

# 1 LANGUAGE ARTS



Phonics  
Spelling  
Vocabulary  
Creative Expression  
Writing Mechanics





**Thank you** for downloading this sample of Sonlight's Language Arts 1 Instructor's Guide (what we affectionately refer to as an IG). In order to give you a full perspective on our Instructor's Guides, this sample will include parts from every section that is included in the full IG.

*Here's a quick overview of what you'll find in this sample.*

- A Quick Start Guide **START HERE**
- A 3-week Schedule
- Copywork/Dictation practice exercises and fun **Creative Expression** assignments.
- Activity Sheets that follow each week's Schedule and Notes.
- A **Scope and Sequence** of topics and skills your children will be developing throughout the school year
- Discussion and comprehension questions for each **Reader** title.

#### SONLIGHT'S "SECRET" COMES DOWN TO THIS:

We believe most children respond more positively to great literature than they do to textbooks. To properly use this sample to teach your student, you will need the books that are scheduled in it. We include all the books you will need when you purchase a package from [sonlight.com](https://sonlight.com).

Curriculum experts develop each IG to ensure that you have everything you need for your homeschool day. Every IG offers a customizable homeschool schedule, complete lesson plans, pertinent activities, and thoughtful questions to aid your students' comprehension. It includes handy teaching tips and pointers so you can homeschool with confidence all year long.

If you need any help using or customizing our IGs, please reach out to our experienced homeschool advisors at [sonlight.com/advisors](https://sonlight.com/advisors).

We hope you enjoy using this sample. For even more information about Sonlight's IGs, please visit: [sonlight.com/ig](https://sonlight.com/ig). It would be our pleasure to serve you as you begin your homeschool journey.

If you like what you see in this sample, visit [sonlight.com/languagearts](https://sonlight.com/languagearts) to order your History / Bible / Literature package.

Blessings!

**Sarita Holzmann,**  
Co-founder and president  
of Sonlight Curriculum

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# Language Arts Reading (5-Day)

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By the Sonlight Team

*“Apply your heart to instruction and your ears  
to words of knowledge.”*

Proverbs 23:12 (NIV)

Sonlight Curriculum®“Language Arts 1” (5-Day) Instructor’s Guide and Notes, Twenty-Third Edition

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“Do to others what you would have them do to you” (Matthew 7:12).

“The worker is worth his keep” (Matthew 10:10).

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# INSTRUCTOR'S GUIDES LANGUAGE ARTS

**TRY BEFORE YOU BUY!**

Get a three-week sample of any Sonlight Instructor's Guide—FREE!  
sonlight.com/samples

Teach writing naturally and with confidence using Sonlight's unique Language Arts Instructor's Guides. LA Guides also include:

- 1 **Teaching Scripts (in the early grades)**  
Read the teaching scripts in the IG when you introduce new ideas, concepts, and assignments. Great for parents just starting to homeschool or to provide extra confidence when teaching!
- 2 **Overview Summaries**  
Weekly overviews summarize the concepts, skills and assignments for each week.
- 3 **Copywork/Dictation Assignments**  
With weekly copywork or dictation assignments, children model master communicators to learn the basics of writing. Assignments are based on your children's ages and ability levels, and most passages come from their Readers.
- 4 **Spelling**  
Sonlight Language Arts Instructor's Guides include spelling lists in levels 1-4. Beginning with Level 1, each week's spelling list corresponds with the reading. For Language Arts D-F, choose one of the stand-alone programs. The IG has a space to record your progress.
- 5 **Grammar and Writing Mechanics**  
Receive clear grammar instruction about specific concepts from the week's copywork or dictation passage, then complete a few exercises to practice and reinforce the concepts. Answers included. Your children will learn to communicate effectively.
- 6 **Evaluative Rubrics**  
Easily determine how to evaluate your children's work. Are they on track? What areas could use additional practice? What are the expectations in this assignment?

**1** Teaching Scripts (in the early grades)

**2** Overview Summaries

**3** Copywork/Dictation Assignments

**4** Spelling

**5** Grammar and Writing Mechanics

**6** Evaluative Rubrics

**7** Copywork/Dictation Assignments



## 7 Effective Creative Writing Instruction

Step-by-step creative writing instruction encourages exploration and sets your children free to develop their creative side. They become superb written communicators, too.

Your IG includes assignments in a wide variety of styles and genres, including imaginative, persuasive, expository, narrative, journaling, etc. Each assignment includes instruction and a sample of what your student might produce.

The writing assignments follow a consistent pattern each week: copywork or dictation on Days 1 and 5; mechanics instruction and practice on Day 2; pre-planning for writing on Day 3; writing assignment on Day 4.

## 8 Activity Sheets and Answers

Activity sheets reinforce your teaching and provide assignments that make your children eager to learn how to write well. A variety of activity options coordinate with your students' language arts studies and draw on a range of skills and interests. Weekly notes provide answers to grammar questions and suggested responses for creative writing assignments.

## 9 Schedules for Optional Workbooks

All levels include schedules for optional workbooks. These workbooks offer your children additional practice in areas where they may struggle, such as phonics, grammar, and vocabulary. Visit [sonlight.com](http://sonlight.com) for these supplemental materials.

### How to Choose Language Arts for Sonlight Levels K-C and Readers K-4

Pick the language arts program that is closest to your children's ability level. Take the language arts assessment at [sonlight.com/assessment](http://sonlight.com/assessment). Then add the same level Readers for each child. Your Language Arts Guide includes the schedule and notes for those corresponding Readers. ♦

Language Arts 1  
Days 86-90: Date: \_\_\_\_\_ to \_\_\_\_\_

Week 18					
Date:	Day 86	Day 87	Day 88	Day 89	Day 90
<b>SPELLING</b>	Words	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!
<b>PHONICS</b>	<i>I Can Read It!</i> Word Lists	Lesson 18			
	Phonics Activities		Form Words	Play Concentration	
	Optional: <i>Explode the Code 2</i>	pp. 55-56	p. 57	p. 58	p. 59
<b>HAND-WRITING</b>	<i>Handwriting Without Tears: My Printing Book</i>	p. 50		p. 51	
<b>READERS</b>	<i>I Can Read It!</i> Book 3	"The Tent" pp. 12-14	"A Hint" pp. 15-16	"A Cast" pp. 17-18	"The Fish" pp. 19-20 "Fish and Chips" pp. 21-22
<b>CREATIVE EXPRESSION</b>		Copywork 1	Contractions	Synthesis	Match Middle Sounds Copywork 2
Other Notes:					

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Parental Notes

Weekly Overview

**Spelling:** /qu/ digraph  
**Phonics:** Form Words: vowels and consonants; digraphs; word recognition  
Play Concentration: sight words; memorization

**Creative Expression:**  
Contractions: apostrophes; word shortening  
Synthesis: focused thinking; sequential description; narration  
Match Middle Sounds: vowels; recognize letter sounds

### Vowel Activity Sheet 4

Circle the letter that makes the first sound in the name of each picture. Then write the letter in the space provided.



a f m



f a p



d o a



c b a

ant, Africa, astronaut, antler

Vowel Activity Sheet 4 | Language Arts 1

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Not sure what levels your children need?

TAKE A FREE LANGUAGE ARTS ASSESSMENT.

[sonlight.com/assessment](http://sonlight.com/assessment)

## Before You Begin ...

You are about to embark on an exciting journey! With Sonlight's Language Arts program as both your passport and map, you and your children will travel to exotic, wonderful places. Be aware, though, that you may at times face some rough seas. And that's OK.

In fact, it's more than OK. Confusion and frustration are perfectly common, natural reactions in any educational setting. Sonlight's goal is to minimize such distractions on your Language Arts voyage. We thought it would be a good idea to explain a couple of things up front that we hope will calm the seas, fill your sails, and lead to safe harbor.

### Leaving Your Comfort Zone

As you launch Sonlight's Language Arts program, it will not take you long to notice that something different is going on here. Are you missing something? Probably not! The mental map of your experience probably does not match what you are seeing.

You were probably taught Language Arts in a traditional way using workbooks and repetition. Sonlight does not teach Language Arts this way. Our research revealed that traditional methods, while comfortable, produced inferior results and were boring!

Traditional methods focus on repetition and drive students to memorize chunks of unrelated material in order to pass a test. What happens after the test? Unfortunately, students usually soon forget what they learned. Has learning really occurred then? Maybe. But, many students only learn how to beat the system!

"Memorize, pass test, forget" is not the pattern Sonlight promotes.

### The Sonlight Way

Instead, Sonlight's Language Arts program is based on the "natural learning" approach. "Natural" or "integrated" learning means students learn by discovery. They observe, analyze, and then seek to imitate what they have seen a master wordsmith do before them.

The "natural learning" approach is not as intuitively obvious as the instruction found in most standard workbooks. Students will make a discovery, and we will reinforce it for them. However, they won't find 50 similar "problems" neatly laid out for them to "solve."

In "natural learning," students see each principle at work in the natural context of a sentence or paragraph that they have read in one of their assignments. They have to really puzzle things through, and you will occasionally have to help them figure things out.

The "natural learning" approach is, in some ways, slower than traditional workbook methods. But here's the key: when students "get" a principle that they've been striving to master via this method, they will never forget it! They will understand it thoroughly and be able to apply it in almost any context. That is true learning. That is our goal.

For more in-depth information regarding Sonlight's Language Arts philosophy, go to: [www.sonlight.com/educational-philosophy](http://www.sonlight.com/educational-philosophy).

