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## **Introduction**

2. Use the spelling score from the final test.
3. Average the spelling scores from the two quizzes and Self Check with the spelling scores from the final test. To do this, triple the final spelling test score, then add the average of the quizzes and Self Check and divide by four.

Example of #3: Spelling grade, Quiz 1 – 85%

Spelling grade, Quiz 2 – 86%

Spelling grade, Self Check – 90%

Average – 87%

Final Spelling Test Score – 95%

$3 \times 95 + 87 = 372$  divided by 4 = 93%

LightUnit spelling score is 93.

# **Support Material**

## **Extra Practice Sheets**

Extra practice sheets are available for students who need more practice or for those who need something constructive to do. They are sold separately as a booklet of blackline masters and may be copied as needed. However, these sheets are not to be copied and shared between schools and homeschools.

# Language Arts 706

## LightUnit Overview

**Penmanship:** Students will copy quotes by Benjamin Franklin. Half the Penmanship lessons are dedicated to unscored journaling.

**Spelling:** Section 1 – words with *cede*, *migr* roots  
 Section 2 – words with *serv* root; *in-* prefix  
 Section 3 – pairs of commonly confused words

**Writing:** Students will write parallel stories—stories that imitate or expand on other published stories.

## Section 1

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### Lesson 1

### Introduction to Parallel Stories

*Pages 1 – 4*

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### Objective

- Introduce students to the concept of parallel stories

### Board Preparation

- Review
  1. person
  2. place
  3. If you want to go skating, you must finish your chores first.
  4. Luke had hoped to do his chores after he came home.
  5. When we do our work first, other activities are more enjoyable.
  6. Do not pick up the boxes that are on the table.
  7. The man who called Dad was courteous and respectful.



**New**

## Introduction to Parallel Stories

Imitating another author's writing can improve a student's writing. It allows students to pattern their writing after a successful author's. Imitation can help students broaden their writing styles. Adding a chapter to a book can also help budding authors practice plot and character development.

If a student chooses to imitate an entire book, he should keep the plot of the original book but change the characters. This character change should not be merely a name change; make sure the personalities of the main characters change as well.

If a student chooses to add a chapter, then the plot itself will need to change, but the characters should remain the same.

### SECTION 1



#### Parallel Stories

A good way to experiment with a different style of writing is to write a parallel story. This means you will imitate a children's picture book or a chapter book that you are familiar with. Write another version of the book or add another chapter, using the same style the book is written in.

If you write a parallel chapter to a chapter book, keep the setting and main characters. The plot would probably need to change though. If you write a parallel story of a picture book, the plot may be similar, but the main character and the setting would have to change. Also make sure to change the personalities of the characters.

- o *If You Give a Mouse a Cookie* by Laura Joffe Numeroff  
– You might rename it *If You Give an Elephant a Balloon*
- o *Frog and Toad Are Friends* by Arnold Lobel  
– You might rename it *Lion and Tiger Are Friends*
- o *Danny the Workhorse* by Helga Moser  
– You might rename it *Charlie the Watchdog*

#### A Chapter Book

- o *The Twila Stories* by Johnny Ruhl  
– Write another chapter about Twila.
- o *A Hive of Busy Bees* by Effie Williams  
– Write another chapter about another character trait, "Be . . ."
- o A book of your choice, approved by your teacher

#### Example of a parallel story.

Once upon a time there were four little Rabbits, and their names were Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree. —from *The Tale of Peter Rabbit* by Beatrix Potter

Once upon a time there were four little hedgehogs, and their names were Buffy, Fluffy, Chestnut, and Ralph. They lived with their parents in a burrow at the edge of a big woods.

- ☐ **A** Tell your teacher which book you would like to use to write a parallel story. Be sure to read the book before Lesson 12.



## Lesson 1

## Review

**B Rewrite each sentence, using more specific words.**

- 1. Someone saw an animal somewhere.

*Ex: Wyatt spotted a coyote in the field.*

- 2. A lady bought some vegetables for her family.

