

# **Lingua Mater,** Language Lessons from Literature

## **Answer Key and Teacher's Guide**

*What greater work is there than training the mind  
and forming the habits of the young.*

From Homily 60 in Matthew 18 by St. John Chrysostom

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# Unit 1 – Narrative Writing

## Review of the Parts of Speech

### Week One

#### Day 1

##### Initial Response to the Reading

The student writes his first impressions of the story. This may include whether he liked it; what things were important in the story; what lines struck him as funny, odd, interesting, or true; what questions remain at the end of the story; or what the story reminded him of. If the student answers without much thought, saying, for example, “It was nice,” encourage him to reflect further. Ask what was “nice” about it and ask that he give examples from the story to support his answer. The purpose of the initial response is to train the student to be an active reader, taking note of his thoughts as he reads. This skill, when habituated, will cross over into content area reading and improve comprehension. If the student is using the consumable supplement, he may jot down notes right in the margins of the text as he reads. He may underline or highlight particular passages as he reads. Then after finishing the story, he may reflect on his notes and write his first impressions based on the notes he took while reading. If the student is not using the supplement, he may slide a piece of paper next to the text and take notes on that paper as he reads.

Subsequent days’ lessons include *guided response* questions and activities that require the student to consider particular things in the text, such as author’s intent, descriptive writing, or connections to other stories.

On weeks when the student is presented with a painting, his initial response may include but is not limited to answers to the suggested questions at the bottom of the painting.

##### Grammar Study

Answers will vary. Here are some possible answers to compare with your student’s responses.

- A. 1. key, 2. furnace, 3. house, 4. clock, 5. water, 6. shirt, 7. car, 8. umbrella
- B. 1. mother, 2. saint, 3. policeman, 4. doctor
- C. 1. song, siren, wind, thunder
- D. 1. independence, truth, fear, joy, courage, justice
- E. Answers will vary.

#### Day 2

##### Guided Response

Student rereads and retells the story, then answers the questions about the story.

- a. Answers will vary. Perhaps the Sister meant that Christ will come at the end of time or that He comes to us in the Blessed Sacrament
- b. Answers will vary. Perhaps the author wants to say that we show our love for Christ by helping others. Perhaps the author wants to encourage us to help our neighbor.
- c. Student reads the passage.

- d. Answers will vary. The student might say that the story fully shows this Bible teaching since the Sisters helped the man who represented Christ. It's possible a student could say that the story only partly followed the teaching since it did not show the Sisters visiting the imprisoned or tending the sick. By further questioning the student about the main teaching of the passage, you may lead the student to see that the Sisters fulfilled the spirit of the teaching even if they did not perform every action.
- e. Answers will vary

**Grammar Study**

Answers will vary. Here are some possible answers to compare to your student's responses.

A. 1. beagle, 2. daisy, 3. skillet, 4. celery, 5. dictionary, 6. sedan

B. 1. teenagers, pizza; 2. Mary and Susan, pennies; 3. puppies, grass

C. Sample: All night the owls screeched in the pines over our tents.

**Day 3**

**Guided Response**

Virtue shown in this story is charity, love for neighbor.

**Grammar Study**

A. See chart below

Person	Place	Thing	Idea
Lord Jesus	asylum	words	
guest		grace	
boy		meals	
children		time	
Sister		words	
Our Lord		night	
we		supper	
him		table	
he		chair	
child		door	
I		clothing	
they		place	
man		way	
German			
someone			

B. Answers will vary. Here is a sample.

Noun in the story	More specific replacement	Useful to this story? (yes or no)
Child	Boy	yes
Clothing	Shirt	no

## Day 4

### Writing

Student writes the story of “The Guest” without looking back at the story.

### Grammar Study

A. 1. thing 2. person 3. thing 4. thing 5. person 6. thing 7. thing or place 8. person

B. Answers may vary. Here is a sample:

The children pulled their sleds up over the snowy hill. The chill wind whistled around their ears. With determination they trudged along. At the summit, the boys turned around to face the hill they had just climbed. Smiles spread across their frozen cheeks. With a whoop they jumped on the sleds and raced down the slope. Snow flew all around them. Fir trees streamed past them. The end came too soon. Covered with ice, they shuffled back to the cabin.

## Week 2

### Day 1

**Initial response:** Review guidelines for Day 1, Week 1 (see pg. 1).

### Grammar Study

A. 1. **he, him**, antecedent is **snail** (Although the word “his” does refer to snail, it is not a personal pronoun in this sentence, but a possessive adjective. If the student labels it as a pronoun, you may accept it, but there is no need to identify it in this exercise.)

2. **it**, antecedent is **tail**; **him**, antecedent is **squirrel**

3. **she**, antecedent is **Kristen**

4. **they**, antecedent is **men**; **it**, antecedent is **fire**

- B.**
1. **these**, antecedent is **books**
  2. **those**, antecedent is **paintings**
  3. **this**, antecedent is **landmass**
  4. **that**, antecedent is **home** (There is also a personal pronoun in this sentence: “him,” which replaces” boy.” If the student identifies it, you can accept it, explaining however, that it is a personal pronoun.)

## Day 2

### Guided Response

1. Student retells the anecdote orally and then writes it without looking back at the original.
2. Answers will vary. Perhaps: attention to detail, pride in his work, love of perfection.
3. Answers will vary slightly. Perhaps: Little things which seem unimportant all work together to make something right or beautiful.

### Grammar Study

**A.** Answers will vary. Here are some suggested answers:

- |          |         |
|----------|---------|
| 1. they  | 7. They |
| 2. he    | 8. he   |
| 3. It    | 9. he   |
| 4. they  | 10. he  |
| 5. these | 11. It  |
| 6. He    | 12. it  |

**B.** Answers will vary. Here are some suggestions:

1. They were looking for worms.
2. Their color brightened the dreary lane.
3. She sang a sweet lullaby.
4. It was a beautiful night.

## Day 3

### Guided Response

Student evaluates the retelling he wrote on Day 2, making changes if needed.

#### **Thinking and Conversation** (Discussion of perfection and trifles)

- a. Answers will vary. Student should explain his answer of yes or no; proper end of artwork is beauty, lifting of the soul to God.
- b. Answers will vary. Perhaps the pet brings enjoyment, love to owner.
- c. To live with God in heaven.
- d. Answers will vary. Student should explain his answer of yes or no.  
Thoughts for the parent: St. Thomas would probably agree with Michaelangelo; so would St. Therese. It is the little things that seem like trifles that build our way to our proper end, to heaven, that for which we were created.

## Grammar Study

Pronouns in the anecdote: he, you, I, I, I, these, it

(Please note that the student is not asked to find the possessive pronouns since that has not been covered in this course yet. The student may know them already and include the word “his” in his answer.)

Student should write what he thinks about the use of pronouns in the anecdote. He might say that if the pronouns had not been used, the use of nouns would be too repetitive.

## Writing

Student writes an anecdote about a person which shows a particular trait.

## Day 4

### Grammar Study

The student is asked to find five pronouns. These lists include all of them.

- a. he, him, he, he, he, him, him, he, it, him.
- b. she, he, her, she, him, he, her, he, he, he, he, I, you, he, me, he, him, he, him, he, I, she, me
- c. she, him, they, he, you, me, them, he, you

## Writing

a. Answers will vary. Here are possible answers.

**Pericles:** It shows his composure, his serenity, that he doesn't let the rudeness of others affect him.

**Sir William Napier:** It shows trustworthiness, loyalty.

**Blessed Virgin Mary:** It shows trust in God, compassion, caring.

b. Student writes a final draft of the anecdote he wrote on Day 3.

Student should underline the pronouns in his anecdote.

## Week 3

### Day 1

**Initial Response:** Review guidelines for Week 1, Day1 (see p. 1).

### Grammar Study

A. Student should use each adjective orally in a sentence. Answers will vary.

B. Answers will vary. Possible answers:

- |                            |                           |
|----------------------------|---------------------------|
| 1. red, juicy, fragrant    | 4. fierce, strong, deadly |
| 2. muscular, fast, brown   | 5. dark, moist, eerie     |
| 3. yellow, delicate, sweet | 6. peaceful, serene, holy |

C. Answers will vary.

## Day 2

### Guided response

Student first rereads the poem and then answers the questions

- a. The singer likes a rough sea. You can tell because he likes high waves and no fair wind.
- b. Answers will vary. Be sure that the student explains his choice.
- c. There is repetition of words, a certain rhythm.
- d. 1. Answers will vary. A mast can be gallant if it stands tall and braves the high seas.  
2. We leave behind England, sheltered as it is, but we go to where it is not sheltered.
- e. Answers will vary. Perhaps it is an old sailor who has seen many seasons on the sea and misses it; perhaps it is a young man who loves the adventure he has found on the sea.

### Grammar Study

- A. Answers will vary. Be sure the student adds at least one or more adjectives per sentence.
- B. Answers will vary. Encourage the student to add or change at least four adjectives.

## Day 3

### Guided Response

Test the student to see how much of the poem he has memorized.

### Grammar Study

- A. Underline the adjectives in the poem. You can decide whether to have your student identify the articles, which are listed below with the other adjectives.  
Verse 1: a, wet, a, flowing, the, white, rustling, the, gallant, the, gallant, my, the, free, the, good, Old, the  
Verse 2: a, soft, gentle, a, fair, the snoring, white, white, my, the, good, tight, free, the our, merry  
Verse 3: yon, horned, yon, the, The, The, my, The, the, hollow, our, Our, the
- B. Answers will vary. If the student is having trouble thinking of other adjectives to put in, allow him to change other words in the verse as well to make it easier. Here is a possible revision:

*“O for a fierce and howling wind!”*

*I heard a bold one cry;*

*But give to me the gentle breeze*

*And no waves heaving high;*

*And no waves heaving high, my lads,*

*The new ship stout and fair, -*

*The world of waters is our home,*

*And homebound men are we.*



How has the meaning of the verse changed? Answers will vary based on the choices the student made.

C. Student reads the passage from *Two Years Before the Mast* and then answers questions.

1. Student should decide which he likes better. Be sure the student gives reasons for his choice.
2. happy to have work to do, singing makes their hard work go easier
3. Answers will vary. He longs for the adventure of the sea, or his heart is full of love of the sea.
4. Answers will vary. Perhaps it helps to ease the tension; singing makes you feel good; your heart feels free, etc.

### Writing

The student will plan to write his own poem. He should make lists of nouns, adjectives, and verbs to describe his chosen topic. He will write the poem on Day 4.

### Day 4

#### Guided Response

Student should try to recite the poem from memory today.

#### Grammar Study

- A. Identify adjectives: several, immense, irregular, deep, indigo, the, largest, our, every, deep-blue, high, fresh, sparkling, this, immense, deep (although we have not
- B. Answers will vary. Make sure the student adds at least one or two adjectives to each sentence.
- C. Adjectives: golden, awing, liquid  
Answers will vary. She might be saying that music lifts us heavenward like the birds or that music brings us peace.

### Writing

Student will write a poem using “A Sea Song” as a model and using the word lists he made on Day 3. A pattern frame is provided in the text. A complete sample poem is printed below.

#### “Song of a Woodland Fairy”

- A bubbling  
adjective
- fountain  
noun
- and a greenwood  
adjective
- slide  
noun
- A sprite  
noun
- that dances  
action word
- lightly  
modifier
- And sings  
action word
- the bright  
adjective
- and lovely  
adjective
- tune  
noun
- And catches  
action word
- the glistening  
adjective
- dew  
noun
- And catches  
action word
- the glistening  
adjective
- dew  
noun
- my dears  
noun

While, like the sunlight bright  
noun adjective  
Away the spritely fairies fly and flit  
adverb adjective noun action word action word  
Happy sunbeams on the wind.  
Adjective noun noun

(composed by Cecilia Davidson)

## Week 4

### Day 1

**Initial response:** See guidelines for Week 1, Day 1 (see p.1).

#### Grammar Study

A. Answers will vary. Be sure that a different preposition is used for each pair, such as  
1. on, in 2. to, at 3. up, down 4. on, in

B. Find prepositions: in, at, from, in, of, from, with, to, against, around, into, along, in

### Day 2

#### Guided Response

Student fills in the “who, what, when, where, why” chart while looking at the picture.  
Using the details from the first chart, **plan** a story about the picture in the second chart.  
What will happen in each part of the story?

#### Grammar Study

A. Answers will vary. Example:

1. The little girl with long golden curls ate strawberry ice cream from a waffle cone.

B. Answers will vary. Example:

1. In addition to all the food they packed, they made sure they had first aid supplies.

### Day 3

#### Grammar

Answers will vary. Example: on his back, up the tree, over the hill, in the dirt

#### Writing

- Student identifies the first part of the first paragraph as the introduction, the middle paragraphs as the body or narration, and the last two paragraphs as the conclusion.
- Review the writing process with the student as described in the text (p.41).
- Student writes a rough/first draft of a story about the picture.

### Day 4

#### Writing

- Student labels the three parts of a narrative in his own story.

- b. Student underlines prepositions in his own writing.
- c. Student continues the writing process and writes a final copy of his story.

### Grammar Study

Identify prepositions: in, upon, of, in, of, before, into, in, on, by, from, of, on, for, over, of, for, from, of, from, of, on

## Week 5

### Day 1

**Initial Response:** Review guidelines on Week 1, Day 1 (see p.1).

### Grammar Study

- A. 1. ennoble  
2. behold, looks, considers, weighs  
3. slip, slide, gloom, glance, make, dance  
4. blew, drove, tossed  
5. learned  
6. set, mounted, crammed, shriek
- B. 1. smelled; links **cake** and **delicious**  
2. are; links **trees** and **native**  
3. is; links **reward** and **power**  
4. were; links **boys** and **happy**  
5. became; links **pets** and **important**  
6. seemed; links **they** and **happy**  
7. will be; links **parents** and **happy**

### Day 2

#### Guided Response

Identify the parts of the story. First paragraph is the introduction, all but the last two or three sentences are the narration and the last two or three sentences are the conclusion.

- a. They were important because the wolves couldn't do them, and he was able to confuse the wolves and get away by using this maneuver.
- b. He tricked them by using his brains. The wolves couldn't figure out what he was doing because they had only their animal instinct to follow. They chased the way they always chased.
- c. Student should draw a picture and then describe the scene in his own words.
- d. Answers will vary. Be sure that the student gives reasons for his choice.

### Grammar Study

- 1. hold IT, looped-T, climbed-IT, reappeared-IT
- 2. whirled-IT, snatched-T, fled-IT, scrambled-IT, disappeared-IT
- 3. laid-T, accused-T, threatened-T
- 4. took-T, lit-T, fitted-T, returned - IT

### Day 3

#### Guided Response

- a. Answers will vary. Be sure the student uses an example from the story.

- b. The author’s personal reflection comes at the end. He is grateful to Providence and hopes not to meet the gray wolf again.
- c. Answers will vary. Be sure the student lists examples from the story.

**Grammar Study**

Action verbs in paragraph 8: occurred, came, avoid, run, acted, sprang, renewed, glided, dashed, greeted, slipped, slid

**Writing**

Student will prepare to write a story about an outdoor event.

Be available to listen to the story and give feedback based on the characteristics of a narrative discussed in this week’s lesson. You may find that question “d” which concerns the role of Providence in the student’s story will lead to a particularly fruitful discussion.

**The student is not directed to write a final draft of this story at this time.** Save all drafts in the Drafts Folder.

**Day 4**

**Guided Response**

- a. Answers will vary. Perhaps that God gave him a brain for thinking so that he might outsmart a stronger, more fierce animal.
- b. Answers will vary. Be sure the student explains his answer.
- c. Answers will vary. Be sure the student explains his answer.
- d. Answers will vary. Be sure the student uses examples from the story.

**Grammar Study**

A. Answers will vary. Examples: jumped, ran, parted, peered, motored, floating, bobbing, gushed, rose and floated.

- |          |        |
|----------|--------|
| B. 1. AT | 9. AI  |
| 2. AI    | 10. AI |
| 3. AI    | 11. AT |
| 4. AI    | 12. LV |
| 5. AT    | 13. LV |
| 6. LV    | 14. AT |
| 7. AT    | 15. AI |
| 8. AI    | 16. AT |

**Week 6**

**Day 1**

**Initial response:** See guidelines for Week 1, Day1 (see p.1).

**Grammar Study**

A. Answers will vary. Examples:

1. The birds sang sweetly.
2. Flowers bloom colorfully.
3. The soldiers fought bravely.
4. The boat sailed swiftly.

5

**B.** Answers will vary. Examples:

1. quite 2. extremely 3. very 4. too

**C.** Answers will vary. Examples:

1. exceedingly 2. rather 3. unusually 4. politely 5. very

## **Day 2**

### **Guided Response**

- a. Answers will vary.
- b. Answers will vary. There should be one sentence for each of the four acts of the poem. Be sure that the student explains his answer as to which one he does best.

### **Grammar Study**

**(Please note that the word “not” is an adverb. You will have to tell you student that since it is not included in the definition in the student text.)**

- A.** 1. lightly, eagerly, heartily, quickly, next, out, lightly, off, lightheartedly (Students may have a hard time selecting out and off as adverbs. Some may think they are prepositions. But a preposition would have an object, and these two words do not have an object. They answer the adverb questions *how* or *where*.)
2. seriously, how, quickly, how, fast, not (any negations are adverbs)
  3. thoughtfully, rather, slowly

**B.** Answers will vary. Example:

1. All day long Pauline waited anxiously for the mailman to come.
2. Waving Maura’s lunch and shouting excitedly at her to stop, Mother ran hurriedly after her.
3. She reluctantly admitted that she had forgotten to do her chores.
4. After the storm, Thomas dutifully helped his father repair all the broken shutters.

