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| Chapter 1: Sentences | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 1 | Sentences & Fragments | 4–6 | 1–2 | 1 |  | *sentence*  *compound sentence*  *declarative sentence*  *interrogative sentence*  *imperative sentence*  *exclamatory sentence*  *complete subject*  *simple subject*  *compound subject*  *complete predicate*  *simple predicate*  *compound predicate*  *conjunction*  *preposition*  *object of the preposition*  *prepositional phrase* | • Identify sentences and fragments  • Correct fragments  • Identify complete subjects and complete predicates, simple subjects and simple predicates  • Identify nouns and pronouns  • Identify and punctuate declarative, imperative, interrogative, and exclamatory sentences  • Change from one sentence type to a different sentence type  • Diagram the simple subject and simple predicate (action verb or linking verb)  • Differentiate imperative and declarative sentences ending with a period  • Distinguish between imperative and exclamatory sentences ending with an exclamation mark  • Diagram imperative, declarative, and exclamatory sentences  • Identify sentences with a compound subject or a compound predicate  • Make a compound subject or a compound predicate by combining a pair of sentences using the conjunction *and* or *or*  • Make a compound sentence by combining simple sentences and the conjunction *and*, *but*, or *or*  • Diagram compound subjects, compound predicates, and compound sentences  • Identify prepositions, objects of the preposition, and prepositional phrases in sentences |
| 2 | Types of Sentences | 6–7 | 3–4 | 2 | • Picture that displays a dilemma from your reader or a library book |
| 3 | Simple Subjects | 8–9 | 5–6 | 3 |  |
| 4 | Simple Predicates | 10–11 | 7–8 | 4 |  |
| 5 | Subject of Imperative Sentences | 12–13 | 9–10 | 5 |  |
| 6 | Compounds: Subjects, Predicates, & Sentences | 14–15, S75–S77 | 11–12 | 6 |  |
| 7 | Prepositions | 16–17, S78 | 13–14 | 7 | • Pennies |
| 8 | Object of the Preposition | 18–19, S78 | 15–16 | 8 |  |
| 9 | Prepositional Phrases | 20–21, S78 | 17–18 | 9 | • Several kernels of popcorn  • Book, can, eraser |
| 10 | Chapter 1 Review | 22–23 | 19–20 | 10–11 | • Two cubes numbered 1–6 for class game  • Matzo bread for optional Food Connection |
|  | Bridge:  Growing Grain |  | 21 |  |  |

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| Chapter 2: Writing a Compare-Contrast Essay | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 25 | 22 |  |  | *paragraph*  *introduction*  *topic sentence*  *comparison*  *contrast*  *conclusion*  *comparing words*  *contrasting words*  *descriptive words*  *synonyms*  *antonyms*  *T-chart*  *Venn diagram*  *Writing Process*  *planning*  *drafting*  *revising*  *proofreading*  *publishing* | • Identify the topic sentence of a paragraph  • Recognize logical structure in paragraphs  • Distinguish between comparing and contrasting  • Identify sentences that do not belong in a paragraph  • Insert comparing and contrasting words at appropriate places in an essay  • Identify the parts of a model essay  • Plan, draft, revise, and proofread a compare-contrast essay together  • Recognize the thesaurus as a source of descriptive words  • Identify the stages of the Writing Process  • Choose a topic for a compare-contrast essay  • List details about two subjects  • Organize details in a Venn diagram  • Analyze the student model  • Recall the purpose of each paragraph in a compare-contrast essay  • Participate in a writing conference  • Recognize errors using a *Proofreading Checklist*  • Draft, revise, proofread, publish, and illustrate a compare-contrast essay |
| 11 | Paragraphs That Make Sense | 28–29 | 23–24 |  |  |
| 12 | Compare-Contrast Essays | 30–31 | 25–26 |  | • Football and baseball (or any two different types of balls) |
| 13 | Descriptive Words | 32–33 | 27–28 |  |  |
| 14 | Compare-Contrast Essay: Planning | 34–35, S79 | 29–30 |  |  |
| 15 | Compare-Contrast Essay: Drafting | 36–37, S79 | 31–32 |  |  |
| 16 | Compare-Contrast Essay: Revising | 38–39 | 33–34 |  |  |
| 17 | Compare-Contrast Essay: Proofreading | 40–41 | 35–36 |  |  |
| 18 | Compare-Contrast Essay: Publishing | 42–43 |  |  | • Poster board for each student (optional) |
| 19 | Chapter 2 Review | 44–45, S80 | 37–38 | 12–13 |  |
| 20 | Cumulative Review | 46–47 | 39–40 |  |  |

