

# Quick Start Guide

## Language Arts Instructor's Guide: Levels 3–6

### 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 writing mechanics and creative writing. Add Handwriting and Spelling programs of your choice to round out their learning.

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 sample responses for writing prompts as well as helpful notes directly behind your Schedule pages.

### 3 Organize Your Activity Sheets

Activity Sheets help your children interact with the concepts they're learning. Find them (along with sample answers) behind your Schedule pages. Some parents choose to place the Activity Sheets in a separate binder, so that 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](http://www.sonlight.com/help) or call (303) 730-6292.

## Subjects for Language Arts Levels 3–6

Sonlight's engaging Language Arts program uses a natural language approach to develop your children's written and verbal communication skills. From 3–6, Sonlight children will focus on several primary fields of study:

- **Reading:** Gripping books help your children become confident readers who enjoy and learn from books.
- **Spelling & Handwriting:** Choose the programs you prefer to help your children develop these essential skills.
- **Vocabulary Development:** Children learn new vocabulary in connection with the books in their Core program.
- **Writing:** Dictation helps children practice the mechanics of writing. Exercises in the Activity Sheets help children cement the grammar and composition concepts they're learning through the dictation passages. Creative assignments help children learn to write persuasively, explain things well, tell stories and be creative.

<b>“Language Arts 3” —Schedule for Topics and Skills</b>			
<b>Weeks</b>	<b>Apply</b>	<b>Activity Sheet/Creative Expression</b>	<b>Activity (Optional)</b>
1	Nouns, Sentences, Punctuation, Adjectives	Five Senses, The Thing (Description, Adjectives, Using the Five Senses, Imagination)	Your Mom (Word Art, Descriptive Words)
2	Adverbs	How Do You Do That? (Description Adverbs) I Couldn't Believe My Eyes! (Storytelling Imagination)	Goofy Sentences (Adverbs, Creativity)
3	Adverbs	Simile Showdown (Word Choice) The Thing ... Revisited (Storytelling, Description, Similes)	I Spy (Nouns, Adjectives, Adverbs)
4	Word Choice, Synonyms	What's Going On Here, Picture This (Imagination, Organization, Description)	Opposite Day (Antonyms)
5	Rhyme	You May Be a Poet, Don't Ya Know it? (Rhyming Couplets, Poetry) Fee as a Bird (Free Verse, Poetry)	Spinning the News (Creativity, Converting Prose to Poetry)
6	Organization, Outlines, Directions	Mystery Girl, Portrait of a Character (Character Analysis, Description Condensation)	Brought to Life (Oral Presentation)
7	Outlines	Why Here? Jamestown (Explanation Outlines)	The Dog Ate My Writing Assignment (Explanation, Fiction)
8	Hooks	Remember When (Recollection) The Neatest Thing Happened the Other Day (Hooks)	Science Fiction (Recollection, Science Fiction)
9	Word Choice (Similes)	Providence (Explanation, Oral Storytelling) Thanksgiving (Narration)	Map it! (Map Skills, Summarizing)
10	Pronouns	A Mystery (Storytelling, Imagination) Picture Perfect (Creativity)	A Prayer of Thanks (Prayer)
11	Themes, Outlines	Rough Draft (Essay, Outlines) Polish (Writing Process)	Courage Defined (Definition, Word Choice)
12	Research Project	Internet Research, Library Visit (Research Project)	Artwork (Artistic)
13	Research Project	Informational Outline, Working Outline (Research Project)	Animal Stars (Fun Facts)
14	Research Project	Edit, Finalize (Research Project)	Field Trip! (Experience)
15	Voice	Teaching Method, Master Christopher (Character Analysis, Description)	Reward (Artistic)
16	Clarity, Simplification	Busy Ben, Benography (Biography, Research, Summarization)	A New Adage (Maxims)
17	Palindromes	Good Deeds, I Admire (Biography, Research, Using Examples)	Quotable George (Quotations)
18	Adverbs	My Favorite Room, Speechwriter (Description, Similes, Metaphors)	Discernment (Categorization)

