Plan and Play Your Way to Essentials Success
Pages 5–6

The Blessing of Essentials
Page 10
SOME JOURNEYS  TAKE US FAR FROM  HOME.

SOME ADVENTURES  LEAD US TO OUR  DESTINY.

C. S. Lewis
Look over your atlas, review your itinerary, and grab your gear! The hardest part is getting started!

—Leigh Bortins

GUIDE SPOTLIGHT

Enjoy these tips and selections from your Essentials guide as you prepare to begin your first 6 weeks!

Want to know how to flesh out Essentials for the other four days of the week? Check out pages 21–25 for more details!

Need to know what will be covered and when in community? You can copy page 20, laminate it, and slip it into your bag for community day.

Need help understanding how Essentials is structured into 3 tours? Pages 14–17 have the answers you’re looking for.

Bring your Essentials guide and TWSS Workbook to community each week along with a pen and sticky notes to jot down things you want to remember.

It is helpful to organize your Essentials guide in a way that makes sense to you before the year begins. Your tutor may have ideas and suggestions.

PODCAST RECOMMENDATION

Everyday Educator: The Art of Naming

In this episode, join Lisa Bailey, Kelli Wilt, and Jennifer Courtney as they discuss the core habit of naming. They will define naming and discuss how naming is a tool of learning for everyone, from preschoolers to parents. Learn how naming allows us to communicate more and more complex ideas and truths to others so that we can truly be a community of learners. Get practical tips for how to foster this core habit at home. Learn how naming encourages conversations that allow us to wrestle with big ideas.

Listen here NOW!

You are going to be a great Essentials parent! You and your student will learn a great deal together this year. Enjoy it! Page 24
WEEK AT A GLANCE

Ready to get started? Plan a successful week of Essentials with the following helpful daily suggestions. For more ideas on how to budget your time, organize your thoughts, and provide a realistic measure of how to study Essentials at home, see pages 21–24 in your Essentials guide or seek guidance from your child’s tutor.

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<tr>
<th>DAY</th>
<th>PARENT</th>
<th>STUDENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Attend Essentials seminar. While listening to the tutor, note this week’s assignments and plan your weekly schedule.</td>
<td>While in seminar, review structure and style for the weekly writing project. Begin thinking through outline and brainstorm list for dress-ups, openers, etc.</td>
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<td>2</td>
<td>Review content of weekly lesson with student and lead student through Tasks 1–6, using one or two of the practice sentences. If desired, lead student through editing exercise and spelling rule.</td>
<td>Copy new mastery chart(s). If assigned by parent, recite weekly spelling rule and work on editing exercise.</td>
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<td>3</td>
<td>Review content of weekly lesson with student and lead student through Tasks 1–6, using one or two of the practice sentences. If desired, lead student through editing exercise and spelling rule. Edit writing assignment.</td>
<td>Complete writing outline and continue to create lists for dress-ups and openers, etc.</td>
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<tr>
<td>4</td>
<td>Review content of weekly lesson with student and lead student through Tasks 1–6, using the remaining practice sentences. Edit writing assignment.</td>
<td>Copy previous mastery chart(s) or fill in from memory. If assigned by parent, write the weekly spelling rule.</td>
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<td>5</td>
<td>Review the weekly assignments and determine any areas for improvement. Print, copy, or provide blank paper for new student mastery chart or any mastery charts that need review.</td>
<td>Type rough draft. First edit from parent.</td>
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</tbody>
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# WEEK 1

## EEL Weekly Focus

**STRUCTURE:** Overview  
**PURPOSE:** Overview  
**PATTERN:** Overview  
**PARTS OF SPEECH:** Overview  
**Charts**  
(A) Sentence Classification  
(B) 112 Model Sentences - Simple Structure

## IEW Assignment

**TWSS:**

**Writing Lesson:**

**Dress-Up:**

## Chart Tracker

![Chart Tracker]

## DAILY ASSIGNMENTS

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<thead>
<tr>
<th>DAY 1</th>
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<th>DAY 4</th>
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<td>IEW - Read Lesson &amp; KWO</td>
<td>IEW - KWO/Rough Draft</td>
<td>IEW - Edit Rough Draft</td>
<td>IEW - Final Draft &amp; Checklist</td>
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<td>Vocabulary</td>
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<td>Vocabulary</td>
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</table>

## EEL VOCABULARY

**SUBJECT** - That part of a sentence about which something is being said.

**PREDICATE** - That part of a sentence that says something about the subject.

## IEW VOCABULARY

![IEW VOCABULARY]
**Math**

1s: Use silly voices to count by 1s or chant the 1s times table.
2s: Hop on one foot to count by 2s or chant the 2s times table.

