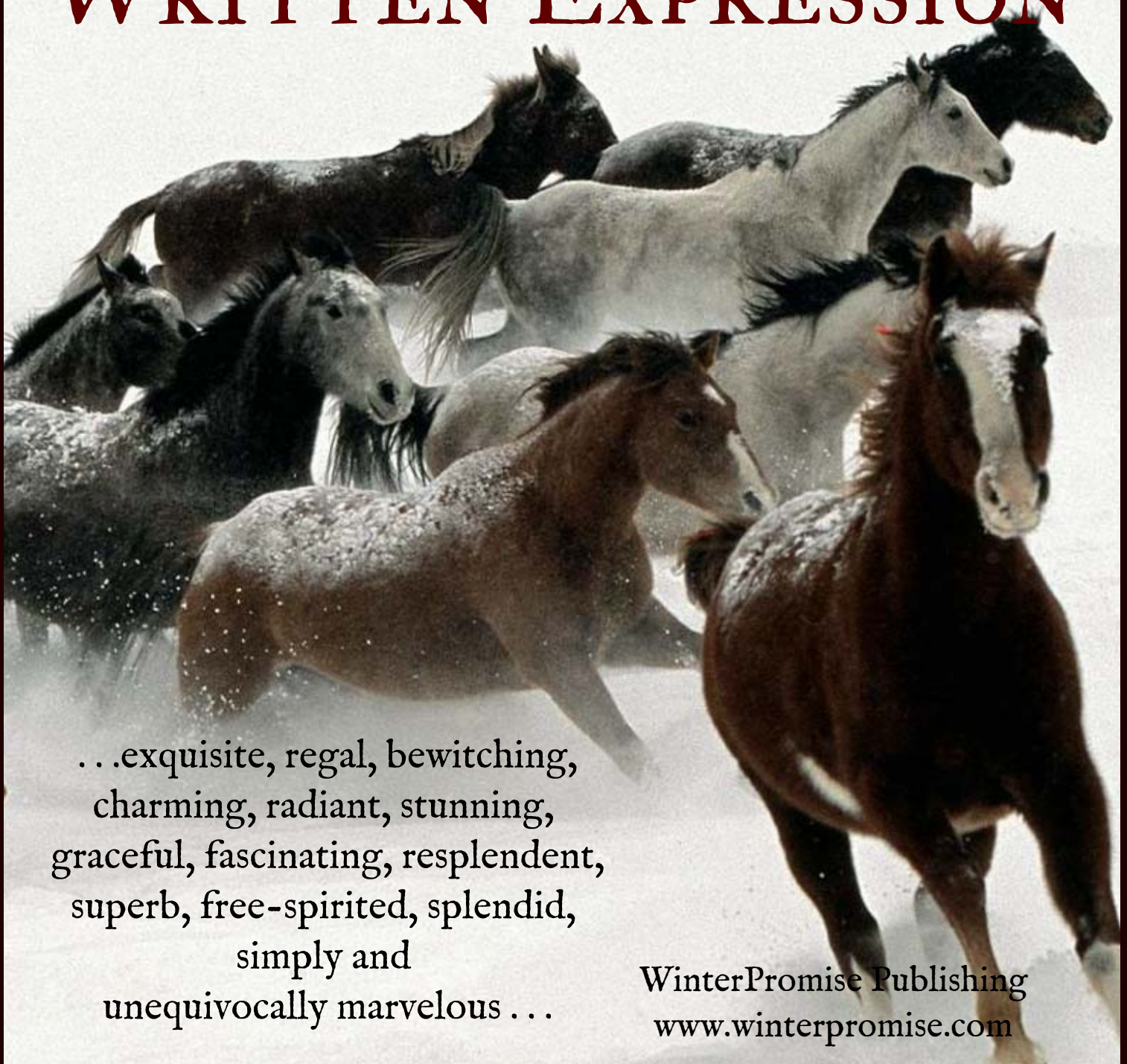


High School I Language Arts Guide

INTRIGUING WRITTEN EXPRESSION



...exquisite, regal, bewitching,
charming, radiant, stunning,
graceful, fascinating, resplendent,
superb, free-spirited, splendid,
simply and
unequivocally marvelous ...

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High School Language Arts I

“Intriguing Written Expression”

Welcome to your High School I Program!

Language Arts is an important part of your student's education. That's why we've included so many great resources for your student to work through this year. Your student will learn basic principles in a variety of language skills, like spelling, the development of their vocabulary and language skills, and creative writing. So what is included in the "Intriguing Written Expression" program?

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.

