

Week 6: Eli, the Dog

Copy Work, Proper Nouns, Editor Duty, Hole/Whole, Outline Original Story, Write Rough Draft Story, Dictation Quiz

Lesson A. Reading Leads to Writing: Eli, the Dog

This Week's Passage

All*	Eli was a special dog to the family. But he ran onto the road again and was hit by a car. His owner took him to the animal doctor to get a cast put on his leg. The cast was itchy and hot. Eli wanted to scratch his leg, but he couldn't because of the cast.
Extension*	Eli had an idea. He started to chew on the cast. He wanted it to come off. He started to put a gaping hole in the cast. Soon, he would be able to scratch his leg.
Read Only	His owner came out of the house and saw him. She was sad. Now, she would have to take him back to the veterinarian to have his leg set again. It would hurt him a lot. If Eli had not chewed his cast, he wouldn't have to return to the doctor.

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

1. This passage is a story.
2. In this story, Eli was **not** orderly in keeping his cast in place so it could heal properly.
3. A story has many parts to it.
4. A story contains **characters**, such as **Eli and his owner**.
5. A story has a **problem**, such as the **itchy cast**.
6. A story has a **high point**, such as **Eli putting a hole in his cast**.
7. A story has an **ending**, such as **going back to the vet**.
8. A story usually has a moral--or a lesson, such as this one: *Do not give in to something that feels or seems good for a little while but will cause many more problems in the long run.*
9. Sometimes we are just like Eli.
10. We give in to temptation even though we know it will hurt us later.

***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-2. In the Read Only paragraph of the passage, highlight the word set.

1. We call the word *set* a Wacky Word because it has different meanings.
2. The word *set* means a couple of different things
3. It means *to set something on a table*.
4. It can also mean *to set a bone*.
5. It is used to describe when a food sets up, such as a jello mold.
6. When you sit down, you do not *set*.
7. *Set* is for things-- like plates, bones, and jello.
8. *Sit* is for people.

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

Definition of *set*

<> A-4. On the lines provided, write a sentence about *Eli the dog* using the word *orderliness* or *orderly* or *order*.

Sentence about *Eli the dog*

Lesson B. Language Lessons: Proper Nouns

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

<> B-2. In the first paragraph of the passage, highlight the dog's name one time.

1. The dog's name is a proper noun.
2. It is the proper name (or formal name) of the dog.
3. You have already learned about proper nouns earlier this month.
4. Did you remember that a **proper noun is the proper name of something?**
5. Did you remember that a **proper noun needs to be capitalized at the beginning?**
6. **Proper nouns can be the proper names of any place!**
 - a. Street: **Oak Street**
 - b. Building: **White House**
 - c. Neighborhood: **Peppermint Village**
 - d. City: **Bluffton**
 - e. State: **Indiana**
 - f. River: **Jordan River**
 - g. Sea: **Dead Sea**
 - h. Ocean: **Indian Ocean**
 - i. Country: **England**
 - j. Continent: **Europe**

<> B-3. Look on a map with your teacher and name proper nouns. Have your teacher write them on the white board, so you can see that proper nouns are the names of places-- and must always be capitalized.

<> B-4. Highlight all of the proper nouns in the sentences provided.

Remember, these are the proper names of people, places, books, etc.-- and they are capitalized.

1. Eli lived in Indiana.
2. The Bible is very important.
3. The sperm whale lives in the Atlantic Ocean.
4. Eli's owners are from Bluffton, Indiana.
5. Kara is orderly in what she does.
6. The Christians the emperor killed went to heaven.
7. Tami is from Ohio.
8. Sarah is from Kentucky.
9. The whales lived in the Indian Ocean.
10. The Bible was never completely destroyed.

Lesson C. Editor Duty: Correct Given Sentences

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

All

1. Eli waz luvd by thee whole family
2. but hee waz hit bi an car
3. hee needed too goe two the doctor.
4. hee got a kast on?

Extension

5. But hee chewed on the kast
6. Thee owner waz very sad that hee had too go bakk to thee doctor.

<> 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: Eli was loved by the whole family.

New: Our whole family dearly loved our dog Eli.

