Cycle 2

Daily Checklist
Lesson Plan

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Editing Exercises Answer Key
and
Editing Exercises

Found in Foundation Tier of CC Connected
Week: all
Category: History
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There’s no crying in Essentials . . .

If you’ve ever watched the movie *A League of their Own*, about women’s major league baseball teams during World War II, you’ll probably recall the line that an exasperated manager, Jimmy Dugan (Tom Hank’s), delivers to a weeping player with mascara streaming down her face, “There’s no crying in baseball!”

In our local CC community, we often repeat to one another throughout the year, “*There’s no crying in Essentials.*”

Why? Because Essentials is hard, and inevitably there is crying in Essentials. Moms get overwhelmed, children become frustrated, emotions run high. This phrase stops us in our tracks and reminds us that it is okay to be overwhelmed. It’s okay that it is hard. It... is... okay. Whew! Breathe.

This checklist was created to help four overwhelmed moms. I was one of them. It was the summer before I delivered my 6th child and my oldest was starting Challenge A. I was staring down my third year of Essentials and still felt frustrated and overwhelmed, despite the fantastic tutor. The decision was either cry and give up or dig in.

Thinking through EEL lesson plans each week was an insurmountable task for me. Some people can throw things together on the fly. I’m not that person. My husband says that I have “analysis paralysis”. So, after deciding that I wanted to invest in really making this work (finally letting go of my other language arts curriculum), I got together with three other overwhelmed EEL moms and we created the checklist. It took an entire summer, but it was our answer to making EEL work. No more mascara dripping down our faces.

I hope that this checklist works for you. I hope that it is a hug, an encouragement, an answer. I pray that it helps you dry your eyes or at least lightens the load. *If it doesn’t, chuck it! Fast!* Homeschool moms are usually good at doing that.

Especially if it’s your first year in EEL, this is probably too much. It’s geared for 2nd and 3rd year students. Not sayin’ you can’t use it, just saying that if it is your first year, focus on the basics: definitions, the dark gray portions on the charts, task sheets. Let the rest wash over you and realize that the first tour through the material is an introduction. If you do the checklist, please don’t be a slave to it. Cut out what doesn’t work for you. You still have two more years to layer the experience and deepen understanding.

Grace, Peace and No Crying to you,
Erin, with Tina, Melissa, and Alison
This checklist is designed to help parents get the most out of EEL without having to reinvent the wheel or juggle all the resources. This checklist is your EEL year, organized. Yes, we even pulled daily sentences. All the student has to do is check his way to completion.

In order to use this lesson plan **fully**, you will need six resources:

- Essentials of the English Language Guide (EEL)
- IEW, U.S. History Based Writing Lessons, Vol. 1
- Our Mother Tongue (with answer key)
- Access to the C3 community, Essentials and Foundations Tiers
- Classical Conversations Foundations Guide

This particular course of study was designed with the second and third year student in mind, but it can be simplified for the first year student by shortening exercises or tasks in the “DO” section.

**Day of the Week** -- These days correspond with the 1st-4th days after class instruction. Our program meets on Tuesday, so Wednesday is our first day of the week. Just refer to the numbered days in the left corner if your group meets on another day.

**Weekly Focus** -- This box has information that follows the EEL scope and sequence and gives the parent a snapshot of the concepts that are going to be covered during the week.

**Spelling, Punctuation and Capitalization**
This box offers a glance at the rules covered during the week--no digging through the guide to find them. Drill the rule and check off.

**Vocabulary**-- These are the IEW vocabulary words for the week. We chose to introduce a new list each week, then review for the rest of the year. This will be ahead of weekly instruction.

**EEL Charts/Memory Work**--On day 2 and 3 we drill the EEL Charts outlined in the syllabus. On days 1 and 4 we work on the week’s memory work. The memory work (see appendix) is just basic chart information in “Memory Master” form. Coming at the same information from two different approaches seems to help solidify the data. Many thanks to Erin Richardson for having put together the optional memory work.

**Smarty Pants Word of the Week**--An extra. One new word is introduced each week. Encourage students to use the word often during the week. Laugh about it. Make a game of it. The idea is to make vocabulary fun.

**Review Section**
This section is almost always left blank. Fill in whatever your child needs more work on.
This section is the flesh on the bones of EEL. We’ve pulled lessons from Our Mother Tongue and from the Essentials tier of the Classical Conversations forum and organized them for easy use.

In order to fully utilize this section, make lots of copies: follow this lesson guide and photocopy all the lessons from Our Mother Tongue; photocopy a pile of task sheets and Quid et Quo sheets for easy use, or enlarge and laminate one copy of each for each child and have them use vis-a-vis markers (wet erase) to do their lessons. Also, run copies of all the sentences pulled from the forum and all the editing exercises from the EEL guide and the editing exercises from the Foundations Tier of CC Connected (see cover page for directions to this document). All the copied lessons can be 3-hole punched and collated with the checklists, then put into a student work binder. If this is done thoroughly, you could potentially have a binder where the student just flips to the next task by flipping the page. No obligation to do this, just an idea that I do and love the ease of during the year.

| Spelling Lesson: Spelling lists are included in the EEL guide, but many of the parents in our group want to do other programs, so we left this blank so that the parent can fill in the day’s requirement on the lesson plan. To follow the EEL guide, simply do the spelling list that corresponds with the week. |
| Our Mother Tongue: We scoured this reference and extracted the most pertinent exercises. Each lesson corresponds to EEL’s focus for the week. Many lessons can be done orally to capture the dialectic nature of EEL. |
| Forum Sentences: The sentences follow the EEL scope and sequence and the diagrams/parsing are already done for the parent. This resource (in appendix) came from the C3 shared documents. Thank you, Laurie Fields, for authoring this. We are blessed to use this ready-made resource. |

**Spelling Lesson:**

- **Drill:**
  - Spelling Rule: #7
    - At the end of a word, /s/ is usually spelled
      - after a short vowel in a one syllable word list
      - after a long vowel (race)
      - after a consonant or two vowel words (time, home)
  - Punctuation & Capitalization:
    - For a comma separates in a compound sentence.
    - For a comma separates in a compound sentence.
- **Do:**
  - Spelling Lesson:
    - Our Mother Tongue: Lesson 18, A, B, p. 56 (younger students);
    - Lesson 19, A, B, p. 56 (older students).
  - Forum Sentences: Week 7, #1-5
  - Quid et Quo: The sentence you just did on the task sheet
  - IEW Lesson: Foundations, Cycle 1, Week 7 history sentence

**Task Sheet:**

- **IEW Lesson:**
  - Smarty Pants word of the week: pithy adj. brief, forceful, and meaningful in expression; full of vigor, substance, or meaning; terse.
  - IEW Lesson: We left a blank for the parent to fill in the lesson for the week. Just fill in the steps you want your child to complete for that day. Example: Wed: key word outline paragraph #2 and #3; Thurs: write rough draft for paragraph #2; Fri, write rough draft for paragraph #3; Mon: Final draft, checklist, illustration, bring to mom for final edit.

**Editing Exercise:**

Every Wednesday (1st day of the week after EEL instruction) we use the EEL editing exercise that corresponds with the week’s lesson. We added our own exercises for Thursday-Monday. These added exercises correspond with the punctuation and grammar rules that we have covered to date. We pulled the history sentences from Classical’s Foundations Guide and made errors. The student has to correct the errors in just one sentence per day. For Thursday we pulled the history sentence from cycle 1, week (corresponding), for Friday, cycle 2, week (corresponding), for Monday, cycle 3, week (corresponding). This way, the student practices editing skills and gets history sentence review at the same time! Thank you, Tina Gaines, for putting this fantastic resource together. These extra exercises can be found on the Foundations Tier of CC Connected. Please see the bottom of the cover page for directions.
Drill

- Spelling Rule: #1
c says /s/ and g may say /j/ before e, i, or y (cent, fancy, gem, giraffe, gym).
- Vocabulary: fetid, massive, dilapidated, intrepid
- Punctuation and Capitalization: #1, 2
- EEL Memory Work: Week 1

Do

- Spelling Lesson ________________________________
- Our Mother Tongue:
  Lesson 11, A, B, C, p.56
  Lesson 12, A, B (orally), D (written) p.59
- Task Sheet: One sentence from Our Mother Tongue Lesson 12 D p. 61
- Editing Exercise: EEL week 1
- IEW Lesson__________________________________________

Smarty Pants word of the week: agitate v. to make someone troubled or nervous.
Drill

- Spelling Rule: #1
c says /s/ and g may say /j/ before e, i, or y (cent, fancy, gem, giraffe, gym). ce, ci, cy, ge, gi, gy (repeat).

- Vocabulary: fetid, massive, dilapidated, intrepid

- Punctuation and Capitalization: #1, 2

- EEL Charts: A, B

Do

- Spelling Lesson

- Our Mother Tongue:
  - Lesson 10, B (orally) p. 54
  - Lesson 26, Read “The Simple Sentence” and look at the 3 diagrams. p.97-98

- Task Sheet: 1-3 sentences from the diagrams you just looked at in OMT, Lesson 26 p. 97-98

- Editing Exercise: Foundations, Cycle 1, Week 1 history sentence

IEW Lesson

Week 1

Smarty Pants word of the week: agitate v. to make someone troubled or nervous.
Drill

☐ Spelling Rule: #1
c says /s/ and g may say /j/ before e, i, or y (cent, fancy, gem, giraffe, gym). ce, ci, cy, ge, gi, gy (repeat).

☐ Vocabulary: fetid, massive, dilapidated, intrepid

☐ Punctuation and Capitalization: #1, 2

☐ EEL Charts: A, B

Do

☐ Spelling Lesson ____________________________

☐ Task Sheet: IEW Pick 2 sentences from the back of this week’s IEW vocabulary flashcards and task sheet them.

☐ Editing Exercise: Foundations, Cycle 2, Week 1 history sentence

☐ IEW Lesson ____________________________

Smarty Pants word of the week: agitate v. to make someone troubled or nervous.
Drill

- Spelling Rule: #1
c says /s/ and g may say /j/ before e, i, or y (cent, fancy, gem, giraffe, gym). ce, ci, cy, ge, gi, gy (repeat).

- Vocabulary: fetid, massive, dilapidated, intrepid

- Punctuation and Capitalization: #1, 2

- EEL Memory Work: Week 1

Do

- Spelling Lesson

- Editing Exercise: Foundations, Cycle 3, Week 1 history sentence

- IEW Lesson

Review

Smarty Pants word of the week: agitate v. to make someone troubled or nervous.
Spelling Rule:

1. Capitalize the first letter of every sentence.

2. Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).

3. Capitalize “I” when used as a word.

4. Capitalize all proper nouns.

Drill:

- Spelling Rule: #2
  
  $f$, $l$, and $s$ are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)

- Vocabulary: stunned, flee, desecrate, tenacious

- Punctuation and Capitalization: #1-4

- EEL Memory Work: Week 2

Do:

- Spelling Lesson _____________________________________________

- Our Mother Tongue:
  
  Lesson 2, A, B p.19

- Task Sheet: Sentence #1, OMT Lessons 2A, and sent. #1 from 2B p. 20

- Editing Exercise: EEL week # 2

- IEW Lesson_________________________________________________
Drill

☐ Spelling Rule: #2
f, l, and s are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)

☐ Vocabulary: stunned, flee, desecrate, tenacious

☐ Punctuation and Capitalization: #1-4

☐ EEL Charts: C, D

Do

☐ Spelling Lesson___________________________________________

☐ Our Mother Tongue:
Lesson 2, D p.22, Review Exercises A, B

☐ Task Sheet: Sentence #2, OMT Lessons 2D, p.22

☐ Editing Exercise: Foundations, Cycle 1, Week 2 history sentence

☐ IEW Lesson__________________________________________________

Smarty Pants word of the week: centennial  n. a hundredth anniversary.
Spelling Rule

2. $f$, $l$, and $s$ are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)

Punctuation & Capitalization

1. Capitalize the first letter of every sentence.

2. Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).

3. Capitalize “I” when used as a word.

   He and I are happy.

4. Capitalize all proper nouns.

   I love Jesus.

Drill

- Spelling Rule: #2
  $f$, $l$, and $s$ are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)

- Vocabulary: stunned, flee, desecrate, tenacious

- Punctuation and Capitalization: #1-4

- EEL Charts: C, D

Do

- Spelling Lesson

- Task Sheet: IEW Pick 2 sentences from the back of this week’s IEW vocabulary flashcards and task sheet them.

- Editing Exercise: Foundations, Cycle 2, Week 2 history sentence

- IEW Lesson

Smarty Pants word of the week: centennial  n. a hundredth anniversary.
Drill

☐ Spelling Rule: #2

\[ f, l, \text{ and } s \text{ are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)} \]

☐ Vocabulary: stunned, flee, desecrate, tenacious

☐ Punctuation and Capitalization: #1-4

☐ EEL Memory Work: Week 2

Do

☐ Spelling Lesson _____________________________________________

☐ Editing Exercise: Foundations, Cycle 3, Week 2 history sentence

☐IEW Lesson_________________________________________________

Review

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

Weekly Focus

Overview
Verb Overview

Verbs (C)
Principal Parts of Verbs (D)

Spelling Rule

2 \[ f, l, \text{ and } s \text{ are usually doubled after a short vowel at the end of a one-syllable word. (puff, bell, toss)} \]

Punctuation & Capitalization

1 Capitalize the first letter of every sentence.

2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).

3 Capitalize “I” when used as a word.

He and I are happy.

4 Capitalize all proper nouns.

I love Jesus.

Smarty Pants word of the week: centennial  n. a hundredth anniversary.
Drill

□ Spelling Rule: #3
In English words, q is always followed by u and together they say /kw/. (queen)

□ Vocabulary: extol, fatigued, rebuke, intrigued

□ Punctuation and Capitalization: #1-5

□ EEL Memory Work: Week 3

Do

□ Spelling Lesson

□ Our Mother Tongue:
Lesson 1, A, B p. 15

□ Task Sheet: Pick 1 IEW vocabulary word sentence

□ Editing Exercise: EEL week #3

□ IEW Lesson

Wednesday

Smartypants word of the week: philanthropy n. the desire to promote the welfare of others, expressed esp. by the generous donation of money to good causes.
He and I are happy.

I love Jesus.

Most possessive nouns end with either ‘(s) if singular, or (s’) if plural. Possessive pronouns like my, your, theirs, ours, etc. do not require an apostrophe.

