Cycle 2

EEL

Daily Checklist Lesson Plan

Overview 3-4

Daily Checklists 5-101

Appendix:

Forum Sentences Summary 102

Forum Sentences Diagrammed and Parsed 103-115

EEL Memory Work 116-121

Editing Exercises Answer Key and Editing Exercises

Found in Foundtaion Tier of CC Connected
Week: all
Category: History
Uploaded by: evarnell@juno.com
File type: .pdf

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 Essentils 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 lanuage 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

OVERVIEW

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

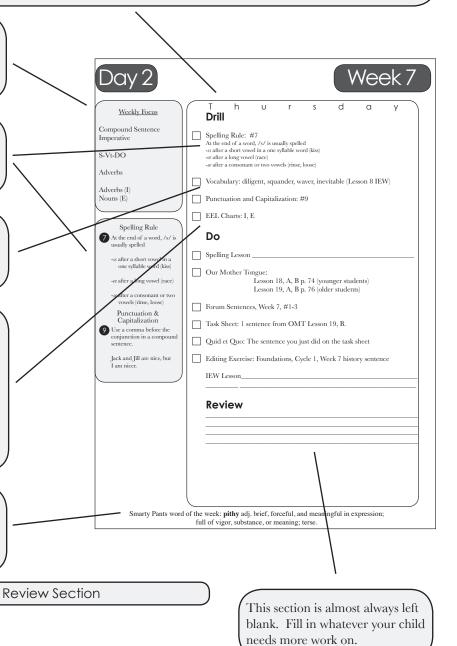
This box offers a glance at the rules covered during the week--no digging through the guide to find them. Drill the rule and check off.

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.



Do Section

This section is the flesh on the bones of EEL. We've pulled lessons from <u>Our Mother Tongue</u> 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 cooresponds 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.

Week 7 Day 2 Weekly Focus Drill Compound Sentence Spelling Rul word, /s/ is usually spelled rowel in a one syllable word (kiss S-Vt-DO Adverbs y: diligent, squander, waver, inevital Adverbs (I n and Capitalization: #9 EEL Charts: I, E Spelling Rule Do Spelling Lesson ss after a short vowel in a one syllable word (kiss) Our Mother Tongue: Lesson 18, A, B p, 74 (v -ce after a long vowel (race) se after a consonant or two owels (rinse, loc Forum Sentences, Week 7, #1-3 Punctuation & Capitalization Task Sheet: 1 sentence from OMT Lesson 19, B. Use a comma before the Quid et Quo: The sentence you just did on the task sheet Editing Exercise: Foundations, Cycle 1, Week 7 history sentence lack and lill are nice, but IEW Lesson Review Smarty Pants word of the week: pithy adj. brief, forceful, and meaningful in expression:

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.



Overview Subject/Predicate

Sentence Classification (A) 112 Model Sentences (B)

Spelling Rule

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

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

W	е	d	n	е	S	d	а	У	
Drill									
-	s/ and	#1 g may sa , gy (repe		efore e, i,	or y (ce	nt, fanc	y, gem, g	iraffe, g	gym)
Vocabu	ılary: fe	tid, mass	sive, dila	pidated	, intrepi	d			
Punctua	ation aı	nd Capit	alizatio	n: #1, 2					
EEL M	lemory	Work: W	Veek 1						
Do									
Spelling	g Lesso:	n							
	Lesson	Congue: 11, A, E 12, A, E	-		tten) p.5	9			
Task Sł	neet: O	ne sente	nce fron	n Our M	Iother T	Tongue I	Lesson 1	2 D p. 6	61
Editing	Exerci	se: EEL	week 1						
IEW L	esson								



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⊺ Drill	h	U	r	S	d	а	У	
	s/ and g			re e, i, or	y (cent, fa	ncy, gem,	giraffe, g	ym).
Vocabul	lary: fet	id, massiv	e, dilapi	dated, in	trepid			
Punctua	ation an	d Capital	ization: 7	#1, 2				
EEL Ch	narts: A,	, B						
Do								
Spelling	Lesson	l						
	Lesson	10, B (ora 26, Read	, , 1	nple Ser	itence" an	d look at	the 3	
Task Sh		sentence MT, Lesso		0	ms you ju	st looked a	at in	
Editing	Exercis	e: Founda	tions, Cy	ycle 1, W	eek 1 histo	ory senter	nce	
IEW Le	esson							



Overview Subject/Predicate

Sentence Classification (A) 112 Model Sentences (B)

Spelling Rule

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

- 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 Drill	r	i	d	а	У
c says /	g Rule: #1 s/ and g may y, ge, gi, gy (r		ore e, i, or y (ce	ent, fancy, gen	n, giraffe, gym)
☐ Vocabı	ılary: fetid, m	nassive, dilap	idated, intrep	id	
Punctu	ation and Ca	pitalization:	#1, 2		
EEL C	harts: A, B				
Do					
Spellin	g Lesson				
Task Sl			es from the ba Is and task she		ek's IEW
Editing	g Exercise: Fo	undations, C	Cycle 2, Week	1 history sent	ence
☐ IEW L	esson				



Overview Subject/Predicate

Sentence Classification (A) 112 Model Sentences (B)

Spelling Rule

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

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

M Drill	0	n	d	а	У	
			e e, i, or y (cer	nt, fancy, gem	, giraffe, gy	ym).
Vocabula	ry: fetid, ma	ssive, dilapid	ated, intrepi	d		
Punctuati	on and Cap	italization:#	1, 2			
EEL Mer	nory Work: \	Week 1				
Do						
Spelling I	Lesson					
Editing E	xercise: Four	ndations, Cy	cle 3, Week 1	history sente	ence	
IEW Less	son					
Revie	ew					



Weekly Focus	W Drill	е	d	n	е	S	d	а	У
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.	Spelling f, l, and word. (p Vocabul Punctua EEL Mo Do Spelling Our Mo Task Sh Editing	g Rule: s are us buff, bel lary: stration ar emory g Lesson ther T Lesson leet: Se	#2 sually do ll, toss) unned, fi nd Capit Work: W	ubled affice, deservation where the second s	ter a sho	nacious	l at the e	end of a	y one-syllabl
I love Jesus.									



Τ d r S a Weekly Focus Drill Overview Spelling Rule: #2 Verb Overview f, l, and s are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss) Verbs (C) Principal Parts of Verbs Vocabulary: stunned, flee, desecrate, tenacious (D) Punctuation and Capitalization: #1-4 Spelling Rule EEL Charts: C, D f, l, and s are usually doubled after a short vowel at the end of a one-syllable Do word. (puff, bell, toss) Spelling Lesson _____ Punctuation & Capitalization Our Mother Tongue: Capitalize the first letter of Lesson 2, D p.22, Review Exercises A, B every sentence. Task Sheet: Sentence #2, OMT Lessons 2D, p.22 2 Use the appropriate end mark for the purpose of the sentence, such as period Editing Exercise: Foundations, Cycle 1, Week 2 history sentence (.), exclamation point (!), or question mark (?). IEW Lesson__ 3 Capitalize "I" when used as a word. He and I are happy. 4 Capitalize all proper nouns. I love Jesus.

Day 3

Weekly Focus	F Drill	r	i	d	а	У
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.	Spelling f, l, and s word. (pu Vocabula Punctuat EEL Cha Do Spelling Task She Editing F	Rule: #2 are usually off, bell, toss) ary: stunned, ion and Cap arts: C, D Lesson et: IEW Pic vocabula Exercise: Fou	k 2 sentence ry flashcard	r a short vowerate, tenaciou #1-4 es from the bas and task sho	el at the end of seck of this week et them.	a one-syllable



Weekly Focus	M Drill	0	n	d	а	У
Overview Verb Overview Verbs (C) Principal Parts of Verbs (D)	word. (pu	are usually duff, bell, toss) ary: stunned,	oubled after a flee, desecrat italization: #	te, tenacious	at the end of	a one-syllabl
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)	Do EEL Men	mory Work: `	Week 2			
Punctuation & Capitalization Capitalize the first letter of every sentence.		Exercise: Four	ndations, Cyc			ence
Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).	Revie	•w				
3 Capitalize "I" when used						
as a word.						
He and I are happy. 4 Capitalize all proper nouns.						
I love Jesus.						





W d е d Weekly Focus Drill Simple Sentence Spelling Rule: #3 Declarative and In English words, q is always followed by u and together they say /kw/. Exclamatory (queen) S-Vi Nouns/Pronouns Vocabulary: extol, fatigued, rebuke, intrigued Nouns (E) Punctuation and Capitalization: #1-5 Pronouns (F) EEL Memory Work: Week 3 Spelling Rule Do 3 In English words, q is always followed by u and together they say /kw/. (queen) Spelling Lesson _____ Punctuation & Our Mother Tongue: Capitalization Lesson 1, A, B p. 15 Capitalize the first letter of every sentence. Task Sheet: Pick 1 IEW vocabulary word sentence 2 Use the appropriate end mark for the purpose of Editing Exercise: EEL week #3 the sentence, such as period (.), exclamation point (!), or IEW Lesson 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.



Weekly Focus	⊺ Drill	h	U	r	S	d	а	У
Simple Sentence Declarative and Exclamatory S-Vi		g Rule: # ish words		ys follow	red by <i>u a</i>	and togeth	ner they sa	ny/kw/.
Nouns/Pronouns	Vocabu	lary: exte	ol, fatigue	d, rebuk	e, intrigu	ıed		
Nouns (E) Pronouns (F)	Punctu	ation and	l Capitali	zation: #	±1-5			
	EEL C	harts: E,	F					
Spelling Rule	_							
In English words, q is always followed by u and together	Do							
they say /kw/. (queen) Punctuation &	Spelling	g Lesson						
Capitalization Capitalize the first letter of every sentence.		other To Lesson 1 Lesson 2	, D p. 17					
2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).	Task Sl		1 IEW v		•	sentence eek 3 histo	ory senter	nce
Capitalize "I" when used as a word.	IEW L		. I ourran					
He and $\it I$ are happy.								
4 Capitalize all proper nouns.								
I love Jesus.								
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 = $it + is$.								

Day 3

Weekly Focus	1	F Orill	r	i	d	а	У
Simple Sentence Declarative and Exclamatory S-Vi Nouns/Pronouns Nouns (E) Pronouns (F)		n Englisl Jueen) Vocabula	Î	gued, rebu	ıke, intrigued	together they	say /kw/.
Spelling Rule			arts: E, F				
In English words, q is always followed by u and together they say /kw/. (queen)	l) o	Lesson				
Punctuation & Capitalization Capitalize the first letter of every sentence.					ary word sent Cycle 2, Week	ences 3 history sente	ence
Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).		EW Less	son				
Capitalize "I" when used as a word.							
He and <i>I</i> are happy. 4 Capitalize all proper nouns.							
I love Jesus.							
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 <i>boys</i> ' cat when the <i>girl</i> 's monkey opens <i>its</i> cage! Note: It's always = it + is.							





M O n d Q y Drill	
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) Vocabulary: extol, fatigued, rebuke, intrigued Punctuation and Capitalization: #1-5 EEL Memory Work: Week 3 Do Do	
Nouns (E) Pronouns (F) Punctuation and Capitalization: #1-5 EEL Memory Work: Week 3 Spelling Rule In English words, q is always followed by u and together they say /kw/ (gueen)	·
Spelling Rule 3 In English words, q is always followed by u and together they say /kw/ (gueen)	
followed by <i>u</i> and together they say /kw/ (queen)	
Spennig Bessen	
Punctuation & Capitalization Capitalize the first letter of every sentence. Editing Exercise: Foundations, Cycle 3, Week 3 history sentence IEW Lesson	
Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).	
Capitalize "I" when used as a word.	
He and I are happy.	
4 Capitalize all proper nouns.	
I love Jesus.	
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.	



Simple Sentence Imperative S-Vi Interjections

Charts Review A-F

Spelling Rule

- 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

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.

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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.

١		W	е	d	n	е	S	d	а	У	
		Drill									
		- c be	eginnir fore <i>a</i> ,	#4 ng of a w o, and u r y. (key,	(can, col	b, cut)	/k/ is us	sually sp	elled		
		Vocabul	lary: pu	ırsue, ha	stily, va	cant, cre	dible				
		Punctua	ation ar	nd Capit	alizatio	n: #5,6					
		EEL M	emory	Work: W	Veek 4						
		Do									
		Spelling	Lesson	n							
		Our Mo		ongue: 8, A, p.	44						
		Forum S	Senteno	ces, Wee	k 4, #1-	3, parse					
		Task Sh	eet: 1 d	of the Fo	orum Se	ntences,	Week 4	, #1 - 3.			
		Editing	Exercis	se: EEL	week 4						
		IEW Le	sson								
ı	l										



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⊺ Drill	h	U	r	S	d	а	У	
At the be	fore a , o ,	of a worand u (ca	rd or sylla an, cob, c ck, kyann	cut)	is usually	spelled		
Vocabul	ary: purs	sue, hast	ily, vacan	ıt, credib	lle			
Punctua	tion and	Capital	ization: ‡	# 5,6				
EEL Ch	arts: A-F	י						
Do								
Spelling	Lesson _							
Task Sh	eet: 1 of	the Foru	ım Sente	nces, We	eek 4, #4-	7.		
Editing	Excercise	e: Found	ations, C	Sycle 1, V	Veek 3 his	tory sente	nce	
IEW Le	sson							
Revi	ew							



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	F Drill	r	i	d	а	У	
	At the be $-c$ bef	ore $a, o,$ and	a word or syll l u (can, cob, o ey, kick, kyan	cut)	sually spelled		
	Vocabula	ıry: pursue,	hastily, vacar	nt, credible			
	Punctuat	ion and Ca	pitalization:	#5,6			
	EEL Cha	arts: A-F					
	Do						
	Spelling	Lesson					
	Task She	et: IEW Pio	ck 2 vocabula	ary sentences			
	Editing I	Exercise: Fo	undations, C	ycle 2, Week	3 history sente	ence	
	IEW Les	son					
- 1							



Simple Sentence Imperative S-Vi Interjections

Charts Review A-F

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Punctuation & Capitalization

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M Drill	Ο	n	d	а	У	
- <i>c</i> befo		(can, cob, cu	,	ually spelled		
Vocabular Quiz #1 (ry: pursue, h (optional)	astily, vacant	, credible			
Punctuati	on and Capi	talization: #	5,6			
EEL Men	nory Work: V	Week 4				
Do						
Spelling I	Lesson					
Editing E	xercise: Four	ndations, Cyc	cle 3, Week 3	history sente	nce	
IEW Less	on					



Simple Sentence Interrogative S-Vi

Charts A-F

Spelling Rule

- 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 multisyllable word. (picnic)

Punctuation & Capitalization

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.

