

Section Two

Schedules and Notes









Write in the week's
date for your
records


Fill in the schedule from your chosen
spelling program here. For spelling
program choices, see:
www.sonlight.com

Fill in the schedule from your chosen
handwriting program here. For hand-
writing program choices, see:
www.sonlight.com

Use these boxes to record the books from
which you are taking your vocabulary prac-
tice, and then simply check off each day of
the week as you do your vocabulary. See the
Core Study Guides for Vocabulary terms.

Use the ☐ symbol to check off any
assignment as it is completed. The ☐
symbol is used not only for dictation
assignments, but also occasionally for
other assignments in your schedule pages.

Week 1—Schedule					
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Spelling/Vocabulary					
Spelling  ¹					
Handwriting					
Handwriting Schedules  ¹					
Grammar					
Optional: <i>Winston Grammar</i> Pretest  ¹	Sentences 1-2	Sentence 3	Sentence 4	Sentence 5	Sentence 6
Readers					
5-Day: <i>By the Great Horn Spoon!</i>	chap. 1	chaps. 2-3	chaps. 4-5	chap. 6-mid pg. 76	pg. 76-chap. 8
4-Day: <i>By the Great Horn Spoon!</i>	chap. 1	chaps. 2-3	chaps. 4-5	chap. 6-mid pg. 76	
Vocabulary Development					
Instruction  ¹					
Optional: <i>Wordly Wise 3000-1</i>	Exercise 1A		Exercise 1B	Exercise 1C	
Writing					
Assignment  ¹		Strategy: Adjectives	Discussion	Write!	Optional:  ¹ Revise
Activity Sheets  ¹	Activity Sheet 1 Dictation 	Activity Sheet 1: Adjectives			
Other Notes					

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

Spelling/Vocabulary

Sequential Spelling

The longer we are in the homeschooling business, the more concerned we are about creative writing and spelling. For the most part, homeschooled children don't write as much as their peers in classrooms, so they spend less time practicing their spelling, grammar, and writing skills. Because of this, we have attempted to incorporate Dr. Ruth Beechick's "natural learning" methodology into our entire program.

Take the dictation exercises seriously. We think you will be pleased with the results: both the improvement in your children's spelling and the improvement in their sentence construction. Be especially careful to notice words your children misspell—words that you can use to reinforce or review a rule they have already learned. However, don't feel that your children have to remember everything perfectly all at once; they will get extensive review as they continue to write in the years to come.

Alongside the dictation exercises, for the purpose of improving your children's spelling, we recommend the *Sequential Spelling* program. For more information about this program, please visit www.sonlight.com. Completing daily spelling exercises will be extremely valuable in improving your children's spelling. Use the "Spelling" line on your weekly schedule to record what you have done each week.

Handwriting

We have left this line in your weekly Language Arts schedule blank because there are so many good handwriting programs available. We didn't want to "force" you into one program or another.

Choose the 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 child needs practice. Otherwise, use your child's dictation work to check their handwriting.

To find a Sonlight schedule for one of the three programs we carry, please go online to www.sonlight.com/la-handwriting.html and download and print the appropriate file.

Grammar

Optional: Winston Grammar Pretest

Follow directions and find answers in the *Winston Grammar Teacher's Manual*.

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

Writing

Activity Sheets

Please find all the dictations and exercises on the numbered activity sheets located at the back of this guide. Each sheet is assigned on the schedule page. You can file all Activity Sheets in a separate binder for your student to use.

Day 1

General Dictation Instructions

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

The activity sheets include one dictation exercise per week. All dictation exercises should be done in cursive, practicing the principles you learn in the handwriting program of your choice.

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. **Following Dr. Beechick's lead, we will be using two "methods" of dictation over the course of the year: method #1 on Day 1 and method #2 on Day 3.**

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 child will look at the selection from which you will be dictating, and note any words, capitalizations, or matters of punctuation that require special attention. Your child 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 his mind, drawing a word in large letters written in mid-air with an imaginary pen, etc.

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

Before handing his paper to you, your child should check his work for errors. He should mark and correct them. Discuss with your child what you think he has done particularly well, where you think he may have a weakness.

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

Method #2

Dictation method #2 is a modification of Dr. Beechick's method #7. Later in the year, we recommend that you use method #2 for Day 3 dictation. Your child will sit down with a pad of paper and, without introductory remarks or coaching, your child will write the passage as you dictate it.

