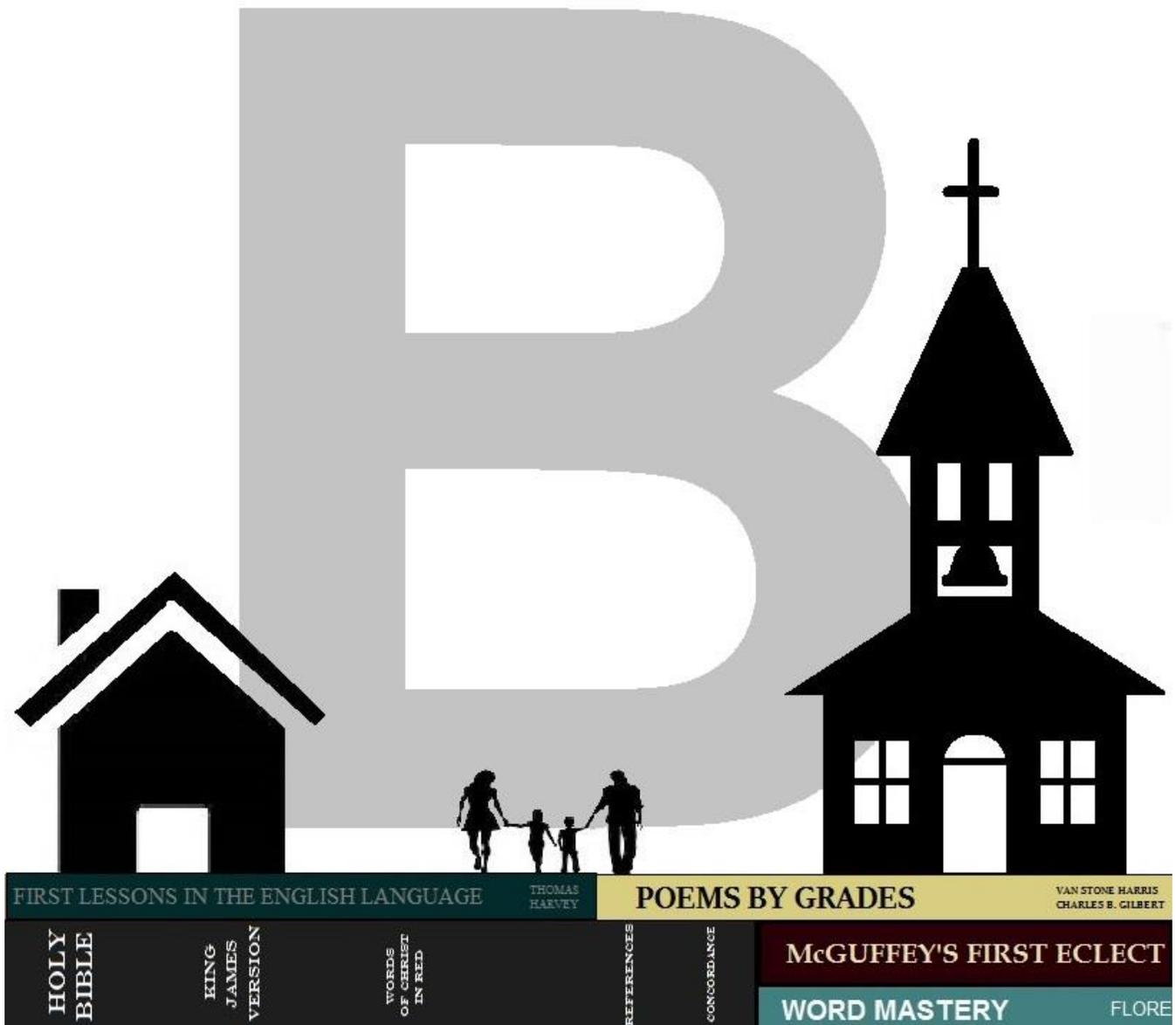


Eclectic Foundations Language Arts



This work would not be possible without a tremendous amount of support and help from:

My wonderful husband,

Our amazing kids,

My awesome friends,

the many brilliant authors, educators, and poets long before my time, and

Our Heavenly Father

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Instructions:

Thank you for using Eclectic Foundations Language Arts Level B. This year is intended for first or second grade. My hope is that you are as blessed as we are by it.

Books- For this year, you will need McGuffey's First Eclectic Reader (revised edition). These can be found digitally online at no cost. You can print a copy or find a physical copy elsewhere. This program and the McGuffey's First Eclectic Reader will be the only book that you will need to print off or buy. I have however, decided to use additional books to base this program on. My phonics lessons are based on Word Mastery written by Florence Akin, and grammar is based on First Lessons in English written by Thomas Harvey. Most of the poems and copy work come from Poems by Grades written by Van Stone Harris and Charles B. Gilbert. All of these books are also available for free online. Again, it is not necessary to print off these books. All needed content (Except McGuffey First Reader) is contained within this program. While I have based this program on these books, I have reworded some of the content to accommodate modern language.

Supplies- Simple supplies are needed. One lesson requires unlined index cards. You may occasionally need paper to write on as well. The handwriting has been lined 3/8". I recommend finding paper that has been lined this size for additional writing. Each student will also need a pencil box to keep his or her word cards in. You can separate the cards according to color by using 8 rubber bands. Crayons, map colors, and scissors will be needed for the word cards and some grammar lessons. You will need thin dry-erase markers and a dry-erase eraser for the phonics practice sheets.

Printing- The first thing that you will need to print is the teacher's guide. You will only need one copy. Next, you will need to print the student pages. You will need to print one copy per student. Third, print the Phonics Practice Sheets. You will need one copy per student. These will need to be laminated or placed in page protectors. Finally, you will need to print the McGuffey's word cards on white card stock.

