

Eclectic Foundations Language Arts



**Eclectic Foundations
Language Arts
Level E
Teacher's Guide**

Written by Elizabeth Ratliff

**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 E. This level can begin as early as third grade if you have been using the previous levels. It can, however, be used as late as sixth grade.

Books- For this year, you will need McGuffey's Fourth 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 Fourth 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 spelling lessons are based on Word Lessons by Alonzo Reed. Grammar is based on Speaking and Writing Book 3 by William H. Maxwell and Harvey's Elementary Grammar by Thomas Harvey. However, all needed content with the exception of the Fourth 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- A pencil and notebook paper will be needed throughout the program. Your student will also need a composition notebook this year for journal entries.

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- This level continues with the same exceptional McGuffey's Reader lessons that you've come to expect. Instead of coloring word cards as in previous lessons, your student will use the words in the lessons to focus on vocabulary. There is a cross-word puzzle every fourth week to reinforce vocabulary skills. The poetry comes from the reader as well.

Spelling- This level continues Word Lessons by Alonzo Reed. These lessons have a weekly word list in which half of the words are tested on each day. By covering these word lists in this way, your student can be tested on each word twice weekly. Occasionally, some weeks will cover different concepts.

Copywork- As with previous levels, Level E has a weekly Bible verse to copy and memorize. The other days of the week have quotes from many different people. Although none of the quotes have the authority of Scripture, I've tried to find quotes that will spark your student's interest and possibly engage them in conversation. Some of these quotes are even humorous.

Grammar- Level E continues the Speaking and Writing (Maxwell series) with Book 3. Harvey's Elementary Grammar will begin in this level and conclude in Level F.

Lesson 1

Speaking and Writing- (Persuasive Speaking) Have your student read aloud “Daniel Webster and the Woodchuck”. Discuss the following:

Why did the father want to let the woodchuck go? How well young Daniel must have spoken to make such a change in the feelings of his listeners!

Would you like to be a persuasive speaker? Would you like to be able to make others listen to you and think and feel as you do? You can learn to be a persuasive speaker. You may never be a wonderful orator, like the great Daniel Webster, but you can learn to speak so well that people will be glad to listen to you. You can learn to talk easily, without halting or stumbling, to pronounce distinctly and correctly, to express your thoughts and feelings clearly and simply. One of the chief aims of the lessons in this book is to make you a persuasive speaker and to show you what some of our greatest speakers have accomplished.

1. In reading, try to imitate the two boys and their father in voice and manner. If you learn to read this story well, you will find that you can entertain other people by reading it to them.

2. Act the story. When speaking the part of Daniel, you must make a good speech. You should practice it beforehand. You might begin thus:

“Look at this poor little woodchuck! Imagine yourself in his place. Only this morning he was free and happy. He was just starting out to _____,” etc.

3. In his “Birds of Killingworth,” Longfellow tells how the crows annoyed the farmers of Killingworth by eating their corn; how the farmers held a meeting to discuss the matter; how they decided to shoot every kind of bird that visited their fields; and how the schoolmaster tried to persuade the farmers to spare the birds. Can you imagine what the schoolmaster said about being merciful to the weak and about the pleasure of hearing the birds sing every morning?

Pretend that you are at the meeting, and make a speech on behalf of the birds. Make the farmers stop to think whether they would prefer a swarm of grasshoppers and caterpillars to birds.

4. In his “Bell of Atri” Longfellow tells of an old knight who turns out the horse that had carried him through all his battles. What might you say to this knight to try to induce him to care for the horse in its old age? Picture the horse, when strong and young, bravely galloping into battle. Then picture the horse, old and starving, wandering about, barked at by dogs. Tell the knight what he ought to do.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Lesson 1 (continued)

Memory Verse/Copywork- Have your student write and memorize the Bible verse.

Memory Verse and Copywork: Search me, O God, and know my heart; try me and know my anxious thoughts. Psalms 139:23

Poetry (McGuffey's Fourth Eclectic Reader)- Have your student read Lesson II Try, Try Again. Have your student memorize the first stanza. Discuss the following:

What does the mark before “‘Tis” mean? (It replaces the letter “I” as in “It is”)
What is it called? (an apostrophe)

Now, have your student find the words from the word list in the selection. Your student should read the entire sentence that contains the word. Next, have your student think of original sentences with these words.

Journal- Think of a situation in your life that didn't go your way in spite your best efforts. Did you feel like giving up? Did you give up or did you persevere? Explain the situation and the outcome in your journal. Use as many of the following words as possible in your composition: *courage, conquer, prevail, disgrace, win, reward, and patience.*

Lesson 2

Harvey's Elementary Grammar- Have your student study the information in this lesson. There will be questions about this in Lesson 4.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: Search me, O God, and know my heart; try me and know my anxious thoughts.
Psalms 139:23

Copywork: How much time he gains who does not look to see what his neighbor says or does or thinks, but only at what he does himself, to make it just and holy. –Marcus Aurelius Antoninus

Poetry (McGuffey's Fourth Eclectic Reader)- Have your student read Lesson II Try, Try Again. After reciting the first stanza from memory, have your student memorize the second stanza. Discuss the following:

What point is used after the word "case" in the second stanza? (a question mark or interrogation point) Why? (because it asks a question)

Lesson 3

McGuffey's Fourth Eclectic Reader- Have your student read McGuffey's Fourth Eclectic Reader pages, 7-18. These pages include helpful information about punctuation and articulation. These lessons need to be read slowly and thoroughly in the manner that is suggested in the text.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: Search me, O God, and know my heart; try me and know my anxious thoughts.
Psalms 139:23

Copywork: A ruffled mind makes a restless pillow. –Charlotte Bronte

Poetry (McGuffey's Fourth Eclectic Reader)- Have your student read Lesson II Try, Try Again, once more from the McGuffey's Fourth Reader. After reciting the first two stanzas from memory, have your student memorize the third stanza.

