

# 3 LANGUAGE ARTS



Spelling/Phonics  
Copywork  
Creative Expression  
Writing Mechanics  
Paragraph Building





**Thank you** for downloading this sample of Sonlight's Language Arts 3 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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questions?**

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# Language Arts Reading (5-Day)

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By the Sonlight Team

*“Let your conversation be always full of grace,  
seasoned with salt, so that you may know how to  
answer everyone.”*

Colossians 4:6 (NIV)

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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)

Published by

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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 3” (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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Printed in the United States of America.

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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

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**1** Write the Story

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**7** The Cat Book

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## 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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4

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 ...

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 7½<sup>1</sup>. 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](http://www.sonlight.com/educational-philosophy).

## An Overview of this Year’s Studies

Language Arts 3 continues with the foundations laid in Language Arts 2. Phonics (for reading), spelling, and vocabulary development are all included.

The Creative Expression activities will take you and your children—step by step—through the process of writing. Your children will analyze sentences, apply it to their own writing, and rewrite their work. The silly and serious assignments will make writing fun and meaningful.

### **Items You Will Need**

Though Sonlight Curriculum® seeks to provide you with most of your teaching needs, there are still a few supplies you will need to acquire on your own, including:

- Wide-ruled paper in the appropriate size for your children’s needs.
- Pencils in the size that will fit your children’s hand.
- Scissors.
- Index cards.
- Markers, crayons, or some other colored writing utensil.

**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

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



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

### Writing

A 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 become second nature. Therefore, we have designed our programs to give your children something to write every day. Some days, it will be as simple as rewriting a copywork passage, and, on others, it will be as exciting as composing a silly poem about breakfast cereal for a weekly Creative Expression assignment.

However, we are also fully aware that no one can be brilliantly creative every day. Your children will probably go through dry days where our assignments are less than appetizing—when sitting and writing *anything* with them is worse than waiting for your two-year-old to finish his broccoli. On these days, we simply encourage you to be flexible, and let them choose what they'd like to write. Perhaps they could make up their own copywork sentence that they dictate to you, and they copy in their own hand from your sample. Or maybe you had great fun with a Creative Expression assignment a few months ago and would like to try it again. Go for it! You can also assign the Optional Copywork passages we provide on Day 1 of every week. We hope that daily writing practice becomes something that is always highly anticipated and enjoyable for all of you.

### 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.

We have included Basic Phonics for Spelling Guidelines in the appendices as a helpful resource in teaching phonics this year.

### 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, we expect them to produce their own sentences. However, the activity sheets are not so much designed for students to do on their own; they are designed for interaction *with you*.

If you see consistent spelling, punctuation, or handwriting problems (keep a record on the schedule pages), it would be a good idea to do a special review or instruction on that area.

## About This 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 appendices that provide you with the Topics and Skills you will cover this year. Here you will also find Language Arts Skills Check-Off List 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

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](http://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.

**Note:** 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. See [www.sonlight.com/B050](http://www.sonlight.com/B050) for more information.

### 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](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.

### 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](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 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](mailto: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**

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## **Schedule and Notes**

# Language Arts 3

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	<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	Write a Sentence
	<b>Activity</b>	Alphabetize				
	<b>Optional: MCP Phonics C</b>	p. 7	p. 8	p. 9	p. 10	pp. 11–12
HAND- WRITING	<b>Recommended: Handwriting Without Tears</b>					
VOCABULARY DEVELOPMENT	<b>Optional: Wordly Wise B</b>				True or False 1 pp. 2–4	
READERS	<b>Clara and the Bookwagon</b>	chap. 1	chap. 2	chaps. 3–4		
	<b>The Long Way to a New Land</b>				chaps. 1–2	chap. 3
CREATIVE EXPRESSION		Copywork 1	Copywork Application	Writing with Diamond Notes 1: Unit 1, Lesson 1	Writing with Diamond Notes 2: Unit 1, Lesson 2	Copywork 2

### Other Notes:

Optional books are sold separately and are not included in the LA package

### Weekly Overview

#### Spelling/Phonics:

Skill: Consonants

Alphabetize: Alphabetize spelling words

#### Creative Expression:

Copywork Application: Writing Titles

Writing with Diamond Notes 1: Group items according to a topic

Writing with Diamond Notes 2: Determine which items fit within a category

## Spelling

We recommend you use the process **Rule and Write, Write, Pre-Test, Check,** and **Post-Test** to teach your children to spell. If your children are quick memorizers, you may not need to 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 per day.

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

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

#### Overview

**Rule:** Consonants can appear at the beginning, middle, or end of words.

**Words:** fish, bird, zebra, deer, tiger, camel, glove, dragon, jar, ruler

#### Together

*Read the script below to your children.*

#### Consonants

Consonants are all of the letters that aren't vowels. They are the letters that make us close our lips, teeth, or tongue when we make their sounds. Think about the letters in your first name. Which ones are consonants?

Sometimes two consonants work together to make one new sound, like /ch/ or /th/, and sometimes you'll find two or three consonants in a row that all keep their own sound like /br/ in the word brown or /spl/ in the word splash.

Can you think of a word that begins with a consonant? How about one that ends with a consonant? And can you think of one that has a consonant in the middle?

Day  
1

### Alphabetize

Have your children write the spelling words in alphabetical order. (bird, camel, deer, dragon, fish, glove, jar, ruler, tiger, zebra)

Day  
2

### Pre-Test

Today, read the words out loud, slowly and distinctly, permitting your children enough time to write each word. Have your children spell the written word back to you. If they misspell one, have them immediately rewrite the correct spelling. After spelling the words, make sure they rewrite any misspelled words correctly five times.

If your children need to copy the misspelled word(s), that is fine. We seek mastery.

If they misspell a word, talk it through: is there a rule they ignored? Is there some other way they can better remember to spell the word correctly in the future?

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

Day  
3

### Check

If there were any misspelled words yesterday, then make up a sentence (or sentences) in which that word (or those words) appear and have your children write the sentence(s). Again, check for accurate spelling. If the spelling words were misspelled, then have them rewrite them again, accurately, five times each. 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 them write these sentences.

Day  
4

### Post-Test

Do a spelling test (the same as Day 2) with all the words of the week. If your children have any misspellings, carry them over to the following week.

Day  
5

### Write a Sentence

Have your children write any misspelled words in a sentence.

### Optional: MCP Phonics C

Sonlight's Language Arts 3 incorporates phonics instruction through weekly activities and spelling words. If you'd like more phonics practice, we recommend getting the *MCP Phonics* as a supplement. For those who choose to do this optional program, we schedule the optional workbook for you and included an answer key within the weekly notes. Optional books are sold separately, and are not part of the LA package.

Day  
**1**

p. 7

1. cup (Cc)    2. gold (Gg)    3. pie (Pp)    4. bird (Bb)  
 5. volcano (Vv)    6. house (Hh)    7. deer (Dd)    8. jar (Jj)  
 9. fish (Ff)    10. ladder (Ll)    11. zebra (Zz)    12. tooth (Tt)  
 13. window (Ww)    14. map (Mm)    15. ruler (Rr)    16. sandwich (Ss)

Day  
**2**

p. 8

1. Quinns were summer vacation 2. were Washington seven 3. Susan wanted visit 4. Zack wait see Vincent Sally 5. said would see Washington 6. was sure would sail 7. whole wanted visit zoo 8. Zack said zebra was very 9. sister wanted see wolf with yellow 10. Soon was Quinns

Day  
**3**

p. 9

1. balloon (l) 2. ladder (d) 3. letter (t) 4. wagon (g)  
 5. slippers (p) 6. hammer (m) 7. zipper (p) 8. mitten (t)  
 9. camel (m) 10. parrot (r) 11. dragon (g) 12. seven (v)  
 13. spider (d) 14. tiger (g) 15. button (t) 16. radio (d)

Day  
**4**

p. 10

1. baby 2. city 3. tiger 4. beaver 5. leopard  
 6. lizard 7. camel 8. waving

Day  
**5**

pp. 11–12

p. 11

1. (coat) (nest) leaf (heart) 2. (milk) bed (clock) (desk)  
 3. glass (top) (lamp) (cap) 4. yak (six) fly (box)  
 5. (hill) star (pencil) (bell)

p. 12

1. bus 2. cap 3. bag 4. ham 5. pen 6. map 7. cat 8. bed

## Handwriting

Your children will practice their handwriting in the Copywork/Dictation activities and writing assignments. However, we highly recommend purchasing a handwriting program. *Handwriting Without Tears* is a wonderful program that we recommend often.

If you would like help scheduling any of the programs we offer, *Handwriting Without Tears* or your preferred program, please go online to [sonlight.com/handwriting\\_schedules](http://sonlight.com/handwriting_schedules) to download and print the appropriate file. Then use the blank line to record what you have done.

## Vocabulary Development

While the bulk of our Vocabulary study is contained in the Read-Aloud study guide and part of the HBL 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 read or hear them on a regular basis. You may use these words, formatted in **bold** followed by a colon 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

Is copywork really necessary? We say strongly, "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 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, includ-

ing correct sentence structure and spelling. They will also begin to learn cadence and style.

After your children write each passage, discuss it with them. Review 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 any and all lessons learned previously.

We schedule some writing each day. We hope that you will encourage your children to practice writing each day. We understand, though, that there are some days when your children will feel ... well, let's just say "uninspired." On these days, just assign one of the Optional Copywork passages we provide on Day 1. For more recommendations for teaching, see "Writing" section in the Introduction.

### General Activity Sheet Instruction

Find the copywork passages and other exercises on the numbered Activity Sheets after these notes. Each Activity is assigned on the schedule pages and described in these notes. If you like, feel free to put all the Activity Sheets in a separate binder for your children to use. On some days we ask you children to write their answers on the separate piece of paper. We recommend using a notebook to keep this work in one place.

#### Day 1 Copywork 1

Have your children look at the copywork passage on their activity sheets and duplicate it.

On each copywork assignment, Have your children review their handwriting from this week. Circle well-constructed letters and underline letters to improve upon today..

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

#### Day 1 Optional: Copywork

She waved and stopped. Clara stared at the wagon. It was filled with books.<sup>1</sup>

#### Day 2 Copywork Application

### Overview

Introduce **writing titles** to your children today.

### Together

#### Writing Titles

Notice the printing in this week's copywork passage. What do you think is going on? (*The names of the books are written in slanted letters*) That slanted writing is called *italics*. Writers use italics to emphasize words and whenever they write titles of books, movies, newspapers, and other items. Since we can't handwrite

italics very well, you would underline the titles to show that these are the names of books.

Another rule for writing titles is to use capital letters on certain words. You'll always capitalize the first and last words of a title, no matter what they are. Proper nouns, like names of people or places, are always capitalized as well. Other than those, we capitalize what you might call the "important" words—verbs, nouns, adjectives, adverbs, pronouns, and some conjunctions. Basically, everything except words like *a, the, to, at, in, with, and, but, or*. Do you notice how the word "The" is capitalized when it is the first word in *The Wizard of Oz* but "of" is not capitalized?

### Activity

Have your children follow the prompts under "Copywork Application" on the **Week 1 Activity Sheet** to write sentences that review these concepts. Help them determine which words need capitalization and remind them to underline the titles. (*Answers will vary.*)

#### Day 3 Writing with Diamond Notes 1

### ☆ Prepare in Advance

Diamond Notes will help your children gather and organize their thoughts. We will introduce Diamond Notes over the next five weeks and then use it throughout the rest of the curriculum.

In **Section Four** of this guide, you'll find an introduction to Diamond Notes, a list of needed supplies, reproducible pages, and instructions for teaching the five mini-units. Please read over this section, at least through Unit 1, Lesson 1 before starting your instruction today.

For today's lesson, you will need:

- 3 copies of Diamond A (page 31) or see the Activity Sheet 1
- Drawing supplies
- Pictures from magazines (optional)
- Glue (optional)

### Overview

Group items according to a topic.

### Together

Read the script below to your children.

#### Filling the Bases

Today, I'll show you a writing tool that you will be using during the year to organize your ideas and improve your writing. It's called Diamond Notes.

Show your children a blank Diamond A.

Can you see why it's called Diamond Notes? (*it looks like a baseball diamond*) That's right, but you don't have to know too much about baseball, or even like that

1. Nancy Smiler Levinson, *Clara and the Bookwagon* (New York: Harper Trophy, 1988), 42.

sport to use this tool for your writing. It's just a picture that helps you figure out where to start and where to go next.

In baseball, the action begins on the pitcher's mound. That's here in the center of the diamond. That's where you'll write your topic. If I was going to write about holidays, I would write the word *holidays* here in the center, the pitcher's mound. That's the topic.

Next I need to fill the bases by thinking of three holidays I could write about. I'll put "Thanksgiving" on first base, because that's my favorite holiday. For now, I can just draw a picture of a turkey instead of writing. Can you help me think of two more holidays for my bases? *Draw icons for the two holidays your children suggest.*

Great! That's it – today we're just practicing thinking about a topic and filling the bases with ideas that fit the topic. Now, even though we're getting ready for writing, you're going to focus more on your thinking today. That means that when you have an idea, you can choose to write it, or you can draw a picture. Your thinking should be about how to fill the bases with ideas about the topic.

Today, let's start with the topic "sports". Write the word "sports" on the pitcher's mound. *Note that page 7 of the Diamond Notes section addresses what to do if your child is not interested in a certain topic.*

Since the topic is sports, you should think of three different sports. Write or draw one sport on first base, a different one on second base, and a third one on third base.

