

4 LANGUAGE ARTS



Spelling/Phonics
Copywork
Creative Expression
Writing Mechanics
Paragraph Building





Thank you for downloading this sample of Sonlight's Language Arts 4 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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advisor@sonlight.com

Language Arts 4 (4-Day)

by the Sonlight Team

“Then God said, “Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.”

Genesis 1:26 (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).

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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 4” (4-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?

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7 Copywork/Dictation Assignments

1 Write the Story

6 The Cat Book Skills Checklist

2 Letter of the Week

CREATIVE EXPRESSION	Copywork 1	Copywork Application	The Cat Book	Copywork 2 Optional: Dictionary
Other Notes:				
Weekly Overview				
Letter of the Week:	Creative Expression:			
Language, Phonics & Spelling:	Copywork Application: Root/base words with different initial sounds; names; rhymes; vowels. (I)			
Special Interest Vocabulary: Introduce your children to vocabulary for topics that are important to your family's life.	Write a story to go along with predetermined illustrations. (Narration)			
Brain Challenges—Organization: Sorting practice.				
Building Words: Form words with vowel and consonant cards; letter sound recognition; word recognition.				

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>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
HAND-WRITING	<i>Handwriting Without Tears: My Printing Book</i>	p. 50		p. 51	
READERS	<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
CREATIVE EXPRESSION		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

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

Language Arts 4 continues with the foundations laid in Language Arts 3. 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 utensils.

Note: If you might reuse your Instructor’s Guide and 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*.

Writing

We hold dear the dream to help you train your children to be exceptional communicators. Sonlight's goal is that your children will be both fond of, and talented in, written and spoken expression. We believe that if children are provided with time to practice writing every day, it will cease to be a chore and soon become second nature. Therefore, we have designed our programs to give your children something to "write" every day. Some days it will be as simple as re-writing 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 everyday. 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 or her 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! We hope that daily writing practice becomes something that is always highly anticipated and enjoyable for both 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.

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 write or children who are struggling with writing, we encourage you to do these activity sheet exercises together. Most of the questions can be answered out loud. If we ask your children to "rewrite" a sentence, that doesn't mean we necessarily expect them to do the actual handwriting and to spell all the words on their own. If they are capable of such work, then feel free to encourage them to do that. But if they are just starting out, we expect you to work right alongside, and possibly serve as the "secretary" for your children. Of course, if you're using this program with older children—in level E or F, for example—we expect children at that level 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.

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.

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.

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 4

Days 1–4: 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
SPELLING/PHONICS	Spelling	Rule & Write	Pre-Test	Check	Post Test
	Activities	Index Cards			
	Optional: <i>MCP Word Study D</i>	pp. 3–5	p. 6	p. 7	p. 8
HAND-WRITING	Recommended: <i>Handwriting Without Tears</i>				
VOCABULARY DEVELOPMENT	Optional: <i>Wordly Wise C</i>	Exercise 1A			
READERS	More Stories From Grandma's Attic	"When Grandma Was Young" and chap. 1	chaps. 2–3	chap. 4	chaps. 5–6
CREATIVE EXPRESSION		Copywork	Copywork Application	Interview Your Family	Family Heritage

Other Notes:

Optional books are sold separately, and are not included in the Language Arts package.

Weekly Overview

Spelling/Phonics:

Skill: Compound words

Index Cards: Compound words

Creative Expression:

Copywork Application: Nouns—proper and common nouns

Interview Your Family: Conduct an interview

Family Heritage: Write a narrative based on an interview (narrative)

Instruction

We recommend you use the methods described in this week's Notes: **Day 1–Rule & Write, Day 2–Pre-Test, Day 3–Check, and Day 4–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)

☆ **Optional: Prepare in Advance**

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



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

Words: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

Together

Read this script 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 “checkout” on a large whiteboard or chalkboard as you spell it to them.

What two smaller words make up this word? (*check out*)

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: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

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

1. After spelling all of the words, make sure your children rewrite any misspelled words correctly five times.
2. If they need to copy the misspelled word(s), that is fine. We seek mastery.
3. 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?
4. See if you can bring up misspelled words later during the day to keep them in the front of their mind. This is not to “punish” your children, but to help them remember.

Day
3

Check

Words: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

☆ **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: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

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.

Optional: MCP Word Study D

Sonlight's Language Arts 4 incorporates phonics instruction through weekly activities and spelling words. If you'd like more phonics practice, we recommend getting the *MCP Word Study D* 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

pp. 3–5

For these first few pages, simply read and enjoy. Answer the questions together.

1. **fan**—ant cat hand
2. **gift**—six pin bib
3. **duck**—bug sun bus
4. **mop**—block box top
5. **egg**—bed jet hen

Day
2

p. 6

1. spot
2. bus
3. sat
4. bat
5. hit
6. tags
7. sun
8. pitch
9. rests
10. up
11. fast
12. crack
13. run
14. wins
15. stand
16. hugs
17. happy
18. have

Day
3

p. 7

1. bone
2. five
3. tape
4. heel
5. cube
6. radio
7. seal
8. rake
9. key
10. vase
11. cone
12. notes

Day
4

p. 8

1. blind
2. June
3. breeds
4. These
5. fine
6. retriever
7. day
8. Duke
9. holds
10. leads
11. waits
12. go
13. say
14. way
15. trained
16. five
17. like
18. team

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](https://www.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 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 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 children's Reader notes in **Section Three**. For your convenience, they are organized in 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

Day 2 | Copywork Application

Day 3 | Pre-writing

Day 4 | Writing

Day 1 | Copywork

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 the extra copywork passage 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 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 Level D. 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

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**.

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.

Day
1

Copywork

Have your children copy the sentences found on "Copywork" **Week 1 Activity Sheet** directly after these notes.

Day
1

Optional: Copywork

(To use on the days your children feel uninspired to write)

"That was a good lesson for me," Grandma said. "I was often careless after that, but I was careful not to be quite so positive about what I would do again. And I never blamed the Lord for my mistakes, either."¹

1. Arleta Richardson, *More Stories from Grandma's Attic* (Colorado Springs: David C Cook, 2011), 26.

Day
2

Copywork Application

☆ Prepare in Advance

Draw a 2-column chart on the board or a piece of paper. Label one column "Common Nouns" and the other column "Proper Nouns".

