

# 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

Language Arts for Sonlight Year 3 Week 1 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.

Spelling/Vocabulary

Week 1 - Notes

Reading

Writing

Spelling/Vocabulary Development

General Instruction

Handwriting

### 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.

Student Activity Sheet 1

Bible Verse

Apply

Why Read?

### 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 5” —Schedule for Topics and Skills</b>			
<b>Weeks</b>	<b>Writing/Grammar Skills</b>	<b>Creative Expression</b>	<b>Activity (Optional)</b>
1	The Purpose of Writing (Writing Process)	Pre-writing (Writing Process) Writing an Observation (Description)	Proverbs (Imaginative)
2	Pre-writing Definition (Writing Process) Connotations (Word Choice)	The Definition Essay (Expository Writing) Revise (Writing Process)	Haiku (Poetry)
3	Tone (Word Choice)	Create Tone (Word Choice) Write (Word Choice)	Sketchbook Entry (Recognition)
4	Pre-write for Character Sketch (Writing Process)	Character Sketch First Draft (Description) Revision of a Character Sketch (Writing Process)	A Small Poem (Poetry)
5	Character Development (Character Analysis)	Character Traits (Creative Expression) Write the Character’s Perspective (Imaginative)	Tones and Character (Word Choice)
6	Monologue & Dialogue (Writing Structure)	Identify the Purpose of Dialogue (Evaluation) Organize Dialogue (Application) Dialogue (Application)	The Right Words for the Situation (Artistic)
7	Active and Passive Sentences (Sentence Fluency)	Pre-writing the Friendly Letter (Process) Write the Friendly Letter (Organization)	Summarize Culture (Inquiry)
8	Read and Discuss a News Article (Comprehension)	Pre-write a News Article (Writing Process) Write a News Article (Non-fiction)	Cliches (Imaginative)
9	Combine Sentences (Sentence Fluency)	Outline for a Feature Article (Writing Process) Write a Feature Article (Organization)	Revise a Feature Article (Writing Process)
10	Fact or Opinion (Analysis)	Pre-writing Letter to the Editor (Writing Process) Write a Letter to the Editor (Organization)	Create a Newsletter (Imaginative)
11	Parts of the Plot (Analysis)	Research and Take Notes (Research) Plot the Animal Adventure (Imaginative)	More Than One Meaning (Vocabulary)
12	Use Literary Elements (Analysis)	Continue to Write and Illustrate (Imaginative) Final and Cover (Artistic)	Personification (Literary Elements)
13	Expository Pre-writing (Expository)	Transitions (Sentence Fluency) Write the Expository Essay (Expository)	Illustrate the Expository Essay (Artistic)
14	Sentence Combining (Sentence Fluency)	Pre-writing the Personal Narrative Essay (Writing Process) Write a Narrative Essay (Narration)	Vivid Verbs vs. Dreary Verbs (Word Choice)
15	Mind Mapping (Critical Thinking)	Write the Quotations Response Essay (Personal Response) Revise the Quotation Response Essay (Writing Process)	Pyramid Sentences (Sentence Fluency)
16	Personification in Poetry (Figurative Language)	Pre-Writing a Personification Poem (Writing Process) Writing a Personification Poem (Figurative Language)	Write a Poetic Cryptogram (Critical Thinking)
17	Storytelling (Creative)	Map the Plot (Creative) Communicate the Story (Creative)	Reflect (Personal Reflection)
18	The Summary (Summary)	The Review (Opinion) The Book Review (Writing Process)	Friendly Letter (Communication)