Activity Sheet 1: Dictation

The Great Horn Spoon, pg. 3

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

Day 2

Writing: Adjectives

Note: The instruction for all of this year's Creative Expression activities will appear in the Notes pages immediately

following the schedule page for the corresponding week.

Authors use adjectives to illustrate their meaning. Adjectives give us a vivid representation of the characters and scenes in a book.

Main Idea

An **adjective** is a part of speech that modifies a noun, usually to describe a quality of something named, to indicate its quantity or extent, or to distinguish a thing from something else. Adjectives make your writing more interesting by adding to the reader's understanding of the nouns you use. Adjectives answer twelve major questions about people, places or things.

What color? blue sea, red coat, purple hat

What size? big house, small car, short stick

What shape? square yard, round face, oval window

What distance? long trip, high fence, low bench

What qualities? soft pillow, pretty flower, hard bat

What quantity? first base, five players, ten toes

What temperature? hot day, cold food, warm clothes

What time? late show, early game, morning routine

What origin? Italian soda, French fries

What material? paper towel, wooden stool, leather seat

What age? new game, old shoes, teenage boy

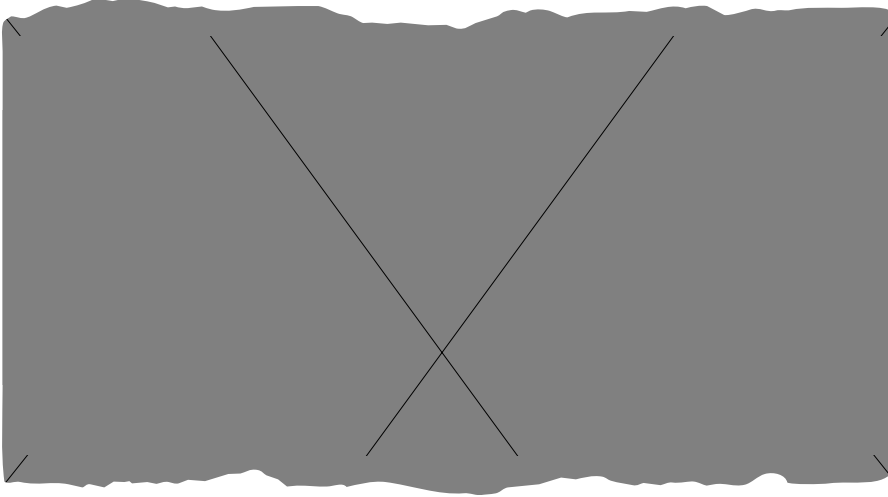
What purpose? bowling ball, drawing pad, water colors

Student Activity Sheet 1 provides a list of nouns. Write adjectives to clarify the nouns. After you have written an adjective, try replacing it with a new adjective. Notice how the meaning of the noun changes. Also notice how the picture of the noun changes in your mind.

Activity Sheet 1: Answer Key

Adjectives

(See the answer key on the following page.)



Day 3

Writing: Discuss

After Praiseworthy tells the captain that he and Jack are stowaways, the captain makes them work. Jack accepts the responsibility. What does this tell you about Jack? What kind of person is he? Is he like you or someone you know?

Day 4

Writing: Pre-writing

Writers often use pre-writing to organize their thoughts and to develop ideas. In addition to helping you overcome writer's block, pre-writing helps you to focus your ideas, to develop topics, and to organize the order of the content. We will learn about different types of pre-writing as the year progresses.

Lists are one type of pre-writing. After today's reading, make a list of words that describe Jack. Draw three columns on your paper. In the first column, list words that describe what he looks like. In the second column, describe how he acts, and in the third column, describe how the other characters treat him. Using your pre-writing from the lists you created about Jack, write a paragraph and describe Jack to someone who has not read *By the Great Horn Spoon!*.

Day 5

Writing: Revise (Optional)

Why do writers revise?

- To make decisions on how to improve the writing
- To see the writing from a new point of view
- To determine how they can make the writing clearer and more interesting
- To edit spelling, grammar, and punctuation

You do not need to revise everything you write, but you will want to polish special pieces. Even if a revision is not scheduled, feel free to revise a piece that you feel needs improvement.



Use the checklist below to help you improve your writing. **Mom or Dad:** We have included this Revision Checklist for your child's use on Activity Sheet 1.

Revision Checklist

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

A Note about Optional Day 5 Assignments: Dr.

