

Sixth Grade Language Arts

PERSONIFICATION

Show, Not Tell

Captivating a Reader

Engaging Dialogue

SIMILES & METAPHORS

Onomatopoeia

Verbs with Vitality

Topic Sentences

Transition Words



“Exploring Word Pictures”

WinterPromise

www.winterpromise.com

Ebook Printing Instructions:

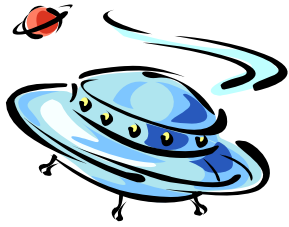
Print this resource single-sided in black and white. Use as worksheets or hole-punch or bind on the left.

Ebook License Information:

Your license allows you to print a copy of this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend or resell any copy of this resource as it is a derivative of your licensed, electronic files.

Print Version: This is a consumable resource and may only be copied for your family's use.

Copyright 2013. WinterPromise. All Rights Reserved.



Sixth Grade Language Arts “Exploring Word Pictures”

Welcome to your Sixth Grade Program! Your Resources:

Your Instructor’s Guide is pivotal to balancing the different resources you have this year. Not only will you use this as a daily guide for what to accomplish with your student, but your student will also benefit from the teaching advice and creative writing suggestions that are included each week. **If you’d like, you can hole-punch the guide pages to lay across from your main themed study guide pages. Simply hole-punch the guide pages on the opposite side.** If you’d rather not use the pages in this way, simply use the hole-punches provided, and they will lay on the right side.

Exciting Readers are scheduled whose subject matter is directly related to the history studies you have chosen. Read along with the readers that coordinate with your main study. This cross-curricular approach will reinforce history studies and build excitement for your student! One of your digital files is an eReading Schedule with questions and narration questions from each scheduled book. Be sure to make use of it!

LA 6 Student Worktext Set gets your student traveling through space with the crew of the U.S.S. Endeavor. They’ll follow a mission with Captain Kendall, Lt. Kress, Ensign Fisher, Ensign Will and other starship officers as they sharpen their grammar skills throughout the year. Students will evaluate a passage, practicing what they’ve learned in years past, as well as adding new skills in grammar, mechanics, and word usage. It should be a fun ride!

Alien Spelling Word Attack brings together provide a year’s worth of spelling work. The activities presented in this book are varied and interesting. They will learn how to utilize key spelling guidelines including prefixes and suffixes, homophones, hyphens, troublesome word endings, silent letters, double consonants and more. These guidelines will help your student master spelling for a lifetime. Most students connect well with the spelling skills that are taught, as they are troublesome spelling patterns this age often wrestle with. In addition, the way the skills are presented is quite engrossing and a fun challenge that also works well with this age group.

Words I Use When I Write will not only increase your student’s vocabulary but also expand many of your student’s language arts and writing skills. Students will use this resource to collect words they use for writing purposes, new vocabulary words, or troubling spelling words.

Spelling Dictionary for Writers is a companion resource to “Words I Use When I Write.” It is a reference tool that offers an alphabetical listing of words that are difficult to spell, as well as space to add more words. It also has sections in the back that feature thematic thesaurus pages, and homonym clarification.

Creative Writing offers weekly ideas that give your student a creative outlet for their imagination and encourage them to express their thoughts in a written form. Your student will work on a wide variety of word usage skills in the WP resource, “**First Contact**,” as well as key writing skills like character development, plot planning, and editing their work. Writing worksheets in Appendix I offer instruction and help students to understand and break down what they need to do for their weekly assignment.

Appendices

Appendix 1: Writing Worksheets

Creative writing assignments are given on these worksheets. Because they are a part of your guide, they may be copied for your own family’s use.

Appendix 2: Blank Handwriting Originals

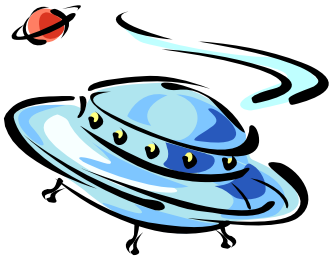
For those students who need more practice on cursive handwriting, you may use the originals in this section to copy and use again and again. Ideas for handwriting topics are on the previous page. You should require your student to write most of their work in “Alien Spelling Attack,” “First Contact,” and their student books.

Appendix 3: Answer Keys

Answer keys for “Alien Spelling Attack,” “First Contact,” and the Student Workbooks.

Appendix 4: Navigation Log - Grammar Concepts for Mission Log Assignments

The grammar concepts explained in this “Navigation Log,” will help your student complete the grammar challenges in their student books.



Sixth Grade Language Arts “Exploring Word Pictures”

Managing it All!

The most important thing you need to understand is that you do not need to complete every activity in this Guide to achieve the goal of teaching your student to master language arts skills! It is designed so that you can eliminate some activities or written work to concentrate on the things that really connect with your student. If your student loves to write/draw, let them really work hard and long on those aspects. The important thing is -- make the program fit you and your student!

What if My Student Needs Handwriting Practice? Here’s 36 Ideas for Starters!

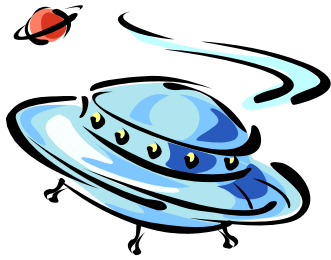
- Work on spelling/vocabulary words & definitions.
- Have student make a list of family members’ names.
- Write someone a short letter.
- Dictate a grocery list to your student.
- Write sentences with fun words you suggest.
- Copy part of one of your workbook lessons.
- Write out home address and phone number.
- Describe how to something (ride bikes, etc.).
- Write several words that start with same letter.
- Write something they are trying to memorize.
- Write a Valentine in February.
- Write directions on how to make a snowman.
- Write a note to a mentor on Mother/Father’s Day.
- Make a paper airplane & write spelling words all over it.
- Describe the best thing you’ve learned so far this year.
- Describe how you like to eat pizza (or sandwiches.)
- Describe how your family celebrates the New Year.

