

CYCLE 3 STUDENT PACKET

*A Gentle Feast*

# Language Arts



*Upper Elementary (Form II) Cursive*

WEEKLY ASSIGNMENTS IN COPYWORK, DICTATION, GRAMMAR,  
COMPOSITION, AND DRAWING



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All Scripture verses taken from: The Holy Bible, English Standard Version® (ESV®)

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ESV Text Edition: 2016

Some of the Grammar Lessons are taken from:

The Mother Tongue, Book 1

Arnold and Kittredge

Gina and Company, Boston. 1900

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n/a

# **THE LANGUAGE ARTS FEAST**

## IN A CHARLOTTE MASON EDUCATION

### **COPYWORK**

These passages are taken from the term's reading, but don't necessarily match up each week. Have your student do the copywork daily. It will take SEVERAL days to finish copying the passage. Focus on accuracy and perfection over speed. Spend only 5-10 minutes each day. Depending on your child's ability, finishing the entire passage in a single week may not be realistic. If the passage has not been completed once the week is up, simply on to the next week. Again, aim for quality over quantity. Over time, students will build up their stamina.

### **SPELLING**

In a Charlotte Mason education, spelling is learned through studied dictation. In Form II, you will choose the words for your child. Students can also go through the passage and circle word they do not already know how to spell. On day 1, your child will practice writing the words. The rest of the week, your child can study the words in many ways. Let your child try several ways and find the one that works well for him. After studying, each child should be able to visualize each word until he can "see" it in his mind. Variety keeps studying interesting.

1. **Make the words in a tray of sand, salt, or shaving cream, etc.**
2. **Make the words out of letter tiles, Banagrams, or Scrabble pieces.**
3. **Make the words on a chalkboard/dry erase board and erase one letter at a time.**
4. **Play hangman.**
5. **Rainbow write the words: write the word in pencil and then trace it with every color of the rainbow.**
6. **Use letter stamps or stickers.**
7. **Use a Magna Doodle.**
8. **Fill a big Ziplock bag with paint, and tape it shut. Have your child write the words with a Q-tip onto the bag.**
9. **Use letter beads and have your child string the words onto a pipe cleaner.**
10. **Use neon glow-in-the-dark gel pens on black paper.**

# INTRODUCTION

## **DICTATION**

In Form II, you can choose the portion of the copywork passage you would like your child to use for studied dictation.

### **Here are the steps to a dictation lesson given in Home Education:**

Dictation lessons, conducted in some such way as the following, usually result in good spelling.

- 1. A child of eight or nine prepares a paragraph, older children a page, or two or three pages. The child prepares by himself, by looking at the word he is not sure of, and then seeing it with his eyes shut. Before he begins, the teacher asks what words he thinks will need his attention. He generally knows, but the teacher may point out any word likely to be a cause of stumbling.**
- 2. He lets his teacher know when he is ready. The teacher asks if there are any words he is not sure of. These she puts, one by one, on the blackboard, letting the child look till he has a picture, and then rubbing the word out. If anyone is still doubtful he should be called to put the word he is not sure of on the board, the teacher watching to rub out the word when a wrong letter begins to appear, and again helping the child to get a mental picture.**
- 3. Then the teacher gives out the dictation, clause by clause, each clause repeated once. She dictates with a view to the pointing, which the children are expected to put in as they write; but they must not be told 'comma,' 'semicolon,' etc.**
- 4. After the sort of preparation I have described, which takes ten minutes or less, there is rarely an error in spelling. If there be, it is well worth while for the teacher to be on the watch with slips of stamp-paper to put over the wrong word, that its image may be erased as far as possible.**
- 5. At the end of the lesson, the child should again study the wrong word in his book until he says he is sure of it, and should write it correctly on the stamp-paper.**

“A lesson of this kind secures the hearty co-operation of children, who feel they take their due part in it; and it also prepares them for the second condition of good spelling, which is—much reading combined with the habit of imaging the words as they are read.” — Charlotte Mason, Home Education, Volume 1, p. 242.

# INTRODUCTION

## **DRAWING AND COMPOSITION**

In Form II, for each copywork passage, there is a drawing and creative writing prompt. This is a time for your child to explore ideas, words, spelling, and genres. This is not to be corrected. Set a time limit of 10 minutes. **NO CORRECTIONS OR CRITIQUES.** This exercise can be a great use of time if you are working with other children and need something that others can do independently. Your child can also dictate their writing to you as you transcribe it into the book. If you are only doing a 4-day schedule, you can do the drawing and writing all in one day. Drawing tutorial links are available on [agentlefeast.com](http://agentlefeast.com).

