



LANGUAGE ARTS K		WEEK 1			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Phonics/Spelling						
Letters Learned So Far	Ff					
My First Picture Dictionary	F pages					
Activities				Play "I Spy"		
Language and Thinking		Telling Stories "Oral" through Reading Stories "The Goose that Laid the Golden Egg" pp. 5-7	Reading Stories "Henny Penny" pp. 8-9			
Optional: Get Ready for the Code	pp. 1-4	pp. 5-7	pp. 8-10	pp. 11-12		
Handwriting						
Recommended: Handwriting Without Tears	Mom or Dad, pp. 4-6; Children, p. 7	pp. 8-9	p. 70			
Vocabulary Development						
Creative Expression						
	A: Copywork 1	B: Circle the Picture	C: Picture Book Narration	D: Copywork 2		
					5-Day: Finish the Story	
Other Notes						

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

^[N] Special Note to Mom or Dad

Day 1

Phonics/Spelling

Introducing Letters

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.

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 other 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.

Please find additional ideas in the appendix.

Copywork

Please find the weekly copywork passages directly after each week's Note. 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.

First have your children trace the words on the page then write them. After they write, 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.) Keep your children's copywork assignment since it will be used for another exercise 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 D. 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.

My First Picture Dictionary | F pages

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. For more recommendations for teaching, see the “Reading” section in the introduction.

Optional: Get Ready for the Code | pp. 1–4

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/handwritingschedules.html and download and print the appropriate file.

Handwriting Without Tears begins with capital letters since it is hard to reverse capital letters particularly if students begin in the corner marked with the smile face or dot. Always link the sound of the letter to the illustration “F is for fish.” We chose to match handwriting to the letter sound our children learn each week to make as many connections for reading as possible.

Recommended: Handwriting Without Tears | pp. 4–7

Mom or Dad read pages 4–6. Decide if your children write right or left handed and set their paper according to their handedness. Then demonstrate to your children how to hold a pencil (as shown on page 6). As you teach your children how to write, practice the 3 steps shown on page 5. Using the correct pencil grip, show your child how to decorate the illustrations on p. 7 and have your children draw as well.

Vocabulary Development

Instruction

Please find vocabulary terms in the Notes section of your Core Instructor's Guide.

Read the words in context within the sentences as printed. Then ask your children to explain what they think the vocabulary word means. If the word is unfamiliar, please read the definition to your children.

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

Creative Expression

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. 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.

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. For more recommendations for teaching, see "Writing" and "Student Activity Sheets" sections in the Introduction.

A: Copywork 1

Each week your children will do copywork from one of the books they read. As your children learn the letters and their sounds, have your children write the letter of the week, "F." On **Week 1 Activity Sheet**, have your children write the uppercase letter **F** five times. Find each week's Activity Sheet directly following these notes.

Day 2

Phonics/Spelling

Language and Thinking | Telling Stories "Oral" through Reading Stories "The Goose that Laid the Golden Egg" pp. 5–7

Read the Objectives on p. 5, and then work on the "Oral" and "Written" instructions on pp. 5–6. Then do the same with Reading Stories "The Crow and the Pitcher" and "The Goose that Laid the Golden Eggs." Work through the activities provided in the book. Keep your records as you complete each activity in our guide.

Also, we do not schedule pp. 69–76 Learning on Trips. Feel free to use these pages throughout the year as you travel.

Note to Mom or Dad: The stories in *Language and Thinking* are old fairy tales and classic stories which may include some violence. You may want to read the stories first to see if they are appropriate for your children. Keep in mind that these stories are often referred to in literature that your children will study later in life, so you may want to at least summarize the content so that she or he is familiar with concepts in the story.

Optional: Get Ready for the Code | pp. 5–7

Handwriting

Recommended: Handwriting Without Tears | pp. 8–9

While we schedule the capital letter on the first day of the week, we add the lowercase on the second day. Again, to help children learn to read.

