

# Quick Start Guide

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

### 1 Get to Know Your Instructor's Guide

Your Instructor's Guide (IG) gives you the structure and flexibility to teach your children with confidence. Your Language Arts IG features a complete year's instruction in writing mechanics and creative writing. Add Handwriting and Spelling programs of your choice to round out their learning.

Before you dive into your new Sonlight materials, familiarize yourself with your IG. Remember that you are in control of your homeschool; the wealth of information in your IG is here to help you. Only you can decide the right pace for your family. Your IG is a tool to make your life easier as you shape your children's education.

### 2 Plan Your Schedule

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

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

### 3 Organize Your Activity Sheets

Activity Sheets help your children interact with the concepts they're learning. Find them (along with sample answers) behind your Schedule pages. Some parents choose to place the Activity Sheets in a separate binder, so that children may work on them independently when assigned. If you think you might reuse your Language Arts IG in a few years with a younger child, we recommend you purchase an extra set of Activity Sheets when you buy the IG. That way, you'll still have matching Activity Sheets even after we update the IG you're using.

### 4 Start Your Language Arts Journey

Ready? Set? Go! Your Language Arts IG lets you to teach well from the very first day. As you progress, adapt the curriculum to meet your needs. Need to go faster or slower? Need to use more/less than what we offer? Sonlight puts you in control of your homeschool journey and enables you to customize your children's educational experience. Our goal is to make your job easier, help you overcome obstacles, and protect your family's interests. Please contact us if we can help. Visit us at [www.sonlight.com/help](http://www.sonlight.com/help) or call (303) 730-6292.

## Subjects for Language Arts Levels 3–6

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

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

<b>Language Arts 4—Schedule for Topics and Skills</b>			
<b>Weeks</b>	<b>Apply</b>	<b>Activity Sheet/Creative Expression</b>	<b>Activity (Optional)</b>
1	Personification (Figurative Language)	A Gold Nugget's Tale (Short Story/ Narration)	Illustrate Your Story (Artistic)
2	Simile (Figurative Language)	Five Parts of the Friendly Letter (Structure) Write the Friendly Letter (Organization)	Revision (Writing Process) Address an Envelope (Structure)
3	The Outline (Pre-writing)	Spin Your Tale! (Narration)	Revise (Writing Process)
4	Synonym (Word Choice)	The Narrative Poem (Narration)	Perform Your Master Piece (Public Speaking)
5	Rules and Commands (Imperative Sentences)	A Bill of Rights (Statements)	Plan for the Future (Personal Response)
6	Adjectives (Writing Description)	Describe (Word Choice)	Revise (Writing Process)
7	Journal Entry (Personal Writing)	Journal Topics (Personal Response)	Reflect (Personal Response)
8	The Hook (Structure)	Organize & Write the News Article (Objective Writing)	Writing with Art (Imaginative)
9	Topic Sentences (Structure)	Parts of a Business or Formal Letter (Organization)	Similes and Personification (Figurative Language)
10	Transitions (Structure)	Follow and Write Directions (Expository Writing)	Try it Out (Interaction with Writing)
11	Metaphor (Figurative Language)	Poetry: Limerick and Definition (Types of Poems)	Diamante (Poetry)
12	Hyperbole (Figurative Language)	Homographs (Word Choice) Write a Tall Tale (Use of Exaggeration)	Storytelling (Public Speaking)
13	Venn Diagram (Comparison/ Contrast)	Comparison/Contrast Essay (Expository Writing)	Cartoon Illustration (Artistic)
14	Supporting Details (Structure)	The Biography and Interview (Expository Writing)	The Biography Project (Organization)
15	Brainstorm (Pre-writing)	Inventor's Log and Inventor's Activity (Imagination)	Fairy Tales (Artistic)
16	Mind Mapping (Critical Thinking)	Create and Write Invention (Scientific and Expository Writing)	Definition Poem (Artistic)
17	Advertising Techniques (Critical Thinking)	Writing an Advertisement (Persuasive Writing)	Advertisement (Artistic)
18	The Summary (Comprehension)	The Book Review (Personal Response) Design the Book Jacket (Artistic)	Letter to the Author (Organization/Communication)