Overview

Learn about nouns, and common and proper nouns.

Together

Read the script below to your children.

Nouns

Do you know what a noun is? A noun is a person, place, thing or idea. Look at this week's copywork passage under "Copywork Application" on the activity sheet (also found below). Can you find three nouns in the passage?

Passage:

They headed north to Minneapolis, northwest to Fargo, and then due west across the rolling plain. The journey was brutal in the winter when the arctic wind was whipping snow across the road, but now, in early June, they cruised along with the windows cracked to let the sweet summer breeze into the car.²

(There are many. Possible: north, Minneapolis, northwest, Fargo, ...plain, etc.)

Look at the passage again. Why is *June* capitalized? (Because *June* is a **proper noun**—it is the name of a month.)

A **proper noun** is the specific name of a person, place, or thing, so we always capitalize proper nouns. For example, we capitalize *Anna*, but not *girl*, because *Anna* is the name of a specific girl. We capitalize *Mexico*, but not *country*, because *Mexico* is the name of a specific country. And we'd capitalize *Denver Public Library* if we were talking about a specific library, but if we just said "*the library*", we wouldn't capitalize it. So in the passage, we capitalize *June* because it is the name of a specific month in the year.

Keep in mind that we also capitalize someone's title, as in *Mrs. Baker*, or their initials, as in *C.S. Lewis*.

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? (*plain*, *journey*, *wind*, etc.)

Can you find any words in the passage that have to do with a direction on a map? (*north*, *northwest*, etc.)

2. Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012) 6.

Directions on a compass are also nouns, but be careful with these words. Do you notice that in this passage, they are not capitalized? That's because in this context, they are simply directions. If we use one of these words to name a specific region, like the East Coast or the Wild West, *then* we'd use a capital letter. But in this case, since the narrator is simply talking about driving in a particular direction, we do not capitalize these words.

So let's practice a little. I'm going to tell you a word, and I want you to tell me if it is a common noun or a proper noun—and if we should capitalize it or not. Remember, we capitalize names of specific nouns, which are proper nouns. Ready?

As your children categorize the following nouns, write them in the appropriate column on the chart you prepared previously: Feel free to pull nouns from the list at random.

- dog, Spike (or the name of a dog you know),
- park, Rocky Mountain National Park,
- Thursday, day of the week
- city, San Francisco,
- Dr. Seuss, heart doctor

Very good! Do you have any questions before we work on the Copywork Application assignment together?

Activity

Below “Copywork Application” on the **Week 1 Activity Sheet**, ask your children to categorize the proper and common nouns we've underlined in the passage.

Answers

Common Nouns		Proper Nouns
<i>north</i>	<i>wind</i>	
<i>northwest</i>	<i>snow</i>	
<i>west</i>	<i>road</i>	<i>Minneapolis</i>
<i>plain</i>	<i>windows</i>	<i>Fargo</i>
<i>journey</i>	<i>breeze</i>	<i>June</i>
<i>winter</i>	<i>car</i>	

Day 3 Interview Your Family

Overview

Interview family members about their childhood.

Together

Read the script below to your children.

Tell Me A Story

In *More Stories From Grandma's Attic*, the author learns about her grandmother's childhood by listening to stories. Today, you'll get input from family members as you start to record your own family history. Ask a

family member—Mom, Dad, or grandparents—to tell stories about their childhood. Ask for lots of details so you really get a good feel for the stories.

Today, you'll jot notes about your interview. If you look at the Activity Sheet, you'll see that you don't have many lines. That's because you won't be writing down everything they say, just a few key words to jog your memory. Tomorrow, you'll pick a favorite story to write out in full.

Activity

Have your children interview a family member. Find a list of questions under "Interview Your Family" on the **Week 1 Activity Sheet**, but feel free to alter them. Jot down notes about the stories. *(Answers will vary)*

Day 4 Family Heritage

Overview

Write a narrative based on an interview.

Together

Read the script below to your children.

Back In My Day...

Yesterday, you listened to [person] talk about his or her childhood. Look over the notes you took. Which story was your favorite?

Today, your job is to record this piece of family heritage. You'll write it on separate paper, just like any other story you write, only this one will be true. Even though the story happened years ago, as if it is taking place right now, not thirty years ago.

Here's what a finished family story might look like:

I am at the top of my game. The elevator doors slide open and I shoot the newspapers out, down one side of the hall and then the other before the doors close. I have good aim. I can fling the paper right to where it should land. Today I want to do all the floors faster than ever. I know I can get the papers delivered in record time and surprise my dad by how quickly I return to the lobby. As the elevator slows at the 5th floor, it seems to be moving at a snail's pace. I decide to help it along and jerk the doors open. The floor is knee high and the elevator shudders to a stop. Even though I can get out, the elevator is definitely stuck and won't carry me to victory in the lobby any time soon. Perhaps I won't make that record after all.

Activity

Have your children write the story on their own sheet of paper, for “Family Heritage” on the **Week 1 Activity Sheet**. If your children enjoy this activity, it can become a fun and cherished project. They can record various family stories and bind them, preserving your family history!

How to Evaluate This Assignment

Success with this assignment begins with your children truly understanding the story. If it took place decades ago, there may be elements with which they are unfamiliar. We hope that when this occurs, in life and in reading, they notice that they don’t understand and take steps to clarify. In this case, it might mean as much as a follow-up phone call to get the story straight. Otherwise, this assignment should flow like any narrative writing.

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 Family Narrative	
Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →	
<i>Content</i>	
_____	Introduced the story
_____	Details and descriptive language
_____	Organized information and presented it clearly, staying true to the facts
_____	Included a conclusion
_____	Wrote as if events are taking place now
<i>Mechanics</i>	
_____	Spelled correctly
_____	Used correct grammar, punctuation, and capitalization
_____	Wrote neatly, forming letters correctly



Copywork¹

If an animal needed special care, it stayed in the kitchen. I really enjoyed those times, especially if it was one I could help with.

Copywork Application

Categorize the underlined nouns in the passage below as either proper or common. List your answers in the table that follows.

