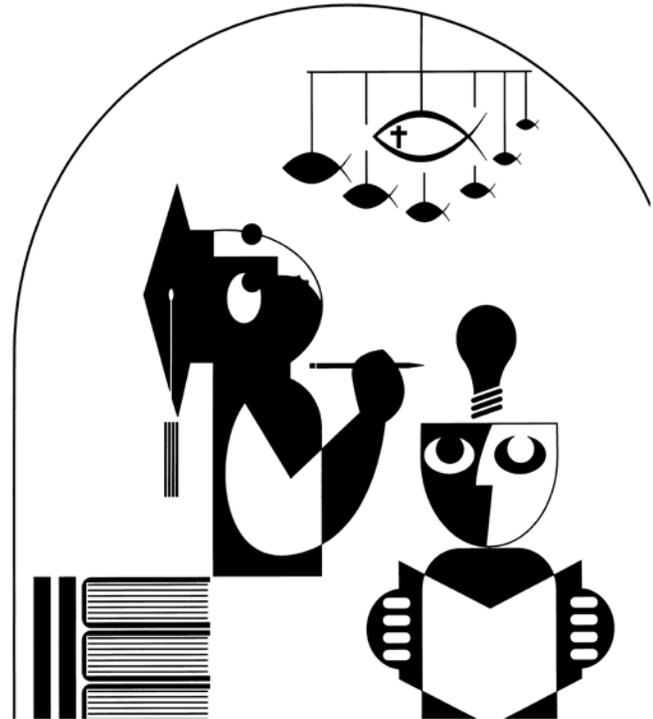




*Language Arts with a Christian
Perspective for Middle & Upper Grades*



Teacher's Manual

Total Language *plus*

Study Guide Teacher's Manual

By Barbara Blakey

*By wisdom a house is built, and through
understanding it is established;
through knowledge its rooms are filled with rare
and beautiful treasures.*

Proverbs 24:3-4

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*We must view young people not as empty bottles
to be filled, but as
candles to be lit.*

Robert H. Shaffer

Getting Acquainted

The *Total Language Plus* curriculum is based on the following philosophy:

- Children *enjoy* learning. True learning is exciting.
- Learning occurs best when the child's interest is captured.
- When a child is interested in reading a book, he is in a position to learn from the book.
- Good literature can provide motivation to learn language arts.

Total Language Plus is comprehensive. It covers reading, comprehension, spelling, grammar, vocabulary, writing, listening, and analytical and critical thinking with a Christian perspective.

Study guides have between five and eight units each. Units take approximately one to two weeks to complete, depending on the abilities and schedules of teachers and students. For a complete year's curriculum, choose three to five books.

This curriculum strives to provide a method that will help children:

- appreciate reading (so the Bible and Christian books will be read eagerly).
- think critically and be sensitive listeners (so they will be able to discern truth and use sound judgment).
- share their feelings and ideas effectively, both orally and in

writing (so they can touch the lives of others and share the good news of Jesus Christ).

- be comfortable with grammar and spelling (so that nothing will hinder their ability to communicate with all types of people).
- enjoy a lifetime of learning (so their hearts will remain open to what God wants to teach).

Included with each study guide are worksheets for:

Reading comprehension

Grammar

Vocabulary

Vocabulary reviews

Spelling

Author profiles

Also included are answer keys and Enrichment suggestions covering such topics as writing, art, science, social science and library research.

Suggested Materials:

- Study Guide** (for each student)
- Reading Book** (for each student)
- Flash Cards** (either purchase index cards, or have children make their own)
- Colored Markers** (for the flash cards)
- Notebook Paper**
- Spiral Notebook** (for journal)
- Dictionary**
- Thesaurus**
- Chalkboard**

The planning grid provided with each study guide simplifies lesson planning. A sample lesson plan for one week follows this overview, but please, *don't feel tied to its format*. Units often take one to two weeks to complete.

Overview

The following is an overview of each area of study in the student study guides. More detailed explanations can be read in the following pages.

