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 2 L
 3 I
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 TO
 GOOD
 ENGLISH

LANGUAGE SKILLS TAUGHT

- * Phonics skills reinforced.
- * Penmanship improvement practiced.
- * Capitalizing sentences, names of people, places, days, months and holidays.
- * Punctuating ends of sentences, abbreviations, initials, greetings and closings of letters, dates, after yes and no.
- * Working with compound words, plurals, contractions, possessives, suffixes, prefixes, synonyms, antonyms, homonyms.
- * Reading respellings and using the dictionary.
- * Dividing words into syllables and listening for accents.
- * Learning the concept of nouns, verbs, modifiers, prepositions, and prepositional phrases.
- * Practicing correct usage of some verb forms.
- * Writing original sentences, letters, stories, and book reports.



Put these lists in **A-B-C** order.

quaint	1.-----	nail	1.-----	bay	1.-----
raisin	2.-----	layer	2.-----	drain	2.-----
saint	3.-----	ordain	3.-----	aid	3.-----
plain	4.-----	mainly	4.-----	claim	4.-----



Find a word from the top to match these respellings.

1. plān-----	5. bā-----	9. nāl-----
2. ād-----	6. ór-dān-----	10. mān-li-----
3. lā-ər-----	7. klām-----	11. drān-----
4. sānt-----	8. kwānt-----	12. rā-zən-----



Use the words below in sentences telling about things that have been done.
The first one shows you how.

asked - I asked my brother to fix my bike.

helped -----

played -----

climbed -----

walked -----

jumped -----



My Best Friend

Our dog Lassie is the smartest collie you ever saw. When Mom says "Go tie Lassie", the dog will walk to the back porch with her head drooping. Her eyes have a mournful look.

Lassie would rather eat candy, pretzels, or scrapple than the dog biscuits David sets out. She'll refuse to touch those till David calls, "Here kitty, kitty." Quickly Lassie becomes alert and wolfs down the food. No cat ever comes close to her food!

In the morning Mom permits Lassie to lie in the kitchen awhile. Then she says to her, "Where's David?" Lassie patters to the stairway and barks. She knows David is still in bed. Don't you think she's clever?

A Underline all the two-syllable words in the story; then write them on the lines below, dividing them into syllables. Do not write the same word twice.

1.-----	9.-----	17.-----
2.-----	10.-----	18.-----
3.-----	11.-----	19.-----
4.-----	12.-----	20.-----
5.-----	13.-----	21.-----
6.-----	14.-----	22.-----
7.-----	15.-----	23.-----
8.-----	16.-----	24.-----

B Look up **mournful** in the dictionary. Copy the respelling and definition.

A Add the suffix **ness** to these words. Remember the rule when a word ends in **y**.

- | | |
|-----------------|------------------|
| 1. kind ----- | 6. fresh ----- |
| 2. sleepy ----- | 7. lazy ----- |
| 3. dark ----- | 8. neat ----- |
| 4. sick ----- | 9. quiet ----- |
| 5. empty ----- | 10. bright ----- |

B Use some of the nouns you made to finish these sentences.

1. When Mother writes a letter she needs _____.
2. Bread is wrapped in plastic bags for _____.
3. _____ is one reason we do sloppy work.
4. You need lights when _____ comes.
5. Lydia stayed home because of _____.
6. _____ is to do and say kind things.

Remember!

Nouns name people, places, or things.

C Underline the nouns in these sentences. Example: Balloons popped.

- | | |
|--------------------------|---------------------------|
| 1. Butterflies danced. | 6. Anna sneezed. |
| 2. Bluebirds sang. | 7. Darkness came quickly. |
| 3. Much rain fell. | 8. Doors opened. |
| 4. The neighbors helped. | 9. Kindness pays. |
| 5. Horses galloped | 10. Neatness counts. |



D Add nouns to make these sentences complete.

- | | |
|------------------------|------------------------------|
| 1. _____ rang loudly. | 5. _____ broke with a crash. |
| 2. _____ squirted. | 6. _____ sang to us. |
| 3. _____ swam slowly. | 7. _____ buzzed. |
| 4. _____ smiled at me. | 8. _____ roared. |

TEACHER'S



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ENGLISH

Review ABC order. If pupils need more practice, give more groups of words on the board or on paper. Be sure that the first letters are all different in each group.

A Put these lists in A-B-C order.

quaint	1. plain	nail	1. layer	bay	1. aid
raisin	2. quaint	layer	2. mainly	drain	2. bay
saint	3. raisin	ordain	3. nail	aid	3. claim
plain	4. saint	mainly	4. ordain	claim	4. drain

B Find a word from the top to match these respellings.
 Have pupils read the respellings in class. Practice respelling flashcards.