LITERATURE

Exciting Literature Books are included in this package whose subject matter is directly related to your themed program studies. Different literature lists are scheduled to allow your student to choose a reading set that coordinates with their themed program. This cross-curricular approach will reinforce themed studies and offer them even more content related to their theme for this year. Weekly discussion topics allow parents to assess student understanding, whether or not they have read the selections themselves.

GRAMMAR, USAGE & MECHANICS

Grammar Challenge Worksheets offer students a fun way to study and master grammar and other language skills. Each worksheet features a passage that includes examples various aspects of grammar, mechanics and usage. The passage on each worksheet is taken from a year-long story that students will look forward to completing. The student is encouraged to find the mistakes in the passage and correct them, then complete other grammar and writing challenges as well. Students love the fun presentation and they'll learn a lot about capitalization, punctuation, the parts of speech, grammar, vocabulary and writing skills.

CREATIVE WRITING

Creative Composition is offered through the two resources below: "Write Great Fiction: Description and Setting" and "Intriguing Word Choices." Weekly ideas coordinate with their themed studies and 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 understanding characters, planning what they want to write, finding their own mistakes, and working on punctuation, capitalization, paragraphs, and more!

Write Great Fiction: Description and Setting is a quality resource that offers pages designed to help your student increase their skill at developing details in their writing. This book will encourage your student to expand their understanding of the importance and role of detail, and increase their adeptness at including it in their writing.

VOCABULARY, WORD USAGE & SPELLING

Intriguing Word Choices Word Skills Worksheets give your student thorough training in learning and collecting appropriate words, while expanding their vocabulary and everyday usage of those words as well. Finally, students learn to incorporate good word choices throughout the creative writing process. Students learn advanced writing skills such as developing believable characters, fantastic settings, character history, and phenomenal antagonists.


Word Pages for your Writing Skills Notebook provide active opportunities to learn new language and vocabulary skills while collecting words in related topic word pages. Students learn how they can develop word lists to use as a budding writer, and sharpen skills in the area of using the right word for the right occasion.

Spelling for this year uses alternating methods as outlined on page four of this guide.

Assembling the Writing Skills Notebook Week 1




The Writing Skills Notebook is an invaluable resource that the student should bring out every time they sit down to do any creative writing. The resources they accumulate over their junior and senior years of high school can be filed into it, and additional sections added, if needed, to accommodate their growing “library” of writing helps and skill work.


The student will be assembling their notebook in Week 2. Certain resources need to be photocopied, however, requiring some advance preparation on the part of the parent. **A quick scan of these instructions will demonstrate that all lines marked with () indicate a resource that needs to be copied ahead of time.**


Let's begin!

The student should start with a three-ring binder, preferably one that has a clear-view front, so the student can personalize their notebook. ***Then, the notebook should be divided into these sections, perhaps with tabs:***

Section 1: Word Book Pages

 Make at least 52 double-sided copies of the word book page original found in the Reproducible Pages Appendix, of this WinterPromise guide, which gives you two for each letter of the alphabet, although you may want to “steal” the second q, x & z pages to use for s, t, and b.

 Also make at least 50 double-sided copies of the Word Categories Page, also in the Reproducible Pages Appendix of this WP guide. Make sure to keep this original and add more as needed.

 Also make at least 50 copies of the Note Page, in the Reproducible Pages Appendix of this WP guide. You will use this note taking page throughout the year for any notes taken for Section 5 this year. If you don't want to copy this page, feel free to use lined paper. Make sure to keep this original and add more as needed.

Section 2: Note-Taking

This is for taking notes on general topics presented in your texts, to keep in one place and accumulate. Fill this section with lined paper, and start each page with a main topic headline for ease of use. You can also use the Note Page in the Reproducible Pages Appendix of this guide for taking notes this year.

Section 3: Ideas for Writing in Particular Genres - *(Concentrated Use in Grade 7)*

Add instruction as you receive it in your texts. This section will allow your student to collect ideas and instruction on how to write mystery stories, biographical sketches, how-to essays, and much more. Their confidence with writing different genres will grow as they collect these helps.

Section 4: Ideas for Plot Development - *(Concentrated Use in Grade 8)*

Add instruction and take notes from your main text this year, "Plot and Structure." You'll also encounter helps in other resources. Add pages with main headings, so you can easily find these helps later.

Section 5: Ideas for Descriptive Writing - *(Concentrated Use in HS 1)*

Add instruction and take notes from your main text this year, "Description and Setting." You'll also encounter helps in other resources. Add pages with main headings, so you can easily find these helps later.

Section 6: Ideas for Creating Characters - *(Concentrated Use in HS 2)*

Add instruction and take notes from the text in HS 2, "Characters, Emotions & Viewpoint." You'll also encounter helps in other resources. Add pages with main headings, so you can easily find these helps later.