*Ex: Karen bought some carrots for her family.*

**C Write three specific words that could replace each word. Answers will vary.**

- 3. store Walmart Dollar Tree 7-11

- 4. truck Ford Dodge Chevrolet

**D Write relative pronouns or subordinating conjunctions beside each list.**

5. subordinating conjunctions after, because, before, since, unless, until, while

6. relative pronouns who, which, that

**E Underline the correct word.**

7. Three minutes was, were enough time to do the math speed drill.  
 8. Mumps is, are caused by a virus.  
 9. Five dollars seem, seems high for a book at a yard sale.  
 10. Three teaspoons of baking powder is, are what this biscuit recipe calls for.

**F Add colons where needed.**

11. Here are some name suggestions for your new puppy: Scout, Bingo, Ace, or Peanuts.  
 12. The puppies in the pen were Labrador retrievers, collies, and beagles.  
 13. Patrick saw the following animals at the pet store: hamsters, guinea pigs, gerbils, rabbits, and snakes.

**G Write phrase or clause to label each underlined group of words.**

14. clause The men who operate the hot-air balloon company enjoy their job immensely.  
 15. phrase The first hot-air balloon was flown in Paris in 1783.

2

## Review



- What two groups of words introduce dependent clauses? (*relative pronouns and subordinating conjunctions*)



- Give three specific words to replace each word.

1. person

(Ex: architect  
Mr. Weaver  
secretary)

2. place

(Ex: Wyoming  
Everglades National Park  
Bethel Church)

- Put brackets around each dependent clause. Circle each subordinating conjunction.

3. [If you want to go skating,] you must finish your chores first.

4. Luke had hoped to do his chores [after] he came home.]

5. [When we do our work first,] other activities are more enjoyable.

- Put brackets around each dependent clause. Circle each relative pronoun.

6. Do not pick up the boxes [that] are on the table.]

7. The man [who] called Dad] was courteous and respectful.



**H** Put brackets around each dependent clause. Circle each subordinating conjunction. In each dependent clause, write *s* above the subject and *v* above the verb.

16. Lay the box on the kitchen table and put a note on it <sup>s</sup>if <sup>v</sup>no one is home.]
17. [While <sup>s</sup>the disciples looked toward Heaven,] <sup>v</sup>two men appeared by them in white apparel.
18. The people gladly received Peter's message [when <sup>s</sup>he <sup>v</sup>preached on the Day of Pentecost.]

**I** Add question marks, exclamation points, and quotation marks where needed.

19. Didn't Jesus command us, "Love thy neighbor as thyself"?
20. Who asked Jesus, "What must I do to be saved?"
21. The Psalmist David exclaimed, "How precious are Thy thoughts unto me, O God!"
22. "When we get home," Mom said, "I would like everyone to help carry in the groceries."

**J** Circle each participial phrase. In each participial phrase, write *adv* above each adverb and put parentheses around each prepositional phrase.

23. <sup>adv</sup>Looking down, Caleb saw a five-dollar bill on the sidewalk.
24. Jack, (leaning over the railing,) fell into the lake.

**K** Write *present*, *present participle*, *past*, or *past participle* to label each underlined verb.

25. present participle Hachiko was waiting on his master, a professor, every evening at the train station in Japan.
26. past Unbeknownst to Hachiko, the professor died of a brain hemorrhage one day at work.
27. past Hachiko waited at the train station for nine years after his master's death.
28. present People consider Hachiko an example of true love and loyalty.

## Penmanship

The penmanship assignments in this LightUnit are quotes from Benjamin Franklin.

**L** Using your best handwriting, copy the quote.

Being ignorant is not so much a shame, as being unwilling to learn.



## Penmanship

Copy a quote by Benjamin Franklin.





## Lesson 1

## Spelling – Patterns

## Spelling Words

concede	emerge	expense	intercede	precedent
eccentric	emigrant	exquisite	migrate	procession
eclipse	excerpt	extinct	migratory	recede
elapse	expanse	immigrant	precede	recession

The root *cede* meant “to go.” It is occasionally spelled *cess*.