## “Language Arts 5”—Schedule for Topics and Skills (cont.)

<b>Weeks</b>	<b>Writing/Grammar Skills</b>	<b>Creative Expression</b>	<b>Activity (Optional)</b>
19	Begin Research (Research)	The Thesis Statement (Summary) Research and Source Cards (Research)	Research (Analysis)
20	Note Cards—Outline (Research)	Note Cards—Paraphrase (Research)	Mini Essay Challenge (Imaginative)
21	The Research Paper Outline (Research)	Refine Thesis and Write Body Paragraphs; The Introduction and the Conclusion (Research Writing)	Persuasive Paragraph (Persuasive)
22	Works Cited (Research)	Revision; The Final Draft (Research Writing)	Perspective (Analysis)
23	Prepare for a Board Game (Research)	Write Rules for a Board Game (Expository) Design a Board Game (Imaginative)	Play a Board Game (Imaginative)
24	Organize for Speech (Speaking Skill)	Speech Preparation (Organization) Speech Delivery (Speaking Skills)	How Did They Do It? (Evaluate)
25	Cause and Effect Diagram (Writing Process)	Comic Strip (Creative and Imaginative)	Mini-Essay (Critical Thinking)
26	Cause and Effect in Science (Writing Process)	Write (Critical Thinking) Revise the Cause and Effect Essay (Writing Process)	Visual Cause and Effect Essay (Critical Thinking)
27	Inverted Word Order (Sentence Fluency)	Invent Your Own Alphabet (Imaginative) Write an Alphabet Story (Imaginative)	Cryptogram (Critical Thinking)
28	Persuasive Writing (Comprehension)	Write a Persuasive Paragraph (Critical Thinking) Make it Better (Writing Process)	Advice (Critical Thinking)
29	Research a Proposal (Research)	Pre-write a Proposal (Organization) Write a Proposal (Application)	Mapping (Artistic)
30	Model Sentences (Sentence Fluency)	Combine Sentences into Paragraphs (Sentence Fluency) Revise and combine (Sentence Structure)	From Paragraph to Poetry (Imaginative)
31	Foreshadowing (Critical Thinking)	Foreshadowing (Critical Thinking)	Visual Inferences (Analysis)
32	Irony (Critical Thinking)	Choose a Parody (Writing Process) A Parody (Imaginative)	Irony in a Cartoon (Critical Thinking)
33	Symbolism (Figurative Language)	Map the Symbolism (Application) Symbolism Short Story (Creative Writing)	Word Search (Review)
34	Theme (Critical Thinking)	Write about Theme (Analysis) Write about Theme (Application)	Bumper Sticker (Imaginative)
35	Pre-write for a Web Page (Writing Process)	Write Web Page Articles (Synthesize) Web Page Storyboard (Organization)	Postcard (Artistic)
36	Review (Evaluation)	Plan the Sequel (Organize) Write a Sequel (Imaginative)	A Photo Album (Artistic)

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# LANGUAGE ARTS 5

## 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>					
Spelling <sup>N</sup> 1					
<b>Handwriting</b>					
Optional: Handwriting Schedules <sup>N</sup> 1					
<b>Grammar</b>					
Optional: <i>The Grammar Ace</i> <sup>N</sup> 1	Lesson 1				
<b>Readers</b>					
<b>5-Day:</b> <i>Henry Reed, Inc.</i>	Sunday, June 23 (morning & night)	Monday, June 24	Tuesday, June 25 through Tuesday, July 2nd	Wednesday, July 3rd through Thursday, July 4th	Tuesday, July 9th through Thursday, July 11th
<b>4-Day:</b> <i>Henry Reed, Inc.</i> <sup>2</sup>	Sunday, June 23 (morning & night)	Monday, June 24 through Tuesday, June 25	Friday, June 28 through Wednesday, July 3	Thursday, July 4 through Thursday, July 11	
<b>Vocabulary Development</b>					
Instruction <sup>N</sup> 1					
Optional: <i>Wordly Wise 3000, Book 5</i> <sup>N</sup> 1	Exercise 1A		Exercise 1B	Exercise 1C	
Optional: <i>Keys to Good Language 5</i> <sup>N</sup> 1	Pretest 1		Lesson 1	Lesson 2	
<b>Writing</b>					
Assignment <sup>N</sup> 1		The Purpose of Writing	Pre-writing	Writing an Observation	Optional: Proverbs
Activity Sheets <sup>N</sup> 1	Activity Sheet 1: Dictation <input type="checkbox"/>	Activity Sheet 1: The Purpose of Writing <input type="checkbox"/>			
<b>Other Notes</b>					

1. The <sup>N</sup> 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 is 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* for one year between 4th–7th grade. Choose the grade that works best for your children.

## Vocabulary Development

Vocabulary development is obviously an appropriate part of language arts instruction, but our vocabulary development program is based on and ties in with our Core programs' Read-Alouds. Vocabulary Development is found in the Read-Aloud Study Guide portion of your Core Instructor's Guide.

We expect you to have your children read each word in context within the sentence where it is found. Then ask your children to explain what they think it means (based on the context and/or any other information they may have). If they obviously understands the concept, you may want, simply, to move on at that point. If not, or if you would like to stress dictionary skills, have your children look it up.

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

you are taking your vocabulary studies, then simply check off each day of the week as you do your vocabulary.

This part of your schedule sheet is designed more for legal record-keeping than for your personal scheduling requirements.

### Wordly Wise 3000, Book 5 & Keys to Good Language 5

Find instructions and answers in the Teacher's Guides.

## Activity Sheets

Please find all the dictations and exercises on the numbered activity sheets located at the end of each week's notes. You may put the Activity Sheets in a separate binder for your students to use.

