

SSPX Language Arts Program



2nd Grade Teacher's Guide & Key

Language Arts Teacher's Guide for 2nd Grade

Purpose and Contents of the Guide

This Guide is meant to provide the 2nd Grade English teacher with two things:

Precise goals for every element of a literature-based language arts program,
A detailed 30-week lesson plan to serve as a model in accomplishing these goals.

The Guide is accordingly divided into two main sections:

Suggested Lesson Plan Pages containing

- a **30-Week Lesson Plan Overview** modeling how to space the grammar lessons over the course of the year;
- a **Suggested Lesson Plan Detail Page** for each week corresponding to the Overview and modeling how to teach grammar, phonics and composition through literature;

Reference Pages containing

- a **Summary of Language Arts Program Elements**, indicating the role of each element in a unified, meaning-based program;
- a **Grammatical Progression Chart and Parsing Guide** for 2nd through 4th Grade, corresponding to the *Classical Grammar 1* textbook;
- a **Glossary of Grammar Definitions and Parsing Orders** to be learned by heart from 2nd to 4th Grade, drawn from or supplementing *Classical Grammar 1*;
- a list of basic **Phonograms and Phonics Rules** (as formulated in Wanda Sanseri's *Spell to Write and Read* and corresponding to the basic elements of English spelling and pronunciation). The children should come to 2nd grade with a good foundation in phonics but needing reinforcement and review throughout the elementary grades.

By organizing the Guide in this way, we have hoped to provide the teacher with an academic structure which is both solid and flexible, ensuring that certain standards will be met while leaving a great deal of freedom to the individual teacher. Beginning in 2nd Grade and continuing through 9th, quality children's literature should be animating the language arts program with the noblest spirit of Western Civilization, as the study of grammar trains the minds of the children in ever greater precision of thought. The Teacher's Guide for each of these grades is at the service of a gradual transmission of this spirit and this precision. It is offered as a tool to help you lead your students by the hand to the next level of moral and intellectual formation.

Suggested 30-Week Lesson Plan At a Glance

2nd Grade

Week: **Grammar Lesson:**

1. Introduction: Words and Syllables.
2. The Sentence - *Classical Grammar 1*, Lesson 1.
3. Nouns - Lesson 2.
4. Common and Proper Nouns - Lesson 3.
5. Common and Proper Nouns - Lesson 3.
6. Gender of Nouns and Parsing of Nouns - Lesson 4.
7. Adjectives and Abbreviations - Lessons 5 & 6.
8. Adjectives - Lesson 6.
9. Articles - Lesson 7.
10. Verbs - Lesson 8.
11. Verbs - Lesson 8.
12. Contracted Words - Lesson 9.
13. Kinds of Sentences - Lesson 10.
14. Kinds of Sentences - Lesson 10.
15. Subject and Predicate - Lesson 11.
16. Subject and Predicate - Lesson 11.
17. Tense of Verbs - Lesson 12.
18. Person of Verbs - Lesson 13.
19. Number of Verbs - Lesson 14.
20. The Direct Object - Lesson 16.
21. The Direct Object - Lesson 16. Review all definitions and parsing charts.
22. The Direct Object - Lesson 16.
23. Quotation Marks - Lesson 18.
24. Pronouns - Lesson 19.
25. Exclamations - Lesson 21.
26. Possessive Pronouns - Lesson 24.
27. Conjunctions - Lesson 26.
28. Number of Nouns - Lesson 30
29. Possessive Case of Nouns & Possessive Plural of Nouns - Lessons 31A & 31B.
30. Possessive Case of Nouns & Possessive Plural of Nouns - Lessons 31A & 31B.

Suggested 30-Week Lesson Plan Detail 2nd Grade

Introduction

The heart of language arts class should always be reflection on literature through reading, dictation and composition. Beautiful literary texts should provide illustrations and exercises which give life to grammar, phonics, spelling, and handwriting - the more mechanical aspects of the program. These pages are meant to help the teacher integrate grammar lessons and phonics review into the study of quality children's literature over the course of the 2nd grade.

The notions contained in each of the following pages should be spread over a week of classes, preferably in two class periods per day. The teacher is encouraged to use this Lesson Plan Detail as a starting point, personalizing his planning and taking from it whatever is helpful in reaching the goals of the language arts curriculum for 2nd Grade. He may choose to follow the grammatical progression, for example, but find his own dictations and composition topics. For this reason, the phonics review section has been left blank, so that teachers will feel free to address the notions most in need of reinforcement, especially as they are encountered in dictation.

Children will best integrate the notions presented in these lesson plans if the language arts teacher spends a few minutes each day orally reviewing grammar and phonics, taking examples from the reading lesson, rather than expecting the children to integrate the notions in a single long lesson. Nonetheless, it is a good idea to designate particular days during the week for the various dictations, for the practice of poetry, for the principal grammar or phonics lesson, and for a weekly test or in-class assignment.

/ TO / BOOK:

THEME:

When you give a definition to be learned by heart, recite it as a class several times every day, and be sure the children know that they are to study and learn the same definition as homework. (It should be written for them in an assignment notebook.) Each child may recite the definition on a given day, for a grade.

Adjust the length of the dictation to the abilities of the class. To begin the year, you may want to write all or part of a dictation on the board, for children to copy. The texts on this page are chosen from possible class reading; the texts on the facing page are selected from a variety of sources, arranged according to a weekly, universal theme, following the natural flow of the children's life.

Children should write in class one composition or "retelling the story" per week, or else write one week, correct the next. At first, compositions should be only a few lines long, a small paragraph forming a complete answer.

GRAMMAR LESSON

INTRODUCTION: WORDS AND SYLLABLES

Discuss words and syllables. **Definitions to discuss or learn by heart:**
A syllable is a part of a word. It is a letter or a group of letters in which one vowel sound is heard. A word is a syllable or a combination of syllables used in the expression of thought.

PHONICS LESSON

Weekly lesson: Review the alphabet: names, symbols and sounds. Review the division into vowels and consonants.

Dictation lesson: Review any phonograms from the dictation which may pose a problem.

DICTATION

EXPLAINED DICTATION

The ox-cart man packed a bag of wool he sheared from the sheep in April.

The Ox-Cart Man, Donald Hall

He packed a barrel of apples, honey and honeycombs, turnips and cabbages, and a wooden box of maple sugar from the maples they tapped in March.

DICTATION TEST

He packed linen made from flax they grew.

POEM

"School Bell" by Eleanor Farjeon

COMPOSITION TOPIC

In October, the ox-cart man and his family filled his cart with everything they made or grew all year long.

Tell about something your family makes or grows.

Suggested Theme: Returning to School

Betsy took hold of Mother's hand, and they started on the long walk to school. As they drew near the school, they saw many children. Betsy wondered if all these little children were as excited as she was.

Carolyn Haywood

The teacher passed books around to all of them. Rufus opened his. He liked the smell of the shiny printed pages. He liked the pictures, too. But would he ever be able to read those words?

Eleanor Estes

At the end of the bench lay a blue bookbag. It was Bonnie's and it was new. Mother had made it for her. It had a plain B stitched in red in the corner. Mother made it because starting school was special.

Rebecca Caudill.

Retell the Story:

Every weekday morning Olaf and Ane went down the zigzag road to school. It was scarcely light when they left the farmhouse with their bookbags on their backs. In a few minutes they were in the classroom. The lessons began. There were writing and reading lessons, math and grammar. There were nature lessons and music lessons. How those school hours flew!

Virginia Olcott

Related stories to read aloud: *Little School House in the Woods*, by Rebecca Caudill, Ch. 1
Angel of the Schools, by Raissa Maritain, Ch. 2: School

Helpful Hints:

Talk about words and what they represent. Explain that words are symbols we use for ideas and things and actions. They allow us to communicate using sounds.

Have the children practice "hearing" the syllables of words in the reading book. Have them place their hand, knuckle side up, under their chins. Say the word slowly - how many times did your chin drop? Write words on the board and point out that not all vowels make a separate syllable (cake, foal).

Rules for teacher use:

1. **Words may be divided between double consonants:** but-ter, kit-ten, hid-den, pep-per, bub-ble, win-ner
2. **A word may be divided between a vowel and a consonant:** ta-ble, a-corn, flick-er, be-gin, ti-ger, la-bel
3. **A word may be divided between two consonants that are not alike:** tur-tle, win-ter, car-go, tad-pole

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

Read the weekly grammar lesson with the children or explain it in your own words. Make sure the children know which page of the grammar book you are explaining, so they can read it themselves later if they like.

The various Exercises between Lessons in the grammar book are optional and are meant above all to help reinforce the grammar concepts. Ideally, use a variety of examples from reading and dictation to illustrate and practice the grammar lesson throughout the week and verify the children's understanding.

The poetry throughout the book may be memorized at any time or simply read aloud. It is not a good idea to analyze the poetry grammatically because it is often too complicated and confuses the children.

GRAMMAR LESSON ~ INTRODUCTION THE SENTENCE

***Classical Grammar 1*, Lesson 1: The Sentence**

Definition by heart: **A sentence is a group of words telling a thought.**

PHONICS LESSON

DICTATION EXPLAINED DICTATION

The ox-cart man sold the wooden box he carried the maple sugar in. Then he sold the bag he carried the potatoes in. Then he sold his ox cart. Then he sold his ox and kissed him good-bye on his nose.

The Ox-Cart Man, Donald Hall

The ox-cart man walked home, past farms and villages, over hills, through valleys, by streams, until he came to his farm, and his son, his daughter, and his wife were waiting for him.

DICTATION TEST

The ox-cart man bought an iron kettle to hang over the fire at home.

POEM

“The Star Spangled Banner,” by Francis Scott Keyes

COMPOSITION TOPIC

The ox-cart man walked home, past farms and villages, over hills, through valleys, by streams.

Tell about a trip you once took with your family.

Suggested Theme: Love of Homeland

The rancho had belonged to Papa's family for more than a hundred years. All those years, Papa's family had cared for the animals and the land. Josefina loved the rancho. It was her home. She believed it was the most beautiful place in all the world.

Valerie Tripp

Below there was a valley. Sarah looked and looked and filled her mind with the beauty of it. It was a beauty that would stay with her all her life.

Alice Dalgliesh

Each country has a special charm for those who live there. We love our country as we love our family. We love them because they are ours.

Composition

"Oh joy! A new school year is beginning." Continue the story.

Related stories to read aloud: *The Story of the Star Spangled Banner*

Helpful Hints:

Help the children understand the difference between a complete thought and a simple group of words, taking examples from the reading book and from spoken language.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

A short definition drill on many different definitions is a good idea at the beginning of grammar class, as the year progresses and the children learn more definitions.

GRAMMAR LESSON ~ NOUNS

Lesson 2: Nouns.

Definitions by heart: **A noun is a name.**
A noun may name a person, place or thing.

PHONICS LESSON

DICTIONARY
EXPLAINED DICTIONARY

His daughter took her needle and began stitching, and his son took his knife and started whittling, and they cooked dinner in their new kettle, and afterward everyone ate a wintergreen peppermint candy.
The Ox-Cart Man, Donald Hall

In March the family tapped the sugar maple trees and boiled the sap down, and in April they sheared the sheep, spun yarn, and wove and knitted.

DICTIONARY TEST

That night, the ox-cart man sat in front of his fire stitching new harness for the young ox in the barn.

POEM

“Father’s Coming” by Mary Howitt (“The Clock Is on the Stroke of Six”)

COMPOSITION TOPIC

His daughter embroidered linen all winter and his son carved Indian brooms from birch all winter.

What would you like to learn to make with your hands?

Suggested Theme: Father

"Daddy is coming home!" The clock was saying it and the teakettle. The wind was whispering it down the chimney. The shining floors smiled it, the lamps beamed it, and if you listened to the beats of your heart they were saying it, too.

Hilda van Stockum

The best time of all was at night. After supper Pa brought his traps in from the shed to grease them by the fire. While he did this, Pa told Laura and Mary little jokes and stories, and afterwards he would play his fiddle.

Laura Ingalls Wilder

Father said that he could not be in a better mood for telling a tale. He filled his pipe, and Brigid put more wood on the fire. Let the wind howl outside; they were going to have a grand time, for Father was the best story-teller around.

Hilda van Stockum

Carolina watched her father's firm yet gentle hands as he milked Bossie. She watched the streams of milk that went into the pail, and listened to what her father had to say to her. This was always their best time together, and many a story had he told his little daughter in the length of time it took to fill the pail with milk.

Elizabeth Yates

Josefina turned and saw Papa. He was so tall, she had to lift her chin to look at his face. Papa's eyebrows were so thick, he looked fierce until you saw the kindness in his eyes. Josefina and her sisters were respectful and rather shy of Papa.

Valerie Tripp

Composition Topic:

My father is the best father in the world. Let me tell you about him.

Related stories to read aloud: *One Morning in Maine*, by Robert McCloskey

Helpful Hints:

Practice selecting nouns from the reading book, asking children to tell in their own words what the nouns name, and tell whether they name a person, place or thing. You may have children write sentences from the reading book and practice labeling neatly above the nouns. ***This is a good exercise every time a new part of speech is learned.***

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ NOUNS COMMON & PROPER NOUNS

Lesson 3: Common and Proper Nouns.

Definitions by heart: **Two classes of nouns are common and proper.**
A proper noun is the name of a certain person, place or thing.

PHONICS LESSON

DICTATION EXPLAINED DICTATION

In Holland, the land is very low, and the sea is very high. The land is kept safe and dry by high, strong walls called dikes.

The Hole in the Dike, Norma Green

Peter saw a small stream of water trickling through a hole in the dike below. He got off his bike to see what was wrong. There in the big strong dike was a leak!

DICTATION TEST

Peter put his finger in the hole to keep the water from coming through.

POEM

“When Mother Reads Aloud,” Anonymous

COMPOSITION TOPIC

Peter had to use all his strength to keep the water out.

Do you think Peter was frightened? Tell what Peter was thinking.

Suggested Theme: Mother

At home, the kitchen was warm with the smell of fresh-baked bread. The room sparkled with cleanliness. The table now had on a snowy white tablecloth. Mama set two braided loaves of white bread at Papa's place. The children stood around the table watching her. A lovely feeling of peace and contentment seemed to flow from Mama to them.

Sydney Taylor

Mama, with Josefina at her side, had tended the flowers in the back courtyard with great care. She had started them from seeds. It had always seemed a miracle that the small brown seeds could, with water and Mama's care, grow into beautiful, colorful flowers.

Valerie Tripp

The way Mama could peel apples! A few turns of the knife and there the apple was, all skinned! John could not take his eyes from his mother's hands. They had a way of doing things, peeling apples, sprinkling salt and counting pennies.

Eleanor Estes

Topic Compositions: Choose one

1. *"Mama, with Josefina at her side, had tended the flowers in the back courtyard with great care."* Tell us about one activity that you enjoy doing with your mother.

2. *"Children, children, come quickly!" calls Mother.* Why is she calling you?

Related stories to read aloud: *My Mother is the Most Beautiful Woman in the World*, by Becky Reyher

Helpful Hints:

List proper nouns on the board and have the children give a corresponding common noun and vice versa:

proper: Kansas City

common: town

common: boy

proper: Timothy

Over this week and the next, practice identifying common and proper nouns, especially from dictation or reading. Identify them orally, or ask the children to write the sentences and label the proper and common nouns.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ NOUNS
COMMON & PROPER NOUNS

Continue Lesson 3.

Definition by heart:**A common noun is the name of any person, place or thing.**

PHONICS LESSON

DICTATION
EXPLAINED DICTATION

At last, early in the morning, Peter heard a welcome sound. Someone was coming! It was the milk cart rumbling down the road.

The Hole in the Dike, Norma Green

Peter shouted for help. The milkman was surprised to hear someone near that road so early in the morning. The man saw Peter and hurried down to him. Peter showed him the leak and asked the milkman to hurry to the village. The milkman went as fast as he could.

DICTATION TEST

Peter had to stay with his finger in the dike. At last the men from the village came.

POEM

“Come, Little Leaves,” by George Cooper

COMPOSITION TOPIC

The men from the village set to work.

What was their work? Tell about it.

Suggested Theme: Autumn

Early Saturday morning, Michael and his sister went berry picking. The sky was deep blue and the leaves on the trees glowed in rich fall colors. Michael chose the way through the woods. He knew a place for blackberries in the meadow beyond.

Hilda van Stockum

“Honk-honk-honk.” The wild geese were flying south. The big harvest moon had come and gone. Red and gold were the leaves on the maples and oaks, and the wind that blew down from the north was cold.

B. and E. Hader

In the fall of the year the house was almost finished. The house was brown and the trees had put on their finest scarlet and yellow.

Alice Dalgliesh

Topic Compositions

“The wild geese were flying south. Red and gold were the leaves on the maples and oaks, and the wind that blew down from the north was cold as we walked along the path in the woods.”

Continue the story and tell us about a walk with your family on a fine autumn day.

Related stories to read aloud: *What Happens in Autumn*

Helpful Hints:

Continue identifying and labeling a few common and proper nouns after the reading lesson.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ NOUNS

GENDER OF NOUNS AND PARSING OF NOUNS

Lesson 4: Gender of Nouns, with Parsing of Nouns.
 Memorize the parsing order for nouns:
Identify the word as a noun. Tell its class. Tell its gender.

PHONICS LESSON

DICTION

EXPLAINED DICTION

One day, Little Sal went with her mother to Blueberry Hill to pick blueberries. Little Sal brought along her small tin pail and her mother brought her large tin pail to put berries in. On the other side of Blueberry Hill, Little Bear came with his mother to eat blueberries.

Blueberries for Sal, Robert McCloskey

Early Saturday morning, Michael and his sister went berry picking. The sky was deep blue and the leaves on the trees glowed in rich fall colors. Michael chose the way through the woods. He knew a place for blackberries in the meadow beyond.

The Cottage at Bantry Bay, Hilda van Stockum

DICTION TEST

Little Sal and her mother went down Blueberry Hill, picking berries all the way, and drove home with food to can for next winter.

POEM

“The Children’s Hour,” by Henry Wadsworth Longfellow

COMPOSITION TOPIC

Retelling the Story

For the children, Sunday was the best day of the week. Breakfast was merry. They were altogether. Father need not rush off to the fields or John to school. On Sundays and special feast days they took her with them to church, but it was far and she was still small. In the afternoon the family might go visit a neighbor, or a neighbor might come and visit with them. Sunday was a happy, friendly day.

Eloise Lownsbury

Suggested Theme: Family

Laura lay awake a little while, listening to Pa's fiddle. She looked at Pa sitting on the bench by the hearth. She looked at Ma, gently rocking and knitting. She was glad that the cozy house, and Pa and Ma and the firelight were now. They could not be forgotten.

Laura Ingalls Wilder

In the lovely hush of the evening, they once more gathered around the table, the children with their books, Mother with her sewing, and Father with his newspaper. It was quiet except for the sound of Charlotte's voice as she read aloud from her reading book to wide-eyed Gertie.

Sydney Taylor

Anne was so happy, skipping to church, that she had to sing. So all the family sang together. Their gay voices tumbled down the hills.

Eloise Lownsbery

Retell the Story (as on opposite page)

Related stories to read aloud: Excerpts from *The Little House* series by Laura Ingalls Wilder

Helpful Hints:

Use the parsing chart in the book to practice parsing nouns for class and gender, in the notebook during grammar class, and orally for a few minutes after the reading lesson, yet without taking time from reading or making the children think of the reading book as a grammar exercise.

The children may find it difficult to parse nouns on their own.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~

ADJECTIVES & ABBREVIATIONS

Lesson 5: Abbreviations, & Lesson 6: Adjectives.

Definition by heart: An adjective is a word used to modify a noun.

Learn parsing order by heart:

Identify the word as an adjective. Tell what class of adjective (*descriptive*). Tell what word or words it describes.

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

The city lay in a wide sunny valley in Italy. All around it were mountains covered with pines, oaks, chestnuts, and tall, pointed cypress trees. On the lower hills nestled white farmhouses among olive groves and vineyards. Along the roads, from behind high garden walls peeped the top of villas.

Eloise Lownsbery

The children had long left the woods behind, and now the mountain winds ruffled their hair. Down below, the glen smiled in green and gold, jeweled with glittering lakes. They could see the white houses of their village peeping through the dark green of the woods and beyond, the blue bay shimmered and shone.

The Cottage at Bantry Bay, Hilda van Stockum

DICTATION TEST

The little village sat on the slope of a mountain, with its head in the clouds and its feet in the river. The heart of the village was the church, where Thomas and grandmother went every Sunday.

Kate Seredy

POEM

“Setting the Table,” by Dorothy Aldis

COMPOSITION TOPIC

Below there was a valley. Sarah looked and looked and filled her mind with the beauty of it. It was a beauty that would stay with her all her life.

The Courage of Sarah Noble, Alice Dalgliesh

Tell about the most beautiful place you ever saw.

Suggested Theme: Family Celebrations / Feastdays

It happened that a small cousin of Jonathan's was being christened. So, of course, all the aunts and uncles and older cousins were going to the christening. Afterwards, they thought, it would be fine to have supper in the gray stone farmhouse.

Alice Dalgliesh

The feastday table looked elegant. There was a beautiful cloth on it, and the family's best plates and glasses and silverware. In the center of the table was a red jar with white blossoms in it. Soon music and laughter and happy voices swirled around the table. Friends and neighbors arrived bringing small gifts.

Valerie Tripp

The sky was tinted red at early dawn on St. Joseph's Day. Juan and his friends came early in the morning to greet the swallows. They played games, sang, and danced, and acted little plays of olden days.

Leo Politi

Composition Topic:

"After the christening the family thought it would be fine to have dinner at the gray stone farmhouse."
Imagine the party at Jonathan's house. Tell us about it.

Related stories to read aloud: *Because I Promised*, by Hutchinson

Helpful Hints:

This week and next, practice identifying and parsing adjectives. Be careful only to select descriptive adjectives from the reading text, since the children will not yet have seen adjectives of number or demonstrative adjectives. Use the words "descriptive adjective" so that children will become familiar with the notion, without yet making a distinction.

Explain that adjectives tell us something about nouns that can be perceived by the five senses: Descriptive adjectives tell us how someone or something looks, or feels, or tastes, or smells, or sounds: *a blue sky, a soft blanket, a sour lemon, a sweet rose, a gentle voice*.

If the children have difficulty grasping the concept of adjectives, do some exercises (written or oral) in which adjectives are grouped according to a common factor: Make sentences using adjectives of color, or of size or shape...

Integrate Lesson 39 abbreviations as needed. ***Continue asking children to label the parts of speech, orally (as the teacher writes on the board) or in their notebooks.***

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ ADJECTIVES

Lesson 6: Adjectives continued.

PHONICS LESSON

DICTATION EXPLAINED DICTATION

The peasants' eyes grew round as they watched the soldiers drop the stones into the pot.

Stone Soup, Marcia Brown

The peasants brought their barley from the lofts, they brought their milk from the wells. The soldiers stirred the barley and milk into steaming broth while the peasants stared.

DICTATION TEST

At home, the kitchen was warm with the smell of fresh-baked bread. Mama set two braided loaves of white bread at Papa's place.

Sydney Taylor

POEM

"I Will Go with My Father A-Ploughing," Joseph Campbell

COMPOSITION TOPIC

"Never had there been such a feast. Never had the peasants tasted such soup."

Have you ever had a family feast? Tell about it.

Suggested Theme: Farm / Life in the Country

Josefina always thought the garden looked like a blanket spread on the ground. The neat rows of fruits and vegetables made colorful stripes. In between the rows, the earth was a dark reddish-brown, thanks to the water the girls carried up from the stream each day. A stick fence like a blanket's fringe surrounded the garden to keep hungry animals out.

Valerie Tripp

There was plenty to be done in the house and outside it. Both the cows and the donkey had to be attended to; there was work in the garden and work in the fields. It was Peter's delight to help his mother in the care of the house.

Anne wanted to help with the planting. She liked the small packages of tiny seeds. Some were like specks of pepper. Others were shaped like the eyes of birds. It was always a surprise to see how different each plant looked, after it grew up from its seed.

Anne Pellowski

These were the days when all the family joined Papa and the boys in the fields. Those were the long days, dusted with daisies.

Lauren Ford

Retell the Story:

Long ago and far away in a land across the sea, a swarm of insects swept down upon the countryside and began to lay waste to the farmers' crops. The day was saved, however, when an entirely different set of bugs arrived and gobbled up the unwelcome invaders. The crops were saved! The people then knelt down and thanked Our Lady to whom they had been praying for help. In gratitude they named these tiny orange bugs with black dots "Our Lady's Bugs." And so, in shortened form, they have been called lady bugs to this very day.

Helpful Hints:

Practice parsing a few nouns and descriptive adjectives every day, on the board and in the notebook during grammar or dictation class and orally after the reading lesson. Make sure the children are drawing the lines neatly on the parsing charts and not crowding their charts but leaving plenty of space.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ ARTICLES

Introduce Lesson 7: Articles.

Learn by heart the parsing order for articles:

Identify the word as an article. Tell to what noun the article belongs.

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

It was a small village. Josefina knew everyone in all of the twelve families who lived there. She knew their houses, too, which were built close together and seemed to lean toward each other like old friends. The biggest and most important building in the village was the church.

Meet Josefina, Valerie Tripp

Guilford was a busy little town of stone and brick and timber clinging to the steep sides of the hill. It had three churches and many inns, shops and houses.

Elizabeth Gray

DICTATION TEST

A fire was built on the village square and the pot was set to boil.

Stone Soup, Marcia Brown

POEM

R. L. Stevenson

COMPOSITION TOPIC

Retelling the Story:

Rosa filled two large baskets with oranges and put them on her donkey's back. Then she waved goodbye to her mother and started to the village square. The street was narrow and winding, and the white clay walls of the houses shone brightly in the warm sunshine. When Rosa reached the square it was already filled with people. She walked slowly among the crowd, leading her little donkey and calling, "Oranges for sale."

B. Bailey and Z. Selover

Suggested Theme: Villages / Towns

The little village sat on the slope of a mountain, with its head in the clouds and its feet in the river. The head of the village was the small white house where Thomas lived with his grandmother. The feet of the village were the long green pastures where he watched his grandmother's sheep. The heart of the village was the church, where Thomas and grandmother went every Sunday.

Kate Seredy

(The dictations on the facing page echo the same theme.)

Composition Topic:

Imagine you are going with your mother on a shopping trip to Guilford to buy a birthday present for your father. Tell us about your visit to town.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ VERBS

Lesson 8: Verbs

Definition to learn by heart: **A verb is a word that asserts action or being.**

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

We were still new to the house the day the letter dropped through the slot. I heard it whisper to the floor and ran to pick it up. I peeked through the narrow window in the door.

Emily, Michael Bedard

Even before I was old enough to take lessons, my father taught me how to play the piano. I would sit next to him on the wooden bench that was filled with sheet music. He would play and then I would play. Sometimes I would place my hands on his and we traveled the keyboard together.

Howard Kaplan

DICTATION TEST

Mother was in the parlor practicing piano when I brought the letter in. As she opened it, a little spray of flowers fell onto the keys.

POEM

The Children's Hour" by Longfellow

COMPOSITION TOPIC

The music drifted through the darkened room.

Do you play a musical instrument? Tell what instrument you play or would like to learn.

Suggested Theme: Music

High up on a breezy hilltop, overlooking her father's rancho, Josefina sat playing her clay flute. The flute was shaped like a bird and sounded like one, too. When Josefina played it, a clear fine tune just like a bird's whistle, looped through the air into the blue, blue sky.

Valerie Tripp

The tune stayed in Josefina's head as she did her early morning chores. She gathered eggs singing it. She swept the courtyards dancing to it. She piled wood next to the fireplaces in time to its rhythm. When the village church bells rang its call to prayers at seven o'clock, it seemed to ring along with the tune.

Valerie Tripp

My father played the piano all the time. My mother would stand next to him and they would sing together. When it was time for bed, I would keep my bedroom door open just the right amount so I could hear the music faintly. It covered me gently like the whisper of an August blanket and I would soon fall asleep.

Howard Kaplan

Pa began to play his violin and Laura could not keep her feet still. Uncle George looked at her and laughed. Then he caught her by the hand and did a little dance with her, in the corner of the room.

Laura Ingalls Wilder

Composition Topic:

Have you ever heard Mother or Father or perhaps a worker singing as they worked? Tell us about it.

(The dictations and composition topic on the facing page match the same theme.)

Helpful Hints:

Prepare the children for sentence analysis and the idea of subject and predicate by speaking always of the verb as saying something about a noun.

Children should practice analyzing in their notebooks one or two sentences from the reading every day, underlining the verb twice and labelling the different parts of speech which they know. Choose sentences at their level, or simplify the sentences for them. Ignore prepositional phrases and other elements which the children do not yet know. Continue parsing a few nouns, descriptive adjectives and articles every day, on the board and in their notebooks.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ VERBS

Lesson 8: Verbs continued.
Review definitions and parsing orders.