You've got two more to do and the next diamonds will be about tools and shapes. Do you have any questions before you continue on with the next two diamonds?

#### Activity

Have your children fill in the diamonds on the **Week 1 Activity Sheet** according to the directions in Lesson 1 under "Writing with Diamond Notes 1." If your children prefer a larger diamond than what we provide on the Activity Sheet, photocopy the reproducible full-page Diamond A on page 31 of the Diamond Notes in **Section Four**, but have them ignore home plate.

Day  
4

### Writing with Diamond Notes 2

#### ☆ Prepare in Advance

Read through Unit 1, Lesson 2 in the Diamond Notes section before starting today's lesson. You will need:

- 4 copies of Diamond A (page 31) or Activity Sheet 1
- Cut-out sheet (page 73)
- Scissors
- Glue

**Note:** If you choose to make copies of Diamond A, have your children ignore the home plate.

#### Overview

Determine which items fit within a category.

#### Together

*Read the script below to your children.*

#### Who's on First?

Today, we'll be working with Diamond Notes again, and since we're really focusing on your thinking rather than writing just yet, we'll use some cut-out pictures. Do you remember from yesterday where we begin Diamond Notes? (*on the pitcher's mound*) Yes, and what goes on the pitcher's mound? (*the topic*) Great. What about the bases? How do you figure out what goes there? (*ideas that belong within the topic*)

Suppose my topic is "animals". Would this idea belong on one of the bases? Show the picture of the elephant. (*yes*) Why? (*because an elephant is an animal, so it fits the topic*). And what about this idea? Show the picture of the pineapple. (*no*) Why not? (*because it's not an animal, so it doesn't fit the topic*)

It sounds like you have the hang of it. Let's try some grouping where you choose the ideas that fit each topic and glue them to the diamond.

#### Activity

Have your children complete the diamonds under "Writing with Diamond Notes 2" of the **Week 1 Activity Sheet** according to the directions in Lesson 2. You will need to work with your children throughout this task, presenting them with the right (and wrong) picture options for each diamond. See Diamond Notes page 9 for more information and options for making this activity more challenging. If your children prefer a larger diamond than what we provide on the Activity Sheet, photocopy the reproducible full-page Diamond A on page 31 of the Diamond Notes in **Section Four**.

#### How to Evaluate This Assignment

This week's assignment was likely a fun, non-threatening way to lay the groundwork for great writing this year. You won't be evaluating your children's writing like usual this week, since they mainly worked with pictures. However, don't underestimate the importance of their understanding of Diamond Notes so far! If your children are easily able to identify a topic and group ideas within that topic, they are well on their way to outlining more challenging writing assignments.

Use the following rubric to help you evaluate this week's assignment. Feel free to adjust our rubric to meet the individual needs of your children.



### Sample Rubric for Writing with Diamond Notes 2

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

#### Thinking

- \_\_\_\_\_ Produced ideas that fit within a given topic
- \_\_\_\_\_ Identified given ideas that do and do not fit within a given topic
- \_\_\_\_\_ Identified a topic based on ideas given

Day  
**5**

### Copywork 2

Just as you did in Copywork 1, have your children look at the copywork passage on their activity sheets and duplicate it.

On each copywork assignment, Have your children review their handwriting from this week. Circle well-constructed letters and underline letters to improve upon today.

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



Copywork 1<sup>1</sup>

“Do you have any books for a girl like me?” Clara asked.

“Indeed,” said Miss Mary.

“We have *Mother Goose* and *Father Goose*.

We have *The Wizard of Oz* and all the magic Oz tales.”

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Copywork Application

1. Write a sentence that includes the title of your favorite book.

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2. Write a sentence that includes the title of your favorite movie.

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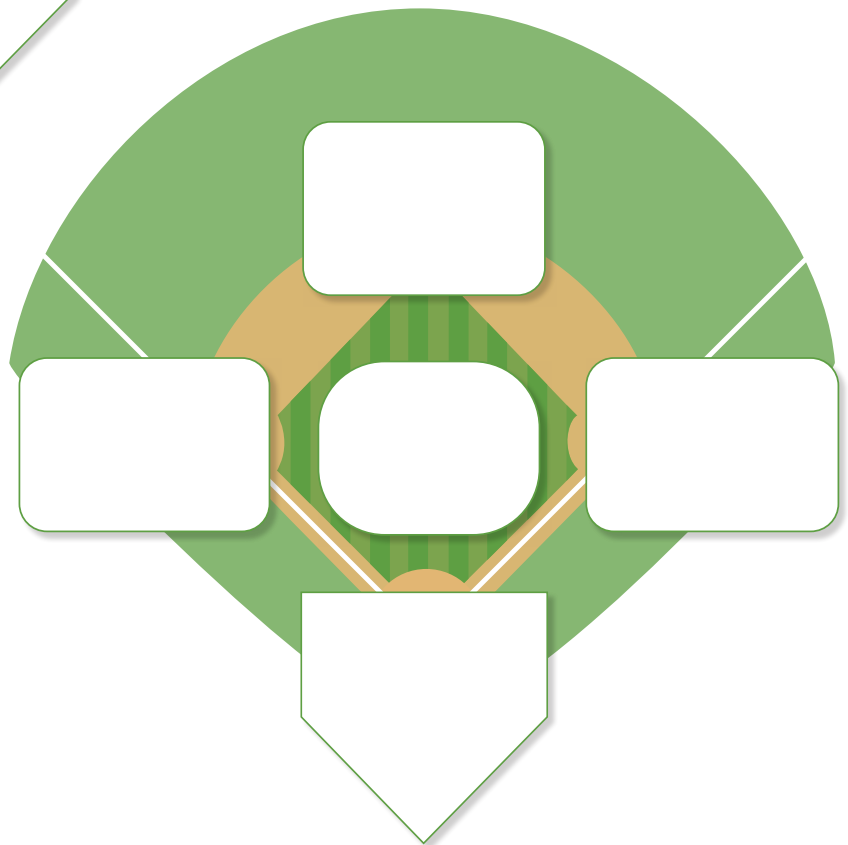
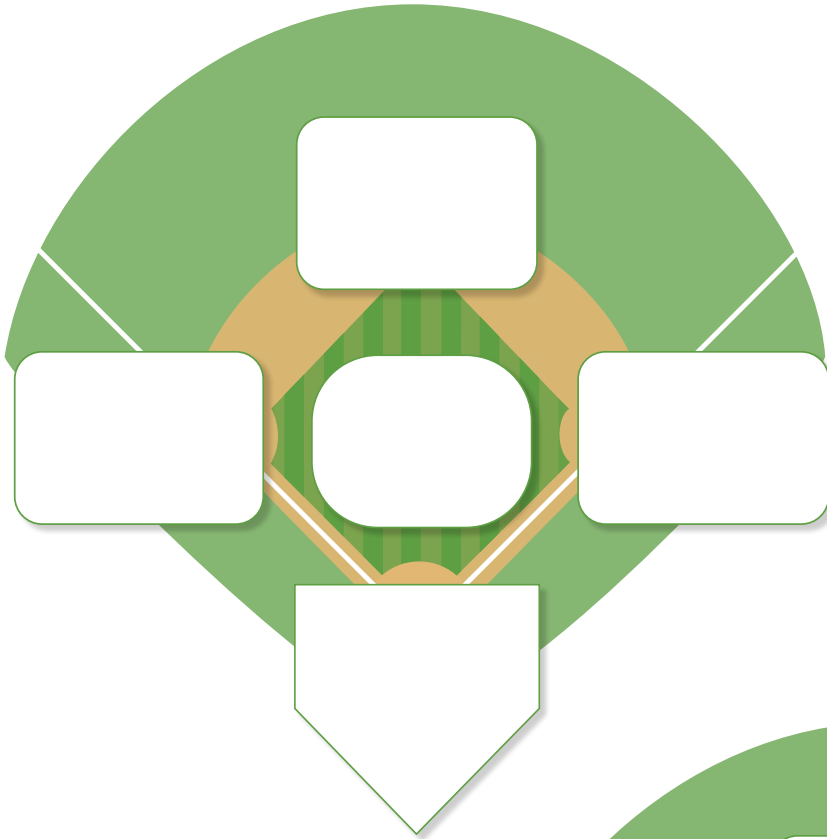
3. Write a sentence that includes the title of your favorite television show.

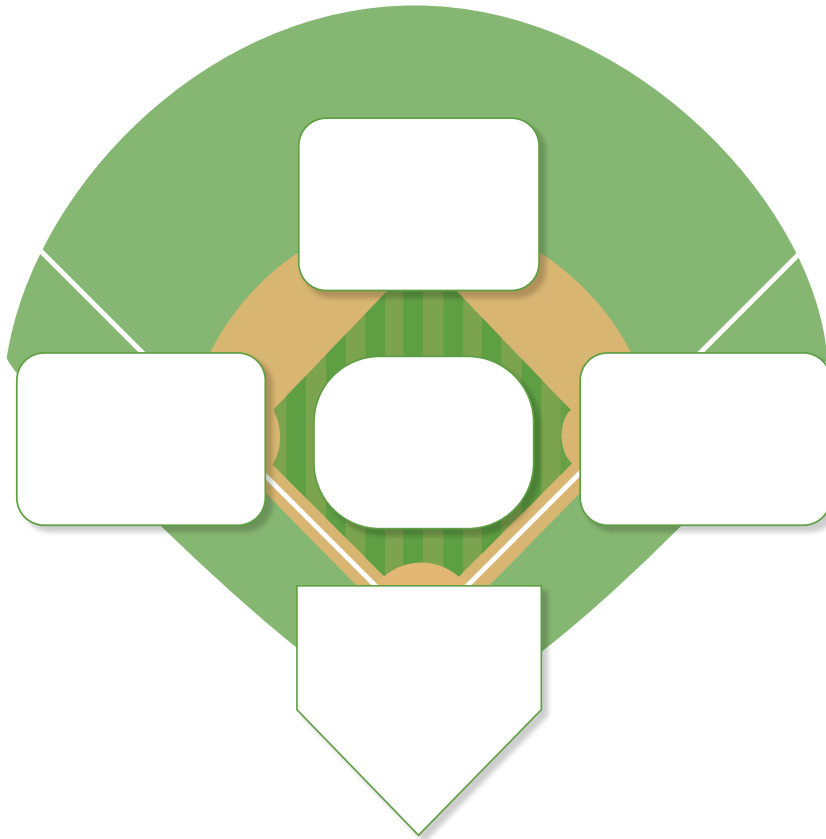
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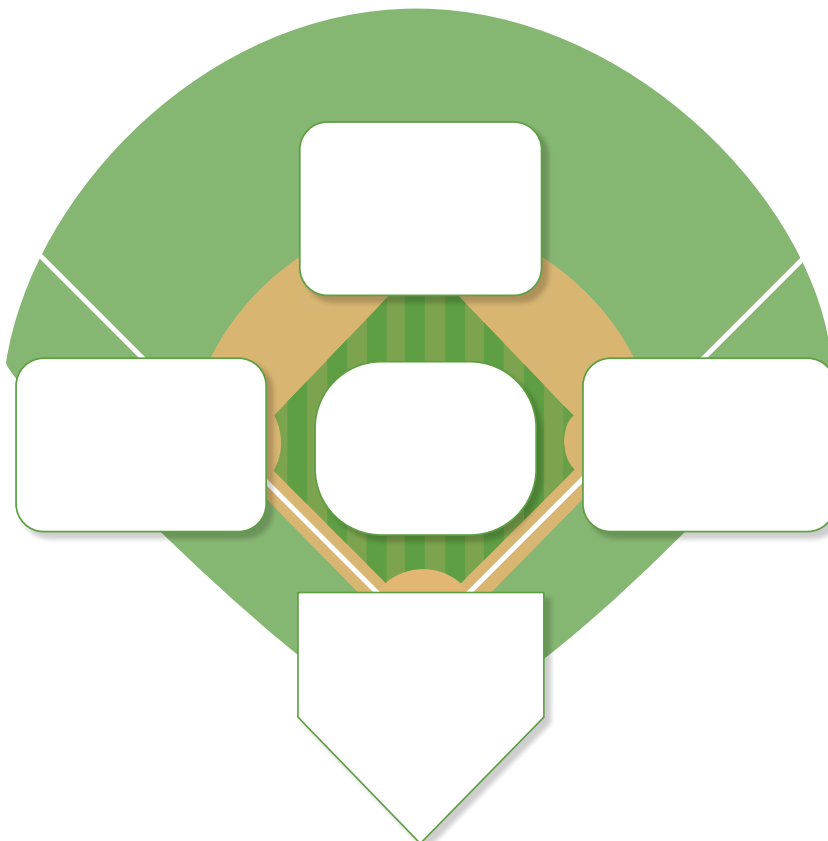
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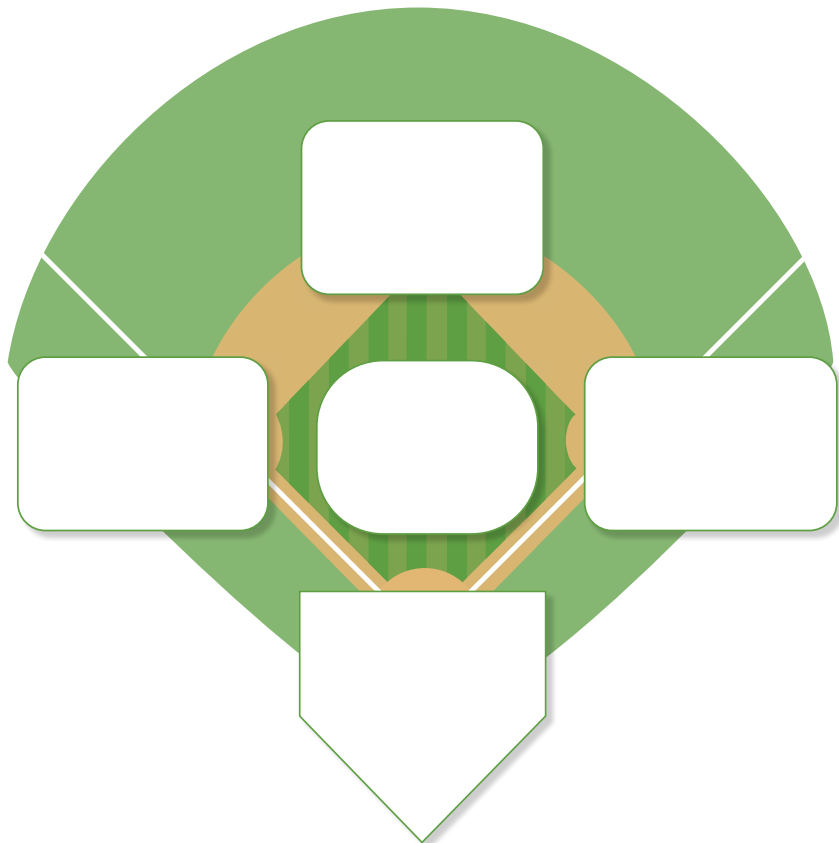
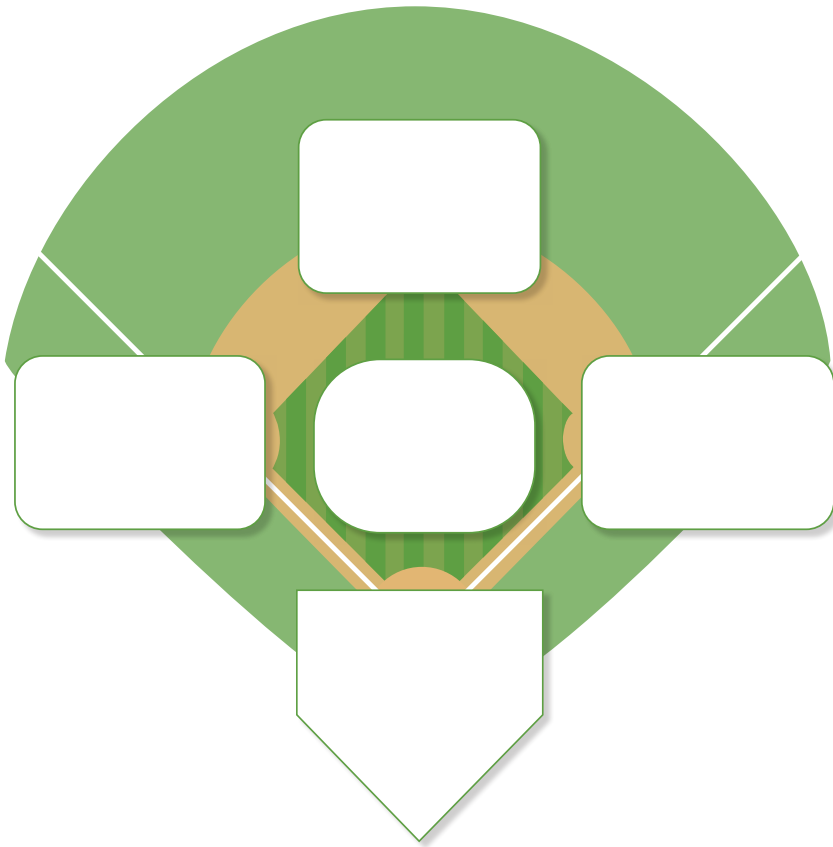
1. Nancy Smiler Levinson, *Clara and the Bookwagon* (New York: Harper Trophy, 1988), 47.

