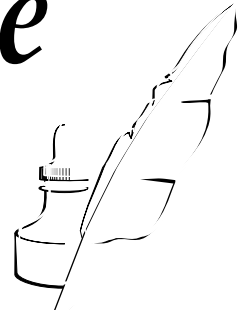


Learning Language Arts Through Literature



THE YELLOW
STUDENT ACTIVITY BOOK
3RD EDITION

By

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and

Susan Simpson



Common Sense Press
Simple to teach. Easy to learn.



A record 5.7 million people visited the Eiffel Tower, France's most popular tourist attraction, in 1990.

From *The Tampa Tribune*, Feb. 3, 1991

- Day 1**
- a. Read the sentence along with your teacher. Copy it.
Compare your copy to the model and make corrections.

b.



Focus on Spelling

who what when where why

Bonus Word: reporter



Copy these spelling words. Say the words aloud as you write them.

c. Enrichment

Find your spelling words in this puzzle: who what when where why

w	h	a	t	o	m	b
h	a	b	o	v	e	a
o	w	h	y	e	t	l
h	t	w	h	e	n	o
b	e	h	i	n	d	n
y	w	h	e	r	e	g

Day 2 a. Discussion with teacher.

Using Your Tools

The **newspaper** gives you current events, weather, sports, and much more.

b. Using the index of your local newspaper find the following sections.

1) Sports

3) Editorials

5) Classified Section

2) World

4) Comics

c. Discussion with teacher.

d. Choose two or three pictures you like from the newspaper. With your teacher read the caption (words telling about the picture). Try to think of your own description for each picture.

e. **SEE-SPELL-SAY:** Look and **see** each word on the spelling list. **Spell** each word aloud. **Say** the word.

Day 3 a. In the sentence from Day 1 there is a word that uses an apostrophe to show that something belongs to it. Underline that word.

b. What belongs to France? _____

c. Look at the three sets of sentences. Some of the italicized words need apostrophes, and some are just plural nouns. Which of the underlined words need an apostrophe added? Circle the word and add the apostrophe.

1) The *dogs* love to play with the ball.

Bring the *dogs* water dish into the house.

2) It is good to read a lot of *books*.
Look at that *books* cover.

3) I went with my mother to pick out my *fathers* new shirt.
Both of my roommates sent their *fathers* a present.

d. Spelling Bee

e. Enrichment

Read the pair of words. How are they related? Write A, B, or C.

A – whole : part

B – in a sequence

C – naming word and matching doing word

Ex. first : second B
flower : stem A

1) hand : finger _____

2) tree : grows _____

3) morning : afternoon _____

4) arm : elbow _____

5) fan : blows _____

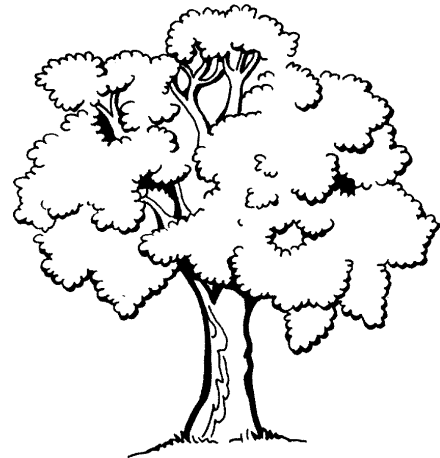
6) day : night _____

7) bike : wheel _____

8) Monday : Tuesday _____

9) ears : hear _____

10) 7 : 8 _____



Day 4.

a. Circle the word in our sentence with the letters **-tion**.



Phonics Fact

-tion says /shun/

- b. Listen as your teacher reads this list of words. Underline the letters in each word that say /**shun**/. Also, after hearing the list of words read, draw lines dividing the words into syllables.

- 1) vacation 3) pollution 5) attraction
2) collection 4) station 6) caption

- c. Orally make up sentences using each of the **-tion** words in **4b**. Tell your teacher what you think each word means. Using your dictionary look up any words you don't know.
- d. Use the **-tion** words from **4b** to fill in the blanks in these sentences:

vacation	pollution	attraction
collection	station	caption

- 1) The river is not clean because of _____.
- 2) We are going on a family _____ to the beach.
- 3) Bob will add another baseball card to his _____.
- 4) We must go to the gas _____ to get gas for the car.
- 5) There is a _____ under the picture telling what it is.
- 6) The best _____ is the big ride at the fair.
- e. Spelling Pretest

_____	_____
_____	_____
_____	_____

f. Enrichment

Read the pair of words. How are they related? Write A, B, or C.

