

Chapter 1: Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
1	Sentences & Fragments	4–5	1–2	1	• Two sentence strips	<i>sentence</i>	<ul style="list-style-type: none"> • Distinguish between complete sentences and fragments • Write complete sentences • Identify subject and predicate parts of a sentence • Punctuate sentences with periods, question marks, or exclamation points • Distinguish between telling sentences, commands, questions, and exclamations • Use proofreading marks to correct capitalization and punctuation errors • Rewrite run-on sentences as complete sentences • Combine sentences having the same subject part or predicate, using and or or • Combine two simple sentences using a comma and or, and, or but • Write compound sentences with correct capitalization and punctuation • Differentiate between fact and opinion
2	Subjects & Predicates	6–7	3–4	2	• Five index cards	<i>fragment</i>	
3	Telling Sentences & Questions	8–9	5–6	3		<i>subject part</i>	
4	Commands & Exclamations	10–11	7–8	4		<i>predicate</i>	
5	Four Types of Sentences	12–13	9–10	5	• Six sentence strips • Four paper clips or some Plasti-Tak	<i>telling sentence</i>	
6	Combining Subjects & Predicates	14–15	11–12	6	• Four sentence strips	<i>declarative sentence</i>	
7	Compound Sentences	16–17	13–14	7	• Four sentence strips	<i>question sentence</i>	
8	Run-on Sentences	18–19	15–16	8		<i>interrogative sentence</i>	
9	Language Link: (Study Skills) Fact & Opinion	20–21	17–18	9		<i>command</i>	
10	Chapter 1 Review	22–23	19–20	10–11	• Items for optional Food Connection	<i>imperative sentence</i>	
	Bridge: Producing Meat		21			<i>sentence</i> <i>exclamation</i> <i>exclamatory sentence</i> <i>compound sentence</i> <i>run-on sentence</i> <i>simple sentence</i> <i>fact</i> <i>opinion</i>	

Chapter 2: Writing Game Instructions

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		22			<i>thesaurus</i>	<ul style="list-style-type: none"> • Use a thesaurus to find exact words • Identify ways to make a paragraph clear • Plan a paragraph together that gives instructions • Draft, revise, proofread, and publish the paragraph together • Choose a game to explain • Plan game instructions, using a time-order chart • Recall the purpose of each stage of the Writing Process • Draft an interesting topic sentence • Write the first draft of the instructions • Participate in a writing conference • Recognize errors • Revise, proofread, and publish the game instructions
11	Using the Thesaurus	28–29, S76	23–24		<ul style="list-style-type: none"> • Knife • Carrot 	<i>synonym</i>	
12	Telling How	30–31, S76	25		<ul style="list-style-type: none"> • Long jump rope 	<i>entry words</i>	
13	Revising & Proofreading Together	32–33, S77	26			<i>topic sentence</i>	
14	Planning with a Time-Order Chart	34–35	27			<i>time-order word</i>	
15	Game Instructions: Drafting	36–37	28			<i>Writing Process</i>	
16	Game Instructions: Revising	38–39	29		<ul style="list-style-type: none"> • Colored pencil for each student (optional) 	<i>planning</i>	
17	Game Instructions: Proofreading	40–41	30		<ul style="list-style-type: none"> • Student dictionary 	<i>drafting</i>	
18	Game Instructions: Publishing	42–43	31–32		<ul style="list-style-type: none"> • Several board games with their instructions • Small slip of paper for each student (optional) 	<i>revising</i>	
19	Chapter 2 Review	44–45	33–34	12–13		<i>proofreading</i>	
20	Cumulative Review	46–47	35–36			<i>publishing</i>	