## “Language Arts 3” —Schedule for Topics and Skills (cont.)

<b>Weeks</b>	<b>Apply</b>	<b>Activity Sheet/Creative Expression</b>	<b>Activity (Optional)</b>
19	Dialog	Boston Massacre, Oral Report (Research, Outlines)	Reporter (News Report)
20	Word Choice (Imagery)	You're on Your Own! Word Brush (Storytelling, Word Choice, Imagery)	Tools of the Trade (Word Choice)
21	Definition	In a Nutshell, Book Report (Summarization)	Movie Review (Persuasion)
22	Introduction (Purpose)	To Form a More Perfect Union, The Law of the Land (Research, Character Analysis)	Constitutional Crossword (Vocabulary)
23	Journal Entry	Someone I Know (Word Choice, Imagery) Imagination Workout (Storytelling, Imagination)	Back to the Future (Journal Entry, Fiction)
24	Homonyms	Grateful, Thanks a Million! (Informal Thank-You Note, Communication)	Greeting Cards (Artistic)
25	Voice	Pretty Please? I'm Begging Here! (Persuasion, Writing Process)	By Any Other Name (Descriptive Names)
26	Action Verbs	Words of Wisdom (Brainstorm) A Good Yarn (Storytelling, Word Choice)	That's My Name, Don't Wear It Out (Descriptive Names)
27	Free Verse	Limericks, Cinquains (Poetry)	Riddle Me This (Riddles)
28	News Article	Human Interest (Summary, Storytelling) Take a Stand (Editorial, Expository)	Cartoon (Artistic)
29	Word Choice (Tone, Similes, Metaphors)	Time For a Break, Rest for the Weary Essay (Organization, Brainstorming, Compare/Contrast)	Sunday (Observation)
30	Personification	Theme Park, Trust in the Lord (Essay, Thematic Analysis)	The Name Game (Descriptive Names)
31	Prayer (Analysis)	Devour This Book! Back Cover Copy (Persuasive Writing, Imagination, Summarization)	Lyrical Pictures (Analysis)
32	Word Choice (Picturesque Details)	Heart of a Learner, An Inquiring Mind (Essay, Explanation, Use of Examples)	Verbal Rainbow (Description, Color)
33	Dialog	What a Character!, Admirable Qualities (Essay, Character Analysis, Use of Examples)	Inventions (Explanation)
34	Persuasion	I Loved this Book, Because ..., Book of the Year (Book Report, Persuasion)	Post It! (Communication)
35	Adjectives	Review, Second Chance (Re-Write, Writing Process)	Do Over (Review)
36	Description	Hues, Reflections on Color (Essay, Thematic Analysis)	Research Paper (Celebrate!)











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# LANGUAGE ARTS 3

## WEEK 1

### SCHEDULE

Date:	Day 1 <sup>1</sup>	Day 2 <sup>2</sup>	Day 3 <sup>3</sup>	Day 4 <sup>4</sup>	Day 5 <sup>5</sup>
<b>Spelling/Vocabulary</b>					
<b>Spelling</b>  <sup>1</sup>					
<b>Vocabulary Development</b>  <sup>1</sup>					
<b>Optional: Wordly Wise C</b>  <sup>1</sup>	Exercise 1A				
<b>Optional: MCP Word Study D</b>  <sup>1</sup>	p. 1	p. 2	pp. 3–4	p. 5	
<b>Handwriting</b>					
<b>Handwriting</b>  <sup>1</sup>					
<b>Readers</b>					
<b>5-Day: A Lion to Guard Us</b>	chaps. 1–2	chaps. 3–4	chaps. 5–6	chaps. 7–9	chaps. 10–11
<b>4-Day: A Lion to Guard Us<sup>2</sup></b>	chaps. 1–2	chaps. 3–5	chaps. 6–8	chaps. 9–11	
<b>Advanced: The Corn Grows Ripe</b>	chap. 1	chaps. 2–3	chap. 4	chap. 5	chaps. 6–7
<b>Writing</b>					
<b>Assignments</b>  <sup>1</sup>	Dictation	Apply	Five Senses	The Thing	Optional: Your Mom
<b>Activity Sheet 1</b>  <sup>1</sup>	Dictation 	Apply 	Five Senses 		
<b>Other Notes</b>					

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

2. We offer you two schedules for each Reader book. If you use the 4-day schedule, your children will read at a faster pace than the 5-day plan. If your children would prefer a less robust pace, please follow the 5-day plan for each Reader.

### Spelling/Vocabulary

#### Spelling

Want to improve your children's spelling? Choose a spelling program and work on spelling exercises with them daily. You'll be delighted by the progress they make this year. Use the blank "Spelling" line on your weekly schedule to record what your children have done each week in your spelling program of choice.

#### Vocabulary Development

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.

Have your children read the words in context within the sentences where they are found. Then ask them to explain what they think each word means (based on the context and/or any other information they may have). If your children obviously understand the concept, move on. If not, or if you would like to stress dictionary skills, have your children look the words up in a dictionary.

Use the blank "Vocabulary Development" line on your weekly schedule to record the names of the books from which you're taking your vocabulary words, then simply check off each day of the week as your children complete their vocabulary studies.

#### Optional Vocabulary Workbooks

Please find answer keys for the *Wordly Wise C* and *MCP Word Study D* optional workbooks in the Appendices in Section Three.

### Handwriting

Choose the handwriting program you prefer, then record on this line 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](http://www.sonlight.com/la-handwriting.html) and download and print the appropriate file. A schedule for *Handwriting Without Tears* is provided in the Teacher's Guide and is listed as "Teaching Guidelines."

