|  |
| --- |
| Chapter 1: Sentences |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 1 | Sentences & Fragments | 4–5, S68 | 1–2 | 1 |  • Six sentence strips • Six resealable bags or envelopes | *sentence**fragment**complete subject**complete predicate**simple subject**simple predicate**compound subject**compound predicate**declarative sentence**interrogative sentence**imperative sentence**exclamatory sentence**diagramming**simple sentence**compound sentence* |  • Distinguish between complete sentences and fragments • Change fragments to complete sentences • Identify declarative, interrogative, imperative, and exclamatory sentences • Use correct end punctuation for declarative, imperative, interrogative, and exclamatory sentences • Write declarative, imperative, interrogative, and exclamatory sentences • Rewrite declarative sentences as interrogative sentences • Rewrite interrogative sentences as declarative sentences • Identify the complete subject and simple subject in a sentence • Identify the complete predicate and simple predicate in a sentence • Diagram simple subjects and simple predicates • Identify compound subjects and compound predicates • Combine sentences to make compound subjects or compound predicates • Diagram compound subjects and compound predicates • Combine simple sentences to make compound sentences • Distinguish between simple sentences and compound sentences |
| 2 | Declarative & Interrogative Sentences | 6–7 | 3–4 | 2 |  |
| 3 | Imperative & Exclamatory Sentences | 8–9 | 5–6 | 3 |  • Ten index cards |
| 4 | Four Types of Sentences | 10–11 | 7–8 | 4 |  • Three index cards for each student |
| 5 | Simple Subjects | 12–13 | 9–10 | 5 |  |
| 6 | Simple Predicates | 14–15 | 11–12 | 6 |  • Fifteen index cards |
| 7 | Diagramming Subjects & Predicates | 16–17 | 13–14 | 7 |  |
| 8 | Compound Subjects & Predicates | 18–19, S69–S70 | 15–16 | 8 |  |
| 9 | Compound Sentences | 20–21, S71 | 17–18 | 9 |  • Four index cards • Three sentence strips |
| 10 | Chapter 1 Review | 22–23 | 19–20 | 10–11 |  • Brown paper lunch bag containing four crayons—blue, red, green, and orange • Bite-sized pieces of a variety of vegetables (optional) |
|  | Bridge: Growing Vegetables |  | 21 |  |  |

|  |
| --- |
| Chapter 2: Writing a Personal Narrative |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 22 |  |  | *thesaurus**synonym**antonym**narrative writing**personal narrative**audience**time-order words**Writing Process**planning**drafting**revising**proofreading**publishing*  |  • Use the thesaurus to find descriptive words • Draft a class narrative paragraph together • Choose a topic for a personal narrative • Plan events and details to include in a personal narrative • Plan an opening sentence and a closing sentence for a personal narrative • Use time-order words to make the order of events clear • Write dialogue for a personal narrative • Participate in a writing conference • Draft, revise, proofread, and publish a personal narrative • Practice good listening skills • Identify and practice good speaking skills • Present a personal narrative to a group • Recognize sentences that use more exact descriptive words • Match terms of narrative writing with their definitions • Identify the best ending for a sentence • Sequence the stages of the Writing Process correctly • Identify mistakes in a narrative paragraph • Use proofreading marks to mark mistakes • Identify elements of good listening and good speaking |
| 11 | Using the Thesaurus | 28–29 | 23–24 |  |  • Thesaurus, published as a separate volume |
| 12 | A Personal Narrative | 30–31 | 25–26 |  |  |
| 13 | Personal Narrative: Planning | 32–33 | 27–28 |  |  |
| 14 | Personal Narrative: Drafting | 34–35 | 29–30 |  |  |
| 15 | Personal Narrative: Revising | 36–37 | 31–32 |  |  |
| 16 | Personal Narrative: Proofreading | 38–39 | 33–34 |  |  |
| 17 | Personal Narrative: Publishing | 40–41 |  |  |  • Two or three published copies of memoirs or personal narratives, at least one of which is illustrated with photographs • Drawing paper for each student (optional) |
| 18 | Language Link: Speaking (Sharing Your Narrative) | 42–43 | 35–36 |  |  • Three or four small easels (or places to prop up illustrations or photographs) |
| 19 | Chapter 2 Review | 44–45, S72 | 37–38 | 12–13 |  |
| 20 | Cumulative Review | 46–47 | 39–40 |  |  |