W Drill	е	d	n	е	S	d	а	У	
Spelling At the er - ck after - ke after - c at the	nd of a a short a conso a long	word or vowel (s nant or t vowel (ta	ick) wo vov ike)	vels (parl	x, book)	pelled			
Vocabula	ary: un	iform, p	erturbe	ed, forem	ost, refe	orm (Le	sson 6 II	EW)	
Punctua	tion an	d Capita	alizatio	n: #6-7					
EEL Me	emory V	Work: W	eek 5						
Do									
Spelling	Lesson	l							
Our Mo I		ongue: 2, C, p. 2	21						
Forum S	entenc	es, Week	5, #1-	5, parse					
Task Sho	eet: Pic	k 2 Foru	m Sent	ences, V	Veek 5,	#1-5.			
Editing l	Exercis	e: EEL,	week 5						
IEW Les	sson								



Simple Sentence Interrogative S-Vi

Charts A-F

Spelling Rule

- 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 multisyllable 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.

Use commas to separate items in a series.

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
Spelling Lesson Forum Sentences, Week 5, #6-10, parse.
Forum Sentences, Week 5, #6-10, parse.
Forum Sentences, Week 5, #6-10, parse. Task Sheet: Pick 2 Forum Sentences, Week 5, #6-10.
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!"



Simple Sentence Interrogative S-Vi

Charts A-F

Spelling Rule

- 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 multisyllable 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.

Use commas to separate items in a series.

F Drill	r	i	d	а	У	`
- ck after a sh - k after a co - ke after a lo	f a word or nort vowel (s nsonant or t ng vowel (ta	two vowe ake)	/k/ is usually als (park, book) vord. (picnic)			
Vocabulary:	uniform, p	erturbed	, foremost, ref	orm (Lesson 6	6 IEW)	
Punctuation	and Capita	alization:	#6-7			
EEL Charts	: A-F					
Do						
Spelling Les	son					_
Task Sheet:			ces from the ba		ek's IEW	
Editing Exer	rcise: Found	lations, C	Cycle 2, Week	5 history sent	ence	
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)

Punctuation & Capitalization

- *c* at the end of a multisyllable word. (picnic)

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.

Drill	O	n	a	a	У
- ck after a- k after a- ke after a	of a word of short vowel consonant of long vowel	r two vowels ((park, book)	spelled	
Vocabular	y: uniform,	perturbed, fo	oremost, refe	orm (Lesson 6	S IEW)
Punctuation	on and Cap	italization:#	6-7		
EEL Char	ets: A-F				
Do					
Spelling L	esson				
Editing Ex	xercise: Four	ndations, Cyc	ele 3, Week 5	5 history sente	ence
Vocabular	y Quiz #1				
IEW Lesso	on				
Revie	w				



Weekly Focus	W Drill	е	d	n	е	S	d	а	У
Compound Sentence Declarative Exclamatory	Spelling At the end-dge after a -ge after a	d of a wo a short vo	ord, /j/ is o owel (badg	re)	elled				
S-Vt-DO Conjunctions	Vocabul	lary: be	stow, de	vout, rer	nowned	, profici	ent (Les	son 7 IE	W)
112 Model Sentences: Compound (G)	Punctua EEL Mo		-		ı: #7 - 8				
Conjunctions (H)	Do		, , , , , ,						
Spelling Rule 6 At the end of a word, /j/ is	Spelling	Lesson	1						
usually spelled -dge after a short vowel (badge)	Our Mo		ongue: 7, A, B,	C, p. 41					
-ge after anything else. (page, barge)	Forum S						-	, -	rse
Punctuation &	Task Sh Editing				ences, v	veek b,	#3, 4, 7,	, 10, 11	
Capitalization Use commas to separate items in a series.	IEW Le	esson							
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.									



Weekly Focus	⊺ Drill	h	U	r	S	d	а	У
Compound Sentence Declarative Exclamatory	At the end -dge after a	short vow	l, /j/ is usu		d			
S-Vt-DO	Vocabul	arv. hest	ow devo	ut renov	amed no	oficient (L	esson 7 II	F W)
Conjunctions						oncient (L	esson / n	LVV)
112 Model Sentences: Compound (G) Conjunctions (H)		tion and arts: G, l	Capitali: H	zation: #	±7-8			
Conjunctions (11)	Do							
Spelling Rule 6 At the end of a word, /j/ is usually spelled	Spelling	Lesson _						
-dge after a short vowel (badge)		other Ton Lesson 21	ngue: l , A, B p.	82				
-ge after anything else. (page, barge)	Task Sh		entences MT, Les		_	ms you jus	st did	
	Quid et	Quo: Or	ne of the	sentence	es from t	he task sh	eets you j	ust did.
Punctuation & Capitalization	Editing !	Exercise:	Foundat	ions, Cy	cle 1, W	eek 6 histo	ory senten	ice
Use commas to separate items in a series.	IEW Le	sson						
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.								



Weekly Focus	F Drill	r	İ	d	а	У
Compound Sentence Declarative Exclamatory S-Vt-DO Conjunctions	-dge after a s -ge after any Vocabula	of a word, /j/ short vowel (baything else. (pag	dge) ge, barge) devout, rend	wned, profici	ent (Lesson 7	IEW)
112 Model Sentences: Compound (G) Conjunctions (H)	EEL Cha	arts: G, H				
	Do					
Spelling Rule At the end of a word, /j/ is usually spelled -dge after a short vowel (badge) -ge after anything else. (page, barge)	Task She Quid et Q Editing F	et: IEW Pick vocabula Quo: One of Exercise: Fou	k 2 sentence ary flashcard the sentend andations, Co	es from the ba ls and task sho ces from the t ycle 2, Week	ck of this weekeet them. ask sheets you history sent	ı just did. ence
Punctuation & Capitalization	IEW Less	son				
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.						



Weekly Focus	M Drill	0	n	d	а	У
Compound Sentence Declarative Exclamatory	-dge after a	Rule: #6 of a word, /j/ is short vowel (bac ything else. (page	lge)	1		
S-Vt-DO Conjunctions	Vocabula	ry: bestow, d	evout, renow	vned, proficie	nt (Lesson 7	IEW)
112 Model Sentences: Compound (G) Conjunctions (H)		ion and Capi mory Work: V		7-8		
Conjunctions (11)	Do					
Spelling Rule 6 At the end of a word, /j/ is	Spelling l	Lesson				
usually spelled -dge after a short vowel				cle 2, Week 6	,	
(badge) -ge after anything else. (page,	IEW Less	son				
barge)	Revie	W				
Punctuation & Capitalization						
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.						



Weekly Focus		W Orill	е	d	n	е	S	d	а	У
Compound Sentence Imperative S-Vt-DO Adverbs Adverbs (I) Nouns (E)	-5 -6 -5	at the ences after a see after a	short vo long vo consona lary: ap	ord, /s/ is owel in a or wel (race) ant or two	ne syllable vowels (rind, stymie	word (kis ase, loose) ed, plum		terminia	able (Les	son 9 IEV
				Work: V		1. #3				
Spelling Rule 7 At the end of a word, /s/ is usually spelled		Oo								
-ss after a short vowel in a one syllable word (kiss) -ce after a long vowel (race)		Dur Mo		n Congue: 4, C, D	p. 30					
-se after a consonant or two vowels (rinse, loose)	F	Forum S	Senten	ces, Wee	k 7, #1-	3, parse	•			
Punctuation & Capitalization 9 Use a comma before the conjunction in a compound sentence.			Week 7	ck 2 of t 7, #1-3 se: EEL,		n Sente	nces yo	u just dia	agramm	ed,
Jack and Jill are nice, but I am nicer.		EW Le	esson							



Weekly Focus	⊺ Drill	h	U	r	S	d	а	У	
Compound Sentence Imperative S-Vt-DO Adverbs	-ss after a -ce after a -se after a	d of a wo short vov long vow consonar	rd, /s/ is use wel in a one sel (race) at or two vov	syllable wo wels (rinse,	ord (kiss) loose)	<i>t</i> :	niabla (La	aaan O H	23 47
Adverbs (I) Nouns (E)		ation an	d Capitali			t, intermi	niable (Le	sson 9 IF	?VV
Spelling Rule 7 At the end of a word, /s/ is usually spelled	Do Smalling	Loggon							
-ss after a short vowel in a one syllable word (kiss) -ce after a long vowel (race) -se after a consonant or two	Our Mo	other To Lesson	ongue: 18, A, B p 19, A, B p	. 74 (you					—
vowels (rinse, loose) Punctuation & Capitalization Use a comma before the			entence from				sheet		
conjunction in a compound sentence. Jack and Jill are nice, but I	Editing IEW Le		e: Founda	tions, Cy	vcle 1, W	eek 7 histo	ory senter	ice	
am nicer.									



Weekly Focus	F Drill	r	i	d	а	У
Compound Sentence Imperative S-Vt-DO	At the end -ss after a s -ce after a l	Rule: #7 l of a word, /s/short vowel in a long vowel (race consonant or two	one syllable w	ord (kiss)		
Adverbs Adverbs (I) Nouns (E)		tion and Cap	·	-	terminiable (I	Lesson 9 IEW
Spelling Rule 7 At the end of a word, /s/ is usually spelled	Do					
-ss after a short vowel in a one syllable word (kiss) -ce after a long vowel (race)	Our Mo	Lesson ther Tongue Lesson 20, A,	:			
-se after a consonant or two vowels (rinse, loose)	Quid et	Quo: Senten	ice #5 from	OMT Lesson	n 20, C p. 81	
Punctuation & Capitalization 9 Use a comma before the	Editing I IEW Les			ycle 2, Week	7 history sente	ence
conjunction in a compound sentence. Jack and Jill are nice, but I am nicer.						





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Weekly Focus	M Drill	0	n	d	а	У
Compound Sentence Imperative S-Vt-DO	At the end -ss after a s		is usually spelled one syllable word			
Adverbs	-se after a c	consonant or two	o vowels (rinse, lo	,	erminiable (I	esson 9 IFW
Adverbs (I) Nouns (E)	Quiz # 2	2 (optional)	, ,		erminable (1	Lesson 9 ILvv
Spelling Rule		tion and Cap mory Work:	italization: #9 Week 7	9		
7 At the end of a word, /s/ is usually spelled	Do					
-ss after a short vowel in a one syllable word (kiss)	Spelling	Lesson				
-ce after a long vowel (race)	Editing I	Exercise: Four	ndations, Cyc	le 3, Week 7	history sente	ence
-se after a consonant or two vowels (rinse, loose)	IEW Les	sson				
Punctuation & Capitalization	Revie	-w				
9 Use a comma before the conjunction in a compound sentence.						
Jack and Jill are nice, but I						
am nicer.						



Weekly Focus	Wednesday Drill
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) Vocabulary: feeble, clad, scorn, elite (Lesson 11 IEW) Punctuation and Capitalization: #10 EEL Memory Work: Week 8
	Do Spelling Lesson
Spelling Rule 8 At the beginning of a word /z/ is always spelled z. (zip)	Our Mother Tongue: Lesson 6, A p. 39 Lesson 16, D p. 70
At the end of a word /z/ may be spelled	Task Sheet: All 3 sentences from OMT, Lesson 16, D p. 70
-s or zz after a short vowel (is, has, fuzz)	Quid et Quo: One of the 3 sentences you just did on the task sheet. Editing Exercise: EEL, week 8
-ze after a long vowel (prize)	IEW Lesson_
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.	



Weekly Focus	⊺ Drill	h	U	r	S	d	а	У
Compound Sentence Interrogative S-Vt-DO Prepositions Prepositions (J) Nouns (E) 112 Model Sentences,	At the b At the e -s or zz a -ze after Vocabul	nd of a vafter a shallong vo	of a wor vord /z/ ort vowel owel (priz	may be s (is, has, e) scorn, el	spelled fuzz) ite (Lesso	oelled z. (zi on 11 IEW		
Compound (G) Adverbs (I)	Do					go over or	ŕ	
Spelling Rule 8 At the beginning of a word /z/ is always spelled z. (zip)			s, Week 8 sentence	•	he Forun	n Sentnece	es, Week	8
At the end of a word /z/ may be spelled -s or zz after a short vowel (is, has, fuzz)	Editing	Excercis	e: Founda	ations, C	ycle 1, V	ou just did Veek 8 hist	tory sente	
Punctuation & Capitalization 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	У
Weekly Focus	Drill	•	ı	G	J	7
Compound Sentence Interrogative S-Vt-DO Prepositions Prepositions (J) Nouns (E) 112 Model Sentences, Compound (G) Adverbs (I)	At the bo At the er-s or zz a -ze after Vocabul Punctua EEL Ch	nd of a word after a short value a long vowel ary: feeble, on	/z/ may be vowel (is, ha (prize) clad, scorn, pitalization:	elite (Lesson 1	1 IEW)	
	Do Spelling	Lesson				
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 It two independent clauses	Task Sho	eet: IEW Pic vocabul Quo: One o	ck 2 sentence ary flashcar of the senter undations, (es from the bards and task shaces from the Egycle 2, Week	eet them. task sheets you	ı just did.
joined by a conjunction are short and closely related in thought, the comma may be omitted. I will walk and he will run.						



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/ 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 II) Punctuation and Capitalization: #10 EEL Memory Work: Week 8 Do Spelling Rule Spelling Rule Spelling Lesson Editing Exercise: Foundations, Cycle 2, Week 8 had beginning of a word /z/ may be spelled Review Review	EW)	
Spelling Rule Spelling Rule At the beginning of a word /z/ is always spelled z. (zip) At the end of a word /z/ may be spelled Review		
At the end of a word /z/ may be spelled Review	nstory sent	tence
-s or zz after a short vowel (is, has, fuzz) -ze after a long vowel (prize)		
Punctuation & Capitalization 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.		



