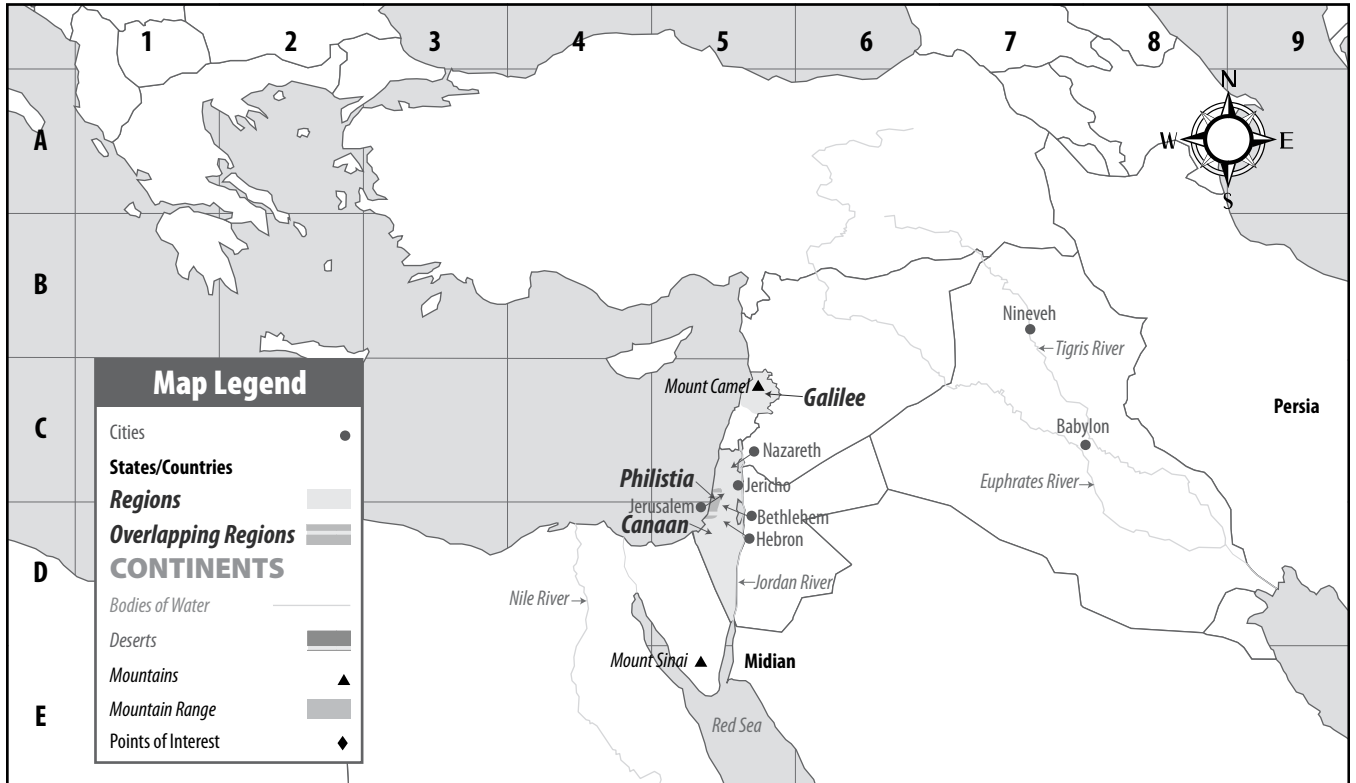
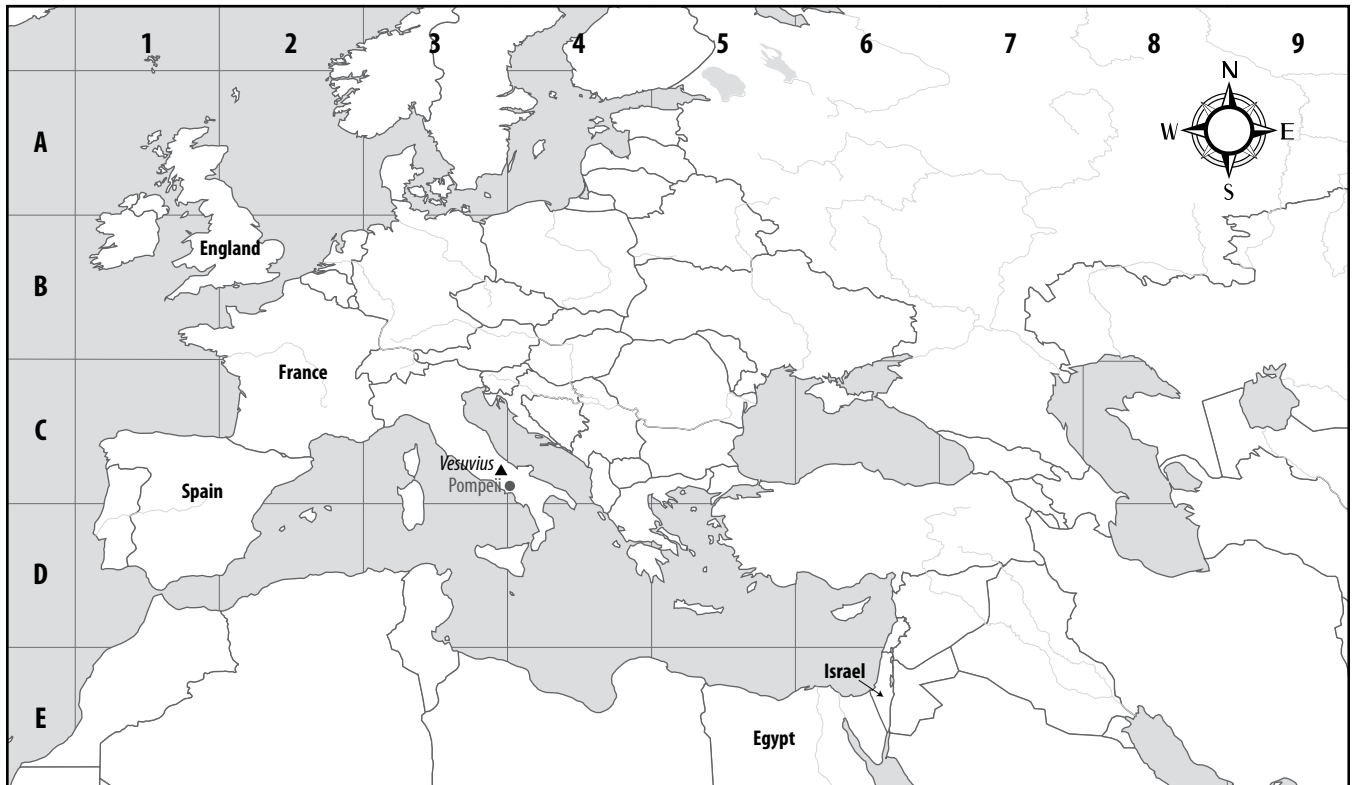