PHONICS LESSON

DICTATION
 EXPLAINED DICTATION

All that summer Miss Rumphius, her pockets full of seeds, wandered over fields and headlands, sowing lupines. She scattered seeds along the highways and down the country lanes. She flung handfuls of them around the schoolhouse and back of the church. She tossed them into hollows and along stone walls.

The next spring there were lupines everywhere. Fields and hillsides were covered with blue and purple and rose-colored flowers. They bloomed along the highways and down the lanes. Bright patches lay around the schoolhouse and back of the church. Down in the hollows and along the stone walls grew the beautiful flowers. Miss Rumphius had fulfilled her promise to Grandfather. She had done something to make the world more beautiful.

Miss Rumphius, Barbara Cooney

DICTATION TEST

The next morning the house was full of music. I was in the sun-room with Father watering our flowers. The sun was warm upon my face.

Emily, Michael Bedard

POEM

“The Lamb,” by William Blake

COMPOSITION TOPIC

I saw the gift of bluebells on the sill. What gift could I bring to the yellow house?

Emily, Michael Bedard

Tell about the most beautiful gift you once gave or received.

Suggested Theme: Our Friends, the Animals

Then Juan saw some little dots far off on the horizon. As the little dots came nearer, they grew bigger and bigger. Soon hundreds of swallows circled over the Mission. The swallows were very much like little folks who had been on a long journey and were happy to be home again. They fluttered and twittered and filled the gardens with sweet sounds.

Leo Politi

One day Stephen and Lucia saw a strange cloud over the bay. As it came nearer they could see it was a cloud of thousands of orange butterflies glittering in the sunlight.

“Those are the Monarch butterflies on their way to the butterfly trees,” said Stephen.

Stephen took Lucia to see the trees. When they arrived they could not see the butterflies at first. But suddenly a playful squirrel leaped from one branch of a tree to another. In a moment, thousands of butterflies rose in the air. It was a glorious sight! The golden orange of their open wings sparkled in the sunlight. “It’s really butterfly land!” Lucia thought.

Leo Politi

The winter had been a cold one. The birds and the squirrels and the rabbits had a hard time finding anything to eat, so every day Jonathan remembered to feed them. Jonathan loved animals and birds. He knew the tracks that each one made in the snow.

Alice Dalgliesh

Composition Topics: Choose one.

1. *“The bird woman sat on the steps of St. Paul’s. All around her flew the birds. ‘Feed the birds; just pennies a bag!’ Michael walked up to the bird woman and bought a bag.”* What happened next?
2. *“The poor motherless baby!” said Ana tenderly. Carefully, she put the baby goat into Josefina’s arms. The baby goat gave one small bleat, closed her eyes, and went to sleep as if Josefina’s arms were the safest place in the world.”* Continue the story. (This may also be used as a dictation.)

Helpful Hints:

The Nouns, Adjectives and Verbs Review Exercise would be helpful this week. Continue analyzing and parsing from the reading and dictation.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ CONTRACTED WORDS

Lesson 9: Contracted Words.
Continue reviewing definitions and parsing orders.

PHONICS LESSON

DICTIONARY
EXPLAINED DICTIONARY

Mother wore her new silk dress, the one that whispered when she walked. The dress I wore was white, like the disappearing snow.
Emily, Michael Bedard

When the music started I crept quietly from the room. I tiptoed to the bottom of the stairs. My heart beat quickly as a little bird's. I started slowly up. At the winding of the stairs I stopped. There at the top sat a woman all in white. At first she did not see me. She sat on a tiny chair; a stub of pencil flashed across a paper on her lap. Then she looked up. "You little rascal, you," she said. "Come here."

DICTIONARY TEST

Sunset turned the windows in the yellow house to gold. Soon the night would come.

POEM

"Where Go the Boats," Robert Louis Stevenson,
or "The River," by H. van Stockum

COMPOSITION TOPIC

Retelling the Story

Father came to tuck me in. I showed him the little bunch of flowers. Some had crumbled onto the sheets. "Sing me the night song," I said. He knelt down by the bed and sang. Like flakes of flowers the words fell to the sheets. I listened to them fall and fell asleep.

Suggested Theme: Water

Josefina liked to think about how the water started out as snow on the mountaintops. It melted and flowed all the way down to this little pool in the stream without losing any of its cool freshness. She knew that it was water that brought life to the rancho. Water from the stream was channeled into ditches so that it would flow through the fields. Without water, nothing would grow.

Valerie Tripp

They had long left the woods behind and now mountain winds ruffled their hair. Down below, the glen smiled in green and gold, jeweled with glittering lakes. They could see the houses of their village peeping through the dark green of the woods, and beyond, the blue bay shimmered and shone.

Hilda van Stockum

During his vacation, Juan began his garden. He had learned so much about it from Julian. First, he dug the earth. Then he lined the edges of the garden with large rocks and planted new flowers. And always he kept the little pool full of clear water.

Leo Politi

Composition Topic:

Below the glen smiled in green and gold, jeweled with glittering lakes. Father takes the family on an outing to the lake. Tell us about your day there.

Related stories to read aloud: *Time of Wonder*, by Robert McCloskey

Helpful Hints:

Find contracted words in the reading. Have children think of contracted words in speech and write them. Explain that we often use contracted words when we speak, but in compositions it is better to write the words in full.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ KINDS OF SENTENCES

Lesson 10: Three Kinds of Sentences.
 Learn by heart over the next two weeks:
A declarative sentence makes a statement.
An interrogative sentence asks a question.
An imperative sentence gives a command.

PHONICS LESSON

 DICTATION
 EXPLAINED DICTATION

“Honk-honk-honk.” The wild geese were flying south. The big harvest moon had come and gone. Red and gold were the leaves on the maples and oaks, and the wind that blew down from the north was cold.

The Big Snow, Berta and Elmer Hader.

I lined the lily bulbs in a row along the sill. They looked dull and dead, but Father says they have a hidden life, and if we plant them in the ground in spring, the sun and rain will make them start to grow. Then the leaves will rise up from the soil, and then the lilies, all in white, will bloom. This is a mystery.

Emily, Michael Bedard

DICTATION TEST

Song sparrows chirped happily on the hillside. They paid no attention to the geese in the sky for they did not mind the cold weather.

POEM

“The Leak in the Dike,” by Phoebe Cary (selections)

COMPOSITION TOPIC

Retelling the Story

The pretty white-footed wood mouse flicked his long tail as he looked at the geese flying high in the sky. He knew that winter was coming, but he had worked hard and had a good supply of seeds stored away in his underground nest. He wouldn't be hungry in the months to come.

Suggested Theme: Courage

“Keep up your courage,” her mother had said, fastening the cloak under Sarah’s chin. “Keep up your courage, Sarah Noble.”

And indeed, Sarah needed to keep up her courage, for she and father were going all the way into the wilderness of Connecticut to build a house.

Alice Dalgliesh

“Sarah,” Father said. “You have been brave, and now you must be braver. I must go to fetch your mother and the children. It is too far for you to go and it will be better if you stay here.”

“Stay here? I am afraid.” She heard herself say “afraid” and it was the first time she said the word aloud.

“To be afraid and to be brave is the best courage of all,” said her father.

Alice Dalgliesh

Jonathan had come over Hemlock Mountain and here he was, safe at his aunt’s house! He began to feel big and noble and brave. Jonathan seemed to grow an inch taller as he stood waiting for his aunt to answer the door.

Alice Dalgliesh

Retell the Story:

Peter slid to the bottom of the dike. He put his finger in the hole to keep the water from coming through. He looked around for help, but could not see anyone on the road. Peter had to stay there all alone. All night long he kept his finger in the dike. His fingers grew cold and numb.

At last, early in the morning, help came. The men from the village set to work to repair the leak. All the people thanked Peter. The people shouted, “Make way for the hero of Holland!”

But Peter did not think of himself as a hero. He was glad that he could do something for the country he loved so much.

Norma Green

Helpful Hints:

You may introduce exclamatory sentences, if the children are following well: **An exclamation is a word or expression so used as to express strong or sudden feeling.** Practice identifying kinds of sentences. You may practice changing sentences from the dictation or reading book, making statements into questions or commands, if the children do not become confused by the changes of verb forms or sentence structures. At this point it is more important that they be able to recognize the kinds.

Integrate punctuation from Lesson 40 as needed, especially the period, question mark, and exclamation point.

Continue labeling parts of speech in a few sentences every day and parsing nouns, adjectives and articles.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ KINDS OF SENTENCES

Lesson 10: Three Kinds of Sentences continued.

PHONICS LESSON

DICTATION
EXPLAINED DICTATION

The days grew shorter and shorter. Then the first snow blew down from the north. When the round winter moon bathed the hillside in silvery light, the mice and the rabbits came out to dance and frolic.
The Big Snow, Berta and Elmer Hader

A beautiful snow flake fell through the air. Then two flakes floated softly to earth, followed by three, then four. The snow flakes fell faster and faster and faster. Millions of snow flakes fell from the sky. It snowed all night and all the next day. Thick snow covered the branches of all the trees.

DICTATION TEST

A little old man in a bright red cap came out of the stone house. He slowly shoveled a path through the deep snow. A little old woman scattered seeds, and nuts, and bread crumbs, to right and to left.

POEM

“Holy Place,” by Eleanor Graham Vance, or “Windows,” by Lawrence A. Perkins

COMPOSITION TOPIC

The little old man and the little old woman put food out for the birds and animals until the warm spring came.

Tell about an animal you take care of.

Suggested Theme: Church

During the sermon, Anne crept away inside her own thoughts, where it was busy, but still. She liked to think about how each family of the parish lived by itself like a separate island, but how on Sunday they all came together, and melted into God. Thinking this, first she felt very small, and then she felt very large and safe.

Eloise Lownsbury

Now they could look over the last hill and down to the valley below. Anne showed Marta the great strong church which the men had helped to build. Of pine trees, they made it, from the little clearing cut away at the edge of the forest. Anne whispered to Marta that the dim beauty inside must look like heaven. It was all so solemn.

Eloise Lownsbury

In the church vestibule the children blessed themselves with holy water; then they slipped quietly inside. They tiptoed down the aisle to the front pew and knelt there in a row. The soft light of evening came through the round stained-glass window high up in the wall behind Our Lady's statue, and mingled its lovely colors with the red glow of the sanctuary lamp. Vigil lights flickered and twinkled in their blue and red glasses. It was all so still and peaceful and holy.

Mother Mary Paul Williamson, R.C.

The bells of the Mission church were ringing on that early morning. Juan came running down the road through the village on his way to the little school near the Mission. He ran through the garden filled with flowers.

Leo Politi

Composition Topic:

Imagine that your Mother asks you to help her clean the church and prepare the flowers for the altar. What do you do?

Helpful Hints:

Continue working with statements, questions and commands. Try to choose simple sentences, with only one subject and verb. Before labeling any parts of speech or underlining the verb twice, the children should identify the kind of sentence. Children should begin any sentence analysis by saying, "This is a simple, declarative (or *interrogative* or *imperative*) sentence."

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ SUBJECT AND PREDICATE

Lesson 11: Subject and Predicate.

Definitions to learn by heart: **The subject of a sentence names the person or thing about which something is said.**

The simple predicate is the verb in the sentence.

The complete predicate is the verb with its modifiers.

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

The small creatures could not find enough to eat, but it was not so with Jonathan's aunts and uncles and cousins. All they had to do was to come to the gray stone farmhouse and there was always plenty of food. They liked to drop in for supper and to sit around the table in front of the big fireplace.

The Bears on Hemlock Mountain, Alice Dalgliesh

Laura lay awake a little while, listening to Pa's fiddle softly playing and to the lonely sound of the wind in the Big Woods. She looked at Pa sitting on the bench by the hearth, the firelight gleaming on his brown hair and beard and glistening on the honey-brown fiddle. She was glad that the long winter evenings of firelight and music had come again.

Little House in the Big Woods, Laura Ingalls Wilder

DICTATION TEST

Such good suppers! There would be roast chicken or roast duck or roast goose, brown and done to a turn. There would be potatoes and turnips, carrots and corn.

Alice Dalgliesh

POEM

Extracts from "A Mystery Play," by Robert Hugh Benson,
or "A Christmas Folksong," by Lizette Woodworth Reese

COMPOSITION TOPIC

Retelling the Story

Even in the wintertime Jonathan's father worked hard, for there were the cows to be milked and all the other animals to be fed. There was wood to be cut. This kept the big fire going so that Jonathan's mother could cook all the good things the family liked to eat. Jonathan helped carry in the wood.

Suggested Theme: Christmas

At last it was Christmas Eve. The first stars shone in the sky, and on the earth fireflies flickered. The men, women, and children of the town came to Midnight Mass. They lit up the night as they came carrying candles, which shone like the star of Bethlehem.

Grace Noll Crowell

Gathered at last into the square before the church, the people saw with wonder and delight the surprise which Brother Francis had prepared for them. They looked into a real stable. There was a manger full of hay; there was a live ox and a live donkey. There on the hay, lay a real baby wrapped from the cold, asleep and smiling.

Then Brother Francis stood before them and began to read the old story of the birth of the Christ Child, of the shepherds in the fields, and of the angels' song.

Sophie Jewett

Mother puts flour and dough on the table and Joan kneads it and rolls it out. It is hard work, because the dough has to be very thin. Jimmy and Edward help cut out cookies and Mother puts them on the cookie sheet. They are lined up like soldiers: Christmas trees, angels, bells, stars, snowmen, lots of other shapes.

A Trip Through Wonderland

Composition Topics: Choose one.

1. Imagine that you accompany the Shepherds to Bethlehem. Tell about visit to the Christ Child.
2. Christmas will soon be here! What would you like to make or do for your parents as a Christmas gift or surprise?
3. Your little brothers and sisters ask you to tell them a Christmas story. In your own words tell them one of the Christmas stories or legends that you know.

Related stories to read aloud: *Why the Chimes Rang; The Donkey's Dream; Josefina's Surprise; St. Francis and the First Christmas Crib.*

Helpful Hints:

Explain that every sentence has two parts: a naming part and a telling part. The verb and everything helping it is the telling part. The teacher should use the terms "simple predicate" and "verb" nearly interchangeably when analyzing sentences, to make the children familiar with the idea that the verb is what turns a group of words into a statement.

The teacher should understand and explain as necessary that the simple predicate is the verb, the complete predicate is everything that modifies the verb and completes the statement about the subject. The verb is the essential part of the predicate, that element which allows us to make any statement about a subject. It is what asserts, states, says.

Each day, select sentences to analyze: identify the kind of sentence, draw the predicate bar and underline subject once, verb twice. As the children master subject and predicate, label the parts of speech also.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ SUBJECT AND PREDICATE

Lesson 11: Subject and Predicate.

Introduce the new idea of office or job into the parsing chart for nouns and memorize the new order: **noun, class, gender, office.**

Definition: **A simple sentence is a sentence that has one statement, question, or command.**

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

Once Jonathan and Uncle James went down to the brook. It was late in the day and the shadows were long. "What are we going to see?" asked Jonathan. "Wait and you will find out," said Uncle James. So they waited and listened. It was hard for Jonathan to keep so still. They waited and listened. And at last a raccoon came down to the brook. He had an apple in his mouth. Jonathan looked. The raccoon took the apple in his two front paws. He dipped it in the water and dipped it and dipped it and dipped it again. "Coons like their food wet," said Uncle James.

The Bears on Hemlock Mountain, Alice Dalgliesh

The children hurried from school these days, for raw winds came blustering over the mountains and the roads were filled with puddles. They loved the fire-side with its glowing coals and liked to crouch in front of it to roast apples and nuts and forget the discomforts of the season.

Hilda van Stockum

DICTATION TEST

It happened that a new small cousin of Jonathan's was being christened. So, of course, all the aunts and uncles and older cousins were going to the christening. Afterwards, they thought, it would be fine to have supper in the gray stone farmhouse.

POEM

Excerpts from "A Mystery Play," by Robert Hugh Benson, or
"What Can I Give Him," by Christina Rossetti

COMPOSITION TOPIC

Jonathan was very fond of his uncles. Best of all he liked young Uncle James.

Tell about your favorite aunt or uncle or cousin.

Suggested Theme: Epiphany

Suddenly a star appeared large and bright, way up in the sky. Its light shone like a silver thread on the sand. In great silence, the three Kings raised their heads to the sky, and gazed long at the star. There was hope and faith in the three eager faces that now bent their heads to lead the camels on. On to Bethlehem!

Gian Carlo Mennotti

Melchior stretched out a hand. "The Child we seek holds the seas and the winds on his palm." he said. "The Child we seek has the moon and the stars at His feet," said Kaspar.

Balthazar added, "Before Him the eagle is gentle, the lion is meek."

Gian Carlo Mennotti

Each king carried a treasure: one a chalice of myrrh, one an urn of incense, and one a coffer of gold.

Gian Carlo Mennotti

Retell the Story

It was early in the morning of January sixth, the Feast of the Three Kings. The night before the children had followed an old tradition. They had filled their shoes with hay and left them outside. The story was that the Three Kings would pass by on their way home from bringing gifts to the Christ Child in Bethlehem. The kings' camels would eat the hay, and the kings would leave sweets and gifts in the children's shoes to say thank you.

Valerie Tripp

Helpful Hints:

Continue working with sentences from the reading and dictations, analyzing, labeling and parsing.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ TENSE OF VERBS

Lesson 12: Tense of Verbs.

Definitions to be learned by heart: **Tense is the form of a verb that expresses the time of an action or event. The present tense expresses present time. The past tense expresses past time.**

The future tense expresses future time.

Parsing chart for verbs: **Identify as a verb. Tell its tense. Tell its subject.**

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

Get on your warm coat and your warm cap and your warm muffler and go quickly, for you must be back before it is dark. Tomorrow, early, I shall start the stew.

The Bears on Hemlock Mountain, Alice Dalgliesh

So Jonathan put on his coat and his muffler and pulled his warm cap down over his ears. He filled his pockets full of nuts for the squirrels on Hemlock Mountain, and he took some bread crumbs for the birds. Then Jonathan went tramping to the gate, his boots making big footprints in the snow. Crunch! Crunch! Crunch!

DICTATION TEST

It was very still and quiet on Hemlock Mountain. The only sound was Jonathan's boots going crunch, crunch, crunch on the snow. He could look back and see the big footprints that he made.

POEM

"The Carpenter, by Lucas

COMPOSITION TOPIC

Retelling the Story

When he got to the top of Hemlock Mountain, Jonathan was out of breath. So he sat down on a log to rest. And as he rested he took out of his pocket the nuts and the carrots and the bread crumbs. He put them on the snow a little distance from where he was sitting. It was very still and quiet. Then there began to be little sounds all around him. And out of the woods came rabbits, hopping over the snow. They came straight to the carrots Jonathan had brought for them.

Suggested Theme: Trades I

Looking up, Pablo saw that his mother had started to turn some smoke-colored clay on her pottery wheel. She worked with the lump until it became a bowl with a fluted edge. He never grew tired of watching her change a shapeless mass into a beautiful object.

Helen Stone

"The Missions were like little villages," Julian said. "There the Indians learned to make shoes and harness, blankets and hats, tools and pottery - many of the things they needed in their daily life.

Leo Politi

The wind brought the sounds of work in its wake: the ringing of the blacksmith's hammer down in the village, the whirl of spinning wheels set in open doorways and the clack-clack of wooden looms.

Carolyn Sherwin Bailey

Composition Topics:

Picture Story. Give each child a picture of some artisan at work - a shoemaker, a carpenter, a baker, etc. The children use the picture as a springboard for writing a story.

Related stories to read aloud: *Mr. Shaw's Shipshape Shoeshop*; *Henry Fisherman*, by Marcia Brown; *Perugino's Path*, by Nancy L. Clouse; *Angelo*, by David Macaulay

Helpful Hints:

Practice identifying the tense of verbs and changing from present to past to future. Be careful not to choose other tenses from the reading book to analyze.

Continue analyzing sentences, now choosing verbs to parse, also.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ PERSON OF VERBS

Lesson 13: Person of Verbs. Definitions to be learned by heart:

We say that a verb is in the first person if it tells what the speaker is or does. A verb is in the second person if it tells what the one spoken to is or does. A verb is in the third person if it tells what the one spoken about is or does.

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

As Jonathan stood still, there was a strange, small sound. Drip, drip, drip! The sun was warm on the south side of the mountain and the snow and ice were beginning to melt. Drip, drip, drip from the branches of the trees. Drip, drip, drip from the rocks.

The Bears on Hemlock Mountain, Alice Dalgliesh

Jonathan lifted the brass knocker and let it fall. How loud it sounded! But it was a cozy, comfortable sound, not a lonely one. Jonathan had come over Hemlock Mountain and here he was, safe at his aunt's house!

DICTATION TEST

"It sounds like spring," Jonathan said to himself. "It feels like spring. I hope the bears don't know it!"

POEM

Selections from "The Village Blacksmith," by Henry Wadsworth Longfellow

COMPOSITION TOPIC

Retelling the Story

Jonathan rocked and munched on cookies. He drank milk. He rocked and munched and drank. The clock on the kitchen shelf did its best to tell him that time was passing. "Tick-tock, tick-tock, time to go, tick-tock." But Jonathan rocked and ate and did not hear it. "Tick-tock, tick-tock." The fire was warm and Jonathan was awfully full. He stopped rocking and slowly, slowly, slowly, his eyes closed. Jonathan was asleep!

Suggested Theme: Trades II

Grandfather sat and mended toys all day. The toys that were brought to him looked sick and cross. But then Grandfather got busy on them. He pasted and glued, sewed and hammered, washed and painted until the toys began to smile and shine and look brighter than new.

Hilda van Stockum

Angelo loved his work. With wet plaster and a few simple tools, he had spent his whole life making crumbling wall smooth again and bringing even the most weathered pieces of sculpture back to life.

David Macauley

Henry wanted to be a fisherman, just like his father. Already Henry could throw a round net over a school of small fish in the shallows. He could spear the big fish that hid in the coral branches in the deeper water. Henry could hardly wait until he was old enough to go out in the morning with his father and the other men in the fishing boats.

Marcia Brown

Anne could see the cradle come alive in her brother's hands. "Come and see!" she shouted. "James has made the loveliest cradle that ever was made. Once it was a willow, growing by the brook. Once it made a cradle for bluebirds, and now it makes a cradle for my doll, Marta."

Eloise Lownsbery

Mr. Shaw was the best shoemaker in town. All day long he sat and fixed people's shoes. His shop was always so neat and trim and tidy, so he named it "Mr. Shaw's Shipshape Shoeshop."

Composition Topics: Choose one.

1. Imagine that you help Mr. Shaw in his Shoeshop for a day. Tell us about it.
2. Imagine that you help Grandfather mend toys for the day. Tell us about it.

Helpful Hints:

Have the children practice saying sentences in 1st, 2nd and 3rd person, speaking to one another to help illustrate the idea. Choose sentences from the reading book and dictation as much as possible.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ NUMBER OF VERBS

Lesson 14: Number of Verbs. Omit Conjugation of Verbs.
Add person and number to the parsing chart:
Verb. Tense. Subject. Person. Number.

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

Jonathan went in, but first he shook the snow carefully off his boots. Aunt Emma was a good housekeeper. Then he went into the kitchen. A big fire was burning, and the kitchen was pleasant and warm. The air was full of a good smell. Jonathan sniffed - M-m-m- cookies!

The Bears on Hemlock Mountain, Alice Dalgliesh

The snow kept coming down and drifted against the house. In the mornings the windowpanes were covered with frost in beautiful pictures of trees, flowers and fairies. Laura and Mary were allowed to take Ma's thimble and make pretty patters of circles in the frost on the glass. But they never spoiled the pictures that Jack frost had make in the night.

Little House in the Big Woods, Laura Ingalls Wilder

DICTATION TEST

It was hard to be polite. But Jonathan sat down in the rocker and tried not to look hungry. He had quite forgotten about the cookies eaten on the way.

POEM

"Picture Books in Winter," by Robert Louis Stevenson, or
"White Snow. Bright Snow." by Alvin Tresselt

COMPOSITION TOPIC

"Jonathan! Did you come all alone over Hemlock Mountain?"

Tell about an adventure you had all alone.

Suggested Theme: Winter

The snow kept coming down and drifted against the house. In the mornings the windowpanes were covered with frost in beautiful pictures of trees, flowers and fairies. Laura and Mary were allowed to take Ma's thimble and make pretty patterns of circles in the frost on the glass.

Laura Ingalls Wilder

Soft gray clouds filled the sky and blotted out the moon. A beautiful snowflake fell through the air. Then two flakes floated to the earth, followed by three, then four. The snowflakes fell faster and faster. It snowed all that night and the next day. Thick snow covered the branches of all the trees. A blanket of snow covered the meadows and hills.

Berta and Elmer Hader

The family was cosy and comfortable in their little house made of logs, with the snow drifted around it and the wind crying because it could not get in by the fire.

Laura Ingalls Wilder

Retell the Story (or additional dictation)

When Willie's mother gave him an old microscope, he used it to look at snow. Day after stormy day he caught single snowflakes. He studied the ice crystals. Their delicate patterns were even more beautiful than he imagined. No two were alike. One day, Willie figured out how to photograph snowflakes! "Now everyone can see the beauty in a tiny crystal," he said.

Snowflake Bentley, Jacqueline Briggs Martin

One day there was a heavy fall of snow. As soon as the bell for recess rang, the children hurried to the playground to build a snowman. First, they rolled the flaky snow into two big balls. These they piled one on top of the other. Then, they added two rocks for the eyes and a row of them for his mouth. A carrot served as a nose. One of the children fastened a scarf about his neck and put a hat on his head. The children were very proud of their snowman.

Related stories to read aloud: *Snowflake Bentley*, by Jacqueline Briggs Martin

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ OBJECT

Lesson 16: The Direct Object.

Definition to be learned by heart:

The direct object names the person or thing that the subject does something to.

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

Now it was really beginning to be dark. Jonathan knew he should hurry, but the iron pot was heavy. Jonathan's steps were heavy and slow. This time he was stepping in the big foot-prints he had made coming down. It was really and truly dark. The tall trees were dark. The woods were dark and scary.

The Bears on Hemlock Mountain, Alice Dalgliesh

The great church was a wonderful place that night. Everyone said that it had never looked so bright and beautiful before. When the organ played and the thousands of people sang, the walls shook with the sound, and little Pedro, away outside the city wall, felt the earth tremble around him.

Why the Chimes Rang, Raymond Macdonald Alden

DICTATION TEST

Jonathan began to think about bears. And to keep up his courage he said, in time to his own slow steps: There are no bears on Hemlock Mountain, no bears, no bears at all.

POEM

"Great, Wide, Beautiful, Wonderful World," by William Brighty Rands

COMPOSITION TOPIC

The sound had stopped. The bears were right beside the big iron pot.

Imagine you were Jonathan hidden inside the big iron pot. What would you be thinking?

Suggested Theme: Learning / Teaching

Josefina and Tia Dolores worked together in the back courtyard. Tia Dolores showed Josefina how to prepare the flowers for winter. She explained how to cut back the dead stems and cover the earth with leaves to protect them from snow and ice. She watched with care to be sure that Josefina was doing everything correctly.

Valerie Tripp

Josefina had learned that Tia Dolores was always ready to give help and advice. But she would not do the girls' work for them. She worked hard teaching, and she expected the girls to work hard learning. "Our abilities are gifts from God," she often said, "He means for us to put them to good use."

Valerie Tripp

There is so much to know! But so many, many things are mystery.

Michael Bedard

In school, everything seemed to me to be either wonderful or terrible. It was terrible not to know one's lessons. But how pleasant to understand the lesson, to have fine books. Schools draw us by the promise of truth, just as spring by the promise of fine days to come.

Raissa Maritain

Composition Topic:

"Josefina enjoyed her weaving lesson with Teresita. She was pleased and proud to have learned something new and useful."

or:

"During vacation Juan began his garden. He had learned so much about it from Julian."

What new skill or craft have you learned? Tell us about it.

Additional stories to read aloud: *Pedro the Potter*, by Helen Stone

Helpful Hints:

Over the next three weeks, practice identifying direct objects. Practice parsing nouns, adding a new office or job: "object." This concept may be quite difficult for the children, so continue reinforcing earlier concepts and they will understand later. You may briefly introduce the idea of transitive and intransitive verbs: only transitive verbs take direct objects.

Analyze sentences as usual, but write D.O. over the object noun, instead of writing "noun".

Continue working with sentences from reading and dictation, especially verbs. Be careful to select only present, past and future tenses, and to modify sentences which are too long.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ OBJECT

Lesson 16: The Direct Object continued.
Review definitions and parsing orders.

PHONICS LESSON

DICTIONARY
EXPLAINED DICTIONARY

Oh, Jonathan said to himself. Why did I wait so long at Aunt Emma's? Why did I eat so many cookies? Why did I go to sleep? There did not seem to be any answer to these questions, so he stopped asking them.

The Bears on Hemlock Mountain, Alice Dalgliesh

Away off in the distance there was the sound of boots on the snow. Someone was coming up Hemlock Mountain! It was very still. The only sound was the crunch of boots. And at last Jonathan heard it. His father's voice! Jonathan had never in all his life been so glad to see the uncles.