**M** Write the spelling word that fits each description. Circle each *cede* or *cess* root.

29. intercede to speak on someone else's behalf; to go between two conflicting parties
30. recession a time when the economy falters, or goes backward
31. concede to yield something such as a point in an argument or an election
32. precede to go before
33. recede to go back or to withdraw
34. precedent an action that is later used as an example or a rule

The root *migr* comes from a Latin word that meant “to move from one place to another.”

**N** Write the spelling word that fits each description. Circle each *migr* root.

35. migratory habitually moving back and forth between areas
36. migrate to move from one area to another
37. emigrant one who moves out of a country
38. immigrant one who moves into a country

**O** Write the Section 1 spelling words in your notebook.

4



## Spelling

Read the list of spelling words together. Discuss unfamiliar words.

## Spelling Words for Section 1

<i>concede</i>	<i>emerge</i>	<i>expense</i>	<i>intercede</i>	<i>precedent</i>
<i>eccentric</i>	<i>emigrant</i>	<i>exquisite</i>	<i>migrate</i>	<i>procession</i>
<i>eclipse</i>	<i>excerpt</i>	<i>extinct</i>	<i>migratory</i>	<i>recede</i>
<i>elapse</i>	<i>expanse</i>	<i>immigrant</i>	<i>precede</i>	<i>recession</i>

## Lesson 2

# Introducing Outlines

Pages 5–9

## Objective

- Learn to format outlines

## Board Preparation

- Review
  1. A boy was happy with his gift.
  2. Someone saw a bird at our feeder.
- New
  3. I main point  
a subtopic  
B subtopic  
1 detail  
2 detail  
II main point  
A subtopic



**New**

## Introducing Outlines

Students will write a research paper in the next LightUnit. They will need to be familiar with outlining before then. This lesson begins to prepare them to develop an outline.

The format of an outline lets authors see which ideas are central to the structure of the essay and which ideas are subordinate. Main ideas, which will be a paragraph or longer, are left-aligned at the edge of the outline. The subtopics of the main ideas are indented a bit from the main ideas, and the details of the subtopics are indented further.

Each level of an outline should have two entries. Something cannot be divided into one piece; if it is divided, it will be divided into two or more pieces.

To make it easier to compare various entries, make same-level entries parallel. If (I.) is a one-word entry, then (II.) should be as well. If (A.) begins with a noun, make sure (B.) does too.

There are a few conventions for formatting outlines.

- Use Roman numerals for the main ideas, capital letters for the subtopics, and Arabic numerals for the details.
- Put a period after each letter or numeral that labels an entry.
- Capitalize each entry.



### Introducing Outlines

An outline organizes the main ideas of a piece of writing. Those main topics are further divided into subtopics, which can be further divided into details.

Use Roman numerals to number the main ideas, capital letters to designate the subtopics, and Arabic numerals for the details.

Align each level of an outline with other entries of the same level. Put main ideas farthest to the left, with subtopics indented from the main ideas and details indented from the subtopics.

Each level of an outline must have at least two entries. If there is an A, there must also be a B. If there is a 1, there must also be a 2.

Each level in an outline must be parallel in structure. If a main topic or heading is *strengths*, the second should be *weaknesses*, not *areas that are weak*.

Put a period after each number and letter that labels an entry. However, do not put periods after the entries themselves. Capitalize the first letter of each entry.

#### Large Animals of North and South America

##### Incorrect:

- I North America
  - A. herbivores
    - 1. Buffalo
  - B. Meat-eating animals
    - 1. Mountain lions
    - 2. Wolves
      - a. gray wolf
- II. South America
  - A. Mammals
  - B. animals with scales

##### Correct:

- I. North America
  - A. Herbivores
    - 1. Buffalo
  - 2. Moose
- B. Carnivores
  - 1. Mountain Lions
  - 2. Wolves
    - a. Gray wolf
    - b. Red wolf
- II. South America
  - A. Mammals
  - B. Reptiles



## Lesson 2

- A** Rewrite this outline in the same order but use correct capitalization, punctuation, and indentation. Correct poor parallelism in one of the main headings.