The Layout- This program has 36 4-day weeks. I recommend visiting the library weekly. Children are discovering their interests at this age. One of the many benefits to homeschooling is the ability to feed your child's interests while exposing your child to as many different topics as possible. Read, read, read. Depending on the topic of a book, you can come up with a craft or nature study to expand on the topic. One of the best gifts you can give your student is the freedom to learn.

Overview

McGuffey's- The McGuffey's section usually covers two lessons per week. One day is spent studying the picture and reading the words and the selection. The next day is for coloring word cards and reviewing parts of speech. The drill of defining the part of speech every time may seem redundant, but it is important not to skip this step. Pretty soon, your student will be reciting the definitions to you. Nouns are red, pronouns are pink, adjectives are orange, verbs are green, adverbs are yellow, prepositions are blue, conjunctions are purple, and interjections are black. Review lessons usually take an entire week. This week is spent doing different activities with the word cards.

Phonics- The phonics lessons are not to be confused with spelling lessons. The short word lists are to be read three or four times until the student can read the words easily. After this, the student then attempts to write the words on the appropriate Phonics Spelling Sheet. The student should attempt to spell the words independently, but don't hesitate to help him/ her spell the words. The student should not become frustrated with this process. The purpose of writing the words is to help them recognize the word when they read it. Formal spelling lessons will not be introduced until third grade.

Handwriting- The only time the student is expected to write cursive is during handwriting practice. Other work should be printed unless the student feels comfortable writing in cursive. This program starts with each letter of the alphabet. The capital form of the letter should be written on the first two lines. The next two lines should be the lowercase form of the letter in a solid chain. The last line should be used to review previous letters. The amount of times each letter is written is at your discretion. If your student has trouble writing the letters, you can use a yellow fine-tipped highlighter to write the letters on the first (capital) and third (lower-case) lines. The student can then trace the letters you wrote and independently write them on the following line. After the alphabet is covered, short quotes are given. Occasionally the slate work from the McGuffey's Reader is given as copy work. Again, if your child has trouble, you can write the selection with a highlighter, have the student trace it, and then allow them to write it independently. I have allotted enough room to do this.

Poetry- Each week, there is a different poem to read to your student. You should help them recognize the rhyming words and circle them. It may be helpful to use different color crayons to circle the different sets of rhyming words. Often a pattern can be detected by doing this. Comprehension questions are then asked to the student.

Grammar- Sadly, children today suffer from lack of grammar instruction. It was my goal to start my children with grammar instruction as early as possible. After searching high and low, I found First Lessons in English to be the perfect fit. The lessons are short and easy to teach. I knew I had to include it. Don't worry if your student doesn't completely grasp all of the concepts taught. This program teaches a little above grade level. The idea is to expose the student to the material so that it will be familiar to him/her in future years. Your student is expected to need a lot of help with the worksheets. You will find that the McGuffey's word cards and the grammar lessons complement each other well. Selections that have instructions to write something on the board can be done in numerous ways. I like to write on a dry erase board on the wall. You can, however, use a small chalkboard, a sheet size dry-erase board or even a sheet of paper. Bold words are to be read aloud. Words that are not bold and not in parenthesis are additional instructions; and words in parenthesis are the answers to questions.

**Eclectic Foundations
Language Arts
Level B**

**Teacher's Guide
(print one copy)**

Written by Elizabeth Ratliff

Lesson 1

McGuffey's- Have the student read the words and the selection from Lesson I in McGuffey's First Reader. Look at the picture and try to imagine why the dog is running. Is it running away from something or to something? Is the dog in the city or the country? Imaginative readers will have fun making up elaborate stories. The student can draw a picture of a possible scenario if he/she likes.

Phonics- Have the student read the word list for lesson 1 in the Student Workbook. Review any words that may be difficult until the student is reading the words fluently. As you read the words, the student can write with a dry-erase marker to fill in the missing consonants on the page. Lessons 1-4 will use Phonics Practice Sheet B.

Handwriting/ Copy work- Cursive Aa

Poetry- Read A Good Play stanza 1 (Lesson 1-4 Poetry). Help your student circle the rhyming words.

- 1. What does the title of the poem tell you?** (Someone is going to have a lot of fun playing)
- 2. What did the children build and what was it made of?** (A ship made of chairs and pillows.)
- 3. What does "billows" mean?** (A large wave or swell of water)

Grammar

Write these letters on the board in this order.

m, c, n, l, s, g, a, h, q, e, k, r, d, x, v, i, y, w, j, u, o, t, f, p, z, b

What are these characters called? (letters)

How many letters are there? (26)

Have you seen them written in this order before? (no)

In what order have you seen them written or printed? (have student write them in order.)

Can you tell me what the arrangement is called when the letters are written in this order? (alphabet)

Lesson 2

McGuffey's- Help your student color and add lesson 2 cards to the word box. Explain that words like *a*, *an* and *the* are types of adjectives called articles (orange). They point out the noun. *Dog* is a noun (red). A noun names a person, place, thing, or idea. *Ran* is a verb (green). A verb expresses action or state of being. It tells *what* the dog is doing. Don't worry if your student doesn't fully grasp the concepts. By the end of the school year, they will have a firm grasp on the content.

Phonics- Have the student read the word list for lesson 2. Review any words that may be difficult until the student is reading the words fluently. Read the words as the student writes on the phonics practice sheet.

Handwriting/ Copy work- Cursive Bb

Poetry- Read and discuss A Good Play Stanza 2. Help your student circle the rhyming words.

1. **What are some of the things they took with them?** (A saw, several nails, water in pails, an apple, a slice of cake)
2. **What was the name of one of the children?** (Tom)
3. **What does "till" mean?** (until)

Grammar-

Can you tell me what a letter represents? (a sound)

When we say one of these sounds or combine two or more of them, we have a Syllable. We take one of these syllables, or combine two or more of them, and make a word. When we talk or write, we use words to express our thoughts. What, then is a word? (Have student memorize the definition of a word.)

