



**LANGUAGE ARTS 4–5** **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/Phonics</b>					
<b>Spelling</b>	Rule & Write	Write	Pre-Test	Check	Post Test
<b>Activities</b>	Index Cards				
<b>Optional:</b> <i>MCP Word Study D</i>	p. 1	p. 2	p. 3	p. 4	p. 5
<b>Handwriting</b>					
<b>Readers</b>					
<b>More Stories From Grandma's Attic</b>	"When Grandma Was Young" and chap. 1 🌐	chaps. 2–3	chap. 4	chaps. 5–6	chaps. 7–8
<b>Vocabulary Development</b>					
<b>Optional:</b> <i>Wordly Wise C</i>	Exercise 1A				
<b>Creative Expression</b>					
	A: Copywork 1	B: Copywork Application	C: Interview Your Family	D: Family Heritage	
					E: 5-Day: Memory Album
<b>Other Notes</b>					
<p>All optional assignments are not included in the LA Package. Optional books are sold separately.</p>					

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## Day 1

## Spelling/Phonics

## Instruction

We recommend you use the methods described in this week's Notes: **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. For more recommendations for teaching, see "Spelling" section in the Introduction.

**Optional: MCP Word Study D**

Please find the answers to assignments in the Notes.

**Rule & Write**

Read the rule; talk it through; look at the list of words. Have your children write the words on a large whiteboard or chalkboard. (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 being able to print on a board. Of course they like the non-teaching parent—or grandparents—to see their paper-based work, too. But there's something especially satisfying about seeing one's work in big letters out there "for all the world to see.") For more recommendations for teaching, see "Writing" section in the Introduction.

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

**Words:** checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

**Activity** | Index Cards

From your Spelling Words, write the individual words that form each compound word on an index card:

in      side

Have your children form compound words with the cards.

**Optional: MCP Word Study D** | p. 1

1. box 2. pool 3. coat 4. pan 5. ham 6. cap 7. bed  
8. lion 9. airplane 10. five 11. bib 12. bug 13. cook  
14. breakfast 15. bacon 16. pan 17. toaster 18. drink  
19. bran

## 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

**More Stories From Grandma's Attic** | "When Grandma Was Young" and Chapter 1

## Setting

Michigan; 1880.

## Overview

Set on a farm in Michigan more than one hundred years ago (1880), the stories are remembrances of the author's grandmother.

## To Discuss After You Read

Q: Why did Pa bring the goat into the house?

A: *its mom had twins and refused to care for the little goat; Pa hoped Ma could nurse the baby goat to health*

Q: How did Mabel survive her night in the barn?

A: *her big brother came and kept her company*

## Timeline and Map Activities

🌐 Michigan (C9) (map 1)

## 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.

### Optional: *Wordly Wise C* | Exercise 1A

## Creative Expression

### Activity Sheets

You will find the copywork and exercises immediately after the Notes. If a day's assignment requires answers, you'll find them here in the Notes. For more recommendations for teaching, see "Student Activity Sheets" section in the Introduction.

### Extra Copywork Passages

We have children write daily. If your children balk at an assignment, simply have them do an optional copywork instead.

### Recording Your Children's Stories

Initially, it's important for your children to enjoy expressing their thoughts and to get a good feel for the flow of a story. To do this, you will serve as their scribe, recording their stories on paper or a computer. Here's how:

1. Write their stories on paper or a computer exactly as they tell it to you. Don't "adultify" either the tone or vocabulary. When you read it back to them, it should sound exactly as it did when they told it to you. In all the exercises, remember, as much as possible, to let your children express themselves naturally, without interruption. Write the story just as they relate it. Your main goal is to help them gain skills in merely putting a story together, thinking creatively and expressing themselves verbally. One of the most valuable lessons you want your children to learn is that writing is fun.

This is not the time for editorial revision! Any corrections should be done later as you review the story with them and ask them if it sounds the way they intended.

2. While you don't want to distract your children with questions of correct grammar and verbal usage, every now and then during the writing process, you will want to read back to your children what they have written so far. That will help them to correct and add to what they have written. You'll also want to ask your children questions to encourage them to explain or expand upon their ideas.

