

*Literature
& Language*
- VOLUME II

Published in the USA
by the CiRCE Institute
© 2026 CiRCE Institute

ISBN 979-8-9961586-6-9

Layout Design by Lydia Christine Hall

All rights reserved. This publication may not be reproduced, stored in a retrieval system, or transmitted, in any form, or by any means, without the prior written permission of the CiRCE Institute.

For information:

CiRCE Institute
6125 Lumber Lane
Kannapolis, NC 28083
www.circeinstitute.com



Literature & Language

VOLUME II



THE TAPESTRY
THE CIRCE INSTITUTE

Contents

<i>A Letter from Andrew Kern</i>	vii
<i>Introduction</i>	xi
<i>A Guide to the Grammar Discussions</i>	xxxix
<i>The Grammar in Level 2</i>	xlix
1. The Sentence	1
2. The Subject	43
3. The Predicate	79
4. Modifying the Subject	117
5. Modifying the Subject with Phrases	157
6. Modifying the Predicate	205
7. Modifying the Predicate with Phrases	249
8. Interjections	293

CHAPTER 1

The Sentence



CHAPTER 1 GRAMMAR GUIDE

Term: Sentence	Discuss the Sentence by Description	Discuss the Sentence by Term
Tier 1: Help <i>Ask questions that guide the student to the answer by providing an option between two choices or by responding with a “yes” or “no”</i>	Yes/No: Is the sentence about <i>X</i> ? Either/Or: Does the sentence say <i>a</i> or <i>b</i> about <i>X</i> ?	Yes/No: Is <i>X</i> the subject of the sentence? Is <i>Y</i> the predicate of the sentence? Either/Or: Is the predicate of the sentence <i>a</i> or <i>b</i> ?
Tier 2: Word <i>Ask questions that limit the student’s answer to a word or group of words not provided in the question</i>	What or How: What is the sentence about? What does the sentence say about <i>X</i> ?	What or How: What is the subject of the sentence? What is the predicate of the sentence?
Tier 3: Thought <i>Ask open-ended questions that direct the student to generate new sentences</i>	Subject and Predicate: Who or what else can you imagine doing <i>Y</i> ? What else can you imagine happening to <i>X</i> in that place? Situation: What happened before this? What happened after this?	Subject and Predicate: Expand by imagining another predicate or by imagining a different subject for this predicate. Situation: What caused the predicate? What did the predicate cause?

DISCUSSION GUIDE

Grammar: the sentence

Description: a thought

Sentence: *The boy leaped across the stream.*

Word:	What is the subject of the sentence?	What is a subject?
Phrase:	What is the sentence about?	A boy who leaps.
Either/Or:	Good. Is it about a boy or a horse?	A boy.
Yes/No:	Was it the boy who leaped across the stream?	Yes.
Yes/No:	Excellent. Did he swim across the stream?	No.
Phrase:	What did the boy do?	Leaped across the stream.
Phrase:	Who leaped across the stream?	The boy.
Phrase:	What is the subject of the sentence?	The boy.
Thought:	Who or what else might leap across a stream?	A horse.

Notice how in this example, the teacher begins by asking a tier two question using the grammar term. The student's answer indicated she was not ready for tier two and did not know the meaning of the term. The teacher tried to ask the same question again but using the description instead of the grammatical term. The student expressed some understanding of the sentence—she grasped that the sentence was about a boy who leapt. To focus the student's attention on the grammar concept, the teacher moved to a tier one question that provided the student with a choice. The teacher then moved toward tier two again by repeating several tier one questions. Once the student could answer the tier two question, the teacher proceeded to tier three.

EXERCISE 1

— *Narration* —

Grammar Concept: the sentence, thought, words

Skills: pattern recognition, attention for understanding, combining words in a meaningful way, memory for recall, self-awareness

I. ENGAGE THE PASSAGE

Invitation:

Have you ever searched for a treasure? If you were told where one is, what would you do to find it?

Have you worked on a farm or in a garden? What tools did you use?

What do plants need to grow well?

II. NARRATE THE PASSAGE

Remember, for narration exercises, it is important that your students become accustomed to only hearing it once. The goal is to help them learn to attend. If they know they will hear it multiple times, some of your students will instinctively know that they can “check out” during the first reading(s) because another reading will come. This will be uncomfortable for some students, but it is a necessary exercise to help them practice attending.

Read the following passage aloud to your students:

A farmer, being on the point of death, wished to be sure that his sons would give the same attention to his farm as he himself had given it. He called them to his bedside and said, “My sons, there is a great treasure hid in one of my vineyards.” The sons, after his death, took their spades and mattocks and carefully dug over every portion of their land. They found no treasure, but the vines repaid their labor by an extraordinary and superabundant crop.

Instruct at least three students to repeat the passage in as much detail as possible.

III. DISCUSS THE GRAMMAR CONCEPT: THE SENTENCE

Preview: Invite your students to the discussion by using physical objects to demonstrate how we combine words (a subject with its predicate) to communicate a complete thought.

Ask your student to modify things of physical subjects so they can see the relation between subjects in the world around them. For example, bring several objects to class that are of similar shape but different colors or sizes (i.e., blocks). Place the blocks on a table in front of you, and then ask a student to identify a block. If your student gives you enough information to choose the block they are thinking of, then pick up that block. If your student does not give you enough information (he only says “that block”) then choose the wrong block or a random block until he provides enough information for you to choose the correct one.