|  |
| --- |
| Chapter 3: Nouns |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 21 | Nouns: Common & Proper | 50–51, S63 | 41–42 | 14 |  | *noun**common noun**proper noun**abbreviation**singular noun**plural noun**singular possessive noun**plural possessive noun* |  • Identify nouns • Distinguish between common nouns and proper nouns • Capitalize proper nouns • Capitalize abbreviations of proper nouns • Capitalize nouns that refer to names of God • Capitalize names of the Bible and books of the Bible and its divisions • Capitalize titles of stories, poems, and books correctly • Capitalize proper nouns that show family relationship • Capitalize proper nouns that describe geographic features • Capitalize proper nouns that are compass words referring to a region • Use quotation marks for titles of stories and poems • Underline or italicize titles of books • Differentiate singular nouns from plural nouns • Add *s* or *es* to make plural nouns • Write plural forms for nouns ending in *y* • Identify and write the plural form of irregular nouns • Write singular possessive nouns correctly • Write plural possessive nouns correctly • Differentiate between plural nouns and plural possessive nouns |
| 22 | Proper Nouns: Capitalization Rules | 52–53 | 43–44 | 15 |  |
| 23 | Capitalizing Titles | 54–55, S62 | 45–46 | 16 |  • Different genres of literature |
| 24 | Common Nouns: Singular & Plural | 56–57 | 47–48 | 17 |  |
| 25 | Common Nouns: Special Plurals | 58–59 | 49–50 | 18 |  • Index card for each student |
| 26 | Possessive Nouns: Singular | 60–61, S73 | 51–52 | 19 |  • Twenty-four construction paper strips, approximately 1” × 11” • Bag or container for word strips |
| 27 | Possessive Nouns: Plural | 62–63, S74 | 53–54 | 20 |  • Index card for each student • Two sentence strips |
| 28 | Language Link: (Vocabulary) Confusing Proper Nouns | 64–65 | 55–56 | 21 |  |
| 29 | Chapter 3 Review | 66–67 | 57–58 | 22–23 |  • Items for optional Science Connection |
| 30 | Cumulative Review | 68–69 | 59–60 |  |  |
|  | Bridge: Visiting Air and Space Museums |  | 61 |  |  |

|  |
| --- |
| Chapter 4: Writing a Friendly Letter with Instructions |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 62 |  |  | *friendly letter**Writing Process**planning**drafting**revising**proofreading**publishing**heading**greeting**body of a letter**closing**signature**time-order words**return address**mailing address**comma**instructions*  |  • Identify the five parts of a friendly letter • Recognize the letter as a way to give instructions • Recognize the use of commas and capital letters in a friendly letter • Identify tips for writing clear instructions • Follow instructions correctly • Revise and proofread a letter together  • Choose a topic to explain • Choose the audience for the instructions • Plan a letter that gives instructions • Organize information from a planning chart into paragraphs • Draft a letter that gives instructions • Participate in a writing conference • Revise and proofread a letter • Publish a letter • Address an envelope correctly |
| 31 | Parts of a Friendly Letter | 74–75 | 63–64 |  |  • Friendly letter, e-mail, or thank-you note |
| 32 | Writing Instructions | 76–77 | 65 |  |  • Sheets of red and white construction paper |
| 33 | Revising Together | 78–79 | 66 |  |  • Different colors of overhead transparency pens (optional) |
| 34 | Writing Instructions: Planning | 80–81 | 67–68 |  |  |
| 35 | Writing Instructions: Drafting | 82–83 | 69 |  |  |
| 36 | Writing Instructions: Revising | 84–85 | 70–71 |  |  |
| 37 | Writing Instructions: Proofreading | 86–87 | 72–73 |  |  |
| 38 | Writing Instructions: Publishing | 88–89 | 74 |  |  • Stationery, envelope, and postage stamp for each student |
| 39 | Chapter 4 Review | 90–91, S75 | 75–76 | 24–25 |  |
| 40 | Cumulative Review | 92–93 | 77–78 |  |  |

