

**Eclectic Foundations
Language Arts
Level D
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 D. 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 level, you will need McGuffey's Third 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 Third Eclectic Reader will be the only books 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; and grammar is based on Speaking and Writing Book 2 by William H. Maxwell. However, all needed content with the exception of the McGuffey's Third Eclectic 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 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, however, your student will use the words in the lessons to focus on vocabulary. Many of the vocabulary exercises are presented as word-searches or cross-word puzzles. Most of the poetry also comes from the reader.

Spelling- Word Mastery by Florence Akin is taught in the first three levels. Ms. Akin's approach was to teach reading fluency and phonics with a gentle, "organic" approach without a lot of phonics rules or the use of diacritical marks. This aligns well with the Charlotte Mason method. Levels **D** through **I** use a speller called Word Lessons by Alonzo Reed. Since this level begins actual spelling lessons, phonics rules and diacritical marks are thoroughly covered. 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 other concepts. Lessons in homonyms are taught frequently in this level.

Memory verse/Copywork- As with Level C, Level D has a weekly memory verse to copy and memorize. The other three days of the week have quotes from famous people. The authors of these quotes come from many different walks of life and have many different world views. Although none of the quotes have the authority of scripture, we've tried to find quotes that will build character, spark your student's interest, and possibly engage them in conversation. Some of these quotes are even humorous. Cursive handwriting is recommended; but this is at the teacher's discretion.

Grammar- Level D continues the Speaking and Writing (Maxwell) series with Book 2. These lessons cover a significant number of concepts in an engaging way. This portion focuses on teaching your student how to speak and write efficiently. Grammar and sentence diagramming are also included.

Lesson 1

Speaking and Writing- Have your student read the selection in the lesson. Discuss the following paragraph with your student:

Would you like to be able to tell stories yourself? You can learn to do it very well if you wish. You may never save lives by your storytelling as Scheherazade did, but you can bring a lot of joy to people and do a great deal of good. You can entertain children and keep them happy for hours. You can cheer the sick and the “shut in,” and make them forget their suffering. A person who cannot read, or one whose eyesight is very poor, might be glad to hear some of your stories. Everybody, young or old, sick or well, enjoys a well-told story. Will you let this book teach you how to become a good storyteller?

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. Your student should look at each word until your student can turn away and see a perfect picture of the word in their mind. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times. These words cover the various forms of *long a*.

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

Memory verse and copywork: No one can serve two masters; for either he will hate the one and love the other, or he will be devoted to one and despise the other. You cannot serve God and wealth. Matthew 6:24

Poetry (McGuffey’s Third Eclectic Reader)- Have your student read Lesson I, Shepherd Boy. Have your student point out rhyming words. Notice the second and fourth lines of each stanza end with rhyming words. Ask the following questions to your student. (Stanzas 1-6)

What is the boy’s name in the poem? (Roy) What color was the pasture? (red)
Where did the music and sparkle of the brook come from? (the shepherd and his eyes)
Where did the sheep’s bleat come from? (the shepherd) Who moved the glossy cows? (the shepherd) Where did the rain never patter? (Over the beautiful way they took)

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.

Lesson 2

McGuffey's Third Eclectic Reader- Have your student read Lesson II, Johnny's First Snowstorm. Discuss the following with your student:

How old was Johnny Reed when he had his first snowstorm? (six) Whom was Johnny visiting when he first saw the snow? (his grandmother) What three things did Johnny think the snow was? (little white birds, feathers of angels, and sugar) Who explained to Johnny what snow was? (his mother) Do you live in a part of the country where it snows a lot? (answers vary) What did his mother catch the snowflake on? (a black hat) What did the snowflake look like through the glass? (a star) What did Johnny say about snowballs? (They were a great deal prettier than oranges.)

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.

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. Your student should look at each word until your student can turn away and see a perfect picture of the word in their mind. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times.

Memory verse/Copywork- After reciting the memory verse, have your student copy the quote and then write the sentences containing the spelling words.

Memory verse: No one can serve two masters; for either he will hate the one and love the other, or he will be devoted to one and despise the other. You cannot serve God and wealth. Matthew 6:24

Copywork: Life is not so short, there is always time for courtesy. —Ralph Waldo Emerson

Poetry (McGuffey's Third Eclectic Reader)- Have your student read Lesson I, Shepherd Boy again. Discuss the following with your student.

What were the silvery drops trickling down? (rain outside the window) What was his pasture? (a table) What was the brooklet? (his sister's green ribbon) Why were the cows glossy? (because they were chestnuts) What were the sheep? (white pebbles) What was his big brother's name? (Walter) What did he do with the chestnuts that Roy pretended were cows? (cut them up into a basket) What did he do with the pebbles that Roy pretended were sheep? (turned them into jackstones)

Lesson 3

Speaking and Writing- Have your student read the two letters. Your student should choose one of the letters to copy exactly. Remind your student to pay close attention to the arrangement and punctuation. Discuss the following with your student:

Do you think Jack was glad to receive his friend's account of the activity at school since he was shut in on account of sickness? Don't you think that the grandmother took more interest in what Dorothy told in her letter than in the most exciting news read in the newspaper?

Everyone likes to receive letters from friends. You will be expected to write letters all your life. If you learn to write good letters, you will be able to bring a lot of joy to other people.

Just as people may talk together about all sorts of subjects, so letters may be written about all sorts of things. In a letter one may tell a story, describe something, or explain how something is done. Thus, learning how to write all kinds of letters will subsequently teach you all there is to know about composition writing.

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. Your student should look at each word until your student can turn away and see a perfect picture of the word in their mind. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times.

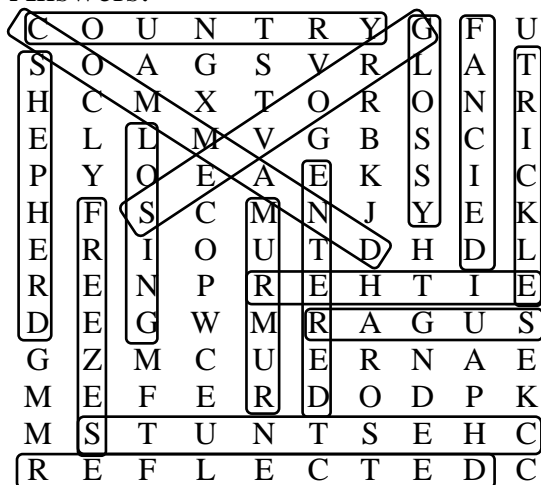
Memory verse/Copywork- After reciting the memory verse, have your student copy the quote and then write the sentences containing the spelling words.

Memory verse: No one can serve two masters; for either he will hate the one and love the other, or he will be devoted to one and despise the other. You cannot serve God and wealth. Matthew 6:24

Copywork: False words are not only evil in themselves, but they infect the soul with evil. –Plato

Vocabulary- Have your student circle the vocabulary words in the word search.

Answers:



Lesson 4

McGuffey's Third Eclectic Reader- Have your student read Lesson III, Let It Rain. Discuss the following with your student:

What does Rose think about the rain? (It is dull.) What did her father ask her if she was sorry for? (her bread and butter for breakfast, flowers and trees, that the animals could quench their thirsts) Is Rose sorry for these things? (no) What is the point that her father is trying to make? (rain makes all these things possible) How did Rose feel about the rain after her father made this point? (she liked the rain)

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.

