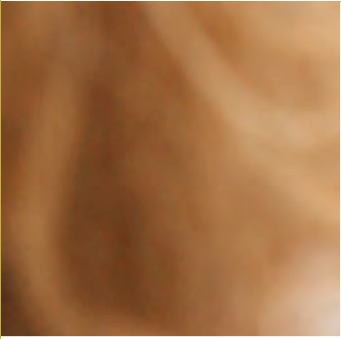


# D

# LANGUAGE ARTS

LANGUAGE ARTS INSTRUCTOR'S GUIDE



Spelling  
Vocabulary  
Dictation  
Writing Mechanics  
Creative Expression





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

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

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

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

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

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

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

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

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

Blessings!

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

**Homeschool  
questions?**

**Sonlight advisors**

**have answers.**

““ I was feeling overwhelmed and afraid that I lacked what it takes to successfully homeschool my kids,” writes Jennifer A of Battle Creek, MI. “I contacted an Advisor and got the help I needed!”

*Contact a Sonlight Advisor today—FREE*

**CHAT**

[sonlight.com/advisors](https://sonlight.com/advisors)

**CALL / TEXT**

303-730-6292

**EMAIL**

[advisor@sonlight.com](mailto:advisor@sonlight.com)

# Language Arts Reading (5-Day)

---

Language Arts D

By the Sonlight Team

*“Teach us to number our days aright, that we may  
gain a heart of wisdom.”*

Psalm 90:12 (NIV)

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

Copyright © 1990, and annually 1992–2020 by Sonlight Curriculum, Ltd.

All Rights Reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopy, recording, or any other—except for brief quotations embodied in critical articles or printed reviews, without prior written permission of the publisher. **However**, permission is hereby granted to the *original Sonlight Curriculum Ltd. purchaser only* to reproduce as many copies of the Schedule Pages; Evaluation Form and Certificate of Completion as necessary for *his or her immediate family’s use*.

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

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

Published by

Sonlight Curriculum, Ltd.  
8042 South Grant Way  
Littleton, CO 80122-2705  
USA

Phone (303) 730-6292 Fax (303) 795-8668

E-mail: [main@sonlight.com](mailto:main@sonlight.com)

#### 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” (5-Day) Instructor’s Guide and Notes. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

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.

The information, ideas, and suggestions contained herein have been developed from sources, including publications and research, that are considered and believed to be reliable but cannot be guaranteed insofar as they apply to any particular classroom or homeschooling situation.

The Authors and Publisher specifically disclaim any liability, loss, or risk, personal or otherwise, incurred as a consequence directly or indirectly of the use and application of any of the suggestions or contents of this guide.

Printed in the United States of America.

For the latest information about changes in this guide, please visit [www.sonlight.com/curriculum-updates](http://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](mailto:IGcorrections@sonlight.com) and any suggestions you may have to [IGsuggestions@sonlight.com](mailto:IGsuggestions@sonlight.com).

## Table of Contents

### 1 Introduction to Your Instructor’s Guide

- 2 Table of Contents
- 3 “Language Arts D”—Booklist
- 5 Before You Begin
- 5 About This Instructor’s Guide
- 6 Program Features and Rationale
- 8 Supplementary Websites
- 8 Corrections and Suggestions
- 9 Quick Start Guide

### 2 Schedule and Notes

Sonlight Curriculum® “Language Arts D”  
Schedule, Notes, and Activity Sheets  
Works Cited

### 3 Reading Assignments and Notes

- 1 Readers Study Guide

### 4 Instructor’s Guide Resources

- 1 Language Arts D—Scope and Sequence:  
Schedule for Topics and Skills
- 3 Recommendations for Teaching Writing
- 7 Glossary of Phonics Rules
- 11 Basic Spelling Rules for Phonics
- 13 Language Arts Check-off List
- 17 Grammar Guide
- 45 How to Do a Research Project
- 71 Tips When Using the Internet

# INSTRUCTOR'S GUIDES LANGUAGE ARTS

**TRY BEFORE YOU BUY!**

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

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

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

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

**2** Overview Summaries

**3** Copywork/Dictation Assignments

**4** Spelling

**5** Grammar and Writing Mechanics

**6** Evaluative Rubrics

**7** Copywork/Dictation Assignments

**1** Write the Story

**2** Letter of the Week

**3** Overview

**4** Copywork Application

**5** Review: names; rhymes; vowel sounds (i)

**6** The Cat Book Skills Checklist

**7** The Cat Book

Language Arts K | 4-Day | Section Two | Week 11 | 45

Language Arts K | 4-Day | Section Two | Week 11 | 43

## 7 Effective Creative Writing Instruction

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

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

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

## 8 Activity Sheets and Answers

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

## 9 Schedules for Optional Workbooks

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

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

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

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

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

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

9

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

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

Not sure what levels your children need?

TAKE A FREE LANGUAGE ARTS ASSESSMENT.

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

**Section Two**

---

## **Schedule and Notes**



# Language Arts D

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>   |                 |                       |             |                     |              |
| HAND-WRITING           | <i>Recommended: Handwriting Without Tears<sup>1</sup></i>         |                 |                       |             |                     |              |
| GRAMMAR                | <i>Optional: The Grammar Ace<sup>1</sup></i>                      | Lesson 1: Nouns |                       |             |                     |              |
| VOCABULARY DEVELOPMENT | <i>Optional: Wordly Wise 3000<sup>1</sup></i><br>(for books 4–12) | Lesson 1A       |                       | Lesson 1B   | Lesson 1C           |              |
| READERS                | <b>Regular:</b><br><i>A Lion to Guard Us<sup>1</sup></i>          | chaps. 1–2      | chaps. 3–4            | chaps. 5–6  | chaps. 7–9          | chaps. 10–11 |
|                        | <b>Advanced:</b><br><i>The Corn Grows Ripe</i>                    | chap. 1         | chaps. 2–3            | chap. 4     | chap. 5             | chaps. 6–7   |
| CREATIVE EXPRESSION    |   | Dictation 1     | Dictation Application | Five Senses | See It, Describe It | Dictation 2  |
| <b>Other Notes</b>     |   |                 |                       |             |                     |              |
|                        |   |                 |                       |             |                     |              |

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

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

| Weekly Overview   |
|---|
| <p><b>Mechanics:</b> Basic rules of sentences: nouns; adjectives</p> <p><b>Creative Expression:</b></p> <p><u>Skill:</u> Use adjectives</p> <p><u>Assignment:</u> Write a descriptive paragraph</p> |

## Spelling

### *Spelling You See*

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 **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.

**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.

### 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 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 have your children writing all week long. To keep things interesting and to offer a broad range of skill practice, this writing practice varies throughout the week. On Day 1 your children will study a Dictation passage that they will write down as you read it on Day 5. After they review the passage on Day 1, they will learn about a concept for Mechanics Practice (most weeks). On Days 2-4, they will work on more formalized Creative Expression assignments. These assignments vary widely each week in order to give your children experience in all types of writing—and oral presentation, too.

### Preferred Dictation Method

In most of our programs, Dictation, Mechanics Practice (which includes this year's Dictation Application) and Creative Expression follow the same scheduling pattern each week. However, this year, sometimes your children will work on Mechanics Practice on Day 1, and sometimes they'll do a little bit longer writing-mechanics-related activity under Dictation Application on Day 2. Because the writing mechanics work shifts from week to week, the Dictation assignments will shift sometimes too. Here's what you can expect.

#### Weeks when Mechanics Practice appears on Day 1:

Our 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 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 list of spelling rules included in the **My Downloads** section of your Sonlight account.

**Weeks when Dictation Application appears on Day 2:** When Dictation Application is scheduled on Day 2, your children will not complete a Mechanics Practice lesson on Day 1. Instead, work together to complete both the reading and the writing steps for Dictation 1 on the first day instead of splitting those two steps across the week. On Day 2, your children will work on a mechanics skill as scheduled under Dictation Application. Finally, on Day 5, work together to both read and write the second passage for the week under Dictation 2. We will prompt you in the notes in the few weeks we schedule double dictation assignments.

### About Mechanics Practice and Dictation Application

On the first or second day of each week, we offer a brief introduction to one grammatical or mechanical topic. This year your children will work through three basic groups of skills. We will study basic grammar skills in two main sections: **Sentence Basics** (nouns, verbs, adjectives, etc.), and **The Building Blocks of Sentences** (phrases, clauses, active and passive voice, etc.). We'll then intersperse the grammatical lessons with common **Mechanics** topics that we'll schedule throughout the year.

Look for the skills covered each week in the "Weekly Overview" table right after the schedule. For a 36-week progression of topics and skills studied this year in Language Arts, see our Scope and Sequence Schedule of Topics and Skills, located in **Section Four**.

#### Day 1 Dictation 1

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

**Note:** This week the writing mechanics skill is assigned on Day 2, so your children will complete one passage for Dictation on Day 1 and a second passage on Day 5. Be sure your children write the passage today. See the comments under "Preferred Dictation Method" above for more information.

Joy is found in giving the right answer. And how good is a word spoken at the right time! The path of life leads up for those who are wise.<sup>1</sup>

#### Day 1 Optional: Dictation Passage

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

If you are reading the regular reader books, use the passage listed under Regular Readers. If you are reading the advance reader books, use the passage listed under Advance Readers.

#### Regular Readers:

"He was well enough, for all I could see. He'd built a house in Jamestown. That's the only town there. When my ship sailed, he asked if I'd stop for a word with his family in London."<sup>2</sup>

1. Proverbs 15:23-24 (NIRV®).

2. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 3.

**Advanced Readers:**

Al! Tigre was ready. He crammed down another tortilla, grabbed his hat and hunting bag and slingshot, and hurried after Father. Dog, his little yellow tail curled happily over his back, ran after Tigre.<sup>3</sup>

Day  
**2**

**Dictation Application**

It's a new homeschool year, and we hope that you're excited to be at the helm of your children's education. It's truly a privilege to be able to take such an active role in shaping your children's future.

