawing for a book

illustrate

To have placed in a certain order

arranged

Wow! Fantastic! Look out!

exclaim

To create

generate

Thankful

grateful

To prepare a room for a celebration

decorate

Lots of details

detailed

Moving fast to be winners

races

A slice of pork

bacon

Moved too quickly to be wise

hastily

To point out

indicate

Any device for measuring

gauge

Someone who won't work is

lazy

Surgery

operate

The space between two lines that share a point

angles

To show or exhibit

display

Greater in size or importance

major

LA Answers

What is the main idea?

- I like yellow flowers.
- My neighbor has a flower garden.
- Lots of vegetables are in the garden.
- Flowers are easy to grow.

What is the main idea?

- A strange car parked in our driveway.
- I noticed the driver.
- My dad is a safe driver.
- Dad bought a new car.

Answers vary.

Lesson 15

Lesson Objectives

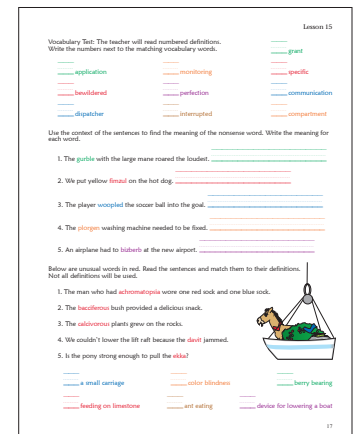
1. Students will take a spelling test. (S)
2. Students will take a vocabulary test. (L)
3. Students will determine the meaning of words from the context. (L)
4. Students will finish reading the story *Super Pork and the Three Little Pigs*. (R)
5. Students will copy sentences neatly and correctly. (H)

Materials

Language Workbook

Reading and Writing Book: *Super Pork and the Three Little Pigs* evaluation

Reading Book 1: *Super Pork and the Three Little Pigs*



Teaching

1. Students will take a spelling test using their own paper. Dictate the words to the students.
Spelling word list:
1. decorate, 2. generate, 3. angles, 4. gauge, 5. arranged, 6. hastily, 7. operate, 8. exclaim, 9. indicate, 10. illustrate, 11. detailed, 12. major, 13. grateful, 14. display, 15. bacon, 16. lazy, 17. races, 18. language
2. Students will record their answers to a vocabulary test on the top of the language workbook page. Read the descriptions below, along with the numbers. Students will write the number next to the word that fits the description.
 1. **As best as can be** (perfection)
 2. **Money given for a purpose** (grant)
 3. **Someone who tells others where to go** (dispatcher)
 4. **Talking or writing** (communication)
 5. **Confused** (bewildered)
 6. **An enclosed space** (compartment)
 7. **A kind of form used to ask for something** (application)
 8. **One thing in particular** (specific)
 9. **Watching over something** (monitoring)
 10. **Stopped from doing something** (interrupted)
3. **What is a moozle?** (Students shouldn't know because it is a nonsense word.) **Let me read a sentence: The moozle hissed at the dog and meowed. What would you guess a moozle is? (a cat) Moozle is a nonsense word. How did you decide what it meant? (It acted and sounded like a cat.)**

Sometimes there are enough other details in a sentence that you can get a good idea of the meaning of an unknown word.

Look at the next section on the language workbook page. The underlined words in color print are nonsense words. Write the meaning of the word using the context.

At the bottom of the page are sentences with five real words that are unusual words printed in red. Match the sentence numbers to the definitions at the bottom of the page.

4. Students answer questions about the second chapter of *Super Pork and the Three Little Pigs*.

Was Super Pork able to scare away the wolf? (yes)

What happened to the first pig's house? (It burst into flames.)

What happened to the second pig's house? (It shattered from a sonic boom.)

How do you think Mort felt about his work?

Have you ever tried to do something good that didn't work out as well as you hoped? Tell me about it.

There's still one pig house left. Do you think things will turn out better? Read chapter 3 to find out.

After reading the story, have students complete the evaluation for the story on the reading and writing sheet.

Have students read or continue writing the stories they wrote in lesson 14.

5. Use the handwriting sheet or have the children write the following sentences:

The compartment had some unusual angles.

Your application indicated that you had experience.