Then ask your student to predicate things of physical subjects so they can see the relation between subjects and predicates in the world around them. For example, ask the student to say something about you and your interactions with the block. Your student might say, “The teacher picked up the block.” Act out whatever the student says, when possible. If the student is unclear, intentionally do the wrong thing so that the student is provoked to modify you (the subject) and what is being said about you (the predicate) to make her language clear.

“Teacher” is what the student is thinking about (the subject), and “picked up the block” is what the student is saying about the teacher (the predicate). This combination—the sentence—is a thought the student had and then communicated to the teacher as a spoken

sentence. Do not explain this to your students—they will learn this throughout this course. The goal of this activity is to give the students an experience, or poetic knowledge, of the concepts they will soon learn.

Begin the grammar discussion with tier one or tier two questions. If a student cannot answer a question, move to a simpler tier. Lower-tier questions build the necessary skills for the higher tiers. As your student grows more confident and displays understanding, advance to the next tier.

Use the sentence below to discuss the grammar concept.

 **Note to teacher:** Refer to the Guide at the beginning of chapter 1 for a sample discussion and supportive questions.

Grammar: the sentence

Description: a complete thought, which includes something spoken about and something said about it

Sentence: *A farmer spoke to his sons.*

TIER 1: Example Question (help):

Yes/No: Did the sons speak to their father?

Either/Or: What is the thought (sentence) about, a *farmer* or a *cat*?

TIER 2: Example Question (word or phrase):

What: What does the sentence say about the farmer? What is said about the farmer?

TIER 3: Example Question (complete thought):

Subject and predicate: What else can you imagine a farmer doing or experiencing?

Situation: Who else can you imagine speaking to other people?

TIER 4: Sentence Building

Direct your students to create new subjects or predicates for the sample sentences below by filling in the blanks. Do this through conversation rather than on paper or on the board. If the students do not know what to do when directed to provide a subject or predicate, restate the sentence as a question. For instance, “_____ fell through a hole into another world. Who fell through a hole into another world?”

_____ fell through a hole into another world.

In the good old days, _____ walked to school uphill both ways.

_____ created the most beautiful painting ever.

_____ planted seeds that grew into very tall plants.

 **Note to teacher:** If some of your students are working through these lessons for the second time, you may ask them to lead some discussions or parts of discussions. We will include advanced grammar discussions periodically to help your students familiar with the program explore the lessons more deeply.

EXERCISE 2

— Dictation —

Grammar Concept: sentence, thought, words

Skills: pattern recognition, combining words in a meaningful way, listening and attention, memory for replication, sentence retention, handwriting, spelling, vocabulary acquisition (sentence)

I. ENGAGE THE PASSAGE

Read the following passage aloud to your students:

Alice was beginning to get very tired of sitting by her sister on the bank.

Ask your students questions to help them visualize this passage: For example, What was Alice doing and where?

II. DICTATE THE PASSAGE

1. Read the dictation passage to your students. If the one provided is too long, read this alternative sentence (or create your own from the passage): *Alice was beginning to get very tired.*
2. When you have finished reading, instruct your students to write what you read. To do so, they will need to listen first and then write.
3. Instruct them to share what they have written.

4. Read the chosen passage again in its entirety, and then give the students time to write what they heard.
5. Instruct them to read what they wrote.
6. Read the chosen passage again in its entirety, and then give the students time to write what they heard.
7. Instruct them to read what they wrote.
8. Continue repeating this process until they have written it entirely and correctly. Check your students' work to ensure they have written it correctly. Correct errors verbally.

III. DISCUSS THE GRAMMAR CONCEPT: THE SENTENCE

Preview: Invite your students to the discussion by using physical objects to demonstrate how we combine words (a subject with its predicate) to communicate a complete thought.

Ask your student to modify things of physical subjects so they can see the relation between subjects in the world around them. For example, bring several objects to class that are of similar shape but different colors or sizes (i.e., blocks). Place the blocks on a table in front of you, and then ask a student to identify a block. If your student gives you enough information to choose the block they are thinking of, then pick up that block. If your student does not give you enough information (he only says “that block”) then choose the wrong block or a random block until he provides enough information for you to choose the correct one.

Then ask your student to predicate things of physical subjects so they can see the relation between subjects and predicates in the world around them. For example, ask the student to say something about you and your interactions with the block. Your student might say, “The teacher picked up the block.” Act out whatever the student says, when possible. If the student is unclear, intentionally do the wrong thing so that the student is provoked to modify you (the subject) and what is being said about you (the predicate) to make her language clear.

“Teacher” is what the student is thinking about (the subject), and “picked up the block” is what the student is saying about the teacher (the predicate). This combination—the sentence—is a thought the student had and then communicated to the teacher as a spoken

sentence. Do not explain this to your students—they will learn this throughout this course. The goal of this activity is to give the students an experience, or poetic knowledge, of the concepts they will soon learn. If your students have done this exercise before, ask them to identify when they are modifying and when they are predicating.

Begin the grammar discussion with tier one or tier two questions. If a student cannot answer a question, move to a simpler tier. Lower-tier questions build the necessary skills for the higher tiers. As your student grows more confident and displays understanding, advance to the next tier.

Use the sentence below to discuss the grammar concept.