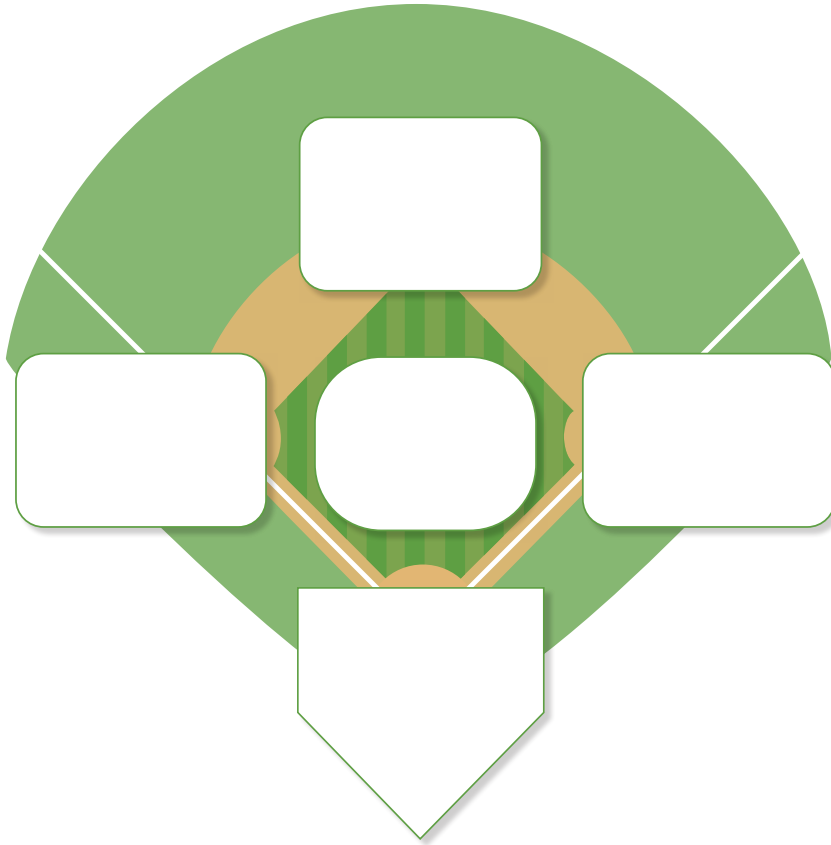




Writing with Diamond Notes 2







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Copywork 2<sup>2</sup>

“What a big Bible!” Clara said.

“And what wonderful stories,” said Reverend Strong.

Clara loved to hear the stories told in church every Sunday.

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2. Nancy Smiler Levinson, *Clara and the Bookwagon* (New York: Harper Trophy, 1988), 24.

# Language Arts 3

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	<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	Write a Sentence
	<b>Activity</b>	Sound Lists				
	<b>Optional: MCP Phonics C</b>	p. 13	p. 14	p. 15	p. 16	pp. 17–18 
HAND- WRITING	<b>Recommended: Handwriting Without Tears</b>					
VOCABULARY DEVELOPMENT	<b>Optional: Wordly Wise B</b>				Hidden Message 1 p. 5	
READERS	<b>The Long Way to a New Land</b>	chaps. 4–5				
	<b>The Long Way Westward</b>		chap. 1	chap. 2	chaps. 3–4	
	<b>Prairie School</b>					chaps. 1–3
CREATIVE EXPRESSION		Copywork 1	Copywork Application	Writing with Diamond Notes 1: Unit 2, Lesson 1	Writing with Diamond Notes 2: Unit 2, Lesson 2	Copywork 2

**Other Notes:**

### Weekly Overview

**Spelling/Phonics:**

Skill: Hard/soft c, hard/soft g  
Sound Lists: Sort words according to consonant sound

**Creative Expression:**

Copywork Application: Subjects, verbs, sentence fragments  
Writing with Diamond Notes 1: Rank items in order of importance  
Writing with Diamond Notes 2: Rank items with words

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## Spelling

Day  
6

### Rule & Write

#### 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.

#### Overview

**Rule:** When the letter **c** or **g** is followed by the vowels **a**, **o**, or **u**, it has a hard sound. Hard **c** has a /k/ sound as in camel. When the letter **c** or **g** is followed by **e**, **i**, or **y**, it usually has a soft sound. Soft **c** has an /s/ sound as in cyclone. Soft **g** has the /j/ sound as in gentle.

**Words:** came, palace, cover, decide, cymbal, page, gate, leg, huge, magic

#### Together

Read the script below to your children.

#### Hard and Soft Consonants

You know that consonants are the letters that make a closed-mouth sound, as opposed to the vowels (a, e, i, o, u, y) that make an open-mouth sound. Today we'll take a close look at two consonants, c and g, that can be a little tricky.

What sound does the letter c make? (/s/ or /k/) And what about the letter g? (/g/ or /j/) These letters sometimes sound like other letters, which can make spelling a challenge, but there is a pattern that they follow. Write the words *call*, *corn*, *cut*. What do you notice about the c sound in these words? (It sounds like k) That's called a hard c. Write the words *gap*, *go*, *gum*. What do you notice about the g sound in these words? (It sounds like /g/) That's called a hard g. If you look at the vowels in these words, you'll see that the hard c and hard g are followed by the vowels a, o, and u. That's a pattern that holds true for most words, even when the c and g don't come at the beginning of the word.

Write the words *cent*, *city*, *cyberspace*. What do you notice about the c sound in these words? (It sounds like s) That's called a soft c. Write the words *germ*, *gist*, *gym*. What do you notice about the g sound in these words? (It sounds like j) That's called a soft g. If you look at the vowels in these words, you'll see that the soft c and soft g are followed by the vowels e, i, and y. That's a pattern that holds true for most words, even when the c and g don't come at the beginning of the word.

Can you think of a word with a hard c? A hard g? A soft c? A soft g?

Day  
6

### Sound Lists

Write your spelling words in four lists according to their sound (hard c, hard g, soft c, soft g). (*came, cover; gate, leg; palace, decide, cymbal; page, huge, magic*)

#### Optional: MCP Phonics C

Day  
6

p. 13

**hard c:** actor carriage cub doctor candy coat cattle corn cow decorate

**soft c:** cinema pencil celery cymbal grocery price cellar decide palace recess

Day  
7

p. 14

**hard g:** game flag figure gold sugar organ gutter ago

**soft g:** page engine orange gym large giraffe pigeon arrange

Day  
8

p. 15

**soft c:** ice lace fancy rice center celery city face dance ceiling police fence place nice

**soft g:** gym giant large huge rage general judge page engine stage magic bridge giraffe gem

1. good Carol's 2. guests came costumes 3. detective crimes 4. colorful gown wig 5. tricks juggled cans 6. games sack 7. Carol's gave cake cream 8. Carol gasped cards 9. Curtis gave goldfish 10. Gary cat closely 11. could catch 12. Gary carried

Day  
9

p. 16

1. gift 2. game 3. race 4. face 5. tag 6. call 7. center

8. judge 9. card 10. hug 11. gym 12. huge

**Phrase:** ice cream

Day  
10

pp. 17–18

p. 17

**Note to Mom or Dad:** The book has Hard g listed twice. The first one should say Hard c for numbers 3 and 7.

1. cement 2. gym 3. candy 4. game 5. price 6. page 7. corn 8. guess 9. balloon 10. cement 11. dragon 12. lizard 13. ruler 14. seven 15. parrot 16. zipper 17. radio 18. balloon 19. cement 20. dragon 21. leaf 22. lizard 23. ruler 24. seven 25. parrot 26. zipper

p. 18

Answers will vary



## Optional: Wordly Wise B

Day  
9

Hidden Message 1, p. 5

- |            |            |             |
|------------|------------|-------------|
| 1. manhole | 2. tackle  | 3. calendar |
| 4. barrel  | 5. tackle  | 6. dart     |
| 7. batch   | 8. serpent | 9. satchel  |
| 10. dart   | 11. tackle | 12. barrel  |
- Older and tireder.

## Creative Expression

Day  
6

Copywork 1

Have your children write the copywork passage under “Copywork 1” found on the **Week 2 Activity Sheet**.

Day  
6

Optional: Copywork

“Look, Carl Erik,” said Jonas, “the streets of America are not paved with gold.”

“That is just something people say. It means America is a rich land.”<sup>1</sup>

Day  
7

Copywork Application

### Overview

Introduce **subjects, verbs, and sentence fragments** to your children today.

### Together

Read the script below to your children.

#### Subjects, Verbs, and Sentence Fragments

When you write, you should use a **subject** and a **verb** in a **sentence**. Each sentence should include someone or something, as a subject that does or is something, a verb. Look at yesterday’s copywork passage. Look at the first sentence. What is the subject? (*Carl Erik and Jonas*) And what does the subject do? (*took turns*) This is a complete sentence because it contains both a subject and a verb.

Now look at the last sentence. Can you find a subject? (*Emigrants*) The sentence is missing a verb, so it is a **sentence fragment**. Can you think of a way to make the sentence complete?

### Activity

Have your children follow the directions under “Copywork Application” on the **Week 2 Activity Sheet** to practice writing complete sentences.

1. Joan Sandin, *The Long Way Westward*, (New York: HarperCollins, 1992), 7, 9.

### Answers:

See activity sheet.

Day  
8

Writing with Diamond Notes 1

### ☆ Prepare in Advance

Read over Unit 2, Lesson 1 of Diamond Notes (in **Section Four**) before starting your instruction today.

For today’s lesson, you will need:

- 3 copies of Diamond A (page 31) or use the **Week 2 Activity Sheet**
- Drawing supplies

If you choose to make copies of Diamond A, have your children ignore the home plate.

