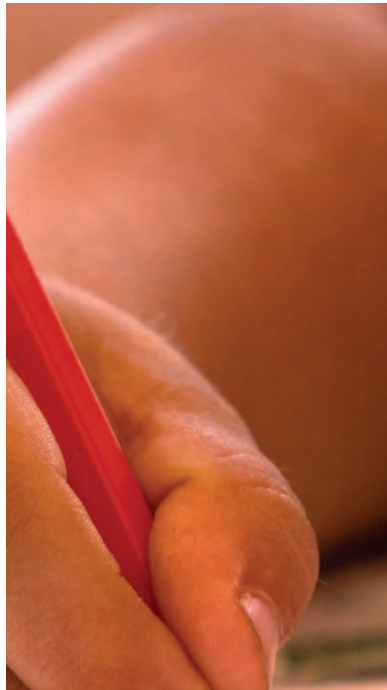


# K LANGUAGE ARTS

LANGUAGE ARTS INSTRUCTOR'S GUIDE



Phonics  
Handwriting  
Readers  
Creative Expression





**Thank you** for downloading this sample of Sonlight’s Language Arts K 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](http://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](http://sonlight.com/advisors).

We hope you enjoy using this sample. For even more information about Sonlight’s IGs, please visit: [sonlight.com/ig](http://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](http://sonlight.com/languagearts) to order your History / Bible / Literature package.

Blessings!

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

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questions?**

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# Language Arts Reading (5-Day)

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By the Sonlight Team

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

Psalm 90:12 (NIV)

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

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

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

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# INSTRUCTOR'S GUIDES LANGUAGE ARTS

**TRY BEFORE  
YOU BUY!**

Get a three-week sample of any  
Sonlight Instructor's Guide—FREE!  
[sonlight.com/samples](http://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 Script: "Slowly break down the words *hit, rib, pit,* and *Tim* by their sounds as you and your children read. Have your children copy them on the **Week 11 Activity Sheet**. *Tim* is the name of a person. What do we do differently with names? (*we start them with capital letters*)

**2** Overview Summary: "Introduce: root/base words with different initial sounds. Review: names; rhymes; vowel sounds (i)"

**3** Copywork/Dictation Assignment: "On the **Week 11 Activity Sheet**: 1. Use the word *it* as a root or base word. Put different consonants in front of it and see how many words you can form. (*bit, fit, pit, kit, lit, nit, pit, sit, wit, zit*) 2. Underline the name. (*Tim*) 3. Circle the word that rhymes with *rib*. (*rib*) 4. Put a box around all the vowels (*i*)

**4** Spelling: "Write a story to go along with *The Cat Book* illustrations located at the end of this week's notes." "Write the Story: I have a book that already has illustrations, but it's missing the story! Do you think you could help me write the story for it today?"

**5** Grammar and Writing Mechanics: "What will you call him? What do you think is happening in... Remember to think about the questions a reader might have: Why is the cat at the beach? What does he make? What does he want to do with the boat? What solution does he come up with? How does it work out? When you're ready, look at the pictures on each page and tell me the story you think goes with them. As they tell you the story, keep an eye on the questions an average reader would have above. Let your interaction with them about their story guide them to answer each question as they write. Feel free to let this creative writing process ebb and flow a little more like a conversation with them about the story, rather than a strict storytelling experience where you simply write down whatever they say without comment. When they have finished telling the story, work together to make up a title for their new story, and you'll have a new book to practice reading together that your children wrote themselves! Be sure to give them all the help they need. By working together, you'll help them gain confidence in their writing abilities." "How to Evaluate This Assignment: As you will have worked together to craft this story with your children, formal evaluation isn't crucial. Here is a simple checklist of skills this activity should address."

**6** Evaluative Rubric: "The **Cat Book Skills Checklist**. Key: Exceeded: ✓+ Met Expectation: ✓ In Progress: → Content: Did your children write a story that aligns to the pictures in the book? Did your children think creatively and draft an imaginative story? Did the story answer the questions a typical reader might have? Does the story have a beginning, middle and end? Presentation: Optional: Worked with Mom or Dad to "edit" this assignment."

**7** Copywork/Dictation Assignment: "Find *The Cat Book* located at the end of this week's notes. Cut along the dotted lines, fold the booklet pages in the middle, and sort the pages in order. You may want to staple a piece of construction paper to the outside if you'd like your children to illustrate the cover of their book, but it's not necessary." "Overview: Write a story to go along with *The Cat Book* illustrations located at the end of this week's notes." "Together: Write the Story: I have a book that already has illustrations, but it's missing the story! Do you think you could help me write the story for it today? Hand your children *The Cat Book* booklet. First, look through the book. Look at all of the pictures to get an idea of how the story might unfold. Who do you think is the main character?"

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

CREATIVE EXPRESSION	Copywork 1	Copywork Application	The Cat Book	Copywork 2 Optional/Dictionary
Other Notes:				

Weekly Overview

**2** Letter of the Week: **L**

**Language, Phonics & Spelling:** Special Interest Vocabulary: Introduce your children to vocabulary for topics that are important to your family's life. Brain Challenges—Organization: Sorting practice. Building Words: Form words with vowel and consonant cards; letter sound recognition; word recognition.

**Creative Expression:** Copywork Application: Root/base words with different initial sounds; names; rhymes; vowels. (i) Write a story to go along with predetermined illustrations. (Narration)

Parental Notes

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## 7 Effective Creative Writing Instruction

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

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

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

## 8 Activity Sheets and Answers

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

## 9 Schedules for Optional Workbooks

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

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

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

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

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

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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

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Not sure what levels your children need?

TAKE A FREE LANGUAGE ARTS ASSESSMENT.

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

## Before You Begin ...

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

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

### Leaving Your Comfort Zone

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

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

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

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

### The Sonlight Way

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

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

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

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

For more in-depth information regarding the Sonlight's Language Arts philosophy, go to: [www.sonlight.com/educational-philosophy](http://www.sonlight.com/educational-philosophy).

### Other Resources

As you adjust to teaching with the "natural learning" approach, you may want some additional assistance at times. For example, you may want to familiarize yourself with quality resources such as Dr. Ruth Beechick's book, *The Three R's*.

If you feel like your children just seem to be struggling or overwhelmed with their work, don't hesitate to put some books away and simply wait awhile. Instead, spend more time on your Read-Alouds and simply continue to encourage a love for reading. In a few months, try again, and you will probably find that allowing a little extra time for your children to grow made success easier for them to attain.

## About This Instructor's Guide

This guide has been produced to make your implementation of Sonlight Curriculum as easy as possible. We encourage you to relax and follow the 36-week plan included in the Schedules and Notes section (Section Two) of this guide.

If you follow our plan, you will be schooling your children 36 weeks of the year. We recommend that you plan your school year right at the start so that you can meet your educational objectives as well as your family's needs.

If your children are struggling in learning to read—please relax. Your children will learn to read when they are ready. Many boys learn to read at age 7½. Don't push, but use these years to read together and enjoy talking with your kids. **It is okay to use more time to finish this program.**

We have tried to vary the intensity of the work load throughout the year so that, following periods of intense activity, there will be times that are less stressful so you can catch up if you have fallen behind.

This guide consists of several parts. **Section One**, the introduction to your Instructor's Guide, provides a brief overview of your Language Arts studies for the year. We want you not only to know what to do, but why you do it. Though we give you many suggestions, we hope you will feel free to use your own ideas as well.

**Section Two** includes the heart of the program: record-keeping/schedule sheets for each book or assignment. Use the schedule sheets as a complete list of each week's assignments and to record what you've done each day. Simply place a checkmark by each assignment as it's completed. You can use these sheets to record problem areas or subjects and topics needing special review as well. Please feel free—as always—to modify our suggested schedule to match your own—and your children's—specific needs. Our Instructor's Guides are not "gospel"!

One important reason to keep records is to demonstrate to others (government authorities, in particular) that you



have been teaching your children—and to show the specific subjects you covered and the materials you used.

Also, we've included a number of general teaching instructions in Section Two, in the Notes section immediately following Week 1's schedule. So, for example, if you're wondering how to structure your instruction for the Student Activities, or want ideas for how to complete the Creative Expression assignments, check out Week 1—Notes.

