

# SSPX Language Arts Program



## 3<sup>rd</sup> Grade Teacher's Guide & Key



# Language Arts Teacher's Guide for 3rd Grade

## Purpose and Contents of the Guide

This Guide is meant to provide the 3rd 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***

## ***3rd Grade***

### ***Week: Grammar Lesson:***

- 1.** Introduction: Words, Syllables & Sentences - *Classical Grammar 1*, Lesson 1.
- 2.** Common and Proper Nouns - Lessons 2 & 3.
- 3.** Gender of Nouns and Parsing of Nouns - Lesson 4.
- 4.** Adjectives and Abbreviations - Lessons 5 & 6.
- 5.** Adjectives and Articles - Lessons 6 & 7.
- 6.** Verbs - Lesson 8.
- 7.** Verbs and Contracted Words - Lessons 8 & 9.
- 8.** Kinds of Sentences - Lesson 10.
- 9.** Subject and Predicate - Lesson 11, with Analysis of Sentences - Lesson 29.
- 10.** Tense of Verbs - Lesson 12.
- 11.** Person of Verbs & Number of Verbs - Lessons 13 & 14.
- 12.** Number of Verbs & Conjugation of Verbs - Lesson 14.
- 13.** The Direct Object - Lesson 16.
- 14.** The Direct Object & Transitive and Intransitive Verbs - Lessons 16 & 17.
- 15.** Quotation Marks - Lesson 18.
- 16.** Pronouns - Lesson 19.
- 17.** Person of Pronouns - Lesson 20.
- 18.** Exclamations & Subject and Object Pronouns - Lessons 21, 22 & 23.
- 19.** Possessive Pronouns - Lesson 24.
- 20.** Conjunctions & Adverbs - Lessons 26 & 27 (briefly).
- 21.** Number of Nouns - Lesson 30.
- 22.** Possessive Case of Nouns & Possessive Plural of Nouns - Lessons 31A & 31B.
- 23.** Possessive Case of Nouns & Possessive Plural of Nouns - Lessons 31A & 31B.
- 24.** Phrases - Lesson 33.
- 25.** Prepositions - Lesson 34.
- 26.** Prepositions - Lesson 34.
- 27.** Predicate Nouns and Predicate Adjectives - Lesson 36.
- 28.** Predicate Nouns and Predicate Adjectives - Lesson 36.
- 29.** Compound Sentences - Lesson 37.
- 30.** Analysis of Compound Sentences - Lesson 38.

# ***Suggested 30-Week Lesson Plan Detail 3rd 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 3rd 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 3rd 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 memorized, recite it several times every day, as a class, and be sure the children know they are to study and learn the same definition as homework. Children should recite the definition on a given day, alone, 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 poetry throughout the grammar 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 ~

## WORDS, SYLLABLES &amp; SENTENCES

*Classical Grammar 1*, Lesson 1: The Sentence

Definitions to 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.**

**A sentence is a group of words telling a thought.**

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

The teacher passed books around to all of the children. Readers, they were. Rufus opened his. He liked the smell of the shiny printed pages. He liked the pictures, but would he ever be able to read those words? Now the teacher was writing on the chalkboard. She was making the letters of the alphabet.

Eleanor Estes

My grandfather was a young man when he left his home in Japan and went to see the world. He wore European clothes for the first time and began his journey on a steamship. The Pacific Ocean astonished him. For three weeks he did not see land. When land finally appeared, it was the new world.

*Grandfather's Journey*, Allen Say

## DICTATION TEST

It was one of those clear, beautiful September days when the sun can hardly bear to leave the world and when it does, it sends us a harvest moon just as round and golden as it is.

*The Cabin Faced West*, Jean Fritz

## POEM

## COMPOSITION TOPIC

*"The more Grandfather traveled, the more he longed to see new places."*

*Grandfather's Journey*, Allen Say

Did you take a trip over the summer? Tell us about what you saw and learned.

## WEEK 1 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints:

***In this lesson:*** 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.

Practice “hearing” the syllables of words in the reading book. Have the children 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

You may want to open a children’s dictionary and show the children briefly how to use it, and what they learn from a dictionary. Root words can be used to form other words by adding various prefixes and suffixes.

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:

*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.*

## GRAMMAR LESSON ~ NOUNS COMMON AND PROPER NOUNS

### Lesson 2: Nouns, and Lesson 3: Common and Proper Nouns

Definitions by heart:

**A noun is a name. A noun may name a person, place or thing.**

**Two classes of nouns are common 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.**

## PHONICS LESSON

## DICTATION EXPLAINED DICTATION

Grandfather explored North America by train and riverboat, and often walked for days on end. Deserts with rocks like enormous sculptures amazed him. The endless farm fields reminded him of the ocean he had crossed. He marveled at the towering mountains and rivers as clear as the sky.

*Grandfather's Journey, Allen Say*

Sarah and her father came at sundown to a settlement. The houses were brown and homelike. In two of them the sticks of pine, used instead of candles, were already burning. They shone through the windows with a warm golden light that seemed to say, "Welcome!"

*The Courage of Sarah Noble, Alice Dalgliesh*

## DICTATION TEST

Of all the places Grandfather visited, he liked California best. He loved the strong sunlight there, the Sierra Mountains, and the lonely sea coast.

## POEM

## COMPOSITION TOPIC

### Retelling the Story

My grandfather moved back to Japan to raise a family. As his daughter grew, my grandfather began to think about his own childhood. He thought about his old friends. He remembered the mountains and rivers of his home. He surrounded himself with songbirds, but he could not forget. Finally, when his daughter was nearly grown, he could wait no more. He took his family and returned to his homeland. Once again he saw the mountains and rivers of his childhood. They were just as he had remembered them. Once again he exchanged stories and laughed with his old friends.

## WEEK 2 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

Practice selecting nouns from the reading book, asking the children to tell in their own words what the nouns name, and tell whether they name a person, place or thing. *If the children are advanced, you may mention that ideas are also “things” named by nouns - love, friendship, goodness, bravery, courage.*

Find proper nouns and common nouns in the reading book. Another helpful exercise: 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 orally some common and proper nouns from the text, after or during every reading class. Ask the children to write certain sentences from the reading and label the proper and common nouns, as in the grammar book.

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:

*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.*

## GRAMMAR LESSON ~ NOUNS

### GENDER OF NOUNS AND PARSING OF NOUNS

Lesson 4: Gender of Nouns, with Parsing of Nouns.

Learn by heart the parsing order for nouns:

**Identify the word as a noun. Tell its class. Tell its gender.**

## PHONICS LESSON

## DICTATION

### EXPLAINED DICTATION

When I was a small boy, my favorite weekend was a visit to my grandfather's house. He told me many stories about California. He raised warblers and silvereyes, but he could not forget the mountains and rivers of California. So he planned a trip.

*Grandfather's Journey, Allen Say*

There was a great deal of laughter in the family room that afternoon as Grandfather told the story of his trip. Josefina sat next to him, her arms wrapped around her knees. She was happy. It reminded her of the old days to sit with her family this way and listen to Grandfather tell about his adventures.

*Meet Josefina, Valerie Tripp*

## DICTATION TEST

When I was nearly grown, I left home and went to see California for myself. After a time, I came to love the land which my grandfather had loved, and I stayed on and on. I think I know my grandfather better now because I know the land he loved, and I miss him very much.

## POEM

## COMPOSITION TOPIC

*"Grandfather sat at the window and mended toys all day. Grandfather didn't often make mistakes; in fact, he was so clever that people came from all over town to bring him toys to mend." Gerrit and the Organ, Hilda van Stockum*

Tell us something you know about your own grandfather and the work he does or used to do.

## WEEK 3 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

Practice parsing nouns orally for a few minutes every day after the reading lesson.

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

## ADJECTIVES &amp; ABBREVIATIONS

Lessons 5: Abbreviations, & Lesson 6: Adjectives.

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

Learn by heart the parsing order for adjectives:

**Identify the word as an adjective. Tell what class of adjective (descriptive).**

**Tell what word or words it describes.**

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

You have trimmed the wicks before. You have cleaned the lamps and put in the oil. Mama is too sick to do it. Your sisters are too little. You must keep the lights burning, Abbie. Many ships count on our lighthouses.

*Keep the Lights Burning, Abbie*, Peter and Connie Roop

Up a winding stair the children climbed, into a sunny room with a deep window seat and a far view out across the plain. Framed in the long narrow window was his own cathedral, so far away and so perfect that Jean thought he must surely be looking at a picture. The city with all its spires and thick walls had disappeared entirely. There was nothing left of it at all. But there was his cathedral, greater than the city, greater than the plain, great with the greatness of man and God.

Eloise Lowensbery

## DICTATION TEST

Abbie and Papa walked down to the shore. Their little boat, Puffin, pulled on its rope. Captain Burgess jumped into the boat. He raised the sail. Puffin moved away from the shore. "Keep the lights burning, Abbie!" her father called.

## POEM

## COMPOSITION TOPIC

*"Who will take care of the lights?"*

*Papa smiled.*

*"You will, Abbie."*

Have you ever helped your father with his work? Tell what you did and learned.

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 the children will become familiar with the notion, without yet making a distinction. Continue asking the children to identify the nouns and adjectives orally or label them in their notebooks.

*Integrate Lesson 39 on Abbreviations as needed.*

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

## GRAMMAR LESSON ~ ADJECTIVES &amp; ARTICLES

Lessons 6. Introduce Lesson 7, with parsing of 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

While the Hare slept, the Tortoise plodded on and on, straight toward the finish line. When the Hare awoke from his nap, he was surprised that the Tortoise was nowhere in sight. Racing to the finish line as fast as he could, the Hare was shocked to find the Tortoise waiting for him with a smile on his face. Slow and steady wins the race.

*Aesop's Fables*, retold by Michael Hague

Abbie knew Papa was a fine sailor. He could sail in rain. He could sail in fog. But if the wind blew up again, he could not sail back to Matinicus Rock today. The waves would be too high for the little boat. Then she would have to care for the lights. Abbie looked up. The two lighthouse towers seemed as high as the sky.

*Keep the Lights Burning, Abbie*, Peter and Connie Roop

## DICTATION TEST

One by one, Abbie lit all the lamps. Then she went to the other lighthouse tower. She lit those lamps as well. Out at sea, a ship saw the lights. It steered away from the dangerous rocks.

## POEM

## COMPOSITION TOPIC

**Retelling the Story**

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

Helpful Hint

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

You may introduce Lesson 28: Kinds of Adjectives, if the children are following well or if these adjectives come up in reading or exercise. Otherwise, save this lesson for later, and integrate these definitions on a week when they have fewer to learn.

**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.**

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

*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.*

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

Abbie ran up the lighthouse steps. She stopped at the top to look out. The waves were like big hills. The wind blew rain at the windows. She could not even see Matinicus Island. She knew Papa could not sail back. Abbie was afraid. She wished her brother, Benjy, were home. But he was away fishing. What if she could not light the lamps?

*Keep the Lights Burning, Abbie, Peter and Connie Roop*

Every weekday morning, Olaf and Anne went down the zigzag road to school. Still and beautiful was the mountain so early in those autumn mornings. The sun rose late now. It was scarcely light when they left the farmhouse with their book bags on their backs.

In a few minutes the children were in the classroom. The lessons began. There were writing lessons and reading lessons, math and grammar. There were nature lessons and music lessons. How those school hours flew!

*Adventures in Norway, Virginia Olcott*

## DICTATION TEST

The wave crashed over Matinicus Rock. The girls pushed the door shut. Then the wave hit it. Abbie felt the lighthouse shake. She was shaking, too. They had shut the door just in time.

## POEM

## COMPOSITION TOPIC

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

*The Cabin Faced West, Jean Fritz*

Imagine the faraway land to which this road leads.

## WEEK 6 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints:

Prepare the children for sentence analysis and the idea of subject and simple predicate by speaking always of the verb as saying something about a noun, or as the action of some 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 CONTRACTED WORDS

Lesson 8: Verbs continued. Lesson 9: Contracted Words.  
Review definitions and parsing orders.

## PHONICS LESSON

## DICTATION EXPLAINED DICTATION

It was a lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. "How happy we are here!" they cried to each other.

*The Selfish Giant*, Oscar Wilde

Father Vianney was the beloved shepherd of his flock. Almost every home had a warm welcome for him. Their work, their health, their herds, their crops, all were of importance to him. In time of joy, in sorrow or fear, the people turned to Father Vianney. The children, always his greatest care, knew they had an unfailing friend in him. For Father Vianney would show them all the way to heaven.

Eva Betz

## DICTATION TEST

Then the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter.

## POEM

## COMPOSITION TOPIC

*All of the children looked up to Mr. Kilpatrick, the policeman. He was indeed the children's friend.*

Carolyn Haywood

Tell of an adult you know who is "indeed the children's friend."

## WEEK 7 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

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

The Nouns, Adjectives and Verbs review exercise would be good this week. Continue analyzing and parsing from the reading and dictation.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

## GRAMMAR LESSON ~ KINDS OF SENTENCES

Lesson 10: Three Kinds of Sentences.

Definitions to learn by heart:

**A declarative sentence makes a statement.****An interrogative sentence asks a question.****An imperative sentence gives a command.**

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King's musicians passing by. It was really only a little linnet singing outside his window, but it was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world.

*The Selfish Giant*, Oscar Wilde

Early Saturday morning Michael and his sister set off with huge baskets on their arms, bread in their pockets, and Bran running around them in circles, barking his delight. The sky was deep blue and the leaves on the trees glowed in rich autumn colors. Michael chose the way through the woods; he knew a place for blackberries in the meadows beyond.

*The Cottage at Bantry Bay*, Hilda van Stockum

## DICTATION TEST

Acorns were falling from the oaks, and Laura and Mary made little acorn cups and saucers for the playhouses. Walnuts and hickory nuts were dropping to the ground in the Big Woods, and squirrels were scampering busily everywhere, gathering their winter's store of nuts and hiding them away in hollow places.

Laura Ingalls Wilder

## POEM

## COMPOSITION TOPIC

*The Giant did not hate the Winter now, for he knew that it was merely the Spring asleep, and that the flowers were resting.*

What is your favorite season of the year and why? What beauties or activities does it bring?

## WEEK 8 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

Practice changing sentences from the reading book, making statements into questions or commands.

Continue labeling parts of speech in a few sentences every day and parsing selected nouns, adjectives and articles. Before labeling any parts of speech or underlining the verb twice, the children should identify the kind of sentence. Try to choose simple sentences, with only one subject and verb. Children should begin any sentence analysis by saying, "This is a simple, declarative (*or interrogative or imperative*) sentence."

Integrate punctuation from Lesson 40, as the punctuation marks arise.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

## GRAMMAR LESSON ~ SUBJECT AND PREDICATE

Lesson 11: Subject and Predicate. Supplement with Lesson 29: Analysis.

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.**

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

Learn by heart the new parsing order: **Noun. Class. Gender. Office.**

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

“I believe the Spring has come at last,” said the Giant; and he jumped out of bed and looked out.

What did he see?

The Giant saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children’s heads. The birds were flying about and twittering with delight and the flowers were looking up through the green grass and laughing.

*The Selfish Giant, Oscar Wilde*

## DICTATION TEST

Every afternoon, when school was over, the children came and played with the Giant. He watched the children at their games, and admired his garden. “I have many beautiful flowers,” the Giant said, “but the children are the most beautiful flowers of all.”

## POEM

## COMPOSITION TOPIC

**Retelling the Story**

The Giant crept downstairs and opened the front door quite softly, and went out into the garden. But when the children saw him they were so frightened that they all ran away, and the garden became winter again. Only the little boy did not run, for his eyes were so full of tears that he did not see the Giant coming. And the Giant stole up behind him and took him gently in his hand, and put him up into the tree. And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them round the Giant’s neck, and kissed him.

## WEEK 9 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

Practice underlining subject once, verb twice, and drawing a predicate bar. Introduce the new idea of office or job into the parsing chart for nouns.

Explain the difference between predicate and verb: the verb is the most important part of the predicate, and is called the “simple predicate,” but the “complete predicate” is everything that completes the meaning of the verb. Compare for the children sentences with only simple subject and simple predicate (*days grew*) and complete subject and predicate (*The days grew shorter and shorter.*) Do not yet analyze or point out all the different elements which modify subject and verb. Do not insist on the difference between simple and complete predicate if it will confuse the children - insist on the importance of the verb as the word which allows us to say something of the subject.

Every day, continue to take examples from the reading book and from the dictations, analyzing on the board and giving other sentences for the children to analyze in their notebooks. Always identify the kind of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know.

As you work with sentences, prepare the children for the idea of verb forms by pointing out that verbs change a little depending on the subject, or depending on when the action takes place. Always emphasize the relation of dependence between subject and verb.

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 shows present time. The past tense shows past time.****The future tense shows future time.**Parsing chart for verbs: **Identify as a verb. Tell its tense. Tell its subject.**

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

The gun hung over the fireplace, its bell mouth pointing towards the front of the house, its brass-heeled stock towards the shed door. It was longer than a grown man, half again the length of the musket kept on pegs over the stoop door, and more than twice the length of Edward. Edward thought it was a magnificent gun; and the candlelight caught the tracery on the brass bindings, making them look rich. He let go of it reluctantly when his father straightened up to replace it over the fireplace.

*The Matchlock Gun*, Walter D. Edmonds

“When I grow to be a man,” Jasiiek had told Hanka, “I mean to ride on ships to visit those other lands. I shall see how they build their houses, their tables and beds... how they farm their lands. But always I will come back home. Because no other land has such red mountains as our Polska, our Poland.”

*Marta the Doll*, Eloise Lowensbery

## DICTATION TEST

Mother was stuffing half a loaf and some sausage into Father's pouch, but she was looking at him. He had taken down the musket. He looked so manly and brave in his blue coat and red facings, his wide-brim hat and heavy boots.

*The Matchlock Gun*, Walter D. Edmonds

## POEM

## COMPOSITION TOPIC

*It was a fine thing, Edward thought, to have Captain Teunis Van Alstyne for one's father.*

Tell us about your father.

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

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## GRAMMAR LESSON

### PERSON & NUMBER OF VERBS

Lesson 13 &amp; 14: Person and Number of Verbs

Definitions to be learned by heart:

**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.**

Add person and number to parsing order: Verb. Tense. Subject. Person. Number.

## PHONICS LESSON

## DICTATION

### EXPLAINED DICTATION

Mother went down the steps one at a time, softly. The light of the candle shone upward against her face. She stopped for an instant to look back towards the bed, brown-eyed and tender. Then the light grew dim, picking out faintly a square of the roof boards. It went out with a soft sound of her breath. Her feet passed over the floor below.

*The Matchlock Gun*, Walter D. Edmonds.

Next morning, bright and early, work began in the bakery. O Mother! It is wonderful baking bread! It is always so merry in the bakery. The oven hums and the bread makes its own music inside, honestly! And while we were baking, all the bells in Znaim began to ring. And Nightingale sang all sorts of funny songs and kept everyone laughing.

It is really wonderful. People are still asleep all over town. But in the baker of Joseph of Egypt things are humming, so nobody will be hungry at breakfast.

*Listen, Vienna*, Rev. James J. Galvin, SCSR

### DICTATION TEST

Mother's voice under the low roof was soft and sweet. Her dark hair took inky shadows from the candle flame, and the long fingers, hardened by her work, shaped themselves to his cheek. "Good night, sleep well."

*The Matchlock Gun*, Walter D. Edmonds

## POEM

## COMPOSITION TOPIC

*The family was cozy 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

Tell what your family does at home on cold winter evenings.

WEEK 11 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

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 dictations to illustrate as much as possible.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

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## GRAMMAR LESSON ~ CONJUGATION

Lesson 14: Number of Verbs, with Conjugation of Verbs.

Omit Lesson 15 on strong, weak, irregular, and auxiliary verbs.

Children should learn by heart the conjugation of “call” and “sing” in all three tenses.

Definition to learn by heart: **When we conjugate a verb, we list its tense, person and number in an orderly way.**

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

Gertrude looked northward as she came in with the milking pail, and the house seemed solitary in an abandoned world. She had had a restless night. A line of smoke, snatched from the chimney by the wind, showed her that Edward was down and had freshened the fire. She thought quickly that with a son it was not as if she were alone.

*The Matchlock Gun*, Walter D. Edmonds

It had always been Mama who remembered the name of everyone in the village, from the oldest person to the newest baby. She remembered to ask if an illness was better, or how the children were playing. Mama was loved and respected. She ran the household while Papa ran the rancho.

*Meet Josefina*, Valerie Tripp

## DICTATION TEST

Carolina saw a small white village with a church spire pointing upward, the whole held between green hills as if God were holding it in the hollow of His hand. It looked ready to welcome those who had journeyed so far to reach it.

*Carolina's Courage*, Elizabeth Yates

## POEM

## COMPOSITION TOPIC

**Retelling the Story**

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 tablecloth. Mama set two braided loaves 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

## WEEK 12 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

Practice conjugating verbs in the three tenses the children have learned. Be sure to choose verbs which the children know well, since they will not yet be memorizing irregularities.

Continue analyzing sentences and parsing.

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## 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.**

Learn that “object of the verb \_” is a new office when parsing nouns.

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

Renz was as happy as a bird in the blue air; therefore he whistled like one, and never stopped even when the farmer's wife had him bring in wood and water and kindling, which had to be done every evening, for the farmer's wife always wanted everything in order and ready for the following morning.

Johanna Spyri

There is a treasure in the minster of many different kinds, and the more you work around it the more of the treasure you see. It is a treasure of good work, honest work, done by men that love the minster because it is the House of God. Some of the men who have done this work will be remembered always. And some of them will never be remembered, like Grandfather and me. But the treasure of good work will still be here when we are all gone and forgotten.

*Imps and Angels*, Jane Gilbert

## DICTATION TEST

Mother thought only of the best way to keep the children safe. To stay seemed the best way to her. Trudy's shouting had given her an idea for defending the house. “Edward,” she said, “I want you to be a brave boy and do everything I tell you.”

*The Matchlock Gun*, Walter D. Edmonds

## POEM

## COMPOSITION TOPIC

*“Edward, would you be afraid to fire Great-Grandfather's gun?”*

Tell of a time you had to do something difficult and be a great help to your mother.

or:

*“Mother had left Edward frightened, cold, with his resolution to be brave. She seemed to see him sitting there by the table, listening and listening....”*

Imagine you were Edward, listening and listening for your mother to call out.