It’s the monster that eats the boys’ cat when the girl’s monkey opens its cage!

Note: It’s always = it + is.
He and I are happy.

I love Jesus.

Most possessive nouns end with either (‘s) if singular, or (s’) if plural. Possessive pronouns like my, your, theirs, ours, etc. do not require an apostrophe.

It’s the monster that eats the boys’ cat when the girl’s monkey opens its cage!

Note: It’s always = it + is.
Drill

☐ Spelling Rule: #3
In English words, q is always followed by u and together they say /kw/. (queen)

☐ Vocabulary: extol, fatigued, rebuke, intrigued

☐ Punctuation and Capitalization: #1-5

☐ EEL Memory Work: Week 3

Do

☐ Spelling Lesson ________________________________

☐ Editing Exercise: Foundations, Cycle 3, Week 3 history sentence

☐ IEW Lesson ________________________________________

Review

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Weekly Focus

Simple Sentence
Declarative and
Exclamatory
S-Vi
Nouns/Pronouns

Nouns (E)
Pronouns (F)

Spelling Rule

3 In English words, q is always followed by u and together they say /kw/. (queen)

1 Capitalize the first letter of every sentence.

2 Use the appropriate end mark for the purpose of the sentence, such as period (.), exclamation point (!), or question mark (?).

3 Capitalize “I” when used as a word.

He and I are happy.

4 Capitalize all proper nouns.

I love Jesus.

5 Most possessive nouns end with either ’s if singular, or ’s’ if plural. Possessive pronouns like my, your, theirs, ours, etc. do not require an apostrophe.

It’s the monster that eats the boys’ cat when the girl’s monkey opens its cage!

Note: It’s always = it is.

Smarty Pants word of the week: philanthropy n. the desire to promote the welfare of others, expressed esp. by the generous donation of money to good causes.
Drill

□ Spelling Rule: #4
At the beginning of a word or syllable, /k/ is usually spelled
- c before a, o, and u (can, cob, cut)
- k before e, i, or y. (key, kick, kyannite)

□ Vocabulary: pursue, hastily, vacant, credible

□ Punctuation and Capitalization: #5,6

□ EEL Memory Work: Week 4

Do

□ Spelling Lesson ____________________________

□ Our Mother Tongue:
Lesson 8, A, p. 44

□ Forum Sentences, Week 4, #1-3, parse.

□ Task Sheet: 1 of the Forum Sentences, Week 4, #1-3.

□ Editing Exercise: EEL week 4

□ IEW Lesson______________________________

Weekly Focus
Simple Sentence
Imperative
S-Vi
Interjections
Charts Review A-F

Spelling Rule
4 At the beginning of a word or syllable, /k/ is usually spelled
- c before a, o, and u (can, cob, cut)
- k before e, i, or y. (key, kick, kyannite)

Punctuation & Capitalization
5 Most possessive nouns end with either (‘s) if singular, or (‘s) if plural. Possessive pronouns like my, your, theirs, ours, etc. do not require an apostrophe.

It’s the monster that eats the boys’ cat when the girl’s monkey opens its cage!

Note: It’s always = it + is.

6 Abbreviations end with a period, except for abbreviated state names, and abbreviated metric units of measure.

Mr. Jones lived in Troy, NC from Jan. through March.

The ruler is 30 cm long.

Smarty Pants word of the week: antiquated adj. old-fashioned or outdated.
Weekly Focus

Simple Sentence
Imperative
S-Vi
Interjections
Charts Review A-F

Spelling Rule
4 At the beginning of a word or syllable, /k/ is usually spelled
- c before a, o, and u
  (can, cob, cut)
- k before e, i, or y.
  (key, kick, kyannite)

Punctuation & Capitalization
5 Most possessive nouns end with either (‘s) if singular, or (s’) if plural. Possessive pronouns like my, your, theirs, ours, etc. do not require an apostrophe.

It’s the monster that eats the boys’ cat when the girl’s monkey opens its cage!

Note: It’s always = it + is.

6 Abbreviations end with a period, except for abbreviated state names, and abbreviated metric units of measure.

Mr. Jones lived in Troy, NC from Jan. through March.

The ruler is 30 cm long.

Drill

☐ Spelling Rule: #4
  At the beginning of a word or syllable, /k/ is usually spelled
  - c before a, o, and u
    (can, cob, cut)
  - k before e, i, or y.
    (key, kick, kyannite)

☐ Vocabulary: pursue, hastily, vacant, credible

☐ Punctuation and Capitalization: #5,6

☐ EEL Charts: A-F

Do

☐ Spelling Lesson

☐ Task Sheet: 1 of the Forum Sentences, Week 4, #4-7.

☐ Editing Exercise: Foundations, Cycle 1, Week 3 history sentence

☐ IEW Lesson

Review

Smartly Pants word of the week: antiquated adj. old-fashioned or outdated.
Most possessive nouns end with either ('s) if singular, or (s’) if plural. Possessive pronouns like my, your, theirs, ours, etc. do not require an apostrophe.

It’s the monster that eats the boys’ cat when the girl’s monkey opens its cage!

Note: It’s always = it + is.

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Abbreviations end with a period, except for abbreviated state names, and abbreviated metric units of measure.

Mr. Jones lived in Troy, NC from Jan. through March.

The ruler is 30 cm long.

Drill

□ Spelling Rule: #4
  At the beginning of a word or syllable, /k/ is usually spelled
    - c before a, o, and u (can, cob, cut)
    - k before e, i, or y. (key, kick, kyannite)

□ Vocabulary: pursue, hastily, vacant, credible
  Quiz #1 (optional)

□ Punctuation and Capitalization: #5,6

□ EEL Memory Work: Week 4

Do

□ Spelling Lesson _______________________

□ Editing Exercise: Foundations, Cycle 3, Week 3 history sentence

□ IEW Lesson _______________________

Smartly Pants word of the week: **antiquated** adj. old-fashioned or outdated.
Mr. Jones lived in Troy, NC from Jan. through March.

The ruler is 30 cm long.

Use commas to separate items in a series.

The big, fat, brown hog ate the swill, the slops, and the corn husks.

Smarty Pants word of the week: acclaim v. Praise enthusiastically and publicly.
Mr. Jones lived in Troy, NC from Jan. through March.

The ruler is 30 cm long.

Use commas to separate items in a series.

The big, fat, brown hog ate the swill, the slops, and the corn husks.

Smarty Pants word of the week: acclaim v. Praise enthusiastically and publicly.
Mr. Jones lived in Troy, NC from Jan. through March.

The ruler is 30 cm long.

The big, fat, brown hog ate the swill, the slops, and the corn husks.
Mr. Jones lived in Troy, NC from Jan. through March.

The ruler is 30 cm long.

Use commas to separate items in a series.

The big, fat, brown hog ate the swill, the slops, and the corn husks.

Vocabulary: uniform, perturbed, foremost, reform (Lesson 6 IEW)

Punctuation and Capitalization: #6-7

EEL Charts: A-F

Spelling Lesson

Editing Exercise: Foundations, Cycle 3, Week 5 history sentence

Vocabulary Quiz #1

IEW Lesson

Review

Smarty Pants word of the week: acclaim v. Praise enthusiastically and publicly.
Use commas to separate items in a series.
The big, fat, brown hog ate the swill, the slops, and the corn husks.

Most appositives, which rename nouns or pronouns, are surrounded by commas.
I, Katie Datie, gave him, my brother, a dollar bill.

Drill

- Spelling Rule: #6
  At the end of a word, /j/ is usually spelled
  -dge after a short vowel (badge)
  -ge after anything else. (page, barge)

- Vocabulary: bestow, devout, renowned, proficient (Lesson 7 IEW)

- Punctuation and Capitalization: #7-8

- EEL Memory Work: Week 6

Do

- Spelling Lesson ____________________________

- Our Mother Tongue:
  Lesson 7, A, B, C, p. 41

- Forum Sentences, Week 6, #3, 4, 7, 10, 11 (all compound), parse

- Task Sheet: Pick 2 Forum Sentences, Week 6, #3, 4, 7, 10, 11

- Editing Exercise: EEL, week 6

- IEW Lesson_________________________________________________

Weekly Focus

Compound Sentence
Declarative
Exclamatory
S-Vt-DO
Conjunctions
112 Model Sentences:
Compound (G)
Conjunctions (H)

Spelling Rule
6 At the end of a word, /j/ is usually spelled
   -dge after a short vowel (badge)
   -ge after anything else. (page, barge)

Punctuation & Capitalization
7 Use commas to separate items in a series.
   The big, fat, brown hog ate the swill, the slops, and the corn husks.

8 Most appositives, which rename nouns or pronouns, are surrounded by commas.
   I, Katie Datie, gave him, my brother, a dollar bill.

Smarty Pants word of the week: creed n. A system of Christian or other religious belief; a faith.
   A formal statement of Christian beliefs, esp. the Apostles’ Creed or the Nicene Creed.
Use commas to separate items in a series.

The big, fat, brown hog ate the swill, the slops, and the corn husks.

Most appositives, which rename nouns or pronouns, are surrounded by commas.

I, Katie Datie, gave him, my brother, a dollar bill.

Drill

- Spelling Rule: #6
  At the end of a word, /j/ is usually spelled
  -dge after a short vowel (badge)
  -ge after anything else. (page, barge)

- Vocabulary: bestow, devout, renowned, proficient (Lesson 7 IEW)

- Punctuation and Capitalization: #7-8

- EEL Charts: G, H

Do

- Spelling Lesson ________________________________

- Our Mother Tongue:
  Lesson 21, A, B p. 82

- Task Sheet: 1-3 sentences from the diagrams you just did
  in OMT, Lesson 21 p. 83-84

- Quid et Quo: One of the sentences from the task sheets you just did.

- Editing Exercise: Foundations, Cycle 1, Week 6 history sentence

IEW Lesson_________________________________________________

_________________________________________________

Weekly Focus

Compound Sentence
Declarative
Exclamatory
S-Vt-DO
Conjunctions
112 Model Sentences:
  Compound (G)
  Conjunctions (H)

Spelling Rule

6 At the end of a word, /j/ is usually spelled
  -dge after a short vowel (badge)
  -ge after anything else. (page, barge)

Punctuation & Capitalization

7 Use commas to separate items in a series.

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Drill

- Spelling Rule: #6
  At the end of a word, /j/ is usually spelled
  -dge after a short vowel (badge)
  -ge after anything else. (page, barge)

- Vocabulary: bestow, devout, renowned, proficient (Lesson 7 IEW)

- Punctuation and Capitalization: #7-8

- EEL Charts: G, H

Do

- Spelling Lesson _____________________________

- Task Sheet: IEW Pick 2 sentences from the back of this week’s IEW vocabulary flashcards and task sheet them.

- Quid et Quo: One of the sentences from the task sheets you just did.

- Editing Exercise: Foundations, Cycle 2, Week 6 history sentence

IEW Lesson_________________________________________________

Weekly Focus

Compound Sentence
Declarative
Exclamatory
S-Vt-DO
Conjunctions

112 Model Sentences:
Compound (G)
Conjunctions (H)

Spelling Rule

- At the end of a word, /j/ is usually spelled
  -dge after a short vowel (badge)
  -ge after anything else. (page, barge)

Punctuation & Capitalization

- Use commas to separate items in a series.
  The big, fat, brown hog ate the swill, the slops, and the corn husks.

- Most appositives, which rename nouns or pronouns, are surrounded by commas.
  I, Katie Datie, gave him, my brother, a dollar bill.

Smarty Pants word of the week: creed n. A system of Christian or other religious belief; a faith.
A formal statement of Christian beliefs, esp. the Apostles’ Creed or the Nicene Creed.
At the end of a word, /j/ is usually spelled
-dge after a short vowel (badge)
-ge after anything else. (page, barge)

Vocabulary: bestow, devout, renowned, proficient (Lesson 7 IEW)

Punctuation and Capitalization: #7-8

EEL Memory Work: Week 6

Do

Spelling Lesson _____________________________

Editing Exercise: Foundations, Cycle 2, Week 6 history sentence

IEW Lesson_____________________________________

Review

Smarty Pants word of the week: creed n. A system of Christian or other religious belief; a faith.
A formal statement of Christian beliefs, esp. the Apostles’ Creed or the Nicene Creed.
Weekly Focus

- Compound Sentence
- Imperative
- S-Vt-DO
- Adverbs
- Adverbs (I)
- Nouns (E)

Drill

- Spelling Rule: #7
  - At the end of a word, /s/ is usually spelled
    - -ss after a short vowel in a one syllable word (kiss)
    - -ce after a long vowel (race)
    - -se after a consonant or two vowels (rinse, loose)

- Vocabulary: apprehend, stymied, plummet, interminiable (Lesson 9 IEW)

- Punctuation and Capitalization: #9

- EEL Memory Work: Week 7

Do

- Spelling Lesson ______________

- Our Mother Tongue:
  - Lesson 4, C, D p. 30

- Forum Sentences, Week 7, #1-3, parse.

- Task Sheet: Pick 2 of the Forum Sentences you just diagrammed, Week 7, #1-3

- Editing Exercise: EEL, week 7

- IEW Lesson __________________________

Smarty Pants word of the week: **equinox** n. The time or date (twice each year) at which the sun crosses the celestial equator, when day and night are of equal length.
Drill

☐ Spelling Rule: #7
At the end of a word, /s/ is usually spelled
-ss after a short vowel in a one syllable word (kiss)
-ce after a long vowel (race)
-se after a consonant or two vowels (rinse, loose)

☐ Vocabulary: apprehend, stymied, plummet, interminable (Lesson 9 IEW)

☐ Punctuation and Capitalization: #9

☐ EEL Charts: I, E

Do

☐ Spelling Lesson ____________________________

☐ Our Mother Tongue:
  Lesson 18, A, B p. 74 (younger students)
  Lesson 19, A, B p. 76 (older students)

☐ Task Sheet: 1 sentence from OMT Lesson 19, B.

☐ Quid et Quo: The sentence you just did on the task sheet

☐ Editing Exercise: Foundations, Cycle 1, Week 7 history sentence

☐ IEW Lesson _____________________________________________

Weekly Focus

Compound Sentence
Imperative
S-Vt-DO
Adverbs
Adverbs (I)
Nouns (E)

Spelling Rule

7 At the end of a word, /s/ is usually spelled
-ss after a short vowel in a one syllable word (kiss)
-ce after a long vowel (race)
-se after a consonant or two vowels (rinse, loose)

9 Use a comma before the conjunction in a compound sentence.

Jack and Jill are nice, but I am nicer.

