

Eclectic Foundations Language Arts



SPEAKING AND WRITING ** BOOK ONE		WILLIAM H. MAXWELL	POEMS BY GRADES		VAN STONE HARRIS CHARLES B. GILBERT
ISED SECOND READER		HOLY BIBLE	KING JAMES VERSION	WORDS OF CHRIST IN RED	REFERENCES CONCORDANCE
MASTERY		FLORENCE AKIN			

Eclectic Foundations
Language Arts
Level C
Teacher's Guide
Print one copy

**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 choosing Eclectic Foundations Level C. This year is intended for advanced second grade or third grade.

Books- For this year, you will need McGuffey's Second Eclectic Reader (revised edition). This can be found at no cost digitally online. You can print a copy or find a physical copy elsewhere. This program and the McGuffey's Second Eclectic Reader will be the only book that you will need to print off or buy. This program is based on additional books but they are not necessary for you to buy to complete this program. The phonics lessons are based on Word Mastery written by Florence Akin; and grammar is based on Speaking and Writing Book 1 by William H. Maxwell. However, all needed content with the exception of the Second McGuffey Reader is contained within this program. While this program is based on these books, I have reworded some of the content to accommodate modern language.

Supplies- Each student will need a 3-ring binder. You will need a binder for the teacher's guide as well. A pencil will be needed throughout the program. You may occasionally need paper to write on as well. Each student will also need a pencil box to keep the word cards in. You can separate the cards according to color by using 8 rubber bands. Crayons or colored pencils and scissors will be needed for the word cards. The Phonics Practice Sheet will need to be either laminated or placed in a page protector. You will also need fine-tipped dry-erase markers and a dry-erase eraser.

Printing- The first thing that you will need to print is the teacher's guide. You will only need one copy. Second, you will need to print the student pages. You will need to print one copy per student. Third, print the Phonics Practice Sheet. You will also need one copy per student. This will go into a page protector or need to be laminated. Finally, you will need to print the McGuffey's word cards on white card stock.

The Layout- Each year contains 144 lessons. The intent is to cover 4 lessons per week for 36 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 covers two McGuffey lessons per week. One day is spent studying the picture and reading the words and the selection. The next day is for coloring words and reviewing vocabulary. 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.

In addition to the word card activities, here are some other ideas for utilizing them...

1. Draw a diagram on a poster board and have your student practice diagramming sentences.
Diagramming will be covered in the next level, but you can have your student get a head start.
2. Have your student match adjective cards with noun cards and adverb cards with verb cards.
3. Put one color of cards in alphabetical order.
4. Define any words that your student may not know the meaning of.
5. Have your student randomly choose a word out of the box and try to come up with rhyming words.

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 Phonics Spelling Sheet found on the inside of the back cover of the Teacher's guide. 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- If your student has completed Level B, your student should be pretty comfortable writing in cursive. Each day has your student copying a selection. If your student has trouble writing the selection, you can use a yellow fine-tipped highlighter to write the selection on the first lines. The student can then trace what you have written and then independently write it on the following lines. I have allotted enough room to do this. The first day of the week has a memory verse to copy. That will be recited each day for the rest of the week. Additional quotes are in the copy work section for the other three days of the week. These may include famous quotes from historical figures and great philosophers.

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. Level B grammar lessons are very hands-on, yet advanced. The idea is to introduce your student to the concepts without frustrating your student. Although a lot is taught in Level B, not a lot is expected of your student to remember and retain. Level C is somewhat simpler; yet, more independent work is expected of your student. The lessons are small and age appropriate. You will find that the McGuffey's word cards and the grammar lessons complement each other well. Bold words are to be read aloud. Words that are not bold are additional instructions; and words in parenthesis are the answers to questions.

Lesson 1

McGuffey's- Have the student read the words and the selection from Lesson I in McGuffey's Second Reader. What season is it? (Winter) Who are Mr. Brown's children? (Harry and Kate) How do the children feel? (Happy) What is on a stool? (A basket of fine apples) What do Harry and Kate read? (A story in a new book) What is Mr. Brown reading? (A newspaper) Who's stockings is Mrs. Brown mending? (Harry's) Who's bedtime will come first? (Harry and Kate) Who do they kiss good night? (Their mother and father) Does this look like a happy home? (Yes)

Phonics- Have the student read the word list for lesson 1 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet. A vowel is short when there are two consonants having the same sound between it and the next vowel.

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the Bible verse and have it memorized by the end of the day.

Memory verse and copy work: For where your treasure is, there will your heart be also. Luke 12:34

Grammar- Have your student observe the picture. Discuss the picture with your child. **This picture is called The First Step. The name of the artist is Jean-Francois Millet.**

Does this look like a fine, healthy baby? See how the mother's arms are being pulled down. What does that show? Can you see the baby's foot stepping forward? It is the very first time he has done that. Where does he want to go? Who wants him to come? How do you know he wants him? Is the father a big man? See how his big hands are spread apart. What are they just ready for? What do you think he is saying?