Tell your thoughts.

## WEEK 13 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

Over the next two weeks, practice identifying direct objects. Practice parsing nouns, adding a new office or job: “object.” You may want to begin introducing the idea of transitive and intransitive verbs. Only transitive verbs have 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 verbs in the present, past and future tenses, and to modify sentences which are too long.***

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



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### GRAMMAR LESSON ~ OBJECT TRANSITIVE & INTRANSITIVE VERBS

Continue Lesson 16: Object. Lesson 17: Transitive and Intransitive Verbs.

Definitions by heart: **Transitive verbs express an action done to an object.**

**Intransitive verbs express an action which stays in the subject.**

Add use to the parsing chart for verbs: **Verb. Use. Tense. Subject. Person. Number**  
(Omit "form" from parsing exercises, because children will not study weak and strong verbs until 4th grade.)

### PHONICS LESSON

### DICTATION EXPLAINED DICTATION

Walking up to the garden patch, across the wind, Mother wondered whether she had done well to give her son so much responsibility. She had left him frightened, cold, with his resolution to be brave. She seemed to see him sitting there by the table at the end of the monstrous gun, listening and listening. But she knew that she could have done nothing else. So that Edward might not feel too deserted, now and then she sang, her voice carrying away from her lips along the wind. She hoped he could hear her.

*The Matchlock Gun*, Walter D. Edmonds

In summer, Hanka missed her brother sorely, though she knew that for him this work was the best time of the year. With other boys and girls of the mountain villages, with Burek the dog to help him, Jasiek drove the cows and the sheep high up and up into the mountain pastures. There they stayed the whole summer long, minding the flocks and the herds, making cheese.

*Marta the Doll*, Eloise Lowensbery

### DICTATION TEST

Yearly Dominic grew more light of heart, more gay, as the roadway of age slipped by him, and as he found that others depended so much on him for their courage. None was ever more joyous than he, and none a better companion.

*The Life of St. Dominic*, Bede Jarrett

### POEM

### COMPOSITION TOPIC

#### Retelling the Story

It was then that Mother saw the Indians. There were five of them, dark shapes on the road, coming from the brick house. They hardly looked like men, the way they moved. They were trotting, stooped over, first one and then another coming up, like dogs sifting up to the scent of food. Gertrude felt her heart pound hard; then it seemed to stop altogether. She realized that they had not seen her. She stopped stock still, facing them, making herself count five. Then she ran for the house.

WEEK 14 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

Helpful Hints

Practice analyzing and parsing. Practice making up sentences with transitive and intransitive verbs, so that the children will understand the difference. Although it seems easy enough, the children often have difficulty with this notion, which requires time and repetition.

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## GRAMMAR LESSON ~ QUOTATION MARKS

Lesson 18: Quotation Marks.

Sentence and Parts of Speech Review Exercises go well at this point.

Definition: **Quotation is using the words of someone else.**

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

Papa was the strongest man at Versailles. In the evenings, before going to his study for more long hours of work, he would come and play with Therese and her brothers. He would ask them riddles and tell them stories of heroes of antiquity, of the great Kings of France, and of the lives of the saints. They would all climb onto his lap, where they felt very safe. Such was his strength that he could easily stand up holding all three of them in his arms.

*Trianon, Elena Maria Vidal*

Papa loved God very much. His love for God was so immense, so ardent, that she, Therese, felt absorbed into it. He did not speak very much of it; he did not have to. He demonstrated his faith in every aspect of his life. He was patient, hard-working, generous and kindly, although sometimes his manners and blunt statements were misunderstood. But Therese always understood her Papa; he, too, seemed to have a little window into her heart.

*Trianon, Elena Maria Vidal*

## DICTATION TEST

Margherita sat on a stool near her two men. Her work-worn hands plied the needle swiftly while the light lasted. Her ears were alert for the cry of Anna, the new baby, but her eyes were full of reflected light whenever she looked at those two dear heads so close together - the greying head of the father, and the sunny head of Beppo.

*St. Pius X*

## POEM

## COMPOSITION TOPIC

*"Then Edward remembered the Spanish Gun. He could not leave it there. It was hard for him to drag out the ponderous gun, but he managed it at last. Such a wonderful gun to show his grandchildren, maybe."*

Does your family own something beautiful which was passed down from your grandparents? Describe it, or imagine it.

## WEEK 15 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### 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.

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## GRAMMAR LESSON ~ PRONOUNS

Lesson 19: Pronouns.

Definitions to learn by heart: **Pronouns are words that stand for nouns.**  
**The noun which a pronoun stands for is called its antecedent.**

## PHONICS LESSON

DICTIONARY  
EXPLAINED DICTIONARY

Maribelle lived in a country that went right up and down. Wherever you were going you never walked just straight on. You were either climbing up, or climbing down. Maribelle's country is high in the peaks of the Pyrenees mountains. It is called Andorra. The mountains climb the sky. The rivers drop into the valleys of Spain.

*The Land of Right Up and Down, Eva-Lis Wuorio*

Maribelle loved her mountains. Of course she had heard at school that there were places without mountains in world, but she couldn't imagine them. Now, as she climbed behind the cows, she looked up to the peaks. The mountains seemed to her like good old friends.

## DICTIONARY TEST

The snow-covered mountain peaks, above Maribelle, and below her, sparkled in the morning sun. The silver river far down in the valley sang a merry song. A cloud of lacy blue butterflies danced around her.

## POEM

## COMPOSITION TOPIC

*Below there was a valley. Sarah looked and looked and filled her mind with the beauty of it.*

*The Courage of Sarah Noble, Alice Dalgliesh*

Tell of the most beautiful countryside you have ever seen.

## WEEK 16 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

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

***Continue reviewing parsing orders 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 4th grade and should not become discouraged.***

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## GRAMMAR LESSON ~ PERSON OF PRONOUNS PARSING OF PRONOUNS

Lesson 20: Person of Pronouns.

Learn by heart the parsing order of pronouns: **Pronoun. Class. Gender. Number. Person. Antecedent.**

## PHONICS LESSON

## DICTATION EXPLAINED DICTATION

By the plumes of smoke from the chimneys Maribelle could tell who was cooking lunch. She could see the widow Poblado weeding her vegetable patch. Uncle Antonio was plowing his tobacco patch with his black oxen. And far, far below, in the valley of the mountains, where the twisty ribbon of a road followed the rushing river, there was a small cloud of dust.

“Cisco!” Maribelle called.

“I see it!” Cisco shouted from above. “It’s a car! It’s a car that’s never been in our village before!”

*The Land of Right Up and Down, Eva-Lis Wuorio*

The city lay in a wide sunny valley. 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

## DICTATION TEST

I have heard the singing of the Mass and of triumphant Vespers.

I have seen those beautiful plains and valleys of my home

Which are more beautiful than anything. *after Charles Peguy*

## POEM

## COMPOSITION TOPIC

### Retelling the Story

Market day down in the big village of Zakopane was a great day for all the family. Mother and Father, Marysia and Jasiiek spent the whole day before in gathering the things to sell. Mother made extra butter and cheese. Marysia gathered eggs, strawberries, and mushrooms. Babcia picked a bag of feathers from the goose. Father finished a new chest, painted yellow with red hearts and blue forget-me-nots. Jasiiek caught one of the new pink pigs. (He had carved a milk pail to sell.) Hanka watched them all.

*Marta the Doll, E. Lownsbury*

## WEEK 17 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

Explain that the same definition of 1st 2nd and 3rd person applies to pronouns and verbs. Explain that the parsing order is like that of nouns, and that the gender & number those of the antecedent.

***For the Composition:*** write the proper names on the board. Explain that Babcia means grandmother, Jasiiek means James, and Marysia means Mary.

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## GRAMMAR LESSON ~ EXCLAMATIONS NOMINATIVE AND OBJECTIVE PRONOUNS

Lesson 21: Exclamations, Lesson 22: Subject and Object Pronouns  
& Lesson 23: Nominative & Objective Forms of Pronouns.

Definition: **An exclamation is a word or an expression so used as to express sudden or strong feeling.** Learn the Subject & Object Pronoun Chart. New parsing order: **Pronoun. Class. Gender. Number. Person. Antecedent. Office. Case.**

## PHONICS LESSON

## DICTATION EXPLAINED DICTATION

The church over in the next valley was a long way for small feet. But Hanka, her hand held fast in her mother's, could not keep her feet from dancing. She was so happy, skipping to church, that she had to sing. So they all sang together. Their gay voices tumbled down the hills.

But now they could look over the last hill and down to the valley below. They could see the great strong church which the highland men had helped to build. Of pine trees they made it, in the little clearing cut away at the edge of the forest.

Eloise Lownsbery

All around them rang the soft chorus of cowbells as the herds made their way down from the various pastures. The river roared louder as they came close to it. From the valleys below echoed the Angelus bells of distant churches.

*The Land of Right Up and Down*, Eva-Lis Wuorio

## DICTATION TEST

All men, whether princes or beggars, merchants or pilgrims, wandering holy men or peddlers, knew that they would be received graciously at any monastery. They would be housed and fed for two days and nights, and then they would be sped upon their journey with God's blessing.

Eleanor Jewett

## POEM

## COMPOSITION TOPIC

*Roads have moods and mysteries and secrets to tell and promises to make around every corner.*

*The Cabin Faced West*, Jean Fritz

Have you ever walked down a winding country road? Tell or imagine what you saw and heard.

Helpful Hints

Exclamatory is the fourth kind of sentence - review the other three. Have the children change sentences from the reading into different kinds of sentences.

You may ask the children to learn the definitions of nominative and objective case:

**Pronouns used as subjects are in the nominative case.**

**Pronouns used as objects are in the objective case.**

*Continue analyzing and parsing.*

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## GRAMMAR LESSON ~ POSSESSIVE PRONOUNS

Lesson 24: Possessive Pronouns.

Omit Lesson 25: Pronouns That Ask Questions.

Children **should** learn by heart the Possessive Pronoun Chart, Lesson 24.

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

Perro was a wise shepherd dog. He was so shaggy you could hardly tell which end of him was which. He was old now, so he didn't have to do much work. But he knew the safe paths up the mountains better than many people, and he could make the cows and the sheep obey him. He was a dog who always looked after his people.

*The Land of Right Up and Down, Eva-Lis Wuorio*

Up here the mountains leaned down to talk to you. There was snow only two fields away. The fields were blue with forget-me-nots, like a piece of a fallen summer sky. It had been a long climb. Maribelle's eyes closed. Butterflies danced in the afternoon sunlight around her.

## DICTATION TEST

The mountain peaks were turning pink, but the sun was still behind them. The air was clear and cold. Only in the kitchen was there warmth, for already in the open cooking-hearth the fire was blazing.

## POEM

## COMPOSITION TOPIC

*"The snow was all gone, the cherry trees had put out their new leaves, the grass was growing..."*

C. Meigs

What signs of spring have you sighted? Sing the joy and beauty of Spring!

## WEEK 19 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

Practice finding possessive pronouns. Point out the difference between possessive pronouns and absolute personal pronouns (“your bicycle,” “that bicycle is yours”) without overemphasizing or trying to explain too much.

Practice parsing possessive pronouns, but only if the children seem ready. Possessive pronouns are to be parsed in just the same way as personal pronouns, with the “office” being: “shows possession of the noun...” and the case being: “possessive.” (Be sure the children are not confused by similar forms: the object pronoun “give it to *her*,” the possessive pronoun “*her* bicycle.”)

***Continue analyzing a few sentences a day and parsing all parts of speech, focusing on what the children have found difficult.***

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

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## GRAMMAR LESSON ~ CONJUNCTIONS &amp; ADVERBS

Lesson 26: Conjunctions. Look briefly at Lesson 27: Adverbs.

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

Learn by heart the parsing order for conjunctions:

**Conjunction. Connects the words \_ and \_.****Common conjunctions are: and, but, or, nor, for, therefore.**

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

Maribelle sat down on the low stone stoop of the hut. She drew in a long breath. The air in the mountains tasted like a drink of cold water when you were thirsty. Everything around her sparkled with clarity, from the smallest flower to the highest cloud. And far, far below her was her home hamlet.

*The Land of Right Up and Down, Eva-Lis Wuorio*

Before the boy stood the great church of Our Lady bathed in the sunrise. He had to blink on entering the church, so brilliantly did the sunlight gush down from the choir window. The organ played softly, accompanied by a humming of voices. The monks were chanting Lauds.

Rev. James J. Galvin

## DICTATION TEST

A sound of music poured into the bright air and drifted into the chamber. Higher and higher rose the clear, fresh voices, full of hope and cheer, as children's voices always are. Fuller and fuller grew the burst of melody as one glad strain fell upon another in joyful harmony.

Kate Wiggin

## POEM

## COMPOSITION TOPIC

*The next morning the sun peeped through the windows. The clouds had blown away during the night, and the wet world sparkled in the golden rays.*

Hilda van Stockum

Tell what you see in the bright sunlight, just after the rain.

WEEK 20 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

Helpful Hints

Save Conjunctions: Exercise C for 4th grade.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

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## GRAMMAR LESSON ~ NOUN NUMBER

Lesson 30: Number of Nouns.

Definitions to be learned by heart:

**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.**

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

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

“Grandfather,” Gerrit asked at table that night, “can you be a friend of someone even when he doesn’t know it?”

“Of course you can,” said Grandfather, “You can think of him kindly and try to do him a good turn. You can also pray for him.”

“But if he doesn’t know I’m his friend,” said Gerrit, “how can it make him happy?”

Grandfather smiled. “Some day, in some way, it will,” he said. “No drop of love is ever wasted.”

*Gerrit and the Organ, Hilda van Stockum*

“I wish I were the Queen,” said Gerrit. “Then I would make lots of money and we would have everything we wanted.”

“Not everything,” said Grandfather. “Money can’t make the sun shine or the flowers grow. Money is not the greatest gift; a greater gift is friendship. For what use is money to you when you have no friends to spend it on?”

## DICTATION TEST

Mr. Garcia was the head sacristan. He 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.

*Meet Josefina, Valerie Tripp*

## POEM

## COMPOSITION TOPIC

**Retelling the Story**

Together they went into the hut. Bubbling caldrons and iron pots hung on hooks above the fire laid on the floor. While Grandfather attended to the cooking, Maribelle carried two wooden stools outside. It was still warm in the sun. The sweet smell of freshly cut hay drifted in the fresh breeze. When Grandfather brought out the stew, Maribelle held up their two deep wooden bowls. Then, with his thin long-bladed clasp knife, he cut them both a large slice of bread. Maribelle could hardly wait for the stew to cool, she was so hungry. “May I sleep in the hayloft tonight?” She asked between spoonfuls.

*The Land of Right Up and Down, Eva-Lis Wuorio*

## WEEK 21 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

Practice changing nouns from singular to plural. Children should study the examples given in the grammar book.

Both Lessons 28, on Kinds of Adjectives, and Lesson 29 on Analysis of Sentences have already been integrated into the preceding chapters. Use them now or in later weeks as review chapters.

*The review exercises are useful here, but avoid the notions which the children have not yet studied.*

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## GRAMMAR LESSON ~ POSSESSIVE CASE OF NOUNS POSSESSIVE PLURAL OF NOUNS

### Lessons 31A and 31B.

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

## PHONICS LESSON

## DICTATION

### EXPLAINED DICTATION

Finally, when Grandfather had seen that the animals were safe in the barn, he brought the children a piece of bread and chocolate and a mug of milk each.

“The sun’s gone down behind the mountains,” he said. “Look, it’s already dusk in the valley of home. Time to sleep for all.”

*The Land of Right Up and Down, Eva-Lis Wuorio*

They were happy as they drove through the springtime woods. Carrie bounced and laughed, Ma was smiling, and Pa whistled while he drove the horses. The sun was bright and warm on the road. Sweet, cool smells came out of the leafy woods. Twice Laura and Mary saw deer looking at them with their large, dark eyes, from the shadows of the trees.

*Little House in the Big Woods, Laura Ingalls Wilder*

## DICTATION TEST

Scarlett’s love for this land and its softly rolling hills of bright red soil, this beautiful red earth which so miraculously grew green bushes starred with white puffs, would never change. Nowhere else in the world was a land like this.

*Gone with the Wind, Margaret Mitchell*

## POEM

## COMPOSITION TOPIC

*“When you put a blanket over the hay you sank into the softest bed. It was a little prickly of course. But you could see stars through the cracks in the rafters, and the mountains whispered to you in the night. “*

Have you ever spent a night under the stars? Tell or imagine what you saw and heard.

Helpful Hints

Children may now add a new “office” to the nouns which they parse: *subject, object, or shows possession*.

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GRAMMAR LESSON ~ POSSESSIVE CASE OF NOUNS  
POSSESSIVE PLURAL

Continue Lessons 31A and 31B.  
Omit Lesson 32: Possessive Case and Possessive Phrases.

## PHONICS LESSON

DICTATION  
EXPLAINED DICTATION

It was like a ball game between Hansl Hofbauer and the schoolmaster. Down the aisle the master would peg a problem. Sometimes he pitched it with a tricky curve, but no use! Hansl would catch it in mid-air, and whip the answer back to the front of the room with a grin.

*Listen, Vienna*, Rev. James J. Galvin, CSsR

These bright Dutch tulips had traveled so far, thought Tom. But he had never been outside his own state in America. He had hardly been outside his own garden! Nevertheless, 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

## DICTATION TEST

Charlemagne took a great interest in children. He often turned from his many problems and affairs of state to talk and play with his own children. The little princes and princesses loved their father. When he was at home he spent as much time as possible with them.

Dorothy Heiderstadt

## POEM

## COMPOSITION TOPIC

*Schools draw us by the promise of truth, just as spring by the promise of fine days to come.*

Raissa Maritain

Tell us about your favorite subject in school.

Helpful Hints

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

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## GRAMMAR LESSON ~ PHRASES

Lesson 33: Phrases.

Definition by heart:

**A phrase is a group of words having no subject or predicate, but used as a modifier.**

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

Slowly they went, up and up, Marcel leading the heifers. Far away the snowy peaks of the Alps cut a pink lace pattern in the morning light. The valley below with its tiny fields carefully enclosed on all sides looked like a checkerboard. The last farm was left behind, and as they rose in the solitude the cows hastened as if they already smelled the fresh new tender green grass of the mountain meadow.

*All Alone*, Claire Huchet Bishop

A crowd of boys stood around the smith's assistant, who deftly sharpened their skates one after another. Behind him the smith himself was at work. He held a piece of white-hot iron with a pair of tongs and his little bellows boy blew the fire. As soon as the iron was hot enough, the smith put it on the anvil and hammered it into shape, the sparks flying around like red stars. It was fun to watch.

*A Day on Skates*, Hilda van Stockum

## DICTATION TEST

The miller was jolly and round, as all millers ought to be. When the children had got back home again to the farm, the farmer's wife began to make bread of the new flour, and, after mixing, kneading, and rising, it was put in the oven to bake, and at last came out in good brown loaves of sweet-smelling bread.

*The Farm Book*, E.B. Smith

## POEM

## COMPOSITION TOPIC

## Retelling the Story

Fast the spring days flew! There was work for the children to do as well as play. Anton helped in the cheesery. Each morning he scrubbed out the round cheese vats and the wooden milk pails. He helped to plant the potatoes and other vegetables in the garden patch, which lay at one side of the cattle shed. He fed the chickens. He brought in the wood, stacked beneath the eaves, for the kitchen fire. And he tended the three goats, which were not sent to the pastures with the cows.

*Anton and Trini*, V. Olcott

Helpful Hints

Practice identifying phrases from the reading and dictation and drawing parentheses around them in written exercises or dictations.

*Continue analyzing simple sentences and labeling every part of speech.*

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

## GRAMMAR LESSON ~ PREPOSITIONS

**Lesson 34: Prepositions.**

Definition: A **preposition** is a word that introduces a phrase and shows the relation between its object and the word modified.

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

Fascinated as always, Carolina 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 John Putnam told to Carolina in the length of time it took to fill the pail with milk.

*Carolina's Courage*, Elizabeth Yates

Maribelle's mother handed her a basket. She had packed new bread and cheese, meat and sausage, a tiny packet of coffee and sugar, some bitter chocolate, and a wineskin into it. She wrapped a thick scarf around Maribelle's neck and fetched the umbrella. You never could tell when a rain cloud would come.

*The Land of Right Up and Down*, E.-L. Wuorio

## DICTATION TEST

Sarah lay on a quilt under a tree. The darkness was all around her, but through the branches she could see one bright star. It was comfortable. 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 started out on this long hard journey.

*The Courage of Sarah Noble*, Alice Dalgliesh

## POEM

## COMPOSITION TOPIC

*"The woman looked at them, without smiling.*

*"She is not like my mother, Sarah thought. Her face is not like a mother's face."*

*The Courage of Sarah Noble*, Alice Dalgliesh

Tell us why a mother's face is so beautiful.

Helpful Hints

This week and next, practice identifying prepositional phrases. Identify the object of the preposition (always the last word in the phrase). Continue drawing an arrow from the phrase to the word it modifies, to prepare children for the idea of adjective and adverbial phrases.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



/ TO / BOOK:

THEME:

## GRAMMAR LESSON ~ PREPOSITIONS

Lesson 34: Prepositions continued.

Omit lesson 35, but continue showing children what word the entire phrase modifies.

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

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

*Marta the Doll*, Eloise Lowmsbery

The children had spent a happy week in Rome, the capital city of Italy. They had visited the Church of St. Peter. It had taken artists over two hundred years to plan and build that church. In the sunny square they had fed the hungry pigeons.

One afternoon Signor Rossi had driven the family in his car about the city. He had shown them many sparkling fountains, the palaces, and the flowery park. What a splendid week it had been!

*Adventures in Italy*, Virginia Olcott

## DICTATION TEST

The Church, like a rugged tree, is always pushing out new branches, and at the same time keeps the old branches alive. In this way she can draw from her treasure-house things both old and new.

Like a watchful mother, she never ceases to give to her children the best means of holiness, and to Truth her best weapons for defense and conquest, according to the needs of the times.

Raissa Maritain

## POEM

## COMPOSITION TOPIC

Retelling the Story

The boys went to the woods and they 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. The girls hung small baskets from the branches. Under the tree Grandmother placed an enormous cookie rabbit which she had just taken from the oven. 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.

