




**LANGUAGE ARTS 1** **WEEK 1** **SCHEDULE**

| Date:   | Day 1 <sub>1</sub>  | Day 2 <sub>2</sub>  | Day 3 <sub>3</sub>                    | Day 4 <sub>4</sub>    | Day 5 <sub>5</sub>                 |
|---|---------------------|---|---------------------------------------|-----------------------|------------------------------------|
| <b>Spelling</b>   |                     |   |                                       |                       |                                    |
| <b>Words</b>  | Introduce the Words | Write Them Big!   | Copy Them Small                       | Mix It Up!            |                                    |
| <b>Phonics</b>  |                     |   |                                       |                       |                                    |
| <b>I Can Read It! Word Lists</b>  | Lesson 1            |   |                                       |                       |                                    |
| <b>Activities</b>   | Demonstrate         |   | Italicized Text                       |                       |                                    |
| <b>Optional: Explode the Code 1</b>   | Pretest pp. 1–2     | pp. 3–5   | pp. 6–7                               | pp. 8–9               |                                    |
| <b>Optional: Language and Thinking</b>  |                     | Telling Stories “Oral” through Reading Stories “The Goose that Laid the Golden Egg” pp. 5–7  | Reading Stories “Henny Penny” pp. 8–9 |                       |                                    |
| <b>Handwriting</b>  |                     |   |                                       |                       |                                    |
|   |                     |   |                                       |                       |                                    |
| <b>Readers</b>  |                     |   |                                       |                       |                                    |
| <b>I Can Read It! Book 1</b>  | “Pat” p. 1          | “Nat” p. 2  | “A Mat and a Hat” p. 3                | “A Cat on a Hat” p. 4 | “A Flat Hat” pp. 5–6               |
| <b>Vocabulary Development</b>   |                     |   |                                       |                       |                                    |
|   |                     |   |                                       |                       |                                    |
| <b>Creative Expression</b>  |                     |   |                                       |                       |                                    |
|   | A: Copywork 1       | B: Capitalization   | C: Pat the Rat                        | D: Copywork 2         |                                    |
|   |                     |   |                                       |                       | 5-Day: Match Initial Letter Sounds |
| <b>Other Notes</b>  |                     |   |                                       |                       |                                    |
| <p>All optional assignments are not included in the LA Package.<br/>Optional books are sold separately.</p> |                     |   |                                       |                       |                                    |

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## General Reading Instruction

Phonics teach your child to read by sounding out letters to put together words. We chose this method because every child can learn it, it develops better spellers and you never get stuck on a word because you just sound it out.

Please skim the Introduction to *I Can Read It!* Word Lists book for a basic overview on how to teach your children to read.

We begin with the short vowel sounds which cover the majority of words. Each week we link the spelling words to the phonics concept your children focus on in the *I Can Read It!* series. For a quick overview of the phonics your child will study effortlessly through reading and spelling please see the index at the beginning of the Word List book.

Have your children read the words from the scheduled Word Lists book. We use the word lists to show your children that English follows regular patterns. For more recommendations for teaching, see “Reading Instruction” in the Introduction.

## Day 1

### Spelling

#### Introduce the Words

We pull all spelling words from the stories your children read to facilitate learning.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat

**Sight Word:** the

**Rule:** Vowels surrounded by consonants or followed by one or more consonants are usually short: map, bet, hit, toss, bun.

### Phonics

#### *I Can Read It!* Word Lists | Lesson 1

#### Activity | Demonstrate

First read the *I Can Read It!* Word Lists book. Then have your children read the day’s story from the readers. (The *I Can Read It!* readers are separate books from the word lists.)

Before your children read *I Can Read It!*, review with them:

- We read from left to right.
- When reading, don’t think about the names of the letters; focus only on the sounds they make. We read the sounds. We include sound charts that you can refer to in Section Three, Appendix 5.

- When we read words, we blend the sounds of the letters to make the words.

