

Appendix 2: Scope and Sequence: Schedule for Topics and Skills

Weeks	Spelling	Apply	Activity Sheet/Creative Expression	Activity (Optional)
1	Compound words	A/An, Alphabetize	Interview Your Family/Family Heritage (Narrative)	Memory Album (Narrative)
2	Suffixes	Possession	A Picture is Worth a Thousand Words/Tell It! (Imaginative)	Photo Prompt (Literary)
3	Two consonants between two vowels	Detail	How Do You ____?/Explain a Task (Explanation)	Explain from Memory (Explanation)
4	Two consonants between two vowels	Conjunctions, Parenthetical Phrase	Decalogue (Critical Thinking)	Describe Your Favorite Book (Descriptive)
5	Review	Quotes, Punctuation	Anticipating an Event (Narrative)	Rhyme
6	Open syllable	Quotes, Attributes, Homophones	Fill-in-the-Blanks/Two Faces (Descriptive)	Finish the Story (Imaginative)
7	One consonant between two vowels	Quotes—New paragraph for each speaker	Discuss an Invention (Imaginative)	Think Big (Imaginative)
8	Two syllable word end in y makes a long e sound	Prepositions	An Intriguing Person/Write About a Friend (Critical Thinking)	A Note of Clarification (Narrative)
9	-le	Contractions	Making Assumptions/Judge a Book by its Cover (Critical Thinking)	Break the Code (Analytical)
10	Diagraphs	Capitalization	Pet Behavior (Imaginative)	"I Am" Poem (Literary)
11	The suffix -ed	Metaphor	Sensory Poem (Poetry/Descriptive) Word Poem (Poetry/Imaginative)	Silly Word Poem (Literary)
12	The suffix -ed	Vivid Vocabulary	Research Marco Polo (Research) Write About An Explorer (Writing)	Future Explorers (Imaginative)
13	Words that end with -al plus -k, -l, or -m	Hyperbole, Reality Verses Fantasy	Disagree With a Character's Decision (Critical Thinking)	Describe a Culture (Descriptive)
14	-old, -olt, and -oll have long o sound	Personification	Find the Facts/Write a Newspaper Article (Summary/Imaginative)	News Report (Multiple Intelligence Activity)
15	-ild, -ign, and -ind have long i sound	Series	Title Prompt (Imaginative)	My Pet's Story (Imaginative)
16	Review	Descriptive Words	Interview a Character (Analytical/Imaginative)	Acrostic (Literary)

Appendix 2: Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Spelling	Apply	Activity Sheet/Creative Expression	Activity (Optional)
17	qu	Capitalization, Suffixes	My Talented Friend/My Friend's Description (Descriptive)	Eliminate "Being Verbs" (Process)
18	wr	Compound Words	Quilt Poem (Literary)	Gift Copy of Poem (Creative)
19	-dge says /j/	Commonly Confused Words (there, their, they're), Reference Books	Travel Journal (Imaginative)	Vacation Advertisement (Visual)
20	-ey says /ee/	Similes	Libraries Include Reference Books (Research) Family Vocabulary (Detail)	Rebus (Visual)
21	-tch says /ch/	Onomatopoeia	Blessing in Disguise (Imaginative)	Garage Discovery (Imaginative)
22	ar	Negatives, "Mad Libs"	Resource Books (Research) Write a Dialog (Dialog)	Familiar Character Dialog (Dialog)
23	or	Adjectives	Scientific Explanation/Write a Scientific Paper (Analytical)	Story-Starter (Imaginative)
24	er, ir, and ur say /er/	Detail	Paraphrased Story (Summary) Compare Versions (Analytical)	Alphabetical Order
25	wor says /wer/	Comparative/ Superlative Adjectives	Catalog Poem (Literary) Lune (Literary)	Family Event Record (Narrative)
26	Kn says /n/	Alliteration, Singular/ Plural Nouns	Description/Specific Details (Descriptive)	I Spy (Detail)
27	-igh says long i sound	Homographs	Cause and Effect (Imaginative)	Explain a Photo (Imaginative)
28	long -oo and short -oo	Antonyms	Show, Don't Tell/Descriptive Writing (Detail)	My Own Frindle (Critical Thinking)
29	ea	Predict Outcome, List Ordinal Numbers, Sequence, Graphs	Dream Room (Visual)	A Character Over to Play (Imaginative)
30	ie	Synonyms, Riddles	Accomplishment (Critical Thinking)	Solve the Riddles (Spelling)
31	-mb and -mn say /m/	Time Order Words	Research and Note Taking (Research)	Oral Report (Multiple Intelligence Activity)
32	oi and oy	More Capitalization, Suffixes	Outline/Research Paper (Research)	Cartoon (Visual)
33	ou and ow	Address Directly, Prefixes	Screen Play (Critical Thinking)	Act it Out (Dialog)
34	au and ow	Exclamatory Sentences	Favorite Book Commercial (Summary)	Word Code (Analytical)
35	ew, ui, ue and ou make the long -oo sound	Fact verses Opinion, Understand Pictures	A New Product/Advertisement (Multiple Intelligence)	Graphic Communication (Multiple Intelligence)
36	ei says long a sound	Finding Errors (Review)	I Improved (Process) Story-Starter (Imaginative)	"What I Learned" (Summary)

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LANGUAGE ARTS 4–5		WEEK 1			SCHEDULE
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Spelling/Phonics					
Spelling	Rule & Write	Write	Pre-Test	Check	Post Test
Activities	Index Cards				
Optional: MCP Word Study D	p. 1	p. 2	p. 3	p. 4	p. 5
Handwriting					
Readers					
More Stories From Grandma’s Attic	“When Grandma Was Young” and chap. 1	chaps. 2–3	chap. 4	chaps. 5–6	chaps. 7–8
Vocabulary Development					
Optional: Wordly Wise C	Exercise 1A				
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: Interview Your Family	D: Family Heritage	
					E: 5-Day: Memory Album
Other Notes					
All optional assignments are not included in the LA Package. Optional books are sold separately.					