Creative Expression

B: Circle the Picture

On **Week 1 Activity Sheet**, have your children circle the picture of the objects that begin with the letter **F**. (*frog and flag*)

Day 3

Phonics/Spelling

Language and Thinking | Reading Stories “Henny Penny” pp. 8–9

Optional: Get Ready for the Code | pp. 8–10

Handwriting

Recommended: Handwriting Without Tears | p. 70

Creative Expression

C: 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!

Today have your children retell a favorite story. 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. Record your child’s story on either a sheet of paper to file or on the computer.

Day 4

Phonics/Spelling

Activity | Play “I Spy”

Play “I Spy” by finding things that start with the /F/ sound. Try one of the following ways:

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 ...)” that starts with a particular sound (f.)
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.

Optional: Get Ready for the Code | pp. 11–12

Creative Expression

D: Copywork 2

Have your children write the uppercase and lowercase letters **Ff** four times on **Week 1 Activity Sheet**. And, have your children tell your three words that begin with the “F” sound.

Day 5

Creative Expression

5-Day: Finish the Story

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! Record your child's story. ■

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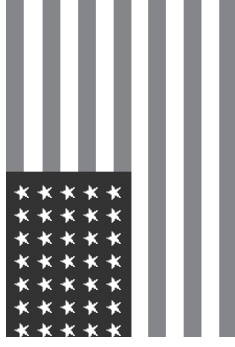
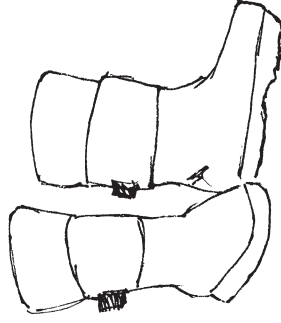
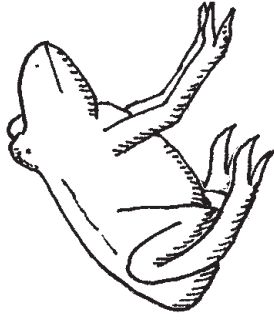
**A: Copywork 1**

Write the uppercase letter **F** five times. Start at the dot.

• • • • •

B: Circle the Picture

Circle the picture of the objects that begin with the letter **F**.

**C: Picture Book Narration**

Record this assignment on a separate sheet of paper.

D: Copywork 2

Write the letters **Ff** four times each. Start at the dot.

• • • • •

LA Week 1 Activity Sheet



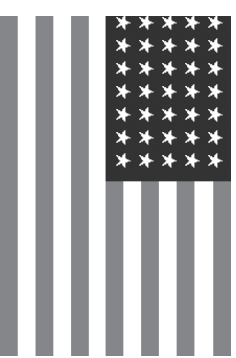
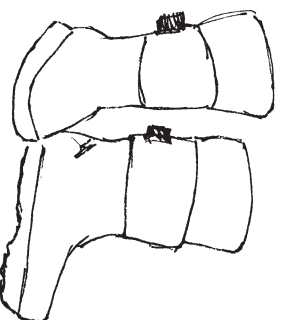
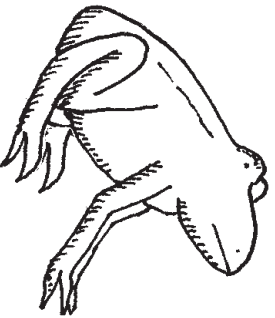
A: Copywork 1

Write the uppercase letter **F** five times. Start at the dot.

Handwriting practice lines for uppercase letter F. Each line starts with a dot and has a vertical line and a horizontal line for tracing. There are five sets of these lines.

B: Circle the Picture

Circle the picture of the objects that begin with the letter **F**.



C: Picture Book Narration

Record this assignment on a separate sheet of paper.

D: Copywork 2

Write the letters **f** four times. Start at the dot.

Handwriting practice lines for lowercase letter f. Each line starts with a dot and has a vertical line and a horizontal line for tracing. There are four sets of these lines.