Lesson 4

Harvey's Elementary Grammar- Have your student answer the questions about the material in Lesson 2.

Answers: 1. We have five senses. 2. Our senses are seeing, hearing, feeling, tasting, and smelling. 3. (answers will vary but try to have your student name something that can be perceived by each of the senses.) 4. (answers will vary, but gravity is a likely answer) 5. An object is anything we can perceive or of which we may be conscious. 6. A word is a syllable or a combination of syllables used in the expression of thought. 7. Language is the expression of thought by means of words. 8. Spoken language is the expression of ideas by the voice. 9. Written language is the expression of thought using written or printed characters. 10. Grammar is the study of the principles and usages of language. 11. English grammar teaches how to speak and write the English language correctly.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: Search me, O God, and know my heart; try me and know my anxious thoughts.
Psalms 139:23

Copywork: What we become depends on what we read, after all of the professors have finished with us. The greatest university of all is a collection of books. –Thomas Carlyle

Poetry (McGuffey's Fourth Eclectic Reader)- Have your student recite the entire poem, Try, Try Again, from memory.

Lesson 5

McGuffey's Fourth Eclectic Reader- Have your student practice the exercises in articulation in McGuffey's Fourth Eclectic Reader, pages 18-24. These lessons need to be read slowly and thoroughly in the manner that is suggested in the text.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- Have your student write and memorize the Bible verse.

Memory Verse and Copywork: But he said to him, "If they do not listen to Moses and the Prophets, they will not be persuaded even if someone rises from the dead." Luke 16:31

Poetry (McGuffey's Fourth Eclectic Reader)- Have your student read Lesson V, Popping Corn. Discuss the following about the first stanza:

What season does this poem take place? (autumn) What are "plashes"? (splashes) What was the little boy doing? (sitting by the kitchen fire, popping corn) How old is his little sister? (three)

Journal- What if Thomas Edison had given up before inventing the light bulb? Pretend that this had happened and that no one else has invented one since. Write a letter to Mr. Edison encouraging him not to give up. Tell him what life is presently like without lightbulbs and what kind of impact his invention would have had on the world if he hadn't given up. Use the following words in your composition that were not used in your previous journal entry: *courage, conquer, prevail, disgrace, win, reward, and patience.*

Lesson 6

Speaking and Writing- (Persuasive Speaking continued)

1. A boy was throwing stones at some frogs in a pond. By and by, an old frog raised its head and spoke to the boy, trying to make him see that he was doing a cruel thing. Make the frog's speech. It might begin in this way:

"Stop! Think how the stones hurt us! The last one you threw killed a good old mother frog. The one before that," etc.

2. You see a boy driving a horse with a tight checkrein (a short rein passing from the bit to the saddle of a harness). What would you say to persuade him to loosen the rein? You might ask him to stretch his own neck backward and remain in that position a few minutes. Then he could imagine how the horse's neck must ache. The poor animal cannot make known his feelings. If only he could speak, how he would beg to have that checkrein loosened!

3. A boy has robbed a bird's nest. What would you say to the boy to induce him to put the eggs back in the nest?

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: But he said to him, "If they do not listen to Moses and the Prophets, they will not be persuaded even if someone rises from the dead." Luke 16:31

Copywork: Patience serves as a protection against wrongs as clothes do against cold. For if you put on more clothes as the cold increases, it will have no power to hurt you. So in like manner you must grow in patience when you meet with great wrongs, and they will then be powerless to vex your mind.
—Leonardo da Vinci

Poetry (McGuffey's Fourth Eclectic Reader)- Have your student read Lesson V, Popping Corn, again. Discuss the following about the second stanza:

What does "plying" mean? (to work with a tool, especially one requiring steady, rhythmic movements) Where did the popcorn go? (to the clean-swept floor)

Lesson 7

Harvey's Elementary Grammar- Read over lesson 7 several times with your student. Have your student try to think of additional examples of each type of sentence.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: But he said to him, "If they do not listen to Moses and the Prophets, they will not be persuaded even if someone rises from the dead." Luke 16:31

Copywork: If I find 10,000 ways something won't work, I haven't failed. I am not discouraged, because every wrong attempt discarded is another step forward. –Thomas A. Edison

Poetry (McGuffey's Fourth Eclectic Reader)- Have your student read Lesson V, Popping Corn, again. Discuss the following about the third stanza:

Where did the kernels fly? (part one way, part the other, part in the sister's lap, and part under the brother's stool) What did the girl do with them? (gathered them into a heap and called them a flock of milk-white sheep)

Lesson 8

McGuffey's Fourth Eclectic Reader- Have your student read Lesson I, Perseverance. Have your student write the answers to the questions in Lesson 8, Comprehension, in complete sentences.

