



*Everywhere Washington wore an air of expectancy. The hillocks of lumber, which had been piled for weeks along the Avenue, had finally been fashioned into grandstand and bleachers. Every street corner was garnished with the navy blue of District policemen. The gray lampposts were decorated with small American flags and pictures of Truman and Barkley. Red, white, and blue bunting was everywhere. In a few hours, forty thousand marchers and more than forty floats would form a column seven miles long in honor of the President of the United States. It was Inauguration Day, January 20, 1949.*

*A Man Called Peter* by Catherine Marshall  
(Used by permission, Chosen Books)

## Day 1

- a. Write the literature passage from dictation. Correct any errors. Add any misspelled words to your *Personal Spelling List*.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- b. Note that the words *Avenue* and *District* are capitalized. These words are usually not capitalized unless they are part of a particular avenue or district. Why do you think the author capitalized these words?
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We will be studying capitalization tomorrow.

- c. Briefly, who were Truman and Barkley? If you don't know, research either at the library or on the Internet.
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## Day 2

- a. The building blocks of any piece of writing are words. A good writer must not only choose the right words to convey his thoughts, but the words also need to be spelled correctly. Even though spelling seems easy for some and difficult for others, anyone can learn to be a better speller with practice. In each lesson you will have the opportunity to practice spelling. Read the following suggestions to attack your spelling problems.

### How to Attack your Spelling Problems

#### 1) Keep a List

Each week, your teacher will give you ten words from the *Commonly Misspelled Words List* in the *Appendix* at the back of the book. Add any misspelled words to the *Personal Spelling List* found in the *Appendix* in the *Student Activity Book*, or create your own *Personal Spelling List* on a separate piece of paper. Next, add any words you misspell in your weekly dictation to your list. Add any misspelled words from any other writing you do during the week.

#### 2) Analyze your Mistakes

Ask yourself the following questions:

Are there mistakes that you make in spelling rules?

Ex: believe (**i** before **e** except after **c**)

Are there words where you omitted silent syllables or letters?

Ex: guard

Are there words you misspelled because you mispronounced them?

Ex: *liberry* instead of *library*

Are there words where you used wrong letters because they sound like other letters?

Ex: necessary

Are there words that are not spelled the way they sound?

Ex: bouquet

Did you use double letters correctly?

Ex: occurrence

Did you add prefixes and suffixes correctly?

Ex: mis + spell = misspell      love + able = lovable

Did you write one word when you meant another?

Ex: *desert* instead of *dessert*

3) Practice Spelling by Syllables

Many long words are spelled just as they sound.

Breaking a word into syllables will help you spell it.

Ex: in / cred / i / ble

4) Use Correct Pronunciation

Many spelling errors are made because words are mispronounced.

Ex: *athalete* instead of *athlete*; *goverment* instead of *government*

5) Use a Dictionary

It might be easier to guess, but make it a habit to look up words you are not sure about.

6) Spelling Rules

Although there are exceptions to most spelling rules, learning a few basic rules can be helpful. Turn to the *Appendix* at the back of the book for a list of basic *Spelling Rules*.

- b. Your teacher will give you a spelling test using the first ten words from the *Commonly Misspelled Words List* on page 356.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Add any words you miss to your *Personal Spelling List*. Add any words you missed in the literature passage to this list and study the list. Be prepared to take a test at the end of the week.

- c. Remember, **nouns** name persons, places, things, or ideas.

Ex: girl, park, swing, happiness

These are all **common nouns** because they do not name a particular person, place, thing, or idea. Common nouns are not capitalized.

A noun that names a particular person, place, thing, or idea is called a **proper noun**.

Ex: Mary, New York, Pepsi

The words *Avenue* and *District* in the literature passage are capitalized because they are referring to a particular avenue and district, although the author doesn't use the whole name.

Underline all the proper nouns in the literature passage.

- d. We can observe certain patterns or rules by studying the words that are capitalized. For example, a capital letter is used at the beginning of the first word in each sentence.

Ex: The hillocks of lumber.....

Underline the first word of each sentence.

There is one more capitalized word that is not underlined. Underline this word and try writing a capitalization rule for this word. If you do not know, review the *Capitalization Rules* in the *Appendix* at the back of the book.

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- e. Review the *Capitalization Rules* in the *Appendix* at the back of the book.

### Day 3

- a. Just as you used your powers of observation to review capitalization rules yesterday, today you will review some rules for the use of commas. Circle the commas in the literature passage.
- b. Explain the use of the commas in the last sentence. If you do not know, review the *Comma Rules* in the *Appendix* at the back of the book.
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- c. Which sentence is an example of the rule to use commas to separate words in a series?
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- d. The second sentence beginning “The hillocks of” contains a parenthetical phrase. A **parenthetical phrase** is a word or phrase that interrupts the flow of the sentence and could be omitted without changing the meaning of the sentence.

Commas are used to set off a parenthetical phrase. Circle the parenthetical phrase in the second sentence. Read the sentence omitting this phrase. Does the sentence still make sense?

