



LANGUAGE ARTS K		WEEK 1				SCHEDULE
Date:	Day 1 ₁	Day 2 ₂	Day 3 ₃	Day 4 ₄	Day 5 ₅	
Phonics/Spelling						
Letters Learned So Far	Ff					
My First Picture Dictionary	F pages					
Activities				Play "I Spy"		
Language and Thinking		Telling Stories "Oral" through Reading Stories "The Goose that Laid the Golden Egg" pp. 5-7 ^[N] 1	Reading Stories "Henny Penny" pp. 8-9			
Optional: Get Ready for the Code	pp. 1-4	pp. 5-7	pp. 8-10	pp. 11-12		
Handwriting						
Recommended: Handwriting Without Tears	Mom or Dad, pp. 4-6; Children, p. 7	pp. 8-9	p. 70			
Vocabulary Development						
Creative Expression						
	A: Copywork 1	B: Circle the Picture	C: Picture Book Narration	D: Copywork 2		
					5-Day: Finish the Story	
Other Notes						

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1. The ^[N] symbol refers to an important note found in the notes section immediately after the schedule pages.

^[N] Special Note to Mom or Dad

Day 1

Phonics/Spelling

Introducing Letters

When you introduce a letter, point to the two forms of the letter (uppercase and lowercase), while saying its sound. Then, as you work through your other activities during the week, highlight and review each week's new letter and its sound as it surfaces in the games and activities you play.

When saying the letter sounds, try to avoid adding the sound of an unstressed vowel—a kind of “uh” sound—after the letter sound itself. In other words, say “mmm – mmm – man,” not “muh – muh – man”! Of course, you won't be able to do this perfectly; vocalized letter sounds that are formed by stopping airflow (b, d, g, etc.) virtually require some kind of release of air in order to say them, and that release of air will sound rather vowel-like. But try to reduce this sound to a minimum to focus attention on the sounds of the letters. Also: It is unnecessary for your children to learn the names of letters at this time and, in fact, such lessons could be confusing. Stick with the sounds.

Please find additional ideas in the appendix.

Copywork

Please find the weekly copywork passages directly after each week's Note. Use the side that matches the style of your chosen handwriting program: one side matches the *Handwriting Without Tears* style, while the other side matches the *A Reason for Handwriting* and *Getty-Dubay* styles.

First have your children trace the words on the page then write them. After they write, have them evaluate their handwriting, circling those letters they think are formed the best. (This exercise ensures that it is not you who is judging their writing ability, but they are evaluating their own success at controlling their hand movements.) Keep your children's copywork assignment since it will be used for another exercise during the week.

Is copywork really necessary? Our answer is an unqualified “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 try 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.

As your children write each passage, discuss it with them. Examine 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. Connect the passage back to the letters they are studying each week and use the time to reinforce lessons learned previously.

My First Picture Dictionary | F pages

Introduce the book. Note its organization: A through Z. Also note that each word on the page is in alphabetical order compared to the other words: the words beginning with each particular letter are organized according to their second letter. Explain that this is the way dictionaries are organized. See if your children can think of other words that begin with the same sound. For more recommendations for teaching, see the “Reading” section in the introduction.

Optional: *Get Ready for the Code* | pp. 1–4

Handwriting

Choose the handwriting program you prefer, then record on this line what your children have done.

If you would like help scheduling *A Reason for Handwriting* or *Getty-Dubay*, please go online to www.sonlight.com/handwritingschedules.html and download and print the appropriate file.

Handwriting Without Tears begins with capital letters since it is hard to reverse capital letters particularly if students begin in the corner marked with the smile face or dot. Always link the sound of the letter to the illustration “F is for fish.” We chose to match handwriting to the letter sound our children learn each week to make as many connections for reading as possible.

Recommended: *Handwriting Without Tears* | pp. 4–7

Mom or Dad read pages 4–6. Decide if your children write right or left handed and set their paper according to their handedness. Then demonstrate to your children how to hold a pencil (as shown on page 6). As you teach your children how to write, practice the 3 steps shown on page 5. Using the correct pencil grip, show your child how to decorate the illustrations on p. 7 and have your children draw as well.

Vocabulary Development

Instruction

Please find vocabulary terms in the Notes section of your Core Instructor's Guide.

Read the words in context within the sentences as printed. Then ask your children to explain what they think the vocabulary word means. If the word is unfamiliar, please read the definition to your children.

Use the blank Vocabulary Development lines on your Language Arts Schedule pages to record the book you are using and check off each day as you do vocabulary.