### Other Resources

As you adjust to teaching with the "natural learning" approach, you may want some additional assistance at times. For example, you may want to familiarize yourself with quality resources such as Dr. Ruth Beechick's books.

If you feel like your children just seem to be struggling or overwhelmed with their work, don't hesitate to put some books away and simply wait awhile. Instead, spend more time on your Read-Alouds and simply continue to encourage a love for reading. In a few months, try again, and you will probably find that allowing a little extra time for your children to grow made success easier for them to attain.

## About This Instructor's Guide

This guide has been produced to make your implementation of Sonlight Curriculum as easy as possible. We encourage you to relax and follow the 36-week plan included in Section Two of this guide.

If you follow our plan, you will be schooling your children 36 weeks of the year. We recommend that you plan your school year right at the start so that you can meet your educational objectives as well as your family's needs.

If your children are struggling in learning to read—please relax. Your children will learn to read when they are ready. Many boys learn to read at age 7 ½. Don't push, but use these years to read together, and enjoy talking with your kids. **It is okay to use more time to finish this program.**

We have varied the intensity of the work load throughout the year so that, following periods of intense activity, there will be times that are less stressful so you can catch up if you have fallen behind.

This guide consists of several parts. **Section One**, the introduction to your Instructor's Guide, provides a brief overview of your Language Arts studies for the year. We want you not only to know what to do, but why you do it. Though we give you many suggestions, we hope you will feel free to use your own ideas as well. The Book List will also be found here, so you can see which books you will be using for the year.

**Section Two** includes the heart of the program: record-keeping/schedule sheets for each book. Use the schedule sheets as a complete list of each week's assignments and to record what you've done each day. Simply place a checkmark by each assignment as it's completed. You can use these sheets to record problem areas or subjects and topics needing special review as well. Please feel free—as always—to modify our suggested schedule to match your own—and your children's—specific needs. Our Instructor's Guides are not "gospel"!

One important reason to keep records is to demonstrate to others (government authorities, in particular), that you have been teaching your children—and to show the specific subjects you covered and the materials you used.



Also, we've included a number of general teaching instructions in Section Two, in the Notes section immediately following Week 1's schedule. So, for example, if you're wondering how to structure your instruction for the Student Activity Sheets, or want ideas for how to complete the Creative Expression assignments, check out Week 1—Notes.

To make our Language Arts guides even easier to use, we've also included many tools and materials you'll need in a given week after the weekly schedule in Section Two. Each week's Notes now contain full instructions for completing assigned activities, as well as the answers for your children's Student Activity Sheets. You will find the Student Activity Sheets that contain your children's copywork passages, as well as other materials in the pages that follow the weekly notes. Our hope is that you can open your binder each day and start teaching, without having to flip through the whole guide to find what you need!

**Section Three** will include all of the notes for the Readers that are scheduled throughout your Language Arts program. These notes and discussion suggestions are included in the order in which they are scheduled and list the days you will read them.

**Section Four** includes appendices that provide you with the Topics and Skills, and extra learning resources needed for the year. Here you will also find Language Arts Skills which you may use to assess your children's skill levels and educational milestones as they learn. These appendices are intended to help you monitor your children's progress in these areas, not to establish iron-clad standards which your children must attain.

#### **My Downloads**

Find extra schedule pages, new user information (how to use a Sonlight guide) and further helpful information specific to the guide you have purchased from Sonlight on our website: [www.sonlight.com](http://www.sonlight.com). Go to Your Account and select the Downloads section to find all of the downloads for your guide.

As you set up your Language Arts Instructor's Guide to use for the year, we recommend that you use the binder and divider tabs that we have created specifically for our Instructor's Guides. They include a tab for each of the 36 weeks.

## An Overview of This Year's Studies

Sonlight's Language Arts program seeks to develop your children's writing abilities via copywork, application, and creative expression. It emphasizes spelling, phonics, vocabulary development, and handwriting. Your children will write daily in a variety of ways.

#### **Items You Will Need**

- Wide-ruled paper (3/4" line height at least; check [www.sonlight.com](http://www.sonlight.com) for the paper that goes with your handwriting program).

- Pencils, in a size appropriate for your children.
- A regular pair of scissors for you, and a pair of safety scissors for your children.
- Unlined index cards.

If you might reuse your Instructor's Guide and Student Activity Sheets in the future (for a younger child, for instance), we strongly suggest that you purchase an extra set of Activity Sheets when you buy the Instructor's Guide. That way, when we update our Instructor's Guides you will have matching Activity Sheets when you need them. Please contact us if you are looking for Activity Sheets from the past.

## Recommendations for Teaching

#### **Phonics Activities**

Please adjust these activities to your children's needs. If your children read easily, skip the activities. Use the activities merely to help strengthen your children's reading.

#### **Sound Out Words**

Have your children sound each letter in each word, then say the word, sound each letter in the next word, then say that word ... etc.

Have your children read each sentence twice in this manner. Then, **Mom or Dad**, read the same sentence and ask a simple question to see if your children understand. Have your children sound out the letters in each word as long as necessary.

Your ultimate goal is to have your children read the words instantly. This may take several weeks.

#### **Help to Focus**

At first, you will probably need to help your children focus on each word they are reading. We know of two methods. We recommend that you come prepared for either or both methods.

1. Place a bookmark, a 3" x 5" card, or other sheet of paper directly below the word they are reading in order to block out the other words on the page.
2. Some children need even more help to focus their attention. If the blocker below the word your children are reading does not provide enough help, we recommend that you:
  - Cut a "window" in a 3" x 5" card. The window should be high enough to permit your children to see the full height of all the letters in a word. Half an inch should be more than enough to accommodate even the large letters in the titles of the stories. Of course, the window will have to be wide enough to accommodate the longest word your children are likely to read. An inch should be more than enough. Or, create an "L"-shaped cut that blocks out the part of the line your children read. You may also

point to the specific word or part of a word with a pencil or pointer.

- Run this window over the words as your children read.
- You can narrow the window, if necessary, while your children read, by placing your thumbs to the right and left of the letters in the specific word your children are supposed to be looking at.

### **Sight Words**

Sight words include features that do not follow any of the phonics rules your children will have learned to that point. We call them “sight words,” because they are words your children should grow to recognize by sight, without having to sound them out or refer to phonics rules.

Use “flash cards” to teach sight words. You will find new sight words listed at the bottom of the first page of each story in the *I Can Read It!* series.

Go to <http://www.sonlight.com/sight-word-flash-cards> to print sight word flash cards for each reader. Then, just cut them out and you’re ready to go! (You may want to make two sets for each reader.)

Prior to having your children read each scheduled story, help them practice reading the sight words until they come easily. Show the sight word cards and say the word to your children. Then go through the cards again and say the words together. You can also use cards with the sounds you are studying. Limit the rapid drill time to five minutes.

Plan on mastering sight words over the course of a week or more. Your children do not have to master these words in a single day! If your children do not remember a sight word as you are reading the story, simply provide it. Your children will “get it.”

Suzanne H. of Florida has given us a number of significant pointers from her rather extensive experience in teaching reading. She has urged us to note that the symbols we refer to as letters are really “sound pictures” or “letter pictures”: they refer to sounds. English letters are always pictures that refer to sounds. Thus, she says, when it comes to sight words,

I would point out to the children that these words can also be sounded, but we simply haven’t studied all the letter patterns yet. I would practice saying orally the sounds in the sight words and say the sounds for the children to identify the word, so they clearly understand that these words are written with “letter pictures” just like the other words, but some of the letters are not used in certain ways very often. For example, **ai** is a way to write the /ē/ sound as in **said**, but it is not the most usual way to write /ē/.

### **Copywork**

Every year customers ask: “How can I teach my children proper grammar [punctuation, etc.]? They don’t know the first thing about proper sentence construction . . .” Our answer? Copywork! No matter how much your children complain, unless they consistently come back with 100% correct papers, make copywork a priority!

If you’re unfamiliar with copywork, it’s exactly what it sounds like. You show a passage to your children, and they copy it exactly as they see it, concentrating on correct spelling, punctuation, penmanship, etc. We agree with Dr. Ruth Beechick that copywork exercises provide a “well-rounded approach to language” by enabling the parent to deal with issues of grammar, punctuation, spelling, writing, and thinking in a natural (uncontrived) setting, with a relatively small time-commitment and no workbooks. If you own her book, please read—or reread—Dr. Beechick’s comments in *You CAN Teach Your Child Successfully* (pages 69–89).

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 seek to touch all of those areas.

Copywork builds the foundation for dictation, which your children will begin in “Intro to American History, Year 1 of 2” (which includes 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. Use the time to reinforce lessons learned previously.

### **Writing**

Another dream we hold dear to our hearts is to help you train your children to be exceptional communicators. Sonlight’s goal is that your children would be both fond of and talented in written and spoken expression. We believe that if children are provided with time to practice writing every day, it will cease to be a chore and soon become second nature. Therefore, we have designed our programs to give your children something to “write” every day.

For parents who have had experience with reluctant writers, that may sound like mission impossible. Trust us. It’s not. We know that all children are reluctant writers from time to time. That’s why our program provides a lot of fun activities, as well as ideas and strategies, to help you deal with those days when your children just don’t want to write.

Keep in mind that daily “writing” doesn’t always have to involve your children (or you) putting pencil to paper. Our writing program involves many different facets of writing:

- Copywork: Each week, your children will practice their handwriting by copying “good writing” from the books they read.