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

<b>Weeks</b>	<b>Apply</b>	<b>Activity Sheet/Creative Expression</b>	<b>Activity (Optional)</b>
19	Research Skills (Process)	The Thesis Statement & Research (Organization)	Design a State Quarter (Artistic)
20	Note Cards and Source Cards (Research Process)	How to Take Notes and Record Sources (Format/Organization)	Write a Short Story (Narrative)
21	The Research Outline (Research Process)	Body Paragraphs & The Introduction and the Conclusion (Organization/Writing Process)	A Travel Brochure (Artistic)
22	Revise (Research Process)	Final Copy and Works Cited (Research Process) A State Poem (Application)	Abbreviations (Cultural Facts)
23	Combine Sentences, Part 1 (Sentence Fluency)	Family Traditions (Expository Writing)	Alphabet Poem (Imaginative)
24	Combine Sentences, Part 2 (Sentence Fluency)	Science Fiction Dialogue (Imaginative Writing)	Write (Critical Thinking)
25	Cause and Effect (Comprehension and Recognition)	Write a Cause and Effect Rhyme & Paragraph (Critical Thinking and Organization)	Write (Joke/Use Cause and Effect)
26	Using Symbols (Figurative Language)	The Concrete Poem (Use Figurative Language)	Rebus Riddle (Artistic)
27	Parts of the Plot (Comprehension and Recognition)	Design a Board Game about a Novel (Critical Thinking and Imaginative)	Play the Game (Interaction with Writing)
28	Character and Conflict (Structure)	The Plot Diagram (Novel Organization)	Narrative Poem (Imaginative)
29	Responding to Literature (Concept Connections)	Response Journal (Critical Thinking and Analysis)	Writing with Art (Imaginative)
30	ABC Book Chart (Concept Connection)	ABC Book (Beginning Analysis)	Without Literary Elements (Figurative Language)
31	Fact and Opinion (Critical Thinking)	What is a Hero? & The Hero Essay (Descriptive Writing)	Interview Dialog (Imaginative)
32	The Book Review (Concept Connections)	Write the Book Review and Illustrate (Critical Thinking and Artistic)	Write a Prayer (Imaginative)
33	Organize for a Speech (Process)	Deliver a Speech (Public Speaking)	Listen to a Speech (Evaluation and Modeling)
34	Persuasive Techniques (Components of Persuasion)	Writing a Persuasive Letter (Critical Thinking and Application)	Persuasion and Advertising (Persuasive Techniques)
35	Pre-writing a Script (Process)	Writing a Script for a Puppet Show (Imaginative Narrative)	Persuasive Letter (Persuasive Techniques)
36	Write & Design an Invitation (Artistic)	Building the Set and Performing the Puppet Show (Public Speaking)	Reflection on Reading (Personal Narrative)










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# LANGUAGE ARTS 4

## WEEK 1

### SCHEDULE

Date:	Day 1 <sup>1</sup>	Day 2 <sup>2</sup>	Day 3 <sup>3</sup>	Day 4 <sup>4</sup>	Day 5 <sup>5</sup>
<b>Spelling</b>					
<b>Sequential Spelling</b>  <sup>1</sup>					
<b>Handwriting</b>					
<b>Optional: Handwriting Schedules</b>  <sup>1</sup>					
<b>Grammar</b>					
<b>Optional: The Grammar Ace</b>  <sup>1</sup>	Lesson 1				
<b>Readers</b>					
<b>5-Day: By the Great Horn Spoon!</b>	chap. 1	chaps. 2–3	chaps. 4–5	chap. 6–mid. p. 76	p. 76–chap. 8
<b>4-Day: By the Great Horn Spoon!<sup>2</sup></b>	chaps. 1–2	chaps. 3–4	chaps. 5–6	chaps. 7–8	
<b>Vocabulary Development</b>					
<b>Instruction</b>  <sup>1</sup>					
<b>Optional: Wordly Wise 3000-4</b>	Exercise 1A		Exercise 1B	Exercise 1C	
<b>Writing</b>					
<b>Assignment</b>  <sup>1</sup>		Personification	Organization	A Gold Nugget's Tale	Optional:  <sup>1</sup> Illustrate Your Story
<b>Activity Sheets</b>  <sup>1</sup>	Activity Sheet 1: Dictation 	Activity Sheet 1: Personification 			
<b>Other Notes</b>					

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

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

### Spelling

#### *Sequential Spelling*

We recommend *Sequential Spelling* to improve your children's spelling. For more information about this program, please visit [www.sonlight.com/sequential-spelling.html](http://www.sonlight.com/sequential-spelling.html). Complete the daily spelling exercises. Use the "Spelling" line on your weekly schedule to record what you did.