## **Day 3**

### **Grammar Study**

Adverbs in the poem: clearly, sincerely, purely, securely

### **Writing**

Student will write his own poem following the directions.

## **Day 4**

### **Guided Response**

1. Student recites poem from memory and then explains the poem orally.
2. Answers will vary. Student should give reasons for his answers.

## Grammar Study

A. Adverbs: meanwhile, no, very, secretly, immediately, finally, soon, before

B. Adverb: together. Answers will vary about the quote. Be sure the student explains his answer.

## Week 7

### Day 1

**Initial response:** Review the guidelines on Week 1, Day 1 (see pg.1).

## Grammar Study

A. 1. and 2. but 3. but 4. either/or 5. Whether/or 6. for

- B. 1. Speech is silver, but silence is golden.  
2. Mary and Kate went to First Friday Mass last week.  
3. You can take the bus or the tram downtown.  
4. We tried all day to catch some fish, but we caught no fish.

### Day 2

#### Guided Response

- a. 1-3 Answers will vary. Be sure that the student explains his answer.  
b. Answers will vary.  
c. Answers will vary. Be sure the student gives the reasons for his choice.

## Grammar Study

A. Answers will vary. Examples:

- |           |               |
|-----------|---------------|
| 1. Hurray | 5. Yeah       |
| 2. Help   | 6. Yum        |
| 3. OUCH   | 7. Bah Humbug |
| 4. Bother | 8. Oh         |

B. Answers will vary depending on the interjection the student chose in Exercise A above. Here are some examples that correspond to the suggested answers given above.

1. "Hurray" expresses great joy.
2. "Help" expresses fear or concern.
3. "Ouch" expresses fear of pain or the pain itself.
4. "Bother" expresses disgust or annoyance.
5. "Yeah" expresses happiness, joy.
6. "Yum" expresses satisfaction, delight.
7. "Bah humbug" expresses grumpiness or anger.
8. "Oh" expresses great longing or desire, a sigh of the heart.

### Day 3

#### Grammar Study

A. Answers will vary. Be sure the student adds a comma after his "yes" or "no" but

before continuing the rest of the sentence. For example, to answer the questions from number one a student may write “*Yes, I would love to go.*”

**B. Kinds of sentences**

1. DEC
2. INT
3. IMP
4. IMP
5. DEC

**C. 1. And, O**

2. O, and, and, and, and
3. O

**Writing**

Student follows directions to write a first draft of a prayer.

**Day 4**

**Writing**

Student corrects and writes a final draft of his prayer.

**Grammar Study**

- A.** 1. Interjections: Ah! Conjunctions: And  
2. Conjunctions: but, neither, but, and, for

- B.** 1. Have you given enough time to the study of your catechism?  
2. Didn't you hear me say, yes, you may borrow my art pens?  
3. At last! I have found the book that I have been looking for all week.  
4. No, I don't think that we will be able to plant the garden this week.  
5. Ow! I pricked my finger on that thorn bush.

(I made the punctuation needed in bold so that you might see it more clearly.)

## Week 8

**Day 1**

**Initial Response:** Review guidelines Week 1, Day 1 (see p.1).

**Grammar Study**

The subject is underlined once, the predicate twice. The simple subject is in italics and the simple predicate is in boldface type.

1. The *soldiers* **lit** their breakfast fires at dawn.
2. Smoke **swirled** high up into the sunny October morning.
3. All through the night, *they* **had prayed** for a day without rain.

(This one may be difficult if the student hasn't discussed adverbs opening a sentence. Ask the student to consider what “all through the night” is modifying. If it modifies something in the predicate part of the sentence, then it is part of the predicate.)

4. Coughing **could be heard** all up and down the camp.

5. Some men crouched over the fires.

6. Supply wagons, full of fresh supplies, had arrived the day before.

7. Hope stirred in the hearts of the soldiers.

8. As they moved about, rumors passed among them of the day's march ahead.

(Once again, an adverb, in this case an adverbial clause, opens the sentence. Ask what “as they moved about” modifies. Does it modify “rumors”? No, it tells *how* the action happened. So this opening segment goes with the predicate.)

9. Shining as bright as the new morning, the general's sword lay astride his horse.

10. It glinted in the eyes of the soldiers as he slowly meandered through their ranks.

11. Grateful admiration, won by his care for them and the trial of battle, shone in their faces.

12. They would follow him, indeed, to the ends of the earth.

## Day 2

### Guided Response

- a. Answers will vary. (Jan Brett's Country Mouse and City Mouse, Beatrix Potter's Johnny Town Mouse) If the student is familiar with different versions of the story, be sure that the student compares them.
- b. Answers will vary. Be sure the student explains how he can tell.
- c. Answers will vary. Possibly: Be happy with what you have or the grass isn't always greener on the other side. Or, better to have simple pleasure than luxury with danger.
- d. Answers will vary. Be sure the student makes some judgment regarding the story.
- e. The introduction probably consists of only the first sentence, but it could include a few more. The narration consists of most of the first paragraph, all of the second paragraph and maybe the first sentence of the third paragraph.  
The conclusion consists of the last sentence of the story, which is the remainder of the third paragraph.
- f. Answers will vary.
- g. Answers will vary. Be sure that the student explains the reasons for his answer.

### Grammar Study

A. 1. S 2. F 3. S 4. S 5. F 6. S 7. F

B. Answers may vary on the sentences that need correction. Samples are given below.

1. correct;
2. Last Sunday we visited our friends at the farm. They had many animals, and we were allowed to help with the feeding. We loved it.
3. Many of the children in the Confirmation class wanted to do a service project, so we arranged to visit the children cancer unit and sing songs. We also prepared a few skits to make the children laugh.
4. correct



5. The clever cat moved stealthily along the wall as she stalked her prey. The mouse, completely unaware of his imminent danger, tugged tediously on the morsel of bread he had found on the floor.
6. All through the night the Princess Isabella prayed in front of the Blessed Sacrament that she might be delivered from the arranged marriage to the hateful Pedro. The next day she found out that he had died while traveling to her castle. She was much relieved and grateful for the hand of Providence.

### Day 3

#### Guided Response

After organizing his thoughts, the student retells the story orally.

#### Grammar Study

1. We must make the most of life while it lasts.
2. The affrighted friends jump from the table in the greatest consternation and hide themselves in the first corner they can reach.
3. The Country Mouse, for his part, affects to make himself quite at home, and blesses the good fortune that had wrought such a change in his way of life.
4. It was late in the evening when they crept stealthily into the city, and midnight ere they reached the great house, where the Town Mouse took up his quarters.
5. You are living like a toad in a hole.
6. You can't really prefer these solitary rocks and woods to streets teeming with carriages and men.
7. Overpowered with such fine words and so polished a manner, the Country Mouse assented.

(The opening segment modifies the Mouse, so it goes with the subject part of the sentence.)

### Day 4

#### Writing

The student writes the story of “The Country Mouse and City Mouse” in his own words.

#### Grammar

The student writes the paragraph with incorporating corrections as needed. Evaluate the student’s revision using the following as a guide.

If you go to Assateague Island, you can see many wild horses running free. They belong to no one and the island is a national park. The horses were marooned there after a Spanish galleon crashed on the rocks in a storm. The Indians discovered them there and left them alone because they were afraid of them. They had never seen such creatures before. Many people in America first learned about these horses by reading the story *Misty*, by Marguerite Henry, but

people in Virginia have always known about them. You can go to Assateague to see the horses, but you have to be careful because they are wild. You can't get too close, and you can't feed them. The best time to see them is in the spring and summer. There are places you can camp, so you might enjoy it as a nice family vacation.

## Week 9

### Day 1

**Initial Response:** Review guidelines on Week 1, Day 1 (see pg. 1).

#### Grammar Study

- A.** The sample of each part of speech will vary. Here are the simple definitions:
1. noun – a person, place, thing, or idea
  2. pronoun – takes the place of a noun in a sentence
  3. adjective – describes a noun or pronoun
  4. preposition – shows the relationship between two words
  5. verb – shows action or asserts something about a noun
  6. adverb – modifies a verb, other adverb, or adjective
  7. conjunction – connects two words or parts of a sentence
  8. interjection – a word that expresses emotion and has no bearing on the grammar of the sentence
- B.**
1. The two parts of a sentence are the subject and predicate.
  2. The simple subject of the sentence is the noun that is spoken of in the sentence.
  3. The simple predicate is the verb that shows the action of the simple subject.
  4. The benefit to knowing the parts of speech and the parts of a sentence is that you can ensure that your own writing is grammatically correct as well as more interesting and exciting.

### Day 2

#### Guided Response

Student should label the first paragraph as the introduction, the middle two paragraphs and the first two sentences of the last paragraph as the narration, and the last two sentences of the story as the conclusion.

- a. Answers will vary. Perhaps: Perseverance, don't give up.
- b. Answers will vary. Perhaps: If he doesn't give up, he too will achieve victory.
- c. Answers will vary. Be sure that the student explains his choice.
- d. Answers will vary. The advice to a friend should be put in writing.

## Grammar Study

- A. 1. N            11. PN  
2. ADV          12. AV  
3. PN            13. P  
4. N             14. LV  
5. C             15. N  
6. AV            16. ADJ  
7. ADV          17. P  
8. AV            18. N  
9. C             19. AV  
10. AV          20. P

## Day 3

### Writing

- a. Answers will vary. Examples:
1. charity, kindness, “do unto others as you would have them do to you”
  2. perfection, pride in workmanship, work for glory of God
  3. joy of song, love of adventure
  4. trust in Providence, courage
  5. honor, integrity, love of God
  6. contentment, acceptance, appreciation of the simple life
- b. Student will write his own story following the prewriting steps listed.  
No final draft on this day.

## Day 4

Student retells “Robert the Bruce and the Spider”

### Writing

Student revises one of his stories, writes a final draft, and explains why he chose the story he did.  
Place the complete text in the student’s Writing Portfolio.

## Grammar Study

- A. 1. PN   2. ADV   3. P   4. ADJ   5. ADJ   6. P   7. PN   8. ADJ   9. PN  
10. LV   11. ADJ   12. I   13. P;   14. ADJ   15. ADV   16. C   17. AV   18. PN  
19. AV   20. PN   21. P   22. LV   23. ADJ   24. C   25. N

B. Answers will vary depending on the sentence that the student chooses.

## Unit 2 Expository Writing

## Week 10

### Day 1

**Initial Response:** Review guidelines given for Week1 Day 1.

#### Grammar Study

**A.** Answers will vary. Samples:

1. New York, Boston
2. Daylily, Russell Lupine
3. Indian, Pacific
4. Mary, Joseph
5. Mt. Everest, Mt. Whitney
6. Walmart, Pete's Corner Store

- B.** 1. folks - C, Pike County, Missouri - P, Pa - P, brother - C, Ike - P, Uncle Ben - P, place - C, river - C, miles - C, Orleans - P
2. moments - C, fairy - C, Prince Ahmed - P, Prince - P, brother - C, Prince - P, Schaibar - P, Prince - P, eyes - C, Periebanou - P, name - C, stranger - C, husband - C, Brother - C, Ahmed - P, son - C, Sultan - P, Indies - P, account - C, liberty - C

### Day 2

#### Guided Response

- a. Answers will vary. Check to be sure that the answer makes sense by taking another look at the painting.
- b. Answers will vary. Perhaps they are mother and daughters, or grandmother and grandchildren.
- c. Answers will vary. A reasonable feeling might be hominess, comfort, peacefulness.
- d. Answer depends on the answer for c. above. Perhaps it is the fireplace, the needlework.
- e. Answers will vary. Be sure the student explains the reasons for his choice.
- f. Answers will vary. Conversation should be between characters identified in b. above.
- g. Answers will vary.
- h. Answers will vary.

#### Writing

**A.** 1. danced, played 2. howled, battered 3. looked out 4. pirouetted, sad little heap.

**B.** Answers will vary. Sample sentences:

1. The sun stretched its arms over the sleepy hills.
2. The chair sagged and sat tired and homeless.
3. The night slipped quietly in and around the trees.
4. The leaf danced and flitted on the breeze.

**C.** Answers will vary. Sample sentences:

1. Courage breathed through the young general.

2. Obedience rules the other virtues with a golden rod.

### Day 3

Student writes a personification.

### Day 4

Read the personification the student wrote. The proper nouns he selects will vary, since they will be taken from the text of his composition.

### Grammar Study

Answers will vary for number 2, 3, 4, 7. Suggested answers for those are given below.

- |                     |                       |
|---------------------|-----------------------|
| 1. P, country       | 5. C, Charlton Heston |
| 2. P, author        | 6. C, Christmas       |
| 3. C, St. Michael's | 7. C, Tom Sawyer      |
| 4. P, city          | 8. P, mountain        |

### Writing

1. laziness, travels slowly; Poverty, overtakes
2. Mouse, said
3. river, ran, longing, staying, made answer, I go, I stay
4. camel and pig, talking, proud
5. sun, lying late, sleepy head, blinks
6. oysters, hurried, coats brushed, faces washed, shoes clean

## Week 11

### Day 1

**Initial response:** Review guidelines given for Week 1, Day 1.

### Grammar Study

- |         |       |
|---------|-------|
| A. 1. F | 11. M |
| 2. F    | 12. F |
| 3. M    | 13. M |
| 4. F    | 14. M |
| 5. M    | 15. F |
| 6. N    | 16. N |
| 7. M    | 17. F |
| 8. F    | 18. M |
| 9. M    | 19. F |
| 10. M   | 20. F |

- B. 1. Chatter the Squirrel - M or N; peck - N; trouble - N; sir - M; he-M; peck - N; trouble - N

2. Grandfather - M; room - N; grandson - M
3. rooster - M; feathers - N; urgency - N, hen - F
4. guards - M; room - N; king - M; orders - N

(In all of these I did not include the possessive pronoun adjective “his.” If the student includes it, that is fine; simply point out that it is considered an adjective, not a pronoun the way that it is used in the sentence.)

## Day 2

### Writing

The essay has been reproduced below, complete with the markings the student should make “in bold.”

#### **“The Feast of the Nativity of St. John the Baptist”**

- Intro**    **I.A.**    In the liturgical calendar the feast of most saints is commemorated on the day of their death, thus honoring their birth into eternal glory. However, the Church honors St. John the Baptist in a special way by celebrating both his death *and* his birth. His nativity is celebrated on June 24<sup>th</sup>, six months from the day of Our Lord’s nativity. Throughout history there has been great devotion to St. John the Baptist on this day.
- Body**    **II.A.1**    St Augustine, in commenting on this feast, says that the timing of this celebration is most appropriate since St. John himself said about Christ, “He must increase and I must decrease.” (John 3:30) St. Augustine couldn’t help noticing that after the birthday of St. John, near the summer solstice, the days begin to get shorter (decrease), while after the birthday of Christ, near the winter solstice, the days begin to get longer (increase).
- II.A.2**    The early Church Fathers taught that St. John the Baptist was sanctified in the womb at the Visitation. When Mary, with Jesus in her womb, greeted her cousin, Elizabeth proclaimed that the baby “leapt” in her womb. At this recognition of the Savior, John was cleansed of original sin before his birth. Since his soul was already sanctified, his birth was considered holy, and from that teaching sprang the devotion to St. John on the feast of his nativity.
- II.B.1**                This devotion was at its highest in Medieval times. In many places three Masses
- II.B.1.a**             were celebrated on St. John’s nativity just as on the feast of Our Lord’s nativity. The first was celebrated at midnight and commemorated his title as the Precursor of the Messiah; the
- II.B.1.b**             second at daybreak reminded the people of the Baptism which John preached and
- II.B.1.c**             conferred; the third Mass at 9:00 A.M. honored the sanctity of the Baptist. In addition, so great was the veneration of the people that when two armies met on the vigil of his Nativity,
- II.B.2**             it was decided to put off the battle until the day after the feast. This was the case in the memorable battle of Fontenay which occurred on Saturday, June 25, 841.
- II.B.3**             Another tradition associated with the feast of his nativity was the lighting of huge bonfires on the vigil of the feast. This custom was practiced in nearly every European hamlet in the Middle Ages. “St. John’s fires,” as they were termed, symbolized the coming of the light (Christ) into the darkness. It was considered an honor to light the St. John’s bonfire. In fact, King Louis XIV, in 1648, following in the custom of his royal predecessors kindled the bonfire on the Place de Greve in Paris. This custom still exists in Catholic Brittany where the parish priest blesses the pile of wood and is invited to place on the first burning brand. The blessing prayers for the fire on the vigil can still be found in the priest’s book of blessings.
- II.C.1**             A sign of the prominent place St. John the Baptist still has in the devotion of the Church and the Popes is the St. John Lateran Cathedral in Rome, the so-called Mother and Head of Churches, which is dedicated to St. John. This Church is the Pope’s own cathedral and although it was originally dedicated to Our Savior, it was later dedicated to both St. John the Baptist and St. John the Evangelist. At Christmas Mass in 1999, Pope John Paul II commented on the importance of this Church:

**II.C.2** I have just opened the Holy Door of this Lateran Basilica, "Omnium Ecclesiarum Urbis et Orbis Mater et Caput", Mother and Head of all the churches of Rome and of the world and of the Cathedral of the Bishop of Rome. It was here, in 1300, that Pope Boniface VIII solemnly inaugurated the first Holy Year in history. Here, in the Jubilee of 1423, Pope Martin V opened the Holy Door for the first time. Here is the heart of that special dimension of the history of salvation which is linked to the grace of the Jubilees and the historical memory of the Church of Rome.

