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LEPANTO GRAMMAR

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Preface

It is no doubt true that the child grows toward maturity and independence of thought as he progresses through the grades; but this growth is not as a rule a sharp and sudden one, nor does the psychology of the child undergo any great change during his years in the elementary school. Methods, general objectives, and, certainly, the fundamental principles that underlie the work of the school remain the same from year to year. The need in every grade is to bring about pupil growth by making good use of the experiences of the child and by providing new and broader experiences.

A child can grow in school only if he is active. He must therefore do something with or about his experiences. The first and most obvious thing that he can do is to tell others of them. We encourage his desire to tell about his experiences. We wish him to express himself naturally and joyfully. If we make him feel that we and all the group discover a value in what he has to say, he will wish more and more to express himself well and successfully. We give him models of written expression that will make him sensitive to the beauty of word and phrase. We teach him to use certain methods and to observe certain rules; and

IMPRIMI POTEST: Mother Maria Pacis, I.H.M., *Mother General*, January 25, 1962. NIHIL OBSTAT: John B. Amberg, S.J., *Censor deputatus*, January 29, 1962. IMPRIMATUR: ✠ Albert Cardinal Meyer, *Archbishop of Chicago*, January 30, 1962.

if they can feel that they have given him a seaworthy ship and started him on his way. To have done this much—even to have made a sincere attempt at doing it—is not a small thing in a day when for many children there is no sound vessel in which to sail, no known port of call, no provision for the journey, no compass, nor any stars visible through the ragged clouds by which to chart a course.

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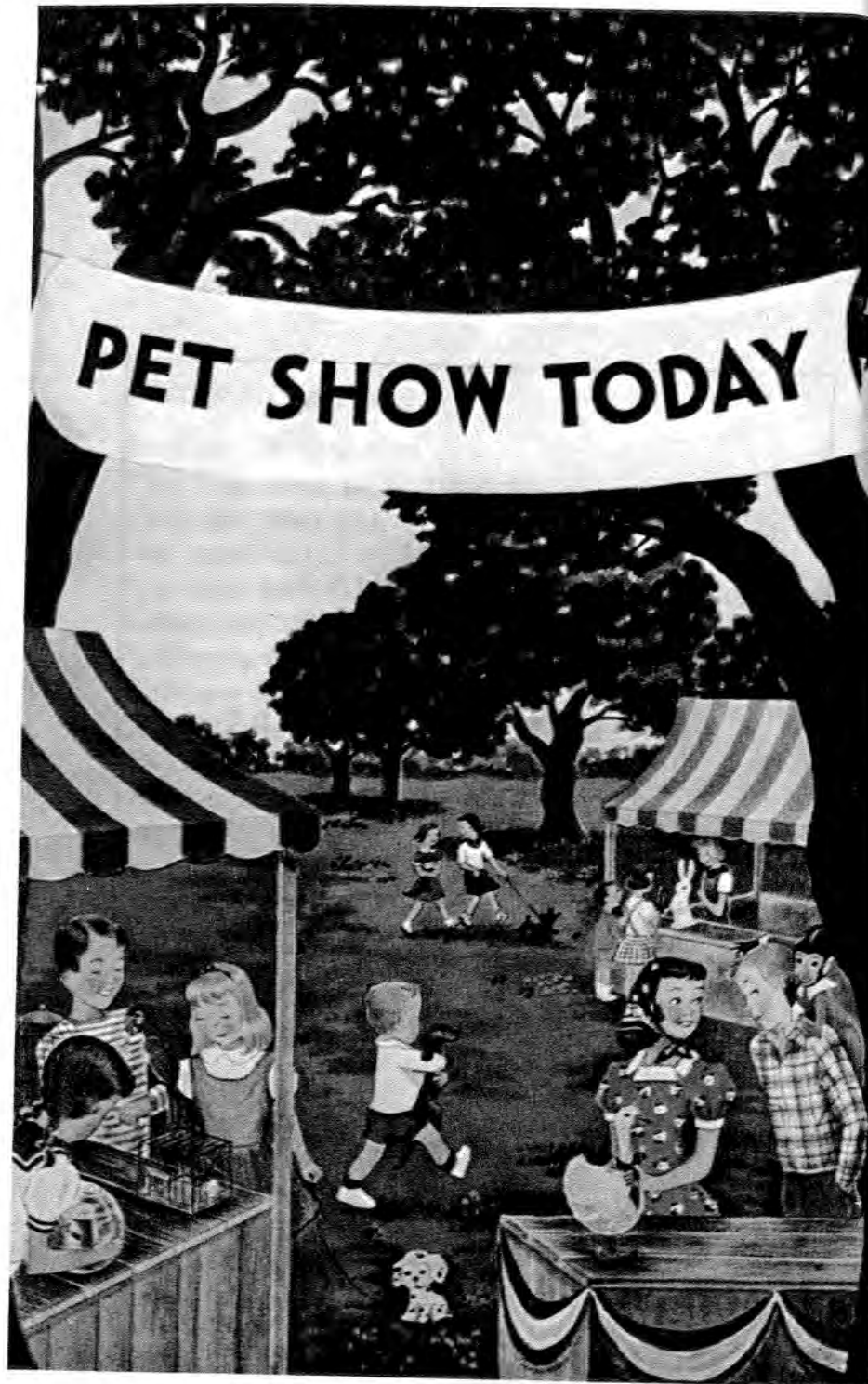
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TO
CHRIST THE KING
THROUGH
THE IMMACULATE HEART
OF MARY