	_												
Weekly Focus		W Drill	е	d	n	е	S	d	а	У			
Compound Sentence Declarative S-Vl-PN		Spelling Rule: #9 At the end of a word, /ch/ is usually spelled -tch after a short vowel (match) -ch after everything else (beach)											
Linking Verbs				gile, impe		smug, ir	ndolent	(Lesson	12 IEW)			
Verb AnatomyTo be (K Verbs (C) Principal Parts of Verbs (I			Punctuation and Capitalization: #10-11 EEL Memory Work: Week 9										
Nouns (E)		Do		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,									
Spelling Rule 9 At the end of a word, /ch is usually spelled -tch after a short vowel (match) -ch after everything else (beach) Punctuation & Capitalization If two independent claus joined by a conjunction a short and closely related	es es es	Forum Task Sh Quid et Editing	other T Lesson Senten neet: Fo t Quo:	Congue: 23, A, B ces, Wee orum Sen	k 9, pars tences, \tences	se. Week 9	ices you	just did	on the	task sheet			
thought, the comma may be omitted.		IEW Le	esson										
I will walk and he will ru Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence. When we play, we have fur We, who have fur, play. We have fur when we play (Remember rule 10).	е												



Weekly Focus	⊺ Drill	h	U	r	S	d	а	У				
Compound Sentence Declarative	1	Rule: #	#9 d, /ch/ is u	sually spell	led							
S-Vl-PN	-tch after a	a short vow	vel (match) else (beach)	. 1								
Linking Verbs	Vocabul	lary: agil	e, impeco	able, sm	ug, indol	ent (Lesso	on 12 IEW	V)				
Verb AnatomyTo be (K) Verbs (C)	Punctua	ation and	l Capitali	zation: #	±10 - 11							
Principal Parts of Verbs (D) Nouns (E)	EEL Charts: K, C, D, E											
	Do											
Spelling Rule 9 At the end of a word, /ch/	Spelling	Lesson										
is usually spelled		other Toi	ngue: 3, C, D p	89_90								
-tch after a short vowel (match)			T, Lessor		. 90							
-ch after everything else (beach)				-		st did on t	the task sh	ieet.				
Punctuation & Capitalization							ory senten					
If two independent clauses joined by a conjunction are	IEW Le	sson										
short and closely related in thought, the comma may be omitted.												
I will walk and he will run.												
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.												



Weekly Focus	F Drill	r	i	d	а	У						
Compound Sentence Declarative	Spelling I	Rule: #9 of a word, /ch	/ is usually spe	lled								
S-Vl-PN		short vowel (ma erything else (be										
Linking Verbs	Vocabula	ary: agile, im	peccable, sn	nug, indolent	(Lesson 12 II	EW)						
Verb AnatomyTo be (K) Verbs (C)	Punctuat	ion and Cap	oitalization:	#10-11								
Principal Parts of Verbs (D) Nouns (E)	EEL Cha	EL Charts: K, C, D, E										
	Do											
Spelling Rule 9 At the end of a word, /ch/	Spelling 1	Lesson										
is usually spelled	Task She				ck of this wee	ek's IEW						
-tch after a short vowel (match)	vocabulary flashcards and task sheet them. Quid et Quo: One of the sentences you just did on the task sheet.											
-ch after everything else (beach)					9 history sent							
Punctuation & Capitalization	IEW Less	son										
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.												
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 <i>when we play</i> . (Remember rule 10).												



Weekly Focus	M Drill	0	n	d	а	У						
Compound Sentence Declarative		of a word, /ch/	' is usually spelle	d								
S-Vl-PN	-tch after a s	short vowel (ma erything else (be	tch)									
Linking Verbs	Vocabula	ıry: agile, imp	peccable, smu	g, indolent (Lesson 12 IE	W)						
Verb AnatomyTo be (K) Verbs (C)	Punctuat	ion and Cap	italization:#	10-11								
Principal Parts of Verbs (D) Nouns (E)	EEL Mei	EEL Memory Work: Week 9										
	Do											
Spelling Rule	Spelling	Lesson										
At the end of a word, /ch/												
is usually spelled	Editing F	Exercise: Four	ndations, Cyc	le 3, Week 9	history sente	ence						
-tch after a short vowel (match)	IEW Less	son										
-ch after everything else (beach)	Povis											
	Revie	₽ W										
Punctuation & Capitalization												
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.												
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 <i>when we play</i> . (Remember rule 10).												



Weekly Focus		W Drill	е	d	n	е	S	d	а	У				
C														
Compound Sentence														
Declarative		Spelling	Rule:	#10										
		English w	ords do	not usually	end in i,	j, u, or v.	high, rag	e, blue, giv	ve).					
C 3/1 DA		Ü		,		,	. 0 . 0		,					
S-Vl-PA		T 7 1 1					.1 1	1 1	111 1 1 /1					
		Vocabul	lary: m	elanchol	y, ımmır	nent, be	wildere	d, embe	llished (J	Lesson 15				
Adjectives		IEW)												
rajectives		,	,											
	1	-	Punctuation and Capitalization: #11, 19											
Adjectives (L)		Punctua	Punctuation and Capitalization: #11-12											
Verbs (C)		1												
` '		EEL M	morri	Work: W	ook 10									
Principal Parts of Vers (D)		EEL M	emory	VVOIK. VV	CCK 10									
112 Model Sentences:														
Compound (G)		Do												
1 \ /		Do												
$\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ $														
		Spolling	I oggo	n										
		Spelling	Lesso											
(Spelling Rule)														
10 English words do not		Our Mo	other T	ongue:										
					5 (*******	mon atraci	lanta)							
usually end in i, j, u , or v .				3, A p. 2		_	iems)							
(high, rage, blue, give).			Lesson	$3, C, E_1$	o. 26 - 27									
Punctuation &		Forum	Sonton	og Wool	. 10 #1	2 pare								
Capitalization		Torum	enten	ces, Weel	10, #1	-2, pars	C							
Use a comma or		Task Sh	eet: Th	ne Forum	Senten	ces vou	iust did	l.						
commas to separate the						,	J							
dependent clause from the		0 11		0 0	C					1 1				
independent clause in a		Quid et	Quo:	One of t	ne forun	n senter	ices you	ı just did	on the	task sheet.				
complex sentence.														
, , , , , , , , , , , , , , , , , , ,		Editing	Everci	se: EEL,	week 10)								
When we play, we have fun.		Lanning	LACIUI	ос. шии,	WCCK I	,								
vvnen we pusy, we have full.														
VAI L C 1		IEW Le	sson											
We, who have fun, play.			_											
*** 1														
We have fun when we play.														
(Remember rule 10).														
12 Use quotation marks before														
and after a speaker's exact														
words.														
1101401														
"We live!" shouted the														
man.														
The man shouted, "We														
live!" (Note the use of the														
comma.)														



Weekly Focus	⊺ Drill	h	U	r	S	d	а	У				
Compound Sentence Declarative	Spelling English w		#10 not usually en	nd in <i>i i u</i>	or v. (high	. rage. blue	give).					
S-VI-PA	Vocabu							(Lesson 15				
Adjectives	IEW)											
Adjectives (L) Verbs (C)	Punctuation and Capitalization: #11-12											
Principal Parts of Vers (D) 112 Model Sentences:	EEL Charts: L, C, D, G, K											
Compound (G) Verb AnatomyTo Be (K)	Do											
Spelling Rule	Spelling	g Lessor	1									
English words do not usually end in <i>i</i> , <i>j</i> , <i>u</i> , or <i>v</i> . (high, rage, blue, give).	Our Mo		ongue: 16, B p. 68	3-70								
	Task Sh	eet: Pic	ck 2 senten	ces from	OMT I	Lesson B th	nat you ju	st did.				
Punctuation & Capitalization Use a comma or	Quid et	Quo: (One of the	OMT se	entences	you just c	lid on the	task sheet.				
commas to separate the dependent clause from the	Editing	Exercis	se: Founda	ions, Cy	cle 1, W	eek 10 his	tory sente	ence				
independent clause in a complex sentence.	IEW Le	esson										
When we play, we have fun.												
We, who have fun, play.												
We have fun <i>when we play</i> . (Remember rule 10).												
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.)												



Weekly Focus		F Drill	r	i	d	а	У
Compound Sentence							
Declarative		Spelling I	Rule: #10				
Declarative				ally end in i	u, or v. (high, rage	e blue give)	
C M DA		Tugusu woi	i ao ao not usua	y C110 111 <i>1</i> , <i>J</i> ,	a, or v. (mgn, ragi	c, <i>Diuc</i> , give <i>j</i> .	
S-VI-PA		Vocabal-	mu malanal	ok immir	ant barrildar-	d amballiak -	d/Losson 15
			ry: meianch	iory, imimime	ent, bewildere	u, embellishe	d (Lesson 13
Adjectives		IEW)					
		_					
Adjectives (L)		Punctuati	ion and Cap	oitalization:	#11-12		
Verbs (C)							
Principal Parts of Vers (D)		EEL Cha	rts: L, C, D	, G, K			
112 Model Sentences:							
Compound (G)		Do					
Verb AnatomyTo Be (K)		Do					
verb matority to be (K)	_						
		Spelling I	Lesson				
Spelling Rule							
10 English words do not		Task Shee	et: IEW Pic	ck 2 sentenc	ces from the ba	ack of this we	ek's IEW
usually end in i, j, u , or v .			vocabula	ary flashcar	ds and task sho	eet them.	
(high, rage, blue, give).							
		Quid et C	Quo: One of	f the senten	ices you just di	d on the task	sheet.
Punctuation &		\sim 7			, ,		
Capitalization		Editing F	Exercise: Fou	ındations C	Cycle 2, Week	10 history ser	ntence
Use a comma or		244415			, 510 <u>-</u> , 1100K	10 1110001 y 501	101100
commas to separate the		IEW Less	zon.				
dependent clause from the		IL VV LCSS	011				
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.)							
,							
	1						



Weekly Focus		M Drill	Ο	n	d	а	У						
Compound Sentence	1												
Declarative Declarative			Rule: #10 ds do not usuall	y end in <i>i, j, u,</i> c	or v. (high, rage,	blue, give).							
S-VI-PA			ry: melancho				d (Lesson 15						
Adjectives		IEW)	,	,,	,	,	(-322-110						
Adjectives (L) Verbs (C)		Punctuati	on and Capi	talization: #1	11-12								
Principal Parts of Vers (D) 112 Model Sentences:		EEL Men	EEL Memory Work: Week 10										
Compound (G) Verb AnatomyTo Be (K)		Do	Do										
		Spelling I	Lesson										
Spelling Rule English words do not		Editing E	xercise: Foun	dations, Cyc	le 3, Week 1	0 history sen	tence						
usually end in i , j , u , or v . (high, rage, blue, give).		IEW Less	on										
Punctuation & Capitalization													
Use a comma or		Revie	W										
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 <i>when we play</i> . (Remember rule 10).													
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.)													



Weekly Focus		W Drill	е	d	n	е	S	d	а	У			
Compound Sentence Exclamatory		Spelling		#11 pronuncia	tion of the	e vowel th	at follows	s it. (watch	, work)				
S-Vl-PN S-Vl-PA				sclosed,						V)			
Review Verbs (C)		Punctua	ition ar	nd Capit	alization	ı: #12-1	3						
Principal Parts of Verbs (D) Varb AnatomyTo be (K)	EEL Memory Work: Week 11												
		Do											
		Spelling	Lesson	n									
Spelling Rule w can change the pronunciation of the vowel		Our Mo		Congue: 24, A, C	: 1-5 p.9	2							
that follows it. (watch, work) Punctuation &	Task Sheet: Two of the sentneces from OMT Lesson 24, C that did.												
Capitalization 12 Use quotation marks before		Quid et	Quo:	One of t	he OM	Γ senten	ces you	just did	on the	task sheet.			
and after a speaker's exact words.		Editing	Excerc	ise: EEL	, week 1	1							
"We live!" shouted the man.		IEW Le	sson										
The man shouted, "We live!" (Note the use of the comma.)													
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.													



Weekly Focus	⊺ Drill	h	U	r	S	d	а	У			
Compound Sentence Exclamatory	1 (g Rule: ange the p	#11 pronunciatio	on of the vo	owel that fo	llows it. (wa	tch, work)				
S-VI-PN S-VI-PA			sclosed, co					W)			
Review	Punctu	ation an	ıd Capital	ization: #	# 12 - 13						
Verbs (C) Principal Parts of Verbs (D) Varb AnatomyTo be (K)	EEL Charts: C, D, K										
	Do										
	Spelling	g Lessor	1								
Spelling Rule w can change the		other To Lesson	ongue: 24, B, C 6	5-10 p.92							
pronunciation of the vowel that follows it. (watch, work)	Task Sl did.	neet: Tw	o of the s	entneces	from Ol	MT Lesson	n 24, C th	nat you just			
Punctuation & Capitalization 12 Use quotation marks before	Quid et	t Quo: (One of the	e OMT s	entences	you just o	lid on the	task sheet.			
and after a speaker's exact words.	Editing	Excerc	ise: Found	ations, C	Sycle 1, V	Veek 11 hi	story sent	ence			
"We live!" shouted the man.	IEW Lo	esson									
The man shouted, "We live!" (Note the use of the comma.)											
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 Godnot of natural descent.											





Weekly Focus	F Drill	r	i	d	а	У							
Compound Sentence Exclamatory	Spelling F		ation of the	vowel that follows	s it. (watch, work))							
S-Vl-PN S-Vl-PA				scowl, dislodge	,								
Review Verbs (C)	Punctuati	on and Capi	italization:	#12-13									
Principal Parts of Verbs (D) Verb AnatomyTo be (K)	EEL Cha	EEL Charts: C, D, K											
	Do												
	Spelling I	Lesson											
Spelling Rule w can change the pronunciation of the vowel	Task Shee			es from the bads and task sho		ek's IEW							
that follows it. (watch, work)	Quid et Ç	Quo: One of	the senten	ces you just di	d on the task	sheet.							
Punctuation & Capitalization	Editing E	xercise: Four	ndations, C	Cycle 2, Week	11 history sen	tence							
Use quotation marks before and after a speaker's exact words.	IEW Less	son											
"We live!" shouted the man.													
The man shouted, "We live!" (Note the use of the comma.)													
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	0	n	d	~							
Weekly Focus	Drill	O	n	u	а	У						
Compound Sentence Exclamatory	Spelling F		ation of the vov	wel that follows	it. (watch, work)							
S-VI-PN S-VI-PA	Vocabula				(Lesson 16 II							
Review Verbs (C) Principal Parts of Verbs (D)		ion and Capi	talization: #	12-13								
Verb AnatomyTo be (K)	EEL Men	EEL Memory Work: Week 11										
	Spelling I	Lesson										
Spelling Rule 11 w can change the	Editing E	xercise: Four	dations, Cyo	cle 2, Week 1	1 history sen	tence						
pronunciation of the vowel that follows it. (watch, work)	IEW Less	IEW Lesson										
Punctuation & Capitalization	Revie	•W										
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.)												
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.												



