

# Quick Start Guide

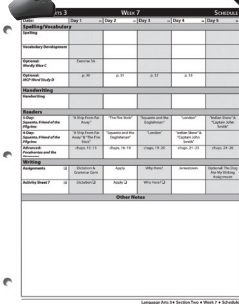
## Language Arts Instructor's Guide: Levels 3–6

### 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



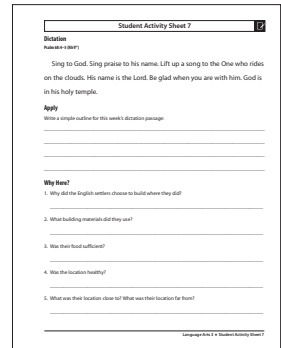
The weekly schedules help you plan. You can follow them closely, reorganize them, or merely use them as a springboard for your own plans. Please know you DO NOT have to do everything scheduled in your IG. Find a rhythm that works for you.

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.

Language Arts 3+4—Schedule for Topics and Skills			
Weeks	Activity Sheet	Creative Expression	Optional Activity
1	Voice (Writing Skills) Pretty Please? (Persuasive Writing)	I'm Begging Here! (Persuasive Writing)	By Any Other Name (Imagination)
2	More Action (Writing Skills) Words of Wisdom (Recollection)	A Good Yarn (Communication)	That's My Name, Don't Wear It Out (Imagination)
3	Rhyme in Poetry (Poetry) You May Be a Poet, Don't Ya Know It? (Poetry)	Free as a Bird (Poetry)	Spinning the News (Imagery/Poetry)
4	How Do I Get There? (Communication) Mystery Girl (Condensation)	Portrait of a Character (Explanation)	Brought to Life (Explanation)
5	Reverse Outline (Writing Skills) Why Here? (Organization)	Jamestown (Explanation)	The Dog Ate My Writing Assignment (Imagination)
6	I, Me, He, She (Writing Skills) A Mystery (Imagination)	Picture Perfect (Imagination)	A Prayer of Thanks (Recollection)
7	Journal Entry (Recollection) Someone I Know (Description)	Imagination Workout (Imagination)	Back to the Future (Imagination)
8	Too Many Words (Writing Skills) Busy Ben (Writing Skills/Organization)	Benography (Description)	A New Adage (Imagination)
9	How Did She Do It? (Writing Skills/Word Choice) My Favorite Room (Description)	Speechwriter (Explanation)	Discernment (Thinking Skills)
10	Ylppa (Word Skills) Good Deeds (Writing Skills/Organization)	I Admire (Explanation)	Quotable George (Imagination)
11	The Journal (Recollection)	The Journal (Recollection)	Reflect (Recollection)
12	Extra Extra! (Narration) Human Interest (Narration)	Take a Stand (Persuasive)	Cartoon (Artistic)
13	The Five Parts of the Friendly Letter (Writing Skills)	Organization (Writing Skills) Write Your Letter (Writing Skills)	Finish the Letter (Writing Process)
14	Vivid Images (Imagery/Poetry) Your On Your Own! (Imagination)	Word Brush (Imagination)	Tools of the Trade (Writing Skills/Word Choice)
15	Feel Free ... (Poetry) Limerick (Poetry)	Cinquain (Poetry)	Riddle Me This (Poetry)
16	Be Persuasive (Persuasive) I Loved This Book, Because ... (Persuasive)	Book of the Year (Persuasive)	Post It! (Communication)
17	Hooks (Writing Skills) Remember When (Recollection/ Explanation)	The Neatest Thing Happened The Other Day (Recollection)	Science Fiction (Imagination)
18	Grammar Gem (Writing Skills) The Topic Sentence (Writing Skills)	Organize a Business Letter (Writing Skills/Organization) Revise (Writing Process)	Similes (Writing Skills)
19	Transitions (Writing Skills) Follow Directions (Communication)	Write Directions (Communication)	Try It Out (Writing Process)