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. Your student should look at each word until your student can turn away and see a perfect picture of the word in their mind. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times.

Memory verse/Copywork- After reciting the memory verse, have your student copy the quote and then write the sentences containing the spelling words.

Memory verse: No one can serve two masters; for either he will hate the one and love the other, or he will be devoted to one and despise the other. You cannot serve God and wealth. Matthew 6:24

Copywork: The most acceptable service of God is the doing of good to man. –Benjamin Franklin

Lesson 5

Speaking and Writing- Have your student read the letter in Part 1.

Is this letter easy to understand? The writer does not seem to know what a sentence is. He cannot tell where one sentence ends and another begins.

No matter what you write about in a letter or other composition, you should make good sentences. The best way to learn how to write sentences correctly is to study their parts.

The kind of sentence we use most is the one that tells or states something; such as, *Dogs bark, Cats mew.*

A sentence that tells something is called a statement.

Read the statements in Part 2. What is the first sentence about? (rivers) What is said about rivers? (flow) What is the second sentence about? (Winds) What is said about winds? (blow) What is the third sentence about? (stars) What is said about stars? (they shine)

The part of the sentence that shows what is spoken about is called the subject.

The part of the sentence that tells what is said about the subject is called the predicate.

Part 3. Have your student draw one line under each subject and two lines under each predicate.

- | | |
|------------------------------------|--------------------------------|
| 1. <u>Carpenters</u> <u>build.</u> | 4. <u>Artists</u> <u>draw.</u> |
| 2. <u>Farmers</u> <u>plow.</u> | 5. <u>Doctors</u> <u>heal.</u> |
| 3. <u>Tailors</u> <u>sew.</u> | 6. <u>Boatmen</u> <u>row.</u> |

Part 4. Have your student fill in the blanks with suitable predicates, using one word for each predicate (answers will vary)

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times. These words cover *short a*.

Memory verse/Copywork- Have your student write and memorize the Bible verse and then write the sentences containing spelling words.

Memory verse and copywork: For God has not called us for the purpose of impurity, but in sanctification. 1 Thessalonians 4:7

Poetry (McGuffey's Third Eclectic Reader)- Have your student read Lesson VI, Lend A Hand. Help your student point out the rhyming words. Have your student memorize the first stanza. Discuss the following questions.

What should we do when we meet a weaker brother? (help him in his strife) What may become our lot tomorrow? (the poor man's lot)

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.

Lesson 6

McGuffey's Third Eclectic Reader- Have your student read Lesson IV, Castle Building. Discuss the following questions:

What happened to the tower and wall when the cat rubbed against it? (It fell) What did Herbert do when the cat knocked the blocks down? (got angry and threw blocks at the cat) Who stopped Herbert? (his little sister) Why did his big brother call him a baby? (because he was crying) Who taught Herbert a better way? (his papa)

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.

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times.

Memory verse/Copywork- After reciting the memory verse, have your student copy the quote and then write the sentences containing the spelling words.

Memory verse: For God has not called us for the purpose of impurity, but in sanctification.

1 Thessalonians 4:7

Copywork: There is no such thing as bad weather, only different kinds of good weather. –John Ruskin

Poetry (McGuffey's Third Eclectic Reader)- Have your student read the Lesson VI, Lend A Hand again. Have your student memorize the second stanza. Discuss the following questions.

What does “malicious tongues have thrown” mean? (evil things said against someone) Who may become the bad tomorrow? (the good man of today)

Lesson 8

Speaking and Writing- To write good sentences, it is necessary to write correctly all the words that compose them. Have your student read the words in Part 1.

These words are written in this way merely to show you that they are composed of syllables. When there is not room on a line for the entire word of more than one syllable, part of the word is written on the next line and a hyphen is placed after the part on the first line. The division is made between syllables. Look at Lesson IV in your McGuffey Reader and see if you can find three hyphenated words. (playful, crying, exclaimed)

Oral Exercises

The words in Part 2 are often mispronounced. Notice how they are divided. Pronounce each word several times.

Say the words in Part 3 orally, making a slight pause between syllables. (vil-lage, com-ing, hope-ful, hope-ful-ly, e-ven-ing, child-ren, set-ting, ti-ny, gen-tle, an-chor, buz-zing, list-en-ing, beau-ti-ful, bi-cy-cle, cof-fee)

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times.

Memory verse/Copywork- After reciting the memory verse, have your student copy the quote and then write the sentences containing the spelling words.

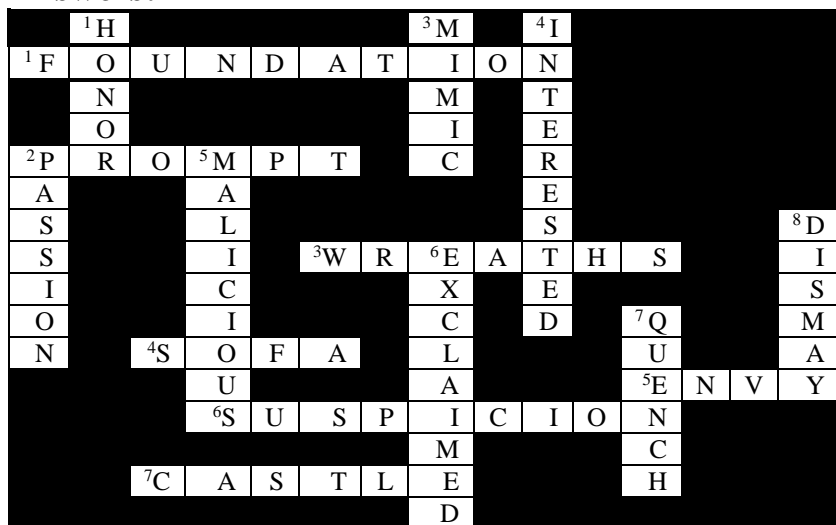
Memory verse: For God has not called us for the purpose of impurity, but in sanctification.
1 Thessalonians 4:7

Copywork: I have sworn upon the alter of God, eternal hostility against every form of tyranny over the mind of man. –Thomas Jefferson

Poetry (McGuffey's Third Eclectic Reader)- Help your student recite Lend A Hand with as much feeling as possible. Next have your student tell in their own words the meaning of the poem. Try to help your student think of examples for some of the situations mentioned.

Vocabulary- Using the vocabulary words in McGuffey's Lessons III, IV, and VI, have your student complete the cross-word puzzle.

Answers:



Lesson 9

Speaking and Writing- Discuss the following with your student:

To be a good storyteller, one must know a great many stories. How many do you know?

The stories that Scheherazade told may be found in the book called “Arabian Nights’ Entertainments.” Read some of them, such as *Aladdin* and *The Enchanted Horse* and add them to the stories that you know.

When you have read a story, practice telling it aloud several times. The more you practice, the better you will tell it. This lesson has one of Scheherazade’s stories for you to tell.

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times. These words cover the various forms of *long e*.

Memory verse/Copywork- Have your student write and memorize the Bible verse and then write the sentences containing spelling words.

Memory verse and copywork: You ask and do not receive because you ask with wrong motives, so that you may spend it on your pleasures. James 4:3

Poetry (McGuffey’s Third Eclectic Reader)- Have your student read Lesson VIII, The White Kitten. Help your student point out the rhyming words.

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.