For instance, your children may need help to think sequentially. Don't prompt them with leading questions—questions that presume the answer: "So then she went into the castle?" Rather, prompt them with open-ended questions like, "How did it begin?" "What happened next?" "Why?" "Is that all?" etc. Also, encourage your children to "flesh out" characters and scenes by asking questions like, "What did it look like?" "Why did he do that?" "How did you feel at that

moment?" "What did he say?" etc.

Encourage your children to answer in complete sentences by saying "How should I put that in your story?"

If your children answer in an incomplete sentence, encourage them to complete it. (You want them to write the story; you shouldn't have to supply any of the words.) So, you may ask, "Why did the dog scare you?" And your children will answer, "Because it was barking." "So," you'll respond, "how should I put that into the story?" (You may need to reread the last few sentences to refresh their memory before they can answer.) "The dog scared me because it was barking!"

3. When the assignment is complete as far as your children are concerned, stop. Now is the time to edit.

As more than one author has noted, editing is the key to quality writing. It is not the ability to write that counts, but the ability to rewrite. It is important to practice this even from the youngest years. Help them to take the time to look critically at their own writing.

You may be wondering how you can make useful comments about your children's creative expression. "I'm not a good writer myself!" you think. Yet you can provide immeasurable insight and help.

You know how to read. And you know when a sentence doesn't make sense, or when a phrase is confusing, or when a word is being misused. That knowledge qualifies you to evaluate your children's writing.

Beyond the raw improvement in writing skills, you and your children will be practicing a skill that every writer needs to develop: the ability to look at a piece of writing from the perspective of an "outsider" to see its weaknesses, to feel them strongly enough to want to improve, and then to take corrective action. This is what the editorial process is all about.

4. Once your children's creation has been edited, you will want to write or type it neatly on a clean sheet of paper. At that point, with all corrections in place, the assignment is finished. Try to give your children some kind of tangible reward: a smiley face, a sticker, a written "Well done!"
5. Keep all assignments in a special binder. Years from now, this folio will provide pleasant memories.

**Helpful Hint:** Whenever possible, have your children think of a real person who might enjoy receiving a copy of their creation. When the assignment has been completed, photocopy it and send the copy to that person so he or she can enjoy what your children have written! (This adds additional motivation to do a good job.) If they have written to Grandma, make sure Grandma receives it. In addition, you may also want to read it to the rest of the family

so they can hear and appreciate their accomplishment, as well. Let your children know that their stories are appreciated. For more suggestions on how to get your children to write well, go to [www.sonlight.com/write-well.html](http://www.sonlight.com/write-well.html).

What to expect and what to demand: initially, your children may not be able to think of much more than a few sentences for any one assignment. That's okay. As they develop their abilities, their stories will get longer. Your main goal, anyway, is not to encourage your children to churn out pages and pages of words, but to put a paper together in a logical order and think creatively. One of the greatest lessons you want them to learn is that making up stories and communicating new ideas is fun.

By and large, we believe these assignments should be quick and relatively easy. Unless your children are clearly dragging their feet, don't make any of the assignments last more than fifteen minutes to a half hour. If your children want to spend more time, don't discourage them! But certainly don't require longer periods of work.

### A: Copywork 1

Have your children copy the sentences found on "A: Copywork 1" **Week 1 Activity Sheet** directly after these notes.

**Optional: Copywork 2**<sup>1</sup> (use on the days your children feel uninspired to write)

"That was a good lesson for me," Grandma said. "I was often careless after that, but I was careful not to be quite so positive about what I would do again. And I never blamed the Lord for my mistakes, either."

## Day 2

### Spelling/Phonics

#### Write

Write the words on paper, practicing spelling and handwriting. Talk through the rules again.

**Words:** checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

**Optional: MCP Word Study D** | p. 2

1. are 2. puppy 3. part 4. shop 5. likes 6. look 7. kind 8. that 9. heard 10. to 11. grow 12. fifteen 13. coat 14. this 15. dogs 16. once 17. own 18. wants 19. counter 20. food 21. collar 22. family 23. thanks 24. new 25. name

## Readers

### More Stories From *Grandma's Attic* | Chapters 2–3

#### To Discuss After You Read

Q: Why didn't Mabel win the contest? [chap. 2]

A: *she was careless and misspelled a word on her sampler*

Q: Why do the girls decide to dress a pig? [chap. 3]

A: *the size of the animal was right and it was a living creature—more fun than a doll*

## Creative Expression

### B: Copywork Application

Most adults never even think about when to use "a" or "an." It just comes naturally. Or so we think! As a result, we don't explain the concept to our children.