Lesson D. Structural Analysis/Vocabulary: Wacky Words

Homophones: hole, whole

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

1. The word *hole* is a Wacky Word.
2. It is a homophone that has another word that sounds the same.
3. The word *hole* is an opening or rip.
4. The word *whole* means all.

<> D-2. Fill in each blank provided with the correct Wacky Word--*hole* or *whole*.

1. They snuck through a small _____.
2. Kara ate the _____ piece of cake.
3. There's a _____ in my pocket.

<> D-3. On the lines provided, write two sentences using the Wacky Words *hole* and *whole*.

1. _____

2. _____

Sample Outline

- (1) Choose **Character:** Morty, church mouse
- (2) **Lesson:** Obey first time so not get hurt
- (3) **Supporting Character:** Mattie mouse-- friend also not obey
- (4) **Other Characters:** Mama Mouse, Papa Mouse, Mr. Jones, Church grounds keeper

Paragraph One's Action: Morty told play inside

- Sentence 1: Morty awoke ready to play
Sentence 2: Mama and Papa warned stay inside
Sentence 3: Mr. Jones raking
Sentence 4: Agreed ran to get Mattie

Paragraph Two's Action: Morty and Mattie played outside anyway

- Sentence 1: 2 mice/decide outside/ snuck out
Sentence 2: Playing leaves heard noise
Sentence 3: Good time, heard tube blowing them
Sentence 4: Held on all might

Paragraph Three's Action: Almost hurt and parents relieved

- Sentence 1: Mama yelled out
Sentence 2: Mr. Jones turns machine
Sentence 3: mice ran back
Sentence 4: Papa arms around mama
Sentence 5: Mama crying
Sentence 6: Overjoyed see boys
Sentence 7: Papa reminds obedience
Sentence 8: Morty sorry
Sentence 9: Learned lesson

Box E-2

Sample Story

One fall day Morty, the church mouse, awoke in a cheerful mood, ready to play. Mama and Papa Mouse said Morty could go play with Mattie but that they both had to stay inside to play for today. Mr. Jones was raking and cleaning leaves. Morty agreed and ran to find Mattie.

The two ornery church mice decided it would be more fun to play outside, so they scurried through their secret tunnel and out the crack between the back door and back wall. Just when they were having a great time running in the big pile of leaves made by the church groundskeeper, they heard it. Mr. Jones had a huge blowing tube pointed toward their pile of leaves--and right at them! Morty and Mattie found some bushes nearby and held onto some vines with all their might.

Suddenly, they heard Mama Mouse yelling for them frantically. Soon, Mr. Jones turned his machine the other direction. Quickly, the two little mice ran back through the path they had used to get outside. Papa was there with his arms around Mama. She was crying, sure that her little Morty was blown away with the leaves. They were overjoyed to see the two mischievous boys. Papa reminded the boys about the importance of obedience. Morty said he was sorry he had disobeyed. And he learned an important lesson--disobedience leads to danger!

Box E-2

Lesson E. Study Skills/Prewriting: Outline Original Story

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

<> E-2. Read the Sample Outline and Sample Story provided on the previous page (Box E-2).

Note: Your story may be one paragraph or more than one paragraph long. The sample is three paragraphs long.

<> E-3. Outline your story by following the steps below:

(1) **Choose a character (animal)** that you would like to write a story about.

a. This character will be an **animal that learned a lesson**, just like Eli in the passage.

b. This character will be learning a lesson in your story.

c. **Write your animal's name** and the kind of animal he or she is on the lines.

Your animal's name

(2) **Choose a lesson that your character will learn** and write the lesson on the lines. You may choose one of the following:

a. Lesson about orderliness

b. Lesson about obedience

c. Lesson about following through precisely on a command

d. Other lesson?