 **Note to teacher:** Refer to the Guide at the beginning of chapter 1 for a sample discussion and supportive questions.

Grammar: the sentence

Description: a complete thought, which includes both something spoken about and something said about it

Sentence: *Alice was beginning to get very tired.*

TIER 1: Example Question (help):

Yes/No: Is Alice happy?

Either/Or: What is the thought (sentence) about, *Alice* or *a house*?

TIER 2: Example Question (word or phrase):

What: What does the thought (sentence) say about Alice?

TIER 3: Example Question (complete thought):

Subject and predicate: What else can you imagine Alice doing or experiencing?

Situation: What else can you imagine getting tired?

TIER 4: Sentence Building:

Create new predicates for the sample sentences below.

Wonderland _____.

Back then, England _____.

The boy's room _____.

Animals in the zoo _____.

Parse the alternative sentence: *Alice was beginning to get very tired.*

Instruct your students to write the sentence in their journals and to parse it as follows:

1. Between the subject and predicate, draw a vertical line that extends below the underline. (*Alice* and *was*)
2. Underline the complete subject. (*Alice*)
3. Box the simple subject. (*Alice*)
4. Underline the full predicate. (*was beginning to get very tired*)
5. Double underline the verb phrase. (*was beginning*)
6. Circle the predicate modifiers (words and/or phrases). (*to get very tired*)

 **Note to teacher:** If some of your students are working through these lessons for the second time, you may ask them to lead some discussions or parts of discussions. We will include advanced grammar discussions periodically to help your students familiar with the program get more from it.

EXERCISE 3

— *Narration* —

Grammar Concept: sentence, thought, words

Skills: pattern recognition, combining words in a meaningful way, attention to detail, memory for recall, noticing relationships between words, contemplation of thought, creative expression

I. ENGAGE THE PASSAGE

Invitation: Ask your students if they've ever been to or sat on a riverbank. For those who have, ask them what they did at the riverbank.

II. NARRATE THE PASSAGE

Read the following passage aloud to your students.

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, "and what is the use of a book," thought Alice, "without pictures or conversations?"

Ask three or more students to express the story in their own words to the whole group.

III. DISCUSS THE GRAMMAR CONCEPT: THE SENTENCE

Preview: Invite your students to the discussion by using physical objects to demonstrate how we combine words (a subject with its predicate) to communicate a complete thought.

Ask your student to modify things of physical subjects so they can see the relation between subjects in the world around them. For example, bring several objects to class that are of similar shape but different colors or sizes (e.g., blocks). Place the blocks on a table in front of you, and then ask a student to identify a block. If your student gives you enough information to choose the block they are thinking of, then pick up that block. If your student does not give you enough information (he only says “that block”) then choose the wrong block or a random block until he provides enough information for you to choose the correct one.

Then ask your student to predicate things of physical subjects so they can see the relation between subjects and predicates in the world around them. For example, ask the student to say something about you and your interactions with the block. Your student might say, “The teacher picked up the block.” Act out whatever the student says, when possible. If the student is unclear, intentionally do the wrong thing so that the student is provoked to modify you (the subject) and what is being said about you (the predicate) to make her language clear.

“Teacher” is what the student is thinking about (the subject), and “picked up the block” is what the student is saying about the teacher (the predicate). This combination—the sentence—is a thought the student had and then communicated to the teacher as a spoken sentence. Do not explain this to your students—they will learn this throughout this course. The goal of this activity is to give the students an experience, or poetic knowledge, of the concepts they will soon learn. If your students have done this exercise before, ask them to identify when they are modifying and when they are predicating.

Begin the grammar discussion with tier one or tier two questions. If a student cannot answer a question, move to a simpler tier. Lower-tier questions build the necessary skills for the higher tiers. As your student grows more confident and displays understanding, advance to the next tier.

Use the sentence below to discuss the grammar concept.

 **Note to teacher:** Refer to the Guide at the beginning of chapter 1 for a sample discussion and supportive questions.

Grammar: the sentence

Description: a complete thought, which includes something spoken about and something said about it

Sentence: *She had peeped into the book.*

TIER 1: Example Question (help):

Yes/No: Did she read the book?

Either/Or: What is the thought (sentence) about, *she* or *dogs*?

TIER 2: Example Question (word or phrase):

What: What does the thought (sentence) say about “she”?

TIER 3: Example Question (complete thought):

Subject and predicate: What else can you imagine a “she” doing or experiencing?

Situation: Who else can you imagine peeping into a book?

TIER 4: Sentence Building

Direct your students to create new subjects or predicates for the sample sentences below by filling in the blanks. Do this through conversation rather than on paper or on the board. If the students do not know what to do when directed to provide a subject or predicate, restate the sentence as a question. For instance, “_____ sat on the riverbank with her sister. Who sat on the riverbank with her sister?” For additional practice creating subjects, use sentences from the narration lesson in the previous exercise or create your own.

_____ sat on the riverbank with her sister.

Last night, _____ cooked asparagus for dinner.

_____ painted the ceiling.

_____ chased the white rabbit.

EXERCISE 4

— Dictation —

Grammar Concept: sentence, thought, words

Skills: noticing relationships between words, combining words in a meaningful way, sustained memory for replication, listening and attention, sentence retention, handwriting, language precision, spelling, vocabulary acquisition

I. ENGAGE THE PASSAGE

Read the following passage aloud to your students:

So she was considering in her own mind, whether making a daisy chain would be worth the trouble.

Ask your students questions to help them visualize this passage: For example, what was Alice doing and where?

