

# Weekly Planning Sheet

# WEEK 5

## Grammar Focus

STRUCTURE: Simple

PURPOSE: Interrogative

PATTERN: S-Vi

PARTS OF SPEECH:

Review

### Charts

(A) Sentence Classification

(B) 112 Model Sentences:  
Simple Structure

(C) Verbs

(D) Principal Parts of Verbs

(E) Nouns

(F) Pronouns

## IEW Assignment

### TWSS

Unit 3: Retelling

Narrative Stories

### USHW

Lesson 7: The Boston Tea Party

### Stylistic Technique

because clause (p. 67)

## Chart Tracker

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## DAILY ASSIGNMENTS

DAY 1	DAY 2	DAY 3	DAY 4
<input type="checkbox"/> Weekly Sentences	<input type="checkbox"/> Weekly Sentences	<input type="checkbox"/> Weekly Sentences	<input type="checkbox"/> Weekly Sentences
<input type="checkbox"/> Editing	<input type="checkbox"/> Editing	<input type="checkbox"/> Editing	<input type="checkbox"/> Editing
<input type="checkbox"/> Spelling Rule	<input type="checkbox"/> Spelling Rule	<input type="checkbox"/> Spelling Rule	<input type="checkbox"/> Spelling Rule
<input type="checkbox"/> Spelling	<input type="checkbox"/> Spelling	<input type="checkbox"/> Spelling	<input type="checkbox"/> Spelling
<input type="checkbox"/> Charts	<input type="checkbox"/> Charts	<input type="checkbox"/> Charts	<input type="checkbox"/> Charts
<input type="checkbox"/> IEW - Read Lesson & KWO	<input type="checkbox"/> IEW - KWO Rough Draft	<input type="checkbox"/> IEW - Edit Rough Draft	<input type="checkbox"/> IEW - Final Draft & Check-list
<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Vocabulary

## ENGLISH LANGUAGE VOCABULARY

INTERROGATIVE SENTENCE - An interrogative sentence asks a question and ends with a question mark.

## IEW VOCABULARY

SQUANDER - to waste recklessly

WAVER - to be uncertain or unsteady; to swing back and forth

CUNNINGLY - cleverly or slyly

VENTURE - to boldly go somewhere or do something risky

PERSEVERE - to endure despite difficulty

COMPEL - to force, drive, or urge

DESTINED - determined ahead of time

APPALLED - filled with horror or dismay

# SPELLING

Week 5



## Spelling Rule

At the end of a word or syllable, /k/ is usually spelled

-ck after a short vowel (sick)

-k after a consonant or two vowels (park, book)

-ke after a long vowel (take)

-c at the end to a multi-syllable word (picnic)

## Punctuation & Capitalization

Most possessive nouns end with either -'s if singular or -s if plural. Possessive pronouns, like *mine*, *yours*, *its*, *theirs*, *ours*, etc. do not require an apostrophe.

SPELLING LISTS			
	LEVEL A	LEVEL B	LEVEL C
1	back	too	January
2	black	loose	February
3	check	food	March
4	sick	moon	April
5	clock	soon	May
6	luck	room	June
7	quick	smooth	July
8	off	school	August
9	class	afternoon	September
10	pass	choose	October
11	less	eye	November
12	miss	body	December
13	you	copy	library
14	your	wear	a lot
15	our	bear	all right

HOMOPHONES			
	LEVEL A	LEVEL B	LEVEL C
1	our/hour	to/too/two	way/weigh
2		eye/I	
3		bare/bear	
4		wear/where	

**Copy each spelling word three times.**

1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

**Copy each homophone pair three times.**

1			
2			
3			
4			

**Write this week's spelling words from dictation.**

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	



# NUMBER KNOCKOUT



1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

## Variations for Number Knockout:

**3. Hold 'Em in Your Head:** Roll three dice and challenge yourself to knock out the board without writing your numbers down. Can you “hold them in your head?”

**4. More Than Six:** Roll two dice. Choose one number that is more than six as well as your two numbers rolled in order to knock out the board.



# A

## Sentence Classification

### 4 STRUCTURES

--	--	--	--

### 4 PURPOSES





### 7 PATTERNS

1.

2.

3.

4.

5.

6.

7.

### 8 PARTS of SPEECH

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

There are 112 different sentence types that can be created by combining the four structures x four purposes x seven patterns.

$$4 \times 4 \times 7 = 112$$

### 5 PARTS of a SENTENCE

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



# Verbs (V)

4 TYPES

4 ATTRIBUTES


12 TENSES

3 times × 4 forms		TIMES		
FORMS				



## D

## Principal Parts of Verbs


*irregular verbs*

to be				
to do				
to rise*				
to raise*				
to lay				
to lie				
to set				
to sit				
to beat				
to break				
to write				
to shake				
to bring				
to go				
to know				
to ride				
to drink				
to draw				
to fall				
to forget				

\*To rise means to get up from a lying, sitting, or kneeling posture. To raise means to move to a higher position or to elevate. To raise is a regular verb but is shown here for comparison to to rise.



