

Appendix 3: Scope and Sequence: Schedule for Topics and Skills

Weeks	Spelling Rules	Copywork Application	Creative Expression	Day 5 Optional
1	Consonants	Subjects; Verbs; Sentence Fragments (Mechanics)	Diamond Notes Unit 1: Lesson 1 (Writing Process) Diamond Notes Unit 1: Lesson 2 (Writing Process)	Italicize Titles (Mechanics)
2	c or g followed by vowels a, o, or u	Capitalization (Mechanics)	Diamond Notes Unit 2: Lesson 1 (Writing Process) Diamond Notes Unit 2: Lesson 2 (Writing Process)	Find What Belongs (Organization)
3	Review	Similes (Figurative Language)	Diamond Notes Unit 3: Lesson 1 (Writing Process) Diamond Notes Unit 4: Lesson 2 (Writing Process)	Alliteration (Word Choice)
4	Short vowel sounds	Adverbs (Mechanics)	Diamond Notes Unit 4: Lesson 1 (Writing Process) Diamond Notes Unit 4: Lesson 2 (Writing Process)	Pony Paragraphs (Imaginative/Descriptive)
5	Review	Farther/Further Capitalization Nouns (Mechanics)	Diamond Notes Unit 5: Lesson 1 (Writing Process) Diamond Notes Unit 5: Lesson 2 (Writing Process)	Word Puzzle (Critical Thinking)
6	Long vowel sounds	A/An Directions (Mechanics)	Discuss Directions (Expository) Writing Directions (Expository)	Test Your Writing (Interaction with Writing)
7	Long vowel sounds	Prepositions (Mechanics)	Developing Detail (Description) Detailed Descriptions (Description)	Use Detail (Description)
8	Review	Adjectives Homophones (Mechanics)	History (Imagination) Imagine Yourself in History (Imagination)	Work Together as a Family (Imagination)
9	Compound words	Spelling Rules (Mechanics)	Shape Poem (Poetry) Acrostic Poem (Poetry)	You Are a Poet & Don't You Know It (Poetry)
10	Consonant blends	You're/Your; Direct Address (Mechanics)	Prepare to Write a Journal Entry (Brainstorm) Journal Time (Brainstorm)	Word Puzzle (Analysis)
11	Consonant blends; words ending in y	Quotations; Sentence forms (Mechanics/Voice)	Pick a Title (Imagination) Write From the Title Prompt (Imagination)	Vivid Vocabulary (Word Choice)
12	Consonant digraphs; y at the beginning of words	Possession (Mechanics)	Who's Who? (Description) The Chalk Box Character (Description)	Describe It (Description)
13	Review	Pronouns; Abbreviations (Mechanics)	Dialog (Voice) Another Conversation (Voice)	Found Play (Interaction with Writing)
14	r after a vowel	Coordinating Conjunctions (Mechanics)	Homophones (Comprehension) Write Right (Comprehension)	Little Journal (Imagination)

Appendix 3: Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Spelling Rules	Copywork Application	Creative Expression	Day 5 Optional
15	Review	Dialogue: Plurals (Mechanics)	Point of View Fairy Tale (Imagination/Analysis) Write the Point of View Fairy Tale (Imagination/Analysis)	Share Your Fairytale (Public Speaking)
16	Contractions	Time Order Words (Machanics)	Story-Starter Picture (Imagination) A New Tale (Imagination)	Present the Tale (Public Speaking)
17	Plural	Italics & underlines; Compound words; Quotes	The Persuasive Letter (Analysis) Write the Persuasive Letter (Analysis)	Mail the Letter (Communication)
18	Adding suffixes	Linking Verb (Mechanics)	The Life of a Coin(Imagination) Write about a Coin (Imagination)	Investigate Foreign Currency (Research)
19	Adding suffixes	Vivid vocabulary (Word Choice)	Describe Your Favorite Place (Description) A Favorite Place (Description)	Illustrate a Favorite Place (Artistic)
20	Adding suffixes	Helping (auxillary) verbs (Mechanics)	Quartrain (Poetry) Limerick (Poetry)	Story-Starter Picture (Imagination)
21	Review	Verb tense (Mechanics)	How Stories Change (Analysis) Retell a Story (Narrative)	Definition Poem (Poetry)
22	Review	Simple sentences (Mechanics)	Award-Winning Characters (Description) Introduce the Best Character (Description)	A Letter to Family (Communication)
23	Vowel digraph	Antecedents (Mechanics)	Interview My Favorite Adult (Research) Write the Favorite Adult Paragraph (Research)	Present the Favorite Adult Paragraph (Public Speaking)
24	Vowel digraph	Combining sentences with coordinating conjunctions; Compound sentences (Mechanics)	A Character's Decision (Analysis) Give a Character Advice (Analysis)	Sensory Poem (Poetry)
25	Diphthong	Apostrophes - contractions & ownership (Mechanics)	When I Grow Up...(Imagination) 30-Year-Old Journal Entry (Imagination/Description)	Journal Entry Presentation (Public Speaking)
26	Review	Commas (Mechanics)	Fun, Unplugged (Analysis) Paragraphs About Powerless Play (Analysis)	Create a Play (Interaction with Writing)
27	Prefixes and Suffixes	Quotations (Mechanics)	Story-Starter Picture (Imagination) Begin the Short Story (Imagination)	Tell Me How to Do it (Communication)
28	Base word	Abbreviations and Titles (Mechanics)	If I Were an Explorer...(Imagination) Be an Explorer (Imagination)	Connotations (Analysis)

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Appendix 3: Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Spelling Rules	Copywork Application	Creative Expression	Day 5 Optional
29	Review	Antonyms (Mechanics)	Animal Migration Web (Imagination) Imaginative Animal Migration (Imagination)	Explain Something You've Learned (Analysis)
30		Synonyms (Mechanics)	Two Possible Stories (Imagination) Choose the Best Version (Imagination)	Scrambled Antonyms (Analysis)
31		Capital Letters (Mechanics)	A Notorious Trait Due to an Imaginative Cause (Imagination/Analysis) Write About the Notorious Trait (Imagination/Analysis)	Hyperbole (Figurative Language)
32		Rambling Sentences (Mechanics)	Plan a Flyer Advertisement (Brainstorm) Create the Flyer (Artistic)	Letter to an Author (Communication)
33	Synonyms	its/it's (Mechanics)	Research for a Biography (Research) Write a Biography (Description)	Color Poem (Poetry)
34	Homonyms/ Homophones	I and me; We and us (Mechanics)	Compare and contrast Characters (Analysis) A Tale of Two Characters (Analysis)	Portfolio (Review)
35		Varying sentence length (Mechanics)	Answer the Questions (Brainstorm) Write the Question Poem (Poetry)	Enjoy Poetry Together (Poetry)
36	Review	Exclamations, Questions & Ellipses (Mechanics)	The Absolute Favorite Book (Summary) The Absolute Favorite Book Review (Summary)	Illustrate a Scene (Artistic)



LANGUAGE ARTS 3	WEEK 1					SCHEDULE
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Date:	Day 1 <small>1</small>	Day 2 <small>2</small>	Day 3 <small>3</small>	Day 4 <small>4</small>	Day 5 <small>5</small>
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Spelling/Phonics					
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Spelling	Rule & Write	Pre-Test	Check	Post-Test	Optional: Write a Sentence
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Optional: <i>MCP Phonics C</i>	p. 5	p. 6	p. 7	p. 8	pp. 9–10
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Handwriting					
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Readers					
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Clara and the Bookwagon	chap. 1 	chap. 2	chaps. 3–4		
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The Long Way to a New Land				chaps. 1–2 	chap. 3
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Vocabulary Development					
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Optional: <i>Wordly Wise B</i>				True or False 1 pp. 2–4	
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Creative Expression					
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	A: Copywork 1	B: Copywork Application	C: Writing with Diamond Notes	D: Writing with Diamond Notes	
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					E: 5-Day: Italicize Titles
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Other Notes					
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<p>All optional assignments are not included in the Core Package. Optional books are sold separately.</p>

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Day 1

Spelling/Phonics

We recommend you use the methods **Rule and Write**, **Write, Pre-Test, Check**, and **Post-Test** to teach your children to spell. If your children are quick memorizers, don't follow our pattern. If you have a better way—or a way that works—use it!

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

We offer spelling activity suggestions each week to strengthen spelling practice. If your children spell easily, feel free to skip. In copywork exercises, notice words your children misspell and then use those words to reinforce or review a rule they have already learned. However, don't feel that your children have to remember everything perfectly all at once. They will get extensive review as they continue to write in years to come.

Rule & Write

Read the rule; talk it through; look at the list of words. Have your children write the words on a large white- or chalkboard. (Somehow, especially in the early grades, children seem to respond well to being able to print using big strokes. Perhaps it is the freedom they feel when they are able to use their large rather than fine motor skills. Many parents have mentioned that their children also enjoy the semi-"public" nature of being able to print on a board.)

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

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

Optional: MCP Phonics C | p. 5

- | | | | |
|-----------------|-------------------|----------------|--------------|
| 1. cup (Cc) | 2. gold (Gg) | 3. pie (Pp) | 4. bird (Bb) |
| 5. volcano (Vv) | 6. house (Hh) | 7. deer (Dd) | 8. jeep (Jj) |
| 9. fish (Ff) | 10. ladder (Ll) | 11. zebra (Zz) | |
| 12. tooth (Tt) | 13. window (Ww) | 14. map (Mm) | |
| 15. ruler (Rr) | 16. sandwich (Ss) | | |

Handwriting

Choose the program you prefer, then use the line in your weekly sheet to record what your children do.

If you would like help scheduling any of the programs we offer, please go online to <http://www.sonlight.com/handwritingschedules.html> and download and print the appropriate file.

Readers

Clara and the Bookwagon | Chapter 1

Setting

Maryland; early 1900s.

Overview

Clara wants to learn to read, but Papa thinks there is no time to read on a farm. When a traveling library in a horse-drawn wagon passes by, Clara and the librarian persuade Clara's father that reading is helpful and good.

To Discuss After You Read

Q: Does Clara know how to read?

A: *no—there is no one to teach her, and nothing to read*

Timeline and Map Activities

📍 Maryland (D10) (map 1)

Vocabulary Development

Our vocabulary development program is based on and ties in our Core programs' Read-Alouds. You will find all the words for Vocabulary Development in your Core Instructor's Guide under the title "Vocabulary."

Have your children read the words in the context where they are found. Then ask your children to explain what they think the word(s) mean based on the context and/or any other information they may have. If your children obviously understand the concept, move on. If not, or 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.

Creative Expression

General Creative Expression Instruction

Is copywork really necessary? We say strongly, "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 D. 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.

After your children write each passage, discuss it with them. Review 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 any and all lessons learned previously.

We schedule some writing each day. 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 we provide on Day 1. For more recommendations for teaching, see "Writing" section in the Introduction.

General Activity Sheet Instruction

Find the copywork passages and other exercises on the numbered Activity Sheets after these notes. Each Activity is assigned on the schedule pages and described in these Notes. If you like, 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. For more recommendations for teaching, see "Copywork" and "Optional Copywork Passages" sections in the Introduction.

A: Copywork 1

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

On each copywork assignment, have your children review their handwriting. Circle well-constructed letters and underline letters to improve upon.

Have your children write the copywork passage "A: Copywork 1" found on **Week 1 Activity Sheet**.

Optional: Copywork 2¹

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

1. *Clara and the Bookwagon*, p. 42.

Day 2

Spelling/Phonics

Pre-Test

Today, read the words out loud, slowly and distinctly, permitting your children enough time to write each word. Have your children spell the written word back to you. If they misspell one, have them immediately rewrite the correct spelling. After spelling the words, make sure they rewrite any misspelled words correctly five times.

If your children need to copy the misspelled word(s), that is fine. We seek mastery.

If they misspell a word, talk it through: is there a rule they ignored? Is there some other way they can better remember to spell the word correctly in the future?

See if your children can bring up misspelled words later during the day to keep them front of mind. This is not to "punish" your children, but to help them remember.

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

Optional: MCP Phonics C | p. 6

1. Quinns were summer vacation 2. were Washington seven 3. Susan wanted visit 4. Zack wait see Vincent Sally 5. said would Washington 6. was sure would sail 7. whole wanted visit zoo 8. Zack said zebra was very 9. sister wanted see wolf with yellow 10. Soon was Quinns

Readers

Clara and the Bookwagon | Chapter 2

To Discuss After You Read

Q: How much do the books cost in the store?

A: *they are lent out free of charge, for it acts as a library*

Q: Is Papa happy that Clara could borrow a book?

A: *no—he thinks reading is for the wealthy; farm people do not have time to read*

Creative Expression

B: Copywork Application

Explain to your children that when they write, they should use a **subject** and a **verb** in a **sentence**. Each sentence should include someone or something, as a subject that does or is something, a verb. Look at yesterday's dictation. Look at the last sentence of this week's dictation. What is the subject? (*Clara*) And what does the subject do? (*loved to hear*) The final sentence of the dictation is a complete sentence because it contains both a subject and a verb.

Now look at the first thing Clara said. Can you find a subject? Does the subject do anything? This statement doesn't seem to have either, therefore it is a **sentence fragment**. Can you think of a way to make it a true sentence? (*That Bible is big!*)

Reverend Strong also uses a sentence fragment. Ask your children to alter it to create a sentence.

Remind your children that fragments in speech are fine as long as we write dialog. As we talk, we don't always speak as properly as we should write.

Answer the question on "B: Copywork Application" on **Week 1 Activity Sheet**. (Answers: 1. *The Bible is full of wonderful stories, or the Bible holds many wonderful stories.* 2. Clara and the Bookwagon 3. *puppies, skies, candies, parties.* 4. *boys, toys*)

Day 3

Spelling/Phonics

Check

If there were any misspelled words yesterday, then make up a sentence (or sentences) in which that word (or those words) appear and have your children write the sentence(s). Again, check for accurate spelling. If the spelling words were misspelled, then have them rewrite them again, accurately, five times each. If your children rewrite didn't miss any words yesterday, then see if you can come up with "silly sentences" that include as many of the week's words as possible, and have them write these sentences.

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

Optional: MCP Phonics C | p. 7

1. balloon (l) 2. ladder (d) 3. letter (t) 4. wagon (g)
5. slippers (p) 6. hammer (m) 7. zipper (p) 8. mitten (t)
9. camel (m) 10. parrot (r) 11. dragon (g) 12. seven (v)
13. spider (d) 14. tiger (g) 15. button (t) 16. radio (d)

Readers

Clara and the Bookwagon | Chapters 3–4

To Discuss After You Read

- Q: What does Clara see while she is out working? [chap. 3]
A: *the book wagon—a wagon full of books that travels from place to place*

Q: How does the librarian think books can help farmers? [chap. 4]

A: *all people need to rest sometimes; reading is fun and can teach about farming*

Q: Will it take Clara a long time to learn to read? [chap. 4]

A: *no, because she wants to learn*

Creative Expression

C: Writing with Diamond Notes

Read the Diamond Notes Introduction, and then Unit 1, Lesson 1. Use the directions there and have your children do Lesson 1. Have them fill the diamonds on **Week 1 Activity Sheet 1**.

