



**LANGUAGE ARTS 2** **WEEK 1** **SCHEDULE & NOTES**

**Date:** **Day 1** <sup>1</sup> **Day 2** <sup>2</sup> **Day 3** <sup>3</sup> **Day 4** <sup>4</sup> **Day 5** <sup>5</sup>

**Spelling/Phonics**

<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	Optional: Write a Sentence
<b>Activity</b>	Index Cards				
<b>Optional:</b> <i>Explode the Code 4</i>	pp. 1-2	pp. 3-4	pp. 5-6	pp. 7-8	

**Handwriting**

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**Readers**

<b><i>The Beginner's Bible</i></b>	"The Beginning" pp. 7-13	"Adam and Eve" pp. 14-17 ⊕ ⊕	"The Sneaky Snake" pp. 18-25	"Noah's Ark" pp. 26-33 ⊕	"The Tall Tower" pp. 34-38
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**Vocabulary Development**

<b>Optional:</b> <i>Wordly Wise A</i>				Word List 1 pp. 2-3	

**Creative Expression**

	A: Copywork 1	B: Copywork Application	C: Descriptive Words	D: Describe an Animal	
					5-Day: Adjective I Spy

**Other Notes**

All optional assignments are not included in the LA Package.  
Optional books are sold separately.

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## Day 1

## Spelling/Phonics

We recommend you use the methods **Rule and Write**, **Write, Pre-Test, Check**, and **Post-Test** to teach your children to spell. If your children are quick memorizers, don't follow our pattern. If you have a better way—or a way that works—use it!

These daily exercises should take absolutely no more than 15 minutes.

We offer spelling activity suggestions each week to strengthen spelling practice. If your children spell easily, feel free to skip. In copywork exercises, notice words your children misspell and then use those words to reinforce or review a rule they have already learned. However, don't feel that your children have to remember everything perfectly all at once. They will get extensive review as they continue to write in years to come.

**Rule & Write**

Read the rule (for example compound words), talk it through, and look at the list of words. Have your children write the words on a large white- or chalkboard as you spell them. (Somehow, especially in the early grades, children seem to respond well to being able to print using big strokes. Perhaps it is the freedom they feel when they are able to use their large rather than fine motor skills. Many parents have mentioned that their children also enjoy the semi-“public” nature of printing on a board.)

**Rule:** Compound words are two smaller words joined together to make one larger word.

**Words:** inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

**Activity** | Index Cards

Write the individual words that form each compound Spelling Word on index cards:

in      side

Have your children form the compound word with the cards.

**Optional: Explode the Code 4** | pp. 1–2

If you own it, please note that the Sonlight phonics book, *I Can Read It! Word Lists Book*, used in Language Arts 1, follows the same phonetic progression as the *Explode the Code* series. We have scheduled the *Explode the Code* workbooks as optional activities.

## 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

**The Beginner's Bible** | “The Beginning” pp. 7–13

*The Beginner's Bible* is a collection of famous historical stories extracted from the Bible. The author edited the stories to simplify the language and create highly readable stories for young children. Enjoy these stories that people have read and loved and based their lives upon for centuries.

The Bible is a collection of 66 books by a variety of authors written over a 3,000 year time span. It contains a number of writing styles from history to poetry, prophecy, parables, letters, and laws.

The Bible contains two main sections: what Christians call the Old Testament and the New Testament. The Old Testament focuses on the people of Israel. It begins with the creation of the world and ends with the Jews returning from Babylonian captivity.

The New Testament focuses on Jesus: his birth, his life, his death and resurrection. Additional books highlight the growth of the Christian church.

We include comprehensive questions to ask your children after they read to help learn to read and understand what they are reading. Use them if they help provide peace of mind.

**To Discuss After You Read**

Q: How long did God take to create the earth?

A: *six days; he rested on the seventh*

## 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 names of the books from which you’re taking your vocabulary words, then simply check off each day of the week as your children complete their vocabulary studies. For more recommendations for teaching, see “Vocabulary” section in the Introduction.