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| Chapter 3: Nouns | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 21 | Nouns: Common & Proper | 50–51, S81 | 41–42 | 14 |  | *noun*  *common noun*  *proper noun*  *abbreviation*  *singular noun*  *plural noun*  *possessive noun*  *plural possessive noun*  *singular possessive noun*  *commas* | • Identify nouns that name a person, place, thing, idea, or feeling  • Distinguish between common and proper nouns and singular and plural nouns  • Distinguish between nouns used as subjects and nouns used as objects  • Capitalize proper nouns and titles of poems, stories, and books  • Identify words that become proper nouns based on their usage  • Write and identify abbreviations for months, days, titles, times, metric measurement units, and customary measurement units  • Form plural nouns by adding *s* or *es* to singular nouns  • Write plural forms for nouns ending in *y*, *o*, *f*, or *fe*  • Identify correct spellings of plural nouns  • Identify nouns that form their plurals by changing their spellings and those that do not change their spellings  • Identify singular possessive nouns and plural possessive nouns  • Write possessive forms of plural nouns  • Use commas correctly in parts of a letter and in sentences with a series, an appositive, an introductory word, or a long introductory phrase; in dialogue; in direct address; and in a compound sentence |
| 22 | Proper Nouns: Capitalization Rules | 52–53 | 43–44 | 15 |  |
| 23 | Abbreviations | 54–55 | 45–46 | 16 | • Ingredients for Bag of Fudge (optional) |
| 24 | Common Nouns: Singular & Plural | 56–57 | 47–48 | 17 |  |
| 25 | Common Nouns: Special Plurals | 58–59 | 49–50 | 18 |  |
| 26 | Possessive Nouns: Singular | 60–61 | 51–52 | 19 | • Some items belonging to the students |
| 27 | Possessive Nouns: Plural | 62–63 | 53–54 | 20 |  |
| 28 | Language Link: (Punctuation) Using Commas | 64–65, S82–S83 | 55–56 | 21 |  |
| 29 | Chapter 3 Review | 66–67 | 57–58 | 22–23 | • Items for optional Science Connection |
| 30 | Cumulative Review | 68–69 | 59–60 |  |  |
|  | Bridge: Visiting Natural History Museums | 70 | 61 |  |  |

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| Chapter 4: Writing a Persuasive Business Letter | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 71 | 62 |  |  | *persuade*  *tactics*  *opinion*  *reason*  *facts and examples*  *precise wording*  *polite tone*  *plain facts*  *proper form*  *heading*  *inside address*  *greeting*  *body*  *closing*  *signature*  *purpose*  *audience*  *mailing address*  *return address*  *Writing Process*  *planning*  *drafting*  *revising*  *proofreading*  *publishing* | • Identify persuasion  • Distinguish strong reasons from weak reasons  • Identify supporting facts and examples for reasons  • Write reasons to support opinions  • Recognize dishonest tactics in persuasion  • Identify types of dishonest tactics  • Rewrite dishonest persuasion to be honest  • Identify four features of good business letters  • Learn the six parts of a business letter  • Recognize the proper form for a business letter  • Identify changes that need to be made in a business letter  • Choose a purpose for a persuasive business letter  • Find the address of the recipient of the business letter  • Plan, draft, revise, proofread, and publish a persuasive business letter  • Learn the correct method of writing business addresses  • Recall the four *P*s of good business letters  • Participate in a writing conference  • Identify mistakes in business letter form  • Recognize errors using a checklist  • Address an envelope correctly |
| 31 | Persuasive Writing | 74–75 | 63–64 |  |  |
| 32 | Dishonest Tactics | 76–77 | 65–66 |  | • Several magazine or newspaper advertisements that include text |
| 33 | Parts of a Business Letter | 78–79 | 67–68 |  | • Business letters you have received or a copy of one you have sent |
| 34 | Persuasive Business Letter: Planning | 80–81 | 69–70 |  | • Local telephone directory  • Advertisements or brochures containing addresses |
| 35 | Persuasive Business Letter: Drafting | 82–83 | 71 |  |  |
| 36 | Persuasive Business Letter: Revising | 84–85 | 72–73 |  |  |
| 37 | Persuasive Business Letter: Proofreading | 86–87, S84 | 74–75 |  |  |
| 38 | Persuasive Business Letter: Publishing | 88–89 | 76 |  | • Stamped business envelope for each student |
| 39 | Chapter 4 Review | 90–91, S85 | 77–78 | 24–25 | • Ten 3" × 5" note cards |
| 40 | Cumulative Review | 92–93 | 79–80 |  |  |