|  |
| --- |
| Chapter 5: Verbs |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 41 | Action Verbs & Linking Verbs | 96–97 | 79–80 | 26 |  | *verb**action verb**helping verb**linking verb**sensory words**predicate noun**predicate adjective**singular subject**plural subject**direct object**subject part**simple subject**predicate part**contraction**apostrophe**prefix**base word* |  • Distinguish between action verbs and linking verbs • Identify the noun or adjective to which the subject is linked by the verb • Diagram sentences with action verbs and linking verbs • Make present- and past-tense linking verbs that agree with sentence subjects • Distinguish between main verbs and helping verbs • Identify *am*, *is*, *are*, *was*, *were*, *will*, *have*, *has*, *had*, *could*, *would*, and *should* as helping verbs • Identify words that come between helping verbs and main verbs • Identify the correct form of the helping verb that agrees with the subject • Identify direct objects and write them to complete sentences • Diagram the subject, action verb, and direct object in a sentence • Form contractions using pronouns and verbs • Form contractions using verbs and the word *not* • Insert apostrophes correctly to form contractions • Correct double negatives • Identify prefixes and their meanings • Use a prefix with a word in a sentence |
| 42 | Making Subjects & Linking Verbs Agree | 98–99 | 81–82 | 27 |  • Ball |
| 43 | Main Verbs & Helping Verbs | 100–101 | 83–84 | 28 |  |
| 44 | Making Subjects & Helping Verbs Agree | 102–3, S77 | 85–86 | 29 |  |
| 45 | Making Subjects & Helping Verbs Agree | 104–5 | 87–88 | 30 |  |
| 46 | Diagramming Direct Objects | 106–7 | 89–90 | 31 |  |
| 47 | Contractions & Double Negatives | 108–9 | 91–92 | 32 |  |
| 48 | Language Link: (Vocabulary) Prefixes | 110–11 | 93–94 | 33 |  |
| 49 | Chapter 5 Review | 112–13 | 95–96 | 34–35 |  |
| 50 | Cumulative Review | 114–15 | 97–98 |  |  |
|  | Bridge: Playing Basketball |  | 99 |  |  |

|  |
| --- |
| Chapter 6: Writing a Compare-Contrast Essay |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 100 |  |  | *compare**contrast**Writing Process**planning**drafting**revising**proofreading**publishing**T-chart**Venn diagram**introduction**conclusion* |  • Distinguish between comparing and contrasting • Identify comparing or contrasting in description • Complete a Venn diagram correctly • Analyze a model of a compare-contrast essay • Plan and draft a class essay together that compares and contrasts • Insert comparing and contrasting words at appropriate places in an essay • Revise and proofread the class essay together • Discuss ways to publish the essay • Choose a topic for a compare-contrast essay • List details about two subjects • Organize details in a Venn diagram • Recall the parts of an essay • Recall and use the comparing and contrasting words • Participate in a writing conference • Plan, draft, revise, proofread, publish, and illustrate a compare-contrast essay |
| 51 | Comparing & Contrasting | 120–21 | 101–2 |  |  |
| 52 | Parts of a Compare-Contrast Essay | 122–23 | 103–4 |  |  |
| 53 | Using Comparing &Contrasting Words | 124–25 | 105–6 |  |  |
| 54 | Compare-Contrast Essay: Planning | 126–27 | 107–9 |  |  |
| 55 | Compare-Contrast Essay: Drafting | 128–29 | 110 |  |  |
| 56 | Compare-Contrast Essay: Revising | 130–31 | 111–12 |  |  • Colored pencil for each student |
| 57 | Compare-Contrast Essay: Proofreading | 132–33 | 113–14 |  |  |
| 58 | Compare-Contrast Essay: Publishing | 134–35 |  |  |  • Advertisement that contrasts two similar products • Drawing paper for each student • Two sheets of 9” × 12” colored construction paper for each student (optional) • Hole punch (optional) • Brass fasteners or yarn for each student (optional) |
| 59 | Chapter 6 Review | 136–37, S79–S80 | 115–16 | 36–37 |  |
| 60 | Cumulative Review | 138–39 | 117–18 |  |  |

