

# Quick Start Guide

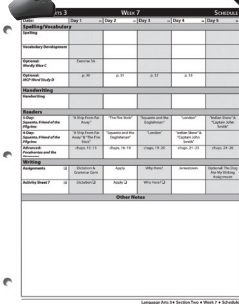
## Language Arts Instructor's Guide: Levels 3–6

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

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

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

### 2 Plan Your Schedule



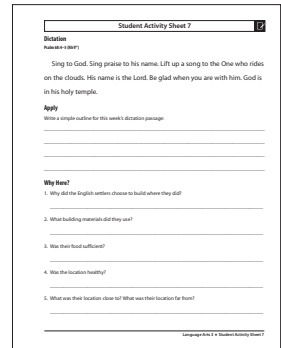
The weekly schedules help you plan. You can follow them closely, reorganize them, or merely use them as a springboard for your own plans. Please know you DO NOT have to do everything scheduled in your IG. Find a rhythm that works for you.

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



### 3 Organize Your Activity Sheets

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



### 4 Start Your Language Arts Journey

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

## Subjects for Language Arts Levels 3–6

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

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












Language Arts 6—Schedule for Topics and Skills			
Weeks	Skill	Writing	Activity (Optional)
1	Reason to Write (Writing Process)	Descriptive Essay (Writing Process) Revise in Active Voice (Fluency)	The Cartouche (Imaginative)
2	Spatial Organization (Organization)	Research for Travel Journal (Research) Write the Travel Journal (Creative Expression)	Map the Nile (Artistic)
3	Point of View (Writing Process) Past Tense (Grammar)	Pre-write a Peace Treaty (Writing Process) Write a Peace Treaty (Writing Process)	Cuneiform (Imaginative)
4	Topic Sentences (Paragraph Organization)	Write a Paragraph With Unity (Paragraph Fluency) Write a Paragraph with Coherence (Paragraph Fluency)	The Phoenician Alphabet (Critical Thinking)
5	Elaboration (Paragraph Organization)	Use Elaboration (Paragraph Organization)	More Elaboration (Imaginative)
6	Dialogue and Attributions (Narrative) Appositives (Grammar)	Dialogue in the Myth (Narrative)	Mythology in Poetry (Critical Thinking)
7	Comparison/Contrast (Analysis)	Pre-writing for Comparison/Contrast Essay (Analysis) Write a Comparison/Contrast Essay (Analysis)	Format Comparison/Contrast (Critical Thinking)
8	Transitions (Paragraph Fluency) The Semicolon in Sentence Combining (Grammar)	First Draft and Revision (Writing Process) The Final Draft (Writing Process)	Word Pictures (Artistic)
9	Symbolism (Analysis)	Symbolism in Literature (Analysis) Symbolism in Poetry (Analysis)	You as a Symbol (Creative Expression)
10	Avoiding Cliches (Word Choice)	Word Choice and Tone (Word Choice) The Mystery (Narrative)	More Cliches (Imaginative)
11	Characters (Narrative)	Writing the Plot (Narrative) Writing the Mystery (Narrative)	Illustrate the Mystery (Artistic)
12	Pre-writing the Classification Essay (Classification) Axiom (Grammar)	Writing the Classification Essay (Classification) Revising the Classification Essay (Classification)	Classification Mnemonic (Creative Expression)
13	Dissecting a Poem (Analysis)	Sound Devices (Analysis) Comparison/Contrast Poems (Analysis)	All the Poetry That's Fit to Print (Creative Expression)
14	Imagery (Analysis)	The Apostrophe in Poetry (Analysis) Using Theme in Poetry (Analysis)	From Words to Images (Artistic)
15	Summarizing and Pre-writing (Pre-writing)	The Book Report (Informative) A Comic Strip to Summarize the Plot (Summary)	Musical Poetry (Creative)
16	The Novel Log for Literary Analysis (Analysis)	Diagramming Characterization (Analysis) The Plot Diagram (Analysis)	Writer's Choice (Imaginative)
17	The Newspaper Article (Analysis)	Research for Interview (Research) The Feature Newspaper Article (Informative)	Time Capsule (Imaginative)
18	Headlines (Critical Thinking) Kenning (Grammar)	Write a Soft News Article (Informative) Write a Hard News Article (Informative)	Newspaper Layout (Creative)


