

Quick Start Guide

Language Arts Instructor's Guide: Levels K-2

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 phonics, spelling, writing mechanics and creative writing. The only component you need to add separately is the Handwriting program of your choice.

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 helpful notes and activity ideas directly behind your Schedule pages. Use the Creative Expression ideas to develop your children's skills and spark their creativity.

3 Organize Your Activity Sheets

Activity Sheets help your children interact with the concepts they're learning. Find them (along with a complete answer key) behind your Schedule pages. Some parents choose to place the Activity Sheets in a separate binder so 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 or call (303) 730-6292.

Subjects for Language Arts Levels K-2

Sonlight's engaging Language Arts program uses a natural language approach to develop your children's written and verbal communication skills. From K-2, Sonlight children will focus on several primary fields of study:

- **Reading:** Phonics and gripping Readers let your children gradually and confidently master the skill of reading fluently.
- **Spelling:** Children discover patterns in spelling through phonics and logically-sequenced sets of spelling words.
- **Handwriting:** Choose the handwriting program of your choice to help your children learn to write with ease and legibility.
- **Vocabulary Development:** Children learn new vocabulary in connection with the Read-Alouds in their Core program.
- **Creative Expression:** Copywork one day a week helps children practice the mechanics of writing. Every other day, children will dictate as you serve as their scribe. From letters and stories to poems and play, they'll discover the joy of creative writing!

“Sounds, Letters, and Easy Words” —Schedule for Topics and Skills			
Week	Letter	Creative Expression	Activities
1	F, f	Picture Book Narration (Narration)	Phonics Practice: “I Spy,” F “Crazy” Activities Writing Skills: Finish the Story Language and Thinking Skills: Calendar Vocabulary
2	B, b	Write an Invitation (Communication)	Letter Recognition: Find the Pairs Phonics Practice: B “Crazy” Activities Writing Skills: Story Sequencing Language and Thinking Skills: Family Names, Alphabet
3	M, m	Bolt Buddies (Imaginative)	Letter Recognition: Cornmeal Letters Phonics Practice: Silly Items to Buy, M “Crazy” Activities Listening Skills: Listen Language and Thinking Skills: Address, Number Vocabulary
4	T, t	The Visitor (Recollection)	Letter Recognition: 3-D Letters Phonics Practice: Bean Bag Game, T “Crazy” Activities Writing Skills: Story Elaboration Language and Thinking Skills: Prayers, Hymns
5	R, r	Hobby Explanation (Explanation)	Letter Recognition: Letter Match-up Phonics Practice: Key Letter Sound Story, R “Crazy” Activities, “I Spy” Language and Thinking Skills: Phone Number, Bible Verses, Poem
6	A, a	The Day I Was Two Inches Tall (Imaginative)	Letter Recognition: Write on the Sidewalk, Letter Pick-Up Phonics Practice: Letter Sounds Make Words, A “Crazy” Activities Language and Thinking Skills: Stories/Fables
7	Review, no new letters this week	Fable Narration (Narration)	Phonics Practice: Letter Sound Practice Writing Skills: Rhyme Language and Thinking Skills: Stories/Fables
8	H, h	The Family Album (Recollection)	Letter Recognition: Letter Matching Game Forming Words: Add the Last Letter Phonics Practice: H “Crazy” Activities Writing Skills: Finish the Story Language and Thinking Skills: Stories/Fables
9	P, p	The News Report (Communication)	Letter Recognition: Letter Sound Pick-Up Phonics Practice: Name Game, P “Crazy” Activities Writing Skills: Rhyme Language and Thinking Skills: Stories/Fables
10	S, s	Grown-up Me (Imaginative)	Letter Recognition: Bingo Phonics Practice: S “Crazy” Activities, Blending Game Writing Skills: Story Sequencing Language and Thinking Skills: Food Vocabulary
11	I, i	The Cat Book (Narration)	Phonics Practice: I “Crazy” Activities Letter Recognition: Find the Pairs Forming Words: Building Words Writing Skills: Dictionary Language and Thinking Skills: Food Vocabulary
12	Review, no new letters this week	Chore Training (Explanation)	Letter Recognition: Tactile Letters Forming Words: Replace the Letters Language and Thinking Skills: Traffic Vocabulary
13	Review, no new letters this week	Make Up a Song (Imagery/Poetry)	Phonics Practice: Letter Sound Picture Match, Food Names Writing Skills: Story Elaboration Language and Thinking Skills: Counting Vocabulary

“Sounds, Letters, and Easy Words” —Schedule for Topics and Skills (cont.)