- Copy sentences out of a book they like.
- Write out Christmas wish list.
- Write out what their name means.
- Copy short poems.
- Write definitions for a new word learned.
- Write a thank-you note.
- Copy Bible verses.
- Write down the words of a song.
- Copy a favorite recipe.
- Copy sentences from their current reader.
- Write a Thankfulness list in November.
- Describe your house (or your room).
- Write the President’s full name.
- Write the pledge of allegiance.
- Write the names of your favorite animals.
- Finish the sentence, “If I Were a King, I’d...”
- Write your family’s birthdates.

The Parts of a Letter

This is an example of an informal or “friendly” letter.

<p>908 Maple Lane Holland, Michigan 49424 October 15, 2004</p> <p>Dear Kayla,</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Your friend, Jessica</p>	<p>Heading(Address)</p> <p>Today’s Date</p> <p>The Salutation</p> <p>The Body</p> <p>The Closing</p> <p>The Signature</p>	<ul style="list-style-type: none"> • The heading of a letter gives the complete address of the writer and the date the letter was written. • The salutation is usually “Dear” plus the recipient’s name followed by a comma. • The body is what the writer has to say, and each paragraph’s first line is indented. • The closing capitalized, followed by a comma, and may be something like <i>Sincerely</i>, <i>With love</i>, etc. • The signature is the name of the writer. <p>Your student does not need to know all the parts of a letter by their proper names (salutation, signature, etc.), but they should understand the basic structure of a letter and what to put where. Your practice this year with letter-writing offers an opportunity for your student to increase their familiarity with letter structure.</p>
--	---	---



Sixth Grade Language Arts

“Exploring Word Pictures”

How to Use Student Books A & B

Each week, your student will be asked to rewrite a passage in an attempt to make the permanent log entry error-free. This is their "Sick Bay Duty." As they work on grammatical concepts, they'll need to refer to their "Navigation Log," in which grammar concepts are explained in detail. It can be found in Appendix 4 of this LA 6 guidebook. This section is meant to be photocopied for students, who will keep it in their school binder so they can refer to the grammar concepts they need to know each day.

After that, they'll answer questions about the passage when they are on "Bridge Duty." To help solve these grammatical "quandaries," they'll need to refer to the grammar concepts from the Navigation Log. Sometimes they are directed to read them, and sometimes the student may need guidance in solving the quandaries when they are on "Bridge Duty." The Navigation Log can be kept in a notebook where students have access to them at all times!

After "Bridge Duty," students will "serve" in "Engineering," constructing new sentences or coming up with new or original word choices. Then, they might head to "Crew Quarters" or the "Ready Room" to hear from an officer or ensign aboard ship. They might hang out in the "Armory," doing some target practice, or head to the "Holostation" to spot grammatical enemies or pretenders. They will often work in one of the "Cargo Bays," learning more about grammar and mechanics. Creative, active or lighthearted exercises take place in the "Mess Hall" or on "Shore Leave."

Book A ends with a review, while Book B ends with a final test. The student may study for these; they will help you get a feel for how well they have mastered the material.

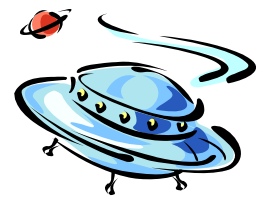
Understanding the Format & Goals of LA 6

This LA 6 program is set up differently than LA 3, 4 or 5, as the "teaching" of the concepts is all in their "Navigation Log," mentioned above. The reason the teaching is not nested within the program is two-fold. First, it reflects a progression on the part of the student. By sixth grade, most students would have encountered most of these grammar concepts twice before beginning sixth grade (though we do recognize that might not be the case for transfer students). In sixth grade, we want to give the student a chance to demonstrate knowledge of these concepts without reminders or instruction unless they need it. This gives them strategic practice remembering the concept on their own. If they don't remember it, or need help on the "fine points" of the concept, this is all included in the Navigation Log.

Second, this progression is utilized throughout the year by students encountering ALL the concepts they've learned thus far in a random fashion through exercises that do include a variety of concepts. Thus, they encounter the concepts repeatedly throughout the year. As this is true, it also makes space a problem, so, to avoid parents having to purchase six workbooks rather than four, we provide the student with the Navigation Log.

The looseleaf format of the Navigation Log allows students to easily reference it again and again as they come to concepts they need a little brushing up on -- this makes sense for the goals and format of the program, and to help keep costs down for parents. And, since this is the third (or for many concepts -- fourth or fifth) time they've encountered the concepts, not receiving the teaching right off the bat gives them an opportunity to practice remembering on their own -- a key transition to make in grammar instruction and their usage of correct grammar as they move toward junior high and high school.