Today, we review some basic ideas that we'll build upon in the coming weeks. While we don't think it necessary to study grammar in depth at this level, we do want to focus on concepts that are closely related to writing. In this way, your children will learn the grammar they really need to know at this level in the context of how they can use it (*apply* it) to become better writers.

The **Week 1 Activity Sheet** has several points for you to discuss with your children regarding sentence rules, nouns, and adjectives. They will examine the punctuation in the dictation passage to discover that each sentence ends with a period because they are statements, and they will also identify the nouns.

After learning about how adjectives improve writing, your children will rewrite a short passage, adding adjectives to make it more interesting.

**Answers:**

Which punctuation marks are used in the dictation passage? (*periods*)

Why are those particular punctuation marks used? (*All sentences are statements*)

What nouns can you find in the dictation passage? (*Answers: America, Amanda, New World, sea, land, rivers, trees, birds.*)

Here is an example of what a passage enhanced with additional adjectives might look like:

On a cold morning in 1609, a heavy man made his way over London Bridge. He wore a cloth jacket and a beaver-skin cap. His homemade clothes were caked with mud, and black mud sucked at his leather shoes. He could hardly see for the driving rain in his face.

Day  
**3**

**Five Senses**

Most children will struggle with learning to write well, because our everyday spoken language is so forgiving. When we talk with each other, the quick interplay of our speech allows us to work out what we want to say as we say it. The written word, on the other hand, needs to be concise and clear. No one likes to read a confused, ram-

bling essay. We need to do our thinking before we put pen to paper (or fingers to keyboards).

Children need to be taught how to think through their writing assignments. We wouldn't give our children wrenches and tell them to fix leaky faucets, yet too often we feel fine handing them pencils and telling them to write essays.

Today's activity will help you take those first steps together with your children. Talk with your children about the five senses (sight, hearing, smell, feeling, and taste), and then guide them through the brainstorming activity under "Five Senses" on the **Week 1 Activity Sheet**. Help them think of adjectives that are inspired by each of their five senses, and then ask them to write the adjectives they think of on the lines provided. Have them think of different nouns to describe.

**Possible Answers:**

1. SIGHT: *blue, bright, shiny, beautiful, glowing*
2. HEARING: *loud, noisy, rhythmic, annoying, musical*
3. SMELL: *stinky, inviting, flowery, aromatic, strong*
4. FEELING: *rough, smooth, silky, soft, supple*
5. TASTE: *salty, spicy, delicious, tangy, sweet*

Day  
**4**

**See It, Describe It**

Your children's assignment today is to write a short paragraph that describes something they can see. It can be an object or an animal or something they see in their imagination.

Remind your children to think in terms of their five senses. What does it look like? Sound like? Smell, feel, and taste like? The more descriptive adjectives your children use, the better their descriptions will be. Feel free to give them as much help as they need.

Don't worry too much about mechanics (proper spelling, punctuation, etc.) right now. There will be plenty of time in the future to work on those things when they learn to edit and revise their drafts.

For now, focus on clearly transferring their thoughts to paper on "See It, Describe It" on the **Week 1 Activity Sheet**. Did they use good descriptive words? Were they able to apply what they learned this week? Encourage them to be as imaginative and creative as they can be in their descriptions.

Here's what a sample paragraph might look like:

My mother collects elephants made of wood, stone and glass. My favorite one is made out of cut crystal glass that breaks the light into brilliant rainbows when the sun shines through it. It shimmers in the light. It is surprisingly heavy. The cut surface feels rough like an elephant's hide might feel. With its thick trunk up in the air I can almost hear it call! While this shiny animal has no smell, its nose is certainly long enough.

3. Dorothy Rhoads, *Corn Grows Ripe*, (Puffin Books: New York, 1993), 20.

### How to Evaluate This Assignment

Since this is their first writing assignment of the year, don't worry about evaluating it too heavily. Today, have your children simply focus on getting their thoughts on paper. When they're finished, ask them to read their stories to you and ensure they have a beginning, middle and end. If you'd like, you can also go back and work with them on the basic mechanics: capitalization, punctuation, spelling, and grammar. Did they describe the object in an interesting way using their five senses? If so, then they have succeeded.

### Rubrics

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

Each week, review the rubrics we offer and keep the listed items in mind as you work on the assignments with your students. When they turn in their work, use the topics in the rubric to help you determine how your students performed each skill. Use the rubrics to help you more clearly gauge the areas your children could use more work and make note to revise your instruction accordingly.

At this age, we want to emphasize the writing process more than the final result. Think back to when your students learned to talk. They could probably understand your instructions and respond to you long before they formed a complete sentence. Now that they can read independently, expressing their own thoughts on paper is the next step. Learning to write is like "learning to speak on paper." Plan to teach your children to write with the same small steps and gentle instruction you used when they learned to talk. Rubrics will help you focus on a few steps at a time, slowly each week.

For more information about rubrics, how to create your own and how to help your students use them independently as they grow, see the "Recommendations for Teaching Writing" article in **Section Four**.

| Descriptive Paragraph Rubric |                             |  |
|------------------------------|-----------------------------|--|
| <i>Content</i>               |                             |  |
| _____                        | 5 pts                       | The paragraph thoroughly describes a single object       |
| _____                        | 5 pts                       | The paragraph appeals to the five senses                 |
| _____                        | 5 pts                       | The paragraph uses adjectives to add interest and detail |
| <i>Mechanics</i>             |                             |  |
| _____                        | 5 pts                       | Each sentence begins with a capital letter               |
| _____                        | 5 pts                       | Each sentence ends with the correct punctuation mark     |
| _____                        | 5 pts                       | Each sentence express a complete thought                 |
| _____                        | ÷ 30 pts possible = _____ % |  |
| Total pts                    |                             |  |

Day  
**5**

### Dictation 2

Read the dictation passage aloud and have your children write the passage on a separate piece of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

"Poor Mistress Trippett with her bags of money—let her keep it all. There's a great world outside, and she'll never know it."<sup>4</sup> ■



Dictation 1

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. Listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

Joy is found in giving the right answer. And how good is a word spoken at the right time! The path of life leads up for those who are wise.<sup>1</sup>

Dictation Application

There are two **basic rules of sentences**:

1. Sentences begin with a capital letter
2. Sentences end with a punctuation mark (either a period, question mark, or exclamation point).

Which punctuation marks are used in the passage below?

“There is a land called America,” said Amanda. “Some call it the New World. It’s across the sea, and it’s a beautiful land with rivers and trees and birds.”<sup>2</sup>

---



---

Why were those particular punctuation marks used?

---



---

**Nouns** are people, places, and things (including ideas). Take a look around your room. Tell Mom or Dad some of the nouns you see.

What nouns can you find in the passage “There is a land...”?

---



---

On their own, nouns are not necessarily all that interesting. Take the noun *car*, for example. From just the word *car*, what do you know about the car? Not much. What color is it? Is it brand new or a classic antique or a pile of metal destined for the junk heap? You have no idea.

So how do writers make nouns more interesting? By adding descriptive words—called **adjectives**—to them. For example:

The car raced around the track.  
 The shiny new Indy car raced around the cold, wet track.

Which sentence is better? Do you see how adding *shiny, new, Indy, cold, and wet* made the second sentence much more interesting?

Good writers use adjectives *carefully*. Ever heard of too much of a good thing? Well, that phrase definitely applies to the use of adjectives.

How many adjectives are too many? It varies. How will you know when you’ve used too many adjectives? The sentence just won’t sound right. For example:

The shiny new Indy car raced around the cold, wet track.  
 The shiny, fast, new, blue Indy car raced around the black, cold, wet, slippery, round track.

What do you think of the second example? Awkward, right? It’s *too* descriptive. The second example sentence crosses the line from descriptive to distracting.

Rewrite the following passage, adding some descriptive adjectives to make it more interesting:

On a morning in 1609, a man made his way over a bridge. He wore a jacket and a cap. His clothes were splashed with mud, and mud sucked at his shoes. He could hardly see for the rain in his face.<sup>3</sup>

3. Ibid, p.1 (paraphrased).

1. Proverbs 15:23–24 (NirV®).

2. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 11.



## Language Arts D: Week 1 Activity Sheet

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

3. Smell

---

---

---

4. Feeling

---

---

---

5. Taste

---

---

---

### Five Senses

When writers describe nouns with adjectives, they often think in terms of their five senses. What does it look like? What does it sound like? What does it smell, feel, and taste like? In this way, they are able to bring nouns to life with vivid descriptions.

Think about your five senses (sight, hearing, smell, feeling, and taste). Which adjectives are inspired by each of your five senses? Write the adjectives on the lines below. Think of different nouns to describe to help you come up with many different adjectives.

1. Sight

---

---

---

2. Hearing

---

---

---

### See It, Describe It

Look around you. What do you see? There are objects everywhere and you use your senses to learn about them. Choose an object to describe. Use your senses to explain what it is like. What does it look like? What does it feel like? You may need to get creative to describe the sound, taste, and smell, depending on the object you choose! Write a paragraph describing the object on a separate piece of paper. Use descriptive words to make your writing interesting.

### Dictation 2

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. When you are ready you will listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

“Poor Mistress Trippett with her bags of money—let her keep it all. There’s a great world outside, and she’ll never know it.”<sup>4</sup> ■

4. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 48.

