

2 LANGUAGE ARTS

LANGUAGE ARTS INSTRUCTOR'S GUIDE



Spelling/Phonics
Writing Mechanics
Copywork
Creative Expression





Thank you for downloading this sample of Sonlight's Language Arts 2 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.

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.

We hope you enjoy using this sample. For even more information about Sonlight's IGs, please visit: 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 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)

By the Sonlight Team

“And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates.”

Deuteronomy 6:6-9 (NKJV)

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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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NOTE TO PURCHASER

Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor’s Guides. This guide is the 2020 Edition of the Sonlight Curriculum® “Language Arts 2” (5-Day) Instructor’s Guide and Notes. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

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For the latest information about changes in this guide, please visit www.sonlight.com/curriculum-updates. Please notify us of any errors you find not listed on this site. E-mail corrections to IGcorrections@sonlight.com and any suggestions you may have to IGsuggestions@sonlight.com.

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(Learn more about Readers packages at sonlight.com/readers.)

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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?

The collage shows several pages from the Sonlight Language Arts Instructor's Guide. Callout 1 points to a copywork page (41) with instructions to break down words like 'hit', 'rib', 'pit', and 'Tim'. Callout 2 points to an overview page (42) for 'Copywork Application' with numbered steps. Callout 3 points to a 'The Cat Book' assignment (43) with instructions to find the book and write a story. Callout 4 points to a 'Write the Story' section. Callout 5 points to a 'The Cat Book Skills Checklist' with a progress indicator. Callout 6 points to a 'Letter of the Week' overview page (44) with sections for 'Language, Phonics & Spelling' and 'Creative Expression'. Callout 7 points to a 'The Cat Book' assignment page. The bottom of the collage shows a 'Weekly Overview' page (43) with a table of contents and a 'Parental Notes' section.

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 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. 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
SPELLING	Words	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!
PHONICS	I Can Read It! Word Lists	Lesson 18			
	Phonics Activities		Form Words	Play Concentration	
	Optional: Explode the Code 2	pp. 55-56	p. 57	p. 58	p. 59
HAND-WRITING	Handwriting Without Tears: My Printing Book	p. 50		p. 51	
READERS	I Can Read It! 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
CREATIVE EXPRESSION		Copywork 1	Contractions	Synthesis	Match Middle Sounds Copywork 2
<i>Other Notes:</i>					

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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

Before You Begin ...

As you launch Sonlight's Language Arts program, you will soon notice that something different is going on here.

You were probably taught Language Arts using workbooks and repetition. Sonlight takes a different path. Our research revealed that traditional methods, while comfortable, produce inferior results and are 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? Most students forget what they supposedly learned.

Sonlight wanted something more productive than, "Memorize. Pass the test. Forget it."

The Sonlight Way

Instead, Sonlight's Language Arts program is based on the "natural learning" approach. "Natural" or "integrated" learning means students learn through 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. They have to puzzle things through, and you, the teacher, 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.

In the early elementary years, especially, children's abilities vary dramatically. As I'm sure you've seen: one child will begin reading voraciously by age four; another is struggling to sound out the letters at seven and a half. Some of this difference has to do with brain development. Some may have to do with eye-hand-brain coordination. In our family, it seemed all of the boys had eye tracking issues that only a specialized developmental ophthalmologist was able to diagnose and help them overcome.

For these and other reasons, we like to encourage our customers: Your children will learn to read when they are ready. Many boys are simply not yet ready to read until about age 7½¹. Don't push, but use these years to read together, and enjoy talking with your kids.

We have tried to vary 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.

But your children are unique. Don't attempt to push them faster than they can go. **It is okay to use more time to finish this program.** And no one—especially you—needs to judge you for how quickly (or slowly) you and your children progress.

If you think your children are struggling or are overwhelmed with their work, don't hesitate to put some books away and wait awhile. You don't want to discourage your children by pushing them to do things so far beyond their ability. As our friends at Brain Highways point out, we "wrap myelin" (develop new knowledge and skills) when we are pushed into new territory beyond our comfort zone but not so far beyond that we are virtually doomed to failure. A good coach doesn't tell an athlete who has run a 5:12 mile to go out and run a mile in 4:38. He will suggest shooting for a few seconds faster: 5:10 or maybe 5:08. Keep improving little by little. And so here. Spend a bit more time on Read-Alouds and, through that rewarding experience, encourage your children to enjoy 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.

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

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 in the appropriate size for your children's needs.
- Pencils in the size that will fit your children's hand.
- Scissors.
- Markers, crayons, or colored pencils.

Note: 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.

1. See Raymond and Dorothy Moore, *Better Late Than Early*.

Recommendations for Teaching

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-expenditure and no work-books. If you own her book, please read—or re-read—Dr. Beechick’s comments in *You CAN Teach Your Child Successfully* (Sonlight Item #RR03; pages 69–89).

Your children may resist copywork at first. In the long run, however, they will come to enjoy it if you simply persist. Tell your children that they are “teaching their hands to obey their minds.”

Optional Copywork Passages

Encourage your children to practice writing each day. We understand, though, that there are some days when your children will feel ... “uninspired.” On those days, assign one of the extra copywork passages instead.

They will gain additional writing practice without the challenge of a regular assignment. You’ll avoid a battle of the wills with a reluctant writer. Use the extra time you gain to discuss things with your children. Why are they feeling uninspired? Show them love and support and help them regroup in preparation to hit the ground running again tomorrow. For your convenience, we provide extra copywork passages weekly.

Writing

Sonlight’s writing assignments encompass a wide variety of writing tasks, styles, and skills. For example, your children will encounter traditional composition practice (ranging from formal essays to informal thank-you notes), research, poetry, book reports, analysis, and fun, inspired creative assignments. We believe that the breadth and variety of writing assignments will launch your children to new heights in their writing—and that they’ll have a lot of fun in the process!

We understand that parents often feel unprepared to teach writing. Some parents feel like they’re not good writers themselves. Others may write well, but not understand how to communicate what they know in a meaningful way to their children. To these parents, we say,

“Don’t worry! You can do it.” Just work together with your children and let them know how much you appreciate their hard work. For more additional suggestions, beyond what you will find here in the IG, on how to teach your children to write, go to www.sonlight.com/write-well.

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 with 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. However, the activity sheets in this guide are not so much designed for students to do entirely on their own; they are designed for interaction *with you*.

Vocabulary

We pull all vocabulary words from the books you read with your children. See Week 1’s Notes for further instructions.

If you’d like more practice, we recommend the *Wordly Wise* program. We schedule this optional workbook for you.