## Writing

### Day 1

#### General Dictation Instructions

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

The activity sheets include one dictation exercise and at least one optional dictation exercise per week. 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 paper to you, your children should check their work for errors. They should mark and correct them. Discuss with your children what you think they have done particularly well, and where you think they may have a weakness.

**Note to Mom or Dad:** If you see consistent spelling, punctuation, or handwriting problems (keep a record on the schedule pages), 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, your children will 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 section each week. Your children will gain additional writing practice without the additional challenge of a regular assignment. Show them love and support and help them regroup in preparation to hit the ground running again tomorrow.

### ***Dictation: Henry Reed, Inc., p. 30***

By the time we were kids, my folks—that's your grandparents—had sold three lots here on this side of the road. All the present houses were here except that red brick one which you can see over those evergreens. That belongs to Mr. Apple.

### ***Optional Dictation Passage: Henry Reed, Inc., p. 44***

"What kind of research you going to do?" she asked.

"Any kind of research that people want done," I replied.

"Pure or applied research?" she asked.

## Day 2

### ***Writing Strategy: The Purpose of Writing***

Why do people write? Why should you write? Writing is an important form of communication that you use to connect to other people and yourself. Because of the World

Wide Web, you will probably find more reasons to write as an adult than your parents do now.

Many businesses now communicate through e-mail and advertise through web sites. If you get involved in business as you grow older, you will need to write clearly and precisely when delivering vital information. You may write for entertainment and enjoyment. You may write to spread the word of Jesus.

Your job this year is to learn new writing strategies and to apply them to your writing. You will write fiction, non-fiction, and poetry. But where will you get your ideas? How will you know what to write?

**The Sketchbook:** Many artists keep a sketchbook and record their ideas in order to remember items they have seen and observed. They write their ideas down, so that they do not forget them. Sculptors, jewelry makers, fashion designers, and architects keep some type of file or notebook to help them develop new and original ideas. Writers are artists, too. As an artist, you will keep a sketchbook to help you develop your ideas. Not everything you collect will be developed into formal writing, but your collection will inspire your writing.

To begin, conduct an interview with yourself and answer the questions on *Activity Sheet 1* to help you get started. Enter anything that you find important or interesting in your sketchbook.

Continue to add to your sketchbook anytime you find something that you like. Strive to observe and be aware of the world around you. Cut out articles, pictures, photos, headlines, or phrases. If you hear song lyrics or if someone says something unusual, write it in your sketchbook. If you learn something interesting in math, history, science, or foreign language, write it down. Entries for your sketchbook can come from anywhere. Language Arts is not your only source for ideas.

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

(Answers will vary.)

## Day 3

### ***Writing: Pre-writing***

Today, pre-write about an observation, which is a form of descriptive writing. Train yourself to be alert to your environment. As you become more aware of your surroundings, write about your impressions of people, places, things, and ideas. This will help you to look beyond the surface of events, experiences, and the ideas of others.

Based on your self-interview, find a topic that interests you and that you can learn about through observation.

Find a subject that involves your interests and gives you a purpose for conducting this observation. Decide where, when, and for how long you will observe.

Your observation can be something simple like observing the habits of your family pet. Does your dog or cat react differently to different members of the family? Or observe nature, like the shifts in the weather throughout the day. Take notes as you observe.

Focus on things you can measure. How long does it take for the outdoor temperature to rise one degree? How big is an ant and how far does it travel? How much does your dog weigh? Does the dog react differently to you if you make yourself seem big or small? Observe colors, sounds, smells, and movement. Can you make connections with other experiences you have had? The following example compares the sound of silkworms eating to the sound of rain falling:

"Silk farmers say that when numbers of silkworms are munching on leaves, they make a sound like falling rain."<sup>1</sup>

## Day 4

### *Writing: Writing an Observation*

Write an essay about your observation. What can you accomplish with your observation? Decide on your audience. Who will be interested in reading your observation? Give details about why each note is important.

Write your observation using your five senses. What did you see? What did you hear? What did you smell? If you could taste it, what would it taste like? What do you feel?

Consider your emotions. How does this observation make you feel? Reflect on it. Think about what you want to reveal about it to others.

Find a focus. Write a beginning with the topic included in your introduction. Present your main idea in the sharpest focus with background details supporting the subject and contributing to its overall effect. Use specific words and phrases to describe your observation with as much detail as possible. Organize your notes. You may choose chronological order, order of importance, or cause and effect. In your conclusion, tell what you learned.

See below for an example of a brief observation essay.

**Note to Mom or Dad:** We provide these examples to help guide your children's writing, as well as your efforts to evaluate their work. Your children's work should be longer

and more detailed than our example, in most cases. Use our examples as a rough guide to help your children generate ideas and as an approximation of what we expect the end product of a particular assignment to look like.