Day 4

Spelling/Phonics

Post-Test

Do a spelling test (the same as Day 2) with all the words of the week. If your children have any misspellings, carry them over to the following week.

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

Optional: MCP Phonics C | p. 8

1. baby 2. city 3. tiger 4. beaver 5. leopard
6. lizard 7. camel 8. waving

Readers

The Long Way to a New Land | Chapters 1–2

Setting

The journey from Sweden to America in the late 1860s.

Overview

Since no rain fell in Sweden, Carl Erik and his family have nothing to eat. Their relatives in the United States invite the family to emigrate to the U.S. So the family sells their farm and starts the long voyage. First by buggy to the port, then a short ocean voyage to England, across England by train, then the long steamship voyage to New York.

To Discuss After You Read

Q: Why is Carl Erik hungry? [chap. 1]

A: *they and their neighbors had no rain during the growing season, so they could not grow crops*

Q: How did the family pay for tickets to America? [chap. 2]

A: *they sold their farm and most of their possessions*

Timeline and Map Activities

🌐 Gothenburg, Sweden (A3) (map 3) [chap. 2]

Vocabulary Development

Optional: Wordly Wise B | True or False 1, pp. 2–4

Creative Expression

D: Writing with Diamond Notes

Read Unit 1, Lesson 2 to your children and have them do it on **Week 2 Activity Sheet**.

Day 5

Spelling/Phonics

Optional: Write a Sentence

Have your children write any misspelled words in a sentence.

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

Optional: MCP Phonics C | pp. 9–10

p. 9

1. (coat) (nest) leaf (heart) 2. (milk) bed (clock) (desk)

3. glass (top) (lamp) (cap) 4. yak (six) fly (box)

5. (hill) star (pencil) (bell)

p. 10

1. bus 2. cap 3. bag 4. ham 5. pen 6. map 7. cat 8. bed

Readers

The Long Way to a New Land | Chapter 3

To Discuss After You Read

Note: A doctor could see a smallpox vaccination because it leaves a little pox mark in the skin.

Q: How did the family journey to Liverpool?

A: *they spent three days under the deck of a ship; when they reached England, they took a train to Liverpool, which took another day*

Timeline and Map Activities

🌐 Hull, England (A2); Liverpool, England (B1) (map 3)

Creative Expression

E: 5-Day: Italicize Titles

Practice writing titles correctly. See Week 1 **Activity Sheet**. Notice that the first word in a title is always capitalized even when it is a small word like “the, a, or is,” as in *The Wizard of Oz*. Otherwise, we only capitalize larger words. Italicize words in a title if you type them on a computer, underline them when you write them by hand. (*The Secret Valley*, *The Long Way Westward*, *The Lost Little Cat*, *The Chalk Box Kid*, *Prairie School*) ■



A: Copywork 1¹

“What a big Bible!” Clara said.

“And what wonderful stories,” said Reverend Strong.

Clara loved to hear the stories told in church every Sunday.

B: Copywork Application

1. Reverend Strong uses a sentence fragment when he responds to Clara. Please write what he says as a complete sentence with a subject and a verb.

1. *Clara and the Bookwagon*, p. 24.



LA Week 1 Activity Sheet

2. Notice that the Bible is capitalized. We capitalize all main words in book titles. And they are usually italicized as well. Write the following title in the correct form: clara and the bookwagon.

3. Clara loved to hear *stories*. *Stories* is the plural form (or many) of a single *story*. When words end in a consonant then “y,” to change from one of an item to more than one, we drop the “y” and add “ies.” Change the following words from singular (1) to many:

puppy _____

sky _____

candy _____

party _____

4. When a word ends with “y” and has a vowel before the “y,” just add “s” to make a plural (i.e., monkey—monkeys). Write the following as plurals:

boy _____

toy _____

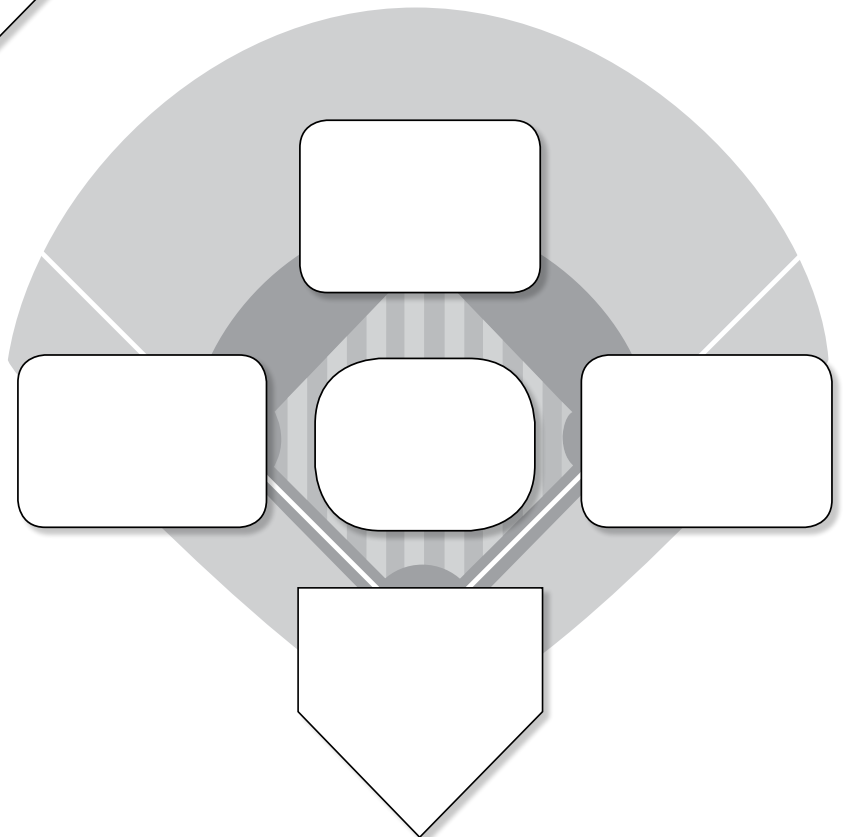
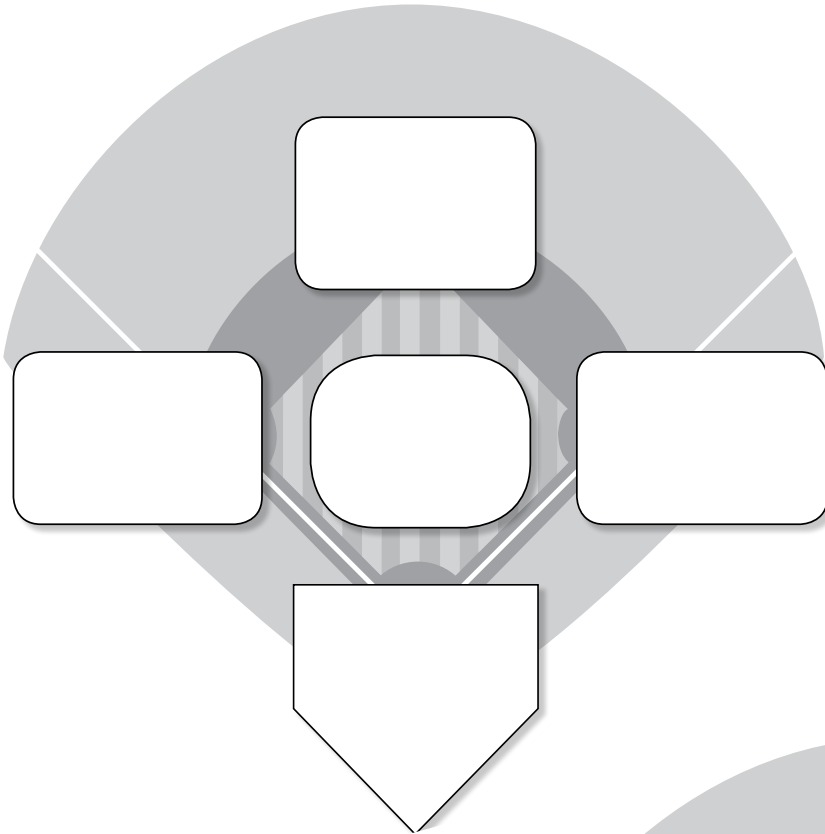
5. Clara loved to *hear* stories. *Hear* means to listen and you can remember it because it contains the smaller word *ear*. Circle *ear* in *hear*. *Here* sounds the same but means a location.