Lesson 10

McGuffey's Third Eclectic Reader- Have your student read Lesson V, Castle Building (concluded). Discuss the following questions:

What was Herbert's father helping him do? (build another castle) What was it that Joe had cried over? (losing his kite) Why did Joe think crying over his kite was justified? (because the block castle could be rebuilt but the kite was gone forever) What was papa's opinion? (Joe did not need to cry because sticks and paper are easily found) What did papa suggest Herbert do to prevent the cat from knocking the blocks over again? (watching for the cat) Who was careless and ran into the servant with dishes? (Hetty) How would you handle this situation if you were Herbert?

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.

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times.

Memory verse/Copywork- After reciting the memory verse, have your student copy the quote and then write the sentences containing the spelling words.

Memory verse: You ask and do not receive because you ask with wrong motives, so that you may spend it on your pleasures. James 4:3

Copywork: In our lives, it is impossible for us to cheat a little and still be honest. –Henry D. Moyle

Poetry (McGuffey's Third Eclectic Reader)- Have your student read Lesson VIII, The White Kitten again. Discuss the following questions about the first two stanzas with your student.

What is this poem about? (a white kitten) Where is the kitten sleeping? (on the author's knee) In the second stanza, what does the kitten want to do? (go out unsupervised) Is the kitten allowed to do so? (yes)

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Lesson 11

Speaking and Writing- Discuss the following with your student:

Every letter has five parts. See whether you can find all these parts in the two letters in Lesson 3, Speaking and Writing.

The heading- This tells where and when the letter was written. Notice where the two headings are written and how they are punctuated.

The salutation- This is like a greeting. It shows how intimate the writer is with the person to whom he is writing. It begins with a capital and ends with a comma. Note: Salutations once ended in a colon, but modern letter writing has the salutation ending with a comma.

The body of the letter- This is the real letter. It is the part the writer should try to make interesting.

The closing- This always has a line to itself. It is not polite to leave it out. It begins with a capital and ends with a comma. Here are some examples of suitable closings:

Your loving daughter,	Yours sincerely,
Your affectionate son,	Yours truly,
Your friend,	Yours respectfully,

The signature- This is the writer's name. It should be written so that it can be read easily.

In Part 1 of this lesson, have your student write a heading only for each one.

In Part 2, have your student write a suitable salutation and closing for each one.

In Part 3, have your student write from dictation the following letters. Today's date and your location should be used in the heading.

1. Dear Mr. Griffin,

I am the boy who broke your window. I am very sorry. Will you let me know what I am to pay for it?

Yours respectfully,
(Student's name)

2. Dear Grandfather:

I have had my picture taken. Here is one for you. Do you like it?

Your loving grandchild,
(Student's name)

3. Dear Miss Long,

I have forgotten when you said to come for my music lesson. Was it at four o'clock? Please let me know. I am sorry to trouble you.

Yours sincerely,
(Student's name)

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times.

Memory verse/Copywork- After reciting the memory verse, have your student copy the quote and then write the sentences containing the spelling word.

Memory verse: You ask and do not receive because you ask with wrong motives, so that you may spend it on your pleasures. James 4:3

Copywork: The tired ox treads with a firmer step. –St. Jerome

Poetry (McGuffey's Third Eclectic Reader)- Have your student read Lesson VIII, The White Kitten again. Discuss the following questions about the last three stanzas with your student.

What does the author hear at night? (a loud mew) What does the kitten look like? (ill looking, beggar-like)

What does the kitten have on her side? (gray streaks) Where has the white kitten been? (Where white kittens shouldn't be)

What advice does the author have for children and little white kittens? (to choose carefully the places to play)

Lesson 12

Review- Discuss the following with your student:

1. In your own words, tell the story of The Fisherman and the Genie.
2. What are the two parts of a statement? (subject and predicate)
3. Diagram the sentences in Part 1.

- | | |
|--------------------------|---------------------------|
| 1. <u>Puppies</u> bark | 4. <u>Children</u> play |
| 2. <u>Fish</u> swim | 5. <u>Birds</u> fly |
| 3. <u>Bunnies</u> hop | 6. <u>Herbert</u> cries |

4. Write a vertical line to separate the words in Part 2 into syllables.

writ er	his to ry	sit ting
eas y	lon ger	mys ter y
cu ri ous	i de a	hang ing

5. Name the five parts of a letter tell what they are (refer to lesson 11).

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times. These words cover the various forms of *short e*.

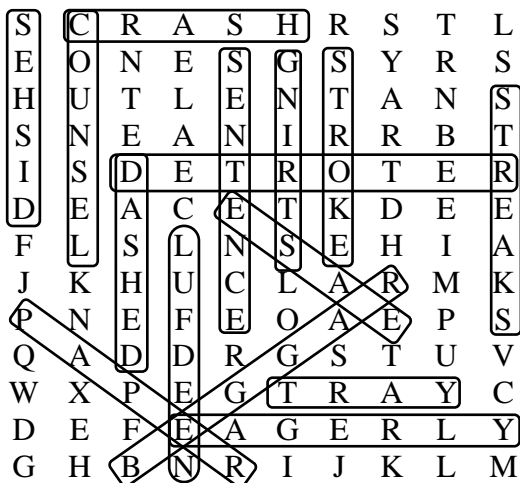
Memory verse/Copywork- After reciting the memory verse, have your student copy the quote and then write the sentences containing the spelling words.

Memory verse: You ask and do not receive because you ask with wrong motives, so that you may spend it on your pleasures. James 4:3

Copywork: People seldom improve when they have no other model than themselves to copy.
–Oliver Goldsmith

Vocabulary- Have your student circle the words in the Lesson 12 word search.

Answers:



Lesson 13

Speaking and Writing- Have your student read the sentences in Part 1. Discuss the following with your student:

In the first sentence, we speak of many great rivers, hence the subject of the first sentence is *Many great rivers*. What do many great rivers do? What, then is the predicate of the first sentence? (*flow into the bay*).

What *blow from the north*? What is said of *the coldest winds*? What *shine in the sky*? What is said of *countless stars*?

Give the subject and the predicate of each of the three sentences. (subjects: *Many great rivers*; *The coldest winds*; *Countless stars*. predicates: *flow into the bay*; *blow from the north*; *shine in the sky*.)

In Part 2, supply suitable subjects for the predicates, using as many words as you please.

In Part 3, supply suitable predicates for the subjects, using as many words as you please.

In Part 4, underline the subjects once and the predicates twice.

1. A fireman is coming down a ladder.
2. He holds a woman in his arms.
3. A child is clinging to her.
4. A baby is fastened by its clothes to a hook on the fireman's belt.
5. The night is very cold.
6. Icicles hang from the fireman's helmet.
7. His movements are slow but sure.
8. The foot of the ladder is reached at last.
9. Three other firemen carry to a place of safety the fainting mother and her two children.

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times.

Memory verse/Copywork- Have your student write and memorize the Bible verse and then write the sentences containing spelling words.

Memory verse and copywork: "It is not what enters into the mouth that defiles the man, but what proceeds out of the mouth, this defiles the man." Matthew 15:11

Poetry (McGuffey's Third Eclectic Reader)- Have your student read Lesson XI, The Blacksmith. Help your student point out the rhyming words. The **rhyme scheme** is the pattern of end rhymes in a poem, written out as letters, such as *AABB* or *ABAB*. When you assign a different letter to each set of rhyming words, what is the rhyme scheme of this poem? (*AABBA*) A **Limerick** is a humorous 5-line poetic form with an *AABBA* rhyme scheme.

