



**FIRST LANGUAGE LESSONS  
FOR THE WELL-TRAINED MIND**



**LEVEL 4**

**by Jessie Wise and Sara Buffington**



**Peace Hill Press**

[www.peacehillpress.com](http://www.peacehillpress.com)

**Also by Jessie Wise and Sara Buffington**

*The Ordinary Parent's Guide to Teaching Reading*

(Peace Hill Press, 2005)

*First Language Lessons for the Well-Trained Mind, Level 3*

(Peace Hill Press, 2007)

**Also by Jessie Wise**

*First Language Lessons for the Well-Trained Mind, Levels 1 and 2*

(Peace Hill Press, 2003)

with Susan Wise Bauer

*The Well-Trained Mind: A Guide to Classical Education at Home*

(W.W. Norton, Third Edition, 2009)



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INTRODUCTION



HOW TO USE FIRST LANGUAGE LESSONS, LEVEL 4

## The Four-Strand Approach

This series uses four different strands to teach grammar and punctuation rules, proper usage, and writing skills.

### Strand 1: Memory Work

#### Memorizing Poetry

Memorizing poetry stores beautiful language in the student's mind. Poetry is the easiest kind of material to memorize because of its rhythm and rhyme. When a student memorizes a poem, it gives him confidence that he can memorize anything—material from history, science, and other subjects. Memorizing is an active exercise; it trains the student's attention span. There is a good memorization technique in the first poetry lesson of this book.

#### Memorizing Rules and Definitions

The technique for memorizing rules and definitions is practiced in the scripted lessons. A summary of the rules, definitions, and lists to be memorized is on page 545.

*A note for students who have not used previous levels of First Language Lessons:* Most of the definitions and memorized lists of parts of speech were introduced in earlier levels of this series. All of that material is reviewed in this book. However, you may wish to do extra review of these rules and lists. You may find it helpful to purchase the audio companion to *Levels 1 and 2* (a CD containing both chanted and sung versions of definitions and lists to be memorized) from Peace Hill Press at [www.peacehillpress.com](http://www.peacehillpress.com).

### Strand 2: Copywork and Dictation

Copywork engages both the visual and motor memory of the student. It gives the student models of properly constructed sentences.

Dictation teaches the student to picture a sentence in his mind before putting it down on paper and also trains him to hold complete sentences in his memory as he writes. Dictation

prepares the student for original writing, since it allows the young writer to practice mechanics without also struggling to produce original content.

This book uses dictation within the lessons, but most lessons also end with an optional dictation exercise if the student needs extra practice. If you are already using a writing program which includes dictation, you should probably not use the optional dictation unless the student needs drill in a particular skill.

Follow this procedure when giving dictation:

1. After you read a sentence, ask the student to visualize the beginning capital letter and the end punctuation mark.
2. Repeat the sentence once more.
3. Have the student repeat what you just said.
4. Have him write what he has just said, if it is accurate. If it is not accurate, repeat steps 2 and 3.

When giving dictation, provide the student with all necessary spelling help. If the student begins to write a word or punctuation mark incorrectly, gently stop him and give him the correct spelling or format. You should never allow a student to write dictation incorrectly.

### **Strand 3: Summary Exercises (Narration)**

A student summarizes when he tells you in his own words about a passage that he has read. Summary exercises help the student to listen with attention, to grasp the main point of a work, to think through a sequence of events, and to reproduce the events in his own words in proper, logical order.

### **Strand 4: Grammar**

A student studies grammar to learn how language works. This book teaches traditional grammar. Traditional grammar is not only acceptable; it is expected in the educated world.

This book practices sentence diagramming. A diagram is essentially a picture of a sentence; it shows visually how all of the sentence parts operate. As the student becomes more proficient in diagramming, he can use it as a tool to correct poorly constructed sentences in his own writing.

Oral usage exercises are included at the end of some lessons. These are optional. You don't have to confine these exercises to the student using the book. Practice them as a family at any time of the day you wish! For more exercises in oral usage, a good resource is *Oral Language Exercises* by William A. Kappeler (A Beka Book Publications, 1982).

## Using the Lessons

The lessons are scripted for your convenience, but neither you nor the student has to stick to the exact wording provided.

