

Contents

Section 1

1. Introduction to Parallel Stories	1
2. Introducing Outlines	5
3. Adjective Clauses.	10
4. Semicolons.	14
5. Quiz 1 and Extra Activity.	18

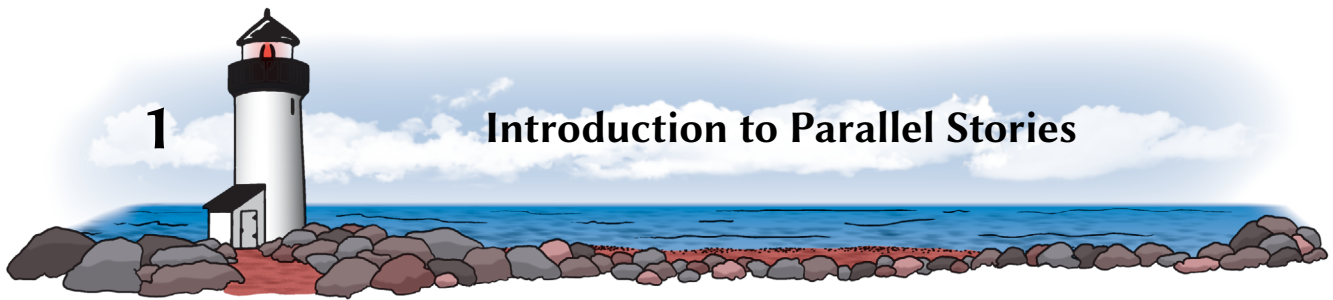
Section 2

6. From Notes to Outline	19
7. Using Nominative and Objective Pronouns Correctly; Using <i>Who</i> and <i>Whom</i>	24
8. Making an Outline	29
9. Indefinite Pronouns That Can Be Singular or Plural.	34
10. Quiz 2 and Extra Activity.	39

Section 3

11. Misplaced Modifiers	40
12. Adverb Clauses	44
13. Troublesome Prepositions	48
14. Creative Writing: Writing a Parallel Story	53
15. Self Check	56
16. Creative Writing: Editing a Parallel Story.	59
17. LightUnit Test.	60
<i>Glossary</i>	61
<i>Reference</i>	63
<i>Spelling Word Bookmarks</i>	67





Introduction to Parallel Stories

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.



Review

B Rewrite each sentence, using more specific words.

- ☐ 1. Someone saw an animal somewhere.

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

C Write three specific words that could replace each word.

- ☐ 3. store _____

- ☐ 4. truck _____

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

5. _____ *after, because, before, since, unless, until, while*

6. _____ *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. _____ The men who operate the hot-air balloon company enjoy their job immensely.
15. _____ The first hot-air balloon was flown in Paris in 1783.



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 if no one is home.
17. While the disciples looked toward Heaven, two men appeared by them in white apparel.
18. The people gladly received Peter's message when he 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. 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. _____ Hachiko was waiting on his master, a professor, every evening at the train station in Japan.
26. _____ Unbeknownst to Hachiko, the professor died of a brain hemorrhage one day at work.
27. _____ Hachiko waited at the train station for nine years after his master's death.
28. _____ 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.



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. _____ to speak on someone else’s behalf; to go between two conflicting parties
30. _____ a time when the economy falters, or goes backward
31. _____ to yield something such as a point in an argument or an election
32. _____ to go before
33. _____ to go back or to withdraw
34. _____ 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. _____ habitually moving back and forth between areas
36. _____ to move from one area to another
37. _____ one who moves out of a country
38. _____ one who moves into a country

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