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- e. There is one more comma used in this literature passage. The comma is used to separate the introductory phrase from the rest of the sentence. An **introductory phrase** is a phrase at the beginning of a sentence which, when removed, still makes sense. The phrase introduces the sentence by adding more information such as telling how, when, or why.

Ex: After the game, everyone went out for pizza.

*After the game* is the introductory phrase.

Find the introductory phrase in the literature passage and circle it.

f. Add correct capitalization and commas to these sentences.

1) last night mary bathed her little lamb.

2) the lamb always followed mary when she went to the park the  
theatre or walmart.

3) even though he knew better the lamb followed her to school one day.

4) it was a few days before easter april 9 2009.

5) using the lamb as a visual aid mrs goodlady the second grade  
teacher taught the class about loyalty.

g. Review the *Comma Rules* in the *Appendix* at the back of the book.

#### Day 4

- a. The literature passage for this week describes a scene that took place on January 20, 1949. The purpose of description is to help the reader see, hear, or in some way experience something. To which sense does Mrs. Marshall's description appeal?

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She does this by vividly telling us what the scene looks like.

- b. Today you will write a **descriptive paragraph**. You may choose one of the following topics or use one of your own. Remember to use words that appeal to one of our senses: sight, smell, hearing, taste, or touch.
- ◆ a special dinner at your house
  - ◆ backstage just before the curtain goes up
  - ◆ sitting on a beach watching the sunrise
  - ◆ the view from the top of a lighthouse

## Day 5

- On a separate piece of paper, rewrite the literature passage from dictation. Pay special attention to capitalization and commas.
- Take a spelling test using the words you missed this week.


- c. Write another descriptive paragraph appealing to a different sense than you chose yesterday.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- d. An analogy is a statement that makes a relationship between two pairs of words. Analogies are a fun way to improve your problem solving and reasoning skills.

Ex: dogs are to puppies as cats are to kittens

This is true because baby dogs are called puppies in the same way that baby cats are called kittens.

Analogies are usually written using colons:

Ex: dogs : puppies :: cats : kittens

There are many different types of analogies. One is a synonym analogy. A synonym is a word that has the same meaning as another word.

Ex: smart, intelligent

Complete the following synonym analogies:

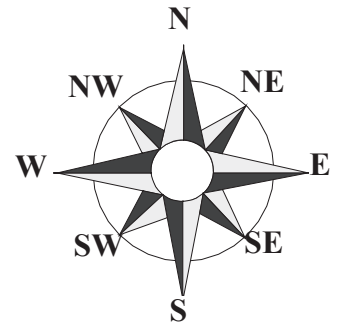
- 1) ecstatic : happy :: depressed : \_\_\_\_\_
- 2) polite : courteous :: slender : \_\_\_\_\_
- 3) find : discover :: talk : \_\_\_\_\_
- 4) eradicate : destroy :: giggle : \_\_\_\_\_
- 5) difficult : tough :: luminous : \_\_\_\_\_

- e. Choose skills from the *Review Activities*.



f. Enrichment  
Letter Search

T <sub>1</sub>	R <sub>1</sub>	Qu	S <sub>1</sub>	T <sub>2</sub>
D	I <sub>1</sub>	H <sub>1</sub>	E <sub>1</sub>	C <sub>1</sub>
P	R <sub>2</sub>	T <sub>3</sub>	A	H <sub>2</sub>
E <sub>2</sub>	E <sub>3</sub>	I <sub>2</sub>	O	S <sub>2</sub>
L	C <sub>2</sub>	G	U	T <sub>4</sub>



Put your finger on G. Move your finger NE, you should be on the letter O. Now move your finger SE, you should be on the letter T. GOT spells *got*.

1. S<sub>2</sub> (N, SW, N, W) \_\_\_\_\_
2. S<sub>2</sub> (SW, NW, N, NE) \_\_\_\_\_
3. T<sub>3</sub> (S, S, NW, N) \_\_\_\_\_
4. H<sub>2</sub> (SW, NW, SW, SW) \_\_\_\_\_
5. P (E, S, S, NE, E, S, NE) \_\_\_\_\_
6. C<sub>1</sub> (S, NW, S, W, SW, N) \_\_\_\_\_
7. T<sub>1</sub> (E, S, SW, S) \_\_\_\_\_
8. L (NE, W, NE) \_\_\_\_\_

Use the Letter Search Grid to make three of your own directional words.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Review Activities

1. Review the *Spelling Rules* found in the *Appendix* at the back of the book.
2. Copy the following paragraph taken from *A Man Called Peter*. Make any corrections being sure to capitalize the proper nouns and insert commas as needed.

At this juncture James Broadbent a cousin who had emigrated to the United States came back to Scotland on a visit. Though Jim had arrived at Ellis Island with even less than the minimum amount of money required by the immigration authorities he had subsequently been most successful in America. He was an engineer for the M. W. Kellogg Company in New York. He had made a quick trip over to Scotland from Swansea Wales where he was doing a job for the Anglo-Iranian Oil Company.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- Underline the parenthetical phrase in the paragraph.
- Put parentheses around the two introductory phrases in the paragraph.