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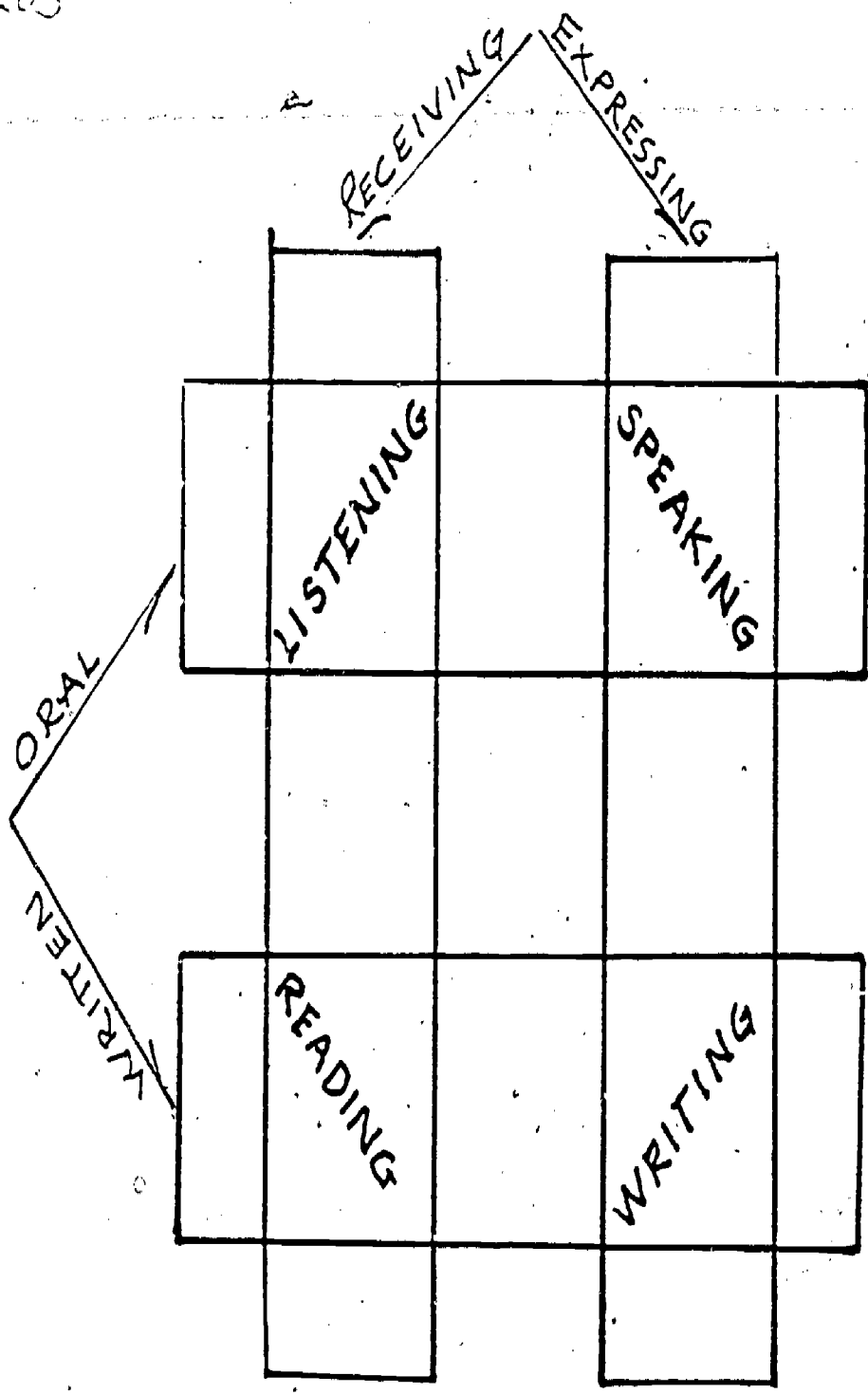
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ABSTRACT

The competencies established for the language arts program for kindergarten through sixth grade in Pittsfield, Massachusetts, are listed in this document, which indicates grade levels for introducing particular skills, developing skills, and mastering skills. Tests to assist teachers in measuring students' progress in listening comprehension, composition, grammar, writing mechanics, and usage compose the bulk of the document. For each test there is an A form, to be administered after some initial instruction, and a B form, to be given after additional instruction. Accompanying each set of tests is a statement of the objective which the test is intended to measure, the grade levels for which the test was designed, and references for further skill development. Tests are arranged by objective and by grade level. (LL)

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VERBAL COMMUNICATIONS COMPETENCIES, K-6

Pittsfield, Massachusetts, Public Schools

PITTSFIELD PUBLIC SCHOOLS

ENGLISH DEPARTMENT

Norman C. Najimy, Director

VERBAL COMMUNICATIONS COMPETENCIES, K-6

Summer, 1976

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VERBAL COMMUNICATION SKILLS: LISTENING COMPREHENSION

L-1

OBJECTIVE:

LEVEL OF ATTAINMENT BY GRADE LEVEL:

	K.	1	2	3	4	5	6
The child is aware of being addressed.	i/d/m	d/m	m	m	m	m	m
The child can repeat given intencational pattern.	i/d/m	d/m	m	m	m	m	m
After listening (a reasonable number of times) to a word, couplet, slogan, riddle, series of words, or short passage, the child can repeat the given utterance.	i	i/d	d/m	d/m	m	m	m
The child can identify common sounds.	i/d	d/m	d/m	m	m	m	m
The child can distinguish between two words differentiated by only one	i/d	d/m	d/m	m	m	m	m
Hearing a rhyming verse, the child can identify a non-rhyming end-word and substitute a rhyming word.	i/d	i/d/m	d/m	m	m	m	m
The child can follow directions							
...for playing a game;	i/d	i/d	d/m	d/m	m	m	m
...for marking a worksheet;	i/d	i/d/m	m	m	m	m	m
...for drawing a simple figure from oral directions.			i	i/d	d	d	m
The child can follow orally given sequences as							
...from top to bottom;	i/d	d	d/m	m	m	m	m
...from right to left;							
...over, under, etc.							
After listening to a story the child can recall the sequence of (4 or 5) details in that story.	i/d	i/d	d	d/m	d/m	m	m
After listening to two versions of one story, the child can identify similarities and differences.	i	i/d	d	d/m	d/m	m	m

OBJECTIVE	LEVEL OF ATTAINMENT BY GRADE LEVEL						
	K	1	2	3	4	5	6
The child can spell words (appropriate to the grade level) from dictation.		i	i/d	d/m	m	m	m
The child can write a passage (appropriate to the grade level) from dictation.			i	i/d	d/m	d/m	d/m
The child can compare an oral description of a scene with a visual of that scene.	i	i/d	d	d/m	d/m	d/m	d/m
The child can recognize the main idea of an oral passage.		i	i/d	d	d	d/m	d/m
The child can answer (3 or 4) questions about an oral passage.	i/d	i/d	d/m	d/m	d/m	m	m
The child can distinguish between facts and opinions in an oral passage.		i	i/d	d	d/m	d/m	d/m
After listening to a poem or story (appropriate to the grade) the child can describe ...images; ...actions; ...moods; ...personal response.	i/d	i/d	d	d/m	d/m	d/m	d/m
The child can form and describe a mental image based on an oral passage.	i/d	d/m	d/m	d/m	d/m	m	m
The child indicates enjoyment of listening to someone tell a story, recite a poem, or read aloud: ...shows attention; ...asks that a story or poem be told or read; ...participates in discussion about the poem, story, or passage; ...responds to the mood of the passage; ...suggests stories or poems for oral delivery.							

OBJECTIVE	LEVEL OF ATTAINMENT BY GRADE						
	K	1	2	3	4	5	6
The child participates in class discussion ...asking questions and offering information pertinent to the topic; ...showing attention and respect for other participants' comments.	i/d	d	d	d/m	d/m	d/m	d/m
The student shares experiences orally in informal settings ...focusing on a single topic; ...arranging details in sequence; ...using intonation and gesticulation appropriate to the topic.	i/d	d	d	d	d	d	d/m
The student shares perceptions of visual and auditory stimuli: ...articulates meaning drawn from visual and auditory clues; ...supports ideas drawn from these clues by explaining what he/she sees or hears, by relating the stimuli to personal experience, or by other methods.	i/d	i/d	d	d	d/m	d/m	d/m
The student orally tells stories he/she has heard/read ...placing events in sequence; ...including accurate details.	i/d	i/d	d	d	d/m	d/m	m
The child presents ideas and information to the class ...speaking loudly enough to be heard; ...facing the audience; ...expressing feelings, attitudes, and meaning through intonation; ...using appropriate gesticulation to underscore feelings, demonstrate sizes and shapes, suggest action.	i/d	i/d	d	d/m	d/m	d/m	d/m

OBJECTIVE	LEVEL OF ATTAINMENT BY GRADE						
	K	1	2	3	4	5	6
The child can orally give directions for getting from one place to another ...using directional terms such as <u>right</u> , <u>left</u> , <u>north</u> , <u>south</u> , etc.; ...citing landmarks, such as the <u>3rd doorway</u> , <u>the corner of Elm and Maple</u> ; ...indicating distances, such as <u>two blocks</u> , <u>about 1/2 mile</u> .		i	i/d	d	d	d/m	d/m
The child can orally give directions for a process that the child knows and can perform.	i	i/d	i/d	d	d	d/m	d/m
The child participates in dramatizations of plays, dialogues, stories: ...expressing the feelings of characters through intonation; ...projecting his/her voice to be heard by the audience.	i/d	i/d	d	d	d/m	d/m	d/m
The child improvises dialogue as part of a dramatic improvisation activity.	i	i/d	d	d	d/m	d/m	d/m

VERBAL COMMUNICATION SKILLS:

SPEAKING/USAGE

S-3

	K	1	2	3	4	5	6
Student can use the standard forms of personal pronouns in context.	i	i/d	i/d	d	d/m	d/m	d/m
The student can use the standard forms of irregularly inflected verbs in context.	i	i/d	i/d	d	d/m	d/m	d/m
The student can use don't and doesn't in the appropriate context.	i	i/d	i/d	i/d	d/m	d/m	d/m
The student can distinguish between the appropriate uses of ...raise, rise; ...lay, lie; ...set, sit, seat.					i/d	d	d
The student adds <u>s</u> to a verb whose subject is third person singular.	i	d	d	d/m	d/m	m	m
The student uses <u>There is</u> or <u>There's</u> with a third person singular subject, and <u>There are</u> or <u>There're</u> with a plural subject			i/d	d	d/m	m	m

OBJECTIVE

ATTAINMENT BY GRADE LEVEL

	K	1	2	3	4	5	6
The child can answer simple recall questions about a written passage.	i/d/m	d/m	d/m	d/m	m	m	
The child recognizes punctuation marks as clues to intonation and meaning.	i/d	d	d/m	d/m	m	m	
The child can identify the topic sentence in a paragraph which has a topic sentence.	i	i/d	d/m	d/m	m	m	
The child can infer the main idea in a passage which has no topic sentence.		i	i/d	d	d/m	d/m	
The child can identify supporting detail in a passage.	i	i/d	d/m	d/m	m	m	
The child can identify any irrelevant detail in a given passage.		i	i/d	d/m	d/m	d/m	
The child can recognize forms of written expression ...narrative; ...exposition (directions, processes, descriptions, arguments); ...poetry.	i	i	i/d	d/m	d/m	d/m	
The child can place in sequence 4 or 5 details given in a written passage.	i	d	d/m	m	m	m	
The child can outline an expository passage of two or more paragraphs ...using Roman numerals to indicate main ideas; ...using capital letters to indicate subordinate ideas.			i	i/d	d	d/m	
The child can distinguish between fact and opinion in a written passage.	i	i/d	d	d/m	d/m		

OBJECTIVE

ATTAINMENT BY GRADE LEVEL

	K	1	2	3	4	5	6
The child can distinguish between literal and figurative language in a written passage.				i	d	d/m	d/m
The child can form and describe mental images based on a passage he/she has read.			i/d	d	d/m	d/m	d/m
The child can compare and contrast information given in two or more passages on similar topics.		i	i/d	d	d/m	d/m	d/m
Before completing the reading of a passage, the child can predict an outcome, based on clues already read.		i	i/d	d	d/m	d/m	d/m
The child can solve a problem or mystery by putting clues together.		i	i/d	d	d	d/m	d/m
The child can relate what is read to real experiences.		i/d	i/d	d	d/m	d/m	d/m
The child can interpret the writer's point-of-view.		i	i	i/d	d	d/m	d/m

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

	K	1	2	3	4	5	6
The child writes simple declarative sentences telling		i	i/d	d/m	m	m	m
...his/her name;							
...the name of a friend or relative;							
...his/her address;							
...the month, day, and year;							
...the location of something.							
The child writes phrases recording observations of concrete objects, using terms to describe size, shape, color, texture.		i	i/d	i/d	d/m	d/m	d/m
The child composes a description of a concrete object							
...selecting details to help the reader perceive the object;							
...using specific terms;							
...arranging details in order.			i	i/d	d/m	d/m	d/m
The child can write an ending for an unfinished story.		i	i/d	d	d/m	d/m	d/m
The child writes original stories (tales, myths, mysteries, true-to-life,		i	i/d	i/d	d	d	d
...including a series of related happenings;							
...arranging details in a comprehensible sequence;							
...having a climax and ending.							
The child expresses a mood				i	i/d	d	d/m
...describing details that stimulate feeling;							
...selecting sensory words;							

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

Given a picture that includes people, the child can compose a description of the scene or action from the point of view of one of the people in the picture.

K	1	2	3	4	5	6
		i	i/d	d/m	d/m	d/m

The child composes a simple message
 ...including necessary information;
 ...using accurate words and phrases.

			i/d	d	d/m	d/m
--	--	--	-----	---	-----	-----

The child records an oral message (such as a telephone message)
 ...including accurate details;
 ...including all the information given in the oral message.

			i/d	d	d/m	d/m
--	--	--	-----	---	-----	-----

The child writes directions for a process that the child knows
 ...including all the steps in the process;
 ...using precise terms of measurement, direction, processes;
 ...organizing steps in sequential order.

			i	i/d	d/m	d/m
--	--	--	---	-----	-----	-----

The child writes directions for getting from one place to another
 ...using directional terms;
 ...citing landmarks;
 ...indicating distances;
 ...placing details in special order.

			i	i/d	d	d/m
--	--	--	---	-----	---	-----

OBJECTIVES	LEVEL OF ATTAINMENT BY GRADE						
	K	1	2	3	4	5	6
<p>The student, given a selection of details in random order, can</p> <ul style="list-style-type: none"> ...choose from these the details related to a topic, and exclude any non-related details; ...order those details in a logical sequence; ...compose a topic sentence to which all the details relate. 		i	i	i/d	i/d	d/m	d/m
<p>The student can identify the characteristics of a paragraph citing</p> <ul style="list-style-type: none"> ...the topic sentence (if there is one), ...supporting details, ...any irrelevant details. 			i	i	d	d/m	d/m
<p>The student can compose an original expository paragraph about a familiar subject</p> <ul style="list-style-type: none"> ...including a topic sentence that states a limited but controlling idea; ...citing specific details supporting the controlling idea; ...arranging the details in an appropriate order; ...writing the details in complete sentences; ...using precise (rather than vague words). 			i	i/d	d	d	d/m
<p>The student can identify and utilize different ways in which paragraphs are tied together to achieve unity and clarity:</p> <ul style="list-style-type: none"> ...using transitional phrases; ...recalling an image or detail mentioned in a previous paragraph; ...using suspense techniques. 					i	i/d	d

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

	K	1	2	3	4	5	6
The child writes an outline of an expository article (found in a textbook, an encyclopoedia, a newspaper, etc.)				i	i/d	d	d/m
...organizing the information into major topics and related sub-topics;							
...including at least two sub-topics for each major topic;							
...labeling major topics with Roman numerals;							
...labeling sub-topics with capital letters.							
The child writes a summary of an expository article (from a textbook, an encyclopoedia, a newspaper, etc.)				i	i/d	d	d/m
...composing original sentences (rather than copying from the text);							
...including the most important details;							
...using concise language.							
The child composes a friendly letter: of thanks, of invitation, of personal information			i	i/d	d	d/m	d/m
...following standard form;							
...including appropriate capitalization and punctuation;							
...presenting information of interest to the reader.							
The child addresses an envelope			i	i/d	d/m	d/m	d/m
...placing the return address in the upper left corner or on the reverse side of the envelope;							
...centering the address of the receiver on the face of the envelope;							
...capitalizing and punctuating the addresses correctly.							

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

K 1 2 3 4 5 6

After reading a cartoon or comic strip, the child can compose a dialogue based on that cartoon or comic strip.

i/d d d/m m

After reading a story about two or more characters, the child can compose a dialogue between those characters.

i/d d d/m m

The child writes original dialogue between two or more characters

i/d i/d d d/m

- ...telling a story;
- ...expressing ideas, feelings, attitudes of each character;
- ...indicating dialogue by appropriate punctuation.

The child creates vivid images through figurative language:

i/d i/d d d d

- ...personification;
- ...onomatopoeia;
- ...simile/metaphor;
- ...hyperbole.

The child writes haiku, cinquain, diamante, free verse

i i/d d/m d/m d/m

- ...creating visual, auditory, tactile images;
- ...expressing a personal viewpoint or feeling.

The child expresses and supports an opinion on a topic of personal significance

i/d d d/m d/m

- ...stating the opinion clearly;
- ...citing details to support that opinion;
- ...arranging supporting statements in climactic order.

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

	K	1	2	3	4	5	6
--	---	---	---	---	---	---	---

The child revises his/her written composition to

			i/d	i/d	d	d	d/m
--	--	--	-----	-----	---	---	-----

...replace general words with more sensory words to describe sizes, shapes, colors, textures, sounds, tastes, etc.

...refine the selection of details, deleting irrelevant details and including details;

...correct spelling and/or punctuation errors.

Observing a concrete object, the child composes an imaginative description, story, poem, or dialogue based on the concrete stimulus.

	i/d	i/d/m	d/m	d/m	d/m
--	-----	-------	-----	-----	-----

OBJECTIVES	LEVEL OF ATTAINMENT-BY GRADE						
	K	1	2	3	4	5	6
The child can arrange a group of words into a sentence.			i	d	d/m	m	m
The child can change the meaning of a given sentence by rearranging the words in that sentence.							
The child can create more than one sentence using a given group of words.				i	d	d/m	m
The child can identify complete sentences.				i	d	m	m
The child completes sentence fragments.				i	d	m	m
The child can separate given run-on sentences.				i	d	m	m
The child can identify the subject and the predicate of a simple sentence.				i	d	=	m
The child can compose predicates for given subjects, and subjects for given predicates.				i	d	=	m
The child can use transformations to produce compound sentences and structures by ...using <u>and</u> to join two <u>similar</u> ideas; ...using <u>but</u> to join two <u>contrasting</u> ideas; ...using <u>or</u> to join two <u>positive</u> choices; ...using <u>nor</u> to join two <u>negative</u> choices.				i	i/d	i/d	d
The child can identify the verb of a sentence as the word that can be inflected to show tense.				i	i	i/d	d
The child can identify verb phrases (composed of one or more auxiliaries and a main verb).				i	i	i/d	d
The child can change the tense of a given verb.				i	i	i/d	d

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

	K	1	2	3	4	5	6
The child can identify the auxiliary verbs and use the appropriate verb forms with each auxiliary.				i	i/d	d/m	m
The child recognizes verb-making suffixes					i/d	d/m	m
...ize;							
...ate;							
...ify;							
...en.							
The child can identify a verb as					i	d	d/m
...intransitive (capable of terminating a simple sentence);							
...transitive (needing a noun to complete the meaning);							
...linking (equating the noun following with the subject).							
The child can identify nouns in a sentence as the words that					i	i/d	d
...can be inflected to show plural and/or;							
...may be preceded by a, an, the, my, your, his/her, our, your, their.							
The child can recognize a functional shift (e.g.: the same word used as a noun in one context, as a verb in another context)					i	i/d	d
...by applying tests of inflection;							
...by identifying signal words.							

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

K 1 2 3 4 5 6

The child recognizes noun-making suffixes:

1 i/d d

- ...ness;
- ...ment;
- ...sion, tion;
- ...hood;
- ...dom;
- ...er, eer, lan, or, ist;
- ...ity.

The child can form the plurals

i i d d

- ...of regularly inflected nouns;
- ...of irregularly inflected nouns;
- ...of compound nouns (e.g.: sister-in-law knight-in-armor).

i i/d m m m m
i i/d m m m
i/d d/m

The child recognizes that a possessive noun phrase is one that can be transformed to a phrase including of or for; e.g.: the camper's tent - the tent of the camper.

i i d d

The child can form the possessive

i i d d

- ...of singular nouns;
- ...of plural nouns;
- ...of compound nouns.

The child can identify pronouns

i d m

- ...personal;
- ...indefinite;
- ...demonstrative.

The child makes the pronoun relate to a clear antecedent.

i/d d d/m d/m

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

K 1 2 3 4 5 6

The child makes a verb agree in number with a third person, singular subject



- ...when the subject is a singular indefinite pronoun;
- ...when the subject is compounded by or or nor;
- ...when a phrase comes between the subject and the verb;
- ...when the sentence begins with There.

1 1/d d/m m m

The child can identify adjectives as the words in a sentence that can be inflected to show comparative and superlative degree.

1 1/d d

- ...by the addition of suffixes er and est, respectively, to words of one or two syllables;
- ...by the use of the words more and most, respectively, before words of more than two syllables.

The child recognizes adjective-making suffixes

1 1/d d

- ...ful, less; ...ic, ical;
- ...ive; ...y;
- ...ous; ...able.

The child recognizes the common placement of adjectives

1 1/d d

- ...before nouns;
- ...after linking verbs.

The child recognizes adverbs

1 1/d d

- ...of time;
- ...of place;
- ...of manner.

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

	K	1	2	3	4	5	6
The child can derive adverbs of manner from adjectives by adding -ly to the adjective suffixes.					i	i/d	d
The child can inflect adverbs of manner to show degree.					i	i/d	d
The child recognizes markers (intensifiers) that sometimes signal adjectives and/or adverbs of manner: very, pretty, etc.					i	i/d	d
The child can shift adverbs from one position to another in a given sentence without changing the meaning of that sentence.					i	i/d	d
The child can expand given sentences by adding adjectives and/or adverbs.					i	i/d	d
The child recognizes prepositions and prepositional phrases.						i	d
The child can use prepositional phrases as modifiers.						i	d
The child can expand given sentences by adding prepositional phrases.						i	d
The child can produce negative and interrogative transformations.					i	i/d	d/m
The child can identify active voice and passive voice.						i/d	d/m
The child can transform						i/d	d/m
...active voice to passive;							
...passive voice to active.							

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

	K	1	2	3	4	5	6
The child can distinguish between co-ordination and subordination.						i/d	d
The child can join two given sentences using ... <u>while</u> , <u>when</u> , <u>as</u> , <u>before</u> , <u>after</u> , <u>since</u> and/or <u>until</u> to show time relationships; ... <u>if</u> , <u>unless</u> to show conditional relationships; ... <u>though</u> (<u>although</u> , <u>even though</u>) to show contrasting relationships; ... <u>because</u> , <u>since</u> to show cause/effect relationships.						i/d	d
The child can combine and transform given sentences in various ways to experiment with style options and select the style suited to the particular purpose.						i/d	d

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

	K	1	2	3	4	5	6
The child can use the standard forms of personal pronouns in context.		i	i/d	d	d/m	d/m	d/m
The child can use the standard forms of irregularly inflected verbs in context.			i	i/d	d	d/m	d/m
The child can use don't and doesn't in the appropriate context.			i	i/d	d	d	d
The child can distinguish between the appropriate uses of ...raise, rise; ...lay, lie; ...set, sit, seat.						i/d	d
The child adds <u>s</u> to a verb whose subject is third person singular.						i	d
The child uses <u>There is</u> or <u>There's</u> with a third person singular subject, and <u>There are</u> or <u>There're</u> with a plural subject.						i	d
The child can distinguish between the uses of ...to, too, two; ...there, they're, their.					i	d	d

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

K 1 2 3 4 5 6

The child capitalizes

...names of particular people;	i	i/d	m	m	m	m
...names of particular places;	i	i/d	d	m	m	m
...first word of a sentence;	i	i/d	i/d	m	m	m
...first and major words of the title of a poem, story, books, etc.;			i	d	m	m
...names of days, months, holidays;			i	d	m	m
...names of magazines, newspapers;			i	d	m	m
...major words of a person's title;				i	d	m
...compass directions when used to name geographical regions;			i	i	d	d/m
...proper adjectives.				i	d	d

The child supplies appropriate terminal punctuation

...periods at the ends of declarative and imperative sentences;	i	i/d	d	d/m	m	m
...question marks at the ends of interrogative sentences;	i	i/d	d	d/m	m	m
...exclamation marks at the ends of commands.		i	i/d	d/m	m	m

The child can supply commas.

...between the names of a city and a state;		i	d	d	m	m
...between day of the month and the year;		i	d	d	m	m
...after <u>yes</u> or <u>no</u> ;			i	d	m	m
...to set off the name of a person addressed;			i	i/d	m	m
...between words in a series;			i	d	m	m
...after the greeting and complimentary closing in a friendly letter;			i	d	m	m
...to separate a direct quotation from clauses like I said, she asked, etc.;				i	d	d
...after introductory adverbial clauses.						i

OBJECTIVES

LEVEL OF ATTAINMENT BY GRADE

K 1 2 3 4 5 6

The child uses apostrophes

...to form contractions;		1	i/d	i/d	d	m
...to show possessive form of singular nouns ('s);			1	i/d	d/m	m
...to show possessive form of plural nouns ending with <u>s</u> (s');			1	i/d	d/m	m
...to show possessive form of plural nouns not ending with <u>s</u> ('s).				1	d	d/m

The child punctuates unbroken direct quotations placing opening quotation marks before the first word and closing quotation marks after the last word of the speaker's exact statement, the latter marks preceded by a comma or appropriate terminal punctuation.

1 d d/m

The child can change the meanings of given sentences by changing the punctuation of those sentences.

1 i/d d d/m

The child indents the first line of each paragraph and keeps even margins.