### Writing

You will find detailed instructions for each writing assignment listed on your weekly schedule in the Notes immediately following each week's schedule.

Our goal is to have your children writing all week long. We realize, though, that there are some days when your children will just not feel like writing. All children will have "dry" days when it seems like getting blood from a stone would be easier than getting one paragraph from them.

So what should you do on those "dry" days? Mercilessly browbeat them into submission? Not if you value your own sanity! Just skip writing that day? Not if you want your children to learn to love and excel at writing ... Instead, we recommend another solution: more dictation.

For your convenience, we provide a lengthy list of additional dictation passages in each week. The next time you find yourself with a reluctant writer, just use one of these alternative dictation passages as your writing assignment for the day. And encourage your children to get some extra rest so that they're ready to tackle their regular writing assignment the next day.

#### General Dictation Instructions

Each week your children will be assigned a dictation passage. Ask them to copy each week's passage on paper with lines that correspond to the handwriting program you have chosen.

**Note to Mom or Dad:** Unlike other levels, which feature dictation passages taken from various readers, Language Arts 3 uses Bible verses, famous quotes, and poetry for dictation passages. Why? The readers at Level 3 pose a special challenge when it comes to scheduling. There are regular and advanced readers, as well as 4-day and 5-day schedules. Rather than struggling to accommodate the many intricacies of these varying schedules, we decided instead to use a variety of winsome sources for dictation. We believe that you and your children will be delighted with this new approach.

Dictation is a key element of Sonlight's Language Arts programs. Dictation gives students practice in handling the sentence. It directs their attention to structure, grammar, spelling, punctuation, and capitalization. It increases vocabulary and familiarizes the students with words they already know. Dictation also links spoken language with written language.

Language Arts 3 is a transitional program for many children. At the beginning of the program, some children are not quite ready to “take” dictation. If this is the case with your children, just use the dictation passages as copywork. Rather than reading the passage to your children, just let them see it and copy it. For your convenience, we include the dictation passages at the top of the activity sheets (dictation passages are also located in the Notes immediately following the weekly schedule).

Within a few weeks, most children will be ready to transition to regular dictation. As their parent, you will be the best judge of when your children are ready to move from copywork to full dictation. Feel free to make this transition whenever you feel it is best.

If you have not already done so, please read Dr. Ruth Beechick’s comments about dictation on pages 41–50 of *The Three R’s*. Based upon Dr. Beechick’s thoughts, we recommend using the following method of dictation over the course of the year:

### Preferred Dictation Method

This dictation method involves two steps. First, your children will look at the dictation passage and note any words, capitalizations, or matters of punctuation that require special attention. Your children should then take no more than five to ten minutes to prepare for the final dictation. Preparation may involve writing out unfamiliar words, practicing spelling them out loud or on paper, trying to remember how a word looks by “seeing” it in their minds, drawing a word in large letters written in mid-air with an imaginary pen, etc.

When your children feel ready, you should then give the dictation, clause by clause, reading each clause only twice (repeating it only once). Your children should write in the cursive style and, as you read the passage to them, you should not emphasize the different sounds in each word.

Before handing their papers to you, your children should check their work for errors. They should mark and correct any errors they find. Discuss with your children what you think they have done particularly well, as well as what they could do better.

**Note to Mom or Dad:** If you see consistent spelling, punctuation, or handwriting problems (keep a record on the weekly schedule), review that area using the list of spelling rules included in the Appendices in Section Three.

## Activity Sheets

You will find dictation passages and other writing exercises on the weekly Activity Sheets after the Notes. If you

prefer, feel free to put all the Activity Sheets in a separate binder for your children to use.

## Day 1

### Activity Sheet 1: Dictation

#### Proverbs 15:23–24 (NIRV®)

*Write:* Joy is found in giving the right answer. And how good is a word spoken at the right time! The path of life leads up for those who are wise.

Ask your children to write the dictation passage on paper that corresponds to your handwriting program of choice.

### Optional Dictation Passages: A Lion to Guard Us

#### p. 3

“He was well enough, for all I could see. He’d built a house in Jamestown. That’s the only town there. When my ship sailed, he asked if I’d stop for a word with his family in London.”

#### p. 28

“Virginia is a terrible place, full of wild Indians and wild beasts. All those tales about the New World and how wonderful it is—they’re lies, all lies!”

#### p. 55

The hold was the long room below the deck. They lived there with more than a hundred and fifty others. When they all lay down to sleep, they were crowded together like salt fish in a barrel.

#### p. 87

They moved away from the harbor where the sun beat down on the sand. They built a village among the trees. Some of the houses were tents. Others were made of rocks, logs, and branches.