LA Answers

7 application

5 bewildered

3 dispatcher

9 monitoring

1 perfection

10 interrupted

2 grant

8 specific

4 communication

6 compartment

1. The gurble with the large mane roared the loudest. lion

2. We put yellow fimzul on the hot dog. mustard

3. The player wooped the soccer ball into the goal. kicked

4. The plorgen washing machine needed to be fixed. broken

5. A airplane had to bizberb at the new airport. land

5 a small carriage

3 feeding on limestone

1 color blindness

ant eating

2 berry bearing

4 device for lowering a boat

RW Answers

1. Answers vary.

(Sample answers for #2-3)

2. He wouldn't eat them if it cost him money.

3. The wolf ate the pigs. There was no Super Pork.

4. Answers vary.

Lesson 46

Lesson Objectives

1. Students will preview the spelling list. (S)
2. Students will write forms of irregular verbs. (L)
3. Students will learn vocabulary words. (L)
4. Students will continue reading a story. (R)
5. Students will copy sentences neatly and correctly. (H)

Materials

Spelling Workbook
 Language Workbook
 Reading Book 1: *Wallpaper Island*

Teaching

1. Students should turn to the lesson 46 page in the spelling workbook. Ask students to preview the spelling list. **What do all the words have in common? There are actually two groups. It may not be as easy to see as in other lessons.** (They all have a soft consonant sound: soft *c* or soft *g*.) Ask questions to help students preview the list: **Look at the words. Are there any unfamiliar words? Read the words and find the soft consonant sound. What letter comes after the soft *c* or soft *g*?**

Have students close the book and prepare a piece of paper for a pre-test, numbering from 1 to 18.
 Word list:

1. disgrace, 2. engine, 3. fancy, 4. agent, 5. cedar, 6. circle, 7. surgeon,
8. decide, 9. exercise, 10. facial, 11. advice, 12. social, 13. cottage,
14. damage, 15. exchange, 16. absence, 17. introduce, 18. exaggerate

Use the top section of the spelling workbook page. **Write the spelling words on the lines in alphabetical order.**

Divide the four words at the bottom of the page into syllables.

2. **What is an irregular verb?** (a verb whose spelling changes with tense or number)
Most verbs can form their past tense by adding *-ed*. You change the spelling of irregular verbs to form the past tense.


Write the words *wake*, *take*, and *keep*. **These are all irregular verbs. What is the past tense of each of them?** (woke, took, kept) Write the words or have students write them. **How did the spelling change in each word?**

Language workbook page: **Write the past tense of each of the irregular verbs on the top section. On the middle section, change the sentences to past tense. The sentences have irregular verbs. Two of the sentences have helping verbs that will be dropped. Write the sentences on the lines.**

Word List Write the words in alphabetical order.

| | | | |
|----|------------|----|--|
| 1 | disgrace | 30 | |
| 2 | engine | 31 | |
| 3 | fancy | 32 | |
| 4 | agent | 33 | |
| 5 | cedar | 34 | |
| 6 | circle | 35 | |
| 7 | surgeon | 36 | |
| 8 | decide | 37 | |
| 9 | exercise | 38 | |
| 10 | facial | 39 | |
| 11 | advice | 40 | |
| 12 | social | 41 | |
| 13 | cottage | 42 | |
| 14 | damage | 43 | |
| 15 | exchange | 44 | |
| 16 | absence | 45 | |
| 17 | introduce | 46 | |
| 18 | exaggerate | 47 | |

Divide the words into syllables.

 engine en-gine

exercise _____

introduce _____

damage _____

Irregular Verbs
 Most verbs form the past tense by adding the suffix *ed*. A verb is irregular if the verb is changed in other ways to form the past tense. Usually a vowel is changed.
 Write the past tense of these verbs.

| | | | | | |
|-------|-------|--------|-------|-------|-------|
| begin | _____ | come | _____ | break | _____ |
| draw | _____ | throw | _____ | grow | _____ |
| ring | _____ | feed | _____ | sing | _____ |
| think | _____ | forget | _____ | give | _____ |

Write these sentences with irregular verbs as past tense.

1. The lion rides in the fancy buggy.
2. He will pay for the damage.
3. She can make a circle out of cedar.

Match the vocabulary word to the clue.

| | | | |
|----------------|-------|-------------------------------|-------|
| 1. Tiredness | _____ | 6. Person who oversees work | _____ |
| 2. Over there | _____ | 7. A kind of red pepper plant | _____ |
| 3. Bend easily | _____ | 8. A kind of green plant | _____ |
| 4. Hardworking | _____ | 9. A circle around a globe | _____ |
| 5. A payment | _____ | 10. A fenced area for horses | _____ |

contribution broussai fatigue equator pimento
 lumber packback supervisor fireless yonder

Lesson 46

3. Introduce vocabulary. Students will be introduced to the meanings of the words on the language workbook page.

contribution, broccoli, fatigue, equator, pimento, limber, paddock, supervisor, tireless, yonder

Ask students if they can tell you what each word means or can use the word in a sentence. If a word is completely unknown to students, have them find the word in a dictionary and read the definition.

Language workbook: **On the bottom section of the workbook, match the words to the clues. Use a dictionary if needed.**

4. Continue the story *Wallpaper Island*. Ask questions about chapter 14 before assigning chapter 15.

Why didn't Joshua go with her? (He said he needed to stay safe to continue providing for the people in the cave.)

That wasn't the only reason. It had something to do with what Hannah was learning about herself. What do you think that was? (She had courage and was capable of standing up to someone who was wrong.)