Creative Expression

Recording Your Children's Work

To help your children learn to enjoy expressing their thoughts, as well as to get a good feel for the flow of a story and/or how to express their ideas effectively, use the following methods:

- Serve as your children's scribe, writing their stories or papers exactly as they tell it to you. Don't "adultify" either the tone or vocabulary. In all the exercises, remember to let your children express themselves naturally, without interruption. You may want to have your children dictate while you type their stories on the computer. You may find that it's easier to keep up with them if you're typing rather than writing their stories by hand.
- Every now and then during the writing process, stop and 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. 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 incomplete sentences, encourage them to complete them. (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 memories before they can answer, "The dog scared me because it was barking!"

- Keep all of your children's writings in a dated folder. Years from now, this folio will provide pleasant memories.

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, they'll dictate more. Your main goal is to encourage your children to learn that making up stories and communicating new ideas can be fun. By and large, we believe these assignments should be quick and relatively easy to do. For more recommendations for teaching, see "Writing" and "Student Activity Sheets" sections in the Introduction.

A: Copywork 1

Each week your children will do copywork from one of the books they read. As your children learn the letters and their sounds, have your children write the letter of the week, "F." On **Week 1 Activity Sheet**, have your children write the uppercase letter **F** five times. Find each week's Activity Sheet directly following these notes.

Day 2

Phonics/Spelling

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 Eggs." 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.

Optional: Get Ready for the Code | pp. 5–7

Handwriting

Recommended: Handwriting Without Tears | pp. 8–9

While we schedule the capital letter on the first day of the week, we add the lowercase on the second day. Again, to help children learn to read.

Creative Expression

B: Circle the Picture

On **Week 1 Activity Sheet**, have your children circle the picture of the objects that begin with the letter **F**. (*frog and flag*)

Day 3

Phonics/Spelling

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

Optional: Get Ready for the Code | pp. 8–10

Handwriting

Recommended: Handwriting Without Tears | p. 70

Creative Expression

C: Picture Book Narration

Children love stories. Would you have ever guessed that your children’s favorite picture books could be used to help them learn how to write well? Well, they can!

Today have your children retell a favorite story. In doing so, they will receive valuable practice in thinking through a story line. What all goes into a story? What events happen first, second, etc.? Who are the characters? What do they do? What details are important?

Have your children pick a favorite picture book, then ask them to “tell back” the story line from the book. Let them look at the pictures as they tell the story, but don’t let them read the words—they must tell the story as they remember it.

As they relate the story to you as they remember it, feel free to ask questions to guide them if they need a little help. Use open-ended questions, such as:

“What happens next?”

“Who did that?”

“Why did he/she/they do that?”

“Where/when did they do that?”

Don’t require that they get every last detail correct. Just be satisfied if they are able to provide a good general outline of the story. Congratulate them on what good memories they have! Explain to them that they can use their memories of stories they’ve read to help them write their own stories one day. Record your child’s story on either a sheet of paper to file or on the computer.

Day 4

Phonics/Spelling

Activity | Play “I Spy”

Play “I Spy” by finding things that start with the /F/ sound. Try one of the following ways:

1. Place in a basket several items that begin with the letters f, m, t, or b. Say, “I spy with my little eye something that begins with the letter that sounds like ___.” See if your children can pick it. Switch roles.
2. “I spy ... something (on myself, in the room, out in the yard ...)” that starts with a particular sound (f.)
3. “I spy ... something that ends with the letter sound ___.”
4. “I spy ... something that has ___ sound in its middle.”
5. Do any of the above suggestions using the letter names rather than their sounds.

Optional: Get Ready for the Code | pp. 11–12

Creative Expression

D: Copywork 2

Have your children write the uppercase and lowercase letters **Ff** four times on **Week 1 Activity Sheet**. And, have your children tell your three words that begin with the “F” sound.

Day 5

Creative Expression

5-Day: Finish the Story

Read the following text to your children, and then ask them to tell you what happens next:

Tim and Sally received a new sled for Christmas one year. They waited and waited for the snow to fall so they could use it. Just before they went to bed one night, they saw some snowflakes fall. When they got up the next morning, snow had fallen on everything. They got on their warm snow clothes and ...

See what your children can come up with! Did Tim and Sally go sledding? Did they fly down a big hill? Did they get covered in snow from head to toe? Remember: there's no right answer here. You should just be looking for your children to expand appropriately upon the part of the story you read to them.

If they need some help, gently nudge them in the right direction with open-ended questions, such as:

Who are the characters in the story?

What are they doing?

Where or when are they doing it?

Why?

What happens next?