Language Arts 2—Map 1



Language Arts 2—Map 2





LANGUAGE ARTS 2 WEEK 1 SCHEDULE & NOTES

Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Spelling/Phonics					
Spelling	Rule & Write	Pre-Test	Check	Post-Test	Optional: Write a Sentence
Activity	Index Cards				
Optional: <i>Explode the Code 4</i>	pp. 1–2	pp. 3–4	pp. 5–6	pp. 7–8	
Handwriting					
Readers					
<i>The Beginner's Bible</i>	"The Beginning" pp. 7–13	"Adam and Eve" pp. 14–17 🕒 🌐	"The Sneaky Snake" pp. 18–25	"Noah's Ark" pp. 26–33 🕒	"The Tall Tower" pp. 34–38
Vocabulary Development					
Optional: <i>Wordly Wise A</i>				Word List 1 pp. 2–3	
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: Descriptive Words	D: Describe an Animal	
					5-Day: Adjective I Spy
Other Notes					
<p>All optional assignments are not included in the LA Package. Optional books are sold separately.</p>					

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Day 1

Spelling/Phonics

We recommend you use the methods **Rule and Write**, **Write, Pre-Test, Check**, and **Post-Test** to teach your children to spell. If your children are quick memorizers, don't follow our pattern. If you have a better way—or a way that works—use it!

These daily exercises should take absolutely no more than 15 minutes.

We offer spelling activity suggestions each week to strengthen spelling practice. If your children spell easily, feel free to skip. In copywork exercises, notice words your children misspell and then use those words to reinforce or review a rule they have already learned. However, don't feel that your children have to remember everything perfectly all at once. They will get extensive review as they continue to write in years to come.

Rule & Write

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

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

Words: inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

Activity | Index Cards

Write the individual words that form each compound Spelling Word on an index card:

in side

Have your children form the compound word with the cards.

Optional: Explode the Code 4 | pp. 1–2

If you own it, please note that the Sonlight phonics book, *I Can Read It!* Word Lists Book, used in Language Arts 1, follows the same phonetic progression as the *Explode the Code* series. We have scheduled the *Explode the Code* workbooks as optional activities.

Handwriting

Choose the program you prefer, then use the line in your weekly sheet to record what your children do.

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

Readers

The Beginner's Bible | “The Beginning” pp. 7–13

The Beginner's Bible is a collection of famous historical stories extracted from the Bible. The author edited the stories to simplify the language and create highly readable stories for young children. Enjoy these stories that people have read and loved and based their lives upon for centuries.

The Bible is a collection of 66 books by a variety of authors written over a 3,000 year time span. It contains a number of writing styles from history to poetry, prophecy, parables, letters, and laws.

The Bible contains two main sections: what Christians call the Old Testament and the New Testament. The Old Testament focuses on the people of Israel. It begins with the creation of the world and ends with the Jews returning from Babylonian captivity.

The New Testament focuses on Jesus: his birth, his life, his death and resurrection. Additional books highlight the growth of the Christian church.

We include comprehensive questions to ask your children after they read to help learn to read and understand what they are reading. Use them if they help provide peace of mind.

To Discuss After You Read

Q: How long did God take to create the earth?

A: *six days; he rested on the seventh*

Vocabulary Development

Our vocabulary development program is based on and ties in with our Core programs' Read-Alouds. You will find all the words and instructions for Vocabulary Development in your Core Instructor's Guide.

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

Creative Expression

General Creative Expression Instruction

Is copywork really necessary? We say strongly, “yes!” In our experience, workbooks don't do a very good job of teaching children how to write effectively. Instead,

children learn to write well by listening to good writing, looking at good writing, copying good writing, and then finally, writing on their own. Sonlight's language arts programs seek to touch all of those areas.

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

After your children write each passage, discuss it with them. Review their handwriting and show them where they have done well and where they can improve. Also point out any interesting things you see in the passage. Use the time to reinforce any and all lessons learned previously.