## Language Arts 3+4—Schedule for Topics and Skills (cont.)

Weeks	Activity Sheet	Creative Expression	Optional Activity
20	Metaphors (Writing Skills)	Definition Poem (Poetry) Limerick (Poetry)	Diamante (Poetry)
21	Comparison/Contrast (Writing Skills/Organization)	Venn Diagram (Organization) Comparison/Contrast Essay (Explanation)	The Cartoon (Artistic)
22	Supporting Details (Writing Skills/Organization)	The Biography and Interview (Organization) The Biography (Explanation)	The Biography Project (Organization)
23	Word Choice (Writing Skills) What's Going On Here? (Imagination)	Picture This (Imagination)	Opposite Day (Imagination)
24	Preamble (Condensation) To Form a More Perfect Union (Writing Skills/Organization)	The Law of the Land (Explanation)	Constitutional Crossword (Vocabulary)
25	Grammar Gem (Writing Skills) Research (Organization)	Begin Research (Writing Skills/Organization) The Thesis Statement (Writing Skill)	State Quarter Design (Artistic)
26	Source Cards (Writing Skills/Organization)	Note Cards—Paraphrase (Organization) Note Cards (Organization)	Write a Short Story (Imagination)
27	Grammar Gem (Writing Skills) The Outline (Writing Skills/Organization)	Body Paragraphs (Explanation) The Introduction and the Conclusion (Explanation)	A Travel Brochure (Artistic)
28	Revision Checklist (Writing Skills)	Final Copy & Works Cited (Writing Skills) A State Poem (Poetry)	Abbreviations (Writing Skills)
29	The Summary (Writing Skills/Organization)	The Book Review (Writing Skills) Design the Book Jacket (Artistic)	Letter to the Author (Communication)
30	Using Symbols (Writing Skills/Artistic)	Identifying Symbols (Writing Skills) The Concrete Poem (Poetry)	Rebus Riddle (Poetry/Artistic)
31	The Plot Diagram (Organization)	Design a Board Game (Artistic) Write Directions and Questions (Writing Skills)	Play the Game (Have Fun!)
32	Plot Diagram (Writing Skills/Organization)	Writing a Script for a Puppet Show (Narration)	Persuasive Letter (Persuasive)
33	Design an Invitation (Artistic)	Preparing the Puppets and Stage (Artistic) Performing the Puppet Show (Communication)	Reflection on Reading (Comprehension)
34	Developing Charts (Organization) Plot Diagram (Organization)	Plan It Out (Organization) The Short Story (Imagination)	The Narrative Poem (Poetry)
35	Cause and Effect (Organization Skills)	Cause and Effect Rhyme (Poetry) Cause and Effect Paragraph (Explanation)	Write a Riddle (Poetry)
36	Organize for a Speech (Organization) Checklist for a Speech (Writing Skills)	Speech Preparation (Organization) Give a Speech (Communication)	Listen to a Speech (Communication)








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


## LANGUAGE ARTS 3+4

## 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</b>					
<b>Sequential Spelling</b>  <sup>1</sup>					
<b>Handwriting</b>					
<b>Handwriting Schedules</b>  <sup>1</sup>					
<b>Grammar</b>					
<b>Optional:</b> <i>The Grammar Ace</i>  <sup>1</sup>	Lesson 1				
<b>Readers</b>					
<i>Om-kas-toe</i>	chap. 1	chap. 2	chaps. 3–4	chap. 5	chap. 6
<b>Vocabulary Development</b>					
<b>Instruction</b>  <sup>1</sup>					
<b>Optional:</b> <i>Wordly Wise 3000-4</i>  <sup>1</sup>	Exercise 1A		Exercise 1B	Exercise 1C	
<b>Writing</b>					
<b>Assignment</b>  <sup>1</sup>		Voice	Pretty Please?	I'm Begging Here!	Optional: By Any Other Name
<b>Activity Sheets</b>  <sup>1</sup>	Activity Sheet 1: Dictation <input type="checkbox"/>	Activity Sheet 1: Voice <input type="checkbox"/>	Activity Sheet 1: Pretty Please? <input type="checkbox"/>		
<b>Other Notes</b>					

1. The  symbol means there is a note immediately following the schedule pages.

### Spelling

#### *Sequential Spelling*

Completing daily spelling exercises will be extremely valuable in improving your children's spelling. Use the "Spelling" line on your weekly schedule to record what you have done each week.

### Handwriting

Use this line to record the fact that you are doing whatever program you have chosen. If you would like help scheduling one of the three programs we carry, please go online to [www.sonlight.com/la-handwriting.html](http://www.sonlight.com/la-handwriting.html) and download and print the appropriate file.

### Grammar

#### *Grammar Ace*

Do Sonlight's *Grammar Ace* for one year between 4th–7th grade. We provide a schedule should you choose to complete the grammar study this year.