Weekly Focus Compound Sentence Interrogative S-VI-PN S-VI-PA Review Verbs (C) Principal Parts of Verbs (D) Spelling Rule At the beginning or end of any base word, /sh/ is usually spelled si, (shape, fish). At the beginning or end of any syllable except the first one, /sh/ can be spelled ai, si, or ti (special session, station). The only exception is the ending -ship. Weekly Focus Drill Spelling Rule: #12 At the beginning or end of any base word, /sh/ is usually spelled si, (shape, fish). At the beginning or end of any syllable except the first one, /sh/ can be spelled ai, si, or ti (special session, station). The only exception is the ending -ship. All Spelling Rules: #1-12 All Punctuation and Capitalization Rules: #1-13 All EEL Memory Work: Week 1-12										
Verbs (C) Principal Parts of Verbs (D) Spelling Lesson Spelling Rule 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. Spelling Lesson Editing Excercise: 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	Compound Sentence Interrogative S-VI-PN	Spelling At the be	g Rule: ginning of	#12 or end of of any syll	any base w able excep	vord, /sh/ ot the first	' is usuall one, /sh.	y spelled s	h (shape, fi	ish).
	Verbs (C) Principal Parts of Verbs (D) Spelling Rule 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	Spelling Editing Any IE Revi All Spe	Excerce Excerce W Less Cew Cling Runctuation	on that alles: # 1	L, week 1 was not o	done du	ring the		er	



Weekly Focus	⊺ Drill	h	U	r	S	d	а	У
Compound Sentence Interrogative S-Vl-PN S-Vl-PA	At the beg	ginning of	end of any	e except th	e first one,	/sh/ can b	d <i>sh</i> (shape, e spelled <i>ci</i> ,	fish). si, or ti (special
Review Verbs (C) Principal Parts of Verbs (D)	Do Spelling	g Lesson						
Spelling Rule At the beginning or end of any base word, /sh/ is usually spelled sh (shape, fish).	Any IEV	W Lesson				Week 12 hi	istory sent	ence
At the beginning of any syllable except the first one, /sh/ can be spelled <i>ci</i> , <i>si</i> , or <i>ti</i> (special, session, station). The only exception is the		ling Rule	es: # 1-12 and Cap		n Rules:	# 1-13		
ending -ship.	EEL Cl	narts: A,	C, D, E,	F				



Weekly Focus Compound Sentence		F Drill	r	i	d	а	У			
Interrogative S-Vl-PN S-Vl-PA		At the be	ginning of any	of any base wo		y spelled <i>sh</i> (shape/ / can be spelled <i>c</i>				
Review Verbs (C)		Do								
Principal Parts of Verbs (D)		Spelling	g Lesson							
Spelling Rule		Editing	Excercise: F	Foundations,	Cycle 2, Weel	k 12 history se	ntence			
At the beginning or end of any base word, /sh/ is usually spelled <i>sh</i> (shape,		Any IEW Lesson that was not done during the semester								
fish).		Revi	ew							
At the beginning of any syllable except the first one, /sh/ can be spelled <i>ci, si,</i> or		All Spel	lling Rules: 7	# 1 - 12						
ti (special, session, station). The only exception is the		All Pun	ctuation and	d Capitalizati	ion Rules: # 1	-13				
ending -ship.		EEL Cl	narts: H, I, J	, K, L						
	1									



Weekly Focus	M Drill	0	n	d	а	У
Compound Sentence Interrogative S-VI-PN S-VI-PA	Spelling At the beg		llable except the	e first one, /sh/	spelled sh (shape can be spelled ca	
Review Verbs (C)	Do					
Principal Parts of Verbs (D)	Spelling	Lesson				
Spelling Rule	Editing 1	Excercise: Fou	undations, Cy	vcle 3, Week	12 history ser	ntence
At the beginning or end of any base word, /sh/ is usually spelled sh (shape,	Any IEV	V Lesson that	was not don	e during the	semester	
fish).	Revie	ew				
At the beginning of any syllable except the first one, /sh/ can be spelled <i>ci, si,</i> or	All Spell	ling Rules: #	1-12			
ti (special, session, station). The only exception is the	All Punc	ctuation and (Capitalization	n Rules: # 1-	-13	
ending -ship.	All EEL	Memory Wo	rk: Week 1-1	2		



											_
Weekly Focus	1	₩ Drill	е	d	n	е	S	d	а	У	`
Complex Sentence Declarative, Exclamatory		pelling vowel		#13 osed sylla	able usuz	ally says	its shor	t sound.	(cat).		
S-Vt-IO-DO 112 Model Sentneces: Complex (M) A, E, F, H, I, L Spelling Rule	□ V □ P □ E	ocabul Punctua	ary: re	elish, aba nd Capit Work: W	shed, lud	dicrous,				IEW)	
A vowel in a closed syllable usually says its short sound. (cat). Punctuation & Capitalization Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author's name when it follows a direct quote.		pelling Our Mo I Task Sho I Editing	other T Lesson eet (Ta Lesson Exerci	n Congue: 22, A, E asks 1-6, B that y se: EEL,	5 p. 85 this incluou just d week 13	lid.	uid-et-Ç	Quo): Ser	ntence #	1 from	_
He gave the right to become children of God-not of natural descent.											



Weekly Focus Complex Sentence Declarative, Exclamatory S-Vt-IO-DO	Spe A v	h celling Rule: # cowel in a close	sed syllabl	·	•		, ,	y (7 1EM/)
112 Model Sentneces: Complex (M) A, E, F, H, I, L	Pur	cabulary: reli	l Capitali	zation: #		oriciously (Lesson 1	/ IEW)
Spelling Rule A vowel in a closed syllable usually says its short sound. (cat). Punctuation & Capitalization 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 Godnot of natural descent.	Ou Tas	elling Lesson or Mother To Lesson 1 sk Sheet (Tasl	ngue: 7, C, D p ks 1-6, thi sson D tha	. 72-73 s include at you ju	st did.	• ,		



Weekly Focus	F Drill	r	i	d	а	У
Complex Sentence Declarative, Exclamatory S-Vt-IO-DO 112 Model Sentneces: Complex (M) A, E, F, H, I, L Spelling Rule 3 A vowel in a closed syllable	Spelling A vowel Vocabul Punctua EEL Ch	lary:relish, ab ation and Cap narts: M, A, I	pashed, ludic pitalization: E, F, H, I, L		ously (Lesson	17 IEW)
usually says its short sound. (cat). Punctuation & Capitalization Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author's name when it follows a direct quote.	Task Sh	from Lesson Excercise: Fo	6, this included that you do bundations,	des Quid-et-Q did yesterday (Cycle 2, Week	Quo): Sentence (p. 73, 17 D).	
He gave the right to become children of Godnot of natural descent.						



Weekly Focus	M Drill	0	n	d	а	У
Complex Sentence Declarative, Exclamatory S-Vt-IO-DO 112 Model Sentneces: Complex (M) A, E, F, H, I, L	A vowel i Vocabula Punctuat	Rule: #13 n a closed sylury: relish, abi ion and Capi mory Work: V	ashed, ludicr	ous, capricio		17 IEW)
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.			ındations, Cy		13 history ser	ntence



The well-known (a) teacher

hundred former students

had *forty-two* (b)

attend her *retire- ment* (c) dinner, which is from 2-4 p.m. (d)

Weekly Focus	W Drill	е	d	n	е	S	d	а	У
Complex Sentence Imperative Verb (Active/passive voice) S-Vt-IO-DO	Spelling A vowe	l in an	accented						. (pa' per)
A, E, H, I, L, M		·	evious, so nd Capit			ive (Les	son 18]	IEW)	
Spelling Rule 14 A vowel in an accented open syllable usually says its long sound. (pa' per)	EEL M	lemory	Work: V	Veek 14					
Punctuation & Capitalization Use hyphens: (a) to link			n Tongue:						
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.	Task Sl	neet (Ta Lesson	asks 1-6, A that y	this incl ou just o	did.	id-et-Ç	Quo): Sei	ntence #	[‡] 1 from

IEW Lesson_



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

A, E, H, I, L, M

Spelling Rule

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

Punctuation & Capitalization

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 retirement (c) dinner, which is from 2-4 p.m. (d)

	T Drill	h	U	r	S	d	а	У
		Rule: 7		oen syllal	ole usuall	y says its l	ong sound	l. (pa' per)
	ocabul	ary: Vo	cabulary:	devious,	serene, t	toil, contri	ve (Lesson	n 18 IEW)
P	unctua	tion and	d Capitali	zation: #	# 14			
E	EL Ch	arts: A,	E, H, I, I	L, M				
	00							
	pelling	Lesson						
		ther To Lesson 4	ngue:	15				
Γ		,	ks 1-6, thi		•	et-Quo): I	Pick two se	entences
E	diting l	Excercis	se: Found	ations, C	Sycle 1, V	Veek 14 hi	story sent	ence
	EW Le	sson						



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

A, E, H, I, L, M

Spelling Rule

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

Punctuation & Capitalization

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 retirement (c) dinner, which is from 2-4 p.m. (d)

F	r	i	d	а	У
Drill					
1 0	Rule: #14 n an accente	d open sylla	able usually sa	ys its long sou	nd. (pa' per)
Vocabula	ry: Vocabula	ary: devious	s, serene, toil,	contrive (Less	on 18 IEW)
Punctuati	ion and Cap	italization:	#14		
EEL Cha	arts: A, E, H	, I, L, M			
Do					
Spelling I	Lesson				
		-	des Quid-et-Q ı did yesterda	• /	
Editing E	Excercise: For	undations,	Cycle 2, Week	x 14 history se	ntence
IEW Less	son				



M Drill	0	n	d	а	У
Spelling A vowel Vocabul Punctua	in an accented ary: Vocabulation and Cap	ary: devious, s	erene, toil, c		u 1 ,
☐ Spelling ☐ Editing ☐ IEW Le	Excercise: Fou	undations, Cy	cle 3, Week	14 history ser	
	Spelling A vowel Vocabul Punctua EEL Mo Do Spelling Editing IEW Le	Spelling Rule: #14 A vowel in an accented Vocabulary: Vocabula Punctuation and Cap EEL Memory Work: Do Spelling Lesson Editing Excercise: For	 □ Spelling Rule: #14 A vowel in an accented open syllable □ Vocabulary: Vocabulary: devious, sometime in the syllable □ Punctuation and Capitalization: # □ EEL Memory Work: Week 14 □ Do □ Spelling Lesson	 □ Spelling Rule: #14 A vowel in an accented open syllable usually says. □ Vocabulary: Vocabulary: devious, serene, toil, c □ Punctuation and Capitalization: #14 □ EEL Memory Work: Week 14 □ Do □ Spelling Lesson	Spelling Rule: #14 A vowel in an accented open syllable usually says its long sour Vocabulary: Vocabulary: devious, serene, toil, contrive (Lesse Punctuation and Capitalization: #14 EEL Memory Work: Week 14 Do Spelling Lesson



W	e d	n	е	S	d	а	У
Drill Spelling A vowel Vocabul Punctua EEL Mo Do Spelling Our Mo Task Sh	g Rule: #15 In an accented lary: analyze, action and Capemory Work: g Lesson other Tongue: Lesson 8, A pure to (Tasks 1-6) from Lesson A Exercise: EEE	d open sy aghast, trivitalization Week 15 44-45 6, this included that you	llable us agic, ras n: #15 udes Qu i just dic	ually sa sh (Less	ys its lon	g sound	. (ba. na. na
	Drill Spelling A vowel Vocabu Punctua EEL M Do Spelling Our Mo Task Sh	Drill Spelling Rule: #15 A vowel in an accented Vocabulary: analyze, Punctuation and Cap EEL Memory Work: Do Spelling Lesson User Lesson 8, A p. Task Sheet (Tasks 1-6 from Lesson A	Drill Spelling Rule: #15 A vowel in an accented open sy Vocabulary: analyze, aghast, tr Punctuation and Capitalization EEL Memory Work: Week 15 Do Spelling Lesson Our Mother Tongue: Lesson 8, A p. 44-45 Task Sheet (Tasks 1-6, this incl from Lesson A that you Editing Exercise: EEL, Week 1	Drill Spelling Rule: #15 A vowel in an accented open syllable us Vocabulary: analyze, aghast, tragic, ras 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 Questrom Lesson A that you just did Editing Exercise: EEL, Week 15	Drill Spelling Rule: #15 A vowel in an accented open syllable usually sa Vocabulary: analyze, aghast, tragic, rash (Less 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-Q from Lesson A that you just did. Editing Exercise: EEL, Week 15	Drill Spelling Rule: #15 A vowel in an accented open syllable usually says its long 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): Pict from Lesson A that you just did. Editing Exercise: EEL, Week 15	Drill Spelling Rule: #15 A vowel in an accented open syllable usually says its long sound 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 se from Lesson A that you just did. Editing Exercise: EEL, Week 15



Complex Sentence Interrogative Interjections S-Vt-IO-DO Verb Anatomyto have (N) Verb Anatomyto be (K) Spelling Rule A vowel in an accented open syllable usually says its long sound. (ba. na. na) Punctuation & Capitalization Use semicolon to replace conjunctions in compound sentneces. We love Jesus; they adore Jesus.	A vowel Vocabu Punctua EEL Ch Do Spelling Our Mo Task Sh	lary: ana ation and narts: N, g Lesson other To Lesson 1 neet (Tasl sentnece	cented op llyze, agha l Capitali K ngue: 0, B p. 54 ks 1-6, this from Le	ast, tragi zation: ‡ 4-55 is include esson B th	c, rash (l #15 es Quid- hat you j	Lesson 19 et-Quo): A ust did.		
	Editing	Excercis					istory sent	ence



W. H. E.	F	r	i	d	a	У
Weekly Focus	Drill	ı	1	G	G	y
Complex Sentence Interrogative Interjections S-Vt-IO-DO Verb Anatomyto have (N) Verb Anatomyto be (K) Spelling Rule Spelling Rule A vowel in an accented open syllable usually says its long sound. (ba. na. na) Punctuation & Capitalization Use semicolon to replace conjunctions in compound sentneces. We love Jesus; they adore Jesus.	Spelling A vowel Vocabul Punctua EEL Ch Do Spelling Task Sh	ary: analyze, ation and Cap arts: N, K Lesson eet (Tasks 1-6 Our Mother T	aghast, tragitalization: 5, this include Tongue Lesundations,	able usually say gic, rash (Lesse #15 des Quid-et-Qui	on 19) Quo): Sentence (5)	e #2-3 from