Spelling/Phonics

Instruction

We recommend you use the methods described in this week's Notes: **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.

Optional: MCP Word Study D

Please find the answers to assignments in the Notes.

Handwriting

We schedule our recommended program, handwriting without tears on the schedule.

If you would like help scheduling *A Reason for Handwriting* or *Getty-Dubay*, please go online to www.sonlight.com/handwriting.html and download and print the appropriate file.

Vocabulary Development

Instruction

Since we pull all vocabulary words from the books you read with your children, you will find the vocabulary words in your Core Instructor's Guide.

Read the words in the sentences where they are found. Then ask your children to explain what they think the words mean. If they obviously understand the concept, move on. If not, or if you would like to stress dictionary skills, have your children look words up.

Write the title of the book you are using for vocabulary on the schedule pages and check off each day as you study vocabulary.

Optional: Wordly Wise C

Please find the answers to assignments in the Notes.

Creative Expression

Activity Sheets

You will find the copywork and exercises immediately after the Notes. If a day's assignment requires answers, you'll find them here in the Notes.

Extra Copywork Passages

We have children write daily. If your children balk at an assignment, simply have them do an optional copywork instead.

Recording Your Children's Stories

Initially, it's important for your children to enjoy expressing their thoughts and to get a good feel for the flow of a story. To do this, you will serve as their scribe, recording their stories on paper or a computer. Here's how:

1. Write their stories on paper or a computer exactly as they tell it to you. Don't "adultify" either the tone or vocabulary. When you read it back to them, it should sound exactly as it did when they told it to you. In all the exercises, remember, as much as possible, to let your children express themselves naturally, without interruption. Write the story just as they relate it. Your main goal is to help them gain skills in merely putting a story together, thinking creatively and expressing themselves verbally. One of the most valuable lessons you want your children to learn is that writing is fun.

This is not the time for editorial revision! Any corrections should be done later as you review the story with them and ask them if it sounds the way they intended.

2. While you don't want to distract your children with questions of correct grammar and verbal usage, every now and then during the writing process, you will want to read back to your children what they have written so far. That will help them to correct and add to what they have written. You'll also want to ask your children questions to encourage them to explain or expand upon their ideas.

For instance, your children may need help to think sequentially. Don't prompt them with leading questions—questions that presume the answer: "So then she went into the castle?" Rather, prompt them with open-ended questions like, "How did it begin?" "What happened next?" "Why?" "Is that all?" etc. Also, encourage your children to "flesh out" characters and scenes by asking questions like, "What did it look like?" "Why did he do that?" "How did you feel at that moment?" "What did he say?" etc.

Encourage your children to answer in complete sentences by saying “How should I put that in your story?”

If your children answer in an incomplete sentence, encourage them to complete it. (You want them to write the story; you shouldn’t have to supply any of the words.) So, you may ask, “Why did the dog scare you?” And your children will answer, “Because it was barking.” “So,” you’ll respond, “how should I put that into the story?” (You may need to reread the last few sentences to refresh their memory before they can answer.) “The dog scared me because it was barking!”

3. When the assignment is complete as far as your children are concerned, stop. Now is the time to edit.

As more than one author has noted, editing is the key to quality writing. It is not the ability to write that counts, but the ability to rewrite. It is important to practice this even from the youngest years. Help them to take the time to look critically at their own writing.

You may be wondering how you can make useful comments about your children’s creative expression. “I’m not a good writer myself!” you think. Yet you can provide immeasurable insight and help.

You know how to read. And you know when a sentence doesn’t make sense, or when a phrase is confusing, or when a word is being misused. That knowledge qualifies you to evaluate your children’s writing.

Beyond the raw improvement in writing skills, you and your children will be practicing a skill that every writer needs to develop: the ability to look at a piece of writing from the perspective of an “outsider” to see its weaknesses, to feel them strongly enough to want to improve, and then to take corrective action. This is what the editorial process is all about.

4. Once your children’s creation has been edited, you will want to write or type it neatly on a clean sheet of paper. At that point, with all corrections in place, the assignment is finished. Try to give your children some kind of tangible reward: a smiley face, a sticker, a written “Well done!”
5. Keep all assignments in a special binder. Years from now, this folio will provide pleasant memories.

Helpful Hint: Whenever possible, have your children think of a real person who might enjoy receiving a copy of their creation. When the assignment has been completed, photocopy it and send the copy to that person so he or she can enjoy what your children have written! (This adds additional motivation to do a good job.) If they have written to Grandma, make sure Grandma receives it. In addition, you may also want to read it to the rest of the family so they can hear and appreciate their accomplishment, as well. Let your children know that their stories are appreci-

ated. For more suggestions on how to get your children to write well, go to www.sonlight.com/write-well.html.

What to expect and what to demand: initially, your children may not be able to think of much more than a few sentences for any one assignment. That’s okay. As they develop their abilities, their stories will get longer. Your main goal, anyway, is not to encourage your children to churn out pages and pages of words, but to put a paper together in a logical order and think creatively. One of the greatest lessons you want them to learn is that making up stories and communicating new ideas is fun.

