

Cycle 2



Daily Checklist Lesson Plan

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Editing Exercises Answer Key
and
Editing Exercises

Found in Foundaion Tier of CC Connected
Week: all
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There's no crying in Essentials . . .

If you've ever watched the movie *A League of their Own*, about women's major league baseball teams during World War II, you'll probably recall the line that an exasperated manager, Jimmy Dugan (Tom Hank's), delivers to a weeping player with mascara streaming down her face, "There's no crying in baseball!"

In our local CC community, we often repeat to one another throughout the year,

"There's no crying in Essentials."

Why? Because Essentials is hard, and inevitably there *is* crying in Essentials. Moms get overwhelmed, children become frustrated, emotions run high. This phrase stops us in our tracks and reminds us that it is okay to be overwhelmed. It's okay that it is hard. It... is... okay. Whew! Breathe.

This checklist was created to help four overwhelmed moms. I was one of them. It was the summer before I delivered my 6th child and my oldest was starting Challenge A. I was staring down my third year of Essentials and still felt frustrated and overwhelmed, despite the fantastic tutor. The decision was either cry and give up or dig in.

Thinking through EEL lesson plans each week was an insurmountable task for me. Some people can throw things together on the fly. I'm not that person. My husband says that I have "analysis paralysis". So, after deciding that I wanted to invest in really making this work (finally letting go of my other language arts curriculum), I got together with three other overwhelmed EEL moms and we created the checklist. It took an entire summer, but it was our answer to making EEL work. No more mascara dripping down our faces.

I hope that this checklist works for you. I hope that it is a hug, an encouragement, an answer. I pray that it helps you dry your eyes or at least lightens the load. **If it doesn't, chuck it! Fast!** Homeschool moms are usually good at doing that.

Especially if it's your first year in EEL, this is probably too much. It's geared for 2nd and 3rd year students. Not sayin' you can't use it, just saying that if it is your first year, focus on the basics: definitions, the dark gray portions on the charts, task sheets. Let the rest wash over you and realize that the first tour through the material is an introduction. If you do the checklist, please don't be a slave to it. Cut out what doesn't work for you. You still have two more years to layer the experience and deepen understanding.

Grace, Peace and No Crying to you,
Erin, with Tina, Melissa, and Alison

O V E R V I E W

This checklist is designed to help parents get the most out of EEL without having to reinvent the wheel or juggle all the resources. This checklist is your EEL year, organized. Yes, we even pulled daily sentences. All the student has to do is check his way to completion.

In order to use this lesson plan **fully**, you will need six resources:

- Essentials of the English Language Guide (EEL) IEW, U.S. History Based Writing Lessons, Vol. 1
- Our Mother Tongue (with answer key)
- Access to the C3 community, Essentials and Foundations Tiers
- Classical Conversations Foundations Guide

This particular course of study was designed with the second and third year student in mind, but it can be simplified for the first year student by shortening exercises or tasks in the "DO" section.

Checklist Components and "Drill" Section

Day of the Week -- These days correspond with the 1st-4th days after class instruction. Our program meets on Tuesday, so Wednesday is our first day of the week. Just refer to the numbered days in the left corner if your group meets on another day.

Weekly Focus -- This box has information that follows the EEL scope and sequence and gives the parent a snapshot of the concepts that are going to be covered during the week.

Spelling, Punctuation and Capitalization
This box offers a glance at the rules covered during the week--no digging through the guide to find them. Drill the rule and check off.

Vocabulary-- These are the IEW vocabulary words for the week. We chose to introduce a new list each week, then review for the rest of the year. This will be ahead of weekly instruction.

EEL Charts/Memory Work--On day 2 and 3 we drill the EEL Charts outlined in the syllabus. On days 1 and 4 we work on the week's memory work. The memory work (see appendix) is just basic chart information in "Memory Master" form. Coming at the same information from two different approaches seems to help solidify the data. Many thanks to Erin Richardson for having put together the optional memory work.

Smarty Pants Word of the Week--An extra. One new word is introduced each week. Encourage students to use the word often during the week. Laugh about it. Make a game of it. The idea is to make vocabulary fun.

Day 2
Week 7

Weekly Focus

Compound Sentence
Imperative

S-Vt-DO

Adverbs

Adverbs (I)
Nouns (E)

Spelling Rule

7 At the end of a word, /s/ is usually spelled

-s after a short vowel in a one syllable word (kiss)

-ce after a long vowel (race)

-se after a consonant or two vowels (rinse, loose)

Punctuation & Capitalization

9 Use a comma before the conjunction in a compound sentence.

Jack and Jill are nice, but I am nicer.

T h u r s d a y

Drill

Spelling Rule: #7
At the end of a word, /s/ is usually spelled
-s after a short vowel in a one syllable word (kiss)
-ce after a long vowel (race)
-se after a consonant or two vowels (rinse, loose)

Vocabulary: diligent, squander, waver, inevitable (Lesson 8 IEW)

Punctuation and Capitalization: #9

EEL Charts: I, E

Do

Spelling Lesson _____

Our Mother Tongue:
Lesson 18, A, B p. 74 (younger students)
Lesson 19, A, B p. 76 (older students)

Forum Sentences, Week 7, #1-3

Task Sheet: 1 sentence from OMT Lesson 19, B.

Quid et Quo: The sentence you just did on the task sheet

Editing Exercise: Foundations, Cycle 1, Week 7 history sentence

IEW Lesson _____

Review

Smarty Pants word of the week: **pithy** adj. brief, forceful, and meaningful in expression; full of vigor, substance, or meaning; terse.

Review Section

This section is almost always left blank. Fill in whatever your child needs more work on.

Do Section

This section is the flesh on the bones of EEL. We've pulled lessons from Our Mother Tongue and from the Essentials tier of the Classical Conversations forum and organized them for easy use.

In order to fully utilize this section, make lots of copies: follow this lesson guide and photocopy all the lessons from **Our Mother Tongue**; photocopy a pile of **task sheets and Quid et Quo sheets** for easy use, or enlarge and laminate one copy of each for each child and have them use vis-a-vis markers (wet erase) to do their lessons. Also, run copies of all the **sentences pulled from the forum** and all the **editing exercises** from the EEL guide and the **editing exercises from the Foundations Tier of CC Connected (see cover page for directions to this document)**. All the copied lessons can be 3-hole punched and collated with the checklists, then put into a student work binder. If this is done thoroughly, you could potentially have a binder where the student just flips to the next task by flipping the page. No obligation to do this, just an idea that I do and love the ease of during the year.

Spelling Lesson: Spelling lists are included in the EEL guide, but many of the parents in our group want to do other programs, so we left this blank so that the parent can fill in the day's requirement on the lesson plan. To follow the EEL guide, simply do the spelling list that corresponds with the week.

Our Mother Tongue: We scoured this reference and extracted the most pertinent exercises. Each lesson corresponds to EEL's focus for the week. Many lessons can be done orally to capture the dialectic nature of EEL.

Forum Sentences: The sentences follow the EEL scope and sequence and the diagrams/parsing are already done for the parent. This resource (in appendix) came from the C3 shared documents. Thank you, Laurie Fields, for authoring this. We are blessed to use this ready-made resource.

Task Sheet: In this section, you will find sentences to use on the EEL task sheet (p. 435-436 in the new EEL guide). Go as far in the tasks as your child is ready. The long form Quid et Quo is the eventual goal. We've selected sentences that have to do with the lesson that week. Feel free to tailor them to your child.

Quid et Quo: Really, this is part of the task sheet, but we separated out this level 6 task because we did not want to require our children to task all of the assigned sentences as far as the Quid et Quo--just some of them. Also, we begin using the Quid et Quo in week 5. This may be unreasonable for some first year students who are just trying to grasp the introductory grammar. Take your time and introduce QeQ when your child is ready. There is a basic and advanced form (p. 437 and 439 in the new EEL guide).

IEW Lesson: We left a blank for the parent to fill in the lesson for the week. Just fill in the steps you want your child to complete for that day. Example: Wed: key word outline paragraph #2 and #3; Thurs: write rough draft for paragraph #2; Fri, write rough draft for paragraph #3; Mon: Final draft, checklist, illustration, bring to mom for final edit.

Day 2
Week 7

Weekly Focus

Compound Sentence
Imperative

S-Vi-DO

Adverbs

Adverbs (I)
Nouns (E)

Spelling Rule

7 At the end of a word, /s/ is usually spelled

-s after a short vowel in a one syllable word (kiss)

-r after a long vowel (race)

-e after a consonant or two vowels (rinse, loose)

Punctuation & Capitalization

9 Use a comma before the conjunction in a compound sentence.

Jack and Jill are nice, but I am nicer.

T h u r s d a y

Drill

Spelling Rule: #7
At the end of a word, /s/ is usually spelled
-s after a short vowel in a one syllable word (kiss)
-r after a long vowel (race)
-e after a consonant or two vowels (rinse, loose)

Vocabulary: diligent, squander, waver, inevitable (Lesson 8 IEW)

Punctuation and Capitalization: #9

EEL Charts: I, E

Do

Spelling Lesson _____

Our Mother Tongue:
Lesson 18, A, B p. 74 (younger students)
Lesson 19, A, B p. 76 (older students)

Forum Sentences, Week 7, #1-3

Task Sheet: 1 sentence from OMT Lesson 19, B.

Quid et Quo: The sentence you just did on the task sheet

Editing Exercise: Foundations, Cycle 1, Week 7 history sentence

IEW Lesson _____

Review

Smarty Pants word of the week: **pithy** adj. brief, forceful, and meaningful in expression; full of vigor, substance, or meaning; terse.

Editing Exercise: Every Wednesday (1st day of the week after EEL instruction) we use the EEL editing exercise that corresponds with the week's lesson. We added our own exercises for Thursday-Monday. These added exercises correspond with the punctuation and grammar rules that we have covered to date. We pulled the history sentences from Classical's Foundations Guide and made errors. The student has to correct the errors in just one sentence per day. For Thursday we pulled the history sentence from cycle 1, week (corresponding), for Friday, cycle 2, week (corresponding), for Monday, cycle 3, week (corresponding). This way, the student practices editing skills and gets history sentence review at the same time! Thank you, Tina Gaines, for putting this fantastic resource together. These extra exercises can be found on the Foundations Tier of CC Connected. Please see the bottom of the cover page for directions.

Weekly Focus

Overview
Subject/Predicate

Sentence Classification (A)
112 Model Sentences (B)

Spelling Rule

- 1 *c* says /s/ and *g* may say /j/ before *e*, *i*, or *y* (cent, fancy, gem, giraffe, gym).

Punctuation & Capitalization

- 1 Capitalize the first letter of every sentence.
- 2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).

W e d n e s d a y Drill

- Spelling Rule: #1
c says /s/ and *g* may say /j/ before *e*, *i*, or *y* (cent, fancy, gem, giraffe, gym).
ce, ci, cy, ge, gi, gy (repeat).
- Vocabulary: fetid, massive, dilapidated, intrepid
- Punctuation and Capitalization: #1, 2
- EEL Memory Work: Week 1

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 11, A, B, C, p.56
Lesson 12, A, B (orally), D (written) p.59
- Task Sheet: One sentence from Our Mother Tongue Lesson 12 D p. 61
- Editing Exercise: EEL week 1
- IEW Lesson _____

Weekly Focus

Overview
Subject/Predicate

Sentence Classification (A)
112 Model Sentences (B)

Spelling Rule

- 1 *c* says /s/ and *g* may say /j/ before *e*, *i*, or *y* (cent, fancy, gem, giraffe, gym).

Punctuation & Capitalization

- 1 Capitalize the first letter of every sentence.
- 2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).

T h u r s d a y

Drill

- Spelling Rule: #1
c says /s/ and *g* may say /j/ before *e*, *i*, or *y* (cent, fancy, gem, giraffe, gym).
ce, *ci*, *cy*, *ge*, *gi*, *gy* (repeat).

- Vocabulary: fetid, massive, dilapidated, intrepid

- Punctuation and Capitalization: #1, 2

- EEL Charts: A, B

Do

- Spelling Lesson _____

- Our Mother Tongue:
Lesson 10, B (orally) p. 54
Lesson 26, Read "The Simple Sentence" and look at the 3 diagrams. p.97-98

- Task Sheet: 1-3 sentences from the diagrams you just looked at in OMT, Lesson 26 p. 97-98

- Editing Exercise: Foundations, Cycle 1, Week 1 history sentence

- IEW Lesson _____

Weekly Focus

Overview
Subject/Predicate

Sentence Classification (A)
112 Model Sentences (B)

Spelling Rule

- 1 *c* says /s/ and *g* may say /j/ before *e*, *i*, or *y* (cent, fancy, gem, giraffe, gym).

Punctuation & Capitalization

- 1 Capitalize the first letter of every sentence.
- 2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).

F r i d a y

Drill

- Spelling Rule: #1
c says /s/ and g may say /j/ before e, i, or y (cent, fancy, gem, giraffe, gym).
ce, ci, cy, ge, gi, gy (repeat).
- Vocabulary: fetid, massive, dilapidated, intrepid
- Punctuation and Capitalization: #1, 2
- EEL Charts: A, B

Do

- Spelling Lesson _____
- Task Sheet: IEW Pick 2 sentences from the back of this week's IEW vocabulary flashcards and task sheet them.
- Editing Exercise: Foundations, Cycle 2, Week 1 history sentence
- IEW Lesson _____

Weekly Focus

Overview
Subject/Predicate

Sentence Classification (A)
112 Model Sentences (B)

Spelling Rule

- 1 *c* says /s/ and *g* may say /j/ before *e, i, or y* (cent, fancy, gem, giraffe, gym).

Punctuation & Capitalization

- 1 Capitalize the first letter of every sentence.
- 2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).

M o n d a y Drill

- Spelling Rule: #1
c says /s/ and *g* may say /j/ before *e, i, or y* (cent, fancy, gem, giraffe, gym).
ce, ci, cy, ge, gi, gy (repeat).
- Vocabulary: fetid, massive, dilapidated, intrepid
- Punctuation and Capitalization: #1, 2
- EEL Memory Work: Week 1

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 1 history sentence
- IEW Lesson _____

Review

Weekly Focus

Overview
Verb Overview

Verbs (C)
Principal Parts of Verbs (D)

Spelling Rule

- 2 *f, l, and s* are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)

Punctuation & Capitalization

- 1 Capitalize the first letter of every sentence.
- 2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).
- 3 Capitalize "I" when used as a word.
- 4 Capitalize all proper nouns.

He and *I* are happy.

I love *Jesus*.

W e d n e s d a y Drill

- Spelling Rule: #2
f, l, and s are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)
- Vocabulary: stunned, flee, desecrate, tenacious
- Punctuation and Capitalization: #1-4
- EEL Memory Work: Week 2

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 2, A, B p.19
- Task Sheet: Sentence #1, OMT Lessons 2A, and sent. #1 from 2B p. 20
- Editing Exercise: EEL week # 2
- IEW Lesson _____

Weekly Focus

Overview
Verb Overview

Verbs (C)
Principal Parts of Verbs (D)

Spelling Rule

- 2 *f, l, and s* are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)

Punctuation & Capitalization

- 1 Capitalize the first letter of every sentence.
- 2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).
- 3 Capitalize "I" when used as a word.

He and *I* are happy.

- 4 Capitalize all proper nouns.

I love *Jesus*.

T h u r s d a y

Drill

- Spelling Rule: #2
f, l, and s are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)
- Vocabulary: stunned, flee, desecrate, tenacious
- Punctuation and Capitalization: #1-4
- EEL Charts: C, D

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 2, D p.22, Review Exercises A, B
- Task Sheet: Sentence #2, OMT Lessons 2D, p.22
- Editing Exercise: Foundations, Cycle 1, Week 2 history sentence
- IEW Lesson _____

Weekly Focus

Overview
Verb Overview

Verbs (C)
Principal Parts of Verbs (D)

Spelling Rule

- 2 *f, l, and s* are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)

Punctuation & Capitalization

- 1 Capitalize the first letter of every sentence.
- 2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).
- 3 Capitalize "I" when used as a word.

He and *I* are happy.

- 4 Capitalize all proper nouns.

I love *Jesus*.

F r i d a y Drill

- Spelling Rule: #2
f, l, and s are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)

- Vocabulary: stunned, flee, desecrate, tenacious

- Punctuation and Capitalization: #1-4

- EEL Charts: C, D

Do

- Spelling Lesson _____

- Task Sheet: IEW Pick 2 sentences from the back of this week's IEW vocabulary flashcards and task sheet them.

- Editing Exercise: Foundations, Cycle 2, Week 2 history sentence

- IEW Lesson _____

Weekly Focus

Overview
Verb Overview

Verbs (C)
Principal Parts of Verbs (D)

Spelling Rule

2 *f, l, and s* are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)

Punctuation & Capitalization

1 Capitalize the first letter of every sentence.

2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).

3 Capitalize "I" when used as a word.

He and *I* are happy.

4 Capitalize all proper nouns.

I love *Jesus*.

M o n d a y Drill

- Spelling Rule: #2
f, l, and s are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)
- Vocabulary: stunned, flee, desecrate, tenacious
- Punctuation and Capitalization: #1-4
- EEL Memory Work: Week 2

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 2 history sentence
- IEW Lesson _____

Review

Weekly Focus

Simple Sentence
Declarative and
Exclamatory
S-Vi
Nouns/Pronouns

Nouns (E)
Pronouns (F)

Spelling Rule

- 3** In English words, *q* is always followed by *u* and together they say /kw/. (queen)

Punctuation & Capitalization

- 1** Capitalize the first letter of every sentence.
- 2** Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).
- 3** Capitalize "I" when used as a word.
- He and *I* are happy.
- 4** Capitalize all proper nouns.
- I love *Jesus*.
- 5** Most possessive nouns end with either (’s) if singular, or (s’) if plural. Possessive pronouns like *my*, *your*, *theirs*, *ours*, etc. do not require an apostrophe.

It’s the monster that eats the *boys’* cat when the *girl’s* monkey opens *its* cage!

Note: It’s always = it + is.

W e d n e s d a y Drill

- Spelling Rule: #3
In English words, *q* is always followed by *u* and together they say /kw/. (queen)
- Vocabulary: extol, fatigued, rebuke, intrigued
- Punctuation and Capitalization: #1-5
- EEL Memory Work: Week 3

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 1, A, B p. 15
- Task Sheet: Pick 1 IEW vocabulary word sentence
- Editing Exercise: EEL week #3
- IEW Lesson _____

Weekly Focus

Simple Sentence
Declarative and
Exclamatory
S-Vi
Nouns/Pronouns

Nouns (E)
Pronouns (F)

Spelling Rule

- 3** In English words, *q* is always followed by *u* and together they say /kw/. (queen)

Punctuation & Capitalization

- 1** Capitalize the first letter of every sentence.
- 2** Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).
- 3** Capitalize "I" when used as a word.
- He and *I* are happy.
- 4** Capitalize all proper nouns.
- I love *Jesus*.
- 5** Most possessive nouns end with either ('s) if singular, or (s') if plural. Possessive pronouns like *my*, *your*, *theirs*, *ours*, etc. do not require an apostrophe.

It's the monster that eats the *boys'* cat when the *girl's* monkey opens *its* cage!

Note: It's always = it + is.

T h u r s d a y Drill

- Spelling Rule: #3
In English words, *q* is always followed by *u* and together they say /kw/. (queen)
- Vocabulary: extol, fatigued, rebuke, intrigued
- Punctuation and Capitalization: #1-5
- EEL Charts: E, F

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 1, D p. 17
Lesson 28 p. 109
Lesson 29 p. 111
- Task Sheet: Pick 1 IEW vocabulary word sentence
- Editing Exercise: Foundations, Cycle 1, Week 3 history sentence
- IEW Lesson _____

Weekly Focus

Simple Sentence
Declarative and
Exclamatory
S-Vi
Nouns/Pronouns

Nouns (E)
Pronouns (F)

Spelling Rule

- 3** In English words, *q* is always followed by *u* and together they say /kw/. (queen)

Punctuation & Capitalization

- 1** Capitalize the first letter of every sentence.
- 2** Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).
- 3** Capitalize "I" when used as a word.
- He and *I* are happy.
- 4** Capitalize all proper nouns.
- I love *Jesus*.
- 5** Most possessive nouns end with either (’s) if singular, or (s’) if plural. Possessive pronouns like *my*, *your*, *theirs*, *ours*, etc. do not require an apostrophe.

It’s the monster that eats the *boys’* cat when the *girl’s* monkey opens *its* cage!

Note: It’s always = it + is.

F r i d a y Drill

- Spelling Rule: #3
In English words, *q* is always followed by *u* and together they say /kw/. (queen)
- Vocabulary: extol, fatigued, rebuke, intrigued
- Punctuation and Capitalization: #1-5
- EEL Charts: E, F

Do

- Spelling Lesson _____
- Task Sheet: Pick 2 IEW vocabulary word sentences
- Editing Exercise: Foundations, Cycle 2, Week 3 history sentence
- IEW Lesson _____

Weekly Focus

Simple Sentence
Declarative and
Exclamatory
S-Vi
Nouns/Pronouns

Nouns (E)
Pronouns (F)

Spelling Rule

- 3 In English words, *q* is always followed by *u* and together they say /kw/. (queen)

Punctuation & Capitalization

- 1 Capitalize the first letter of every sentence.
- 2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).
- 3 Capitalize "I" when used as a word.
- 4 Capitalize all proper nouns.
- 5 Most possessive nouns end with either (’s) if singular, or (s’) if plural. Possessive pronouns like *my*, *your*, *theirs*, *ours*, etc. do not require an apostrophe.

It’s the monster that eats the *boys’* cat when the *girl’s* monkey opens *its* cage!

Note: It’s always = it + is.