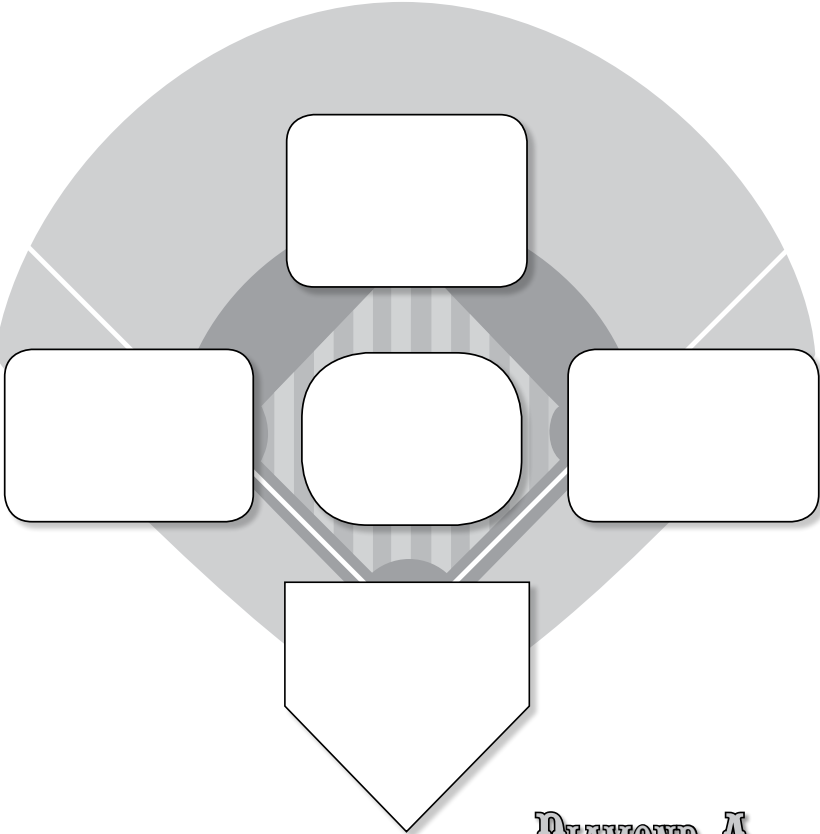
hear



C: Writing with Diamond Notes

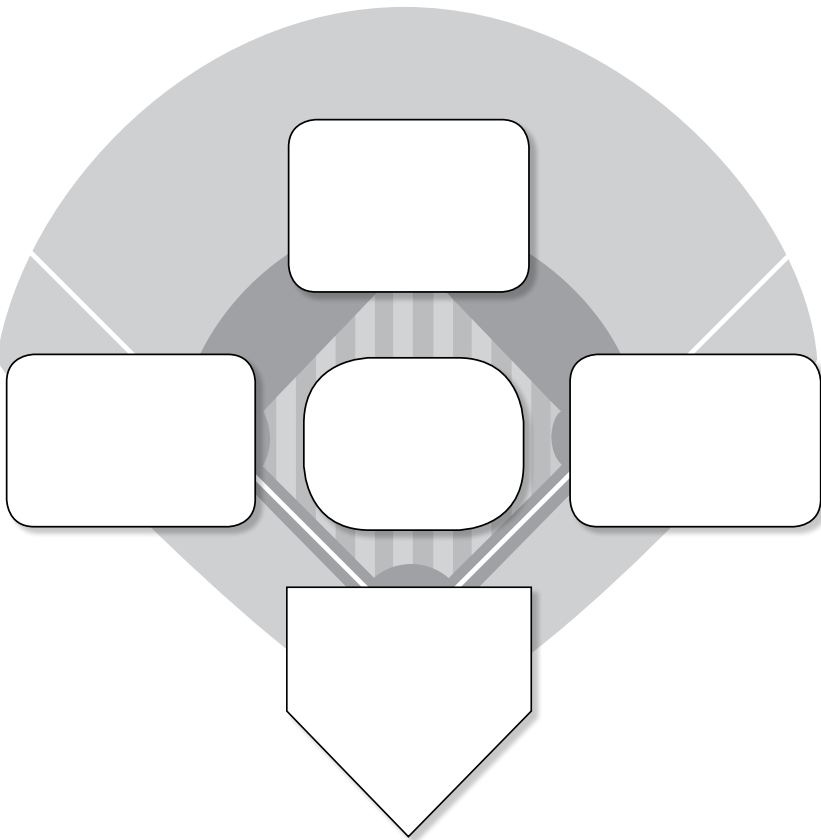
DIAMOND A



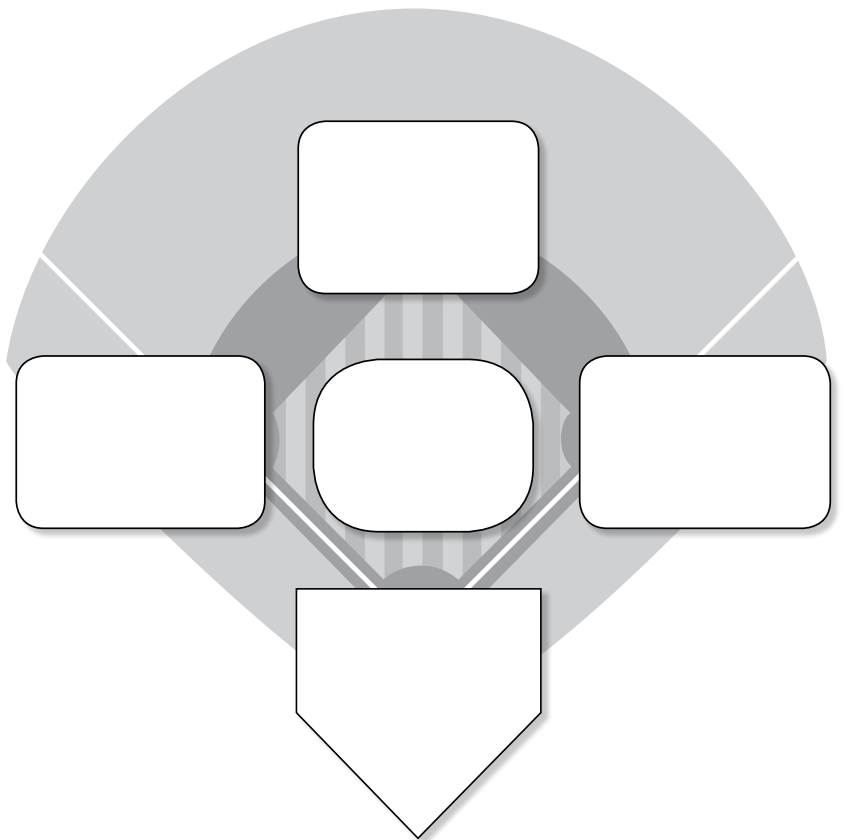
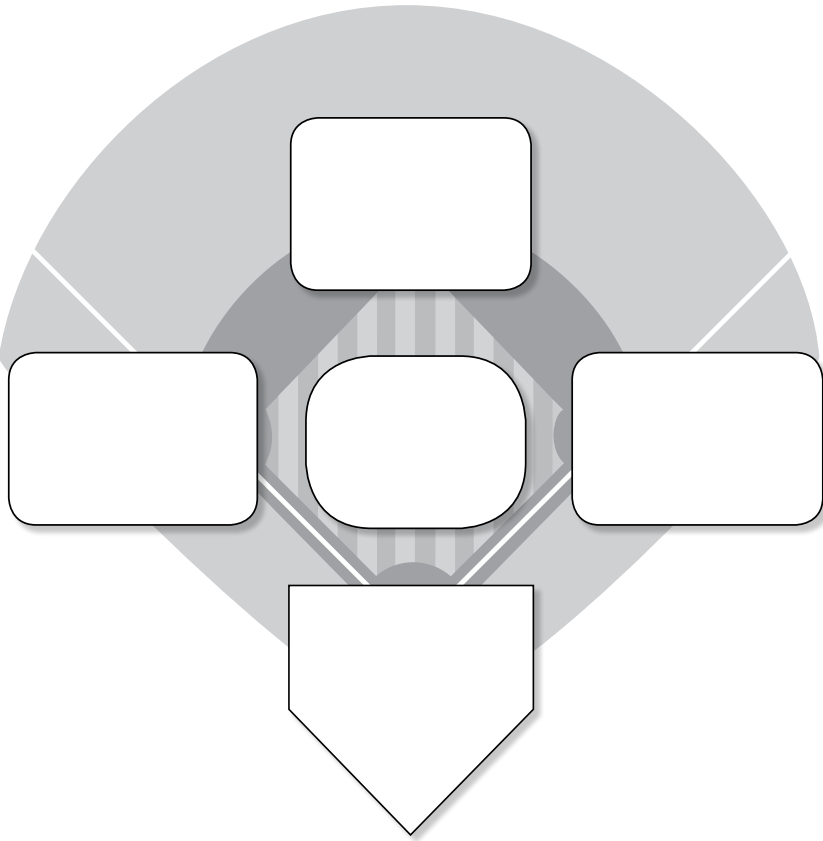


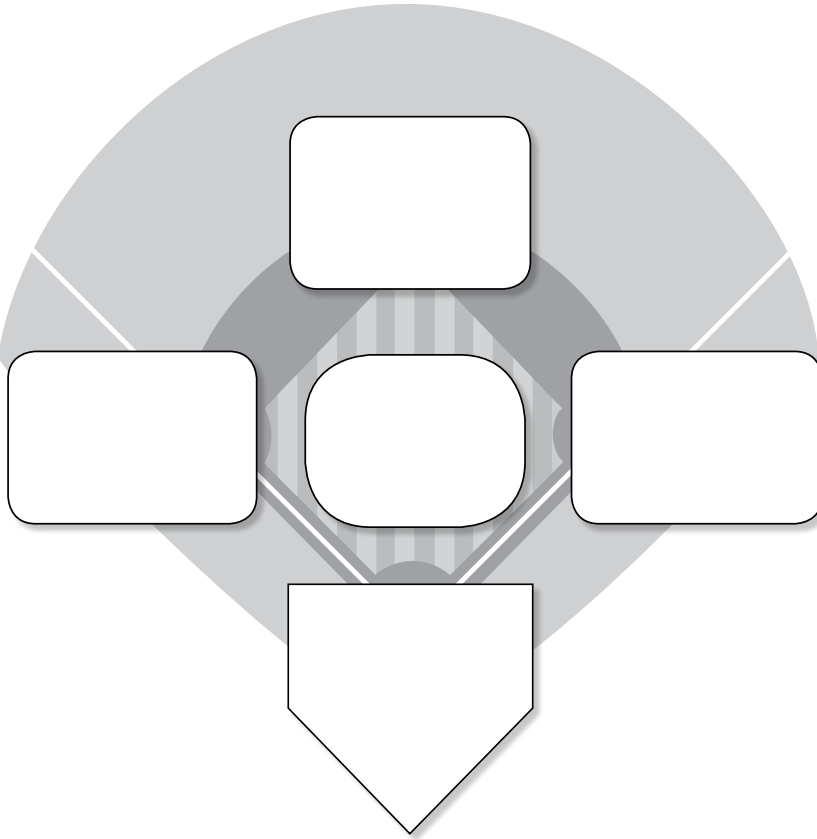
DIAMOND A

D: Writing with Diamond Notes



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E: 5-Day: Italicize Titles

The Librarian, Miss Mary tells Clara some of the titles she carries in her bookwagon. She says, "We have *Mother Goose* and *Father Goose*. We have *The Wizard of Oz* and all the magic Oz tales. Notice that the first word in a titles is always capitalized even when it is a small word like "the, a, or is," as in *The Wizard of Oz*. Otherwise, we only capitalize larger words. Italicize words in a title if you type the on a computer, underline them when you write them by hand. Write the following titles correctly:

the secret valley _____

the long way westward _____

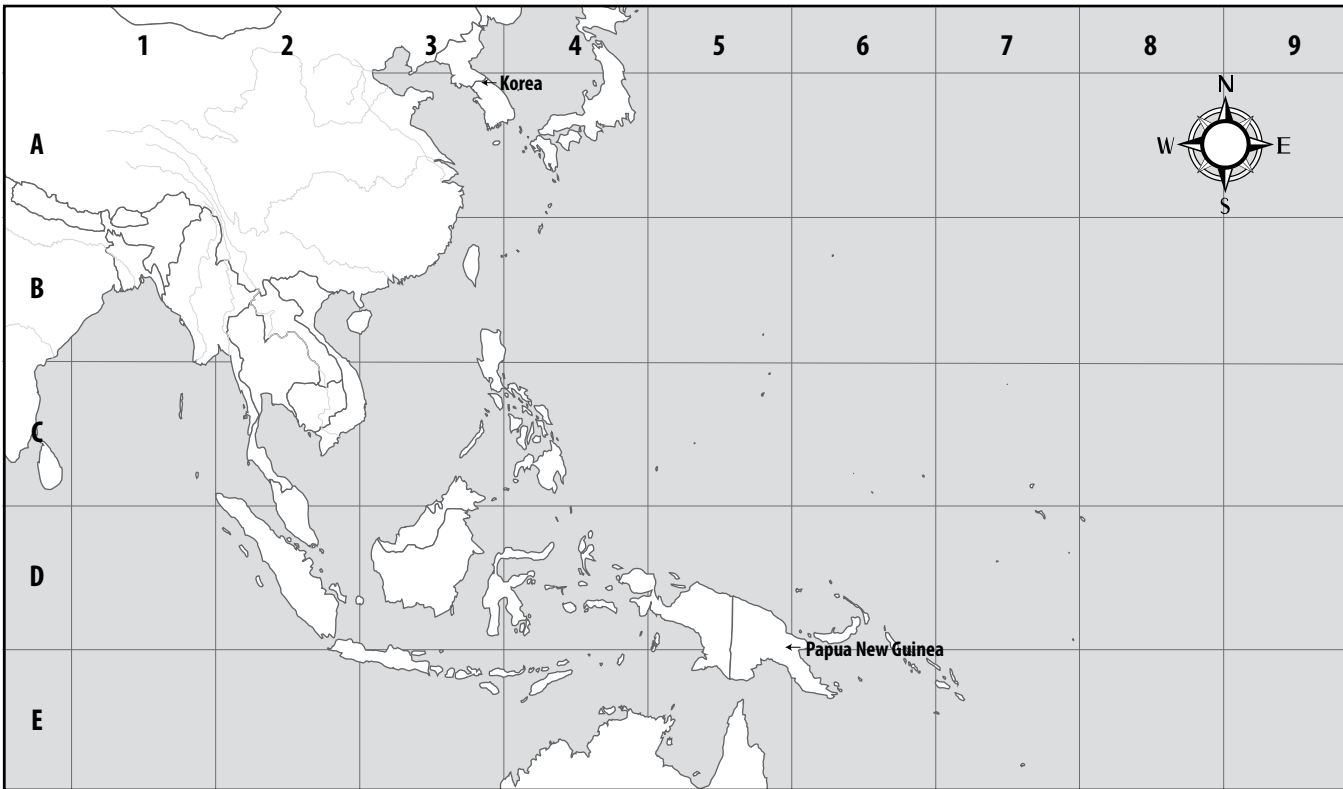
the last little cat _____

the chalk box kid _____

prairie school _____

Write a sentence that correctly includes the title of either a real or made-up book.

Language Arts 3—Map 2



Language Arts 3—Map 3





LANGUAGE ARTS 3

WEEK 2

SCHEDULE

Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Spelling/Phonics					
Spelling	Rule & Write	Pre-Test	Check	Post-Test	Optional: Write a Sentence
Optional: <i>MCP Phonics C</i>	p. 11	p. 12	p. 13	p. 14	pp. 15–16
Handwriting					
Readers					
<i>The Long Way to a New Land</i>	chaps. 4–5 🌐				
<i>The Long Way Westward</i>		chap. 1 🌐	chap. 2 🌐	chaps. 3–4 🌐	
<i>Prairie School</i>					chaps. 1–3 🌐
Vocabulary Development					
Optional: <i>Wordly Wise B</i>				Hidden Mess. 1 p. 5	
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: Writing with Diamond Notes	D: Writing with Diamond Notes	
					E: 5-Day: Find What Belongs
Other Notes					

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Special Note to Mom or Dad



Map Point



Timeline Suggestion

Day 1

Spelling/Phonics

Rule & Write

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

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

Optional: *MCP Phonics C* | p. 11

hard c: actor carriage cub doctor candy coat cattle corn cow decorate

soft c: cinema pencil celery cymbal grocery price cellar decide palace recess

Readers

The Long Way to a New Land | Chapters 4–5

To Discuss After You Read

Q: What happened while sailing across the sea? [chap. 4]

A: *a storm came up, which made people seasick; everyone was locked under the deck, and some became ill with fever*

Q: Was Carl Erik happy to arrive in America? [chap. 5]

A: *yes—he got to eat bread and butter, his father had work, and they had hope for a better life*

Timeline and Map Activities

📍 New York (C11) (map 1) [chap. 5]

Creative Expression

A: Copywork 1

Have your children to write the copywork passage “A: Copywork 1” found on **Week 2 Activity Sheet**.

Optional: Copywork 2¹

“Look, Carl Erik,” said Jonas, “the streets of America are not paved with gold.”

“That is just something people say. It means America is a rich land.”

Day 2

Spelling/Phonics

Pre-Test

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

Optional: *MCP Phonics C* | p. 12

hard g: game flag figure gold sugar organ gutter ago

soft g: page engine orange gym large giraffe pigeon arrange

Readers

The Long Way Westward | Chapter 1

Setting

From New York to Minnesota in the late 1860s.

Overview

After Carl Erik and his family reach New York, they have several more days of travel on several slow trains before they reach their relatives in Minnesota.

To Discuss After You Read

Q: Describe the different railroad cars.

A: *the First Class cars have plush seats, lamps, and heated air; the Third Class seats have wooden benches and crowded conditions; people sleep on the floor*

Timeline and Map Activities

📍 Hudson River (D11); New Jersey (D11); Minnesota (C7); Philadelphia (D10) (map 1)

Creative Expression

B: Copywork Application

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

For today, show them that the first letter of every sentence starts with a capital letter. We also capitalize people’s names and the names of countries, cities, and states. Notice that Mama is capitalized. Here, it is used as her name.

Help them with the capitalization sentences on “B: Copywork Application” on **Week 2 Activity Sheet**. Talk about why certain letters must be capitalized.

1. *The Long Way Westward*, pp. 7, 9.

Week 2 Activity Sheet Answer Key

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

Day 3

Spelling/Phonics

Check

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

Optional: MCP Phonics C | p. 13

soft c: ice lace fancy rice center celery city face dance ceiling police fence place nice

soft g: gym giant large huge rage general judge page engine carriage magic bridge giraffe gem

1. good Carol's 2. guests came costumes 3. detective crimes 4. colorful gown wig 5. tricks juggled cans 6. bingo sack 7. Carol's gave cake cream 8. Carol gasped cards 9. Curtis gave goldfish 10. Gary cat curiously 11. could catch 12. giggled Gary carried

Readers

The Long Way Westward | Chapter 2

To Discuss After You Read

Q: Is everyone in America equal?

A: *no, some people are wealthy and can afford to pay for expensive tickets; yes, in that there are not lords and kings, which would be "higher" in the social structure than farmers*

Timeline and Map Activities

📍 Pennsylvania (D10); Trade Lake, Wisconsin (C8); Pittsburgh (D10); Chicago (D8); Ohio (D9) (map 1)

Creative Expression

C: Writing with Diamond Notes

Read Diamond Notes Unit 2, Lesson 1 to your children. Follow the directions and have them do Lesson 1. Find the Diamonds on **Week 2 Activity Sheet**.

Day 4

Spelling/Phonics

Post-Test

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

Optional: MCP Phonics C | p. 14

1. gift 2. game 3. race 4. face 5. tag 6. call 7. center 8. judge 9. card 10. hug 11. gym 12. huge

Phrase: ice cream

Readers

The Long Way Westward | Chapters 3–4

To Discuss After You Read

Q: What is the Svea Society? [chap. 3]

A: *people from Sweden who help the immigrants*

Q: How did the family travel to their new home? [chap. 4]

A: *by railroad and on a steamboat*

Timeline and Map Activities

📍 Crestline, Ohio (D9); Fort Wayne, Indiana (D9); La Crosse, Wisconsin (C8); Mississippi River (F7) (map 1) [chap. 3]

📍 St. Paul, Minnesota (C7); Anoka, Minnesota (C7) (map 1) [chap. 4]

Vocabulary Development

Optional: Wordly Wise B | Hidden Message 1, p. 5

1. manhole	2. tackle	3. calendar
4. barrel	5. tackle	6. dart
7. batch	8. serpent	9. satchel
10. dart	11. tackle	12. barrel

Older and tired.

Creative Expression

D: Writing with Diamond Notes

Read Unit 2, Lesson 2 to your children and have them do it on **Week 2 Activity Sheet**.

