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| Chapter 1: Sentences |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 1 | Sentences & Fragments | 4–5 | 1–2 | 1 |  • Two sentence strips | *sentence* *fragment**subject part**predicate**telling sentence**declarative sentence**question**interrogative sentence**command**imperative sentence**exclamation**exclamatory sentence**compound sentence**run-on* *simple sentence**fact**opinion* |  • Distinguish between complete sentences and fragments • Write complete sentences • Identify subject and predicate parts of a sentence • Punctuate sentences with periods, question marks, or exclamation points • Distinguish between telling sentences, commands, questions, and exclamations • Use proofreading marks to correct capitalization and punctuation errors • Rewrite run-on sentences as complete sentences • Combine sentences having the same subject part or predicate, using *and* or *or* • Combine two simple sentences using a comma and *or*, *and*, or *but* • Write compound sentences with correct capitalization and punctuation • Differentiate between fact and opinion |
| 2 | Subjects & Predicates | 6–7 | 3–4 | 2 |  • Five index cards |
| 3 | Telling Sentences & Questions | 8–9 | 5–6 | 3 |  |
| 4 | Commands & Exclamations | 10–11 | 7–8 | 4 |  |
| 5 | Four Types of Sentences | 12–13 | 9–10 | 5 |  • Six sentence strips • Four paper clips or some Plasti-Tak |
| 6 | Combining Subjects & Predicates | 14–15 | 11–12 | 6 |  • Four sentence strips |
| 7 | Compound Sentences | 16–17 | 13–14 | 7 |  • Four sentence strips |
| 8 | Run-on Sentences | 18–19 | 15–16 | 8 |  |
| 9 | Language Link: (Study Skills) Fact & Opinion | 20–21 | 17–18 | 9 |  |
| 10 | Chapter 1 Review | 22–23 | 19–20 | 10–11 |  • Items for optional Food Connection |
|  | Chapter 1 Bridge: Producing Meat |  | 21 |  |  |

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| Chapter 2: Writing Game Instructions |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 22 |  |  | *thesaurus**synonym**entry words**topic sentence**time-order word**Writing Process**planning**drafting**revising**proofreading**publishing* |  • Use a thesaurus to find exact words • Identify ways to make a paragraph clear • Plan a paragraph together that gives instructions • Draft, revise, proofread, and publish the paragraph together • Choose a game to explain • Plan game instructions, using a time-order chart • Recall the purpose of each stage of the Writing Process • Draft an interesting topic sentence • Write the first draft of the instructions • Participate in a writing conference • Recognize errors • Revise, proofread, and publish the game instructions |
| 11 | Using the Thesaurus | 28–29, S76 | 23–24 |  |  • Knife • Carrot |
| 12 | Telling How | 30–31, S76 | 25 |  |  • Long jump rope |
| 13 | Revising & Proofreading Together | 32–33, S77 | 26 |  |  |
| 14 | Planning with a Time-Order Chart | 34–35, S77 | 27 |  |  |
| 15 | Game Instructions: Drafting | 36–37, S78 | 28 |  |  |
| 16 | Game Instructions: Revising | 38–39, S78 | 29 |  |  • Colored pencil for each student (optional) |
| 17 | Game Instructions: Proofreading | 40–41, S79 | 30 |  |  • Student dictionary |
| 18 | Game Instructions: Publishing | 42–43, S79 | 31–32 |  |  • Several board games with their instructions • Small slip of paper for each student (optional) |
| 19 | Chapter 2 Review | 44–45 | 33–34 | 12–13 |  |
| 20 | Cumulative Review | 46–47 | 35–36 |  |  |

