

# Week 5: Horses and Meekness

Adverbs, Led/Lead, Checklist Challenge, S-by-S Outline & Sentence Writing

## Lesson A. Reading Leads to Writing: Horses and Meekness

### This Week's Passage

Read Only	<p>Horses are known for their meekness. As a matter of fact, the word meekness was first made to describe these animals. A horse must be meek in order to be trained.</p>
All*	<p>Once a horse is broken, it does not require much correction. The animal has learned to accept the reins of his master. The master only needs to give a tug to gently lead the horse in the direction that he wants it to go.</p>
Extension*	<p>The horse is still powerful, of course. Training the horse does not make it weak or less strong. Instead, the horse chooses to become meek--to keep its strength under control.</p>

↔ A-1. Read this week's passage aloud with your teacher.

Meekness pays off for the horse. **A horse that is meek and well-trained can jump higher, run faster, and work harder than an uncontrolled animal.**

↔ A-2. In the Read Only box, highlight the word *meekness*.

\*All (and Basic) is the level for new, young, or inexperienced MC students. When All is given, everyone should complete the task. Extension is the level for experienced (or advanced) MC students. All students should read all paragraphs, but copy work and dictation are based on these levels.

<> A-3. Look up this word in the dictionary, and write its definition in your own words on the lines provided.

**Definition of *meekness***

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<> A-4. Extension--Recopy the first sentence of the Read Only box on the lines provided, substituting a synonym (word that means almost the same) for the word *meekness*.

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<> A-5. Copy the words that are listed below on the lines provided.

1. gentle \_\_\_\_\_
2. selfless \_\_\_\_\_
3. patient \_\_\_\_\_
4. submissive \_\_\_\_\_

<> A-6. **Extension**--On the lines provided, write one sentence about horses, using one of the words from <> A-5.

**Sentence about horses**

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<> A-7. On the lines provided, copy this week's passage at the level directed by your teacher.

**Teacher Tips:**

- (1) Talk about the vocabulary. Talk about how synonyms are used instead of repeating the same words over and over again.
- (2) Talk about paragraphs. Discuss how each new paragraph begins with an indention—and is about a new aspect of the topic.
- (3) Talk about how sentences are formed—about how a sentence begins with a capital letter and ends with an end mark.
- (4) Talk about anything that he learned in MC this week or in the past couple of weeks—how a sentence contains five things (CAVES); how describers are used to make sentences more interesting; how a paragraph contains five things (OCCTI); etc.

**Teacher Tip:** You may have your student copy the **All** paragraph or the **All** and **Extension** paragraph or just a sentence or two, depending on his copying abilities. You may also desire to have your student copy one sentence per day. Just be sure that if you do this, he understands to start the new paragraph (for **Extension** students). Also, be sure he understands that all of the sentences are together in one paragraph because they are all about the same thing. This is the beginning of paragraph training and is extremely extremely important in developing early writing skills.

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# Lesson B. Language Lessons: Main Verbs

(A) You have learned the five parts of a sentence: CAVES.

**C** apital

**A** ll makes sense

**V** erb

**E** nd mark

**S** ubject

(B) The letter S in CAVES stands for subject.

(C) You are probably getting pretty good at figuring out a sentence's main subject since the main subject is what a sentence is about.

(D) The V part of CAVES stands for VERB.

(E) You have learned that verbs are often action words.

(F) They are the word or words in the sentence that tell what the subject did.

(G) We sometimes call this word the action of the sentence!

## <> B-1. Read the sentences below that have the verbs underlined.

1. Horses run.

2. Horses obey their master.

3. A horse trains.

4. The teacher helps the horse.

5. The rider tugs on the reins.

(H) Do you see how the verb in each sentence tells what the subject did?

(I) Do you see how the verb in each sentence is active?

(J) It shows the action that the subject did.

(I) You can tell what the verb is by asking what the subject did in each sentence.