Have your children read the sentence from yesterday's copywork with "a" instead of "an." Have them read it again with "an." Ask if one is easier to say than the other.

Explain that we use "a" before words that start with consonant sounds and "an" with words beginning with vowel sounds. Have your children read the sentences from *More Stories from Grandma's Attic* under "B: Copywork Application" on **Week 1 Activity Sheet** with "a" before each word, and then with "an."

Ask your children which words sound better and are easier to say with "a" and which ones work better with "an." It may take a few repetitions. Offer guidance, if necessary. Have your children circle the correct word. (1. *an, a*; 2. *a*; 3. *an*)

Your children will also be asked to place words in alphabetical order. Remind them to begin with the first letter. If the first letter is the same, go to the second letter. (4. *animal, chin, foot, giraffe, goose, mongoose, shelter*)

## Day 3

### Spelling/Phonics

#### Pre-Test

Take a pre-test. Read the words to your children out loud, slowly and distinctly, permitting them enough time to write each word accurately. Have your children spell the written word back to you. If they misspell one, have them immediately rewrite the correct spelling. At the end of the test, make sure they rewrite any misspelled words correctly five times.

If your children need to copy the misspelled word(s), then permit them to do that. We are after mastery. If copying permits mastery, then let your children copy! If your children misspell a word, talk it through; is there a rule they ignored? Is there some other way they can better remember to spell the word correctly in the future? Do pop quizzes on misspelled words later in the day.

1. *More Stories from Grandma's Attic*, p. 26.

**Words:** checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

**Optional: MCP Word Study D** | p. 3

1. **fan**—ant cat hand 2. **gift**—six pin bib 3. **duck**—bug sun bus 4. **mop**—block box top 5. **egg**—bed jet hen

## Readers

### **More Stories From Grandma's Attic** | Chapter 4

To Discuss After You Read

Q: What does the author learn about prayer?

A: *God is concerned about the big and small things*

## Creative Expression

### **C: Interview Your Family**

In *More Stories from Grandma's Attic*, a young girl learns about her grandmother's childhood through listening to stories. Have your children start recording your own family history by asking a family member—Mom, Dad, or grandparents—to tell stories about their childhood.

For prewriting, have your children interview a family member. Find a list of questions on “C: Interview Your Family” **Week 1 Activity Sheet**, but feel free to alter them. Jot down notes of the stories. After your children have heard a few stories, ask them to select the one they feel is most interesting. This will be the story they will write about tomorrow. Remind them to ask for lots of details as they talk to people about their stories. (*Answers will vary*)

## Day 4

### Spelling/Phonics

#### **Check**

If there were any misspelled words yesterday, then make up a sentence (or sentences) in which the word (or words) appear and have your children write the sentences. 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 had a perfect spelling pre-test yesterday, see if you can come up with “silly sentences” that include as many of the weeks' words as possible and have your children write these sentences.

**Words:** checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

**Optional: MCP Word Study D** | p. 4

1. spot 2. bus 3. sat 4. bat 5. hit 6. tags 7. sun 8. next 9. pitch 10. rests 11. up 12. fast 13. crack 14. top 15. run 16. wins 17. stand 18. hugs 19. happy 20. have

## Readers

### **More Stories From Grandma's Attic** | Chapters 5–6

Vocabulary

**The Village Blacksmith:** a classic poem by Henry Wadsworth Longfellow that is a tribute to American blacksmiths; based upon an actual blacksmith shop on Brattle Street in Cambridge, Massachusetts. [chap. 5]

To Discuss After You Read

Q: Was the family sorry they took in a stranger? [chap. 5]

A: *no*

Q: How did the family prepare for a snowstorm? [chap. 6]

A: *they brought in extra food for the animals, extra wood for the stove, extra food from the cellar, and tied a rope from the house to the barn*

Q: How did the Lord answer their prayers? [chap. 6]

A: *the doctor was lost and saw their light, he came and cared for Ma*

## Creative Expression

### **D: Family Heritage**

Using the family story your children chose yesterday, record this piece of family heritage in writing on a separate piece of paper. If they are able, have them tell the story in the present tense, as if it is taking place right now, not thirty years ago.