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| Chapter 3: Nouns |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 21 | Nouns: Common & Proper | 50–51 | 37–38 | 14 |  | *noun**common noun**proper noun**singular noun**plural noun**abbreviation**possessive noun* *singular possessive noun* *plural possessive noun**series* |  • Identify nouns in a sentence • Differentiate between proper and common nouns • Differentiate between singular and plural nouns • Form plural nouns by adding *s* and *es* to singular nouns • Recognize nouns that form their plurals by changing their spellings • Recognize nouns that do not change their spellings to form their plurals • Capitalize the names of people, buildings, cities, countries, bodies of water, book and story titles, and holidays • Capitalize names of God as well as the Bible, its divisions, and the books of the Bible • Capitalize and abbreviate the days of the week, months of the year, streets, titles of respect, books of the Bible, and states • Make singular nouns possessive by adding *’s* • Make plural nouns that end in *s* possessive by adding an apostrophe • Make plural nouns that do not end in *s* possessive by adding *’s* • Use commas for nouns, verbs, or adjectives in a series |
| 22 | Common Nouns: Singular & Plural | 52–53 | 39–40 | 15 |  |
| 23 | Common Nouns: Special Plurals | 54–55 | 41–42 | 16 |  |
| 24 | Proper Nouns: Capitalization Rules | 56–57 | 43–44 | 17 |  |
| 25 | Proper Nouns: Abbreviations | 58–59 | 45–46 | 18 |  • One index card for each student |
| 26 | Possessive Nouns: Singular | 60–61 | 47–48 | 19 |  |
| 27 | Possessive Nouns: Plural | 62–63 | 49–50 | 20 |  |
| 28 | Language Link: (Punctuation) Commas in a Series | 64–65 | 51–52 | 21 |  |
| 29 | Chapter 3 Review | 66–67 | 53–54 | 22–23 |  • Three items from each student’s collection for optional Culture Connection |
| 30 | Cumulative Review | 68–69 | 55–56 |  |  |
|  | Chapter 3 Bridge: Visiting Museums | 70 | 57 |  |  |

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| Chapter 4: Writing a Friendly Letter |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 58 |  |  | *narrative**main idea**personal narrative**heading**greeting**body**closing**signature**topic**audience**Writing Process**story map**drafting**revising**proofreading**publishing**return address**mailing address*  |  • Identify the characters and setting of a narrative • Identify the topic of a narrative • Recognize details in a narrative • Develop an understanding of the term *personal narrative* • Identify the five parts of a friendly letter • Recognize the use of commas in a friendly letter • Recognize the use of capital letters for proper nouns in a friendly letter • Choose an audience and a topic for a friendly letter • Use a story map to plan the characters, setting, main ideas, and details of a personal narrative • Develop an understanding of the stages of the Writing Process • Draft, revise, proofread, and publish a friendly letter • Participate in a writing conference • Write a return address and a mailing address correctly on an envelope • Use street names and state abbreviations correctly in addresses |
| 31 | Narrative | 74–75, S80 | 59 |  |  • Seashells • Masking tape • Flashlight and/or candles |
| 32 | Parts of a Letter | 76–77, S80 | 60–61 |  |  |
| 33 | Letter: Planning with a Story Map | 78–79, S81 | 62 |  |  • One 3" x 5" index card for each student |
| 34 | Letter: Drafting | 80–81, S81 | 63–64 |  |  • List of students’ mailing addresses |
| 35 | Letter: Revising | 82–83, S82 | 65–66 |  |  |
| 36 | Letter: Proofreading | 84–85, S82 | 67–68 |  |  |
| 37 | Letter: Publishing | 86–87, S83 | 69–70 |  |  |
| 38 | Addressing anEnvelope | 88–89, S83 | 71–72 |  |  • Stamped envelope for each student • Ten to fifteen envelopes in which someone has received correspondence |
| 39 | Chapter 4 Review | 90–91 | 73–74 | 24–25 |  • One envelope for each pair of students |
| 40 | Cumulative Review | 92–93 | 75–76 |  |  |

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| Chapter 5: Verbs |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 41 | Action Verbs | 96–97 | 77–78 | 26 |  | *action verb**subject**predicate**present-tense verb**past-tense verb**future-tense verb**helping verb**irregular verb**prefix**base word* |  • Identify the subject and the predicate parts of a sentence • Identify an action verb in a sentence • Determine when to add *s* or *es* to a present-tense verb, including when to change *y* to *i* and add *es* • Change present-tense verbs to past-tense verbs • Distinguish between past-, present-, and future-tense verbs • Change present-tense verbs to future-tense verbs • Distinguish between main verbs and helping verbs • Identify *am*, *is*, *are*, *was*, *were*, *will*, *have*, *has*, and *had* as helping verbs • Choose the correct helping verb, *has* or *have* • Use the correct form for the irregular verbs *begin*, *see*, *give*, *write*, *eat*, *take*, *grow*, *go*, *do*, *tell*, *run*, *come*, *sing*, and *make* • Identify prefixes and their meanings • Use a prefix with a word in a sentence |
| 42 | Present-Tense Verbs | 98–99 | 79–80 | 27 |  |
| 43 | Past-Tense Verbs | 100–101 | 81–82 | 28 |  |
| 44 | Future-Tense Verbs | 102–3 | 83–84 | 29 |  |
| 45 | Helping Verbs | 104–5 | 85–86 | 30 |  |
| 46 | Irregular Verbs | 106–7 | 87–88 | 31 |  |
| 47 | More Irregular Verbs | 108–9 | 89–90 | 32 |  |
| 48 | Language Link: (Vocabulary) Prefixes | 110–11 | 91–92 | 33 |  |
| 49 | Chapter 5 Review | 112–13 | 93–94 | 34–35 |  |
| 50 | Cumulative Review | 114–15 | 95–96 |  |  |
|  | Bridge: Playing Baseball | 116 | 97 |  |  |