I. **Enrichment / Writing** (15 - 30 minutes daily)

- A. Organization and planning
- B. Creative writing
- C. Basic writing
- D. Higher order thinking skills
- E. Field trip suggestions
- F. Scripture applications
- G. Research projects
- H. Art, social studies, and social science suggestions
- I. Character analysis
- J. Hands-on activities
- K. Intuitive reasoning
- L. Oral presentations

II. **Grammar** (5 - 10 minutes daily)

- A. Dictation
 - 1. Listening
 - 2. Spelling sight words
 - 3. Thinking while writing
 - 4. Improving penmanship
- B. Application
 - 1. Proofreading
 - 2. Reviewing parts of speech, grammar, punctuation and capitalization
 - 3. Rewriting in own words
 - 4. Memorizing
- C. Skills (3rd and 4th grade levels; high school)
 - 1. Instruction
 - 2. Drills

III. **Reading** (15 – 30 minutes daily)

- A. Comprehending facts
- B. Predicting outcomes
- C. Sequencing
- D. Reading silently and orally
- E. Appreciating well-written literature

IV. **Vocabulary** (10 – 20 minutes daily)

- A. Words from reading assignment
- B. Context clues
- C. Synonyms/antonyms
- D. Applications
- E. Parts of speech
- F. Reviews
- G. Movement and rhythm for 3rd and 4th grades

V. **Spelling** (10 – 20 minutes daily)

- A. Same as vocabulary words
- B. Various learning styles
- C. Repetition through variety
- D. Phonics and rules
- E. Reviews
- F. Movement and rhythm for 3rd and 4th grades

Total Language Plus integrates the study of language arts. Writing and grammar instruction are included in the earliest levels and again at the high school level while abundant opportunities to improve grammar and writing skills are provided for the middle grades.

Sample Lesson Plan

Following is a sample lesson plan. Based on a five day school week, it allows one hour daily for language arts. Use it as a guide; do not feel compelled to follow it. For any curriculum to be effective, it must be easily adapted by its users.

- Monday:** Read over Enrichment / Writing topics
Complete Grammar A and Vocabulary A
Do one-half of Spelling A
Write in *Personal Journal
Scan comprehension questions
Read silently for 15 - 20 min.
- Tuesday:** Answer reading questions orally
Complete Grammar B and Vocabulary B
Do second half of Spelling A
Review Flashcards
Write in Personal Journal
Scan questions, Read for 15-20 min.
Work on Enrichment / Writing assignment
- Wednesday:** Answer reading questions orally
Complete Grammar C and Vocabulary C
Complete Spelling B and C
Review Flashcards
Take spelling pretest
Scan questions, Read
Write in Personal Journal
- Thursday:** Answer reading questions orally
Scan questions, Finish reading
Complete Grammar D and Vocabulary D
Complete Spelling D
Review Flashcards
Write in Personal Journal
Finish Writing assignment
- Friday:** Answer reading questions
Complete Grammar E
Take spelling test
Complete Vocabulary Review Sheet
Present Writing assignment
Write in Personal journal

**Journaling can be done many ways and is extremely valuable. It is a good habit for adults as well as children.*

I. Enrichment / Writing

It would be impossible to accomplish all of the topics and exercises this section offers. Some suggestions are best done in groups, some individually and many require adult supervision. Read through the list as you begin the unit; a few projects are time consuming. When there is a chapter designation, wait until that chapter is read before assigning the project.

Enrichment / Writing consists of five departments, each with a different emphasis:

Projects. Research topics, experiments, wide-ranged applications, group activities, and field trips are suggested to take the pupil beyond the book. In addition to learning from hands-on experiences and assimilation of facts, this section provides "how-to" opportunities, i.e., how to obtain information, organize reports, and present data. Topics include learning opportunities in science, history, and geography.

Pictures. This category allows students to express themselves visually. Few actual directions are given, encouraging creativity, planning, and problem solving.

Pen and Paper. This section is not offered in the 3rd and 4th grade books. Instead detailed writing instruction is offered with specific writing projects.