## Language Arts 6—Schedule for Topics and Skills (cont.)

Weeks	Writing/Grammar Skills	Creative Expression	Activity (Optional)
19	Pre-writing for the Definition Essay (Writing Process for Definition)	Write the Definition Essay (Writing Process for Definition) Revision of the Definition Essay (Writing Process for Definition)	Building Blocks (Word Choice)
20	The Speaker in a Poem (Diagnostic)	Dramatic Interpretation of a Poem (Interpretation) Present the Poem (Creative)	A Prayer (Creative)
21	Pre-writing for Cause and Effect Essay (Writing Process for Cause and Effect)	Write a Cause and Effect Essay (Writing Process for Cause and Effect) Revise the Cause and Effect Essay (Writing Process for Cause and Effect)	Infomercial (Imaginative)
22	Eliminating Redundancy and Repetition (Sentence Fluency)	Eliminating Wordy Sentences (Sentence Fluency) Revise Your Writing (Sentence Fluency)	Mad News (Creative)
23	The Definition of a Hero (Definition)	The Protagonist as a Hero (Analysis) Other Types of Characters (Analysis)	The Story of My Life (Creative)
24	Correlative Conjunctions (Grammar) Aphorisms (Inquiry)	The Kigo (Symbolism) The Tanka (Creative)	Names (Imaginative)
25	Change the Tone (Exploratory)	Change the Setting (Exploratory) Creating Setting and Tone (Productive)	Hink Pink (Critical Thinking)
26	Ad Copy (Critical Thinking about Propaganda)	The Head is the Heart (Process of Advertising) The Body (Process of Advertising)	Diary from Tomorrow (Prediction)
27	Plot the Fairy Tale (Creative)	The Setting (Creative) The Fairy Tale (Creative)	The Riddler (Critical Thinking)
28	The Introduction (Writing Process)	The Conclusion (Writing Process) Revising Introductions and Conclusions (Revision)	The Story of Music (Imaginative)
29	Careers—I want to be ... (Prediction)	Business Letter (Communication) Reflective Essay (Application)	Classified Ad (Persuasive)
30	Hear Ye, Hear Ye ... (Speech)	Vivacious Visuals (Speech) The Presentation (Speech)	Field Trip (Imaginative)
31	Persuasion (Persuasive)	Please, Please ... (Persuasive) Smooth Talker (Persuasive)	As Hard As It May Be To Believe ... (Persuasive)
32	The Biography—Who Art Thou, Leo? (Research)	Write Bio/Leo-graphy (Biographical Writing) Art Critique (The Review)	What I Did on My Summer Vacation (Prediction)
33	Begin Research (Research Process)	The Thesis Statement (Research Process) Research and Source Cards (Research Process)	Teaching with Games (Imaginative)
34	Note Cards—Outline (Research Process)	Note Cards—Paraphrase (Research Process) Note Cards (Research Process)	Can I Quote You on That? (Imaginative)
35	The Research Paper Outline (Research Process)	Refine Thesis and Write Body Paragraphs (Research Process) The Introduction and the Conclusion (Research Process)	Déjà Vu (Imaginative)
36	Works Cited (Research Process)	Revision (Research Process) The Final Draft (Research Process)	Presidential Report (Research Process)

©2010 by Sonlight Curriculum, Ltd. All rights reserved.

**LANGUAGE ARTS 6****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/Phonics</b>					
<b>Spelling</b>  <sup>1</sup>					
<b>Optional:</b>  <sup>1</sup> <i>Wordly Wise 3000, Book 6</i>	Exercise 1A		Exercise 1B	Exercise 1C	
<b>Optional:</b>  <sup>1</sup> <i>Keys to Good Language 6</i>	Pretest 1		Lesson 1	Lesson 2	
<b>Handwriting</b>					
					
<b>Grammar</b>					
<b>Optional:</b>  <sup>1</sup> <i>The Grammar Ace</i>	Lesson 1				
<b>Readers</b>					
<b>5-Day</b> <i>Mara, Daughter of the Nile</i>	chaps. 1–3	chaps. 4–5	chaps. 6–8	chaps. 9–10	chaps. 11–13
<b>4-Day</b> <i>Mara, Daughter of the Nile</i>	chaps. 1–3	chaps. 4–6	chaps. 7–10	chaps. 11–13	
<b>Alt 7</b> <i>Mara, Daughter of the Nile</i>	chaps. 1–3	chaps. 4–5	chaps. 6–8	chaps. 9–10	chaps. 11–13
<b>Vocabulary Development</b>					
<b>Instruction</b>  <sup>1</sup>					
<b>Writing</b>					
<b>Assignment</b>  <sup>1</sup>		Reason to Write	Descriptive Essay	Revise in Active Voice	Optional: The Cartouche
<b>Activity Sheets</b>  <sup>1</sup>	Activity Sheet 1: Dictation 	Activity Sheet 1: Reason to Write 			Optional: Activity Sheet 1: The Cartouche 
<b>Other Notes</b>					

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

### Spelling

#### *Sequential Spelling*

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

#### *Wordly Wise 3000, Book 6 & Keys to Good Language 6*

Find instructions and answers in the Teacher's Guides.

### Handwriting (Optional)

Choose the handwriting program you prefer, then use this line in your weekly sheet to record your progress. 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 (Optional)

Do Sonlight's *Grammar Ace* for one year between 4th–7th grade.

### 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.

### 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 immediately after these notes include one 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 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, 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 good 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 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.