Weekly Focus	M	0	n	d	а	У
Complex Sentence Interrogative Interjections S-Vt-IO-DO Verb Anatomyto have (N) Verb Anatomyto be (K) Spelling Rule 5 A vowel in an accented open syllable usually says its long sound. (ba. na. na) Punctuation & Capitalization Use semicolon to replace conjunctions in compound sentneces. We love Jesus; they adore Jesus.	A vowel in Vocabula Punctuati EEL Mer Do Spelling I	ry: analyze, a ion and Capi mory Work: V Lesson Excercise: Fou	aghast, tragic italization: # Week 15	c, rash (Lesso 15	on 19)	nd. (ba. na. na



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

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

Spelling Rule

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 (suceed)
- ai (captain, mountain)
- ea (ocean)
- ou (famous)

Exceptions: happy, baby, leverage, beverage

Punctuation & Capitalization

- 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	е	d	n	е	S	d	а	У
Drill								
Spelling A vowel			open sy	dlable us	ually sa	ys its lon	g sound.	
Vocabu	lary: ar	nguish, ir	nsolent,	restrain,	gravely	y (Lesson	n 20 IEV	V)
Punctua	ation ar	nd Capit	alizatio	n: #16				
EEL M	emory	Work: W	Veek 16					
Do								
Spelling	g Lesson	າ						
Our Mo		ongue: 30, A p.	113					
		sks 1-6, ed me "I		udes Qu te".	ıid-et-Ç	Quo): Use	e this ser	itence:
Editing	Exercis	se: EEL,	week 1	6				
IEW Le	esson							



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

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

Spelling Rule

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

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- o (harmony)
- u (suceed)
- ai (captain, mountain)
- ea (ocean)
- ou (famous)

Exceptions: happy, baby, leverage, beverage

Punctuation & Capitalization

- 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	а	У	
Drill								
	g Rule: 3		oen sylla	ble usuall	y says its l	ong sound	l.	
Vocabu	ılary: anş	guish, insc	olent, res	strain, gra	avely (Less	son 20 IE	W)	
Punctua	ation an	d Capitali	ization:	#16				
EEL M	lemory V	Vork: Wee	ek 16					
Do								
Spelling	g Lesson							
	other To Lesson 3	ongue: 31, A, B p	. 116-11	7				
	,	-		•	et-Quo): U president.		ntence:	
Editing	Excerci	se: Found	ations, C	Cycle 1, V	Veek 16 hi	story sent	ence	
IEW Le	esson							



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

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

Spelling Rule

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

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- i (animal, president)
- o (harmony)
- u (suceed)
- ai (captain, mountain)
- ea (ocean)
- ou (famous)

Exceptions: happy, baby, leverage, beverage

Punctuation & Capitalization

- 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	У
Drill	'	'	G	G	7
Spelling F A vowel in		d open sylla	ble usually sa	ys its long sour	nd.
Vocabula	ry: anguish,	insolent, res	strain, gravely	y (Lesson 20 I	EW)
Punctuati	on and Cap	italization:	#16		
EEL Men	nory Work:	Week 16			
Do					
Spelling I	Lesson				
	ner Tongue: esson 32, A ₁				
	et (Tasks 1-6 hard made 1	-	•	Quo): Use this	sentence:
Editing E	xcercise: For	undations, (Cycle 2, Week	x 16 history se	ntence
IEW Less	on				



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

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

Spelling Rule

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 (suceed)
- ai (captain, mountain)
- ea (ocean)
- ou (famous)

Exceptions: happy, baby, leverage, beverage

Punctuation & Capitalization

- 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.

М	0	n	d	а	У
Drill					
Spelling Ru A vowel in		d open syllabl	le usually say	s its long sour	nd.
Vocabulary	: anguish,	insolent, rest	rain, gravely	(Lesson 20 II	EW)
Punctuation	n and Cap	italization:#	16		
EEL Memo	ory Work: '	Week 16			
Do					
Spelling Le	esson				
Editing Exc	cercise: Fou	ındations, Cy	vcle 3, Week	16 history ser	ntence
IEW Lesso	n				
Reviev	W				



Weekly Focus	W Drill	е	d	n	е	S	d	а	У
Complex Sentence Exclamatory Review Adjectives S-Vt-DO-OCA	,	be spe	#17 elled i , and ind, post		ay be sp	pelled o	when fol	lowed b	y two
Adjectives (L), 112 Model Sentences: Complex (M), Verb AnatomyTo Have (N)	Punctua	ation a	in, crane nd Capit Work: V	alization		repugn	ant (Less	son 21 I	EW)
Spelling Rule 7 / i/ may be spelled i, and	Do	T	-						
/o/ may be spelled o when followed by two consonants. (mind, post)	Our Me	other T	n Congue: 15, A, E		C p. 66	ô			
Punctuation & Capitalization 17 Use parentheses (())		`	asks 1-6, Lesson		ıdes Qı	ıid-et-Ç	Q uo):		
(a) to enclose information not pertinent to thought, (b) to enclose numbered or	Ü		se: EEL,		1				
lettered items in a sentence, (c) to enclose a reference in a sentence.	IEW Le	esson _							
Harriet Tubman (1820-1913) ^(a) led the Underground Railroad (Scholastic American History Homework pp 54-55) ^(c) .									



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

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

Spelling Rule

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

Punctuation & Capitalization

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).

⊺ Drill	h	U	r	S	d	а	У	
/i/ may	Rule: #1 be spelled nts. (mind	di, and	/o/ may	be spelle	ed o when	followed t	oy two	
Vocabul	ary: din,	crane, r	eprehens	ible, rep	ugnant (L	esson 21]	IEW)	
Punctua	tion and	Capitali	zation: #	‡ 17				
EEL Ch	arts: L, N	1, N						
Do								
Spelling	Lesson _							
	ther Ton Lesson 16		0					
	eet (Tasks OMT L			es Quid-6	et-Quo):			
Editing 1	Excercise	: Found	ations, C	ycle 1, V	Veek 17 hi	story sent	tence	
IEW Les	sson							



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

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

Spelling Rule

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

Punctuation & Capitalization

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	а	У	
Drill						
-			y be spelled θ v	when followed	l by two	
Vocabulai	ry: din, crai	ne, repreher	sible, repugna	ant (Lesson 2)	I IEW)	
Punctuati	on and Cap	oitalization:	#17			
EEL Cha	rts: L, M, N	J				
Do						
Spelling I	Lesson					_
	ner Tongue sson 17, C	: , D p. 72-73				
Editing E	xcercise: Fo	oundations, (Cycle 2, Week	17 history se	ntence	
IEW Less	on					



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

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

Spelling Rule

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

Punctuation & Capitalization

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 Drill	0	n	d	а	У	
			be spelled ϱ w	vhen followed	l by two	
Vocabular Quiz #4 (•	e, reprehensi	ible, repugna	nt (Lesson 21	IEW)	
Punctuati	on and Capi	talization: #	17			
EEL Men	nory Work: V	Veek 17				
Do						
Spelling I	Lesson					
Editing E	xcercise: Fou	ndations, C	ycle 3, Week	17 history se	ntence	
IEW Less	on					
Revie	W					



W d е n е d У Weekly Focus **Drill** Complex Sentence Imperative Spelling Rule: #18 Review Write i before e except after c, or when together they say \sqrt{a} , and in a few S-Vt-DO-OCN exceptions. S-Vt-DO-OCA Vocabulary: Review Sentnece Classification Punctuation and Capitalization: Review weeks 1-6 (A), 112 Model Sentneces: Complex (M), Verb Anatomy--To have (N) EEL Memory Work: Week 18 Do Spelling Rule 18 Write i before e except Spelling Lesson _____ after c, or when together they say \sqrt{a} , and in a few Our Mother Tongue: exceptions. Lesson 9, A, B p. 46-47 i before e (field, believe) e before i after c (receive) Task Sheet: One sentence from OMT lesson as /a/ (veil, vein) and in the following Editing Exercise: EEL, week 18 exceptions: (neither, foreign, sovereign, seized, either, counterfeit, protein, or IEW Lesson caffeine, but ...at his leisure, one forfeited, his weird heifer) Punctuation & Capitalization 18 Review weeks 1-6



Τ h S У Weekly Focus **Drill** Complex Sentence Imperative Spelling Rule: #18 Review Write i before e except after c, or when together they say \sqrt{a} , and in a few S-Vt-DO-OCN exceptions. S-Vt-DO-OCA Vocabulary: Review Sentnece Classification (A), 112 Model Sentneces: Punctuation and Capitalization: Review weeks 1-6 Complex (M), Verb Anatomy--To have (N) EEL Memory Work: Week 18 Do Spelling Rule 18 Write i before e except Spelling Lesson _____ after c, or when together they say \sqrt{a} , and in a few Our Mother Tongue: exceptions. Lesson 9, C p. 48 i before e (field, believe) e before i after c (receive) Task Sheet: One sentence from OMT lesson as /a/ (veil, vein) and in the following Editing Excercise: Foundations, Cycle 1, Week 18 history sentence exceptions: (neither, foreign, sovereign, seized, either, counterfeit, protein, or IEW Lesson caffeine, but ...at his leisure, one forfeited, his weird heifer) Punctuation & Capitalization 18 Review weeks 1-6



Weekly Focus	F Drill	r	i	d	а	У
Complex Sentence Imperative Review S-Vt-DO-OCN S-Vt-DO-OCA Sentnece Classification (A), 112 Model Sentneces: Complex (M), Verb AnatomyTo have (N)	Spelling Write i k exceptio Vocabul Punctua	ons. ary: Review	apitalization	when together wh		', and in a few
Spelling Rule Write i before e except after c, or when together they say /a/, 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, butat his leisure, one forfeited, his weird heifer) Punctuation & Capitalization Review weeks 1-6	Our Mo	other Tongu Lesson 9, D eet: One ser Excercise: F	e: p. 48 ntence from Youndations,	OMT lesson Cycle 2, Weel	k 18 history se	entence



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

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

Spelling Rule

Write i before e except after c, or when together they say /a/, 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	0	n	d	а	У	
Drill						
Spelling R Write i bef exceptions	fore e except	after c, or w	hen together	they say \sqrt{a}	, and in a fo	ew
Vocabular Comprehe	•	oulary Test (or review the	next few we	eks then ta	ke)
Punctuation	on and Capi	talization: R	Review weeks	1-6		
EEL Men	nory Work: V	Week 18				
Do						
Spelling L	esson					
Editing Ex	xcercise: Fou	ndations, C	ycle 3, Week	18 history se	ntence	
IEW Lesso	on					
Revie	w					



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 voewl 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 d е n е d S a Drill Spelling Rule: #19 Silent *e* has 5 jobs: 1: Makes a voewl say its long sound in a word with a vowel-consonantsilent 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



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 voewl 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	а	У	
Drill								
Silent e : 1: Make silent e (give). 3: that eve	has 5 jokes a voew time). 2 : Causes ry syllab	os: vl say its loos : Prevents c and g to	an Engl	ish word r soft sou	from endi nds (chan	ng in <i>u</i> or ce, charge	v (blue,). 4: Ensu	
Vocabul	lary: Rev	view						
Punctua	ation an	d Capital	ization: I	Review w	eeks 7-12			
EEL Cl	narts: D,	N, O						
Do								
Spelling	g Lesson							_
		_	I-10 p. 1	05-106				
Task Sh	neet: On	e sentenc	e from C	OMT less	on			
Editing	Excerci	se: Found	ations, C	Cycle 1, V	Veek 19 hi	istory sent	ence	
IEW Le	esson							
	Silent e 1: Make silent e (give). 3 that eve (horse, a Vocabul Punctua EEL Cl Do Spelling Our Me Task Sh Editing	Spelling Rule: Silent e has 5 joh 1: Makes a voew silent e (time). 2 give). 3: Causes that every syllab (horse, are). Vocabulary: Rev. Punctuation and EEL Charts: D, Do Spelling Lesson Our Mother To Lesson 2 Task Sheet: On	Spelling Rule: #19 Silent e has 5 jobs: 1: Makes a voewl say its le silent e (time). 2: Prevents give). 3: Causes e and g to that every syllable has at l (horse, are). Vocabulary: Review Punctuation and Capital EEL Charts: D, N, O Do Spelling Lesson Our Mother Tongue: Lesson 27, C, D Task Sheet: One sentence Editing Excercise: Found	Spelling Rule: #19 Silent e has 5 jobs: 1: Makes a voewl say its long soun silent e (time). 2: Prevents an Engligive). 3: Causes e and g to say their that every syllable has at least one (horse, are). Vocabulary: Review Punctuation and Capitalization: If EEL Charts: D, N, O Do Spelling Lesson Our Mother Tongue: Lesson 27, C, D 1-10 p. 16 Task Sheet: One sentence from Comparison of the comparison	Spelling Rule: #19 Silent e has 5 jobs: 1: Makes a voewl say its long sound in a wo silent e (time). 2: Prevents an English word give). 3: Causes c and g to say their soft southat every syllable has at least one vowel (ta (horse, are). Vocabulary: Review Punctuation and Capitalization: Review we 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 less Editing Excercise: Foundations, Cycle 1, V	Spelling Rule: #19 Silent \(\ell \) has 5 jobs: 1: Makes a voewl say its long sound in a word with a silent \(\ell \) (time). 2: Prevents an English word from endigive). 3: Causes \(\ell \) and \(g \) to say their soft sounds (chance that every syllable has at least one vowel (table, acre). (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 Excercise: Foundations, Cycle 1, Week 19 has	Spelling Rule: #19 Silent e has 5 jobs: 1: Makes a voewl say its long sound in a word with a vowel-consilent e (time). 2: Prevents an English word from ending in u or give). 3: Causes e and g to say their soft sounds (chance, charge) that every syllable has at least one vowel (table, acre). 5: Perform (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 Excercise: Foundations, Cycle 1, Week 19 history sentence	 Spelling Rule: #19 Silent ε has 5 jobs: 1: Makes a voewl say its long sound in a word with a vowel-consonant-silent ε (time). 2: Prevents an English word from ending in u or v (blue, give). 3: Causes ε and g to say their soft sounds (chance, charge). 4: Ensuthat every syllable has at least one vowel (table, acre). 5: Performs odd jo (horse, are). Vocabulary: Review Punctuation and Capitalization: Review weeks 7-12 EEL Charts: D, N, O Do Spelling Lesson