M o n d a y Drill

- Spelling Rule: #3
In English words, *q* is always followed by *u* and together they say /kw/. (queen)
- Vocabulary: extol, fatigued, rebuke, intrigued
- Punctuation and Capitalization: #1-5
- EEL Memory Work: Week 3

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 3 history sentence
- IEW Lesson _____

Review

Weekly Focus

Simple Sentence
Imperative
S-Vi
Interjections

Charts Review A-F

Spelling Rule

- 4** At the beginning of a word or syllable, /k/ is usually spelled
- *c* before *a*, *o*, and *u* (can, cob, cut)

- *k* before *e*, *i*, or *y*. (key, kick, kyannite)

Punctuation & Capitalization

- 5** Most possessive nouns end with either ('s) if singular, or (s') if plural. Possessive pronouns like my, your, theirs, ours, etc. do not require an apostrophe.

It's the monster that eats the *boys'* cat when the *girl's* monkey opens *its* cage!

Note: It's always = it + is.

- 6** Abbreviations end with a period, except for abbreviated state names, and abbreviated metric units of measure.

Mr. Jones lived in Troy, *NC* from *Jan.* through March.

The ruler is 30 *cm* long.

W e d n e s d a y Drill

- Spelling Rule: #4
At the beginning of a word or syllable, /k/ is usually spelled
- *c* before *a*, *o*, and *u* (can, cob, cut)
- *k* before *e*, *i*, or *y*. (key, kick, kyannite)
- Vocabulary: pursue, hastily, vacant, credible
- Punctuation and Capitalization: #5,6
- EEL Memory Work: Week 4

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 8, A, p. 44
- Forum Sentences, Week 4, #1-3, parse.
- Task Sheet: 1 of the Forum Sentences, Week 4, #1-3.
- Editing Exercise: EEL week 4
- IEW Lesson _____

Weekly Focus

Simple Sentence

Imperative

S-Vi

Interjections

Charts Review A-F

Spelling Rule

4 At the beginning of a word or syllable, /k/ is usually spelled

- *c* before *a*, *o*, and *u*
(can, cob, cut)

- *k* before *e*, *i*, or *y*.
(key, kick, kyannite)

Punctuation & Capitalization

5 Most possessive nouns end with either (‘s) if singular, or (s’) if plural. Possessive pronouns like *my*, *your*, *theirs*, *ours*, etc. do not require an apostrophe.

It’s the monster that eats the *boys’* cat when the *girl’s* monkey opens *its* cage!

Note: It’s always = it + is.

6 Abbreviations end with a period, except for abbreviated state names, and abbreviated metric units of measure.

Mr. Jones lived in Troy, *NC* from *Jan.* through March.

The ruler is 30 *cm* long.

T h u r s d a y

Drill

Spelling Rule: #4
At the beginning of a word or syllable, /k/ is usually spelled
- *c* before *a*, *o*, and *u* (can, cob, cut)
- *k* before *e*, *i*, or *y*. (key, kick, kyannite)

Vocabulary: pursue, hastily, vacant, credible

Punctuation and Capitalization: #5,6

EEL Charts: A-F

Do

Spelling Lesson _____

Task Sheet: 1 of the Forum Sentences, Week 4, #4-7.

Editing Exercise: Foundations, Cycle 1, Week 3 history sentence

IEW Lesson _____

Review

Weekly Focus

Simple Sentence
Imperative
S-Vi
Interjections

Charts Review A-F

Spelling Rule

- 4** At the beginning of a word or syllable, /k/ is usually spelled
- *c* before *a*, *o*, and *u* (can, cob, cut)
 - *k* before *e*, *i*, or *y*. (key, kick, kyannite)

Punctuation & Capitalization

- 5** Most possessive nouns end with either ('s) if singular, or (s') if plural. Possessive pronouns like my, your, theirs, ours, etc. do not require an apostrophe.

It's the monster that eats the *boys'* cat when the *girl's* monkey opens *its* cage!

Note: It's always = it + is.

- 6** Abbreviations end with a period, except for abbreviated state names, and abbreviated metric units of measure.

Mr. Jones lived in Troy, *NC* from *Jan.* through March.

The ruler is 30 *cm* long.

F r i d a y Drill

- Spelling Rule: #4
At the beginning of a word or syllable, /k/ is usually spelled
 - *c* before *a*, *o*, and *u* (can, cob, cut)
 - *k* before *e*, *i*, or *y*. (key, kick, kyannite)
- Vocabulary: pursue, hastily, vacant, credible
- Punctuation and Capitalization: #5,6
- EEL Charts: A-F

Do

- Spelling Lesson _____
- Task Sheet: IEW Pick 2 vocabulary sentences
- Editing Exercise: Foundations, Cycle 2, Week 3 history sentence
- IEW Lesson _____

Weekly Focus

Simple Sentence
Imperative
S-Vi
Interjections

Charts Review A-F

Spelling Rule

4 At the beginning of a word or syllable, /k/ is usually spelled
- *c* before *a*, *o*, and *u*
(can, cob, cut)

- *k* before *e*, *i*, or *y*.
(key, kick, kyannite)

Punctuation & Capitalization

5 Most possessive nouns end with either (*'s*) if singular, or (*'s*) if plural. Possessive pronouns like *my*, *your*, *theirs*, *ours*, etc. do not require an apostrophe.

It's the monster that eats the *boys'* cat when the *girl's* monkey opens *its* cage!

Note: *It's* always = *it* + *is*.

6 Abbreviations end with a period, except for abbreviated state names, and abbreviated metric units of measure.

Mr. Jones lived in *Troy, NC* from *Jan.* through *March.*

The ruler is 30 *cm* long.

M o n d a y Drill

Spelling Rule: #4
At the beginning of a word or syllable, /k/ is usually spelled
- *c* before *a*, *o*, and *u* (can, cob, cut)
- *k* before *e*, *i*, or *y*. (key, kick, kyannite)

Vocabulary: pursue, hastily, vacant, credible
Quiz #1 (optional)

Punctuation and Capitalization: #5,6

EEL Memory Work: Week 4

Do

Spelling Lesson _____

Editing Exercise: Foundations, Cycle 3, Week 3 history sentence

IEW Lesson _____

Weekly Focus

Simple Sentence
Interrogative
S-Vi

Charts A-F

Spelling Rule

- 5** At the end of a word or syllable, /k/ is usually spelled
- *ck* after a short vowel (sick)
 - *k* after a consonant or two vowels (park, book)
 - *ke* after a long vowel (take)
 - *c* at the end of a multi-syllable word. (picnic)

Punctuation & Capitalization

- 6** Abbreviations end with a period, except for abbreviated state names, and abbreviated metric units of measure.

Mr. Jones lived in Troy, *NC* from *Jan.* through March.

The ruler is 30 *cm* long.

- 7** Use commas to separate items in a series.

The *big, fat, brown* hog ate the *swill, the slops,* and the *corn husks.*

W e d n e s d a y Drill

- Spelling Rule: #5
At the end of a word or syllable, /k/ is usually spelled
 - *ck* after a short vowel (sick)
 - *k* after a consonant or two vowels (park, book)
 - *ke* after a long vowel (take)
 - *c* at the end of a multi-syllable word. (picnic)
- Vocabulary: uniform, perturbed, foremost, reform (Lesson 6 IEW)
- Punctuation and Capitalization: #6-7
- EEL Memory Work: Week 5

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 2, C, p. 21
- Forum Sentences, Week 5, #1-5, parse.
- Task Sheet: Pick 2 Forum Sentences, Week 5, #1-5.
- Editing Exercise: EEL, week 5
- IEW Lesson _____

Weekly Focus

Simple Sentence
Interrogative
S-Vi

Charts A-F

Spelling Rule

- 5** At the end of a word or syllable, /k/ is usually spelled
- *ck* after a short vowel (sick)
 - *k* after a consonant or two vowels (park, book)
 - *ke* after a long vowel (take)
 - *c* at the end of a multi-syllable word. (picnic)

Punctuation & Capitalization

- 6** Abbreviations end with a period, except for abbreviated state names, and abbreviated metric units of measure.

Mr. Jones lived in *Troy, NC* from *Jan.* through *March.*

The ruler is 30 *cm* long.

- 7** Use commas to separate items in a series.

The *big, fat, brown* hog ate the *swill, the slops,* and the *corn husks.*

T h u r s d a y Drill

- Spelling Rule: #5
At the end of a word or syllable, /k/ is usually spelled
 - *ck* after a short vowel (sick)
 - *k* after a consonant or two vowels (park, book)
 - *ke* after a long vowel (take)
 - *c* at the end of a multi-syllable word. (picnic)
- Vocabulary: uniform, perturbed, foremost, reform (Lesson 6 IEW)
- Punctuation and Capitalization: #6-7
- EEL Charts: A-F

Do

- Spelling Lesson _____
- Forum Sentences, Week 5, #6-10, parse.
- Task Sheet: Pick 2 Forum Sentences, Week 5, #6-10.
- Quid et Quo: "Help! My foot is slipping!"
- Editing Exercise: Foundations, Cycle 1, Week 5 history sentence
- IEW Lesson _____

Weekly Focus

Simple Sentence
Interrogative
S-Vi

Charts A-F

Spelling Rule

- 5** At the end of a word or syllable, /k/ is usually spelled
- *ck* after a short vowel (sick)
 - *k* after a consonant or two vowels (park, book)
 - *ke* after a long vowel (take)
 - *c* at the end of a multi-syllable word. (picnic)

Punctuation & Capitalization

- 6** Abbreviations end with a period, except for abbreviated state names, and abbreviated metric units of measure.

Mr. Jones lived in Troy, NC from Jan. through March.

The ruler is 30 *cm* long.

- 7** Use commas to separate items in a series.

The *big, fat, brown* hog ate the *swill, the slops,* and the *corn husks.*

F r i d a y Drill

- Spelling Rule: #5
At the end of a word or syllable, /k/ is usually spelled
 - *ck* after a short vowel (sick)
 - *k* after a consonant or two vowels (park, book)
 - *ke* after a long vowel (take)
 - *c* at the end of a multi-syllable word. (picnic)
- Vocabulary: uniform, perturbed, foremost, reform (Lesson 6 IEW)
- Punctuation and Capitalization: #6-7
- EEL Charts: A-F

Do

- Spelling Lesson _____
- Task Sheet: IEW Pick 2 sentences from the back of this week's IEW vocabulary flashcards and task sheet them.
- Editing Exercise: Foundations, Cycle 2, Week 5 history sentence
- IEW Lesson _____

Weekly Focus

Simple Sentence
Interrogative
S-Vi

Charts A-F

Spelling Rule

- 5** At the end of a word or syllable, /k/ is usually spelled
- *ck* after a short vowel (sick)
 - *k* after a consonant or two vowels (park, book)
 - *ke* after a long vowel (take)
 - *c* at the end of a multi-syllable word. (picnic)

Punctuation & Capitalization

- 6** Abbreviations end with a period, except for abbreviated state names, and abbreviated metric units of measure.

Mr. Jones lived in *Troy, NC* from *Jan.* through *March.*

The ruler is 30 *cm* long.

- 7** Use commas to separate items in a series.

The *big, fat, brown* hog ate the *swill, the slops,* and the *corn husks.*

M o n d a y Drill

- Spelling Rule: #5
At the end of a word or syllable, /k/ is usually spelled
 - *ck* after a short vowel (sick)
 - *k* after a consonant or two vowels (park, book)
 - *ke* after a long vowel (take)
 - *c* at the end of a multi-syllable word. (picnic)
- Vocabulary: uniform, perturbed, foremost, reform (Lesson 6 IEW)
- Punctuation and Capitalization: #6-7
- EEL Charts: A-F

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 5 history sentence
- Vocabulary Quiz #1
- IEW Lesson _____

Review

Weekly Focus

Compound Sentence
Declarative
Exclamatory

S-Vt-DO

Conjunctions

112 Model Sentences:
Compound (G)
Conjunctions (H)

Spelling Rule

6 At the end of a word, /j/ is usually spelled

-*dge* after a short vowel (badge)

-*ge* after anything else. (page, barge)

Punctuation & Capitalization

7 Use commas to separate items in a series.

The *big, fat, brown* hog ate the *swill, the slops,* and the *corn husks*.

8 Most appositives, which rename nouns or pronouns, are surrounded by commas.

I, *Katie Datie,* gave him, *my brother,* a dollar bill.

W e d n e s d a y Drill

- Spelling Rule: #6
At the end of a word, /j/ is usually spelled
-*dge* after a short vowel (badge)
-*ge* after anything else. (page, barge)
- Vocabulary: bestow, devout, renowned, proficient (Lesson 7 IEW)
- Punctuation and Capitalization: #7-8
- EEL Memory Work: Week 6

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 7, A, B, C, p. 41
- Forum Sentences, Week 6, #3, 4, 7, 10, 11 (all compound), parse
- Task Sheet: Pick 2 Forum Sentences, Week 6, #3, 4, 7, 10, 11
- Editing Exercise: EEL, week 6
- IEW Lesson _____

Weekly Focus

Compound Sentence
Declarative
Exclamatory

S-Vt-DO

Conjunctions

112 Model Sentences:
Compound (G)
Conjunctions (H)

Spelling Rule

6 At the end of a word, /j/ is usually spelled

-*dge* after a short vowel
(badge)

-*ge* after anything else. (page, barge)

Punctuation & Capitalization

7 Use commas to separate items in a series.

The *big, fat, brown* hog ate the *swill, the slops,* and the *corn husks*.

8 Most appositives, which rename nouns or pronouns, are surrounded by commas.

I, *Katie Datie,* gave him, *my brother,* a dollar bill.

T h u r s d a y Drill

- Spelling Rule: #6
At the end of a word, /j/ is usually spelled
-*dge* after a short vowel (badge)
-*ge* after anything else. (page, barge)
- Vocabulary: bestow, devout, renowned, proficient (Lesson 7 IEW)
- Punctuation and Capitalization: #7-8
- EEL Charts: G, H

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 21, A, B p. 82
- Task Sheet: 1-3 sentences from the diagrams you just did in OMT, Lesson 21 p. 83-84
- Quid et Quo: One of the sentences from the task sheets you just did.
- Editing Exercise: Foundations, Cycle 1, Week 6 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Declarative
Exclamatory

S-Vt-DO

Conjunctions

112 Model Sentences:
Compound (G)
Conjunctions (H)

Spelling Rule

6 At the end of a word, /j/ is usually spelled

-dge after a short vowel (badge)

-ge after anything else. (page, barge)

Punctuation & Capitalization

7 Use commas to separate items in a series.

The *big, fat, brown* hog ate the *swill, the slops*, and the *corn husks*.

8 Most appositives, which rename nouns or pronouns, are surrounded by commas.

I, *Katie Datie*, gave him, *my brother*, a dollar bill.

F r i d a y Drill

- Spelling Rule: #6
At the end of a word, /j/ is usually spelled
-dge after a short vowel (badge)
-ge after anything else. (page, barge)
- Vocabulary: bestow, devout, renowned, proficient (Lesson 7 IEW)
- Punctuation and Capitalization: #7-8
- EEL Charts: G, H

Do

- Spelling Lesson _____
- Task Sheet: IEW Pick 2 sentences from the back of this week's IEW vocabulary flashcards and task sheet them.
- Quid et Quo: One of the sentences from the task sheets you just did.
- Editing Exercise: Foundations, Cycle 2, Week 6 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Declarative
Exclamatory

S-Vt-DO

Conjunctions

112 Model Sentences:
Compound (G)
Conjunctions (H)

Spelling Rule

6 At the end of a word, /j/ is usually spelled

-*dge* after a short vowel
(badge)

-*ge* after anything else. (page,
barge)

Punctuation & Capitalization

7 Use commas to separate items in a series.

The *big, fat, brown* hog ate the *swill, the slops,* and the *corn husks.*

8 Most appositives, which rename nouns or pronouns, are surrounded by commas.

I, *Katie Datie,* gave him, *my brother,* a dollar bill.

M o n d a y Drill

- Spelling Rule: #6
At the end of a word, /j/ is usually spelled
-*dge* after a short vowel (badge)
-*ge* after anything else. (page, barge)
- Vocabulary: bestow, devout, renowned, proficient (Lesson 7 IEW)
- Punctuation and Capitalization: #7-8
- EEL Memory Work: Week 6

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 2, Week 6 history sentence
- IEW Lesson _____

Review

Weekly Focus

Compound Sentence
Imperative

S-Vt-DO

Adverbs

Adverbs (I)
Nouns (E)

Spelling Rule

7 At the end of a word, /s/ is usually spelled

-ss after a short vowel in a one syllable word (kiss)

-ce after a long vowel (race)

-se after a consonant or two vowels (rinse, loose)

Punctuation & Capitalization

9 Use a comma before the conjunction in a compound sentence.

Jack and Jill are nice, but I am nicer.

W e d n e s d a y Drill

- Spelling Rule: #7
At the end of a word, /s/ is usually spelled
-ss after a short vowel in a one syllable word (kiss)
-ce after a long vowel (race)
-se after a consonant or two vowels (rinse, loose)
- Vocabulary: apprehend, stymied, plummet, interminable (Lesson 9 IEW)
- Punctuation and Capitalization: #9
- EEL Memory Work: Week 7

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 4, C, D p. 30
- Forum Sentences, Week 7, #1-3, parse.
- Task Sheet: Pick 2 of the Forum Sentences you just diagrammed, Week 7, #1-3
- Editing Exercise: EEL, week 7
- IEW Lesson _____

Weekly Focus

Compound Sentence
Imperative

S-Vt-DO

Adverbs

Adverbs (I)

Nouns (E)

Spelling Rule

7 At the end of a word, /s/ is usually spelled

-ss after a short vowel in a one syllable word (kiss)

-ce after a long vowel (race)

-se after a consonant or two vowels (rinse, loose)

Punctuation & Capitalization

9 Use a comma before the conjunction in a compound sentence.

Jack and Jill are nice, but I am nicer.

T h u r s d a y Drill

- Spelling Rule: #7
At the end of a word, /s/ is usually spelled
-ss after a short vowel in a one syllable word (kiss)
-ce after a long vowel (race)
-se after a consonant or two vowels (rinse, loose)
- Vocabulary: apprehend, stymied, plummet, interminable (Lesson 9 IEW)
- Punctuation and Capitalization: #9
- EEL Charts: I, E

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 18, A, B p. 74 (younger students)
Lesson 19, A, B p. 76 (older students)
- Task Sheet: 1 sentence from OMT Lesson 19, B.
- Quid et Quo: The sentence you just did on the task sheet
- Editing Exercise: Foundations, Cycle 1, Week 7 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Imperative

S-Vt-DO

Adverbs

Adverbs (I)

Nouns (E)

Spelling Rule

7 At the end of a word, /s/ is usually spelled

-ss after a short vowel in a one syllable word (kiss)

-ce after a long vowel (race)

-se after a consonant or two vowels (rinse, loose)

Punctuation & Capitalization

9 Use a comma before the conjunction in a compound sentence.

Jack and Jill are nice, but I am nicer.

F r i d a y Drill

- Spelling Rule: #7
At the end of a word, /s/ is usually spelled
-ss after a short vowel in a one syllable word (kiss)
-ce after a long vowel (race)
-se after a consonant or two vowels (rinse, loose)
- Vocabulary: apprehend, stymied, plummet, interminable (Lesson 9 IEW)
- Punctuation and Capitalization: #9
- EEL Charts: I, E

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 20, A, C p. 79
- Quid et Quo: Sentence #5 from OMT Lesson 20, C p. 81
- Editing Exercise: Foundations, Cycle 2, Week 7 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Imperative

S-Vt-DO

Adverbs

Adverbs (I)

Nouns (E)

Spelling Rule

7 At the end of a word, /s/ is usually spelled

-ss after a short vowel in a one syllable word (kiss)

-ce after a long vowel (race)

-se after a consonant or two vowels (rinse, loose)

Punctuation & Capitalization

9 Use a comma before the conjunction in a compound sentence.

Jack and Jill are nice, but I am nicer.

M o n d a y Drill

- Spelling Rule: #7
At the end of a word, /s/ is usually spelled
-ss after a short vowel in a one syllable word (kiss)
-ce after a long vowel (race)
-se after a consonant or two vowels (rinse, loose)
- Vocabulary: apprehend, stymied, plummet, interminable (Lesson 9 IEW)
Quiz # 2 (optional)
- Punctuation and Capitalization: #9
- EEL Memory Work: Week 7

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 7 history sentence
- IEW Lesson _____

Review

Weekly Focus

Compound Sentence
Interrogative

S-Vt-DO

Prepositions

Prepositions (J)

Nouns (E)

112 Model Sentences,
Compound (G)
Adverbs (I)

Spelling Rule

8 At the beginning of a word
/z/ is always spelled z. (zip)

At the end of a word /z/
may be spelled

-s or zz after a short vowel
(is, has, fuzz)

-ze after a long vowel (prize)

Punctuation & Capitalization

10 If two independent clauses
joined by a conjunction are
short and closely related in
thought, the comma may
be omitted.

I will walk and he will run.

W e d n e s d a y Drill

- Spelling Rule: #8
At the beginning of a word /z/ is always spelled z. (zip)
At the end of a word /z/ may be spelled
-s or zz after a short vowel (is, has, fuzz)
-ze after a long vowel (prize)

- Vocabulary: feeble, clad, scorn, elite (Lesson 11 IEW)

- Punctuation and Capitalization: #10

- EEL Memory Work: Week 8

Do

- Spelling Lesson _____

- Our Mother Tongue:
Lesson 6, A p. 39
Lesson 16, D p. 70

- Task Sheet: All 3 sentences from OMT, Lesson 16, D p. 70

- Quid et Quo: One of the 3 sentences you just did on the task sheet.