By and large, we believe these assignments should be quick and relatively easy. Unless your children are clearly dragging their feet, don’t make any of the assignments last more than fifteen minutes to a half hour. If your children want to spend more time, don’t discourage them! But certainly don’t require longer periods of work.

Day 1

Spelling/Phonics

Rule & Write

Read the rule; talk it through; look at the list of words. Have your children write the words on a large whiteboard 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. Of course they like the non-teaching parent—or grandparents—to see their paper-based work, too. But there’s something especially satisfying about seeing one’s work in big letters out there “for all the world to see.”)

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

Words: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

Activity | Index Cards

From your Spelling Words, write the individual words that form each compound word on an index card:

in

side

Have your children form compound words with the cards.

Optional: MCP Word Study D | p. 1

1. box 2. pool 3. coat 4. pan 5. ham 6. cap 7. bed
8. lion 9. airplane 10. five 11. bib 12. bug 13. cook
14. breakfast 15. bacon 16. pan 17. toaster 18. drink
19. bran

Readers

More Stories From Grandma's Attic | "When Grandma Was Young" and Chapter 1

Setting

Michigan; 1880

Overview

Set on a farm in Michigan more than one hundred years ago (1880), the stories are remembrances of the author's grandmother.

To Discuss After You Read

Q: Why did Pa bring the goat into the house?

A: *its mom had twins and refused to care for the little goat; Pa hoped Ma could nurse the baby goat to health*

Q: How did Mabel survive her night in the barn?

A: *her big brother came and kept her company*

Timeline and Map Activities

📍 Michigan (C9) (map 1)

Vocabulary Development

Optional: Wordly Wise C | Exercise 1A

Creative Expression

A: Copywork 1

Have your children copy the sentences found on "A: Copywork 1" **Week 1 Activity Sheet** directly after these notes.

Optional: Copywork 2¹ (use on the days your children feel uninspired to write)

"That was a good lesson for me," Grandma said. "I was often careless after that, but I was careful not to be quite so positive about what I would do again. And I never blamed the Lord for my mistakes, either."

Day 2

Spelling/Phonics

Write

Write the words on paper, practicing spelling and handwriting. Talk through the rules again.

Words: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

1. *More Stories from Grandma's Attic*, p. 26.

Optional: MCP Word Study D | p. 2

1. are 2. puppy 3. part 4. shop 5. likes 6. look 7. kind 8. that 9. heard 10. to 11. grow 12. fifteen 13. coat 14. this 15. dogs 16. once 17. own 18. wants 19. counter 20. food 21. collar 22. family 23. thanks 24. new 25. name

Readers

More Stories From Grandma's Attic | Chapters 2–3

To Discuss After You Read

Q: Why didn't Mabel win the contest? [chap. 2]

A: *she was careless and misspelled a word on her sampler*

Q: Why do the girls decide to dress a pig? [chap. 3]

A: *the size of the animal was right and it was a living creature—more fun than a doll*

Creative Expression

B: Copywork Application

Most adults never even think about when to use "a" or "an." It just comes naturally. Or so we think! As a result, we don't explain the concept to our children.

Have your children read the sentence from yesterday's copywork with "a" instead of "an." Have them read it again with "an." Ask if one is easier to say than the other.

Explain that we use "a" before words that start with consonant sounds and "an" with words beginning with vowel sounds. Have your children read the sentences from *More Stories from Grandma's Attic* under "B: Copywork Application" on **Week 1 Activity Sheet** with "a" before each word, and then with "an."

Ask your children which words sound better and are easier to say with "a" and which ones work better with "an." It may take a few repetitions. Offer guidance, if necessary. Have your children circle the correct word. (1. *an*, *a*; 2. *a*; 3. *an*)

Your children will also be asked to place words in alphabetical order. Remind them to begin with the first letter. If the first letter is the same, go to the second letter. (4. *animal*, *chin*, *foot*, *giraffe*, *goose*, *mongoose*, *shelter*)

Day 3

Spelling/Phonics

Pre-Test

Take a pre-test. Read the words to your children out loud, slowly and distinctly, permitting them enough time to write each word accurately. Have your children spell the written word back to you. If they misspell one, have them immediately rewrite the correct spelling. At the end of the test, make sure they rewrite any misspelled words correctly five times.

If your children need to copy the misspelled word(s), then permit them to do that. We are after mastery. If copy-

ing permits mastery, then let your children copy! If your children misspell a word, talk it through; is there a rule they ignored? Is there some other way they can better remember to spell the word correctly in the future? Do pop quizzes on misspelled words later in the day.

Words: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

Optional: *MCP Word Study D* | p. 3

1. fan—ant cat hand **2. gift**—six pin bib **3. duck**—bug sun bus **4. mop**—block box top **5. egg**—bed jet hen

Readers

More Stories From Grandma's Attic | Chapter 4

To Discuss After You Read

Q: What does the author learn about prayer?

A: *God is concerned about the big and small things*

Creative Expression

C: Interview Your Family

In *More Stories from Grandma's Attic*, a young girl learns about her grandmother's childhood through listening to stories. Have your children start recording your own family history by asking a family member—Mom, Dad, or grandparents—to tell stories about their childhood.