II. DICTATE THE PASSAGE

1. Read the dictation passage to your students. If the one provided is too long, read this alternative sentence (or create your own from the passage): *She was considering whether to make a daisy chain.*
2. When you have finished reading, instruct your students to write what you read. To do so, they will need to listen first and then write.
3. Instruct them to share what they have written.

4. Read the chosen passage again in its entirety, and then give the students time to write what they heard.
5. Instruct them to read what they wrote.
6. Read the chosen passage again in its entirety, and then give the students time to write what they heard.
7. Instruct them to read what they wrote.
8. Continue repeating this process until they have written it entirely and correctly. Check your students' work to ensure they have written it correctly. Correct errors verbally.

III. DISCUSS THE GRAMMAR CONCEPT: THE SENTENCE

Preview: Repeat the activity in the preview from the previous exercise. If your students have done this exercise before, ask them to identify the modifiers and the predicates. Do not worry if they can't do so; the goal of this activity is to give the students an experience, or poetic knowledge, of the concepts they will soon learn.

Begin the grammar discussion with tier one or tier two questions. If a student cannot answer a question or does not adequately understand, move to a simpler tier. Lower-tier questions build the necessary skills for the higher tiers. As your student grows more confident and displays understanding, advance to the next tier.

Use the sentence below to discuss the grammar concept.

 **Note to teacher:** Refer to the Guide at the beginning of chapter 1 for a sample discussion and supportive questions.

Grammar: sentence

Description: a complete thought, which includes both something spoken about and something said about it

Sentence: *She was considering whether to make a daisy chain.*

TIER 1: Example Question (help):

Yes/No: Has Alice decided whether to make a daisy chain?

Either/Or: What is the thought (sentence) about, *England* or *she*?

TIER 2: Example Question (word or phrase):

Who or what: What does the thought (sentence) say about “she”?

TIER 3: Example Question (complete thought):

Subject and predicate: What else can you imagine “she” doing or experiencing?

Situation: What else can you imagine considering if you were deciding whether to make a daisy chain?

TIER 4: Sentence Building:

Create new predicates for the sample sentences below.

My trip to the park _____.

All the king’s horses and all the king’s men _____.

In the backyard, the dog _____.

On top of the mountain, a tulip _____.

Parse the sentence: *She was considering whether to make a daisy chain.*

Instruct your students to write the sentence in their journals and to parse it as follows:

1. Between the subject and predicate, draw a vertical line that extends below the underline. (*She* and *was*)
2. Underline the complete subject. (*She*)
3. Box the simple subject. (*She*)
4. Underline the full predicate. (*was considering whether to make a daisy chain*)
5. Double underline the verb phrase. (*was considering*)

Optional

6. Circle the predicate modifiers (words and/or phrases). (*whether to make a daisy chain*)

Advanced Grammar: Compare the two dictation exercises that have been completed now. In the first exercise, the simple predicate was *was beginning*; in the second exercise, the simple predicate was *was considering*. Ask your students to compare the simple predicates. What kinds of verbs can be the simple predicate of a sentence? Students may notice that in the sentences the verb *was* is not the verb by itself but accompanies the main verb *beginning* or *considering*. In this usage, *was* is a *helping verb*.

EXERCISE 5

— *Narration* —

Grammar Concept: the sentence

Skills: sequencing and structure, memory for recall, vocabulary acquisition, attention to detail, creative expression

I. ENGAGE THE PASSAGE

Invitation: Ask a few students to summarize the passage from the previous narration exercise.

II. NARRATE THE PASSAGE

Read the following passage aloud to your students:

So she was considering in her own mind, (as well as she could, for the hot day made her feel very sleepy and stupid,) whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a white rabbit with pink eyes ran close by her.

Instruct three students to narrate the text in their own words.

III. DISCUSS THE GRAMMAR CONCEPT: THE SENTENCE

Review: Invite your students to the discussion by reviewing nouns.

Question: Can you tell me any nouns you remember from the passage?

If they are not ready to use the correct terminology, use the simpler expression: What characters can you remember? What actors? What places? What things?

After they have listed persons, places, and/or things, remind them that these are called *nouns*.

Begin the grammar discussion with tier one or tier two questions. If a student cannot answer a question, move to a simpler tier. Lower-tier questions build the necessary skills for the higher tiers. As your student grows more confident and displays understanding, advance to the next tier.

Use the sentence below to discuss the grammar concept.

 **Note to teacher:** Refer to the Guide at the beginning of chapter 1 for a sample discussion and supportive questions.

Grammar: the sentence

Description: a complete thought, which includes something spoken about and something said about it

Sentence: *The hot day made her feel very sleepy.*

TIER 1: Example Question (help)

Yes/No: Did the *hot day* make her feel something?

Either/Or: Is the sentence about *day* or *night*?

TIER 2: Example Question (word or phrase)

What: What made her feel sleepy? What effect did the hot day have on her?

TIER 3: Example Question (complete thought)

Subject and predicate: What effect does a hot day have on you? What else might a hot day do or cause?

Situation: When do hot days occur?

TIER 4: Sentence Building

Direct your students to create new subjects or predicates for the sample sentences below by filling in the blanks. Do this through conversation rather than on paper or on the board. If the students do not know what to do when directed to provide a subject or predicate, restate the sentence as a question. For instance, “the hot day _____. What is being said about the hot day?” For additional practice creating subjects, use sentences from the narration lesson in the previous exercise or create your own.