Section 7: Forms I Can Use!

Make copies of the forms you find in other resources or in years to come that can help your student organize their thoughts. Forms like checklists can be copied and stored here for future student use. The forms you'll want to copy and reuse are in the Reproducible Pages Appendix of this guide.



High School Language Arts I

“Intriguing Written Expression”

Spelling Methods for This Year

What Should I do for Weekly Spelling Practice?

You will use two spelling methods outlined below. These ideas are scheduled into your guidebook this year, but you will need to understand these two methods and how they are to be used.

Spelling Method #1 begins in Week #2, and will be used in two-week segments throughout the year. You will start with a basic list of words, given as a diagnostic test.

Many grammar books have a section of these words, or the popular resource, “Spelling Power” also has a comprehensive list. Another option is to use one of these websites:

<http://www.yourdictionary.com/library/misspelled.html>

<http://www.pocketbasics.com/GetFile.aspx?ID=83>

The words they misspell will serve as a resource from which the student will choose 10 words each time (half of their spelling list). They also will pick ten more words from their literature or pick other words they wish to master to complete their personalized list. They will participate in reinforcement activities such as looking them up in the dictionary, writing down the part of speech of the word, and the word’s definition. They will work on these words for two weeks. Students will have time to review past words as well, and their used lists will be kept in their notebook throughout the year. Every two weeks, both the word list and the test will be handed in for grading, then returned to the student.

Spelling Method #2 will be used every third week of the year, starting with Week 4. This method will strengthen your student’s mastery of 110 “Killer Words” as listed in the back of this guide.

Don’t worry about remembering the steps for each of these spelling methods. They’ll be repeated in the notes for each week.

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!



High School Language Arts I

“Intriguing Written Expression”

Using the Grammar Challenge Worksheets

Several days a week, your student will complete a Grammar Challenge Worksheet. Each sheet features a passage at the top of the page. This passage is part of a long story featuring information about the Schoolchildren's Blizzard of 1888. The story tells about the terrible storm and follows the efforts of two of the children caught in the blizzard to survive it.

Each day the student is asked to correct the passage and rewrite it without errors on the lines below the passage. Correcting and rewriting the passage gives students real-life experience in proofreading text, such as that he may encounter in a typical workplace.

The spirit of these challenge worksheets should be fun. Your student will be most motivated if there is some sort of a challenge or competition. Many students enjoy competing against their parents, to see who can catch the most errors. For those teaching more than one student, a year-long competition may fit the bill, keeping track of total errors caught. This should be a little lighthearted. Virtually no one will catch every error, but the idea is not perfection, but gradual mastery.

The next activity is the vocabulary word of the day. Each day's vocabulary word appears in bold print. Students need to look up the word in a dictionary, and find the form of the word that is used in the passage. They should write down the part of speech as it is used in the passage, and write down a short definition of the word that fits the context. Some words have more than one meaning, depending upon context. Students need only to define the word as it is used in the context of the passage.

The next section is called, "Mark Up the Passage Above." This section asks students to mark up the passage, locating key grammatical elements in the passage. **Students should mark up their own, corrected copy** of the passage as indicated by the questions in this section. Marking their corrected copy helps avoid errors that might be related to the errors that are already a part of the original passage.

Another section is called "Answer the Following." This section usually requires students to write a short or more extensive answer to grammar or usage questions.

The final section focuses on writing skills. Students may rewrite sentences, come up with synonyms or antonyms for certain highlighted words, add creative detail, substitute more vivid language, add modifiers, change the voice or intent of the passage, and so on. These practices will hone students' skills with language.

A key help in completing the challenges is the grammar instruction included in the section, "Grammar Concepts You Need to Know" in the back of the Grammar Challenge Worksheets. Grammar concepts are organized alphabetically in this index, and provide instruction and examples of key grammar concepts. Some instruction is duplicated in a couple of different sections, which should make appropriate help easy to find. Students should be allowed to use this section as they complete their worksheets.

When the student completes the page, sit down and correct it together, going over correct answers and solving any problems together. The answer key appears in the back of this guide, but do not use it until after the entire page has been completed.

Students may want to collect these loose-leaf pages into their Writing Skills Notebook. A grading summary page, into which grades for each challenge worksheet may be recorded, is on the next page. If you are keeping track of two students, or a parent's and a student's grades, for the year, this sheet will help.