### Handwriting

#### *Optional*

Choose the handwriting program you prefer, then record on this line what your children have done.

If you would like help scheduling *A Reason for Handwriting* or *Getty-Dubay*, please go online to [www.sonlight.com/la-handwriting.html](http://www.sonlight.com/la-handwriting.html) and download and print the appropriate file. A schedule for *Handwriting Without Tears* is provided in the Teacher's Guide and is listed as "Teaching Guidelines."

However, please consider handwriting instruction at this level optional—use a formal handwriting program only if your children need practice. Otherwise, use your children's dictation work to check their handwriting.

### Grammar

Do Sonlight's *Grammar Ace* this year, or in 5th, 6th or 7th grade. Choose the grade that works best for your children.

### Vocabulary Development

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

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

### Writing

#### Day 1

#### *General Dictation Instructions*

Dictation gives students practice in handling sentences. It directs their attention to structure, grammar, spelling, punctuation, and capitalization. It increases vocabulary and familiarizes the students with words they already know. Dictation links spoken language with written language.

The activity sheets include one dictation exercise per week. We offer an optional dictation to use on days when your children feel uninspired to write more creatively. All dictation exercises should be done in cursive, as neatly as possible.

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

#### **Method #1**

Dictation method #1 (Dr. Beechick's method #6 on page 43 in her book *The Three R's*) involves two steps. First, your children will look at the selection from which you will be dictating (see the top of Activity Sheet #1), and note any words, capitalizations, or matters of punctuation that require special attention. Your children should then take no more than five to ten minutes to prepare for the final dictation. Preparation may involve writing out unfamiliar words, practicing spelling them out loud or on paper, trying to remember how a word looks by "seeing" it in their mind, drawing a word in large letters written in mid-air with an imaginary pen, etc.

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

Before handing their papers to you, your children should check their work for errors. They should mark and correct them. Discuss with your children what you think they have done particularly well, but also be faithful to point out where you think they may have a weakness.

**Note to Mom or Dad:** If you see consistent spelling, punctuation, or handwriting problems (keep a record on the schedule pages), it would be a good idea to do a special review or instruction on that area using a reference list of spelling rules.

## Method #2

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

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 dictation passages found in the Notes each week.

### ***Dictation: By the Great Horn Spoon!, p. 3***

It was not once upon a time—it was precisely the twenty-seventh day of January in the year 1849. Gold had been discovered in California some twelve months before and now, in a rush, the Gold Rush was on.

### ***Optional Dictation Passage: By the Great Horn Spoon!***

You may use these passages if your children choose not to write another assignment.

#### **p. 3**

The ship was bound for the gold fields with 183 passengers—not counting the stowaways. Hundreds of gold-seekers had been left at the dock clamoring for passage. The California fever was sweeping through the cities and towns and villages like a heady wind.

#### **p. 168**

Jack tried not to think about Boston. It would soon be time to start back and all they had to show for their labors was a worthless map. Poor Aunt Arabella, he thought. They would lose the house for sure. The entire trip to California was beginning to look like a wild-goose chase.

When they got the hole four feet deep they couldn't go any farther. They hit bedrock.

And struck gold.

## Day 2

### ***Personification***

#### **Personification**

Personification gives human qualities to animals or inanimate objects.

Ex. The **wind moaned** and **breathed, speaking** to all that winter is here.

The **sun smiled** on the park, **calling** children from all around to come and play.

The **fire snapped angrily** at the dry trees.

The wind may sound like it moans, but breathing and speaking are human characteristics. What effect does the personification have in the example sentence? The sentence could have been written as follows: "There is a strong wind, which indicates to everyone that winter is here?" Do your children see the difference? Which sentence do they prefer?