- **Brainstorming/Idea Generation:** Some days, your children’s “writing” assignment might involve nothing more than a conversation with you about what to write about, followed by briefly jotting down some notes to use on a subsequent day.
- **Creative Expression Assignments:** Each week, your children will have “regular” writing assignments that focus on production of some type of finished written work. Our notes will help you guide your children through the process.
- **Editing/Revision:** Occasionally, your children’s daily writing task will be to review and improve what they’ve already written.

As you can see, “writing” takes many, many forms. Our program tries to incorporate at least one of these forms daily. But it is flexible! Never let yourself become a slave to the schedule. It is there to help you, not to limit you. Use it, but don’t let it use you!

If your children can’t be motivated to do a particular assignment some day, then switch things up and let them work on something different. Pick an assignment from a different day. Assign another copywork passage. Or you could choose simply to do the writing assignment orally. Just talk it through. Even if they (or you) aren’t putting pen to paper, the idea-generation thought processes behind good writing will still be getting a good workout!

## Spelling

While phonics/phonetics is helpful in reading, it is more helpful in spelling. Your children will practice phonic spelling patterns in all of the exercises they do this year.

Each day go through the entire list of words. Spend no more than 15 minutes on it. Adapt the daily activities to your children’s needs. If you would like to do 5 days of spelling work, choose another activity from Day 4 to do on the fifth day.

Notice words your children misspell in their Copywork exercises. Use them to reinforce or review a rule they have already learned.

### **Day 1: Introduce the Words**

Use moveable letters—magnetic or letter cards—to spell out each word for your children. As you present each word, say the sound aloud and point to the letter. Then switch places with your children. Have them point to each letter and speak the sound.

### **Day 2: Write Them Big!**

Have your children copy the list of spelling words on a large white- or chalk-board. They should speak the sounds aloud while writing the word. (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. There’s something especially satisfying about seeing one’s work in big letters out there “for all the world to see.”)

### **Day 3: Copy Them Small!**

Have your children copy each word on paper. Use the paper that corresponds to the handwriting program you selected for this year and focus on spelling and handwriting.

### **Day 4: Mix It Up**

Find an interesting surface for your children to write each spelling word. Change the location and medium each week to add variety to the monotony of the spelling work.

Say the word out loud, slowly and distinctly, permitting your children enough time to write each accurately. Have your children spell the written word back to you. If they misspell one, have your children immediately rewrite the correct spelling.

- Use chalk on the sidewalk or driveway.
- Use paints and different types of brushes to paint the words on large paper.
- Use fat markers, skinny markers, crayons, or pens and write the words on a variety of paper: wrapping paper, construction paper, newsprint, paper towels ... be creative!
- In a large pan with a lip (like a 9” x 13” cake pan) place a thin layer of grain to just cover the bottom. The grain should be small like: rice, sand, sugar, flour, cornmeal, etc. Have your children use their index finger to write the word.
- If you are feeling adventurous, clear off a non-porous surface (like a plastic table, not wood!) and spray a dab of shaving cream right on the table. Have your children spread it out to about a 12” x 12” inch square. Using their fingers, within the shaving cream, have your children write the spelling words. This activity is very fun ... but also very messy! Be sure to have a clear area and possibly an apron to protect your clothing! Use paper towels to clean up.

### **Additional Resources**

Besides referring to your Instructor’s Guide and books, please visit our Sonlight Connections Community ([sonlight.com/connections](http://sonlight.com/connections)). If you have any questions about how to teach, or why you might (or might not) want to do something; if you wonder if someone has an idea about how to do something better, or whether you or your children are on track or need special help or attention; or for whatever reason, you will find a large community of friendly, helpful people available.

Come visit!

## Student Activity Sheets

We have included Activity Sheets to help you help your children. If you are doing this program with children who have barely begun to read and write or children who are struggling with writing, we encourage you to do these activity sheet exercises together. Most of the questions can be answered out loud. If we ask your children to “rewrite” a sentence, that doesn’t mean we necessarily expect them to do the actual handwriting and to spell all the words on their own. If they are capable of such work, then feel free to encourage them to do that. But if they are just starting out, we expect you to work right alongside, and possibly serve as the “secretary” for your children.

Of course, if you’re using this program with older children—in level D or E, for example—we expect children at that level to produce their own sentences. Even then, the Activity Sheets are not so much designed for students to do on their own; they are designed for interaction *with you*.

You will find copywork passages and other exercises on the numbered Activity Sheets following the notes. Each Activity Sheet is assigned on the Schedule pages. If you prefer, feel free to put all the Activity Sheets in a separate binder for your children to use.

## Creative Expression

### Recording Your Children’s Stories

Since your children are still learning to write, it’s OK to serve as their scribe. If you write for them, be sure to write their story or paper 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 greatest 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.

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. This 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 would 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!”

**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](http://www.sonlight.com/write-well).

### 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, to think creatively, and to express themselves verbally. One of the greatest lessons you want them to learn is 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. Unless your children are clearly dragging their feet, don’t make any of the creative writing assignments last more than fifteen minutes a day. If your children want to spend more time, don’t discourage them! But certainly don’t require longer periods of work.

## Supplementary Websites

We know that there are times throughout our curriculum when we simply cannot cover all the material on a given subject. In these instances we will provide internet search instructions for you to find more information. Please use caution and your own discretion as you look at different internet sites. We highly recommend that you as the parent and teacher look before allowing your student to do the search with you or on their own. We hope you find this helpful!

## Corrections and Suggestions

Since we at Sonlight Curriculum are constantly working to improve our product, we would love it if you would help us with this process.

Whenever you find an error anywhere in one of our Instructor's Guides, please send a short e-mail to: [IGcorrections@sonlight.com](mailto:IGcorrections@sonlight.com). It would be helpful if the subject line of your e-mail indicated where the problem is. For instance, "Language Arts 3/Section Two/Week 1/Day 3." Then, in the message portion of the e-mail, tell us what the error is.

If, while going through our curriculum, you think of any way we could improve our product, please e-mail your suggestions to: [IGsuggestions@sonlight.com](mailto:IGsuggestions@sonlight.com). If you know of a different book we should use, if you think we should read a book we assign at a different point in the year, or if you have any other ideas, please let us know.

Your efforts will greatly help us improve the quality of our products, and we very much appreciate you taking the time to let us know what you find. Thanks for your help! ■

**Section Two**

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## **Schedule and Notes**



# Language Arts 1

Days 1–5: Date: \_\_\_\_\_ to \_\_\_\_\_

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

## Week 1

	Date:	Day 1	Day 2	Day 3	Day 4	Day 5
SPELLING	<b>Words</b>	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!	
PHONICS	<b>I Can Read It! Word Lists</b>	Lesson 1				
	<b>Phonics Activities</b>	Demonstrate		Is and His		
	<b>Optional: Explode the Code 1</b>	Pretest pp. 1–2	pp. 3–5	pp. 6–7	pp. 8–9	
HAND-WRITING	<b>Handwriting Without Tears: My Printing Book</b>	Mom or Dad pp. 4–6  ; Children p. 7		pp. 8–9 		
READERS	<b>I Can Read It! Book 1</b>	“Pat” p. 1	“Nat” p. 2	“A Mat and a Hat” p. 3	“A Cat on a Hat” p. 4	“A Flat Hat” pp. 5–6
CREATIVE EXPRESSION		Copywork 1	Capitalization	Pat the Rat	Match Initial Letter Sounds	Copywork 2

**Other Notes:**

### Weekly Overview

**Spelling:** short *a* words

**Phonics:**

Demonstrate: practice reading; anticipating punctuation; capitalization; memorizing sounds

**Creative Expression:**

- Capitalization: capital letters; write your name
- Pat the Rat: brainstorm; imaginative writing
- Match Initial Letter Sounds: letter sound recognition

### General Reading Instruction

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

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

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

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

## Spelling (Words)

During your Spelling assignments, you will work on each assignment for one day a week, starting with “Introduce the Words” on Day 1, and ending with the last assignment “Mix It Up!” at the end of the week. Use the set of words listed below for each assignment throughout the week.

Day  
1

### Introduce the Words

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

Use magnetic letters or letter cards to show each word, sound out each letter, then pronounce the word. Switch places so children practice building, sounding each letter and practice reading the word.

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

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

**Sight Word for the week:** the

#### Throughout the Week

Each day, complete the Spelling Activity noted on the Schedule page. See the **Week 1 Notes** for more information about each activity.

#### Together

Read the script below to your children.

#### Vowels Surrounded by Consonants

Spelling is all about using the letters of the alphabet to form words, so let’s take a minute to review what we know about the alphabet. How many letters are in the alphabet? (26)

The first letter of the alphabet is ...? (A) The last letter is ...? (Z)

Now remember, some letters are called **vowels**, and some are called **consonants**. Can you name the vowels for me? Hint: There are 5, or sometimes 6, vowels. (*a, e, i, o, u, and sometimes y*)

So if those are the vowels, what are the consonants? Name one for me. (*All of the other letters of the alphabet—ie. c, t, x, etc.*)

Very good! You know a lot about the alphabet already, so I think we’re ready to work on spelling. Often, we’ll start our spelling lesson for the week by learning about a rule that will help you spell the words on your list.

Did you know that rules are really handy? Rules work like secret codes. So say you want to spell a word you’ve probably read, but haven’t had to spell for a spelling word before. Well, if you know some rules about how the letters of the alphabet fit together to form words, you can probably figure out how to spell the word correctly the first time!

