

D+E LANGUAGE ARTS

LANGUAGE ARTS INSTRUCTOR'S GUIDE



Spelling
Grammar
Writing Mechanics
Research Writing
Creative Expression





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

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

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

SONLIGHT'S "SECRET" COMES DOWN TO THIS:

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

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

If you need any help using or customizing our IGs, please reach out to our experienced homeschool advisors at sonlight.com/advisors.

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

If you like what you see in this sample, visit sonlight.com/languagearts to order your History / Bible / Literature package.

Blessings!

Sarita Holzmann,
Co-founder and president
of Sonlight Curriculum

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Language Arts D+E

Language Arts D+E

By the Sonlight Team

*“I have hidden your word in my heart that I might
not sin against you.”*

Psalm 119:11 (NIV)

Sonlight Curriculum® “Language Arts D+E” Instructor’s Guide, Seventeenth Edition

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

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

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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 D+E” Instructor’s Guide. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

This guide is sold with the understanding that none of the Authors nor the Publisher is engaged in rendering educational services. Questions relevant to the specific educational or legal needs of the user should be addressed to practicing members of those professions.

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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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INSTRUCTOR'S GUIDES LANGUAGE ARTS

TRY BEFORE YOU BUY!

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

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

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

The collage displays several pages from the Sonlight Language Arts Instructor's Guide. The pages include:

- Creative Expression** section with copywork assignments (41, 42) and an overview (43).
- The Cat Book** section with a 'Prepare in Advance' section, an overview, and a 'Write the Story' section.
- The Cat Book Skills Checklist** with a key and checkboxes for 'Content' and 'Presentation'.
- Weekly Overview** section with 'Letter of the Week' and 'Creative Expression' sub-sections.
- Parental Notes** section at the bottom.

Numbered callouts (1-7) highlight specific features:

- 1: Points to the 'Write the Story' section in 'The Cat Book'.
- 2: Points to the 'Creative Expression' section in the 'Weekly Overview'.
- 3: Points to the 'Overview' section in 'Creative Expression'.
- 4: Points to the 'Copywork Application' section in 'Creative Expression'.
- 5: Points to the 'Overview' section in 'Creative Expression'.
- 6: Points to the 'The Cat Book Skills Checklist'.
- 7: Points to the 'Prepare in Advance' section in 'The Cat Book'.

7 Effective Creative Writing Instruction

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

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

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

8 Activity Sheets and Answers

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

9 Schedules for Optional Workbooks

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

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

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

Language Arts 1
Days 86-90: Date: _____ to _____

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

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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 ...

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

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

Leaving Your Comfort Zone

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

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

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

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

The Sonlight Way

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

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

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

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

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

Additional Resources

As you adjust to teaching with the "natural learning" approach, you may want some additional assistance at times. For example, you may want to familiarize yourself with quality resources such as Dr. Ruth Beechick's books. For further study, we recommend Dr. Ruth Beechick's books *The Three-R's Series* and *You CAN Teach Your Child Successfully*.

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.

Join the Family

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.

About this Instructor's Guide

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

We provide a 36-week, normal school length schedule. Please take some time now to plan your school year so that you can meet your educational objectives as well as your family's needs. It is okay to use more time to finish this program.

This guide consists of several parts.

Section One provides a brief overview of your Language Arts studies for the year. We want you to not only know what to do, but also why you do it.

Section Two includes the heart of the program: record-keeping/schedule sheets and notes. Use the schedule sheets to find each week's assignments and to record what you've done each day. Simply place a check mark by each assignment as it's completed. You can also use these sheets to record problem areas or subjects and topics needing special review. Please feel free to modify our suggested schedule to match your own—and your children's—specific needs.

Keep these records to demonstrate to others (government authorities, in particular) what you have taught your children.

Immediately following the schedule, you'll find Notes with instructions for assignments and Answer Keys. These notes contain Weekly Overviews that outline the skills and assignments covered that week, as well as Rubrics that will help you evaluate the week's writing assignment. See the "Recommendations for Teaching Writing" article in Section Four for more information about rubrics. Directly after the Notes are the Weekly Activity Sheets with your children's dictation passages as well as their other assignments.

Section Three includes **Reader Study Guides** that contain discussion questions and other teaching notes that will help you guide your students through the Readers scheduled in this guide.

Section Four contains several helpful resources for all users. This section contains an overview of topics scheduled in this guide, teaching tips for how to use the tools included in this program, as well as suggestions that will help you modify this program to best fit your family's needs.

We also recommend you visit the **My Downloads** section of your Sonlight Account for several other helpful teaching tools, including:

- Getting Organized—includes great tips about scheduling your school year, modifying our program and keeping records
- Language Arts Skills Check-Off List
- Grammar Guide—for additional help with grammar and writing mechanics topics
- Tips When Using the Internet

Items You Will Need

- lined notebook paper
- #2 pencils
- art supplies for illustrations (crayons, colored pencils, or markers)
- lined index cards for a couple assignments (e.g., the research paper project)

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

Program Features and Rationale

Dictation

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

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

Your children may resist dictation at first. In the long run, they will come to enjoy it if you simply persist. Tell your children that they are "teaching their hands to obey their mind."

Optional Dictation Passages

While our goal is for your children to write every day, we realize that there are some days when your children will just not feel like writing. All children will have "dry" days when it seems like getting blood from a stone would be easier than getting one paragraph from them.

So what should you do on those "dry" days? Mercilessly browbeat them into submission? Not if you value your own sanity! Just skip writing that day? Not if you want your children to learn to love and excel at writing ... Instead, we recommend another solution: dictation.

For your convenience, we provide an optional dictation passage each week. The next time you find yourself with a reluctant writer, just use it as your writing assignment for the day. And encourage your children to get some extra rest so that they're ready to tackle their regular writing assignment the next day.

Mechanics Practice

In order to become more proficient writers, we believe students need to not only practice writing but also understand “what’s going on under the hood” in what they’re reading and writing. Therefore, each week we offer an introduction to a grammatical or writing mechanics topic (grammatical rule, literary term, punctuation, capitalization, etc.). Look for the skills covered each week in the “Weekly Overview” table, located at the beginning of the Day 1 Creative Expression Notes. 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**.

Creative Expression (Writing)

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

We designed our writing assignments to help your children develop fundamental skills that they will build upon in the future. We hope you are looking forward to the new challenges we present this year. If you’ve had a chance to preview this guide and some of the work seems daunting, don’t worry: Just because we use new or advanced concepts (similes, metaphors, etc.) doesn’t mean the assignments themselves are hard. Give your children the benefit of the doubt! Let them try the assignments as they are, but feel free to modify if necessary.

