



*Squire Gordon's Park skirted the village of Birtwick. It was entered by a large iron gate, at which stood the first lodge, and then you trotted along on a smooth road between clumps of large old trees. Then another lodge and another gate which brought you to the house and the gardens. Beyond this lay the home paddock, the old orchard, and the stables. There was accommodation for many horses and carriages, but I need only describe the stable into which I was taken. This was very roomy, with four good stalls. A large swinging window opened into the yard, which made it pleasant and airy.*

*Black Beauty* by Anna Sewell

- Day 1** a. Take the literature passage from dictation. Proofread, looking for any spelling or punctuation errors.

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Anna Sewell (1820 – 1878) was born into a strict Quaker home where she was educated by her mother and father. At the age of 14, she was injured in a fall and left a cripple for the rest of her life. During the final days of her illness, she was confined to her home and began to write *Black Beauty*, her only book. Her reason for writing the book: “Perhaps it might make men a little kinder to their faithful horses.” *Black Beauty* was published in 1877, and Anna lived just long enough to hear of its success.

- b. List any misspelled words to study this week or use the following suggested list: lodge, trotted, accommodation, carriages, acknowledge, business, fascinating, conscience.

If a word has a soft /g/ sound following a single short vowel, the /g/ sound is often spelled **dge**.

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### Spelling Tip

Words with a soft /g/ sound preceded by a single short vowel will often be spelled with *dge*.

Write the following words, and underline **dge**. Say the words aloud as you write them.

lodge \_\_\_\_\_      dodge \_\_\_\_\_      ledge \_\_\_\_\_  
 fudge \_\_\_\_\_      badger \_\_\_\_\_      ridge \_\_\_\_\_  
 midget \_\_\_\_\_      fridge \_\_\_\_\_      abridge \_\_\_\_\_

### Day 2

- a. Look at this word: *enter*.

The word *enter* is called a **base** or **root word**. Sometimes a letter or a group of letters is added to a word.

Look at this word: *entered*.

The letters **-ed** have been added to the end of the base word. This is called a suffix. A **suffix** is a letter or a group of letters added to the end of a base or root word. The suffix will often tell you what part of speech the word is.

Ex: music – noun                      musician – noun  
       musical – adjective              musically – adverb

- b. Before you add a suffix beginning with a vowel, like **-ed**, look at the word. If the word ends with one vowel and one consonant, double the consonant before you add the suffix.

### Spelling Tip

Words like *trot* which end with one vowel and one consonant need a double consonant before adding a suffix beginning with a vowel.

- c. Add the suffix **-ed** and **-ing** to the following words. Say the words aloud as you write them.

	<b>-ed</b>	<b>-ing</b>
Ex: trot	trotted	trotting
1) stop	_____	_____
2) pat	_____	_____
3) clap	_____	_____
4) jog	_____	_____

- d. Human beings are born with a need to communicate with one another. Writing and speaking are the most common forms of communication and both depend upon words. When we combine words into meaningful patterns we are able to communicate. To make sure we are expressing our thoughts clearly we must learn how to write good sentences and punctuate them properly.

A **complete sentence** expresses a complete thought and is made up of two main parts: a subject and a predicate. The **complete subject** is the part which tells who or what the sentence is about. The **complete predicate** is the part that tells something about the subject.

- e. Read the first sentence in the literature passage. The sentence is about *Squire Gordon's Park*. *Squire Gordon's Park* is the complete subject.

Underline the complete subject in each of the following sentences.

Remember, the complete subject tells who or what the sentence is about.

Ex: The stable was roomy.

- 1) A tall, broad man stepped forward.
  - 2) The master backed me a little.
  - 3) My new master was an unmarried man.
  - 4) My feet slipped from under me.
  - 5) We stopped at the hotel.
- f. What does the first sentence in the literature passage tell you about *Squire Gordon's Park*?
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This is called the complete predicate. The complete predicate tells something about the subject. Predicate means *to proclaim or tell*.

- g. Look at the sentences you worked with in **2e**. Draw a vertical line after the complete subject. Everything to the right of the line is the complete predicate.

Ex: The stable / was roomy.

- h. Practice dividing sentences between the complete subject and complete predicate in your easy-reading books.
- i. Write your own sentences and divide.
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- j. Use the following sentences, and draw a vertical line to separate the complete subject and complete predicate.

Ex: The frightened dog / ran away.

- 1) The bright stars twinkled above.
- 2) A single rose was still on the bush.
- 3) The boy laughed loudly.
- 4) Her eyes snapped angrily.
- 5) The day is clear and bright.