**<> B-2. Answer the questions below about each sentence aloud with your teacher. She will check to be sure that your answer is the sentence's main verb.**

1. Horses run. . . . **What do horses do?**
2. Horses obey their master. . . . **What do horse do?**
3. A horse trains. . . . **What does a horse do?**
4. The teacher helps the horse. . . . **What does the teacher do?**
5. The rider tugs on the reins. . . . **What does the rider do?**

**<> B-3. Highlight or circle the verbs in the sentences provided.**

### **All**

1. The ant works.
2. Ants travel back and forth.
3. A human walks less.
4. The ant goes on.
5. We look at the ant.

### **Extension**

6. Meekness describes horses.
7. The horse trains.
8. The animal learns.
9. The rider likes the horse.
10. The horse chooses meekness.

# Lesson C. Editor Duty: Correct Given Sentences

<> C-1. Correct the mistakes in the sentences provided.

## All

1. one day a men named Shimei said mean things two King David
2. he through rocks at him.
3. david had many mighty men with him
4. Davids meekness caused him too knot fight back

## Extension

5. moses was a strong men?
6. hee had many skills

<> C-2. Review your Editor Duty sentences with your teacher.

# Lesson D. Vocabulary/Structural Analysis: Wacky Words

## Homophones: led and lead

<> D-1. In the second paragraph of the passage, highlight the word *lead*.

The word *lead* is a **verb meaning to guide**--like God is going to lead his children along.

The word *leads* (pronounced leeds) is a verb meaning *to lead*--like God **leads** his children along.

The past tense of *lead* is *led*.

The reason *led* is a Wacky Word and often confusing to readers and writers is because the past tense of *lead* (leed) is *led*--God led His children along.

That sounds easy enough: *lead* is current or future and *led* is past:

1. He **leads** us beside still waters.
2. He **led** us beside still waters.

Remember these tips:

1. **Lead** (pronounced leed)
  - a. Future or present tense of the verb lead
  - b. Pronounced leed
  - c. Means **to have people follow you**:
    - (1) They **will lead** us up the mountain.
    - (2) They **lead** (leed) us safely.
    - (3) He **leads** us into paths of righteousness.
2. **Led**
  - a. **Past tense of verb lead (leed)**
  - b. Tells that someone **has led** you somewhere
    - (1) They **led** us into the mountain.
    - (2) He **led** us into paths of righteousness.

<> D-2. Fill in each blank provided with the correct Wacky Word--*lead*, *led*, or *lead*.

1. He will \_\_\_\_\_ the group during Sunday school.
2. She felt \_\_\_\_\_ to give of her time and talents.
3. The directions \_\_\_\_\_ us down the wrong street.
4. Who will \_\_\_\_\_ the parade?

<> D-3. Extension--On the lines provided, write two sentences using *led* and *lead*.

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

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

## Lesson E. Study Skills/Prewriting: Sentence-by-Sentence Outline for Sentence Writing

<> E-1. Read this week's passage aloud with your teacher.

<> E-2. In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

1. In each of the sentences provided, highlight **two**, **three**, or **four** words that you think are important and will help you remember what the sentence is about.
2. Write those two to four words on the lines below the sentence.
3. Beneath those words, complete the following steps:
  - a. Cover up the sentence that is provided for you.
  - b. Read your two to four words aloud, and try to think of what the sentence said.
  - c. When you think you remember what the sentence said, try to write a sentence on the lines that is a lot like the one provided for you--but with some of **your** own words in it instead.
  - d. Try to make it say the same thing but with some of **your** words instead.

e. Here is a sample for you:

Original sentence: Horses are known for their meekness.

Words I will highlight: **Horses** are **known** for their **meekness** .

Write the words I highlighted: *horses known weakness* \_\_\_\_\_

My new sentence: *Meekness is a quality that horses possess.*

## All

1. A horse must be meek in order to be trained.

Words you highlighted:

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Your new sentence:

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2. The animal has learned to accept the reins of his master.

Words you highlighted:

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Your new sentence:

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3. The horse is still powerful, of course.

Words you highlighted:

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Your new sentence:

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### **Extension**

4. Training the horse does not make it weak or less strong.

Words you highlighted:

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Your new sentence:

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5. Meekness pays off for the horse.