For prewriting, have your children interview a family member. Find a list of questions on “C: Interview Your Family” **Week 1 Activity Sheet**, but feel free to alter them. Jot down notes of the stories. After your children have heard a few stories, ask them to select the one they feel is most interesting. This will be the story they will write about tomorrow. Remind them to ask for lots of details as they talk to people about their stories. (*Answers will vary*)

Day 4

Spelling/Phonics

Check

If there were any misspelled words yesterday, then make up a sentence (or sentences) in which the word (or words) appear and have your children write the sentences. Again, check for accurate spelling. If the spelling words were misspelled, then have your children rewrite them again, accurately, five times each. If your children had a perfect spelling pre-test yesterday, see if you can come up with “silly sentences” that include as many of the weeks' words as possible and have your children write these sentences.

Words: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

Optional: *MCP Word Study D* | p. 4

1. spot 2. bus 3. sat 4. bat 5. hit 6. tags 7. sun 8. next 9. pitch 10. rests 11. up 12. fast 13. crack 14. top 15. run 16. wins 17. stand 18. hugs 19. happy 20. have

Readers

More Stories From Grandma's Attic | Chapters 5–6

Vocabulary

The Village Blacksmith: a classic poem by Henry Wadsworth Longfellow that is a tribute to American blacksmiths; based upon an actual blacksmith shop on Brattle Street in Cambridge, Massachusetts. [chap. 5]

To Discuss After You Read

Q: Was the family sorry they took in a stranger? [chap. 5]

A: *no*

Q: How did the family prepare for a snowstorm? [chap. 6]

A: *they brought in extra food for the animals, extra wood for the stove, extra food from the cellar, and tied a rope from the house to the barn*

Q: How did the Lord answer their prayers? [chap. 6]

A: *the doctor was lost and saw their light, he came and cared for Ma*

Creative Expression

D: Family Heritage

Using the family story your children chose yesterday, record this piece of family heritage in writing on a separate piece of paper. If they are able, have them tell the story in the present tense, as if it is taking place right now, not thirty years ago.

If your children enjoy this activity, it can become a fun and cherished project. They can record various family stories and bind them, preserving your family history! Here's what a finished family story might look like:

It was a sight to see. The elevator doors would slide open and I'd shoot the newspapers out, down one side of the hall and then the other before the doors would close. I had good aim. I could fling the paper right to where it should land.

I already had done several floors faster than ever and I just knew I could get all the papers delivered in record time. As the elevator slowed at the 5th floor it seemed to be moving at a snails pace. I decided to help it along and jerked the doors open. The floor was knee high and the elevator shuttered to a stop. There would be no record for John today.

Day 5

Spelling/Phonics

Post Test

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

Words: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

Optional: *MCP Word Study D* | p. 5

1. bone 2. five 3. tape 4. heel 5. cube 6. radio
7. seal 8. rake 9. key 10. vase 11. cone 12. notes

Readers

More Stories From Grandma's Attic | Chapters 7–8

Vocabulary

truant officer: an employee of a school system who investigates the absences of students. [chap. 7]

“A pig in a poke”: to buy “a pig in a poke” means to make a blind bargain or to make a deal without sufficient scrutiny or knowledge. This phrase came from a formerly common trick of trying to pass off a cat as a suckling pig on an unsuspecting buyer by concealing it in a bag or “poke.” The companion phrase “to let the cat out of the bag” refers to the point at which the trick was revealed. [chap. 8]

To Discuss After You Read

Q: Why did Roy’s parents make him give Mabel the slate? [chap. 7]

A: *he told her he would and they made him keep his word*

Q: Did the boy’s trunk contain treasure? [chap. 8]

A: *no, only rusty nails*

Q: Have you ever bought “a pig in a poke?” Did you learn your lesson as well as Reuben & Roy? [chap. 8]