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 voewl 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	а	У
Drill					
silent e (tingive). 3: C	s 5 jobs: a voewl say ne). 2: Prev Causes <i>c</i> and syllable has	vents an Engled g to say thei	ish word fron r soft sounds	,	
Vocabular	ry: Review				
Punctuati	on and Ca _l	pitalization:	Review weeks	s 7-12	
EEL Chai	rts: D, N, C)			
Do					
Spelling I	esson				
_	ner Tongue esson 27, E	: #16, 19, 20	p.106		
Task Shee	et: One sen	tence from C	OMT lesson		
Editing E	xcercise: Fo	oundations, C	Cycle 2, Week	x 19 history se	entence
IEW Less	on				



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 voewl 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 **Drill** Spelling Rule: #19 Silent *e* has 5 jobs: 1: Makes a voewl say its long sound in a word with a vowel-consonantsilent 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 Excercise: Foundations, Cycle 3, Week 19 history sentence IEW Lesson Review



Weekly Focus		√ Orill	е	d	n	е	S	d	а	У		
Complex Sentence Interrogative Review: Prepositions S-Vt-DO-OCA		pelling I o make	a noun	plural	just add or <i>fe</i> (ca				s, x, z, ch,	sh,		
Prepositions (J), Verb AnatomyTo play (O)	☐ Vocabulary: Review ☐ Punctuation and Capitalization: Review weeks 13-17											
Spelling Rule To make a noun plural		EL Mer										
just add an <i>s</i> unless it ends with <i>s, x, z, ch, sh, consonant-y, consonant-o, f,</i> or <i>fe</i> (cats, bricks, turkeys, radios).)O pelling I	Lesson									
Punctuation & Capitalization Review weeks 13-17		Our Mot Le		ongue: 33, A p	.123							
	Г	ask She	et: On	e senter	nce from	OMT	lesson					
	E	diting E	Exercise	e: EEL,	week 20)						
		EW Less	son									





Weekly Focus Complex Sentence Interrogative Review: Prepositions S-Vt-DO-OCA Prepositions (J), Verb AnatomyTo play (O) Spelling Rule To make a noun plural just add an s unless it ends with s, x, z, ch, sh, consonant-y,		To make consonant- Vocabula Punctua	-y, consona ary: Revi	olural jus nt-o, f, or ew Capitali	fe (cats,	bricks, tu	d it ends wit urkeys, rad reeks 13-1	lios).	y h, sh,
consonant-o, f, or fe (cats, bricks, turkeys, radios).	I	Spelling	Lesson _						
Punctuation & Capitalization Review weeks 13-17		Our Mo I Task Sho Editing I	ther Ton Lesson 33 eet: One Excercise	gue: B, B (oral sentence :: Founda	ly) p.123 e from O ations, C	3 MT lesse lycle 1, W		•	ence





Weekly Focus Complex Sentence Interrogative Review: Prepositions S-Vt-DO-OCA Prepositions (J), Verb Fri i d d 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	У
Interrogative Review: Prepositions S-Vt-DO-OCA 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).	
Prepositions (I), Verb Vocabulary: Review	z, ch, sh,
AnatomyTo play (O) Punctuation and Capitalization: Review weeks 13-17	
Spelling Rule To make a noun plural EEL Charts: J, O	
just add an s unless it ends with s, x, z, ch, sh, consonant-y, consonant-o, f, or fe (cats, bricks, turkeys, radios). Do Spelling Lesson	
Punctuation & Capitalization Review weeks 13-17 Editing Excercise: Foundations, Cycle 2, Week 20 history sentence IEW Lesson	





Weekly Focus	M Drill	0	n	d	а	У
Complex Sentence Interrogative Review: Prepositions S-Vt-DO-OCA	To make a	-	al just add an f, or fe (cats, l			ch, sh,
Prepositions (J), Verb	Vocabula	ry: Review				
AnatomyTo play (O)	Punctuati	ion and Cap	oitalization: R	eview weeks	13-17	
Spelling Rule	EEL Mer	nory Work:	Week 20			
To make a noun plural just add an s unless it ends with s, x, z, ch, sh, consonant-y,	Do					
consonant-o, f, or fe (cats, bricks, turkeys, radios).	Spelling I	Lesson				
Punctuation & Capitalization	Editing E	Excercise: For	undations, C	ycle 3, Week	20 history se	ntence
20 Review weeks 13-17	IEW Less	son				
	Revie	•w				



Weekly Focus	W Drill	е	d	n	е	S	d	а	У
Compound-Complex Sentence Review conjunctions S-Vi S-Vt-DO		n ends				s to the	base woi	rd to ma	ke it plural
Participles	Vocabul Punctua		eview nd Capit	alization	ı: Revie	w weeks	s 5-13		
112 Model Sentences: Compound-Complex (P), Verbals (Q), Conjunctions	EEL M	emory	Work: V	Veek 21					
(H)	Do								
Spelling Rule	Spelling	Lesso	n						
If a noun ends in s, x, z, ch, or sh, add -es to the base word to make it	Our Mo		Tongue: 45, A p	.159					
plural (kisses, foxes, klutzes, roaches, wishes).	Task Sh	eet: O	ne sente	nce from	OMT	lesson			
Punctuation & Capitalization	Editing	Exerci	ise: EEL,	week 21	-				
Review weeks 1-17	IEW Le	esson							



	_								
Weekly Focus		⊺ Drill	h	U	r	S	d	а	У
Compound-Complex Sentence Review conjunctions S-Vi S-Vt-DO Participles 112 Model Sentences: Compound-Complex (P), Verbals (Q), Conjunctions		Vocabul Punctua EEL Ch	n ends in oxes, klu ary: Rev	n <i>s, x, z, ch</i> tzes, roach riew d Capitalia	nes, wish	es).		ord to ma	ıke it plural
(H)		Do							
Spelling Rule		Spelling	Lesson						
If a noun ends in s, x, z, ch, or sh, add -es to the base word to make it		Our Mo		ngue: -5, B, C p	.162				
plural (kisses, foxes, klutzes, roaches, wishes).		Task Sh	eet: One	e sentence	from O	MT less	on		
Punctuation & Capitalization		Editing	Excercis	se: Founda	ations, C	ycle 1, W	Veek 21 hi	story sent	ence
Review weeks 1-17		IEW Le	esson						



Weekly Focus F r i d a	У
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 m (kisses, foxes, klutzes, roaches, wishes). Vocabulary: Review Punctuation and Capitalization: Review weeks 5-13 EEL Charts: H, P, Q Do	ake it plural
Spelling Rule Spelling Lesson	
If a noun ends in s, x, z, ch, or sh, add -es to the Lesson 45, D, E p.163	
base word to make it plural (kisses, foxes, klutzes, roaches, wishes). Task Sheet: One sentence from OMT lesson	
Punctuation & Capitalization Editing Excercise: Foundations, Cycle 2, Week 21 history sen	tence
Review weeks 1-17 IEW Lesson	



Weekly Focus	M Drill	0	n	d	а	У
Compound-Complex Sentence Review conjunctions S-Vi S-Vt-DO Participles 112 Model Sentences: Compound-Complex (P),	Spelling If a noun (kisses, for Vocabula) Punctuat	xes, klutzes, r ury: Review	z, ch, or sh, adooaches, wished italization: R	es).		nake it plural
Verbals (Q), Conjunctions (H)	Do					
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).	Editing F	Excercise: Fo	undations, Cy	vcle 3, Week	21 history ser	ntence
Punctuation & Capitalization Review weeks 1-17	Revie	ew.				



Weekly Focus	1	w Drill	е	d	n	е	S	d	а	У
Compound-Complex Sentence Review conjunctions S-VI-PN S-VI-PA		abilitiy,	in ends abilitio	s in <i>conson</i> es). If a r	nant-y, cha noun end (donkey,	s in vowe	el-y, add			ke it plural. he base
Review: Adjectives Gerunds		/ocabul	lary: R	eview						
Review all charts				-	talization	n: Revie	w weeks	s 1-17		
	_		emory	Work: V	Veek 22					
Spelling Rule 22 If a noun ends in		Do .								
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		Dur Mo	other [on Гопдие: 1 46, А д						
to make it plural (donkey, donkeys).	Г	Task Sh	ieet: O	ne sente	nce from	o OMT	lesson			
Punctuation & Capitalization Review weeks 1-17	F	Editing	Exerc	ise: EEL	, week 22	2				
		EW Le	esson_							



Weekly Focus Compound-Complex	⊺ Drill	h	U	r	S	d	а	У
Sentence Review conjunctions S-VI-PN S-VI-PA	(abilitiy,	n ends abilitie	in consonar	un ends i	n <i>vowel-y</i> ,		d -es to ma he end of	ake it plural. the base
Review: Adjectives Gerunds	Vocabul							
Review all charts			nd Capita Leview All	lization:	Review w	veeks 1-17	,	
Spelling Rule 22 If a noun ends in	Do							
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,	Our Mo	other T	ongue: 46, B p.1					
donkeys). Punctuation &	Task Sh	eet: Oı	ne senteno	ce from C	OMT less	son		
Capitalization Review weeks 1-17			ise: Found		,		istory sen	tence
	ILVV LC	.55011						



Weekly Focus	F Drill	r	i	d	а	У				
Compound-Complex Sentence Review conjunctions S-Vl-PN S-Vl-PA	If a no (abilitiy		<i>nsonant-y,</i> char a noun ends	in vowel-y, add	nd add - es to related to the end of	-				
Review: Adjectives Gerunds	Vocabi	ulary: Review								
Review all charts		uation and Ca Charts: Review		Review week	s 1-17					
Spelling Rule	Do	marts. Reviev	V 7 UI							
22 If a noun ends in consonant-y, change the y to i and add -es to make it	Spellin	ng Lesson								
plural. (ability, abilities). If a noun ends in <i>vowel-y</i> , add <i>s</i> to the end of the base word	Our M	Our Mother Tongue: Lesson 46, C p.166								
to make it plural (donkey, donkeys).	Task S	Sheet: One se	ntence from	OMT lesson						
Punctuation & Capitalization Review weeks 1-17	Editing	Editing Excercise: Foundations, Cycle 2, Week 22 history sentence								
23 Review weeks 1 17	☐ IEW I	Lesson								



Weekly Focus	M Drill	0	n	d	а	У
Compound-Complex Sentence Review conjunctions S-VI-PN S-VI-PA	Spelling If a nou (abilitiy,	abilities). If a	onant-y, change noun ends in l (donkey, don	vowel-y, add.		
Review: Adjectives Gerunds		ary: Review				
Review all charts		tion and Cap emory Work:	oitalization: R Week 22	eview weeks	1-17	
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	Editing :	Excercise: Fo	undations, Cy	ycle 3, Week	22 history se	ntence



Weekly Focus	1	∨ Prill	е	d	n	е	S	d	а	У
Compound-Complex Sentence Review: Adverbs Intro. Subjunctive Mood S-Vt-IO-DO Review: Adjectives Infinitives Review all charts	If (he to Vo	ero, her make i ocabula unctuati	ends roes). t plur ry: Ro	in conson If a nour al (radio eview and Capit	n ends in , radios).	vowel-y	, add s t	o the en		ke it plural base word
Spelling Rule 23 If a noun ends in		EL Mer	nory	Work: V	Veek 23					
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).		ur Mot	her T	n Congue: 47, A p						
Punctuation & Capitalization Review: Weeks 1-17					nce from week 23		lesson			
	☐ IE	W Less	son							



Weekly Focus	1	T Orill	h	U	r	S	d	а	У
Compound-Complex Sentence Review: Adverbs Intro. Subjunctive Mood S-Vt-IO-DO Review: Adjectives Infinitives Review all charts		pelling a nounero, he make o make	eroes). If it plural ary: Rev	n <i>consonan</i> `a noun e ! (radio, ra view	nds in <i>va</i> adios).	wel-y, ad			ike it plural base word
Spelling Rule If a noun ends in consonant-o, usually add es to make it plural (hero, heroes). If a noun ends		•	Lesson						
in vowel-o, add s to make it plural (radio, radios). Punctuation &		Ι	Lesson 4	e7, B p.16		OMT less	on		
Capitalization Review: Weeks 1-17						•	Veek 23 hi	·	ence
		EW Le	sson						



Weekly Focus	F Drill	r	i	d	а	У
Compound-Complex Sentence Review: Adverbs Intro. Subjunctive Mood S-Vt-IO-DO Review: Adjectives Infinitives Review all charts	Spellin If a no (hero, to mal) Vocab Punct	ng Rule: #23 oun ends in <i>con</i> heroes). If a no ke it plural (radoulary: Review uation and Ca	oun ends in volio, radios).	owel-y, add s t	o the end of the	
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	Do Spellin Our M	Memory Working Lesson Mother Tongue Lesson 47, C	e: p.170 tence from C	OMT lesson		
Review: Weeks 1-17		g Excercise: Fo		•	·	ntence



Weekly Focus	M Drill	0	n	d	а	У
Compound-Complex Sentence Review: Adverbs Intro. Subjunctive Mood S-Vt-IO-DO Review: Adjectives Infinitives Review all charts	Spellin If a no (hero, l to mak	ng Rule: #23 nun ends in <i>cons</i> neroes). If a no ne it plural (radi ulary: Review nation and Cap	un ends in <i>vou</i> o, radios).	vel-y, add s to	the end of the	-
Spelling Rule 3 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	Do Spellin Editing	Sharts: Review Ig Lesson g Excercise: Fo Lesson	undations, Cy	ycle 3, Week	23 history se	
Review: Weeks 1-17	Rev	iew				





Weekly Focus	W Drill	е	d	n	е	S	d	а	У
Compound-Complex Sentence	Spelling If a now		#24 in f or fe	nenally	change	the f to	n and a	dd -0s to	make it
Review: Adverbs Intro. Verbals Infinitives, Gerunds,	plural (le	eaf, lea	ves).	, usuany	change	ancj w	o and a	aa es to	mane It
Participles		•	nd Capit	alization	: Review	w weeks	s 1-17		
S-Vt-DO-OCN S-Vt-DO-OCA	EEL M	emory	Work: W	eek 24					
Review all charts	Do								
C. W. D.I.	Spelling	g Lesson	n						
Spelling Rule 24 If a noun ends in f or fe, usually change the f to v	Editing	Exerci	se: EEL,	week 24	•				
and add <i>-es</i> to make it plural (leaf, leaves).	Revi	ew							
Punctuation & Capitalization									
Review: Weeks 1-17									