Grade 6 ✦ "Exploring Word Pictures"



👁️ Week 1

<i>Resources</i>	Day 1	Day 2	Day 3	Day 4
GRAMMAR STUDY				
<i>Student Book A</i>	Mission Log Stardate 42801.3 Page 2	Cargo Bay Page 3	Armory Page 3	Captain's Ready Room Page 4
SPELLING & VOCABULARY				
<i>Alien Spelling Attack</i>	Read Introduction & Begin Battle 1 Pages 3-4	Page 5	Pages 6 & 7 & Review for Test	Battle 1 Test Page 8
<i>Words I Use When I Write</i>		Write in Spelling List Words		
WRITTEN SKILLS				
<i>First Contact</i> CREATIVE SENTENCES	Missions 1 & 2 Pages 1-2		Mission 3 Page 3	
<i>Creative Writing</i>	See Writing Worksheet 1 for Assignment			
<i>Handwriting Practice -</i> <small>When you practice your handwriting, you can record it here.</small>	✓ when done			
READING PROGRAM- READ THE TITLES THAT COORDINATE WITH YOUR STUDY				
EARLY AMERICAN: <i>Children of the Longhouse</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4
LATER AMERICAN: <i>Iron Thunder</i>	Chapter 1-2	Chapter 3-4	Chapter 5-6	Chapter 7-8
CHILDREN AROUND...WORLD: <i>Rainbow Garden</i>	Chapter 1	Chapter 2	Chapter 3-4	Chapter 5-6
SEA & SKY: <i>The Strange Intruder</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4
ANCIENT WORLD: <i>Tirzah</i>	Chapter 1	Chapter 2	Chapter 3-4	Chapter 5
MIDDLE AGES: <i>The Silver Branch</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4

Notes

WRITING ASSIGNMENTS THIS WEEK

First Contact - Assignments

Discuss Page 2 - Go over page 2 with your student and discuss which of these weaknesses are apparent in their writing.
Discuss Page 3 - Discuss the "Before" example, revise the example, then study the "After" example.

Creative Writing: None this week - Most weeks there is an assignment that will crossover to their main study.

Handwriting Pages

Handwriting is not scheduled for every day, but space is provided for you to check it off when you complete it. We recommend you purchase plain handwriting paper or use some of the reproducible forms found in your guidebook.

What to do for needed additional handwriting practice? Look for a comprehensive list of ideas in the introductory notes of this program guide. These are used throughout the year, but could be done more than once. Again, do not feel you must practice handwriting every day. There is a lot of handwriting required of the student in their other language arts studies.

Alien Attack! Spelling

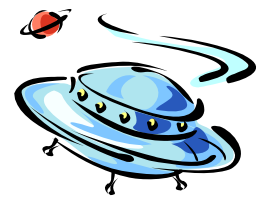
We recommend that you look for the answer key pages from the Alien Spelling Attack book in the back of this guide. It can be hole-punched and inserted into your teacher binder with this LA guide. Each week's word list for the spelling test is included in the parent notes. Here's this week's list:

lovable	debatable	believable
chargeable	traceable	excusable
usable	valuable	desirable
reduceable	replaceable	noticeable
likable	knowledgeable	movable
admirable	advisable	manageable
exchangeable	serviceable	arguable
enforceable	excusable	livable

GRAMMAR WORKBOOK NOTE:

Remember, any help your student needs with grammar concepts can be found in the "Navigation Log" section of the LA 6 guide. Concepts are arranged alphabetically. See page 4 of this guide for further clarification.

Grade 6 ✦ "Exploring Word Pictures"



👁️ Week 2

Resources	Day 1	Day 2	Day 3	Day 4
GRAMMAR STUDY				
<i>Student Book A</i>	Mission Log Stardate 42802.7 Page 5	Cargo Bay Page 6	Mess Hall Page 6	Captain's Ready Room Page 7
SPELLING & VOCABULARY				
<i>Alien Spelling Attack</i>	Begin Battle 2 Page 9	Page 10	Page 11 & Review for Test	Battle 2 Test Page 12
<i>Words I Use When I Write</i>		Write in Spelling List Words		
WRITTEN SKILLS				
<i>First Contact</i> CREATIVE SENTENCES	Mission 1 Page 4	Mission 2 Page 5	Mission 3 Page 5	
<i>Creative Writing</i>	See Writing Worksheet 2 for Assignment			
<i>Handwriting Practice -</i> <small>When you practice your handwriting, you can record it here.</small>	✓ <i>when done</i>			
READING PROGRAM- READ THE TITLES THAT COORDINATE WITH YOUR STUDY				
EARLY AMERICAN: <i>Children of the Longhouse</i>	Chapter 5	Chapter 6	Chapter 7	Chapter 8
LATER AMERICAN: <i>Iron Thunder</i>	Chapter 9-10	Chapter 11-12	Chapter 13-14	Chapter 15-16
CHILDREN AROUND...WORLD: <i>Rainbow Garden</i>	Chapter 7	Chapter 8-9	Chapter 10	Chapter 11-12
SEA & SKY: <i>The Strange Intruder</i>	Chapter 5	Chapter 6	Chapter 7	Chapter 8
ANCIENT WORLD: <i>Tirzah</i>	Chapter 6-7	Chapter 8	Chapter 9	Chapter 10-11
MIDDLE AGES: <i>The Silver Branch</i>	Chapter 5	Chapter 6-7	Chapter 8	Chapter 9

Notes

Important Parent Note:

An important part of the writing course this year is your feedback to your student as they complete the assignments in their "First Contact" book. **Be sure** to prioritize these discussion times as directed in the "Writing Assignments This Week" sections.

"Words I Use When I Write" and "Spelling Dictionary for Writers"

These two resources will be used this year to help your students collect words -- words like vivid verbs, intriguing nouns, and better synonyms for common words such as *said* or *thought*. This will be your student's vocabulary work this year. Assignments for these areas gear up in a couple of weeks.

WRITING ASSIGNMENTS THIS WEEK

First Contact - Assignments

Complete Mission 3 on Page 5 - Discuss with student his rewriting effort. Together, determine strong points and weak points in their paragraph.

Creative Writing

Paint Your First Picture This Year!

Students will start off the year with an assignment that should interest them. Use Writing Worksheet 2.

Alien Attack! Spelling List

achieving	investigator	riding
aching	lined	severity
amazed	operator	staring
circling	porous	striped
dated	recycling	taking
foraging	resemblance	wiser
housing	reversible	

Alien Spelling Word Attack!