**Grammar**

Clap rhythmically to chant the definition of an infinitive.

**Writing**

This week in Essentials, you are introduced to the -ly adverb stylistic technique. Recite the definition of an adverb slowly, quickly, softly, and loudly. Choose 3 more -ly adverbs and recite the definitions while acting them out.

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**Strengthen Your Core**

Looking for ways to reinforce the core habits at home this week? The following activities will get you started! The following activities correlate with the Foundations memory work for this week.

**Naming**

This week, we begin learning the names of the states and capitals of the United States. Find out what the name of your state and its capital are and locate them on a map. Name other cities which are in your state as well. Do you live near your state capital or far away?

**Attending**

Look at the Classical Acts and Facts History Cards® for Week 1. List things you notice about the pictures on the front of each card. Which card is your favorite and why?

**Memorizing**

This week, we are memorizing Latin prepositions. Do you remember the definition of a preposition from Cycle 1, Week 1? In which ways has he created YOU for which you are thankful?

**Storytelling**

Columbus sailed across a large ocean to the Caribbean. Tell a story about one of your favorite trips. What made it memorable? Tell the story for an in-community presentation.

**Expressing**

Read Psalm 139:13–14 aloud. As you memorize parts of the body in Cycle 3 this year, think about how God has carefully knit you together.

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**Essentials Mini Challenges for Weeks 1–6**

Challenge yourself to master one or more of these goals for the first 6 weeks of Essentials!

- Copy Chart A (or write it from memory). See what your best time is … and then try to beat it!
- Recite the definitions of each of the parts of speech covered during this 6-week period: verb, noun, pronoun, interjection, and conjunction. For a bonus, recite the definitions of subject and predicate as well.
- Roll a die (or two) and recite the times table of the number you roll.

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Strive to Play 30 Minutes Every Day with your Foundations/Essentials student as you practice memory work. Here are some ideas for this week to spark your creativity.

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Grammar
Questions to guide further exploration of Essentials grammar at home

NAMING
What part of speech is this? What is the structure/purpose/pattern of this sentence?

ATTENDING
What do you notice about this part of speech and/or sentence? How is this part of speech and/or sentence the same or different than another? How could you change the structure, purpose, or pattern of this sentence?

MEMORIZING
Can you complete grammar charts from memory? What memory work do we know that connects with this part of speech or sentence?

EXPRESSING
How would you illustrate your sentences? How would you diagram your sentence? How will you orally present your sentences for others to enjoy?

STORYTELLING
Can you put your sentences together to tell a story?

Writing
Questions to guide further exploration of Essentials writing at home

NAMING
What stylistic techniques are we using in this paper? Can you define the vocabulary words in this lesson?

ATTENDING
What do you notice about the original paragraph(s)? Do you see any banned words in your finished paragraph/paper? Can you summarize one or more of the paragraphs by simplifying the main ideas?

MEMORIZING
What portion of your paper will you present in community?

EXPRESSING
Can you recreate a Key Word Outline by looking at the original source paragraph? How will you narrate the original story using only your key words?

STORYTELLING
Can you retell your paper from the perspective of a different person, perhaps someone from your history memory work?

In Community This Week: Week 1

GRAMMAR
This week, your child will be presented an overview of the 4 structures, 4 purposes, and 7 patterns. He will also learn to distinguish the subject and predicate within a sentence (EEL, p. 27)

WRITING
This week, your child will begin learning how to create a Key Word Outline by looking at a source paragraph and listing words that remind him of the original thought. He will also learn how to begin dressing up papers by using the -ly adverb stylistic technique. (Unit 1: Note Making & Outlines–TWSS, p. 9; Unit 2: Writing from Notes–TWSS, p. 17)

Remember!
Encourage your child to be “hands on” and participate in community activities and games.

You may want to capture a photo or two while in community. This will help you continue the conversation at home and preserve some great community day memories, too!

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MATH GAMES GALORE

The following games are designed to sharpen the skills of accuracy and computation with your young mathematician at home!

MENTAL MATH CHALLENGE

Subtract 1 from the year Columbus sailed to the Caribbean. Divide the answer by how many ships traveled with Columbus. Subtract 7 from that number and divide your answer by 7. What is your final answer?

Answer: 70

Flip Out: a 2-Player game to practice addition

How to Start: Pair two players together. Each pair of players will need two decks of playing cards. In this game the contender will be playing while the challenger will be listening for a mistake. If the contender answers incorrectly, the challenger will ask him to start again. Because he may interrupt play, the challenger should only stop the contender if he is certain a mistake was made. The contender will have two minutes to correctly answer as many problems as possible.