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

General Activity Sheet Instruction

Find the copywork passages and other exercises on the numbered Activity Sheets after these notes. Each Activity is assigned on the schedule pages and described in these Notes. If you like, feel free to put all the Activity Sheets in a separate binder for your children to use. Use blank paper for the optional dictation passages. For more recommendations for teaching, see "Copywork" and "Optional Copywork Passages" sections in the Introduction.

A: Copywork 1

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

Optional: Copywork 2¹

Now, there was a sneaky snake in the garden. One day, the snake saw Eve near the special tree.

Day 2

Spelling/Phonics

Pre-Test

Words: inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

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

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

If your children misspell a word, talk it through: is there a rule they ignored? Is there a pattern they can use to remember to spell the word correctly in the future?

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

Optional: Explode the Code 4 | pp. 3–4

Readers

The Beginner's Bible | "Adam and Eve" pp. 14–17

Vocabulary

Eden: in the East, perhaps in southeast Mesopotamia; Genesis 2:10–14 mentions four rivers: Pishon and Gihon do not flow any more, but the Tigris and Euphrates still flow.

To Discuss After You Read

Q: What was Adam and Eve's job?

A: *they took care of the garden of Eden*

Timeline and Map Activities

🕒 **Adam and Eve (ca. 5000 BC)**

📍 *Tigris (B7) and Euphrates Rivers (C7)* (from Gen. 2:10–14) (map 1), find at the beginning of Section Two.

1. *The Beginner's Bible*, "The Sneaky Snake" p. 19.

B: Copywork Application

Review with your children the two most basic rules of sentences: (1) sentences begin with a capital letter; and (2) sentences end with a punctuation mark (either a period, question mark, or exclamation point). Ask your children what punctuation mark ends both sentences in their copywork passage. (*period*) Why? (*The sentences are statements.*)

Remind your children that a noun is a person, place or thing. Ask your children to point out the nouns in the passage. (*God, waters, ground, sun, sky, daytime.*) Ask if they know why *God* is capitalized. (*Christians consider God to be a name, and since names are proper nouns, they are always capitalized. As a sign of respect, most Christians also capitalize pronouns that refer to God.*)

If the words in a sentence are mixed up, the sentence won't make much sense. Give your children an example of this fact by mixing up the words in the copywork passages and reading them aloud to them (*Example 1: back the some and dry rolled next appeared waters ground God. Example 2: sun sky the shining in put God a daytime for.*)

Below "B: Copywork Application" on **Week 1 Activity Sheet**, ask your children to unscramble and rewrite on the lines the following sentences, taken from page 7 of *The Beginner's Bible*:

empty was world beginning, the the In (*In the beginning, the world was empty.*)

plan But had God a (*But God had a plan.*)

Remind them that a sentence must begin with a capital letter and have a punctuation mark at the end; it should also contain a complete thought.

Day 3**Spelling/Phonics****Check**

Words: inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

If there were any misspelled words yesterday, then make up a sentence (or sentences) in which that word (or those words) appear and have your children write the sentence(s). Again, check for accurate spelling. If the spelling words were misspelled, then have your children rewrite them again, accurately, five times each. If your children didn't miss any words yesterday, then see if you can come up with "silly sentences" that include as many of the week's words as possible, and have your children write these sentences.

Optional: Explode the Code 4 | pp. 5–6

The Beginner's Bible | "The Sneaky Snake" pp. 18–25**To Discuss After You Read**

Q: What one command did God give Adam and Eve?

A: *do not eat from the tree of the knowledge of good and evil*

Q: Why do Adam and Eve leave the garden?

A: *due to God's punishment for disobedience*

Creative Expression**C: Descriptive Words**

As you've taught your children to write, you've probably heard the phrase "But I don't know what to write!" more than once. Don't fret. You're not alone. 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. We need to do our thinking before we put pen to paper (or fingers to keyboard).

Don't allow your children's early writing attempts to disappoint you. 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. For this exercise, choose an animal.

Use the "C: Descriptive Words" activity on **Week 1 Activity Sheet** and encourage your children to use all five of their senses to think of words that describe their chosen animal. We'll be using this brainstorm material tomorrow in our writing. Explain that words that describe things (nouns) are called *adjectives*.

Guide them through the "C: Descriptive Words" brainstorming activity on **Week 1 Activity Sheet**.

Day 4**Spelling/Phonics****Post-Test**

Words: inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

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

Optional: Explode the Code 4 | pp. 7–8

Readers

The Beginner's Bible | "Noah's Ark" pp. 26–33

To Discuss After You Read

Q: What does the rainbow stand for?

A: *God's promise that he would never again flood the whole earth*

Timeline and Map Activities

🕒 **Noah (ca. 3500 BC)**

Vocabulary Development

Optional: Wordly Wise A | Word List 1 pp. 2–3

Creative Expression

D: Describe an Animal

Have your children write a short paragraph that describes their animal from yesterday. Take advantage of their brainstorming session. If they want, they can invent an animal and describe it—how about a hippo-lion or a pig-duck that likes to swim in mud?

Feel free to give them as much help as they need.

Don't worry about mechanics like proper spelling and punctuation right now. There'll be plenty of time in the future to work on those things as they learn to edit and revise their drafts.

For now, put the emphasis on clearly transferring their thoughts to paper. Encourage them to be as imaginative and creative as they can be in their descriptions.

Write the paragraph on "D: Describe an Animal" on **Week 1 Activity Sheet**. Here's what a simple descriptive paragraph might look like:

My dog Bubba is big and black. His fur is thick and feels like our carpet. When he sees a squirrel in the back yard, he barks up a storm. Maybe he thinks the squirrel is a chicken, since his favorite snack is chicken nuggets. And we always know when he needs a bath, because we can smell him from across the room!