If your children do not know a word, help with the vowel sound, the initial sound and the first syllable. They should reread the complete sentence containing the sticky word as well as any sentence that slows the flow of reading.

If your children do not stop at periods, tap your finger twice at each period as a reminder.

Demonstrate how you glance ahead and look for (or notice) a question mark at the end of a sentence even before you read the sentence. Then demonstrate how a sentence that ends with a question mark ought to be read with the voice rising at the end of the sentence.

- Point out that names are always capitalized.
- Some words you could look at all day and not be able to determine their phonetic make up, they just have to be memorized. We’ve underlined them and study them as sight words. If your children can not remember a sight word as it comes up in their reading, supply it and have your children continue reading.

If your children guess at a word, help them figure out where they’ve gone wrong. Say, “You said /b/. /P/a/t/ says pat. What sound does this letter (point to the letter) have?” (“/P/”) “Good! Since the word has that sound (what is it? “/p/”), what should the word be? ...” If your children still miss the sound say “my turn” and demonstrate the correct sound again. Then say, “your turn” and have your children read the word.

**Optional: *Explode the Code 1* | Pretest pp. 1–2**

### Handwriting

Choose the program you prefer, then use the line in your weekly sheet to record what your children do.

If you would like help scheduling any of the programs we offer, please go online to <http://www.sonlight.com/handwritingschedules.html> and download and print the appropriate file.

### Readers

#### *I Can Read It!* Book 1 | “Pat” p. 1

To Discuss After You Read

Q: Who or what is Pat?

A: a rat

Q: Describe his appearance.

A: *he is fat*

## Vocabulary Development

Our vocabulary development program is based on and ties in with our Core programs' Read-Alouds. You will find all the words for Vocabulary Development in your Core Instructor's Guide.

Have your children read the words in context within the sentences where they are found. Then ask them to explain what they think each word means (based on the context and/or any other information they may have). If your children obviously understand the concept, move on. If not, or if you would like to stress dictionary skills, have your children look the words up in a dictionary.

Use the blank "Vocabulary Development" line on your weekly schedule to record the titles of the books you are using for vocabulary words, then simply check off each day of the week as your children complete their vocabulary studies.

## Creative Expression

### A: Copywork 1

Have your children copy the sentences found on "A: Copywork 1" **Week 1 Activity Sheet**. Find the Activity Sheet directly after these notes. For more recommendations for teaching, see "Copywork" section in the Introduction.

## Day 2

### Spelling

#### Write Them Big!

Use a white board or a sheet of paper and read the words out loud. Have your children copy them in large letters.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat

**Sight Word:** the

### Phonics

**Optional: *Explode the Code 1*** | pp. 3–5

**Optional: *Language and Thinking*** | Telling Stories "Oral" through Reading Stories "The Goose that Laid the Golden Egg" | pp. 5–7

Read the Objectives on p. 5, and then work on the "Oral" and "Written" instructions on pp. 5–6. Then do the same with Reading Stories "The Crow and the Pitcher" and "The Goose that Laid the Golden Egg." Work through the activities provided in the book. Keep your records as you complete each activity in our guide.

Also, we do not schedule pp. 69–76 Learning on Trips. Feel free to use these pages throughout the year as you travel.

**Note to Mom or Dad:** The stories in *Language and Thinking* are old fairy tales and classic stories which may include some violence. You may want to read the stories first to see if they are appropriate for your children. Keep in mind that these stories are often referred to in literature that your children will study later in life, so you may want to at least summarize the content so that she or he is familiar with concepts in the story.

## Readers

### *I Can Read It!* Book 1 | "Nat" p. 2

#### To Discuss After You Read

Q: What is Nat?

A: *a cat*

Q: Is Nat thin?

A: *no, he is fat*

## Creative Expression

### B: Capitalization

**Read to your children:** Look at the first word of the sentence in Monday's copywork. Is the **T** a lower case or capital letter? It should be a capital letter because when we write we use a capital letter at the beginning of every sentence. Are there any other capital letters in the sentence? You should see the letter **P** is capitalized for the name *Pat*. We always use a capital letter for a person's name.