## USES

the roles or jobs a noun can have in a sentence		Latin noun cases

## PARENT NOTE:

Nouns can also be described as being masculine, feminine, neuter, or common. Most of the time, gender does not affect ending. There are some exceptions (e.g., actor/actress, lion/lioness). Many nouns that refer to people or animals are common gender (e.g., doctor, teacher, dentist, etc.).

## ATTRIBUTES

ways to describe a noun			examples
SPECIFIC			
NUMBER			
TYPE			

# Pronouns (P)

NUMBER	PERSON	GENDER	PERSONAL					OTHER*			
			NOMINATIVE Use as SP, PN	OBJECTIVE Use as DO, OP, IO, OCN	POSSESSIVE		REFLEXIVE Use as IO, DO, OP, PN	DEMONSTRATIVE	INTERROGATIVE	INDEFINITE	RELATIVE
SINGULAR	1st										
	2nd										
	3rd	M									
		F									
		N									
PLURAL	1st										
	2nd										
	3rd										
Test								*Attributes of these pronouns are determined by their antecedents.			

## Editing Exercise (to be corrected by student)

Esther 2: 8–17 (excerpted) (NIV)

<sup>8</sup>when the king's order and edict had been proclaimed, many young women

were brought to the citadel of Susa and put under the care of Hegai. Esther

also was taken to the king's palace and entrusted to Hegai, who had charge

of the harem. <sup>9</sup>She pleased him and won his favor.

<sup>10</sup>Esther had not revealed her nationality and family background, because

Mordecai had forbidden her to do so. <sup>11</sup>Every day he walked back and forth

near the courtyard of the harem to find out how Esther was and what was

happening.

<sup>15</sup>When the turn came for Esther to go to the king, she asked for nothing other

than what Hegai, who was in charge of the harem, suggested. And Esther

won the favor of everyone who saw her. <sup>16</sup>She was taken to King Xerxes in the

royal residence in the tenth month, the month of Tebeth, in the seventh year

of his reign.

<sup>17</sup>Now the king was attracted to Esther more than to any of the other women,

and she won his favor and approval more than any of the others. So he set a

royal crown on her head and made her queen instead of Vashti.

## CHECK MECHANICS:

Does this sentence...

- ☐ have a subject?
- ☐ have a predicate?
- ☐ have a beginning capital letter?
- ☐ have an end mark?
- ☐ make complete sense?
- ☐ have correct punctuation and other capitalization?
- ☐ have correct spelling?

## Checklist:

Copy or verbally recite charts: ☐ D ☐ E ☐ F  
 Review pages for each day of the week: ☐ 1 ☐ 2 ☐ 3  
 Read, correct, and label the sentences: ☐ ☐ ☐  
 Diagram the sentences: ☐ ☐ ☐

**An interrogative sentence asks a question and always ends with a question mark.**

Write an interrogative sentence.

---

Write the three ways to turn a declarative sentence into an interrogative sentence.

1. 

---

2. 

---

3. 

---

Change the declarative sentences below to interrogative sentences 3 different ways.

Kai read the Bible.

James worked well.

1. change . to ? ☐ 1. 

---

1. 

---

2. int. pronoun ☐ 2. 

---

2. 

---

3. helping verb ☐ 3. 

---

3. 

---

Write the correct principal part of the verb given. You may use Chart D.



- |                        |        |       |
|------------------------|--------|-------|
| 1. past participle     | lay    | _____ |
| 2. past                | sit    | _____ |
| 3. present participle  | shake  | _____ |
| 4. present             | do     | _____ |
| 5. infinitive          | forget | _____ |
| 6. past participle     | ride   | _____ |
| 7. past                | drink  | _____ |
| 8. present             | break  | _____ |
| 9. infinitive          | raise  | _____ |
| 10. present participle | beat   | _____ |

A noun names a \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
or \_\_\_\_\_.

Circle the nouns of direct address. Underline the direct objects,  
double underline the indirect objects. Place a box around the  
object of the preposition.

1. Gemma, eat your dinner.
2. Jim placed the hammer in the box.
3. Hedwig gave me a headache.
4. Joshua goes to church.



Answer the questions.

1. What are the roles or jobs a noun can have in a sentence? \_\_\_\_\_
2. What are ways to describe a noun? \_\_\_\_\_
3. What is a pronoun? \_\_\_\_\_

#### Chart F Hunt!

Find each classification on your chart and write the pronoun.

- |                              |            |                         |       |
|------------------------------|------------|-------------------------|-------|
| 1. 2nd person                | plural     | objective               | _____ |
| 2. 3rd person fem. singular  | reflexive  |                         | _____ |
| 3. 1st person                | plural     | possessive              | _____ |
| 4. 2nd person                | singular   | possessive pronoun adj. | _____ |
| 5. 1st person                | singular   | subjective              | _____ |
| 6. 3rd person                | plural     | reflexive               | _____ |
| 7. 3rd person neut. singular | objective  |                         | _____ |
| 8. 3rd person masc. singular | subjective |                         | _____ |

What 4 ways can a reflexive pronoun be used? (noun usages)

1. indirect object
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## 5.1

Write an interrogative sentence: Answers will vary.