- Editing Exercise: EEL, week 8

- IEW Lesson _____

Weekly Focus

Compound Sentence
Interrogative

S-Vt-DO

Prepositions

Prepositions (J)

Nouns (E)

112 Model Sentences,

Compound (G)

Adverbs (I)

Spelling Rule

8 At the beginning of a word /z/ is always spelled z. (zip)

At the end of a word /z/ may be spelled

-s or zz after a short vowel (is, has, fuzz)

-ze after a long vowel (prize)

Punctuation & Capitalization

10 If two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

I will walk and he will run.

T h u r s d a y

Drill

- Spelling Rule: #8
At the beginning of a word /z/ is always spelled z. (zip)
At the end of a word /z/ may be spelled
-s or zz after a short vowel (is, has, fuzz)
-ze after a long vowel (prize)
- Vocabulary: feeble, clad, scorn, elite (Lesson 11 IEW)
- Punctuation and Capitalization: #10
- EEL Charts: J, E, G, I Note: on chart G, go over orally

Do

- Spelling Lesson _____
- Forum Sentences, Week 8, parse.
- Task Sheet: Two sentences from the Forum Sentences, Week 8
- Quid et Quo: One of the two sentences you just did on the task sheet.
- Editing Exercise: Foundations, Cycle 1, Week 8 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Interrogative

S-Vt-DO

Prepositions

Prepositions (J)

Nouns (E)

112 Model Sentences,

Compound (G)

Adverbs (I)

Spelling Rule

8 At the beginning of a word /z/ is always spelled z. (zip)

At the end of a word /z/ may be spelled

-s or zz after a short vowel (is, has, fuzz)

-ze after a long vowel (prize)

Punctuation & Capitalization

10 If two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

I will walk and he will run.

F r i d a y Drill

- Spelling Rule: #8
At the beginning of a word /z/ is always spelled z. (zip)
At the end of a word /z/ may be spelled
-s or zz after a short vowel (is, has, fuzz)
-ze after a long vowel (prize)
- Vocabulary: feeble, clad, scorn, elite (Lesson 11 IEW)
- Punctuation and Capitalization: #10
- EEL Charts: J, E, G, I Note: on chart G, go over orally

Do

- Spelling Lesson _____
- Task Sheet: IEW Pick 2 sentences from the back of this week's IEW vocabulary flashcards and task sheet them.
- Quid et Quo: One of the sentences from the task sheets you just did.
- Editing Exercise: Foundations, Cycle 2, Week 8 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Interrogative

S-Vt-DO

Prepositions

Prepositions (J)

Nouns (E)

112 Model Sentences,

Compound (G)

Adverbs (I)

Spelling Rule

8 At the beginning of a word /z/ is always spelled z. (zip)

At the end of a word /z/ may be spelled

-s or zz after a short vowel (is, has, fuzz)

-ze after a long vowel (prize)

Punctuation & Capitalization

10 If two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

I will walk and he will run.

M o n d a y

Drill

- Spelling Rule: #8
At the beginning of a word /z/ is always spelled z. (zip)
At the end of a word /z/ may be spelled
-s or zz after a short vowel (is, has, fuzz)
-ze after a long vowel (prize)

- Vocabulary: feeble, clad, scorn, elite (Lesson 11 IEW)

- Punctuation and Capitalization: #10

- EEL Memory Work: Week 8

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 2, Week 8 history sentence
- IEW Lesson _____

Review

Weekly Focus

Compound Sentence
Declarative

S-VI-PN

Linking Verbs

Verb Anatomy--To be (K)
Verbs (C)

Principal Parts of Verbs (D)
Nouns (E)

Spelling Rule

- 9** At the end of a word, /ch/ is usually spelled

-*ch* after a short vowel
(match)

-*ch* after everything else
(beach)

Punctuation & Capitalization

- 10** If two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

I will walk and he will run.

- 11** Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

When we play, we have fun.

We, *who have fun*, play.

We have fun *when we play*.
(Remember rule 10).

W e d n e s d a y Drill

- Spelling Rule: #9
At the end of a word, /ch/ is usually spelled
-*ch* after a short vowel (match)
-*ch* after everything else (beach)
- Vocabulary: agile, impeccable, smug, indolent (Lesson 12 IEW)
- Punctuation and Capitalization: #10-11
- EEL Memory Work: Week 9

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 23, A, B p. 87-89
- Forum Sentences, Week 9, parse.
- Task Sheet: Forum Sentences, Week 9
- Quid et Quo: One of the forum sentences you just did on the task sheet.
- Editing Exercise: EEL, week 9
- IEW Lesson _____

Weekly Focus

Compound Sentence
Declarative

S-VI-PN

Linking Verbs

Verb Anatomy--To be (K)
Verbs (C)

Principal Parts of Verbs (D)
Nouns (E)

Spelling Rule

- 9** At the end of a word, /ch/ is usually spelled

-*ch* after a short vowel
(match)

-*ch* after everything else
(beach)

Punctuation & Capitalization

- 10** If two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

I will walk and he will run.

- 11** Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

When we play, we have fun.

We, *who have fun*, play.

We have fun *when we play*.
(Remember rule 10).

T h u r s d a y Drill

- Spelling Rule: #9
At the end of a word, /ch/ is usually spelled
-*ch* after a short vowel (match)
-*ch* after everything else (beach)
- Vocabulary: agile, impeccable, smug, indolent (Lesson 12 IEW)
- Punctuation and Capitalization: #10-11
- EEL Charts: K, C, D, E

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 23, C, D p. 89-90
- Task Sheet: OMT, Lesson 23, D p. 90
- Quid et Quo: One of the sentences you just did on the task sheet.
- Editing Exercise: Foundations, Cycle 1, Week 9 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Declarative

S-VI-PN

Linking Verbs

Verb Anatomy--To be (K)

Verbs (C)

Principal Parts of Verbs (D)

Nouns (E)

Spelling Rule

9 At the end of a word, /ch/ is usually spelled

-*ch* after a short vowel
(match)

-*ch* after everything else
(beach)

Punctuation & Capitalization

10 If two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

I will walk and he will run.

11 Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

When we play, we have fun.

We, *who have fun*, play.

We have fun *when we play*.
(Remember rule 10).

F r i d a y Drill

- Spelling Rule: #9
At the end of a word, /ch/ is usually spelled
-*ch* after a short vowel (match)
-*ch* after everything else (beach)
- Vocabulary: agile, impeccable, smug, indolent (Lesson 12 IEW)
- Punctuation and Capitalization: #10-11
- EEL Charts: K, C, D, E

Do

- Spelling Lesson _____
- Task Sheet: IEW Pick 2 sentences from the back of this week's IEW vocabulary flashcards and task sheet them.
- Quid et Quo: One of the sentences you just did on the task sheet.
- Editing Exercise: Foundations, Cycle 2, Week 9 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Declarative

S-VI-PN

Linking Verbs

Verb Anatomy--To be (K)
Verbs (C)
Principal Parts of Verbs (D)
Nouns (E)

Spelling Rule

9 At the end of a word, /ch/ is usually spelled

-*ch* after a short vowel
(match)

-*ch* after everything else
(beach)

Punctuation & Capitalization

10 If two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

I will walk and he will run.

11 Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

When we play, we have fun.

We, *who have fun*, play.

We have fun *when we play*.
(Remember rule 10).

M o n d a y Drill

- Spelling Rule: #9
At the end of a word, /ch/ is usually spelled
-*ch* after a short vowel (match)
-*ch* after everything else (beach)
- Vocabulary: agile, impeccable, smug, indolent (Lesson 12 IEW)
- Punctuation and Capitalization: #10-11
- EEL Memory Work: Week 9

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 9 history sentence
- IEW Lesson _____

Review

Weekly Focus

Compound Sentence
Declarative

S-VI-PA

Adjectives

Adjectives (L)

Verbs (C)

Principal Parts of Vers (D)

112 Model Sentences:

Compound (G)

Verb Anatomy--To Be (K)

Spelling Rule

- 10** English words do not usually end in *i, j, u, or v*. (high, rage, blue, give).

Punctuation & Capitalization

- 11** Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

When we play, we have fun.

We, *who have fun*, play.

We have fun *when we play*.
(Remember rule 10).

- 12** Use quotation marks before and after a speaker's exact words.

"We live!" shouted the man.

The man shouted, "We live!" (Note the use of the comma.)

W e d n e s d a y Drill

- Spelling Rule: #10
English words do not usually end in *i, j, u, or v*. (high, rage, blue, give).
- Vocabulary: melancholy, imminent, bewildered, embellished (Lesson 15 IEW)
- Punctuation and Capitalization: #11-12
- EEL Memory Work: Week 10

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 3, A p. 25 (younger students)
Lesson 3, C, E p. 26-27
- Forum Sentences, Week 10, #1-2, parse
- Task Sheet: The Forum Sentences you just did.
- Quid et Quo: One of the forum sentences you just did on the task sheet.
- Editing Exercise: EEL, week 10
- IEW Lesson _____

Weekly Focus

Compound Sentence
Declarative

S-VI-PA

Adjectives

Adjectives (L)

Verbs (C)

Principal Parts of Vers (D)

112 Model Sentences:

Compound (G)

Verb Anatomy--To Be (K)

Spelling Rule

- 10** English words do not usually end in *i, j, u, or v*. (high, rage, blue, give).

Punctuation & Capitalization

- 11** Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

When we play, we have fun.

We, *who have fun*, play.

We have fun *when we play*.
(Remember rule 10).

- 12** Use quotation marks before and after a speaker's exact words.

"We live!" shouted the man.

The man shouted, "We live!" (Note the use of the comma.)

T h u r s d a y Drill

- Spelling Rule: #10
English words do not usually end in *i, j, u, or v*. (high, rage, blue, give).
- Vocabulary: melancholy, imminent, bewildered, embellished (Lesson 15 IEW)
- Punctuation and Capitalization: #11-12
- EEL Charts: L, C, D, G, K

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 16, B p. 68-70
- Task Sheet: Pick 2 sentences from OMT Lesson B that you just did.
- Quid et Quo: One of the OMT sentences you just did on the task sheet.
- Editing Exercise: Foundations, Cycle 1, Week 10 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Declarative

S-VI-PA

Adjectives

Adjectives (L)

Verbs (C)

Principal Parts of Vers (D)

112 Model Sentences:

Compound (G)

Verb Anatomy--To Be (K)

Spelling Rule

- 10** English words do not usually end in *i, j, u, or v*. (high, rage, blue, give).

Punctuation & Capitalization

- 11** Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

When we play, we have fun.

We, *who have fun*, play.

We have fun *when we play*.
(Remember rule 10).

- 12** Use quotation marks before and after a speaker's exact words.

"We live!" shouted the man.

The man shouted, "We live!" (Note the use of the comma.)

F r i d a y Drill

- Spelling Rule: #10
English words do not usually end in *i, j, u, or v*. (high, rage, blue, give).
- Vocabulary: melancholy, imminent, bewildered, embellished (Lesson 15 IEW)
- Punctuation and Capitalization: #11-12
- EEL Charts: L, C, D, G, K

Do

- Spelling Lesson _____
- Task Sheet: IEW Pick 2 sentences from the back of this week's IEW vocabulary flashcards and task sheet them.
- Quid et Quo: One of the sentences you just did on the task sheet.
- Editing Exercise: Foundations, Cycle 2, Week 10 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Declarative

S-VI-PA

Adjectives

Adjectives (L)

Verbs (C)

Principal Parts of Vers (D)

112 Model Sentences:

Compound (G)

Verb Anatomy--To Be (K)

Spelling Rule

- 10** English words do not usually end in *i, j, u, or v*. (high, rage, blue, give).

Punctuation & Capitalization

- 11** Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

When we play, we have fun.

We, *who have fun*, play.

We have fun *when we play*.
(Remember rule 10).

- 12** Use quotation marks before and after a speaker's exact words.

"We live!" shouted the man.

The man shouted, "We live!" (Note the use of the comma.)

M o n d a y Drill

- Spelling Rule: #10
English words do not usually end in *i, j, u, or v*. (high, rage, blue, give).
- Vocabulary: melancholy, imminent, bewildered, embellished (Lesson 15 IEW)
- Punctuation and Capitalization: #11-12
- EEL Memory Work: Week 10

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 10 history sentence
- IEW Lesson _____

Review

Weekly Focus

Compound Sentence
Exclamatory

S-VI-PN
S-VI-PA

Review
Verbs (C)
Principal Parts of Verbs (D)
Verb Anatomy--To be (K)

Spelling Rule

- 11** *w* can change the pronunciation of the vowel that follows it. (watch, work)

Punctuation & Capitalization

- 12** Use quotation marks before and after a speaker's exact words.

"We live!" shouted the man.

The man shouted, "We live!" (Note the use of the comma.)

- 13** Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author's name when it follows a direct quote.

He gave the right to become children of God--not of natural descent.

W e d n e s d a y Drill

- Spelling Rule: #11
w can change the pronunciation of the vowel that follows it. (watch, work)
- Vocabulary: disclosed, contrite, scowl, dislodge (Lesson 16 IEW)
- Punctuation and Capitalization: #12-13
- EEL Memory Work: Week 11

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 24, A, C 1-5 p.92
- Task Sheet: Two of the sentences from OMT Lesson 24, C that you just did.
- Quid et Quo: One of the OMT sentences you just did on the task sheet.
- Editing Exercise: EEL, week 11
- IEW Lesson _____

Weekly Focus

Compound Sentence
Exclamatory

S-VI-PN
S-VI-PA

Review
Verbs (C)
Principal Parts of Verbs (D)
Verb Anatomy--To be (K)

Spelling Rule

- 11** *w* can change the pronunciation of the vowel that follows it. (watch, work)

Punctuation & Capitalization

- 12** Use quotation marks before and after a speaker's exact words.

"We live!" shouted the man.

The man shouted, "We live!" (Note the use of the comma.)

- 13** Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author's name when it follows a direct quote.

He gave the right to become children of God--not of natural descent.

T h u r s d a y Drill

- Spelling Rule: #11
w can change the pronunciation of the vowel that follows it. (watch, work)
- Vocabulary: disclosed, contrite, scowl, dislodge (Lesson 16 IEW)
- Punctuation and Capitalization: #12-13
- EEL Charts: C, D, K

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 24, B, C 6-10 p.92
- Task Sheet: Two of the sentences from OMT Lesson 24, C that you just did.
- Quid et Quo: One of the OMT sentences you just did on the task sheet.
- Editing Exercise: Foundations, Cycle 1, Week 11 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Exclamatory

S-VI-PN
S-VI-PA

Review
Verbs (C)
Principal Parts of Verbs (D)
Verb Anatomy--To be (K)

Spelling Rule

- 11** *w* can change the pronunciation of the vowel that follows it. (watch, work)

Punctuation & Capitalization

- 12** Use quotation marks before and after a speaker's exact words.

"We live!" shouted the man.

The man shouted, "We live!" (Note the use of the comma.)

- 13** Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author's name when it follows a direct quote.

He gave the right to become children of God--not of natural descent.

F r i d a y Drill

- Spelling Rule: #11
w can change the pronunciation of the vowel that follows it. (watch, work)
- Vocabulary: disclosed, contrite, scowl, dislodge (Lesson 16 IEW)
- Punctuation and Capitalization: #12-13
- EEL Charts: C, D, K

Do

- Spelling Lesson _____
- Task Sheet: IEW Pick 2 sentences from the back of this week's IEW vocabulary flashcards and task sheet them.
- Quid et Quo: One of the sentences you just did on the task sheet.
- Editing Exercise: Foundations, Cycle 2, Week 11 history sentence
- IEW Lesson _____

Weekly Focus

Compound Sentence
Exclamatory

S-VI-PN
S-VI-PA

Review
Verbs (C)
Principal Parts of Verbs (D)
Verb Anatomy--To be (K)

Spelling Rule

11 *w* can change the pronunciation of the vowel that follows it. (watch, work)

Punctuation & Capitalization

12 Use quotation marks before and after a speaker's exact words.

"We live!" shouted the man.

The man shouted, "We live!" (Note the use of the comma.)

13 Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author's name when it follows a direct quote.

He gave the right to become children of God--not of natural descent.

M o n d a y Drill

- Spelling Rule: #11
w can change the pronunciation of the vowel that follows it. (watch, work)
- Vocabulary: disclosed, contrite, scowl, dislodge (Lesson 16 IEW)
Quiz # 3 (optional)
- Punctuation and Capitalization: #12-13
- EEL Memory Work: Week 11

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 2, Week 11 history sentence
- IEW Lesson _____

Review

Weekly Focus

Compound Sentence
Interrogative

S-VI-PN
S-VI-PA

Review
Verbs (C)
Principal Parts of Verbs (D)

Spelling Rule

12 At the beginning or end of any base word, /sh/ is usually spelled *sh* (shape, fish).

At the beginning of any syllable except the first one, /sh/ can be spelled *ci*, *si*, or *ti* (special, session, station). The only exception is the ending *-ship*.

W e d n e s d a y

Drill

- Spelling Rule: #12
At the beginning or end of any base word, /sh/ is usually spelled *sh* (shape, fish).
At the beginning of any syllable except the first one, /sh/ can be spelled *ci*, *si*, or *ti* (special, session, station). The only exception is the ending *-ship*.

Do

- Spelling Lesson _____
- Editing Exercise: EEL, week 12
- Any IEW Lesson that was not done during the semester

Review

- All Spelling Rules: # 1-12
- All Punctuation and Capitalization Rules: # 1-13
- All EEL Memory Work: Week 1-12

Weekly Focus

Compound Sentence
Interrogative

S-VI-PN
S-VI-PA

Review
Verbs (C)
Principal Parts of Verbs (D)

Spelling Rule

12 At the beginning or end of any base word, /sh/ is usually spelled *sh* (shape, fish).

At the beginning of any syllable except the first one, /sh/ can be spelled *ci*, *si*, or *ti* (special, session, station). The only exception is the ending *-ship*.

T h u r s d a y

Drill

- Spelling Rule: #12
At the beginning or end of any base word, /sh/ is usually spelled *sh* (shape, fish).
At the beginning of any syllable except the first one, /sh/ can be spelled *ci*, *si*, or *ti* (special, session, station). The only exception is the ending *-ship*.

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 1, Week 12 history sentence
- Any IEW Lesson that was not done during the semester

Review

- All Spelling Rules: # 1-12
- All Punctuation and Capitalization Rules: # 1-13
- EEL Charts: A, C, D, E, F

Weekly Focus

Compound Sentence
Interrogative

S-VI-PN
S-VI-PA

Review
Verbs (C)
Principal Parts of Verbs (D)

Spelling Rule

12 At the beginning or end of any base word, /sh/ is usually spelled *sh* (shape, fish).

At the beginning of any syllable except the first one, /sh/ can be spelled *ci*, *si*, or *ti* (special, session, station). The only exception is the ending *-ship*.

F r i d a y

Drill

- Spelling Rule: #12
At the beginning or end of any base word, /sh/ is usually spelled *sh* (shape, fish).
At the beginning of any syllable except the first one, /sh/ can be spelled *ci*, *si*, or *ti* (special, session, station). The only exception is the ending *-ship*.

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 2, Week 12 history sentence
- Any IEW Lesson that was not done during the semester

Review

- All Spelling Rules: # 1-12
- All Punctuation and Capitalization Rules: # 1-13
- EEL Charts: H, I, J, K, L

Weekly Focus

Compound Sentence
Interrogative

S-VI-PN
S-VI-PA

Review
Verbs (C)
Principal Parts of Verbs (D)

Spelling Rule

12 At the beginning or end of any base word, /sh/ is usually spelled *sh* (shape, fish).

At the beginning of any syllable except the first one, /sh/ can be spelled *ci*, *si*, or *ti* (special, session, station). The only exception is the ending *-ship*.

M o n d a y

Drill

- Spelling Rule: #12
At the beginning or end of any base word, /sh/ is usually spelled *sh* (shape, fish).
At the beginning of any syllable except the first one, /sh/ can be spelled *ci*, *si*, or *ti* (special, session, station). The only exception is the ending *-ship*.

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 12 history sentence
- Any IEW Lesson that was not done during the semester

Review

- All Spelling Rules: # 1-12
- All Punctuation and Capitalization Rules: # 1-13
- All EEL Memory Work: Week 1-12

Weekly Focus

Complex Sentence
Declarative, Exclamatory

S-Vt-IO-DO

112 Model Sentences:
Complex (M)
A, E, F, H, I, L

Spelling Rule

- 13** A vowel in a closed syllable usually says its short sound. (cat).

Punctuation & Capitalization

- 13** Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author's name when it follows a direct quote.

He gave the right to become children of God--not of natural descent.

W e d n e s d a y Drill

- Spelling Rule: #13
A vowel in a closed syllable usually says its short sound. (cat).
- Vocabulary: relish, abashed, ludicrous, capriciously (Lesson 17 IEW)
- Punctuation and Capitalization: #13
- EEL Memory Work: Week 13

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 22, A, B p. 85
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Sentence #1 from Lesson B that you just did.
- Editing Exercise: EEL, week 13
- IEW Lesson _____

Weekly Focus

Complex Sentence
Declarative, Exclamatory

S-Vt-IO-DO

112 Model Sentences:
Complex (M)
A, E, F, H, I, L

Spelling Rule

- 13** A vowel in a closed syllable usually says its short sound. (cat).

Punctuation & Capitalization

- 13** Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author's name when it follows a direct quote.

He gave the right to become children of God--not of natural descent.

T h u r s d a y Drill

- Spelling Rule: #13
A vowel in a closed syllable usually says its short sound. (cat).
- Vocabulary: relish, abashed, ludicrous, capriciously (Lesson 17 IEW)
- Punctuation and Capitalization: #13
- EEL Charts: M, A, E, F, H, I, L

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 17, C, D p. 72-73
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Sentence #1 and #2 from Lesson D that you just did.
- Editing Exercise: Foundations, Cycle 1, Week 13 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
Declarative, Exclamatory

S-Vt-IO-DO

112 Model Sentences:
Complex (M)
A, E, F, H, I, L

Spelling Rule

- 13** A vowel in a closed syllable usually says its short sound. (cat).

