

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 Short Chapter Books”—Schedule for Topics and Skills			
Weeks	Apply	Activity Sheet/Creative Expression	Activity (Optional)
1	Onomatopoeia	Writing with Diamond Notes (Writing Process)	Observe Organization (Organization)
2	Capitalization	Writing with Diamond Notes (Writing Process)	Find What Belongs (Organization)
3	Simile	Writing with Diamond Notes (Writing Process)	Using Detail (Description)
4	Vivid Vocabulary, Word Choice	Writing with Diamond Notes (Writing Process)	Pony Paragraphs (Writing Process)
5	Vivid Vocabulary, Adding Detail	Writing with Diamond Notes (Writing Process)	Word Puzzle (Analysis)
6	A/An	Discuss Directions (Expository) Writing Directions (Expository)	Test Your Writing (Writing Process)
7	Prepositions	Developing Detail (Description) Detailed Descriptions (Description)	I Spy (Description)
8	Vivid Vocabulary, Changing the Meaning	Prewriting: History (Imagination) Imagining History (Imagination)	Art and Writing (Imagination)
9	Personification	Prewriting: Multiple Intelligence (Artistic) Acrostic Poems (Poetry)	Decorate Acrostics (Artistic)
10	Exclamations and Questions	Prewriting: Detectives (Brainstorm) Journal Time (Brainstorm)	Word Puzzle (Analysis)
11	Quotations	Pick a Title (Imagination) Title Prompt (Imagination)	Word Puzzle (Analysis)
12	Possessives	Prewrite: Who’s Who? (Description) The Chalk Box Character (Description)	Found Play (Artistic)
13	Pronouns	Summary (Comprehension) Book Report (Comprehension)	Movie Review (Comprehension)
14	Coordinating Conjunctions	Prewrite: Homonyms (Comprehension) Write Right (Comprehension)	Little Journal (Description)
15	Alliteration	Prewriting: Point of View (Analysis) Point of View Exercise (Analysis)	Share Your Fairy Tale (Public Speaking)
16	Time Order Words	Prewriting: Story-Starter (Imagination) A New Tale (Imagination)	Presentation (Public Speaking)
17	Quotes with Changing Speakers	Prewriting: Persuasion (Analysis) Persuasive Letter (Analysis)	Mail Letter (Communication)
18	“Be” Verbs	Prewriting: Think Outside the Box (Imagination) Write about a Coin (Imagination)	Research Currency (Research)

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

Weeks	Apply	Activity Sheet/Creative Expression	Activity (Optional)
19	Vivid Vocabulary, Tired Words	Prewriting: Description (Description) A Favorite Place (Description)	Illustrate (Artistic)
20	Reinforce Similes	Quatrain (Poetry)	Story-Starter (Imagination)
21	Verb Tense	Prewriting: How Stories Change (Analysis) Retell a Story (Narrative)	Word Poem (Poetry)
22	Easily Overlooked Words	Prewriting: Character Traits (Description) Introduce a Favorite Character (Description)	Word Code (Analysis)
23	Indicating Thought	Prewriting: Research (Research) Write about an Artist (Research)	Art Collage (Artistic)
24	Combining Sentences	Prewriting: A Character’s Decision (Analysis) Give a Character Advice (Analysis)	Sensory Poem (Poetry)
25	Adverbs	Prewriting: Imagine the Future (Imagination) Describe Yourself as an Adult (Description)	Presentation (Public Speaking)
26	Attribute Placement	Prewriting: Courageous Kids (Analysis) You’re in the Story (Analysis)	Create a Play (Imagination)
27	Slant Rhyme	Prewriting: Story-Starter (Imagination) Who’s the Main Character (Description)	Illustrate a Scene (Artistic)
28	Connotation	Prewriting: Explorers (Imagination) Be an Explorer (Imagination)	Word Search (Analysis)
29	Double Meanings	Prewriting: Animal Migration (Scientific) Write about Animals (Scientific)	Explain Something You have Learned (Analysis)
30	Hyperbole	Prewriting: Double Stories (Imagination) Choose the Best Version (Critical Thinking)	Color Poem (Poetry)
31	Synonyms	Prewriting: Attention to Detail (Description) Be a Detective (Imagination)	Scrambled Antonyms (Analysis)
32	Reinforce Figurative Speech	Prewriting: Flyers (Brainstorm) Publicize an Event (Artistic)	Letter to an Author (Communication)
33	Varying Sentence Length	Prewriting: Research (Research) Write a Biography (Description)	Word Puzzle (Analysis)
34	Reinforce Figurative Speech	Prewriting: Compare and Contrast (Description) A Tale of Two Books (Description)	Portfolio (Review)
35	Homonyms	Prewriting: Ask for a Poem (Brainstorm) The Question Poem (Poetry)	More About Poems (Poetry)
36	Long or Short	Prewriting: Favorite Book (Summary) Favorite Book Report (Summary)	Draw a Scene (Artistic)