Week	Letter	Creative Expression	Activities
14	C, c	The Gap (Imaginative)	Letter Recognition: Bingo Phonics Practice: Bean Bag Drop, C “Crazy” Activities Listening Skills: Listen Language and Thinking Skills: Counting Vocabulary
15	D, d	Our Busiest Day Ever (Recollection)	Letter Recognition: Letter Pairs Phonics Practice: Letter Sound Pick-up, D “Crazy” Activities Writing Skills: Finish the Story Language and Thinking Skills: Measurement Vocabulary
16	J, j	Decoration Explanation (Explanation)	Letter Recognition: Letter Match-up Phonics Practice: J “Crazy” Activities Forming Words: Add the Last Letter Writing Skills: What Am I? Language and Thinking Skills: Measurement Vocabulary
17	O, o	Well-Known Character (Imaginative)	Letter Recognition: Cornmeal Letters Phonics Practice: O “Crazy” Activities Forming Words: Letter Sounds Make Words, Draw Cards to Make Words Writing Skills: Story Sequencing Language and Thinking Skills: Family Vocabulary
18	Review, no new letters this week	Thank-you Note (Communication)	Phonics Practice: Key Letter Sound Story Language and Thinking Skills: Classifying and Organizing
19	Review, no new letters this week	And They Lived Happily Ever After (Imaginative)	Phonics Practice: Word Sort Forming Words: Letter Elimination Writing Skills: Rhyme, Alphabetize Words Language and Thinking Skills: Patterns, Strategy
20	N, n	Favorite Story Narration (Narration)	Letter Recognition: Letter Pairs Phonics Practice: N “Crazy” Activities Forming Words: Building Words Writing Skills: Dictionary Language and Thinking Skills: Listening Skills Practice
21	K, k	Read-Aloud Summary (Condensation)	Letter Recognition: Write on the Sidewalk Phonics Practice: K “Crazy” Activities Forming Words: Add the Last Letter Writing Skills: Story Elaboration Language and Thinking Skills: Listening Skills Practice
22	L, l	When I Was Sick (Recollection)	Letter Recognition: Bingo Phonics Practice: L “Crazy” Activities, “I Spy” Writing Skills: Sort Word Piles Alphabetically Language and Thinking Skills: Geography, Using Clues
23	U, u	An Odd Place to Surface (Imaginative)	Letter Recognition: Find the Pairs Phonics Practice: Rhyming Word Match-up, U “Crazy” Activities Writing Skills: Finish the Story Language and Thinking Skills: Adding Adjectives to Describe, Memory Builder
24	Review, no new letters this week	You Are the Teacher! (Explanation)	Phonics Practice: Vowel Sound Pop-up Language and Thinking Skills: Imagination Builders, Elaboration

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LANGUAGE ARTS K

WEEK 1

SCHEDULE

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Phonics/Spelling					
Letters Learned So Far	Ff				
Notebook Activities Week 1	<input type="checkbox"/> Copywork 1 <input type="checkbox"/> Exercise 1		<input type="checkbox"/> Copywork 2 <input type="checkbox"/> Letter Review	<input type="checkbox"/> Copywork 3 <input type="checkbox"/> Letter Review	
My First Picture Dictionary	Browse the F pages				
Activities	Make an Ff letter sheet		Play "I Spy"	Finish the Story	Optional: F "Crazy" Activities
Language and Thinking		"Days of the Week" pp. 37–38	"Months of the Year" p. 38	"Days in the Months" p. 38	
Optional: Get Ready for the Code	pp. 1–4	pp. 5–7	pp. 8–10	pp. 11–12	
Handwriting					
Vocabulary Development					
Creative Expression					
Assignment	Day 2: Picture Book Narration				
Other Notes					

1. The ^[N] symbol refers to a note found in the notes section immediately after the schedule pages.

2. The bold letter indicates the new letter for the week.

Phonics/Spelling

Letters Learned So Far: Introducing Letters

Master Educator, Dr. Beechick, recommends that your children write daily. Each day have your children look at the letter they are studying and then write and say the sound of the letter. Use the check box marked “Letter Review” on the schedule to remind you to do this.

When you introduce a letter, point to the two forms of the letter (uppercase and lowercase), while saying its sound. Then, as you work through your other activities during the week, highlight and review each week’s new letter and its sound as it surfaces in the games and activities you play.