Who do you think the woman in the bed is? (Answers vary.)

Who came up with a rescue plan? (Teeko) What was it? (create a diversion)

After getting hit by a spear, do you think Hannah is all right? Why or why not? Read chapter 15 to find out.

5. Use the handwriting sheet or have the children write the following sentences:

We decided to put the horses in the paddock.

The fancy olive had a pimento tucked inside it.

Spelling Answers

| | | | |
|---|----------|----|------------|
| 1 | absence | 10 | engine |
| 2 | advice | 11 | exaggerate |
| 3 | agent | 12 | exchange |
| 4 | cedar | 13 | exercise |
| 5 | circle | 14 | facial |
| 6 | cottage | 15 | fancy |
| 7 | damage | 16 | introduce |
| 8 | decide | 17 | social |
| 9 | disgrace | 18 | surgeon |

exaggerate ex-ag-ger-ate

introduce in-tro-duce

exercise ex-er-cise

damage dam-age

LA Answers

| | | | | | |
|-------|-------|--------|--------|-------|-------|
| begin | began | come | came | break | broke |
| draw | drew | throw | threw | grow | grew |
| ring | rang | feed | fed | sing | sang |
| drink | drank | forget | forgot | give | gave |

1. The lion rides in the fancy buggy.

The lion rode in the fancy buggy.

2. He will pay for the damages.

He paid for the damages.

3. She can make a circle out of cedar.

She made a circle out of cedar.

- | | | | |
|----------------|--------------|-------------------------------|------------|
| 1. Tiredness | fatigue | 6. Person who oversees work | supervisor |
| 2. Over there | yonder | 7. A kind of red pepper plant | pimento |
| 3. Bend easily | limber | 8. A kind of green plant | broccoli |
| 4. Hardworking | tireless | 9. A circle around a globe | equator |
| 5. A payment | contribution | 10. A fenced area for horses | paddock |

Lesson 47

Lesson Objectives

1. Students will review spelling words. (S)
2. Students will recognize synonyms of spelling words. (S & L)
3. Students will review irregular verbs. (L)
4. Students will distinguish between confusing verbs. (L)
5. Students will write vocabulary words. (L)
6. Students will continue reading *Wallpaper Island*. (R)
7. Students will create a sequence of events. (R)
8. Students will copy sentences neatly and correctly. (H)

Materials

Spelling Workbook
 Language Workbook
 Reading and Writing Book: *Wallpaper Island* Rescue Sequence
 Reading Book 1: *Wallpaper Island*

Teaching

1. Begin with a review of the spelling word list. Have students say and spell the spelling words:

1. disgrace, 2. engine, 3. fancy, 4. agent, 5. cedar, 6. circle, 7. surgeon, 8. decide, 9. exercise, 10. facial, 11. advice, 12. social, 13. cottage, 14. damage, 15. exchange, 16. absence, 17. introduce, 18. exaggerate

Next, introduce the workbook page. Write the spelling words *surgeon* and *absence*. **Using the letters in these two words combined; can you spell the word *bear*? The letters can be in any order from the spelling words.** (Yes, b-e-a from absence, r from surgeon.) **Can you spell the word *great*?** (No, there is no t.)

On the top section of the spelling workbook page are boxes with sets of spelling words. Under the sets of words are lists of words. Which words can be spelled from the letters in the sets of spelling words? Mark *yes* if the word can be spelled from the spelling words. Mark *no* if the word cannot be made from just the letters in the set of spelling words.

2. Read the sentences on the bottom section of the spelling workbook page. The underlined words are synonyms for a spelling word. Write the spelling word that could take the place of the underlined word in each sentence.


3. **How do most verbs form their past tense? (by adding *-ed*) In the last lesson, you found the past tense of irregular verbs. Do you form the past tense of irregular verbs by adding *-ed*? (no) Most of the time you form the past tense of irregular verbs by changing the spelling. There are a few irregular verbs whose spelling does not change at all, except for adding an *-s* in the present tense.**

Look at the sample sentences at the top of the language workbook page for lesson 47. Read the list in the box. These are all regular verbs that keep the same spelling in all the tenses, except adding *-s* in the present tense.