Encourage them to be as detailed as they can. Together, you will be laying the groundwork for successful writing! Record your child's story. ■



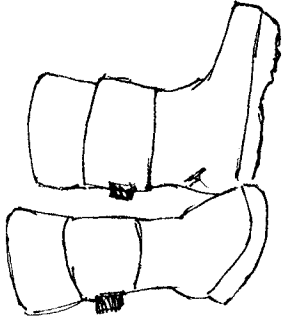
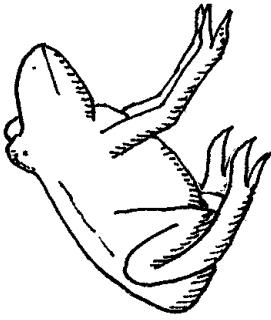
A: Copywork 1

Write the uppercase letter **F** five times. Start at the dot.

• _____ • _____ • _____ • _____ • _____

B: Circle the Picture

Circle the picture of the objects that begin with the letter **F**.



C: Picture Book Narration

Record this assignment on a separate sheet of paper.

D: Copywork 2

Write the letters **Ff** four times each. Start at the dot.

• _____ • _____ • _____ • _____ • _____



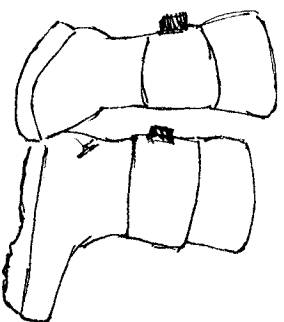
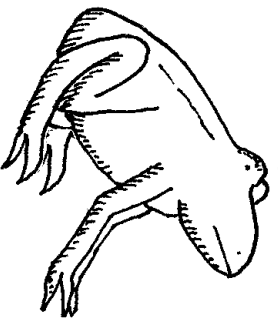
A: Copywork 1

Write the uppercase letter **F** five times. Start at the dot.

Handwriting practice lines for uppercase letter F. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are five sets of these lines, each starting with a dot on the top line for the letter 'F'.

B: Circle the Picture

Circle the picture of the objects that begin with the letter **F**.



C: Picture Book Narration

Record this assignment on a separate sheet of paper.


D: Copywork 2

Write the letters **f** four times. Start at the dot.

Handwriting practice lines for lowercase letter f. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are four sets of these lines, each starting with a dot on the top line for the letter 'f'.

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>
Phonics/Spelling					
Letters Learned So Far	Ff, Bb, Mm, Tt, Rr, Aa, Hh, Pp, Ss, Ii, Cc, Dd, Jj, Oo				
My First Picture Dictionary	No new letters this week.				
Activities	Letter Sounds Make Words			Letter Pairs	
Vowel Activity Sheets	Sheets 17–18	Sheets 19–20	Sheets 21–22	Sheets 23–24	
Language and Thinking		Thinking “What If...” pp. 29–30	Thinking “Triple Play” p. 30		
Optional: Get Set for the Code	No assignment this week.				
Handwriting					
Recommended: Handwriting Without Tears	p. 90	p. 91			
Vocabulary Development					
Readers					
Fun Tales	Read #9: "Pop!"				
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: Thank-you Note	D: Copywork 2	
					5-Day: Key Letter Sound Story
Other Notes					

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 Special Note to Mom or Dad

Day 1

Phonics/Spelling

My First Picture Dictionary

No new letters this week.

Activity | Letter Sounds Make Words

Provide the last two letters and have your children add various first letters to form words that use have the /o/ vowel sound (e.g. **_od, _ob, _ot, _op**). Have your children read the word as they form it.

Vowel Activity Sheets | Sheets 17–18**Optional: Get Set for the Code**

No assignment this week.

Handwriting

Recommended: Handwriting Without Tears | p. 90

Readers

Fun Tales | #9 "Pop!"

In today's story there is an exclamation point in the title. Explain to your children what exclamation points are and how they are used in writing.

Remember that two of the same consonants next to one another sounds the same. Therefore **Todd** is pronounced the same as **Tod**.

Creative Expression

A: Copywork 1

On **Week 18 Activity Sheet**, have your children copy: **cop, rot, cob, and jot**.

cop, rot, cob, jot

Day 2

Phonics/Spelling

Vowel Activity Sheets | Sheets 19–20**Language and Thinking** | Thinking "What If ..."
pp. 29–30

Handwriting

Recommended: Handwriting Without Tears | p. 91

Readers

Fun Tales | #9 "Pop!"

Creative Expression

B: Copywork Application

On **Week 18 Activity Sheet**:

1. Circle the words that start with the /k/ sound as in **cat**.
(*cop, cob*)
2. Name the vowels you have learned so far. (*a, i, o*)
3. Put a box around the words that rhyme. (*rot, jot*)
4. Write a word that rhymes with **rot** and **jot**. (*cot, dot, got, hot, lot, not, pot, tot*)

cop, rot, cob, jot

Day 3

Phonics/Spelling

Vowel Activity Sheets | Sheets 21–22**Language and Thinking** | Thinking "Triple Play" p. 30

Readers

Fun Tales | #9 "Pop!"