1 i/d d/m m m

The Public Schools
of
Pittsfield, Massachusetts

LANGUAGE ARTS OBJECTIVES FOR K - 6

To teach language arts is to help the child to grow as a rich human being -- one who is perceptive to the world, who orders and articulates her/his perceptions, and who can share those perceptions with other individuals. The responsibilities of the teacher of language arts are profound; the opportunities can be exciting; the rewards can be deeply satisfying.

To accomplish their responsibilities, teachers of language arts need to have some definitions of their tasks. The objectives articulated in this document attempt such definitions through statements of what verbal communications skills we must help children develop in the elementary grades. The document was composed by a team of teachers of grades K through 6 who worked with the Director of English.

Since most language skills are developmental and require a period of time and experiences to master, and since different individuals grow at varying rates and to varying degrees, we have attempted to indicate in which grade a skill should be introduced (code: i), in which grades that skill should be developed (code: d), and in which grades most children may be expected to master that skill (code: m).

It is not enough to articulate objectives and to indicate the grades in which those objectives should be worked toward or attained. We need some ways to measure the child's progress, find available materials to help the child who needs further instruction, and again measure the child's progress after the further instruction. To assist the teacher in measuring children's progress, some tests have been designed for certain skills described in the objectives. For each test devised there is an A form, to be given after some initial instruction in that grade, and a B form, to be given after additional instruction. Accompanying each set of tests is a statement of the objective which the test is intended to measure, the grade levels for which the test was designed, and a directory of resources available to the teacher for further skills development. No effort was made to determine what grade a child should receive on a given test to determine whether or not the child needs further help; the test composers felt that individual teachers would make such a judgment.

The tests are arranged in this packet in such a way that a teacher of any grade may see how a particular skill may be tested through all six grades. All the tests for a given objective are put together and arranged from K through 6, according to the grades for which they were designed. At times a teacher of one grade may find it helpful to refer to a test for an earlier grade for ideas for remediation, re-teaching, or simply understanding the processes which the child has experienced.

Certainly not every objective is included in these tests. Many objectives cannot be readily tested. This is a beginning. There may be no end. But there will be progress, especially with your help and suggestions.

LISTENING SKILLS

RHYMING WORDS

OBJECTIVE: The child can identify and supply rhyming words.

LEVEL: Grades K - 2

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Reading Systems,)
Reading Unlimited) Levels 1 and 2
2. Any poems in LHUI, 1 and 2
3. Composition Lesson Models, See poetry section
4. WDSB, Levels A and B

To the Teacher: K - 1 done orally
Grade 2 done independently

RHYMING WORDS - FORM A

L-2

DIRECTIONS: Color the circle before the word that rhymes with the word that rhymes with the word next to the number.

EXAMPLE BOX

1. log lag
 bag
 dog
 leg

1. box bag
 boy
 fox
 bed

2. cat cat
 coat
 it
 bat

3. it is
 itch
 and
 fit

4. mug rug
 man
 run
 mutt

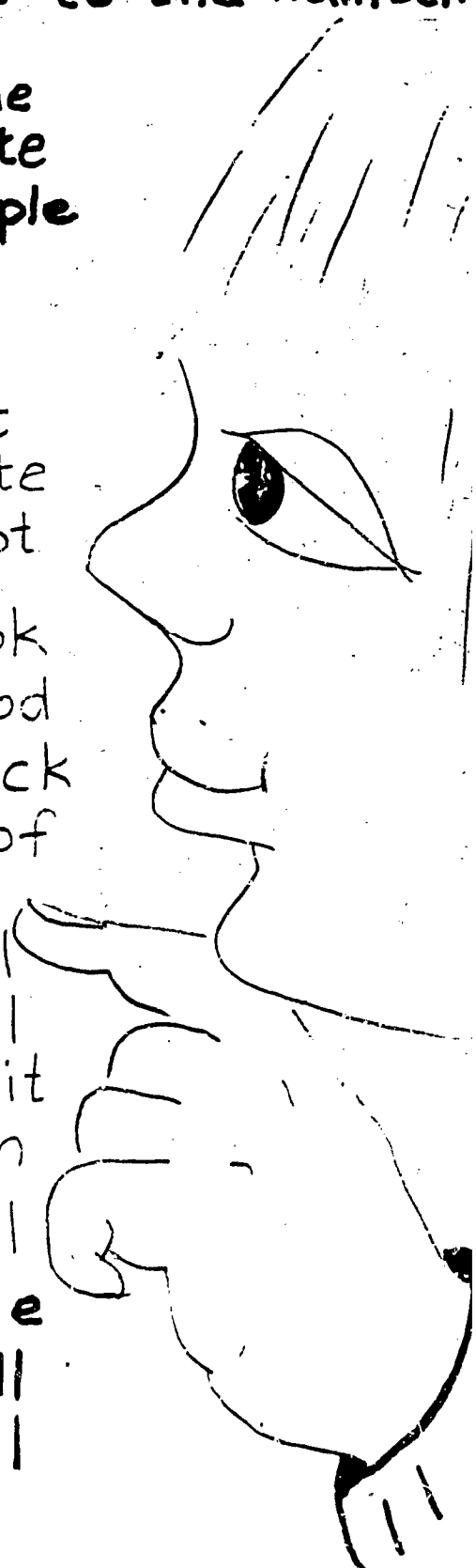
5. ate able
 gate
 apple
 at

6. fat fun
 hat
 hate
 foot

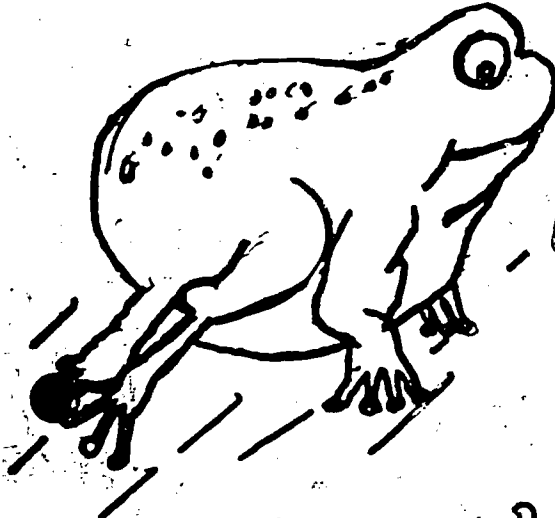
7. book cook
 food
 back
 roof

8. wall full
 tall
 wait
 win

9. bell ball
 tale
 tell
 bill



FINISH the poem by placing a rhyming word in the blanks.



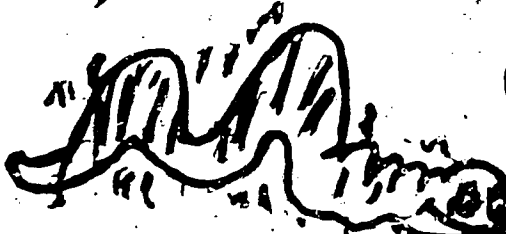
Caterpillars hump

Frogs _____



Bugs jiggle

Worms _____



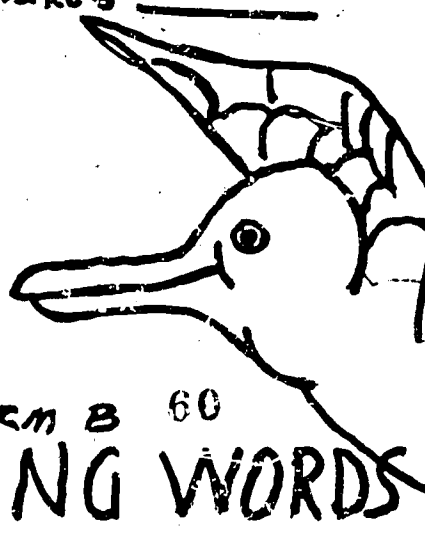
Horses clop

Rabbits _____



Sea gulls glide

Snakes _____



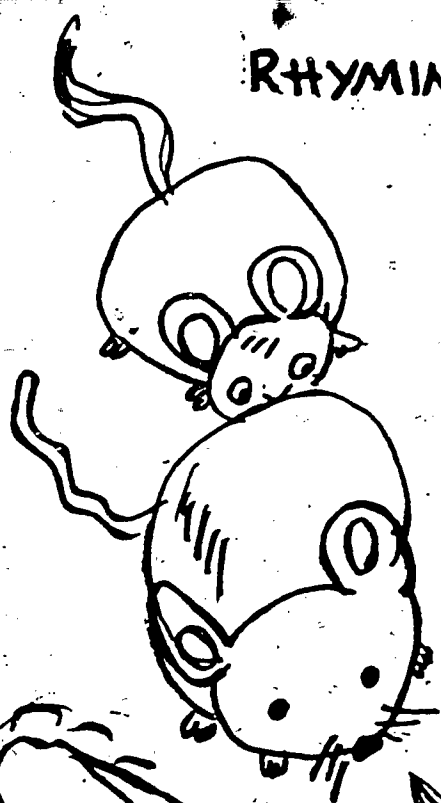
FORM B 60

RHYMING WORDS

RHYMING WORDS/FORM B, cont'd

Mice creep

Deer _____



Puppies bounce

Kittens _____



Lions stalk -

But -

I - !



RHYMING WORDS

OBJECTIVE: The child can supply rhyming words.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Elementary Language Arts, Scope and Sequence (Upper Elementary)
Composition, pp. 44-45
2. Composition Lesson Models, pp. 63-70, 89-94
3. We Don't Say Don't, pp. 2, 3

Note to the Teacher: From A and B of this test can also be used to teach alliteration.

The alliterative pairs in Form A are:

singular, snail
rude, remark
jaguar, jumped
bear, bumped
vampires, vest
sit, straight

The alliterative pairs in Form B are:

distracted, discussion, donkey's
brackish, bray
fox, fray
tickled, turkey
yak, yelled
turkey, testify
witness, wombat
by, by
forest, friends

RHYMING WORDS / FORM A

Fill in the blank space with a word that will rhyme with the previous line.

Overheard at Alice's Restaurant in Wonderland

by Roz Citrin

Said the aardvark to the wombat,

Will you take a message please?

Dear Dr. Dragon:

Your prescription makes me _____

I intend to take my illness to the singular Dr. Snail

And your arguments to the contrary, will be to no _____

An eagle sitting nearby overheard the rude remark

And relayed it to a canine, who emitted a loud _____

The jaguar jumped

A bear got _____

A vampire's vest was torn

-Alice got the story from the undone unicorn

"Behave yourselves," she said to them,

"Sit up straight, be quiet!

For if you don't

I'm sure I _____

Supplement your diet."

RHYMING WORDS / FORM B

Fill in the blank space with a word that will rhyme with the previous line.

An Animal Fable by Roz Citrin

A three-toed sloth went walking with a frog one summer's day

They were distracted from discussion by a donkey's brackish _____

The frog said, "Sir, your manners are reprehensible, 'tis true."

"But refinement is the province of the educated _____."

A fox commenced to join the fray and bruised the big baboon

Who was trickled by a turkey. Then the jaguar joined in _____

The yak yelled, "Quiet! Stand up straight!"

"I'll call the llama to _____."

The learned llama attempted to mediate this dispute

He was to determine to whom the blame they should _____

The turkey was the first one who was called to testify

Then a wombat as witness was called on by and _____

The llama gravely stroked his chin, said,

"None of you is right!

For you see my forest friends,

It takes two to _____."

FOLLOWING ORAL DIRECTIONS / FORM A

OBJECTIVE: The child can follow oral directions for marking a worksheet.

LEVEL: Grades K - 2

To the Teacher:

These oral direction to be given to the children.
(Grade 2 - if desired may list directions on board or give children copy of directions.)

1. Distribute the picture of two men.
 2. Read very slowly
 3. Repeat each direction at a more rapid speed.
 4. Allow children time to accomplish each step.
1. Color the skinny man's jacket green.
 2. Color the short man's hat yellow.
 3. Put the number 1 on the squirrel's back.
 4. Make the sad little dog look happy.
 5. Put a big red ball in front of the running dog.
 6. Color the short man's jacket red and green stripes.
 7. Put the sun in the upper right hand corner.
 8. Put a hat on the skinny man's head.
 9. Color the short man's vest black.
 10. Draw 3 yellow flowers next to the umbrella.

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Composition Lesson Models, p 33 "Anything Else", p. 45
2. Elementary Language Arts Scope and Sequence (Lower Elementary)
Composition, p. 2, Skill A #2; p. 6, Skill C + D,
p. 7, Skill 1 + 2

FOLLOWING ORAL DIRECTIONS / FORM B

OBJECTIVE: The child can follow directions for marking a worksheet.

LEVEL: Grades K - 2

To the Teacher: Oral directions are to be given to the children.

1. Distribute the pictures of two men.
2. Read each sentence very slowly.
3. Repeat the entire set of directions again at a more normal pace.
4. Allow children time to accomplish each step.

Grade 2 - if desired may list directions on board or give children copy of directions.

1. Make four orange flowers next to the skinny man.
2. Color the short man's coat green.
3. Put a black ring on the short man's left hand.
4. Put a collar on the running dog's neck.
5. Color the little bird on the skinny man's hand yellow.
6. Color the umbrella purple and brown.
7. Write the number 2 on the bird which is on the skinny man's shoulder.
8. Make the sad dog cry.
9. Put a ball in the skinny man's right hand.
10. Put some clouds in the sky.

FOLLOWING DIRECTIONS



RECALLING STORY DETAILS

OBJECTIVE: The child can listen to a story, and answer some questions about it.

GRADE 2

To the Teacher: Read the example story and complete the example box with the students.
Then read each story and allow children to complete the statements.

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Elementary Language Arts Scope and Sequence (Lower Elementary)
p. 6 - Activity 2;
p. 7 - #1
p. 18 - Skill J
2. Language and How to Use It, Book 1, pp. 36-37, 43, 55, 75, 76, 84, 90
3. Language and How to Use It, Book 2, pp. 52, 83, 92-93.

RECALLING STORY DETAILS

Example Story: Toby and his brother Tom went fishing. Toby brought the pole, and Tom brought the worms. They caught 5 fish.

Test One - Story 1

Karen lived in a big city in California. One day after school Karen stayed in the playground to play kickball. She asked her friend to hold the key to her house. Her friend held the key and forgot and took it home with her. Karen did not know where the little girl lived. She looked everywhere but could not find the girl with the key! She had to wait outdoors very, very late until someone from her family came home from work.

Test 2 - Story 2

One day a bird met a hippopotamus.
They went for a walk on the beach.
The bird said, "I can run in the sand, can you?"
"Yes, I can," said the hippo. And he did. The bird said,
"I can swim in the lake. Can you?"
"Yes, I can," said the hippo, and he did.
The bird said, "I can sit in the leaves. Can you?"
"Yes, I can," said the hippo, and he did.
The bird said, "I can fly in the sky. Can you?"
"Yes, I can," said the hippo. But he couldn't

RECALLING STORY DETAILS

DIRECTIONS: Here are some questions about some stories that you are going to listen to. After each story you will choose the best answers and fill in the circles next to them.

Example Box:

- a. Toby went fishing with his cousin
 his brother
 his friend
- b. Tom brought the pole
 worms
 lunch
- c. They caught a cold
 5 fish
 6 crabs

STORY ONE

1. Karen lived in a big city
 an apartment
 a barn.
2. The state Karen lived in was New York
 Massachusetts
 California

3. Karen played kickball
- before school.
 - during recess.
 - after school.
4. She asked her friend to hold her
- hand.
 - key.
 - dog.
5. When the game was over Karen looked for her
- hat and coat.
 - bookbag.
 - friend with the key.
6. Karen went home and waited outdoors for
- her grandmother
 - someone to come home from work.
 - her own key.

STORY 2

1. The story is about a bird and a
- snake
 - hippo
 - crab
2. The two animals went for a walk on the
- beach
 - street
 - dock
3. The bird said he could run in the
- lake
 - road
 - sand
4. Both animals swam in the
- bathtub
 - lake
 - ocean
5. Both animals sat in the
- chairs
 - leaves
 - dirt

6. The bird said he could

sing

fly

dance

7. The hippo did everything the bird did except

sit

swim

fly

8. The hippo couldn't fly because

he was sick

he didn't
have wings

his mother
wouldn't let
him

SPELLING FROM DICTATION

OBJECTIVE: The child will spell words from oral dictation.

LEVEL: Grades 1 and 2

TEACHER'S DIRECTIONS: Steps

1. Say the word.
2. Spell each letter.
3. Repeat the spelling slowly.

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. LHUI, Book 1, pp. 43, 75, 90
2. LHUI, Book 2, pp. 79, 119
3. Elementary Language Arts Scope and Sequence, pp. 2, 7

LISTS TO BE DICTATED TO CHILDREN

FORM A

Example: d o g

1. c a t
2. h o u s e
3. f i r e
4. s a i d
5. w e n t
6. e l e p h a n t
7. s c h o o l
8. D i s n e y
9. t e a c h e r
10. a n i m a l

FORM B

Examples: c u p c l o c k

1. c l u b
2. m o t h e r
3. f a t h e r
4. k i t t y
5. a n i m a l
6. h o u s e
7. r a t s
8. m o u s e
9. b r o t h e r
10. s i s t e r

SPELLING FROM ORAL DICTATION / FORM A

DIRECTIONS: THERE WILL BE 10 WORDS SPELLED OUT FOR YOU.
LISTEN CAREFULLY AND WRITE DOWN EACH LETTER
AS IT IS SAID.

EXAMPLE: D O G

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

SPELLING FROM ORAL DICTATION / FORM B

DIRECTIONS: THERE WILL BE 10 WORDS SPELLED OUT FOR YOU.
LISTEN CAREFULLY AND WRITE DOWN EACH LETTER
AS IT IS SAID.

EXAMPLES: C U P
 C L O C K

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LISTENING FOR ORAL CLUES

OBJECTIVE: The child can choose the correct answer.
after listening to oral clues.

LEVEL: Grades K - 2

TEACHER'S DIRECTIONS:

1. Read the example box and complete it with the children.
2. Read each set of clues. Allow time for children to respond.

REFERENCES FOR FURTHER SKILL DEVELOPMENT:

1. Language and How to Use It, Book 1, pp. 43, 75, 90
2. Language and How to Use It, Book 2, pp. 79, 119
3. Elementary Language Arts Scope and Sequence (Lower Elementary)
p. 2 - Skill 1;
p. 7 - #1

LISTENING FOR ORAL CLUES / FORM ATEACHER'S CLUES

Example: Tell me what this is:

It is an animal.

It is huge.

Its nose is very, very long.

1. It is good for you.
You should drink at least 3 glasses a day.
It's a natural food.
It builds strong bones and teeth.
2. It is made with two slices of bread.
Many children eat it for lunch.
3. It has 4 wheels.
You need a license to drive one.
The driver must obey all traffic signs.
4. I come from Never-never land.
I can fly.
My best friend is Peter-Pan.
5. I am the biggest plant.
I give lots of shade.
Many birds make a nest in me.
6. I am a neighborhood helper.
I am very brave.
Smokey the Bear loves me.
7. I have feathers.
I can swim.
I have webbed feet.
8. It smells sweet.
Mother puts it on sometimes.
It is a liquid.

LISTENING FOR ORAL CLUES (FORM A)

DIRECTIONS: Fill in the circle next to the answer you think is correct.

Example:

- a dinosaur
- an elephant
- a hippo

- 1. milk
- coke
- Kool-Aid

- 5. a rose
- a tree
- a birdhouse

- 2. Marshmallow
- sandwich
- ice cream

- 6. a nurse
- Mildred the bear
- a fireman

- 3. a car
- a bicycle
- a boat

- 7. a peacock
- a duck
- a robin

- 4. Jimminy Cricket
- Wendy
- Tinkerbell

- 8. perfume
- gasoline
- Hi-

LISTENING FOR ORAL CLUES / FORM BTEACHER'S CLUES

Example:

I am like a short coat.
I keep you warm.
I am a _____.

1. I live in water.
Sometimes I live in your house.
I have fins.
People catch me with a hook.
I am a _____.
2. I am very, very sad.
Tears come from my eyes.
What am I doing?
3. I am part of your body.
I do not make a noise.
I can see things.
What am I?
4. I come from fire.
I am white, black, or gray.
I move into the air and make it dirty.
5. People build me around a yard.
I do not grow.
What am I?
6. I am an instrument.
I have 6 strings.
People strum me.
7. I am a bird.
I am the symbol of America.
I am a _____.
8. I am a neighborhood helper.
I help children learn.
I work at school.
I am a _____.

LISTENING FOR CLUES (FORM B)

DIRECTIONS: Fill in the circle next to the answer you think is correct. Listen very closely to the clues. Don't mark anything until you have heard the whole story.

Example:

Jacket raincoat dress

1. crab fish snail
2. crying laughing frowning
3. mouth eyes nose
4. fog snake steam
5. fence mountain tree
6. a horn a piano a guitar
7. chicken eagle hawk
8. teacher dentist policeman

DESCRIBING IMAGES, ACTIONS, MOODS OF POEMS

OBJECTIVE: After listening to a poem, the child can describe images, actions and moods.

LEVEL: Grades K - 2

To the Teacher: Further questions can be asked such as -
How do you think the children feel -
happy - scared - sad? and why?
Where do you think the children are?
in school, in their yard, at the store
and why?
Do you think the children have permission
to do this and why?

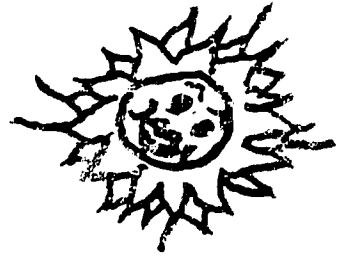
REFERENCES FOR FURTHER SKILL DEVELOPMENT

Elementary Language Arts Scope and Sequence (Lower Elementary)
pp. 2-3.

DESCRIBING IMAGES, ACTIONS, MOODS OF POEMS / FORM A

DIRECTIONS: Listen to your teacher read this poem. Then complete the sentences after the poem by placing the right letter in the blank.

When the sun is strong
 and the day is hot,
 We move around at a peaceful trot.
 We don't wear much
 in the way of clothes
 And we squirt ourselves
 with the garden hose.



1. This poem takes place in _____.
 A. summer B. winter C. fall
2. The children are probably wearing _____.
 A. party clothes B. jeans C. bathing suits
3. The children get _____ in this poem.
 A. dirty B. dry C. wet
4. The children _____.
 A. run fast B. climb trees C. walk
5. The weather is _____.
 A. rainy B. sunny C. snowy

DESCRIBING IMAGES, ACTIONS, MOODS OF POEMS / FORM B

DIRECTIONS: Listen to your teacher read this poem.
Then complete the sentences below by
putting the correct letter in the blank.

The moon plays hide-and-go-seek with me
In the early hours of the night.
It slides behind the leafy tree
And hides itself from sight.

But I take three steps from left to right,
'Till once again I see
The playful moon
In bright, white light
Smiling down on me

- Norman C. Najimy

- The poem takes place in the _____.
A. morning B. afternoon C. evening
- The moon is _____.
A. mean B. angry C. playful
- The person in the poem is probably _____.
A. in school B. outdoors C. in bed.
- The person in the poem _____ the moon.
A. hated B. enjoyed C. feared
- The moon was like a _____.
A. silvery ball B. red tomato C. mossy rock

WRITING/COMPOSITION

DIRECTIONALITY

OBJECTIVE: The child can determine the following directional locations - left, right, top, bottom, middle.

LEVEL: Grades K - 2

To the Teacher: Give orally to grades K - 1
Independently for grade 2

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Play "Simon Says"
2. Scott, Foresman
Reading Systems Level 1
Reading Unlimited Magneboard Kit

DIRECTIONALITY (FORM A)

DIRECTIONS: Choose the correct answer for each question. Fill in the circle next to your choice. Look at the picture closely.

Example Box:

The letter A is in the

A

B

top left hand corner

middle

E

bottom left hand corner

C

D

1. The crow is in the

top left hand corner

bottom right hand corner

middle

2. Dumbo is in the

bottom right hand corner

middle

top right hand corner

3. The farm is in the

bottom right hand corner

bottom left hand corner

top right hand corner

4. The sun is in the

top right hand corner

bottom right hand corner

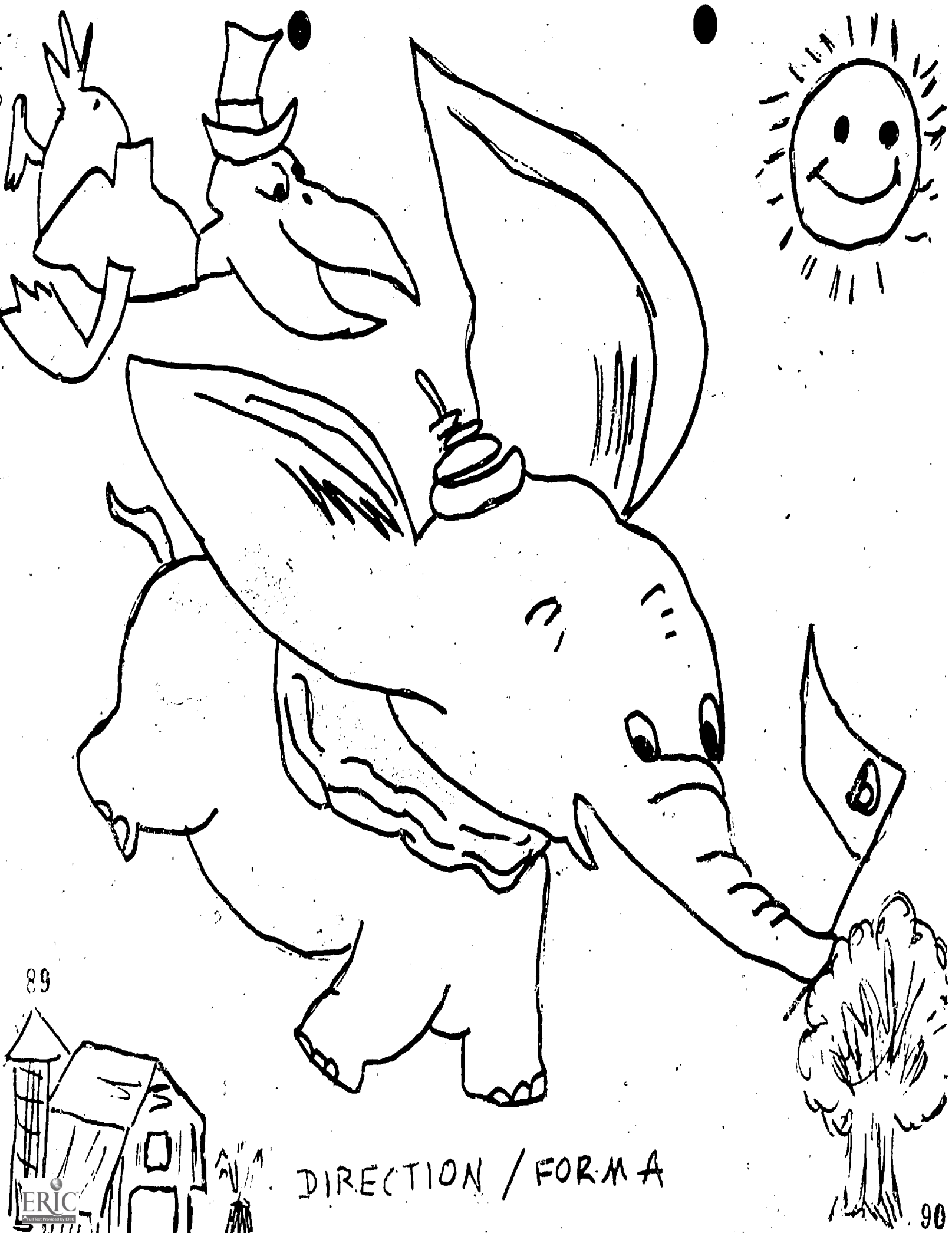
middle

5. The tree is in the

top right hand corner

top left hand corner

bottom right hand corner



89

DIRECTION / FORM A

90

DIRECTIONALITY (FORM B)

DIRECTIONS: Choose the correct answer for each question. Fill in the circle next to your choice. Look at the picture closely.