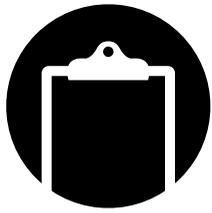
## **GRAMMAR**

Each Language Arts week contains a grammar lesson. You can spread this out over two days if needed.



# Term 1





# WEEK 1: COPYWORK

*Abe Lincoln Grows Up by Carl Sandburg*

*Seven year old Abe walked four*

*miles a day going to the Knob*

*Creek School to learn to read*

*and write. Zachariah Rinery*

*and Caleb Hazel were the teachers*

*who brought him along from*

*ABC to where he would write*



# WEEK 1: COPYWORK

the name " A B R A H A M

L I N C O L N" and count

numbers beginning with one,

two, three and so on. He heard

twice two is four. The

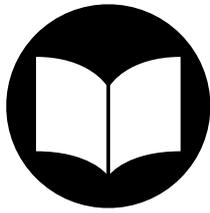
schoolhouse was built of logs,

with a dirt floor, no window,



# WEEK 1: COPYWORK

one door. The scholars learned  
their lessons by saying them to  
themselves out loud till it was  
time to recite; alphabets,  
multiplication tables, and  
letters of the spelled words were  
all in there at once.

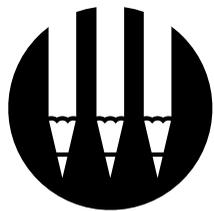


# DAY 1: WORDS TO STUDY

You can choose the spelling words to fill in below from the copywork passage. Students should circle words in the copywork passage they do not know how to spell. Parents can also add words to this list.

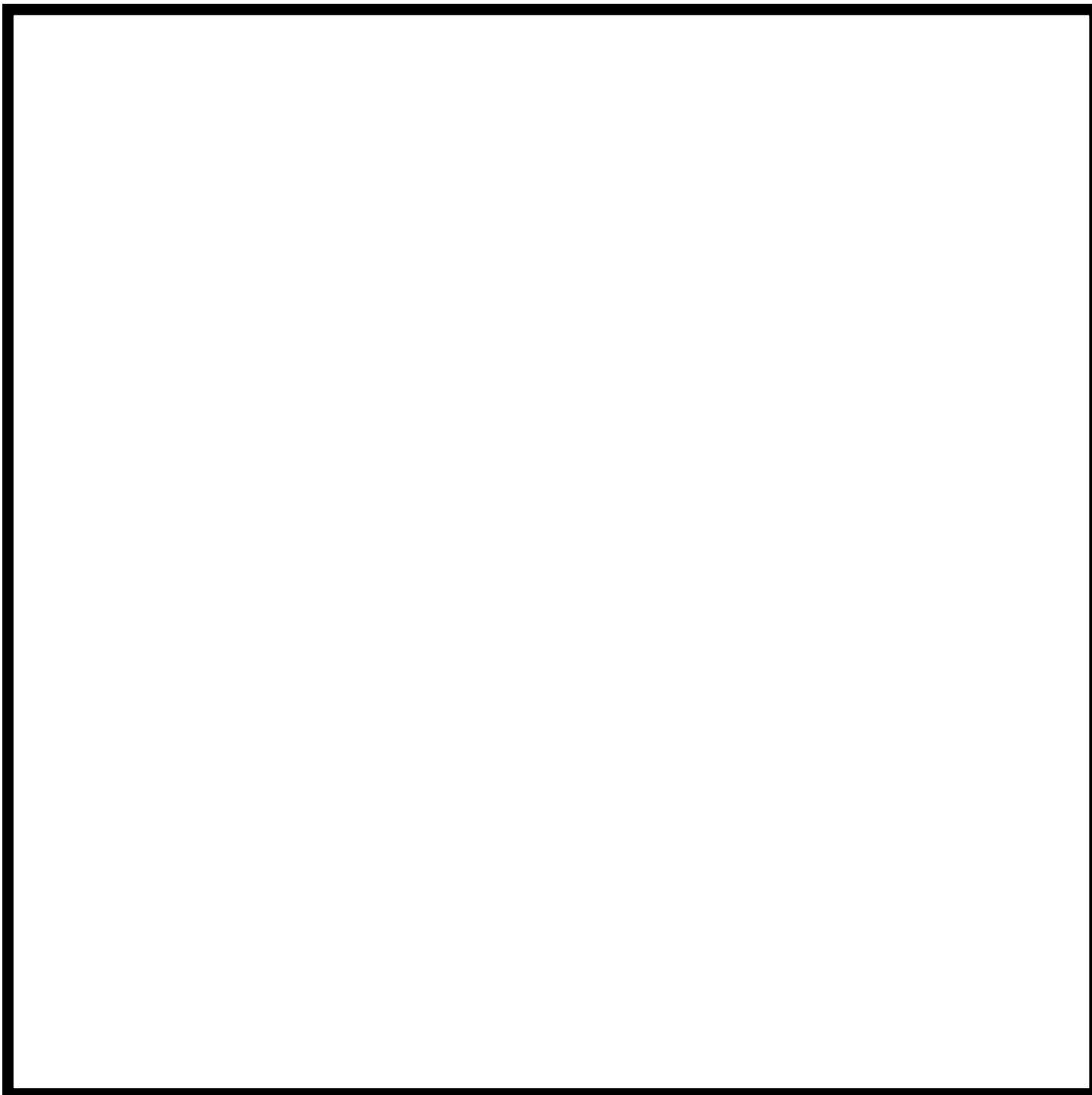
Spelling Word	Cover/Write	Rewrite if needed