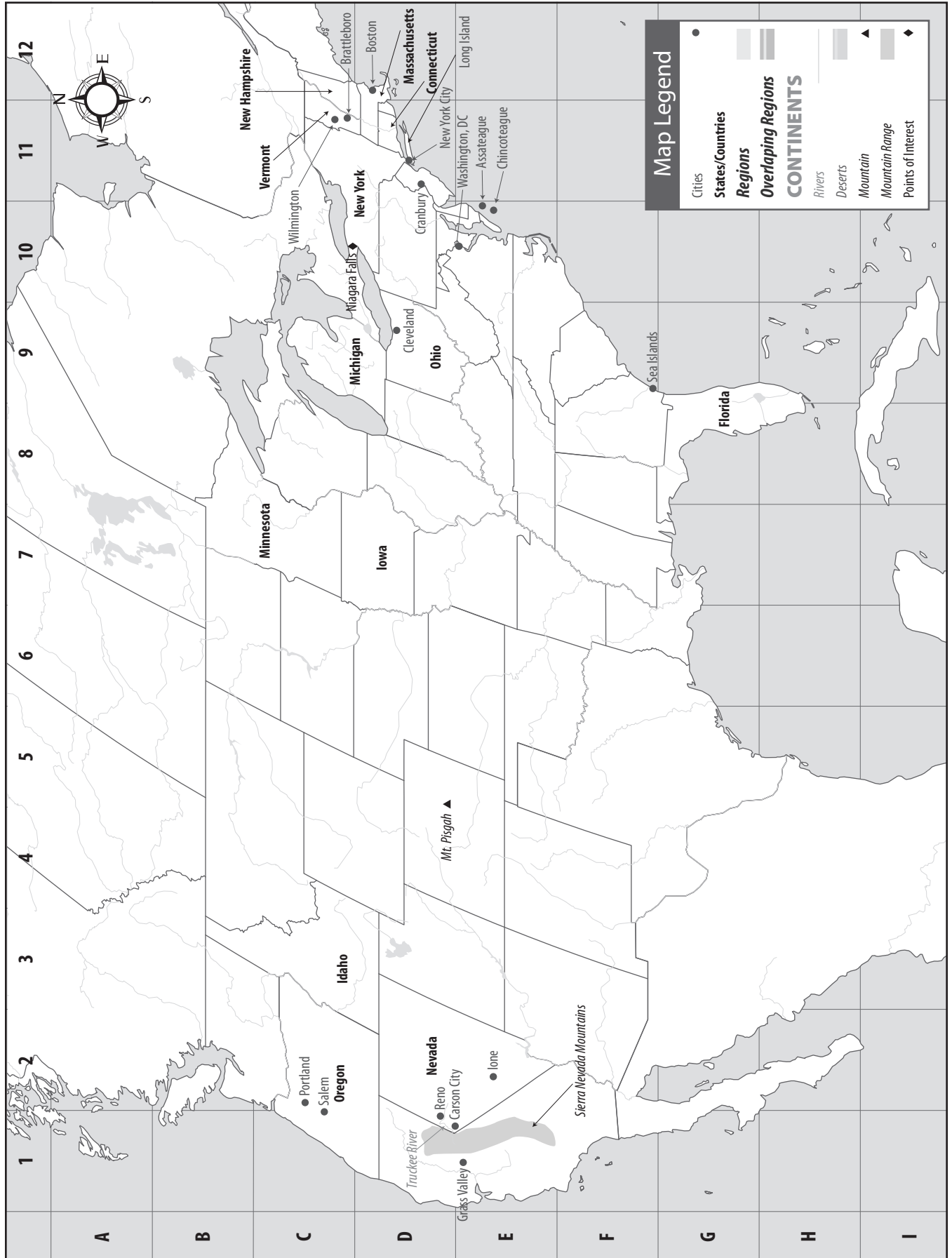
Creative Expression

E: 5-Day: Memory Album

Start a family heirloom. Have your children make a binder and include yesterday’s assignment. Different family members can include memories and pictures to complete the memory album. This can be a fun Sunday afternoon family activity, too. Each family member can have a few pages to record memories, draw or paste pictures, and share emotions. Once these pages are complete, the whole family can enjoy them together. ■

Language Arts 4-5—Map 1

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**A: Copywork 1¹**

If an animal needed special care, it stayed in the kitchen.
I really enjoyed those times, especially if it was one I could
help with.

B: Copywork Application

Circle the correct bold word.

1. Ma agreed and hurried to find **a** / **an** old blanket and a box for **a** / **an** bed.
 2. Pa found **a** / **an** good place for me to sleep.
 3. Sarah Jane looked at it carefully; then **a** / **an** odd expression came over her face.
 4. Write a sentence that correctly uses **an**.
-
-

5. Place the following words in alphabetical order:

mongoose foot animal shelter goose chin giraffe

1. *More Stories from Grandma's Attic*, p. 12.



LA Week 1 Activity Sheet

C: Interview Your Family

Name of person interviewed: _____

Tell me about a funny thing that happened when you were growing up: _____

Tell me about an interesting learning experience you had growing up: _____

Tell me about your favorite childhood memory: _____

Tell me about a family tradition and how it started: _____

D: Family Heritage

On your own piece of paper (or writing notebook), record your piece of family heritage.

E: 5-Day: Memory Album

We added _____ to our album.



LANGUAGE ARTS 4–5		WEEK 2			SCHEDULE
Date:	Day 16	Day 27	Day 38	Day 49	Day 510
Spelling/Phonics					
Spelling	Rule & Write	Write	Pre-Test	Check	Post Test
Activities	Index Cards				
Optional: MCP Word Study D	p. 6	p. 7	p. 8	p. 9	p. 10
Handwriting					
Readers					
More Stories From Grandma’s Attic	chap. 9	chaps. 10–11	chaps. 12–13	chap. 14	chap. 15–end
Vocabulary Development					
Optional: Wordly Wise C	Exercise 1B				
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: A Picture Is Worth a Thousand Words	D: Tell It!	
					E: 5-Day: Photo Prompt
Other Notes					

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Day 1

Spelling/Phonics

Rule & Write

Rule: Suffix: an ending added to a root word: – **ful**, – **ing**, – **est**, – **ed**, – **ness**; usually the root word doesn't change.

Words: feeling, eating, thankful, sickness, tallest, illness, readable, loading, saying, badly

Activity | Index Cards

From your spelling words, write the root word on an index card and a suffix on a separate card. Have your children combine the two cards to form the new word. How many suffixes work appropriately with the various words? (e.g., thankful, thanking)

Optional: *MCP Word Study D* | p. 6

1. blind 2. June 3. breeds 4. These 5. fine 6. retriever
7. day 8. Duke 9. holds 10. leads 11. waits 12. go 13. say
14. way 15. trained 16. five 17. like 18. team

Readers

More Stories from Grandma's Attic | Chapter 9

To Discuss After You Read

Q: Why are chores important?

A: *they make you a part of the family, and work is a good thing*

Vocabulary Development

Optional: *Wordly Wise C* | Exercise 1B

Creative Expression

A: Copywork 1

Have your children copy the sentences found on "A: Copywork 1" **Week 2 Activity Sheet**.

Optional: Copywork 2¹

It seemed like we sat on that log for hours. We sang all the songs we knew, and recited all the poems we had learned. As the shadows lengthened in the woods, it became harder to sit still, rather than trying to find our way out.