Smarty Pants word of the week: equinox n. The time or date (twice each year) at which the sun crosses the celestial equator, when day and night are of equal length.
Spelling Rule: #7
At the end of a word, /s/ is usually spelled
-ss after a short vowel in a one syllable word (kiss)
-ee after a long vowel (race)
-se after a consonant or two vowels (rinse, loose)

Vocabulary: apprehend, stymied, plummet, interminiable (Lesson 9 IEW)

Punctuation and Capitalization: #9

EEL Charts: I, E

Do
Spelling Lesson _____________________________

Our Mother Tongue:
Lesson 20, A, C p. 79

Quid et Quo: Sentence #5 from OMT Lesson 20, C p. 81

Editing Exercise: Foundations, Cycle 2, Week 7 history sentence

IEW Lesson_________________________________________________
_________________________________________________

Weekly Focus
Compound Sentence
Imperative
S-Vt-DO
Adverbs
Adverbs (I)
Nouns (E)

Drill

Drill

Friday
Smarty Pants word of the week: **equinox** n. The time or date (twice each year) at which the sun crosses the celestial equator, when day and night are of equal length.

Jack and Jill are nice, but I am nicer.
Weekly Focus

Compound Sentence
Imperative
S-Vt-DO
Adverbs
Adverbs (I)
Nouns (E)

Spelling Rule

7 At the end of a word, /s/ is usually spelled
-ss after a short vowel in a one syllable word (kiss)
-ce after a long vowel (race)
-se after a consonant or two vowels (rinse, loose)

9 Use a comma before the conjunction in a compound sentence.

Jack and Jill are nice, but I am nicer.

Drill

☐ Spelling Rule: #7
At the end of a word, /s/ is usually spelled
-ss after a short vowel in a one syllable word (kiss)
-ce after a long vowel (race)
-se after a consonant or two vowels (rinse, loose)

☐ Vocabulary: apprehend, stymied, plummet, interminiable (Lesson 9 IEW)
Quiz # 2 (optional)

☐ Punctuation and Capitalization: #9

☐ EEL Memory Work: Week 7

Do

☐ Spelling Lesson ____________________________

☐ Editing Exercise: Foundations, Cycle 3, Week 7 history sentence

☐ IEW Lesson ____________________________

Review

 Smarty Pants word of the week: equinox n. The time or date (twice each year) at which the sun crosses the celestial equator, when day and night are of equal length.
Weekly Focus

Compound Sentence
Interrogative
S-Vt-DO
Prepositions
Prepositions (J)
Nouns (E)
112 Model Sentences,
Compound (G)
Adverbs (I)

Spelling Rule

8 At the beginning of a word /z/ is always spelled z. (zip)

At the end of a word /z/ may be spelled
-s or zz after a short vowel (is, has, fuzz)
-zz after a long vowel (prize)

Punctuation &
Capitalization

10 Two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

I will walk and he will run.

Drill

☐ Spelling Rule: #8
At the beginning of a word /z/ is always spelled z. (zip)
At the end of a word /z/ may be spelled
-s or zz after a short vowel (is, has, fuzz)
-zz after a long vowel (prize)

☐ Vocabulary: feeble, clad, scorn, elite (Lesson 11 I EW)

☐ Punctuation and Capitalization: #10

☐ EEL Memory Work: Week 8

Do

☐ Spelling Lesson ____________________________

☐ Our Mother Tongue:
Lesson 6, A p. 39
Lesson 16, D p. 70

☐ Task Sheet: All 3 sentences from OMT, Lesson 16, D p. 70

☐ Quid et Quo: One of the 3 sentences you just did on the task sheet.

☐ Editing Exercise: EEL, week 8

☐ I EW Lesson ____________________________

Smarty Pants word of the week: confidante n. A person with whom one shares a secret or private matter, trusting them not to repeat it.
**Weekly Focus**

- Compound Sentence
- Interrogative
- S-Vt-DO
- Prepositions
- Prepositions (J)
- Nouns (E)
- 112 Model Sentences, Compound (G)
- Adverbs (I)

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**Drill**

- **Spelling Rule: #8**
  At the beginning of a word /z/ is always spelled z. (zip)
  At the end of a word /z/ may be spelled
  - s or zz after a short vowel (is, has, fuzz)
  - ze after a long vowel (prize)

- **Vocabulary:** feeble, clad, scorn, elite (Lesson 11 IEW)

- **Punctuation and Capitalization: #10**

- **EEL Charts:** J, E, G, I  Note: on chart G, go over orally

---

**Do**

- **Spelling Lesson**

- **Forum Sentences, Week 8, parse.**

- **Task Sheet:** Two sentences from the Forum Sentences, Week 8

- **Quid et Quo:** One of the two sentences you just did on the task sheet.

- **Editing Exercise:** Foundations, Cycle 1, Week 8 history sentence

- **IEW Lesson**

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**Spelling Rule**

- **8** At the beginning of a word /z/ is always spelled z. (zip)
  - At the end of a word /z/ may be spelled
  - s or zz after a short vowel (is, has, fuzz)
  - ze after a long vowel (prize)

**Punctuation & Capitalization**

- **10** If two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.
  - I will walk and he will run.

---

**Smarty Pants word of the week:** **confidante** n. A person with whom one shares a secret or private matter, trusting them not to repeat it.
Weekly Focus

Compound Sentence
Interrogative
S-Vt-DO
Prepositions
Prepositions (J)
Nouns (E)
112 Model Sentences,
    Compound (G)
Adverbs (I)

Drill

☐ Spelling Rule: #8
   At the beginning of a word /z/ is always spelled z. (zip)
   At the end of a word /z/ may be spelled
   -s or zz after a short vowel (is, has, fuzz)
   -ze after a long vowel (prize)

☐ Vocabulary: feeble, clad, scorn, elite (Lesson 11 IEW)

☐ Punctuation and Capitalization: #10

☐ EEL Charts: J, E, G, I   Note: on chart G, go over orally

Do

☐ Spelling Lesson __________________________

☐ Task Sheet: IEW Pick 2 sentences from the back of this week’s IEW vocabulary flashcards and task sheet them.

☐ Quid et Quo: One of the sentences from the task sheets you just did.

☐ Editing Exercise: Foundations, Cycle 2, Week 8 history sentence

☐ IEW Lesson __________________________

Spelling Rule

8 At the beginning of a word /z/ is always spelled z. (zip)
   At the end of a word /z/ may be spelled
   -s or zz after a short vowel (is, has, fuzz)
   -ze after a long vowel (prize)

Punctuation & Capitalization

10 If two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

   I will walk and he will run.

Smarty Pants word of the week: **confidante** n. A person with whom one shares a secret or private matter, trusting them not to repeat it.
Weekly Focus

Compound Sentence
Interrogative
S-Vt-DO
Prepositions

Prepositions (J)
Nouns (E)
112 Model Sentences,
Compound (G)
Adverbs (I)

Spelling Rule

8 At the beginning of a word /z/ is always spelled z. (zip)

At the end of a word /z/ may be spelled
-s or zz after a short vowel (is, has, fuzz)
-ze after a long vowel (prize)

Vocabulary: feeble, clad, scorn, elite (Lesson 11 IEW)

Punctuation and Capitalization: #10

EEL Memory Work: Week 8

Do

Spelling Lesson __________________________

Editing Exercise: Foundations, Cycle 2, Week 8 history sentence

IEW Lesson _____________________________

Review

 Smarty Pants word of the week: **confidante** n. A person with whom one shares a secret or private matter, trusting them not to repeat it.
Weekly Focus
Compound Sentence
Declarative
S-V-PN
Linking Verbs
Verb Anatomy--To be (K)
Verbs (C)
Principal Parts of Verbs (D)
Nouns (E)

Drill

☐ Spelling Rule: #9
At the end of a word, /ch/ is usually spelled
-tch after a short vowel (match)
-ch after everything else (beach)

☐ Vocabulary: agile, impeccable, smug, indolent (Lesson 12 IEW)

☐ Punctuation and Capitalization: #10-11

☐ EEL Memory Work: Week 9

Do

☐ Spelling Lesson__________________________

☐ Our Mother Tongue:
Lesson 23, A, B p. 87-89

☐ Forum Sentences, Week 9, parse.

☐ Task Sheet: Forum Sentences, Week 9

☐ Quid et Quo: One of the forum sentences you just did on the task sheet.

☐ Editing Exercise: EEL, week 9

☐ IEW Lesson__________________________

Weekly Focus

Compound Sentence
Declarative
S-V-PN
Linking Verbs
Verb Anatomy--To be (K)
Verbs (C)
Principal Parts of Verbs (D)
Nouns (E)

Drill

☐ Spelling Rule: #9
At the end of a word, /ch/ is usually spelled
-tch after a short vowel (match)
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☐ Vocabulary: agile, impeccable, smug, indolent (Lesson 12 IEW)

☐ Punctuation and Capitalization: #10-11

☐ EEL Memory Work: Week 9

Do

☐ Spelling Lesson__________________________

☐ Our Mother Tongue:
Lesson 23, A, B p. 87-89

☐ Forum Sentences, Week 9, parse.

☐ Task Sheet: Forum Sentences, Week 9

☐ Quid et Quo: One of the forum sentences you just did on the task sheet.

☐ Editing Exercise: EEL, week 9

☐ IEW Lesson__________________________

Smarty Pants word of the week: **fortitude** n. Courage in pain or adversity.
Week 9

Drill

☐ Spelling Rule: #9
  At the end of a word, /ch/ is usually spelled
  -tch after a short vowel (match)
  -ch after everything else (beach)

☐ Vocabulary: agile, impeccable, smug, indolent (Lesson 12 IEW)

☐ Punctuation and Capitalization: #10-11

☐ EEL Charts: K, C, D, E

Do

☐ Spelling Lesson ________________________________

☐ Our Mother Tongue:
  Lesson 23, C, D p. 89-90

☐ Task Sheet: OMT, Lesson 23, D p. 90

☐ Quid et Quo: One of the sentences you just did on the task sheet.

☐ Editing Exercise: Foundations, Cycle 1, Week 9 history sentence

☐ IEW Lesson_________________________________________

Weekly Focus

Compound Sentence
Declarative
S-Vl-PN

Linking Verbs

Verb Anatomy--To be (K)
Verbs (C)
Principal Parts of Verbs (D)
Nouns (E)

Spelling Rule
☐ At the end of a word, /ch/ is usually spelled
  -tch after a short vowel (match)
  -ch after everything else (beach)

Punctuation & Capitalization
☐ It two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

I will walk and he will run.

Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

When we play, we have fun.

We, who have fun, play.

We have fun when we play. (Remember rule 10).

Smarty Pants word of the week: **fortitude** n. Courage in pain or adversity.
Weekly Focus

**Compound Sentence**
- Declarative

**S-Vl-PN**

**Linking Verbs**

**Verb Anatomy**
- To be (K)
- Verbs (C)
- Principal Parts of Verbs (D)
- Nouns (E)

Spelling Rule

9. At the end of a word, /ch/ is usually spelled
   - -tch after a short vowel (match)
   - -ch after everything else (beach)

Punctuation & Capitalization

10. If two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

   I will walk and he will run.

11. Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

   When we play, we have fun.

   We, who have fun, play.

   We have fun when we play. (Remember rule 10).

Drill

- **Spelling Rule: #9**
  - At the end of a word, /ch/ is usually spelled
    - -tch after a short vowel (match)
    - -ch after everything else (beach)

- **Vocabulary: agile, impeccable, smug, indolent** (Lesson 12 IEW)

- **Punctuation and Capitalization: #10-11**

- **EEL Charts: K, C, D, E**

Do

- **Spelling Lesson**

- **Task Sheet: IEW** Pick 2 sentences from the back of this week’s IEW vocabulary flashcards and task sheet them.

- **Quid et Quo:** One of the sentences you just did on the task sheet.

- **Editing Exercise:** Foundations, Cycle 2, Week 9 history sentence

- **IEW Lesson**

Smartypants word of the week: **fortitude** n. Courage in pain or adversity.
Drill

- **Spelling Rule**: #9
  - At the end of a word, /ch/ is usually spelled
    - -tch after a short vowel (match)
    - -ch after everything else (beach)

- **Vocabulary**: agile, impeccable, smug, indolent (Lesson 12 IEW)

- **Punctuation and Capitalization**: #10-11

- **EEL Memory Work**: Week 9

**Do**

- Spelling Lesson _____________________________________________

- Editing Exercise: Foundations, Cycle 3, Week 9 history sentence

- IEW Lesson_________________________________________________

**Review**

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

**Punctuation & Capitalization**

- **Spelling Rule**: #10
  - If two independent clauses joined by a conjunction are short and closely related in thought, the comma may be omitted.

  I will walk and he will run.

- **Spelling Rule**: #11
  - Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

  *When we play, we have fun.*

  *We, who have fun, play.*

  *We have fun when we play.* (Remember rule 10).

**Weekly Focus**

- Compound Sentence
- Declarative
- S-VI-PN
- Linking Verbs
- Verb Anatomy--To be (K)
- Verbs (C)
- Principal Parts of Verbs (D)
- Nouns (E)

**Spelling Rule**

- At the end of a word, /ch/ is usually spelled
  - -tch after a short vowel (match)
  - -ch after everything else (beach)

**Smartly Pants word of the week**: *fortitude* n. Courage in pain or adversity.
Use commas to separate items in a series. Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.

When we play, we have fun.

We, who have fun, play.

We have fun when we play. (Remember rule 10).

Use quotation marks before and after a speaker’s exact words.

“We live!” shouted the man.

The man shouted, “We live!” (Note the use of the comma.)

Drill

□ Spelling Rule: #10
   English words do not usually end in i, j, u, or v. (high, rage, blue, give).

□ Vocabulary: melancholy, imminent, bewildered, embellished (Lesson 15 IEW)

□ Punctuation and Capitalization: #11-12

□ EEL Memory Work: Week 10

Do

□ Spelling Lesson _________

□ Our Mother Tongue:
   Lesson 3, A p. 25 (younger students)
   Lesson 3, C, E p. 26-27

□ Forum Sentences, Week 10, #1-2, parse

□ Task Sheet: The Forum Sentences you just did.

□ Quid et Quo: One of the forum sentences you just did on the task sheet.