**Instructor:** Suggested wording for the instructor is in traditional print.

**Student:** *Suggested answers for the student are in italics.*

**Workbook:** Selected text from the Student Workbook is in a sans-serif typeface.

**Answer Key:** Answers to workbook exercises are also in a sans-serif typeface.

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Notes to the instructor are in smaller, traditional print, between two lines.

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### Length of Lessons

This book is designed to be completed in one school year. If you do the lessons in the main part of the book but skip the end units, do two or three lessons each week for the school year (36 weeks). If you decide to include the end units as well, plan on three lessons per week. See the sample schedules on page 552.

The lessons that follow are of varying length; some contain more drill than others, depending on the difficulty of the topic. If a student does not need all of the repetition in any given lesson, you should feel free to skip it and move on.

Many of the lessons should be divided into two or even three days' worth of work. A student doing fourth-grade-level work will probably need to spend about thirty minutes on a lesson. If the lesson time exceeds thirty minutes, stop and pick up with the remainder of the lesson the following day.

### The Use of Inclusive Pronouns

*A note from Jessie Wise:* I studied advanced traditional grammar in the 1950s as part of my training in teaching certification. I learned that the pronouns “he” and “him” were generic pronouns, used to refer to both men and women. Although I understand why some users would prefer to see an alternate use of “he” and “she,” I find this style of writing awkward; my early training shapes my usage! So I have used “he” and “him” to refer to the student throughout. If you prefer, simply change these pronouns to “she” and “her.”

## **The Student's Workbook**

All of the lesson numbers in the teacher's book match the lesson numbers in the student's workbook (ISBN 978-1-933339-33-7, Peace Hill Press, 2008). The student needs a pencil for each workbook lesson. The student should keep a bookmark in his workbook to easily find his place at the start of the lesson.

The workbook pages are perforated and three-hole punched so you can file them in a binder if you wish. If the student writes letters for the optional end-unit lessons, you may wish to photocopy them before you mail them so you can file the letters as well.

## **Optional Follow-Ups**

At the end of many lessons, there is an optional follow-up activity to reinforce the content of the lesson. You may choose to complete these or to skip them, depending on the student's level of mastery.

## **Optional End Units**

The main part of this book consists of eighty-five lessons in grammar and writing. If you wish, you may choose to complete any or all of the three optional sections at the end of the book: contractions, writing letters, and dictionary skills. Suggested schedules for completing this book are on page 543. If you do the lessons on dictionary skills, it will be helpful for the student to have his own dictionary and thesaurus. We recommend *Merriam-Webster's Elementary Dictionary* (Merriam-Webster, 2000) and *Roget's Children's Thesaurus* (Scott Foresman, 2000).



## LESSON 57



### New: Conjunctions

### New: Compound Subjects, Compound Predicates, and Compound Sentences

### New: Commas in a Series

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Read “The Lake Isle of Innisfree” (Lesson 53) three times to the student. Then ask the student to try to say parts of the poem along with you (or the tape recorder).

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**Instructor:** When you see a highway sign that says “Junction,” it means that two roads are joining together. *Junction* means “joining.” Words that are used to **join** words or groups of words together are called *conjunctions*. I will say the definition of a conjunction. Then join with me as we say it three times more: A conjunction is a word that joins words or groups of words together.

**TOGETHER** (three times): A conjunction is a word that joins words or groups of words together.

**Instructor:** The three most common conjunctions are *and*, *but*, *or*. Repeat after me: *and*, *but*, *or*.

**Student:** *And, but, or*

**Instructor:** In **Exercise 1** read the sentences that use the three most common conjunctions: *and*, *but*, *or*. Circle each conjunction. Conjunctions can join simple subjects, simple predicates, or whole sentences. The conjunctions are written in bold print, and the two words or groups of words that are joined are underlined.

**Answer Key:** Flowers grow**(and)**bloom.

Potatoes**(and)**peas are vegetables.

Plants need sun**(and)**water.

We will eat pancakes**(or)**biscuits.

Will you come Monday**(or)**Tuesday?

You may go**(but)**come back in an hour.

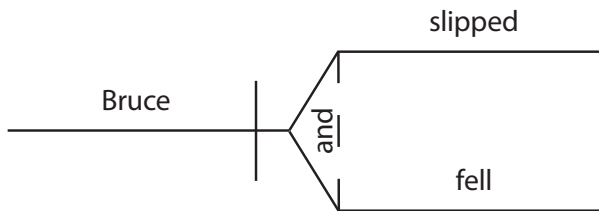
I will return**(but)**I would rather stay longer.