They headed north to Minneapolis, northwest to Fargo, and then due west across the rolling plain. The journey was brutal in the winter when the arctic wind was whipping snow across the road, but now, in early June, they cruised along with the windows cracked to let the sweet summer breeze into the car.²

Common Nouns	Proper Nouns

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1. Arleta Richardson, *More Stories from Grandma's Attic* (Colorado Springs: David C Cook, 2011), p. 44.
 2. Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012), p. 6.



Language Arts 4: Week 1 Activity Sheet

Interview Your Family

Name of person interviewed: _____

Tell me about a funny thing that happened when you were growing up: _____

Tell me about an interesting learning experience you had growing up: _____

Tell me about your favorite childhood memory: _____

Tell me about a family tradition and how it started: _____

Family Heritage

On your own piece of paper (or writing notebook), record your piece of family heritage.

Language Arts 4

Days 5–8: 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 5	Day 6	Day 7	Day 8
SPELLING/PHONICS	Spelling	Rule & Write	Pre-Test	Check	Post-Test
	Activities	Index Cards			
	Optional: <i>MCP Word Study D</i>	pp. 61–62	p. 75	p. 76	p. 77
HAND-WRITING	Recommended: <i>Handwriting Without Tears</i>				
VOCABULARY DEVELOPMENT	Optional: <i>Wordly Wise C</i>	Exercise 1B			
READERS	More Stories From Grandma's Attic	chaps. 7–8	chap. 9	chaps. 10–11	chaps. 12–13
CREATIVE EXPRESSION		Copywork	Copywork Application	A Picture Is Worth a Thousand Words	Tell It!

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> Nouns—singular and plural, irregular plurals. Review: noun identification</p> <p><u>A Picture is Worth a Thousand Words:</u> Descriptive writing</p> <p><u>Tell It!:</u> Imaginative story</p>
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Spelling

Day

5

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*). All of this week's words contain pronounced suffixes.

Words: feeling, eating, thankful, sickness, tallest, illness, readable, loading, saying, badly

Together

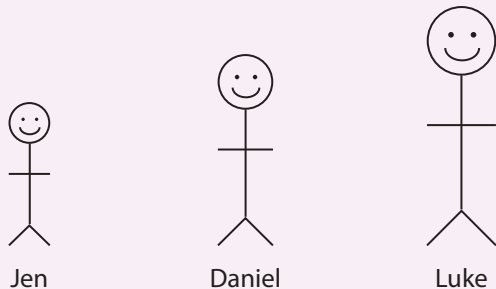
Read this script to your children.

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 (*feel/ing, eat/ing, thank/ful*). If you do not pronounce the vowel in the suffix, then the syllable consists of more than just the suffix (*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

5

Index Cards

Have your children combine the root words and suffix index cards to form new words. How many suffixes work appropriately with the various words? (e.g., thankful, thanking). See the **Week 1 Notes** for more information about each activity.

Optional: MCP Word Study D

Day

5

pp. 61–62

TO: Agent 4U3

FROM: Eagle

Your assignment is to wait nightly at the beach. Agent 6U6 will bring a boat full of important news. You are capable of helping 6U6. Do not be tired. Stay watchful and wait quietly. Do not leave footprints.

Day

6

p. 75

1. ment 2. less 3. ness 4. ment 5. ful 6. less 7. ful 8. ness
9. ful 10. ness 11. ness 12. ment 13. ful 14. ness 15. ment
16. ment 17. equipment 18. helpful 19. colorful
20. spotless 21. coldness 22. assignment 23. cheerful
24. hopeless 25. fearless 26. kindness 27. brightness
28. enjoyment 29. cheerful 30. brightness 31. coldness
32. equipment 33. helpful 34. fearless 35. assignment

Day

7

p. 76

1. passage 2. beatable 3. enjoyable 4. available
5. disturbance 6. remittance 7. baggage 8. shortage
9. package 10. assistance 11. acceptable 12. postage
13. breakable 14. valuable 15. insurance 16. reasonable

Day

8

p. 77

1. detective 2. wholesome 3. sadden 4. disruptive
5. tiresome 6. sharpen 7. nationality 8. university
pictures (left to right, top to bottom) 10 13 9 11 12
9. massive awesome 10. broken possibility
11. impressive tiresome 12. quarrelsome wooden
13. creative impressive golden

Creative Expression

Day
5

Copywork

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

Day
5

Optional: Copywork

It seemed like we sat on that log for hours. We sang all the songs we knew, and recited all the poems we had learned. As the shadows lengthened in the woods, it became harder to sit still, rather than trying to find our way out.¹

Day
6

Copywork Application

Overview

Today, discuss **plurals** with your children. Often to make a noun plural, we simply add an -s to the end of the word.

Together

Read the script below to your children.

Plurals

When writing, how can you let a reader know if there is one of something, or more than one of something? How does a reader know if you’re talking about a *spaceship* or if you’re telling them about a group of *spaceships*?

A writer has to let their readers know whether a noun is singular (one) or plural (many). To show you have more than one of an item, you usually add -s at the end of the word to make it plural.

Let’s play a little game. I’m going to say a word, and I want you to tell me what “more than one” of that word is—or, its plural form. Are you ready?

farmer (*farmers*)

fire (*fires*)

pencil (*pencils*)

Pretty good! Now of course, it’s not always that easy. What about the word *mouse*? Would you say that you saw five “mouses” in the barn? No! Sometimes we have to change a word to make it plural—instead of simply adding an -s. The plural of *mouse* is *mice*.

I’m going to read you another list of singular words that I’d like you to make plural. However, to make these words plural, you’ll have to change the word. But if you think about it, I bet you already know the plural form of these words. Shall we try it and see?

Write each word on the board in its singular form, then write the plural form next to it, either as your children tell it to you, or as you find you need to introduce them to it.

child (*children*)

goose (*geese*)

woman (*women*)

foot (*feet*)

tooth (*teeth*)

Great work! I think you’re ready to work on the plurals activity on this week’s Activity Sheet.

Activity

Have your children complete the activity below “Copywork Application” on the **Week 2 Activity Sheet**.

Answers

1. A noun is a *person, place, thing or idea*.
2. We have underlined the nouns in the passage below. Your children should have found at least three.

Before his father woke up the next morning, Nick pulled out the small scrapbook he had made two years earlier. Satch’s first game had been against Jamestown, Bismark’s biggest rivals in North Dakota, and he had gone straight from the train to the field.²

3. *tables, people, caps, children, blankets, oxen*

Day
7

A Picture Is Worth a Thousand Words

Overview

Prepare to write a story based on an illustration.