Chapter 3: Nouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
21	Nouns: Common & Proper	50–51	37–38	14		<i>noun</i>	<ul style="list-style-type: none"> Identify nouns in a sentence Differentiate between proper and common nouns Differentiate between singular and plural nouns Form plural nouns by adding <i>s</i> and <i>es</i> to singular nouns Recognize nouns that form their plurals by changing their spellings Recognize nouns that do not change their spellings to form their plurals Capitalize the names of people, buildings, cities, countries, bodies of water, book and story titles, and holidays Capitalize names of God as well as the Bible, its divisions, and the books of the Bible Capitalize and abbreviate the days of the week, months of the year, streets, titles of respect, books of the Bible, and states Make singular nouns possessive by adding ' <i>s</i> Make plural nouns that end in <i>s</i> possessive by adding an apostrophe Make plural nouns that do not end in <i>s</i> possessive by adding ' <i>s</i> Use commas for nouns, verbs, or adjectives in a series
22	Common Nouns: Singular & Plural	52–53	39–40	15		<i>common noun</i>	
23	Common Nouns: Special Plurals	54–55	41–42	16		<i>proper noun</i> <i>singular noun</i>	
24	Proper Nouns: Capitalization Rules	56–57	43–44	17		<i>plural noun</i>	
25	Proper Nouns: Abbreviations	58–59	45–46	18	• One index card for each student	<i>abbreviation</i>	
26	Possessive Nouns: Singular	60–61	47–48	19		<i>possessive noun</i>	
27	Possessive Nouns: Plural	62–63	49–50	20		<i>singular possessive noun</i>	
28	Language Link: (Punctuation) Commas in a Series	64–65	51–52	21		<i>plural possessive noun</i>	
29	Chapter 3 Review	66–67	53–54	22–23	• Three items from each student's collection for optional Culture Connection	<i>series</i>	
30	Cumulative Review	68–69	55–56				
	Bridge: Visiting Museums	70	57				

Chapter 4: Writing a Friendly Letter

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		58			<i>narrative</i>	<ul style="list-style-type: none"> • Identify the characters and setting of a narrative • Identify the topic of a narrative • Recognize details in a narrative • Develop an understanding of the term personal narrative • Identify the five parts of a friendly letter • Recognize the use of commas in a friendly letter • Recognize the use of capital letters for proper nouns in a friendly letter • Choose an audience and a topic for a friendly letter • Use a story map to plan the characters, setting, main ideas, and details of a personal narrative • Develop an understanding of the stages of the Writing Process • Draft, revise, proofread, and publish a friendly letter • Participate in a writing conference • Write a return address and a mailing address correctly on an envelope • Use street names and state abbreviations correctly in addresses
31	Narrative	74–75, S80	59		<ul style="list-style-type: none"> • Seashells • Masking tape • Flashlight and/or candles 	<i>main idea</i>	
32	Parts of a Letter	76–77, S80	60–61			<i>personal</i>	
33	Letter: Planning with a Story Map	78–79, S81	62		<ul style="list-style-type: none"> • One 3" x 5" index card for each student 	<i>narrative</i>	
34	Letter: Drafting	80–81, S81	63–64		<ul style="list-style-type: none"> • List of students' mailing addresses 	<i>heading</i>	
35	Letter: Revising	82–83, S82	65–66			<i>greeting</i>	
36	Letter: Proofreading	84–85, S82	67–68			<i>body</i>	
37	Letter: Publishing	86–87, S83	69–70			<i>closing</i>	
38	Addressing an Envelope	88–89, S83	71–72		<ul style="list-style-type: none"> • Stamped envelope for each student • Ten to fifteen envelopes in which someone has received correspondence 	<i>signature</i>	
39	Chapter 4 Review	90–91	73–74	24–25	<ul style="list-style-type: none"> • One envelope for each pair of students 	<i>topic</i>	
40	Cumulative Review	92–93	75–76			<i>audience</i>	
						<i>Writing Process</i>	
						<i>story map</i>	
						<i>drafting</i>	
						<i>revising</i>	
						<i>proofreading</i>	
						<i>publishing</i>	
						<i>return address</i>	
						<i>mailing address</i>	

Chapter 5: Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
41	Action Verbs	96–97	77–78	26		<i>action verb</i>	<ul style="list-style-type: none"> • Identify the subject and the predicate parts of a sentence • Identify an action verb 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 • Change present-tense verbs to past-tense verbs • Distinguish between past-, present-, and future-tense verbs • Change present-tense verbs to future-tense verbs • Distinguish between main verbs and helping verbs • Identify am, is, are, was, were, will, have, has, and had as helping verbs • Choose the correct helping verb, has or have • Use the correct form for the irregular verbs begin, see, give, write, eat, take, grow, go, do, tell, run, come, sing, and make • Identify prefixes and their meanings • Use a prefix with a word in a sentence
42	Present-Tense Verbs	98–99	79–80	27		<i>subject</i>	
43	Past-Tense Verbs	100–101	81–82	28		<i>predicate</i>	
44	Future-Tense Verbs	102–3	83–84	29		<i>present-tense verb</i>	
45	Helping Verbs	104–5	85–86	30		<i>past-tense verb</i>	
46	Irregular Verbs	106–7	87–88	31		<i>future-tense verb</i>	
47	More Irregular Verbs	108–9	89–90	32		<i>helping verb</i>	
48	Language Link: (Vocabulary) Prefixes	110–11	91–92	33		<i>irregular verb</i>	
49	Chapter 5 Review	112–13	93–94	34–35		<i>prefix</i>	
50	Cumulative Review	114–15	95–96			<i>base word</i>	
	Bridge: Playing Baseball	116	97				