About Your Instructor’s Guide

This guide consists of several parts. **Section One**, the introduction (where we are right now), 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, and Notes. The schedule sheets provide a complete list of each week’s assignments and enable you 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”!

Beside giving you a solid record of what you have done, another 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.

The Notes follow each week's schedule. They will guide you every step of the way in how to use the materials you have purchased and what to say to your children to explain the assignments. You'll also find Activity sheets, that contain your children's copywork passages, answer keys for the Activity Sheets, and what professional educators call grading "rubrics": tools that help you objectively evaluate all of your children's work for the week.

Section Three includes all of the notes for the Readers. We have organized them by book, in the order in which they are scheduled, broken down by assignment days.

Section Four includes a list of Topics and Skills you will be studying, list of extra learning resources you will need over the course of the year, and a list of Language Arts skills that help you evaluate whether your children are in the broader scope of skill development. As we have said before, these lists are intended merely to help you track your children's progress, not to establish hard "standards" by which to judge your children's "success" or "failure."

My Downloads

You will find extra schedule pages, new user information (how to use a Sonlight guide) and further helpful information specific to the guide you have purchased on our website: www.sonlight.com. Login to Your Account (upper right-hand corner of the home page) and select the Downloads section to find all of the downloads for your guide.

Other Resources

As you adjust to teaching with the "natural learning" approach, you may want some additional assistance. We recommend Dr. Ruth Beechick's books *The Three-R's Series* (Sonlight item #KL01) and *You CAN Teach Your Child Successfully* (Sonlight item #RR03)

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.

Besides referring to your Instructor's Guide and books, please visit our Sonlight Connections Community (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.

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 constantly work to improve our product, we would love it if you would help us with the process.

If you find an error anywhere in one of our Instructor's Guides, please send a short e-mail to: IGcorrections@sonlight.com. It would be helpful if the subject line of your e-mail indicated where the problem is. For instance, "Language Arts 2/Section Two/Week 1/Day 3." Then, in the message portion of the e-mail, tell us what the error is.

Similarly, 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. If you know of a different book you think we should use; if you think we should read a book we assign at a different point in the year; 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

Schedule and Notes

Language Arts 2

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/ PHONICS	Spelling	Rule & Write	Pre-Test	Check	Post-Test	Write a Sentence
	Activity	Index Cards				
	Optional: Explode the Code 4	pp. 1–2	pp. 3–4	pp. 5–6	pp. 7–8	
HAND- WRITING	Handwriting Without Tears: Printing Power	pp. 4–7 		pp. 8–9		
VOCABULARY DEVELOPMENT	Optional: Wordly Wise A				Word List 1 pp. 2–3	
READERS	The Beginner’s Bible	“The Beginning” pp. 7–13	“Adam and Eve” pp. 14–17	“The Sneaky Snake” pp. 18–25	“Noah’s Ark” pp. 26–33	“The Tall Tower” pp. 34–38
CREATIVE EXPRESSION		Copywork 1	Copywork Application	Descriptive Words	Describe an Animal	Copywork 2

Other Notes

Optional books are sold separately, and are not part of the LA package.

Weekly Overview

<p>Spelling/Phonics:</p> <p><u>Skill</u>: Compound words</p> <p><u>Index Cards</u>: Compound words</p>	<p>Creative Expression:</p> <p><u>Copywork Application</u>: Sentence structure; punctuation; nouns—proper and common nouns</p> <p><u>Descriptive Words</u>: Adjectives</p> <p><u>Describe an Animal</u>: Descriptive writing; adjectives; spelling; sentence structure</p>
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Spelling

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

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

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

Day
1

Rule & Write

Today we suggest your children write their spelling words on a large whiteboard or chalkboard. Somehow, especially in the early grades, children seem to respond well to being able to print using big strokes. Perhaps it is the freedom they feel when they are able to use their large rather than fine motor skills. Many parents have mentioned that their children also enjoy the semi-“public” nature of printing on a board.

☆ *Prepare in Advance*

Materials:

- large whiteboard—or chalkboard; writing utensil
- index cards
- word list (see below)

Write the individual words that form each compound Spelling Word on an index card. For example:

in side

Overview

Review the spelling rule with your children, then have them practice writing the words on a board and forming the words with index cards.

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

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

Together

Read the script below to your children.

Compound Words

Can you think of any words that are made up of two other words? What two smaller words make up that word? (Ex. basketball, bedtime)

This week, you will learn to spell several compound words. *Read the rule for compound words above.*

Have your children write “inside” on a large whiteboard or chalkboard as you spell it to them.

What two smaller words make up this word?

Ask your children to draw a line to divide the compound word into two smaller words. Repeat with the other words on this week's list.

Day
1

Index Cards

Have your children use the index cards you prepared earlier to form the compound words on this week's list. Please consider these activities as optional if your children spell easily.

Day
2

Pre-Test

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

Give the Pre-Test

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

After the Pre-Test

- After spelling all of the words, make sure your children rewrite any misspelled words correctly five times.
- If they need to copy the misspelled word(s), that is fine. We seek mastery.
- If your children misspell a word, talk it through: is there a rule they ignored? Is there a pattern they can use to remember to spell the word correctly in the future?

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

Day
3

Check

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

☆ Prepare in Advance

If there were any misspelled words yesterday, then make up a sentence (or sentences) in which that word (or those words) appear.

If your children didn't miss any words yesterday, then see if you can come up with "silly sentences" that include as many of the week's words as possible, and have your children write these sentences.

Activity

Have your children write the sentence(s) you created that feature the words on this week's list. Again, check for accurate spelling. If the spelling words were misspelled, then have your children rewrite them again, accurately, five times each.

Day
4

Post-Test

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

Give the Post-Test

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

After the Post-Test

- After spelling all of the words, make sure your children rewrite any misspelled words correctly five times.
- If your children have any misspellings, carry them over to the following week.

Day
5

Write a Sentence

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

Have your children write any misspelled words in a sentence.

Optional: *Explode the Code 4*

Sonlight's Language Arts 2 incorporates phonics instruction through weekly activities and spelling rules and words. 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.

Day
1

pp. 1–2

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

Handwriting

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 and download and print the appropriate file.

Day
1

pp. 4–7

Note to Mom or Dad: Read pp. 4–6. Decide if your children write right- or left-handed and set their paper according to their handedness. On page 7, encourage your children to doodle as the page directs.

Vocabulary Development

While the bulk of our Vocabulary study is contained in the Read-Aloud study guide and part of the History/Bible/Literature Instructor's Guide, you will see some terms defined in the Reader Study Guides too. The books we choose for you to read aloud tie to the same historical time period as the rest of the texts we select, but are usually written at a higher reading level than the books we schedule as Readers. Therefore, Read-Alouds provide rich, content-relevant language presented during a time in which you can easily pause and discuss unfamiliar words with your students.