_____ rose overhead.
_____ climbed the old tree.
_____ danced before the Lord.
The hot day _____.
The summer _____.
Vacations_____.

Advanced Grammar: Compare the three narration exercises that have been completed now. In the first exercise, the subject was *the farmer*; in the second exercise, the subject was *she*; and in the third exercise, the subject was *the hot day*. Ask your students to compare the subjects. What kinds of nouns can be the subject of a sentence? Students should notice that common nouns and pronouns can be the subject. (They will soon see that proper nouns can also be the subject of a sentence.)

EXERCISE 6

— Dictation —

Grammar Concept: sentence, thought, words

Skills: noticing relationships between words, memory for replication, contemplation of thought and the building of a sentence, listening and attention, sentence retention, handwriting, spelling, vocabulary clarity

I. ENGAGE THE PASSAGE

Read the following passage aloud to your students:

Suddenly a white rabbit with pink eyes ran close by her.

Ask your students questions to help them visualize this passage: For example, What does the girl see? What does the rabbit do?

II. DICTATE THE PASSAGE

1. Read the dictation passage to your students. If the one provided is too long, read this alternative sentence (or create your own from the passage): *A white rabbit ran close by her.*
2. When you have finished reading, instruct your students to write what you read. To do so, they will need to listen first and then write.
3. Instruct them to share what they have written.
4. Read the chosen passage again in its entirety, and then give the students time to write what they heard.
5. Instruct them to read what they wrote.

6. Read the chosen passage again in its entirety, and then give the students time to write what they heard.
7. Instruct them to read what they wrote.
8. Continue repeating this process until they have written it entirely and correctly. Check your students' work to ensure they have written it correctly. Correct errors verbally.

III. DISCUSS THE GRAMMAR CONCEPT: THE SENTENCE

Preview: Invite your students to the discussion by using sentences to demonstrate how we combine words to communicate a complete thought. Sometimes you will provide a subject and ask your students to provide a predicate, and sometimes you will do the opposite.

To begin, ask your students to imagine a horse. Ask them to describe that horse. What is it doing? What does it look like? Wait for your students to say many things about a horse. Next, ask your students to imagine a puppy and tell you about that puppy. Once they have done so, tell them that anytime we think, we have something we are thinking about (such as a horse) and something we are saying about it (its color, its behavior, etc.) All thoughts include these two things.

If your student thinks she can imagine a puppy without imagining anything about it, just ask her what color it is or where it is or what size it is. When she answers these questions, tell her she is saying something about the puppy.

Next, provide your students with a predicate such as *hopped* and ask your students to identify a subject, such as *the rabbit*, to go with it by asking, "Who or what hopped?" If your students are new to this idea, do not ask for subjects and predicates by name. If they are familiar with that terminology (as second years will be), then use the names.

Next, draw a subject from a piece of literature or generate your own (e.g., the little puppy). Then ask a student to tell you something about it (i.e., to predicate something). If your student predicates something of the subject (e.g., licked my face), celebrate the response, no matter how silly.

If, on the other hand, your student modifies the subject (e.g., little red), combine what she says with the subject and ask her if it expresses a whole thought (e.g., "Does *little red puppy*

express a whole thought?”). Combine the modifier with the subject and ask your students to say something about that whole subject (e.g., “What can you tell me about the little red puppy?”). Continue to do so until they complete the thought by predicating something of the subject.

They might add a long string of adjectives, which can be a lot of fun. You should feel free to enjoy what they are doing and name it (e.g., “That is an adjective!”) if they are ready. But eventually, you want to lead them to saying something about the whole subject: What did it do, what was it, what did it have, and/or what did it experience?

In our example, “The little red puppy” is what your student is thinking about (the subject), and “licked my face” is what the student is saying about the subject (the predicate). Using this combination of words, your student has constructed a thought and communicated it in the form of a sentence, showing that a sentence is a thought.

Begin the grammar discussion with tier one or tier two questions. If a student cannot answer a question or does not adequately understand, move to a simpler tier. Lower-tier questions build the necessary skills and concepts for the higher tiers. As your students grow more confident and display their understanding, advance to the next tier.

Use the sentence below to discuss the grammar concept.

 **Note to teacher:** Refer to the Guide at the beginning of chapter 1 for a sample discussion and supportive questions.

Grammar: the sentence

Description: a complete thought includes both something spoken about and something said about it

Sentence: *Suddenly a white rabbit with pink eyes ran close by her.*

TIER 1: Example Question (help):

Yes/No: Is the rabbit hopping?

Either/Or: What is being said about the white rabbit, that *it ran close by Alice* or *that it fell down a hole*?

TIER 2: Example Question (word or phrase):

Who or What: What is the thought (sentence) about? What is being said about the subject?

TIER 3: Example Question (complete thought):

Subject and predicate: What else can you imagine running past Alice?

Situation: What can you imagine the white rabbit doing after he ran past Alice?

TIER 4: Sentence Building:

Create new predicates for the sample sentences below.

Your father _____.

My voice almost _____.

When I learned this, I _____.

The door _____.

Challenge: Put a part of the predicate before the subject.

About noon, _____.

Create new subjects for the sample sentences below. For additional practice identifying or generating subjects for predicates, use sentences from the narration lesson in the previous exercise or create your own.

