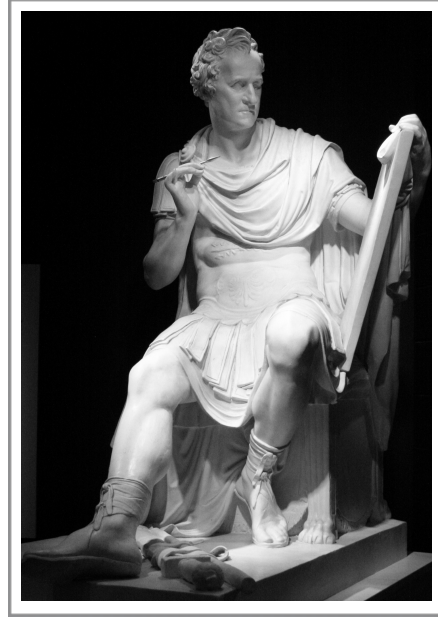


C is for Cottage

Assignment 16

- *handwriting.* This week students should complete **Lesson 16** in their handwriting book. *Do not do more than the assigned work.*
- *dictation.* In order to “get more bang for your buck,” so to speak, parents need to go over misspelled words and incorrectly punctuated sentences. It is not enough that they point out the mistakes; students need to find ways to memorize the corrections so that they do not make the mistake again. I do not like calling any child a “bad speller,” as the reason for the repeated mistakes is that he or she has not learned the proper method of study. *Suggestions:* If your child is a visual learner, write out misspelled words using colors, etc. to emphasize the syllabic divisions, etc. If your child is more auditory, repeat the misspelled words ten times each. Make sure that your child is focused during these “corrective sessions,” and when you review as often as is necessary, there is absolutely *no* doubt in my mind your child will learn how to spell the word! See below for the dictation sentences.
- *reading, phonics and grammar* Complete all of the material found in **Lesson 16**. The picture above is of a statue of George Washington, executed by the sculptor mentioned in this week’s lesson.
- *Poetry* Memorize stanza 1 of Alfred Tennyson’s poem “The Owl,” found in the appendix.



EXERCISE A

1. Did he do addition, division or subtraction?
2. John hates pollution, but he litters!
3. Fran had a question about the train station.
4. Tim asked, “Did she have a red cloak?”
5. June likes oatmeal, Sam, but she never eats it!

EXERCISE B

1. Look it up in the dictionary, June!
2. He likes tea in the morning, but not at night.
3. I need directions to the station, Bill.
4. “I like toast, eggs and tea in the morning,” Henry said.
5. The boys said, “We took up a collection for the poor man.”