Help the Corraacts rid Earth of the Misstaaks!



WinterPromise®

www.winterpromise.com

Ebook Printing Instructions:

Print this resource single-sided in black and white. Use as worksheets or hole-punch or bind on the left.

Ebook License Information:

Your license allows you to print a copy of this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend or resell any copy of this resource as it is a derivative of your licensed, electronic files.

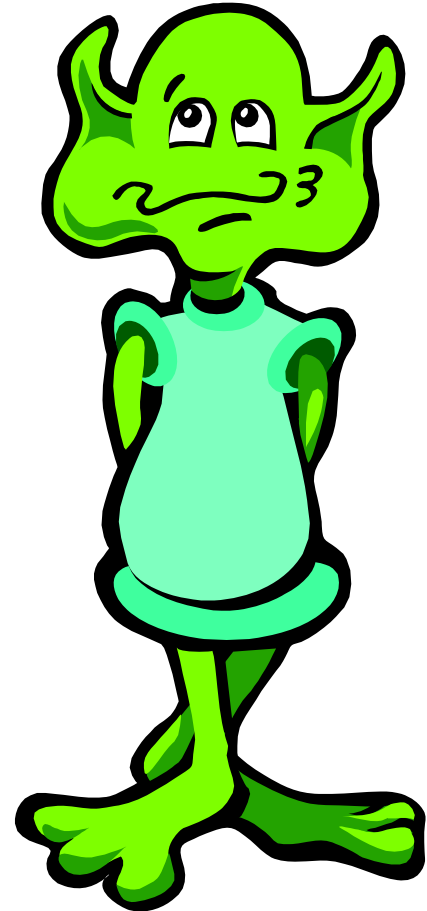
Print Version: *This is a consumable resource and may only be copied for your family's use.*

Copyright 2013. WinterPromise. All Rights Reserved.

Greetings, Earthling!

My name is Jatak. I guess I'll just call you Earth-man. Wait -- no -- how about E-man? In fact, I'll drop that pesky hyphen and just call you Eman and you'll know who you are!

With introductions behind us, it is time for me to tell you the truth about who I am. I come peacefully from the planet Corraact to help you with your mission -- taking care of spelling problems that have been introduced to your planet. I'm here because the spelling errors that are now running rampant have been brought into your universe by our enemies -- the inhabitants of the planet Misstaak. They are an insidious race with whom we have been at war for generations. Again and again we have had to fight their dastardly takeover plans.



It goes like this. The Misstaaks find a target planet and promptly begin introducing weird spelling errors, hoping to send the planet's defenses into a self-destruct mode. We have had to fight them again and again on different planets, and Earth's turn has now come!

On each planet we fight them, we must choose an inhabitant to help us disrupt their plans by correcting the spelling errors and defeating their infiltration. That person is you, Eman!

So, we must get started -- the Mistaaks are at it already.

Earth needs a hero, and that hero is you!

Battle 1 ▲ The Advance Sneak-E Guard

Okay, Eman. It's time to take on the Mistaaks. They are a terrifying race. One of their kind is pictured below. They have horrifyingly scary armor that makes them appear even more intimidating! Okay, they don't have any scary armor, but they are pretty terrifying! Try not to be overcome by fear! We must be strong! One of their first insidious schemes is something we call the Advance Sneak-E Guard.

The Advance Sneak-E Guard are the first to invade a planet. Their first move is to leave final "e's" in words that end with a silent "e" and have the suffix "-able" added to them. As you know, this clearly violates Spelling Directive #24, as you'll see below.



SPELLING DIRECTIVE #24

When the suffix "-able" is added to a word that ends in silent "e," the final "e" is usually eliminated.

To help you fight the Advance Sneak-E Guard, we are turning your pencil into an E-Liminator. Each time you find an e that has been sneakily left in a word with the suffix "-able" added, you simply cross it out with your E-Liminator.

I may as well prepare you now. Often the Sneak-E Guard also use other tactics for which you may need to know Spelling Directive #25.

SPELLING DIRECTIVE #25

When the suffix "-able" is added to a word that ends in "-ce" or "-ge," the final "e" must be retained!

But don't worry about that now! Focus for now on using your E-Liminator for your first exercise.

Are you ready?

Skirmish with the E-Liminator



In the list that follows are some preliminary words that have been discovered to have fallen victim to the Advance Sneak-E Guard's tactics. These victims are misspelled and must be corrected before they infect the rest of Earth's word system.

Use your E-Liminator to cross out the silent "e" in each of the following words. Then, on the line, write the word in its newly corrected form. The first word has already been corrected with the E-Liminator.

1. ~~LOVE~~ABLE LOVABLE
2. LIKEABLE _____
3. DEBATEABLE _____
4. ADVISEABLE _____
5. DESIREABLE _____
6. MOVEABLE _____
7. ARGUEABLE _____
8. LIVEABLE _____
9. EXCUSEABLE _____
10. BELIEVEABLE _____
11. VALUEABLE _____
12. ADMIREABLE _____
13. USEABLE _____

Ah! I knew you were the right person for this job! You have completed this first mission with ease. Stellar!

Skirmish with the E-Inserter

Just when you think you've mastered the wiles of the Advance Sneak-E Guard, they pull another trick out of their dastardly playbook. Their next Sneak-E attack is against words that actually need to retain their final "e" when adding the suffix "-able." Remember Spelling Directive #25?

SPELLING DIRECTIVE #25

When the suffix "-able" is added to a word that ends in "-ce" or "-ge," the final "e" must be retained!