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.

Lesson 14

McGuffey's Third Eclectic Reader- Have your student read Lesson VII, The Truant. Discuss the following questions with your student:

How old was James Brown when his parents sent him to school? (ten) What did he do instead of going to school? (go into the fields or play with idle boys) What did he tell his mother when he got home? (that he had been to school and said his lessons very well) What did James Brown do instead of hurrying home after school? (went off to the water with some idle boys) What did the boys have James do? (hire a boat with his money) What happened to the boys? (A wind overturned their boat) How were the boys saved? (Some men found them and pulled them out of the water) What lesson did James Brown learn from this? (to attend school regularly, attend to his books, and most importantly to obey his parents)

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.

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times.

Memory verse/Copywork- After reciting the memory verse, have your student copy the quote and then write the sentences containing the spelling words.

Memory verse: "It is not what enters into the mouth that defiles the man, but what proceeds out of the mouth, this defiles the man." Matthew 15:11

Copywork: I do not think much of a man who is not wiser today than he was yesterday.
—Abraham Lincoln

Poetry (McGuffey's Third Eclectic Reader)-- Have your student read Lesson XI, The Blacksmith again. Discuss the following questions about the first two stanzas with your student.

How long do the blacksmiths hammer away? (from daylight until dark)

What does the poem mean when it says their labor will never shrink? (they will never stop working)

What is a forge? (a place where objects are made by heating and shaping metal)

Lesson 15

McGuffey's Third Eclectic Reader- Have your student read Lesson IX, The Beaver. Discuss the following questions with your student:

Where is the beaver chiefly found? (North America) What color are they? (chestnut-colored and grayish brown) Where do they always build their huts? (on the banks of rivers or lakes) What do they build on the banks of running streams? (dams) How long are the dams sometimes? (6 or 7 hundred feet) What shape are their huts? (round) What do they do with tree bark? (store it for winter food) Why did the gentleman leave the beavers to play on the log? (They reminded him of little children playing)

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.

Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times.

Memory verse/Copywork- After reciting the memory verse, have your student copy the quote and then write the sentences containing the spelling words.

Memory verse: "It is not what enters into the mouth that defiles the man, but what proceeds out of the mouth, this defiles the man." Matthew 15:11

Copywork: Corrupted freemen are the worst of slaves. –David Garrick

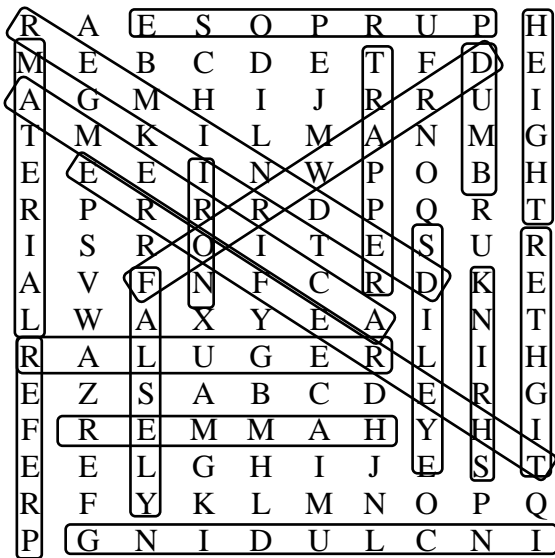
Poetry (McGuffey's Third Eclectic Reader)-- Have your student read Lesson XI, The Blacksmith, again. Discuss the following questions about the last two stanzas with your student.

What are the blacksmiths making in the third stanza? (a chain)

What does the poem say about the blacksmiths' character? (Their hearts are true and they are the kindest anyone ever knew)

Vocabulary- Using the vocabulary words in McGuffey's Lessons VII, IX and XI, have your student complete the Lesson 14 word search.

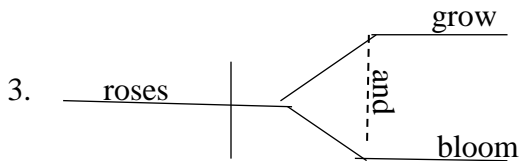
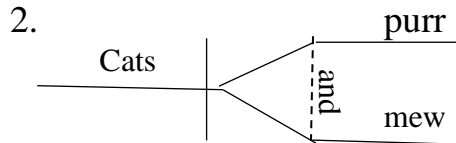
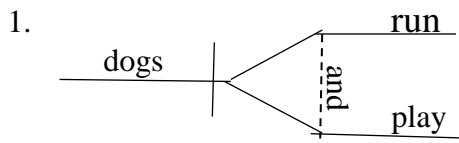
Answers:



Lesson 16

Diagramming- Discuss the following with your student:

Sometimes something or someone can do more than one thing. This is called a compound predicate. Refer to the example and diagram the sentences.



Word Lessons (Spelling)- Have your student read all the spelling words. Your student should study the bold words. When your student is ready, give a spelling test of the bold words. After the test, your student should write any misspelled words three times.

Memory verse/Copywork- After reciting the memory verse, have your student copy the quote and then write the sentences containing the spelling words.

Memory verse: "It is not what enters into the mouth that defiles the man, but what proceeds out of the mouth, this defiles the man." Matthew 15:11

Copywork: A miser grows rich by seeming poor; an extravagant man grows poor by seeming rich. –William Shenstone

Vocabulary- Using the vocabulary words in McGuffey's Lessons VII, IX and XI have your student complete the crossword puzzle.

Answers:

¹ I	G	N	O	R	¹ A	N	² T			² C	H	I	E	⁵ F	L	Y
					T		R							R		
	³ C	O	N	S	T	R	U	C	T	E	⁴ D			E		
A					E		A				I			Q		
U					N		N				S			U		
T					D		T				T			E		⁸ L
I								⁴ I	N	H	U	M	A	N		A
O		⁶ F			⁷ S						R			T		B
U		⁵ O	B	T	A	I	N				B			L		O
S		R		R					⁶ G	U	I	L	T	Y		R
L		G		U							N					
Y		E		⁷ G	N	A	W	I	N	G						⁹ H
				G												A
				L						⁸ C	U	R	I	O	U	S
				E												T
	⁹ C	O	N	D	U	C	T			¹⁰ I	N	T	E	N	S	E

Eclectic Foundations
Language Arts
Level D
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,
My awesome friends,
the many brilliant authors, educators, and poets long before my time, and
Our Heavenly Father**

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Lesson 1 Speaking and Writing

The Story of Scheherazade

The Sultan of the Indies married a beautiful princess with whom he lived happily for a time. She seemed to be a kind and virtuous lady, and the Sultan loved and trusted her. After a while, however, he found out that she was a wicked sorceress who secretly worked him evil and helped his enemies. This discovery changed the Sultan from a mild, kind-hearted man to a tyrant.

He had his wife executed. Then he declared that he believed all women were wicked, and he made this cruel plan for destroying many of them. He ordered his Grand Vizier to bring him another wife. This being done, he had her executed the day after the marriage, although she had done nothing wrong. Then he ordered the Grand Vizier to bring him another new wife, and this one he also had executed the very next day. This continued for some time.

Every day he married a new wife, and the next morning he had her put to death. The whole kingdom was soon in mourning for the poor wives, and every family that had a daughter was in terror.