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| Chapter 5: Verbs | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 41 | Action Verbs & Linking Verbs | 96–97 | 81–82 | 26 |  | *verb*  *action verb*  *linking verb*  *predicate noun*  *predicate adjective*  *diagram*  *sensory word*  *prepositional phrase*  *preposition*  *object of the preposition*  *direct object*  *sentence pattern*  *main verb*  *helping verb*  *contraction*  *double negative* | • Distinguish action verbs from linking verbs  • Identify sensory verbs and forms of be used as linking verbs  • Identify the predicate noun or predicate adjective to which the subject is linked by the verb  • Identify prepositional phrases  • Label sentence patterns: *S LV PA* and *S LV PN*  • Define and identify direct objects  • Label sentence patterns with action verbs and direct objects  • Diagram sentences and label sentence patterns: *S V*, *S V DO*, *S LV PN*, *S LV PA*  • Distinguish main verbs from helping verbs  • Identify the form of the helping verb that agrees with the subject  • Use *am*, *is*, *are*, *was*, *were*, *do*, *does*, *did*, *have*, *has*, or *had* with singular and plural subjects in sentences  • Identify words that come between helping verbs and main verbs  • Form contractions using pronouns and verbs  • Form contractions using verbs and the word *not*  • Correct double negatives in writing and in speech  • Recognize and use the correct forms of *lie*, *lay*, *sit*, *set*, *rise*, *raise*, *teach*, *learn*, *let*, *leave*, *can*, and *may* in writing and in speech |
| 42 | Linking Verbs | 98–99 | 83–84 | 27 | • Hockey stick, puck, helmet, or any other piece of hockey equipment |
| 43 | Direct Objects | 100–101 | 85–86 | 28 |  |
| 44 | Sentence Patterns | 102–3 | 87–88 | 29 |  |
| 45 | Main Verbs & Helping Verbs | 104–5 | 89–90 | 30 |  |
| 46 | Using Helping Verbs | 106–7 | 91–92 | 31 |  |
| 47 | Contractions & Double Negatives | 108–9 | 93–94 | 32 |  |
| 48 | Language Link: (Usage) Confusing Verbs | 110–11 | 95–96 | 33 |  |
| 49 | Chapter 5 Review | 112–13 | 97–98 | 34–35 |  |
| 50 | Cumulative Review | 114–15 | 99–100 |  |  |
|  | Bridge: Playing Hockey | 116 | 101 |  |  |

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| Chapter 6: Writing a Diamante & a Sense Poem | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 117 | 102 |  |  | *thesaurus*  *diamante*  *sense poem*  *word web*  *Writing Process*  *planning*  *drafting*  *revising*  *proofreading*  *publishing* | • Recall the function of a thesaurus  • Recognize the importance of a thesaurus in poetry writing  • Use the thesaurus to find interesting, unusual, and appropriate words  • Recall the meaning of *antonyms*  • Identify characteristics of a diamante  • Draft a diamante together  • Choose two nouns to contrast in a diamante  • Plan, draft, revise, proofread, and publish a diamante  • Identify characteristics of sense poems  • Draft a sense poem together  • Choose a topic for a sense poem  • Plan a sense poem using a word web  • Draft, revise, proofread, and publish a sense poem |
| 51 | Using a Thesaurus | 120–21 | 103–4 |  |  |
| 52 | Diamantes | 122–23 | 105 |  |  |
| 53 | Diamante: Planning & Drafting | 124–25 | 106–7 |  |  |
| 54 | Diamante: Revising & Proofreading | 126–27 | 108 |  |  |
| 55 | Sense Poems | 128–29 | 109 |  |  |
| 56 | Sense Poem: Planning & Drafting | 130–31 | 110–11 |  |  |
| 57 | Sense Poem: Revising & Proofreading | 132–33 | 112 |  | • Anthology of children’s poems (optional) |
| 58 | Sense Poem: Publishing | 134–35 |  |  | • Anthology of children’s poems  • Construction paper in various colors  • Stencils or templates to cut out diamond, square, or circle shapes |
| 59 | Chapter 6 Review | 136–37 | 113–14 | 36–37 |  |
| 60 | Cumulative Review | 138–39 | 115–16 |  |  |