If you are following the Alt 7 Readers Schedule, there may be times when the given dictation does not fit. Please use the passage labeled “Alt 7 Dictation” or one of the Optional Dictation Passages.

### ***Dictation: Mara, Daughter of the Nile, p. 1***

The city that rose beyond them shimmered, almost drained of color, in the glare of Egyptian noon. Doorways were blue-black in white buildings, alleys were plunged in shadow; the gay colors of the sails and hulls that crowded the harbor seemed faded and indistinct, and even the green of the Nile was overlaid by a blinding surface glitter. Only the sky was vivid, curving in a high blue arch over ancient Menfe.

### ***Optional Dictation Passages: Mara, Daughter of the Nile p. 47***

Sheftu’s black brows arched. But he said only, “Then you must see it later. It’s not difficult to find. The queen has caused a highway to be built—at what cost I wouldn’t dare guess—from the river straight across two miles of desert and valley to the temple’s first terrace. A great stone avenue it is, lined on each side with sphinxes. And each sphinx has the head of Her Gracious Majesty.”

### ***p. 92***

“Then here is the message. Tell him he must journey to the River of Darkness, as we talked of long ago. He must take the treasure of him who sleeps there, even the royal cobra from his brow and the collar of amulets—”

“River of Darkness?” Mara choked on the words.

“Aye. He must take from the dead the gold Egypt must have to live! He must go down into the land of night and bring it forth to me.”

## **Day 2**

### ***Writing Strategy: Reason to Write***

Why do people write? They write to organize their thoughts, express their feelings, and communicate with other people. They write for fun, for personal reasons, and for other people. The content and emphasis in a composition reflects the writer’s values and personality. What is your reason to write?

Read the poems “Me” by Walter de Mare and “My Shadow” by Robert Louis Stevenson in *Favorite Poems: Old and New* reprinted on *Activity Sheet 1*. These poems illustrate each poet’s self-image at that moment in time.

In “Me” what does the speaker claim about himself? Notice that the word myself is split as My Self with capital letters. What can the reader infer from his adaptation of the word? Why does the speaker use a simile of a tree and a flower to compare himself? (*The reader can infer that the two capitalized words “My” and “Self” symbolize his feelings about his individuality. A tree is strong while a flower is delicate. The speaker emphasizes that there are many types of trees and flowers. He is showing the reader that he is unique.*)

In the poem “My Shadow,” why does the speaker write about his interaction with his shadow? How does he feel about his shadow? What does the shadow symbolize in the speaker’s life? (*The shadow represents the playful side of him. The shadow can be relaxed and not worry about being proper.*)

Write a poem about who you are today. You may have written a poem about yourself in the past, but the great thing about the “I Am” poem is that it expresses who you are in the present. Put some thought into your writing, and you may be surprised at the results.

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

(Answers will vary.)

## **Day 3**

### ***Writing: Descriptive Essay***

Today, write a descriptive essay about yourself. Describe your interests, characteristics of your personality, and physical features to someone who has never met you.

A good description develops a main idea for the reader. What is the most important thing that you want people to know about you? Use specific examples to support the main idea.

What experiences have you had that illustrate who you are? Or, what behaviors do you have that demonstrate your personality? Write in the first person point of view. (This means to use the “I” voice.)

How do you see yourself? How do you think other people see you? What things about you would people find interesting? Use **sensory details**. What can you reveal about yourself through smell, sound, sight, taste, and touch?

Pre-write before you begin the essay. Focus on the message that you want to give to your readers. Write an

introductory paragraph, at least two body paragraphs, and a concluding paragraph.

Day 4

Writing: Revise in Active Voice

Your assignment is to revise your descriptive essay in the active voice. A good writer knows that the **active voice** is more effective than the **passive voice**. Active sentences deliver a clear and direct message to the reader, which improves overall communication. An active sentence presents the subject first and then the action verb. The reader then knows who is doing what.

**Active Sentence:** Anna hit the softball across the field.

The reader knows that Anna is the person who hit the softball.

A passive sentence is grammatically correct, but it can cause confusion. A passive sentence presents a subject that does not perform the action. Instead, the passive voice hides the performer of the action and sometimes leads the reader to wonder who performed the action. It also takes a longer time for the reader to understand the message.

The sentence below contains the same message as the example above, but notice how complicated the sentence becomes just to include all of the information.

**Passive Sentence:** The softball was hit by Anna, and it went across the field.

Read the sentences below aloud. Which sentence communicates a clearer message?

**Active Sentence:** Zachary climbed all the way to the top of the hill.

**Passive Sentence:** The hill was climbed by Zachary, who went all the way to the top.

If you eliminate the verb “be” and all of its forms from your writing, you have a guarantee that your composition has the active voice. Some linking verbs are also “be verbs.” “Linking verbs” show a state of being, but not really an action. Whenever it is possible, you should use an action verb and not a linking verb.