So this week’s rule comes in two parts. Here’s the whole rule; we’ll break it down to understand it in a minute:

Vowels surrounded by consonants or followed by one or more consonants are usually short.

Wow. Let’s look at the meaning of the first part:

Vowels surrounded by consonants are usually short.

Here are a few words that follow this rule:

*Write on the board:* map

Name the vowel in this word. (*a*) Name the consonants. (*m, p*).

Do you see how the vowel is surrounded by consonants? So that means we say “map” with a short *ă* sound, instead of “mape” with a long *ā* sound. Let’s try another one.

*Write on the board:* hit

*As before, ask your children to point out the vowel and consonants, and then pronounce the word. Continue with other words from this week’s list if they need more practice. If they don’t, feel free to move on.*

Okay, let’s look at the meaning of the second part of our rule:

Vowels followed by one or more consonants are usually short.

Let’s look at some words that follow this rule:

*Write on the board:* toss

(Other words to introduce: mutt, hiss, hall, less, etc.)

*Again, ask your children to identify the vowels and consonants, and then pronounce the word.*

Good work! Let’s practice writing the words on this week’s spelling list together.

### Activity

Use your remaining time to make a practice list of words with your children.

1. Say the first word aloud and have your children write it down.
2. After they've written the word, have your children spell the word aloud to you.
3. Correct them if they misspell something, and then have them erase and write the word one more time, correctly.
4. Then move on to the next word. Include the sight words in the list.

When you complete this activity, you should have a neatly written list of words your child can use to study the spelling words from this week.

Day  
2

### Write Them Big!

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

Day  
3

### Copy Them Small

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

Day  
4

### Mix It Up!

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

## Phonics Activities

Day  
1

### Demonstrate

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

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

- We read from left to right.
- When reading, don't think about the names of the letters; focus only on the sounds they make. We read the sounds. We include sound charts that you can refer to in Section Four.
- When we read words, we blend the sounds of the letters to make the words.

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

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

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

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

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

Day  
3

### Is and His

Show your children that **is** and **his** have the same /i/ sound. Practice these words together.

You will read them in the story "A Mat and a Hat." from *I Can Read It!* Book 1

## Optional: *Explode the Code 1*

Sonlight's Language Arts 1 incorporates phonics instruction through activities, spelling words, and the *I Can Read It!* Word Lists. If you'd like more phonics practice, we recommend getting the *Explode the Code* series as a supplement. For those who choose to do this optional program, we schedule these optional workbooks for you. Optional books are sold separately, and are not part of the LA package.

## Handwriting Without Tears

Your children will practice their handwriting in the Copywork activities and writing assignments. However, we highly recommend purchasing a handwriting program. *Handwriting Without Tears* is a wonderful program that we recommend often. We include a schedule for your convenience on the weekly schedule pages.

If you choose a different handwriting program, we have left a blank line to fill in as you use your preferred program. If you would like help scheduling any of the programs we offer, please go online to [sonlight.com/handwriting-schedules](https://www.sonlight.com/handwriting-schedules) to download and print the appropriate file.

Day  
**1**

pp. 4–6

**Note to Mom or Dad:** Parents, please read pp. 4–6.

Day  
**1**

p. 7

Encourage your children to doodle as the page directs.

Day  
**3**

pp. 8–9

### Mystery Letter

**Note to Mom or Dad:** On page 9, call out letters from the top of the page in random order. They all follow the same pattern. They begin in the starting corner, make a big line, and then, return to the starting corner to create the letter.

## Creative Expression

Day  
**1**

Copywork 1

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

Day  
**2**

Capitalization

### Overview

Complete the discussion about capital letters below, and then have your children complete the “Capitalization” activity found on the **Week 1 Activity Sheet**.

### Together

Read the script below to your children.

#### Capital You

Look at the first word of the sentence in Monday’s copywork. *i.e.* “*The fat rat is Pat.*”

Is the **T** a lower case or capital letter? (*capital*) It should be a capital letter, because when we write we use a capital letter at the beginning of every sentence.

Are there any other capital letters in the sentence? (*the “p” in “Pat” is also capitalized*) You should see the letter **P** is capitalized for the name *Pat*. We always use a capital letter for a person’s name.

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

Sometimes you will write a sentence about yourself. When you use the word *I* to talk about yourself, always use a capital letter. For example:

The dog barks when I sing.

Have your children follow the directions found on “Capitalization” on the **Week 1 Activity Sheet**.

1. Write your name with a beginning capital letter.
2. Underline the names in your copywork. (*Pat*)
3. Put a box around the capital letters at the beginning of each sentence. (*T, I*)

Day  
**3**

Pat the Rat!

The Creative Expression assignments in this guide will give you several opportunities to write or type stories as your children dictate them to you. Try to stay true to the language they use, and discuss any grammatical corrections with them before changing the written story. When the story is finished, read it to your children.

If you’d like to start a library of your children’s stories, ask your children to draw a few pictures to illustrate their story, and then bind the pictures together (a construction paper cover and staples will do!) with a printed copy of the text. Or simply collect their stories in a binder for them to read when they wish. From time to time, pull out their stories and ask them to read or retell them to you.

### Overview

Dictate a short story about Pat the Rat, record it on a separate piece of paper.

## Together

Read the script below to your children.

### Short Story

This week you've read about Pat the Rat. Today it's your turn to make up a story about Pat. Let's take a few minutes to think of some ideas for a story you'd like to write.

First, what do we know about Pat? Or what do you *imagine* about Pat?

Why does Pat wear the clothes he wears?

How does he spend his day? Does he work?

Where does he live?

Is he nice?

So what do you think your story will be about?

*Once you think your children have an idea for a story, simply let them start telling it while you record their dictation.*

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

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

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

Keep what your children write. Perhaps dedicate a spiral bound notebook, or simply part of a three ring binder to store their writing from this year. It will be very encouraging to look it over at a later time to see how far they have come. You may also use these writings later in other assignments.

Day  
4

## Match Initial Letter Sounds



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

Day  
5

## Copywork 2

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



Copywork 1<sup>1</sup>



The fat rat is Pat. Is Pat fat?

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Capitalization

1. Write your name beginning with a capital letter.

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2. Underline the names in your copywork.

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

1. John Holzmann, *I Can Read It! Book 1* (Littleton, CO: Avyx, 2008), 1.





Copywork 2<sup>2</sup>

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

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2. Ibid, 2-3.

bad



tap



bag



rat



map



can



ran



fat



fan



mad



cat



tag



# Language Arts 1

Days 6–10: Date: \_\_\_\_\_ to \_\_\_\_\_

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

## Week 2

	Date:	Day 6	Day 7	Day 8	Day 9	Day 10
SPELLING	<b>Words</b>	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!	
PHONICS	<b>I Can Read It! Word Lists</b>	Lesson 2				
	<b>Phonics Activities</b>		Make Your Own	Play Concentration		What Do These Have in Common?
	<b>Optional: Explode the Code 1</b>	pp. 10–11	pp. 12–13	pp. 14–15	pp. 16–17	
HAND-WRITING	<b>Handwriting Without Tears: My Printing Book</b>	p. 10		p. 11		
READERS	<b>I Can Read It! Book 1</b>	“Nat is Bad” p. 7	“Can Pat Tap Nat?” p. 8	“Nat is Sad” pp. 9–10	“Ham, Jam, and a Yam” p. 11	“Bad Jam” pp. 12–13
CREATIVE EXPRESSION		Copywork 1	Simile	Narrate (Family Portrait)	Match Five Vowels	Copywork 2

**Other Notes:**

### Weekly Overview

<p><b>Spelling:</b> short <i>a</i> words; his, not</p> <p><b>Phonics:</b></p> <p><u>Make Your Own:</u> letter sound recognition; word building</p> <p><u>Play Concentration:</u> word recognition; memorization</p> <p><u>What Do These Have in Common?:</u> word recognition</p>	<p><b>Creative Expression:</b></p> <p><u>Simile:</u> comparisons with <i>like</i> and <i>as</i></p> <p><u>Narrate (Family Portrait):</u> list writing; descriptive writing</p> <p><u>Match Five Vowels:</u> letter sound recognition, word recognition; punctuation for questions and commands</p>
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## Spelling (Words)

Day  
6

### Introduce the Words

#### Overview

This week's list follows the same rule you introduced to your children last week. Review the rule and then introduce the new words following the instructions below.

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

**Sight Words:** his, not

#### Together

Read the script below to your children.

#### More Short Vowel Words

This week's list of words follow the same rule we learned last week. Can you tell me what the rule was?

Vowels surrounded by consonants or followed by one or more consonants are usually short.

*Of course, accept a paraphrase of the above rule from your children. Simply ensure that they understand the concepts, but feel free to review with a few examples from this week's list if you need to.*

Once you've reviewed the rule together, introduce the new list of words following the instructions under "Activity" below.

#### Activity

Use your remaining time to make a practice list of words with your children.

1. Say the first word aloud and have your children write it down.
2. After they've written the word, have your children spell the word aloud to you.
3. Correct them if they misspell something, and then have them erase and write the word one more time, correctly.
4. Then move on to the next word. Include the sight words in the list.

When you complete this activity, you should have a neatly written list of words your child can use to study the spelling words from this week.

#### Throughout the Week

Each day, complete the Spelling Activity noted on the Schedule page. See the **Week 1 Notes** for more information about each activity.