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| Chapter 7: Study & Reference Skills | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 61 | Parts of a Book | 142–43 | 117–18 | 38 | • World map, globe, or map of Africa (optional) | *title page*  *copyright page*  *index*  *table of contents*  *glossary*  *bibliography*  *electronic card catalog*  *nonfiction*  *fiction*  *call number*  *biography*  *dictionary*  *guide words*  *entry word*  *etymology*  *encyclopedia*  *volume*  *keyword*  *atlas*  *key/legend*  *map scale*  *almanac*  *periodical* | • Locate the title page, copyright page, table of contents, index, glossary, and bibliography in a book  • Identify the title, author, publisher, location of the publisher, and copyright date of a book  • Use a table of contents and index to find information  • Differentiate fiction, nonfiction, reference materials, and biographies  • Determine where to search the library for specific information  • Determine when to search by author, title, and subject  • Identify guide words, entry words, pronunciation guide, and etymology on a dictionary page  • Use guide words to determine the location of words in a dictionary and articles in an encyclopedia  • Use a dictionary page for information about definitions, spelling, and pronunciation  • Determine the meaning of a word by comparing the context of the sentence with definitions in the dictionary  • Write sample sentences to go with definitions  • Identify keywords and volume numbers  • Use an atlas, an almanac, a textbook, an encyclopedia, and an index for information  • Identify specific information in the *Readers’ Guide to Periodical Literature*  • Determine the title, author, and location of the periodical’s publisher  • Take notes from an article |
| 62 | Library | 144–45 | 119–20 | 39 | • Fiction book, nonfiction book, biography, and reference books |
| 63 | Dictionaries | 146–47 | 121–22 | 40 | • Dictionary to display  • Dictionary for each pair of students (optional) |
| 64 | More About Dictionaries | 148–49 | 123–24 | 41 |  |
| 65 | Encyclopedias | 150–51 | 125–26 | 42 | • Encyclopedia volumes  • Dictionary |
| 66 | Atlas, Almanac, & Textbooks | 152–53 | 127–28 | 43 | • World atlas, almanac, and textbooks |
| 67 | Periodicals | 154–55, S91 | 129–30 | 44 | • Magazines and newspapers |
| 68 | Taking Notes from an Article | 156–57 | 131–32 | 45 |  |
| 69 | Chapter 7 Review | 158–59, S92 | 133–34 | 46–47 | • Soft or spongy ball (optional)  • Large map (optional)  • Items for optional Bible Connection |
| 70 | Cumulative Review | 160–61 | 135–36 |  |  |
|  | Bridge: Sightseeing in Alexandria, Egypt | 162 | 137 |  |  |

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| Chapter 8: Writing a Personal Narrative | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 163 | 138 |  |  | *run-on sentence*  *joining word*  *narrative writing*  *personal narrative*  *first-person point of view*  *description*  *paragraph*  *Writing Process*  *planning*  *drafting*  *revising*  *proofreading*  *publishing* | • Identify run-on sentences  • Learn two methods of revising run-on sentences  • Rewrite run-on sentences correctly  • Define *personal narrative*  • Identify first-person point of view  • List possible topics for a personal narrative  • Identify three good ways to begin a personal narrative  • Learn how to close a personal narrative  • Write openings and closings for imaginary personal narratives  • Choose a topic for a personal narrative  • Plan events and details to include in a personal narrative  • Plan an opening and a closing for a personal narrative  • Use time-order words to make the order of events clear  • Include dialogue and description in the narrative  • Participate in a writing conference  • Recall ways to correct sentence errors  • Recognize errors using a *Proofreading Checklist*  • Draft, revise, proofread, and publish a personal narrative |
| 71 | Revising Run-on Sentences | 166–67 | 139–40 |  |  |
| 72 | A Personal Narrative | 168–69 | 141–42 |  |  |
| 73 | Good Openings & Closings | 170–71 | 143–44 |  |  |
| 74 | Personal Narrative: Planning | 172–73 | 145–46 |  |  |
| 75 | Personal Narrative: Drafting | 174–75 |  |  |  |
| 76 | Personal Narrative: Revising | 176–77 | 147–48 |  |  |
| 77 | Personal Narrative: Proofreading | 178–79 | 149–50 |  |  |
| 78 | Personal Narrative: Publishing | 180–81 |  |  | • Book published in diary format  • Materials and supplies for a classroom scrapbook  • Each student’s photographs that illustrate his personal narrative (optional) |
| 79 | Chapter 8 Review | 182–83, S93 | 151–52 | 48–49 | • Excerpt from a sermon (recorded or in print) in which the preacher tells a story about himself to illustrate a point (optional) |
| 80 | Cumulative Review | 184–85 | 153–54 |  |  |