A word is a syllable or a combination of syllables used in expressing thought.

Lesson 3

McGuffey's- Have your student read the words and the selection from Lesson II McGuffey's First Reader. Look at the picture. This looks like a nice mat. Should the cat be on the mat or is this a special mat for the cat? Is the cat inside or outside? What would happen if the dog came inside?

Phonics- Have the student read the word list for lesson 3. Review any words that may be difficult until the child is reading the words fluently. Read the words as the student writes on the phonics practice sheet.

Handwriting/ Copy work- Cursive Cc

Poetry- Read A Good Play stanza 3. Help your student circle the rhyming words.

- 1. What happened to one of the boys after they had been sailing for a while?** (Tom fell out and hurt his knee)
- 2. Who was left in the boat when that happened?** (The person telling the poem.)

Grammar-

Show a pen to the student and ask what it is.

Write the word **pen** on the board, point to it and ask if that is a pen. (no)

What is that? (that is a word)

It is a word used to name a thing, or object. I hold in my hand an object called a pen. The name of this object is here on the board.

Do the same with these objects...

paper; pencil; book; ruler

What are these words? (names of objects)

A name of a person, place, thing or idea is called a noun. What, then, are the words which are here on the board? (nouns)

Why? (they are names of things)

Can you now tell me what a noun is? (A noun names a person, place, thing or idea.)

Have student memorize the definition of a noun.

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

Lesson 4

McGuffey- Help your student color and add lesson 4 cards to the word box. *Cat* and *mat* are nouns (red). A noun names a person, place, thing or idea. What do *cat* and *mat* name? They name things. *Is* is a verb (green). A verb expresses action or state of being. *On* is a preposition (blue). A preposition shows the relationship between a noun or pronoun and other words in a sentence.

Phonics- Have the student read the word list for lesson 4. Review any words that may be difficult until the student is reading the words fluently. Read the words as the student writes on the phonics practice sheet.

Handwriting/ Copy work- Cursive Dd

Poetry- Read A Good Play again. Answers to the following questions will vary.

1. **Have you ever pretended to sail in a boat? Where would you go?**
2. **What would you take with you? Who would you take with you?**
3. **Is “A Good Play” a good title for this poem? Why?**

Grammar- Review the definitions of "word" and "noun".

A word is a syllable or a combination of syllables used in expressing thought.

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

Lesson 5

McGuffey's- Have your student read the words and the selection from Lesson III McGuffey's First Reader. Look at the picture and try to imagine what the man is writing. He appears to be working hard. What is he writing? Perhaps he is writing a letter or looking at his Bible and writing a sermon. Allow the student to use his/her imagination. Your student can draw a picture of a possible scenario if he/she likes. Explain that many years ago, people didn't use pens like we do today. They had to dip their special "pens" (sometimes a feather) in ink in order to write.

Phonics- Have the student read the word list for lesson 5. Review any words that may be difficult until the student is reading the words fluently. Read the words as the student writes on the phonics practice sheet. Lessons 5-8 will use Phonics Practice Sheet B.

Handwriting/ Copy work -Cursive Ee

Poetry- Read April Fools stanza 1. Help your student circle the rhyming words.

1. **Why were the pansies shy?** (They were afraid of the cold weather)
2. **What were the brown blankets?** (Leaves that had fallen to the ground)
3. **Who told them that springtime was here?** (A bird)

Grammar-

Write the following words on the board **boy; girl; city**

What are these words? (They are nouns because they name a person, place or thing.)

Can I use the word *boy* when I wish to speak of any boy in the world? (yes, you can)

It is a name that is *common* to all boys; that is, it can be applied to each of them.

What kind of noun would it be called? (common noun)

What kind of noun is *girl*? (common noun)

Why? (because it can be used to name any girl)

What can you say about the word *city*? (*city* is a common noun, because it can be used to name any city)

Objects of the same kind form what is called a *class*. The name of the class can be applied to any object belonging to it. Now, what is a common noun? (help the student memorize the definition of a common noun)

A common noun is a name, which may be applied to any one of a class of objects.

Lesson 6

McGuffey's- Help your student color and add lesson 6 cards to the word box just as you have previously. *It* is a pronoun (pink). A pronoun is a word that takes the place of a noun. *His* is a possessive adjective (orange). We use possessive adjectives to show who owns or "possesses" something. (The word *his* is sometimes used as a possessive pronoun, but we are specifically defining it in the context of this lesson.) *Pen, hand,* and *man* are nouns (red). A noun names a person, place, thing or idea. *A* is an adjective called an article (orange). An article points out the noun. *In* is a preposition (blue). A preposition shows the relationship between a noun or pronoun and other words in a sentence. *Has* is a verb (green). A verb expresses action or state of being.

Phonics- Have the student read the word list for lesson 6. Review any words that may be difficult until the student is reading the words fluently. Read the words as your student writes on the phonics practice sheet.

Handwriting/ Copy work -Cursive Ff

Poetry- Read April Fools stanza 2. Help your student circle the rhyming words.

1. **Why were the pansies glad?** (They thought springtime was here)
2. **What were their velvet hoods, purple and gold?** (their flower petals)
3. **Why were they all-a tremble alone in the cold?** (because it was still wintertime, they had been fooled)

Grammar- Have your student think of as many common nouns as he/she can.

Lesson 7

McGuffey's- Have the student read the words and the selection from Lesson IV McGuffey's First Reader. Look at the picture. What type of building are the animals in? (barn) How many hens are there? How many roosters? Explain that many years ago most boxes had to be built out of wood. The child can again draw a picture of a possible scenario if he/she chooses. Try to imagine why the mouse is running out of the box. This lesson introduces adjectives. Black and fat are descriptive words. Explain what they are describing and try to think of other adjectives (i.e. old box, dirty barn, sharp axe, etc...)