## Phonics Activities

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

Day  
7

### Make Your Own

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

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

Day  
8

### Play Concentration

From the sight word index card deck (you can print these from [sonlight.com/sight-word-flash-cards](https://sonlight.com/sight-word-flash-cards)), play Concentration. Print out sets of the first page in the Book 1 list (*is, a, the, that, on, his, has, not*). We recommend holding both sheets together and cut them both at once, horizontally through the middle of the list. Review the sight words with your children and then play Concentration.

**Instructions for Concentration:** Shuffle the cards and place them face down in a matrix—four cards across in four rows. The first player must turn two cards face-up so all players can see what is written on the up-turned cards. He must also read the word(s) on the cards out loud so that all players can hear. If he has chosen a matched pair of cards, he gets to keep the pair and take another turn. If he fails to choose a matching pair, he must turn the cards back face-down and permit the next player (to his left) to take a turn. Cards must be turned face-up and back down again in the same spot. (Over time, then, players come to remember where certain cards are, so they can choose matching pairs.) When all pairs have been matched, the player with the most sets wins.

Day  
10

## What Do These Have In Common

Say the words **Ann, Jan, Nan,** and **Pam.** Ask your children what they have in common. (*They are all girls' names.*)

### Optional: Explode the Code 1

Day  
6

pp. 10–11

Suzanne H. suggested:

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

### Creative Expression

Day  
6

#### Copywork 1

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

Day  
7

#### Simile

##### Overview

Dictate comparisons with *like* and *as*.

##### Together

*Read the script below to your children.*

##### How Flat is Pat?

The first sentence of your copywork says that Pat is flat.

How flat do you think he is?

How else would you describe him?

Saying "Pat is as flat as a sheet of paper" uses a simile to describe Pat. A **simile** compares two unlike items and uses the words *like* or *as*. Similes add interest to your writing. A simile can form a picture in the reader's mind by making a connection to something he or she already knows.

For example:

Sarah's shirt was *as green as* the grass.

Paul was quiet *like* a mouse.

Have your children dictate three different similes under "Simile" on the **Week 2 Activity Sheet.** Brainstorm with your children for a few minutes if they need help getting started.

What things are flat? Sad? Mad?

Answers:

How flat is Pat? (*possible: Pat is as flat as a pancake.*)

How sad is Pat? (*possible: Pat is as sad as me when I don't get to go swimming.*)

How mad is Pat? (*possible: Pat is as mad as a hornet.*)

Day  
8

## Narrate (Family Portrait)

Each family is unique and enjoys different activities. Today your children will list activities your family likes to do (read, hike, swim, camp) on a separate sheet of paper and then choose one to write a paragraph about. Please do the physical handwriting for your children this time—what's important now is the thought behind the "writing."

##### Overview

Create a brainstorming list that will lead into family portrait writing.

##### Together

*Read the script below to your children.*

##### Family Portrait

Today we're going to create a portrait of our family. Do you know what a portrait is? It's like a nice, special, big, family picture. Except today, we're going to create our family portrait with words, instead of with a camera.

So to create a portrait with words, we need to think about ways we can describe our family with words. And rather than just telling people what we look like, let's tell them about who we are, and what we like to do when we're together.

Let's start out by making a list of activities that describe who our family is and what we like to do, and then we'll narrow down our choices to the one topic we'd like to write about.

*Use the following questions to help your children think of ideas to add to the list. Record the list on a sheet of paper or board where it's easy to see:*

What do we like to do together?

What special activities do we like to do outside?  
Inside?

Is there anything you especially like to do that we don't get to do very often? (*Visit a relative, take a special vacation, go on a special outing ...*)

Read the list back to them.

I think we have some good ideas here. Is there one that stands out to you that you'd like to write about?

*If they have trouble choosing one, help them narrow down the choices by pointing out two you think would make a good paragraph, and having them choose between the two topics.*

Now we're ready to write our family portrait. Let's pretend you're telling someone about us who has never met us before. What do you think they'd need to know?

*Use the questions below to help guide your children as they write:*

First, what is the activity we like to do together?

How do we start this activity? How do we finish it?

Why do you like it?

*When your children have completed the first draft of their paragraphs, read it back to them. Then ask:*

How do you think it sounds? Would you like to make any changes?

#### **How to Evaluate This Assignment**

When they're done, evaluate your children's participation in this activity. Since much of the writing thought process occurred during your discussion, consider their participation in the discussion as valuable as the final product you took down as dictation. We have provided a sample rubric below to help you evaluate your children's work.

Here's what a sample family portrait might look like:

Our family likes to camp in a tent. During the day we hike around. And each evening Dad reads to us. We love to camp and read!

#### **Rubrics**

Have you ever wondered how you should evaluate your children's writing? Much of literary critique is subjective, but we understand that sometimes it's helpful to have a concrete way to help you focus your critique. A rubric is a simple form that will help you give point values to certain characteristics of an assignment

Please note that at this age, we want to emphasize the writing *process* more than the final result. When your children put their thoughts together in a clear manner, celebrate!

Do you remember when they were learning to talk? If you pointed to that colorful floating orb in the sky and said "Look, a balloon!" and they repeated "Bay-yoon!" did you correct their pronunciation and then give them a bad grade? Probably not. We hope you laughed, and simply said it again the right way. Even if they called it a "bayyoon" for the next three months, we imagine you simply kept presenting them with the correct pronunciation and eventually they learned it.

Please think of learning to write as "learning to speak on paper." Strive to teach your children with the same small steps, and the same gentle redirections—slowly, over time. Be careful not to expect too much too quickly. It will come. Celebrate the small accomplishments, keep engaging your children with examples of good writing (just like the ones in the books you're reading), and talk about what could be improved when you come across lesser samples.

At this age, we hope you save evaluation rubrics like the one below for larger assignments, but if you'd like to gain practice working with a rubric, we've included one here. Please note that the items we chose to emphasize on our sample are just ideas of things you might want to include on a rubric of your own. As their teacher, only you will know how your children are writing—where they shine and what they need to polish up—so be sure to include both potential challenges and potential successes on rubrics you compose.

When you create a rubric, first draft a list of all the things you hope the assignment will accomplish, or you hope your child will learn or practice as they complete the assignment. Sometimes it's helpful to list skills by category, so you're sure you've thought of everything you want to evaluate.

When your children are older, we'll teach you how to assign points to items on the rubric, which will help you determine a letter grade from your evaluation, but for now, we strongly urge you *not* to use points. Children at this age are still growing and developing and will learn skills at vastly different rates. Therefore, our rubrics use a simple check system to help you track their progress as they learn certain skills rather than giving them a "pass" or "fail" mark on any particular assignment. Our writing assignments will repeat skills throughout the year, which will also help you track your children's growth.

The rubric that follows will allow you to gauge how well you think your children performed in this activity, based on our selected criteria, but please don't feel bound to measure only by our selections. Remember, evaluating writing is highly subjective. Rubrics simply allow you to focus your thoughts to evaluate your child's performance in the selected areas. Feel free to change the criteria in our suggested rubrics at any time, if you think your child excelled in an area we don't include, or needs work on something you want to remember to address later.



### Sample Rubric for Narrate (Family Portrait)

Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →

#### Content

- \_\_\_\_\_ Participated in the brainstorming activity; contributed ideas to the list
- \_\_\_\_\_ Remembered the “story” of this family activity in the order events usually take place
- \_\_\_\_\_ Included enough details so that someone who wasn’t there could understand the story

#### Mechanics

- \_\_\_\_\_ Worked with Mom or Dad to “edit” this assignment

Day  
**9**

### Match Five Vowels

#### Overview

Use vowels to change consonant combinations into different words (letter sound recognition, word recognition); introduce different types of sentences (questions and commands) and corresponding punctuation.

#### Together

Read the script below to your children.

#### Question and Command

Today we’re going to talk about two **types of sentences**. Do you ever need to ask a question? Of course you do. Do you ever give commands? You sure do. Knowing how to write questions and commands will add variety to your writing and it will help you finish today’s assignment.

A **Question** (also known as an *interrogative sentence*) is a sentence that asks something. Questions end with a question mark. For example:

Where did the spaceship land?

Can you tell me an example of a question? (*Possible: What time is it?*)

An **Imperative** sentence (or a command) is a sentence that gives instruction or asks someone to do something. For example:

Don’t feed the grizzly bears.

Tell me an example of a command. (*Possible: Place the book on the shelf.*)

#### Activity

After your discussion, work with your children to complete the following activities.