### ***Follow the directions on Activity Sheet 1***

#### ***Activity Sheet 1 Answer Key***

#### **Personification**

1. ring, dancing
2. wind, pick her up; carry her along
3. mountains, stood
4. stagecoach, climbed
5. snow, breast
6. kittens, lost their mittens
7. throb, ran
8. visions of sugar plums, danced

## Day 3

### ***Organization***

#### ***Gold Rush Story from the Perspective of a Gold Nugget***

You have been reading about the California Gold Rush in *By the Great Horn Spoon!* This week you will write a short story about the California Gold Rush. Write it from the perspective of a piece of gold.

**Note to Mom or Dad:** Amateur photographers usually shoot pictures from eye level, wherever that may be. Whether they are taking a picture of a mountain off in the distance or a turtle at their feet, they shoot the picture standing up.

Before a professional photographer takes a picture, he or she studies the subject to see which angle will provide the greatest visual interest. Take the turtle for example. Have you seen turtles before? How do you normally view them? From the top, right? That's how you would see a photograph of a turtle shot from eye level when you were standing up.

But suppose you were to squat on the ground and set your camera in such a way that you could take a picture of a turtle from the turtle's eye level. Have you ever seen a turtle from that perspective? How about from under the turtle—looking up at it as it walked by? Would that be an interesting photograph? Possibly! Far more interesting, certainly, than the common view from up above.

It's the same with writing. Your children's writing will be more interesting if they can pick an unfamiliar view, a new angle, something that few people have done before. That's why this week's creative expression assignment is to be written from the perspective of a piece of gold. "Everybody" has heard the story from the perspective of a human being. Your children's challenge is to tell the story in a new and, hopefully, more interesting way by telling it from the perspective of a gold nugget.

As your children tell the gold nugget's story, they will need to personify the nugget. Encourage them to give their nugget a human name, human life, and human problems.

Writers often use pre-writing to organize their thoughts and to develop ideas. In addition to helping them overcome writer's block, pre-writing helps your children to focus their ideas, to develop topics, and to organize the order of the content. We will learn about different types of pre-writing as the year progresses. Today for their pre-writing, ask your children to make a chart with five columns for the five senses that a human has. Remember the nugget is in 1849 in San Francisco.

What does the nugget see? Hear? Taste? Smell? Touch?

## Day 4

### *A Gold Nugget's Tale*

Use your pre-writing chart with the five senses to pretend you are a piece of gold that was found by some prospector during the California Gold Rush. How did he (or was it a she?) find you? What did he do with you? Were

you put in a bank? Were you sold? What happened then? Where are you today? Or, rather, what are you today? Do you know? Remember to have a beginning, middle, and end to your story. Be descriptive and have fun writing your story!

Your finished story should be 3–4 paragraphs long. Here's what a sample story might look like:

My name is Nate and I'm a wedding ring who belongs to a guy named Maurice. Sure, it might not sound like I lead an exciting life, but my life was not always so boring. In fact, I started out life as a gold nugget in a crystal-clear stream in California. Ah, those were the days ...

As a child, I hung around the stream bed, occasionally moving downstream with a particularly-strong current. Then one day, everything changed. A smelly man named Pete stomped into the stream and rudely dislodged me and several of my friends from the bottom. His stubby fingers soon grabbed me and held me close to his cold, evil eyes.

Inexplicably, he then bit me with his dull, yellow teeth, nodded approvingly, and dropped me into a leather bag that smelled like sweat and minerals. The darkness nearly suffocated me. I resolved to persevere, however, and soon found myself tumbling out onto a cold, hard marble counter.

Another strange man Pete called "the jeweler" carefully studied all my sides and then placed me on a soft, warm cloth. Thankfully, Pete left after "the jeweler" gave him a wad of cash. Unfortunately, I would never return to my beautiful stream bed. "The jeweler," who happened to be named Maurice, carefully crafted me into the beautiful, shiny golden ring you now see wrapped around his finger. I miss the stream, but I have to admit that life with Maurice can be quite exciting.

## Day 5

### *Illustrate Your Story (Optional)*

Draw and color a scene from your story. Does your drawing match your written description? Why or why not?