To make our Language Arts guides easier to use, we've also included many tools and materials you'll need in a given week after the weekly schedule in Section Two. Each week's Notes contain full instructions for completing assigned activities. Please find the Student Activity Sheets following each week. We provide Word Cards behind the Activity Sheets in the week you need them. We also include Vowel Activity Sheets with the weekly Activity Sheets for your convenience.

Our hope is that you can open your binder each day and start teaching!

**Section Three** includes all of the notes for the Readers that are scheduled within your Language Arts program. They are organized into the books, and the order in which they are scheduled, as well as by which days they are being read.

**Section Four** includes appendices that provide you with the Topics and Skills, and extra learning resources needed for the year. Here you will also find Language Arts Skills which you may use to assess your children's skill levels and educational milestones as they learn. These appendices are intended to help you monitor your children's progress in these areas, not to establish iron-clad standards which your children must attain.

### My Downloads

Find extra schedule pages, new user information (how to use a Sonlight guide) and further helpful information specific to the guide you have purchased from Sonlight on our website: [www.sonlight.com](http://www.sonlight.com). Go to Your Account and select the Downloads section to find all of the downloads for your guide.

**Note:** As you set up your Language Arts Instructor's Guide to use for the year, we recommend that you use the binder and divider tabs that we have created specifically for our Instructor's Guides. They include a tab for each of the 36 weeks.

## An Overview of This Year's Studies

The goal of the Sonlight Curriculum "Language Arts K" program is simple: to lay a basic foundation for reading, writing, and oral communication skills to be developed in years to come. This year we will cover all twenty-one consonant sounds plus the short forms of all five vowels. We will also begin reading and writing three-letter words. After Week 9 your children will read a story every week on their own using the letter sounds they have learned to date.

## Items You Will Need

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

- Wide-ruled paper (3/4" line height at least; check the catalog for the paper that goes with your handwriting program).
- Large (thick) pencils, 3/8" or greater in diameter (Sonlight item #KL16).
- A regular pair of scissors for you, and a safety pair of scissors for your children.
- White glue (like Elmer's™).
- A ream of inexpensive blank paper.
- Sandpaper or felt.
- Bean bags (un-popped popcorn or rice in a baggie will work).
- Unlined index cards.

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

## Recommendations for Teaching

### Reading

Though we have wanted to maintain a low-key approach in "Language Arts K," many parents and children are anxious to read. We try to follow a middle ground between the extremes of pushing early learning and following the research that indicates children will do just fine if they don't read until they are in third grade or later.

You will find we recommend many kinesthetic (hands-on, active) learning experiences throughout the year. We are firmly convinced that the more ways in which children can interact with their environments, the more thoroughly, rapidly, and joyfully they will learn the material.

By Week 9, you will need several sheets of very fine sandpaper or, alternatively, several pieces of felt. We attach these to 3"x 5" cards to teach the four letters that children commonly confuse: lowercase **b**, **d**, **p**, and **q**. If you'd like to see what we are planning to do, turn to the Week 9/Day 44 Activities section.

### Writing

Another dream we hold dear to our hearts is to help you train your children to be exceptional communicators. Sonlight's goal is that your children would be both fond of and talented in written and spoken expression. We believe

that if children are provided with time to practice writing every day, it will cease to be a chore and soon become second nature. Therefore, we have designed our programs to give your children something to “write” every day. Some days it will be as simple as rewriting a copywork passage, and on others it will be as exciting as dictating a silly poem about breakfast cereal for a weekly Creative Expression assignment.

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

### Spelling

While phonics/phonetics is helpful in reading, it is more helpful in spelling. Your children will practice phonic spelling patterns in all of the exercises they do this year.

We include “Basic Phonics for Spelling Rules” in the Appendices as a helpful resource in teaching phonics this year.

### Additional Resources

Besides referring to your Instructor’s Guide and books, please visit our Sonlight Connections Community ([sonlight.com/connections](http://sonlight.com/connections)). If you have any questions about how to teach, or why you might (or might not) want to do something; if you wonder if someone has an idea about how to do something better, or whether you or your children are on track or need special help or attention; or for whatever reason, you will find a large community of friendly, helpful people available.

### Student Activity Sheets

We include Activity Sheets to help you help your children. If you are doing this program with students who struggle with writing, we encourage you to do these activity exercises together. Children can answer most of the questions out loud.

If we ask your children to “rewrite” a sentence, that doesn’t mean we necessarily expect them to do the actual handwriting and to spell all the words on their own. If they are capable of such work, then feel free to encourage them to do that. But if they are just starting out, we expect you to work right alongside—and possibly serve as the “secretary” for—your children. Of course, if you’re using this program with older children—Grade 2 or 3, for example—we expect children at that level to produce their own sentences. For further dictation/copywork instructions, please see Week 1—Notes.

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

### Corrections and Suggestions

Since we at Sonlight Curriculum are constantly working to improve our product development, we would love it if we could get you to help us with this process.

Whenever you find an error anywhere in one of our Instructor’s Guides, please send us a short e-mail at: [IGcorrections@sonlight.com](mailto:IGcorrections@sonlight.com). It would be helpful if the subject line of your e-mail indicated where the problem is. For instance, write “Language Arts K/Section Two/Week 1/Day 3.” Then, in the message portion of the e-mail, tell us what the error is.

If while going through our curriculum you think of any way we could improve our product, please e-mail your suggestions to: [IGsuggestions@sonlight.com](mailto:IGsuggestions@sonlight.com). If you know of a different book we should use, if you think we should read a book we assign at a different point in the year, or if you have any other ideas, please let us know.

Your efforts will greatly help us improve the quality of our products, and we very much appreciate you taking the time to let us know what you find. Thanks for your help! ■

**Section Two**

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## **Schedule and Notes**

Language Arts K

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
PHONICS/ SPELLING	<b>Letters Learned So Far</b>	<b>Ff</b>				
	<b>My First Picture Dictionary</b>	F pages				
	<b>Language and Phonics Activities</b>	Letter Pictures	Stories: "Hit the Library"	Stories: "Tell Me About Your Day"	Play "I Spy"	
	<b>Optional: Get Ready for the Code</b>	pp. 1–4	pp. 5–7	pp. 8–10	pp. 11–12	
HAND-WRITING	<b>Handwriting Without Tears: Letters and Numbers for Me</b>	Mom or Dad, pp. 4–6; Children, pp. 7, 27	p. 8 & top of p. 9	p. 60		
CREATIVE EXPRESSION		Copywork 1	Circle the Picture	Picture Book Narration	Copywork 2	Finish the Story
<b>Other Notes:</b>						

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**Weekly Overview**

<p><b>Letter of the Week:</b> Ff</p> <p><b>Language, Phonics &amp; Spelling:</b></p> <p><u>Stories</u>: Visit the library; ask your children about their day.</p> <p><u>"I Spy"</u>: Letter sound recognition.</p>	<p><b>Creative Expression:</b></p> <p>Circle the Picture—letter sound recognition.</p> <p>Narrate (retell the story from) a favorite picture book. (Narration)</p>
--	--

Introducing Letters

When you introduce a letter, point to the two forms of the letter (uppercase and lowercase), while saying its sound. Then, as you work through your other activities during the week, highlight and review each week’s new letter and its sound as it surfaces in the games and activities you play.

When saying the letter sounds, try to avoid adding the sound of an unstressed vowel—a kind of “uh” sound—after the letter sound itself. In others words, say “mmm – mmm – man,” not “muh – muh – man!” Of course, you won’t be able to do this perfectly; vocalized letter sounds that are formed by stopping airflow (b, d, g, etc.) virtually require some kind of release of air in order to say them, and that release of air will sound rather vowel-like. But try to reduce this sound to a minimum to focus attention on the sounds of the letters. Also: It is unnecessary for your children to learn the names of letters at this time and, in fact, such lessons could be confusing. Stick with the sounds.

Day 1 F pages

Overview

Introduce the book.

Introduce your children to a dictionary’s organization: **alphabetical order**.

Together

Read the script below to your children to lead today’s discussion.