I think the neighbor's cat lost at least one of its nine lives today. Fluffy is her name. Stalking birds is her game.

As I sat by my window typing merrily away, I caught sight of Fluffy walking slowly across the back yard. She crouched low to the ground and stared straight ahead with an eerie intensity. Her nose twitched as it searched for the scent of her prey.

I glanced over to see her likely quarry a few yards away. A large woodpecker with a bright scarlet head sat peacefully poking at a nut it had found in the woods. As Fluffy got closer, it must have picked up on the sound of Fluffy's paws crunching dry leaves on the ground.

As Fluffy sprang into attack mode, the woodpecker flew in a quick circle and bopped Fluffy repeatedly on the head with its sharp beak. Fluffy screamed in pain and ran home with her tail between her legs.

It pays to be observant. If I hadn't noticed the scene unfolding in front of me, I never would've been able to help my neighbors figure out why Fluffy needed stitches!

## Day 5

### *Writing: Proverbs (Optional)*

The readers this year contain many stories that are set in Asian countries. Learning about other cultures improves our understanding of other societies. A notable feature of Asian beliefs is the Chinese proverb. These proverbs express beliefs about education and wisdom that have been passed through generations. Use construction paper to make a bookmark that includes a Chinese proverb in the design. Here are a few Chinese proverbs to consider:

A book is like a garden carried in the pocket.<sup>2</sup>

A closed mind is like a closed book; just a block of wood.<sup>2</sup>

A wise man makes his own decision; an ignorant man follows the public opinion.<sup>3</sup>

The palest ink is better than the best memory.<sup>4</sup>

Write a proverb of your own if you can! ■

2. About, Inc. 2009 <http://chineseculture.about.com/library/literature/blsproverb-ad.htm>

3. <http://worldofquotes.com/proverb/Chinese/2/index.html>

4. About, Inc. 2009 <http://chineseculture.about.com/library/literature/blsproverb-ps.htm>

1. Johnson, Sylvia A. *Silkworms*. Lerner Publications: 1989 p. 23



## Dictation

*Henry Reed, Inc., p. 30*

By the time we were kids, my folks—that's your grandparents—had sold three lots here on this side of the road. All the present houses were here except that red brick one which you can see over those evergreens. That belongs to Mr. Apple.

## The Purpose of Writing

### *Self-Interview*

When you answer the questions below, write down the first thing that comes to mind. You can add to it later if you want, but the first thing is usually the most honest answer.

1. How is God present in my life? \_\_\_\_\_  
\_\_\_\_\_
2. How do I get along with members of my family? \_\_\_\_\_  
\_\_\_\_\_
3. If I could take three people with me on a trip to the moon, I would take \_\_\_\_\_  
\_\_\_\_\_
4. What do I want to do with my life? \_\_\_\_\_  
\_\_\_\_\_
5. What is my favorite school subject? \_\_\_\_\_
6. What things do I enjoy doing the most? \_\_\_\_\_  
\_\_\_\_\_
7. If I could make one change in the world I would \_\_\_\_\_  
\_\_\_\_\_
8. What special talents or skills do I use well? \_\_\_\_\_  
\_\_\_\_\_
9. What special talents or skills would I like to have? \_\_\_\_\_  
\_\_\_\_\_
10. Other people say that I am good at \_\_\_\_\_  
\_\_\_\_\_





## LANGUAGE ARTS 5

## 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>					
Spelling					
<b>Handwriting</b>					
Optional: Handwriting Schedules					
<b>Grammar</b>					
Optional: <i>The Grammar Ace</i>	Lesson 2				
<b>Readers</b>					
<b>5-Day:</b> <i>Henry Reed, Inc.</i>	Tuesday, July 16 through Monday, July 28	Tuesday, July 30th through Thursday, August 1st	Monday, August 5th through Tuesday, August 6th	Wednesday, August 7th through Wednesday, August 21st	Thursday, August 22nd to end
<b>4-Day:</b> <i>Henry Reed, Inc.</i>	Tuesday, July 16 through Tuesday, July 30	Thursday, August 1 through Tuesday, August 6	Wednesday, August 7 through Wednesday, August 21	Thursday, August 22 to end	
<b>Vocabulary Development</b>					
Optional: <i>Wordly Wise 3000, Book 5</i>	Exercise 1D		Exercise 1E	Exercise 2A	
Optional: <i>Keys to Good Language 5</i>	Lesson 3		Lesson 4	Lesson 5	
<b>Writing</b>					
Assignment <input type="checkbox"/>		Pre-writing Definition	The Definition Essay	Revise	Optional: Haiku
Activity Sheets <input type="checkbox"/>	Activity Sheet 2: Dictation, Grammar Gem <input type="checkbox"/>	Activity Sheet 2: Pre-writing Definition <input type="checkbox"/>		Activity Sheet 2: Revise <input type="checkbox"/>	
<b>Other Notes</b>					

## Week 2—Notes

### Day 1

#### **Dictation: Call it Courage, pp. 28–29**

Now the air was luminous with promise of another day. Out of the sultry mists the sea emerged, blue and violent. With the coming of this new day, terror raised its head. Mafatu tried to fight it back, to deny its existence; but it gripped his heart with clammy fingers, tightened his throat.