Instructions: The contender will flip two playing cards, add the sum, set the cards aside in a stack, and then flip and add two more cards. He will continue to flip and add until he has correctly added five problems in a row. Once a player correctly answers five problems in a row, he begins a new stack by flipping over three cards and adding them together until he correctly answers another five problems. Each time he reaches five correct problems in a row, he will begin a new stack. If the challenger hears the contender state an incorrect solution, the contender begins again at two cards.

Try this variation of Flip Out for even more difficulty!

Flip over four non-face cards at a time and add. For example, Cora flips the following numbers: 5, 6, 2, 4. She adds 56+24.

Once she correctly adds five two-digit numbers, she will begin flipping over six cards and adding sets of three-digit numbers.

Don't forget to download and play the Cycle 3 weekly N2K game board from this issue!
Ahoy there! Christopher Columbus made the first of four trips to the Caribbean on three Spanish ships. What were their names? Knock out this 3s board by rolling 3 dice with no variations.
Think about the word "essence." What does it evoke? To me, it calls to mind the idea of spirit. That is, when I consider the essence of something, I think of its central nature—the permanent characteristics of a thing, its fundamental and principal foundations and the elements that make it what it is and not something else.

Whenever we wish to truly engage with any entity or enterprise, it is wise to understand its essentials, in terms of its nature as well as how it functions and how we will relate with it. If we approach all that is before us with a view to mastering essentials—to understanding not only the integral characteristics of an entity but also the ways in which we must interact with it—then we will be equipped to be successful.

In Classical Conversations, the Foundations program captures that which is critical to the mastery of discrete components of general knowledge: the facts related to many different subject areas. The Essentials program, which bridges the distance between grammar and dialectic, captures much that is critical to the mastery of dialectical skills. In addition, like the Foundations program, it continues to promote practice of basic rhetorical abilities (such as presentation skills), which are an ongoing feature of Classical Conversations programs.

As such, the Essentials program imparts a wealth of important knowledge and skills to students, assets that will benefit them in all the Challenge programs, in higher education, into their vocations, and indeed throughout their lives. This is true with respect to many particular areas, but it is especially true with respect to foreign language studies, and specifically the study of Latin in the Challenge III and IV programs.

One way to appreciate the great value of Essentials is to break down the skills imparted by Essentials into the three stages of the trivium:

Grammar stage skills include: (a) language know-how: familiarity with the structure and elements of language; (b) memorization dexterity: strategies for long-term retention of information; and (c) lexical aptitude: insight into what to look up, where to look it up, and how to look it up.

Dialectic stage skills include: (a) inquiry: the knack of asking good questions; (b) "Quid et Quo": the art of analyzing the elements of language; and (c) composition: the coherent structuring of thought.

Rhetorical skills will be practiced with respect to: (a) stylistic ability, or expressive flair; (b) persuasive dexterity: compelling, believable speech; and (c) presentation savvy and public speaking proficiency.

To be continued in next week’s issue...
""" THERE ARE FAR, FAR BETTER THINGS AHEAD THAN ANY WE LEAVE BEHIND."

C. S. LEWIS
Memoria Map

Program this map with reflections from community that you wish to remember at home this week.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Week:</th>
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**How did I observe the core habits in action this week?**

*What do I want to remember or explore more?*

**Writing**

What was the unit we worked with today? What skills did we learn?

**Grammar**

How did my child's tutor introduce new concepts this week?

Sentence Classifications

Parts of Speech

**Math**

What games did we play?

Additional Information

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LIKE PASSIONATE SPEAKING, ELEGANT WRITING PERSUADES OTHERS TO PURSUE THE TRUTH.

—LEIGH BORTINS

PRINTABLES

Advanced Sentences with Analytical Tasks (Coming week 3!)

Spelling & Homophones

History Editing Exercises
Erin Varnell

IEW Vocab Puzzles

EEL Notebook Pages
Sheri Ellis

We would like to thank Sheri Ellis and Erin Varnell for sharing their time and talents with the CC Connected community.
Spelling Rule

c says /s/ and g may say /j/ before e, i, or y.

Examples: cent, fancy, gem, giraffe, gym

Punctuation & Capitalization

Capitalize the first letter of every sentence.

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<th>LEVEL A</th>
<th>LEVEL B</th>
<th>LEVEL C</th>
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<td>feat/feet</td>
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Copy each spelling word three times.

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Copy each homophone pair three times.

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Write this week’s spelling words from dictation.