Can the words in the list be made from the letters in each set of two spelling words? Fill in the circle if yes. Fill in the square if no.

| | | | |
|--|--|--|--|
| disgrace engine | fancy agent | cedar circle | surgeon decide |
| yes <input type="checkbox"/> no <input type="checkbox"/> <input type="checkbox"/> grease <input type="checkbox"/> drain <input type="checkbox"/> circus <input type="checkbox"/> signed | yes <input type="checkbox"/> no <input type="checkbox"/> <input type="checkbox"/> center <input type="checkbox"/> infant <input type="checkbox"/> sage <input type="checkbox"/> tyngst | yes <input type="checkbox"/> no <input type="checkbox"/> <input type="checkbox"/> deer <input type="checkbox"/> creek <input type="checkbox"/> reader <input type="checkbox"/> driver | yes <input type="checkbox"/> no <input type="checkbox"/> <input type="checkbox"/> ironed <input type="checkbox"/> recess <input type="checkbox"/> drench <input type="checkbox"/> generous |
| exercise facial | advice social | cottage damage | exchange absence |
| yes <input type="checkbox"/> no <input type="checkbox"/> <input type="checkbox"/> fruable <input type="checkbox"/> cream <input type="checkbox"/> fierce <input type="checkbox"/> excite | yes <input type="checkbox"/> no <input type="checkbox"/> <input type="checkbox"/> voice <input type="checkbox"/> solar <input type="checkbox"/> being <input type="checkbox"/> deal | yes <input type="checkbox"/> no <input type="checkbox"/> <input type="checkbox"/> toggle <input type="checkbox"/> game <input type="checkbox"/> dogmatic <input type="checkbox"/> goat | yes <input type="checkbox"/> no <input type="checkbox"/> <input type="checkbox"/> cheese <input type="checkbox"/> beach <input type="checkbox"/> hexagon <input type="checkbox"/> branch |

Write a spelling word to take the place of the underlined word and change the meaning the least.

1. Did the man overstate the size of the fish? _____ 
2. The small cabin was delightful. _____
3. The car's motor made a clanking sound. _____
4. The doctor took out my tonsils. _____
5. The puppy felt shame when it was punished. _____
6. The tree smashed the roof. _____

absence
cedar
cottage
damaged
decide
disgrace
engine
exaggerate
introduce
surgeon

Irregular Verbs
 Some verbs do not change at all with the tense.
 Future: I will cut the bread.
 Present: He cuts the bread.
 Perfect Present: I have cut the bread.
 Past: I cut the bread last time.

Choose one of the words from the list. Write four sentences using four different tenses.


beat burst cast fit hit hurt let put rid set shed sit split

Confusing Verbs
 Many times the present tense verbs set and sit are confused. Sit means to be seated. Set means to put or place.
 The present tense verbs lay and lie are often confused with each other. No, lie means to recline. Lay means to place in the present tense, but it is also the past tense of lie.

| | |
|-----|--------------|
| Set | Meaning |
| set | to place |
| set | to be seated |
| lay | to place |
| lay | to recline |

Fill in the correct words.

1. The family _____ at the table. set sit
2. The table is _____ with cups and plates. set sit
3. The waitress _____ the food on the cloth. lays lie
4. He _____ the money on the table, then left. lay laid
5. They like to _____ down for a nap after eating. lay lie



Choose one of these words and write a sentence in the four tenses. Write them in the same order as the example: future, present, perfect present, and past tense. Remember the perfect present tense uses *have* or *has* as helping verbs. The future tense will need a helping verb too.

4. Some verbs are often confused. Read about them on the workbook page. Fill in the correct verb in the five sentences. The choices are at the end of the sentences. You may use the chart above the picture to help you.
5. Read the sentences containing vocabulary words. Students will write just the vocabulary words. The sentences will be similar to the sentences in the next lesson on the language workbook page. The suffixes may have changed in the sentences. (You may allow students to view their vocabulary lists if necessary.)

1. The paddock is over yonder.
2. My contribution is the cookies.
3. The olive had a red pimento.
4. The tireless supervisor worked hard.
5. This is a broccoli salad.
6. Her muscles were not limber because of fatigue.
7. The equator passes through South America.

6. Ask questions about chapter 15 of *Wallpaper Island*.

Why was it important that Hannah obeyed Joshua and kept the carrots? (It protected her from the spear. It gave her something to feed the rabbit.)

What would it be like to ride a giant rabbit? (Answers vary.)

Why do you think all the villagers were so afraid of the rabbit? (Answers vary.)

Do you think Hannah will be captured? Read chapter 16 to find out.

7. Put the order of events in Teddy's rescue in order. Use the reading and writing sheet. The events are from chapters 14 and 15. You may use your book to help find the answers. Write numbers in the boxes to create a graphic organizer for the sequence of events.
8. Use the handwriting sheet or have the children write the following sentences:

The agent introduced us to the movie star.

"Take the yonder road to reach the cottage," said the old man.

LA Answers

Answers vary for handwritten sentences.