Day 5

Spelling/Phonics

Optional: Write a Sentence

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

Optional: MCP Phonics C | pp. 15–16

p. 15

1. cement 2. gym 3. candy 4. game 5. price 6. page
7. corn 8. guess 9. balloon 10. cement 11. dragon
12. lizard 13. ruler 14. seven 15. window 16. zipper
17. radio 18. balloon 19. cement 20. dragon 21. leaf
22. lizard 23. ruler 24. seven 25. window 26. zipper

p. 16

Answers will vary.

Readers

Prairie School | Chapters 1–3

Setting

Colorado in 1880.

Overview

Noah Bidson loves living on the prairie, and sees no use for reading and writing. When his Aunt Dora comes to teach him, he stubbornly avoids lessons for a week. Then Aunt Dora shows him how much more she knows about the prairie because she can read. Intrigued, Noah agrees to learn. And once he starts, he realizes he loves learning! He can understand the world around him better because of the books he reads.

Vocabulary

sod house: a house built with grass-covered soil that is held together in brick-like clumps by the roots. [chap. 1]

To Discuss After You Read

Q: What chores did Noah do? [chap. 1]

A: *hauled water, fed animals, kept snakes out of the house, kept the hearth fire lit*

Q: Why is Mrs. Bidson surprised when she sees her sister? [chap. 2]

A: *Dora was in an accident and became paralyzed*

Q: How does Noah avoid learning? [chap. 3]

A: *he excuses himself to do chores, which he does as slowly as possible; he knows his aunt can't chase him, so he simply stays away from the house*

Timeline and Map Activities

📍 Maine (C12); Colorado (E4) (map 1) [chap. 1]

Creative Expression

E: 5-Day: Find What Belongs

Gather various items from around the house. Place the items into groups on the kitchen table. Each group should have a common theme, except one item should not fit. For example, a group could have mouthwash, toothpaste, floss, and a pepper shaker, or another could have a fork, knife, spoon, and bar of soap. Have your children not only find the item that does not belong, but explain to you why the rest of the items belong together on “E: 5-Day: Find What Belongs” **Week 2 Activity Sheet.** ■

**A: Copywork 1¹**

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

“Good-bye Sweden!” said Mamma.

B: Copywork Application

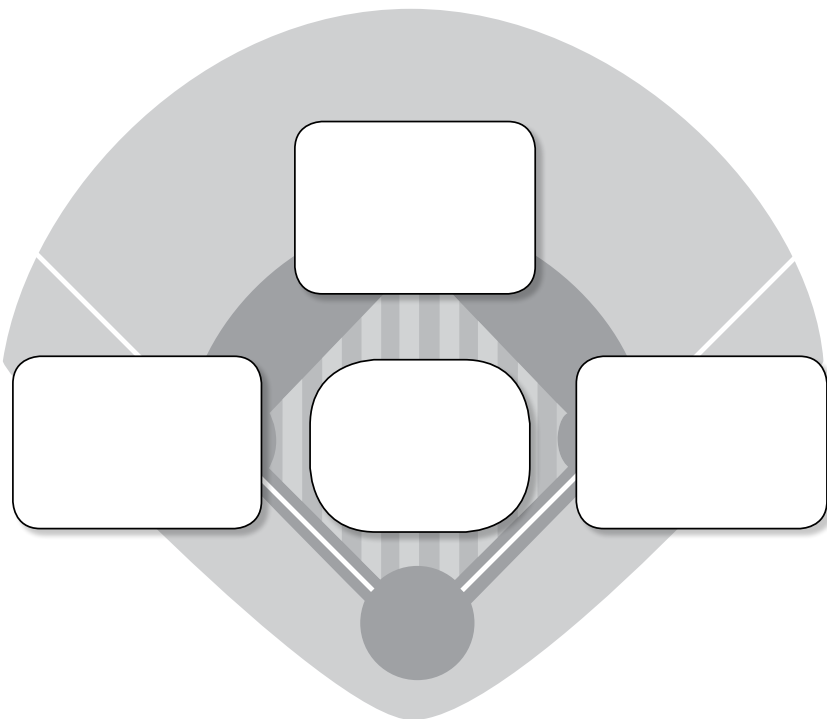
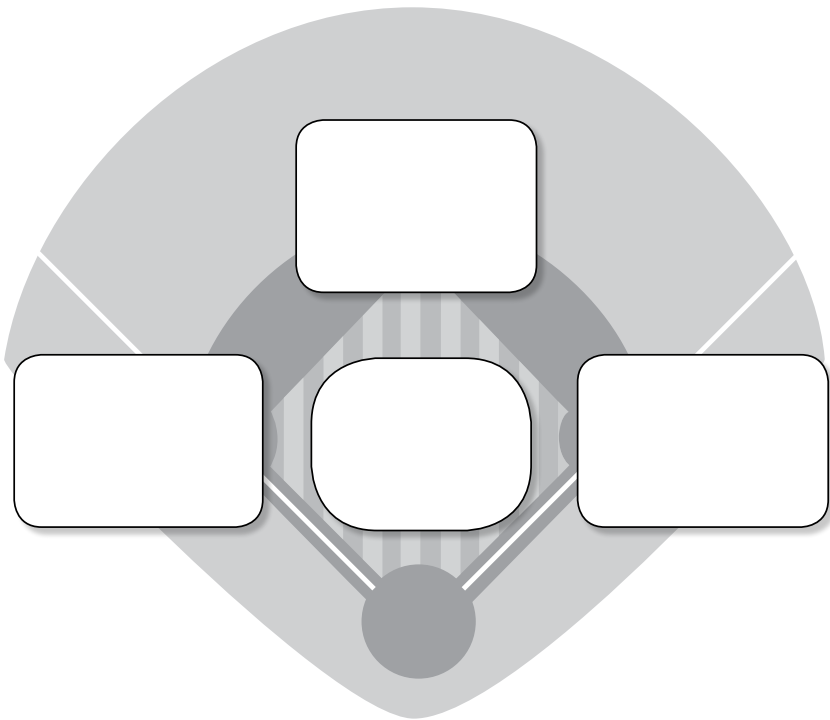
Circle the capital letters in yesterday’s copywork. Then look at the sentences and circle the letters that should be capitalized:

1. mary and john live next door.
2. do you think we will get snow, sarah?
3. the united states’ closest neighbors are canada and mexico.
4. the capital of england is london.
5. Now, write a sentence of your own that uses at least one of the new capitalization rules you learned.

1. *The Long Way to a New Land*, pp. 28–29.



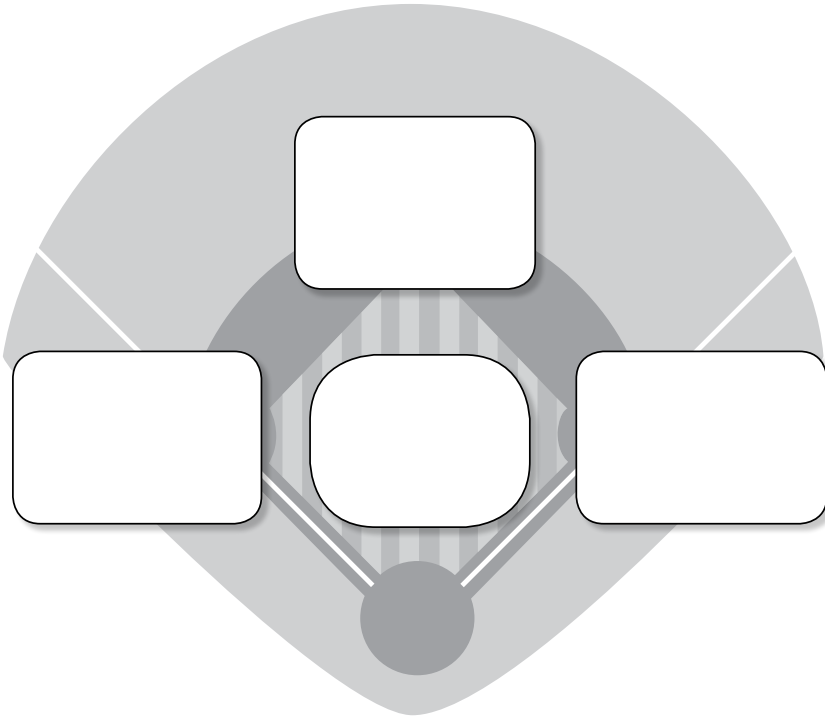
C: Writing with Diamond Notes



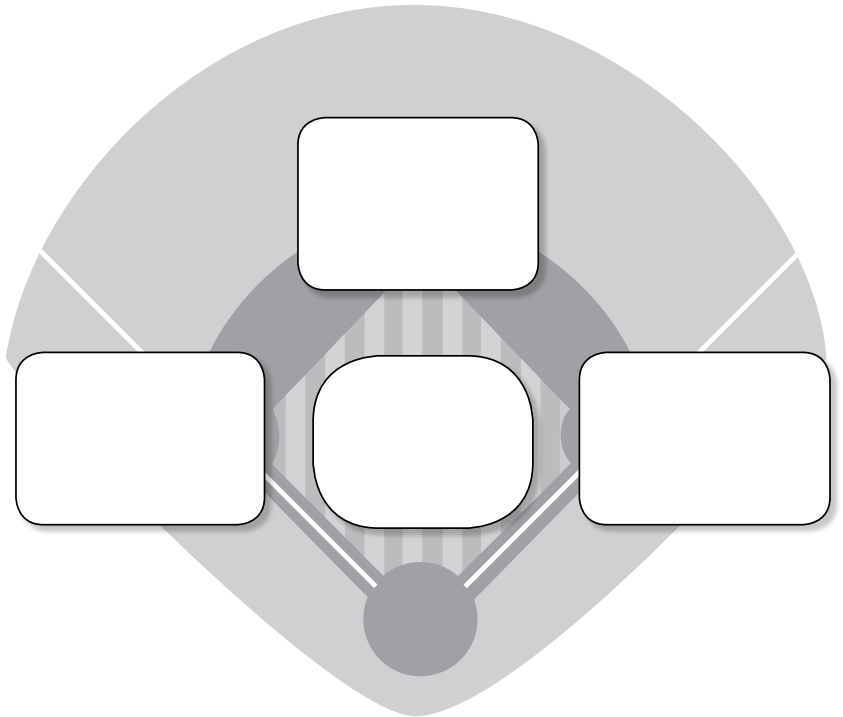
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DIAMOND A

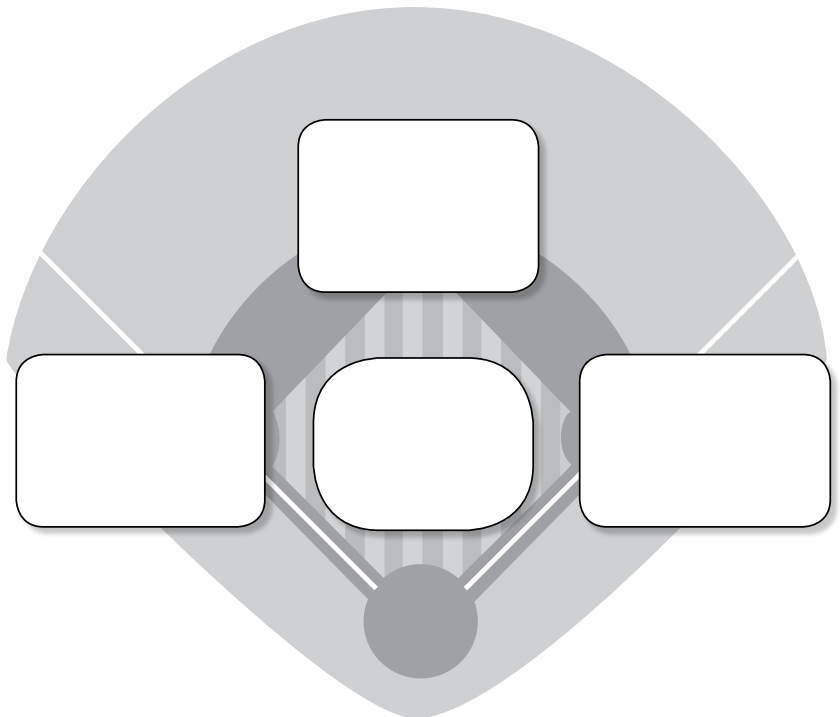
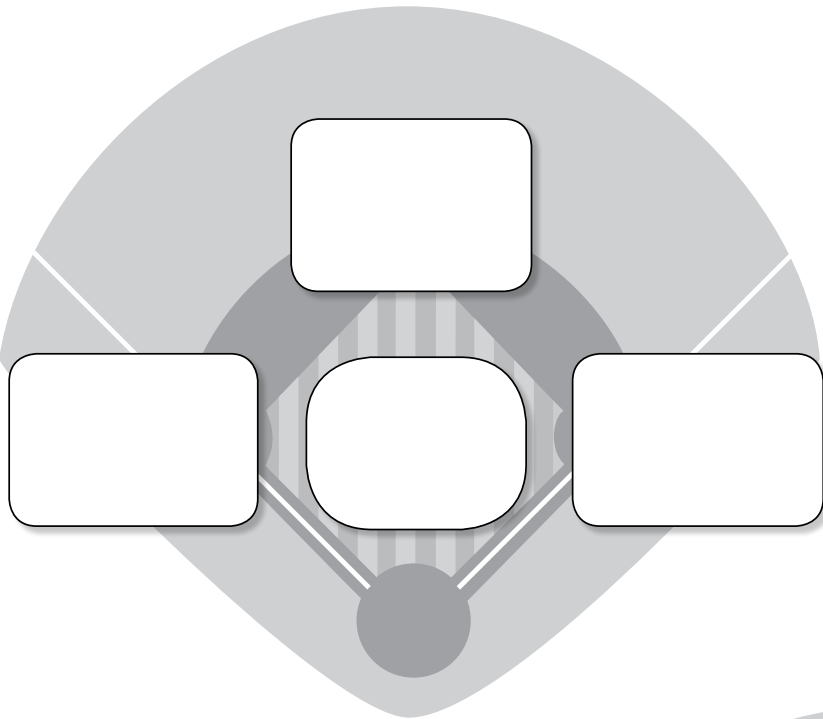