## Day 2

### Activity Sheet 1: Apply

It’s a new homeschool year, and we hope that you’re excited to be at the helm of your children’s education. It’s truly a blessing to be able to take such an active role in shaping your children’s future (*Proverbs 22:6*). We pray that these materials will make your Language Arts experience a rewarding one.

Today, we’re going to spend a little extra time reviewing some basic ideas that we’ll build upon in the coming weeks. While we don’t believe that it’s necessary to study grammar in depth at this level, we do want to spend some

time looking at those concepts that are closely related to writing. In this way, your children will learn the grammar they really need to know at this level in the context of how they can use it (*apply* it) to become better writers.

**Note to Mom or Dad:** We intend this course to be interactive. Encourage your children to actively participate in their education. Welcome their questions and engage them in discussions whenever possible. It is this one-on-one give and take that makes homeschooling so special and rewarding.

Using yesterday's dictation passage as an example, 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 marks are used in the dictation passage. (*period; exclamation point; period*) Discuss with them why those particular punctuation marks were used. (*The first and last sentences are statements, and the middle sentence conveys strong emotion or excitement.*)

When you're done, briefly discuss nouns. Remind your children that nouns are people, places, and things (including ideas). Take a look around the room you and your children are in right now. Talk with them about the nouns they see. (*Possibilities: door, carpet, television, window, book, Mom, children, curtains, dog, recliner, lamp, etc.*) What nouns can your children identify in the first two sentences of the dictation passage? (*Joy, answer, word, time*)

On their own, nouns are not necessarily all that interesting. Take the noun *car*, for example. From just the word *car*, what do you know about the car? Not much. What color is it? Is it brand new or a classic antique or a pile of metal destined for the junk heap? You have no idea.

So how do writers make nouns more interesting? By adding descriptive words—called adjectives—to them. For example:

The car raced around the track.

The shiny new Indy car raced around the cold, wet track.

Which sentence is better? Do your children see how adding *shiny, new, Indy, cold, and wet* made the second sentence much more interesting?

**Note to Mom or Dad:** *The* is technically an adjective as well. *The, a, and an* are special types of adjectives called **articles**. However, there's no need to worry about advanced concepts like articles now. Just focus on getting your children to think in descriptive terms.

Before your children try the exercise below, we should offer one note of caution: good writers use adjectives *carefully*. Ever heard of too much of a good thing? Well, that phrase definitely applies to the use of adjectives.

How many adjectives are too many? It varies. How will you know when you've used too many adjectives? The sentence just won't sound right. For example:

The shiny new Indy car raced around the cold, wet track.

The shiny, fast, new, blue Indy car raced around the black, cold, wet, slippery, round track.

What do your children think of the second example? Awkward, right? It's *too* descriptive. The second example sentence crosses the line from descriptive to distracting.

OK, it's time for your children to practice adding adjectives to spice up some sentences. Set forth below is an excerpt we adapted from *A Lion to Guard Us*:

On a morning in 1609, a man made his way over a bridge. He wore a jacket and a cap. His clothes were splashed with mud, and mud sucked at his shoes. He could hardly see for the rain in his face.

Using the lines below *Apply* on *Activity Sheet 1*, ask your children to rewrite this passage, adding some descriptive adjectives to make it more interesting. Here is an example of what a passage enhanced with additional adjectives might look like:

On a cold morning in 1609, a heavy man made his way over London Bridge. He wore a cloth jacket and a beaver-skin cap. His homemade clothes were caked with mud, and black mud sucked at his leather shoes. He could hardly see for the driving rain in his face.

## Day 3

### Activity Sheet 1: Five Senses

Because you're teaching your children to write, you will undoubtedly sooner or later (most likely sooner) hear the phrase: "But I don't know what to write!" When you do, 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 keyboards).

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. When writers seek to describe nouns with adjectives, they often think in terms of their five senses. What does it look like? What does it sound like? What does it smell, feel, and taste like? In this way, they are able to bring nouns to life with vivid descriptions.

Talk with your children about the five senses (sight, hearing, smell, feeling, and taste), and then guide them through the *Five Senses* brainstorming activity on *Activity Sheet 1*. Help them think of adjectives that are inspired by each of their five senses, and then ask them to write the adjectives they think of on the lines provided.

Here are some possible answers:

SIGHT: blue, bright, shiny, beautiful, glowing

HEARING: loud, noisy, rhythmic, annoying, musical

SMELL: stinky, inviting, flowery, aromatic, strong

FEELING: rough, smooth, silky, soft, supple

TASTE: salty, spicy, delicious, tangy, sweet

## Day 4

### *Writing: The Thing*

Your children's assignment today is to write a short paragraph (8 sentences or so) about ... **THE THING**. What thing? You know ... THAT thing. That thing that hides under the bed. That thing that lurks in the swamp. That thing that makes that weird noise ...