The child is only a little baby. Will he walk firmly? Is the ground even? Will he totter? Will he fall? Where is each one in the picture looking? How can you tell that the mother is careful with her baby? How do you know that the baby is eager to go?

The father seems to have stopped work, and the mother has brought the baby out to meet him. What time of day do you think it is? What is the father busy doing? What size is the spade? Is it heavy for him? What else is the father working with? Is the cart heavily loaded? What kind of worker is the baby's father? For whom does he work so hard?

Is there a glimpse of his home in the picture? Is the father a rich man? What makes you think the baby will have all he needs? Will the baby be happy?

Lesson 2

McGuffey's- Help your student color and add lesson 2 cards to the word box.

Newspaper, order, stockings, story, light, Harry, branches, kiss, Mrs., events, Mr., stool, and lamp are all nouns (red). A noun names a person, place, thing or idea. *Another* is a pronoun (pink). A pronoun renames a noun. *Cold* is an adjective (orange). An adjective describes a noun or pronoun. *Seem, chat, burns, and mends* are verbs (green). A verb expresses action or state of being. *Through* 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 2 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet.

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week as well as the handwriting selection for this lesson.

Memory verse: For where your treasure is, there will your heart be also. Luke 12:34

Copy work: The greatest pleasure in life is doing what people say you cannot do. -Walter Bagehot

Grammar- Have your student copy the composition in Lesson 2 Grammar.

Lesson 3

McGuffey's- Have your student read the words and the selection from Lesson II in McGuffey's Second Reader. Why have the boys come out on the porch? (to blow bubbles) Where is the old cat sleeping? (on a mat by the door) Why does Robert laugh? (A bubble lands on the cat's back and doesn't burst) What makes the cat sneeze? (Willie's bubble lands on it's nose) What does Harry think the cat would rather do? (She would rather wash her face without soap) What happened to Robert's bubble? (It burst) How many bubbles did Willie have? (Two) How many colors are in the rainbow? (6) Name them. (Red, orange, yellow, green, blue, violet)

Phonics- Have the student read the word list for lesson 3 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet.

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week as well as the handwriting selection for this lesson.

Memory verse: For where your treasure is, there will your heart be also. Luke 12:34

Copy work: The wise man will make more opportunities than he finds. -Francis Bacon

Grammar- Have your student read the five sentences in lesson 3 Grammar. **Notice that they tell what some animals do. Because the first sentence tells or *states* something, it is called a *statement*. What does the second sentence do? What does the third sentence do? What does the fourth sentence do? What does the fifth sentence do? (they state something) What is each of these sentences called? (statement) With what kind of letter does each statement begin? (capital letter) What is placed at the end of each statement? (a period)**

I. Have your student make five different statements about dogs, letting each statement tell something dogs do.

II. Have your student in the same way make two different statements about bears, bees, and birds.

III. Have your student make statements telling what these things do:

trees	rain	balloons
waves	snow	clouds

A sentence that tells or states something is called a *statement*.

The first word of every statement should begin with a capital letter.

Place a period after every statement.

Lesson 4

McGuffey- Help your student color and add lesson 4 cards to the word box. *Porch, rainbow, bubbles, colors,* and *soap* are nouns (red). A noun names a person, place, thing, or idea. *Same, mine,* and *many* are pronouns (pink). A pronoun renames a noun. *Beautiful, biggest,* and *red* are adjectives (orange). An adjective describes a noun or pronoun. *Burst, sneeze,* and *wash* are verbs (green). A verb expresses action or state of being.

Phonics- Have the student read the word list for lesson 4 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet.

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week (Luke 12:34) as well as the handwriting selection for this lesson.

Memory verse: For where your treasure is, there will your heart be also. Luke 12:34

Copy work: Half the truth is often a great lie. -Benjamin Franklin

Grammar- Have your student write ten statements. Let each statement be made of two words-- one from the first list, and one from the second. Remember to begin each statement with a capital letter and to end it with a period.

Lesson 5

McGuffey's- Have your student read the words and the selection from Lesson III in McGuffey's Second Reader. Who is the author writing the letter to? (Santa Claus) What state is the author from? (New York) When was this letter written? (December 10th, 1878) Who is going to give him a Christmas tree? (PaPa) What would the author like for Christmas? (a gun that will shoot and a rubber ball) What kind of ball would the author like? (One that will not break Mamma's windows or the big glass in the parlor) What is a parlor? (a room for the reception and entertainment of visitors to one's home; living room) What is the author's address? (Fourth St. Number Ten) What time will the author go to bed? (Eight o'clock) What is the author's name? (Willie)

Phonics- Have the student read the word list for lesson 5 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet. A vowel is short when there are two or more different consonants between it and the next vowel, and long when there is only one consonant between it and the next vowel.

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the Bible verse and have it memorized by the end of the day.