1. Under “Match Five Vowels” on the **Week 2 Activity Sheet**, have your child place all five vowels (*a, e, i, o, u*) between the letters *p* and *t* (*pat, pet, pit, pot, put*).
2. Have your children dictate a sentence that asks a question with one of the words. Once you’ve written it down, ask them what type of punctuation you should use to end a question. (*A question mark.*) Then have your children dictate a second sentence that uses one of the words as a command (*For example: Don’t pet the piranha.*)

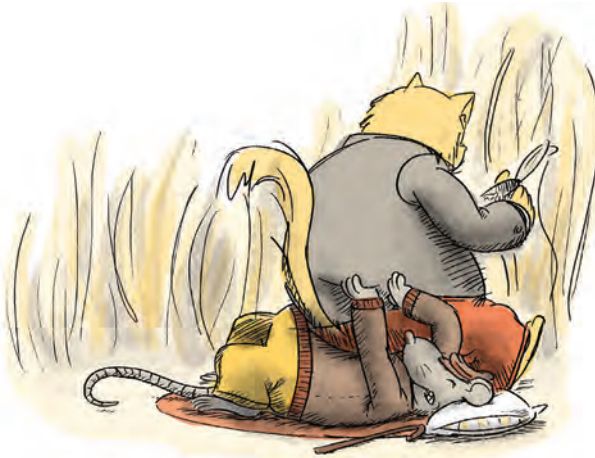
Day  
**10**

### Copywork 2

Have your children copy the sentences found under “Copywork 2” on the **Week 2 Activity Sheet**. ■



Copywork 1<sup>1</sup>



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

---

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Simile

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

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

1. John Holzmann, *I Can Read It! Book 1* (Littleton, CO: Avyx, 2008), 7.



Match Five Vowels

Write each vowel: a, e, i, o, u between p and t.

p\_\_\_\_\_t

p\_\_\_\_\_t

p\_\_\_\_\_t

p\_\_\_\_\_t

p\_\_\_\_\_t

Dictate a sentence that asks a question with one of the words.

---

---

Dictate a sentence that uses one of the words as a command.

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Copywork 2<sup>2</sup>

Ann had a ham, jam and a yam. Is the ham that Ann has bad?

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2. Ibid, 11.

# Language Arts 1

Days 11–15: Date: \_\_\_\_\_ to \_\_\_\_\_

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

## Week 3

	Date:	Day 11	Day 12	Day 13	Day 14	Day 15
SPELLING	<b>Words</b>	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!	
PHONICS	<b><i>I Can Read It!</i> Word Lists</b>	Lesson 3				
	<b>Phonics Activities</b>	Two of the Same Letters	Play <i>Go Fish!</i>	Define	Visualize and Spell the Word	Form Words
	<b>Optional: <i>Explode the Code 1</i></b>	pp. 18–19	pp. 20–21	pp. 22–23	pp. 24–25	
HAND-WRITING	<b><i>Handwriting Without Tears: My Printing Book</i></b>	p. 12		p. 13		
READERS	<b><i>I Can Read It!</i> Book 1</b>	“Jan, Nan, and Matt” pp. 14–15	“Sam, Val, and Hal Ran” pp. 16–17	“A Bad Fan” pp. 18–19	“Val Laps the Cab” pp. 20–21	“Can Sam Win?” pp. 22–23
CREATIVE EXPRESSION		Copywork 1	Dialog	Dictate Dialog	Write Backwards	Copywork 2

**Other Notes:**

### Weekly Overview

<p><b>Spelling:</b> short ä; he, to, sad</p> <p><b>Phonics:</b></p> <p><u>Two of the Same Letters:</u> letter sound recognition</p> <p><u>Play Go Fish:</u> sight words</p> <p><u>Define:</u> understanding words</p> <p><u>Visualize and Spell the Word:</u> letter sound recognition; word recognition</p>	<p><u>Form Words:</u> vowels and consonants; letter sound recognition; word recognition</p> <p><b>Creative Expression:</b></p> <p><u>Dialog:</u> dialog writing; quotation marks</p> <p><u>Dictate Dialog:</u> dialog writing; quotation marks; imaginative writing</p> <p><u>Write Backwards:</u> writing backwards; palindromes</p>
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## Spelling (Words)

Day  
11

### Introduce the Words

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

**Sight Words for the week:** he, to, said

#### Throughout the Week

Each day, complete the Spelling Activity noted on the Schedule page. See the **Week 1 Notes** for more information about each activity.

## Phonics Activities

Day  
11

### Two of the Same Letters

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

Day  
12

### Play Go Fish!

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

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

Day  
13

### Define

Define **cab**. (Example: *a car that takes passengers places for money*) Have your children start with a general category (a car) and then specify.

We want your children to get the gist of the word so they can understand where the stories are going. They don't need a dictionary's definition as long as they generally understand.

Day  
14

### Visualize and Spell the Word

If your children have a hard time spelling any of this week's spelling words, have them break it up by sounds, **/b/a/g/**. Feel free to pull out 8-10 letter cards (that you made or from the *Go A to Z!* pack) and select only the letters they will need for all of the words to help them visualize how the word is spelled.

Day  
15

### Form Words

Pull out 8-10 letter cards (that you have made or from the *Go A to Z!* pack). Do not use the vowels **e, i, o, or u**, or the consonants **g, w, x, or z**. Have your children form words from the letter cards.

## Creative Expression

Day  
11

### Copywork 1

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

Day  
12

### Dialog

#### Overview

Write dialog with correct quotation mark usage.

#### Together

##### Talk to Matt and Jan

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

Dialog occurs between two or more people. For example, in yesterday's Copywork passage, Matt and Jan talk to one another.

Today, pretend that you're with Matt and Jan, and make up a conversation between the three of you. But first, let's think of some things they might have had to say to one another:

*Prompt your children with questions if they have trouble starting.*

Do you think Sam or Val is faster?

Why do you think that?

What physical features do horses and rams have?

Record their dialog on a separate piece of paper.

Leave out the quotation marks when you write your children's conversation. Have them add in the quotation marks in the correct places when the story is complete.

#### How to Evaluate This Assignment

Pay special attention to your children's participation in this activity. Since much of the writing thought process occurred during your discussion, consider their participation in the discussion as valuable as the final product you took down as dictation. Use the checklist below to help you organize your thoughts. Don't be overly critical. Praise them for what they've come up with.

### Sample Rubric for Dialog

Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →

#### Content

- \_\_\_\_\_ Used creative thinking to imagine a fictional three-person conversation
- \_\_\_\_\_ Answered questions you posed and created plausible dialog emerging from the brainstorming
- \_\_\_\_\_ Created dialog that aligned to the characterization in the book

#### Mechanics

- \_\_\_\_\_ Placed quotation marks appropriately

Day  
**13**

## Dictate Dialog

### Overview

Create realistic dialog between original characters.

### Together

#### I Wish ...

Today I want you to pretend that you're having a conversation with other people. I'm going to read you a sentence that will start your dialog, and then we'll write the conversation down together.

But first, let's brainstorm some ideas about the topic of your conversation:

1. How much money do you wish you had in your hand right now?
2. What would you do with it?
3. Who would you tell this to?
4. Would they help you spend it? Think about how they would really respond to your situation.

*When you think your children are ready to compose a conversation ...*

Okay, are you ready to start dictating a conversation? Here's the sentence your conversation will start with:

"I wish I had a ... (dollar, quarter, nickel, hundred dollars)!"

Your dialog should be between you and one or two other people and be at least six sentences long.

Don't worry right now about telling *who* said *what* for every line of dialog. For example, you don't have to say, "Johnny said," etc., on every line. Just have whoever is talking say what you want them to say. Most importantly, make your dialog sound like real people talking.

Record their dialog on a separate piece of paper. When you write your children's conversation, leave out the quotation marks. When the story is complete, have them add in the quotation marks in the correct places.

Here's an example of what a simple dialog might look like:

"I wish I had a ... (dollar, quarter, nickel), hundred dollars!" said Seth.  
 "What for?" asked Maggie.  
 "So I could buy this really cool bike."  
 "But you already have a bike."  
 "Not like this one!"  
 "What's so great about it?"  
 "It's got these awesome pegs and flames on the sides!"  
 "Cool. If you buy it, can I have your old bike?"

### How to Evaluate This Assignment

Below is a sample rubric with some suggested criteria that you may wish to use to evaluate this assignment. As always, feel free to change or revise the rubric so it better aligns to the assignment as your child completed it. Don't forget to praise them for what they've come up with.

### Sample Rubric for Dictate Dialog

Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →

#### Content

- \_\_\_\_\_ Did your children think creatively and draft imaginative dialog?
- \_\_\_\_\_ Does the dialog sound like real people talking?

#### Mechanics

- \_\_\_\_\_ Are quotation marks placed appropriately?

Day  
**14**

## Write Backwards

Under "Write Backwards" on the **Week 3 Activity Sheet**, write the words backwards: *map, taps, nap, bat, dad, sag, pit*. Read the new words. Please note that one of the words was the same spelled either direction (*dad*). That word is a **palindrome**. Have your children explain what a palindrome is to your non-teacher parent, and give him or her the example from the list. I think he or she will be impressed with your knowledge.

Day  
**15**

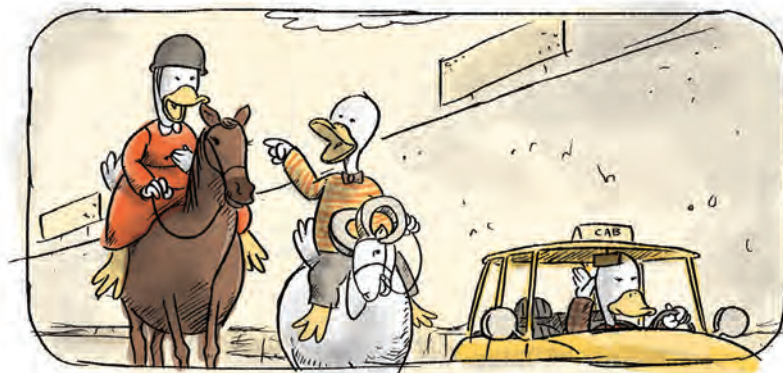
## Copywork 2

Have your children copy the sentences found under "Copywork 2" on the **Week 3 Activity Sheet**. ■





Copywork 1<sup>1</sup>



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

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

Three horizontal lines for writing.