□ Editing Exercise: EEL, week 10

□ IEW Lesson ______________________

Smarties Pants word of the week: egress n. The action of going out of or leaving a place.
Drill

■ Spelling Rule: #10
   English words do not usually end in i, j, u, or v. (high, rage, blue, give).

■ Vocabulary: melancholy, imminent, bewildered, embellished (Lesson 15 IEW)

■ Punctuation and Capitalization: #11-12

■ EEL Charts: L, C, D, G, K

Do

■ Spelling Lesson ________________________________

■ Our Mother Tongue:
   Lesson 16, B p. 68-70

■ Task Sheet: Pick 2 sentences from OMT Lesson B that you just did.

■ Quid et Quo: One of the OMT sentences you just did on the task sheet.

■ Editing Exercise: Foundations, Cycle 1, Week 10 history sentence

■ IEW Lesson ________________________________

The action of going out of or leaving a place: “direct means of access and egress”
Weekly Focus

- Compound Sentence
- Declarative
- S-Vl-PA
- Adjectives
  - Adjectives (L)
  - Verbs (C)
  - Principal Parts of Verbs (D)
- 112 Model Sentences:
  - Compound (G)
  - Verb Anatomy—To Be (K)

Spelling Rule

- 10 English words do not usually end in i, j, u, or v. (high, rage, blue, give).

Punctuation & Capitalization

- 11 Use a comma or commas to separate the dependent clause from the independent clause in a complex sentence.
  
  *When we play,* we have fun.
  
  *We, who have fun,* play.
  
  *We have fun when we play.* (Remember rule 10).

- 12 Use quotation marks before and after a speaker’s exact words.
  
  “*We live!*” shouted the man.
  
  The man shouted, “*We live!*” (Note the use of the comma.)

Drill

- Spelling Rule: #10
  
  English words do not usually end in i, j, u, or v. (high, rage, blue, give).

- Vocabulary: melancholy, imminent, bewildered, embellished (Lesson 15 IEW)

- Punctuation and Capitalization: #11-12

- EEL Charts: L, C, D, G, K

Do

- Spelling Lesson

- Task Sheet: IEW Pick 2 sentences from the back of this week’s IEW vocabulary flashcards and task sheet them.

- Quid et Quo: One of the sentences you just did on the task sheet.

- Editing Exercise: Foundations, Cycle 2, Week 10 history sentence

IEW Lesson

The action of going out of or leaving a place: “direct means of access and egress”
<table>
<thead>
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| ☐ Spelling Rule:  #10  
English words do not usually end in *i, j, u, or v* (high, rage, blue, give).  |
| ☐ Vocabulary: melancholy, imminent, bewildered, embellished (Lesson 15 IEW)  |
| ☐ Punctuation and Capitalization: #11-12  |
| ☐ EEL Memory Work: Week 10  |

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<td>☐ Editing Exercise: Foundations, Cycle 3, Week 10 history sentence</td>
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The action of going out of or leaving a place: “direct means of access and egress”
Drill

☐ Spelling Rule: #11
  \(w\) can change the pronunciation of the vowel that follows it. (watch, work)

☐ Vocabulary: disclosed, contrite, scowl, dislodge (Lesson 16 IEW)

☐ Punctuation and Capitalization: #12-13

☐ EEL Memory Work: Week 11

Do

☐ Spelling Lesson ________________________________

☐ Our Mother Tongue:
  Lesson 24, A, C 1-5 p.92

☐ Task Sheet: Two of the sentences from OMT Lesson 24, C that you just did.

☐ Quid et Quo: One of the OMT sentences you just did on the task sheet.

☐ Editing Exercise: EEL, week 11

☐ IEW Lesson__________________________________________________________

Weekly Focus

Compound Sentence
Exclamatory
S-Vl-PN
S-Vl-PA

Review
Verbs (C)
Principal Parts of Verbs (D)
Varb Anatomy--To be (K)

Spelling Rule

11 \(w\) can change the pronunciation of the vowel that follows it. (watch, work)

Punctuation & Capitalization

12 Use quotation marks before and after a speaker’s exact words.

  “We live!” shouted the man.

  The man shouted, “We live!” (Note the use of the comma.)

13 Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author’s name when it follows a direct quote.

  He gave the right to become children of God--not of natural descent.

Smarty Pants word of the week: dilute v. Make a liquid thinner/weaker by adding water or another solvent to it.
Use commas to separate items in a series. Use quotation marks before and after a speaker’s exact words.

“We live!” shouted the man.
The man shouted, “We live!” (Note the use of the comma.)

Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author’s name when it follows a direct quote.

He gave the right to become children of God—not of natural descent.

Drill

☐ Spelling Rule: #11

\(w\) can change the pronunciation of the vowel that follows it. (watch, work)

☐ Vocabulary: disclosed, contrite, scowl, dislodge (Lesson 16 IEW)

☐ Punctuation and Capitalization: #12-13

☐ EEL Charts: C, D, K

Do

☐ Spelling Lesson ______________________

☐ Our Mother Tongue: Lesson 24, B, C 6-10 p.92

☐ Task Sheet: Two of the sentences from OMT Lesson 24, C that you just did.

☐ Quid et Quo: One of the OMT sentences you just did on the task sheet.

☐ Editing Exercise: Foundations, Cycle 1, Week 11 history sentence

☐ IEW Lesson _______________________________________________________

Weekly Focus

Compound Sentence
Exclamatory
S-VI-PN
S-VI-PA

Review
Verbs (C)
Principal Parts of Verbs (D)
Varb Anatomy--To be (K)

Spelling Rule

11 \(w\) can change the pronunciation of the vowel that follows it. (watch, work)

Punctuation & Capitalization

12 Use quotation marks before and after a speaker’s exact words.

“We live!” shouted the man.
The man shouted, “We live!” (Note the use of the comma.)

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He gave the right to become children of God—not of natural descent.

Smarty Pants word of the week: dilute v. Make a liquid thinner/weaker by adding water or another solvent to it.
Weekly Focus

Compound Sentence
Exclamatory
S-Vl-PN
S-Vl-PA

Review
Verbs (C)
Principal Parts of Verbs (D)
Verb Anatomy--To be (K)

Drill

☐ Spelling Rule: #11
\(w\) can change the pronunciation of the vowel that follows it. (watch, work)

☐ Vocabulary: disclosed, contrite, scowl, dislodge (Lesson 16 IEW)

☐ Punctuation and Capitalization: #12-13

☐ EEL Charts: C, D, K

Do

☐ Spelling Lesson

☐ Task Sheet: IEW Pick 2 sentences from the back of this week’s IEW vocabulary flashcards and task sheet them.

☐ Quid et Quo: One of the sentences you just did on the task sheet.

☐ Editing Exercise: Foundations, Cycle 2, Week 11 history sentence

☐ IEW Lesson

Smartly Pants word of the week: **dilute** v. Make a liquid thinner/weaker by adding water or another solvent to it.
Weekly Focus

Compound Sentence
Exclamatory
S-V-PN
S-V-Pa

Review
Verbs (C)
Principal Parts of Verbs (D)
Verb Anatomy--To be (K)

Spelling Rule

11 \textit{w} can change the pronunciation of the vowel that follows it. (watch, work)

Punctuation & Capitalization

12 Use quotation marks before and after a speaker’s exact words.

“We live!” shouted the man.

The man shouted, “We live!” (Note the use of the comma.)

13 Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author’s name when it follows a direct quote.

He gave the right to become children of God--not of natural descent.

Drill

☐ Spelling Rule: #11
\[ \textit{w} \text{ can change the pronunciation of the vowel that follows it. (watch, work)} \]

☐ Vocabulary: disclosed, contrite, scowl, dislodge (Lesson 16 IEW)
Quiz # 3 (optional)

☐ Punctuation and Capitalization: #12-13

☐ EEL Memory Work: Week 11

Do

☐ Spelling Lesson ____________________________

☐ Editing Exercise: Foundations, Cycle 2, Week 11 history sentence

☐ IEW Lesson______________________________

Review

_________________________________________

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Weekly Focus

Monday

Smarty Pants word of the week: \textit{dilute} v. Make a liquid thinner/weaker by adding water or another solvent to it.
Drill

☐ Spelling Rule: #12
At the beginning or end of any base word, /sh/ is usually spelled sh (shape, fish).
At the beginning of any syllable except the first one, /sh/ can be spelled ci, si, or ti (special, session, station). The only exception is the ending -ship.

Do

☐ Spelling Lesson ____________________________

☐ Editing Exercise: EEL, week 12

☐ Any IEW Lesson that was not done during the semester

Review

☐ All Spelling Rules: #1-12

☐ All Punctuation and Capitalization Rules: #1-13

☐ All EEL Memory Work: Week 1-12

Smarty Pants word of the week: "meager" adj. Lacking in quantity or quality: (of a person or animal) Lean; thin.
Drill

☐ Spelling Rule: #12
At the beginning or end of any base word, /sh/ is usually spelled sh (shape, fish).
At the beginning of any syllable except the first one, /sh/ can be spelled ci, si, or ti (special, session, station). The only exception is the ending -ship.

Do

☐ Spelling Lesson

☐ Editing Exercise: Foundations, Cycle 1, Week 12 history sentence

☐ Any IEW Lesson that was not done during the semester

Review

☐ All Spelling Rules: #1-12

☐ All Punctuation and Capitalization Rules: #1-13

☐ EEL Charts: A, C, D, E, F

Smarty Pants word of the week: **meager** adj. Lacking in quantity or quality: (of a person or animal) Lean; thin.
Drill

- **Spelling Rule: #12**
  At the beginning or end of any base word, /sh/ is usually spelled *sh* (*shape, fish*).
  At the beginning of any syllable except the first one, /sh/ can be spelled *ci, si, or ti* (*special, session, station*). The only exception is the ending *-ship*.

Do

- **Spelling Lesson**

- **Editing Exercise: Foundations, Cycle 2, Week 12 history sentence**

- **Any IEW Lesson that was not done during the semester**

Review

- **All Spelling Rules: # 1-12**

- **All Punctuation and Capitalization Rules: # 1-13**

- **EEL Charts: H, I, J, K, L**

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Smarty Pants word of the week: **meager** adj. Lacking in quantity or quality: (of a person or animal) Lean; thin.
Spelling Rule: #12
At the beginning or end of any base word, /sh/ is usually spelled sh (shape, fish).
At the beginning of any syllable except the first one, /sh/ can be spelled ci, si, or ti (special, session, station). The only exception is the ending -ship.

Do

Spelling Lesson

Editing Exercise: Foundations, Cycle 3, Week 12 history sentence

Review

All Spelling Rules: # 1-12
All Punctuation and Capitalization Rules: # 1-13
All EEL Memory Work: Week 1-12

Smarty Pants word of the week: meager adj. Lacking in quantity or quality: (of a person or animal) Lean; thin.
Weekly Focus

Complex Sentence
Declarative, Exclamatory

S-Vt-IO-DO

112 Model Sentences:
Complex (M)
A, E, F, H, I, L

Spelling Rule

13 A vowel in a closed syllable usually says its short sound. (cat).

Punctuation & Capitalization

13 Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author’s name when it follows a direct quote.

He gave the right to become children of God—not of natural descent.

Drill

☐ Spelling Rule: #13
A vowel in a closed syllable usually says its short sound. (cat).

☐ Vocabulary: relish, abashed, ludicrous, capriciously (Lesson 17 IEW)

☐ Punctuation and Capitalization: #13

☐ EEL Memory Work: Week 13

Do

☐ Spelling Lesson ____________________________

☐ Our Mother Tongue:
Lesson 22, A, B p. 85

☐ Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Sentence #1 from Lesson B that you just did.

☐ Editing Exercise: EEL, week 13

☐ IEW Lesson______________________________

Smartypants word of the week: mediocre adj. Of only moderate quality; not very good: “a mediocre actor”.

Weekly Focus

Complex Sentence
Declarative, Exclamatory

S-Vt-IO-DO

112 Model Sentences:
Complex (M)
A, E, F, H, I, L

Spelling Rule

13 A vowel in a closed syllable usually says its short sound. (cat).

Punctuation & Capitalization

13 Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author's name when it follows a direct quote.

He gave the right to become children of God—not of natural descent.
Drill

☐ Spelling Rule: #13
A vowel in a closed syllable usually says its short sound. (cat).

☐ Vocabulary: relish, abashed, ludicrous, capriciously (Lesson 17 IEW)

☐ Punctuation and Capitalization: #13

☐ EEL Charts: M, A, E, F, H, I, L

Do

☐ Spelling Lesson ________________

☐ Our Mother Tongue:
Lesson 17, C, D p. 72-73

☐ Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Sentence #1 and #2 from Lesson D that you just did.

☐ Editing Exercise: Foundations, Cycle 1, Week 13 history sentence

☐ IEW Lesson ________________

Smarty Pants word of the week: **mediocre** adj. Of only moderate quality; not very good: “a mediocre actor”.

Weekly Focus

Complex Sentence
Declarative, Exclamatory

S-Vt-IO-DO

112 Model Sentences:
Complex (M)
A, E, F, H, I, L

Spelling Rule

13 A vowel in a closed syllable usually says its short sound. (cat).

Punctuation & Capitalization

13 Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author’s name when it follows a direct quote.

He gave the right to become children of God--not of natural descent.
Drill

☐ Spelling Rule: #13
A vowel in a closed syllable usually says its short sound. (cat).

☐ Vocabulary: relish, abashed, ludicrous, capriciously (Lesson 17 IEW)

☐ Punctuation and Capitalization: #13

☐ EEL Charts: M, A, E, F, H, I, L

Do

☐ Spelling Lesson ________________________________

☐ Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Sentence #3 and #4 from Lesson D that you did yesterday (p. 73, 17 D).

☐ Editing Exercise: Foundations, Cycle 2, Week 13 history sentence

☐ IEW Lesson ________________________________

Weekly Focus

Complex Sentence
Declarative, Exclamatory
S-Vt-IO-DO

112 Model Sentences:
Complex (M)
A, E, F, H, I, L

Spelling Rule

13 A vowel in a closed syllable usually says its short sound. (cat).

Punctuation & Capitalization

13 Use dashes to indicate an abrupt thought, to set off parenthetical information, or before an author’s name when it follows a direct quote.

He gave the right to become children of God—not of natural descent.

Smarty Pants word of the week: mediocre adj. Of only moderate quality; not very good: “a mediocre actor”. 
Drill

☐ Spelling Rule: #13
A vowel in a closed syllable usually says its short sound. (cat).