A – whole : part

B – in a sequence

C – naming word and matching doing word

1) foot : toe _____

2) bird : fly _____

3) first : second _____

4) head : ear _____

5) word : letter _____

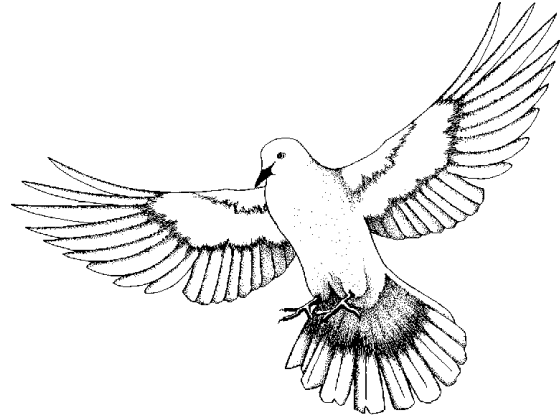
6) fish : swim _____

7) tree : leaf _____

8) door : knob _____

9) 9 : 10 _____

10) book : page _____



- Day 5** a. What facts, or true statements, do you see in our passage?
Make a written list of the facts.

- b. With your teacher choose a newspaper article to read. Use a highlighter pen to mark three facts, or true statements, that are in your news article.
- c. After reading the article answer these questions about it:

1) **Who** is the article about? _____

2) **What** happened in the article? _____

3) **When** did the story take place? _____

4) **Where** did the story take place? _____

5) **Why** was the story written?

What did the person who wrote the story want people to know

- d. Think of an event you know about such as a special family event, birthday party, or holiday celebration. Pretend you are a newspaper reporter and orally, or in writing, tell your teacher the answers to these questions:

1) **Who** attended the event?

2) **What** event was being celebrated?

3) **When** did the event take place?

4) **Where** did the event take place?

5) **Why** was the event held?

Optional: If you want to write a story about this event you may include pictures and captions.

e. Spelling Test

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

f. Journal Entry: Write about a favorite trip.

g. Handwriting



Review Activities

1. Read the sentences and decide which word needs an apostrophe. Write the apostrophe.

a. The *cats* love that ball.

This is the *cats* ball.

b. The *books* cover is torn.

Tom has six *books*.

2. Read these sentences. List two facts.

Science is the best subject. Today I learned that the sun is very big. It gives us heat and light. I am glad we have the sun.

3. Write the possessive form using an apostrophe.

Ex: the toy belongs to the dog – the dog's toy

a. the book belongs to Sarah _____

b. The shirt belongs to Dad _____

c. the bike belongs to the girl _____

4. Write the plural possessive form using an apostrophe.

Ex: the dishes belong to the dogs – the dogs' dishes

a. the blocks belong to the boys _____

b. the dresses belong to the girls _____

c. the clocks belong to the ladies _____

Day 1 Listen to your teacher read the vocabulary words.

Vocabulary

soldier	important	special	president
Continental	American	honest	plantation
surveyor	Revolution	government	wealthy

Discussion with teacher.

Begin reading the story “George Washington’s Journey.” You will have time tomorrow to finish the story.

George Washington’s Journey

George Washington was a man who was very important to America. He was special for many reasons. He was the first president of our country. He led our army during the American Revolution. We think of him as the “Father of Our Country.” Why was George Washington so special? It was the way he did great things. He was very brave and honest. He made other people feel important, too.

George was born on February 22, 1732 in Virginia. His father was a wealthy owner of a big plantation. George loved to play outside as a boy, and he liked to play sports. His favorite thing to do was to ride horses. He became a very good rider. Life was good for George until his father died when he was eleven.

George moved to a place called Mount Vernon to live with his older brother Lawrence. As he grew he learned to do many things. When he was fourteen he learned how to be a surveyor and went to the unsettled parts of our country. He saw Indians and lots of new things.