Continue to practice these words for the remainder of the week using the methods described in the introduction to this packet.



# DAY 2: DRAWING

**DRAWING PROMPT: Draw a picture of a frontier school.**







# DAY 4: GRAMMAR FOCUS

## Common and Proper Nouns

Today you will play a guessing game with a parent or sibling(s). The player who is chosen to begin the game gives the first letter of the name of something in the room. Perhaps it is the letter T. The other player(s) try to guess the object. “Is it a turnip?” “No.” “Is it a table?” “Yes.” Play this game and write down all the names used.

**When we express our thoughts in language, we must use words to name things. The name of a person, place, or thing is called a noun.**

Try to play a new game. This time, do not give the names of the objects. Describe some articles of food without using their names. The other player will try to guess from your description. Is this more difficult?

**Exercise 1: Make a list of the following words which are nouns:**

1. Names of toys \_\_\_\_\_

2. Names of trees \_\_\_\_\_

3. Names of animals \_\_\_\_\_

4. Names of fruit \_\_\_\_\_



# DAY 4: GRAMMAR FOCUS

Notice the nouns in the following chart.

person	James Ryder
city	Chicago
ocean	Atlantic
camp	Camp Worth
mountain	Mount Everest

In the first column, these nouns could be any of these things. They are called common nouns. In the second column, these are particular people and places. They are called proper nouns. A proper noun always begins with a capital letter.

**Exercise 2: Write the following proper nouns.**

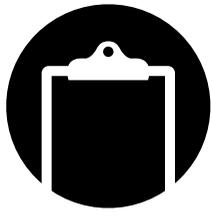
1. Names of your friends \_\_\_\_\_
2. Names of cities \_\_\_\_\_
3. Names of months \_\_\_\_\_

**Exercise 3: Go back through the copywork passage and list 5 common nouns and 3 proper nouns.**

---

---





## WEEK 2: COPYWORK

Famous Men of Rome by John H. Haaren

On a farm near Tusculum, a

little town about fifteen miles

from Rome, there once lived a

boy named Marcus Porcius

Cato. His father and his

grandfather before him had

been farmers and he, too,



## WEEK 2: COPYWORK

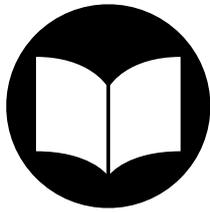
expected to be one. When he was  
about seventeen Hannibal's  
army crossed the Alps into  
Italy, and young Cato became  
a Roman soldier. When the war  
ended the country boy had  
become a man, stern and  
forceful. He attracted the



## WEEK 2: COPYWORK

attention of a neighbor, a rich man, who persuaded him to go to Rome and practice law.

In time he was elected to office, and he did his duty so well that he rose higher and higher, until he became one of the consuls.