Phonics- Have the student read the word list for lesson 7. Review any words that may be difficult until the student is reading the words fluently. Read the words as your student writes on the phonics practice sheet.

Handwriting/ Copy work -Cursive Gg

Poetry- Read April Fools stanza 3; and help your student circle the rhyming words.

- 1. Why were snowflakes flying, and skies grim and gray?** (It was still winter)
- 2. Why was the wind thought to be cruel?** (It was blowing and making the pansies cold.)
- 3. Why did the wind call them April fools?** (Because they had been fooled into thinking it was springtime.)

Grammar-

Write the following word on the board... **Pete**

Is this word a common noun? (No, it is not.)

Why is it not a common noun? (Because it cannot be used to name all boys)

True, but why do boys have different names? (Because we could not distinguish one from another if they all had the same name.) Encourage the student at this point to use the word *distinguish* instead of *tell* if that is the word that they chose to use.

A name, which is used to distinguish one object, place, or person from another of the same kind or class, is called a proper noun. Proper nouns are the names of particular objects, places or people. What kind of noun is Pete? (proper noun)

Why? (because it is the name of a particular boy)

Repeat the process with the words *Jane* and *Boston*.

Now, can you tell me what a proper noun is? (Help the student memorize the definition of a proper noun)

A proper noun is the name of a particular object, place, or person.

Lesson 8

McGuffey- Help your student color and add lesson 8 cards to the word box just as you have previously. *Hen, rat, and box* are nouns (red). A noun names a person, place, thing, or idea. *Fat and big* are adjectives (orange). An adjective describes the noun or pronoun. *Run and can* are verbs (green). A verb expresses action or state of being. *From* is a preposition (blue). A preposition shows the relationship between a noun or pronoun and other words in a sentence.

Phonics- Have the student read the word list for lesson 8. Review any words that may be difficult until the student is reading the words fluently. Read the words as the student writes on the Phonics Practice Sheet.

Handwriting/ Copy work -Cursive Hh

Poetry- Read and circle the rhyming words of April Fools stanza 4. Help your student circle the rhyming words.

- 1. Why were their dark eyes full of tears?** (They were sad that it wasn't spring yet)
- 2. Why were the pansies brave?** (They decided to wait for sunny weather)
- 3. Do you think they had to wait long?** (No, it was April, and Spring was around the corner)

Grammar- Lesson 8 worksheet

Proper nouns to be circled are: Jane; Silas; James; Emma; Toledo; Portland; Sally; Lewis; Florida; Texas; and Chicago. The rest of the nouns are common and should be underlined.

Lesson 9

McGuffey's- Have the student read the words and the selection from Lesson V McGuffey's First Reader. Look at the picture. Is this Ann's dog? What is she doing with a stick? What season is it? How did Rab get the hat? Use adjectives to describe the girl, dog, road, trees, and plants.

Phonics- Have the student read the word list for lesson 9. Review any words that may be difficult until the student is reading the words fluently. Lesson 9-14 will use Phonics Practice Sheet C. The left column is for short vowel (CVC words), and the right column is for long vowel/ silent e words. They alternate singular and plural forms. Your student will be able to fill in the missing consonants as you dictate the words.

Handwriting/ Copy work -Cursive Ii

Poetry- Read Baby Bye the first two stanzas. Help your student circle the rhyming words.

1. **Who is the person talking to in this poem?** (a baby)
2. **What has six legs?** (The fly)
3. **What was the fly tickling?** (The baby's nose)
4. **What are the rainbows on his back?** (Color reflecting off his body)
5. **What does "beck" mean?** (To nod or motion with the head.)
6. **What are his "shoes" made of?** (Hairs)

Grammar-

Write the following words on the board:

man, mat, bag, cub, vase, mule

Help the student write a short sentence about each word. i.e. **The man is big.**
The vase is red. etc. Pay close attention to penmanship and spelling.

What should sentences start with? (A capital letter)

What should these sentences end with? (A period)

Lesson 10

McGuffey's- Help your student color and add lesson 10 cards to the word box just as you have previously. *Rab*, *Ann*, and *hat* are nouns (red). A noun names a person, place, thing, or idea. *Catch* and *see* are verbs (green). A verb expresses action or state of being.

Phonics- Have your student read the word list for lesson 10. Review any words that may be difficult until the student is reading the words fluently. Read the words as the student writes on the Phonics Practice Sheet.

Handwriting/ Copy work -Cursive Jj

Poetry- Read Baby Bye stanzas 3 and 4. Help your student circle the rhyming words.

1. **What is the fly's "gown"?** (His body)
2. **What would cause the fly to loose his clothes?** (The candle-light)
3. **What is spun in the sun?** (Spider webs)
4. **What makes the fly complain?** (Rain)
5. **Does the fly have a tongue?** (No)
6. **How does the fly sing?** (With his wings)

Grammar- (answers will vary)

Name five things that may be known by the sense of hearing.

Name five things that may be known by the sense of touch.

Name five things that may be known by the sense of smell.

Name five things that may be known by the sense of taste.

Name five things that may be known by the sense of sight.

Lesson 11

McGuffey's- Have your student read the words and the selection from Lesson VI McGuffey's First Reader. Look at the picture. This is a good opportunity to discuss the importance of taking care of pets. Would Rab let Ann pet him if she was mean to him? What else besides petting should Ann do to take care of Rab? This lesson introduces adverbs. Adverbs describe a verb, adjective, or other adverbs. When can Ann pat Rab? (She can pat him now)

Phonics- Have your student read the word list for lesson 11. Review any words that may be difficult until the student is reading the words fluently. Read the words as the student writes on the Phonics Practice Sheet.

Handwriting/ Copy work -Cursive Kk

Poetry- Read Baby Bye stanzas 5 and 6. Help your student circle the rhyming words.

