

Quick Start Guide

Language Arts Instructor's Guide: Levels K-2

1 Get to Know Your Instructor's Guide

Your Instructor's Guide (IG) gives you the structure and flexibility to teach your children with confidence. Your Language Arts IG features a complete year's instruction in phonics, spelling, writing mechanics and creative writing. The only component you need to add separately is the Handwriting program of your choice.

Before you dive into your new Sonlight materials, familiarize yourself with your IG. Remember that you are in control of your homeschool; the wealth of information in your IG is here to help you. Only you can decide the right pace for your family. Your IG is a tool to make your life easier as you shape your children's education.

2 Plan Your Schedule

The weekly schedules help you plan. You can follow them closely, reorganize them, or merely use them as a springboard for your own plans. Please know you DO NOT have to do everything scheduled in your IG. Find a rhythm that works for you.

Find helpful notes and activity ideas directly behind your Schedule pages. Use the Creative Expression ideas to develop your children's skills and spark their creativity.

3 Organize Your Activity Sheets

Activity Sheets help your children interact with the concepts they're learning. Find them (along with a complete answer key) behind your Schedule pages. Some parents choose to place the Activity Sheets in a separate binder so children may work on them independently when assigned. If you think you might reuse your Language Arts IG in a few years with a younger child, we recommend you purchase an extra set of Activity Sheets when you buy the IG. That way, you'll still have matching Activity Sheets even after we update the IG you're using.

4 Start Your Language Arts Journey

Ready? Set? Go! Your Language Arts IG lets you to teach well from the very first day. As you progress, adapt the curriculum to meet your needs. Need to go faster or slower? Need to use more/less than what we offer? Sonlight puts you in control of your homeschool journey and enables you to customize your children's educational experience. Our goal is to make your job easier, help you overcome obstacles, and protect your family's interests. Please contact us if we can help. Visit us at www.sonlight.com/help or call (303) 730-6292.

Subjects for Language Arts Levels K-2

Sonlight's engaging Language Arts program uses a natural language approach to develop your children's written and verbal communication skills. From K-2, Sonlight children will focus on several primary fields of study:

- **Reading:** Phonics and gripping Readers let your children gradually and confidently master the skill of reading fluently.
- **Spelling:** Children discover patterns in spelling through phonics and logically-sequenced sets of spelling words.
- **Handwriting:** Choose the handwriting program of your choice to help your children learn to write with ease and legibility.
- **Vocabulary Development:** Children learn new vocabulary in connection with the Read-Alouds in their Core program.
- **Creative Expression:** Copywork one day a week helps children practice the mechanics of writing. Every other day, children will dictate as you serve as their scribe. From letters and stories to poems and play, they'll discover the joy of creative writing!

“Reading with Longer Chapter Books”—Schedule for Topics and Skills			
Weeks	Apply	Activity Sheet/Creative Expression	Activity (Optional)
1	A/An, Alphabetize	Conduct an Interview, Family Heritage (Narrative)	Memory Album (Narrative)
2	Possession	A Picture is Worth a Thousand Words (Imaginative)	Photo Prompt (Literary)
3	Detail	How Do You ____? (Explanation)	Explain from Memory (Explanation)
4	Conjunctions, Parenthetical Phrase	Write a Book Report (Summary)	Describe Your Favorite Book (Descriptive)
5	Quotes, Punctuation	Anticipating an Event (Narrative)	Rhyme
6	Quotes, Attributes, Homonyms	Fill-in-the-blanks—Faces (Descriptive)	Describe a Culture (Descriptive)
7	Quotes—New paragraph for each speaker	Discuss an Invention (Imaginative)	Think Big (Imaginative)
8	Prepositions	Write About a Friend (Critical Thinking)	Pen Pal (Narrative)
9	Contractions	Judge a Book by its Cover (Critical Thinking)	Break the Code (Analytical)
10	Capitalization	Pet Behavior (Imaginative)	“I Am” Poem (Literary)
11	Metaphor	Sensory Poem (Poetry/Descriptive) Word Poem (Poetry/Imaginative)	Silly Word Poem (Literary)
12	Vivid Vocabulary	Lune (Literary) Catalog Poem (Literary)	Finish the Story (Imaginative)
13	Adverbs	Research Marco Polo (Research) Write About An Explorer (Writing)	Future Explorers (Imaginative)
14	Adjectives	Write a Scientific Paper (Analytical)	Write a Story from a Picture (Imaginative)
15	Detail	Compare Versions of the Same Story (Analytical)	How Stories Change (Narrative/ Analytical)
16	Negatives, “Mad Libs”	Write a Dialog (Dialog)	Familiar Character Dialog (Dialog)
17	Hyperbole, Reality Verses Fantasy	Disagree With a Character’s Decision (Critical Thinking)	Family Event Record (Narrative)
18	Personification	Write a Newspaper Article (Summary/Imaginative)	News Report (Multiple Intelligence Activity)