Together

Read the script below to your children.

Once Upon a Time

To get started on your writing this year, we’ll use a Story-Starter Picture. Take a look at the Story-Starter Picture under “A Picture is Worth a Thousand Words” on the **Week 2 Activity Sheet**. Think about what might be going on in this picture. Who are the characters? (*responses vary—perhaps a boy and his dog*) How would you describe the setting? (*responses vary—perhaps a construction site*) What about the problem? Do you see anything wrong with the picture? (*responses vary*) What caused this to happen? How would the story end? Would there be a solution to the problem? (*responses vary*)

That sounds like it could make an interesting story! Take some time to answer the questions on the Activity Sheet so you will be ready to write your story tomorrow.

1. Arleta Richardson, *More Stories from Grandma’s Attic* (Colorado Springs: David C Cook, 2011), 44.

2. Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012) 38.

Activity

Have your children answer the questions about the Story-Starter Picture under “A Picture is Worth a Thousand Words” on the **Week 2 Activity Sheet**. (Answers will vary.)

Day 8	Tell It!
-----------------	-----------------

Overview

Write a story based on an illustration.

Together

Read the script below to your children.

Happily Ever After

Now it’s time to turn your idea about the picture into a story. Think about how your story should begin. You’ll have to introduce the characters and the setting to your readers. When you get to the problem and the solution, you’ll probably have a lot of action going on!

Here’s what a sample imaginative story might look like:

Little Johnny Wilson threw the ball as high as he could into the air. “Fetch!” he called. His dog, Brutus, took off in a flurry of paws and fur, chasing the ball beyond the fence into the construction zone down the street. “Oh no!” shouted Little Johnny. “Stop, Brutus!” But Brutus did not stop. When he was told to fetch, he always got the ball—no matter what it took.

By the time Little Johnny made it to the construction site, Brutus had the ball in his mouth, tail wagging furiously. Unfortunately, he also happened to be sitting in the bucket of a front-end loader. “Brutus, come!” yelled Little Johnny. But Brutus would not come. He just wagged his tail and waited for Little Johnny to come get him.

When Little Johnny reached Brutus, he felt a sudden jolt and heard an engine roar to life. Then, he and Brutus sensed that they were moving. When they peered over the edge of the bucket, they were both surprised to see the ground receding before them! Brutus barked in fear, dropping the ball onto the ground below. The front-end loader’s driver saw the ball and brought the machine to rest. Relieved, Little Johnny and Brutus escaped from the bucket and promised not to play fetch by the construction site any more!

Activity

Using their notes from yesterday, have your children write a story based on the Story-Starter Picture under “Tell It!” on the **Week 2 Activity Sheet**.

How to Evaluate This Assignment

For your children’s first writing assignment of the year, we provided a little “boost” with a Story-Starter Picture. Your children may be a bit rusty if they haven’t been writing over the summer. If you find your children’s story is difficult to understand or progresses “in fast forward,” try this technique: Cut apart each sentence (or sentence group). Glue them down on a new sheet of paper, leaving space in between. Help your children fill in the missing information to help the story develop more naturally.

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 an Imaginative Paragraph	
Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →	
<i>Content</i>	
_____	Included a beginning, middle, and end
_____	Introduced characters and setting
_____	Developed plot events in a way that is easy for readers to understand
_____	Used language effectively
<i>Mechanics</i>	
_____	Spelled correctly
_____	Used correct grammar, punctuation, and capitalization
_____	Wrote neatly, forming letters correctly

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Copywork¹

“We can’t put the pig in with Mrs. Carter’s baby!” I protested. “She wouldn’t like that. Besides, Lucy’s still asleep. We might wake her up.”

Copywork Application

1. Complete the sentence to make the statement true.

A noun is a _____, _____, _____ or _____.

2. Circle at least three nouns in the passage below.

Before his father woke up the next morning, Nick pulled out the small scrapbook he had made two years earlier. Satch’s first game had been against Jamestown, Bismark’s biggest rivals in North Dakota, and he had gone straight from the train to the field.²

3. Write the plural form of each word.

table	_____	person	_____
cap	_____	child	_____
blanket	_____	ox	_____

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1. Arleta Richardson, *More Stories from Grandma’s Attic* (Colorado Springs: David C Cook, 2011), p. 44.

2. Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012), p. 38.



A Picture Is Worth a Thousand Words

1. What happens in the Story-Starter picture?

2. Who is in the picture?

3. What are they doing?

4. How did they get into this place?

5. What will happen next?



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Tell It!

On your own piece of paper (or writing notebook), write a story about the Story-Starter picture.

Language Arts 4

Days 9–12: 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 9	Day 10	Day 11	Day 12
SPELLING/PHONICS	Spelling	Rule & Write	Pre-Test	Check	Post-Test
	Activities	Dividing Words			
	Optional: <i>MCP Word Study D</i>	p. 25	p. 26	pp. 9–10	p. 11
HAND-WRITING	Recommended: <i>Handwriting Without Tears</i>				
VOCABULARY DEVELOPMENT	Optional: <i>Wordly Wise C</i>	Exercise 1C			
READERS	More Stories From Grandma's Attic	chap. 14	chap. 15–end		
	The Whipping Boy			chaps. 1–5	chaps. 6–9
CREATIVE EXPRESSION		Copywork	Copywork Application	Sensory Poem	Word Poem

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> Nouns—possessive nouns and pronouns; apostrophes. Review: singular and plural nouns</p> <p><u>Sensory Poem:</u> Write a descriptive poem (poetry/descriptive)</p> <p><u>Word Poem:</u> Write an imaginative poem (poetry/imaginative)</p>
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Spelling

Day
9

Rule & Write

Rule: When a consonant is repeated and is between two vowels, divide the word between the two consonants—vc/cv.

Words: dinner, hello, mitten, sudden, yellow, zipper, puppet, attic, button, matter

We learn how to divide words to spell more easily. When we divide words into syllables we can often figure out how to spell a word.

Together

Read the script below to your children.

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 a word is naturally divided 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.

dinner → din/ner

hello → hel/lo

mitten → mit/ten

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 "h'lo" we hear two syllables "hel/lo" and know we need to add the second "l."