It's terrible! The Sneak-E Guard has maliciously found as many words as they can that have the suffix "-able" and end with "-ce" or "-ge." They have targeted them and eliminated the silent "e" they need so desperately! Fortunately, you can flip a switch on your E-Liminator, transforming it instantly into an E-Inserter to fix up these victim words. So, use it to insert an "e," as shown below, then re-write the newly fixed words on the blank.

- | | | |
|-----|--------------------------|-------------|
| 1. | REPLA ^E CABLE | REPLACEABLE |
| 2. | NOTICABLE | |
| 3. | MANAGABLE | |
| 4. | SERVICABLE | |
| 5. | KNOWLEDGABLE | |
| 6. | CHARGABLE | |
| 7. | ENFORCABLE | |
| 8. | TRACABLE | |
| 9. | EXCHANGABLE | |
| 10. | REDUCABLE | |

Fantastic! You really got the hang of the E-Inserter. Wow! Your efforts have already made a difference!

Tangling with the Advance Sneak-E Guard

The Advance Sneak-E Guard has sent out another effort to confuse those who'd like to use words with the suffix "-able." You'll want to remember the two Spelling Directives that apply to this nefarious plan:



SPELLING DIRECTIVE #24

When the suffix "-able" is added to a word that ends in silent "e," the final "e" is usually eliminated.

SPELLING DIRECTIVE #25

When the suffix "-able" is added to a word that ends in "-ce" or "-ge," the final "e" must be retained!

With these directives in mind, please choose which word of the two needs its final silent "e" eliminated so it is spelled correctly. Circle that word.

1. replaceable moveable
2. excuseable chargeable
3. admireable knowledgeable
4. noticeable likeable
5. proveable serviceable
6. manageable believable
7. exchangeable useable
8. advisable enforceable
9. argueable traceable
10. changeable pleasureable

Whew! Another attack averted! Great work this week. I think you are ready for your spelling test! Study the words presented in this week's exercises. You'll be asked to spell 20 of them for your test.

Battle 1 Test

Fill in the blanks to complete the Spelling Directives you've learned this week.

SPELLING DIRECTIVE #24

When the suffix _____ is added to a word that ends in silent "e," the final "e" is usually eliminated.

SPELLING DIRECTIVE #25

When the suffix _____ is added to a word that ends in _____ or _____, the final "e" must be retained!

To make sure this spelling tactic will never succeed again, please take a test on the words you corrected this week. As the words are read aloud, write them in their correct form on the blanks below. Remember to think through the two Spelling Directives you've learned this week!

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

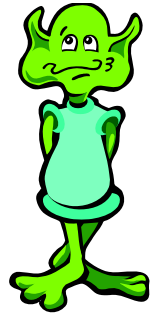
Battle 1 Feedback

Your score on this week's test is: _____

Battle 2



Another Sneak-E Tactic



Okay, Eman. You'll never guess what the Mistaaks are up to now! Their Advance Sneak-E Guard has now done even more damage to the "e's" of Earth! More suffixes are involved in this new tactic! It's just terrible! You'll need a new Spelling Directive to deal with the new threat.

SPELLING DIRECTIVE #26

There are a whole galaxy of suffixes, which, when added to a word that ends in silent "e," have their final "e" eliminated, usually. These suffixes include "-al," "-ance," "-ed," "-er," "-ible," "-ing," "-ion," "-or," "-ous."

To help you fight the Advance Sneak-E Guard, we once again making sure you have use of the E-Liminator. Each time you find an "e" that has been sneakily left in a word with one of the above added, you simply cross it out with your E-Liminator.

Are you ready?

1. IGNIT~~E~~ION _____ IGNITION
2. AMUSEING _____
3. REVERSEIBLE _____
4. BAKEING _____
5. PROPOSEAL _____
6. GUIDANCE _____
7. REFUSEAL _____
8. COMPLETEING _____
9. USEING _____
10. CONFUSEION _____
11. ARRIVEAL _____

Finishing Off the E-Threat

Decide which of the words below are spelled correctly and incorrectly. Circle the words that are spelled correctly. Then, re-write the misspelled words correctly in the blanks below.

ACHIEVEING

REVERSIBLE

DATED

INVESTIGATEOR

STAREING

CIRCLEING

LINEED

STRIPED

TAKING

RECYCLEING

POREOUS

HOUSING

RIDEING

AMAZEED

FORAGING

OPERATOR

ACHEING

RESEMBLEANCE

SEVEREITY

WISER

Assembling an E-Report

You've done well to take care of the Advance Sneak-E Guard. We'd like you to assemble a report on the latest spelling threats you've neutralized. Put the words in the last exercise into alphabetical order so we can submit this report to headquarters on Corraact.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



Battle 2 Test

Fill in the blanks to complete the Spelling Directive you learned this week.

SPELLING DIRECTIVE #26

There are a whole galaxy of suffixes, which, when added to a word that ends in silent "e," have their final "e" eliminated, usually. These suffixes include nine different suffixes -- name five of them:

_____, _____, _____, _____, _____

To make sure the Sneak-E Guard has been vanquished, please take a test on the words you corrected this week. Write down the words that are read aloud to you in their correct form.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Battle 2 Feedback

Your score on this week's test is: _____

LA 6

First Contact

Using Words to Say the Right Thing!



WinterPromise

www.winterpromise.com

Ebook Printing Instructions:

Print this resource single-sided in black and white. Use as worksheets or hole-punch or bind on the left.

Ebook License Information:

Your license allows you to print a copy of this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend or resell any copy of this resource as it is a derivative of your licensed, electronic files.

Print Version: This is a consumable resource and may only be copied for your family's use.

Copyright 2013. WinterPromise. All Rights Reserved.

Welcome to Our World!

As you trek into alien worlds this year, you'll want to be armed with the very best words at your disposal. Using the right words, every time, is key to establishing friendly relationships with others!