Memory verse and copy work: Heaven and earth shall pass away but my words shall not pass away. Luke 21:33

Grammar- Have your student write eighteen statements. Each statement should use the word provided for that line. Watch closely to ensure your student uses proper capitalization, spelling, and punctuation.

Lesson 6

McGuffey's- Help your student color and add lesson 6 cards to the word box just as you have previously. *Gun, parlor, street,* and *number* are nouns (red). A noun names a person, place, thing, or idea. *Rubber* and *ten* are adjectives (orange). An adjective describes a noun. *O'clock* is an adverb (yellow). An adverb describes a verb, adjective, or another adverb. *Shoot* is a verb (green). A verb expresses action or state of being.

Phonics- Have the student read the word list for lesson 6 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet.

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week as well as the handwriting selection for this lesson.

Memory verse: Heaven and earth shall pass away but my words shall not pass away.
Luke 21:33

Copy work: The education of a man is never completed until he dies. -Robert E. Lee

Poetry- Read Ariel's Song in Lesson 6 Poetry.

Ariel is the name of a fairy. Find out by reading his song where he gets his food and where he lies at night. When do owls cry? In the third line of the song, what word is used instead of "lie in bed"? (couch) When do bats fly? How tall do you think Ariel is? What makes you think so? With what kind of letter does each one of these lines of poetry begin? Have your student memorize this poem.

Lesson 7

McGuffey's- Have the student read the words and the selection from Lesson IV in McGuffey's Second Reader. What is like a diamond in the sky? (The star) When does the star show its light? (after the sun sets, at night.) What helps the author know which way to go? (The twinkle of the star) When does the star "shut its eye"? (When the sun comes up)

Phonics- Have the student read the word list for lesson 7 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet.

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week as well as the handwriting selection for this lesson.

Memory verse: Heaven and earth shall pass away but my words shall not pass away.
Luke 21:33

Copy work: It is better that ten guilty persons go free than one innocent suffer. -Sir William Blackstone

Poetry- Have your student copy Ariel's Song. Remind your student to begin the first word of every line of poetry with a capital.

Lesson 8

McGuffey- Help your student color and add lesson 8 cards to the word box just as you have previously. *World, dark, spark, dew, and diamond* are nouns (red). A noun names a person, place, thing, or idea. *Blazing* is an adjective (orange). An adjective describes the noun or pronoun. *Twinkle* is a verb (green). A verb expresses action or state of being. For poetic purposes, *often* and *until* have been shortened to *oft* and *till*. The cards, however, have the word in its entirety. *Often* and *never* are adverbs (yellow). An adverb describes a verb, adjective, or another adverb. *Above* is a preposition (blue). A preposition shows the relationship between a noun or pronoun and other words in a sentence. *Until* 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 8 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet.

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week as well as the handwriting selection for this lesson.

Memory verse: Heaven and earth shall pass away but my words shall not pass away.
Luke 21:33

Copy work: The most valuable of all talents is that of never using two words when one will do. -Thomas Jefferson

Grammar- Using the colored cards from the McGuffey lessons, have your student form the following sentences. Now have your student write the sentences. Make sure they start each sentence with a capital and end each with a period.

Harry mends.

Light burns.

Bubbles burst.

Many chat.

Branches twinkle.

Now have your student take all of the noun cards and put them in alphabetical order.

Lesson 9

McGuffey's- Have the student read the words and the selection from Lesson V in McGuffey's Second Reader. What kind of dogs does James White have (A Newfoundland dog, and a Scotch terrier) (Today, we call this breed a Scottish Terrier) What is the Newfoundland's name? (Sport) What does Sport do at night? (Guard the house) What does Sport do during the day? (Serves as a horse for James.) What is the Scotch terrier's name? (Dodger) Why is his name Dodger? (He jumps about friskily) Why did James have to scold Dodger? (He spoiled the baby's red stocking) What does everyone like to see? (James White with his two dogs)

Phonics- Have the student read the word list for lesson 9 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet. *ai*= short *i*; *ea*= long *a*

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the Bible verse and have it memorized by the end of the day.

Memory verse and copy work: For we walk by faith, not by sight. 2 Corinthians 5:7

Grammar- Read the story to your student. Read it so thoughtfully that after you have finished you can tell it to your student almost the same way it is written. Notice that the words “haven’t any” are used several times in the story. Be sure to use these words when you tell it.

Polly's Mistake

When Polly first came to live in the city with her grandmother, she made strange mistakes. In the country where she had lived there was one store for everything, so she thought that in the city too she could buy in one store everything she wanted.

One day she went out to buy some candy. The first store she came to was a butcher's. In she went and said to the butcher, “I want to buy some candy, please.”

“I haven't any,” said the butcher, in surprise. “This isn't a candy store!”

Polly did not understand, but she went out. The next store she came to was a shoemaker's. In she went among the shoes and said to the shoemaker, “I want to buy some candy, please.”