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

Week 2—Schedule					
Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Spelling/Vocabulary					
Spelling					
Handwriting					
Grammar					
Optional: <i>Winston Grammar</i> Worksheet 1	Sentences 1-3	Sentence 4-6	Sentence 7-9	Sentence 10-12	
Readers					
5-Day: <i>By the Great Horn Spoon!</i>	chaps. 9-10	chaps. 11-12	chaps. 13-14	chaps. 15-16	chaps. 17-18
4-Day: <i>By the Great Horn Spoon!</i>	pg. 76-chap. 8	chaps. 9-10	chaps. 11-12	chaps. 13-14	
Vocabulary Development					
Optional: <i>Wordly Wise 3000-1</i>	Exercise 1D		Exercise 1E	Exercise 2A	
Writing					
Assignment		Strategy: Five Parts of the Friendly Letter	Pre-writing	Write!	Optional: Finish the Letter
Activity Sheets	 Activity Sheet 2 Dictation  Grammar Gem: Simile				
Other Notes					

Week 2—Notes

Day 1

Activity Sheet 2: Dictation

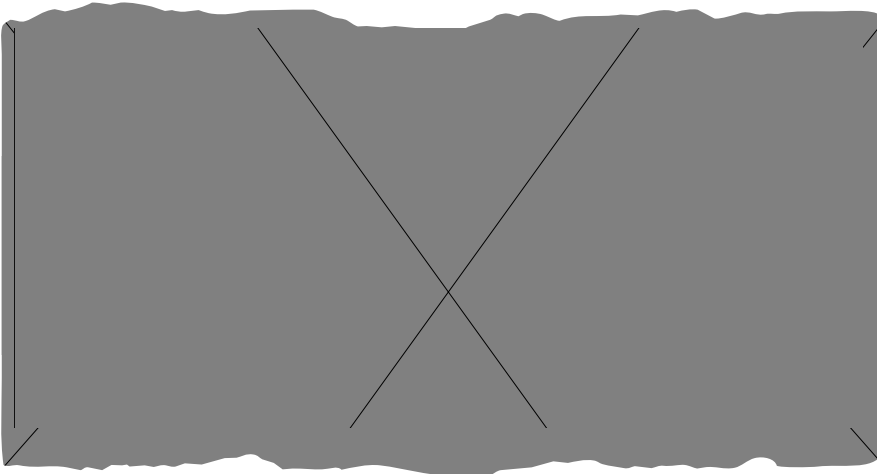
The Great Horn Spoon, pg. 83

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

Grammar Gem

Occasionally, a grammar gem will accompany the dictation. Grammar gems demonstrate

how grammar applies to writing. They provide an opportunity for your child to gain familiarity with new concepts.



Activity Sheet 2: Answer Key

Grammar Gem

Day 2

Writing: Strategy

The Five Parts of the Friendly Letter

Heading: The heading gives your address and the date.

Greeting: The greeting tells who will receive the letter.

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

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

Signature: The signature gives your name.

In chapter two of *By the Great Horn Spoon!*, reread Jack's letter to his Aunt Arabella and his sisters. Can you find all five parts of the friendly letter? What is missing? Does Jack's letter have a beginning, middle, and end? Notice how each paragraph has a main topic. Yesterday, you learned about similes as a Grammar Gem. Review the definition as needed. Can you find the simile that Jack used in his letter? Do you think that Aunt Arabella and Jack's sisters will understand what Jack is trying to tell them?

Day 3

Writing: Organization

In our modern world, people rarely handwrite friendly letters. They usually send an email or make a phone call.

What is special about a handwritten friendly letter? How is it different than an email or text message? On Day 4, you will be asked to write a friendly letter to someone. To whom would you like to write? Does this person live far away or close? What would you like to tell this person about yourself? Will you write about other people? Your friends? Your family?

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

Day 4

Writing: Write!

Write a friendly letter. Try using a simile, like Jack did, to create a mental picture for the receiver of your letter.

Day 5

Writing: Finish the Letter (Optional)

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

Revise

Mom or Dad: We have included this Revision Checklist for your child's use on Activity Sheet 2.

- ___ The format has all five of the requirements of the friendly letter.
- ___ The ideas are clear. It is easy to understand the content.
- ___ Used complete sentences.

- ___ Used capitals correctly.
- ___ All sentence endings have the correct punctuation.
- ___ All paragraphs are organized and focused on one main idea.