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

See the **Week 1 Notes** for more information about each activity.

Optional: MCP Word Study D

Day
9

p. 25

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

Day
10

p. 26

one syllable: trace fence whale cage desk guest wild post

two syllables: gymnast agent decide garden giraffe children splashing pencil

three syllables: including consonant radio gingerbread grocery happiness understand celery

1. MacDonald
2. (Bluebird) Happiness
3. (Battle) Republic
4. Beautiful
5. (Twinkle) (Twinkle) (Little)
6. (Yankee) (Doodle) (Dandy)

Day
11

pp. 9–10

p. 9

1. fence
2. circus
3. car
4. cane
5. pencil
6. cymbals
7. celery
8. cereal bicycle center city lace circus cymbals camel cents pencil car

p. 10

1. s
2. s
3. s
4. s
5. s
6. s
7. s
8. h
9. s
10. s
11. h
12. h
13. h
14. s
15. h
16. group again (magic)
17. none (large) (energetic) (stage)
18. group great grand (orange)
19. green (magician)
20. guess (cage)

Day
12

p. 11

Hard g: argue legal guest game gold get golf mug

Soft g: ledge huge gym engine giant gentle germ badge

Hard c: cat cool circle cover cycle coast camel

Soft c: icy circle center cycle decide cider

Creative Expression

Day
9

Copywork

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

A poke is an old word that means a ‘sack,’” Grandma replied. “If you buy a pig in a poke, you pay for it without looking at it first; then you have to take what you get. It’s not the smartest way to do business, but you may learn a lesson from it.”¹

☆ Prepare in Advance

Write on the board:

I love to stop at Kay’s Dairy Delight on the way home from our cabin.

Overview

Introduce **possession** and **apostrophes** to your children today.

Together

Read the script below to your children.

Whose Is It?

Look at the sentence I wrote on the board. Can you find the apostrophe? (*Kay’s*) Do you know why it is there? (*To show possession.*) The ‘s in the sentence shows that Kay owns something. Can you tell what she owns? (*a Dairy Delight—which is an ice cream and burger restaurant.*)

There are many words that show **possession**, or ownership. The issue of possession creeps up in writing all the time. It’s important to know how to correctly show possession, as well as how to show possession in a variety of ways.

For example, David owns a basketball. How would you refer to the basketball that belongs to David, as opposed to some other basketball? You could refer to it in one of two ways:

1. you could call it *David’s* basketball; or
2. you could call it *his* basketball, if it’s clear you’re talking about David.

Notice that both of these methods show possession. Adding an apostrophe-s (‘s) to David shows that the basketball belongs to him. But you can also use a possessive pronoun, such as *his*, to show that the basketball belongs to David.

What if the basketball belonged to the boys? We would say it is the *boys’* basketball. To show possession when a noun is plural (and ends in -s), simply add the apostrophe *after* the final s. For example:

house that belongs to the **dogs** → **dogs’** house
pool that belongs to the **kids** → **kids’** pool

1. Arleta Richardson, *More Stories from Grandma’s Attic* (Colorado Springs: David C Cook, 2011), p. 72.

When a noun is plural but does not end in -s, add an apostrophe-s as you would for a singular noun:

game that belongs to **children** → **children’s** game

Activity

Below “Copywork Application” on the **Week 3 Activity Sheet**, have your children complete the review activity, then write the possessive form for each of the nouns given.

Answers

1. S—insect; P—teeth; P—games; S—field; P—clouds; S—balloon; P—bicycles; P—men; S—chest
2. *Albert’s glasses; women’s club; the hamsters’ toys; the boys’ hats; the man’s tie*

Overview

Write a descriptive poem.

Together

Use Your Senses

We’ll start today by reviewing an idea from science: what are your five senses? (*sight, hearing, smell, taste, touch*) Good! You’ll need them today to answer some questions and turn those answers into a short poem.

Before we start in on the questions, you’ll have to pick a topic for your poem. Think of something that you can describe in detail—like a favorite sweatshirt, a pet, or a rainy day. Then, you’ll just answer a short list of questions about it. Your answers don’t have to be complete sentences, but they should give readers a clear image of what your chosen topic is like.

Activity

On their own sheet of paper, have your children follow the set of directions/questions on the **Week 3 Activity Sheet** under “Sensory Poem.” When they finish the first draft, encourage them to go back and revise for clear nouns and vivid adjectives.

Example:

Nibbles, my pet bunny
Fluffy, like white dandelions blowing in the wind
Soft, as a soothing breeze in the springtime
Silent, reminding me of mornings out on the lake
Grainy-smelling, like green grass gently chewed

Overview

Write an imaginative poem.

Together**Can You See It?**

Today, you'll write another short poem based on a list of prompts. This time, you won't be using your senses as much as your imagination to tell about an interesting word.

First, you'll need to find a word you think is interesting. You might remember one you have heard or read recently or you might want to look through a newspaper or even a thesaurus or dictionary to find one. *Provide time to choose a word. Look over the prompts under "Word Poem" on the **Week 3 Activity Sheet** to determine whether their chosen word will lend itself to the activity.*

Now that you've chosen a word, you'll write a poem about it by answering the questions on your Activity Sheet in short phrases or even words to make the lines of the poem. Don't worry about rhyme. Just try to choose the clearest words and phrases to describe the word you chose.

Activity

Have your children write their word poem on their own sheet of paper according to "Word Poem" on the **Week 3 Activity Sheet**. Once they have finished the first draft, have them review their poem and make any improvements they can. Have them attempt to improve vocabulary use, use better examples, and check their spelling.

Example:

Boon
Sounds like a pool toy
A large, fun floating thing in the lake
Perhaps a monkey with large hands
Or a loud clap of thunder
Bright yellow in the clouds
But it's really a gift

How to Evaluate This Assignment

Poems can be more subjective than prose when it comes to evaluation, but this week's assignment has some clear goals that you can look for. Evaluate each word carefully. Does it add to the poem? Is there a clearer option? As always, there are also the basics of following directions, spelling correctly, etc.

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 Poems

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

Content

- _____ Created a vivid mental picture for readers
- _____ Used language effectively
- _____ Used imaginative, but appropriate, comparisons

Mechanics

- _____ Spelled correctly
- _____ Used correct grammar, punctuation, and capitalization
- _____ Wrote neatly, forming letters correctly



Copywork¹

“You can save your money and buy a new plate. And remember,” Pa added more kindly, “even if your parents never find out what you do, God knows about it and you are responsible to Him.”