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| Chapter 9: Pronouns | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 81 | Singular & Plural Pronouns | 188–89 | 155–56 | 50 |  | *pronoun*  *singular pronoun*  *plural pronoun*  *subject pronoun*  *object pronoun*  *direct object*  *object of the preposition*  *compound subject*  *compound object*  *antecedent*  *possessive pronoun*  *reflexive pronoun*  *homophone* | • Identify singular and plural pronouns  • Replace singular nouns with singular pronouns and plural nouns or more than one noun or pronoun with plural pronouns  • Differentiate singular and plural subject pronouns and singular and plural object pronouns  • Replace a subject of a sentence with a subject pronoun  • Write sentences with subject pronouns and object pronouns  • Identify subject pronouns and object pronouns  • Determine whether an object pronoun is a direct object or the object of a preposition  • Replace subjects with subject pronouns and objects with object pronouns  • Identify compound subjects and objects  • Combine sentences to form compound subjects or direct objects  • Identify pronouns and their antecedents  • Write pronouns that rename antecedents  • Identify possessive nouns as singular or plural  • Use possessive pronouns in sentences  • Identify reflexive pronouns and the subjects they rename  • Differentiate reflexive pronouns used as direct objects and reflexive pronouns used as objects of a preposition  • Use homophones correctly in sentences |
| 82 | Subject Pronouns | 190–91 | 157–58 | 51 |  |
| 83 | Object Pronouns | 192–93 | 159–60 | 52 |  |
| 84 | Compound Subjects & Compound Objects | 194–95, S94 | 161–62 | 53 |  |
| 85 | Pronoun/Antecedent Agreement | 196–97, S95 | 163–64 | 54 |  |
| 86 | Possessive Pronouns | 198–99 | 165–66 | 55 |  |
| 87 | Reflexive Pronouns | 200–201 | 167–68 | 56 |  |
| 88 | Language Link: (Vocabulary) Homophones | 202–3 | 169–70 | 57 | • Beanbag |
| 89 | Chapter 9 Review | 204–5 | 171–72 | 58–59 | • Twenty-five index cards or construction paper squares |
| 90 | Cumulative Review | 206–7 | 173–74 | 60–61 |  |
|  | Bridge: Evangelizing Australia and New Zealand | 208 | 175 | 62 |  |

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| Chapter 10: Writing a Book Review | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 209 | 176 |  |  | *opinion*  *reason*  *transitional words and phrases*  *characters*  *setting*  *plot*  *T-chart*  *theme*  *introduction*  *main events*  *supporting details*  *visual aid*  *conclusion*  *recommendation*  *Writing Process*  *planning*  *drafting*  *revising*  *proofreading*  *publishing* | • Express opinions clearly  • Identify reasons for an opinion  • Place transitional words and phrases in an opinion paragraph  • Distinguish between positive and negative opinions  • Evaluate a book  • List both positive and negative aspects of a book  • Formulate an overall opinion of a book  • Recognize the structure of the book review  • Plan a book review using a planning chart  • Identify characteristics of good beginnings and endings  • Draft, revise, proofread, and orally publish a book review  • Use a thesaurus to find more interesting or exact words  • Participate in a writing conference  • Recall the correct way to write book titles  • Recognize errors using a *Proofreading Checklist*  • Prepare a “book bag” for the oral publishing stage  • Identify and practice good speaking and listening skills  • Use visual aids effectively |
| 91 | Expressing Your Opinion | 212–13 | 177–78 |  |  |
| 92 | Evaluating Your Book | 214–15 | 179 |  | • Each student’s chosen book |
| 93 | Book Review: Planning | 216–17 | 180–81 |  | • Each student’s chosen book |
| 94 | Book Review: Drafting | 218–19 | 182 |  | • Each student’s chosen book |
| 95 | Book Review: Revising | 220–21 | 183–84 |  |  |
| 96 | Book Review: Proofreading | 222–23 | 185–86 |  |  |
| 97 | Preparing for Oral Publishing | 224–25 |  |  | • Teachers’ magazine, newsletter, or journal that contains children’s book reviews  • Drawing paper for each student  • White paper lunch bag for each student |
| 98 | Book Review: Oral Publishing | 226–27 | 187–88 |  | • Small object you can use to demonstrate the use of visual aids  • Each student’s book bag, containing two or three items related to his book |
| 99 | Chapter 10 Review | 228–29 | 189–90 | 60–61 |  |
| 100 | Cumulative Review | 230–31 | 191–92 |  |  |