Punctuation & Capitalization

- 13** Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author's name when it follows a direct quote.

He gave the right to become children of God--not of natural descent.

F r i d a y

Drill

- Spelling Rule: #13
A vowel in a closed syllable usually says its short sound. (cat).
- Vocabulary: relish, abashed, ludicrous, capriciously (Lesson 17 IEW)
- Punctuation and Capitalization: #13
- EEL Charts: M, A, E, F, H, I, L

Do

- Spelling Lesson _____
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Sentence #3 and #4 from Lesson D that you did yesterday (p. 73, 17 D).
- Editing Exercise: Foundations, Cycle 2, Week 13 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
Declarative, Exclamatory

S-Vt-IO-DO

112 Model Sentences:
Complex (M)
A, E, F, H, I, L

Spelling Rule

13 A vowel in a closed syllable usually says its short sound. (cat).

Punctuation & Capitalization

13 Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author's name when it follows a direct quote.

He gave the right to become children of God--not of natural descent.

M o n d a y Drill

- Spelling Rule: #13
A vowel in a closed syllable usually says its short sound. (cat).
- Vocabulary: relish, abashed, ludicrous, capriciously (Lesson 17 IEW)
- Punctuation and Capitalization: #13
- EEL Memory Work: Week 13

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 13 history sentence
- IEW Lesson _____

Review

Weekly Focus

Complex Sentence
Imperative
Verb (Active/passive voice)
S-Vt-IO-DO

A, E, H, I, L, M

Spelling Rule

14 A vowel in an accented open syllable usually says its long sound. (pa' per)

Punctuation & Capitalization

14 Use hyphens: (a) to link compound adjectives, (b) to express numbers 21-99 in words, (c) to divide words at the end of a line, or (d) to replace a connecting word, in particular, between figures.

The *well-known* (a) teacher had *forty-two* (b) hundred former students attend her *retire-ment* (c) dinner, which is from *2-4 p.m.* (d)

W e d n e s d a y Drill

- Spelling Rule: #14
A vowel in an accented open syllable usually says its long sound. (pa' per)
- Vocabulary: devious, serene, toil, contrive (Lesson 18 IEW)
- Punctuation and Capitalization: #14
- EEL Memory Work: Week 14

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 40, A p. 144
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Sentence #1 from Lesson A that you just did.
- Editing Exercise: EEL, week 14
- IEW Lesson _____

Weekly Focus

Complex Sentence
Imperative
Verb (Active/passive voice)
S-Vt-IO-DO

A, E, H, I, L, M

Spelling Rule

- 14** A vowel in an accented open syllable usually says its long sound. (pa' per)

Punctuation & Capitalization

- 14** Use hyphens: (a) to link compound adjectives, (b) to express numbers 21-99 in words, (c) to divide words at the end of a line, or (d) to replace a connecting word, in particular, between figures.

The *well-known* (a) teacher had *forty-two* (b) hundred former students attend her *retire-ment* (c) dinner, which is from *2-4 p.m.* (d)

T h u r s d a y

Drill

- Spelling Rule: #14
A vowel in an accented open syllable usually says its long sound. (pa' per)
- Vocabulary: Vocabulary: devious, serene, toil, contrive (Lesson 18 IEW)
- Punctuation and Capitalization: #14
- EEL Charts: A, E, H, I, L, M

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 40, B p. 145
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Pick two sentences from Lesson B that you just did.
- Editing Exercise: Foundations, Cycle 1, Week 14 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
Imperative
Verb (Active/passive voice)
S-Vt-IO-DO

A, E, H, I, L, M

Spelling Rule

- 14** A vowel in an accented open syllable usually says its long sound. (pa' per)

Punctuation & Capitalization

- 14** Use hyphens: (a) to link compound adjectives, (b) to express numbers 21-99 in words, (c) to divide words at the end of a line, or (d) to replace a connecting word, in particular, between figures.

The *well-known* (a) teacher had *forty-two* (b) hundred former students attend her *retire-ment* (c) dinner, which is from *2-4 p.m.* (d)

F r i d a y

Drill

- Spelling Rule: #14
A vowel in an accented open syllable usually says its long sound. (pa' per)
- Vocabulary: Vocabulary: devious, serene, toil, contrive (Lesson 18 IEW)
- Punctuation and Capitalization: #14
- EEL Charts: A, E, H, I, L, M

Do

- Spelling Lesson _____
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Pick two more sentences from Lesson B that you did yesterday (p. 145, 40B).
- Editing Exercise: Foundations, Cycle 2, Week 14 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
Imperative
Verb (Active/passive voice)
S-Vt-IO-DO

A, E, H, I, L, M

Spelling Rule

14 A vowel in an accented open syllable usually says its long sound. (pa' per)

Punctuation & Capitalization

14 Use hyphens: (a) to link compound adjectives, (b) to express numbers 21-99 in words, (c) to divide words at the end of a line, or (d) to replace a connecting word, in particular, between figures.

The *well-known* (a) teacher had *forty-two* (b) hundred former students attend her *retire-ment* (c) dinner, which is from *2-4 p.m.* (d)

M o n d a y

Drill

- Spelling Rule: #14
A vowel in an accented open syllable usually says its long sound. (pa' per)
- Vocabulary: Vocabulary: devious, serene, toil, contrive (Lesson 18 IEW)
- Punctuation and Capitalization: #14
- EEL Memory Work: Week 14

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 14 history sentence
- IEW Lesson _____

Review

Weekly Focus

Complex Sentence
 Interrogative
 Interjections
 S-Vt-IO-DO

Verb Anatomy--to have (N)
 Verb Anatomy--to be (K)

Spelling Rule

15 A vowel in an accented open syllable usually says its long sound. (ba. na. na)

Punctuation & Capitalization

15 Use semicolon to replace conjunctions in compound sentences.

We love Jesus; they adore Jesus.

W e d n e s d a y

Drill

- Spelling Rule: #15
A vowel in an accented open syllable usually says its long sound. (ba. na. na)
- Vocabulary: analyze, aghast, tragic, rash (Lesson 19)
- Punctuation and Capitalization: #15
- EEL Memory Work: Week 15

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 8, A p. 44-45
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Pick two sentences from Lesson A that you just did.
- Editing Exercise: EEL, Week 15
- IEW Lesson _____

Weekly Focus

Complex Sentence
Interrogative
Interjections
S-Vt-IO-DO

Verb Anatomy--to have (N)
Verb Anatomy--to be (K)

Spelling Rule

15 A vowel in an accented open syllable usually says its long sound. (ba. na. na)

Punctuation & Capitalization

15 Use semicolon to replace conjunctions in compound sentences.

We love Jesus; they adore Jesus.

T h u r s d a y

Drill

- Spelling Rule: #15
A vowel in an accented open syllable usually says its long sound. (ba. na. na)
- Vocabulary: analyze, aghast, tragic, rash (Lesson 19)
- Punctuation and Capitalization: #15
- EEL Charts: N, K

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 10, B p. 54-55
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): All Imperative sentences from Lesson B that you just did.
- Editing Exercise: Foundations, Cycle 1, Week 15 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
 Interrogative
 Interjections
 S-Vt-IO-DO

Verb Anatomy--to have (N)
 Verb Anatomy--to be (K)

Spelling Rule

15 A vowel in an accented open syllable usually says its long sound. (ba. na. na)

Punctuation & Capitalization

15 Use semicolon to replace conjunctions in compound sentences.

We love Jesus; they adore Jesus.

F r i d a y

Drill

- Spelling Rule: #15
A vowel in an accented open syllable usually says its long sound. (ba. na. na)
- Vocabulary: analyze, aghast, tragic, rash (Lesson 19)
- Punctuation and Capitalization: #15
- EEL Charts: N, K

Do

- Spelling Lesson _____
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Sentence #2-3 from Our Mother Tongue Lesson 22 B, p.86
- Editing Exercise: Foundations, Cycle 2, Week 15 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
 Interrogative
 Interjections
 S-Vt-IO-DO

Verb Anatomy--to have (N)
 Verb Anatomy--to be (K)

Spelling Rule

15 A vowel in an accented open syllable usually says its long sound. (ba. na. na)

Punctuation & Capitalization

15 Use semicolon to replace conjunctions in compound sentences.

We love Jesus; they adore Jesus.

M o n d a y

Drill

- Spelling Rule: #15
A vowel in an accented open syllable usually says its long sound. (ba. na. na)
- Vocabulary: analyze, aghast, tragic, rash (Lesson 19)
- Punctuation and Capitalization: #15
- EEL Memory Work: Week 15

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 15 history sentence
- IEW Lesson _____

Review

Weekly Focus

Complex Sentence
Declarative
Review Nouns/Pronouns
S-Vt-DO-OCN

Nouns (E), Pronouns (F),
Verb Anatomy--to have (N)

Spelling Rule

- 16** A vowel in an accented open syllable usually says its long sound.

a (banana, thousand)
e (children, problem, seven)
i (animal, president)
o (harmony)
u (succeed)
ai (captain, mountain)
ea (ocean)
ou (famous)

Exceptions: happy, baby,
leverage, beverage

Punctuation & Capitalization

- 16** Use a colon (:)
(a) to introduce a list or question,

(b) between hours/minutes/seconds in time,

(c) between chapter and verse or volume and page numbers in references or footnotes.

The following verses must be memorized by 3:00^{(b);(a)}
Genesis 2:5^(c), Phil. 4:8, 1 Cor. 10:13.

W e d n e s d a y
Drill

- Spelling Rule: #16
A vowel in an accented open syllable usually says its long sound.
- Vocabulary: anguish, insolent, restrain, gravely (Lesson 20 IEW)
- Punctuation and Capitalization: #16
- EEL Memory Work: Week 16

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 30, A p. 113
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Use this sentence:
My coach called me "Dynamite".
- Editing Exercise: EEL, week 16
- IEW Lesson _____

Weekly Focus

Complex Sentence
Declarative
Review Nouns/Pronouns
S-Vt-DO-OCN

Nouns (E), Pronouns (F),
Verb Anatomy--to have (N)

Spelling Rule

- 16** A vowel in an accented open syllable usually says its long sound.

a (banana, thousand)
e (children, problem, seven)
i (animal, president)
o (harmony)
u (succeed)
ai (captain, mountain)
ea (ocean)
ou (famous)

Exceptions: happy, baby,
leverage, beverage

Punctuation & Capitalization

- 16** Use a colon (:)
(a) to introduce a list or question,

(b) between hours/ minutes/seconds in time,

(c) between chapter and verse or volume and page numbers in references or footnotes.

The following verses must be memorized by 3:00^{(b);(a)}
Genesis 2:5^(c), Phil. 4:8, 1 Cor. 10:13.

T h u r s d a y Drill

- Spelling Rule: #16
A vowel in an accented open syllable usually says its long sound.
- Vocabulary: anguish, insolent, restrain, gravely (Lesson 20 IEW)
- Punctuation and Capitalization: #16
- EEL Memory Work: Week 16

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 31, A, B p. 116-117
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Use this sentence:
Mrs. Richardson, my tutor, appointed me president.
- Editing Exercise: Foundations, Cycle 1, Week 16 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
Declarative
Review Nouns/Pronouns
S-Vt-DO-OCN

Nouns (E), Pronouns (F),
Verb Anatomy--to have (N)

Spelling Rule

- 16** A vowel in an accented open syllable usually says its long sound.

a (banana, thousand)
e (children, problem, seven)
i (animal, president)
o (harmony)
u (succeed)
ai (captain, mountain)
ea (ocean)
ou (famous)

Exceptions: happy, baby,
leverage, beverage

Punctuation & Capitalization

- 16** Use a colon (:)
(a) to introduce a list or question,

(b) between hours/
minutes/seconds in time,

(c) between chapter and
verse or volume and page
numbers in references or
footnotes.

The following verses must
be memorized by 3:00^{(b);(a)}
Genesis 2:5^(c), Phil. 4:8, 1
Cor. 10:13.

F r i d a y Drill

- Spelling Rule: #16
A vowel in an accented open syllable usually says its long sound.
- Vocabulary: anguish, insolent, restrain, gravely (Lesson 20 IEW)
- Punctuation and Capitalization: #16
- EEL Memory Work: Week 16

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 32, A p. 118
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Use this sentence:
Studying hard made me a Memory Master.
- Editing Exercise: Foundations, Cycle 2, Week 16 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
Declarative
Review Nouns/Pronouns
S-Vt-DO-OCN

Nouns (E), Pronouns (F),
Verb Anatomy--to have (N)

Spelling Rule

- 16** A vowel in an accented open syllable usually says its long sound.

a (banana, thousand)
e (children, problem, seven)
i (animal, president)
o (harmony)
u (succeed)
ai (captain, mountain)
ea (ocean)
ou (famous)

Exceptions: happy, baby,
leverage, beverage

Punctuation & Capitalization

- 16** Use a colon (:)
(a) to introduce a list or question,

(b) between hours/
minutes/seconds in time,

(c) between chapter and
verse or volume and page
numbers in references or
footnotes.

The following verses must
be memorized by 3:00^{(b);(a)}
Genesis 2:5^(c), Phil. 4:8, 1
Cor. 10:13.

M o n d a y Drill

- Spelling Rule: #16
A vowel in an accented open syllable usually says its long sound.
- Vocabulary: anguish, insolent, restrain, gravely (Lesson 20 IEW)
- Punctuation and Capitalization: #16
- EEL Memory Work: Week 16

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 16 history sentence
- IEW Lesson _____

Review

Weekly Focus

Complex Sentence
Exclamatory
Review Adjectives
S-Vt-DO-OCA

Adjectives (L), 112 Model
Sentences: Complex (M),
Verb Anatomy--To Have
(N)

Spelling Rule

- 17** /i/ may be spelled *i*, and /o/ may be spelled *o* when followed by two consonants. (mind, post)

Punctuation & Capitalization

- 17** Use parentheses ()
(a) to enclose information not pertinent to thought,
(b) to enclose numbered or lettered items in a sentence,
(c) to enclose a reference in a sentence.

Harriet Tubman (1820-1913)^(a) led the Underground Railroad (Scholastic American History Homework pp 54-55)^(c).

W e d n e s d a y Drill

- Spelling Rule: #17
/i/ may be spelled *i*, and /o/ may be spelled *o* when followed by two consonants. (mind, post)
- Vocabulary: din, crane, reprehensible, repugnant (Lesson 21 IEW)
- Punctuation and Capitalization: #17
- EEL Memory Work: Week 17

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 15, A, B (orally), C p. 66
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo):
#3 from OMT Lesson 15, C
- Editing Exercise: EEL, week 17
- IEW Lesson _____

Weekly Focus

Complex Sentence
Exclamatory
Review Adjectives
S-Vt-DO-OCA

Adjectives (L), 112 Model
Sentences: Complex (M),
Verb Anatomy--To Have
(N)

Spelling Rule

- 17** /ī/ may be spelled *i*, and /ō/ may be spelled *o* when followed by two consonants. (mind, post)

Punctuation & Capitalization

- 17** Use parentheses ()
(a) to enclose information not pertinent to thought,
(b) to enclose numbered or lettered items in a sentence,
(c) to enclose a reference in a sentence.

Harriet Tubman (1820-1913)^(a) led the Underground Railroad (Scholastic American History Homework pp 54-55)^(c).

T h u r s d a y Drill

- Spelling Rule: #17
/ī/ may be spelled *i*, and /ō/ may be spelled *o* when followed by two consonants. (mind, post)
- Vocabulary: din, crane, reprehensible, repugnant (Lesson 21 IEW)
- Punctuation and Capitalization: #17
- EEL Charts: L, M, N

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 16, D p. 70
- Task Sheet (Tasks 1-6, this includes Quid-et-Quo):
#3 from OMT Lesson 16, D
- Editing Exercise: Foundations, Cycle 1, Week 17 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
Exclamatory
Review Adjectives
S-Vt-DO-OCA

Adjectives (L), 112 Model
Sentences: Complex (M),
Verb Anatomy--To Have
(N)

Spelling Rule

- 17** /ī/ may be spelled *i*, and /ō/ may be spelled *o* when followed by two consonants. (mind, post)

Punctuation & Capitalization

- 17** Use parentheses ()
(a) to enclose information not pertinent to thought,
(b) to enclose numbered or lettered items in a sentence,
(c) to enclose a reference in a sentence.

Harriet Tubman (1820-1913)^(a) led the Underground Railroad (Scholastic American History Homework pp 54-55)^(c).

F r i d a y Drill

- Spelling Rule: #17
/ī/ may be spelled *i*, and /ō/ may be spelled *o* when followed by two consonants. (mind, post)
- Vocabulary: din, crane, reprehensible, repugnant (Lesson 21 IEW)
- Punctuation and Capitalization: #17
- EEL Charts: L, M, N

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 17, C, D p. 72-73
- Editing Exercise: Foundations, Cycle 2, Week 17 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
Exclamatory
Review Adjectives
S-Vt-DO-OCA

Adjectives (L), 112 Model
Sentences: Complex (M),
Verb Anatomy--To Have
(N)

Spelling Rule

- 17 /i/ may be spelled *i*, and /o/ may be spelled *o* when followed by two consonants. (mind, post)

Punctuation & Capitalization

- 17 Use parentheses () (a) to enclose information not pertinent to thought, (b) to enclose numbered or lettered items in a sentence, (c) to enclose a reference in a sentence.

Harriet Tubman (1820-1913)^(a) led the Underground Railroad (Scholastic American History Homework pp 54-55)^(c).

M o n d a y Drill

- Spelling Rule: #17
/i/ may be spelled *i*, and /o/ may be spelled *o* when followed by two consonants. (mind, post)
- Vocabulary: din, crane, reprehensible, repugnant (Lesson 21 IEW) Quiz #4 (optional)
- Punctuation and Capitalization: #17
- EEL Memory Work: Week 17

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 17 history sentence
- IEW Lesson _____

Review

Weekly Focus

Complex Sentence
Imperative
Review
S-Vt-DO-OCN
S-Vt-DO-OCA

Sentence Classification
(A), 112 Model Sentences:
Complex (M), Verb
Anatomy--To have (N)

Spelling Rule

- 18** Write i before e except after c, or when together they say /ā/, and in a few exceptions.

i before e (field, believe)
e before i after c (receive)
as /a/ (veil, vein)
and in the following exceptions: (neither, foreign, sovereign, seized, either, counterfeit, protein, or caffeine, but ...at his leisure, one forfeited, his weird heifer)

Punctuation & Capitalization

- 18** Review weeks 1-6

W e d n e s d a y Drill

- Spelling Rule: #18
Write i before e except after c, or when together they say /ā/, and in a few exceptions.
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-6
- EEL Memory Work: Week 18

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 9, A, B p. 46-47
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: EEL, week 18
- IEW Lesson _____

Weekly Focus

Complex Sentence
Imperative
Review
S-Vt-DO-OCN
S-Vt-DO-OCA

Sentence Classification
(A), 112 Model Sentences:
Complex (M), Verb
Anatomy--To have (N)

Spelling Rule

- 18** Write i before e except after c, or when together they say /ā/, and in a few exceptions.

i before e (field, believe)
e before i after c (receive)
as /a/ (veil, vein)
and in the following exceptions: (neither, foreign, sovereign, seized, either, counterfeit, protein, or caffeine, but ...at his leisure, one forfeited, his weird heifer)

Punctuation & Capitalization

- 18** Review weeks 1-6

T h u r s d a y

Drill

- Spelling Rule: #18
Write i before e except after c, or when together they say /ā/, and in a few exceptions.
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-6
- EEL Memory Work: Week 18

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 9, C p. 48
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: Foundations, Cycle 1, Week 18 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
Imperative
Review
S-Vt-DO-OCN
S-Vt-DO-OCA

Sentence Classification
(A), 112 Model Sentences:
Complex (M), Verb
Anatomy--To have (N)

Spelling Rule

- 18** Write i before e except after c, or when together they say /ā/, and in a few exceptions.

i before e (field, believe)
e before i after c (receive)
as /a/ (veil, vein)
and in the following exceptions: (neither, foreign, sovereign, seized, either, counterfeit, protein, or caffeine, but ...at his leisure, one forfeited, his weird heifer)

Punctuation & Capitalization

- 18** Review weeks 1-6

F r i d a y Drill

- Spelling Rule: #18
Write i before e except after c, or when together they say /ā/, and in a few exceptions.
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-6
- EEL Memory Work: Week 18

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 9, D p. 48
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: Foundations, Cycle 2, Week 18 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
 Imperative
 Review
 S-Vt-DO-OCN
 S-Vt-DO-OCA

Sentence Classification
 (A), 112 Model Sentences:
 Complex (M), Verb
 Anatomy--To have (N)

Spelling Rule

18 Write i before e except after c, or when together they say /ā/, and in a few exceptions.

i before e (field, believe)
 e before i after c (receive)
 as /a/ (veil, vein)
 and in the following exceptions: (neither, foreign, sovereign, seized, either, counterfeit, protein, or caffeine, but ...at his leisure, one forfeited, his weird heifer)

Punctuation & Capitalization

18 Review weeks 1-6

M o n d a y
Drill

- Spelling Rule: #18
Write i before e except after c, or when together they say /ā/, and in a few exceptions.
- Vocabulary: Review
Comprehensive Vocabulary Test (or review the next few weeks then take)
- Punctuation and Capitalization: Review weeks 1-6
- EEL Memory Work: Week 18

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 18 history sentence
- IEW Lesson _____

Review

Weekly Focus

Complex Sentence
Interrogative
Review: Verbs
S-Vt-DO-OCN

Verb Anatomy (O),
Principal Parts of Verbs
(D), Verb Anatomy--To
have (N)

Spelling Rule

19 Silent *e* has 5 jobs:

1: Makes a vowel say its long sound in a word with a vowel-consonant-silent *e* (time).

2: Prevents an English word from ending in *u* or *v* (blue, give).

3: Causes *c* and *g* to say their soft sounds (chance, charge).