Note to Mom or Dad: When saying the letter sounds, try to avoid adding the sound of an unstressed vowel—a kind of “uh” sound—after the letter sound itself. In others words, say “mmm – mmm – man”, not “muh – muh – man”! Of course, you won’t be able to do this perfectly; vocalized letter sounds that are formed by stopping airflow (b, d, g, etc.) virtually require some kind of release of air in order to say them, and that release of air will sound rather vowel-like. But try to reduce this sound to a minimum to focus attention on the sounds of the letters. Also: It is unnecessary for your children to learn the names of letters at this time and, in fact, such lessons could be confusing. Stick with the sounds.

Notebook Activities

Please find the instructions for the Notebook Activities immediately after the Schedule and Notes. For your convenience, we include extra writing paper for your children to use to complete their Notebook Activities. The weekly copywork passages are printed on each page. These extra sheets of writing paper, which can be found after each week’s Notes, are printed on both sides. Simply use the side that matches the style of your chosen handwriting program: one side matches the *Handwriting Without Tears* style, while the other side matches the *A Reason for Handwriting* and *Getty-Dubay* styles.

General Copywork Instructions

Each week your children will complete two or three copywork passages. Ask them to copy each day’s passage on the lines provided on that week’s Notebook Activities sheet.

Have your children trace the copywork passages we have provided on the top of each page. After they have finished tracing, have them evaluate their handwriting, circling those letters they think are formed the best. (This exercise ensures that it is not you who is judging their writing ability, but they are evaluating their own success at controlling their hand movements.) If your children are a bit more advanced, have them copy the words onto the blank lines below the pre-printed passage. Again, have them evaluate their handwriting. Also note capitalization issues (first letter of every name, etc.). Keep your children’s copywork assignment since it will be used for other exercises during the week.

Is copywork really necessary? Our answer is an unqualified “yes!” In our experience, workbooks don’t do a very good job of teaching children how to write effectively. Instead, children learn to write well by listening to good writing, looking at good writing, copying good writing, and then finally writing on their own. Sonlight’s Language Arts programs try to touch all of those areas.

Copywork builds the foundation for dictation, which your children will begin in Language Arts 3. Copywork provides valuable handwriting practice for your children, as well as wonderful opportunities to explore writing mechanics, such as capitalization, punctuation, and other basic grammar skills. You will be amazed at how quickly your children will develop basic technical skills, including correct sentence structure and spelling. They will also begin to learn cadence and style.

As your children write each passage, discuss it with them. Examine their handwriting and show them where they have done well and where they can improve. Also point out any interesting things you see in the passage. Connect the passage back to the letters they are studying each week and use the time to reinforce lessons learned previously.

Handwriting

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 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."

Should you choose to use the *Handwriting Without Tears* program for handwriting, there are many supplemental manipulatives available. You may purchase the slate chalkboard with chalk and sponge (Item #KL173), the lined paper for approx. levels K-1 (Item #KL174), the capital letter wood pieces (Item #KL175), and the mat for the wood pieces (Item #KL176) from Sonlight. Additional materials may be found on the publisher's website. Sonlight has chosen to carry only those manipulatives we believe provide worthwhile activities for a good value.

For Additional Help

There is a computer program called *Startwrite* that enables you to print out text in dots which can be traced by the beginning writer. The program comes in many fonts which can be used in a variety of ways. The website for *Startwrite* is www.startwrite.com.

Vocabulary Development

Please find this year's vocabulary terms located in the Read-Aloud Study Guide Section of your Core Instructor's Guide.

Please read the vocabulary words in context within the sentences where you find them. Then ask your children to explain what they think the vocabulary word means. If they know the meaning of the word, move on at that point. If the word is unfamiliar, please tell your children what it means.

Use the blank Vocabulary Development lines on your Language Arts Schedule pages to record the book you are using and check off each day of the week as you do vocabulary.

Creative Expression

Isn't it too early to teach my children creative writing, since they're just first learning the physical act of handwriting? That's a common question that many parents ask. Our answer: absolutely not!

Creative writing is—at its core—a form of communication. And there's no time like the present to start your children on the path to becoming good communicators. That being said, we don't—and you shouldn't—expect your children to produce Shakespeare this year. (Maybe next year. Or the year after. But certainly not this year!)

To train your children to write well, we recommend that they write daily. For parents who have had experience with reluctant writers, that may sound like mission impossible. Trust us. It's not. We know that all children are reluctant writers from time to time. That's why our program provides a lot of fun activities, as well as ideas and strategies, to help you deal with those days when your children just don't want to write.