Day 5

Spelling/Phonics

Optional: Write a Sentence

Words: inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

Have your children write any misspelled words in a sentence.

Readers

The Beginner's Bible | "The Tall Tower" pp. 34–38

To Discuss After You Read

Q: Why did people want to build a tall tower?

A: *they proudly wanted to show how great they were*

Q: How did God stop them?

A: *they no longer could all speak the same language*

Creative Expression

5-Day: Adjective I Spy

Today, while you're driving in the car with your children or just hanging out around the house, play adjective "I Spy." Pick someone to be the "spy."

The "spy" should look around and pick out some THING (a noun). With the thing in mind, the "spy" should then give the other players clues about the thing. The clues should be descriptive hints, i.e., adjectives. Is it tall? Red? Square?

The other players then have to guess what thing the "spy" spied based upon the list of adjectives the "spy" uses to describe it. The first one to guess gets to be the next "spy." ■

**A: Copywork 1¹**

Next, God rolled back the waters and some dry ground appeared.

God put a shining sun in the sky for daytime.

B: Copywork Application

Unscramble these sentences. Write them correctly on the lines below.

1. *empty was world beginning, the the In*

2. *plan But had God a*

1. *The Beginner's Bible*, "The Beginning," pp. 10–11.



LA Week 1 Activity Sheet

C: Descriptive Words

1. What does the animal look like? Is it striped? Spotted? Big? Hairy? Green? Young?

2. What does the animal smell like? Does it smell good? Or bad? Stinky? Or does it not really have much of a smell at all?

3. What does the animal like to eat (describe its sense of taste)? Does it eat meat? Vegetables? Rocks? Candies? Hamburgers? Spicy food?

4. What does the animal sound like? Does it make a sound? Is it loud? Does it roar? Quack? Bark?

5. What does the animal feel like? Is it rough? Smooth? Soft? Wet? Cold? Slimy?

D: Describe an Animal



LANGUAGE ARTS 2 WEEK 2 SCHEDULE & NOTES

Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Spelling/Phonics					
Spelling	Rule & Write	Pre-Test	Check	Post-Test	Optional: Write a Sentence
Activity	Index Cards				
Optional: <i>Explode the Code 4</i>	pp. 9–10	pp. 11–12	pp. 13–14	pp. 15–16	
Handwriting					
Readers					
<i>The Beginner's Bible</i>	"A New Home" pp. 39–45 🕒 🌐	"The Visitors" pp. 46–51 🕒	"A Bride for Isaac" pp. 52–57	"Isaac's Blessing" pp. 58–62	"Jacob's Dream" pp. 63–65 🕒
Vocabulary Development					
Optional: <i>Wordly Wise A</i>				True or False 1 p. 4	
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: Similes	D: Like What?	
					5-Day: Simile Shout Out
Other Notes					

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Day 1

Spelling/Phonics

Rule & Write

Rule: When using a suffix (an ending added to a root word, like **-ful, -ing, -est, -ed, -ness**), usually the root word spelling doesn't change.

When counting the syllables in a word with a suffix, if you pronounce the vowel in the suffix, the suffix is a syllable (*hope/ful, glad/ness, wish/ing*). If you do not pronounce the vowel in the suffix, then the suffix is not all of the syllable (*loved, clapped, baked*).

Words: hopeful, helpful, gladness, sadness, wishing, blackest, longest, careful, fishing, singing

Activity | Index Cards

From your spelling words, write the root word on an index card and a suffix on a separate card. Have your children combine the two cards to form the new word. How many suffixes work appropriately with the various words? (e.g., hopeful, hoping)

Optional: Explode the Code 4 | pp. 9–10

Readers

The Beginner's Bible | "A New Home" pp. 39–45

To Discuss After You Read

Q: What blessing did God give Abraham?

A: *all the land that Abraham could see would be his, and he and Sarah would have many children*

Timeline and Map Activities

🕒 **Abraham (ca. 2100 BC)**

📍 **Hebron (D5)** (map 1)

Creative Expression

A: Copywork 1

Ask your children to copy the passage on "A: Copywork 1" **Week 2 Activity Sheet**.

Optional: Copywork 2¹

The servant gave her the gifts, and they went to meet her father. The servant asked for his permission to take Rebekah to Isaac.

Day 2

Spelling/Phonics

Pre-Test

Words: hopeful, helpful, gladness, sadness, wishing, blackest, longest, careful, fishing, singing

Optional: Explode the Code 4 | pp. 11–12

Readers

The Beginner's Bible | "The Visitors" pp. 46–51

Vocabulary

Isaac: means "He laughs."

To Discuss After You Read

Q: Why did Sarah laugh when she heard that she would have a son?

A: *she was too old; physically, a woman cannot have a baby after she is about 50 years old, and Sarah was 90!*

Timeline and Map Activities

🕒 **Isaac (ca. 2100–2000 BC)**

Creative Expression

B: Copywork Application

What action words (called *verbs*) are in the first sentence of the copywork passage? (*creeped, crawled, hopped, galloped*) Discuss how using such interesting, descriptive verbs makes the sentence more lively than if the author had merely written, "Animals came onto Noah's new boat." Can your children think of any more verbs that could have been used? (*answers will vary. Possible: ran, skipped, slithered, thundered, strolled, inched, etc.*)

What animals might the verbs be describing? What kinds of animals can you see creeping onto Noah's Ark? What animals may have crawled on board? What others might have hopped? What animals surely galloped aboard?