LANGUAGE ARTS K		WEEK 2			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Phonics/Spelling						
Letters Learned So Far	Ff, Bb					
My First Picture Dictionary	B pages					
Activities				D: Find the Pairs		
Language and Thinking		The Calendar "Days of the Week" p. 37	Reading Stories "The Old Woman and the Pig" pp. 9–10			
Optional: Get Ready for the Code	pp. 13–16	pp. 17–19	pp. 20–22	pp. 23–24		
Handwriting						
Recommended: Handwriting Without Tears	p. 13	p. 69				
Vocabulary Development						
Creative Expression						
	A: Copywork 1	B: Circle the Words	C: Write an Invitation	E: Copywork 2		
					5-Day: Story Sequencing	
Other Notes						

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 Special Note to Mom or Dad

Day 1

Phonics/Spelling

My First Picture Dictionary | B pages

Optional: Get Ready for the Code | pp. 13–16

Handwriting

Recommended: Handwriting Without Tears | p. 13

Creative Expression

A: Copywork 1

On **Week 2 Activity Sheet**, have your children write the uppercase letter **B** six times.

Day 2

Phonics/Spelling

Language and Thinking | The Calendar “Days of the Week” p. 37

Note: Read the “Objectives” on page 33, and then work on the “Days of the Week” instructions on page 37.

Optional: Get Ready for the Code | pp. 17–19

Handwriting

Recommended: Handwriting Without Tears | p. 69

Creative Expression

B: Circle the Words

On **Week 2 Activity Sheet**, have your children circle the words that begin with the letter **B**. (*Bag, Box and Boy*)

Day 3

Phonics/Spelling

Language and Thinking | Reading Stories “The Old Woman and the Pig” pp. 9–10

Optional: Get Ready for the Code | pp. 20–22

Creative Expression

C: 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.)?

Work through these assignments side-by-side, showing your children the way—not expecting them to do the work on their own or produce perfect results right off the bat. These skills take time and practice to master. Be encouraging and show enthusiasm for what they are able to accomplish.

A finalized invitation might look like this:

Dear Corey:

Please come to my birthday party next Saturday, March 9, 2012, 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

Day 4

Phonics/Spelling

D: Find the Pairs

Show your children the boxes located on this week's Activity Sheet, which are located following these Notes. In each set of four, have them point to the letters that are the same.

Optional: *Get Ready for the Code* | pp. 23–24

Creative Expression

E: Copywork 2

On **Week 2 Activity Sheet**, have your children write the uppercase and lowercase letters **Bb**, four times.

Day 5

Creative Expression

5-Day: Story Sequencing

Read the following sentences **in number order** to your children. Ask your children to put them in the correct story order. Repeat the sentences as needed. 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.

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! ■

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**A: Copywork 1**

Write the uppercase letter **B** six times. Start at the dot.

• • • • • •

B

B: Circle the Words

Circle the words that begin with the letter **B**.

Fox Bag Dog Box Boy Toe

C: Write An Invitation

Record this assignment on a separate sheet of paper.

**A: Copywork 1**

Write the uppercase letter **B** six times. Start at the dot.

B

B: Circle the Words

Circle the words that begin with the letter **B**.

Fox Bag Dog Box Boy Toe

C: Write An Invitation

Record this assignment on a separate sheet of paper.

**D: Find the Pairs**

In each set of four, point to the letters that match.

B	f	F	b	b	b
b	f	b	F	F	f

E: Copywork 2

Write the upper and lowercase letters **Bb** four times. Start at the dot.

• • • • •
Bb Bb Bb Bb

LA Week 2 Activity Sheet



D: Find the Pairs

In each set of four, point to the letters that match.

B	f
b	f

F	b
b	F

b	b
F	f

E: Copywork 2

Write the upper and lowercase letters **Bb** four times.