**Conclusion** Although this devotion to St. John the Baptist was more popular in the Middle Ages, many people today maintain a lively devotion to this significant participant in salvation history. After all, it was given to St. John to announce the arrival of the Messiah.

**III.A.1** The Church today honors St. John on the two feast days and prays especially to St. John as

**III.A.2** the patron of Baptism. In the words of the liturgy for the Feast of the Nativity of St. John Baptist:

**III.B** "Let thy Church, Oh God, be glad at the birth of blessed John the Baptist; through whom she knew the author of her new birth, Our Lord Jesus Christ."

### Grammar Study

- A.** 1. actor                      5. buck  
2. ewe                            6. brother-in-law  
3. aunt                          7. heroine  
4. gentlewoman                8. heir

- B.** 1. she    2. he    3. it    4. they, they, they

## Day 3

### Grammar Study

Answers will vary. Here are some samples:

masculine: John, he, Pope John Paul;

feminine: mother, she, Elizabeth;

neuter: death, feast, battle

### Writing

Below is a sample essay based on the notes. Use this essay to evaluate your student's composition.

Did you know that the Feast of the Seven Sorrows of Mary is celebrated on September 15? Devotion to the Seven Sorrows can bring spiritual benefits to the faithful. It allows you to grow closer to Mary by better understanding her sorrow, and grow closer to Jesus by seeing His life through the eyes of Mary.

The seven sorrows are the following events from Mary's life: Simeon gives a prophecy in which he claims that Mary's heart will be pierced by a sword; the Holy Family travels to Egypt to escape Herod who is seeking to kill the child; Jesus is lost for three days on the way home from the temple in Jerusalem; Mary and Jesus meet on the road to Calvary; Mary stands at the foot of the cross; Jesus is taken down from the cross and laid in Mary's arms; Jesus is laid in the tomb.

Year ago, the faithful were encouraged to keep this devotion on a daily basis. The first sorrow would be meditated upon on Sunday, the second on Monday, and so on to the end of the week. Maybe we should try it.

## Day 4

### Writing

- A. 1. An expository essay explains something or gives information.  
2. Expository writing doesn't tell a story, except anecdotally. Doesn't use first person "I."  
3. Answers will vary. Possible answers include: textbooks, Scout manuals, directions accompanying toys or appliances)
- B. 1-4 Answers will vary depending on the text written  
5. Answers will vary. Here are some possible answers:  
Masculine - Jesus; feminine - Mary; neuter – temple

### Grammar Study

1. F, F, N, M, M, N, M
2. F, M, N, M, F, N
3. M, F, M, N, M, M

## Week 12

### Day 1

**Initial response:** Review guidelines on Day 1 Week 1.

Regarding the initial comparison of the two poems, answers will vary. Be sure the student gives reasons for his choice.

### Grammar Study

1. Joe, He, Merrylegs, John, Earl
2. sun, we, Hundreds, they, they, eye, imagination

### Day 2

#### Guided Response

- A. 1. Stanza 1 describes the place the baby lives and his mother and father.  
Stanza 2 describes how the baby is guarded by warders and what they do.  
Stanza 3 hushes the baby to sleep, since someday as a man he'll have to face noise and a hard life.
2. A chieftan's family or some noble who owns a castle and has soldiers to command. They must often battle.
  3. They honor the chief. The baby is someone important whom they love him and want to protect him, not only from danger but also from the cares of life.
  4. loyalty, bravery, compassion
- B. 1. Stanza 1 The home is near the sea which is noisy. The father works down by the sea.  
Stanza 2 The wind is noisy also. The brother works with the sheep.



Stanza 3 The rain has come. Sister goes to find the cows where they graze on the knowes.

2. It seems like a poor family who lives near the sea. They fish, have sheep and cattle.
3. They love the baby. The family works to help each other.
4. The noise of the sea and the wind and rain contrast with the safety and security of the home.
5. This family has no soldiers to protect them like the Chieftan's. They toil with their living, not with battles.

### **Grammar Study**

**A.** Answers will vary. Sample sentences listed below:

1. Mary, pray for us.
2. Mom, you said we could go to the beach.

**B.** Answers will vary. Sample sentences listed below:

3. Mom! Come quick, the baby is sick
4. Andrew Davidson! Get out of that chicken pen this instant.

**Exercise for nominative case pronouns:**

he, he, I, He, he, you, He, I, I, I, he, he

## **Day 3**

### **Grammar Study**

**A. Note: Remind the student that the nominative case is usually the subject and so has a verb to go with it. That is a way to test a noun to see if it is in the nominative case.**

**However, the student may not recognize some of the nouns in the nominative case because they are gerunds or predicate nominatives, which have not been introduced in this course yet.**

Answers will vary. All of the possible answers are listed below.

“Lullaby of an Infant Chief”: baby, sire, knight, mother, lady, woods, glen, we, They, baby, it, It, bows, blades, step, baby, time, sleep, darling, strife, waking

“Gaelic Lullaby”: waves, Father, baby, winds, they, they, Brother, baby, rain, they, they, Sister, baby

**B.** Answers will vary depending on responses student gave A. above.

## Writing

Complete the Venn diagram to compare and contrast the two poems. Answers will vary. Here are some suggested lists for each part of the diagram.

<u>Infant Chief</u>	<u>Common Elements</u>	<u>Gaelic</u>
Castle	love the baby	humble home
Soldiers	a safe place to stay	cattle
Life of battles and strife	hardships in life	simple life
Rich life owning land	Rhyming lines	repeated pattern

For the discussion questions that are part of the prewriting of the compare and contrast essay, answers will depend on the student's ideas about the poems. Be sure the controlling idea is clear and concise and that the subsequent paragraphs support that idea. On this day the student will not write the paper, just order his thoughts about it. So, this is the time for discussion. Go over the Venn diagram, the outline of a compare and contrast essay, and the note-taking boxes. Some students may need to discuss their ideas at length before writing.

## Day 4

### Grammar Study

A. rock, they, they, they, She, change, shivers, sun, shadows, Wendy, lagoon

Note: If a student is having trouble distinguishing the nominative, remind him that the nominative is used as a subject and therefore a verb must follow it (except in cases of direct address).

B. Art, Art, it, it, It

### Writing

The student will write a rough draft of the compare/contrast essay. This is not the time for grammar corrections. Comment upon the elements of expository writing. Is the controlling idea clear? Do the supporting points actually support the main idea? How is the closing? Find several things to praise in the paper and then make several suggestions for improvement. This evaluation should be done orally, as you converse with the student about his efforts and the effectiveness of the paper.

### Thinking and Conversation

If you have time this week, you might consider discussing these quotes. Ask what the student thinks each one means. (You may have to define some of the words.) Ask if the student agrees with each one. The important part of this exercise is to get the student to think beneath the surface of his initial reactions and to practice giving reasons for his opinions. Encourage deeper and deeper responses.

## Week 13

### Day 1

**Initial response:** Review the guidelines for Week 1, Day 1.

### **Grammar Study**

- A.**
- |                        |                          |
|------------------------|--------------------------|
| 1. bird's – S,N        | 4. Soldier's – S, M or F |
| 2. Doctor's – S,M or F | 5. Women's – P, F        |
| 3. Tom's – S,M         | 6. eagle's – S,N         |

**B.** Answers will vary. Here are some samples:

1. The child's face was very dirty.
2. He slapped the horse's side with the reins.
3. The ship's horn sounded across the bay.
4. The wind whipped and the tree's leaves went soaring.
5. The farmer's fields were harvested at last.
6. We were very frightened when we heard the elephant's trumpet.

**C.** Answers will vary.

### **Day 2**

Answers will vary based on the student's observations of the painting. Possible answers are listed below:

- a. grain, food from the table, popcorn, bread
- b. younger than 8 or 10 - Details that tell this are her size, shape of face, activity
- c. Possibly this place is near her home. It is definitely somewhere she feels comfortable going alone.
- d. She feeds them often. You can tell because she is not afraid and sits right down with them. They are not afraid of her either.
- e. ease and beauty of country living, humans in tune with nature, peacefulness
- f. Answers will vary. Perhaps the colors give a warm secure feeling, a sense of happiness or contentment.

### **Writing**

Student chooses one of the writing activities. This is meant to be a short, one-sitting writing exercise that helps the student learn how to "free write." You may decide whether you want the student to revise or correct his writing.

### **Grammar Study**

**A.** Answers will vary. Sample sentences are below:

1. The owls' fallen feathers filled the bottom of the barn.
2. The carpenters' nails fell on the pavement.
3. The children were frightened by the tigers' growls.
4. The pirates' ship sailed away.

**B.** 1. Children's; 2. men's; 3. sheep's; 4. deer's; 5. boatmen's 6. oxen's

**C.** Student finds five examples of the "of phrase." In each case, discuss whether the possessive construction makes better sense.

**Note:** You may want to mention that the possessive case noun is called the *genitive*. This is important especially if the student studies a foreign language.

### **Day 3**

#### **Grammar Study**

- A.** Answers will vary. Here are a few samples:  
girl's hat, duck's bill, tree's leaves
- B.** Answers will vary depending on the answers given in A.  
hat of the girl, bill of the duck, leaves of the tree

#### **Writing**

Review the directions for writing a "how-to" essay.

After the student has filled in the chart, review it with him.

Student writes the rough draft on a separate sheet of paper. Once again this is a draft and should not yet be corrected for grammar. Rather merely discuss the form of the essay and the content. File the draft in the Writing Drafts Folder.

### **Day 4**

#### **Grammar Study**

- A.** 1. baby's skin 2. table's leg 3. computer's screen 4. canyon's depth
- B.** 1. cover of the book 2. rigging of the boat 3. handbag of the woman;  
4. desire of the heart
- C.** Student should highlight which of the pairs he just completed sounds best.
- D.** 1. the soldiers' weapons 2. the children's smile 3. pirates' treasure  
4. oxen's labor
- E.** Psalm 137: Babylon – S,N; Zion's – S,N; Lord's – S,M  
John 3:37: Heaven's – S,N; bridegroom's – S,M; bridegroom's – S,M

#### **Writing**

Student writes a personification of the ducks. What is the duck's perspective?

Be sure the student uses first person and assumes the role of the duck.

This is considered a first draft paper and should be filed in the Writing Drafts Folder.

## Week 14

### Day 1

**Initial Response:** Review the guidelines on Week 1, Day 1.

### Grammar Study

A. The chart on the student's paper should look like the one below.

Subject	Verb	Direct object
1. soldier	Began	Story
2. I	Heard	noise
3. story	Surprised	me
4. party	Reached	road
5. Tom	Followed	guide
6. pilot	Gave	command
7. they	Found	horse
8. crew	Understood	situation

B. Answers will vary. Sample answers:

1. ball
2. tomahawk
3. Indian
4. leaves
5. lemon bars
6. him

### Day 2

#### Guided Response

a. Answers will vary.

b. Suggested main ideas (if the student comes up with a different answer, ask him to defend his answer):

Paragraph 1: Give alms in secret and your Father in heaven who sees will reward you.

Paragraph 2: Pray in secret and your Father in heaven who sees you will reward you.

Paragraph 3: Don't pray with empty phrases. Pray the prayer Jesus gives

Paragraph 4: Forgive people so that your heavenly Father will forgive you.

c. Answers will vary. Possible answers might be: He wanted the people to understand very clearly what He wanted them to do. However, He seems to have made the parables intentionally hard for the people to understand.

#### Grammar Study

A. Answers will vary. Here are some sample sentences.

1. Her mother denied *her* permission to go to the movie.
2. Please tell *Susan* to wear an apron when she bakes.
3. She sold *us* a new puppy.
4. Matthew paid the *man* for the balloons.
5. Father loaned *Sam* the money to buy the car.

- B.
1. him – IO; welcome – DO;
  2. man – IO; credit – DO
  3. Cecilia – IO; stories – DO
  4. Oliver – IO; prize – DO



## Writing

Today the student will write the rough draft of his commentary on the quote from Scripture. The student should explain what he thinks the quote means and then outline how it can be applied in daily life. The audience is a group of young children.

## Week 15

### Day 1

**Initial response:** Review guidelines on Week 1, Day 1.

### Grammar Study

A. 1. warships 2. Mount Shasta 3. export 4. he 5. native 6. person;  
7. Augustine 8. patron

B. Answers will vary, although the verb should match the answer key exactly. Here are some sample sentences:

1. We are the best *team*.
2. The caterpillar became a *butterfly*.
3. I am the *winner*.
4. She was chosen team *captain*.
5. We had been the worst *team*.
6. This is *Mark*.

### Day 2

a. A man who doesn't love his country

b. Answers will vary. Use the sample below to evaluate your student's answer.

A man who has no patriotic love for his country is a sad sort of man. He will win no honor nor will he be remembered for anything he does. It doesn't matter how much money he has, if he has no patriotism, he will die unknown and unloved.

c. Answers will vary. Use the sample below to evaluate your student's answer.

A man who loves his country is a great sort of man. He will win honor and be remembered after he is gone. It doesn't matter if he has no money, if he has patriotism, he will die honored and loved.

d. Answers will vary. Be sure that the students gives reasons for his opinion and that the reasons make sense with respect to the quotes.

### Grammar Study

- A. 1. Predicate nominative. *Seems* is a passive verb, so it has no action to pass to a direct Object.
2. Direct Object. *Killed* is the action done to Caesar.
3. Predicate Nominative. Passive verb *was* is used, *forest* refers to subject *landscape*."
4. Direct Object. Action is *uttered*. *Shriek* does not refer to subject *she*.

**B.** him- DO; cave-OP; him-DO; cave – DO; thought-DO; protector-PN; churches-OP; fields- this word should have been corrected in the new version. Please ask your student to analyze “church” instead. It is OP. The construction with “there” does not allow for any of the options I had listed as choices for this exercise. The word “fields” is actually considered the subject of that part of the sentence. Please see this definition of the word “there” when used at the beginning of a sentence:

*There: (pronoun) used to introduce a sentence or a clause in which the verb comes before its subject or has no complement, as in: There is no hope.*

### Day 3

#### Grammar Study

Predicate nominative is in line three.

Simple subject: *This*

Simple predicate: *is*

Predicate nominative: *land*

#### Writing

Student should find at least three things to say about the poem. Answers will vary.

Here is a sample list:

Paragraph 1: Scott thinks the man strange who doesn't claim his own land.

Paragraph 2: Nothing in life is more important than love of country.

Paragraph 3: No one will remember a man who doesn't love his country

Paragraph 4: (closing thought) Scott himself must love his country.

Student writes the rough draft of his interpretation using the format of the sample interpretation as a guide. Each of the things he wanted to say about the poem should form one paragraph of his paper. Do not correct grammar errors at this time. Rather, discuss the ideas in Scott's poem and evaluate whether the interpretation adequately addresses them.

### Day 4

#### Grammar Study

- A.**
- |   |    |    |    |
|---|----|----|----|
|   | SS | SP | PN |
| 1. King Malcolm was a brave and wise prince.                          |    |    |    |
|   |    | SS | SP |
| 2. While still very young, she became the wife of a Greek adventurer. |    |    | PN |
|   | SS | SP | PN |
| 3. Real friendship is a slow grower.                                  |    |    |    |
|   | SS | SP | PN |
| 4. Great barkers are no biters.                                       |    |    |    |
- B.**
1. love - PN, it - DO, hell - PN, paradise - PN, it - OP, heaven - OP, it - OP
  2. virtue - PN, land - OP

#### Writing

Student reviews his writing from Day 3 following the directions given. Discuss the review as well as any revisions the student made in his paper.



## Week 16

### Day 1

**Initial Response.** Review guidelines given for Week 1, Day 1.

### Grammar Study

A. 1. painting, fiddling, shooting; 2. coming; 3. hearing; 4. clattering  
5. paying; 6. imitating; 7. not a gerund; 8. not a gerund

B. Answers will vary. Student writes three sentences. Here are some samples:

Gerund as the subject: *Swimming* is the perfect sport for the summertime.

Gerund as the object of the preposition: We feel better about *swimming*.

Gerund as the predicate nominative: My favorite sport is *swimming*.

**(Note: The student does not have to use the same gerund used in the samples above. You may need to provide some gerunds for the student to use and share these samples with him.)**

### Day 2

#### Writing

Student fills in the rodeo essay outline. Here is a sample. The parts in italics are those to be added by the student.

#### I. Introduction

##### A. Anecdote

**B. Thesis Statement:** *today's rodeos bear little resemblance to the origins of this popular sport, except in the very basic events of the competition.* (The student may paraphrase this.)

