

How Language Began

Then God said, "Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the cattle, over all the earth, and over all the creatures that move along the ground. " So God created man in his own image, in the image of God he created him; male and female he created them. The Lord God took the man, and put him in the Garden of Eden to work it and take care of it. And Adam gave names to all the cattle, the birds of the air and all the beasts of the field.

From Genesis 1 and 2

1. Copy this paragraph. Compare your copy with the model and fix all spelling and punctuation. Notice that “he” and other pronouns referring to God are not capitalized. That’s the way it is in the Bible KJV, but we capitalize these pronouns in our writing.

2. Memorize the second sentence. Practice until you can say it from memory and write it from memory without any mistakes. The semicolon means more pause than a comma, but less than a period.

3a Review yesterday’s memory sentence.

b. One way that people are different from animals is that people have language. At the very beginning Adam could listen to God, think of animal names, and say the names. He had language because he was made in the image of God.

Write a paragraph telling some things that you can do that your dog cannot do. Edit your sentences to try and make them better. Rearrange them, reword them, add more ideas, check the spelling. When you think everything sounds good, make a neat copy to save.

4a. Find and list ten pronouns in the Genesis sentences that refer to persons. Personal pronouns are words like us, he, and his.

Write 1 or 3 next to the pronouns to show whether it is the first person or third person. First person refers to the one or ones who are speaking. Third person refers to ones they are speaking about.

5a. Mark some words you are not sure you will spell right. Learn them.

b. Write the paragraph from dictation. Compare your copy with the model. If you had errors, fix them and tell your mom at least one thing you learned while fixing your errors.

Valiant, Dog of the Timberline

One morning, sniffing as usual at the base of the fence boards, the little dog felt a sudden cool breeze touch his nostrils. Interested, he stretched a paw toward the narrow crack which was opening between the wooden panels and the ground, and began to scratch. His claws sank into the soft earth and as he drew them back, a small depression appeared letting not only wind, but light, filter beneath the fence. Excited by this, he began digging wildly with both paws. The tunnel swiftly grew larger and the loosened dirt flew back between his legs.

Jack O'Brien

1. copy the above and compare your copy with the model. Fix the spelling, punctuation, and other things. Did you indent at the beginning?
2. Find three sentences which begin with a word or short phrase set off by a comma. Underline these phrases. Read each of those sentences aloud, pausing slightly at the commas.
 - b. What do you think could happen next in this story? Pretend you are the author and write the next sentence or the next paragraph of this story.
3. This paragraph tells, or narrates, part of the story, so it is called narrative writing. Make a list of things that happen in this story. You may start like this:

dog sniffed by fence

felt breeze

Use your list to tell the story, in order, to your teacher. Improve the list if you find it didn't help enough, and tell the story again. Save the list for activity 4.

4. Use your list of events, and write the story without looking at the model. Tell events in the order they happened.

After your first writing, proofread and edit your work until it is as good as you can make it. When you are proud of your work, show it to your teacher. You may also, then, look at the model and reread what Jack O'Brien wrote. Don't feel badly if his sounds better. Remember that he had many years of practice.

5a. The last sentence of the paragraph could be made into two sentences if you omit the "and" that connects them. Rewrite this compound sentence as two simple sentences. Read the sentences aloud both ways---from the book and from your paper. Which do you think sounds better? Why?

- b. Write the story from dictation again.

Black Beauty

The first place that I can well remember was a large pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water lilies grew at the deep end. Over the hedge on one side we looked into a plowed field, and on the other side we looked over a gate at our master's house, which stood by the roadside. At the top of the meadow was a grove of fir trees, and at the bottom a running brook overhung by a steep bank.

Anna Sewell

1. Write this descriptive paragraph from dictation, or copy it. Compare your copy with the model and fix any errors you find. When you think it is correct, ask your teacher to check again.

2a. In your copy of the paragraph, find some words that describe (adjectives) and draw arrows to the nouns they describe like this:



b. Read the paragraph aloud, omitting the adjectives you marked. Read it again using all the adjectives. What do you think about the way it sounds?

3a. Draw the horse meadow and surroundings. Put everything in your picture that is named in the paragraph.

b. Have someone give you a spelling test of 5 words they choose from the paragraph. If you miss any words find out the correct spelling, and then take the test again.

4a The adjectives you marked in activity 2 tell “what kind.” Review your work from activity 2 to remind yourself about them. Some adjectives tell “which one.” Examples are: **a** brook, **the** roadside. Now see how many more adjectives you can find in the paragraph.

5. Write the paragraph from dictation and see how much better you wrote it than the first time.

Addition

Addition is the process of uniting two or more numbers. Each number to be added is called an addend, and the total is called the sum. Adding is something like counting. For example, to add 14 and 3 you can start at 14 on the number line, count up 3 more, and arrive at the sum of 17. Or if you start at 3 and count up 14 more, you will arrive at the same sum of 17. It does not matter which order you use when you add numbers.