Copywork Application

1. Mark each noun as either singular (**S**) or plural (**P**)

_____ **insect**

_____ **teeth**

_____ **games**

_____ **field**

_____ **clouds**

_____ **balloon**

_____ **bicycles**

_____ **men**

_____ **chest**

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1. Arleta Richardson, *More Stories from Grandma's Attic* (Colorado Springs: David C Cook, 2011), p. 124.



2. Use an 's or an s' to show possession for each example.

<u>glove</u> that belongs to Byron	<i>Byron's glove</i>
<u>glasses</u> that belong to Albert	
<u>club</u> that belongs to women	
<u>toys</u> that belong to the hamsters	
<u>hats</u> that belong to the boys	
<u>tie</u> that belongs to the man	

Sensory Poem

On your own piece of paper (or writing notebook), write a poem that follows this pattern:

(Name item)

(How does it look?), like (compare it to something)

(How does it feel?), as a (something it reminds you of)

(How does it sound?) (compare its sound to something)

(How does it smell?), (use rhyme [the endings of the words sound the same] or alliteration [repetition of the first letters of words])

****if applicable**** (How does it taste?) as a (compare it to something)

Word Poem

On your own piece of paper (or writing notebook), write a poem that follows this pattern:

Write the word.

What does the word sound like?

What do you think the word means?

If the word was an animal, what kind would it be?

If the word was a type of weather, what kind would it be?

If the word was a color, what would it be?

What does the word really mean?

Section Three

Reading Assignments and Notes

Day
1

"When Grandma Was Young" and Chapter 1

Setting

Michigan; 1880.

Overview

Set on a farm in Michigan more than one hundred years ago (1880), the stories are remembrances of the author's grandmother.

To Discuss After You Read

Q: Why did Pa bring the goat into the house?

A: *its mom had twins and refused to care for the little goat; Pa hoped Ma could nurse the baby goat to health*

Q: How did Mabel survive her night in the barn?

A: *her big brother came and kept her company*

Day
2

Chapters 2–3

To Discuss After You Read

Q: Why didn't Mabel win the contest? [chap. 2]

A: *she was careless and misspelled a word on her sampler*

Q: Why do the girls decide to dress a pig? [chap. 3]

A: *the size of the animal was right and it was a living creature—more fun than a doll*

Day
3

Chapter 4

To Discuss After You Read

Q: What does the author learn about prayer?

A: *God is concerned about the big and small things*

Day
4

Chapters 5–6

Cultural Literacy

The Village Blacksmith: a classic poem by Henry Wadsworth Longfellow that is a tribute to American blacksmiths; based upon an actual blacksmith shop on Brattle Street in Cambridge, Massachusetts. [chap. 5]

To Discuss After You Read

Q: Was the family sorry they took in a stranger? [chap. 5]

A: *no*

Q: How did the family prepare for a snowstorm? [chap. 6]

A: *they brought in extra food for the animals, extra wood for the stove, extra food from the cellar, and tied a rope from the house to the barn*

Q: How did the Lord answer their prayers? [chap. 6]

A: *the doctor was lost and saw their light, he came and cared for Ma*

Day
5

Chapters 7–8

Cultural Literacy

truant officer: an employee of a school system who investigates the absences of students. [chap. 7]

"A pig in a poke": to buy "a pig in a poke" means to make a blind bargain or to make a deal without sufficient scrutiny or knowledge. This phrase came from a formerly common trick of trying to pass off a cat as a suckling pig on an unsuspecting buyer by concealing it in a bag or "poke." The companion phrase "to let the cat out of the bag" refers to the point at which the trick was revealed. [chap. 8]

To Discuss After You Read

Q: Why did Roy's parents make him give Mabel the slate? [chap. 7]

A: *he told her he would and they made him keep his word*

Q: Did the boy's trunk contain treasure? [chap. 8]

A: *no, only rusty nails*

Q: Have you ever bought "a pig in a poke"? Did you learn your lesson as well as Reuben & Roy? [chap. 8]

Day
6

Chapter 9

To Discuss After You Read

Q: Why are chores important?

A: *they make you a part of the family, and work is a good thing*

Day
7

Chapters 10–11

To Discuss After You Read

Q: Describe how the farm was different when Grandma was a child. [chap. 10]

A: *no phone, no electricity, no running water*

Q: Why would a rag doll be stuffed with food, like popcorn or rice? [chap. 11]

A: *it was the materials they had available and allowed for relatively free movement—like a bean bag*

Day
8

Chapters 12–13

Vocabulary

biography: a book about a person's life along with the interesting things they do. [chap. 13]

To Discuss After You Read

Q: Mabel hadn't told a lie about the pencil, but what did she do wrongly? [chap. 12]

A: *she had kept back the truth*

Q: Where do many good stories come from? [chap. 13]

A: *writing about things in our lives*

To Discuss After You Read

Q: Why doesn't it work to try to cover up sin?

A: *sin usually comes to light and even if it doesn't, God knows*

To Discuss After You Read

Q: Why does Ma recommend confessing sin early?
[chap. 15]

A: *your conscience bothers you*

Q: What does the Bible mean by “your brother”? [chap. 16]

A: *any other person*

Q: What sometimes happens when you pray for your enemies? [chap. 16]

A: *they become friends* ■

Days
57–58

Chapter 1

Setting

Pitchfork, Oregon; early 1920s.

Overview

Emily grows up in Pitchfork, a small farming town in Oregon sometime in the early 1920s. She likes her life but wishes her town had a library similar to the one her cousin enjoys in Portland, Oregon. Emily's mama, in an effort to get a library for the town, seeks help from the Oregon State Government. She also runs local fundraisers and encourages townspeople to do what they can to make the library come true. The story of the library provides a plot line that runs through the book, but each chapter stands on its own with humorous and charming insights into small-town American life in the late 1910s and early 1920s. We get to discover, as young boys and girls of that day would have discovered, the wonders of Model T's, aviators, and human beings. A delightful and imaginative work.

Vocabulary

queue: a hair braid worn hanging at the back of the head.