Keep in mind that daily "writing" doesn't always have to involve your children (or you) putting pencil to paper. Our writing program involves many different facets of writing:

Copywork: Each week, your children will practice their handwriting by copying "good writing" from the books they read.

Brainstorming/Idea Generation: Some days, your children's "writing" assignment might involve nothing more than a conversation with you about what to write about, followed by briefly jotting down some notes to use on a subsequent day.

Creative Expression Assignments: Each week, your children will have "regular" writing assignments that focus on production of some type of finished written work. Our notes will help you guide your children through the process.

Editing/Revision: Occasionally, your children's daily writing task will be to review and improve what they've already written.

As you can see, "writing" takes many, many forms. Our program tries to incorporate at least one of these forms daily. But it is flexible! Never let yourself become a slave to the schedule. It is there to help you, not to limit you. Use it, but don't let it use you!

If your children can't be motivated to do a particular assignment some day, then switch things up and let them work on something different. Pick an assignment from a different day. Assign another copywork passage. Or you could choose simply to do the writing assignment orally. Just talk it through. Even if they (or you) aren't putting pen to paper, the idea-generation thought processes behind good writing will still be getting a good workout! Below we discuss some additional things to keep in mind as you embark on the rewarding journey of teaching your children to become effective communicators.

Recording Your Children's Work

To help your children learn to enjoy expressing their thoughts, as well as to get a good feel for the flow of a story and/or how to express their ideas effectively, use the following methods:

- Serve as your children's scribe, writing their stories or papers exactly as they tell it to you. Don't "adultify" either the tone or vocabulary. In all the exercises, remember to let your children express themselves naturally, without interruption. If you're a confident typist, you may want to have your children dictate while you type their stories on the computer. You may find that it's easier to keep up with them if you're typing rather than writing their stories by hand.
- Every now and then during the writing process, stop and read back to your children what they have written so far. That will help them to correct and add to what they have written. You'll also want to ask your children questions to encourage them to explain or expand upon their ideas.

For instance, your children may need help to think sequentially. Prompt them with open-ended questions like, "How did it begin?" "What happened next?" "Why?" "Is that all?" etc. Also, encourage your children to "flesh out" characters and scenes by asking questions like, "What did it look like?" "Why did he do that?" "How did you feel at that moment?" "What did he say?" etc.

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

- Keep all of your children's writings in a dated folder. Years from now, this folio will provide pleasant memories.

Helpful Hint: Whenever possible, send your children's stories to an interested person. This adds additional motivation to do a good job. In addition, you may also want to read them to the rest of the family so everyone can hear and appreciate their accomplishments. Let your children know that their work is appreciated. For more suggestions on how to get your children to write well, go to www.sonlight.com/write-well.html.

What to Expect and What to Demand

Initially, your children may not be able to think of much more than a few sentences for any one assignment. That's okay. As they develop their abilities, they'll dictate more. Your main goal is to encourage your children to learn that making up stories and communicating new ideas can be fun. By and large, we believe these assignments should be quick and relatively easy to do.

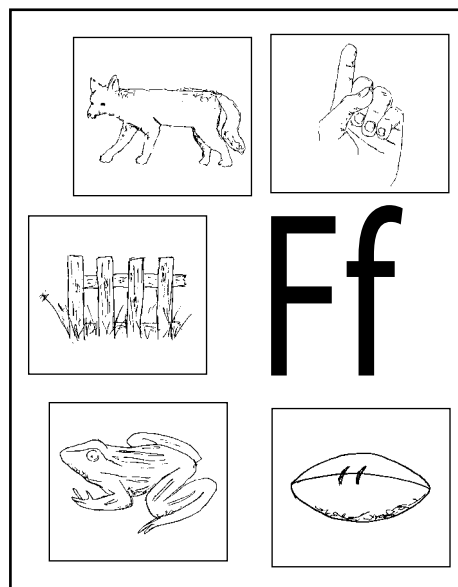
Day 1

My First Picture Dictionary

Introduce the book. Note its organization: A through Z. Also note that each word on the page is in alphabetical order compared to the other words: the words beginning with each particular letter are organized according to their second letter. Explain that this is the way dictionaries are organized. See if your children can think of other words that begin with the same sound.