Words you highlighted:

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Your new sentence:

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# Lesson F. Composition and Revising: Learning the Checklist Challenge

- (A) You have been learning about CAVES—the five parts of a sentence.
- (B) This week you will work again on being sure that the sentences you and your teacher wrote are really sentences according to CAVES.
- (C) You have also learned about synonyms.
- (D) Did you remember that synonyms are words that mean the same or almost the same?
- (E) Did you remember the trick—syn/same?
- (F) A synonym is a word that means the same.

## <> F-1. Read the Checklist Challenge item below with your teacher.

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES**:

- Capital at beginning
- All make sense
- Verb
- End mark
- Subject

## <> F-2. Flip back over to Lesson E's sentences you wrote from notes, and use two (Extension--three) of the sentences you wrote there to do the following:

All  All  E Check the first one for all five parts of the CAVES list that are listed in the CC item above:

- C apital letter
- A ll makes sense
- V erb
- E nd mark
- S ubject

- (1) Put a check in the first check box when you are finished with the first sentence.
- (2) Do the same thing for the other sentences.

<> F-3. Complete the Checklist Challenge item below for your two (Extension--three) sentences.

All  All  E Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ Do not change insignificant words such as *was*, *it*, *and*, etc.

- (G) This item is one that uses synonyms—words that mean the same.
- (H) When you write about something in a report—like a horse—you will use the word horse over and over again.
- (I) Sometimes it gets boring to read the same word over and over again.
- (J) Because of this the CC will teach you how to put in more interesting words when needed.

Horse Synonym Box	
horse	mare
the equine species	mustang
gelding	stallion
strong creature	meek animal
bronco	colt

<> F-4. Now change two verbs in your sentences (Extension--change three) to a stronger verb by completing the step below.\*

All  All  E Change one of the “boring” verbs in each paragraph to a “strong” verb. You may select one from the list below or choose one of your own.

Instead of  
found  
coming  
go  
said  
look  
walk  
list  
look  
help

Use  
discovered  
visiting  
hasten to  
announced  
examine  
saunter  
enumerate  
scan  
assist

Instead of  
looking  
sit  
asked  
write  
answered  
lie  
become  
see

Use  
appearing  
recline  
interrogated  
pen  
responded  
stretch out  
develop  
determine

\*To find your verbs, just ask yourself what the subject in each sentence is doing. If a word is something you do, it is usually a verb!

<> F-5. Now add two adverbs (Extension--three) your sentences

All  All  E Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own. “Code” the CC boxes in the same way that you coded the added adverbs in your paper.

**Examples**

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.

# Lesson G. Dictation: Dictation Quiz

<> G-1. Read this week's passage aloud with your teacher.

<> G-2. Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

1. Be sure to put capitals at the beginning of the words that need capitals.
2. Be sure you put end marks at the end of sentences.
3. If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
4. Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

## All

Once \_\_\_\_\_ horse \_\_\_\_\_ broken,  
\_\_\_\_\_ require  
\_\_\_\_\_ correction. \_\_\_\_\_ animal \_\_\_\_\_  
learned \_\_\_\_\_ accept \_\_\_\_\_ reins \_\_\_\_\_  
\_\_\_\_\_ master. \_\_\_\_\_ master only \_\_\_\_\_  
\_\_\_\_\_ give \_\_\_\_\_ tug \_\_\_\_\_ gently lead  
\_\_\_\_\_ horse \_\_\_\_\_ direction  
\_\_\_\_\_ wants \_\_\_\_\_  
to \_\_\_\_\_.

## Extension

\_\_\_\_\_ horse \_\_\_\_\_ powerful,  
\_\_\_\_\_ course. Training \_\_\_\_\_ horse does  
\_\_\_\_\_ it weak or \_\_\_\_\_ strong. In-  
stead, the \_\_\_\_\_ chooses \_\_\_\_\_ become meek -- to  
\_\_\_\_\_ its strength \_\_\_\_\_ control.

<> G-3. Review your dictation with your teacher.

## Lesson H. Composition: Final Copy of Sentences

<> H-1. Choose your best sentences from Lesson E, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

### All

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

### Extension

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

<> H-2. Review your sentences with your teacher to make sure there are no mistakes in them.

