

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 Easy Readers” —Schedule for Topics and Skills			
Weeks	Apply	Activity Sheet/Creative Expression	Activity (Optional)
1	Capitalization, Punctuation (Mechanics)	Descriptive Words (Word Choice) Describe an Animal (Description)	“I Spy” for Nouns (Mechanics)
2	Action Words (Word Choice)	Similes (Voice) Like What? (Description)	Simile Shout Out (Word Choice)
3	Compound Sentences (Mechanics)	Dialog (Voice) He Said/She Said (Narration)	Newspaper Reporter (Narration)
4	Pronouns (Word Choice)	Field Trip Recollection (Organization/Recollection)	Imaginary Field Trip (Imagination)
5	Quotation Marks (Mechanics)	Parts of a Story (Literature/Structure)	Movie Plot (Summarization/Creativity)
6	Contractions (Mechanics)	Thinking About Journals (Organization) Journal Entry (Recollection)	Everyday Object Journal Entry (Imagination)
7	Possession (Mechanics)	Alliteration Alley (Word Choice) Terribly-Troubled Tongue Twister (Word Choice)	What’s So Funny? (Dialog)
8	Interjections (Mechanics)	Lists (Organization) Morning Routine (Organization/Explanation)	Send a Letter (Communication)
9	Review	Do Pictures Tell a Story? (Descriptive/Imaginative)	Draw It (Artistic)
10	Verb Tense (Mechanics)	Time to Explain Yourself (Organization/Explanation)	The Tall Tale (Imagination)
11	Capitalization (Mechanics)	Write Like You Talk (Summarization) Favorite Bible Story (Narration/Summarization)	Verb(al) Obstacle Course (Mechanics)
12	Review	What Rhymes With Orange? (Organization) Fruity Poem (Imagery/Poetry)	Dicey Adjectives (Mechanics)
13	Exclamatory Sentences (Mechanics)	Synonyms (Mechanics)	Board Game (Building Relationships)
14	Imperatives (Mechanics)	Grasping Grids (Visual Organization) From Grid to Story (Story Writing)	Relating to Prepositions (Mechanics)
15	Antonyms (Word Choice)	Convincing Words (Persuasive Writing)	Lend Me Your Ears (Public Speaking)
16	Synonyms (Word Choice)	Delightful Descriptions (Description) Describing Day (Description)	Surprise Story Starter (Imagination)
17	Contractions, Similes (Mechanics, Word Choice)	Graph Guide (Visual Organization)	Simon’s Similes (Mechanics)
18	Homonyms (Word Choice)	Journal Adventure (Organization) Fantastic Journal Voyage (Imagination)	Scrapbook (Artistic)

“Reading with Easy Readers” —Schedule for Topics and Skills (cont.)

Weeks	Apply	Activity Sheet/Creative Expression	Activity (Optional)
19	Imperatives (Mechanics)	Mystery Picture (Descriptive/Imaginative)	Art Critic (Artistic)
20	Simple Sentence (Sentence Fluency)	Compare/Contrast (Organization) They're the Same—Only Different (Description)	Opposite Day/Antonyms (Word Choice)
21	Homonymns (Word Choice)	Appreciation (Organization) Thanks a Lot! (Communication)	Make a Card (Artistic)
22	Attribution (Voice)	Character Building (Literature/Structure) A Character(istic) Story (Literature/Structure)	Play Acting (Artistic)
23	Adverbs (Mechanics)	The Chronicles of Narrative (Narrative Writing)	Invent a Product (Organization/Imagination)
24	Review	Owl at Work? (Imagination) Owl's New Job (Organization)	Inventory (Reflection)
25	Dialog (Sentence Fluency)	Waiting for a response (Imagination)	Verb Charades (Mechanics)
26	Adjectives (Mechanics)	Telling a Tale (Summarization) Bedtime Story (Narration)	Telling Stories (Narration)
27	Rewrite (Sentence Fluency)	Word Palette (Descriptive/Imaginative) Painting With Words (Story Writing/Imaginative)	Initial Here (Mechanics)
28	Similes (Mechanics)	Book Review (Summarization/Persuasive)	Post It! (Communication)
29	Verbs/Adverbs (Mechanics)	Favorite Thing to Do (Word Choice) Give it a Try! (Persuasive)	Get in the Game (Physical Activity)
30	Review (Quotations)	Future Shock (Organization) Where Am I? (Imagination)	Time Capsule (Imagination)
31	Adjectives/Adverbs (Mechanics)	I've Got Something to Tell You (Summarization) Note to a Friend (Communication)	Field Trip—Post Office (Experience)
32	Various Mechanics (Mechanics)	Poem About Home (Imagery/Poetry)	Poetic Breakfast (Imagery/Poetry)
33	Imperatives (Mechanics)	Visual Venn (Organization) My Friend Venn (Visual Organization)	Abbreviation Flash (Mechanics)
34	Review (Series)	Brainstorm! (Imagination) All A Dream? (Descriptive/Imagination)	Pickles in a Pickle (Organization/Imagination)
35	Adjectives (Word Choice)	And Then What Happened? (Organization) Free at Last! (Imagination)	Make a Map (Organization/Descriptive)
36	Rewrite (Sentence Fluency)	It's Show Time! (Organization) Budding Playwright (Organization/Imagination)	The Show Must Go On (Artistic)