1. The family sat at the table. set sat
2. The table is set with cups and plates. set sit
3. The waitress lays the food on the cloth. lays lies
4. He laid the money on the table, then left. lay laid
5. They like to lie down for a nap after eating. lay lie

Lesson 47

Spelling Answers

| | | | |
|--|--|---|---|
| <p>disgrace engine</p> <p>yes no <input checked="" type="radio"/> <input type="checkbox"/> geese <input checked="" type="radio"/> <input type="checkbox"/> drain <input type="radio"/> <input checked="" type="checkbox"/> circus <input checked="" type="radio"/> <input type="checkbox"/> signed</p> | <p>fancy agent</p> <p>yes no <input type="radio"/> <input checked="" type="checkbox"/> center <input type="radio"/> <input checked="" type="checkbox"/> infant <input checked="" type="radio"/> <input type="checkbox"/> cage <input checked="" type="radio"/> <input type="checkbox"/> cygnet</p> | <p>cedar circle</p> <p>yes no <input checked="" type="radio"/> <input type="checkbox"/> dear <input type="radio"/> <input checked="" type="checkbox"/> creek <input checked="" type="radio"/> <input type="checkbox"/> reader <input type="radio"/> <input checked="" type="checkbox"/> driver</p> | <p>surgeon decide</p> <p>yes no <input checked="" type="radio"/> <input type="checkbox"/> ironed <input type="radio"/> <input checked="" type="checkbox"/> recess <input type="radio"/> <input checked="" type="checkbox"/> drench <input checked="" type="radio"/> <input type="checkbox"/> generous</p> |
| <p>exercise facial</p> <p>yes no <input type="radio"/> <input checked="" type="checkbox"/> fixable <input type="radio"/> <input checked="" type="checkbox"/> cream <input checked="" type="radio"/> <input type="checkbox"/> fierce <input type="radio"/> <input checked="" type="checkbox"/> excite</p> | <p>advice social</p> <p>yes no <input checked="" type="radio"/> <input type="checkbox"/> voice <input type="radio"/> <input checked="" type="checkbox"/> solar <input type="radio"/> <input checked="" type="checkbox"/> living <input checked="" type="radio"/> <input type="checkbox"/> dial</p> | <p>cottage damage</p> <p>yes no <input type="radio"/> <input checked="" type="checkbox"/> toggle <input checked="" type="radio"/> <input type="checkbox"/> game <input type="radio"/> <input checked="" type="checkbox"/> dogmatic <input checked="" type="radio"/> <input type="checkbox"/> goat</p> | <p>exchange absence</p> <p>yes no <input checked="" type="radio"/> <input type="checkbox"/> cheese <input checked="" type="radio"/> <input type="checkbox"/> beach <input type="radio"/> <input checked="" type="checkbox"/> hexagon <input type="radio"/> <input checked="" type="checkbox"/> branch</p> |

RW Answers

9
5
8
2
11
1
4
10
6
12
7
3

1. Did the man overstate the size of the fish? exaggerate

2. The small cabin was delightful. cottage

3. The car's motor made a clanking sound. engine

4. The doctor took out my tonsils. surgeon

5. The puppy felt shame when it was punished. disgrace

6. The tree smashed the roof. damaged

Lesson Objectives

1. Students will review spelling words. (S)
2. Students will proofread sentences. (S)
3. Students will learn about gerunds. (L)
4. Students will complete sentences using vocabulary words. (L)
5. Students will continue reading a story. (R)
6. Students will create a story sequence. (R & W)
7. Students will copy sentences neatly and correctly. (H)

Materials

Spelling Workbook
 Language Workbook
 Reading Book 1: *Wallpaper Island*

Teaching

1. Begin with a review of the spelling word list. Have students say and spell the spelling words:

1. disgrace, 2. engine, 3. fancy, 4. agent, 5. cedar, 6. circle, 7. surgeon,
8. decide, 9. exercise, 10. facial, 11. advice, 12. social, 13. cottage,
14. damage, 15. exchange, 16. absence, 17. introduce, 18. exaggerate

Next, introduce the spelling workbook activity. **When you add suffixes to words that end with a soft *c* or *g* sound and silent *e*, the silent *e* is kept if the suffix does not begin with *e* or *i*. This keeps the *c* or *g* soft. Look at the examples on the spelling workbook page.**

Add suffixes to the spelling words on the top section of the page.

2. Use the bottom section of the spelling workbook page. **Proofread the sentences. Write them correctly on the lines.**
3. Write the word *walking*. **Is this word a verb or a noun? (Answers may vary.) Usually, it is a verb, but the word *walking* can be used as a noun. Most words that end with *-ing* are used as verbs. If it's used as a noun it's called a gerund.**

You can find a clue in a sentence if you see a be verb. If a be verb comes before the *-ing* word, it will usually be a verb, unless the sentence is a question and the be verb begins the sentence.

On the top section of the language workbook page, fill in the square to mark your answer. Is the *-ing* word used as a noun or a verb?

Write a sentence about the bear in the car. Choose one of the gerunds to use in the sentence: driving, honking, or traveling.

4. Review the vocabulary list. Have students look at the vocabulary list and state a brief definition of each vocabulary word. Next, have the students complete sentences on the bottom section of the language workbook page using the vocabulary words.

The suffixes *-ed* and *-ing* can be added to words to change the way they are used in sentences.