Chapter 6: Writing a Persuasive Essay

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		98			<i>opinion</i>	<ul style="list-style-type: none"> • Understand the meaning of opinion • Recognize logical structure • Generate reasons to support opinions • Distinguish stronger reasons from weaker reasons • Analyze a student model of a persuasive essay • Plan, draft, revise, and proofread a persuasive class essay together • Identify reasons with insufficient support • Choose a topic for a persuasive essay • Target an audience for an essay • Complete an Opinion Chart to plan a persuasive essay • Develop an understanding of the structure of a persuasive essay • Draft, revise, proofread, and publish a persuasive essay • Understand the purposes for revision • Participate in a writing conference • Make a neat final draft
51	Giving Good Reasons	120–21, S84	99–100			<i>reason</i>	
52	Writing to Persuade	122–23, S84	101			<i>audience</i>	
53	Supporting Your Points	124–25, S85	102			<i>Writing Process</i>	
54	Planning with an Opinion Chart	126–27, S85	103			<i>planning</i>	
55	Persuasive Essay: Drafting	128–29, S86	104			<i>time-order word</i>	
56	Persuasive Essay: Revising	130–31, S86	105			<i>opinion chart</i>	
57	Persuasive Essay: Proofreading	132–33, S87	106			<i>drafting</i>	
58	Persuasive Essay: Publishing	134–35, S87	107–8			<i>first draft</i>	
59	Chapter 6 Review	136–37	109–10	36–37		<i>revising</i>	
60	Cumulative Review	138–39	111–12			<i>proofreading</i>	
						<i>publishing</i>	

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	113–14	38	• U.S. map or globe		<ul style="list-style-type: none"> • Locate the title page, copyright page, table of contents, glossary, and index in a book • Identify the title, author, publisher, location of publisher, and copyright date of a book • Use a table of contents, glossary, and index to locate information • Alphabetize words • Use alphabetical order to determine entry words on a glossary page • Identify topics and corresponding subtopics • Identify guide words, entry words, parts of speech, and the pronunciation key on a dictionary page • Use a dictionary page for information about the definition, spelling, and pronunciation of an entry word • Use sample sentences for understanding • Write a sample sentence and phrase that matches a definition • Use alphabetical order to determine entry words that come between guide words • Use a pronunciation guide to determine word pronunciation • Identify volumes of an encyclopedia • Identify keywords of a subject • Use an encyclopedia to find information • Differentiate among fiction, nonfiction, and reference books • Identify author, title, and subject cards of a card catalog • Use a card catalog for information • Identify and use an atlas
62	The Glossary	144–45	115–16	39	<ul style="list-style-type: none"> • Index card for each student • Two books, each with a glossary • Classroom alphabet display 	<i>title page</i> <i>author</i> <i>publisher</i> <i>copyright</i>	
63	The Index	146–47	117–18	40	• Book about Washington, D.C. (or any other book with an index)	<i>table of contents</i> <i>glossary</i>	
64	The Dictionary	148–49	119–20	41	<ul style="list-style-type: none"> • Classroom alphabet display • Dictionary • Two red paper arrows • Plasti-Tak 	<i>index</i> <i>subtopics</i> <i>guide words</i>	
65	More About Dictionaries	150–51	121–22	42		<i>entry words</i> <i>parts of speech</i>	
66	The Encyclopedia	152–53	123–24	43	• Set of children's encyclopedias	<i>pronunciation key</i> <i>dictionary</i>	
67	The Library	154–55	125–26	44	• Different types of books: fiction, nonfiction, and reference books	<i>encyclopedia</i> <i>fiction</i>	
68	The Atlas	156–57	127–28	45	• World atlas	<i>nonfiction</i> <i>reference books</i>	
69	Chapter 7 Review	158–	129–30	46–47	• Dictionary for each pair of students for optional Science Connection	<i>card catalog</i> <i>atlas</i>	
70	Cumulative Review	160–61	131–32			<i>key</i> <i>legend</i> <i>map scale</i>	