DICTIONARY TEST

The spring night was cold, and Sarah drew her warm cloak close. She thought of how her mother had put it around her the day she and her father had started on this long journey. *The Courage of Sarah Noble, A. Dalgliesh*

POEM

"Travel," by Robert Louis Stevenson.
or "A Life on the Ocean Wave," by Epes Sargent

COMPOSITION TOPIC

Retelling the Story

Jonathan had to think quickly. There was only one thing to be done. Jonathan did it. He put the big iron pot upside down on the snow. Then he dug out a place and crawled under it. The pot was like a safe house. Jonathan dug out another little place in the snow so that he could breathe. Then he waited. Crunch! Crunch! Crunch! It was the sound of big, heavy paws on the snow. The bears were coming!

Suggested Theme: Travel

I stood close to my father as the anchor was pulled dripping from the sea. Above us, white sails rose against a bright blue sky. They fluttered, then filled with wind. Our ship began to move. My father was waving to friends on shore. I looked back at their faces growing smaller and smaller, and ahead at the wide dark sea. And I clung to my father's hand. We were off on our journey to America.

Jean van Leeuwen

Sal and Jane and their father went down to the shore and got aboard their boat. They put on their life preservers while their father started the outboard motor. He pulled and pulled on the rope to start it, but the motor just coughed and spluttered and would not start. So he had to row the boat all the way across the bay to Buck's Harbor where the store was.

Robert McCloskey

The great red bus stood waiting at the foot of the hill. The driver leaned against the bus, talking to one of the passengers. Suddenly the driver blew a whistle; it was time to take seats. With a loud explosion, and a roaring and rattling of machinery, the bus was set in motion. Brigid and Michael were thrilled. It was not often they rode in the bus, and it seemed to them like having wings.

Hilda van Stockum

These bright tulips had traveled so far, thought Tom. But he had never been outside his own state in America! Never the less, Tom had learned a great deal about the world. For he often sat under his favorite tree with a book of travel in his hands and roamed the sea, the land, the air. No place was too far for Tom.

Virginia Olcott

Composition Topics: Choose one.

1. *A little road straying
Across a little hill,
I asked, "May I go with you, Road?"
It answered, "If you will."*

You go with the little road. Where will it lead? What adventures will you meet along the way?

or:

2. *"The swallows were very much like folks who had been on a long journey and were happy to be home again."* Tell the adventures of one of the swallows on his journey to the Mission.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ OBJECT

Lesson 16: The Direct Object continued.

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

Many birds came to the garden to nest, for here they were undisturbed. They flew happily among the trees and drank the fresh water of the old fountain. There were hummingbirds, white pigeons, sparrows and other kinds of birds. Julian always carried crumbs of hard bread in his pockets to feed them. The pigeons came and perched on his shoulders and on his hands.

Song of the Swallows, Leo Politi

Soon Francie was surrounded by the creatures. He offered all his bread to the birds that came flying from every direction to pick up the crumbs. Some hopped over his feet, in their haste to get the biggest bits, and a couple of brave starlings even tried to peck at the bread in his hands. Others alighted on his arms and shoulders in hopes of being specially favored.

Hilda van Stockum

DICTATION TEST

Julian was the gardener of the Mission. He took much pride in showing Juan the plants, for he knew and loved each one of them. Because he gave them such good care they grew strong and bore bright, fragrant flowers.

POEM

COMPOSITION TOPIC

The most joyous birds were the swallows. Juan called them by their lovely Spanish name, las golondrinas.

Tell about watching your favorite kind of bird.

Suggested Theme: Leaders

The people in the square thronged into St. Peter's to receive the Pope's blessing. When he appeared on the balcony, the people cried, "Long live Pope Pius X." Then he raised his hands in the blessing. He looked out on that vast throng of people of whom he was the Shepherd. But he knew that God would inspire and help him to do this work.

Walter Diethelm, OSB

Mr. Garcia was the head sacristan. It was his job to assign tasks, because he and his wife took care of the church. Mr. Garcia was an old man, thin and stooped, with very white hair. He had a husky voice and stately manners. Everyone respected him for his knowledge and liked him for his kindness.

Valerie Tripp

All of the children looked up to Mr. Kilpatrick, the policeman. He not only saw them safely across the street, but he also appeared, as soon as any child was in trouble. Mr. Kilpatrick was always rescuing somebody. Cats and dogs and birds, as well as children. The children were always glad to see his police car drive through their streets.

Carolyn Haywood

Composition Topic:

"Surely, greatness comes from the brains and the heart, not from the feet," Mother said. Tell us about someone who showed greatness by something he or she did.

Helpful Hints:

Continue working with sentences, identifying objects. Discuss the different verbs which take objects, to prepare the children for next year and the idea of transitive and intransitive verbs.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ QUOTATION MARKS

Lesson 18: Quotation Marks.

Definition to learn by heart:

Quotation is using the words of someone else.

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

Jo was standing before a fine portrait of the old gentleman, when the door opened again, and without turning, she said decidedly, "I'm sure now that I shouldn't be afraid of him, for he's got kind eyes, though his mouth is grim, and he looks as if he had a tremendous will of his own. He isn't handsome and my grandfather is, but I like him.

"Thank you, young lady," said a gruff voice behind her; and there to her dismay stood the old gentleman himself.

Louisa May Alcott

When they reached home Sal's mother and sister Jane were waiting with a list of things to buy at the store.

"I'll take good care of Jane," Sal promised. "I'm a big girl and I can watch so she doesn't tumble into the water."

Sal and Jane and their father went down to the shore and got aboard their boat.

One Morning in Maine, Robert McCloskey

DICTATION TEST

"It's a fine day for fishing," thought Peter van Doorn, as he sat down beside his sister and dropped his line into the water. Peter's sister was not interested in fish except at dinner, but she liked to take her knitting out of doors and watch the boats on the canal as she counted her stitches.

Marcelle Dufree

POEM

"The Young Soldier, by J. G. Adams

COMPOSITION TOPIC

Retelling the Story

One morning Juan and Julian watched a family of young swallows seated in a row on an iron bar across the arch. One by one the old swallows gave them flying lessons. At first, as the little birds tried to flutter, they were so clumsy and awkward! One of them tumbled to the ground. "*Pobricito!* Poor little one!" cried Juan as he ran to pick him up. He held the baby bird close and soothed him. When they found he was not hurt, Julian set him back on the iron bar.

Suggested Theme: Castles / Knights

Presently all the knights marched out in their flashing armor, their red plumes waving over their heads, and their spears in their hands. The lord of the castle stopped only to tell Sir Roland to keep guard over the gate until they all returned. Then they went into the shadows of the forest and were soon lost to sight.
Raymond Macdonald Alden

It was not long before Sir Roland heard a sound that made him spring forward in joy. It was the bugle of the lord of the castle, and there came sounding after it the bugles of the knights who were with him. As they came nearer, he could hear their shouts of victory. They were dusty and weary, but they had won the victory and there had never been a happier home-coming.

R. M. Alden

There had been in the midst of the city the most beautiful palace in the world. It was an old building. The walls were of white marble with splendid columns on all four sides. The palace had been the treasure of the kings and people of the kingdom for longer than their history told anything about.

R. M. Alden

Retell the Story

When each young knight received his armor, a new shield was also given him from among those the magician had made. When the shield was new its surface was always cloudy and dull. But as the knight began to do service against his lord's enemies, or went on expeditions to help poor travelers in the forest, his shield grew brighter and brighter, so that he could see his face clearly reflected in it. But if he proved to be a cowardly knight, the shield grew more and more cloudy, until the knight became ashamed to carry it.

R. M. Alden

Additional stories to read aloud: *The Knights of the Silver Shield*, by Raymond Macdonald Alden
The Sword in the Tree, by Robert Clyde Bulla

Helpful Hints:

Use the Review Exercises to make a general review of what has been seen so far. Continue analyzing sentences and parsing. Take the time to go back over whatever the children find difficult.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ PRONOUNS

Lesson 19: Pronouns.

Definition: **Pronouns are words that stand for nouns.**Children *may* learn the parsing order for pronouns listed in Lesson 20: Per-son of Pronouns: **Pronoun. Class. Gender. Number.**

Omit person and antecedent, unless the children seem ready.

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

At the foot of the low and soft hills near the sea, lay the small village of Capistrano. The bells of the Mission church were ringing on that early morning of spring. Juan came running down the road through the village on his way to the little school near the Mission. He ran through the gardens filled with flowers, to the patio of the 'sacred gardens.'

Song of the Swallows, Leo Politi

The old cathedral was filled with relatives and friends. In one of the pews sat the entire Sarto family clad in their best; they had risen at dawn and walked from Riese to see their Beppo made a priest.

What a feast there was in little Riese when the young priest came home on the following day to celebrate his first Mass!

DICTATION TEST

How so many things could be in a few words was something Marly didn't know. But it was the same way the whole feel of school can be in the sound of a bell ringing. Or the way the whole feeling of spring can be in one robin on a fence post.

Sorenson

POEM

COMPOSITION TOPIC

Retelling the Story

Long, long ago, the good brothers of Saint Francis came to this country from across the sea. Father Junipero Serra and the brothers walked along the wild trail through the wilderness. With the help of the Indians they built many mission churches. The Missions were like little villages. There the Indians learned to make shoes and harness, blankets and hats, tools and pottery - many of the things they needed in their daily life.

Suggested Theme: Spring

Down the steps marched the two altar boys and Father. The people filed out of their pews and joined the procession, answering the priest in the chant of the litany. Around the church they went and up to the fields. Then they stopped and Father blessed the land, sprinkling holy water in all directions, while everyone held up their seeds.

When they got home, Ma took her seed packets and went out to the garden. Anne wanted to help her with the planting. She liked the small packages of tiny seeds. Some were like specks of pepper. Others were shaped like the eyes of birds. It was always a surprise to see how different each plant looked after it grew up from its seed.

Anne Pellowski (*only dictate the first paragraph, but read and discuss both*)

I lined the lily bulbs in a row along the sill. They looked dull and dead. But Father says they have a hidden life, and if we plant them in the ground in spring, the sun and rain will make them start to grow. Then the leaves will rise up from the soil, and then the lilies, all in white, would bloom. This is a mystery.

Michael Bedard

Josefina loved spring. She loved the way it came swooping in like a bird on a breeze. She loved the way it woke the earth from its deep winter sleep and made the rancho a busy, lively place. Baby animals were born in spring. The sun stayed longer in the sky, and there were small green surprises here and there where things were beginning to grow.

Valerie Tripp

Composition Topics: Choose one.

1. *"The next spring came. The daffodils were in bloom and the robins were back."* Imagine you are on a walk with your family in the country. What signs of spring do you see?

or:

2. *"Mama, with Josefina at her side, had tended the flowers in the back courtyard."* Have you ever helped to plant or tend a garden? Tell us about it.

or:

3. Imagine Josefina [*or Juan*] playing with her [*his*] dog near a sparkling river that ran through the countryside.

Helpful Hints:

Identify pronouns in the reading and dictation. Be careful simply to identify personal pronouns, without making too many distinctions. Avoid other kinds of pronouns for the moment.

Continue reviewing parsing order of different parts of speech, making sure the children are not becoming confused or overloaded. Take the time that is necessary, without pushing the children too quickly. They will see the same notions thoroughly in 3rd grade and should not become discouraged.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ EXCLAMATIONS

Lesson 21: Exclamations.

Skip Lessons 22 & 23 on Nominative and Objective Pronouns.

Definitions by heart: **An exclamation is a word or an expression so used as to express sudden or strong feeling.**

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

“Jonathan!” said his father, “What a fright you have given us! Where have you been all this time?”

“Coming over Hemlock Mountain,” said Jonathan in a small voice. And he ran right into his father’s arms.

The Bears on Hemlock Mountain, Alice Dalgliesh

The firelight shone through the open door. It made a warm, golden path on the snow. And in the doorway was Jonathan’s mother.

“Oh, Jonny!” she said, as she hugged him. “How glad I am that you are safely home!”

DICTATION TEST

Jonathan took the iron pot from his father and set it down in the middle of the floor. Now his voice was proud. “I brought it,” he said. “All the way over Hemlock Mountain. And here it is!”

POEM

COMPOSITION TOPIC

The firelight made a warm, golden path on the snow.

The Bears on Hemlock Mountain, Alice Dalgliesh

Tell about a time you came home in the evening, after a long trip or an adventure.

Suggested Theme: Rome / Italy

The children had spent a happy week in Rome. They had visited the Church of St. Peter. In the sunny square they had fed the hungry pigeons. One afternoon Mr. Rossi had driven the family in his car about the city. He had shown them many sparkling fountains, the palaces, the flowery parks. What a splendid week it had been!

Virginia Olcott

The lovely city of Florence lay in a wide, sunny valley in Italy. All around it were mountains covered with pines, oaks, chestnuts, and tall, pointed cypress trees. On the lower hills nestled white farmhouses among olive groves and vineyards. Along the roads, from behind high garden walls peeped the tops of villas.

Virginia Olcott

Ting-a-ling-a-ling! As Peter spoke, the bells in the church tower began to chime. The air sang with the deep music. Pigeons whirled and circled above the dome of the cathedral. The children forgot the noise of the trolleys and of the cars in the square, as they listened to those singing chimes.

Virginia Olcott

Composition Topic:

On the children's visit to Rome, Peter decided that he would like to be a priest when he grew up. His sister wanted to be a mother. What do you want to be when you grow up?

Helpful Hints:

Review the four kinds of sentences: declarative, interrogative, imperative, exclamatory. Have the children identify sentences in dictation and reading, and change them if doing so is not confusing. Continue analyzing and parsing.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ POSSESSIVE PRONOUNS

Lesson 24: Possessive Pronouns.

Omit the exercises, which assume the children studied subject and object pronouns. Omit Lesson 25 on Pronouns That Ask Questions. Children **should** memorize the Possessive Pronoun Chart, even though they have not studied person and number yet.

PHONICS LESSON

 DICTATION
 EXPLAINED DICTATION

Sarah's collection of shells sat on the windowsill. "A scallop," she told us, picking up the shells one by one, "a sea clam, an oyster, a razor clam. And a conch shell. If you put it to your ear you can hear the sea." She put it to Caleb's ear, then mine. Papa listened, too.

Sarah, Plain and Tall, Patricia MacLachlan

Sarah and Papa laughed, and the dogs lifted their heads and thumped their tails against the wood floor. Sarah's cat sat on a kitchen chair and watched us with yellow eyes. We ate Sarah's stew, the late light coming through the windows. Papa had baked bread that was still warm from the fire.

DICTATION TEST

In Maine, there are rock cliffs that rise up at the edge of the sea. And there are hills covered with pine and spruce trees, green with needles.

POEM

COMPOSITION TOPIC

The sea is salt. It stretches out as far as you can see. It gleams like the sun on glass. There are waves.

Have you ever been to the sea? Tell about your trip to the sea, a river or a lake.

Suggested Theme: Spring

“He is risen!” sang the choir. “He is risen!” And just then, the sun began to shine and the birds, which had only been twittering before, burst into happy song. The church bells began to ring and now they sounded full of joy. They seemed to say: “Come! Awake! Jesus is risen! Springtime is here again. Awake, sleepy world, awake!”

Carol Ryrie Brink

The next morning when the children came downstairs, they found Grandmother dyeing eggs in the kettle over the fireplace. Then she took sheets of paper and drew all the designs she could remember. Each picture had a name - The Bright Morning Star, The Deer on the Mountain, The Cooing Dove.

“Oh, Grandmother, paint an egg with the Horn-blowing Rooster!” the children begged. So she painted a handsome rooster blowing a horn. All the children found that they could paint pictures on the eggs. Soon the table was gay as a flower garden with all the painted eggs.

Katherine Millhouse

The boys went to the woods and came back with a young white birch tree. It was so large that it had to stand on the floor. The children trimmed the tree with the eggs they had painted themselves and with many plain dyed ones. When the sun streamed in, the tree looked like a piece of the rainbow. More than ever the children wished that everyone in the village could see their lovely tree..

Katherine Millhouse

Retell the Story

1. Once the robin had no red feathers at all, but was just a plain little brown bird. He was with Jesus in Jerusalem when He was brought before Pilate and he flew along behind the sad procession to Calvary.

When the little robin saw the cruel things happening to Jesus, whom he loved, he was distressed. He tried to pull the thorns from the crown, flying again and again to the attack and wounding himself in the effort.

He had succeeded in removing only one thorn. But blood from our Lord's head had stained his breast, and to reward the little robin for what he had tried to do, God said that for ever afterwards he and all robins should have scarlet breasts.

or:

2. (Combine the two EXPLAINED DICTATIONS from *Miss Rumphius*, wk 11, if you did not use them then.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ CONJUNCTIONS

Lesson 26: Conjunctions, omitting the Subject and Object Pronoun Review.

Omit Lesson 27: Adverbs, and perhaps Lesson 28: Kinds of Adjectives.

Definition by heart: **Conjunctions are words used to join other words together.**

Children should learn parsing order for conjunctions:

Conjunction. Connects the words _ and _.

Common conjunctions are: and, but, or, nor, for, therefore.

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

The swallows rose, twittering, in the air, and flew toward the south.
 Juan and Julian watched, motionless, until they disappeared beyond the
 horizon. Julian said, as he always did when the swallows left:

“Farewell Golondrinas,
 For you we will yearn,
 May God bless your journey
 And guide your return.”

Song of the Swallows, Leo Politi

When the winter months were nearing an end, new buds began to swell and
 trees to bloom again. Soon the blossoming trees bent gently over the garden
 walks. They made lovely patterns against the sky and filled the clear air
 with fragrance. Juan felt he was going through an enchanted garden.

DICTATION TEST

High up on a breezy hilltop, overlooking her father’s rancho, Josefina
 Montoya sat playing her clay flute. The flute was shaped like a bird and
 sounded like one, too. When Josefina played it, a clear, fine tune just like a
 bird’s whistle looped through the air into the blue, blue sky.

Meet Josefina, Valerie Tripp

POEM

“The Land of Counterpane,” Robert Louis Stevenson

COMPOSITION TOPIC

*There was his cathedral, greater than the city, greater than the plain, great
 with the greatness of God and man.*

Eloise Lowmsbery

Tell about the most beautiful building you have ever seen.

Suggested Theme: Childhood Games

After the day's work was done, Mother sometimes cut paper dolls for the girls. She cut the dolls out of stiff paper, and drew the faces with pencil. Then from bits of colored paper she cut dresses and hats, ribbons and laces, so that Laura and Mary could dress their dolls beautifully.

Laura Ingalls Wilder

At lunchtime or recess we often played "Fox and Geese" in the snow. First we made a maze of trails and trampled the snow in two or three places where the geese could be safe from the fox for a while. Then one of us, the fox, would try to tag the others, the geese. During the chase, the fox and geese had to stay on the paths through the snow.

Laurence Pringle

Soon little Frances was happily lost in play. What did it matter if her boats were only paper ones piled high with violets from along the river bank? She would pretend the flowers were missionaries, and that the boats would take them safely down the river all the way to China.

Mary Fabyan Windeatt

There was no finer place for a game of hide and seek than the surroundings of the minster, especially the stone yard with its worksheds. The piles of stone waiting for the workmen's hammer and chisel, the many corners and angles of the great cathedral, the flying buttresses - all made wonderful hiding places. A boy who was quick on his feet could dodge from one to another while the seeker turned to explore paths along the cross arms extending to the north and south. He must be as quiet as he was quick.

Imps and Angels, Jane Gilbert

Composition Topic:

Imagine you and your brothers and sisters playing outside on a pleasant spring day.

Helpful Hints:

Continue working with sentences and parts of speech, focusing on what the children find difficult. Do not add new notions if the children seem overloaded or confused. If the children are following well, introduce the names of the different kinds of adjectives:

A descriptive adjective describes a noun by telling a quality of it.

A quantitative adjective modifies a noun by telling how much or how many.

A demonstrative adjective modifies a noun by pointing out which one.

Make sure the children understand that "quantitative" means "number" and "demonstrative" means "pointing out."

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ NOUN NUMBER

Lesson 30: Number of Nouns. Omit the Pronoun, Conjunction and Adverb Reviews after Lesson 29. Definitions by heart: **A noun that names one person, place or thing is said to be in the singular number. A noun that names more than one person, place or thing is said to be in the plural number.**

Add number to the parsing order: **Noun. Class. Gender. Number.**

PHONICS LESSON

DICTATION

EXPLAINED DICTATION

There was no finer place for a game of hide and seek than the surroundings of the minster, especially the stone yard with its worksheds. The piles of stone waiting for the workmen's hammer and chisel, the many corners and angles of the great cathedral, the flying buttresses - all made wonderful hiding places. A boy who was quick on his feet could dodge from one to another while the seeker turned to explore paths along the cross arms extending to the north and south. He must be as quiet as he was quick.

Imps and Angels, Jane Gilbert

Together the boys walked around the shop, keeping out of the way of the workmen and catching such glimpses as they could of their delicate work. They were always fascinated by the glow of the fires, and the bubbling surface of the liquid glass, a different color to be seen in each of the great vats.

Imps and Angels, Jane Gilbert

DICTATION TEST

"They know the secret of the Cathedral, these carvers, said the Bishop.
"They carve their lives and their faith into everything they do."

Eloise Lowmsbery

POEM

COMPOSITION TOPIC

Henry wanted to be a fisherman, just like his father.

Marcia Brown

What do you want to be when you grow up?

Suggested Theme: Brothers and Sisters

When they reached home Sal's mother and sister Jane were waiting with a list of things to buy at the store.

"I'll take good care of Jane," Sal promised. "I'm a big girl and I can watch so she doesn't tumble into the water."

Sal and Jane and their father went down to the shore and got aboard their boat.

Robert McCloskey

Josefina and her four sisters worked on the damaged altar cloth almost every evening, and it was a time they all looked forward to. Repairing the altar cloth was hard work. But as the days went by, stitch by stitch the cloth looked good as new again.

At last it was finished. Josefina thought it quite beautiful. Perhaps, it was because she knew and loved every stitch of it after working on it for so long with Tia Dolores and her sisters.

Valerie Tripp

It was a fine day for fishing, thought Peter, as he sat down next to his sister and dropped his line into the water. Peter's sister was not interested in fish, except at dinner, but she liked to take her knitting out of doors and watch the boats on the canal as she counted her stitches.

Marcelle Dufree

Composition Topic:

Picture Story. Have pictures available of children working, playing, or doing some activity together.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ POSSESSIVE CASE OF NOUNS POSSESSIVE PLURAL OF NOUNS

Lessons 31A: Possessive Case of Nouns, and 31B: Possessive Plural of Nouns.

Definition by heart: **The form of a noun used to show possession is called the possessive case.**

PHONICS LESSON

DICTATION EXPLAINED DICTATION

There were many things to do. Tall John's wife taught Sarah how to weave a basket. And because Sarah's clothes were stiff and heavy, the Indian woman made her clothes of deerskin, such as the Indians wore when the days grew colder.

The Courage of Sarah Noble, Alice Dalgliesh

The little village sat on the slope of a mountain, with its head in the clouds and its feet in the river. The head of the village was the small white house where Philomena lived with her grandmother. The feet of the village were the long green pastures where she watched her grandmother's sheep. The heart of the village was the church, where Philomena and Grandmother went every Sunday.

Philomena, Kate Seredy

DICTATION TEST

Julian worked hard in the gardens, for Saint Joseph's Day was coming soon. He wanted the gardens to look their best for the swallows' return.

POEM

COMPOSITION TOPIC

During his vacation, Juan began his garden. He had learned so much about it from Julian.

Have you ever planted a garden? Tell about what you grew, or what you would like to grow.

Suggested Theme: Missionaries

During the winter evenings, the Cabrini family would gather around the fire and listen to the stories which Father read to them. Often he would read the adventures of the missionaries. Little Frances listened attentively and at times even tried to fight off sleep in order to hear about the brave missionaries. It was then that she began to feel a strong urge to become a missionary herself.

Daughters of St. Paul

Old Julian was the proud bell ringer of the Mission. Many times had he told Juan the story of the Mission, but always it seemed new.

“Long, long ago,” Julian told him, “the good brothers of Saint Francis came to this country from across the sea. Father Junipero Serra and the brothers walked along the wild trails through the wilderness. With the help of the Indians they built many missionary churches.

Leo Politi

“That is Junipero Serra,” said Juan, looking up at the statue in the garden. “He is my friend.”

“The Missions were like little villages,” Julian said. “There the Indians learned to make shoes and harnesses, blankets and hats, tools and pottery - many of the things they needed in their daily life.”

“Here is the big millstone where they ground corn and wheat.”

Juan ran his fingers over the big old stone; he liked the feel of it. He liked, too, the little hospital where the Fathers used to take care of sick Indians, and the barracks for the soldiers who guarded the Mission from thieves and pirates.

Leo Politi

Retell the Story

Every school child knows the story of how Pope Gregory I. When he was a monk in Rome, he saw three fair-haired children in the Roman slave-market. He stopped to ask of what nation they were, and upon receiving the reply that they were Angles, he exclaimed, “Not Angles, but angels!”

Later, when he became pope, he remembered the beautiful children, and he sent a priest named Augustine to England on a mission to teach the Catholic Faith to the people from whom the fair-haired slaves had come.

Helpful Hints:

If they have learned to include “office” in parsing, children may now add the office of “shows possession.” Remaining weeks should be spent in review and in practicing working with sentences. You may want to introduce the children briefly to the idea of prepositions (Lesson 34) and to the idea of predicate nouns and adjectives (Lesson 36), to prepare for next year, but only if they have mastered the material for 2nd grade.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

GRAMMAR LESSON ~ POSSESSIVE CASE OF NOUNS
POSSESSIVE PLURAL

Continue Lessons 31A & 31B.

PHONICS LESSON

DICTATION
EXPLAINED DICTATION

Here is the big millstone where they ground corn and wheat. Juan ran his fingers over the big old stone; he liked the feel of it. He liked too the little hospital where the Fathers used to take care of sick Indians, and the barracks for the soldiers who guarded the Mission from thieves and pirates.

Song of the Swallows, Leo Politi

Not far from the Alps, in the heart of a bright countryside is a lordly city where the stones sing; a dream city where the wood prays; there is a certain penetrating charm and a nobility marked with the seal of old France. There are silent hours when, in its almost deserted streets, you might think you heard the footfall of the watchmen of yore going their rounds.

S.J. Piat

DICTATION TEST

Presently all the other knights marched out in their flashing armor, their red plumes waving over their heads and their spears in their hands. The lord of the castle stopped only to tell Sir Roland to keep guard over the gate until they had all returned.

The Knights of the Silver Shield, R. M. Alden

POEM

COMPOSITION TOPIC

Today there was a grandness to the road, as though it were a carpet unfolding over the hill before some glorious secret.

The Cabin Faced West, Jean Fritz

Tell what secret this road hides.

Suggested Theme: Poetry / Art

The next morning the house was full of music. I was in the sun room with Father watering our flowers. We moved from pot to pot. He plucked the wilted petals as he went.

“What is poetry?” I asked.

Father laid the wilted petals in his palm. “Listen to Mother play. She practices and practices a piece, and sometimes a magic happens and it seems the music starts to breathe. You can’t explain it really; it’s a mystery. Well when words do that, we call it poetry.”

Michael Bedard

Paddy was an artist. With skillful hands he had whittled the body and limbs of the doll out of cherry wood, joining them with screws. Everyone wanted to see it. Mother admired the cut of the clothes. The twins wanted to find out if the arms and legs moved. And Father exclaimed at the beautiful carving of the face.

Hilda van Stockum

Papa had given Josefina a wooden box. The box had been made by her great grandfather. On its top there was a carving of the sun coming up over the highest mountain and shining on the rancho just the way Josefina saw it rise every morning.

Valerie Tripp

Composition Topic:

Write a poem about summer and draw a picture to go with it.

Helpful Hints:

Continue working with sentences, parsing, and reviewing definitions and parsing orders.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Language Arts Teacher's Guide



2nd Grade Binder - Key

PREFACE

INTRODUCTORY ELEMENTS

“Grammar is a tool allowing the children to be more perfectly nourished by the beautiful texts of the literature program.”

Before proceeding read (or reread) the following:

1. from *SSPX Language Arts Program Elements* - “Using Grammar to Sharpen Analysis and Clarify Expression”
2. from the *Language Arts Teacher’s Guide for 2nd Grade* - “Purpose and Contents of the Guide” and “Suggested 30-Week Lesson Plan Detail 2nd Grade.”

The thorough presentation of true, good and beautiful ideas lays the foundation for composition (personal expression) - the summit of the language arts curriculum. The beautiful ideas presented through dictation, poetry and reading in connection with the weekly theme are **reinforced** through the grammar lesson. THEREFORE, the *Language Arts Teacher’s Guide for 2nd Grade* is the **primary source** from which grammar lessons and composition topics should be formed. **Student exercises and directed work must originate from the weekly dictations and /or current reading book.**

Classical Grammar Book 1 introduces the grammar concepts and contains definitions for memorizations. Do not use it as a grammar workbook. The exercises in *Classical Grammar Book 1* should only be used minimally for reinforcement.