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LANGUAGE ARTS 2 INTERMEDIATE

WEEK 1

SCHEDULE

Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Spelling/Phonics					
Words N ¹	Rule and Write <input type="checkbox"/>	Pre-test <input type="checkbox"/>	Check <input type="checkbox"/>	Post-test <input type="checkbox"/>	Optional: Write a Sentence <input type="checkbox"/>
Optional: <i>MCP Phonics C</i> N ¹	p. 5	p. 6	p. 7	p. 8	pp. 9–10
Handwriting					
Handwriting Schedules N ¹					
Readers					
<i>Clara and the Bookwagon</i>	pp. 4–19	pp. 20–37	pp. 38–63		
<i>The Long Way to a New Land</i>				chaps. 1–2	chap. 3
Vocabulary Development					
Optional: <i>Wordly Wise B</i>				True or False 1 pp. 2–4	
Creative Expression					
Assignment N ¹			Writing with Diamond Notes	Writing with Diamond Notes	Optional: Observe Organization
Activity Sheets N ¹	Activity Sheet 1: Copywork <input type="checkbox"/>	Activity Sheet 1: Onomatopoeia <input type="checkbox"/>			
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 have found the following method extremely helpful in teaching our kids how to spell. If your children are quick memorizers, don't follow our form. This just happens to be a method we have found helpful when certain words pose difficulties. If you have a better way, 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 white- 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.)

Day 2:

Take a pre-test. You, Mom or Dad, read the words out loud, slowly and distinctly, permitting your children enough time to write each word accurately. Have them 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 they 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?

With our kids, when they miss words, we'll do “pop” quizzes later in the day or throughout the day.

Day 3:

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 them rewrite them again, accurately, five times each. If they had a perfect spelling pre-test yesterday, then see if you can come up with “silly sentences” that include as many of the week's words as possible, and have them write these sentences.

Day 4:

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

These daily exercises should take about 15 minutes or so.

In dictation exercises, please notice words your children misspell that you can use to reinforce or review a rule they have already learned.

Day 5: Optional

Have your children write any misspelled words in a sentence.

Phonics (Optional)

We schedule *MCP Phonics Level C* workbook as an optional activity.

Handwriting

Choose the handwriting program you prefer, and use this line in your weekly schedule to record your progress.

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.”

Creative Expression

General Copywork Instructions

Each week your children will complete a copywork passage from one of their readers. Ask them to copy each week's passage on paper with lines that correspond to the handwriting program you have chosen. Why is copywork necessary? 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 3. 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.

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. Use the time to reinforce lessons learned previously.

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 found following the Copywork passages in the Notes.

Your children will gain additional writing practice without the additional challenge of a regular assignment. Show them love and support and help them regroup in preparation to hit the ground running again tomorrow.

Activity Sheets

You will find copywork passages and other exercises on the numbered Activity Sheets following these notes. Each Activity Sheet is assigned on the schedule pages. If you prefer, feel free to put all the Activity Sheets in a separate binder for your children to use.

Day 1

Spelling

Rule: Consonants can appear at the beginning, middle, or end of words.

Words: fish, bird, zebra, deer, tiger, camel, glove, dragon, jar, ruler.

Activity Sheet 1: Copywork

Copywork forms a cornerstone of the natural approach to learning language. Brilliant writers like Jack London and Ben Franklin used the natural approach to hone their considerable skills. Have your children look at the copywork passage and try to duplicate it. Have them correct any errors you find.

On each copywork assignment, have your children review their handwriting. Circle well-constructed letters and underline letters to improve upon. Use this time to focus on handwriting daily.

If your children are more advanced, try reading the passage aloud instead of letting them see it. By doing this, children will learn how others construct a correct, clear, and effective sentence. In time, they will learn to do the same in their own writing.

On most days, the discussion following the copywork will center on language or mechanics. At this point, have your children do the copywork on *Activity Sheet 1*.

Clara and the Bookwagon, p. 24

Clop, clop, clop. The horse plodded along. The sun was warm. The spring air smelled good.

Extra Copywork Passages

Clara and the Bookwagon

p. 10

Sometimes she liked to make up her own stories. Some were about animals. Some were about families.

p. 42

She waved and stopped. Clara stared at the wagon. It was filled with books.

Day 2

Activity Sheet 1: Onomatopoeia

In yesterday's copywork, the words "Clop. Clop. Clop." are examples of onomatopoeia. While it isn't important for your children to know that word, they should understand what it is. Onomatopoeia describes words that imitate sounds, like *smack, pop, hiss, bang, achoo, buzz* or *twang*.

Help your children brainstorm onomatopoeia examples and write them on *Activity Sheet 1*. (Answers will vary, but some are: *click, ring, swish, meow, and woof*.)