|  |
| --- |
| Chapter 7: Study & Reference Skills |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 61 | Parts of a Book | 142–43 | 119–20 | 38 |  • World map or globe | *title page**copyright page**table of contents**index**glossary**dictionary**alphabetical order**definition**entry word**guide word**part of speech**pronunciation**pronunciation key**sample sentence or phrase**topic**periodical**article**encyclopedia**volume**library**fiction**nonfiction**reference material**biography**card catalog**electronic catalog**title card**subject card**author card**atlas**key**legend**map scale**compass rose**outline**main idea**supporting details* |  • Locate the title page, copyright page, table of contents, glossary, and index of a book • Identify the title, author, publisher, location of the publisher, and copyright date of a book • Predict the location of information in a book • Use a table of contents and index to locate information • Identify guide words, entry words, parts of speech, and the pronunciation key on a dictionary page • Use a dictionary page for information about definitions, spelling, and pronunciation • Use alphabetical order to determine whether an entry word comes between guide words • Identify and write sample sentences to match a definition • Identify periodicals • Identify volumes of an encyclopedia • Identify keywords for locating information in an encyclopedia • Use an encyclopedia for information • Differentiate between fiction, nonfiction, and reference materials • Identify author, title, and subject cards in a card catalog • Use an atlas for locating information • Identify parts of an outline • Write an outline for an article • Take notes about an article |
| 62 | The Dictionary | 144–45 | 121–22 | 39 |  • Classroom alphabet display • One red paper arrow • Dictionary |
| 63 | More About Dictionaries | 146–47 | 123–24 | 40 |  • Dictionary  |
| 64 | Periodicals & Encyclopedias | 148–49 | 125–26 | 41 |  • Magazines and newspapers • Set of encyclopedia volumes |
| 65 | The Library | 150–51 | 127–28 | 42 |  • Examples of familiar fiction and nonfiction books, reference materials, and a biography |
| 66 | The Atlas | 152–53 | 129–30 | 43 |  • World atlas • Inch ruler for each student |
| 67 | Making an Outline | 154–55 | 131–32 | 44 |  • 4” × 6” lined note card for each student |
| 68 | Taking Notes  | 156–57, S82  | 133–34 | 45 |  |
| 69 | Chapter 7 Review | 158–59 | 135–36 | 46–47 |  |
| 70 | Cumulative Review | 160–61 | 137–38 |  |  |
|  | Bridge: Sightseeing in South America |  | 139 |  |  |

|  |
| --- |
| Chapter 8: Writing a Book Review |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 140 |  |  | *persuading**opinion**reason**book review**Writing Process**planning**drafting**revising**proofreading**publishing**thesaurus**time-order word* |  • Develop an understanding of *persuasion* • Distinguish between fact and opinion • Generate reasons to support opinions • Distinguish strong reasons from weaker reasons • Display an understanding of the purpose of a book review • Analyze a model of a book review • Plan a class book review together • Evaluate a book recently read • Give specific details in evaluations • Recognize the structure of a book review • Plan a book review using an *Opinion Chart* • Participate in a writing conference • Draft, revise, and proofread a book review • Write the title of a book correctly • Give an oral book review |
| 71 | Persuading | 166–67 | 141–42 |  |  |
| 72 | A Book Review | 168–69 | 143–44 |  |  • Fourth-grade reader or a novel recently read in class as a read-aloud |
| 73 | Evaluating a Book | 170–71 | 145 |  |  • Two or three children’s books you (the teacher) have read and enjoyed • Each student’s book for his review |
| 74 | Book Review: Planning | 172–73 | 146–47 |  |  • Each student’s book for his review |
| 75 | Book Review: Drafting | 174–75 | 148 |  |  |
| 76 | Book Review: Revising | 176–77 | 149–50 |  |  |
| 77 | Book Review: Proofreading | 178–79 | 151–52 |  |  |
| 78 | Book Review: Publishing | 180–81 |  |  |  • Teachers’ magazine, newsletter, or journal containing children’s book reviews • Transparent tape for each student |
| 79 | Chapter 8 Review | 182–83, S83 | 153–54 | 48–49 |  |
| 80 | Cumulative Review | 184–85 | 155–56 |  |  |