## Creative Expression

### General Creative Expression Instruction

Is copywork really necessary? We say strongly, “yes!” In our experience, workbooks don’t do a very good job of teaching children how to write effectively. Instead, children learn to write well by listening to good writing, looking at good writing, copying good writing, and then finally, writing on their own. Sonlight’s language arts programs seek to touch all of those areas.

Copywork builds the foundation for dictation, which your children will begin in Language Arts D. Copywork provides valuable handwriting practice for your children, as well as wonderful opportunities to explore writing mechanics, such as capitalization, punctuation, and other basic grammar skills. You will be amazed at how quickly your children will develop basic technical skills, including correct sentence structure and spelling. They will also begin to learn cadence and style.

After your children write each passage, discuss it with them. Review their handwriting and show them where they have done well and where they can improve. Also point out any interesting things you see in the passage. Use the time to reinforce any and all lessons learned previously.

We schedule some writing each day. We hope that you will encourage your children to practice writing each day. We understand, though, that there are some days when your children will feel . . . well, let’s just say “uninspired.” On these days, just assign one of the extra copywork passages we provide on Day 1. For more recommendations for teaching, see “Writing” section in the Introduction.

### General Activity Sheet Instruction

Find the copywork passages and other exercises on the numbered Activity Sheets after these notes. Each Activity is assigned on the schedule pages and described in these Notes. If you like, feel free to put all the Activity Sheets in a separate binder for your children to use. Use blank paper for the optional dictation passages. For more recommendations for teaching, see “Copywork” and “Optional Copywork Passages” sections in the Introduction.

### A: Copywork 1

Have your children to write the copywork passage “A: Copywork 1” found on **Week 1 Activity Sheet**.

### Optional: Copywork 2<sup>1</sup>

Now, there was a sneaky snake in the garden. One day, the snake saw Eve near the special tree.

1. *The Beginner’s Bible*, “The Sneaky Snake” p. 19.

## Day 2

## Spelling/Phonics

### Pre-Test

**Words:** inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

Today, read the words out loud, slowly and distinctly, permitting your children enough time to write each word. Have your children spell the written word back to you. If they misspell one, have your children immediately rewrite the correct spelling. After spelling all of the words, make sure they rewrite any misspelled words correctly five times.

If your children need to copy the misspelled word(s), that is fine. We seek mastery.

If your children misspell a word, talk it through: is there a rule they ignored? Is there a pattern they can use to remember to spell the word correctly in the future?

See if you can bring up misspelled words later during the day to keep them front of mind. This is not to “punish” your children, but to help them remember.

**Optional: *Explode the Code 4*** | pp. 3–4

## Readers

***The Beginner’s Bible*** | “Adam and Eve” pp. 14–17

### Vocabulary

**Eden:** in the East, perhaps in southeast Mesopotamia; Genesis 2:10–14 mentions four rivers: Pishon and Gihon do not flow any more, but the Tigris and Euphrates still flow.


### To Discuss After You Read

Q: What was Adam and Eve’s job?

A: *they took care of the garden of Eden*

### Timeline and Map Activities

 **Adam and Eve (ca. 5000 BC)**

 *Tigris (B7) and Euphrates Rivers (C7)* (from Gen. 2:10–14) (map 1), find at the beginning of Section Two.