Day 3

Creative Expression: Writing with Diamond Notes

Read the Diamond Notes Introduction and Unit 1, Lesson 1 to your children. Using the directions provided there, have them do Lesson 1.

Day 4

Creative Expression: Writing with Diamond Notes

Read Unit 1, Lesson 2 to your children and have them do the lesson.

Day 5

Optional: Observe Organization

Choose various items and activities and discuss the order of items you see in them with your children. Help them find what items are most important based on what comes first. For example, looking through a newspaper

will show them that news is more important than coupons. Looking at a book will show that the author and illustrator credits are more important than the publisher's name or date of publication. Another clue to importance is text size. The more important something is, the larger its text size will be. ■



Copywork

Clara and the Bookwagon, p. 24

Clop, clop, clop. The horse plodded along. The sun was warm. The spring air smelled good.

Onomatopoeia

Have you ever tried to spell the sound of a squeaking door? When we spell a sound, we call it an onomatopoeia. That's a really hard word to learn, but it's a fun idea to work with. Write two sentences, each with a different onomatopoeia.

1. _____

2. _____



LANGUAGE ARTS 2 INTERMEDIATE

WEEK 2

SCHEDULE

Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Spelling/Phonics					
Words <input type="checkbox"/>	Rule and Write <input type="checkbox"/>	Pre-test <input type="checkbox"/>	Check <input type="checkbox"/>	Post-test <input type="checkbox"/>	Optional: Write a Sentence <input type="checkbox"/>
Optional: <i>MCP Phonics C</i>	p. 11	p. 12	p. 13	p. 14	pp. 15–16
Handwriting					
Handwriting Schedules					
Readers					
<i>The Long Way to a New Land</i>	chaps. 4–5				
<i>The Long Way Westward</i>		chap. 1	chap. 2	chaps. 3–4	
<i>Prairie School</i>					chaps. 1–3
Vocabulary Development					
Optional: <i>Wordly Wise B</i>				Hidden Mess. 1 p. 5	
Creative Expression					
Assignment <input type="checkbox"/>			Writing with Diamond Notes	Writing with Diamond Notes	Optional: Find What Belongs
Activity Sheets <input type="checkbox"/>	Activity Sheet 2: Copywork <input type="checkbox"/>	Activity Sheet 2: Capitalization <input type="checkbox"/>			
Other Notes					

Week 2—Notes

Day 1

Spelling

Rule: When the letter c or g is followed by the vowels a, o, or u, it has a hard sound. Hard c has a k sound. When the letter c or g is followed by e, i, or y, it usually has a soft sound. Soft c has an s sound. Soft g has the j sound.

Words: came, palace, cover, decide, cymbal, page, gate, leg, huge, magic

Activity Sheet 2: Copywork

The Long Way to a New Land, pp. 28–29

They waited with the other emigrants until the mail-bags, lumber and cattle were loaded. Then they went aboard.

“Good-bye Sweden!” said Mamma.

Extra Copywork Passages

The Long Way to a New Land

p. 57

A doctor looked into their eyes and down their throats. He thumped on their chests. The lines moved slowly.

The Long Way Westward

pp. 26–27

A rooster crowed. Jonas woke up and looked around. The sun was up over a field of corn.

Day 2

Activity Sheet 2: Capitalization

Use this week’s copywork to discuss capitalization with your children. There are many capitalization rules, but they don’t need to know them all at this point. Focus on the basic ones and the others will come in time.

For today, show them that the first letter of every sentence starts with a capital letter. That’s an easy rule to learn. We also capitalize people’s names and the names of countries, cities, and states.

Help them with the capitalization sentences on *Activity Sheet 2*. Talk about why certain letters must be capitalized. As you do other subjects today, point out examples of these capitalization rules to them to reinforce the lesson.

Activity Sheet 2 Answer Key

1. Mary and John live next door.
2. Do you think we will get snow, Sarah?
3. The United States’ closest neighbors are Canada and Mexico.
4. The capital of England is London.

Write a Sentence: Answers will vary.

Day 3

Creative Expression: Writing with Diamond Notes

Read Diamond Notes Unit 2, Lesson 1 to your children. Using the directions, have them do Lesson 1.

Day 4

Creative Expression: Writing with Diamond Notes

Read Unit 2, Lesson 2 to your children and have them do the lesson.

Day 5

Optional: Find What Belongs

Gather various items from around the house. Place the items into groups on the kitchen table. Each group should have a common theme, except one item should not fit. For example, a group could have mouthwash, toothpaste, floss, and a pepper shaker, or another could have a fork, knife, spoon, and bar of soap. Have your children not only find the item that does not belong, but explain to you why the rest of the items belong together. ■

**Copywork**

The Long Way to a New Land, pp. 28–29

They waited with the other emigrants until the mailbags, lumber and cattle were loaded. Then they went aboard.