Grammar Challenge Worksheet

Grading Sheet

	Student 1	Student 2		Student 1	Student 2		Student 1	Student 2		Student 1	Student 2
1			28			55			82		
2			29			56			83		
3			30			57			84		
4			31			58			85		
5			32			58			86		
6			33			60			87		
7			34			61			88		
8			35			62			89		
9			36			63			90		
10			37			64			91		
11			38			65			92		
12			39			66			93		
13			40			67			94		
14			41			68			95		
15			42			69			96		
16			43			70			97		
17			44			71			98		
18			45			72			99		
19			46			73			100		
20			47			74			101		
21			48			75			102		
22			49			76			103		
23			50			77			104		
24			51			78			105		
25			52			79			106		
26			53			80			107		
27			54			81			108		



HS I Language Arts Week I

Resources	Day 1	Day 2	Day 3	Day 4
LITERATURE PROGRAM-READ THE TITLES THAT COORDINATE WITH YOUR STUDY				
ANCIENT WORLD: <i>Mara, Daughter of the Nile</i>	Chapter 1-2	Chapter 3-4	Chapter 5-6	Chapter 7-8
MIDDLE AGES: <i>A Life of Paul</i>	Chapters 1-3	Chapters 4-6	Chapters 7-9	Chapters 10-12
AMERICAN SET - 1 YEAR: <i>The Witch of Blackbird Pond</i>	Chapters 1-2	Chapters 3-4	Chapters 5-7	Chapters 8-9
AMERICAN SET - EARLY: <i>The Witch of Blackbird Pond</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4
AMERICAN SET - LATER: <i>With Lee in Virginia</i>	Chapter I	Chapter II	Chapter III	Chapter IV
DISCUSSION ACTIVITIES				
<i>Literature Evaluation</i>				DISCUSSION: See topic below related to your literature set.
<i>Grammar Challenge Worksheets</i>	Complete Grammar Worksheet 1	Complete Grammar Worksheet 2	Complete Grammar Worksheet 3	
<i>Intriguing Word Choices</i>		DISCUSSION: Discuss Word Skills Worksheet 1		
INDEPENDENT STUDY				
<i>Writing Notebook</i>	Start a Writing Skills Notebook	Complete Your Writing Skills Notebook		
<i>Spelling List</i>		Start Diagnostic Test See front of guide for instruction on how to complete this test.	Finish Diagnostic Test	Mark a copy of missed words to draw from this year. Need at least 120 words.
<i>Write Good Fiction:</i> <i>Description and Setting</i> <i>See notes below.</i>	Read Chapter 1		Summarize the main topics or author's ideas for writing in your Writing Notebook	Complete Exercise 1 - p. 15 using Descriptive Writing Worksheet 1
<i>Intriguing Word Choices</i>			Complete the Assignment on Word Skills Worksheet 1	

Notes

Literature Evaluation

Each week, you are encouraged to "check in" with your student on a topic of feedback listed for them to discuss/share with you. This is another face-to-face opportunity to talk over some of the important issues brought up in the literature they are reading, or evaluate literary devices or skills. This week:

ANCIENT: Describe Mara from "Mara, Daughter of the Nile."

MIDDLE AGES: Discuss the character, mindset, and priorities of Paul prior to his Damascus Road encounter.

AMER 1-YR: What warnings or incidents in the first few chapters foreshadow trouble for Kit?

AMER EARLY: What warnings or incidents in the first few chapters foreshadow trouble for Kit?

AMER LATER: Describe the setting of the Orangery.

Discussions

Some weeks this year there will be one or more scheduled discussions for parents and students to talk through writing concepts. This is a chance to make sure your student is "getting" the concepts presented.

Create a Writing Notebook

Start a writing notebook in a nice (perhaps even decorative) binder. **Follow the instructions as given in the front of your instructor's guide.** Part of the notebook is a word book a great tool for building vocabulary, usage, and spelling skills. If your student has not already started "accumulating" words and their definitions, now is the time. He will add to his Writing Notebook from a variety of sources. Each week, he will add vocabulary words and definitions to the "Word Book" pages. He will also add information gleaned from "Description and Setting" and any writing worksheets he completes. In short, this is a resource that is used for a variety of purposes.

The student should use this notebook all year long to copy key concepts into, and to use as a brainstorm center to show his rough draft work throughout the year. Usually, students will copy "final drafts" of their Creative Composition assignments onto regular loose lined paper so they can file it into their Timeline, which can serve as a "scrapbook" of their homeschool work.