CHAPTER ONE Fun with Our Pets

Saint Francis of Assisi was a friend of all the animals and the birds. They raised his thoughts to God, who was their Father as well as his Father. He called them all his own little brothers and sisters.

We, too, have friends among the animals, the birds, and the other creatures of God. We call them our pets.

PETS CHILDREN LOVE

Dogs	Rabbits	Goldfish	Chickens
Cats	Parrots	Turtles	Ducks
Ponies	Canaries	Monkeys	White mice

Do you see any of your pets in this list? Do you have any other pets that are not named here?

1. Telling about Our Pets

It is fun to tell our classmates what our pet is like, and then see if they can guess its name. We call this a *riddle*. Here is a riddle that a boy made up about his pet.

A MODEL RIDDLE

My pet has feathers of many beautiful colors. He has a hooked beak. His voice sounds very much like that of a human being. Can you guess what kind of pet I own?

Everyone knew his pet must be a bird, since it had *feathers*. What bird has a hooked beak and beautiful colors, and talks like a human being? Quickly someone guessed the answer and said, "Your pet is a parrot!"

CLASS EXERCISE 1

Who can guess the names of the three pets described in these riddles?

1. I have a pet with a silky white fur coat. He has two sharp little horns on top of his head. His ears are pointed. His long legs are thin and he has tiny black hoofs for feet. What kind of pet have I?

2. My pet has a soft fur coat and a very short tail. His tall, straight ears are pink inside. He has a nose that wrinkles when he eats. Do you know what my pet is?

3. I have a little friend with a smooth, brown coat and a bushy tail that curves over his back. He has bright eyes and sharp little teeth. When he sits up, his front legs look like arms. Can you guess what he is?

Riddles about Our Pets

Now we are going to learn how easy it is to tell riddles about our pets. In our first riddle we will tell only what our pet *looks like*. The following questions will help us with our riddle:

1. How big is my pet?
2. What color is it?
3. What kind of eyes, ears, nose, legs, and feet does my pet have?
4. Has my pet a tail?
5. What is there about my pet that makes it different from any other pet?

We need not answer all these questions when we give our riddle, but we should tell those things that make our pet different from other pets.

CLASS EXERCISE 2

1. Finish these riddles so that everyone can tell what your pet is:

1. My pet's two legs are as thin as matchsticks. (Could it be a canary?)

2. My pet has a long, silky mane.

3. My pet is a little green-and-black creature.

4. My pet has green eyes and sharp claws.

2. Make up a riddle about your own pet—your dog, your cat, or whatever your pet is. If you do not have a pet, you may make a riddle about one of the pets in the list on page 3.

Riddles without Words

Did you ever play pantomimes? In a pantomime we do not say a single word. We make others know what we mean by the motions of our body, by the use of our hands and feet, and by the expression on our face.