In all of our study guides, we categorize the words we highlight in two ways. **Vocabulary** words are words your students will probably encounter in other texts—not just those included in this curriculum. We list these words within an excerpt of the text from the book in which they are found so that you may challenge your students to define the terms using the clues found in the context of the rest of the story. Simply read these short quotes aloud and see if your students can tell you the meaning of the bold italicized terms.

Cultural Literacy terms are words that, if defined while your students are reading, will broaden and deepen their understanding of the text. However, these words are generally specific to course content, and we wouldn't expect your students to read or hear them on a regular basis. You may use these words, formatted in bold followed by a co-

lon and their definitions, more like a convenient glossary.

If you'd like more vocabulary practice, we recommend the *Wordly Wise* program. We schedule this optional workbook for you.

Readers

Find all of your Reader notes in **Section Three**. For your convenience, they are organized to the scheduled order that your children will be reading them.

Creative Expression

General Creative Expression Instruction

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 Creative Expression assignments will follow the format below for all 36 weeks of the year. We describe each day in further detail below.

Day 1 | Copywork 1

Day 2 | Copywork Application (Mechanics Practice)

Day 3 | Pre-Writing

Day 4 | Writing

Day 5 | Copywork 2

Day 1 | Copywork 1

On Day 1, your child will write the primary copywork passage on the Activity Sheet located directly after each week's Notes. After your children write the passage, have them evaluate their handwriting, circling those words they think are formed the best. (This exercise ensures that it is not you who is judging their writing ability, but that they are evaluating their own success at controlling their hand movements.) Then, discuss it with them. Review their handwriting, looking at formation, neatness, and spacing. Show them where they have done well and where they can improve. Also point out any interesting things you see in the passage. Use the time to reinforce any lessons learned previously.

A second, optional copywork passage is included in the Notes, to use at your discretion. Although we schedule some writing each day, we understand that there are some days when your children will feel ... well, let's just say "uninspired." On these days, just assign one of the extra copywork passages we provide on Day 1. Alternatively, you can use the optional copywork passage for additional practice similar to the primary passage.

About Copywork

Copywork forms a cornerstone of the natural approach to learning language. Brilliant writers like Jack London and Ben Franklin used the natural approach to hone their considerable skills.

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. To overcome this limitation, Sonlight's Language Arts programs help your children learn to write well by giving them regular opportunities to listen to good writing, look at good writing, copy good writing, and then finally write on their own.

Copywork builds the foundation for dictation, which your children will begin in approximately third grade. It also provides valuable handwriting practice, as well as wonderful opportunities to explore writing mechanics, such as capitalization, punctuation, and other basic grammar skills that come from careful examination of good writing models. 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.

Day 2 | Copywork Application (Mechanics Practice)

On Day 2 of each week, we offer a brief introduction to one grammatical or mechanical topic, based on a copywork passage or other similar example sentence. This year, your children will work through three basic groups of skills: Sentence Basics (nouns, verbs, adjectives, etc.), Building Blocks of Sentences (phrases, clauses, simple and compound sentences, etc.), and Mechanics (punctuation, capitalization, etc.). The "Weekly Overview" table, located at the beginning of the Day 1 Notes, lists the skills covered each week. For a 36-week progression of topics and skills studied this year in Language Arts, see our Schedule of Topics and Skills, located in **Section Four**.

Day 3 | Pre-Writing

On Day 3 of each week, we have your children prepare to write on Day 4 by answering questions we provide on the Activity Sheets and/or by doing some light research with your assistance.

Day 4 | Writing

On Day 4 of each week, your children will use their notes from Day 3 to write their assignment. Each week focuses on a different type of writing such as Imaginative, Critical Thinking, Descriptive and more. To see all of the writing assignments your children will cover this year, see our Schedule of Topics and Skills, located in **Section Four**.

Day 5 | Copywork 2

Another day to absorb good writing simply and naturally. You can also use this day to catch up on, expand upon or refine this week's writing assignments if you'd rather.

Activity Sheets

Find the copywork passage and other exercises immediately after the Notes. If a day's assignment requires answers, you'll find them here in the Notes. If you like, feel free to put all the Activity Sheets in separate binder for your children to use. Use blank paper for the optional copywork passages.

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

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

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.

Feeling Overwhelmed?

Due to the myriad of concepts to cover and the subjectivity that evaluating writing assignments often requires, the idea of teaching Language Arts may seem daunting. Understandably! For this reason we have included an article called "Recommendations for Teaching Language Arts" in the **My Downloads** section of your Sonlight account to help you navigate your Language Arts journey this year. We hope the suggestions found here will help you determine how to use this program so that it works best for your family, and will provide answers to further teaching questions you may have.

Day
1

Copywork 1

Have your children write the copywork passage "Copywork 1" found on the **Week 1 Activity Sheet**.

Day
1

Optional: Copywork

Now, there was a sneaky snake in the garden. One day, the snake saw Eve near the special tree.¹

Day
2

Copywork Application

Overview

Learn the basic rules of sentences, punctuation, and sentence word order.

Learn about nouns, and common and proper nouns.

Together

Read the script below to your children.

Rules for Sentences

What rules do you need to remember whenever you write a sentence? Can you think of any?

1. sentences begin with a capital letter
2. sentences end with a punctuation mark
 - a) either a period if it's a telling sentence,
 - b) a question mark for questions,
 - c) or an exclamation point for sentences that depict strong emotion
3. sentences communicate a complete thought

Punctuation

Look at this week's copywork passage. What punctuation mark ends both sentences? (*period*)

Why? (*The sentences are statements, or telling sentences.*)

Nouns

Remember, a noun is a person, place, or thing. Can you find each noun in this week's passage? (*God, waters, ground, God, sun, sky, daytime.*)

Look at the passage again. Why is *God* capitalized? (*Christians consider God to be a name and names are proper nouns.*)

A **proper noun** is the name of a person, place, or thing, so we always capitalize proper nouns. For example, we capitalize *Anna, Mexico, and Denver Public Library*. We capitalize *God* in the passage because it is a name.

Common nouns are all of the other non-specific nouns. *Chair, pencil and carpet* are all common nouns. Can you find any common nouns in the passage? (*waters, ground, sun, sky, daytime*)

1. Zonderkidz et al., "The Sneaky Snake," in *The Beginner's Bible* (Grand Rapids: Zonderkidz, 2005), 19.

Sentence Word Order

Did you know that putting the words in a sentence in order is important, too? What if I said:

"back the some and dry rolled next appeared waters ground God."

"sun sky the shining in put God a daytime for."

