

Lighted Lanterns



A Catholic Language Arts Program



Level B

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Lighted Lanterns



A Catholic Language Arts Program

Student Name: _____

School Year: _____

Level B



"Good example is the most efficacious apostolate. You must be as *lighted lanterns* and shine like brilliant chandeliers among men. By your good example and your words, animate others to know and love God."

~ **St. Mary Joseph Rossello**



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Enrich Your Life & Live the Faith

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This language arts series came into existence by two moms who wanted to incorporate the Natural Method into their homeschools, but due to the busyness that large families inevitably bring, the preparing of worthwhile selections along with the concepts to be taught was a very daunting task. Knowing that nothing is more important than saving our souls and those of our dear ones, and that an education is not a true education if it does not have for its end Eternal Life, you will find these books richly imbued with Catholicity. We wanted to combine the best of all worlds: the Natural Method and many Catholic selections, all with the convenience of a tidy workbook format, with little to no teacher preparation.

We wish you much enjoyment and success with your Language Arts program.

intro

Reply: You cannot expect a child to successfully complete a job unless he has the tools to do so. The Natural Method provides the tools, that is, the knowledge and skill for creative writing. If the child has the desire to write his own work, whatever it may be, allow and encourage him to do so. Then return back to the regular dictation lessons. This is the best way to provide a strong foundation for creative writing that will result in even higher levels of creativity compared to other methods.

Which now brings us to the question of grammar.

Studies have proven that higher scores in grammar do not equate to a better quality of writing. Just because someone knows more grammar than the next person, does not mean they know how to write better. In fact, a present-day published author was quoted as saying that he doesn't know any grammar. Teaching grammar outside of the context of real learning is like sitting your child down and saying that you need to explain to them how it is that they ride a bike. They don't need or want to know the mechanics of it all. "Please! Just let me ride my bike."

As Ruth Beechick says in A Strong Start in Language: "Grammar is not a way to good writing; it is a tool that good writers use to analyze writing, to justify doing something this way instead of that way, and so forth."

How to use this program:

This book is comprised of nine units and each unit consists of four lessons.

A lesson is made up as follows:

Copywork Selection: This is a selection from a story or poem that will be used as the basis for each lesson. Handwriting, spelling, some gentle grammar and vocabulary are derived from these selections.

Lesson Suggestions: These are concepts you can go over with your child from the copywork selection. If you notice another concept that wasn't covered and that will help your child learn the passage better, by all means, discuss that as well. Ask the child to underline any words that look difficult. You don't have to use these verbatim; use the terminology or methods you and your child are used to.

Write it Out: Directly below the copywork selection is where the student will write the selection out in their best handwriting, taking care in the spelling of each word and punctuating correctly. The child is to compare it with the model when finished.

Spelling Words: Each lesson has 12 spelling words to study and write out 3 times. The list of words are mainly from, or inspired by, the copywork selection.



Poetry Corner: A poem selection or prayer your child can use for memorization or just as a gentle introduction to poetry.

Fix It!: Observation and memory skills are put to use as the copywork selection is revisited, but there are errors to be fixed.

Word Play: A skill-building activity using words or concepts from the copywork selection. Many of these have an 'Extra Practice' exercise that you can use at your own discretion. An answer key is provided for you in the back of this book.

You're the Author: A place for your child to write their own sentences. You can try to have them use words or concepts from the copywork selection or it can be about anything that they feel like. If this is crippling, help them out by jotting down their sentence for them to write on the lines provided.

Dictation: Use the copywork selection for the dictation exercise.

The definition of dictation is thus: "The activity of taking down a passage that is read aloud by a teacher as a test of spelling, writing, or language skills."

Dictation is a discipline and should be started gradually. Help your child with spelling and punctuation.

The French Method of dictation can be used to get your child used to dictation:

- 1) Write a sentence for your child with one word missing.
- 2) Write out the sentence leaving multiple words blank. This will help pin-point words your child may have problems spelling.
- 3) Add more sentences to it but leave several words blank.
- 4) Dictate the whole passage without helps.

Story Time: A brief story to be read and used for narration.

Narration: Since narrations are an integral part of Language Arts, we have included short selections that the child can then narrate, or tell back to you. At the early levels, it is much easier to let them talk while you write it out. They can then use your model for copywork and write it into the book. You may get a richer narration if they do not have to write it out. Adjust to fit the child.