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| Chapter 6: Writing a Persuasive Essay |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 98 |  |  | *opinion**reason**audience**Writing Process**planning**time-order word**opinion chart**drafting**first draft**revising**proofreading**publishing* |  • Understand the meaning of *opinion* • Recognize logical structure • Generate reasons to support opinions • Distinguish stronger reasons from weaker reasons • Analyze a student model of a persuasive essay • Plan, draft, revise, and proofread a persuasive class essay together • Identify reasons with insufficient support • Choose a topic for a persuasive essay • Target an audience for an essay • Complete an *Opinion Chart* to plan a persuasive essay • Develop an understanding of the structure of a persuasive essay • Draft, revise, proofread, and publish a persuasive essay • Understand the purposes for revision • Participate in a writing conference • Make a neat final draft |
| 51 | Giving Good Reasons | 120–21, S84 | 99–100 |  |  • Object or several objects in a favorite color |
| 52 | Writing to Persuade | 122–23, S84 | 101 |  |  |
| 53 | Supporting Your Points | 124–25, S85 | 102 |  |  |
| 54 | Planning with an Opinion Chart | 126–27, S85 | 103 |  |  |
| 55 | Persuasive Essay: Drafting | 128–29, S86 | 104 |  |  |
| 56 | Persuasive Essay: Revising | 130–31, S86 | 105 |  |  |
| 57 | Persuasive Essay: Proofreading | 132–33, S87 | 106 |  |  |
| 58 | Persuasive Essay: Publishing | 134–35, S87 | 107–8 |  |  • Published advertisements and announcements for various activities • Poster board for each student (optional) |
| 59 | Chapter 6 Review | 136–37 | 109–10 | 36–37 |  • Four sentence strips • Eight large cards • Plasti-Tak |
| 60 | Cumulative Review | 138–39 | 111–12 |  |  |

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| Chapter 7: Study & Reference Skills |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 61 | Parts of a Book | 142–43 | 113–14 | 38 |  • U.S. map or globe | *title page* *author**publisher**copyright**table of contents**glossary**index**subtopics**guide words**entry words**parts of speech**pronunciation key**dictionary**encyclopedia**fiction**nonfiction**reference books**card catalog**atlas**key**legend**map scale* |  • Locate the title page, copyright page, table of contents, glossary, and index in a book • Identify the title, author, publisher, location of publisher, and copyright date of a book • Use a table of contents, glossary, and index to locate information • Alphabetize words • Use alphabetical order to determine entry words on a glossary page • Identify topics and corresponding subtopics • Identify guide words, entry words, parts of speech, and the pronunciation key on a dictionary page • Use a dictionary page for information about the definition, spelling, and pronunciation of an entry word • Use sample sentences for understanding • Write a sample sentence and phrase that matches a definition • Use alphabetical order to determine entry words that come between guide words • Use a pronunciation guide to determine word pronunciation • Identify volumes of an encyclopedia • Identify keywords of a subject • Use an encyclopedia to find information • Differentiate among fiction, nonfiction, and reference books • Identify author, title, and subject cards of a card catalog • Use a card catalog for information • Identify and use an atlas |
| 62 | The Glossary | 144–45 | 115–16 | 39 |  • Index card for each student • Two books, each with a glossary • Classroom alphabet display |
| 63 | The Index | 146–47 | 117–18 | 40 |  • Book about Washington, D.C. (or any other book with an index) |
| 64 | The Dictionary | 148–49 | 119–20 | 41 |  • Classroom alphabet display • Dictionary • Two red paper arrows • Plasti-Tak |
| 65 | More About Dictionaries | 150–51 | 121–22 | 42 |  |
| 66 | The Encyclopedia | 152–53 | 123–24 | 43 |  • Set of children’s encyclopedias |
| 67 | The Library | 154–55 | 125–26 | 44 |  • Different types of books: fiction, nonfiction, and reference books |
| 68 | The Atlas | 156–57  | 127–28 | 45 |  • World atlas |
| 69 | Chapter 7 Review | 158–59 | 129–30 | 46–47 |  • Dictionary for each pair of students for optional Science Connection |
| 70 | Cumulative Review | 160–61 | 131–32 |  |  |
|  | Bridge: Sightseeing in Washington, D.C. |  | 133 |  |  |