Three ways to turn a declarative sentence into an interrogative sentence:

1. C: Change end mark from . to ? (and change inflection of voice)
2. I: Interrogative Pronoun (who, whom, whose, which, what)
3. A: Add a helping verb or rearrange the sentence to begin with a helping verb (do, does, did, has, have, had, am, are, is, was, were, be, being, been, may, must, might, should, could, would, shall, will, can)

Change the declarative sentences to interrogative sentences:

Kai read the Bible. (declarative)

Kai read the Bible? (C)

Who read the Bible? (I)

Did Kai read the Bible? (A)

James worked well. (declarative)

James worked well? (C)

Who worked well? (I)

Did James work well? (A)

## 5.2

Verb Principal Parts:

1. laid
2. sat
3. shaking
4. do, does
5. to forget
6. ridden
7. drank
8. break, breaks
9. to raise
10. beating

A noun names a person, place, thing, activity, or idea.

1. NDA: Gemma; DO: dinner; IO: none; OP: none
2. NDA: none; DO: hammer; IO: none; OP: box
3. NDA: none; DO: headache; IO: me; OP: none
4. NDA: none; DO: none; IO: none; OP: church

## 5.3

Noun roles/jobs in a sentence: SPIDO PONA (subject noun, possessive noun adjective, indirect object, direct object, object of the preposition, predicate nominative, object complement noun, noun of direct address, appositive)

Chart F Hunt: 1. you 2. herself 3. ours 4. your 5. I 6. themselves 7. it 8. he

Four ways a reflexive pronoun can be used: indirect object, direct object, object of the preposition, predicate nominative





## CYCLE 3–WEEK 5

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

SQUANDER  
 WAVER  
 CUNNINGLY  
 VENTURE  
 QUEST

PERSEVERE  
 COMPEL  
 DESTINED  
 APPALLED  
 SUBSIDE

Draw a picture for each vocabulary word. Then write the word, the meaning, and a sentence using that word.

**waver**

**squander**

**cunningly**

**venture**



Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw a picture for each vocabulary word. Then write the word, the meaning, and a sentence using that word.

**appalled**

**compel**

**preserve**

**destined**



Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

# Who loves?

## 1 Rewrite Sentence

## 2 Check Mechanics

- |                                                                       |                                                                |                                                   |
|-----------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Is there a <b>subject</b> ?                  | <input type="checkbox"/> Does it have an <b>end mark</b> ?     | <input type="checkbox"/> Words spelled correctly? |
| <input type="checkbox"/> Is there a <b>verb</b> ?                     | <input type="checkbox"/> Does it make <b>complete sense</b> ?  |                                                   |
| <input type="checkbox"/> Does it begin with a <b>capital letter</b> ? | <input type="checkbox"/> Other punctuation and capitalization? |                                                   |

## 3 Question Confirmation

### STRUCTURE:

- ☐ **Compound** (*FANBOYS connecting clauses*)
- ☐ **Complex** (*www.asia.wub or who/which clause*)
- ☐ **Simple** (*neither*)
- ☐ **Compound-Complex** (*both*)

### PATTERN:

- ☐ S-Vi
- ☐ S-Vt-DO
- ☐ S-VI-PN
- ☐ S-VI-PA
- ☐ S-Vt-IO-DO
- ☐ S-Vt-DO-OCN
- ☐ S-Vt-DO-OCA

### PURPOSE:

- ☐ **Declarative** (.)
- ☐ **Exclamatory** (!)
- ☐ **Interrogative** (?)
- ☐ **Imperative** (. or !)

## 4 Diagram Confirmation

- ☐ Diagram the sentence in the space below:

# Did you laugh?

## 1 Rewrite Sentence

## 2 Check Mechanics

- |                                                                       |                                                                |                                                   |
|-----------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Is there a <b>subject</b> ?                  | <input type="checkbox"/> Does it have an <b>end mark</b> ?     | <input type="checkbox"/> Words spelled correctly? |
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## 4 Diagram Confirmation

- ☐ Diagram the sentence in the space below:

# The hedgehog hibernated?

## 1 Rewrite Sentence

## 2 Check Mechanics

- |                                                                       |                                                                |                                                   |
|-----------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------|
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## 4 Diagram Confirmation

- ☐ Diagram the sentence in the space below:

# Did the barbarians invade?

## 1 Rewrite Sentence

## 2 Check Mechanics

- |                                                                       |                                                                |                                                   |
|-----------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Is there a <b>subject</b> ?                  | <input type="checkbox"/> Does it have an <b>end mark</b> ?     | <input type="checkbox"/> Words spelled correctly? |
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## 4 Diagram Confirmation

- ☐ Diagram the sentence in the space below:



# Did you forgive after the trespass?

## 1 Rewrite Sentence

## 2 Check Mechanics

- |                                                                       |                                                                |                                                   |
|-----------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------|
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