### 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. Please find vocabulary words in the Read-Aloud Study Guide portion of 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 it means (based on the context and/or any other information they might have). If they obviously understand the concept, you may want to move on at that point. If not, or if you would like to stress dictionary skills, have your children look it up.

Use the blank "Vocabulary Development" lines on your Language Arts schedule pages to record from what books 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.

### *Wordly Wise 3000-4*

We provide a schedule should you choose to complete this vocabulary study.

### Writing

#### *General Dictation Instructions*

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 links spoken language with written language.

The activity sheets include one dictation exercise per week. All dictation exercises should be done in cursive, as neatly as possible. Please find additional dictations in the Appendices. Use the additional dictations on days your children resist writing.

If you have not already done so, please read Dr. Beechick's comments about dictation in her book *The Three R's*, pages 41–50.

#### **Method #1**

Dictation method #1 (Dr. Beechick's method #6 on page 43 in her book *The Three R's*) involves two steps. First, your children will look at the selection from which you will be dictating (see the top of Activity Sheet #1), 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 his mind, 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 need to emphasize the different sounds in each word.

Before handing the paper to you, your children should check their work for errors. They should mark and correct them. Discuss with your children what you think they have done particularly well, and where you think they may have a weakness.

**Note to Mom or Dad:** If you see consistent spelling, punctuation or handwriting problems (keep a record on the schedule pages), do a special review or instruction on that area using a reference list of spelling rules. Please find a list of phonic and spelling rules in the appendices.

## Method #2

Dictation method #2 is a modification of Dr. Beechick's method #7; use it later in the year. Your children will sit down with a pad of paper and, without introductory remarks or coaching, your children will write the passage as you dictate it.

## Day 1

### **Dictation: *Om-kas-toe*, p. 44**

Each man retold the story of the lost baby, the search, the tears of the mother, and the miracle of the raven. This was the greatest miracle the people had ever experienced.

### **Optional Dictation Passage: *Om-kas-toe*, p. 20**

Only one man had not spoken yet. He had listened to all the arguments before he rose from his seat to speak. He was the oldest man in the band. His name was Old Man. Everyone listened carefully as he spoke.

### **Optional Dictation Passage: *Psalm 143:10 (NIRV®)***

Teach me to do what you want, because you are my God. May your good Spirit lead me on a level path.

## Day 2

### **Activity Sheet 1: Voice**

Today, briefly introduce your children to the concept of voice. Voice refers to whether the subject of a sentence is acting (active voice) or being acted upon (passive voice).

Active-voice sentences always tell you who did the action. The subject comes first, and the subject does the action. For example:

The badger stole the sleeping bag.

In passive-voice sentences, the subject of the sentence is acted upon, but does not act. The subject of the sentence is the object of the verb. For example:

The sleeping bag was stolen by the badger.

To write well, your children should use a lot of active-voice sentences. It's not necessary to avoid all passive-voice sentences, but when subjects don't do anything, it slows things down and weakens the meaning.

Using the lines below *Voice* on *Activity Sheet 1*, ask your children to rewrite the following sentences, replacing as many being verbs with action verbs as possible (they should create a subject if they need to):

1. Hungry dogs were staked out.
2. Large packs were tied to the dogs' travois.
3. Smaller packs were carried by women and children.
4. The child was tied into a cradleboard.

## **Activity Sheet 1 Answer Key**

### **Voice**

Answers will vary. Here are some possible answers:

1. Women staked the hungry dogs out.
2. Women tied large packs to the dogs' travois.
3. Women and children carried smaller packs.
4. His mother tied her child into a cradleboard.

## Day 3

### **Activity Sheet 1: *Pretty Please?***

In chapter 1 of *Om-kas-toe*, Tall Woman pleads with the leaders of the village to let her keep both her twin children. To persuade them, she:

- (1) promised to do all her work as she always had;
- (2) expressed her belief that the twins were a gift from the Above One and would bring good medicine to the band;
- (3) promised her daughter would help her with the babies since she would not get married soon; and
- (4) vowed to give her heart and life for the babies.

Tall Woman's plea provides a good model for a persuasive argument. She:

- (1) made an action promise (will do all my work);
- (2) gave a big-picture rationale (a gift from the Above One and bring good medicine);
- (3) provided a strategy to fulfill the promise (my daughter will be available to help); and
- (4) made an impassioned plea (my heart and my life).