Would it be difficult to know what I meant? (yes)

Wrap Up

Today you will practice putting words in the correct order on the Activity Sheet. Remember the rules we discussed today for forming sentences, and be sure your new sentences start with a capital letter and end with a punctuation mark.

Activity

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

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

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

Day
3

Descriptive Words

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

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

Overview

Play a game to practice using adjectives and descriptive phrases to describe an animal.

Your children will then select an animal they will describe tomorrow.

They will brainstorm words that describe their animal.

Together

Read the script below to your children.

Animal Description Game

Today, let's start with a game. I'm going to begin to tell you adjectives and descriptive phrases that describe an animal I'm thinking about. **Adjectives** are words that describe nouns.

Raise your hand when you think you know the animal I'm describing, and when I call on you, tell me your guess. If you're right, great! If you aren't right, I'll tell you a few more adjectives that describe the animal and you can try to improve your guess. Are you ready?

Begin to read the words listed below slowly to your children. If possible, add words of your own that describe a cat your family knows personally. Read only as many words as your children need to guess the animal.

Animal: Cat

furry, striped, soft, cuddly, nimble, quiet, quick, clever, curious, fastidious, clean, likes to climb

Let's try one more animal.

Animal: Elephant

enormous, strong, loud, careful, smart, gray, leathery, trainable, vegetarian (herbivore) ...

If time allows, see if your children can use adjectives and descriptive phrases to describe an animal that you can guess.

Wrap Up

Tomorrow, you will write a description of an animal of your choice. Your animal can be real or it can be imaginary, like a hippo-lion or a pig-duck.

Once you've chosen your animal, today we'll work together to brainstorm adjectives and descriptive phrases about your animal.

As we brainstorm, I'd like to challenge you to use all five senses to think of descriptors for your animal. What do they sound like? What do they smell like? What do they eat?

Activity

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

Have your children write a short paragraph that describes their animal from yesterday. Take advantage of their brainstorming session.

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

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

How to Evaluate This Assignment

As hard as it may be, we suggest that you not formally evaluate this week's assignment. Yes, we will help you evaluate your children's writing more formally later on this year, but for now, put the emphasis on clearly transferring their thoughts to paper. If it helps, sit by them as they write and help them convert their thoughts from their brainstorming session onto paper. Encourage them to be as imaginative and creative as they can be in their descriptions.

Help them to spell words correctly and form sentences with the correct capitalization and punctuation only if they ask for your guidance, and providing it does not hinder their creative process. If your children start to get frustrated with forming perfect sentences, leave the mechanics behind and simply help them get the words out. Transferring thoughts to paper can be enough of a challenge at this age.

Write the paragraph for "Describe an Animal" on a separate piece of paper. Here's what a simple descriptive paragraph might look like:

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

Have your children write the copywork passage "Copywork 2" found on the **Week 1 Activity Sheet**. ■



Copywork 1¹

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

God put a shining sun in the sky for daytime.

Copywork Application

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

1. *empty was world beginning, the the In*

2. *plan But had God a*

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1. Zonderkidz et al., "The Beginning," in *The Beginner's Bible* (Grand Rapids: Zonderkidz, 2005), 10–11.



Language Arts 2: Week 1 Activity Sheet

Descriptive Words

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

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

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

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

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

Describe an Animal

Write your paragraph on a separate piece of paper.

Copywork 2²

Noah and his family praised God.

God put a beautiful rainbow in the sky. It was a sign of his promise to never flood the whole earth again.

2. Zonderkidz et al., "Noah's Ark" in *The Beginner's Bible* (Grand Rapids: Zonderkidz, 2005), 33.

Language Arts 2

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/ PHONICS	Spelling	Rule & Write	Pre-Test	Check	Post-Test	Write a Sentence
	Activity	Index Cards				
	Optional: Explode the Code 4	pp. 9–10	pp. 11–12	pp. 13–14	pp. 15–16	
HAND- WRITING	Handwriting Without Tears: Printing Power	p. 10		p. 11		
VOCABULARY DEVELOPMENT	Optional: Wordly Wise A				True or False 1 p. 4	
READERS	The Beginner's Bible	"A New Home" pp. 39–45	"The Visitors" pp. 46–51	"A Bride for Isaac" pp. 52–57	"Isaac's Blessing" pp. 58–62	"Jacob's Dream" pp. 63–65
CREATIVE EXPRESSION		Copywork 1	Copywork Application	Similes	Like What?	Copywork 2

Other Notes

Weekly Overview	
<p>Spelling/Phonics:</p> <p><u>Skill:</u> Suffixes</p> <p><u>Index Cards:</u> Suffixes</p>	<p>Creative Expression:</p> <p><u>Copywork Application:</u> Verbs</p> <p><u>Skill:</u> Similes—comparisons with <i>like</i> or <i>as</i></p> <p><u>Assignment:</u> <i>Like What?</i> Use similes to revise last week's description. (descriptive writing; similes)</p>

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Spelling/Phonics

Day

6

Rule & Write

☆ Optional: Prepare in Advance

For each spelling word, write the root word on an index card and the suffix on a separate card.

Overview

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

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

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

Together

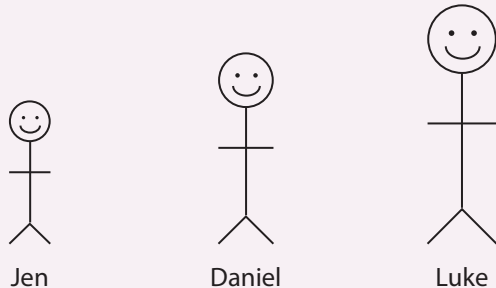
Read the script below to your children.

Suffixes

This week, we will learn how dividing a word into its root and suffix will help you spell it correctly.

A **suffix** is an ending we add onto a word to change its meaning. For example, think about the word "tall."

Write "tall" on a piece of paper or on a board where your children can see it. Also, draw three stick figures of increasing height, like so:



If we say that Jen is tall, what can we say about Daniel? (He is **taller** than Jen.)

Write "taller" on the board and underline the suffix -er.

Compared to Jen and Daniel, how could we describe Luke? (He is the **tallest**.)

Write "tallest" on the board; underline the suffix -est.

Do you see how the suffixes -er and -est are simply added on to the word *tall*, but we don't change how we spell *tall*? Usually, adding a suffix (like -er or -est) onto a root word (like *tall*) will not change the spelling of the root word. Let's take a minute to count the syllables in tall, taller, and tallest. How many syllables in the word tall? (*one*)

How many in taller? (*two*)

How many in tallest? (*two*)

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

Let's write the words on this week's list on the board. Think about the suffix rule to help you write them correctly.