**Instructor:** In **Exercise 2** read the first and second sentences and look at the diagrams.

**Workbook:** 1. Bruce slipped.



2. Bruce slipped **and** fell.



**Instructor:** Notice that the second sentence has **two** verbs in the predicate. Do you remember that the word *predicate* comes from the Latin word *praedicare* meaning “to proclaim” (Lesson 28)? The predicate of a sentence is what is said or proclaimed about the subject. What is said or proclaimed about Bruce in the second sentence?

**Student:** *He slipped and fell.*

**Instructor:** Circle the conjunction in Sentence 2. The conjunction joins the two verbs in the sentence: *slipped* and *fell*. When the predicate of a sentence has two or more verbs joined by a conjunction, we call them **compound predicates**. The word *compound* means “made of two or more parts.”

**Instructor:** Look at the diagram of “Bruce slipped and fell.” The verb line splits into two parts. *Slipped* is written on the top line because it comes first in the sentence. *Fell* is written on the bottom line. They are joined by the conjunction *and*, which is written inside the triangle.

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The student has diagrammed sentences with two verbs before, but these were verb **phrases**: helping verbs working together with a main verb. Verb phrases function as a unit: they show one action (“He **was running**”), one state of being (“He **has been** here before”), or link the subject to a word in the predicate (“He **may be** tired”). The compound predicates in this lesson show two distinct actions (“He **ran** and **swam**”) that are linked by a conjunction.

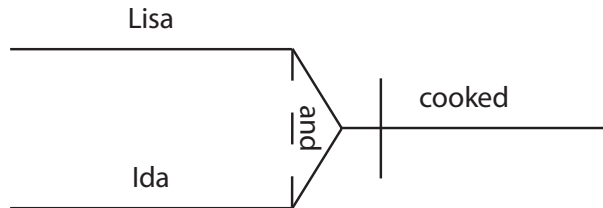
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**Instructor:** In **Exercise 3**, read the first and second sentences and look at the diagrams.

**Workbook:** Lisa cooked.



Lisa **and** Ida cooked.



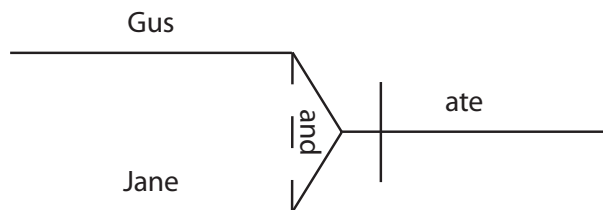
**Instructor:** Notice that the second sentence has **two** subjects, joined by the conjunction *and*. When a simple sentence has two or more subjects, we call them **compound subjects**. What does the word *compound* mean? Do you remember when we talked about *compound predicates*? The word *compound* means “made of two or more parts.” Tell me the two parts of the subject and circle the conjunction that joins them.

**Student:** *Lisa and Ida*

**Instructor:** Look at the diagram of “Lisa and Ida cooked.” The subject line splits into two parts. *Lisa* is written on the top line because she comes first in the sentence. *Ida* is written on the bottom line. They are joined by the conjunction *and*, which is written inside the triangle.

**Instructor:** In **Exercise 4**, read the simple sentence, circle the conjunction, and fill in the frame.

**Answer Key:** Gus **and** Jane ate.



**Instructor:** In **Exercise 5** you will diagram a simple sentence with **two verbs** in the predicate and **two nouns** in the subject. Read the sentence first.

**Workbook:** Puppies and kittens lick or sniff.

**Instructor:** What is the compound subject (the two nouns in the subject)?

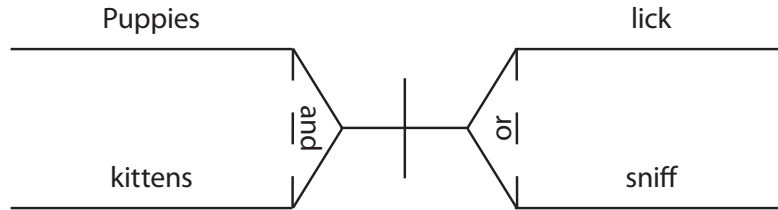
**Student:** *Puppies and kittens*

**Instructor:** “Puppies and kittens” is the compound subject. What is said about the subject? What is the compound predicate?