#### **A Note about Optional Day 5 Assignments:** Dr.

Beechick recommends that students write every day; however, we realize that some families prefer using a 4-day schedule. For that reason, we have designated Day 5 as an optional day. Day 5 logically falls at a time that is ideal for revision of the week's writing, but that does not mean that those working with the 4-Day schedule should not revise. If you have chosen to use our 4-Day program, plan to revise written work on Day 1 of the following week, after the Dictation exercise. However, Day 5 will not always be a revision day, either! In some weeks, Day 5 will also include some unique and fun writing activities as well. ■



## Dictation

*By the Great Horn Spoon!*, p. 3

It was not once upon a time — it was precisely the twenty-seventh day of January in the year 1849. Gold had been discovered in California some twelve months before and now, in a rush, the Gold Rush was on.

## Personification

Writers use **personification** to add human characteristics to objects and animals. Just like special effects add excitement to a movie, personification adds interest and excitement to a written description. Listed below are some examples of personification from *By the Great Horn Spoon!* and the *Oxford Illustrated Book of American Children's Poems*. Discuss what they mean and the mental pictures that they create. For each sentence, name the object that is personified and the human quality that it has. Then try writing some of your own sentences using personification.

1. "A sailor with a gold ring dancing in his ear was filling a lamp with whale oil."

Object: \_\_\_\_\_ Characteristic: \_\_\_\_\_

2. "The wind seemed to pick her up and carry her along like a feather."

Object: \_\_\_\_\_ Characteristic: \_\_\_\_\_

3. "As they walked along Jack kept gazing back at the mountains, the great Sierra Nevadas. They stood dark blue and purple against the hot morning sky."

Object: \_\_\_\_\_ Characteristic: \_\_\_\_\_

4. "The stagecoach climbed as if it were part mountain goat."

Object: \_\_\_\_\_ Characteristic: \_\_\_\_\_

5. "The moon, on the breast of the new fallen snow, gave the lustre of midday to objects below."

Object: \_\_\_\_\_ Characteristic: \_\_\_\_\_

6. "Three little kittens lost their mittens and they began to cry ..."

Object: \_\_\_\_\_ Characteristic: \_\_\_\_\_

7. "A deep throb ran through the ship — and then another."

Object: \_\_\_\_\_ Characteristic: \_\_\_\_\_

8. "... While visions of sugar plums danced in their heads ... "

Object: \_\_\_\_\_ Characteristic: \_\_\_\_\_





## LANGUAGE ARTS 4

## WEEK 2

## SCHEDULE

Date:	Day 1 <sup>6</sup>	Day 2 <sup>7</sup>	Day 3 <sup>8</sup>	Day 4 <sup>9</sup>	Day 5 <sup>10</sup>
<b>Spelling</b>					
<i>Sequential Spelling</i>					
<b>Handwriting</b>					
<b>Grammar</b>					
<b>Optional:</b> <i>The Grammar Ace</i>	Lesson 2				
<b>Readers</b>					
<b>5-Day:</b> <i>By the Great Horn Spoon!</i>	chaps. 9–10	chaps. 11–12	chaps. 13–14	chaps. 15–16	chaps. 17–18
<b>4-Day:</b> <i>By the Great Horn Spoon!</i>	chaps. 9–11	chaps. 12–13	chaps. 14–16	chaps. 17–18	
<b>Vocabulary Development</b>					
<b>Optional:</b> <i>Wordly Wise 3000-4</i>	Exercise 1D		Exercise 1E	Exercise 2A	
<b>Writing</b>					
<b>Assignment</b> <input type="checkbox"/>		Five Parts of the Friendly Letter	Organization	Write the Friendly Letter	Optional: Finish the Letter
<b>Activity Sheets</b> <input type="checkbox"/>	Activity Sheet 2: Dictation & Grammar Gem: Simile <input type="checkbox"/>				Optional: Activity Sheet 2: Revision Checklist <input type="checkbox"/>
<b>Other Notes</b>					

## Week 2—Notes

### Day 1

#### **Dictation: *By the Great Horn Spoon!*, p. 83**

A hilltop telegraph had signaled the arrival of a side-wheeler and now it seemed as if all of San Francisco had turned out. The wharf was alive with men, women and children—not to mention dogs, mules and chickens. Seagulls flocked in the air like confetti.