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LANGUAGE ARTS 2

WEEK 1

SCHEDULE

Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Spelling/Phonics					
Spelling  ¹	Rule & Write <input type="checkbox"/>	Pre-Test <input type="checkbox"/>	Check <input type="checkbox"/>	Post-Test <input type="checkbox"/>	Optional: <input type="checkbox"/> Write a Sentence
Activity  ¹	Index Cards				
Optional: <i>Explode the Code 4</i>  ¹	pp. 1–2	pp. 3–4	pp. 5–6	pp. 7–8	
Handwriting					
Handwriting Schedules  ¹					
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					
Instruction  ¹					
Optional: <i>Wordly Wise A</i>				Word List 1 pp. 2–3	
Writing					
Assignment  ¹				Describe an Animal	Optional: I Spy
Activity Sheets  ¹	Activity Sheet 1: Copywork <input type="checkbox"/>	Activity Sheet 1: Apply <input type="checkbox"/>	Activity Sheet 1: Descriptive Words <input type="checkbox"/>		
Other Notes					

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

Week 1—Notes

Spelling/Phonics Overall Directions

We have found the following method extremely helpful in teaching our children 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 printing 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 your children spell the written word back to you. If they misspell one, have your children 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 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?

With our children, 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 your children rewrite them again, accurately, five times each. If your children 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 your children 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.

Optional: Explode the Code

If you own it, please note that the Sonlight phonics book, *I Can Read It!*, follows the same phonetic progression as the *Explode the Code* series. If you would like additional practice and reinforcement of the lessons in *I Can Read It!*, we have scheduled the *Explode the Code* workbooks as optional activities. In *I can Read It!* book 4, we provide extra word lists in lessons 35 and following that coordinate with the *Explode the Code* 4, 5, and 6.

Handwriting

Choose the program you prefer, then use this line on your weekly sheet to record what your children have 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

Vocabulary Development is obviously an appropriate part of language arts instruction, but our vocabulary development program is based on and ties in with our Core programs' Read-Alouds. You will find all the words for Vocabulary Development in your Core Instructor's Guide.

We expect you to have your children read the words in context within the sentences where they are found. Then ask your children to explain what they think they mean (based on the context and/or any other information they may have). If they obviously understand the concepts, you

may want, simply, to move on at that point. If not, or if you would like to stress dictionary skills, have your children look the words up.

Use the blank “Vocabulary Development” lines on your Language Arts schedule pages to record the books from which you are taking your vocabulary studies, then simply check off each day of the week as you do your vocabulary. This part of your schedule sheet is designed more for legal record-keeping than for your personal scheduling requirements.

Writing

General Copywork Instructions

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

Find the copywork passages and other exercises on the numbered Activity Sheets after 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. Use blank paper for the optional dictation passages.

Day 1

Spelling/Phonics

Rule

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

Words

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

Activity

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

in side

Have your children form the compound word with the cards.

Activity Sheet 1: Copywork

The Beginner’s Bible, “The Beginning,” pp. 10, 11

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

God put a shining sun in the sky for daytime.