Address an Envelope

Place the letter in an envelope, seal it and address the envelope as follows:

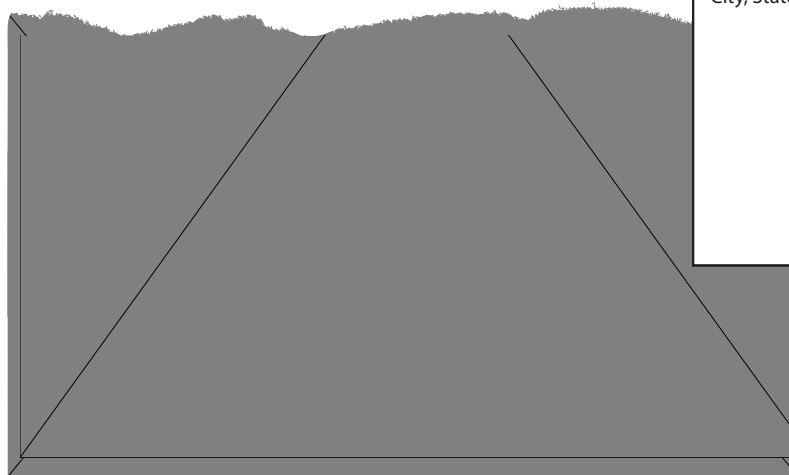
In the upper left hand corner of the envelope, write:

- Your name
- Your mailing address
- City, state and zip code

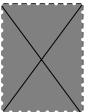
In the center of the envelope, write:

- The recipient's name
- Their mailing address
- City, state and zip code.



Put a stamp in the upper right-hand corner of the envelope and mail it. ■



Your name
Your mailing address
City, State Zip code



Recipient's name
Their mailing address
City, State Zip code

Week 3—Schedule					
Date:	Day 1 ¹¹	Day 2 ¹²	Day 3 ¹³	Day 4 ¹⁴	Day 5 ¹⁵
Spelling/Vocabulary					
Spelling					
Handwriting					
Grammar					
Optional: <i>Winston Grammar Worksheet 2</i>	Sentences 1-3	Sentences 4-6	Sentences 7-9	Sentences 10-12	
Readers					
5-Day: <i>Sing Down the Moon</i>	chaps. 1-5	chaps. 6-10	chaps. 11-14	chaps. 15-19	chaps. 20-end
4-Day: <i>By the Great Horn Spoon!</i>	chaps. 15-16	chaps. 17-18			
4-Day: <i>Sing Down the Moon</i>			chaps. 1-5	chaps. 6-10	
Vocabulary Development					
Optional: <i>Wordly Wise 3000-1</i>	Exercise 2B		Exercise 2C	Exercise 2D	
Writing					
Assignment		Strategy: Personification	Pre-writing	Write!	Optional: Illustrate your story.
Activity Sheets 	Activity Sheet 3 Dictation 	Personification			
Other Notes					

Week 3—Notes

Day 1

Activity Sheet 3: Dictation

Sing Down the Moon, pg. 2

Jack tried not to think about Boston. It would soon be time to start back and all they had to show for their labors was a worthless map. Poor Aunt Arabella, he thought. They would lose the house for sure. The entire trip to California was beginning to look like a wild-goose chase. When they got the hole four feet deep they couldn't go any farther. They hit bedrock.

And struck gold.

Day 2

Writing: Strategy

Personification

Personification gives human qualities to animals or inanimate objects.

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

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

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

The wind may sound like it moans, but breathing and speaking are human characteristics. What effect does the personification make? How is that different than writing: "There is a strong wind, which indicates to everyone that winter is here?"

Complete the Writing Strategy activity for Personification located on Student Activity Sheet 3.