Example Box:

The number 1 is in the

- | | | |
|---|---|---|
| <input checked="" type="radio"/> top left hand corner | 1 | 2 |
| <input type="radio"/> middle | | 3 |
| <input type="radio"/> bottom left hand corner | 4 | 5 |

1. The bird is in the

- middle
- bottom left hand corner
- top left hand corner

2. The squirrel is in the

- bottom left hand corner
- top left hand corner
- bottom right hand corner

3. Bambi is in the

middle

top right hand
corner

bottom left hand
corner

4. The rabbit is in the

top right hand
corner

middle

bottom left hand
corner

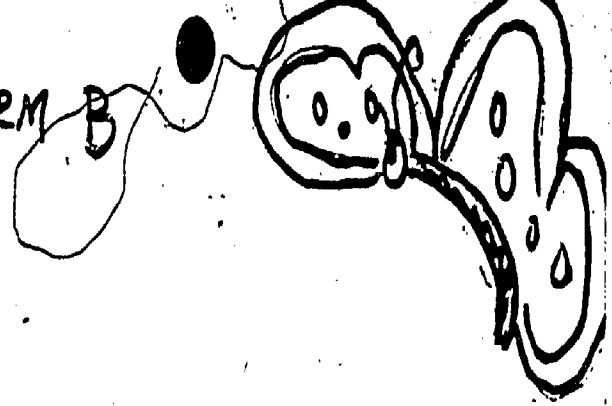
5. The butterfly is in the

top right hand
corner

middle

top left hand
corner

DIRECTION / FORM B



C-7



FOLLOWING DIRECTIONS ON A MAP

- OBJECTIVES:
1. The children can follow written directions by placing details on a map.
 2. The child writes directions for getting from one place to another using directional terms, citing landmarks, and placing details in special order.

GRADE 3 - 4

REFERENCES FOR FURTHER SKILL DEVELOPMENT

Elementary Language Arts Scope and Sequence

Composition (Lower Elementary) References, pp. 7, 8

(Upper Elementary) pp. 30, 31, References, p. 31

FOLLOWING DIRECTIONS ON A MAP/ FORM A

DIRECTIONS: Study the accompanying map. Read the directions given below and follow them carefully.

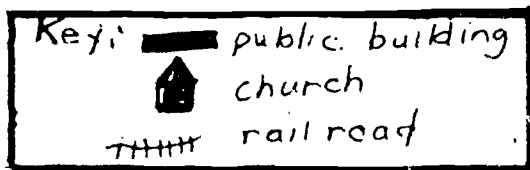
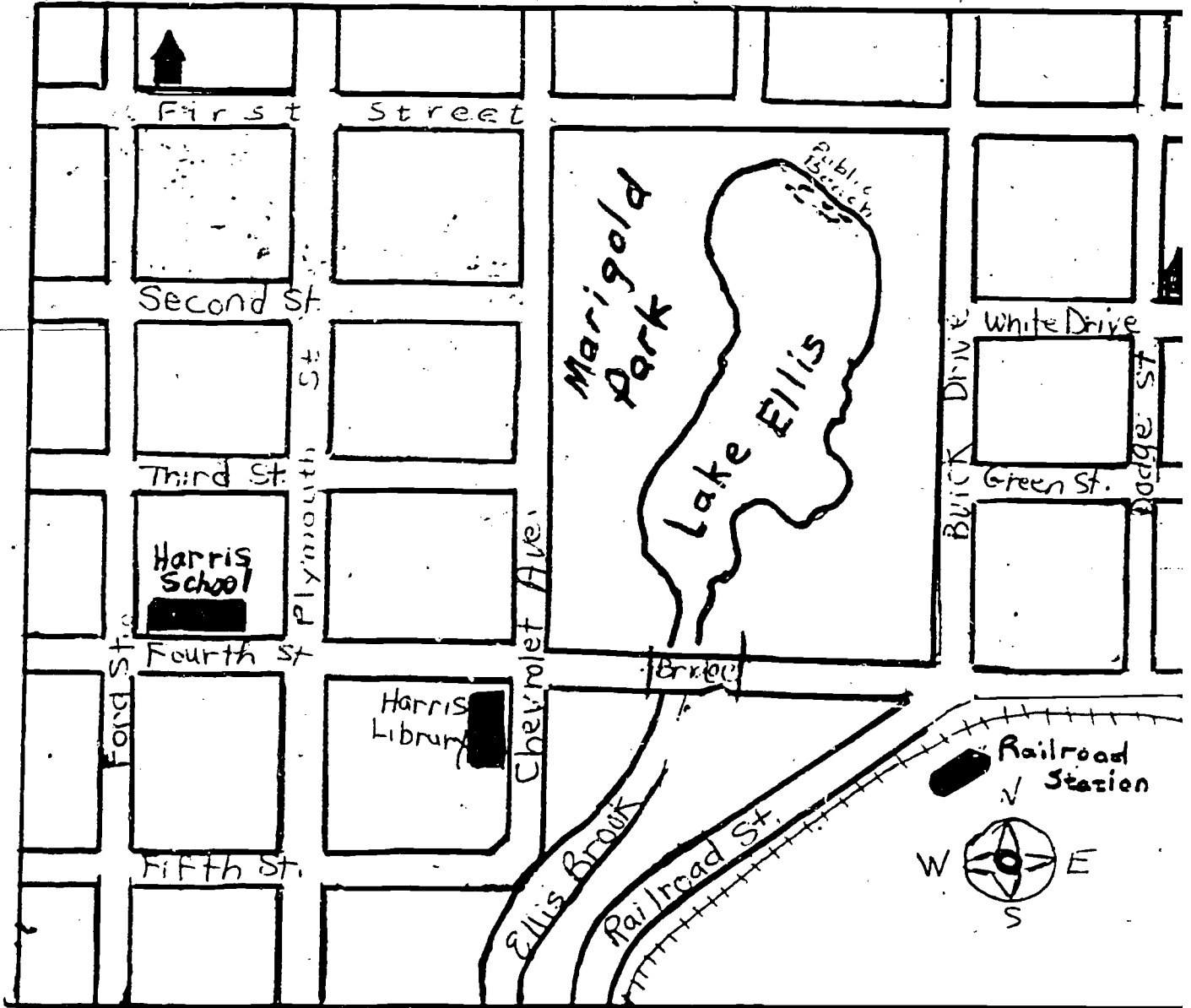
1. Jackie lives at the northwest corner of Buick Drive and White Drive. Draw a symbol for Jackie's house. Label that house "Jackie's."
2. On a rainy day, Jackie's father and mother drove to Harris Library by the shortest route they could follow. With pencil, draw a line from Jackie's house to the library, showing the route they took.
3. Jackie takes a bus to Harris School. The bus picks up children at the corner of Buick Drive and First Street; at First Street and Chevrolet Ave. and at First Street and Ford Street. With yellow crayon, draw the bus route from Jackie's house to Harris School.
4. Jackie and Pat like to fish in Ellis Brook. Their favorite spot is near the South side of Fifth Street. Place an x at their favorite fishing spot.
5. After this map was printed, a fire station was built on Chevrolet Ave. between First and Second Street. Draw the symbol for that fire station. (A fire station is a public building.)

FOLLOWING DIRECTIONS ON A MAP/ FORM A

DIRECTIONS Study the accompanying map. Read the directions given below and follow them carefully.

1. Jackie lives at the northwest corner of Buick Drive and White Drive. Draw a symbol for Jackie's house. Label that house "Jackie's."
2. On a rainy day, Jackie's father and mother drove to Harris Library by the shortest route they could follow. With pencil, draw a line from Jackie's house to the library, showing the route they took.
3. Jackie takes a bus to Harris School. The bus picks up children at the corner of Buick Drive and First Street; at First Street and Chevrolet Ave. and at First Street and Ford Street. With yellow crayon, draw the bus route from Jackie's house to Harris School.
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5. After this map was printed, a fire station was built on Chevrolet Ave. between First and Second Street. Draw the symbol for that fire station. (A fire station is a public building.)

FOLLOWING DIRECTIONS



MOOD SENTENCES

OBJECTIVE: The child can identify mood expressed in sentence.

LEVEL: Grades K - 2

To the Teacher: Accept any answer which the child can support. Ask why a child may think a usually happy sentence is sad to that child.

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Language and How to Use It, Book 2, p. 78
2. Composition Lesson Models, p. 41
3. Elementary Language Arts Scope and Sequence (Lower Elementary) Mechanics and Usage, p. 2 A + B

MOOD SENTENCES (FORM A)

DIRECTIONS: For each sentence write whether the sentence is a happy, sad, angry, or frightening one. Write H for Happy, S for Sad, A for Angry, and F for Frightening.

Example Box:

a. Hurray, today is my birthday! H

b. Stop that mouse! A

c. Santa didn't come to my house. S

d. Oh, it's thundering outside! F

1. The big hairy ogre was behind the door.

2. Watch Out; the trunk is coming!

3. The little girl is crying for her mother.

4. Stop that nonsense immediately!

5. Here comes the ice-cream man!

6. Nobody likes Puff the Magic Dragon.

7. We won the game!

8. Come back and clean up your room
now!

9. The flying saucer land and monsters
came crawling out.

10. Today is Christmas Day!

MOOD SENTENCES (FORM B)

DIRECTIONS: For each sentence, tell whether the mood is a Happy, Sad, Angry, or Frightening one. Write H for Happy, S for Sad, A for Angry, or F for Frightening.

Example Box:

A. I got a big Birthday Card! H

B. Get in this room immediately! A

C. Oh, please don't hit me! F

D. My team lost the game. S

1. Today is my Birthday! _____

2. Stop that noise! _____

3. The storm has knocked out the lights! _____

4. My little dog is lost! _____

5. I just won the game!

6. Don't you dare do that!

7. Hurray! No school today!

8. The green hairy monster was behind
the door.

9. The little boy just broke his leg.

10. The teacher said, "Sit down immediately!"

SEQUENTIAL ORDER

OBJECTIVE: The child can organize three sentences in sequential order.

LEVEL: Grades K - 2

TEACHER'S DIRECTIONS:

In K and 1 the teacher should show the picture and read one group of sentences, then ask which sentence should be the first, the middle, the last. In grade 2 the child can read the sentences and place appropriate numbers in the blanks.

REFERENCES FOR FURTHER SKILL DEVELOPMENT

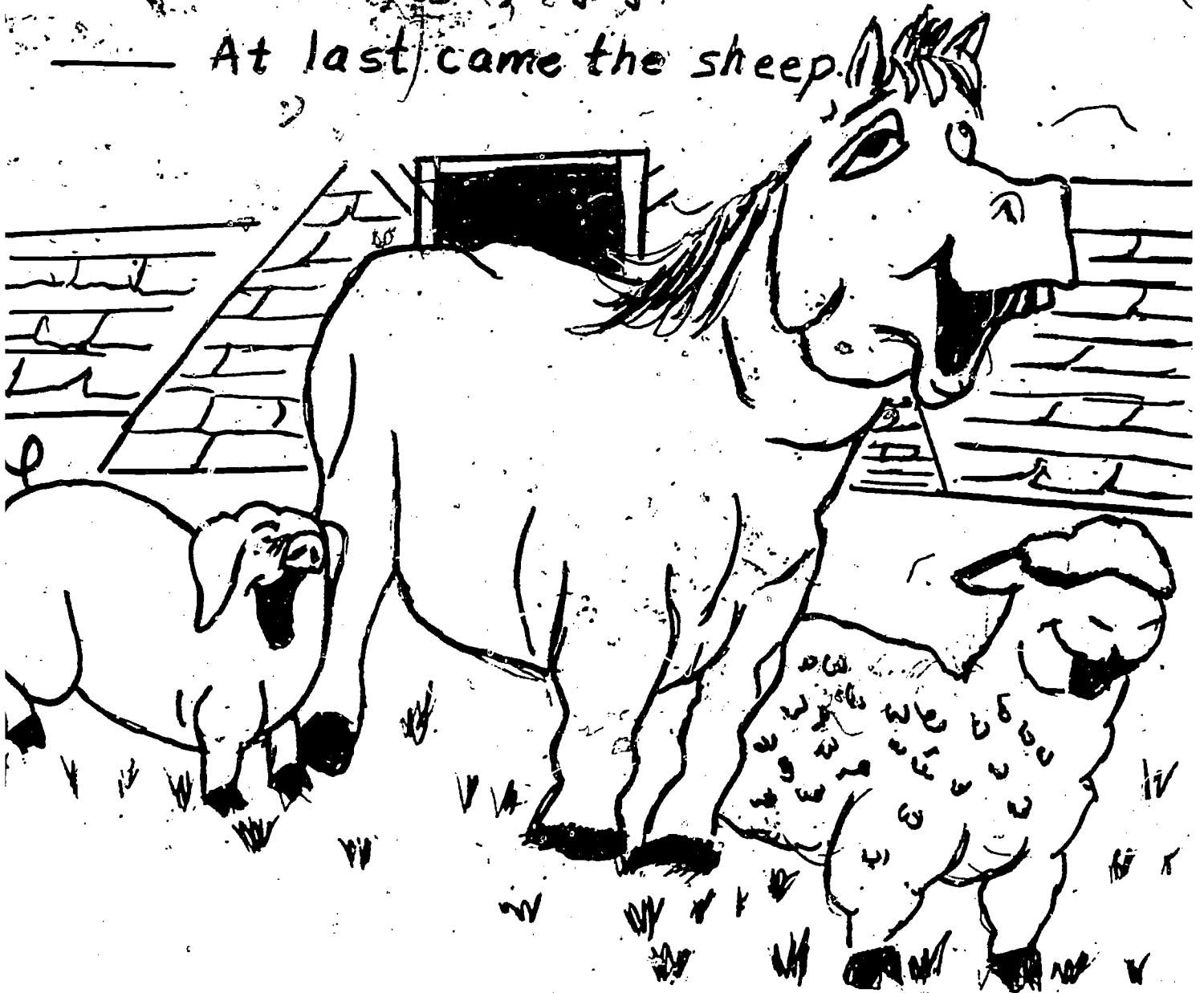
1. Elementary Language Arts Scope and Sequence, (Lower Elementary)
Composition, pp. 6-9, 14
Mechanics and Usage, p. 13
2. LHUI, Book 1, p. 76
3. LHUI, Book 2, pp. 42-44, 48

SEQUENTIAL ORDER / FORM A

Then came the horse.

First the pig got in line.

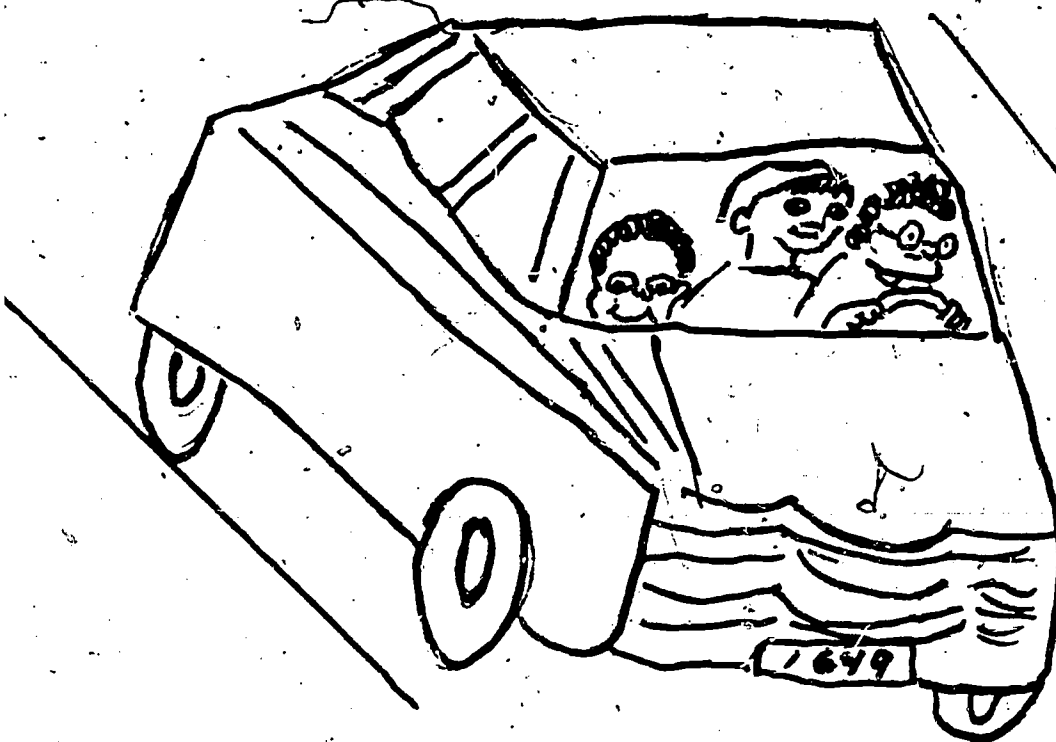
At last came the sheep.



Finally all the other animals joined in.
The three animals opened their mouths.
Then they sang "Old Macdonald"

SEQUENTIAL ORDER / FORM B

- Then they backed out of the driveway
- First Dan and his family got into the car
- They locked the car doors.