This supplement to the *Language Arts Teacher’s Guide for 2nd Grade* will present example lessons based on the dictations found in the weekly lesson plans. Take from each lesson what is useable in your classroom. The supplement is not a grammar workbook, but rather an aid **guiding the instructor to build his/her own lessons from dictations and reading.** It is when the teacher creates the lessons that grammar truly becomes a tool in his/her hands.

Language arts is foundational in education; hence a significant amount of classtime (1 1/2-2 hours per day) should be given to its elements (reading, dictation, composition, grammar, poetry, phonics, penmanship, spelling). However, many teachers have multiple grades within one classroom and cannot give the suggested time to language arts. Rather than squeeze the weekly lesson into less time, take more time to teach one week of the guide. Make it the goal to teach each lesson well in the method and spirit of the program.

Please contact us with any questions regarding the example lessons, grammar questions, or assistance with your own lesson-making at sspxgrammar@gmail.com.

WEEK 2 SUGGESTED GRAMMAR EXERCISES

LESSON 1 : THE SENTENCE

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** choose for examples a paragraph relating to the weekly theme or current reading selection.

Definition for memory: **A sentence is a group of words telling a thought.** (test on Tuesday)

Teacher-led Exercises: Copy each sentence on the board. Have the students point out that a capital letter should begin it and a period end it. Ask what thought each sentence tells. Two or three sentences should be sufficient for today's lesson. Example sentences:

1. The ox-cart man sold his ox and kissed him good-bye on the nose. **(It is a thought about an ox-cart man.)**
2. To Josefina, the rancho was the most beautiful place in the world. **(thought: about the rancho)**
3. Sarah looked and looked at the beautiful valley. **(thought: about Sarah)**

Afternoon

Review morning's lesson with one more sentence on the board.

LESSON 1 : THE SENTENCE

Grammar Exercises (to be done orally with teacher or written in notebook)

Review lesson. Check for memorization of **sentence**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. [see "sample notebook pages" on the *portal*] Choose only those sentences formed from dictations given to the class. One to three sentences are sufficient for a lesson as the program is progressive and the students will see the concepts again and again.

Notebook Exercises: Copy the sentences beginning each with a capital letter and ending each with a period.

1. the rancho belonged to Papa's family
2. the ox-cart man walked home
3. his wife and children were waiting at home
4. we love our country
5. over the fire hung a new iron kettle
6. josefina loved the rancho
7. the beauty of the valley filled Sarah's mind

WEEK 2 SUGGESTED GRAMMAR EXERCISES

LESSON 1 : THE SENTENCE

Directed Work

Review definitions of **sentence**.

Directed work prepares the students for the Grammar Test. Students do work in notebook. Teacher collects and corrects work, underlining any errors. The following class, the teacher corrects with the students supplying the answers. Students correct their errors. When correcting, the students should put a line through the error and write the correction above it. (Do not have the student erase and write in the correction, as an underline means an error.)

1. Copy, capitalize and punctuate the sentence: a new school year is beginnning
2. What do you like most about “a new school year”?

Directed Work Key

1. A new school year is beginning.
2. Answers will vary. Evaluate the following:
 - Did the student use proper sentence structure (capital and period)?
 - Did the student stay on topic (favorite of new school year)?
 - Do not grade spelling yet. Simply underline the misspelling and write its correct spelling above.
 - If the sentence has numerous errors, correct the entire sentence, and have the student rewrite it completely.

WEEK 2 SUGGESTED GRAMMAR EXERCISES

LESSON 1 : THE SENTENCE

Grammar Test

The *Grammar Test* generally consists of four parts:

1. sentence analysis
2. parsing
3. grammar concept (usually a verb)
4. composition sentence

Grammar Tests should be written in a special test notebook. Teacher writes the grammar test on the board. Children copy (some of the) direction(s) and write answer. The set-up for both is modeled below. If the test sentence is not from a class dictation, the teacher may choose to write a similar test using a dictation-derived sentence. However, the tests here given will still be a good evaluation of concept mastery even if the student has not seen the sentence previously.

If the teacher would like a self-created test evaluated or needs assistance with a particular step in creating a test please email sspxgrammar@gmail.com. (Write 2nd grade supplement assistance in the subject bar.)

Grammar Test

(Structure atypical until Week 6)

1. Copy, capitalize and punctuate the sentence: : the ox-cart man walked home to his family
2. Write a sentence about your father or mother coming home, not using the word "walked."

Grammar Test Key

1. The ox-cart man walked home to his family.
2. Answers will vary. Evaluate the following:
 - Did the student use proper sentence structure (capital and period)?
 - Did the student stay on topic (mom or dad, arrival home)?
 - Do not grade spelling yet. Simply underline the misspelling and write its correct spelling above.
 - If the sentence has numerous errors, correct the entire sentence, and have the student rewrite it.

WEEK 3 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : THE NOUN

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Day 1: Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** exchange the sentences for two of the example sentences, or your own, choosing those from the weekly dictations or the current reading book.

Definition for memory: **A noun is a name. A noun may name a person, place or thing.**

Teacher-led Exercises: Write sentence on the board. Ask students to name the noun words. Reinforce that the word is a noun because it *names* a person or thing or place. And at the same time review the sentence.

- noun** **noun**
1. The daughter stitched with a needle. (**“daughter” names a person, “needle” names a thing**)
- noun** **noun** **noun**
2. The family cooked dinner in their new kettle. (**“family” names a group of persons, “dinner” and “kettle” name things**)
- noun** **noun** **noun**
3. In March Father tapped the maple trees. (**“March” and “trees” name things, “Father” names a person**)
- noun** **noun** **noun** **noun**
4. The ox-cart man stitched a new harness for the young ox in the barn. (**“man” names a person, “harness” and “ox” name things, “barn” names a place or thing**)
- noun** **noun**
5. The sheep were sheared and the yarn spun and wove and knitted. (**“sheep” and “yarn” name things**)
- noun** **noun**
6. Daddy is coming home! (**“Daddy” names a person, “home” names a place**)
- noun** **noun** **noun** **noun**
7. Caroline watched her father’s firm yet gentle hands as he milked Bessie. (**“Caroline” and “father’s” name persons, “hands” and “Bessie” name things**)

Afternoon

Review definition of **noun** and morning’s lesson with one more sentence on the board.

- noun** **noun** **noun**
1. Josefina’s papa had kind eyes. (**“Josefina’s” and “papa” name persons, “eyes” names things**)

WEEK 3 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : THE NOUN

Day 2: Grammar Lesson, Grammar Exercises (in notebook)

Review lesson. Check for memorization of **noun**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. [see “sample notebook pages” on the *portal*] Choose only those sentences formed from dictations given to the class. One to three sentences are sufficient for a lesson as the program is progressive and the students will see the concepts again and again.

Notebook Exercises: Copy sentences. Label all nouns. (answers are in bold)

noun

noun

1. The son whittled with his knife.

noun

noun

noun

2. Papa told a story to his little daughter.

noun

noun

noun

3. Papa would play his fiddle at night.

LESSON 2 : THE NOUN

Directed Work

Review definitions of **sentence and noun**.

Directed work prepares the students for the Grammar Test. Students do work in notebook. Teacher collects and corrects work, underlining any errors. The following class, the teacher corrects with the students supplying the answers. Students correct their errors. When correcting, the students should put a line through the error and write the correction above it. (Do not have the student erase and write in the correction, as an underline means an error.)

1. Copy, capitalize and punctuate the sentence. Label all nouns: after supper, Pa told Laura and Mary little jokes and stories
2. Tell which nouns name persons. Tell which nouns name things.
3. What do you enjoy doing with your father when he is home?

Directed Work Key

noun noun

noun

noun

noun

noun

1. After supper, Pa told Laura and Mary little jokes and stories.

2. “Pa,” “Laura,” and “Mary” are persons. “Jokes” and “stories” are things.

WEEK 3 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : THE NOUN

Directed Work Key continued

- Answers will vary. Evaluate the following:
Did the student use proper sentence structure (capital and period)?
Did the student stay on topic (favorite of new school year)?
Do not grade spelling yet. Simply underline the misspelling and write its correct spelling above.
If the sentence has numerous errors, correct the entire sentence, and have the student rewrite it.

LESSON 2 : THE NOUN

Grammar Test

(See Week 2, Grammar Test for explanation)

- Copy, capitalize and punctuate the sentence. Label all nouns :
Father was the best storyteller around.
- What is a noun?
- Write the names of two **persons** in your class, two **things** in your desk and one **place** in your school. Use two of these words in one sentence.
- What does your father do best? Tell us about it in a sentence.

Grammar Test Key

- noun noun
Father was the best storyteller around.
- A noun is a name. A noun names a person, thing, or place.
- Answers will vary. Sentence needs proper structure and inclusion of two nouns.
- Answers will vary. Evaluate the following:
Did the student use proper sentence structure (capital and period)?
Did the student stay on topic? (father, best quality, activity, etc.)
Do not grade spelling yet. Simply underline the misspelling and write its correct spelling above.
If the sentence has numerous errors, correctly write the entire sentence, and have the student rewrite it completely.

WEEK 4 SUGGESTED GRAMMAR EXERCISES

LESSON 2: COMMON AND PROPER NOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **Two classes of nouns are common and proper. A proper noun is the name of a certain person, place or thing.** (test on Tuesday)

Teacher-led Exercises : Write sentence on board. Locate and label the nouns, reinforcing the definition of noun. Determine if the class noun is proper by its definition. Point out that proper nouns begin with a capital letter. Labels and proper nouns are in bold print. (Emphasize that proper is a **class** of nouns.)

- noun noun noun
1. High, strong, walls called dikes keep **Holland** safe and dry. (**“Holland” is a proper noun because it names a particular country/place.**)
- noun noun noun noun noun
2. **Peter** saw a small stream of water trickling through a hole in the strong dike. (**“Peter” is a proper noun that names a particular boy/person.**)
- noun noun noun noun noun
3. **Mama** set two braided loaves of white bread on **Papa’s** plate. (**“Mama” & “Papa” are proper nouns that name a particular mother and father/person. *They are names like Sue or Tom.**)
- noun noun noun noun
4. With **Josephine** beside her, **Mama** had tended the flowers in the back courtyard. (**“Josephine” is a proper noun that names a particular girl; “Mama” see sent 3 answer.**)
- noun noun noun noun
5. **John** could not take his eyes from his mother’s hands. (**John is a proper noun that names a particular boy/person.**)

*A capital letter shows that “Mama” and “Papa” are proper nouns. The students will learn capitalization rule for kinship names later. Just an FYI: If a kinship name is preceeded by an article (a, an, the) or can be replaced with a proper name, it shows that the kinship name is proper - *Susan helped **Mom** in the kitchen.* vs *Susan helped her **mom** in kitchen.* or *Susan helped a **mom** in the kitchen.* In the first sentence “Mom” can be replaced with a proper name - *Susan helped **Jane** in the kitchen.* In the next to it cannot - *Susan helped her **Jane** in kitchen.* *Susan helped a **Jane** in the kitchen.*)

Afternoon

Review morning’s lesson with one more sentence on the board. Choose one from the current reading. Adapt a sentence as needed.

LESSON 2: COMMON AND PROPER NOUNS

Review the lesson. Check for memorization of **noun class, proper noun.**

noun noun

noun

1. From small, brown seeds, **Mama** grew beautiful, colorful flowers.

***“Mama” is a proper noun.**

noun

noun

noun

2. The children stood around the table watching **Mother**.

“Mother” is a proper noun.

noun

noun

noun

- ### 3. Strong dikes keep **Holland** safe from the high sea.

“Holland” is a proper noun.

For quicker students, an independent work sentence could be prepared each week.

Put extra sentence on board. Take two or three minutes at end of class to analyze sentence on board for students to correct. Explain any student errors. These are not graded. One sentence daily limit!

Example:

Peter **hopped** **off** **his** **bike**. Write the sentence. Analyze for nouns. Write a sentence telling the class of the first noun. Answer: *noun* *noun*

Answer:

noun

noun

Peter hopped off his bike.

"Peter" is a proper noun.

LESSON 2 : COMMON AND PROPER NOUNS

Directed Work

Review definitions of **sentence**, **noun**, **noun class**, **proper noun**.

Directed work prepares the students for the Grammar Test. Students do work in notebook. Teacher collects and corrects work, underlining any errors. The following class, the teacher corrects with the students supplying the answers. Students correct their errors. When correcting, the students should put a line through the error and write the correction above it. (Do not have the student erase and write in the correction, as an underline means an error.)

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label all nouns: with Mama's care, the seeds grew into beautiful, colorful flowers
2. Tell whether the nouns in sentence 1 are common or proper.
3. What does your mother help to become beautiful or colorful?

LESSON 2 : COMMON AND PROPER NOUNS

1. With Mama's care, the seeds grew into beautiful, colorful flowers.

2. "Mama's" is a proper noun. "Care" is a common noun. "Seeds" is a common noun. "Flowers" is a common noun.

3. Answers will vary. Evaluate as usual for sentence structure and topic.

Day 4 or 5: Grammar Test (See week 2)

1. Copy, capitalize and punctuate the sentence. Label all nouns: John lovingly watched Mother's hands peel apples.
2. What are the two classes of nouns?
3. Which are the proper nouns in the sentence?
4. What do you enjoy watching your mother do with her hands?

1. *noun noun noun noun*
John watched Mother's hands peel apples.
2. The two classes of nouns are common and proper.
3. "John" is a proper noun. "Mother's" is a proper noun.
4. Answers will vary. Evaluate as usual for sentence structure and topic (Mother's hands working).

WEEK 5 SUGGESTED GRAMMAR EXERCISES

LESSON 3: COMMON AND PROPER NOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **A common noun is the name of any person, place or thing.**

Teacher-led Exercises : Write sentence on board. Locate and label the nouns, reinforcing the definition of noun. Determine if the class of the noun is common by its definition. Labels and common nouns are in bold print. (Emphasize that common is a *class* of nouns.)

noun

noun

1. The milk **cart** rumbled down the **road**. (“**Cart**” is a common noun as it names any cart; “**road**” is a common noun as it names any road.)

noun

noun

noun

2. The **milkman** was surprised to hear a **shout** so early in the **morning**. (“**Milkman**” is a common noun as it names any milkman; “**shout**” is a common noun as it names any shout; “**morning**” is common as it names any morning.)

noun

noun

noun

3. The **leaves** on the **maples** and **oaks** were red and gold. (“**Leaves**” is a common noun as it names any leaves; “**maples**” is a common noun as it names any maples; “**oaks**” is common as it names any oaks.) (“maple” or “oak” is not the name of one particular tree, but of a type of tree.)

noun

noun

noun

4. In the **fall** of the **year** the **house** was almost finished. (“**fall**” is a common noun*; “**year**” is a common noun as it names any year; “**house**” is common as it names any house.)

* The seasons of the year: spring, summer, autumn or fall, winter, are not proper nouns. Their commonness may be because they are natural phenomena. Teach the students to write them in lowercase.

Afternoon

Review morning’s lesson with one more sentence on the board. Choose one from the current reading. Adapt a sentence as needed.

WEEK 4 SUGGESTED GRAMMAR EXERCISES

LESSON 2: COMMON AND PROPER NOUNS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **common noun**.

Notebook Exercises: Copy sentence. Label all nouns. Identify the common nouns in a sentence as shown. Enclose sentence words in quotation marks when used in an answer.

noun

1. The wild **geese** were flying south.

"Geese" is a common noun.

noun noun noun noun

2. Early Saturday, Michael and his **sister** picked **berries**.

"Sister" is a common noun; "berries" is a common noun. (Days of the week are proper - each names a particular day.)

noun

3. The big harvest **moon** had come and gone.

"Moon" is a common noun.

For quicker students, an independent work sentence could be prepared each week.

Put extra sentence on board. Take two or three minutes at end of class to analyze sentence on board for students to correct. Explain any student errors. These are not graded. One sentence daily limit!

Example:

Peter hopped off his bike. Write the sentence. Analyze for nouns. Write a sentence telling the class of the first noun.

Answer: *noun* *noun*

Peter hopped off his bike. "Peter" is a proper noun.

LESSON 2 : COMMON AND PROPER NOUNS

Directed Work

Review definitions of **sentence, noun, noun class, proper noun common noun**.

Directed work prepares the students for the Grammar Test. Students do work in notebook. Teacher collects and corrects work, underlining any errors. The following class, the teacher corrects with the students supplying the answers. Students correct their errors. When correcting, the students should put a line through the error and write the correction above it. (Do not have the student erase and write in the correction, as an underline means an error.)

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label all nouns: the sky was deep blue and the trees glowed in rich autumn colors

2. Tell whether the nouns in sentence 1 are common or proper. Use a complete sentence.

3. What is your favorite sight in autumn? Describe it in a colorful sentence.

WEEK 5 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : COMMON AND PROPER NOUNS

Directed Work key

- noun noun noun
1. The sky was deep blue and the trees glowed in rich autumn colors.
 2. "Sky" is a common noun. "Trees" is a common noun. "Colors" is a common noun.
 3. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 2: COMMON AND PROPER NOUNS

Grammar Test (See week 2)

1. Copy, capitalize and punctuate the sentence. Label all nouns :
peter stayed with his finger in the dike until the men from the village came
2. Which are the common nouns in the sentence?
3. What is the proper name of your village or town or city? (Help the students with spelling but not capitalization.)
4. Was Peter a brave boy? Why?

Grammar Test Key

1. *noun* *noun* *noun* *noun* *noun*
Peter stayed with his finger in the dike until the men from the village came.
2. "Finger," "dike," "men," and "village" are common nouns.
3. Answers will vary; make sure the noun is capitalized.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 4: GENDER OF NOUNS WITH PARSING

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definition for memory: **Parsing order for nouns : noun, class, gender.** (Test Tuesday.)

NOTE FOR THE TEACHER: IMPORTANT GENDER CLARIFICATIONS

CG1 writes: *"Sometimes a noun names a living being but we do not know if it is a male or female, such as "horses" or "doctor" in the sentences above. We say that those nouns are of **either gender**. They name living things that may be male or female."*

Disregard the term *either* for gender. Use *neuter* instead. The term "neuter" as applied to nouns does not imply that the thing named has in reality no gender, but that the author did not choose to indicate the gender of the person or animal in the sentence by the form of the word or by the context.

Remember that a noun's gender may in fact be determined by other words in the sentence or by the larger context, e.g. *The children wore fancy dresses to the party.* "*children*" in this sentence is clearly *feminine gender* - as girls wear "dresses." or *The rabbit hid her babies under the porch.* "Rabbit " is *feminine gender* as the bunnies are "**her** babies."

***Masculine and feminine gender* are distinctions applied to grammatical beings, namely, **nouns**; *male and female gender (or sex)* are distinctions applied to **living beings**.**

Teacher-led Exercises : Teacher writes the sentence on the board. Label nouns. (May teach/use abbreviation **n** for **noun**.) Parse each noun for class and gender. Follow format in CG1, but underline the noun being parsed with a blue pen/pencil. (No quotation marks needed.)

As the noun is parsed remind students why each noun is proper or common, why each noun is masculine, feminine or neuter. Use language of the definitions they have learned.

n

n

n

n

1. Little Sal went with her mother to Blueberry Hill to pick blueberries.

Little Sal is a noun. It is a proper noun. It is feminine gender.

mother is a noun. It is a common noun. It is feminine gender.

Blueberry Hill is a noun. It is a proper noun. It is neuter gender.

blueberries is a noun. It is a common noun. It is neuter gender.

2ND GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 4: GENDER OF NOUNS WITH PARSING

2. Laura lay awake listening to Pa's fiddle.

Laura is a noun. It is a proper noun. It is feminine gender.

Pa's is a noun. It is a proper noun. It is masculine gender.

fiddle is a noun. It is a proper noun. It is neuter gender.

3. The family sang together, and their happy voices tumbled down the hills.

family is a noun. It is a common noun. It is neuter gender.

voices is a noun. It is a common noun. It is neuter gender.

hills is a noun. It is a common noun. It is neuter gender.

Afternoon

Review morning's lesson with one more sentence on the board. Choose one from the current reading. Adapt a sentence as needed. See Helpful Hints Week 6 of the guide.

LESSON 4: GENDER OF NOUNS WITH PARSING

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **noun parsing order**.

Notebook Exercises: Copy sentence. Label all nouns. Parse the nouns for class and gender.

1. Pa was sitting on the bench by the hearth while Ma was gently rocking and knitting.

Pa is a noun. It is a proper noun. It is masculine gender.

bench is a noun. It is a common noun. It is neuter gender.

hearth is a noun. It is a common noun. It is neuter gender.

Ma is a noun. It is a proper noun. It is feminine gender.

2. Early Saturday morning, Michael and his sister searched for blackberries.

morning is a noun. It is a common noun. It is neuter gender.

Michael is a noun. It is a proper noun. It is masculine gender.

sister is a noun. It is a common noun. It is feminine gender.

2ND GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 4: GENDER OF NOUNS WITH PARSING

Grammar Exercises cont.

3. Little Bear came with his mother to eat blueberries, too.

Little Bear is a noun. It is a proper noun. It is masculine gender.

mother is a noun. It is a common noun. It is feminine gender.

blueberries is a noun. It is a proper noun. It is neuter gender.

LESSON 4: GENDER OF NOUNS WITH PARSING

Directed Work

Review definitions of **sentence, noun, noun class, proper noun common noun.**

Directed Work: (see previous weeks for directions)

1. Copy, capitalize, and punctuate the sentence. Label all nouns: in the evening, Father, Mother and the children once more gathered around the table

2. Parse: Father, children, table

3. What do you do in the evening with your family?

LESSON 4: GENDER OF NOUNS WITH PARSING

Directed Work key

1. In the evening, Father, Mother and the children once more gathered around the table.

2. Parse:

Father is a noun. It is a proper noun. It is masculine gender.

children is a noun. It is a common noun. It is neuter gender.

table is a noun. It is a common noun. It is neuter gender.

3. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 4: GENDER OF NOUNS WITH PARSING

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :
little Sal and her mother drove home with food to can for next winter
2. Parse: Little Sal, home
3. How do you enjoy helping your mother (or grandmother...)?

Grammar Test Key

1. *n* *n* *n* *n* *n*
Little Sal and her mother drove home with food to can for next winter.
2. Parse:
Little Sal is a noun. It is a proper noun. It is feminine gender.
home is a noun. It is a common noun. It is neuter gender.
3. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

LESSON 5: ABBREVIATIONS & LESSON 6 : ADJECTIVES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **An adjective is a word used to modify a noun.** Learn the parsing order: **Identify the word as an adjective. Tell what class of adjective** (descriptive). **Tell what word it modifies.** Read the *Helpful Hints* section of Week 7.

Abbreviations: teach the abbreviation for adjective - adj; noun - n ; these abbreviations begins with lower case letters because the words “abbreviation” and “noun” are common nouns.

When a proper noun or adjective is abbreviated it begins with a capital letter: Doctor Jones - Dr. Jones . Titles given to a person are **only capitalized or abbreviated when used with a name**: *Dr. Jones visited the cottage.* But: *The doctor visited the cottage.* Similarly, the abbreviations of states (Lesson 39) are only abbreviated when used with the name of a city: *The capital of Missouri is Jefferson City.* But: *The governor works in Jefferson City, MO.* Integrate abbreviations throughout the curriculum as needed. [Those using SWR might add them to the abbreviations page in the primary log].

Teacher-led Exercises : Teacher writes the sentence on the board. Label the sentence for nouns and adjectives. Parse the adjectives for class and noun(s) modified. **Use the word *modifies* rather than *describes*.** (Use the article *an* before the word *adjective* in parsing.)

n adj adj n n

1. The city lay in a **wide sunny** valley in Italy.

wide is an adjective. It is descriptive. It modifies the noun “valley.”

sunny is an adjective. It is descriptive. It modifies the noun “valley.”

adj adj n adj n

2. The green and gold glen smiled with glittering lakes.

green is an adjective. It is descriptive. It modifies the noun “glen.”

gold is an adjective. It is descriptive. It modifies the noun “glen.”

glittering is an adjective. It is descriptive. It modifies the noun “lakes.”

adj n adj adj n adj n

3. A beautiful cloth covered the elegant feastday table and held the family’s best dishes.

beautiful is an adjective. It is descriptive. It modifies the noun “cloth.”

elegant is an adjective. It is descriptive. It modifies the noun “table.”

feastday is an adjective. It is descriptive. It modifies the noun “table.”

best is an adjective. It is descriptive. It modifies the noun “dishes.”

2ND GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

LESSON 5: ABBREVIATIONS & LESSON 6 : ADJECTIVES

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **adjective and parsing order**.

Notebook Exercises: Copy sentence. Label all nouns and adjectives. Parse the adjectives.

1. On St. Joseph's Day, Juan and his friends acted little plays of olden days.

little is an adjective. It is descriptive. It modifies the noun “plays.”

olden is an adjective. It is descriptive. It modifies the noun "days."

2. Jonathan's small cousin was being christened, and a fine supper was planned for the gray stone farmhouse.

small is an adjective. It is descriptive. It modifies the noun “cousin.”

fine is an adjective. It is descriptive. It modifies the noun “supper.”

gray is an adjective. It is descriptive. It modifies the noun “farmhouse.”

stone is an adjective. It is descriptive. It modifies the noun “farmhouse.”

3. Along the roads, from behind high garden walls, peeped the tops of villas.

high is an adjective. It is descriptive. It modifies the noun “walls.”

garden is an adjective. It is descriptive. It modifies the noun “walls.”

LESSON 5: ABBREVIATIONS & LESSON 6 : ADJECTIVES

Directed Work

Review definitions of **sentence, noun, noun class, proper noun common noun, adjective.**

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label all nouns and adjectives:
the mountain wind ruffled the children's hair
2. Parse: mountain, wind
3. Rewrite the sentence using a different word for "ruffled."
3. What beautiful sight did the children see from the mountain top?

2ND GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

LESSON 5: ABBREVIATIONS & LESSON 6 : ADJECTIVES

Directed Work key

- adj n n n
1. The mountain wind ruffled the children's hair.
 2. Parse:
mountain is an adjective. It is descriptive. It modifies the noun "wind."
wind is a noun. It is a common noun. It is neuter gender.
 3. Accept any reasonable replacement of "ruffled" : blew, tossed, tossed, whipped, etc.
 4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 5: ABBREVIATIONS & LESSON 6 : ADJECTIVES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :
thomas and grandmother went every sunday to the church in the little village.
2. Parse: Sunday, little
3. Rewrite the sentence changing "church" to a proper noun. (remind them to capitalize "church" if it is part of the name.)
4. Tell us the most beautiful thing about your church.

Grammar Test Key

- n n n n adj n
1. Thomas and Grandmother went every Sunday to the church in the little village.
 2. Parse:
Sunday is a noun. It is a proper noun. It is neuter gender.
little is an adjective. It is descriptive. It modifies the noun "village."
 3. Answers will vary; make sure the proper noun is capitalized.
 4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

LESSON 6 : ADJECTIVES CONTINUED

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Reinforce definition and parsing order: **An adjective is a word used to modify a noun. Identify the word as an adjective. Tell what class of adjective** (descriptive). **Tell what word it modifies.** See the “Helpful Hints” for Week 8.

Teacher-led Exercises : Teacher writes the sentence on the board. Label the sentence for nouns and adjectives. Parse the adjectives for class and noun(s) modified. **Use the word *modifies* rather than *describes*.** (use the article *an* before the word *adjective* in parsing.)

- n adj adj n n
1. The soldiers dropped large and small stones into the pot.

large is an adjective. It is descriptive. It modifies the noun “stones.”

small is an adjective. It is descriptive. It modifies the noun “stones.”

- n adj n adj n adj n
2. The soldiers stirred the yellow barley and white milk into the steamy broth.

yellow is an adjective. It is descriptive. It modifies the noun “barley.”

white is an adjective. It is descriptive. It modifies the noun “milk.”

steamy is an adjective. It is descriptive. It modifies the noun “broth.”

- n adj n adj n
3. The smell of fresh-baked bread filled the warm kitchen.

fresh-baked is an adjective. It is descriptive. It modifies the noun “bread.”

warm is an adjective. It is descriptive. It modifies the noun “kitchen.”

2ND GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

LESSON 6 : ADJECTIVES CONTINUED

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **adjective and parsing order**.