#### **Optional Dictation Passage: Henry Reed, Inc., pp. 145–146**

“Who would want a wasps’ nest?” Midge asked.

“A museum,” I replied.

She didn’t think much of the idea, but I asked Mrs. Ainsworth if she minded if I took the wasps’ nest. She said certainly not. In fact she would gladly pay me a dollar if I would take it away.

### Day 2

#### **Writing: Pre-writing Definition**

Review the Grammar Gem from Day 1. Words can have the same meaning, but express different feelings. The same thing is true with concepts. Ideas like security, happiness, or luxury may have precise denotations, but they can transfer different connotations to different people. One person may think that security means to have police protection, while another person may feel that security means to have enough money to pay the bills.

Courage is a major theme in your readers this year. What does courage mean to you? Write a definition essay for the word courage. In a definition essay, you explain what the term means to you. Since you have just started your sketchbook, you may not have any materials you can use for this essay. Instead, collect information about courage.

To begin, look up the denotation, or dictionary meaning, of the word. Next, look for stories and articles about courage in newspapers, magazines, or the Internet. Are there any quotations by famous people about courage? You may know a song or poem that is about courage. Ask your friends and family what courage means to them.

Use the KWL chart on *Activity Sheet 2* to gather and organize your information.

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

(Answers will vary.)

### Day 3

#### **Writing: The Definition Essay**

Use your KWL chart and any other information that you found to help you write the first draft of your definition essay. Who is your audience? Are you writing for your friends, your teacher, a general audience?

Write an introduction, a body paragraph, and a conclusion. In your introduction, catch your readers’ attention with a quotation, part of a song lyric, or any other interesting fact about courage. Then, use the K section of your KWL chart and discuss things you already knew about courage. Include the dictionary meaning. Then tell your readers how you feel about courage.

For the body paragraph, use the W section of your KWL chart and plan how you want to arrange the details. What did you want to know about courage? What did you wonder about it? Present the information you collected. Is there any article or story that demonstrates your feelings about courage? If so, you can summarize it and explain how and why it supports your opinion.

Use the L section in your KWL chart for your conclusion. What did you learn about courage? Compare and contrast what you knew about courage, what you wanted to know, and what you learned.

### Day 4

#### **Writing: Revise**

Why revise? Let’s say that a friend asks you to draw a picture of him or her. So, the two of you sit down and you draw the picture without erasing anything or starting over. Will the picture be a perfect copy of your friend? You would probably need to erase and revise a few times to create a good likeness of your friend.

Revision applies to writing, too, because even professional writers do not write a perfect composition on the first attempt. You may not always have time to revise every paper that you write this year, but you will need to polish some compositions.

Revise your definition essay about courage. Read your first draft aloud to your mom or dad. Listen to the flow of the words. How does it sound? Stop and make notes on your paper of any errors that you heard during your reading.

Next, have your mom or dad ask you questions about your paper. Are those questions answered in your paper? Do you need to add details? Stop and make notes on your paper to add details. What feeling do you get from the overall paper? How would you like your readers to feel after reading your paper? Does your paper contain that emotion? Replace words with synonyms that provide the correct connotations.

Finally, use the revision checklist on *Activity Sheet 2* to check the rest of your work. Make corrections and write a final draft. Here's what a brief sample of a definition essay about courage might look like:

"No temptation has overtaken you except such as is common to man; but God [is] faithful, who will not allow you to be tempted beyond what you are able, but with the temptation will also make the way of escape, that you may be able to bear [it]." 1 Corinthians 10:13 (NKJV)

I always think of this verse when I hear the word "courage." Sometimes I think courage is nothing more than our own self-image catching up to what God already knows about us.

Recently, a friend learned that he has inoperable cancer. He quickly experienced the various stages of depression and settled into a comfortable role of "getting on with life and dealing with it." He stopped asking why God would allow this to happen to him.

Instead, he focused on what God wanted to do through his life with this illness. Yes, he was very courageous.

Although he initially thought that cancer was too much to bear, he came to believe strongly in the fact that God had given him a particular cross to bear for a specific reason. He knew the Lord would give him all the strength he needed.