# Language Arts D

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

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

## Week 2

|                        | Date:   | Day 6           | Day 7                 | Day 8               | Day 9                       | Day 10       |
|------------------------|---|-----------------|-----------------------|---------------------|-----------------------------|--------------|
| SPELLING               | <b>Spelling You See</b>                               |                 |                       |                     |                             |              |
| HAND-WRITING           | <b>Recommended: Handwriting Without Tears</b>         |                 |                       |                     |                             |              |
| GRAMMAR                | <b>Optional: The Grammar Ace</b>                      | Lesson 2: Verbs |                       |                     |                             |              |
| VOCABULARY DEVELOPMENT | <b>Optional: Wordly Wise 3000</b><br>(for books 4–12) | Lesson 1D       |                       | Lesson 1E           | Lesson 2A                   |              |
| READERS                | <b>Regular: A Lion to Guard Us</b>                    | chaps. 12–14    | chaps. 15–16          | chaps. 17–18        | chaps. 19–21                | chap. 22–end |
|                        | <b>Advanced: The Corn Grows Ripe</b>                  | chap. 8         | chaps. 9–10           | chap. 11            | chaps. 12–13                | chaps. 14–15 |
| CREATIVE EXPRESSION    |   | Dictation 1     | Dictation Application | How Do You Do That? | I Couldn't Believe My Eyes! | Dictation 2  |

### Other Notes

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

| Weekly Overview   |
|---|
| <p><b>Mechanics:</b> Use adverbs</p> <p><b>Creative Expression:</b></p> <p><u>Assignment:</u> Write a story</p> |

### Creative Expression

|              |             |
|--------------|-------------|
| <b>Day 6</b> | Dictation 1 |
|--------------|-------------|

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



This week the mechanics skill is assigned on Day 2, so your children will complete one passage for Dictation on Day 1 and a second passage on Day 5, so be sure your children write the passage today. See the comments under "Preferred Dictation Method" in the Week 1 Notes for more information.

You who are godly, sing with joy to the Lord. It is right for honest people to praise him. Sing a new song to him. Play with skill, and shout with joy. What the Lord says is right and true. He is faithful in everything he does.<sup>1</sup>

Day  
6

### Optional: Dictation Passage

If you are reading the regular reader books, use the passage listed under Regular Readers. If you are reading the advanced reader books, use the passage listed under Advanced Readers.

#### Regular Readers:

The hold was the long room below the deck. They lived there with more than a hundred and fifty others. When they all lay down to sleep, they were crowded together like salt fish in a barrel.<sup>2</sup>

#### Advanced Readers:

And the schoolmaster said, "Do not be afraid to ask questions, Dionisio. Never accept any statement without weighing it. Reason out the answer for yourself."<sup>3</sup>

Day  
7

### Dictation Application

Last week, you and your children discussed how adding descriptive words can enliven their writing. This week, you're going to explore the similar relationship that exists between verbs and the words that modify them—**adverbs**.

Verbs express actions or states of being. While nouns are the people, places, and things in a sentence, verbs tell what those people, places, and things *do* or *are*. Quickly review verbs with your children by analyzing yesterday's dictation passage. What verbs can you and your children find together? (*sing, praise, play, shout, says*)

Using their own sheet of paper if needed, ask your children to rewrite the passage on this week's Activity Sheet adapted from *A Lion to Guard Us*, adding some descriptive adverbs to make the verbs more interesting.

Here is an example of what a passage enhanced with additional adverbs might look like:

She hesitantly took a step after him, but Cook's voice shrilly called her back. "A-man-da." She slowly and carefully closed the door. Then, she dejectedly walked down the long, cold hall and into the kitchen.

Day  
8

### How Do You Do That?

To help your children think more imaginatively about some common verbs they may use often, guide them through the *How Do You Do That?* activity on the **Week 2 Activity Sheet**. For each of the verbs listed, ask your children to write as many adverbs as they can think of that could describe that verb.

If they get stuck, feel free to give them a hand. Help them understand that using adverbs with these verbs will make their writing come alive.

#### Some possible answers:

RUN: quickly, slowly, steadily, determinedly

JUMP: high, joyfully, excitedly, carefully

LAUGH: loudly, heartily, nervously, uncontrollably

SMILE: beautifully, wickedly, sadly, happily

TALK: quietly, rapidly, rudely, secretly

Day  
9

### I Couldn't Believe My Eyes!

Last week, your children wrote a description of something they could see. This week, their task is to write an exciting story about what they described. Beginning with the words "I couldn't believe my eyes!", your children should spin a short, imaginative yarn about the amazing things their item did.

Help your children focus on telling a story with a beginning, middle, and end in logical order. Also, ask your children to try to incorporate what they learned about adverbs this week into their assignment. When they're done with their first draft of their story, discuss their choice of verbs with them. Are they interesting? Or could some of them use a little spice? If so, have them go back and add some interesting adverbs to their story.

Like last week, focus more on your children's creativity and ideas than their spelling and mechanics. Early on in any language arts course, it can be difficult for children to get "into the groove" of writing. Feel free to point out any errors that you see, but get excited and praise them for their wonderful imaginations. A little positive reinforcement now will do wonders for their confidence.

Have your children record their work under "I Couldn't Believe My Eyes!" on the **Week 2 Activity Sheet**.

A sample story might look like this:

Last night I caught my mother's crystal elephant by the kitchen sink. Puzzled, I got my glass of water and started back to bed. As soon as I left the kitchen, I crept back to see if I could uncover the mystery. To my surprise, the glass elephant was alive and using the faucet to wash off. I had wondered how it managed to sparkle so brightly!

1. Psalm 33:1, 3–4 (NirV®).

2. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 55.

3. Dorothy Rhoads, *Corn Grows Ripe*, (Puffin Books: New York, 1993), 44.

### How to Evaluate This Week's Assignment

For this assignment, focus on the overall plot and clarity of the story. Can you easily follow the flow of events from beginning to end? Even though it may be unrealistic, the story should make sense to the reader. Look for evidence that your children are choosing words carefully for effect.

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

| Imaginative Story Rubric |                             |   |
|--------------------------|-----------------------------|---|
| <i>Content</i>           |                             |   |
| _____                    | 5 pts                       | The story has a clear beginning, middle, and end                                |
| _____                    | 5 pts                       | The story makes sense and is easy to follow (even though it may be unrealistic) |
| _____                    | 5 pts                       | The story uses language effectively to describe actions and details             |
| <i>Mechanics</i>         |                             |   |
| _____                    | 5 pts                       | The sentences express complete thoughts   |
| _____                    | 5 pts                       | The story uses correct spelling   |
| _____                    | 5 pts                       | The story uses appropriate capitalization and punctuation                       |
| _____                    | ÷ 30 pts possible = _____ % |   |
| Total pts                |                             |   |

Read through the dictation passage, and have your children write the passage on a separate sheet of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

Admiral Somers walked among them. He spoke to them and shook their hands. "We've been through the storm and shipwreck," he said, "with not a life lost"<sup>4</sup> ■

4. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 82.



**Dictation 1**

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. At the end of the week you will listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

You who are godly, sing with joy to the Lord. It is right for honest people to praise him. Sing a new song to him. Play with skill, and shout with joy. What the Lord says is right and true. He is faithful in everything he does.<sup>1</sup>

**Dictation Application**

Just as good writers use adjectives to describe nouns, good writers also make their writing more interesting by adding interesting words—called adverbs—to describe their verbs. Adverbs often end with *-ly*. For example, consider these two sentences:

The badger grabbed the sleeping bag and dragged it into the woods.

The badger cunningly grabbed the sleeping bag and gleefully dragged it into the woods.

Do you see how the adverbs *cunningly* and *gleefully* add meaning and interest to the sentence? The badger in the first sentence could be any old run-of-the-mill badger who accidentally stumbles across an abandoned sleeping bag near the woods.

The badger in the second sentence, however, is obviously up to something. Why did he need to be cunning?

Why was he so full of glee? What is he going to do with that sleeping bag? Isn't it amazing how two little adverbs turned a plain sentence into one that makes readers want to know what's going to happen next?

Today you will rewrite a passage adapted from *A Lion to Guard Us*, adding some descriptive adverbs to make the verbs more interesting. Rewrite the following passage, adding some descriptive adverbs to make the verbs more interesting:

She took a step after him, but Cook's voice called her back. "A-man-da." She closed the door. She walked down the long, cold hall and into the kitchen.<sup>2</sup>

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**How Do You Do That?**

Write as many **adverbs** (words that describe verbs, often ending in *-ly*) as you can think of to describe each verb listed.

- Run

---

---

---

---

---

1. Psalm 33:1, 3–4 (NirV®).

2. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 5



## Language Arts D: Week 2 Activity Sheet

2. Jump

---

---

---

---

3. Laugh

---

---

---

---

4. Smile

---

---

---

---

5. Talk

---

---

---

---

tell their story in a logical order. Also, try to incorporate what you learned about adverbs this week into your assignment.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### I Couldn't Believe My Eyes!

Last week, you wrote a description of something you could see. This week, your task is to write an exciting story about what you described. Beginning with the words "I couldn't believe my eyes!"; you should spin a short yarn about the amazing things your item did. Feel free to use your imagination.

Did it attack the city at dawn? Maybe it dared to use the express lane at the grocery store—with more than 10 items! Or perhaps it came off the bench to hit a home run and win your little league championship game . . . . The possibilities here are endless. You are free to be wildly creative.

On this assignment, focus on telling a story. A good story has a clear beginning, middle, and end. As you think of ideas, consider the order in which events likely occurred. Then, when you begin to write, make sure that you

### Dictation 2

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. At the end of the week you will listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

Admiral Somers walked among them. He spoke to them and shook their hands. "We've been through the storm and shipwreck," he said, "with not a life lost"<sup>3</sup> ■


3. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 82.