4: Ensures that every syllable has at least one vowel (table, acre).

5: Performs odd jobs (horse, are).

Punctuation & Capitalization

19 Review weeks 7-12

W e d n e s d a y Drill

- Spelling Rule: #19
Silent *e* has 5 jobs:
1: Makes a vowel say its long sound in a word with a vowel-consonant-silent *e* (time). 2: Prevents an English word from ending in *u* or *v* (blue, give). 3: Causes *c* and *g* to say their soft sounds (chance, charge). 4: Ensures that every syllable has at least one vowel (table, acre). 5: Performs odd jobs (horse, are).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 7-12
- EEL Memory Work: Week 19

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 40, C, D p. 146-147
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: EEL, week 19
- IEW Lesson _____

Weekly Focus

Complex Sentence
Interrogative
Review: Verbs
S-Vt-DO-OCN

Verb Anatomy (O),
Principal Parts of Verbs
(D), Verb Anatomy--To
have (N)

Spelling Rule

19 Silent *e* has 5 jobs:

1: Makes a vowel say its long sound in a word with a vowel-consonant-silent *e* (time).

2: Prevents an English word from ending in *u* or *v* (blue, give).

3: Causes *c* and *g* to say their soft sounds (chance, charge).

4: Ensures that every syllable has at least one vowel (table, acre).

5: Performs odd jobs (horse, are).

Punctuation & Capitalization

19 Review weeks 7-12

T h u r s d a y

Drill

Spelling Rule: #19

Silent *e* has 5 jobs:

1: Makes a vowel say its long sound in a word with a vowel-consonant-silent *e* (time). 2: Prevents an English word from ending in *u* or *v* (blue, give). 3: Causes *c* and *g* to say their soft sounds (chance, charge). 4: Ensures that every syllable has at least one vowel (table, acre). 5: Performs odd jobs (horse, are).

Vocabulary: Review

Punctuation and Capitalization: Review weeks 7-12

EEL Charts: D, N, O

Do

Spelling Lesson _____

Our Mother Tongue:
Lesson 27, C, D 1-10 p. 105-106

Task Sheet: One sentence from OMT lesson

Editing Exercise: Foundations, Cycle 1, Week 19 history sentence

IEW Lesson _____

Weekly Focus

Complex Sentence
Interrogative
Review: Verbs
S-Vt-DO-OCN

Verb Anatomy (O),
Principal Parts of Verbs
(D), Verb Anatomy--To
have (N)

Spelling Rule

19 Silent *e* has 5 jobs:

1: Makes a vowel say its long sound in a word with a vowel-consonant-silent *e* (time).

2: Prevents an English word from ending in *u* or *v* (blue, give).

3: Causes *c* and *g* to say their soft sounds (chance, charge).

4: Ensures that every syllable has at least one vowel (table, acre).

5: Performs odd jobs (horse, are).

Punctuation & Capitalization

19 Review weeks 7-12

F r i d a y Drill

- Spelling Rule: #19
Silent *e* has 5 jobs:
1: Makes a vowel say its long sound in a word with a vowel-consonant-silent *e* (time). 2: Prevents an English word from ending in *u* or *v* (blue, give). 3: Causes *c* and *g* to say their soft sounds (chance, charge). 4: Ensures that every syllable has at least one vowel (table, acre). 5: Performs odd jobs (horse, are).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 7-12
- EEL Charts: D, N, O

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 27, E #16, 19, 20 p.106
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: Foundations, Cycle 2, Week 19 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
Interrogative
Review: Verbs
S-Vt-DO-OCN

Verb Anatomy (O),
Principal Parts of Verbs
(D), Verb Anatomy--To
have (N)

Spelling Rule

19 Silent *e* has 5 jobs:

1: Makes a vowel say its long sound in a word with a vowel-consonant-silent *e* (time).

2: Prevents an English word from ending in *u* or *v* (blue, give).

3: Causes *c* and *g* to say their soft sounds (chance, charge).

4: Ensures that every syllable has at least one vowel (table, acre).

5: Performs odd jobs (horse, are).

Punctuation & Capitalization

19 Review weeks 7-12

M o n d a y

Drill

- Spelling Rule: #19
Silent *e* has 5 jobs:
1: Makes a vowel say its long sound in a word with a vowel-consonant-silent *e* (time). 2: Prevents an English word from ending in *u* or *v* (blue, give). 3: Causes *c* and *g* to say their soft sounds (chance, charge). 4: Ensures that every syllable has at least one vowel (table, acre). 5: Performs odd jobs (horse, are).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 7-12
- EEL Memory Work: Week 19

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 19 history sentence
- IEW Lesson _____

Review

Weekly Focus

Complex Sentence
Interrogative
Review: Prepositions
S-Vt-DO-OCA

Prepositions (J), Verb
Anatomy--To play (O)

Spelling Rule

20 To make a noun plural just add an *s* unless it ends with *s, x, z, ch, sh, consonant-y, consonant-o, f, or fe* (cats, bricks, turkeys, radios).

Punctuation & Capitalization

20 Review weeks 13-17

W e d n e s d a y Drill

- Spelling Rule: #20
To make a noun plural just add an *s* unless it ends with *s, x, z, ch, sh, consonant-y, consonant-o, f, or fe* (cats, bricks, turkeys, radios).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 13-17
- EEL Memory Work: Week 20

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 33, A p.123
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: EEL, week 20
- IEW Lesson _____

Weekly Focus

Complex Sentence
Interrogative
Review: Prepositions
S-Vt-DO-OCA

Prepositions (J), Verb
Anatomy--To play (O)

Spelling Rule

20 To make a noun plural just add an *s* unless it ends with *s, x, z, ch, sh, consonant-y, consonant-o, f, or fe* (cats, bricks, turkeys, radios).

Punctuation & Capitalization

20 Review weeks 13-17

T h u r s d a y

Drill

- Spelling Rule: #20
To make a noun plural just add an *s* unless it ends with *s, x, z, ch, sh, consonant-y, consonant-o, f, or fe* (cats, bricks, turkeys, radios).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 13-17
- EEL Charts: J, O

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 33, B (orally) p.123
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: Foundations, Cycle 1, Week 20 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
 Interrogative
 Review: Prepositions
 S-Vt-DO-OCA

Prepositions (J), Verb
 Anatomy--To play (O)

Spelling Rule

20 To make a noun plural just add an *s* unless it ends with *s, x, z, ch, sh, consonant-y, consonant-o, f, or fe* (cats, bricks, turkeys, radios).

Punctuation & Capitalization

20 Review weeks 13-17

F r i d a y

Drill

- Spelling Rule: #20
To make a noun plural just add an *s* unless it ends with *s, x, z, ch, sh, consonant-y, consonant-o, f, or fe* (cats, bricks, turkeys, radios).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 13-17
- EEL Charts: J, O

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 2, Week 20 history sentence
- IEW Lesson _____

Weekly Focus

Complex Sentence
Interrogative
Review: Prepositions
S-Vt-DO-OCA

Prepositions (J), Verb
Anatomy--To play (O)

Spelling Rule

20 To make a noun plural just add an *s* unless it ends with *s, x, z, ch, sh, consonant-y, consonant-o, f,* or *fe* (cats, bricks, turkeys, radios).

Punctuation & Capitalization

20 Review weeks 13-17

M o n d a y

Drill

- Spelling Rule: #20
To make a noun plural just add an *s* unless it ends with *s, x, z, ch, sh, consonant-y, consonant-o, f,* or *fe* (cats, bricks, turkeys, radios).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 13-17
- EEL Memory Work: Week 20

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 20 history sentence
- IEW Lesson _____

Review

Weekly Focus

Compound-Complex Sentence

Review conjunctions

S-Vi

S-Vt-DO

Participles

112 Model Sentences:

Compound-Complex (P),
Verbals (Q), Conjunctions
(H)

Spelling Rule

- 21 If a noun ends in *s*, *x*, *z*, *ch*, or *sh*, add *-es* to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).

Punctuation & Capitalization

- 21 Review weeks 1-17

W e d n e s d a y Drill

- Spelling Rule: #21
If a noun ends in *s*, *x*, *z*, *ch*, or *sh*, add *-es* to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 5-13
- EEL Memory Work: Week 21

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 45, A p.159
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: EEL, week 21
- IEW Lesson _____

Weekly Focus

Compound-Complex Sentence

Review conjunctions

S-Vi

S-Vt-DO

Participles

112 Model Sentences:
Compound-Complex (P),
Verbals (Q), Conjunctions
(H)

Spelling Rule

- 21** If a noun ends in *s*, *x*, *z*, *ch*, or *sh*, add *-es* to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).

Punctuation & Capitalization

- 21** Review weeks 1-17

T h u r s d a y

Drill

- Spelling Rule: #21
If a noun ends in *s*, *x*, *z*, *ch*, or *sh*, add *-es* to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).

- Vocabulary: Review

- Punctuation and Capitalization: Review weeks 5-13

- EEL Charts: H, P, Q

Do

- Spelling Lesson _____

- Our Mother Tongue:
Lesson 45, B, C p.162

- Task Sheet: One sentence from OMT lesson

- Editing Exercise: Foundations, Cycle 1, Week 21 history sentence

- IEW Lesson _____

Weekly Focus

Compound-Complex Sentence

Review conjunctions

S-Vi

S-Vt-DO

Participles

112 Model Sentences:
Compound-Complex (P),
Verbals (Q), Conjunctions
(H)

Spelling Rule

- 21** If a noun ends in *s*, *x*, *z*, *ch*, or *sh*, add *-es* to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).

Punctuation & Capitalization

- 21** Review weeks 1-17

F r i d a y

Drill

- Spelling Rule: #21
If a noun ends in *s*, *x*, *z*, *ch*, or *sh*, add *-es* to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).

- Vocabulary: Review

- Punctuation and Capitalization: Review weeks 5-13

- EEL Charts: H, P, Q

Do

- Spelling Lesson _____

- Our Mother Tongue:
Lesson 45, D, E p.163

- Task Sheet: One sentence from OMT lesson

- Editing Exercise: Foundations, Cycle 2, Week 21 history sentence

- IEW Lesson _____

Weekly Focus

Compound-Complex Sentence

Review conjunctions

S-Vi

S-Vt-DO

Participles

112 Model Sentences:
Compound-Complex (P),
Verbals (Q), Conjunctions
(H)

Spelling Rule

21 If a noun ends in *s*, *x*, *z*, *ch*, or *sh*, add *-es* to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).

Punctuation & Capitalization

21 Review weeks 1-17

M o n d a y

Drill

- Spelling Rule: #21
If a noun ends in *s*, *x*, *z*, *ch*, or *sh*, add *-es* to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 5-13
- EEL Memory Work: Week 21

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 21 history sentence
- IEW Lesson _____

Review

Weekly Focus

Compound-Complex Sentence

Review conjunctions

S-VI-PN

S-VI-PA

Review: Adjectives
Gerunds

Review all charts

Spelling Rule

- 22** If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (donkey, donkeys).

Punctuation & Capitalization

- 22** Review weeks 1-17

W e d n e s d a y

Drill

- Spelling Rule: #22
If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (donkey, donkeys).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Memory Work: Week 22

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 46, A p.164
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: EEL, week 22
- IEW Lesson _____

Weekly Focus

Compound-Complex Sentence

Review conjunctions

S-VI-PN

S-VI-PA

Review: Adjectives
Gerunds

Review all charts

Spelling Rule

- 22** If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (donkey, donkeys).

Punctuation & Capitalization

- 22** Review weeks 1-17

T h u r s d a y

Drill

- Spelling Rule: #22
If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (donkey, donkeys).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Charts: Review All

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 46, B p.165
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: Foundations, Cycle 1, Week 22 history sentence
- IEW Lesson _____

Weekly Focus

Compound-Complex Sentence

Review conjunctions

S-VI-PN

S-VI-PA

Review: Adjectives
Gerunds

Review all charts

Spelling Rule

- 22** If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (donkey, donkeys).

Punctuation & Capitalization

- 22** Review weeks 1-17

F r i d a y

Drill

- Spelling Rule: #22
If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (donkey, donkeys).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Charts: Review All

Do

- Spelling Lesson _____
- Our Mother Tongue:
Lesson 46, C p.166
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: Foundations, Cycle 2, Week 22 history sentence
- IEW Lesson _____

Weekly Focus

Compound-Complex Sentence
 Review conjunctions
 S-VI-PN
 S-VI-PA

Review: Adjectives
 Gerunds

Review all charts

Spelling Rule

22 If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (donkey, donkeys).

Punctuation & Capitalization

22 Review weeks 1-17

M o n d a y

Drill

- Spelling Rule: #22
If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (donkey, donkeys).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Memory Work: Week 22

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 22 history sentence
- IEW Lesson _____

Review

Weekly Focus

Compound-Complex Sentence
 Review: Adverbs
 Intro. Subjunctive Mood

S-Vt-IO-DO
 Review: Adjectives
 Infinitives

Review all charts

Spelling Rule

23 If a noun ends in *consonant-o*, usually add *es* to make it plural (hero, heroes). If a noun ends in *vowel-o*, add *s* to make it plural (radio, radios).

Punctuation & Capitalization

23 Review: Weeks 1-17

W e d n e s d a y Drill

- Spelling Rule: #23
 If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural (hero, heroes). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (radio, radios).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Memory Work: Week 23

Do

- Spelling Lesson _____
- Our Mother Tongue:
 Lesson 47, A p.167
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: EEL, week 23
- IEW Lesson _____

Weekly Focus

Compound-Complex Sentence
 Review: Adverbs
 Intro. Subjunctive Mood

S-Vt-IO-DO
 Review: Adjectives
 Infinitives

Review all charts

Spelling Rule

23 If a noun ends in *consonant-o*, usually add *es* to make it plural (hero, heroes). If a noun ends in *vowel-o*, add *s* to make it plural (radio, radios).

Punctuation & Capitalization

23 Review: Weeks 1-17

T h u r s d a y

Drill

- Spelling Rule: #23
 If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural (hero, heroes). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (radio, radios).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Charts: Review all

Do

- Spelling Lesson _____
- Our Mother Tongue:
 Lesson 47, B p.168
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: Foundations, Cycle 1, Week 23 history sentence
- IEW Lesson _____

Weekly Focus

Compound-Complex Sentence
 Review: Adverbs
 Intro. Subjunctive Mood

S-Vt-IO-DO
 Review: Adjectives
 Infinitives

Review all charts

Spelling Rule

23 If a noun ends in *consonant-o*, usually add *es* to make it plural (hero, heroes). If a noun ends in *vowel-o*, add *s* to make it plural (radio, radios).

Punctuation & Capitalization

23 Review: Weeks 1-17

F r i d a y

Drill

- Spelling Rule: #23
 If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural (hero, heroes). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (radio, radios).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Memory Work: Week 23

Do

- Spelling Lesson _____
- Our Mother Tongue:
 Lesson 47, C p.170
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: Foundations, Cycle 2, Week 23 history sentence
- IEW Lesson _____

Weekly Focus

Compound-Complex Sentence
 Review: Adverbs
 Intro. Subjunctive Mood

S-Vt-IO-DO
 Review: Adjectives
 Infinitives

Review all charts

Spelling Rule

23 If a noun ends in *consonant-o*, usually add *es* to make it plural (hero, heroes). If a noun ends in *vowel-o*, add *s* to make it plural (radio, radios).

Punctuation & Capitalization

23 Review: Weeks 1-17

M o n d a y

Drill

- Spelling Rule: #23
If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural (hero, heroes). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (radio, radios).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Charts: Review All

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 23 history sentence
- IEW Lesson _____

Review

Weekly Focus

Compound-Complex Sentence

Review: Adverbs
Intro. Verbals
Infinitives, Gerunds,
Participles

S-Vt-DO-OCN
S-Vt-DO-OCA

Review all charts

Spelling Rule

- 24 If a noun ends in *f* or *fe*, usually change the *f* to *v* and add *-es* to make it plural (leaf, leaves).

Punctuation & Capitalization

- 24 Review: Weeks 1-17

W e d n e s d a y

Drill

- Spelling Rule: #24
If a noun ends in *f* or *fe*, usually change the *f* to *v* and add *-es* to make it plural (leaf, leaves).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Memory Work: Week 24

Do

- Spelling Lesson _____
- Editing Exercise: EEL, week 24

Review

Weekly Focus

Compound-Complex Sentence

Review: Adverbs
Intro. Verbals
Infinitives, Gerunds,
Participles

S-Vt-DO-OCN
S-Vt-DO-OCA

Review all charts

Spelling Rule

24 If a noun ends in *f* or *fe*, usually change the *f* to *v* and add *-es* to make it plural (leaf, leaves).

Punctuation & Capitalization

24 Review: Weeks 1-17

T h u r s d a y

Drill

- Spelling Rule: #24
If a noun ends in *f* or *fe*, usually change the *f* to *v* and add *-es* to make it plural (leaf, leaves).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Memory Work: Week 24

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 1, Week 24 history sentence

Review

Weekly Focus

Compound-Complex Sentence

Review: Adverbs
Intro. Verbals
Infinitives, Gerunds,
Participles

S-Vt-DO-OCN
S-Vt-DO-OCA

Review all charts

Spelling Rule

- 24 If a noun ends in *f* or *fe*, usually change the *f* to *v* and add *-es* to make it plural (leaf, leaves).

Punctuation & Capitalization

- 24 Review: Weeks 1-17

F r i d a y

Drill

- Spelling Rule: #24
If a noun ends in *f* or *fe*, usually change the *f* to *v* and add *-es* to make it plural (leaf, leaves).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Memory Work: Week 24

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 2, Week 24 history sentence

Review

Weekly Focus

Compound-Complex Sentence

Review: Adverbs
Intro. Verbals
Infinitives, Gerunds,
Participles

S-Vt-DO-OCN
S-Vt-DO-OCA

Review all charts

Spelling Rule

- 24 If a noun ends in *f* or *fe*, usually change the *f* to *v* and add *-es* to make it plural (leaf, leaves).

Punctuation & Capitalization

- 24 Review: Weeks 1-17

M o n d a y

Drill

- Spelling Rule: #24
If a noun ends in *f* or *fe*, usually change the *f* to *v* and add *-es* to make it plural (leaf, leaves).
- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Memory Work: Week 24

Do

- Spelling Lesson _____
- Editing Exercise: Foundations, Cycle 3, Week 24 history sentence

Review

APPENDIX

Resources at Your Fingertips

Forum Sentences Summary
101

Forum Sentences Diagrammed and Parsed
102-114

EEL Memory Work
115-120

Editing Exercises Answer Key
121-132

Editing Exercises
133-204

Forum Sentences

4

- 1) Call Tomorrow.
- 2) Turn off the lights.
- 3) Pray for your pastor.
- 4) The stray cat was brought to the animal shelter.
- 5) Help! My foot is slipping!
- 6) The neighbor's dog jumps on the trampoline.
- 7) Hurray! The Vikings win!

5

- 1) Who cheers loudly for the Twins?
- 2) Will you go to the final game at the dome?
- 3) Did the batter swing and miss?
- 4) Will you circle me, Bert?
- 5) Who can number the clouds by wisdom?
- 6) Can you draw out Leviathan with a fishhook?
- 7) Do you observe the calving of the does?
- 8) Have you commanded the morning?
- 9) Do you give the horse his might?
- 10) Do you clothe his neck with a mane?

6

- 1) The old woman fed the birds at the park.
- 2) He kicked the football through the goalposts.
- 3) We won the game, but we lost the series.
- 4) My sister sewed the button and Mom stitched the hem.
- 5) Jesus, Lord God of all creation, became a helpless infant.
- 6) The children listened and then sprang to action!
- 7) Christmas beauty is not glitz and glamour, but it is love and humility.
- 8) Christ made all things new!
- 9) "A Charlie Brown Christmas" is a favorite television show.
- 10) Charlie Brown chose a humble tree, and he carried it back to his friends.
- 11) The children mocked and scolded Charlie, and he slumped away in failure.
- 12) Linus, with his distinctive voice, recited the Christmas story from Luke's gospel.

7

- 1) Grab the rope quickly and tie the knot tight.
- 2) Follow, with careful attention, the instructions, and put the pieces together correctly.
- 3) Sing loudly, but do not scream.
- 4) The water boiled very rapidly, so it soon spilled out over the pot.
- 5) The kite lifted high off the ground, and its tail waved cheerfully in the air.

8

- 1) Did the choir joyously sing Christmas carols at the concert?
- 2) Will the leaves blow off the Maple tree in the yard, so we can rake them into a pile?
- 3) Have the soldiers at boot camp completed their training?
- 4) Did the children wash and dry the dishes for their mother?

9

- 1) Rembrandt is the artist and this painting is a masterpiece.
- 2) Charlotte is an elderly spider, but Wilbur is a youthful pig.
- 3) Ladybirds are beetles and spiders are arachnids.
- 4) Sage and nutmeg are favorite fall spices.

10

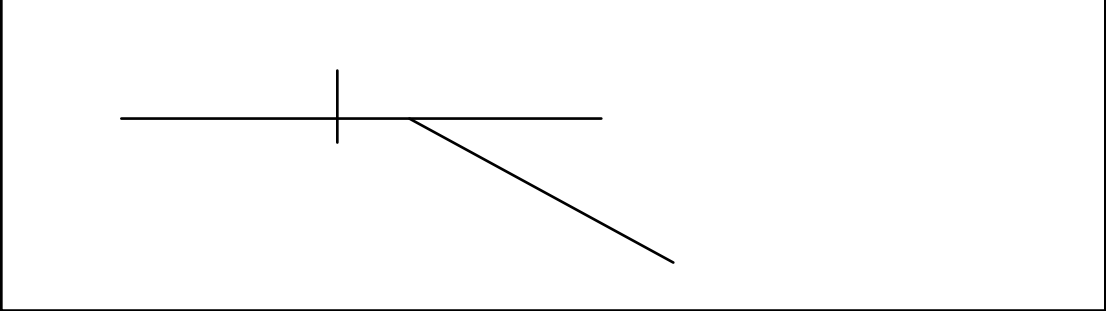
- 1) The maple tree became vividly crimson.
- 2) His shoes were wet and stinky.
- 3) The starry sky is clear and the moon is bright.
- 4) Dogs are usually playful and cuddly, but cats are often aloof and skittish.