A MODEL PANTOMIME

John came to the front of the room. He had nothing in his hands, but he pretended to take something out of his pocket. He looked toward the other end of the room. He put his fingers to his mouth as if to whistle. His eyes seemed to follow something that came closer and closer to him. He looked down at the floor and held in the air the thing that he had pretended to take out of his pocket. He moved it higher very quickly and then lowered it again. Finally his hand opened as if what he had been holding was there no longer. He looked at the class as if to ask, "What have I done?"

At once we guess the answer to John's riddle without words. We think that he was calling his dog and making his pet jump for a bone.

It is fun to tell the class by means of pantomimes what we do with our pets. Pantomimes are silent motion pictures. We use no words in our acting. Our motions and the expressions on our faces must tell others what we wish to say.

Here is a helpful little guide that can be used in planning our pantomimes:

1. What shall I do with my pet?
2. What actions will make others understand what I am doing?
3. Can I add other motions that will make my pantomime clearer to my classmates?

When the pantomime is finished, stop and look at the class. The expression on your face should say, "Can you guess what I did?"



CLASS EXERCISE 3

Tell by means of pantomime something that you do with your pet. The following suggestions may help you:

- | | |
|-----------------------------------|---|
| 1. Teaching a dog to sit up | 7. Feeding the birds |
| 2. Fastening a collar on your dog | 8. Tying a ribbon on your kitten |
| 3. Riding a pony | 9. Giving Polly a cracker |
| 4. Giving your cat a dish of milk | 10. Rescuing your pet from a fight |
| 5. Changing water in a fish bowl | 11. Harnessing your pet goat to a wagon |
| 6. Feeding carrots to your rabbit | 12. Putting a bandage on your dog's paw |

Riddles about Other Animals

Now that we have learned to make riddles about our own pets, we will wish to make up some riddles about other animals we have seen or studied. Such animals as the elephant, the giraffe, the tiger, the camel, the polar bear, the lion, and the zebra will make good subjects.

We will make a different kind of riddle, however. Instead of telling what these animals *look like*, we will tell what they *do*. Can you answer these two riddles?

I live in the land of ice and snow. For my food I eat fish, and sometimes I catch a seal or two. For my bed I select a big cake of ice. What am I?

I haunt houses and granaries. At night I scamper about in search of food. I am so quiet that they sometimes tell boys and girls to be like me. Whenever I see a cat, I always run like the wind. Guess who I am.

In telling these riddles we will also try to follow all the rules of good speakers. We will have our riddle ready before we come to class. As soon as our teacher calls on us we will walk briskly to the front of the room. Our classmates will then know that we have a good riddle and that we want to test their guessing powers. When we tell our riddle we will stand erect and face the class. We will speak distinctly and loud enough for everyone in the room to hear us. As soon as the class has guessed our riddle, we will quickly return to our desk and listen attentively to the riddles of our classmates.

CLASS EXERCISE 4

Prepare a riddle about some animal by telling what it does. Practice all the rules of good speakers when telling the riddle to your class.

Dialogues

We all remember the story of Alice in Wonderland. One day Alice met some animals at a tea party. The Mad Hatter, the March Hare, and the Dormouse told Alice strange stories. Alice was surprised to hear animals speak.

A GOOD SPEAKER:

1. *Is prepared.*
2. *Walks quickly to the front of the room when called upon.*
3. *Stands erect, facing the class.*
4. *Speaks clearly.*
5. *Speaks loud enough to be heard by everyone.*



We are going to pretend that we hear two animals talking. To make their conversation seem real, we will ask one of our classmates to take the part of one of the animals, and another classmate to be the other animal. We will be the audience and listen to what these animals have to say to each other.

What they say is a *dialogue*. A dialogue is a conversation, usually between two persons. Here is a dialogue between a cat and a mouse that met in a kitchen.

A MODEL DIALOGUE

CAT. Won't you come out of your dungeon this evening, Minnie?

MOUSE. Not while you are queen of the kitchen.

CAT. I will not hurt you. Do you not see the feast of cheese prepared for you?

MOUSE. It does look inviting, but friends of mine have died because of feasts like that.

CAT. I did not prepare it. I do not wish you to die.

MOUSE. Even mice learn in the school of experience. Good night, hungry queen!