- They filled the tank with gas.
- They stopped at a gas station.
- Finally they were on their way to the beach.

- ~~~~~
- Then they had a picnic.
 - They spread a blanket on the sand.
 - They arrived at the beach.

SEQUENTIAL ORDER / FORM C

DIRECTIONS: PUT THESE 4 GROUPS OF SENTENCES IN THE RIGHT ORDER.
 PUT NUMBER 1 NEXT TO THE FIRST SENTENCE; 2 NEXT TO
 THE SECOND AND 3 NEXT TO THE THIRD.

EXAMPLE: 3 FINALLY HE GOT INTO BED.
2 THEN PUT ON HIS PAJAMAS.
1 FIRST DAVID BRUSHED HIS TEETH.

_____ KERRI SAT IN HER YARD THINKING OF WHAT TO DO.
 _____ FINALLY SHE DECIDED TO CLIMB A TREE.
 _____ FIRST SHE THOUGHT ABOUT PICKING FLOWERS!

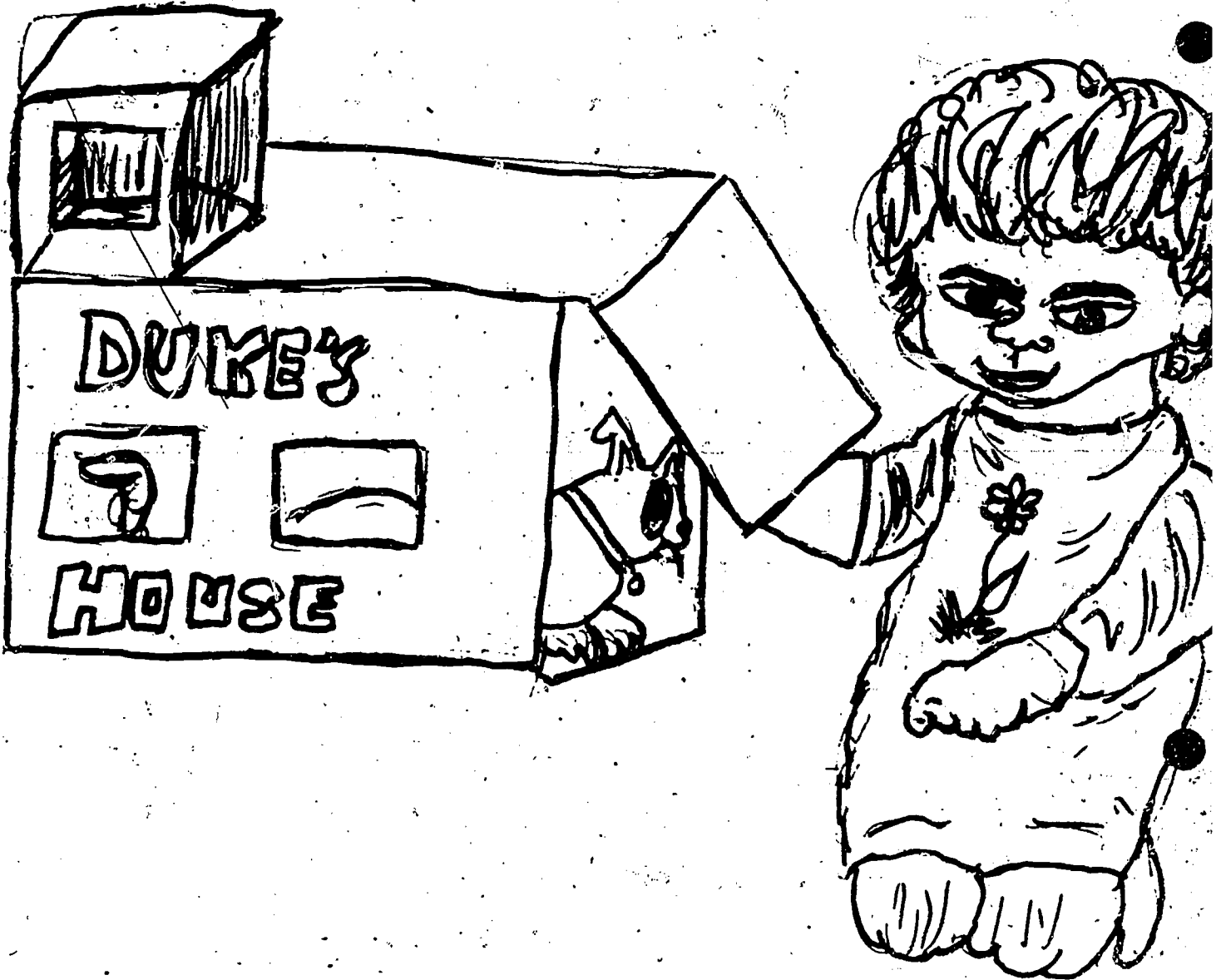


_____ AT LAST SHE SAW A BIG ROCK AND SAT DOWN.
 _____ SHE LOOKED FOR A PLACE TO SIT DOWN.
 _____ KERRI WALKED INTO HER YARD

_____ FINALLY DUKE WENT INSIDE HIS HOUSE.

_____ TERRY BUILT A DOGHOUSE.

_____ THEN SHE CALLED TO HER DOG DUKE.



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_____ SHE CUT WINDOWS IN THE BOX.

_____ TERRY FOUND A BOX.

_____ AT LAST IT WAS READY FOR DUKE.

SEQUENTIAL ORDER

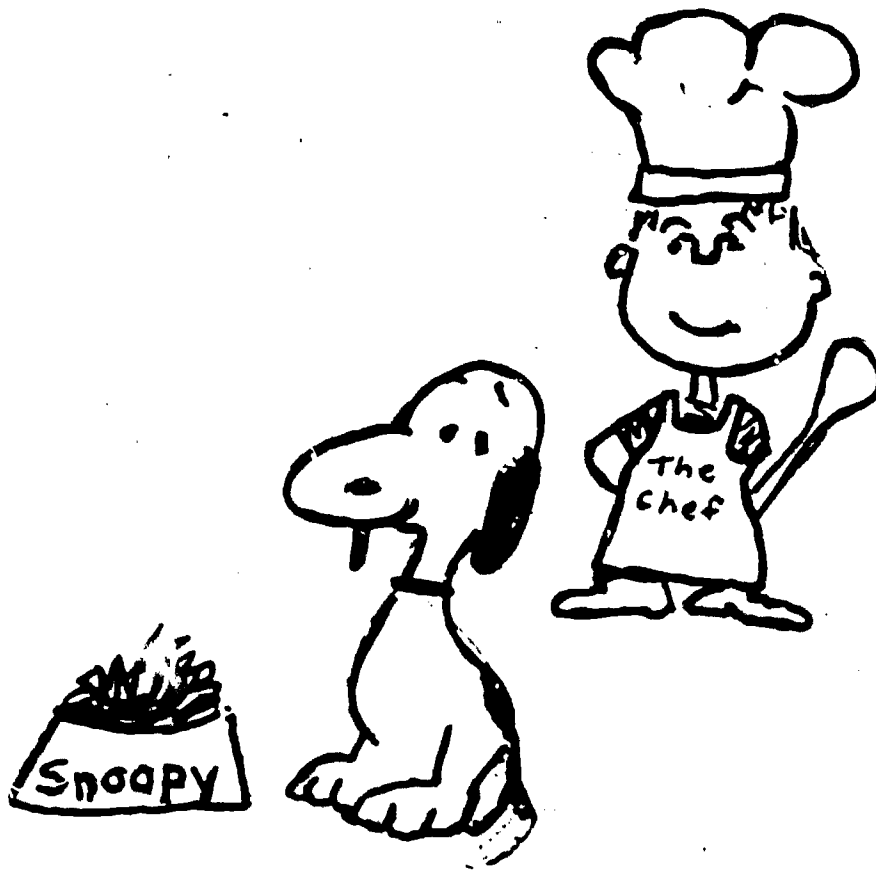
- OBJECTIVES: 1. The student, given a selection of details in random order, can (1) choose the details related to a topic, and exclude any non-related details; (2) order those details in a logical sequence.
2. The child can (1) rewrite the sentences in correct order to make one paragraph; (2) can identify the topic sentence in the paragraph; (3) can add related details of his own to complete the story.

GRADE 3 - 4

SEQUENTIAL ORDER / FORM A

DIRECTIONS: Charlie Brown is making frosting for Snoopy's birthday cake. He is a little mixed up. Help Charlie put the steps for making frosting in the right order. Renumber each sentence correctly. Put an X in the blank before one step which does not belong.

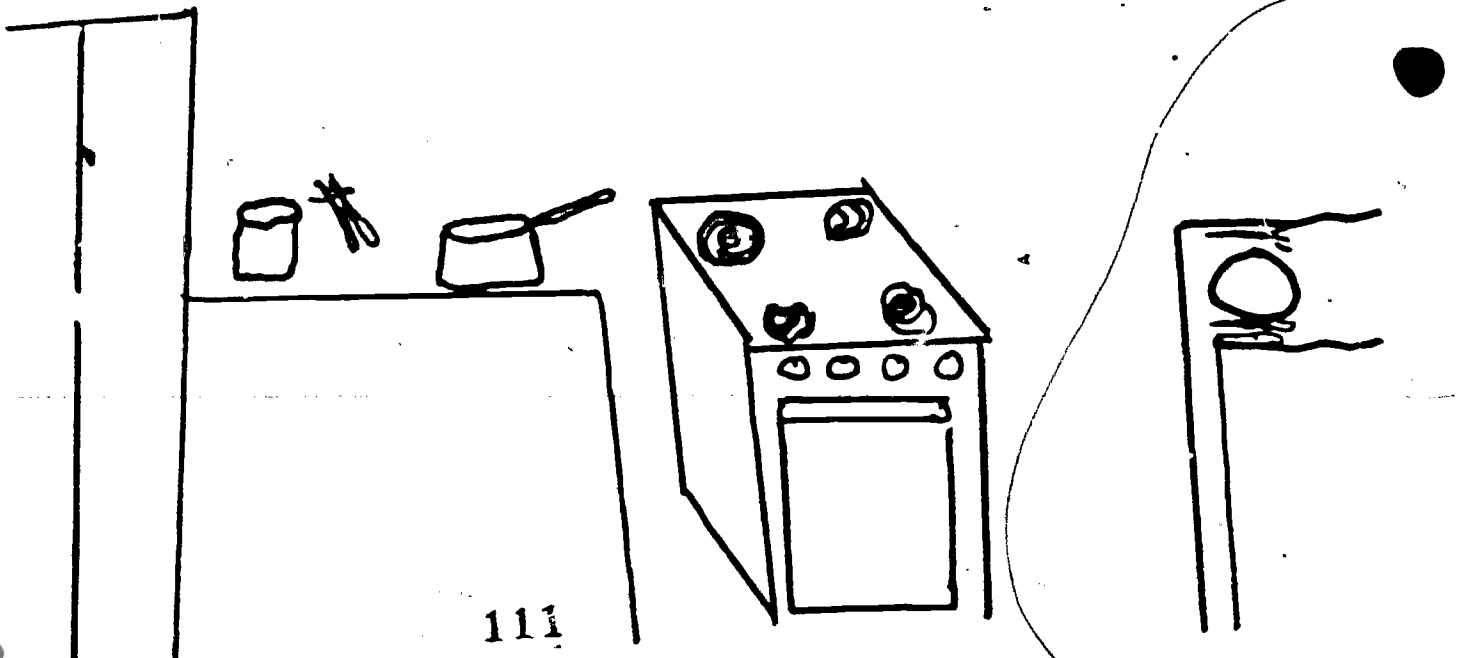
- ___ 1. Mix together milk, sugar, and butter.
- ___ 2. Smooth the frosting on the cake.
- ___ 3. Put the milk, sugar, and butter in the bowl.
- ___ 4. Eat the birthday cake.
- ___ 5. Take a bowl and a spoon out of the cupboard.
- ___ 6. Kick the football across the yard.



SEQUENTIAL ORDER / FORM B

DIRECTIONS: Let's make chicken soup for lunch today. Number the following steps in the correct order so that our soup making project will be a success. One of the sentences is not needed. Put an X in the blank before the step that does not belong.

- _____ 1. Eat the soup.
- _____ 2. Take the can of soup out of the cupboard.
- _____ 3. Turn on the stove.
- _____ 4. Turn off the stove.
- _____ 5. Pour the soup in the fireplace.
- _____ 6. Put the soup in the pan.
- _____ 7. Open the can of soup.
- _____ 8. Cook the soup until it boils.
- _____ 9. Pour the cooked soup into a bowl.



SEQUENTIAL ORDER / FORM C

DIRECTIONS: Read the following sentences. Rewrite the sentences in the correct order to tell a story. Underline the topic sentence. Add a final sentence or two of your own.

The Giant Cow

1. She was so tall that she couldn't reach down and chew grass.
2. She had to eat the leaves of the trees.
3. Once upon a time there was a giant cow named Flower.
4. Flower was twenty feet tall and weighed four hundred pounds.
5. Everytime the farmer milked her, he had to stand on a ladder.



SEQUENTIAL ORDER

OBJECTIVE: The child, given a selection of details in random order, can order the details in a logical sequence.

GRADE 5 - 6REFERENCES FOR FURTHER SKILL DEVELOPMENT

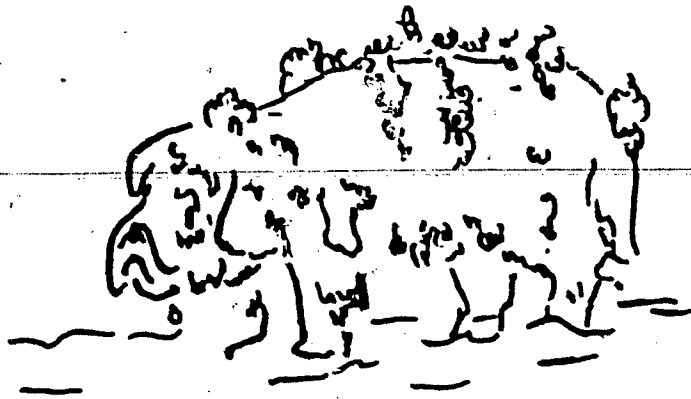
1. Elementary Language Arts Scope and Sequence (Upper Elementary)
Composition pp. 22-23, 30
2. Composition Lesson Models, pp. 57, 59, 60
3. Enjoying English, Book 5, p. 121
4. Language and How to Use It - 5, pp. 90-95

SEQUENTIAL ORDER / FORM A

Rewrite the paragraph below so that the sentences are in the proper order.

Bathing My Dog

Then I go upstairs, pet my dog, coax her downstairs, drag her to the tub, and dump her in. Finally I try washing her hind legs, but about this time she jumps out and I have to carry her back to the tub. When I rinse her and she shakes herself, I call my mother to dry her, because by now I have to take a bath myself. I then start to bathe her. The first thing I do when I bathe my dog Queenie is to fill the tub in the basement. Next I wash and rinse her head, back, and forefeet. First I rub her with soap until she is covered with suds.



SEQUENTIAL ORDER / FORM B

The sentences below do not follow one-another sensibly. Rearrange them in two separate paragraphs. Within each paragraph arrange the sentence in sensible order.

A Mouse Named Pete

He is a white mouse named Pete. Sometimes I take him out of the shoe box and let him play on my shoulder. She says his pink eyes look funny. Often I let him scamper up and down the sleeve of my coat. My pet is an unusual one. I keep him in an old shoe box with holes cut in the top for air. His eyes are pink, and his tail is like a little whip. Also, she is afraid he will get away from me and hide somewhere in the house. Mother doesn't like Pete very well. When I put him back in the box he sleeps in a bed made of clean white rags. She says he's cute so long as he stays in his box.

IRRELEVANT DETAILS

OBJECTIVE: The child can identify irrelevant details.

LEVEL: Grades K - 2

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Elementary Language Arts Scope and Sequence (Lower Elementary)
Composition, pp. 12-13
2. Composition Lesson Models, p. 57

Irrelevant Facts / Form A

Directions: Your teacher is going to read a list of words in each group. Listen very carefully and then cross out the word that doesn't belong.

EXAMPLE
 (A) Mother, Father, sister, brother ~~the~~
 (B) In, out, over, yellow, under

1. Monday, north, Tuesday, Friday
2. summer, winter, garden, spring
3. read, write, talk, snail
4. red, yellow, pencil, green
5. paper, water, soda, Kool-Aid
6. north, south, east, chair
7. rose, tulip, daisy, spider
8. Chevy, cup, Ford, Oldsmobile
9. lamb chop, hamburger, spaghetti, pork chop
10. flour, six, eight, ten

IRRELEVANT FACTS / FORM B

C-30

DIRECTIONS: Place an x in the box next to the sentence that doesn't belong with the others in the group.

EXAMPLE

Jane wants to grow a garden.

She gets a spade and a rake.

She flies her kite.

She plants some corn.

Rain helps her garden grow.

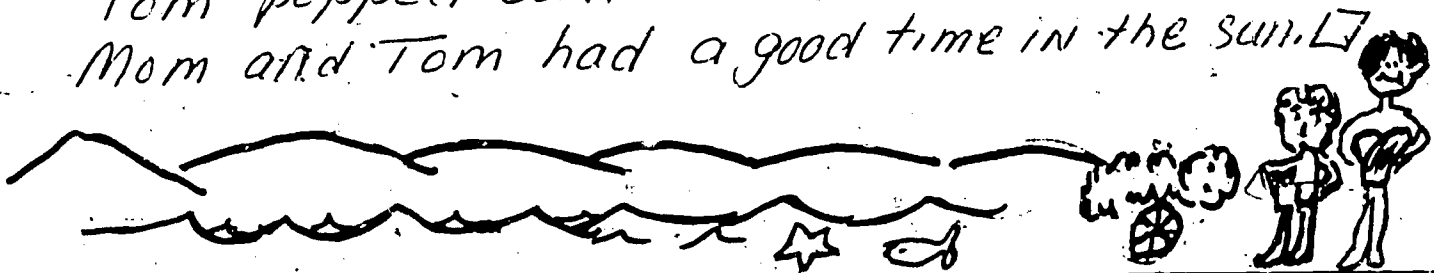
Mom took Tom to the beach to play.

Tom's dog Burt went too.

Mom threw the beach ball to Tom.

Tom popped corn on the stove.

Mom and Tom had a good time in the sun.



One day Jane got out her paints.

She and ANN started to paint.

The rabbit hopped into his hole.

First, Jane painted a cat.

Then she painted a big black dog.



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IRRELEVANT FACTS / FORM C

DIRECTIONS:

Put an x in the box next to the sentence that doesn't belong with the other sentences in the group.

Lee had a dog.

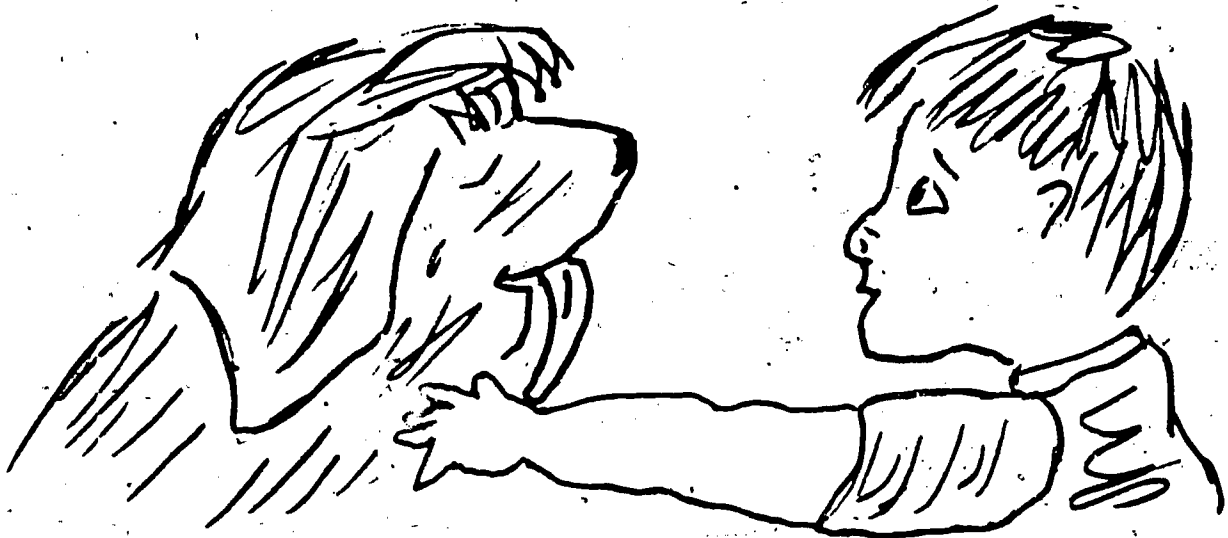
The dog's name was Rex.

Rex was a big dog.

He had big feet.

The grass was very green.

Rex was a smart dog.



You can make music with things you have at home.

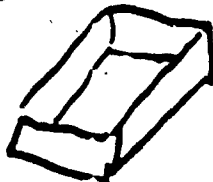
Put stones in a box.

Then shake the box.

The mouse ate the cheese.

Put rubber bands on a box.

Strum the rubber bands with your fingers.



FINDING IRRELEVANT SENTENCES AND TOPIC SENTENCES.

- OBJECTIVES:
1. Given a paragraph, the child can cross out the irrelevant sentence.
 2. The child can choose the topic sentence to which all the details relate.

GRADES: Third and fourth

REFERENCE FOR FURTHER SKILL DEVELOPMENT

1. Scope and Sequence, Composition section, upper elementary
Pages 16-23

LHUI Duplicating Masters # 48-51

LHUI Book 4

Enjoying English 4 Pages 92, 94

Composition Models Pages 57-60

LHUI Book 3, Pages 71, 72

*POEM : "The Park" by James S. Tippett
Taken from LANGUAGE FOR DAILY USE
Harcourt, Brace and World Inc. New York; 1964

FINDING IRRELEVANT SENTENCES AND TOPIC SENTENCES / FORM A

DIRECTIONS: Read the following paragraphs. First underline the topic sentence. Then cross out the one sentence in each paragraph that does not belong with the other sentences.

1. I love to play baseball. I have my own glove, my own ball, and my own bat. Football is fun, too. I am usually the pitcher, but sometimes, I play first base.

* * * *

2. My pet frog's name is Jumper. I call him that because he can jump and jump all day long. My brother's name is Fred. Last night, Jumper leaped right off our back porch and landed in the flowers.

* * * *

3. On my last birthday I invited five of my friends. We ate chocolate cake and strawberry ice cream. My father went to New York yesterday. We also played Pin the Tail on the Donkey and I won the game. My last birthday party was a blast.

FINDING IRRELEVANT SENTENCES AND TOPIC SENTENCES / FORM B

DIRECTIONS: Read the following paragraphs. First underline* the topic sentence. Then cross out the one sentence in each paragraph that does not belong with the other sentences.

PART 1

Sliding in the snow is exciting. I love to take my sled to the top of the giant hill and fly all the way to the bottom. I feel as free as a bird soaring through the sky. Some people prefer summer sports. After sliding, I like to sit in front of a warm fire and drink hot chocolate.

* * * *

Did you ever tell spooky stories in the dark? My friends and I sit in our tent in the backyard at night and tell ghost stories. The cheese sandwiches were wrapped in foil. We like to shine the flashlight on the wall of the tent and let our fingers make ghostly shapes on the tent wall.

FINDING IRRELEVANT SENTENCES AND TOPIC SENTENCES / FORM B

DIRECTIONS: Read the following poem. First find the line that tells the main idea and circle it. Cross out the line that is not a part of the poem. Finally, make up a title for the poem.

PART 2

I'm glad that I live near a park

For in the winter after dark

The sun comes out,

The park lights shine as bright and still

As dandelions on a hill.

by
James S. Tippett

FINDING IRRELEVANT SENTENCES AND TOPIC SENTENCES

OBJECTIVE: The student given a paragraph can choose the details related to a topic excluding any irrelevant details, and select the topic sentence to which all the details relate.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Elementary Language Arts Scope and Sequence (Upper Elementary) Composition, pp. 18-19, 20-21
2. Composition Lesson Models, p. 57

TO THE TEACHER:

The first paragraph in each test should be completed orally. Then students should be encouraged to explain why one is the topic sentence and another is an irrelevant sentence.

FINDING IRRELEVANT SENTENCES AND TOPIC SENTENCES / FORM A

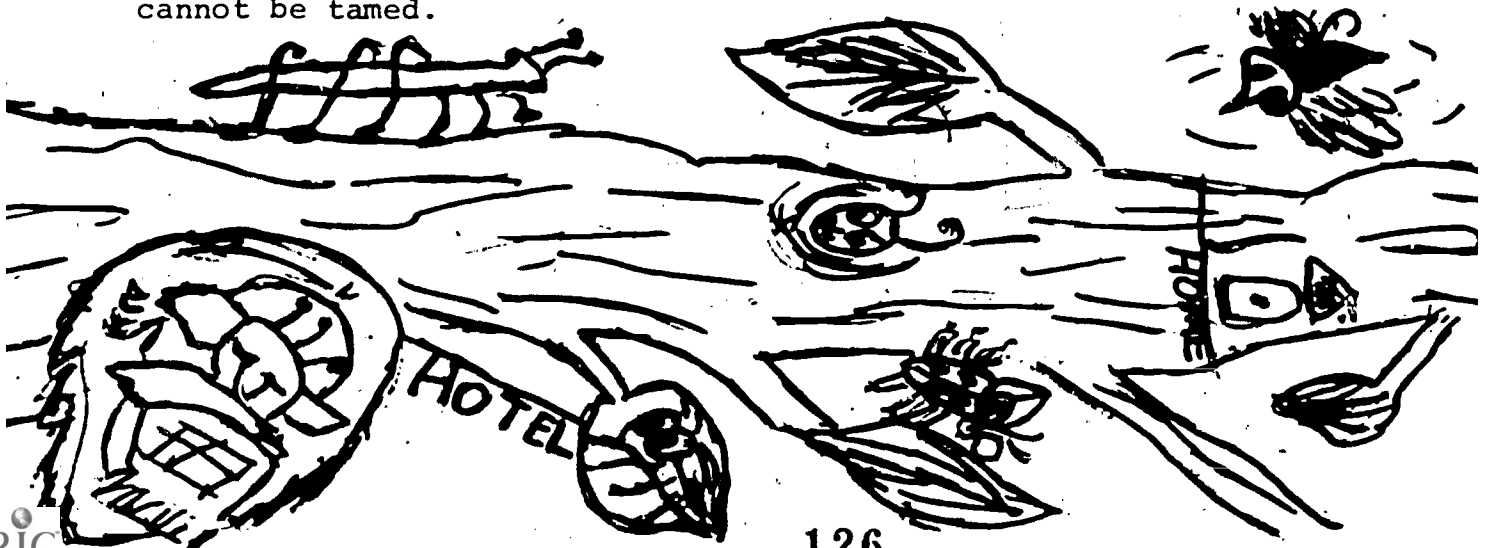
DIRECTIONS: Please underline the topic sentence and cross out the sentence that doesn't belong.

1. In ancient times it was difficult to send news from one location to another. Often a runner would carry important messages long distances. Nowadays we have automobiles to cover long distances. Sometimes the runner would have to travel many miles a day, in all kinds of weather.
2. Farmers who live near New York City send their fresh vegetables to market in trucks. They often load their trucks the night before, so that they will be ready to leave early the next morning. They deliver their produce to the market place just as the sun is coming up. Some foods that are not in season are flown in by jet for special customers. These farmers keep millions of people supplied with a variety of fresh fruits and vegetables.
3. The American Indian depended on the buffalo for food. Its meat was eaten fresh or preserved and dried for later use. The hide of the buffalo was used for clothing and shelter. Some visitors to reservations buy mocassins to wear. The buffalo was important to the Indian long before the white settlers came.
4. Dynamite can be used underwater. Alfred Nobel, a Swedish engineer, invented dynamite. This invention made Nobel wealthy and famous. In his will; he arranged for the income from his invention to be used for prizes. Each year a Nobel Prize is awarded to the person or persons who have contributed most to peace.
5. More than three-quarters of Greenland is covered with ice. The area of Greenland is many times larger than that of Denmark, the country that owns it. The area of Greenland is about one-fourth that of the United States. Greenland is the largest island in the world.

FINDING IRRELEVANT SENTENCES AND TOPIC SENTENCES / FORM B

DIRECTIONS: Please underline the topic sentence and cross out the sentence that doesn't belong in the paragraph.

1. Winds cool hot areas by bringing in cold air and warm cold areas by moving in warm air. The wind helps to dry clothes. It turns wind mills that help supply farms with water. Winds also move sailboats in the water. At sea strong winds raise waves that beat against ships and sometimes wreck them. Someday winds may be used to generate electricity. Winds can be very helpful.
2. Although the earth seems still on a spring morning, it is bustling with activity. Seedlings are pushing their roots deep into the warm earth. Their stems are reaching upward toward the bright sun. Billions of ants are burrowing tunnels into the earth and depositing sandy mounds on its surface. Salamanders and centipedes are scurrying about under rocks. My dog, Skip sleeps peacefully on.
3. Thomas Jefferson designed and built his own home, Monticello. Work on the house was begun in 1768, but was not completed until 1809. Monticello contains many of Jefferson's inventions, including a dumbwaiter and a calendar clock. The mansion is now a national memorial, open to the public. George Washington's home, Mt. Vernon, is also a national memorial.
4. The polar bear's thick coat of fur helps keep out the chill of Arctic waters. His snow-white color enables him to sneak up to unsuspecting seals undetected. The polar bear is a feature at the zoo. Thick pads of fur on his feet keep him from skidding on the ice-covered earth. A polar bear is beautifully adapted to survive in the Arctic.
5. The caribou is very important to the survival of Eskimos. Its flesh provides high-protein meat, and its bones are used for soup. Its hide is fashioned into boots and clothing. Some of its bones are made into heavy needles to stitch the Eskimos' clothes. The animal's horns are used to make fish-hooks and spears. Unlike the reindeer of Europe, the caribou cannot be tamed.



WRITING FRIENDLY LETTERS / FORMS A, B, C

- OBJECTIVES:
1. The child can compose a friendly letter using the standard form.
 2. The child uses the appropriate capitalization and punctuation in his letter form.

GRADE 3 - 4REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Write? Right! Now? pp. 23, 24, 25
2. Language and How to Use It Grade 4, p. 236
Duplicating Masters #110, 111
3. Enjoying English, Book 3, pp. 112-116, 122, 123
4. Enjoying English, Book 4, pp. 161-165
5. Writing Our Language, p. 32
6. Elementary Language Arts Scope and Sequence (Lower Elementary)
Composition, p. 26 - Resources p. 27
(Upper Elementary) Composition pp. 30, 31
References p. 31, 32, 34, 35

WRITING A FRIENDLY LETTER / FORM A

DIRECTIONS: Color in the circle which is under the letter of the line that shows the correct form of the heading, greeting, closing or address of a friendly letter.

- | | | | |
|---|----------------------|---|-----------------------|
| 1. a dear dad
b Dear Dad
c Dear Dad,
d dear Dad, | 1 a b c d
0 0 0 0 | 6. a 42 Hill street
b 42 Hill Street,
c 42 hill street
d 42 Hill Street | 6 a b c d
0 0 0 0 |
| 2. a Your Friend
b Your Friend,
c your friend,
d Your friend, | 2 a b c d
0 0 0 0 | 7. a Dear Mrs. Shore,
b Dear mrs. shore,
c dear mrs. shore
d Dear Mrs. Shore | 7 a b c d
0 0 0 0 |
| 3. a May 5 1977
b may 5, 1977
c May 5, 1977
d may 5 1977 | 3 a b c d
0 0 0 0 | 8. a sincerely yours
b Sincerely yours,
c Sincerely Yours,
d Sincerely yours | 8 a b c d
0 0 0 0 |
| 4. a Lenox, Ohio
b Lenox Ohio
c Lenox, ohio
d lenox Ohio | 4 a b c d
0 0 0 0 | 9. a rutland vermont
b Rutland, Vermont
c rutland Vermont
d Rutland Vermont | 9 a b c d
0 0 0 0 |
| 5. a Dear Mr. Barley
b Dear Mr. Barley,
c Dear mr. barley
d dear Mr. Barley, | 5 a b c d
0 0 0 0 | 10. a 99 old horse road
b 99 Old Horse road
c 99 Old Horse Road,
d 99 Old Horse Road | 10 a b c d
0 0 0 0 |

WRITING A FRIENDLY LETTER / FORM B

DIRECTIONS: Rewrite the following headings, greetings, and closing of letters using capitalization and punctuation where it is used.

1. dear jill

11. yours truly

2. sincerely

12. dear grandfather jones

3. april 5 1978

13. 219 starlight street

4. houston texas

14. 60 forest drive

5. dear mr. thomas

15. your friend

6. 14 western avenue

16. hilton oaks apartment 6

7. your niece

17. minot north dakota

8. newton maine

18. 81 mc doogle road

9. june 18 1980

19. dear miss green

10. dear kathy

20. your cousin

FORMAT OF A FRIENDLY LETTER / FORM C

DIRECTIONS: Joel wants to write an invitation to his birthday party to his friend Ed. He has already written the body of the letter, but he needs help in setting up the format. Help Joel finish his letter. Use the following information and place it where it belongs in the letter.

January 8, 1977

Joel
Dear Ed

80 Stoney Road
Your friend,
West Park, New York

I am having a birthday party soon. It will be held at my house on Saturday, March 6, at 12:00. We are going to have lunch and play games. My mother has even planned a few surprises! It will be fun! Please come.

REVIEWING FRIENDLY LETTERS

- OBJECTIVE: (1.) The child can compose a friendly letter using the standard form.
- (2.) The child uses the appropriate capitalization and punctuation in the letter form.
-

GRADE 5 - 6REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Write, Right Now! p. 23, 24, 25
 2. Enjoying English, Book 6, pp. 109-115, 307
 3. Enjoying English, Book 5, pp. 57-67
 4. Elementary Language Arts Scope and Sequence (Upper Elementary) Composition, pp. 30, 31, 32, 33
-

REVIEWING FRIENDLY LETTERS / FORM A

A friendly letter has five parts: the Heading, the Greeting, the Body, the Closing and the Signature. Please place the correct label on the blank line to the left of the arrow. Then correct Tony's letter; use capital letters and commas wherever they are needed.

52 blackbird lane

becket mass 01223

june 15 19__

→ dear tony

our troupe is having a campout at beartown state forest in great barrington massachusetts on july 10.

→ i would really like you to join us. mr. ed mulholland our troupe master said we can pick you up at your home

please let me know if you can come. we ll have a blast

→ your friend

→ marv.

Please answer the letter above for Tony. Tony lives at 62 Hummingbird Terrace, Lee, Mass. 01238.

REVIEWING FRIENDLY LETTERS / FORM B

A friendly letter has five parts: the Heading, the Greeting, the Body, the Closing and the Signature. Please correct Dorothy's letter to Aunt Em; use capital letters and commas wherever they are needed.

52 magic trail

fantasy heights oz 12495

march 15 1976

dear aunt em

i am visiting in a strange land called oz.
i have made three new friends. their names are
tin man cowardly lion and scarecrow. we are
looking for courage for the lion a heart for
the tin man and a brain for the scarecrow.
i love my new friends but i am homesick for
kansas. i hope to return soon. a nice old
man who is known as the wizard of oz says he
will help me.

your loving niece

dorothy

Please answer the questions below.

1. The part of the letter that contains the writer's address is called _____.
2. The Greeting and the Closing are followed by a _____.
3. The part of the letter that contains the message is called _____.
4. Indent the first line of the _____.
5. The handwritten name of the writer is called the _____.

LETTER ENVELOPE

OBJECTIVE: The child can properly address an envelope using the correct format, capitalization and punctuation.

GRADE 3 - 4

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. LHUI, Grade 4, Duplicating Masters #112

2. Enjoying English, Book 3, p. 117
3. Enjoying English, Book 4, p. 166
4. Write? Right! Now? pp. 14, 24
5. Elementary Language Arts Scope and Sequence

Suggested Test:

Example: Say to children, "If you were writing to a friend what information would you include on the envelope? Use a real envelope and address it completely. Make up the name of a friend or relative to send the letter to. The letter is coming from you."

LETTER ENVELOPE / FORM A

DIRECTIONS: Rewrite the following addresses correctly. When you have finished, choose one of the addresses and use it as the receiver's address on the envelope at the bottom of the page. Use your own address for the return address.

1. miss.jodi kelly
83 silver street
king arizona 61105

1. _____

2. mr. joel hays
14 brent road
rockton iowa 53701

2. _____

3. mr and mrs marvin may
57 highland drive
cleveland ohio 44110

3. _____

_____	<input type="checkbox"/>

LETTER ENVELOPE / FORM B

DIRECTIONS: Rewrite the following addresses correctly. When you have finished, choose one of the addresses and use it as the receiver's address on the envelope at the bottom of the page. Use your own address for the return address.

1. mrs b c hadden

route 141

richmond virginia

1.

2. miss marley walsh

88 frog hallow road

swamp city missouri

2.

3. mr m t igloo

19 eskimo avenue

juneau alaska

3.

SYNONYMS AND ANTONYMS

OBJECTIVE: The child can supply synonyms and antonyms for given words.

LEVEL: Grades K - 2

To the Teacher:

Accept any appropriate answer. Don't penalize for spelling. The child supplies synonyms for over-used words.

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Composition Lesson Models, pp. 25, 43
2. Language and How to Use It, Book 1, pp. 64, 82-83
3. Language and How to Use It, Book 2, pp. 46, 47, 50-51
4. Enjoying English, Book 2, pp. 75-76, 79

SYNONYMS AND ANTONYMS / FORM A

DIRECTIONS: FILL IN THE CIRCLE NEXT TO THE RIGHT ANSWER.

EXAMPLES: A. DAY - NIGHT SAME
 OPPOSITEB. FAST - QUICK SAME
 OPPOSITE

- | | | | |
|-----------------------|--|----------------------|--|
| 1. RIGHT - LEFT | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE | 8. BREAK - FIX | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE |
| 2. OPEN - CLOSE | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE | 9. KEEP - SAVE | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE |
| 3. RUSH - HURRY | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE | 10. CHUCKLE - GIGGLE | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE |
| 4. FAST - SLOW | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE | 11. HAPPY - GLAD | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE |
| 5. QUESTION - ANSWER | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE | 12. PUSH - SHOVE | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE |
| 6. BEAUTIFUL - PRETTY | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE | 13. LAUGH - CRY | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE |
| 7. DIM - DULL | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE | 14. CLOSE - OPEN | <input type="radio"/> SAME
<input type="radio"/> OPPOSITE |

SYNONYMS AND ANTONYMS / FORM B

DIRECTIONS: FILL IN THE BLANKS WITH A WORD THAT MEANS THE SAME
IN COLUMN 1 AND A WORD THAT MEANS THE OPPOSITE
IN COLUMN 2.

EXAMPLES: SAME

OPPOSITE

A. HAPPY GLAD

B. UGLY PRETTY

1 SAME

2 OPPOSITE

1. SMALL _____

1. PUSH _____

2. GIANT _____

2. EMPTY _____

3. YES _____

3. TOGETHER _____

4. COLD _____

4. FAT _____

5. PUSH _____

5. UP _____

6. SAD _____

6. OVER _____

7. WET _____

7. FRONT _____

8. STOP _____

8. FIRST _____

9. TALL _____

9. CLOSE _____

10. RUSH _____

10. LAUGH _____

SYNONYMS AND ANTONYMS

OBJECTIVE: The student can supply synonyms and antonyms for given words.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Composition Lesson Models, p. 25
2. Enjoying English, Book 6, pp. 208-209, 214-215, 218
3. Enjoying English, Book 5, pp. 242, 243, 248, 244, 245, 248
4. In Other Words, Books 1 and 2

SYNONYMS AND ANTONYMS / FORM A

Synonyms are words that have the same or similar meanings.

Antonyms are words that have opposite or nearly opposite meanings.

Select a synonym from the list below and write it in the blank beside the appropriate word.

- | | | | | | |
|--|---------|--------|---------|------------|----------|
| | serene | bought | order | award | honesty |
| | fatigue | sharp | student | specialist | adequate |
-
- | | | | |
|--------------|-------|----------------|-------|
| 1. expert | _____ | 6. keen | _____ |
| 2. command | _____ | 7. sincerity | _____ |
| 3. prize | _____ | 8. exhaustion | _____ |
| 4. scholar | _____ | 9. calm | _____ |
| 5. purchased | _____ | 10. sufficient | _____ |

Write an antonym for the underlined word in each sentence on the blank line.

- | | | | | |
|---------|---------|-----------|--------|-----------|
| shiny | shallow | fail | gather | different |
| correct | retreat | exhausted | accept | straight |
-
- Did John have an error on his math test, or was it _____?
 - Did Mary succeed in making a basket, or did she _____?
 - Is gold a dull metal or a _____ one?
 - The water in this pond is very deep, but it gets _____ further on.
 - Did Napoleon advance at the Battle of Waterloo or was he forced to _____?
 - If you scatter the pins, please be sure to _____ them up again.
 - John was energetic during the game, but he is quite _____ now.
 - John will refuse to eat the Cheerios, but he will certainly _____ accept the milk.
 - Beth's nose is similar to her mother's, but _____ from her father's.
 - That road is crooked but this one is _____.

SYNONYMS AND ANTONYMS / FORM B

Synonyms are words that have the same or similar meanings.

Antonyms are words that have opposite or nearly opposite meanings.

Select a synonym from the list below and write it in the blank beside the appropriate word.

labor force	structure attempt	answer question	gigantic similarity	mutiny imitation
1. reply	_____	6. copy	_____	
2. inquiry	_____	7. effort	_____	
3. likeness	_____	8. violence	_____	
4. immense	_____	9. building	_____	
5. rebellion	_____	10. toil	_____	

Draw a line from each word in column I to its antonym in column II.

<u>Group I</u>		<u>Group II</u>	
<u>Column I</u>	<u>Column II</u>	<u>Column I</u>	<u>Column II</u>
1. boring	abundant	1. courage	difference
2. turbulent	tiny	2. similarity	peace
3. meager	calm	3. war	feast
4. generous	interesting	4. famine	fantasy
5. gigantic	youthful	5. reality	cruelty
6. ancient	selfish	6. kindness	cowardice

WRITING DESCRIPTIVE SENTENCES / FORMS A + B

OBJECTIVE: The child can describe a concrete object so that it may be selected from a set of objects of the same kind.

LEVEL: Grade K - 2

To the Teacher: In K and 1 this activity should be oral.
In grade 2 it may be both oral and written.

REFERENCE FOR FURTHER DEVELOPMENT

Elementary Language Arts Scope and Sequence (Lower Elementary)
Composition, pp. 8-9

WRITING DESCRIPTIVE SENTENCES

FORM A

DIRECTIONS: Describe one of these balloons well enough for someone to know exactly which balloon you are writing about.

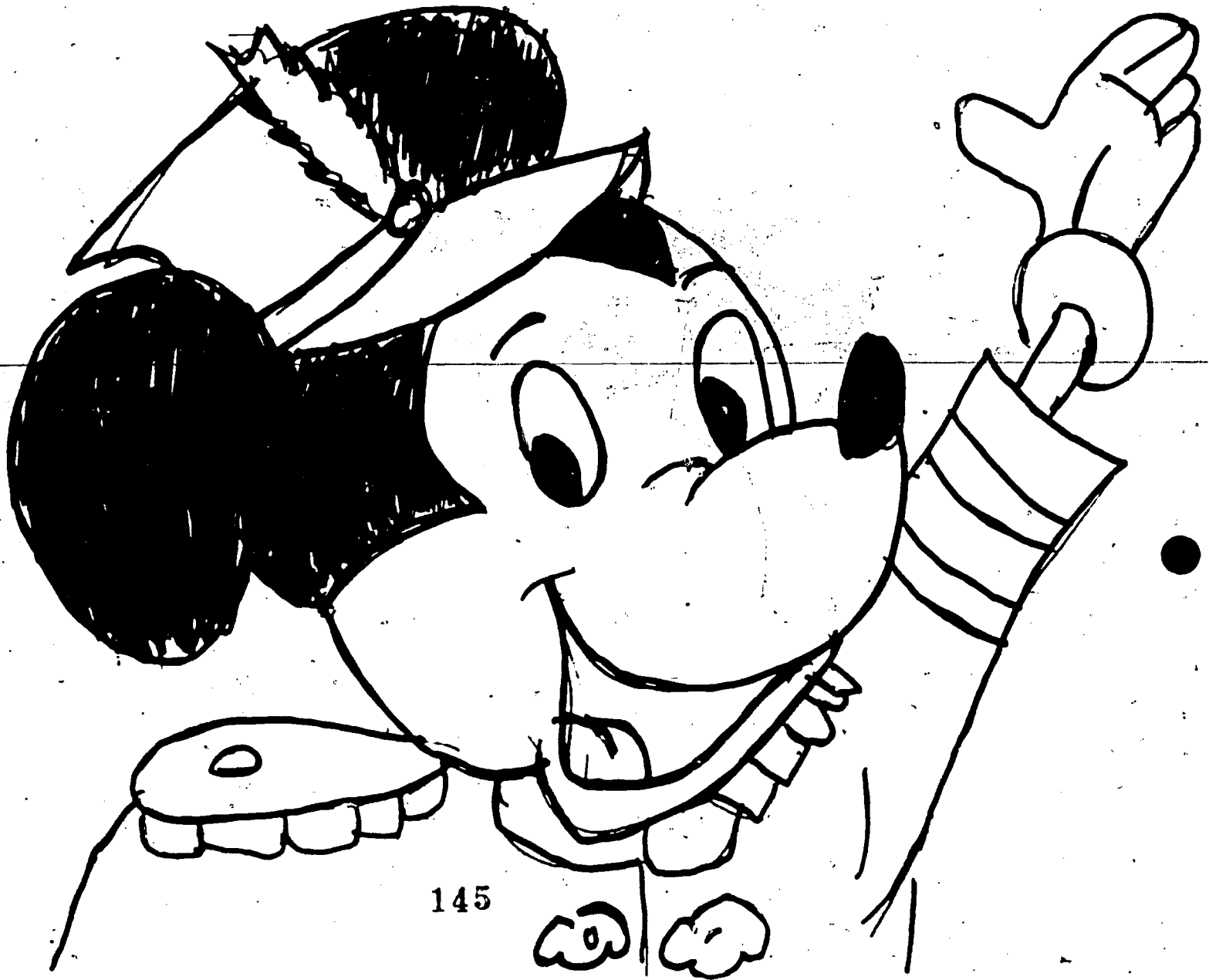


WRITING DESCRIPTIVE SENTENCES

FORM B

Directions: Let's pretend you are the first astronaut to land on Mars. You are met by very friendly Martians who want to know all about Mickey mouse. They have never seen him and have no idea what he is, or what he looks like.

Write several sentences describing him so that your new friends will know just who he is and what he looks like.



FIGURES OF SPEECH

OBJECTIVE: The child can distinguish literal meanings from figurative meanings.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

Elementary Language Arts Scope and Sequence (Upper Elementary)
Composition, pp. 36, 38

FIGURES OF SPEECH / FORM A

Sometimes a group of words has a meaning very different from what the actual words seem to be saying. Look at the following sentence: John is a real fish in the water. The sentence does not mean John is actually a fish with scales and fins. The sentence really means that John is a skillful swimmer.

DIRECTIONS: Read each sentence. Then put an x before the phrase which can best be substituted for the underlined part of the sentence.

1. Joan was so helpful when we were moving in that Mother said, "She's a jewel! I don't know what we would have done without her."
 - a. bright child
 - b. valuable helper
 - c. beautiful girl
 2. None of John's clothes fit him; his mother says he's growing like a weed.
 - a. spending too much time in the garden
 - b. hard to get rid of
 - c. growing rapidly
 3. When my brother got his job Dad said we had two bread-winners in our family.
 - a. bakers
 - b. grocers
 - c. wage earners
-
4. Life is not a bed of roses.
 - a. sweet smelling
 - b. lovely to look at
 - c. easy
 5. He likes to be topdog.
 - a. winner at the dog show
 - b. boss
 - c. ahead of the other dogs
 6. I'm all thumbs at this sort of thing.
 - a. I tend to be clumsy.
 - b. I have large hands
 - c. I like to hitchhike
 7. Jim is nosy.
 - a. has an overlarge nose
 - b. pries into the business of others
 - c. has a stuffy nose
 8. He's like a bull in a china shop.
 - a. very stubborn
 - b. very clumsy
 - c. fond of knick-knacks

FIGURES OF SPEECH / FORM B

Sometimes a group of words has a meaning very different from what the actual words seem to be saying. Look at the following sentence: John is a real fish in the water.

The speaker does not mean John is actually a fish with scales and fins. The sentence means that John is a skillful swimmer.

DIRECTIONS: Read each sentence. Then put an x before the phrase which can best be substituted for the underlined part of the sentence.

1. His eyes grew round as saucers, when he beheld the treasure.
 - a. became large
 - b. were made of glass
 - c. started to twinkle
2. Don let the cat out of the bag when he told about the surprise.
 - a. brought his pet kitten
 - b. revealed the secret
 - c. saved a cat from drowning
3. Bruce is an excellent baseball player. He runs rings around the other boys.
 - a. is a better player than
 - b. runs in circles around
 - c. runs errands for
4. Dad hit the roof, when he heard that I'd left my new ten-speed bicycle outside.
 - a. punched the roof with his hand
 - b. bumped his head on the ceiling
 - c. became angry
5. John prefers reading to playing team sports. He tends to be a lone wolf.
 - a. enjoy activities by himself
 - b. like to roam in the woods
 - c. be fierce
6. Mother told Bill to stick to his guns if he believed he was right.
 - a. not give up
 - b. fight with a weapon
 - c. always clean firearms after use
7. When Danny scored for his team, Bill said, "You can always rely on Dan to bring home the bacon."
 - a. go to the supermarket
 - b. get results
 - c. eat a healthy breakfast
8. "Don't cry over spilled milk; you'll try to do better on the next social studies test," Susan told her sister.
 - a. Don't worry about the past
 - b. Don't turn in sloppy work
 - c. Don't cry because you spilled the milk

WRITING/GRAMMAR SKILLS

WORD ORDER

OBJECTIVE: The child can arrange a group of words into a sentence and punctuate correctly.

LEVEL: Grade 2

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Elementary Language Arts Scope and Sequence (Lower Elementary) Composition, pp. 12-13
2. Composition Lesson Models, p. 11
3. LHUI, Book 1, pp. 40-41.
4. LHUI, Book 2, p. 22

WORD ORDER (FORM A)

DIRECTIONS: Put these words in the right order; so that each sentence sounds right. Remember start each sentence with a capital letter, and end with the correct mark.

Example Box:

boy the looking is a zebra at.

The boy is looking at a zebra.

1. girl a is she.

1. _____.

2. children the playing two were.

2. _____.

3. huge is a elephant an animal.

3. _____.

4. coats woolly sheep have.

4. _____.

5. worms for dirt the dug in Jack.

5. _____.

WORD ORDER (FORM B)

DIRECTIONS: Put these words in the right order; so that each sentence sounds right. Remember start each sentence with a capital letter, and end with the correct mark.

Example Box:

boy is the tall.

The boy is tall.

1. games children many play.

1. _____.

2. my best is friend Rex.

2. _____.

3. uniforms Girl Scouts wear green.

3. _____.

4. hat usually is summertime.

4. _____.

5. delicious is cocoa hot.

5. _____.

WORD ORDER - FORMS A, B, C,

OBJECTIVES: The child can arrange a group of words into a sentence.
The child can change the meaning of a given sentence by rearranging the words in that sentence.

GRADES: Third and fourth

REFERENCES FOR FURTHER SKILL DEVELOPMENT

SCOPE AND SEQUENCE GUIDE BOOK
Composition, Lower Elementary, Pages 12-13

WORD ORDER / FORM A

DIRECTIONS: Each list of words is mixed up. Arrange the words into two sentences. Make the first sentence a question. Make the second sentence a statement. Use capital letters where they are needed. Place a period or a question mark at the end of each sentence.

EXAMPLE BOX: is
black Is the dog black?
dog
the The dog is black.

1. key 1a. _____
could
the
lost
have 1b. _____
I
2. is 2a. _____
dragon
brave
the 2b. _____
3. is 3a. _____
favorite
your
monkey
"Curious George" 3b. _____
4. the 4a. _____
is
ugly
scary
witch 4b. _____
and

WORD ORDER / FORM B

DIRECTIONS: Each list of words is all mixed up. Arrange the words into two sentences. Make the first sentence a statement. Make the second sentence a question. Place a period or a question mark at the end of each sentence. Use capital letters where they are needed.

1. do
honey
like
bears

1a. _____

1b. _____

2. lion
the
cage
is
the
in

2a. _____

2b. _____

3. has
Billy
new
on
glasses
today

3a. _____

3b. _____

4. in
bloom
do
spring
flowers
the

4a. _____

4b. _____

5. clouds
are
sky
in
there
the

5a. _____

5b. _____

WORD ORDER / FORM C

DIRECTIONS: Read each sentence below. Change the order of some of the words in each sentence to make a sentence with a different meaning.

1. The little puppy loves the small boy.

2. The mouse saw the cat.

3. Clowns are funny and make people laugh.

4. An elephant is larger than a hippo.

5. Worms wiggle and lady bugs jiggle.

6. The man ate the giant shark.

7. The saucer was behind the cup.

8. The moon is shining near the star.

KINDS OF SENTENCES/WORD ORDER

Please accept any answers which the child can justify.

- OBJECTIVE:
1. The child recognizes the four types of sentences and can supply the proper terminal punctuation.
 2. The child can change word order to change sentence meaning.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Write, Right Now! Lesson 11, 12, 13
2. Elementary Language Arts Scope and Sequence (Upper Elementary) Mechanics and Usage. Activities and resources are listed on pp. 2, 3.

WORD ORDER
KINDS OF SENTENCES / FORM A

There are four kinds of sentences. A sentence may be either a statement or a question, an exclamation or a command.

1. A period (.) belong at the end of a statement.
John went to the park.
2. A question mark (?) should be put at the end of a question.
Did John play football?
3. A sentence which expresses excitement or surprise is called an exclamation. An exclamation mark (!) is used after an exclamation.
Wow! It's a Jim Dandy! or Wow, a Jim Dandy!
4. Sentences which give orders or make requests are called commands.
A period (.) should be put at the end of a command.
Please bring the milk.

DIRECTIONS: Please punctuate the following sentences. If the sentence is a statement write S in the blank before it, if it is an exclamation write E. Write Q if it is a question and C if it is a command.

- ___ 1. Where did you put the ball
- ___ 2. He's a member of our team
- ___ 3. Please open the window
- ___ 4. I lost my bathing cap in the water
- ___ 5. What a lovely new doll
- ___ 6. Athens is the capital of Greece
- ___ 7. We had a great time
- ___ 8. How deep is the ocean
- ___ 9. Hoist the sails
- ___ 10. What a wonderful time we had
- ___ 11. Did you really drink thirteen glasses of water
- ___ 12. Imagine that, a rocket that goes to the moon
- ___ 13. Don't do that
- ___ 14. Eat your spinach
- ___ 15. Today is the first day of the rest of your life

WORD ORDER
KINDS OF SENTENCES / FORM B

There are four kinds of sentences. A sentence may be either a statement or a question, an exclamation or a command.

DIRECTIONS: Next to each number is a list of words. First arrange the words to make a statement. Then rearrange the words to form a question. Please use capital letters where they are needed. Place the proper punctuation at the end of each sentence.

- | | | |
|----|---|--------------------|
| 1. | at
park
the
today
was
John | 1a. _____
_____ |
| | | 1b. _____
_____ |
| 2. | was
greatest
president
he
the
had
ever
we | 2a. _____
_____ |
| | | 2b. _____
_____ |
| 3. | time
had
we
a
great | 3a. _____
_____ |
| | | 3b. _____
_____ |
| 4. | you
drink
thirteen
really
did
of
water
glasses | 4a. _____
_____ |
| | | 4b. _____
_____ |
| 5. | a
blue
beautiful
is
bicycle
that | 5a. _____
_____ |
| | | 5b. _____
_____ |

Can you make up a rule to help change a statement to a question?

WORD ORDER
KINDS OF SENTENCES / FORM C

A sentence which expresses excitement or surprise is called an exclamation. An exclamation mark (!) is used after an exclamation. Make up an exclamatory sentence that would describe your feelings in each of the following situations. Use capital letters where they are needed. Place exclamation marks in the right places.

1. You have won first prize in a classroom reading competition - a Jim Dandy at Friendly's.

2. You have found a long, green snake in the garden and hold it up to show your mother. What does she say?

3. You have just found a gold ring your grandmother gave you. You thought the ring was lost forever.

4. You are baby-sitting and you see your three year old brother start to climb out of the second floor window in his room.

5. A flying saucer lands in your backyard and a little green man with antennae steps out.

PLURALS / FORMS A + B

OBJECTIVE: The child can distinguish between singular and plural forms.

LEVEL: Grades K - 2

To the Teacher: Given orally to K - 1 -
Grade 2 done independently

REFERENCE FOR FURTHER SKILL DEVELOPMENT

Elementary Language Arts Scope and Sequence (Lower Elementary)
Mechanics and Usage, Plurals, p. 10

PLURALS (FORM A)

DIRECTIONS: You are to choose the word that means more than one in each group of words: Put an x over your choice.

Example Box:

- | | |
|----------|---------------------|
| 1. mouse | a. mouses |
| | x . mice |
| | c. mouse's |

- | | | | |
|-----------|--------------|-----------|------------|
| 1. Bus | a. buses | 6. Fox | a. foxes |
| | b. buss | | b. foxies |
| | c. buse's | | c. foxs |
| 2. Wolf | a. wolves | 7. Deer | a. deers |
| | b. wolfs | | b. deerses |
| | c. wolf | | c. deer |
| 3. Cherry | a. cherries | 8. Lady | a. ladyes |
| | b. cherry's | | b. ladies |
| | c. cherryyes | | c. ladys |
| 4. Child | a. childs | 9. Man | a. mans |
| | b. childies | | b. manes |
| | c. children | | c. men |
| 5. Dish | a. dishes | 10. Woman | a. women |
| | b. dishes | | b. womans |
| | c. dishies | | c. womanes |

IDENTIFYING PLURALS (FORM B)

DIRECTIONS: Read each word next to every number and decide whether the word means one or more than one. Put an x over your choice.

Example Box:

apples a. one

~~x~~. more than one

1. Horse a. one
b. more than one
2. Eyes a. one
b. more than one
3. Years a. one
b. more than one
4. Children a. one
b. more than one
5. Nurse a. one
b. more than one
6. Ladies a. one
b. more than one
7. Class a. one
b. more than one

8. Monkeys a. one
b. more than one
9. Butterfly a. one
b. more than one
10. Boxes a. one
b. more than one
11. Boys a. one
b. more than one
12. Bus a. one
b. more than one
13. Surprise a. one
b. more than one
14. House a. one
b. more than one
15. Girl a. one
b. more than one
16. Nose a. one
b. more than one

POSSESSIVES / FORMS A, B, C

OBJECTIVE: The child will recognize apostrophe to show possessive form of singular nouns.

LEVEL: Grades K - 2

To the Teacher: K - 1 done orally
Grade 2 done independently

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Elementary Language Arts Scope and Sequence, p. 3 #2 Skill D, p. 4
2. WDSB - Levels B, C, D

POSSESSIVES (FORM A)

DIRECTIONS: Read each sentence and circle the word that shows ownership.

Example Box:

Joan's dress was pretty.

Jack's hat was green.

1. The dog's bone was very large.
2. The teacher's ruler broke in two.
3. The tree's leaves were gold and red.
4. We will eat one of Betty's cookies.
5. The cat's paws were white.
6. She can fix the car's flat tire.
7. Aunt Mary's house is in the country.
8. The fairy's wand was full of magic.
9. Donald Duck's beak is yellow.
10. That is Kathy's bike.

POSSESSIVES / FORM B

Change each underlined phrase to shorter possessive phrase like the one in the example.

Example Box:

The office of the doctor was crowded.

The doctor's office was crowded.

1. The toys of the child were all around the room.
The _____ were all around the room.
2. The castle of the King is on a hill.
The _____ is on a hill.
3. The house of my aunt is very large.
My _____ is very large.
4. The homework of James is not easy.
_____ is not easy.
5. The room of the boy is small.
The _____ is small.

POSSESSIVES / FORM C

CHANGE EACH UNDERLINED PHRASE TO A LONGER PHRASE, LIKE THE ONE IN THE EXAMPLE. PUT ONE WORD IN EACH BLANK.

Example Box:

The child's shoes are dirty.

The shoes of the child are dirty.

1. The teacher's desk is full of papers.

The _____
is full of papers.

2. The bird's nest was high in the tree.

The _____
was high in a tree.

3. The lion's growl was loud.

The _____
was loud.

4. The dog's food looked good.

The _____
looked good.

POSSESSIVES (SINGULAR)

OBJECTIVE: The child uses apostrophe to show possessive form of singular nouns ('s).

GRADE 3 - 4

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. LHUI, Book 3, pp. 153-156
Duplicating Masters #63, 64
2. LHUI, Book 4, pp. 42 and 43 (plural nouns included)

POSSESSIVES (SINGULAR) / FORM A

DIRECTIONS: Read the three phrases in each group below. In each phrase one word is underlined. Only one of the underlined words is possessive. Decide which phrase includes a possessive word. Put an X over the letter next to the phrase that has a possessive word.

Example: a Bob's shirt
 b cows moo
 c she's here

- | | |
|--|--|
| <p>1. a <u>horses</u> in the field
 b <u>I'll</u> go
 c <u>Sue's</u> pen</p> | <p>6. a <u>paper dolls</u>
 b a <u>doll's</u> house
 c <u>dolls</u> for sale</p> |
| <p>2. a <u>it's</u> here
 b <u>Joan's</u> car
 c <u>frogs</u> leap</p> | <p>7. a <u>babies</u> crawl
 b <u>baby's</u> rattle
 c <u>can't</u> stop</p> |
| <p>3. a <u>cakes</u> bake
 b <u>won't</u> tell
 c <u>Kim's</u> bike</p> | <p>8. a a <u>bug's</u> bite
 b a <u>hundred bugs</u>
 c <u>bugs</u> fly</p> |
| <p>4. a <u>plays</u> games
 b the <u>cat's</u> paws
 c playful <u>cats</u></p> | <p>9. a <u>horses</u> in the barn
 b <u>horse's</u> hoof
 c wild <u>horses</u></p> |
| <p>5. a <u>oranges</u> taste good
 b <u>that's</u> fun
 c <u>farmer's</u> rake</p> | <p>10. a <u>don't</u> here
 b <u>haven't</u> danced
 c <u>lion's</u> claws</p> |

POSSESSIVES (SINGULAR) / FORM B

Part I - DIRECTIONS: Rewrite the sentences below. Use the possessive form of each word in parenthesis.

Example: (Karen) coat is green.
Karen's coat is green.

1. (Fred) cat was on the stairs.

2. My (friend) sister is ten years old.

3. Look at that (clown) funny face!

4. The (ant) legs moved rapidly.

5. (Ray) popsicle was cherry flavored.

6. The (winner) prize will be gold cup.

7. (Jason) lollipop stuck to his fingers.

8. Did anyone find (Matt) lost dog?

9. Tim is afraid of the (lion) roar.

10. Where is (Susan) raincoat?

Possessive Singular (Cont'd.)

Part II - DIRECTIONS: Make each group of words a possessive phrase.

Example: the bark of a dog a dog's bark

1. the pen of the teacher _____
2. a bottle for the baby _____
3. the nest of a bird _____
4. the pup belonging to Joe _____
5. the voice of the singer _____
6. the cave of a bear _____

POSSESSIVES (PLURAL)

- OBJECTIVE:
1. The child uses apostrophes to show possessive form of plural nouns ending with s (s').
 2. The child uses apostrophes to show possessive form of plural nouns not ending with s ('s).

GRADE 3 - 4REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. LHUI, Book 3, p. 155
Duplicating Masters #65, 67
(singular, plural and irregular nouns) #66
2. LHUI, Book 4, pp. 42, 43
Duplicating Masters #14, 29 (top of page)
3. Enjoying English, Book 4, pp. 243-246
4. Write? Right! Now? pp. 29, 30, 31
5. Elementary Language Arts Scope and Sequence (Lower Elementary)
Mechanics and Usage, p. 4, Resources p. 5
(Upper Elementary) Mechanics and Usage, pp. 10 and 11

POSSESSIVES (PLURAL NOUNS, REGULAR AND IRREGULAR) / FORM A

DIRECTIONS: Rewrite the sentences below using the plural possessive form of each word in parenthesis.

Example: It is the (girls) turn to use the ball today.
It is the girls' turn to use the ball today.

Part I - Regular Nouns

1. This store sells (boys) suits.

2. The (ponies) saddles are in the barn.

3. The (clowns) faces were all painted with stars.

4. Where are the (girls) shoes?

5. Her (sisters) names are Jill and Jane.

6. The (foxes) den was dark.

7. My (neighbors) houses are both painted yellow.

8. Our (friends) house is next door.

9. Ralph and Rover are my (dogs) names.

10. The (twins) puppy is a poodle.

Part II - Irregular Plural Possessives

1. The (children) desks are in the hall.

2. We saw the (geese) flying path.

3. The (women) shop is downstairs.