#### II. Body

##### A. First cowboys

1. *Spanish vaqueros first to work cattle in America*
2. *Word "rodeo" comes from Spanish word Rodear*
3. *American cowboy emblem of American West*

##### B. First rodeos

1. *Impromptu competitions organized by cowboys themselves*
2. *Texas cowboy Christmas on July 4*
3. *First rodeo in Cheyenne Wyoming as forerunner to Frontier days*
4. **Buffalo Bill Cody, Wild West Show**

##### C. Rodeos of today

1. **Events of today's rodeo**
2. *Development and standardization of professional sport*
3. *Highest cash winners compete in the finals*

#### III. Conclusion

A. *Rodeo cowboys are not real cowboys, they don't work with cattle*

**B. Restatement of thesis:** *Rodeo has shifted from its earliest purpose but retains the fundamental elements of cowboy skills*

## Grammar Study

adj      gerund      gerund  
A. 1. merry laughing; scolding

adj    adj      gerund  
2. their playful neighing

gerund    prep phrase      gerund    prep phrase  
3. playing near the paddock; training of the new horses

adj    gerund    prep phrase  
4. loud shouting from the inn

B. This exercise may be very difficult for the student, so consider sharing these sample sentences or providing a gerund for the student to use. Sample sentences:

Gerund phrase as the subject: *Swimming in the pond* is fun.

Gerund phrase as the object of the preposition: We voted for *swimming at the pool*.

Gerund phrase as the predicate nominative: I love *sewing for my sister*.

Gerund phrase as the direct object: We heard *loud, angry neighing* from the neighbor's stables.

## Day 3

### Grammar Study

A. Gerunds in the essay in the order they appear:

Paragraph 1: bucking – objective (object of the preposition “against”)

Paragraph 2: riding, roping – objective (object of “like” which is acting like a preposition in this sentence); branding, taking – objective (object of the preposition “for”)

Paragraph 3: roping, cutting, riding – objective (object of the preposition “at”)

Paragraph 4: none

Paragraph 5: none

Paragraph 6: riding, wrestling, roping, riding, roping – objective;  
(bull) riding – nominative; (barrel) racing – objective

Paragraph 7: The student may think that the word “winnings” is a gerund. The word “winning” is a gerund if it is used in a sentence like this: *His winning made all the difference to the team score*. However, the word “winnings” in this case is not a verb used as a noun.

Paragraph 8: living – objective (object of “of”)

B. Answers will vary.

### Writing

Student completes prewriting and outline for his research essay. He should write a topic sentence for each paragraph and as much of the introduction as possible. He will write the actual first draft on Day 4.

## Day 4

### Writing

Student writes the first draft of his research essay. When reviewing the draft with the student, focus on the content and logical progression of his ideas. File the draft in the Writing Drafts Folder.

### Grammar Study

- A. mist – objective (OP); snapping – nominative(SUB), gerund;  
barking – nominative, gerund;  
pounding – nominative, gerund; saddle – objective (OP); part –objective (DO);  
work – nominative (PN); cowboys – nominative; steers – objective (DO);  
Dave – nominative (SUB); back – objective (OP); working – nominative, gerund

*(The addition of the label of the kind of objective noun is for the teacher's information and is not required of the student. However, analyzing the word's use in the sentence may help the student decide its case.)*

- B. seemed – verb; dust – noun, objective; with – preposition; final – adjective;  
horses – noun, nominative; hard – adverb; and – conjunction; hats – noun, objective;  
curiously – adverb; punchers – noun, nominative; tossed – verb;  
reins – noun, objective; awkward – adjective; the – article/adjective

## Week 17

### Day 1

**Initial response.** Review guidelines for Week 1, Day 1.

### Grammar Study

- A. 1. sub-Jefferson, app-Virginian 2. sub-Toby, app-dog 3. sub-chief, app-warrior  
4. sub-friend, app-Andrew 5. sub-sister, app-Mary
- B. 1. a great English poet 2. a stately elm tree 3. the best shot in the club  
4. the best diner in town 5. the capital of New York
- C. Answers will vary. Here are some sample sentences.  
1. My uncle, the president of the hunting club, showed me how to hunt pheasant.  
2. We saw my brother's exhibit, Animals of the Valley, at the Fair.

### Day 2

#### Guided Repsonse

Answers will vary based on the student's observation of the painting. Be sure the student gives details from the painting to support his conclusions.

### Grammar Study

- A. Punctuate as shown below.
- noun: butcher; appositive: a kindly old gentlemen; punctuated: Our butcher, a kindly old gentleman,
  - noun: Carmen's; appositive: a fancy Mexican restaurant; punctuated: Carmen's, a fancy Mexican restaurant
  - noun: The Times; appositive: our local newspaper; punctuated: The Times, our local newspaper.

4. noun: cousin; appositive: Jenny; no punctuation needed around appositive
5. noun: Dr. Martin; appositive: the family pediatrician; punctuation: Dr. Martin, the family pediatrician,
6. Noun: character; appositive: a blind man named Joe; punctuation: The main character in the story, a blind man named Joe,

**B.** Answers will vary. Here are some sample sentences.

1. My sister Marianna made me a dress.
2. Mr. Kent, the man next door, fixed our porch.
3. Our parish priest, Father Kelly, gave a retreat for the children.
4. We went to hear Mr. Branch, the author of the book, give a talk on whales.
5. Knoebel's, an amusement park just outside of town, is really fun.

### Day 3

#### Grammar Study

Answers will vary. Two samples are below.

1. The angel, a messenger of God, spoke to Mary.
2. Mary, a woman of grace, was in the presence of an angel.

#### Writing

Student will write an observation of the painting by following the prewriting and writing directions given. Review the completed prewriting chart and the first draft with the student. Discuss the observation, focusing on the development of the main idea.

### Day 4

#### Grammar Study

**A.** Answers will vary. Here are sample answers.

- |                                   |  |
|-----------------------------------|--|
| 1. ,the honored guest,            | 6. ,my cousin from Trent, ,my favorite restaurant, |
| 2. ,Mr. Smith,                    | 7. ,the newspaper photographer,                    |
| 3. ,the Feast of the Holy Angels, | 8. ,the coach of the team,                         |
| 4. ,The Marlins,                  | 9. ,the Braves,                                    |
| 5. Mike                           | 10. ,Mr. Rod,                                      |

**B.** 1. angels-N; forms-O; God-O; themselves-O; mysteries-O;

Appositive: God

2. Servants-N; Christ-O; you-O; they-N

3. kings-N; forms-N; things-N; friendship-N; world-O; places-O; sun-N; beauty-O

Predicate Nominatives: kings, things

4. guardian-N; God's-P; me-O

Appositive: guardian

5. angels-O; them-O; they-N; you-O

#### Writing

Look: Answers will vary. The companion painting could be the Virgin. The student should describe the scene.

Reread: Student revisits the observation written on Day 3 and makes any needed changes.

## Week 18

### Day 1

**Initial response:** Review guidelines for Week 1, Day 1.

#### Grammar Study

Sentences generated by the student will vary. Samples are given below.

Wording of the definition should vary only slightly, if at all.

1. Proper noun names a particular person, place, or thing. Common nouns name a general class of persons, places or things.

Our whole family belongs to St. Cecilia's Parish.

2. A noun or pronoun's gender indicates sex: masculine, feminine, or neuter.

She waited patiently for Jim to pick up his dog.

3. Personification is giving inanimate things, ideas, or animals the attributes of humans.

The flower gazed happily at the rising sun.

4. Nouns and pronouns used as subjects of sentences or clauses are in the nominative case.

Cats followed the boy as he went down the street with a bag of fresh fish.

5. Possessive case nouns are used to show ownership.

The man's hat flew away in the wind.

6. A direct object receives the action of the verb. An indirect object tells to whom or for whom an action is done. The object of the preposition is the noun that follows a preposition.

                                  IO          DO                                  OP  
James threw Patrick the ball from the bedroom window.

7. A predicate nominative is a noun that comes after a linking or passive verb and refers back to the subject.

John is the man for the job.

8. A gerund is a verbal noun formed by adding the ending *ing* to a verb. It can be used in the nominative and objective case.

Running has always been difficult for Marion.

9. An appositive follows another noun to identify or explain it.

Johnny, the captain of the team, broke his collar bone.

### Day 2

#### Writing

Answers will vary. Here are some suggested notes.

1. Lived in the 1800s and was a famous painter of his time

2. Learned to draw young, some of those early drawings on display in a museum
3. Studied under Hayden, studied anatomy, studied live animals to better draw them
4. Exhibited at the Royal Academy at 13 years of age, became member of Royal Academy at 24 years of age
5. Visited Scotland, painted *Hunting of Chevy Chase*
6. Queen Victoria liked his paintings, commissioned family and pet portraits, commissioned him to model the lion at Trafalgar Square, knighted him.
7. His work was popular all his life. His brother made engraving of the paintings and then sold many copies of the painting

Listen to the student retell the biography.

### Grammar Study

A. Answers will vary. Here are some possible answers:

- |                      |                                      |
|----------------------|--------------------------------------|
| 1. artists           | 6. received a medal                  |
| 2. Edwin             | 7. Edwin Landseer was one            |
| 3. Queen Victoria    | 8. English painter, Benjamin Hayden; |
| 4. she               | 9. animals' bodies.                  |
| 5. with one another; |                                      |

- B. 1. P, N, nominative  
 2. P, N, objective  
 3. P, N, possessive  
 4. P, F, objective  
 5. S, M, nominative

## Day 3

### Writing

Student revises and completes one of the papers he wrote in Unit 2. After the student completes the checklist, discuss it and the paper with the student.

### Grammar Study

- |                  |                 |
|------------------|-----------------|
| A. 1.) Dakotas-N | 10.) Across -P  |
| 2.) hot-ADJ      | 11.) sinew -N   |
| 3.) in-P         | 12.) deftly-ADV |
| 4.) wide-ADJ     | 13.) and – C    |
| 5.) serves-V     | 14.) center-N   |
| 6.) them-PN      | 15.) on-P       |
| 7.) for-C        | 16.) two-ADJ    |
| 8.) is-V         | 17.) chooses-V  |
| 9.) the-ADJ      | 18.) or-C       |

- |                |                   |
|----------------|-------------------|
| B. 1.) chief-N | 8.) field-O       |
| 2.) ball-O     | 9.) it-O          |
| 3.) bat-O      | 10.) Party's-P    |
| 4.) stakes-O   | 11.) prizes-N     |
| 5.) sides-N    | 12.) side-O       |
| 6.) ball-O     | 13.) game's-P     |
| 7.) mob-N      | 14.) Tomahawks-N  |
|                | 15.) themselves-O |

## Day 4

### Writing

A. Student continues to revise his chosen essay. Discuss the flow of the essay and make sure the student has included appropriate transitions. (See list provided in the student text.) Student completes the essay, correcting punctuation, spelling, and grammar and writing a final copy. File this copy in the **Writing Portfolio**.

B. Answers should be in the student's own words, but should contain the following information.

An expository essay explains something or gives information. It has an introduction that narrows the subject of the paper. The thesis or controlling idea of the paper is in the introduction. The body of the paper explains the thesis and gives examples, and is organized in a logical way. The conclusion sums up the explanation of the essay and restates the thesis in a creative way.

### Grammar Study

- |       |        |
|-------|--------|
| 1. N  | 11. DO |
| 2. PN | 12. N  |
| 3. A  | 13. OP |
| 4. IO | 14. PN |
| 5. OP | 15. N  |
| 6. OP | 16. OP |
| 7. DO | 17. DO |
| 8. OP | 18. N  |
| 9. N  | 19. DO |
| 10. P | 20. OP |

## Unit 3 (Weeks 19 – 27) Persuasive Writing

### Week 19

#### Day 1

**Initial Response:** Instead of writing a response to the story, the student will retell it after reading.

#### Grammar Study

- A.**
- |                         |                                     |
|-------------------------|-------------------------------------|
| 1. has rung             | 5. shall take                       |
| 2. stands               | 6. trips, were forced, should dance |
| 3. is telling, has come | 7. turn, are moving                 |
| 4. should like          |                                     |

**B.** Answers will vary. Here are some sample sentences.

1. We may go to the fair at the end of the week.
2. She has been studying Latin for two years.
3. Mom and Sal were rushing to meet the train.
4. We may be reading *Treasure Island* next month.
5. He had taken all the best candies.

#### Day 2

#### Guided Response

- a. narrative; it tells a story
- b. Answers will vary. The student could say something about the benefits of helping other people or how helping other people actually helps us.
- c. Answers will vary based on the student's reading experience. Perhaps the story of the Good Samaritan in the Bible. By helping someone he earned his heavenly reward.
- d. Answers will vary based on the student's experiences.
- e. The healthy man decide he *was* his brother's keeper and went back to help him. If he had not helped his friend, he would have been more like Cain, not expecting that he should have to help someone else. The person in this story would find favor with God.
- f. Answers will vary. Student may list: which drifted the falling flakes into huge banks; blackness of an Alpine night, which was not pierced by any star; feeble light

#### Grammar Study

- A.**
- |                            |             |
|----------------------------|-------------|
| 1. were bending            | 4. has lost |
| 2. should scream, does get | 5. may join |
| 3. was giving              |             |
- B.**
- |                  |                    |
|------------------|--------------------|
| 1. were planning | 4. have been moved |
| 2. did know      | 5. will come       |
| 3. can build     |                    |

**C.** Answers will vary. The verb phrase should be separated by a modifier. Here is a sample sentence: *She is swiftly sorting through the mail.*



D. Answers will vary. The verb phrase should be part of a questions. Here is a sample sentence: *Will you move your books please?*

### Day 3

#### Grammar Study

A. 1. do think; 2. would meet; 3. will take

B. Here are the verb phrases in the order they appear in the story:

were lost; was (not) pierced; can go; may live; had (not yet) failed;  
had gone; have lost; would do; will (not) leave; must die; will (not) let;  
began rubbing; were (fast) becoming; was revived; had used; had sent

Remind the student that the negatives are always adverbs. I put them here, as well as the other adverbs, in parentheses if they appear in the middle of the verb phrase to help the student see the phrase in context. But they are not part of the verb phrase.

#### Writing

Student completes prewriting for his story that will feature a main character who helps another person. On this day, the student thinks of the character, the problem, and how it is solved. He should use the chart to graph his thoughts about the story.

### Day 4

#### Writing

Student will write the story he started thinking about on Day 3. This is a first draft and should not be corrected yet. Discuss the story. Did the story follow the form of a narrative? Is there a character who encounters a problem which is solved in course of the story?

#### Grammar Study

Here are the verb phrases in the order they appear in the story:  
could hobble; would spend; would say; will be (in a contraction); will go  
(in a contraction); was sounded; was thrown; were rescued; would come (in a contraction);  
could hear; will (not) leave (in a contraction: won't); will go (in a  
contraction); do (not) breathe (in a contraction); can help; had given up; was burned and  
exhausted; had asked

## Week 20

### Day 1

**Initial response:** Review guidelines Week 1, Day 1.

#### Grammar Study

A. Answers may vary. Possible answers are listed below.

1. to find 2. to love 3. to close 4. to move 5. to sail 6. to dance 7. to fish

**B.** Answers will vary. Here are some sample sentences:

1. The boys began to boast about the game they had won.
2. We wanted to plant a Mary garden this year.
3. I tried to remember her birthdate.
4. We should try to forgive others.
5. The workmen tried to exterminate the rodents.
6. They were ready to travel to grandma's house.
7. The man wanted to suggest the best tourist sights.
8. The girl began to recognize the tune that the band was playing.

## Day 2

### Guided Reponse

- a. Answers will vary. Possible answers include: digging, looking for shells, collecting something
- b. Answers may vary. Possible answers include: The line of the water in is the background; the water in the foreground seems to be an inlet.
- c. Answers may vary. Perhaps they are getting ready to swim, looking at the waves. They seem to be on sand but close to the water's edge.
- d. Answers will vary. The pale cool colors make one feel like summer time, refreshed, peaceful, joyful. The brown of the sand gives an warm earthy sense. The tone or mood is lighthearted.
- e. For this description, the student should use the present tense. For example: *Two girls dig in the sand to find treasure.* The purpose of this writing assignment is to practice agreement of subject and verb. The verbs must be in agreement with the subject. [e.g. the water laps, the girls laugh, the sun shines, the water sparkles] Be sure the student writes at least five sentences.

### Grammar Study

- A.**
1. to inquire for me by name
  2. to leave the country
  3. to think of it
  4. to sink beneath, to fall above
  5. to dine well;
  6. to fling nosegays, to scatter verses, to be in full dress
- B.** Answers will vary. Here are some sample sentences.
1. The girls wanted *to dance all night.*
  2. The dogs tried *to play with the turtle.*
  3. We tried *to see the Pope yesterday.*
  4. *To listen to the music* we had to turn the volume on the radio up.
  5. The mother tried *to pacify the crying child.*
  6. The teacher tried *to explain the math problem.*
  7. We waited *to ask permission from our parents.*
  8. *To persevere in times of trouble* is our greatest hope.

### Day 3

Student should check for subject-verb agreement in the description he wrote yesterday. Student should identify any infinitives he used in his paper. You may ask him to explain how each infinitives was used: as a noun, an adverb, or an adjective.

#### Writing

Student will do the prewriting for an “opinion paper.” Read the directions with the student. Discuss the opinion paper as needed.

To begin, the student makes a claim about a favorite vacation or holiday spot.

He then must make a statement about the place that will eventually become the thesis of his opinion paper. Here are some sample thesis statements:

Huntington Lake is my favorite vacation place.  
My tree fort is the best place on the planet.

The student uses the chart to figure out what he will say in his paper. Here is a sample chart that has been completed.