Now the Grand Vizier had a daughter himself, a beautiful girl named Scheherazade. One day she astonished her father by asking him to take her to be married to the Sultan.

“Are you out of your senses!” he cried. “Don’t you know that you would be put to death the very next day?”

“I have a plan,” she said, “to induce the Sultan to let me live. If I succeed, many other women shall be saved from death.”

“But if you fail, you will be killed,” said the Grand Vizier. “I cannot bear to think of it.”

The brave girl was so determined to try her plan that her father at last consented to take her to the palace. With tears rolling down his cheeks he led her to the Sultan, and the two were married.

Now this is how Scheherazade carried out her plan. She had read a great many books of stories, and she remembered every one of them. Moreover, she knew how to tell stories in a very interesting

way. The next morning, before the executioner came to put her death, she began to tell the Sultan a wonderful story. Soon she had him deeply interested, and when the executioner arrived, she was just at a most exciting place. The Sultan did not want to miss the rest of the story, so he said, "Ahem! I will postpone this execution until tomorrow so that I may hear how this story turns out." The executioner then went away, and Scheherazade finished the tale.

The next morning, she began another of her stories, and she was in the midst of it when the executioner appeared. Again the Sultan spared her life for a day in order that he might hear the end of the story. So it happened every day. When it was time for the executioner to come, the clever Scheherazade was always in the midst of some tale of wonder.

One thousand and one nights, it is said, Scheherazade was under sentence of death, which was daily postponed. At the end of that time the Sultan discharged the executioner for good.

"Dear Scheherazade," said he, "your beautiful stories have softened my heart. I will never, never put you to death, for once again I believe in the goodness of women."

How clever Scheherazade was! What a number of stories she must have known, and how delightfully she must have told them!

Do you know anybody who can tell interesting stories? If so, you can understand why the Sultan spared Scheherazade. Everybody likes to listen to a good story-teller.

Lesson 1 Spelling
ā, long, in hāte

ā

ā

āi

āy

trace

case

aid

lay

chase

place

aim

fray

vase

scale

praise

gray

space

skate

claim

spray

grace

haze

faint

sway

ache

bathe

jail

stray

Copywork

No one can serve two masters; for either he will hate the one and love the other, or he will be devoted to one and despise the other. You cannot serve God and wealth. Matthew 6:24

Now comes a faint trace of gray.

Lesson 2 Spelling
ā, long, in hāte

ā

ā

āi

āy

trace

case

aid

lay

chase

place

aim

fray

vase

scale

praise

gray

space

skate

claim

spray

grace

haze

faint

sway

ache

bathe

jail

stray

Copywork

Life is not so short, there is always time for
courtesy. –Ralph Waldo Emerson

The sun will chase away the haze.

Lesson 3 Speaking and Writing

P.S. 13, Jersey City, N.J.,
June 22, 1910.

Dear Jack,

I am very sorry you are sick. It may cheer you up a little to read an account of our doings at school today.

Lessons went on as usual. The most interesting thing was the history play. We were allowed to act the story of Columbus. The boy who had to say "Land! Land!" shouted so loud that Miss Hayes ran in from the next room to see what was the matter.

Billy White got into trouble this morning. He had two toads in a box. While Mr. Black was in our room, one of the toads escaped. It hopped all the way up the aisle before Billy saw it. Just as Billy caught the toad, Mr. Black caught Billy. You can imagine the rest.

Get well fast so that you will not miss the game on Saturday. We are sure to win.

Your Friend,
Fred Cole

Newark, N.J., July 5, 1910

Dear Grandma,

Mother asked me to write you a letter and tell you all the news. She cannot write because she has a sore finger.

I will tell you all that has happened at our house today. This morning Mother decided to sharpen her scissors. She made them very sharp indeed. When she sat down to sew, the first thing she knew she had cut her finger. Since then I have been very busy. I have had to do everything for her.

First I finished the mending. Then I kneaded the bread and baked it. Mother told me just how to do it. At lunch I cut her meat for her and buttered her bread. Now I am writing her letters.

We are having a lot of fun because I pretend that she is my little girl. She says to give you her love and to tell you the finger does not hurt much now.

Your loving granddaughter,
Dorothy Putnam

Lesson 3 Spelling
ā, long, in hāte

<i>ā</i>	<i>ā</i>	<i>āi</i>	<i>āy</i>
trace	case	aid	lay
chase	place	aim	fray
vase	scale	praise	gray
space	skate	claim	spray
grace	haze	faint	sway
ache	bathe	jail	stray

Copywork

False words are not only evil in themselves, but they infect the soul with evil. –Plato

Set another man praise thee.
Where does space begin and end?

Lesson 3 Vocabulary

either
trickle
country

glossy
entered
groves

fancied
shepherd
losing

murmur
chestnuts
sugar

reflected
command
freezes

C	O	U	N	T	R	Y	G	F	U
S	O	A	G	S	V	R	L	A	T
H	C	M	X	T	O	R	O	N	R
E	L	L	M	V	G	B	S	C	I
P	Y	O	E	A	E	K	S	I	C
H	F	S	C	M	N	J	Y	E	K
E	R	I	O	U	T	D	H	D	L
R	E	N	P	R	E	H	T	I	E
D	E	G	W	M	R	A	G	U	S
G	Z	M	C	U	E	R	N	A	E
M	E	F	E	R	D	O	D	P	K
M	S	T	U	N	T	S	E	H	C
R	E	F	L	E	C	T	E	D	C

Lesson 4 Spelling
ā, long, in hāte

<i>ā</i>	<i>ā</i>	<i>āi</i>	<i>āy</i>
trace	case	aid	lay
chase	place	aim	fray
vase	scale	praise	gray
space	skate	claim	spray
grace	haze	faint	sway
ache	bathe	jail	stray

Copywork

The most acceptable service of God is the doing of good to man. –Benjamin Franklin

The dew bathes every spray.

Lesson 5 Speaking and Writing

Part 1

Dear David,

I hope you are enjoying yourself at the seashore we are having nice times at home yesterday Mother took us for a trolley ride I sat on the end seat next Saturday Father says he is going to take us to the park to see the animals.

Part 2

1. Rivers flow.
2. Winds blow.
3. Stars shine.

Part 3

- | | |
|----------------------|------------------|
| 1. Carpenters build. | 4. Artists draw. |
| 2. Farmers plow. | 5. Doctors heal. |
| 3. Tailors sew. | 6. Boatmen row. |

(Part 4)

- | | |
|---------------------|-------------------|
| 1. Preachers _____. | 1. Cats _____. |
| 2. Dogs _____. | 2. Cows _____. |
| 3. Babies _____. | 3. Flowers _____. |
| 4. Owls _____. | 4. Mothers _____. |
| 5. Girls _____. | 5. Boys _____. |

Lesson 5 Spelling
ă, short, in hăt

ă

ă

ă

ă

badge

spasm

shrank

track

crash

match

snatch

twang

chasm

scalp

sprang

lack

gnash

scamp

thrash

catch

add

scrap

thatch

patch

knack

scratch

batch

quack

Copywork

For God has not called us for the purpose of
impurity, but in sanctification. 1 Thessalonians 4:7

Avoid a nasal twang.
He never shrank from duty.