Answers (will vary):

1. The subject is perseverance. 2. John was discouraged because his kite failed to fly after multiple attempts. 3. His aunt told him "Try again". 4. We can learn to persevere. 5. Our motto should be "Try again."

Now, have your student find the words from the word list in the selection. Your student should read the entire sentence that contains the word and then think of original sentences with these words.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: But he said to him, "If they do not listen to Moses and the Prophets, they will not be persuaded even if someone rises from the dead." Luke 16:31

Copywork: You can't build a reputation on what you are going to do. -Henry Ford

Lesson 9

Harvey's Elementary Grammar- On a separate sheet of paper, your student has been instructed to use the words provided in the type of sentence stated. The most likely answers are provided. They may vary slightly.

Declarative sentences: 1. It is very cold in Iceland. 2. This is an easy lesson. 3. Cherries are ripe in June. 4. Our house is under the hill. 5. Good scholars are always happy. 6. The little boy's red cap fell into the river. 7. Our lane is very deep in the snow. 8. The farmer plants corn in the spring. 9. I like to skate when the ice is very smooth.

Interrogative sentences: 1. Where do lemons grow? 2. Is John's brother sick today? 3. It was very cold yesterday. 4. Does your aunt live beyond the tollgate over the river? 5. Isn't a writing exercise pleasant? 6. Were you not at school yesterday? 7. May I pick this white rose?

Imperative sentences: 1. Boys, go to your seats. 2. Go home at once, Ponto. 3. Lend me your book, Jane. 4. Pupils, study the lesson ten minutes. 5. Answer this question, Susan. 6. Let me have my skates, John. 7. Put the book on the shelf. 8. Always obey your parents. 9. Jonas, drive the team into the barn.

Exclamatory sentences: 1. Ha! Ha! Ha! I am glad of it! 2. Hark! the clock strikes four. 3. Oh how pretty she is! 4. Ugh! I don't like it! 5. Pshaw! Let me alone!

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- Have your student write and memorize the Bible verse.

Memory Verse and Copywork: Let us not lose heart in doing good, for in due time we will reap if we do not grow weary. Galatians 6:9

Poetry (McGuffey's Fourth Eclectic Reader)- Have your student read Lesson VII, Lazy Ned. Discuss the following:

What did Ned like? (sledding) What did Ned not like? (climbing the hill) What can we learn from this poem? (that we must not be lazy if we wish to gain the prize)

Now, have your student find the words from the word list in the selection. Your student should read the entire sentence that contains the word and then think of original sentences with these words.

Lesson 10

Speaking and Writing- Discuss the following with your student about the story in Lesson 1, Speaking and Writing...

The father cried out in a choking voice, “Zeke, you let that woodchuck go!”

Did the father speak calmly and deliberately? How did he feel? To speak with excitement or very strong feeling is to *exclaim*. Tell what feeling Zeke had when he exclaimed, “I’ve caught him!” Tell how Daniel felt when he exclaimed, “See how he is trembling!”

Exclamations are often used as a help in persuading. When you watch an athletic game, don’t you cheer the players you want to win? This is your way of urging them to do their best. When you see a boy doing a mean or an unfair thing, and you cry “Shame!” you are trying to prevent him from repeating the offense.

It is tiresome to listen to speakers who use the same exclamation over and over until it ceases to express any feeling whatsoever. Listen to yourself and find out whether you have formed the habit of using the same exclamation very frequently. If you have, and if you want to become a speaker that others will like to listen to, try to break the habit, especially if your favorite exclamation is an inelegant one.

In Lesson 10, Speaking and Writing, are oral exercises. Complete the exercises as directed.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: Let us not lose heart in doing good, for in due time we will reap if we do not grow weary. Galatians 6:9

Copywork: In matters of style, swim with the current; in matters of principle, stand like a rock.
—Thomas Jefferson

Lesson 11

McGuffey's Fourth Eclectic Reader- Have your student read Lesson III, Why the Sea Has Salt.

Have your student write the answers to the questions in Lesson 11, Comprehension, in complete sentences.

Suggested answers (will vary):

1. The author is Mary Howitt. 2. She lived from 1804 to 1888 in Coleford, England. 3. A fairy tale is a story, usually for children, about elves, hobgoblins, dragons, fairies, or other magical creatures. 4. The dwarfs are spoken about in the story. 5. The old man in the forest told the poor man about the land of the dwarfs. 6. (Answer may vary, but the old man probably would not have been so helpful if it weren't for the poor man's politeness.)

Now, have your student find the words from the word list in the selection. Your student should read the entire sentence that contains the word and then think of original sentences with these words.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: Let us not lose heart in doing good, for in due time we will reap if we do not grow weary. Galatians 6:9

Copywork: The stories of past courage can define that ingredient-they can teach, they can offer hope, they can provide inspiration. But they cannot supply courage itself. For this each man must look into his own soul. -John F. Kennedy

Journal- Write about the time you caught fireflies, crickets, frogs, or snakes. Describe what you caught, what you kept them in, and how you treated the creatures. If you have never caught such things, write about someone else's experience. Pay close attention to punctuation and capitalization. Replace common words with interesting words wherever possible.