Ask your children to think of something they've been wanting to do or buy. Ask them to please think of something that's actually within reason. Is there a pet they want? Would they like to attend a summer camp? Are they anxious to take up a sport? Is there a book they really want to buy?

Using the model above as an example, ask your children to list ways to persuade you (their parents) to let them have their way. Have them make notes in the *Pretty Please?* section of *Activity Sheet 1*. They will need their notes for tomorrow's assignment.

## Day 4

### *I'm Begging Here!*

Today, your children should take the notes they made yesterday, form them into a rough outline, and then produce a convincing, persuasive paragraph (or two or three or ...) that sets forth their request and all their supporting reasons in the most compelling way possible. Remind them to follow the model they studied yesterday.

When they're done, evaluate their paragraph from a writing perspective first. Did they follow the model? Is their request set forth clearly? Do their reasons logically support their request? Are there any spelling or grammatical errors?

After you've given them technical "writing" feedback, evaluate their request on its merits. Discuss your decision with them. Did they convince you? Why or why not? If unsuccessful, is there something different they could have done to secure your approval? If not, remind them that no whining is allowed! Tall Woman was willing to accept the decision of the band leaders.

Here's what a sample persuasive paragraph might look like:

You'll never guess what pet I'd like for my birthday! It's bigger than a breadbox, black and white, and the mascot for a major college. Give up? It's a badger!

I promise that I will train it to be a good pet that doesn't have accidents in the house. With all of the problems we've had with raccoons, a pet badger would help to scare them away. We could also teach it to do tricks and put on a show to raise funds to help pay for its food.

Please consider this important birthday wish! I've always dreamed of having a pet badger, and I would put my whole heart into training it to be the best pet badger the world has ever seen.

## Day 5

### *By Any Other Name (Optional)*

When Om-kas-toe first sees a horse, he doesn't know what it is. He knows no name for it. He and the scout eventually call it by the most descriptive name they can think of: Elkdog (a name the Blackfeet people use to this day).

Today, challenge your children to examine the world around them to find at least three things—household products, animals, plants, school supplies, etc.—that they can rename in an insightful way. For example, a book might become a wise word holder, a tea kettle a hot spout cup, or a flashlight a portable sun torch. Have fun! ■



## Dictation

*Om-kas-toe, p. 44*

Each man retold the story of the lost baby, the search, the tears of the mother, and the miracle of the raven. This was the greatest miracle the people had ever experienced.

## Voice

Rewrite these sentences, replacing being verbs with action verbs (create a subject if you need to):

1. Hungry dogs were staked out.

---

2. Large packs were tied to the dogs' travois.

---

3. Smaller packs were carried by women and children.

---

4. The child was tied into a cradleboard.

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## Pretty Please?

1. Make an action promise:

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2. Give a big-picture rationale:

---

3. Provide a strategy to fulfill the promise:

---

4. Make an impassioned plea:

---





## LANGUAGE ARTS 3+4

## 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</b>					
<b>Handwriting</b>					
<b>Grammar</b>					
<b>Optional:</b> <i>The Grammar Ace</i>	Lesson 2				
<b>Readers</b>					
<i>Om-kas-toe</i>	chap. 7	chaps. 8–9	chap. 10	chaps. 11–12	chaps. 13–14 and Epilogue
<b>Vocabulary Development</b>					
<b>Optional:</b> <i>Wordly Wise 3000-4</i>	Exercise 1D		Exercise 1E	Exercise 2A	
<b>Writing</b>					
<b>Assignment</b> <input type="checkbox"/>		More Action	Words of Wisdom	A Good Yarn	<b>Optional:</b> That's My Name, Don't Wear It Out
<b>Activity Sheets</b> <input type="checkbox"/>	Activity Sheet 2: Dictation <input type="checkbox"/>	Activity Sheet 2: More Action <input type="checkbox"/>	Activity Sheet 2: Words of Wisdom <input type="checkbox"/>		
<b>Other Notes</b>					

## Week 2—Notes

### Day 1

#### **Dictation: Om-kas-toe, p. 92**

Om had several choices for a shelter. He could dig a snow cave. He could build a small shelter with spruce boughs. He even remembered stories of hunters sleeping inside the bodies of freshly killed animals. One way or another the boy knew he would survive the below-zero cold.