The narration does not have to be about the story from the lesson, it can be about a book they read, a new trick they just taught the dog, a bug they saw outside that day or something they make up on their own. The important thing is the development of getting their words out to describe something.

Proponents of narration may feel that one narration a week is not enough. Narration can be used in any subject and does not have to be written, it can be oral. Including a space for narration in this course ensures that you remember to do it at least once a week!

The fourth lesson in each unit is a little different.

Writing With Purpose: Different types of writing are discussed and used for various activities.

Picture Study: Have the child study the picture until they can see it clearly in their mind. Then turn it over and have them describe it to you. Have the children answer the questions provided. If time and interest permit, use the picture to generate a discussion about the artist, the time period, various mediums, etc.

Hands On: Simple activities that take the student out of the book.

Throughout the lessons there are various Bible quotations and quotes from beloved saints, as well as interesting facts, riddles, and jokes. These are there for your enjoyment as well as broadening the scope of language. If your child is advanced and wanting more challenge, they could even use the quotes as extra copywork and dictation practice.



Sample Schedule

We have arranged this book so that a lesson should normally be able to be completed in a week. Below is an example of what a week might look like. If you prefer a 4-day week, simply combine days or activities and make it work for you.

Day 1 - Read over the copywork selection and discuss the concepts to be covered..

If you notice another concept that wasn't covered and that will help your child learn the passage better, by all means, discuss that as well.

Ask your child to underline any words that look difficult.

Your child copies the selection in their absolute best handwriting and compares it with the model.

Practice the spelling words by filling in the first column.

Day 2 - Study the selection again. Optional: Write it out again on a separate sheet of paper.

Fill in the second column of the spelling word chart.

Read the poetry selection and discuss it.

Day 3 - Study the selection.

Write the original sentence.

Complete the Word Play and Fix It sections.

Fill in the third column of the spelling word chart.

Day 4 - Dictate the passage.

Day 5 - Read the short story and have the child narrate.



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Unit 1

Our Lord



- Always **capitalize** the first word in a sentence.
- Use **periods** at the end of statements.
- Notice the spelling of *midnight*, *brightened*, and *light*. All have the same silent sounds. What are they?
- Notice that *brightened* and *filled* have the **suffix** (ending) *-ed* added to them. Nothing happened to the root words before adding the suffix.
- There are three words with double letters. What are they?
- **Adjectives** are describing words that give more information about **nouns** (persons, places, or things). They help to make writing more detailed. There are 2 **adjectives** in this selection: golden describes the *light* and sweet describes the *odor*.
- Dictionary practice: Have the student select a word or words from this copywork selection or from other writings in this lesson and read the definitions.

Spelling Words: Write the spelling words from the Copywork Selection 3 times.

about

midnight

cave

suddenly

brightened

golden

light

sweet

odor

perfume

filled

air





Heaven, All Beautiful

Far, far above those deep blue skies,
 Where stars are set at night,
 Where hangs the silver moon, and where
 The splendid sun gives light:
 Our Blessed Lord in Heaven dwells,
 With all the angels, too;
 But leaving Heaven on Christmas night
 He came to me and you.

~ Grace Keon

Fix it! What is wrong with the Copywork selection?
 Fill in the blanks with the missing words.

About _____ the cave suddenly
 _____ with a golden _____.
 A sweet odor like perfume _____
 the air.



Word Play

1:1

Adjectives are describing words. They tell about a **noun** or a **pronoun**. (A **noun** is a person, place or thing. A **pronoun** is a word that takes the place of a noun. Example: he, she, it, they.)

Adjectives tell either *what kind*, *which one*, or *how many*.

what kind

cheddar cheese

rubber boots

which one

white house

that car

how many

ten dollars

many people

A, an, and the are special **adjectives** called **articles**. Use a before a word that begins with a **consonant**, and an before a word that begins with a **vowel** or **vowel sound**.

Example:

a car

a dog

an apple

an elephant

an hour

Write your own **articles** and **describing adjectives** for the following nouns.

Example: a funny joke

_____ star _____

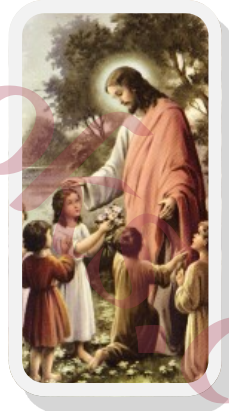
_____ truck _____

_____ lake _____

_____ tree _____

"Amen, I say to you, whosoever shall not receive the kingdom of God as a little child, shall not enter into it."