Introduction

Today, let’s begin with *My First Picture Dictionary*. Look through it. Turn the pages; what do you see? What can you tell me about how it’s put together? (*It works through all of the letters in the alphabet from A through Z; The alphabet is listed down the side of the page, and one or two are shaded to show which letter is discussed on that page.*)

Let’s look at the “A” pages for a minute. The pictures on the left side are “aardvark” and “acorn”, and the pictures on the right side are “astronaut” and “automobile”.

In a dictionary, words are listed in **alphabetical order**, which means words within the “A” section (which all start with “a”) are organized in order of their second letters. So words that start with, say, “a-a” come before words that start with “a-u”.

Point to the words as you point out the spelling to help your children begin to see the organization. Use the list of letters down the side of the page to help your children see that “u” falls much later in the alphabet than “a” or “c”.

Can you think of other words that we could put in our dictionary on the “A” pages? (*Answers will vary. Possible: artichoke, anteater, albatross, etc.*)

Go to the “F” Pages.

We are learning this sound this week. Can you come up with additional words that begin with this letter?

What about words that we could put on the “F” pages?

Language and Phonics Activities

Day 1 Letter Pictures

Over the course of the year, make a letter page for each sound. You might want to keep them in a three- ring binder, or in a folder, where your children can access them and review them easily.

In **Section Four’s** “Picture Sheets & Sound Cards” you’ll find drawings, about six per letter. Get a blank piece of paper (hole-punched, if desired), write the capital and lower case letter of the week on it in bold letters. Cut out the pictures for that letter and paste them on. For example: **F,f**—fan, fence, finger, football, fox, frog. If you want to find additional pictures, such as in magazines, feel free to flip through some with your children and look for additional words. We also schedule the pages from *Get Ready for the Code* to match the letter we are studying.

This is another way to reinforce the sound your children are learning. Please follow these directions for the rest of the year, whenever “Letter Pictures” is on the schedule.

Day 2 Stories: “Hit the Library”

Throughout the year, we schedule a variety of activities that help your children develop language skills. One of the greatest advantages to homeschooling is that you can teach “lessons” anytime, anywhere. Therefore, we trust our Language and Phonics Activities will be easy to incorporate into your daily life.

Each week, we give you ideas for three activities to complete with your children. You don’t have to necessarily complete them on the day they are scheduled, but we suggest you give each one a try before the end of the week. If you find some activities that you especially enjoy, feel free to do them again. Developing language skills is like learning to play an instrument—it never hurts to practice, especially if practicing is fun.

The first two activities in each week focus on oral language (and thinking). These activities cover a wide range of topics and skills, and many you can complete while you’re running errands or are otherwise on the go.

Use the last activity of the week to reinforce the letter sounds you introduced at the beginning of the week. Some of these activities require you to use the Sound Cards found in **Section Four** of this guide, or make use of the Weekly Activity Sheets. We hope you use all of our

activities to make your children’s learning experience light and fun.

### Stories

Reading stories to your children should be part of your daily routine. If not, challenge yourself for the next few weeks to read something non-school-related to your children once a day. The story you read (or tell) doesn’t have to be any particular length—a favorite picture book, something Grandma told you on the phone, a news article, etc. Stories provide a great way to slow down and cuddle before bed, so consider making story time a part of your bedtime routine.

So how do stories teach oral language? Since written language is more formal than the conversational language we usually speak, stories introduce your children to new vocabulary and more complex sentence structures. Stories have a beginning, middle and end, so they also teach sequencing and cause and effect. Many picture books are written in rhyme, so they expose your children to rhyming and rhythmic patterns. And of course, stories stimulate the imagination. Reading and telling stories provides an easy, structured way for you to expose your children to our language in a fun, enjoyable way.

### Overview

Share one story each day with your children this week.  
Visit the library together; attend story time.

---

### Activity

Has life been busy and it’s been a while since you went to the library? Set aside some time to go this week so you can replenish and freshen up the stock of available stories you have at home. Check the library’s schedule and plan to go when you’ll be able to attend story hour. Let the librarian engage your family with stories for a bit—it may give you a few ideas for books to grab while you’re there. Of course, allow your children to make a few selections as well. If your schedule is full, you might be able to reserve a few titles online ahead of time so you can pick them up quickly from the Hold shelf when you do stop in.

Day  
**3**

Stories: “Tell Me About Your Day”

### Overview

Take time to ask your children about their day, and really listen to their answer.

---

### Activity

A mom recently told the story that when she first started dropping her children off at High School, she was annoyed. Her children happened to attend the same high school that she had attended as a teenager, and not only that, they lived on the same street she had lived on growing up. Therefore, she had a hard time justifying driving them to school when she and her friends had always walked. Why did she need to find time in her busy day to drive them to school? Before long, she knew, and she decided the drive was worth it.

Why? She realized the conversations they had with her in the car were priceless. Something about the still, quiet, short drive meant they’d think of things to tell her or ask her about that they might not bring up once they escaped the small confines of the car and life took over. Particularly for conversations with teenage children, I’m sure these times became very dear.

Today, find a time to connect with your children and ask them about their day. If you can, try to get them to tell you a story about something that happened. Ask them what the coolest or most interesting thing they learned in school was, or see if they can remember something funny that happened while playing with their friends. Can you think of a personal experience you had today that you could tell them about? If not, tell them about plans you’ve made for an upcoming event or family outing. Don’t worry if your conversation drifts from stories to them asking you questions about something they’re wondering about. Once you get the conversation started, simply enjoy talking with your children.

Don’t stress about when to fit in this conversation. Talk to them while you’re driving them to practice. While they’re taking a bath. While they’re playing Legos®. While you’re eating dinner. While they’re helping you with the dishes. *Your* biggest challenge may be to simply slow down and genuinely listen to them. If you can, try to be still and give them your full attention. You may be surprised how much they have to tell you once they realize you’re truly listening.

Day  
**4**

Play “I Spy”

### Activity

Play “I Spy” by finding things that start with the /F/ sound. Try one of the following ways:

1. Place in a basket several items that begin with the letters f, m, t, or b. Say, “I spy with my little eye something that begins with the letter that sounds like \_\_\_.” See if your children can pick it. Switch roles.
2. “I spy ... something (on myself, in the room, out in the yard ...)” that starts with a particular sound (f.)



3. "I spy ... something that ends with the letter sound \_\_\_."
4. "I spy ... something that has \_\_\_ sound in its middle."
5. If your children already know letter names, do any of the above suggestions using the letter names rather than their sounds.

- As you teach your children how to write, practice the 3 steps shown on page 5.
- Using the correct pencil grip, show your children how to decorate the illustrations on page 7 and have your children do so. Write your child's name and have them copy it.

### Get Ready for The Code

If you'd like more phonics practice, we recommend getting the *Ready...Set...Go for the Code* program as a supplement. For those who choose to do this optional program, we schedule these optional workbooks for you. We match the pages we assign to the letter that students are studying that week.

Day  
2

p. 8 and top of p. 9

We schedule the capital letter your children are studying in Phonics on the first day of the week. We add the lower-case letter on the second day. We do so to link what your children are studying in Phonics to what they write.

### Handwriting Without Tears

We highly recommend purchasing a handwriting program. *Handwriting Without Tears* is a wonderful program that we recommend often. We include a schedule for your convenience on the weekly schedule pages.

If you choose a different handwriting program, we have left a blank line to fill in as you use your preferred program.

If you would like help scheduling any of the programs we offer, please go online to <http://www.sonlight.com/handwritingschedules> and download and print the appropriate file.

*Handwriting Without Tears* begins with capital letters since it is hard to reverse capital letters, particularly if students begin in the corner marked with the smile face or dot. Always link the sound of the letter to the illustration "F is for fish." We choose to match handwriting to the letter sound our children learn each week to make as many connections for reading as possible.

If you use *Handwriting Without Tears*, use the front side of the Activity Sheet. For *A Reason for Handwriting* or *Getty-Dubay* flip the sheet over.

Day  
1

pp. 4–7, 27

#### ☆ Prepare in Advance

Read pp. 4–6 to prepare for today's lesson.

#### Overview

Determine your child's handedness.

Teach your children the correct pencil grip, as described in the book.