_____ settled upon the bare foot of a wrestler.

_____ continued to look at his cards.

_____ took down a pair of swords.

_____ stood before Jupiter.

_____ went off in search of her hedgehog.

Parse the sentence: *Suddenly a white rabbit with pink eyes ran close by her.*

Instruct your students to write the sentence in their journals and to parse it as follows:

1. Between the subject and predicate, draw a vertical line that extends below the underline. (*eyes* and *ran*)
2. Underline the complete subject. (*a white rabbit with pink eyes*)
3. Box the simple subject. (*rabbit*)
4. Underline the full predicate. (*Suddenly . . . ran close by her*)
5. Double underline the complete verb. (*ran*)

Optional

6. Circle subject modifiers (words and/or phrases). (*white, with pink eyes*)
7. Circle the predicate modifiers (words and/or phrases). (*suddenly, close by her*)

 **Note to teacher:** If some of your students are working through these lessons for the second time, you may ask them to lead some discussions or parts of discussions. We will include advanced grammar discussions periodically to help your students familiar with the program explore the ideas more deeply.

EXERCISE 7

— *Narration* —

Grammar Concept: the sentence

Skills: complex sentence interpretation, attention for understanding and recall, grammar vocabulary: nouns and verbs, memory for descriptive precision, creative expression

I. ENGAGE THE PASSAGE

Invitation: Ask a student to summarize the passage from the previous narration exercise.

II. NARRATE THE PASSAGE

Read the following passage aloud to your students:

There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself, “Oh dear! Oh dear! I shall be too late!” (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket or a watch to take out of it, and, burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge.

Instruct your students to pair up and narrate the text to each other in their own words.

III. DISCUSS THE GRAMMAR CONCEPT: THE SENTENCE

Review: Invite your students to the discussion by reviewing nouns and verbs.

Questions: Can you tell me any nouns you remember hearing in the passage? What about verbs?

If they cannot remember any nouns or verbs, reread a passage, instructing them to listen for them (preferably one at a time, based on their readiness).

If they are not ready to use the correct terminology, use the simpler expression: Which words in this passage name a person, place, or thing? Do any of these words express who is doing or experiencing the action? Which words name an action?

After they have listed words that name persons, places, things, and actions, remind them that these are called *nouns and verbs*.

Begin the grammar discussion with tier one or tier two questions. If a student cannot answer a question, move to a simpler tier. Lower-tier questions build the necessary skills for the higher tiers. As your student grows more confident and displays understanding, advance to the next tier.

Use the sentence below to discuss the grammar concept.

 **Note to teacher:** Refer to the Guide at the beginning of chapter 1 for a sample discussion and supportive questions.

Grammar: the sentence

Description: a complete thought, which includes something spoken about and something said about it

Sentence: *She had never before seen a rabbit with either a waistcoat-pocket or a watch to take out of it.*

TIER 1: Example Question (help)

Yes/No: Does the rabbit have a watch? Who had never before seen such a rabbit?

Either/Or: Does the rabbit have a waistcoat or a blue ribbon?

TIER 2: Example Question (word or phrase)

What: Who saw the rabbit take out a watch?

TIER 3: Example Question (complete thought)

Subject and predicate: What or who else might she see? What or who else might pull a watch out of its waistcoat-pocket?

Situation: What do rabbits really do?

TIER 4: Sentence Building

Direct your students to create new subjects or predicates for the sample sentences below by filling in the blanks. Do this through conversation rather than on paper or on the board. If the students do not know what to do when directed to provide a subject or predicate, restate the sentence as a question. For instance, “_____ flowed through the valley. What flowed through the valley?” For additional practice creating subjects, use sentences from the narration lesson in the previous exercise or create your own.

_____ flowed through the valley.

_____ walked on his hands.

_____ sang a new song.

The river _____.

Boys and girls _____.

A teacher _____.

 **Note to teacher:** If some of your students are working through these lessons for the second time, you may ask them to lead some discussions or parts of discussions. We will include advanced grammar discussions periodically to help your students familiar with the program explore the ideas more deeply.

EXERCISE 8

— Dictation —

Grammar Concept: sentence, thought, words

Skills: sequencing and structure, contemplation and creation of a complete thought, listening and attention, handwriting, spelling, creative expression, vocabulary acquisition: subjects, predicates

I. ENGAGE THE PASSAGE

Read the following passage aloud to your students:

The Rabbit actually took a watch out of its waistcoat pocket, and looked at it, and then hurried on.

Ask your students questions to help them visualize this passage: Who do you see? What does the Rabbit do?

II. DICTATE THE PASSAGE

1. Read the dictation passage to your students. If the one provided is too long, read this alternative (or create your own from the passage): *The Rabbit actually took a watch out of its waistcoat pocket.*
2. When you have finished reading, instruct your students to write what you read. To do so, they will need to listen first and then write.
3. Instruct them to share what they have written.

4. Read the chosen passage again in its entirety, and then give the students time to write what they heard.
5. Instruct them to read what they wrote.
6. Read the chosen passage again in its entirety, and then give the students time to write what they heard.
7. Instruct them to read what they wrote.
8. Continue repeating this process until they have written it entirely and correctly. Check your students' work to ensure they have written it correctly. Correct errors verbally.

III. DISCUSS THE GRAMMAR CONCEPT: THE SENTENCE

Preview:

As in exercise 3, invite your students to the discussion by using sentences to demonstrate how we combine words (a subject with its predicate) to communicate a complete thought. Sometimes you will provide a subject and ask your students to provide a predicate, and sometimes you will do the opposite.