Weekly Focus	⊺ Drill	h	U	r	S	d	а	У
Compound-Complex Sentence		g Rule: 7		ugually ch	anga tha	f to v and	ladd est	o mako it
Review: Adverbs Intro. Verbals Infinitives, Gerunds,	plural (l	eaf, leave lary: Rev	es).	isuany Cri	ange me	J to v and	auu -es u	o make it
Participles		-		zation: F	Review w	reeks 1-17		
S-Vt-DO-OCN S-Vt-DO-OCA	EEL M	emory V	Vork: Wee	ek 24				
Review all charts	Do							
Spelling Rule			 se: Found			Veek 24 hi	istory sent	tence
24 If a noun ends in f or fe, usually change the f to v and add -es to make it plural (leaf, leaves).	Revi		e. Tourida	ations, C	yele 1, v	veek 2,1 m	istory sem	terree
Punctuation & Capitalization								
Review: Weeks 1-17								



Weekly Focus	F Dr	r ʻill	i	d	а	У
Compound-Complex Sentence Review: Adverbs Intro. Verbals Infinitives, Gerunds, Participles S-Vt-DO-OCN S-Vt-DO-OCA	Specific at plus Voc	elling Rule: #1 noun ends in ral (leaf, leaves cabulary: Revi	of or fe, usualls). ew Capitalization	ly change the f		s to make it
Review all charts	Do	-				
Spelling Rule If a noun ends in f or fe, usually change the f to v and add -es to make it plural (leaf, leaves).	Edi			ns, Cycle 2, Wee		entence
Punctuation & Capitalization Review: Weeks 1-17						



Weekly Focus	M Drill	0	n	d	а	У
Compound-Complex Sentence Review: Adverbs Intro. Verbals Infinitives, Gerunds, Participles S-Vt-DO-OCN	Spelling land If a nound plural (lease Vocabula Punctuati	af, leaves). ry: Review ion and Capi	italization: R		<i>v</i> and add <i>-es</i>	to make it
S-Vt-DO-OCA Review all charts	Do	mory Work: V	WEEK 24			
Spelling Rule If a noun ends in f or fe, usually change the f to v and add -es to make it plural (leaf, leaves).					24 history se	ntence
To						
Punctuation & Capitalization						
Review: Weeks 1-17						

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		7
1)	Call Tomorrow.	1)	Grab the rope quickly and tie the knot tight.
2)	Turn off the lights.	2)	Follow, with careful attention, the instructions,
3)	Pray for your pastor.	,	and put the pieces together correctly.
4)	The stray cat was brought to the animal shelter.	3)	Sing loudly, but do not scream.
5)	Help! My foot is slipping!	4)	The water boiled very rapidly, so it soon spilled
6)	The neighbor's dog jumps on the trampoline.	/	out over the pot.
7)	Hurray! The Vikings win!	5)	The kite lifted high off the ground, and its tail
,	,	,	waved cheerfully in the air.
	5		,
1)	Who cheers loudly for the Twins?		8
2)	Will you go to the final game at the dome?	1)	Did the choir joyously sing Christmas carols at
3)	Did the batter swing and miss?	,	the concert?
4)	Will you circle me, Bert?	2)	Will the leaves blow off the Maple tree in the
5)	Who can number the clouds by wisdom?		yard, so we can rake them into a pile?
6)	Can you draw out Leviathan with a fishhook?	3)	Have the soldiers at boot camp completed their
7)	Do you observe the calving of the does?		training?
8)	Have you commanded the morning?	4)	Did the children wash and dry the dishes for
9)	Do you give the horse his might?		their mother?
10)	Do you clothe his neck with a mane?		
			9
	0	1)	Rembrandt is the artist and this painting is a
1)	The old woman fed the birds at the park.		masterpiece.
2)	He kicked the football through the goalposts.	2)	Charlotte is an elderly spider, but Wilbur is a
3)	We won the game, but we lost the series.		youthful pig.
4)	My sister sewed the button and Mom stitched	3)	Ladybirds are beetles and spiders are
	the hem.		arachnids.
5)	Jesus, Lord God of all creation, became a	4)	Sage and nutmeg are favorite fall spices.
	helpless infant.		
6)	The children listened and then sprang to		
	action!	1)	The maple tree became vividly crimson.
7)	Christmas beauty is not glitz and glamour, but	2)	His shoes were wet and stinky.
_,	it is love and humility.	3)	The starry sky is clear and the moon is bright.
8)	Christ made all things new!	4)	Dogs are usually playful and cuddly, but cats
9)	"A Charlie Brown Christmas" is a favorite		are often aloof and skittish.
	television show.		
10)	Charlie Brown chose a humble tree, and he		
1.1\	carried it back to his friends.		
11)	The children mocked and scolded Charlie,		
1.0\	and he slumped away in failure.		
12)	Linus, with his distinctive voice, recited the		
	Christmas story from Luke's gospel.		

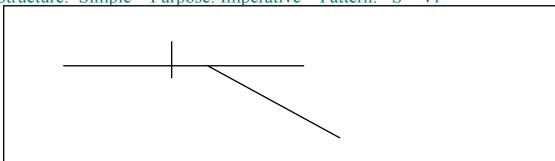
Thank you, Laurie Fields, for putting this together. These worksheets were download from Laurie's sentences off the shared documents in the EEL portion of the C3 resource.

SP

(You) Vi AV

Call tomorrow.

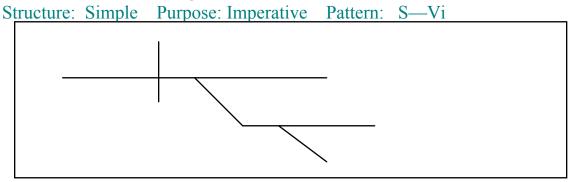
Structure: Simple Purpose: Imperative Pattern: S—Vi



SP

(You) Vi Pr A OP

Turn off the lights.

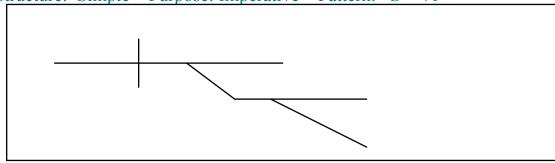


SP

(You) Vi Pr PPA OP

Pray for your pastor.

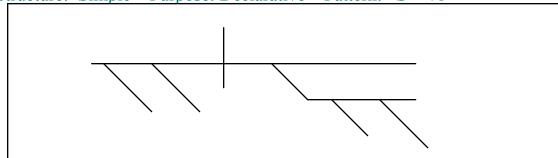




A AJ SN HV Vi Pr A AJ OP

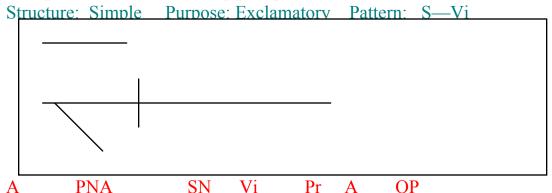
The stray cat was brought to the animal shelter.

Structure: Simple Purpose: Declarative Pattern: S—Vi

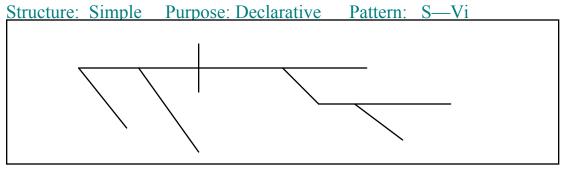


I PPA SN HV Vi

Help! My foot is slipping!



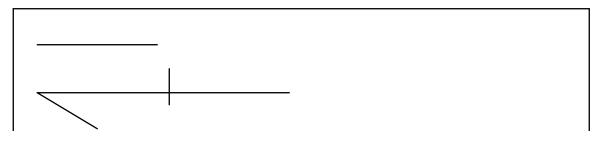
The neighbor's dog jumps on the trampoline.



I A SN Vi

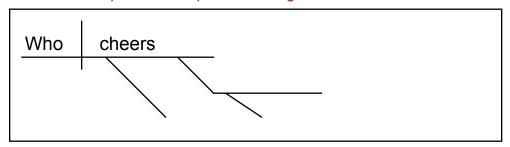
Hurray! The Vikings win!

Structure: Simple Purpose: Exclamatory Pattern: S—Vi



SP Vi AV Pr A OP Who cheers loudly for the Twins?

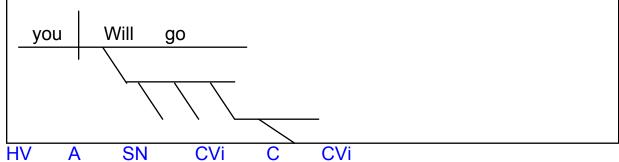
Structure: Simple Purpose: Interrogative Pattern: S- Vi



HV SP Vi Pr A AJ OP Pr A OP

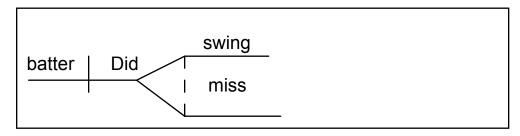
Will you go to the final game at the dome?

Structure: Simple Purpose: Interrogative Pattern: S- Vi



Did the batter swing and miss?

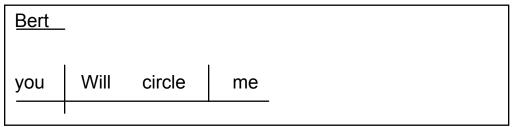
Structure: Simple Purpose: Interrogative Pattern: S- Vi



HV SP Vt DO NDA

Will you circle me, Bert?

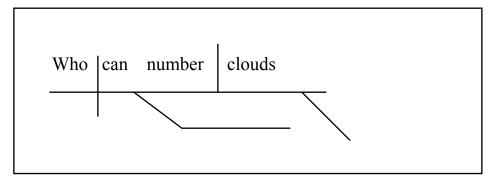
Structure: Simple Purpose: Interrogative Pattern: S- Vt- DO



SP HV Vt A DO Pr OP

Who can number the clouds by wisdom?

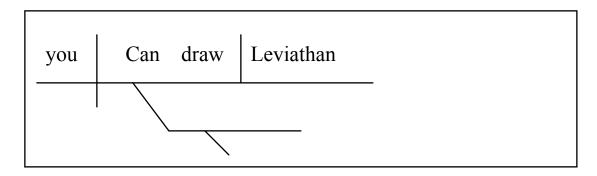
Structure: simple Purpose: Interrogative Pattern: S- Vt – DO



HV SP Vt AV DO Pr A OP

Can you draw out Leviathan with a fishhook?

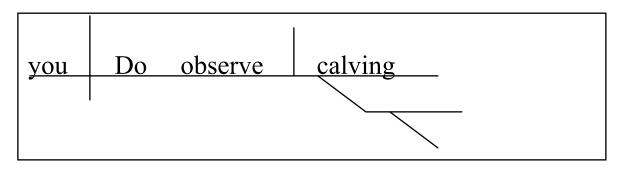
Structure: simple Purpose: Interrogative Pattern: S- Vt –DO



HV SP Vt A DO Pr A OP

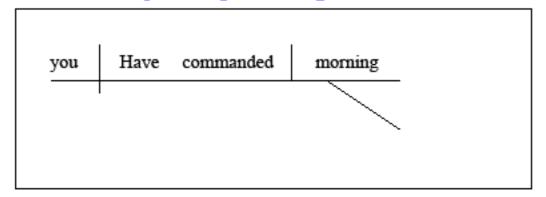
Do you observe the calving of the does?

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



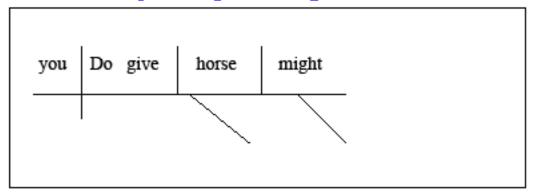
HV SP Vt A DO Have you commanded the morning?

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

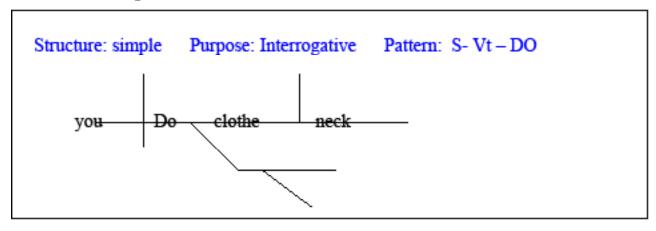


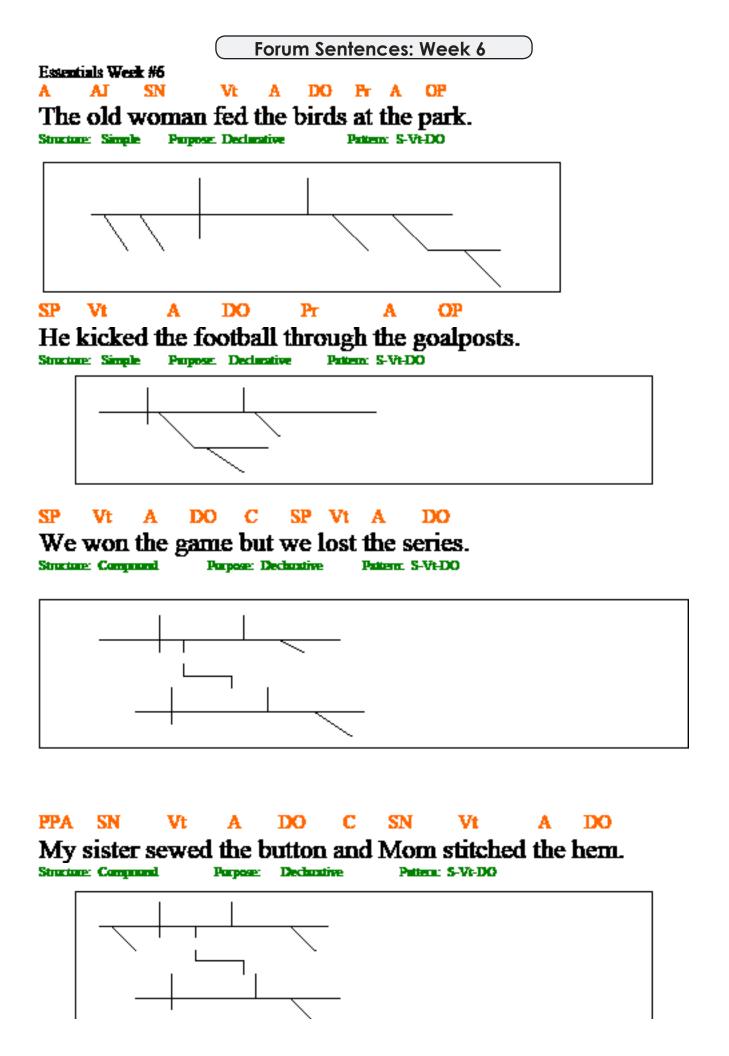
HV SP Vt A 10 PPA DO Do you give the horse his might?