Notebook Exercises: Copy sentence. Label nouns and adjectives. Parse as below.

adj n n n adj n n

1. The neat rows of fruits and vegetables made colorful stripes in the garden.

neat is an adjective. It is descriptive. It modifies the noun "rows."

fruits is a noun. It is common noun. It is neuter gender.

colorful is an adjective. It is descriptive. It modifies the noun "stripes."

stripes is a noun. It is a common noun. It is neuter gender.

n adj n adj n

2. Anne liked the small packages of tiny seeds.

Anne is a noun. It is a proper noun. It is feminine gender.

small is an adjective. It is descriptive. It modifies the noun "packages."

tiny is an adjective. It is descriptive. It modifies the noun "seeds."

adj n n n n adj n

3. A stick fence like a blanket's fringe surrounded the garden and kept hungry animals out.

stick is an adjective. It is descriptive. It modifies the noun "fence."

blankets is a noun. It is a common noun. It is a neuter noun.

hungry is an adjective. It is descriptive. It modifies the noun "animals."

LESSON 6 : ADJECTIVES CONTINUED

Directed Work

Review definitions of **sentence, noun, noun class, proper noun, common noun, adjective**.

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label all nouns and adjectives:

the peasants brought their barley from the barn lofts and their milk from the wells

2. Parse: peasants, barn

3. Tell what you would bring for the stone soup, using one descriptive adjective in your sentence.

2ND GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

LESSON 6 : ADJECTIVES

Directed Work key

1. The peasants brought their barley from the barn lofts and their milk from the wells.

2. Parse:

wind is a noun. It is a common noun. It is neuter gender.

barn is an adjective. It is descriptive. It modifies the noun "lofts."

3. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 6 : ADJECTIVES CONTINUED

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :

mama set two braided loaves of white bread at papa's place

2. Parse: braided, white

3. Rewrite the sentence replacing "set" with another word.

4. What special food might Mother or Grandmother put "at Papa's place" to make him happy?

Grammar Test Key

1. Mama set two braided loaves of white bread at Papa's place.

2. Parse:

braided is an adjective. It is descriptive. It modifies the noun "loaves."

white is an adjective. It is descriptive. It modifies the noun "bread."

3. Answers will vary. Some possibilities: placed, put, laid...

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

LESSON 7: ARTICLES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Learn by heart the parsing order for articles: **Identify the word as an article. Tell to what noun the article belongs.**

Teacher-led Exercises : Teacher writes the sentence on the board. Label the sentence for nouns, adjectives and articles. Parse the articles for office (belongs to the noun...).

art adj adj n **art** n **art** n

1. **The** biggest and most important building in **the** village was **the** church.

The is an article. It belongs to the noun "building."

the is an article. It belongs to the noun "village."

the is an article. It belongs to the noun "church."

n **art** adj adj n n n n **art** adj **art**

2. Guilford was a busy little town of stone and brick and timber clinging to the steep sides of a hill.

a is an article. It belongs to the noun "town."

the is an article. It belongs to the noun "sides."

a is an article. It belongs to the noun "hill."

art n **art** n **art** n n **art** n n **art** n

3. The village sat on the slope of a mountain with its head in the clouds and its feet in the river.

The is an article. It belongs to the noun "village."

the is an article. It belongs to the noun "slope."

a is an article. It belongs to the noun "mountain."

the is an article. It belongs to the noun "clouds."

the is an article. It belongs to the noun "river."

2ND GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

LESSON 7: ARTICLES

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **parsing order of articles**.

Notebook Exercises: Copy sentence. Label nouns, adjectives and articles. Parse as below.

n n art adj adj n art n art n

1. Thomas lived with his grandmother in a small white house at the head of the village.

Thomas is a noun. It is proper. It is masculine gender.

a is an article. It belongs to the noun "house."

white is an adjective. It is descriptive. It modifies the noun "house."

the is an article. It belongs to the noun "head." (or "village")

n adj n art n adj n n

2. Guilford had three churches, an inn, and many shops and houses.

three is an adjective. It is quantitative. It modifies the noun "churches."

churches is a noun. It is a common noun. It is neuter gender.

an is an article. It belongs to the noun "inn."

n art adj n art n

3. Josefina knew the twelve families who lived in the village.

the is an article. It belongs to the noun "families."

twelve is an adjective. It is quantitative. It modifies the noun "families."

families is a noun. It is a common noun. It is a neuter noun.

the is an article. It belongs to the noun "village."

LESSON 7: ARTICLES

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label nouns, adjectives and articles:

the houses leaned toward each other like old friends

2. Parse: the, old

3. Imagine these houses speaking to each other. What might they say about their village?

2ND GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

LESSON 7: ARTICLES

Directed Work key

art n

adj n

1. The houses leaned toward each other like old friends.

- ## 2. Parse:

the is an article. It belongs to the noun “houses.”

old is an adjective. It is descriptive. It modifies the noun “friends.”

3. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 7: ARTICLES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :

the heart of the village was the church where thomas and Grandmother went every sunday

2. Parse: the (any one of them), Sunday,

3. Imagine Thomas's village church. Describe a bit of its beauty on the outside or the inside.

Grammar Test Key

art n

art n

art n

n

n

adj n

1. The heart of the village was the church where Thomas and Grandmother went every Sunday.

- ## 2. Parse:

the is an article. It belongs to the noun “heart.” (or “village” or “church”)

Sunday is a noun. It is proper. It is neuter gender.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

LESSON 8: VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Learn by heart the definition: **A verb is a word that asserts action or being.**

*Prepare the children for sentence analysis and the idea of subject and predicate by speaking always of the verb as saying something about a noun.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence underlining the verb twice and labeling the different parts of speech which they know. Parse nouns, adjectives and articles.

n art n art n
1. My father **played** the piano all the time.

the is an article. It belongs to the noun "piano." (or "time")

piano is a noun. It is common. It is neuter gender.

n art adj n
2. Father and I **travelled** the piano keyboard together.

the is an article. It belongs to the noun "keyboard."

piano is an adjective. It is descriptive. It modifies the noun "keyboard."

keyboard is a noun. It is common. It is neuter gender.

art adj n n art n n
3. A little spray of flowers **fell** onto the piano's keys.

A is an article. It belongs to the noun "spray."

little is an adjective. It is descriptive. It modifies the noun "spray."

spray is a noun. It is common. It is neuter gender.

Afternoon

Review morning's lesson with one more sentence on the board. Choose one from the current reading. Adapt a sentence as needed.

2ND GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **verb**.

Notebook Exercises: Copy sentence. Analyze : underline verb twice, label nouns, adjectives and articles. Parse as below.

n **art** **adj** **n** **art** **n** **n**

1. Josefina plays a fine tune just like a bird's whistle.

a is an article. It belongs to the noun "tune." (or "whistle")

fine is an adjective. It is descriptive. It modifies the noun "tune"

bird's is a noun. It is common. It is neuter gender.

n **n** **art** **n** **adj** **adj** **n**

2. At night in bed I heard the music faintly through my open bedroom door.

music is a noun. It is a common noun. It is neuter gender.

bedroom is an adjective. It is descriptive. It modifies the noun "door."

n **n** **art** **adj** **n** **art** **n** **art** **n**

3. Uncle George and Laura did a little dance in the corner of the room.

Uncle George is a noun. It is proper. It is masculine gender.

a is an article. It belongs to the noun "dance."

little is an adjective. It is descriptive. It modifies the noun "dance."

dance is a noun. It is a common noun. It is a neuter noun.

LESSON 8 : VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label nouns, adjectives and articles:
pa played his violin and laura's feet danced

2. Parse: Pa, Laura's

3. Rewrite the sentence. Add a descriptive adjective before "violin" or "feet."

4. In the dictation, why do you think Laura could not "keep her feet still" when Pa played?

2ND GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

LESSON 8:VERBS

Directed Work key

1. Pa ⁿ played his violin and Laura's ⁿ feet danced.
2. Parse: Pa, Laura's
Pa is a noun. It is proper. It is masculine gender.
Laura is a noun. It is proper. It is feminine gender.
3. Accept any reasonable descriptive adjectives.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 8 : VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :
josefina piled the wood in time to the rhythm of the tune
2. Parse: the, wood.
3. What is your favorite tune to hum or sing and when do you like to sing it?

Grammar Test Key

1. Josefina ⁿ piled ^{art} the ⁿ wood ^{art} in ⁿ time ^{art} to ⁿ the ^{art} rhythm ⁿ of ⁿ the ⁿ tune.
2. Parse:
the is an article. It belongs to the noun "wood." (or "rhythm" or "tune")
wood is a noun. It is common. It is neuter gender.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 8: VERBS CONTINUED

Review Lesson

sunlight is an noun. It is common. It is neuter gender.

2ND GRADE WEEK 11 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS CONTINUED

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Parse all nouns, adjectives and articles.

art n art n n n

1. The swallows circled the mission above Juan's head.

The is an article. It belongs to the noun "swallows."

swallows is a noun. It is common. It is neuter gender.

the is an article. It belongs to the noun "mission."

mission is a noun. It is common. It is neuter gender.

Juan's is a noun. It is proper. It is masculine gender.

head is a noun. It is common. It is neuter gender.

n n art adj n art n

2. Stephen and Lucia saw a strange cloud over the bay.

Stephen is a noun. It is a proper noun. It is masculine gender.

Lucia is a noun. It is a proper noun. It is feminine gender.

a is an article. It belongs to the noun "cloud."

strange is an adjective. It is descriptive. It modifies the noun "cloud."

cloud is a noun. It is common. It is neuter gender.

the is an article. It belongs to the noun "bay."

bay is a noun. It is common. It is neuter gender.

LESSON 8 : VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label nouns, adjectives and articles:
jonathan fed the birds and the squirrels and the rabbits during the cold winter
2. Parse: the (1st one), squirrels, cold
3. Rewrite the sentence. Add a descriptive adjective before each animal name.
4. Why did Jonathon feed the animals "during the cold winter"?

2ND GRADE WEEK 11 SUGGESTED GRAMMAR EXERCISES

LESSON 8:VERBS

Directed Work key

n art n art n art n art adj n
1. Jonathan fed the birds and the squirrels and the rabbits during the cold winter.

2. Parse:

the is an article. It belongs to the noun “birds.”

cold is an adjective. It is descriptive. It modifies the noun “winter.”

winter is a noun. It is common. It is neuter gender.

3. Accept any reasonable descriptive adjectives.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 8 : VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :
miss rumphius made a beautiful world with her lupines

2. Parse: Miss Rumphius, a, lupines

3. Why would you plant flowers to make “a more beautiful world”?

Grammar Test Key

n art adj n n
1. Miss Rumphius had made a more beautiful world with her lupines.

2. Parse:

Miss Rumphius is a noun. It is proper. It is feminine gender.

a is an article. It belongs to the noun “world.”

lupines is a noun. It is common. It is neuter gender.

3. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

LESSON 9 : CONTRACTED WORDS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Continue reviewing definitions and parsing orders.

Written contracted words should generally be used only in dialogue as they are colloquial. Students should not use them outside dialogue except for teaching purposes.

Teacher-led Exercises : Teacher writes the sentence on the board. Change the bold word(s) : if a contraction make it two words; if two words, make them a contraction. Analyze both sentences; pointing out that contracted words do not change the analysis. Parse some nouns, adjectives and articles.

- adj adj n
1. **She** will wear her new silk dress.

adj adj n
She'll wear her new silk dress.

- n art n
2. He would not stay in his room but tiptoed to the stairs.

n art n
He wouldn't stay in his room but tiptoed to the stairs.

- art n
3. **You** are a rascal!

art n
You're a rascal!

- n n
4. **He'd** learned so much about gardening from Julian.

n n
He had learned so much about gardening from Julian.

- art n art adj n
5. **That's** the village peeping through the green woods.

art n art adj n
That is the village peeping through the green woods.

2ND GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

LESSON 9 : CONTRACTED WORDS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Rewrite sentence eliminating or making a contracted word. Parse the nouns, adjectives and articles suggested.

art n

1. They'd left the woods behind.

They had left the woods behind.

Parse: the, woods

n art adj n art adj n

2. Did not water from a mountain stream feed the thirsty fields?

n art adj n art adj n

Didn't water from a mountain stream feed the thirsty fields?

Parse: a, thirsty, fields

n art adj n

3. It' s Mother on the tiny chair.

n art adj n

It is Mother on the tiny chair.

Parse: Mother, the, tiny

LESSON 8 : VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label nouns, adjectives and articles:
a pencil stub flashed across a paper on Mother's lap
2. Parse: a (1st), pencil, lap
3. Write a sentence using the contraction for *I will*.
4. What is Mother drawing on the paper?

2ND GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

LESSON 8:VERBS

Directed Work key

art adj n art n n n

1. A pencil stub flashed across a paper on Mother's lap.

2. Parse:

a is an article. It belongs to the noun "stub."

pencil is an adjective. It is descriptive. It modifies the noun "stub."

lap is a noun. It is common. It is neuter gender.

3. Accept any reasonable sentence with the contraction *I'll*.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 8 : VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :
my heart beat quickly as a little bird's heart

2. Parse: heart, little

3. Write a sentence using the contraction for *did not* or *does not*.

4. What has caused your heart to "beat quickly as a little bird's"?

Grammar Test Key

n art adj n

1. My heart beat quickly as a little bird's heart.

2. Parse:

heart is a noun. It is common. It is neuter gender.

little is an adjective. It is descriptive. It modifies the noun "heart."

3. Accept any reasonable sentence with the contraction *doesn't* or *didn't*

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **A declarative sentence makes a statement. An interrogative sentence asks a question. An imperative sentence gives a command.**

Second graders learn the names of the sentence types - **declarative, interrogative, imperative** - rather than merely *statement, question, command*. (A question may arise regarding sentences ending in an exclamation. This is not a fourth type of sentence but rather a declarative, interrogative or imperative sentence expressing more emotion, hence the exclamation point.)

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze as usual. Write a sentence statement. Point out the punctuation used.

art adj n

1. Were the wild geese flying south?

This is an interrogative sentence.

art adj adj n

2. The big harvest moon had come and gone.

This is a declarative sentence.

art adj adj n adj n

3. Blow the red and gold leaves, cold wind.

This is an imperative sentence.

art adj n *adj *adj n

4. Are the lily bulbs alive or dead, Father? (*These are predicate adjectives; just label as adj.)

This is an interrogative sentence.

art n art n art n

5. Plant the bulbs in the ground in the spring.

This is an imperative sentence.

art n art n art n

6. The flowers will grow in the sun and the rain.

This is a declarative sentence.

2ND GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Write a sentence statement. Parse the nouns, adjectives and articles suggested.

art adj n art n

1. The cold wind blew from the north.

This is a declarative sentence.

Parse: cold, wind

art adj n art n

2. What will help the lily bulbs in the spring?

This is an interrogative sentence.

Parse: the, bulbs

n art adj n

3. Fly south quickly, wild geese.

This is an imperative sentence.

Parse: wild, geese

LESSON 10: THREE KINDS OF SENTENCES

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
a maple and an oak lost their colorful leaves in the cold wind
2. Parse: an, oak
3. Write this sentence as a question - make it interrogative.
4. In a sentence or two tell us about the wind where you live.

2ND GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Directed Work key

art n art n adj n art adj n
1. A maple and an oak lost their colorful leaves in the cold wind.

This is a declarative sentence.

2. Parse:

an is an article. It belongs to the noun “oak.”

colorful is an adjective. It is descriptive. It modifies the noun “leaves.”

3. Accept any reasonable question. Check for proper punctuation.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 10: THREE KINDS OF SENTENCES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
will the lilies bloom all in white

2. Parse: lilies, the

3. Command the lilies to bloom in an imperative sentence.

4. Tell us of your favorite flower and what color it blooms.

Grammar Test Key

art n
1. Will the lilies bloom all in white? (If a student labels “white” as a noun or adjective, accept it.)

2. Parse:

lilies is a noun. It is common. It is neuter gender.

3. Bloom all in white, lilies. Accept any reasonable command with “bloom” as the verb.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Review definitions: **A declarative sentence makes a statement. An interrogative sentence asks a question. An imperative sentence gives a command.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze as usual. Write a sentence statement. Point out the punctuation used. Change the interrogative sentences into declarative by answering the questions.

- art n adj n
1. What bathed the hillside in silvery light?

This is an interrogative sentence.

Declarative: The round winter moon bathed the hillside in silvery light.

- art adj n art n
2. A beautiful snowflake fell through the air.

This is a declarative sentence.

- adj n art adj n
3. Look at the vigil lights flickering in their blue and red glass.

This is an imperative sentence.

- art n n adj n
4. The bells of which church were ringing on that early morning?

This is an interrogative sentence.

Declarative: The bells of the Mission church were ringing on that early morning.

- art n art n art adj n
5. Will the mice and the rabbits dance and frolic in the silvery light?

This is an interrogative sentence.

Declarative: The mice and rabbits will dance and frolic in the silvery light.

- art n art n art adj n art n
6. The children tiptoed down the aisle to the front pew and knelt there in a row.

This is a declarative sentence.

2ND GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Write a sentence statement. Parse the nouns, adjectives and articles suggested. Change the sentence to the type indicated.

n n art adj adj n

1. Anne showed Marta the great strong church.

This is a declarative sentence.

Parse: Marta, great

Imperative: Look at the great strong church, Marta.

n art n art adj n art n

2. Juan ran down the road to a little school near the Mission.

This is a declarative sentence.

Parse: a, Mission

Interrogative: Who ran down the road to a little school near the Mission? or
Where did Juan run? (Accept any reasonable question.)

art adj n adj adj n

3. What did the vigil lights do in their blue and red glasses?

This is an interrogative sentence.

Parse: lights, glasses

Declarative: The vigil lights flickered and twinkled in their blue and red glasses.

LESSON 10: THREE KINDS OF SENTENCES

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
millions of snowflakes fell from the sky
2. Parse: snowflakes, the (first one)
3. Write an interrogative sentence about the snowflakes.
4. Describe the first snowfall of the year (in one or two sentences).

2ND GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Directed Work key

- n n art n
1. Millions of snowflakes fell from the sky.

This is a declarative sentence.

2. Parse:

snowflakes is a noun. It is common. It is neuter gender.

the is an article. It belongs to the noun “sky”

3. How many snowflakes fell from the sky?

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 10: THREE KINDS OF SENTENCES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
the soft evening light came through the round stained-glass window
2. Parse: round, window
3. Use the verb *come* in an imperative sentence.
4. Describe a stained-glass window in your church or a church you have visited.
(If a child has not seen a stained-glass window, have him describe a station of the cross or a statue.)

Grammar Test Key

- art adj adj n art adj adj n
1. The soft evening light came through the round stained-glass window.

2. Parse:

round is an adjective. It is descriptive. It modifies the noun “window.”

window is a noun. It is common. It is neuter gender.

3. Accept any reasonable command with *come* as the verb.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 11: SUBJECT AND PREDICATE

Grammar Lesson

Definitions for memory: **The subject of a sentence names the person or thing about which something is said. The simple predicate is the verb in the sentence. The complete predicate is the verb with its modifiers. A simple sentence is one that has one statement, question, or command.**

This is a declarative sentence.

2ND GRADE WEEK 15 SUGGESTED GRAMMAR EXERCISES

LESSON 11: SUBJECT AND PREDICATE

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Write a sentence statement. Parse the nouns, adjectives and articles suggested.

1. Mother | put flour and dough on the table.

This is a declarative sentence.

Parse: Mother, flour

2. Did Joan | roll the cookie dough out?

This is an interrogative sentence.

Parse: the, cookie

3. In the manger were | a live ox and a live donkey.

This is a declarative sentence.

Parse: a, live

This sentence may be written in natural order if too difficult:

A live ox and a live donkey were in the manger.

LESSON 11: SUBJECT AND PREDICATE

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze :
did the small creatures find enough food
2. Parse: small, creatures
3. Write a declarative sentence that answers the question.
4. What will you do to help "the small creatures" during the cold winter?

2ND GRADE WEEK 15 SUGGESTED GRAMMAR EXERCISES

Directed Work Key

1. Did the small creatures | find enough food?

2. Parse:

small is an adjective. It is descriptive. It modifies the noun “creatures.”

creatures is a noun. It is common. It is neuter gender.

3. The small creatures did not find enough food. (without “not” is fine.)

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 11: SUBJECT AND PREDICATE

Grammar Test

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
brother francis prepared a surprise for the people

2. Parse: the, people

3. Write an interrogative sentence about Brother Francis’s surprise.

4. What would your favorite part of Brother Francis’s nativity be?

LESSON 11: SUBJECT AND PREDICATE

Grammar Test Key

1. Brother Francis | prepared a surprise for the people.

This is a declarative sentence.

2. Parse:

a is an article. It belongs to the noun “surprise”

surprise is a noun. It is common. It is neuter gender.

3. Accept any reasonable question. Evaluate for punctuation and spelling.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 11: SUBJECT AND PREDICATE

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: New parsing order for noun: **noun, class, gender, office.** A **simple sentence is one that has one statement, question, or command.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence: Identify the type of sentence adding simple, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. (The subject will no longer be labeled *n*.) Parse the subject noun.

1. Jonathon | looked at the raccoon with an apple in its front paws.

This is a simple, declarative sentence.

Jonathon is a noun. It is proper. It is masculine gender. It is the subject of "looked."

2. The children | sat at the glowing fireside.

This is a simple, declarative sentence.

children is a noun. It is common. It is neuter gender. It is the subject of "sat."

3. A large and bright star | appeared where?

This is a simple, interrogative sentence.

star is a noun. It is common. It is neuter gender. It is the subject of "appeared."

4. Once Jonathon | went down to the brook.

This is a simple, declarative sentence.

Jonathon is a noun. It is common. It is masculine gender. It is the subject of "went."

2ND GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 11: SUBJECT AND PREDICATE

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Write a sentence statement. Parse any subject noun and the nouns, adjectives and articles suggested.

- art n | art adj n art n
1. The star's light | shone like a silver thread on the sand.

This is a simple, declarative sentence.

light is a noun. It is common. It is neuter gender. It is the subject of "shone."

Parse: a, silver

- art | art n n
2. The Three Kings | leave what in the children's shoes?

This is an simple, interrogative sentence.

Three Kings is a noun. It is proper. It is masculine gender. It is the subject of "leave."

Parse: The

- art | art n art n
3. The stars | lie at the feet of the Child.

This is a simple, declarative sentence.

stars is a noun. It is common. It is neuter gender. It is the subject of "lie."

(Do not parse "the Child" as it refers to God. Nouns naming God are never parsed.)

LESSON 11: SUBJECT AND PREDICATE

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
the three kings gazed long at the stars
2. Parse: Kings, the
3. Write an interrogative sentence about Melchior, Caspar or Balthazar, the three Kings.
4. Why did the three kings gaze "long at the stars?"

2ND GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 11: SUBJECT AND PREDICATE

Directed Work Key

art adj art n
1. The three kings | gazed long at the stars.

This is a declarative sentence.

2. Parse:

The is an article. It belongs to the noun “kings.” (or “stars”)

kings is a noun. It is proper. It is masculine gender. It is the subject of “gazed.”

3. Accept any reasonable question. Evaluate for punctuation and spelling.

4. Answers will vary. Evaluate as usual for sentence structure and adherence to topic.

LESSON 11: SUBJECT AND PREDICATE

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
the raccoon dipped his apple in the brook

2. Parse: raccoon, apple

3. Write a declarative sentence that tells why the raccoon dipped his apple in the brook.

4. What interesting action have you seen a wild creature perform?

Grammar Test Key

art n art n

1. The raccoon dipped his apple in the brook?

2. Parse:

raccoon is a noun. It is common. It is masculine gender. It is the subject of “dipped.”

apple is a noun. It is common. It is neuter gender.

3. The raccoon dipped his apple in the brook to get it wet [or to wash it].

Answers will vary. Accept any reasonable answer. Evaluate as usual for sentence structure and topic.

4. Answers will vary. Evaluate as usual for sentence structure and adherence to topic.

2ND GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

LESSON 12 : TENSE OF VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **Tense is the form of a verb that expresses the time of an action or event. The present tense expresses present time. The past tense expresses past time. The future tense expresses future time.**

Parsing chart for verbs: **Identify as a verb. Tell its tense. Tell its subject.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the verb.

1. Jonathan | wore his coat and his muffler.

This is a simple, declarative sentence.

wore is a verb. It is past tense. Its subject is "Jonathan."

2. Jonathan | pulls his warm cap down over his ears.

This is a simple, declarative sentence.

pulls is a verb. It is present tense. Its subject is "Jonathan."

3. The squirrels | will eat the nuts from Jonathan.

This is a simple, interrogative sentence.

will eat is a verb. It is future tense. Its subject is "squirrels."

4. Pablo's mother | worked with the lump of clay and formed a bowl with a fluted edge.

This is a simple, declarative sentence.

worked is a verb. It is past tense. Its subject is "mother."

formed is a verb. It is past tense. Its subject is "mother."

2ND GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

LESSON 12 : TENSE OF VERBS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the verbs and the nouns, adjectives and articles suggested.

- art adj n
1. The missions | were like little villages.

This is a simple, declarative sentence.

were is a verb. It is past tense. Its subject is "missions."

Parse: missions, little

- art n art n
2. The blacksmiths' hammers | ring down in the village.

This is a simple, declarative sentence.

ring is a verb. It is present tense. Its subject is "hammers."

Parse: The, hammers

- n art n
3. Jonathan's boots | tramped and crunched to the gate

This is a simple, declarative sentence.

tramped is a verb. It is past tense. Its subject is "Jonathan."

crunched is a verb. It is past tense. Its subject is "Jonathan."

Parse: boots

LESSON 12 : TENSE OF VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
what will change into a beautiful object before pablo's eyes
2. Parse: changed, Pablo's
3. Write a declarative sentence answering the question. (Tell the students the answer if needed.)
4. What beautiful thing have you watched your mother make? Tell us about it in a sentence.

2ND GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

LESSON 12 : TENSE OF VERBS

Directed Work key

1. What | will change into a beautiful object before Pablo's eyes?

This is a simple, interrogative sentence.

2. Parse:

will change is a verb. It is future tense. Its subject is "What."

Pablo's is a noun. It is proper. It is masculine gender.

3. The lump of clay will change into a beautiful object before Pablo's eyes.
The subject may vary slightly. Evaluate for punctuation and spelling.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 12 : TENSE OF VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
jonathan sees his big footprints in the snow
2. Parse: sees, big
3. Write an interrogative sentence using the word "footprints."
4. Describe something that you have seen when out in the snow.

Grammar Test Key

1. Jonathan | sees his big footprints in the snow.

This is a simple, declarative sentence.

2. Parse:

sees is a verb. It is present tense. Its subject is "Jonathan."

big is an adjective. It is descriptive. It modifies the noun "footprints."

3. Accept any reasonable sentence. Evaluate as usual for sentence structure and topic.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

LESSON 13: PERSON OF VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **We say that a verb is first person if it tells what the speaker is or does. A verb is in the second person if it tells what the one spoken to is or does. A verb is third person if it tells what the one spoken about is or does.**

(A verb with a noun subject is usually third person. Verbs of first and second person usually have pronoun subjects. Hence, the verbs in this lesson will be third person.)

Parsing chart for verbs: **Identify as a verb. Tell its tense. Tell its subject. Tell its person.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the verb. You may also have the children put these sentences into first or second person, for practice.

1. Jonathan | heard a strange, small sound.

This is a simple, declarative sentence.

heard is a verb. It is past tense. Its subject is "Jonathan." It is third person.

2. The sound | makes a drip, drip, drip noise.

This is a simple, declarative sentence.

makes is a verb. It is present tense. Its subject is "sound." It is third person.

3. Grandfather | sat and mended toys all day.

This is a simple, declarative sentence.

sat is a verb. It is past tense. Its subject is "Grandfather." It is third person.

mended is a verb. It is past tense. Its subject is "Grandfather." It is third person.

4. James | made the loveliest cradle for Anne's dolls.

This is a simple, declarative sentence.

made is a verb. It is past tense. Its subject is "James." It is third person.

2ND GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

LESSON 13: PERSON OF VERBS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the verbs and the nouns, adjectives, articles suggested.

- art art n art adj n art n
1. The sun | melts the snow on the south side of the mountain.

This is a simple, declarative sentence.

melts is a verb. It is present tense. Its subject is “sun.” It is third person.

Parse: snow, south

- art adj n n
2. Angelo | will bring the weathered sculpture back to life .

This is an simple, declarative sentence.

will bring is a verb. It is future tense. Its subject is “Angelo.” It is third person.

Parse: Angelo, weathered

- art adj n art n adj n art n
3. Henry | throws a round net over a school of small fish in the shallows.

This is a simple, declarative sentence.

throws is a verb. It is present tense. Its subject is “Henry.” It is third person.

Parse: a, round, shallows

LESSON 12 : TENSE OF VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
the brass knocker made a cozy, comfortable sound
2. Parse: made, cozy
3. Write an interrogative sentence about the house with this brass knocker.
4. What thing makes a “cozy, comfortable sound” when you hear or use it? Tell us about it.

2ND GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

LESSON 13: PERSON OF VERBS

Directed Work key

- art adj art adj adj n
1. The brass knocker | made a cozy, comfortable sound.

This is a simple, declarative sentence.

2. Parse:

made is a verb. It is past tense. Its subject is "knocker." It is third person.

cozy is an adjective. It is descriptive. It modifies the noun "sound."