Below "B: Copywork Application" on **Week 2 Activity Sheet**, ask your children to write a couple of sentences about the particular animals that might have come on board in these specific ways. (*answers will vary. Possible: Two bunnies hopped onto the ark. The pair of horses galloped onto the ark.*)

1. *The Beginner's Bible*, "A Bride for Isaac," p. 56.

Day 3

Spelling/Phonics

Check

Words: hopeful, helpful, gladness, sadness, wishing, blackest, longest, careful, fishing, singing

Optional: *Explode the Code 4* | pp. 13–14

Readers

The Beginner's Bible | "A Bride for Isaac" pp. 52–57

To Discuss After You Read

Q: When Rebekah offered to water the camels, what did her offer show about her personality?

A: *she had a servant's heart, and was kind to strangers. After a camel has journeyed, it needs to drink many gallons of water to restore its reserves; for Rebekah to offer to water the ten camels meant that she would be drawing water for a long time!*

Creative Expression

C: Similes

Last week, your children used interesting descriptive words based upon their five senses to describe an animal. This week, we want them not only to notice details about that animal, but also to think creatively about how to describe those details that they notice.

Similes are short phrases used to compare two or more things that are different. Similes usually contain the words *like* or *as*. Here are a few examples of similes:

quiet as a mouse

sly like a fox

fast like a jet

slow as a snail

Similes help readers form mental pictures in their minds. Writers use them to make their descriptions more interesting.

Work through the "C: Similes" section on **Week 2 Activity Sheet**, with your children. Based off their writing from last week, help them think of imaginative similes to further describe the details. To help you get started, here are some similes that could be created from some of the examples we used last week:

striped: as a candy cane, like a zebra

loud: like rolling thunder, as a trumpet

The things they come up with today will help them with their writing tomorrow.

Day 4

Spelling/Phonics

Post-Test

Words: hopeful, helpful, gladness, sadness, wishing, blackest, longest, careful, fishing, singing

Optional: *Explode the Code 4* | pp. 15–16

Readers

The Beginner's Bible | "Isaac's Blessing" pp. 58–62

To Discuss After You Read

Q: Did Jacob get Isaac's blessing honestly?

A: *no—he and his mother schemed and lied so Jacob could get the blessing*

Vocabulary Development

Optional: *Wordly Wise A* | True or False 1 p. 4

Creative Expression

D: Like What?

Your children's assignment this week is to describe in even more vivid detail the animal they wrote about last week. They can use the same descriptive words they used before, or they can use brand-new words. It's up to them. But this week, rather than just using descriptive words, we want them to use descriptive similes. Challenge them to take those descriptive words they chose and turn them into creative similes.

What is their animal like? It's as tall as what? It's skinny like what? When you run your finger along its side, it feels as furry as what? Give them all the help they need to think of similes that will make their descriptions informative and fun to read.

Like last week, concentrate primarily on the thought processes. Help them brainstorm imaginative similes and organize what they want to say before they put their words on paper. After they've finished a rough draft, then you can go back and work with them on the basic mechanics: capitalization, punctuation, spelling, and grammar.

Write the paragraph on "D: Like What?" on **Week 2 Activity Sheet**. Here's what a revised descriptive paragraph with similes might look like:

My dog Bubba is as big and black as a small horse. His thick fur feels like our carpet. When he sees a squirrel in the back yard, he barks like a banshee. We always know when he needs a bath, because he smells like a pair of dirty gym socks!

Day 5

Spelling/Phonics

Optional: Write a Sentence

Words: hopeful, helpful, gladness, sadness, wishing, blackest, longest, careful, fishing, singing

Readers

The Beginner's Bible | "Jacob's Dream" pp. 63–65

To Discuss After You Read

Q: If God was willing to bless Jacob even after he lied what does that say about God?

A: *He is willing to forgive us and use us even when we aren't "perfect"*

Timeline and Map Activities

🕒 **Jacob (ca. 2005 BC)**

Creative Expression

5-Day: Simile Shout Out

Play a game of "Simile Shout Out." Think of at least 10 descriptive words. Then say each descriptive word to your children and ask them to shout out the first simile that comes to mind. For example, you say "white" and they shout out "as snow." Or you say "tall" and they shout out "like a giraffe." Challenge your children to answer as quickly as possible with the first simile that comes to mind. Just make sure they use *like* or *as*. Additional words: tiny, huge, fat, speckled, loud, quiet, dark, wide, thin, green. ■

**A: Copywork 1¹**

Animals crept, crawled, hopped, and galloped onto Noah's new boat.

After everyone was inside, the rain began to fall.

B: Copywork Application

Write two sentences about animals that might have boarded Noah's ark in particular ways (did they creep? crawl? jump?).

C: Similes

Choose at least three of the descriptive words that you created last week. For each of those descriptive words, dictate at least two imaginative similes on the lines below.

1. Descriptive word: _____

Similes: _____

2. Descriptive word: _____

Similes: _____

1. *The Beginner's Bible*, "Noah's Ark," pp. 29, 30.



LA Week 2 Activity Sheet

3. Descriptive word: _____

Similes: _____

D: Like What?

