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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 |  |  |