“I haven't any,” said the surprised shoemaker. “This isn't a candy store.”

Polly thought it was very strange, but next she tried a florist's. In she went, past the ferns and roses, and said, “I want to buy some candy, please.” But the florist looked surprised too. “I haven't any,” said he. “This is not a candy store.”

By this time Polly was tired, so she went home. “Where is your candy?” asked her grandmother.

“I haven't any,” said Polly. “None of the city storekeepers have any.” And she told where she had been.

The grandmother smiled. “Did you go to the butcher's for candy? And to the shoemaker's and the florist? Come, Polly, come with me.” She took the little girl by the hand and led her to the candy store.

Lesson 10

McGuffey's- Help your student color and add lesson 10 cards to the word box just as you have previously. *Dodger, minutes, crib, wagon, terrier, country, fellow, cellar, yard, and harness* are nouns (red). A noun names a person, place, thing, or idea. *Noble, Scotch, shaggy, and Newfoundland* are adjectives (orange). An adjective describes a noun or pronoun. *Scold, fits, and guards* are verbs (green). A verb expresses action or state of being. *Together* and *friskily* are adverbs (yellow). An adverb describes a verb, adjective, or another adverb. *Behind* is a preposition (blue). A preposition shows the relationship between a noun or pronoun and other words in a sentence.

Science- Do an internet search for Newfoundland dog and Scottish Terrier coloring pages. Print them off and have your student color them according to their description in the book. Research the temperament, size, and origin of each breed. Compare the height and weight of these dogs to that of your student or pets that you may have.

Phonics- Have the student read the word list for lesson 10 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet. *ea= short e*

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week as well as the handwriting selection for this lesson.

Memory verse: For we walk by faith, not by sight. 2 Corinthians 5:7

Copy work: The noblest search is the search for excellence. -Lyndon B. Johnson

Grammar- Have your student dictate Polly's Mistake from memory. If necessary, help your student remember details about the story.

Lesson 11

McGuffey's- Have your student read the words and the selection from Lesson VI in McGuffey's Second Reader. What did mamma ask Willie to do? (run upstairs and get her needlebook from the bureau) Why was Willie afraid to go? (It was dark) What is the dark? (Nothing but a shadow) Can the shadow hurt you? (No) What makes a shadow? (absence of light) What did mamma tell Willie to find? (a brave boy who is not afraid of shadows) Who was mamma referring to? (Willie) Did Willie go? (Yes) Did the dark hurt him? (No) Jesus is the light of the world. There can be no shadow without light. Take a match and light it in a room. The shadow of the match will show against the wall, but the flame will not have a shadow. There is no darkness in Christ, yet He reveals the darkness in the world. John 1:5 (NASB) The Light shines in the darkness, and the darkness did not comprehend it.

Phonics- Have the student read the word list for lesson 11 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet. ea= short e

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week as well as the handwriting selection for this lesson.

Memory verse: For we walk by faith, not by sight. 2 Corinthians 5:7

Copy work: The real fault is to have faults and not try to amend them. -Confucius

Grammar- Explain the following to your student.

If you were speaking of only one dog, one bear, one lion, one bee, one bird, you might say, --

1. A dog barks.
2. A bear growls.
3. A lion roars.
4. A bee buzzes.
5. A bird sings.

Oral exercise- Have your student make ten statements about the animals named in Lesson 4 Grammar. Let each statement tell what one animal does.

Example. – A monkey chatters.

Lesson 12

McGuffey's- Help your student color and add lesson 12 cards to the word box just as you have previously. *Bureau, stairs, needle,* and *shadow* are nouns (red). A noun names a person, place, thing, or idea. *Afraid* is an adjective (orange). An adjective describes a noun or pronoun. *Held* and *stir* are verbs (green). A verb expresses action or state of being. *Between* 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 12 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet. *ie= long e*

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week as well as the handwriting selection for this lesson.

Memory verse: For we walk by faith, not by sight. 2 Corinthians 5:7

Copy work: There was never a good war or a bad peace. -Benjamin Franklin

Grammar- Write five statements about the animals in Lesson 12 Grammar. Change each word in the first list so that it will mean more than one animal.

Answers—

1. Frogs croak.
2. Horses neigh.
3. Owls hoot.
4. Quails whistle.
5. Crows caw.

Lesson 13

McGuffey's- Have your student read the words and the selection from Lesson VII in McGuffey's Second Reader. Your student may remember this poem from the year before. Who is the person talking to in this poem? (A baby) What has six legs? (The fly) What was the fly tickling? (The baby's nose) What are the rainbows on his back? (Color reflecting off his body) What does "beck" mean? (To nod or motion with the head.) What are his "shoes" made of? (Hairs) Do flies have good eyesight? (Yes) What is the secret that the author can tell? (Spiders never use flies well) What does the author tell the fly? (Away! Do not stay; good day!)

Phonics- Have the student read the word list for lesson 13 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet. (*ed*)

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the Bible verse and have it memorized by the end of the day.