D: Writing with Diamond Notes





DIAMOND A

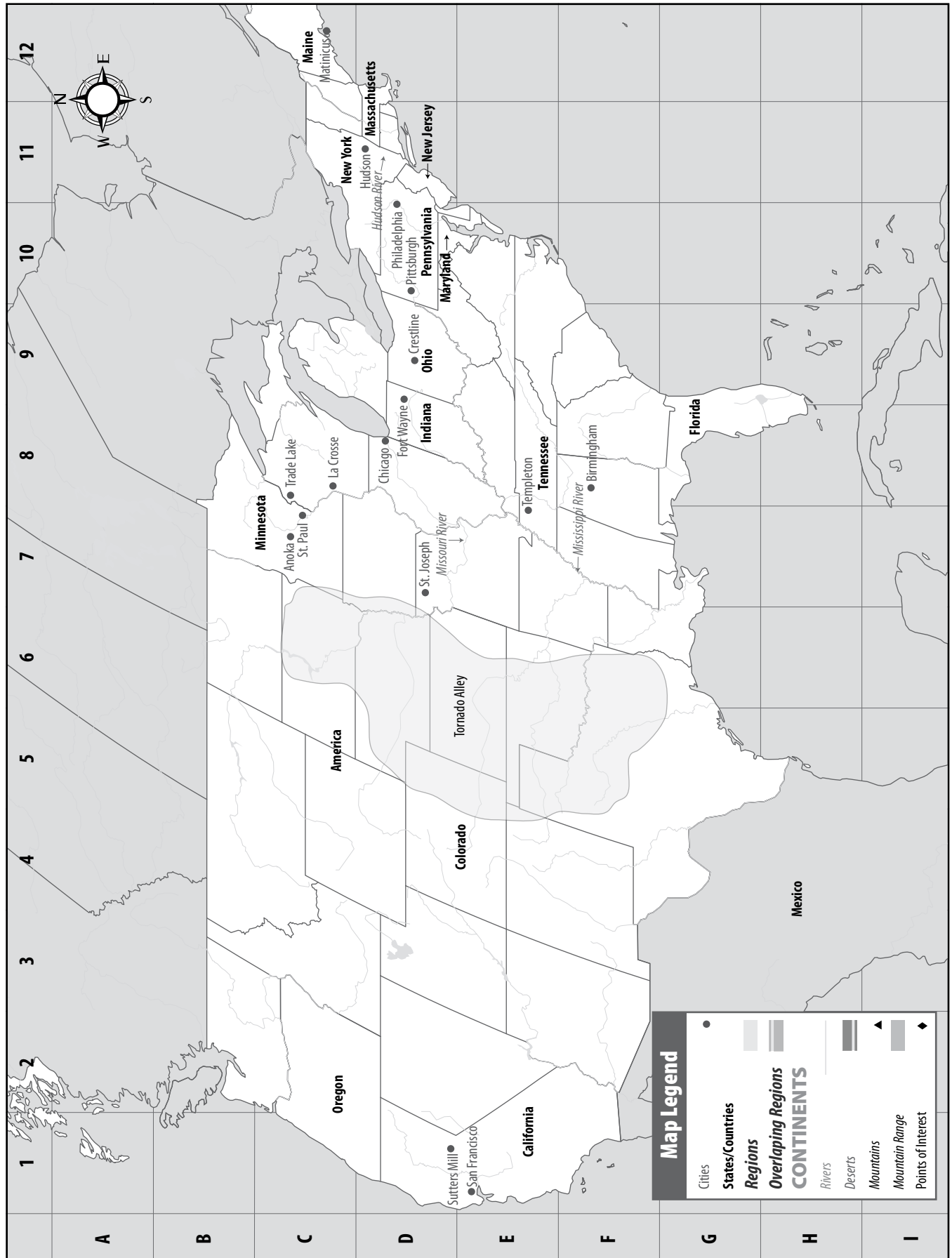


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E: 5-Day: Find What Belongs

Our most unusual set included _____

Language Arts 3—Map 1





LANGUAGE ARTS 3

WEEK 3

SCHEDULE

Date:	Day 1 ¹¹	Day 2 ¹²	Day 3 ¹³	Day 4 ¹⁴	Day 5 ¹⁵
Spelling/Phonics					
Spelling	Rule & Write	Pre-Test	Check	Post-Test	Optional: Write a Sentence
Optional: <i>MCP Phonics C</i>	pp. 17–18	p. 19	p. 20	pp. 21–23	p. 24
Handwriting					
Readers					
<i>Prairie School</i>	chaps. 4–5	chaps. 6–8			
<i>Keep the Lights Burning, Abbie</i>			pp. 7–22 🌐	pp. 23–end	
<i>Riding the Pony Express</i>					chap. 1 🕒 🌐
Vocabulary Development					
Optional: <i>Wordly Wise B</i>				Crossword 1 pp. 6–7	
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: Writing with Diamond Notes	D: Writing with Diamond Notes	
					E: 5-Day: Alliteration
Other Notes					

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Special Note to Mom or Dad



Map Point



Timeline Suggestion

Day 1

Spelling/Phonics

Rule & Write

Rule: Review the rule from last week.

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

Optional: *MCP Phonics C* | pp. 17–18

Read and enjoy.

Readers

Prairie School | Chapters 4–5

To Discuss After You Read

Q: How does Aunt Dora demonstrate to Noah that reading can be useful? [chap. 4]

A: *she asks him about his beloved prairie; when he doesn't know the answers, she reads facts and teaches him*

Q: How does reading help Aunt Dora? [chap. 5]

A: *it helps her understand what she sees and hears*

Creative Expression

A: Copywork 1

Have your children to write the copywork passage
“A: Copywork 1” found on **Week 3 Activity Sheet**.

Optional: Copywork 2¹

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

Day 2

Spelling/Phonics

Pre-Test

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

Optional: *MCP Phonics C* | p. 19

1. pedal 2. dog 3. bike 4. leaf 5. music 6. soap 7. room
8. near 9. gas 10. tow 11. zoo 12. funny 13. happy
14. pedal 15. cowboy 16. yellow 17. comic 18. music
19. hurry 20. funny 21. wagon 22. hated 23. hazy
24. jiffy 25. soap 26. hated 27. cab 28. pedal 29. room

1. *Prairie School*, p. 22.

30. gas 31. near 32. wagon 33. dog 34. vat 35. jazz
36. leaf

Readers

Prairie School | Chapters 6–8

To Discuss After You Read

Q: When Noah recites the alphabet, how do his parents respond? [chap. 6]

A: *his father smacks the table in excitement, and his mother claps for joy*

Read Henry Wadsworth Longfellow’s “Psalm of Life.”

A Psalm Of Life

WHAT THE HEART OF THE YOUNG MAN
SAID TO THE PSALMIST

TELL me not, in mournful numbers,
Life is but an empty dream!—
For the soul is dead that slumbers,
And things are not what they seem.
Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Find us farther than to-day.

Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world’s broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

Trust no Future, howe’er pleasant!
Let the dead Past bury its dead!
Act,—act in the living Present!
Heart within, and God o’erhead!

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time;

Footprints, that perhaps another,
Sailing o’er life’s solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

To Discuss After You Read

Q: What new tradition did the family begin after dinner?
[chap. 7]

A: *Noah would read to them*

Q: What can Noah read? [chap. 8]

A: *he can read the whole world—and he can write about it, too*

Creative Expression

B: Copywork Application

Similes compare two things using the words *like* or *as*. In yesterday's copywork, Aunt's Dora's wheelchair ride is compared to a bucking horse. Ask your children, "What was Aunt Dora's ride over the prairie like?" Can they act it out for you? Her ride was very rough and bumpy if she had to hold on to stay in her chair!

Continue your discussion: "Now imagine that the author just wrote 'the chair bumped along.' Would that be as interesting to read? Would you really get the idea of just how rough Aunt Nora's ride was?"

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

as hard as nails

as dry as a bone

gone like the wind

Help your children brainstorm some similes using the prompts on "B: Copywork Application" on **Week 3 Activity Sheet**. Make sure they compare two things and use the words *like* or *as*. (*Answers will vary.*)

Day 3

Spelling/Phonics

Check

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

Optional: MCP Phonics C | p. 20

1. got **2.** certain **3.** huge **4.** guess **5.** carefully **6.** giant
7. can't **8.** call **9.** curtain carefully can't call **10.** certain

cement cent cell **11.** got hug guess garden **12.** gym
huge gem giant

Readers

Keep the Lights Burning, Abbie | pp. 7–22

Setting

Matinicus Rock, off the coast of Maine, in 1856.

Overview

When Abbie's father sails from his island lighthouse for the afternoon to bring back needed supplies, he reminds Abbie that she is responsible for the lighthouse until his return. A storm begins and prevents her father's return. Abbie cares for the lighthouse for four weeks while she waits for calm seas.

To Discuss After You Read

Q: Why did Papa go to town?

A: *Mama needed medicine, the lights needed oil, and the family needed food*

Timeline and Map Activities

📍 *Matinicus Rock (or Matinicus Island), Maine* (C12) (map 1)

Creative Expression

C: Writing with Diamond Notes

Read Diamond Notes Unit 3, Lesson 1 to your children. Using the directions, have them do Lesson 1 on **Week 3 Activity Sheet**.

Day 4

Spelling/Phonics

Post-Test

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

Optional: MCP Phonics C | pp. 21–23

short a: **1.** fan **2.** pizza **3.** ax **4.** hat **5.** kite **6.** cat **7.** hand
8. tent **9.** rope **10.** cake **11.** bat **12.** glass

color: fan pizza ax hat cat hand bat glass

circle across: bat ax hat glass

circle down: hand cat fan

Readers

Keep the Lights Burning, Abbie | pp. 23–end

To Discuss After You Read

Q: What challenges did Abbie face?

A: *to keep the ice off the windows, to care for her family, little food, the weight of responsibility*

Q: How did Papa know that the family was okay?

A: *he watched for the lighthouse lights, and he saw them every night*

Vocabulary Development

Optional: Wordly Wise B | Crossword 1, pp. 6–7

Across

3. batch 5. barrel 6. satchel
9. calendar 11. serpent

Down

1. tackle 2. barrel 4. manhole
7. tackle 8. dart 10. dart

Creative Expression

D: Writing with Diamond Notes

Read Unit 3, Lesson 2 to your children and have them do the lesson on **Week 3 Activity Sheet**.

Day 5

Spelling/Phonics

Optional: Write a Sentence

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

Optional: MCP Phonics C | p. 24

1. Ann had at 2. ran and 3. Dad sand castles 4. swam fast raft 5. napped van back

Readers

Riding the Pony Express | Chapter 1

Setting

Western USA; 1860.

Overview



Dick travels to St. Joseph, Missouri in 1860 to connect with his dad. Once there, he discovers his dad is not in town because he is riding cross-country on the Pony Express. The Pony Express is a fast mail service in the days before the country was spanned by the railroad or telegraph. The Pony Express used relays of horses, fresh horses waiting at stations located about every ten miles, all the way across the country. Each rider would make, on average, a 70-mile “run,” switching horses about six times, before he would pass his saddle-bags to the next man. Pony Express riders faced many dangers and hardships, but the motto “The mail must go through” was an urgent reality. What a great introduction to this memorable era in American history!

To Discuss After You Read

Q: Why does Dick travel to St. Joe?

A: *his aunt sent him from New York to live with his father*

Timeline and Map Activities

-  **The Pony Express (April 1860–October 1861)**
-  *Chart the journey Dick took by train from New York (C11) to St. Joseph, Missouri (D7) (map 1)*

Creative Expression

E: 5-Day: Alliteration

Alliteration is when a string of words begins primarily with the same sound. “When Abbie fed her chickens, the hungry hens hurried to be fed.” This is an example of alliteration. Alliteration draws attention and adds fun to your writing. Your children are likely very familiar with tongue twisters, which rely heavily on alliteration, like “she sells sea shells by the sea shore.” Talk about alliteration and think up tongue twisters with your children. Discuss how the repetition of the same sound makes a sentence sound. Have them come up with alliterations (or tongue twisters) for the words on “E: 5-Day: Alliteration” on **Week 3 Activity Sheet**. (*Answers will vary.*) ■



A: Copywork 1¹

When Noah pushed Aunt Dora over the prairie, the chair jumped and rolled like a bucking horse. Aunt Dora held on.

B: Copywork Application

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

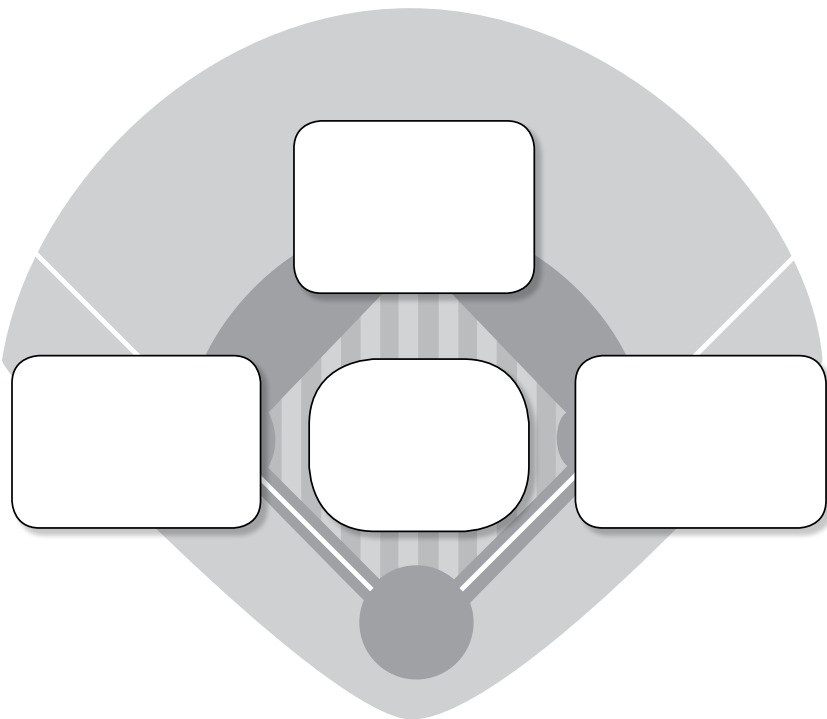
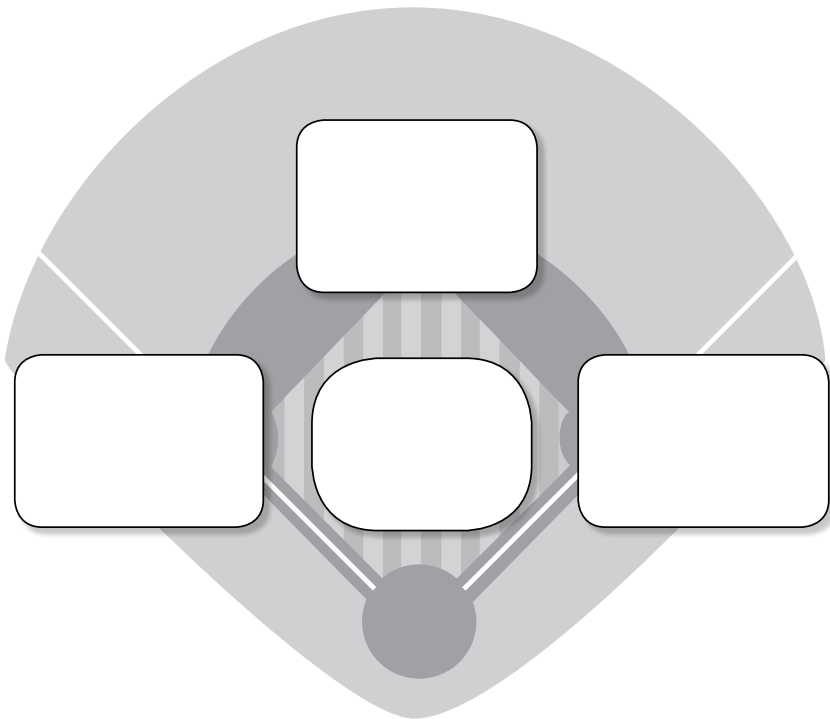
1. My dad is tall. He is as tall as _____.
2. The snow made my socks wet. My socks are as wet as _____.
3. My friend has an interesting laugh. My friend laughs like _____.
4. There is a bad storm outside. The wind is blowing like _____.
5. Now, write a sentence that compares your favorite character to something.