|  |
| --- |
| Chapter 9: Pronouns |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 81 | Singular & Plural Pronouns | 188–89, S65 | 157–58 | 50 |  | *pronoun**singular pronoun**plural pronoun**subject pronoun**object pronoun**direct object**possessive pronoun**contraction**homophone* |  • Identify singular and plural pronouns • Identify subject and object pronouns • Use singular and plural subject pronouns • Use singular and plural object pronouns • Replace confusing pronouns with nouns • Identify and use *I* and *me* correctly in sentences • Identify and use *we* and *us* correctly in sentences • Identify proper agreement between pronouns and verbs • Replace unclear verb forms to agree with subject pronouns • Identify and use contractions with pronouns • Recognize common contraction errors • Recognize homophones • Use homophones correctly in sentences |
| 82 | Subject & Object Pronouns | 190–91 | 159–60 | 51 |  |
| 83 | Writing with Pronouns | 192–93 | 161–62 | 52 |  • Ten sentence strips |
| 84 | Using *I* & *Me*, *We* & *Us* | 194–95 | 163–64 | 53 |  |
| 85 | Subject Pronoun/Verb Agreement | 196–97 | 165–66 | 54 |  • Two index cards for each student |
| 86 | Possessive Pronouns | 198–99 | 167–68 | 55 |  |
| 87 | Confusing Contractions | 200–201 | 169–70 | 56 |  • Paper lunch bag • Twenty-six index cards |
| 88 | Language Link: (Vocabulary) Homophones | 202–3 | 171–72 | 57 |  |
| 89 | Chapter 9 Review | 204–5 | 173–74 | 58–59 |  • Thirty index cards |
| 90 | Cumulative Review | 206–7 | 175–76 |  |  |
|  | Bridge: Ministering in Africa |  | 177 |  |  |

|  |
| --- |
| Chapter 10: Writing a Tall Tale |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 178–80 |  |  | *tall tale**exaggeration**Writing Process**planning**drafting**revising**proofreading**publishing**hero**character**problem**solution**setting**plot**plot pyramid* |  • Recognize elements of a tall tale • Analyze a student model of a tall tale • Identify elements that could happen only in a tall tale • Plan the hero and the other characters of a tall tale • Plan the problem and solution for a tall tale • Plan the setting • Plan the plot for a tall tale  • Draft a tall tale based on the plot pyramid • Participate in a writing conference • Revise, proofread, publish, and illustrate the tall tale • Identify the correct spelling of a homophone • Recognize errors using a proofreading checklist |
| 91 | Tall Tales | 214–15 | 181–82 |  |  |
| 92 | Planning the Hero & the Other Characters | 216–17 | 183–84 |  |  |
| 93 | Planning the Problem | 218–19 | 185–86 |  |  |
| 94 | Planning the Plot | 220–21 | 187–88 |  |  |
| 95 | Tall Tale: Drafting | 222–23 | 189–90 |  |  |
| 96 | Tall Tale: Revising | 224–25 | 191–92 |  |  |
| 97 | Tall Tale: Proofreading | 226–27 | 193–94 |  |  |
| 98 | Tall Tale: Publishing | 228–29 |  |  |  • Several published tall tales with illustrations • Two sheets of drawing paper (optional) • Four sheets of 9" × 12" construction paper and brass fasteners or yarn for each student (optional) • Hole punch (optional) |
| 99 | Chapter 10 Review | 230–31 | 195–96 | 60–61 |  • Sets of five 4" × 6" cards |
| 100 | Cumulative Review | 232–33 | 197–98 |  |  |