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| Chapter 11: More Verbs | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 101 | Verb Tenses | 234–35 | 193–94 | 62 |  | *verb*  *tense*  *present-tense verb*  *past-tense verb*  *future-tense verb*  *sentence pattern*  *singular subject*  *plural subject*  *past participle*  *regular verbs*  *irregular verbs*  *present-perfect tense*  *past-perfect tense*  *future-perfect tense*  *prefix*  *suffix* | • Differentiate present-, past-, and future-tense verbs  • Identify sentence patterns: *S V*, *S V DO*, *S LV PA*, and *S LV PN*  • Diagram sentences  • Use the present-tense verb form that agrees with the subject in a sentence  • Determine when to add *s* or *es* to a present-tense verb, including when to change *y* to *i* and add *es*  • Use the correct present-tense verb form for compound subjects joined by *or*, *either/or*, or *neither/nor*  • Write past-tense verbs by adding *ed*  • Determine when to change *y* to *i* before adding *ed*  • Determine when to double the final consonant before adding *ed*  • Identify and write present-, past-, and future-tense verbs  • Identify past-participle verb forms  • Determine whether a helping verb agrees with the subject of a sentence  • Use the correct forms of the verbs *catch*, *come*, *do*, *eat*, *fall*, *find*, *go*, *ride*, *run*, *say*, *see*, *take*, *think*, *wear*, and *write*  • Use the correct form for the irregular verbs *begin*, *blow*, *break*, *choose*, *fly*, *freeze*, *grow*, *know*, *ring*, *sing*, *speak*, *steal*, *swim*, and *tear*  • Identify a perfect-tense verb  • Determine whether a perfect-tense verb is written in the present, past, or future tense  • Identify prefixes and suffixes and their meanings |
| 102 | Present-Tense Verbs | 236–37 | 195–96 | 63 | • Twelve index cards |
| 103 | Past-Tense Verbs | 238–39 | 197–98 | 64 |  |
| 104 | Helping Verbs | 240–41 | 199–200 | 65 |  |
| 105 | Irregular Verbs | 242–43 | 201–2 | 66 | • Two small containers  • Thirty-two index cards |
| 106 | More Irregular Verbs | 244–45 | 203–4 | 67 |  |
| 107 | Perfect Tenses | 246–47, S97 | 205–6 | 68 |  |
| 108 | Language Link: (Vocabulary) Prefixes & Suffixes | 248–49 | 207–8 | 69 |  |
| 109 | Chapter 11 Review | 250–51 | 209–10 | 70–71 | • Thirty index cards |
| 110 | Cumulative Review | 252–53 | 211–12 |  |  |
|  | Bridge: Learning About the Textile Industry | 254 | 213 |  |  |

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| Chapter 12: Writing a Research Report | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 255 | 214 |  |  | *research report*  *facts*  *biography*  *sources*  *outline*  *main point*  *subpoints*  *supporting details*  *bibliography*  *Writing Process*  *planning*  *drafting*  *revising*  *proofreading*  *publishing* | • Identify the content of a research report  • Evaluate a student model of a research report  • Identify steps in writing a research report  • Choose a topic for a research report  • Analyze notes taken from an encyclopedia  • Identify notes that do not belong under specific note card headings  • Prepare note cards for research  • Take notes from nonfiction sources  • Analyze a student model of transferring notes to an outline  • Recognize the levels of an outline  • Write an outline using details from note cards  • Analyze the student model excerpt from a first draft  • Draft, revise, proofread, and publish a research report  • Analyze a revised draft  • Recognize ways to combine sentences for variety  • Recognize errors using the *Proofreading Checklist*  • Identify the purpose of a bibliography  • Identify the format for recording books, encyclopedias, dictionaries, articles, and online sources in a bibliography  • Write a bibliography using source information |
| 111 | A Research Report | 258–59, S98 | 215–16 |  |  |
| 112 | Planning: Taking Notes | 260–61, S99–S100 | 217–18 |  | • Ten 4" × 6" lined index cards for each student  • Encyclopedias  • Informational nonfiction book about each student’s topic (person)  • Rubber band or resealable bag for each student (optional) |
| 113 | Planning: Writing an Outline | 262–63 | 219–20 |  |  |
| 114 | Research Report: Drafting | 264–65 | 221 |  |  |
| 115 | Research Report: Revising | 266–67 | 222–23 |  |  |
| 116 | Research Report: Proofreading | 268–69, S101 | 224–25 |  |  |
| 117 | The Bibliography | 270–71, S99–S100 | 226 |  |  |
| 118 | Research Report: Publishing | 272–73 |  |  | • Materials for the publishing method of your choice  • Samples of published biographies |
| 119 | Chapter 12 Review | 274–75 | 227–28 | 72–73 |  |
| 120 | Cumulative Review | 276–77 | 229–30 |  |  |