Day 2

Spelling/Phonics

Write

Words: feeling, eating, thankful, sickness, tallest, illness, readable, loading, saying, badly

Optional: *MCP Word Study D* | p. 7

1. fence 2. circus 3. car 4. cane 5. pencil 6. cymbals
7. celery 8. cereal bicycle center city lace circus
cymbals camel cents pencil cane

Readers

More Stories from Grandma's Attic | Chapters 10–11

To Discuss After You Read

Q: Describe how the farm was different when Grandma was a child. [chap. 10]

A: *no phone, no electricity, no running water*

Q: Why would a rag doll be stuffed with food, like popcorn or rice? [chap. 11]

A: *it was the materials they had available and allows for relatively free movement—like a bean bag*

Creative Expression

B: Copywork Application

This week, your children's copywork showed simple **possession**, or ownership. Show your children the **'s** on **Mrs. Carter's** and discuss possession.

Explain to your children that, when one person owns something, we add **'s** to the end of his or her name to show possession: Jim's bicycle, Sarah's doll, David's book, Rebecca's crayon. Have your children rewrite the sentences on "B: Copywork Application" **Week 2 Activity Sheet** to show possession with **'s**. (1. *Claude took Maria's crayons.* 2. *Jimbo jumped the curb with Carl's scooter.* 3. *Why can't we read Mike's books?* 4. *Ronda loves to walk Ernesto's dog.*)

1. *More Stories from Grandma's Attic*, p. 44.

Day 3

Spelling/Phonics

Pre-Test

Words: feeling, eating, thankful, sickness, tallest, illness, readable, loading, saying, badly

Optional: *MCP Word Study D* | p. 8

1. s 2. s 3. s 4. s 5. s 6. s 7. s 8. h 9. s 10. s 11. h
12. h 13. h 14. s 15. h 16. group again (magic)
17. none (large) (energetic) (stage) 18. group great grand
(orange) 19. green (magician) 20. guess (cage)

Readers

More Stories from Grandma's Attic | Chapters 12–13

Vocabulary

biography: a book about a person's life along with the interesting things they do. [chap. 13]

To Discuss After You Read

Q: Mabel hadn't told a lie about the pencil, but what did she do wrongly? [chap. 12]

A: *she had kept back the truth*

Q: Where do many good stories come from? [chap. 13]

A: *writing about things in our lives*

Creative Expression

C: A Picture Is Worth a Thousand Words

Please find the Story-Starter Picture on "C: A Picture Is Worth a Thousand Words" **Week 2 Activity Sheet**. Have your children create a story to explain the drawing. They can discuss what led up to the action drawn or what happens afterwards.

See **Week 2 Activity Sheet** for some questions to spur their imagination. Jot down some notes for your children to refer to tomorrow. (*Answers will vary.*)

Day 4

Spelling/Phonics

Check

Words: feeling, eating, thankful, sickness, tallest, illness, readable, loading, saying, badly

Optional: *MCP Word Study D* | p. 9

1. college 2. cool 3. badge 4. groups 5. center 6. gold
7. cement 8. circle 9. cases 10. huge 11. guests 12. great

Readers

More Stories from Grandma's Attic | Chapter 14

To Discuss After You Read

Q: Why doesn't it work to try to cover up sin?

A: *sin usually comes to light and even if it doesn't, God knows*

Creative Expression

D: Tell It!

Today, your children will write a story on their own sheet of paper about the drawing they studied yesterday. Here's what a sample imaginative story might look like:

Little Johnny Wilson threw the ball as high as he could into the air. "Fetch!" he called. His dog, Brutus, took off in a flurry of paws and fur, chasing the ball beyond the fence into the construction zone down the street. "Oh no!" shouted Little Johnny. "Stop, Brutus!" But Brutus did not stop. When he was told to fetch, he always got the ball—no matter what it took.

By the time Little Johnny made it to the construction site, Brutus had the ball in his mouth, tail wagging furiously. Unfortunately, he also happened to be sitting in the bucket of a front-end loader. "Brutus, come!" yelled Little Johnny. But Brutus would not come. He just wagged his tail and waited for Little Johnny to come get him.

When Little Johnny reached Brutus, he felt a sudden jolt and heard an engine roar to life. Then, he and Brutus sensed that they were moving. When they peered over the edge of the bucket, they were both surprised to see the ground receding before them! Brutus barked in fear, dropping the ball onto the ground below. The front-end loader's driver saw the ball and brought the machine to rest. Relieved, Little Johnny and Brutus escaped from the bucket and promised not to play fetch by the construction site any more!

Day 5

Spelling/Phonics

Post-Test

Words: feeling, eating, thankful, sickness, tallest, illness, readable, loading, saying, badly

Optional: *MCP Word Study D* | p. 10

1. The treats were placed on the window ledge to cool.
2. traces 3. cinnamon and ginger 4. The pals had cider to drink. 5. The car is kept in the garage. 6. fancy
7. Cinderella had eaten the girls' snacks.

Readers

More Stories from Grandma's Attic | Chapter 15–end

To Discuss After You Read

Q: Why does Ma recommend confessing sin early?
[chap. 15]

A: *your conscience bothers you*

Q: What does the Bible mean by “your brother”? [chap. 16]

A: *any other person*

Q: What sometimes happens when you pray for your enemies? [chap. 16]

A: *they become friends*

Creative Expression

E: 5-Day: Photo Prompt

Have your children choose a photo from a magazine and write a story about it just as they did with the imaginative drawing earlier this week. ■



A: Copywork 1¹

“We can’t put the pig in with Mrs. Carter’s baby!” I protested. “She wouldn’t like that. Besides, Lucy’s still asleep. We might wake her up.”