## Creative Expression

### B: Copywork Application

Review with your children the two most basic rules of sentences: (1) sentences begin with a capital letter; and (2) sentences end with a punctuation mark (either a period, question mark, or exclamation point). Ask your children what punctuation mark ends both sentences in their copywork passage. (*period*) Why? (*The sentences are statements.*)

Remind your children that a noun is a person, place or thing. Ask your children to point out the nouns in the passage. (*God, waters, ground, sun, sky, daytime.*) Ask if they know why *God* is capitalized. (*Christians consider God to be a name, and since names are proper nouns, they are always capitalized. As a sign of respect, most Christians also capitalize pronouns that refer to God.*)

If the words in a sentence are mixed up, the sentence won't make much sense. Give your children an example of this fact by mixing up the words in the copywork passages and reading them aloud to them (*Example 1: back the some and dry rolled next appeared waters ground God. Example 2: sun sky the shining in put God a daytime for.*)

Below "B: Copywork Application" on **Week 1 Activity Sheet**, ask your children to unscramble and rewrite on the lines the following sentences, taken from page 7 of *The Beginner's Bible*:

empty was world beginning, the the In (*In the beginning, the world was empty.*)

plan But had God a (*But God had a plan.*)

Remind them that a sentence must begin with a capital letter and have a punctuation mark at the end; it should also contain a complete thought.

## Day 3

### Spelling/Phonics

#### Check

**Words:** inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

If there were any misspelled words yesterday, then make up a sentence (or sentences) in which that word (or those words) appear and have your children write the sentence(s). Again, check for accurate spelling. If the spelling words were misspelled, then have your children rewrite them again, accurately, five times each. If your children didn't miss any words yesterday, then see if you can come up with "silly sentences" that include as many of the week's words as possible, and have your children write these sentences.

**Optional: Explode the Code 4** | pp. 5–6

## Readers

**The Beginner's Bible** | "The Sneaky Snake" pp. 18–25

#### To Discuss After You Read

Q: What one command did God give Adam and Eve?

A: *do not eat from the tree of the knowledge of good and evil*

Q: Why do Adam and Eve leave the garden?

A: *due to God's punishment for disobedience*

## Creative Expression

### C: Descriptive Words

As you've taught your children to write, you've probably heard the phrase "But I don't know what to write!" more than once. Don't fret. You're not alone. Most children will struggle with learning to write well because our everyday spoken language is so forgiving. When we talk with each other, the quick interplay of our speech allows us to work out what we want to say as we say it. The written word, on the other hand, needs to be concise and clear. We need to do our thinking before we put pen to paper (or fingers to keyboard).

Don't allow your children's early writing attempts to disappoint you. Children need to be taught how to think through their writing assignments. We wouldn't give our children wrenches and tell them to fix leaky faucets, yet too often we feel fine handing them pencils and telling them to write essays.

Today's activity will help you take those first steps together with your children. For this exercise, choose an animal.

Use the "C: Descriptive Words" activity on **Week 1 Activity Sheet** and encourage your children to use all five of their senses to think of words that describe their chosen animal. We'll be using this brainstorm material tomorrow in our writing. Explain that words that describe things (nouns) are called *adjectives*.

Guide them through the "C: Descriptive Words" brainstorming activity on **Week 1 Activity Sheet**.

## Day 4

### Spelling/Phonics

#### Post-Test

**Words:** inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

Do a spelling test (the same as day 2) with all the words of the week. If your children have any misspellings, carry them over to the following week.

**Optional: Explode the Code 4** | pp. 7–8

## Readers

### **The Beginner's Bible** | "Noah's Ark" pp. 26–33

#### To Discuss After You Read

Q: What does the rainbow stand for?

A: *God's promise that he would never again flood the whole earth*

#### Timeline and Map Activities

🕒 **Noah (ca. 3500 BC)**

## Vocabulary Development

**Optional: Wordly Wise A** | Word List 1 pp. 2–3

## Creative Expression

### **D: Describe an Animal**

Have your children write a short paragraph that describes their animal from yesterday. Take advantage of their brainstorming session. If they want, they can invent an animal and describe it—how about a hippo-lion or a pig-duck that likes to swim in mud?

Feel free to give them as much help as they need.

Don't worry about mechanics like proper spelling and punctuation right now. There'll be plenty of time in the future to work on those things as they learn to edit and revise their drafts.

For now, put the emphasis on clearly transferring their thoughts to paper. Encourage them to be as imaginative and creative as they can be in their descriptions.