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in 1492, Columbus made the first of four trips to the Caribbean on
three Spanish ships named the Nina, Pinta, and Santa Maria
Cycle 3 Week 1

Across
2 To take for granted or suppose
4 With deep respect

Down
1 Motionless with amazement or terror
3 Not friendly; unfavorable to one's well-being

The answers to the crossword can also be found in the word search!

H
B
U E J
M A Y
M L P P D
A T O I B
T Z D E H E W
H M Q Y W F R
B U R E V E R E N T L Y Y K F K P X S
J V O K D T R A N S F I X E D M C
T Y V M N B W Z P W F V Y E N
Y F B U O Z W L Y E N F L
H O S T I L E P G D H
Q O M P A T B I U W F
P R E S U M E Y F O U Y Y
D O N A I N M R K L Q G
E I N T T L N T C P Z C
S G L L O F G O I J
M T D B N L B C
J S J K
Q O
The structure of a sentence is the organization of clauses in a sentence. Have an adult go over each one with you.

Circle the simple sentence below:
A. While I was sleeping, my mother prayed for me because she loves me.
B. Jesus, who is our Savior, reigns forever.
C. While I was sleeping, my mother prayed for me.
D. Jesus reigns forever.

Circle the compound-complex sentence below:
A. Jenny found a rock, which looked like a marble, in the dirt.
B. If Jenny promised to be kind, Patricia, who loves hiking, would go in the mountains with her.
C. Patricia found the perfect walking stick.
D. Patricia did the dishes before she left and Jenny took out the trash while her brother made dinner.

Write a compound sentence below. Make sure to use a FANBOYS (for, and, nor, but, or, yet, so)
What is a clause?
A clause is a _________ of words that does contain both a subject and a ___________.

The purpose of the sentence is the intent or function of a sentence. Have an adult go over these with you. Then write int, imp, exc, or dec on the space beside each sentence.

_____ 1. Please go to the store today.

_____ 2. "Who is as the wise man?" (Ecclesiastes 8:1)

_____ 3. "Rejoice in the Lord always, and again I say, rejoice." (Philippians 4:4)

_____ 4. Tomorrow, we will go on vacation!

_____ 5. I always strive to obey my parents.

The pattern of a sentence is one of seven specific arrangements of words in a sentence. Have an adult go over these with you.

Using Chart A, draw a line from each sentence to the correct pattern.

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Example</th>
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<tbody>
<tr>
<td>s-vt-do-oça</td>
<td>Jesus made me a crown.</td>
</tr>
<tr>
<td>s-vl-pa</td>
<td>Jesus calls Himself Master.</td>
</tr>
<tr>
<td>s-vl-pn</td>
<td>Jesus wept.</td>
</tr>
<tr>
<td>s-vi</td>
<td>Jesus calls Himself holy.</td>
</tr>
<tr>
<td>s-vt-do</td>
<td>Jesus loves me.</td>
</tr>
<tr>
<td>s-vt-do-ocn</td>
<td>Jesus is God.</td>
</tr>
<tr>
<td>s-vt-io-do</td>
<td>Jesus is holy.</td>
</tr>
</tbody>
</table>
The subject and the predicate are important parts of a sentence. The subject is that part of a sentence about which something is being said. The predicate is that part of a sentence that says something about the subject (the verb part of the sentence). In diagramming, the subject and predicate are divided by a vertical line.

John plays with bugs.

To find the subject ask, “Who is the sentence about?”

Then to find the predicate ask, “What is being said about John?”

```
John | plays with bugs.
```

Draw a line dividing the subject and predicate on the following sentences:

Jesus slept on the boat.

He disliked the pizza.

Jesus performed miracles.

Marianne eats a banana split.

John plays with bugs.
What are the 8 parts of speech?

Here are the 4 structures and 4 purposes. One of each is incorrect. Circle them.

<table>
<thead>
<tr>
<th>4 Structures</th>
<th>4 Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Simple</td>
<td>A. Declarative</td>
</tr>
<tr>
<td>B. Interjection</td>
<td>B. Exclamatory</td>
</tr>
<tr>
<td>C. Compound</td>
<td>C. Interrogative</td>
</tr>
<tr>
<td>D. Complex</td>
<td>D. Direct Object</td>
</tr>
</tbody>
</table>

Chart B Hunt!
Find each classification on your chart and write the sample sentence. The first one is completed for you.

- Interrogative, s-vl-pa
  - Is Jesus holy?
- Imperative, s-vt-do-ocn
- Declarative, s-vl-pa
- Interrogative, s-vt-do-oca
- Declarative, s-vl-pn
- Imperative, s-vt-io-do
- Exclamatory, s-vi
- Interrogative, s-vt-do