**Linking verb example:** I was a tree for the Christmas play.

**Active verb example:** I acted the part of a tree for the Christmas play.

For this assignment, concentrate on the basic forms of “be.” Read the essay that you wrote on Day 3. Look at the chart “Basic Forms of the Verb Be,” and then, circle or highlight all of the “be verbs” that you find in your sentences.

Rewrite each sentence that contains a form of the verb “be” and use action verbs. Read it aloud and compare the two versions. Which version is more interesting?

Basic Forms of the Verb Be		
am	are	is
was	were	

Here’s an example of what an active-voice descriptive essay might look like:

I like to make people laugh. If someone wants to know what makes Joe tick, that’s what I tell them. Sometimes I add in a knock-knock joke for good measure, too.

Oh sure, I have many facets. Me and your average diamond, we have a lot in common. People always say my height surprises them, but I’ve never understood that. Do I sound short? Maybe so!

My black hair shines like a raven’s feathers, and my green eyes sparkle like the sea. My smile can light up a room, or so I’ve been told ...

But bringing a smile to someone’s face—that makes me complete. I’ve always believed that laughter can convey love, and love makes the world go round. That’s why I love to make people laugh. I yam what I yam!

Day 5

Writing: The Cartouche (Optional)

The Ancient Egyptians developed hieroglyphs as a writing system around 2800 B.C. It lasted until about 396 A.D. They used pictures as symbols of sounds. These symbols differ from pictures found in cave dwellings. Hieroglyphs have a standardized meaning and style. Each symbol means the same thing for everyone who writes it or reads it. Although hieroglyphs could be read across the page or down the page, they delivered a clear message to the reader.

Ancient Egyptians carved hieroglyphs into their architecture, art, and jewelry. Kings, queens, and important people wore cartouches, which are necklaces, with a name carved on them. They wrote their names in the downward direction instead of across.

Try writing with hieroglyphs to make a cartouche. Use the graphic on *Activity Sheet 1* to write your name using hieroglyphs. (Answers will vary.) ■

©2010 by Sonlight Curriculum, Ltd. All rights reserved.



## Dictation

*Mara, Daughter of the Nile*, p. 1

The city that rose beyond them shimmered, almost drained of color, in the glare of Egyptian noon. Doorways were blue-black in white buildings, alleys were plunged in shadow; the gay colors of the sails and hulls that crowded the harbor seemed faded and indistinct, and even the green of the Nile was overlaid by a blinding surface glitter. Only the sky was vivid, curving in a high blue arch over ancient Menfe.

## Reason to Write

### Me

*Walter de la Mare*

As long as I live  
I shall always be  
My Self—and no other,  
Just me.

Like a tree.

Like a willow or elder,  
An aspen, a thorn,  
Or a cypress forlorn.

Like a flower,  
For its hour  
A primrose, a pink,  
Or a violet—  
Sunned by the sun,  
And with dewdrops wet.

Always just me.

### My Shadow

*Robert Louis Stevenson*

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an India-rubber ball,  
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way.  
He stays so close beside me, he's a coward you can see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepyhead,  
Had stayed at home behind me and was fast asleep in bed.



Use the format below to write an “I Am” poem about yourself. Use the poem on the right as an example.


































<b>I Am</b>	
<p>I am (two special characteristics)</p> <p>I wonder (something you are actually curious about)</p> <p>I hear (an imaginary sound)</p> <p>I see (an imaginary sight)</p> <p>I want (an actual desire)</p> <p>I am (the first line of the poem restated)</p> <p>I pretend (something you actually pretend to do)</p> <p>I feel (an emotion about something imaginary)</p> <p>I touch (an imaginary touch)</p> <p>I worry (something that really bothers you)</p> <p>I cry (something that makes you very sad)</p> <p>I am (the first line of the poem repeated)</p> <p>I understand (something you know is true)</p> <p>I say (something you believe in)</p> <p>I dream (something you actually dream about)</p> <p>I try (something you really make an effort about)</p> <p>I hope (something you actually hope for)</p> <p>I am (the first line of the poem repeated)</p>	<p>I am a Christian girl who loves life.</p> <p>I wonder what heaven is like.</p> <p>I hear the moon singing at night.</p> <p>I see unicorns dancing.</p> <p>I want to spread God’s word.</p> <p>I am a Christian girl who loves life.</p> <p>I pretend that I am famous.</p> <p>I feel happy when I walk in the air.</p> <p>I touch the fluffy clouds.</p> <p>I worry about hungry children.</p> <p>I cry that I can’t feed them all.</p> <p>I am a Christian girl who loves life.</p> <p>I understand that life isn’t always easy.</p> <p>I say, “Let there be peace on Earth.”</p> <p>I dream about the coming of Christ.</p> <p>I try to do my best.</p> <p>I hope that people will not suffer.</p> <p>I am a Christian girl who loves life.</p>

## The Cartouche

Use this graphic and write your name on the cartouche using hieroglyphs. The hieroglyphics chart does not contain all of the sounds and letters in the English alphabet. Use the symbols to write the sounds in your name, rather than match the letters. If you cannot find a symbol for a sound in your name, use a symbol with a similar sound. Skip any sounds that are not in the symbols. Write the symbols down the cartouche instead of across it. You may want to paste it on card stock to make it sturdier. You can choose to wear it or place it on display in your room.



