

LightUnit 608

LightUnit Overview

Penmanship: copying quotations of United States Presidents

Spelling: Section 1 – nouns ending with *-ion*

Section 2 – words usually clipped

Section 3 – words from various languages

Creative Writing. Use the ideas from pages 62-67 of *On Teaching Writing* and do a poetry writing project or projects. Use mini-lessons to get the ideas across and to drum up enthusiasm for the project. Don't forget to do one also. Students enjoy hearing and reading their teacher's efforts.

LightUnit Contents

Section 1

1. Coordinating Conjunctions—Parallelism; Correlative Conjunctions—Parallelism
2. Spatial Order
3. Summary Sentences; Writing a Summary Sentence
4. Parts of Speech Review; Complement Review
5. Review and Quiz 1

Section 2

6. Hyphens in Fractions
7. Semicolons in Compound Sentences;
Using Semicolons to Correct Run-on Sentences
8. More Indefinite Pronouns
9. When *of* and *and* Are Wrong
10. Review and Quiz 2

Section 3

11. Noun or Verb?
 12. Noun, Pronoun, Verb, or Adjective?
 13. Unnecessary Prepositions
 14. Self Check
- Review for the Test

See Appendix F for an extra activity sheet for use with this LightUnit.

SECTION 1

Section 1 Spelling Words – nouns ending with -ion

This list appears on page 4 of Lesson 1 in the LightUnit.

<i>expression</i>	<i>suggestion</i>	<i>fascination</i>	<i>appreciation</i>	<i>exaggeration</i>
<i>observation</i>	<i>reflection</i>	<i>caution</i>	<i>collision</i>	<i>description</i>
<i>collection</i>	<i>plantation</i>	<i>transportation</i>	<i>expedition</i>	<i>suspicion</i>
<i>quotation</i>	<i>tension</i>	<i>explanation</i>	<i>conversation</i>	<i>decision</i>

Lesson 1 Coordinating Conjunctions—Parallelism (Pages 1-5)

Objective: to use correlative conjunctions to connect parallel words or groups of words



If a student has trouble knowing whether the words are the same part of speech, have him underline the words that are being joined by the coordinating conjunction. Then have him tell if the words are the same part of speech and if they are parallel in construction.

Correlative Conjunctions—Parallelism

Objective: to use correlative conjunctions to connect parallel words or groups of words

Penmanship: writing the Section 1 spelling words

Spelling: learning the meanings of the words

Lesson 2 Spatial Order (Pages 5-9)

Objectives: to understand spatial order; to choose a topic; to write a descriptive paragraph using spatial order



Remind students to use good, descriptive words, especially verbs. Encourage them to give a vivid word picture for their readers or listeners.



Have students look through articles or stories to find spatial-order paragraphs. They should tell how they describe—top to bottom, left to right, near to far, etc.

Penmanship: copying a quotation: “I have been driven many times to my knees by the overwhelming conviction that I had nowhere else to go.” –Abraham Lincoln

Spelling: using the words in sentences

Lesson 3**Summary Sentences***(Pages 10-14)*

Objectives: to define summary sentence; to identify the summary sentence of a paragraph

Writing a Summary Sentence

Objective: to write a good summary sentence for the paragraph they wrote in Lesson 2



Have students think of other ways to restate the topic sentence. This may take some work and thought to make the summary sentence a clincher.

Penmanship: copying a quotation: “Determine never to be idle. No person will have occasion to complain of the want of time who never loses any.” –Thomas Jefferson

Spelling: working with the patterns of the words

Lesson 4**Parts of Speech Review***(Pages 14-17)*

Objective: to identify parts of speech in paragraphs



Remind the students to look not only at the word itself but also at how it is used.

Complement Review

Objectives: to review the four complements; to identify them in paragraphs



Reinforce the idea that complements complete the main idea stated by the subject/verb pattern. The subject, verb, and complement should make a little sentence.