Bb



LANGUAGE ARTS K	WEEK 3					SCHEDULE
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Date:	Day 1 <small>11</small>	Day 2 <small>12</small>	Day 3 <small>13</small>	Day 4 <small>14</small>	Day 5 <small>15</small>
Phonics/Spelling					
Letters Learned So Far	Ff, Bb, Mm				
<i>My First Picture Dictionary</i>	M pages				
Activities				Listen, Tap	
<i>Language and Thinking</i>		Reading Stories "The Three Bears" through Evaluation pp. 11–12	Nutrition "Juice" through "Sugar" pp. 15–16		
Optional: <i>Get Ready for the Code</i>	pp. 25–28	pp. 29–31	pp. 32–35	pp. 36–38	
Handwriting					
Recommended: <i>Handwriting Without Tears</i>	p. 16	p. 66			
Vocabulary Development					
Creative Expression					
	A: Copywork 1	B: Circle the Picture	C: Bolt Buddies	D: Copywork 2	
					5-Day: Silly Items to Buy
Other Notes					

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Special Note to Mom or Dad

Day 1

Phonics/Spelling

My First Picture Dictionary | M pages

Optional: Get Ready for the Code | pp. 25–28

Handwriting

Recommended: Handwriting Without Tears | p. 16

Creative Expression

A: Copywork 1

On **Week 3 Activity Sheet**, have your children write the uppercase letter **M** six times.

Day 2

Phonics/Spelling

Language and Thinking | Nutrition “Juice” through “Sugar” pp. 15–16

Optional: Get Ready for the Code | pp. 29–31

Handwriting

Recommended: Handwriting Without Tears | p. 66

Creative Expression

B: Circle the Picture

On **Week 3 Activity Sheet**, have your children circle the picture of the objects that begin with the letter **M**. (*mushrooms and measuring cup*)

Day 3

Phonics/Spelling

Language and Thinking | Nutrition “Produce” p. 16

Optional: Get Ready for the Code | pp. 32–35

Creative Expression

C: 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 the illustration on “C: Bolt Buddies” on **Week 3 Activity Sheet**.

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 4

Phonics/Spelling

Activity | Listen, Tap

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.

Optional: *Get Ready for the Code* | pp. 36–38

Creative Expression

D: Copywork 2

On **Week 3 Activity Sheet**, have your children write the upper and lowercase letters **Mm**, four times.

Day 5

Creative Expression

5-Day: 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. ■

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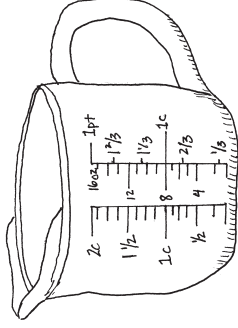
A: Copywork 1

Write the uppercase letter **M** six times. Start at the dot.

M

B: Circle the Picture

Circle the picture of object that begin with the letter **M**.



LA Week 3 Activity Sheet



A: Copywork 1

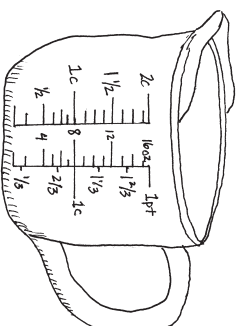
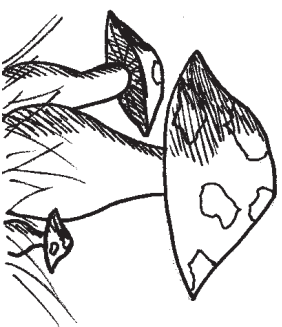
Write the uppercase letter **M** five times. Start at the dot.

M

• — — — — — • — — — — — • — — — — — • — — — — — • — — — — —

B: Circle the Picture

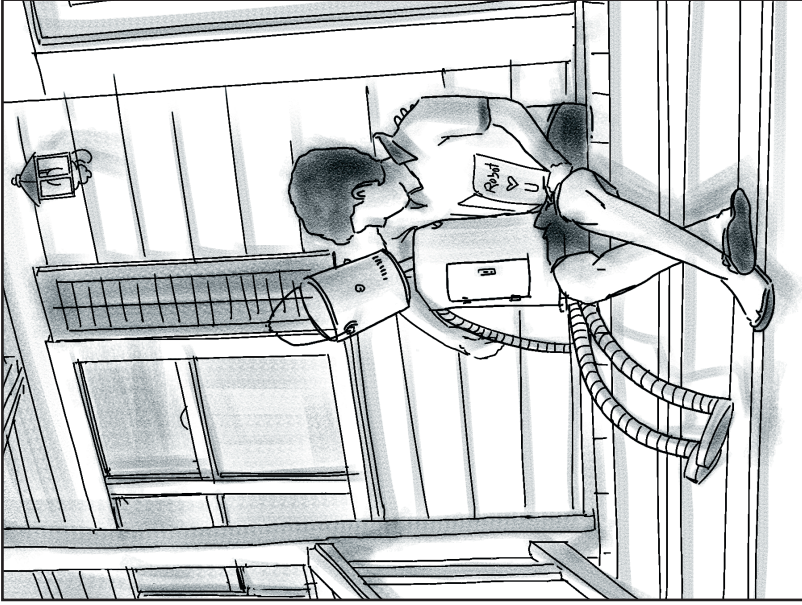
Circle the picture of object that begin with the letter **M**.