|  |
| --- |
| Chapter 11: More Verbs |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 101 | Verb Tenses: Present, Past, & Future | 236–37 | 199–200 | 62 |  • Twelve note cards | *action verb**linking verb**helping verb**present tense* *past tense* *future tense**singular subject**plural subject**regular verb**irregular verb* |  • Distinguish among present-, past-, and future-tense verbs • Write present-, past-, and future-tense verbs in sentences • Determine which present-tense verb form to use in a sentence so that it agrees with the subject • Determine when to add *s* or *es* to a present-tense verb, including when to change *y* to *i* and add *es* • Locate and correct changes in verb tense within a paragraph • Change regular present-tense verbs to the correct past-tense verbs • Write the correct past-tense helping verb that agrees with a singular or plural subject in a sentence • Use the correct form for the irregular verbs *be*, *go*, *do*, *bring*, *come*, *say*, *sing*, *tell*, *run*, *make*, *swim*, and *wear* • Use the correct form for the irregular verbs *begin*, *fly*, *grow*, *throw*, *ride*, *see*, *write*, *take*, *drive*, *eat*, *fall*, and *give* • Distinguish between regular and irregular verbs • Recognize and use the correct forms of *lie*, *lay*, *sit*, *set*, *rise*, *raise*, *teach*, *learn*, *can*, and *may* in writing and in speech |
| 102 | Spelling Present-Tense Verbs | 238–39, S84 | 201–2 | 63 |  • Twenty-four note cards • Plasti-Tak or tape |
| 103 | Spelling Past-Tense Verbs | 240–41 | 203–4 | 64 |  |
| 104 | Changing Verb Tenses | 242–43 | 205–6 | 65 |  |
| 105 | Helping Verbs | 244–45 | 207–8 | 66 |  |
| 106 | Irregular Verbs | 246–47 | 209–10 | 67 |  |
| 107 | More Irregular Verbs | 248–49 | 211–12 | 68 |  |
| 108 | Language Link: (Vocabulary) Confusing Verbs | 250–51, S85–S86 | 213–14 | 69 |  |
| 109 | Chapter 11 Review | 252–53, S87 | 215–16 | 70–71 |  |
| 110 | Cumulative Review | 254–55 | 217–18 |  |  |
|  | Bridge: Utilizing the Forest |  | 219 |  |  |

|  |
| --- |
| Chapter 12: Writing a Research Paper |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 220 |  |  | *research report**fact**opinion**paragraph**topic sentence**main idea**Writing Process**planning**drafting**revising**proofreading**publishing**bibliography**source**outline* |  • Identify parts of a research report • Identify steps for writing a research report • Choose a topic for a research report • Take notes from nonfiction sources • Write an outline using details from note cards • Draft, revise, proofread, and publish a research report • Participate in a writing conference • Differentiate between fact and opinion • Sequence the stages of the Writing Process • Use proofreading marks to correct errors • Identify the purpose of a bibliography • Identify the format for recording books and encyclopedias in a bibliography • Write a bibliography using source information |
| 111 | What Is a Research Report? | 260–61 | 221–22 |  |  |
| 112 | Taking Notes | 262–63, S82, S88 | 223–24 |  | • Fiction and nonfiction books about the same location • Eight 4" x 6" lined index cards for each student • Encyclopedias and other informational nonfiction sources about countries |
| 113 | Writing an Outline | 264–65, S89 | 225–26 |  |  • Rubber band and/or resealable plastic bag for each student (optional) |
| 114 | Research Report: Drafting | 266–67 | 227 |  |  |
| 115 | Research Report: Revising | 268–69, S90 | 228–29 |  |  |
| 116 | Research Report: Proofreading | 270–71 | 230 |  |  |
| 117 | The Bibliography | 272–73, S82, S88, S91 | 231–32 |  |  |
| 118 | Research Report: Publishing | 274–75 |  |  |  • Materials for publishing the reports |
| 119 | Chapter 12 Review | 276–77 | 233–34 | 72–73 |  • Five sentence strips |
| 120 | Cumulative Review | 278–79 | 235–36 |  |  |