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

# Language Arts D

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                    |                      |
| <b>SPELLING</b>               | <i>Spelling You See</i>                                   |  |                       |                 |                           |                      |
| <b>HAND-WRITING</b>           | <i>Recommended: Handwriting Without Tears</i>             |  |                       |                 |                           |                      |
| <b>GRAMMAR</b>                | <i>Optional: The Grammar Ace</i>                          | Lesson 3: Sentences  |                       |                 |                           |                      |
| <b>VOCABULARY DEVELOPMENT</b> | <i>Optional: Wordly Wise 3000</i><br>(for books 4–12)     | Lesson 2B  |                       | Lesson 2C       | Lesson 2D                 |                      |
| <b>READERS</b>                | <b>Regular:</b><br><i>Pocahontas and the Strangers</i>    | chap. 1<br> | chap. 2               | chaps. 3–4      | chap. 5                   | chap. 6              |
|                               | <b>Advanced:</b><br><i>Vostaas: White Buffalo's Story</i> | pp. 6–11   | pp. 12–19 to "Names"  | pp. 19–24       | pp. 25–32                 | pp. 33–39 to "Foods" |
| <b>CREATIVE EXPRESSION</b>    |   | Dictation 1  | Dictation Application | Simile Showdown | Describe It ... Revisited | Dictation 2          |
| <b>Other Notes</b>            |   |  |                       |                 |                           |                      |
|                               |   |  |                       |                 |                           |                      |

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

| Weekly Overview   |
|---|
| <p><b>Mechanics:</b> Adverbs</p> <p><b>Creative Expression:</b></p> <p><u>Skill:</u> Use similes</p> <p><u>Assignment:</u> Revise the imaginative story</p> |

## Creative Expression

|                  |             |
|------------------|-------------|
| Day<br><b>11</b> | Dictation 1 |
|------------------|-------------|

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

 Parental Notes

This week the mechanics skill is assigned on Day 2, so your children will complete one passage for Dictation on Day 1 and a second passage on Day 5, so be sure your children write the passage today. See the comments under "Preferred Dictation Method" in the Week 1 Notes for more information.

Blessed are those who are free of pride. They will be given the earth. Blessed are those who are hungry and thirsty for what is right. They will be filled.<sup>1</sup>

Day  
11

### Optional: Dictation Passage

If you are reading the regular reader books, use the passage listed under Regular Readers. If you are reading the advanced reader books, use the passage listed under Advanced Readers.

#### Regular Readers:

"I'll tell you, then," he said. "We are going to wait. Before we do anything, we are going to see what the palefaces do. There, I have told you. Now go and play."<sup>2</sup>

#### Advanced Readers:

The names of hundreds of towns and rivers are Indian names. Many other things are also known by their Indian names. Squash, cucumber, pumpkin, and tomato are Indian names for foods that were first grown by the Indians and were unknown to the rest of the world until the first Europeans came to America.<sup>3</sup>

Day  
12

### Dictation Application

Last week, you and your children discussed how to improve their writing by using adverbs to describe verbs in greater detail. Today, they will learn how adverbs can also modify adjectives and other adverbs.

Using the lines under "Dictation Application" on the **Week 3 Activity Sheet**, ask your children to rewrite the example sentences with different adverbs. Your children should feel free to be as creative as they want to be. Changing the meaning of the sentences is fine, as long as they use adverbs appropriately. Here are some examples of how these sentences might be changed:

The very proud badger displayed his loot for all his woodland friends to see.

Two curious squirrels examined the really strange object quite recklessly.

1. Matthew 5:5–6 (NIRV®).

2. Clyde Robert Bulla, *Pocahontas and the Strangers* (Avyx: Littleton, CO, 1988), 18.

3. William White Buffalo, *Vostaas: White Buffalo's Story of Plains Indian Life*, (Avyx: Littleton, CO, 1988), 23.

Day  
13

### Simile Showdown

During the last two weeks, your children have been adding descriptive words to nouns and verbs to make their writing more interesting. Rather than merely using single descriptive words, however, good writers will also use similes—short phrases that compare two or more things that are otherwise not similar—to enrich their writing. Similes will usually contain the words *like* or *as*.

Similes help readers form mental pictures in their minds. Writers use them in place of adjectives and adverbs to make their descriptions even more interesting.

Guide your children through "Simile Showdown" on the **Week 3 Activity Sheet**. Challenge them to think of creative similes to replace the descriptive words we have listed.

#### Possible Answers:

1. FAST: *quick like a bunny*
2. BEAUTIFUL: *pretty as a picture*
3. SKINNY: *thin like a rail*
4. INTELLIGENT: *smart as a whip*
5. UNFRIENDLY: *mean as a snake*

Day  
14

### Describe It ... Revisited

So far, your children have described and told an exciting story about something they could see. This week, we want them to revisit their previous assignments, combining them into one cohesive story full of descriptive detail. While they're at it, we'd like for them to apply what they learned yesterday about similes and convert a few of their descriptive details into imaginative similes.

Your children may think this sounds like an easy assignment, since they get to use a lot of their work from the past two weeks. They might be surprised, though, to discover what a challenge it can be to edit and combine their previous work in a way that flows well as a new story.

Give them all the help they need to think of similes that will make their descriptions informative and fun to read. What is their item like? It's as tall as what? It's as green as what? It feels slimy like what? Encourage them to build upon their previous descriptions, bringing their item to life in new and inventive ways.

Let your children know that you have confidence in their abilities and that you can't wait to read their new and improved story. After they've finished a rough draft, feel free to work with them on basic mechanics, such as capitalization, punctuation, spelling, etc.

Have your children record their work under "Describe It ... Revisited" on the **Week 3 Activity Sheet**.

Here's what a sample revised story might look like:

Last night, as I wandered into the kitchen for a glass of cool water, I caught my mother's crystal elephant by the sink. Puzzled, I collected my glass of water and started back to bed. As soon as I left the kitchen, I crept back as quietly as a mouse and carefully looked in. I was determined to uncover the mystery. To my enormous surprise, the glass elephant was alive! It used its trunk to pull water from the faucet to wash. No wonder it glistened as brightly as a rainbow!

**How to Evaluate This Week's Assignment**

For this assignment, look for clear improvements on the previous writing. Did your children blend descriptions with actions effectively? Does the story still make sense? Does it give the reader a clear picture in their mind? Determine whether the similes used help the illustrate story, rather than distract the reader.

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

| Descriptive Story Rubric |                             |  |
|--------------------------|-----------------------------|--|
| <i>Content</i>           |                             |  |
| _____                    | 5 pts                       | The story makes sense and is easy to understand                    |
| _____                    | 5 pts                       | The story has a beginning, middle, and end that flow logically     |
| _____                    | 5 pts                       | The story uses language effectively to describe action and details |
| <i>Mechanics</i>         |                             |  |
| _____                    | 5 pts                       | The sentences express complete thoughts                            |
| _____                    | 5 pts                       | The story uses correct spelling                                    |
| _____                    | 5 pts                       | The story uses appropriate capitalization and punctuation          |
| _____                    | ÷ 30 pts possible = _____ % |  |
| Total pts                |                             |  |

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

Read through the dictation passage, and have your children write the passage on a separate sheet of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

"There is a law of the tribe," said the old woman. "If a prisoner is to be killed, a woman may say, 'Give me this man. He is mine.' Then the man must be set free and given to her."<sup>4</sup> ■

4. Clyde Robert Bulla, *Pocahontas and the Strangers* (Avyx: Littleton, CO, 1988), 47



Dictation 1

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. Listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

Blessed are those who are free of pride. They will be given the earth. Blessed are those who are hungry and thirsty for what is right. They will be filled.<sup>1</sup>

---

---

---

---

---

---

---

---

---

---

Dictation Application

Last week, you learned how to improve your writing by using adverbs to describe verbs in greater detail. But guess what? That’s not all the amazing adverb can do!

**Adverbs** can also modify or describe *adjectives* or other adverbs. For example:

The **extremely** *proud* badger displayed his loot for all his woodland friends to see.

Two curious squirrels examined the strange object **very** carefully.

In the first sentence, the adverb *extremely* describes the adjective *proud*. In the second sentence, the adverb *very* describes the adverb *carefully*. These words make the sentences more interesting by further describing the adjectives and adverbs they modify.

One note of caution: Like adjectives, adverbs that modify adjectives or other adverbs should be used sparingly. These words can lose their impact if used too often or stressed too greatly. Rewrite the following sentences with different adverbs:

The extremely proud badger displayed his loot for all his woodland friends to see.

Two curious squirrels examined the strange object very carefully.

---

---

Simile Showdown

During the last two weeks, you have been adding descriptive words to nouns and verbs to make your writing more interesting. Rather than merely using single descriptive words, however, good writers will also use similes—short phrases that compare two or more things that are otherwise not similar—to enrich their writing. Similes will usually contain the words *like* or *as*. Here are a few examples of similes:

slippery as an eel

black as night

fast like lightning

gentle like a lamb

Similes help readers form mental pictures in their minds. Writers use them in place of adjectives and adverbs to make their descriptions even more interesting.

Write a simile, a short phrase that compares two or more things that are not similar, for each idea below. Use **like** or **as**.

- Fast

---

---

---

---

- Beautiful

---

---

---

---

1. Matthew 5:5–6 (NIRV®).





3. Skinny

---

---

---

---

4. Intelligent

---

---

---

---

5. Unfriendly

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Describe It ... Revisited

So far, you have described and told an exciting story about something you could see. This week, revisit your previous assignments, combining them into one cohesive story full of descriptive detail. While you're at it, apply what you learned yesterday about similes and convert a few of your descriptive details into imaginative similes.

Continue to tell the story in a logical order. Along the way, add in descriptive details so that readers will be able to see a vivid image of the item in their minds. On top of all that, you'll also need to work in a creative simile or two.

---

---

---

---

---

---

---

---

### Dictation 2

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. Listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

"There is a law of the tribe," said the old woman. "If a prisoner is to be killed, a woman may say, 'Give me this man. He is mine.' Then the man must be set free and given to her."<sup>2</sup> ■

2. Clyde Robert Bulla, *Pocahontas and the Strangers* (Avyx: Littleton, CO, 1988), 47

## Section Three

---

# Reading Assignments and Notes

## Advanced Readers Program Only: *The Corn Grows Ripe*

ADV.  
Day  
1

### Chapter 1

#### Setting

Mayan village in Yucatan, Mexico.