Write the paragraph on "D: Describe an Animal" on **Week 1 Activity Sheet**. Here's what a simple descriptive paragraph might look like:

My dog Bubba is big and black. His fur is thick and feels like our carpet. When he sees a squirrel in the back yard, he barks up a storm. Maybe he thinks the squirrel is a chicken, since his favorite snack is chicken nuggets. And we always know when he needs a bath, because we can smell him from across the room!

## Day 5

## Spelling/Phonics

### **Optional: Write a Sentence**

**Words:** inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

Have your children write any misspelled words in a sentence.

## Readers

### **The Beginner's Bible** | "The Tall Tower" pp. 34–38

#### To Discuss After You Read

Q: Why did people want to build a tall tower?

A: *they proudly wanted to show how great they were*

Q: How did God stop them?

A: *they no longer could all speak the same language*

## Creative Expression

### **5-Day: Adjective I Spy**

Today, while you're driving in the car with your children or just hanging out around the house, play adjective "I Spy." Pick someone to be the "spy."

The "spy" should look around and pick out some THING (a noun). With the thing in mind, the "spy" should then give the other players clues about the thing. The clues should be descriptive hints, i.e., adjectives. Is it tall? Red? Square?

The other players then have to guess what thing the "spy" spied based upon the list of adjectives the "spy" uses to describe it. The first one to guess gets to be the next "spy." ■



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

Next, God rolled back the waters and some dry ground appeared.

God put a shining sun in the sky for daytime.

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**B: Copywork Application**

Unscramble these sentences. Write them correctly on the lines below.

1. *empty was world beginning, the the In*
2. *plan But had God a*

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1. *The Beginner's Bible*, "The Beginning," pp. 10–11.



## C: Descriptive Words

1. What does the animal look like? Is it striped? Spotted? Big? Hairy? Green? Young?

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2. What does the animal smell like? Does it smell good? Or bad? Stinky? Or does it not really have much of a smell at all?

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3. What does the animal like to eat (describe its sense of taste)? Does it eat meat? Vegetables? Rocks? Candies? Hamburgers? Spicy food?

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4. What does the animal sound like? Does it make a sound? Is it loud? Does it roar? Quack? Bark?

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5. What does the animal feel like? Is it rough? Smooth? Soft? Wet? Cold? Slimy?

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## D: Describe an Animal

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**LANGUAGE ARTS 2** **WEEK 2** **SCHEDULE & NOTES**

**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>





**Spelling/Phonics**

<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	Optional: Write a Sentence
<b>Activity</b>	Index Cards				
<b>Optional:</b> <i>Explode the Code 4</i>	pp. 9–10	pp. 11–12	pp. 13–14	pp. 15–16	

**Handwriting**

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**Readers**

<b>The Beginner's Bible</b>	"A New Home" pp. 39–45  	"The Visitors" pp. 46–51 	"A Bride for Isaac" pp. 52–57	"Isaac's Blessing" pp. 58–62	"Jacob's Dream" pp. 63–65 
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**Vocabulary Development**

<b>Optional:</b> <i>Wordly Wise A</i>				True or False 1 p. 4	

**Creative Expression**

	A: Copywork 1	B: Copywork Application	C: Similes	D: Like What?	
					5-Day: Simile Shout Out

**Other Notes**

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## Day 1

## Spelling/Phonics

**Rule & Write**

**Rule:** When using a suffix (an ending added to a root word, like **-ful, -ing, -est, -ed, -ness**), usually the root word spelling doesn't change.

When counting the syllables in a word with a suffix, if you pronounce the vowel in the suffix, the suffix is a syllable (*hope/ful, glad/ness, wish/ing*). If you do not pronounce the vowel in the suffix, then the suffix is not all of the syllable (*loved, clapped, baked*).