For example, provide your students with a predicate and ask your students to identify a subject that might go with it. You might use the predicate “were learning to draw” (a full predicate with a complete verb). Ask your student, “Who or what were learning to draw?”

Next, draw from a piece of literature or generate on your own subject (e.g., the mouse). Then ask a student to tell you something about it. If your student predicates something of the subject (e.g., reached his hole safely), celebrate.

If, on the other hand, your student modifies the subject (e.g., grey), repeat the steps in exercise 3; combine what she says with the subject and ask her if it expresses a whole thought (e.g., “grey mouse”). Combine the modifier with the subject and ask your students to say something about that whole subject (e.g., “What can you tell me about the grey mouse?”). Continue to do so until they complete the thought by predicating something of the subject.

In the example, “the grey mouse” is what the student is thinking about (the subject), and “reached his hole safely” is what the student is saying about the subject (the

predicate). Using this combination of words, your student has constructed a thought and communicated it in the form of a sentence, showing that a sentence is a thought.

Begin the grammar discussion with tier one or tier two questions unless you believe your students are ready to move straight to tier three. If they cannot answer a question or do not adequately understand, move to a simpler tier. Lower-tier questions build the necessary skills and concepts for the higher tiers. As your students grow more confident and display their understanding, advance to the next tier.

Use the sentence below to discuss the grammar concept.

 **Note to teacher:** Refer to the Guide at the beginning of chapter 1 for a sample discussion and supportive questions.

Grammar: the sentence

Description: a complete thought includes both something spoken about and something said about it

Sentence: *The Rabbit actually took a watch out of its waistcoat pocket.*

TIER 1: Example Question (help):

Yes/No: Is the Rabbit wearing a waistcoat?

Either/Or: What is the thought (sentence) about, *the Rabbit* or *a swashbuckler*?

TIER 2: Example Question (word or phrase):

Who or What: What is the sentence about? What does the thought (sentence) say about the Rabbit?

TIER 3: Example Question (complete thought):

Subject and predicate: What else can you imagine taking something out of its waistcoat pocket?

Situation: What else can you imagine the Rabbit doing, being, or experiencing?

TIER 4: Sentence Building

Create new predicates for the sample sentences below.

Your mother _____.

This time the mouse _____.

Darkness _____.

Light _____.

Challenge: Put part of the predicate before the subject.

_____, a yellow rabbit_____.

Create new subjects for the sample sentences below.

_____ ran wildly

_____ stood still.

_____ assembled in the theater.

_____ began squeaking on the table behind Alice.

Parse the alternative sentence: *The Rabbit actually took a watch out of its waistcoat pocket.* Instruct your students to write the sentence in their journals and to parse it as follows:

1. Between the subject and predicate, draw a vertical line that extends below the underline. (*Rabbit* and *actually*)
2. Underline the complete subject. (*The Rabbit*)
3. Box the simple subject. (*Rabbit*)
4. Underline the full predicate. (*actually took a watch out of its waistcoat pocket*)
5. Double underline the completed verb and the object that completes it. (*took a watch*)

Optional

6. Circle subject modifiers (words and/or phrases). (*The*)
7. Circle the predicate modifiers (words and/or phrases). (*actually, out of its waistcoat pocket*)

Advanced Grammar: Compare the dictation exercises that have been completed now. In the first exercise, the verb is *was beginning*; in the second exercise, the verb is *was*

considering; in the third exercise, the verb is *ran*; and in the fourth exercise, the verb is *took*. Ask your students to compare the verbs. Can you say something *was beginning* without saying more? Can you say something *was considering* without saying what it was considering? In both sentences, the answers to *was beginning* what and *was considering* what are answered by prepositional phrases: *to get very tired* and *whether to make a daisy chain*. Can you say that something *ran* without saying more? Yes, *ran* is an action verb that does not need to be followed by an object answering the question “What?” We call that a *complete* verb. Can you say that something *took* without saying what it took? In the sentence “The rabbit took the watch,” *took* is an incomplete verb that is completed by adding the phrase *the watch*, and answering the question, “What did the rabbit take?” So, we call that a *completed* verb.

EXERCISE 9

— *Narration* —

Grammar Concept: the sentence

Skills: complex sentence interpretation, attention for understanding and recall, vocabulary acquisition, sentence modification, memory for descriptive precision creative expression, contemplation of thought

I. ENGAGE THE PASSAGE

Invitation: Ask a few students to remind everyone who the main actors and main actions are in this story.

II. NARRATE THE PASSAGE

Read the following passage aloud to your students:

In another moment down went Alice after it, never once considering how in the world she was to get out again.

The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well.

Instruct three students to narrate the text in their own words.

III. DISCUSS THE GRAMMAR CONCEPT: THE SENTENCE

Review: Invite your students to the discussion by reviewing nouns.

Questions: Can you tell me any nouns you remember hearing in the passage?

If they cannot remember any nouns, reread the passage, instructing them to listen for them.

If they are not ready to use the correct terminology, use the simpler expression: Which words in this passage name a person, place, or thing? Do any of these words express who is doing or experiencing the action?

After they have listed words doing or experiencing the action, remind them that these are called *subject nouns*.

Begin the grammar discussion with tier one or tier two questions. If a student cannot answer a question, move to a simpler tier. Lower-tier questions build the necessary skills for the higher tiers. As your student grows more confident and displays understanding, advance to the next tier.