1. **Where is the fly's mouth?** (Between his feet)
2. **What is on his back?** (A pack)
3. **What did the fly kiss?** (The baby's hand)
4. **What is described as being silk?** (The fly's wings)
5. **How did the fly get wet?** (He got into the baby's milk)

Grammar-

Write these words on the board: fan; fans

Does the first word I have written point out one object or more than one? (One)

Does the second word I have written point out one object or more than one? (More than one)

When a noun points out only one object it is said to be in the *singular number*; when it points out more than one object, it is said to be in the *plural number*.

What does a singular number point out? (One)

What does a plural number point out? (More than one)

Notice that the second word ends with s.

Write these words on the board: box; boxes

What have I added to "box" to make it plural? (es)

These are two ways of forming plurals. There are many other ways. Nouns ending in *f* or *fe* usually change to *ves* (knife=knives); those ending in *y* with a vowel before it, add *s* (day= days); those ending in *y*, with a consonant before it, add *ies* (baby= babies); and those ending in *o* with a consonant before it, add *es* (banjo= banjoes).

Lesson 12

McGuffey's- Help your student color and add lesson 12 cards to the word box just as you have previously. *She* and *me* are pronouns (pink). A pronoun is a word that takes the place of a noun. *Let* and *pat* are verbs (green). A verb expresses action or state of being. *Too* and *now* are adverbs (yellow). Adverbs describe verbs, adjectives, or other adverbs.

Phonics- Have your student read the word list for lesson 12. Review any words that may be difficult until the student is reading the words fluently. Read the words as the student writes on the Phonics Practice Sheet.

Handwriting/ Copy work -Cursive Ll

Poetry- Read Baby Bye stanzas 7 and 8. Help your student circle the rhyming words.

1. **What do flies do when they get wet?** (They twist their thighs and wipe their heads and eyes)
2. **What other animal appears to do the same thing?** (cat)
3. **Who wears a hat?** (the gnat)
4. **Do flies have good eyesight?** (yes)
5. **What is the secret that the child can tell?** (spiders never use flies well)
6. **What does the child tell the fly?** (away! Do not stay; good-day!)

Grammar- Lesson 12 worksheet

Your student may need a lot of help with this lesson. The student should write the word in the blank in the plural form. Don't worry if your student doesn't master this lesson. The student will have plenty of practice in future years. The purpose of this lesson is simply to introduce the concept.

Answers: oxen; women; fences; winds; boxes; knives; desks; vessels; pencils; houses; potatoes; roads; moneys; books; roses; follies; men; calves; boys; children

Lesson 13

McGuffey's- Have your student read the words and the selection from Lesson VII McGuffey's First Reader. Look at the picture. When a hen is broody, that means she wants to hatch her eggs. During this time, she may be very cranky and protective of her eggs. It is a good idea not to mess with a broody hen. They can peck you! Perhaps that's why Ned can't get the eggs. It takes about 21 days for an egg to hatch. Depending on the breed of the hen, eggs can be different colors. Some are white or brown. Some are even blue or green!

Phonics- Have the student read the word list for lesson 13. In this lesson, the *s* makes the /z/ sound. Review any words that may be difficult until the student is reading the words fluently. Read the words as the student writes on the phonics practice sheet. You will need to skip the words "as" and "is" on the Phonics Practice Sheets.

Handwriting/ Copy work - Cursive Mm

Poetry- Read Boats Sail on the Rivers stanza 1. Help your student circle the rhyming words.

1. **What is the difference between boats and ships?** (Ships are much bigger)
2. **What sails across the skies?** (Clouds)
3. **Are ships and boats man made?** (Yes)
4. **Who made the clouds?** (God)

Grammar-

Write these words in this order on the board: **cap, the, mine, is**

Do these words make sense as they are written? (No)

Rewrite them so that they will express some meaning: **The cap is mine.**

Do these words make sense as they are written? (Yes)

Arrange them so that they will ask a question: **Is the cap mine?**

Do these words make sense as they are written? (Yes)

When groups of words express some meaning, they are said to make complete sense.

Such groups are called sentences. What, then, is a sentence? (Help the student memorize the definition of a sentence)

A sentence is a group of words making complete sense.

Lesson 14

McGuffey's- Help your student color and add lesson 14 cards to the word box just as you have previously. *Ned* is a proper noun (red). *Eggs* and *nest* are common nouns (red). A noun names a person, place, thing, or idea. *Fed*, *left*, *will*, and *get* are verbs (green). A verb expresses action or state of being. *Them* is a pronoun (pink). A pronoun renames a noun. *Black* is an adjective (orange). An adjective describes a noun or pronoun.

Phonics- Have the student read the word list for lesson 14. In this lesson, the *s* makes the /z/ sound. Review any words that may be difficult until the student is reading the words fluently. Read the words as the student writes on the Phonics Practice Sheet

Handwriting/ Copy work - Cursive Nn

Poetry- Read *Boats Sail on the Rivers* stanza 1 again. Draw a picture on blue construction paper of a boat sailing on the water. You can make a sail with toothpicks and white paper to glue to the boat. Help the student use a glue stick and cotton to form clouds above. It's fun to try to make shapes with the clouds.

Grammar-

Write on the board (leave off the period). **The cap is mine**

What should you place at the end of this sentence? (period) Now place the period at the end.

Always place a period after the last word of a sentence, which is a statement. "The cap is mine." is a statement. Therefore, a period should be placed after the last word. (leave these words for use the next day)

Write these words on the board. **Summer, is, in, it, hot, the.**

Arrange these words to make a statement. It is hot in the Summer.

What mark should you place after the last word in this sentence? (a period)

(leave these words for use the next day) Help your student memorize the definition of a declarative sentence.

A declarative sentence is a sentence which makes a statement.

Lesson 15

McGuffey's- Have your student read the words and the selection from Lesson VIII McGuffey's First Reader. Explain that (ea) can make a short e or a long e sound. Look at the picture and derive questions from the picture. Is Ned really a big man with the hat on? Student can try walking around in a parent's shoes. Are they any bigger than they were without the big shoes on? Ned was pretending to be big like his father. What are some other ways of pretending to be big? (pretending to drive or cook etc.)