### Overview

Rank items in order of importance.

### Together

Read the script below to your children.

#### Choosing the Lineup

Today, we’ll keep using Diamond Notes with pictures, rather than words, to make sure you have the hang of it. Besides writing a topic on the pitcher’s mound and filling the bases with ideas, you’ll also rank the ideas in order. The most important idea will go on first base (the one to the right), the second most important idea goes on second base (the one at the top), and the third most important idea goes on third base (the one to the left).

Today, we’ll start with an easy topic—your favorite colors. Write the words “favorite colors” on the pitcher’s mound. *Note that page 7 of the Diamond Notes section addresses what to do if your child is not interested in a certain topic.*

Choose your very favorite color and use it to color first base. Use your second-favorite color to color second base, and so on.

You’ve got two more diamonds to do, making sure to rank your ideas in order of importance. The topics will be “favorite foods” and “favorite toys” and you can draw pictures to show your ideas. Do you have any questions before you continue on with the next two diamonds?

### Activity

Have your children fill in the diamonds under “Writing with Diamond Notes 1” on the **Week 2 Activity Sheet** according to the directions in Lesson 1. If your children prefer a larger diamond than what we provide on the Activity Sheet, photocopy the reproducible full-page Diamond A on page 31 of Diamond Notes in **Section Four**.

☆ **Prepare in Advance**

Read through Unit 2, Lesson 2 in the Diamond Notes section before starting today's lesson. You will need:

- 4 copies of Diamond A (page 31) or use the **Week 2 Activity Sheet**

If you choose to make copies of Diamond A, have your children ignore the home plate.

**Overview**

Use words to rank items in order of importance.

**Together**

Read the script below to your children.

**The Write Way**

Take a look at this blank Diamond. Show me where the topic goes. (*pitcher's mound*) And what about the most important idea? (*first base*) The second most important idea? (*second base*) And what goes here? *Point to third base.* (*The third most important idea*)

Now that you're getting the hang of Diamond Notes, you'll start using words instead of pictures. For this first diamond, your topic will be "favorite ice cream flavors." Write that on the pitcher's mound. Now think of your very favorite number one ice cream flavor. Write it on first base. Remember, this isn't a spelling test! It's just about getting your ideas down so you can read them later. Now finish second and third base with your second-favorite and third-favorite ice cream flavors.

Remember as you work today to write your ideas in order of importance. Your next two diamonds will be about "favorite subjects" and "favorite snacks."

**Activity**

Have your children complete the diamonds under "Writing with Diamond Notes 2" on the **Week 2 Activity Sheet** according to the directions in Lesson 2. If your children prefer a larger diamond than what we provide on the Activity Sheet, photocopy the reproducible full-page Diamond A on page 31 of the Diamond Notes located in **Section Four**.

**How to Evaluate This Assignment**

Once again, this week's assignments were more about understanding Diamond Notes than doing extensive writing. At this point, your children should understand how to list items within a topic in order of importance. Even though they used "favorites" this week, they will transition to topics that depend on importance of ideas rather than preference. From now on, your children will write, rather than draw, their ideas on Diamond Notes.

Use the following rubric to help you evaluate this week's assignment. Feel free to adjust our rubric to meet the individual needs of your children.

**Sample Rubric for Writing with Diamond Notes 2**

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

**Thinking**

- \_\_\_\_\_ Produced ideas that fit within a given topic
- \_\_\_\_\_ Ranked ideas in order of importance (or preference)
- \_\_\_\_\_ Used words to identify ideas

Have your children review their handwriting from this week. Circle well-constructed letters and underline letters to improve upon today.

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



Copywork 1<sup>1</sup>

Carl Erik and Jonas took turns riding on the cart.  
They saw many other people.  
“Emigrants,” said Pappa, “Just like us.”

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Copywork Application

In this week’s copywork passage, Pappa uses a sentence fragment in describing the emigrants. Rewrite his comment using a complete sentence that has a subject and a verb.

Sample: “We see emigrants who are people just like us.”

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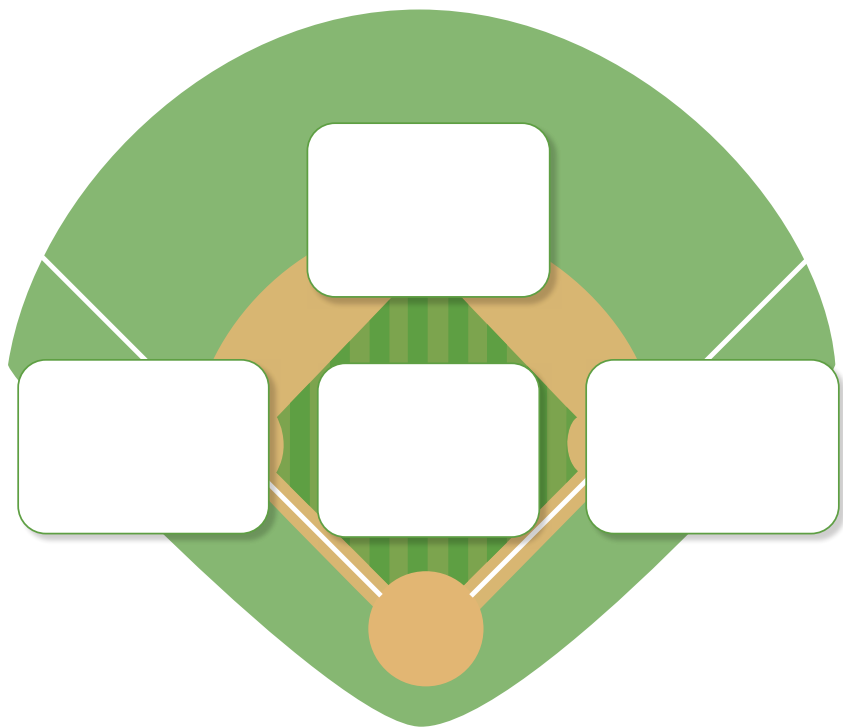
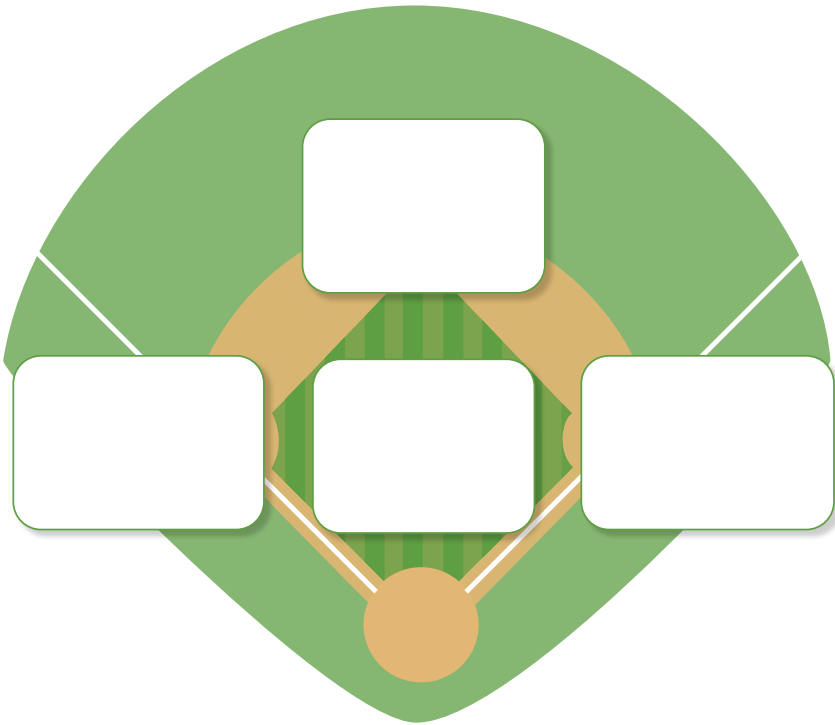
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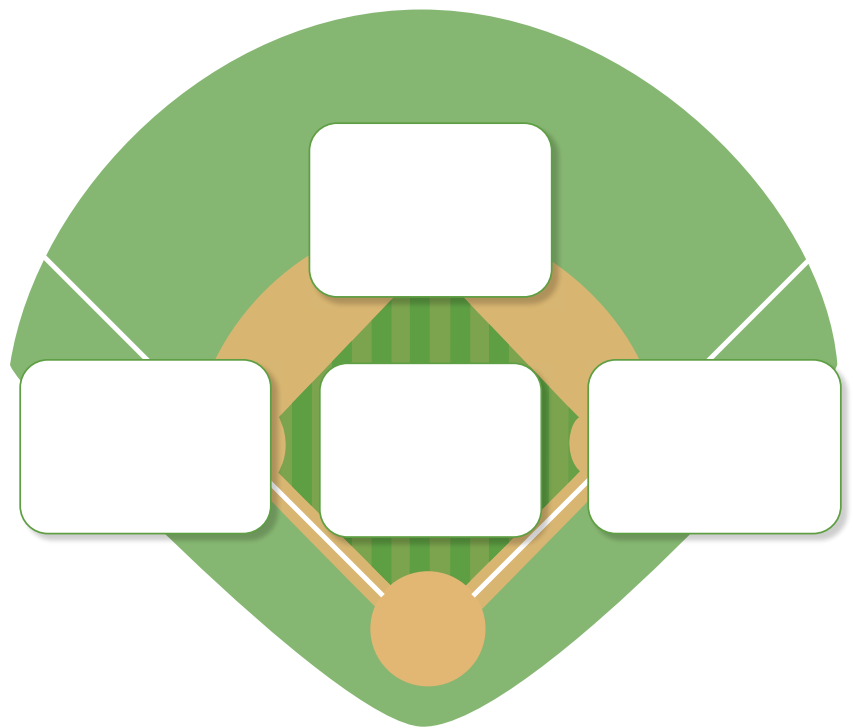
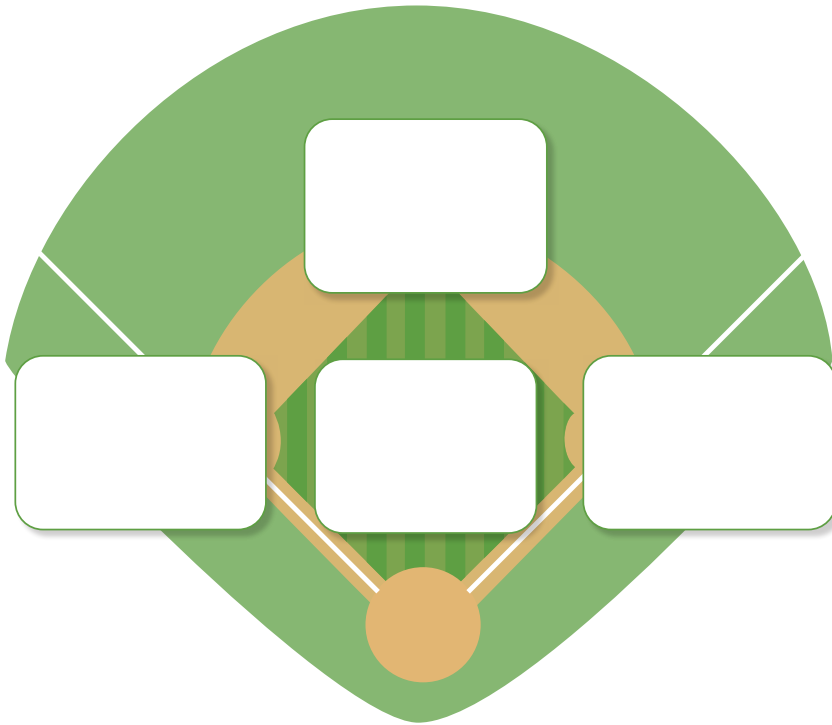
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1. Joan Sandin, *The Long Way to a New Land*, (New York: HarperCollins, 1981), 24.