C: Bolt Buddies

Record this assignment on a separate sheet of paper.



D: Copywork 2

Write the upper and lowercase letters **Mm** four times. Start at the dot.

Mm Mm Mm Mm

**C: Bolt Buddies**

Record this assignment on a separate sheet of paper.

**D: Copywork 2**

Write the upper and lowercase letters **Mm** three times. Start at the dot.

M m

M m

M m

Appendix 2: Language Arts K—Scope and Sequence: Schedule for Topics and Skills

Week	Letter	Creative Expression	Activities
1	F, f	Picture Book Narration (Narration)	Phonics Practice: “I Spy” Writing Skills: Finish the Story Language and Thinking Skills: Stories/Fables
2	B, b	Write an Invitation (Communication)	Letter Recognition: Find the Pairs Writing Skills: Story Sequencing Language and Thinking Skills: The Calendar
3	M, m	Bolt Buddies (Imaginative)	Phonics Practice: Silly Items to Buy Listening Skills: Listen, Tap Language and Thinking Skills: Nutrition
4	T, t	The Visitor (Recollection)	Phonics Practice: Bean Bag Game Writing Skills: Story Elaboration Language and Thinking Skills: Traffic Vocabulary
5	R, r	How Do You Do That (Explanation)	Letter Recognition: Letter Match-up Phonics Practice: Key Letter Sound Story Language and Thinking Skills: Number Vocabulary
6	A, a	The Day I Was Two Inches Tall (Imaginative)	Letter Recognition: Letter Pick-Up Phonics Practice: Letter Sounds Make Words Language and Thinking Skills: Number Vocabulary
7	Review, no new letters this week	Fable Narration (Narration)	Letter Recognition: Letter Matching Writing Skills: Rhyme Language and Thinking Skills: Measurement Vocabulary
8	H, h	The Family Album (Recollection)	Forming Words: Add the Last Letter Writing Skills: Finish the Story Language and Thinking Skills: Measurement Vocabulary
9	P, p	The News Report (Communication)	Letter Recognition: Tactile Letters Phonics Practice: Name Game Language and Thinking Skills: Family Individualized Vocabulary, Thinking Skills
10	S, s	Grown-up Me (Imaginative)	Phonics Practice: Rhyme Writing Skills: Story Sequencing Language and Thinking Skills: Thinking Skills
11	I, i	The Cat Book (Narration)	Forming Words: Building Words Writing Skills: Dictionary Language and Thinking Skills: Listening Skills
12	Review, no new letters this week	Chore Training (Explanation)	Forming Words: Replace the Letters Language and Thinking Skills: Following Directions
13	Review, no new letters this week	Story Elaboration (Imaginative)	Phonics Practice: “Thing” Writing Skills: Make Up a Song Language and Thinking Skills: Phonics and Remembering
14	C, c	The Gap (Imaginative)	Letter Recognition: Bingo Phonics Practice: Letter Sound Picture Match Listening Skills: Listen Language and Thinking Skills: Phonics and Remembering
15	D, d	Our Busiest Day Ever	Phonics Practice: Letter Sound Pick-up Writing Skills: Finish the Story Language and Thinking Skills: Thinking

Appendix 2: Language Arts K—Scope and Sequence: Schedule for Topics and Skills (cont.)