Focusing on research and analysis, Pen and Paper topics are geared for individual work. They stress factual writing. Students decide where and how to look for answers. Sequencing, predicting outcomes, cause and effect, writing styles, setting, and plot may be covered. Different types of writing are explored. *This is an excellent area for teaching organization and mechanics.*

A particular skill may need to be demonstrated before being assigned. Composing a Psalm? Study Psalms. Making "bumper

stickers"? Discuss their characteristics (short, concise, catchy), then brainstorm possibilities before setting students on their own.

Newspaper articles may need similar attention. Study a column first. Note how much and the type of information given in the first paragraph, the importance of the first sentence, how to give the article a heading, etc. Be sure young writers have the "tools" they need to successfully accomplish the task.

Personally Thinking. Suggestions in this section are designed to stimulate introspective and analytical thinking and strengthen abilities to express opinions and thoughts, both orally and in writing. "Why" is a key word. Character analysis, personal application, and descriptions are included. *Stressing content over mechanics is advisable here.*

Because understanding the "why" in a story aids understanding the "whys" of life, assign these topics profusely. These are great opportunities to discuss how Christian values affect our choices and lifestyle and to instill a biblical world view. Encourage creativity and *thinking*.

The 3rd and 4th grade books do not have a separate Personally Thinking section. Analytical and "deeper" thinking questions are included with the reading comprehension questions.

Puzzle. Problem solving and analytical thinking skills are critically important, thus the inclusion of this section. If a child struggles to the point of frustration, think aloud through possible solutions. *Don't let students give up too quickly.* Solving tricky riddles is a great self-confidence booster. Please note, not all study guides have puzzles.

II. Grammar

These drills should take no longer than five to ten minutes each day. Scripture quotations are taken from the New International Version. The passages usually apply in some way to the reading assignments. Consider using them for memory work.

Grammar worksheets are vitally important for rounding out spelling and writing mechanics. A few minutes a day makes a tremendous difference.

If the dictations are too long, shorten them! Gradually, as a pupil adjusts to listening and writing, entire dictations may again be used. Don't frustrate the child.

Skills taught in this activity include: spelling the spoken word; careful listening careful; hearing sentence phrasing; using correct grammar, punctuation, and capitalization; proofreading and memorization.

Dictations

The 3rd and 4th grade books feature one dictation per unit. The other levels offer three. Passages should be dictated *slowly* and *clearly* for students to write. For young students, read each sentence, then go back and repeat the sentence (once) in phrases. Older students should not require the repetition. Students new to dictations may benefit from "hints" such as how many commas are in a passage or a clue about semi colons.

After the entire dictation has been written, each child checks his own work. He should correct mechanical mistakes with a colored pen and write misspelled words on the line designated "problem words" in the study guide.

Don't be concerned about difficult misspelled words, but do mark sight words that are consistently wrong and add them to the

weekly spelling lesson drills. Also note problem areas regarding punctuation, grammar, and capitalization.

Some children find dictations easy; others struggle. If this activity seems too challenging for your child, cut the dictation in half. If it appears too easy, dictate faster and longer segments.

Activity D 5th – 12th Grades

Each week different areas are covered to reinforce what students learned in previous years. A few minutes each week should keep grammar skills fresh.

Sometimes weaknesses will show. Possibly, a student never grasped the meaning of adverbs or prepositions. Adjust lessons to allow re-teaching of problem areas. A few minutes daily should be sufficient.

Activity E 5th – 12th Grades

This activity allows the scriptures to be reviewed and reflected upon. It provides another writing opportunity for the student to express his ideas and opinions based on analytical thought.

III. Reading Comprehension

Weekly reading assignments are based on covering about five to nine pages per day. (Advanced books may cover more.) Sustained silent reading is valuable, as is reading out loud. Do both.

If a chosen book stretches reading abilities, encourage oral reading. Reading aloud will help reinforce word attack skills, a necessary activity for the struggling reader.

Demonstrate phrasing and expressions by taking your turn reading aloud. Avoid patterns in turn-taking. Begin and end in the middle of paragraphs or even in the middle of a sentence, thus encouraging readers to follow along carefully.

Comprehension questions are based on facts students should remember. Have pupils go over the questions and make predictions before reading. Try answering the questions the day after the chapter is read to improve concentration and memory. This is a good oral exercise.