He was happy again until his brother Lawrence died when George was twenty. At this time George joined the army. He became a very good soldier. He was helpful to his army. He fought with the English Army in the French and Indian War. In 1759 George married Martha Custis. She was a young widow with two children. George and Martha lived at Mount Vernon. George was happy taking care of his family and home.



In 1775 George again became a soldier. He was asked to be the leader of the Continental Army. This was the army of the thirteen colonies. This army had to fight the strong English Army. They were mostly just farmers and men from the woods. The people wanted to be free from the English king. The army led by General Washington had many hard times. They didn't have enough food or warm clothes, but George kept them together. After six years of fighting, the Continental Army won. In 1781 the war was over and the colonies were free.

George thought his work was over, so he went home to Mount Vernon. The young government of America was having trouble, so George went to Philadelphia to help. He helped write the Constitution. In 1789 he was elected the first president. He was president for eight years. He helped people learn how to work together and helped the government get started. George Washington was a good president.

In 1797 George went back home to Mount Vernon. He had served his country well. He had been a good soldier and leader. George Washington died December 14, 1799. Many people loved and honored him. They thought he was a brave and honest leader. The people wanted to honor all that he did for America. They named the capital city after him, Washington, D.C.

- Day 2**
- a. Finish reading the book or story from yesterday.
- b. **Discussion Questions for “George Washington’s Journey” or *Meet George Washington*:**
- 1) When and where was George Washington born?
 - 2) What was life like while George Washington’s father was alive? What were George’s favorite things to do as a boy?
 - 3) When George was only fourteen he began to work. What job did he do? How did life change again for George when he was twenty?
 - 4) When George became a soldier what army did he fight with? What was the first war he fought in?
 - 5) What was George Washington’s wife’s name? Where did he and his family go to live?
 - 6) In 1775 Washington became the head of a new army. What country did he fight for then? What kind of army did General Washington have to fight with?
 - 7) General Washington showed his bravery and leadership many times. Finally, the American Revolution ended. What year did it end?
 - 8) What was his last and very important job for his country? When did George Washington become our first president? How long did he remain president? What is the special name given to George Washington?
- c. Match the events with the dates. Look back in your story if you need help doing this activity.

<u>Event</u>	<u>Date</u>
1) George Washington is born.	1743
2) George’s father dies.	1752
3) George takes command of the Continental Army.	1775
4) George Washington dies.	1799
5) George’s brother, Lawrence, dies.	1789
6) George is elected president.	1732
7) George marries Martha Custis.	1759

d. Answer the following questions about George's life:

- 1) How old was George Washington when he died? _____
- 2) How old was he when he was married? _____
- 3) How old was he when he became the leader of the Continental Army? _____
- 4) How old was George Washington when he became the first president? _____

Day 3 a. Below is a list of activities done by George Washington. Use the letters below to indicate when in his life these activities may have been done.

- B – Boyhood Years (0 – 12 years old)
- Y – Young Man (13 – 21 years old)
- M – Mature (Grown-Up) Man (22 – 50 years old)
- O – Older Years (over 50 years old)

- 1) George became a surveyor. _____
- 2) George liked to play outside and ride horses. _____
- 3) George married Martha Custis. _____
- 4) George became our first president. _____
- 5) George's father died. _____
- 6) George became a soldier in the English Army. _____
- 7) George was made leader of the Continental Army. _____
- 8) George's army defeated the English to end the American Revolution. _____
- 9) George returned to Mount Vernon after being president.

- 10) George's brother, Lawrence, died. _____

- b. Look up these words in the dictionary or online. Discuss the meanings with your teacher and write a brief definition for each of them:

1) hero _____

2) leader _____

3) brave _____

4) honest _____

5) discipline _____

6) dignity _____

- c. Tell how you think each of these words could apply to George Washington. Do you think these are good words to describe him?
-

- d. Fill in the blanks with one of these words

hero leader brave honest discipline dignity

1) When George Washington would not tell a lie, he showed that he was _____.

2) When a soldier goes into battle, even if he is afraid, he must be _____.

3) When they needed a general for the army they knew George would be a good _____.

4) George's _____ showed when he worked hard, did not use bad language, and told the truth.