“Reading with Longer Chapter Books”—Schedule for Topics and Skills (cont.)

Weeks	Apply	Activity Sheet/Creative Expression	Activity (Optional)
19	Series	Title Prompt (Imaginative)	My Pet’s Story (Imaginative)
20	Characterization, Guide Words	Interview a Character (Analytical/Imaginative)	Acrostic (Literary)
21	Capitals, Read a map	Self-Description (Descriptive)	Eliminate “Being Verbs” (Process)
22	Compound Words	Quilt Poem (Literary)	Gift Copy of Poem (Creative)
23	Commonly Confused Words (there, their, they’re), Reference Books	Travel Journal (Imaginative)	Vacation Advertisement (Visual)
24	Similes	Catalog Your Family Vocabulary (Detail)	Rebus (Visual)
25	Onomatopoeia	Blessing in Disguise (Imaginative)	Garage Discovery (Imaginative)
26	Alliteration, Singular/ Plural Nouns	Description Using Specific Details (Descriptive)	I Spy (Detail)
27	Homographs	Cause and Effect (Imaginative)	Explain a Photo (Imaginative)
28	Antonyms	Show, Don’t Tell (Detail)	My Own Frindle (Critical Thinking)
29	Predict Outcome, List Ordinal Numbers, Sequence, Graphs	Dream Room (Visual)	A Character Over to Play (Imaginative)
30	Synonyms, Riddles	Accomplishment (Critical Thinking)	Word Search (Spelling)
31	Time Order Words	Research Horses and Mustangs (Research)	Oral Report (Multiple Intelligence Activity)
32	More Capitalization, Suffixes	Research Paper (Research)	Cartoon (Visual)
33	Address Directly, Prefixes	Screen Play (Critical Thinking)	Act it Out (Dialog)
34	Exclamatory Sentences	Favorite Book Report (Summary)	Word Code (Analytical)
35	Fact versus Opinion, Understand Pictures	Advertisement (Multiple Intelligence)	Radio or TV (Multiple Intelligence)
36	Finding Errors (Review)	Story-Starter Pictures (Imaginative)	“What I Learned” Speech (Summary)

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LANGUAGE ARTS 2 ADVANCED		WEEK 1			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Spelling/Phonics						
Spelling	Rule & Write	Write	Pre-Test	Check	Post Test	
Activity	Index Cards					
Optional: MCP Word Study D	p. 1	p. 2	p. 3	p. 4	p. 5	
Handwriting						
Readers						
More Stories From Grandma's Attic	"When Grandma Was Young" and chap. 1	chaps. 2–3	chap. 4	chaps. 5–6	chaps. 7–8	
Vocabulary Development						
Optional: Wordly Wise C	Exercise 1A					
Creative Expression						
Assignment			Interview Your Family	Family Heritage	Optional: Memory Album	
Activity Sheets	Activity Sheet 1: Copywork	Activity Sheet 1: Apply	Activity Sheet 1: Interview Your Family			
Other Notes						

1. The ^N symbol means there is a note for this topic in the notes section immediately following the schedule pages.

Week 1—Notes

Spelling/Phonics

We recommend you use the following method 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!