Our desire at this point is not mastery (either of vocabulary or concepts), but acquaintance and familiarity. We believe mastery can come over years of repeated brief encounters with the same material.

For more information about how to use this program to help you confidently teach writing this year, please see the “Recommendations for Teaching Writing” article in **Section Four**.

Spelling

In our early elementary products, spelling has been incorporated into the Language Arts programs. From this point forward, however, you will need to decide how much more spelling practice your student needs. Generally we recommend choosing a spelling program for at least Levels D-F and then continue with the spelling program if your student struggles. *Spelling You See* is a great option to help your students as spelling challenges advance. Use the blank rows on the Schedule pages to record your spelling work.

As students get older, correcting their writing assignments will eventually become the natural spelling work for most students. You can also use the weekly dictation exercises to help you monitor your students’ spelling progress. Consider keeping records on the weekly schedule pages of errors you see consistently. Use the list of spelling rules included in the **My Downloads** section of your Sonlight account to help you review those issues with your student.

Vocabulary

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 in **Section Three** as well. The books we choose for you to read aloud often 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. For example:

Read: “**Unobtrusively** Johnny got his notebook and pencil.”

Ask your child: “What do you think “Unobtrusively” means?”

After your student answers, compare their response to the answer in parentheses: (*in a manner to avoid notice*)

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. For example:

Define the word when it comes up in the text—

amplitude: the arc of the horizon between east and west.

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

Student Activity Sheets

We have included Activity Sheets to help you help your children. For levels D-W, to enable your children to study independently, you will find the bulk of the Language Arts instruction on the Weekly Activity Sheets, with a small summary of what we teach each day included in your notes. Feel free to read and work with them through the lessons on the Activity Sheets, or give them the reins to work solo, once you feel they are able to do so.

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 we could get you to help us with this process.

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

If, while going through our curriculum, you think of any way we could improve our product, please e-mail your suggestions to: IGsuggestions@sonlight.com. If you know of a different book we should use, if you think we should read a book we assign at a different point in the year, or if you have any other ideas, please let us know. Your efforts will greatly help us improve the quality of our products, and we very much appreciate you taking the time to let us know what you find. Thanks for your help! ■

Language Arts D+E

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	<i>Spelling You See</i> ¹					
HAND-WRITING	<i>Recommended: Handwriting Without Tears</i> ¹					
GRAMMAR	<i>Optional: Grammar 5</i> ¹	Sheet 1		Sheet 2		
VOCABULARY DEVELOPMENT	<i>Optional: Wordly Wise 3000</i> ¹ (for books 4–12)	Lesson 1A		Lesson 1B	Lesson 1C	
READERS	<i>Om-kas-toe</i> ²	chap. 1	chap. 2	chap. 3	chap. 4	chap. 5
CREATIVE EXPRESSION		Dictation—Read & Mechanics Practice	Friendship Definition	In A Nutshell	Book Commercial	Dictation—Write
Other Notes						

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1. Purchase optional materials separately: We do not include them in the LA Package.
2. Find notes for the Readers in **Section Three**, arranged in the order scheduled. To accommodate various reading speeds, we recommend pulling each set of book notes and simply placing them inside each Reader book.

Weekly Overview
<p>Mechanics Practice: Sentence Basics; nouns—common and proper; gender of nouns</p> <p>Creative Expression:</p> <p><u>Skill:</u> Write a definition</p> <p><u>Assignment:</u> Write a commercial</p>

Spelling

Spelling You See

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Use the blank rows on the Schedule pages to record your spelling work.

As students get older, correcting their writing assignments will eventually become the natural spelling work for most students. You can also use the weekly dictation exercises to help you monitor your students' spelling progress. Consider keeping records on the weekly schedule pages of errors you see consistently. Use the list of spelling rules included in the **Downloads** section of your Sonlight account to help you review those issues with your student.

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/handwritingschedules](https://www.sonlight.com/handwritingschedules) to download and print the appropriate file. Then use the blank line to record what you have done.

Grammar

Sonlight's Language Arts incorporates grammar in its natural language-learning approach. If you would like to supplement that approach, we recommend *The Grammar Ace* for one year between 4th-7th grades. This self-paced grammar supplement contains a progressive journey through only the most practical grammar your children need. If you wish to further study grammar after *The Grammar Ace*, we recommend you move on to *Grammar 5* and *Grammar 6*. If you complete Sonlight's grammar series and want to have a fourth year of grammar, we recommend that you move on to *Winston Grammar Advanced*.

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.

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Wordly Wise

If you'd like more vocabulary practice, we recommend the *Wordly Wise* program. Books 4-12 of the *Wordly Wise 3000* series follow the same format and we have included a schedule for you. We recommend choosing the book that matches with your student's grade level.

Reader Notes

We include the Readers schedule and corresponding Study Guides in both the History and Language Arts Guides. However, we do not include the map points in the Language Arts guides because we consider geography part of our History program. Please refer to your History/Bible/Literature D+E Guide for more information about maps. Find the Study Guide notes for the weekly Readers in **Section Three**. They are organized in the order your students will read them.

Creative Expression

Our goal is to encourage your children to write daily. We realize, though, that there are some days when they will not feel like writing.

For your convenience, we provide an additional dictation passage each week. The next time you find yourself with a reluctant writer, just use one of these alternative dictation passages as your writing assignment for the day. And encourage your children to get some extra rest so that they're ready to tackle their regular writing assignment the next day.

Preferred Dictation Method

This dictation method involves two steps. First, on Day 1 ask your children to read through the dictation passage to familiarize themselves with it. They should note any words, capitalizations, or matters of punctuation that require special attention. This is also their opportunity to ask you to clarify anything they're unsure about. Once your children understand the passage, have them complete the "Mechanics Practice" activity on the Activity Sheet.

On Day 5, your children should take no more than five to ten minutes to prepare independently for the final dictation. Preparation may involve writing out unfamiliar words, practicing spelling them out loud or on paper, trying to remember how a word looks by “seeing” it in their minds, drawing a word in large letters written in mid-air with an imaginary pen, etc. When their time is up, give the dictation, clause by clause, reading each clause only twice (repeating it only once). As you read the passage to them, avoid the temptation to emphasize the different sounds in each word. Your children should write in the cursive style.