Phonics- Have the student read the word list for lesson 15. Review any words that may be difficult until the student is reading the words fluently. Lesson 15 will not use a Phonics Practice Sheet. The purpose of this lesson is to show how to write the possessive form of a noun.

Handwriting/ Copy work - Cursive Oo

Poetry- Read Boats Sail on the Rivers stanza 2. Help your student circle the rhyming words.

1. **Are the bridges in the rivers man made?** (yes)
2. **What is the bow that bridges heaven?** (a rainbow)
3. **Who made the rainbow?** (God)
4. **What does the rainbow symbolize?** (a promise from God that he would never flood the entire earth again.)

Grammar-

Make sure this is written on the board: **The cap is mine.**

How can I arrange these words to ask a question? Is the cap mine

What should you place after the last word in this sentence? (a question mark)

Add a question mark at the end of the sentence.

A question mark is also called an interrogation point. It should be placed after the last word in a question. Make sure this is written on the board: **It is hot in the Summer.**

Now, arrange this sentence to make a question. Is it hot in the Summer

What should you place after the last word in this sentence? (a question mark)

Add a question mark at the end of the sentence. **A sentence that states a question is an interrogative sentence.** Help student memorize what an interrogative sentence is.

An interrogative sentence is a sentence that states a question.

Lesson 16

McGuffey's- Help your student color and add lesson 16 cards to the word box just as you have previously. *Nat* is a proper noun (red). *Head* is a common noun (red). A noun names a person, place, or thing. *He* is a pronoun (pink). A pronoun renames a noun. *Come* is a verb (green). A verb expresses action or state of being. *With* is a preposition (blue) A preposition shows the relationship between a noun or pronoun and other words in a sentence. *And* is a conjunction (purple). A conjunction is a word used to connect or coordinate words, clauses, or sentences.

Phonics- Have the student read the word list for lesson 16. Review any words that may be difficult until the child is reading the words fluently. Lesson 16 will not use a Phonics Practice Sheet. The purpose of this lesson is to show how to write the possessive form of a noun. Dictate phrases using your student's name for them to write.

example *Patrick's* cat. *Erin's* dog.

Handwriting/ Copy work - Cursive Pp

Poetry- Read Boats Sail on the Rivers again.

Grate an old red, yellow, and blue crayon into three separate bowls.

Place the shavings on a piece of wax paper. Place red on top, then yellow, then blue, then a small amount of blue and red mixed at the bottom. Allow the shavings to mix between the colors. Top with another piece of wax paper, and iron between two towels. This will make a sun catcher. You can make a nice frame for the sun catcher out of construction paper or Popsicle sticks. **The author, Christina Rossetti understood that nothing people made could compare to the beauty that God created.**

Grammar- Lesson 16 worksheet

Rearrange the words to make a statement and then to make a question. Make sure student starts all sentences with a capital letter and writes the sentence in the blank with the correct ending.

Answers:

This is an easy lesson.

Is this an easy lesson?

A cat is in the box.

Is a cat in the box?

The water is safe.

Is the water safe?

Eclectic Foundations
Language Arts
Level B
Student Workbook
(print one per student)

Written by Elizabeth Ratliff

Lesson 1 Word List

late

mine

gave

bite

dime

cane

wire

pole

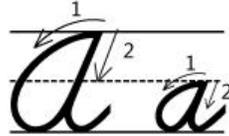
hope

pure

wore

line

Handwriting/ Copy work



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for copying and practicing the letters 'A' and 'a'.

A GOOD PLAY

We built a ship upon the stairs
All made of the back bedroom chairs,
And filled it full of sofa pillows
To go a-sailing on the billows.

We took a saw and several nails,
And water in the nursery pails;
And Tom said, "Let us also take
An apple and a slice of cake:"
Which was enough for Tom and me
To go a-sailing on, till tea.

We sailed along for days and days,
And had the very best of plays;
But Tom fell out and hurt his knee,
So there was no one left but me.

ROBERT LOUIS STEVENSON

Lesson 2 Word List

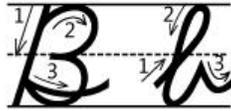
bone
hive
yoke

rake
mane
pane

wove
time
more

rate
Pete
pile

Handwriting/ Copy work



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for copying and practicing the words from the list above.

Lesson 3 Word List

ride

tire

pipe

lake

pine

ripe

tone

life

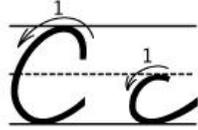
home

cape

robe

date

Handwriting/ Copy work



Handwriting practice lines consisting of 10 sets of three horizontal lines (top, middle, bottom) for copying and writing practice.

Lesson 4 Word List

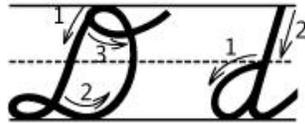
Duke
rode
June

dive
vane
vase

fade
rope
cake

gate
here
hire

Handwriting/ Copy work



Handwriting practice lines consisting of 10 sets of three horizontal lines (top, middle, bottom) with a dashed middle line.

Lesson 5 Word List

core
safe
vote

kite
vine
sake

make
same
wade

sale
pale
lone

Handwriting/ Copy work



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for copying and writing practice.

Lesson 5-8 Poetry

APRIL FOOLS

Shy little pansies
Tucked away to sleep,
Wrapped in brown blankets
Piled snug and deep,
Heard in a day dream
A bird singing clear:
"Wake, little sweethearts;
The springtime is here! "

Glad little pansies,
Stirring from their sleep,
Shook their brown blankets
Off for a peep,
Put on their velvet hoods,
Purple and gold.
And stood all a-tremble
Abroad in the cold.