*The Egg Tree*, Katherine Milhous

Helpful Hints

Continue analyzing sentences. Select prepositional phrases from the text. Label the object of the preposition. Parse the different nouns of the sentence. *Object of a preposition* is a new office for a noun, in the objective case.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

## GRAMMAR LESSON ~ PREDICATE NOUNS & ADJECTIVES

Lesson 36: Predicate Nouns and Predicate Adjectives.

Definitions to learn by heart: **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.**

## PHONICS LESSON

## DICTATION

### EXPLAINED DICTATION

It was not long before Roland heard a sound that made him spring forward in joy. It was the bugle of the castle, and there came sounding after it the bugles of many 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.

*The Knights of the Silver Shield*, Raymond Macdonald Alden

The people of Orleans saw nothing, save their Angel of Deliverance. They pressed round her, eager to touch her armor, her floating standard, the horse which had borne her so bravely through the day. So she rode on to the Cathedral, where she returned thanks humbly and devoutly to God who had given the victory. All night, we are told, the joy bells rang through the rescued city, while the good Maid slept with the peace of Heaven in her heart.

*Joan of Arc*, Laura P. Richards

### DICTATION TEST

There was once a splendid castle in the forest, with great stone walls and a high gateway, and turrets that rose away above the tallest trees. The forest was dark and dangerous, and many cruel giants lived in it; but in the castle was a company of knights who were kept there by the king of the country, to help travelers who might be in the forest and to fight with the giants whenever they could.

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

## POEM

## COMPOSITION TOPIC

*"I should like to go," said Sir Roland, "but a knight belongs where his commander has put him. My place is here at the gate, and I cannot open it even for you. Your place is at the battle."*

Imagine what happened next, and to whom Sir Roland is speaking.

Helpful Hints

Children should learn to separate the predicate noun or adjective from the verb by a colon in sentence analysis.

Practice analyzing sentences with direct objects and sentences with predicate nouns and predicate adjectives. When introducing predicate nominatives and adjectives, focus first on exercises that use forms of the verb “to be”; once the children understand those well, introduce Exercise A, which uses verbs such as “seem,” “appear,” “look.” Continue parsing. *Predicate noun* is a new “office” to insert in the parsing chart for nouns. It is in the nominative case, naturally. *Predicated of the noun...* is also a new office of adjectives which may be substituted for *modifies the noun*.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

## GRAMMAR LESSON ~ PREDICATE NOUNS AND ADJECTIVES

Continue Lesson 36: Predicate Nouns and Predicate Adjectives.

## PHONICS LESSON

## DICTATION EXPLAINED DICTATION

On sultry summer days at my grandma's farm in Michigan, the air gets damp and heavy. Stormclouds drift low over the fields. The clouds glow for an instant with a sharp, crackling light, and then a roaring, low, tumbling of thunder that makes the windows shutter in their panes. I feared the sound of thunder more than anything. I always hid under the bed when the storm moved near the farmhouse. My grandma helped me overcome my fear of thunderstorms.

*Thunder Cake*, Patricia Polacco

Everything was now growing fast. In the vegetable garden the onions and beets and carrots and beans, and ever so many other things, were well started. Reuben showed Bob and Betty how to weed so that they, too, could help, for on a farm, there are always so many things to be looked after and done at the same time. The men were busy with the hoe and the rake among the long straight rows of vegetables, or out in the fields. And everywhere was busy bustle and promise of good crops.

E. B. Smith

## DICTATION TEST

Hanka liked best the days when all four children could go off to the woods to pick blackberries. One hand grasped Marysia who carried little Zosia on her hip. Zosia pulled off her brother's round hat with its long eagle feather and shouted for joy, while Jasiel let Burek his dog drink. All five were happy together.

*Marta the Doll*, Eloise Lowmsbery

## POEM

## COMPOSITION TOPIC

### Retelling the Story

When each young knight received his spurs and his armor, a new shield was also given him from among those the magician had made; and when the shield was new its surface was always cloudy and dull. But as the knight began to do service against the giants, 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 lazy or cowardly knight, the shield grew more and more cloudy, until the knight became ashamed to wear it. *The Knights of the Silver Shield*, R.M. Alden

Helpful Hints

Omit any reviews or exercises which ask the children to tell “what kind of phrase,” since they have not yet studied adjective and adverbial phrases.

Continue reviewing and working with sentences.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

/ TO / BOOK:

THEME:

## GRAMMAR LESSON ~ COMPOUND SENTENCES

Lesson 37: Compound Sentences.

Definitions to learn by heart: **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.**

## PHONICS LESSON

## DICTATION

## EXPLAINED DICTATION

Mother Brigid was working on the Book of Kildare one day when Brian came to the House of Writing. She was painting on every page Irish letters and small figures of flowers and animals in the loveliest of colorings. The letters and figures glowed like emeralds and rubies and sapphires. The gold gleamed like the sunshine on the waters of a lake.

"It is the work of angels," said Brian softly.

"Like the work of angels, it is done in the service of God," said Mother Brigid. She looked up at Brian. "All work that is done for God is beautiful," she told him, "even if no one but God sees its beauty."

Sr. Mary Thomas Aquinas

Morning, noon and nightfall they sang their office together as they walked along, and just as the first stars came out each evening, they sang their good-night hymn to Our Lady. Then, after the last notes of the Salve Regina had died away, they rolled themselves into their cloaks and slept under the stars.

Sr. Jean Dorcy

## DICTATION TEST

Adam was too excited to sleep much that night. He heard the monks singing matins in the church at midnight and later a rooster crowing; he saw the first gray light of dawn streak the bits of sky that showed through the pointed windows. For some time birds here and there had been giving little chips and chuckles; now they suddenly burst into a joyful shout together.

*Adam of the Road, Elizabeth Gray*

## POEM

## COMPOSITION TOPIC

*"All work that is done for God is beautiful," Mother Brigid told Brian, "even if no one but God sees its beauty."*

What do you think is the most beautiful work in the world? Tell us why.

## WEEK 29 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

### Helpful Hints

Identify compound sentences in the reading book and dictations. Be careful not to present the children with any complex sentences.

You may begin analyzing compound sentences by placing [brackets] around each clause, leaving the conjunction out of the clause and placing a + sign under the conjunction.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



/ TO / BOOK:

THEME:

## GRAMMAR LESSON ~ ANALYSIS OF COMPOUND SENTENCES

Lesson 38: Analysis of Compound Sentences.  
Children should learn the order of analysis of compound sentences:

1. Kind of sentence (*declarative*, etc.).
2. The two clauses of which it is made.
3. The word connecting them.
4. Analysis of each clause.

## 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

Albert soon slowed Roland to a traveler's pace and they rode steadily toward the mountains. It was a long way to Italy. He had waited until spring to make the trip, because his route lay through the high passes of the Alps where the snow lay deep in winter. Even now, while the lowlands basked in sunshine and all the world seemed bursting with life, snow still blocked the high trails.

Sr. Jean Dorcy

### DICTATION TEST

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

## POEM

## COMPOSITION TOPIC

*"There was a particular reason why Karl was so much interested in the pictures in the windows of the church, and that was that he wished to be a great artist."*

*The Hunt for the Beautiful*

What do you wish to be when you grow up? Tell us why.

WEEK 30 SUGGESTED EXERCISES AND WEEK-AT-A-GLANCE

Helpful Hints

You may ask the children to write out the entire analysis in a series of statements as in the grammar book, or ask them to draw the analysis using a bracket to separate the clauses and a + sign under the conjunction. Continue parsing the elements of each clause.

The remaining review exercises may be useful. Focus on the concepts which caused difficulty for the students.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

# Language Arts Teacher's Guide



## 3<sup>rd</sup> 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 3rd Grade* - “Purpose and Contents of the Guide” and “Suggested 30-Week Lesson Plan Detail 3rd 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 3rd 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 3rd Grade*** will present example lessons based on the dictations found in the weekly lesson plans. Take from each lesson what is usable in your classroom. The supplement is not a grammar workbook, but rather an aid **guiding the instructor to build his own lessons from dictations and reading.** It is when the teacher creates the lessons that grammar truly becomes a tool in his hands.

Language arts is foundational in education; hence a significant amount of class time (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](mailto:sspxgrammar@gmail.com).

## WEEK 1 SUGGESTED GRAMMAR EXERCISES

### LESSON 1 : THE SENTENCE

Always choose 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 a paragraph relating to the weekly theme or current reading selection. No writing is done by students on Day 1.

Definition for memory: **\*syllable, sentence** \*For schools using Spell to Write to Read (SWR) , the **syllable** and “helpful hints” section are covered in that program.

Teacher-led Exercises : Copy each sentence on the board pointing out the capital letter beginning it and the period ending it. Ask what thought each sentence tells. Two to five sentences should be sufficient for today’s lesson. Example sentences:

1. Rufus liked the smell of the shiny printed pages. **(It is a thought about Rufus.)**
2. The Pacific Ocean astonished my Grandfather. **(thought: about the Pacific Ocean)**
3. The September days were clear and beautiful. **(thought: about September days)**
4. The teacher was writing the letters of the alphabet on the chalkboard. **(thought: about the teacher)**
5. Grandfather began his journey on a steamboat. **(thought: about Grandfather)**

#### *Afternoon (5-10 minutes)*

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

### LESSON 1 : THE SENTENCE

#### *Grammar Exercises (to be done orally with the teacher or in notebook)*

Review lesson. Check for memorization of **sentence, syllable** (if no SWR) .

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 *weekly 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. rufus opened his reader
2. when he left Japan, Grandfather was a young man
3. grandfather arrived in the new world
4. the harvest moon was round and golden
5. the sun can hardly bear to leave the world in September

Sentences from the current reading book should replace sentences given above which are not from dictations used in class. Merely write them on the board using a lowercase letter and no period. Use only declarative sentences for this lesson.

## WEEK 1 SUGGESTED GRAMMAR EXERCISES

### LESSON 1 : THE SENTENCE

#### *Directed Work*

Review the sentence concepts taught in Lesson 1. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

**Directed Work** : This type of lesson involves sentence analysis and concept review. Directed work reinforces the current concept and reviews previous concepts. Directed work also prepares the students for the Grammar Test. Students complete 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.) Third graders learned many grammar concepts in second grade, but only expect answers to include those reviewed in class this year.

1. Copy, capitalize and punctuate the sentence: what Rufus really wanted was to read the words in his book
2. Tell us why you are glad to “read the words” in a good book.

#### *Directed Work Key*

1. **What** Rufus really wanted was to read the words in his book .
2. Answers will vary. Evaluate the following:  
Did the student stay **on topic** (reason for being glad he/she is literate)? [Key point!]  
Did the student use proper sentence structure (capital and period)?  
Evaluate spelling according to ability. Underline the misspelling, write its correct spelling above.  
If a sentence has numerous errors, correctly copy the student’s sentence, and have the student rewrite it completely. (Poor spelling should not result in a failing grammar grade.)

## WEEK 1 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 question referencing indirectly the 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](mailto:sspxgrammar@gmail.com). (Write 3rd grade supplement assistance in the subject bar.)

#### *Grammar Test*

(Structure atypical until Week 3)

1. Copy, capitalize and punctuate the sentence :  
grandfather left his home in Japan and went to see the world
2. What is a sentence?
3. Where would you travel and what would you see if you left home “to see the world”? Describe it for us in a sentence.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence :  
Grandfather left his home in Japan and went to see the world.
2. A sentence is a group of words telling a thought.
4. Answers will vary. Evaluate the following:  
Did the student stay **on topic** (described a sight at a particular destination)? [Key point! The description need not be accurate.]  
Did the student use proper sentence structure (capital letter and period)?  
Evaluate spelling according to ability. Underline the misspelling, write its correct spelling above.  
If a sentence has numerous errors, correctly copy the student’s sentence, and have the student rewrite it completely. (Poor spelling should not result in a failing grammar grade.)



## WEEK 2 SUGGESTED GRAMMAR EXERCISES

### LESSON 2 : NOUNS & 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).

#### *Grammar Lesson*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students on Day 1.

Definition for memory: (1) **A noun is a name. A noun may name a person, place or thing.**

(2) **Two classes of nouns are common and proper. A proper noun is the name of a particular person place or thing. A common noun is the name of any person place or thing.** (Test one definition a day.)

#### Lesson 2: Nouns

Teacher-led Exercises : Teacher writes the sentence on the board. Ask students to name the noun words. Teacher labels nouns. Reinforce: a noun because it *names* a person or thing or place.

**noun                  noun                  noun                  noun**

1. **Deserts** with **rocks** like enormous **sculptures** amazed **Grandfather**. (**“Deserts”** names a place; **“Rocks”** name things; **“Sculptures”** name things; **“Grandfather”** names a person.)

**noun**

2. The settlement **houses** were brown and homelike. (**“Houses”** name things or places)

**noun**

**noun**

**noun**

3. The endless farm **fields** reminded **Grandfather** of the **ocean**. (**“Fields”** name things; **“Grandfather”** names a person; **“Ocean”** names a thing.) [Point out that “farm” is not a noun here. It does not name a thing, but rather tells what kind of “fields.”]

**noun**

**noun**

**noun**

**noun**

4. **Sarah Noble** and her **father** came at **sundown** to a **settlement**. (**“Sarah Noble”** names a person. **“Father”** names a person. **“Sundown”** names a thing. **“Settlement”** names a place.)

[Explain the compound nouns: “Sarah Noble” names one person, so one noun; “sundown” names one thing, so one noun.]

#### Lesson 3 : Common and Proper Nouns

Teacher-led Exercises : Use the same sentences as above. Classify each noun as a common or proper noun in a complete sentence. Point out capitalization of proper nouns in the sentences. Orally tell what a proper noun names. \*Enclose sentence words in quotation marks when used in an answer.

1. **“Deserts”** is a common noun. **“Rocks”** is a common noun. **“Sculptures”** is a common noun. **“Grandfather”** is a proper noun. **“Grandfather”** names a particular person.

2. **“Houses”** is a common noun.

3. **“Fields”** is a common noun. **“Grandfather”** is a proper noun. **“Grandfather”** names a particular person. **“Ocean”** is a common noun.

4. **“Sarah Noble”** is a proper noun. **“Sarah Noble”** names a particular person.

**“Father”** is a common noun. **“Sundown”** is a common noun. **“Settlement”** is a common noun.

#### *Afternoon*

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

## WEEK 2 SUGGESTED GRAMMAR EXERCISES

### LESSON 2 : NOUNS & LESSON 3 : COMMON AND PROPER NOUNS

#### *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. Choose those sentences formed from dictations given to the class. One to three sentences is sufficient for a lesson as the program is progressive.

Label each sentence for nouns. In a sentence, classify each noun as common or proper.

[Teachers: remind students to place sentence words within quotation marks.]

- noun**                      **noun**                      **noun**
1. The windows shone out at Sarah with a warm golden light. **"Windows" is a common noun. "Sarah" is a proper noun. "Light" is a common noun.**
- noun**                      **noun**      **noun**
2. The candles were made of the sticks of pines. **"Candles" is a common noun. "Sticks" is a common noun. "Pines" is a common noun.**
- noun**                      **noun**                      **noun**      **noun**
3. Grandfather loved the strong sunlight and the lonely sea coast of California. (May also accept "sea coast" as one noun; but not "sea" and "coast" as separate nouns.)  
**"Grandfather" is a proper noun. "Sunlight" is a common noun. "Sea" is a common noun. "California" is a proper noun.**
- noun**                      **noun**                      **noun**      **noun**
4. Grandfather explored North America by train and riverboat. **"Grandfather" is a proper noun. "North America" is a proper noun. "Train" is a common noun. "Riverboat" is a common noun.**

For the early finishers, a few independent work sentences could be prepared each week.

Put a sentence and directions on the board. Student copies sentence and follows directions. At end of class take a minute or two to correct together, with students supplying the answers. Students correct as needed. These sentences are not graded. One sentence daily limit! (Individual student white- or chalkboards help make this exercise a bonus.)

Example work sentence:

**Front: Peter hopped off his bike.**

Directions: Write the sentence. Analyze for nouns. Circle the proper noun.

Write a sentence telling an adventure on your bike.

(Answer)                      *noun*                      *noun*  
*Peter got off his bike.*  
*"Peter" is a proper noun.*

*Share your sentence with the teacher.*

*(Might give child the choice to share bike adventure sentence with the class.)*

A teacher can be quite creative in supplying "early-finishers" work.

## WEEK 2 SUGGESTED GRAMMAR EXERCISES

### LESSON 2 : NOUN & LESSON 3: COMMON AND PROPER NOUNS

#### *Directed Work*

Review the noun concepts taught in Lessons 2 and 3. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

**Directed Work :** This type of lesson involves sentence analysis and concept review. Directed work reinforces current and reviews previous concepts. Directed work also prepares the students for the Grammar Test. Students complete 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.) Third graders learned many grammar concepts in second grade, but only expect answers to include those reviewed in class this year.

1. Copy, capitalize and punctuate the sentence Label all nouns: the candles shone through the windows with a warm golden light and welcomed Sarah and Father

2. Identify the nouns as common or proper.

3. What does it mean that the candles “shone with a warm golden light”?

or:

3. Write a beautiful sentence about a welcome home of someone you love.

#### *Directed Work Key*

noun

noun

noun

noun

1. The candles shone through the windows with a warm golden light and welcomed Sarah  
noun  
and Father.

2. “Candles,” “windows,” and “light” are common nouns. “Sarah,” and “Father” are proper nouns.

3. Answers will vary. Evaluate the following:

Did the student stay **on topic** (explained a “warm golden light”)? [Key point!]

Did the student use proper sentence structure (capital and period)?

Evaluate spelling according to ability. Underline the misspelling, write its correct spelling above.

If a sentence has numerous errors, correctly copy the student’s sentence, and have the student rewrite it completely. (Poor spelling should not result in a failing grammar grade.)

## WEEK 2 SUGGESTED GRAMMAR EXERCISES

### LESSON 2 : NOUN & LESSON 3 : COMMON AND PROPER NOUN

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Label the nouns : in North America, Grandfather marveled at the towering mountains
2. In a sentence, classify each noun as proper or common
3. Write a sentence containing a proper noun for a body of water (lake, river, ocean).  
Allow the students to use a map if necessary.
4. What natural sight have you marveled at? Describe it for us.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Label the nouns: In North America, Grandfather marveled at the towering mountains.  

noun                      noun                      noun
2. "North America" is a proper noun. "Grandfather" is a proper noun. "Mountains" is a common noun.
3. Check for proper capitalization of the proper noun.
4. Answers will vary. Evaluate the following:  
Did the student stay **on topic** (described a natural sight)? [Key point!]  
Did the student use proper sentence structure (capital and period)?  
Evaluate spelling according to ability. Underline the misspelling, write its correct spelling above.  
If a sentence has numerous errors, correct the entire sentence and have the student rewrite it. (Poor spelling should not result in a failing grammar grade.)

## LESSON 4 : GENDER OF NOUNS WITH PARSING OF NOUNS

## Day 1: Grammar Lesson

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

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

## WEEK 3 SUGGESTED GRAMMAR EXERCISES

### LESSON 4 : GENDER OF NOUNS, WITH PARSING OF NOUNS

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

Review lesson. Check for memorization of **parsing order of nouns**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient in this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Label nouns (n = noun). Parse each noun.

n                      n                      n                      n

1. Josephina sat next to Grandfather, her arms wrapped around her knees.

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

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

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

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

n                      n                      n                      n

2. My favorite weekend was a visit to Grandfather's house.

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

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

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

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

### GRAMMAR LESSON EXTENSION

Have the students create their own sentences about the theme of the week or the current reading lesson. Each sentence needs to contain a proper and a common noun. When done have them label the nouns and identify each as proper or common (might be done by circling the common nouns in one color and the proper in another as directed by the teacher.) Call on a few students to share their sentences, call on others to help label each noun and identify the class. Insist on proper capitalization and punctuation.

example sentence:

noun                      noun                      noun                      noun

Grandfather told my sister and me about the old barn he played in as a boy.

Orally, have students name proper nouns for the common nouns "sister" and "boy."

If a sentence has numerous errors, correctly copy the student's sentence, and have the student rewrite it completely. (Poor spelling should not result in a failing grammar grade.)

## WEEK 3 SUGGESTED GRAMMAR EXERCISES

### LESSON 4 : GENDER OF NOUNS, WITH PARSING OF NOUNS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence and the proper nouns. Label nouns :  
grandfather could not forget the mountains and rivers of california
2. Parse : rivers, California
3. In a sentence, tell the common noun for the proper noun "California."
4. Tell something about the mountains or the rivers that made them something Grandfather "could not forget"?

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence and the proper nouns. Label nouns :  
noun                                  noun                  noun                  noun  
Grandfather could not forget the mountains and rivers of California.
2. Parse:  
rivers is a noun. It is a common noun. It is neuter gender.  
California is a noun. It is a proper noun. It is neuter gender.
3. State is the common noun for the proper noun "California."
4. Answers will vary. Evaluate the following:  
Did the student stay **on topic** (something unforgettable about a mountain or river)? [Key point!]  
Did the student use proper sentence structure (capital and period)?  
Evaluate spelling according to ability. Underline the misspelling, write its correct spelling above.  
If a sentence has numerous errors, correctly write the entire sentence and have the student rewrite it completely. (Poor spelling should not result in a failing grammar grade.)



## WEEK 4 SUGGESTED GRAMMAR EXERCISES

### LESSON 5 : ABBREVIATIONS & LESSON 6 : ADJECTIVES & PARSING OF 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).

#### *Grammar Lesson*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. It is good to have one written exercise every day.

Definition for memory: **An adjective is a word used to modify a noun.**

Abbreviations: teach the abbreviation for adjective - adj; this abbreviation begins with a lower case letter because the word "abbreviation" is a common noun. When a proper noun or adjective is abbreviated it begins with a capital letter - Captain Burgess - Capt. Burgess. Titles given to a person are **only capitalized or abbreviated when used with a name**: *Capt. Burgess jumped into the boat.* But: *The captain jumped into the boat.* 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.

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*. Be sure the students use the article *an* (not *a*) before the word *adjective*.

adj n

adj n

1. Their **little** boat, Puffin, pulled on its **strong** rope.

Little is an adjective. It is descriptive. It modifies the noun "boat."