He came to believe what God already knew about him. Many call it courage in the face of a devastating illness. But I choose to call it seeing yourself as God sees you—via the eyes of faith. And, yes, having that faith requires its own measure of courage.

## Day 5

### *Write: Haiku (Optional)*

Write a haiku. The haiku is a Japanese poem that traditionally portrays a specific mood about nature. It is like a snapshot that captures only a tiny moment in time. The haiku only has three lines of verse, which do not rhyme. The first line is five syllables, the second line is seven syllables, and the third line is five syllables. The poet attempts to communicate a message about life to the readers.

Read the haiku below. What mood or feelings does it give you about nature? How is that mood different than Mafatu's feelings about the sea in the dictation paragraph?

Hot sand, cool water

Gliding waves smooth over earth

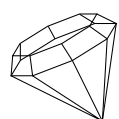
Fizzy foam bubbles ■



## Dictation

*Call it Courage*, pp. 28-29

Now the air was luminous with promise of another day. Out of the sultry mists the sea emerged, blue and violent. With the coming of this new day, terror raised its head. Mafatu tried to fight it back, to deny its existence; but it gripped his heart with clammy fingers, tightened his throat.



## Grammar Gem

**Did you know ...** that words can express feelings? No, words don't have emotions, but they can transfer emotions to people. This transfer of feeling is the **connotation** of the word. The **denotation** is the dictionary meaning of the word. Two words can have the same denotation but convey different connotations. For example: The word clammy means moist and sticky, but the words pasty and slimy also have the same meaning. How would the dictation sound if the sea had pasty fingers or slimy fingers? Would it seem scary to Mafatu to have pasty fingers on his throat?

*You can investigate and use more connotations below.*

## Pre-writing Definition

### Connotations

Look at the groups of words below. Each group has the same denotation or dictionary meaning. Discuss the feelings or connotations that each word has. Are some more positive than others? If so, why?

- |   |  |
|---|--|
| 1. clever, smart, brilliant, cunning          | 7. lean, slant, tilt, recline          |
| 2. fancy, elegant, frilly, showy              | 8. copy, imitate, mimic, shadow        |
| 3. different, unusual, bizarre, weird         | 9. banquet, cookout, feast, potluck    |
| 4. special, distinguished, particular, unique | 10. blaze, light, flash, glimmer, glow |
| 5. jump, leap, bounce, hurdle                 | 11. car, vehicle, limousine, wagon     |
| 6. command, invitation, order, plea           | 12. song, hymn, melody, tune           |

### ***KWL Chart***

Use the KWL chart below to organize your information about courage. In the K section, write things you already know about courage. In the W section, write the things you wonder about courage or the things you want to know about courage. Finally in the L sections, write the things that you learn about courage as you collect your information.

<b>K (Things you already know.)</b>	<b>W (Things you wonder or want to know.)</b>	<b>L (Things that you learn.)</b>

### **Revise**

#### ***Revision Checklist***





- |  |                               |
|--|-------------------------------|
| _____ Ideas are interesting                              | _____ Words are descriptive   |
| _____ Organization includes a beginning, middle, and end | _____ Used complete sentences |
| _____ Used correct spelling                              | _____ Used capitals correctly |



## LANGUAGE ARTS 5

## 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>					
Spelling					
<b>Handwriting</b>					
Optional: Handwriting Schedules					
<b>Grammar</b>					
Optional: <i>The Grammar Ace</i>	Lesson 3				
<b>Readers</b>					
5-Day: <i>Call it Courage</i>	chap. 1	chap. 2	chap. 3	chap. 4	chap. 5
4-Day: <i>Call it Courage</i>	chaps. 1–2	chap. 3	chap. 4	chap. 5	
<b>Vocabulary Development</b>					
Optional: <i>Wordly Wise 3000, Book 5</i>	Exercise 2B		Exercise 2C	Exercise 2D	
Optional: <i>Keys to Good Language 5</i>	Lesson 6		Lesson 7	Lesson 8	
<b>Writing</b>					
Assignment 		Tone	Create Tone	Write	Optional: Sketchbook Entry
Activity Sheets 	Activity Sheet 3: Dictation 	Activity Sheet 3: Tone 			
<b>Other Notes</b>					

## Week 3—Notes

### Day 1

#### **Dictation: *Call it Courage*, p. 37**

As Mafatu's brain cleared of cobwebs, a sudden thought brought him up swiftly: this silent island was not Tahiti. What island was it then? Did it ... oh! Did it belong to the black eaters-of-men? Were they even now watching him from secret places in the jungle, biding their time?