B: Copywork Application

Rewrite the following sentences to show possession with ‘s.

1. Claude took the crayons that belong to Maria. _____

2. Jimbo jumped the curb with the scooter that belongs to Carl. _____

3. Why can’t we read those books that belong to Mike? _____

4. Ronda loves to walk the dog that belongs to Ernesto. _____

5. Write a sentence of your own that shows possession. _____

1. *More Stories from Grandma’s Attic*, p. 30.



LA Week 2 Activity Sheet

C: A Picture Is Worth a Thousand Words

1. What happens in the Story-Starter picture?

2. Who is in the picture? _____

3. What are they doing?

4. How did they get into this place?

5. What will happen next? _____

D: Tell It!

On your own piece of paper (or writing notebook), write a story about the Story-Starter picture.

E: 5-Day: Photo Prompt

On your own piece of paper (or writing notebook), write a story about a photo from a magazine.



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LANGUAGE ARTS 4–5		WEEK 3			SCHEDULE
Date:	Day 11	Day 212	Day 313	Day 414	Day 515
Spelling/Phonics					
Spelling	Rule & Write	Write	Pre-Test	Check	Post Test
Activities	Dividing Words				
Optional: MCP Word Study D	p. 11	p. 12	p. 13	p. 14	p. 15
Handwriting					
Readers					
The Whipping Boy	chaps. 1–6	chaps. 7–11	chaps. 12–15	chaps. 16–18	chap. 19–end
Vocabulary Development					
Optional: Wordly Wise C	Exercise 1C				
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: How Do You ____?	D: Explain a Task	
					E: 5-Day: Explain from Memory
Other Notes					

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Day 1

Spelling/Phonics

Rule & Write

Rule: When a consonant is repeated and is between two vowels, divide the word between the two consonants—vc/cv.

Words: dinner, hello, mitten, sudden, yellow, zipper, puppet, attic, button, matter

We learn how to divide words to spell more easily. When we divide words into syllables we can often figure out how to spell a word.

Activity | Dividing Words

Have your children write each spelling word with the dividing symbol in it. (*din/ner, hel/lo, mit/ten, sud/den, yel/low, zip/per, pup/pet, at/tic, but/ton, mat/ter*)

Optional: *MCP Word Study D* | p. 11

1. fly 2. pretzel 3. bridge 4. claw 5. crow 6. plants
7. train 8. drum 9. planks 10. trail 11. blue 12. pretty

Readers

The Whipping Boy | Chapters 1–6

Setting

ca. AD 1000–1400

Overview

While living as a whipping boy for “Prince Brat,” Jemmy dreams of returning to the sewers as a rat catcher. When Prince Brat is bored and decides to run away, he takes Jemmy with him.

Caught by highwaymen just after setting off for their adventure, the boys must use their wits and work together to escape.

Vocabulary

ferret: a type of weasel that resembles a yellow mink, with dark tail, feet, and mask. [chap. 2]

highwayman: a person who robs along a public road. [chap. 5]

“Prince on the hoof”: means a prince that rides a horse—sometimes livestock being sold for meat is referred to as “on the hoof,” meaning it hasn’t yet been slaughtered, the animal is still living. [chap. 5]

To Discuss After You Read

Q: What was Jemmy’s role at the palace? [chap. 1]

A: *to take whatever punishment was due to the prince*

Q: How did Jemmy become educated? [chap. 2]

A: *he had to be on hand for the prince’s lessons, and he learned inadvertently*

Q: Why does the prince decide to run away? [chap. 3]

A: *he’s bored*

Q: Why does Billy decide to ask for 55 pounds of gold for Prince Brat’s ransom? [chap. 6]

A: *that is what he figures the prince weighs—and he is asking for his weight in gold*

Vocabulary Development

Optional: *Wordly Wise C* | Exercise 1C

Creative Expression

A: Copywork 1

Have your children copy the sentences found on “A: Copywork 1” **Week 3 Activity Sheet**.

Optional: Copywork 2¹

Jemmy vanished into the wild green tangle. He jumped a great fallen log, ducked under low-hanging branches, and, like a rabbit, made sudden changes in direction.

Day 2

Spelling/Phonics

Write

Words: dinner, hello, mitten, sudden, yellow, zipper, puppet, attic, button, matter

Optional: *MCP Word Study D* | p. 12

1. flap flip flop 2. slap slam slim 3. trick track crack
4. grade grape drape 5. plank plane place
6. trip trap tram 7. track 8. grape 9. trip 10. plank 11. crack
12. place 13. drape 14. flap 15. flop

Readers

The Whipping Boy | Chapters 7–11

To Discuss After You Read

Q: Why does Jemmy pretend to be the prince? [chap. 8]

A: *to rescue the true prince*

Q: What does Jemmy say is a prince’s ransom? [chap. 8]

A: *a wagon full of gold and jewels*

1. *The Whipping Boy*, p. 41.

- Q: Explain Jemmy's plan to get the prince back to the palace safely. [chap. 9]
 A: *he pretends to be the prince and demands that his "whipping boy" [the prince] deliver the message and the crown; that way the king will know that the thieves have the "right" prince*

Creative Expression

B: Copywork Application

Have your children review yesterday's copywork and circle words that give extra detail or add meaning to the passage. Does "it was forbidden" have more impact than "it was not OK" or even "it was not allowed"? How about the string of words describing spankings? Take a moment to discuss the effects of these words with your children. Do they make the passage more interesting? Do they make your children focus more on certain parts?