Activities: Make an Ff Letter Sheet

Each week that you introduce a letter, devote a full-size sheet of paper to that letter. Write a large copy of the letter in both uppercase and lowercase forms. Illustrate the page with pictures of things that begin with that letter and label them. Have your children draw pictures, cut them out of magazines, or use our enclosed Picture Sheets located in the Appendices. Saved unused pictures and the second set of sheets for future weeks. This week's Ff letter sheet might look something like this:



Day 2

Language and Thinking: “Days of the Week”

Read the “Objectives” on page 33, and then work on the “Days of the Week” instructions on page 37. Try using the poem on page 38 as a rope-jumping rhyme to work on memorizing the “Months of the Year” and number of days in each month. Work through the activities provided in the book. Keep your records as you complete each activity in our guide.

Creative Expression: Picture Book Narration

Children love stories. Would you have ever guessed that your children’s favorite picture books could be used to help them learn how to write well? Well, they can!

In today’s assignment your children will retell a favorite story of theirs. In doing so, they will receive valuable practice in thinking through a story line. What all goes into a story? What events happen first, second, etc.? Who are the characters? What do they do? What details are important?

Have your children pick a favorite picture book, then ask them to “tell back” the story line from the book. Let them look at the pictures as they tell the story, but don’t let them read the words—they must tell the story as they remember it.

As they relate the story to you as they remember it, feel free to ask questions to guide them if they need a little help. Use open-ended questions, such as:

“What happens next?”

“Who did that?”

“Why did he/she/they do that?”

“Where/when did they do that?”

Don’t require that they get every last detail correct. Just be satisfied if they are able to provide a good general outline of the story. Congratulate them on what good memories they have! Explain to them that they can use their memories of stories they’ve read to help them write their own stories one day.

Day 3

Activities: “I Spy”

Play “I Spy” by finding things that start with the /F/ sound. “I Spy” is a game that can be played in many ways. At this time, please just use the first suggestion with your children. Later in the year, you may want to try one of the other suggestions.

1. Place in a basket several items that begin with the letters f, m, t, or b. Say, “I spy with my little eye something that begins with the letter that sounds like ____.” See if your children can pick it. Switch roles.
2. “I spy ... something (on myself, in the room, out in the yard ...)”
3. “I spy ... something that ends with the letter sound ____”
4. “I spy ... something that has ____ sound in its middle.”
5. Do any of the above suggestions using the letter names rather than their sounds.

Day 4

Activities: Finish the Story

Remind your children of the Picture Book Narration they did for you on Day 2. Explain to them that today’s assignment is going to be similar, except that, instead of them telling you a story from a picture book, you’re going to tell them part of a story and they’re going to finish it—any way they like.

Read the following text to your children, and then ask them to tell you what happens next:

Tim and Sally received a new sled for Christmas one year. They waited and waited for the snow to fall so they could use it. Just before they went to bed one night, they saw some snowflakes fall. When they got up the next morning, snow had fallen on everything. They got on their warm snow clothes and ...

See what your children can come up with! Did Tim and Sally go sledding? Did they fly down a big hill? Did they get covered in snow from head to toe? Remember: there’s no right answer here. You should just be looking for your children to expand appropriately upon the part of the story you read to them.

If they need some help, gently nudge them in the right direction with open-ended questions, such as:

Who are the characters in the story?

What are they doing?

Where or when are they doing it?

Why?

What happens next?

Encourage them to be as detailed as they can. Together, you will be laying the groundwork for successful writing!

Day 5 (Optional)

Activities: F “Crazy” Activities

Have your children choose a fun /F/ activity to do. Can they flip and flop like a funky frog? Maybe they’d rather fax a form or fan a foot. It’s up to them. What other fun /f/ activities can they think of? ■

Notebook Activities Week 1

Copywork 1, 2, 3

Carefully write your children’s first names on the first line of the handwriting paper we’ve included after this week’s Notes. (You may want to put these pages in a notebook to keep them collected and easily-accessible for your children!) Use the manuscript style and side of the paper that corresponds to the handwriting program you have chosen. Let your children use your original as a template from which they should first trace and then copy their names. Have your children make up to three copies per day, aiming toward perfection. Draw attention to the fact that all names start with a capital letter. Save this copywork to use with the following exercise.

Sue _____

Exercise 1

1. Write your first name on the worksheet. (**Note to Mom or Dad:** Please create a sample.)
2. Circle the capital letter in your name.
3. What is the rule about capital letters? Tell your mom or dad. (*the first letter in a name should always be capitalized*)
4. Count the number of letters in your name.