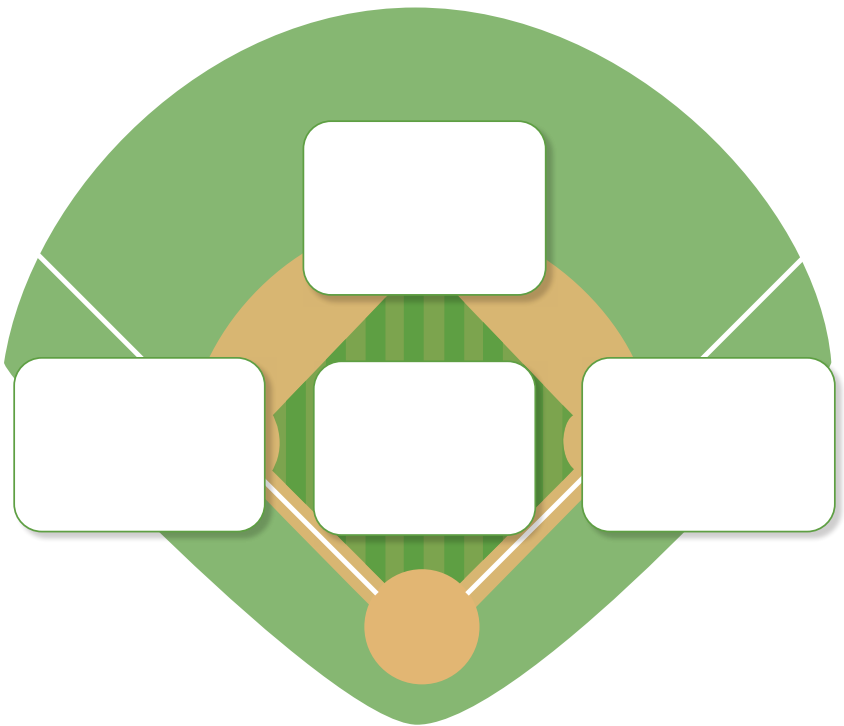
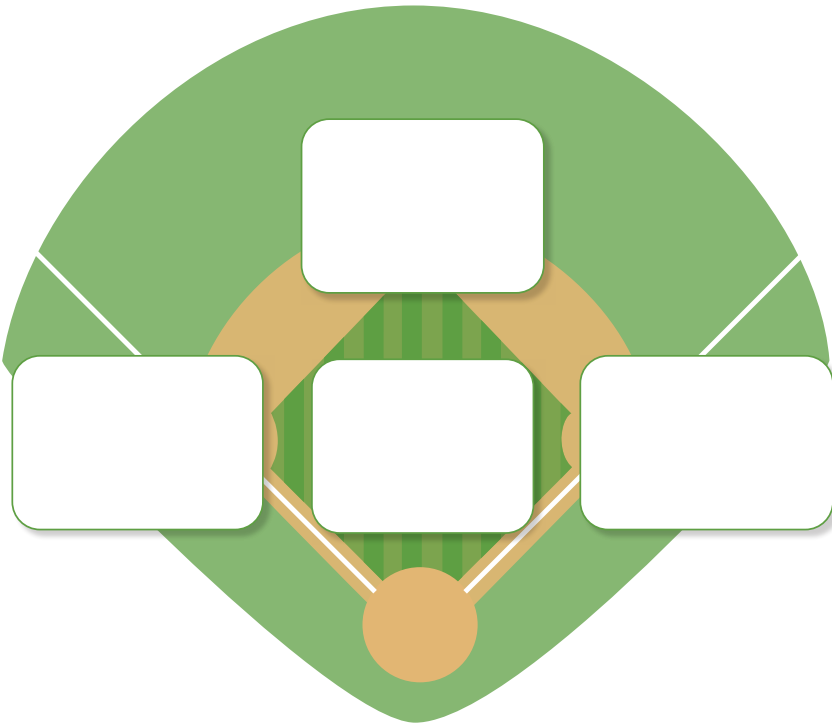




Writing with Diamond Notes 2



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Copywork 2<sup>2</sup>

They waited with the other emigrants until the mailbags, lumber and cattle were loaded. Then they went aboard.  
“Good-bye Sweden!” said Mamma.

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2. Joan Sandin, *The Long Way to a New Land* (New York: Harper Trophy, 1981), 28–29.

# Language Arts 3

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	<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	Write a Sentence
	<b>Activity</b>	Sound Lists				
	<b>Optional: MCP Phonics C</b>	pp. 19–20	p. 21	p. 22	pp. 23–25	p. 26
HAND- WRITING	<b>Recommended: Handwriting Without Tears</b>					
VOCABULARY DEVELOPMENT	<b>Optional: Wordly Wise B</b>				Crossword 1 pp. 6–7	
READERS	<b>Prairie School</b>	chaps. 4–5	chaps. 6–8			
	<b>Keep the Lights Burning, Abbie</b>			pp. 7–22	p. 23–end	
	<b>Riding the Pony Express</b>					chap. 1
CREATIVE EXPRESSION		Copywork 1	Copywork Application	Writing with Diamond Notes 1: Unit 3, Lesson 1	Writing with Diamond Notes 2: Unit 3, Lesson 2	Copywork 2

**Other Notes:**

### Weekly Overview

**Spelling/Phonics:**

Skill: Hard/soft c, hard/soft g

Sound Lists: Sort words according to consonant sound

**Creative Expression:**

Copywork Application: Capitalization

Writing with Diamond Notes 1: Write a concluding sentence that shows emotion

Writing with Diamond Notes 2: Write the topic as a phrase



## Spelling

Day  
11

### Rule & Write

#### 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.

#### Overview

**Rule:** Review the rule from last week.

**Words:** game, price, gym, guess, cake, slice, candle, cement, cab, giraffe

#### Together

##### Hard and Soft Consonants

Last week you learned about the hard and soft sounds that *c* and *g* can make. This week, we'll keep working on that rule. Here's a guessing game to get us started:

Write *ga*. Would this probably be a hard *g* or a soft *g*? (hard *g*) Why? (because it is followed by *a*) Write a blank line after *ga*. What word might this be? (answers vary) Write *game*. Game is one of your spelling words.

Write *ce*. Would this probably be a hard *c* or a soft *c*? (soft *c*) Why? (because it is followed by *e*) Write a blank line before *ce*. What word might this be? (answers vary) Write *price*. Price is one of your spelling words.

Continue prompting your children in this fashion using the word parts *gy*\_\_, *gu*\_\_, *ca*\_\_, \_\_*ce*, *ca*\_\_, *ce*\_\_, *ca*\_\_, *gi*\_\_.

Day  
11

### Sound Lists

Write your spelling words in four lists according to their sound (hard *c*, hard *g*, soft *c*, soft *g*). (*cake, candle, cab; guess; price slice, cement; gym, giraffe*)

#### Optional: MCP Phonics C

Day  
11

pp. 19–20

Read and enjoy.

Day  
12

p. 21

1. pedal 2. happy 3. soap 4. dog 5. pedal 6. hated 7. bike 8. cowboy 9. cab 10. leaf 11. yellow 12. pedal 13. music 14. comic 15. room 16. soap 17. music 18. gas 19. room 20. hurry 21. near 22. near 23. funny 24. wagon 25. gas 26. wagon 27. dog 28. tow 29. hated 30. vat 31. zoo 32. hazy 33. jazz 34. funny 35. jiffy 36. leaf

Day  
13

p. 22

1. got 2. certain 3. huge 4. guess 5. carefully 6. giant 7. can't 8. call 9. curtain carefully can't call 10. certain cement cent cell 11. got hug guess garden 12. gym huge gem giant

Day  
14

pp. 23–25

short a: 1. fan 2. leaf 3. ax 4. hat 5. kite 6. cat 7. hand 8. sun 9. rope 10. cake 11. bat 12. glass  
**color:** fan ax hat cat hand bat glass  
**circle across:** bat ax hat glass  
**circle down:** hand cat fan

Day  
15

p. 26

1. Ann had at 2. ran and Jack 3. Dad sand castles 4. swam fast raft 5. napped van back

#### Optional: Wordly Wise B

Day  
14

Crossword 1, pp. 6–7

Across

3. batch                      5. barrel                      6. satchel  
9. calendar                      11. serpent

Down

1. tackle                      2. barrel                      4. manhole  
7. tackle                      8. dart                      10. dart

#### Creative Expression

Day  
11

Copywork 1

Have your children write the copywork passage under "Copywork 1" found on the **Week 3 Activity Sheet**.

Day  
11

Optional: Copywork

It is the only lily in this area. It grows from a bulb. The Indians boil the bulb and eat it for food.<sup>1</sup>

Day  
12

Copywork Application

#### Overview

Review **capitalization** with your children today.

1. Avi, *Prairie School* (New York: Harper Trophy, 2001), 22.

## Together

Read the script below to your children.

### Capitalization

We already know some rules about **capitalization**, like the first letter of a sentence is capitalized, proper nouns like names of people or places are capitalized, and certain words in book titles are capitalized. Read through today's copywork passage and tell me why each word is capitalized. (*We capitalize the first letter of a sentence, the letter "I" as it is a person's name, and the proper names of constellations.*)

Good. We also capitalize days of the week, months of the year, names of states, and parts of book or movie titles.

### Activity

Have your children complete the capitalization sentences under "Copywork Application" on the **Week 3 Activity Sheet**. Talk about why certain letters must be capitalized.

### Answers: Copywork 1

"I see stars too. But I can also see pictures."

"Pictures? Where?"

"There's the mighty warrior Hercules. There's the Big Dipper. Nearby is the Little Dipper."

### Answers: Copywork Application

1. Mary and John live next door.
2. Do you think we will get snow, Sarah?
3. The United States' closest neighbors are Canada and Mexico.
4. The capital of England is London.
5. Answers will vary.

Day  
13

## Writing with Diamond Notes 1

### ☆ Prepare in Advance

Read over Unit 3, Lesson 1 of Diamond Notes in **Section Four** before starting your instruction today.

For today's lesson, you will need:

- 3 copies of Diamond A (page 31) or use the **Week 3 Activity Sheet**

### Overview

Write a concluding sentence that shows emotion.

## Together

### Sliding into Home

Last week, you filled three diamonds with favorites, ranking your ideas in order of importance. Let's start off like that again today. Fill in this first diamond with the topic "Favorite Drinks" and add your ideas.

You'll notice that this diamond now has a home plate on it. That's for your concluding, or ending, sentence. Think about your three ideas and how they are connected to the topic "Favorite Drinks." You'll write that as a sentence on home plate. Your sentence shouldn't be about just one of your ideas, but should be a bigger statement about all three ideas. It might help if you think about your feelings about this topic.

### Activity

Have your children fill in the diamonds under "Writing with Diamond Notes 1" on the **Week 3 Activity Sheet** according to the directions in Lesson 1.

Day  
14

## Writing with Diamond Notes 2

### ☆ Prepare in Advance

Read through Unit 3, Lesson 2 in the Diamond Notes section before starting today's lesson. You will need:

- 3 copies of Diamond A (page 31) or use the **Week 3 Activity Sheet**

The Diamond Notes your children complete today will be used in next week's lessons.

### Overview

Write the topic as a phrase.

## Together

### The Pitcher's Mound

Today we'll keep working with Diamond Notes to identify a topic, rank three ideas in order of importance, and write a concluding sentence. Lately, you've been writing a lot of "favorite" topics. We've been using a topic on the pitcher's mound that sounds kind of like a title, "Favorite Snacks," "Favorite Subjects," and so on.

Today, I'll help you write topics that sound more like a phrase or a statement. Instead of just writing "Winter" for your first topic, you'll write "I Love Winter." Can you tell what kinds of ideas you should use to fill the bases? (*reasons why I love winter*). Good. Don't forget to write your ideas in order of importance and then finish with a concluding sentence.

**Activity**

Have your children complete the diamonds under “Writing with Diamond Notes 2” on the **Week 3 Activity Sheet** according to the directions in Lesson 2.

**How to Evaluate This Assignment**

This week’s assignment will start to give you a better idea of how Diamond Notes serve as a strong outline for writing a paragraph. It’s very important at this point that your children thoroughly understand how to use the diamonds and that they are doing good thinking. Next week, they will begin the transition to writing sentences based on their Diamond Notes.

Use the following rubric to help you evaluate this week’s assignment. Feel free to adjust our rubric to meet the individual needs of your children.

**Sample Rubric for Writing with Diamond Notes 2**

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

*Thinking*

- \_\_\_\_\_ Produced ideas that fit within a given topic
- \_\_\_\_\_ Ranked ideas in order of importance (or preference)
- \_\_\_\_\_ Used words to identify ideas
- \_\_\_\_\_ Wrote concluding sentences that show emotion

Day  
**15**

**Copywork 2**

Have your children review their handwriting from this week. Circle well-constructed letters and underline letters to improve upon today.

Have your children write the copywork passage under “Copywork 2” found on the **Week 3 Activity Sheet**. ■



Copywork 1<sup>1</sup>

“I see stars too. But I can also see pictures.”

“Pictures? Where?”

“There’s the mighty warrior Hercules. There’s the Big Dipper. Nearby is the Little Dipper.”

Four horizontal lines for writing.