5) After the Revolutionary War was over everyone thought George was a _____.

6) The way George was fair and quietly led people by his actions showed great _____.

- Day 4.** a. A story was written about George Washington after his death. It told about an experience George may have had as a boy. As the story goes, George cut down his father's cherry tree with his hatchet. When his father asked him about it George said, "I can not tell a lie. I chopped down the cherry tree." The story then tells that George's father hugged him. Since we don't know whether or not it is true, we can call it a legend about George Washington.

Answer these questions about this story:

- 1) Have you ever heard this story about George Washington?

- 2) What do you think is important about what George did in this story? _____

- 3) Why do you think his father hugged him? _____

- 4) Do you think George did the right thing? What would you have done? _____

- 5) This story points out a quality that George Washington had that made him a very good leader. What was that quality?

- b. On a separate piece of paper draw a picture or pictures to show what happened in this story about George as a young boy. Make sure to include his hatchet (a small ax) and the cherry tree. These two things are symbols of this story.
- c. Copy this Scripture on the back of your picture. Read it to your teacher, and discuss its meaning:

Do not let kindness and truth leave you;
Bind them around your neck,
Write them on the tablet of your heart.
So you will find favor and good repute
In the sight of God and man.

Proverbs 3:3 – 4 (NASB)

Day 5. a. You are going to give a presentation on George Washington. Use your activities and any pictures you drew or found to help you tell the story of his life. To prepare for your presentation you may answer the following questions.

- 1) Who was George Washington?
- 2) What important things happened in his life?
- 3) Why is it important to know about George Washington?
- 4) What is your favorite part of George Washington's life?
- 5) What did you learn from George Washington?

b. Handwriting

Here are some more letters which connect together easily. The letters do not change. That is why they are easy to connect. Practice these connections:



uj

ah

ap

ak

af

aj

ha

pa

ka

fa

ja

I C.A.N. Assessment
Literature Link on *George Washington*

After the Literature Link on *George Washington* is completed check off each I C.A.N. objective with your teacher.

C

I can **complete** my work.
I can be **creative**.

A

I can be **accurate**.
I can do my work with a good **attitude**.

N

I can do my work **neatly**.



Notes

A series of ten sets of horizontal lines for writing notes. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



"When I used to read fairy tales, I thought that kind of thing never happened and here I am in the middle of one!" Alice said, "There ought to be a book written about me. When I grow up, I will write one."

Alice's Adventures in Wonderland by Lewis Carroll, 1865

- Day 1** a. Write the last sentence from dictation, or copy it. Compare your copy to the literature passage and make corrections.

Handwriting practice lines consisting of ten horizontal lines.

b.



Focus on Spelling

write wrap wreck wrote wrong

Bonus Word: happened

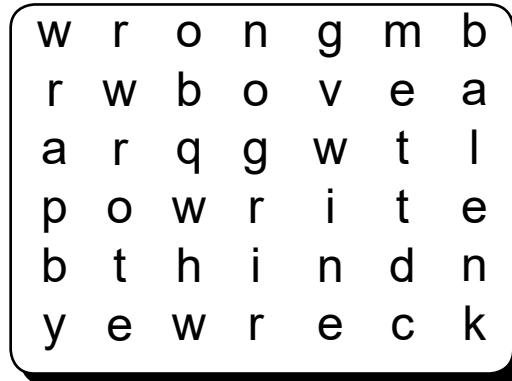


Copy these spelling words. Say the words aloud as you write them.

Handwriting practice lines consisting of six horizontal lines.

c. Enrichment

Find your spelling words in this puzzle: wrong wrap write wrote wreck



- Day 2**
- Read the literature passage and underline in blue the words spoken by Alice.
 - With a blue pencil circle the quotation marks in the literature passage.

Punctuation Pointer

Quotation marks are placed around the actual spoken words.

- Look at the last sentence of the literature passage. A comma (,) comes before the opening quotation mark. With a green pencil circle this comma. What punctuation comes before the closing quotation mark?
-
- Place quotation marks around the actual words spoken.
 - John said, Come play basketball with me.
 - Mary asked, What time is Abbey getting home?
 - Mother replied, She will be home pretty soon.
 - Remember that the first word of a quotation begins with a capital letter. Correct the following sentences by adding capitalization.
 - Eric asked, "why is tennis such a noisy sport?"
 - The boys replied, "we don't know."
 - Eric laughed, "because everyone raises a racket!"