For unfamiliar words, please see the glossary at the back of the book.

#### To Discuss After You Read

- Q: Who were the members of Dionisio's family?  
A: *his mother, father, sister, great-grandmother, and himself [three brothers had died earlier]*
- Q: Where did Dionisio's name come from?  
A: *his baptized name came from the saint day; his skin color resembled the Jaguar, and his personality was spirited, mischievous, curious, and lazy*

ADV.  
Day  
2

### Chapter 2

#### To Discuss After You Read

- Q: Why did the Mayan create a new cornfield every few years?  
A: *while the soil remained rich, it contained too many weeds to control; the land needed a rest*

The Mayan had two seasons—months of the sun then months of rain.

ADV.  
Day  
2

### Chapter 3

#### To Discuss After You Read

- Q: Why does the great-grandmother believe Tigre should help his father in the field?  
A: *to build his character—to learn to finish his tasks*
- Q: Why does Tigre travel to find the medicine man?  
A: *the medicine man is also a bone setter and needs to set Father's broken leg*

ADV.  
Day  
3

### Chapter 4

#### To Discuss After You Read

- Q: Why does Tigre hesitate to go to the medicine man?  
A: *the distance is far—17 kilometers, he will travel in the dark, and the bush contained evil winds, demons, monsters, and witches*

ADV.  
Day  
4

### Chapter 5

#### To Discuss After You Read

- Q: Why did Tigre attend school at night?  
A: *the government required all children to be literate—if a family did not school their children, their family could receive a stiff fine*
- Q: How did Tigre plan to cover the family's extra financial burdens?  
A: *he planned a larger field and planted beans, squash, and chili peppers*

ADV.  
Day  
5

### Chapter 6

#### To Discuss After You Read

- Q: How did Tigre's search of the chicken coop problem differ from his family's thinking?  
A: *he carefully searched for answers, whereas his family accepted the dead chickens as fate*

ADV.  
Day  
5

### Chapter 7

#### To Discuss After You Read

- Q: Why does Tigre whistle in the milpa?  
A: *to call the wind gods to spread the flames from the 3 fires he set*

ADV.  
Day  
6

### Chapter 8

#### To Discuss After You Read

- Q: How did Tigre spend his time before the planting?  
A: *making a rope for the celebration, flying kites, playing ball, hunting a small deer*

ADV.  
Day  
7

### Chapter 9

#### To Discuss After You Read

- Q: Describe the Holy Cross celebration.  
A: *the village was cleaned up, the villagers wore their best clothing, visitors came from all over, music and laughter filled the air, people shot skyrockets, they danced, the boys kept an all night vigil, a bullfight, and the ropes were judged*

ADV.

Day  
**7**

## Chapter 10

### To Discuss After You Read

Q: Describe how Tigre planted his field.

A: *he waited for the rain to soften the ground, poked a hole in the ground, and placed corn, beans, and squash seeds in the hole; he then closed the hole with his sandal*

ADV.

Day  
**8**

## Chapter 11

### To Discuss After You Read

Q: Describe the Hetz Mek.

A: *a ceremony performed at 4 months for baby boys and 3 months for baby girls; each child is introduced to the tools he/she will use in life; the god parents attend and all feast afterward*

ADV.

Day  
**9**

## Chapter 12

In the desire to please the gods, the medicine man (not a priest) builds an altar and the people offer sacrifices of "sacred water," "sacred bread," wild animals, a ceremonial drink, and a hen from each family. Those that worship and fear the spirits work hard to please them.

### To Discuss After You Read

Q: How did the villagers deal with the drought?

A: *they lit candles, prayed, and made sacrifices to the village santos; after much prayer, the Mayan returned to their old gods and performed the Chac Chac ceremony*

ADV.

Day  
**9**

## Chapter 13

### To Discuss After You Read

Q: Describe the ceremony to bring rain.

A: *the medicine man built an altar; all the men attended; the men collected water from a sacred well; the men hung the water on the altar; the men slept near the altar; the people prayed; food was sacrificed; the chosen people acted the parts of a rain storm; the ceremony lasted three days*

ADV.

Day  
**10**

## Chapter 14

### To Discuss After You Read

Q: Is the Chac a light, gentle rain?

A: *no; strong with thunder*

ADV.

Day  
**10**

## Chapter 15

### To Discuss After You Read

Q: How did the Mayan store the corn?

A: *they roasted the ears in an earth oven* ■

|                         |                          |           |
|-------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>1</b> | ADV.<br>Day<br><b>21</b> | Chapter 1 |
|-------------------------|--------------------------|-----------|

**Setting**

London to Bermuda to Virginia; 1609.

**Overview**

After their mother dies in 1609, Amanda, Jemmy, and Meg decide to leave London and follow their father to America. Their ship sails into a fierce storm and they land in Bermuda, not Jamestown. The men build two ships and all eventually sail to Jamestown, where the children find their father.

**To Discuss After You Read**

Q: The cook thinks their father forgot about them because he hasn't seen them in three years. What do you think?

America is called "the New World" in comparison to Europe (Old World); America represents a new way of life.

Q: Use some descriptive words to describe Amanda.

A: *example: hard-working, compassionate, careful of her siblings, an encourager*

**Note:** There are no questions for Chapters 2–3—just read and enjoy!

|                         |                          |           |
|-------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>2</b> | ADV.<br>Day<br><b>21</b> | Chapter 4 |
|-------------------------|--------------------------|-----------|

**To Discuss After You Read**

Q: What does this mean? "When you lose someone it's like—like having to find your way again."

Q: What does Amanda plan to do after her mother dies?

A: *find the children's father in America*

**Note:** There are no questions for Chapter 5—just read and enjoy!

|                         |                          |           |
|-------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>3</b> | ADV.<br>Day<br><b>22</b> | Chapter 6 |
|-------------------------|--------------------------|-----------|

**To Discuss After You Read**

Q: Do you think Mistress Trippett stole Amanda's money?

A: *yes: even though she paid the doctor, the medical fees would not equal the price of a house; also, Amanda works hard and that should pay for her shelter and food, but Mistress Trippett pretends the children are a hardship*

Q: Why must the children leave Mistress Trippett's house?

A: *Amanda asks for her money, Mistress Trippett faints, and her son turns the three children out*

**Note:** There are no questions for Chapter 7—just read and enjoy!

|                         |                          |           |
|-------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>4</b> | ADV.<br>Day<br><b>22</b> | Chapter 8 |
|-------------------------|--------------------------|-----------|

**To Discuss After You Read**

Q: Why does the children's father not write to them?

A: *he never learned how to read or write*

|                         |                          |           |
|-------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>4</b> | ADV.<br>Day<br><b>22</b> | Chapter 9 |
|-------------------------|--------------------------|-----------|

**To Discuss After You Read**

Q: What does the doctor mean when he says, "Poor Mistress Trippett with her bags of money—let her keep it all. There's a great world outside, and she'll never know it"?

|                         |                          |            |
|-------------------------|--------------------------|------------|
| REG.<br>Day<br><b>5</b> | ADV.<br>Day<br><b>23</b> | Chapter 10 |
|-------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: How does the children's dream come true?

A: *Dr. Crider finds them, feeds them and buys the children their tickets and supplies*

**Note:** There are no questions for Chapters 11—just read and enjoy!

|                         |                          |            |
|-------------------------|--------------------------|------------|
| REG.<br>Day<br><b>6</b> | ADV.<br>Day<br><b>23</b> | Chapter 12 |
|-------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: What animals are on the ships? How could each of these animals help Jamestown?

A: *oxen and horses could help plow and clear the land; goats could provide milk; pigs and chickens could serve as food; and chickens could provide eggs*

**Note:** There are no questions for Chapters 13—just read and enjoy!

|                         |                          |            |
|-------------------------|--------------------------|------------|
| REG.<br>Day<br><b>6</b> | ADV.<br>Day<br><b>23</b> | Chapter 14 |
|-------------------------|--------------------------|------------|

**Cultural Literacy**

**Medusa:** the devil doll; Medusa was one of the three Gorgons in Greek mythology, and the only mortal Gorgon. Medusa and her two sisters had writhing snakes for hair, staring eyes, hideous grins, and protruding fangs. They were so ugly that anyone who saw them turned to stone. Unlike her sisters, Medusa was beautiful in her youth, and was proud of her hair. She boasted of her beauty to Athena, who became jealous and changed her into a hideous person.

**To Discuss After You Read**

Q: What sin does Jemmy commit? How does that lead to trouble?

A: *Jemmy's lie makes many people want to steal the door knocker*

|                         |                          |            |
|-------------------------|--------------------------|------------|
| REG.<br>Day<br><b>7</b> | ADV.<br>Day<br><b>24</b> | Chapter 15 |
|-------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: How does Amanda calm her siblings in the storm?

A: *she tells them a story*

|                         |                          |            |
|-------------------------|--------------------------|------------|
| REG.<br>Day<br><b>7</b> | ADV.<br>Day<br><b>24</b> | Chapter 16 |
|-------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: Locate Bermuda on a map. It is about 1000 miles from Virginia.

|                         |                          |            |
|-------------------------|--------------------------|------------|
| REG.<br>Day<br><b>8</b> | ADV.<br>Day<br><b>24</b> | Chapter 17 |
|-------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: Why can't the children laugh after the storm?

A: *they feel beaten and tired with the sound of the storm still in their ears; they have been through a lot*

|                         |                          |            |
|-------------------------|--------------------------|------------|
| REG.<br>Day<br><b>8</b> | ADV.<br>Day<br><b>24</b> | Chapter 18 |
|-------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: What is the plan for rescue? Does it seem reasonable?

A: *send a small boat to fetch a larger boat from Virginia*

|                         |                          |            |
|-------------------------|--------------------------|------------|
| REG.<br>Day<br><b>9</b> | ADV.<br>Day<br><b>24</b> | Chapter 19 |
|-------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: What does Meg learn to do while in Bermuda?