Ask your children to fire up their imaginations and create a mental image of the thing they want to describe. Their thing can be an object or an animal or something entirely imaginary. It can be scary or surprisingly delightful. As long as they can describe it, they'll do fine.

Remind your children to think in terms of their five senses. What does The Thing look like? Sound like? Even though we're afraid to find out, what does The Thing smell, feel, and taste like? The more descriptive adjectives your children use, the better their descriptions will be. Feel free to give them as much help as they need.

Don't worry too much about mechanics (proper spelling, punctuation, etc.) 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, focus on clearly transferring their thoughts to paper. Did they use good descriptive words? Were they able to apply what they learned this week? Encourage them to be as imaginative and creative as they can be in their descriptions.

Here's what a sample paragraph might look like:

There it stood in the shadows of my doorway, menacingly staring at me. Its eyes were as large as saucers and black as night. Its long green fingernails scraped along the edges of the door jamb. Their hissing sound sent a chill down my spine. Even from across the room, I could smell its peculiar smell, like a mixture of ham and feet. My tongue was frozen, and I could taste the bile my nervous stomach was busily churning. "What do you want?" I asked, my voice quaking with fear. The Thing's gaping maw opened up and a single word issued forth in a deep, loud voice: "Pizza."

## Day 5

### *Optional: Your Mom*

Today, we want your children to describe their mom. Instead of writing a simple paragraph, though, we'd like for them to create a piece of art suitable for framing. Feel free to remind them that this assignment can score them big points with their teacher!

Have them write MOTHER down the side of their papers. Tell them to do it as neatly and beautifully as they can. When they're done, they should write an adjective phrase that describes their mom for each letter in MOTHER.

Here's an example of what it might look like:

M—mighty leader

O—organizer of stuff

T—tough, but fair

H—helper of all

E—eager to serve

R—ringleader of our family circus!

If your children want to get on Dad's good side, they can repeat this exercise with the word FATHER. Enjoy this special time with your precious children. Isn't homeschooling great? ■





## Dictation

Proverbs 15:23-24 (NirV®)

Joy is found in giving the right answer. And how good is a word spoken at the right time! The path of life leads up for those who are wise.

## Apply

Rewrite the following passage, adding some descriptive adjectives to make it more interesting:

On a morning in 1609, a man made his way over a bridge. He wore a jacket and a cap. His clothes were splashed with mud, and mud sucked at his shoes. He could hardly see for the rain in his face.

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## Five Senses

1. SIGHT

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2. HEARING

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3. SMELL

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4. FEELING

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5. TASTE

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# LANGUAGE ARTS 3

## WEEK 2

### SCHEDULE

Date:	Day 1 <sup>6</sup>	Day 2 <sup>7</sup>	Day 3 <sup>8</sup>	Day 4 <sup>9</sup>	Day 5 <sup>10</sup>
<b>Spelling/Vocabulary</b>					
Spelling					
Vocabulary Development					
Optional: <i>Wordly Wise C</i>	Exercise 1B				
Optional: <i>MCP Word Study D</i>	p. 6	pp. 7–8	p. 9	p. 10	
<b>Handwriting</b>					
Handwriting					
<b>Readers</b>					
5-Day: <i>A Lion to Guard Us</i>	chaps. 12–14	chaps. 15–16	chaps. 17–18	chaps. 19–21	chaps. 22–end
4-Day: <i>A Lion to Guard Us</i>	chaps. 12–14	chaps. 15–17	chaps. 18–20	chaps. 21–end	
Advanced: <i>The Corn Grows Ripe</i>	chap. 8	chaps. 9–10	chap. 11	chaps. 12–13	chaps. 14–15
<b>Writing</b>					
Assignments <input checked="" type="checkbox"/>	Dictation	Apply	How Do You Do That?	I Couldn't Believe My Eyes!	Optional: Goofy Sentences
Activity Sheet 2 <input checked="" type="checkbox"/>	Dictation <input type="checkbox"/>	Apply <input type="checkbox"/>	How Do You Do That? <input type="checkbox"/>		
<b>Other Notes</b>					

## Week 2—Notes

### Day 1

#### Activity Sheet 2: Dictation

Psalm 33:1, 3–4 (NirV®)

*Write:* You who are godly, sing with joy to the Lord. It is right for honest people to praise him. Sing a new song to him. Play with skill, and shout with joy. What the Lord says is right and true. He is faithful in everything he does.

Ask your children to write the dictation passage on paper that corresponds to your handwriting program of choice.

### Day 2

#### Activity Sheet 2: Apply

Last week, you and your children discussed how adding descriptive words can enliven their writing. This week, you're going to continue the discussion, except you're going to explore the similar relationship that exists between verbs and the words that modify them—adverbs.