3. Answers will vary. Accept any reasonable sentence. Evaluate for punctuation and spelling.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 12 : TENSE OF VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
mr. shaw was the best shoemaker in town
2. Parse: Mr. Shaw, was
3. Rewrite the sentence replacing the common noun "town" with a proper noun.
4. Whom do you know that is very good at what he does?

Grammar Test Key

- art adj n n
1. Mr. Shaw | was the best shoemaker in town.

This is a simple, declarative sentence.

2. Parse:

Mr. Shaw is a noun. It is proper. It is masculine gender. It is the subject of "was."

was is a verb. It is past tense. Its subject is "Mr. Shaw." It is 3rd person.

3. Check for capitalization of the proper noun. Evaluate as usual for sentence structure and topic.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

LESSON 14: NUMBER OF VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: The verb is **singular number** if the subject is only one person or thing. The verb is **plural number** if the subject is more than one person or thing.

Parsing chart for verbs: **Identify as a verb. Tell its tense. Tell its subject. Tell its person. Tell its number.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the verb.

1. Jonathan shook the snow carefully off his boots.

This is a simple, declarative sentence.

shook is a verb. It is past tense. Its subject is "Jonathan." It is third person. It is singular number.

2. The windowpanes sparkle with the frost.

This is a simple, declarative sentence.

sparkle is a verb. It is present tense. Its subject is "windowpanes." It is third person. It is plural number.

3. The snow came down and drifted against the house.

This is a simple, declarative sentence.

came is a verb. It is past tense. Its subject is "snow." It is third person. It is singular person.

drifted is a verb. It is past tense. Its subject is "snow." It is third person. It is singular number.

4. Laura and Mary made pretty patterns of circles in the frost on the glass.

This is a simple, declarative sentence.

made is a verb. It is past tense. Its subjects are "Laura" and "Mary." It is third person. It is plural number.

2ND GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

LESSON 14: NUMBER OF VERBS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the verbs and the nouns, adjectives, articles suggested.

1. Soft gray clouds | filled the sky and blotted out the sun.

This is a simple, declarative sentence.

filled is a verb. It is past tense. Its subject is “clouds.” It is third person. It is plural number. (The parsing of “blotted” is the same.)

Parse: Soft, clouds

2. Thick snow | covers the branches of the trees.

This is an simple, declarative sentence.

covers is a verb. It is present tense. Its subject is “snow.” It is third person. It is singular person.

Parse: Thick, branches

3. The family | will stay in their cozy, comfortable house of logs.

This is a simple, declarative sentence.

will stay is a verb. It is future tense. Its subject is “family.” It is third person. It is singular number.

Parse: The, comfortable

LESSON 14: NUMBER OF VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
the good smell of cookies fills the air
2. Parse: good, fills
3. Write the sentence changing the verb to the future tense.
4. What “good smell” from Mother’s or an aunt’s kitchen do you like best?

2ND GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

LESSON 14: NUMBER OF VERBS

Directed Work key

- art adj n art n
1. The good smell of cookies | fills the air.

This is a simple, declarative sentence.

2. Parse:

good is an adjective. It is descriptive. It modifies the noun “smell.”

fills is a verb. It is present tense. Its subject is “smell.” It is third person. It is singular number.

3. The good smell of cookies will fill the air.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 14: NUMBER OF VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :

jack frost painted the pictures in the night

2. Parse: Jack Frost, painted

3. Write the sentence with a present tense verb.

4. Describe one of the pictures that Jack Frost paints on the windows at night.

Grammar Test Key

- art n art n
1. Jack Frost | painted the pictures in the night.

This is a simple, declarative sentence.

2. Parse:

Jack Frost is a noun. It is proper. It is masculine gender. It is the subject of “painted”

painted is a verb. It is past tense. Its subject is “Jack Frost.” It is third person. It is singular number.

3. Jack Frost paints the pictures in the night.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parentheses.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **The direct object names the person or thing that the subject does something to.** The office of the noun parsing is ***It is the direct object of the verb “___.”***

The direct object *receives* the action of the verb. A being verb (am, is, are, was, were, being, been) will not have a direct object as existence (the act of being) *remains* with the subject.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the direct object.

1. Jonathan | carried the heavy iron **pot**.
art adj adj **do**

This is a simple, declarative sentence.

pot is a noun. It is common. It is neuter. It is the direct object of the verb “carried.”

2. The people’s loud voices | shook the **walls** of the church.
art n adj art **do** art n

This is a simple, declarative sentence.

walls is a noun. It is common. It is neuter. It is the direct object of the verb “shook.”

3. Little Pedro, do you | feel the trembling **earth**, too?
n art adj **do**

This is a simple, interrogative sentence.

earth is a noun. It is common. It is neuter. It is the direct object of the verb “do feel.”

4. The great church | was a wonderful place at night.
art adj art adj n n

This is a simple, declarative sentence.

This sentence has no direct object as the action of the verb “was” remains in the subject “church.” “place” is a noun that completes the subject by renaming it.

2ND GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the direct objects and/or words suggested.

adj n

1. Jonathan | stepped in his own big foot-prints.

This is a simple, declarative sentence.

No direct object

Parse: stepped, big

art art do

2. The organ | played a hymn.

This is a simple, declarative sentence.

hymn is a noun. It is common. It is neuter gender. It is the direct object of “played.”

Parse: The, a

adj do

3. Hemlock Mountain | has no bears.

This is a simple, declarative sentence.

bears is a noun. It is common. It is neuter gender. It is the direct object of “has.”

Parse: Hemlock Mountain, has

LESSON 16: DIRECT OBJECT

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
jonathan kept up his courage on the path down hemlock mountain
2. Parse: kept, courage
3. Write the sentence as an interrogative sentence beginning with *Did*.
4. Tell of a time you or someone you know had to “keep up his courage.”

2ND GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT

Directed Work Key

1. Jonathan | kept up his courage on the path down Hemlock Mountain.
- do art n n

This is a simple, declarative sentence.

2. Parse:

kept is a verb. It is past tense. Its subject is "Jonathan." It is third person. It is singular number.

courage is a noun. It is common. It is neuter gender. It is the direct object of "kept."

3. Did Jonathan keep up his courage on the path down Hemlock Mountain?
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 16: DIRECT OBJECT

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
why does the church look so bright and beautiful
2. Parse: the, church
3. Answer the question with a declarative sentence. Do **not** begin the sentence with *because*.
4. Use the words "bright" and "beautiful" in a sentence to describe something that you have seen.

Grammar Test Key

1. Why does the church | look so bright and beautiful?
- art adj adj
- (If needed guide children to label these adjectives.)

This is a simple, declarative sentence.

2. Parse:

the is an article. It limits the noun "church."

Jack Frost is a noun. It is proper. It is masculine gender. It is the subject of "painted."

3. Accept any reasonable answer. Evaluate as usual for sentence structure, spelling and punctuation.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 21 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT CONTINUED

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: Review the definitions and parsing order for **direct object**.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the direct object.

1. Jonathan | ^{art do n (adv) n do}
heard the **crunch** of boots and then father's **voice**.

This is a simple, declarative sentence.

crunch is a noun. It is common. It is neuter. It is the direct object of the verb "heard."

voice is a noun. It is common. It is neuter. It is the direct object of the verb "heard."

2. Sal and Jane and Father | ^{(adv) art n art do}
went down to the shore and boarded the **boat**.

This is a simple, declarative sentence.

boat is a noun. It is common. It is neuter. It is the direct object of the verb "boarded."

3. Tom | ^{art do art do art do n n}
roamed the **sea**, the **land**, the **air** through his book of travel.

This is a simple, declarative sentence.

sea is a noun. It is common. It is neuter. It is the direct object of the verb "roamed."

land is a noun. It is common. It is neuter. It is the direct object of the verb "roamed."

air is a noun. It is common. It is neuter. It is the direct object of the verb "roamed."

4. Soon the driver | ^{(adv) art art do}
blew a whistle.

This is a simple, declarative sentence.

whistle is a noun. It is common. It is neuter. It is the direct object of the verb "blew."

WEEK 2ND GRADE 21 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT CONTINUED

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the direct objects and the words suggested.

1. Why did I | wait so long at Aunt Emma's house?
(adv) n n

This is a simple, interrogative sentence.

Parse: Aunt Emma's

2. Father | rowed the boat across the bay to Buck's Harbor.
art do art n n

This is an simple, declarative sentence.

boat is a noun. It is common. It is neuter. It is the direct object of the verb "rowed."

Parse: Father, rowed

3. White sails | rose against a bright blue sky,
adj art adj adj n

This is a simple, declarative sentence.

Parse: White, rose

LESSON 16: DIRECT OBJECT CONTINUED

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze :
those bright red tulips traveled far to america
2. Parse: traveled, America
("America" is the object of a preposition; instruct the students simply to leave office blank.)
3. Write the sentence in the future tense.
4. Where did those tulips come from? What did they see in their travels?

2ND GRADE WEEK 21 SUGGESTED GRAMMAR EXERCISES

Directed Work Key

- *adj adj adj (adv) n
1. Those bright red tulips | traveled far to America.
(* label this adjective for the students.)

This is a simple, declarative sentence.

- ## 2. Parse:

traveled is a verb. It is past tense. Its subject is "tulips." It is third person. It is plural number.

America is a noun. It is proper. It is neuter gender.

3. Those bright red tulips will travel far to America.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 16: DIRECT OBJECT CONTINUED

Grammar Test

1. Copy, capitalize, and punctuate the sentence. Analyze:
the great red bus waited at the foot of the hill

2. Parse: red, waited

3. Write the sentence in the present tense.

4. Where will “the great red bus” take you? Tell us about your adventure.

[or]

4. Who is “the great red bus” waiting for?

LESSON 16: DIRECT OBJECT CONTINUED

Grammar Test Key

- art adj adj | art n art n
1. The great red bus waited at the foot of the hill.

This is a simple, declarative sentence.

- ## 2. Parse:

red is an adjective. It is descriptive. It modifies the noun “bus.”

waited is a verb. It is past tense. Its subject is “bus.” It is third person. It is singular number.

3. The great red bus waits at the foot of the hill.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 22 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT CONTINUED

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: Review the definitions and parsing order for **direct object**.

****The students need no longer mark the articles.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the direct object.

1. Julian | carried ^{do} ^{adj} ⁿ ⁿ ⁿ **crumbs** of hard bread in his pockets for the birds.

This is a simple, declarative sentence.

crumbs is a noun. It is common. It is neuter. It is the direct object of the verb "carried."

2. Soon the creatures | ^{do} surrounded **Francie**.

This is a simple, declarative sentence.

Francie is a noun. It is proper. It is masculine. It is the direct object of the verb "surrounded."

3. They | ⁿ flew ^{adj} happily among the trees and ^{do} drank ^{adj} ⁿ the fresh **water** of the old fountain.

This is a simple, declarative sentence.

water is a noun. It is common. It is neuter. It is the direct object of the verb "drank."

2ND GRADE WEEK 22 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT CONTINUED

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the direct objects and the words suggested.

1. Hummingbirds and white pigeons and sparrows | nested safely in the garden?

This is a simple, interrogative sentence.

Parse: Hummingbirds, white

2. Birds | hopped over Francie's feet for the biggest bits.

This is an simple, declarative sentence.

Parse: hopped, biggest

3. Brave starlings | even pecked the crumbs right from his hands.

This is a simple, declarative sentence.

crumbs is a noun. It is common. It is neuter gender. It is the direct object of the verb "pecked."

Parse: starlings, pecked

LESSON 16: DIRECT OBJECT CONTINUED

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
the pigeons came and perched on Francie's shoulders and hands
2. Parse: pigeons, perched
3. Write the sentence in the future tense.
4. Why were the birds not afraid of Francie?

2ND GRADE WEEK 22 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT CONTINUED

Directed Work Key

1. The pigeons | came and perched on Francie's shoulders and hands.

This is a simple, declarative sentence.

- ## 2. Parse:

pigeons is a noun. It is common. It is neuter gender. It is the subject of “came” and “perched”

perched is a verb. It is past tense. Its subject is "pigeons" It is third person. It is plural number.

3. The pigeons will come and will perch on his shoulders and his hands.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 16: DIRECT OBJECT CONTINUED

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
francie offered his bread to the birds

2. Parse: offered, bread

3. Change the sentence to an interrogative sentence.

4. Write a descriptive sentence about feeding an animal other than a bird.

Grammar Test Key

1. Francie offered his bread to the birds.

This is a simple, declarative sentence.

- ## 2. Parse:

offered is a verb. It is past tense. Its subject is "Francie." It is third person. It is singular number.

bread is a noun. It is common. It is neuter gender. It is the direct object of the verb “offered.”

3. Answers will vary. Evaluate for punctuation and sentence structure.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 23 SUGGESTED GRAMMAR EXERCISES

LESSON 18: QUOTATION

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **Quotation is using the words of someone else.**

Punctuation rules for quotation marks: [from SSPX portal site]

1. Use quotation marks to enclose a direct quotation.
2. If the quotation is a complete sentence, put a comma at every break between it and the encompassing sentence.

Or from CG1: *A comma is used to separate a direct quotation from the rest of the sentence.*

3. Commas and periods **always** go inside the closing quotation marks.

(4. If the quotation is a question or an exclamatory sentence, put the question mark or exclamation mark inside the closing quotes, even if it is in the middle of the encompassing sentence.)

(5. If the quotation is not a question, but the encompassing sentence is, use a question mark to end the encompassing sentence, and place it outside the closing quotes.)

6. Capitalize the first word of a quoted sentence.

Teacher-led Exercises : Teacher writes the sentence on the board. Add quotation marks and proper punctuation.

1. thank you, young lady said a gruff voice behind her

"Thank you, young lady," said a gruff voice behind her.

2. i'll take good care of Jane Sal promised

"I'll take good care of Jane," Sal promised.

3. Jo said decidedly I'm sure now that I shouldn't be afraid of him, for he's got kind eyes

Jo said decidedly, "I'm sure now that I shouldn't be afraid of him, for he's got kind eyes."

2ND GRADE WEEK 23 SUGGESTED GRAMMAR EXERCISES

LESSON 18: QUOTATION

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse words from each sentence. Practice changing the tenses of the verbs. Practice changing the sentence type to interrogative.

1. Jo | studied the fine portrait of the old gentleman.

This is a simple, declarative sentence.

2. Sal and Jane and their father | went down to the shore and got aboard their boat.

This is a simple, declarative sentence.

3. Armed knights in flashing armor and red plumes | followed the lord of the castle.

This is a simple, declarative sentence.

4. The castle walls | were white marble with splendid columns on all sides.

This is a simple, declarative sentence.

LESSON 18: QUOTATION

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze :
the bugle of the lord of the castle blew loudly to sir roland
2. Parse: bugle, blew
3. Put the sentence in the present tense.
4. What is the bugle saying to Sir Roland? Use quotation marks to make the bugle say the words.

2ND GRADE WEEK 23 SUGGESTED GRAMMAR EXERCISES

LESSON 18: QUOTATION

Grammar Test

1. Copy, capitalize, and punctuate the sentence. Analyze:
i will watch jane in the boat
2. Parse: will watch, Jane
3. Use quotation marks and punctuation correctly in this sentence:
I will watch Jane in the boat Sal promised her mother
4. Tell us of a time you have kept a young child safe.

Directed Work Key

1. The ⁿ bugle of the lord of the castle | ⁿ blew loudly to Sir Roland.
This is a simple, declarative sentence.
2. Parse:
bugle is a noun. It is common. It is neuter gender. It is the subject of the verb “blew.”
blew is a verb. It is past tense. Its subject is “bugle.” It is third person. It is singular number.
3. The bugle of the lord of the castle blows loudly to Sir Roland.
4. Answers will vary. Check for proper use of quotation marks. Evaluate as usual for sentence structure and topic.

LESSON 18: QUOTATION

Grammar Test Key

1. I | ^{do} will watch ⁿ Jane in the boat.
This is a simple, declarative sentence.
2. Parse:
will watch is a verb. It is future tense. Its subject is “Jane.” It is third person. It is singular number.
Jane is a noun. It is proper. It is feminine gender. It is the direct object of “will watch.”
3. “I will watch Jane in the boat,” Sal promised her mother.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

LESSON 19 :PRONOUN

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **Pronouns are words that stand for nouns. Parsing order: Pronoun. Class. Gender. Number.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse the pronoun. Name the noun for which it stands.

1. n **pro** n adj n n
1. Juan | ran down the road on **his** way to the little school near the Mission.

This is a simple, declarative sentence.

his: It is a pronoun. It is personal. It is masculine gender. It is singular number.

“his” stands for the noun “Juan.”

2. n adj adj **pro** adj n
2. In the pew sat | the entire Sarto family in **their** best clothes.

This is a simple, declarative sentence.

their is a pronoun. It is personal. It is neuter gender. It is plural number.

“their” stands for the (collective) noun “family.”

3. **pro** adj do n n
3. **I** | lined the lily bulbs in a row along the sill.

(“I” is marked as the subject by an underline. Also label it **pro** for this week.)

This is a simple, declarative sentence.

I is a pronoun. It is personal. It is neuter gender. It is singular number.

“I” stands for an unknown noun. [You may say “feminine gender,” if you explain that the sentence comes from Michael Bedard’s *Emily*, in which the narrator is a little girl.]

4. **pro** do
4. **She** | loved spring.

This is a simple, declarative sentence.

she is a pronoun. It is personal. It is feminine gender. It is singular number.

“She” stands for the noun “Josefina.”

2ND GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

LESSON 19 :PRONOUN

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse all pronouns.

1. He | ran through the gardens of flowers to the patio of the “sacred gardens.”

This is a simple, declarative sentence.

He is a pronoun. It is personal. It is masculine gender. It is singular number.

2. The young priest | came to his home on the following day for his first Mass.

This is an simple, declarative sentence.

his is a pronoun. It is personal. It is masculine gender. It is singular number.

3. Mama | took her seed packets and went out to the garden.

This is a simple, declarative sentence.

her is a pronoun. It is personal. It is feminine gender. It is singular number.

4. The people | filed out of their pews and joined the procession.

This is a simple, declarative sentence.

their is a pronoun. It is personal. It is neuter gender. It is plural number.

LESSON 19 :PRONOUN

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
anna will plant the tiny seeds with her
2. Parse: will plant, her
3. Write the sentence in the present tense.
4. How have you helped plant something?

2ND GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

LESSON 19 :PRONOUN

Directed Work Key

1. Anna | will plant the tiny seeds with her.

This is a simple, declarative sentence.

2. Parse:

will plant is a verb. It is future tense. Its subject is "Anna." It is third person. It is singular number.

her is a pronoun. It is personal. It is feminine gender. It is singular number.

3. Present tense: Anna plants the tiny seeds with her.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 19 :PRONOUN

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
relatives and friends filled the old cathedral

2. Parse: relatives, old

3. Change the sentence to the future tense.

4. What event is happening in "the old cathedral"?

Grammar Test Key

1. Relatives and friends | filled the old cathedral.

This is a simple, declarative sentence.

2. Parse:

relatives is a noun. It is common. It is neuter gender. It is the subject of the verb "filled."

old is an adjective. It is descriptive. It modifies the noun "cathedral."

3. Relatives and friends will fill the old cathedral.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 21: EXCLAMATION &
LESSONS 22-23: NOMINATIVE AND OBJECTIVE PRONOUNS

Grammar Lesson

(int) | pro do

2. **He** ran right into Father's arms.

3. In the sunny square they fed the hungry pigeons.

“They” stands for the noun children.

LESSON 21: EXCLAMATION &
LESSONS 22-23: NOMINATIVE AND OBJECTIVE PRONOUNS

LESSON 21: EXCLAMATION &
LESSONS 22-23: NOMINATIVE AND OBJECTIVE PRONOUNS

1. Copy, capitalize, and punctuate the sentence. Analyze:
ting-a-ling-a-ling the bells in the church tower chimed
2. Parse: bells, began
3. Write the sentence in the present tense.
4. Tell us why the bells are chiming.

LESSON 21: EXCLAMATION &
LESSONS 22-23: NOMINATIVE AND OBJECTIVE PRONOUNS

4. Answers will vary. Evaluate as usual for sentence structure and topic.

4. In a creative sentence tell us what might make a “warm, golden path”?

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

LESSON 24 : POSSESSIVE PRONOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **Memorize the Possessive Pronouns chart.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse the pronoun. Name the noun for which it stands.

- pro** n | n
1. **Her** collection of shells | sat on the windowsill.

This is a simple, declarative sentence.

Her is a pronoun. It is personal. It is feminine gender. It is singular number. It is possessive case.

“Her” stands for the noun Sarah.

- do **pro** n
2. Will Mother | put the shell to **his** ear?

This is a simple, declarative sentence.

His is a pronoun. It is personal. It is masculine gender. It is singular number. It is possessive case.

“His” stands for the noun Caleb.

- pro** do **pro** do adj n
3. The dogs | lifted **their** heads and thumped **their** tails against the wood floor.

This is a simple, declarative sentence.

Their is a pronoun. It is personal. It is neuter gender. It is plural number. It is possessive case.

“Their” stands for the noun dogs.

2ND GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

LESSON 24 : POSSESSIVE PRONOUNS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse all pronouns. Parse the words suggested.

1. The children | trimmed the white birch tree with their painted eggs and plain dyed eggs.

This is a simple, declarative sentence.

their is a pronoun. It is personal. It is neuter gender. It is plural number. It is possessive case.

Parse: trimmed, tree

2. On Easter morning our church bells | rang and sounded full of joy. (*label for the students)

This is an simple, declarative sentence.

our is a pronoun. It is personal. It is neuter gender. It is plural number. It is possessive case.

Parse: Easter, bells

3. Shall I | paint an egg with the Horn-blowing Rooster?

This is a simple, interrogative sentence.

I is a pronoun. It is personal. It is feminine gender [known from context]. It is singular number. It is the subject of the verb "Shall paint." It is nominative case.

Parse: Shall paint, an

LESSON 24 : POSSESSIVE PRONOUNS

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze :
her cat sat on the kitchen chair and watched us with yellow eyes
2. Parse: her, us
3. Replace the pronouns in the sentence with proper nouns, naming people.
4. Write a descriptive sentence about any pet.

2ND GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

Directed Work Key

1. Her cat | sat on the kitchen chair and watched us with yellow eyes.

This is a simple, declarative sentence.

2. Parse:

her is a pronoun. It is personal. It is feminine gender. It is singular. It is possessive case.

us is a pronoun. It is personal. It is neuter gender. It is plural. It is the direct object of "watched."
It is objective case.

3. Sarah's cat sat on the kitchen chair and watched Caleb and Papa with yellow eyes.
(Accept any proper names, check for apostrophe and capitalization.)
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 24 : POSSESSIVE PRONOUNS

Grammar Test

1. Copy, capitalize, and punctuate the sentence. Analyze:
the children paint pictures on the eggs
2. Parse: children, paint
3. Rewrite the sentence making all the nouns singular (the verb must be singular, too).
4. Tell us of your favorite preparation for Easter at your home.

LESSON 24 : POSSESSIVE PRONOUNS

Grammar Test Key

1. The children | paint pictures on the eggs.

This is a simple, declarative sentence.

2. Parse:

children is a noun. It is common. It is neuter gender. It is the subject of the verb "paint."

paint is a verb. It is present tense. Its subject is "children." It is third person. It is plural number.

3. The child paints a picture on the egg.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 27 SUGGESTED GRAMMAR EXERCISES

LESSON 26: CONJUNCTIONS; LESSON 28: KINDS OF ADJECTIVES

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze - mark conjunctions with a +. Parse all conjunctions, quantitative or demonstrative adjectives. Parse the words suggested.

- adj adj adj do adj do n
1. Those blossoming trees | make lovely patterns and fill the clear air with fragrance.
- +

This is a simple, declarative sentence.

those is an adjective. It is demonstrative. It modifies the noun "trees."

and is a conjunction. It connects the verbs "make" and "fill."

Parse: make, lovely

- n adj adj adj do adj n
2. The surroundings of the cathedral | supplied many wonderful hiding places for a quick boy.

This is an simple, declarative sentence.

many is an adjective. It is quantitative. It modifies the noun "places."

Parse: surroundings, quick

LESSON 26: CONJUNCTIONS; LESSON 28 : KINDS OF ADJECTIVES

Directed Work

1. Copy, capitalize, and punctuate the sentence. Analyze:
at lunchtime or recess we often played "Fox and Geese" in the snow
2. Parse: or, we
3. Put this sentence in the singular.
4. Tell of a favorite game that you play "at lunchtime or recess."

- ## LESSON 26: CONJUNCTIONS; LESSON 28: KINDS OF ADJECTIVES

2ND GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

LESSON 30: NUMBER OF NOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **A noun that names one person, place or thing is said to be in the singular number. A noun that names more than one person, place or thing is said to be in the plural number. Parsing order: Noun. Class. Gender. Number. Use. Case. (These last two are named only when the use is subject or direct object.)**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze - place a + under conjunctions. Parse the nouns.

1. ^{pro} ^{adj} Josephina and her four ^{adj} ^{adj} ⁿ sisters | worked on the damaged altar cloth.
+

This is a simple, declarative sentence.

Josephina is a noun. It is proper. It is feminine gender. It is singular number. It is the subject of "worked." It is nominative case.

sisters is a noun. It is common. It is feminine gender. It is plural number. It is the subject of "worked." It is nominative case.

cloth is a noun. It is common. It is neuter gender. It is singular number.

2. The bubbling ⁿ ^{adj} ⁿ colors of the liquid glass | ^{do} fascinate the boys.

This is a simple, declarative sentence.

colors is a noun. It is common. It is neuter gender. It is plural number. It is the subject of "fascinated." It is nominative case.

glass is a noun. It is common. It is neuter gender. It is singular number.

boys is a noun. It is common. It is masculine gender. It is plural number. It is the direct object of "fascinate." It is objective case.

2ND GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

LESSON 30: NUMBER OF NOUNS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the words suggested.

1. Peter | ^{pro} ⁿ sat next to his sister and ^{pro} ^{do} ⁿ dropped his line into the water.
+

This is a simple, declarative sentence.

Parse: his, and, line

2. ^{pro} ⁿ Sal and Jane and their father | ^{pro} ^{do} ⁿ went to the shore and boarded their boat.

This is a simple, declarative sentence.

Parse: Jane, and, their, went, shore

LESSON 30: NUMBER OF NOUNS

Directed Work

1. Copy, capitalize, and punctuate the sentence. Analyze:
the boy explored paths to the north and the south
2. Parse: boy, and
3. Write the sentence in the future tense.
4. What did the boy find in his exploration?

2ND GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

LESSON 30: NUMBER OF NOUNS

Directed Work key

1. The boy | explored paths to the north and the south.
- do n n
+

This is a simple, declarative sentence.

2. Parse:

boy is a noun. It is common. It is masculine gender. It is singular number. It is the subject of "explored." It is nominative case.

or is a conjunction. It connects the nouns "north" and "south."

3. The boy will explore paths to the south and the north.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 30: NUMBER OF NOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
his sister knitted and watched the boats on the canal
2. Parse: knitted, boats
3. Write the sentence in the present tense.
4. Where is one of these boats on the canal travelling? Why?

Grammar Test Key

1. His sister | knitted and watched the boats on the canal.
- pro do n
+

This is a simple, declarative sentence.

2. Parse:

knitted is a verb. It is past tense. Its subject is "sister." It is third person. It is singular number.

boats is a noun. It is common. It is neuter gender. It is plural number. It is the direct object of "watched." It is objective case.

3. His sister knits and watches the boats on the canal.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Grammar Lesson

My *grandmothers'* portraits hang in our living room.

2ND GRADE WEEK 29 SUGGESTED GRAMMAR EXERCISES

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings. Practice formation of plurals and possessives.

Notebook Exercises: Copy sentence. Analyze. Parse possessive nouns and words suggested.

1. Father's ⁿ stories ^{adj} about the brave ⁿ missionaries | ^{do} interested little Frances.

This is a simple, declarative sentence.

Father's is a noun. It is proper. It is masculine gender. It is singular number. It is possessive case.

Parse: brave, interested

2. Father Junipero Serra's ⁿ statue | ⁿ stood in the garden.

This is an simple, declarative sentence.

Father Junipero Serra's is a noun. It is proper. It is masculine gender. It is singular number. It is possessive case.

Parse: statue, stood

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
during the winter evenings, the Cabrini family listened to father's stories
2. Parse: listened, Father's
3. Write the plural number and the plural possessive of "father."
4. What activity does your family do "during the winter evenings."

2ND GRADE WEEK 29 SUGGESTED GRAMMAR EXERCISES

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Directed Work Key

1. During the winter evenings, the Cabrini family | listened to Father's stories.

This is a simple, declarative sentence.

2. Parse:

listened is a verb. It is intransitive. It is past tense. It's subject is "family." It is third person.
It is singular number.

Father's is a noun. It is proper. It is masculine gender. It is singular number. It is possessive case.

3. fathers, fathers'

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
old julian proudly rang the bell of the Mission ("Old Julian" is one noun.)
2. Parse: Old Julian, bell
3. Write the sentence in the present tense.
4. What is the bell telling all those who hear it?