Before handing their papers to you, your children should check their work for errors. They should mark and correct any errors they find. Discuss with your children what you think they have done particularly well, as well as what they could do better.

If you see consistent spelling, punctuation, or handwriting problems, keep a record on the weekly schedule and review those areas using the *Basic Phonics for Spelling Guidelines* included in **Section 4** of this guide.

Day
1

Dictation—Read

Read through the dictation passage with your children. Work with them to note any words, capitalizations, or matters of punctuation that require special attention. On Day 5 you will read the dictation as your children write it down.

“What is a friend? A single soul dwelling in two bodies.”¹

“...a friend is someone who inspires, who challenges, who sends you in search of some truer sense of yourself...”²

Mechanics Practice

Today your children will learn about **common** and **proper nouns**, and the **gender of nouns**—*feminine*, *masculine*, *neuter* and *indefinite*. See the **Week 1 Activity Sheet** for more information. If your children have trouble distinguishing all of the nouns from the dictation passage, have them look up words they are uncertain about in the dictionary.

Answers

1. **Common Nouns:** *time, day, year, gold, months, rush* (in this context); **Proper Nouns:** *January, California, Gold Rush.*
2. *All of the nouns in the passage are neuter—they are all objects or ideas, which are neither male nor female.*

1. Quote by Aristotle.

2. Quote by Steve Lopez, *The Soloist: A Lost Dream, an Unlikely Friendship, and the Redemptive Power of Music* (<http://www.goodreads.com/quotes/search?utf8=%E2%9C%93&q=steve+lopez&commit=Search> accessed October, 2013).

Day
1

Optional: Dictation

For your convenience, we provide an additional dictation passage each week. If your children are having an “off” day, just use one of these alternative dictation passages as your writing assignment for the day. Feel free to take a break instead of trying to grind your way through the regular assignment.

The boy had seen for himself how the wolves worked together to make the kill. Each wolf did its job. Their plan was perfect. One wolf alone could never have trapped the deer. The whole pack was needed, and the whole pack would enjoy the meat.³

Day
2

Friendship Definition

Today, your children will write their own brief definition of friendship. Using the passage provided for inspiration, they will contemplate their own definition and explain it in a few sentences. See “Dictation Application” on the **Week 1 Activity Sheet** for more details.

Day
3

In a Nutshell

Tomorrow, your children will write a book commercial for a book they’ve enjoyed recently. Feel free to have your children read the cover of the book for ideas. The questions on “In a Nutshell” on the **Week 1 Activity Sheet** will help your children prepare for tomorrow’s commercial.

Day
4

Book Commercial

Today, your children’s assignment is to write a short book commercial about the book they have chosen. They will first take notes on any important facts they want to include, using the space under “Book Commercial” on the **Week 1 Activity Sheet**. Then, encourage them to make a clear outline of the commercial. Finally, your children will write out their short commercial on a separate sheet of paper.

The purpose of the book commercial is to reinforce the skill of summarizing. Here’s a brief book commercial you could read to your children as an example:

Are the winter blahs getting you down? Looking to add some excitement and adventure to your days? Then head to your nearest bookstore and pick up a copy of *The Magician’s Nephew* by C.S. Lewis! You will experience heart-pounding suspense as Digory and Polly accidentally sneak into the attic workroom of Uncle Andrew – an odd magical tinkerer. What happens when they are tricked into testing out his magic rings? We won’t give away the ending, but we will tell you that it involves a mysterious forest, an evil witch, a great lion, and the birth of Narnia! You’ll be staying up late trying to squeeze in one more page of *The Magician’s Nephew*!

3. Kenneth Thomasma, *Om-kas-toe*, (Jackson Hole, WY: Grandview Publishing, 2015), 16.

How to Evaluate This Assignment

For this assignment, focus on your children’s summarization skills. When they’re done, evaluate their work. Is their commercial focused and concise? Does it contain only relevant information? Are there any unnecessary details they should have left out? Is their book commercial too short or too long? What about their opinion of the book? Is it stated clearly and reasoned well? Discuss your thoughts with your children.

The following sample rubric will help you determine how well your children wrote their commercial. Feel free to adjust the rubric to meet the individual needs of your children.

Book Commercial Rubric		
<i>Content</i>		
_____	5 pts	The writing provides an adequate summary of the book, including necessary details
_____	5 pts	The writing clearly states an opinion about the book
_____	5 pts	The writing uses language effectively to engage and persuade the audience
<i>Mechanics</i>		
_____	5 pts	The sentences express complete thoughts
_____	5 pts	The writing uses correct spelling
_____	5 pts	The writing uses correct capitalization and punctuation
_____	÷ 30 pts possible = _____ %	
Total pts		

Day
5

Dictation—Write

Read through the dictation passage, and have your children record the passage on a separate piece of paper. Work with them to note any words, capitalizations, or matters of punctuation that require special attention.

“What is a friend? A single soul dwelling in two bodies.”⁴

“...a friend is someone who inspires, who challenges, who sends you in search of some truer sense of yourself...”⁵ ■

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4. Quote by Aristotle.

5. Quote by Steve Lopez, *The Soloist: A Lost Dream, an Unlikely Friendship, and the Redemptive Power of Music* (<http://www.goodreads.com/quotes/search?utf8=%E2%9C%93&q=steve+lopez&commit=Search> accessed October, 2013).

Dictation—Read

Read through the Dictation Passage. Note any words, capitalizations, or matters of punctuation that require special attention.

“What is a friend? A single soul dwelling in two bodies.”¹
 “...a friend is someone who inspires, who challenges, who sends you in search of some truer sense of yourself...”²

Mechanics Practice

A **noun** is a word that names a person, place, thing or idea. A **proper noun** names a specific person, place, thing or idea, such as Pittsburgh, Mary, or Sonlight. **Common nouns** do not name something specific: tomato, pencil, park. Proper nouns are always capitalized, whereas common nouns are not.

Did you know that nouns can also denote **gender**? Nouns can be *feminine, masculine, neuter* or *indefinite*. For example:

	Example:
Feminine: (female)	mother, aunt, hen, waitress
Masculine: (male)	father, uncle, rooster, waiter
Neuter: (neither male nor female)	table, lamp, car
Indefinite: (either male or female)	teacher, children, horse

Nouns may either be **concrete** objects (like a *pool* or a *trampoline*) or an **abstract** idea (like love, sadness, or justice). **Compound nouns** are made up of two or more words (like *firetruck, step-sister* or *middle school*), and a **collective noun** names a specific kind of group (like a *gaggle, herd, or team*).

