

## “Reading with Longer Chapter Books”—Schedule for Topics and Skills

<b>Weeks</b>	<b>Apply</b>	<b>Activity Sheet/Creative Expression</b>	<b>Activity (Optional)</b>
1	A/An, Alphabetize	Conduct an Interview, Family Heritage (Narrative)	Memory Album (Narrative)
2	Possession	A Picture is Worth a Thousand Words (Imaginative)	Photo Prompt (Literary)
3	Detail	How Do You ____? (Explanation)	Explain from Memory (Explanation)
4	Conjunctions, Parenthetical Phrase	Write a Book Report (Summary)	Describe Your Favorite Book (Descriptive)
5	Quotes, Punctuation	Anticipating an Event (Narrative)	Rhyme
6	Quotes, Attributes, Homonyms	Fill-in-the-blanks—Faces (Descriptive)	Describe a Culture (Descriptive)
7	Quotes—New paragraph for each speaker	Discuss an Invention (Imaginative)	Think Big (Imaginative)
8	Prepositions	Write About a Friend (Critical Thinking)	Pen Pal (Narrative)
9	Contractions	Judge a Book by its Cover (Critical Thinking)	Break the Code (Analytical)
10	Capitalization	Pet Behavior (Imaginative)	“I Am” Poem (Literary)
11	Metaphor	Sensory Poem (Poetry/Descriptive) Word Poem (Poetry/Imaginative)	Silly Word Poem (Literary)
12	Vivid Vocabulary	Lune (Literary) Catalog Poem (Literary)	Finish the Story (Imaginative)
13	Adverbs	Research Marco Polo (Research) Write About An Explorer (Writing)	Future Explorers (Imaginative)
14	Adjectives	Write a Scientific Paper (Analytical)	Write a Story from a Picture (Imaginative)
15	Detail	Compare Versions of the Same Story (Analytical)	How Stories Change (Narrative/ Analytical)
16	Negatives, “Mad Libs”	Write a Dialog (Dialog)	Familiar Character Dialog (Dialog)
17	Hyperbole, Reality Verses Fantasy	Disagree With a Character’s Decision (Critical Thinking)	Family Event Record (Narrative)
18	Personification	Write a Newspaper Article (Summary/Imaginative)	News Report (Multiple Intelligence Activity)

## “Reading with Longer Chapter Books”—Schedule for Topics and Skills (cont.)

<b>Weeks</b>	<b>Apply</b>	<b>Activity Sheet/Creative Expression</b>	<b>Activity (Optional)</b>
19	Series	Title Prompt (Imaginative)	My Pet’s Story (Imaginative)
20	Characterization, Guide Words	Interview a Character (Analytical/Imaginative)	Acrostic (Literary)
21	Capitals, Read a map	Self-Description (Descriptive)	Eliminate “Being Verbs” (Process)
22	Compound Words	Quilt Poem (Literary)	Gift Copy of Poem (Creative)
23	Commonly Confused Words (there, their, they’re), Reference Books	Travel Journal (Imaginative)	Vacation Advertisement (Visual)
24	Similes	Catalog Your Family Vocabulary (Detail)	Rebus (Visual)
25	Onomatopoeia	Blessing in Disguise (Imaginative)	Garage Discovery (Imaginative)
26	Alliteration, Singular/ Plural Nouns	Description Using Specific Details (Descriptive)	I Spy (Detail)
27	Homographs	Cause and Effect (Imaginative)	Explain a Photo (Imaginative)
28	Antonyms	Show, Don’t Tell (Detail)	My Own Frindle (Critical Thinking)
29	Predict Outcome, List Ordinal Numbers, Sequence, Graphs	Dream Room (Visual)	A Character Over to Play (Imaginative)
30	Synonyms, Riddles	Accomplishment (Critical Thinking)	Word Search (Spelling)
31	Time Order Words	Research Horses and Mustangs (Research)	Oral Report (Multiple Intelligence Activity)
32	More Capitalization, Suffixes	Research Paper (Research)	Cartoon (Visual)
33	Address Directly, Prefixes	Screen Play (Critical Thinking)	Act it Out (Dialog)
34	Exclamatory Sentences	Favorite Book Report (Summary)	Word Code (Analytical)
35	Fact versus Opinion, Understand Pictures	Advertisement (Multiple Intelligence)	Radio or TV (Multiple Intelligence)
36	Finding Errors (Review)	Story-Starter Pictures (Imaginative)	“What I Learned” Speech (Summary)