~ Mark 10:15



You're the Author: Write your own original sentences.

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In the Cemetery

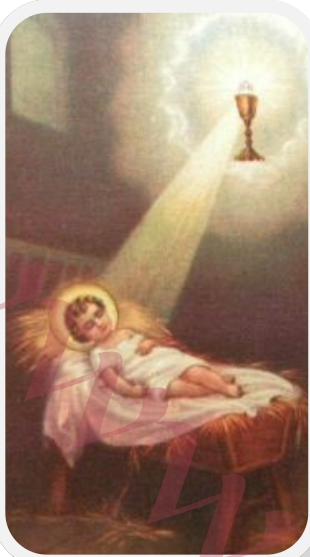
~ Rev. D. Chisholm

One day when St. Elizabeth of Hungary was a young girl, she was busy playing with her friends. They began to show off to her the nice clothes and lovely jewelry they were wearing. Without saying anything, Elizabeth led them to the nearby cemetery. When they arrived, she pointed to the tombs. "Do you see those tombs? The people who are buried under them were once beautiful and young, too, just like we are now. But what has happened to their bodies? And what about all the fine clothes they wore? They are gone! There is nothing left but dust. Someday it will be the exact same for us. So, why should we be proud and think so much about our bodies and what we wear? Instead, let's think of God, and talk about those things which will obtain for us eternal rewards when we die."

Be cautious, dear child. Many people who have lived holy lives have in the end lost all of the merits of their good works — as well as their souls — because they carelessly allowed pride to enter their hearts.



Did You Know?



Our Lady said to Mother Mary of Agreda:
“Who will dare to love the vanity and
pride which was openly scorned and
condemned by the Creator of Heaven
and earth in His actions?
No one should despise the
humility, poverty, and diligence
which the Lord loved and chose for
Himself as the very means of teaching
the Way of Eternal Life.”

Narration

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superly equipped steamer HOMER RAMSDALL
to Fishkill (returning in the evening.) Otis In-
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venience.
The Inn is supplied with Jersey milk and
cream from the hotel farm. Forty minutes from
New York, with trains running hourly from

YWC
Long Branch,
to Bachelors
ROBERT GRAHAM-WOODWARD,
Lake Hopateong.
AMERICAN HOUSE Lake Hopateong

1:2

Copywork Selection:

From "The Flight into Egypt"

by M. Marguerite, C.S.J.



After the wise men left, King Herod sent his soldiers to find Jesus. He did not send them with gifts of love. Instead, he sent them with sharp swords.

After the wise men left, King Herod sent his soldiers to find Jesus. He did not send them with gifts of love. Instead, he sent them with sharp swords.

Write it Out: When you are done, check your work. Pay close attention to spelling and punctuation!

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Dumas, domestic and home, 43 Leonard
Street, Park Avenue Hotel.
Goldberg & Miesel, wine, Texas; L. Miesel, wine
and food, 100 Broadway, New York.

which, come here daily at 6:00 P. M. up to Aug. 16, inclusive, for
the industry for dispatch per steamship Captic
Mails for China and Japan, via Seattle, close here
daily at 6:30 P. M. up to Aug. 16, inclusive, for
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steamers. Glen Island
clam bake. Dinners & la-
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the world, the best of sanitary
advantages of a high-class mode
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three sides. M. B. HERITAGE.
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SUNDAY, AUG. 3RD.
L.I.R.R. AND N.Y. & STONINGTON LINE STR
"MAINE"
Special Express Train with Parlor Car
superbly equipped steamer HOMER RAMSDALL
to Falmouth (returning the evening). One In-
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the Highlands. Grand view, magnificent scenery,
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venience.
The Inn is supplied with Jersey milk and
cream from the hotel farm. Forty minutes from
New York, with trains running hourly from

ROBERT GRAHAM-WOODWARD, Manager.
Lake Hopatecong.
APPROPRIATE HOUSE Lake Hopatecong

- Capitalize **proper nouns** -- the names of particular people, places and things.
What are the proper nouns in this selection?
- Commas are used to separate what we call the **introductory clause** from the main part of the sentence.
The **introductory clause** is not a complete sentence on its own.
Can you tell what the **introductory clause** is in this selection?
- Commas are used to show a **pause**. Read the third sentence with the pause and then again without the pause. Which way sounds better?
- Notice the spelling of *soldiers*. Spelling rule: "I before e, except after c; unless sounded *long A*, as in *neighbor* and *weigh*."
- Notice the short / e / sound in *left*, *sent*, *send* and *instead*.
What vowel blend makes the short / e / sound in *instead*?
- Notice the spelling of *swords*.
- Dictionary practice: Have the student select a word or words from this copywork selection or from other writings in this lesson and read the definitions.