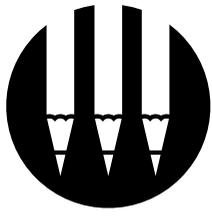


# DAY 1: WORDS TO STUDY

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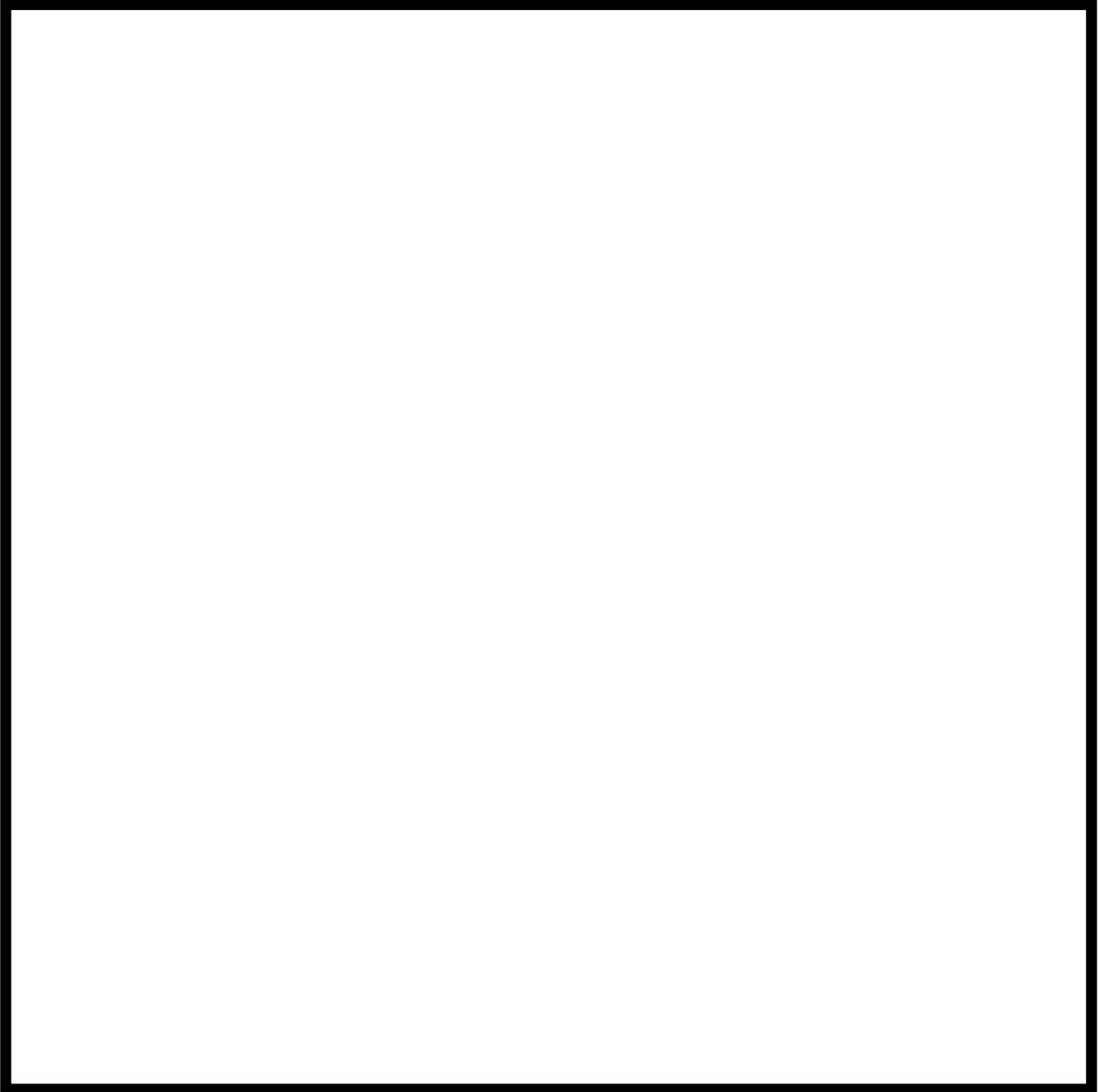
Spelling Word	Cover/Write	Rewrite if needed

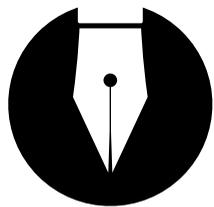
Continue to practice these words for the remainder of the week using the methods described in the introduction to this packet.



# DAY 2: DRAWING

**DRAWING PROMPT: Draw a Roman general.**





# DAY 2: COMPOSITION



**Saved**  
**by Landseer C.1856**





# DAY 3: GRAMMAR FOCUS

## Subject and Predicate

Examine the following short sentences.

Plants grow.

Ships sail.