Day

6

Index Cards

Have your children combine two index cards to form the new word. How many suffixes work appropriately with the various words? (e.g., hopeful, hoping)

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.

Creative Expression

Day

6

Copywork 1

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

Day

6

Optional: Copywork

The servant gave her the gifts, and they went to meet her father. The servant asked for his permission to take Rebekah to Isaac.¹

Day

7

Copywork Application

Overview

Learn about *verbs*.

Brainstorm a list of verbs that describe the way animals move.

Together

Read the script below to your children.

Verbs

What action words (called *verbs*) are found in this week's copywork passage? (*creeped, crawled, hopped galloped*)

Interesting, descriptive verbs like these make the sentences more lively than if the author had merely written, "Animals came onto Noah's new boat."

1. Zonderkidz et al., "A Bride for Isaac," in *The Beginner's Bible* (Grand Rapids: Zonderkidz, 2005), 56.

Can you think of any more verbs that could have been used? (Answers will vary. Possible: ran, skipped, slithered, thundered, strolled, inched, etc.)

Let's take a minute to brainstorm a list of words that describe the way animals move. (Answers will vary. Possible: crept, crawled, lounged, slithered, pounced, swam, lumbered, galloped, etc.)

What animals might the verbs on our list describe? What kinds of animals can you see creeping at the zoo? What animals crawl? What others hop? What animals gallop?

Activity

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

Day
8

Similes

Last week, your children used interesting descriptive words based upon their five senses to describe an animal. This week, we want them not only to notice details about that animal, but also to think creatively about how to describe those details that they notice. This week they will embellish their descriptions with similes. It is up to you if you'd like tomorrow's writing time to simply focus on revising the paragraph from last week, or if you'd like them to write a brand new paragraph.

Overview

Learn that a simile is a short phrase that uses *like* or *as* to compare two or more things that are different.

Use describing words from last week's brainstorming session to write similes.

Together

Read the script below to your children.

Similes

Last week you used adjectives and descriptive phrases to describe an animal. Pull out your **Week 1 Activity Sheet** and look at the list of words you brainstormed on Day 3. Today we'll try to reuse some of those words to describe your animal in another way.

Do you know what a simile is? **Similes** are short phrases used to compare two or more things that are different. Similes usually contain the words *like* or *as*. Here are a few examples of similes:

quiet as a mouse

What two things does this simile compare? (*how quiet it is to how much noise a mouse makes—which isn't much!*)

sly like a fox

What two things does this simile compare? (*how sly someone is compared to the slyness of a fox*)

fast like a jet

slow as a snail

Similes help readers form mental pictures in their minds. Writers use them to make their descriptions more interesting.

Wrap Up

Today you will spend some time writing a few similes that you could use to describe your chosen animal. To help you get started, here are some similes we could write from some of the examples I shared last week:

striped: as a candy cane, like a zebra

loud: like rolling thunder, as a trumpet

Activity

Work through the "Similes" section on the **Week 2 Activity Sheet** with your children. Based off their writing from last week, help them think of imaginative similes to further describe the details. Feel free to serve as a scribe and record your children's thoughts for them in the space provided.

The things they come up with today will help them with their writing tomorrow.

Day
9

Like What?

Your children's assignment this week is to describe in even more vivid detail the animal they wrote about last week. They can use the same descriptive words they used before, or they can use brand-new words. It's up to them. But this week, rather than just using descriptive words, we want them to use descriptive similes. Challenge them to take those descriptive words they chose and turn them into creative similes.

What is their animal like? It's as tall as what? It's skinny like what? When you run your finger along its side, it feels as furry as what? Give them all the help they need to think of similes that will make their descriptions informative and fun to read.

Write the paragraph for "Like What?" on a separate piece of paper. Here's what a revised descriptive paragraph with similes might look like:

My dog Bubba is as big and black as a small horse. His thick fur feels like our carpet. When he sees a squirrel in the back yard, he barks like a banshee. We always know when he needs a bath, because he smells like a pair of dirty gym socks!

How to Evaluate This Assignment

Like last week, concentrate primarily on the thought processes. Help them brainstorm imaginative similes and organize what they want to say before they put their words on paper. Hopefully, the work you completed yes-

terday can be reused today! After they've finished a rough draft and at least have their ideas on paper, you can go back and work with them on the basic mechanics: capitalization, punctuation, spelling, and grammar.

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 evaluate 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 "bay-yoon" 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.

After that, simply read through your children's work thinking about each point on your rubric as you go. Mark how well you think your children performed each element according to the scale we've provided at the top.

Sample Rubric for "Like What?"	
Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →	
<i>Content</i>	
_____	Successfully revised the description from Week 1
_____	Included at least 1 simile
<i>Mechanics</i>	
_____	Worked with Mom or Dad to edit this assignment
_____	Presented a clean, polished, (relatively error-free) final copy (Please reward based on the effort you know your children put forth)

When your children are older, it may help to hand them a copy of your evaluation rubric when they first begin an assignment. Isn't it easier to hit the target when you can see what you should be aiming for? Afford this same opportunity to your children in the future when they work on writing assignments.

For now, please concentrate your efforts on working together with your children to create and revise their papers. Use rubrics only to help you more clearly gauge the areas your children could use more work and revise your instruction accordingly.

Day
10

Copywork 2

Ask your children to copy the passage under "Copywork 2" on the **Week 2 Activity Sheet**. ■



Copywork 1¹

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

After everyone was inside, the rain began to fall.

Five horizontal lines for writing.

Copywork Application

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

Five horizontal lines for writing.

Similes

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

1. Descriptive word: _____

Similes: _____

Cont. ⇨

1. Zonderkidz et al., "Noah's Ark," in *The Beginner's Bible* (Grand Rapids: Zonderkidz, 2005), 30.



Language Arts 2: **Week 2 Activity Sheet**

2. Descriptive word: _____

Similes: _____

3. Descriptive word: _____

Similes: _____

Like What?

Write your paragraph on a separate piece of paper.

Copywork 2²

One day, God told Abraham to move to a new land.
So, along with their helpers, Abraham and Sarah packed
up and went.