My character's lesson

(3) **Choose a supporting character to “help” your character learn his lesson.**

- a. Your supporting character **might be your character’s owner** if your main character is a domestic animal, like a farm animal, indoor pet, outdoor pet, aquarium, small pet, etc.
- b. Your supporting character **might be your character’s parent** if your main character is a wild animal, such as a deer, a lion cub, or a bunny.
- c. Your supporting character **might be another animal that helps your character**, like Charlotte in the book *Charlotte’s Web* helps Wilbur or the dog Shadow helps Chance in *Homeward Bound*.
- d. **Write your supporting character(s) and his relationship to your main character** on the lines:

Supporting character(s) and relationship

(4) **Choose other characters, if you desire.**

- a. You may choose a **character who tries to distract your character** from doing right.
- b. You may choose **more barnyard friends**.
- c. You may choose **more animal friends in the wild**.
- d. **Write your other characters’ names and roles** on the lines provided:

Other characters and roles

- (5) You will be taking notes for your story on the lines provided. Follow these steps:
- a. Write only notes.
 - b. Each line of notes will be one sentence worth of information for your story.
 - c. Your teacher will help you choose the order you want. Write your notes in the order your story will be.
 - d. Your teacher will help you write your story, but plan to not have anyone saying something directly.
 - i. You should not use quotation marks unless your teacher wants you to.
 - ii. Just say,
 - (a) ***She told Eli to hush***--not *She said, "Hush Eli!"*
 - (b) ***The owner yelled for Gus to stop***--not *The owner yelled, "Gus stop!"*

Note: If you would like to create a two paragraph story, you may. Optional lines are provided.

All

Sentence One

Sentence Two

Sentence Three

Sentence Four

Sentence Five

Sentence Six

Sentence Seven (Extension)

Sentence Eight (Extension)

Optional Paragraph:

Sentence One

Sentence Two

Sentence Three

Sentence Four

Sentence Five

Sentence Six

Sentence Seven (Extension)

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

Eli _____ a special _____ to the family. But _____
_____ onto _____ again _____
_____ by a _____ His owner took him
to _____ animal doctor to _____ a _____ put
_____ his _____ The _____ was itchy
_____ Eli wanted _____ scratch
_____ but _____ couldn't because
_____ the _____ .

Extension

Eli _____ an idea. _____ started _____
chew _____ the _____ He wanted _____
_____ off. _____ started _____
_____ a gaping _____ the _____

_____ . Soon, _____ would _____ able
_____ scratch _____ .

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

Week 7: John Wycliffe

Copy Work, Synonyms/Antonyms, Editor Duty, When/Win, Checklist Challenge Over Story, Final Story, Dictation Quiz

Lesson A. Reading Leads to Writing: John Wycliffe

This Week's Passage

All*	Many years ago the Bible was written in a language that most people could not read. When the people went to church, someone read the Bible to them and explained it. But the people could not read it for themselves.
Extension*	One man named John Wycliffe did not think this was good. He saw that many people did not know what the Bible said. He fixed this problem.
Read Only	John Wycliffe translated the words of the Latin Bible into a language that all of the people could understand. Then, he found men who wanted the people to be able to hear the Bible for themselves. These industrious men went everywhere and taught about Jesus. They helped get Mr. Wycliffe's Bible translation out to everyone!

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

1. This passage is about John Wycliffe.
2. John Wycliffe was persecuted for what he did for God.
3. John Wycliffe was faithful to God.
4. God was always faithful to John Wycliffe.
5. John Wycliffe taught others to apply God's Word.

***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-2. In the passage, highlight the words *Latin Bible*.

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

Definition of *Latin Bible*

<> A-4. Write a sentence using the words *Latin Bible* on the lines provided.

Sentence containing *Latin Bible*

<> A-5. 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 descriptors are used to make sentences more interesting; how a paragraph contains five things (OCCTI); etc.