1. plān	plain	5. bā	bay	9. nāl	nail
2. ād	aid	6. ór-dān	ordain	10. mān-li	mainly
3. lā-ər	layer	7. klām	claim	11. drān	drain
4. sānt	saint	8. kwānt	quaint	12. rā-zən	raisin

C Use the words below in sentences telling about things that have been done.
 The first one shows you how. Make some oral sentences in class using past tense.

asked - I asked my brother to fix my bike.

helped -

played -

climbed -

walked -

jumped -

Read the story in class. Get pupils involved in a lively discussion about dogs. Discuss two-syllable words and be sure pupils understand instructions.



For ease in correcting you should tell pupils to study the story first and underline all the two-syllable words. Then have them help you find them all in class and number them. That way pupils will have had the practice of finding them, yet have the words in A numbered

My Best Friend

Our dog Lassie is the smartest collie you ever saw. When Mom says "Go tie Lassie", the dog will walk to the back porch with her head drooping. Her eyes have a mournful look.

Lassie would rather eat candy, pretzels, or scrapple than the dog biscuits David sets out. She'll refuse to touch those till David calls, "Here kitty, kitty." Quickly Lassie becomes alert and wolfs down the food. No cat ever comes close to her food!

In the morning Mom permits Lassie to lie in the kitchen awhile. Then she says to her, "Where's David?" Lassie patters to the stairway and barks. She knows David is still in bed. Don't you think she's clever?

A Underline all the two-syllable words in the story; then write them on the lines below, dividing them into syllables. Do not write the same word twice.

- | | | |
|----------------------|-----------------------|-----------------------|
| 1. <u>Las'-sie</u> | 9. <u>pret'-zels</u> | 17. <u>a-ler't'</u> |
| 2. <u>smart'-est</u> | 10. <u>scrap'-ple</u> | 18. <u>morn'-ing</u> |
| 3. <u>col'-lie</u> | 11. <u>bis'-cuits</u> | 19. <u>per-mits'</u> |
| 4. <u>ev'-er</u> | 12. <u>Da'-vid</u> | 20. <u>kitch'-en</u> |
| 5. <u>droop'-ing</u> | 13. <u>re-fuse'</u> | 21. <u>a-while'</u> |
| 6. <u>mourn'-ful</u> | 14. <u>kit'-ty</u> | 22. <u>pat'-ters</u> |
| 7. <u>rath'-er</u> | 15. <u>quick'-ly</u> | 23. <u>stair'-way</u> |
| 8. <u>can'-dy</u> | 16. <u>be-comes'</u> | 24. <u>clev'-er</u> |

B Look up mournful in the dictionary. Copy the respelling and definition.

See page 99 for handling dictionary respellings.

Discuss these words and their derivatives, using both in sentences.

A Add the suffix **ness** to these words. Remember the rule when a word ends in **y**.

- | | |
|-------------------------------|--------------------------------|
| 1. kind - <u>kindness</u> | 6. fresh - <u>freshness</u> |
| 2. sleepy - <u>sleepiness</u> | 7. lazy - <u>laziness</u> |
| 3. dark - <u>darkness</u> | 8. neat - <u>neatness</u> |
| 4. sick - <u>sickness</u> | 9. quiet - <u>quietness</u> |
| 5. empty - <u>emptiness</u> | 10. bright - <u>brightness</u> |

B Use some of the nouns you made to finish these sentences.

- When Mother writes a letter she needs quietness.
- Bread is wrapped in plastic bags for freshness.
- Laziness is one reason we do sloppy work.
- You need lights when darkness comes.
- Lydia stayed home because of sickness.
- Kindness is to do and say kind things.

Remember!

Nouns name people, places, or things.

C Underline the nouns in these sentences. Example: Balloons popped.

- | | |
|---------------------------------|----------------------------------|
| 1. <u>Butterflies</u> danced. | 6. <u>Anna</u> sneezed. |
| 2. <u>Bluebirds</u> sang. | 7. <u>Darkness</u> came quickly. |
| 3. <u>Much</u> rain fell. | 8. <u>Doors</u> opened. |
| 4. The <u>neighbors</u> helped. | 9. <u>Kindness</u> pays. |
| 5. <u>Horses</u> galloped | 10. <u>Neatness</u> counts. |



D Add nouns to make these sentences complete.

Proper names or plural nouns can be used in the sentences below.

- If you allow pupils to use **a**, **an**, or **the** before the noun, be sure they understand it's not part of the noun.
- | | |
|------------------------|------------------------------|
| 1. _____ rang loudly. | 5. _____ broke with a crash. |
| 2. _____ squirted. | 6. _____ sang to us. |
| 3. _____ swam slowly. | 7. _____ buzzed. |
| 4. _____ smiled at me. | 8. _____ roared. |