#### **Optional Dictation Passages: *Call it Courage***

##### **p. 18**

The boy stood there taut as a drawn arrow awaiting its release. Off to the south somewhere there were other islands ... He drew a deep breath. If he could win his way to a distant island, he could make a place for himself among strangers. And he would never return to Hikueru until he should have proven himself!

##### **p. 58**

Mafatu had discovered a mulberry tree. He stripped off the bark and removed the inner white lining. Then he wet the fiber and laid it upon a flat stone and set about beating it with a stick of wood. The fiber spread and grew thinner under the persistent beating ... . Soon he had a yard of "cloth" to serve as a pareu. It was soft and white, and now at last he was clothed.

##### **p. 79**

Never again need he hang his head before his people. He had fought the sea for life and won. He had sustained himself by his own wits and skill. He had faced loneliness and danger and death, if not without flinching, at least with courage. He had been, sometimes, deeply afraid, but he had faced fear and faced it down. Surely that could be called courage.

### Day 2

#### **Writing Strategy: Tone**

Have you ever heard someone say, "Don't speak to me in that tone of voice?" What does tone of voice mean? In literature, **tone is the attitude that a writer has for a written passage**. As a writer, you can use the connotations of words to help you create a tone.

The best time to create a tone is when you are describing the setting or events in a story. For example, you will write about a scary moment in your life this week. You want to relate to your readers the feeling as you experi-

enced it, so you will choose words that express how frightened you were. Read the passages below and discuss the feelings that you get as you read them. Locate the specific words that contribute most significantly to the overall tone.

**Note to Mom or Dad:** Read the passages aloud to your children. As you read, emphasize the words and phrases like "endless," "Day after day," "sky was gray," and "musty." Discuss with your children how the combination of the words and the structure of the sentences contribute to the gloomy tone.

Ask your children to envision "the sheer rock face rose majestically" and "mirror of dark green." What feelings do these words project? Point out how the placement of the phrase "With trembling fingers" at the beginning of the sentence reflects Young-sup's nervousness more than if the phrase were placed after the word "unreeled." After you have discussed a passage, have your children read it aloud; placing emphasis on the tone words and phrases.

"June came with its long, endless rains. Day after day the sky was gray as rain spattered against the windows. Rain dripped steadily from the leaves of the maple tree. Soon everything in the room smelled musty. Even the sheets felt clammy."

from *Sadako and the Thousand Paper Cranes*  
by Eleanor Coerr

"They were standing on a rocky beach and in front of her a sheer rock face rose majestically to meet the sky. A waterhole had been eroded out of the red rock at the foot of the cliff and lay shadowed from the afternoon sun. The water looked so inviting—cool and still, a mirror of dark green."

from *Red Sand, Blue Sky* by Cathy Applegate

"With trembling fingers, Young-sup unreeled some of the line and held it before him. He forced himself to speak clearly, for he did not wish to appear to be hiding anything."

from *The Kite Fighters* by Linda Sue Park

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

##### **Tone**

1. Desperate
2. Scared
3. Frantic
4. Sad
5. Excited

## Day 3

### Writing: Create Tone

Write a paragraph to create a tone for each of the following tone words:

1. happy
2. sad
3. annoyed
4. nervous
5. curious

Choose words with connotations that transfer or relay the specific tone. In the example below, notice that the words “slammed,” “stomped,” and “ruined” communicate the anger that Sally feels. You cannot use the tone word in your paragraph. For example, if the tone word is anger, you cannot write the word anger. Instead show the reader the anger with examples and details:

**Incorrect:** Sally was angry because her sister made her mad.

**Correct:** Sally slammed the door to her bedroom and stomped across the room. Her sister had borrowed her clothes again without her permission. To make matters worse, her sister ruined the shirt when she spilled spaghetti sauce on it. Her sister wasn't even in trouble. Sally was grounded because she yelled at her sister. It wasn't fair.

Have someone read your paragraphs. Do not tell the person your tone words. Have your reader identify the tones in each of your paragraphs. Your reader doesn't have to state the exact tone; a similar tone is acceptable, also.

If your tone is joyful and your reader says that the tone is happiness, then you have still portrayed the tone in your writing. How well did you do? How many tones did your reader recognize correctly? You may want to add your tone paragraphs to your sketch book as ideas for future compositions.

## Day 4

### Writing: Write

Mafatu and other characters in your readers this year have to conquer their fears. Mafatu has some scary moments when he gets caught in the storm and also when the men are chasing him from the island. Today, write a story about a time that you were scared.

Create a scary tone to illustrate how you felt at the time. If you can't think of a scary story, write about a scary time one of your friends or family members has experienced. Focus on the connotations of your word choice. Use examples and details to show the tone. Here's an example of a brief story about a scary time in my life:

I woke up with a start. Although I usually sleep through the night with no interruptions, something had jarred me from my slumber. What could it have been?