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| Chapter 13: Adjectives & Adverbs | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 121 | Adjectives | 280–81, S102 | 231–32 | 74 |  | *adjective*  *predicate adjective*  *article*  *demonstrative*  *proper adjective*  *adverb*  *conjunction*  *compound subject*  *compound predicate*  *compound sentence* | • Define *adjectives*  • Identify adjectives and the nouns or pronouns they describe  • Identify articles, demonstratives, and proper adjectives as adjectives  • Diagram adjectives and adverbs in sentences  • Distinguish between adverbs and adjectives and the words they describe  • Identify the negative adverbs *not*, *never*, *nowhere*, and *rarely*  • Identify adverbs that describe verbs, adjectives, and other adverbs  • Use the correct form of adjectives and adverbs (*er*, *est*) to compare  • Use the correct form of adjectives and adverbs (*more*, *most*, *less*, and *least*) to compare  • Identify *good* as an adjective and *well* as an adverb  • Use the correct comparison forms for the adjectives *good*, *better*, *best*, and *bad*, *worse*, *worst*  • Use the correct comparison forms for the adverbs *well*, *better*, *best*, and *badly*, *worse*, *worst*  • Identify the conjunctions *and*, *but*, and *or*  • Identify the words or groups of words that conjunctions join  • Recognize that commas are used with conjunctions in a series and in a compound sentence |
| 122 | Special Adjectives | 282–83 | 233–34 | 75 | • Adhesive file folder label for each student |
| 123 | Adverbs | 284–85 | 235–36 | 76 |  |
| 124 | Adjectives & Adverbs | 286–87 | 237–38 | 77 |  |
| 125 | Comparing with *er* & *est* | 288–89 | 239–40 | 78 |  |
| 126 | Comparing with *More*, *Most*, *Less*, & *Least* | 290–91 | 241–42 | 79 | • Four different brands of potato chips or pretzels for each student |
| 127 | Special Forms for *Good* & *Bad* | 292–93 | 243–44 | 80 | • Bell |
| 128 | Language Link: (Usage) Conjunctions | 294–95, S75, S103 | 245–46 | 81 |  |
| 129 | Chapter 13 Review | 296–97 | 247–48 | 82–83 | • Items for optional Science Connection |
| 130 | Cumulative Review | 298–99 | 249–50 |  |  |
|  | Bridge: Forecasting Weather | 300 | 251 |  |  |

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| Chapter 14: Writing Imaginative Instructions | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 301 | 252 |  |  | *precise words*  *time-order words*  *spatial words*  *Writing Process*  *planning*  *drafting*  *revising*  *proofreading*  *publishing* | • Recognize the difference between precise and imprecise wording in instructions  • Find precise words using a thesaurus  • Replace imprecise words with precise words  • Add details to make a sentence more precise  • Understand the role of imagination in creativity  • Analyze a student model of instructions  • Use imagination in answering questions designed to lead to a topic  • Recognize the effectiveness of time-order and spatial words in instructions  • Choose appropriate time-order and spatial words to clarify instructions  • Choose an imaginative topic to explain  • Complete a time-order chart to plan instructions  • Recall the structure of paragraphs that give instructions  • Draft, revise, proofread, and publish imaginative instructions  • Participate in a writing conference  • Recognize errors using a *Proofreading Checklist* |
| 131 | Using Precise Words | 304–5 | 253–54 |  |  |
| 132 | Imaginative Instructions | 306–7 | 255–56 |  |  |
| 133 | Time-Order & Spatial Words | 308–9 | 257–58 |  |  |
| 134 | Imaginative Instructions: Planning | 310–11 | 259–60 |  |  |
| 135 | Imaginative Instructions: Drafting | 312–13 |  |  |  |
| 136 | Imaginative Instructions: Revising | 314–15 | 261–62 |  |  |
| 137 | Imaginative Instructions: Proofreading | 316–17 | 263–64 |  |  |
| 138 | Imaginative Instructions: Publishing | 318–19 |  |  | • Copy of Emily Dickinson’s poem “To Make a Prairie”  • Materials for the publishing method of your choice |
| 139 | Chapter 14 Review | 320–21,  S104 | 265–66 | 84–85 |  |
| 140 | Cumulative Review | 322–23 | 267–68 |  |  |