Creative Expression

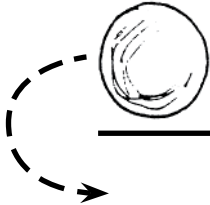
C: Thank-you Note

Are your children grateful? Are you working to instill in them a servant's heart that's always full of gratitude? Use today's assignment to talk to your children about all they have to be thankful for.

When you're ready, have your children write a thank-you note to someone. It could be to a friend for a gift or a relative for a nice visit. If your schedule works out well, have your children write thank-you notes for Christmas presents received.

Remember: At this level, they should dictate to you what they want to write. You, then, will write out carefully, in precursive script, what they want to say. Finally, let them copy it onto wide-ruled paper, which they can then decorate to make it into "stationery."

Roll the marble down the track.




A large rectangular frame containing seven horizontal lines, each with a shorter line segment below it, creating a series of tracks for a marble to roll down.

500

points!

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	176	177	178	179	180
Phonics/Spelling					
Letters Learned So Far	Ff, Bb, Mm, Tt, Rr, Aa, Hh, Pp, Ss, Ii, Cc, Dd, Jj, Oo, Nn, Kk, Ll, Uu, Vv, Ww, Gg, Yy, Ee, Zz, Xx, Qq				
My First Picture Dictionary	No new letters this week.				
Activities	Alphabet List			What Am I?	
Language and Thinking		Personal Information "Address" p. 33	Personal Information "Phone Number" p. 33		
Optional: Go for the Code	p. 109	p. 110			
Handwriting					
Recommended: Handwriting Without Tears	p. 82	p. 77	p. 39		
Vocabulary Development					
Readers					
Fun Tales	Read #27: "A Quest"				
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: I'm an Animal	D: Copywork 2	
					5-Day: Alphabet Zoo
Other Notes					

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 Special Note to Mom or Dad

Day 1

Phonics/Spelling

My First Picture Dictionary

No new letters this week.

Activity | Alphabet List

Write out the alphabet for your children. Then use the following sentence for a pattern:

I went to the moon and I bought an apple.

Use the same sentence and add a B word.

I went to the moon and I bought an apple and a ball.

Help each other get through the entire alphabet!

Optional: Go for the Code | p. 109

Handwriting

Recommended: Handwriting Without Tears | p. 82

Readers

Fun Tales | #27 "A Quest"

To Discuss After You Read

Q: How many gifts does Tex buy Jen?

A: *three—a dog, a crab, and a mugug*

Creative Expression

A: Copywork 1

On **Week 36 Activity Sheet**, write, and have your children trace and copy, the name of your state/province and postal code. Both your city and state are names, therefore they must be capitalized.

Denver, CO 80220

Day 2

Phonics/Spelling

Language and Thinking | Personal Information "Address" p. 33

Continue to memorize your address this week. Be sure your children know the City and State of their address.

Optional: Go for the Code | p. 110

Handwriting

Recommended: Handwriting Without Tears | p. 77

Readers

Fun Tales | #27 "A Quest"

Creative Expression

B: Copywork Application

Please discuss the answers for your unique address.

1. Write the name of your city and the two-letter state or province abbreviation on the **Week 36 Activity Sheet**.
2. Circle the comma. Note that the comma separates the city name from the state or province.
3. Underline the capital letters. Why do you think the state or province letters are both capitalized?
4. Place a box around the letters for the state/province. (Note that the state/province is a two-letter abbreviation. Talk about other state or province abbreviations where friends or family lives.)

Denver, CO 80220

Day 3

Phonics/Spelling

Language and Thinking | Personal Information "Phone Number" p. 33

Handwriting

Recommended: Handwriting Without Tears | p. 39

Readers

Fun Tales | #27 "A Quest"

Creative Expression

C: I'm an Animal

Today, have your children pretend to be an animal: a bird, a cat, a dog, a lion, a baboon, etc. Ask them to spend a little bit of time acting out what it would be like to be that animal. How would they move? Do they slither, leap, flap, or swish? What sounds would they make?

LA Week 36 Activity Sheet



A: Copywork 1

Write your state/province and postal zip code.

B: Copywork Application

1. Write the name of your city and the two-letter state or province abbreviation on the Activity Sheet.
2. Circle the comma. Note that the comma separates the city name from the state or province.
3. Underline the capital letters. Why do you think the state or province letters are both capitalized?
4. Place a box around the letters for the state/province.