If a word ends with a *c* or *g* and silent *e*, *add -ed* or *-ing* unless the suffix begins with *e* or *i*. The silent *e* stays the *c* or *g* soft.

knowledge knowledgeable
 slice slicing

Add the suffixes to these words:

| | | |
|----------------|---------------|-----------------|
| disgrace + ful | damage + ing | exchange + able |
| introduce + ed | damage + able | introduce + ing |


Proofread the sentences. Write them correctly on the lines.

the sports car had a fancy engine 

the agent gave us good advice

we decided to exercise everyday

did the cottage have cedar panelling

we decided dancing was good exercise 

Gerund

A gerund is a noun that ends with *-ing*. Words that end with *-ing* are usually verbs. Sometimes they are used as nouns. If a be verb comes before the *-ing* word, you know it's a verb.

Is the *-ing* word a verb or a noun? Fill in the square.

| | | |
|--|-------------------------------|-------------------------------|
| 1. Dribbling is a skill. | <input type="checkbox"/> noun | <input type="checkbox"/> verb |
| 2. The player is dribbling. | <input type="checkbox"/> noun | <input type="checkbox"/> verb |
| 3. We loved exercising. | <input type="checkbox"/> noun | <input type="checkbox"/> verb |
| 4. Exercising is good for you. | <input type="checkbox"/> noun | <input type="checkbox"/> verb |
| 5. He is exercising now. | <input type="checkbox"/> noun | <input type="checkbox"/> verb |
| 6. They are introducing us to the surgeon. | <input type="checkbox"/> noun | <input type="checkbox"/> verb |

Use one of these *-ing* words as a gerund in a sentence to match the bear in the car picture: driving, honking, traveling.

Example: Spending is against the law.

Use vocabulary words in the sentences.

contribution brocoli fattigue equator parents linear paddock superior theater yonder

A red _____ was stuffed in the olive.

My muscles were not very _____ because of _____.

The gate to the _____ is over _____ by the barn.

What countries do the _____ pass through?

Baking cookies was my _____ to the dinner.

The _____ was _____ during work hours.

The dark green part of the salad is _____.

Lesson 48

5. Review chapter 16 of the story and prepare to read chapter 17.

What was Fuzzbundle's plan to help Hannah? (He led the rabbit back to the cave. The rabbit was able to dig away the rocks from the avalanche.)

Teddy said that having courage is a choice. Do you agree with that? Why or why not.

Was Teddy's speech to the cave people effective? (yes) How do you know? (They left the cave. They jumped off the cliff onto the trampoline.)

Do you think the cave people will have enough courage to rescue Hannah?

Read chapter 17 to find out.

6. **In the last lesson, you put a sequence of events for Teddy's rescue in order. How might it have been different if the Great Beast was a different animal? Write a sequence of events for Teddy's rescue if Hannah had discovered a different animal in the hut. Begin with Hannah landing on the roof. Include at least five events in the sequence.**

You may choose any animal. Some suggestions might include a skunk, porcupine, giraffe, mouse, eagle, or tiger.

Students will write the sequence on their own paper. You may have them create a graphic organizer with the sentences written in boxes as a flow chart.

You may also ask students to draw illustrations for the rescue with the different animal.

7. Use the handwriting sheet or have the children write the following sentences:

We stretched to get limber before exercising.

His animated facial expressions told us he was exaggerating.

Lesson 49

Lesson Objectives

1. Students will match spelling words to clues. (S)
2. Students will recognize synonyms and antonyms. (L)
3. Students will edit writing to more effectively use be verbs. (L & W)
4. Students will continue reading *Wallpaper Island*. (R)
5. Students will copy sentences neatly and correctly. (H)

Materials

Spelling Workbook
Language Workbook
Reading Book 1: *Wallpaper Island*

Teaching

1. Have students look at the spelling list on the top of the lesson 49 spelling workbook page. **Find and spell the spelling words that end with a soft *c* sound.** (disgrace, advice, absence, introduce) **Find and spell the spelling words that begin with a soft *c* sound.** (cedar, circle) **Find and spell the words that have a soft *c* sound that is not at the beginning or end of the word.** (fancy, decide, exercise, facial, social) **Find and spell the words that end with a soft *g* sound.** (cottage, damage, exchange) **Find and spell the words that have a soft *g* sound that is not at the end of the word.** (engine, agent, surgeon, exaggerate)

Match the clues to the spelling words on the workbook page. Write the words on the lines.


2. Use the top section of the language workbook page. **Read the sentences. At the end of each sentence is an extra word. Is that word a synonym or antonym of the underlined word in the sentence? Fill in the circles to mark your answers.**
3. **When you write, you should not use too many be verbs together. Look at the bottom section of the workbook page. Read about using be verbs.**

Once they have read that, ask students these questions. **Why is it better to use fewer be verbs?** (They aren't action verbs, so they can make writing less interesting.)