When we write, we capitalize the first word of each sentence, and the first letter of all names.

Sometimes you will write a sentence about yourself. When you use the word *I* to talk about yourself, always use a capital letter. (For example: *The dog barks when I sing.*)

Do the "B: Capitalization" activity found on **Week 1 Activity Sheet**.

## Day 3

### Spelling

#### Copy Them Small

Have your children copy the words in as tiny a handwriting as they can.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat

**Sight Word:** the

### Phonics

#### Activity | Italicized Text

In the story “A Mat and a Hat” point out to your children that italicized text (“his,” in today’s assignment) is meant to draw special attention and emphasis to the italicized word ... so read it with special emphasis!

**Optional: Explode the Code 1** | pp. 6–7

**Optional: Language and Thinking** | Reading Stories  
“Henny Penny” pp. 8–9

## Readers

**I Can Read It! Book 1** | “A Mat and a Hat” p. 3

To Discuss After You Read

Q: What article of clothing does Pat own?

A: *a hat*

## Creative Expression

### C: Pat the Rat

Today, your children will dictate a short story about Pat the Rat.

If they have a hard time getting started, prompt them with a few questions: Why does Pat wear the clothes he wears? How does he spend his day? Does he work? Where does he live? Is he nice?

You may be wondering: How short is a short story? Well, let’s just say it’s short. Very short. At this point, a few sentences is fine. Just encourage your children to put together a few sentences that make sense together as a story.

Here’s an example of a short story about Pat the Rat that would be completely acceptable:

Pat the rat eats too much cheese. That’s why he is so fat. He can’t help it, though, because he is a taste tester at the local cheese factory. He tastes cheese all day long, and then he goes home to his house. He usually skips dinner, because he is so full from work!

Keep what your children write. Perhaps dedicate a spiral bound notebook, or simply part of a three ring binder to store their writing from this year. It will be very encouraging to look back over it to see how far they come and we will use these writings later.

Do the activity on “C: Pat the Rat” **Week 1 Activity Sheet**.

## Day 4

### Spelling

#### Mix It Up!

Read the words aloud to your children and have them write them on a sheet of paper. Add any misspelled words

to the following week’s list.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat

**Sight Word:** the

## Phonics

**Optional: Explode the Code 1** | pp. 8–9

## Readers

**I Can Read It! Book 1** | “A Cat on a Hat” p. 4

Point out that an exclamation point (!) appears in “A Cat on a Hat.” Explain what it is used for (*to show excitement*) and discuss how that might affect how one reads the sentence out loud. (*it changes the intensity and maybe even the inflection of one’s voice.*) Demonstrate how one might read the sentence out loud. Demonstrate, as you did on Day 1, that you should glance ahead to find telltale signs like this exclamation point or a question mark. You could highlight unusual punctuation marks in red.

**Note:** The arrow at the bottom of the page indicates the story continues.

## Creative Expression

### D: Copywork 2

Have your children copy the sentences found on “D: Copywork 2” **Week 1 Activity Sheet**.

## Day 5

## Readers

**I Can Read It! Book 1** | “A Flat Hat” pp. 5–6

To Discuss After You Read

Q: Why is Pat flat?

A: *Nat, the cat, sat on him*

## Creative Expression

### 5-Day: Match Initial Letter Sounds

Find a *Word Card Sheet* after this week’s Activity Sheets. They will be marked with a ✂. Cut out the words and shuffle them. Have your children read the word on the card and then group the cards with the same initial sound together. (*cat/can; rat/ran; fat/fan; mad/map; bad/bag; tap/tag*) ■



**A: Copywork 1<sup>1</sup>**

The fat rat is Pat. Is Pat fat?

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**B: Capitalization**

1. Write your name with a beginning capital letter. \_\_\_\_\_

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2. Underline the names in your copywork.