Notebook Activities Week 1

Copywork/Exercise 1

Copywork 2

Copywork 3

Notebook Activities Week 1

Copywork/Exercise 1

Copywork 2







Copywork 3



LANGUAGE ARTS K

WEEK 2

SCHEDULE

Date:	Day 1 <small>6</small>	Day 2 <small>7</small>	Day 3 <small>8</small>	Day 4 <small>9</small>	Day 5 <small>10</small>								
Phonics/Spelling													
Letters Learned So Far	Ff, Bb												
Notebook Activities Week 2	<input type="checkbox"/> Copywork 1 <input type="checkbox"/> Exercise 1		<input type="checkbox"/> Copywork 2 <input type="checkbox"/> Letter Review	<input type="checkbox"/> Copywork 3 <input type="checkbox"/> Letter Review									
<i>My First Picture Dictionary</i>	Browse the B pages												
Activities	Make a Bb letter sheet 		Find the Pairs 	Story Sequencing 	Optional: B "Crazy" Activities 								
<i>Language and Thinking</i>		"Family Names" p. 33		"Alphabet" p. 34 									
Optional: Get Ready for the Code	pp. 13–16	pp. 17–19	pp. 20–22	pp. 23–24									
Handwriting													
Vocabulary Development													
Creative Expression													
Assignment	Day 2: Write an Invitation 												
Other Notes													
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Week 2—Notes

Day 1

Activities: Make a Bb Letter Sheet

See Week 1—Notes to review the letter sheet instructions.

Day 2

Creative Expression: Write an Invitation

Last week, your children practiced the basics of a story line and also got to use their imaginations a bit. This week, it's all about the facts. Clear, factual written communications are vital in today's information-based world. Whether it's a recipe, directions to your house, or a set of instructions, being able to set forth basic facts in a clear and compelling way is an important skill for your children to master.

Help your children practice this writing skill today by working with them to create an invitation. It could be an invitation to a birthday party, a special request for an adult to see them in a sporting event or a recital, or simply an informal note asking a friend to come over to play. The specifics are up to you. Just make this assignment "real" by sending or delivering the invitation. Be sure to let the recipient know that your children wrote the invitation.

To get started, talk with your children about the "event" and the purpose of the invitation (to invite someone to the event). Ask your children to put themselves in the position of the invitee. What would they want to know about the event?

As always, when writing a factual piece like this, it's helpful to review the "5 Ws and an H": Who? What? Where? When? Why? How? Explain to your children that they will need to make sure their invitation answers these important questions.

For example, in addition to the time, date, and location of the event, be sure your children include what they plan to do for the event, what the invitee should bring (if anything), and if you'll be eating anything during the event. If the invitation is for a party, teach them to request an R.S.V.P. (which stands for *répondez s'il vous plaît* or respond if you please). What other information might they need to include in the invitation so that their guest may respond easily (phone number, etc.)?

Remember: Don't expect too much early on. You should be working through these assignments side-by-side, showing your children the way—not expecting them to

do all the work on their own or produce perfect results right off the bat. These are skills that take a lot of time and practice to master. Be encouraging and show enthusiasm for what they are able to accomplish.

A finalized invitation for a birthday party might look something like this:

Dear Corey:

Please come to my birthday party next Saturday, March 9, 2009, at 3:30 p.m. We will play games and eat cake and ice cream at the Knights of Magellan Hall, 123 Main Street, Palookaville, Maryland 12345. Don't forget to wear tennis shoes! Please R.S.V.P. to 123-456-7890.

Your friend,

Seth

Note to Mom or Dad: Don't worry too much right now about grammar, punctuation, and other writing mechanics. We will address those things in due time. Simply correct mistakes that you see with a brief explanation, but don't belabor the point. You'll be surprised at how quickly your children will pick up these tidbits along the way.

Day 3

Activities: Find the Pairs

Show your children the boxes located on the bottom of this week's Schedule page. In each set of four, have them point to the letters that are the same.

Day 4

Activities: Story Sequencing

Read the following sentences **in number order** to your children. Have them put them in the correct story order. Repeat the sentences as needed. Here are the sentences (in the correct order):

2. Goldilocks walks into an empty house in the forest and makes herself at home.
4. Goldilocks eats a just-right bowl of porridge after testing one that was too hot and one that was too cold.
3. Goldilocks falls asleep on the just-right bed after trying one bed that was too hard and one that was too soft.
1. Three bears awaken Goldilocks and she runs away.

Note to Mom or Dad: If you prefer, you can also print out or write out these sentences, cut them out, and then have your children paste them in the appropriate order on a new sheet of paper to create the story. Just do things in whatever way works easiest for you.