**Student:** *[They] lick or sniff.*

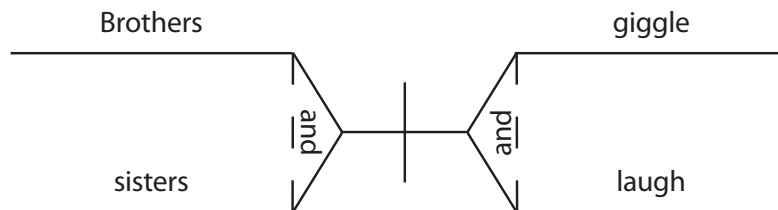
**Instructor:** “Lick or sniff” is a compound predicate. Circle the conjunction that joins the two nouns and circle the conjunction that joins the two verbs. Now fill in the frame in your workbook. Be sure to write each conjunction on the dotted line that connects the two subjects or the two verbs.

**Answer Key:** Puppies and kittens lick or sniff.



**Instructor:** Now, in **Exercise 6**, read the sentence aloud and circle the conjunctions in the sentence. Then you draw the frame and fill in the diagram. This sentence is similar to the one in **Exercise 5**. It has a compound subject and a compound predicate.

**Answer Key:** Brothers and sisters giggle and laugh.



**Instructor:** You have now learned that a compound subject has two subjects joined by a conjunction. A compound predicate has two verbs joined by a conjunction. A **compound sentence** has two smaller sentences that are joined by a comma and conjunction to make one longer sentence. Look at the sentence and its diagram in **Exercise 7**.

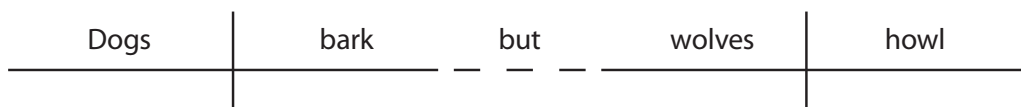


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Later in his grammar study, the student will be introduced to the term “clauses.” A compound sentence is made up of two independent clauses, each of which could stand alone as an individual sentence because it has a subject, verb, and expresses a complete thought. At this level, we will explain compound sentences as being made up of two smaller sentences, since that is an explanation the student readily understands.

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**Workbook:** Dogs bark, **but** wolves howl.

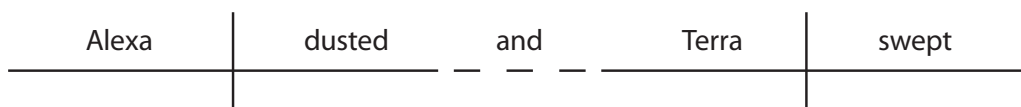


**Instructor:** “Dogs bark, but wolves howl.” This compound sentence has two parts that could each stand alone as its own sentence. “Dogs bark”—that could be a sentence of its own. It has a subject and a verb and expresses a complete thought. “Wolves howl”—that could also be a sentence since it has a subject and a verb and expresses a complete thought. These two parts are joined by a comma and a conjunction. Circle the conjunction in the sentence.

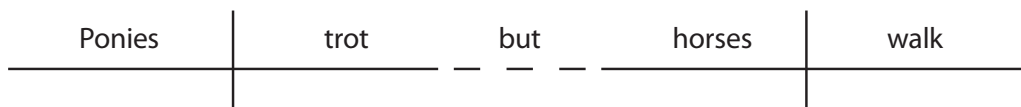
**Instructor:** Look at the diagram of the sentence in **Exercise 7**. There are two diagrams joined together by a dotted line. The conjunction *but* is written on the dotted line because it joins the two smaller sentences together.

**Instructor:** In **Exercise 8**, you will fill in the diagram of compound sentences. First, read the sentence aloud and circle the conjunction. Then diagram the verb and the subject for each of the smaller sentences.

**Answer Key:** 1. Alexa dusted, **and** Terra swept.



2. Ponies trot, **but** horses walk.



**Instructor:** We are going to take a little break from diagramming and talk about commas. In your workbook, look back at the sentences in **Exercises 7** and **8**. Did you notice a comma just before the conjunction that joined the two simple sentences? When two sentences are combined by using a conjunction like

*and*, *but*, or *or*, a comma is written before the conjunction. Read that rule in **Exercise 9** of your workbook. Then circle the conjunctions and draw an arrow pointing to the commas in the three example sentences.