Lesson 6 Spelling
ă, short, in hăt

ă

ă

ă

ă

badge

spasm

shrank

track

crash

match

snatch

twang

chasm

scalp

sprang

lack

gnash

scamp

thrash

catch

add

scrap

thatch

patch

knack

scratch

batch

quack

Copywork

There is no such thing as bad weather, only different kinds of good weather. –John Ruskin

Thatch the roof with straw.

The scamp sprang into the track.

Lesson 7 Diagramming

1. Carpenters build.

4. Artists draw.

2. Farmers plow.

5. Doctors heal.

3. Tailors sew.

6. Boatmen row.

Lesson 7 Spelling
ă, short, in hăt

ă

ă

ă

ă

badge

spasm

shrank

track

crash

match

snatch

twang

chasm

scalp

sprang

lack

gnash

scamp

thrash

catch

add

scrap

thatch

patch

knack

scratch

batch

quack

Copywork

Our todays and yesterdays
Are the blocks with which we build
—Henry Wadsworth Longfellow

Crash! It went down the chasm.

Lesson 7 Vocabulary

daughter
rattling
tear

butter
already
daily

thirsty
tower
forced

anger
pile
tongues

nodded
spilled
tomorrow

A	L	R	E	A	D	Y	J	D	D
R	U	C	S	R	E	G	N	A	R
X	T	V	P	I	L	E	U	I	A
M	Y	K	I	B	E	G	C	L	T
T	N	T	L	U	H	I	Y	Y	T
O	L	H	L	T	O	W	E	R	L
N	T	I	E	T	S	R	T	N	I
G	A	R	D	E	D	D	O	N	N
U	R	S	S	R	T	M	N	L	G
E	B	T	O	M	O	R	R	O	W
S	Y	Y	E	K	H	G	G	V	N
F	W	T	N	A	L	E	T	S	R
G	R	C	F	O	R	C	E	D	N

Lesson 8 Speaking and Writing

Part 1

writ er
sit ting

ad ven ture
eas y

Part 2

lon ger
stron ger
lin ger
fin ger
sing er
ring er
sing ing
ring ing
bring ing
string ing
cling ing
gov ern ment

long ing
oft en
Wednes day (*d* silent)
um brel la
cu ri ous
sto ry
draw ing
soar ing
i de a
to ward (*w* silent)
a rith me tic
mul ti pli ca tion

reg u lar
vi o let
mys ter y
in ter est
ev er y
dif fer ent
fam i ly
gen er al
his to ry
pump kin
grad u ate
hang ing

Part 3

village
coming
hopeful
hopefully
evening

children
settling
tiny
gentle
anchor

buzzing
listening
beautiful
bicycle
coffee

Lesson 8 Spelling
ă, short, in hăt

ă

ă

ă

ă

badge

spasm

shrank

track

crash

match

snatch

twang

chasm

scalp

sprang

lack

gnash

scamp

thrash

catch

add

scrap

thatch

patch

knack

scratch

batch

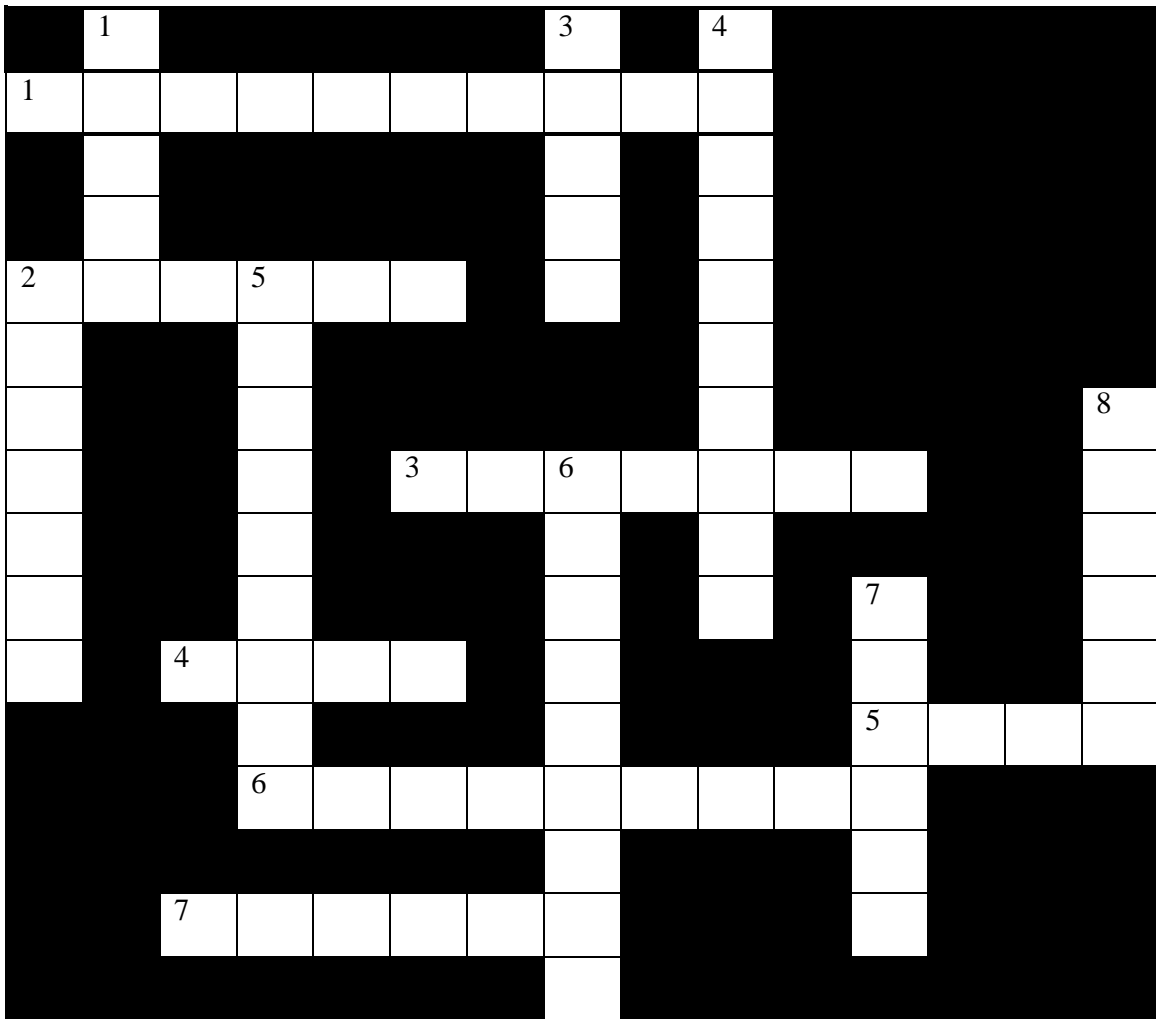
quack

Copywork

I have sworn upon the alter of God, eternal hostility
against every form of tyranny over the mind of man.
–Thomas Jefferson

The dean was famous in his time.
And had a kind of knack at rhyme. –Swift

Lesson 8 Vocabulary



ACROSS

1. an underlying base or support
2. to move to action
3. an arrangement of leaves, flowers, fruits, etc., in the shape of a circle
4. a long and comfortable piece of furniture on which a person can sit or lie down
5. the feeling of wanting to have what someone else has
6. a feeling that something bad is likely or true
7. a large building usually with high, thick walls and towers.