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| Chapter 8: Writing a Story |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 134 |  |  | *Writing Process**planning**drafting**revising**proofreading**publishing**dialogue**quotation**quotation marks**character**setting**plot**plot pyramid**problem**solution* |  • Place quotation marks around a speaker’s exact words • Use a capital letter at the beginning of a quotation and the correct punctuation at the end of a quotation • Choose a story idea • Choose and develop a character • Plan the main character’s problem • Plan the solution to the problem • Plan the setting • Analyze a published model of a story • Summarize the plot of a story • Complete a plot pyramid together • Plan the plot for a story, using a plot pyramid • Understand the purpose of the beginning and ending of a story • Draft a short story • Use dialogue in a story • Revise, proofread, and publish a story • Participate in a writing conference |
| 71 | Quotation Marks | 166–67, S88 | 135–36 |  |  |
| 72 | Story Planning: Getting an Idea | 168–69, S88 | 137–38 |  |  |
| 73 | Planning the Problem & Setting | 170–71, S89 | 139–40 |  |  |
| 74 | Planning the Plot | 172–73, S89 | 141–42 |  |  |
| 75 | Drafting Your Story | 174–75, S90 |  |  |  |
| 76 | Revising Your Story | 176–77, S90 | 143–44 |  |  |
| 77 | Proofreading Your Story | 178–79, S91 | 145–46 |  |  |
| 78 | Publishing Your Story | 180–81, S91 | 147–48 |  |  • Published picture book • Two pieces of 8½" × 11" colored paper for you (and each student [optional]) • Yarn (optional) |
| 79 | Chapter 8 Review | 182–83 | 149–50 | 48–49 |  • Read-aloud story or picture book in which characters, problem, solution, setting, and plot are clearly delineated • Four small slips of paper |
| 80 | Cumulative Review | 184–85 | 151–52 |  |  |

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| Chapter 9: Pronouns |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 81 | Pronouns | 188–89 | 153–54 | 50 |  | *pronoun**singular pronoun**plural pronoun**subject pronoun**object pronoun**possessive pronoun**possessive noun**introduction* |  • Distinguish between singular pronouns and plural pronouns • Differentiate between subject pronouns and object pronouns • Use subject pronouns and object pronouns correctly in sentences • Replace nouns with pronouns in the subject • Determine the correct verb form for subject pronouns • Gain an understanding of pronoun/verb agreement • Replace nouns with pronouns in the predicate • Identify the correct uses of *I* and *me* • Identify possessive nouns and possessive pronouns • Replace possessive nouns with possessive pronouns • Write possessive nouns and possessive pronouns correctly in sentences • Identify reasons for introductions • Write and perform introductions |
| 82 | Subject Pronouns | 190–91 | 155–56 | 51 |  |
| 83 | Making Subject Pronouns & Verbs Agree | 192–93 | 157–58 | 52 |  |
| 84 | Object Pronouns | 194–95 | 159–60 | 53 |  |
| 85 | Using *I* & *Me* | 196–97 | 161–62 | 54 |  |
| 86 | Possessive Pronouns | 198–99 | 163–64 | 55 |  • Objects belonging to the students and the teacher |
| 87 | Possessive Nouns & Pronouns | 200–1 | 165–66 | 56 |  |
| 88 | Language Link: (Speaking) Making an Introduction | 202–3 | 167–68 | 57 |  |
| 89 | Chapter 9 Review | 204–5 | 169–70 | 58–59 |  • Beanbag or eraser • Items for optional Art Connection |
| 90 | Cumulative Review | 206–7 | 171–72 |  |  |
|  | Bridge: Ministering in Asia | 208 | 173 |  |  |