- Answer Key:**
1. I will get us some water, (and) you stand in line at the airport.
  2. We will not have food on the plane, (but) we will eat supper later.
  3. You can rake the leaves, (or) you can take out the trash.

**Instructor:** In **Exercise 10** combine the two simple sentences with a comma and the conjunction *and*.

**Workbook:** The truck will deliver a package.  
I will sign for it.

**Answer Key:** The truck will deliver a package, and I will sign for it.

**Instructor:** In **Exercise 11** of your workbook, read aloud another rule about using commas. Then copy both of the correctly written sentences onto the lines of your workbook. In sentence one there is a series of nouns. In sentence two there is a series of phrases.

**Workbook:** Rule: Use commas to separate items in a series.

1. We packed sandwiches, fruit, chips, and drinks.
2. Our family loaded the car, drove to the campsite, and ate a picnic lunch.



## LESSON 72

**New: Avoiding Comma Splices and Run-on Sentences****Review: Sentence Fragments****Review: Conjunctions****Review: Compound Sentences****Learn to Proofread: Insert a Semicolon**


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Read “The Height of the Ridiculous” (Lesson 66) three times to the student. Then ask the student to try to say parts of the first through sixth stanzas along with you (or the tape recorder).

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Remember that you can divide long lessons up over several days.

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**Instructor:** Do you remember the definition of a sentence? A sentence is a group of words that expresses a complete thought. Say that to me.

**Student:** *A sentence is a group of words that expresses a complete thought.*

**Instructor:** Some groups of words are just pieces of sentences. These pieces of sentences are called fragments. We first learned about fragments in the beginning of this book (Lesson 11). Fragments do not make sense by themselves—you need to add words, like a subject or a verb, to make a sentence that expresses a complete thought. Look at the fragments in **Exercise 1** of your workbook. Tell me what is missing: a subject or a verb. Then add words to make that fragment a complete sentence. Tell me the sentence out loud.

**Answer Key:** Fragment

Sample Answers

The opossum.	(needs verb)	The opossum <b>pretended it was dead.</b>
Soaked the garden.	(needs subject)	<b>The rain</b> soaked the garden.
Was tired.	(needs subject)	<b>Tommy</b> was tired.
The Giant Squid.	(needs verb)	The Giant Squid <b>lurks under the sea.</b>

**Instructor:** What is the definition of a conjunction?

**Student:** *A conjunction is a word that joins words or groups of words together.*

**Instructor:** What are the three most common conjunctions?

**Student:** *And, but, or*

**Instructor:** In the last lesson you reviewed that conjunctions can join two subjects to make sentences with compound subjects. Conjunctions can also join two verbs to make sentences with compound predicates or join two sentences to make one longer sentence. A **compound sentence** has two smaller sentences that are joined by a comma and conjunction to make one longer sentence. Read the compound sentences in **Exercise 2**. Circle the comma and the conjunction that joins the two smaller sentences together.

**Answer Key:** I am an engineer, but I would like to be an astronaut.

I will sing a song, or I will dance.

Terry can hide, and you can find him.

**Instructor:** Have you ever heard the word *splice*? It means “to join ends together.” You can splice two pieces of rope by weaving together the frayed strands at the end of both pieces. You can splice two wooden boards by overlapping the ends and bolting them together. You can splice broken movie film (the kind they use at theaters) or the film of a cassette tape by using special tape. *Splice* means “to join ends together.” In compound sentences, like the ones you just read in **Exercise 2**, the two smaller sentences are spliced together with a comma **and** a conjunction. That is a strong splice. If you just used a comma and left out the conjunction, the splice would be too weak to hold the sentences together properly. This weak, improper splice is called a comma splice. Read the sentences with a comma splice in **Exercise 3**. After you read each sentence, draw a line through it to show that it is incorrect.

**Answer Key:** ~~I am your brother, you are my sister.~~

~~We walked to the store, we bought our groceries there.~~

~~Beauty is fleeting, wisdom endures.~~

**Instructor:** You need a comma **and** a conjunction to hold together two smaller sentences. A comma is not enough. Sometimes a writer forgets to put anything at all between two sentences! This is called a run-on sentence. Two sentences just run together; they aren’t properly joined by a comma and a conjunction. Read the run-on sentences in **Exercise 4**. After you read each sentence, draw a line through it to show that it is incorrect.