1. *Prarie School*, p. 22.



C: Writing with Diamond Notes

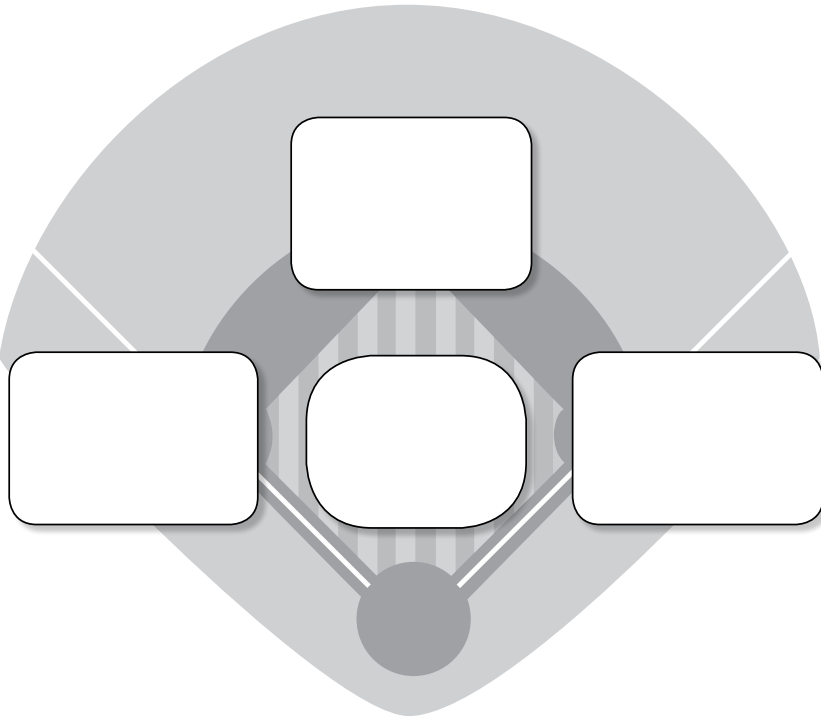
DIAMOND A



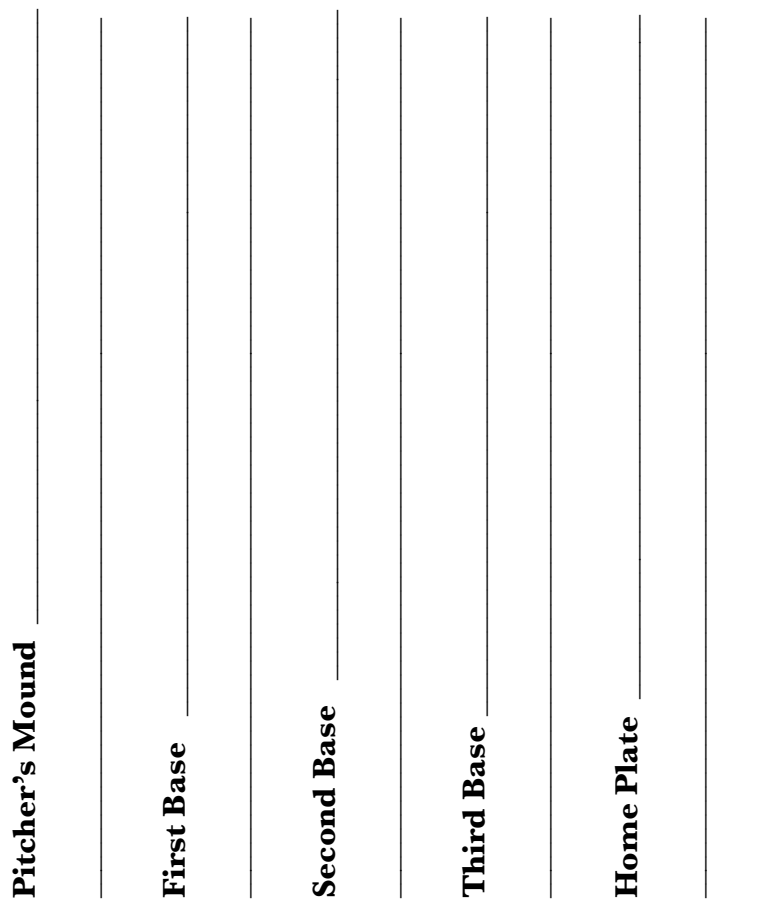
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C: Writing with Diamond Notes, Unit 3, Lesson 1 (cont.)

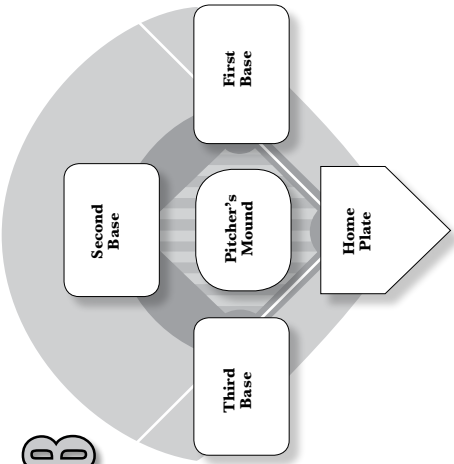


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Paragraph

Pitcher's Mound _____

First Base _____

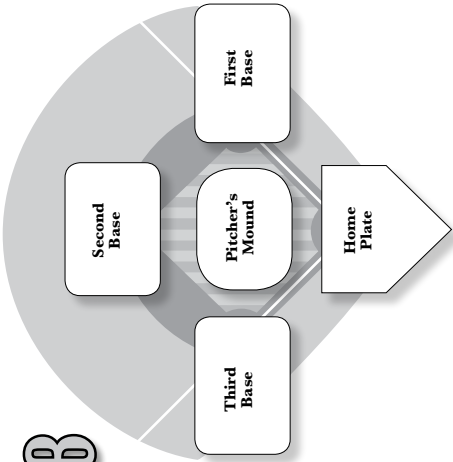
Second Base _____

Third Base _____

Home Plate _____



Paragraph



Pitcher's Mound _____

First Base _____

Second Base _____

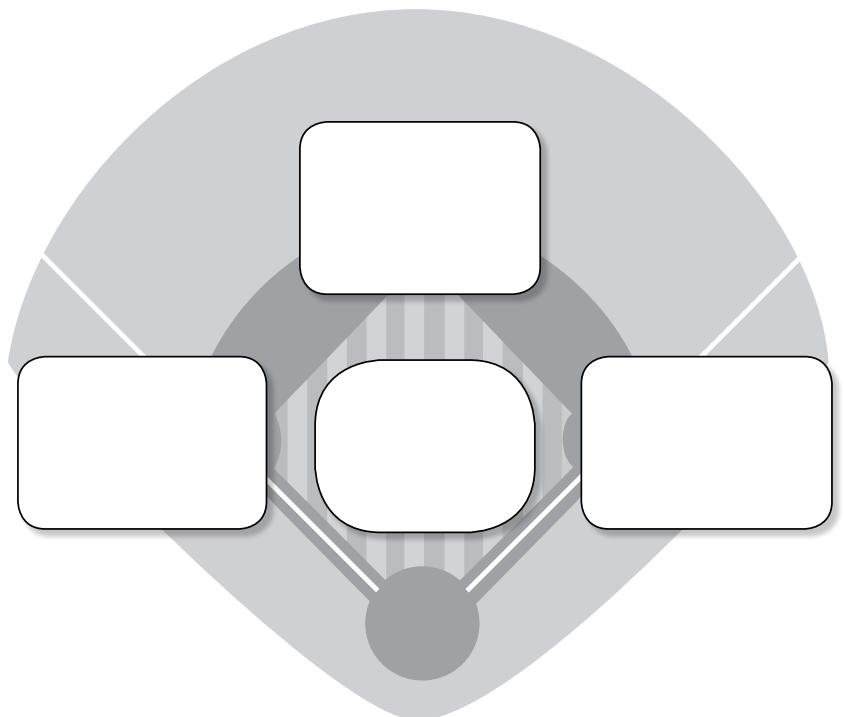
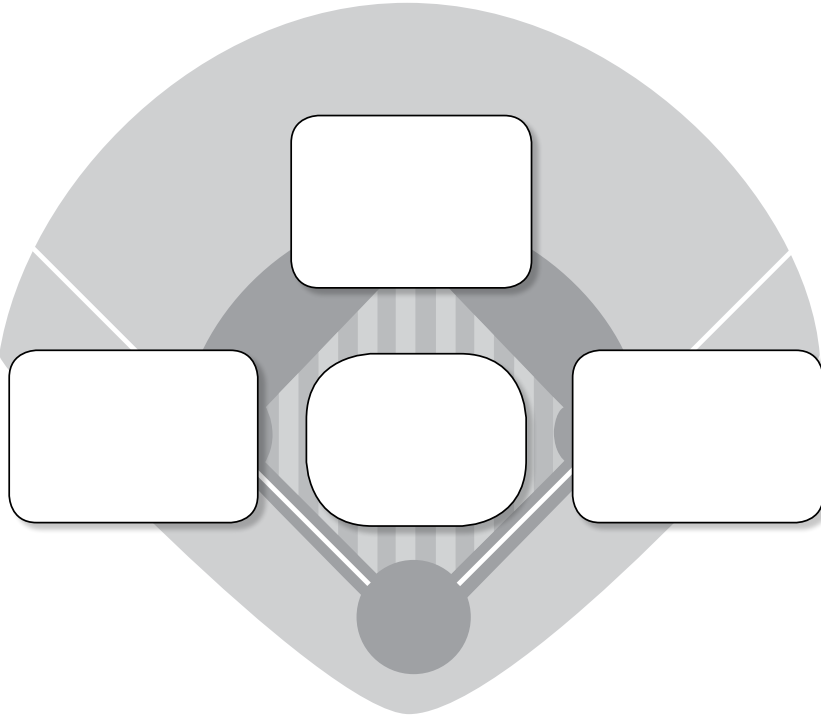
Third Base _____

Home Plate _____



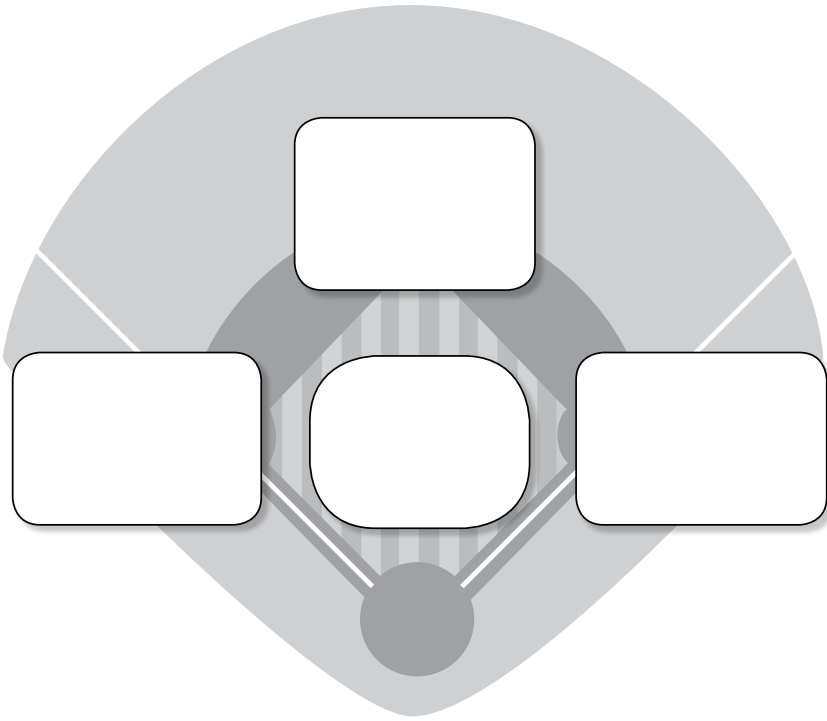
D: Writing with Diamond Notes

DIAMOND A





D: Writing with Diamond Notes (cont.)



E: 5-Day: Alliteration

Write a sentence using alliteration for each of the following words:

1. Bells: _____

2. Dogs: _____

CREATIVE WRITING





SUPPLIES

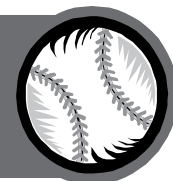
Here's what you'll need to play ball:

1. One folder to hold your children's work.
2. At least 20 copies of Diamond A (page 31) and at least 11 copies of Diamond B* (page 33) per child, OR blank paper to create your own diamonds.
3. Drawing supplies: pencils, colored pencils, crayons, etc.
4. Lined paper for writing.
5. Paste.
6. Scissors (to cut out pictures on page 37) (optional).
7. Magazines to cut out pictures (optional).
8. Make copies of Evaluation Form (page 35) (use at your discretion).



***Note to Mom or Dad:** These copies should last through Unit 5, including practice assignments scheduled in between units. Permission is hereby granted *to the original purchaser only* to reproduce as many copies of items found in the Reproducible Section of this Appendix as necessary *for his or her immediate family's use*.

INTRODUCTION



Remember when you learned to swim? It was a bright, beautiful July day. The air was warm, the water looked so inviting. Your dad had your hand tightly gripped in his. The two of you carefully approached the side of the pool. He let your hand go so you could peer over the edge, butterflies in your stomach. Then Dad shoved you into the deep end with a joyful shout of “Go forth and swim!”

OK, we hope that wasn’t really how you learned to swim. But guess what? That is essentially how many kids today learn to write. They are never taught a practical, step-by-step approach to writing. Instead, they are just expected to sit down with a piece of paper and a pencil and write with little or no guidance.

When asked to “write about your summer vacation,” many kids don’t know what to say or how to get started. They get extremely frustrated extremely quickly. Without direct instruction, kids simply have a hard time expressing in writing what they know, think, and feel. That’s why we developed this creative writing program. Think of it as swim lessons for young writers!

Writing Talent vs. Writing Skill

There are two dimensions to every writer: talent and skill. A few people have a natural talent for writing. Whenever they sit down to write, beautiful words flow freely. Unfortunately, you can’t teach writing talent. Writing skill, however, is completely different. All children can—and must!—learn the skill of writing so they can effectively communicate on paper.

Diamond Notes focuses on improving your children’s writing skill. We can not guarantee they will become the next Shakespeare, but we do believe that after using this course they will be able to clearly express themselves in well-written paragraphs, whether or not they have a natural talent

for writing. And for children who are naturally talented, this course will help them organize and channel their expressions even more clearly.