The goal is to practice thinking through a story sequentially. It is often hard for young children to think and write sequentially. This is a skill that takes a lot of practice to master. As you work through this activity with your children, explain to them how important it is for things to happen in the correct order. If they need a more concrete example, read through the story in the wrong order and point out how confusing it is!

Language and Thinking: "Alphabet"

Start to memorize the alphabet this week—for more information, read "Alphabet" on page 34. Practice the alphabet each day at first, and then a couple of times each week later on throughout the year. Be sure to practice with a printed alphabet from time to time to help your children learn to recognize the letters visually. Once your children can recite the alphabet fairly well, try memorizing the poem on page 34.

Day 5 (Optional)

Activities: B "Crazy" Activities

Challenge your children to think of as many crazy /B/ activities as they can. Here are a few we thought of: bat a ball, bake bread, bike, blow a balloon, bend a board, burst a bubble, board a bus, etc. When their imaginations are exhausted, let them pick one of the activities to do! ■

Notebook Activities Week 2

Copywork 1, 2, 3

Make a last-name template for your children as you did last week for their first names. Have them trace then copy this template up to three times each day.

Smitty - - - - -

Exercise 1

1. Write your last name on the next sheet of paper. (**Note to Mom or Dad:** Please create a sample.)
2. Circle the capital letter in your name.
3. Why do you have a capital letter in your name? Tell your mom or dad. (*the first letter in a name should always be capitalized*)
4. Are any of the letters in your last name the same? If so, underline all the letters that are the same as one another.

Notebook Activities Week 2

Copywork/Exercise 1

Copywork 2

Copywork 3

Notebook Activities Week 2

Copywork/Exercise 1

Copywork 2







Copywork 3



LANGUAGE ARTS K

WEEK 3

SCHEDULE

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	11	12	13	14	15
Phonics/Spelling					
Letters Learned So Far	Ff, Bb, Mm				
Notebook Activities Week 3	<input type="checkbox"/> Copywork 1 <input type="checkbox"/> Exercise 1		<input type="checkbox"/> Copywork 2 <input type="checkbox"/> Letter Review	<input type="checkbox"/> Copywork 3 <input type="checkbox"/> Letter Review	
My First Picture Dictionary	Browse the M pages				
Activities 	Make an Mm letter sheet		Silly Items to Buy 	Listen 	Optional: Choose an Activity 
Language and Thinking		"Address" p. 33 		"Numbers" pp. 34–35	
Optional: Get Ready for the Code	pp. 25–28	pp. 29–31	pp. 32–35	pp. 36–38	
Handwriting					
Vocabulary Development					
Creative Expression					
Assignment	Day 2: Bolt Buddies 				
Other Notes					

Week 3—Notes

Day 2

Language and Thinking: "Address"

Work on the "Address" instructions throughout this week. Your children will continue to memorize their address over the next few weeks, in addition to other *Language and Thinking* activities.

Creative Expression: Bolt Buddies

If your children are like most, they probably have wild imaginations. While you might struggle to bring them back to reality from time to time, today is not the day to do that! Instead, set their minds free to roam.

Have your children use their imaginations to make up a story to go with Illustration #1 located in Appendix 3 of this guide. Ask them to study the picture and imagine what's going on. They can make up any kind of story whatsoever, as long as it relates to the picture.

You will want to spend some time discussing details they see in the drawing that will help to develop their story: How did the boy and the robot meet? What time of year do you think it is, and how do you know? Why do you think the boy has a card in his hand? Did you notice where they are sitting? Will that be an important part of your story? What do you think happens next?

Imaginative writing is much more difficult for some personalities than for others. You can help to develop your children's imagination and thinking skills by asking a lot of "Why?" and "What if?" questions in daily life.

When they're done brainstorming, praise your children for their vivid imaginations and great story ideas. Ask them to repeat their story once again, thinking about what happens first, second, etc. When they're finished, type up their story and print out a copy to put on your refrigerator.

Day 3

Activities: Silly Items to Buy

Imagine items you could buy at a store that begin with the letters you have learned so far (**f, b, m**). See how silly your list could be! Examples include frogs, fans, fish, Frisbees, etc.

Day 4

Activities: Listen—Tap

First, have your children watch you make the following sounds:

- tap with your fingers/tap with your knuckles,
- tap with an eraser/tap with a pen,
- wrinkle a piece of paper/tear a piece of paper,
- tap with your toe/tap with your heel.

Now have your children close their eyes. Repeat a variety of the sounds again, asking your children to tell you what you are tapping.