**Answer Key:** ~~Edward Lear was a book illustrator he wrote nonsense poetry in his spare time.~~

~~He came from a family with twenty-one children he was the youngest.~~

~~He was very industrious he worked constantly.~~

**Instructor:** Those run-on sentences needed a comma and a conjunction, or they needed a much stronger punctuation mark: a semicolon. A semicolon can properly join two smaller sentences into a compound sentence without needing any help from a conjunction! Read the compound sentences in **Exercise 5**. Circle each semicolon that joins the two smaller sentences.

**Answer Key:** I collect shells; you collect sea glass.

Dark clouds gathered; thunder rumbled in the distance.

Herbivores eat plants; carnivores eat meat.

**Instructor:** Read each sentence in **Exercise 6**. Then decide if it is a fragment, a sentence with a comma splice, a run-on sentence, or a compound sentence. Remember, a compound sentence can be joined by a comma and a conjunction **or** a semicolon alone. Write the correct abbreviation in the blank.

**Answer Key:**

**F** = fragment

**CS** = comma splice

**RO** = run-on sentence

**C** = correct (a compound sentence)

The magma boiled, and pressure was building up below the surface. **C**

Churning and bubbling underground. **F**

The earth shook, steam poured out of the cracks in the ground. **CS**

There was an explosion hot lava and ash catapulted into the air! **RO**

The air, black with dust, ash, and smoke. **F**

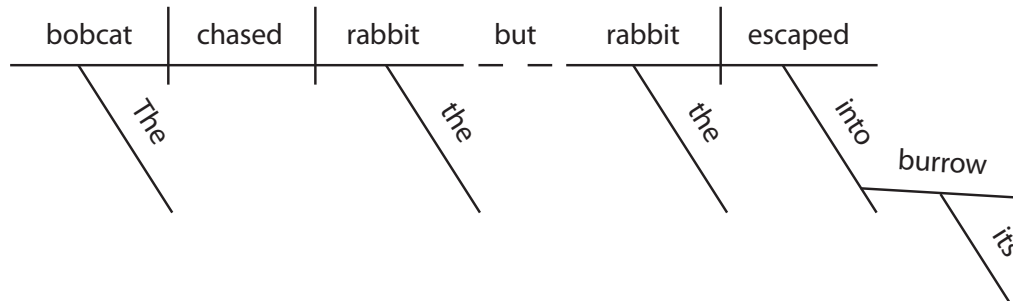
Hot lava streams gushed down the sides of the volcano; the lava glowed red, yellow, and orange. **C**

Lava is molten rock it hardens and blackens as it cools. **RO**

Erupting volcanoes disrupt the atmosphere, the dusty and smoky air lingers for a long time. **CS**

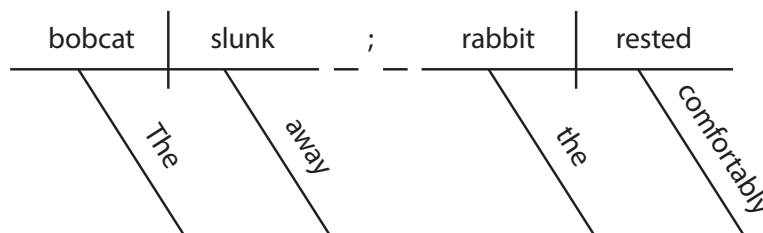
**Instructor:** Look at the first compound sentence and its diagram in **Exercise 7**. There are two smaller diagrams joined together by a dotted line. The conjunction *but* is written on the dotted line because it joins the two smaller sentences together.

**Workbook:** The bobcat chased the rabbit, but the rabbit escaped into its burrow.



**Instructor:** Look at the second sentence and its diagram. This sentence is joined by a semicolon. The semicolon is written where the conjunction would normally go, joining the two smaller sentences together.

**Workbook:** The bobcat slunk away; the rabbit rested comfortably.



**Instructor:** Now you will diagram some compound sentences in **Exercise 8** of your workbook. Some of these sentences are joined by a comma and a conjunction; one is joined by a semicolon. You read each sentence, and I will ask you questions as you fill in the diagram. Remember to copy the words exactly as they appear in the sentence. If the words begin with a capital letter in the sentence, they should also be capitalized in the diagram.

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Use the following dialogue to help the student complete the diagrams in **Exercise 8**. Because the sentences are made up of two small sentences (independent clauses), you will have to go through the dialogue twice. Follow these instructions closely (for example, “Ask questions 1, 2, 3, etc.”) to know which questions to ask.