Snowflakes were flying,
Skies were grim and gray,
Bluebird and robin
Had scurried away;
Only the cruel wind
Laughed as it said,
" Poor little April fools,
Hurry back to bed !"

Soft chins a-quiver,
Dark eyes full of tears,
Brave little pansies,
Spite of their fears,
Said "Let us wait for
The sunshiny weather;
Take hold of hands, dears,
And cuddle up together."

EMILY H. MILLER

Lesson 6 Word List

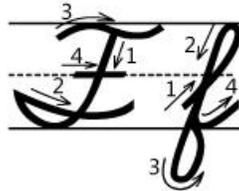
case
hide
lame

dose
wake
note

save
Kate
Jane

fate
side
cure

Handwriting/ Copy work



Handwriting practice lines consisting of multiple sets of four horizontal lines (top, middle-dotted, bottom, and descender).

Lesson 7 Word List

wave

size

nine

mate

cave

take

wide

gaze

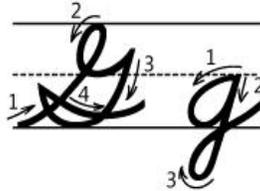
wife

hole

tame

Luke

Handwriting/ Copy work



Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for copying and writing practice.

Lesson 8 Word List

tape

wipe

mule

tide

name

bake

cone

bale

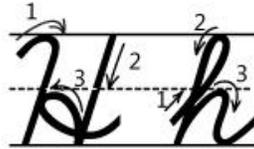
came

tune

pave

tore

Handwriting/ Copy work



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for copying and writing practice.

Lesson 8 Grammar

Circle the proper nouns and underline the common nouns.

Jane

fence

road

Silas

gate

barn

house

James

cow

hen

bird

Emma

Toledo

corner

river

woods

fields

Portland

sled

wagon

peach

Sally

cat

plum

Lewis

lake

Florida

Texas

Chicago

baby

Lesson 9 Word List

cat

cake

rake

cap

cats

cakes

rakes

caps

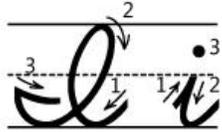
gate

make

sit

pipe

Handwriting/ Copy work



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for copying and writing practice.

Lesson 9 Poetry

Baby Bye

Baby Bye,
Here's a Fly:
Let us watch him, you and I.
How he crawls
Up the walls --
Yet he never falls!
I believe, with those six legs,
You and I could walk on eggs!
There he goes,
On his toes,
Tickling Baby's nose!

Spots of red
Dot his head:
Rainbows on his wings are spread!
That small speck
Is his neck;
See him nod and beck!
I can show you, if you choose,
Where to look to find his shoes:
Three small pairs
Made of hairs --
These he always wears,

Lesson 10 Poetry

Black and brown
Is his gown;
He can wear it upside down!
It is laced
Round his waist;
I admire his taste.
Pretty as his clothes are made,
He will spoil them, I'm afraid,
If to-night
He gets sight
Of the candle-light!

In the sun
Webs are spun:
What if he gets into one!
When it rains
He complains
On the window-panes.
Tongues to talk have you and I:
God has given the little Fly
No such things;
So he sings
With his buzzing wings.

Lesson 11 Poetry

He can eat
Bread and meat;
See his mouth between his feet!
On his back
Hangs a sack,
Like a peddler's pack.
Does the Baby understand?
Then the Fly shall kiss her hand!
Put a crumb
On her thumb:
Maybe he will come!

Round and round,
On the ground,
On the ceiling he is found.
Catch him? No
Let him go.
Never hurt him so!
Now you see his wings of silk
Drabbled in the Baby's milk!
Fie, oh fie!
Foolish Fly!
How will he get dry?

Lesson 12 Poetry

All wet flies
Twist their thighs:
So they wipe their heads and eyes.
Cats, you know,
Wash just so:
Then their whiskers grow.
Flies have hair too short to comb!
Flies go bareheaded out from home!
But the Gnat
Wears a hat.
Do you laugh at that?

Flies can see
More than we --
So how bright their eyes must be!
Little Fly,
Mind your eye --
Spiders are near by!
Now a secret let me tell:
Spiders will not treat you well!
So I say
Heed your way!
Little Fly, good day!

Theodore Tilton

Lesson 10 Word List

gates

makes

sits

pipes

wipe

joke

bake

tip

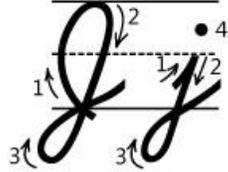
wipes

jokes

bakes

tips

Handwriting/ Copy work



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

Lesson 11 Word List

dip

bite

date

cup

dips

bites

dates

cups

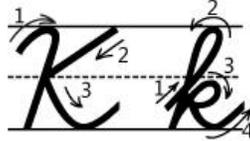
top

rope

wake

kite

Handwriting/ Copy work



Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) with a dashed middle line for letter height guidance.

Lesson 12 Word List

tops

ropes

wakes

kites

nut

yoke

hope

wet

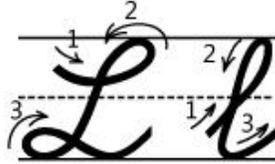
nuts

yokes

hopes

wets

Handwriting/ Copy work



Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for copying and writing practice.

Lesson 12 Grammar

Write the plural form of these words.

ox _____ woman _____

fence _____ wind _____

box _____ knife _____

desk _____ vessel _____

pencil _____ house _____

potato _____ road _____

money _____ book _____

rose _____ folly _____

man _____ calf _____

boy _____ child _____

Lesson 13 Word List

as

games

axes

wise

has

tunes

taxes

rise

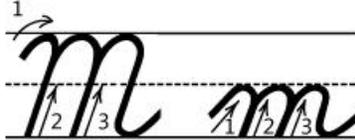
is

rose

boxes

hose

Handwriting/ Copy work



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for copying and practicing the letters 'M' and 'm'.

BOATS SAIL ON THE RIVERS

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

CHRISTINA G. ROSSETTI.