Penmanship: copying a quotation: “Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence.” –John Adams

Spelling: writing spelling words in alphabetical order

Lesson 5**Review and Quiz 1***(Pages 17,18; 53, 54)***Spelling Quiz for Section 1**

- | | | | | |
|-----------------|----------------|-------------------|----------------|-----------------|
| 1. tension | 5. caution | 9. transportation | 13. collision | 17. fascination |
| 2. quotation | 6. observation | 10. conversation | 14. plantation | 18. description |
| 3. suspicion | 7. expedition | 11. collection | 15. decision | 19. suggestion |
| 4. appreciation | 8. reflection | 12. exaggeration | 16. expression | 20. explanation |

SECTION 2

Section 2 Spelling Words – words usually clipped

This list appears on page 20 of Lesson 6 in the LightUnit.

<i>automobile</i>	<i>telephone</i>	<i>spectacles</i>	<i>miniature</i>	<i>luncheon</i>
<i>gymnasium</i>	<i>referee</i>	<i>veterinarian</i>	<i>laboratory</i>	<i>substitute</i>
<i>advertisement</i>	<i>taxicab</i>	<i>limousine</i>	<i>information</i>	<i>champion</i>
<i>refrigerator</i>	<i>teenager</i>	<i>graduate</i>	<i>omnibus</i>	<i>market</i>

Lesson 6

Hyphens in Fractions

(Pages 18-21)

Objective: to hyphenate written fractions



Authorities differ on rules for hyphenating fractions. Some advocate hyphenating them only when used as adjectives.

Penmanship: writing the Section 2 spelling words

Spelling: learning the meanings of the words

Lesson 7

Semicolons in Compound Sentences

(Pages 22-26)

Objective: to use semicolons to make compound sentences

Using Semicolons to Correct Run-on Sentences

Objective: to use semicolons to correct comma splice run-on sentences

Penmanship: copying a quotation: “I cannot live without books.” –Thomas Jefferson

Spelling: writing the spelling word for its clipped form

Lesson 8

More Indefinite Pronouns

(Pages 26-29)

Objectives: to learn six more singular indefinite pronouns; to choose verbs that agree with indefinite pronoun subjects

Penmanship: copying a quotation: “If you don’t say anything, you won’t be called on to repeat it.” –Calvin Coolidge

Spelling: correcting misspelled spelling words

Lesson 9**When of and and Are Wrong***(Pages 29-32)*

Objectives: *to correct sentences that use of for have; to correct sentences using try and or be sure and*



Many adults use these words incorrectly. Require correct usage in your classroom. List some incorrect sentences and some correct ones. Read them aloud and have students respond “correct” or “incorrect.” Or say correct sentences aloud and have students repeat them. This retrains their ears to recognize correct usage.



Grammar Minutes. Design ways to help students help each other use these words correctly. Give 15 minutes of extra time to read, etc. on Monday. Through the week subtract a minute each time you hear students use incorrect grammar. If the students catch the mistake before you do nothing is subtracted. Students can add minutes if they catch the teacher using incorrect grammar. On Friday afternoon decide what they can do with the minutes they have. This is a fun, positive way to train their ears to “hear” correct grammar!

Penmanship: *copying a quotation:* “It is common sense to take a method and try it. If it fails, admit it frankly and try another. But above all, try something.” –Franklin Roosevelt

Spelling: *writing spelling words for synonyms and related words*

Lesson 10**Review and Quiz 2***(Pages 32, 55-56)***Spelling Quiz for Section 2**

- | | | | | |
|------------------|---------------|------------------|---------------|------------------|
| 1. omnibus | 5. substitute | 9. telephone | 13. champion | 17. miniature |
| 2. taxicab | 6. automobile | 10. information | 14. gymnasium | 18. refrigerator |
| 3. advertisement | 7. spectacles | 11. graduate | 15. market | 19. laboratory |
| 4. limousine | 8. luncheon | 12. veterinarian | 16. referee | 20. teenager |

SECTION 3**Section 3 Spelling Words – words from various languages**

This list appears on page 35 of Lesson 11 in the LightUnit.

- | | | | | |
|----------|-----------|---------|----------|-----------|
| carnival | salami | galore | fjord | tantalize |
| malaria | influenza | kimono | algebra | robot |
| lasagna | bologna | pajamas | magazine | orphan |
| pedestal | pizza | ketchup | apricot | bagel |

Lesson 11

Noun or Verb?