Fishes swim.

Rivers flow.

Winds blow.

Balls roll.

In the first sentence, the word “plants” tells you what grows. It names the things that you think about as growing. “Grow” tells what plants do. Orally divide the other sentences, telling what object you are thinking about and the other part which tells something about that object.

The part of a sentence which names that of which we think or speak or write, is called the **subject**.

The part of a sentence which tells something about the subject is called the **predicate**.

**Exercise 1: Divide the following sentences by circling the complete subject and underlining the complete predicate.**

1. The maples are red.

2. The asters hang over the brook.

3. Mount Tacoma is in the state of Washington.

4. A boy’s whistle was a happy invention.

5. Chestnuts ripen in the fall.

6. Potatoes were first found in America.



## DAY 3: GRAMMAR FOCUS

7. The Wise Men brought Jesus gifts.

8. General Lee rode back to Virginia.

### **Exercise 2: Look back through the sentences above.**

Write five common nouns:

---

Write five proper nouns:

---

### **Exercise 3: Supply the subjects for the following sentences:**

1. \_\_\_\_\_ sail across the sky.

2. The quiet \_\_\_\_\_ nibble the grass in the pasture.

3. \_\_\_\_\_ lost his ball.

4. \_\_\_\_\_ was president during the Civil War.

5. The \_\_\_\_\_ beat upon the roof.

6. The \_\_\_\_\_ gathered his brave knights.



# DAY 4: GRAMMAR FOCUS

**Exercise 4: Supply predicates for the following sentences.**

1. My mom \_\_\_\_\_
2. The child \_\_\_\_\_
3. The hero \_\_\_\_\_
4. The birds \_\_\_\_\_
5. The clock \_\_\_\_\_
6. The students \_\_\_\_\_
7. The howling wind \_\_\_\_\_
8. Mary and Elizabeth \_\_\_\_\_
9. The escaped slave \_\_\_\_\_
10. Abraham Lincoln \_\_\_\_\_

**Exercise 5: Narrate to your parent what you learned about subjects and predicates.**

Optional: Read and narrate Grammar Land Introduction.





## WEEK 3: COPYWORK

*The Princess and the Goblin* by George MacDonald

About this time the gentlemen

whom the king had left behind

him to watch over the princess

had each occasion to doubt the

testimony of his own eyes, for

more than strange were the

objects to which they would



# WEEK 10: COPYWORK

"To God Be the Glory" by Franny Crosby

To God be the glory, great

things He has done;