Strong is an adjective. It is descriptive. It modifies the noun "rope."

adj n n

adj n

adj adj n

2. Up a **winding** stair the children climbed, into a **sunny** room with a **deep window** seat and a **far** view out across the plain.

Winding is an adjective. It is descriptive. It modifies the noun "stair."

Sunny is an adjective. It is descriptive. It modifies the noun "room."

Deep is an adjective. It is descriptive. It modifies the noun "seat."

Window is an adjective. It is descriptive. It modifies the noun "seat."

Far is an adjective. It is descriptive. It modifies the noun "view."

#### *Afternoon*

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

## WEEK 4 SUGGESTED GRAMMAR EXERCISES

### LESSON 5 : ABBREVIATIONS & LESSON 6 : ADJECTIVES & PARSING OF ADJECTIVES

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

Review lesson. Check for memorization of **adjectives and parsing of adjectives**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

**Notebook Exercises:** Copy the sentence. Label nouns (n = noun) and adjectives (adj = adjective) Parse the nouns and adjectives.

adj   adj   n   n   adj   n

1. Framed in that long narrow window was Jean's great cathedral.

**Long** is an adjective. It is descriptive. It modifies the noun "window."

**Narrow** is an adjective. It is descriptive. It modifies the noun "window."

**Window** is a noun. It is a common noun. It is neuter gender.

**Great** is an adjective. It is descriptive. It modifies the noun "cathedral."

**Jean's** is a noun. It is a proper noun. It is masculine gender.

**Cathedral** is a noun. It is a common noun. It is neuter gender.

n   adj   n   adj   n

2. Abbie trims the oil wicks and cleans the lighthouse lamps .

**Abbie** is a noun. It is a proper noun. It is feminine gender.

**Oil** is an adjective. It is descriptive. It modifies the noun "wicks."

**Wicks** is a noun. It is a common noun. It is neuter gender.

**Lighthouse** is an adjective. It is descriptive. It modifies the noun "lamps."

**Lamps** is a noun. It is a common noun. It is neuter gender.

## WEEK 4 SUGGESTED GRAMMAR EXERCISES

### LESSON 5 : ABBREVIATIONS & LESSON 6 : ADJECTIVES & PARSING OF ADJECTIVES

#### *Directed Work*

Review the abbreviation, adjective and parsing concepts taught in Lessons 5 & 6. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

***Directed Work*** : This type of lesson involves sentence analysis and concept review. Directed work reinforces current and reviews previous concepts. Directed work also prepares the students for the Grammar Test. Students complete 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.) Third graders learned many grammar concepts in second grade, but only expect answers to include those reviewed in class this year.

1. Copy, capitalize and punctuate the sentence Label all nouns and adjectives: captain Burgess jumped into his trusty sailboat
2. Parse: trusty, sailboat
3. Rewrite the sentence with “captain” as an abbreviation.
4. Where might Captain Burgess be sailing in his trusty ship? Why?

#### *Directed Work*

**n**

**adj    n**

1. Captain Burgess jumped into his trusty sailboat.
2. trusty is an adjective. It is descriptive. It modifies the noun “sailboat.”  
sailboat is a noun. It is a common noun. It is neuter gender.
3. Capt. Burgess jumped into his trusty sailboat.
4. Answers will vary. Evaluate as usual for proper sentence structure and on topic.

## WEEK 3 SUGGESTED GRAMMAR EXERCISES

### LESSON 4 : GENDER OF NOUNS, WITH PARSING OF NOUNS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence and the proper nouns. Label nouns and adjectives :  
from the high window, Jean stared at his own perfect cathedral
2. Parse : Jean, perfect
3. What is the common noun for “Jean”?
4. Tell us of a beautiful sight you have seen from a window, using adjectives to describe it.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence and the proper nouns. Label nouns :  
                                adj        n                                adj        n.  
From the high window, Jean stared at his own perfect cathedral.
2. Parse:  
Jean is a noun. It is a proper noun. It is masculine gender.  
perfect is an adjective. It is descriptive. It modifies the noun “cathedral.”
3. “Boy” is the common noun for “Jean.”
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

## 3RD GRADE WEEK 5 SUGGESTED GRAMMAR EXERCISES

### LESSON 28: ADJECTIVES AND 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).

#### *Grammar Lesson*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students today.

Definition for memory: **A descriptive adjective modifies a noun by telling a quality of it.**

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

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

Lesson 28 will be introduced in this lesson. 3rd graders learn quantitative and demonstrative adjectives per the grammatical progression. The lesson may be kept for later, but this is the only week it will be introduced in the guide or supplement. See "Helpful Hint" in Week 5 of the guide. Lesson 7 articles will have its own lesson in this week.

Teacher-led Exercises : Teacher writes the sentence on the board. Label the sentence for nouns and adjectives. Parse the adjectives for descriptive, quantitative or demonstrative class and noun(s) modified. Use the word *modifies* for all classes of nouns.

- n                  **adj**    **adj**                  n                                  n
1. To Abbie the **two lighthouse** towers reached as high as the sky. ("high" is an adverb.)

two is an adjective. It is quantitative. It modifies the noun "towers."

lighthouse is an adjective. It is descriptive. It modifies the noun "towers."

- adj**    n                                  **adj** n                                  **adj**    n
2. The **sleepy** Hare awoke from his **long** nap and wondered where **that** Tortoise could be.

sleepy is an adjective. It is descriptive. It modifies the noun "Hare"

long is an adjective. It is descriptive. It modifies the noun "nap."

that is an adjective. It is demonstrative. It modifies the noun "Tortoise."

- n    n                  **adj**    **adj**    n                                  **adj**                  n
3. Out at sea, a ship saw **those bright** lamps and steered away from the **dangerous** rocks.

those is an adjective. It is demonstrative. It modifies the noun "lamps."

bright is an adjective. It is descriptive. It modifies the noun "lamps."

dangerous is an adjective. It is descriptive. It modifies the noun "rocks."

#### *Afternoon*

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

## 3RD GRADE WEEK 5 SUGGESTED GRAMMAR EXERCISES

### LESSON 28: ADJECTIVES AND LESSON 7: ARTICLES

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

Review lesson. Check for memorization of **descriptive, quantitative and demonstrative adjectives**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Label nouns (n = noun) and adjectives (adj = adjective) Parse the nouns and adjectives.

adj      n                      adj      n

1. The speedy Hare raced to the finish line too late. ("finish line" might be a compound noun.)  
**speedy is an adjective. It is descriptive. It modifies the noun "Hare."**  
**Hare is a noun. It is a common noun. It is masculine gender.** (Some may argue for proper.)  
**finish is an adjective. It is descriptive. It modifies the noun "line."**  
**line is a noun. It is a common noun. It is neuter gender.**

adj      n                      n                      n                      adj      adj      n

2. These waves will be too high for Father, therefore Abbie must be one brave girl.  
**These is an adjective. It is demonstrative. It modifies the noun "waves."**  
**waves is a noun. It is a common noun. It is neuter gender.**  
**Father is a noun. It is a proper noun. It is masculine.**  
**Abbie is a noun. It is a proper noun. It is feminine.**  
**one is an adjective. It is quantitative. It modifies the noun "girl."**  
**brave is an adjective. It is descriptive. It modifies the noun "girl."**  
**girl is a noun. It is a common noun. It is feminine gender.**

### LESSON 28: ADJECTIVES AND LESSON 7: ARTICLES

*Grammar Lesson - Articles*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students today.

Definition for memory: **parsing order for articles** Please use the word "limit" rather than "belongs to" when parsing articles. Remind the students that **a** is used before a consonant sound while **an** is used before a vowel sound.

Teacher-led Exercises : Teacher writes the sentence on the board. Label the sentence for nouns, adjectives and articles (art). Parse the articles. Use the word *limits* for all articles.

n                      n                      art      adj      n

1. Abbie knew Papa was a fine sailor.

**a** is an article. It is definite. It limits the noun "sailor."

## 3RD GRADE WEEK 5 SUGGESTED GRAMMAR EXERCISES

### LESSON 28: ADJECTIVES AND LESSON 7: ARTICLES

#### *Grammar Lesson - Articles cont.*

**art     n                     art     n             art     n             n**

2. The Tortoise waited for the Hare with a smile on his face.

The is an article. It is definite. It limits the noun "Tortoise."

the is an article. It is definite. It limits the noun "Hare."

a is an article. It is indefinite. It limits the noun "smile."

If extra practice is needed, parse the articles in the sentences from the previous grammar lesson.

### LESSON 28: ADJECTIVES AND LESSON 7: ARTICLES

#### *Directed Work*

Review the adjective, article and parsing concepts taught in Lessons 28 & 7. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

***Directed Work*** : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Label all nouns and adjectives: one slow and steady Tortoise won the race with a Hare.

2. Parse: one, steady, a

3. Rewrite the sentence changing the indefinite article to a definite article.

4. Why did "slow and steady" win the race?

#### *Directed Work*

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

1. One slow and steady Tortoise won the race with a Hare.

2. One is an adjective. It is quantitative. It modifies the noun "Tortoise."

steady is an adjective. It is descriptive. It modifies the noun "Tortoise."

a is an article. It is indefinite. It limits the noun "Hare."

3. One slow and steady Tortoise won the race with the Hare.

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

- ## LESSON 4 : GENDER OF NOUNS, WITH PARSING OF NOUNS



## 3RD GRADE WEEK 6 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).

#### *Grammar Lesson*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definition for memory: **A verb is a word that asserts action or being**

Emphasize that the verb is the most important part of speech, that to assert something about a person, place, or thing, a verb is necessary, and that a verb by its very nature must have a subject.

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

Please see the bold print under *Helpful Hints* week 6

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence: underline the verb twice and label the nouns, articles, and adjectives. Parse the noun, article or adjective as given.

n                      art      adj              n  
1. Abbie ran up the lighthouse steps.

lighthouse is an adjective. It is descriptive. It modifies the noun "steps."

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

adj    n                      art    n                      art    n  
2. In a few minutes, the children were in the classroom.

a few is an adjective. It is quantitative. It modifies the noun "minutes." (the whole adjective is "a few" as "a" cannot limit the plural noun "minutes.")

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

art    n                                      n                      art    n                                      art    n  
3. The wave crashed over Matinicus Rock, and the girls quickly shut the door.

Matinicus Rock is a noun. It is a proper noun. It is neuter gender.

The is an article. It is definite. It limits the noun "wave." (or "girls," "door")

adj    adj                      n              n                      n                      art    adj              n              n  
4. Every weekday morning, Olaf and Anne went down the zigzag road to school.

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

zigzag is an adjective. It is descriptive. It modifies the noun "road."

#### *Afternoon*

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

## 3RD GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

### LESSON 8 : VERBS

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

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

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

**Notebook Exercises:** Copy the sentence. Analyze: underline verb twice, label nouns (n = noun) and adjectives (adj = adjective) Parse nouns, articles and adjectives. (Choose a few to parse.)

art adj n n art n

1. The strong wind blew rain at the windows.

**The is an article. It is definite. It limits the noun "wind."**

**strong is an adjective. It is descriptive. It modifies the noun "wind."**

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

**rain is a noun. It is a common noun. It is neuter gender.**

**the is an article. It is definite. It limits the noun "windows."**

**windows is a noun. It is a common noun. It is neuter gender.**

n art n

2. What if Abbie could not light the lamps?

**Abbie is a noun. It is a proper noun. It is feminine.**

**the is an article. It is definite. It limits the noun "lamps."**

**lamps is a noun. It is a common noun. It is neuter gender.**

adj adj adj n art n art adj adj n

3. In those early autumn mornings, the sun rose late over a still and beautiful mountain.

**those is an adjective. It is demonstrative. It modifies the noun "mornings."**

**early is an adjective. It is descriptive. It modifies the noun "mornings."**

**autumn is an adjective. It is descriptive. It modifies the noun "mornings."**

**mornings is a noun. It is a common noun. It is neuter gender.**

**the is an article. It is definite. It limits the noun "sun."**

**sun is a noun. It is a common noun. It is neuter gender.**

**a is an article. It is indefinite. It limits the noun "mountain."**

**still is an adjective. It is descriptive. It modifies the noun "mountains."**

**beautiful is an adjective. It is descriptive. It modifies the noun "mountains."**

**mountains is a noun. It is a common noun. It is neuter gender.**

## 3RD GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

### LESSON 8 : VERBS

#### *Directed Work*

Review the verb concept taught in Lesson 8. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

***Directed Work*** : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label all nouns, articles and adjectives: how those school hours flew!
2. Parse: those, hours
4. What does it mean that the “school hours flew”?

#### *Directed Work Key*

**adj   adj   n**

1. How those school hours flew!
2. those is an adjective. It is demonstrative. It modifies the noun “hours.”  
hours is a noun. It is a common noun. It is neuter gender.
4. Answers will vary. Evaluate as usual for proper sentence structure and on topic.

## 3RD GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

### LESSON 8 : VERBS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label nouns, articles and adjectives :

In early morning, olaf and anne left the farmhouse with their book bags on their backs

2. Parse : early, Anne, the
3. Rewrite the sentence using one common noun to replace “Olaf and Anne.”
4. Tell of one sight or sound that Olaf and Anne saw or heard on their early morning walk to school.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label nouns, articles and adjectives :

adj    n        n            n        art        n                            n                            n  
In early morning, Olaf and Anne left the farmhouse with their book bags on their backs .  
(accept “book” as an adjective)

2. Parse: early, Anne, the

Early is an adjective. It is descriptive. It modifies the noun “morning.”

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

The is an article. It is definite. It limits the noun “farmhouse.”

3. In early morning, the children left the farmhouse with their book bags on their backs
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

## 3RD GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

### LESSON 8 : VERBS CONTINUED & 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definition for memory: **A verb is a word that asserts action or being**

Emphasize that the verb is the most important part of speech, that to assert something about a person, place, or thing, a verb is necessary, and that a verb by its very nature must have a subject.

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

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence: underline the verb twice and label the nouns, articles, and adjectives. Parse the noun, article or adjective as given.

- n                      art    adj                      n                      n  
1. Father Vianney was the beloved shepherd of his flock.

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

the is an article. It is definite. It limits the noun "shepherd."

beloved is an adjective. It is descriptive. It modifies the noun "shepherd."

- adj    adj                      n                      adj    adj                      n                      adj                      n                      n  
2. That lovely garden had soft green grass and beautiful flowers like stars.

That is an adjective. It is demonstrative. It modifies the noun "garden."

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

- adj                      n    adj    adj                      adj                      n                      art                      n  
3. Twelve peach-trees broke out in delicate pink and pearl blossoms in the springtime.

Twelve is an adjective. It is quantitative. It modifies the noun "peach-trees."

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

the is an article. It is definite. It limits the noun "springtime."

- adj    n                      art    adj    adj                      n    n  
4. Every home had a warm friendly welcome for Father Vianney.

a is an article. It is indefinite. It limits the noun "welcome."

friendly is an adjective. It is descriptive. It modifies the noun "welcome."

## 3RD GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

### LESSON 8 : VERBS CONTINUED & LESSON 9: CONTRACTED WORDS

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

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

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

**Notebook Exercises:** Copy the sentence. Analyze: underline verb twice, label nouns (n = noun) and adjectives (adj = adjective) Parse as below or choose other nouns, adjectives or articles to parse.

art n art n

1. The birds sat on the trees and sang sweetly.

**The is an article. It is definite. It limits the noun "birds."**

**trees is a noun. It is a common noun. It is neuter gender.**

art n art n adj n adj n

2. The Spring came and all over the country there were little blossoms and little birds.

**Spring is a noun. It is a proper noun. It is neuter.** ("Spring" in this sentence is personified, hence it is capitalized. Otherwise the seasons of the year are lowercase.)

**The is an article. It is definite. It limits the noun "country."**

**little is an adjective. It is descriptive. It modifies the noun "blossoms" (or "birds").**

n n art n n

3. Father Vianney shows children the way to heaven.

**the is an article. It is definite. It limits the noun "way."**

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

### LESSON 8 : VERBS CONTINUED & LESSON 9: CONTRACTED WORDS

#### *Contracted Words*

Teach the lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. Please see the bold print under *Helpful Hints* week 7. (Those schools using Sanseri phonics might teach this lesson in conjunction with Step 28.)

Example sentences:

1. Spring **can't** come into the Selfish Giant's garden.

1. Spring **cannot** come into the Selfish Giant's garden.

2. **They'll** add barley and milk to the steaming soup.

2. **They will** add barley and milk to the steaming soup.

3. **That's** a beautiful braided loaf of bread for Papa.

3. **That is** a beautiful braided loaf of bread for Papa.

## 3RD GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

### LESSON 8 : VERBS CONTINUED & LESSON 9: CONTRACTED WORDS

#### *Directed Work*

Review the verb concept taught in Lesson 8. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

***Directed Work*** : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label all nouns, articles and adjectives:

the children had an unfailing friend in father vianney

2. Parse: an, unfailing, friend

3. What does it mean they had “an unfailing friend in Father Vianney”?

#### *Directed Work Key*

**art    n        art    adj        n        n**

1. The children had an unfailing friend in Father Vianney.

2. an is an article. It is indefinite. It limits the noun “friend.”

unfailing is an adjective. It is descriptive. It modifies the noun “friend.”

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

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

## 3RD GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

### LESSON 8 : VERBS CONTINUED & LESSON 9: CONTRACTED WORDS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label nouns, articles and adjectives :

those happy children listened to the sweet song of the birds

2. Parse : those, sweet, song

3. Use the adjectives “happy” and “sweet” in a sentence of your own.

4. What beautiful sound would make you stop and listen? Describe its beauty for us.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label nouns, articles and adjectives :

adj    adj        n                                  art   adj    n        art   n  
Those happy children listened to the sweet song of the birds.

2. Parse: those, sweet, song

Those is an adjective. It is demonstrative. It modifies the noun “children.”

sweet is an adjective. It is descriptive. It modifies the noun “song.”

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

3. Accept any reasonable sentence. Evaluate as usual for proper sentence structure.

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



## LESSON 10: THREE KINDS OF SENTENCES

## Grammar Lesson

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

## 3RD GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

### LESSON 10: THREE KINDS OF SENTENCES

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

Review lesson. Check for memorization of **declarative, interrogative and imperative sentence**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

**Notebook Exercises:** Copy the sentence. Analyze. Parse the word indicated. Change the sentence into the type noted. Analyze again.

- n                      n                      n
1. Bran ran around Michael and his sister, barking his delight.

**This is a declarative sentence.**

**Bran is a noun. It is a proper noun. It is masculine gender.**

Change the sentence to an interrogative sentence using “who” to replace “Bran.” Analyze again.

- n                      n                      n
1. Who ran around Michael and his sister, barking his delight?

**This is an interrogative sentence.**

- adj   adj   n                      n                      art   n
2. Laura and Mary made little acorn cups and saucers for the playhouse.

**This is a declarative sentence.**

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

Change the sentence to an imperative sentence.

- adj   adj   n                      n                      art   n
2. Laura and Mary, (you) make little acorn cups and saucers for the playhouse.

- art   n                      adj   adj   n
3. The Giant heard some lovely music outside.

**This is a declarative sentence.**

**some is an adjective. It is quantitative. It modifies the noun “music.”**

Change the sentence to an interrogative sentence using “When.”

- art   n                      adj   adj   n
3. Where did the Giant hear some lovely music?

Second option: Change the sentence to an imperative using the verb “listen.”

- art   adj   n                      n
3. (you) Listen to the lovely music, Giant.

**This is an imperative sentence.**

**the is an article. It is definite. It limits the noun “music.”**

## 3RD GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

### LESSON 10: THREE KINDS OF SENTENCES

#### *Directed Work*

Review the sentence concept taught in Lesson 10. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

***Directed Work*** : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze fully.

the leaves on the trees glowed in rich autumn colors

2. Parse: the (1st), leaves, rich
3. Change the sentence to an interrogative sentence.
4. Write a beautiful sentence of your own about the “rich autumn colors.”

#### *Directed Work Key*

**art                  art   n                  adj   adj       n**

1. The leaves on the trees glowed in rich autumn colors.

This is a declarative sentence.

2. Parse:

the is an article. It is definite. It limits the noun “leaves.”

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

rich is an adjective. It is descriptive. It modifies the noun “colors.”

3. Answers will vary. Check for proper capitalization and punctuation.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

## 3RD GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

### LESSON 10: THREE KINDS OF SENTENCES

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze fully:  
  
what sang the beautiful music outside the Giant's window
2. Parse : beautiful, the (2nd) Giant's
3. Rewrite the sentence as a declarative sentence. (If necessary, tell the children that *a linnet* is what was singing.)
4. What in nature makes "beautiful music" for you? Tell us of its song in a sentence.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze fully:  
  
art    adj    n                    art    n    n  
What sang the beautiful music outside the Giant's window?  
  
This is an interrogative sentence.
2. Parse:  
  
beautiful is an adjective. It is descriptive. It modifies the noun "music."  
the is an article. It is definite. It limits the noun "music."  
Giant's is a noun. It is a proper noun. It is neuter masculine.
3. A linnet sang the most beautiful music in the world outside the Giant's window.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

## LESSON 11: SUBJECT AND PREDICATE; SUPPLEMENT LESSON 29: ANALYSIS

## Grammar Lesson

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

### 3RD GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

#### LESSON 11: SUBJECT AND PREDICATE; SUPPLEMENT LESSON 29: ANALYSIS

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

Review lesson. Check for memorization of **subject, simple predicate, complete predicate, simple sentence and new parsing order.**

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

**Notebook Exercises:** Copy the sentence. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. Parse the subject.

adj    n                                  n    art    n    art    n  
1. Every afternoon after school, the children | came and played with the Giant.  
**This is a simple, declarative sentence.**

**children is a noun. It is a common noun. It is neuter gender. It is the subject of the verbs "came" and "played."**

art    n                                  art    n                                  n                                  adj                  n  
2. The Giant | watched the children at their games in his delightful garden.  
**This is a simple, declarative sentence.**

**Giant is a noun. It is a proper noun. It is masculine gender. It is the subject of the verb "watched."**

art    n    art    adj    n  
3. The flowers | peeped through the green grass and laughed.  
**This is a simple, declarative sentence.**

**flowers is a noun. It is a common noun. It is neuter gender. It is the subject of the verbs "peeped" and "laughed."**

## 3RD GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

### LESSON 11: SUBJECT AND PREDICATE; SUPPLEMENT LESSON 29: ANALYSIS

#### *Directed Work*

Review the sentence concept taught in Lesson 10. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

**Directed Work** : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze fully.

the trees had covered themselves with snowy blossoms

2. Parse: the (1st), trees, snowy
3. Write an interrogative sentence about a tree in the Giant's garden.
4. In the dictation, what does it mean that the trees "waved their arms"?