A: *play*

Q: What is the fire for and why do the survivors let it go out?

A: *to guide the boat from Virginia; too much time passed and they believe the boat must have sunk*

|                         |                          |            |
|-------------------------|--------------------------|------------|
| REG.<br>Day<br><b>9</b> | ADV.<br>Day<br><b>25</b> | Chapter 20 |
|-------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: Why did the men quarrel?

A: *they did not want to build two ships, since some wanted to stay in Bermuda*

**Note:** There are no questions for Chapter 21—just read and enjoy!

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>10</b> | ADV.<br>Day<br><b>25</b> | Chapter 22 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: What happened to the people at Jamestown?

A: *the English were at war with Native Americans, some were ill, and some starved; many died*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>10</b> | ADV.<br>Day<br><b>25</b> | Chapter 23 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: What is another name for “a wall made of tree trunks” that surrounds a town?

A: *fort* ■

REG.  
Day  
11ADV.  
Day  
26

## Chapter 1

**Note to Mom or Dad:** Before your children begin reading this book, you may want to point out that it—as, really, every book about Pocahontas—is a work of fiction. Very little is known about Pocahontas. Very little.

A few things we do know.

The name of the man referred to as Powhatan in *Pocahontas and the Strangers* (and almost every book ever written about Pocahontas) was really not Powhatan. Powhatan was the name of a Pamunkey (Indian) village. The name of the man referred to as Powhatan was Wahunsonacock. Wahunsonacock was the Pamunkey tribal chief. He and his family lived in Powhatan. A master of diplomacy, he had negotiated a treaty among 30 Indian tribes so that they had formed what was known as the Algonquian Confederacy. Wahunsonacock was the head of the Confederacy. He was also the father of 20 children, one of whom was Pocahontas.

Pocahontas, it seems, had inherited many of her father's traits. She was a daughter in whom Wahunsonacock confided and placed special trust.

The story about John Smith being “saved” by Pocahontas may or may not be accurate. Historians generally take one of these three positions on the story:<sup>1</sup>

**Fiction:** Smith's first account of being saved or rescued was told 17 years after it was to have happened, in 1624. He had written several times before, about his expedition and meeting of Wahunsonacock, but described being comfortable and treated in a friendly fashion. It has been said that some of his fellow colonists described him as, “an abrasive, ambitious, self-promoting mercenary soldier.”<sup>2</sup>

**True Story:** Smith claimed to have written about the event in 1616 in a letter to Queen Anne, wife of King James I; however, this letter has never been found.

**Misunderstood Ceremony:** Beth Brant suggests that, rather than salvation by an enraptured Pocahontas, “John Smith's so-called rescue was ... a mock execution—a traditional ritual often held after capture of enemies...”<sup>3</sup>

Pocahontas, of course, played a part in the ritual. She chose to adopt Smith as her brother. Based on subsequent events, it appears that Pocahontas and her father hoped that Pocahontas' adoption of Smith would cement a treaty between the Algonquian Confederacy and the British, a treaty that would enhance the fortunes of all the Indian tribes.

Brant suggests that when John Smith left the Jamestown Colony and returned to England, Pocahontas and her father were greatly angered. Why? “By adopting Smith, ... Pocahontas was, in effect, opening her home and family to him. Smith violated this most basic precept of Indian values by leaving Jamestown without even a good-bye or thank you. To be impolite to an Indian is humiliation to the whole family, clan, and Nation.”<sup>4</sup>

After Smith left, we find that “Pocahontas was sent on varying missions to other Nations by her father. Serving as a spokeswoman for the Algonquian Confederacy, she arranged new trade agreements, cemented old friendships and built new ones. Of this there can be no doubt—Pocahontas was a skilled orator and a politician.”<sup>5</sup> Later, when she and her father were taken prisoner by the residents of Jamestown, we find Pocahontas again seemingly enamored of white ways. Brant explains her behavior from an Indian perspective: “Bargaining with the British, Pocahontas arranged for her father to be sent home and she would stay to learn more about the [C]hristian way. The accounts given at the time show Pocahontas to be an eager convert. I submit that her conversion to [C]hristianity was only half-hearted, but her conversion to literacy was carried out with powerful zeal.” Indeed, “Pocahontas had her own manifest destiny to fulfill. That of keeping her people alive.”<sup>6</sup>

Brant makes two additional comments that should cause us pause as we interpret Pocahontas' life. “The legend of Pocahontas makes us believe that after marrying Rolfe, she quickly became a lady of leisure, even acquiring the title of Lady Rebecca. I find this choice of names especially intriguing. Did she choose it for herself? In her quest for literacy, the Bible was the only tool she had at that time. Did she read the story of another ... Rebecca when she was told, ‘Be thou the mother of thousands of millions, and let thy seed possess the gate of those which hate them?’” [Genesis 24:60]<sup>7</sup>

Pocahontas Rebecca had a son, a boy who combined the blood of the British and the Pamunkey, a son who, in Pocahontas Rebecca's eyes, might have been a symbol of hope for future generations of peace between the two peoples. On her dying bed, her last reported words were, “It is enough the child liveth.”

Alas, it was not enough that Thomas Rolfe survived. As Brant concludes, “The Pamunkey people and ... other southeastern Nations were on the path to extinction.”<sup>8</sup>

—John Holzmans

1. Jone Johnson Lewis, “Pocahontas Saves Captain John Smith from Execution,” About.com, <http://womenshistory.about.com/od/mythsowomenshistory/a/pocahontas.htm>. (Accessed October 2009).

2. “The Pocahontas Myth—Powhatan Renape Nation—the Real Story, Not Disney's Distortion.” Rankokus Indian Reservation, <http://www.powhatan.org/poccc.html>. (Accessed October 2009).

3. Beth Brant, “Grandmothers of a New World,” in Beverly Slapin and Doris Seale, *Through Indian Eyes: The Native Experience in Books for Children* (Philadelphia, PA: New Society Publishers, 1992), 102.

4. *Ibid.*, 103.

5. *Ibid.*

6. *Ibid.*, 103–104.

7. *Ibid.*, 105.

8. *Ibid.*, 108.

## Setting

New England to England; early 1600s.

## Overview

Pocahontas, daughter of a Native American king, lives in the early 1600s. When the English land near her home, her father distrusts them, but Pocahontas wants to help. She saves the life of Captain John Smith twice, and brings food to the starving settlement at Jamestown. After rumors of wars and much distrust, the English capture Pocahontas, who goes to live in Jamestown. She learns to act like an Englishwoman and marries an Englishman, John Rolfe, a tobacco-grower. Together with their son they leave for England, where Pocahontas dies.

### To Discuss After You Read

- Q: What character traits does Pocahontas show when she sets the eagle free?  
A: *compassion*
- Q: What are “great canoes with wings”?  
A: *boats with sails*

|                          |                          |           |
|--------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>12</b> | ADV.<br>Day<br><b>26</b> | Chapter 2 |
|--------------------------|--------------------------|-----------|

### To Discuss After You Read

- Q: Why does Hapsis say there was war between the English and the Native Americans?  
A: *the English angered the Native Americans when they tried to take their food, so the Native Americans fought*
- Q: What is Powhatan’s plan? Is this wise?  
A: *wait to see what the English will do*

|                          |                          |           |
|--------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>13</b> | ADV.<br>Day<br><b>27</b> | Chapter 3 |
|--------------------------|--------------------------|-----------|

### To Discuss After You Read

- Q: The land where the palefaces build is both good and bad. Why?  
A: *good because the water is deep and the ships can come close; bad because it is low, wet, and has flies and mosquitoes*

|                          |                          |           |
|--------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>13</b> | ADV.<br>Day<br><b>27</b> | Chapter 4 |
|--------------------------|--------------------------|-----------|

### To Discuss After You Read

- Q: What new things does Pocahontas see on her trip?  
A: *palefaces, clothes, axes, saws, new houses, boats, and guns*

|                          |                          |           |
|--------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>14</b> | ADV.<br>Day<br><b>28</b> | Chapter 5 |
|--------------------------|--------------------------|-----------|

### To Discuss After You Read

- Q: Where do the hunters go and why do they go secretly?  
A: *to fight the palefaces; so Powhatan can pretend he knows nothing*

|                          |                          |           |
|--------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>15</b> | ADV.<br>Day<br><b>28</b> | Chapter 6 |
|--------------------------|--------------------------|-----------|

### To Discuss After You Read

- Q: What do the two peoples trade?  
A: *hoses, axes, beads for deer, and turkey*
- Q: Why wouldn’t the palefaces trade a gun?  
A: *guns kept the palefaces safe*
- Q: Why would Powhatan kill his captive Captain John Smith?  
A: *without a leader it is easier to drive away the others*

|                          |                          |           |
|--------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>16</b> | ADV.<br>Day<br><b>28</b> | Chapter 7 |
|--------------------------|--------------------------|-----------|

### To Discuss After You Read

- Q: Describe how Pocahontas saves Captain John Smith’s life.

|                          |                          |           |
|--------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>17</b> | ADV.<br>Day<br><b>29</b> | Chapter 8 |
|--------------------------|--------------------------|-----------|

### To Discuss After You Read

- Q: Some Indians were angry that John Smith lived and others were glad. Why did they have different perspectives?  
A: *some thought the white men were enemies and should be killed, others were glad to trade*

|                          |                          |           |
|--------------------------|--------------------------|-----------|
| REG.<br>Day<br><b>18</b> | ADV.<br>Day<br><b>29</b> | Chapter 9 |
|--------------------------|--------------------------|-----------|

### To Discuss After You Read

- Q: Why are the warriors angry?  
A: *they were unimpressed with Smith’s gifts for saving his life; they were too heavy, and very little they could carry*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>19</b> | ADV.<br>Day<br><b>30</b> | Chapter 10 |
|--------------------------|--------------------------|------------|

### To Discuss After You Read

- Q: How did Indian life differ from a Jamestown’s settler’s life?  
A: *the settlers built heavy permanent structures and didn’t plan well for their future; the Indians lived off the land in homes that moved easily, they had enough food to share; the settlers had no women or children*



Q: Why is the fact that the palefaces brought firesticks to the village such an insult?