Ask your children to write the copywork passage from their readers on paper with lines that correspond to the handwriting program you chose.

Optional Copywork Passages: *The Beginner’s Bible*

“The Sneaky Snake” p. 19

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

“Noah’s Ark” p. 26

After Adam and Eve left the garden, many people were born. The people kept doing bad things, and they forgot about God.

Day 2

Activity Sheet 1: Apply

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.)

Ask your children if they can guess why *God* is capitalized. (Christians consider *God* to be a name, and names are always capitalized. As a sign of respect, most Christians 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 *Apply* on *Activity Sheet 1*, 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.), and 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

Activity Sheet 1: Descriptive Words

If you're teaching 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. No one likes to read a confused, rambling essay. We need to do our thinking before we put pen to paper (or fingers to keyboard).

Your children's early writing attempts may be disappointing to you, and that's OK. If they seem uninspired or boring, that's a sure sign that not enough thought went into the assignment before words were committed to paper. Don't get discouraged, though. 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. What thing do they want to describe? How would they describe it? Help your children choose something they can describe with as many of their five senses as possible. For this exercise choose an animal.

Use the *Descriptive Words* activity on *Activity Sheet 1* to encourage your children to use all five of their senses to think of words that describe their chosen thing. Explain that words that describe things (nouns) are called *adjectives*.

Guide them through the *Descriptive Words* brainstorming activity on *Activity Sheet 1*.

Day 4

Writing: Describe an Animal

Have your children write a short paragraph that describes an animal. What animal? Any animal. It could be a dog, a cat, a hamster, or something more exotic like an elephant, tiger, or even a dinosaur. Maybe they can invent an animal and describe it—how about a hippo-lion or a pig-duck that likes to swim in mud?

Remind your children to use the ideas they generated during their brainstorming session yesterday. 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 when 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.

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: (Optional)

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." ■

**Copywork**

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

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

God put a shining sun in the sky for daytime.

Apply

Unscramble these sentences:

1. *empty was world beginning, the the In*
2. *plan But had God a*

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?



LANGUAGE ARTS 2

WEEK 2

SCHEDULE

Date:	Day 1 <small>6</small>	Day 2 <small>7</small>	Day 3 <small>8</small>	Day 4 <small>9</small>	Day 5 <small>10</small>
Spelling/Phonics					
Spelling <small>[N]</small>	Rule & Write <input type="checkbox"/>	Pre-Test <input type="checkbox"/>	Check <input type="checkbox"/>	Post-Test <input type="checkbox"/>	Optional: <input type="checkbox"/> Write a Sentence
Activity <small>[N]</small>	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	
Writing					
Assignment <small>[N]</small>				Like What?	Optional: Simile Shout Out
Activity Sheets <small>[N]</small>	Activity Sheet 2: Copywork <input type="checkbox"/>	Activity Sheet 2: Apply <input type="checkbox"/>	Activity Sheet 2: Similes <input type="checkbox"/>		
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

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

Activity

From your spelling words, write the root word on a 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)

Activity Sheet 2: Copywork

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

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

After everyone was inside, the rain began to fall.

Ask your children to write the copywork passage on paper with lines that correspond to the handwriting program you have chosen.

Optional Copywork Passage: The Beginner's Bible

"The Visitors" p. 48

Abraham told Sarah about the visitors. He asked her to make a tasty meal.

Day 2

Activity Sheet 2: Apply

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: 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 oth-

ers might have hopped? What animals surely galloped aboard?

Below *Apply* on *Activity Sheet 2*, 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: Two bunnies hopped onto the ark. The pair of horses galloped onto the ark.*)

Day 3

Activity Sheet 2: 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. Read through tomorrow's writing assignment with your children and then discuss similes with them.

Similes are short phrases used to compare two or more things that are otherwise not similar. 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 *Similes* section on *Activity Sheet 2* with your children. Help them think of imaginative similes to describe further the details they noticed last week. 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

Day 4

Writing: Like What?

Your children's assignment this week is to describe in even more vivid detail the animal they described last week. They can use the same descriptive words they used in their paragraph last week, 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 involved here. 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.

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

Optional: 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. ■

**Copywork**

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

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

After everyone was inside, the rain began to fall.