(Pages 33-37)

Objective: *to identify whether a word functions as a noun or verb*



Teach students clues to decide how the word is functioning: Is the subject doing it? It's a verb. If *a*, *an*, or *the* are in front of it, it's a noun.

Penmanship: *writing the Section 3 spelling words*

Spelling: *learning the meanings of the words*



Say the words together. Have students guess which language each is from.

Lesson 12

Noun, Pronoun, Verb, or Adjective?

(Pages 37-41)

Objectives: *to understand that some words can function as more than one part of speech; to identify a word's function in a sentence*



Again, remind students to look carefully: is the subject doing it? Are there adjectives describing it? Is the word describing a noun? Is it taking the place of a noun?

Penmanship: *copying a quotation: "I want a kinder, gentler, nation." –George H. W. Bush*

Spelling: *using the words in sentences*

Lesson 13

Unnecessary Prepositions

(Pages 41-44)

Objective: *to correctly use prepositions*



Many adults use unnecessary prepositions. Require correct usage in your classroom. Emphasize to your students that they will need to retrain their ears. This is a good time to use the "Grammar Minutes" idea mentioned in Lesson 9. It is amazing how quickly students can learn to hear their mistakes if it's done in a positive atmosphere.

Penmanship: *copying a quotation: "I have tried so hard to do the right." –Grover Cleveland*

Spelling: *writing spelling words with their original meanings and etymologies*

Lesson 14**Self Check***(Pages 44-47)*

You may use the self check as an evaluative tool to see what areas your students need to study more. To use it this way, have them take it without studying or reviewing. Or you may use it more as a review for the LightUnit Test. To use it this way, let students prepare for taking it by studying beforehand.

Spelling Quiz for Section 3

- | | | | | |
|-------------------|-------------------|--------------------|----------------------|---------------------|
| 1. <i>lasagna</i> | 5. <i>robot</i> | 9. <i>apricot</i> | 13. <i>carnival</i> | 17. <i>pedestal</i> |
| 2. <i>fjord</i> | 6. <i>malaria</i> | 10. <i>galore</i> | 14. <i>tantalize</i> | 18. <i>orphan</i> |
| 3. <i>pizza</i> | 7. <i>ketchup</i> | 11. <i>bagel</i> | 15. <i>influenza</i> | 19. <i>bologna</i> |
| 4. <i>kimono</i> | 8. <i>salami</i> | 12. <i>pajamas</i> | 16. <i>algebra</i> | 20. <i>magazine</i> |

Review for the Test*(Page 48)*

The checklist tells students what they need to know for the test. Students who do well on the self check probably don't need this review.

If you have not used the extra activity sheet for this LightUnit (Appendix F), you may want to photocopy and assign it as seat work.

LightUnit Test 608**Spelling Words for LightUnit Test 608**

See Appendix E for sentences to use with these words.

- | | | | | |
|----------------------|--------------------------|-------------------------|---------------------------|------------------------|
| 1. <i>teenager</i> | 7. <i>graduate</i> | 13. <i>magazine</i> | 19. <i>substitute</i> | 25. <i>decision</i> |
| 2. <i>bologna</i> | 8. <i>exaggeration</i> | 14. <i>laboratory</i> | 20. <i>tantalize</i> | 26. <i>algebra</i> |
| 3. <i>caution</i> | 9. <i>pizza</i> | 15. <i>refrigerator</i> | 21. <i>suspicion</i> | 27. <i>miniature</i> |
| 4. <i>influenza</i> | 10. <i>advertisement</i> | 16. <i>fascination</i> | 22. <i>referee</i> | 28. <i>description</i> |
| 5. <i>gymnasium</i> | 11. <i>salami</i> | 17. <i>orphan</i> | 23. <i>transportation</i> | 29. <i>pedestal</i> |
| 6. <i>expedition</i> | 12. <i>quotation</i> | 18. <i>appreciation</i> | 24. <i>galore</i> | 30. <i>information</i> |

If a student needs to retake the test, you may copy Alternate LightUnit Test 608 from Appendix D. This covers the same concepts as the regular LightUnit Test.