1. Quote by Aristotle.
 2. Quote by Steve Lopez, *The Soloist: A Lost Dream, an Unlikely Friendship, and the Redemptive Power of Music* (<http://www.goodreads.com/quotes/search?utf8=%E2%9C%93&q=steve+lopez&commit=Search> accessed October, 2013).

1. After reading the following passage take a moment to underline all of the nouns. When you find a proper noun, underline it twice.

It was not once upon a time—it was precisely the twenty-seventh day of January in the year 1849. Gold had been discovered in California some twelve months before and now, in a rush, the Gold Rush was on.³

2. Then discuss with Mom or Dad what gender each noun in the passage is and why. Are they all the same, or are there a few different types? How can you tell?

Friendship Definition

This week’s Dictation—Read features an eloquent explanation of friendship. Reread the Dictation Passage and then spend a few minutes contemplating friendship. What does the word mean to you? How would you explain friendship to a friend?

Using the Dictation Passage as inspiration, write your own definition of friendship. How would you sum up the word? What is the essence of friendship? What does the word mean to you personally?

In a Nutshell

Have you ever seen a commercial that persuaded you to buy a product? Tomorrow, you will write a book commercial for a book you’ve enjoyed recently. Your book commercial should seek to encourage others to read the book. You can get ideas for your commercial by reading the cover of the book or online reviews.

3. Sid Fleischman, *By the Great Horn Spoon!*, (Little, Brown and Company: Boston, 2013), 3.



Language Arts D+E: Week 1 Activity Sheet

Today, pick out a story you have read recently and summarize it. Which details are important and which details are not important to the plot? Use the on the next page to guide you as you try your hand at summarizing:

1. Who are the main characters?

2. When and where does the story take place?

3. What problem did the characters in the story face?
What steps did they take to solve it?

4. How was the problem resolved? What was the outcome of the story?

Book Commercial

Today, you will write a short commercial about the book you have chosen. It should contain the title of the book and the author. It should also contain a brief summary of the book's storyline (the plot). Finally, the commercial should end with a brief description of your thoughts about the book. Did you enjoy it? Why or why not?

Use the space below to write notes about all the important facts you will include in the commercial. These notes will help you create an outline for the commercial. Once you have outlined your ideas, write the commercial on a separate piece of paper. ■

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Language Arts D+E

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	<i>Spelling You See</i>					
HAND-WRITING	<i>Recommended: Handwriting Without Tears</i>					
GRAMMAR	<i>Optional: Grammar 5</i>	Sheet 3		Sheet 4		
VOCABULARY DEVELOPMENT	<i>Optional: Wordly Wise 3000 (for books 4–12)</i>	Lesson 1D		Lesson 1E	Lesson 2A	
READERS	<i>Om-kas-toe</i>	chap. 6	chap. 7	chap. 8	chap. 9	chap. 10
CREATIVE EXPRESSION		Dictation—Read & Mechanics Practice	Homophones	Grateful	Thanks a Million!	Dictation—Write
Other Notes						

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Weekly Overview
<p>Mechanics:</p> <p><u>Skill:</u> Homophones, Abbreviations</p> <p>Creative Expression:</p> <p><u>Skill:</u> Gratitude</p> <p><u>Assignment:</u> Write a thank-you note</p>

Creative Expression

Day 6	Dictation Passage—Read
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Read through the dictation passage with your children. Work with them to note any words, capitalizations, or matters of punctuation that require special attention. On the fifth day read the passage aloud and have your children write it on a separate sheet of paper.

Everyone shared the mother’s joy. The baby was unhurt. Soon the whole story was told. The boy and his raven had found the child. It was a miracle!¹

Mechanics Practice

Today, your children will learn about **abbreviations**. In preparation for writing and addressing a thank-you note later this week, they will practice writing state abbreviations.

See “Mechanics Practice” on the **Week 2 Activity Sheet** for more information.

Day 6 Optional Dictation

She told the men that she believed that the twins were a gift from the Above One. She believed the twins would bring good medicine to the band. Tall Woman pleaded and pleaded to be allowed to keep the tiny babies.²

Day 7 Homophones

A **homophone** is a word that sounds the same as another word but does not mean the same thing. Homophones may be spelled the same, or they may be spelled differently. Under “Homophones” on the **Week 2 Activity Sheet**, your children will identify homophones in the passage and then write two sentences, each of which should feature a homophone pair used correctly.

Answers

witch—which, too—to — two, four—for, our—hour, they’re—there

Answers will vary: The badger knew the new squirrel was going to be trouble. He ate all eight nuts for breakfast!

Day 8 Grateful

Tomorrow, your children’s task will be to write a short thank-you note to a friend or relative. The questions under “Grateful” on the **Week 2 Activity Sheet** will guide your children as they prepare for their assignment tomorrow. Enjoy this time with your children. Use it to nurture a grateful heart within them.

Day 9 Thanks a Million!

Today, your children will write a brief thank-you note to a friend or relative based on their notes from yesterday’s activity.

Section “Thanks a Million!” on the **Week 2 Activity Sheet** outlines some rules for writing a short note as well as an example. We understand your children’s thank-you notes will most likely be less exciting than our example, but that’s OK. When they’re finished, let them mail their note. It’s never too early to get your children in the habit and practice of writing and mailing thank-you notes to loved ones.

How to Evaluate This Assignment

For this assignment, keep the focus on the purpose and enjoyment of the task. Yes, the envelope needs to be addressed correctly in order to reach its destination and the letter must be legible and make sense, but this is not an English exam. It is a way to show your children a real-world application for writing. Hopefully, brightening someone’s day will be encouragement to make writing thank-you notes a lifelong habit.

The following sample rubric will help you determine how well your children wrote their thank-you note. Feel free to adjust the rubric to meet the individual needs of your children.

Thank-You Note Rubric		
<i>Content</i>		
_____	5 pts	The purpose for the note is expressed clearly
_____	5 pts	The note includes a greeting, body, closing, and signature
_____	5 pts	The note uses language effectively to describe thoughts, feelings, and details
<i>Mechanics</i>		
_____	5 pts	The envelope is addressed correctly
_____	5 pts	The note uses correct spelling
_____	5 pts	The note uses correct capitalization and punctuation
_____	÷ 30 pts possible = _____ %	
Total pts		

Day 10 Dictation—Write

Read through the dictation passage, and have your children record the passage on a separate piece of paper. Work with them to note any words, capitalizations, or matters of punctuation that require special attention.