A: *it shows lack of trust*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>20</b> | ADV.<br>Day<br><b>30</b> | Chapter 11 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: Pocahontas puzzles over Smith's words, "A man who has much gold is rich." Why do you think she is puzzled?

Q: Why is Powhatan angry with the English?

A: *he always gives; they always take but give nothing in return and the palefaces don't keep their promises*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>21</b> | ADV.<br>Day<br><b>30</b> | Chapter 12 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: Why does Powhatan forbid Pocahontas to help the settlers with their gardens?

A: *the palefaces abuse her people, they will grow strong, take Indian land, and he does not trust them*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>21</b> | ADV.<br>Day<br><b>31</b> | Chapter 13 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: What gifts do the English bring to Powhatan? Why?

A: *bed, crown, robe, copper jug, and bowl; to get more furs and food (and maybe to mock)*

Q: What gifts does Powhatan give the English? Why?

A: *old fur cloak, old shoes, and a few baskets of corn; to show Powhatan's disdain*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>22</b> | ADV.<br>Day<br><b>31</b> | Chapter 14 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: How did the English get the food they needed?

A: *since they didn't prepare well for winter, they stole it from the Indian people*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>23</b> | ADV.<br>Day<br><b>31</b> | Chapter 15 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: Explain how the English feel about Powhatan's food, and how Powhatan feels about their treachery.

A: *English need food and will kill and steal to get it; Powhatan angrily wants to kill Smith and the others—his people need their food*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>23</b> | ADV.<br>Day<br><b>32</b> | Chapter 16 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: How does Pocahontas rebel against her family?

A: *she warns Captain John Smith of coming treachery*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>24</b> | ADV.<br>Day<br><b>32</b> | Chapter 17 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: What happened to Captain John Smith?

A: *in a fire, he had a hole burned in his side*

Q: Why did Powhatan's people move?

A: *the palefaces stole from them at gun point and seemed to be everywhere with their firesticks*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>25</b> | ADV.<br>Day<br><b>32</b> | Chapter 18 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: Should Pocahontas have trusted Captain Argall?

A: *no—he tricks her*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>26</b> | ADV.<br>Day<br><b>33</b> | Chapter 19 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: Why is Pocahontas kidnapped?

A: *to force her father to give back English prisoners and guns he captured*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>27</b> | ADV.<br>Day<br><b>33</b> | Chapter 20 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: How does Pocahontas try out English life?

A: *she wears dresses and braids her hair; she speaks English, she helps with chores and she enjoys the girls she lives with*

|                          |                          |            |
|--------------------------|--------------------------|------------|
| REG.<br>Day<br><b>28</b> | ADV.<br>Day<br><b>34</b> | Chapter 21 |
|--------------------------|--------------------------|------------|

**To Discuss After You Read**

Q: Why does Pocahontas decide to stay in Jamestown?

A: *she has no family or friends back in the village, she feels badly that her father didn't ransom her, and she has friends in Jamestown*

**Note:** There are no questions for Chapter 22—just read and enjoy!

REG. Day 29 ADV. Day 34 Chapter 23

**To Discuss After You Read**

Q: What is Rolfe's popular crop in London?

A: *tobacco*

Q: Why does Pocahontas decide to go to England?

A: *her husband wants her to meet his family*

REG. Day 29 ADV. Day 35 Chapter 24

**To Discuss After You Read**

Q: Does Pocahontas like England? Do the people treat her well?

A: *no, it is rainy and she sees many poor people; Rolfe's family does, but many do not*

REG. Day 30 ADV. Day 35 Chapter 25

**To Discuss After You Read**

Q: Why is Pocahontas angry with Captain John Smith?

A: *he left her and forgot her even though she cared so deeply for him* ■

**Section Four**

---

## **Instructor's Guide Resources**

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

| Week | Dictation Application (Mechanics)                                      | Activity Sheet/Creative Expression   |
|------|--|--|
| 1    | basic rules of sentences, nouns; adjectives (articles)                 | Using the Five Senses/Adjectives<br>Descriptive Paragraph  |
| 2    | adverbs; modify verbs  | Verbs & Adverbs<br>Exciting story about topic described in Week 1  |
| 3    | adverbs; modify adjectives and other adverbs                           | Similes<br>Convert writing from Week 1 & 2 into a story, add similes   |
| 4    | word choice (use specific nouns), synonyms                             | Using the Five Sense<br>Story-Starter picture-short story  |
| 5    | adverbs of time and place  | Poetry; Rhyming Patterns; Quatrains<br>Write a limerick; Write a free verse poem   |
| 6    | helping verbs; verb tense  | Outline, mind map<br>Recollection paragraphs   |
| 7    | implied subject—understood you   | Outlines<br>Write an explanatory paragraph   |
| 8    | writing numbers  | Analyze character—Pocahontas; Literary Hooks<br>Write a character sketch   |
| 9    | verb usage: singular has an -s, plurals do not                         | Imagery; Use simile,<br>Story-Starter Picture short story  |
| 10   | pronouns & antecedent  | Narration; Summarization; Public Speaking<br>Point-of-view journal writing   |
| 11   | comma review: series, numbers, city/state, etc.                        | Writing on a Theme<br>Turn outline into rough draft; Final draft   |
| 12   | hyphenate line breaks, syllables                                       | Research; Informative Writing, Note Cards<br>Brainstorm; Select topic; Library visit   |
| 13   | subject/object/personal & possessive pronouns                          | Internet research; Outlines<br>Make note cards for report; Organize note cards into an outline   |
| 14   | combine short sentences; similes and metaphors                         | Bibliography; Report Writing;<br>Hook Writing; Turn outline into rough draft; Read rough draft out loud; Final draft                     |
| 15   | combine short sentences  | Active & Passive Voice; Teaching Methods<br>Brainstorm; character sketch   |
| 16   | interpret proverbs; subjects & predicates (complete, compound, simple) | Research; Biography Writing<br>Write rough draft; Write biography  |
| 17   | comparative adjectives, superlative adjectives                         | Descriptive Writing; Describe a room with 5 senses;<br>Speech Drafting; Public Speaking<br>Gen. G. Washington Than You speech to Phoebe; |
| 18   | quotations with attribution  | Dialog; Research<br>Write mini-report rough draft; Write mini-report final draft   |
| 19   | palindrome   | Research person; write biography   |

*(continued on the following page)*

| <b>Week</b> | <b>Dictation Application (Mechanics)</b>                                    | <b>Activity Sheet/Creative Expression</b>   |
|-------------|---|---|
| 20          | plural nouns: <i>-s, -es, -ies</i>  | Brainstorm; Write independently<br>Story-Starter Picture-short story  |
| 21          | linking verbs; predicate nouns; predicate adjectives                        | Summarization<br>Define “faith”; Write commercial   |
| 22          | contractions  | Active Voice; Passive Voice; Persuasive Writing<br>Write a persuasive paragraph                                     |
| 23          | prepositions, objects of the preposition, prepositional phrases             | Imaginative Writing; Short story<br>Write a short journal entry; Write a descriptive paragraph                      |
| 24          | abbreviations—states/addresses; titles                                      | Homophones<br>Write a “thank you note”  |
| 25          | subject; predicate; vary sentence lengths                                   | Research; Explanatory Writing<br>Write preamble to family bylaws; write explanation of how Constitution was created |
| 26          | irregular verbs   | Voice—Eliminating “be” Verbs;<br>Write down words of wisdom; Retell a story orally                                  |
| 27          | compound words; compound adjectives   | Free Verse Poetry; Limericks; Cinquain<br>Compose 3 poems   |
| 28          | capitalization  | convey emotion<br>Write a “pros and cons” list; Write a compare/contrast paper                                      |
| 29          | possessives ( <i>'s, s'</i> ); singular and plural nouns                    | News article; Draft a newspaper human interest article; Write a newspaper editorial                                 |
| 30          | roots, prefixes and suffixes  | Personification; Maxims<br>Write a paragraph explaining a maxim   |
| 31          | run-on sentences  | Reflective writing; Imaginative Writing; Brainstorming<br>Story-Starter—write the back cover copy for a book cover  |
| 32          | abbreviations   | Picturesque Details<br>Write a paper on why Robert Fulton had a heart of a learner                                  |
| 33          | acronyms/initialisms  | Dialog; Character Traits;<br>Write dialog; Write a 5 paragraph essay  |
| 34          | commas: after introductory words, with noun of direct address               | Persuasive Writing; Critical Writing<br>Write a book review   |
| 35          | simple sentences, compound sentences, coordinating conjunctions; adjectives | Brainstorming; Imaginative Writing<br>Write about a prompted imaginary situation                                    |
| 36          | season description  | Similarities/Differences Chart;<br>Write a compare/contrast essay   |

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

## Appendix 2: Recommendations for Teaching Writing

Since we know that no two budding writers will grow and develop at the same pace, we have designed the writing program in this guide to be flexible. We also understand that parents may feel unprepared to teach writing. Some parents feel like they're not good writers themselves. Other parents may write well, but do not understand how to communicate what they know in a meaningful way to their children. To all these parents, we say, "Don't worry! You can do it." The following suggestions will help you know how to use the tools we provide and, if necessary, how to modify this program to best meet your and your students' needs.

### Allow Students to Write at Their Own Pace

In the same way that we wouldn't teach a toddler to ride a bike with a 10-speed on a nice steep hill, we don't expect beginning writers to produce polished work on a tight schedule either. If you find that the pace we present in this guide is too much for your students, simply allow your students to work through the assignments at their own pace.