Verbs express actions or states of being. While nouns are the people, places, and things in a sentence, verbs tell what those people, places, and things *do* or *are*. Quickly review verbs with your children by analyzing the third and fourth sentences in yesterday's dictation passage. What verbs can you and your children find together? (*Sing, Play, shout*)

Just as good writers use adjectives to describe nouns, good writers can also make their writing more interesting by adding interesting words—called adverbs—to describe their verbs. Adverbs will often end with *-ly*. For example, consider these two sentences:

The badger grabbed the sleeping bag and dragged it into the woods.

The badger cunningly grabbed the sleeping bag and gleefully dragged it into the woods.

Do your children see how the adverbs *cunningly* and *gleefully* add meaning and interest to the sentence? The badger in the first sentence could be any old run-of-the-mill badger who accidentally stumbles across an abandoned sleeping bag near the woods.

The badger in the second sentence, however, is obviously up to something. Why did he need to be cunning? Why was he so full of glee? What is he going to do with that sleeping bag? Isn't it amazing how two little adverbs

turned a plain sentence into one that makes readers want to know what's going to happen next?

It's now time for your children to practice spicing up some sentences by adding adverbs. Set forth below is an excerpt we adapted from *A Lion to Guard Us*:

She took a step after him, but Cook's voice called her back. "A-man-da." She closed the door. She walked down the long, cold hall and into the kitchen.

Using the lines below *Apply* on Activity Sheet 2, ask your children to rewrite this passage, adding some descriptive adverbs to make the verbs more interesting. Here is an example of what a passage enhanced with additional adverbs might look like:

She hesitantly took a step after him, but Cook's voice shrilly called her back. "A-man-da." She slowly and carefully closed the door. Then, she dejectedly walked down the long, cold hall and into the kitchen.

### Day 3

#### Activity Sheet 2: How Do You Do That?

To help your children think more imaginatively about some common verbs they may use often, guide them through the *How Do You Do That?* activity on Activity Sheet 2. For each of the verbs listed, ask your children to write as many adverbs as they can think of that could describe that verb.

If they get stuck, feel free to give them a hand. Help them understand that using adverbs with these verbs will make their writing come alive.

Here are some possible answers:

RUN: quickly, slowly, steadily, determinedly

JUMP: high, joyfully, excitedly, carefully

LAUGH: loudly, heartily, nervously, uncontrollably

SMILE: beautifully, wickedly, sadly, happily

TALK: quietly, rapidly, rudely, secretly

### Day 4

#### Writing: I Couldn't Believe My Eyes!

Last week, your children wrote a description of ... **THE THING**. This week, their task is to write an exciting story about The Thing. Beginning with the words "I couldn't believe my eyes!", your children should spin a short yarn (approximately 8 sentences) about the amazing things The Thing did.

Did it attack the city at dawn? Maybe it dared to use the express lane at the grocery store—with more than 10 items! Or perhaps it came off the bench to hit a home run and win your little league championship game ... The possibilities here are endless. Encourage your children to be wildly creative.

On this assignment, ask your children to focus on telling a story. A good story has a clear beginning, middle, and end. As your children think of ideas, ask them to consider the order in which events likely occurred. Then, when they begin to write, make sure that they tell their story in a logical order.

Also, ask your children to incorporate what they learned about adverbs this week into their assignment. When they're done with their first draft of their story, discuss their choice of verbs with them. Are they interesting? Or could some of them use a little spice? If so, have them go back and add some interesting adverbs to their story.

Like last week, focus more on your children's creativity and ideas than their spelling and mechanics. Early on in any language arts course, it can be difficult for children to get "into the groove" of writing. Feel free to point out any errors that you see, but get excited and praise them for their wonderful imaginations. A little positive reinforcement now will do wonders for their confidence.

Here's what a sample paragraph might look like:

I couldn't believe my eyes! There IT stood in my doorway again. I had made—and The Thing had eaten—four pepperoni and sausage pizzas. And now here it was staring at me menacingly again with its cruel eyes. What did it want this time? "Thank you," IT growled loudly and walked off. My jaw nearly hit the floor as I stared at its retreating figure with my mouth wide open. As I continued to come to grips with the unexpected politeness of The Thing, I heard the din of pots and pans from the kitchen. "Oh no," I thought. What could IT be up to now? I tiptoed down the hallway and gently made my way down the stairs. As I rounded the corner of the kitchen, my eyes bugged out as they took in the sight before them. There, at the kitchen sink, stood The Thing ... washing the dishes! I was beginning to think I had misjudged The Thing after all.

## Day 5

### *Optional: Goofy Sentences*

Here's a fun game to play with your children that will reinforce what they learned this week about using adverbs to make their verbs more interesting. You'll need two players to work together to make goofy sentences with adverbs, according to the following rules:

- Player 1: states an article (a/an/the)
- Player 2: provides a noun
- Player 1: adds a verb
- Player 2: adds an adverb that describes the verb
- Player 1: completes the sentence

Here's how a sample round might go:

- Player 1: "A ...
- Player 2: "... goat ..."
- Player 1: "... danced ..."
- Player 2: "... wildly ..."
- Player 1: "... on top of the barn roof."