Forum Sentences: Week 4

SP
(You) Vi AV

Call tomorrow.

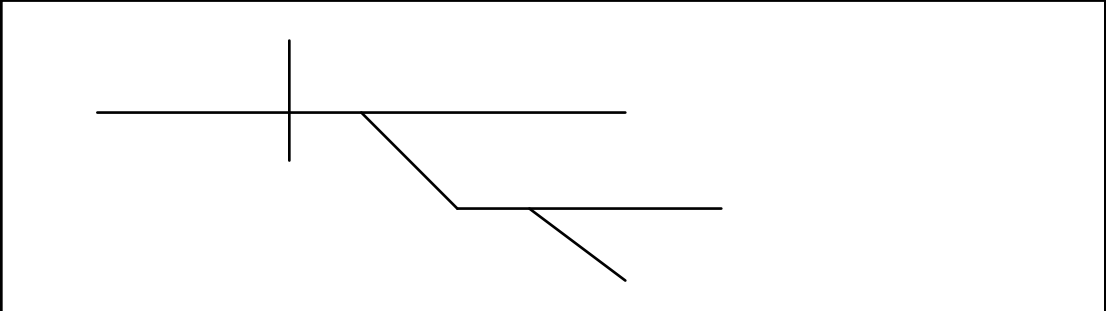
Structure: Simple Purpose: Imperative Pattern: S—Vi



SP
(You) Vi Pr A OP

Turn off the lights.

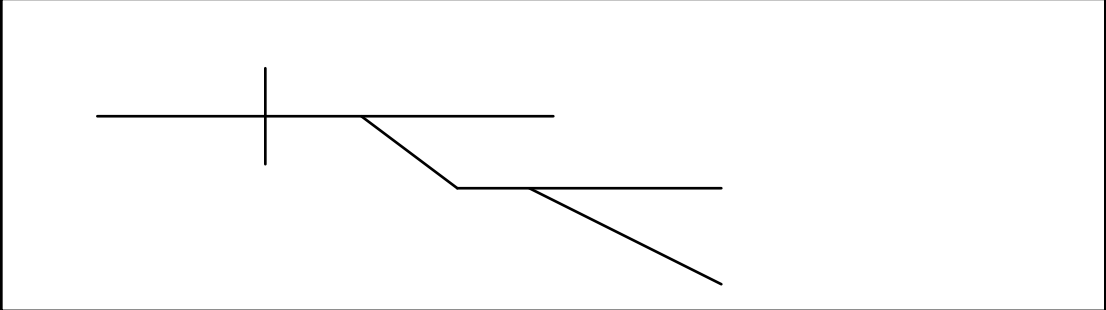
Structure: Simple Purpose: Imperative Pattern: S—Vi



SP
(You) Vi Pr PPA OP

Pray for your pastor.

Structure: Simple Purpose: Imperative Pattern: S—Vi

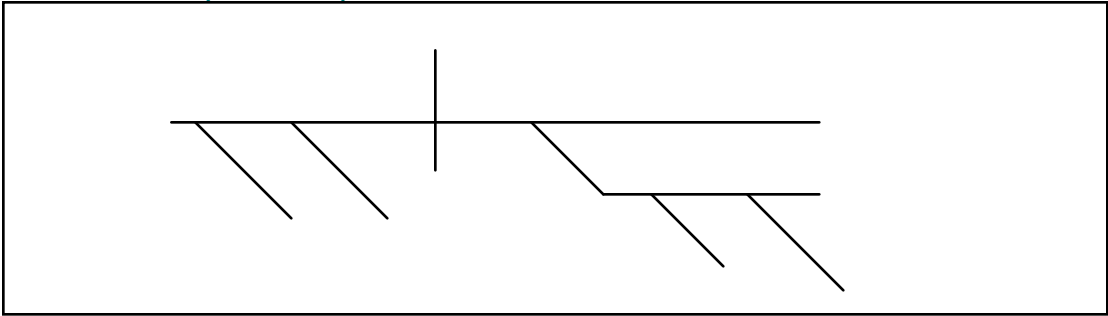


Forum Sentences: Week 4

A AJ SN HV Vi Pr A AJ OP

The stray cat was brought to the animal shelter.

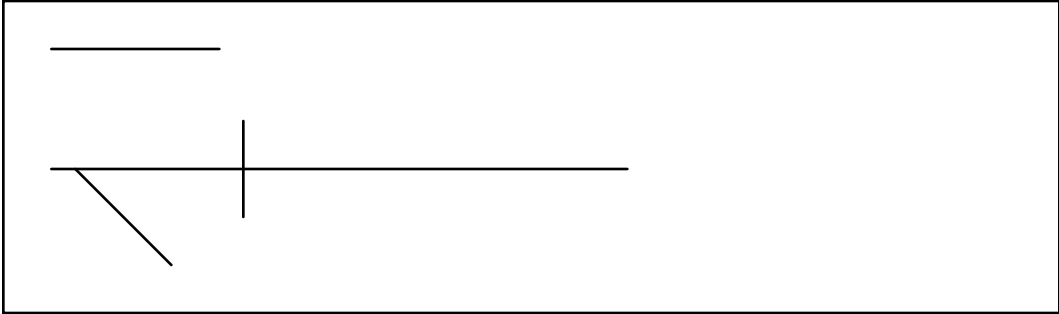
Structure: Simple Purpose: Declarative Pattern: S—Vi



I PPA SN HV Vi

Help! My foot is slipping!

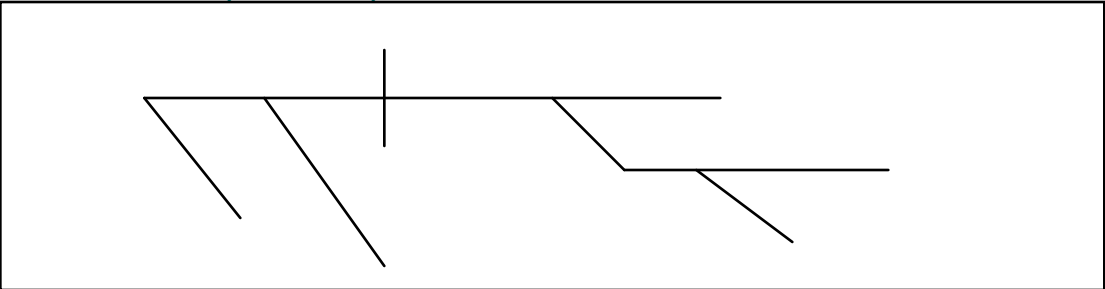
Structure: Simple Purpose: Exclamatory Pattern: S—Vi



A PNA SN Vi Pr A OP

The neighbor's dog jumps on the trampoline.

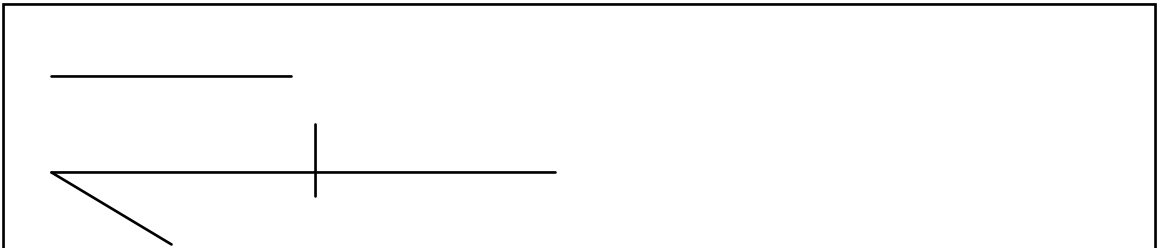
Structure: Simple Purpose: Declarative Pattern: S—Vi



I A SN Vi

Hurray! The Vikings win!

Structure: Simple Purpose: Exclamatory Pattern: S—Vi

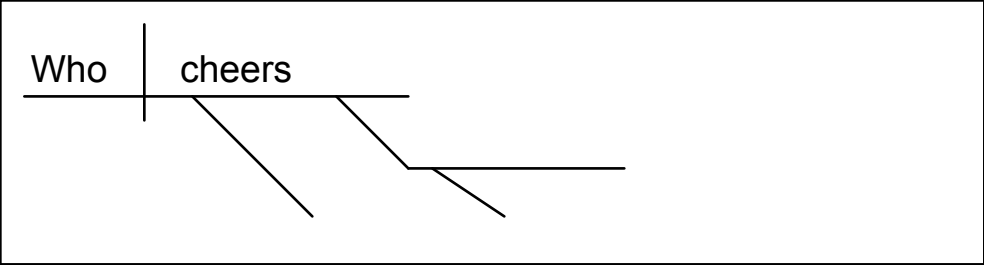


Forum Sentences: Week 5

SP Vi AV Pr A OP

Who cheers loudly for the Twins?

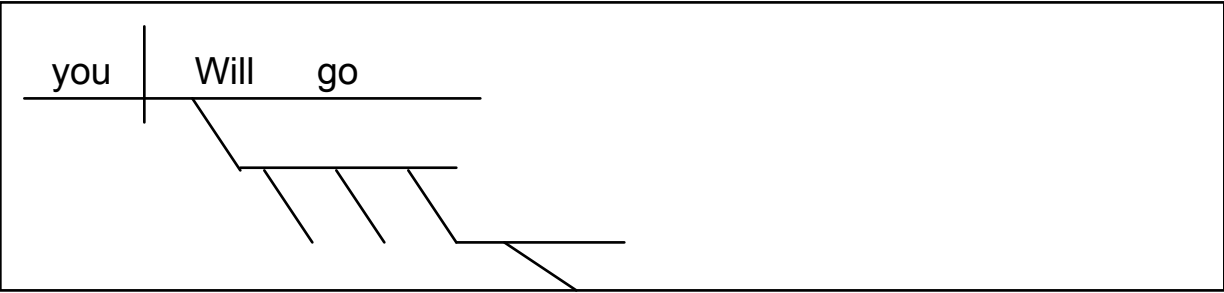
Structure: Simple Purpose: Interrogative Pattern: S- Vi



HV SP Vi Pr A AJ OP Pr A OP

Will you go to the final game at the dome?

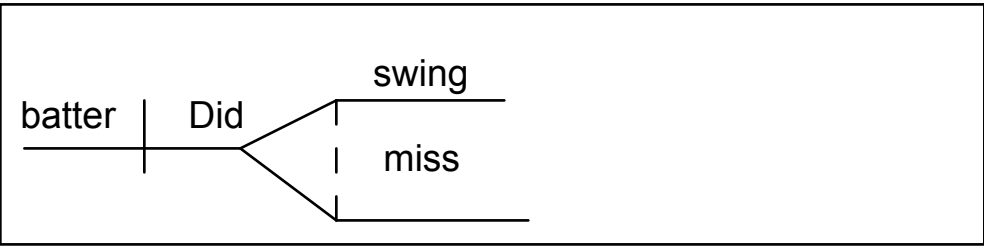
Structure: Simple Purpose: Interrogative Pattern: S- Vi



HV A SN CVi C CVi

Did the batter swing and miss?

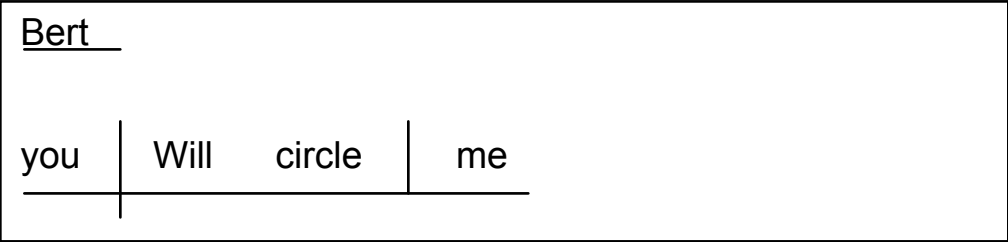
Structure: Simple Purpose: Interrogative Pattern: S- Vi



HV SP Vt DO NDA

Will you circle me, Bert?

Structure: Simple Purpose: Interrogative Pattern: S- Vt- DO

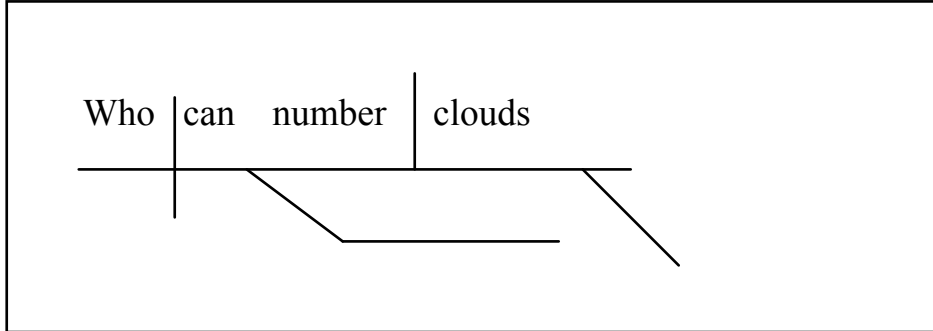


Forum Sentences: Week 5

SP HV Vt A DO Pr OP

Who can number the clouds by wisdom?

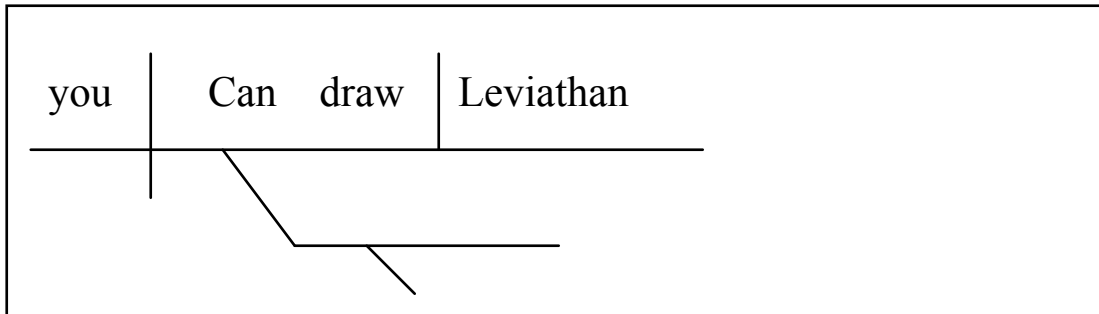
Structure: simple Purpose: Interrogative Pattern: S- Vt – DO



HV SP Vt AV DO Pr A OP

Can you draw out Leviathan with a fishhook?

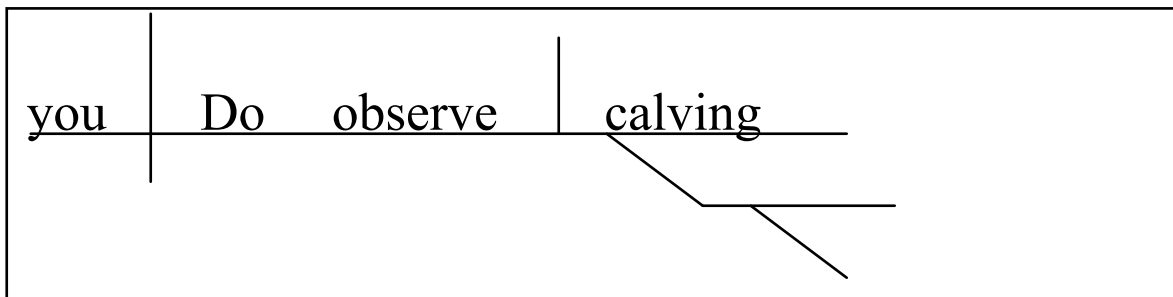
Structure: simple Purpose: Interrogative Pattern: S- Vt –DO



HV SP Vt A DO Pr A OP

Do you observe the calving of the does?

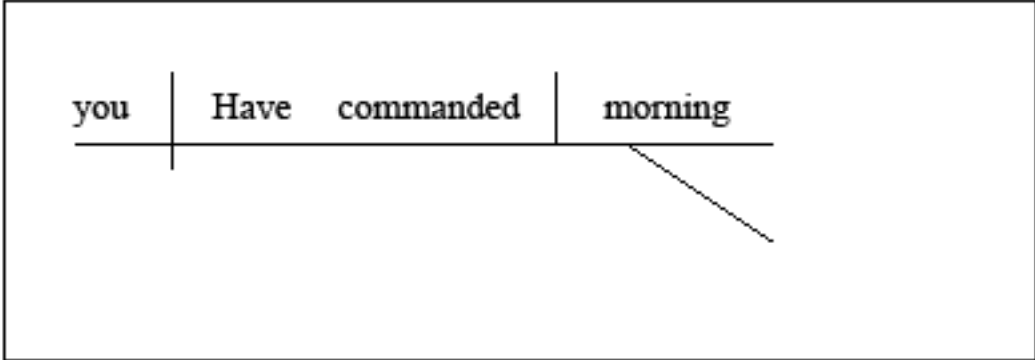
Structure: simple Purpose: Interrogative Pattern: S- Vt –DO



HV SP Vt A DO

Have you commanded the morning?

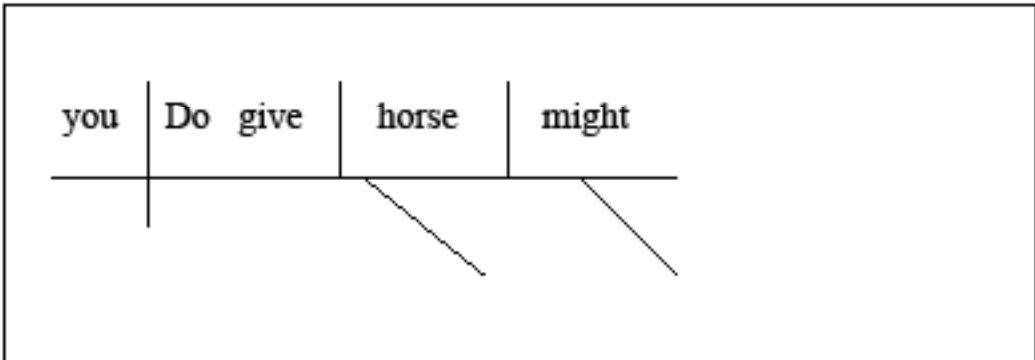
Structure: simple Purpose: Interrogative Pattern: S- Vt - DO



HV SP Vt A IO PPA DO

Do you give the horse his might?

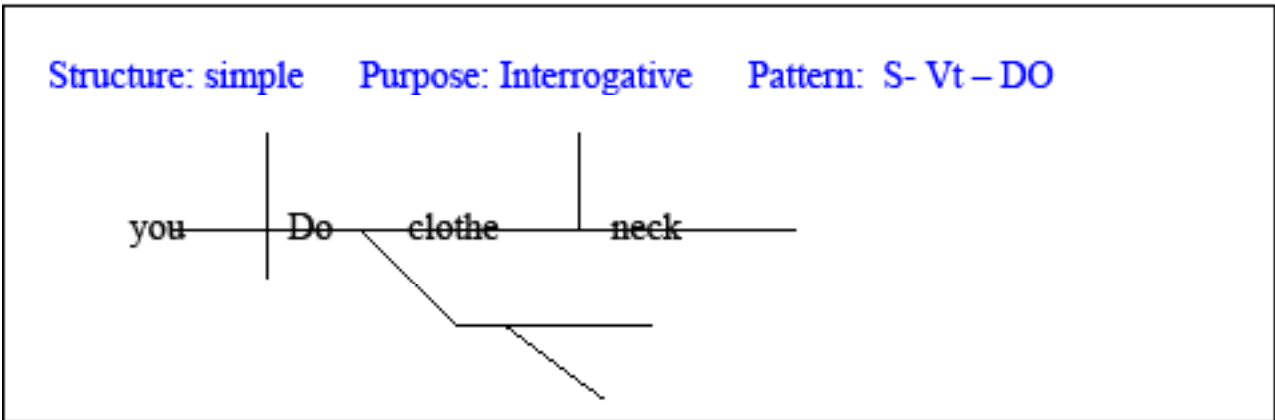
Structure: simple Purpose: Interrogative Pattern: S- Vt - IO- DO



HV SP Vt PPA DO Pr A OP

Do you clothe his neck with a mane.

Structure: simple Purpose: Interrogative Pattern: S- Vt - DO



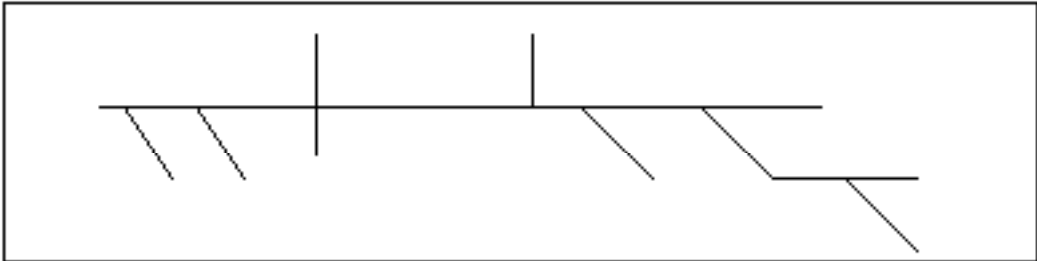
Forum Sentences: Week 6

Essentials Week #6

A AJ SN Vt A DO Pr A OP

The old woman fed the birds at the park.