Everyone shared the mother’s joy. The baby was unhurt. Soon the whole story was told. The boy and his raven had found the child. It was a miracle!³ ■

1. Kenneth Thomasma, *Om-kas-toe*, (Jackson Hole, WY: Grandview Publishing, 2015), 43.

2. Kenneth Thomasma, *Om-kas-toe*, (Jackson Hole, WY: Grandview Publishing, 2015), 19.

3. Ibid, 43.



Dictation—Read

Read through the Dictation Passage. Note any words, capitalizations, or matters of punctuation that require special attention.

Everyone shared the mother’s joy. The baby was unhurt. Soon the whole story was told. The boy and his raven had found the child. It was a miracle!¹

Mechanics Practice

Review the tables of abbreviations below as you prepare to write a thank you note to mail later in the week.

State Abbreviations			
Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
District of Columbia	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Hawaii	HI	Oregon	OR
Idaho	ID	Pennsylvania	PA
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI

State Abbreviations			
Mississippi	MS	Wyoming	WY
Missouri	MO		

Address Abbreviations					
Avenue	AVE	Heights	HTS	South	S
Boulevard	BLVD	Highway	HWY	Square	SQ
Court	CT	Lane	LN	Station	STA
Drive	DR	North	N	Street	ST
East	E	Road	RD	West	W
		Circle	CIR		

Write the names of 5 states and their abbreviations below:

Homophones

A **homophone** is a word that sounds the same as another word but does not mean the same thing. Homophones may be spelled the same, or they may be spelled differently. Here are some examples:

- deer/dear
- be/bee
- piece/peace

Read the passage below. What homophones can you find in the passage? Write the homophones you found in the space provided below.

Chelsea the good witch reminded Ella, “Once you get there, don’t stay too long at the ball. You only have an hour before your gown changes back into rags. Your four horses will also turn back into mice.”

Ella had two goals, but she didn’t know which to attempt first. “Should I speak to our king or head for the dance floor?” she wondered. “They’re all dancing, so I guess I’ll join them,” she decided.

1. Kenneth Thomasma, *Om-kas-toe*, (Grandview Publishing: Jackson Hole, WY, 2015), 43.



Language Arts D+E: Week 2 Activity Sheet

Homophones:

Now, write two sentences of your own, each of which features a homophone pair used correctly:

1. _____

2. _____

Grateful

Tomorrow, you write a short thank-you note to a friend or relative. Have you had a birthday or received any gifts recently? If so, you should have plenty of people you could thank.

If you are in the midst of a holiday or birthday drought, you can still write a thank-you note. Maybe someone has been especially kind to you recently. Perhaps a friend has done a special favor for you lately?

Spend some time thinking about all the things you have to be thankful for. Think beyond mere gifts or special favors. What about all the special people in your life? Is there someone to whom you'd like to send a note just to say "I'm thankful to know you"?

Answer the questions below to prepare for your assignment tomorrow.

1. What's the best gift you've been given recently?

2. What's the nicest thing anyone has done for you lately?

3. Who are you really happy is in your life?

4. Are there people you're really thankful for, but you haven't told them so lately?

Thanks a Million!

Today, you will write a brief thank-you note to a friend or relative. Yesterday, you decided who you want to write to and what you want to thank him or her for. Use your notes from yesterday's activity to help write your thank-you note today.

An informal thank-you note need only follow a few rules of structure: (1) begin the note with a personal greeting (called a salutation), such as Dear _____; (2) include a couple of paragraphs that explain the purpose of the note (to thank the recipient); and (3) finish the note with a closing sentiment, such as Sincerely or Yours truly, and a signature.

Here's an example of what a short thank-you note might look like:

Dear Margaret,

Thank you so much for the wonderful present. A pet badger has been at the top of my wish list for so long. I thought I might never actually get one. I named her Karleen, because she looks kind of like someone I know.

Thanks for coming to my party, too. It was so much fun, even though Karleen stole the snacks and cornered Grandma in the bathroom. I hope to see you again soon. Take care!

Sincerely,

Warren

Write your thank-you note on separate paper or a note-card. With Mom or Dad's permission, address an envelope and mail your thank-you note. ■

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Language Arts D+E

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	<i>Spelling You See</i>					
HAND-WRITING	<i>Recommended: Handwriting Without Tears</i>					
GRAMMAR	<i>Optional: Grammar 5</i>	Sheet 5		Sheet 6		
VOCABULARY DEVELOPMENT	<i>Optional: Wordly Wise 3000 (for books 4–12)</i>	Lesson 2B		Lesson 2C	Lesson 2D	
READERS	<i>Om-kas-toe</i>	chap. 11	chap. 12	chap. 13	chap. 14 to p. 206 (through first para.)	chap. 14 p. 206–end & Epilogue
CREATIVE EXPRESSION		Dictation—Read & Mechanics Practice	Rhyme Patterns	You May Be a Poet, Don't Ya Know It?	Free As a Bird	Dictation—Write
Other Notes						

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Weekly Overview
<p>Mechanics:</p> <p><u>Skill:</u> Adjectives and Adverbs; Definite and Indefinite articles</p> <p>Creative Expression:</p> <p><u>Skill:</u> Recognize quatrain, limerick, and free verse poetry</p> <p><u>Assignment:</u> Write poetry</p>

Creative Expression

Day 11	Dictation Passage—Read
------------------	-------------------------------

Read through the dictation passage with your children. Work with them to note any words, capitalizations, or matters of punctuation that require special attention. On the fifth day read the passage aloud and have your children write it on a separate sheet of paper.

Proud eagle soaring gracefully above,
 Spread your powerful wings wide.
 As winds carry you high, you choose
 To fiercely dive or gently glide.

Mechanics Practice

Today your children will learn about **adjectives** and **adverbs**. They will also learn about special types of adjectives called **articles**. For more information, see the **Week 3 Activity Sheet**.

Example Answers:

- Adjectives: *warm, gooey, chocolatey, creamy, sweet,*
- Adverbs: *sneakily, quietly, secretly, carefully, gracefully*

Day 11 Optional Dictation

“This is not a good place,” Otterman said quietly. “The land is too rough. Too much rock. Too many fallen trees. Our escape would be slow. We must follow the enemy to a better place. Then we will attack, take the elkdogs, and make our escape.”¹

Day 12 Rhyme Patterns

This week we focus on poetry, with a look at rhyme today. Your children will write their own quatrain – a four-line poem with a pair of rhyming words at the end of lines two and four.