☐ Vocabulary: relish, abashed, ludicrous, capriciously (Lesson 17 IEW)

☐ Punctuation and Capitalization: #13

☐ EEL Memory Work: Week 13

Do

☐ Spelling Lesson

☐ Editing Exercise: Foundations, Cycle 3, Week 13 history sentence

☐ IEW Lesson

Review

Smarty Pants word of the week: mediocre adj. Of only moderate quality; not very good: “a mediocre actor”. 
The well-known (a) teacher had forty-two (b) hundred former students attend her retirement (c) dinner, which is from 2-4 p.m. (d)

Drill

☐ Spelling Rule: #14
  A vowel in an accented open syllable usually says its long sound. (pa’ per)

☐ Vocabulary: devious, serene, toil, contrive (Lesson 18 I EW)

☐ Punctuation and Capitalization: #14

☐ EEL Memory Work: Week 14

Do

☐ Spelling Lesson __________________________

☐ Our Mother Tongue:
  Lesson 40, A p. 144

☐ Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Sentence #1 from Lesson A that you just did.

☐ Editing Exercise: EEL, week 14

☐ IEW Lesson_______________________________

Smarty Pants word of the week: omit v. Leave out or exclude someone or something, either intentionally or forgetfully.
**Weekly Focus**

Complex Sentence
Imperative
Verb (Active/passive voice)

S-Vt-IO-DO

A, E, H, I, L, M

**Spelling Rule**

14 A vowel in an accented open syllable usually says its long sound. (pa’ per)

**Punctuation & Capitalization**

14 Use hyphens: (a) to link compound adjectives, (b) to express numbers 21-99 in words, (c) to divide words at the end of a line, or (d) to replace a connecting word, in particular, between figures.

The well-known (a) teacher had forty-two (b) hundred former students attend her retirement (c) dinner, which is from 2-4 p.m. (d)

**Drill**

- Spelling Rule: #14
  A vowel in an accented open syllable usually says its long sound. (pa’ per)

- Vocabulary: devious, serene, toil, contrive (Lesson 18 IEW)

- Punctuation and Capitalization: #14

- EEL Charts: A, E, H, I, L, M

**Do**

- Spelling Lesson

- Our Mother Tongue:
  Lesson 40, B p. 145

- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Pick two sentences from Lesson B that you just did.

- Editing Exercise: Foundations, Cycle 1, Week 14 history sentence

- IEW Lesson

**Smarty Pants word of the week:** omit v. Leave out or exclude someone or something, either intentionally or forgetfully.
Weekly Focus

Complex Sentence
Imperative
Verb (Active/passive voice)
S-Vt-IO-DO
A, E, H, I, L, M

Spelling Rule

14 A vowel in an accented open syllable usually says its long sound. (pa’ per)

Punctuation & Capitalization

14 Use hyphens: (a) to link compound adjectives, (b) to express numbers 21-99 in words, (c) to divide words at the end of a line, or (d) to replace a connecting word, in particular, between figures.

The well-known (a) teacher had forty-two (b) hundred former students attend her retirement (c) dinner, which is from 2-4 p.m. (d)

Drill

☐ Spelling Rule: #14
A vowel in an accented open syllable usually says its long sound. (pa’ per)

☐ Vocabulary: Vocabulary: devious, serene, toil, contrive (Lesson 18 IEW)

☐ Punctuation and Capitalization: #14

☐ EEL Charts: A, E, H, I, L, M

Do

☐ Spelling Lesson ____________________________

☐ Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Pick two more sentences from Lesson B that you did yesterday (p. 145, 40B).

☐ Editing Exercise: Foundations, Cycle 2, Week 14 history sentence

☐ IEW Lesson ______________________________

Smarty Pants word of the week: omit v. Leave out or exclude someone or something, either intentionally or forgetfully.
Weekly Focus

Complex Sentence
Imperative
Verb (Active/passive voice)
S-Vt-IO-DO
A, E, H, I, L, M

Spelling Rule

A vowel in an accented open syllable usually says its long sound. (pa’ per)

Punctuation & Capitalization

Use hyphens: (a) to link compound adjectives, (b) to express numbers 21-99 in words, (c) to divide words at the end of a line, or (d) to replace a connecting word, in particular, between figures.

The well-known (a) teacher had forty-two (b) hundred former students attend her retirement (c) dinner, which is from 2-4 p.m. (d)

Drill

☐ Spelling Rule: #14
A vowel in an accented open syllable usually says its long sound. (pa’ per)

☐ Vocabulary: devious, serene, toil, contrive (Lesson 18 IEW)

☐ Punctuation and Capitalization: #14

☐ EEL Memory Work: Week 14

Do

☐ Spelling Lesson ____________________________

☐ Editing Exercise: Foundations, Cycle 3, Week 14 history sentence

☐ IEW Lesson ____________________________

Review

 Smarty Pants word of the week: omit v. Leave out or exclude someone or something, either intentionally or forgetfully.
Weekly Focus

Complex Sentence
Interrogative
Interjections
S-Vt-IO-DO

Verb Anatomy--to have (N)
Verb Anatomy--to be (K)

Spelling Rule
15 A vowel in an accented open syllable usually says its long sound. (ba. na. na)

Punctuation & Capitalization
15 Use semicolon to replace conjunctions in compound sentences.

We love Jesus; they adore Jesus.

Drill

☐ Spelling Rule: #15
   A vowel in an accented open syllable usually says its long sound. (ba. na. na)

☐ Vocabulary: analyze, aghast, tragic, rash (Lesson 19)

☐ Punctuation and Capitalization: #15

☐ EEL Memory Work: Week 15

Do

☐ Spelling Lesson ___________________________

☐ Our Mother Tongue:
   Lesson 8, A p. 44-45

☐ Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Pick two sentences from Lesson A that you just did.

☐ Editing Exercise: EEL, Week 15

☐ IEW Lesson__________________________

Week 15

Smarty Pants word of the week: **innovate** v. 1. Make changes in something established, esp. by introducing new methods, ideas, or products. 2. Introduce something new, esp. a product.
Weekly Focus

- Complex Sentence
- Interrogative
- Interjections
- S-Vt-IO-DO

Spelling Rule

- A vowel in an accented open syllable usually says its long sound. (ba. na. na)

- Use semicolon to replace conjunctions in compound sentences.

- We love Jesus; they adore Jesus.

Drill

- Spelling Rule: #15
  A vowel in an accented open syllable usually says its long sound. (ba. na. na)

- Vocabulary: analyze, aghast, tragic, rash (Lesson 19)

- Punctuation and Capitalization: #15

- EEL Charts: N, K

Do

- Spelling Lesson _______________________________________

- Our Mother Tongue:
  Lesson 10, B p. 54-55

- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): All Imperative sentences from Lesson B that you just did.

- Editing Exercise: Foundations, Cycle 1, Week 15 history sentence

- IEW Lesson_________________________________________

Smarty Pants word of the week: **innovate** v. 1. Make changes in something established, esp. by introducing new methods, ideas, or products. 2. Introduce something new, esp. a product.
Weekly Focus

Complex Sentence
Interrogative
Interjections
S-Vt-IO-DO

Verb Anatomy--to have (N)
Verb Anatomy--to be (K)

Spelling Rule

15 A vowel in an accented open syllable usually says its long sound. (ba. na. na)

Punctuation & Capitalization

15 Use semicolon to replace conjunctions in compound sentences.

We love Jesus; they adore Jesus.

Drill

☐ Spelling Rule: #15
   A vowel in an accented open syllable usually says its long sound. (ba. na. na)

☐ Vocabulary: analyze, aghast, tragic, rash (Lesson 19)

☐ Punctuation and Capitalization: #15

☐ EEL Charts: N, K

Do

☐ Spelling Lesson _____________________________________________

☐ Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Sentence #2-3 from Our Mother Tongue Lesson 22 B, p.86

☐ Editing Exercise: Foundations, Cycle 2, Week 15 history sentence

☐ IEW Lesson_________________________________________________

Smartypants word of the week:  **innovate** v. 1. Make changes in something established, esp. by introducing new methods, ideas, or products. 2. Introduce something new, esp. a product.
Weekly Focus

- Complex Sentence
- Interrogative
- Interjections
- S-Vt-IO-DO

- Verb Anatomy--to have (N)
- Verb Anatomy--to be (K)

Spelling Rule

- 15 A vowel in an accented open syllable usually says its long sound. (ba. na. na)

Punctuation & Capitalization

- 15 Use semicolon to replace conjunctions in compound sentences.

We love Jesus; they adore Jesus.

Drill

- Spelling Rule: #15
  A vowel in an accented open syllable usually says its long sound. (ba. na. na)

- Vocabulary: analyze, aghast, tragic, rash (Lesson 19)

- Punctuation and Capitalization: #15

- EEL Memory Work: Week 15

Do

- Spelling Lesson ____________________________

- Editing Exercise: Foundations, Cycle 3, Week 15 history sentence

- IEW Lesson ______________________________

Review


Smarty Pants word of the week: **innovate** v. 1. Make changes in something established, esp. by introducing new methods, ideas, or products. 2. Introduce something new, esp. a product.
Drill

- Spelling Rule: #16
  A vowel in an accented open syllable usually says its long sound.

- Vocabulary: anguish, insolent, restrain, gravely (Lesson 20 IEW)

- Punctuation and Capitalization: #16

- EEL Memory Work: Week 16

Do

- Spelling Lesson __________________________

- Our Mother Tongue:
  Lesson 30, A p. 113

- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Use this sentence:
  My coach called me “Dynamite”.

- Editing Exercise: EEL, week 16

- IEW Lesson__________________________

Weekly Focus

Complex Sentence
Declarative
Review Nouns/Pronouns
S-Vt-DO-OCN

Nouns (E), Pronouns (F), Verb Anatomy--to have (V)

Spelling Rule

16 A vowel in an accented open syllable usually says its long sound.

- a (banana, thousand)
- e (children, problem, seven)
- i (animal, president)
- o (harmony)
- u (succeed)
- ai (captain, mountain)
- ea (ocean)
- ou (famous)

Exceptions: happy, baby, leverage, beverage

Punctuation & Capitalization

16 Use a colon (:) (a) to introduce a list or question,

(b) between hours/minutes/seconds in time,

(c) between chapter and verse or volume and page numbers in references or footnotes.

The following verses must be memorized by 3:00 (b): (a)

Genesis 2:5 (c), Phil. 4:8, 1 Cor. 10:13.

Smarty Pants word of the week: antipode n. The direct opposite of something else.
Weekly Focus

Complex Sentence
Declarative
Review Nouns/Pronouns
S-Vt-DO-OCN

Nouns (E), Pronouns (F),
Verb Anatomy—to have (N)

Spelling Rule

16 A vowel in an accented
open syllable usually says its
long sound.

- a (banana, thousand)
- e (children, problem, seven)
- i (animal, president)
- o (harmony)
- u (succeed)
- ai (captain, mountain)
- ea (ocean)
- ou (famous)

Exceptions: happy, baby,
leverage, beverage

Punctuation &
Capitalization

16 Use a colon (:)
(a) to introduce a list or
question,

(b) between hours/
minutes/seconds in time,

(c) between chapter and
verse or volume and page
numbers in references or
footnotes.

The following verses must
be memorized by 3:00 (b): (a)
Genesis 2:5 (c), Phil. 4:8, 1
Cor. 10:13.

Drill

☐ Spelling Rule: #16
A vowel in an accented open syllable usually says its long sound.

☐ Vocabulary: anguish, insolent, restrain, gravely (Lesson 20 IEW)

☐ Punctuation and Capitalization: #16

☐ EEL Memory Work: Week 16

Do

☐ Spelling Lesson _____________________________________________

☐ Our Mother Tongue:
Lesson 31, A, B p. 116-117

☐ Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Use this sentence:
Mrs. Richardson, my tutor, appointed me president.

☐ Editing Exercise: Foundations, Cycle 1, Week 16 history sentence

☐ IEW Lesson_________________________________________________

Smartly Pants word of the week: antipode n. The direct opposite of something else.
Drill

- Spelling Rule: #16
  A vowel in an accented open syllable usually says its long sound.
  
a (banana, thousand)
e (children, problem, seven)
i (animal, president)
o (harmony)
u (succeed)
ai (captain, mountain)
ea (ocean)
ou (famous)

Exceptions: happy, baby, leverage, beverage

- Vocabulary: anguish, insolent, restrain, gravely (Lesson 20 IEW)

- Punctuation and Capitalization: #16

- EEL Memory Work: Week 16

Do

- Spelling Lesson ________________

- Our Mother Tongue:
  Lesson 32, A p. 118

- Task Sheet (Tasks 1-6, this includes Quid-et-Quo): Use this sentence:
  Studying hard made me a Memory Master.

- Editing Exercise: Foundations, Cycle 2, Week 16 history sentence

- IEW Lesson_____________________

Weekly Focus

Complex Sentence
Declarative
Review Nouns/Pronouns
S-Vt-DO-OCN

Nouns (E), Pronouns (F), Verb Anatomy--to have (N)

Spelling Rule

A vowel in an accented open syllable usually says its long sound.

a (banana, thousand)
e (children, problem, seven)
i (animal, president)
o (harmony)
u (succeed)
ai (captain, mountain)
ea (ocean)
ou (famous)

Exceptions: happy, baby, leverage, beverage

Punctuation & Capitalization

Use a colon (:) (a) to introduce a list or question,

(b) between hours/minutes/seconds in time,

(c) between chapter and verse or volume and page numbers in references or footnotes.

The following verses must be memorized by 3:00

Genesis 2:5, Phil. 4:8, 1 Cor. 10:13.

Smarty Pants word of the week: **antipode** n. The direct opposite of something else.
Weekly Focus

Complex Sentence
Declarative
Review Nouns/Pronouns
S-Vt-DO-OCN

Nouns (E), Pronouns (F),
Verb Anatomy--to have (N)

Spelling Rule

16 A vowel in an accented open syllable usually says its long sound.
   a (banana, thousand)
   e (children, problem, seven)
   i (animal, president)
   o (harmony)
   u (succeed)
   ai (captain, mountain)
   ea (ocean)
   ou (famous)

Exceptions: happy, baby, leverage, beverage

Punctuation & Capitalization

16 Use a colon (:) (a) to introduce a list or question,
   (b) between hours/minutes/seconds in time,
   (c) between chapter and verse or volume and page numbers in references or footnotes.

The following verses must be memorized by 3:00:
   Genesis 2:5 (c), Phil. 4:8, 1 Cor. 10:13.

Drill

☐ Spelling Rule: #16
   A vowel in an accented open syllable usually says its long sound.