Memory verse and copy work: Be not deceived, God is not mocked. For whatsoever a man soweth, that shall he also reap. Galatians 6:7

Grammar- Write five statements about the animals in Lesson 13 Grammar. Change the words so that you name only one animal in each statement.

Answers—

1. A frog croaks.
2. A horse neighs.
3. An owl hoots.
4. A quail whistles.
5. A crow caws.

Lesson 14

McGuffey's- Help your student color and add lesson 14 cards to the word box just as you have previously. *Spiders, neck, secret, nose, legs, toes, speck, dot,* and *shoes* are nouns (red). A noun names a person, place, thing, or idea. *Tickling, stay, crawls, open (ope), choose, beck, goes, nod, spread,* and *believe* are verbs (green). A verb expresses action or state of being. *Six* is an adjective (orange). An adjective describes a noun or pronoun.

Phonics- Have the student read the word list for lesson 14 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet. (*ed*)

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week as well as the handwriting selection for this lesson.

Memory verse: Be not deceived, God is not mocked. For whatsoever a man soweth, that shall he also reap. Galatians 6:7

Copy work: It is hard to fail, but it is worse never to have tried to succeed. -Theodore Roosevelt

Grammar- What things do: Questions--

Once a little boy visited a menagerie. His father told him the names of some animals that the boy had never seen before.

These five sentences are the questions that the boy asked about the animals.

- 1. Do bears bark?**
- 2. Do lions growl?**
- 3. Do monkeys talk?**
- 4. Does a dove sing?**
- 5. Does a wolf roar?**

Ask your student what each sentence asks about. Questions are found in the student sheets for the student to reference.

How many questions did the boy ask? (5)

With what kind of letter does each question begin? (Capital)

With what mark does each end? (question mark)

Begin the first word of every question with a capital.

Place a question mark after every question.

Lesson 15

McGuffey's- Have your student read the words and the selection from Lesson VIII in McGuffey's Second Reader. How many kittens did Puss have? (Three) Where did she carry them? (The attic) Who carried them back to the cellar? (The servant) How many times did Puss carry them back to the attic? (A dozen times) Who did Puss return with? (A strange cat) What did the cat do? (Help Puss carry the kittens to the attic) What did the servant do after this? (Left the kittens in the attic) What should children learn from this lesson? (To be ever ready to help one another)

Phonics- Have the student read the word list for lesson 15 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet. *ed=d*

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week as well as the handwriting selection for this lesson.

Memory verse: Be not deceived, God is not mocked. For whatsoever a man soweth, that shall he also reap. Galatians 6:7

Copy work: It is never too late to write gentle words. -George Eliot

Grammar- Have your student write ten questions asking about the words at the end of the line. (Answers will vary) Remind your student to start each question with a capital and end each with a question mark.

Lesson 16

McGuffey's- Help your student color and add lesson 16 cards to the word box just as you have previously. *Servant, trouble, attic, and coal* are nouns (red). A noun names a person, place, thing, or idea. *Tired, five, anxious, certain, dozen, seven, strange, great, and proper* are adjectives (orange). An adjective describes a noun or pronoun. *Returned, lived, and seemed* are verbs (green). A verb expresses action or state of being. *Suddenly, longer, nearly, and since* are adverbs (yellow). An adverb describes a verb, adjective, or another adverb.

Phonics- Have the student read the word list for lesson 16 several times. Review any words that may be difficult until the student is reading the words fluently. Next, dictate the words while the student writes it on the Phonics Practice Sheet. *ed=d*

Handwriting and Memory – The handwriting selection is located on the same page as the Phonics worksheet. Have your student write the selection and discuss the meaning of it. You may also have your child recite the Bible verse for the week as well as the handwriting selection for this lesson.

Memory verse: Be not deceived, God is not mocked. For whatsoever a man soweth, that shall he also reap. Galatians 6:7

Copy work: Be not simply good—be good for something. -Thoreau

Grammar- Help your student sort the red cards into two piles. One will be words that name only one person, place, or thing. The other pile will be words that name more than one. Now, sort the green cards into two piles. One pile will be words that tell what more than one person, place, or thing are doing. The other pile will be words that tell what only one person, place, or thing is doing. Now help your student come up with silly sentences randomly drawing cards from the red and green piles that agree in number.