Lesson 12

Speaking and Writing- Part 1 has oral exercises. Part 2 has written exercises. Have your student complete the lesson as instructed. Answers will vary.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: Let us not lose heart in doing good, for in due time we will reap if we do not grow weary. Galatians 6:9

Copywork: You can cover a great deal of country in books. –Andrew Lang

Lesson 13

Speaking and Writing- Have your student complete Lesson 13.

Part 1 answers: 1. declarative. 2. interrogative 3. exclamatory 4. exclamatory 5. declarative
6. interrogative 7. exclamatory 8. imperative 9. exclamatory

Part 2 answers: 1. declarative 2. imperative 3. imperative 4. declarative 5. imperative 6. declarative
7. imperative 8. imperative 9. imperative 10. imperative 11. declarative/imperative.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- Have your student write and memorize the Bible verse.

Memory Verse and Copywork: "For My thoughts are not your thoughts, nor are your ways My ways," declares the LORD. Isaiah 55:8

Poetry (McGuffey's Fourth Eclectic Reader)- Have your student read Lesson IX, Meddlesome Matty. Discuss the following:

What did Matilda do? (meddled in her grandmamma's stuff) How was she punished? (The snuff puffed into her face and burned her eyes) What effect did it have on her? (She learned her lesson not to meddle)

Now, have your student find the words from the word list in the selection. Your student should read the entire sentence that contains the word and then think of original sentences with these words.

Lesson 14

McGuffey's Fourth Eclectic Reader- Have your student read Lesson IV, Why the Sea Has Salt (concluded).

Have your student write the answers to the questions in Lesson 14, Comprehension, in complete sentences.

Suggested answers (will vary):

1. The poor man treated his brother kindly and invited him to a great feast. 2. The dishonest merchant was unable to get the mill to quit grinding salt. The ship soon sank under the weight. 3. Strangers from foreign parts were strangers that came from abroad, from a different country.

Now, have your student find the words from the word list in the selection. Your student should read the entire sentence that contains the word and then think of original sentences with these words.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: "For My thoughts are not your thoughts, nor are your ways My ways," declares the LORD. Isaiah 55:8

Copywork: He who reigns within himself and rules his passions, desires, and fears is more than a king. –John Milton

Poetry (McGuffey's Fourth Eclectic Reader)- Read Lesson IX, Meddlesome Mattie, again. This well-known poem has been referred to several times in history.

"I don't propose to be a Meddlesome Mattie, but . . ."

When, in 1910, Theodore Roosevelt roared this at his rebellious protégé, William Howard Taft, most U. S. citizens knew instantly what he meant. Through the latter half of the 19th Century, most of the nation's schoolchildren learned about Meddlesome Mattie, and many other moral, immoral, or amoral characters in William Holmes McGuffey's famed series of Eclectic Readers. (Roosevelt had meddlesome tendencies with foreign governments, whereas Taft warned against being a "Meddlesome Mattie")

On February 7th, 1941, a senator from Kansas by the name of Arthur Capper made a radio address pleading with government to keep out of foreign wars. His address specifically stated that we need not be a Meddlesome Matty with foreign governments and must learn to co-exist with the likes of Hitler, Stalin, and Mussolini. We now can see that Mr. Capper was on the wrong side of history.

We should usually try to avoid being meddlesome, but history has shown that sometimes being a "Meddlesome Mattie" is necessary.

Lesson 15

Harvey's Elementary Grammar- Have your student study, discuss, and complete Lesson 15.

Answers:

1. "Did your mother send you?" asked the merchant, gruffly.
2. The general said, "Be ready start at 5 A.M."
3. "Will you come into my parlor?" said the spider to the fly.
4. The pupils kept repeating, "Four times three are twelve, four times three are twelve," for at least three minutes.

Quotation Marks should be used, in writing, when we quote the exact language of another.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: "For My thoughts are not your thoughts, nor are your ways My ways," declares the LORD. Isaiah 55:8

Copywork: If I have seen further, it is by standing on the shoulders of giants. –Isaac Newton

Journal- If you could interview anyone in history, who would that be? Why? What questions would you ask? What do you think that person's answers would be?

Lesson 16

McGuffey's Fourth Eclectic Reader- Have your student read Lesson VI, Smiles. Have your student write the answers to the questions in Lesson 16, Comprehension, in complete sentences.

Suggested answers (will vary):

1. The subject of this lesson is kindness. 2. George West smiled and bowed at Jennie on his way to school. 3. His mother suggested picking flowers for Jennie. 4. The next day, George West visited with Jennie and brought her flowers. 5. Jennie said that her father died and her mother fell sick. They had to sell their cottage and move to the city. 6. George told his mother about Jennie's misfortune. They were unable to give money but were able to bring them good food and smiles. 7. This lesson teaches that a smile can help others more than you know.

Now, have your student find the words from the word list in the selection. Your student should read the entire sentence that contains the word and then think of original sentences with these words.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: "For My thoughts are not your thoughts, nor are your ways My ways," declares the LORD. Isaiah 55:8

Copywork: All animals are equal but some animals are more equal than others. –George Orwell, "Animal Farm"

Vocabulary- Using the vocabulary words in McGuffey Lessons I, II, III, IV, VI, VII, and IX, have your student complete the crossword puzzle.