☐ Vocabulary: anguish, insolent, restrain, gravely (Lesson 20 IEW)

☐ Punctuation and Capitalization: #16

☐ EEL Memory Work: Week 16

Do

☐ Spelling Lesson __________________________

☐ Editing Exercise: Foundations, Cycle 3, Week 16 history sentence

☐ IEW Lesson __________________________

Review

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

Monday

Smarty Pants word of the week: **antipode** n. The direct opposite of something else.
Weekly Focus

Complex Sentence
Exclamatory
Review Adjectives
S-Vt-DO-OCA

Adjectives (L), 112 Model Sentences: Complex (M), Verb Anatomy--To Have (N)

Spelling Rule

17 /i/ may be spelled i, and /o/ may be spelled o when followed by two consonants. (mind, post)

Punctuation & Capitalization

17 Use parentheses ( )
(a) to enclose information not pertinent to thought,
(b) to enclose numbered or lettered items in a sentence,
(c) to enclose a reference in a sentence.

Harriet Tubman
(1820-1913)(a) led the
Underground Railroad
(Scholastic American
History Homework pp
54-55)(c).

 Drill

☐ Spelling Rule: #17

/i/ may be spelled i, and /o/ may be spelled o when followed by two consonants. (mind, post)

☐ Vocabulary: din, crane, reprehensible, repugnant (Lesson 21 IEW)

☐ Punctuation and Capitalization: #17

☐ EEL Memory Work: Week 17

 Do

☐ Spelling Lesson ________________

☐ Our Mother Tongue:
Lesson 15, A, B (orally), C p. 66

☐ Task Sheet (Tasks 1-6, this includes Quid-et-Quo):
#3 from OMT Lesson 15, C

☐ Editing Exercise: EEL, week 17

☐ IEW Lesson ____________________

Weekly Focus

Complex Sentence
Exclamatory
Review Adjectives
S-Vt-DO-OCA

Adjectives (L), 112 Model Sentences: Complex (M), Verb Anatomy--To Have (N)

Drill

☐ Spelling Rule: #17

/i/ may be spelled i, and /o/ may be spelled o when followed by two consonants. (mind, post)

☐ Vocabulary: din, crane, reprehensible, repugnant (Lesson 21 IEW)

☐ Punctuation and Capitalization: #17

☐ EEL Memory Work: Week 17

Do

☐ Spelling Lesson ________________

☐ Our Mother Tongue:
Lesson 15, A, B (orally), C p. 66

☐ Task Sheet (Tasks 1-6, this includes Quid-et-Quo):
#3 from OMT Lesson 15, C

☐ Editing Exercise: EEL, week 17

☐ IEW Lesson ____________________

Smarty Pants word of the week: pensive adj. Engaged in, involving, or reflecting deep or serious thought.
Weekly Focus

Complex Sentence
Exclamatory
Review Adjectives
S-Vt-DO-OCA

Adjectives (L), 112 Model Sentences: Complex (M), Verb Anatomy—To Have (N)

Spelling Rule

/i/ may be spelled i, and /o/ may be spelled o when followed by two consonants. (mind, post)

Punctuation & Capitalization

Use parentheses ( ()
(a) to enclose information not pertinent to thought,
(b) to enclose numbered or lettered items in a sentence,
(c) to enclose a reference in a sentence.

Drill

☐ Spelling Rule: #17
   /i/ may be spelled i, and /o/ may be spelled o when followed by two consonants. (mind, post)

☐ Vocabulary: din, crane, reprehensible, repugnant (Lesson 21 IEW)

☐ Punctuation and Capitalization: #17

☐ EEL Charts: L, M, N

Do

☐ Spelling Lesson __________________________

☐ Our Mother Tongue:
   Lesson 16, D p. 70

☐ Task Sheet (Tasks 1-6, this includes Quid-et-Quo):
   #3 from OMT Lesson 16, D

☐ Editing Exercise: Foundations, Cycle 1, Week 17 history sentence

☐ IEW Lesson _____________________________________________

Weekly Focus

Complex Sentence
Exclamatory
Review Adjectives
S-Vt-DO-OCA

Adjectives (L), 112 Model Sentences: Complex (M), Verb Anatomy—To Have (N)

Spelling Rule

/i/ may be spelled i, and /o/ may be spelled o when followed by two consonants. (mind, post)

Punctuation & Capitalization

Use parentheses ( ()
(a) to enclose information not pertinent to thought,
(b) to enclose numbered or lettered items in a sentence,
(c) to enclose a reference in a sentence.

Harriet Tubman
(1820-1913)(a) led the Underground Railroad
(Scholastic American History Homework pp 54-55)(c).

Smarty Pants word of the week: pensive adj. Engaged in, involving, or reflecting deep or serious thought.
Use commas to separate items in a series. Use parentheses ( ) (a) to enclose information not pertinent to thought, (b) to enclose numbered or lettered items in a sentence, (c) to enclose a reference in a sentence.

Harriet Tubman (1820-1913)(a) led the Underground Railroad (Scholastic American History Homework pp 54-55)(c).

Drill

☐ Spelling Rule: #17
/ɪ/ may be spelled i, and /oʊ/ may be spelled o when followed by two consonants. (mind, post)

☐ Vocabulary: din, crane, reprehensible, repugnant (Lesson 21 IEW)

☐ Punctuation and Capitalization: #17

☐ EEL Charts: L, M, N

Do

☐ Spelling Lesson ____________________________

☐ Our Mother Tongue:
Lesson 17, C, D pp. 72-73

☐ Editing Exercise: Foundations, Cycle 2, Week 17 history sentence

☐ IEW Lesson ____________________________

Smartypants word of the week: pensive adj. Engaged in, involving, or reflecting deep or serious thought.
Weekly Focus

- Complex Sentence
- Exclamatory
- Review Adjectives
- S-Vt-DO-OCA

Harriet Tubman (1820-1913) led the Underground Railroad (Scholastic American History Homework pp 54-55).

Spelling Rule

- /i/ may be spelled i, and /o/ may be spelled o when followed by two consonants.

Vocabulary: din, crane, reprehensible, repugnant (Lesson 21 IEW)

Quiz #4 (optional)

Punctuation and Capitalization

- EEL Memory Work: Week 17

Do

- Spelling Lesson
- Editing Exercise: Foundations, Cycle 3, Week 17 history sentence
- IEW Lesson

Review

 Smarty Pants word of the week: pensive adj. Engaged in, involving, or reflecting deep or serious thought.
Weekly Focus
Complex Sentence
Imperative
Review
S-Vt-DO-OCN
S-Vt-DO-OCA
Sentence Classification
(A), 112 Model Sentences:
Complex (M), Verb
Anatomy--To have (N)

Spelling Rule
18 Write i before e except after c, or when together they say /a/, and in a few exceptions.
i before e (field, believe)
e before i after c (receive)
as /a/ (veil, vein)
and in the following exceptions: (neither, foreign, sovereign, seized, either, counterfeit, protein, or caffeine, but ...at his leisure, one forfeited, his weird heifer)

Punctuation & Capitalization
18 Review weeks 1-6

Drill
☐ Spelling Rule: #18
Write i before e except after c, or when together they say /a/, and in a few exceptions.

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 1-6

☐ EEL Memory Work: Week 18

Do
☐ Spelling Lesson ________________________________

☐ Our Mother Tongue:
Lesson 9, A, B p. 46-47

☐ Task Sheet: One sentence from OMT lesson

☐ Editing Exercise: EEL, week 18

☐ IEW Lesson______________________________

Smarty Pants word of the week: **prehensile** adj. (chiefly of an animal’s limb or tail) Capable of grasping.
Drill

☐ Spelling Rule: #18
Write i before e except after c, or when together they say /ə/ /æ/, and in a few exceptions.

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 1-6

☐ EEL Memory Work: Week 18

Do

☐ Spelling Lesson _____________________________________________

☐ Our Mother Tongue:
Lesson 9, C p. 48

☐ Task Sheet: One sentence from OMT lesson

☐ Editing Exercise: Foundations, Cycle 1, Week 18 history sentence

☐ IEW Lesson_________________________________________________
_________________________________________________________________

Weekly Focus

Complex Sentence
Imperative
Review
S-Vt-DO-OCN
S-Vt-DO-OCA

Sentence Classification
(A), 112 Model Sentences:
Complex (M), Verb
Anatomy--To have (N)

Spelling Rule

18 Write i before e except after c, or when together they say /ə/ /æ/, and in a few exceptions.

i before e (field, believe)
e before i after c (receive)
as /ə/ (will, vein)
and in the following exceptions: (neither, foreign,
sovereign, seized, either,
counterfeit, protein, or
caffeine, but ...at his leisure,
one forfeited, his weird
heifer)

Punctuation & Capitalization

18 Review weeks 1-6

Smarty Pants word of the week: prehensile adj. (chiefly of an animal’s limb or tail) Capable of grasping.
Week 18

Weekly Focus

Complex Sentence
Imperative
Review
S-Vt-DO-OCN
S-Vt-DO-OCA

Sentence Classification
(A), 112 Model Sentences:
Complex (M), Verb
Anatomy--To have (N)

Spelling Rule
18 Write i before e except after c, or when together they say /a/, and in a few exceptions.
i before e (field, believe)
e before i after c (receive)
as /a/ (veil, vein)
and in the following exceptions: (neither, foreign, sovereign, seized, either, counterfeit, protein, or caffeine, but ...at his leisure, one forfeited, his weird heifer)

Punctuation & Capitalization
18 Review weeks 1-6

Drill

☐ Spelling Rule: #18
  Write i before e except after c, or when together they say /a/, and in a few exceptions.

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 1-6

☐ EEL Memory Work: Week 18

Do

☐ Spelling Lesson ________________________

☐ Our Mother Tongue:
  Lesson 9, D p. 48

☐ Task Sheet: One sentence from OMT lesson

☐ Editing Exercise: Foundations, Cycle 2, Week 18 history sentence

☐ IEW Lesson ________________________

Smarty Pants word of the week: **prehensile** adj. (chiefly of an animal’s limb or tail) Capable of grasping.
Spelling Rule

18 Write i before e except after c, or when together they say /a/ /a/, and in a few exceptions.

- i before e (field, believe)
- e before i after c (receive)
- as /a/ (veil, vein)
- and in the following exceptions: (neither, foreign, sovereign, seized, either, counterfeit, protein, or caffeine, but ...at his leisure, one forfeited, his weird heifer)

Punctuation & Capitalization

18 Review weeks 1-6

Weekly Focus

Complex Sentence
Imperative
Review
S-Vt-DO-OCN
S-Vt-DO-OCA

Sentence Classification
(A), 112 Model Sentences:
Complex (M), Verb
Anatomy--To have (N)

Vocabulary
Review Comprehensive Vocabulary Test (or review the next few weeks then take)

Punctuation and Capitalization
Review weeks 1-6

EEL Memory Work
Week 18

Do

- Spelling Lesson _____________________________________________
- Editing Exercise: Foundations, Cycle 3, Week 18 history sentence
- IEW Lesson_________________________________________________

Review

___________________________________________________________

Weekly Focus

Complex Sentence
Imperative
Review
S-Vt-DO-OCN
S-Vt-DO-OCA

Sentence Classification
(A), 112 Model Sentences:
Complex (M), Verb
Anatomy--To have (N)

Vocabulary
Review Comprehensive Vocabulary Test (or review the next few weeks then take)

Punctuation and Capitalization
Review weeks 1-6

EEL Memory Work
Week 18

Drill

☐ Spelling Rule: #18
Write i before e except after c, or when together they say /a/, and in a few exceptions.

☐ Vocabulary: Review
Comprehensive Vocabulary Test (or review the next few weeks then take)

☐ Punctuation and Capitalization: Review weeks 1-6

☐ EEL Memory Work: Week 18

Do

☐ Spelling Lesson _____________________________________________

☐ Editing Exercise: Foundations, Cycle 3, Week 18 history sentence

☐ IEW Lesson_________________________________________________

Review

___________________________________________________________

 Smarty Pants word of the week: prehensile adj. (chiefly of an animal’s limb or tail) Capable of grasping.
Weekly Focus

Complex Sentence
Interrogative
Review: Verbs
S-Vt-DO-OCN

Verb Anatomy (O),
Principal Parts of Verbs
(D), Verb Anatomy--To
have (N)

Spelling Rule

Silent e has 5 jobs:

1: Makes a vowel say its long sound in a word with a vowel-consonant-
silent e (time).
2: Prevents an English word from ending in u or v (blue,
give).
3: Causes c and g to say their soft sounds (chance, charge).
4: Ensures that every syllable has at least one vowel (table, acre).
5: Performs odd jobs (horse, are).

Vocabulary: Review

Punctuation and Capitalization: Review weeks 7-12

EEL Memory Work: Week 19

Do

Spelling Lesson

Our Mother Tongue:
Lesson 40, C, D p. 146-147

Task Sheet: One sentence from OMT lesson

Editing Exercise: EEL, week 19

IEW Lesson

Smarty Pants word of the week: deride v. Express contempt for; ridicule.
Spelling Rule

19 Silent e has 5 jobs:

1: Makes a vowel say its long sound in a word with a vowel-consonant-silent e (time).

2: Prevents an English word from ending in u or v (blue, give).

3: Causes c and g to say their soft sounds (chance, charge).

4: Ensures that every syllable has at least one vowel (table, acre).

5: Performs odd jobs (horse, are).

Vocabulary: Review

Punctuation and Capitalization: Review weeks 7-12

EEL Charts: D, N, O

Drill

Spelling Rule: #19
Silent e has 5 jobs:

1: Makes a vowel say its long sound in a word with a vowel-consonant-silent e (time).

2: Prevents an English word from ending in u or v (blue, give).

3: Causes c and g to say their soft sounds (chance, charge).

4: Ensures that every syllable has at least one vowel (table, acre).

5: Performs odd jobs (horse, are).

Vocabulary: Review

Punctuation and Capitalization: Review weeks 7-12

EEL Charts: D, N, O

Do

Spelling Lesson

Our Mother Tongue:

Lesson 27, C, D 1-10 p. 105-106

Task Sheet: One sentence from OMT lesson

Editing Exercise: Foundations, Cycle 1, Week 19 history sentence

IEW Lesson

Smarty Pants word of the week: deride v. Express contempt for; ridicule.
Drill

- Spelling Rule: #19
  Silent e has 5 jobs:
  1: Makes a vowel say its long sound in a word with a vowel-consonant-silent e (time).
  2: Prevents an English word from ending in u or v (blue, give).
  3: Causes c and g to say their soft sounds (chance, charge).
  4: Ensures that every syllable has at least one vowel (table, acre).
  5: Performs odd jobs (horse, are).

