

Language Arts 4

Student Activity Sheets

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Insert Bible Verse Text Here

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Student Activity Sheet 1

Dictation

It was not once upon a time—it was precisely the twenty-seventh day of January in the year 1849. Gold had been discovered in California some twelve months before and now, in a rush, the Gold Rush was on.

Adjectives

1. Add adjectives to modify the nouns in the table below. Using the twelve major questions that adjectives answer about nouns, write two adjectives for each noun listed below.

Adjective #1	Adjective #2	Noun	Adjective #1	Adjective #2	Noun
		sky			mountain
		ocean			sand
		shirt			pants
		cap			coin
		door			truck
		movie			music

Revision Checklist

Use this list to check your work on this week's writing assignment. Revise your writing to make corrections if necessary.

- _____ Ideas are interesting.
- _____ Organization includes a beginning, middle and end.
- _____ Words are descriptive.
- _____ Sentences are complete.
- _____ Spelling is correct.
- _____ Capitals are used correctly.

Student Activity Sheet 2

Dictation

A hilltop telegraph had signaled the arrival of a side-wheeler and now it seemed as if all of San Francisco had turned out. The wharf was alive with men, women and children—not to mention dogs, mules and chickens. Seagulls flocked in the air like confetti.



Now... A writer uses a **simile** to make a comparison between two unlike things using the words *like*, *as*, or *resembles*. This helps the reader create a mental picture of the scene.

1. Can you find the simile in the dictation? Write it here: (Seagulls Flocked in the air like confetti)
2. What two things are compared? (The seagulls' gathering and confetti flying in the air.)
3. What mental picture does it create? (Answers will vary.)

Here are a few more examples taken from *By the Great Horn Spoon!*:

"Captain Swain says my nose looks like a molting chicken!"

"His finger's clean as a whistle!"

"The two gold ships, linked together like sausages, went lumbering through the sea."

Revision Checklist

Refer to this list to check your work on your friendly letter. Revise the letter to make corrections if necessary.

- _____ The format has all five of the requirements of the friendly letter.
- _____ The ideas are clear. It is easy to understand the content.
- _____ The sentences are complete thoughts.
- _____ All proper nouns are capitalized. All words at the beginning of sentences are capitalized.
- _____ All sentence endings have the correct punctuation.
- _____ All paragraphs are organized and focused on one main idea.

Student Activity Sheet 3

Dictation

Jack tried not to think about Boston. It would soon be time to start back and all they had to show for their labors was a worthless map. Poor Aunt Arabella, he thought. They would lose the house for sure. The entire trip to California was beginning to look like a wild-goose chase. When they got the hole four feet deep they couldn't go any farther. They hit bedrock.

And struck gold.

Personification

Writers use **personification** to add human characteristics to objects and animals. Just like special effects add excitement to a movie, personification adds interest and excitement to a written description. Listed below are some examples of personification from *By the Great Horn Spoon!* and also from your book of poems. Discuss what they mean and the mental pictures that they create. For each sentence, name the object that is personified and the human quality that it has. Then try writing some of your own sentences using personification.

1. "A sailor with a **gold ring dancing** in his ear was filling a lamp with whale oil."

Object: (ring) Characteristic: (dancing)

2. "The **wind seemed to pick her up and carry her along** like a feather."

Object: (wind) Characteristic: (pick her up; carry her along)

3. "As they walked along Jack kept gazing back at the mountains, the great Sierra Nevadas. They stood dark blue and purple against the hot morning sky."

Object: (mountains) Characteristic: (stood)

4. "The stagecoach climbed as if it were part mountain goat."

Object: (stagecoach) Characteristic: (climbed)

5. "The moon, on the breast of the new fallen snow, gave the lustre of midday to objects below."

Object: (snow) Characteristic: (breast)

6. "Three little kittens lost their mittens and they began to cry..."

Object: (kittens) Characteristic: (lost their mittens)

7. "A deep throb ran through the ship—and then another."

Object: (throb) Characteristic: (ran)

8. "...While visions of sugar plums danced in their heads..."

Object: (sugar plums) Characteristic: (danced)

Student Activity Sheet 4

Dictation

Tall Boy's father knew one of the Long Knives. I think that he gave the soldier a valuable belt of silver and turquoise. Whatever it was, the white man gave him a speckled horse, too old for the soldiers to ride any longer that they were going to kill. We borrowed this horse and went across the river and cut willow poles, which we used to buttress the thick walls and the sagging roof.

The Outline

Below are two outlines that describe the process for making a peanut butter and jelly sandwich. Read through both outlines and then answer the questions that follow.

A: How to Enjoy a Peanut Butter and Jelly Sandwich

- A. Gather materials
 - 1. Food
 - a. Peanut Butter
 - b. Grape Jelly
 - c. 2 slices of bread
 - 2. Sandwich making supplies
 - a. knife
 - 3. Serving materials
 - a. plate
 - b. napkin
- B. Make the Sandwich
 - 1. Spread peanut butter on one slice of bread with the knife
 - 2. Spread jelly on the other slice of bread with the knife
 - 3. Place the bread with the peanut butter face down on the slice of bread that has jelly on it.
- C. Serve the Sandwich
 - 1. Place the sandwich on the plate
 - 2. Provide a napkin
 - 3. Enjoy!