Day 5 (Optional)

Activities: Choose an Activity

M "Crazy" Activities

Have your children think of a crazy /M/ activity to do, such as: make a map, make mud, mumble, or mop up mud or milk.

Cornmeal Letters

Have your children "write" the uppercase and lowercase letters they have learned thus far in cornmeal (or rice) spread in a thin layer on a cookie sheet. They should tell you the sound of each letter as they write it. Have them start with this week's letter, and then work on others learned previously. ■

Notebook Activities Week 3

Copywork 1, 2, 3

Write, and have your children trace and copy, your family's street address (e.g. 123 State St.). Remind them that the street's name must be capitalized. Also point out that the abbreviated reference to "St." or "Rd." or "Pl.," etc., always ends with a period and begins with a capital letter.

123 State St. _____

Exercise 1

Please discuss the answers for your unique address.

1. Write your street address in your notebook. (**Note to Mom or Dad:** Please create a sample.)
2. Place boxes around any numbers in the address.
3. Circle the capital letters.
4. Underline any abbreviations.

Notebook Activities Week 3

Copywork/Exercise 1

[illegible]

Copywork 2

Copywork 3

[illegible]

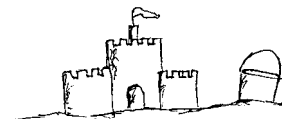
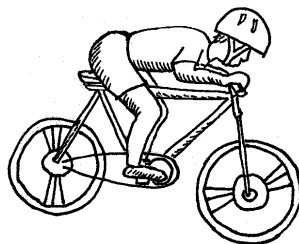
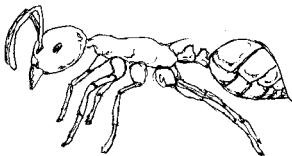
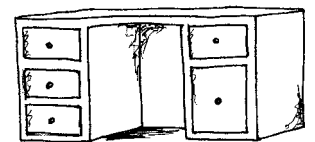
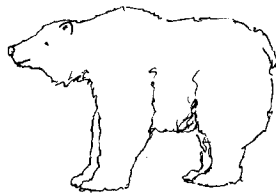
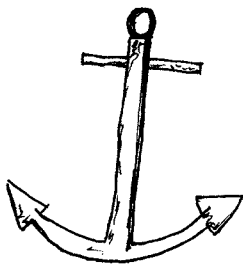
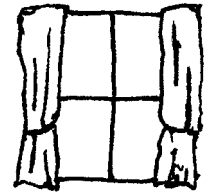
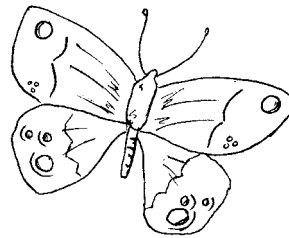
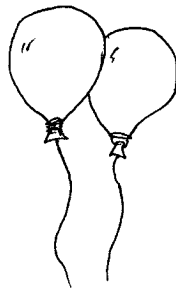
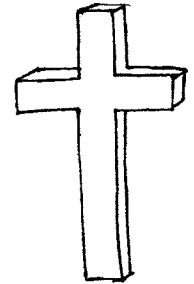
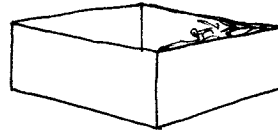
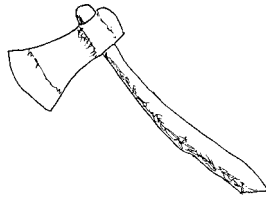
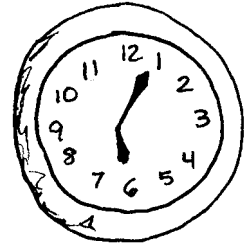
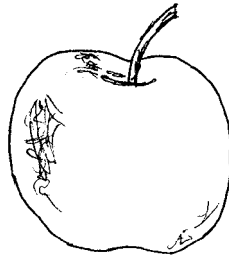
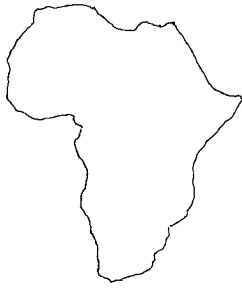
Notebook Activities Week 3

Copywork/Exercise 1

Copywork 2

Copywork 3

Appendix 4: Picture Sheets



Africa
alligator
anchor
ant

apple
axe
balloon
bear
bike

book
box
butterfly
cake
castle

clock
cross
curtains
desk
doctor