Unless pupils are totally stumped, do not allow them to look in the book for answers. Students need to reflect on what has been read and be able to discuss it without rereading. Don't be afraid of silence. Give each child plenty of time to think and respond.

These comprehension questions do not contain the depth found in the Personally Thinking division of the Enrichment/Writing section. A reminder to cover the Personally Thinking topics, is included at the end of each chapter on the reading worksheets.

IV. Vocabulary

Four exercises are presented in each unit to teach and reinforce the vocabulary words. Additionally, Vocabulary Review Sheets are provided at the back of the study guide to use as desired. Vocabulary and spelling words are the same for each unit.

All of the words are taken from the reading assignment; therefore, they are words that the student has encountered or will be encountering shortly. The goal is to master unfamiliar words.. Why? *An excellent vocabulary improves a person's ability to think, speak, write, and listen.* Total Language Plus places a major emphasis on vocabulary.

Vocabulary Section A

This exercise should be done entirely by the students; it requires no teacher involvement. There are no "wrong" answers.

It encourages readers to find clues to the meanings of unfamiliar words; no dictionaries allowed! Usually, but not always, pupils will guess correctly. Emphasize thoughtful reading, context clues, and expressing ideas in writing. *The children are not expected to know the definitions at this point, only to write a thought-out conjecture.*

Compliment students for their responses. Ask how word choices were made for both correct and incorrect reasoning.

Follow this activity with Section A on the Spelling Worksheet. Through discussion of the words during this exercise, more clues will point to the precise meanings of the words. (See Spelling A.)

Vocabulary Section B

Accurate definitions are important now. A dictionary may be used, if necessary, to find appropriate meanings. Definitions given will usually relate to how the word was used in the reading assignment. Not every meaning of a word is covered.

Again, little or no teacher participation is required. If students guessed reasonably during Vocabulary A and were attentive during Spelling A, they should be able to complete this exercise with ease and confidence.

Vocabulary Section C

This section is necessary to cement the words and their definitions together. Both the words and their parts of speech are entered in the glossary at the back of the study guide or on the spelling flashcards. If this is too big a project, do a few words each day. Pupils should check the box at the completion of the exercise.

When the study guide is finished, each child will have a handy glossary he may use to review all the words he has studied and something of which he will be proud.

Vocabulary Section D

Exercises in Section D vary, but all are designed to encourage students to *think* about how the words are used, to see relationships between words, and to apply what is known about the words in new ways. A new synonym may be introduced or words may be grouped differently than before. Words from past units are usually included. These activities may be challenging. Offer assistance sparingly.

Third and fourth grade level study guides employ movement activities and games for activities C and D. These are not fillers or "fluff," but critical to the learning process for this age group. Movement stimulates brain activity and rhythm facilitates memorization. Be sure to help your child keep in rhythm when doing these activities.

Vocabulary Reviews

Review sheets are provided for enhancement. Each review includes words from past units. Use at your discretion as another assignment, review, or quiz.

Completion of Sections A through D should give the student mastery over the words. If not, *don't add new words* until the old ones are understood.

Try these suggestions if more exercises are needed:

- ✓ Students write sentences in the glossary illustrating correct word usage.
- ✓ Students write the definitions on the back of the spelling flashcards and use in the "lightning round."
- ✓ Students underline the words in the reading assignment.
- ✓ Teacher dictates the definition instead of the word for spelling tests.
- ✓ Students and teacher go back to Spelling Section A and discuss word origins, Greek and/or Latin suffixes, prefixes, and root words.

- ✓ Teacher gives "points" for using the words through-out the day and for recognizing their synonyms, antonyms, or homonyms.
- ✓ Teacher uses the words regularly himself.

V. Spelling

Each unit has a list of spelling words taken from the reading assignment. They are the same as the vocabulary words. A variety of activities is offered to teach the words. Straight repetition has been avoided to encourage thought and discourage boredom, however, constant review is a key to mastering the words.

Section A

This first activity involves hearing, writing, examining and saying each word/syllable/letter. It is ideally presented after Vocabulary A, and is the only spelling section requiring substantial teacher participation.