Introduction (General thoughts about vacations or taking holidays):  Many people like to go to amusement parks and stay in hotel. Other like to go to exotic places across the globe.  <b>Opinion statement:</b> Huntington Lake is my favorite place to vacation.
Reason # 1 <b>It’s beautiful there so it refreshes my spirit</b>  <b>Detail:</b> The air is always a bit chilly, so it is crisp and clear, stars seem very close  <b>Detail:</b> The water reflects the pine trees all around
Reason #2 <b>There is a lot to do to occupy your time</b>  <b>Detail:</b> You can sail, swim, sit in the sun, hike on trails, read books  <b>Detail:</b> You can take naps and sleep really well because it is so quiet and calm
Reason #3 <b>Evening campfires are the best part</b>  <b>Detail:</b> Nothing better than the smell of the campfires all around, people sing and talk softly  <b>Detail:</b> Food cooked over the open fire smells and tastes better than any other
Reason #4 optional, use if needed Detail: Detail:
Conclusion: All these things show why this place is my favorite. This kind of camping at such a beautiful place is better than any commercialized hotel and fast food. It refreshes my soul to be there and I always wish the days there were longer.

### Day 4

## Writing

Student will write the paper about his favorite place.

The student is instructed to read the paper to someone. Praise the paper's strong points. To help you evaluate the paper, ask yourself: Did the paper make sense? Were all the elements of an opinion paper in it? Was the opinion clearly stated in the thesis? Did the details support the reasons? Discuss the writing of the paper. File the paper in the Writing Drafts Folder.

## Grammar Study

A. Here are the infinitives in order.

to build, (used as an adverb); to be, (used as a noun); to take, (used as an adverb); to move, (used as a noun). The function of the infinitive is included in case you want to discuss the usage with your student.

B. Here are the infinitive phrases in the order they appear in the passages.

1. to take the window; to see Leerie going by; to do; to light it as he lights so many more
2. to teach the faith; to give the sacraments to those imbued with faith; to lead them on
3. to leaven lowly lives; to think and act

## Week 21

### Day 1

**Initial Response:** See guidelines Day 1, Week 1. This prompt also ask the student to comment if he has or has not read the book.

### For Thinking and Conversation

Discuss the quotes with the student. This is intended to be practice with conversation, which includes give and take. If the student gives vague answers, question further so that he must support his opinion. Possible questions include: What do you think it means? Is it true? Why do you think so?

## Grammar Study

- A. 1. The book that we read last year was our favorite.
2. Before George Washington became the commander of the Continental Army, he had fought in the French and Indian War.
3. We shall meet him again, but we shall miss him in the meantime.
4. When we go the library, we take hours and hours looking at books.
5. Winter has come, and the fields are covered with snow.
6. Whenever I want to feel at peace, I make a visit to the Blessed Sacrament.

B. Answers will vary. Here are some sample sentences.

1. I wanted chocolate ice-cream, but Clare wanted strawberry.

2. You know what you should do, now go and do it.

## Day 2

### Guided Response

- a. The first paragraph is the Introduction, paragraphs numbered 1, 2, and 3 are the body, and the last paragraph is the conclusion.
- b. Main ideas in the body (“detail” answers may vary):
  1. idea: Brother Luke takes care of Robin both physically and spiritually.  
detail: He reproaches him gently for his bratty behavior.  
transition word(s): *The first thing*
  2. idea: Brother Luke teaches Robin many things that help him to not feel so useless  
detail: He teaches Robin to read and write.  
transition word(s): *Another thing*
  3. idea: Most of all Brother Luke does not “baby” Robin in his condition.  
detail: He accompanies Robin on a trip from the monastery to the castle.  
transition word(s): *Brother Luke helps Robin most, however,*

### Writing

Review the information about writing an opinion paper. Discuss the concept of an assertion. Here is the thesis statement from the review printed on Day 1.

*The best part of this story, however, is the relationship between the boy and Brother Luke, who takes him in and show him a way to live through the disappointment his crippled legs have brought him.*

A student might also suggest the last sentence of this beginning paragraph. You might discuss this and ask which one more clearly expresses an opinion.

Student writes a summary of a book that will be the subject of his review. The summary should include title and author of the book, as well as a summary of the main story line and setting.

### Grammar Study

To help your student, please point out that subordinate clauses always begin with a “clue” word that signals to us that a clause is coming. These words are the pronouns *that, which, who, whom*, etc. and adverbials (words that tell us how, when, where, or why), for example *where, because, if, though, as*, etc.

Coordinating clauses are combined by a conjunction (and, or, but) or by a semi-colon.

- A. 1. sub – as we advance in years  
2. cor  
3. cor  
4. sub – As he approached the stream  
5. sub – as he heard the story of the invasion  
6. sub – though he was very tired  
7. cor
- B. Answers will vary. Here are two sample sentences.

1. SUB: As we approached the ice-cream store, I began to get hungry.
2. COR: We love to read books, but we also love to watch movies.

### Day 3

#### Grammar Study

- A.** 1. In this story set in England . . .  
 2. He feeds and bathes Robin . . .
- B.** There are more than two sentences with subordinate clauses in the book review. Here is a list of them in the order they appear in the review.

Through the events of the story he learns . . .  
 The best part of this story, however . . .  
 He helps Robin see that . . . .  
 He understands and comforts Robin . . .  
 For example, when Robin in anger . . .  
 Another thing Brother Luke does . . .  
 All these things help Robin to feel . .  
 For example, he lets him start to swim . . .  
 Without Brother Luke’s encouragement . . .  
 In the end, he stops feeling sorry for himself . . .

#### Writing

Today the student will do the rest of the prewriting for the book review that he will write on Day 4. First he must come up with a thesis statement and then use the chart to map out what he wants to say in the paper. Printed here below is a sample of the same chart filled in as for the *Door in the Wall* review.

#### Book Review Chart

Assertion or Opinion Statement: <i>The best part of the story is the relationship between Robin and Brother Luke.</i>
<b>Reason # 1 You Think Your Opinion is True</b> Brother Luke cares for Robin’s physical and spiritual needs.  <b>Examples or details from the story that show this:</b> Feeds and bathes him Takes him to the monastery, shows him their way of life Shows him how to behave properly
<b>Reason #2</b> Brother Luke teaches Robin many things so that Robin will not feel so useless.  <b>Examples or Details</b> Teaches him to read and write Teaches him to swim Teaches him to whittle
<b>Reason #3</b> Brother Luke does not baby Robin; he expects much of him, gives Robin confidence.

**Examples or Details**

He makes him swim even when Robin isn't sure about it  
 He takes him on a dangerous trip across the country to the castle  
 He urges him to take the perilous job of bringing help to the besieged castle

Reason #4 you think your opinion is true: (if needed)

Examples or details from the story that show this:

**Conclusion:** Robin never would have recovered the way he did if Brother Luke had not helped him. Because of his relationship with Brother Luke, Robin stops feeling sorry for himself and becomes useful despite his crippled condition.

**Day 4****Writing**

The student will write the first draft of the book review he has been working on. Go over the "Revising" section with the student in order to discuss the writing. Place the draft in the Writing Drafts Folder.

**Grammar Study**

1. COR: Bowser had hung around . . . home.  
 COR: Now it was daylight and Peter . . . outside.  
 SUB: which peter had done  
 SUB: that they were . . . angry  
 COR: They went away, but before long . . . trees.
  
2. COR: The consequences of sin are bitter . . . lasts.  
 COR: Let them strive as they may . . . beset it.
  
3. COR: Money is a good and useful thing . . . too much.  
 SUB: that John was firmly established in some good business  
 SUB: which gave him an income large enough to keep free from debt and make Meg comfortable (this subordinate clause has a compound verb: *keep free* and *make*)  
 SUB: If rank and money come with love and virtue also  
 SUB: that happiness can be had in a plain little house  
 SUB: where the daily bread is earned and  
 SUB: (that) some privations give sweetness to the pleasures (**Please note: this one is tricky and the student may not see it. I apologize for including a tricky one! The "that" is understood in this clause; that happens with noun clauses sometimes. It is a compound clause joined with "that happiness can be had in a plain little house," merely separated by the intervening clause "where the daily bread is earned."**)  
 COR: I am content to see Meg . . . fortune. (**There are three coordinating clauses in this sentence: "I am content," "she will be rich," "and that is better."**)  
 SUB: if I am not mistaken
  
4. COR: Bodily suffering . . . good.  
 SUB: that are good
  
5. COR: Now I rejoice in my sufferings . . . that is the Church.

## Week 22

### Day 1

**Initial response:** Review guidelines for Week 1, Day 1. for instructions.

#### Grammar Study

- A.**
1. *which had been entrusted to him* modifies “letter”
  2. *who rescued him* modifies “sailor”
  3. *that you have wasted* modifies “time”
  4. *when prices were high* modifies “time”
  5. *who helps you in time of need* modifies “friend”
  6. *whom I had met in Paris* modifies “gentleman”

**Please note:** the text does not ask the student to say what word the adjective clause modifies, but I include it here in case you want to add that to your instruction.

**B.** Answers will vary. Here are some sample sentences.

1. My sister, who always knows what to say, was at a loss for words.
2. We wanted to see the movie that our friends had liked.
3. Last night they ate popcorn that they had grown themselves.

**C.** An independent clause can stand by itself as a complete thought while a subordinate clause is not a complete thought. It must be part of another sentence.

### Day 2

#### Guided Response

Main ideas of the stanzas in the poem: Answers will vary.

Here are some suggested main ideas.

1. One must work hard to get the greatest rewards
2. Don't tell lies because it makes you a sneak.
3. Some things you should do are love the old, help the weak, do your duty
4. Words can hurt or heal

#### Writing

- a.** Answers will vary. It could be expository or persuasive or a little of both.  
Be sure the student explains the reasons for his answer.
- b.** Answers will vary. Be sure the student gives the reasons for his answer.
- c.** Answers will vary. Be sure the student explains his answer.
- d.** Answers will vary: Be sure the student explains his answer by using text from both the poem and the character anecdote.

#### Grammar Study

**A.** Answers will vary. Here are some sample clauses

1. who lives next door
2. that my friend recommended to us



3. which we thought was on the other side of town
4. whom I usually see at Christmas time
5. that we wanted to tour

- B.**
1. *who had boarded* modifies “four”; *who waited behind the trees* modifies “men”
  2. *which I hardly felt* modifies “cut”
  3. *who had scaled the palisade* modifies “four”
  4. *which was not by any means so right* modifies “thought”
  5. *which had been blowing from the south-east and south* modifies “airs”
  6. *which on this side descended almost to the sea in formidable cliffs* modifies “Spy-glass”

### Day 3

#### Grammar Study

There are more than three adjectives. Here are a few as samples:

*little* modifies “true”    *small* modifies “things”    *spotless* modifies “truth”

There are two adjective clauses.

*who says any lie is white* modifies “him”

*who falters twists or alters* modifies “he”

#### Writing

The pattern of the poem is consistent throughout: The same lines rhyme in each stanza. Your student may think of many other ways to represent the poem, but if he is at a loss, suggest representing the rhyming lines by using one particular letter or other symbol. “Do” rhymes with “true,” so assign both the same letter.

Whatsoe'er you find to do,	y
Do it boys, with all your might:	x
Never be a little true,	y
Or a little in the right.	x
Trifles even	m
Lead to heaven;	m
Trifles make the life of man:	b
So in all things,	c
Great and small things,	c
Be as thorough as you can.	b

The student begins prewriting for the poem that he will write this week. He must decide what he wants his poem to convince people about. There are some suggestions in the text, but he may have an idea of his own to write about.

After the student completes the prewriting steps to generate ideas for the poem, he should consider the pattern the poem will have. Where will he want it to rhyme? What shape will the poem have?

### Day 4

Student recites poem from memory if assigned.

#### Writing

Student continues to work on the persuasive poem he is writing. The student should share the poem with you and discuss how effectively the opinion is expressed. Help the student correct spelling error and talk about how the poem should look when it is in its final form. (Should some lines be indented or separated by spaces and so on.) Student makes a final copy and puts the poem in the Writing Portfolio.

### Grammar Study

Answers will vary. Here are sample sentences:

1. All children love the summertime which they think goes by too fast.
2. The fire that the farmers had started escaped their control.
3. The hat that Mary is wearing belongs to me.

## Week 23

### Day 1

#### Initial Response

Student writes a description of what's happening in the picture. He may write it as a narrative (telling the story) or act as an observer and describe it.

#### Grammar Study

- A.
1. PA – *full* describes “river”
  2. PA – *brilliant* describes “eyes”
  3. PA – *stern* and *terrible* describe “he”
  4. PA – *desperate* describes “hearts”
  5. PA – *vain* describes “efforts” and PA – *stubborn* and *rigid* describe “he”
  6. PA – *anxious* describes “she”
  7. PA – *shallow* and *safe* describe “river”

B. Answers will vary. Here are some possible answers.

1. happy
2. holy
3. satisfied
4. crazy

C. Answers will vary. Here are some samples:

1. She is a beautiful girl.
2. Her mother seemed sad to see her son leave for college.

### Day 2

#### Writing

The student will begin to study persuasive writing this week. Go over the explanation of persuasive writing with the student.

Prewriting.

a. Answers will vary. Here are some ideas the student might come up with:

1. it's fun
2. you can visit an island in the middle of the lake
3. it's beautiful

b. The student should explain which of the three reasons he gives is the most compelling.

c. The student should analyze his reasons and decide if they rely on **logical reasoning, establishment of credibility, or emotional appeal** to persuade.

If using the choices listed in “a.” above, they might say the reasons appeal to emotions and possibly logical reasoning. If the student listed “I’ve been doing this for years and have a boaters safety license so there’s nothing to fear,” that would be the category “establishment of credibility.”

d. Student writes the introduction to the paper. Answers will vary. Here is a sample:

*James,*

*I’m taking the boat out tomorrow and I wondered if you want to go.  
I know you’re not crazy about the water, but I think you would enjoy it.*

e. Student writes the closing. Answers will vary. Here is a sample:

*So, if you really want to have fun, see the beauty of the lake and camp  
on that neat island, please come see me tomorrow for a boat ride.*

*Best wishes,*

*Name of Student*

### **Grammar Study**

A. Answers will vary. Here are some samples:

1. The horse is gentle.
2. The river seemed too turbulent to cross safely.
3. The lesson was difficult.
4. The boy is always tardy.

B. 1. that men do – AC

2. tired, happy – PA

3. diligent – PA

4. that we learn today – AC

5. of the rebel army – AP; good – PA

6. who spend time on their prayer life – AC

7. sorry – PA

8. about Padre Pio – AP, that you have heard – AC

### **Day 3**

Answers will vary. Here are some samples

The boys are happy. The boys are tired. The sun seems hot. Water is clear and blue.

Answers will vary. The poem does not have to rhyme. Here is a sample.

The sun is high as I row along  
The water is clear and blue  
I bend my head to pull the oar  
It is heavy, and the day is hot.

OR

Today I row my boat across  
The chilly, clear blue lake.  
The oars are heavy, the wind is up  
I wonder what good time I’ll make.

### **Day 4**

Answers will vary. The student's answer may be written or verbal. Either way, be sure the student gives his opinion and explains it fully.

### Writing

The student will finish the draft of the persuasive paper.

Meet with the student to discuss the paper. Discuss the effectiveness of the persuasion.

Notice use of transitions in the paper. File the paper in the Writing Drafts Folder.

### Grammar Study

A. Definition of predicate adjective: An adjective after a linking or passive verb that modifies the subject. Sentence answers will vary. Sample is below:

*He is right about the importance of study.*

The student may find more than one of each item in the passage. Here is the sample given in the book:

<sup>PA</sup>  
Is it so nice as all that?

Here is a **sample** of each.

<sup>PA</sup>  
1. It was too late.

<sup>SUB</sup>  
2. "Is it so nice as all that?" asked the Mole shyly, though he was quite prepared to believe it as he leaned back in his seat and surveyed . . . him.

<sup>APP</sup>  
3. The dreamer, the joyous oarsman, lay on his back at the bottom of the boat, his heels in the air.

<sup>COR IND</sup>  
4. Nothing seems to really matter; that's the charm of it.

## Week 24

### Day 1

**Initial Response:** Student writes his opinion of the poem. Answers will vary. Be sure the student explains his opinion fully.

### Grammar Study

- A. 1. *when I get paid at the end of the month* modifies "will send"  
2. *until the tears ran down his face* modifies "laughed"  
3. *when the sun rose* modifies "began"  
4. *where we had left them* modifies "found"  
5. *if you should ask him* modifies "would give"  
6. *If you want to catch the early morning train* modifies "must set"

B. There are several adverbial clauses in the passage. Here are a few:

If you've really nothing else on hand this morning,  
though he was quite prepared to believe it  
as he leant forward  
whether you get away

C. Answers will vary. Here is a sample:

I will go to the airport when I'm sure the flight has arrived.

If you will listen carefully, you will hear the owls. ("If" is the conjunction.)

## Day 2

Answers will vary. Here are some suggested answers:

- a. The foxes are bad habits or things a person says to get out of doing his duty.
- b. Perhaps because foxes are considered sneaky and up to no good.
- c. The vines could be his children, or his young habits forming, tender in their youthfulness.
- d. Probably young people whose habits are still forming.
- e. 

<i>By and By</i>	cured by	<i>right away</i>
<i>I can't</i>	cured by	<i>I can</i>
<i>No use trying</i>	cured by	<i>I'll try</i>
<i>I forgot</i>	cured by	<i>I'll not forget again</i>
<i>I don't care</i>	cured by	<i>I'm sorry</i>
- f. Answers will vary. Be sure the student gives his reasons for his choice.