#### *Directed Work Key*

- |        |              |  |                    |                                 |
|--------|--------------|--|--------------------|---------------------------------|
| art    | n            |  | adj                | n                               |
| 1. The | <u>trees</u> |  | <u>had covered</u> | themselves with snowy blossoms. |

This is a simple, declarative sentence.

2. Parse:

the is an article. It is indefinite. It limits the noun "trees."

trees is a noun. It is a common noun. It is neuter gender. It is the subject of the verb "had covered."

snowy is an adjective. It is descriptive. It modifies the noun "blossoms."

3. Answers will vary. Check for proper capitalization and punctuation.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

## 3RD GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

### LESSON 11: SUBJECT AND PREDICATE; SUPPLEMENT LESSON 29: ANALYSIS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze fully:

the happy children were the most beautiful flowers in the Giant's garden

2. Parse : the (1st), happy, children
3. Rewrite the sentence replacing the word "happy" with a synonym. [*The children should know this term, or the teacher should introduce it during the week*]
4. Describe for us the beauty of your favorite flower.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze fully:

art adj n art adj n art n n  
the happy children | were the most beautiful flowers in the Giant's garden.

This is a simple, declarative sentence.

2. Parse:

the is an article. It is definite. It limits the noun "children."

happy is an adjective. It is descriptive. It modifies the noun "children."

children is a noun. It is a common noun. It is neuter gender. It is the subject of the verb "were."

3. Possible synonyms: joyful, laughing, playful, cheery, cheerful, smiling, etc.  
Check for proper capitalization and punctuation.
4. Answers will vary. Evaluate as usual for proper sentence structure and for being on topic.



## 3RD GRADE WEEK 10 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory, to be learned over the course of the week: **Tense is the form of a verb that express the time of an action or event. The present tense shows present time. The past tense shows past time. The future tense shows future time.** Learn the parsing chart for verbs:  
**Identify as a verb. Tell its tense. Tell its subject.**

**Read *Helpful Hints* for this week.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. Parse the verb. Rewrite the sentence in the other tenses.

art      n                                  art      n                  art      adj      n  
1. The candlelight | **catches** the tracery on the matchlock gun.

This is a simple, declarative sentence.

**catches is a verb. It is present tense. Its subject is "candlelight."**

**Past tense:** The candlelight **caught** the tracery on the matchlock gun.

**Future tense:** The candlelight **will catch** the tracery of the matchlock gun.

n                                  adj      n                  n  
2. Jasiek | **will visit** other lands by ship.

This is a simple, declarative sentence.

**will visit is a verb. It is future tense. Its subject is "Jasiek."**

**Present tense:** Jasiek **visits** other lands by ship.

**Past tense:** Jasiek **visited** other lands by ship.

n                  n                                  art      n                  n                  adj      n  
3. Jasiek and Hanka | **talked** about the houses and farms of other lands.

This is a simple, declarative sentence.

**talked is a verb. It is past tense. Its subject are "Jasiek" and "Hanka."**

**Present tense:** Jasiek and Hanka **talk** about the houses and farms of other lands.

**Past tense:** Jasiek and Hanka **will talk** about the houses and farms of other lands.

#### *Afternoon*

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

## 3RD GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

### LESSON 12 : TENSE OF VERBS

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

Review lesson. Check for memorization of **tense, present tense, past tense, future tense, and parsing order of verbs.**

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

**Notebook Exercises:** Copy the sentence. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. Parse the subject and verb. Write sentence in the other tenses. (parse other words as needed.)

art n | art n  
1. The gun | hung over the fireplace.

**This is a simple, declarative sentence.**

**gun is a noun. It is a common noun. It is neuter gender. It is the subject of the verb "hung."**

**hung is a verb. It is past tense. Its subject is "gun."**

**Present tense: The gun hangs over the fireplace.**

**Past tense: The gun will hang over the fireplace.**

n | adj n art n  
2. Will Jasiek | visit many lands as a man?

**This is a simple, interrogative sentence.**

**Jasiek is a noun. It is a proper noun. It is masculine gender. It is the subject of the verb "will visit."**

**Will visit is a verb. It is future tense. Its subject is "Jasiek."**

n | art n art n  
3. Father | replaced the gun over the fireplace.

**This is a simple, declarative sentence.**

**Father is a noun. It is a proper noun. It is masculine gender. It is the subject of the verb "replaced."**

**replaced is a verb. It is past tense. Its subject is "Father."**

**Present tense: Father replaces the gun over the fireplace.**

**Future tense: Father will replace the gun over the fireplace.**

## 3RD GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

### LESSON 12 : TENSE OF VERBS

#### *Directed Work*

Review the sentence concept taught in Lesson 10. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

***Directed Work*** : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze fully.  
mother stuffed a loaf and some sausage in father's pouch.
2. Parse: Mother, stuffed, some
3. Write the sentence in the present tense and the future tense.
4. Where is Father going?

#### *Directed Work Key*

1. Mother | stuffed a loaf and some sausage in father's pouch .  
This is a simple, declarative sentence.

2. Parse:

Mother is a noun. It is a proper noun. It is feminine gender. It is the subject of the verb "stuffed."

stuffed is a verb. It is past tense. Its subject is "Mother."

some is an adjective. It is quantitative. It modifies the noun "sausage."

3. Present tense: Mother stuffs a loaf and some sausage in Father's pouch.  
Future tense: Mother will stuff a loaf and some sausage in Father's pouch.
4. Answers will vary. Evaluate as usual for proper sentence structure and for being on topic.

## 3RD GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

### LESSON 12 : TENSE OF VERBS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze fully:  
                    adj            adj  
father looks manly and brave in his blue coat and red facings  
(Label “manly” and “brave” for the students.)
2. Parse : looks, blue, coat
3. Write the sentence in the other two tenses.
4. Describe your father when he “looks manly and brave.”

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze fully:  
          n                    adj            adj            adj  n            adj  n  
Father | looks manly and brave in his blue coat and red facings.  
This is a simple, declarative sentence.
2. Parse:  
looks is a verb. It is present tense. Its subject is “Father.”  
blue is an adjective. It is descriptive. It modifies the noun “coat.”  
coat is a noun. It is a common noun. It is neuter gender.
3. Past tense: Father looked manly and brave in his blue coat and red facings.  
Future tense: Father will look manly and brave in his blue coat and red facings.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

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



## 3RD GRADE WEEK 11 SUGGESTED GRAMMAR EXERCISES

### LESSON 13 : PERSON OF VERBS & LESSON 14 : NUMBER OF VERBS

#### *Directed Work*

Review the sentence concept taught in Lessons 12 & 13. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

***Directed Work*** : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze fully.

adj                      adj

mother looked back toward the bed, brown-eyed and tender.

(Label “brown-eyed” and “tender” for the students.)

2. Parse: Mother, looked.
3. Write the sentence in the first person.
4. Why did Mother look “back toward the bed”?

#### *Directed Work Key*

1. Mother | looked back toward the bed, brown-eyed and tender.

This is a simple, declarative sentence.

2. Parse:

Mother is a noun. It is a proper noun. It is feminine gender. It is the subject of the verb “looked.”

looked is a verb. It is past tense. Its subject is “Mother.” It is in the third person. It is singular number.

3. First person: I stopped and looked back toward the bed.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

## 3RD GRADE WEEK 11 SUGGESTED GRAMMAR EXERCISES

### LESSON 13 : PERSON OF VERBS & LESSON 14 : NUMBER OF VERBS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze fully:

in the bakery of joseph of egypt things hum

2. Parse : the, Egypt, hum
3. Make this an interrogative sentence.
4. Tell us in a lively sentence what “hum” in this bakery.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze fully:

art     n             n             n             n  
In the bakery of Joseph of Egypt things | hum.  
This is a simple, declarative sentence.

2. Parse:

the is an article. It is definite. It limits the noun “bakery.”

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

hum is a verb. It is present tense. Its subject is “things.” It is in the third person. It is plural number.

3. Answers will vary. Evaluate for proper sentence structure. Here are some possible answers;

*What (things) hum in the bakery of Joseph of Egypt?*

*Are things humming in the bakery of Joseph of Egypt?*

*Do things hum in the bakery of Joseph of Egypt?*

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



### 3RD GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

#### LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **When we conjugate a verb, we list its tense, person and number in an orderly way.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. Parse the verb. Rewrite the sentence changing the number of the verb when applicable. Conjugate the verb in the three tense.

- art n | art n art n  
1. The wind **snatches** the smoke from the chimney.

This is a simple, declarative sentence.

**snatches** is a verb. It is present tense. Its subject is "wind." It is in the third person. **It is singular number.**

**With plural number: The winds snatch the smoke from the chimney.**

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I snatch	we snatch
<i>Second Person</i>	you snatch	you snatch
<i>Third Person</i>	he, she, it snatches	they snatch

<b>Past Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I snatched	we snatched
<i>Second Person</i>	you snatched	you snatched
<i>Third Person</i>	he, she, it snatched	they snatched

<b>Future Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I shall snatch	we shall snatch
<i>Second Person</i>	you will snatch	you will snatch
<i>Third Person</i>	he, she, it will snatch	they will snatch

- n | art adj n art adj adj n art adj n  
2. Carolina **saw**, between the green hills, a small white village with a church spire.

This is a simple, declarative sentence.

**saw** is a verb. It is past tense. Its subject is "Carolina." It is in the third person. **It is singular number.**

## 3RD GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

## LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION OF VERBS CONTINUED

**With plural number: not possible as Carolina is a proper noun.**

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I see	we see
<i>Second Person</i>	you see	you see
<i>Third Person</i>	he, she, it sees	they see

<b>Past Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I saw	we saw
<i>Second Person</i>	you saw	you saw
<i>Third Person</i>	he, she, it saw	they saw

<b>Future Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I shall see	we shall see
<i>Second Person</i>	you will see	you will see
<i>Third Person</i>	he, she, it will see	they will see

## LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION OF VERBS

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

Review lesson. Check for memorization of **conjugation of verbs**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. Parse the verb. Parse an article, adjective or noun. Write sentence in the other number. Conjugate the verb.

art                  n

1. The villagers | love and respect Mama.

This is a simple, declarative sentence.

**love** is a verb. It is present tense. Its subject is “villagers.” It is in the third person. **It is plural number.**

**respect** is a verb. It is present tense. Its subject is “villagers.” It is in the third person. **It is plural number.**

**With singular number: The villager loves and respects Mama.**

## 3RD GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

## LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION OF VERBS CONTINUED

(Both verbs are conjugated in the same chart; chart them separately for the students.)

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I love; I respect	we love; we respect
<i>Second Person</i>	you love; you respect	your love; you respect
<i>Third Person</i>	he, she, it loves; he, she it respects	they love; they respect

<b>Past Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I loved; I respected	we loved; we respected
<i>Second Person</i>	you loved; you respected	you loved; you respected
<i>Third Person</i>	he, she, it loved; he, she, it respected	they loved; they respected

<b>Future Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I shall love; I shall respect	we shall love; we shall respect
<i>Second Person</i>	you will love; you will respect	you will love; you will respect
<i>Third Person</i>	he, she, it will love; he, she, it will respect	they will love; they will respect

art   adj   n   |   adj   n   adj   n  
1. The church spire will welcome those wanderers from far distances.

This is a simple, declarative sentence.

**will welcome** is a verb. It is future tense. Its subject is "spire." It is in the third person. **It is plural number.**

**With plural number: The church spires will welcome those wanderers from far distances.**

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I welcome	we welcome
<i>Second Person</i>	you welcome	you welcome
<i>Third Person</i>	he, she, it welcomes	they welcome

<b>Past Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I welcomed	we welcomed
<i>Second Person</i>	you welcomed	you welcomed
<i>Third Person</i>	he, she, it welcomed	they welcomed

- | <b>Future Tense</b>  | <i>Singular Number</i>   | <i>Plural Number</i> |
|----------------------|--------------------------|----------------------|
| <i>First Person</i>  | I shall welcome          | we shall welcome     |
| <i>Second Person</i> | you will welcome         | you will welcome     |
| <i>Third Person</i>  | he, she, it will welcome | they will welcome    |

## 3RD GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

### LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION OF VERBS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze fully:

edward will freshen the fire for mother

2. Parse : Edward, will freshen, the
3. Conjugate “freshen” in the present tense.
4. How might you help Mother, as Edward did, “in the morning”?

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze fully:

n                      art   n           n  
Edward | will freshen the fire for Mother.

This is a simple, declarative sentence.

2. Parse:

Edward is a noun. It is a proper noun. It is masculine gender. It is the subject of “will freshen.”

will freshen is a verb. It is future tense. Its subject is “Edward.” It is in the third person. It is singular number.

the is an article. It is definite. It limits the noun “fire.”

- 3.

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I freshen	we freshen
<i>Second Person</i>	you freshen	you freshen
<i>Third Person</i>	he, she, it freshens	they freshen

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

*There is no direct object in the sentence as the subject is not doing anything to a noun. The subject is merely being - it "is." Direct objects will not follow the state of being verbs: am, is, are, was, were, be, being, been.* It may be helpful to have a list of the state of being verbs visible in the classroom as a reference/reminder for the students.

## 3RD GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

## LESSON 16 : THE DIRECT OBJECT

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

Review lesson. Check for memorization of **conjugation of verbs**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the direct object and the verb. Parse an article, adjective or subject noun.

1. Who | will remember Grandfather's hard work in the minster?

**This is a simple, interrogative sentence.**

**will remember** is a verb. It is future tense. Its subject is “Who.” It is third person. It is singular (or plural) number.

**work is a noun. It is a common noun. It is neuter gender. It is the direct object of “will remember.”**

2. Renz brings in wood and water and kindling every evening.

**This is a simple, declarative sentence.**

brings in is a verb. It is present tense. Its subject is "Renz." It is third person. It is singular number.

wood is a noun. It is a common noun. It is neuter gender. It is the direct object of “brings in.”

water is a noun. It is a common noun. It is neuter gender. It is the direct object of “brings in.”

**kindling is a noun. It is a common noun. It is neuter gender. It is the direct object of “brings in.”**

3. Will the treasure of good work | be here for others, Grandfather?

**This is a simple, interrogative sentence.**

**Will be is a verb. It is future tense. Its subject is “treasure.” It is third person. It is singular number.**

## 3RD GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

## LESSON 16 : THE DIRECT OBJECT

### Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.  
the farmer's wife heard renz's whistle often
2. Parse: heard, whistle
3. Conjugate "heard" in the present tense.
4. What cheery tune might you whistle or sing all day? Tell us why?

### Directed Work Key

- art      n                          n      do  
1. The farmer's wife | heard Renz's whistle often.

This is a simple, declarative sentence.

- ## 2. Parse:

heard is a verb. It is past tense. Its subject is “wife.” It is in the third person. It is singular number.

whistle is a noun. It is a common noun. It is neuter gender. It is the direct object of the verb "heard."

- 3.

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I hear	we hear
<i>Second Person</i>	you hear	you hear
<i>Third Person</i>	he, she, it hears	they hear

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



## 3RD GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

### LESSON 16 : THE DIRECT OBJECT

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze fully:

good, honest workers of the minster see her treasure more each day

2. Parse : see, treasure
3. Write this sentence in the past and future tenses.
4. What work do you do (or might you do) for your church? **or**  
Tell of the work that someone you admire does for your church?

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze fully:

art     n         adj     n                     do                     adj     n  
The minster's honest workers | see her treasures more each day.

This is a simple, declarative sentence.

2. Parse:

see is a verb. It is present tense. Its subject is "workers." It is in the third person. It is plural number.

treasures is a noun. It is a common noun. It is neuter gender. It is the direct object of the verb "see."

- 3.

Past tense: The minster's honest workers *saw* her treasures more each day.

Future tense: The minster's honest workers *will see* her treasures more each day.

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

### 3RD GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

#### LESSON 16 : THE DIRECT OBJECT;

#### LESSON 17: TRANSITIVE & INTRANSITIVE 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **Transitive verbs express an action done to an object. Intransitive verbs express an action which stays in the subject.**

Add to the parsing of verbs: **Verb. Use. Tense. Subject. Person. Number.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. (Articles need no longer be labeled.) Parse the verb, and direct object where applicable.

1. Hanka | missed her **brother** sorely.

This is a simple, declarative sentence.

**missed** is a verb. **It is transitive.** It is past tense. Its subject is "Hanka." It is third person. It is singular number.

**brother** is a noun. It is a common noun. It is masculine gender. **It is the direct object of the verb "missed."**

2. Mother | walked up the garden path, across the wind.

This is a simple, declarative sentence.

**walked** is a verb. **It is intransitive.** It is past tense. Its subject is "Mother." It is third person. It is singular number.

3. Jasiek | drives the **cows** and the **sheep** high up and up into the mountain pastures.

This is a simple, declarative sentence.

**walked** is a verb. **It is transitive.** It is present tense. Its subject is "Jasiek." It is third person. It is singular number.

**cows** is a noun. It is a common noun. It is neuter gender. **It is the direct object of the verb "drives."**

**sheep** is a noun. It is a common noun. It is neuter gender. **It is the direct object of the verb "drives."**

### 3RD GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

#### LESSON 16: THE DIRECT OBJECT; LESSON 17: TRANSITIVE & INTRANSITIVE VERBS

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

Review lesson. Check for memorization of **conjugation of verbs**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

**Notebook Exercises:** Copy the sentence. Analyze the sentence. Parse the verbs and direct objects. Parse an article, adjective or subject noun. Conjugate the verb in the tense in the sentence.

1. Jasiek | <sup>n</sup> <sup>adj</sup> <sup>do</sup> <sup>n</sup>  
hears Mother's brave whistle across the wind.

**This is a simple, declarative sentence.**

**hears is a verb. It is transitive. It is present tense. Its subject is "Jasiek." It is third person. It is singular number.**

**whistle is a noun. It is a common noun. It is neuter gender. It is the direct object of "hears."**

Present Tense	Singular Number	Plural Number
First Person	I hear	we hear
Second Person	you hear	you hear
Third Person	he, she, it hears	they hear

2. Burek | <sup>n</sup> <sup>n</sup> <sup>n</sup> <sup>n</sup>  
will go into the mountains with Jasiek and the cows and sheep.

**This is a simple, declarative sentence.**

**will go is a verb. It is intransitive. It is future tense. Its subject is "Burek." It is third person. It is singular.**

Future Tense	Singular Number	Plural Number
First Person	I shall go	we shall go
Second Person	you will go	you will go
Third Person	he, she, it will go	they will go

3. During the summer the <sup>n</sup> <sup>n</sup> <sup>n</sup> <sup>n</sup>  
flocks | stayed in the mountains with Jasiek and Burek.

**This is a simple, interrogative sentence.**

**stayed is a verb. It is intransitive. It is past tense. Its subjects are "flocks" and "herds." It is third person. It is plural number.**

### 3RD GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

#### LESSON 16 : THE DIRECT OBJECT; LESSON 17: TRANSITIVE & INTRANSITIVE VERBS CONTINUED

Past Tense	Singular Number	Plural Number
First Person	I stayed	we stayed
Second Person	you stayed	you stayed
Third Person	he, she, it stayed	they stayed

#### LESSON 16 : THE DIRECT OBJECT; LESSON 17: TRANSITIVE & INTRANSITIVE VERBS *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.  
mother whistled a song for edward
2. Parse: whistled, song
3. Write the sentence in the other two tenses.
4. Why did Mother sing now and then for Edward?

#### *Directed Work Key*

1. Mother | whistled <sup>do</sup> <sup>n</sup> a song for Edward.  
This is a simple, declarative sentence.
2. Parse:  
whistled is a verb. It is transitive. It is past tense. Its subject is "Mother." It is in the third person. It is singular number.  
song is a noun. It is a common noun. It is neuter gender. It is the direct object of the verb "whistled."
3. Present tense: Mother whistles a song for Edward.  
Future tense: Mother will whistle a song for Edward.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

LESSON 16 : THE DIRECT OBJECT;  
LESSON 17: TRANSITIVE & INTRANSITIVE VERBS  
*Grammar Test*

- ## Grammar Test Key

- Children of the mountain villages stay in the mountains for the whole summer.

3.

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I stay	we stay
<i>Second Person</i>	you stay	you stay
<i>Third Person</i>	he, she, it stays	they stay

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

## 3RD GRADE WEEK 15 SUGGESTED GRAMMAR EXERCISES

### LESSON 18: QUOTATION MARKS

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 each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

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.
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 point 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. Papa is the strongest man at Versailles said Therese

“Papa is the strongest man at Versailles,” said Therese.

2. Papa asked do you know the answer to the riddle Therese

Papa asked, “Do you know the answer to the riddle, Therese?”

3. Therese and her brothers begged Papa Papa please tell us a story of the great Kings of France

Therese and her brothers begged, “Papa, Papa, please tell us a story of the great Kings of France!”

(This quote can also end .”)

4. Therese whispered to Papa I love God and you very much

Therese whispered to Papa, “I love God and you very much.”

## 3RD GRADE WEEK 15 SUGGESTED GRAMMAR EXERCISES

### LESSON 18: QUOTATION MARKS

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

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

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the words indicated. Conjugate the verb in the tense indicated.

1. Therese and her brothers | climb onto Papa's lap and listen to stories.

**This is a simple, declarative sentence.**

climb is a verb. It is intransitive. It is present tense. Its subjects are "Therese" and "brothers." It is third person. It is plural number.

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

Present Tense	Singular Number	Plural Number
First Person	I listen	we listen
Second Person	you listen	you listen
Third Person	he, she, it listens	they listen

2. Therese | always understood her Papa.

**This is a simple, declarative sentence.**

understood is a verb. It is transitive. It is past tense. Its subject is "Therese." It is third person. It is singular

Papa is a noun. It is a common noun. It is masculine gender. It is the direct object of "understood."