Chapter 9: Pronouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
81	Pronouns	188–89	153–54	50			<ul style="list-style-type: none"> • Distinguish between singular pronouns and plural pronouns • Differentiate between subject pronouns and object pronouns • Use subject pronouns and object pronouns correctly in sentences • Replace nouns with pronouns in the subject • Determine the correct verb form for subject pronouns • Gain an understanding of pronoun/verb agreement • Replace nouns with pronouns in the predicate • Identify the correct uses of I and me • Identify possessive nouns and possessive pronouns • Replace possessive nouns with possessive pronouns • Write possessive nouns and possessive pronouns correctly in sentences • Identify reasons for introductions • Write and perform introductions
82	Subject Pronouns	190–91	155–56	51		<i>pronoun</i>	
83	Making Subject Pronouns & Verbs Agree	192–93	157–58	52		<i>singular pronoun</i> <i>plural pronoun</i>	
84	Object Pronouns	194–95	159–60	53		<i>subject pronoun</i>	
85	Using I & Me	196–97	161–62	54		<i>object pronoun</i>	
86	Possessive Pronouns	198–99	163–64	55	<ul style="list-style-type: none"> • Objects belonging to the students and the teacher 	<i>possessive pronoun</i>	
87	Possessive Nouns & Pronouns	200–201	165–66	56		<i>possessive noun</i>	
88	Language Link: (Speaking) Making an Introduction	202–3	167–68	57		<i>introduction</i>	
89	Chapter 9 Review	204–5	169–70	58–59	<ul style="list-style-type: none"> • Beanbag or eraser • Items for optional Art Connection 		
90	Cumulative Review	206–7	171–72				
	Bridge: Ministering in Asia	208	173				

Chapter 10: Writing a Book Report

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	209	174			<i>fiction</i>	<ul style="list-style-type: none"> • Differentiate between types of fictional stories • Develop a character analysis of a main character • Identify story elements of characters, setting, and plot in a fictional story • Plan and draft a class book report together • Understand the difference between too much and too little detail in a summary • Revise and proofread the class book report • Complete a character word web • Complete a planning chart • Recall the main parts of a book report • Write the first draft of a book report • Revise, proofread, and publish a book report • Recall the correct way to write book titles • Review ways to publish a piece of writing
91	Using a Word Web to Study a Character	212–13, S92	175		<ul style="list-style-type: none"> • Third-grade reader or library books of realistic fiction, fanciful fiction, and historical fiction • Reading 3A for Christian Schools: Once upon an Open Book (optional) 	<i>realistic fiction</i> <i>fantasy</i> <i>fanciful fiction</i> <i>historical</i>	
92	Parts of a Book Report	214–15, S92	176–77		<ul style="list-style-type: none"> • Third-grade reader or novel recently read aloud • Blank overhead transparency 	<i>fiction</i> <i>Writing Process</i> <i>planning</i>	
93	Telling Just Enough	216–17, S93	178–79		<ul style="list-style-type: none"> • Blank overhead transparency • Two colors of transparency pens 	<i>drafting</i> <i>revising</i> <i>proofreading</i>	
94	Planning with a Word Web and a Chart	218–19, S93	180–81			<i>publishing</i>	
95	Book Report: Drafting	220–21, S94	182		<ul style="list-style-type: none"> • Blank overhead transparency (optional) 	<i>characters</i>	
96	Book Report: Revising	222–23, S94	183			<i>plot</i>	
97	Book Report: Proofreading	224–25, S95	184			<i>setting</i>	
98	Book Report: Publishing	226–27, S95			<ul style="list-style-type: none"> • One empty two-liter plastic bottle with cap for each student • Yarn for each student • 4" 3 6" index cards for each student • Several hole punches 	<i>nonfiction</i>	
99	Chapter 10 Review	228–29	185–86	60–61	<ul style="list-style-type: none"> • Two index cards 	<i>summary</i>	
100	Cumulative Review	230–31	187–88			<i>opinion</i> <i>self-evaluation</i>	