Eclectic Foundations

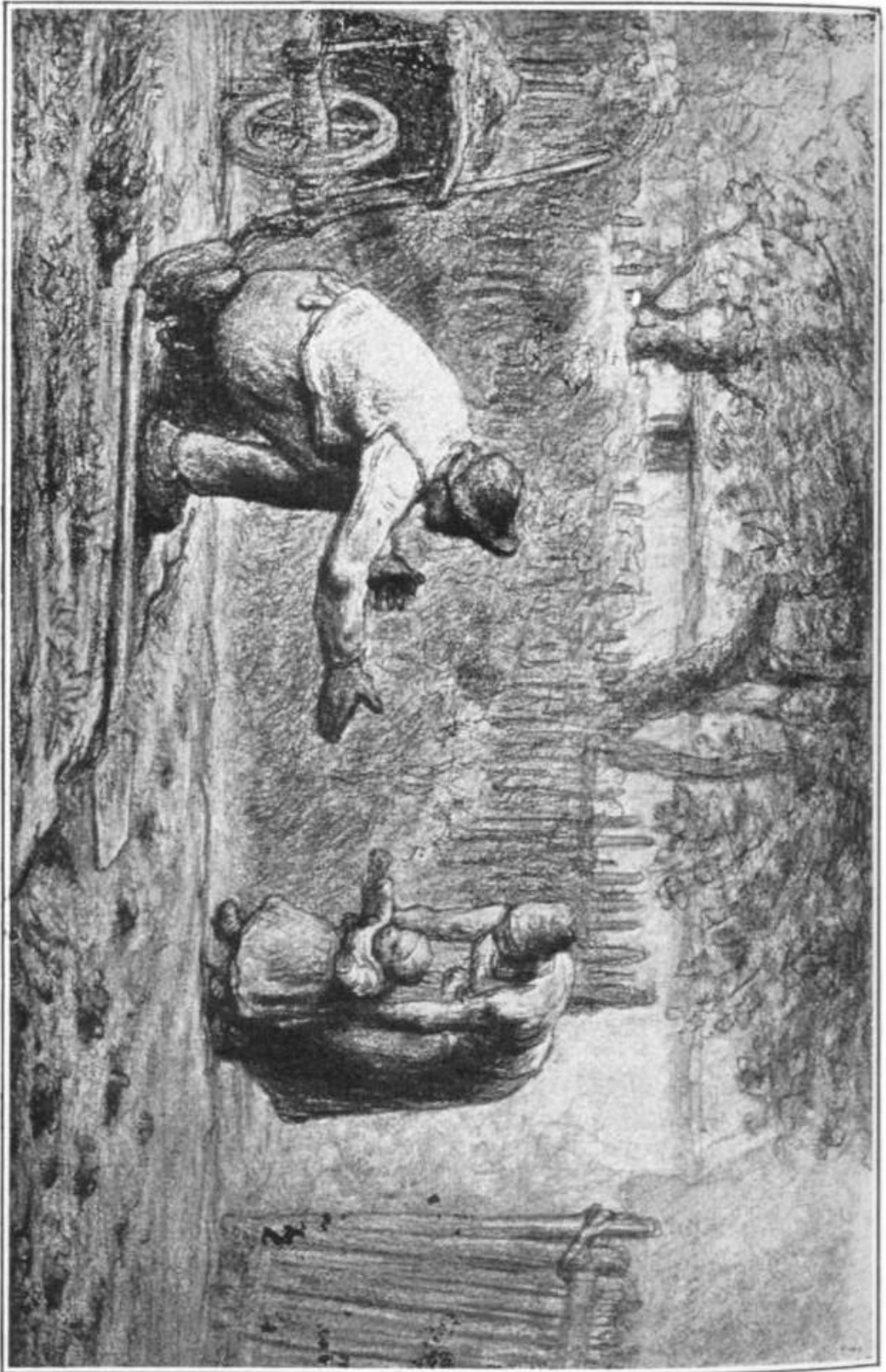
Language Arts

Level C

Student Workbook

Print one per student

Lesson 1 Grammar



Lesson 3 Grammar

1. Dogs bark.

2. Bears growl.

3. Lions roar.

4. Bees buzz.

5. Birds sing.

Lesson 4 Grammar

monkeys	chirp
wolves	mew
cats	low
ducks	chatter
hens	hiss
sheep	howl
doves	quack
geese	cackle
oxen	bleat
crickets	coo
sparrows	chirp

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Lesson 5 Grammar

1. _____ (run)
2. _____ (jump)
3. _____ (hop)
4. _____ (skip)
5. _____ (glide)
6. _____ (climb)
7. _____ (fly)
8. _____ (leap)
9. _____ (trot)
10. _____ (crawl)
11. _____ (sail)
12. _____ (dive)
13. _____ (gallop)
14. _____ (creep)
15. _____ (swim)
16. _____ (canter)
17. _____ (float)
18. _____ (dance)

Ariel's Song

Where the bee sucks, there suck I;
In a cowslip's bell I lie;
There I couch when owls do cry.
On the bat's back I do fly
After summer merrily.