#### Together

- Decide if your children write right or left handed and set their paper according to their handedness. Then, demonstrate to your children how to hold a pencil (as shown on page 4.)

### Creative Expression

#### Recording Your Children's Work

To help your children learn to enjoy expressing their thoughts, as well as to get a good feel for the flow of a story and/or how to express their ideas effectively, use the following methods:

- Serve as your children's scribe, writing their stories or papers exactly as they tell it to you. Don't "adultify" either the tone or vocabulary. In all the exercises, remember to let your children express themselves naturally, without interruption. You may want to have your children dictate while you type their stories on the v. You may find that it's easier to keep up with them if you're typing rather than writing their stories by hand.
- Every now and then during the writing process, stop and read back to your children what they have written so far. That will help them to correct and add to what they have written. You'll also want to ask your children questions to encourage them to explain or expand upon their ideas.
- For instance, your children may need help to think sequentially. Prompt them with open-ended questions like, "How did it begin?" "What happened next?" "Why?" "Is that all?" etc. Also, encourage your children to "flesh out" characters and scenes by asking questions like, "What did it look like?" "Why did he do that?" "How did you feel at that moment?" "What did he say?" etc.
- Encourage your children to answer in complete sentences by saying "How should I put that in your story?" If your children answer in incomplete sentences, encourage them to complete them. (You want them to write the story; you shouldn't have to supply any of the words.) So, you may ask, "Why did the dog scare you?" And your children will answer, "Because it was barking." "So," you'll respond, "how should I put that into the story?" You may need to reread the last few sentences to refresh their memories before they can answer, "The dog scared me because it was barking!"

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- Keep all of your children’s writings in a dated folder. Years from now, this folio will provide pleasant memories.

Initially, your children may not be able to think of much more than a few sentences for any one assignment. That’s okay. As they develop their abilities, they’ll dictate more. Your main goal is to encourage your children to learn that making up stories and communicating new ideas can be fun. By and large, we believe these assignments should be quick and relatively easy to do. For more recommendations for teaching, see “Writing” and “Student Activity Sheets” sections in the Introduction.

### Copywork

Please find the weekly copywork passages directly after each week’s Notes. Use the side that matches the style of your chosen handwriting program: one side matches the *Handwriting Without Tears* style, while the other side matches the *A Reason for Handwriting* and *Getty-Dubay* styles.

First have your children trace the words on the page then write them. After they write, have them evaluate their handwriting, circling those letters they think are formed the best. (This exercise ensures that it is not you who is judging their writing ability, but they are evaluating their own success at controlling their hand movements.) Keep your children’s copywork assignment since they will use it for other exercises during the week.

Is copywork really necessary? Our answer is an unqualified “yes!” In our experience, workbooks don’t do a very good job of teaching children how to write effectively. Instead, children learn to write well by listening to good writing, looking at good writing, copying good writing, and then finally writing on their own. Sonlight’s Language Arts programs try to touch all of those areas.

Copywork builds the foundation for dictation, which your children will begin in Level D. Copywork provides valuable handwriting practice for your children, as well as wonderful opportunities to explore writing mechanics, such as capitalization, punctuation, and other basic grammar skills. You will be amazed at how quickly your children will develop basic technical skills, including correct sentence structure and Phonics/Spelling. They will also begin to learn cadence and style.

As your children write each passage, discuss it with them. Examine their handwriting and show them where they have done well and where they can improve. Also point out any interesting things you see in the passage. Connect the passage back to the letters they are studying each week and use the time to reinforce lessons learned previously.

Day  
**1**

### Copywork 1

Later your children will write copywork passages pulled from one of the books they read. For now, as your children learn the letters and their sounds, have your children write the letter of the week, (this week’s letter is “F”) on the weekly Activity Sheet, or on a separate sheet of paper.

### Activity

On the **Week 1 Activity Sheet**, have your children write the uppercase letter **F** six times. Find each week’s Activity Sheet directly following these notes.

Day  
**2**

### Circle the Picture

#### Overview

Practice: letter sound recognition.

#### Activity

On the **Week 1 Activity Sheet**, have your children circle the picture of the objects that begin with the letter **F**. (*frog and flag*)

Day  
**3**

### Picture Book Narration

Children love stories. Would you have ever guessed that your children’s favorite picture books could be used to help them learn how to write well? Well, they can!

Today have your children retell a favorite story. In doing so, they will receive valuable practice in thinking through a story line. What all goes into a story? What events happen first, second, etc.? Who are the characters? What do they do? What details are important?

#### Overview

Ask your children to retell from memory the story from a favorite picture book.

#### Together

Have your children pick a favorite picture book, then ask them to “tell back” the story line from the book. Let them look at the pictures as they tell the story, but don’t let them read the words (if they are already reading)—they must tell the story as they remember it.

As they relate the story to you from memory, feel free to ask questions to guide them if they need a little help. Use open-ended questions, such as:

- “What happens next?”
- “Who did that?”
- “Why did he/she/they do that?”
- “Where/when did they do that?”

If you like, record your child’s story on either a sheet of paper to file or on the computer.

#### How to Evaluate This Assignment

Don’t require that your children get every last detail of the story correct. Just be satisfied if they are able to provide a good general outline of the story. Congratulate them on what good memories they have! Explain to them that they can use their memories of stories they’ve read to help them write their own stories one day.

Day  
**4**

## Copywork 2

Have your children write the uppercase and lowercase letters **Ff** four times on the **Week 1 Activity Sheet**. And, have your children tell you three words that begin with the "F" sound. (*fun, fan, flip, fast, frog, fork, fin, etc*)

Day  
**5**

## Finish the Story

Read the following text to your children, and then ask them to tell you what happens next:

Tim and Sally received a new sled for Christmas one year. They waited and waited for the snow to fall so they could use it. Just before they went to bed one night, they saw some snowflakes fall. When they got up the next morning, snow had fallen on everything. They got on their warm snow clothes and ...

See what your children can come up with! Did Tim and Sally go sledding? Did they fly down a big hill? Did they get covered in snow from head to toe? Remember: there's no right answer here. You should just be looking for your children to expand appropriately upon the part of the story you read to them.

If they need some help, gently nudge them in the right direction with open-ended questions, such as:

- Who are the characters in the story?
- What are they doing?
- Where or when are they doing it?
- Why?
- What happens next?

Encourage them to be as detailed as they can. Together, you will be laying the groundwork for successful writing! Record your children's stories. ■



Language Arts K Week 1 Activity Sheet (Handwriting Without Tears)

Copywork 1

Write the uppercase letter **F** five more times. Start at the dot.

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Circle the Picture

Circle the pictures whose name begins with the letter **F**.



Picture Book Narration

Record this assignment on a separate sheet of paper.

Copywork 2

Write the letters **Ff** four more times each. Start at the dot.

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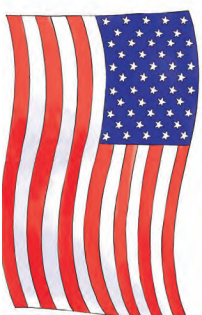
Copywork 1

Write the uppercase letter **F** five more times. Start at the dot.

Handwriting practice lines for uppercase letter F. Each line consists of a top solid line, a middle dashed line, and a bottom solid line. A black dot is placed at the top of each line to indicate the starting point for writing the letter. The first line shows a light blue uppercase letter 'F' written from the top line to the bottom line.

Circle the Picture

Circle the pictures whose name begins with the letter **F**.



Picture Book Narration

Record this assignment on a separate sheet of paper.

Copywork 2

Write the letters **Ff** four more times. Start at the dot.

Handwriting practice lines for uppercase letter F and lowercase letter f. Each line consists of a top solid line, a middle dashed line, and a bottom solid line. A black dot is placed at the top of each line to indicate the starting point for writing the letter. The first line shows a light blue uppercase letter 'F' and a lowercase letter 'f' written from the top line to the bottom line.