Have your children rewrite the sentences on "B: Copywork Application" **Week 3 Activity Sheet** using more detail. They can add a string of words, like the ones for spanking in the copywork, or they can think up stronger words (like "forbidden") to use in place of those given. (*Answers will vary.*)

For example:

My mom cooks fantastic meals. She can slice, dice, sauté and bake better than anyone else I know.

Day 3

Spelling/Phonics

Pre-test

Words: dinner, hello, mitten, sudden, yellow, zipper, puppet, attic, button, matter

Optional: MCP Word Study D | p. 13

1. spoon 2. spring 3. swim 4. stamp 5. skunk 6. splash
 7. smile 8. screw 9. snake 10. string 11. skis 12. snow
 13. storm 14. stream 15. skid 16. sway 17. slip 18. scarves
 19. snug 20. sleet

Readers

The Whipping Boy | Chapters 12–15

To Discuss After You Read

- Q: How does the thieves' message get delivered?
 [chap. 12]
 A: *in the saddlebags of the horse*
- Q: Why doesn't the prince want to go back? [chap. 14]
 A: *he likes being dirty, he is having fun, he doesn't figure anyone will miss him*

Creative Expression

C: How Do You ____?

In *More Stories from Grandma's Attic*, Mabel wants to win the school's handwork competition, although she doesn't tend to be very careful or detail-oriented when she works. Mabel tells about the careful design, planning, and stitching she does. Just as Mabel's project has lots of steps to explain, so do many tasks your children enjoy.

Today, have your children choose a task they enjoy. Brainstorm the details of this activity with them in detail. Use the questions on "C: How Do You ____?" **Week 3 Activity Sheet** as a guide. Jot down notes for them to use tomorrow. (*Answers will vary.*)

Day 4

Spelling/Phonics

Check

Words: dinner, hello, mitten, sudden, yellow, zipper, puppet, attic, button, matter

Optional: MCP Word Study D | p. 14

1. sled 2. squirrel 3. scarf 4. screen 5. smoke 6. stars
 7. stool 8. sling **across:** 3. squirrel 4. sled 5. squeezed 6. smell 7. square 8. strawberry 9. split **down:** 1. smoke 2. squad 4. strap 5. splash 6. slice 7. strip

Readers

The Whipping Boy | Chapters 16–18

To Discuss After You Read

- Q: Why do the highwaymen believe Jemmy fooled them with his note? [chap. 16]
 A: *a wagon full of gold would slow them down*
- Q: How do Jemmy and the prince reach the city?
 [chap. 17]
 A: *they ride in a coach*
- Q: How do the prince's subjects view him as future king?
 [chap. 18]
 A: *they dread his rule*

Creative Expression

D: Explain a Task

Using their notes from yesterday, have your children explain a task in detail on a separate sheet of paper. Is the order in which steps are performed important? If so, make sure your children set forth the steps in the proper sequence. Will someone who has never done this task before be confused by certain steps? Encourage your children to elaborate on potentially-confusing aspects of the task, explaining why things are done a certain way. Here's what a sample explanation paragraph might look like:

Taking the trash out at our house is harder than it sounds. First, you need to empty all of the trash cans inside the house into the big trash can in the garage. There are smaller trash cans in the kitchen, downstairs bathroom, upstairs bathroom, and the game room. After you empty these smaller cans into the big can in the garage, you need to take the big can down to the curb for pick-up by the garbage truck. Then, you have to replace the trash bags in all of the small cans inside. Finally, you need to bring the big can back into the garage once the trash truck has emptied it.

Day 5

Spelling/Phonics

Post-Test

Words: dinner, hello, mitten, sudden, yellow, zipper, puppet, attic, button, matter

Optional: *MCP Word Study D* | p. 15

1. tint 2. wink 3. king 4. risk 5. cast 6. want 7. think
8. cramp 9. hunt 10. chump 11. mast 12. bend 13. ramp
14. bask 15. paint 16. toast 17. tend 18. bunt 19. bond
20. band 21. sink 22. vest 23. stump 24. coast 25. limp 26.
blend 27. print 28. mask 29. plank 30. rent 31. task

Readers

The Whipping Boy | Chapter 19–end

To Discuss After You Read

Q: What happened to the highwaymen? [chap. 19]

A: *they stowed away on a convict ship*

Q: How did the prince change? [chap. 20]

A: *he wanted friends and to learn to stop causing mischief and to be brave*

Creative Expression

E: 5-Day: Explain from Memory

Pull out an illustrated book your children have listened to or read in the past couple of months. Have them relook at some of the illustrations in the book and then explain to you verbally what they understand and remember about the illustration, the story, or a related concept of their choosing. Prompt them with questions to clarify. Be encouraged by all your children have learned! ■

**A: Copywork 1¹**

Prince Brat knew that he had nothing to fear. He had never been spanked in his life. He was a prince! And it was forbidden to spank, thrash, cuff, smack, or whip a prince.

B: Copywork Application

Rewrite the following sentences using more detail.

1. I thought the sundae tasted good.

2. My dog is smart.

3. My mom cooks great meals.

1. *The Whipping Boy*, p. 2.



LA Week 3 Activity Sheet

C: How Do You _____?

1. What task will you describe? _____

2. What is the purpose of this task? _____

3. What skills or equipment does someone need for this task? _____

4. What are the steps involved in this task? _____

D: Explain a Task

On your own piece of paper (or writing notebook), explain a task in detail.

E: 5-Day: Explain From Memory

I told the story _____ from memory.