2. Zonderkidz et al., "A New Home," in *The Beginner's Bible* (Grand Rapids: Zonderkidz, 2005), 40.

Language Arts 2

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/ PHONICS	Spelling	Rule & Write	Pre-Test	Check	Post-Test	Write a Sentence
	Activity	Dividing Words				
	Optional: Explode the Code 4	pp. 17–18	pp. 19–20	pp. 21–22	pp. 23–24	
HAND- WRITING	Handwriting Without Tears: Printing Power	p. 12	p. 13	p. 14		
	Optional: Wordly Wise A				Hidden Message 1 p. 5	
READERS	The Beginner’s Bible	“Jacob and Esau Meet Again” pp. 66–70	“Joseph’s Colorful Robe” pp. 71–77	“Pharaoh’s Dreams” pp. 78–85	“Joseph Saves His Family” pp. 86–91	“A Baby in a Basket” pp. 92–97
CREATIVE EXPRESSION		Copywork 1	Copywork Application	Dialog	Fairy Tale Dialog	Copywork 2

Other Notes

Weekly Overview	
<p>Spelling/Phonics:</p> <p><u>Skill:</u> Syllables—double consonants between vowels</p> <p><u>Dividing Words:</u> Syllables</p>	<p>Creative Expression:</p> <p><u>Copywork Application:</u> Adjectives; nouns</p> <p><u>Dialog:</u> Quotation marks; authentic speech</p> <p><u>Fairy Tale Dialog:</u> Authentic speech</p>

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Spelling/Phonics

Day
11

Rule & Write

Overview

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

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

Together

Divide Syllables Between Double Consonants

Today we will learn about the importance of being able to break a word into its syllables.

Syllables are the parts of a word that a word naturally divides into when we say it aloud. Syllables influence the rhythm of language, and being able to recognize these breaks will help you pronounce and spell words correctly.

Let's practice counting syllables for a minute. If it helps, we can clap each time we hear a syllable. Ready?

How many syllables in *bicycle*? (*bi/cy/cle* —3)

How many syllables in *catastrophe*? (*ca/tas/tro/phe*—4)

How many syllables are in your name? (*Answers will vary.*)

It is sometimes difficult to hear where these divides occur, but there are some rules that can make finding the split between syllables easier.

One of these rules deals with words that have two consonants surrounded by vowels. When double consonants stand between two vowels, the word is always divided between the two consonants. For example:

Show your children the following examples, and have them pronounce the words, verbally splitting the syllables. If they have trouble recognizing the divides, clap out the beats with them.

happen → hap/pen

common → com/mon

gallon → gal/lon

Can you hear that the words have a break between the double letters? We spell these words with double consonants to represent the fact they have two syllables each. For example, instead of just one syllable "hapen" we hear two syllables "hap/pen" and know we need to add the second "p."

Are you ready to write the words from this week's list on the board?

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.

Day
11

Dividing Words

Have your children write each spelling word and then use a slash "/" to divide each word into its syllables. (*hap/pen, com/mon, gal/lon, sum/mer, sup/per, let/ter, traf/fic, but/ter, ham/mer, rab/bit*)

Creative Expression

Day
11

Copywork 1

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

Day
11

Optional: Copywork

Jacob wanted to go back, but he was afraid of his brother, Esau.¹

Day
12

Copywork Application

Overview

Write with adjectives and clear nouns.

Together

Adjectives

Remember what a noun is? (a person, place, or thing) Well today we're going to practice writing adjectives.

Adjectives are words that describe nouns. So in the phrase "hot dog," dog is the noun, and hot is the adjective describing it.

What adjectives does the author use in the copywork passage? (*best, green, most, his, his, new*)

The author could've just written *Lot's land*. But isn't it so much better that we know more about it? Can you picture it in your mind? Could you draw a picture of what you think it looks like?

Adjectives are only one way to help paint a clear picture in a reader's head. Using **clear nouns** also improves a writer's work. For example, if the passage said *Lot chose the land*, a reader might wonder what kind of land it was. A valley? Dry, desert land? This passage would be more clear (and more interesting) if the author said the land has bubbly springs of water, lush with tall grass, with clear streams and rolling hills.

Challenge your children to pair adjectives with clear nouns when they write.

1. Zonderkidz et al., "Jacob and Esau Meet Again," in *The Beginner's Bible* (Grand Rapids: Zonderkidz, 2005), 68.

Activity

Under “Copywork Application” on the **Week 3 Activity Sheet**, have your children write a sentence about one of their favorite possessions. Challenge them to use at least six adjectives to describe it.

Day 13 Dialog

Overview

Write realistic dialog with quotation marks.

Together

Dialog

Today we’re going to have fun writing some silly dialog. We’ll read some examples and then we’ll imagine and write down a conversation together.

When writers write what people say, it’s called **dialog**. Have you ever read a story that didn’t have any? It probably would have come across as more interesting if the characters talked to each other. Writers use dialog to make a story more interesting, to break up the text so readers won’t get slowed down by long descriptive sections, or to add a character’s voice to a story.

Writers put quotation marks around the exact words someone speaks. Here’s an example of a dialog:

“How many of you are in there?” asked the big, bad wolf.

“Two,” answered the little pig.

“No! Three!” shouted another little pig. “I just came in through the back door.”

“Excellent,” said the wolf.

This is a good example of how dialog doesn’t always follow the rules of correct English. Often our speech is made of incomplete sentences without subjects and/or verbs.

In the dialog I just read to you, “Two” is not a complete sentence. Complete sentences would go something like “There are only two of us in here, wolf” or “No, wolf, there are three of us in here.” But real dialog rarely sounds just like proper English. The little pig just says, “Two” and we understand that what he’s saying is in response to the wolf’s question.

It’s not necessary to tell who’s speaking (called **attribution**) every time you write a line of dialog. If you want dialog to move faster, relying on context to identify the speaker is a better option than writing “he said” or “she said” over and over again.

So, are you ready to write some dialog of your own?

Activity

Work through the “Dialog” section on the **Week 3 Activity Sheet** with your children. Help them develop a simple dialog of their own. Have fun with this activity. Allow your children to be as silly as they want to be, since people talk in a silly way all the time!

Day 14 Fairy Tale Dialog

Overview

Write an authentic dialog between two fairy tale characters. Include attributions.

Together

Fairy Tale Dialog

Based on what we talked about and practiced yesterday, today you’re going to write a dialog between two fairy tale characters.

What kind of dialog should you write? How many speakers should there be? What should they talk about? All of that is up to you! The only rule is that when you’re done, your dialog should sound like how two (or more) people or characters might really speak.

When you have the basic dialog mapped out, go back through it and read it again, and make sure you’ve clearly indicated who is speaking. You don’t have to say “so and so” said every line if it’s clear who is speaking, but hopefully reading through it again will help you see the spots where it isn’t clear. We can work on this together if you’d like.

Remember, dialog is authentic speech recorded in written form. Therefore, it doesn’t always sound like correctly written English—and that’s OK! Authenticity (or “being real”) is an important element of good dialog. The people or characters speaking should sound like they would in a real conversation.

Are you ready to get to work on your Fairy Tale Dialog?