## Hieroglyphs Chart





	Short A		H		Sharp S
	Long A		I		T
	B		J		TH
	Soft C		K		Short U
	Hard C		L		V
	CH		M		W
	D		N		X
	Short E		Short O		Y
	Long E		P		Z
	F		QU		
	Soft G		R		
	Hard G		S		



## LANGUAGE ARTS 6

## 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/Phonics</b>					
Spelling					
Optional: <i>Wordly Wise 3000, Book 6</i>	Exercise 1D		Exercise 1E	Exercise 2A	
Optional: <i>Keys to Good Language 6</i>	Lesson 3		Lesson 4	Lesson 5	
<b>Handwriting</b>					
<b>Grammar</b>					
Optional: <i>The Grammar Ace</i>	Lesson 2				
<b>Readers</b>					
5-Day <i>Mara, Daughter of the Nile</i>	chaps. 14–15	chaps. 16–17	chaps. 18–19	chaps. 20–22	chaps. 23–end
4-Day <i>Mara, Daughter of the Nile</i>	chaps. 14–16	chaps. 17–19	chaps. 20–22	chaps. 23–end	
Alt 7 <i>Mara, Daughter of the Nile</i>	chaps. 14–15	chaps. 16–17	chaps. 18–19	chaps. 20–22	chaps. 23–end
<b>Vocabulary Development</b>					
<b>Writing</b>					
Assignment 		Spatial Organization	Research for Travel Journal	Write the Travel Journal	Optional: Map the Nile
Activity Sheets 	Activity Sheet 2: Dictation 	Activity Sheet 2: Spatial Organization 			
<b>Other Notes</b>					

## Week 2—Notes

### Day 1

#### **Dictation: *Mara, Daughter of the Nile*, p. 150**

The temple's dim quiet ended abruptly as Sheftu stepped into the noise and dust and mingled odors of the outer courtyard. It was like plunging into another element, and the shock steadied him and dissipated his wrath.

Fool, anger gets you nowhere, he told himself as he gathered his horses' scarlet reins and popped the whip over their flanks. Let her have her obelisks—she will soon have nothing else.

#### **Optional Dictation Passage: *Mara, Daughter of the Nile*, p. 270**

"My death will be as nothing to them. It will be as a stone thrown into the Nile in the time of inundation! Do the waters stop for a stone? The plans are made, Hatshepsut, and the hour is near. You will know your enemies when they strike."

### Day 2

#### **Writing Strategy: Spatial Organization**

Writers use spatial organization in descriptive text. Spatial organization arranges details in a logical order. If you were to describe your bedroom, you might start with the first thing a person would see when entering your room. Then you might move clockwise around the room and describe the items in order as if the person were circling your room. You would end with the person leaving the room.

If you were to describe the outside of your house, you might describe from top to bottom or from side to side. However you chose to describe the object would be its spatial organization. If you described the roof and then the side of the house and the second floor window, you could confuse your readers because the order would not be logical.

In the example below, Mara and the princess Inanni go outside and down the stairs of the palace for the first time. The author describes the setting using spatial organization. The writer not only describes the storerooms and workshops but also includes what the characters see in those rooms as they pass:

At the bottom they found themselves in the first of a series of walled courts and gardens, through which they passed without encountering anyone more frightening than a few slaves or hurrying ser-

vants. Inanni began to relax. She peered curiously at the storerooms and shedlike workshops, catching glimpses of basket makers and glass blowers still at work, of hundreds of stacked wine jars, mountains of baled linen, the neat rows of a kitchen garden. There were vineyards, date groves, curbing flower beds in which scarlet sage and larkspur glowed against dark tamarisk trees. As they entered a broad paved area surrounded by weavers' stalls, Inanni gave a start of joy and stopped.

from *Mara, Daughter of the Nile* p. 99

**Note to Mom or Dad:** Architects, engineers, aviators, and designers use spatial organization on a regular basis. In their careers they utilize spatial organization to create three-dimensional projects or to navigate three-dimensional objects. Spatial skills are easier for some children, especially those who excel in math and logical reasoning. This assignment challenges all learners to become spatial thinkers and to communicate their ideas on paper.

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

(Answers will vary.)

### Day 3

#### **Writing: Research for Travel Journal**

**Note to Mom or Dad:** You will need to research information about Ancient Egypt for this assignment. Also, keep a map of the Nile River available as you write.

In the book *Mara, Daughter of the Nile* by Eloise Jarvis McGraw, the setting begins in Menfe (Memphis). Thutmose III reigned as king in the 1400's B.C. The Egyptians built many structures before that time period. Mara, the protagonist, travels up the Nile River to Thebes, which was the capital of Ancient Egypt. As she travels, what does Mara see? What was the setting really like?