#### **Optional Dictation Passage: *By the Great Horn Spoon!*, p. 98**

“The steward tells me they’re Digger Indians. Quite tame. They dig for roots and acorns and are a menace to nothing but wasps and grasshoppers—which they consider a delicacy.”

#### **Grammar Gem: Simile**

Occasionally, a Grammar Gem will accompany the dictation. Grammar Gems demonstrate how grammar applies to writing. They provide an opportunity for your children to gain familiarity with new concepts.

#### **Follow the directions on Activity Sheet 2**

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

##### **Simile**

1. Seagulls flocked in the air like confetti.
2. The seagulls’ gathering and confetti flying in the air.
3. Answers will vary.
4. e.g. Seagulls flocked liked debutantes at the ball.

### Day 2

#### **The Five Parts of the Friendly Letter**

**Heading:** The heading gives your address and the date.

**Greeting:** The greeting tells who will receive the letter.

**Body:** The body contains your message. It has a beginning, middle, and end.

**Closing:** The closing is a sign-off from you.

**Signature:** The signature gives your name.

In chapter two and three of *By the Great Horn Spoon!*, reread Jack’s letter to his Aunt Arabella and his sisters. Can you find all five parts of the friendly letter? What is missing? Does Jack’s letter have a beginning, middle, and end? Notice how each paragraph has a main topic. Yesterday, you learned about similes as a Grammar Gem. Can you

find the simile that Jack used in his letter? (“Captain Swain says my nose looks like a molting chicken!”) Do you think they will understand what Jack is trying to tell them?

### Day 3

#### **Organization**

In our modern world, people rarely handwrite friendly letters. They usually send an e-mail or make a phone call. What is special about a handwritten friendly letter? How is it different than an e-mail or text message? On Day 4, you will be asked to write a friendly letter to someone. To whom would you like to write? Does this person live far away or close? What would you like to tell this person about yourself? Will you write about other people? Your friends? Your family?

Discuss what you would like to write in your friendly letter. Write a list of things that you’d like to tell others.

### Day 4

#### **Write the Friendly Letter**

Write a friendly letter. Try using a simile, like Jack did, to create a mental picture for the receiver of your letter. Review the examples in *By the Great Horn Spoon!* if you need help getting stated.

### Day 5

#### **Finish the Letter (Optional)**

After you have finished writing your letter, you will want to revise it before mailing it to its recipient. Refer to the following checklist to make sure you have produced your best work, and then use the Instructions that follow to address the envelope.

**Note to Mom or Dad:** We include a Revision Checklist for your children’s use on *Activity Sheet 2*.

#### **Address an Envelope ■**

Your name  
Your mailing address  
City, State Zip code

Place  
Stamp  
Here

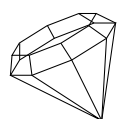
Recipient’s name  
His or her mailing address  
City, State Zip code



## Dictation

*By the Great Horn Spoon!*, p. 83

A hilltop telegraph had signaled the arrival of a side-wheeler and now it seemed as if all of San Francisco had turned out. The wharf was alive with men, women and children — not to mention dogs, mules and chickens. Seagulls flocked in the air like confetti.



## Grammar Gem

**Did you know ...** A writer uses a **simile** to make a comparison between two unlike things using the words *like* or *as*. This helps the reader create a mental picture of the scene.

1. Can you find the simile in the dictation? Write it here: \_\_\_\_\_
2. What two things are compared? \_\_\_\_\_
3. What mental picture does it create? \_\_\_\_\_

Here are a few more examples taken from *By the Great Horn Spoon!*:

"Captain Swain says my nose looks like a molting chicken!"

"His finger's clean as a whistle!"

"The two gold ships, linked together like sausages, went lumbering through the sea."

4. Write your own simile. \_\_\_\_\_

## Revision Checklist

Refer to this list to check your work on your friendly letter. Revise the letter to make corrections if necessary.






- \_\_\_\_\_ The format has all five of the requirements of the friendly letter.
- \_\_\_\_\_ The ideas are clear. It is easy to understand the content.
- \_\_\_\_\_ The sentences are complete thoughts.
- \_\_\_\_\_ All proper nouns are capitalized. All words at the beginning of sentences are capitalized.
- \_\_\_\_\_ All sentence endings have the correct punctuation.
- \_\_\_\_\_ All paragraphs are organized and focused on one main idea.