4. (Men) clothing is upstairs.

5. The (deer) fur was very soft.

POSSESSIVES (PLURAL AND SINGULAR) / FORM B

DIRECTIONS: Read the following sentences. If there is the possessive form of a word in the sentence, underline the word and write it in the blank before the sentence. If there is no possessive word in the sentence write none in the blank space before the sentence.

- _____ 1. The dishes are on the table.
- _____ 2. The boat's sail is white.
- _____ 3. Are these Terry's books?
- _____ 4. Many children's raincoats are red.
- _____ 5. Bill's hotdog was covered with mustard.
- _____ 6. The puppies chewed up my sneaker.
- _____ 7. He will fix the car's flat tire.
- _____ 8. We didn't see the bears' den at the zoo.
- _____ 9. The hungry fish ate my worms.
- _____ 10. The pony's eyes were the shape of walnuts.

DIRECTIONS: Rewrite the following sentences changing the noun in parenthesis to the possessive form.

Example: The (oxen) huge body filled the wagon.
The oxen's huge body filled the wagon.

1. The (tiger) claws were as sharp as daggers.

2. The little (boy) tongue stuck to his cold popsicle.

3. (Men) and (women) teams sometimes compete together now.

4. The (elephants) trunks looked like hoses lined up in a row.

5. The (snake) hissing scared Cheryl.

NOUNS THAT SHOW POSSESSION

OBJECTIVE: The child can form the possessive of singular, plural, and compound nouns.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Write, Right Now! pp. 29, 30, 31, 32
2. Elementary Language Arts Scope and Sequence (Upper Elementary)
Mechanics and Usage, pp. 10-11

NOUNS THAT SHOW POSSESSION / FORM A

Most singular nouns can be made to show possession by adding an apostrophe (') and an s at the end of the noun. Example: the man's gloves.

the dog's toy

A plural noun that ends in s can be made to show possession by adding an apostrophe (').

Example: the Jones' house

the teachers' room

A plural noun that does not end in s can be made to show possession by adding an apostrophe and an s.

Example: women's hats

children's toys

DIRECTIONS: Please change the following phrases to possessive phrases. The first one is done for you.

1. ship of the captain _____

2. captain of the ship _____

3. honey of the bees _____

4. house of the bird _____

5. hoof of the horse _____

6. the pulpit of the minister _____

7. the verdict of the jury _____

8. the wings of the Gods _____

9. the roars of the lions _____

10. the courage of the soldier _____

DIRECTIONS: Draw a line under each possessive. If the possessive is a singular noun, write S in the blank before the sentence. If it is a plural noun, write P in the blank before the sentence.

1. _____ My dog's tail is short.

2. _____ The women's clothes are on the third floor.

3. _____ The boys' jackets were left in the schoolyard.

4. _____ My father's hair is short.

5. _____ The doctors' cars are parked outside the hospital.

6. _____ The doctor's car is dent-ed.

7. _____ The ladies' club does good deeds.

NOUNS THAT SHOW POSSESSION / FORM B

Please write the correct possessive form of the noun given in parenthesis.

1. A _____ fur grows thicker in cold weather. (bear)
2. The _____ puppy is cute. (dog)
3. The _____ names are Lovey and Dovey. (birds)
4. My _____ coat is warm. (brother)
5. The _____ baseball team was in first place. (men)
6. The _____ basketball team was in first place. (women)
7. The _____ front door was painted red. (Smiths)
8. Most _____ wool is sold to clothing manufacturers. (llamas)

Please complete the chart below.

SINGULAR NOUN	POSSESSIVE FORM OF SINGULAR NOUN	PLURAL NOUN	POSSESSIVE FORM OF PLURAL NOUN
1. the pace of the <u>jogger</u>	_____ pace	the pace of the jogger	_____ pace
2. work for a <u>week</u>	_____ work	work for two <u>weeks</u>	_____ work
3. hat of the <u>man</u>	_____ hat	hats of the <u>men</u>	_____ hats
4. a notebook of a <u>secretary</u>	_____ notebook	the notebooks of the <u>secretaries</u>	_____ notebooks
5. truck of the <u>garbage collector</u>	_____ truck	trucks of the <u>garbage collectors</u>	_____ trucks
6. the veins of the <u>leaf</u>	_____ veins	the veins of the <u>leaves</u>	_____ veins
7. tribe of the <u>chief</u>	_____ tribe	tribes of the <u>chiefs</u>	_____ tribes
8. antlers of a <u>deer</u>	_____ antlers	antlers of many deer	_____ antlers
9. bone of the <u>puppy</u>	_____ bone	bones of the <u>puppies</u>	_____ bones
10. career of the <u>lady</u>	_____ career	careers of the <u>ladies</u>	_____ careers

SUBJECT-VERB AGREEMENT

OBJECTIVE: The child can make a verb agree in number with the subject.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

Elementary Language Arts Scope and Sequence (Upper Elementary)
Mechanics and Usage, pp. 20-21

SUBJECT-VERB AGREEMENT / FORM A

When the subject is singular the verb form must be singular.

The dog has a bone.

When the subject is plural the verb form must be plural.

The dogs have a bone.

Please write the plurals of the subject and verb in the sentences below on the line at the right. The first one is done for you.

1. The aardvark has an ant. _____

2. The banana is brown. _____

3. The roadrunner runs rapidly. _____

4. A seal was singing. _____

5. A chicken doesn't change. _____

6. The toad has wart. _____

Read the sentences below; then cross out the verb form in the parenthesis that does not belong. Draw a ring around the subject of the sentence. The first one is done for you.

1. The birds (is-are) on the lawn.

2. The trees in the park (has-have) crimson leaves.

3. He (don't-doesn't) need any more candy.

4. That boy (have-has) the measles.

5. He (were-was) in the pool.

6. The packages on the table (is-are) mine.

7. He (sing-sings) too loudly.

8. Jane (don't-doesn't) like to feed the cat.

9. They (was-were) in the basement.

10. The glasses in the dishwasher (is-are) clean.

11. We (was-were) in trouble.

12. You (was-were) very kind.

13. (Has-have) the children enough food?

14. (Don't-doesn't) she like spinach?

15. Each person at the games (have-has) a program.

16. The people in the cabin near the bottom of the mountain (is-are) safe.

SUBJECT-VERB AGREEMENT / FORM B

Read the sentences below; then cross out the verb form in the parenthesis that does not agree with the subject. Draw a ring around the subject of each sentence. The first one is done for you.

1. The towels on that rack (is-are) wet.
2. The book on that box (is-are) heavy.
3. They (was-were) good sports.
4. The window in this room (is-are) clean.
5. Jim (don't-doesn't) need a shovel.
6. A seal (don't-doesn't) sing.
7. We (was-were) tired.
8. The birds in the golden cage (sing-sings) sweetly.
9. The dress (has-have) ruffles.
10. She (don't-doesn't) ski.
11. The children of our neighbor (have-has) seen a treehouse.
12. The bird fluttering in the branches (is-are) noisy.
13. The people by the pond across the way (has-have) skates.
14. She (don't-doesn't) mean that!
15. Flowers in the garden (is-are) beautiful.

Please write the singular form of the subjects and verbs on the line at the left. The first one is done for you.

- | | |
|-------|--|
| _____ | 1. The flowers have leaves. |
| _____ | 2. The women were at the movies. |
| _____ | 3. Th goats are in the pasture. |
| _____ | 4. The boys have bicycles. |
| _____ | 5. The children jump rope. |
| _____ | 6. Buds were singing. |
| _____ | 7. The goats graze. |

COMPARISON OF ADJECTIVE FORMS

OBJECTIVES: The child can identify adjectives as the words in sentence that can be inflected to show comparative and superlative degree (1) by the addition of suffixes er and est, to words of one or two syllables; (2) by the use of the words more and most before words of more than two syllables.

GRADE 4REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. LHUI, Book 4, pp. 176-179
Duplicating Masters #90-93
2. Spelling Our Language, Book 4, pp. 98-100

COMPARISON OF ADJECTIVE FORMS / FORM A

DIRECTIONS: Complete the comparison in each sentence below by adding the ending er or est, or the words more or most to each adjective in parenthesis.

Example: Hope's polka dot dress is prettier than her striped one.

1. The goat was _____ than the rabbit. (large)
2. The horse was the _____ animal on the farm. (large)
3. Suzie is _____ than Sally. (young)
4. Michael is the _____ in the family. (young)
5. Chocolate nut candy is _____ than peppermint candy. (sweet)
6. Chocolate marshmallow nut candy is the _____ candy that I eat. (sweet)
7. I think that the pink sea shell is _____ than the plain white one. (beautiful)
8. He thinks that the white and pink shell is the _____ of all (beautiful)
9. My baby brother is _____ today than he was yesterday. (sleepy)
10. My baby brother is the _____ when he doesn't take a nap. (sleepy)
11. Monday was a _____ day than Sunday. (warm)
12. I hope that tomorrow is the _____ day this week. (warm)
13. Sam is _____ than Samantha. (thin)
14. Sarah is the _____ person in our class. (thin)
15. Timmy is _____ today than yesterday. (happy)
16. He'll be the _____ boy on the street when his bike is fixed. (happy)
17. Roy feels _____ when he drinks juice for breakfast with his toast. (healthy)
18. Roy is one of the _____ people on the team. (healthy)

COMPARISON OF ADJECTIVE FORMS / FORM B

DIRECTIONS: Complete the comparison in each sentence below by adding the ending er or est, or the words more or most, to each adjective in parenthesis.

Example: The sky is bluer today than yesterday (blue)
Kim is the most happy girl today (happy)

1. Sam is a _____ snail than Sally. (small)
2. Sally is the _____ snail of all. (small)
3. The pink rose is _____ than the yellow rose. (beautiful)
4. The red rose is the _____ in the garden. (beautiful)
5. My father is _____ than my mother. (old)
6. My grandmother is the _____ person in our family. (old)
7. The roof is _____ than the ceiling. (high)
8. The sky is _____ of all. (high)
9. I am _____ today than I was yesterday. (happy)
10. I will be the _____ tomorrow. (happy)
11. The ferris wheel ride was _____ than the bumper car ride. (exciting)
12. The roller coaster ride was the _____ ride of all. (exciting)
13. The grass was _____ after it rained. (green)
14. The grass is _____ in the spring. (green)
15. December is _____ than November. (cold)
16. February was the _____ month last year. (cold)
17. This cartoon is _____ than the last one. (funny)
18. The cartoon about the silly mule was the _____ of all. (funny)
19. This book is _____ than that one. (humorous)
20. Dr. Seuss' books are the _____ ones I have ever read. (humorous)

ADJECTIVES: GOOD AND BAD

OBJECTIVE: The child can write the comparative and superlative form of the adjectives good and bad.

GRADE 3 - 4

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Spelling Our Language, Book 4, p. 99
2. LHUI, Book 4, p. 181
Duplicating Masters #93

ADJECTIVES: GOOD AND BAD / FORM A

DIRECTIONS: Complete each sentence below with the comparison form of the adjectives in parenthesis (good or bad).

(good)

1. Marshmallows taste _____.
2. Toasted marshmallows taste _____ than plain ones.
3. Chocolate covered, toasted marshmallows taste _____ of all.

(bad)

4. My team played a _____ game yesterday.
5. My team played a _____ game on Monday.
6. My team played the _____ game of the season on Sunday.

(good)

7. Some people think that a hot dog is _____ than a hamburger.
8. A hot dog and a hamburger both taste _____.
9. I think that a hamburger with ketchup tastes the _____.

(bad)

10. The rainstorm was a _____ one.
11. Last night's hailstorm was _____ than the rainstorm.
12. A hailstorm with thunder and lightning is the _____ kind of storm I've seen.

ADJECTIVES: GOOD AND BAD / FORM B

DIRECTIONS: Complete each sentence below with the comparative form of the adjectives good or bad. The adjective to be used for each group of sentences is in parenthesis.

(bad)

1. Some people think that witches on Halloween are _____.
2. Other people think that Halloween ghosts are _____.
3. I think that Halloween skeletons are the _____ scares of all.

(good)

4. Chocolate ice cream tastes _____.
5. Chocolate ice cream with chocolate sauce is _____.
6. Chocolate ice cream with chocolate sauce, whipped cream and a cherry is the _____ dessert I can think of.

(bad)

7. Sneakers with no treads, holes, and no shoe strings are the _____ kind of sneakers to have.
8. Sneakers with no treads are _____.
9. Sneakers with no treads and holes in the sides are _____ than just plain worn out sneakers.

(good)

10. My parents think that a grade of C in spelling is _____.
11. My parents think that a grade of B in spelling is _____ than a C.
12. My parents certainly think that a grade of A in spelling is the _____ grade I can receive!

COMPARATIVE ADJECTIVES

OBJECTIVE: The child can identify adjectives as the words in a sentence that can be inflected to show comparative and superlative degree by the addition of suffixes er and est or by the use of more and most.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

Enjoying English, Book 6, pp. 232-235

LHUI, Book 6, p. 68

COMPARATIVE ADJECTIVES / FORM A

DIRECTIONS: Use the adjective underlined in the first sentence of each group to help you fill in the blanks in the sentences which follow. You may add a helping word such as: more or most or a suffix

1. The poem you wrote last month was fine.
 You wrote an even _____ poem last week.
 But this is the _____ verse you have ever written.
2. Some people think daisies are beautiful.
 Other folks think lilacs are _____.
 I think the _____ flower is the rose.
3. Batman has a dangerous enemy in the Joker.
 Some say Catwoman is _____ than Joker.
 But the Penguin may be Batman's _____ enemy.
4. Seedlings make me feel happy.
 Bloom! r' flowers make me feel _____.
 Flower buds make me _____ than seedling do.
5. Mark is a capable worker.
 John is even _____, though.
 Susan is the most _____ worker of all.
6. There was a sudden downpour last night.
 The lightning was _____ than the rain.
 _____ of all was the noisy thunder.
7. I like vegetables and think they're good.
 I like st ik _____.
 Strawberry shortcake is _____ of all desserts.
8. A baby whale is chubby.
 A well-fed rhinoceros is _____ still.
 A gorged hippo is probably the _____ of all creatures.

COMPARATIVE ADJECTIVES / FORM B

DIRECTIONS: Use the adjective underlined in the first sentence of each group to help you fill in the blanks in the sentences which follow. You may add a helping word such as more or most, or a suffix.

1. A head cold is bad.
A head and chest cold is _____.
Flu is the _____ of all.
2. An ostrich is very tall.
A giraffe is the _____ animal in the zoo.
A giraffe is _____ than an ostrich.
3. Skipper is the _____ puppy I have ever seen.
Rover was _____ when he was a puppy.
Spat was even _____ than Rover.
4. The ruins of Rome are marvelous.
Some say that the Great Wall of China is even _____.
Others think the Pyramids of Egypt the _____ structures in the world.
5. A nail is thin.
A needle is _____ than a nail.
A pin is the _____ of them all.
6. The first snowfall fills me with cheer.
A blazing fire in the ski lodge afterwards is even _____
_____ of all is the taste of hot chocolate.
7. Costume jewelry can be expensive.
Jewelry with rubies is _____.
_____ of all is jewelry with diamonds.
8. A waddling duck looks clumsy.
Of all creatures, nothing is _____ than a fat hippo on land.
A walking hippo is one of the _____ of all creatures.

PREPOSITIONS / FORMS A + B

OBJECTIVE: The child understands and uses prepositional phrases to indicate directions.

LEVEL: Grades K - 2

To the Teacher: This activity should be an oral one in grades K - 1.

N.B. Children can take positions in relation to some object, as a chair or table, and describe each position with prepositional phrases; e.g.: next to the chair,
under the table.

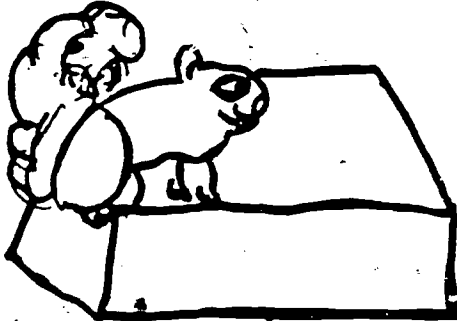
REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. My First Picture Dictionary, pp. 178-183
2. LHUI, Book 1, p. 63


PREPOSITIONS/Form A

Directions Put an X in the correct box.

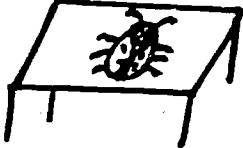
EXAMPLE BOX



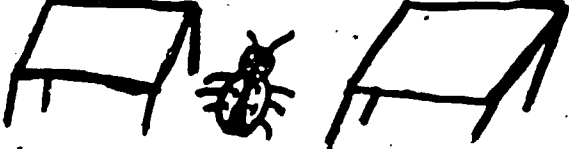
The squirrel is
 on the box
 under the box



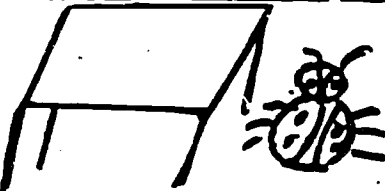
The bug is
 under the table
 on the table



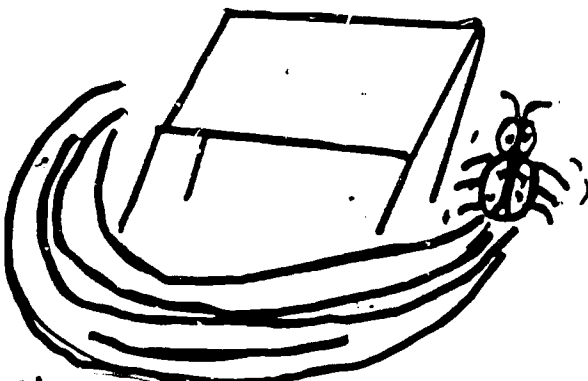
The bug is
 between the tables
 on the table




The bug is
 on the table
 between the tables



The bug is
 beside the table
 between the table



The bug is going
 Around the table



The bug is flying
 over the table
 under the table



PREPOSITIONS (FORM B)

DIRECTIONS: Fill in a word that helps to tell us where something is in the picture.

Example Box:

A. The hat is on the lady's head.

B. The mouse is below the lady's dress.

1. The little dog is _____ the lady and the big dog.
2. The flowers are _____ the lady's hat.
3. The mouse is _____ the lady.
4. The butterfly is _____ the big dog's nose.
5. The belt is _____ the lady's dress.
6. The bug is _____ the dress.
7. The bug is _____ the belt.
8. The big dog's tongue is _____ the lady's face.
9. The grass is _____ the lady's feet.
10. The little dog is _____ / _____ / _____ the big dog.

PREPOSITIONS

OBJECTIVE: The child can use prepositions and prepositional phrases to indicate directions.

GRADE 3 - 4

REFERENCES FOR FURTHER SKILL DEVELOPMENT

Scott, Foresman, Level 3, Special Practice Kit -
Monkey and the Basket Activity

PREPOSITIONS

DIRECTIONS: Look at the picture. Then read the sentences and fill in the correct answers in the blanks.

An elf is sitting _____ a mushroom.

The elf is talking _____ a grasshopper.

The grasshopper is looking _____ the elf.

The elf has wings _____ its back.

A ladybug is _____ the elf.

A snail is crawling _____ the stem _____ the mushroom.

A tiny mushroom is growing _____ the large mushroom.

Some flowers are growing _____ the large mushroom.

A snake is crawling _____ the grass.

A butterfly is flying _____ the mushroom.

The elf is _____ the ladybug and the grasshopper.

Some leaves are falling _____ a tree _____ the ground.

Look at the picture again. This time answer these questions about the picture with a prepositional phrase.

Where is the elf sitting?

Whom is the elf talking to?

Whom is the grasshopper looking at?

Where is the snake?



NOUN OR VERB

OBJECTIVE: The child can recognize a functional shift (e.g.: the same word used as a noun in one context, as a verb in another context) by applying tests of inflection, by identifying signal words.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

Write, Right Now! p. 29 bottom

NOUN OR VERB? / FORM A

A word may be a noun in one sentence and a verb in another. If a word can be made plural or is preceded by a or the, it is a noun in that sentence. If a word can be changed to show past, present or future time, it is a verb in that sentence.

DIRECTIONS: On the line to the left of each sentence, write noun or verb to describe how the underlined word in each sentence has been used.

1. The electric fan helps cool the house.
I fan myself when it is hot.
2. The scouts will pitch their tents for the night.
The shingles on the roof were sealed with the pitch.
3. The townspeople will tar and feather the tax collector.
Tar is used as a building material.
4. The operator said, "There will be a charge of ten cents for your call."
Did Teddy Roosevelt charge up San Juan Hill?
5. Pass the potatoes, please, Mary.
The football player threw a forward pass.
6. Our guide swam with us to the coral reef.
Older brothers should guide their little brothers.
7. A fly landed on her nose and made it itch.
We fly kites in March.
8. Experience schools us in the ways of the world.
The fish swam in schools.
9. The guest sat on the right hand side of the host.
Who can hand the scissors to Jack?
10. If you oil the bicycle, it won't squeak.
The black oil polluted the water.
11. Mary gave a talk on skating.
Please, don't talk when someone else is speaking.

NOUN OR VERB / FORM B

On the line to the right of each sentence, write noun or verb to describe how the underlined word in each sentence has been used.

1. If we pool all of our money, we can go to the movies. _____

I wish I had a pool in my backyard. _____

2. Do you think the fish will bite today? _____

I haven't had a bite to eat all day. _____

3. The trapper sold the bear hide to the traders. _____

I'll hide and you look for me. _____

4. The bark of the tree was damaged by insects. _____

Does your dog bark at night? _____

5. The drove of locusts ate the corn. _____

He drove the automobile skillfully. _____

6. You have a cut on your finger. _____

Don't cut yourself with the knife. _____

7. A starfish was caught in the lobster trap. _____

I will trap him if he makes that move. _____

8. Set a spoon and fork at each place. _____

Shall I spoon some rice onto your plate? _____

9. We will plate the silver. _____

Put your food on a plate. _____

10. Someone must feed the dog. _____

The cattle feed contains vitamins. _____

11. I promise to pay back the money. _____

Keep your promise. _____

WRITING/MECHANICS SKILLS

CAPITALIZATION

OBJECTIVE: The child can identify and capitalize names of particular people, places, days, months and holidays.

TEACHER DIRECTIONS: Read each group orally and have children identify word to be capitalized.
(1st and 2nd grades)

LEVEL: Grade K - 2

REFERENCES FOR FURTHER DEVELOPMENT

1. Write? Right! Now? Activity, pp. 1, 2, 3, 4
*Test - pp. 47, 48
Test answers pp. 47A, 48A
2. Elementary Language Arts Scope and Sequence
Mechanics and Usage, p. 4, Skills F, 1, 2
3. Enjoying English, Book 2, pp. 8, 38, 39, 13, 14, 15

CAPITAL LETTERS (FORM A)

DIRECTIONS: Choose the one word from each list that should start with a capital letter. Fill in the circle under your choice.

Example Box:

easter	shoes	tomorrow
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | |
|-----------------------|-----------------------|-----------------------|
| 1. mr. harris | yesterday | ring |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. street | pittsfield | family |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. window | pencil | mary |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. tuesday | week | book |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. homework | christmas | room |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. santa | store | school |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. cup | january | glass |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

CAPITALIZATION (FORM B)

DIRECTIONS: In each sentence there is going to be a word that should start with a capital letter. You are to find the word and write it on the line next to the sentence.

Example Box:

a. The teacher said i was good.

I

1. Last july we went to the beach. _____