As you meet and greet aliens and humans alike, you'll want to be prepared with great word choices, fantastic sentence structure, intriguing lingo and specific nouns that communicate clearly!

This resource will help you to be right on top of these skills, something every space cadet must learn. As you complete reports or create welcome speeches, you'll need what you learn this year.

Are you ready to begin??

Oh – one more thing!

Since you are in cadet training, when you need to talk with a parent, we'll refer to them as your "Superior Officer."
(It just sounds so much more official, don't you think?)

Cadet Training

Improving Sentence Structure

Better Beginnings



As you embark on your cadet training, this class will help you train to be an exemplary officer in the area of language and communication.

In this lesson, you need to take stock of what kind of writer you are right now. We'll begin with some writing pitfalls. These pitfalls are not found on some alien world, but are likely present in your writing! You must eliminate them!

MISSION 1:

Discuss this list of writing pitfalls. How many have tripped you up?

- ★ Repeating the first word in several consecutive sentences
- ★ Cluttering sentences with repeated phrases
- ★ Telling readers what to think or feel
- ★ Using weak verbs such as *got* and *went*
- ★ Making one sentence say too many things, which leads to a run-on sentence
- ★ Choosing general nouns like *store*, *flower*, and *car*, rather than using specific nouns
- ★ Incorrectly punctuating dialogue
- ★ Writing dialogue that reveals little about the character

MISSION 2:


With a Superior Officer, talk through the list above to determine which trouble your writing the most. Write those you feel are a priority below.

MISSION 3:

Read the paragraph below and talk about its effectiveness with your Superior Officer.

I opened the door. I looked down the stairs. I stepped down on the first stair.
I heard it creak! I was scared. I turned around. I turned around. I closed the door.
I called for my Dad.

Rewrite this paragraph without repeating the same first word in each sentence. We've provided some alternate words to use in the "Mission Options" Box below.

	<i>Mission Options Box</i>				
	As soon as	suddenly	immediately	when	if
	since	while	afterward	now	later
	before	instead	unlike	yet	next
both	finally	meanwhile	after	as	

A fellow officer in an earlier class wrote the paragraph below as a replacement for the first one. How is it different from yours? Discuss your thoughts with your Superior Officer.

I opened the door to the basement. It was dark and the air felt cold. Carefully, I lowered my foot and pressed down on the old step. It immediately creaked! I turned around, shut the door, and called for my dad.

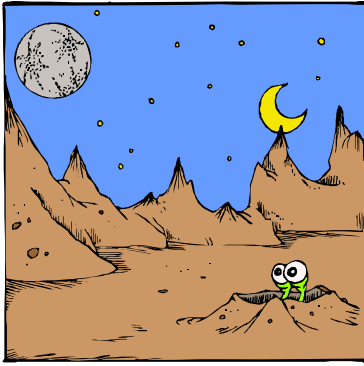
Cadet Training

Improving Sentence Structure

More of Those Better Beginnings

Okay. It's time to improve those skills in improving how you begin. For each mission in this section, you'll read a paragraph, and write down which of the writing pitfalls each author fell into. To help you, the list of the most common pitfalls is below.

Common Writing Pitfalls



- ★ Repeating the first word in several consecutive sentences
- ★ Cluttering sentences with repeated phrases
- ★ Telling readers what to think or feel
- ★ Using weak verbs such as *got* and *went*
- ★ Making one sentence say too many things, which leads to a run-on sentence
- ★ Choosing general nouns like *store*, *flower*, and *car*, rather than using specific nouns

- ★ Incorrectly punctuating dialogue
- ★ Writing dialogue that reveals little about the character

MISSION 1:

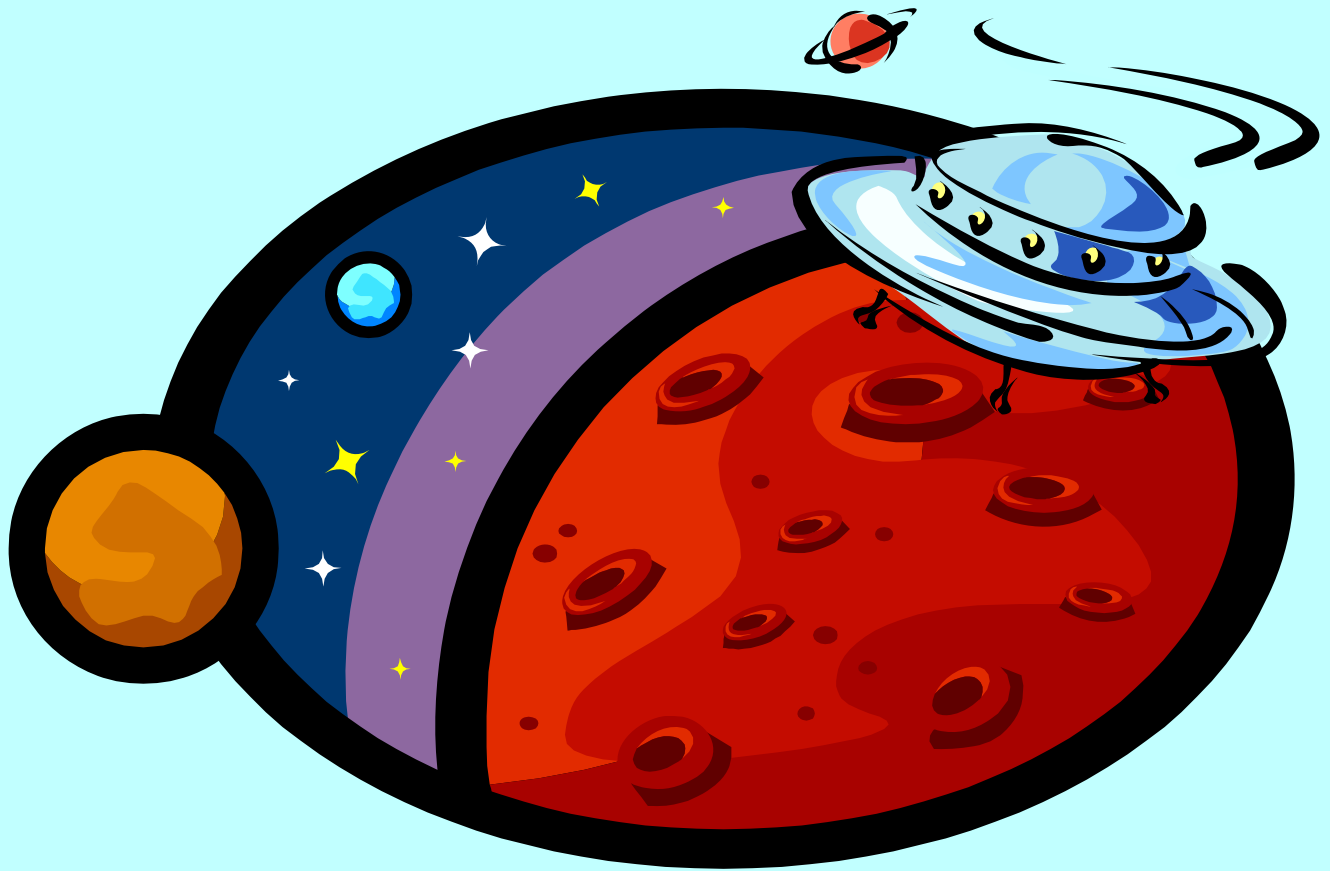
Read the paragraph below, and write which pitfalls the author unfortunately tumbled into!