Answers:

¹ P	E	R	S	² E	V	E	R	A	N	³ C	E							⁵ M
E				X						O							⁴ P	E
R				² T	R	I	F	L	I	N	G						E	D
P				R						Q							A	D
L				A					³ Q	U	A	L	I	T	I	E	S	L
E			⁴ R	O	Y	A	L			E							A	I
X			R							R							N	N
E		³ I	N	D	O	L	E	N	T			⁸ R				T	G	
D				I						⁷ C		E				S		
	⁶ D	I	G	N	I	T	Y			O		F						
				A						N		⁹ P	R	E	V	A	I	¹¹ C
⁹ D	R	E	A	R	Y			⁶ R		T		A						O
U				Y				I		R		I						U
N								C		⁸ D	I	S	E	N	G	¹⁰ A	G	R
C								K		V						M		A
¹⁰ E	N	T	A	N	G	L	E	D		E					I			G
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¹¹ D	E	V	O	U	T	L	Y					¹² D	I	S	M	A	L	

**Eclectic Foundations
Language Arts
Level E
Student Workbook**

Written by Elizabeth Ratliff

**This work would not be possible without a tremendous amount of support and help from:
my wonderful husband,
our amazing kids,
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our Heavenly Father**

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www.eclecticfoundations.com
Edited by Suzette May
www.essentialproofing.com**

Lesson 1 Speaking and Writing

Daniel Webster and the Woodchuck

"I've caught him! I've caught him!" shouted Zeke Webster, as he ran into the yard, dragging an iron trap.

"Caught what?" called his brother Dan, coming out of the house.

"Look at him!" And Zeke proudly showed his prize, — a big, furry woodchuck with one bleeding paw caught in the steel teeth of the trap. Dan flung himself down by the trap, and tried to open it.

"What are you doing?" demanded Zeke.

"Help me to turn him loose," said Dan.

"Turn him loose! No, indeed. I'm going to kill him."

"Oh, don't ! Don't kill him," said Dan. "See how he is trembling!"

Just then Mr. Webster, the father of the two boys, came out.

"Look, father," said Zeke, "I've caught this old rascal of a woodchuck. I'm going to get a club to kill him, but Dan wants me to let him go."

"No, it is right to kill the woodchuck," said Mr. Webster. "It is all very well to be merciful, Daniel, but this animal steals our vegetables from the garden. Get the club, Zeke."

Daniel rose and stood before his father, his eyes glowing with determination.

"Just one moment, Zeke," said he. "Father, will you listen to me before you have the woodchuck killed?"

"Really, there's no use in talking about it," said the father. "Of course the woodchuck must be killed. But I will listen to you first, if you wish. Go ahead."

Then Daniel Webster began to plead with his father and brother for the life of the woodchuck. He made them imagine how hungry the poor little thing felt when it came hopping into their garden. Seeing the fresh vegetables, it innocently took a little, meaning no harm. The next moment, all unsuspecting, it stepped right into the jaws of the trap. Snap went the jaws with a horrible clutch upon the woodchuck's paw, and in vain were all its agonized efforts to get away.

The young speaker bade them look at the woodchuck, now quivering with fright before them. He asked them to imagine the pain in the little crushed paw, the terror in the beating heart, the dumb appeal in the eyes.

What more he might have said cannot be known; for, rising from his seat, the father cried out in a choking voice, "Zeke, you let that woodchuck go!"

Zeke quickly loosened the trap, and with one little squeak the woodchuck scuttled away on its three sound paws.

And the boy whose eloquence saved the woodchuck, became the famous Daniel Webster, foremost of American orators.

Lesson 2 Harvey's Elementary Grammar

The **senses**—We have five senses: *seeing, hearing, feeling, tasting, and smelling*.

When we see, feel, taste, or smell things, or hear sounds, we are said to *perceive* them.

I drop a book on the floor. A force called *gravitation* draws it toward the center of the earth. We cannot *perceive* this force, but we are *conscious* of it. We know such a force must exist.

We are conscious of many other things that we cannot perceive; as, *love, hatred, joy, sorrow*.

All these things are called *objects*. What, then, is an *object*?

An **object** is anything we can perceive or of which we may be conscious.

When we think, we think of objects; when we talk, we talk about objects; when we write, we write about objects.

When we talk or write, we use *words* to express our thoughts. What, then is a *word*?

A **word** is a syllable or a combination of syllables used in the expression of thought.

Language is the expression of thought by means of words.

When we talk, we express our ideas by spoken words. This is called *spoken language*.

Spoken language is the expression of ideas by the voice.

When we write or print our thoughts, we use letters which represent sounds. This is called *written language*.

Written language is the expression of thought using written or printed characters.

Grammar is the study of principles and usages of language.

English grammar teaches how to speak and write English language correctly.

Lesson 4 Harvey's Elementary Grammar

1. How many senses do we have?

2. Name the senses?

3. Name some things that we can perceive?

4. Name some things that we cannot perceive but of which we may be conscious of?

5. What is an object?

6. What is a word?

7. What is language?

8. What is spoken language?

9. What is written language?

10. What is Grammar?

11. What is English grammar?

Lesson 7 Harvey's Elementary Grammar

What is the color of chalk? It is *white*. Chalk breaks easily; is it *tough* or *brittle*? It is *brittle*. We cannot see through it; therefore we say it is *opaque*.

We will now join the words *white*, *brittle* and *opaque* with the word *chalk*:

Chalk is white.