HS I Language Arts

Week 2

Resources	Day 1	Day 2	Day 3	Day 4
LITERATURE PROGRAM-READ THE TITLES THAT COORDINATE WITH YOUR STUDY				
ANCIENT WORLD: <i>Mara, Daughter of the Nile</i>	Chapter 9-10	Chapter 11-12	Chapter 13-14	Chapter 15
MIDDLE AGES: <i>A Life of Paul</i>	Chapters 13-15	Chapters 16-18	Chapters 19-21	Chapters 22-24
AMERICAN SET - 1 YEAR: <i>The Witch of Blackbird Pond</i>	Chapters 10-11	Chapters 12-13	Chapter 14-15	Chapter 16-17 Note: Swear word on page 192.
AMERICAN SET - EARLY: <i>The Witch of Blackbird Pond</i>	Chapter 5-6	Chapter 7	Chapter 8	Chapter 9
AMERICAN SET - LATER: <i>With Lee in Virginia</i>	Chapter V	Chapter VI p. 79-88	Chapter VI p. 89-97	Chapter VII
DISCUSSION ACTIVITIES				
<i>Literature Evaluation</i>				DISCUSSION: See topic below related to your literature set.
<i>Grammar Challenge Worksheets</i>	Complete Grammar Worksheet 4	Complete Grammar Worksheet 5	Complete Grammar Worksheet 6	
<i>Intriguing Word Choices</i>	None this week.			
INDEPENDENT STUDY				
<i>Writing Notebook</i>				Add this & last week's "Challenge Worksheet" vocabulary to Word Bk
<i>Spelling List</i>	Choose Your 20 Words - See Note Below	Write Spelling Words into Word Book with Definitions		Drill Spelling Words Aloud with a Partner
<i>Write Good Fiction: Description and Setting</i> <i>See notes below.</i>	Re-Read Chapter 1, underlining or highlighting the author's most intriguing ideas		Complete Exercise 2 - p. 16 using Descriptive Writing Worksheet 2	Repeat Exercise 2, except use a topic that integrates with your main study. See note below.
<i>Intriguing Word Choices</i>		Collect "Storm" Words on a Word Category Page in your Notebook	Read Additional Note on Writing Skills Notebook Below	

Notes

Literature Evaluation

ANCIENT: Discuss what Mara's "old formula" is (bottom of 94). Where did it come from? Why did it not help this time?

MIDDLE AGES: Discuss the persecution Paul endured as you have read this week. Review -- perhaps by making a map or chart. How did this affect his spiritual life?

AMER 1-YR: Describe the characters in the Wood family.

AMER EARLY: Describe the characters in the Wood family.

AMER LATER: Describe Vincent's character before and after his army service.

Spelling List - Choose Your 20 Words

Every three weeks, your student will receive a new spelling list of their choosing. The first week they will choose 20 words: 10 from the list of words they missed on the test, and 10 from their own reading, writing or other studies. They will study this list for two weeks with various study tactics. They will test at the end of the second week. The third week of the cycle will be spent studying killer words that are often missed by students. In these weeks the words will be provided to you. So, begin -- choose those words!

Repeat Exercise 2 with Main Study Topic Instead

Repeat Exercise 2 on page 16 of "Description and Setting," but instead of the list provided, use topics related to your themed studies and list "senses" words that would integrate into the setting listed. Examples might be Noah's ark on the day the rain began to fall (with "storm" words assignment), or the catacombs used by persecuted Christians, etc.

A Couple More Notes on Your Writing Notebook

Remember, you have a section for note-taking that should be used whenever the student is instructed to copy something, unless it is a certain genre of writing. Then these instructions go in the "Genre" section. Also, the student should use this notebook all year long to copy key concepts into, and to use as a brainstorm center to show his rough draft work throughout the year. He can continue using this notebook throughout high school. Usually, students will copy "final drafts" of their Creative Composition assignments onto regular loose lined paper so they can file it into their Timeline Notebook, which can serve as a "scrapbook" of their homeschool work.

Intriguing Word Choices

LA HS 1 - Word Skills Pages &
Instruction



ashore
on the rocks
shipwrecked
cast away
deserted
high & dry
marooned
beached
sidelined
desolate
run aground
stranded

HS I Word Skills Worksheet I

ALPHABET STEW

Author Unknown

Words can be stuffy, as sticky as glue,
but words can be tutored to tickle you too,
to rumble and tumble and tingle and sing,
to buzz like a bumblebee, coil like a spring.

Juggle their letters and jumble their sounds,
swirl them in circles and stack them in mounds,
twist them and tease them and turn them about,
teach them to dance upside down, inside out.

Make mighty words whisper and tiny words roar
in ways no one ever had thought of before;
cook an improbably alphabet stew,
and words will reveal little secrets to you.

Have you ever thought about the quality of the words you choose in your writing? Perhaps you've never considered vocabulary exercises and spelling tests as something that directly relates to your writing skills. This year, you will learn to value your vocabulary as a powerful part of how you express yourself.