Copywork Application

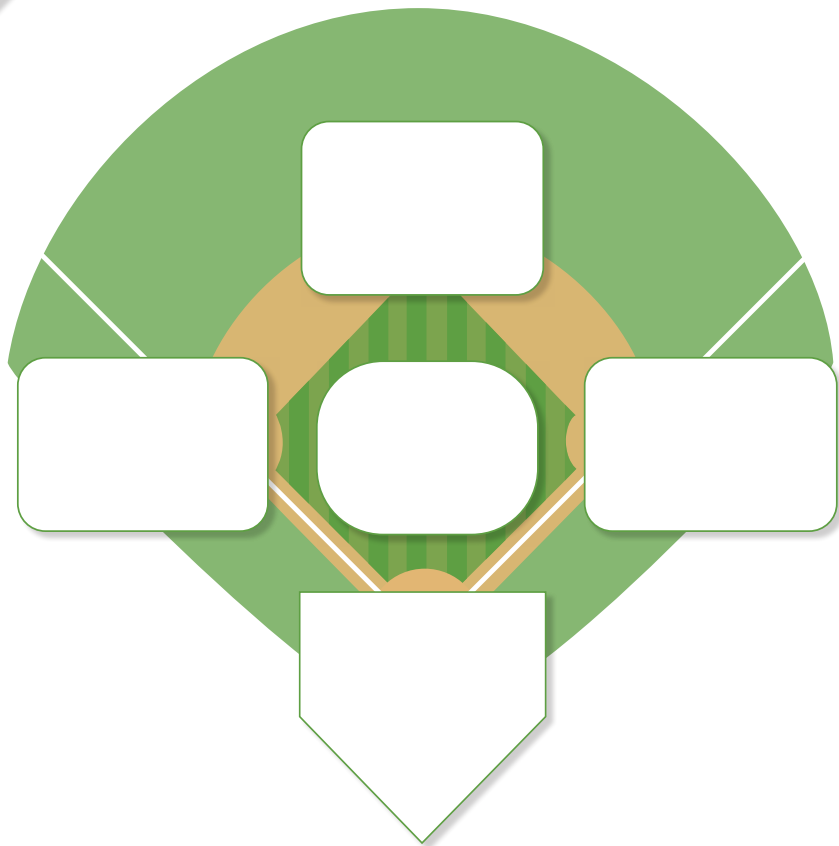
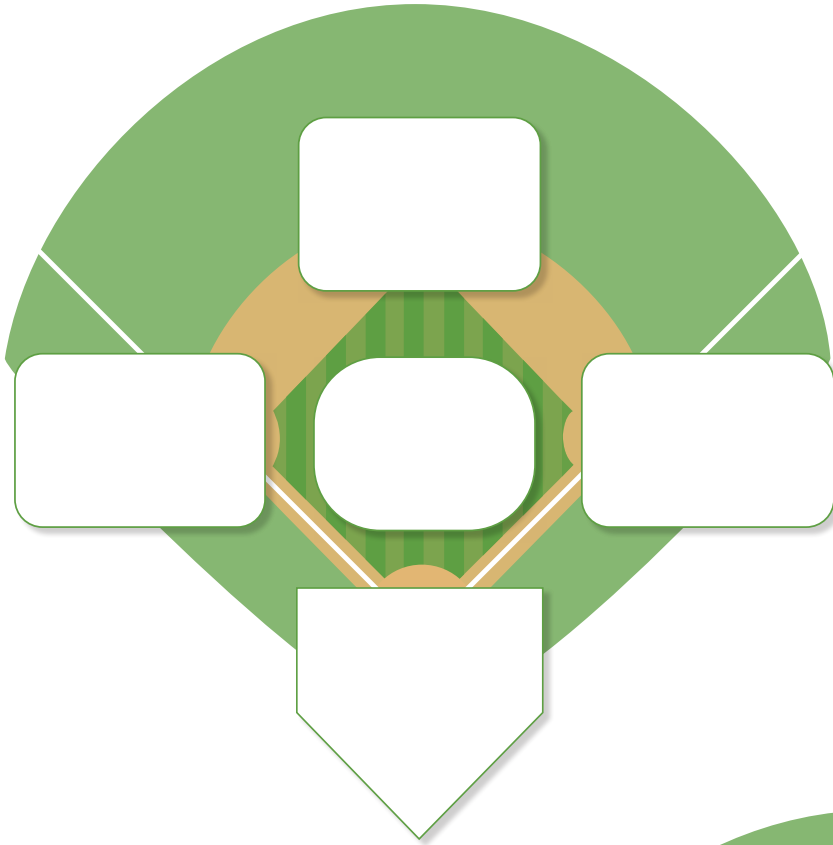
Circle the capital letters in yesterday’s copywork. Then look at the sentences and circle the letters that should be capitalized:

1. mary and john live next door.
2. do you think we will get snow, sarah?
3. the united states’ closest neighbors are canada and mexico.
4. the capital of england is london.
5. Now, write a sentence of your own that uses at least one of the new capitalization rules you learned.

Three horizontal lines for writing.

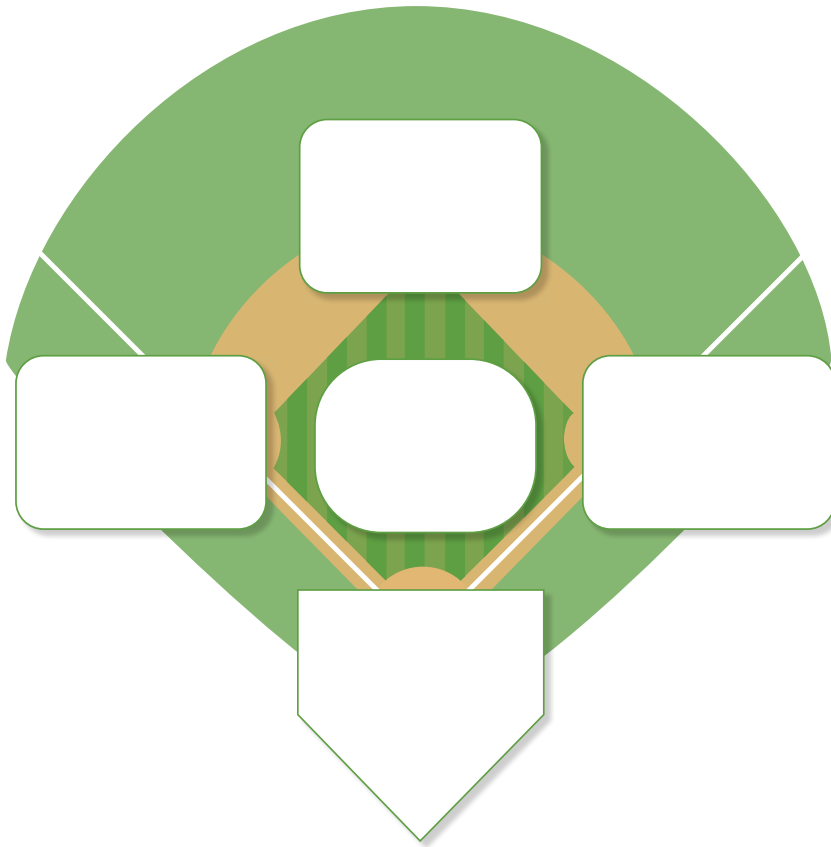
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1. Avi, *Prairie School* (New York: Harper Trophy, 2001), 27.

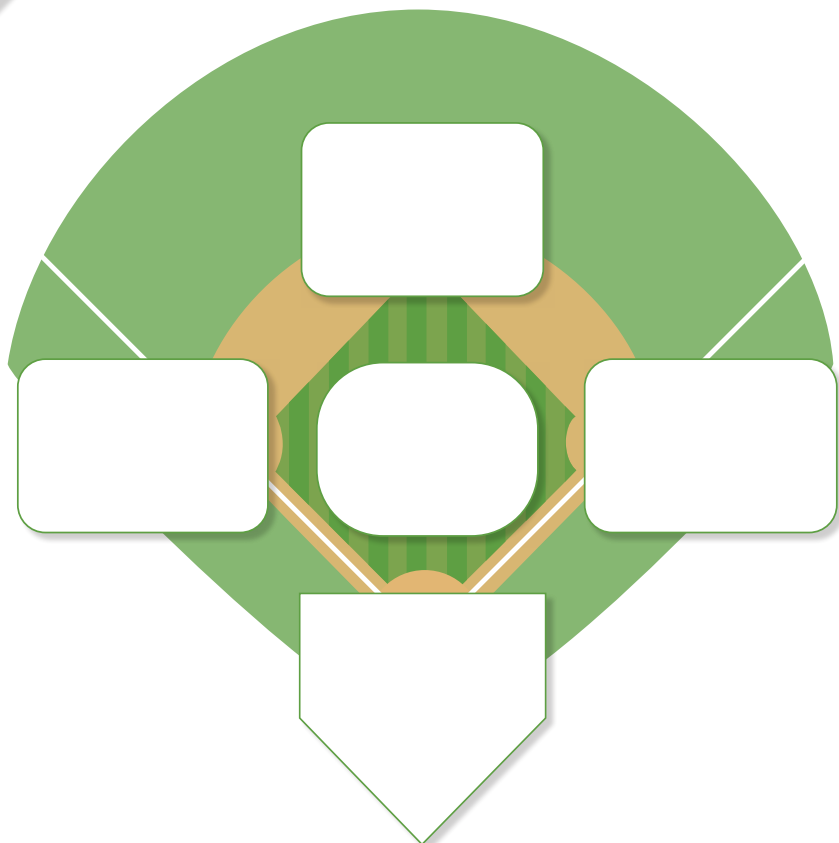
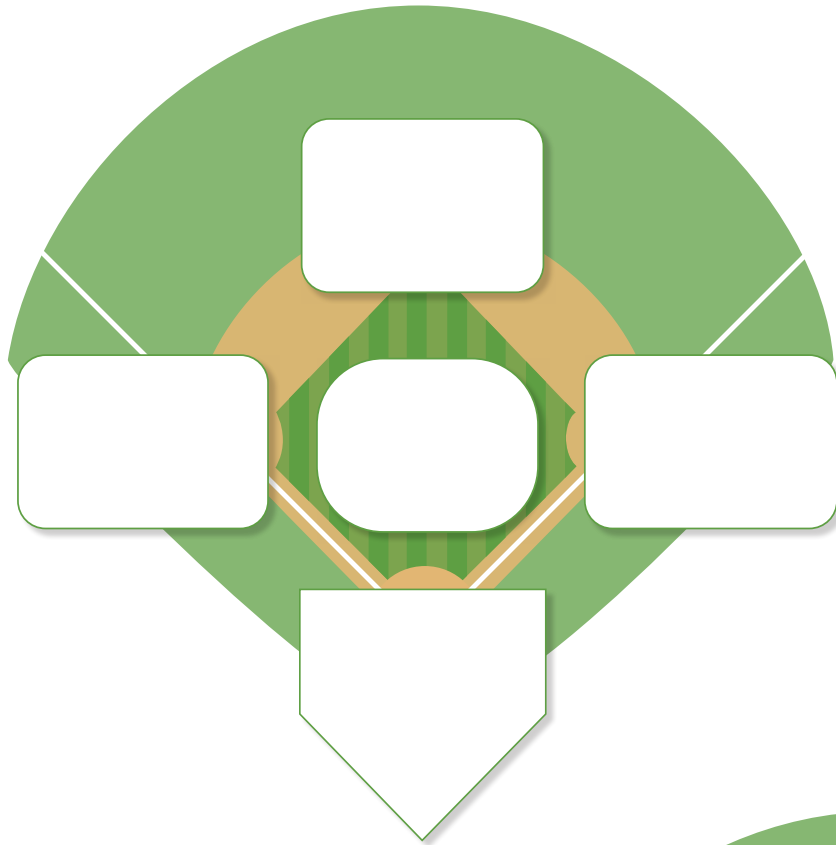




Writing with Diamond Notes 1, Unit 3, Lesson 1 (cont.)

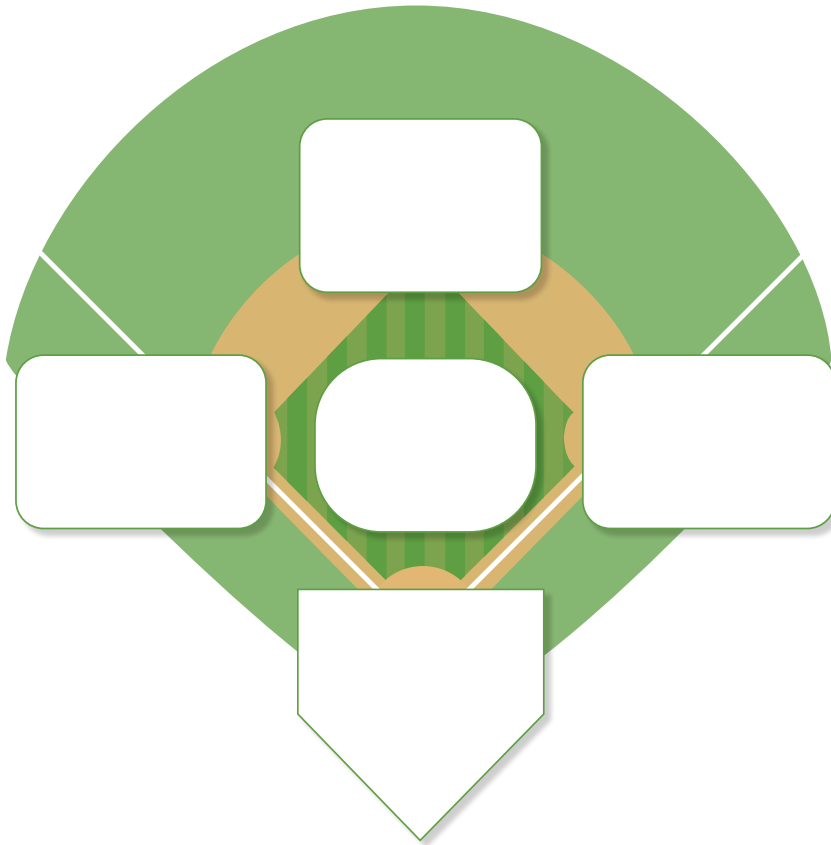


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Writing with Diamond Notes 2 (cont.)



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Copywork 2<sup>2</sup>

When Noah pushed Aunt Dora over the prairie, the chair jumped and rolled like a bucking horse. Aunt Dora held on.

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2. Avi, *Prairie School* (New York: Harper Trophy, 2001), 22.



**Section Three**

---

**Reading Assignments and Notes**

Day  
**1**

Chapter 1

**Setting**

Maryland; early 1900s.

**Overview**

Clara wants to learn to read, but Papa thinks there is no time to read on a farm. When a traveling library in a horse-drawn wagon passes by, Clara and the librarian persuade Clara's father that reading is helpful and good.

**To Discuss After You Read**

Q: Does Clara know how to read?

A: *no—there is no one to teach her, and nothing to read*

Day  
**2**

Chapter 2

**To Discuss After You Read**

Q: How much do the books cost in the store?

A: *they are lent out free of charge, for it acts as a library*

Q: Is Papa happy that Clara could borrow a book?