1. First, each student reads the words aloud, with the teacher making pronunciation corrections as necessary. *Words must be said properly.* Many spelling errors can be avoided if pronunciations were more accurate (intrest-interest).
2. Students write each word on a flashcard using large, clear letters. We recommend a red marker as a visually stimulating color. Neatness counts! Poor spellers may choose to mark each word phonetically, underline phonograms and separate syllables.
3. Using the flashcards, focus on each word, one at a time. *Don't rush through this exercise.* Dissect the word by syllables, pointing out phonograms, applicable spelling rules or rule breakers, prefixes and suffixes. Notice peculiarities such as words within words or consonant/vowel patterns.

You may prefer to write each word in large letters on the chalkboard and have pupils mark it phonetically, discussing it as a group. They may then copy the phonetic markings on their individual flashcards.

Encourage pupils to make their own observations however silly the comments may seem. They will remember words longer and faster when the discoveries are their own.

This is also a good time to introduce students to Latin and Greek roots and prefixes. Is there a suffix? Discuss the meaning of the word. Tie in relationships between how the word is spelled and its definition. Note other forms of the word.

4. Looking at the flashcard, students say the word and spell it out loud.
5. Finally, each participant closes his eyes, and visualizes the word letter by letter. This visualization may be in the form of tall neon signs, blocks, etc.; let each child decide. With the mind picture firmly fixed and focusing on it, the student spells the word out loud again.

If the word is misspelled, the pupil (visually) throws away the wrong letter(s) and puts the correct letter(s) in place, then spells again.

A key to the value of this exercise is spelling aloud from the "mind picture" of the whole word.

Adapt the number of words you examine to the attention span of your children. Every word must be scrutinized, but not all in one sitting or even in the same day.

With this intense introduction to the words, students have a good base upon which to build. The rest of the exercises will be easier and the words mastered more quickly when sufficient time is taken to do this drill thoroughly.

Flashcard Review

A fast, simple exercise needing no teacher involvement, this daily review makes a huge difference in the learning of the words. Every day the flashcards should be gone through in a "lightning round" mode. The reviewer should say the word, spell it and go on to the next word in rapid succession. Third and fourth graders trace the letters of the words with their finger as they go through this exercise. DO DAILY with brain in gear.

Include a few words on a rotating basis from past lists to keep all the words fresh. Add misspelled words from dictations. Definitions may also be reviewed in this manner.

Section B

This section is designed to encourage the student to think about each word. He must look over the entire list several times, noticing particulars, reinforcing discoveries made in Section A. This activity is not difficult; teacher participation should not be required.

The value of Section B is threefold: a repeat visual inspection of the words, a second writing, and a reinforcement of earlier discoveries.

Sections C and D

These exercises familiarize students with the words through thinking while writing them. Activities in C are often technical, while D focuses on teaching through games. Teacher involvement should be minimal.

Section D reinforces spelling words using analytical thinking skills. Words from past lists are often included.

Third and fourth grade level studies offer games and movement activities for C and D. These exercises are just as important as those done with pen and paper. Discarding rhythm and movement activities as unimportant will adversely affect the ability of your child to master the spelling words.

When these activities are completed, each word will have

been written approximately five times without any boring repetition and should give pupils mastery over the words.

Your pupils may finish reading the book before all the spelling-vocabulary words are mastered. That's okay.

If more practice is required to learn the spelling words, consider learning styles and adapt the exercises accordingly.

Supplemental activities could include:

- ✓ Participating in an old-fashioned spelling bee (oral)
- ✓ Drilling on a chalkboard (writing)
- ✓ Recording on a cassette tape (oral, auditory)
- ✓ Posting the words in large print in an easy-to-see place (visual)
- ✓ Repeating phonics
- ✓ Skipping rope or tossing a bean bag while spelling each word
- ✓ Drilling from the flash cards
- ✓ Typing the words on a computer
- ✓ Relay races and "Spelling Jeopardy"

If you test weekly, try a mid-week pretest. It can build confidence and show problem words which need attention.