|  |
| --- |
| Chapter 13: Adjectives & Adverbs |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 121 | Adjectives | 282–83,S60 | 237–38 | 74 |  | *adjective**linking verb**predicate adjective**article**proper adjective**adverb**suffix**base word* |  • Identify and use adjectives • Identify the nouns that adjectives describe • Identify and use the articles *a*, *an*, and *the* • Identify and use proper adjectives • Identify and use adverbs • Distinguish between adjectives and adverbs • Diagram sentences with adjectives and adverbs • Identify and write adjectives that compare using the suffixes *er* and *est* • Identify and write adverbs that compare using the suffixes *er* and *est* • Identify and write adjectives that compare with *more* and *most* • Identify and write adverbs that compare with *more* and *most* • Use *good* and *well* correctly in a sentence • Identify and use comparative and superlative forms for the adjectives *good* and *bad* • Identify and use comparative forms of the adverbs *well*, *badly*, *better*, *best*, *worse*, and *worst* • Identify and use suffixes • Form new words by adding the suffixes *er*, *ly*, *ful*, *less*, *ment*, *y*, *able*, and *ible*  |
| 122 | Special Adjectives | 284–85 | 239–40 | 75 |  |
| 123 | Adverbs | 286–87 | 241–42 | 76 |  |
| 124 | Adjective or Adverb? | 288–89, S61 | 243–44 | 77 |  |
| 125 | Comparing with *er* & *est* | 290–91 | 245–46 | 78 |  • Paper lunch bag |
| 126 | Comparing with *More* & *Most* | 292–93, S92 | 247–48 | 79 |  |
| 127 | Special Forms of *Good* & *Bad* | 294–95 | 249–50 | 80 |  • Index card for each student |
| 128 | Language Link: (Vocabulary) Suffixes | 296–97 | 251–52 | 81 |  |
| 129 | Chapter 13 Review | 298–99 | 253–54 | 82–83 |  |
| 130 | Cumulative Review | 300–301 | 255–56 |  |  |
|  | Bridge: Exploring Desert Regions |  | 257 |  |  |

|  |
| --- |
| Chapter 14: Writing a Business Letter |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 258 |  |  | *friendly letter**business letter**formal**informal**precise wording**polite tone**plain facts**heading**inside address**greeting**body**closing**signature**Writing Process**planning**drafting**revising**proofreading**publishing* |  • Distinguish between friendly letters and business letters • Draft sentences to use in a business letter • Distinguish between formal and informal writing • Revise the body of a business letter using precise wording, polite tone, and plain facts • Recognize the proper form for a business letter • Learn the six parts of a business letter • Proofread a business letter for mistakes in form • Choose a topic for a business letter • Plan a business letter • Find the address of the recipient of the business letter • Learn the correct method of writing business addresses • Recall the four *P*s of good business letters • Draft, revise, proofread, and publish a business letter • Participate in a writing conference • Address an envelope correctly |
| 131 | Two Kinds of Letters | 306–7 | 259–60 |  |  • Business letter you have received or a copy of one you have sent |
| 132 | Looking at Business Letters | 308–9 | 261–62 |  |  • Paper plate and a china plate |
| 133 | Parts of a Business Letter | 310–11 | 263–64 |  |  |
| 134 | Business Letter: Planning | 312–13 | 265–66 |  |  • Local telephone directory • Business advertisements or brochures containing addresses |
| 135 | Business Letter: Drafting | 314–15 | 267 |  |  |
| 136 | Business Letter: Revising | 316–17 | 268 |  |  |
| 137 | Business Letter: Proofreading | 318–19 | 269–70 |  |  |
| 138 | Business Letter: Publishing | 320–21 |  |  |  • Stamped business envelope for each student • Several examples of business letters with letterheads |
| 139 | Chapter 14 Review | 322–23, S93–S94 | 271–72 | 84–85 |  |
| 140 | Cumulative Review | 324–25 | 273–74 |  |  |