Shakespeare

Lesson 8 Grammar

1. _____

2. _____

3. _____

4. _____

5. _____

Lesson 12 Grammar

frog

croak

horse

neigh

owl

hoot

quail

whistle

crow

caw

1. _____

2. _____

3. _____

4. _____

5. _____

Lesson 13 Grammar

frog

croak

horse

neigh

owl

hoot

quail

whistle

crow

caw

1. _____

2. _____

3. _____

4. _____

5. _____

Lesson 14 Grammar

1. Do bears bark?
2. Do lions growl?
3. Do monkeys talk?
4. Does a dove sing?
5. Does a wolf roar?

Lesson 15 Grammar

1. _____ (sheep)

2. _____ (geese)

3. _____ (oxen)

4. _____ (wolves)

5. _____ (bees)

6. _____ (a sheep)

7. _____ (a goose)

8. _____ (an ox)

9. _____ (a wolf)

10. _____ (a bee)

Phonics Practice Sheet

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

McGuffey Word Cards

Level C

Print one copy per student on
cardstock

newspaper

Eclectic Foundations Lang. Arts Level C- Lesson 2

cold

Eclectic Foundations Lang. Arts Level C- Lesson 2

order

Eclectic Foundations Lang. Arts Level C- Lesson 2

seem

Eclectic Foundations Lang. Arts Level C- Lesson 2

through

Eclectic Foundations Lang. Arts Level C- Lesson 2

stockings

Eclectic Foundations Lang. Arts Level C- Lesson 2

chat

Eclectic Foundations Lang. Arts Level C- Lesson 2

story

Eclectic Foundations Lang. Arts Level C- Lesson 2

light

Eclectic Foundations Lang. Arts Level C- Lesson 2

Harry

Eclectic Foundations Lang. Arts Level C- Lesson 2

branches

Eclectic Foundations Lang. Arts Level C- Lesson 2

kiss

Eclectic Foundations Lang. Arts Level C- Lesson 2

burns

Eclectic Foundations Lang. Arts Level C- Lesson 2

Mrs.

Eclectic Foundations Lang. Arts Level C- Lesson 2

events

Eclectic Foundations Lang. Arts Level C- Lesson 2

another

Eclectic Foundations Lang. Arts Level C- Lesson 2

Mr.