1. *This is a compound sentence. Ask yourself, “Is it made up of two smaller sentences?” In the written sentence, circle the conjunction (and, but, or) or the semicolon that joins the two sentences. Then write the conjunction or the semicolon on the dotted line that joins*

*the two diagrams. Go back to the written sentence and underline the first small sentence. Then underline the second small sentence. First we will complete the diagram for the first small sentence. Then we will complete the diagram of the second small sentence.*

2. *What is the verb? Write the verb to the right of your center line.*
3. *Find the subject. Ask “who” or “what” before the verb. [Prompt the student with a specific question like “What have?” or “Who loves?”] Write the subject to the left of the center line on your frame.*
4. *Is there a direct object that receives the action of the verb? I will ask you a question that will help you find the direct object.*

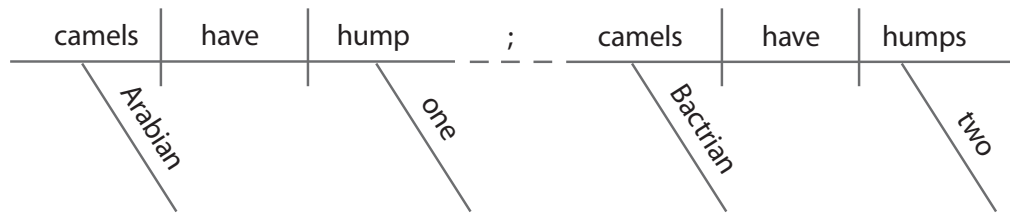
*Sentence 1a: Have what? Sentence 1b: Have what?*

*Sentence 2a: Loves what? Sentence 2b: Hates what?*

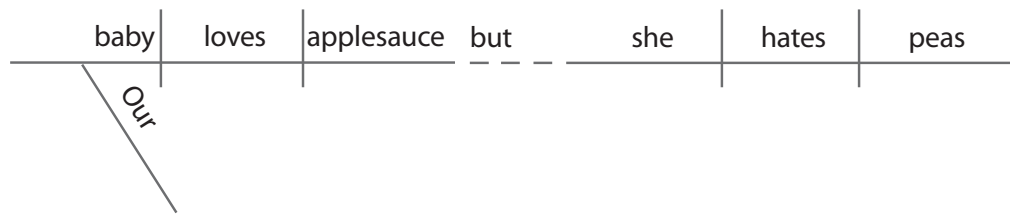
*Write the direct object to the right of the verb on your diagram. The direct object is separated from the verb by a short, straight line.*

5. *This sentence contains a predicate adjective. This adjective is in the complete predicate of the sentence, but it describes the subject. A predicate adjective can tell what kind, which one, how many, or whose. Can you find an adjective in the complete predicate that describes the subject? Because the predicate adjective follows the verb in the sentence, it is written to the right of the verb on the diagram. Write the predicate adjective to the right of the slanted line on your diagram. That slanted line points back toward the subject to remind you that a predicate adjective describes the subject.*
  6. *Go back and look again at the simple subject. Are there any words that describe the subject that come before the verb? These adjectives can tell what kind, which one, how many, or whose. Also look for the articles (a, an, the), because they act like adjectives. Write each adjective on a slanted line below the subject it describes.*
  7. *Look again at the direct object. Are there any words that describe the direct object? These adjectives can tell what kind, which one, how many, or whose. Also look for the articles (a, an, the), because they act like adjectives. Write each adjective on a slanted line below the direct object it describes.*
  8. *Look again at the predicate adjective. Is there an adverb in the sentence, such as too, very, really, quite, so, extremely, rather or slightly, that describes the predicate adjective? These adverbs tell to what extent. Write one of these adverbs (too, very, really, quite, so, extremely, rather, or slightly) on the slanted line beneath the adjective it describes.*
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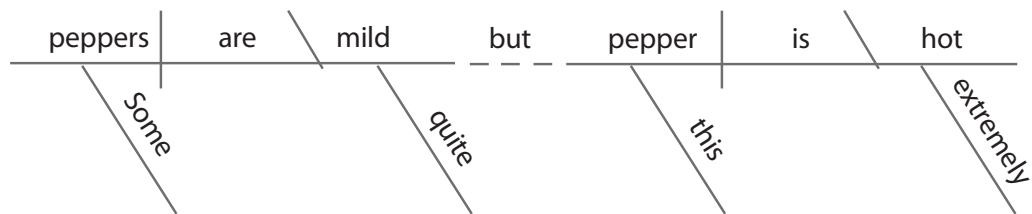
**Answer Key:** 1. Arabian camels have one hump; Bactrian camels have two humps.  
(Ask questions 1, 2, 3, 4, 6, 7, then 2, 3, 4, 6, 7)