|  |
| --- |
| Chapter 15: Sentences, Phrases & Clauses |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 141 | Prepositions | 328–29 | 275–76 | 86 |  • Spelling textbook and math textbook | *preposition**object of the proposition**prepositional phrase**adverb**independent clause**fragment**phrase**dependent clause**independent clause**comma* |  • Identify and use prepositions in sentences • Identify prepositions, objects of the preposition, and prepositional phrases • Use prepositional phrases in sentences • Expand sentences by adding prepositional phrases • Identify independent clauses • Distinguish independent clauses from fragments • Correct fragments that are missing a subject or a predicate • Identify dependent clauses • Make dependent clauses into independent clauses (sentences) • Distinguish between independent and dependent clauses • Use commas in series, compound sentences, dates and addresses, and dialogue with quotation marks • Use commas correctly in sentences with direct addresses, introductory words, and introductory phrases |
| 142 | Object of the Preposition | 330–31 | 277–78 | 87 |  • Stuffed animal |
| 143 | Using Prepositional Phrases | 332–33, S64 | 279–80 | 88 |  |
| 144 | More Practice with Prepositions | 334–35, S64, S95 | 281–82 | 89 |  |
| 145 | Independent Clauses | 336–37 | 283–84 | 90 |  |
| 146 | Dependent Clauses | 338–39 | 285–86 | 91 |  |
| 147 | Another Type of Fragment | 340–41 | 287–88 | 92 |  |
| 148 | Language Link: (Punctuation) Using Commas | 342–43, S96 | 289–90 | 93 |  |
| 149 | Chapter 15 Review | 344–45, S97 | 291–92 | 94–95 |  |
| 150 | Cumulative Review | 346–47 | 293–94 |  |  |
|  | Bridge: Viewing Lighthouses |  | 295 |  |  |

|  |
| --- |
| Chapter 16: Writing Poems |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing |  | 296 |  |  | *thesaurus**poets**sound pattern**rhyme**alliteration**onomatopoeia**haiku**word web**syllables**image**Writing Process**planning**drafting**revising**proofreading**publishing**acrostic**keyword**pause*  |  • Recall the function of a thesaurus • Recognize the importance of a thesaurus in poetry writing • Use the thesaurus to find interesting, unusual, and appropriate words • Identify characteristics of haiku • Write a class haiku together • Choose a topic for a haiku • Plan a haiku with a word web • Draft, revise, proofread, and publish a haiku • Identify characteristics of acrostic poems • Use tips for writing acrostic poems • Write a class acrostic poem together • Choose a keyword • Recognize how line breaks affect the movement of a poem • Plan, draft, revise, proofread, and publish an acrostic poem |
| 151 | Using a Thesaurus | 352–53 | 297–98 |  |  |
| 152 | Learning About Haiku | 354–55 | 299 |  |  • Note card for each student |
| 153 | Haiku: Planning | 356–57 | 300–301 |  |  |
| 154 | Haiku: Revising & Proofreading | 358–59 | 302 |  |  |
| 155 | Writing an Acrostic Poem | 360–61, S98 | 303 |  |  |
| 156 | Acrostic Poem: Planning & Drafting | 362–63 | 304–5 |  |  |
| 157 | Acrostic Poem: Revising & Proofreading | 364–65 | 306 |  |  |
| 158 | Haiku and Acrostic Poem: Publishing | 366–67 |  |  |  • Several published anthologies of children’s poetry • Simple refreshments (optional) • Colored binder (optional) |
| 159 | Chapter 16 Review | 368–69 | 307–8 | 96–97 |  |
| 160 | Cumulative Review | 370–71 | 309–10 |  |  |