Grammar Test Key

1. Old Julian | proudly rang the bell of the Mission.

This is a simple, declarative sentence.

2. Parse:

Old Julian is a noun. It is proper. It is masculine gender. It is singular number. It is the subject of
"rang." It is nominative case.

bell is a noun. It is common. It is neuter gender. It is singular number. It is the direct object of "rang."
It is objective case.

3. Old Julian proudly rings the bell of the Mission.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **The form of a noun used to show possession is called the possessive case. An apostrophe is used to make a noun possessive. The possessive form of a singular noun is made by adding the apostrophe and s ('s). The possessive form of a plural noun is formed by adding the apostrophe if the plural noun ends in s; however, if the plural noun does not end in s, add the apostrophe and s.**

Teacher-led Exercises: Teacher writes the sentence on the board. Analyze Parse the possessive nouns. Practice making common nouns possessive singular and possessive plural.

1. Will you | hear the watchmen's footfalls?

This is a simple, interrogative sentence.

watchmen's is a noun. It is common. It is masculine gender. It is plural number.
It is possessive case.

Rewrite the sentence making the possessive noun singular.

Will you hear the watchman's footfall?

2. The Fathers' mission hospital | helped sick Indians.

This is a simple, declarative sentence.

Fathers' is a noun. It is proper. It is masculine gender. It is plural number. It is possessive case.

Rewrite the sentence making the possessive noun singular.

The Father's mission hospital helped sick Indians.

3. In the Mission were also | soldiers' barracks.

This is a simple, declarative sentence.

soldiers' is a noun. It is common. It is masculine gender. It is plural number. It is possessive case.

Write a sentence with possessive singular of "soldier."

2ND GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings. Practice formation of plurals and possessives.

Notebook Exercises: Copy sentence. Analyze. Parse possessive nouns and the words suggested.

1. ⁿ Juan's ^{adj} ^{adj} ⁿ ^{do} ^{pro} fingers | run over the big old millstone and like the feel of it.

This is a simple, declarative sentence.

Juan's is a noun. It is proper. It is masculine gender. It is singular number. It is possessive case.

Parse: run, and

2. ⁿ ^{adj} ^{do} Father | plucked the flowers' wilted petals.

This is an simple, declarative sentence.

flowers' is a noun. It is common. It is neuter gender. It is plural number. It is possessive case.

Parse: plucked, petals

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
paddy's skillful hands whittled the doll out of cherry wood
2. Parse: Paddy's, doll
3. Write the sentence in the present and future tenses.
4. What would you whittle if you had "skillful hands" like Paddy? Why?

2ND GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Directed Work Key

1. Paddy's skillful hands | whittled the doll out of cherry wood

This is a simple, declarative sentence.

2. Parse:

Paddy's is a noun. It is proper. It is masculine gender. It is singular number. It is possessive case.

doll is a noun. It is common. It is neuter gender. It is singular number. It is the direct object of “whittled.” It is objective case.

3. Present tense: Paddy's skillful hands whittle the doll out of cherry wood.

Future tense : Paddy's skillful hands will whittle the doll out of cherry wood.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :

the sun comes up over the highest mountain and shines on josefina's rancho

- ## 2. Parse: and, Josefina's

3. Rewrite the sentence, replacing Josefina's with a pronoun.

4. Describe your home when “the sun comes up,” using a possessive noun in one sentence.

Grammar Test Key

1. The sun comes up over the highest mountain and shines on Josefina's rancho.

This is a simple, declarative sentence.

2. Parse:

and is a conjunction. It connects the verbs “comes” and “shines.”

Iosefina's is a noun. It is proper. It is feminine gender. It is singular number. It is possessive case.

3. The sun comes up over the highest mountain and shines on her rancho.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

Learning to Read and Write

Introduction to the Basic Tools of Language

The hearts and minds of children not yet able to read should be formed by discussion of themes, listening to books read aloud, and the memorization of poetry. However, children should be given the ability to read and write as soon as possible after they enter school.

Phonics: The Door to the Language Arts Program

The study of phonics teaches the relation between sounds and their written symbols, and so introduces children to the world of writing and reading, allowing them access to the entire language arts program. Phonics is a tool for reading and correct spelling, vital but purely mechanical and therefore subordinate in importance to the elements which are intrinsically meaningful: theme, dictation, reading, poetry, and composition. Teachers should integrate the study of phonics as much as possible into these meaningful elements of the program.

A phonics program should present clear rules for reading and spelling which the students may understand, memorize and practice, and which the teachers of the different grades may use for review as often as necessary. Phonics should be studied until it is mastered, which means, until correct reading and spelling become second nature to the child. Detailed criteria for an effective phonics program may be divided according to the various associated skills it is meant to teach.

The program recommended by the Language Arts Committee as best fulfilling the criteria for learning to read and write in kindergarten and 1st grade is *Spell to Write and Read*, by Wanda Sanseri.¹ Its various elements may be easily adapted for continued phonics review.

The Skills Associated with the Study of Phonics

Learning to Read

A phonics program should teach children to read in a way which respects the nature of language and the nature of the child. The English language is primarily but not entirely phonetic, which means the study of phonics will need to be supplemented by certain sight words. By their nature, children learn gradually, taking in information through all of their senses, advancing by stages from known to unknown. A phonics program should therefore be multisensory, giving every child the greatest possibility to associate sound with symbol according to his dominant sense: sight, hearing, or touch. The program should simplify elements as much as possible: for example, some children have difficulty learning all at once the appearance, name and sound of a letter. Many good programs teach only the appearance and sound of each letter initially. However, it is important that the phonics program appeal to the reason of the child and draw him as quickly as possible to conscious, reflective learning. A phonics program should include explicit definitions and rules, accessible to the child's understanding and which the teacher can take for review in later years, as indicated above. Likewise, the initial practice of reading aloud, as children associate written language with sound, is best done with real words rather than meaningless syllables.

¹ Schools may wish to use the accompanying handwriting program, *Cursive First*, designed by Elizabeth FitzGerald and meant for integration with *Spell to Write and Read*.

Learning to Write and the Perfection of Handwriting

Like the apprenticeship of reading, the method for teaching to write should also respect the nature of language and the nature of the child. First, it is important to note that writing and reading are learned almost simultaneously; in certain very effective programs, writing is learned first and the child then reads his own written words. Writing familiar sounds into words requires less abstraction and leads the child by simpler steps than introducing letters and asking the child to decode writing all in one step. Second, writing demands fine motor skills and should be prepared by other tactile activities such as drawing and coloring, kneading clay into shapes, painting, or writing on a small chalkboard. Finally, the handwriting lines for the youngest grades should encourage precision: they should not be excessively wide and should provide light or dotted guidelines to help indicate the different heights of letters or even their slant. It is important that handwriting be legible and neat, not rigidly identical to a certain model. Finally, schools should bear in mind that left-handed children will encounter difficulties in the writing process, and should consider training all children to be right-handed while their skills are still in formation.

The common form of handwriting in the adult world is cursive, both for ease of writing and for elegance of form. Children also need to know how to print, if only from the purely practical standpoint of knowing how to fill out forms. Both forms of handwriting should be mastered by the end of 3rd grade. It is, however, recommended that schools teach cursive first, and this for several reasons. From a philosophical viewpoint, words in cursive appear as unities, corresponding to the nature of language; aesthetically, cursive is the more pleasing form of handwriting and the form allowing greater variation and therefore more individual expression. From a practical viewpoint, children master more fully the skill which they learn earliest, and the curves of cursive are more natural to an awkward hand than rigid lines and perfect circles.

Schools have a choice of handwriting programs but should implement any program in a way which emphasizes quality over quantity. It would be preferable that children work almost exclusively in permanent lined notebooks or copybooks, so that they learn a greater respect for their work and take greater care with it. Any pre-printed workbook should rest flat enough for students to work neatly.

Spelling and Vocabulary

Correct spelling is a function of the rules of phonics rather than a separate discipline and should always be taught in a way which recalls these rules to the children. Spelling skills are best reinforced and vocabulary developed in conjunction with theme, literature, poetry, dictation, and composition exercises. As far as possible, spelling words should come from these elements, in particular dictation, so that the words will be seen in a context and so retain their meaning, more profoundly penetrating the child's memory than words in a random listing. As the child is learning to read, spelling words may be provided by the phonics progression and should be associated with and supplemented by dictation and reading. Once he can read fluently, spelling words may be provided by literature and dictation alone; a spelling grade may come from a dictation exercise, and extra effort may be focused on individual difficulties. Children should be encouraged to broaden their vocabulary by retaining and using words from their reading.

Using Themes to Deepen and Unify Education

“Themes” in the Language Arts curriculum are universal topics drawn from literature which are selected to be the focus of class discussion over a given period of time, encouraging the children to reflect on natural, noble values present in their everyday lives. Themes help ensure the balanced formation of the mind and heart of the child, educating him toward a deeper insight into human nature and civilization, teaching him that spiritual values exist already on a natural level. Focusing on such themes in the younger grades prepares the children to bring judgment and insight to the later study of literature, and teaches them that literary themes are not something alien to real life.

Themes are essentially unifying. They provide a backdrop for English class, especially in the younger grades: the choice of a weekly theme determines the choice of reading, poetry and dictation, as well as all of the grammar, spelling and handwriting exercises which are based on the reading. Weekly themes are particularly important for giving formational value to kindergarten through 2nd grade, when the study of quality literature tends to constitute only a small portion of Language Arts class. Although these themes are encountered primarily in literature and poetry, they apply naturally to every school subject by their universality, integrating and elevating the entire curriculum. Not only is English class tied into the rest of the curriculum, but the children are learning from the earliest age to integrate the beautiful things they learn in school into the life they lead outside of school.

Because themes set the tone for the English program and for a child’s entire formation, it is important that they be well selected to ensure breadth and balance. These noble realities should always be presented with the help of some beautiful text whose style is elegant and pleasant and whose characters are realistic and appealing. The beauty of the text will correspond to the beauty of the theme studied, so that the noble idea is not falsified in the child’s mind: debased to the level of mere feeling or to the level of a moralizing tool for obtaining good behavior.

Kindergarten, 1st and 2nd grade may follow a biographical “themebook,” determining the theme for every week. The goal is to awaken the very young children to the nobility within their everyday surroundings: the sacred nature of home, family, homeland, or daily duty, as they see those realities incarnated in the daily life of a saint or hero. Before they have reached an age to reflect abstractly on such matters, children learn to view the world they live in as something infused with spiritual values and sacred realities, even on the simplest natural level. Through a themebook they meet the mother and father of young Giuseppe Sarto in a dictation text, for example, learn about his village and his schoolwork. The poem should be chosen to echo the same theme, and the composition topic may ask a child to describe his own home, his own father and the work he does.

After 3rd grade, the literature itself is able to guide the teacher in the choice of theme: he selects the weekly poetry and dictations according to the dominant quality represented in the reading. The children still require very concrete themes: the values of home, family, work, homeland, not yet considered abstractly but as seen through the characters in literature. Composition topics should also reflect the theme in some way, leading the child gradually toward more abstract reflection, as specified in the composition guidelines.

After 6th grade, the array of themes widens to encourage reflection on any noble value, at first still embodied in particular individuals, then gradually considered in itself, abstractly. Thus the younger students will reflect on courage through a passage recounting the deeds or personality of a courageous hero, while older students are reflecting on the very nature of courage.

Through 9th grade, the teacher should still be choosing poetry, dictation and composition topics in function of a specific theme. By the time children are in 10th grade, they have grown accustomed to reflecting seriously upon a concrete, everyday reality animated with spiritual values. After such prolonged and healthy consideration of true and noble ideas, the children will have learned how to read literature with appreciation and insight; the world of culture and ideas opens before them and calls for their own personal reflection. Class discussion is determined by literature; poems and compositions encourage the children to ever deeper penetration of these literary themes.

The Role of Literature in an English Program

The ideas contained in beautiful literary texts are what should animate the entire English program, so that the choice of literature throughout the grades takes on a primary importance. The characters in literature act on the children powerfully, providing them with vicarious experience of life and of the choices it will demand: they should be selected for their truth. The literature program should gradually awaken children to the nobility to which man is called even in the natural order by the fact of his spiritual soul. In this way, genuine literature should prepare an understanding of the harmony between nature and supernature by revealing some truth of human life. These truths give literature a universal quality, independent of time and place. At the same time, genuine literature should bring pleasure to the reader through the beauty of idea and expression.

The literature studied in each class has to be accessible to the students yet always drawing them higher, both by its form and its ideas. Its treatment in class should be a formation of mind and heart, an apprenticeship of personal reflection on the truth contained in beautiful literary creations. The teacher should draw out the universal qualities of the text in a living manner, avoiding two extremes: merely reading aloud with no commentary; or dissecting works in a detached, academic analysis. Books should be chosen primarily for their value in forming the children and leading them toward maturity; literary works of different genres and time periods may be shuffled in the interest of balance or thematic unity, that the universal ideas in each might penetrate the students more deeply.

In Kindergarten through 2nd grade, the goal of literature class is to awaken in the children a sense of wonder toward the world around them, drawing them to notice the daily realities that surround them – family, friendship, homeland, school, or work – and to sense the noble, spiritual quality of those realities, opening onto the infinite. Children are just learning to read, but it is best to move them away from simple phonetic readers as soon as possible, and frequently to read aloud to the children those works which they cannot yet read for themselves. At this age, it is very important that the pictures in children's literature be beautiful as well as the ideas, so as to nourish all of the senses with order and harmony and thus form the children's souls to a love of beauty.

In 3rd through 5th grade, literature class should broaden the horizons of the children, bringing them out of themselves to an awareness of the larger world around them. Literature should continue to nourish the imagination and form the children to a love of beauty and a sense of balance, order and harmony. The teacher should try to instill a love of reading, emphasizing quality over quantity of pages read. Books should be read together in class rather than at home, so that the teacher might train understanding and fluency; however, students may be asked to read at home and prepare certain pages for the following day, so that classroom reading may be more fluid.

Literature in 6th through 8th grade should be even richer in intellectual content. The teacher should be gradually leading the children to draw more abstract principles from the concrete elements of the text, making explicit the moral qualities which they only sensed in the younger grades. While much of the text should still be read aloud and commented in class, the teacher may assign entire chapters to be read at home and prepared for study on a following day.

The study of literature in 9th and 10th grade should be consolidating the transition to abstract reflection and independent reading, as children are asked to read entire works in preparation for class discussion. The teacher should choose excerpts to read and comment together in class, treating the works thematically through a study of the characters and their development. Works may demand discernment on the part of the student and guidance on the part of the teacher. The teacher needs to lead the child not only to understand what the text says but also to judge its value, weighing both its aesthetic and its moral quality. The two pitfalls to be avoided in this analysis are *aestheticism* on the one hand and *moralism* on the other. Aestheticism would judge the work only according to its beauty, ignoring the goodness of the ideas contained. Moralism on the other hand would dismiss all concern for the art of a beautiful expression in order simply to draw out a lesson for the children.

By 11th and 12th grades, students should be increasingly challenged by the literary works. Their contact with beautiful, formative literature should now allow them to approach new texts with discernment and reflection, always under the guidance of the teacher. The number of works studied may increase dramatically, as children are expected to do nearly all of their reading outside of class in preparation for class discussion.

Dictation: Integrating Meaning into Mechanism

Overview: What is Dictation?

The practice of *Dictation* in a meaning-based language arts program serves a double purpose: it places the children in prolonged and attentive contact with beautiful, formative literary passages, and at the same time unifies the different aspects of the language arts program by providing meaningful matter for grammar, spelling, and handwriting. Dictation is therefore a vehicle of meaning, turning otherwise mechanical exercises into a reflection on literature, reinforcing the themes of reading and poetry.

Dictation is appropriate for 1st through 9th grade. The basic exercise is simple: a teacher gives a dictation exercise by reading aloud a short text, while the students listen and write it down. Depending on the grade level, the text will vary in length from two to twenty lines. The teacher reads the passage once through in its entirety, making sure the students grasp the meaning, before rereading it in segments short enough to allow the children to transcribe the words and punctuation accurately. The older the children, the longer the segments should be, so that the memory of the child is fixed upon meaningful phrases and full clauses as often as possible. The teacher may write out certain words or indicate punctuation, depending on the goal of a given exercise.

Dictation exercises may be divided broadly into *Explained Dictations*, in which a given passage is used as an illustration of a grammar or phonics lesson – often written on the board for general perusal, before being erased and then dictated in its entirety; and *Dictation Tests*, in which students are given a passage without previous introduction, to test spelling or punctuation skills. There should be at least one dictation per week, but the teacher may find it useful to introduce several dictations in a week. Children in Kindergarten and 1st grade who are just learning to read may be prepared for dictation exercises by *copy* exercises, transcribing in their notebooks a short sentence which the teacher has written on the board.

Uses of Dictation: Detailed Description

Awakening the Mind and Educating the Moral Judgment

The most important purpose of dictation is to help awaken the children's minds to noble realities. A well-chosen text will focus the students' attention on an exceptional passage from a work which they study in class, or introduce them to a work of literature with which they may not otherwise have come into contact. It likewise helps to form their literary taste and their own writing style by placing them in continual contact with beautiful passages of English prose or poetry.

Secondly, dictation exercises the memory and the listening skills of the child, who must reproduce what he has heard. In this way, it is already a formation of the will as the child is obliged to master himself for the length of the exercise.

Finally, dictation texts provide the matter for the other elements of an English program: they are the source of spelling and vocabulary words and the subject of grammar exercises and handwriting practice. This unity throughout the program itself is significant and formational, as the child learns to make connections between disciplines and maintain reflection on an abstract question throughout various applications.

Source of Spelling Words and Phonics Practice

Dictation can be a source of spelling words, avoiding the randomness of certain vocabulary lists, allowing the teacher to point out phonics rules in a literary context. Rather than inventing more or less meaningful sentences which employ a spelling word, students will be delving deeper into a text of value. The student is more likely to retain and reuse spelling words encountered in a text and therefore held together by a context.

Source of Grammar Exercises

Sentences pulled from dictation can likewise be used as grammar exercises to illustrate the weekly lesson. As students analyze and diagram dictation sentences, passages will enter their memory and the meaning and value of the text will continue to nourish their reflection. Grammar will appear to students in its true light, primarily as a tool for penetrating the meaning of a text.

Opportunity for Handwriting Practice

The very mechanism of handwriting also takes on new meaning when applied to dictation texts. Clear, beautiful handwriting shows a respect not only for the reader but also for the words written, and how better to teach respect for one's own handwriting effort than by transcribing with care a passage of quality, teaching the child to give a worthy form to noble ideas expressed with elegance and style.

Source for Composition Topics

Finally, dictation texts can serve as a basis for writing compositions. A text which is meaningful and which stimulates reflection can be an excellent source of composition topics. The quality of the text will set the tone for student writing while the value of its content interests and inspires the young author.

The practice of dictation is a microcosm of education itself: the child is brought into contact with truth and beauty so that he might come to integrate these realities and express them for himself. Using dictation as the source of composition topics is therefore the logical fulfillment of the exercise, as the child comes slowly and with guidance to express his own ideas and form his own style.

The choice of a passage for use in dictation will depend on the specific purpose of a given exercise: the text should be always be one of quality, but the teacher may also choose passages in function of their vocabulary or sentence structure, better apt to illustrate the weekly lessons. The source of dictation texts is extremely broad: it may simply be taken from the reading book, it may be a text entirely new to the children yet accessible to their understanding, reinforcing the themes of class discussion. Teachers may certainly draw on their own reading material to provide dictation texts.

Teachers will develop their own standards for grading dictations, depending on the goal of a given exercise; they may wish to give an overall grade for faithful transcription, and assign another grade for correct spelling, for example. It is a good idea to ask children to recopy misspelled words several times as part of the correction.

Using Grammar to Sharpen Analysis and Clarify Expression

School grammar may be defined as the study of the laws of language and of the common rules of proper English expression. These two aspects correspond to the double purpose of grammar in a meaning-based language arts program: the refinement of analytical skills first, and consequently the improvement of personal expression. Familiarity with the logical scaffolding of language will gradually build lasting qualities of mind in the children, allowing them to go more quickly to the essential ideas of a text and follow the nuances of an author's expression. Grammar is therefore a tool allowing the children to be more perfectly nourished by the beautiful texts of the literature program. Secondly, following so closely the nuances of an author's thought will give the children the ability to think and to express themselves with greater clarity and precision, even as the beautiful language more deeply nourishes the student's own style. To fulfill this double purpose, grammar has to be studied in a way which maintains it at the service of thought, from the very youngest age. The expression of grammatical rules and definitions should appeal to a child's understanding, corresponding to the reality of language and not merely to a superficial aspect of it. Exercises should lead the student to reflect on complete, meaningful sentences in such a way that he might dominate the thought expressed, rather than training him in a mechanism to identify elements in isolation.

It is preferable that the same person teach literature, dictation, composition, and grammar, to maintain the vital relationship between the elements of the English program. The main grammar lesson of the week is best combined with a dictation exercise: grammar will take on meaning and interest by the illustration, and in turn help the dictation text to penetrate and nourish the child's memory. Thoroughly analyzing every element of one or two sentences whose meaning has been understood will do more for the formation of a lasting quality of thought than will a multitude of repetitive mechanical exercises. Fill-in-the-blank exercises are particularly to be avoided because they ask the child for only a minimum of personal effort and reflection. Whenever the teacher chooses exercises from a book or worksheet, he may have the children copy the exercises completely into a permanent notebook, as a way of better ensuring that they reflect upon the meaning of the sentence. Grammar reviews should be brief but frequent, as the teacher draws from the reading a few examples to illustrate the grammar concept of the week. Grammar will thus appear to the students true to its nature as an integral part of the language arts program.

The most basic elements of meaningful language are the individual words making up a sentence. The student analyzes the words of a sentence through "parsing," identifying the nature of the word in itself and in its relation to other words in the sentence. Parsing should lead the student to identify with precision the nature, form and function of a given word within a given complete expression.

Such accurate identification can only take place if the expression as a whole has been understood. In literature, students will quickly encounter sentences made up of a series of more or less complete thoughts, subordinated within a larger overall thought. They need to possess the concepts and logical categories by which to name and understand the relation of the various clauses and phrases within complex or compound sentence, identifying the nature, form and function of each clause and phrase. The process by which a given

expression is broken down into its component phrases and clauses is called logical analysis; it trains the child to discern what is of primary significance in an expression and define the relation of all secondary elements.

Full written analysis may be supplemented but not replaced by sentence diagramming, which is a way of representing a whole sentence by a picture, showing at a glance the relation of its parts. The inherent weakness of a sentence diagram is that it shows the fact of a relation between words and phrases – drawing a line from the main clause to a subordinate clause, for example, showing subordination – but it cannot specify the profound or precise nature of that relation. Diagramming may be useful for consolidating a child's understanding, but can only be the illustration of a relation already understood intellectually, and which the child should be able to express in words.

If it is to be effective in forming lasting qualities of mind, the study of grammar should also be gradual and cumulative. Beginning already in 2nd grade, the study of grammar should be instilling a very solid grasp of the basic elements of sentences, adding definitions and nuances every year while constantly reviewing the basic realities. This review occurs naturally by the very fact of using whole-sentence exercises and by using cumulative, increasingly exhaustive parsing and logical-analysis charts. Teachers from 2nd through 9th grade should use consistent definitions and expressions as well as similar forms for charting written analysis, everything increasing in detail as the years go by, giving the student an ever sharper tool of understanding. By the end of 9th grade, students should possess all of the distinctions necessary for the analysis of even the most complex, Latinate English sentence, drawn from any one of the works of literature studied. It goes without saying that such a grasp of English grammar and the subtleties of syntax will give the children considerable ease in the learning of foreign languages.

The Language Arts Committee recommends the use of the *Classical Grammar* series published by Angelus Press, as the textbooks which best correspond to the nature of grammar and the exigencies of a meaning-based language arts curriculum. It is in fact a revised and augmented edition of the *Baskervill-Sewell English Course*. Book 1 is intended for 2nd through 4th grade; Book 2 is appropriate for 5th through 7th or 8th grade; Book 3 is a comprehensive grammar guide appropriate for 9th grade grammar class or as a reference book for high school students. Teacher guides published by the Language Arts Committee indicate the ideal grammar progression and grammar goals for each grade, corresponding to the *Classical Grammar* series.

Compositions to Educate the Heart and Mind

Composition is a written exercise of personal expression which calls upon all aspects of the language arts program, proving and at the same time increasing the child's mastery of each element. Its role in every grade is to deepen the child's understanding of the noble realities which are the soul of English class and draw him to make them his own, by asking him to continue pondering beyond class discussion and then express his own reflections in a way which is original, elegant, clear, and orderly.

Every composition topic should therefore lead the child to reflect independently upon the elements which have nourished his understanding and sparked his interest and imagination (literature, poetry, and theme in particular). The child should express his thoughts in a personal and well-organized manner, drawing upon the vocabulary and style absorbed in poetry and dictation, and upon the rules of spelling and grammar practiced every day of the week. Finally, his efforts are to be recorded in his best handwriting, preferably in a series of permanent notebooks chronicling his progress over the year and throughout his school career. As the child grows, composition topics should grow with him, training qualities of reflection and analysis, as well as maturity of feeling and elegance of style.

For this gradual formation to take place, composition topics must not simply be mechanical exercises of form taken from a composition textbook. Topics are best created by the teacher based on class discussion of literature and themes, drawing students to continue pondering in a way which is ever more personal and profound. For the child to succeed and progress, the teacher should spend time preparing the children for the topic, explaining the writing process and then offering detailed evaluations of the children's work.

Student writing can be divided into two categories, developing two main types of reflection. *Topic compositions* accompany the child from 2nd grade through 12th, asking him to develop a theme from literature or class discussion which is increasingly broad and increasingly abstract as the child progresses. *Text-Analysis compositions*, appearing in different forms depending on the grade level, ask the child to analyze a particular, brief literary selection and comment on it with increasing detail and maturity.

Composition exercises in these two categories incorporate the various elements of style, structure, and method which children need to develop if they are to become good writers. Dividing the exercises according to type of reflection is based on the most essential element of self-expression: the thought to be expressed. Mastery of technique will be learned at the same time, always considered as a tool appropriate for expressing a given thought. Thus, children will learn about sentence and paragraph structure, topic sentences and essay structure; expository, persuasive, descriptive, narrative, and imaginative writing; organization, voice, word choice, sentence fluency, unity and coherence, audience, and proper punctuation; brainstorming, outlining, rough draft construction, and proofreading... as they become necessary for the expression of more and more complex and profound ideas.

Within an integrated curriculum, all subjects should have writing assignments proper to the matter. However, the English teacher may need to give certain remedial lessons in report structure which should not occupy too much time.

Topic Compositions

General Guidelines for Creating Composition Topics

Precise

All composition topics should be precise so that the child knows where to focus his efforts. This means avoiding writing assignments in which the child is asked to create his own topic, or write simply what comes into his mind (journal writing). If the child is asked to create a composition topic, it should be within certain parameters ensuring the quality and pertinence of the reflection. The teacher may base the topic on some work studied, integrating a brief quote, to make a clear connection with class discussion. Precise, well-chosen topics will allow a broader, more meaningful development, ultimately allowing the child fuller play of his own powers of imagination and reflection.

Universal

In order to allow this breadth of development, composition topics should be related to themes which are in some way universal, or treating of common human experience. This guideline applies even to the younger grades, before the child is of an age to develop these themes abstractly (topics relating to home, family, patriotism, for example, which are considered concretely at first but open onto a larger perspective).

Uplifting

In order for the child's reflection to develop in a way which continues to form his heart and mind, topics should be uplifting; they will be so naturally if their subject matter is universal, following on works studied and class discussion. This guideline does not mean that themes of evil or disordered aspects of certain works should never be treated, but that they should be approached in such a way as to show their disorder and the larger harmony which does exist, both in reality and in true literature.

Objective

In order for composition to continue the formation of mind and heart, topics should be as objective as possible, drawing the child out of himself to reflect on the world around him. Topics which ask for first person narrative are appropriate for 2nd and 3rd grade, but by 4th grade the teacher should be introducing topics which demand reflection on a broader experience: topics about characters in the works studied, about people beyond the child's immediate family, or about the physical world beyond the home.

Intriguing

Finally, topics will spark the child's interest and encourage greater development if they contain some dilemma to be resolved or if they continue class discussion of some disputed point. (This guideline applies particularly as the children progress beyond the stage of simply telling a story or an episode from their own lives.)