Eclectic Foundations Lang. Arts Level C- Lesson 2

stool

Eclectic Foundations Lang. Arts Level C- Lesson 2

lamp

Eclectic Foundations Lang. Arts Level C- Lesson 2

mends

Eclectic Foundations Lang. Arts Level C- Lesson 2

beautiful

Eclectic Foundations Lang. Arts Level C- Lesson 4

porch

Eclectic Foundations Lang. Arts Level C- Lesson 4

rainbow

Eclectic Foundations Lang. Arts Level C- Lesson 4

burst

Eclectic Foundations Lang. Arts Level C- Lesson 4

bubbles

Eclectic Foundations Lang. Arts Level C- Lesson 4

same

Eclectic Foundations Lang. Arts Level C- Lesson 4

biggest

Eclectic Foundations Lang. Arts Level C- Lesson 4

sneeze

Eclectic Foundations Lang. Arts Level C- Lesson 4

colors

Eclectic Foundations Lang. Arts Level C- Lesson 4

mine

Eclectic Foundations Lang. Arts Level C- Lesson 4

soap

Eclectic Foundations Lang. Arts Level C- Lesson 4

wash

Eclectic Foundations Lang. Arts Level C- Lesson 4

red

Eclectic Foundations Lang. Arts Level C- Lesson 4

many

Eclectic Foundations Lang. Arts Level C- Lesson 4

rubber

Eclectic Foundations Lang. Arts Level C- Lesson 6

gun

Eclectic Foundations Lang. Arts Level C- Lesson 6

parlor

Eclectic Foundations Lang. Arts Level C- Lesson 6

street

Eclectic Foundations Lang. Arts Level C- Lesson 6

number

Eclectic Foundations Lang. Arts Level C- Lesson 6

ten

Eclectic Foundations Lang. Arts Level C- Lesson 6

o'clock

Eclectic Foundations Lang. Arts Level C- Lesson 6

shoot

Eclectic Foundations Lang. Arts Level C- Lesson 6

above

Eclectic Foundations Lang. Arts Level C- Lesson 8

world

Eclectic Foundations Lang. Arts Level C- Lesson 8

dark

Eclectic Foundations Lang. Arts Level C- Lesson 8

often

Eclectic Foundations Lang. Arts Level C- Lesson 8

never

Eclectic Foundations Lang. Arts Level C- Lesson 8

spark

Eclectic Foundations Lang. Arts Level C- Lesson 8

dew

Eclectic Foundations Lang. Arts Level C- Lesson 8

until

Eclectic Foundations Lang. Arts Level C- Lesson 8

diamond

Eclectic Foundations Lang. Arts Level C- Lesson 8

twinkle

Eclectic Foundations Lang. Arts Level C- Lesson 8

blazing

Eclectic Foundations Lang. Arts Level C- Lesson 8

behind

Eclectic Foundations Lang. Arts Level C- Lesson 10

together

Eclectic Foundations Lang. Arts Level C- Lesson 10

noble

Eclectic Foundations Lang. Arts Level C- Lesson 10

Scotch

Eclectic Foundations Lang. Arts Level C- Lesson 10

Dodger

Eclectic Foundations Lang. Arts Level C- Lesson 10

minutes

Eclectic Foundations Lang. Arts Level C- Lesson 10

crib

Eclectic Foundations Lang. Arts Level C- Lesson 10

wagon

Eclectic Foundations Lang. Arts Level C- Lesson 10

terrier

Eclectic Foundations Lang. Arts Level C- Lesson 10

country

Eclectic Foundations Lang. Arts Level C- Lesson 10

scold

Eclectic Foundations Lang. Arts Level C- Lesson 10

fellow

Eclectic Foundations Lang. Arts Level C- Lesson 10

shaggy

Eclectic Foundations Lang. Arts Level C- Lesson 10

friskily

Eclectic Foundations Lang. Arts Level C- Lesson 10

fits

Eclectic Foundations Lang. Arts Level C- Lesson 10

cellar

Eclectic Foundations Lang. Arts Level C- Lesson 10

guards

Eclectic Foundations Lang. Arts Level C- Lesson 10

Newfoundland

Eclectic Foundations Lang. Arts Level C- Lesson 10

yard

Eclectic Foundations Lang. Arts Level C- Lesson 10

harness

Eclectic Foundations Lang. Arts Level C- Lesson 10

between

Eclectic Foundations Lang. Arts Level C- Lesson 12

bureau

Eclectic Foundations Lang. Arts Level C- Lesson 12

stairs

Eclectic Foundations Lang. Arts Level C- Lesson 12

needle

Eclectic Foundations Lang. Arts Level C- Lesson 12

afraid

Eclectic Foundations Lang. Arts Level C- Lesson 12

shadow

Eclectic Foundations Lang. Arts Level C- Lesson 12

held

Eclectic Foundations Lang. Arts Level C- Lesson 12

stir

Eclectic Foundations Lang. Arts Level C- Lesson 12

spiders

Eclectic Foundations Lang. Arts Level C- Lesson 14

tickling

Eclectic Foundations Lang. Arts Level C- Lesson 14

stay

Eclectic Foundations Lang. Arts Level C- Lesson 14

neck

Eclectic Foundations Lang. Arts Level C- Lesson 14

nose

Eclectic Foundations Lang. Arts Level C- Lesson 14

secret

Eclectic Foundations Lang. Arts Level C- Lesson 14

crawls

Eclectic Foundations Lang. Arts Level C- Lesson 14

legs

Eclectic Foundations Lang. Arts Level C- Lesson 14

beck

Eclectic Foundations Lang. Arts Level C- Lesson 14

open

Eclectic Foundations Lang. Arts Level C- Lesson 14

goes

Eclectic Foundations Lang. Arts Level C- Lesson 14

toes

Eclectic Foundations Lang. Arts Level C- Lesson 14

speck

Eclectic Foundations Lang. Arts Level C- Lesson 14

choose

Eclectic Foundations Lang. Arts Level C- Lesson 14

dot

Eclectic Foundations Lang. Arts Level C- Lesson 14

nod

Eclectic Foundations Lang. Arts Level C- Lesson 14

shoes

Eclectic Foundations Lang. Arts Level C- Lesson 14

spread

Eclectic Foundations Lang. Arts Level C- Lesson 14

believe

Eclectic Foundations Lang. Arts Level C- Lesson 14

six

Eclectic Foundations Lang. Arts Level C- Lesson 14

servant

Eclectic Foundations Lang. Arts Level C- Lesson 16

suddenly

Eclectic Foundations Lang. Arts Level C- Lesson 16

longer

Eclectic Foundations Lang. Arts Level C- Lesson 16

returned

Eclectic Foundations Lang. Arts Level C- Lesson 16

lived

Eclectic Foundations Lang. Arts Level C- Lesson 16

tired

Eclectic Foundations Lang. Arts Level C- Lesson 16

since

Eclectic Foundations Lang. Arts Level C- Lesson 16

five

Eclectic Foundations Lang. Arts Level C- Lesson 16

anxious

Eclectic Foundations Lang. Arts Level C- Lesson 16

trouble

Eclectic Foundations Lang. Arts Level C- Lesson 16

certain

Eclectic Foundations Lang. Arts Level C- Lesson 16

nearly

Eclectic Foundations Lang. Arts Level C- Lesson 16

dozen

Eclectic Foundations Lang. Arts Level C- Lesson 16

seven

Eclectic Foundations Lang. Arts Level C- Lesson 16

attic

Eclectic Foundations Lang. Arts Level C- Lesson 16

strange

Eclectic Foundations Lang. Arts Level C- Lesson 16

great

Eclectic Foundations Lang. Arts Level C- Lesson 16

proper

Eclectic Foundations Lang. Arts Level C- Lesson 16

coal

Eclectic Foundations Lang. Arts Level C- Lesson 16

seemed

Eclectic Foundations Lang. Arts Level C- Lesson 16