2. john is my best friend. _____

3. In pittsfield there are many houses. _____

4. Last christmas I got a big doll. _____

5. In my classroom miss jones is the teacher. _____

6. Last friday we went on a trip. _____

7. I live on acorn Street. _____

8. my favorite Holiday is halloween. _____

CAPITALIZATION

OBJECTIVE: The student capitalizes names of particular people, names of particular places, first word of a sentence, first major words of the title of a poem, story, books, names of days, months, holidays, magazines, major words of a person's title and compass directions when used to name geographical regions.

GRADE 3 - 4REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Write? Right! Now? - Activity pp. 1, 2, 3, 4
*Test - pp. 47, 48
Test answers pp. 47A, 48A
*N.B. - Punctuation is also tested
2. Enjoying English, Book 3, pp. 20-23, 256-259
3. Enjoying English, Book 4, pp. 199-205, 250-251
4. Writing Our Language, Book 4, pp. 31, 41
5. Elementary Language Arts Scope and Sequence
Mechanics and Usage, p. 4, Skills Fl, 2

CAPITALIZATION / FORM A

Part I: Complete each sentence with your own answer.

Example: My dog's name is Ranger.

1. My name is _____.
2. Our principal is _____.
3. My mother's name is _____.
4. The name of my school is _____.
5. The name of my street is _____.
6. I live in the city of _____.
7. I live in the state of _____.
8. My birthday is in the month of _____.
9. My favorite day of the week is _____.
10. My favorite holiday is _____.

Part II: Rewrite the following sentences on each line using capital letters where they are needed.

Example: the first day of the week is sunday.
The first day of the week is Sunday.

1. last christmas i visited florida.

2. uncle john took me to a circus.

3. the picnic will be at drake park.

4. there will be a show on saturday.

5. perhaps mr. jones knows fonzie.

6. have you ever visited canada?

7. canada is just north of the united states.

CAPITALIZATION / FORM B

Part I: DIRECTIONS: Complete each sentence with your own answer.
 Example: My cat's name is Fluffy.

1. My name is _____.
2. _____ is our principal.
3. My uncle's name is _____.
4. I go to _____ school.
5. I live on _____ Street.
6. _____ is the name of my city.
7. _____ is the name of my state.
8. _____ is the first day of the week.
9. _____ is the holiday which comes in December.
10. My birthday is in the month of _____.

Part II: DIRECTIONS: Rewrite the following sentences on each line using capital letters where they are needed.

1. last easter i visited california.

2. aunt pat took us to the zoo.

3. the race will take place at duke park.

4. the circus will come to town on saturday.

5. perhaps mr. barnes knows peter.

6. have you ever gone to new york?

7. mexico is just south of the united states.

8. ocean school is located on north sea street.

CAPITAL LETTERS / FORM A

DIRECTIONS: Please supply capital letters where they are needed in this paragraph.

a trip to maine

my family and i visited maine during our christmas vacation. we left on the morning of sunday, december 26, and had lunch at howard johnson's on the massachusetts turnpike. in bangor, maine, there is a place called fisherman's creek, where there is ice-fishing. the game warden, mr. j. l.'marvin, told us we could keep any fish we caught that were longer than six inches. there was a storm during our visit and the edison gas and electric company worked to restore the electricity. i enjoyed our trip to maine more than our trip to new hampshire or california.

* * * * *

DIRECTIONS: Now write a paragraph of your own about a trip you have taken. Be sure to tell when you went, where you went, with whom you went. Please, remember to put capital letters where they are needed.

REVIEWING CAPITAL LETTERS / FORM B

DIRECTIONS: Rewrite each sentence using capital letters where they are needed.

1. john hancock signed the declaration of independence.

2. my father graduated from yale university on may 28, 1947.

3. on our last family trip, we visited the old north church in boston, massachusetts.

4. peter and i visited the lincoln memorial during easter vacation.

5. lewis and clark explored the area later known as the louisiana purchase.

6. general lee surrendered to general u.s. grant at appomatox on april 9, 1865.

7. the mayflower landed at plymouth, massachusetts, in 1620.

8. bostonians protested the stamp act by staging the boston tea party.

9. on april 18, 1775, british troops marched from boston to seize supplies of gunpowder hidden by the colonists at concord.

DECLARATIVE AND INTERROGATIVE

OBJECTIVE: The child will be able to identify through oral dictation declarative and interrogative sentences, and can supply appropriate end punctuation.

LEVEL: Grades K - 2

To the Teacher: Grade K - 1 read orally
Grade 2 - when possible done independently

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Language and How to Use It, Book 1, pp. 48-49, 65
2. Language and How to Use It, Book 2, pp. 18-19, 80
3. Composition Lesson Models, p. 2 Skills A + B,
Activities 1 - 3
4. Elementary Language Arts Scope and Sequence (Lower Elementary)
p. 12 - Skill F

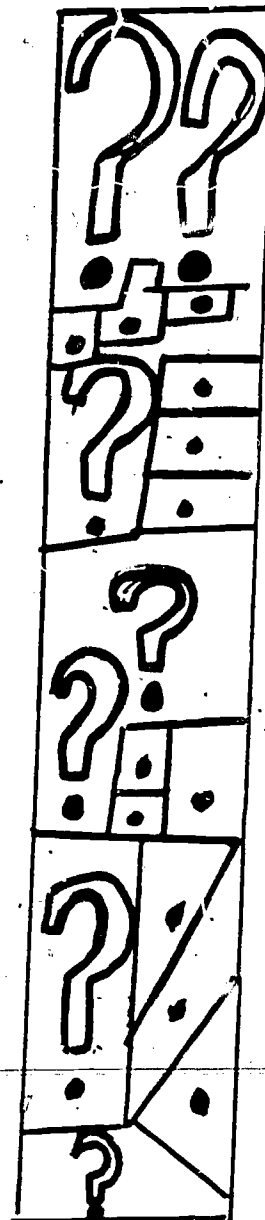
DECLARATIVE AND INTERROGATIVE SENTENCES / FORM A

DIRECTIONS: IF THE SENTENCE IS ASKING SOMETHING WRITE THE LETTER A;
 IF THE SENTENCE IS TELLING SOMETHING WRITE THE LETTER T.
 PUT A (.) OR A QUESTION MARK (?) WHERE IT BELONGS.

EXAMPLES: A. CAN A DUCK QUACK? A

B. HE CAN ROLL THE MARBLE. T

1. THE POPCORN IS POPPING _____
2. THE DOGS ARE BARKING _____
3. IS THE WITCH FLYING _____
4. CAN A GRASSHOPPER HOP _____
5. THE GRASS IS GREEN _____
6. THE BOY IS ON HIS BIKE _____
7. DID JUDY SPLASH WATER _____
8. BOB WENT TO THE PARK _____
9. THE DOG IS ON THE LEASH _____
10. IS THE CLOWN FAT _____
11. IS THE BOY ON HIS BIKE _____
12. THE WITCH IS FLYING _____



DECLARATIVE AND INTERROGATIVE SENTENCES / FORM B

DIRECTIONS: IF A SENTENCE IS ASKING SOMETHING WRITE THE LETTER A.
IF THE SENTENCE IS A TELLING SENTENCE WRITE THE
LETTER T. DON'T FORGET TO PUT A . OR A ? WHERE
IT BELONGS.

EXAMPLES: A. IS THE SUN OUT? A

B. SHE RAN ACROSS THE STREET. T

1. THE GIRL WAS VERY PRETTY _____
2. ARE THE BIRDS CHIRPING _____
3. THAT WITCH IS UGLY _____
4. IS TINKERBELL FLYING OUT THE WINDOW _____
5. THE STRAWBERRY IS RED _____
6. THE FISH IS IN THE BOWL _____
7. CAN YOU FLY A KITE _____
8. THE FAT CLOWN WAS FUNNY _____
9. IN THE WINTER WE GET LOTS OF SNOW _____
10. DO YOU GO TO THIS SCHOOL _____
11. YOU CAN FLY A KITE _____
12. IS THAT WITCH UGLY _____

TYPES OF SENTENCES AND END OF SENTENCE PUNCTUATION

- OBJECTIVES:
1. The child can recognize the four types of sentences.
 2. The child can supply appropriate terminal punctuation.

GRADE 3 - 4REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Exercise book - grammar review, Set 41, pp. 31 and 32
2. Language and How to Use It, Book 3, pp. 59, 60
Duplicating Masters #18, 19
- 3.
3. Enjoying English, Book 3, pp. 260-263
4. Enjoying English, Book 4, pp. 215-217, 229, 252, 253
5. Write? Right! Now? pp. 11, 12, 13
6. Elementary Language Arts Scope and Sequence
Mechanics and Usage (Lower Elementary) pp. 2 and 3
(Upper Elementary) pp. 2 and 3, Resources p. 3

TYPES OF SENTENCES AND END OF SENTENCE PUNCTUATION / FORM A

DIRECTIONS: Different types of sentences require different punctuation marks, or stop signs at the end of a sentence. Read the following sentences and supply a period (.), a question mark (?) or an exclamation mark (!) where each is appropriate.

Example: Did you hear the phone ring ?

1. How are you today _____
2. What a sunny and cheerful day _____
3. Is it a warm enough day to go swimming _____
4. Put your swimming things in the car _____
5. The cool water made my toes feel wiggly _____
6. Watch out for the gigantic waves _____
7. Did you ever pretend to be a fish _____
8. I'd like to be a huge whale _____
9. Oh boy, here comes the ice cream man _____
10. What kind of popsicle would you like _____

TYPES OF SENTENCES AND END OF SENTENCE PUNCTUATION / FORM B

DIRECTIONS: Read the following sentences and supply a period (.), a question mark (?) or an exclamation mark (!) where each is appropriate.

Example: May I have a doughnut ?

1. Where are you going _____
2. We are having macaroni and cheese for lunch _____
3. Ouch _____ That bee sting really hurts _____
4. Did you really earn some extra money _____
5. The parrot's name is George _____
6. Wow, what a hit _____
7. Cold Kool-aid tastes heavenly on a hot day _____
8. Watch out, that tree is falling _____
9. Who knows where the bank is located _____
10. What time does the parade begin ?

COMMAS

- OBJECTIVES:
1. The child can supply commas (a) between the names of a city and a state; (b) between day of the month and the year; (c) after yes or no; (d) to set off the name of a person addressed; (e) between words in a series; and (f) to separate a direct quotation from clauses like "I said," etc.
 2. The child can write his own sentences using commas where they are needed.

GRADE 3 - 4REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Write? Right! Now? Activity pp. 19, 20
2. Enjoying English, Book 3, p. 261.
3. Enjoying English, Book 4, pp. 163, 220
4. Elementary Language Arts Scope and Sequence, (Upper Elementary) Mechanics and Usage, pp. 6 and 7

Part I - DIRECTIONS: Supply commas where they are needed in the following phrases.

1. Boston Massachusetts
 2. March 16 1977
 3. Yes I think so.
 4. bananas peaches and pears
 5. Hartford Connecticut
-

Part II - DIRECTIONS: Supply commas where they are needed in the following sentences.

1. Walt Disney World is in Orlando Florida.
 2. My birthday is February 20 1967.
 3. Yes I think we could have a party.
 4. Joe did you catch a fish?
 5. Bill said "Let's play prison ball."
 6. The shady tree was beside the lake.
 7. No we can't bake a cake today.
 8. I like apples oranges and grapes.
 9. The beach ball floated in the sandy stony and wavy ocean.
 10. Kathy is going to Augusta Maine on August 4 1977.
-

Part III - DIRECTIONS: Answer the following questions in complete sentences and be sure to use commas where they are needed.

1. When will the circus come to town? (Make up a month, day, Year.)

2. What are your three favorite foods?

3. What city and state do you live in?

4. Do you like to eat pickles? (Use yes or no in your sentence.)

COMMAS / FORM B

Part I - DIRECTIONS: Supply commas if and where they are needed in the following sentences.

Example: He lives in Buffalo New York.
~~He lives in Buffalo, New York:~~

1. The Grand Canyon is near Denver Colorado.
2. My birthday is July 4 1966.
3. No I didn't have spaghetti for lunch.
4. Peg did you find your glasses?
5. Tim is going to Keene New Hampshire on his vacation.
6. There is a spider's web in the corner.
7. Peas beans and corn are my favorite vegetables.
8. Yes we have a willow tree in our yard.
9. Larry caught two trout and three blue gills.
10. Uncle Paul said "Please visit us on Sunday."

Part II - DIRECTIONS: Answer the following questions in complete sentences. Supply commas where they are needed.

1. When were you born? (month, day, year)

2. What are your three favorite desserts?

3. What city and state do you live in?

4. Do you like to play softball? (Answer with yes or no and write a complete sentence.)

THE COMMON COMMA / FORM A / PART 1

OBJECTIVE: The child can correctly use commas to separate words like yes or no from the rest of the sentence, to separate words in a series, to separate parts of a date, and to separate the name of the person being addressed from the rest of the sentence.

REFERENCE FOR FURTHER SKILL DEVELOPMENT

1. ELEMENTARY LANGUAGE ARTS, SCOPE AND SEQUENCE, Mechanics and Usage, Grades 4-6, Pages 6&7
2. WRITE RIGHT NOW Pages 19-22
3. ENJOYING ENGLISH, Book 6, (Commas in dates)
Pages 113, 115, 122, 198,
199-201, 302-303

(in series of words)
Pages 198, 199-201, 302-303

(After yes or No)
Pages 133, 198, 199-201,
302-303
4. ENJOYING ENGLISH, Book 5, (words in a series)
Pages 103, 104-105
5. ENJOYING ENGLISH, Book 4, Pages 222-227

THE COMMON COMMA / FORM A / PART 1

A comma is the writer's way of signaling the reader to pause; commas help the reader understand the writer's meaning. Study the examples below:

1. To separate words like yes and well from the rest of the sentence.
 Ex. ~~Well, of all the nerve!~~
 Yes, he was supposed to call.
2. To separate words or groups of words in a series.
 Ex. John, Jack, and Harry went to the game.
 They visited the Smithsonian Institute, George Washington's plantation, and the Lincoln Memorial.
3. To separate parts of a date.
 Ex. On December 7, 1941, Pearl Harbor was attacked.
 Michelangelo was born on March 6, 1475.
4. To separate the name of the person being addressed from the rest of the sentence.

DIRECTIONS: Please supply the necessary commas in the sentences below. Select the correct reasons from the above for the use of the comma. Put the number of that reason in the blank before the sentence.

- ___ 1. Let me know when you're finished John.
- ___ 2. Well I tried to tell her.
- ___ 3. No John isn't in right now.
- ___ 4. Oh is that what he meant?
- ___ 5. He died on March 8 1864 in Athens.
- ___ 6. Jane had her books jacket and pencils clutched in one hand.
- ___ 7. Egyptian women were granted the right to vote for the first time in June 1956.
- ___ 8. Al must feed the dog bathe him and give him his vitamins.
- ___ 9. Mr. Stanley will you help me?
- ___ 10. Al had juice cereal eggs and toast for breakfast.

THE COMMON COMMA / FORM A / PART 2

A comma is the writer's way of signaling the reader to pause; commas also help the writer clarify meaning. Below are some additional examples of how the comma is used:

1. To separate the abbreviation Jr. or Sr. from the rest of the sentence.
Ex. The speakers were Dr. David Allen, Sr., and David Allen, Jr.
2. To separate an individual's last name from his/her first name when the last name is written first.
Ex. The author's name was listed as Smith, John.
3. Before and, or, nor or but when these words connect two sentences.
Ex. Bill washed the dishes, and Mary dried them.
4. To separate the name of a state or country from the rest of the sentence.
Ex. Detroit, Michigan, is the automobile manufacturing center of the United States.

Please place the necessary commas in the sentences below. Select the correct reason from above for the use of the comma. Put the number of that reason in the blank before the sentence.

- ___ 1. Tokyo Japan is the largest city in the world.
- ___ 2. I sharpened three pencils but John broke them all.
- ___ 3. Are you calling James Blaine Jr. or James Blaine Sr?
- ___ 4. The directory listed him as Johnson Archie.
- ___ 5. There will be a fifteen minute stop in Wildwood New Jersey.
- ___ 6. The river overflowed during the storm and many nearby homes had to be evacuated.
- ___ 7. My friend wants to go swimming but I prefer to read in the backyard.
- ___ 8. Frank Cooper Jr. is only three weeks old.
- ___ 9. The musician's name was recorded as Strauss Johann.
- ___ 10. London England was bombed during World War II.

THE COMMON COMMA / FORM B.

DIRECTIONS: Read the following sentences. Then place commas where they are needed.

1. I like mysteries and comedies but I don't like long stories.
2. We bought the red purse the glass lamp the marble sculpture and the straw hat in Mexico.
3. I'll watch television until John Jane Mark and Mary arrive.
4. The name on the doorplate is Jones Mr. and Mrs. J. J.
5. The conductor at Tanglewood for July 19 197x is listed as Smith Arthur.
6. Miss Jones I would like you to meet my friend.
7. Dr. David Allen Sr. and Dr. David Allen Jr. have opened a new office.
8. Chicago Illinois is the second largest city in the country.
9. Would you like spaghetti and meatballs liver with noodles or steak with home-fried potatoes.
10. No it can't be really true but I guess it is.
11. Tokyo Japan is larger than New York New York.

CONTRACTIONS

OBJECTIVE: THE CHILD CAN USE APOSTROPHES TO FORM CONTRACTIONS

LEVEL: GRADES K - 2

(IN GRADE 2 READ ORALLY, IN GRADE 2 SILENT
READING, INDIVIDUAL WORK.)

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. ENJOYING ENGLISH, BOOK 2, P. 107
2. ENJOYING ENGLISH, BOOK 3, P. 267

CONTRACTIONS (FORM A)

DIRECTIONS: Draw a line from the 2 words in Column 1 to its correct contraction in Column 2.

Example Box:

1.		2
she will	—————	you're
let us	—————	let's
you are	—————	she'll

1

2

1. We are	don't
2. I am	we're
3. will not	I've
4. he is	won't
5. you will	I'll
6. can not	he's
7. is not	isn't
8. I will	you'll
9. I have	can't
10. do not	I'm

CONTRACTIONS / FORM B

DIRECTIONS: CIRCLE THE CORRECT WORD THAT SHOULD FIT INTO EACH SENTENCE.

EXAMPLE BOX: THE DOG ISN'T MINE.

ISN'T HAVEN'T DON'T

1. HE _____ SEE YOU AT SCHOOL.
I'LL DIDN'T WASN'T
2. THE GIRL _____ LIKE THE PICTURE.
WOULDN'T I'M HAVEN'T
3. SUSAN AND BOB _____ ANY SNACK.
SHOULDN'T I'M HAVEN'T
4. THE RAIN _____ STOPPING.
HAVEN'T ISN'T I'LL
5. I _____ KNOW WHAT TO DO.
SHE'LL HAVEN'T DON'T
6. TOM SAID, " _____ GET THE JUICE."
ISN'T I'LL WON'T
7. THAT CAT _____ BE HERE.
DON'T HAVEN'T SHOULDN'T
8. WE _____ SEE YOU AT THE PICNIC.
WASN'T DIDN'T ISN'T
9. _____ NOTHING LEFT!
THERE'S YOU'LL WE'RE

CONTRACTIONS

OBJECTIVE: The child uses apostrophes to form contractions.

GRADE 3 - 4

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Enjoying English, Book 3, pp. 218, 219, 226, 227, 261, 267
2. Enjoying English, Book 4, pp. 227-229
3. Write? Right! Now? pp. 26, 27, 28
4. Elementary Language Arts Scope and Sequence (Lower Elementary)
 Mechanics and Usage, p. 4, Resources, p. 5
 (Upper Elementary) Mechanics and Usage, p. 10, 11

CONTRACTIONS / FORM A

DIRECTIONS: Look at the sentences on this page and the four words beside each sentence. Find the word that is made up of two words and also makes the best sentence. Color in the circle beside the word you choose.

Example: _____ nine years old.

- a Isn't
- b Let's
- c Im
- d I'm

1. Jay said, " _____ have pizza for lunch."

- a Couldn't
- b Lets
- c Let's
- d Couldnt

2. " _____ a pizza store on Orange Street," Amy declared.

- a There's
- b Theres
- c They're
- d Theyre

3. " _____ go there together right now," Jay answered.

- a He'll
- b We'll
- c Well
- d Will

4. Jim said that he _____ like lots of cheese.

- a did
- b do
- c didnt
- d didn't

5. Amy _____ eat mushrooms.

- a cant
- b can't
- c isn't
- d couldnt

6. " _____ the pizza we want," said Jay.

- a They're
- b Theyre
- c Theres
- d There's

7. " _____ the one with the yummy sauce."

- a It's
- b Its
- c Lets
- d That's

8. " _____ going to order?" asked Jim.

- a Whose
- b Whos
- c Who's
- d Who'se

9. " _____ order the pizza," said Amy.

- a I will
- b Ill
- c I've
- d I'll

10. Mr. Barker said, " _____ enjoy this delicious, saucy, pizza!"

- a I'm
- b youll
- c you
- d you're

CONTRACTIONS / FORM B

DIRECTIONS: Read each sentence below. Look at the underlined contraction. Decide what the contraction means and place an X next to the letter with the correct meaning.

Example: She's my sister.

- a She was
b She
X c She is
d Is she

1. Isn't a daisy a beautiful flower?

- a Is not
b Is it
c it is
d Are not

2. Don't go near the prickly porcupine!

- a Do go
b Do not
c Did not
d Can not

3. We haven't lost any baseball games yet.

- a have lost
b did not
c have not
d have

4. Bill couldn't lift the heavy pail of sand.

- a could not
b can not
c will not
d could

5. Mother wouldn't believe that Johnny won a blue ribbon.

- a will not
b would not
c can not
d could not

6. There's a beautiful rainbow in the sky tonight.

- a They are
b There will
c He is
d There is

I think that they'll be on the winning team.

- a they are
b he will
c there is
d they will

Contractions / Form B (Cont'd.)

8. Do you think that they're going to announce the winners today.
- a they will
b they are
c there are
d there is
-
9. She's going to the circus with us tonight.
- a She will
b He will
c She is
d He is
-
10. Mary thinks that she'll bring her pet bird to school tomorrow.
- a she might
b she is
c she will
d he will
-
11. Aren't we going to play tennis today?
- a We are
b Are we
c Are not
d We not
-
12. Sally can't join us at the ice skating rink.
- a Can
b Can not
c Could
d Could not
-
13. I've 25¢ to spend at the store.
- a I saved
b You have
c I has
d I have
-
14. I'm going on a train ride tomorrow.
- a I am
b I will
c I have
d I might
-
15. My brother hasn't come home yet.
- a has
b has not
c have not
d did not

CONTRACTIONS / FORM C

DIRECTIONS: Supply the needed contraction, which means the same thing as the two words - in parenthesis - in each sentence below.

1. The purple monster (could not) _____ catch me.
2. (They are) _____ ready for the speed boat race to start.
3. Harry thinks that (it is) _____ time for supper.
4. (They will) _____ let us have some marshmallows to roast.
5. He (would not) _____ jump off the diving board.
6. Kathy (will not) _____ tell us her secret.
7. I think that (they are) _____ going to join us at the party.
8. (Is not) _____ it a great day to celebrate!
9. (There is) _____ enough watermelon for everyone.
10. I know that (you will) _____ enjoy the puppet show.
11. (I have) _____ entered the watermelon eating contest.
12. (She has) _____ finally come to visit us.

CONTRACTIONS

OBJECTIVE: The children can form contractions of given phrases.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Write, Right Now! pp. 26, 27, 28
2. We Don't Say Don't, pp. 20, 23, 43, 48 (don't and doesn't)
3. Elementary Language Arts, Scope and Sequence (Upper Elementary)
Mechanics and Usage, pp. 10-11

CONTRACTIONS / FORM A

Often short words are combined to form a new word called a contraction; when this is done, one or more letters may be omitted and replaced by an apostrophe ('):

He is an engineer.

He's an engineer.

DIRECTIONS: Write the contraction of each underlined word in the blank at the left of the line.

1. _____ I have a good book for you to read.
2. _____ I think you would rather play baseball.
3. _____ He is very helpful.
4. _____ I would rather devote my time to my stamp collection.
5. _____ It is a shame to waste your food.
6. _____ You will be hungry later.
7. _____ Do not eat so much candy because
8. _____ it will ruin your teeth.
9. _____ I am fond of milk and
10. _____ cannot ever drink too much.
11. _____ The movie is not interesting.
12. _____ I have not caught any fish today.
13. _____ Jack and Joe were not awarded the trophies.
14. _____ I should not go out till I finish my work.
15. _____ They will find a way to go to the movies.
16. _____ You are not really going to jump into the pool, are you?
17. _____ There is a bird on your head!
18. _____ I would not tease the lion if I were you.
19. _____ He has not been in today.
20. _____ You are silly!