- Day 3** a. The complete subject will always contain a noun or pronoun. A **noun** is a person, place, thing, or idea. *Boy*, *state*, *cup*, and *love* are examples of **common nouns**. *Robert* names a particular boy and *Arkansas* names a particular state. These words are called **proper nouns**. Proper nouns always begin with a **capital letter**. (Pronouns will be discussed in 3e.)

Ex: planet – Jupiter (name of a particular planet)  
girl – Sandra (name of a particular girl)  
day of the week – Tuesday (name of a particular day)

**Note:** Capitalize the months, but not the seasons.

- b. Write a proper noun for the following common nouns.

- 1) month \_\_\_\_\_
- 2) country \_\_\_\_\_
- 3) woman \_\_\_\_\_
- 4) dog \_\_\_\_\_
- 5) city \_\_\_\_\_

- c. Look at the following sentence.

*The young boy / jumped for joy.*

The left side of the sentence is called the complete subject. What is the main word in the complete subject which names a person, place, thing, or idea? *Boy* is the simple subject. The **simple subject** will always be a noun or pronoun without any describing words.

- d. Underline the simple subject in the following sentences.

Ex: The stable / was roomy.

- 1) A tall, broad man / stepped forward.
- 2) The master / backed me a little.
- 3) My new master / was an unmarried man.
- 4) My feet / slipped from under me.

- e. Look at the following sentence.

*We / stopped at the hotel.*

There is only one word in the complete subject of this sentence. Underline it. This is a pronoun. A **pronoun** is a word which takes the place of a noun. Look at the Personal Pronoun Chart.

PERSONAL PRONOUNS			
Singular			
	Subjective	Possessive	Objective
1st person	I	my, mine	me
2nd person	you	your, yours	you
3rd person	she/ he/ it	her, hers/ his/ its	her/ him/ it
Plural			
	Subjective	Possessive	Objective
1st person	we	our, ours	us
2nd person	you	your, yours	you
3rd person	they	their, theirs	them

f. List the personal pronouns found in the literature passage.

g. Review your spelling words.

**Day 4** a. Just as the complete subject contains a simple subject, the complete predicate contains a simple predicate. The simple predicate is called the **verb**. The verb gives the sentence meaning by telling us something about the subject. A verb expresses action or a state of being. When a verb shows what a person or thing does, it is called an **action verb**. Action verbs are words such as *run*, *laugh*, or *trust*. A simple way of finding the action verb is to see if the verb sounds right in the following blanks:

He \_\_\_\_\_ s. He is \_\_\_\_\_ ing.

Ex: He wanders. He is wandering.

b. Using this exercise, underline the action verb twice in the first sentence of the literature passage.

c. When a verb shows what a person or thing is being, it is called a **being verb** (often called a state of being verb).

Being Verbs			
am	is	are	was
were	be	being	been

d. Look at the following sentences. Underline the verb twice in each sentence. Write if they are action verbs (**AV**) or being verbs (**BV**).

1) A tall, broad man stepped forward. \_\_\_\_\_

2) The master backed me a little. \_\_\_\_\_

3) My new master was an unmarried man. \_\_\_\_\_

4) My feet slipped from under me. \_\_\_\_\_

5) We stopped at the hotel. \_\_\_\_\_

- e. Underline the simple subject once and underline the verb twice in the following sentences. Write if they are action (**AV**) or being verbs (**BV**).

1) The bright stars twinkled above. \_\_\_\_\_

2) A single red rose was still on the bush. \_\_\_\_\_

3) The boy laughed loudly. \_\_\_\_\_

4) Her eyes snapped angrily. \_\_\_\_\_

5) The day is clear and bright. \_\_\_\_\_

- f. Spelling test

_____	_____
_____	_____
_____	_____
_____	_____

- Day 5**
- Using a separate sheet of paper, take the literature passage from dictation.
  - Practice finding the complete subject and complete predicate in your easy-reading books. Then find the simple subject and verb for those sentences. Is the verb action or being?
  - Write five sentences dividing between the complete subject and complete predicate. Underline the simple subject once and underline the verb twice. Is the verb action or being?
  - Choose skills from the *Review Activities*.
  - Say That Again!

An effective way to strengthen reading comprehension as well as improve your writing skills is through narration. Narrating is telling in your own words what you read. Read the passage and then write a narration or summary of what you read providing as much detail as you remember.