- Vocabulary: Review

- Punctuation and Capitalization: Review weeks 7-12

- EEL Charts: D, N, O

Do

- Spelling Lesson 

- Our Mother Tongue: Lesson 27, E #16, 19, 20 p.106

- Task Sheet: One sentence from OMT lesson

- Editing Exercise: Foundations, Cycle 2, Week 19 history sentence

- IEW Lesson

Smarty Pants word of the week: deride v. Express contempt for; ridicule.
Weekly Focus

Complex Sentence
Interrogative
Review: Verbs
S-Vt-DO-OCN

Verb Anatomy (O), Principal Parts of Verbs (D), Verb Anatomy--To have (N)

Drill

☐ Spelling Rule: #19
Silent e has 5 jobs:
1: Makes a vowel say its long sound in a word with a vowel-consonant-silent e (time).
2: Prevents an English word from ending in u or v (blue, give).
3: Causes c and g to say their soft sounds (chance, charge).
4: Ensures that every syllable has at least one vowel (table, acre).
5: Performs odd jobs (horse, are).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 7-12

☐ EEL Memory Work: Week 19

Do

☐ Spelling Lesson _____________________________

☐ Editing Exercise: Foundations, Cycle 3, Week 19 history sentence

☐ IEW Lesson _____________________________

Review


Smarty Pants word of the week: deride v. Express contempt for; ridicule.
Spelling Rule: #20
To make a noun plural just add an s unless it ends with s, x, z, ch, sh, consonant-y, consonant-o, f, or fe (cats, bricks, turkeys, radios).

Vocabulary: Review

Punctuation and Capitalization: Review weeks 13-17

EEL Memory Work: Week 20

Spelling Lesson _____________________________________________

Our Mother Tongue: Lesson 33, A p.123

Task Sheet: One sentence from OMT lesson

Editing Exercise: EEL, week 20

IEW Lesson_________________________________________________

_________________________________________________

Smarty Pants word of the week: perogative n. A right or privilege exclusive to a particular individual or class.
**Weekly Focus**

Complex Sentence
Interrogative
Review: Prepositions
S-Vt-DO-OCA

Prepositions (J), Verb
Anatomy--To play (O)

**Spelling Rule**

To make a noun plural just add an $s$ unless it ends with $s$, $x$, $z$, $ch$, $sh$, consonant-$y$, consonant-$o$, $f$, or $fe$ (cats, bricks, turkeys, radios).

**Drill**

☐ Spelling Rule: #20
To make a noun plural just add an $s$ unless it ends with $s$, $x$, $z$, $ch$, $sh$, consonant-$y$, consonant-$o$, $f$, or $fe$ (cats, bricks, turkeys, radios).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 13-17

☐ EEL Charts: J, O

**Do**

☐ Spelling Lesson

☐ Our Mother Tongue:
Lesson 33, B (orally) p.123

☐ Task Sheet: One sentence from OMT lesson

☐ Editing Excercise: Foundations, Cycle 1, Week 20 history sentence

☐ IEW Lesson

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Smarty Pants word of the week: **perogative** n. A right or privilege exclusive to a particular individual or class.
Weekly Focus
Complex Sentence
Interrogative
Review: Prepositions
S-Vt-DO-OCA

Prepositions (J), Verb
Anatomy--To play (O)

Spelling Rule
To make a noun plural just add an s unless it ends with s, x, z, ch, sh, consonant-y, consonant-o, f, or fe (cats, bricks, turkeys, radios).

Vocabulary: Review

Punctuation and Capitalization: Review weeks 13-17

EEL Charts: J, O

Drill

- Spelling Rule: #20
  To make a noun plural just add an s unless it ends with s, x, z, ch, sh, consonant-y, consonant-o, f, or fe (cats, bricks, turkeys, radios).

- Vocabulary: Review

- Punctuation and Capitalization: Review weeks 13-17

- EEL Charts: J, O

Do

- Spelling Lesson

- Editing Exercise: Foundations, Cycle 2, Week 20 history sentence

- IEW Lesson

Smarty Pants word of the week: perogative n. A right or privilege exclusive to a particular individual or class.
Drill

☐ Spelling Rule: #20
To make a noun plural just add an s unless it ends with s, x, z, ch, sh, consonant-y, consonant-o, f, or fe (cats, bricks, turkeys, radios).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 13-17

☐ EEL Memory Work: Week 20

Do

☐ Spelling Lesson

☐ Editing Exercise: Foundations, Cycle 3, Week 20 history sentence

☐ IEW Lesson

Review

Smarty Pants word of the week: **perogative** n. A right or privilege exclusive to a particular individual or class.
Drill

Spelling Rule: #21
If a noun ends in s, x, z, ch, or sh, add -es to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).

Vocabulary: Review

Punctuation and Capitalization: Review weeks 5-13

EEL Memory Work: Week 21

Do

Spelling Lesson ________________________________

Our Mother Tongue: Lesson 45, A p.159

Task Sheet: One sentence from OMT lesson

Editing Exercise: EEL, week 21

IEW Lesson_________________________________________________
Drill

☐ Spelling Rule: #21
If a noun ends in s, x, z, ch, or sh, add -es to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 5-13

☐ EEL Charts: H, P, Q

Do

☐ Spelling Lesson ____________________________

☐ Our Mother Tongue:
   Lesson 45, B, C p.162

☐ Task Sheet: One sentence from OMT lesson

☐ Editing Exercise: Foundations, Cycle 1, Week 21 history sentence

☐ IEW Lesson______________________________

Smarty Pants word of the week: **inscribe** v. To write, print, carve, or engrave (words or letters).
Drill

☐ Spelling Rule: #21
If a noun ends in s, x, z, ch, or sh, add -es to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 5-13

☐ EEL Charts: H, P, Q

Do

☐ Spelling Lesson ________________________________

☐ Our Mother Tongue:
Lesson 45, D, E  p.163

☐ Task Sheet: One sentence from OMT lesson

☐ Editing Exercise: Foundations, Cycle 2, Week 21 history sentence

☐ IEW Lesson__________________________

Smarty Pants word of the week: **inscribe** v. To write, print, carve, or engrave (words or letters).
Drill

☐ Spelling Rule: #21
   If a noun ends in s, x, z, ch, or sh, add -es to the base word to make it plural (kisses, foxes, klutzes, roaches, wishes).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 5-13

☐ EEL Memory Work: Week 21

Do

☐ Spelling Lesson ____________________________

☐ Editing Exercise: Foundations, Cycle 3, Week 21 history sentence

☐ IEW Lesson ____________________________

Review

Smart Pants word of the week: inscribe v. To write, print, carve, or engrave (words or letters).
Drill

☐ Spelling Rule: #22
If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (*ability, abilities*). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (*donkey, donkeys*).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 1-17

☐ EEL Memory Work: Week 22

Do

☐ Spelling Lesson __________________________

☐ Our Mother Tongue:
Lesson 46, A p.164

☐ Task Sheet: One sentence from OMT lesson

☐ Editing Exercise: EEL, week 22

☐IEW Lesson __________________________

Weekly Focus

Compound-Complex Sentence
Review conjunctions
S-Vl-PN
S-Vl-PA
Review: Adjectives
Gerunds
Review all charts

Spelling Rule

☐ If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (*ability, abilities*). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (*donkey, donkeys*).

Punctuation & Capitalization

☐ Review weeks 1-17

Smarty Pants word of the week: **ensue** v. Happen or occur afterward or as a result.
Drill

☐ Spelling Rule: #22
If a noun ends in *consonant-y*, change the y to i and add -es to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add s to the end of the base word to make it plural (donkey, donkeys).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 1-17

☐ EEL Charts: Review All

Do

☐ Spelling Lesson ______________________

☐ Our Mother Tongue:
Lesson 46, B p.165

☐ Task Sheet: One sentence from OMT lesson

☐ Editing Exercise: Foundations, Cycle 1, Week 22 history sentence

☐ IEW Lesson__________________________

Smarty Pants word of the week: **ensue** v. Happen or occur afterward or as a result.
Weekly Focus

- Compound-Complex Sentence
- Review conjunctions
- S-Vl-PN
- S-Vl-PA
- Review: Adjectives
- Gerunds
- Review all charts

Spelling Rule

- Spelling Rule: #22 If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (donkey, donkeys).

Do

- Spelling Lesson
- Our Mother Tongue: Lesson 46, C p.166
- Task Sheet: One sentence from OMT lesson
- Editing Exercise: Foundations, Cycle 2, Week 22 history sentence
- IEW Lesson

Drill

- Vocabulary: Review
- Punctuation and Capitalization: Review weeks 1-17
- EEL Charts: Review All

Smarty Pants word of the week: **ensue** v. Happen or occur afterward or as a result.
Drill

☐ Spelling Rule: #22
If a noun ends in *consonant-y*, change the *y* to *i* and add -*es* to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (donkey, donkeys).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 1-17

☐ EEL Memory Work: Week 22

Do

☐ Spelling Lesson ________________________________

☐ Editing Exercise: Foundations, Cycle 3, Week 22 history sentence

☐ IEW Lesson __________________________________________________________________________

Review

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Weekly Focus

Compound-Complex Sentence
Review conjunctions
S-VI-PN
S-VI-PA

Review: Adjectives
Gerunds

Review all charts

Spelling Rule

22 If a noun ends in *consonant-y*, change the *y* to *i* and add -*es* to make it plural. (ability, abilities). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (donkey, donkeys).

Punctuation & Capitalization

22 Review weeks 1-1 /
Drill

☐ Spelling Rule: #23
If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (hero, heroes). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (radio, radios).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 1-17

☐ EEL Memory Work: Week 23

Do

☐ Spelling Lesson _______________________

☐ Our Mother Tongue:
Lesson 47, A p.167

☐ Task Sheet: One sentence from OMT lesson

☐ Editing Exercise: EEL, week 23

☐ IEW Lesson______________________________

Weekly Focus

Compound-Complex Sentence
Review: Adverbs
Intro. Subjunctive Mood

S-Vt-IO-DO
Review: Adjectives
Infinitives

Review all charts

Spelling Rule

23 If a noun ends in *consonant-o*, usually add *es* to make it plural (hero, heroes). If a noun ends in *vowel-o*, add *s* to make it plural (radio, radios).

Punctuation & Capitalization

23 Review: Weeks 1-17

Smarty Pants word of the week: **insignia** n. an official emblem.
Thursday

Drill

☐ Spelling Rule: #23
If a noun ends in consonant-y, change the y to i and add -es to make it plural. (hero, heroes). If a noun ends in vowel-y, add s to the end of the base word to make it plural (radio, radios).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 1-17

☐ EEL Charts: Review all

Do

☐ Spelling Lesson 

☐ Our Mother Tongue: Lesson 47, B p.168

☐ Task Sheet: One sentence from OMT lesson

☐ Editing Excercise: Foundations, Cycle 1, Week 23 history sentence

☐ IEW Lesson

 Smarty Pants word of the week: **insignia** n. an official emblem.
Weekly Focus

Drill

□ Spelling Rule: #23
If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural (hero, heroes). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (radio, radios).

□ Vocabulary: Review

□ Punctuation and Capitalization: Review weeks 1-17

□ EEL Memory Work: Week 23

Do

□ Spelling Lesson _____________________________________________

□ Our Mother Tongue: Lesson 47, C p.170

□ Task Sheet: One sentence from OMT lesson

□ Editing Exercise: Foundations, Cycle 2, Week 23 history sentence

□ IEW Lesson _____________________________________________

Smarty Pants word of the week: **insignia** n. an official emblem.
Spelling Rule: #23
If a noun ends in *consonant-y*, change the *y* to *i* and add *-es* to make it plural. (hero, heroes). If a noun ends in *vowel-y*, add *s* to the end of the base word to make it plural (radio, radios).

Vocabulary: Review

Punctuation and Capitalization: Review weeks 1-17

EEL Charts: Review All

Do

Spelling Lesson

Editing Exercise: Foundations, Cycle 3, Week 23 history sentence

IEW Lesson

Review

Smarty Pants word of the week: **insignia** n. an official emblem.
Drill

☐ Spelling Rule: #24
If a noun ends in _f_ or _fe_, usually change the _f_ to _v_ and add _-es_ to make it plural (leaf, leaves).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 1-17

☐ EEL Memory Work: Week 24

Do

☐ Spelling Lesson _____________________________________________

☐ Editing Exercise: EEL, week 24

Review

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Smarty Pants word of the week: **antithesis** n. A person or thing that is the direct opposite of someone or something else.
Drill

☐ Spelling Rule: #24
If a noun ends in $f$ or $fe$, usually change the $f$ to $v$ and add -es to make it plural (leaf, leaves).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 1-17

☐ EEL Memory Work: Week 24

Do

☐ Spelling Lesson _____________________________________________

☐ Editing Exercise: Foundations, Cycle 1, Week 24 history sentence

Review

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Smartty Pants word of the week: antithesis n. A person or thing that is the direct opposite of someone or something else.
Drill

☐ Spelling Rule: #24
If a noun ends in \( f \) or \( fe \), usually change the \( f \) to \( v \) and add \( -es \) to make it plural (leaf, leaves).

☐ Vocabulary: Review

☐ Punctuation and Capitalization: Review weeks 1-17

☐ EEL Memory Work: Week 24

Do

☐ Spelling Lesson ____________________________

☐ Editing Exercise: Foundations, Cycle 2, Week 24 history sentence

Review

 Smarty Pants word of the week: antithesis n. A person or thing that is the direct opposite of someone or something else.
Drill

- Spelling Rule: #24
  If a noun ends in f or fe, usually change the f to v and add -es to make it plural (leaf, leaves).