Past Tense	Singular Number	Plural Number
First Person	I understood	we understood
Second Person	you understood	you understood
Third Person	he, she, it understood	they understood

## 3RD GRADE WEEK 15 SUGGESTED GRAMMAR EXERCISES

## LESSON 18: QUOTATION MARKS

### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.  
papa held the three children in his strong arms
2. Parse: three, children
3. Write the sentence in the other two tenses.
4. What strong or brave thing does your father or grandfather do?

### Directed Work Key

- adj      do                      adj      n
1. Papa | held the three children in his strong arms.
- This is a simple, declarative sentence.
2. Parse:
- three is an adjective. It is quantitative. It modifies the noun “children.”
- children is a noun. It is a common noun. It is neuter gender. It is the direct object of the verb “held.”
3. Present tense: Papa holds the three children in his strong arms.
- Future tense: Papa will hold the three children in his strong arms.
4. Answers will vary. Evaluate as usual for proper sentence structure and for being on topic.



## 3RD GRADE WEEK 15 SUGGESTED GRAMMAR EXERCISES

### LESSON 18: QUOTATION MARKS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

papa had a little window into therese's heart

2. Parse: a, window
3. Conjugate "had" in the past tense.
4. What do you enjoy doing with your father or mother?

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

Papa | <sup>adj</sup> <sup>do</sup> <sup>n</sup> <sup>n</sup>  
had a little window into Therese's heart.

This is a simple, declarative sentence.

2. Parse:

a is an article. It is indefinite. It limits the noun "window."

window is a noun. It is a common noun. It is neuter gender. It is the direct object of the verb "had."

- 3.

Past Tense	Singular Number	Plural Number
First Person	I had	we had
Second Person	you had	you had
Third Person	he, she, it had	they had

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

## 3RD GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

### LESSON 19: 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **Pronouns are words that stand for nouns. The noun which a pronoun stands for is called its antecedent.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Label all pronoun(s). Name the antecedent of the pronoun. (If the antecedent is known through a dictation, write it down without quotation marks.)

1. <sup>pro</sup> do  
<sup>n</sup> Maribelle | <sup>pro</sup> loved <sup>n</sup> her mountains.

The pronoun “her” stands for “Maribelle.” “Maribelle” is the antecedent.

2. In school <sup>n</sup> she | <sup>pro</sup> had heard of places in the world without mountains; <sup>n</sup> she | <sup>pro</sup> could not imagine  
<sup>n</sup> them.

The pronoun “she” stands for Maribelle; the pronoun “them” stands for “places.” Maribelle “places” are the antecedents.

3. <sup>pro</sup> You | never walked straight on but were always climbing up or down.

The pronoun “You” stands for the person being spoken to. The antecedent is unknown.

4. The <sup>art</sup> mountains and <sup>n</sup> I | <sup>pro</sup> are <sup>adj</sup> good <sup>n</sup> friends.

The antecedent of “I” is Maribelle (or the person speaking). The antecedent is either “Maribelle” (or unknown).

### 3RD GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

#### LESSON 19: PRONOUNS

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

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

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the words indicated. Conjugate the verb in the tense indicated. State the antecedent of pronouns where applicable.

**n**                      **adj**   **art**   **n**   **art**                      **n**  
1. Maribelle's country | is high in the peaks of the Pyrenees Mountains.

**This is a simple, declarative sentence.**

**the is an article. It is definite. It limits the noun "peak." (or "Pyrenees Mountains)**

**Pyrenees Mountains is a noun. It is a proper noun. It is neuter gender. It is third person. It is plural number.**

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I am	we are
<i>Second Person</i>	you are	you are
<i>Third Person</i>	he, she, it is	they are

**pro**      **adj**                                      **art**   **adj**   **n**  
2. Their snow-covered peaks | sparkle in the morning sun.

**This is a simple, declarative sentence.**

**sparkled is a verb. It is intransitive. It is present tense. Its subject is "peaks" It is third person. It is plural.**

**morning is an adjective. It is descriptive. It modifies the noun "sun."**

<b>Past Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I sparkled	we sparkled
<i>Second Person</i>	you sparkled	you sparkled
<i>Third Person</i>	he, she, it sparkled	they sparkled

**The pronoun "their" stands for Pyrenees Mountains (or just mountains.)  
Pyrenees Mountains (mountains) is the antecedent of "their."**

## 3RD GRADEWEEK 16 SUGGESTED GRAMMAR EXERCISES

## LESSON 19: PRONOUNS

## Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.  
the mountains seemed to Mirabelle like good friends
2. Parse: seemed, good
3. Write the sentence replacing Maribelle with a pronoun.
4. Why did the mountains seem “like good friends” to Maribelle?

### Directed Work Key

**art**

n

**adj**

n

1. The mountains seemed to Mirabelle like good friends.

This is a simple, declarative sentence.

- ## 2. Parse:

seemed is a verb. It is intransitive. It is past tense. Its subject is “mountains.” It is third person. It is plural.

good is an adjective. It is descriptive. It modifies the noun "friends."

3. The mountains seemed to her like good friends.
4. Answers will vary. Evaluate as usual for proper sentence structure and for adherence to topic.

## 3RD GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

## LESSON 19: PRONOUNS

## Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:  
  
she could not imagine a place without mountains
2. Parse: a, place
3. Write the sentence making a contraction for “could not” and a name for “she.”  
(If two changes is too much the children, choose one.)
4. Why were the mountains so important to Maribelle?

## Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:  

pro		art	do		n
She		<u>could</u>	not	<u>imagine</u>	a place without mountains.

This is a simple, declarative sentence.
2. Parse:  

a is an article. It is indefinite. It limits the noun “place.”

place is a noun. It is a common noun. It is neuter gender. It is the direct object of the verb “could imagine.”
3. Mirabelle couldn’t imagine a place without mountains. (Any girl’s name is acceptable.)
4. Answers will vary. Evaluate as usual for proper sentence structure and for adherence to topic.

## 3RD GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

### LESSON 20: PERSON OF 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: Parsing order of pronouns: **Pronoun. Class. Antecedent. Gender. Person. Number.** (Use this order of parsing to correspond to the order used in higher grades.)

The form (spelling) of a personal pronoun tells us what person it is. The person of the pronoun is the same as the person of its antecedent. It is imperative that third graders memorize the first, second and third person pronouns.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse all pronouns.

1. Widow Poblado | <sup>pro</sup> <sup>adj</sup> <sup>do</sup>  
weeds **her** vegetable patch.

**her is a pronoun. It is personal. Its antecedent is "Widow Poblado." It is feminine gender. It is third person. It is singular.**

2. Uncle Antonio | <sup>pro</sup> <sup>adj</sup> <sup>n</sup> <sup>pro</sup> <sup>adj</sup> <sup>n</sup>  
plowed **his** tobacco patch with **his** black oxen.

**his is a pronoun. It is personal. Its antecedent is "Uncle Antonio." It is masculine gender. It is third person. It is singular.**

**his is a pronoun. It is personal. Its antecedent is "Uncle Antonio." It is masculine gender. It is third person. It is singular.**

3. <sup>pro</sup> <sup>adj</sup> <sup>n</sup>  
**I** | have never seen that car before. (said Cisco)

**I is a pronoun. It is personal. Its antecedent is "Cisco." It is masculine gender. It is first person. It is singular.**

4. <sup>adj</sup> <sup>pro</sup> <sup>n</sup>  
That car | has not been in **our** village before.

**our is a pronoun. It is personal. Its antecedent is "Maribelle" and "Cisco." It is neuter gender. It is first person. It is plural.**

### 3RD GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

#### LESSON 20: PERSON OF PRONOUNS

*Grammar Exercises (to be done orally with teacher, or in notebook).*

Review lesson. Check for memorization of parsing order of a **pronoun**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the words indicated. Conjugate the verb in the tense indicated.

art adj art n art adj do  
1. The twisty ribbon of a road followed the rushing river.

**This is a simple, declarative sentence.**

**twisty is an adjective. It is descriptive. It modifies the noun “ribbon.”**

**followed is a verb. It is transitive. It is past tense. Its subject is “ribbon.” It is third person. It is plural.**

Present Tense	Singular Number	Plural Number
First Person	I follow	we follow
Second Person	you follow	you follow
Third Person	he, she, it follows	they follow

pro n n n adj adj adj n  
2. Around it were mountains with pines, oaks, chestnuts, and tall, pointed cypress trees.

**This is a simple, declarative sentence.**

**it is a pronoun. It is personal. Its antecedent is “city” (or unknown). It is neuter gender. It is third person. It is singular.**

**were is a verb. It is intransitive. It is past tense. Its subject is “mountains” It is third person. It is plural.**

**tall is an adjective. It is descriptive. It modifies the noun “trees.”**

Past Tense	Singular Number	Plural Number
First Person	I was	we were
Second Person	you were	you were
Third Person	he, she, it was	they were

## 3RD GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

### LESSON 20: PERSON OF PRONOUNS

#### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.  
far, far below, in the valley of the mountain, Maribelle and Cisco saw a cloud of dust
2. Parse: Cisco, saw
3. Write the sentence changing “Maribelle and Cisco” to one pronoun. (*or* Write out the third person pronouns.)
4. In a lively sentence, imagine what could be in the “cloud of dust.”

#### *Directed Work Key*

1. Far, far below, in the valley of the mountain, Maribelle and Cisco | saw a cloud of dust.

This is a simple, declarative sentence.

2. Parse:

Cisco is a noun. It is proper. It is masculine gender. It is the subject of “saw.”

saw is a verb. It is transitive. It is past tense. Its subject are “Maribelle” and “Cisco.”  
It is third person. It is plural.

3. Far, far below, in the valley of the mountain, they saw a cloud of dust.
4. Answers will vary. Evaluate as usual for proper sentence structure and for adherence to topic.



## 3RD GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

### LESSON 20: PERSON OF PRONOUNS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

white farm houses nestled among olive groves and vineyards on the lower hills

2. Parse: farm, nestled
3. Write the sentence in the other two tenses that you know.
4. Write a beautiful sentence using in it the verb “nestled.”

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

adj adj adj n n art adj n  
White farm houses | nestled among olive groves and vineyards on the lower hills.

This is a simple, declarative sentence.

2. Parse:

farm is an adjective. It is descriptive. It modifies the noun “houses.”

nestled is a verb. It is intransitive. It is past tense. Its subject is “houses.” It is third person. It is plural.

3. Present tense: White farm houses nestle among olive groves and vineyards on the lower hills.

Future tense: White farm houses will nestle among olive groves and vineyards on the lower hills.

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

## 3RD GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

### LESSON 21: EXCLAMATIONS; LESSON 23: NOMINATIVE AND OBJECTIVE 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **An exclamation is a word or an expression used to express sudden or strong feeling. Pronouns used as subjects are in the nominative case.**

**Pronouns used as objects are in the objective case.** Learn the subject and object pronoun chart on page 97. Parsing order of pronouns: **Pronoun. Class. Antecedent. Gender. Person. Number. Office. Case.**

**Important note: Exclamatory is NOT another kind of sentence. All sentences are declarative, interrogative or imperative. One of these expressed in an exclamatory manner is punctuated with an exclamation point. A sentence would then be stated as exclamatory declarative, exclamatory interrogative or exclamatory imperative.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse pronouns.

1. She | skipped and sang on the way to church!

This is a simple, exclamatory declarative sentence.

she is a pronoun. It is personal. Its antecedent is Hanka. It is feminine gender. It is third person. It is singular. It is the subject of "skipped" and "sang." It is nominative case.

2. Hanka's Mother | walked her over the hills to the great, strong church.

This is a simple, declarative sentence.

her is a pronoun. It is personal. Its antecedent is "Hanka." It is feminine gender. It is third person. It is singular. It is the direct object of "walked." It is objective case.

3. The highland men | built it of pine trees.

This is a simple, declarative sentence.

it is a pronoun. It is personal. Its antecedent is church. It is neuter gender. It is third person. It is singular. It is the direct object of "built." It is objective case.

### 3RD GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

#### LESSON 21: EXCLAMATIONS; LESSON 22: NOMINATIVE AND OBJECTIVE PRONOUNS

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

Review lesson. Check for memorization of **exclamation**, parsing order of a **pronoun** and the **pronoun chart**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

**Notebook Exercises:** Copy the sentence. Analyze the sentence. Parse the words indicated. Change the sentence as indicated.

adj                      n                      adj                      n                      do  
1. The soft chorus of cowbells from the various pastures | greeted them.

**This is a simple, declarative sentence.**

**soft is an adjective. It is descriptive. It modifies the noun "chorus."**

**greeted is a verb. It is transitive. It is past tense. Its subject is "chorus." It is third person. It is plural.**

**them is a pronoun. It is personal. Its antecedent is unknown. It is neuter gender. It is third person. It is plural. It is the direct object of "greeted." It is objective case.**

**Interrogative: Whom did the soft chorus of cowbells from the various pastures greet?  
or What greeted them from the various pastures?**

adj                      n  
2. They | could look over the last hill and down to the valley below.

**This is a simple, declarative sentence.**

**They is a pronoun. It is personal. Its antecedent is unknown (or Hanka and Mother). It is neuter gender. It is plural. It is third person. It is the subject of "could look." It is nominative case.**

**the is a definite article. It limits "hill." (or "valley")**

**last is an adjective. It is descriptive. It modifies the noun "hills."**

**Exclamatory, imperative: Look over the last hill and down into the valley below!**

## 3RD GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

## LESSON 21: EXCLAMATIONS; LESSON 22: NOMINATIVE AND OBJECTIVE PRONOUNS

### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.  
what echoed from the distant churches
2. Parse: echoed, distant
3. Answer the question in an exclamatory declarative sentence.
4. In a beautiful sentence, tell of an echo you have heard or enjoy hearing.

*Directed Work Key*

1. What | echoed from the distant churches?

This is a simple, interrogative sentence.

- ## 2. Parse:

echoed is a verb. It is intransitive. It is past tense. Its subject is “What” It is third person. It is plural.

distant is an adjective. It is descriptive. It modifies the noun “churches.”

3. The Angelus bells echoed from the distant churches!  
Bells is an acceptable subject. Check for proper spelling and punctuation.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

## 3RD GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

### LESSON 21: EXCLAMATIONS; LESSON 22: NOMINATIVE AND OBJECTIVE PRONOUNS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

they built the great strong church at the edge of the forest!

(Include the exclamation point when writing the sentence for the students to copy.)

2. Parse: they, church
3. Conjugate the verb build in the future tense.
4. Describe where your church is built, using at least two descriptive adjectives in your sentence.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

They <sup>adj</sup> <sup>adj</sup> <sup>do</sup> <sup>n</sup> <sup>n</sup> built the great strong church at the edge of the forest!

This is a simple, exclamatory declarative sentence.

2. Parse:

They is a pronoun. It is personal. Its antecedent is "men." It is masculine gender. It is third person. It is plural. It is the subject of "built." It is nominative case.

church is a noun. It is common. It is neuter. It is the direct object of "built."

- 3.

<b>Future Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I shall build	we shall build
<i>Second Person</i>	you will build	you will build
<i>Third Person</i>	he, she, it will build	they will build

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

## 3RD GRADE WEEK 19 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: Learn the possessive pronoun chart on page 101. Parsing order of pronouns: **Pronoun. Class. Antecedent. Gender. Person. Number. Office. Case.** *Read the Helpful Hints section for week 19.*

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse the pronouns.

1. Perro | <sup>pro n</sup> always looked after **his** people.

**This is a simple, declarative sentence.**

**his** is a pronoun. It is personal. Its antecedent is "Perro." It is masculine gender. It is third person. It is singular. It is the subject of "looked." It shows possession of the noun "people." It is possessive case.

2. Maribelle, <sup>n</sup> **your** <sup>pro</sup> fields | <sup>adj</sup> are <sup>n</sup> blue with forget-me-nots.

**This is a simple, declarative sentence.**

**your** is a pronoun. It is personal. Its antecedent is "Mirabelle." It is feminine gender. It is second person. It is singular. It shows possession of "fields." It is possessive case.

3. That wise shepherd <sup>adj adj adj</sup> dog | <sup>pro n</sup> is **their** master.

**This is a simple, declarative sentence.**

**their** is a pronoun. It is personal. Its antecedent is cows and sheep. It is neuter gender. It is third person. It is plural. It shows possession of "master." It is possessive case.

## 3RD GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

### LESSON 24 : POSSESSIVE PRONOUNS

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

Review lesson. Check for memorization of parsing order of a **pronoun** and the **possessive pronoun chart**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the words indicated.

1. Butterflies | dance in the afternoon sunlight around her.

**This is a simple, declarative sentence.**

**Butterflies is a noun. It is common. It is neuter gender. It is the subject of “danced.”**

**dance is a verb. It is intransitive. It is present tense. Its subject is “butterflies.” It is third person. It is plural.**

**her is a pronoun. It is personal. Its antecedent is Maribelle. It is feminine gender. It is third person. It is singular. It is objective case.**

(“her” is objective here. *Her* before a noun would be possessive case.)

2. He | was old now and did little work. (label the \* adjective, modifies “He.”)

**This is a simple, declarative sentence.**

**He is a pronoun. It is personal. Its antecedent is Perro. It is masculine gender. It is third person. It is singular. It is the subject of “was” and “did.” It is nominative case.**

**did is a verb. It is transitive. It is past tense. Its subject is “He.” It is third person. It is singular.**

**work is a noun. It is common. It is neuter gender. It is the direct object of “did.” It is objective case.**

3. Perro | will know the safe paths up his mountain.

**This is a simple, declarative sentence.**

**Perro is a noun. It is proper. It is masculine. It is the subject of “will know.”**

**will know is a verb. It is transitive. It is future tense. Its subject is “Perro.” It is third person. It is singular.**

**his is a pronoun. It is personal. Its antecedent is “Perro.” It is masculine gender. It is third person. It is singular number. It shows possession of the noun “mountain.” It is possessive case.**

## 3RD GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

### LESSON 24 : POSSESSIVE PRONOUNS

#### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.  
you will see blue forget-me-nots on the mountain
2. Parse: you, forget-me-nots
3. Write the sentence in the other two tenses you know.
4. Tell us about a favorite flower and where it grows.

#### *Directed Work Key*

1. You | will see blue forget-me-nots on the mountain.  
This is a simple, declarative sentence.

2. Parse:

you is a pronoun. It is personal. Its antecedent is unknown. It is neuter gender. It is second person. It is singular or plural. It is the subject of "will see." It is nominative case.

forget-me-nots is a noun. It is common. It is neuter gender. It is the direct object of "will see."

3. Present tense: You see blue forget-me-nots on the mountain.

Past tense: You saw blue forget-me-nots on the mountain.

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



## 3RD GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

### LESSON 24 : POSSESSIVE PRONOUNS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

maribelle made a long climb up the mountain and then closed her eyes

2. Parse: made, her
3. Use the word “climb” as a verb in a declarative or interrogative sentence.
4. Tell us why Maribelle “closed her eyes” after her long climb.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

Maribelle | <sup>art</sup> <sup>adj</sup> <sup>do</sup> <sup>art</sup> <sup>n</sup> <sup>pro</sup> <sup>do</sup>  
made a long climb up the mountain and then closed her eyes.

This is a simple, declarative sentence.

2. Parse:

made is a verb. It is transitive. It is past tense. Its subject is “Maribelle.” It is third person. It is singular.

her is a pronoun. It is personal. Its antecedent is “Maribelle.” It is feminine gender. It is third person. It is singular. It shows possession of “eyes.” It is possessive case.

3. Accept any reasonable sentence. Evaluate for spelling, punctuation and sentence structure.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

**and** is a conjunction. It connects the nouns “hope” and “cheer.”

## 3RD GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

## LESSON 26: CONJUNCTIONS; LESSON 27: ADVERBS

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

Review lesson. Check for memorization of parsing order of a **pronoun** and the **possessive pronoun chart**.

In ***Notebook Exercises*** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

**Notebook Exercises:** Copy the sentence. Analyze the sentence. Parse the words indicated.

1. Music | poured into the bright air but drifted into the chamber.

**This is a simple, declarative sentence.**

**Music is a noun. It is common. It is neuter gender. It is the subject of “poured” and “drifted.”**

**poured** is a verb. It is intransitive. It is past tense. Its subject is “Music.” It is third person. It is singular.

**but** is a conjunction. It connects the verbs “poured” and “drifted.”

<b>n</b>	<b>adj</b>	<b>pro n</b>
2. Before the boy <u>stands</u>		the great <u>church</u> of Our Lady.

**This is a simple, declarative sentence.**

stands is a verb. It is intransitive. It is present tense. Its subject is “church.” It is third person. It is singular.

**the** is a definite article. It limits “church.” (or “boy”)

**church** is a noun. It is common. It is neuter gender. It is the subject of “stands.”

3. The sunlight | gushed brilliantly from the choir window.

**This is a simple, declarative sentence.**

sunlight is a noun. It is common. It is neuter. It is the subject of “gushed”

**gushed is a verb. It is intransitive. It is past tense. Its subject is “sunlight.” It is third person. It is singular.**

choir is an adjective. It is descriptive. It modifies the noun “window.”

**“brilliantly” tells the manner of the verb “gushed.”**

## 3RD GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

## LESSON 26: CONJUNCTIONS; LESSON 27: ADVERBS

### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.  
the air on those mountains tastes like a drink of cold water
2. Parse: air, those, tastes
3. Write this sentence as an interrogative sentence using the question word *what*.
4. "The air on those mountains feels like..." Finish the sentence in a beautiful way.

### Directed Work Key

1. The <sup>adj</sup>air on those mountains | <sup>n</sup> tastes <sup>adj</sup> like a drink of cold <sup>n</sup> water.  
This is a simple, declarative sentence.

- ## 2. Parse:

air is a noun. It is common. It is neuter gender. It is the subject of “tastes.”

those is an adjective. It is demonstrative. It modifies the noun “mountains.”

tastes is a verb. It is intransitive. It is present tense. Its subject is "air." It is third person. It is singular.

3. What tastes like a drink of cold water? or The air on those mountains tastes like what?

Evaluate for proper sentence structure and punctuation.

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

## 3RD GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

### LESSON 26: CONJUNCTIONS; LESSON 27: ADVERBS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:  
maribelle drew in a long breath and looked below on her home hamlet
2. Parse: long, and, her
3. Conjugate “looked” in the present tense.
4. “Drew” in this sentence means to take in. Write a beautiful sentence using “drew” in another way.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

Maribelle | drew in a long breath and looked below on her home hamlet.  
+  
This is a simple, declarative sentence.