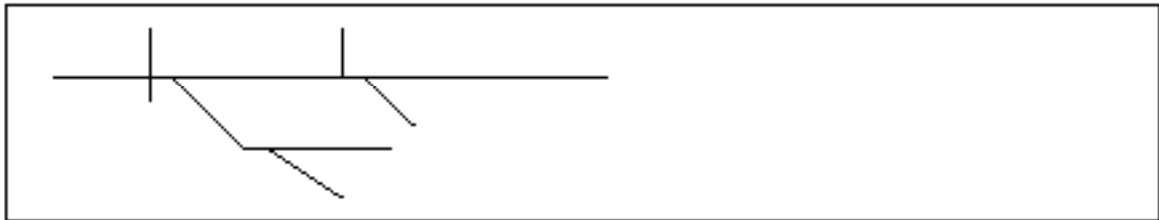
Structure: Simple Purpose: Declarative Pattern: S-Vt-DO



SP Vt A DO Pr A OP

He kicked the football through the goalposts.

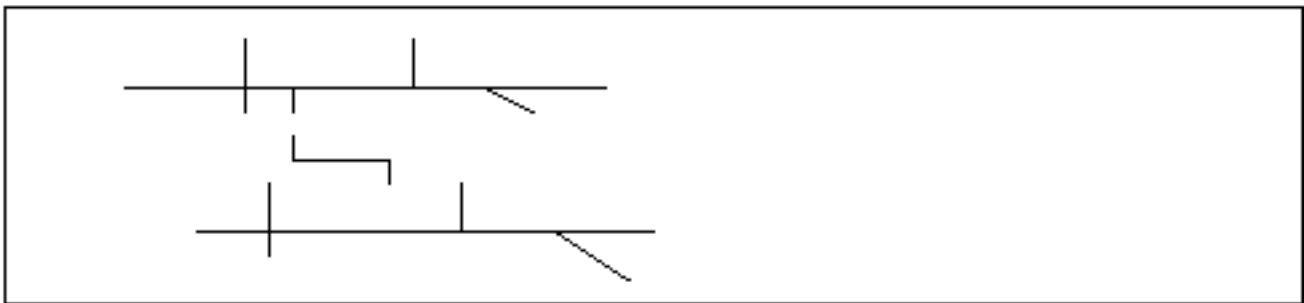
Structure: Simple Purpose: Declarative Pattern: S-Vt-DO



SP Vt A DO C SP Vt A DO

We won the game but we lost the series.

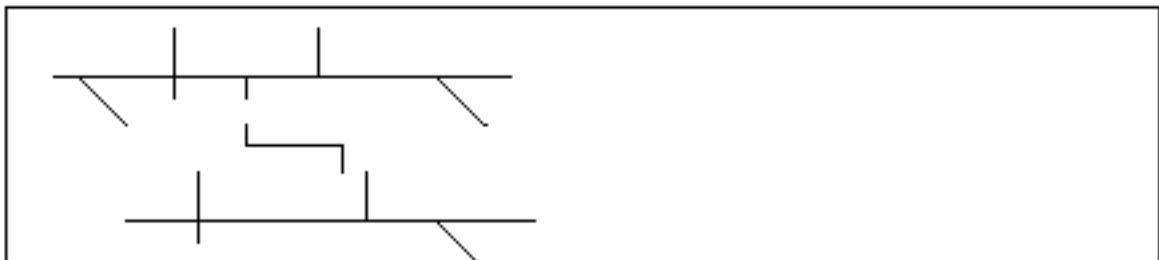
Structure: Compound Purpose: Declarative Pattern: S-Vt-DO



PPA SN Vt A DO C SN Vt A DO

My sister sewed the button and Mom stitched the hem.

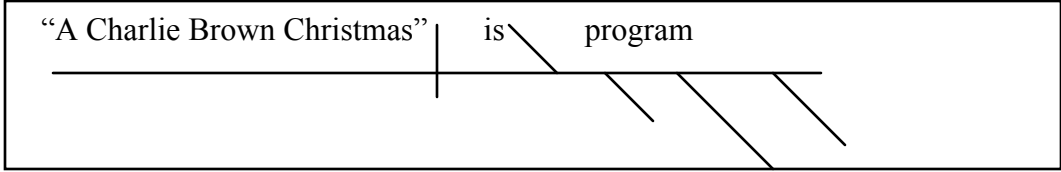
Structure: Compound Purpose: Declarative Pattern: S-Vt-DO



Forum Sentences: Week 6

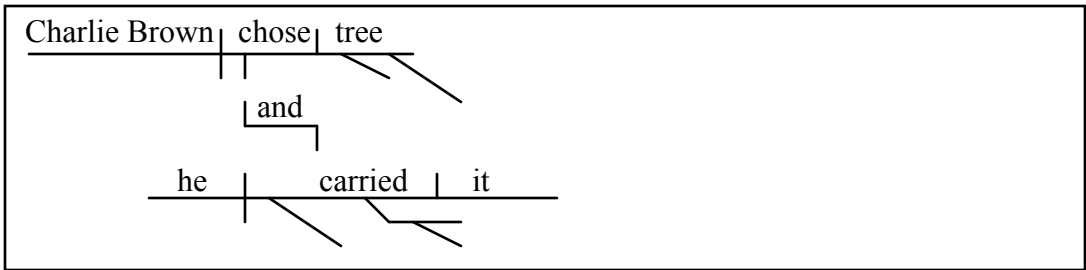
SN VL A AJ AJ PN
 "A Charlie Brown Christmas" is a favorite, television show.

Structure: simple Purpose: declarative Pattern: SN-VL-PN



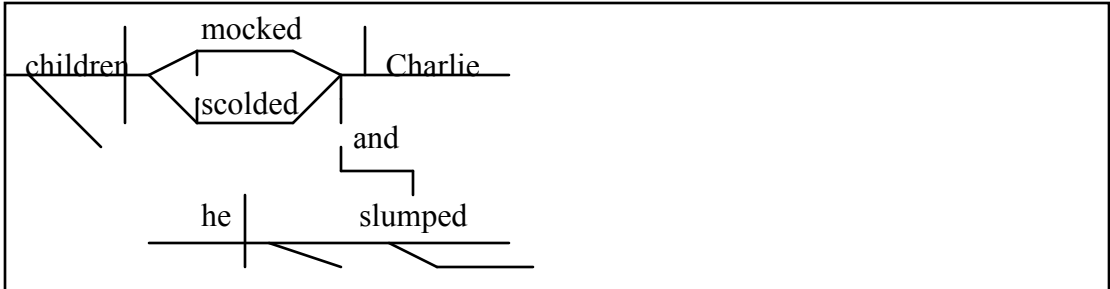
SN VT A AJ DO C SP Vt DO AV Pr PPA OP
 Charlie Brown chose a humble tree, and he carried it back to his friends.

Structure: Compound Purpose: declarative Pattern: SN- Vt- DO



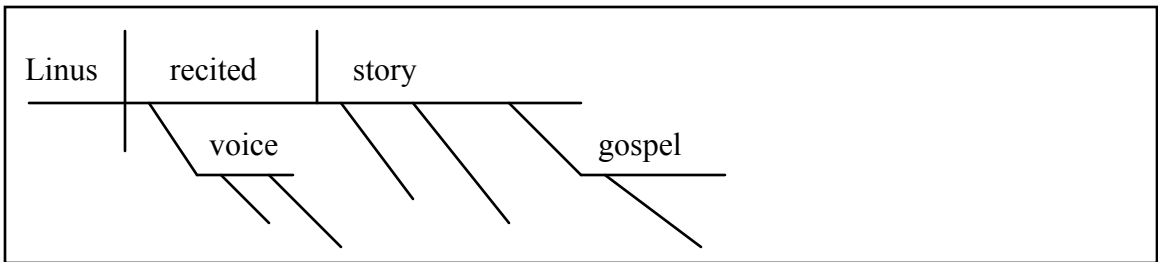
A SN CVt C CVt DO C SP Vi AV Pr OP
 The children mocked and scolded Charlie, and he slumped away in failure.

Structure: compound Purpose: declarative Pattern: SN-Vt-DO; SN-Vi



SN Pr PPA AJ OP V-t A AJ DO Pr PNA OP
 Linus, with his distinctive voice, recited the Christmas story from Luke's gospel.

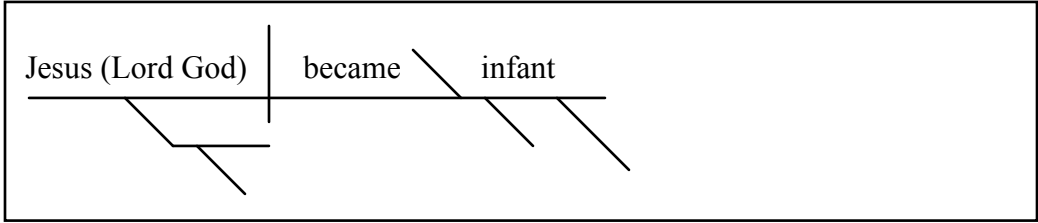
Structure: simple Purpose: declarative Pattern: SN-Vt-DO



Forum Sentences: Week 6

SN App Pr AJ OP VL A AJ PN
 Jesus, Lord God of all creation, became a helpless infant.

Structure: simple Purpose: Declarative Pattern: SN-VL- PN



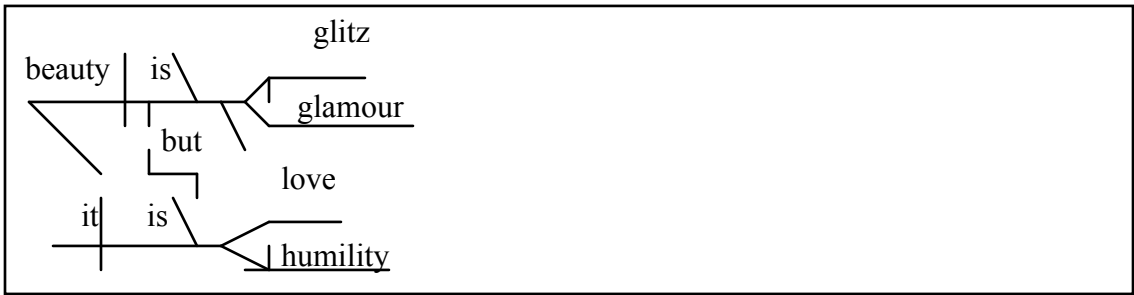
A SN CVi C AV CVi Pr OP
 The children listened and then sprang to action!

Structure: simple Purpose: Exclamatory Pattern: SN-Vi



AJ SN VL AV CPN C CPN C SP VL CPN C CPN
 Christmas beauty is not glitz and glamour, but it is love and humility.

Structure: compound Purpose: Declarative Pattern: SN-VL- PN



SN Vt AJ DO AV
 Christ made all things new!

Structure: simple Purpose: Exclamatory Pattern: SN-Vt-DO

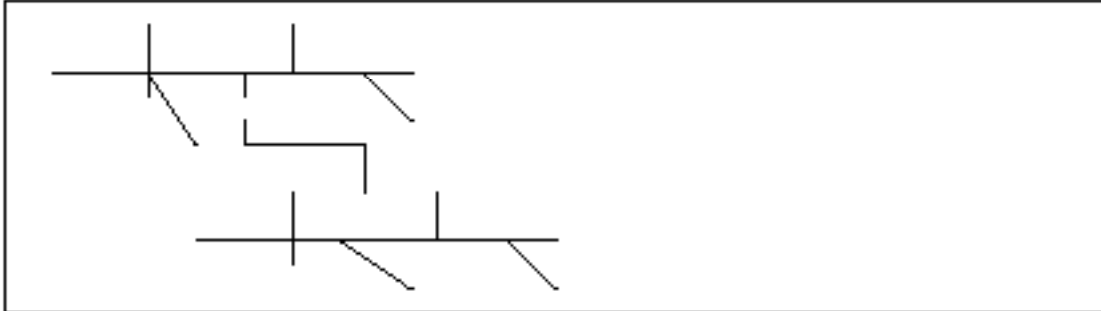


Forum Sentences: Week 7

Essentials Sentences Week 7

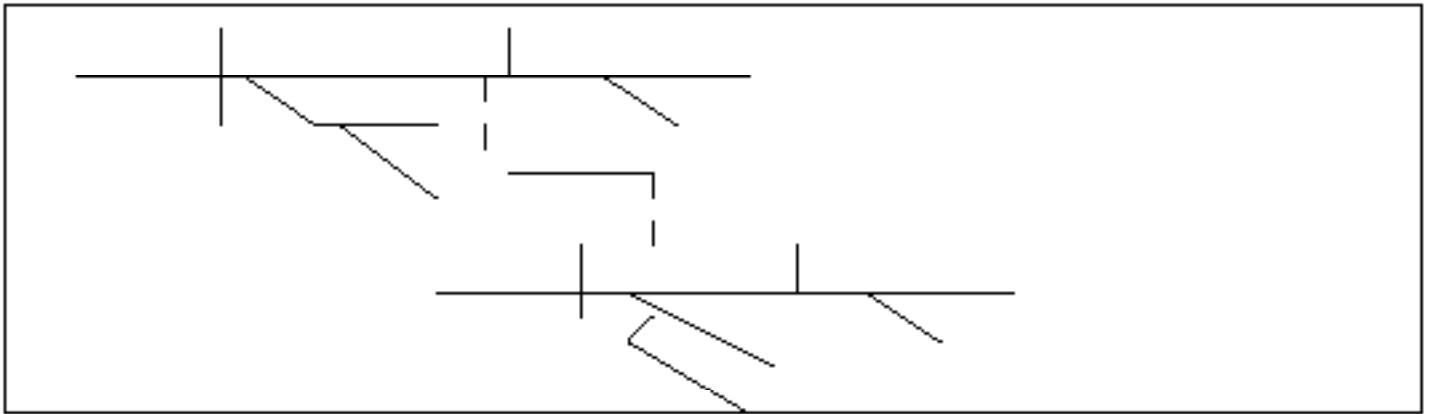
^{SP}
(You) Vt A DO AV ^{SP}
C (You) Vt A DO AV
Grab the rope quickly and tie the knot tight.

Structure: Compound Purpose: Imperative Pattern: S-Vt-DO



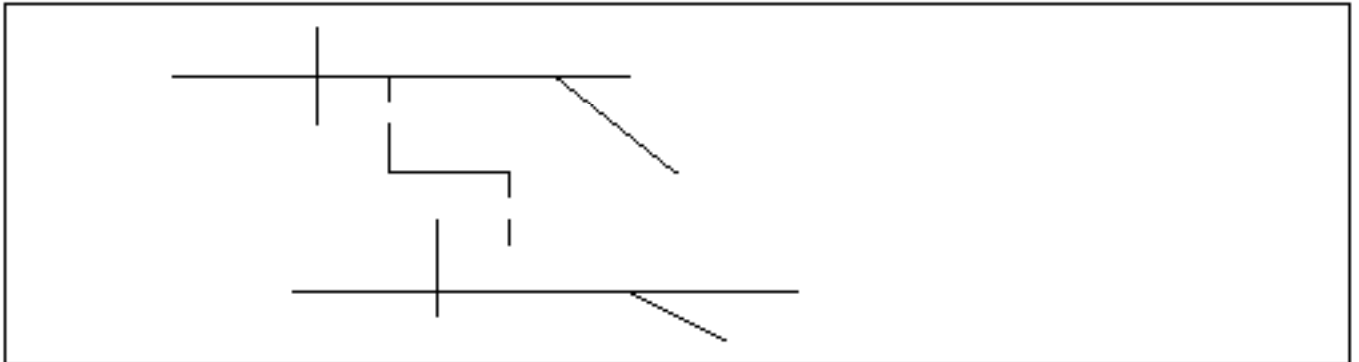
^{SP}
(You) V-t P AJ OP A DO ^{SP}
C (You) Vt
A DO AV AV
Follow, with careful attention, the instructions, and put the pieces together correctly.

Structure: Compound Purpose: Imperative Pattern: S-Vt-DO



^{SP}
(You) Vi AV ^{SP}
C (You) HV AV Vi
Sing loudly, but do not scream.

Structure: Compound Purpose: Imperative Pattern: S-Vi

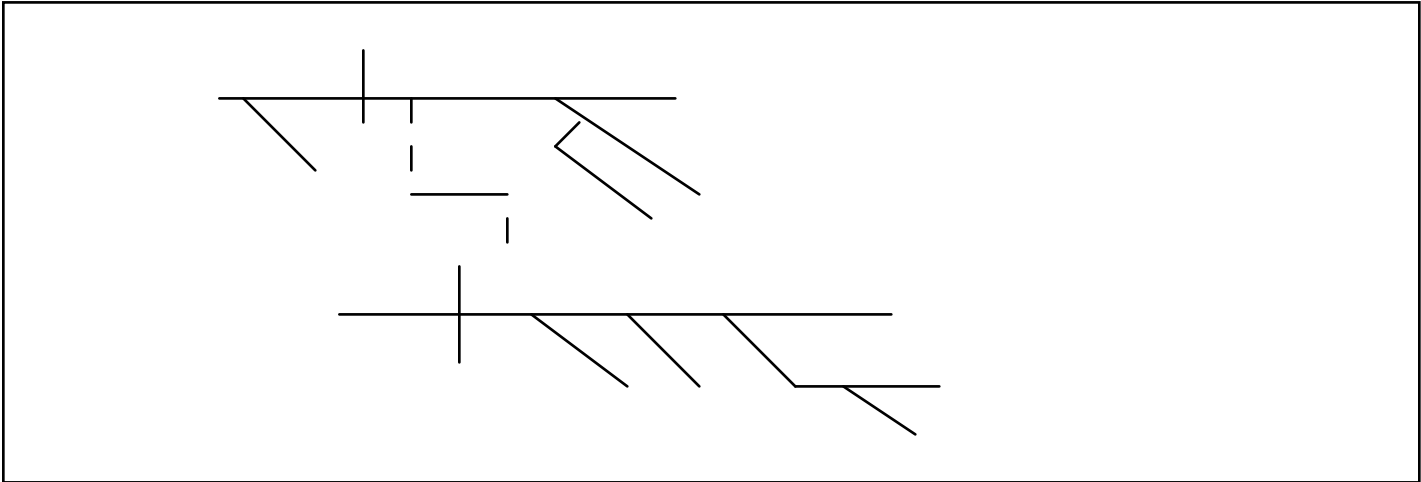


Forum Sentences: Week 7

A SN Vi AV AV C SP AV Vi AV P A OP

The water boiled very rapidly, so it soon spilled out over the pot.

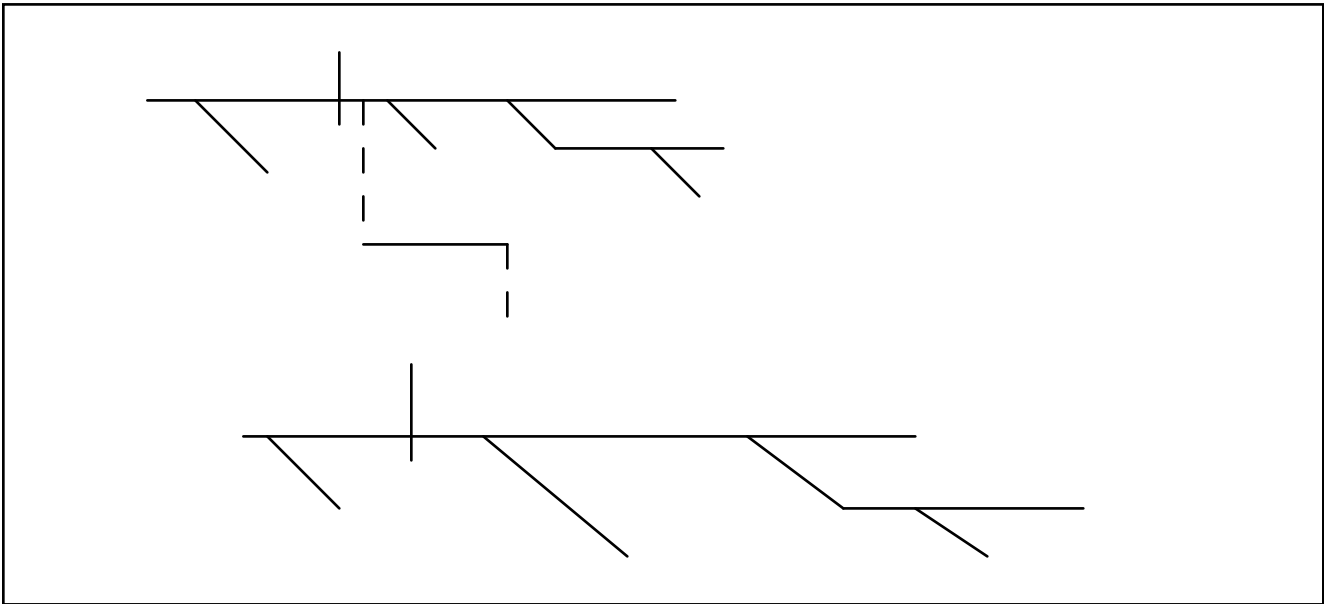
Structure: Compound Purpose: Declarative Pattern: S-Vi



A SN Vi AV P A OP C PP SN Vi AV P

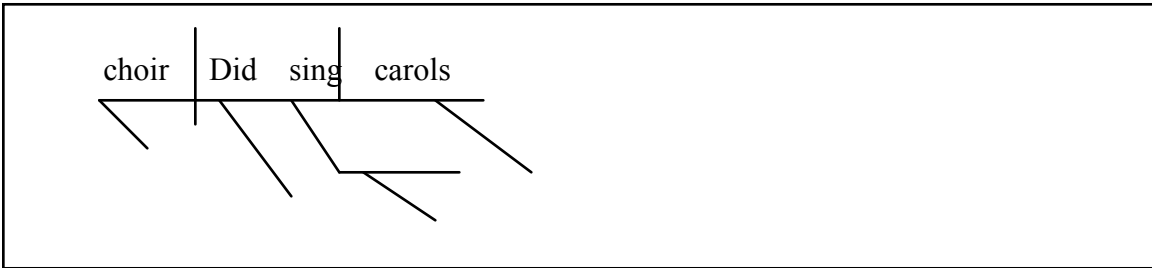
The kite lifted high off the ground, and its tail waved cheerfully in the air.