Language Arts K

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	
<b>PHONICS/ SPELLING</b>	<b>Letters Learned So Far</b>	Ff, Bb				
	<b>My First Picture Dictionary</b>	B pages				
	<b>Language and Phonics Activities</b>	Letter Pictures	Calendar: The Days of the Week	Stories: "When I Was Your Age ..."	Find the Pairs	
	<b>Optional: Get Ready for the Code</b>	pp. 13–16	pp. 17–19	pp. 20–22	pp. 23–24	
<b>HAND-WRITING</b>	<b>Handwriting Without Tears: Letters and Numbers for Me</b>	top of p. 11	p. 59			
<b>CREATIVE EXPRESSION</b>		Copywork 1	Circle the Words	Write an Invitation	Copywork 2      Story Sequencing	
<b>Other Notes:</b>						

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<b>Weekly Overview</b>	
<p><b>Letter of the Week:</b> Bb</p> <p><b>Language, Phonics &amp; Spelling:</b></p> <p><u>Calendar:</u> The days of the week.</p> <p><u>Stories:</u> Tell your children a story from your childhood.</p> <p><u>Find the Pairs:</u> Letter recognition.</p>	<p><b>Creative Expression:</b></p> <p>Circle the Word—letter sound recognition</p> <p>Write an invitation to invite a guest to an event. (Communication)</p>



Day  
6

## Letter Pictures

Create a letter page for the letter B, using the “Picture Sheets” in **Section Four**. Cut out the pictures for **B, b**—balloon, bear, bike, book, box, butterfly. See Week 1 for more details on how to do Letter Pictures.

Day  
7

## Calendar: The Days of the Week

## Calendar

What’s happening today? Reviewing the calendar makes a great early morning activity, and gives you an opportunity to introduce and practice calendar vocabulary with your children. In addition, your children gain daily practice with the way a calendar functions, and learn the bigger picture of the way our culture tracks time. As with all new skills, build up your morning “Calendar Routine” slowly. We start by asking you to simply recite or sing the Days of the Week, and will add more calendar elements to incorporate into your routine in the following weeks. Stay tuned.

## Overview

Learn to recite **the days of the week**.

Learn the concepts of *today*, *tomorrow* and *yesterday*.

## Activity

This week, spend a few minutes each day reciting the days of the week with your children. To help it stick, stand in front of them with a calendar and use a pencil (or other special pointer you may have in your arsenal) to point to each day on the calendar as you say it.

To make it even more fun, sing. A simple internet search for “Days of the Week Song” will present you with plenty of options for song choices.

Conduct this activity as follows:

1. Point to each day and recite or sing its name.
2. Place a moveable shape or marker on the calendar to denote “today”, and say “Today is Wednesday.”
3. Ask your children to tell you what day was “yesterday” and which day will be “tomorrow”.
4. Finally, if you can, mention one day that will have a special or notable activity on it this week, and point to it on the calendar.

Once you’ve modeled this activity for them a few times, see if they’d like to “be the teacher” and stand in front of you with the pointer. Have them point to the days as you sing, and then ask them to point to the correct days as they answer your questions.

Day  
8

## Stories: “When I Was Your Age ...”

## Overview

Tell your children a story from your childhood.

## Activity

Today, tell your children a story you remember about something that happened to you during your childhood. Can you think of one they might not have heard before? One from a time when you were about their age? Does anything stand out to you about when you learned to ride your bike or your first day of school? Can you tell about a funny event that happened during a family reunion, or about a special place you’d visit on vacation?

Look through an old photo album together to help jog your memory, and see what they ask you about. Can you include characters they know, like Grandma and Grandpa or aunts and uncles? How was your life different when you were growing up than it is for them? Try to fascinate them with your story—include details, but try to sculpt your story so it has a beginning, middle and end.

Here is an example:

You’ll never guess who taught me to ride my bike. Of course, Grandpa spent a lot of time running behind me and holding onto the seat, but I confess he wasn’t the one who helped me really “get it.”

Grandpa did make me a really fabulous bike. He’d bought it used but painstakingly painted it pink for me down at his shop after work. He found a pretty new, white banana seat (which was long and shaped like a banana—they were all the rage at the time) to put on it for me, and I remember it had streamers on the handlebars and, of course, training wheels.

I did okay while the training wheels held me up, but once Grandpa raised them, I couldn’t figure out how to keep my balance. He’d run behind me and try to help me by holding onto the back of the seat, but I’d quickly lose my balance and crash. Until Mark came along.

Mark was our across-the-street neighbor who was older than me but younger than Uncle Jason, and because he was a boy and there were other boys around to play with, it meant he usually didn’t have much to do with me. But for some reason, he decided he wanted to teach me how to ride my bike. So guess what he did:

Mark climbed on my bike and sat behind me on that long banana seat. I pushed the pedals and steered with the handlebars, and Mark held on and dangled his legs to help me balance. With his legs hanging down, he could catch us if we started to tip too far, but I soon learned to feel what it was like to balance without being so afraid of crashing! If it hadn’t been for Mark, I’m sure it would have taken me much longer to learn to ride my bike.

Day  
9

## Find the Pairs

## Overview

Practice: Letter recognition.

### Activity

Show your children the boxes depicted on the **Week 2 Activity Sheet**, located after these Notes. In each set of four, have them point to the letters that are the same.

## Creative Expression

Day  
**6**

### Copywork 1

On the **Week 2 Activity Sheet**, have your children write the uppercase letter **B** seven times.

Day  
**7**

### Circle the Words

#### Overview

Practice: letter sound recognition.

#### Activity

Read each word on the **Week 2 Activity Sheet**. Then have your children circle the words that begin with the letter **B**. (*Bag, Box and Boy*)

Day  
**8**

### Write an Invitation

Last week, your children practiced the basics of a story line and also got to use their imaginations a bit. This week, it's all about the facts. Clear, factual written communications are vital in today's information-based world. Whether it's a recipe, directions to your house, or a set of instructions, being able to set forth basic facts in a clear and compelling way is an important skill for your children to master.

Help your children practice this writing skill today by working with them to create an invitation. It could be an invitation to a birthday party, a special request for an adult to see them in a sporting event or a recital, or simply an informal note asking a friend to come over to play. The specifics are up to you. Just make this assignment "real" by sending or delivering the invitation. Be sure to let the recipient know that your children wrote the invitation.

As always, when writing a factual piece like this, it's helpful to review the "5 Ws and an H:" Who? What? Where? When? Why? How? Explain to your children that they will need to make sure their invitation answers these important questions.

#### Overview

Practice recording facts about an event by drafting an invitation together.

#### Together

Read the script below to your children.

#### Invitation:

*If you can, introduce this lesson by showing your children a formal invitation to a party or wedding your family has received recently.*

In our culture, when we throw a fancy party or have a big event, we send an invitation in the mail to invite guests to attend. Today we are going to write an invitation for someone to come to an event. First, let's think of an event we'd like a guest to attend.

*Brainstorm together a list of possible upcoming family events (formal or informal), decide together whom your children would like to invite, and then select the event to which they'd like their guest to come.*

Next, let's pretend we've been invited to the event. What do you think we would like to (or need to) know about the event? *Jot down any answers your children provide in a list, so you can write details about the event next to each item in a minute. How many of the 5 W's and an H: questions (Who? What? Where? When? Why? How?) can they come up with? This assignment will probably use most of them. Don't forget **time, date and location** of the event, if the invitee should bring anything with them, and if you'll be **eating** anything during the event.*

**If your invitation is to a party:** Since we're inviting our guest to a party, let's be sure to ask for an R.S.V.P. so we'll know how many people to expect. (R.S.V.P. stands for *répondez s'il vous plaît* or *respond if you please*). What other information might we need to include in this invitation so that our guest may respond easily? (*phone number, etc.*)

Now that we have a good list of questions that will give our guests facts about the event, let's write some answers to the questions so we'll know what facts to include on the invitation.

When you finish your discussion, help your children transfer the information onto a card or other paper they can decorate as the invitation.

#### How to Evaluate This Assignment

Work through these assignments side-by-side, showing your children the way—not expecting them to do the work on their own or produce perfect results right off the bat. These skills take time and practice to master. Be encouraging and show enthusiasm for what they are able to accomplish. When you've finalized an invitation together, help your children mail or deliver it to its recipient.