Week	Letter	Creative Expression	Activities
16	J, j	Decoration Explanation (Explanation)	Forming Words: Add the Last Letter Writing Skills: What Am I? Language and Thinking Skills: Thinking
17	O, o	Well-Known Character (Imaginative)	Letter Recognition: Cornmeal Letters (Optional) Forming Words: Draw Cards to Make Words Writing Skills: Story Sequencing Language and Thinking Skills: Thinking, Telephone Manners
18	Review, no new letters this week	Thank-you Note (Communication)	Letter Recognition: Letter Pairs Phonics Practice: Key Letter Sound Story Forming Words: Letter Sounds Make Words Language and Thinking Skills: Telephone Manners
19	Review, no new letters this week	And They Lived Happily Ever After (Imaginative)	Writing Skills: Rhyme, Alphabetize Words Language and Thinking Skills: Telephone Skills
20	N, n	Favorite Story Narration (Narration)	Forming Words: Building Words Writing Skills: Dictionary Language and Thinking Skills: Telephone, Manners
21	K, k	Read-Aloud Summary (Condensation)	Forming Words: Add the Last Letter Writing Skills: Story Elaboration Language and Thinking Skills: Introductions and Greetings
22	L, l	When I Was Sick (Recollection)	Phonics Practice: L “Crazy” Activities, Word Sort Writing Skills: Sort Word Piles Alphabetically Language and Thinking Skills: Manners
23	U, u	An Odd Place to Surface (Imaginative)	Phonics Practice: Rhyming Word Match-up Writing Skills: Finish the Story Language and Thinking Skills: Table Manners
24	Review, no new letters this week	You Are the Teacher! (Explanation)	Letter Recognition: Find the Pairs Phonics Practice: Vowel Sound Pop-up Language and Thinking Skills: Letters and Numbers
25	V, v	Imagery Poem (Imagery/Poetry)	Letter Recognition: Play <i>Go A to Z!</i> Writing Skills: Classify Language and Thinking Skills: Prayers
26	W, w	Fairy Tale Smash-up (Narration)	Phonics Practice: Letter Sound Picture Match Forming Words: Make a Sentence Language and Thinking Skills: Poetry
27	G, g	Living in Historical Times (Imaginative)	Forming Words: Draw Cards to Make Words Writing Skills: Classify Language and Thinking Skills: Hymns, Songs
28	Y, y	Free Verse Collection Book (Imagery/Poetry)	Forming Words: Replace the Letters Writing Skills: Story Sequencing Language and Thinking Skills: The Calendar, Poetry
29	E, e	The Big Storm (Recollection)	Forming Words: Letter Elimination Phonics Practice: Name Game Language and Thinking Skills: Poetry
30	Review, no new letters this week	Blown Away (Imaginative)	Phonics Practice: Pop-up Rhymes, More Rhymes Language and Thinking Skills: Poetry

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Appendix 2: Language Arts K—Scope and Sequence: Schedule for Topics and Skills (cont.)

Week	Letter	Creative Expression	Activities
31	Review, no new letters this week	My Favorite Game (Explanation)	Phonics Practice: What Am I? Forming Words: Draw Cards to Make Words Language and Thinking Skills: Poetry
32	Z, z	Letter to a Relative (Communication)	Forming Words: Add the Ending Sound Writing Skills: Story Elaboration Language and Thinking Skills: Poetry
33	X, x	Make Up a Song That Rhymes (Imagery/Poetry)	Phonics Practice: Vowel Sound Sorting Forming Words: Make a Sentence Language and Thinking Skills: Poetry, Tongue Twisters
34	Q, q	The Painting's Story (Imaginative)	Letter Recognition: Play <i>Go A to Z!</i> Writing Skills: Story Sequencing Language and Thinking Skills: Tongue Twisters, Rope Jumping Rhymes
35	Review, no new letters this week	How Does This Work? (Explanation)	Forming Words: Building Words Writing Skills: Classify Language and Thinking Skills: Family Names, Address
36	Review, no new letters this week	I'm an Animal (Imagination)	Phonics Practice: Alphabet Zoo Writing Skills: What Am I? Language and Thinking Skills: Personal Information