Sandra's dog is very well trained. When Sandra raises her arm the dog sits. When Sandra smiles the dog barks. When Sandra snaps her fingers the dog lays down. When Sandra kicks her leg the dog rolls over. When Sandra says, "Come," the dog comes. When Sandra bends down to pet her dog, the dog licks her face!

LA 6

Student Book A

"Exploring Word Pictures"



WinterPromise®

www.winterpromise.com

Ebook Printing Instructions:

Print this resource single-sided in black and white. Use as worksheets or hole-punch or bind on the left.

Ebook License Information:

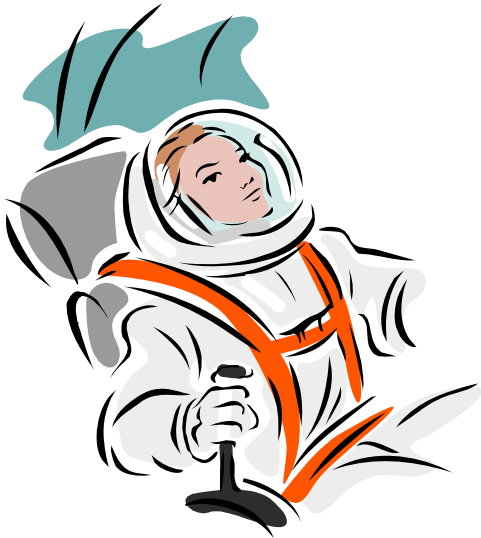
Your license allows you to print a copy of this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend or resell any copy of this resource as it is a derivative of your licensed, electronic files.

Print Version: *This is a consumable resource and may only be copied for your family's use.*

Copyright 2013. WinterPromise. All Rights Reserved.

A Brand-New Mission!

As we head off toward alien worlds this year, you'll need to learn how to communicate well with others.



As you meet and greet aliens and humans alike, you'll want to be prepared with all the right words to say and be able to hand in reports of your adventures that are mistake-free (or almost!).

Each week, you'll rewrite a passage in an attempt to make the permanent log entry error-free. This is your "Sick Bay Duty."

After that, you'll answer questions about the passage when you are on "Bridge Duty." To help solve these quandaries, you'll need to read grammar concepts from the "Navigation Log" found in your LA 6 guidebook. Sometimes you are directed to read them, and sometimes you may need guidance in solving the quandaries when you are on "Bridge Duty." The Navigation Log can be kept in a notebook where you have access to them at all times!

After "Bridge Duty," you'll have other duties. You'll serve in "Engineering," constructing new sentences or coming up with new or original word choices. You might head to "Crew Quarters" or the "Ready Room" to hear from an officer or ensign aboard ship. You might hang out in the "Armory," doing some target practice, or head to the "Holostation" to spot enemies or pretenders. You'll often work in one of the "Cargo Bays," learning more about grammar and mechanics. Creative, active or lighthearted exercises take place in the "Mess Hall" or on "Shore Leave."

So -- Are you ready to engage??



◆ Mission Log ◆

Stardate: 42801.3

this is captain kendall reporting for duty. i have assumed command of the starship endeavor. its new crew has come aboard during the last week at the mars starbase. my bridge team includes Lt kress ensign will and ensign cade.

SICK BAY: Rewrite the passage without errors.

BRIDGE DUTY: Use your corrected passage to solve the following quandaries.

1. What is the subject of the second sentence? _____
2. What is the verb phrase in the second sentence? _____
3. What kind of phrase is *of the Starship Endeavor*? _____
4. Find the two possessive pronouns in the passage. _____
5. What part of speech is the word *Bridge* in the fourth sentence? _____
6. List the adjectives that modify each noun below (do not list possessive pronouns):
week _____ Starbase _____
crew _____ team _____
7. What is the verb phrase in the last sentence? _____

ENGINEERING: Use your writing skills to create a descriptive sentence of the starship that would fit after the second sentence.