- |  |  |
|--|--|
| 1.   | Types of Volcanic Eruptions                                      |
| I. Flowing   | <b>I. Flowing</b>  |
| A many eruptions in Hawaii                                   | <b>A. Many eruptions in Hawaii</b>                               |
| B some eruptions in Iceland                                  | <b>B. Some eruptions in Iceland</b>                              |
| III. Eruptions that are explosive.                           | <b>II. Explosive</b>   |
| A strombolian  | <b>A. Strombolian</b>  |
| 1 eruption characteristics                                   | <b>1. Eruption characteristics</b>                               |
| a intermittent explosions monthly                            | <b>a. Intermittent explosions monthly</b>                        |
| b three thousand feet tall                                   | <b>b. Three thousand feet tall</b>                               |
| c 10,000 m <sup>3</sup> of ash and lava                      | <b>c. 10,000 m<sup>3</sup> of ash and lava</b>                   |
| 2 notable eruptions  | <b>2. Notable eruptions</b>                                      |
| a Stromboli in Italy   | <b>a. Stromboli in Italy</b>                                     |
| b mount erebus in Antarctica                                 | <b>b. Mount Erebus in Antarctica</b>                             |
| B Plinian  | <b>B. Plinian</b>  |
| 1 eruption characteristics                                   | <b>1. Eruption characteristics</b>                               |
| a occur every couple of decades                              | <b>a. Occur every couple of decades</b>                          |
| b sixteen miles tall   | <b>b. Sixteen miles tall</b>                                     |
| c 1,000,000,000 m <sup>3</sup> (1 km <sup>3</sup> )          | <b>c. 1,000,000,000 m<sup>3</sup> (1 km<sup>3</sup>)</b>         |
| 2 notable eruptions  | <b>2. Notable eruptions</b>                                      |
| a Mount St. Helens, 1980                                     | <b>a. Mount St. Helens, 1980</b>                                 |
| b Vesuvius, A.D. 79, Pompeii, Italy                          | <b>b. Vesuvius, A.D. 79, Pompeii, Italy</b>                      |
| C Supervolcano   | <b>C. Supervolcano</b>   |
| 1 eruption characteristics                                   | <b>1. Eruption characteristics</b>                               |
| a sixteen miles tall   | <b>a. Sixteen miles tall</b>                                     |
| b. 1,000,000,000,000 m <sup>3</sup> (1,000 km <sup>3</sup> ) | <b>b. 1,000,000,000,000 m<sup>3</sup> (1,000 km<sup>3</sup>)</b> |
| 2 notable eruptions  | <b>2. Notable eruptions</b>                                      |
| a Yellowstone Caldera, Wyoming, U.S.                         | <b>a. Yellowstone Caldera, Wyoming, U.S.</b>                     |
| b. Lake Toba eruption, Philippines                           | <b>b. Lake Toba eruption, Philippines</b>                        |



- Arrange and format each entry correctly.

## 3. I. Main point

## A. Subtopic

## 1. Detail

## 2. Detail

## B. Subtopic

## C. Subtopic

## II. Main point

## Review



- Rewrite each sentence using more descriptive wording.
1. A boy was happy with his gift.  
(Ex: *Liam was thrilled with his new pocketknife.*)
  2. Someone saw a bird at our feeder.  
(Ex: *Violet saw a chickadee at our feeder.*)

Lesson 2



## Review

- B** Write the plural indefinite pronouns from memory.

2. both, few, several, many

- C** Underline the subject in each sentence. Underline the correct verb.

3. Both of my siblings enjoys, enjoy eating seafood.
4. Few of the children has, have ever eaten brussels sprouts.
5. Many of Heather's mistakes was, were caused by carelessness.
6. Top Hat and Tails by Norman Rockwell show, shows a young boy with a top hat in his hand.
7. The Netherlands is, are famous for its tulip fields and windmills.
8. Praying Hands is, are a famous painting that features gnarled, weathered hands.
9. Someone was, were sledding on our hill last night.
10. Everyone hope, hopes that we get a lot of snow over the weekend.

- D** Put brackets around each dependent clause. Underline each independent clause. Write *simple, compound, or complex* to label each sentence.

11. simple The seventh graders' posters on a historical character are due tomorrow.
12. complex [Because she has hearing loss,] Lanita decided to study Helen Keller's life.
13. compound Thomas chose Martin Luther; Andrea picked Mother Teresa.