[illegible]



LANGUAGE ARTS 2		WEEK 3			SCHEDULE & NOTES	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Spelling/Phonics						
Spelling	Rule & Write	Pre-Test	Check	Post-Test	Optional: Write a Sentence	
Activity	Dividing Words					
Optional: Explode the Code 4	pp. 17–18	pp. 19–20	pp. 21–22	pp. 23–24		
Handwriting						
Readers						
The Beginner’s Bible	“Jacob and Esau Meet Again” pp. 66–70	“Joseph’s Colorful Robe” pp. 71–77	“Pharaoh’s Dreams” pp. 78–85	“Joseph Saves His Family” pp. 86–91	“A Baby in a Basket” pp. 92–97	
Vocabulary Development						
Optional: Wordly Wise A				Hidden Message 1 p. 5		
Creative Expression						
	A: Copywork 1	B: Copywork Application	C: Dialog	D: Fairy Tale Dialog		
					E: 5-Day: Newspaper Reporter	
Other Notes						

Day 1

Spelling/Phonics

Rule & Write

Rules: When double consonants stand between two vowels, the word is divided between the two consonants —vc/cv.

Words: happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

This can really help with spelling. If you are able to hear the break in words (the syllables) you will have a much better chance of spelling the word correctly.

For example, instead of just one syllable “hapen” we hear two syllables “hap/pen” and know we need to add the second “p.”

Activity | Dividing Words

Have your children write each spelling word with the dividing symbol in it. (*hap/pen, com/mon, gal/lon, sum/mer, sup/per, let/ter, traf/fic, but/ter, ham/mer, rab/bit*)

Optional: Explode the Code 4 | pp. 17–18

Readers

The Beginner’s Bible | “Jacob and Esau Meet Again” pp. 66–70

To Discuss After You Read

Q: Did Esau forgive Jacob for stealing the blessing? Why?

A: *Esau seems to have forgiven Jacob; he greeted Jacob gladly*

Creative Expression

A: Copywork 1

Have your children copy the sentences found on “A: Copywork 1” **Week 3 Activity Sheet**.

Optional: Copywork 2¹

Jacob wanted to go back, but he was afraid of his brother, Esau.

Day 2

Spelling/Phonics

Pre-Test

Words: happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

Optional: Explode the Code 4 | pp. 19–20

Readers

The Beginner’s Bible | “Joseph’s Colorful Robe” pp. 71–77

To Discuss After You Read

Q: Why were Joseph’s brothers angry that Joseph received a nice robe?

A: *Jacob gave only his favorite son the robe (a foolish thing to do!), and the other brothers wanted something nice and for their father to like them, too*

Timeline and Map Activities

🕒 **Joseph (ca. 1914 BC)**

Creative Expression

B: Copywork Application

Today’s copywork passage shows some of the many ways writers use **commas**. Ask your children to circle the first comma in the passage. (*after “God said”*) Commas like this one are used to help set off a speaker’s words. Ask your children to draw a box around the second comma. (*before “Jacob”*) This comma is used to help name the person who is spoken to. Who was God talking to in this passage? (*Jacob*). Ask your children to draw an arrow to the final comma. (*after “Someday”*) This comma is used after introductory words in a sentence.

Below “B: Copywork Application” on **Week 3 Activity Sheet**, ask your children to fill in the commas that are missing from the passage. Here are the answers:

Rebekah said, “Jacob, come here! Tomorrow, go speak to your father.”

Day 3

Spelling/Phonics

Check

Words: happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

Optional: Explode the Code 4 | pp. 21–22

1. *The Beginner’s Bible*, “Jacob and Esau Meet Again,” p. 68.

Readers

The Beginner's Bible | "Pharaoh's Dreams" pp. 78–85

To Discuss After You Read

Q: Why did God send Pharaoh dreams?

A: *to keep people alive, if He hadn't people both in Egypt and Israel would have starved*

Timeline and Map Activities

🌐 Egypt (E5) (map 2)

Creative Expression

C: Dialog

When writers write what people say, it's called **dialog**. Have you ever read a story that didn't have any? It probably would have come across as more interesting if the characters talked to one another. Writers use dialog to make a story more interesting, to break up the text so readers won't get bogged down in long descriptive sections, or to add authentic voice to a story.

Writers put quotation marks around the exact words someone speaks. Here's an example of a dialog:

"How many of you are in there?" asked the big, bad wolf.
"Two," answered the little pig.
"No! Three!" shouted another little pig. "I just came in through the back door."
"Excellent," said the wolf.

This is a good example of how dialog doesn't always follow the rules of correct English. Often our speech has incomplete sentences without subjects and/or verbs.

In the dialog above, "Two" is not a complete sentence. Complete sentences would go something like "There are only two of us in here, wolf" or "No, wolf, there are three of us in here." But authentic dialog rarely sounds just like proper English. The little pig just says, "Two" and we understand what he's saying is in response to the wolf's question.

It's not necessary to tell who's speaking (called *attribution*) every time you write a line of dialog. If you want dialog to move faster, relying on context to identify the speaker is a better option than writing "he said" or "she said" over and over again.

Work through the "C: Dialog" section on **Week 3 Activity Sheet** with your children. Help them develop a simple dialog of their own. Have fun with this activity. Allow your children to be as silly as they want to be, since people talk silly all the time!

Day 4

Spelling/Phonics

Post-Test

Words: happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

Optional: Explode the Code 4 | pp. 23–24

Readers

The Beginner's Bible | "Joseph Saves His Family" pp. 86–91

To Discuss After You Read

Q: Did the famine hurt only the people of Egypt?

A: *no—people in other countries, too, did not have enough food to eat*

Q: Did Joseph take revenge on his brothers?

A: *no—he forgave them*

Vocabulary Development

Optional: Wordly Wise A | Hidden Message 1 p. 5

Creative Expression

D: Fairy Tale Dialog

Using what they learned yesterday, have your children write a dialog below "D: Fairy Tale Dialog" on **Week 3 Activity Sheet**. It does not have to be long—6 to 8 sentences should be plenty.