Day 1

Read the rule; talk it through; look at the list of words. Have your children write the words on a large whiteboard or chalkboard. (Somehow, especially in the early grades, children seem to respond well to being able to print using big strokes. Perhaps it is the freedom they feel when they are able to use their large rather than fine motor skills. Many parents have mentioned that their children also enjoy the “semi-public” nature of being able to print on a board. Of course they like the non-teaching parent—or grandparents—to see their paper-based work, too. But there's something especially satisfying about seeing one's work in big letters out there “for all the world to see.”)

Day 2

Write the words on paper, practicing spelling and handwriting. Talk through the rules again.

Day 3

Take a pre-test. Read the words to your children out loud, slowly and distinctly, permitting them enough time to write each word accurately. Have your children spell the written word back to you. If they misspell one, have them immediately rewrite the correct spelling. At the end of the test, make sure they rewrite any misspelled words correctly five times.

If your children need to copy the misspelled word(s), then permit them to do that. We are after mastery. If copying permits mastery, then let your children copy! If your children misspell a word, talk it through; is there a rule they ignored? Is there some other way they can better remember to spell the word correctly in the future? Do pop quizzes on misspelled words later in the day.

Day 4

If there were any misspelled words yesterday, then make up a sentence (or sentences) in which the word (or words) appear and have your children write the sentences. 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 had a perfect spelling pre-test yesterday, see if you can come up with “silly sentences” that include as many of the weeks' words as possible and have your children write these sentences.

Day 5

Do a post-test for all the words of the week. If your children had any misspellings, carry them over to the following week.

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

One last suggestion: in dictation 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.

Optional: MCP Word Study D

Please find the answers to this workbook in Section Three, Appendix 5, at the back of this guide.

Handwriting

Choose the handwriting program you prefer, and use the line on your weekly sheet to record what you've done.

If you would like help scheduling *A Reason for Handwriting* or *Getty-Dubay*, please go online to www.sonlight.com/la-handwriting.html and download and print the appropriate file. A schedule for *Handwriting Without Tears* is provided in Teacher's Guide and is listed as “Teaching Guidelines.”

Vocabulary Development

Since we pull all vocabulary words from the books you read with your children, you will find the vocabulary words in your Core Instructor's Guide.

Read the words in the sentences where they are found. Then ask your children to explain what they think the words mean. If they obviously understand the concept, move on. If not, or if you would like to stress dictionary skills, have your children look words up.

Write the title of the book you are using for vocabulary on the schedule pages and check off each day as you study vocabulary.

Creative Expression

We have children write daily. If your children balk at an assignment, simply have them do an optional copywork instead.

Activity Sheets

You will find the copywork and exercises immediately after the Notes. If a day's assignment requires answers, you'll find them here in the Notes.

Extra Copywork Passages

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 those days, what should you do?

Should you just let them skip writing? Not if you want them to grow and excel as a writer. Mercilessly browbeat them into submission? Not if you want to keep your sanity! Instead, just assign one of the extra copywork passages below.

Your children will gain additional writing practice without the additional challenge of a regular assignment. You'll avoid a battle of the wills with a reluctant writer. Use the extra time you gain to discuss things with your children. Why are they feeling uninspired? Show them love and support and help them regroup in preparation to hit the ground running again tomorrow. For your convenience, we have provided extra copywork passages for you to use over the length of this course.

Recording Your Children's Stories

Initially, it's important for your children to enjoy expressing their thoughts and to get a good feel for the flow of a story. To do this, you will serve as their scribe, recording their stories on paper or a computer. Here's how:

1. Serve as your children's scribe, writing their stories on paper or a computer exactly as they tell it to you. Don't "adultify" either the tone or vocabulary. When you read it back to them, it should sound exactly as it did when they told it to you. In all the exercises, remember, as much as possible, to let your children express themselves naturally, without interruption. Write the story just as they relate it. Your main goal is to help them gain skills in merely putting a story together, thinking creatively and expressing themselves verbally. One of the most valuable lessons you want your children to learn is that writing is fun.