So loved He the world that He

gave us His Son

Who yielded His life an

atonement for sin

And opened the life gate that



# WEEK 10: COPYWORK

*all may go in.*

*Praise the Lord, praise the*

*Lord,*

*Let the earth hear His voice!*

*Praise the Lord, praise the*

*Lord,*

*Let the people rejoice!*



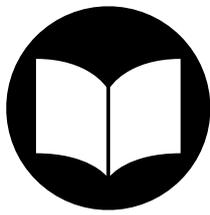
# WEEK 10: COPYWORK

*I come to the Father, through*

*Jesus the Son,*

*And give Him the glory, great*

*things He has done.*

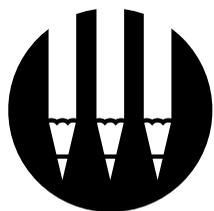


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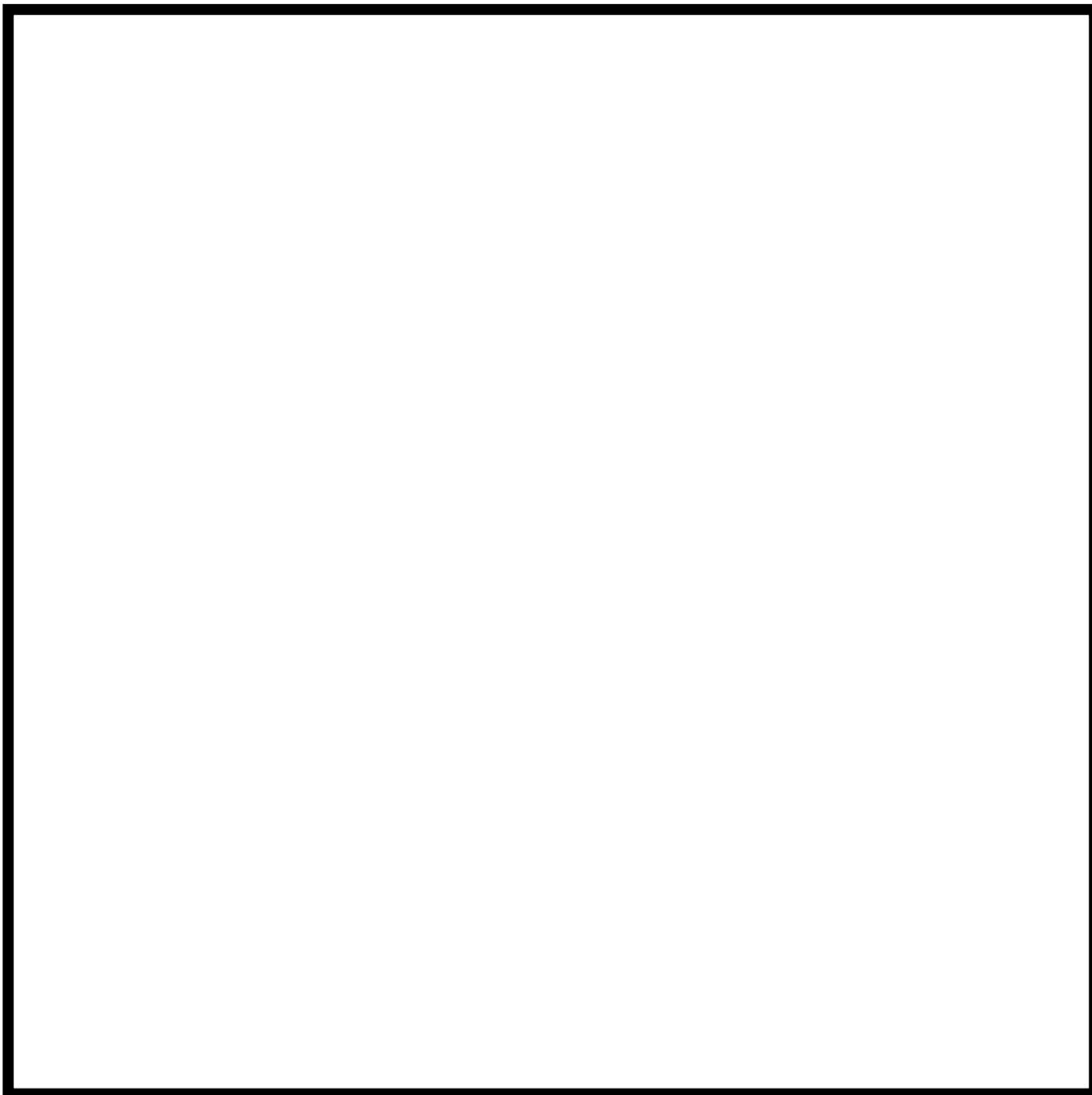
Spelling Word	Cover/Write	Rewrite if needed

Continue to practice these words for the remainder of the week using the methods described in the introduction to this packet.



# DAY 2: DRAWING

**DRAWING PROMPT: Draw a picture of something you are thankful for.**







# DAY 4: GRAMMAR FOCUS

## There, Their, and They're

This set of homophones is very tricky. You will want to check your work when using these words in your writing.

**There = to name place or thing**

Stand over **there**.

**Their = a possessive pronoun, used in place of a plural noun.**

**Their** clothes are beautiful.

**They're = a contraction, stands for they are**

**They're** coming to my house after school.

**Exercise 1: Use there, their, or they're in the blanks.**

1. Take the book over \_\_\_\_\_.
2. They can park \_\_\_\_\_ cars in the street.
3. Get away from \_\_\_\_\_ dog.
4. \_\_\_\_\_ really nice friends.
5. \_\_\_\_\_ teacher is Mrs. Brown.
6. I left my backpack in \_\_\_\_\_ car.
7. When can we go \_\_\_\_\_?



# DAY 4: GRAMMAR FOCUS



**Civil War Battle by William Gilbert Gaul C. Unknown**

**Exercise 2: Write sentences to describe this picture using these homophones.**

1. They're

---

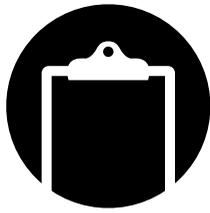
2. Their

---

3. There

---





# WEEK 11: COPYWORK

*What Katy Did by Susan Coolidge*

*I used to go to a bright school*

*Where Youth and Frolic taught*

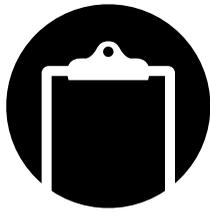
*in turn;*

*But idle scholar that I was,*

*I liked to play, I would not*

*learn;*

*So the Great Teacher did*



# WEEK 11: COPYWORK

ordain

That I should try the School  
of Pain.