Structure: Compound Purpose: Declarative Pattern: S-Vi

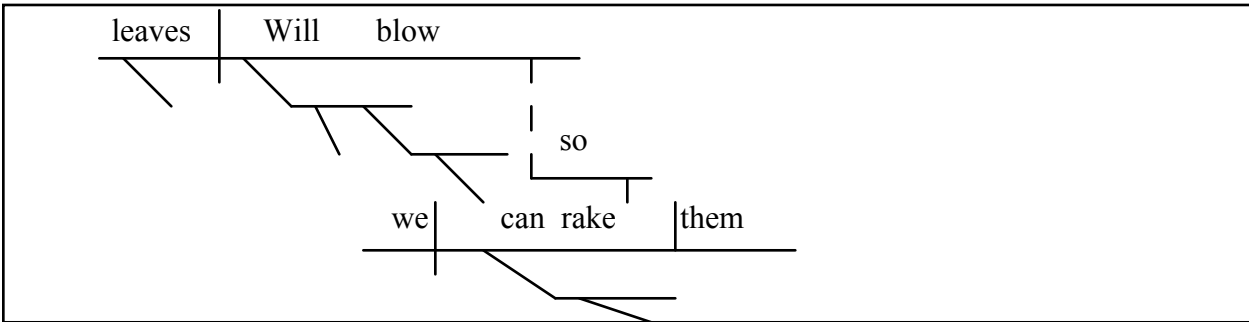


Forum Sentences: Week 8

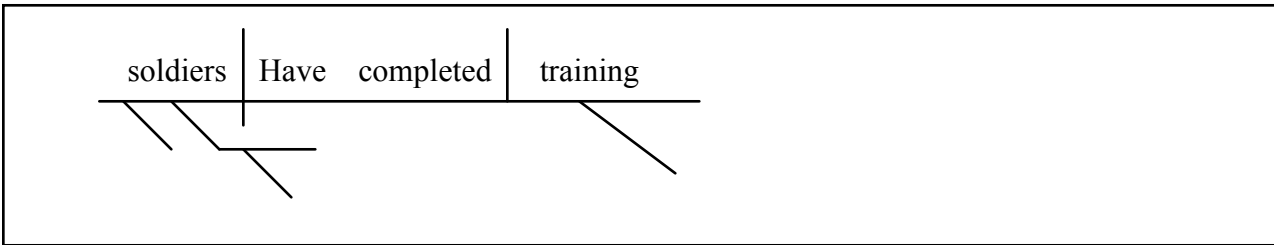
HV A SN AV Vt AJ DO P A OP
 Did the choir joyously sing Christmas carols at the concert?
 Structure: Simple Purpose: Interrogative Pattern: S-Vt- DO



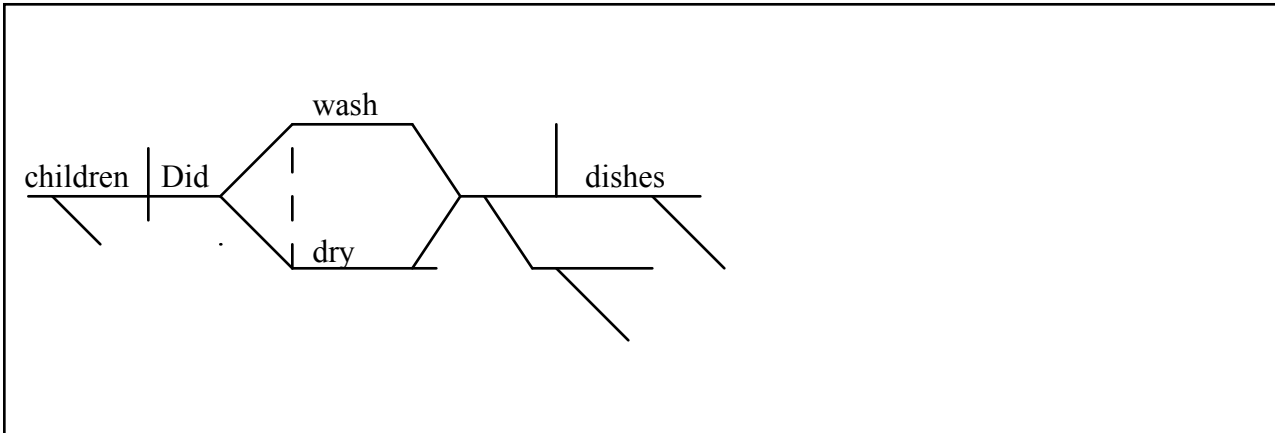
HV A SN Vi P A AJ OP P PA OP C SP HV Vt DO P A OP
 Will the leaves blow off the Maple tree in the yard, so we can rake them into a pile?
 Structure: Compound Purpose: Interrogative Pattern: S-Vi, S-Vt- DO



HV A SN P AJ OP Vt PPA DO
 Have the soldiers at boot camp completed their training?
 Structure: Simple Purpose: Interrogative Pattern: S-Vt- DO



HV A SN CVt C CVt A DO P PPA OP
 Did the children wash and dry the dishes for their mother?
 Structure: Simple Purpose: Interrogative Pattern: S-Vt- DO



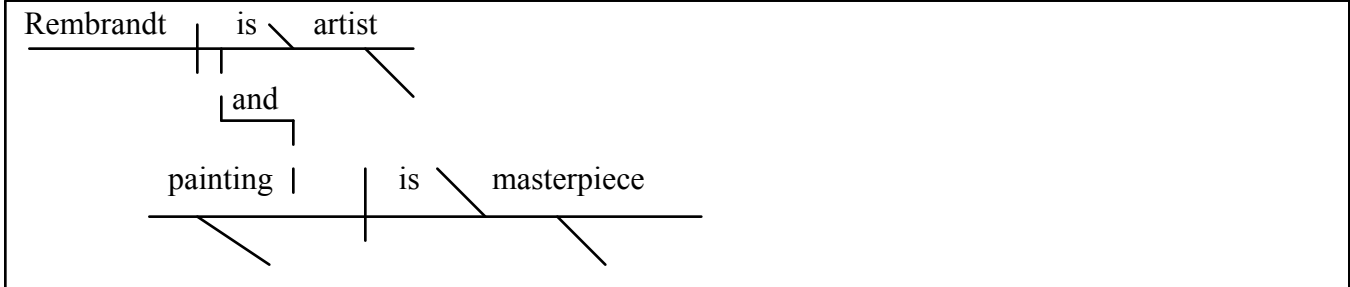
Forum Sentences: Week 9

Essentials Week 9 Sentences

SN LV A PN C AJ SN LVA PN

1. Rembrandt is the artist and this painting is a masterpiece.

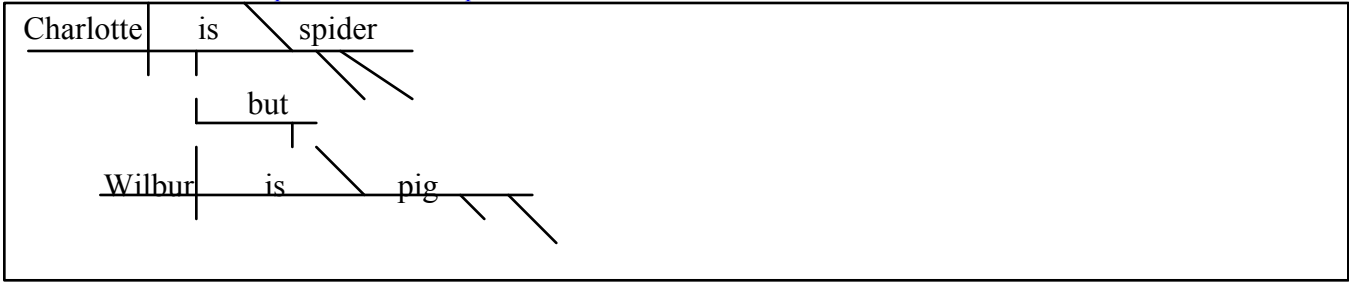
Structure: Compound Purpose: Declarative Pattern: SN-LV-PN



SN LV A AJ PN C SN LV A AJ PN

2. Charlotte is an elderly spider but Wilbur is a youthful pig.

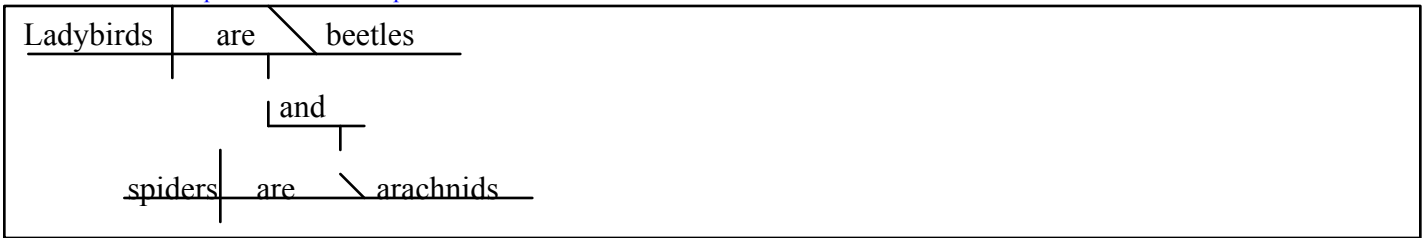
Structure: Compound Purpose: Declarative Pattern: SN-LV-PN



SN LV PN C SN LV PN

3. Ladybirds are beetles and spiders are arachnids.

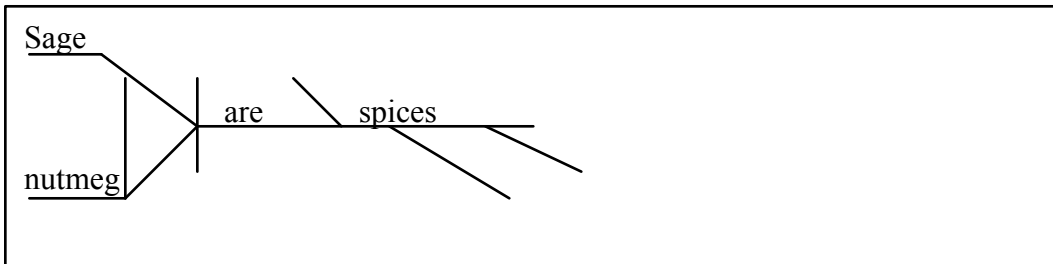
Structure: Compound Purpose: Declarative Pattern: SN-LV-PN



CSN C CSN LV AJ AJ PN

4. Sage and nutmeg are favorite fall spices.

Structure: Simple Purpose: Declarative Pattern: SN-LV-PN



Forum Sentences: Week 10

A AJ SN VL AV PA

The maple tree became vividly crimson.

Structure: simple Purpose: Declarative Pattern: SN-VL- PA



PPA SN VL PA C PA

His shoes were wet and stinky.

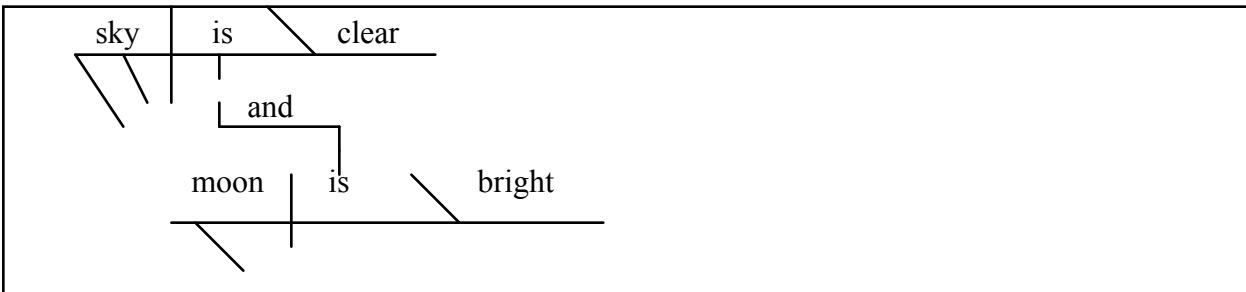
Structure: simple Purpose: Declarative Pattern: SN-VL- PA



A AJ SN VL PA C A SN VL PA

The starry sky is clear and the moon is bright.

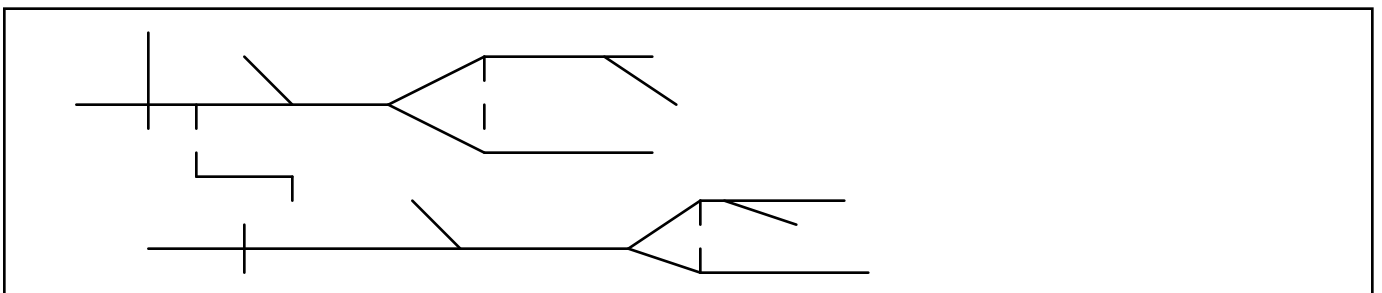
Structure: Compound Purpose: Declarative Pattern: SN-VL-PA



SN VL AV CPA C CPA C SN VL AV CPA C CPA

Dogs are usually playful and cuddly but cats are often aloof and skittish.

Structure: Compound Purpose: Declarative Pattern: SN- VL- PA



EEL Memory Work

1

What **five rules must a sentence meet?**

A complete sentence must have a subject, a verb, a capital letter, and an end mark, and it must make sense.

What is the **subject** of a sentence? (C3, W18)

The subject is that part about which something is being said.

What is the **predicate** of a sentence? (C3, W19)

The predicate of the sentence is that part which says something about the subject.

What are the four **sentence structures?** (C3, W23)

The four sentence structures are simple, compound, complex and compound-complex.

What are the four **sentence purposes?** (C2, W14)

The four sentence purposes are declarative, interrogative, imperative and exclamatory.

What are the seven **sentence patterns?** (C3, W24)

The seven sentence patterns are:

subject/verb intransitive;

subject/verb transitive/direct object;

subject/verb linking/predicate nominative;

subject/verb linking/predicate adjective;

subject/verb trans./indirect object/direct object;

subject/verb trans./do/object complement noun;

subject/verb trans./do/object complement adj.

2

What are the **eight parts of speech?** (C2, W1)

The eight parts of speech are nouns, pronouns, verbs, adverbs, conjunctions, interjections, prepositions, adjectives.

What is a **verb**?

A verb is a word that asserts action, being or existence.

What are the four **types of verbs?**

The four types of verbs are intransitive, transitive, helping and linking.

What is a **helping verb?** (C1, W13)

A helping verb helps another verb assert action, being or existence.

What is a **linking verb?** (C1, W21)

A linking verb makes an assertion by joining two words.

What is a **transitive verb?**

A transitive verb transfers action from the subject to an object.

What is an **intransitive verb?**

An intransitive verb does not transfer action from the subject to an object.

What are the four **verb attributes?**

The four verb attributes are person, number, voice and mood.

EEL Memory Work

3

What is a **noun**? (C2, W17)

A noun names a person, place, thing, activity or idea.

What is a **pronoun**? (C2, W2)

A pronoun replaces a noun in order to avoid repetition.

What are the **nominative pronouns**?

The nominative pronouns are I, you, he, she, it, we, you, they.

4

What is a **phrase**? (C3, W20)

A phrase is a group of words that does not contain both a subject and a verb, and may be used as a single part of speech.

What is a **clause**? (C3, W20)

A clause is a group of words that contains both a subject and a verb.

What is an **independent clause**? (C3, W21)

An independent clause expresses a complete thought like a sentence.

5

What is a **compound sentence**?

A compound sentence is two simple sentences joined by a coordinating conjunction to make one whole sentence.

What is a **complex sentence**?

A complex sentence contains a simple sentence and a dependent clause.

What are the **objective pronouns**?

The objective pronouns are me, you, him, her, it, us, you, them.

What is a **simple sentence**?

A simple sentence has one complete subject and one complete predicate and can stand alone as a complete thought. It is also known as an independent clause.

What is an **interjection**? (C2, W24)

An interjection is a word or phrase used to express strong feeling or emotion.

What is the **subject of an imperative sentence**?

The subject of an imperative sentence is “implied you.”

What is a **compound-complex sentence**?

A compound-complex sentence contains a compound sentence with one or more dependent clauses.

What is a **dependent, or subordinate, clause**? (C3, W22)

A dependent, or subordinate, clause does not express a complete thought and cannot stand alone.

6

What is a **conjunction**? (C2, W21)

A conjunction is a word that connects words, phrases or clauses.

What are the **coordinating conjunctions**?

(C2, W22)

The coordinating conjunctions are for, and, nor, but, or, yet, so.

7

What do **adverbs modify**? (C2, W13)

Adverbs modify verbs, adjectives and adverbs.

What do **adverbs tell**? (C2, W13)

Adverbs tell how, when, where, why, to what extent, how often, how much, or under what condition.

8

What is a **preposition**? (C1, W1)

A preposition is a word that relates a noun or pronoun to another word.

What is a **prepositional phrase**?

A prepositional phrase contains a preposition, its object and any modifiers between them.

9

What are the 5 **principal parts of a verb**? (C3, W4)

The principal parts of a verb are infinitive, present, past, present participle, past participle.

What is an **infinitive**? (C3, W1)

An infinitive is “to” plus a verb used as a noun, adjective, or adverb.

What is a **present participle**? (C3, W2)

A present participle is a verb plus “-ing” used as an adjective or a verb.

What is a **past participle** (C3, W3)

A past participle is a verb plus “-ed” used as an adjective or a verb.

What is a **direct object**?

A direct object is a noun or pronoun in the predicate that receives the action of a transitive verb.

What is an **appositive**?

An appositive is a noun (or pronoun) that comes directly after another noun and explains or identifies it.

What is a **noun of direct address**?

A noun of direct address is used to call upon a person and is set off by one or more commas.

What are the **two kinds of prepositional phrases**?

The two kinds of prepositional phrases are adverbial and adjectival.

What are the **principal parts of the verb “be”**?

The principal parts of the verb “be” are

- To be – infinitive
- Am, are, is – present
- Was, were – past
- Being – present participle
- Been – past participle

What is a **predicate nominative**?

A predicate nominative is a noun or pronoun that follows a linking verb and renames the subject.

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10

What do **adjectives modify**? (C2, W23)
An adjective modifies a noun or pronoun.

What do **adjectives tell**?
Adjectives tell what kind, how many, which, which one, whose.

11 12

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13

What is an **indirect object**?
An indirect object is a noun or pronoun, located between the verb and direct object, that indirectly receives the action of the verb by answering the question “to/for what?” or “to/for whom?”.

What is a **relative pronoun**?
A relative pronoun begins an adjectival subordinate clause in a complex sentence and relates the clause to a preceding noun or pronoun.

14

What are the two **verb voices**?
The two verb voices are active voice and passive voice.

When is a verb **active voice**?
Verbs are active voice when the subject is doing the action of the verb.

When is a verb **passive voice**?
Verbs are passive voice when the subject is receiving the action of the verb.

What is a **predicate adjective**?
A predicate adjective follows a linking verb and describes the subject.

What are the relative pronouns?
The relative pronouns are who, whom, whose, which, what, whoever, whomever, whichever, whatever, that.

What is a **subordinating conjunction**?
A subordinating conjunction begins an adverbial subordinate clause in a complex sentence.

What are **some subordinating conjunctions**?
Some subordinating conjunctions are when, while, where, as, since, if, although, because.

What are the three **verb tenses**?
The three verb tenses are past, present and future.

What are the four **verb forms**?
The four verb forms are simple, perfect, progressive and perfect-progressive.

EEL Memory Work

15

What are the **principal parts of the verb “have”**?
The principal parts of the verb “have” are

- To have – infinitive
- Have, has – present
- Had – past
- Having – present participle
- Had – past participle

What does “**Quid et Quo**” mean?
“Quid et Quo” is Latin for “What and Why.”

16

What is an **object complement noun**?
An object complement noun is a noun that follows the direct object and complements its meaning.

What are the **noun attributes**?
The noun attributes are: common/proper, singular/plural, concrete/abstract, collective/compound.

17

What is an **object complement adjective**?
An object complement adjective is an adjective that follows and describes the direct object.

What are the three types of **one-word adjectives**?
The three types of one-word adjectives are descriptive, limiting and possessive.

18

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19

What are the **principal parts of the verb “play”**?
The principal parts of the verb “play” are to play, play/plays, played, playing, played.

20

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EEL Memory Work

21

What is a **verbal**?

A verbal is a verb form that acts like a noun, adjective or adverb.

What are the three **types of verbals**?

The three types of verbals are infinitive, participle and gerund.

22

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23

What are the three **verb moods**?

The three verb moods are indicative, imperative and subjunctive.

What do **subjunctive mood verbs** do?

Subjunctive mood verbs imply a condition, express a condition contrary to fact, or express a wish.

What do **indicative verbs** do?

Indicative verbs make statements of fact.

What is a **gerund**?

A gerund is a present participle verb form used as a noun.

What do **imperative verbs** do?

Imperative verbs give commands.

24

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