## LANGUAGE ARTS 4

## WEEK 3

## SCHEDULE

Date:	Day 1 <sup>11</sup>	Day 2 <sup>12</sup>	Day 3 <sup>13</sup>	Day 4 <sup>14</sup>	Day 5 <sup>15</sup>
<b>Spelling</b>					
<i>Sequential Spelling</i>					
<b>Handwriting</b>					
<b>Grammar</b>					
<b>Optional:</b> <i>The Grammar Ace</i>	Lesson 3				
<b>Readers</b>					
<b>5-Day:</b> <i>Sing Down the Moon</i>	chaps. 1–5	chaps. 6–10	chaps. 11–14	chaps. 15–19	chaps. 20–end
<b>4-Day:</b> <i>Sing Down the Moon</i>	chaps. 1–6	chaps. 7–12	chaps. 13–18	chaps. 19–end	
<b>Vocabulary Development</b>					
<b>Optional:</b> <i>Wordly Wise 3000-4</i>	Exercise 2B		Exercise 2C	Exercise 2D	
<b>Writing</b>					
<b>Assignment</b> 		The Outline	Outline an Experience	Spin Your Tale!	Optional: Revise
<b>Activity Sheets</b> 	Activity Sheet 3: Dictation 	Activity Sheet 3: The Outline 			Optional: Activity Sheet 3: Revision Checklist 
<b>Other Notes</b>					

## Week 3—Notes

### Day 1

#### **Dictation: *Sing Down the Moon*, p. 2**

I felt like singing. I wanted to leap and dance with joy, yet I stood quietly and watched the river running between the cottonwood trees, for I knew that it is bad luck to be so happy. The gods do not like anyone to show happiness in this way and they punish those who do not obey them.

#### **Optional Dictation Passage: *Sing Down the Moon*, p. 44**

“Jesús Cristo,” Rosita said, “is like all our gods if you put them together. He is Falling Water and Spider Woman. But he is not cunning like Falling Water, nor is he vengeful like Spider Woman.”

### Day 2

#### **Writing Strategy: *The Outline***

Good writers use pre-writing to brainstorm and to organize their ideas. One form of pre-writing is an outline. The outline helps you put your ideas and supporting details into groups. Each group forms a paragraph. You start with a main idea and place the capital letter A next to it because it is your first idea. An outline for “The Three Little Kittens” by Eliza Lee Follen (page 14 in your poetry book) would start like this:

A. Three little kittens

Then, you add supporting details to make a second level. You indent the second level and number it like this:

- A. Three little kittens
  - 1. Lost their mittens
  - 2. Told their mother
  - 3. Upset mother

You can add a third level to add more support to your idea. You indent again and use lower case letters like this:

- A. Three little kittens
  - 1. Lost their mittens
    - a. scared that mittens were lost
    - b. started to cry
  - 2. Told their mother
  - 3. Upset mother
    - a. scolded kittens
    - b. said they couldn’t have any pie

One rule about using the outline is that you need to have at least two things per level. If you have a 1, then you need a 2. If you have an a, then you need a b. You don’t have to have a third level for every number. Notice that #2 does not have a third level.

A paragraph using the outline above would look like this:

Once there were three little kittens. The kittens lost their mittens. They were afraid the mittens were gone, so they began to cry. When they told their mother, she scolded them. She said since they had lost their mittens that they couldn’t have any pie.

You may want to look at the poem “Three Little Kittens” in the *Oxford Illustrated Book of American Children’s Poems*. Explain that if you were to continue the outline for the whole story, you would have a capital letter for each main idea. You would write details for that idea with numbers and lower case letters.

Have your children examine the poem and discuss what topic would be next. Also, point out that since the poem tells a story, it has a beginning, middle, and end. Another useful thing about the outline is that it keeps your paragraphs organized. Pre-writing gives a chance to write our ideas and to identify what is important to include in our writing and what is not important.

#### **Follow the directions on Activity Sheet 3**

#### **Activity Sheet 3 Answer Key**

##### **The Outline**

1. Outline A shows better organization because it has more detail and the levels are balanced.
2. Yes
3. No
4. Outline B does not focus on the turtle. Discuss the differences between the two outlines. Answers will vary.