Introducing Diamond Notes

The Diamond Notes method breaks down the writing process into fundamental, easily-understood steps that teach students how to gather and organize their thoughts. Just as any coach teaches team members to practice a regular set of moves—like a throw to home plate in baseball—so Diamond Notes encourages students to practice its predefined steps. With Diamond Notes, comments like “But what do I do?” or “How do I start?” will be a thing of the past.

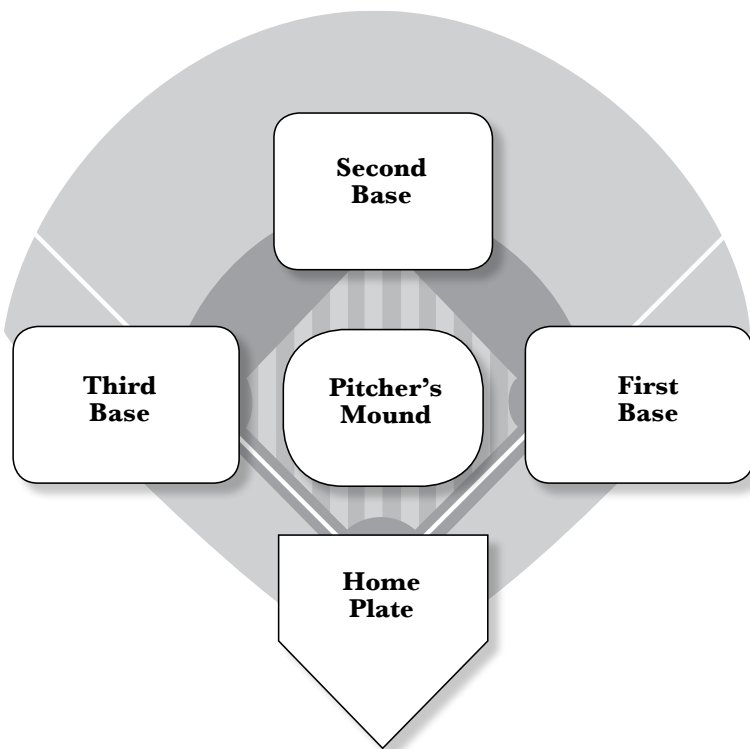
Diamond Notes will teach your children rudimentary outlining skills as they begin to write basic expository paragraphs. It works because it effectively trains them to organize their thoughts and plan out their writing so they can express what they have to say in a clear, understandable manner. After your children learn the thought processes behind the Diamond Notes method, they will be able to apply the method to any type of writing they may encounter.

Note to Mom and Dad: You will find many examples along the way to help you teach the Diamond Notes method to your children. Please be aware, though, that some of these examples may seem more advanced than what your children are able to create. That’s OK, because the examples are intended primarily to help you understand how the method works and how to explain it to your children. So please don’t use our examples as a yardstick to see how your children’s attempts are measuring up! If you want to gauge how they’re doing, use the Evaluation Form in the Reproducibles Section.

To see how Diamond Notes works, take a look at the picture at the top of the next page.



INTRODUCTION CONTINUED



All the action starts on the Pitcher's Mound, just like in baseball. The "Pitcher's Mound" represents the subject of the piece—what will later turn into the topic sentence. Once your children know the subject, they should "load the bases."

First Base should be the first event or the **most important point** related to the subject. **Second Base** is the **second event or second most important point** and **Third Base** is the **third event or third most important point**. Finally, **Home Plate** will be the **conclusion to their** paragraph. When the bases are loaded, they're done!

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Learning the Method

The Diamond Notes method starts with simple tasks, and then builds in complexity with each assignment. Here is a unit-by-unit look at what your children will be taught:

Since most young children are more comfortable drawing pictures than writing words, the first three lessons feature a simple, non-threatening introduction to the method. In the first lesson in **Unit 1**, your children will draw pictures on the diamond. In the second lesson, they will use picture cards to show they understand which items fit in a certain category. This sets the foundation for writing clear, focused paragraphs later, since only items that fit together belong on a diamond or in a paragraph.

(Note to Mom or Dad: If your children are bored using pictures, feel free to have them go ahead and use words from the start!)

Unit 1: Categorizing Ideas

Students learn how to:

- ✓ use the basics of the Diamond Notes method
- ✓ categorize and group items together
- ✓ determine what things belong on a diamond and what do not



Unit 2: Ranking Ideas

Students learn how to:

- ✓ rank items in order of importance
- ✓ evaluate and decide which items have the most value
- ✓ develop ideas and sequence them

The first lesson in **Unit 2** teaches how to rank ideas in order of importance. The next lesson transitions from using pictures to writing words. This progression helps students begin to organize their thoughts and ideas and put words together in a logical manner.



Unit 3: Phrases & Sentences

Students learn how to:

- ✓ present their thoughts in an organized manner
- ✓ use the diamond with phrases in addition to single words
- ✓ write three statements or reasons to back up a main point
- ✓ display emotion in writing
- ✓ write a conclusion sentence

The first lesson in **Unit 3** teaches how to write a concluding sentence that shows emotion. Later in the unit students will practice using the diamond to respond to a phrase. This lesson will challenge them to use higher-level thinking because they are now developing logical statements to defend a perspective instead of just listing items that fit a category. When they master this skill, they will be able to express their opinions by organizing and presenting their thoughts in a coherent manner.



Unit 4: Ideas into Sentences

Students learn how to:

- ✓ move thoughts from the diamond onto paper
- ✓ write a complete paragraph

The first lesson in **Unit 4** teaches how to transfer thoughts from the diamond to paper and write complete sentences that fit the topic. In the next lesson, students will put those sentences together to form a complete paragraph.



INTRODUCTION CONTINUED

Unit 5: Completing the Paragraph

Students learn how to:

- ✓ add details to a paragraph

Unit 5 teaches students how to add significant, interesting details to improve a paragraph. By the end of this unit, they will have written a strong paragraph, complete with a topic sentence, three main points, and interesting details.

See for Yourself

To monitor your children's progress, try this: Before the year starts, have them write about their best friend without giving them any additional instruction. Keep their work, and ask them to do this same assignment again after completing the Diamond Notes course. The improvement in just a few weeks should amaze you!

As you progress through this program, keep all of the work that your children create in a folder.

You will re-use some of their work in later assignments, and this folder will also help you to see how much your children improve.

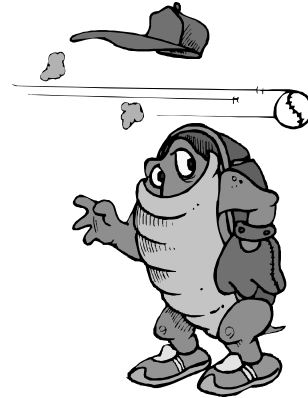
We hope you enjoy using this exciting new method. We recommend that you visit us on the Sonlight® Forums at forums.sonlight.com to interact with other parents who are using this program. If we can assist you in any way, please do not hesitate to contact us by emailing us at main@sonlight.com or calling us at (303) 730-6292. Happy writing!

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Topics list:

Here is a list of the specific topics we use for each assignment. If a topic does not interest your children, feel free to pick a different one that sparks their imagination. Just make sure that the topic you choose provides the same structural answer and isn't already used later in the process.



Unit 1 (pp. 10–11)

- Sports
- Tools
- Shapes
- Clothes
- Weather
- Animals
- Food

Unit 2 (pp. 12–13)

- Favorite Colors
- Favorite Foods
- Favorite Toys
- Favorite Ice Cream Flavors
- Favorite Subjects
- Favorite Snacks

Unit 3 (pp. 14–17)

- Favorite Drinks
- Favorite Pets
- Favorite Books/Favorite Movies
- I Love Winter
- My Mom Is Great
- Homeschooling Is Fun

Unit 4 (pp. 18–21)

- I Love Winter; My Mom Is Great; Homeschooling Is Fun (continued from previous unit)
- I Wish I Could Go To ...
- (and topics continued from previous lesson)

Unit 5 (pp. 22–25)

- (all topics continued from previous unit)



UNIT ONE

Lesson 1: Using Pictures to Group Items

Materials list:

- 3 copies of **Diamond A** (page 31)
- **Drawing supplies**
- **Pictures from magazines (optional)**
- **Paste (optional)**

“But Mom! I don’t know what to write.” You may recognize this as the signature call of frustrated children everywhere. If they’re sincere (and not just trying to get out of homework!), there’s probably some truth to their cry. Without some guidance, most children don’t know how to organize the many thoughts floating around their minds.

That’s why the Diamond Notes method starts here. The goal of Lesson 1 is to teach your children how to “load the bases” with items related to a topic (represented by the Pitcher’s Mound). They can draw pictures directly on the diamond’s bases or cut out pictures from magazines instead.

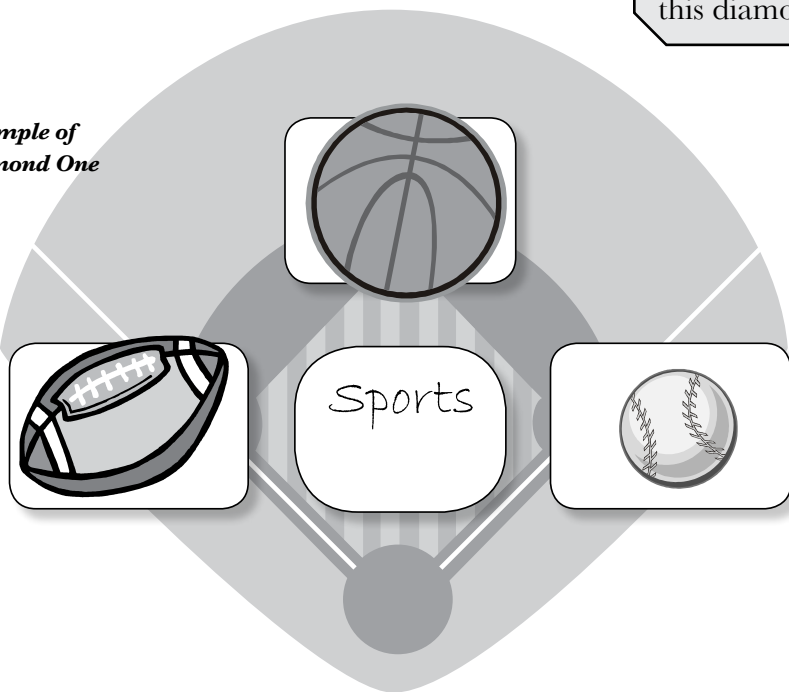
Don’t worry about the order of items right now. Your children should just concentrate on grouping items together appropriately. We will play favorites and rank items in Unit 2.

Once you have gathered the materials you need, use the following instructions to guide your children through the assignment.

Diamond One

The first diamond will be about sports, so have your children write **“Sports”** on the pitcher’s mound. Now, ask them about what sports they like. When they’ve chosen three sports, ask them to draw pictures that represent those sports on the three bases. For example, they could draw a baseball on first base, a basketball on second base, and a football on third base. Of course they don’t have to use those sports. As long as they have pictures that represent their chosen three sports on the bases and “Sports” on the pitcher’s mound, they’ve done this diamond correctly!

*Sample of
Diamond One*





Diamond Two

When they're done with the first diamond, move on to the second diamond, which will be about tools. Ask them to think of three tools and have them write the word **"Tools"** on the pitcher's mound. Then have them draw pictures of the tools on the bases. Since the pitcher's mound has the word "Tools" on it, all the bases should have pictures of tools on them.

Diamond Three

For the third diamond, ask your children to write **"Shapes"** on the pitcher's mound and think of three shapes. Have them look at the diamond itself if they need some help thinking of shapes! Then ask them to draw or paste pictures of those shapes on the bases.

Once they've finished their third diamond, that's all for the day. Good job!



Lesson 2: Pictures That Fit

Materials list:

- 4 copies of **Diamond A** (page 31)
- **Cut-out sheet** (page 37)
- **Scissors**
- **Paste**

In Lesson 2, you will challenge your children's understanding of the grouping process. Do they understand the concept of which items belong on a diamond and which do not?

Diamond One

The first diamond is going to be about clothes. Have your children write **"Clothes"** on the pitcher's mound of a new diamond. Then give them five picture cards, three that fit the category and two that do not. Ask them to place the correct cards on the bases. If they start to paste a card that doesn't belong, remind them of the topic to encourage them to choose the right cards. When they finish this diamond, congratulate them and reinforce that all the pictures fit because they are all kinds of clothes.

Diamonds Two Through Four

If the first diamond was difficult for your children, do the second diamond (**"Weather"**) the same way. If the second diamond still proves difficult, do the third (**"Animals"**) and fourth (**"Food"**) diamonds the same way.

For more of a challenge, have them do the remaining diamonds with all of the remaining picture cards. Ask them to paste the cards where they belong and tell them that some of the cards will not fit on any of the diamonds.

If you want to really challenge your children, don't tell them what topics should be on the pitcher's mounds and see if they can figure them out on their own.

Once they've finished all four diamonds, that's all for the day. Good job!



Unit Two

Lesson 1: Ranking Items

Materials list:

- 3 copies of **Diamond A** (page 31)
- Drawing supplies

OK. Your children have learned to group like items together and to exclude what doesn't belong. But now what do they do with what belongs? In Lesson 1 your children will learn to put items on the diamond in order of importance. The key here is that they understand that first base is for the most important thing, second base is for the second most important thing, and third base is for the third most important.

Diamond One

The first diamond is going to be about your children's favorite colors, so ask them to write **"Favorite Colors"** on the pitcher's mound. Then have them color first base their favorite color, second base their second favorite color, etc. When they're done, reinforce how they ranked their favorite colors using the bases.

Diamond Two

The second diamond is about their favorite foods, so have them write **"Favorite Foods"** on the pitcher's mound. They should then draw a picture of their favorite food on first base, their second favorite food on second base, etc.

Diamond Three

For the third diamond, have them write **"Favorite Toys"** on the pitcher's mound. Then ask them to draw a picture of their favorite toy on first base, etc.

When they've finished all three diamonds, reinforce how to use the bases to rank items that relate to a topic: if they're listing favorites, their favorite goes on first base, second favorite on second base, etc. Keep up the good work!

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*Sample of
Diamond Two*



Lesson 2: Ranking Items with Words

Materials list:

- 3 copies of **Diamond A** (page 31)

Lesson 2 is just like the last, except that your children will now write words on the bases instead of drawing pictures.

Diamond One

For the first diamond, have your children write **“Favorite Ice Cream Flavors”** on the pitcher’s mound. Ask them to write their favorite flavor of ice cream on first base, second favorite on second base, etc. When they’re done, lead them in a rousing chorus of “I Scream, You Scream, We All Scream for Ice Cream” or, better yet, head to the ice cream parlor for some hands-on research!