This is not the time for editorial revision! Any corrections should be done later as you review the story with them and ask them if it sounds the way they intended.

2. While you don't want to distract your children with questions of correct grammar and verbal usage, every now and then during the writing process, you will want to 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. Don't prompt them with leading questions—questions that presume the answer: "So then she went into the castle?" Rather, 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 an incomplete sentence, encourage them to complete it. (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 memory before they can answer.) "The dog scared me because it was barking!"

3. When the assignment is complete as far as your children are concerned, stop. Now is the time to edit.

As more than one author has noted, editing is the key to quality writing. It is not the ability to write that counts, but the ability to rewrite. I implore you to teach your children this truth by example ... and even from the youngest years. Help them to take the time to look critically at their own writing.

You may be wondering how you can make useful comments about your children's creative expression. "I'm not a good writer myself!" you think. Yet you can provide immeasurable insight and help.

You know how to read. And you know when a sentence doesn't make sense, or when a phrase is confusing, or when a word is being misused. That knowledge qualifies you to evaluate your children's writing.

Beyond the raw improvement in writing skills, you and your children will be practicing a skill that every writer needs to develop: the ability to look at a piece of writing from the perspective of an "outsider" to see its weaknesses, to feel them strongly enough to want to improve, and then to take corrective action. This is what the editorial process is all about.

4. Once your children's creation has been edited, you will want to write or type it neatly on a clean sheet of paper. At that point, with all corrections in place, the assignment is finished. Try to give your children some kind of tangible reward: a smiley face, a sticker, a written "Well done!"

5. Keep all assignments in a special binder. Years from now, this folio will provide pleasant memories.

Helpful Hint: Whenever possible, have your children think of a real person who might enjoy receiving a copy of their creation. When the assignment has been completed, photocopy it and send the copy to that person so he or she can enjoy what your children have written! (This adds additional motivation to do a good job.) If they have written to Grandma, make sure Grandma receives it. In addition, you may also want to read it to the rest of the family so they can hear and appreciate their accomplishment, as well. Let your children know that their stories are appreciated. For more suggestions on how to get your children to write well, go to www.sonlight.com/write-well.html.

What to Expect and What to Demand

Initially, your children may not be able to think of much more than a few sentences for any one assignment. That's okay. As they develop their abilities, their stories will get longer. Your main goal, anyway, is not to encourage your children to churn out pages and pages of words, but to put a paper together in a logical order and think creatively. One of the greatest lessons you want them to learn is that making up stories and communicating new ideas is fun.

By and large, we believe these assignments should be quick and relatively easy. Unless your children are clearly dragging their feet, don't make any of the assignments last more than fifteen minutes to a half hour. If your children want to spend more time, don't discourage them! But certainly don't require longer periods of work.

Day 1

Spelling/Phonics

Rule

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

Words

checkout, daytime, airplane, backpack, campfire, flag-pole, outside, within, railroad

Activity

From your Spelling Words, write the individual words that form each compound word on an index card:

in side

Have your children form compound words with the cards.

Activity Sheet 1: Copywork

More Stories from Grandma's Attic, p. 10

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

Optional Copywork Passages: More Stories from Grandma's Attic

p. 11

I burst into tears. "It does so!" I howled. "It looks just fine! Ma says it's going to open its eyes. Don't discourage it!"

p. 24

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

Day 2

Activity Sheet 1: Apply

Most adults never even think about when to use "a" or "an." It just comes naturally. Or so we think! As a result, we don't explain the concept to our children.

Have your children read the sentence from yesterday's copywork with "a" instead of "an." Have them read it again with "an." Ask if one is easier to say than the other.

Explain that we use "a" before words that start with consonant sounds and "an" with words beginning with vowel sounds. Have your children read the sentences from *More Stories from Grandma's Attic* under "Apply" on *Activity Sheet 1* with "a" before each word, and then with "an."