Cultural Literacy

Isinglass cover: a thin, transparent sheet of mica.

party line: in the same way that you might have more than one phone in your home that shares a telephone line, in the early days of telephones, different households often shared lines. A party line shared telephone lines with one or more households. [p. 30]

"The starving Armenians": refers to the Turkish massacres of Armenians in the early part of the twentieth century. [p. 32]

To Discuss After You Read

- Q: What does Mama decide to do about the problem of no library? [p. 10]
 A: *she writes to the State Library in Salem, Oregon, the capital city, to see what needed to be done to get a library*
- Q: Why did Grandma believe in keeping hat-trimming items even when they were no longer in style? [p. 24]
 A: *she believed that every seven years things came back in style*

Day
59

Chapter 2

Cultural Literacy

Mary Janes: a type of shoe popular with young girls, usually made of black patent leather with low heels, rounded closed toes, and a buckled strap across the instep. [p. 39]

Toque: a close-fitting hat for women. [p. 41]

To Discuss After You Read

- Q: What did the State Library offer? [p. 33]
 A: *to send 75 books at a time if a place could be found to house the books*
- Q: Why does Mama have a luncheon for the ladies of the town? [p. 33]
 A: *she wants to acquire books so the town can have a permanent collection*
- Q: What happened to the pigs? [p. 45]
 A: *they ate rotten apples and got drunk, then they escaped their pen*

Day
60

Chapter 3, pp. 57–72 (through 1st paragraph)

Cultural Literacy

Decoration Day: is now called Memorial Day; a weekend in May when fallen American soldiers are remembered. [p. 58]

To Discuss After You Read

- Q: While Emily envies Muriel's library, what does Muriel envy of Emily's? [p. 58]
 A: *her horses*

Day
61

Chapter 3, pp. 72–91

Cultural Literacy

"Beauty is in the eye of the beholder": means that different people have different tastes. If someone thinks something is beautiful, it makes no difference if someone else thinks it's ugly.

To Discuss After You Read

- Q: Is Emily able to fulfill Muriel's dream? [p. 85]
 A: *yes, she cleans up a plow horse and gives Muriel a ride*

Days
62

Chapter 4, pp. 92–105

To Discuss After You Read

- Q: What color was Grandpa's Model T Ford? [p. 96]
 A: *black; Model T's were black. Henry Ford said, "You can have any color car you want as long as it's black"*

Note: There are no notes for pp.105–120—just read and enjoy.

Day
64

Chapter 5, pp. 121–146

Cultural Literacy

cuspidor: a spittoon, or a receptacle used for spitting in.

To Discuss After You Read

Q: What is a silver tea? [p. 125]

A: *a way of making money—a plate is left on the table and anyone who can will leave a silver coin on it to help the library; silver coins could be dimes, quarters, half-dollars, or dollars*

Q: How far did the boy travel to come to the library? [p. 140]

A: *4 miles each way—and he walked, barefoot*

Day
65

Chapter 6, pp. 146–161 (finish paragraph)

To Discuss After You Read

Q: How did the library make a difference in Emily's family? [p. 148]

A: *Emily had books to enjoy and Mama recited poetry as she worked*

Day
66

Chapter 6, pp. 161–176

To Discuss After You Read

Q: Do you think Emily used her imagination wisely when her cousin June came to spend the night? [p. 169]

A: *no, she scared herself and June*

Day
67

Chapter 7, pp. 177–189 (through 1st paragraph)

Vocabulary

baking powder: a chemical consisting of a carbonate (baking soda), and acid (cream of tartar) that when moistened and mixed with a starch (flour) releases carbon dioxide. The carbon dioxide bubbles that are released lighten or leaven the baked goods so that they are soft to eat.

To Discuss After You Read

Q: Why did Emily's pie crust migrate to the top of the pie? [p. 188]

A: *the baking powder made it light and there were no heavy ingredients to hold it down*

Day
68

Chapter 7, pp. 189–204

To Discuss After You Read

Q: Why was the library popular that year? [p. 193]

A: *it was the only source of entertainment the townspeople could afford*

Days
69

Chapter 8, pp. 205–221

Q: What was a hard times party? [p. 208]

A: *a fund-raiser to poke fun at the tight money times and to have a good laugh*

Q: Describe Mama's costume. [p. 217]

A: *she made a blouse and skirt out of gunny sacks and used some of Daddy's socks pinned together with safety pins for a belt. She made a necklace of squash seeds. She braided her hair in two pigtails and tied them with twine*

Q: Why did Emily's fancy dress fit in at the hard times party? [p. 220]

A: *it was too small and her shoes were too big*

Note: There are no notes for pp. 221–236—just read and enjoy.

Day
71

Chapter 9, pp. 237–252 (finish paragraph)

To Discuss After You Read

Q: Why does Emily avoid her neighbor, Fong Quock?

A: *she doesn't understand him and she feels badly when she is teased about him*

Day
72

Chapter 9, pp. 252–269

To Discuss After You Read

Q: What special thing does Fong Quock do for his friends in the States? [p. 265]

A: *he donates his house for a library* ■

Day
11

Chapters 1–5

Setting

ca. AD 1000–1400.

Overview

While living as a whipping boy for “Prince Brat,” Jemmy dreams of returning to the sewers as a rat catcher. When Prince Brat is bored and decides to run away, he takes Jemmy with him.

Caught by highwaymen just after setting off for their adventure, the boys must use their wits and work together to escape.