One of the infant class I am

With little, easy lessons, set

In a great book; the higher

class



# WEEK 11: COPYWORK

Have harder ones than I, and

yet

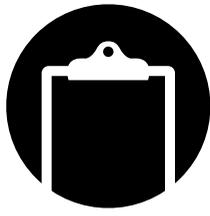
I find mine hard, and can't

restrain

My tears while studying thus

with Pain.

There are two Teachers in the



# WEEK 11: COPYWORK

school,

One has a gentle voice and low,

And smiles upon her scholars,

as

She softly passes to and fro.

Her name is Love; tis very

plain



# WEEK 11: COPYWORK

She shuns the sharper teacher,

Pain.

Or so I sometimes think; and

then,

At other times, they meet and

kiss,

And look so strangely like,

that



# WEEK 11: COPYWORK

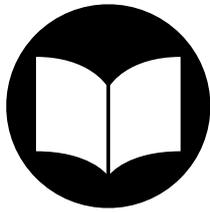
I

Am puzzled to tell how it is,

Or whence the change which

makes it vain

To guess if it be Love or Pain.

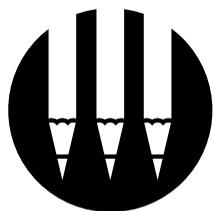


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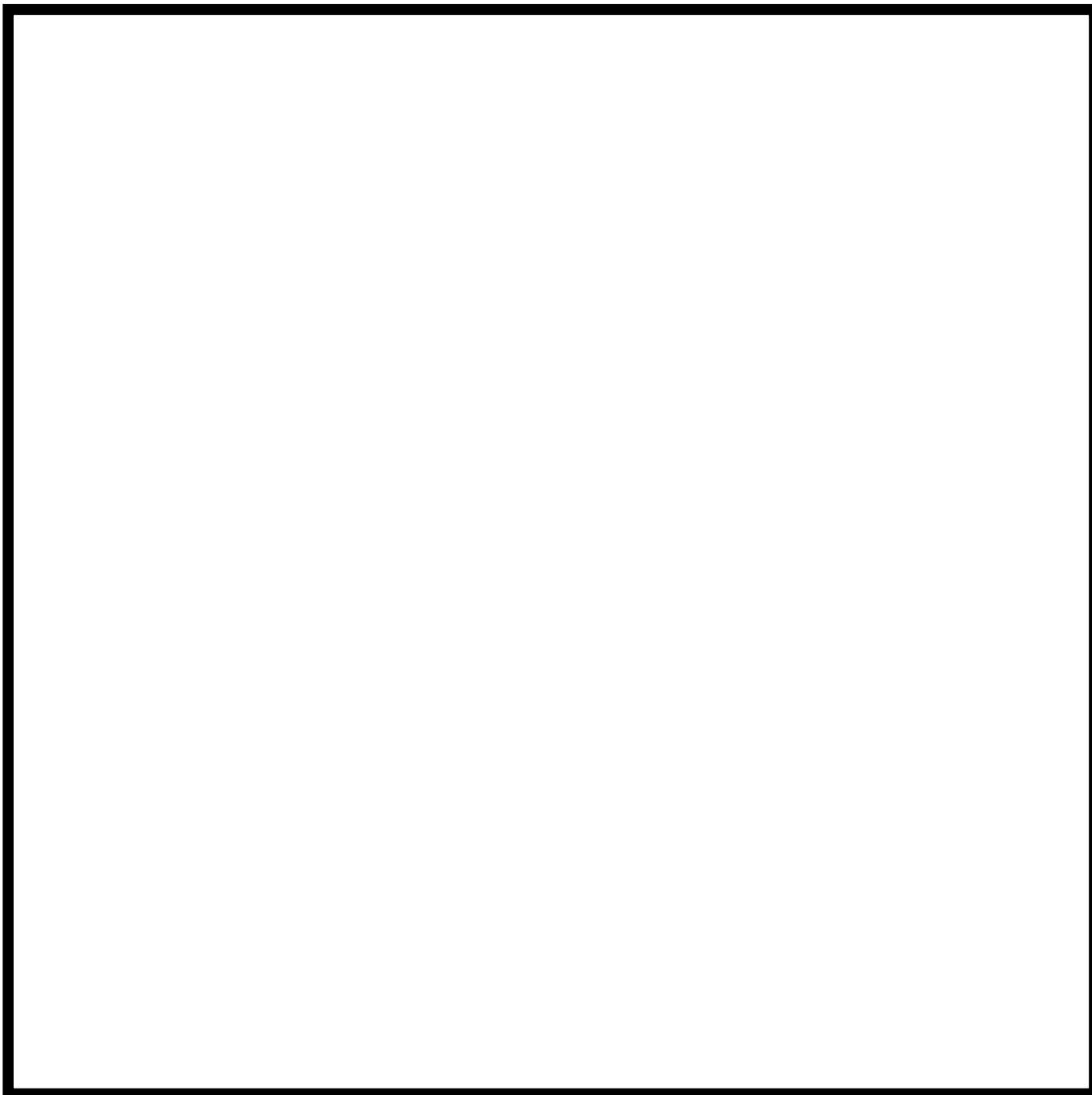
Spelling Word	Cover/Write	Rewrite if needed