What kind of dialog should your children write? How many speakers should there be? What should they be talking about? It's up to your children, but they might have more fun if they mix up fairy tale characters in their dialog. The only criteria for this assignment is that when complete, it should sound like how two (or more) people or characters might really speak.

Make sure your children clearly indicate who is speaking. However, they do not need to attribute each and every line of dialog if it's clear who is speaking. Let them use their practice dialogs from yesterday if they need help getting started.

Remind your children that dialog is authentic speech recorded in written form. Therefore, it doesn't always follow the rules of correct written English—and that's OK! Authenticity is the key element of good dialog. The people or characters speaking should sound like they would in a real conversation.

Don't worry about mechanics right now. Your children will learn and practice how to correctly use quotation marks and punctuate attributions (the part of the sentence that tells you who is speaking) many times in the years to come. Feel free to discuss these things now, if you want, but understand it's not necessary. What's important is teaching your children to think about speech and how it's transferred to the written word in a compelling, authentic way.

Here's what a simple dialog based upon mixed-up fairy tales:

"Grandma, what long hair you have," said Little Red Riding Hood.
"My name's Rapunzel and I'm not your Granny."
"Oh, Granny," replied Little Red Riding Hood.
"You're such a joker sometimes."
"Seriously, kid," mumbled Rapunzel. "Get a grip. Do I look that old?"
"Hmmm. Now that you mention it, you do look a little younger than Grandma."
"You think? Do you need glasses, or did you just leave them at home?"
"I think a big, bad wolf ate them," lamented Little Red Riding Hood.
"Here we go again," sighed Rapunzel.

Day 5

Spelling/Phonics

Optional: Write a Sentence

Words: happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

Readers

The Beginner's Bible | "A Baby in a Basket" pp. 92–97

To Discuss After You Read

Q: How does Jochebed save her son? What do you think of her plan?

A: *she puts him in a basket in the Nile; an Egyptian princess finds him and keeps him; creative and risky*

Timeline and Map Activities

🕒 **Moses (ca. 1400s BC)**

🌐 *Nile River* (Moses in the basket) (D4) (map 1)

Creative Expression

E: 5-Day: Newspaper Reporter

For fun, have your children play newspaper reporter. Reporters look for interesting news they can write about, and often include dialog in their articles. Your children should look for "newsworthy" events such as "Brother Builds Lego City" or "Mom Entertains Gathering with Dramatic Reading." Ask them to add some snippets of dialog while they're at it.

Challenge them to dictate their observations in a short "article" worthy of publication. Their article should contain a few lines of dialog (a direct quote from a witness perhaps?), as well as descriptive details, but it doesn't have to be long.

Do this assignment orally. Just have your children present their report as if they were an "on the scene" reporter at your local television station. Here's an example of what such a report might look like:

Little Brother Backtalks, Sent to Pokey

"Johnny, please clean up your room before coming downstairs for dinner," pleaded Mom.

"My room is clean enough," sassed Johnny.

"Well, I'm glad to hear that," said Mom. "Because you're now going to spend the rest of the evening in it for talking back like you just did."

"But Mom!" cried Johnny. "That's not fair!"

And what does this unbiased reporter think? "Au contraire, mon frere!" Mess with the bull and you get the horns!

Write your child's report as you hear it under "E: 5-Day: Newspaper Reporter" on **Week 3 Activity Sheet**. ■



A: Copywork 1¹

God said, "I am watching over you, Jacob. Someday, all of this land will belong to you and your family."

B: Copywork Application

Rebekah said "Jacob come here! Tomorrow go speak to your father."

Fill in the commas that are missing. Then, write a sentence where you address someone, and tell that person to do something. Use correct punctuation.

C: Dialog

Try your hand at writing a simple dialog on the lines below. Be creative and have fun! To help you get started, here are some potential conversation starters:

"Is this your platypus?" asked the zoo keeper.

"No, we're going to travel by mule, not by hot air balloon," said the prospector.

"What's that?" exclaimed Charlie, pointing at the circus clown hanging from the chandelier.

"Now where did I put my time machine?" asked Mr. Wells.

"That's it!" proclaimed Susan. "I'll write a story about my science experiment."

1. *The Beginner's Bible*, "A Bride for Isaac," p. 56.