# Week 15: Hyenas and Jackals

BHL Verbs, Know/No, Original Informative Report

## Lesson A. Reading Leads to Writing: Hyenas and Jackals

### This Week's Passage

All*	Hyenas and jackals are wild animals. People used to think that they were weak. But now we know that is not true. They are weak during the day, but at night they are bold killers.
Extension*	Hyenas and jackals look for sick animals. They look for hurt animals. They look for these sick and hurt animals at night. Then they attack them.
Read Only	Hyenas and jackals are predators. They are strong predators. And they are weak predators. They try to act bold.

#### <> A-1. Read this week's passage aloud with your teacher.

1. This passage is about hyenas and jackals.
2. They are very bold at night.

#### <> A-2. In the first paragraph of the passage, highlight the following words

1. Hyenas
2. jackals

\*All (and Basic) is the level for new, young, or inexperienced MC students. When All is given, everyone should complete the task. Extension is the level for experienced (or advanced) MC students. All students should read all paragraphs, but copy work and dictation are based on these levels.

<> A-3. Look up the words *hyenas* and *jackals* in the dictionary, and write their definitions in your own words on the lines provided.

**Definition of *hyenas* and *jackals***

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

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

<> A-4. On the lines provided, copy the word *bold*.

\_\_\_\_\_

<> A-5. Write a sentence about *hyenas* or *jackals* using the word *bold* on the lines provided.

**Sentence about hyenas or jackals**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Lesson B. Grammar: Be, a Helper, Link Verbs

<> B-1. Read this week's passage aloud with your teacher.

<> B-2. In the first paragraph of the passage, highlight the following words:

- |        |         |       |
|--------|---------|-------|
| 1. are | 2. were | 3. is |
| 4. are | 5. are  |       |

1. These words are verbs.
2. Remember a verb is the action of a sentence.
3. But there are two kinds of verbs.
4. One kind is like you learned in a previous lesson---action verbs.
5. Those are things you **do**.
6. The second kind is called a Be, a Helper, Link verb.
7. It does not show action.
8. It shows **being**.
9. Some sentences do not have lots of actions.
10. Some sentences just have people **being**!
11. **We call Be, a Helper, Link verbs *BHL verbs* for short.**
12. Just like when you learned prepositions, you will use a special trick for learning BHL verbs too!

<> B-3. Sing the Be, a Helper, Link verb song to the tune of the ABC's song.

ABCDEF  
**Be, a Helper, Link verbs,**  
HIJKLMN  
**Is, Are, Am, Was, & Were**  
QRSTU  
**Be, & Being, Been, Become**  
WXYZ  
**Has, & Had, & Have are ones**  
Now I said my ABC's  
**Can, Could, Shall, Should---they are some.**  
Next time won't you sing with me?  
**Will, Would, Do, Did, Does, & Done**  
ABCDEF  
**May, Might, Must---they are some as well,**  
HIJKLMN  
**Appear, Look, Seem, Remain, Taste, Feel, & Smell**

<> B-4. Memorize the first two lines of the BHL verb song, and sing them to your teacher.

<> B-5. In the phrases provided, highlight the BHL verbs.

1. Hyenas are...
2. A jackal is...
3. People were...
4. That is...
5. They are...
6. They would...
7. Rattlesnakes become...
8. Angler fish seem...
9. A tiger will...
10. A hunting dog has...

## Lesson C. Editor Duty: Correct Given Sentences

<> C-1. Correct the mistakes in the sentences provided.

### All

1. hyenas and jackals is wild animals
2. people used to think they was week.
3. But now they see that that is nott true.
4. they are weak during thee day.
5. but at night they are bold killers

## Extension

6. They is weak and bold
7. they would look fore the sick animals
8. then they would attack them?

<> C-2. Review your Editor Duty sentences with your teacher.

<> C-3. Extension: On the lines provided, rewrite one of the sentences correctly with a new sentence structure. Try flipping its order and adding some words as needed.

Example:

Old: God spoke and the earth was made.