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| Chapter 10: Writing a Book Report |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 209 | 174 |  |  | *fiction**realistic fiction**fantasy**fanciful fiction**historical fiction**Writing Process**planning**drafting**revising**proofreading**publishing**characters**plot**setting**nonfiction**summary**opinion**self-evaluation* |  • Differentiate between types of fictional stories • Develop a character analysis of a main character • Identify story elements of characters, setting, and plot in a fictional story • Plan and draft a class book report together • Understand the difference between too much and too little detail in a summary • Revise and proofread the class book report • Complete a character word web • Complete a planning chart • Recall the main parts of a book report • Write the first draft of a book report • Revise, proofread, and publish a book report • Recall the correct way to write book titles • Review ways to publish a piece of writing |
| 91 | Using a Word Web to Study a Character | 212–13, S92 | 175 |  |  • Third-grade reader or library books of realistic fiction, fanciful fiction, and historical fiction • *Reading 3A for Christian Schools: Once upon an Open Book* (optional) |
| 92 | Parts of a Book Report | 214–15, S92 | 176–77 |  |  • Third-grade reader or novel recently read aloud • Blank overhead transparency |
| 93 | Telling Just Enough | 216–17, S93 | 178–79 |  |  • Blank overhead transparency • Two colors of transparency pens |
| 94 | Planning with a Word Web and a Chart | 218–19, S93 | 180–81 |  |  |
| 95 | Book Report: Drafting | 220–21, S94 | 182 |  |  • Blank overhead transparency (optional) |
| 96 | Book Report: Revising | 222–23, S94 | 183 |  |  |
| 97 | Book Report: Proofreading | 224–25, S95 | 184 |  |  |
| 98 | Book Report: Publishing | 226–27, S95 |  |  |  • One empty two-liter plastic bottle with cap for each student • Yarn for each student • 4" 3 6" index cards for each student • Several hole punches |
| 99 | Chapter 10 Review | 228–29 | 185–86 | 60–61 |  • Two index cards |
| 100 | Cumulative Review | 230–31 | 187–88 |  |  |

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| Chapter 11: More Verbs |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 101 | Linking Verbs | 234–35 | 189–90 | 62 |  | *linking verb**action verb**helping verb**present tense**past tense**contraction**suffix**homophone* |  • Distinguish between linking verbs and action verbs • Identify the noun or adjective that the linking verb connects to the subject • Distinguish between linking verbs and helping verbs • Choose the correct present-tense linking verb to agree with the subject • Choose the correct past-tense linking verb to agree with the subject • Form contractions with the word *not* • Form contractions with verbs • Add the suffixes *er* and *or* to action verbs to form nouns • Recognize the verb roots of nouns with suffixes • Identify homophones in sentences • Choose correct homophones to complete sentences |
| 102 | Linking Verbs: Present Tense | 236–37 | 191–92 | 63 |  |
| 103 | Linking Verbs: Past Tense | 238–39 | 193–94 | 64 |  |
| 104 | Linking Verbs: Present & Past | 240–41 | 195–96 | 65 |  |
| 105 | Contractions with *Not* | 242–43 | 197–98 | 66 |  |
| 106 | Contractions with Verbs | 244–45 | 199–200 | 67 |  |
| 107 | Suffixes That Change Verbs to Nouns | 246–47 | 201–2 | 68 |  |
| 108 | Language Link: (Vocabulary) Homophones | 248–49 | 203–4 | 69 |  |
| 109 | Chapter 11 Review | 250–51 | 205–6 | 70–71 |  |
| 110 | Cumulative Review | 252–53 | 207–8 |  |  |
|  | Bridge: Mining the Earth | 254 | 209 |  |  |