Grade-Specific Guidelines for Composition Topics

In 2nd and 3rd grade, it is best to give a single topic, one which is very simple and concrete, asking for a story within the child's own experience. It should be related as far as possible to the themes in the literature being studied. Topics should follow the general guidelines as much as possible, touching on themes of common human experience in a form which is uplifting, without expecting abstract development. Topics asking the child to imagine a story should be precise enough to prevent his wandering into vague silliness and absurd invention. The child should be taught to introduce and conclude his thought with a special sentence. The child is expected to write a single paragraph in 2nd grade, very short at first and gradually longer. He should be able to write two or more paragraphs by the end of 3rd grade, but the teacher should always encourage a complete and original thought with a proper sequence of events rather than a long composition. He should be taught that an entirely new thought should be expressed in a new paragraph, slowly introducing him to the idea of a multi-paragraph composition. As he advances through the various grades, the child should be learning that idea is more important than form, but that form is essential to the clear expression of the idea.

In 4th and 5th grade, the topics should gradually move away from first-person narrative and toward reflection on works studied. As always, the topics should encourage reflection on noble realities and avoid anything which could degenerate into vulgarity: the quote chosen to introduce the topic should set the tone. The child should be capable of writing three or four paragraph compositions by the end of 5th grade, with a clear introductory sentence for each paragraph and an introductory and concluding sentence for the composition as a whole. Students should be learning about proper transition between paragraphs, necessary for a clear transition of ideas. As in 2nd and 3rd grade, the teacher should encourage completion, order and originality more than length.

In 6th and 7th grade, children should only rarely be asked to recount their own experiences in a first person narrative. Topics should ask for a more prolonged reflection on noble ideas, yet these ideas should still be incarnated in specific literary characters as far as possible. Thus a child in 6th grade may be asked to write about a courageous character in the work being studied and comment on his courage, rather than being asked to write about courage abstractly. Some imagination topics should still be given, as precise as possible and stemming as much as possible from works studied. Compositions should be at least five paragraphs long, with introduction, conclusion and clear transition.

From 8th grade onward, topics become more abstract and demand ever deeper personal reflection on ideas. However, even when the child is asked to write on an abstract notion or quality, he should always base his reflection on a concrete work or example to avoid pontificating. Basing topics on works studied will help to ground students in reality and oblige them to greater rigor in proving their statements. Compositions need not be substantially longer in 8th grade than in 6th, but should be more penetrating. By 10th grade, students should be able to fill four sides of letter-sized pages.

No guidelines are specified above for the time given weekly to tests and writing assignments. Children in 2nd and 3rd grade should write 30 to 40 minutes, in class; in 4th through 7th, this should increase to an hour, with some writing assignments to be composed at home; after 8th grade, assignment writing should be done at home, only tests at school; at least 2 hours are naturally required for sufficient development of the topic.

Preparing the Children to Write

Preparing the children to express their own thoughts means teaching them how to develop and organize those thoughts, and then how to find the proper form for communicating them. The primary element has to be the idea, or composition will become a mere exercise in mechanics, devoid of intrinsic interest for the child and therefore devoid of educational value. Yet, the child should understand that the quality and organization of his writing will prove the quality of his thought, because only what is clearly conceived can be clearly expressed. Likewise, he should see that giving a proper form to his writing will help him to identify and focus on those elements which are essential, allowing him continually to surpass himself and take his reflection deeper.

The remote and continual preparation for writing is class discussion, as well as literature and dictation which are gradually nourishing his imagination with forms of elegant style and with a broadening vocabulary. The child's thinking will naturally model itself on the teacher's presentation of a work or an idea, as he leads the class to reflect together on what is most interesting or essential and to draw conclusions. In particular, the children should be learning that to go deeper means always asking *why*.

The more immediate preparation for writing is to teach the child first to gather ideas, then to group related ideas and organize them based on some natural or logical order, such as chronology or hierarchy of causes. This organization of ideas should push the child to further reflection, as he uncovers related ideas or realizes that he needs to be more precise in his analysis. This outline should be the basis of the various paragraphs of the composition.

Such outlining or class brainstorming may be very basic in the early grades when topics are less abstract. Rough draft writing will also be useful in the younger grades, as the children learn to see that the events they have written are not in order and need to be rewritten. As the children progress, rough drafts should give way entirely to outlining.

Topic compositions allow a wide variety of forms of writing; the teacher may want to assign a topic to be treated in the form of a written speech, a debate or a letter, for example. Preparation for writing will include coaching in the elements proper to those forms. Certain books containing such elements are recommended as teacher supplements.

There is also a preparation for writing included in the class correction of previous assignments, as children see the errors they have made and are taught how to avoid them. Rewriting flawed compositions can be a good way of preparing for better writing in the future. However, the spark of interest which leads to good writing will be lost if the initial idea is belabored by repeated correction. The main sources of improvement are the child's own desire and interest, as well as his repeated effort. Many short assignments – at least one every two weeks – will therefore be more useful in improving student writing than a handful of longer assignments progressively rewritten.

The teacher should be able to point out conventions of style in literature and encourage them in student writing: images, analogies and other literary devices, effective use of quotations, and so on. He should also encourage variety of sentence structure and breadth of vocabulary. However, he should avoid coaching the children to include such conventions or to seek out complicated vocabulary merely as ends in themselves. Simple structure and clear, precise vocabulary are much to be preferred if they are better suited to the idea.

Text-Analysis Compositions

Topic compositions teach the children to develop broad themes, either using their imaginations to tell a story, or else treating more abstract notions, incorporating different elements and ideas in a synthetic manner. Text analysis compositions train children especially in precision of analysis, gradually teaching them to present a particular literary passage in a systematic and rigorous manner.

The passage to be analyzed needs to be relatively short, about the length of a dictation for a given age group; most of all, it should be a passage worthy of study by its ideas and its beauty. According to the age of the child, the *text-analysis* will take one of three forms: for 2nd through 5th grade, it is a simple *retelling of a story*; for 5th through 9th grade, it becomes a *guided commentary*, with questions helping the student draw out the essential elements of meaning and style; for 9th through 12th, it reaches maturity in a simple *commentary*, in which the student draws out these elements for himself, structuring his own commentary on the text, which is by now longer and introduces more abstract ideas.

Like *topic compositions*, *text-analysis compositions* are meant to form the heart and mind of the child and open him to the good and the beautiful. It is important to choose texts which spark the interest of the child and at the same orient his reflection toward noble realities. A text chosen for study should be one in which the truth is expressed with beauty, for the child's ability to think straight and to write well are awakened through contact with the great writers. Such a text not only has the power to awaken to the beautiful, but great authors put the soul in motion: they set a spark in the child, enflaming a desire to proceed deeper in reflection, beyond the text itself.

Retelling the Story: 2nd – 5th Grade

Retelling the story is the simplest form of *text-analysis*. It is an exercise in memory and attention and therefore resembles a dictation, but it also gives practice in self-expression. The teacher reads a story of a few sentences in 2nd grade, or up to two paragraphs in 5th grade, and the student is expected to retell the story, preferably in his own words, beginning to end, with particular attention to the order of events. In 2nd grade, the teacher reads the text three times; by the end of 5th grade, he may read it only once. If the student repeats the facts in the order in which they occurred, he is already composing a well-structured story by imitation.

Guided Commentary: 5th – 9th Grade

Guided commentary is introduced toward the end of 5th grade and is practiced through 9th grade. Students are presented with a series of broad questions about the selected passage, which they are expected to answer in their own words, incorporating a quote into each answer and justifying their reasons. There should be five to seven questions in a 5th grade *guided commentary*, four to five questions in 8th and 9th grade, arranged in clusters so that the students, by their answers, already compose paragraphs into an essay.

The purpose of this exercise is to develop the student's causal thinking, teaching him to understand the chain of events in the text or the chain of logic, and verifying that

he is indeed remaining faithful to the text itself in his answer. Questions should be well chosen so that the child learns how to draw the essential elements out of the text, namely: the chain of events or ideas presented; their importance in the context of the larger work if the text is taken from the reading; the value of those ideas; the stylistic tools used to present the ideas and which make up the material beauty of the text.

The *guided commentary* is an important extension of literature class, not only an exercise in reading but an exercise in contemplation, as teacher and students work to penetrate the text and allow its truth and beauty in turn to penetrate into them. The children should be made sensitive both to the value of the text in itself and to its relative or historical value, as a work issuing from a certain cultural context. The teacher should lead the children toward an openness and attention to the text itself, humble yet always evaluating, seeking the thought of the author and not hastily imposing an interpretation. This attention implies a respect for something true and profound, and the teacher should awaken the children to the qualities of tone and expression which they might have overlooked in their haste or immaturity. Even the choice of punctuation carries nuances of which the children should be made aware.

Commentary: 10th – 12th Grade

The *commentary* may be introduced toward the end of 9th grade and should allow the student to put into practice the skills learned in *guided commentary*. The student is expected to judge for himself what points are essential and organize the treatment of a passage from literature. There is an unlimited possibility for variety in a student *commentary*, whose only invariable guideline is that he remain faithful to the true character of the work and support his judgments with quotes from the text itself.

The student should lead his reader through the text from the outside in. He should first introduce his commentary by briefly situating the passage in its context, whether literary or historical, and tell the period and genre of the work studied. Thus, for a speech or dialogue in a passage taken from a play, the student should explain who is speaking and the importance of the passage to the development of the plot. He briefly should point out the ideas and tone which predominate in the passage, and at the same time give a hint of the role of these ideas in the work as a whole.

The body of the commentary should develop these same ideas, taking care to remain close to the text and show in detail how the author conveys his ideas. The student should not simply pass through the text in a narrative manner, retelling the story, but structure his commentary in an intelligent and original way so as to give the reader a clear view of the whole. He should point out specific rhetorical tools used by the author, the images employed, the general atmosphere of the text and the word choice and syntax which help convey that atmosphere. He should show in greater detail the relation of the passage to the development of the plot and the themes of the work as a whole. He should express the writer's purpose in the work as far as possible, as well as the expectations and reactions of the audience.

The student should conclude his analysis with a synthesis of what he has already stated, giving a final summary for his reader of the nature and value of the text. He may conclude with his own judgment of the work or with suggestions for continued reflection; finishing with a question can be effective.

Preparing Students to Write Text-Analysis Compositions

The gradual stages of *text-analysis* compositions build toward the final, most difficult exercise of *commentary*. At the *retelling the story* stage, the exercise is fairly simple to prepare because the children will be used to receiving dictations. Rather than writing the dictation immediately, they listen and write from memory. The teacher may wish to lead them orally through the exercise the first few times, helping them remember the essential. Much of training will be in the correction of previous exercises. The text chosen should be very short in the beginning of 2nd grade, gradually lengthening and naturally training the child to remember more accurately. The teacher prepares for *guided commentary* by explaining what is required, asking simple questions initially, and gradually making them more challenging. The skill of the child improves by increments, very naturally. By the time he is in 10th grade, the previous eight years have trained him to go to the essential and ask himself the right questions, using quotes to prove his answers. Preparation for writing will include modeling this reflection as a class discussion, much as for topic compositions.

Rubric for Grading Compositions

There can be no set rubric for assigning a number grade to a composition – topic compositions or text-analysis compositions – but the teacher’s criteria for grading should be clear and prioritized as well as consistently applied. These criteria should be communicated to the students, so that they might understand their grade and see where they should improve.

As a general principle, whatever the grading rubric, elements of thought and meaning should be weighted more heavily than elements of form, since mechanics are at the service of idea and education. The first criterion by which a composition should be judged is therefore whether or not the student treated the topic assigned: an off-topic composition cannot receive a passing grade. The teacher should then consider how well the topic is treated: What is the depth and quality of the ideas expressed by the student, according to his age? Is there evidence of real personal reflection and originality or has the student simply regurgitated the statements of the teacher? How well does the student maintain his focus on the topic, tightly building his story or his argument paragraph by paragraph, sentence by sentence, without tangents or superfluous development? Does a story follow an appropriate sequence of events, does an argument use appropriate quotations, and does the whole build to a coherent conclusion? Is vocabulary chosen for its accuracy and pertinence or does the student seem to have written thesaurus in hand, using words he does not fully understand? Has the student used proper spelling and punctuation? Is his handwriting legible and is the paper clearly and neatly presented?

Teachers should avoid assigning high grades too easily, in order to encourage good students to strive for excellence and continually surpass themselves. Compositions are meant to present noble ideas and universal notions – even when the form is that of a narrative – and children should learn that such a topic is inexhaustible, allowing for no perfect treatment of it and therefore no *perfect* paper. Our very manner of grading thus continues to foster in the children a respect for the great ideas.

The Use of Permanent Notebooks

Permanent notebooks should be used wherever possible in the various elements of the language arts program, in order to encourage students' respect for their studies and so contribute to the formation of lasting qualities.

The number of notebooks is at the discretion of the teacher, depending on the organization of his class. A notebook should be used for poetry, dictation, composition, grammar exercises, and handwriting, although more than one subject may be contained in a single notebook. Exercises contained in a grammar or phonics book may also be copied into the permanent notebook, helping students better to reflect on the questions. Teachers may want students to have one or more informal notebooks for taking notes or copying down exercises done as a class. The teacher may find it useful to have color-coded notebooks for use in the different elements of language arts.

Notebooks should be chosen for their quality, with pages that lend themselves to neat handwriting. They should have lines narrow enough to encourage precision, with guidelines according to the age of the children; the weight and brightness of the pages should take ink smoothly without bleeding through; the cover should be rigid enough to survive transportation back and forth from the students' homes; notebooks should lay open flat, and should be thin enough for the student's hand to rest comfortably for writing.

The teacher should specify the format he wants in these notebooks: the heading to put on each page, for example, the margins to leave around writing, whether or not to begin new assignments on a new page, and any marks or lines to indicate the end of an assignment. Defacing notebooks should not be tolerated. This format should be school-wide as far as possible, for the sake of simplicity, and to ensure that all teachers insist on the same elegance and neatness.

Notebooks cease to hold the same importance by 10th grade, when language arts class consists primarily in literature, poetry and composition, with fewer written exercises. Students should always be encouraged to save their compositions in a permanent folder.

Related to the question of notebooks is the question of writing implements. Students should be encouraged to write tests and exercises in ink as soon as possible. The teacher should encourage or impose the use of ink- or gel-pens, which allow the students to write more smoothly and therefore more neatly than ball-point pens.

Grammatical Progression

2nd - 4th Grade

	2nd Grade	3rd Grade	4th Grade
Clauses	Definition of a sentence Simple sentences Capitalization Kinds of sentences (statements, commands, questions, exclamations) Punctuation Quotation marks Subject and predicate Subject and object	Compound sentences Definition of a clause Predicate nominative Predicate adjective	
Phrases		Definition Prepositions	Adjective phrases Adverbial phrases
Nouns	Definition Class (common or proper) Gender Number Possessive case	Office (subject, object, shows possession, predicated of the noun...) Nominative and objective Case	Office (object of preposition)
Pronouns	Definition Class (personal) Gender Number Case (possessive)	Person Antecedent Office (subject, object, shows possession) Case (nominative, objective)	Class (interrogative)
Adjectives	Definition Class (descriptive)	Class (quantitative, demonstrative)	
Articles	Definition Office (belongs to the noun...)		
Verbs	Definition Tense (present, past, future) Subject Person Number	Use (transitive or intransitive)	Form (strong or weak)
Adverbs			Definition Class (time, place or manner) Office (modifies the verb...)
Prepositions		Definition	
Conjunctions (coordinate)	Definition Office (connects the words...)		

Glossary of Definitions for 2nd - 4th Grade

Words and Sentences

A **syllable** is a part of a word. It is a letter or a group of letters in which one vowel sound is heard.

A **word** is a syllable or a combination of syllables used in the expression of thought.

A **sentence** is a group of words telling a thought.

A **declarative sentence** makes a statement.

An **interrogative sentence** asks a question.

An **imperative sentence** gives a command.

An **exclamation** is a word or an expression so used as to express sudden or strong feeling.

Quotation is using the words of someone else.

A **simple sentence** is a sentence that has one statement, question, or command.

A **compound sentence** is one made up of two or more simple statements of equal importance.

A **clause** is a division of a sentence containing a subject and its predicate.

The **subject of a sentence** names the person or the thing about which something is said.

The **simple predicate** is the verb in the sentence. The **complete predicate** is the verb with its modifiers.

The **direct object** names the person or thing that the subject does something to.

A **phrase** is a group of words having no subject or predicate, but used as a modifier.

A **preposition** is a word that introduces a phrase and shows the relation between its object and the word modified.

Rules for dividing syllables:

1. Words may be divided between double consonants.
2. A word may be divided between a vowel and a consonant.
3. A word may be divided between two consonants that are not alike.

Nouns

A **noun** is a name. A noun may name a person, place, or thing.

Two **classes** of nouns are common nouns and proper.

A **proper** noun is the name of a certain person, place or thing.

A **common** noun is the name of any person, place or thing.

A noun that names one person, place or thing is said to be in the **singular number**.

One that names more than one person, place or thing is said to be in the **plural number**.

The form of a noun used to show possession is called the **possessive case**.

The **possessive form** means the same as a phrase consisting of *for* or *of* and the simple form of the noun.

A **predicate noun** is one that completes the predicate and refers to the same person or thing as the subject.

A **predicate adjective** is one that completes the predicate and tells a quality of the subject.

Parsing order for nouns:

Noun. Class (*common or proper*). Gender (*masculine, feminine, neuter, either gender*). Number (*singular or plural*). Office (*subject of the verb..., direct object of the verb..., shows possession of the noun..., object of the preposition ..., predicated of the noun...*). Case (*nominative, possessive, objective*).

Pronouns

Pronouns are words that stand for nouns.

The noun which a pronoun stands for is called its **antecedent**.

Pronouns used as subjects are in the **nominative case**.

Pronouns used as objects are in the **objective case**.

Interrogative pronouns are used to ask questions.

Parsing order for Pronouns:

Pronoun. Class (*personal, possessive or interrogative*). Gender (*masculine, feminine, neuter, or of either gender*). Number (*singular or plural*). Person (*1st, 2nd or 3rd*). Antecedent. Office (*subject of the verb..., object of the verb..., shows possession of the noun...*). Case (*nominative, possessive, objective*). (Gender and Number are determined by the antecedent; Person, Office and Case are determined by the function of the pronoun in its own clause.)

Adjectives

An **adjective** is a word that modifies a noun.

A **descriptive adjectives** describes a noun by telling a quality of it.

A **quantitative adjective** modifies a noun by telling how much or how many.

A **demonstrative adjective** modifies a noun by pointing out which one.

Parsing order for adjectives:

Adjective. Class (*descriptive, quantitative, demonstrative*). Modifies the word...

Parsing order for articles:

Article. Belongs to the noun...

Verbs

A **verb** is a word that asserts action or being.

The **present tense** shows present time.

The **past tense** shows past time.

The **future tense** shows future time.

A verb is in the **first person** if it tells what the speaker is or does.

A verb is in the **second person** if it tells what the one spoken to is or does.

A verb is in the **third person** if it tells what the one spoken about is or does.

When we **conjugate** a verb, we list its tense, person and number in an orderly way.

Weak verbs are verbs which need an -ed, -d or -t added to make the past tense.

Strong verbs change the vowel sound but do not add an ending to become past tense.

Auxiliary verbs help other verbs form certain tenses.

Transitive verbs express an action done to an object.

Intransitive verbs express an action which stays in the subject.

Parsing order for verbs:

Verb. Form (*weak, strong or irregular*). Use (*transitive or intransitive*). Tense (*past, present or future*). Subject. Person (*1st, 2nd or 3rd*). Number (*singular or plural*).

Adverbs

Adverbs modify verbs and express time, place or manner.

Parsing order for adverbs:

Adverb. Class (*time, place or manner*). Office (*modifies the verb ...*)

Conjunctions

Conjunctions are words used to join other words together. Common conjunctions are: and, but, either... or, neither... nor, for, therefore.

Parsing order for conjunctions:

Conjunction, Connects the words

Prepositions

A **preposition** is a word that introduces a phrase and shows the relation between its object and the word modified.

Spell to Write & Read : 70 Basic Phonograms

phonogram	sound (s)	[For teacher only—Examples of words]			
a	/a/-/A/-/ah/	am	a-pron	wasp	
b	/b/	bat			
c	/k/- /s/	cat	cent		
d	/d/	dad			
e	/e/-/E/	elk	be		
f	/f/	fat			
g	/g/-/j/	big	gym		
h	/h/	hat			
i	/i/-/I/	it	i-vy		
j	/j/	job			
k	/k/	kit			
l	/l/	lap			
m	/m/	me			
n	/n/	nut			
o	/ah/-/O/-/OO/	on	go	to	
p	/p/	pan			
qu	/kw/—Q always needs a U. U is not a vowel here.	queen			
r	/r/	ran			
s	/s/-/z/	sent	as		
t	/t/	tip			
u	/u/-/U/-/oo/	up	u-nit	put	
v	/v/	van			
w	/w/	wag			
x	/ks/	fox			
y	/y/-/i/-/I/	yard	gym	by	
z	/z/	zip			
ai	/A/ -- 2-letter /A/ that we may NOT use at the end of English words*	laid			
ar	/ar/	car			
au	/aw/ that we may NOT use at the end of English words*	sau-cer			
aw	/aw/ that we may use at the end of English words	saw			
ay	/A/ -- 2-letter /A/ that we may use at the end of English words	play			
ch	/ch/-/k/-/sh/	child	Christ-mas	chef	
ci	/sh/-- short /sh/	fa-cial			
ck	/k/ -- 2-letter /k/	back			
dge	/j/ -- 3-letter /j/	edge			
ea	/E/-/e/-/A/	eat	bread	steak	
ear	/er/	ear-ly			
ed	/ed/-/d/-/t/ -- past tense ending	trad-ed	pulled	picked	
ee	/E/ -- double /E/ always says /E/	tree			
ei	/A/-/E/-/i/ that we may NOT use at the end of English words*	heir	cei-ling	for-eign	
eigh	/A/ -- 4-letter /A/	eight			
er	/er/	her			
ew	/OO/-/U/ that we may use at the end of English words	flew	few		
ey	/A/-/E/-/i/ that we may use at the end of English words	they	key	val-ley	
gn	/n/ -- 2-letter /n/ used both at the beginning and end of a base word	gnat	sign		
ie	/E/-/I/-/i/	piece	pie	col-lie	
igh	/I/ -- 3 letter /I/	night			
ir	/er/	first			
kn	/n/ -- 2-letter /n/ used only at the beginning of a base word	know			
ng	/ng/	sing			
oa	/O/ -- 2-letter /O/ that we may NOT use at the end of English words.	coat			
oe	/O/ -- 2-letter /O/ that we may use at the end of English words.	toe			
oi	/oy/ that we may NOT use at the end of English words *	boil			
oo	/OO/-/oo-/O/	food	good	floor	
or	/or/	Lord			
ou	/ow/-/O/-/OO/-/u/	house	soul	group	coun-try
ough	/O/-/OO/-/uff/-/off/-/aw/-/ow/	rough	though	thought	bough
ow	/ow/-/O/	plow	snow		
oy	/oy/ that we may use at the end of English words	boy			
ph	/f/ -- 2-letter /f/	phone			
sh	/sh/	she	dish		
si	/sh/-/zh/	ses-sion	di-vi-sion		
tch	/ch/ -- 3-letter /ch/	butch-er			
th	/th/- /TH/ (motor off/ motor on)	thin	this		
ti	/sh/ -- tall /sh/	na-tion			
ui	/OO/	fruit			
ur	/er/	church			
wh	/hw/	whis-per			
wor	/er/	wor-ships			
wr	/r/ -- 2-letter /r/	wreck			

*English words do not end with I or U.

Spell to Write & Read: 29 Spelling Rules

1. **Q** always needs a **U**. **U** is not a vowel here (*quit*).
 2. **C** usually says /k/ (*cat, cot, cut, clip, music*). **C** says /s/ before **E, I, or Y** (*cent, city, cycle*).
 3. **G** usually says /g/ (*gap, got, guts, grip, bag*), but **G** MAY say /j/ before **E, I, or Y** (*germ, giant, gym*).
 4. **A, E, O, U** usually say /A, E, O, U/ at the end of a syllable (*la-zy, me, go, u-nit*).
 5. **I and Y** usually say /i/ at the end of a syllable (*cli-nic, cy-nic*), but may say /I/ (*li-on, cry*).
 6. English words do not end in **I, U, V, or J**. At the end of English words **Y** stands in for **I**.
 7. **SILENT FINAL Es**. English has at least five reasons for a silent final E.

1st	dime	(The vowel sound changes because of the E.)
2nd	love, true	(English words do not end with V or U).
3rd	dance, large	(The C says /s/ because of the E. The G says /j/ because of the E).
4th	ap ple	(Every syllable must have a vowel.)
5th	are	(The Odd Job E includes any miscellaneous reason not covered above).
 8. **O-R** usually says /er/ when **W** comes before **O-R** (*worship*).
 9. **IE or EI?** Use **I** before **E** (*chief*) except after **C** (*receive*), if we say /A/ (*vein*), and in some exceptions:
Either weird foreign sovereign forfeited leisure. Neither heifer seized counterfeit protein or caffeine.
 10. **SH** spells /sh/ at the beginning of a word (*she*) at the end of a syllable (*fish*), but not at the beginning of any syllable after the first one (*na-tion*) except for the ending -ship (*friend-ship*).
 11. **TI, CI, SI**. **Latin** spellings of /sh/ come at the beginning of any syllable after the first one (*nation, facial, tension*).
 12. **ABBREVIATIONS** use a few letters to represent a larger word (Mr. = Mister, m = meter, CA = California).
 13. **CONTRACTIONS** replace a letter (or letters) with an apostrophe to contract (or shorten) a phrase (I am = I'm).
 14. **1-1-1 RULE**. With a one-syllable word ending in one vowel then one consonant, double the last consonant before adding a vowel suffix (*get, getting*).
 15. **2-1-1-ACCENT RULE**. With a two-syllable word ending in one vowel then one consonant, double the last consonant before adding a vowel suffix IF the accent is on the last syllable (*for get', for get ting*).
 16. **E'S DROPPING RULE**. **Silent final E words** commonly lose the need for the E when adding a vowel suffix (*hope/hoping/ hopeless*). In words like *noticeable* or *changeable* rules 2 and 3 override rule 16.
 17. **FF, LL, SS**. We often double **F, L, S** after a single vowel at the end of a base word (*off, all, confess*). Occasionally other letters are doubled in this way (*ebb, odd, egg, inn, err, watt, jazz*).
 18. **A-Y** usually says /A/ at the end of a base word (*may, pay*). When a word ends with A it says /ah/ (*ma*).
 19. **I and O** may say /I/ and /O/ before two consonants (*bind, gold*).
 20. **X** is never directly before **S**. (*boxes, excel*). There is a /s/ sound in **X**.
 21. **DISMISS L RULE**. **ALL** and **FULL** are written with one L when added to another syllable (*almost, fulfill*).
All right is two words just like *all wrong*. (TILL has been omitted from this rule since it only applies to *until*.)
 22. **PLURALS**. To make a word **plural** just add an -S, UNLESS the word ending hisses (ch, s, sh, x, z), changes (*wife/ wives; fly/flies*), or may stop with O (*tomato/tomatoes*). In these cases add -es. Occasional words have no change (*sheep/sheep*), an internal change (*man/men*), or a foreign spelling (*alumnus/alumni; piano/pianos*).
 23. **DGE** is only used after a single vowel which says /a-e-i-o-u/ (*badge, edge, bridge, lodge, fudge*).
 24. **Y'S EXCHANGING RULE**. A **single vowel Y** (not *ay, ey, oy, uy*) changes to **I** when adding any ending (*try/tried*), unless the ending starts with **I** (*trying, babyish, copyist*).
 25. **CK** is used only after a single vowel which says /a-e-i-o-u/ (*back, peck, pick, pocket, truck*).
 26. **CAPITALIZE** individual names or titles of persons (*Jesus*), places (*Ohio*) or things (*Bible*).
 27. **Z, NEVER S**, spells /z/ at the beginning of a base word (*zoo, zero*).
 28. **E-D** past tense ending forms another syllable if the base word ends with /d/ or /t/ (*loaded, acted*). If not E-D sounds like /d/ or /t/ (*killed, picked*).
 29. **DOUBLE CONSONANTS** in multisyllable words should both be sounded for spelling but not in normal speech (*ap-ple*). [Note: This rule is a guideline for teachers but not necessary for students to learn.]
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Grade 2 Mary Hopkins Monday, September 10
 underline → Grammar

Analysis Grade 2

Labeling the parts of speech should begin as soon as that part of speech is learned. Keep labeling throughout second grade.

Abbreviate words: n for noun; v for verb; adj for adjective; art for article

Labeling is optional in most cases. However, the verb complements should always be labeled.

Lines

Analyze and label the nouns.

Lesson 11

Subject +

Predicate

The storm roared around the house.

Lesson 16

Direct

Object

^{n.}
Jane | ^{n.}
lost ^{D.O.} her cat yesterday.

^{adj.} ^{adj.} ^{D.O.}
The carpenter | built a large new house.

^{D.O.}
Our gardener | trimmed the young trees.

Analyze and label all the parts of speech

you know. Change the sentence into a

question and analyze it.

^{n.} ^{v.} ^{adj.} ^{n.}
George | found a new knife.

^{D.O.}
Did George | find a new knife?