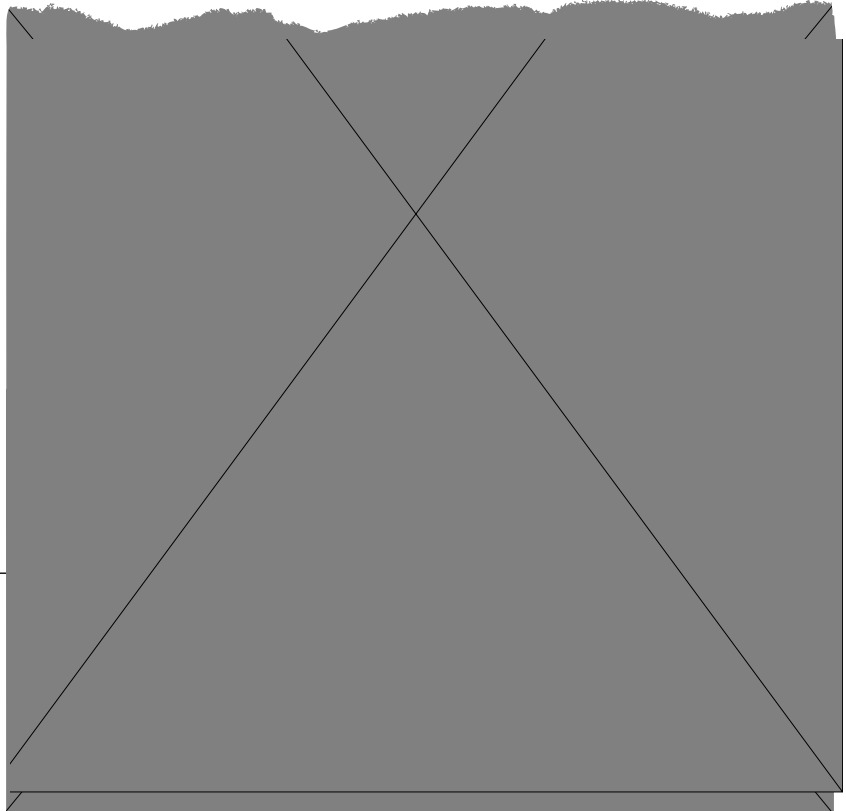
Activity Sheet 3: Answer Key

Personification

Day 3

Writing: Pre-writing—Organization

Gold Rush Story from the Perspective of a Gold Nugget



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In the past few weeks, you have been reading about the California Gold Rush in *By the Great Horn Spoon*. This week you will write a short story (no more than one page long) about the California Gold Rush. Write it from the perspective of a piece of gold.

Note: An amateur photographer usually shoots pictures from eye-level, wherever that may be. Whether he is taking a picture of a mountain off in the distance or a turtle at his feet, he shoots the picture standing up.

Before a professional photographer takes a picture, he studies his subject to see which angle will provide the greatest visual interest. Take the turtle for example. Have you seen turtles before? How do you normally view them? From the top, right? That's how you would see a photograph of a turtle shot from eye level when you were standing up. But suppose you were to squat on the ground and set your camera in such a way that you could take a picture of a turtle from the turtle's eye level. Have you ever seen a turtle from that perspective? How about from under the turtle—looking up at it as it walked by? Would

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

As you tell the gold nugget's story, you will need to personify the nugget. Give your nugget a human name, human life, and human problems.

Writers use pre-writing to brainstorm and to organize their ideas. Today for your pre-writing, make a chart with five columns for the five senses that a human has. Remember the nugget is in 1849 in San Francisco.

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

Day 4

Writing: Write!

Use your pre-writing chart with the five senses to pretend you are a piece of gold that was found by some




prospector during the California Gold Rush. How did he (or was it a she?) find you? What did he do with you? Were you put in a bank? Were you sold? What happened then? Where are you to-day? Or, rather, what are you today? Do you know? Remember to have a beginning, middle, and end to your story. Be descriptive and use adjectives and similes. Have fun writing your story! (For a refresher on similes, see the Grammar Gem Activity from Week 2.)

Day 5

Writing: Illustrate Your Story (Optional)

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



Week 4—Schedule					
Date:	Day 1 ¹⁶	Day 2 ¹⁷	Day 3 ¹⁸	Day 4 ¹⁹	Day 5 ²⁰
Spelling/Vocabulary					
Spelling					
Handwriting					
Grammar					
Optional: <i>Winston Grammar</i> Worksheet 3	Sentences 1-3	Sentences 4-6	Sentences 7-9	Sentences 10-12	
Readers					
5-Day: <i>Freedom Train</i>	"Little Girl" and "Peck of Trouble"	"School Days" and "The Train Whistle Blows"	"Not Worth a Six- pence" & "Bound for Promised Land"	"Following the Star" and "Riding on the Railroad"	"In a Strange Land" and "Why Not Every Man?"
4-Day: <i>Sing Down the Moon</i>	chaps. 11-14	chaps. 15-19	chaps. 20-end		
4-Day: <i>Freedom Train</i>				"Little Girl" and "Peck of Trouble"	
Vocabulary Development					
Optional: <i>Wordly Wise 3000-1</i>	Exercise 2E		Exercise 3A	Exercise 3B	
Writing					
Assignment		Strategy: The Outline	Pre-writing	Write!	Optional: Revise
Activity Sheets 	Activity Sheet 4 Dictation 	The Outline	Activity Sheet 4 Dictation 		
Other Notes					