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| Chapter 12: Writing a Sound Poem |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 210 |  |  | *thesaurus**synonym**alliteration**onomatopoeia**rhyming words**sound effect**couplet**Writing Process**planning* *drafting**revising**proofreading**publishing* |  • Use a thesaurus to find interesting, unusual words • Develop an appreciation of sound effects (sound devices) in poetry • Identify alliteration • Identify onomatopoeia • Identify rhyming words • Use sound effects (sound devices) in sentences • Plan, draft, revise, proofread, and publish a class sound poem • Choose a topic for a sound poem • Plan the poem’s content • List sound effects • Draft a sound poem • Participate in a writing conference • Revise, proofread, and publish a sound poem • Read aloud a poem to a small group • Try to simulate sound effects in poems |
| 111 | Using a Thesaurus | 258–59, S96 | 211–12 |  |  |
| 112 | Sounds in Poems | 260–61, S96 | 213–14 |  |  |
| 113 | Writing a Sound Poem Together | 262–63, S97 | 215 |  |  • Recording of classical music |
| 114 | Sound Poem: Planning | 264–65, S97 | 216–17 |  |  • Recording of nature sounds |
| 115 | Sound Poem: Drafting | 266–67, S98 | 218 |  |  |
| 116 | Sound Poem: Revising | 268–69, S98 | 219 |  |  |
| 117 | Sound Poem: Proofreading | 270–71, S99 | 220 |  |  |
| 118 | Sound Poem: Publishing | 272–73, S99 | 221–22 |  |  • Various objects needed to make sound effects |
| 119 | Chapter 12 Review | 274–75 | 223–24 | 72–73 |  • Three ear-shaped cards for each student |
| 120 | Cumulative Review | 276–77 | 225–26 |  |  |

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| Chapter 13: Adjectives & Adverbs |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 121 | Adjectives | 280–81 | 227–28 | 74 |  | *adjective**article**adverb**modifies**compare**series* |  • Differentiate between adjectives that tell what kind or how many • Identify adjectives used to compare two nouns • Identify adjectives used to compare more than two nouns • Write adjectives that compare using the suffixes *er* and *est* • Write adjectives that compare, using *more* and *most* • Realize that *a*, *an*, and *the* are special adjectives called articles • Write the correct article in a sentence • Identify and use adverbs that tell how, when, or where • Distinguish between adjectives and adverbs • Use adjectives and adverbs correctly in sentences • Use commas in a series • Use commas in a friendly letter • Use commas to write a date • Use commas with time-order words • Use commas with dialogue |
| 122 | Comparing with Adjectives | 282–83 | 229–30 | 75 |  • Piece of construction paper for each student |
| 123 | Using *More* & *Most* | 284–85 | 231–32 | 76 |  • Magnetic tape or Plasti-Tak • Eight 3" × 5" index cards |
| 124 | Using *A*, *An*, & *The* | 286–87 | 233–34 | 77 |  |
| 125 | Adverbs | 288–89 | 235–36 | 78 |  |
| 126 | More Adverbs | 290–91 | 237–38 | 79 |  |
| 127 | Adjectives & Adverbs | 292–93 | 239–40 | 80 |  • One 3" × 5" index card for each student |
| 128 | Language Link: (Punctuation) Commas | 294–95 | 241–42 | 81 |  |
| 129 | Chapter 13 Review | 296–97 | 243–44 | 82–83 |  • Twenty-four 3" × 5" index cards |
| 130 | Cumulative Review | 298–99 | 245–46 |  |  |
|  | Bridge: Exploring Polar Regions |  | 247 |  |  |

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| Chapter 14: Writing a Research Report |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 248 |  |  | *research report**biography**Writing Process**planning**drafting**revising**proofreading**publishing**main idea**topic**topic sentence**fiction source**nonfiction source* |  • Choose a topic for a biography • Identify the main ideas of paragraphs • Analyze notes taken from nonfiction sources • Take notes from a nonfiction source • Identify details that support one main idea • Write a topic sentence that tells about a group of details • Write a class paragraph together • Draft, revise, proofread, and publish a biography • Participate in a writing conference • Use proofreading marks to correct errors |
| 131 | Choosing a Topic for a Biography | 304–5, S100 | 249–50 |  |  |
| 132 | Gathering Information | 306–7, S100 | 251–52 |  |  • Nonfiction and fiction books about the same person |
| 133 | Taking Notes | 308–9, S101 | 253 |  |  • Informational books • Set of encyclopedias • 4" × 6" cards (optional) |
| 134 | Taking Notes | 310–11, S101 | 254 |  |  • Informational books • Set of encyclopedias • 4" × 6" cards (optional) |
| 135 | Drafting the Biography | 312–13, S102 | 255–56 |  |  |
| 136 | Revising the Biography | 314–15, S102 | 257–58 |  |  |
| 137 | Proofreading the Biography | 316–17, S103 | 259–60 |  |  • Blank overhead transparency (optional) |
| 138 | Publishing the Biography | 318–19, S103 |  |  |  • Materials for publishing |
| 139 | Chapter 14 Review | 320–21 | 261–62 | 84–85 |  • Four sentence strips |
| 140 | Cumulative Review | 322–23 | 263–64 |  |  |