Start with our first writing assignment in Week 1. Ask your students to work on it for a set amount of time each day as it fits into your daily schedule. For older children, this could be part of their independent work time, but be careful not to let it consume all of their time. Of course we're happy if they're enjoying a project and don't want to put it down, but don't hesitate to set a timer so that they can have time to accomplish other work, too. A timer might also help when they're struggling with an assignment, so they know that there is an end in sight to their writing time.

If your students can complete some of the brainstorming activities in the time we suggest, have them do so. But we'd understand if the creative writing portion takes longer. Therefore, if your students seem to need more days to complete the assignments than outlined in our guide, give it to them. Don't feel as though you have to move on to our next assignment if they're still working on the last one. Writing is a creative process and at this level, please let the creative juices flow.

If you'd like to spend a day reviewing your students' work with them when they complete an assignment, consider it time well spent. It is during these review sessions that you can reinforce the grammar and mechanical skills they learned that week by correcting issues and pointing out things they've done well in their own writing. You

could then cement lessons learned in your discussion by having them use your edits to write a final draft. Simply give them the time they need to complete each task successfully. Then, pick up with the next assignment in the guide in whatever week you happen to be in when you're ready.

If you start to feel like this slower paced method might jeopardize the variety of assignments your students are exposed to, or causes you to miss assignments you think your students might enjoy, use the Scope and Sequence list in **Section Four** to help you vary the assignments and select a more appropriate topic from another week. At this age, we want writing to be enjoyable, so select topics you think will most inspire your students. And remember, the more practice they get recording their thoughts on paper, the easier it will be for them when they're older and do need to produce polished work on a deadline.

*Relax, slow  
down, and  
write at a pace  
that is fun.*

### The Writing Process

#### **Coaching the Writing Process**

For their first drafts, ask nothing more of your students than to simply put their thoughts on paper. At this stage, anything goes. If you're working with them, resist the urge to correct their spelling or revise their sentence structure, and help them do the same—you will have the opportunity to edit later. Build their writing confidence and show you value their creativity by giving them the freedom to "just write," and not interrupt their creative flow. Pay more attention to the fact that they're meeting the requirements of the assignment: Are they successfully writing a fairy tale? A poem? Are they impressing you with their inventiveness or imagination? If so, applaud them!

Have your students write their first drafts on wide-ruled handwriting paper, or by skipping every other line on notebook paper so you (and they) will have room to write edits directly on their rough drafts. At review time, sit with your students and ask them to read their pieces aloud while you read them over their shoulders. Watch for misspelled words and other mechanical errors that don't align with the way your child reads what he or she

wrote. Help them think through the corrections as you go, but more importantly, help them make the words say on paper what they dreamed up in their heads. For now, your students probably speak better than they write. They form sentences correctly and can “hear” when something isn’t right, so simply help them align their writing to their speaking proficiency. More importantly, praise them when they catch and correct their own mistakes.

For example you might say “Oh! You just paused there, what kind of punctuation do you think you might need?” or “Let’s sound out the spelling of ‘incredible’ together.” Or, “let’s look that word up in the dictionary...” Practice review skills together that you’d like them to be able to use on their own later. Also, help them think through holes in their description or story line. If you see a conspicuous gap, ask them to stop reading and ask them questions about the story that any interested reader would have. If they can tell you answers that help to fill the gap, help them write a few sentences to include this information in the story for other readers to enjoy.

Simply modeling the right way to do something is a very effective teaching tool at this age. When you find mistakes in their written work, pick and choose which ones you want them to help you correct, but sometimes simply demonstrate the right way to spell something or word a phrase in a sentence by quietly writing it on their paper as they read. Remember, they’ll see your correction and write it correctly when they rewrite their final drafts, so the more you can make your review session about showing you value what they created and less about making a big deal over every mistake, the more they’ll enjoy reviewing their papers with you...and the more they’ll like the writing process.

Think about how you’d like each child to handle words they repeatedly misspell. If it’s a word like “said” that they will use frequently now and in the future, you may ask them to rewrite it correctly on their rough draft each time it appears to help them memorize the correct spelling. If the word is lengthy, correct the spelling together for the first instance, and then simply circle the misspelled word each time it appears so they know to reference the first time you corrected it when they write the rough draft.

We strongly encourage you to review your students’ writing with them, rather than edit it yourself and hand it back to them later. By walking your students through the editing

*Coach the writing process and edit as a team.*

process each time, you will teach them how to edit and revise their own papers, how to catch their own mistakes, and how to look up correct answers on their own. As the old adage goes: “Give a man a fish and you’ll feed him for a day. Teach him how to fish and you’ll feed him for a lifetime.” By working with your students to edit and revise, you’ll be teaching them to fish, or, more accurately: to write!

## How DO I Evaluate Writing Assignments?

### Using Sonlight’s Rubrics

We understand that the idea of evaluating your students’ writing may be just as overwhelming for you as it was for them to write it. And yes, evaluating writing can be highly subjective. Therefore, we’ve included evaluation checklists or **Rubrics** for most assignments in your weekly notes that will help you focus your thoughts on the most important skills each assignment addressed. These rubrics should help you make the evaluation process more concrete and less subjective. And by the time you get to the evaluation stage, you should be very familiar with your students’ work and the skills addressed because you’ve coached their progress along the way. Feel free to adjust or modify our rubrics at any time if you feel your child worked on skills we didn’t include on our list.

Much of literary critique is subjective, but we understand that sometimes its helpful to have a concrete way to help you focus your critique. A rubric is a simple form that will help you give point values to certain characteristics of an assignment

At this age, we want to emphasize the writing *process* more than the final result. Do you remember when they were learning to talk? If you pointed to that colorful floating orb in the sky and said “Look, a balloon!” and they repeated “Bay-yoon!” did you correct their pronunciation and then give them a bad grade? Probably not. We hope you laughed, and simply said it again the right way. Even if they called it a “bay-yoon” for the next three months, we imagine you simply kept presenting them with the correct pronunciation and eventually they learned it.

Please think of learning to write as “learning to speak on paper.” Since hopefully your students have had a few years to practice writing by this point, it’s okay to start honing their technique. Strive to teach your students with the same small steps, and the same gentle redirections—slowly, over time. Be careful not to expect too much too quickly. It will come. Celebrate the small accomplishments, and keep engaging your students with examples of good writing (just like the ones in the books you’re reading), and talk about what could be improved when you come across lesser samples.

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

### Creating your own Rubrics

Please note that the items we chose to emphasize on our sample are just ideas of things you might want to include on a rubric of your own. As their teacher, only you will know how your students are writing—where they shine and what they need to polish up—so be sure to include both potential challenges and potential successes on rubrics you compose.

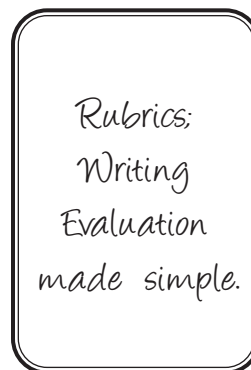
When you create a rubric, first draft a list of all the things you hope the assignment will accomplish, or you hope your child will learn or practice as they complete the assignment. Sometimes it's helpful to list skills by category, so you're sure you've thought of everything you want to evaluate.

Next, assign a point value for each item, giving more points to skills you want to weigh more heavily (or see as more important). Add up all of the points in the rubric to determine the number of points that will equal 100%. After that, simply read through your students' work, thinking about each point on your rubric as you go. Divide the number of points your students earned by the number of points possible to determine a percentage.

| Sample Rubric |                             |  |
|---------------|-----------------------------|--|
| Content       |                             |  |
| _____         | 5 pts                       | Presented a clean, polished, final copy                |
| _____         | 5 pts                       | Successfully revised the description from Week 1       |
| _____         | 5 pts                       | Included at least 1 simile                             |
| Mechanics     |                             |  |
| _____         | 5 pts                       | Worked with Mom or Dad to edit this assignment         |
| _____         | 5 pts                       | Used the dictionary to research the spelling of a word |
| _____         | ÷ 25 pts possible = _____ % |  |
| Total pts     |                             |  |

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

At this age, you may be able to let your students write their first drafts independently, but they will probably still benefit from an "Editorial Review" session with you before they draft their final copies. Later in the year, you might



put together an Editing Checklist with your students if you'd like them to begin editing their own papers independently as well. Draft such a checklist together, and be sure to include both basic content you always want them to check, and common mistakes you know they're still working on. Most importantly, use rubrics to help you more clearly gauge the areas in which your students

could use more work and revise your instruction accordingly.

### Additional Resources

Over the years, we have noticed that many parents who otherwise feel confident and competent to teach their children at home nonetheless experience some anxiety when it comes to teaching them how to write well. Such writing-related anxiety often stems from a feeling that writing is not one of their strengths, combined with the fact that judging "good" writing is a somewhat-subjective endeavor. While 2+2 will always equal 4, the quality of a particular paragraph can often be open for debate.

Does this describe you? If so, don't worry—you're not alone. What you feel is perfectly normal. But let us reassure you about a couple of things. First, you probably write better than you think you do. But even if writing is not your strong suit, you don't have to be an exceptional writer to help your students learn to write well.

Second, don't be afraid of the evaluation process. Trust your instincts. You know when something just doesn't sound right. Be supportive and encouraging and work with your students to make their assignments better. Never forget that writing is a collaborative process. Even professional writers rarely get things perfect on the first try.

Lastly, don't be afraid to show your students that you still have things to learn, too. We can never really stop learning, can we? Share with them when you pick up something you hadn't known before about anything you're learning together, and acknowledge mistakes when you make them. Let them see you correct mistakes and model for your students how you learn from them—you'll be showing them how to be a humble, mature, patient, and teachable student (or teacher!) when you do.

If you do, however, feel like you could benefit from further resources, check out *Writers INC.* (available on our website, item #RL04). This book contains a complete guide



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! ■

# SONLIGHT

## 2020-2021 CATALOG



Request **A FREE COPY!**

SONLIGHT.COM