**Words:** hopeful, helpful, gladness, sadness, wishing, blackest, longest, careful, fishing, singing

**Activity** | Index Cards

From your spelling words, write the root word on an index card and a suffix on a separate card. Have your children combine the two cards to form the new word. How many suffixes work appropriately with the various words? (e.g., hopeful, hoping)

**Optional: *Explode the Code 4*** | pp. 9–10

## Readers

***The Beginner's Bible*** | "A New Home" pp. 39–45

## To Discuss After You Read

Q: What blessing did God give Abraham?

A: *all the land that Abraham could see would be his, and he and Sarah would have many children*

## Timeline and Map Activities

🕒 **Abraham (ca. 2100 BC)**

📍 *Hebron (D5)* (map 1)

## Creative Expression

**A: Copywork 1**

Ask your children to copy the passage on "A: Copywork 1" **Week 2 Activity Sheet**.

**Optional: Copywork 2<sup>1</sup>**

The servant gave her the gifts, and they went to meet her father. The servant asked for his permission to take Rebekah to Isaac.

## Day 2

## Spelling/Phonics

**Pre-Test**

**Words:** hopeful, helpful, gladness, sadness, wishing, blackest, longest, careful, fishing, singing

**Optional: *Explode the Code 4*** | pp. 11–12

## Readers

***The Beginner's Bible*** | "The Visitors" pp. 46–51

## Vocabulary

**Isaac:** means "He laughs."

## To Discuss After You Read

Q: Why did Sarah laugh when she heard that she would have a son?

A: *she was too old; physically, a woman cannot have a baby after she is about 50 years old, and Sarah was 90!*

## Timeline and Map Activities

🕒 **Isaac (ca. 2100–2000 BC)**

## Creative Expression

**B: Copywork Application**

What action words (called *verbs*) are in the first sentence of the copywork passage? (*creeped, crawled, hopped, galloped*) Discuss how using such interesting, descriptive verbs makes the sentence more lively than if the author had merely written, "Animals came onto Noah's new boat." Can your children think of any more verbs that could have been used? (*answers will vary. Possible: ran, skipped, slithered, thundered, strolled, inched, etc.*)

What animals might the verbs be describing? What kinds of animals can you see creeping onto Noah's Ark? What animals may have crawled on board? What others might have hopped? What animals surely galloped aboard?

Below "B: Copywork Application" on **Week 2 Activity Sheet**, ask your children to write a couple of sentences about the particular animals that might have come on board in these specific ways. (*answers will vary. Possible: Two bunnies hopped onto the ark. The pair of horses galloped onto the ark.*)

1. *The Beginner's Bible*, "A Bride for Isaac," p. 56.



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

Animals crept, crawled, hopped, and galloped onto Noah's new boat.

After everyone was inside, the rain began to fall.

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**B: Copywork Application**

Write two sentences about animals that might have boarded Noah's ark in particular ways (did they creep? crawl? jump?).

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**C: Similes**

Choose at least three of the descriptive words that you created last week. For each of those descriptive words, dictate at least two imaginative similes on the lines below.

1. Descriptive word: \_\_\_\_\_

Similes: \_\_\_\_\_

2. Descriptive word: \_\_\_\_\_

Similes: \_\_\_\_\_

1. *The Beginner's Bible*, "Noah's Ark," pp. 29, 30.



LANGUAGE ARTS 2

WEEK 3

SCHEDULE & NOTES

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/Phonics</b>					
<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	Optional: Write a Sentence
<b>Activity</b>	Dividing Words				
<b>Optional:</b> <i>Explode the Code 4</i>	pp. 17-18	pp. 19-20	pp. 21-22	pp. 23-24	
<b>Handwriting</b>					
<b>Readers</b>					
<i>The Beginner's Bible</i>	"Jacob and Esau Meet Again" pp. 66-70	"Joseph's Colorful Robe" pp. 71-77 	"Pharaoh's Dreams" pp. 78-85 	"Joseph Saves His Family" pp. 86-91	"A Baby in a Basket" pp. 92-97 
<b>Vocabulary Development</b>					
<b>Optional:</b> <i>Wordly Wise A</i>				Hidden Message 1 p. 5	
<b>Creative Expression</b>					
	A: Copywork 1	B: Copywork Application	C: Dialog	D: Fairy Tale Dialog	
					E: 5-Day: Newspaper Reporter
<b>Other Notes</b>					

