

# LA Week 3 Activity Sheet

## Optional: Dictation<sup>1</sup>

Jack tried not to think about Boston. It would soon be time to start back and all they had to show for their labors was a worthless map. Poor Aunt Arabella, he thought. They would lose the house for sure. The entire trip to California was beginning to look like a wild-goose chase.

When they got the hole four feet deep they couldn't go any farther. They hit bedrock. And struck gold.

### A: Mechanics Practice

It would be quite awkward if, when we wrote, we were forced to use someone's or something's name every time we wanted to talk about him or her (or it). For example:

Peyton threw the football to Peyton's little brother, Eli.

"Good catch," said Peyton. "Now throw the football back to Peyton."

"No," replied Eli. "Eli wants to play with Peyton's football alone."

"If Eli wants to play alone, then go get Eli's ball. That football is Peyton's!" exclaimed Peyton.

What do you think? It sounds kind of weird, doesn't it? Why is that? It's because we didn't use any pronouns.

**Pronouns** are words—like *I, me, he, she, they, it, mine, yours*, etc.—that are used in place of common or proper nouns. Here's what the paragraph above might look like if it were rewritten using some pronouns:

Peyton threw the football to his little brother, Eli.

"Good catch," said Peyton. "Now throw it back to me."

"No," replied Eli. "I want to play with it alone."

"If you want to play alone, then go get your ball. That one is mine!" exclaimed Peyton.

Isn't that better? The noun a pronoun refers to is called its **antecedent**. For example, in the sentence:

"No," replied Eli. "I want to play with it alone."

... *Eli* is the antecedent to which the pronoun *it* refers. What is the antecedent to the pronoun *it*?

**Personal pronouns**, which are listed above, are the most common type of pronouns. If a pronoun serves as the subject of a sentence, we call it a **subject pronoun**:

**He** is a great friend.

**She** rode her bike to the park.

Keep in mind that as you write pronouns, they must agree with the **gender** of the subject. That means you shouldn't say *she* or *her* if the antecedent of the pronoun is male. Instead, write:

Anna laid **her** books on the table.

1. What pronouns do you see in this week's dictation passage? Circle them.
2. Complete the following with pronouns that agree with the given antecedents.

Doris wrote \_\_\_\_\_ parents a letter.

Dexter sold three magazines to \_\_\_\_\_ aunt.

Rodney and Harriet went to \_\_\_\_\_ son's game.

3. Complete the following with subject pronouns.  
\_\_\_\_\_ climbed the tree and tore his pants.  
\_\_\_\_\_ took pictures of their cousins.  
\_\_\_\_\_ don't like my hair today.

### B: The Outline

Good writers use pre-writing to brainstorm and to organize their ideas. One form of pre-writing is an outline. The outline helps you put your ideas and supporting details into groups. Each group forms a paragraph. You start with a main idea and place the capital letter A next to it because it is your first idea. An outline for "The Three Little Kittens" by Eliza Lee Follen (page 14 of the *Oxford Illustrated Book of American Children's Poems*, which is included with the BookShark History program) would start like this:

A. Three little kittens

Then, you add supporting details to make a second level. You indent the second level and number it like this:

A. Three little kittens

1. Lost their mittens

1. *The Great Horn Spoon!*, p. 168.

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2. Told their mother
3. Upset mother

You can add a third level to add more support to your idea. You indent again and use lower case letters like this:

- A. Three little kittens
  1. Lost their mittens
    - a. scared that mittens were lost
    - b. started to cry
  2. Told their mother
  3. Upset mother
    - a. scolded kittens
    - b. said they couldn't have any pie

One rule about using the outline is that you need to have at least two entries per level. If you have a 1, then you need a 2. If you have an *a*, then you need a *b*. You don't have to have a third level for every number. Notice that #2 does not have a third level.

A paragraph using the outline above would look like this:

Once there were three little kittens. The kittens lost their mittens. They were afraid the mittens were gone, so they began to cry. When they told their mother, she scolded them. She said since they had lost their mittens that they couldn't have any pie.

Look at the poem "The Three Little Kittens" in the *Oxford Illustrated Book of American Children's Poems*. To continue the outline for the whole story, you would add a capital letter for each main idea. You would write details for that idea with numbers and lower case letters.

Examine the poem with Mom or Dad and discuss what the next topic would be. Since the poem tells a story, it has a beginning, middle, and end. Another useful thing about the outline is that it keeps your paragraphs organized. Pre-writing gives a chance to write our ideas and to identify what is important to include in our writing and what is not important.

The following two outlines describe an encounter with a turtle. Read through both outlines and answer the questions that follow.

### Outline A: The Turtle Encounter

- A. Arrived in Mexico
  1. Stayed at resort
    - a. had a pool
    - b. had a view of the ocean

2. Spent first day sight-seeing
  - a. visited the market
  - b. visited old buildings
- B. Went Snorkeling
  1. felt nervous at first
  2. started to see fish
  3. sea turtle pops up
    - a. looked turtle in the eye
    - b. turtle looked back
    - c. swam together
    - d. my dad joined us
  4. snorkeled some more
  5. snorkeling ended
- C. Left for home
  1. waited at airport
  2. slept on plane
- D. Arrived home

### Outline B: The Turtle Encounter

- A. Arrived in Mexico
  1. Unpacked clothes
- B. View of the ocean
  1. swam at the pool
  2. walked on the beach
    - a. hot sand
    - b. found shells
- C. Went to the market
- D. Slept on plane
  1. arrived home
    - a. unpacked
    - b. remembered turtle

1. Which outline shows better organization? Why?

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2. Do all the details under each capital letter belong with the topic in Outline A?

**Yes**

**No**