A finalized invitation might look like this:

Dear Corey:

Please come to my birthday party next Saturday, March 9, 2050, at 3:30 p.m. We will play games and eat cake and ice cream at the Knights of Magellan Hall, 123 Main Street, Palookaville, Maryland 12345. Don't forget to wear tennis shoes! Please R.S.V.P. to 123-456-7890.

Your friend,

Seth

On the **Week 2 Activity Sheet**, have your children write the uppercase and lowercase letters **Bb**, four times.

Read the following sentences **in number order** to your children. Ask your children to put them in the correct story order. Repeat the sentences as needed. The sentences (in the correct order):

2. Goldilocks walks into an empty house in the forest and makes herself at home.
4. Goldilocks eats a just-right bowl of porridge after testing one that was too hot and one that was too cold.
3. Goldilocks falls asleep on the just-right bed after trying one bed that was too hard and one that was too soft.
1. Three bears awaken Goldilocks and she runs away.

As you work through this activity with your children, explain to them how important it is for things to happen in the correct order. If they need a more concrete example, read through the story in the wrong order and point out how confusing it is! ■



**Copywork 1**

Write the uppercase letter **B** six times. Start at the dot.

B . . . . .

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**Circle the Words**

Circle the words that begin with the letter **B**.

Frog

Bag

Dog

Box

Boy

Toe

**Write an Invitation**

Record this assignment on a separate sheet of paper.





**Copywork 1**

Write the uppercase letter **B** six more times. Start at the dot.

B

•

•

•

•

•

•

**Circle the Words**

Circle the words that begin with the letter **B**.

Frog                      Bag

Dog                      Box

Boy                      Toe

**Write an Invitation**

Record this assignment on a separate sheet of paper.





Language Arts K Week 2 Activity Sheet (Handwriting Without Tears)

**Find the Pairs**

In each set of four, point to the letters that match.

B	f
b	f

F	b
b	F

b	b
F	f



Copywork 2

Write the upper and lowercase letters **Bb** four more times. Start at the dot.

Bb . . . . .

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**Find the Pairs**

In each set of four, point to the letters that match.

B	f
b	f

F	b
b	F

b	b
F	f



**Copywork 2**

Write the upper and lowercase letters **Bb** four more times. Start at the dot.

Bb

• — — — — — • — — — — — • — — — — — • — — — — — • — — — — — • — — — — — • — — — — — • — — — — — • — — — — — • — — — — —

# Language Arts K

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>PHONICS/ SPELLING</b>	<b>Letters Learned So Far</b>	Ff, Bb, Mm				
	<b>My First Picture Dictionary</b>	M pages				
	<b>Language and Phonics Activities</b>	Letter Pictures	Stories: Young Authors	Nutrition: Healthy Choices	Listen, Tap	
	<b>Optional: Get Ready for the Code</b>	pp. 25–28	pp. 29–31	pp. 32–35	pp. 36–38	
<b>HAND-WRITING</b>	<b>Handwriting Without Tears: Letters and Numbers for Me</b>	bottom of p. 12	p. 56			
<b>CREATIVE EXPRESSION</b>		Copywork 1	Circle the Picture	Bolt Buddies	Copywork 2	Silly Items to Buy

**Other Notes:**

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### Weekly Overview

<p><b>Letter of the Week:</b> Mm</p> <p><b>Language, Phonics &amp; Spelling:</b></p> <p><u>Stories:</u> Write down stories your children tell.</p> <p><u>Nutrition:</u> Teach your children healthy food vocabulary, and to make healthy choices.</p> <p><u>Listen, Tap:</u> Listening skills, patterns.</p>	<p><b>Creative Expression:</b></p> <p>Circle the Picture—letter sound recognition.</p> <p>Write a story to go with the illustration on the Week 3 Activity Sheet. (Imaginative)</p>
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## Language and Phonics Activities

Day  
11

### Letter Pictures

You will do Letter Pictures for every new letter introduced. See Week 1 notes for directions.

Day  
12

### Stories: Young Authors

#### Overview

Write down the stories your children tell to read again later. The Creative Expression assignments will provide you with opportunities to do so.

#### Activity

Periodically, write down the stories your children tell. The activities we assign for Creative Expression will often lend themselves well to this activity. Write or type the story as your children dictate it to you. Try to stay true to the language they use, and discuss any grammatical corrections with them before changing the written story. When the story is finished, read it to your children.

If you'd like to start a library of your children's stories, ask your children to draw a few pictures to illustrate their story, and then bind the pictures together (a construction paper cover and staples will do!) with a printed copy of the text. Or simply collect their stories in a binder for them to read when they wish. From time to time, pull out their stories and ask them to read or retell them to you.

Day  
13

### Nutrition: Healthy Choices

#### Nutrition

Two great places to have informal language lessons: at the grocery store and during meals. Not only can you practice oral language informally, but you can also help your children learn to make healthy food choices. Take this opportunity to introduce your children to new health- and food-related vocabulary and maybe venture into trying some new foods at the same time! For the next few weeks we will use nutrition as the groundwork of several oral language activities. Enjoy.

#### Overview

Teach your children to read food labels and make healthy food choices.

If your children have **allergies**, talk with them about which foods they need to avoid.

#### Activity

It's never too early to help your children begin to make healthy food choices. When you're shopping and need to make a choice between two similar items, have them help you compare the labels to see which selection would be a healthier choice. Does one option have more sugar? More preservatives? Contain more fat or higher calories? If your family is trying to limit carbohydrates, how many carbs does each choice have? Some supermarkets have scored

food items to make healthy comparison shopping even easier. Use these scores to compare too, but teach your children to look at food labels as well, so they can make good choices wherever you happen to shop.

To take this activity a step further, visit a nutrition website with your children to learn how to include healthy choices in each meal they eat. Follow the guidelines on the website and have your children help you put together meals this week. Take some chances at the grocery store and try some new fresh foods that your family may not normally keep on hand. Can you find some new favorites?

**Allergies:** If your children have food allergies, begin to teach them to check food labels to see if a particular food item is safe for them to eat. Not only will you empower them to learn to control their own allergy, but you'll gain peace of mind knowing that they will someday be able to eat safely even if you're not around. Talk with them about their allergy and help them to understand it so it becomes just a fact of life and not something they need to worry or be embarrassed about. Food allergies have become quite common in recent years, and chances are they won't be the only one with an allergy wherever they might go.

Day  
14

### Listen, Tap

#### Overview

Practice: Listening skills, patterns.

#### Activity

Have your children watch you make the following sounds:

- tap with your fingers/tap with your knuckles,
- tap with an eraser/tap with a pen,
- wrinkle a piece of paper/tear a piece of paper,
- tap with your toe/tap with your heel.

Now have your children close their eyes. Repeat a variety of the sounds again, asking your children to tell you what you are tapping.

## Creative Expression

Day  
11

### Copywork 1

On the **Week 3 Activity Sheet**, have your children write the uppercase letter **M** six times.

Day  
12

### Circle the Picture

#### Overview

Practice: letter sound recognition.

#### Activity

On the **Week 3 Activity Sheet**, have your children circle the picture of the objects that begin with the letter **M**. (*mushroom and measuring cup*)

If your children are like most, they probably have wild imaginations. While you might struggle to bring them back to reality from time to time, today is not the day to do that! Instead, set their minds free to roam.

Today your children will use their imaginations to make up a story to go with the illustration on “Bolt Buddies” on the **Week 3 Activity Sheet**.

Imaginative writing is much more difficult for some personalities than for others. You can help to develop your children’s imagination and thinking skills by asking a lot of “Why?” and “What if?” questions in daily life.

#### Overview

Record the story your children write to explain what’s happening in the illustration under “Bolt Buddies” on the **Week 3 Activity Sheet**.

#### Together

*Read the script below to your children.*

#### Brainstorm

Let’s look at the picture under “Bolt Buddies” on the **Week 3 Activity Sheet** together. What do you see? What do you think is happening? Today you’ll write a story to tell me what’s happening in the picture. First let’s talk about what you see.

#### Discussion Questions:

- How did the boy and the robot meet?
- What time of year do you think it is, and how do you know?
- Why do you think the boy has a card in his hand?
- Did you notice where they are sitting?
- Will that be an important part of your story?
- What do you think happens next?