## Grammar Study

A. Answers will vary. (Hint: Remind the student of the words that begin an adverbial clause. Remind him that the adverb phrase is really a prepositional phrase that modifies the verb.) Here are some samples.

1. We wanted the ice cream with all our hearts. (adverb phrase)  
We wanted the ice cream when we saw it on the table. (adverb clause)
2. You must sit without making a sound in order to hear the birds. (phrase)  
You must sit as if you were in church in order to hear the birds. (clause)
3. We began to sing in our softest voices. (phrase)  
We began to sing, though our voices were soft. (clause)
4. We waited with great patience to see the meteor shower. (phrase)  
We waited until much of the night had passed to see the meteor shower. (clause)
5. The ship settled in the water in slow steady stages. (phrase)  
The ship settled in the water though it took a long time. (clause)

## Day 3

### Grammar Study

1. Adverb Clause: Around each tender vine I plant, I find the little Fox "I can't."
2. Adverb Phrase: Among my tender vines I spy A little fox named "By and by."
3. Adjective: (Answers will vary, there are several) Then among the vines in my small lot comes another fox named "I forgot."
4. Appositive: Then send "I'm sorry," the hunter true, to chase him from the vines and you. (another is: good gun, "I'll not forget again.")
5. Adjective Clause: The fifth small fox that meddles there among my vines is "I don't care."

### Writing

Answers will vary. Perhaps that it is better to do one's duty, perhaps that one should

root out little bad habits before they ruin the garden of one's virtue.  
Student will write this idea in prose.

## Day 4

### Writing

“The Jay and the Peacock”

- a. **Literal Meaning:** A jaybird tried to be peacock, which is impossible; his attempt was scorned by both peacocks and jaybirds.  
**Figurative Meaning:** (Answers will vary.) We shouldn't try to be other than what we are. We can't become someone/thing else by changing our appearance.
- b. There are several, including: *when they were molting* (appears inside an adjective clause); *when he came near them*
- c. There are several, including: *where peacocks used to walk; which had fallen from the peacocks when they were molting; who had watched his behavior from a distance*
- d. Answers will vary. Perhaps an author chooses this form of writing to get a moral point across in a pleasant way; to talk about people without naming them specifically; or to let people learn by drawing inferences from the story, each person inferring what he himself needs to hear.

Parable from the Bible

- a. The king/lord represents God, the Father.  
The money owed represents our sins, or that all that we receive from the Father.  
The first servant represents us, the listeners.  
The second servant represents our neighbors and friends.
- b. There are several adverbial clauses. Here they are listed in the order they appear in the parable:

When he began the reckoning;  
as he could not pay; as he went out;  
till he should pay the debt;  
When his fellow servants saw what had taken place;  
because you besought me;  
as I had mercy on you;  
till he should pay all his debt

## Week 25

### Day 1

**Initial response:** Review the guidelines for Week 1, Day 1.

### Grammar Study

You may need to go over the definitions with the student and give more examples to be sure the student understands the different noun clause usages.

- A. 1. that some mistakes had occurred – S  
2. what he has seen in his travels – OP

3. that he received a letter from his cousin last week – DO
4. that I would spend my life working for heaven – DO
5. That the fever was spreading – S
6. that she is the greatest saint – PN
7. Whoever wants to win the greatest reward – S
8. whoever enters the race – IO

**B.** This may be difficult for the student to complete. Answers will vary. Here are some sample sentences.

1. That she wanted to play with us was obvious. (S)
2. It seemed that the end would never come. (PN)
3. She will give whoever wants to play a chance to win. (IO)
4. I felt that we would finish the project on time. (DO)

## Day 2

- a. Answers will vary. Perhaps he used mostly emotional arguments. He called on the people to remember the dead and the sacrifices they had made for the cause.
- b. He wanted them to keep the war going to secure the Union, to complete the job for which the soldiers had died.
- c. Answers will vary. Be sure the student supports his opinion and explains his answer.
- d. Answers will vary. This is speculation, be sure the student supports or explains his thoughts on the matter.

## Grammar Study

**A.** Answers will vary. Here are some sample clauses for each sentence:

1. That we listen to each other
2. whatever they did would be loved
3. whoever wants one
4. what her life was like as a child in Mexico

**B.** This exercise may be difficult since the student will have to analyze the structure of the whole sentence to see what part the clause plays.

1. *that we shall be able to leave this heritage unwasted . . . children.*  
ADJ modifying “confidence”  
*which made great the men . . . Washington.*  
ADJ modifies “ideal”
2. *what your country can do for you* – N  
*what together we can do for the freedom of man* – N  
*which we ask of you* – ADJ modifies “standards”  
*that here on earth God’s work must truly be our own* – N (DO)
3. *who shall have borne the battle* – ADJ modifies “him”  
*which may achieve and cherish . . . with all nations.* – ADJ modifies “all”

## Day 3

### Writing

A. Introduction is the first paragraph. Body is the middle two paragraphs. Conclusion is the last paragraph. The call to action is the last long sentence of the address.

**B. 1. Pericles**

- a. emotional and logical
- b. Perhaps a council that is debating whether to go to war, perhaps his fellow countrymen.
- c. Answers will vary. Perhaps it will persuade because Pericles invokes the memory of their ancestors and says, “We must not fall short of them.”

**2. Scipio**

- a. Summary: This enemy not only threatens you but all of Rome. This enemy is most treacherous because he has dared to attack us when we have been so merciful all this time to him. The fortune and the safety of all of Rome rests on this battle.
- b. Logical and emotional. He lays out the offenses of the enemy in a logical way, and then he gives an emotional appeal by telling the men they fight for their wives and children as well.

**Grammar Study**

A. The clauses appear in italics.

1. Coordinate Clauses – *Both armies fought with the most determined courage and bravery, and each suffered severely in the loss of men, killed and wounded.*
2. SUB ADJ Clause – The governors of the states *whose soldiers had fought at Gettysburg* secured a portion of the battle field as a final resting place for those *who had died in battle*, inviting President Lincoln to dedicate it as a national cemetery.
3. SUB Noun Clause – He learned very soon *that this was a silence of awed reverence.*
4. SUB ADV Clause – *Although the South struggled on for nearly two years longer,* the death knell of the Confederacy had been struck in this battle.

B. Pericles – But you should know *that go to war we must.*

Scipio – And I wish *that the contest on your side was for glory, and not for safety.*

**Day 4**

**Writing**

Student writes an editorial pretending that he is a newspaper man who heard Lincoln’s Address at Gettysburg. Review the editorial with the student. Is the opinion clear?

Does the introduction set up the scene? Does the body further describe the Address?

Does the conclusion leave the reader with a lasting thought about the author’s opinion?

**Grammar Study**



- A. 1. that I knew how to play the piano – Objective, Direct Object  
 2. that he had to go to college – Nominative, PN  
 3. that he had no fortune – Objective, DO  
 4. whoever won the races – Objective, IO  
 5. That fire burns – Nominative, Subject  
 6. that the third time is a charm – Nominative, APP  
 7. what he saw during his travels in Africa – Objective, OP  
 8. Whoever wants to get a good education – Nominative, Subject

B. Answer will vary. Sample: *That we want ice-cream* is a well known fact.

C. Answer will vary. Sample: They know *that we want ice-cream*.

## Week 26

### Day 1

**Initial response** to the painting. Review the guidelines for Week 1, Day 1.

#### Grammar Study

- A. 1. simple                    6. complex  
 2. complex                    7. complex  
 3. complex                    8. compound  
 4. compound                  9. compound  
 5. simple                      10. simple

B. Answers will vary. Here are some samples:

1. simple – The bird is singing.
2. complex – The bird that we saw sitting in the tree is singing.
3. compound – The bird is singing, and we are enjoying his music.

### Day 2

#### Guided Response

- a. Answers will vary. Check to see that the answers reflect the picture. (For example: The girls are about 12 years old, one has blonde hair, one has brown hair. They are sisters. Their dresses are old-fashioned with big collars.)
- b. Answers will vary depending on the imagination of the student. Perhaps they are reading *Peter Pan*, perhaps *Treasure Island*. They perhaps would not be reading any modern authors because it looks like the painting is of girls from years ago.
- c. It looks like one is reading to the other. One has her mouth slightly open, and the other has her chin in her hand as if she is listening.
- d. Student tells a brief story suggested by the picture.

#### Grammar Study

- A. The sentences are reproduced here with the proper punctuation.
1. Spring has come, and the fields are full of dandelions.

2. As he came closer to the children, they recognized him as their uncle.

3. correct

4. correct (The student may make an argument that this the information about where the hat is is not essential to the sentence and therefore needs to be set off with commas. Ask him or her if the meaning of the sentence is clear enough without it. Do we know to which hat the speaker refers without that piece of information?)

5. correct

6. Two old ladies in black came out of the old-fashioned garden; they walked toward a seat and sat down in the autumn sunshine.

**B.** Student should write something about a book he has read using at least one of **each** of the kinds of sentences discussed in this lesson. Answers will vary. Here is a sample.

Simple	Last year I read <i>Summer of the Monkeys</i> by Wilson Rawles. It was about a boy whose only desire in life was to own a gun and a pony. He saw an ad
compound	about some monkeys that had escaped from the circus, and he decided to try to capture them to earn the reward offered by the circus. They were not
complex	easy to catch because they were so smart. But finally after a big storm they came to him easily.

### Day 3

#### Writing

The student will be writing a persuasive speech to convince younger children to read books as part of a summer reading program. Go over the section on ethics in persuasion and discuss it. Think of other examples of how advertisers misuse the emotions of people to sell products.

#### Prewriting

**a.** Answers will vary depending on the ideas the student has for his speech. Here is a sample.

1. reading can take you to new lands and worlds

2. reading improves your mind

3. reading is a relaxing way to spend hot summer days

**b.** The student should pick the one of his arguments that is the strongest.

**c.** Answers will vary. Sample: Have you been stranded on a desert island, surrounded by pirates? Have you ever been living near a volcano as it is about to explode? Have you ever panned for gold in the hills of California? All these exciting adventures and more can be yours when you read books.

**d.** Encourage the student to use the chart if this method is helpful to him.

#### Writing

Student writes the speech. Go over the speech with him and point out the elements of persuasive writing that he used effectively.

### Day 4

## Writing

- a. Student rereads the narrative he wrote on Day 2. Have him make any changes and file it in the Writing Drafts Folder.
- b. Continue the writing process for the persuasive speech.  
Revising the speech: Listen to the student read the speech aloud, and discuss its strong Points. Answer the questions that are printed in the student's book. Make suggestions for improvement.
- c. Have the student revise the paper to add any changes. Save this draft in the Writing Drafts Folder.

**Optional:** The student makes a poster for the summer reading program which will use the painting "The Reading" at the top. Arguments from the speech may be used artistically on the poster.

## Grammar Study

- A. The sentences will vary; samples are given under the definitions here.
1. **Simple:** only one main clause – one subject and one predicate  
*The dog wears a red collar.*
  2. **Complex:** a sentence with a subordinate (dependent) clause  
*The dog that we found yesterday wears a red collar.*
  3. **Compound:** a sentence with two independent clauses connected by a conjunction or a semicolon  
*The dog wears a red collar, and he seems quite proud of it.*

- B. The student is asked to find **one** of each kind. Many are listed below.

### Simple

Besides, sir, we shall not fight our battles alone.  
Besides, sir, we have no election.  
There is no retreat but in submission and slavery!  
Our chains are forged.  
Their clanking may be heard on the plains of Boston.  
It is in vain, sir, to extenuate the matter.  
The war is actually begun!  
Our brethren are already in the field!  
Why stand we here idle?  
What would they have?

### Complex

Sir, we are not weak if we make a proper use of those means which the God of nature has placed in our power.  
Three millions of people armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us.  
If we were base enough to desire it, it is now too late to retire from the contest.

### Compound:

The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave.  
The war is inevitable – and let it come!

I repeat it sir – let it come!

Gentlemen may cry, Peace Peace – but there is no peace.

I know not what course others may take; but as for me, give me liberty or give me death! (Although there is a subordinate clause in this last sentence, it is still considered a compound sentence because there are two complete thoughts in it.)

### **For Thinking and Conversation**

Use the quotes below to practice conversation with your student. You might first discuss the difference observed in Chesterton's quote.

*There is a great deal of difference between the eager man who wants to read a book, and the tired man who wants a book to read.*

From *Alarms and Discussions* by G.K. Chesterton

*If you would profit by your reading, read humbly, simply, honestly, and not desiring to win a character for learning.*

From *Imitation of Christ* by Thomas a Kempis

## **Week 27**

### **Day 1**

**Initial Response:** You may need to read this sermon with the student to discuss the vocabulary and the meaning. After you're sure he has a good idea of the substance of the sermon, the student should pretend he heard this sermon in 1145 and write a letter back home to his brother about it. The student can summarize, give his opinion, or try to persuade, whatever he thinks is best.

**Note:** There is no grammar assignment for Day 1 because this reading and understanding the speech and then writing the response to it may take longer than a usual first response.

### **Day 2**

#### **Guided Response**

a. Here is the outline filled in as a sample.

#### **I. Introduction**

**A. Situation:** The world is corrupt; no laws of state or church are heeded

**B. Suggested course of action:** expiate your sins by fighting and defeating the Infidels and thereby deliver the holy places

#### **II. Body**

**A. First argument:** If the enemy attacked your city or your family, you would fight, so defend the Christian family in the same way. God may punish those that don't defend Him.

**B. Second Argument:** Just because God wants you to defend His heritage, doesn't mean that He is without power. He wants you to do this to obtain mercy and safety.

#### **III. Conclusion**

**A. Summing up:** He gave His life for you, don't hesitate to offer yours for Him; follow the example of those of the First Crusade.

**B. Call to action:** Abandon things that perish and gather palms for the Kingdom without end.

- b. He uses mostly emotional appeal, calling upon the spiritual devotion of the people. Student should give some examples from the speech to support his opinion.
- c. Persuasive writing seeks to convince the reader of something or move the reader to a specific action; narrative merely tells a story; expository merely explains without giving opinion.
- d. Answers will vary. They all may use descriptive writing. In each style the writer wants to communicate something to the reader.

### Grammar Study

Sentences may vary. A sample is provided below the definition.

1. Verb phrase: auxiliary verb together with the main verb.

*We had been going* to the store that day.

2. Infinitive: a verb form following the word "to." It may be used as a noun, adjective, or adverb.

We wanted *to swim* at the beach but the water was too cold.

3. Clause: group of words with a subject and predicate. Sometimes it is a complete sentence; sometimes it is part of a sentence.

The dog ran across the street.

4. Predicate Adjective: an adjective that comes after a linking or passive verb and describes the subject.

Amanda is *beautiful*.

5. Adjective Clause: a clause that modifies a noun.

The dog *that we had found at the river* was a German Shepherd.

6. Adverbial Clause: a clause that modifies the action of the sentence or the entire sentence.

*Although we wanted to go to the park*, we went to the movies instead.

It might also modify an adjective, another adverb or the whole sentence

7. Noun Clause: a clause that acts as a noun in a sentence, either in the nominative or objective case.

We found *that we wanted the flowers more than the vegetables*.

8. Simple Sentence: a sentence that consists of one independent clause only.

*The girl learned to dance well*.

9. Complex Sentence: a sentence with at least one subordinate clause in addition to the main clause of the sentence.

The girl *whose mother made her dress* won the fashion competition.

10. Compound Sentence: a sentence with two independent clauses connected by a conjunction or a semicolon.

Teresa and Clare took their sheep to the fair, and they won first place for showmanship.

## Day 3

## Writing

The student will begin to revise one of the papers he wrote in this unit, and then complete the revision checklist while reviewing his paper. Here are some tips.

- a. Meet with the student to read over the paper and discuss the checklist. Discuss what changes need to be made to the paper to make it better.
- b. Suggest varying sentence structure. A good example of this is the Patrick Henry speech in Week 26. He uses a variety of simple, complex, and compound sentences.
- c. Try to find a passage that might be made more interesting or more effectively persuasive by changing the style of sentence, either shortening it to a simple sentence, adding clauses, or combining two sentences to make a compound sentence.

The student will write the final version on Day 4.

## Grammar Study

A. 1. compound

2. simple

3. complex

B. 1. Adverb clause: If the Lord calls you to the defense of His heritage

Noun clause: that His hand has lost its power

2. Noun clause: that He will punish them who shall not have defended Him against

His enemies (**As an aside, this noun clause includes an adjective clause**)

Adjective clause: who shall not have defended Him against His enemies

3. Adjective clauses: who conquered Jerusalem, and whose names are inscribed in Heaven (**two clauses modify the noun *fathers***)

C. 1. predicate adjective

2. verb phrase

3. adjective clause

4. noun clause

5. adverb clause

6. adjective clause

7. infinitive

## Day 4

### Writing

Student corrects his spelling and punctuation errors. Then he writes the final version of his paper. Put this copy in the Writing Portfolio.

### Grammar Study

Answers will vary depending on how the student decides to revise the paragraphs. Here are some suggested changes.

a. Jen pounded on the door as she wanted to be the first one to tell her friends the news. Their team had been selected to represent the county at the state band competition. They would leave on the bus tomorrow and compete all weekend. They would have to start right away in order to prepare for the competition.

b. Bob revved the engine a few times. The four-wheeler was finally ready. He slowly maneuvered the vehicle out of the garage and sat down on it gently. He revved the engine again and then popped it in gear. Soon he was flying like a rocket down the street.