Chalk is brittle.

Chalk is opaque.

Each of these groups of words makes complete sense. Each is called a *sentence*.

A **sentence** is a group of words making complete sense.

Each group is also called a *proposition*.

A **proposition** is a thought expressed in words.

In writing sentences, observe the following directions:

1. Begin each sentence with a capital letter.
2. Spell each word correctly.
3. Place a period at the end of every sentence that declares something or makes a command.
4. Place an interrogation point (?) at the end of every question. An interrogation point is also known as a question mark.
5. Never divide a syllable at the end of a line.

When I say, "The window is open," I state a fact, using what is called a *declarative sentence*.

A **declarative sentence** is a sentence used in stating a fact.

When I say, "Is the window open?" I ask a question, using an *interrogative sentence*.

An **interrogative sentence** is a sentence used in asking a question.

When I say, "Clarence, open the window," I make a command. When I say, "Please forgive me," I express an entreaty. In each instance, I use an *imperative sentence*.

An **imperative sentence** is a sentence used in expressing a command or an entreaty.

When I say, "Oh, that window is open again!" I express some feeling or emotion, using an *exclamatory sentence*.

An **exclamatory sentence** is a sentence used in expressing some feeling or emotion.

Lesson 8 Comprehension

1. What is the subject of this lesson?

2. Why was John discouraged in his attempts to fly his kite?

3. What did his aunt say to him?

4. What may we learn from this?

5. What should be our motto if we expect to be successful?

Lesson 9 Harvey's Elementary Grammar

On a separate sheet of paper, form declarative sentences out of the following words:

1. Iceland, very, is, in, it, cold. 2. Lessons, an, this, easy, is. 3. June, cherries, in, ripe, are. 4. Is, house, our, hill, the, under. 5. Always, good, happy, are, scholars. 6. Cap, river, into, the, fell, boy's, red, the, little. 7. Deep, our, is, late, very, in, snow, the. 8. Corn, spring, the, in, plants, farmer. 9. Ice, the, smooth, when, I, skate, to, like, very, is.

On a separate sheet of paper, form interrogative sentences out of the following words:

1. Lemons, where, grow, do. 2. Is, sick, today, brother, John's. 3. Cold, it, very, was, yesterday. 4. Aunt, does, the, tollgate, live, your, beyond, river, the, over. 5. Writing, exercise, is, pleasant, a, not. 6. You, school, at, not, yesterday, were. 7. Pick, white, I this, may, rose.

On a separate sheet of paper, form imperative sentences out of the following words:

1. Go, your, seats, to, boys. 2. Home, go, once, at, Ponto. 3. Me, your, lend, book, Jane. 4. Minutes, lesson, ten, pupils, study, the. 5. Question, Susan, this, answer. 6. Skates, John, me, have, let, my. 7. Book, put, shelf, the, on, the. 8. Parents, obey, your, always. 9. Team, into, the, drive, the, Jonas, barn.

On a separate sheet of paper, form exclamatory sentences out of the following words:

1. Am, ha, ha, ha, I, it, of, glad. 2. Clock, four, hark, strikes, the. 3. Pretty, is, oh, she how. 4. Don't, it, ugh, like, I. 5. Alone, pshaw, me, let.

Lesson 10 Speaking and Writing

Part 1

Exclaim “Oh!” as you would—

1. If, while sharpening a pencil, you cut your finger;
2. If you received an invitation to ride in an automobile;
3. If you found a bird frozen in the snow;
4. If you were startled by a clap of thunder;
5. If, when you were expecting a pleasant letter, you saw the postman pass by your house.

Part 2

In the following stories, complete the exclamations:

A Dream

Jack was amusing his little brother and sister by relating a dream he had had.

“I dreamed about our horse,” said he. “I dreamed that she came walking out of the barn on her hind legs, all dressed up like a lady going to church.”

“How _____!” cried the little sister.

“What _____!” exclaimed the little brother.

“For a hat, she had a bucket on her head trimmed with a wreath of hay.”

“How _____!” exclaimed the little sister.

“What _____!” exclaimed the little brother.

“Her dress was made of horse blankets, and she was holding up her train airily with one forepaw.”

“How _____!” laughed the little sister.

“What _____!” roared the little brother.

“With her other paw she threw me a kiss as she passed by.”

“Oh _____! Oh, how _____!” cried both the children.

Lesson 10 Speaking and Writing (continued)

Ginger and Black Beauty

Two horses, a chestnut and a black, stood together in a pasture under a tree. The chestnut had her nose up to the ear of the black horse, and she was telling him something.

“Ah, Black Beauty,” she was saying, “you should be thankful for having a kind master. No one was ever kind to me in all my life.”

“_____ Ginger!” exclaimed Black Beauty.

“When I was broken in, my master roughly wrenched my under jaw down, and forced the bar in. Then he dragged me along by the halter while another man flogged me behind. That was my first experience of the kindness of men.”

“What _____!” exclaimed Black Beauty.

“Afterwards I was bought by a fashionable gentleman who drove me with a tight checkrein. You don’t know what that is; but just fancy yourself tossing your head up high and being obliged to hold it there for hours, your neck aching until you did not know how to bear it.”