Spelling Words: Write the spelling words from the Copywork Selection 3 times.

after

wise

King

Herod

soldiers

find

Jesus

gifts

love

instead

sharp

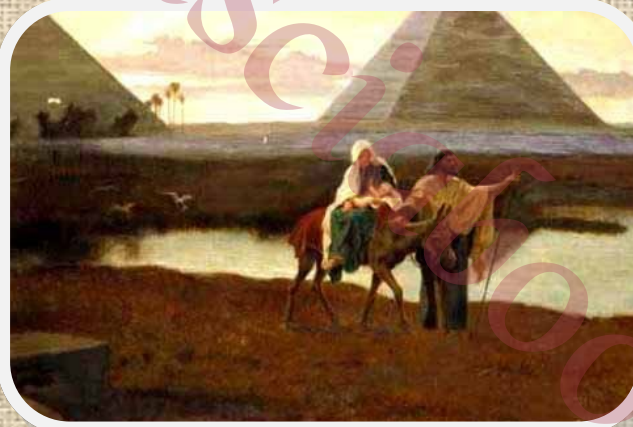
swords



The Holy Innocents

When they were gone, through all that place,
 Great cruelty was done;
 For soldiers killed all little boys—
 To kill the blessed One.
 The baby in his mother's arms,
 The baby at her knee -
 But safe and sound in Egypt's Land,
 Dwelt the holy Family!

~ Grace Keon



Fix it! What is wrong with the Copywork selection?

Draw 3 short lines under each letter that should be capitalized: e xample.

Put in the correct punctuation.

after the wise men left king herod sent
 his soldiers to find jesus he did not send
 them with gifts of love instead he sent
 them with sharp swords



Remember that **adjectives** are describing words and that **articles** are special types of adjectives.

For each of the following **proper nouns**, write an **article**, a describing **adjective**, and a **common noun**. (A **common noun** is the general name, not the special name, of a person, place or thing. It does not begin with a capital letter unless it is at the beginning of a sentence.)

Example:	<u>Article</u>	<u>adjective</u>	<u>common noun</u>
Crimson Lake -	<u>the</u>	<u>beautiful</u>	<u>lake</u>
Eiffel Tower -	<u>a</u>	<u>tall</u>	<u>tower</u>
Red River -	<u> </u>	<u> </u>	<u> </u>
Fido -	<u> </u>	<u> </u>	<u> </u>
Saturn -	<u> </u>	<u> </u>	<u> </u>
Mr. Smith -	<u> </u>	<u> </u>	<u> </u>
Anne -	<u> </u>	<u> </u>	<u> </u>

"Let nothing be done through contention,
neither by vain glory: but in humility,
let each esteem others better than themselves."

~ **Philippians 2:3**



You're the Author: Write your own original sentences.



Story Time

The Heroic Child of Japan

~ Rev. D. Chisholm

One day, during one of the persecutions the emperors of Japan raised against the Christians, a husband and wife were sitting in their little home talking about the fearsome death they would go through if it was discovered that they were Christians. They also spoke of the joys in Heaven that God would give them as a reward for their sufferings.



“Oh,” said the wife, “I would gladly lay down my life for the love of God – I long so much for Heaven. But, what would happen to our little boy? Why, those pagans would take him and raise him as one of them!”

It was this thought that caused them great sadness. Meanwhile, the boy, who was six years old, quietly played with his toys in a corner of the room. Overhearing his mother’s words, he silently walked over to the fire and put into it a piece of iron that had been lying near. Once it turned red-hot, the boy took it into his hands, holding it on the part that was glowing. Without so much as a sigh, he turned towards his mother. Astonished, the mother screamed, ran towards him, and grabbed the iron out of his hand. “What on earth made you do such a thing?” she cried.