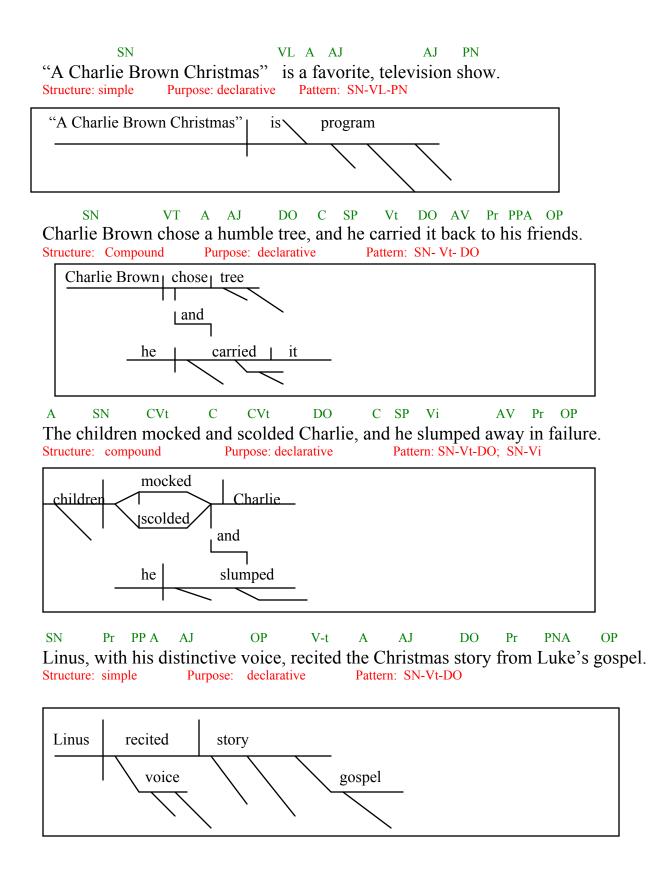
Structure: simple Purpose: Interrogative Pattern: S- Vt - IO- DO



Do you clothe his neck with a mane.

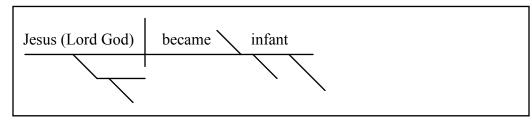






SN Pr AJ OP VL AJ App Jesus, Lord God of all creation, became a helpless infant.

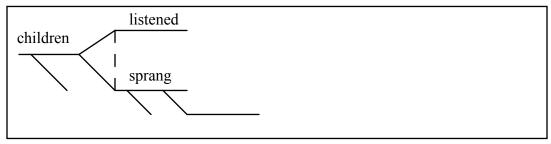
Pattern: SN-VL-PN Structure: simple Purpose: Declarative



AV C CVi

The children listened and then sprang to action!

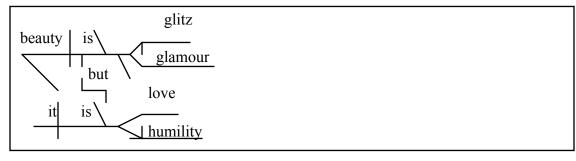
Structure: simple Purpose: Exclamatory Pattern: SN-Vi



SN VL AV CPN C C SP VL CPN C AJ CPN

Christmas beauty is not glitz and glamour, but it is love and humility.

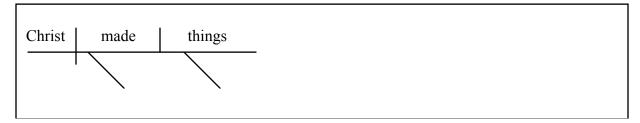
Purpose: Declarative Pattern: SN-VL-PN Structure: compound

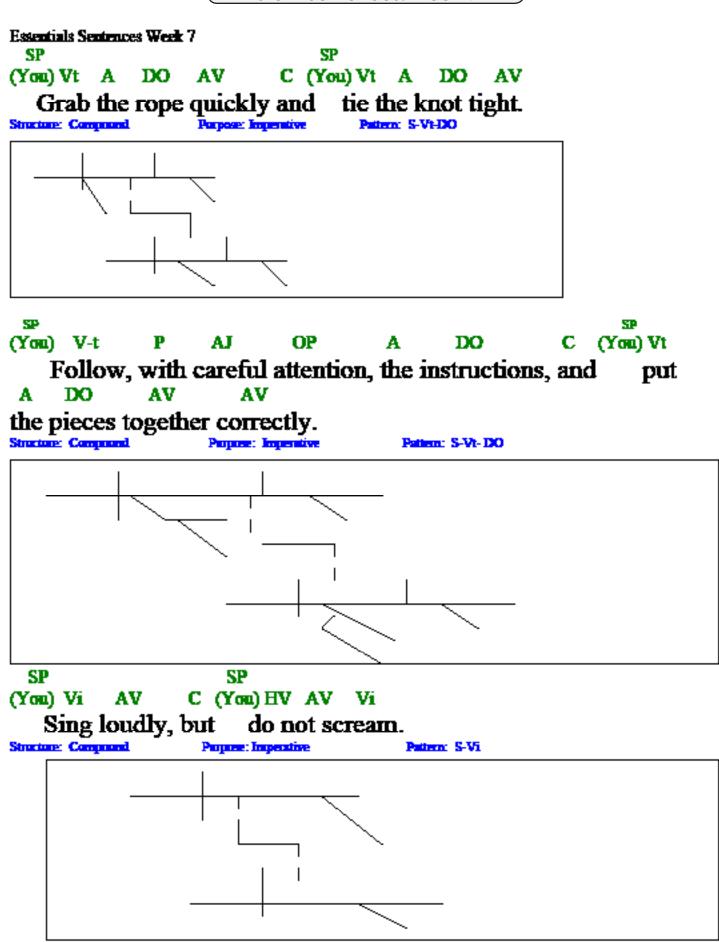


AJ DO SN Vt AV

Christ made all things new!

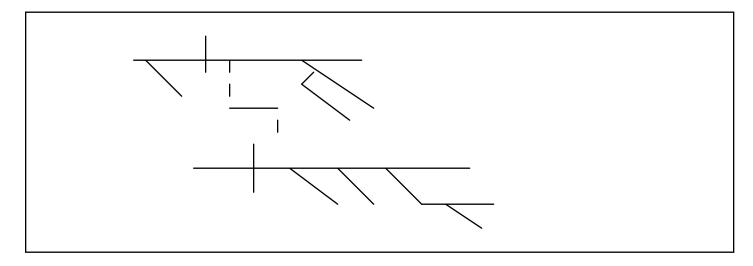
Structure: simple Purpose: Exclamatory Pattern: SN-Vt-DO





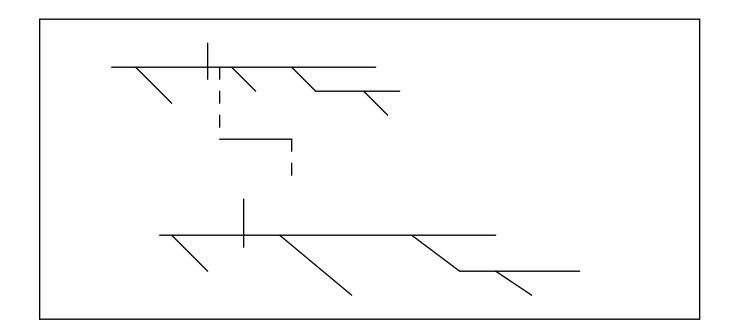
SN Vi AV AV C SP AV Vi AV P A OP The water boiled very rapidly, so it soon spilled out over the pot.

Structure: Compound Purpose: Declarative Pattern: S-Vi



Vi AV P A OP C PP SN Vi AV SN The kite lifted high off the ground, and its tail waved cheerfully in A OP the air.

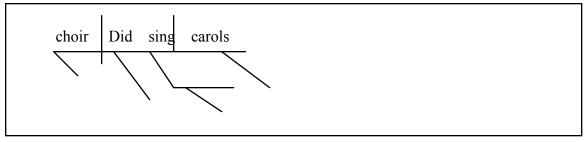
Structure: Compound Purpose: Declarative Pattern: S-Vi



HV A SN AV Vt AJ DO P A OP

Did the choir joyously sing Christmas carols at the concert?

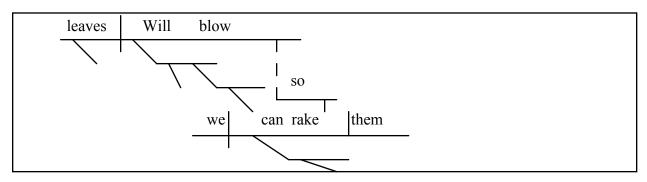
Structure: Simple Purpose: Interrogative Pattern: S-Vt-DO



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?

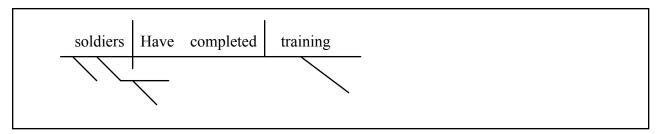
Structure: Compound Purpose: Interrogative Pattern: S-Vi, S-Vt-DO



HV A SN P AJ OP Vt PPA DO

Have the soldiers at boot camp completed their training?

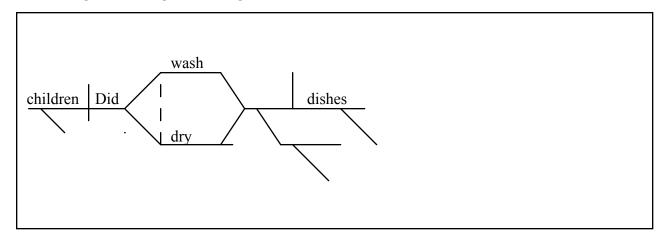
Structure: Simple Purpose: Interrogative Pattern: S-Vt-DO



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

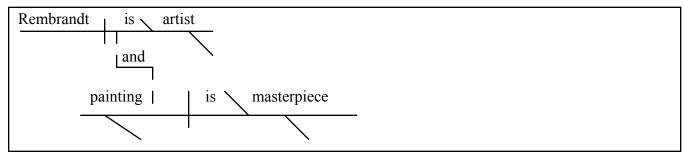


Essentials Week 9 Sentences

SN LV A PN C AJ SN LV A PN

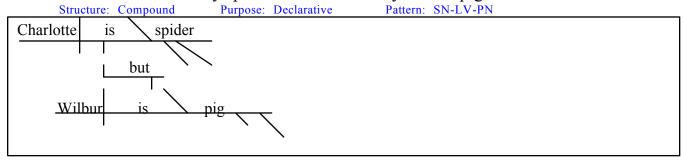
1. Rembrandt is the artist and this painting is a masterpiece.

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



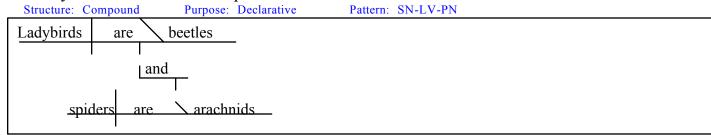
SN LVA AJ PN C SN LVA AJ PN

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



SN LV PN C SN LV PN

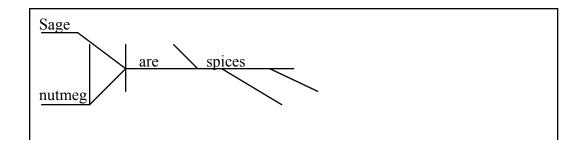
3. Ladybirds are beetles and spiders are arachnids.



CSN C CSN LV AJ AJ PN

4. Sage and nutmeg are favorite fall spices.

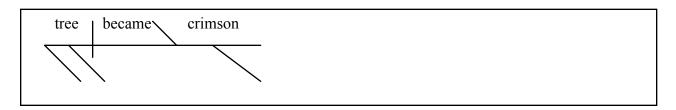
Structure: Simple Purpose: Declarative Pattern: SN-LV-PN



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.

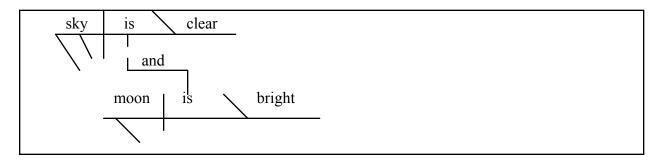
Structure: simple Purpose: Declarative Pattern: SN-VL-PA



A AJ SN VL PA C A SN VL PA

The starry sky is clear and the moon is bright.

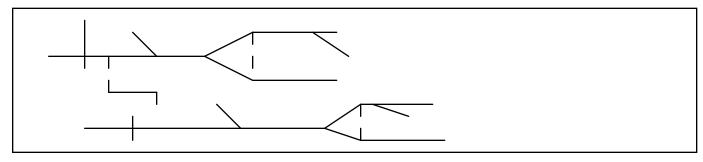
Structure: Compound Purpose: Declarative Pattern: SN-VL-PA



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





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.



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.

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.

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 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.

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 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 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.



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.

What is a **direct object**?

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



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.

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

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

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

The two kinds of prepositional phrases are adverbial and adjectival.

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 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.



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.





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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.



What are the two **verb voices**?

The two verb voices are active voice and pasive 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.



What are the **principal parts of the verb "have"**? The principal parts of the verb "have" are

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

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



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.



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.



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What are the **principal parts of the verb "play"?**

The principal parts of the verb "play" are to play, play/plays, played, playing, played.



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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.



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What are the three **verb moods**?

The three verb moods are indicative, imperative and subjunctive.

What do **indicative verbs** do?

Indicative verbs make statements of fact.

What do **imperative verbs** do?

Imperative verbs give commands.



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What do **subjunctive mood verbs** do?

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

What is a **gerund**?

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