- E** Underline the gerund in each sentence. Write *s, pn, do, op, or ap* to label its function.

14. do Philip does not enjoy speaking in front of a crowd.
15. pn Luke's favorite pastime is reading about historical characters.
16. op Instead of yielding to temptation, Dawson refused his friend's offer.

- F** Circle each participial phrase. In each participial phrase, write *do* or *io* to label each complement.

17. The teacher, (io do handing each student a paper,) was experienced and efficient.
18. (do Tuning their instruments,) the players prepared for the concert.
19. (io do Giving the lady his seat,) Braden stood along the wall during the service.



Lesson 2

**G** Write *ap* if the underlined word is an appositive or *app adj* if it is an appositive adjective.

20. app adj The Eiffel Tower's design, unusual and striking, makes the tower easily recognized from a distance.
21. ap Gustave Eiffel, a French engineer, designed the Eiffel Tower in the 1800s.
22. ap The Eiffel Tower, a landmark in Paris, remains a popular tourist attraction.

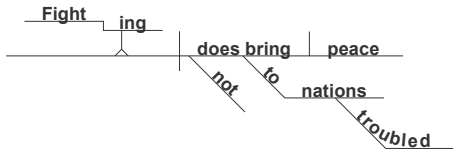
**H** Underline the correct word.

23. Millard said, "Carlin's idea is good, well; let's help Mrs. Johnson and then go fishing."
24. Tedd's volleyball team played bad, badly, but they had fun regardless of losing the game.
25. I looked in the pantry for the peanut butter, but I didn't see none, any.
26. Sure, Surely someone remembers the names of Columbus's three ships.
27. Stella does not feel good, well when she is on a boat.
28. Alex felt bad, badly to take the last piece of cherry pie.

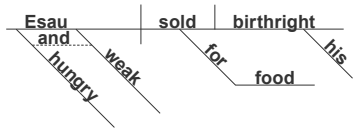


**I** Diagram each sentence.

29. Fighting does not bring peace to troubled nations.



30. Esau, hungry and weak, sold his birthright for food.



Journal

- **J** What is something you would like to learn more about?



Journal

Use this time for an unscored journaling exercise.



## Spelling – Definitions

**K** Cut out Section 1 spelling words on page 67.

**L** Write the spelling word that fits each description.

31. excerpt a passage taken out of a book or document
32. extinct no longer existing
33. eclipse when a heavenly body blocks the view of another heavenly body
34. eccentric someone or something that does not follow the normal style; unusual
35. emerge to become visible
36. procession people moving in an orderly line
37. elapse to pass or go by, as a period of time
38. exquisite having delicate beauty
39. expanse a wide and open space
40. expense cost

**M** Write the spelling word that fits each description.

41. migrate Some birds and animals move to another area in the fall.
42. emigrant Chan moved out of China and into India.
43. concede Duane had to admit that he lost the argument.
44. immigrant Charity moved into the United States from Russia.
45. precede Randall motioned for his wife to go ahead of him.
46. recede Allen's hairline began to go back before his dad's did.
47. intercede Pierre tried to plead to the judge for Kerry's actions.

**N** Write a spelling word to complete each sentence.

48. An economic recession can cause hardships on businesses.
49. Any animal that habitually migrates is a migratory animal.
50. President George Washington set an unintentional two-term precedent when he did not seek a third term.

**O** Write the Section 1 spelling words in your notebook.



## Spelling

Students should cut out the bookmark for the Section 1 spelling words and use it through Lesson 4 for their daily work.

### Spelling Words for Section 1

<i>concede</i>	<i>emerge</i>	<i>expense</i>	<i>intercede</i>	<i>precedent</i>
<i>eccentric</i>	<i>emigrant</i>	<i>exquisite</i>	<i>migrate</i>	<i>procession</i>
<i>eclipse</i>	<i>excerpt</i>	<i>extinct</i>	<i>migratory</i>	<i>recede</i>
<i>elapse</i>	<i>expanse</i>	<i>immigrant</i>	<i>precede</i>	<i>recession</i>