Diamond Two

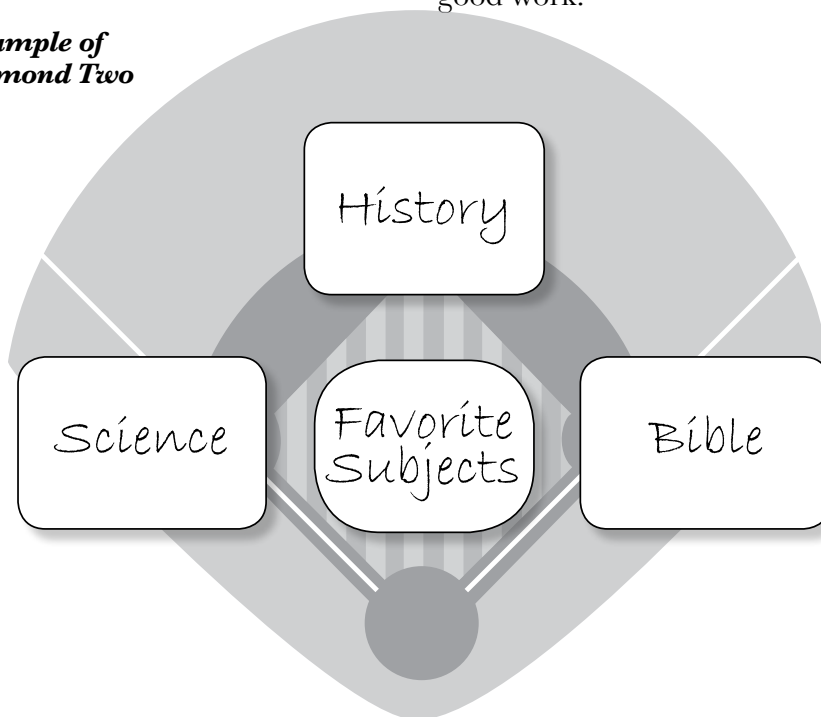
For the second diamond, your children should write **“Favorite Subjects”** on the pitcher’s mound. Ask them to think of their three favorite subjects that they study. Maybe they will write “Bible” on first base, “History” on second base, and “Science” on third base.

Diamond Three

For the third diamond, have them write **“Favorite Snacks”** on the pitcher’s mound. They should then write their favorite snack on first base, second favorite on second base, etc.

If the actual process of writing is difficult for your children, you can serve as their scribe. But if your children write well then by all means let them do the writing! When they’ve finished the third diamond, they’re done for the day. Keep up the good work!

*Sample of
Diamond Two*





UNIT THREE

Lesson 1: Adding Home Plate

Materials list:

- 3 copies of **Diamond A** (page 31)
- 3 copies of **Diamond B** (page 33)

Now that your children are comfortable loading the bases, it's time to bring a runner home. In Lesson 1 your children will learn to write about how the items on the bases relate to the topic on the pitcher's mound. We'll call this a "home plate" sentence.

Diamond One

The first diamond is going to be about **"Favorite Drinks."** As usual, ask your children to write this topic on the pitcher's mound. Then ask them to think of their three favorite drinks and write them on the bases in order of importance as they learned in the last unit.

Now ask them to think of a sentence to write on home plate that explains how the bases relate to the pitcher's mound, i.e. why these drinks are their favorites. For example, maybe they would write, "My favorite drinks are good when I'm thirsty on a hot day."

If your children struggle with this task, it may help to have them focus on how they feel about the topic as a whole, or, rather, about all the bases together. Keep in mind that they should not write a home plate sentence about one of the bases ("Root beer is great!"). Instead, make sure they write about how all of the items on the bases relate to the topic on the pitcher's mound.

See an example of this diamond on page 13. To help you evaluate your children's work, use the Evaluation Form on page 35.

Diamond Two

Have your children do the second diamond on "Favorite Pets." They should write their favorite pets (or the pets they most wish they had) on the bases. A good home plate sentence might be "My favorite pets are warm and furry." or "I wish I had a goldfish, a beta, and an angelfish because fish are beautiful to look at."

Diamond Three

For the third diamond, ask your children to write about their **"Favorite Books"** or **"Favorite Movies."** You know the drill by now. Don't forget home plate!

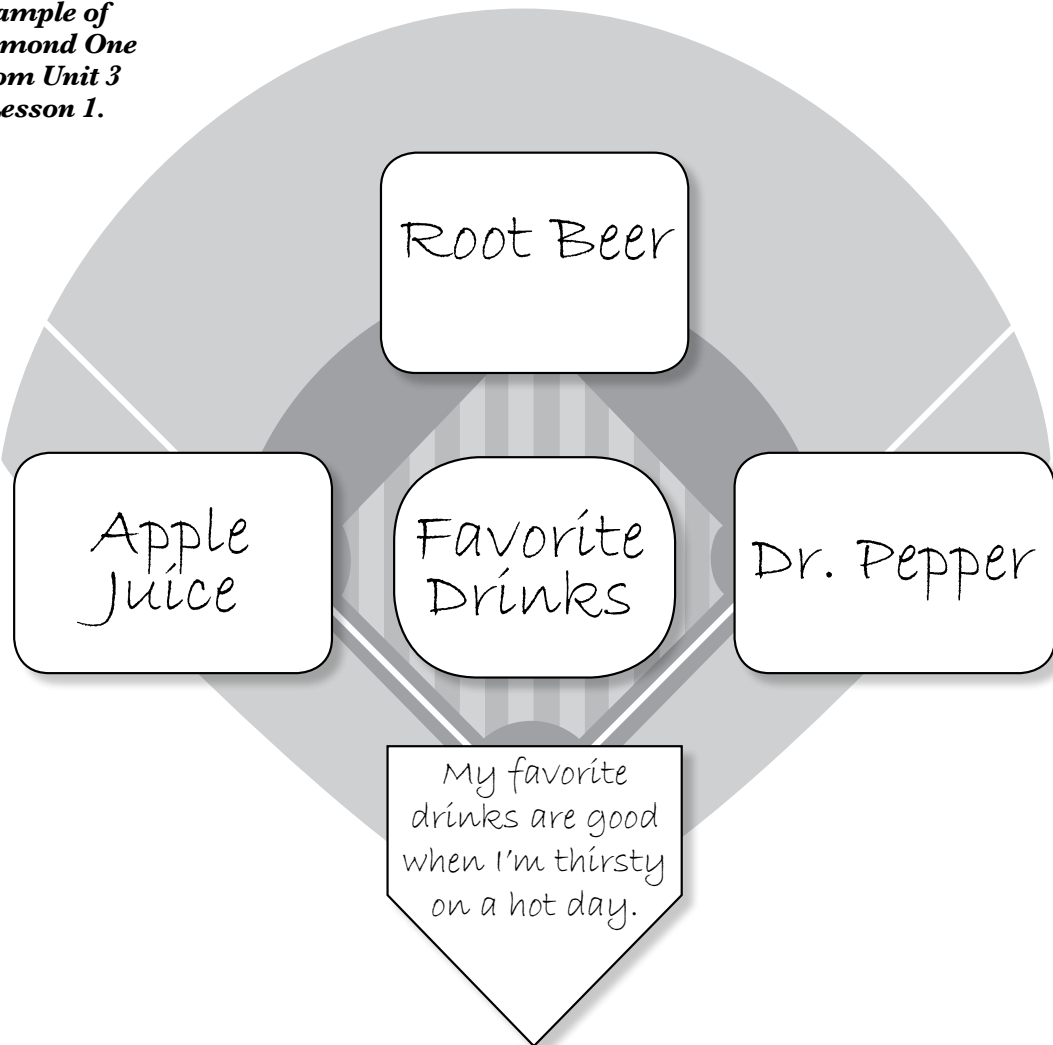
Note to Mom or Dad: If creating a good "home plate" sentence is hard for your children, feel free to spend a little extra time on this lesson. Make sure they understand this lesson before you let them move on.

When they're finished with Diamond Three, they're done for the day. Congratulations!





*Sample of
Diamond One
from Unit 3
Lesson 1.*





UNIT THREE CONTINUED

Lesson 2: A Phrase on the Pitcher's Mound

Materials list:

- 3 copies of **Diamond A** (page 31)

In Lesson 2, your children will move on to more complex topics. Instead of just a word or two, they will now write a phrase or a full sentence on the pitcher's mound.

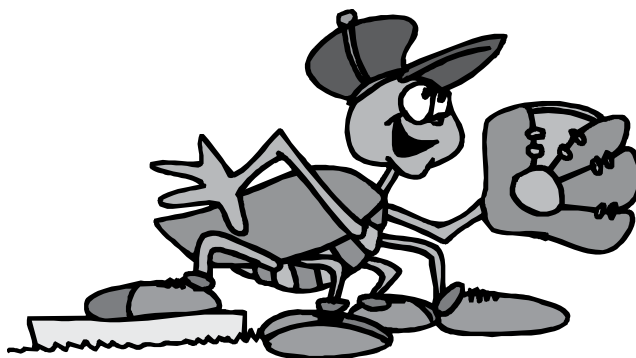
Remember: If your children don't yet write fluidly, you should serve as their "secretary" and write what they tell you. Don't let their physical inability to put words on paper stop them from learning the method!

Diamond One

For the first diamond, ask your children to complete the sentence, "I love winter because ____." They should write "**I Love Winter**" on the pitcher's mound, then their top three reasons they love winter in order of importance on the bases. Finally, they should add home plate. (See example on page 15.)

Diamond Two

For the second diamond, ask your children to think about how great their mom is. They should write "**My Mom Is Great**" on the pitcher's mound, then write the reasons she is great on the bases. Finally, they should end with a "home plate" sentence, such as "My mom takes the best care of me."



Diamond Three

For the third diamond, ask your children to think of the top three reasons that homeschooling is fun. They should write "**Homeschooling Is Fun**" on the pitcher's mound, then the reasons they think it's fun on the bases. Don't forget to make sure they include a home plate sentence that relates their reasons to the topic.

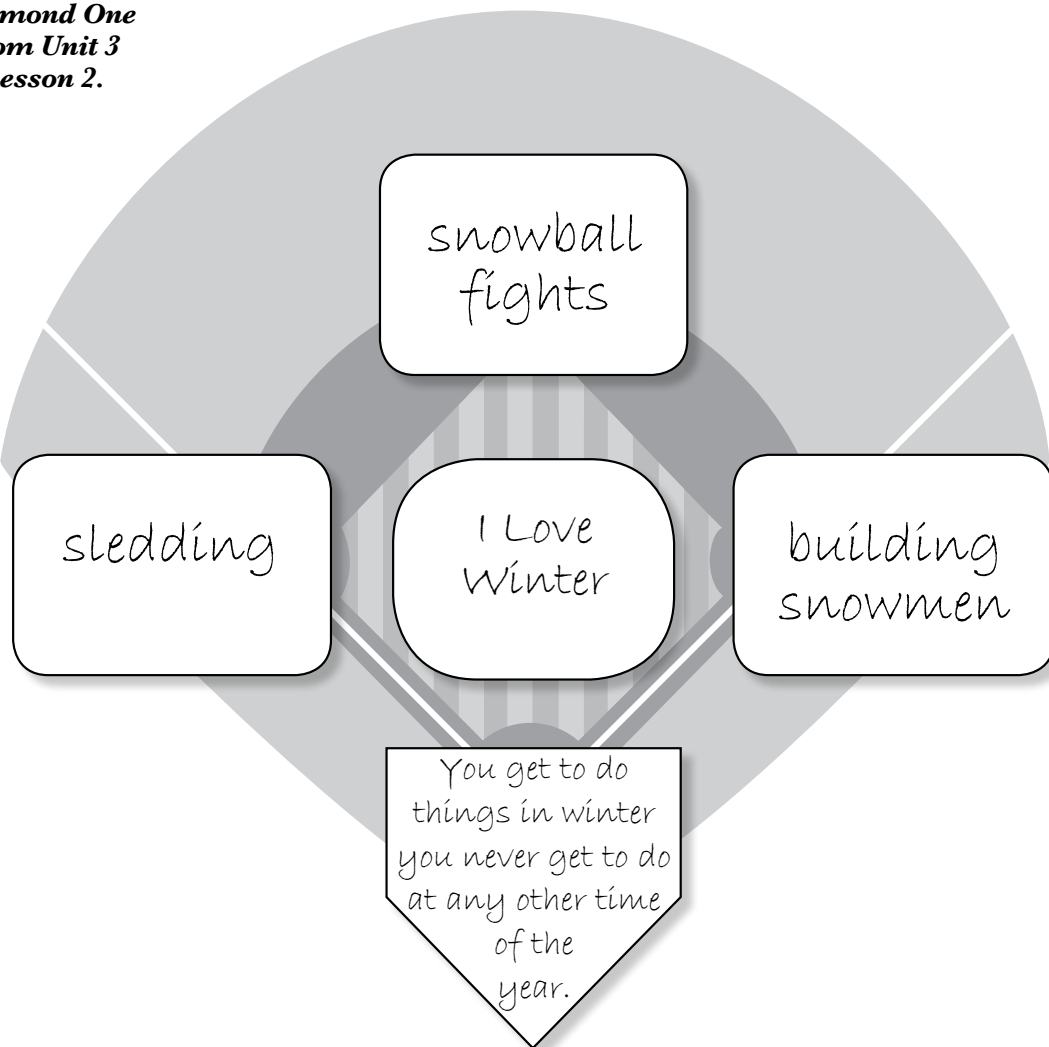
Note to Mom or Dad: By now you should have a good grasp of what Diamond Notes is all about. You can probably envision how the foundation you are forming now will help your children write later on. Children love to tell stories. You are merely helping them organize their thoughts on paper, painlessly creating an outline.

Note to Mom or Dad: You'll reuse the three diamonds your children have just created in each subsequent lesson. Keep them handy and be sure to complete only the parts that are assigned each time. And remember: don't be afraid to help them by acting as their scribe.

When your children have finished Diamond Three, they've completed today's assignment. Great work!



*Sample of
Diamond One
from Unit 3
Lesson 2.*



Evaluation Form

Use this chart to determine how well your children did on their assignment.

Needs Work

OK

Great!



PITCHER'S MOUND:

The phrase on the pitcher's mound accurately reflects the topic.



FIRST BASE:

What's written here is the most important point. It fits the topic and supports the main point.



SECOND BASE:

What's written here is the second most important point. It fits the topic and supports the main point.



THIRD BASE:

What's written here is the third most important point. It fits the topic and supports the main point.



HOME PLATE:

The home plate sentence accurately summarizes the paragraph or shows how the writer feels about a topic.



DETAIL:

Interesting and appropriate details spice up the writing and add meaning.



PARAGRAPH:

The paragraph puts all the pieces together properly.



SPELLING:

All words are spelled correctly.



HANDWRITING:

All words are legible and neatly written.

Needs Work	OK	Great!



Hat
Sun
Cat
Barbie
Ship

Pineapple
Dinnerware
Pants
Thunder Cloud
Scooter

Feather
Shirt
Grapes
Beach Chair
Elephant

Cake
Wind
Dog
Pyramids
Hot Air Balloon