2. Parse:

long is an adjective. It is descriptive. It modifies “breath.”

and is a conjunction. It connects the verbs “drew” and “looked.”

her is a pronoun. It is personal. Its antecedent is “Maribelle.” It is feminine gender. It is third person. It is singular. It shows possession of “hamlet.” It is possessive case.

- 3.

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I look	we look
<i>Second Person</i>	you look	you look
<i>Third Person</i>	he, she, it looks	they look

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.  
On Topic meaning - “drew” needs the denotation *to produce a picture by making lines or marks* (or for that unique student, *to pull or drag something behind*).

## 3RD GRADE WEEK 21 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **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.** Parsing order of nouns: **Noun. Class. Gender. Number. Office. Case.**

**\*Important Parsing Change: From this point forward, the students will not write sentences for the elements in any parsing order. An example of each parsing order will be given in this week as a model. (If questions arise in subsequent weeks' parsings please inquire through email at [sspxgrammar@gmail.com](mailto:sspxgrammar@gmail.com).)**

**\*\*Some sentences this week have been taken from *retelling the story*.**

**\*\*\*Those schools using Sanseri phonics: this is an excellent week to teach or reteach the plural reference page.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse all nouns.

1. Gerrit | <sup>do</sup> asked <sup>n</sup> questions of <sup>n</sup> Grandfather about friendship.

This is a simple, declarative sentence.

Gerrit: noun, proper, masculine gender, singular, subject of the verb "asked,"  
nominative case

questions: noun, common, neuter gender, plural, direct object of the verb "asked,"  
objective case

Grandfather: noun, proper, masculine gender, singular

friendship: noun, common, neuter gender, singular

2. Money | <sup>adj</sup> cannot make <sup>n</sup> one ray of <sup>adj</sup> sunshine <sup>do</sup> nor <sup>do</sup> one flower!  
+

This is a simple, exclamatory declarative sentence.

Money: noun, common, neuter gender, singular, subject of the verb "cannot make,"  
nominative case

ray: noun, common, neuter gender, singular, direct object of the verb "cannot make,"  
objective case

sunshine: noun, common, neuter gender, singular

flower: noun, common, neuter gender, singular, direct object of the verb "cannot make,"  
objective case

## 3RD GRADE WEEK 21 SUGGESTED GRAMMAR EXERCISES

### LESSON 30: NUMBER OF NOUNS

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

Review lesson. Check for memorization of parsing order of a **pronoun** and the **possessive pronoun chart**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the words indicated.

1. Bubbling caldrons and iron pots | hung on hooks above the fire on the floor.
- adj                      adj                      n                      n                      n
- +

This is a simple, declarative sentence.

**Bubbling**: adjective, descriptive, modifies the noun “caldrons”

**caldrons**: noun, common, neuter gender, plural, subject of the verb “hung,” nominative case

**and**: conjunction, connects the subjects “caldrons” and “pots.”

**hung**: verb, intransitive, past tense, subjects are “caldrons” and “pots,” third person, plural

**the**: definite article, limits the noun “fire” (or “floor”)

2. Gerrit | thought of his friend kindly and did one good turn for him.
- pro n (adv)                      adj adj n                      pro
- +

This is a simple, declarative sentence.

**his**: pronoun, personal, antecedent: “Gerrit,” masculine, third person, singular, shows possession of “friend,” possessive case

**did**: verb, transitive, present tense, subject is “Gerrit,” third person, singular.

**one**: adjective, quantitative, modifies the noun “turn”

**him**: pronoun, personal, antecedent: “friend,” masculine, third person, singular, objective case.

“kindly” tells the manner of the verb “thought.”

3. The greater gift | is friendship.
- adj                      n

This is a simple, declarative sentence.

**greater**: adjective, descriptive, modifies the noun “gift”

**gift**: noun, common, neuter gender, singular, subject of the verb “is,” nominative case

**is**: verb, intransitive, present tense, subject is “gift,” third person, singular

## 3RD GRADE WEEK 21 SUGGESTED GRAMMAR EXERCISES

### LESSON 30: NUMBER OF NOUNS

#### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.

no drop of love is ever wasted on a friend

2. Parse: no, drop, a
3. Write this sentence as an interrogative sentence.
4. Why is a friend greater than money?

#### *Directed Work Key*

- adj                      n                      (adv)                      n
1. No drop of love | is ever wasted on a friend.

This is a simple, declarative sentence.

2. Parse:

no: adjective, quantitative, modifies the noun “drop”

drop: noun, common, neuter gender, singular, subject of the verb “is wasted,” nominative case

a: indefinite article, limits the noun “friend”

3. Evaluate for proper sentence structure and punctuation.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.



## 3RD GRADE WEEK 21 SUGGESTED GRAMMAR EXERCISES

### LESSON 30: NUMBER OF NOUNS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:  
when will the sweet smell of fresh hay drift in the fresh breeze
2. Parse: sweet, smell, drift
3. Rewrite as a declarative sentence and answer it at the end.
4. Tell us of a favorite “sweet smell” that drifts “in the fresh breeze” of spring.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

                    adj                    (adv)  adj  n                                    adj          n  
When will the sweet smell of freshly cut hay | drift in the fresh breeze?

This is a simple, interrogative sentence.

2. Parse:

sweet: adjective, descriptive, modifies the noun “smell”

smell: noun, common, neuter gender, singular, subject of the verb “drifted,” nominative case

will drift: verb, intransitive, future tense, subject is “smell,” third person, singular

3. The sweet smell of freshly cut hay will drift in the fresh breeze \_\_\_\_\_.

Accept any reasonable answer. Evaluate for punctuation and sentence structure.

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

### 3RD GRADE WEEK 22 SUGGESTED GRAMMAR EXERCISES

#### LESSON 31A & 31B: POSSESSIVE CASE AND 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

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.**

**Declining of nouns is good practice for forming plurals.**

**\*\*\* Third graders need not label adjectives anymore.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse all possessive nouns. Decline the noun suggested.

n (adv) n  
1. **Grandfather's** animals | were finally safe in the barn.

**This is a simple, declarative sentence.**

**Grandfather's**: noun, proper, masculine gender, singular, shows possession of "animals,"  
possessive case

**Decline grandfather**

case	singular	plural
nominative or objective:	grandfather	grandfathers
possessive:	grandfather's	grandfathers'

n do do do n pro  
2. The **children's** grandfather | bought bread, chocolate and mugs of milk for them.  
+

**This is a simple, declarative sentence.**

**children's**: noun, common, neuter gender, plural, shows possession of "grandfather,"  
possessive case

**Decline children and mugs**

case	singular	plural
nominative or objective:	child	children
possessive:	child's	children's
nominative or objective:	mug	mugs
possessive:	mug's	mugs'



### 3RD GRADE WEEK 22 SUGGESTED GRAMMAR EXERCISES

#### LESSON 31A & 31B: POSSESSIVE CASE AND POSSESSIVE PLURAL OF NOUNS

##### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.

from the shadows of the trees, the deer's eyes peeked at Laura and Mary

2. Parse: deer's, eyes, peeked
3. Write this sentence in the present and future tenses.
4. Write a sentence about animals, using a possessive noun in your sentence.

##### *Directed Work Key*

1. From the shadows of the trees, the deer's eyes | peeked at Laura and Mary.  
n                      n                      n                      n                      n  
+  
This is a simple, declarative sentence.

2. Parse:

deer's: noun, common, neuter gender, singular (\*or plural), shows possession of "eyes,"  
possessive case

\*"deer" has the same form for singular and plural

eyes: noun, common, neuter gender, plural, subject of "peeked," nominative case

peeked: verb, intransitive, past tense, subject is "eyes," third person, plural

3. Present tense: From the shadows of the trees, the deer's eyes peek at Laura and Mary.

Future tense: From the shadows of the trees, the deer's eyes will peek at Laura and Mary.

4. Answers will vary. Check for a possessive noun and its proper formation.  
Evaluate as usual for proper sentence structure and for on topic.

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

### 3RD GRADE WEEK 23 SUGGESTED GRAMMAR EXERCISES

#### LESSON 31A & 31B: POSSESSIVE CASE AND POSSESSIVE PLURAL OF NOUNS 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

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.**

**Declining of nouns is good practice for forming plurals.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse all possessive nouns. Decline the noun suggested.

1. Hansl Hofbauer | <sup>n</sup> <sup>do</sup> (adv) answered all the **teacher's** questions quickly.

**This is a simple, declarative sentence.**

**teacher's:** noun, common, masculine gender, singular, shows possession of the noun "questions," possessive case

**Decline teacher**

case	singular	plural
nominative or objective:	teacher	teachers
possessive	teacher's	teachers'

2. Through <sup>n</sup> <sup>n</sup> <sup>n</sup> **Tom's** book of travel, <sup>do</sup> <sup>do</sup> <sup>do</sup> he | roamed the sea, the land and the air.  
+

**This is a simple, declarative sentence.**

**Tom's:** noun, proper, masculine gender, singular, shows possession of the noun "book," possessive case

**Decline Tom**

case	singular	plural
nominative or objective:	Tom	-----
possessive:	Tom's	-----

## 3RD GRADE WEEK 2 SUGGESTED GRAMMAR EXERCISES

### LESSON 31A & 31B: POSSESSIVE CASE AND POSSESSIVE PLURAL OF NOUNS CONTINUED

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

Review lesson. Check for memorization of parsing order of a **pronoun** and the **possessive pronoun chart**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

**Notebook Exercises:** Copy the sentence. Analyze the sentence. Parse possessive nouns and the words indicated. Decline the nouns indicated (see Grammar Lesson for chart set-up; key contains the noun forms only.)

1. It | <sup>n</sup> was like a ballgame between Hansl <sup>n</sup> Hofbauer and the schoolmaster. <sup>n</sup>  
+

**This is a simple, declarative sentence.**

**Parse:** It, a

2. Down the aisle the <sup>n</sup> teacher | <sup>do</sup> pegged a problem.

**This is a simple, declarative sentence.**

**Parse:** teacher, pegged

3. Sometimes <sup>(adv)</sup> he | <sup>do</sup> pitched it with a tricky <sup>n</sup> curve.

**This is a simple, declarative sentence.**

**Parse:** he, pitched, tricky

**"Sometimes" tells the manner or time of the verb "pitched."**

4. Hansl | <sup>do</sup> would catch it in midair and <sup>n</sup> whip the answer <sup>do</sup> <sup>(adv)</sup> back to the front of the room with a grin. <sup>n</sup> <sup>n</sup> <sup>n</sup>  
+

**This is a simple, declarative sentence.**

**Parse:** it, answer

**"back" tells the place of the verb "whipped."**





## 3RD GRADE WEEK 23 SUGGESTED GRAMMAR EXERCISES

### LESSON 31A & 31B: POSSESSIVE CASE AND POSSESSIVE PLURAL OF NOUNS CONTINUED *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:  
tom never traveled outside his state except through a travel book
2. Parse: his, a, travel
3. Decline "book."
4. How can anyone travel through a book?

### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

Tom | (adv)                      pro n                      n  
never traveled outside his state except through a travel book.

This is a simple, declarative sentence.

2. Parse:

his: pronoun, personal, antecedent: "Tom," masculine gender, third person, singular number, shows possession of the noun "state," possessive case

a: indefinite article, limits the noun "book"

travel: adjective, descriptive, modifies the noun "book"

3. **Decline: book**

case	singular	plural
<b>nominative or objective:</b>	<b>book</b>	<b>books</b>
<b>possessive:</b>	<b>book's</b>	<b>books'</b>

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

## 3RD GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

### LESSON 33 : PHRASES

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 each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **A phrase is a group of words having no subject or predicate, but used as a modifier.** (*A modifier is either an adjective or an adverb. It may be beneficial to begin pointing out the noun or verb the phrase is modifying.*)

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Put all phrases in parentheses.

1. The snowy peaks (of the Alps) | <sup>do</sup> cut a pink lace pattern (in the morning light).

**This is a simple, declarative sentence.**

*"of the Alps" modifies the noun "peaks."*

*"in the morning light" modifies the verb "cut."*

2. The <sup>(adv)</sup> valley below | looked (like a checkerboard).

**This is a simple, declarative sentence.**

*"like a checkerboard" modifies the verb "looked."*

3. A crowd (of boys) | stood (around the smith's assistant).

**This is a simple, declarative sentence.**

*"of boys" modifies the noun "crowd."*

*"around the smith's assistant" modifies the verb "stood."*

4. <sup>do</sup> Who | held a piece (of white-hot iron) (with a pair) (of tongs)?

**This is a simple, interrogative sentence.**

*"of white-hot iron" modifies the noun "piece."*

*"with a pair" modifies the verb "held."*

*"of tongs" modifies the noun "pair."*

5. The cows | <sup>do</sup> smelled the fresh new tender green grass (of the meadow).

**This is a simple, declarative sentence.**

*"of the meadow" modifies the noun "grass."*

## 3RD GRADE WEEK 24 : SUGGESTED GRAMMAR EXERCISES

### LESSON 33 : PHRASES

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

Review lesson. Check for memorization of parsing order of a **pronoun** and the **possessive pronoun chart**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence including phrases. Parse the words indicated.

1. The smith | <sup>do</sup> put <sup>n</sup> the iron (on the anvil) and <sup>do</sup> <sup>n</sup> hammered it (into shape).  
+

**This is a simple, declarative sentence.**

**Parse: put, and, it**

2. The sparks | <sup>(adv)</sup> flew <sup>n</sup> around (like red stars).

**This is a simple, declarative sentence.**

**Parse: sparks, flew, red**

**“around” tells the place of the verb “flew.”**

3. (you) | <sup>do</sup> Sharpen our skates, please.

**This is a simple, imperative sentence.**

**Parse: our, skates**

## 3RD GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

### LESSON 33 : PHRASES

#### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:  
the crowd of boys watches the smith at the anvil
2. Parse: the (first), crowd, watches
3. Write the sentence in the other two tenses.
4. What is the smith fashioning at his anvil that so interests the boys?

#### *Directed Work Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

The <sup>n</sup>crowd (of boys) | <sup>do</sup>watches <sup>n</sup>the smith (at the anvil)

This is a simple, declarative sentence.

2. Parse:

the: definite article, limits the noun “crowd”

crowd: noun, common, neuter gender, singular number, subject of the verb “watches”

watches: verb, transitive, present tense, subject is “crowd,” third person, singular number

- 3.

Past tense: The crowd of boys watched the smith at the anvil.

Future tense: The crowd of boys will watch the smith at the anvil.

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

## 3RD GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

### LESSON 33 : PHRASES

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze fully.

marcel led the cows up the mountain to the meadow

2. Parse: Marcel, led, cows
3. Write a sentence using the phrase “up the mountain.”
4. What might Marcel have seen in the meadow when he arrived with the cows?

#### *Grammar Test Key*

1. Marcel | <sup>do</sup> led <sup>n</sup> the cows (up the mountain) (to the meadow).  
<sup>n</sup>

This is a simple, declarative sentence.

2. Parse:

Marcel: noun, common, masculine gender, singular, subject of “led,” nominative case

led: verb, transitive, past tense, subject is “Marcel,” third person, singular number

cows: noun, common, feminine gender [or neuter], plural, direct object of “led.”

3. Answers will vary. Evaluate as usual for proper sentence structure. (The sentence should also be pleasant and realistic.)
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

## 3RD GRADE WEEK 25 SUGGESTED GRAMMAR EXERCISES

### LESSON 34 : PREPOSITIONS

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 each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **A preposition is a word that introduces a phrase and shows the relation between its object and the word modified.**

**Helpful Hints: This week and next practice identifying prepositional phrases. Identify the object of the preposition (always the last word in the phrase). Draw an arrow from the phrase to the word it modifies, to prepare the children for the idea of adjectival (or adjective) and adverbial phrases.**

Teacher-led Exercises: Teacher writes the sentence on the board. Analyze. Label the object of the preposition - **op**. Put all phrases in parenthesis. Draw an arrow from the phrase to the word it modifies. (The arrows are not shown; please see the relationship sentence, in each analysis below.)

1. Mother | <sup>do</sup> handed <sup>op</sup> a basket (to Maribelle).

**This is a simple, declarative sentence.**

**The preposition “to” shows the relationship between the object of the preposition “Maribelle” and the verb “handed.”**

2. She | <sup>do</sup> wrapped <sup>n</sup> a thick scarf (around Mirabelle’s neck) <sup>op</sup> and <sup>do</sup> fetches <sup>+</sup> the umbrella.

**This is a simple, declarative sentence.**

**The preposition “around” shows the relationship between the object of the preposition “neck” and the verb “wrapped.”**

3. Carolina | <sup>do</sup> watched <sup>op</sup> the streams (of milk) .

**This is a simple, declarative sentence.**

**The preposition “of” shows the relationship between the object of the preposition “milk” and the noun “streams.”**

4. Who | <sup>do</sup> told <sup>op</sup> stories (to Carolina) ?

**This is a simple, interrogative sentence.**

**The preposition “to” shows the relationship between the object of the preposition “Carolina” and the verb “told.”**

## 3RD GRADE WEEK 25 SUGGESTED GRAMMAR EXERCISES

### LESSON 34 : PREPOSITIONS

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

Review lesson. Check for memorization of parsing order of a **pronoun** and the **possessive pronoun chart**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient for this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence including phrases. Parse the words indicated.

1. You | <sup>(adv)</sup> never <sup>op</sup> can tell (about rain clouds).

**This is a simple, declarative sentence.**

**Parse:** You, rain

**The preposition “about” shows the relationship between the object of the preposition “clouds” and the verb “can tell.”**

2. She | <sup>do</sup> packed <sup>do</sup> new bread and cheese, <sup>do</sup> meat and sausage, <sup>do</sup> a tiny packet (of coffee), <sup>op</sup> and sugar, <sup>do</sup> some bitter chocolate and a wineskin <sup>+</sup> (into it).

**This is a simple, declarative sentence.**

**Parse:** She, some, wineskin

**The preposition “of” shows the relationship between the object of the preposition “coffee” and the noun “packet.”**

**The preposition “into” shows the relationship between the object of the preposition “it” and the verb “packed.”**

3. Sarah | <sup>op</sup> lay <sup>op</sup> (on a quilt) (under a tree).

**This is a simple, declarative sentence.**

**Parse:** lay, a

**The preposition “on” shows the relationship between the object of the preposition “quilt” and the verb “lay.”**

**The preposition “under” shows the relationship between the object of the preposition “tree” and the verb “lay” (you may also say that the preposition “under” shows the relationship between the object of the preposition “tree” and the noun “quilt.”**

## 3RD GRADE WEEK 25 SUGGESTED GRAMMAR EXERCISES

### LESSON 34 : PREPOSITIONS

#### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:  
john putnam told many stories to carolina
2. Parse: John Putnam, many
3. Write the sentence in the other two tenses.
4. What do you like best when your father tells a story?

#### *Directed Work Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

John Putnam | <sup>do</sup> <sup>op</sup> told many stories (to Carolina).

This is a simple, declarative sentence. (An arrow should be drawn from the phrase to “told.”)

2. Parse:

John Putnam: noun, common, masculine gender, singular number, subject of the verb “told”

many: adjective, quantitative, modifies “stories”

- 3.

Present tense: John Putnam tells many stories to Carolina.

Future tense: John Putnam will tell many stories to Carolina.

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



## 3RD GRADE WEEK 25 SUGGESTED GRAMMAR EXERCISES

### LESSON 34: PREPOSITIONS

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze fully.

carolina and father enjoyed this best time together

2. Parse: and, enjoyed, this
3. Conjugate “enjoy” in the present tense.
4. What “best time” do you enjoy with Father?

#### *Grammar Test Key*

1. Carolina and Father | enjoyed this best time together.  
do (adv)  
+

This is a simple, declarative sentence.

2. Parse:

and: conjunction, connects the subjects “Carolina” and “Father”

enjoyed: verb, transitive, past tense, subject are “Carolina” and “Father,” third person, plural number

this: adjective, demonstrative, modifies “time”

- 3.

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I enjoy	we enjoy
<i>Second Person</i>	you enjoy	you enjoy
<i>Third Person</i>	he, she, it enjoys	they enjoy

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

## 3RD GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

### LESSON 34 : PREPOSITIONS 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **A preposition is a word that introduces a phrase and shows the relation between its object and the word modified.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze, including an arrow from the phrase to the word it modifies. (The arrows are not shown. Please reference the relationship sentence.) Remember: prepositional phrases are new and may still be difficult for the students, and will be studied more thoroughly in 4th grade. You need not emphasize the idea of “relationship,” but simply make sure the students notice which word is being modified by the phrase.

1. <sup>op</sup> (On Sundays) the <sup>op</sup> families (of the parish) | <sup>adv</sup> came together.

**This is a simple, declarative sentence.**

**The preposition “On” shows the relationship between its object “Sundays” and the verb “came.”**

**The preposition “of” shows the relationship between its object “parish” and the noun “families.”**

2. The children | <sup>do</sup> had spent a happy week <sup>op</sup> (in Rome), the capital city <sup>n</sup> <sup>op</sup> (of Italy).

**This is a simple, declarative sentence.**

**The preposition “in” shows the relationship between its object “Rome” and the verb “had spent.”**

**The preposition “of” shows the relationship between its object “Italy” and the noun “city.”**

3. Had artists | <sup>do</sup> planned the Church (of St. Peter) <sup>op</sup> (for many years)? <sup>op</sup>

**This is a simple, interrogative sentence.**

**The preposition “for” shows the relationship between its object “years” and the verb “had planned.”**

**The “Church of St. Peter” could be considered one proper noun, but here we have analyzed the prepositional phrase within the name. Thus, the preposition “of” shows the relationship between its object, “St. Peter,” and the noun “Church.”**

## 3RD GRADE WEEK 26 : SUGGESTED GRAMMAR EXERCISES

## LESSON 34 : PREPOSITIONS CONTINUED

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

Review lesson. Check for memorization of **preposition** and the identification of the **object of the preposition**

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence (From this point forward, analysis includes the arrows drawn from the object of the preposition to the word modified). Parse the words indicated.

1. (During the sermon) <sup>op</sup>Hanka | <sup>adv</sup>crept <sup>pro</sup>away <sup>op</sup>(into her thoughts).