“Mother,” he answered, “I want you to know that I, too, can suffer for the love of God. I don’t care what torments they put me through – I will suffer them as easily as you saw me endure this one; just so that I can go to Heaven with you.”

It was indeed God’s grace that had given that young child such strength and courage.



Just For Fun

1:2



How fast can you say this tongue twister?

One - one was a race horse.

Two - two was one too.

One - one won one race.

Two - two won one too.

Narration

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SUNDAY, AUG. 3RD.

L. I. R. R. AND N. Y. & STONINGTON LINE ST. R. MAINE.
SPECIAL EXPRESS TRAIN WITH PARLOR CAR

superly equipped steamer HOMER RAMSDELL to Fishkill (returning in the evening.) Otis Incline Railway to summit of highest mountain in the Highlands. Grand views, magnificent scenery.

ings, fifty bathrooms and every modern convenience. The Inn is supplied with Jersey milk and cream from the hotel farm. Forty minutes from New York, with trains running hourly from

ROBERT GRAHAM-WOODWARD, Lake Hopateong.



1:3

Copywork Selection:

From the Douay-Rheims Bible

And He went down with them, and came to Nazareth, and was subject to them. And His mother kept all these words in her heart. ~ Luke 2:51

And He went down with them, and came to Nazareth, and was subject to them. And His mother kept all these words in her heart.

~ Luke 2:51



Write it Out: When you are done, check your work. Pay close attention to spelling and punctuation!

Lined area for copywriting practice.



- Capitalize words that refer to God, as well as the names of cities (**proper nouns**) and the beginning of a sentence. How many capitals are there? Why are they capitalized?
- Notice the two commas and where they are placed.
- Notice the /ea/ vowel blend in the word *heart*. This word does not follow a rule.
- This selection is from the Bible. We write the **name of the Book in the Bible** (*Luke*), followed by the **number of the chapter** (2), a colon (:), and then the **verse number** (51): *Luke 2:51*.
- Dictionary practice: Have the student select a word or words from this copywork selection or from other writings in this lesson and read the definitions.

Spelling Words: Write the spelling words from the Copywork Selection 3 times.

went

down

with

came

Nazareth

subject

them

mother

kept

these

words

heart





At Nazareth

Within the home at Nazareth
 Our Lady wove and spun;
 St. Joseph used the plane and saw,
 And Jesus did not shun
 The little, humble, daily task—
 The humble daily toil,
 To carry water from the well,
 Or work the blessed soil.

~ Grace Keon

Fix it! What is wrong with the Copywork selection?

Circle the words that are spelled incorrectly.

Write the correct spelling above the misspelled word.

And he wint down with thum, and cam to
 Nazareth, and wus subject too them. And
 hiz mothre kept all these wurds in her hart.

~ Luke 2:51



Word Play

1:3

A **noun** that names one person, place, or thing is called a **singular** noun. Example: *girl*

A **noun** that names more than one person, place, or thing is called a **plural** noun. Example: *girls*

Most words only require *s* to make them plural. Make the following words plural by adding *s*.

toy toys desk _____ chair _____ balloon _____
fan _____ car _____ bug _____ book _____

Add *-es* to words that end in *s*, *ss*, *x*, *sh* and *ch* to make them plural.

bus buses dress _____ fox _____ dish _____
ax _____ wish _____ glass _____ atlas _____

For words that end in *y*, change the *y* to *i*, then add *-es*.

lady ladies bunny _____ candy _____ daisy _____
fly _____ bully _____ pony _____ spy _____

"Humility has been regarded by the Saints as
the basis and guardian of all virtues."

~ St. Alphonsus Liguori



You're the Author: Write your own original sentences.

Handwriting practice lines with a large red 'Z' shape drawn across them.

Story Time

Satan Hates Humility

~ Rev. D. Chisholm



One day, St. Macarius was going to his cell with some palm-leaves that he used to make mats with. Satan appeared to him carrying a scythe (*a tool used for cutting crops – it has a long curved blade attached to a long pole.*) Satan tried to strike St. Macarius with the scythe, but he was unable to touch him.

In great anger, Satan roared, “Macarius! How it angers me that I cannot strike you. I can do everything that you do – even better! You sometimes fast, but I am always fasting. You sometimes remain watchful while others sleep, but I never sleep – I am always watching. There is one thing that makes you stronger than I am – your humility.”