DOWN

1. high moral standards of behavior
2. a strong feeling of enthusiasm or excitement for something or about doing something
3. copying the behavior or speech of other people
4. wanting to learn more about something or to become involved in something
5. having or showing a desire to cause harm to another person
6. cried out or was spoken suddenly or with strong feeling.
7. to stop from burning : to put out.
8. to cause someone to feel very worried, disappointed, or upset

Lesson 9 Speaking and Writing

THE FISHERMAN AND THE GENIE

Once a fisherman, upon hauling in his net, discovered that he had pulled up a large metal jar with a stopper in it. When he removed the stopper, he was very surprised to see a cloud of smoke pour forth. The smoke went upward until it made a great column in the air, and then the column changed to a gigantic figure, and the fisherman saw that it was a genie.

“AH!” said the genie, stretching himself, “it is good to be free. And now, fisherman, prepare to die, for I am going to kill you.”

“Kill me!” cried the fisherman. “What for?”

“I will tell you,” said the genie. “Three hundred years ago, in punishment for my sins, I was imprisoned in that jar, and thrown into the sea. I hoped that someone would fish up the jar and open it, and during the first hundred years, I vowed that if anyone should set me free, I would make him a rich man. But no one came. During the next hundred years I vowed that if anyone should set me free, I would make him a king. But no one came. Then I lost patience, and during the last hundred years I vowed that if anyone should set me free, I would kill him. Therefore, fisherman, I will now kill you.”

The fisherman fell on his knees and begged and prayed for mercy, but in vain. The genie did not relent.

“How can you be so unjust, so cruel!” cried the fisherman.

“Say no more! Prepare to die!” thundered the genie.

“At least, then,” said the fisherman, “let me ask you one question before I die.”

“What is it?” said the genie.

“Did you really come out of that jar?” asked the fisherman.

“Certainly I did,” answered the genie.

“I cannot believe it,” said the fisherman, “for how could such a big genie get into that little jar! No, I shall never believe that unless I see you do it.”

The genie was much provoked because the fisherman doubted him, and he answered, “Well, then, watch me.”

His form thereupon changed itself to a column of smoke, and the smoke drew itself downward into the jar, until it was all inside.

“Now,” came the voice of the genie from within, “doubting fisherman, do you believe that I can get into this jar?”

“That I do!” said the fisherman, clapping in the stopper; “and I believe that you are likely to stay there another hundred years.”

Lesson 9 Spelling

ē, long, in mē

<i>ē</i>	<i>ēa</i>	<i>ēa</i>	<i>ēe</i>
eve	bleak	near	kneel
mere	preach	means	cheer
scene	cheat	peak	fleece
scheme	heave	please	screen
sphere	least	sheaf	freeze
theme	leave	streak	queer

Copywork

You ask and do not receive because you ask with wrong motives, so that you may spend it on your pleasures. James 4:3

Life is but a means to an end.
Bleak blows the blast.

Lesson 10 Spelling
ē, long, in mē

<i>ē</i>	<i>ēa</i>	<i>ēa</i>	<i>ēe</i>
eve	bleak	near	kneel
mere	preach	means	cheer
scene	cheat	peak	fleece
scheme	heave	please	screen
sphere	least	sheaf	freeze
theme	leave	streak	queer

Copywork

In our lives, it is impossible for us to cheat a little and still be honest. –Henry D. Moyle

Least said is soonest mended.
Be of good cheer.

Lesson 11 Speaking and Writing

Part 1

1. A letter written at home today.

2. A letter written at home yesterday.

3. A letter to be written at home tomorrow.

4. A letter written at a friend's house yesterday.

5. A letter written at a friend's house today.

6. A letter written yesterday at some distant place you have visited or heard about.

7. A letter written in Brooklyn at 200 Madison Street on the fourth of August of this year.

Part 2

1. A letter to your mother.

2. A letter to your father.

3. A letter to any other relative.

4. A letter to your preacher.

5. A letter to your friend.

Lesson 11 Speaking and Writing

Part 3

1. _____

2. _____

3. _____

Lesson 11 Spelling
ē, long, in mē

<i>ē</i>	<i>ēa</i>	<i>ēa</i>	<i>ēe</i>
eve	bleak	near	kneel
mere	preach	means	cheer
scene	cheat	peak	fleece
scheme	heave	please	screen
sphere	least	sheaf	freeze
theme	leave	streak	queer

Copywork

The tired ox treads with a firmer step. –St. Jerome

He chose a queer theme.
Was it a scheme to cheat?

Lesson 12 Review

Part 1

1. Puppies bark

4. Children play

2. Fish swim

5. Birds fly

3. Bunnies hop

6. Herbert cries

Part 2

writer

history

sitting

easy

longer

mystery

curious

idea

hanging

Lesson 12 Spelling

ē, long, in mē

<i>ē</i>	<i>ēa</i>	<i>ēa</i>	<i>ēe</i>
eve	bleak	near	kneel
mere	preach	means	cheer
scene	cheat	peak	fleece
scheme	heave	please	screen
sphere	least	sheaf	freeze
theme	leave	streak	queer

Copywork

People seldom improve when they have no other model than themselves to copy. –Oliver Goldsmith

Now sweet are childhood's scenes!
Her locks are like a golden fleece.

Lesson 12 Vocabulary

string
crash
stroke

paper
dishes
beggar

eagerly
retorted
streaks

dashed
sentence
needful

ease
tray
counsel

S	C	R	A	S	H	R	S	T	L
E	O	N	E	S	G	S	Y	R	S
H	U	T	L	E	N	T	A	N	S
S	N	E	A	N	I	R	R	B	T
I	S	D	E	T	R	O	T	E	R
D	E	A	C	E	T	K	D	E	E
F	L	S	L	N	S	E	H	I	A
J	K	H	U	C	L	A	R	M	K
P	N	E	F	E	O	A	E	P	S
Q	A	D	D	R	G	S	T	U	V
W	X	P	E	G	T	R	A	Y	C
D	E	F	E	A	G	E	R	L	Y
G	H	B	N	R	I	J	K	L	M

Lesson 13 Speaking and Writing

Part 1

1. Many great rivers flow into the bay.
2. The coldest winds blow from the north.
3. Countless stars shine in the sky.

Part 2

PUBLIC SERVANTS

_____ bring our letters to us.
_____ guard our health.
_____ keep order in the streets.
_____ keep the streets clean.
_____ prevent life and property
from being destroyed by fire.

Part 3

1. The flag _____. Its
stripes _____. Its stars
_____. Each star
_____.

2. My name _____. My
height _____. My
weight _____. My hair
_____. My father
_____. My home
_____.

Part 4

1. A fireman is coming down a ladder.
2. He holds a woman in his arms.
3. A child is clinging to her.
4. A baby is fastened by its clothes to a hook on the fireman's belt.
5. The night is very cold.
6. Icicles hang from the fireman's helmet.
7. His movements are slow but sure.
8. The foot of the ladder is reached at last.
9. Three other firemen carry to a place of safety the fainting mother and her two children.

Lesson 13 Spelling
ě, short, in mět

ě	ě	ěa	ěa
debt	fence	breadth	health
dense	hedge	death	meant
tempt	jest	cleanse	stealth
edge	knell	deaf	sweat
pledge	ledge	dread	threat
quench	wedge	dreamt	wealth

Copywork

“It is not what enters into the mouth that defiles the man, but what proceeds out of the mouth, this defiles the man.” Matthew 15:11

An idle man tempts the devil.
Words pay no debts.