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**LANGUAGE ARTS 2 ADVANCED****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> <sup>N</sup> 1	Rule & Write <input type="checkbox"/>	Write <input type="checkbox"/>	Pre-Test <input type="checkbox"/>	Check <input type="checkbox"/>	Post Test <input type="checkbox"/>
<b>Activity</b> <sup>N</sup> 1	Index Cards				
<b>Optional:</b> <i>MCP Word Study D</i> <sup>N</sup> 1	p. 1	p. 2	p. 3	p. 4	p. 5
<b>Handwriting</b> <sup>N</sup>					
<b>Readers</b>					
<i>More Stories From Grandma's Attic</i>	"When Grandma Was Young" and chap. 1	chaps. 2-3	chap. 4	chaps. 5-6	chaps. 7-8
<b>Vocabulary Development</b> <sup>N</sup>					
<b>Optional:</b> <i>Wordly Wise C</i>	Exercise 1A				
<b>Creative Expression</b>					
<b>Assignment</b> <sup>N</sup> 1			Interview Your Family	Family Heritage	Optional: Memory Album
<b>Activity Sheets</b> <sup>N</sup> 1	Activity Sheet 1: Copywork <input type="checkbox"/>	Activity Sheet 1: Apply <input type="checkbox"/>	Activity Sheet 1: Interview Your Family <input type="checkbox"/>		
<b>Other Notes</b>					

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 1. The <sup>N</sup> symbol means there is a note for this topic in the notes section immediately following the schedule pages.

## Week 1—Notes

### Spelling/Phonics

We recommend you use the following method 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!

#### Day 1

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.”)

#### Day 2

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

#### Day 3

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.

#### Day 4

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.

#### Day 5

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

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

One last suggestion: in dictation 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.

#### Optional: MCP Word Study D

Please find the answers to this workbook in Section Three, Appendix 5, at the back of this guide.

### Handwriting

Choose the handwriting program you prefer, and use the line on your weekly sheet to record what you've done.

If you would like help scheduling *A Reason for Handwriting* or *Getty-Dubay*, please go online to [www.sonlight.com/la-handwriting.html](http://www.sonlight.com/la-handwriting.html) and download and print the appropriate file. A schedule for *Handwriting Without Tears* is provided in Teacher's Guide and is listed as “Teaching Guidelines.”

### Vocabulary Development

Since we pull all vocabulary words from the books you read with your children, you will find the vocabulary words in your Core Instructor's Guide.

Read the words in the sentences where they are found. Then ask your children to explain what they think the words mean. If they obviously understand the concept, move on. If not, or if you would like to stress dictionary skills, have your children look words up.

Write the title of the book you are using for vocabulary on the schedule pages and check off each day as you study vocabulary.

**Copywork**

*More Stories from Grandma's Attic, p. 10*

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.

**Apply**

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. Place the following words in alphabetical order:


mongoose      foot      animal      shelter      goose      chin      giraffe

**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: \_\_\_\_\_

Continued ... 



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>
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**Spelling/Phonics**

<b>Spelling</b> <input type="checkbox"/>	Rule & Write <input type="checkbox"/>	Write <input type="checkbox"/>	Pre-Test <input type="checkbox"/>	Check <input type="checkbox"/>	Post Test <input type="checkbox"/>
<b>Activity</b> <input type="checkbox"/>	Categorize				
<b>Optional:</b> <i>MCP Word Study D</i>	p. 84	p. 85	p. 86	p. 87	p. 88

**Handwriting**

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**Readers**

<b>Socks</b>	chap. 3	chap. 4	chap. 5	chap. 6	chap. 7
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**Vocabulary Development**

<b>Optional:</b> <i>Wordly Wise C</i>	Exercise 6C Crossword 3				

**Creative Expression**

<b>Assignment</b> <input type="checkbox"/>			Find the Facts	Write a News Article	Optional: News Report
<b>Activity Sheets</b> <input type="checkbox"/>	Activity Sheet 18: Copywork <input type="checkbox"/>	Activity Sheet 18: Apply <input type="checkbox"/>	Activity Sheet 18: Find the Facts <input type="checkbox"/>		

**Other Notes**

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## Week 18—Notes

### Day 1

#### Spelling/Phonics

**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:** 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*)

#### Activity Sheet 18: Copywork

##### Socks, p. 36

He was especially happy when he could interrupt her work on the papers that she typed for students. Her typewriter was his rival for her attention, and Socks did not like rivals.

##### Optional Copywork Passages: Socks

###### p. 76

Socks settled down to gnaw the wiener as fiercely as if he had stalked and killed it. If his owners did not care enough about him to feed him properly, he would live by his wits.

###### p. 97

Gradually the purrs petered out, and with a final sigh Socks fell into a deep sleep, the first perfect sleep he had enjoyed since Charles William had been carried home from the hospital. Mrs. Risley loved him more than she loved his rival.

### Day 2

#### Activity Sheet 18: Apply

Read yesterday's Copywork passage to your children. Ask them if a typewriter can really be a rival. Of course, it can't. It's just an object and cannot have action or intention. This is an example of personification, which is when a writer gives human emotions, abilities, or other traits to something non-human.

Authors use personification to create vivid images for their readers. Here are some other examples of personification: the clouds threatened, the wind howled, the sun smiled on us, the angry sea tossed the boat around, etc. Have your children think of an example of personification

for each of the words listed on *Activity Sheet 18*. Challenge them to write a vivid sentence featuring personification for each of the listed words. (*Answers will vary.*)

### Day 3

#### Prewrite: Find the Facts

Today's prewriting activity introduces a new form of writing: newspaper articles. Gather some articles together and review them with your children. Point out that newspaper articles focus on facts and give few, if any, details. They center on the answers to the questions who, what, where, when, why, and how. The sentences are fairly short, as are the paragraphs.