## Unit 4 (Weeks 28-36)

### Week 28

#### Day 1

**Initial response:** Review the guidelines for Week 1, Day 1.

#### Grammar Study

- A.**
1. *It*, third person (reason: things spoken about); *I*, first person (reason: person speaking)
  2. *she*, third person (reason: person spoken about)
  3. *They*, third person (reason: persons spoken about)
  4. *you*, second person (reason: person spoken to); *I*, first person (reason: person speaking)
  5. *It*, third person (reason: thing spoken about); *he*, third person (reason: person spoken about); *I*, first person (reason: person speaking)
  6. *we*, first person (reason: persons speaking); *you*, second person (reason: person spoken to); *you*, second person (reason: person spoken to); *we*, first person (reason: persons speaking); *you*, second person (reason: person spoken to)

(There are some possessive pronouns in this sentence that the student might notice: *our* and *your*. These are not personal pronouns when they are used as adjectives.)

**B.** Answers will vary. Here are some sample sentences.

1. I love ice cream. (first person)
2. You are the person we have been seeking. (second person, first person)
3. She wanted to play with the girls. (third person)

#### Day 2

##### Guided response

- a.** Student works to memorize the poem.
- b.**
1. fen – lowland partly or wholly covered with water
  2. garish – excessively vivid, flashy, tastelessly showy
  3. crag – steep rugged rock or cliff
  4. torrent – violent stream of water, mountain channel
- c.**
1. matches stanza 3

- 2. matches stanza 1
- 3. matches stanza 2

d. Light of God

e. Answers will vary.

### Grammar Study

- A. 1. *He* – third person, singular, nominative; *me* – first person, singular, objective  
 2. *we* – first person, plural, nominative; *they* – third person, plural, nominative;  
*their* – third person, plural, possessive  
 3. *It* – third person, singular, nominative; *his* – third person, singular, possessive  
 4. *you* – second person, singular, nominative; *me* – first person, singular, objective  
 5. *I* – first person, singular, nominative; *I* – first person, singular, nominative;  
*your* – second person, singular, possessive

### Day 3

- a. Student continues to memorize the poem
- b. *thou* – second person, singular, nominative  
*me* – first person, singular, objective  
*I* – first person, singular, nominative  
*my* – first person, singular, possessive  
*thy* – second person, singular, possessive  
*it* – third person, singular, nominative
- c. Answers will vary. Perhaps the student thinks that the author is reflecting on his life, as a dying person would. Or perhaps the dead person is looking for the light to lead him home.
- d. Lyric poetry
- e. Answers will vary. Perhaps the students would think it portrays a longing for God, a wish for forgiveness, an expression of repentance.
- f. Answers will vary. Here is a sample graphic

X  
 OO  
 X  
 OO  
 M  
 M

### Writing

Student selects an emotion that he would like to convey in a poem and writes about it for two minutes.

### Day 4

Student recites poem from memory.

### Writing

Student writes a poem. There is a sample in the student text.



## Grammar Study

First stanza: *I, I* – first person, nominative; *it* – third person, objective; *me* – first person, objective; *its* – third person, possessive; *my* – first person, possessive

Second stanza: *I, I, I, I* – all first person, nominative

Third stanza: *me* – first person, objective; *my* – first person, possessive; *me* – first person, objective; *thee* – second person, objective; *thou, thou* – second person, nominative

Fourth stanza: *I* – first person, nominative; *thou* – second person, objective; *I* – first person, nominative; *Thy* – second person, possessive

## Week 29

### Day 1

**Initial Response:** Student is asked to make a list of details from the painting and organize them.

### Grammar Study

- A. 1. *which*; antecedent *evil*  
2. *that*; antecedent *hour*  
3. *which*; antecedent *message*  
4. *who*; antecedent *mother*  
5. *which*; antecedent *song*  
6. *who*; antecedent *men*  
7. *who*; antecedent *girls*

- B. 1. That is the girl *whose* book I borrowed.  
2. We told the boys *who* had won the race to wait at the winner's circle.  
3. The priest with *whom* we traveled on the pilgrimage was a great guide.  
4. We wanted to visit the elderly gentlemen *whose* cat we had rescued.  
5. He bowed to every man *who* met him in the parlor.

### Day 2

#### Guided Response

a. "Abroad" means out of the country or traveling in another country or place, so in this context it means that the letter is from another country. Perhaps the student will respond that the letter has special meaning for the recipient. There is no one correct answer for this – what the student thinks is what's most important.

b. It could have news of the new country, jobs, people, activities.

c. Answers will vary. Children, parents, grandparents. The mailman is outdoors, perhaps with a worker or another family member.

d. Answers will vary.

e. Children of the parents, maybe brothers of the person who has gone away.

f. Answers will vary.

## Grammar Study

A. Answers may vary somewhat. Here are some samples.

1. The man saved my daughter *who* was drowning.
2. The sailor's wife gazed at the stately ship *that* was taking her husband away.
3. My cousin, *who* lives downtown, greeted us cheerfully when we met.
4. The horses *that* belong to the squire are famous trotters.
5. The warriors *who* were covered from head to toe in armor mounted their horses.

B. Answers will vary. Here are some samples.

1. The dog *that we wanted* was sitting in the front window.
2. The doctor *who was taking care of my sister* said that she was getting better.
3. The priest *whom we met* was waiting for us at the chapel.

## Day 3

### Grammar Study

Answers will vary. Here are some samples.

1. The pitcher that sat on the table was blue.
2. The grandparents who were hard of hearing leaned forward anxiously to hear the child's story.
3. The letter, which had come from abroad, was read carefully three times.

### Writing

Student will write letter in response to the imagined letter from abroad. Be sure he follows the proper form of a letter. Student must include one adjective clause. Ask him to identify it.

## Day 4

### Writing

Student reviews the letter he wrote on Day 3 and makes changes as needed.

### Grammar Study

A. Answers will vary.

B. Here are samples of two adjective clauses in the letter:

“which should attempt to beguile you from the grief of a loss so overwhelming”  
antecedent: *words*

“that must be yours to have laid so costly a sacrifice upon the altar of freedom”  
antecedent: *pride*

C. 1. *that* cleave together through that charity

“*which* is shed in our hearts by the Holy Ghost”

“*who* is given to us”

2. “*that* mortal men commend”

## Week 30

### Day 1

**Initial Response:** Student selects three descriptive passages from the narrative and explains why he likes them.

#### Grammar Study

- A.**
1. This – adjective
  2. This – pronoun, singular, nominative
  3. That – pronoun, singular, nominative
  4. These – pronoun, plural, nominative
  5. those – pronoun, plural, objective
  6. Those - adjective
  7. These – adjective
  8. That – adjective
  9. that – adjective
  10. that – pronoun, singular, objective
  11. This – pronoun, singular, nominative
  12. Those – adjective
- B.** Answers will vary. Here are some sample sentences.
1. I wanted *that* dress for Easter. (adjective)
  2. *This* is the dress I want. (pronoun)
  3. *Those* will never do. (pronoun)

### Day 2

#### Guided Response

- a.** It is a narrative.
- b.** You can tell because it tells a story.
- c.** Answers will vary. Be sure the student gives reasons for his choice. For example, he might say that this narrative does have authentic voice because the author describes so vividly the land of his childhood. His description of the first fishing experience is part of his overall childhood experience.)
- d.** He learned that he should not boast of things he has yet to accomplish.
- e.** He states this lesson explicitly.
- f.** Answers may vary. It is memorable because he loves to fish and his first fishing trip was so important to him.
- g.** Descriptive language in this narrative sets the stage for the story. Most of it occurs in the beginning as the author describes the place where he lived. It is also used when he is catching the fish.
- h.** Answers will vary. He means that this lesson is true in life, that you shouldn't claim to have something that you don't. Student may list some of his own experiences in which he found this to be true.

## Grammar Study

- A. 1. some – adjective;  
2. someone – indefinite pronoun, objective  
3. everything – indefinite pronoun, objective  
4. those - adjective  
5. some – adjective  
6. Many – adjective  
7. everything – indefinite pronoun, objective  
8. Anyone – indefinite pronoun, nominative  
9. that – demonstrative pronoun, nominative

B. Answers will vary. Here are some samples.

1. *Each* of us won a ticket to the movie.
2. We wanted to eat all of *those*!
3. Susan said she would take *either* dress.

## Day 3

### Grammar Study

- A. 1. “Through *these* a small brook, noisy enough as it foamed and rippled, and laughed down its rocky falls by our garden side, wound silently to a larger stream known as the County Brook.”  
2. “*Nothing* came of it.” (There is another in the last sentence: I call to mind the scene at the brook side, and the wise caution of my uncle in *that* particular instance takes the form of a proverb. “that” modifies “instance”)

B. Adjective clauses in the narrative. (The student picks two.)

- “who lived with us”  
“that is not yet done”  
“which belongs to actual achievement”

C. Answers will vary. Here is a list of all of the personal pronouns with duplicates omitted. (“It” is repeated since it has different antecedents. (I did not include the pronoun “I” in this list since it has no antecedent, but the student may list it)

The student lists three.

- it* – antecedent: homestead (third person, singular, nominative)  
*it* – antecedent: brook (third person, singular, nominative)  
*its* – antecedent: brook (third person, singular, possessive)  
*our* – first person, plural, possessive  
*their* – antecedent: fireflies (third person, plural, possessive)  
*It* – antecedent: river (third person, singular, nominative)  
*its* – antecedent: river (third person, singular, nominative)  
*my* – first person, singular, possessive  
*us* – first person, plural, objective  
*him* – antecedent: uncle, (third person, singular, objective)  
*his* – antecedent: uncle (third person, singular, possessive)  
*our* – first person, plural, possessive

*me* – first person, singular, objective  
*he* – third person, singular, nominative  
*we* – first person, plural, nominative  
*it* (after the word *with*) – antecedent: line (third person, singular, objective)  
*your* – second person, singular, possessive  
*you* – second person, singular, nominative

## **Writing**

*Introduction* in this narrative consists of the first three paragraphs.

*Body* is paragraphs 4 through 8.

*Conclusion* in the last paragraph.

*Personal reflection*: When I hear people boasting of a work that is not done and trying to anticipate credit which belongs to actual achievement, I call to mind the scene at the brook side, and the wise caution of my uncle in that particular instance takes the form of a proverb of universal application: “Never brag of a fish before you catch him.”

Student fills in the chart in preparation for writing a personal narrative.

## **Day 4**

### **Writing**

Student writes a rough draft of a personal narrative. When reviewing the draft with the student, focus on the organization of the story, the descriptive language, and the placement of the personal reflection.

### **Grammar Study**

Sentences will vary. Samples are listed below.

1. Personal pronoun: pronoun represents a person or animal referred to in the sentence.  
*We* all laughed at the dog as *he* chased *his* tail.
2. Relative pronoun: pronoun used as the first word of an adjective clause.  
The boys laughed at the dog *who* chased his tail.
3. Demonstrative: pronoun which points out a particular person, place, thing or idea  
*That* is the dog I want to see.
4. Indefinite: pronoun which, like the demonstrative pronoun, points out an object, but less specifically.  
*Someone* left the dog here.
5. Pronoun used as an adjective: demonstrative pronoun used as an adjective instead of taking the place of a noun  
I want to see *that* dog.

## Week 31

### Day 1

**Initial response:** Review the guidelines for Week 1, Day 1.

#### Grammar Study

**A.** Answers will vary. Here are some sample sentences:

1. *Who* is her best friend?
2. To *whom* should I give these flowers?
3. *Whose* show was the best?
4. *Which* is the correct road?
5. *What* are you doing over there?

**B.** Answers will vary. Here are some sample sentences.

1. Which road should we take?
2. What time should we arrive?

### Day 2

#### Guided response

- a. He lonely and wandering aimlessly.
- b. He is probably describing his mood since he compares himself to a cloud.
- c. The change is marked by words like “all at once” and then later in the poem he says that the poet is “gay.”
- d. The cause of the change is the sight of a never-ending fields of daffodils.
- e. The daffodils are described as “dancing,” “stars,” and as sparkling more gaily than the waves of the ocean next to them.
- f. The words “A poet could not but be gay,” and “jocund company,” and “my heart with pleasure fills.”
- g. Answers will vary. Be sure the student describes the daffodils and how they make the author feel.

#### Grammar Study

**A.** 1. whom 2. who 3. whom 4. who 5. whom 6. whom

### Day 3

#### Grammar Study

**A.** Answers will vary because there are more than two pronouns in the poem. Here is a list of all of them. The student will pick two.

*I* – personal; *that* – relative; *They* – personal; *them* – personal; *me* – personal;  
*My* – personal; *that* (inward eye) – adjective; *which* – relative

**B.** There are three adjective clauses in the poem. The student should pick one.

“*that* floats on high o’er vales and hills”

“*that* shine”

“*which* is the bliss of solitude”

- C. There are several adverb clauses. The student should pick one.  
 “when all at once I saw a crowd . . . breeze”  
 “as the stars that shine and twinkle on the milky way”  
 “when on my couch I lie in vacant or in pensive mood”

### Writing

Student will write a poem following the directions in the text.

### Day 4

If the student has been memorizing the poem, recite it today.

Student rereads the poem he wrote on Day 3 and makes changes as needed.

### Grammar Study

- A. 1. who            5. whom  
 2. whom          6. Whose  
 3. Which          7. Which  
 4. who            8. What

- B. 1. *Which* – interrogative pronoun; *you* – personal pronoun, second person, singular, objective  
*I* – personal pronoun, first person, singular, nominative; *this* – adjective pronoun, adjective  
 2. *What* – interrogative pronoun; *we* – first person, plural, nominative  
 3. *Who* – interrogative pronoun; *those* – adjective pronoun  
 4. *Whom* – interrogative pronoun; *you* – personal pronoun, second person, nominative, singular.  
 ( To help the student analyze this sentence, ask him what the subject is. *Whom* cannot be the subject since it is an objective use pronoun. You can turn the sentence around to see how the interrogative is used: *You did see whom at the play last night.* By saying it this way, it is obvious that the *you* is in the nominative.)  
 5. *What* – interrogative pronoun; *you* – personal pronoun, second person, singular, nominative. (*You did give what answer . . .*)

## Week 32

### Day 1

**Initial Response:** Student writes what is happening in the picture.

### Grammar Study

- A. 1. more eager, most eager  
 2. slower, slowest  
 3. richer, richest  
 4. more fertile, most fertile  
 5. paler, palest
- B. Answers will vary. Here are some samples:  
 We were happier with the puppy for a gift rather than the goldfish.  
 We were happiest when we heard we could keep the puppy.

## Day 2

### Guided Response

- a. Answers will vary. Perhaps they are siblings. It's possible that they are neighborhood friends.
- b. It may be the girl's kite and the boys are helping her fix it. Perhaps it belongs to the older boy, and the girl is holding it for him.
- c. The children seem to be on a hill above some farmhouses. There are houses in the background which seem far away or below. In the background another group of children are flying a kite.
- d. Answers will vary. (Could include: green hills, rolling hills, hills where the children play, hills covered in green and dotted with flowers.)
- e. Answers will vary. (Could include: flying high, holding as the boy looks on, waiting with anxious looks, sat across from his brother)

### Grammar Study

- 1. *correct*
- 2. oldest
- 3. take out the word "more"
- 4. better
- 5. *correct*
- 6. more violently
- 7. take out the word "more"
- 8. *correct*
- 9. higher and higher
- 10. *correct*
- 11. more calm

## Day 3

### Grammar Study

- A. Answers will vary. Here are some sample sentences.  
The hills look greener than ever in the bright sunlight.  
Her kite flew higher than her brother's.
- B. The hills were the greenest she had ever seen.  
His kite flew the highest all day long.

### Writing

Review expository writing with the student.

The student chooses a topic suggested by the painting and creates his own graphic to organize notes for an essay. Review the sample graphics presented in the previous Units of this course. Save this graphic for use on Day 4.

## Day 4

Student writes the first draft of an expository essay based on the painting.

Read the paper with the student and discuss the parts of an expository essay. Discuss the thesis statement and decide whether the body paragraphs support it.



## Grammar Study

1. best – superlative is chosen because more than two people are being compared.
2. more – comparative is chosen because two people are being compared
3. best – superlative is used because more than two things are being compared.
4. heavier – only two things are being compared.
5. heaviest – more than two things are being compared.

## Week 33

### Day 1

**Initial Response:** Review guidelines for Week 1, Day 1.

### Grammar Study

**A.** Answers will vary. Here are some sample sentences.

1. As the sun sinks slowly beyond the harbor, the ships sail effortlessly from the quay.
2. Marci wrapped her muffler tightly around her neck as the wind blew and whipped around her.
3. Jimmi stood at the rail of the fence and whooped as each train dashed out of the station.
4. Horses fed at the trough as he took in the peaceful scene of wheat rippling in the field and birds lighting on the fence posts.
5. All day long, the soldiers fought with determination and valor.