Take turns starting the sentences, and see how creative, fun, and crazy the sentences can become. Be careful, though, as giggling, snickering, hooting, and other forms of wild laughter may be contagious and quite uncontrollable. Don't say we didn't warn you! ■



## Dictation

Psalm 33:1, 3–4 (NirV®)

You who are godly, sing with joy to the Lord. It is right for honest people to praise him. Sing a new song to him. Play with skill, and shout with joy. What the Lord says is right and true. He is faithful in everything he does.

## Apply

Rewrite the following passage, adding some descriptive adverbs to make the verbs more interesting:

She took a step after him, but Cook's voice called her back. "*A-man-da*." She closed the door. She walked down the long, cold hall and into the kitchen.

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## How Do You Do That?

1. RUN

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2. JUMP

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3. LAUGH

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4. SMILE

---

5. TALK

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## LANGUAGE ARTS 3

## WEEK 3

## SCHEDULE

Date:	Day 1 <sup>11</sup>	Day 2 <sup>12</sup>	Day 3 <sup>13</sup>	Day 4 <sup>14</sup>	Day 5 <sup>15</sup>
<b>Spelling/Vocabulary</b>					
Spelling					
Vocabulary Development					
Optional: <i>Wordly Wise C</i>	Exercise 1C				
Optional: <i>MCP Word Study D</i>	pp. 11–12	p. 13	p. 14	p. 15	
<b>Handwriting</b>					
Handwriting					
<b>Readers</b>					
5-Day: <i>Pocahontas and the Strangers</i>	chap. 1	chap. 2	chaps. 3–4	chap. 5	chap. 6
4-Day: <i>Pocahontas and the Strangers</i>	chaps. 1–2	chap. 3	chap. 4–5	chap. 6	
Advanced: <i>Vostaas: White Buffalo's Story of the Plains Indians</i>	chap. 1 (pp. 6–11)	pp. 12–19	pp. 19–24	chap. 3 (pp. 25–32)	pp. 33–39
<b>Writing</b>					
Assignments <input checked="" type="checkbox"/>	Dictation	Apply	Simile Showdown	The Thing ... Revisited	Optional: I Spy
Activity Sheet 3 <input checked="" type="checkbox"/>	Dictation <input type="checkbox"/>	Apply <input type="checkbox"/>	Simile Showdown <input type="checkbox"/>		
<b>Other Notes</b>					

## Week 3—Notes

### Day 1

#### Activity Sheet 3: Dictation

##### Matthew 5:5–6 (NirV®)

*Write:* Blessed are those who are free of pride. They will be given the earth. Blessed are those who are hungry and thirsty for what is right. They will be filled.

#### Optional Dictation Passages: Pocahontas and the Strangers

##### p. 3

The boy put an arrow to his bow. He drew back the string and let it go with a twang. The shot missed. The squirrel disappeared among the bushes.

##### p. 18

"I'll tell you, then," he said. "We are going to wait. Before we do anything, we are going to see what the palefaces do. There, I have told you. Now go and play."

##### p. 30

Pocahontas looked beyond, to the finger of land that pointed out into the river. It was almost an island. The palefaces were building houses there.

##### p. 35

"Yes, some of the men left early. They are going far from here to hunt." "Will they bring back a bear?" she asked. "They may," he said.

##### p. 36

Pocahontas worked with them. In the afternoon she helped them weave grass into a large fishing net.

##### p. 44

Captain John Smith raised his head. She saw his face. It was half covered with golden hair. His eyes were blue. Never before had she seen a man's eyes that were blue.

##### p. 45

"Our men say John Smith is the leader," said Hapsis. "Your father does not trust them. If the leader is gone, it will be easier to drive the rest away."

### Day 2

#### Activity Sheet 3: Apply

Last week, you and your children discussed how to improve their writing by using adverbs to describe verbs in greater detail. But guess what? That's not all the amazing adverb can do!

Adverbs can also modify or describe adjectives or other adverbs. For example:

The extremely proud badger displayed his loot for all his woodland friends to see.

Two curious squirrels examined the strange object very carefully.

In the first sentence, the adverb *extremely* describes the adjective *proud*. In the second sentence, the adverb *very* describes the adverb *carefully*. Discuss with your children how these words make the sentences more interesting by further describing the adjectives and adverbs they modify.

One note of caution: Like adjectives, adverbs that modify adjectives or other adverbs should be used sparingly. These words can lose their impact if used too often or stressed too greatly.

Using the lines below *Apply* on Activity Sheet 3, ask your children to rewrite the example sentences above with different adverbs. Your children should feel free to be as crazy as they want to be. Changing the meaning of the sentences is fine, as long as they use adverbs appropriately. Here are some examples of how these sentences might be changed:

The very proud badger displayed his loot for all his woodland friends to see.