Travel back to Ancient Egypt and take the role of a scribe who is traveling up the Nile River from Memphis to the city of Thebes. A true scribe would be a male who wrote hieroglyphs with a reed brush on papyrus for paper. It would take you quite a while to write all the symbols on papyrus. For the purpose of this assignment, use modern supplies.

Look at the map of the Nile River, the longest river in the world. It is important to recognize that the Nile flows north and ends with its delta at the Mediterranean Sea. You are traveling south, against the current, from Memphis to Thebes just like Mara does.

On Day 4, you will write a travel journal about your trip. Today, research and take notes about the following places:

- Memphis
- Pyramids of Giza
- The Sphinx
- Saqqara
- Beni Hasan
- Deir el-Bahari
- Thebes

## Day 4

### ***Writing: Write the Travel Journal***

People keep travel journals to record their journeys. This helps travelers remember more about their experiences and share their memories with friends and family. Historians recreate events with the aid of travel journals. Write a travel journal about the places you researched on Day 3.

As you write, concentrate on describing the places as if you were actually there. Describe your journey using spatial organization. Give your readers images of the scenes.

Use your five senses to give your reader a sense for the atmosphere. What does it sound like, smell like, taste like, feel like, and look like?

Mara sees crocodiles and smells fish mixed with mud. Use colorful adjectives and action verbs in your description. Write at least one paragraph about each place.

**Note to Mom or Dad:** Evaluate your children's work based upon how well they are able to use descriptive language to bring what's inside their imaginations to life. Here's what a sample paragraph about passing the Giza pyramids might look like:

As I looked out at the horizon, I could begin to see shapes taking form in the distance. What was blurry at first soon became clear, as the triangular shapes of the pyramids at Giza came into view. Even though I had heard many stories about the pyramids, seeing them up-close still took my breath away. These marvels of modern architecture proudly displayed what an advanced society ours had become.

## Day 5

### ***Writing: Map the Nile (Optional)***

Many people take pictures and videos of the places that they visit. Since your travel journal contains places from Ancient Egypt, draw a freehand map and sketch the places where they appear along the Nile. Use color to emphasize the dimensions of the structures next to the Nile. ■



## Dictation

*Mara, Daughter of the Nile*, p. 150

The temple's dim quiet ended abruptly as Sheftu stepped into the noise and dust and mingled odors of the outer courtyard. It was like plunging into another element, and the shock steadied him and dissipated his wrath.

Fool, anger gets you nowhere, he told himself as he gathered his horses' scarlet reins and popped the whip over their flanks. Let her have her obelisks—she will soon have nothing else.

## Spatial Organization

Use spatial organization to describe your favorite place in one paragraph. Perhaps this place is somewhere near home or at home. It could be a place where you go to think or to relax. Maybe your favorite place is a family camping spot or someplace you've only visited one time but would like to return to someday. Decide on the order in which you want to write about that place. Will you describe it from a specific perspective? For example, if your favorite place is sitting on a rock looking down from a mountain, you would describe the scene from that point. If you use yourself as the focal point, describe what is closest to you and work your description in points that get farther and farther away from you. Will you describe from top to bottom or from side to side?

**Introduction: Give an overview of what you will describe.**

### Plan of Organization:

Make a list and plan the order for your spatial description.

### Write Your Description:

Use sensory details and spatial organization.



## LANGUAGE ARTS 6

## 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/Phonics</b>					
<b>Spelling</b>					
<b>Optional:</b> <i>Wordly Wise 3000, Book 6</i>	Exercise 2B		Exercise 2C	Exercise 2D	
<b>Optional:</b> <i>Keys to Good Language 6</i>	Lesson 6		Lesson 7	Lesson 8	
<b>Handwriting</b>					
<b>Grammar</b>					
<b>Optional:</b> <i>The Grammar Ace</i>	Lesson 3				
<b>Readers</b>					
<b>5-Day</b> <i>Hittite Warrior</i>	p. xv–chap. 2	chaps. 3–5	chaps. 6–8	chaps. 9–11	chaps. 12–14
<b>4-Day</b> <i>Hittite Warrior</i>	p. xv–chap. 2	chaps. 3–6	chaps. 7–10	chaps. 11–14	
<b>Alt 7</b> <i>Hittite Warrior</i>	p. xv–chap. 2	chaps. 3–5	chaps. 6–8	chaps. 9–11	chaps. 12–14
<b>Vocabulary Development</b>					
<b>Writing</b>					
<b>Assignment</b> <input checked="" type="checkbox"/>		Point of View	Pre-write a Peace Treaty	Write a Peace Treaty	Optional: Cuneiform
<b>Activity Sheets</b> <input checked="" type="checkbox"/>	Activity Sheet 3: Dictation and Grammar Gem <input type="checkbox"/>	Activity Sheet 3: Point of View <input type="checkbox"/>			Optional: Activity Sheet 3: Cuneiform <input type="checkbox"/>
<b>Other Notes</b>					



## Week 3—Notes

### Day 1

#### **Dictation: *Mara, Daughter of the Nile*, pp. 217–218**

An hour later he was crossing the worn stone wharfs to the *Beetle's* anchorage. Nekonkh hung over the gunwale, his arms propped wide, his shoulders burnished copper in the brilliant sunlight. Every line of him spelled anxiety. Sheftu stepped into the cool shadow of the hull, swung onto the rope ladder and climbed up through the blue-green dancing reflections into the glare of sun on deck.