CONTRACTIONS / FORM B

DIRECTIONS: Write the contraction of each underlined word in the blank at the left of the line.

1. _____ We are not here to see you.
2. _____ We are here to see him.
3. _____ You would not rather see me?
4. _____ I am ever so much prettier.
5. _____ You say you do not agree?
6. _____ A person of taste you will never be.
7. _____ Who is he?
8. _____ We will have to see.
9. _____ They will tell us one, two, three.
10. _____ It is strange but true.
11. _____ I am me and you are you.
12. _____ Does not one thing make you frown?
13. _____ I will grow up instead of down.
14. _____ There is nothing here for you.
15. _____ I have no time, so shoo, now shoo!
16. _____ You have done a good job.
17. _____ There is nobody here!
18. _____ They cannot come.
19. _____ Is not he your best friend?
20. _____ He is my best friend.

QUOTATIONS

OBJECTIVE: The child punctuates unbroken and broken direct quotations, placing opening quotation marks and closing quotation marks where needed and supplying commas or appropriate terminal punctuation.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Write, Right Now! pp. 33, 34, 35, 36, 38
2. We Don't Say Don't p. 17
3. Elementary Language Arts Scope and Sequence (Upper Elementary)
Mechanics and Usage, pp. 8, 9
4. Composition Lesson Models, pp. 51-52

QUOTATIONS / FORM A

DIRECTIONS: Please supply quotation marks and commas wherever necessary. In the blank to the right of the sentence, tell who is speaking. (The sentences below were taken from Alice in Wonderland by Lewis Carroll.)

- _____ 1. The Queen was in a furious passion, and went stomping about shouting off with his head!
- _____ 2. The Dutchess! The Dutchess! exclaimed the White Rabbitt, Oh my dear paws! Oh my fur and whiskers!
- _____ 3. I can't explain myself, I'm afraid sir said Alice because I'm not myself, you see.
- _____ 4. If everybody minded their own business growled the Dutchess the world would go round a deal faster than it does.
- _____ 5. Did you say pig, or fig? asked the Cheshire Cat.
- _____ 6. Have some wine the March Hare said, in an encouraging tone.
- _____ 7. I don't see any Alice remarked.
- _____ 8. The March Hare answered, There isn't any.
- _____ 9. Take some more tea the March Hare said to Alice.
- _____ 10. I've had nothing yet replied Alice so I can't take more!
- _____ 11. You mean you can't take less said the Hatter. It's very easy to take more than nothing.

QUOTATIONS / FORM B

Please supply quotation marks and commas wherever necessary in the following sentences.

Famous Words of Famous Americans

1. I have not yet begun to fight! exclaimed John Paul Jones.
2. Katherine Bates wrote America! America! God shed his grace on thee.
3. The summer soldier and the sunshine patriot shrink from the service of their country Thomas Paine declared.
4. Oh, my country said William Pitt, as he lay dying how I love my country.
5. We must indeed all hang together Benjamin Franklin remarked or, most assuredly we shall all hang separately.
6. In a letter to Quincy, Ben Franklin wrote There never was a good war, or a bad peace.
7. Put none but Americans on guard tonight Washington told his officers.

8. I was born an American Daniel Webster said with pride I will live an American. I shall die an American.
9. Sometimes people call me an idealist Wilson responded Well, that is the way I know I am an American. America is the only idealistic nation in the world.
10. Roosevelt declared I would dedicate this nation to the policy of the good neighbor.

WRITING/USAGE SKILLS

PRONOUNS

OBJECTIVE: The child can identify and use personal pronouns in context.

LEVEL: Grades K - 2

To the Teacher: K - 1 done orally
Grade 2 done independently (when possible)

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Elementary Language Arts Scope and Sequence (Lower Elementary)
2. Language and How to Use It, Book 3, pp. 168-178
Ditto Masters 71-76
3. Enjoying English, Book 2, p. 13

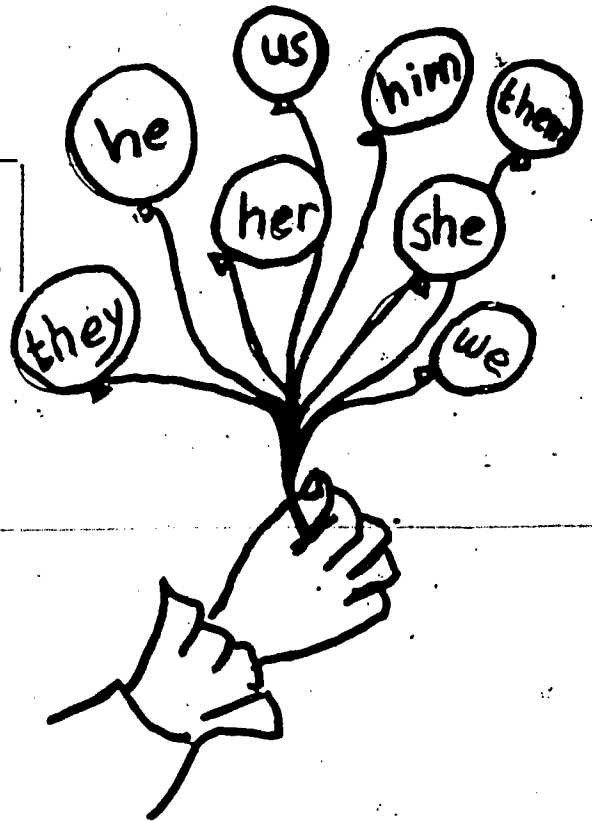
PRONOUNS (FORM A)

DIRECTIONS: There are 8 pairs of sentences. In each pair, the second sentence has a word missing; put in a word from balloons that will mean the same as the underlined word in the first sentence. Use the words from the balloons.

Example Box:

a. John has ten cents

b. He has



1. Jimmy was happy today.
_____ was happy today.
2. Susan can run fast.
_____ can run fast.
3. Karen and I go to school together.
_____ go to school together.
4. Susan and Jimmy are in Second Grade.
_____ are in Second Grade.

5. The teacher thanked Jack.
The teacher thanked _____.

6. The firefighter helped Mrs. Jones.
The firefighter helped _____.

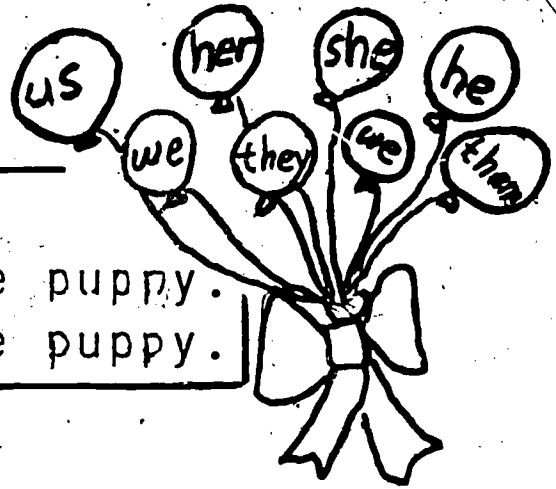
7. They opened the bank for Judy and me.
They opened the bank for _____.

8. The cookie jar was too high for
Jack and Jill.

The cookie jar was too high for

PRONOUNS (FORM B)

DIRECTIONS: There are 8 groups of sentences. In each group the second sentence has a word missing; put the missing word (that will mean the same as the underlined word on the line next to each one. (Use one of the words that are on a balloon.



Example Box:

- a. Jane has a little puppy.
 b. She has a little puppy.

1. Jack and Jill went up the hill.
 _____ went up the hill.

1.

2. They were so happy to see
Terry and I.

2.

They were so happy to see
 _____.

3. The bee stung Sandy.
 The bee stung _____.

3.

4. Mother gave cookies to
Betty and Bob.

4.

Mother gave cookies to
_____.

5. The traffic officer thanked
John.

5.

The traffic officer thanked
_____.

6. The news surprised Ron.
The news surprised _____.

6.

7. Lee and I went camping in
the woods.

7.

_____ went camping in
the woods.

8. Herb went to visit Jim.
_____ went to visit Jim.

8.

PRONOUNS

OBJECTIVE: The child can identify and use personal pronouns.

GRADES: Third and fourth

REFERENCE: LHUI, Book 5, pages 68-178
Ditto masters pages 71-76

SCOPE AND SEQUENCE: Grades 1-3, Mechanics and Usage pages 8-10
Reference page 9

LHUI, Book 4, pages 44-50
duplicating Masters # 15, 16, 18, 21, 22

PRONOUNS PART 1 / FORM A

DIRECTIONS: Read the pairs of sentences below. Substitute the correct pronoun in sentence b in place of the noun or nouns in sentence a.

Pronouns

I, he, she, it, you, we
they, me, him, her, us, them

Example Box:

Please go with Mike.
Please go with him.

1. a. Larry wrote a letter to Bob and Jeff.
b. Larry wrote a letter to _____.
2. a. (Your name) is here today.
b. _____ am here today.
3. a. Karen went with Rick and Jodi to the party.
b. Karen went with _____ to the party.
4. a. Beth and Amy are terrific tennis players.
b. _____ are terrific tennis players.
5. a. Ellen and I asked for lemonade.
b. _____ asked for lemonade.
6. a. The clowns made Dennis and me laugh.
b. The clowns made _____ laugh.
7. a. Dennis went with Rudy and Bob to the museum.
b. Dennis went with Rudy and _____ to the museum.
8. a. Jane and I made Italian ice.
b. _____ and I made Italian ice.
9. a. My friends and I had a good time.
b. _____ and I had a good time.

PRONOUNS PART 2 / FORM A

DIRECTIONS: After each of the following incomplete sentences are three groups of pronouns. Underline the phrase a, b, or c, which best completes each sentence.

10. _____ heard the horn blow. (a) He and she
(b) He and her
(c) They and him
11. Jerry walked behind: _____. (a) they and we
(b) you and I
(c) them and us
12. _____ cheered throughout the entire game. (a) He and I
(b) He and them
(c) Him and me
13. The kitten chased _____. (a) he and she
(b) him and her
(c) he and them
14. _____ made that birdhouse. (a) Him and me
(b) Them and I
(c) She and I
15. _____ will ride on the float near the paper mache dragon. (a) Him and I
(b) He and I
(c) Him and me
16. _____ marched behind Tom and Jerry. (a) She and I
(b) Her and me
(c) Her and I
17. Tom and Jerry marched ahead of _____. (a) she and I
(b) her and me
(c) her and I

PRONOUNS FORM B / PART 1

DIRECTIONS: Choose one of the following pronouns from the list and substitute the correct one in each sentence. Write your answer in the answer column. Some pronouns may not be used at all. Some pronouns can be used more than once.

Pronouns

I, you, me, he, him, she, her
it, we, us, they, them

EXAMPLE: Pat and Mike have cookies for recess.

- | | |
|---|-----------|
| 1. Would you like to play on the jungle gym with <u>Ray and Me</u> ? | 1. _____ |
| 2. We went camping with <u>George and Jim</u> . | 2. _____ |
| 3. <u>Nancy and I</u> are cousins. | 3. _____ |
| 4. <u>Marge and Pete</u> want to be race car drivers when they grow up. | 4. _____ |
| 5. <u>This wagon</u> is too small for Jim. | 5. _____ |
| 6. Would you like to play chess with <u>Jake</u> and Me? | 6. _____ |
| 7. "I think <u>Ronnie and Skip</u> are great friends," | 7. _____ |
| 8. Has <u>Mark</u> won the game? | 8. _____ |
| 9. Have you seen <u>Amy's</u> new frisbee? | 9. _____ |
| 10. <u>These flowers</u> are beautiful shades of pink, red, and orange. | 10. _____ |
| 11. <u>Mary</u> and I caught fireflies. | 11. _____ |
| 12. Mark came with <u>Mary</u> and me. | 12. _____ |
| 13. Letsy and <u>Mike</u> are excited about their new skis. | 13. _____ |

PRONOUNS / FORM B / PART 2

DIRECTIONS: Read each sentence. Then draw a line under the phrase, a, b, or c, which best completes the sentence.

1. Who would like to go with _____?
 a. him and me
 b. he and I
 c. him and I
-
2. _____ would like to go with you.
 a. him and me
 b. he and I
 c. him and I
-
3. Both _____ and _____ caught frogs.
 a. her and him
 b. him and she
 c. she and he
-
4. I took a picture of _____.
 a. you and they
 b. you and them
 c. they and you
-
5. Did you see _____ play tennis?
 a. we and they
 b. us and they
 c. us and them
-
6. _____ played five straight matches.
 a. we and they
 b. us and they
 c. us and them
-
7. Let's keep the answer between _____.
 a. you and I
 b. I and you
 c. you and me
-
8. Mom, can _____ make ice cream cones?
 a. me and Tim
 b. Tim and me
 c. Tim and I
-
9. Mom can you make _____ some brownies?
 a. Tim and me
 b. Tim and I
 c. I and Tim
-

PRONOUNS AS SUBJECTS AND OBJECTS

OBJECTIVE: The child can use the standard forms of personal pronouns in context.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. We Don't Say Don't, pp. 2, 3, 4, 5, 5
2. Elementary Language Arts Scope and Sequence (Upper Elementary) Mechanics and Usage, pp. 16-17

PRONOUNS AS SUBJECTS AND OBJECTS / FORM A

A pronoun is a word used in place of a noun or noun phrase. Notice how the underlined noun phrase in the first sentence has been replaced by the underlined pronoun in the second sentence.

Our family went camping.

We went camping.

When a pronoun is used instead of a noun phrase in the subject of a sentence, it is called a subject pronoun. He, she, they, I, we and you are common subject pronouns. When a pronoun replaces a noun phrase which follows a verb it is called an object pronoun. Me, you, him, her, it, us and them are object pronouns.

DIRECTIONS: Substitute a pronoun for each underlined noun or noun phrase. Please select the pronoun to be used from the following:

I, he, she, they, we, me, him, her, us and their

her him

Ex. Uncle Jack invited Joan and Billy to the house.

1. Joan and Billy invited Uncle Jack to their party.
2. Aunt Jane met Mark and me at the restaurant.
3. Superman flew the little girl and her brother to safety.
4. The grateful owners rewarded the girls who found their dog.
5. The hungry campers and I ate all the hamburgers.
6. Mother and Dad fried the steaks.
7. A ferocious grizzly bear attacked the hunters and me.
8. The hunters and I attacked the ferocious grizzly bear.
9. The coach and the players examined the playing field.
10. The spectators watched the players and the coach.
11. Without Joseph and Josephine the show can't go on.
12. Did you watch the tennis match between Billy Jean King and Bobby Riggs?
13. May I go with Jack and Jane to the Barrington Fair?
14. Jack and Jill chased the skunk.
15. The skunk chased Jack and Jill.
16. Jim and Jane ran toward the puppy.
17. The puppy ran toward Jim and Jane.

PRONOUNS AS SUBJECTS AND OBJECTS / FORM B

A pronoun is a word used in place of a noun or noun phrase. Notice how the underlined noun phrase in the first sentence has been replaced by the underlined pronoun in the second sentence.

Our family went camping.

We went camping.

When a pronoun is used instead of a noun phrase in the subject of a sentence, it is called a subject pronoun. He, she, they, I, we and you are common subject pronouns. When a pronoun replaces a noun phrase which follows a verb it is called an object pronoun. Me, you, him, her, it, us and them are object pronouns.

DIRECTIONS: Substitute a pronoun for each underlined noun or noun phrase. Please select the pronoun to be used from the following: I, he, she, we, me, him, her, us and their

They

Ex. Our parents and we watch the news on television every night.

1. The chef and his assistant tasted the oyster stew.
2. The girl scout helped the frail old man and woman across the street.
3. My little brother and his friend eat spaghetti with their fingers.
4. Jane and Joe make food look delicious when they prepare it.
5. Alice and the March Hare had tea at 4:00 o'clock.
6. Did you and Jane see the lightning?
7. Did the lightning frighten you and Jane?
8. Mary and Dan would love a banana-split.
9. Split the banana between Mary and Dan.
10. Aunt Mary met Josh and me at the pool.
11. A ferocious tiger attacked the hunters and me.
12. All the campers ate the stew.
13. Josh and I met Aunt Mary at the lake.
14. The hunters and I ran from the ferocious tiger.
15. These projects were done by Jack, Jane, and me.
16. Jack, Jane, and I did these projects.
17. The puppy ran to Jim and Jane.

IRREGULAR VERBS

OBJECTIVE: The child will be able to supply the standard form of irregular verbs in context.

LEVEL: Grades K - 2 (applicable to 3 - 4)

To the Teacher: Read the sentences to K and 1 students. Second graders should supply the missing verb independently. (The past participle sentences may have to be done orally in second grade.)

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. Elementary Language Arts Scope and Sequence (Lower Elementary) Mechanics and Usage, pp. 6, 7
2. Language and How to Use It, Book 2, pp. 30, 124
3. Enjoying English, Book 2, pp. 64, 65, 67, 82, 89

IRREGULAR VERB FORMS (FORM A)

DIRECTIONS: Here are 8 groups of sentences. You are to fill in the missing words in each group of sentences. The word will be a form of the underlined word in the first sentence in each group.

Example Box:

Today I will go to town.

Yesterday I went to town.

I have already gone to town.

1. Today I will ride my bike.
 Yesterday I _____ my bike.
 I have _____ my bike every day this week.
2. Today the wind will blow the trees.
 Yesterday the wind _____ the trees.
 The wind has _____ the trees.
3. Today I will take a test.
 Yesterday I _____ a test.
 I have _____ a test already.
4. Today he will buy a present.
 Yesterday he _____ a present.
 I have already _____ a present.

5. Today Susan will run a race.
 Yesterday Susan _____ a race.
 They _____ a race.
6. Today Tom and Jerry will see a
 butterfly.
 Yesterday Tom and Jerry _____ a
 butterfly.
 They have _____ a butterfly.
7. Today, will you sit down?
 Yesterday you _____ down.
 You have already _____ down.
8. Today I will drink Kool-Aid.
 Yesterday I _____ Kool-Aid.
 I have already _____ Kool-Aid.

IRREGULAR VERB FORMS (FORM B)

DIRECTIONS: here are 3 groups of sentences. You are to fill in the missing words in each group of sentences. The word will be something like the underlined word in the first sentence in each group. We will read these sentences in each group together.

Example Box:
 today we will come home.
 Yesterday we came home.
 We have come home.

1. Today I will take my bathing suit to the lake.
 Yesterday I _____ my bathing suit to the lake.
 I have _____ my bathing suit to the lake.
2. Today I will swing from a tree.
 Yesterday I _____ from a tree.
 I have _____ from a tree.
3. today we will tell a story.
 Yesterday we _____ a story.
 We _____ a story.

4. Today I will sit on a log.
Yesterday I _____ on a log.
I have _____ on a log.
5. Today I will catch a cold in the rain!
Yesterday I _____ a cold in the rain!
I have _____ a cold!
6. Today I will drink ice water.
Yesterday I _____ ice water.
I've _____ ice water.
7. Today I will do the dishes.
Yesterday I _____ the dishes.
I have _____ the dishes.
8. Today I will eat some candy.
Yesterday I _____ some candy.
I have _____ some candy.

IRREGULAR VERB FORMS

OBJECTIVE: The child can use the standard forms of irregularity inflected verbs in context.

GRADES: Third and fourth

REFERENCE FOR FURTHER SKILL DEVELOPMENT

WE DON'T SAY DON'T Pages 10, 11, 44

LHUI, book 3, Pages 202-204
Duplicating Masters Pages 91, 92, 93

LHUI, Book 4, Pages 11-116, 125-128
Duplicating Masters #50

ENJOYING ENGLISH 3 Pages 103, 135, 146, 179, 188, 198,
199, 204-205, 220, 226, 237

ENJOYING ENGLISH 4 Pages 236, 239, 254

SCOPE AND SEQUENCE: Lower elementary, Mechanics and Usage
pages 6&7 Reference, Page 7

IRREGULAR VERB FORMS / FORM A

DIRECTIONS: Read the following story. Supply the correct form of the verb in parenthesis so that the paragraph will make sense.

After I had _____ (eat) my lunch and had _____ (drink) my milk, the excitement _____ (begin). Suddenly, the telephone _____ (ring). I _____ (run) to answer it. It was my friend Chris. His grandmother had _____ (give) him a new skateboard. It had _____ (come) in the mail that morning. He had just _____ (take) his first ride down the sidewalk on it. The skateboard that his grandmother _____ (buy) looked just like a picture we had _____ (see). I couldn't wait to see the real thing. I _____ (hang) up the phone, and _____ (run) to the corner as fast as I could to meet Chris. Chris let me have a turn on the skateboard. I had never _____ (ride) one before. I _____ (ride) down the sidewalk on the skateboard. I went fast, but I didn't even fall off. I _____ (feel) like the pilot of a jet plane.

IRREGULAR VERB FORMS / FORM B

DIRECTIONS: Read each of the following sentences. In part b, supply the past tense of the underlined verb in sentence a. In sentence c, supply the past participle form of the verb in sentence a.

1. a. Sally knows all the answers.
 b. Sally all the answers last week.
 c. Sally has all the answers.

2. a. Do you have homework to do?
 b. Yes, I my homework already.
 c. Yes. I have already my homework.

3. a. Let's buy corn on the cob for supper.
 b. Mother some corn yesterday.
 c. Mother has corn twice this week.

4. a. Singing is a favorite sport of some birds.
 b. The birds outside my window last night.
 c. Many times the birds have for us.

5. a. The popsicles will freeze in the freezer.
 b. My popsicle yesterday.
 c. We have the popsicles for the party.

6. a. The firefighter will speak to us about safety.
 b. The firefighter about safety at the meeting.
 c. The firefighter has to us about safety.

IRREGULAR VERB FORMS / FORM B (CONTINUED)

7. a. Choose the toy which you would like.
b. Billy _____ a toy car.
c. Mary has _____ a stuffed bear.
8. a. Please write to me when I move to Boston.
b. I _____ to John last night.
c. He had _____ to me last week.
9. a. Swimming is exciting.
b. Yesterday, we _____ at Look Lake.
c. WE have _____ at Look Lake many times.
10. a. We will break the wishbone together.
b. We _____ the wishbone after we ate the turkey.
c. We have _____ the wishbone every Thanksgiving.
11. a. _____ the cookie jar here, please.
b. Tom _____ the cookie jar to mother.
c. Mother _____ the cookies to all the children.
12. a. _____ that fly ball.
b. Danny _____ the fly ball.
c. Danny has _____ ten fly balls this year.

IRREGULAR VERBS

OBJECTIVE: The child can use the standard forms of irregularly inflected verbs in context.

GRADE 5 - 6

REFERENCES FOR FURTHER SKILL DEVELOPMENT

1. We Don't Say Don't, pp. 9, 10-11, 12, 13, 14, 15, 16, 17, 19, 44
2. Elementary Language Arts Scope and Sequence (Upper Elementary) Mechanics and Usage, pp. 18-19

IRREGULAR VERBS / FORM A

Regular verbs show past tense by adding ed to the plain form; irregular verbs do not show past time by adding ed.

Complete the sentences below with the correct form of the verb at the left of it.

- drink 1. Bill has _____ a quart of milk today.
- drink 2. It was very hot yesterday, so he _____ more Kool-aid.
- rise 3. The sun _____ in the east, and sets in the west.
- rise 4. The sun _____ rose earlier today than it did yesterday.
- speak 5. I have _____ to the boys about cleaning their room today.
- speak 6. I also _____ to them yesterday.
- give 7. Jamey was _____ a gerbil for Christmas.
- give 8. Mother _____ her a cage to keep it in.
- take 9. John has _____ my ball.
- take 10.. Jill _____ me to the park.

Please fill in the blanks in the chart below with the correct form of the verb. The first one is done for you.

Infinitive (to _____)	3rd person singular present (_____s form)	progressive (ing form)	simple past (without auxiliary)	past participle (with auxiliary)
1. bake	bakes	baking	baked	baked
2. do	does	_____	did	_____
3. see	_____	seeing	_____	seen
4. _____	runs	running	Ran	_____
5. begin	_____	_____	began	begun
6. _____	fights	fighting	_____	_____
7. buy	_____	_____	bought	_____
8. _____	_____	drinking	_____	_____
9. _____	sinks	_____	_____	_____
10. _____	_____	swimming	_____	_____

IRREGULAR VERBS / FORM B

Please use the correct form of the verb underlined in sentence a in sentence: b and c

1. a I often take a walk.
 b I _____ a long walk yesterday.
 c I have _____ a walk every day this week.
2. a I eat Cheerios almost every day.
 b Yesterday I _____ pancakes, though.
 c I have _____ fruit for dessert every morning.
3. a The sun will rise at 6:00 tomorrow morning.
 b Yesterday the sun _____ rose at 6:03.
 c By the time I was dressed, the sun had already _____.
4. a I often run around the block.
 b I have _____ two blocks every day.
 c I _____ until I was breathless.
5. a I will give you a dollar but please don't lose it.
 b I _____ you all my money last Monday.
 c I have _____ you the loose change, also.

Please write the correct form of the verb in the blanks in the chart below. The first one is done for you.

infinitive (to _____)	3rd person			
	singular present (_____s form)	progressive (ing form)	simple past (without auxiliary)	past participle (with auxiliary)
1. give	gives	giving	gave	given
2. rise	_____	rising	_____	risen
3. take	_____	_____	took	_____
4. _____	breaks	breaking	broke	_____
5. freeze	_____	_____	_____	frozen
6. _____	runs	running	_____	_____
7. sing	_____	_____	sang	_____
8. _____	_____	catching	_____	_____
9. _____	blows	_____	_____	_____
10. _____	_____	flying	_____	_____
11. _____	_____	_____	grew	_____
12. _____	_____	_____	chose	_____