Lesson 14 Word List

his

roses

sixes

rises

pins

nose

mixes

fuses

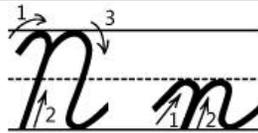
hoses

noses

hopes

was

Handwriting/ Copy work



Handwriting practice lines consisting of 10 sets of three horizontal lines (top, middle, bottom) for copying and writing practice.

Lesson 15 Word List

Ned's cap

Ben's cup

Kate's rose

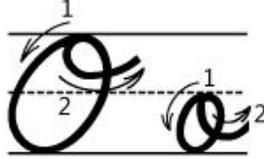
Sam's bat

Tom's cane

Ted's dime

Jane's cake

Handwriting/ Copy work



Handwriting practice lines consisting of 10 sets of three horizontal lines (top, middle, bottom) for copying and writing practice.

Lesson 16 Word List

mule's rope

Dan's fox

cat's bed

Dave's home

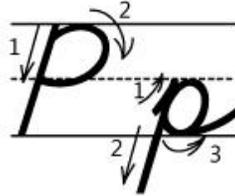
hen's leg

Nat's box

man's gun

Bob's top

Handwriting/ Copy work



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for practice.

Lesson 16 Grammar

1. lesson, an, this, easy, is

2. cat, a, in, box, is, the.

3. the, safe, water, is.

Phonics

Practice Sheets

Level B

Print one copy per student on cardstock. These will need to be laminated or placed in page protectors.

Phonics Practice Sheet A

_____ **a** _____

_____ **e** _____

_____ **i** _____

_____ **o** _____

_____ **u** _____

Phonics Practice Sheet B

_____ **a** _____ **e**

_____ **e** _____ **e**

_____ **i** _____ **e**

_____ **o** _____ **e**

_____ **u** _____ **e**

Phonics Practice Sheet C

___a___

___a___e

___a___s

___a___es

___e___

___e___e

___e___s

___e___es

___i___

___i___e

___i___s

___i___es

___o___

___o___e

___o___s

___o___es

___u___

___u___e

___u___s

___u___es

McGuffey Word Cards

Level B

Print one copy per student on
white cardstock

dog

Eclectic Foundations Lang. Arts Level B- Lesson 2

the

Eclectic Foundations Lang. Arts Level B- Lesson 2

ran

Eclectic Foundations Lang. Arts Level B- Lesson 2

cat

Eclectic Foundations Lang. Arts Level B- Lesson 4

mat

Eclectic Foundations Lang. Arts Level B- Lesson 4

is

Eclectic Foundations Lang. Arts Level B- Lesson 4

on

Eclectic Foundations Lang. Arts Level B- Lesson 4

it

Eclectic Foundations Lang. Arts Level B- Lesson 6

his

Eclectic Foundations Lang. Arts Level B- Lesson 6

pen

Eclectic Foundations Lang. Arts Level B- Lesson 6

hand

Eclectic Foundations Lang. Arts Level B- Lesson 6

a

Eclectic Foundations Lang. Arts Level B- Lesson 6

in

Eclectic Foundations Lang. Arts Level B- Lesson 6

has

Eclectic Foundations Lang. Arts Level B- Lesson 6

man

Eclectic Foundations Lang. Arts Level B- Lesson 6

hen

Eclectic Foundations Lang. Arts Level B- Lesson 8

fat

Eclectic Foundations Lang. Arts Level B- Lesson 8

rat

Eclectic Foundations Lang. Arts Level B- Lesson 8

box

Eclectic Foundations Lang. Arts Level B- Lesson 8

big

Eclectic Foundations Lang. Arts Level B- Lesson 8

run

Eclectic Foundations Lang. Arts Level B- Lesson 8

from

Eclectic Foundations Lang. Arts Level B- Lesson 8

can

Eclectic Foundations Lang. Arts Level B- Lesson 8

Rab

Eclectic Foundations Lang. Arts Level B- Lesson 10

Ann

Eclectic Foundations Lang. Arts Level B- Lesson 10

hat

Eclectic Foundations Lang. Arts Level B- Lesson 10

catch

Eclectic Foundations Lang. Arts Level B- Lesson 10

see

Eclectic Foundations Lang. Arts Level B- Lesson 10

she

Eclectic Foundations Lang. Arts Level B- Lesson 12

pat

Eclectic Foundations Lang. Arts Level B- Lesson 12

too

Eclectic Foundations Lang. Arts Level B- Lesson 12

now

Eclectic Foundations Lang. Arts Level B- Lesson 12

let

Eclectic Foundations Lang. Arts Level B- Lesson 12

me

Eclectic Foundations Lang. Arts Level B- Lesson 12

will

Eclectic Foundations Lang. Arts Level B- Lesson 14

black

Eclectic Foundations Lang. Arts Level B- Lesson 14

nest

Eclectic Foundations Lang. Arts Level B- Lesson 14

Ned

Eclectic Foundations Lang. Arts Level B- Lesson 14

get

Eclectic Foundations Lang. Arts Level B- Lesson 14

eggs

Eclectic Foundations Lang. Arts Level B- Lesson 14

left

Eclectic Foundations Lang. Arts Level B- Lesson 14

fed

Eclectic Foundations Lang. Arts Level B- Lesson 14

them

Eclectic Foundations Lang. Arts Level B- Lesson 14

with

Eclectic Foundations Lang. Arts Level B- Lesson 16

head

Eclectic Foundations Lang. Arts Level B- Lesson 16

he

Eclectic Foundations Lang. Arts Level B- Lesson 16

Nat

Eclectic Foundations Lang. Arts Level B- Lesson 16

come

Eclectic Foundations Lang. Arts Level B- Lesson 16

and

Eclectic Foundations Lang. Arts Level B- Lesson 16

have

Eclectic Foundations Lang. Arts Level B- Lesson 16