#### **Optional Dictation Passage: Om-kas-toe, p. 132**

Now all the men could talk about was how to get more of these amazing animals. How could they get them? Their enemies would never give them away or even trade for them. The only way the Blackfeet could get more elkdogs would be to take them from the enemy. This would be dangerous.

#### **Optional Dictation Passage: 1 Corinthians 15:57–58 (NIRV®)**

But let us give thanks to God! He wins the battle for us because of what our Lord Jesus Christ has done. My dear brothers and sisters, stand firm. Don't let anything move you. Always give yourselves completely to the work of the Lord. Because you belong to the Lord, you know that your work is not worthless.

### Day 2

#### **Activity Sheet 2: More Action**

We cannot stress enough the importance of writing with action verbs rather than passive being verbs. As you evaluate your children's writing, please be faithful to point out passive-voice sentences when you see them.

Today, we'd like to give them a bit more practice with these concepts. Using the lines below *More Action* on *Activity Sheet 2*, ask your children to rewrite the following sentences with action verbs rather than being verbs (they should create subjects where they need to):

1. A faint trail used by people and animals was followed.
2. Camp would be made early.
3. Soon the whole story was told.
4. Buffalo were sighted.

#### **Activity Sheet 2 Answer Key**

##### **More Action**

Answers will vary. Here are some possible answers:

1. People followed a faint trail made by animals.
2. Women would set up camp early.
3. Excited people told the entire story to one another.
4. Scouts discovered buffalo.

### Day 3

#### **Activity Sheet 2: Words of Wisdom**

Om-kas-toe listened carefully to his father's instruction. He learned by watching and remembering the things his father did. What about your children? What are they learning by watching and listening to you? It's time to find out!

Ask your children to think of special lessons or key phrases they have learned from you. Have them write them down in the *Words of Wisdom* section on *Activity Sheet 2*. For example, Om-kas-toe remembers, "Before you do anything, wait, think, plan, and then do what you think is best for your people. Never do the first thing you think of."

Discuss with your children how important it is to take advantage of the wisdom coming their way. What words of wisdom do they think they will want to pass down to their children and grandchildren? If your children keep a journal, encourage them to transfer today's assignment to their journal to pass along some day. If they have trouble thinking of examples, feel free to brainstorm with them about words of wisdom your family should live by (always let your speech be full of grace, give 10%—save 10%—spend the rest with joy, etc.).

### Day 4

#### **A Good Yarn**

After each of Om-kas-toe's adventures, the tribe enjoys telling—and retelling—the story. As they do so, they remind themselves of stories that happened in the past. Several times, the author tells us that "the boy would never forget any of this story. It would be very real to him the rest of his life."

Storytelling is a life-skill that becomes easier as you practice. A good story-teller can win an audience over to his or her side, entertain his or her friends, and bring a sense of fun to any gathering. Do your children know someone who is a particularly good story-teller? Grandma maybe?

What is your children's favorite family story? Have some fun with them today just reminiscing. Re-tell some of their favorite stories. Are there any stories they treasure like Om-kas-toe does?

After you've had some fun telling a few favorite stories to your children, turn the tables on them and ask them to tell you a story. They may choose any story they would like to tell: something that they remember (like Om-kas-toe), something they once heard, or even something completely imaginary. If you can, videotape your children's story. As with any oral presentation, it will help them to see and hear themselves to learn what they can do better in the future.

Evaluate their story just as you would if they had written it down. Was it clear? Did they leave out anything? Did it make sense? Were there any grammatical errors? Be sure to praise them for their efforts and encourage them to tell you stories any time they want.

Here's one of my favorite stories from my childhood:

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

Mom grabbed one of the two remaining watermelons and headed for the front door of the cabin. Unfortunately, she slipped on a piece of watermelon rind and fell onto the lawn. The watermelon she had been carrying was launched into the air like a rocket, landing with a loud splat on the cabin's front steps.

"You've got to be kidding me!" shouted Grandma. "Looks like I'm going to have to do this myself if I want it done right!" In a huff, Grandma grabbed the

lone remaining watermelon, tucked it under her arm, and headed up the sidewalk to the cabin with a determined look on her face.

Reaching the front door, she shifted the watermelon to her other hand as she reached for the handle. But in a fateful split second, the watermelon squirted out of her grasp and, like the two others before it, sacrificed itself on the concrete path between the car and the cabin.