Lesson 14 Spelling

ě, *short*, in mět

ě

ě

ěa

ěa

debt

fence

breadth

health

dense

hedge

death

meant

tempt

jest

cleanse

stealth

edge

knell

deaf

sweat

pledge

ledge

dread

threat

quench

wedge

dreamt

wealth

Copywork

I do not think much of a man who is not wiser today than he was yesterday. –Abraham Lincoln

Wealth cannot buy health.

The guilty soul dreads death.

Lesson 15 Spelling
ě, short, in mět

ě	ě	ěa	ěa
debt	fence	breadth	health
dense	hedge	death	meant
tempt	jest	cleanse	stealth
edge	knell	deaf	sweat
pledge	ledge	dread	threat
quench	wedge	dreamt	wealth

Copywork

Corrupted freemen are the worst of slaves.

–David Garrick

Many waters cannot quench love.

Beads of sweat stood on his brow.

Lesson 15 Vocabulary

falsely
height
material
eyelids

regular
trapper
America
shrink

therefore
purpose
reminded
hammer

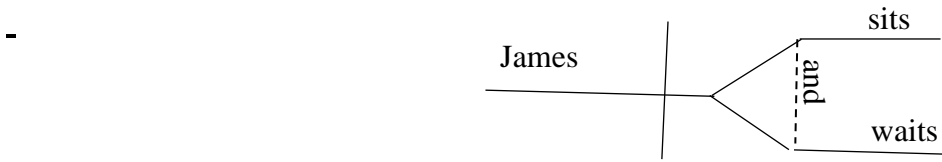
prefer
forward
including

dumb
tighter
iron

R A E S O P R U P H
M E B C D E T F D E
A G M H I J R R U I
T M K I L M A N M G
E E E I N W P O B H
R P R R R D P Q R T
I S R O I T E S U R
A V F N F C R D K E
L W A X Y E A I N T
R A L U G E R L I H
E Z S A B C D E R G
F R E M M A H Y H I
E E L G H I J E S T
R F Y K L M N O P Q
P G N I D U L C N I

Lesson 16 Diagramming

James sits and waits.



1. Dogs run and play.

2. Cats purr and mew.

3. Roses grow and bloom.

Lesson 16 Spelling

ě, *short*, in mět

ě	ě	ěa	ěa
debt	fence	breadth	health
dense	hedge	death	meant
tempt	jest	cleanse	stealth
edge	knell	deaf	sweat
pledge	ledge	dread	threat
quench	wedge	dreamt	wealth

Copywork

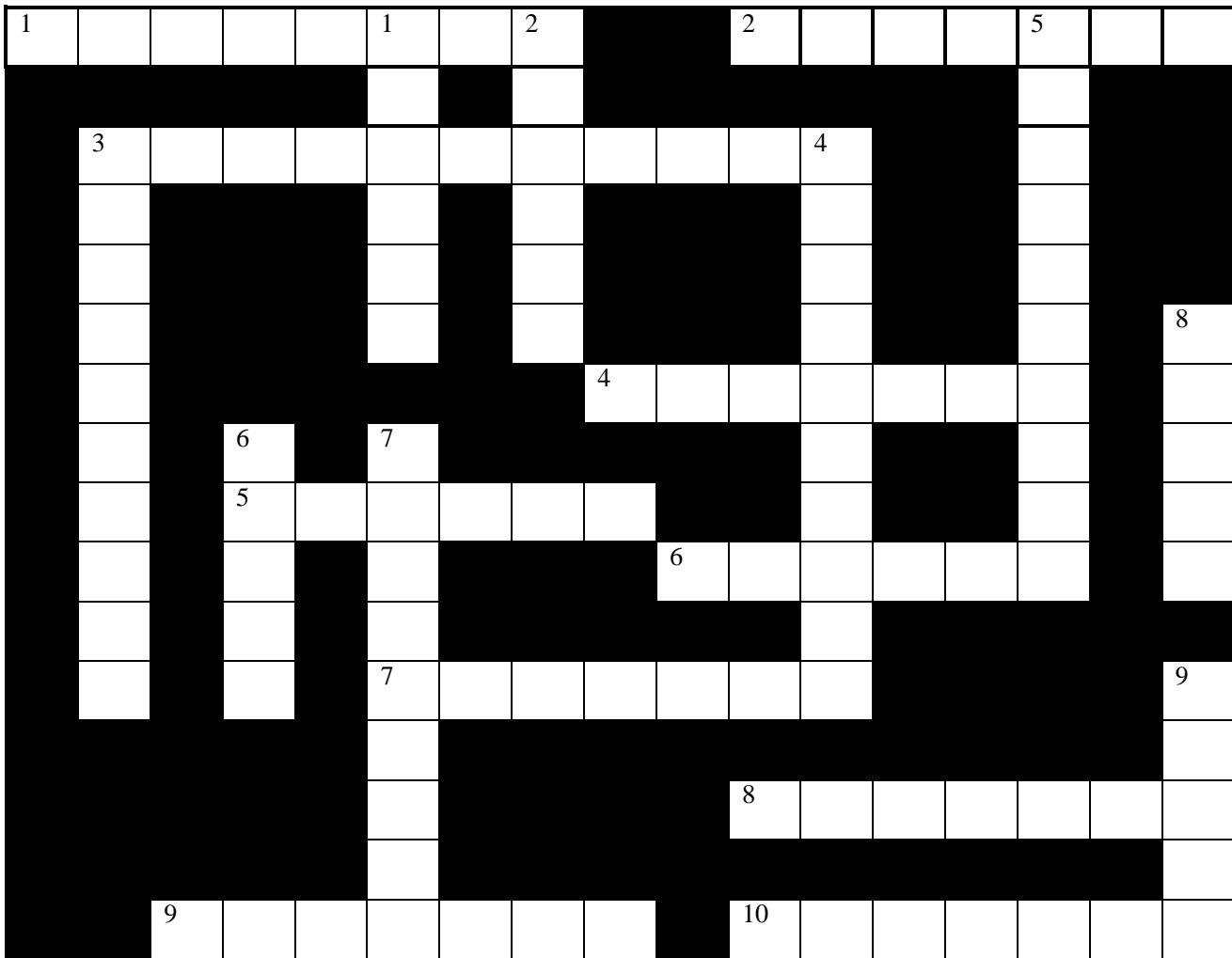
A miser grows rich by seeming poor; an extravagant man grows poor by seeming rich.

–William Shenstone

A dense hedge served as a fence.

His threat was meant as a jest.

Lesson 16 Vocabulary



ACROSS

1. lacking knowledge or information
2. mainly or mostly
3. (past tense) to build or make
4. very fierce or cruel
5. to gain or get (something) usually by effort
6. responsible for committing a crime or doing something bad or wrong
7. to bite or chew (something) repeatedly
8. strange, unusual, or unexpected
9. the way that a person behaves in a particular place or situation
10. very great in degree : very strong

DOWN

1. to go to and be present at (an event, meeting, etc.)
2. a student who misses school without permission
3. carefully avoiding danger or risk
4. interrupting or bothering (someone or something)
5. often or in short intervals
6. a place where objects are made by heating and shaping metal
7. (past tense) to move with difficulty or with great effort
8. physical or mental effort
9. speed of motion or action : quickness or eagerness that can result in mistakes