#### Wrap Up

When they’re done brainstorming, praise your children for their vivid imaginations and great story ideas. If they’re ready to dictate their story to you, grab a sheet of paper so you can write it down for them, or ask them to stand by you while you type their words on the computer. Once you’ve recorded their first draft, read their stories back to them and ask them to think about what happens first, second, etc. Fill in any missing details and make corrections as you go. When they’re finished, print out a copy to put on your refrigerator.

On the **Week 3 Activity Sheet**, have your children write the upper and lowercase letters **Mm**, four times.

Imagine items you could buy at a store that begin with the letters you have learned so far (**f, b, m**). See how silly your list could be! Examples include: frogs, fans, fish, Frisbees, etc. ■



Language Arts K Week 3 Activity Sheet (Handwriting Without Tears)

Copywork 1

Write the uppercase letter **M** six more times. Start at the dot.

M • • • • • •

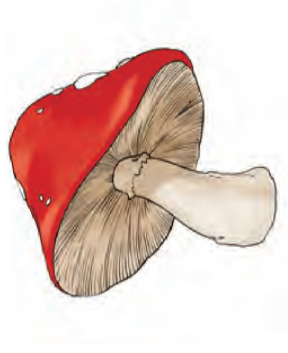
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Circle the Picture

Circle the objects whose name begins with the letter **M**.





Copywork 1

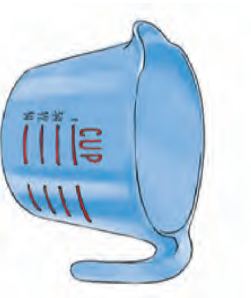
Write the uppercase letter **M** five more times. Start at the dot.

M

• ————— • ————— • ————— • ————— • —————

Circle the Picture

Circle the objects whose name begins with the letter **M**.

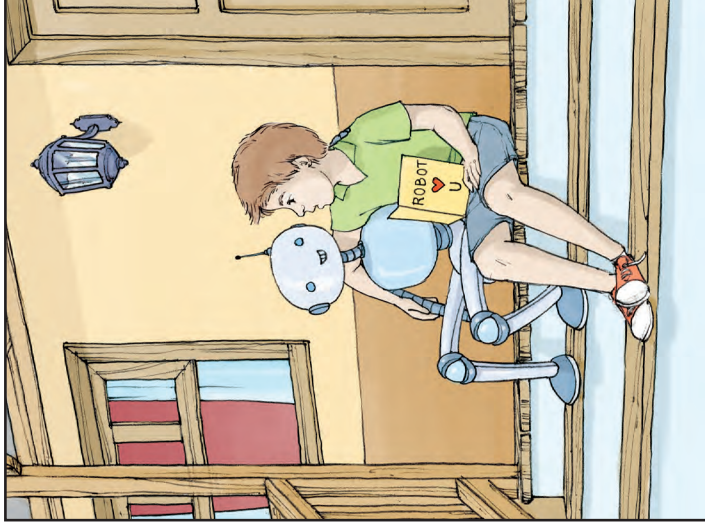






**Bolt Buddies**

Record this assignment here.



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**Copywork 2**

Write the upper and lowercase letters **Mm** four more times. Start at the dot.

Mm

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Language Arts K Week 3 Activity Sheet (Reason for Handwriting or Getty-Dubay)

**Bolt Buddies**

Record this assignment here.

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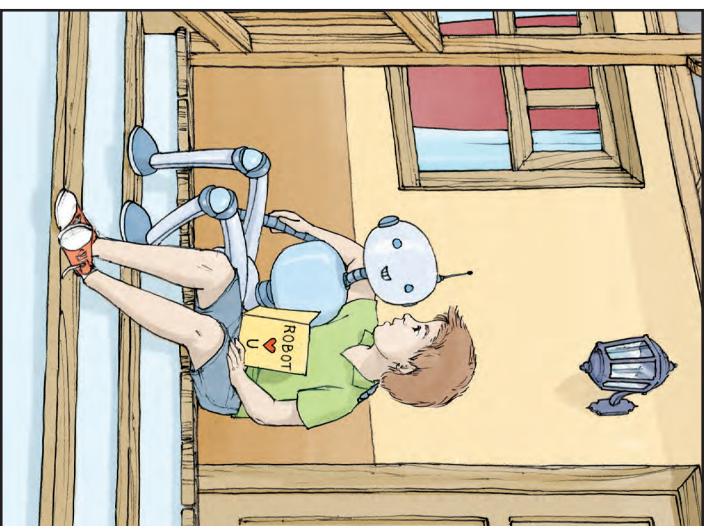
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**Copywork 2**

Write the upper and lowercase letters **Mm** three more times. Start at the dot.

M m

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## **Instructor's Guide Resources**

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

Week	Letter	Creative Expression	Activities
1	F, f	Picture Book Narration (Narration)	<b>Letter/Word Recognition:</b> “I Spy” <b>Writing Skills:</b> Finish the Story <b>Language and Phonics Activities:</b> Stories
2	B, b	Write an Invitation (Communication)	<b>Letter/Word Recognition:</b> Find the Pairs <b>Writing Skills:</b> Story Sequencing <b>Language and Phonics Activities:</b> The Calendar; Stories
3	M, m	Bolt Buddies (Imaginative)	<b>Writing Skills:</b> Silly Items to Buy <b>Listening Skills:</b> Listen, Tap <b>Language and Phonics Activities:</b> Nutrition; Stories
4	T, t	The Visitor (Recollection)	<b>Letter/Word Recognition:</b> Bean Bag Game <b>Writing Skills:</b> Story Elaboration <b>Language and Phonics Activities:</b> The Calendar; Nutrition
5	R, r	How Do You Do That (Explanation)	<b>Letter/Word Recognition:</b> Letter Match-up <b>Phonics Practice:</b> Key Letter Sound Story <b>Language and Phonics Activities:</b> The Calendar; Traffic Vocabulary
6	A, a	The Day I Was Two Inches Tall (Imaginative)	<b>Letter/Word Recognition:</b> Letter Pick-Up <b>Phonics Practice:</b> Letter Sounds Make Words <b>Language and Phonics Activities:</b> Number Vocabulary
7	Review, no new letters this week	Fable Narration (Narration)	<b>Letter/Word Recognition:</b> Numbers <b>Writing Skills:</b> Rhyme <b>Language and Phonics Activities:</b> Number Vocabulary
8	H, h	The Family Album (Recollection)	<b>Letter/Word Recognition:</b> Add the Last Letter <b>Writing Skills:</b> Finish the Story <b>Language and Phonics Activities:</b> Measurement Vocabulary
9	P, p	The News Report (Communication)	<b>Letter/Word Recognition:</b> Tactile Letters <b>Phonics Practice:</b> Name Game <b>Language and Phonics Activities:</b> Measurement Vocabulary
10	S, s	Grown-up Me (Imaginative)	<b>Letter/Word Recognition:</b> Rhyme <b>Writing Skills:</b> Story Sequencing <b>Language and Phonics Activities:</b> Measurement Vocabulary
11	I, i	The Beach Book (Narration)	<b>Forming Words:</b> Building Words <b>Writing Skills:</b> Dictionary <b>Language and Phonics Activities:</b> Family Individualized Vocabulary; Thinking Skills
12	Review, no new letters this week	Chore Training (Explanation)	<b>Letter Recognition:</b> Find the Pairs <b>Forming Words:</b> Replace the Letters <b>Language and Phonics Activities:</b> Thinking Skills
13	Review, no new letters this week	Story Elaboration (Imaginative)	<b>Phonics Practice:</b> “Thing” <b>Writing Skills:</b> Make Up a Song <b>Language and Phonics Activities:</b> Listening Skills
14	C, c	The Gap (Imaginative)	<b>Letter Recognition:</b> Bingo <b>Phonics Practice:</b> Letter Match-Up <b>Listening Skills:</b> Listen, Follow Directions <b>Language and Phonics Activities:</b> Simon Says