Grammar Guide
Begin the first word of a quotation with a capital letter .

- f. Complete the following quotation.

Mother asked, “What would you like for dessert?”

_____ said, “_____.”
(Your name)

- g. Try writing your own quotation.

- h. **SEE-SPELL-SAY:** Look and **see** each word on the spelling list. **Spell** each word aloud. **Say** the word.

Day 3

- a. Look at the last sentence in our literature passage. Who is the sentence about? In red underline the word that tells whom the sentence is about. This word tells us the subject of the sentence.

Grammar Guide
Complete sentence - expresses a complete thought

Grammar Guide
Subject – tells who or what the sentence is about Predicate – tells something about the subject

- b. In blue underline the words that tell us what Alice wants to do when she grows up. This part of the sentence is called the predicate.
- c. Look at the sentence below. Underline in red the words that name what the sentence is about. Underline in blue the words that tell something about what was named.

The cat is black and white.

d. Read each sentence. Underline the subject of the sentence in red. Underline the predicate, or part that tells about the subject, in blue.

1) My dog is jumping and barking.

2) Mother went to the store.

3) I like to eat ice cream.

4) The boat is floating in the water.

5) Bill can play with the toys.

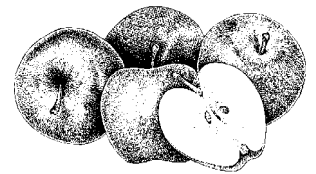
6) Dad likes to go camping.

e. Spelling Bee

f. Enrichment

Sometimes pairs of words are related to each other in the same way. These are called analogies. Fill in the blank to make the analogy correct.

Word Box	
apple	forest
cold	horn
sew	vegetable



1) wood : build :: cloth : _____

2) strum : guitar :: blow : _____

3) coffee : hot :: juice : _____

4) pie : dessert :: broccoli : _____

5) yellow : lemon :: red : _____

6) cow : farm :: raccoon : _____

- Day 4**
- a. Find the word in your literature passage that ends with **-ed**.
- b. Find the words in your literature passage that can complete these sentences.
- 1) Today, I think. Yesterday, I _____.
 - 2) Today, I _____. Yesterday, I wrote.
- c. Match each word with the correct word that shows it has already happened:

Today, I...**Yesterday, I...**

talk

made

run

baked

bake

talked

make

jumped

jump

ran

smile

thought

think

smiled



- d. Fill in the following blanks using the words in the box.

made

baked

talked

jumped

ran

thought

smiled

- 1) We were hungry, so we _____ cookies.
- 2) The frog _____ out of the bucket.
- 3) The boy with the ball _____ for a touchdown.
- 4) I _____ at my new baby sister.
- 5) We came home because we _____
it was time for dinner.
- 6) When Grandma called on the phone I _____ to her.
- 7) After I got up I _____ my bed.

e.. Spelling Pretest

Day 5 a. Replace the italicized word(s) with the correct pronoun in the box.

They He She We It

- 1) *Bill* went to the store. _____ went to the store.
- 2) *Mother* washed the dishes. _____ washed the dishes.
- 3) *Bill and Bob* played ball. _____ played ball.
- 4) *Sally and I* rode our bikes. _____ rode our bikes.
- 5) *The car* is in the road. _____ is in the road.

b. Write three sentences about yourself and begin each with the word *I*.

c. Underline the pronouns used in each sentence:

- 1) They brought a cake for the party.
- 2) We are going to visit Grandma.
- 3) Please put it back.
- 4) She likes to grow flowers in the garden.
- 5) I helped build the birdhouse.
- 6) The game will start when he comes.