If your children enjoy this activity, it can become a fun and cherished project. They can record various family stories and bind them, preserving your family history! Here's what a finished family story might look like:

It was a sight to see. The elevator doors would slide open and I'd shoot the newspapers out, down one side of the hall and then the other before the doors would close. I had good aim. I could fling the paper right to where it should land.

I already had done several floors faster than ever and I just knew I could get all the papers delivered in record time. As the elevator slowed at the 5th floor it seemed to be moving at a snails pace. I decided to help it along and jerked the doors open. The floor was knee high and the elevator shuttered to a stop. There would be no record for John today.

## Day 5

### Spelling/Phonics

#### **Post Test**

Do a post-test for all the words of the week. If your children had any misspellings, carry them over to the following week.

**Words:** checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

1. bone 2. five 3. tape 4. heel 5. cube 6. radio  
7. seal 8. rake 9. key 10. vase 11. cone 12. notes

## Readers

### **More Stories From Grandma's Attic** | Chapters 7–8

#### Vocabulary

**truant officer:** an employee of a school system who investigates the absences of students. [chap. 7]

**“A pig in a poke”:** to buy “a pig in a poke” means to make a blind bargain or to make a deal without sufficient scrutiny or knowledge. This phrase came from a formerly common trick of trying to pass off a cat as a suckling pig on an unsuspecting buyer by concealing it in a bag or “poke.” The companion phrase “to let the cat out of the bag” refers to the point at which the trick was revealed. [chap. 8]

#### To Discuss After You Read

Q: Why did Roy’s parents make him give Mabel the slate? [chap. 7]

A: *he told her he would and they made him keep his word*

Q: Did the boy’s trunk contain treasure? [chap. 8]

A: *no, only rusty nails*

Q: Have you ever bought “a pig in a poke?” Did you learn your lesson as well as Reuben & Roy? [chap. 8]

## Creative Expression

### **E: 5-Day: Memory Album**

Start a family heirloom. Have your children make a binder and include yesterday’s assignment. Different family members can include memories and pictures to complete the memory album. This can be a fun Sunday afternoon family activity, too. Each family member can have a few pages to record memories, draw or paste pictures, and share emotions. Once these pages are complete, the whole family can enjoy them together. ■



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

If an animal needed special care, it stayed in the kitchen. I really enjoyed those times, especially if it was one I could help with.

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**B: Copywork Application**

Circle the correct bold word.

1. Ma agreed and hurried to find **a** / **an** old blanket and a box for **a** / **an** bed.
2. Pa found **a** / **an** good place for me to sleep.
3. Sarah Jane looked at it carefully; then **a** / **an** odd expression came over her face.
4. Write a sentence that correctly uses **an**.

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5. Place the following words in alphabetical order:

mongoose      foot      animal      shelter      goose      chin      giraffe

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1. *More Stories from Grandma's Attic*, p. 12.



## LA Week 1 Activity Sheet

### C: Interview Your Family

Name of person interviewed: \_\_\_\_\_

Tell me about a funny thing that happened when you were growing up: \_\_\_\_\_

\_\_\_\_\_

Tell me about an interesting learning experience you had growing up: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tell me about your favorite childhood memory: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tell me about a family tradition and how it started: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### D: Family Heritage

On your own piece of paper (or writing notebook), record your piece of family heritage.

### E: 5-Day: Memory Album

We added \_\_\_\_\_ to our album.



Date:	Day 1 <small>86</small>	Day 2 <small>87</small>	Day 3 <small>88</small>	Day 4 <small>89</small>	Day 5 <small>90</small>
<b>Spelling/Phonics</b>					
<b>Spelling</b>	Rule & Write	Write	Pre-Test	Check	Post Test
<b>Activities</b>	Categorize				
<b>Optional:</b> <i>MCP Word Study D</i>	p. 84	p. 85	p. 86	p. 87	p. 88
<b>Handwriting</b>					
<b>Readers</b>					
<i>A Llama in the Family</i>	chap. 4	chap. 5 	chap. 6	chap. 7 	chap. 8
<b>Vocabulary Development</b>					
<b>Optional:</b> <i>Wordly Wise C</i>	Exercise 6C Crossword 3				
<b>Creative Expression</b>					
	A: Copywork 1	B: Copywork Application	C: Quilt Poem, Part 1	D: Quilt Poem, Part 2	
					E: 5-Day: Gift Copy of Poem
<b>Other Notes</b>					