Use the sentence below to discuss the grammar concept.

 **Note to teacher:** Refer to the Guide at the beginning of chapter 1 for a sample discussion and supportive questions.

Grammar: the sentence

Description: a complete thought, which includes something spoken about and something said about it

Sentence: *The rabbit-hole dipped suddenly down.*

TIER 1: Example Question (help)

Yes/No: Did the rabbit-hole turn sharply to the right?

Either/Or: Is the sentence about a *rabbit-hole* or a *fox den*?

TIER 2: Example Question (word or phrase)

What: What dipped suddenly? What did the rabbit-hole do?

TIER 3: Example Question (complete thought)

Subject and predicate: What else did the rabbit-hole do? What else could it do?

Situation: Who lives in the rabbit-hole?

TIER 4: Sentence Building

Direct your students to create new subjects or predicates for the sample sentences below by filling in the blanks. Do this through conversation rather than on paper. If the students do not know what to do when directed to provide a subject or predicate, restate the sentence as a question. For instance, “_____ checked the clock. Who checked the clock?” For additional practice creating subjects, use sentences from the narration lesson in the previous exercise or create your own.

_____ checked the clock.
_____ slid down the slide.
_____ went to the playground.
Teachers _____ to their students.
Moms _____ for their children.
Children _____ to their mothers.

 **Note to teacher:** If some of your students are working through these lessons for the second time, you may ask them to lead some discussions or parts of discussions. We will include advanced grammar discussions periodically to help your students familiar with the program get more from it.

EXERCISE 10

— Dictation —

Grammar Concept: the sentence

Skills: listening and attention, internalization of language structure, memory for replication and precision, handwriting, spelling, contemplation of thought, vocabulary: nouns and verbs

I. ENGAGE THE PASSAGE

Read the following passage aloud to your students:

The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down.

Ask your students questions to help them visualize this passage: For example, What do you see? What did it do or look like?

II. DICTATE THE PASSAGE

1. Read the dictation passage to your students. If the one provided is too long, read this alternative sentence (or create your own from the passage): *The rabbit-hole went straight on like a tunnel.*
2. When you have finished reading, instruct your students to write what you read. To do so, they will need to listen first and then write.
3. Instruct them to share what they have written.

4. Read the chosen passage again in its entirety, and then give the students time to write what they heard.
5. Instruct them to read what they wrote.
6. Read the chosen passage again in its entirety, and then give the students time to write what they heard.
7. Instruct them to read what they wrote.
8. Continue repeating this process until they have written it entirely and correctly. Check your students' work to ensure they have written it correctly. Correct errors verbally.

III. DISCUSS THE GRAMMAR CONCEPT: THE SENTENCE

Review: Invite your students to the discussion by reviewing nouns and verbs using the correct terminology.

Questions: Can you tell me some of the nouns in this passage? Can you tell me some other nouns? (maybe things in the classroom, out the window, etc.) What verbs are in this passage? What other verbs can you share?

If they cannot do so, ask them to review by description: What are the people, places, and things in this passage? (After they have listed people, places, and things, remind them that these are called *nouns*.) What action is the rabbit-hole doing?

Begin the grammar discussion with tier one or tier two questions. If a student cannot answer a question or does not adequately understand, move to a simpler tier. Lower-tier questions build the necessary skills for the higher tiers. As your student grows more confident and displays understanding, advance to the next tier.

Use the sentence below to discuss the grammar concept.

 **Note to teacher:** Refer to the Guide at the beginning of chapter 1 for a sample discussion and supportive questions.

Grammar: the sentence

Description: a complete thought includes both something spoken about and something said about it.

Sentence: *The rabbit-hole went straight on like a tunnel.*

TIER 1: Example Question (help):

Yes/No: Is the rabbit-hole full of twists and turns?

Either/Or: What is being said about the rabbit-hole, that it *went straight on like a tunnel* or that it *climbed high like an airplane*?

TIER 2: Example Question (word or phrase):

Who or What: What went on straight like a tunnel? What did the rabbit-hole do?

TIER 3: Example Question (complete thought):

Subject and predicate: What else can be said about a rabbit-hole? What else can go straight on like a tunnel?

Situation: What might Alice find at the end of the rabbit-hole?

TIER 4: Sentence Building

Create new subjects or predicates for the sample sentences below. For additional practice creating subjects, use sentences from the narration lesson in the previous exercise or create your own.

_____ was the home of the rabbits.

_____ live on a farm.

_____ fell into the rabbit-hole.

Alice _____ after she arrived.

The dog never _____.

When birds fly overhead, I _____.

Parse the alternative sentence: *The rabbit-hole went straight on like a tunnel.* Instruct your students to write the sentence in their journals and to parse it as follows:

1. Between the subject and predicate, draw a vertical line that extends below the underline. (*rabbit-hole* and *went*)
2. Underline the complete subject. (*The rabbit-hole*)
3. Box the simple subject. (*rabbit-hole*)
4. Underline the full predicate. (*went straight on like a tunnel*)
5. Double underline the complete verb. (*went*)
6. Circle subject modifiers (words and/or phrases). (*the*)
7. Circle the predicate modifiers (words and/or phrases). (*straight on, like a tunnel*)

 **Note to teacher:** If some of your students are working through these lessons for the second time, you may ask them to lead some discussions or parts of discussions. We will include advanced grammar discussions periodically to help your students familiar with the program get more from it.