3. Put a box around the capital letters at the beginning of each sentence.

**C: Pat the Rat**

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1. *I Can Read It!* Book 1, p. 1.



D: Copywork 2<sup>2</sup>

That fat cat is Nat. Pat the rat is on a mat.

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2. *I Can Read It!* Book 1, pp. 2–3.

bad



tap



bag



rat



map



can



ran



fat



fan



mad



cat



tag



| Date:  | Day 1 <sup>6</sup>   | Day 2 <sup>7</sup>                       | Day 3 <sup>8</sup>   | Day 4 <sup>9</sup>                   | Day 5 <sup>10</sup>            |
|--|----------------------|--|--|--------------------------------------|--------------------------------|
| <b>Spelling</b>                                  |                      |  |  |                                      |                                |
| <b>Words</b>                                     | Introduce the Words  | Write Them Big!                          | Copy Them Small  | Mix It Up!                           |                                |
| <b>Phonics</b>                                   |                      |  |  |                                      |                                |
| <i>I Can Read It!</i><br><b>Word Lists</b>       | Lesson 2             |  |  |                                      |                                |
| <b>Activities</b>                                |                      | Make your Own                            | Play Concentration   | Is and His & Two of the Same Letters | What do these have in Common?  |
| <b>Optional:</b><br><i>Explode the Code 1</i>    | pp. 10–11            | pp. 12–13                                | pp. 14–15  | pp. 16–17                            |                                |
| <b>Optional:</b><br><i>Language and Thinking</i> |                      | The Calendar “Days of the Week”<br>p. 37 | Reading Stories<br>“The Old Woman and the Pig”<br>pp. 9–10 |                                      |                                |
| <b>Handwriting</b>                               |                      |  |  |                                      |                                |
|  |                      |  |  |                                      |                                |
| <b>Readers</b>                                   |                      |  |  |                                      |                                |
| <i>I Can Read It!</i><br><b>Book 1</b>           | “Nat is Bad”<br>p. 7 | “Can Pat Tap Nat?”<br>p. 8               | “Nat is Sad”<br>pp. 9–10                                   | “Ham, Jam, and a Yam”<br>p. 11       | “Bad Jam”<br>pp. 12–13         |
| <b>Vocabulary Development</b>                    |                      |  |  |                                      |                                |
|  |                      |  |  |                                      |                                |
| <b>Creative Expression</b>                       |                      |  |  |                                      |                                |
|  | A: Copywork 1        | B: Simile                                | C: Narrate<br>(Family Portrait)                            | D: Copywork 2                        |                                |
|  |                      |  |  |                                      | E: 5-Day:<br>Match Five Vowels |
| <b>Other Notes</b>                               |                      |  |  |                                      |                                |
|  |                      |  |  |                                      |                                |

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## Day 1

## Spelling

## Introduce the Words

**Regular Words:** as, has, man, ran, dad, had, and, that

**Sight Words:** his, not

## Phonics

**I Can Read It! Word Lists** | Lesson 2

When you read from the Word Lists book, please note the organization of the words on this page. Remember the lists demonstrate the regularity of the English language. We have organized the words in matrices: same endings combined with different initial consonants (or vice versa). Depending on your children's needs, you could have them read down a column, or read across the rows.

**Optional: Explode the Code 1** | pp. 10–11

Suzanne H. suggested:

Many pages in *Explode the Code* can be made into games if the children need more practice. I would not have the children X the correct picture. Instead, [have] them draw a frame around the picture. Stop at the corners. This is good hand control practice and won't mess up the picture if you want it for a game. If they mark a wrong answer, you can use another color of marker to frame the correct one.

## Readers

**I Can Read It! Book 1** | "Nat is Bad" p. 7

To Discuss After You Read

Q: Why is Pat sad and mad?

A: *because Nat sat on him and made him flat*

## Creative Expression

**A: Copywork 1**

Have your children copy the sentences found on "A: Copywork 1" **Week 2 Activity Sheet**.