LA Week 3 Activity Sheet

D: Fairy Tale Dialog

E: 5-Day: Newspaper Reporter

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

Weeks	Spelling Rules	Copywork Application	Creative Expression	Day 5 Optional
1	Compound words	Sentence Structure Capitalization Punctuation (Mechanics)	Descriptive Words (Word Choice) Describe an Animal (Description)	Adjective "I Spy" (Description)
2	Suffixes	Action Verbs (Word Choice)	Similes (Voice) Like What (Description)	Simile Shout Out (Word Choice)
3	Double consonants between two vowels	Commas (Mechanics)	Dialog (Voice) Fairy Tale Dialog (Voice)	Newspaper Reporter (Narration)
4	Two consonants between two vowels	Simple Sentence (Sentence Fluency)	Field Trip Recollection (Organization/Recollection) I Remember (Recollection)	Imaginary Field Trip (Imagination)
5	Review	Quotation Marks Capitalization Attributions (Mechanics/Voice)	Parts of a Story (Literature/Structure) What's the Story (Literature/Structure)	Describe the Setting (Description)
6	Open Syllable	Contractions Review (Mechanics)	Journal Entry (Recollection) Everyday Object Journal Entry (Imagination)	Travel Journal Entry (Recollection)
7	One consonant between two vowels	Interjections (Mechanics)	Alliteration Alley (Word Choice) Alliteration Sentence (Word Choice)	What's so funny (Dialog)
8	Two syllable word ends in -y makes long e sound	me vs. I, we vs. us (Mechanics)	Lists for Life (Organization/Poetry) Morning Routine (Organization/Explanation)	Send a Letter (Communication)
9	-le	Verb Tense (Mechanics)	Do Pictures Tell a Story (Descriptive/Imaginative) Picture This (Imagination)	Draw It (Artistic)
10	Digraphs	Titles (Mechanics)	Time to Explain Yourself (Organization/Explanation) Explanation (Explanation)	The Tall Tale (Imagination)
11	Suffix -ed	Pronouns (Word Choice)	Speak It Out (Summarization) Write Like You Speak (Narration/Summarization)	Verb(al) Obstacle Course (Mechanics)
12	Suffix -ed	Homophones Homonyms (Word Choice)	Fruity Rhymes (Organization) Fruity Poem (Imagery/Poetry)	Dicey Adjectives (Mechanics)
13	Words ending with -al plus k, l, or m	Possessives (Mechanics)	Synonyms (Mechanics) Synonym Challenge (Word Choice)	Board Game (Building Relationships)

Appendix 2: Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Spelling Rules	Copywork Application	Creative Expression	Day 5 Optional
14	-old, -olt, and -oll have a long o sound	Exclamatory Sentences Capitalization (Mechanics)	Grasping Grids (Visual Organization) From Grid to Story (Story Writing)	Relating to Prepositions (Mechanics)
15	-ild and -ind have a long i sound	Commands Imperatives (Mechanics)	Convincing Words (Persuasive Writing) Be Persuasive (Persuasive Writing)	Lend Me Your Ears (Public Speaking)
16	Review	Antonyms (Word Choice)	Delightful Description (Description) Describing Day (Description)	Surprise Story Starter (Imagination)
17	qu says /kw/	Synonyms (Word Choice)	Graphing Guide (Visual Organization) Graphing Your Progress (Visual Organization)	Simon's Similes (Mechanics)
18	thr, shr, and scr	Compound Sentences Conjunctions Commas (Mechanics)	Journal Adventure (Organization) Fantastic Journal Voyage (Imagination)	Scrapbook (Artistic)
19	str, spr, and spl	Antecedents Review (Sentence Fluency/Mechanics)	Mystery Picture (Descriptive/Imaginative) Illustrations (Imagination)	Art Critic (Artistic)
20	-ey says /ee/	Attributions Review (Voice/Mechanics)	Compare/Contrast (Organization) They're the Same - Only Different (Description)	Opposite Day/ Antonyms (Word Choice)
21	Review	Adverbs (Mechanics)	Let Me Know (Communication) Appreciation (Organization)	Make a Card (Artistic)
22	ar	Linking Verbs Review (Mechanics)	Character Building (Literature/Structure) A Character(istic) Story (Literature/Structure)	Play Acting (Artistic)
23	or	Quotation Marks Dialog (Mechanics/Voice)	The Chronicles of Narrative (Narrative Writing) I'm the Narrator (Narration)	Invent a Product (Organization/ Imagination)
24	er, ir, and ur say /er/	Adjectives Clear Nouns (Word Choice)	Owl at Work (Imagination) Owl's New Job (Organization)	Inventory (Reflection)
25	wor says /wer/	Compound Subjects Review (Mechanics)	Waiting for a Response (Imagination) A Conversation (Voice)	Verb Charades (Mechanics)

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Appendix 2: Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Spelling Rules	Copywork Application	Creative Expression	Day 5 Optional
26	Review	Similes (Word Choice)	Telling a Tale (Summarization) Bedtime Story (Narration)	Telling Stories (Narration)
27	-igh makes long i sound	Plurals (Mechanics)	Word Palette (Descriptive/Imaginative) Painting With Words (Story Writing/Imaginative)	Initial Here (Mechanics)
28	Long oo sound; short oo sound	Adverbs (Mechanics)	This Book is Great (Summarization) Book Commercial (Summarization/ Persuasive)	Post It (Communication)
29	ea	Commands Imperative Statements Review (Mechanics)	Favorite Thing To Do (Word Choice) Give it a Try (Persuasive)	Get in the Game (Physical Activity)
30	ie	Helping Verbs Review (Mechanics)	Future Shock (Organization) Where Am I (Imagination)	Time Capsule (Imagination)
31	Review	Prepositions Prepositional Phrases (Mechanics)	I've Got Something to Tell You (Summarization) Note to a Friend (Communication)	Field Trip - Post Office (Experience)
32	oi and oy	Plurals Review (Mechanics)	Poem About Home (Imagery/Poetry) Free Verse Poem (Poetry)	Poetic Breakfast (Imagery/Poetry)
33	ou and ow	Review (Word Choice)	Visual Venn (Organization) My Friend Venn (Visual Organization)	Abbreviation Match (Mechanics)
34	au and aw	Abbreviations (Mechanics)	Brainstorm (Imagination) All A Dream (Descriptive/Imagination)	Pickles in a Pickle (Organization/ Imagination)
35	ew, ui, ue and sometimes ou make the long oo sound	Indirect Quotations Review (Mechanics)	And Then What Happened (Organization) Free at Last (Imagination)	Make a Map (Organization/ Descriptive)
36	Review	Commas Capitalization Review all Skills (Mechanics)	It's Show Time (Organization) Budding Playwright (Organization/Imagination)	The Show Must Go On (Artistic)