Ask your children which words sound better and are easier to say with "a" and which ones work better with "an." It may take a few repetitions. Offer guidance, if necessary. Have your children circle the correct word. Feel free to make up some additional sentences on your own if you want. (1. an, a; 2. a; 3. an)

Your children will also be asked to place words in alphabetical order. Remind them to begin with the first letter. If the first letter is the same, go to the second letter. (4. animal, chin, foot, giraffe, goose, mongoose, shelter)

Day 3

Prewrite: Interview Your Family

In *More Stories from Grandma's Attic*, a young girl learns about her grandmother's childhood through listening to stories. Have your children start recording your own family history by asking family members—Mom, Dad, grandparents—to tell stories about their childhood.

For prewriting, your children will interview different family members. Jot down the answers as they interview people. You will find a list of questions on *Activity Sheet 1*, but feel free to alter them. After your children have heard a few stories, ask them to select the one they feel is most interesting. This will be the story they will write about tomorrow. Remind them to ask for lots of details as they talk to people about their stories. (*Answers will vary*)

Day 4

Creative Expression: Family Heritage

Using the family story your children chose yesterday, record this piece of family heritage in writing. If they are creative enough, have them tell the story in the present tense, as if it is taking place right now, not thirty years ago.

If your children enjoy this activity, it can become a fun and cherished project. They can record various family stories and bind them, preserving your family history! Here's what a finished family story might look like:

Grandma frowned and groaned as Denny dropped the watermelon on the hard concrete, breaking the fruit into dozens of messy pieces. "I told you he was too small to carry that big watermelon!" chided Grandma. Mom rolled her eyes in response and snapped, "I'll get the other one."

Mom grabbed one of the two remaining watermelons and headed for the front door of the cabin. Unfortunately, she slipped on a piece of watermelon rind and fell onto the lawn. The watermelon she had been carrying was launched into the air like a rocket, landing with a loud splat on the cabin's front steps. "You've got to be kidding me!" shouted Grandma. "Looks like I'm going to have to do this myself if I want it done right!"

In a huff, Grandma grabbed the lone remaining watermelon, tucked it under her arm, and headed up the sidewalk to the cabin with a determined look on her face. Reaching the front door, she shifted the watermelon to her other hand as she reached for the handle. But in a fateful split second, the watermelon squirted out of her grasp and, like the two others before it, sacrificed itself on the concrete path between the car and the cabin. Mom and Denny doubled over, howling with laughter. Grandma, a look of stunned disbelief on her face, sunk to the ground and eventually joined Mom and Denny in a good laugh at what would become known as The Great Watermelon Debacle of 1977. We all settled for oranges instead!

Day 5

Optional: Memory Album

Start a family heirloom. Have your children make a binder and include yesterday's assignment. Different family members can include memories and pictures to complete the memory album. This can be a fun Sunday afternoon family activity, too. Each family member can have a few pages to record memories, draw or paste pictures, and share emotions. Once these pages are complete, the whole family can enjoy them together. ■

**Copywork**

More Stories from Grandma's Attic, p. 10

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

Apply

Circle the correct bold word.

1. Ma agreed and hurried to find **a** / **an** old blanket and a box for **a** / **an** bed.
2. Pa found **a** / **an** good place for me to sleep.
3. Sarah Jane looked at it carefully; then **a** / **an** odd expression came over her face.
4. Place the following words in alphabetical order:

mongoose foot animal shelter goose chin giraffe

Interview Your Family

Name of person interviewed: _____

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

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

Continued ... ➡

Tell me about your favorite childhood memory: _____













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



LANGUAGE ARTS 2 ADVANCED

WEEK 2

SCHEDULE

Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Spelling/Phonics					
Spelling 	Rule & Write 	Write 	Pre-Test 	Check 	Post Test 
Activity 	Index Cards				
Optional: <i>MCP Word Study D</i>	p. 6	p. 7	p. 8	p. 9	p. 10
Handwriting					
Readers					
<i>More Stories From Grandma's Attic</i>	chap. 9	chaps. 10–11	chaps. 12–13	chap. 14	chap. 15–end
Vocabulary Development					
Optional: <i>Wordly Wise C</i>	Exercise 1B				
Creative Expression					
Assignment 			A Picture Is Worth a Thousand Words	Choose the Best Story	Optional: Photo Prompt
Activity Sheets 	Activity Sheet 2: Copywork 	Activity Sheet 2: Apply 	Activity Sheet 2: A Picture Is Worth a Thousand Words 		
Other Notes					

Week 2—Notes

Day 1

Spelling/Phonics

Rule: Suffix: an ending added to a root word: – **ful**, – **ing**, – **est**, – **ed**, – **ness**; usually the root word doesn't change.