Let's begin by taking a look at a passage from a favorite book this author read for the first time (of many) at the age of nine: *The Island of the Blue Dolphins*.

"Birds were plentiful, too. There were many hummers which can stand still in the air and look like bits of polished stone and have long tongues to sip honey with. There were blue jays, which are very quarrelsome birds, and black-and-white peckers that pecked holes in yucca stalks and the poles of my roof, even in the whale bones of the fence. Red-winged blackbirds also came flying out of the south, and flocks of crows, and a bird with a yellow body and a scarlet head, which I had never seen before."

-- from *Island of the Blue Dolphins*, by Scott O'Dell

Think about what the author is telling you. In its simplest form, Mr. O'Dell is telling us this:

There were many birds. There were hummingbirds, blue jays, woodpeckers, blackbirds, crows, and a bird I had never seen before.

What is the difference? The words Mr. O'Dell chose and how he elaborated on the ideas he expressed. Instead of telling you there were many birds, he said they were plentiful, a much more intriguing word choice than *many*. Instead of mentioning hummingbirds, which is how Americans would express the name of this bird, he renames them *hummers*. The word is familiar enough for you to identify, but the choice is closer to how an unlearned girl on an isolated island would have communicated it. Mr. O'Dell further delights us with a wealth of detail that helps us to envision the birds' antics. Phrases like "can stand still in the air," "bits of polished stone," and pecking holes in "whale bones," give us a clear picture of what the island girl saw around her.

ASSIGNMENT:

Now it is your turn. Think of a book or poem that is especially meaningful to you. It can be a book you've read recently, or even a childhood favorite. It should be something you are very familiar with. Copy a medium-size paragraph or a good portion of the poem onto another piece of paper, then underline the words and phrases that are examples of good word choices or elaboration that really reaches you, the reader.

Finally, boil the passage down to its essential, simplest form, write it down and look at the difference!



LA High School I

GRAMMAR CHALLENGE WORKSHEETS

Live through
the terror
of the Dakota Blizzard
of 1888

WinterPromise®

*Print Version: This resource **may not be copied by any means** for additional students. It is a consumable resource.*

Ebook Version: This resource can be printed in its entirety in black and white, and hole punch on the left.

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Using These Challenge Worksheets

Welcome to the grammar program for LA High School I. Several times a week, you'll learn to "seek and destroy" errors in a sentence or paragraph. The sentences on each sheet tell the gripping story of what is often called the "Schoolchildren's Blizzard" of 1888, which should provide a lot of descriptive language for students. One or more sentences are written incorrectly at the top of each worksheet.

In each you'll find a variety of errors that may include:

- ♦ grammar errors, obviously!
- ♦ capitalization errors
- ♦ punctuation errors or omissions
- ♦ usage errors, including use of the incorrect word
- ♦ mechanical errors, such as structure of a paragraph or transitions
- ♦ poor sentence construction
- ♦ spelling errors

There is space on the page to rewrite the sentence(s) correctly. At the bottom of the page are "Additional Grammar Challenges" that ask more particular questions about the grammar and mechanics of the passage. It ought to be a standing rule that the bottom half of the sheet, "Additional Grammar Challenges," should be covered up with a piece of white paper while students find the mistakes in the top half of each page, as sometimes questions in the "Challenges" section will hint toward a mistake.

To really experience the fun of these worksheets, we recommend that the parent (or perhaps a sibling) work alongside the student, challenging them to find the errors in a lighthearted way. A contest over who can find and correct the most errors each day would be a simple way to really motivate students. **Many parents find it is fun to also complete the sheet on a blank sheet of paper and see how many they catch on their own, and see who -- parent or student -- catches more errors!**

Each day begin the worksheet by reading the sentence for understanding, then re-writing the sentence with all errors corrected. Next, go over the passage together with a parent. If there are any mistakes that you have questions about, these can be worked through orally together without consulting the answer key. The opportunity to work aloud is beneficial, rather than just giving the answer.


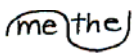







When the student is satisfied he has found all the errors, they should move on to the vocabulary work and the additional challenges. One or more vocabulary words are included in the passage and bolded. These should be looked up in a dictionary and the required information written down. Next are the challenges. A section that further explains the grammar concepts is at the back of these worksheets, entitled, "Grammar Concepts You Need to Know." They should be an additional help for your student in completing the challenges. Concepts are organized alphabetically, but duplicated instruction is sometimes found in a couple of different sections. These pages can be kept in a binder for use all year. When the sheet is completely done, you can check the worksheet against the answer key, which will give you the correct writing of the sentence, plus the answers to the challenges.