Mom and I doubled over, howling with laughter. Grandma, a look of stunned disbelief on her face, sunk to the ground and eventually joined Mom and me in a good laugh at what would become known as The Great Watermelon Debacle of 1977. We all settled for oranges instead!

## Day 5

### *That's My Name, Don't Wear It Out (Optional)*

In Om-kas-toe's tribe, children were given a descriptive name (like Twin Boy) until they performed some feat that the tribe sought to remember. For example, Twin Boy receives his name that means Raven to help the tribe remember the amazing rescue of the lost child.

In the past, families often named their children in a similar way. For example, Oceanus was the first baby born on the way to the New Land. His name represents his parents' desire to commemorate their voyage. Likewise, other parents might have named a daughter Mercy or Patience in the hope that she would "live up" to that name.

For fun, ask your children to think of a name they would like for themselves. Is your son a great soccer player? Maybe he would like to be called Lightning Foot from now on. Does your daughter have one of those personalities that seems naturally to attract others to her? Perhaps Magnet would be a good name for her.

Have fun with this assignment. Take the opportunity to build your children's self-confidence by talking about all of the wonderful qualities they have that could form the basis of a good name. If you're brave enough, let them think of a name for you! ■



## Dictation

*Om-kas-toe, p. 92*

Om had several choices for a shelter. He could dig a snow cave. He could build a small shelter with spruce boughs. He even remembered stories of hunters sleeping inside the bodies of freshly killed animals. One way or another the boy knew he would survive the below-zero cold.

## More Action

Rewrite these sentences, replacing being verbs with action verbs (create a subject if you need to):

1. A faint trail used by people and animals was followed.

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2. Camp would be made early.

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3. Soon the whole story was told.

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4. Buffalo were sighted.

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## Words of Wisdom

What words of wisdom have your parents passed down to you?

1. Key Phrases:

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Continued ... ➡

2. Special Lessons:

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## LANGUAGE ARTS 3+4

## 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</b>					
<b>Handwriting</b>					
<b>Grammar</b>					
<b>Optional:</b> <i>The Grammar Ace</i>	Lesson 3				
<b>Readers</b>					
<i>Pocahontas and the Strangers</i>	"The Eagle" & "Old Hapsis"	"Village Talk" & "The Strangers"	"The Hunters" & "Captain John Smith"	"In the Council House" & "Son and Brother"	"Jamestown" & "A Quarrel"
<b>Vocabulary Development</b>					
<b>Optional:</b> <i>Wordly Wise 3000-4</i>	Exercise 2B		Exercise 2C	Exercise 2D	
<b>Writing</b>					
<b>Assignment</b> <input type="checkbox"/>		Rhyme in Poetry	You May Be a Poet, Don't Ya Know It?	Free as a Bird	Optional: Spinning the News
<b>Activity Sheets</b> <input type="checkbox"/>	Activity Sheet 3: Dictation <input type="checkbox"/>	Activity Sheet 3: Rhyme in Poetry <input type="checkbox"/>	Activity Sheet 3: You May Be a Poet, Don't Ya Know It? <input type="checkbox"/>		
<b>Other Notes</b>					

## Day 1

### **Dictation: Pocahontas and the Strangers, p. 16**

“Why did the palefaces leave their land across the sea?” asked Pocahontas. “Why did they come here?”

### **Optional Dictation Passage: Pocahontas and the Strangers, p. 36**

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

### **Optional Dictation Passage: James 3:9–10 (NIRV®)**

With our tongues we praise our Lord and Father. With our tongues we call down curses on people. We do it even though they have been created to be like God. Praise and cursing come out of the same mouth. My brothers and sisters, it shouldn't be that way.

## Day 2

### **Activity Sheet 3: Rhyme in Poetry**

This week's focus is poetry. We realize that the very word poetry strikes fear into the hearts of children and parents alike. But we're here to tell you there's no reason to be afraid! Poetry is often harmless and very rarely inflicts any permanent damage.

Just kidding! Poetry is a literary art form that can be beautiful, inspiring, and lots of fun. Take the dictation passage, for example.

Just kidding! Poetry is a literary art form that can be beautiful, inspiring, and lots of fun. Take this poem, written by Christina Rossetti, for example.

#### **“Who Has Seen the Wind?”**

Who has seen the wind?  
Neither I nor you:  
But when the leaves hang trembling,  
The wind is passing through.  
Who has seen the wind?  
Neither you nor I:  
But when the trees bow down their heads,  
The wind is passing by.