**B.** Answers will vary. The students will develop a paragraph out of the given words.

### Day 2

#### Guided Response

**This is merely a guide to what your student might include in his summary.**

1. A ship sails in a wintry sea with the captain's young daughter on board.
2. The young daughter was very beautiful.
3. The captain watched the storm brewing.
4. One old sailor tells the captain it may be a hurricane and begs him to put into port.
5. The sailor describes the sky as proof, and the captain scoffs at his worry.
6. The storm comes from the northeast and includes snow.
7. The storm batters the ship and she jumps in the water.
8. The captain brags to his daughter that he can handle this storm.
9. The captain ties her to the mast so that she won't fall overboard.
10. She hears bells, and he says it is a warning from the coast.
11. She hears guns, and he says it is some other ship in distress.
12. She sees a light, but he never answers because he has died.
13. He had strapped himself to the helm and now he is dead.
14. The daughter prays that she may be saved.
15. Through the terrible storm, the ship is being shoved toward the shore.

16. The sound of the surf hitting the shore can be heard on the ship.
17. The ship is moving by the wind alone and the men are swept overboard.
18. The ship hits the rocks of the shore.
19. The ship rolls over and sinks.
20. In the morning a fisherman finds the body of the daughter tied to the mast.
21. The sea has been frozen on her face and her hair spread like seaweed.
22. The author prays that we may be saved from such a death.

### Writing

Answers will vary. The student should try to be as descriptive as possible. Here is a sample.

*Product: Children's Toothpaste*

Ever tasted a cool mint on a summer day? That's the flavor of our new toothpaste. When you start to brush, the cool tingling flavor spreads through your mouth. Soft curls of fresh mint are released with every stroke of the brush. As it foams and cleans you'll feel you are slipping down a bubbling fresh waterfall.

### Day 3

#### Guided Response

- a. Answers will vary. Be sure that the student uses examples from the poem to support his opinion.
- b. Answers will vary. The student may name lines in stanzas 2, 6, 19, 21
- c. This is a narrative poem.
- d. Answers will vary. The student should explain his answer using examples from the Poem.
- e. Answers will vary. The descriptive language provides the reader with a vivid picture of the awfulness of the storm. It makes the reader feel horror and pity.
- f. The student will find that the poem is faithful to the meter.
- g. Only the second and fourth lines rhyme in this poem: A B C B

### Writing

Students plans to write a narrative poem.

### Day 4

#### Writing

Student writes his narrative poem. Check to be sure the meter and rhyme of the poem are correct.

#### Grammar Study

- A. Answers will vary. Here are some sample sentences.
  1. The grey-haired lady with her arms full of packages stepped hesitantly into the street.
  2. All the cub scouts in their neatly pressed uniforms waited impatiently for the bus to the zoo.
  3. The family spoke almost dreamily about their spiritual experience on the pilgrimage, which required three days of walking. (adjective clause)
  4. The colorful marching band stepped and bounced past as they played a lively

march. (adverb clause)

5. A blur of colors streamed past us as the cars zoomed around the track. (adverb clause)

**B.** Answers will vary based on the sentences the student wrote in Exercise A. For sample answers, see the underlined clauses above.

## Week 34

### Day 1

Initial Response: Student writes a description of what is happening in the picture.

#### Grammar Study

- A.**
- |                     |                |
|---------------------|----------------|
| 1. yes              | 5. yes         |
| 2. guess – estimate | 6. yes         |
| 3. yes              | 7. sea – ocean |
| 4. toss – throw     | 8. yes         |

**B.** Answers may vary. Here are some sample answers.

- |              |                                   |
|--------------|-----------------------------------|
| 1. error     | 7. straggle (verb)                |
| 2. obtain    | 8. glimpse (noun), observe (verb) |
| 3. divulge   | 9. weakness                       |
| 4. village   | 10. discover                      |
| 5. excursion | 11. leap                          |
| 6. clash     | 12. anguish                       |

### Day 2

#### Guided Response

- a.** Answers may vary. It looks like a family with grandparents.
- b.** Answers may vary. Perhaps he is pretending that he does not want to go so that the children may have to persuade him. The children seem to be dragging him out the door, but he also seems to like it.
- c.** Answers will vary. The lady in the background looks like she is putting on her bonnet to go, but it looks like Granny is doing something. What is she doing? Will she be convinced to go? What does the student think?
- d.** Answers will vary. It looks like a little table or stool with a breakfast bowl and spoon. There is a pitcher. One boy's hat is off and on the floor. These details help make it look like they really want to get to the Fair. They have eaten hurriedly and are anxious to get out the door quickly. One of the cutest things is the girl in the doorway on her hobby horse, ready to go.
- e.** Answers will vary. Make sure the conversation is compatible with the painting.

## Grammar Study

A. Answers will vary. Sample sentences are given below.

1. devour – The children sat and began to devour the cake.
2. leisurely – Tom strolled leisurely down the lane to town, looking under every rock along his way.
3. grasp – As she began to sink under the water, she felt her father grasp her arm.
4. meander – The stream meandered through the forest, taking unusual twists and turns.
5. dreamy – Whenever my mom hears that song, she gets a dreamy look in her eyes.
6. composed – No matter what trouble came, she remained composed and took care of it.
7. swiftly – The cat ran swiftly when she heard the house door open.
8. furious – Bethany flashed her furious eyes at the unruly boys.

## Day 3

### Grammar Study

A. Answers will vary. Samples: persuaded – convinced; pulled – tugged

B. Answers will vary. Samples: hat – bonnet; pitcher – vessel

C. Answers will vary. Samples: adjective: excited – eager  
adverb: hurriedly – hastily

### Writing

Review Persuasive Writing with your student.

Student will complete prewriting activities in preparation for a persuasive paper suggested by the painting.

## Day 4

### Writing

Student writes a first draft persuasive paper. Discuss the paper with the student following the directions in the student text.

### Grammar Study

A. Answers will vary. Here are some sample answers.

found – revealed; sitting - squatting; dark - dimness; movement - rocking ;  
crash - din; shook - shuddered; jump - spring; trembling - quivering; fear - terror;  
understood - realized; depended – hinged

B. bravery – valor; battles - campaigns; required - necessary; labors - energy;  
dissatisfied - displeased; confidence - faith; acquainted - familiar;  
recollect - remember; weak - frail; memorable - illustrious; causes - reasons

## Week 35

### Day 1

**Initial Response:** Student retells the story and then gives his opinion of it. The opinion may be given orally or in writing.

#### Grammar Study

**A.** Answers will vary. Here are some sample answers.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. as green as grass          | 6. as red as an apple          |
| 2. as busy as an ant          | 7. as harmless as a fly        |
| 3. as strong as iron          | 8. as true as a clear blue sky |
| 4. as smooth as a river stone | 9. as happy as a bluebird      |
| 5. as gentle as a lamb        | 10. as swift as a swallow      |

Sample sentences:

The boy flew to his mother's side as swift as a swallow.

Mark polished his wooden cane until it was as smooth as a river stone

**B.** Answers will vary. Here are some sample sentences.

1. My room is a three-ring circus.
2. The lake in summer is a bowl of sunlight waiting to be spilled.
3. The sky was a silver dome.
4. I tried to be the mother bear to all the little ones.
5. The fireman became the rescuing angel.

### Day 2

#### Guided Response

- a. Answers may vary. The author is trying to show that it is not enough to know what is right. You must do what is right.
- b. Answers will vary. Make sure the student gives reasons for his answer.
- c. Answers will vary. The student must explain his answer.
- d. Student writes a short narrative that teaches this same lesson.

#### Grammar Study

**A.** 1. Life is like a blacksmith's forge. Life is going to teach us our lessons, and every deed we do will be tempered by what happens to us in life. (If the student has trouble with this verse, ask him to take each part separately and explain what it means.)

2. We picture the blacksmith pounding on a piece of metal. That metal is our life being shaped. The image of the forge being hot and something that can mold us comes out in the words "flaming" and "burning."

**B.** Answers will vary. Here are some samples.

The lion roared like thunder. (simile)

The river ran as slow as molasses. (simile)

That dog is a snake, slinking in here to steal the eggs! (metaphor)

The jewels were candy to Malcolm, the thief. (metaphor)

### Day 3

#### Guided Response

Answers may vary. Here is a sample moral statement about the story.

*Children should not only know what is right, but also act on what is right.*

#### Writing

A. Answers will vary. The explanations should be short, maybe two or three sentences.

You may consider having the student think of an idea and then tell explain it orally.

Here is the sample that is printed in the student text.

*The Altar and Rosary Society was getting ready for the May procession. The morning of the procession, they noticed that the lawn outside the Church was strewn with litter. One or two people began to pick up the papers but it was taking a long time. As the children arrived for the procession they enthusiastically ran about gathering the scattered papers. Father Garcia said, "That is good. Many hands make light work."*

B. Answers will vary. Review the story with the student. Is the proverb evident in the action and resolution of the story?

### Day 4

Student reviews the story he wrote on Day 3 and makes any needed changes.

#### Grammar Study

A. The three types of figurative writing in this lesson are simile, metaphor and proverb.

B. Figurative writing in the Mark Twain passage:

“river turned to blood”

“rings were as many-tinted as an opal”

“ruffled trail that shone like silver”

“bough that glowed like a flame”

“I stood like one bewitched”

#### Writing

Answers will vary. Ask the student to point out the figurative writing devices that he used in his descriptions.

## Week 36

### Day 1

**Initial Response:** Review guidelines for Week 1, Day 1.

## Grammar Study

Sentence examples will vary. Some samples are given below.

- A.**
1. replaces a “person” noun in a sentence.  
Mary Lou picked up the book. *She* gave the book to *me*.
  2. pronoun that relates the clause to the noun it describes  
The book *that* she gave me was good.
  3. pronoun that is used sometimes as an adjective, sometimes as a demonstrative pronoun  
*That* book is mine. (adjective)  
*That* is my book. (pronoun)
  4. Pronoun which introduces a question  
*Who* gave you that book?
  5. Adjective or adverb that shows how one thing compares or is related to another.  
That book is *thicker* than mine.
  6. Word that has the same or similar meaning as another word.  
That is a *large* book. That is a *big* book.
  7. Compares two things, saying that one is like another  
He was *as happy as a kitten* as he read his book.
  8. Compares two things by saying that one is another  
He *is a happy kitten* as he reads that book.
- B.** Answers will vary. Here are two samples sentences.
1. Silky black cats, quiet as the night, slink in the dark alley.
  2. A sorrowful child looks at his melted ice cream and cries.

## Day 2

### Guided Response

- a.** Student continues to memorize the last two stanzas of the poem.
- b.** It is lyrical poetry; it expresses emotion. Some students have said this is a narrative poem since it tells the story of the Mass. Allow your student to make the argument and back it up with evidence from the poem if he can. What would make it an emotional poem versus a narrative poem?
- c.** Here is the pattern of the rhyme:
- A  
B  
C  
B  
D  
B
- The student may think of other ways to represent it.
- d.** Answers will vary. Be sure the student explains his answer. The poem follows the order of the Mass, so perhaps he is reflecting on the Mass and what happens. It is most likely from the perspective of a priest.
- e.** Answers may vary.
1. Day is dawning and Mass is about to begin.
  2. The priest says the words of the Consecration as he prays over the bread and

- wine.
3. The bread and wine are appearances and underneath them are God's blood and body.
  4. The words of the Consecration are those of Christ from Holy Thursday.
  5. The priest holds up the consecrated Host for the congregation to see and the hearts of all present are glad.
  6. The priest lovingly consumes the body and blood of Christ.
  7. The same heart that bled on Calvary is present on the altar.
  8. The priest comes to give the Eucharist to the waiting congregation. The heart of Christ in the Host meets the heart of man at the Communion rail.
  9. The heart of Christ finds a heaven in the hands of the priest.

### Grammar Study

- |                        |          |
|------------------------|----------|
| 1. V                   | 19. PR   |
| 2. N                   | 20. PREP |
| 3. PREP                | 21. ADV  |
| 4. ADV                 | 22. ADJ  |
| 5. V                   | 23. PR   |
| 6. ART                 | 24. N    |
| 7. CONJ                | 25. V    |
| 8. ADJ or possessive N | 26. ADJ  |
| 9. PREP                | 27. ADV  |
| 10. PR                 | 28. PR   |
| 11. ADJ                | 29. PREP |
| 12. V                  | 30. ADV  |
| 13. I                  | 31. CONJ |
| 14. PR                 | 32. V    |
| 15. CONJ               | 33. V    |
| 16. ADV                | 34. N    |
| 17. N                  | 35. ADV  |
| 18. PREP               | 36. ADJ  |

### Day 3

#### Grammar Study

- A. 1. There are many prepositional phrases. Here is a sample:  
 "on a lowly altar"
2. There are many adjectives. Here is a sample:  
 "snowy"
3. (heart) "that bled on Calvary"  
 (love) "that is deep and deathless"
4. "as red as the red of roses"  
 "as white as the white of snow"
5. "red is a *red* of a surface"
6. "Ah!" "Oh!"
7. "his," "He"
8. "forever," "well"



S ( SUB ) P PN  
B. 1. Our uncle, who lived with us, was a quiet, genial man

S P PA  
2. I have been happy many times.

S P IO DO  
3. He gave me a clear, broad smile.

S P DO ( SUB )  
4. Jerry caught the ball while running down the field.

S P IO DO  
5. A deserter brought the general news of the battle.

C. The nominative case is used when the noun is the subject. The objective case is used when the noun is the object of a preposition or a verb. The possessive case is used to show ownership; it works like an adjective.

Sentence samples will vary. Here is a sample of each one:

**Nominative case:** *Susan* hit the ball, and *she* ran to first base.

**Possessive case:** *Susan's* ball flew out of the field.

**Objective:** Susan hit the *ball* over the *fence*.

D. Sentence samples will vary.

1. The girl *who worked at the counter* was waiting to take our order.

2. The girl made the milkshakes *while we talked about our day*.

3. We felt *that these were the best shakes in town*.

E. A simple sentence has only one main clause made up of a subject and predicate.

A complex sentence has one main clause and at least one subordinate (or dependent) clause.

A compound sentence has two or more independent clauses.

## Writing

Student chooses an essay or poem to revise and finalize. Go over the revision checklist with the student.

## Day 4

### Grammar Study

A. *Him* – personal pronoun, third person, singular, in the objective case being the indirect object of the verb *could give*

*finite* – adjective, modifies the predicate nominative noun *honors*

*honor* – common noun, neuter in gender, singular in number, predicate nominative

*must confess* – verb phrase, predicate of the subject *we*

*relief* – common noun, neuter in gender, singular in number, direct object of the predicate *affords*

**B. Out** – adverb, modifying the verb *put*

*romance* – common noun, neuter in gender, singular in number, objective case, being the object of the verb *will find*

*loves* – common noun, neuter in gender, plural in number, objective case, being the object of the preposition *of*

*that* – relative pronoun introducing the adjective phrase, “that which ends life;” antecedent *death*

*man’s* – common noun, masculine in gender (neuter as taken to mean mankind), singular in number, possessive case, showing the ownership of the noun “heart.”

### **Writing**

Student writes a final copy of his chosen essay or poem.

Review the Writing Portfolio with the student. This is a great way to see how the student’s writing has improved over the course of the year. Discuss the questions in the student text about the content of the Portfolio. Discuss strength and weaknesses in the student’s writing, and then set some goals for next year’s work.

**Rubric #1 - General** (Can be used for any formal writing.)

**Score of 6** - Paper is clearly excellent. It develops the topic thoroughly with excellent organization and content and insight. It displays facile use of language and mastery of mechanics.

**Score of 5** - A thinner version of the “5” paper, it is still impressive, cogent, convincing, but less well handled in terms of organization, insight, or language.

**Score of 4** - An average paper, but it may be deficient in one of the essentials mentioned above. It may be less mature in thought or less well handled in term of organization, syntax, or mechanics.

**Score of 3** - A lower half paper, which maintains the general idea of the writing assignment, shows some sense of organization, but is weak in content, thought, language facility, mechanics. It may distort the topic or fail to deal adequately with one important aspect of the topic.

**Score of 2** - A paper that makes an attempt to deal with the topic but demonstrates serious weaknesses in content and coherence and/or syntax and mechanics. It is unacceptable for most standards.

**Score of 1** - An on-topic response that has almost no redeeming quality. It may be very brief or very long, but will scarcely be coherent and probably full of mechanical errors as well.

(Based on a rubric supplied by Dr. Johanna VanderMolen, Phd)

## Rubric #2 Combination Rubric

(Gives a separate score for content and mechanics)

### Rhetoric:

Score of 5 Clear thesis  
Support organized in a logical way  
Use of examples  
Examples explained  
Paper focused on primary thesis  
Strong closing

Score of 4 Clear thesis  
Support evident but not cohesive  
Uses examples  
Examples listed, explanation weak  
Paper focused on primary thesis  
Adequate closing

Score of 3 Recognizable thesis  
Recognizable structure, but weak development  
Confused use of examples  
Focus strays from thesis  
Weak or nonexistent closing

Score of 2 Confused thesis  
Structure weak, lack of cohesion  
Focus changes to different thesis  
Closing ineffective or nonexistent

Score of 1 Attempted answer, but an off topic response

### Mechanics:

Score of 5 Only one or two spelling or punctuation errors. No grammar errors.

Score of 4 A few spelling or punctuation errors  
No grammar errors

Score of 3 Five or more spelling or punctuation error  
One or more grammar errors

Score of 2 Spelling and punctuation errors common  
Serious grammar errors

Score of 1 Mechanical errors pervasive

**Combine the score from each column for a total possible of 10 points.**