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| Chapter 15: More About Sentences | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 141 | Prepositions | 326–27, S78, S105 | 269–70 | 86 |  | *preposition*  *prepositional phrase*  *object of the preposition*  *adverb*  *subordinating conjunction*  *independent clause*  *dependent clause*  *simple sentence*  *compound sentence*  *complex sentence*  *comma splice* | • Determine when to use *between* and *among*  • Identify prepositions, objects of prepositions, and prepositional phrases in sentences  • Use a comma after a dependent clause at the beginning of a complex sentence  • Place commas after the greeting and the closing in letters, between the city and state, and between the day and year  • Use commas correctly with quotation marks that show dialogue, with direct address, and before a coordinating conjunction in a compound sentence  • Use commas correctly in sentences with a series of words, an appositive, an introductory word, or a long introductory phrase  • Identify the subject and verb in a sentence with prepositional phrases at the beginning, in the middle, or at the end of a sentence  • Expand sentences by adding prepositional phrases or adverbs  • Replace the object of the preposition with an object pronoun  • Differentiate a word used as a preposition and the same word used as an adverb  • Identify subordinating conjunctions  • Identify dependent and independent clauses  • Differentiate simple, compound, and complex sentences  • Combine simple sentences to form compound and complex sentences |
| 142 | Prepositional Phrases | 328–29, S78 | 271–72 | 87 | • Pictures |
| 143 | Object Pronouns in Prepositional Phrases | 330–31, S78, S106 | 273–74 | 88 |  |
| 144 | Preposition or Adverb? | 332–33 | 275–76 | 89 |  |
| 145 | Subordinating Conjunctions | 334–35 | 277–78 | 90 | • Several pictures |
| 146 | Sentences: Compound & Complex | 336–37 | 279–80 | 91 |  |
| 147 | Sentences: Simple, Compound, & Complex | 338–39, S107 | 281–82 | 92 |  |
| 148 | Language Link: (Punctuation) Commas & Comma Splices | 340–41, S108–S109 | 283–84 | 93 |  |
| 149 | Chapter 15 Review | 342–43 | 285–86 | 94–95 | • Five flashcards  • Items for optional Heritage Studies Connection |
| 150 | Cumulative Review | 344–45 | 287–88 |  |  |
|  | Bridge: Visiting Landmarks and Monuments | 346 | 289 |  |  |

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| Chapter 16: Writing a Play | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 347–51 | 290–94 |  | • Anthologies of fables or folktales (optional)  • Computer access for each student to research fables or folktales (optional) | *plot*  *setting*  *characters*  *cast list*  *problem*  *solution*  *script*  *adaptation*  *dramatization*  *cast*  *scene description*  *props*  *stage directions*  *character web*  *offstage*  *scenes*  *Writing Process*  *planning*  *drafting*  *revising*  *proofreading*  *publishing* | • Recognize the dramatic impact of a play  • Recognize differences between a play and a short story  • Consider fables or folktales to dramatize  • Identify features of a play  • Analyze a student model of a play  • Choose a fable or folktale to dramatize  • Plan one or two settings for a play  • Develop the characters for a play using a character web  • Identify the parts of a play’s plot  • Analyze a map of the action in a student play  • Map the action in a play  • Develop further the plans prepared in the planning stage  • Divide the fable or folktale into scenes  • Plan a scene description, action, and dialogue to include in each scene of the play  • Participate in a writing conference  • Draft, revise, proofread, and publish a play |
| 151 | Writing a Play | 354–55 | 295–96 |  |  |
| 152 | Features of a Play | 356–57 | 297–98 |  |  |
| 153 | Play: Planning the Setting & Developing the Characters | 358–59 | 299–300 |  |  |
| 154 | Play: Mapping the Action | 360–61 | 301–2 |  | • Highlighters or pencils in various colors |
| 155 | Play: Drafting | 362–63 |  |  |  |
| 156 | Play: Revising | 364–65 | 303–4 |  |  |
| 157 | Play: Proofreading | 366–67 | 305–6 |  |  |
| 158 | Play: Publishing | 368–69 |  |  | • Each student’s props for his play (optional) |
| 159 | Chapter 16 Review | 370–71 | 307–8 | 96–97 |  |
| 160 | Cumulative Review | 372–73 | 309–10 |  |  |