“How _____! How _____!” exclaimed Black Beauty. “I have been treated very differently. When I was broken in, my master coaxed me to wear my bit and bridle, by giving me nice oats, patting me, and saying kind words.”

“How _____!” sighed Ginger

“I am so used to gentle treatment that I never need a whip or a spur. I don’t know how they feel.”

“Oh _____!” cried Ginger.

“I do hope, Ginger, that you’ll never have a cruel master again,” said Black Beauty.

“Oh _____!” exclaimed Ginger.

“Come on now,” said Black Beauty; “let’s have a race around the pasture!”

“_____!” replied Ginger.

Lesson 10 Speaking and Writing (continued)

Read aloud the following exclamations intended to persuade. The more heartily you read them, the more persuasive they will sound.

1. Do not shoot us, Hiawatha!
2. Woodman, spare that tree!
3. Think of your woods and orchards without birds!
4. Stand! The ground's your own, my braves!
5. Dare to do right! Dare to be true!
6. Drink, pretty creature, drink!
7. Sleep, my little one, sleep, my pretty one, sleep!
8. Be not like dumb, driven cattle!
Be a hero in the strife!
9. Lay the proud usurper low!
Tyrants fall in every foe!
Liberty's in every blow!
Let us do, or die!
10. Come, ye thankful people, come,
Raise the song of Harvest Home!

Lesson 11 Comprehension

1. Who is the author of this fairy tale?

2. When and where did the author live?

3. What is a fairy tale?

4. What fairy people are told about in this story?

5. How did the poor man find the way to the land of the dwarfs?

6. Do you think the old man would have told him if the poor man had not been so polite?

Lesson 12 Speaking and Writing

Part 1

Suppose that Captain John Smith is making a speech to the Jamestown colonists in 1607. He rebukes them for laziness. He urges them to work. He points to the wilderness around them. He asks them where they expect to get food. He tells them that they must work or starve. He commands them to begin to hoe the corn at once.

Make Captain Smith's speech, expressing strong feeling by using some of the following exclamations:

- | | | | |
|-----------|------------------|-----------|----------------|
| 1. Shame! | 4. Nonsense! | 7. Here! | 10. Up! |
| 2. Come! | 5. All together! | 8. Now! | 11. Quick! |
| 3. Look! | 6. What folly! | 9. At it! | 12. That's it! |

Imagine Columbus in mid-ocean on the Santa Maria. His men express their fears, and beg him to turn back. Columbus sternly rebukes them, and persuades them to continue the voyage.

Make speeches for Columbus and his men, expressing strong feeling. Use some of these exclamations:

- | | | | |
|------------|------------|-----------|--------------|
| 1. Mercy! | 4. Back! | 7. Peace! | 10. Onward! |
| 2. Alas! | 5. Horror! | 8. What! | 11. Forward! |
| 3. Behold! | 6. Woe! | 9. Shame! | 12. On! |

Remember to place an exclamation point after a word, or words, used to express strong feeling.

Lesson 12 Speaking and Writing (continued)

Part 2

Write an exclamation, using a single word, a group of words, or a sentence, to try to make someone appreciate—

1. a rainbow; _____
2. a kitten; _____
3. a big fish; _____
4. a story; _____
5. a friend; _____
6. a hero; _____
7. a brave deed; _____
8. a new invention; _____
9. an act of generosity; _____
10. a fine day; _____

Write the exclamations you would feel like making if you saw—

1. a big boy beating a little one;

2. children playing noisily near the house of a very sick person;

3. an ignorant child about to pick poison ivy;

4. a boy or a girl reading in a poor light;

5. a child throwing a banana skin on the sidewalk;

6. a friend of yours making a home run;

7. a baby taking a nap;

Lesson 13 Harvey's Elementary Grammar

Part 1

Tell the kinds of sentences in the following exercises:

- _____ 1. The winds bring perfume.
- _____ 2. Where is my new book?
- _____ 3. Go to the ant, thou sluggard!
- _____ 4. Pshaw, go away!
- _____ 5. Necessity is the mother of invention.
- _____ 6. Does God uniformly work in one way?
- _____ 7. Oh, how I trembled with disgust!
- _____ 8. Be not forward in the presence of your superiors.
- _____ 9. Lend me your wings! I mount! I fly!

Part 2

Many times, exclamatory sentences either tell a statement or give a command. Tell if the following exclamatory sentences are declarative or imperative sentences as well.

- _____ 1. Our side has won!
- _____ 2. Never say that again!
- _____ 3. Twinkle, twinkle, little star!
- _____ 4. All's right with the world!
- _____ 5. Cut away the mast!
- _____ 6. We are lost!
- _____ 7. On, Donder and Blitzen!
- _____ 8. Aye, tear her tattered ensign down!
- _____ 9. Leave thy low-vaulted past!
- _____ 10. Heap high the farmer's wintry hoard!
Heap high the golden corn!
No richer gift has autumn poured
From out her lavish horn!
- _____ 11. Hurrah! The seaward breezes
Sweep down the bay amain!
Heave up, my lads, the anchor!
Run up the sail again!

Lesson 14 Comprehension

1. How did the poor man treat his rich brother in return for his unkindness?

2. How was the greed of the dishonest merchant punished?

3. What is meant by “strangers from foreign parts”?

4. Locate on a map or a globe Denmark and Norway.

Lesson 15 Harvey's Elementary Grammar

The man yawned, and said, "How sleepy I am!"