### Day 3

#### **Outline an Experience**

Write a one-page outline at least three levels deep about a personal experience. You should have at least three capital letters with groups. You will need a beginning, middle, and end. It can be very serious like Bright Morning’s kidnapping or it can be about something like the best day you ever had with your family.

Look at this outline of Bright Morning's kidnapping in *Sing Down the Moon*.

#### The Kidnapping from *Sing Down the Moon*

- A. Meeting the Spaniards
  - 1. Ask for directions
  - 2. Gives directions
    - a. Notices horses
    - b. Realizes men are slavers
  - 3. Grab the girls
  - 4. Place girls on horses
    - a. Kidnap girls
    - b. Warn girls
- B. Traveling
  - 1. Leave the canyon
    - a. Plan escape
    - b. Sleep tied up
  - 2. Ride three days
- C. Stopping on fourth day
  - 1. Arrive in town
  - 2. Sell girls

## Day 4

### *Spin Your Tale!*

Write a narrative (a personal story) using the outline you created yesterday. You should have at least three paragraphs: beginning, middle, and end.

**Note to Mom or Dad:** Check their outline to make sure that your children focused each group on one topic. Show them how to write one paragraph for each group starting with level one and continuing with the second and third levels.

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

My family made my birthday this year the best day we've ever had together as a family. To start, we went out for breakfast. Since it was my birthday, I got to choose the restaurant, so I picked Waffle Hut, because they have the best waffles in town. We also had bacon and hash browns.

After breakfast, Dad let me choose the day's activity. Everyone jumped for joy when I said I wanted to play mini golf. We headed straight for Golfin' Gus' Gargantuan Golfplex, where we played three rounds of mini golf. Dad won the first round, my sister won the second round, and I won the last round.

To end the day, Mom shocked me with a surprise birthday party at Ballyhoo Bob's Boss Bowl-A-Rama. All my friends from church and the neighborhood were there. We had ice cream cake and then bowled for several hours. It was so much fun. I can't remember a better day with my family.

## Day 5

### *Revise (Optional)*

**Note to Mom or Dad:** We include a Revision Checklist for your children's use on Activity Sheet 3. ■



## Dictation

*Sing Down the Moon, p. 2*

I felt like singing. I wanted to leap and dance with joy, yet I stood quietly and watched the river running between the cottonwood trees, for I knew that it is bad luck to be so happy. The gods do not like anyone to show happiness in this way and they punish those who do not obey them.

## The Outline

Below are two outlines that describe the turtle. Read through both outlines and then answer the questions that follow.

### A: The Turtle

- A. Arrived in Mexico
  - 1. Stayed at resort
    - a. had a pool
    - b. had a view of the ocean
  - 2. Spent first day sight-seeing
    - a. visited the market
    - b. visited old buildings
- B. Went Snorkeling
  - 1. felt nervous at first
  - 2. started to see fish
  - 3. sea turtle pops up
    - a. looked turtle in the eye
    - b. turtle looked back
    - c. swam together
    - d. my dad joined us
  - 4. snorkeled some more
  - 5. snorkeling ended
- C. Left for home
  - 1. waited at airport
  - 2. slept on plane
- D. Arrived home

### B: The Turtle

- A. Arrived in Mexico
  - 1. Unpacked clothes
- B. View of the ocean
  - 1. swam at the pool
  - 2. walked on the beach
    - a. hot sand
    - b. found shells
- C. Went to the market
- D. Slept on plane
  - 1. arrived home
    - a. unpacked
    - b. remembered turtle

1. Which outline shows better organization? Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Do all the details under each capital letter belong with the topic in Outline A? **Yes** **No**
3. Do all the details under each capital letter belong with the topic in Outline B? **Yes** **No**
4. Do both outlines focus on the turtle? Why or why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Revision Checklist

\_\_\_\_\_ Ideas are interesting

\_\_\_\_\_ Organization includes a beginning, middle, and end

\_\_\_\_\_ Words are descriptive

\_\_\_\_\_ Used complete sentences

\_\_\_\_\_ Used correct spelling

\_\_\_\_\_ Used capitals correctly