Plan to take a one to two week break between study guides. Students need time to digest what they have learned before launching into another intensive study. This is a great time to insert a Focus Guide or use the break to allow students to read other books by the same author, on the same subject, with the same style, or recreational novels; assign book reports or review vocabulary/spelling words. Since Enrichment / Writing suggestions will not be exhausted, continue with those topics during this break.

VII. Planning Grid

Check the planning grid provided with each study guide. The columns relate to the unit number, the rows are the exercises for each unit, excluding specific Enrichment / Writing assignments. These lessons may be completed weekly, biweekly, or according to the time schedule that works best for your situation. When the exercises are finished for one unit, simply move on to the next.

Advanced Books

While these study guides follow basically the same format as the regular books, there are significant differences.

Enrichment/Writing has been replaced with Communication worksheets for each unit. These worksheets contain extensive writing opportunities at a higher level than found in the easier books. In-depth character analysis, noting an author's style and technique, recognizing specific writing devices and developing summarization skills are some of the opportunities presented in this challenging section.

Students will need to visit the library, use research tools, and have Internet access.

The advanced level offers challenging dictations and grammar lessons. More instruction is given for a higher level grammar. An English handbook is essential.

An additional vocabulary activity is added to each unit as the new words are often exceptionally challenging. The spelling words and vocabulary words remain the same, but less focus is spent on spelling. A stronger emphasis is placed on etymology and word usage.

The study guides are designed for students to do much of the work on their own; but not necessarily alone. As with the easier levels, the more interest the teacher shows in the student's work, the better that work will be. The novels upon which these guides are based are thought-provoking and may require some input

from the instructor to eliminate false conclusions or faulty reasoning.

For a year's credits for American Literature complete the Nonfiction, Short Stories, and Poetry modules (in that order) then finish the year with a study guide for either *To Kill a Mockingbird* or *The Scarlet Letter*.

For a year's credits for British Literature complete the study guides for *Jane Eyre*, *Oliver Twist*, *Pride and Prejudice*, and *A Christmas Carol*. The Focus Guide for *Animal Farm* also fits in well here.

For a year's credits for World Literature complete the study guides for *Around the World in 80 Days*, *The Scarlet Pimpernel*, *The Swiss Family Robinson*, and *The Hiding Place*.

Appendix

A. Writing Helps

B. Spelling Rules

C. Frequently Asked Questions

A. Writing Helps

When giving writing assignments, be sure your students are aware that a minimum of five steps will be taken. They will brainstorm for ideas and organize the brainstorming into a rough outline; they will take the outline and write a rough draft; the rough draft will be rewritten, then proofread, then polished for the finished product.

Look for these qualities in your students' work:

- Is the **writing clear**? Look for specific words (“farmer” rather than “man”; “raced” rather than “ran”).
- Is it **concise**? Check for unnecessary words (shorten “in the event that” to “if”).
- Is it **gracious**? Christian writing should avoid rude or slang terms.
- Is it **punctuated** properly? Are grammar and capitalization rules followed? If you are not sure, consult a grammar handbook. Rod and Staff produces an excellent one.
- Does the writing contain good **sentence structure** and proper **paragraph construction**? Look for run-on sentences, subject/predicate agreement, and sentences that support one main idea in a paragraph.
- Do **descriptions** involve all **five senses**?
- Do original stories have a resolution of the conflict in which the main character plays a significant part? Is dialogue age-appropriate?
- Do essays flow well and express well-thought-out ideas?

Limited space prevents listing exhaustive guidelines. The ones listed above are basic to good writing and should be within the capabilities of 5th graders and older students.

B. Spelling Rules

This specific set of rules is not required for use with *Total Language Plus*. If your student has already learned a set of rules or if you have a set you prefer, you may use them just as effectively as these listed below. The important thing is to have access to rules to reinforce good spelling habits.