1. Copy this paragraph or write it from dictation. In most writing, numbers under ten are spelled out as words, but in special situations like recipes and arithmetic you get to use the numerals instead. Proofread your copy, record the number of errors you find, and save the number for activity 4. Correct all errors.

2a. To show that you understand the vocabulary in this paragraph, write a column of three numbers, add them, and label each number with its name.

3a. Show that you understand this paragraph by making a line of numbers from 1 to 20 and counting out the two examples given.

b. This paragraph does not describe or narrate, it explains. One way to explain is to give rules. Find the rule in your copy of the paragraph and label it "rule" in the margin beside it. Two other ways to explain are to give definitions and to give examples. Find and label all the definitions and examples you can find in your paragraph. Find a statement that has examples following it, and label it "statement."

4. Write the paragraph from dictation. Proofread it and see if you made fewer errors than the first one.

a. make a list of information in the addition paragraph. Then put the paragraph out of sight and rewrite it the best you can with only the list to help you.

The White Seal

The first time that Kotick went down to the sea a wave carried him out beyond his depth, and his big head sank and his little hind flippers flew up exactly as his mother had told him, and if the next wave had not thrown him back again he would have drowned. He was two weeks learning to use his flippers; and all that while he floundered in and out of the water, and coughed and grunted and crawled up the beach and took catnaps on the sand, and went back again, until at last he found that he truly belonged to the water.

Rudyard Kipling

1. a Copy the paragraph. Notice the semicolon that joins two parts of a sentence. A semicolon is almost like a period, but when you read this, you should pause not quite as long as for a period.

b. Did you indent? Did you spell all the words correctly? When you finish checking, ask your teacher to check again. Save your copy for activity 2.

2a. On your copy of the paragraph, underline all the action verbs you can find. If you know about helping verbs like “was and had” underline them too.

b. Make a list of all the action verbs that end with “ed” and put a heading over them called regular verbs. List the other action verbs and call them irregular verbs.

3. Rudyard Kipling wrote long sentences here and it gives a particular story like effect. Rewrite this paragraph into shorter sentences, changing a few words if you need to. Then read aloud the rewrite and the original and notice how they would differ. Can you describe the difference.

4a. Find all the ou and ow words in the paragraph and put them in lists according to the sound. You should end up with one long list and three other “lists” with only one word each.

b. Ask your teacher to give you a spelling test with five or six words she thinks you might miss. Check and retest until you get all the words right.

c. This is a narrative paragraph. That is, it tells a story. But in the story you learn some information about baby seals learning to swim. Use the information to write a paragraph about baby seals as it might appear in an encyclopedia.

5. Reread Kipling’s long sentences. Then write the paragraph from dictation.

Alice's Adventures in Wonderland

It was much pleasanter at home, when one wasn't always growing larger and smaller, and being ordered about by mice and rabbits. I almost wish I hadn't gone down that rabbit hole—and yet—and yet—it's rather curious, you know, this sort of life. I do wonder what can have happened to me. When I used to read fairy tales, I fancied that kind of thing never happened, and now here I am in the middle of one. There ought to be a book written about me, that there ought! And when I grow up, I'll write one.

Lewis Carroll

1a. Look at the dashes before and after each and yet phrase. Dashes show a sudden break in the thought of the sentence. Read aloud the sentences with dashes, trying to make it sound as you think the author wanted it to sound.

b. Contractions are two words made into one. An apostrophe is put in place of missing letters. Find four contractions and write them as this way.

Example I'm =I am

2a Have someone give you a spelling test with five words from the paragraph. If you miss any words correct their spellings and take the test again.

b. Have your teacher dictate the paragraph to you. Listen carefully for pauses that sound like commas. Compare your model with the model and fix any mistakes.

c. Read your copy aloud to someone.

3a. one sentence in the Alice paragraph could be made into two sentences if you omit the "and" that connects them. Find this compound sentence and rewrite it as two sentences. Read the sentences both ways—from the book and from your rewrite. Which do you think sounds better? Why?

b. Explain what simple and compound sentences are---look it up.

4a. Mark the words you are not sure you will spell correctly and have someone give you a spelling test over and over until you get them all right.

b. write the paragraph from dictation. Compare the model, correct it, and have your teacher check it again.

5. Write the paragraph again today.

Alice's Adventure in Wonderland, 2

Alice had not gone much farther before she came in sight of the house of the March Hare. She thought it must be the right house, because the chimneys were shaped like ears and the roof was thatched with fur. It was so large a house that she did not like to go nearer till she had nibbled some more of the left-hand bit of mushroom, and raised herself to about two feet high. Even then she walked up towards it rather timidly, saying to herself, "Suppose it should be raving mad after all! I almost wish I'd gone to see the Hatter instead."