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| Chapter 15: Sentences |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 141 | Simple Subjects | 326–27 | 265–66 | 86 |  | *subject**predicate**simple subject**noun**pronoun**simple predicate**action verb**linking verb**helping verb**diagram of a sentence**telling sentence**declarative sentence**question**interrogative sentence**command**imperative sentence**exclamation**exclamatory sentence**advertisement**fact**opinion* |  • Identify the subject and predicate parts of a sentence • Identify all the words in a proper noun as the simple subject of a sentence • Identify simple subjects and simple predicates • Classify verbs as action verbs or linking verbs • Diagram simple subjects and simple predicates • Identify sentence fragments • Identify subject pronouns and object pronouns • Demonstrate an understanding of subject/verb agreement with singular and plural subjects • Write new sentences by changing singular subjects to plural subjects • Identify declarative, interrogative, imperative, and exclamatory sentences • Use the correct ending punctuation marks for sentences • Rewrite a sentence so that it asks a question instead of giving information • Rewrite a question so that it gives information • Recognize the purpose of an advertisement • Differentiate between fact and opinion in advertising • Listen for details |
| 142 | Simple Predicates | 328–29 | 267–68 | 87 |  |
| 143 | Diagramming Simple Subjects & Predicates | 330–31 | 269–70 | 88 |  |
| 144 | Fragments | 332–33 | 271–72 | 89 |  |
| 145 | Subject & Object Pronouns | 334–35 | 273–74 | 90 |  |
| 146 | Subject/Verb Agreement | 336–37 | 275–76 | 91 |  |
| 147 | Types of Sentences: New Names | 338–39 | 277–78 | 92 |  |
| 148 | Language Link: (Fact & Opinion) Persuasive Words | 340–41 | 279–80 | 93 |  • Two empty cereal boxes—one adult cereal, one children’s cereal |
| 149 | Chapter 15 Review | 342–43 | 281–82 | 94–95 |  • Several stories with castles (optional) • Drawing paper for each student (optional) • Forty 3" × 5" index cards |
| 150 | Cumulative Review | 344–45 | 283–84 |  |  |
|  | Bridge: Viewing Castles |  | 285 |  |  |

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| Chapter 16: Writing a Compare-Contrast Essay |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 286 |  |  | *Writing Process**planning**drafting**revising**proofreading**publishing**compare**contrast**Venn diagram**introduction**conclusion**T-chart* |  • Distinguish between comparing and contrasting • Identify comparing and contrasting in descriptions • Plan and draft a class essay together that compares and contrasts • Identify comparing and contrasting words • Revise and proofread a class compare-contrast essay together • Choose a topic for a compare-contrast essay • List details about two subjects in a T-chart • Organize details in a Venn diagram • Draft a compare-contrast essay • Participate in a writing conference • Revise, proofread, and publish a compare-contrast essay |
| 151 | Comparing & Contrasting with a Venn Diagram | 350–51 | 287–88 |  |  • Bag of pretzels • Bag of potato chips |
| 152 | Parts of the Essay | 352–53 | 289–90 |  |  |
| 153 | Words That Compare & Contrast; Revising & Proofreading Together | 354–55 | 291–92 |  |  |
| 154 | Planning with a T-chart & a Venn Diagram | 356–57 | 293–95 |  |  |
| 155 | Compare-Contrast Essay: Drafting | 358–59 | 296 |  |  |
| 156 | Compare-Contrast Essay: Revising | 360–61 | 297–98 |  |  |
| 157 | Compare-Contrast Essay: Proofreading | 362–63 | 299–300 |  |  |
| 158 | Compare-Contrast Essay: Publishing | 364–65 | 301–2 |  |  • Postcards from two different places • Construction paper for each student • Brass fasteners or yarn for each student |
| 159 | Chapter 16 Review | 366–67 | 303–4 | 96–97 |  |
| 160 | Cumulative Review | 368–69 | 305–6 |  |  |