I listened intently. Thunder cracked outside and sheets of rain pounded the window next to my bed. Another May thunderstorm raged outside. But I can sleep through the worst of storms. Something else must be going on, I thought.

As my feet hit the cold floor, a chill ran up my spine. Why was it so cold in my room? I crept downstairs slowly, suddenly very wary of what I might find there.

When I reached the bottom of the landing, I immediately noticed the front door standing ajar. My heart raced as my eyes darted about the room, looking for any sign of a possible intruder.

And there it was! In the corner, a strange creature sat up on its haunches with a piece of leftover pizza clutched in its grubby paws. When I flicked on the lightswitch, I discovered the mess the raccoon had made. The overturned trash can explained what must have caused a sound loud enough to wake me from a deep sleep.

Relief flowed through me, as the raccoon made its way to the front door and back outside. I cleaned up his mess and then hit the hay again. I barely remembered the evening's excitement when I awoke the following morning.

## Day 5

### Writing: Sketchbook Entry (Optional)

Look through other books that you have read and find passages that give a specific tone to the reader. What are some things the authors did to accomplish the communication of a tone? Add these passages to your sketchbook. ■





## Dictation

*Call it Courage, p. 37*

As Mafatu's brain cleared of cobwebs, a sudden thought brought him up swiftly: this silent island was not Tahiti. What island was it then? Did it ... oh! Did it belong to the black eaters-of-men? Were they even now watching him from secret places in the jungle, biding their time?

## Tone

Read the paragraphs below and identify the tone that the author has. Write the tone at the beginning of the paragraph. Write a new sentence that matches the tone of the rest of the paragraph.

1. \_\_\_\_\_ "Buck had accepted the rope with quiet dignity. To be sure, it was an unwonted performance, but he had learned to trust in men he knew, and to give them credit for a wisdom that outreached his own. But when the ends of the rope were placed in the stranger's hands, he growled menacingly. He had merely intimated his displeasure, in his pride believing that to intimate was to command. But to his surprise the rope tightened around his neck, shutting off his breath. In quick rage he sprang at the man, who met him halfway, grappled him close by the throat, and with a deft twist threw him over on his back. Then the rope tightened mercilessly, while Buck struggled in a fury, his tongue lolling out of his mouth and his great chest panting futilely. Never in all his life had he been so vilely treated, and never in all his life had he been so angry. But his strength ebbed, his eyes glazed, and he knew nothing when the train was flagged and the two men threw him into the baggage car."

*Adapted from Call of the Wild by Jack London*

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2. \_\_\_\_\_ "At first, when he found himself in the grip of what he was sure must be the Robber Fly, Buster Bumblebee was so alarmed that he could not even scream. But in a moment or two he found his voice. And he shrieked 'Help! Help!' in a most frantic tone, hoping that some one would come and save him."

*Adapted from The Tale of Buster Bumblebee by Arthur Scott Bailey*

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3. \_\_\_\_\_ "That was a narrow escape!" said Alice, a good deal frightened at the sudden change, but very glad to find herself still in existence; 'and now for the garden!' She ran with all speed back to the little door, but the little door was shut again, and the little golden key was lying on the glass table as before, 'and things are worse than ever,' thought the poor child, 'for I never was so small as this before, never! And I declare it's too bad, that it is!'"

*Adapted from Alice in Wonderland by Lewis Carroll.*

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*Continued ...* ➡

4. \_\_\_\_\_ "She threw herself back on her pillow and buried her face. She did not cry, but she lay and hated the sound of the heavily beating rain, she hated the wind and its 'wuthering.' She could not go to sleep again. The mournful sound kept her awake because she felt mournful herself. If she had felt happy it would probably have lulled her to sleep. How it 'wuthered' and how the big raindrops poured down and beat against the pane!"

Adapted from *The Secret Garden* by Frances Hodgson Burnett

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5. \_\_\_\_\_ "Bunny! Bunny! Wake up! It's time!"

'Wha--what's matter?' sleepily mumbled little Bunny Brown, making his words all run together, like molasses candy that has been out in the hot sun. 'What's the matter, Sue?' Bunny asked, now that he had his eyes open. He looked over the side of his small bed to see his sister standing beside it. She had left her own little room and had run into her brother's.

'What's the matter, Sue?' Bunny asked again.

'Why, it's time to get up, Bunny,' and Sue opened her brown eyes more widely, as she tried to get the 'sleepy feeling' out of them. 'It's time to get up!'"

Adapted from *Bunny Brown and His Sister Sue* by Laura Lee Hope

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