Activity

Using what they learned yesterday, have your children write a dialog below “Fairy Tale Dialog” on the **Week 3 Activity Sheet**. It does not have to be long—6 to 8 sentences should be plenty.

Here’s what a simple dialog based upon mixed-up fairy tales might look like:

“Grandma, what long hair you have,” said Little Red Riding Hood.

“My name’s Rapunzel and I’m not your Granny.”

“Oh, Granny,” replied Little Red Riding Hood.

“You’re such a joker sometimes.”

“Seriously, kid,” mumbled Rapunzel. “Get a grip. Do I look that old?”

“Hmmm. Now that you mention it, you do look a little younger than Grandma.”

"You think? Do you need glasses, or did you just leave them at home?"

"I think a big, bad wolf ate them," lamented Little Red Riding Hood.

"Here we go again," sighed Rapunzel.

How to Evaluate This Assignment

Don't worry about mechanics right now. Your children will learn and practice how to correctly use quotation marks and punctuate attributions (the part of the sentence that tells you who is speaking) many times in the years to come. Feel free to discuss these things now, if you want, but understand it's not necessary. What's important is teaching your children to think about speech and how it's transferred to the written word in a compelling, authentic way. Feel free to adjust our sample rubric to meet the individual needs of your children.

Sample Rubric for "Fairy Tale Dialog"	
Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →	
<i>Content</i>	
_____	Used creative thinking to imagine a fictional conversation
_____	Clearly stated who is speaking (worked with Mom or Dad to add attributions)
_____	The dialog was spoken as it would be in a real conversation
<i>Mechanics</i>	
_____	Optional: Quotation marks are placed appropriately
_____	Optional: Attributions are set up appropriately

Day
15

Copywork 2

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



Copywork 1¹

Lot chose the best land. It had the most green grass and the most water for his animals. Lot moved to his new home.

Copywork Application

Write a sentence and use six adjectives (descriptive words) to describe a favorite possession or some other thing.

Dialog

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

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

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

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

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

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

Cont. ⇨

1. Zonderkidz et al., "A New Home," in *The Beginner's Bible* (Grand Rapids: Zonderkidz, 2005), 43.



Language Arts 2: Week 3 Activity Sheet

Fairy Tale Dialog

Today, write a dialog between two fairy tale characters. The discussion you write can follow the plot of an actual fairy tale, or it could be something you imagined on your own. Or, imagine what two characters from different tales might say to one another. Have fun!

Copywork 2²

But Joseph told his brothers not to be afraid.
“God meant it for good.
He had a special plan for me,” he said.

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2. Zonderkidz et al., “Joseph Saves His Family,” in *The Beginner’s Bible* (Grand Rapids: Zonderkidz, 2005), 90.

Section Three

Reading Assignments and Notes

Day
1

"The Beginning" pp. 7-13

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

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

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

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

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

To Discuss After You Read

- Q: How long did God take to create the earth?
A: *six days; he rested on the seventh*

Day
2

"Adam and Eve" pp. 14-17

Vocabulary

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

To Discuss After You Read

- Q: What was Adam and Eve's job?
A: *they took care of the garden of Eden*

Day
3

"The Sneaky Snake" pp. 18-25

To Discuss After You Read

- Q: What one command did God give Adam and Eve?
A: *do not eat from the tree of the knowledge of good and evil*
- Q: Why do Adam and Eve leave the garden?
A: *due to God's punishment for disobedience*

Day
4

"Noah's Ark" pp. 26-33

To Discuss After You Read

- Q: What does the rainbow stand for?
A: *God's promise that he would never again flood the whole earth*

Day
5

"The Tall Tower" pp. 34-38

To Discuss After You Read

- Q: Why did people want to build a tall tower?
A: *they proudly wanted to show how great they were*
- Q: How did God stop them?
A: *they no longer could all speak the same language*

Day
6

"A New Home" pp. 39-45

To Discuss After You Read

- Q: What blessing did God give Abraham?
A: *all the land that Abraham could see would be his, and he and Sarah would have many children*

Day
7

"The Visitors" pp. 46-51

Vocabulary

Isaac: means "He laughs."

To Discuss After You Read

- Q: Why did Sarah laugh when she heard that she would have a son?
A: *she was too old; physically, a woman cannot have a baby after she is about 50 years old, and Sarah was 90!*

Day
8

"A Bride for Isaac" pp. 52-57

To Discuss After You Read

- Q: When Rebekah offered to water the camels, what did her offer show about her personality?
A: *she had a servant's heart, and was kind to strangers. After a camel has journeyed, it needs to drink many gallons of water to restore its reserves; for Rebekah to offer to water the ten camels meant that she would be drawing water for a long time!*

Day
9

"Isaac's Blessing" pp. 58-62

To Discuss After You Read

- Q: Did Jacob get Isaac's blessing honestly?
A: *no—he and his mother schemed and lied so Jacob could get the blessing*

Day 10**"Jacob's Dream" pp. 63–65****To Discuss After You Read**

- Q: If God was willing to bless Jacob even after he lied what does that say about God?
 A: *He is willing to forgive us and use us even when we aren't "perfect"*

Day 11**"Jacob and Esau Meet Again" pp. 66–70****To Discuss After You Read**

- Q: Did Esau forgive Jacob for stealing the blessing? Why?
 A: *Esau seems to have forgiven Jacob; he greeted Jacob gladly*

Day 12**"Joseph's Colorful Robe" pp. 71–77****To Discuss After You Read**

- Q: Why were Joseph's brothers angry that Joseph received a nice robe?
 A: *Jacob gave only his favorite son the robe (a foolish thing to do!), and the other brothers wanted something nice and for their father to like them, too*

Day 13**"Pharaoh's Dreams" pp. 78–85****To Discuss After You Read**

- Q: Why did God send Pharaoh dreams?
 A: *to keep people alive, if He hadn't people both in Egypt and Israel would have starved*

Day 14**"Joseph Saves His Family" pp. 86–91****To Discuss After You Read**

- Q: Did the famine hurt only the people of Egypt?
 A: *no—people in other countries, too, did not have enough food to eat*
- Q: Did Joseph take revenge on his brothers?
 A: *no—he forgave them*

Day 15**"A Baby in a Basket" pp. 92–97****To Discuss After You Read**

- Q: How does Jochebed save her son? What do you think of her plan?
 A: *she puts him in a basket in the Nile; an Egyptian princess finds him and keeps him; creative and risky*

Day 16**"The Burning Bush" pp. 98–103****To Discuss After You Read**

- Q: How did God appear to Moses?
 A: *Moses saw a burning bush that did not burn up; God spoke from inside the bush*

Day 17**"Ten Plagues" pp. 104–110****To Discuss After You Read**

- Q: Why did God send plagues on the Egyptians?
 A: *to convince Pharaoh to let God's people go*
- Q: Which plague would have been the worst for you?