LightUnit 609

LightUnit Overview

Penmanship: copying E. A. Brininstool’s poem “When Papa Was a Boy”

Spelling: Section 1 – nouns ending in *-ance*, *-ence*

Section 2 – words related to space and astronomy

Section 3 – words from French

Creative Writing. In Section 3 students will plan and write a character sketch. Review steps of the writing process (*On Teaching Writing*, Chapters 7-11) before these lessons. Plan a way for students to present their papers. See Chapter 12: “Presenting: Bringing Others Along,” of *On Teaching Writing* for ideas.

Conduct a mini-lesson to introduce and reinforce correct ways of writing dialogue (Lesson 13).

LightUnit Contents

Section 1

1. Adverb Phrase Review; Diagramming Adverb Phrases
2. How Come? What For?
3. Misplaced Prepositional Phrases
4. Plural Indefinite Pronouns; Plural Indefinite Pronouns and Verb Agreement
5. Review and Quiz 1

Section 2

6. Adjective Review
7. Semicolons in a Series
8. Subject Indefinite Pronouns and Verb Agreement
9. Indefinite Pronouns—Singular or Plural
10. Review and Quiz 2

Section 3

11. Character Sketch
12. Writing a Character Sketch
13. Character Sketch—The Final Copy
14. Self Check

Review for the Test

See Appendix F for an extra activity sheet about alliteration for use with this LightUnit.

SECTION 1

Section 1 Spelling Words: nouns ending with -ance, -ence

This list appears on page 4 of Lesson 1 in the LightUnit.

appearance	substance	influence	allowance	reverence
experience	annoyance	assurance	guidance	performance
acquaintance	circumference	innocence	audience	intelligence
residence	presence	preference	assistance	patience

Lesson 1

Adverb Phrase Review

(Pages 1-5)

Objective: to identify adverb phrases and the words they modify



If a student is having trouble with adverb phrases, be sure he reads the phrase with the word he thinks it is modifying; it should make sense.

Diagramming Adverb Phrases

Objective: to correctly diagram sentences containing adverb phrases

Penmanship: writing the Section 1 spelling words

Spelling: learning the meanings of the words



Say the words together. It can be difficult to remember whether these spelling words end in *-ence* or *-ance*. Have the students write them in a list under the correct ending. Also, over-pronouncing the suffix when writing the word may help them remember which ending each word has.

Lesson 2

How Come? What For?

(Pages 5-9)

Objective: to understand that using *how come* for *why* and *what for* for *which* is incorrect



Again, these mistakes are so common that students will need to have this reinforced. At the start of each class for a week or so, say several short sentences. Have them respond with “correct” or “incorrect.”

Penmanship: copying two lines of the poem:

When Papa Was a Boy
When papa was a little boy you really couldn't find
In all the country round about a child so quick to mind.

Spelling: using the words in sentences

Lesson 3 Misplaced Prepositional Phrases (Pages 9-12)

Objective: *to correct sentences that have misplaced prepositional phrases*



Emphasize that it is best to place an adjective prepositional phrase as close as possible to the word it modifies.

Penmanship: *copying two lines of the poem:*

His mother never called but once, and he was always there;
He never made the baby cry or pulled his sister's hair.

Spelling: *choosing and writing the correctly spelled spelling words*

Lesson 4 Plural Indefinite Pronouns (Pages 12-16)

Objectives: *to identify plural indefinite pronouns in sentences; to label their part of speech in a sentence*



Review the twelve singular indefinite pronouns.



Students have learned the singular indefinite pronouns; now they will learn the ones that are plural. Be sure they memorize them.



Have the students identify indefinite pronouns in a short story. It would be good if they could make different markings to differentiate between singular and plural indefinite pronouns. For example: circle singular indefinite pronouns and underline plural indefinite pronouns.