CARGO BAY STORAGE:

Read Navigation Log Topic: Subjects & Predicates



Underline the subject once and the main verb twice in the sentences below.

1. The Starship Endeavor is the fleet's newest ship.
2. The shining craft left Stardock 9 with new weapons and features.
3. Captain Kendall will be the first captain of this starship.
4. He was chosen for his dedication and character.
5. Other captains are envious of Captain Kendall's new command.
6. Some crew members were selected from a class of graduates from Star Armada Academy.
7. After graduation, few were expecting an assignment aboard the Endeavor.
8. Ensign Will was a new recruit to the Endeavor.
9. Ensign Fisher served one year aboard a smaller ship.
10. Ensign Cade learned navigation on a deep space cargo ship.

ARMORY:

Read Navigation Log Topic: Capitalization



TIME FOR TARGET PRACTICE!

Underline the words that should be capitalized in the sentences below.

1. The starship endeavor is a brand new ship, manufactured in europe on earth.
2. captain kendall, who is from colorado, has captained two other ships.
3. His first ship was the u.s.s. courageous, which was built in asia.
4. when the courageous was lost in battle, he was moved to the u.s.s. gallant.
5. As a hero, the captain has appeared in magazines like boys' life and space travel today.
6. Back in his hometown of denver, a new library on main street was named the kendall library.
7. he has appeared on wheaties boxes and tubes of colgate toothpaste.
8. Last christmas, he was finally able to return to his home state and see the rocky mountains.
9. He has friends in many places, including chicago, illinois and st. louis, missouri.
10. Just before he took the u.s.s. endeavor, he traveled on the ohio river and read oliver twist.

CAPTAIN'S READY ROOM:

Read Navigation Log Topic: Run-On Sentences



Captain Kendall has scrawled out his first report after coming aboard ship. Unfortunately, he was in a hurry, and it is made up of run-on sentences, and filled with capitalization errors. Fix his report by inserting periods or other endmarks, such as question marks or exclamation points, and underlining every word that should be capitalized.

Captain's Personal Log: Stardate 42801.7

I arrived on the endeavor about 900 hours her crew was already aboard. The ship was busy with crewmen stowing away supplies officers giving orders and civilians saying farewell people were everywhere. my first duty was to greet the new officers aboard ship. A few had served elsewhere such as ensign Fisher who served one year aboard a smaller ship she had experience with maintenance and so i placed her in engineering. Ensign Will is a new recruit from star armada he looks like a promising young man and he will serve on the bridge. another officer I saw was ensign Cade who learned navigation on a deep space cargo ship and served with me for a year. I was able to meet these crewmembers and Lt Kress on the Bridge then proceed to sick bay then I walked to the mess hall and greeted people there. I gave my first orders and got the endeavor underway. Its always exciting to begin a new mission!

End Personal Log.



◆ Mission Log ◆

Stardate: 42802.7

It kress has served as my first officer for many years he are very competent and i trust him completely. I chose ensign Will and Ensign cade to serve on the bridge, as both show lots of natural talent. both has a spotless record.

SICK BAY: Rewrite the passage without errors.

BRIDGE DUTY: Use your corrected passage to solve the following quandaries.

1. What is the subject of the first sentence? _____
2. What is the verb phrase in the third sentence? _____
3. What kind of phrase is *has served*? _____
4. Find the pronouns in the second sentence. _____
5. What part of speech is the word *very* in the second sentence? _____
6. List the adjectives that modify each noun below (do not list possessive pronouns):
officer _____ talent _____
years _____ record _____
7. Find the conjunction used in the second sentence: _____

ENGINEERING: Use your writing skills to write a sentence about Lt. Kress' coolness in battle that would fit after the second sentence.

CARGO BAY STORAGE:

Read Navigation Log Topic: Subject/Verb Agreement



Underline the verb that agrees in number with the subject of each sentence.

1. Lt. Kress (serve/serves) on the Bridge, sitting beside the captain.
2. Captain Kendall and Lt. Kress (watch/watches) the starship's course.
3. Lt. Kress often (ask/asks) Ensign Cade to make a course correction.
4. Ensign Cade (change/changes) course and speed at the Conn station on the Bridge.
5. Ensign Cade quickly (make/makes) any correction to stay on course.
6. Lt. Kress and Captain Kendall (wear/wears) red to indicate they are ranking officers.
7. Ensigns Cade, Will, and Fisher (dress/dresses) in blue to show their rank.
8. A yellow uniform (demonstrate/demonstrates) ranks such as lieutenant and chief.
9. Ensign Will (sit/sits) at the helm and carries out orders from Captain Kendall.
10. Ensign Fisher and Ensign Will (learn/learns) about their station as they are on duty.



MESS HALL:

Read Navigation Log Topic: Subject/Verb Agreement

MAYHEM IN THE MESS HALL! Make sure that, in spite of the chaos, the subjects and verbs agree in the sentences below. Underline the correct verb.

1. Ensign Will and Ensign Fisher (enter/enters) the food line, but don't know how to pick food.
2. They (order/orders) the dishes for tomorrow night, and the Mess Hall line stops dead!
3. Ensign Cade (try/tries) to help them correct their meal choices, but it is too late!
4. Chef (see/sees) their order and gives them all the wrong food.
5. Other crewmen (pile/piles) up behind the ensigns, and start to grumble.
6. Chef (yell/yells) for everyone to be patient, and insists that everything will work out.
7. Finally, Ensign Will and Ensign Fisher (receive/receives) their food, and sit down.
8. Unfortunately, they (settle/settles) at the officers' table!
9. Two lieutenants (inform/informs) them that they must find somewhere else to sit!
10. Just then, Captain Kendall (enter/enters), sees their plight, and asks them to stay!