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

Activity: 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., thankful, thanking)

Activity Sheet 2: Copywork

More Stories from Grandma's Attic, p. 28

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

Optional Copywork Passages: *More Stories from Grandma's Attic* p. 42

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

p. 53

Grandma began to clear the table. "We miss a lot by not being able to trust everyone like we did back then."

Day 2

Activity Sheet 2: Apply

This week, your children's copywork showed simple possession, or ownership. Show your children the '**s** on **Mrs. Carter's** and discuss possession.

Explain to your children that, when one person owns something, we add '**s** to the end of his or her name to show possession: Jim's bicycle, Sarah's doll, David's book, Rebecca's crayon. Have your children rewrite the sentences on *Activity Sheet 2* to show possession with '**s**.

(1. Claude took Maria's crayons. 2. Jimbo jumped the curb with Carl's scooter. 3. Why can't we read Mike's books? 4. Ronda loves to walk Ernesto's dog.)

Day 3

Prewrite: *A Picture Is Worth a Thousand Words*

Please find the *Story-Starter Pictures* in the Appendices. Choose one picture for your children and have them create two different stories explaining the drawing. They can discuss what led up to the action drawn or what happens afterwards. As children often come up with one idea and stop, this exercise seeks to show your children that, if they continue to ponder a topic, they can often develop even better ideas. Start encouraging your children to explore several ideas instead of just using the first one they imagine.

See *Activity Sheet 2* for some questions to spur their imagination. Jot down some notes on both stories for your children to refer to tomorrow. (*Answers will vary.*)

Day 4

Creative Expression: *Choose the Best Story*

Today, your children will write a story about the drawing they chose yesterday. Discuss the merits of each story they thought up yesterday. Help them choose one or even blend the two into a new story. Here's what a sample imaginative story might look like:

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

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

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

Day 5

Optional: Photo Prompt

Have your children choose a photo from a magazine and write a story about it, just as they did with the imaginative drawing earlier this week. Remember to encourage your children to explore several ideas and not just settle on one. In fact, choose a few photos from the magazine and have a little contest to see which idea is best. ■

**Copywork**

More Stories from Grandma's Attic, p. 28

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

Apply

Rewrite the following sentences to show possession with 's.

1. Claude took the crayons that belong to Maria. _____

2. Jimbo jumped the curb with the scooter that belongs to Carl. _____

3. Why can't we read those books that belong to Mike? _____

4. Ronda loves to walk the dog that belongs to Ernesto. _____

A Picture Is Worth a Thousand Words

1. What happens in the picture? _____

2. Who is in the picture? _____
3. What are they doing? _____

4. How did they get into this place? _____

5. What will happen next? _____



LANGUAGE ARTS 2 ADVANCED

WEEK 3

SCHEDULE

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	11	12	13	14	15
Spelling/Phonics					
Spelling <input type="checkbox"/>	Rule & Write <input type="checkbox"/>	Write <input type="checkbox"/>	Pre-Test <input type="checkbox"/>	Check <input type="checkbox"/>	Post Test <input type="checkbox"/>
Activity <input type="checkbox"/>	Dividing Spelling				
Optional: <i>MCP Word Study D</i>	p. 11	p. 12	p. 13	p. 14	p. 15
Handwriting					
Readers					
<i>The Whipping Boy</i>	chap. 1–6	chaps. 7–11	chaps. 12–15	chaps. 16–18	chap. 19–end
Vocabulary Development					
Optional: <i>Wordly Wise C</i>	Exercise 1C				
Creative Expression					
Assignment <input type="checkbox"/>			How Do You ____?	Explain a Task	Optional: Explain from Memory
Activity Sheets <input type="checkbox"/>	Activity Sheet 3: Copywork <input type="checkbox"/>	Activity Sheet 3: Apply <input type="checkbox"/>	Activity Sheet 3: How Do You ____? <input type="checkbox"/>		
Other Notes					