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## Day 1

## Spelling/Phonics

**Rule & Write**

**Rules:** When double consonants stand between two vowels, the word is divided between the two consonants —vc/cv.

**Words:** happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

This can really help with spelling. If you are able to hear the break in words (the syllables) you will have a much better chance of spelling the word correctly.

For example, instead of just one syllable “hapen” we hear two syllables “hap/pen” and know we need to add the second “p.”

**Activity** | Dividing Words

Have your children write each spelling word with the dividing symbol in it. (*hap/pen, com/mon, gal/lon, sum/mer, sup/per, let/ter, traf/fic, but/ter, ham/mer, rab/bit*)

**Optional: Explode the Code 4** | pp. 17–18

## Readers

**The Beginner’s Bible** | “Jacob and Esau Meet Again” pp. 66–70

## To Discuss After You Read

Q: Did Esau forgive Jacob for stealing the blessing? Why?

A: *Esau seems to have forgiven Jacob; he greeted Jacob gladly*

## Creative Expression

**A: Copywork 1**

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

**Optional: Copywork 2**<sup>1</sup>

Jacob wanted to go back, but he was afraid of his brother, Esau.

## Day 2

## Spelling/Phonics

**Pre-Test**

**Words:** happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

**Optional: Explode the Code 4** | pp. 19–20

## Readers

**The Beginner’s Bible** | “Joseph’s Colorful Robe” pp. 71–77

## To Discuss After You Read

Q: Why were Joseph’s brothers angry that Joseph received a nice robe?

A: *Jacob gave only his favorite son the robe (a foolish thing to do!), and the other brothers wanted something nice and for their father to like them, too*

## Timeline and Map Activities

🕒 **Joseph (ca. 1914 BC)**

## Creative Expression

**B: Copywork Application**

Today’s copywork passage shows some of the many ways writers use **commas**. Ask your children to circle the first comma in the passage. (*after “God said”*) Commas like this one are used to help set off a speaker’s words. Ask your children to draw a box around the second comma. (*before “Jacob”*) This comma is used to help name the person who is spoken to. Who was God talking to in this passage? (*Jacob*). Ask your children to draw an arrow to the final comma. (*after “Someday”*) This comma is used after introductory words in a sentence.

Below “B: Copywork Application” on **Week 3 Activity Sheet**, ask your children to fill in the commas that are missing from the passage. Here are the answers:

Rebekah said, “Jacob, come here! Tomorrow, go speak to your father.”

## Day 3

## Spelling/Phonics

**Check**

**Words:** happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

**Optional: Explode the Code 4** | pp. 21–22

1. *The Beginner’s Bible*, “Jacob and Esau Meet Again,” p. 68.



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

God said, "I am watching over you, Jacob. Someday, all of this land will belong to you and your family."

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**B: Copywork Application**

Rebekah said "Jacob come here! Tomorrow go speak to your father."

Fill in the commas that are missing. Then, write a sentence where you address someone, and tell that person to do something. Use correct punctuation.

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**C: Dialog**

Try your hand at writing a simple dialog on the lines below. Be creative and have fun! To help you get started, here are some potential conversation starters:

"Is this your platypus?" asked the zoo keeper.

"No, we're going to travel by mule, not by hot air balloon," said the prospector.

"What's that?" exclaimed Charlie, pointing at the circus clown hanging from the chandelier.

"Now where did I put my time machine?" asked Mr. Wells.

"That's it!" proclaimed Susan. "I'll write a story about my science experiment."

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1. *The Beginner's Bible*, "A Bride for Isaac," p. 56.