PLEASE NOTE!

When you are asked to list adjectives, include adjectives that are proper adjectives (i.e., Japanese cooking). However, when you are asked to list common nouns, do not include proper nouns.

On the first ten worksheets, a chart of proofreading symbols is included. These will help your student make changes to the written sentence itself, prior to rewriting it. After the first ten worksheets, the chart is not included, as students should be familiar with the symbols by that point. This chart is reproduced below, and so this page can be kept with the "Grammar Concepts You Need to Know" section in a binder, if you like.

Proofreading Symbols to Use for Corrections

	for take out		for reverse order
	for capitalize		for indent
	for make a small letter		for take out indent
	for move word		for add words here (missing words should be written above this mark)
	for add punctuation (what is missing should be included inside the circle)		



LA HS I Grammar Challenge Worksheets Sheet I

on january 12 1888 a blizzard broke out over north america. a soot gray cloud appeared over the northwest horizon the air grew still for several eerie **perturbing** moments then the sky began to roar and a wall of ice dust blasted the flat prairie.

Seek and Destroy! Rewrite the passage without errors.

Vocabulary Word of the Day

Write the boldfaced word, its part of speech, and the definition for that part of speech that best represents its use above.

Additional Grammar Challenges

Using the passage above, complete these challenges alone or together as a discussed problem-solving time with your parent or a sibling.

MARK UP THE PASSAGE ABOVE:

1. Underline the common noun(s).
2. Double-underline the adjective(s).
3. Cross out the five prepositional phrases.
4. Circle the proper noun(s).

ANSWER THE FOLLOWING:

5. Explain why you needed to include each of the four commas.










6. Which adjectives could also be used as a noun in other sentences? _____

7. What noun above is a figure of speech? _____

WRITING SKILLS:

8. Combine the first two sentences above, and write them on the back of this worksheet.
9. List five adjectives you might use to modify the word blizzard in the first sentence.

Proofreading Symbols to Use for Corrections

	for take out		for reverse order
	for capitalize		for indent
	for make a small letter		for take out indent
	for move word		for add words here (missing words should be written above this mark)
	for add punctuation (what is missing should be included inside the circle)		



LA HS I Grammar Challenge Worksheets Sheet 2

the unexpected cold front raced across the grasslands with incredible speed Montana was hit before dawn while farmers in north Dakota were **engulfed** during their morning chores. The blizzard rushed into south Dakota during morning recess but it saved its most menacing attack for Nebraska. As schoolchildren across the state were being dismissed from class temperatures dropped eighteen degrees.

Seek and Destroy! Rewrite the passage without errors.

Vocabulary Word of the Day

Write the boldfaced word, its part of speech, and the definition for that part of speech that best represents its use above.

Additional Grammar Challenges

Using the passage above, complete these challenges alone or together as a discussed problem-solving time with your parent or a sibling.

MARK UP THE PASSAGE ABOVE:

1. Underline the common noun(s).
2. Double-underline the adjective(s).
3. Cross out the ten prepositional phrases.
4. Circle the proper noun(s).

ANSWER THE FOLLOWING:










5. Explain why you needed to include each of the two commas.

6. Name the sentence structure of the third sentence.

WRITING SKILLS:

7. On the back of this worksheet, list ten synonyms for the word *raced* that would work in this sentence.

Proofreading Symbols to Use for Corrections

	for take out		for reverse order
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	for make a small letter		for take out indent
	for move word		for add words here (missing words should be written above this mark)
	for add punctuation (what is missing should be included inside the circle)		



LA HS I Grammar Challenge Worksheets Sheet 3

night settled down on the prairie and scattered the terrible cold. the wind seemed desperate howling and wailing as it swirled around isolated homes. by midnight windchills had dropped down to forty degrees below zero fahrenheit. anyone without shelter faced a **perilous** night.

Seek and Destroy! Rewrite the passage without errors.

Vocabulary Word of the Day

Write the boldfaced word, its part of speech, and the definition for that part of speech that best represents its use above.

Additional Grammar Challenges

Using the passage above, complete these challenges alone or together as a discussed problem-solving time with your parent or a sibling.

MARK UP THE PASSAGE ABOVE:

1. Underline the main subject of each sentence above.
2. Double-underline each main verb phrase above.
3. Cross out the six prepositional phrases.