Compare the two paragraphs about the stork. How did the second sentence change? (The word *was standing* became stood.)

Read the paragraph about the secretary. Rewrite it using fewer be verbs. Eliminate at least 3 be verbs.

Use the clues to find the spelling words. A list is in the box.

| | |
|--|---|
| disgrace engine fancy agent cedar circle suggest decide exercise facial advice social cottage damage exchange absence introduce exaggerate |  |
| To cause people to meet for the first time | To bring shame |
| Information given to make a decision | A kind of tree or wood |
| Run, jog, play sports | Harm |
| A small house | Choose |
| To trade one thing for another | Round |
| Someone who represents someone else | Time with friends |
| To stretch the truth | Missing, not here |
| A doctor that operates | Of the face |
| It supplies power to a vehicle | Skillfully made |

Read the sentence with an underlined word and an extra word. Is the extra word a synonym or antonym?

1. The donation was helped pay for the food. Contribution synonym antonym
2. The motor was making a funny sound. Engine synonym antonym
3. I felt fatigued after our vacation. Rested synonym antonym
4. Is the computer fixed? Damaged synonym antonym
5. The antique dishes were very fancy. Simple synonym antonym
6. The cottage was small, but nice. Cabin synonym antonym
7. My knees were still limber after running. Stiff synonym antonym
8. We saw the bear on the yonder hill. Near synonym antonym

Too many be verbs



If you use too many *be* verbs in writing a story, it can become less interesting. *be* verbs aren't action verbs. Sometimes they are needless repetition, a sentence can have a greater impact on the reader if you do not use a *be* verb.

Too many be verbs: *I am. Are. Was. Were.*

Rewritten: *The bird again stood. It stood in a puddle. We were watching it. I enjoy learning about birds.*

Rewrite this paragraph. Eliminate at least 3 be verbs.

The woman is a secretary. She was speaking into a headset. She was taking a message. We were waiting to ask her a question.



4. Have students answer questions about chapter 17 of the story.

What was so unfair about Hannah’s trial? (She wasn’t allowed to speak. Nobody defended her.)
What crimes was she accused of? (destruction of property, aiding the enemy, and letting a really scary beast loose on the village)
How did the people in the cave change? (They showed courage. They came to rescue Hannah.)
What were the circles of death? (pineapple rings)
Why did the people think they were deadly? (Because two people died after eating them.)
What was Teddy’s true identity? (Prince of the village, Prince Theodore)
How do you think the village will change now?
What are the benefits of having courage?

There’s one chapter left in the story. What needs to happen in this chapter? (Hannah needs to get home.) **How do you think that will happen? Finish reading the story to find out.**
Read chapter 18.

5. Use the handwriting sheet or have the children write the following sentences:

The surgeon worked tirelessly to save the patient.
 Did the leaking water damage the cedar paneling?

LA Answers

Answers vary for handwritten sentences.

- | | | |
|---|--|--|
| 1. The donation helped pay for the food. Contribution | <input checked="" type="radio"/> synonym | <input type="radio"/> antonym |
| 2. The motor was making a funny sound. Engine | <input checked="" type="radio"/> synonym | <input type="radio"/> antonym |
| 3. I felt fatigued after our vacation. Rested | <input type="radio"/> synonym | <input checked="" type="radio"/> antonym |
| 4. Is the computer fixed? Damaged | <input type="radio"/> synonym | <input checked="" type="radio"/> antonym |
| 5. The antique dishes were very fancy. Simple | <input type="radio"/> synonym | <input checked="" type="radio"/> antonym |
| 6. The cottage was small, but nice. Cabin | <input checked="" type="radio"/> synonym | <input type="radio"/> antonym |
| 7. My knee was still limber after running. Stiff | <input type="radio"/> synonym | <input checked="" type="radio"/> antonym |
| 8. We saw the bear on the yonder hill. Near | <input type="radio"/> synonym | <input checked="" type="radio"/> antonym |

Lesson 49

Spelling Answers

To cause people to meet for the first time

introduce

Information given to make a decision

advice

Run, jog, play sports

exercise

A small house

cottage

To trade one thing for another

exchange

Someone who represents someone else

agent

To stretch the truth

exaggerate

A doctor that operates

surgeon

It supplies power to a vehicle

engine

To bring shame

disgrace

A kind of tree or wood

cedar

Harm

damage

Choose

decide

Round

circle

Time with friends

social

Missing, not here

absence

Of the face

facial

Skillfully made

fancy

Lesson Objectives

1. Students will take a spelling test. (S)
2. Students will take a vocabulary test. (L)
3. Students will review subject and predicate. (L)
4. Students will use conjunctive adverbs. (L)
5. Students will finish reading *Wallpaper Island*. (R)
6. Students will evaluate the story *Wallpaper Island*. (R)
7. Students will copy sentences neatly and correctly. (H)