A: *no—he thinks reading is for the wealthy; farm people do not have time to read*

Day  
**3**

Chapters 3–4

**To Discuss After You Read**

Q: What does Clara see while she is out working? [chap. 3]

A: *the book wagon—a wagon full of books that travels from place to place*

Q: How does the librarian think books can help farmers? [chap. 4]

A: *all people need to rest sometimes; reading is fun and can teach about farming*

Q: Will it take Clara a long time to learn to read? [chap. 4]

A: *no, because she wants to learn* ■

Day  
4

Chapters 1–2

**Setting**

The journey from Sweden to America in the late 1860s.

**Overview**

Since no rain fell in Sweden, Carl Erik and his family have nothing to eat. Their relatives in the United States invite the family to emigrate to the U.S. So the family sells their farm and starts the long voyage. First by buggy to the port, then a short ocean voyage to England, across England by train, then the long steamship voyage to New York.

**To Discuss After You Read**

Q: Why is Carl Erik hungry? [chap. 1]

A: *they and their neighbors had no rain during the growing season, so they could not grow crops*

Q: How did the family pay for tickets to America? [chap. 2]

A: *they sold their farm and most of their possessions*

Day  
5

Chapter 3

**To Discuss After You Read**

**Note:** A doctor could see a smallpox vaccination because it leaves a little pox mark in the skin.

Q: How did the family journey to Liverpool?

A: *they spent three days under the deck of a ship; when they reached England, they took a train to Liverpool, which took another day*

Day  
6

Chapters 4–5

**To Discuss After You Read**

Q: What happened while sailing across the sea? [chap. 4]

A: *a storm came up, which made people seasick; everyone was locked under the deck, and some became ill with fever*

Q: Was Carl Erik happy to arrive in America? [chap. 5]

A: *yes—he got to eat bread and butter, his father had work, and they had hope for a better life ■*

## Readers Week 2: *The Long Way Westward*

Day  
7

### Chapter 1

#### Setting

From New York to Minnesota in the late 1860s.

#### Overview

After Carl Erik and his family reach New York, they have several more days of travel on several slow trains before they reach their relatives in Minnesota.

#### To Discuss After You Read

Q: Describe the different railroad cars.

A: *the First Class cars have plush seats, lamps, and heated air; the Third Class seats have wooden benches and crowded conditions; people sleep on the floor*

Day  
8

### Chapter 2

#### To Discuss After You Read

Q: Is everyone in America equal?

A: *no, some people are wealthy and can afford to pay for expensive tickets; but also yes, in that there are not lords and kings, which would be "higher" in the social structure than farmers*

Day  
9

### Chapters 3–4

#### To Discuss After You Read

Q: What is the Svea Society? [chap. 3]

A: *people from Sweden who help the immigrants*

Q: How did the family travel to their new home? [chap. 4]

A: *by railroad and on a steamboat* ■

Day  
10

Chapters 1–3

**Setting**

Colorado in 1880.

**Overview**

Noah Bidson loves living on the prairie, and sees no use for reading and writing. When his Aunt Dora comes to teach him, he stubbornly avoids lessons for a week. Then Aunt Dora shows him how much more she knows about the prairie because she can read. Intrigued, Noah agrees to learn. And once he starts, he realizes he loves learning! He can understand the world around him better because of the books he reads.

**Cultural Literacy**

**sod house:** a house built with grass-covered soil that is held together in brick-like clumps by the roots. [chap. 1]

**To Discuss After You Read**

Q: What chores did Noah do? [chap. 1]

A: *hauled water, fed animals, kept snakes out of the house, kept the hearth fire lit*

Q: Why is Mrs. Bidson surprised when she sees her sister? [chap. 2]

A: *Dora was in an accident and became paralyzed*

Q: How does Noah avoid learning? [chap. 3]

A: *he excuses himself to do chores, which he does as slowly as possible; he knows his aunt can't chase him, so he simply stays away from the house*

Day  
11

Chapters 4–5

**To Discuss After You Read**

Q: How does Aunt Dora demonstrate to Noah that reading can be useful? [chap. 4]

A: *she asks him about his beloved prairie; when he doesn't know the answers, she reads facts and teaches him*

Q: How does reading help Aunt Dora? [chap. 5]

A: *it helps her understand what she sees and hears*

Day  
12

Chapters 6–8

**To Discuss After You Read**

Q: When Noah recites the alphabet, how do his parents respond? [chap. 6]

A: *his father smacks the table in excitement, and his mother claps for joy*

Read Henry Wadsworth Longfellow's "Psalm of Life."

**A Psalm Of Life**

WHAT THE HEART OF THE YOUNG MAN SAID TO THE PSALMIST

TELL me not, in mournful numbers,  
Life is but an empty dream!—  
For the soul is dead that slumbers,  
And things are not what they seem.  
Life is real! Life is earnest!  
And the grave is not its goal;  
Dust thou art, to dust returnest,  
Was not spoken of the soul.

Not enjoyment, and not sorrow,  
Is our destined end or way;  
But to act, that each to-morrow  
Find us farther than to-day.

Art is long, and Time is fleeting,  
And our hearts, though stout and brave,  
Still, like muffled drums, are beating  
Funeral marches to the grave.

In the world's broad field of battle,  
In the bivouac of Life,  
Be not like dumb, driven cattle!  
Be a hero in the strife!

Trust no Future, howe'er pleasant!  
Let the dead Past bury its dead!  
Act,—act in the living Present!  
Heart within, and God o'erhead!

Lives of great men all remind us  
We can make our lives sublime,  
And, departing, leave behind us  
Footprints on the sands of time;

Footprints, that perhaps another,  
Sailing o'er life's solemn main,  
A forlorn and shipwrecked brother,  
Seeing, shall take heart again.

Let us, then, be up and doing,  
With a heart for any fate;  
Still achieving, still pursuing,  
Learn to labor and to wait.

**To Discuss After You Read**

Q: What new tradition did the family begin after dinner? [chap. 7]

A: *Noah would read to them*

Q: What can Noah read? [chap. 8]

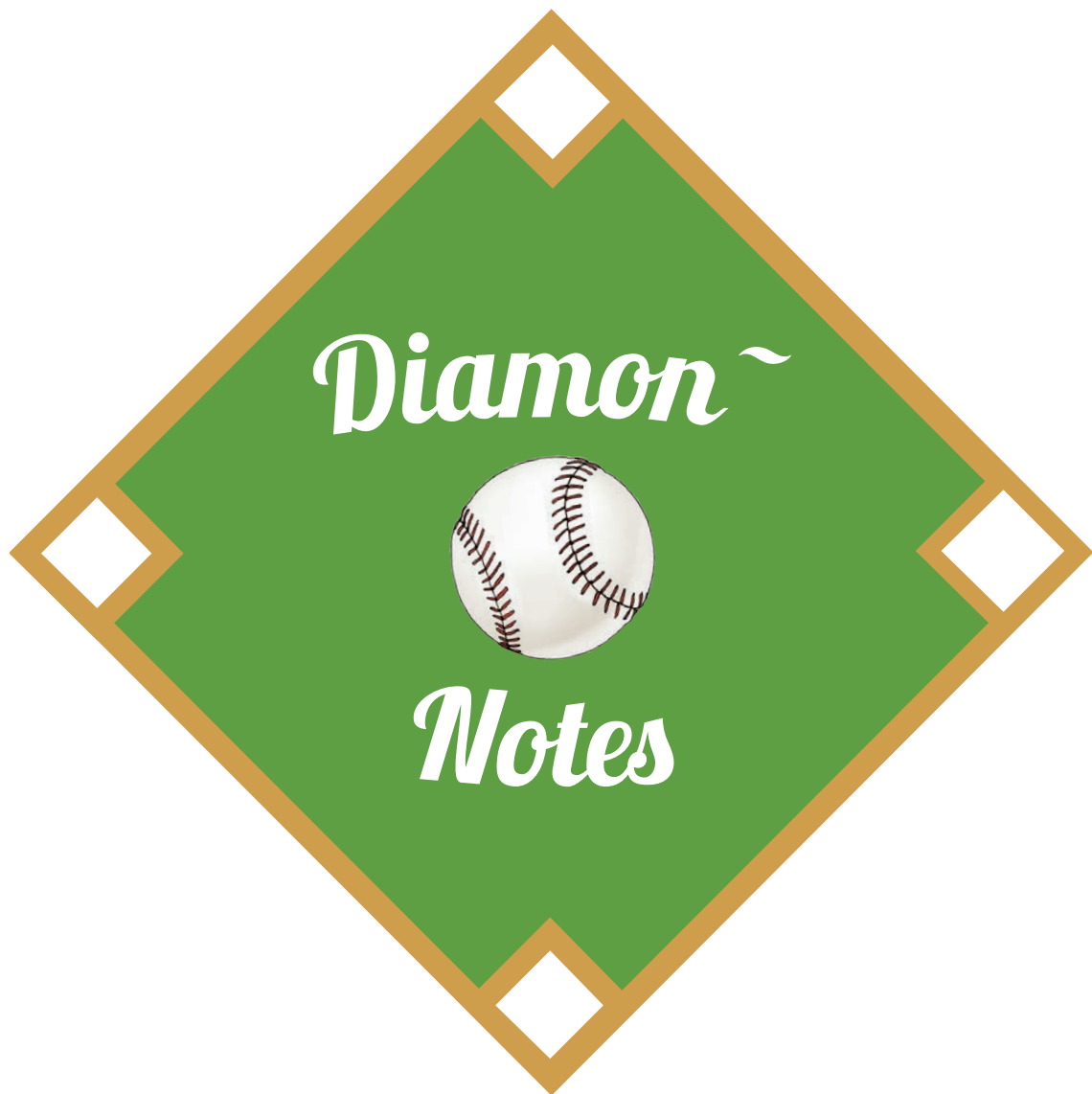
A: *he can read the whole world—and he can write about it, too* ■

**Section Four**

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## **Instructor's Guide Resources**

# *Creativ<sup>o</sup> Writing*





# Supplies

## *Here's what you'll need to play ball:*

1. One folder to hold your children's work.
2. At least 20 copies of Diamond A (page 31) and at least 11 copies of Diamond B\* (page 33) per child, OR blank paper to create your own diamonds.
3. Drawing supplies: pencils, colored pencils, crayons, etc.
4. Lined paper for writing.
5. Paste.
6. Scissors (to cut out pictures on page 37) (optional).
7. Magazines to cut out pictures (optional).
8. Make copies of Evaluation Form (page 35) (use at your discretion).



**\*Note to Mom or Dad:** The Appendix has enough copies to last through Unit 5, including practice assignments scheduled in between units. Should you need more, permission is hereby granted *to the original purchaser only* to reproduce as many copies of items found in the Reproducible Section of this Appendix as necessary *for his or her immediate family's use*.



# Introduction



Remember when you learned to swim? It was a bright, beautiful July day. The air was warm, the water looked so inviting. Your dad had your hand tightly gripped in his. The two of you carefully approached the side of the pool. He let your hand go so you could peer over the edge, butterflies in your stomach. Then Dad shoved you into the deep end with a joyful shout of “Go forth and swim!”

OK, we hope that wasn’t really how you learned to swim. But guess what? That is essentially how many kids today learn to write. They are never taught a practical, step-by-step approach to writing. Instead, they are just expected to sit down with a piece of paper and a pencil and write with little or no guidance.

When asked to “write about your summer vacation,” many kids don’t know what to say or how to get started. They get extremely frustrated extremely quickly. Without direct instruction, kids simply have a hard time expressing in writing what they know, think, and feel. That’s why we developed this creative writing program. Think of it as swim lessons for young writers!

## Writing Talent vs. Writing Skill

There are two dimensions to every writer: talent and skill. A few people have a natural talent for writing. Whenever they sit down to write, beautiful words flow freely. Unfortunately, you can’t teach writing talent. Writing skill, however, is completely different. All children can—and must!—learn the skill of writing so they can effectively communicate on paper.

Diamond Notes focuses on improving your children’s writing skill. We can not guarantee they will become the next Shakespeare, but we do believe that after using this course they will be able to clearly express themselves in well-written para-

graphs, whether or not they have a natural talent for writing. And for children who are naturally talented, this course will help them organize and channel their expressions even more clearly.

## Introducing Diamond Notes

The Diamond Notes method breaks down the writing process into fundamental, easily-understood steps that teach students how to gather and organize their thoughts. Just as any coach teaches team members to practice a regular set of moves—like a throw to home plate in baseball—so Diamond Notes encourages students to practice its predefined steps. With Diamond Notes, comments like “But what do I do?” or “How do I start?” will be a thing of the past.

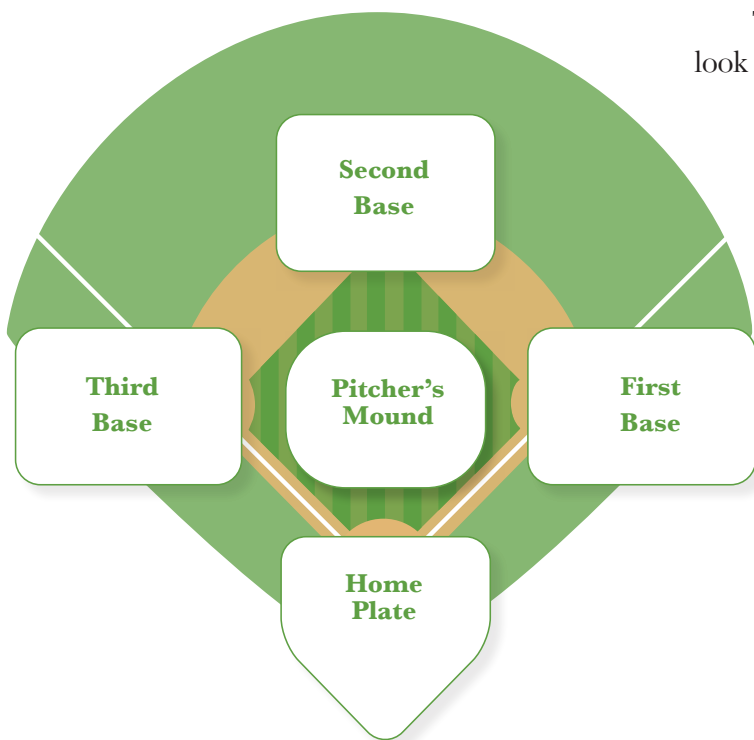
Diamond Notes will teach your children rudimentary outlining skills as they begin to write basic expository paragraphs. It works because it effectively trains them to organize their thoughts and plan out their writing so they can express what they have to say in a clear, understandable manner. After your children learn the thought processes behind the Diamond Notes method, they will be able to apply the method to any type of writing they may encounter.