Using the lines below “Rhyme Patterns” on the **Week 3 Activity Sheet**, your children will write a rhyming poem that is exactly four lines long. Their poem can be about anything they want. Just make sure they concentrate on ending the second and fourth lines with words that rhyme. Encourage them to have fun with this assignment!

Answers

lines two and four: wide and glide

Day 13 You May Be a Poet, Don't Ya Know It?

Today, we'd like for your children to use the lines under “You May Be a Poet, Don't Ya Know It?” on the **Week 3 Activity Sheet** to write a limerick.

Help them brainstorm ideas if they're having trouble getting started.

When your children have finished their limericks, evaluate their poems as follows:

- (1) Do the first, second and fifth lines rhyme?
- (2) Do the third and fourth lines rhyme?
- (3) Does it follow a limerick cadence?

If you answered “yes” to all of these questions, then your children have succeeded. Congratulate them on being a poet ... even if they didn't know it!

Day 14 Free As a Bird

Today, your children will write a free verse poem. This type of poem has no rules as to length, rhyme, punctuation, or topic. The sky's the limit as your children express themselves creatively.

Have them record their work under “Free as a Bird” on the **Week 3 Activity Sheet**.

Praise them for their creativity. Tell them—honestly and openly—how their poems made you feel.

How to Evaluate This Assignment

Evaluating poetry can be very subjective. Of course, elements like number of lines, rhyme, and cadence are easier to evaluate in structured poems like the quatrain and limerick. But overall, poetry should be an expression of thought or feeling that the reader can connect to. The subject matter doesn't have to be serious, but they should show serious thought in their word choice.

The following sample rubric will help you determine how well your children wrote their poems. Feel free to adjust the rubric to meet the individual needs of your children.

Poetry Rubric		
<i>Content</i>		
_____	5 pts	The quatrain and limerick follow the prescribed structure
_____	5 pts	The poems are easy to understand and enjoyable to read
_____	5 pts	The poems demonstrate careful word choice and effective use of language
<i>Mechanics</i>		
_____	5 pts	The poems are written and punctuated as poetry (not prose)
_____	5 pts	The poems use correct spelling
_____	÷ 25 pts possible = _____ %	
Total pts		

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1. Kenneth Thomasma, *Om-kas-toe*, (Jackson Hole, WY: Grandview Publishing, 2015), 187.

Read through the dictation passage, and have your children record the passage on a separate piece of paper. Work with them to note any words, capitalizations, or matters of punctuation that require special attention.

Proud eagle soaring gracefully above,

Spread your powerful wings wide.

As winds carry you high, you choose

To fiercely dive or gently glide. ■



Dictation—Read

Read through the Dictation Passage. Note any words, capitalizations, or matters of punctuation that require special attention.

Proud eagle soaring gracefully above,
 Spread your powerful wings wide.
 As winds carry you high,
 you choose
 To fiercely dive or gently glide.

Mechanics Practice

Adjectives are words that describe nouns, and of course, they add to our enjoyment and understanding when writers use strong adjectives in their writing. Sure, you understand what we mean if we say:

The car sped around the corner.

But how much more do you know about the car if we say:

The tiny, buzzing remote-controlled car shot around the corner and between Mom’s feet.

Adverbs modify our understanding of verbs. They can tell us how, when or where the verb happened. Often, adverbs end in *-ly*. Adverbs can also modify or describe an adjective or another adverb.

Did you know ... that the words *a*, *an* and *the* are called **articles**? Articles modify nouns (and therefore act like an adjective). The word *the* is called a **definite article** because it points out a specific noun:

the horse the smudge

A and *an* are called **indefinite articles** because you can’t be sure which particular item they are talking about. They just say it is “some” item:

a job a windmill

How does using a definite article rather than an indefinite article change the meaning of a sentence?

a dessert vs. the dessert

To warm up, write as many adjectives as you can think of to describe your favorite dessert. See if Mom or Dad can guess the dessert you chose by the adjectives you used to describe it!

Do you have a favorite animal? Using the lines below, write as many adverbs as you can think of that could describe *how*, *when* or *where* the animal moves. If you can, try to work some of these adverbs into your other writing assignments this week.

Rhyme Patterns

This week we focus on poetry. Poetry is a literary art form that can be beautiful, inspiring, and lots of fun. In the Dictation Passage, the author takes a familiar concept—eagle soaring in the sky—and expresses it in the form of a beautiful word picture. Read the poem aloud again. Can you see the eagle’s powerful wings spread wide as it glides through the sky?

Today we’re going to focus on rhyme. Look at the poem once more. Which words rhyme?

Now you will write your very own rhyming poem.

Using the lines below, write a rhyming poem that is exactly four lines long. Your poem can be about anything you want. Just make sure to concentrate on ending the second and fourth lines with words that rhyme. This type of four-line, rhyming poem is called a quatrain. Here’s an example to help you get started:

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Language Arts D+E: Week 3 Activity Sheet

The badger sleeps quite soundly,
tucked in his stolen bag.
Woodland neighbors toss and turn,
his loud snoring makes them want to gag.

Did you notice the rhyming words at the end of lines two and four? Yes, we know our example might now win any poetry awards, but it rhymes, and that's all we ask of your poem today. Have fun!

Write a rhyming poem that is exactly four lines long:

You May Be a Poet, Don't Ya Know It?

Another type of rhyming poem is a limerick. It has five lines and is often silly. Lines one, two, and five rhyme and lines three and four have a different rhyme. Limericks have a strong beat, or cadence, that sounds like this: **du Duh du du Du du du Duh.**

Here are two limericks by Edward Lear (1812-1888), who is well-known for his nonsense poetry and limericks:

There was an Old Man in a tree,
Who was horribly bored by a Bee;
When they said, 'Does it buzz?'
He replied, 'Yes, it does!'
'It's a regular brute of a Bee!'¹

There was a Young Lady whose eyes,
Were unique as to colour and size;
When she opened them wide,
People all turned aside,
And started away in surprise.²

Write your own limerick. Be sure to follow the rhyme and cadence pattern.

1. Source: <http://www.nonsenselit.org/Lear/BoN/bon010.html>
(Accessed Sept. 2013).

2. Source: <http://www.nonsenselit.org/Lear/BoN/bon030.html>
(Accessed Sept. 2013).

Free As A Bird

Today, try writing a free verse poem. Free verse poetry means poetry written without concern for "proper" rules regarding form, rhyme, meter, etc. Free verse poem writers make their own rules.