Plural Indefinite Pronouns and Verb Agreement

Objective: *to use plural verbs with plural indefinite pronouns*



Students should ignore any prepositional phrases between the subject and verb when choosing the correct verb. Have them put parentheses around any prepositional phrases between the subject and verb to avoid confusion.

Penmanship: *copying two lines of the poem:*

He never slid down banisters or made the slightest noise,
And never in his life was known to fight with other boys.

Spelling: *categorizing spelling words according to suffix*

Lesson 5**Review and Quiz 1***(Pages 16, 17; 53, 54)***Spelling Quiz for Section 1**

1. <i>annoyance</i>	5. <i>performance</i>	9. <i>circumference</i>	13. <i>reverence</i>	17. <i>appearance</i>
2. <i>preference</i>	6. <i>assurance</i>	10. <i>allowance</i>	14. <i>intelligence</i>	18. <i>innocence</i>
3. <i>patience</i>	7. <i>experience</i>	11. <i>influence</i>	15. <i>substance</i>	19. <i>assistance</i>
4. <i>residence</i>	8. <i>guidance</i>	12. <i>acquaintance</i>	16. <i>audience</i>	20. <i>presence</i>


SECTION 2**Section 2 Spelling Words: words related to space and astronomy**

This list appears on page 20 of Lesson 6 in the LightUnit.

<i>constellation</i>	<i>galaxy</i>	<i>solar</i>	<i>universe</i>	<i>gravity</i>
<i>atmosphere</i>	<i>meteor</i>	<i>sphere</i>	<i>rotation</i>	<i>revolve</i>
<i>oxygen</i>	<i>satellite</i>	<i>astronomy</i>	<i>eclipse</i>	<i>orbit</i>
<i>astronaut</i>	<i>crescent</i>	<i>lunar</i>	<i>phase</i>	<i>theory</i>

Lesson 6**Adjective Review***(Pages 17-21)*

Objectives: to review and identify adjectives, predicate adjectives, participles, and adjective phrases


 Have students find and label adjectives, predicate adjectives, participles, and adjective phrases in a short story.

Penmanship: writing the Section 2 spelling words

Spelling: learning the meanings of the words

Lesson 7**Semicolons in a Series***(Pages 21-26)*

Objective: to use semicolons to separate items in a series already containing commas

 Sentences with a series that already contains commas need semicolons for clarity. Some examples are sentences with a series of cities and states, cities and countries, a series of appositives, or a series of items with multiple adjectives.

This lesson may be difficult as sixth graders aren't very familiar with appositives yet. Do several on the board and clearly show the separate items. Make sure they understand why a semicolon is needed instead of a comma.

Penmanship: copying two lines of the poem:

He always rose at six o'clock and went to bed at eight,
And never lay abed till noon; and never sat up late.

Spelling: using the words in sentences

Lesson 8

(Pages 26-29)

Subject Indefinite Pronouns and Verb Agreement

Objective: to use a verb that agrees in number with the subject indefinite pronoun



To make sure students understand this, use example sentences on the board.

Penmanship: copying two lines of the poem:

He finished Latin, French, and Greek when he was ten years old,
And knew the Spanish alphabet as soon as he was told.

Spelling: correcting misspelled spelling words

Lesson 9 Indefinite Pronouns—Singular or Plural

(Pages 29-32)

Objectives: to learn the indefinite pronouns that can be either singular or plural; to decide whether these indefinite pronouns need a singular or plural verb



Until now the student has been taught to ignore prepositional phrases when choosing the right verb. Now they need to look at the prepositional phrase to find the word that the indefinite pronoun is referring to. Then decide whether a singular or plural verb is needed.

Penmanship: copying two lines of the poem:

He never, never thought of play until his work was done,
He labored hard from break of day until the set of sun.

Spelling: writing spelling words for sets of vowels

Lesson 10

Review and Quiz 2

(Pages 33; 55, 56)

Spelling Quiz for Section 2

- | | | | | |
|-----------|------------------|----------------|--------------|---------------|
| 1. orbit | 5. eclipse | 9. revolve | 13. theory | 17. astronaut |
| 2. galaxy | 6. constellation | 10. astronomy | 14. lunar | 18. gravity |
| 3. solar | 7. universe | 11. phase | 15. crescent | 19. meteor |
| 4. oxygen | 8. satellite | 12. atmosphere | 16. rotation | 20. sphere |

SECTION 3

Section 3 Spelling Words: words from French

This list appears on page 36 of Lesson 11 in the LightUnit.