*The Prince and the Pauper* is a novel by American author Mark Twain. It was published in 1881 and tells the story of two boys – Tom Canty,



born in a gutter, neglected and unloved and Edward Tudor, the much loved heir to the throne of England. After meeting one day, the prince longs for the freedom Tom enjoys and Tom envies the wealth and comfort of the Prince. As an experiment they exchange clothes and are amazed to find that they look exactly alike. A series of events traps each boy in their mistaken identities. The following excerpt tells of how the boys met:

Poor little Tom, in his rags, approached, and was moving slowly and timidly past the sentinels, with a beating heart and a rising hope, when all at once he caught sight through the golden bars of a spectacle that almost made him shout for joy. Within was a comely boy, tanned and brown with sturdy outdoors sports and exercises, whose clothing was all of lovely silks and satins, shining with jewels; at his hip a little jeweled sword and dagger; dainty buskins on his feet, with red heels; and on his head a jaunty crimson cap, with drooping plumes fastened with a great sparkling gem. Several gorgeous gentlemen stood near his servants, without a doubt. Oh! he was a prince—a prince, a living prince, a real prince – without the shadow of a question; and the prayer of the pauper boy’s heart was answered at last.

Tom’s breath came quick and short with excitement, and his eyes grew big with wonder and delight. Everything gave way in his mind instantly to one desire: that was to get close to the prince, and have a good, devouring look at him. Before he knew what he was about, he had his face against the gate-bars. The next instant one of the soldiers snatched him rudely away, and sent him spinning among the gaping crowd of country gawks and London idlers. The soldier said:

“Mind thy manners, thou young beggar!”

The crowd jeered and laughed; but the young prince sprang to the gate with his face flushed, and his eyes flashing with indignation, and cried out:

“How dar’st thou use a poor lad like that! How dar’st thou use the king my father’s meanest subject so! Open the gates, and let him in!”

You should have seen that fickle crowd snatch off their hats then. You should have heard them cheer, and shout, “Long live the Prince of Wales!”

The soldiers presented arms with their halberds, opened the gates, and presented again as the little Prince of Poverty passed in, in his fluttering rags, to join hands with the Prince of Limitless Plenty. Edward Tudor said:

“Thou lookest tired and hungry; thou’st been treated ill. Come with me.”

Half a dozen attendants sprang forward to – I don’t know what; interfere, no doubt. But they were waved aside with a right royal gesture, and they stopped stock still where they were like so many statues. Edward took Tom to a rich apartment in the palace, which he called his cabinet. By his command a repast was brought such as Tom had never encountered before except in books. The prince, with princely delicacy and breeding, sent away the servants, so that his humble guest might not be embarrassed by their critical presence; then he sat near by, and asked questions while Tom ate.

Write a summary of this passage from *The Prince and the Pauper*.

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f. Enrichment

Find the possessive personal pronouns in the puzzle below and circle them. They are read down or across.

b	y	o	u	a	r	e	h	e	s	h	e
o	o	u	y	e	m	y	i	a	e	e	y
a	u	r	o	m	i	o	s	r	e	r	e
t	h	e	i	r	n	u	a	i	t	s	o
o	t	h	e	y	e	r	y	o	u	r	s

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## Review Activities

1. Separate the sentences with a vertical line between the complete subject and complete predicate. Underline the simple subject once and underline the verb twice. Write if they are action verbs (**AV**) or being verbs (**BV**).

- a. The silvery moon shone brightly. \_\_\_\_\_
- b. My favorite hobby is coin collecting. \_\_\_\_\_
- c. Red lights flashed. \_\_\_\_\_
- d. I laughed at my own mistakes. \_\_\_\_\_
- e. The raging river devastated the village. \_\_\_\_\_
- f. The small cat hissed at the strange dog. \_\_\_\_\_
- g. My bicycle is red. \_\_\_\_\_
- h. The girl kicked the ball. \_\_\_\_\_
- i. His mother turned off the light. \_\_\_\_\_
- j. A loud noise pierced the night. \_\_\_\_\_

2. Write the following sentences replacing the underlined words with a proper noun.

- a. The boy rafted down the river.

\_\_\_\_\_

- b. Neal went to Richmond with the boys.

\_\_\_\_\_

- c. The children will be in the play.

\_\_\_\_\_

- d. I hope the girls remember their lines.

\_\_\_\_\_

e. The boys played volleyball.

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3. Replace the bolded words with the correct pronoun.

a. Bill treated **Steve and Adam** to an ice cream cone.

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b. **Steve and Adam** thanked Bill.

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c. Adam borrowed **Steve's** bicycle.

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d. **Bill and I** ate dinner outside.

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e. Bill went to **Steve and Adam's** house.

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4. a. Write a sentence using a being verb.

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b. Write a sentence using an action verb.

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