Vocabulary

ferret: a type of weasel that resembles a yellow mink, with dark tail, feet, and mask. [chap. 2]

highwayman: a person who robs along a public road. [chap. 5]

Cultural Literacy

“Prince on the hoof”: means a prince that rides a horse—sometimes livestock being sold for meat is referred to as “on the hoof,” meaning it hasn’t yet been slaughtered, the animal is still living. [chap. 5]

To Discuss After You Read

- Q: What was Jemmy’s role at the palace? [chap. 1]
A: *to take whatever punishment was due to the prince*
- Q: How did Jemmy become educated? [chap. 2]
A: *he had to be on hand for the prince’s lessons, and he learned inadvertently*
- Q: Why does the prince decide to run away? [chap. 3]
A: *he’s bored*

Day
12

Chapters 6–9

To Discuss After You Read

- Q: Why does Billy decide to ask for 55 pounds of gold for Prince Brat’s ransom? [chap. 6]
A: *that is what he figures the prince weighs—and he is asking for his weight in gold*
- Q: Why does Jemmy pretend to be the prince? [chap. 8]
A: *to rescue the true prince*

- Q: What does Jemmy say is a prince’s ransom? [chap. 8]
A: *a wagon full of gold and jewels*

- Q: Explain Jemmy’s plan to get the prince back to the palace safely. [chap. 9]
A: *he pretends to be the prince and demands that his “whipping boy” [the prince] deliver the message and the crown; that way the king will know that the thieves have the “right” prince*

Day
13

Chapters 10–13

To Discuss After You Read

- Q: How does the thieves’ message get delivered? [chap. 12]
A: *in the saddlebags of the horse*

Day
14

Chapters 14–16

To Discuss After You Read

- Q: Why doesn’t the prince want to go back? [chap. 14]
A: *he likes being dirty, he is having fun, he doesn’t figure anyone will miss him*
- Q: Why do the highwaymen believe Jemmy fooled them with his note? [chap. 16]
A: *a wagon full of gold would slow them down*

Day
15

Chapters 17–18

To Discuss After You Read

- Q: How do Jemmy and the prince reach the city? [chap. 17]
A: *they ride in a coach*
- Q: How do the prince’s subjects view him as future king? [chap. 18]
A: *they dread his rule*

Day
16

Chapter 19–end

To Discuss After You Read

- Q: What happened to the highwaymen? [chap. 19]
A: *they stowed away on a convict ship*
- Q: How did the prince change? [chap. 20]
A: *he wanted friends and to learn to stop causing mischief and to be brave ■*

Section Four

Instructor's Guide Resources

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

Week	Spelling	Apply	Activity Sheet/Creative Expression
1	Compound words	Nouns, proper and common	Interview Your Family/Family Heritage (Narrative)
2	Suffixes	Nouns, singular and plural	A Picture is Worth a Thousand Words/Tell It! (Imaginative)
3	Two consonants between two vowels	Nouns, possessive, pronouns and apostrophes	Sensory Poem (Poetry/Descriptive) Word Poem (Poetry/Imaginative)
4	Two consonants between two vowels	Pronouns, antecedents	Two Faces/Fill-in-the-Blanks (Descriptive) Picturing Someone I Know Well (Descriptive)
5	Review	Similes and metaphors	Anticipating an Event (Narrative)
6	Open syllable	Action verbs	Title Prompt (Imaginative)
7	Closed syllables	Helping auxiliary verbs	Research Marco Polo (Research) Write About An Explorer (Writing)
8	Two syllable word end in y makes a long e sound	Linking verbs	Inventions (Imaginative) Discuss an Invention (Imaginative)
9	-le ending	Verb tenses	Disagree With a Character's Decision (Critical Thinking)
10	Digraphs	Irregular verbs	Pet Behavior (Imaginative)
11	The suffix <i>-ed</i>	Dialogues; Quotations	Interview a Character (Analytical/Imaginative)
12	The suffix <i>-ed</i>	Descriptive detail	Making Assumptions/Judge a Book by its Cover (Critical Thinking)
13	Words that end with <i>-al</i> plus <i>-k</i> , <i>-l</i> , or <i>-m</i>	Adjectives, clear nouns	An Intriguing Person/Write About a Friend (Critical Thinking)
14	<i>-old</i> , <i>-olt</i> , and <i>-oll</i> have long o sound	Adjectives: demonstrative, comparative, superlative, quantitative	My Talented Friend/My Friend's Description (Descriptive)
15	<i>-ild</i> , <i>-ign</i> , and <i>-ind</i> have long i sound	Adverbs	Libraries Include Reference Books (Research) Family Vocabulary (Detail)
16	Review	Prepositions	Blessing in Disguise (Imaginative)
17	<i>qu</i>	Personification	Resource Books (Research) Write a Dialog (Dialog)
18	<i>wr</i>	Basic Rules of Sentences	Find the Facts (Summary) Write a News Article (Imaginative)
19	<i>-dge</i> says /j/	Simple sentence structure	Travel Journal (Imaginative)
20	<i>-ey</i> says /ee/	Coordinating conjunctions	Quilt Poem (Literary)

(continued on the following page)

Week	Spelling	Apply	Activity Sheet/Creative Expression
21	<i>-tch</i> says /ch/	Types of sentences: imperatives	Decalogue (Critical Thinking)
22	<i>ar</i> , alphabetize	I/me/we/us	Paraphrased Story (Summary) Compare Versions (Analytical)
23	<i>or</i>	Onomatopoeia	Word Pictures/Specific Details (Descriptive)
24	<i>er, ir, and ur</i> say /er/	Types of sentences: Questions, declarative	Accomplishment (Critical Thinking)
25	<i>wor</i> says /wer/	Compound sentences	Scientific Explanation/Write a Scientific Paper (Analytical)
26	<i>Kn</i> says /n/	Types of sentences: exclamatory	Cause and Effect (Imaginative)
27	<i>-igh</i> says long <i>i</i> sound	Commas in a series	Catalog Poem (Literary) Lune (Literary)
28	long <i>-oo</i> and short <i>-oo</i>	Special commas	How Do You ____?/Explain a Task (Explanation)
29	<i>ea</i>	Apostrophes: contraction and possession	Dream Room (Visual)
30	<i>ie</i>	Italics and underlines	Screen Play (Critical Thinking)
31	<i>-mb</i> and <i>-mn</i> say /m/	Capitalization in titles	Show, Don't Tell/Descriptive Writing (Detail)
32	<i>oi</i> and <i>oy</i>	Plurals	Research and Note Taking (Research)
33	<i>ou</i> and <i>ow</i>	Abbreviations and titles	Outline/Research Paper (Research)
34	<i>au</i> and <i>aw</i>	Homophones and homonyms	Favorite Book (Summary) Book Commercial (Summary)
35	<i>ew, ui, ue</i> and <i>ou</i> make the long <i>-oo</i> sound	Synonyms; Fact vs Opinion	A New Product (Imagination) Advertisement (Multiple Intelligence)
36	<i>ei</i> says long <i>a</i> sound	Antonyms	I Improved! (Process) Story-Starter (Imaginative)

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