Word Box		
3	catch	double
4	uncle	twice



- 1) first : 1 :: fourth : _____
- 2) twins : 2 :: triplets : _____
- 3) 1 : once :: 2 : _____
- 4) niece : nephew :: aunt : _____
- 5) pitcher : pitch :: catcher : _____
- 6) 1 : single :: 2 : _____

g. Journal Entry: Make a list of relatives you know well. Choose one to describe.

h. Handwriting

rut

fur

hurt

surf

twin

tent

rest

sell

nets

pens

hill

sits

lift

ring

tiny

Review Activities

1. Place quotation marks around the actual words spoken.
 - a. Steve yelled, Look outside!
 - b. Casey exclaimed, It's snowing!
 - c. Mom asked, What's going on?

2. Rewrite these sentences, adding capitalization.
 - a. James asked, "may I have another cookie?"

 - b. Mother replied, "you may have one more cookie."

3. Circle the subject and underline the predicate.
 - a. The boy chased the dog.
 - b. The big dog ran under the fence.
 - c. The cat climbed a tall tree.
 - d. The kitten hid in the bushes.

4. Match the verb on the left to the verb on the right that shows it has already happened.

a. talk	made
b. think	ran
c. make	smiled
d. smile	talked
e. run	thought

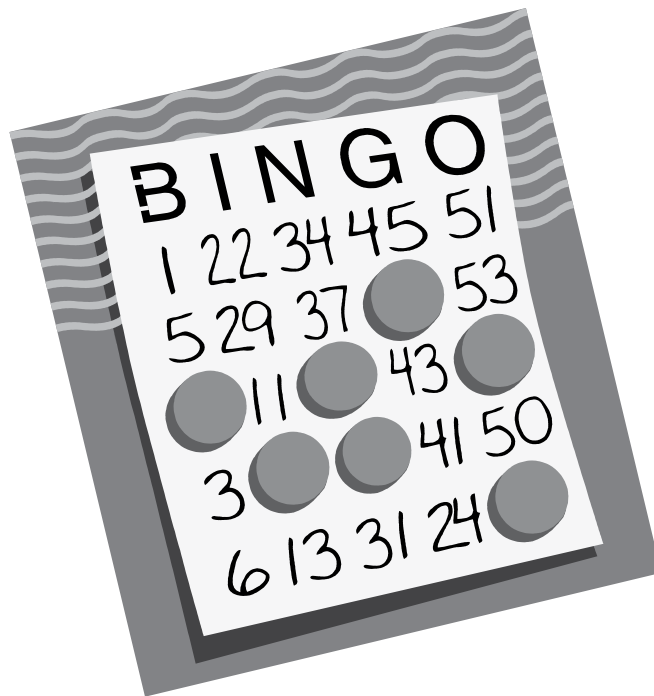
5. Rewrite the sentences replacing the nouns with the correct pronoun.

a. *Sandy and Eric* came to my house.

b. *Sara, Eric, and I* played bingo.

c. *Sara* won the game.

d. *The game* was fun.



b. Enrichment

Using the letters in the word *Washington*, write as many words as you can.

W A S H I N G T O N

W _____

A _____

S _____

H _____

I _____

N _____

G _____

T _____

O _____

N _____

Day 2 a. Here is a list of commonly used pronouns. Read them to your teacher.

Pronouns								
I	me	you	he	she	they	me	his	mine
him	her	it	we	us	them	my		

b. Using this list underline all the pronouns in our play, and tell your teacher what noun each one replaced.

c. Use the correct pronoun to replace the italicized words:

- 1) *John* is in bed. _____ is in bed.
- 2) Please give it to *Rachel*. Please give it to _____.
- 3) *Issac and Will* are playing football. _____ are playing football.
- 4) *Mother and I* like to cook. _____ like to cook.
- 5) *The car* is green. _____ is green.
- 6) The bag belongs to *Ann*. The bag belongs to _____.

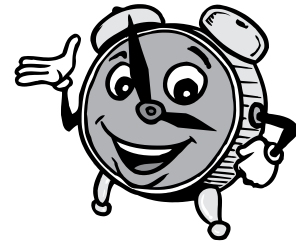
d. Make up four sentences about family members. Use their names in each sentence. Then rewrite each sentence replacing the names with pronouns.
Ex: *Mother and Jeff* are going to church. *They* are going to church.

e. Enrichment

Using a clock or watch, write down how long it takes you to do each of the following.