Lesson B. Write On: Synonyms and Antonyms

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

1. Many times in MC you are asked to look up words in a dictionary.
2. When you look up a word in the dictionary, you are looking for its definition.
3. You are looking for the meaning of the word.
4. Sometimes in MC, you look up a word in a thesaurus.
5. When you look up a word in the thesaurus, you are usually looking for synonyms.
6. **Synonyms are words that mean the same--or almost the same as each other.**
7. Sometimes when you look up words in a thesaurus, you are looking for antonyms.
8. **Antonyms are words that mean the opposite of each other.**
9. You might want to use this little trick to learn what the words synonym and antonym mean:

Synonym--same

Antonym--opposite

10. Sometimes you can make it even shorter and have a small little trick for remembering something, like this:

Syn--same

Ant--opp

11. You know a lot about synonyms and antonyms without even knowing you do!

12. For example, the following words are **synonym sets** you probably already know:

a. love, adore, cherish

b. fast, quick, speedy

c. page, paper, sheet

13. For example, the following words are **antonym sets** you probably already know:

a. up, down

b. open, close

c. on, off

↔ B-2. Choose the correct word that makes sense in each of the antonym sentences given below:

All

1. A long time ago, the Bible was/wasn't able to be read by most people.
2. The Bible used to be easy/hard to understand.
3. John Wycliffe thought this was good/bad.
4. John Wycliffe broke/fixed this.

Extension

5. He found/lost people who wanted to read the Bible.
6. He found people to go/stop everywhere to teach.
7. People wanted to hear/speak the Bible for themselves.
8. Men went nowhere/everywhere to teach the Bible.

<> B-3. Mark through the bold word in each sentence and write a synonym for the bold word above it. Be sure the synonym makes sense in each sentence.

Note: You may use a thesaurus to find synonyms for this exercise if you wish.

All

1. The Bible was written in a **hard** language.
2. **Most** people could not read it.
3. When people went to church, someone had to **explain** the Bible to them.
4. The people could not **understand** it for themselves.

Extension

5. John Wycliffe did not think this was **good**.
6. He wanted people to know the **words** of the Bible.
7. John Wycliffe **wrote** the Bible so they could read it.
8. The men went everywhere and **taught** about Jesus.

Lesson C. Editor Duty: Correct Given Sentences

↔ C-1. Correct the mistakes in the sentences provided.

All

1. did you no the Bible was inn a different language
2. john Wycliffe translated the bible.
3. Men taught about jesus.
4. Wycliffe's translation off the Bible fixed a problem
5. thee problem waz that no one could read the Bible.

Extension

6. many people did knot no what the Bible said.
7. Now everyone cann read the bible four themselves
8. doo you read your Bible

↔ 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: John Wycliffe translation the Bible.

New: The Bible was translated by John Wycliffe into a language that all people could understand.

Lesson D. Vocabulary/ Structural Analysis: Wacky Words

Homophones: when, win

↔ D-1. In the first paragraph of the passage, highlight the word *When*.

1. The word *when* is a Wacky Word!
2. It has a homophone that means something different.
3. The word *when* is a subordinator that means the time something took place.
4. The word *win* means to have victory.
5. Some people consider *when* and *win* to be confusing words not homophones since they are not pronounced exactly alike.

↔ D-2. Fill in each blank provided with the correct Wacky Word--*win* or *when*.

1. They were glad to _____ the game.
2. Did she say _____ she would be here.
3. _____ Josiah and Jake get home, they will do their chores.

↔ D-3. On the lines provided, write two sentences using the Wacky Words *when* and *win*.

1. _____

2. _____

Lesson E. Composition and Revising: Complete the Checklist Challenge for Original Story

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

<> E-2. Complete the following steps in last week's rough draft of your story, using the Checklist Challenge provided at the end of this week's lesson.

1. Do each one of each item for each sentence or paragraph you wrote, as indicated in the Checklist Challenge.
2. Highlight each item you put in your story as you complete it.
3. Check off each box in the Checklist Challenge after each one is completed.

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

Many years ago _____ Bible _____ written _____ a
language _____ people could _____
_____. When _____ people went _____ church, someone
_____ Bible _____
_____ explained _____ . _____
people could _____ it _____ themselves.

Extension

_____ named John Wycliffe _____
_____ think _____ was _____
_____ that _____ people _____ know
_____ the Bible said. _____ fixed _____ problem.

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

Lesson G. Composition and Revising: Final Copy of Your Story

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

<> G-2. You may write the final copy of your story in any of the following ways:

1. Write it in your own handwriting on the lines provided.
2. Have your teacher copy it on the lines provided.
3. Have your teacher type your story on the computer.