New: The earth was made when God commanded it.

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## Lesson D. Vocabulary/Structural Analysis: Wacky Words

Homophones: know, no

<> D-1. In the first paragraph of the passage highlight the word *know*.

1. Know

\* Means to have knowledge of something: *I don't know*

2. No

\* Used to disagree with something: *No, we won't be going*

<> D-2. Fill in each blank provided with the correct Wacky Word--*know* or *no*.

1. \_\_\_\_\_, I don't want any.
2. Do you \_\_\_\_\_ my grandma.
3. I don't \_\_\_\_\_ how to build that?

<> D-3. On the lines provided, write three sentences using *know* and *no*.

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

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

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

# Lesson E Study Skills/Prewriting: Write Sentences for a One Paragraph Informative Report

## <> E-1. Read this week's passage aloud with your teacher.

1. In this week's report, you will learn how to read notes that are given for you and write your own paragraph from these notes.
2. Writing from notes will help you learn to write better.
3. When you write notes, you are getting your ideas down on paper without writing everything down at one time.

## <> E-2. Complete the following steps to write your own paragraph about predators and prey.

- (1) Choose one of the sets of notes that sounds like something you would like to write about. (You might want to highlight a big X through the ones you are not going to use, so you don't get confused.)
- (2) Underneath each line of notes, write a sentence that says what the note means.
- (3) Add as much detail to each sentence as you would like in order to make your sentence interesting.
- (4) You might want to choose a predator that you already know something about.

**Note:** Extension students might want to write two paragraphs about two different predators. If so, only cross out one of the predators. Choose two of the three notes to write from.

## Choice One: Notes About the Angler Fish

Sentence One: Angler fish live ocean floor

(Sample sentence: Angler fish live on the floor of huge oceans.)

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Sentence Two: Angler fish poor swimmers / can't chase prey

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Sentence Three: Angler fish bob up and down / other fish come

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Sentence Four: Angler open mouth / swallows prey

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## Choice Two: Notes About the Tiger

Sentence One: Tigers hunt alone / hide themselves

(Sample sentence: Tigers usually hunt alone and hide themselves from their prey.)

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Sentence Two: Tiger's enemy doesn't see it

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Sentence Three: Tiger's stripes blend trees, bushes, grass

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Sentence Four: Hidden tiger attacks prey

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### Choice Three: Notes About the Cape Hunting Dog

Sentence One: Cape hunting dogs brutal hunters  
(Sample sentence: Cape hunting dogs are brutal hunters.)

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Sentence Two: Cape hunting dogs live / hunt packs / 12-20 dogs together

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Sentence Three: Cape hunting dogs catch prey

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Sentence Four: Start eating prey alive

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# Lesson F. Dictation: Dictation Quiz

<> F-1. Read this week's passage aloud with your teacher.

<> F-2. Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

Hyenas \_\_\_\_\_ jackals \_\_\_\_\_

\_\_\_\_\_ animals. People used \_\_\_\_\_ think

\_\_\_\_\_ they were \_\_\_\_\_ . \_\_\_\_\_

now we know that \_\_\_\_\_

\_\_\_\_\_. They \_\_\_\_\_

during the \_\_\_\_\_ , but \_\_\_\_\_ night they

\_\_\_\_\_ bold killers.

## Extension

Hyenas \_\_\_\_\_ jackals look \_\_\_\_\_  
\_\_\_\_\_ animals. They \_\_\_\_\_ for  
\_\_\_\_\_ animals. They look \_\_\_\_\_ these  
\_\_\_\_\_ hurt animals  
\_\_\_\_\_ night. \_\_\_\_\_ they attack  
\_\_\_\_\_.

<> F-3. Review your dictation with your teacher.

## Lesson G. Composition and Revising: Recopy Your Informative Report

<> G-1. Read this week's passage with your teacher:

<> G-2. On the lines provided, recopy your sentences on every other line from Lesson E.

(1) Be sure to indent the first sentence.

(2) Write the next sentence directly following the previous one to make a complete paragraph.

(3) Extension Student: If you wrote two paragraphs, leave two line spaces between your paragraphs.

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