- Vocabulary: Review

- Punctuation and Capitalization: Review weeks 1-17

- EEL Memory Work: Week 24

Do

- Spelling Lesson __________________________

- Editing Exercise: Foundations, Cycle 3, Week 24 history sentence

Review

Smarty Pants word of the week: **antithesis** n. A person or thing that is the direct opposite of someone or something else.
Resources at Your Fingertips

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1) Call Tomorrow.  
2) Turn off the lights.  
3) Pray for your pastor.  
4) The stray cat was brought to the animal shelter.  
5) Help! My foot is slipping!  
6) The neighbor’s dog jumps on the trampoline.  
7) Hurray! The Vikings win!  
8) Did the choir joyously sing Christmas carols at the concert?  
9) Will the leaves blow off the Maple tree in the yard, so we can rake them into a pile?  
10) Have the soldiers at boot camp completed their training?  
11) Did the children wash and dry the dishes for their mother?  
12) Rembrandt is the artist and this painting is a masterpiece.  
13) Charlotte is an elderly spider, but Wilbur is a youthful pig.  
14) Ladybirds are beetles and spiders are arachnids.  
15) Sage and nutmeg are favorite fall spices.  
16) The maple tree became vividly crimson.  
17) His shoes were wet and stinky.  
18) The starry sky is clear and the moon is bright.  
19) Dogs are usually playful and cuddly, but cats are often aloof and skittish.  
20) Thank you, Laurie Fields, for putting this together. These worksheets were download from Laurie’s sentences off the shared documents in the EEL portion of the C3 resource.
Call tomorrow.

Structure: Simple  Purpose: Imperative  Pattern: S—Vi

Turn off the lights.

Structure: Simple  Purpose: Imperative  Pattern: S—Vi

Pray for your pastor.

Structure: Simple  Purpose: Imperative  Pattern: S—Vi
The stray cat was brought to the animal shelter.

Structure: Simple  Purpose: Declarative  Pattern: S—Vi

Help! My foot is slipping!

Structure: Simple  Purpose: Exclamatory  Pattern: S—Vi

The neighbor’s dog jumps on the trampoline.

Structure: Simple  Purpose: Declarative  Pattern: S—Vi

Hurray! The Vikings win!

Structure: Simple  Purpose: Exclamatory  Pattern: S—Vi
Who cheers loudly for the Twins?
Structure: Simple  Purpose: Interrogative  Pattern: S- Vi

Will you go to the final game at the dome?
Structure: Simple  Purpose: Interrogative  Pattern: S- Vi

Did the batter swing and miss?
Structure: Simple  Purpose: Interrogative  Pattern: S- Vi

Will you circle me, Bert?
Structure: Simple  Purpose: Interrogative  Pattern: S- Vt- DO
Who can number the clouds by wisdom?
Structure: simple  Purpose: Interrogative  Pattern: S- Vt – DO

Can you draw out Leviathan with a fishhook?
Structure: simple  Purpose: Interrogative  Pattern: S- Vt – DO

Do you observe the calving of the does?
Structure: simple  Purpose: Interrogative  Pattern: S- Vt – DO
Forum Sentences: Week 5

**HV SP Vt A DO**

*Have you commanded the morning?*

*Structure: simple  Purpose: Interrogative  Pattern: S-Vt-DO*

<table>
<thead>
<tr>
<th>you</th>
<th>Have commanded</th>
<th>morning</th>
</tr>
</thead>
</table>

**HV SP Vt A IO PPA DO**

*Do you give the horse his might?*

*Structure: simple  Purpose: Interrogative  Pattern: S-Vt-IO-DO*

<table>
<thead>
<tr>
<th>you</th>
<th>Do give</th>
<th>horse</th>
<th>might</th>
</tr>
</thead>
</table>

**HV SP Vt PPA DO Pr A OP**

*Do you clothe his neck with a mane.*

*Structure: simple  Purpose: Interrogative  Pattern: S-Vt-DO*

<table>
<thead>
<tr>
<th>you</th>
<th>Do clothe</th>
<th>neck</th>
</tr>
</thead>
</table>
The old woman fed the birds at the park.
Structure: Simple  Purpose: Declarative  Pattern: S-Vt-DO

He kicked the football through the goalposts.
Structure: Simple  Purpose: Declarative  Pattern: S-Vt-DO

We won the game but we lost the series.
Structure: Compound  Purpose: Declarative  Pattern: S-Vt-DO

My sister sewed the button and Mom stitched the hem.
Structure: Compound  Purpose: Declarative  Pattern: S-Vt-DO
“A Charlie Brown Christmas” is a favorite, television show.

Structure: simple  Purpose: declarative  Pattern: SN-VL-PN

Charlie Brown chose a humble tree, and he carried it back to his friends.

Structure: Compound  Purpose: declarative  Pattern: SN-Vt-DO

The children mocked and scolded Charlie, and he slumped away in failure.

Structure: compound  Purpose: declarative  Pattern: SN-Vt-DO; SN-Vi

Linus, with his distinctive voice, recited the Christmas story from Luke’s gospel.

Structure: simple  Purpose: declarative  Pattern: SN-Vt-DO
Forum Sentences: Week 6

SN App Pr AJ OP VL A AJ PN
Jesus, Lord God of all creation, became a helpless infant.
Structure: simple Purpose: Declarative Pattern: SN-VL-PN

A SN CVi C AV CVi Pr OP
The children listened and then sprang to action!
Structure: simple Purpose: Exclamatory Pattern: SN-Vi

AJ SN VL AV CPN C CPN C SP VL CPN C CPN
Christmas beauty is not glitz and glamour, but it is love and humility.
Structure: compound Purpose: Declarative Pattern: SN-VL-PN

SN Vt AJ DO AV
Christ made all things new!
Structure: simple Purpose: Exclamatory Pattern: SN-Vt-DO
Grab the rope quickly and tie the knot tight.

Follow, with careful attention, the instructions, and put the pieces together correctly.

Sing loudly, but do not scream.
The water boiled very rapidly, so it soon spilled out over the pot.

Structure: Compound  Purpose: Declarative  Pattern: S-Vi

The kite lifted high off the ground, and its tail waved cheerfully in the air.

Structure: Compound  Purpose: Declarative  Pattern: S-Vi
Did the choir joyously sing Christmas carols at the concert?
Structure: Simple          Purpose: Interrogative          Pattern: S-Vt-DO

Will the leaves blow off the Maple tree in the yard, so we can rake them into a pile?
Structure: Compound        Purpose: Interrogative        Pattern: S-Vi, S-Vt-DO

Have the soldiers at boot camp completed their training?
Structure: Simple          Purpose: Interrogative          Pattern: S-Vt-DO

Did the children wash and dry the dishes for their mother?
Structure: Simple          Purpose: Interrogative          Pattern: S-Vt-DO
1. Rembrandt is the artist and this painting is a masterpiece.
   - Structure: Compound
   - Purpose: Declarative
   - Pattern: SN-LV-PN

2. Charlotte is an elderly spider but Wilbur is a youthful pig.
   - Structure: Compound
   - Purpose: Declarative
   - Pattern: SN-LV-PN

3. Ladybirds are beetles and spiders are arachnids.
   - Structure: Compound
   - Purpose: Declarative
   - Pattern: SN-LV-PN

4. Sage and nutmeg are favorite fall spices.
   - Structure: Simple
   - Purpose: Declarative
   - Pattern: SN-LV-PN
The maple tree became vividly crimson.
Structure: simple  Purpose: Declarative  Pattern: SN-VL-PA

His shoes were wet and stinky.
Structure: simple  Purpose: Declarative  Pattern: SN-VL-PA

The starry sky is clear and the moon is bright.
Structure: Compound  Purpose: Declarative  Pattern: SN-VL-PA

Dogs are usually playful and cuddly but cats are often aloof and skittish.
Structure: Compound  Purpose: Declarative  Pattern: SN-VL-PA
What five rules must a sentence meet?
A complete sentence must have a subject, a verb, a capital letter, and an end mark, and it must make sense.

What is the **subject** of a sentence? (C3, W18)
The subject is that part about which something is being said.

What is the **predicate** of a sentence? (C3, W19)
The predicate of the sentence is that part which says something about the subject.

What are the four **sentence structures**? (C3, W23)
The four sentence structures are simple, compound, complex and compound-complex.

What are the four **sentence purposes**? (C2, W14)
The four sentence purposes are declarative, interrogative, imperative and exclamatory.

What are the seven **sentence patterns**? (C3, W24)
The seven sentence patterns are:
subject/verb intransitive;
sentence/verb transitive/direct object;
sentence/verb linking/predicate nominative;
sentence/verb linking/predicate adjective;
sentence/verb trans./indirect object/direct object;
sentence/verb trans./do/object complement noun;
sentence/verb trans./do/object complement adj.

What are the eight parts of speech? (C2, W1)
The eight parts of speech are nouns, pronouns, verbs, adverbs, conjunctions, interjections, prepositions, adjectives.

What is a **verb**?
A verb is a word that asserts action, being or existence.

What are the four **types of verbs**?
The four types of verbs are intransitive, transitive, helping and linking.

What is a **helping verb**? (C1, W13)
A helping verb helps another verb assert action, being or existence.

What is a linking verb? (C1, W21)
A linking verb makes an assertion by joining two words.

What is a **transitive verb**?
A transitive verb transfers action from the subject to an object.

What is an **intransitive verb**?
An intransitive verb does not transfer action from the subject to an object.

What are the four **verb attributes**?
The four verb attributes are person, number, voice and mood.
What is a **noun**? (C2, W17)
A noun names a person, place, thing, activity or idea.

What is a **pronoun**? (C2, W2)
A pronoun replaces a noun in order to avoid repetition.

What are the **nominative pronouns**?
The nominative pronouns are I, you, he, she, it, we, you, they.

What are the **objective pronouns**?
The objective pronouns are me, you, him, her, it, us, you, them.

What is a **simple sentence**?
A simple sentence has one complete subject and one complete predicate and can stand alone as a complete thought. It is also known as an independent clause.

What is a **phrase**? (C3, W20)
A phrase is a group of words that does not contain both a subject and a verb, and may be used as a single part of speech.

What is a **clause**? (C3, W20)
A clause is a group of words that contains both a subject and a verb.

What is an **interjection**? (C2, W24)
An interjection is a word or phrase used to express strong feeling or emotion.

What is the **subject of an imperative sentence**?
The subject of an imperative sentence is “implied you.”

What is a **compound sentence**?
A compound sentence is two simple sentences joined by a coordinating conjunction to make one whole sentence.

What is a **complex sentence**?
A complex sentence contains a simple sentence and a dependent clause.

What is a **compound-complex sentence**?
A compound-complex sentence contains a compound sentence with one or more dependent clauses.

What is a **dependent, or subordinate, clause**? (C3, W22)
A dependent, or subordinate, clause does not express a complete thought and cannot stand alone.
EEL Memory Work

What is a **conjunction**? (C2, W21)
A conjunction is a word that connects words, phrases or clauses.

What are the **coordinating conjunctions**? (C2, W22)
The coordinating conjunctions are for, and, nor, but, or, yet, so.

What do **adverbs** modify? (C2, W13)
Adverbs modify verbs, adjectives and adverbs.

What do **adverbs** tell? (C2, W13)
Adverbs tell how, when, where, why, to what extent, how often, how much, or under what condition.

What is a **preposition**? (C1, W1)
A preposition is a word that relates a noun or pronoun to another word.

What is a **prepositional phrase**?
A prepositional phrase contains a preposition, its object and any modifiers between them.

What are the **two kinds of prepositional phrases**?
The two kinds of prepositional phrases are adverbial and adjectival.

What are the **principal parts of a verb**? (C3, W4)
The principal parts of a verb are infinitive, present, past, present participle, past participle.

What is an **infinitive**? (C3, W1)
An infinitive is “to” plus a verb used as a noun, adjective, or adverb.

What is a **present participle**? (C3, W2)
A present participle is a verb plus “-ing” used as an adjective or a verb.

What is a **past participle**? (C3, W3)
A past participle is a verb plus “-ed” used as an adjective or a verb.

What is a **direct object**?
A direct object is a noun or pronoun in the predicate that receives the action of a transitive verb.

What is a **predicate nominative**?
A predicate nominative is a noun or pronoun that follows a linking verb and renames the subject.

What is an **appositive**?
An appositive is a noun (or pronoun) that comes directly after another noun and explains or identifies it.

What is a **noun of direct address**?
A noun of direct address is used to call upon a person and is set off by one or more commas.
What do adjectives modify? (C2, W23)
An adjective modifies a noun or pronoun.

What do adjectives tell?
Adjectives tell what kind, how many, which, which one, whose.

*Review memory work and charts.

What is an indirect object?
An indirect object is a noun or pronoun, located between the verb and direct object, that indirectly receives the action of the verb by answering the question “to/for what?” or “to/for whom?”.

What is a relative pronoun?
A relative pronoun begins an adjectival subordinate clause in a complex sentence and relates the clause to a preceding noun or pronoun.

What are the relative pronouns?
The relative pronouns are who, whom, whose, which, what, whoever, whomever, whichever, whatever, that.

What is a subordinating conjunction?
A subordinating conjunction begins an adverbial subordinate clause in a complex sentence.

What are some subordinating conjunctions?
Some subordinating conjunctions are when, while, where, as, since, if, although, because.

What are the two verb voices?
The two verb voices are active voice and passive voice.

When is a verb active voice?
Verbs are active voice when the subject is doing the action of the verb.

When is a verb passive voice?
Verbs are passive voice when the subject is receiving the action of the verb.

What are the three verb tenses?
The three verb tenses are past, present and future.

What are the four verb forms?
The four verb forms are simple, perfect, progressive and perfect-progressive.
What are the principal parts of the verb “have”? The principal parts of the verb “have” are:
- To have – infinitive
- Have, has – present
- Had – past
- Having – present participle
- Had – past participle

What does “Quid et Quo” mean? “Quid et Quo” is Latin for “What and Why.”

What is an object complement noun? An object complement noun is a noun that follows the direct object and complements its meaning.

What are the noun attributes? The noun attributes are: common/proper, singular/plural, concrete/abstract, collective/compound.

What is an object complement adjective? An object complement adjective is an adjective that follows and describes the direct object.

What are the three types of one-word adjectives? The three types of one-word adjectives are descriptive, limiting and possessive.

*Review memory work and charts.

What are the principal parts of the verb “play”? The principal parts of the verb “play” are to play, play/plays, played, playing, played.

*Review memory work and charts.
What is a verbal?
A verbal is a verb form that acts like a noun, adjective or adverb.

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What are the three verb moods?
The three verb moods are indicative, imperative and subjunctive.

What do indicative verbs do?
Indicative verbs make statements of fact.

What do imperative verbs do?
Imperative verbs give commands.

What do subjunctive mood verbs do?
Subjunctive mood verbs imply a condition, express a condition contrary to fact, or express a wish.

What is a gerund?
A gerund is a present participle verb form used as a noun.

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