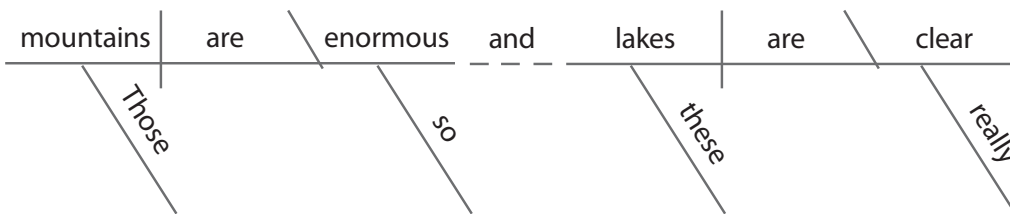
2. Our baby loves applesauce, but she hates peas.  
(Ask questions 1, 2, 3, 4, 6, 7, then 2, 3, 4, 6, 7)



3. Some peppers are quite mild, but this pepper is extremely hot!  
(Ask questions 1, 2, 3, 5, 6, 8, then 2, 3, 5, 6, 8)



4. Those mountains are so enormous, and these lakes are really clear.  
(Ask questions 1, 2, 3, 5, 6, 8, then 2, 3, 5, 6, 8)



### Learn to Proofread: Insert a Semicolon

**Instructor:** Today you will learn one last proofreaders' mark. Look in your workbook at **Exercise 9**. There is a semicolon with an arrowhead underneath it. When you see that mark, you should insert a semicolon. Look at the sample sentence in **Exercise 9**. Read that aloud.



**Workbook:** Echidnas have no teeth<sup>;</sup> their sticky tongues lap up ants.

**Instructor:** “Echidnas have no teeth; their sticky tongues lap up ants” is a compound sentence that needs a semicolon. Now let’s review all the proofreaders’ marks you have learned. Read the sentences in **Exercise 10**. Use your proofreaders’ marks to show the errors in capitalization and punctuation.

<b>Workbook:</b>	<u>Proofreaders’ Mark</u>	<u>Meaning</u>
	ℓ (lc)	make lowercase
	Ⓒ (caps)	capitalize
	•	insert period
	’	insert apostrophe
	?	insert question mark
	^	insert comma
	“	insert beginning quotation mark
	”	insert ending quotation mark
	;	insert semicolon

**Answer Key:** I asked my brother<sup>^</sup> do you know what a monotreme<sup>“</sup> is<sup>”</sup> He didn’t know the answer<sup>•</sup> (caps)  
 I explained that a monotreme is a kind of mammal that lays eggs. An Echidna<sup>ℓ</sup> is a  
 monotreme<sup>;</sup> a Platypus<sup>ℓ</sup> is also a monotreme. (lc)

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### Optional Dictation Exercise

The following sentences are adapted from *The Magician’s Nephew* by C. S. Lewis. While exploring passages between attics in a row house, Polly and Digory unexpectedly discovered Digory’s mysterious Uncle Andrew. He cunningly offered Polly a yellow ring. I am going to read you a compound sentence that joins two simple sentences with a semicolon. After you write the words, see if you can find where the semicolon should go.

**Dictation:** Polly had now quite got over her fright and felt sure that the old gentleman was not mad; there was certainly something strangely attractive about those bright rings.

**Optional Follow-Up**

Draw lines to match any of the following fragments from Column A to the fragments in Column B to make grammatically correct (but possibly silly) sentences.

Column A (Subjects)

The spunky fox terrier  
Last month's bologna sandwich  
The rotund pig  
The prize-winning chili  
The wet swimsuits  
The ninja  
The fussy baby  
The famous opera singer

Column B (Predicates)

chewed the man's shoe to shreds.  
smelled like a garbage heap.  
grunted, snorted, and squealed.  
tasted spicy and delicious.  
dripped all over the floor.  
ducked silently into the shadows.  
needed to drink a bottle and take a nap.  
dressed as a princess for the final song.