In this sentence, these marks ("") are placed before the words that the man used, and these (") after them. They are called *quotation marks*.

Quotation Marks should be used, in writing, when we quote the exact language of another.

Such a quotation should begin with a capital letter.

When we state what another says, without using his *exact language*, the quotation marks should not be used.

Use quotation marks and capital letters properly in the following sentences:

1. Did your mother send you? asked the merchant, gruffly.
2. The general said, be ready start at 5 A.M.
3. Will you come into my parlor? said the spider to the fly.
4. The pupils kept repeating, four times three are twelve, four times three are twelve, for at least three minutes.

When should quotation marks be used?

Lesson 16 Comprehension

1. What is the subject of this lesson?

2. How did George West make the day pleasant for Jennie?

3. What did his mother suggest?

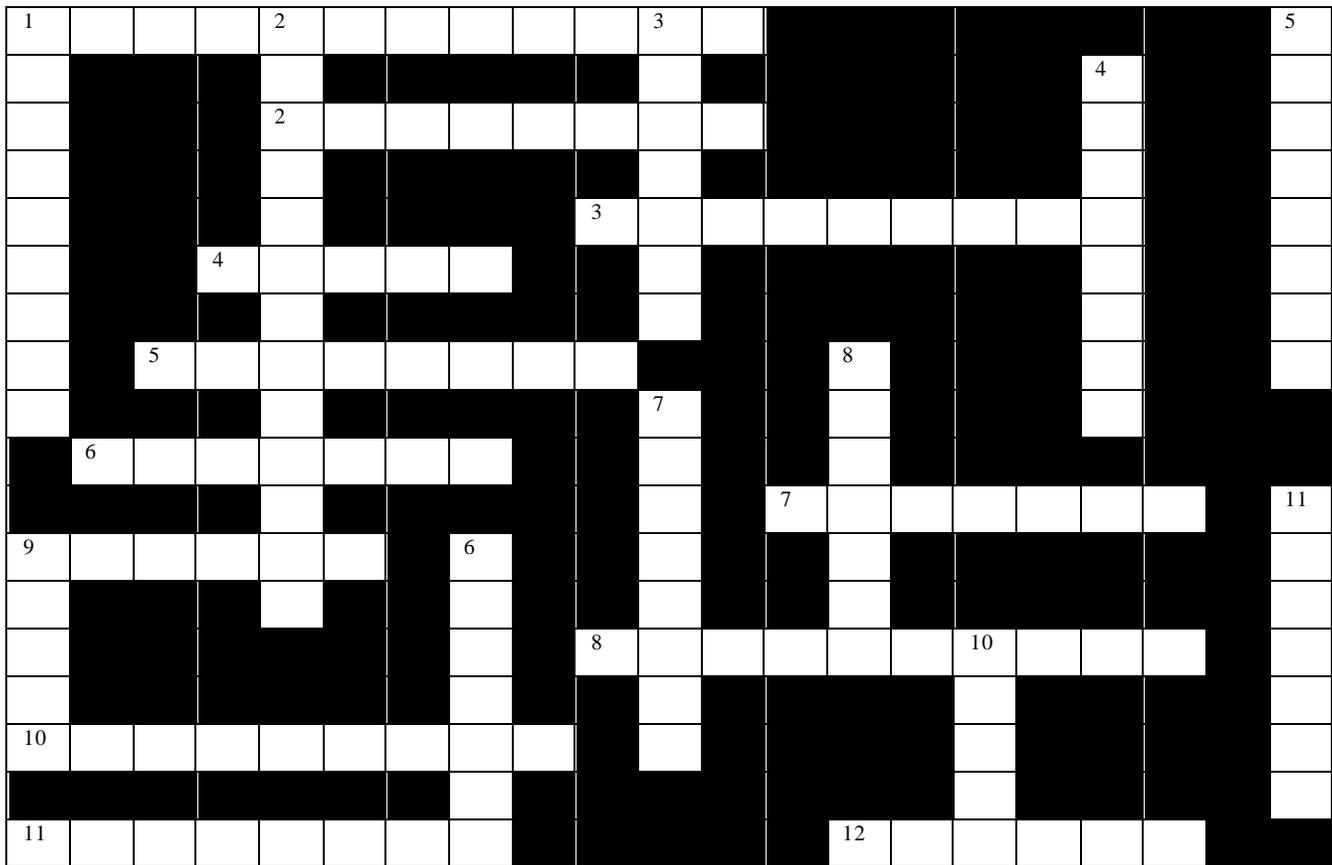
4. What happened the next day?

5. What did Jennie tell George about her life?

6. Tell what happened at George's home that evening.

7. What does the lesson teach?

Lesson 16 Vocabulary



ACROSS

1. continuance in anything once begun
2. a small value
3. traits of character
4. excellent, noble
5. lazy
6. majestic manner
7. overcome
8. cleared, set free
9. comfortless, gloomy
10. twisted in, disordered
11. in a reverent manner
12. gloomy, cheerless

DOWN

1. puzzled
2. wonderful
3. gain the victory
4. those belonging to the lowest class of tillers of the soil in Europe
5. interfering without right
6. imperfect, worn out
7. to plan
8. to keep from
9. a silly fellow
10. wrong, faulty
11. resolution