#### **Optional Dictation Passages: *Hittite Warrior***

pp. xvi–xvii

My story will tell much of that little strip of land called Canaan to the south, between us and the accursed land of Egypt, which was only a name to me when I was a child. For all the wealth and all the armies and all the glories of the nations have passed through that little land and probably always will; and the story of the kings of Canaan is the story of the world.

p. 31

“Here in Canaan,” he said, “it is necessary for a man of position to read and write. It is not as it is in Great Hatti, where the sacred picture writing is a mystery in itself. Here we have an easy way, only twenty-two signs, from which all words may be formed. You will learn quickly.”

### Day 2

#### **Writing Strategy: Point of View**

Two weeks ago, you wrote your poem and descriptive essay in the “I” voice, or **first person point of view**. When you write a personal narrative (narrative is another word for story), you write using the pronoun *I*.

When you write for other people you have a choice to write in second person or third person. As a rule, you should either write in first or third person but not in second. The **second person point of view** should only be used when writing directions for someone to follow. You will have very few assignments where you have to write directions.

The majority of your assignments will require you to write in first person or third person. If you are writing about someone other than yourself, write in **third person point of view** and use the pronouns *he*, *she*, or *it*, but never the pronoun *you*.

If you are writing about yourself you will use the pronoun *I* but never the pronoun *you*. Also, if you begin writing a composition in the third person, do not switch to first person. If you begin in first person, do not switch to third person.

**Note to Mom or Dad:** Help your children to develop good habits and to use the appropriate point of view. If you find the words *you*, *yours*, or *yourself* in your students' writing, delete the words and have the students rewrite the sentences using the correct point of view. If your students switch point of view in the middle of the paper, advise them to keep the point of view consistent. Rewrite the paragraphs on *Activity Sheet 3*.

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

1. He was driving home as a great snowstorm began to rage. He was worried. Everything around him was turning white and confusing. He could barely see where he was going. Suddenly his car stalled. He was far from home and didn't really know where he was.
2. This was the hardest, most difficult thing she'd ever had to do in her life. She received an important medal, but she knew that she really did not deserve it. She stood in front of a large audience, many of them old friends who loved her. She was supposed to give an acceptance speech, but instead of accepting the medal, she decided to confess that another person deserved it.

### Day 3

#### **Writing: Pre-write a Peace Treaty**

In the book *Hittite Warrior* by Joanne Williamson, the Egyptians unite with the Hittites in battle. Around 1275 B.C. the Hittites and the Egyptians established the first written peace treaty. They signed the treaty about seventy years before the battle that Uriah fights in the book. They signed the treaty after the Battle of Kadesh, where neither country conquered the other.

When they wrote the treaty, both nations defined their agreement and committed to support one another. Because of the treaty, Egypt sent food and supplies to the Hittites, who experienced a drought about twenty years later.

The agreement includes eighteen articles. The Hittites composed their treaty in clay using **cuneiform**, while the Egyptians composed their treaty on papyrus using **hieroglyphs**. The English translations of the seventh article appear on the next page:

Hittite Version (7th Article)	Egyptian Version (7th Article)
If a foreigner marches against the country of Egypt and if Reamasesa-Mai-amana, the great king, the king of the country of Egypt, your brother, sends to Hattusili, the king of the country of Hatti, his brother, the following message: "Come to my help against him", then Hattusili, king of the country of Hatti, shall send his troops and his chariots and kill my enemy.	If another enemy come against the great chief of Kheta, and he shall send to the great chief of Egypt, Usermare-Setepnere for reinforcements then he shall come to him as reinforcement, to slay his enemy. But if it be not the desire of Ramses-Meriamon, the great ruler of Egypt, to come, he shall send his infantry and his chariotry and shall slay his enemy. Or seeing them, besides returning answer to the land of Kheta.

**Note to Mom or Dad:** If you have the time, you may want to discuss with your students how to simplify the language in the articles with active verbs.

Pre-write a peace treaty for your family or for all families in general. Focus on issues that cause conflict in families. Make a list of those issues and brainstorm ways to resolve those issues.

Here are some suggestions, but you may want to be more specific:

- Distribute chores fairly.
- Share a room, the bathroom, television, etc.
- Save/spend/earn money.
- Borrow personal possessions.
- Settle disagreements.
- Entertain friends who are guests.