*(continued on the following page)*

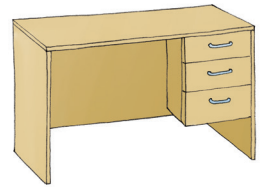
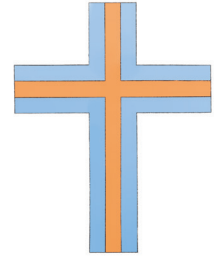
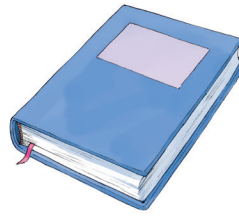
Week	Letter	Creative Expression	Activities
15	D, d	Our Busiest Day Ever	<b>Phonics Practice:</b> Letter Sound Pick-up <b>Writing Skills:</b> Finish the Story <b>Language and Phonics Activities:</b> Follow Directions
16	J, j	Decoration Explanation (Explanation)	<b>Forming Words:</b> Add the Last Letter <b>Writing Skills:</b> What Am I? <b>Language and Phonics Activities:</b> Phonics Beginning and End
17	O, o	Well-Known Character (Imaginative)	<b>Letter Recognition:</b> Cornmeal Letters (Optional) <b>Forming Words:</b> Draw Cards to Make Words <b>Writing Skills:</b> Story Sequencing <b>Language and Phonics Activities:</b> Phonics and Remembering
18	Review, no new letters this week	Thank-you Note (Communication)	<b>Phonics Practice:</b> Key Letter Sound Story <b>Forming Words:</b> Letter Sounds Make Words <b>Language and Phonics Activities:</b> Thinking
19	Review, no new letters this week	And They Lived Happily Ever After (Imaginative)	<b>Writing Skills:</b> Rhyme; Alphabetize Words <b>Language and Phonics Activities:</b> Thinking
20	N, n	Favorite Story Narration (Narration)	<b>Forming Words:</b> Building Words <b>Writing Skills:</b> Dictionary <b>Language and Phonics Activities:</b> Pattern Recognition
21	K, k	Read-Aloud Summary (Condensation)	<b>Forming Words:</b> Add the Last Letter <b>Writing Skills:</b> Story Elaboration <b>Language and Phonics Activities:</b> Phone Numbers; All Kinds of Phones
22	L, l	When I Was Sick (Recollection)	<b>Phonics Practice:</b> Word Sort <b>Writing Skills:</b> Sort Word Piles Alphabetically <b>Language and Phonics Activities:</b> Telephone Manners
23	U, u	An Odd Place to Surface (Imaginative)	<b>Phonics Practice:</b> Rhyming Word Match-up <b>Writing Skills:</b> Finish the Story <b>Language and Phonics Activities:</b> Telephone Skills
24	Review, no new letters this week	You are the Teacher! (Explanation)	<b>Letter Recognition:</b> Find the Pairs <b>Phonics Practice:</b> Vowel Sound Pop-up <b>Language and Phonics Activities:</b> Poetry
25	V, v	Imagery Poem (Imagery/Poetry)	<b>Letter Recognition:</b> Play <i>Go A to Z!</i> <b>Writing Skills:</b> Classify <b>Language and Phonics Activities:</b> Poetry
26	W, w	Fairy Tale Smash-up (Narration)	<b>Phonics Practice:</b> Add on Poetry <b>Forming Words:</b> Make a Sentence <b>Language and Phonics Activities:</b> Poetry
27	G, g	Living in Historical Times (Imaginative)	<b>Writing Skills:</b> Classify <b>Language and Phonics Activities:</b> Poetry; Tongue Twisters; Rope Jumping Rhymes
28	Y, y	Free Verse Collection Book (Imagery/Poetry)	<b>Forming Words:</b> Replace the Letters <b>Writing Skills:</b> Story Sequencing <b>Language and Phonics Activities:</b> Manners
29	E, e	The Big Storm (Recollection)	<b>Forming Words:</b> Letter Elimination <b>Phonics Practice:</b> Name Game <b>Language and Phonics Activities:</b> Manners

(continued on the following page)

<b>Week</b>	<b>Letter</b>	<b>Creative Expression</b>	<b>Activities</b>
30	Review, no new letters this week	Blown Away (Imaginative)	<b>Phonics Practice:</b> Pop-up Rhymes, More Rhymes <b>Language and Phonics Activities:</b> Manners
31	Review, no new letters this week	My Favorite Game (Explanation)	<b>Phonics Practice:</b> What Am I? <b>Forming Words:</b> Draw Cards to Make Words <b>Language and Phonics Activities:</b> Manners
32	Z, z	Letter to a Relative (Communication)	<b>Forming Words:</b> Add the Ending Sound <b>Writing Skills:</b> Story Elaboration <b>Language and Phonics Activities:</b> Letters and Numbers
33	X, x	Make Up a Song That Rhymes (Imagery/Poetry)	<b>Phonics Practice:</b> Vowel Sound Sorting <b>Forming Words:</b> Make a Sentence <b>Language and Phonics Activities:</b> Memorize Poetry; Songs
34	Q, q	The Painting's Story (Imaginative)	<b>Letter Recognition:</b> Play <i>Go A to Z!</i> <b>Writing Skills:</b> Story Sequencing
35	Review, no new letters this week	How Does This Work? (Explanation)	<b>Forming Words:</b> First Name; Last Name <b>Writing Skills:</b> Classify <b>Language and Phonics Activities:</b> Family Names; Address
36	Review, no new letters this week	I'm an Animal (Imagination)	<b>Phonics Practice:</b> Alphabet Trip to the Moon <b>Writing Skills:</b> What Am I? <b>Language and Phonics Activities:</b> Personal Information



## Appendix 5: Picture Sheets & Sound Cards



Africa  
alligator  
anchor  
ant

apple  
axe  
balloon  
bear  
bike

book  
box  
butterfly  
cake  
castle

clock  
cross  
curtains  
desk  
doctor



dog  
door  
duck  
eagle  
ear

eggs  
elephant  
eraser  
fan  
fence

finger  
football  
fox  
frog  
gasoline

grapes  
guitar  
gull  
hand  
harp



lips  
moose  
mouse  
mud  
mug

net  
nose  
note  
opossum  
ostrich

pencil  
penguin  
pig  
pot  
Q-tip

quail  
queen  
quill  
rabbit  
ring

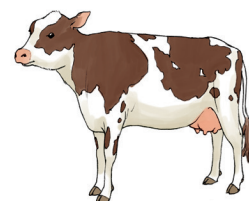
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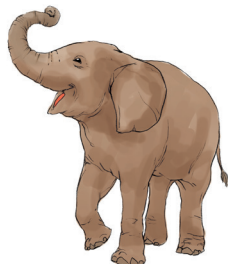
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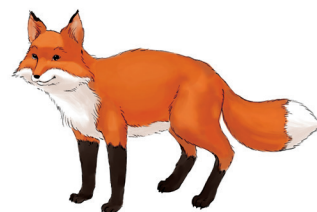
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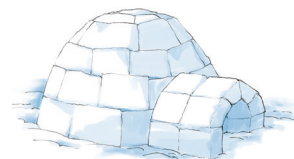
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Sound Cards

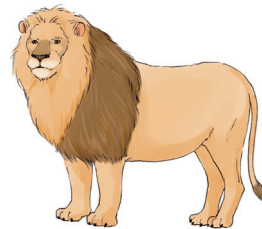
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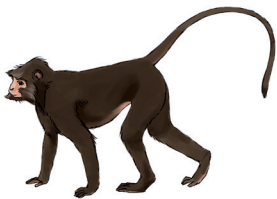
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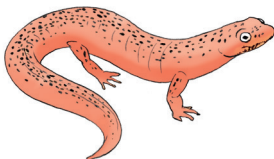
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Sound Cards

B



C



D



E



F



G



H



I



J





K



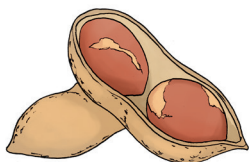
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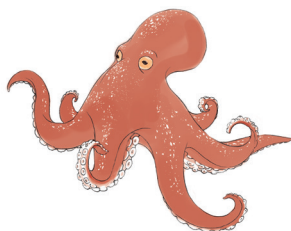
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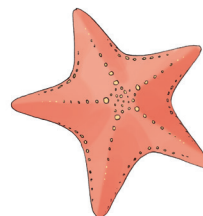
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