Week 3—Notes

Day 1

Spelling/Phonics

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

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

Activity: Have your children write each spelling word with the dividing symbol in it. (*din/ner, hel/lo, mit/ten, sud/den, yel/low, zip/per, pup/pet, at/tic, but/ton, mat/ter*)

Activity Sheet 3: Copywork

The Whipping Boy, p. 2

Prince Brat knew that he had nothing to fear. He had never been spanked in his life. He was a prince! And it was forbidden to spank, thrash, cuff, smack, or whip a prince.

Optional Copywork Passages: *The Whipping Boy*

p. 6

And so it went for more than a year. The prince learned nothing. The whipping boy learned to read, write, and do sums.

p. 41

Jemmy vanished into the wild green tangle. He jumped a great fallen log, ducked under low-hanging branches, and, like a rabbit, made sudden changes in direction.

Day 2

Activity Sheet 3: Apply

Have your children review yesterday's copywork and circle words that give extra detail or add meaning to the passage. Does "it was forbidden" have more impact than "it was not OK" or even "it was not allowed"? How about the string of words describing spankings? Take a moment to discuss the effects of these words with your children. Do they make the passage more interesting? Do they make your children focus more on certain parts?

Have your children rewrite the sentences on *Activity Sheet 3* using more detail. They can add a string of words, like the ones for spanking in the copywork, or they can think up stronger words (like "forbidden") to use in place of those given. (*Answers will vary.*)

Day 3

Prewrite: How Do You ____?

In *More Stories from Grandma's Attic*, Mabel wants to win the school's handwork competition, although she doesn't tend to be very careful or detail-oriented when she works. Mabel tells about the careful design, planning, and stitching she does. Just as Mabel's project has lots of steps to explain, so do many tasks your children enjoy.

Today, have your children choose a task they enjoy. Brainstorm the details of this activity with them in detail. Use the questions on *Activity Sheet 3* as a guide. Jot down notes for them to use tomorrow. (*Answers will vary.*)

Day 4

Creative Expression: Explain a Task

Using their notes from yesterday, have your children explain a task in detail. Is the order in which steps are performed important? If so, make sure your children set forth the steps in the proper sequence. Will someone who has never done this task before be confused by certain steps? Encourage your children to elaborate on potentially-confusing aspects of the task, explaining why things are done a certain way. Here's what a sample explanation paragraph might look like:

Taking the trash out at our house is harder than it sounds. First, you need to empty all of the trash cans inside the house into the big trash can in the garage. There are smaller trash cans in the kitchen, downstairs bathroom, upstairs bathroom, and the game room. After you empty these smaller cans into the big can in the garage, you need to take the big can down to the curb for pick-up by the garbage truck. Then, you have to replace the trash bags in all of the small cans inside. Finally, you need to bring the big can back into the garage once the trash truck has emptied it.

Day 5

Optional: Explain from Memory

Pull out an illustrated book your children have listened to or read in the past couple of months. Have them review some of the illustrations in the book and then explain to you verbally what they understand and remember about the illustration, the story, or a related concept of their choosing. Prompt them with questions to clarify. Be encouraged by all your children have learned! ■

**Copywork***The Whipping Boy, p. 2*

Prince Brat knew that he had nothing to fear. He had never been spanked in his life. He was a prince! And it was forbidden to spank, thrash, cuff, smack, or whip a prince.

Apply

Rewrite the following sentences using more detail.

1. I thought the sundae tasted good.

2. My dog is smart.

3. My mom cooks great meals.

How Do You _____?

1. What task will you be describing? _____

2. What is the purpose of this task? _____

3. What skills or equipment does someone need for this task? _____

4. What are the steps involved in this task? _____