“Good-bye Sweden!” said Mamma.

Capitalization

Circle the capital letters in yesterday’s copywork. Look at these sentences and circle the letters you think should be capitalized:

1. mary and john live next door.
2. do you think we will get snow, sarah?
3. the united states’ closest neighbors are canada and mexico.
4. the capital of england is london.

Now, write a sentence of your own that uses at least one of the new capitalization rules you learned.

1. _____



LANGUAGE ARTS 2 INTERMEDIATE

WEEK 3

SCHEDULE

Date:	Day 1 ¹¹	Day 2 ¹²	Day 3 ¹³	Day 4 ¹⁴	Day 5 ¹⁵
Spelling/Phonics					
Words <input type="checkbox"/>	Rule and Write <input type="checkbox"/>	Pre-test <input type="checkbox"/>	Check <input type="checkbox"/>	Post-test <input type="checkbox"/>	Optional: Write a Sentence <input type="checkbox"/>
Optional: <i>MCP Phonics C</i>	pp. 17–18	p. 19	p. 20	pp. 21–23	p. 24
Handwriting					
Handwriting Schedules					
Readers					
<i>Prairie School</i>	chaps. 4–5	chaps. 6–8			
<i>Keep the Lights Burning, Abbie</i>			pp. 7–22	pp. 23–end	
<i>Riding the Pony Express</i>					chap. 1
Vocabulary Development					
Optional: <i>Wordly Wise B</i>				Crossword 1 pp. 6–7	
Creative Expression					
Assignment <input type="checkbox"/>			Writing with Diamond Notes	Writing with Diamond Notes	Optional: Using Detail
Activity Sheets <input type="checkbox"/>	Activity Sheet 3: Copywork <input type="checkbox"/>	Activity Sheet 3: Simile <input type="checkbox"/>			
Other Notes					

Week 3—Notes

Day 1

Spelling

Rule: Review the rule from last week.

Words: game, price, gym, guess, cake, slice, candle, cement, cab, giraffe

Activity Sheet 3: Copywork

Prairie School, p. 17

“Noah,” Aunt Dora said, “you are as stubborn as a downhill mule on an uphill road.”

Extra Copywork Passages

Keep the Lights Burning, Abbie

p. 10

Mama is too sick to do it. Your sisters are too little. You must keep the lights burning, Abbie.

Prairie School

p. 22

It is the only lily in this area. It grows from a bulb. The Indians boil the bulb and eat it for food.

Riding the Pony Express

p. 10

The wind carried it away. Dick was glad to see it go. He had not wanted to wear it in the first place.

Day 2

Activity Sheet 3: Simile

Similes are comparisons between two things using the words **like** or **as**. In yesterday’s copywork, Aunt Dora compared Noah to a mule. Ask your children, “How stubborn is Noah? He’s as stubborn as a mule. And not just any mule, but one that’s used to walking downhill but is on an uphill road! That’s pretty stubborn, isn’t it?”

“Now, imagine that the author just wrote, Noah, you are stubborn. Would that be as interesting to read? Would you really get the idea of just how incredibly stubborn Aunt Dora thinks Noah is?”

Similes can make an image stronger and add interest to writing. Readers can relate to a comparison; that’s why authors use them. Here are some common similes:

as hard as nails

as dry as a bone

gone like the wind

Help your children brainstorm some similes using the prompts on *Activity Sheet 3*. There are far too many possibilities to list, so just make sure they compare two things and use the words **like** or **as**. Follow the directions on *Activity Sheet 3*. (Answers will vary.)

Day 3

Creative Expression: Writing with Diamond Notes

Read Diamond Notes Unit 3, Lesson 1 to your children. Using the directions, have them do Lesson 1.

Day 4

Creative Expression: Writing with Diamond Notes

Read Unit 3, Lesson 2 to your children and have them do the lesson.

Day 5

Optional: Using Detail

Have your children tell you a story that they have read in the Bible, a history book, or a reading book. Your job is to ask questions about any area where they do not give enough detail, such as hazy character background or skips in action. It isn’t necessary for you to correct them or point out that this information should be included. If you ask questions and they answer them, in time they will learn to give these details without guidance. ■

**Copywork**

Prairie School, p. 17

“Noah,” Aunt Dora said, “you are as stubborn as a downhill mule on an uphill road.”

Simile

After discussing similes with your parents, write similes of your own below.

1. My dad is tall. He is as tall as _____.

2. Abbie in *Keep the Lights Burning*, Abbie is brave. Abbie is as brave as _____

_____.

3. My friend has an interesting laugh. My friend laughs like _____

_____.

4. There is a bad storm outside. The wind is blowing like _____

_____.

5. Now, write a sentence that compares your favorite character to something.

_____.