- 1) Count from 1 to 100. _____
- 2) Flip a coin and get heads ten times. _____
- 3) Hop on one foot with your arms held in front of you. _____

- 4) Say the alphabet. _____
- 5) Count from 100 backwards to 1. _____



Day 3

- a. Using a red pencil underline the stage directions.
- b. Using a blue pencil underline only what the character named Dragon says. Using a green pencil underline only what the King says. Using a pink pencil underline what the Princess says. Using a yellow pencil underline what George says.
- c. Rewrite what the Dragon said by making it into a sentence with quotation marks. Put the first quotation mark before his actual words begin, and put the closing quotation mark after his last word and period. Remember to leave out stage directions.

- d. Do the same thing with the words of the other characters. Write his or her words as a sentence using quotation marks.

-
-
-
-
- e. Review the four types of sentences you learned about in Lesson 19, Day 3. Find an example of each type of sentence in this week's play. Read them to your teacher.

Day 4 a. – b. Discussion with Teacher

- c. On a separate piece of paper, continue writing the play from Day 1 using the story you've just heard. Remember to write it in play form.
- d. You are going to review the spelling words presented in Lessons 17 – 32. Read over these spelling words.

Lesson 17

please
pleased
pleasing
grow
growing
BW – jungle

Lesson 20

write
wrap
wreck
wrote
wrong
BW – happened

Lesson 25

morning
evening
sunrise
sunset
sunshine
BW – Sunday

Lesson 19

thought
bought
brought
fought
ought
BW – would

Lesson 24

right
bright
light
night
might
BW – wonderful

Lesson 26

winter
summer
spring
garden
season
BW – fruit

Lesson 27

head
 dead
 bread
 instead
 ready
 BW – pleasant

Lesson 30

new
 glue
 tool
 soup
 flew
 BW – juice

Lesson 32

current
 turn
 early
 learn
 hurry
 BW – victory

Lesson 29

noise
 spoil
 point
 coin
 boil
 BW – difficult

Lesson 31

chief
 believe
 field
 piece
 yield
 BW – finally

e. Discussion with teacher.

Day 5 a. – b. Discussion with teacher.

1. _____

2. _____

3. _____

4. _____

5. _____

11. _____

12. _____

13. _____

14. _____

15. _____

6. _____

7. _____

8. _____

9. _____

10. _____

16. _____

17. _____

18. _____

19. _____

20. _____

c. Enrichment

Circle the correct answer.

- 1) A penpal is visiting you from another country. He says to you, "Let's play. I will get a **thlimper**."
Do you think **thlimper** is a kind of toy, a number, or something to eat?
- 2) "I will teach you how to sew. Do you have a **koomp and klump**?"
Do you think **koomp and klump** is bacon and eggs, bat and ball, or needle and thread?
- 3) "I want to mail this letter. I need a **zimfer**."
Do you think a **zimfer** is a zipper, button, or stamp?
- 4) "I cut my finger. Do you have a **dunker**?"
Do you think a **dunker** is a pen, donut, or bandage?
- 5) "We can't reach the apples. Let's get a **flump**."
Do you think a **flump** is a flashlight, ladder, or cup?
- 6) "The sun has been shining all day. I am so **shlomp**."
Do you think **shlomp** means hungry, hot, or worried?
- 7) "The stairs are broken. Be **poshle**!"
Do you think **poshle** means happy, careful, or late?
- 8) "The hairy **fungu** crawled into the bushes."
Do you think **fungu** is a type of ball, an animal, or something to eat?
- 9) "I am very tired. Where is a **shlacky**?"
Do you think **shlacky** is a type of game, an animal, or a bed?
- 10) "I need a **zoogla**. It is raining."
Do you think **zoogla** is something to eat, an animal, or something to wear?

- d. Journal Entry: Explain how to play one of your favorite games.
- e. Handwriting

Jump

Jack

Jill

June

Ice

I'm

I'll

If

Dave

Date

Done

Did

Egg

Every

Eat

Eye

Review Activities

1. Replace the underlined words with pronouns.

a. Dad and I went fishing.

b. Dad caught four big fish.

c. Dad's friend let us use the boat.

d. The trip was fun.

2. Add quotation marks to these sentences.

a. Seth said, Emily is here.

b. Come home soon, said Mom.

c. I am so hungry, thought James.