The author takes a familiar concept—that the invisible wind is only seen by its effects—and expresses it in the form of a beautiful word picture. Read the poem aloud to your children again. Can they see the leaves trembling and the trees swaying?

The aspect of poetry we're going to focus on today is rhyme. Ask your children which words in which lines of the poem above rhyme. (*lines two and four: you and through; lines six and eight: I and by*) Then, challenge them to write their very own rhyming poem.

Using the lines below *Rhyme in Poetry* on *Activity Sheet 3*, ask your children to write a rhyming poem that is exactly four lines long. Their poem can be about anything they want. Just make sure they concentrate on ending the second and fourth lines with words that rhyme. This type of four-line, rhyming poem is called a quatrain. Answers will vary, of course, but here's an example to help them get started:

The badger sleeps quite soundly,  
tucked in his stolen bag.  
Woodland neighbors toss and turn,  
his loud snoring makes them want to gag.

Yes, we know our example doesn't quite rise to the level of “Who Has Seen the Wind?” But it rhymes, and that's all we ask of your children's poems today. Have fun!

## Day 3

### **Activity Sheet 3: You May Be a Poet, Don't Ya Know It?**

Today, we'd like for your children to use the lines in the *You May Be a Poet, Don't Ya Know It?* section of *Activity Sheet 3* to write a rhyming couplet. A rhyming couplet is similar to a quatrain, except that (1) it has two lines instead of four and (2) both lines end with words that rhyme.

What should your children write their rhyming couplet about? Anything they want... as long as it's about Pocahontas. Here's an example of what a Pocahontas-inspired rhyming couplet might look like:

Pocahontas, brave Indian princess, saved the pale faces.  
One named Rolfe married her and took her many places.

OK, so we set the bar fairly low with that one. We're sure your children can do better. Help them brainstorm ideas if they're having trouble getting started. Encourage them to use *Pocahontas and the Strangers* for inspiration.

When they're done, evaluate their poem as follows:

- (1) Is it two lines long?
- (2) Do the lines end with words that rhyme?
- (3) Is their poem—in some way, shape, or form—about Pocahontas?

If you answered “yes” to all of these questions, then your children have succeeded. Congratulate them on being a poet ... even if they didn’t know it!

## Day 4

### *Free as a Bird*

Today, we’d like for your children to try writing a free verse poem. Free verse poetry means poetry written without concern for “proper” rules regarding form, rhyme, meter, etc. Free verse poem writers make their own rules. They decide how their poems should look and feel.

Here’s an example of a free verse poem:

The wind howls  
trees sway  
Old Man Winter’s last gasp  
chills me to the bone.  
A blanket  
a warm fire  
inside my home  
I’ll wait for Spring.

What do you think? No, it’s not Walt Whitman. But we tried. And that’s all we ask of your children.

What should they write about? The sky’s the limit. How long should it be? Does it have to rhyme? It’s up to them. Free verse is truly “free” in every sense of the word. They could write about nature, an animal, a person, their feelings, the weather... or even this assignment itself. They’re free to do what they want. Just encourage them to do a better job than we did!

**Note to Mom or Dad:** There are no rules when it comes to free verse poetry, and that includes how to punctuate the poems. So let your children punctuate their poems as they want. Praise them for their creativity. Tell them—honestly and openly—how their poems made you feel.

## Day 5

### *Spinning the News (Optional)*

Grab a newspaper and scan the headlines with your children (or review some headlines on an Internet news website). Ask your children to look for a headline that they think they could spin into a brief poem.

For example:

#### **Cat Burglar Sentenced to 25 Years in Prison**

might turn into:

A thief in the night.

The pokey calls, bars slam shut.

No, crime doesn’t pay.

Our example above is a special type of poem called a haiku. A haiku has three lines. The first line has five syllables, the second line has seven syllables, and the third line has five syllables.

Your children can write a haiku, a rhyming couplet, a quatrain, or a free verse poem. They can even try to write one of each if they want. Feel free to let them convert as many headlines as they want into creative poetry. ■





## Dictation

*Pocahontas and the Strangers*, p. 16

“Why did the palefaces leave their land across the sea?” asked Pocahontas. “Why did they come here?”

## Rhyme in Poetry

Write a rhyming poem that is exactly four lines long:

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## You May Be a Poet, Don't Ya Know It?

Write a Couplet about *Pocahontas and the Strangers*.

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