ANSWER THE FOLLOWING:

4. Find the compound verb in the passage above. _____
5. Find two prepositions in the passage that are not a part of prepositional phrases. _____
6. What is the indefinite pronoun? _____
7. What kind of figurative language is in the sentence "Night settled down on the prairie and scattered the terrible cold"? _____
8. Is the verb *seemed* an action, linking or helping verb? _____
What kind of sentence pattern is used in that sentence? _____

WRITING SKILLS:

9. Add to the last sentence some additional detail that you think fits the passage. Write it on the back of this worksheet.

Proofreading Symbols to Use for Corrections

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	for capitalize		for indent
	for make a small letter		for take out indent
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	for add punctuation (what is missing should be included inside the circle)		



LA HS I Grammar Challenge Worksheets Sheet 4

when the storm finally passed hundreds of people were found frozen on the dakota prairies and nebraska flatlands. many of those who **succumbed** to the cold were children, so this killer storm was called the schoolchildren's blizzard.

Seek and Destroy! Rewrite the passage without errors.

Vocabulary Word of the Day

Write the boldfaced word, its part of speech, and the definition for that part of speech that best represents its use above.

Additional Grammar Challenges

Using the passage above, complete these challenges alone or together as a discussed problem-solving time with your parent or a sibling.

MARK UP THE PASSAGE ABOVE:

1. Underline the proper adjectives.
2. Double-underline the direct object in the last sentence.
3. Cross out the four prepositional phrases.
4. Circle the predicate nominative.

ANSWER THE FOLLOWING:

5. What kind of clause is *when the storm finally passed*? Circle it. adjective adverb noun
6. What kind of clause is *who succumbed to the cold*? Circle it. adjective adverb noun
7. Which prepositional phrase above has a compound object of the preposition?

8. Is the verb phrase *were found* in the first sentence written in the active or passive voice? _____

9. Is the verb phrase *was called* in the last sentence written in the active or passive voice? _____

WRITING SKILLS:

10. On the back of this worksheet, write a sentence that could be inserted between the two sentences in the passage above and would fit its context.

Proofreading Symbols to Use for Corrections

	for take out		for reverse order
	for capitalize		for indent
	for make a small letter		for take out indent
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	for add punctuation (what is missing should be included inside the circle)		



LA HS I Grammar Challenge Worksheets Sheet 5

a number of factors created the tragedy the storm hit the most settled sections of the prairie at the worst times of day late morning or early afternoon. farmers were caught outside doing mourning chores and children were dismissed from school just as the storm **escalated**.

Seek and Destroy! Rewrite the passage without errors.

Vocabulary Word of the Day

Write the boldfaced word, its part of speech, and the definition for that part of speech that best represents its use above.

Additional Grammar Challenges

Using the passage above, complete these challenges alone or together as a discussed problem-solving time with your parent or a sibling.

MARK UP THE PASSAGE ABOVE:

1. Underline the common noun(s).
2. Double-underline the adjective(s).
3. Cross out the six prepositional phrases.
4. Circle the preposition that is not part of a prepositional phrase.

ANSWER THE FOLLOWING:










5. Rewrite the last sentence so its verbs are active, rather than passive. You'll need to change the form of some words.

WRITING SKILLS:

6. On the back of this worksheet, list several words you'd use to modify the noun *tragedy* in the first sentence.

LA HS I Grammar

Proofreading Symbols to Use for Corrections

	for take out		for reverse order
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	for make a small letter		for take out indent
	for move word		for add words here (missing words should be written above this mark)
	for add punctuation (what is missing should be included inside the circle)		

More Worksheets **Sheet 6**

another factor in the deadly outcome was that the day of the storm was the first **clement** day that the settlers had enjoyed for several weeks some of the children went to school missing hats gloves or even coats. farmers store owners or businessmen set out from home to take care of chores or business they put off during those long months of cold.

Seek and Destroy! Rewrite the passage without errors.

Vocabulary Word of the Day

Write the boldfaced word, its part of speech, and the definition for that part of speech that best represents its use above.

Additional Grammar Challenges

Using the passage above, complete these challenges alone or together as a discussed problem-solving time with your parent or a sibling.

MARK UP THE PASSAGE ABOVE:

1. Circle the ordinal number.
2. Underline the adjectives and double-underline the words each modifies.
3. Put a box around the main subject of each sentence.
4. Which sentence has a compound subject, the first, second or third? _____










ANSWER THE FOLLOWING:

5. Name the indefinite pronoun in this passage. Remember, indefinite pronouns can also be used as adjectives to modify nouns. _____
6. What is the demonstrative pronoun in this passage? _____
7. List the plural nouns. _____
8. Which of the plural nouns is not formed by simply adding -s to the base word? _____

WRITING SKILLS:

9. On the back of this worksheet, list three antonyms for the word *long*.

Proofreading Symbols to Use for Corrections

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