Once your children are familiar with newspaper articles, have them choose a story from *Little House on Rocky Ridge*, *McBroom's Wonderful One-Acre Farm*, or the Bible. Using the questions on *Activity Sheet 18* as prompts, help your children find the facts of the story and jot them down in the blanks provided. Tomorrow, they will use these answers to write their own article. (*Answers will vary.*)

### Day 4

#### Creative Expression: Write a News Article

Using their notes from yesterday, have your children write a short news article based upon the book they chose yesterday. Make sure they answer the who, what, where, when, why, and how questions about the story. They should also write a catchy headline for their story. If they like, they can draw a "picture" of the news event to accompany their story. Their finished article should contain all of the information they included on *Activity Sheet 18*.

### Day 5

#### Optional: News Report

Today, let your children be television news anchors! Have them deliver their news articles from yesterday, along with some other news items, such as weather, sports, and/or current events, as if they were professional news anchors. Videotape them if you want. These could be performances you'll want to remember for some time! ■

**Copywork***Socks, p. 36*

He was especially happy when he could interrupt her work on the papers that she typed for students. Her typewriter was his rival for her attention, and Socks did not like rivals.

**Apply**

Write a sentence using personification for each word below.

1. fireplace: \_\_\_\_\_
2. telephone: \_\_\_\_\_
3. sun: \_\_\_\_\_

**Find the Facts**

1. What happened? \_\_\_\_\_  
\_\_\_\_\_
2. Who was involved? \_\_\_\_\_  
\_\_\_\_\_
3. Why did this happen? \_\_\_\_\_  
\_\_\_\_\_
4. How did it occur? \_\_\_\_\_  
\_\_\_\_\_
5. Where did it happen? \_\_\_\_\_
6. When did it happen? \_\_\_\_\_
7. What was the result? \_\_\_\_\_  
\_\_\_\_\_





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> <input type="checkbox"/>	Rule & Write <input type="checkbox"/>	Write <input type="checkbox"/>	Pre-Test <input type="checkbox"/>	Check <input type="checkbox"/>	Post Test <input type="checkbox"/>
<b>Activity</b> <input type="checkbox"/>	Homonyms				
<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>Assignment</b> <input type="checkbox"/>			I Improved!	Story-Starter Pictures	Optional: "What I Learned" Speech
<b>Activity Sheets</b> <input type="checkbox"/>	Activity Sheet 36: Copywork <input type="checkbox"/>	Activity Sheet 36: Apply <input type="checkbox"/>	Activity Sheet 36: I Improved!		
<b>Other Notes</b>					

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## Week 36—Notes

### Day 1

#### Spelling/Phonics

**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

**Activity:** Match the homonyms on *Activity Sheet 36*.

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

#### Activity Sheet 36: Copywork

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

“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?”

##### Optional Copywork Passages: *The Toothpaste Millionaire*

p. 77

The trouble with adults is that they never believe kids can do something even when they have good ideas.

“I hope you understand,” Mr. Perkell said. “It’s nothing against you personally. It’s just that you’re—ah, young.”

p. 119

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

#### Activity Sheet 36: Apply

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 *Activity Sheet 36* 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*)

### Day 3

#### Creative Expression: *I Improved!*

Look through your children’s compositions from early in the year. Find one that you feel they could improve upon and then have them write the piece again.

When they’re done, compare the original composition with their rewrite. Some issues to look for include: interesting word choice, eliminating being verbs, varying sentence length, spelling, descriptive words, punctuation, supporting detail, and figurative language.

Discuss all the ways they’ve made progress. Praise your children and help them see all the ways their writing has improved. List their improvements on *Activity Sheet 36*. Doing so will reinforce their hard work and the fruits of their effort!

### Day 4

#### Creative Expression: *Story-Starter Pictures*

Ask your children to create a story based upon the last *Story-Starter Picture* from the Appendices. Challenge them to be as creative as they can. Let them review their previous works and/or the examples from earlier weeks, if they need help getting started. Have fun!

### Day 5

#### Optional: “*What I Learned*” Speech

Speeches demonstrate many skills, including the ability to summarize, prioritize, and communicate information. Your children worked hard this year and learned many things. Have them demonstrate the fruits of their work by preparing and delivering a speech about what they did this year. They should include the most interesting thing learned, the most difficult task accomplished, and the best reader. Have your children explain each topic fully. ■

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

“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?”

**Spelling Activity**

Draw a line connecting each pair of homonyms:

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

**Apply**

Each sentence has one error. Find the error and rewrite each sentence correctly.

1. The ferret and badger are over they’re by the barn. \_\_\_\_\_

\_\_\_\_\_

2. Hannah ate a apple for breakfast. \_\_\_\_\_

\_\_\_\_\_

3. One of Bernard’s best friends lives in indiana. \_\_\_\_\_

\_\_\_\_\_

Continued ...