<i>hatchet</i>	<i>shanty</i>	<i>debris</i>	<i>jelly</i>	<i>cajole</i>
<i>vinegar</i>	<i>crochet</i>	<i>fillet</i>	<i>strategy</i>	<i>clique</i>
<i>croquet</i>	<i>fuselage</i>	<i>camouflage</i>	<i>chalet</i>	<i>omelet</i>
<i>adieu</i>	<i>restaurant</i>	<i>coward</i>	<i>yacht</i>	<i>cafe</i>

Lesson 11

Character Sketch

(Pages 33-37)

Objectives: *to define character sketch; to choose a person to write about; to identify the main characteristic of that person*



Each student should pick a person with whom *he* is well acquainted. The person should have some distinguishing characteristic and personality—one that the student admires.

Spend some time discussing what characteristics are. Use examples from the Bible: Abraham – faith; Daniel – courage; etc.

Penmanship: *writing the Section 3 spelling words*

Spelling: *learning the meanings of the words*

Lesson 12

Writing a Character Sketch

(Pages 37-42)

Objective: *to write the first draft of a character sketch*

☞ Remind students that the summary sentence restates the topic sentence. Go back to the example in Lesson 11 and talk about how the summary sentence tells that his grandfather was patient.

Penmanship: *copying two lines of the poem:*

He never scraped his muddy shoes upon the parlor floor,
And never answered back his ma, and never banged the door.

Spelling: *using the words in sentences*

Lesson 13

Character Sketch—The Final Copy

(Pages 42-45)

Objectives: *to edit and revise the character sketch; to write the final copy*



Make sure students follow directions and write their final copies very neatly!

Penmanship: copying the last two lines of the poem and the author's name:

But, truly, I could never see—with all that I enjoy—
How he could never do these things and really be a boy.
—E. A. Brininstool

Spelling: working with the pattern of the words

Lesson 14

Self Check

(Pages 46-48)

You may use the self check as an evaluative tool to see what areas your students need to study more. To use it this way, have them take it without studying or reviewing. Or you may use it more as a review for the LightUnit Test. To use it this way, let students prepare for taking it by studying beforehand.

Spelling Test for Section 3

- | | | | | |
|---------------|-------------|---------------|-------------|-------------|
| 1. debris | 5. cafe | 9. restaurant | 13. hatchet | 17. coward |
| 2. camouflage | 6. vinegar | 10. shanty | 14. jelly | 18. omelet |
| 3. yacht | 7. fuselage | 11. clique | 15. fillet | 19. crochet |
| 4. croquet | 8. chalet | 12. strategy | 16. adieu | 20. cajole |

Review for the Test

(Page 49)

The checklist tells students what they need to know for the test. Students who do well on the self check probably don't need this review.

Copy and assign the 609 extra activity sheet (Appendix F) as seat work. Students may enjoy working together on this exercise.

LightUnit Test 609

Spelling Words for LightUnit Test 609

See Appendix E for sentences to use with these words.

- | | | | | |
|-----------------|-----------------|----------------|------------------|-------------------|
| 1. crescent | 7. appearance | 13. eclipse | 19. experience | 25. circumference |
| 2. chalet | 8. oxygen | 14. annoyance | 20. omelet | 26. meteor |
| 3. patience | 9. fuselage | 15. yacht | 21. astronaut | 27. vinegar |
| 4. strategy | 10. presence | 16. guidance | 22. debris | 28. universe |
| 5. acquaintance | 11. galaxy | 17. camouflage | 23. intelligence | 29. restaurant |
| 6. satellite | 12. performance | 18. theory | 24. hatchet | 30. gravity |

If a student needs to retake the test, you may copy Alternate LightUnit Test 609 from Appendix D. This covers the same concepts as the regular LightUnit Test.