Chapter 11: More Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
101	Linking Verbs	234–35	189–90	62			<ul style="list-style-type: none"> • Distinguish between linking verbs and action verbs • Identify the noun or adjective that the linking verb connects to the subject • Distinguish between linking verbs and helping verbs • Choose the correct present-tense linking verb to agree with the subject • Choose the correct past-tense linking verb to agree with the subject • Form contractions with the word <i>not</i> • Form contractions with verbs • Add the suffixes <i>er</i> and <i>or</i> to action verbs to form nouns • Recognize the verb roots of nouns with suffixes • Identify homophones in sentences • Choose correct homophones to complete sentences
102	Linking Verbs: Present Tense	236–37	191–92	63		<i>linking verb</i>	
103	Linking Verbs: Past Tense	238–39	193–94	64		<i>action verb</i>	
104	Linking Verbs: Present & Past	240–41	195–96	65		<i>helping verb</i>	
105	Contractions with <i>Not</i>	242–43	197–98	66		<i>present tense</i>	
106	Contractions with Verbs	244–45	199–200	67		<i>past tense</i>	
107	Suffixes That Change Verbs to Nouns	246–47	201–2	68		<i>contraction</i>	
108	Language Link: (Vocabulary) Homophones	248–49	203–4	69		<i>suffix</i>	
109	Chapter 11 Review	250–51	205–6	70–71		<i>homophone</i>	
110	Cumulative Review	252–53	207–8				
	Bridge: Utilizing the Forest	254	209				

Chapter 12: Writing a Sound Poem

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		210			<i>thesaurus</i>	<ul style="list-style-type: none"> • Use a thesaurus to find interesting, unusual words • Develop an appreciation of sound effects (sound devices) in poetry • Identify alliteration • Identify onomatopoeia • Identify rhyming words • Use sound effects (sound devices) in sentences • Plan, draft, revise, proofread, and publish a class sound poem • Choose a topic for a sound poem • Plan the poem's content • List sound effects • Draft a sound poem • Participate in a writing conference • Revise, proofread, and publish a sound poem • Read aloud a poem to a small group • Try to simulate sound effects in poems
111	Using a Thesaurus	258–59, S96	211–12			<i>synonym</i>	
112	Sounds in Poems	260–61, S96	213–14			<i>alliteration</i>	
113	Writing a Sound Poem Together	262–63, S97	215		• Recording of classical music	<i>onomatopoeia</i>	
114	Sound Poem: Planning	264–65, S97	216–17		• Recording of nature sounds	<i>rhyming words</i>	
115	Sound Poem: Drafting	266–67, S98	218			<i>sound effect</i>	
116	Sound Poem: Revising	268–69, S98	219			<i>couplet</i>	
117	Sound Poem: Proofreading	270–71, S99	220			<i>Writing Process</i>	
118	Sound Poem: Publishing	272–73, S99	221–22		• Various objects needed to make sound effects	<i>planning</i>	
119	Chapter 12 Review	274–75	223–24	72–73	• Three ear-shaped cards for each student	<i>drafting</i>	
120	Cumulative Review	276–77	225–26			<i>revising</i>	
						<i>proofreading</i>	
						<i>publishing</i>	

Chapter 13: Adjectives & Adverbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
121	Adjectives	280–81	227–28	74			<ul style="list-style-type: none"> • Differentiate between adjectives that tell what kind or how many • Identify adjectives used to compare two nouns • Identify adjectives used to compare more than two nouns • Write adjectives that compare using the suffixes <i>er</i> and <i>est</i> • Write adjectives that compare, using <i>more</i> and <i>most</i> • Realize that <i>a</i>, <i>an</i>, and <i>the</i> are special adjectives called articles • Write the correct article in a sentence • Identify and use adverbs that tell how, when, or where • Distinguish between adjectives and adverbs • Use adjectives and adverbs correctly in sentences • Use commas in a series • Use commas in a friendly letter • Use commas to write a date • Use commas with time-order words • Use commas with dialogue
122	Comparing with Adjectives	282–83	229–30	75	• Piece of construction paper for each student	<i>adjective</i>	
123	Using <i>More</i> & <i>Most</i>	284–85	231–32	76	• Magnetic tape or Plasti-Tak • Eight 3" x 5" index cards	<i>article</i> <i>adverb</i> <i>modifies</i>	
124	Using <i>A</i> , <i>An</i> , & <i>The</i>	286–87	233–34	77		<i>compares</i>	
125	Adverbs	288–89	235–36	78		<i>series</i>	
126	More Adverbs	290–91	237–38	79			
127	Adjectives & Adverbs	292–93	239–40	80	• One 3" x 5" index card for each student		
128	Language Link: (Punctuation) Commas	294–95	241–42	81			
129	Chapter 13 Review	296–97	243–44	82–83	• Twenty-four 3" x 5" index cards		
130	Cumulative Review	298–99	245–46				
	Bridge: Exploring Polar Regions		247				