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## Day 1

## Spelling/Phonics

## Rule &amp; Write

**Rule:** The letter combination **wr** as in **wrist** says /r/. It's found only at the beginning of words.

**Words:** wrist, wrap, wrong, wring, write, wrench, wrinkle, wry, wrath, wrote

## Activity | Categorize

Write the spelling words into lists under the various vowels. (*a: wrap, wrath; e: wrench; i: wrist, wring, write, wrinkle; o: wrong, wrote; y: wry*)

**Optional: MCP Word Study D** | p. 84

1. field 2. belief 3. piece 4. shriek 5. fried 6. relieved  
7. chief 8. die 9. dried 10. mantelpiece 11. brief  
12. fielder 13. grief 14. shield

## Readers

**A Llama in the Family** | Chapter 4

## To Discuss After You Read

Q: How did Mother get new business as a result of April's party?

A: *parents of April's friends signed up for walks with out of state visitors after seeing the photo of their child with the llama*

## Vocabulary Development

**Optional: Wordly Wise C** | Exercise 6C and Crossword 3

- |            |            |          |
|------------|------------|----------|
| 1. traitor | 2. detour  | 3. grain |
| 4. owe     | 5. grain   | 6. dairy |
| 7. drowsy  | 8. discard | 9. adopt |
| 10. grain  | 11. pang   | 12. owe  |
| 13. dairy  |            |          |

## Crossword 3

## Clues Across

- |            |             |             |
|------------|-------------|-------------|
| 3. dairy   | 5. dent     | 8. Dairy    |
| 9. pang    | 11. Mental  | 14. granite |
| 16. wisp   | 17. discard | 20. owe     |
| 21. detour | 22. code    | 23. wisp    |
| 24. owe    |             |             |

## Clues Down

- |              |           |              |
|--------------|-----------|--------------|
| 1. adopt     | 2. crow   | 4. adopt     |
| 6. barometer | 7. grain  | 10. grain    |
| 12. traitor  | 13. grain | 15. appetite |
| 19. drowsy   | 22. crow  |              |

## Creative Expression

## A: Copywork 1

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

"And yet, even though I still wanted a mountain bike, I realized that I wasn't completely unhappy. It would be fun to go to school tomorrow and tell all my friends about Ethan Allen. None of them had a llama in their family."

## Day 2

## Spelling/Phonics

## Write

**Words:** wrist, wrap, wrong, wring, write, wrench, wrinkle, wry, wrath, wrote

**Optional: MCP Word Study D** | p. 85

1. broom 3. stool 4. balloon 7. boot 8. spoon  
9. toothbrush 10. zoo 11. pool 12. school 13. noon  
14. classroom 15. booster 16. zoom 17. moon 18. loop  
19. proof 20. too

## Readers

**A Llama in the Family** | Chapter 5

## Vocabulary

**Independence Day:** celebrated on July 4th in the United States to commemorate the adoption in 1776 of the Declaration of Independence.

**New England:** a region of the northeast United States comprising the modern-day states of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island.

## To Discuss After You Read

Q: What trick does Adam teach Ethan Allen and how is useful?

A: *Ethan Allen comes when Adam blows his whistle; when April and Ethan Allen wander off, Ethan Allen comes to Adam with April when he hears the whistle*

## Timeline and Map Activities

- 📍 Brattleboro, Vermont (C11) (map 1)

1. *A Llama in the Family*, p. 11.



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

I explained that a full-grown llama weighs three hundred to four hundred pounds and can carry one hundred pound loads. They are surefooted on mountain trails.

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**B: Copywork Application**

What do these words mean? Discuss the compound words. Do the meanings of the component words change when they are combined in a compound word?

1. pig \_\_\_\_\_
2. tail \_\_\_\_\_
3. pigtail \_\_\_\_\_
4. hand \_\_\_\_\_
5. shake \_\_\_\_\_
6. handshake \_\_\_\_\_
7. Choose two compound words and write a sentence for each.

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1. *A Llama in the Family*, p. 18.