## Day 2

## Spelling

## Write Them Big!

**Regular Words:** as, has, man, ran, dad, had, and, that

**Sight Words:** his, not

## Phonics

**Activity** | Make your Own

Pull out the letter cards **a, b, c, o, f, h, m, n, p, t, s, r, v** from your *Go A to Z* card pack or make your own. Spell out the word **man**. Sound it out for your children **/m/a/n/** and then ask them to select the one sound that would make the word say **/m/a/t/**. Make sure you are sounding out each letter as you go so your children can hear the sound of the letter on the card they select.

Once they have correctly chosen, say something like, "Okay, now can you show me /f/a/t/? How about /s/a/t/" and on through the sequence. Starting at the top, it could go something like this: man, mat, fat, sat, rat, pat, pam, bam, bad, nad, has, ham.

**Optional: Explode the Code 1** | pp. 12–13**Optional: Language and Thinking** | The Calendar "Days of the Week" p. 37

**Note:** Read the "Objectives" on page 33, and then work on the "Days of the Week" instructions on page 37.

## Readers

**I Can Read It! Book 1** | "Can Pat Tap Nat?" p. 8

To Discuss After You Read

Q: How does Pat get Nat to move off of him?

A: *Pat taps Nat*

## Creative Expression

**B: Simile**

The first sentence of your copywork says that Pat is flat. How flat do you think he is? How would you describe him? If you said Pat is as flat as a sheet of paper, you used a simile.

A **simile** compares two unlike items and uses the words *like* or *as*. Using a simile adds interest to your writing. A simile can form a picture in the reader's mind by making a connection to something he or she already knows.

For example:

Sarah's shirt was as green as the grass.  
Paul was quiet like a mouse.



**A: Copywork 1<sup>1</sup>**

Pat is flat, Pat is sad, and Pat is mad! Nat is a bad cat!

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**B: Simile**

Dictate 3 similes that explain how flat Pat is, how sad he is, and how mad he is. We have started the sentences for you.

1. Pat is flat like a \_\_\_\_\_
2. Pat is as sad as a \_\_\_\_\_
3. Pat is as mad as a \_\_\_\_\_

**C: Family Portrait**

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1. *I Can Read It!* Book 1, p. 7.



**LANGUAGE ARTS 1** **WEEK 3** **SCHEDULE**

| Date:                                  | Day 1 <small>11</small>        | Day 2 <small>12</small>  | Day 3 <small>13</small>                     | Day 4 <small>14</small>      | Day 5 <small>15</small>   |
|--|--------------------------------|--|---|------------------------------|---------------------------|
| <b>Spelling</b>                        |                                |  |   |                              |                           |
| <b>Words</b>                           | Introduce the Words            | Write Them Big!  | Copy Them Small                             | Mix It Up!                   |                           |
| <b>Phonics</b>                         |                                |  |   |                              |                           |
| <b>I Can Read It! Word Lists</b>       | Lesson 3                       |  |   |                              |                           |
| <b>Activities</b>                      | Two of the Same Letters        | Apostrophe & Play <i>Go Fish!</i>                                | Define                                      | Visualize and Spell the Word | Form Words                |
| <b>Optional: Explode the Code 1</b>    | pp. 18–19                      | pp. 20–21  | pp. 22–23                                   | pp. 24–25                    |                           |
| <b>Optional: Language and Thinking</b> |                                | Reading Stories “The Three Bears” through “Evaluation” pp. 11–12 | Nutrition “Juice” through “Sugar” pp. 15–16 |                              |                           |
| <b>Handwriting</b>                     |                                |  |   |                              |                           |
|  |                                |  |   |                              |                           |
| <b>Readers</b>                         |                                |  |   |                              |                           |
| <b>I Can Read It! Book 1</b>           | “Jan, Nan, and Matt” pp. 14–15 | “Sam, Val, and Hal Ran” pp. 16–17                                | “A Bad Fan” pp. 18–19                       | “Val Laps the Cab” pp. 20–21 | “Can Sam Win?” pp. 22–23  |
| <b>Vocabulary Development</b>          |                                |  |   |                              |                           |
|  |                                |  |   |                              |                           |
| <b>Creative Expression</b>             |                                |  |   |                              |                           |
|  | A: Copywork 1                  | B: Dialog  | C: Dictate Dialog                           | D: Copywork 2                |                           |
|  |                                |  |   |                              | E: 5-Day: Write Backwards |
| <b>Other Notes</b>                     |                                |  |   |                              |                           |
|  |                                |  |   |                              |                           |