Lewis Carroll

1. See how well you can write this paragraph from dictation without looking at it first. But if you don't know how to put quotation marks around the words that someone speaks, then peek at the last two sentences before you write.

Compare your copy with the model. Fix everything. Have your teacher check as well.

2a. Find the hyphenated word left-hand. Use a hyphen when you write about the left-hand side of the street or the left-hand bit of mushroom or left-hand something else. In other words, if it is an adjective (a describing word), hyphenate it. If it is just your left hand or my left hand, do not hyphenate it. Write in your own words this adjective rule for hyphenating.

b. Find a contraction and tell what two words it stands for. Write a rule about using an apostrophe in a contraction.

c. Study the quotation marks in the Alice paragraph. Notice the comma before and the capital letter after the opening quotation marks. Notice the period inside the closing quotation marks. And notice how the marks curve in different directions. Try writing some rules about quotation marks. Save for tomorrow.

3a. Look up any other rules for quotation marks and add them to your rules.

b. Read the Alice paragraph aloud, and try and give it proper expression to the quotations.

4a Have someone give you a spelling test with 5-6 difficult words. Repeat until you get them all correct.

b. List five words which end with "ed". After each, write the word as it would be without the "ed."

An "ed" ending often signals that the word is a verb, an action word. The "ed" shows the action happened in the past.

5 Write the Alice paragraph from dictation and try and have no errors. How close to perfect did you get? How was your penmanship? Think of a way to reward yourself?

Winnie the Pooh

“Where should we dig the Very Deep Pit?” asked Pooh.

Piglet said that the best place would be somewhere where a Heffalump was, just before he fell into it, only about a foot farther on.

“But then he would see us digging it,” said Pooh.

“Not if he was looking at the sky.”

“He would Suspect,” said Pooh, “if he happened to look down.” He thought for a long time and then added sadly, “It isn’t as easy as I thought, I supposed that’s why Heffalumps hardly ever get caught.”

“That must be it,” said Piglet.

A.A. Milne

1a. First, read these paragraphs just to laugh at the way Pooh and Piglet's brains work. Then look carefully at how the quotation marks are used. Notice:

1. A new paragraph is started when the speaker changes.

2. A quoted sentence can be interrupted with a phrase like *said Pooh*. Study the opening sentence of the fifth paragraph to see how this is done.

Notice, also, that Pooh capitalizes some words that we don't capitalize. This shows that Pooh thinks the words are important.

B Copy the paragraphs or write them from dictation. Being careful to do quotation marks correctly.

2. Take a good look at the paragraphs and then write them from dictation.

3a. Learn about common and proper noun.

b. List the common and proper nouns in this paragraph. Hint---normally pit, would be a common noun, but AA Milne made Very Deep Pit to be the name of a particular pit in Pooh's mind.

4a. Rewrite the paragraphs in dialogue for a play. You can start it like this,

POOH: Where should we dig the Very Deep Pit?

PIGLET: The best place would be.....

b. Read your play with a partner. Trade parts and read it again. Use expression that you think Piglet and Pooh would use on these words.

Read the paragraph from this book, using good expression as though you were a librarian reading this in a story hour for little children.

5. Write the paragraph from dictation again.

The Great Depression

In 1931, most people worked at coolie wages. Big department stores paid salesclerks as little as five to ten dollars a week. Factory workers got twenty-five cents an hour, sometimes even less. Topnotch secretaries who had once been paid fifty dollars and more a week were receiving ten dollars. Servants were clamoring for jobs at ten dollars a month including board.

Irving Werstein

1. Write the paragraph from dictation. Circle every word you are not sure is spelled correctly. Then compare with the model to see if you missed any. This is a good way to check your spelling.

2.a Underline the first sentence on your copy, and in the margin label it topic sentence. Tell in your own words what the topic of this paragraph is. (you may have to look up the meaning of the word coolie.)

b. Write three sentence that could be a topic sentences for paragraphs. Use topics that you are interested in.

3a. Mark five or six words in the paragraph that you might misspell the next time you write them from dictation. Study words and have someone give them to you in a test.

b. Read carefully. Can you tell from this paragraph whether salesclerks earned more than factory workers? Did servants want \$10 a month and their meals (board)? Or did the cost of meals get subtracted from \$10 ? Explain to your teacher what you think and why.

c. Choose one of the topic sentences you wrote yesterday and list some information that will help develop the topic. Use an encyclopedia or other information source if necessary.

4. Write as good a paragraph as you can, using the topic and information you gathered for activity 3.

5a. See if your teacher can think of a way to improve the paragraph you wrote in activity 4. Does it tell enough details to be interesting? Do the sentences read along smoothly?

b. Rewrite your paragraph making improvements.