Dear child – learn from Jesus’ example how to be humble and Satan will have no power to hurt you.





Narration

Descriptive Writing

Descriptive writing is the type of writing that describes something. It makes the reader feel as if they are right there. Descriptive writing adds a lot to a story or narrative. We often say that it *shows*, it doesn't *tell*.

Example:

I ate cake for dessert.

This sentence **tells**. Let's improve this sentence and make it **show**.

Mom served angel-food cake with whipped vanilla frosting for dessert. It was so delicious, it melted in my mouth!

In this example, we answered:

1. Who served dessert?
2. What was served?
3. How did it taste?



Stories often describe things by showing. Read (or listen to) the samples that follow.

"As she knelt, not daring to move or breathe, the Sacred Host passed unhindered through the iron grating, then floated steadily down the nuns' chapel, nearer, nearer, until it came to rest just above Imelda's head. Carried out of herself, the little girl gazed in rapture. Our Lord had come!"

From: "Patron Saint of First Communicants" by Mary Fabyan Windeatt



"The room contained a small bed, neatly made, two straight-backed chairs, a washstand, a bureau--without any mirror--and a small table. There were no drapery curtains at the dormer windows, no pictures on the wall. All day the sun had been pouring down upon the roof, and the little room was like an oven for heat. As there were no screens, the windows had not been raised. A big fly was buzzing angrily at one of them now, up and down, up and down, trying to get out."

From: "Pollyanna" by Eleanor H. Porter

Now it's your turn to be **descriptive**!

Take the sentence below that **tells** and make it **show** instead.

There are questions in brackets to help you make the sentence more descriptive. You don't have to answer all the questions, they are just ideas to help you think of what you might write.

It is a nice day.

(Why is it nice - is it because of the weather? What are you doing? Are you playing hopscotch or raking leaves and jumping in the piles? Is it a special day - such as your birthday?)

I had supper.

(What did you eat for supper? How did it taste? Was it an enjoyable meal? Was your favourite food served? Who were you with - family or visiting at friends? Where were you - were you at home or eating out?)

"Childhood of Christ"

by Gerrit Van Honthorst



Suggested discussion questions:

1. How would you describe the lines in this picture? The shapes? The colors?
What does this painting show?
2. What does this painting remind you of?
3. What can you tell me about the people in this painting?
4. What do you think is happening in this painting? What else could be happening?
5. What do you think is worth remembering about this painting?



Circle the **adjectives** in each sentence. Then, underline the **noun** (person, place, or thing) that the **adjective** is describing. The first one is done for you. There are a total of 15 adjectives, including the example.

Mary and Joseph travelled with a gentle donkey to Bethlehem.

They could find no suitable place to spend the night, and had to stay in a poor stable. It was there that the holy Babe was born on one cold night.

Beautiful angels appeared to humble shepherds and told them of a Savior that had been born. The happy shepherds went and adored the holy Infant.

Three Wise Men from the East also went and adored the tiny Child. They had to go back home a different way, because the cruel King wanted to kill the sweet Child.

A heavenly angel told Saint Joseph to flee to Egypt. The Holy Family stayed there until the wicked King had died.

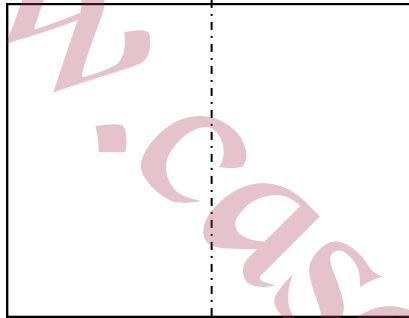


Make your own mini-book.

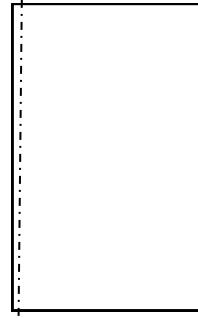
Write and illustrate a descriptive story about the meal you would make if you were a chef.

Take 2 pieces of paper and fold each in half. Put one inside the other and fold shut.

1.



2.



Staple on the fold.

Write the title of the story and your name on the front cover.

Write a sentence or two on each page and illustrate (draw a picture) about them.

* Parent note: Jot the story down for the reluctant writer.

Have the child copy it into the book.

You can do an internet search for mini book instructions for a great way to make an 8 page book from one piece of 8 1/2 x 11" paper, no staples required.