## Day 4

### Writing: Write a Peace Treaty

Use your notes from yesterday to write your peace treaty today. Be sure to use the third person point of view. Use action verbs to create the active voice. Write at least five articles of declaration. Make sure that each article is fair for all members of the family. Add a title to your treaty and sign it to make it official.

Here's what some sample articles might look like:

If two family members agree to share something evenly, the division of said item shall take place as follows: one person will divide the item as evenly as possible, while the other person will be allowed to choose which portion he or she will receive. In this way, each person will be motivated to be as fair as possible in the division of the item at issue.

If there is any disagreement between family members, those members must work diligently to resolve their differences before bedtime, according to Scripture. Let not the sun go down if there exist any dispute among family members!

## Day 5

### Writing: Cuneiform (Optional)

**Note to Mom or Dad:** You may wish to purchase a strong polymer clay or make your own play dough to complete this assignment. (See *Activity Sheet 3* for a play dough recipe.)

The protagonist Uriah in *Hittite Warrior* learns to write using the Phoenician alphabet, which used only twenty-two characters. In his culture, only low-caste priests and slaves wrote; therefore, Uriah knew very little about reading and writing. Perhaps that is because the cuneiform writing system had over one thousand characters. Cuneiform developed a few hundred years before the Egyptians used hieroglyphs, so it is the oldest form of writing. Scribes used a wedged stylus to carve the shapes into the clay.

Uriah doesn't know the one true God, so he doesn't have any guidance in his life. When Uriah loses his family, he wanders without direction. As a Christian, the Holy Spirit guides you in life. Galatians 5:22–23 lists the nine fruits of the Holy Spirit.

Try writing using cuneiform and create a plaque with one of the fruits of the Holy Spirit.

### Follow the directions on Activity Sheet 3.

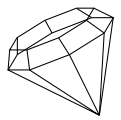
(Answers will vary.) ■



## Dictation

*Mara, Daughter of the Nile*, pp. 217-218

An hour later he was crossing the worn stone wharfs to the *Beetle's* anchorage. Nekonkh hung over the gunwale, his arms propped wide, his shoulders burnished copper in the brilliant sunlight. Every line of him spelled anxiety. Sheftu stepped into the cool shadow of the hull, swung onto the rope ladder and climbed up through the blue-green dancing reflections into the glare of sun on deck.



## Grammar Gem

**Did you know ...** there are different ways to create the **past tense** form of verbs? If you think creating the past tense form of a verb simply involves adding the **-ed suffix**, you're right. Usually. Most verbs take the -ed suffix to show that an action took place in the past. Verbs like walked, talked, joked, and laughed all use the -ed suffix. Look at the verb "hung" in yesterday's dictation. What is the present tense of hung? Hang is an irregular verb; it becomes hung in the past tense. Verbs like this do not take the -ed suffix in the past tense. Familiarize yourself with the irregular past tense verbs to avoid errors.

A partial listing of irregular past tense verbs includes:

catch/caught, bring/brought, do/did, buy/bought, sing/sang, drive/drove, am/was, write/wrote, ring/rang, eat/ate, and teach/taught.

## Point of View

The following paragraphs are written in second person point of view. Rewrite them in third person point of view. You can use a name or the pronouns *he* or *she*. Then discuss with Mom or Dad the message that each point of view presents to the reader.

1. You are driving home and a great snowstorm begins to rage. You are worried. Everything around you is white and confusing. You can barely see where you are going. Suddenly your car stalls. You are far from home and don't really know where you are.

---

---

---

---

---

---

---

---

---

---

Continued ... ➡

2. This is the hardest, most difficult thing you've ever had to do in your life. You received an important medal, but you know that you really do not deserve it. You stand in front of a large audience, many of them old friends who love you. You are supposed to give an acceptance speech, but instead of accepting the medal, you decide to confess that another person deserves it.

---



---



---



---



---

## Cuneiform

Choose one of the fruits of the spirit that you would like to focus upon and write it in cuneiform. If you don't have a wedged stylus, you can substitute it with a cuticle pusher, a nail file, a thin popsicle stick, or a toothpick and write on polymer clay or you can make your own play dough. (Combine 1/2 cup of salt, one cup of water, and one tablespoon of vegetable oil. Add two teaspoons of food coloring and one cup of flour a little at a time to the mixture.)

Form the clay into a flat 3 x 5 inch square and put a hole at the top, so you can hang it up later. Use the cuneiform and English alphabet chart to form the symbols that represent your word. After you write your word in the clay, bake it. (See the directions on the polymer clay for the baking temperature. If you made your own play dough, bake it for ten minutes at 180 degrees.) Then string yarn through the hole and hang it in your room. Cuneiform takes longer to write and more space on a surface than English does. If you do not have clay, you can still do the assignment on unlined paper. You can add a border with construction paper to frame it. The nine fruits of the Holy Spirit are:

• love • joy • peace • patience • kindness • goodness • faithfulness • gentleness • self-control •