They decide how their poems should look and feel.

Here's an example of a free verse poem:

The wind howls
trees sway
Old Man Winter's last gasp
chills me to the bone.
A blanket
a warm fire
inside my home
I'll wait for Spring.

Choose a topic you enjoy. It's up to you how long your poem will be, which punctuation marks you use, and whether you use rhyme. Free verse is truly "free" in every sense of the word. You can write about nature, an animal, a person, their feelings, the weather ... or even this assignment itself. You're free to do what you want. ■

Section Three

Reading Assignments and Notes

Day
1

Chapter 1

Setting

Northwest states; early 1700s.

Overview

In the early 1700s, Om-kas-toe (whose name means “raven”) finds an injured raven that he rescues and brings back to health. This raven saves the Blackfeet repeatedly: it finds a lost baby, locates food when needed, rescues Om from the enemy, and guides Om’s family to him when he lies nearby close to death. Om has other adventures as well. Om steals a horse and ends up back in the camp with his family, his raven, and his elkdog (horse).

To Discuss After You Read

- Q: What does Om learn from the wolves?
 A: *that they work together—each has a job to do, and then each enjoys the food*
- Q: Why is Twin Sister almost killed at birth?
 A: *Blackfeet think twins are bad because women will not be able to do all their work and a girl will take milk from the boy, who needs it more to become strong*
- Q: Why is Twin Sister not killed?
 A: *Tall Woman promises to do all her work and Old Man says she should be allowed to try since she is the best woman he has ever seen; he recommends the tribe allow her to try to raise both children*
- Q: Why is Om glad to find a young raven?
 A: *they bring good medicine, or luck, to their owner*

Day
2

Chapter 2

To Discuss After You Read

- Q: Why do the Blackfeet move from site to site?
 A: *for new game, to a warmer climate, for shelter, to meet up with other tribes*
- Q: When they move, what jobs must different people do?
 A: *dogs, women, and children carry all possessions; men carry weapons only so they can instantly run to kill animals if they see any*
- Q: Why is the baby hard to find?
 A: *he fell off the travois early in the journey so the Blackfeet were looking in the wrong place*
- Q: Why was it important to find the baby quickly?
 A: *he could get too cold at night, or a wild animal could smell and find him; without good lights, he needed to be found before nightfall*

Day
3

Chapter 3

To Discuss After You Read

- Q: Why are buffalo dangerous to hunt?
 A: *they are very large, with sharp horns that gore, and huge hoofs that kick*
- Q: How do the Blackfeet hunt buffalo?
 A: *they build up V-shaped walls that end in a corral with pointed stakes sticking inward that would stop the buffalo: the warriors make the buffalo run, the women and children frighten the buffalo so they won’t escape through the walls, and the warriors kill the buffalo in the corral*
- Q: What do the Blackfeet do with the dead buffaloes?
 A: *dry the meat, scrape hides for teepees and clothes, cut off and clean the horns, save bones and tendons for needles and sewing*

Day
4

Chapter 4

To Discuss After You Read

- Q: How do the Blackfeet react when they spot enemy Indians?
 A: *the women and children hide and the men prepare to fight, scouts check for additional warriors*
- Q: How do the Blackfeet and Snake fight?
 A: *they stand in a line—if one side outnumbered the other, they attack immediately, otherwise, they fight at a distance, hold their ground, and go separate ways after dark*

Day
5

Chapter 5

To Discuss After You Read

- Q: Why do the Blackfeet move to a new winter site? Does the move go well?
 A: *to avoid any enemy on elkdogs; no, the camp seemed okay but when a hard winter struck they could not get any food and were hungry*
- Q: Why does Om follow Wise Bird, and what does he find?
 A: *Wise Bird acts like he’s found something special, as he did when he found the baby, but he shows only a half-eaten rabbit*

The Blackfeet will use the hot spring as a medicinal soak and a sweatbath.

To Discuss After You Read

- Q: How does Om kill the trapped bull elk?
A: *he cuts off a branch and sharpens it, then plunges the stake into the animal's neck*
- Q: Where does Om stay the night and how does he guard against the cold?
A: *near a hot spring; he uses the elk-skin to make a tent and the warm water and steam to heat the shelter and keep him warm*
- Q: Did Om's family enjoy all the meat?
A: *no, each family of the tribe received a portion; it helped them survive*

To Discuss After You Read

- Q: What necessary task does Om learn?
A: *hunting*
- Q: What task excites Om initially, then grows dull quickly?
A: *standing guard*

To Discuss After You Read

- Q: How does Twin Girl capture the elkdog?
A: *she walks toward it without looking at it, sings softly, then holds its rope*
- Q: What happens to the elkdog when the twins bring it to the band?
A: *men cautiously walk around it, then put a stronger rope around its neck and guard it well*

To Discuss After You Read

- Q: At first, what do the Blackfeet need to learn about the elkdogs?
A: *how to ride, how much time the elkdogs need to eat and rest, and how to use them to hunt*
- Q: How can the Blackfeet get more elkdogs?
A: *send warriors to capture some from their enemies*

To Discuss After You Read

- Q: Why does the elkdog diet delight the Blackfeet?
A: *they just need grass and water, not meat*
- Q: How does Om get trapped?
A: *as he seeks to discover the whereabouts of the enemy, he is surrounded by them and has nowhere to go*
- Q: Why do the enemy warriors leave Om behind?
A: *Wise Bird does such amazing tricks they think Om has powerful medicine and do not want to hurt this great spirit*

To Discuss After You Read

- Q: How does Om hide his footprints?
A: *steps on the rocks, pulls off a tree branch and uses the needles to wipe away his footprints; also he walks in water*
- Q: Where does Om find his tribe's warriors, and what do they do for him?
A: *by the hot spring; they listen and feed him and make him sit in the hot water until his muscles feel better*

To Discuss After You Read

- Q: Why does Otterman need to know the location of the enemy's camp?
A: *to know how many warriors they have, where they are going, and, ultimately, to protect their families*
- Q: What does Om's father tell him to do?
A: *intercept the warriors and direct them along the river so their trip will take less time*

To Discuss After You Read

- Q: What is the Blackfeet plan?
A: *the warriors will attack the enemy and drive the elkdogs to Om, Om and the other warriors will each capture an elkdog, then they will drive the extras in front of them and return home several days later*
- Q: How does Om escape the enemy?
A: *the black elkdog runs quickly and well, and goes through a buffalo herd (which does nothing to the elkdog but stampedes the enemy)*

To Discuss After You Read

Q: How does Om keep from freezing?