B: How to Enjoy a Peanut Butter and Jelly Sandwich

- A. Start
 - 1. Peanut Butter
 - a. 2 slices of bread
 - b. Put peanut butter on one
 - c. Put jelly on the other one
 - 2. Other stuff
 - a. plate
 - b. napkin
 - c. knife
- B. Make the Sandwich
 - 1. Use knife to spread peanut butter
 - 2. Put jelly on the other one
 - a. Place the bread with the peanut butter face down on the slice of bread that has jelly on it.
- C. Eat the Sandwich
 - 1. Provide a napkin
 - 2. Enjoy

Continued... ➡

1. What does each capital letter describe in the first outline (A)? (Each letter represents a step in the process for making a peanut butter and jelly sandwich.)

Does each topic support a main idea?

Yes

No

2. Do all the items under each capital letter belong under that idea in Outline A? **Yes** **No**

4. What purpose do the numbers serve underneath the capital letters in Outline A? (They provide more detail about each sandwich-making step.)

Do all the items under each number belong with that topic?

Yes

No

5. What do you notice that is inconsistent about...

...the capital letters in Outline B? (They aren't all steps in the sandwich-making process.)

...the numbers underneath the capital letters in Outline B? (They don't always provide more detail about the capital letter they should support.)

6. If you didn't already know how, could you make a peanut butter sandwich, which outline would you rather use to learn how? (Possible: Outline A provides better instruction because it shows the steps in a logical order, and contains information that is easy to follow.)

5. Which outline is organized better? Why? (Outline A: because topics are well supported by related subtopics, and the outline itself is written in a logical progression.)

Revision Checklist

Use this list to check your work on this week's writing assignment. Revise your writing to make corrections if necessary.

- _____ Ideas are interesting.
- _____ Organization includes a beginning, middle and end.
- _____ Words are descriptive.
- _____ Sentences are complete.
- _____ Spelling is correct.
- _____ Capitals are used correctly.

Student Activity Sheet 5

Dictation

The days were long and the tasks were hard. "We work from can to can't," the older women grumbled. But slave children grew up quickly in Maryland in the 1820's. The weak who dropped exhausted in the fields were comforted with the overseer's lash and the threat of sale to the cotton planters. Only the strong survived.



you know... that writers choose their words very carefully to communicate a clear meaning. Some words can have a similar meaning, but they create different impressions or moods. These words are called **synonyms**. It is important to choose the word that expresses the meaning the best.

Example: If you want to write that a girl is pretty, you could choose words like beautiful, gorgeous, cute, or adorable. Each word has a meaning close to the word pretty, but what impression does each word give? If you say a girl is gorgeous, it may sound like she's a celebrity. If you say she is cute, it may give the impression that she is a little girl rather than a grown woman. Can you think of other words that mean pretty? Write three of them here:

(Answers will vary: attractive, radiant, charming, dazzling, angelic, stunning, etc.)

Example: If you want to describe that a boy is strong, you could choose words like muscular, rugged, athletic, husky, or powerful. What kind of impression does each word make? If a boy is muscular, what do you imagine he looks like? If you say he is husky, how does this change the mental picture?

Look at the words in the dictation. How would the meaning change if you replaced the word *exhausted* with the word *tired*? Can you think of other words for long? tasks? hard? older? weak? dropped? Rewrite the dictation and replace the missing words with synonyms. **Hint:** Sometimes it's hard to think of similar words to create the right meaning. Use a thesaurus to find similar words. A thesaurus is a book of words and their synonyms. You can usually find one on a word processing program, on the Internet, at the library, or at a book store.

(Answers will vary:

The days were endless and the tasks were exhausting. "We work from can to can't," the elderly women grumbled. But slave children grew up quickly in Maryland in the 1820's. The sickly who fell down exhausted in the fields were comforted with the overseer's lash and the threat of sale to the cotton planters. Only the strong survived.

How does changing a word to a synonym change the meaning of the sentence? (Replacing words in a sentence with synonyms can change the mood or tone of the message, which often influences the meaning of the message as well.)

Continued... ➡

Diamante Poem

A **Diamante** is a seven-lined poem that uses a very specific framework of verbs, adjectives and nouns to describe a topic with poetry. Use the form below to help you write a Diamante style poem of your own.

	Title: _____
Beginning Topic of Poem:	_____
Two adjectives about beginning topic:	_____, _____
Three verbs with an <i>-ing</i> ending about beginning topic:	_____, _____, _____
Four nouns about your topic:	_____, _____, _____, _____
Three verbs with an <i>-ing</i> ending about ending topic:	_____, _____, _____
Two adjectives about your ending topic:	_____, _____
Ending Topic of Poem:	_____

Student Activity Sheet 6

Dictation

Harriet cooked for her charges on a crude outdoor stove and washed their clothing in water melted down from blocks of snow. She nursed them, begged for them, prayed for them, fighting to keep them from despair by coaxing and pleading, by scolding and scorn.

Writing with Authority

Fix the sentences below by making them sound like commands instead of requests. Remember, you are giving an order that you want someone else to follow.

1. I'd like you to consider taking out the garbage.

(Take out the garbage.)

2. Please fold your laundry sometime before you go to bed.

(Fold your laundry before you go to bed.)

3. The garage needs to stay clean.

(Keep the garage clean. or Don't mess up the garage.)

4. It is dangerous to play in the street.

(Don't play in the street because it's dangerous.)

5. Talking to strangers is not a good idea.

(Do not talk to strangers.)

6. I don't think I want you to leave the house today.

(Don't leave the house today.)

7. It would be nice if you kept your dress clothes clean.

(Keep your clothes clean. or Don't get dirty.)

8. You might want to wear your knee pads to practice.

(Wear your knee pads to practice.)

9. Your coach wants you to wear your uniform.

(Wear your uniform because your coach asked.)

10. I think you should go to the meeting.

(Go to the meeting.)