Rules for “E”

1. Drop the silent *e* at the end of a word before adding a suffix beginning with a vowel. (*like, likable*)
2. Keep the silent *e* at the end of a word when adding a suffix beginning with a consonant. (*hope, hopeful*)
Exceptions: *truly, judgment*
3. Keep the silent *e* at the end of a word if it is needed to keep a soft sound for *c* or *g*.
(*notice, noticeable; courage, courageous*)
4. Use a silent *e* at the end of a word:
 - A. to make a short vowel long (*hat, hate*)
 - B. to make a final *c* or *g* soft (*force, large*)
 - C. to show that *s* or *z* is part of the root word
(*dens, dense; pleas, please*)
 - D. to lengthen short words with significant meanings (*awe, ore*)
 - E. to ensure a vowel in the *le* suffix (*little*)
 - F. to prevent English words from ending in *i, u, or v* (*tie, have, antique*)

Rules for other vowels

5. The vowels *a, e, o, or u* usually say their long sounds at the end of a syllable. (*ba/sic*)
6. The vowels *i* and *y* may have a long *i* sound, a short *i* sound or a long *e* sound at the end of a syllable. (*cry, silent, baby, initial*)

7. The vowels *i* and *o* may say their long sounds when followed by two consonants. (*find, bold*)
8. Change *y* to *i* at the end of a single vowel word before adding a suffix EXCEPT for the suffix *-ing*. (*cry, cries, crying*)
9. Use *i* before *e* (*ie*) except after *c* or when we say *a* as in neighbor and weigh.
10. Use *e* before *i* (*ei*) for the long *a* sound and when the long *e* sound follows *c*. (*receive, vein*)
Exceptions: “*Either weird foreign sovereign forfeited leisure.*” and “*Neither heifer seized counterfeit protein.*”

Rules for “sh”

11. *sh* may begin a word or end a syllable, but may not begin a syllable. (*shop, fish, creation*) Exception: the suffix *-ship* (*friendship*)
12. *ti, si* and *ci* cannot be used at the beginning of a word, but may be used at the beginning of a syllable. (*shell, patience, precious, mission*)

Miscellaneous Rules

13. The letter *q* is always followed by *u*. (*question*)
14. When *c* or *g* precede *e, i, or y*, they usually say their soft sound /s/ or /j/. (*circle, cylinder, center; gem, giant, gypsy*)
15. English words do not end in *i, u, or v*. Silent *e* is often added. (*true, love, die*)
16. *ck* and *dge* may be used at the end of a short word when a single vowel says its short sound. (*duck, badge*)
17. When *or* follows *w* it usually says /er/. (*work, word*)
18. *Wr* and *kn* may only be used at the beginning of a word. (*knife, wrap*)

19. The consonants *f*, *l*, and *s* are usually doubled at the end of single syllable words following a single vowel. (*ball, toss, off*)
20. Drop the second *l* from the words *all, till, and full* when adding them to other syllables. (*almost, until, wonderful, fulfill*)
21. Use *c* after *x* if the word contains an /s/ sound after the /ks/. Never use *s*. (*excellent, excite*)
22. Double the final consonant when adding a suffix beginning with a vowel if all these are true:
 - A. the last syllable of the word is accented
 - B. the consonant is preceded by a single vowel and
 - C. the single vowel has a short sound.
23. Every syllable must have at least one vowel. Silent *e* is often added to ensure the vowel. (*table*)