Continue to practice these words for the remainder of the week using the methods described in the introduction to this packet.



# DAY 2: DRAWING

**DRAWING PROMPT: Draw a picture of a school.**









## DAY 4: GRAMMAR FOCUS

**Exercise 2: Read “The Tree” by Bjornstjerne Bjornson and add in quotation marks where needed.**

Ready with leaves and with buds stood the tree.  
Shall I take them? the frost said, now puffing with glee.  
Oh my, no, let them stand,  
Till flowers are at hand!  
All trembling from tree-top to root came the plea.

Flowers unfolding the birds gladly sung.  
Shall I take them? the wind said and merrily swung.  
Oh my, no, let them stand,  
Till cherries are at hand!  
Protested the tree, while it quivering hung.

The cherries came forth 'neath the sun's glowing eye.  
Shall I take them? a rosy young girl's eager cry.  
Oh my, yes, you can take,  
I've kept them for your sake!  
Low bending its branches, the tree brought them nigh.



## DAY 4: GRAMMAR REVIEW

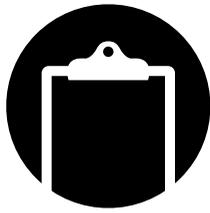
**Exercise 3: Find the errors in the following passage. Cross them out and write the correction.**

Their once lived in briton a great king named uther? When he died every lord in the land wanted to be king after hymn. Now King Uther had a Son whom he had secretly sent to be trained. The boyz name was arthur. The good night who trained him was named sir Ector.

Arthur' new nothing of her father.

Two settle the strife for the king,s throne, the Archbishop of Canterbury at christmas called the nobles together. Suddenly there arose in the churchyard a great white stone. Out of the stone arose an sword. The sword read, "Whomever pulls out this sword is the rightful king of england.





# WEEK 12: COPYWORK

Pick a quote from one of your student readers from this term.

Handwriting practice area consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

# Answer Key



# ANSWER KEY

## TERM 1

### Week 1

**Exercise 1:** Answers may vary

Baby, puzzles, cars, bicycle

Oak, maple, fir, pine, pecan

Tiger, dog, giraffe, cat

Apple, strawberry, grapes, kiwi

**Exercise 2:** Answers may vary

Tom, Jane, Michael, Susan

Detroit, Los Angeles, Knoxville

September, May, February

**Exercise 3:**

Possible answers - miles, teachers, name, numbers, schoolhouse, logs, floor, window, door, scholars, lessons, alphabets, tables, letters

Possible answers - Abe, Knob Creek School, Zachariah Riney, Caleb Hazel

### Week 2

**Exercise 1:**

1. (The maples) are red.
2. (The asters) hang over the brook.
3. (Mount Tacoma) is in the state of Washington.
4. (A boy's whistle) was a happy invention.
5. (Chestnuts) ripen in the fall.
6. (Potatoes) were first found in America.
7. (The Wise Men) brought Jesus gifts.
8. (General Lee) rode back to Virginia.

**Exercise 2:**

Common - maples, asters, brook, state, whistle, invention, chestnuts, fall, potatoes, gifts

Proper - Mount Tacoma, Washington, America, Jesus, General Lee, Virginia

**Exercise 3:** (Answers may vary)

Clouds

sheep

Billy

Abraham Lincoln

rain

king