Two curious squirrels examined the really strange object quite recklessly.

### Day 3

#### Activity Sheet 3: Simile Showdown

During the last two weeks, your children have been adding descriptive words to nouns and verbs to make their writing more interesting. Rather than merely using single descriptive words, however, good writers will also use similes—short phrases that compare two or more things that are otherwise not similar—to enrich their writing. Similes will usually contain the words *like* or *as*. Here are a few examples of similes:

slippery as an eel

fast like lightning

black as night

gentle like a lamb

Similes help readers form mental pictures in their minds. Writers use them in place of adjectives and adverbs to make their descriptions even more interesting.

Guide your children through the *Simile Showdown* section on *Activity Sheet 3*. Challenge them to think of creative similes to replace the descriptive words we have listed. Here are some possible answers:

FAST: quick like a bunny  
BEAUTIFUL: pretty as a picture  
SKINNY: thin like a rail  
INTELLIGENT: smart as a whip  
UNFRIENDLY: mean as a snake

## Day 4

### *Writing: The Thing ... Revisited*

So far, your children have described and told an exciting story about ... **THE THING**. This week, we want them to revisit their previous assignments, combining them into one cohesive story full of descriptive detail. While they're at it, we'd like for them to apply what they learned yesterday about similes and convert a few of their descriptive details into imaginative similes.

Your children may think this sounds like an easy assignment, since they get to use a lot of their work from the past two weeks. They might be surprised, though, to discover what a challenge it can be to edit and combine their previous work in a way that flows well as a new story. The key will be to remind them to go slowly.

They should continue to tell the story in a logical order. Along the way, they should add in descriptive details so that readers will be able to see a vivid image of The Thing in their minds. On top of all that, they'll also need to work in a creative simile or two.

Give them all the help they need to think of similes that will make their descriptions informative and fun to read. What is The Thing like? It's as tall as what? It's as green as what? It feels slimy like what? Encourage them to build upon their previous descriptions, bringing The Thing to life in new and inventive ways.

Let your children know that you have confidence in their abilities and that you can't wait to read their new and improved story. After they've finished a rough draft, feel free to work with them on basic mechanics, such as capitalization, punctuation, spelling, etc.

Here's what a sample revised story might look like:

I couldn't believe my eyes! There IT stood in the shadows of my doorway, menacingly staring at me. Its eyes were as large as saucers and black as night. Its long green fingernails scraped along the edges of the door jamb. Even from across the room, I could smell its peculiar smell, like a mixture of ham and feet. What did it want? "Pizza," IT growled loudly. Trembling with fear, I made my way to the kitchen

and quickly threw four pepperoni and sausage pizzas into the oven. I set the timer and ran back to my bedroom. I could see The Thing's shadow move down the hallway as it descended the stairs to the kitchen. A few minutes later, the timer rang. Soon thereafter, I could hear the horrible sounds of The Thing eating. The sound was something akin to a badger caught in a washing machine. Then I heard the sound I didn't want to hear—The Thing walking back upstairs. I peeked out from under the covers and there it was again. "Thank you," IT growled loudly. Perplexed by this turn of events, I followed The Thing back downstairs, where I found IT washing the dishes and cleaning the kitchen! Maybe I had misjudged The Thing after all.

## Day 5

### *Optional: I Spy*

Today, while you're hanging out around the house or driving in the car with your children, play a game of "I Spy." To start, pick someone to be the "spy."

The "spy" should look around and pick out something (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 (adjectives or adverbs). Is it tall? Red? Square? Is it moving quickly? Standing still? Swaying gently?

The other players then have to guess what thing the "spy" spied based upon the list of clues given by the "spy." The "spy" should give just one clue at a time, allowing time for the other players to guess what is being described. The first player to guess the mystery thing gets to be the next "spy."

Remind your children that the clues they give should be words that describe the thing or something the thing is doing. In this way, you can reinforce the habit of thinking in descriptive terms—a habit that will lead to better writing in the future. If your children need an example to get them started, pretend you see a dog. Give them hints, such as brown, spotted, small, jumping happily, and barking loudly, until they guess correctly that you spied a dog. ■





## Dictation

Matthew 5:5–6 (NIRV®)

Blessed are those who are free of pride. They will be given the earth.  
Blessed are those who are hungry and thirsty for what is right. They will  
be filled.

## Apply

Rewrite the following sentences with different adverbs:

The extremely proud badger displayed his loot for all his woodland friends to see.  
Two curious squirrels examined the strange object very carefully.

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## Simile Showdown

1. FAST

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2. BEAUTIFUL

---

3. SKINNY

---

4. INTELLIGENT

---

5. UNFRIENDLY

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