C. FREQUENTLY ASKED QUESTIONS

1. *At what age is this curriculum appropriate?* Grades three through twelve.
2. *Does each student need his own study guide.* Yes. The study guides are consumable and some activities, such as puzzles, cannot be done effectively on a separate piece of paper.
3. *Must we buy the paperback novels from you?* No, just be sure to use unabridged editions.
4. *Can I let my advanced student read ahead?* Yes, but we don't recommend it.
5. *Why does it take so long to complete a study?* Thinking takes time. We do not dissect every passage, but we do want students to reflect on what they have read and communicate their thoughts either in writing or orally.
6. *Is there an order in which the books should be read?* No. Each study guide is a complete unit in itself. You should not skip units within a study guide, but you may do the guides in any order you prefer. Usually students begin with easier books and progress to more difficult ones. Most 3rd graders benefit from starting with *The Courage of Sarah Noble*. At any rate, choose a first study guide either right at or a little below your student's reading level to allow him adjust to this new system with limited frustration.
7. *May I photocopy the study guides?* Maybe. The study guides are copyrighted and it is not only illegal, but unethical and unfair to us if you choose to photocopy them. But we realize it can be expensive to purchase duplicates of the same item; therefore, we allow you to photocopy them IF you are using the same study guide with more than one child in your immediate family at the same time. Photocopied study guides may not be resold as used curriculum or returned for refunds.
8. *How much preparation time is required from the teacher?* It depends on how many supplemental activities you choose to do. The study guides were designed for students to do mostly on their own with limited guidance. Poor spellers will need teacher assistance with Spelling A activities taking about 30 minutes. Dictations take about 5 minutes.
9. *Should the teacher pre-read the books?* We would, but that is really up to you. We don't read every book our children read, but they will be studying these as textbooks, and we want to know the issues they will be dealing with. Answer keys are in the back of the study guides, so you don't have to read the book in order to correct their work.

10. *Why do you base the study guides on secular books?*
Whether secular or religious, what we are seeking is good literature from which we can learn language arts skills and discernment. We have found that some secular books are excellent teaching tools. The study guides always take a Christian perspective.
11. *How are the vocabulary words chosen?* We look for words that are challenging, are particularly descriptive, or are often misused or misspelled. Sometimes a child may complain, “I will never use this word”. We are sorry to hear that because if the word is being used by an author in an age-appropriate book, the word has validity. The dumbing down of America has made some classic literature burdensome reading. That is sad.
12. *How are the 3rd and 4th grade level different from the regular study guides?* The 3rd and 4th grade levels contain detailed instruction and drills for writing and grammar. They incorporate rhythm and movement activities for spelling and vocabulary. Review lessons are more frequent. The third grade level also includes suitable lines for this age on which answers are written.

Study Guides / Novels

The study guides are based on books written by award-winning authors. It is not necessary to purchase the paperbacks from us; they are all available in most libraries and discount book stores; use unabridged editions.

<i>Adam of the Road</i>	<i>Lion, Witch, Wardrobe (The)</i>
<i>Amos Fortune Free Man</i>	<i>My Side of the Mountain</i>
<i>Anne of Green Gables</i>	<i>Oliver Twist</i>
<i>Around the World 80 Days</i>	<i>Pippi Longstocking</i>
<i>Bronze Bow (The)</i>	<i>Pride and Prejudice</i>
<i>Caddie Woodlawn</i>	<i>Rifles for Watie</i>
<i>Call of the Wild (The)</i>	<i>Scarlet Letter (The)</i>
<i>Carry on, Mr. Bowditch</i>	<i>Scarlet Pimpernel (The)</i>
<i>Charlotte's Web</i>	<i>Shiloh</i>
<i>Christmas Volume I</i>	<i>Sign of the Beaver (The)</i>
<i>Christmas Carol</i>	<i>Swiss Family Robinson</i>
<i>Courage of Sarah Noble</i>	<i>To Kill a Mockingbird</i>
<i>Cricket in Times Square (The)</i>	<i>Treasure Island</i>
<i>Giver (The)</i>	<i>Trumpeter of Krakow (The)</i>
<i>Hiding Place (The)</i>	<i>Twenty-One Balloons (The)</i>
<i>High King (The)</i>	<i>Wheel on the School (The)</i>
<i>Hobbit (The)</i>	<i>Where the Red Fern Grows</i>
<i>Incredible Journey</i>	<i>Whipping Boy</i>
<i>Jane Eyre</i>	<i>Witch of Blackbird Pond</i>
<i>Johnny Tremain</i>	<i>Words by Heart</i>
<i>Julie of the Wolves</i>	<i>Wrinkle in Time</i>
<i>King of the Wind</i>	<i>Yearling (The)</i>
<i>Light in the Forest (The)</i>	

American Literature Series
Nonfiction
Poetry
Short Stories

Focus Guides
Animal Farm
Ben and Me
The Door in the Wall
From the Mixed Up Files...

Island of the Blue Dolphins
Out of the Dust
The Phantom Tollbooth