A: *he dozes off through the night but frequently gets up to walk around*

To Discuss After You Read

Q: Why does Om fall unconscious?

A: *lack of food and sleep*

Q: What changes came to the Blackfeet because of the elkdogs?

A: *hunting is easier so more time is available for “art, dancing, music, jewelry making, games, and practicing religion” ■*

Section Four

Instructor's Guide Resources

Language Arts D+E—Scope and Sequence: Schedule for Topics and Skills

Week	Mechanics Practice	Creative Expression
1	nouns: common/proper; gender of nouns	Friendship Definition Book Commercial (Summarization)
2	homophones, abbreviations	Homophones (Mechanics) Grateful (Communication) Thanks a Million (Description)
3	adjectives and adverbs; definite and indefinite articles	Rhyme Patterns (Rhyming) You May Be a Poet, Don't Ya Know It (Limerick/Poetry) Free as a Bird (Free Verse/Poetry)
4	action verbs, linking verbs, helping verbs; singular/plural	An Outline is Like a Map (Organization) Mystery Girl (Character Analysis) Portrait of a Character (Description)
5	simple verb tenses: past, present, future	The Reverse Outline (Organization) Why Here (Organization) Jamestown (Explanation)
6	implied subject	Research Report—Topic Selection (Brainstorming) Library Visit (Research)
7	types of sentences; declarative imperative, interrogative, exclamation	Note Cards (Organization) Informational Outline (Organization) Working Outline (Writing Process)
8	singular, plural, possessive, and subject pronouns	Write the Rough Draft, Edit, and Finalize (Writing Process)
9	subjects & predicates (complete, compound, simple), varying sentence length	Our Household's Preamble (Introduction/Purpose) To Form a More Perfect Union (Research) The Law of the Land (Explanation)
10	Adverbs of time and place	Similes and Metaphors (Similes and Metaphors) My Favorite Room (Description) Speechwriter (Imaginative/Public Speaking)
11	Person of pronouns: first, second, third	Literary Hooks (Writing Skills) Remember When (Recollection) The Neatest Thing Happened the Other Day (Hooks)
12	run-on and rambling sentences	Silver Linings (Writing) Devour This Book (Brainstorm/Imagination) Back Cover Copy (Summarization)
13	active and passive voice	Personification (Figurative Language) Prepare for a Gold Nugget's Tale (Writing Process) A Gold Nugget's Tale (Short Story/Narration)
14	clauses & conjunctions: independent clause, coordinating conjunction; correlative conjunctions	Five Parts of the Friendly Letter (Structure) Friendly Letter Notes (Organization) Write the Friendly Letter (Communication)

(continued on the following page)

Week	Mechanics Practice	Creative Expression
15	dependent clauses; subordinating conjunctions; relative pronouns	Adjectives (Writing Description) Character Description (Description) Character Jack (Description)
16	apostrophes	The Topic Sentence (Writing Skills) Write a Formal Business Letter (Communication/Organization) Revisions to My Letter (Writing Process)
17	commas	Rules and Commands (Imperative Sentences) A Bill of Rights (Introduction/Explanation) Create Your Own Bill of Rights (Statements)
18	types of pronouns: relative, interrogative, demonstrative; types of adjectives: demonstrative, indefinite	Hyperbole (Figurative Language) A Tall Tale (Writing Process) Write a Tall Tale (Use of Exaggeration)
19	writing numbers	Poetic Metaphors (Figurative Language) Definition Poem (Poetry) Limerick (Poetry)
20	dialects; intensive, reflexive and indefinite pronouns	Transitions (Structure) Write Directions (Comprehension) Follow Directions (Expository Writing)
21	perfect verb tenses: present, past, and future	Poetry (Writing Skills) Narrative Poem (Organization) Poetically Speak (Poetry/Narration)
22	use keywords to combine short sentences	The Outline (Organization) Outline an Experience (Writing Process) Spin Your Tale (Narration)
23	homographs and homonyms	The Venn Diagram (Compare/Contrast) Compare/Contrast (Brainstorming) Compare/Contrast Essay (Expository Writing)
24	phrases: noun phrases, verb phrase; appositives	Advertising Techniques (Critical Thinking) Using Advertising Techniques (Persuasive Writing) The Advertisement (Persuasive Writing)
25	simple and compound sentences; coordinating conjunctions	Colorful Descriptions (Description) Hues (Thematic Analysis) Reflections on Color (Thematic Analysis/Essay)
26	linking verbs, predicate nouns and predicate adjectives	Retell (Recollection) Imagine (Imaginative)
27	prepositions, object of the preposition, and prepositional phrases	Combine Sentences, Part 1 (Sentence Fluency) Family Traditions (Writing Process/Organization) Essay (Expository Writing)
28	writing titles	Combine Sentences, Part 2 (Sentence Fluency) Science Fiction Dialog—Plan (Writing Process) Science Fiction Dialog (Imaginative Writing)
29	subject-verb agreement	The Journal (Personal Response)

(continued on the following page)

Week	Mechanics Practice	Creative Expression
30	similes	Mind/Concept Mapping (Critical Thinking) Create and Write (Scientific Process) Explain and Describe (Scientific and Expository Writing)
31	dashes	Brainstorm the Story (Writing Process/Organization) The Short Story (Imaginative Writing) Edit the Short Story (Writing Process)
32	hyphens; dashes	Retell (Recollection) Writing Prompts (Personal Response)
33	adjective forms: positive, comparative, and superlative	Prewriting for a Puppet Show (Writing Process) Write a Script for a Puppet Show (Imaginative Narrative) Script for a Puppet Show (Imaginative Narrative)
34	capitalization	Design an invitation (Artistic) Preparing the Puppets and Stage (Artistic) Performing the Puppet Show (Public Speaking)
35	transitive verbs; direct objects; intransitive verbs	Prewriting the Book Review (Writing Process) The Book Review (Critical Thinking) Write a detailed story (Description)
36	noun and pronoun agreement	Organize for a Speech/Speech Preparation (Process) Give a Speech (Public Speaking)

to the writing process, as well as information on basic writing fundamentals, like constructing sentences and paragraphs, to information on style, grammar, documentation and more. You can find more information about how to write a Research Paper from our Research Paper Packet, also located in **Section Four**. And, for additional grammar help, check out our various grammar programs also available on our website.

You can teach your students to write well. Keep the faith and work together with your students to improve their writing. You'll be glad you did! ■

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