Materials

Language Workbook
 Reading and Writing Book
 Reading Book 1: *Wallpaper Island*

Teaching

1. Students will take a spelling test using their own paper. Dictate the words to the students.
 Spelling word list:
 1. agent, 2. decide, 3. disgrace, 4. advice, 5. circle, 6. exchange,
 7. damage, 8. social, 9. exercise, 10. absence, 11. fancy, 12. cottage,
 13. introduce, 14. engine, 15. exaggerate, 16. cedar, 17. facial, 18. surgeon
2. Write a list of vocabulary words: *Contribution, broccoli, fatigue, equator, pimento, limber, paddock, supervisor, tireless, and yonder*. Give the definitions or clues and have students write the vocabulary word that matches it.
 1. A kind of green plant (broccoli)
 2. A kind of red pepper plant (pimento)
 3. Hardworking (tireless)
 4. Tiredness (fatigue)
 5. A person who oversees work (supervisor)
 6. A circle around the middle of the globe (equator)
 7. Over there (yonder)
 8. A payment (contribution)
 9. Bend easily (limber)
 10. A fenced area for horses (paddock)

3. We can talk about parts of sentences as subjects and predicates. What is the difference between the subject and predicate parts of sentences? (The subject is what or who is performing the action. The predicate tells what the subject does.)

Say or write the sentence: A blue truck stopped in front of the store.

What is the subject part? (a blue truck) **What is the predicate?** (stopped in front of the store.)

What's a compound sentence? (a sentence that combines two sentences)

A compound sentence will have two predicates and two subjects.

Look on the language workbook page. Look at the example. The example shows a compound sentence. The subjects are underlined. The predicates are circle. What are the subjects? (exercise, a good diet) **What are the predicates?** (is important for good health, is also important)

Read the next five compound sentences. Underline the subjects. Circle the predicates. Remember that each sentence will have two subjects and two predicates.

Sentences have subject and predicate parts. Compound sentences have two subjects and two predicates. Read the sentences. Underline the subjects. Circle the predicates.

Exercise important for good health, furthermore, a good diet is also important.

1. The fancy costume made her look like a princess; nevertheless, my mother had to exchange it.
2. My family liked the cottage; however, the roof needed to be replaced.
3. The girls said they liked the dress; yet, their facial expressions didn't show it.
4. My older sister asked my father for advice; unfortunately, she did not take it.
5. The engine sounded funny, but the car kept running.

Read the sets of sentences. Rewrite them as one sentence. Use a conjunctive adverb from the word list in the box.

also anyway besides certainly consequently
 finally furthermore however indeed likewise
 meanwhile moreover namely next nevertheless
 now otherwise similarly still then therefore

My little sister often exaggerates. I couldn't believe her.
 My little sister often exaggerates; therefore, I couldn't believe her.

1. We couldn't decide between a car or truck. We bought a boat.
2. We had a heavy snow. My uncle gave me a ride on a snowmobile.
3. I earned the money. My parents will let me spend it.

Lesson 50

4. On the bottom section of the language workbook, use conjunctive adverbs to write compound sentences. Look at the example as a reminder of how to punctuate the sentences. Replace the period from the first sentence with a semi-colon. Add a comma after the conjunctive adverb. Use a different conjunctive adverb in each sentence. The box contains a list of conjunctive adverbs.
5. Have students answer the questions about chapter 18.
What was the rule of the doors? (A door can only be opened once from each side.)
How did this create a problem for Hannah? (She had already opened the door once and changed her mind.)
Did Aunt Millie understand what had happened? (yes)
What are some things not only in this chapter, but the whole story that let you know? (There are several examples such as having the same names: Millicent, Fuzzbundle, Teddy. She tricked the locksmith into the pantry. She knew what key to give Hannah to the room, etc.)
If you were Hannah, would you tell your parents what happened?
How do you think they would react?
6. Use the reading and writing page. Students will answer the questions.
7. Use the handwriting sheet or have the children write the following sentences:

The supervisor gave the employees good advice.
My sister asked, "May I exchange the broccoli for chocolate?"

Wiggly Island! Evaluation Lesson 50

Answer the questions about the story.

Did you like this story? Why or why not?

What did Hannah learn in the story? How might you apply that lesson to your life?

Do you ever think Hannah will go back to the island? Why or why not?

If the warriors ever came back to the island, what do you think would happen? Why?

LA Answers

1. The fancy costume made her look like a princess; nevertheless, my mother had to exchange it.
2. My family liked the cottage; however, the roof needed to be replaced.
3. The girls said they liked the dress; yet, their facial expressions didn't show it.
4. My older sister asked my father for advice; unfortunately, she did not take it.
5. The engine sounded funny, but the car kept running.

Answers vary for handwritten sentences.

RW Answers

Answers vary.