Write Backwards

map \_\_\_\_\_ dad \_\_\_\_\_  
taps \_\_\_\_\_ sag \_\_\_\_\_  
nap \_\_\_\_\_ pit \_\_\_\_\_  
bat \_\_\_\_\_

Put a star by the palindrome on the previous page.

1. John Holzmann, *I Can Read It! Book 1* (Littleton, CO: Avyx, 2008), 15.



Copywork 2<sup>2</sup>

Sam the ram, Val the nag, and Hal the  
cab ran. Val and Hal lap Sam.

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2. Ibid, 16.

**Section Three**

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**Reading Assignments and Notes**

**Sight Words**

Sight words include features that do not follow any of the phonics rules your children will have learned to that point. We call them “sight words,” because they are words your children should grow to recognize by sight, without having to sound them out or refer to phonics rules.

Use “flash cards” to teach sight words. You will find new sight words listed at the bottom of the first page of each story in the *I Can Read It!* series.

Go to [sonlight.com/sight-word-flash-cards](http://sonlight.com/sight-word-flash-cards) to print sight word flash cards for each reader. Then, just cut them out and you’re ready to go! (You may want to make two sets for each reader.)

Prior to having your children read each scheduled story, help them practice reading the sight words until they come easily. Show the sight word cards and say the word to your children. Then go through the cards again and say the words together. You can also use cards with the sounds you are studying. Limit the rapid drill time to five minutes.

Plan on mastering sight words over the course of a week or more. Your children do not have to master these words in a single day! If your children do not remember a sight word as you are reading the story, simply provide it. Your children will “get it.”

Suzanne H. of Florida has given us a number of significant pointers from her rather extensive experience in teaching reading. She has urged us to note that the symbols we refer to as letters are really “sound pictures” or “letter pictures”: they refer to sounds. English letters are always pictures that refer to sounds. Thus, she says, when it comes to sight words,

I would point out to the children that these words can also be sounded, but we simply haven’t studied all the letter patterns yet. I would practice saying orally the sounds in the sight words and say the sounds for the children to identify the word, so they clearly understand that these words are written with “letter pictures” just like the other words, but some of the letters are not used in certain ways very often. For example, ai is a way to write the /ĕ/ sound as in said, but it is not the most usual way to write /ĕ/.

Day 1 “Pat” p. 1

**To Discuss After You Read**

Q: Who or what is Pat?

A: *a rat*

Q: Describe his appearance.

A: *he is fat*

Day 2 “Nat” p. 2

**To Discuss After You Read**

Q: What is Nat?

A: *a cat*

Q: Is Nat thin?

A: *no, he is fat*

Day 3 “A Mat and a Hat” p. 3

**To Discuss After You Read**

Q: What article of clothing does Pat own?

A: *a hat*

Day 4 “A Cat on a Hat” p. 4

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

Day 5 “A Flat Hat” pp. 5–6

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

**To Discuss After You Read**

Q: Why is Pat flat?

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

Day 6 “Nat is Bad” p. 7

**To Discuss After You Read**

Q: Why is Pat sad and mad?

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

Day 7 “Can Pat Tap Nat?” p. 8

**To Discuss After You Read**

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

A: *Pat taps Nat*

Day  
8

"Nat is Sad" pp. 9–10

**To Discuss After You Read**

Q: Why is Nat sad?

A: *because Pat taps him*Day  
9

"Ham, Jam, and a Yam" p. 11

Please point out to your children that when authors list several items in a row, they put commas after each individual item. This mark, the comma, means *stop a moment*. An example is in the first sentence: *Ann has a ham, jam, and a yam.*<sup>1</sup>

**To Discuss After You Read**

Q: What three things does Ann have? Hint: They all rhyme.

A: *ham, jam, and a yam*Day  
10

"Bad Jam" pp. 12–13

**To Discuss After You Read**

Q: Does Ann like her ham? Why or why not?

A: *no, it has bad jam on it*Day  
11

"Jan, Nan, and Matt" pp. 14–15

**To Discuss After You Read**

Q: What three "things" race?

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

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

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

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

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

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

1. So what's the rule about whether or not to include a comma before *an* and *in* a series? In the past, custom has allowed the writer to decide based on personal preference. However, more recently, the *Chicago Manual of Style* recommends including the comma before the *and* (or any other conjunction) as it prevents ambiguity and clearly separates the items in the list.

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

**Note:** There are no notes for pp. 16–17—continue to develop your children's reading ability.

Day  
13

"A Bad Fan" pp. 18–19

**To Discuss After You Read**

Q: Why does the cab stop?

A: *it has a broken fan*Day  
14

"Val Laps the Cab" pp. 20–21

**To Discuss After You Read**

Q: Why does the nag stop?

A: *Val gets tired, takes a nap*Day  
15

"Can Sam Win?" pp. 22–23

**To Discuss After You Read**

Q: Who wins the race? Why?

A: *Sam the ram; he just keeps running*Day  
16

"A Pig Pit" pp. 24–25

**To Discuss After You Read**

Q: What did Tim's dad tell Tim to do?

A: *to put sand in the pig pit*Day  
17

"The Kid Pig" pp. 26–27

**To Discuss After You Read**

Q: Who is eating the sand?

A: *the kid pig*Day  
18

"In the Pit" pp. 28–29

**To Discuss After You Read**

Q: How does Tim disobey his dad?

A: *he got in the pit with the pigs*

Q: What is the consequence of Tim's behavior?

A: *the mom pig bites his hip*Day  
19

"Dad" pp. 30–31

**To Discuss After You Read**

Q: Why was Tim's dad sad?

A: *because Tim disobeyed*

**Section Four**

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## **Instructor's Guide Resources**



## Appendix 1: Scope and Sequence: Schedule for Topics and Skills

Week	Spelling Rules	Spelling	Phonics	Creative Expression
1	Vowels surrounded by consonants	Regular Words: bat, cat, fat, hat, mat, pat, rat, sat, vat Sight Word: the	Three letter words ending in <i>-at</i> Demonstrate (Reading Words)	Capitalization (Writing Mechanics) Pat the Rat (Imagination) Match Initial Letter Sounds (Letter Sounds)
2		Regular Words: as, has, man, ran, dad, had, and, that Sight Words: his, not	Short a words ending in <i>n, d, m, p,</i> and <i>nd</i> Make your Own (Forming Words) Concentration (Reading Words) What do these have in common (Vocabulary)	Simile (Writing Skills) Family Portrait (Narration) Match Five Vowels (Forming Words)
3		Regular Words: pass, wax, nap, bag, rag, lap, map Sight Words: he, to, said	Short a words ending in <i>b, g, l, s, x,</i> <i>z, -ps, -ts</i> Two of the Same Letter (Letter Sounds) <i>Go Fish!</i> (Reading Words) Define (Vocabulary) Visualize and Spell the Word (Writing Skills) Form Words (Forming Words)	Dialog (Writing Skills) Dictate Dialog (Imagination) Write Backwards (Forming Words)
4		Regular Words: did, big, him, pin, lip, fix, fill Sight Words: was, go, do	Short <i>i</i> words plus a few <i>qu-</i> words Form Words Using “ <i>i</i> ” (Forming Words) The letter Sound “ <i>Qu</i> ” (Letter Sounds) Practice (Reading Words)	Sentence Lengths (Writing Mechanics) Recollection (Narration) Categorize (Vocabulary)
5		Regular Words: lads, wags, pals, lids, pills, wins, kids Sight Words: have, are	Apostrophe <i>-s</i> (Writing Mechanics) Sight Word Bingo I (Reading Words)	Series (Writing Mechanics) Retell a Scene from a Story (Narration) Match Final Sounds (Letter Sounds)
6		Regular Words: but, cup, runs, tugs, hug, cub, us, up Sight Words: says, come	Short <i>u</i> words	Noun of Direct Address (Writing Mechanics) Sequential Description (Explanation) Letter Change (Forming Words)
7		Regular Words: foxes, passes, puffs, taxes, kisses Sight Words: me, we, she, be, for	Plurals of words ending in <i>s</i> and <i>x</i> Form Words (Forming Words) Rhyming Words (Forming Words) <i>Sight Word Bingo I</i> (Reading Words) Possession (Writing Mechanics)	Plural and Singular (Writing Mechanics) Journal (Recollection) Rhymes (Letter Sounds)
8		Regular Words: beds, led, egg, sells, them, then, less, pets Sight Words: give, you	Short <i>e</i> words, plus the soft form of <i>g</i> <i>Sight Word Bingo I</i> (Reading Words)	Possession Apostrophe (Writing Mechanics) Story-Starter (Imagination) Rhyme Words (Letter Sounds)