Day 18**"The Red Sea" pp. 111–115****To Discuss After You Read**

- Q: Why did God use a pillar of cloud by day and a pillar of fire by night to lead the people?
 A: *both could easily be seen by everyone*
- Q: What killed Pharaoh and his army?
 A: *the sea parted to let the Israelites through, but when the Egyptians followed, the sea drowned the whole army*

Day 19**"Food from Heaven" pp. 116–119****To Discuss After You Read**

- Q: How did the Israelites live in the desert?
 A: *God sent them quail to eat, manna from heaven, and water from rocks (and other sources not mentioned in this story)*

Day 20**"Ten Commandments" pp. 120–123****To Discuss After You Read**

- Q: How many commandments did God give the Israelites? Can you think of any "rules" God should have added?
 A: *ten*

Day 21**"Twelve Spies" pp. 124–127****To Discuss After You Read**

- Q: Did the spies like the land that God promised?
 A: *yes, but they feared the people who lived in the land*
- Q: Why did God make the people wander in the desert for 40 years?
 A: *because they did not have faith in God, even after he had rescued them from the Egyptians, given them food in the desert, and guided them*

Day 22**"Joshua and the Spies" pp. 128–131****To Discuss After You Read**

- Q: What did the spies promise Rahab for her help?
 A: *to save her and her family*

Day 23**"The Battle of Jericho" pp. 132–135****To Discuss After You Read**

- Q: What strange way did the Israelites use to knock down the walls of Jericho? Why do you think God conquered the city this way?
 A: *they marched around the city for seven days; then they shouted, and the walls fell down; to show His power*

Section Four

Instructor's Guide Resources

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

Week	Spelling Rules	Copywork Application	Creative Expression
1	Compound words	sentence structures; word order; punctuation; proper nouns; common nouns	Descriptive Words (Word Choice) Describe an Animal (Description)
2	Suffixes	verbs	Similes (Voice) Like What (Description)
3	Double consonants between two vowels	adjectives; use clear nouns	Dialog (Voice) Fairy Tale Dialog (Voice)
4	Two consonants between two vowels	sentences; subjects and predicates	Journal Entry (Recollection) Best Day Ever Journal Entry (Recollection)
5	Review	similes	Parts of a Story (Literature/Structure) What's the Story (Literature/Structure)
6	Open Syllable	plurals: add -s, change the word	Field Trip Recollection (Organization/Recollection) I Remember (Recollection)
7	Closed Syllable One consonant between two vowels	emphasis; interjections	Alliteration Alley (Word Choice) Alliteration Sentence (Word Choice)
8	Two syllable word ends in -y makes long e sound	quotations, attributions, capitalization of speakers' words, dialog	Favorite Thing To Do (Word Choice) Give it a Try (Persuasive)
9	-le	commas—series; adverbs	Do Pictures Tell a Story (Descriptive/Imaginative) Picture This (Imagination)
10	Digraphs	imperatives; list writing	Time to Explain Yourself (Organization/Explanation) Explanation (Expository Writing)
11	Suffix -ed	difference between me/I; we/us	Speak It Out (Summarization) Write Like You Speak (Narration/Summarization)
12	Suffix -ed	verb tenses; irregular verbs	Fruity Rhymes (Organization) Fruity Poem (Imagery/Poetry)
13	Words ending with -al plus k, l, or m	apostrophes for contractions	Synonyms (Mechanics) Synonym Challenge (Word Choice)
14	-old, -olt, and -oll have a long o sound	homonyms; homophones	Grasping Grids (Visual Organization) From Grid to Story (Story Writing)
15	-ild and -ind have a long i sound; alphabetize	exclamatory sentences; capitalization—proper nouns, places	Convincing Words (Persuasive Writing) Be Persuasive (Persuasive Writing)

(continued on the following page)

Week	Spelling Rules	Copywork Application	Creative Expression
16	Review	antonyms	Delightful Description (Description) Describing Day (Description)
17	qu says /kw/	synonyms	Graphing Guide (Visual Organization) Graphing Your Progress (Visual Organization)
18	thr, shr, and scr	compound sentences; conjunctions; commas for compound sentences	Journal Adventure (Organization) Fantastic Journal Voyage (Imagination)
19	str, spr, and spl	capitalization of titles, underlining; titles	Mystery Picture (Descriptive/Imaginative) Illustrations (Imagination)
20	-ey says /ee/	attributions	Compare/Contrast (Organization) They're the Same - Only Different (Description)
21	Review	pronouns (singular/plural); antecedents	Let Me Know (Communication) Appreciation (Organization)
22	ar	prepositions; prepositional phrases	Owl at Work (Imagination) Owl's New Job (Imagination)
23	or	compound subjects	The Chronicles of Narrative (Narrative Writing) I'm the Narrator (Narration)
24	er, ir, and ur say /er/	types of sentences	Waiting for a Response (Imagination) A Conversation (Voice)
25	wor says /wer/ war says /war/	abbreviations and titles	Character Building (Literature/Structure) A Character(istic) Story (Literature/Structure)
26	Review	adverbs	Word Palette (Descriptive/Imaginative) Painting With Words (Story Writing/Imaginative)
27	-igh makes long i sound	linking verbs	Telling a Tale (Summarization) Bedtime Story (Narration)
28	Long oo sound; short oo sound	commas	This Book is Great (Summarization) Book Commercial (Summarization/Persuasive)
29	ea	sentence fragments; rambling and run-on sentences	Lists for Life (Organization/Poetry) Morning Routine (Organization/Explanation)
30	ie	combine sentences; series	Poem About Home (Imagery/Poetry) Free Verse Poem (Poetry: Free Verse)
31	Review; alphabetize	possessives: apostrophes; possessive pronouns	I've Got Something to Tell You (Summarization) Note to a Friend (Communication)

(continued on the following page)

Week	Spelling Rules	Copywork Application	Creative Expression
32	oi and oy	plurals: ends in -y; root words; italics; add -ies; prepositions	Future Shock (Organization) Where Am I (Imagination)
33	ou and ow	indirect quotations	Visual Venn (Organization) My Friend Venn (Visual Organization)
34	au and aw	adjectives	Brainstorm (Imagination) All A Dream (Descriptive/Imagination)
35	ew, ui, ue and sometimes ou make the long oo sound	similes, pronouns	And Then What Happened (Organization) Free at Last (Imagination)
36	Review	its/it's; write a date	It's Show Time (Organization) Budding Playwright (Organization/Imagination)



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