**This is a simple, declarative sentence.**

**Parse: crept, her**

**The preposition “During” shows the relationship between its object “sermon” and the verb “crept.”**

**The preposition “into” shows the relationship between its object “thoughts” and the verb “crept.”**

2. Signor Rossi | had shown them many sparkling fountains and great palaces (about the city.)

**This is a simple, declarative sentence. \*Label the indirect object for the students.**

### Parse: Signor Rossi, many, and

**The preposition “about” shows the relationship between its object “about” and the nouns “fountains” and “palaces.”**

3. Each family (of the parish) | lives (by itself) (like a separate little island).

**This is a simple, declarative sentence.**

**Parse: Each, lives, separate**

**The preposition “of” shows the relationship between its object “parish” and the noun “family.”**

**The preposition “by” shows the relationship between its object “itself” and the verb “lives.”**

**The preposition “like” shows the relationship between its object “island” and the verb “lives.”**

## 3RD GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

### LESSON 34 : PREPOSITIONS CONTINUED

#### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.

in the sunny square they fed the hungry pigeons

2. Parse: sunny, they, fed
3. Rewrite this sentence as an interrogative sentence.
4. Imagine you are feeding the pigeons “in the sunny square.”

#### *Directed Work Key*

1. (In the sunny square) <sup>op</sup> they | <sup>do</sup> fed the hungry pigeons. (Draw an arrow from phrase to “fed.”)

This is a simple, declarative sentence.

2. Parse:

sunny: adjective, descriptive, modifies “square”

they: pronoun, personal, antecedent: children, neuter, third person, plural number,  
subject of the verb “fed,” nominative case

fed: verb, transitive, past tense, subject is “they,” third person, plural number

3. Answers will vary. Evaluate for punctuation and capitalization.

Possible answers: Did they feed the hungry pigeons in the sunny square?

Where did they feed the hungry pigeons?

Who fed the hungry pigeons in the sunny square?

What did they feed in the sunny square?

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

## 3RD GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

### LESSON 34 : PREPOSITIONS CONTINUED

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:  
the Church is like a watchful mother
2. Parse: a, watchful
3. Conjugate “is” in the present tense.
4. Use the phrase “like a watchful mother” in a sentence of your own.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

The Church | <sup>op</sup>  
is (like a watchful mother).

This is a simple, declarative sentence. (An arrow should be drawn from the phrase to “is.”)

2. Parse:

a: indefinite article, limits the noun “mother.”

watchful: adjective, descriptive, modifies “mother”

- 3.

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I am	we are
<i>Second Person</i>	you are	you are
<i>Third Person</i>	he, she, it is	they are

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

**victorious**: adjective, descriptive, modifies (or predicated of) the noun “knights.”

### 3RD GRADE WEEK 27 SUGGESTED GRAMMAR EXERCISES

#### LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES

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

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

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

**Notebook Exercises:** Copy the sentence. Analyze the sentence. Parse all predicate nouns and adjectives. Parse the verbs. Parse suggested words.

1. The Maid of Orleans | <sup>pro</sup> was : <sup>pn</sup> their Angel of Deliverance.

**This is a simple, declarative sentence.**

**Angel of Deliverance:** noun, proper, feminine gender, singular number, predicated of the noun "Maid of Orleans," nominative case.

**was :** verb, intransitive, past tense, subject is "Maid of Orleans," third person, singular number

**Parse:** their

2. The castle (in the forest) | <sup>op</sup> is : <sup>pa</sup> splendid (with great stone walls and a high gateway and tall turrets).  
<sup>op</sup> + <sup>op</sup> + <sup>op</sup>

**(first phrase modifies "castle"; second phrase modifies "splendid")**

**This is a simple, declarative sentence.**

**splendid:** adjective, descriptive, modifies (predicated of) the noun "castle."

**is :** verb, intransitive, present tense, subject is "castle," third person, singular number

**Parse:** walls, and

## 3RD GRADE WEEK 27 SUGGESTED GRAMMAR EXERCISES

### LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES

#### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.

joan was the heroine of the people of orleans

2. Parse: Joan, was, heroine
3. Rewrite this sentence as an interrogative sentence.
4. Tell of another heroine or hero that you know.

#### *Directed Work Key*

1. Joan | was : the heroine (of the people) (of orleans)  
(arrow from first phrase to "heroine"; from second phrase to "people")

This is a simple, declarative sentence.

2. Parse:

Joan: noun, proper, feminine gender, singular number, subject of the verb "was," nominative case

was: verb, intransitive, past tense, subject is "Joan" third person, singular number

heroine : noun, common, feminine gender, singular number, predicated of the noun "Joan,"  
nominative case

3. Answers will vary. Evaluate for punctuation and capitalization.

Possible answers:

Who was the heroine of the people of Orleans?

Joan was the heroine of whom?

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



## WEEK 27 SUGGESTED GRAMMAR EXERCISES

### LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

the knights' homecoming was gloriously happy because of the victory  
("because of" is the preposition)

2. Parse: knights', was, happy
3. Conjugate "was" in the past tense.
4. Describe a scene at this "gloriously happy" homecoming of the knights.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

n (adv) pn op  
The knights' homecoming | was : gloriously happy (because of the victory).

This is a simple, declarative sentence. (the phrase modifies "happy")

2. Parse:

knights' : noun, common, masculine gender, plural number, shows possession of "homecoming," possessive case

was: verb, intransitive, past tense, subject is "homecoming," third person, singular number

happy: adjective, descriptive, modifies (predicated of ) the noun "homecoming"

- 3.

Past Tense	Singular Number	Plural Number
First Person	I was	we were
Second Person	you were	you were
Third Person	he, she, it was	they were

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

### 3RD GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

#### LESSON 36: PREDICATE NOUNS AND PREDICATE 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).

##### *Grammar Lesson*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Review definitions for memory: **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:**

**Parsing of predicate noun:** [as a noun], office - predicated of the noun "...," nominative case

**Parsing of predicate adjective:** adjective, class, modifies (or predicated of) the subject "..."

*Only verbs which express in some way the being of a subject may take predicate nominatives or predicate adjectives. In the sentence, "The stormclouds drift low," for example, low is an adverb. Do not confuse adverbs with predicate adjectives.*

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse predicate nouns and predicate adjectives. Parse the verbs.

1. (On sultry summer days) (at my grandma's farm) (in Michigan) the air | gets : **damp** and **heavy**.  
op      pro                      op                      op                      pa  
+  
pa

**This is a simple, declarative sentence.**

**gets:** verb, intransitive, present tense, subject is "air," third person, singular

**damp** (and **heavy**): predicate adjective, descriptive, modifies (predicated of) the noun "air"

2. The clouds | look : **white** (for an instant) (with a sharp, crackling light.)  
pa                      op                      op

**This is a simple, declarative sentence.**

**look:** verb, intransitive, present tense, subject is "clouds," third person, plural

**white:** predicate adjective, descriptive, modifies (predicated of) the noun "clouds."

**Parse: men, (Advanced students may parse “or” )**

## 3RD GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

### LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES CONTINUED

#### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.

a roaring, low, tumbling thunder rattles the windows in their panes

2. Parse: thunder, rattles, their
3. Rewrite this sentence in the other two tenses.
4. "The windows rattle in their panes." Give a synonym for "rattle" and use it in a sentence of your own.

#### *Directed Work Key*

1. A roaring, low, tumbling thunder | rattles the windows (in their panes).  
(arrow from phrase to "rattles")

This is a simple, declarative sentence.

2. Parse:

thunder: noun, common, neuter gender, singular number, subject of the verb "rattles,"  
nominative case

rattles: verb, transitive, present tense, subject is "thunder," third person, singular number

their : pronoun, personal, antecedent: "windows," neuter gender, third person, plural number,  
possessive case

3. Past tense: A roaring, low, tumbling thunder rattled the windows in their panes.  
Future tense: A roaring, low, tumbling thunder will rattle the windows in their panes.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

## 3RD GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

### LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES CONTINUED

#### *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:  
my grandma helped me through my fear of thunderstorms
2. Parse: grandma, helped, me
3. Rewrite the sentence replacing the 1st person pronouns with 3rd person pronouns.
4. Write a few lively sentences about a summer storm.

#### *Grammar Test Key*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:  
My grandma | helped me (through my fear) (of thunderstorms).  
do                      pro   op                      op  
This is a simple, declarative sentence. (The first phrase modifies “helped”; the second, “fear.”)
2. Parse:  
grandma : noun, common, feminine gender, singular number, subject of “helped,” nominative case  
helped: verb, transitive, past tense, subject is “grandma,” third person, singular number  
me: pronoun, personal, antecedent: unknown, neuter gender, first person, singular number, direct object of “helped,” objective case
3. His(Her) grandma helped him(her) through his(her) fear of thunderstorms.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

## 3RD GRADE WEEK 29 SUGGESTED GRAMMAR EXERCISES

### LESSON 37: COMPOUND 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*

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Review definitions for memory (in bold): **A compound sentence is one made up of two or more simple statements of equal importance.** The conjunctions *and, but, or, nor, and therefore* are often used to join such statements. The two statements in one sentence are called clauses. **A clause is a division of a sentence containing a subject and its predicate.**

Punctuation: **Place a comma before a conjunction that connects two simple statements of equal importance** (independent clauses).

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse the conjunction connecting the clauses.

1. Mother Brigid | <sup>do</sup> worked (on the Book of Kildare), <sup>op</sup> **and** (on every page) <sup>do</sup> she | <sup>op</sup> painted Irish letters.  
+

**This is a compound, declarative sentence. (Phrase in 1st clause modifies “worked,” phrase in 2nd clause modifies “painted.”)**

**and: conjunction, connects the two independent clauses**

2. They | <sup>do</sup> sang their good-night hymn (to Our Lady), <sup>op</sup> **for** the first evening <sup>do</sup> star | <sup>op</sup> had appeared.  
+

**This is a compound, declarative sentence. (Phrase in 1st clause modifies “hymn.”)**

**for: compound, connects the two independent clauses.**

3. Adam | <sup>pa</sup> was : awake (during the night), <sup>op</sup> **therefore** <sup>do</sup> he | <sup>op</sup> heard the monks' prayers (at midnight).  
+

**This is a compound, declarative sentence. (Phrase in 1st clause modifies “awake,” phrase in 2nd clause modifies “heard.”)**

**therefore: conjunction, connects the two independent clauses.**

### 3RD GRADE WEEK 29 SUGGESTED GRAMMAR EXERCISES

#### LESSON 37: COMPOUND SENTENCES

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

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

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the conjunctions. Parse suggested words.

1. Mother Brigid | painted <sup>do</sup> small figures (of flowers <sup>op</sup> **and** <sup>op</sup> animals) (in the loveliest colors).  
+

**This is a simple, declarative sentence. (First phrase modifies “figures,” second modifies “painted.”)**

**and: conjunction, connects the objects of the preposition “flowers” and “animals.”**

**Parse: Mother Brigid, painted**

2. The letters and figures | glowed <sup>op</sup> (like gems), but the gold | gleamed <sup>op</sup> (like the sunshine) (on the  
+  
<sup>op</sup> water) (of a lake).  
+

**This is a compound, declarative sentence.**

**(Phrase in 1st clause modifies “glowed;” phrases in 2nd clause modify “gleamed,” “sunshine,” and “water,” respectively.)**

**and: conjunction, connects the subjects “letters” and “figures”**

**but: conjunction, connects the two independent clauses**

**Parse: gems, a**

## 3RD GRADE WEEK 29 SUGGESTED GRAMMAR EXERCISES

### LESSON 37 : COMPOUND SENTENCES

#### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.

the monks sang their office together and they walked until evening

2. Parse: sang, and, they
3. Conjugate the verb “sang” in the present tense.
4. Tell us of a long walk with family or friends.

#### *Directed Work Key*

1. The monks | sang <sup>do (adv)</sup> their office together, and they <sup>pro</sup> | walked <sup>op</sup> (until evening.)  
+

This is a compound, declarative sentence. (Phrase modifies “walked”)

2. Parse:

sang: verb, transitive, past tense, subject is “monks,” third person, plural number

and : conjunction, connects the two independent clauses

they: pronoun, personal, antecedent: monks, masculine gender, plural number, subject of the verb “walked,” nominative case

- 3.

<b>Present Tense</b>	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I sing	we sing
<i>Second Person</i>	you sing	you sing
<i>Third Person</i>	he, she, it sings	they sing

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





## 3RD GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

## LESSON 38: ANALYSIS OF COMPOUND 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

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definition for memory: the order of analysis of compound sentences:

1. Kind of sentence.
2. The two clauses of which it is made.
3. The word connecting them (if any).
4. Analysis of each clause.

Teacher-led Exercises: Teacher writes the sentence on the board. (bold numbers correspond to those above.) **(1)** Identify the kind of sentence. Perform an analysis of the compound sentence: **(2)** identify the two independent clauses and place brackets around each, **(3)** identify the conjunction uniting them and mark with a +, **(4)** analyze each clause separately. Have the students perform the analysis orally as well.

1. [ Albert | slowed Roland (to a traveler's pace)], **and** [ they | rode steadily (toward the mountain.)

**This is a compound, declarative sentence. (Phrase in 1st clause modifies “slowed,” phrase in 2nd clause modifies “rode.”)**

**and**: conjunction, connects the two independent clauses

2. [The hider | will dodge (from the cathedral corner) (to a pile) (of stone) quickly], **or** [the seeker | will catch him.]

**This is a compound, declarative sentence. (First two phrases modify “will dodge,” the last modifies “pile.”)**

**or: conjunction, connects the two independent clauses.**

3. [The lowlands | basked (in spring sunshine)], **yet** [snow | still blocked the high trails.]

**This is a compound, declarative sentence. (Phrase in 1st clause modifies “basked”)**

**yet:** conjunction, connects the two independent clauses.

## 3RD GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

## LESSON 38: ANALYSIS OF COMPOUND SENTENCES

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

Review lesson. Check for memorization and parsing order of **conjunction, compound sentence**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the conjunctions. Parse suggested words.

1. [His route | lies (through the high passes) (of the Alps)], and [there the snow | is : deep  
 (in the winter).]

**This is a compound, declarative sentence. (The first phrase modifies “lies,” the second modifies “passes,” and the third modifies “is.”)**

**and : conjunction, connects the two independent clauses**

## Parse: lies, deep

2. The minster's stone yard (with its worksheds and piles) (of stones) | made : the finest place  
(for a game) (of hide-and-seek).

**This is a compound, declarative sentence.**

(phrases modify “stoneyard,” “piles,” “place,” and “game” respectively)

**and**: conjunction, connects the objects of the preposition “worksheds” and “piles”

**Parse: minster's, made, place**

## 3RD GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

### LESSON 38: ANALYSIS OF COMPOUND SENTENCES

#### *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.

the seeker explored a path along the cross arms of the cathedral so the boy quickly darted behind a stone pile

2. Parse: path, so, stone
3. Rewrite the sentence in the present and future tenses.
4. Describe in a sentence or two your favorite place to play a hiding game.

#### *Directed Work Key*

1. [The seeker | explored a path (along the cross arms) (of the cathedral)], so [the boy | quickly darted (behind a stone pile).]  
do op op  
(adv) op +

This is a compound, declarative sentence. (Phrases modify “path,” “cross arms,” and “darted” respectively.)

2. Parse:

path: noun, common, neuter gender, singular number, direct object of the verb “explored,” objective case

so : conjunction, connects the two independent clauses

stone : adjective, descriptive, modifies the noun “pile”

- 3.

Present tense: The seeker explores a path along the cross arms of the cathedral, so the boy quickly darts behind a pile of stone.

Future tense : The seeker will explore a path along the cross arms of the cathedral, so the boy will quickly dart behind a pile of stone.

(Also accept “...quickly will dart...” and “...will dart quickly...”)

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

## 3RD GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

## LESSON 38 : ANALYSIS OF COMPOUND SENTENCES

## Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:  
roland and albert waited until spring for then the lowlands basked in sunshine
2. Parse: and, waited, for
3. Rewrite the sentence replacing “Roland and Albert” with a personal pronoun.
4. What do you most look forward to about spring?

## Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

[Roland and Albert | waited (until spring)]<sup>op</sup>, for [then the lowlands | basked (in sunshine).]<sup>op</sup>  
+  
[waited (until spring)]<sup>op</sup> + [then the lowlands | basked (in sunshine).]<sup>op</sup>

This is a compound, declarative sentence. (phrases modify “waited” and “basked” )

- ## 2. Parse:

and: conjunction, connects the subjects “Roland” and “Albert”

waited: verb, intransitive, past tense, subjects are "Roland" and "Albert," third person, plural number

for: conjunction, connects the two simple clauses

3. They waited until spring, for then the lowlands basked in sunshine.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on 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 1<sup>st</sup> grade is *Spell to Write and Read*, by Wanda Sanseri.<sup>1</sup> 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.

<sup>1</sup> 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 3<sup>rd</sup> 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 2<sup>nd</sup> 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, 1<sup>st</sup> and 2<sup>nd</sup> 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 3<sup>rd</sup> 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 6<sup>th</sup> 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 9<sup>th</sup> grade, the teacher should still be choosing poetry, dictation and composition topics in function of a specific theme. By the time children are in 10<sup>th</sup> 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 2<sup>nd</sup> 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 3<sup>rd</sup> through 5<sup>th</sup> 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 6<sup>th</sup> through 8<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> 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 1<sup>st</sup> through 9<sup>th</sup> 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 1<sup>st</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> through 9<sup>th</sup> 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 9<sup>th</sup> 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 2<sup>nd</sup> through 4<sup>th</sup> grade; Book 2 is appropriate for 5<sup>th</sup> through 7<sup>th</sup> or 8<sup>th</sup> grade; Book 3 is a comprehensive grammar guide appropriate for 9<sup>th</sup> 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 2<sup>nd</sup> grade through 12<sup>th</sup>, 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 2<sup>nd</sup> and 3<sup>rd</sup> grade, but by 4<sup>th</sup> 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 2<sup>nd</sup> and 3<sup>rd</sup> 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 2<sup>nd</sup> grade, very short at first and gradually longer. He should be able to write two or more paragraphs by the end of 3<sup>rd</sup> 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 4<sup>th</sup> and 5<sup>th</sup> 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 5<sup>th</sup> 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 2<sup>nd</sup> and 3<sup>rd</sup> grade, the teacher should encourage completion, order and originality more than length.

In 6<sup>th</sup> and 7<sup>th</sup> 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 6<sup>th</sup> 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 8<sup>th</sup> 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 8<sup>th</sup> grade than in 6<sup>th</sup>, but should be more penetrating. By 10<sup>th</sup> 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 2<sup>nd</sup> and 3<sup>rd</sup> grade should write 30 to 40 minutes, in class; in 4<sup>th</sup> through 7<sup>th</sup>, this should increase to an hour, with some writing assignments to be composed at home; after 8<sup>th</sup> 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 2<sup>nd</sup> through 5<sup>th</sup> grade, it is a simple *retelling of a story*; for 5<sup>th</sup> through 9<sup>th</sup> grade, it becomes a *guided commentary*, with questions helping the student draw out the essential elements of meaning and style; for 9<sup>th</sup> through 12<sup>th</sup>, 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: 2<sup>nd</sup> – 5<sup>th</sup> 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 2<sup>nd</sup> grade, or up to two paragraphs in 5<sup>th</sup> 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 2<sup>nd</sup> grade, the teacher reads the text three times; by the end of 5<sup>th</sup> 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: 5<sup>th</sup> – 9<sup>th</sup> Grade***

*Guided commentary* is introduced toward the end of 5<sup>th</sup> grade and is practiced through 9<sup>th</sup> 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 5<sup>th</sup> grade *guided commentary*, four to five questions in 8<sup>th</sup> and 9<sup>th</sup> 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: 10<sup>th</sup> – 12<sup>th</sup> Grade***

The *commentary* may be introduced toward the end of 9<sup>th</sup> 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 2<sup>nd</sup> 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 10<sup>th</sup> 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 10<sup>th</sup> 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
<b>Clauses</b>	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	
<b>Phrases</b>		Definition Prepositions	Adjective phrases Adverbial phrases
<b>Nouns</b>	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)
<b>Pronouns</b>	Definition Class (personal) Gender Number Case (possessive)	Person Antecedent Office (subject, object, shows possession) Case (nominative, objective)	Class (interrogative)
<b>Adjectives</b>	Definition Class (descriptive)	Class (quantitative, demonstrative)	
<b>Articles</b>	Definition Office (belongs to the noun...)		
<b>Verbs</b>	Definition Tense (present, past, future) Subject Person Number	Use (transitive or intransitive)	Form (strong or weak)
<b>Adverbs</b>			Definition Class (time, place or manner) Office (modifies the verb...)
<b>Prepositions</b>		Definition	
<b>Conjunctions</b> (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

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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

<sup>n.</sup>  
Jane | <sup>n.</sup>  
lost <sup>D.O.</sup> her cat yesterday.

<sup>adj.</sup> <sup>adj.</sup> <sup>D.O.</sup>  
The carpenter | built a large new house.

<sup>D.O.</sup>  
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.

<sup>n.</sup> <sup>v.</sup> <sup>adj.</sup> <sup>n.</sup>  
George | found a new knife.

<sup>D.O.</sup>  
Did George | find a new knife?



Grade 3  
Heading as  
Grade 2

Mary Hopkins

Monday, September 10

## Grammar

### Analysis Grade 3

Similar to grade 2 from week 1 to 22

D.O.

Week 22  
begin

Harry and Alfred | will show us the way.

compound verbs,  
subjects and  
objects.

D.O.

John's father | said goodby and left.

D.O.

D.O.

The gardener | trimmed the trees and shrubs.

The children no longer need to label every  
part of speech as in Second Grade, unless  
it is helpful for them to do so.



Week 25      A murmur | was heard <sup>(optional adverbial)</sup> (among the branches)  
 bracket  
 prepositional phrases.

Week 26      The mill <sup>(optional adjectival)</sup> (by the railroad) | is burning.

Week 27  
 Predicate complements

The autumn scene | was : beautiful. <sup>P.A.</sup>

My father's friend | was : a clerk. <sup>P.N.</sup>  
(in the Post Office.)

Weeks 29 and 30 can be introduced without too much emphasis in Third Grade.

The weather | is : warm and the plants | are growing fast.