*(continued on the following page)*

Week	Spelling Rules	Spelling	Phonics	Creative Expression
9		Regular Words: tell, bend, legs, fed, yell, rub, sun, cut Sight Words: chick, from	Review short <i>e</i> and <i>u</i> words <i>Sight Word Bingo I</i> (Reading Words) Form Words (Forming Words)	Article A or An (Writing Mechanics) You are a Vet (Imagination) Five Vowels (Forming Words)
10		Regular Words: job, odd, mop, got, box, doll, log, off Sight Words: one, two	Short <i>o</i> words Form Words that make the / <i>ō</i> / sound (Forming Words) <i>Sight Word Bingo II</i> (Reading Words)	Homophones (Writing Mechanics) Invitation (Communication) Story Order (Writing Skills)
11	-ck and the /k/ sound; -all sounds	Regular Words: back, neck, fall, rock, wall, pick, sack, ducks Sight Words: three, four	Words ending in -ck, plus -all Practice with -all (Forming Words) -ck and the /k/ sound (Forming Words) Count the Vowels (Letter Recognition)	Antonyms (Writing Skills) Description (Explanation) Journal (Recollection)
12		Regular Words: black, click, flag, glad, glass, clap, flat, clock Sight Words: here, way	Words beginning with <i>bl-</i> , <i>cl-</i> , <i>fl-</i> , and <i>gl-</i> <i>Sight Word Bingo II</i> (Reading Words) Making Words from Letters (Forming Words)	Alphabetize (Word Skills) Imaginative Writing (Imagination) Word Play (Forming Words)
13		Regular Words: think, plan, plus, skip, slap, bunk, junk, plot, sled Sight Words: should, could	Words beginning with <i>pl-</i> , <i>sk-</i> , <i>sl-</i> , and ending with <i>-nk</i> Form Words (Forming Words)	Attribution (Writing Skills) Non-Rhyming Poem (Poetry) Write Backwards (Forming Words)
14		Regular Words: crib, crop, drink, drum, grass, grin, drill, grip Sight Word: put, my	Words beginning with <i>cr-</i> , <i>dr-</i> , and <i>gr-</i> Spell Words in Succession (Forming Words) Form Words (Forming Words)	Number Match (Reading Words) Personification (Writing Skills) Five Vowels (Forming Words)
15		Regular Words: bring, frog, press, trap, truck, prop, brag, trip, prod Sight Word: some	Words beginning with <i>br-</i> , <i>fr-</i> , <i>pr-</i> , and <i>tr-</i> Spell Words in Succession (Forming Words) Form Words (Forming Words)	Alliteration (Writing Skills) Write a Perfect Pet Story (Description) Rhymes with Tin (Letter Sounds)
16		Regular Words: smell, snip, snug, speck, scab, spell, spot, spun Sight Word: also, now	Words beginning with <i>sc-</i> , <i>sm-</i> , <i>sn-</i> , and <i>sp-</i> Write the Words (Forming Words) <i>Sight Word Bingo II</i> (Reading Words)	Syllables (Word Skills) Thank You Note (Communication) Word Focus (Reading Words)
17		Regular Words: stem, twig, swim, twin, step, still, stuck, stop Sight Word: what, who	Words beginning with <i>st-</i> , <i>sw-</i> , and <i>tw-</i> Spell Words (Writing Skills) <i>Go Fish!</i> (Reading Words)	Synonyms (Writing Skills) Race Notes (Writing Skills) Jumble Letters (Forming Words)
18		Regular Words: quit, quiz, quack, squirt, quest, quip, squint Sight Words: they, of, see	Words beginning with <i>qu-</i> , and <i>squ-</i> Form Words (Forming Words) Concentration (Reading Words)	Contractions (Writing Mechanics) Synthesis (Narration) Match Middle Sounds (Letter Sounds)

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Week	Spelling Rules	Spelling	Phonics	Creative Expression
19		Regular Words: lamp, jump, desk, fast, best, lost, must, bump Sight Words: walk	Words ending with <i>-mp</i> , <i>-sk</i> , and <i>-st</i> Make a New Word (Forming Words) Form Words (Forming Words)	Color Names (Vocabulary) Story-Starter (Imagination) Dialog (Writing Skills) Oral: Approaching People
20		Regular Words: left, soft, gifts, belt, tent, plants, print, sent Sight Word: done, there	Words ending with <i>-ft</i> , <i>-fts</i> , <i>-lt</i> , <i>-lts</i> , <i>-nt</i> and <i>-nts</i>	Compound Words (Forming Words) Poem (Imagery/Poetry) Nursery Rhyme Poem (Poetry)
21		Regular Words: self, milk, gulp, hand, land, send, fund, yelp Sight Word: down, eat	Words ending with <i>-lf</i> , <i>-lk</i> , <i>-lp</i> , and <i>-nd</i> Create Sentences (Writing Skills) <i>Sight Word Bingo I</i> (Reading Words)	Simile (Writing Skills) Journal (Recollection) Dialog (Writing Skills)
22		Regular Words: kept, slept, adopt, stamp, limp, dump, nest, list Sight Words: our, where	Words ending with <i>-pt</i> , <i>-mp</i> , <i>-st</i> Form Words (Forming Words) <i>Sight Word Bingo II</i> (Reading Words)	Homophones (Writing Skills) Dog Poem (Poetry) Rhymes (Letter Sounds)
23	y at the end of a one syllable word makes a long i sound	Regular Words: so, cry, sky, try, tree, dry, fly, spy, why Sight Words: want, does, were	Single-syllable words ending in <i>-y</i> Form Words (Forming Words)	Antonyms (Writing Skills) Retell a Story (Narration) Letter Puzzle (Forming Words)
24	The "Magic E"	Regular Words: late, side, note, cute, age, same, vote, dime, hide, more Sight Word: your	Long-vowel words with silent <i>e</i> 's,	Alphabetize (Word Skills) Persuade (Explanation) Long Vowel Focus (Forming Words) Oral: Present
25		Regular Words: ate, five, bike, hope, save, ride, use, nose, rope, wise	Long-vowel words with silent <i>e</i> 's, Short- and Long- Vowel Words (Letter Sounds)	Article A or An (Writing Mechanics) Describe Food (Description) Categorize (Vocabulary)
26	Adding suffixes <i>-es</i> or <i>-ed</i> to words ending in <i>y</i>	Regular Words: smile, cries, blue, brave, grade, plane, stone, tries, flute, spoke	Long-vowel words with silent <i>e</i> 's, Part III Alphabetical Order (Word Skills)	It's or Its (Vocabulary) Friendly Letter (Communication) Categorize (Vocabulary)
27		Regular Words: shake, shelf, shop, dish, cash, wish, rush, fresh, brush, crush	The <i>sh</i> digraph Form Words (Forming Words) <i>Go Blend!</i> (Letter Sounds)	Homophones (Writing Skills) Choose an Activity (Imagination) Compound Words (Forming Words)
28	/th/ and /wh/	Regular Words: whom, these, cloth, this, what, when, that, math, thick, path	The <i>wh</i> and <i>th</i> digraphs <i>Go Blend!</i> (Letter Sounds) Combinations /th/ and /wh/ (Forming Words)	Synonyms (Writing Skills) Green Eggs and Ham Story (Imagination) Place Order Words (Vocabulary) Oral: Telephone Skill
29	/ch/	Regular Words: chop, branch, rich, catch, much, chill, such, inch, chest, chin	The <i>ch</i> digraph and <i>tch</i> blend <i>Sight Word Bingo II</i> (Reading Words) Create Words (Forming Words) Form Words (Forming Words)	Series (Writing Mechanics) Story-Starter (Imagination) Form Sentences (Writing Skills)

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<b>Week</b>	<b>Spelling Rules</b>	<b>Spelling</b>	<b>Phonics</b>	<b>Creative Expression</b>
30	e, i, o, or u are short when they precede ng; a is long when it precedes ng	Regular Words: king, lung, song, strong, long, bang, fling, sing, wing, rang	Words ending in <i>-ang, -ing, -ong,</i> and <i>-ung</i> Pronounce the Blend (Letter Sounds) Understanding Letter Combinations (Forming Words)	Can or May (Vocabulary) Synthesis (Narration) Jumble Letters (Forming Words)
31	<i>-ing</i> suffix	Regular Words: will-ing, lasting, drinking, camping, dressing, dusting, hunting, helping, frying, plant-ing	Suffixes, Part I ( <i>-ing</i> ) The <i>-ing</i> Suffix (Forming Words) <i>Go Blend!</i> (Letter Sounds)	Hyperbole (Writing Skills) Synthesis (Narration) Word Play (Forming Words)
32	Vowel Digraphs ai, ay, ea, and ee	Regular Words: need, queen, sleep, meet, meat, tea, heal, week, street, green	Vowel digraphs: ai, ay, ea, ee and oa Make Words using "ay" and "ai" (Forming Words) Read ea and ee Words	Rhyme (Letter Sounds) Retell a Story (Narration) Categorize (Vocabulary)
33		Regular Words: grain, paint, rain, wait, clay, play, trail, pray, fair, way	Vowel digraphs: ai and ay Review /ā/ Sounds (Letter Sounds) Write the Words (Forming Words)	Suffixes (Forming Words) Description (Narration) Rhyme (Letter Sounds)
34		Regular Words: road, bowl, snow, coat, float, soap, goat, owe, loaf, low	Vowel digraphs: oa and ow The /ō/ Sound (Letter Sounds)	Add to the Story (Writing Skills) 4 W's of a Story (Writing Skills) Compound Words (Forming Words)
35		Regular Words: bath-tub, bedtime, hotdog, inside, himself, within, sunset, upset	Compound words Spell the Words (Writing Skills)	Homophones (Writing Skills) Invent (Imagination) Create Words (Forming Words)
36		Regular Words: fallen, madness, tallest, tested, wishful, seeing, badly, kissable	Suffixes, Part II ( <i>-ing, -ed, -en, -est, -ness, -ly, -able</i> ) Form Words With Suffixes (Forming Words)	Alphabetize (Word Skills) Story-Starter (Imagination) Dictate a Story (Imagination) Oral: Directions

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## 2020-2021 CATALOG



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