Apply

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

Similes

Choose at least three of the descriptive words that you thought of last week. For each of those descriptive words, write at least two imaginative similes on the lines below. Feel free to ask your mom or dad for help.

1. Descriptive word: _____

Similes: _____

2. Descriptive word: _____

Similes: _____

3. Descriptive word: _____

Similes: _____



LANGUAGE ARTS 2

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"/>	Pre-Test <input type="checkbox"/>	Check <input type="checkbox"/>	Post-Test <input type="checkbox"/>	Optional: <input type="checkbox"/> Write a Sentence
Activity <input type="checkbox"/>	Dividing Words				
Optional: <i>Explode the Code 4</i>	pp. 17–18	pp. 19–20	pp. 21–22	pp. 23–24	
Handwriting					
Readers					
<i>The Beginner's Bible</i>	"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: <i>Wordly Wise A</i>				Hidden Message 1 p. 5	
Writing					
Assignment <input type="checkbox"/>				He Said/She Said	Optional: Newspaper Reporter
Activity Sheets <input type="checkbox"/>	Activity Sheet 3: Copywork <input type="checkbox"/>	Activity Sheet 3: Apply <input type="checkbox"/>	Activity Sheet 3: Dialog <input type="checkbox"/>		
Other Notes					

Week 3—Notes

Day 1

Spelling/Phonics

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

Activity

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*)

Activity Sheet 3: Copywork

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

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

Optional Copywork Passages: The Beginner's Bible

"Jacob and Esau Meet Again" p. 68

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

"Joseph Saves His Family" p. 88

Joseph sold them some food. Then the brothers left to go home.

Day 2

Activity Sheet 3: Apply

Ask your children how many sentences there are in the copywork passage. (*There's one compound sentence and a simple sentence.*) If they guessed two, that's OK.

Explain that when two or more simple sentences have been joined together, we call it a *compound sentence*. In a compound sentence, the simple sentences are usually connected by words called *conjunctions*, such as *and*, *but*, *or*, etc. A comma should be placed before the conjunction.

Why not just use all simple sentences? Well, most writers use a variety of simple and compound sentences to make their writing more interesting to read.

Can your children tell what conjunction is used in the copywork passage? (*and*) What two simple sentences does

the conjunction connect? (*The servant gave her the gifts and they went to meet her father.*)

Although they may make our writing more interesting to read, compound sentences are not always as concise as they could be. Below *Apply* on *Activity Sheet 3* have your children write a compound sentence. (*Use the copywork sentence as an example.*)

Day 3

Activity Sheet 3: Dialog

Have you ever read a story that didn't have dialog? It probably would have come across as more interesting if the characters talked to one another. Writers use dialog for lots of reasons: 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.

When writers write what people say, it's called dialog. Explain that 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.

Does this dialog always follow the rules of correct English? (*No.*) Why not? (*Our speech does not always follow the rules of correct English!*) What examples of "incorrect" English do they see? (*Incomplete sentences without subjects and/or verbs.*)

For example, 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.

Can your children tell who is speaking each line of dialog? (*Yes, because each line of dialog explains who is speaking.*) Sometimes it's not always 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 Dialog section on *Activity Sheet 3* with your children. Help them develop a simple dialog of their own. Have fun with this activity. Maybe they can pick a

fairy tale they are familiar with and have characters talk to one another. What about having two characters from different stories meet? Allow your children to be as silly as they want to be, since people talk silly all the time!

Day 4

Writing: He Said/She Said

Have your children write a dialog. 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 it's a real dialog. 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. Or let them use one of these examples as a starting point:

"Grandma, what long hair you have," said Little Red Riding Hood.

"My name's Rapunzel and I'm not your granny."

"Mom, can I play outside?" asked Peter.

"Not until you finish writing your dialog!" said Mom.

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 one of our examples might look like:

"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

Optional: 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 record some snippets of dialog while they're at it.

When they're ready, challenge them to memorialize 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.

When they're finished, play editor-in-chief and look over their article with them, pointing out all the great things that they did and where they could improve, too. Have fun!

Note to Mom or Dad: This assignment can be done orally, too. 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! ■

**Copywork**

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

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

Apply

Write a compound sentence (see the first sentence in the copywork passage above as an example).

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."