Chapter 14: Writing a Research Report

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		248			<i>research report</i>	<ul style="list-style-type: none"> • Choose a topic for a biography • Identify the main ideas of paragraphs • Analyze notes taken from nonfiction sources • Take notes from a nonfiction source • Identify details that support one main idea • Write a topic sentence that tells about a group of details • Write a class paragraph together • Draft, revise, proofread, and publish a biography • Participate in a writing conference • Use proofreading marks to correct errors
131	Choosing a Topic for a Biography	304–5, S100	249–50			<i>biography</i>	
132	Gathering Information	306–7, S100	251–52		• Nonfiction and fiction books about the same person	<i>Writing Process</i> <i>planning</i>	
133	Taking Notes	308–9, S101	253		• Informational books • Set of encyclopedias • 4" x 6" cards (optional)	<i>drafting</i> <i>revising</i>	
134	Taking Notes	310–11, S101	254		• Informational books • Set of encyclopedias • 4" x 6" cards (optional)	<i>proofreading</i> <i>publishing</i>	
135	Drafting the Biography	312–13, S102	255–56			<i>main idea</i> <i>topic</i>	
136	Revising the Biography	314–15, S102	257–58			<i>topic sentence</i>	
137	Proofreading the Biography	316–17, S103	259–60		• Blank overhead transparency (optional)	<i>fiction source</i>	
138	Publishing the Biography	318–19, S103			• Materials for publishing	<i>nonfiction source</i>	
139	Chapter 14 Review	320–21	261–62	84–85	• Four sentence strips		
140	Cumulative Review	322–23	263–64				

Chapter 15: Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
141	Simple Subjects	326–27	265–66	86		<i>subject</i>	<ul style="list-style-type: none"> Identify the subject and predicate parts of a sentence Identify all the words in a proper noun as the simple subject of a sentence Identify simple subjects and simple predicates Classify verbs as action verbs or linking verbs Diagram simple subjects and simple predicates Identify sentence fragments Identify subject pronouns and object pronouns Demonstrate an understanding of subject/verb agreement with singular and plural subjects Write new sentences by changing singular subjects to plural subjects Identify declarative, interrogative, imperative, and exclamatory sentences Use the correct ending punctuation marks for sentences Rewrite a sentence so that it asks a question instead of giving information Rewrite a question so that it gives information Recognize the purpose of an advertisement Differentiate between fact and opinion in advertising Listen for details
142	Simple Predicates	328–29	267–68	87		<i>predicate</i>	
143	Diagramming Simple Subjects & Predicates	330–31	269–70	88		<i>simple subject</i>	
144	Fragments	332–33	271–72	89		<i>noun</i>	
145	Subject & Object Pronouns	334–35	273–74	90		<i>pronoun</i>	
146	Subject/Verb Agreement	336–37	275–76	91		<i>simple</i>	
147	Types of Sentences: New Names	338–39	277–78	92		<i>predicate</i>	
148	Language Link: (Fact & Opinion) Persuasive Words	340–41	279–80	93	<ul style="list-style-type: none"> Two empty cereal boxes—one adult cereal, one children's cereal 	<i>action verb</i>	
149	Chapter 15 Review	342–43	281–82	94–95	<ul style="list-style-type: none"> Several stories with castles (optional) Drawing paper for each student (optional) Forty 3" x 5" index cards 	<i>linking verb</i>	
						<i>helping verb</i>	
						<i>diagram of a sentence</i>	
150	Bridge: Viewing Castles	344–45	283–84			<i>telling sentence</i>	
						<i>declarative sentence</i>	
						<i>question</i>	
						<i>interrogative sentence</i>	
						<i>command</i>	
						<i>imperative sentence</i>	
						<i>exclamation</i>	
						<i>exclamatory sentence</i>	
<i>advertisement</i>							
<i>fact</i>							
<i>opinion</i>							