**Note to Mom and Dad:** You will find many examples along the way to help you teach the Diamond Notes method to your children. Please be aware, though, that some of these examples may seem more advanced than what your children are able to create. That’s OK, because the examples are intended primarily to help you understand how the method works and how to explain it to your children. So please don’t use our examples as a yardstick to see how your children’s attempts are measuring up! If you want to gauge how they’re doing, use the Evaluation Form in the Reproducibles Section.



# Introduction continue

To see how the Diamond Notes work take a look at this picture.



All the action starts on the Pitcher's Mound, just like in baseball. The "Pitcher's Mound" represents the subject of the piece—what will later turn into the topic sentence. Once your children know the subject, they should "load the bases." **First Base** should be the **first event** or the **most important point** related to the subject. **Second Base** is the **second event** or **second most important point** and **Third Base** is the **third event** or **third most important point**. Finally, **Home Plate** will be the **conclusion to their** paragraph. When the bases are loaded, they're done!

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## Learning the Method

The Diamond Notes method starts with simple tasks, and then builds in complexity with each assignment. Here is a unit-by-unit look at what your children will be taught:

Since most young children are more comfortable drawing pictures than writing words, the first three lessons feature a simple, non-threatening introduction to the method. In the first lesson in **Unit 1**, your children will draw pictures on the diamond. In the second lesson, they will use picture cards to show they understand which items fit in a certain category. This sets the foundation for writing clear, focused paragraphs later, since only items that fit together belong on a diamond or in a paragraph.

**(Note to Mom or Dad:** If your children are bored using pictures, feel free to have them go ahead and use words from the start!)

### Unit 1: Categorizing Ideas

Students learn how to:

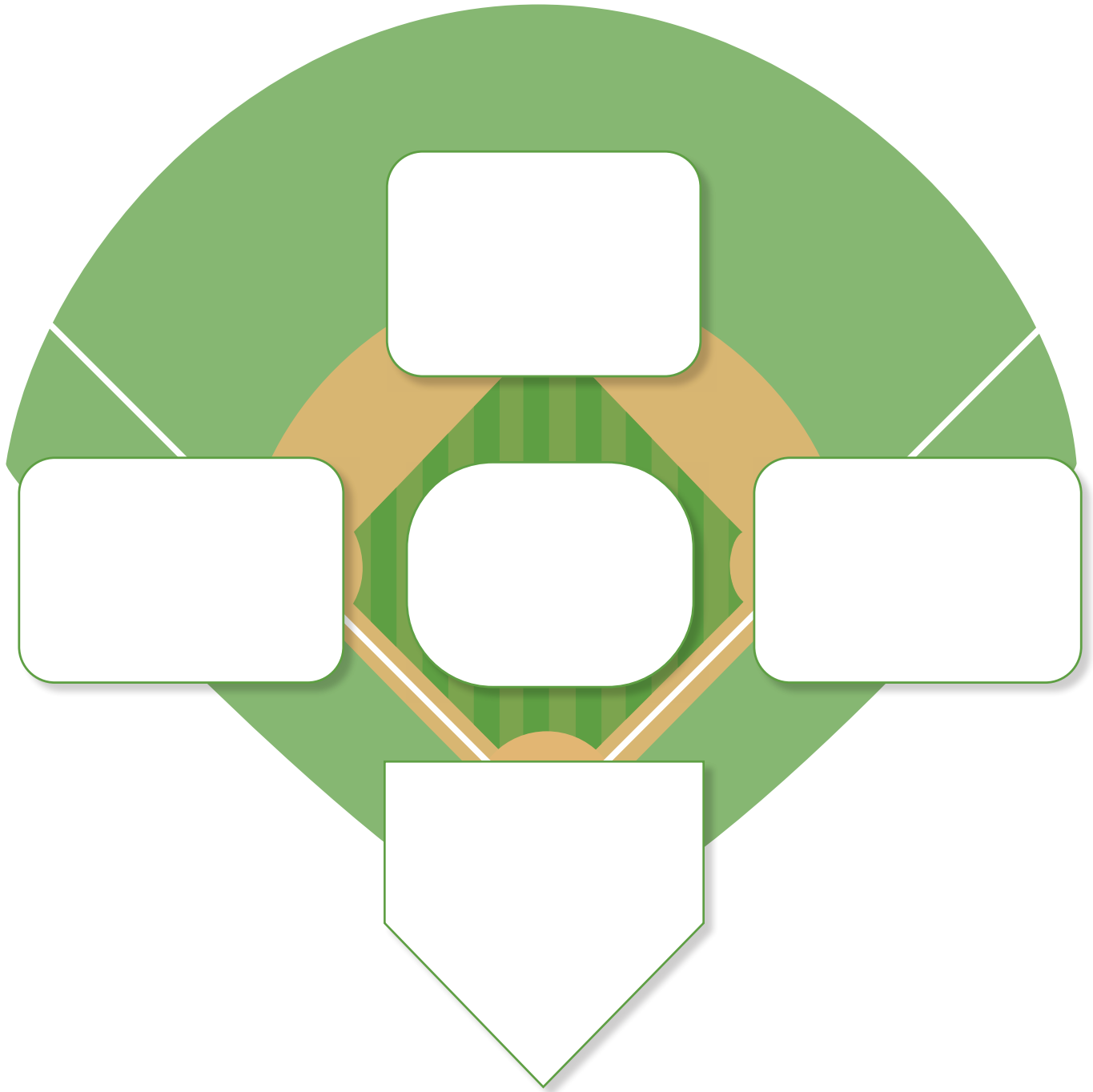
- ✓ use the basics of the Diamond Notes method
- ✓ categorize and group items together
- ✓ determine what things belong on a diamond and what do not

Unit # \_\_\_\_\_

Diamond # \_\_\_\_\_

# Diamond<sup>~</sup> ✓

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### Evaluation Form

Use this chart to determine how well your children did on their assignment.

**Needs Work**                      **OK**                      **Great!**



**Pitcher's Mound:**

The phrase on the pitcher's mound accurately reflects the topic.



**First Bas<sup>o</sup>:**

What's written here is the most important point. It fits the topic and supports the main point.



**Second Bas<sup>o</sup>:**

What's written here is the second most important point. It fits the topic and supports the main point.



**Third Bas<sup>o</sup>:**

What's written here is the third most important point. It fits the topic and supports the main point.



**Hom<sup>o</sup> Plat<sup>o</sup>:**

The home plate sentence accurately summarizes the paragraph or shows how the writer feels about a topic.



**Detail:**

Interesting and appropriate details spice up the writing and add meaning.



**Paragraph:**

The paragraph puts all the pieces together properly.



**Spelling:**

All words are spelled correctly.



**Handwriting:**

All words are legible and neatly written.

	Needs Work	OK	Great!
Pitcher's Mound:			
First Bas <sup>o</sup> :			
Second Bas <sup>o</sup> :			
Third Bas <sup>o</sup> :			
Hom <sup>o</sup> Plat <sup>o</sup> :			
Detail:			
Paragraph:			
Spelling:			
Handwriting:			

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## Appendix 2: Scope and Sequence: Schedule for Topics and Skills

<b>Week</b>	<b>Spelling Rules</b>	<b>Copywork Application</b>	<b>Creative Expression</b>
1	Consonants	Writing titles (Mechanics) Italics & underlines	Diamond Notes Unit 1: Lesson 1 (Writing Process) Diamond Notes Unit 1: Lesson 2 (Writing Process)
2	<i>c</i> or <i>g</i> followed by vowels <i>a</i> , <i>o</i> , or <i>u</i>	Subjects; Verbs; Sentence Fragments (Mechanics)	Diamond Notes Unit 2: Lesson 1 (Writing Process) Diamond Notes Unit 2: Lesson 2 (Writing Process)
3	Review	Capitalization (Mechanics)	Diamond Notes Unit 3: Lesson 1 (Writing Process) Diamond Notes Unit 3: Lesson 2 (Writing Process)
4	Short vowel sounds	Similes (Figurative Language)	Diamond Notes Unit 4: Lesson 1 (Writing Process) Diamond Notes Unit 4: Lesson 2 (Writing Process)
5	Review	Farther/Further Capitalization Nouns (Mechanics)	Diamond Notes Unit 5: Lesson 1 (Writing Process)
6	Long vowel sounds	Exclamations & Questions (Mechanics)	Who's Who? (Description) The Character Highlighted (Description)
7	Long vowel sounds	Prepositions (Mechanics)	Developing Detail (Description) Detailed Descriptions (Description)
8	Review	Adjectives; Homophones (Mechanics)	History (Imagination) Imagine Yourself in History (Imagination)
9	Compound words	Dialogue/Direct address (Mechanics)	Shape Poem (Poetry) Acrostic Poem (Poetry)
10	Consonant blends	Quotations; Sentence forms (Mechanics/Voice)	Prepare to Write a Journal Entry (Brainstorm) Journal Time (Brainstorm)
11	Consonant blends; words ending in <i>y</i>	Pronouns; Abbreviations (Mechanics)	Pick a Title (Imagination) Write From the Title Prompt (Imagination)
12	Consonant digraphs; <i>y</i> at the beginning of words	Possession (Mechanics) Possessive Pronouns	Discuss Directions (Expository) Writing Directions (Expository)
13	Review	<i>A/An</i> ; Directions (Mechanics)	Dialogue (Voice) Another Conversation (Voice)
14	<i>r</i> after a vowel	Coordinating Conjunctions (Mechanics)	Homonyms, Homophones (Comprehension) Write Right (Comprehension)
15	Review	Capital Letters: Plurals; ing endings (Mechanics)	Point of View Fairy Tale (Imagination/Analysis) Write the Point of View Fairy Tale (Imagination/Analysis)
16	Contractions	Adverbs (Mechanics)	Story-Starter Picture (Imagination) A New Tale (Imagination)
17	Plural	You're/Your; Comparatives/Superlatives	The Persuasive Letter (Analysis) Write the Persuasive Letter (Analysis)
18	Adding suffixes	Linking Verbs (Mechanics)	The Life Story of a Coin (Imagination) Write about a Coin (Imagination)
19	Adding suffixes	Vivid vocabulary (Word Choice)	Describe Your Favorite Place (Description) Write About a Favorite Place (Description)

*(continued on the following page)*

<b>Week</b>	<b>Spelling Rules</b>	<b>Copywork Application</b>	<b>Creative Expression</b>
20	Adding suf- fixes	Helping (auxiliary) verbs (Mechanics)	Quatrain (Poetry) Limerick (Poetry)
21	Review	Verb tense (Mechanics)	How Stories Change (Analysis) Retell a Story (Narrative)
22	Review	Simple sentences (Mechanics)	Award-Winning Characters (Description) Introduce the Best Character (Description)
23	Vowel digraph	Antecedents (Mechanics)	Interview My Favorite Adult (Research) Write the Favorite Adult Paragraph (Research)
24	Vowel digraph	Combining sentences with co- ordinating conjunctions; Com- pound sentences (Mechanics)	A Character's Decision (Analysis) Give a Character Advice (Analysis)
25	Diphthong	Time Order Words (Mechanics)	When I Grow Up... (Imagination) 30-Year-Old Journal Entry (Imagination/Description)
26	Review	Apostrophes—contractions & ownership (Mechanics)	Fun, Unplugged (Analysis) Paragraphs About Powerless Play (Analysis)
27	Prefixes and Suffixes	Commas (Mechanics)	Story-Starter Picture (Imagination) Begin the Short Story (Imagination)
28	Base word	Abbreviations and Titles (Mechanics)	If I Were an Explorer... (Imagination) Be an Explorer (Imagination)
29	Review	Antonyms (Mechanics)	Animal Migration Web (Imagination) Imaginative Animal Migration (Imagination)
30		Synonyms (Mechanics)	Two Possible Stories (Imagination) Choose the Best Version (Imagination)
31		Capital Letters (Mechanics)	A Notorious Trait Due to an Imaginative Cause (Imagination/Analysis) Write About the Notorious Trait (Imagination/Analysis)
32		Rambling Sentences (Mechanics)	Plan a Flyer Advertisement (Brainstorm) Create the Flyer (Artistic)
33	Synonyms	its/it's (Mechanics)	Research for a Biography (Research) Write a Biography (Description)
34	Homophones	Indirect Quotations (Mechanics)	Compare and Contrast Characters (Analysis) A Tale of Two Characters (Analysis)
35		I and me; We and us (Mechanics)	Answer the Questions (Brainstorm) Write the Question Poem (Poetry)
36	Review	Varying sentence length (Mechanics)	The Absolute Favorite Book (Summary) The Absolute Favorite Book Report (Summary)

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