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## Day 1

## Spelling

## Introduce the Words

**Regular Words:** pass, wax, nap, bag, rag, lap, map

**Sight Words:** he, to, said

## Phonics

*I Can Read It!* Word Lists | Lesson 3

## Activity | Two of the Same Letters

Remind your children that two of the same letters sound like one letter. It's not bil-l, it's just bill (Examples: **riff**, **will**, **hiss**). Show me two letters that are the same in this word (as you point to "pass").

**Optional:** *Explode the Code 1* | pp. 18–19

## Readers

*I Can Read It! Book 1* | "Jan, Nan, and Matt" pp. 14–15

## To Discuss After You Read

Q: What three "things" race?

A: *a cab, a nag, and a ram*

Practice the sight words before your children begin to read the story. Provide the word as needed as your children read.

Draw attention to the quotation marks. Point out that they are placed around the text that is quoted, showing us what Matt said. (Example: *Matt said, "Sam the ram can pass Val the nag."*)

Please notice the word **fast**. It is a phonetic word since each letter makes the sound you would expect. Have your children practice sounding this longer word out.

## Creative Expression

## A: Copywork 1

Have your children copy the sentences found on "A: Copywork 1" **Week 3 Activity Sheet**.

## Day 2

## Spelling

## Write Them Big!

**Regular Words:** pass, wax, nap, bag, rag, lap, map

**Sight Words:** he, to, said

## Phonics

## Activity | Apostrophe

When writers want to show that a person owns something, they use an apostrophe and then – s. For example, read this sentence: *Jen's hen has a nest in a hen hut*. The apostrophe shows that Jen owns a hen.

When one person owns an item, we write the name, then the apostrophe, then the – s. When more than one person owns the item, we write the name, the – s, and then the apostrophe. For example: *The Dads' Club* includes man men. Dad + s' = Dads'.

Draw your children's attention to the apostrophe in the story: *Hal's fan is bad*. Explain to your children that the apostrophe in this case shows possession: the **fan** belongs to **Hal**. Remember, we use apostrophes in two ways, 1) to show possession and 2) in contractions.

## Activity | Play Go Fish!

Play *Go Fish!* with the sight words to date (*the, his, not, he, to, said*) and other words your children have struggled with so far. (If you don't know how to play *Go Fish!*, see the instruction card from the *Go Blend!* game we provide with our Language Arts program.)

Continue to use the flash cards for words that don't come easily.

**Optional:** *Explode the Code 1* | pp. 20–21

**Optional:** *Language and Thinking* | Reading Stories "The Three Bears" through "Evaluation" pp. 11–12

## Readers

*I Can Read It! Book 1* | "Sam, Val, and Hal Ran" pp. 16–17

## Creative Expression

## B: Dialog

When people talk within a story, we call the conversation **dialog**. Writers use quotation marks (" ") to show what people say. The words spoken go in between the quotation marks.



**A: Copywork 1<sup>1</sup>**

Matt said, "Sam the ram can pass Val the nag."

Jan said, "He can not! Val the nag can pass Sam the ram!"

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**B: Dialog**

Have your mom or dad record your conversation here, without the quotation marks. Pretend you are with Matt and Jan. What would you say to each other? When Mom or Dad has finished recording your conversation, add in the quotation marks in the correct spots to set off the words being spoken.

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1. *I Can Read It!* Book 1, p. 15.