Date:	Day 1 <small>176</small>	Day 2 <small>177</small>	Day 3 <small>178</small>	Day 4 <small>179</small>	Day 5 <small>180</small>
<b>Spelling/Phonics</b>					
<b>Spelling</b>	Rule & Write	Write	Pre-Test	Check	Post Test
<b>Activities</b>	A: Homophones				
<b>Optional:</b> <i>MCP Word Study D</i>	p. 173	p. 174	p. 175	p. 176	
<b>Handwriting</b>					
<b>Readers</b>					
<i>The Toothpaste Millionaire</i>	chaps. 10-12	chaps. 13-14	chaps. 15-16	chaps. 17-18	chaps. 19-22
<b>Vocabulary Development</b>					
<b>Optional:</b> <i>Wordly Wise C</i>	Exercise 12C				Crossword 6
<b>Creative Expression</b>					
	B: Copywork 1	C: Copywork Application	D: I Improved!	E: Story-Starter	
					F: 5-Day: "What I Learned"
<b>Other Notes</b>					

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## Day 1

## Spelling/Phonics

## Rule &amp; Write

**Rule:** The letter combination – **ei** says long **a** as in **neighbor**. Remember the rule “**i** before **e** except after **c** and in words with the long **a** sound as in **neighbor** or **weigh**.”

**Words:** their, eight, weigh, neighbor, reign, freight, eighteen, sleigh, heir, veil

## A: Activity | Homophones

Match the homophones on “A: Homophones” **Week 36 Activity Sheet**.

their	ate
eight	there
weigh	way
reign	slay
sleigh	vale
heir	rain
veil	air

**Optional: MCP Word Study D** | p. 173

**accented syllable:** 1. ice 2. vent 3. ny 4. jack 5. bey 6. of 7. lieve 8. har 9. ru 10. vite 11. (first syllable) 12. (first syllable) 13. (first syllable) 14. (first syllable)

## Readers

**The Toothpaste Millionaire** | Chapters 10–12

## To Discuss After You Read

Q: How does Kate find the toothpaste-filling machine? [chap. 12]

A: *she checks the address on the tube boxes and does some sleuthing*

Q: How many is a gross? [chap. 11]

A: *144; a dozen dozen*

Q: How is a tube filled? [chap. 12]

A: *through the bottom and then the bottom is crimped up*

## Vocabulary Development

**Optional: Wordly Wise C** | Exercise 12C

1. brand	2. tongs	3. balcony
4. autograph	5. brand	6. vivid
7. disappear	8. brand	9. balcony
10. vivid	11. evil	12. evil

## Creative Expression

## B: Copywork 1

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

So I'm spending this summer reading books and getting rested up for when Rufus gets back from North Carolina. I'm sure he will have figured out some project that's even more fun than just making a million dollars.

## Day 2

## Spelling/Phonics

## Write

**Words:** their, eight, weigh, neighbor, reign, freight, eighteen, sleigh, heir, veil

**Optional: MCP Word Study D** | p. 174

**across:** 1. seize 2. rocks 8. electric 9. clear 10. kayak 12. snack 13. wrap 14. earth 15. gem 16. light 18. knee 20. chalk 21. rough 23. some 24. smudge

**down:** 1. small 3. stick 4. wreckage 5. her 6. groan 7. rocket 9. charcoal 11. ape 12. solid 17. guess 19. ear 22. hour

## Readers

**The Toothpaste Millionaire** | Chapters 13–14

## To Discuss After You Read

Q: Why wouldn't Rufus discriminate against Hector because of his color? [chap. 13]

A: *Hector is the same race as Rufus*

## Creative Expression

## C: Copywork Application

Today, celebrate how far your children have come by giving them the chance to show you how much they've learned. Each of the five sentences on “C: Copywork Application” **Week 36 Activity Sheet** has one error. Can your children find the errors? Have them rewrite each sentence correctly. (1. *there*; 2. *an*; 3. *Indiana*; 4. *taller*; 5. *new*)

1. *The Toothpaste Millionaire*, p. 119.



## A: Homophones

Draw a line connecting each pair of homophones:

- |          |         |
|----------|---------|
| their •  | • ate   |
| eight •  | • there |
| weigh •  | • way   |
| reign •  | • slay  |
| sleigh • | • vale  |
| heir •   | • rain  |
| veil •   | • air   |

## B: Copywork 1<sup>1</sup>

“Are those all mine?” I asked. I hadn’t expected the boxes to be so big.

“Fifty gross is a lot of tubes,” Mr. Pulaski said. “What will you do with 7200 tubes anyway?”

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1. *The Toothpaste Millionaire*, p. 54.