Day 1

Activity Sheet 4: Dictation

Sing Down the Moon, pg. 107-108

Tall Boy's father knew one of the Long Knives. I think that he gave the soldier a valuable belt of silver and turquoise. Whatever it was, the white man gave him a speckled horse, too old for the soldiers to ride any longer that they were going to kill. We borrowed this horse and went across the river and cut willow poles, which we used to buttress the thick walls and the sagging roof.

Day 2

Creative Expression: Writing Strategy

The Outline

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

A. Three little kittens

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

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

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

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

One rule about using the outline is that you need to have at least two things per level. If you have a 1 then you

need a 2. If you have an a, then you need a b. You don't have to have a third level for every number. Notice that #2 does not have a third level.

A paragraph using the outline above would look like this:

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

You may want to look at the poem "Three Little Kittens" in the Oxford Illustrated Book of American Children's Poems. Explain that if you were to continue the outline for the whole story, you would have a capital letter for each main idea. You would write details for that idea with numbers and lower case letters. The next part of the outline about the kittens would start with a capital B and would become a new paragraph. A capital letter C would be the next and so forth. Have your child examine the poem and discuss what topic would be next. Also, point out that since the poem tells a story, it has a beginning, middle, and end.

Another useful thing about the outline is that it keeps your paragraphs organized.

Prewriting gives a chance to write our ideas and to identify what is important to include in our writing and what is not important.

Activity Sheet 4 Answer Key

The Outline

Complete the activity found on Student Activity Sheet 4. (See answer key on the following page.)

Day 3

Writing: Pre-Writing—Organization

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

Below is an outline of Bright Morning's kidnapping in *Sing Down the Moon*.

The Kidnapping from *Sing Down the Moon*

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

Day 4

Writing: Write!

Write a narrative, a personal story, using the outline you created yesterday. Check the outline to make sure that your child focused each group on one topic. Show him how to write one paragraph for each group starting with level one and continuing with the second and third levels. You should have at least three paragraphs: beginning, middle, and end.



Day 5

Writing: Revise (Optional)

In Week 1, you worked on a revision of your descriptive paragraph. You will use the same check list to revise your story. **Mom or Dad:** We have included this Revision Checklist for your child's use on Activity Sheet 4.

Revision Checklist

- | | |
|---|---|
| <input type="checkbox"/> Ideas are interesting. | <input type="checkbox"/> Words are descriptive. |
| <input type="checkbox"/> Organization includes a beginning, middle and end. | <input type="checkbox"/> Sentences are complete. |
| | <input type="checkbox"/> Spelling is correct. |
| | <input type="checkbox"/> Capitals are used correctly. ■ |

Week 5—Schedule					
Date:	Day 1 ²¹	Day 2 ²²	Day 3 ²³	Day 4 ²⁴	Day 5 ²⁵
Spelling/Vocabulary					
Spelling					
Handwriting					
Grammar					
Optional: <i>Winston Grammar</i> Worksheet 4	Sentences 1-3	Sentences 4-6	Sentences 7-9	Sentences 10-11	
Readers					
5-Day: <i>Freedom Train</i>	"Ship of Zion" and "The Old Folks"	"The Lion's Paw" and "Moses"	"The Mostt of a Man" and "Depart- ment of the South"	"Our Time is Coming" and "Mr. Lincoln's Army"	"Victory" and "The Years of Peace"
4-Day: <i>Freedom Train</i>	"School Days" and "The Train Whistle Blows"	"Not Worth a Six- pence" & "Bound for Promised Land"	"Following the Star" and "Riding on the Railroad"	"In a Strange Land" and "Why Not Every Man?"	
Vocabulary Development					
Optional: <i>Wordly Wise 3000-1</i>	Exercise 3C		Exercise 3D	Exercise 3E	
Writing					
Assignment		Strategy: Diamante Poem	Pre-writing	Write!	Optional: Poetry Reading
Activity Sheets	 Activity Sheet 5 Dictation 	Diamante Poem			
Other Notes					

Week 5—Notes

Day 1

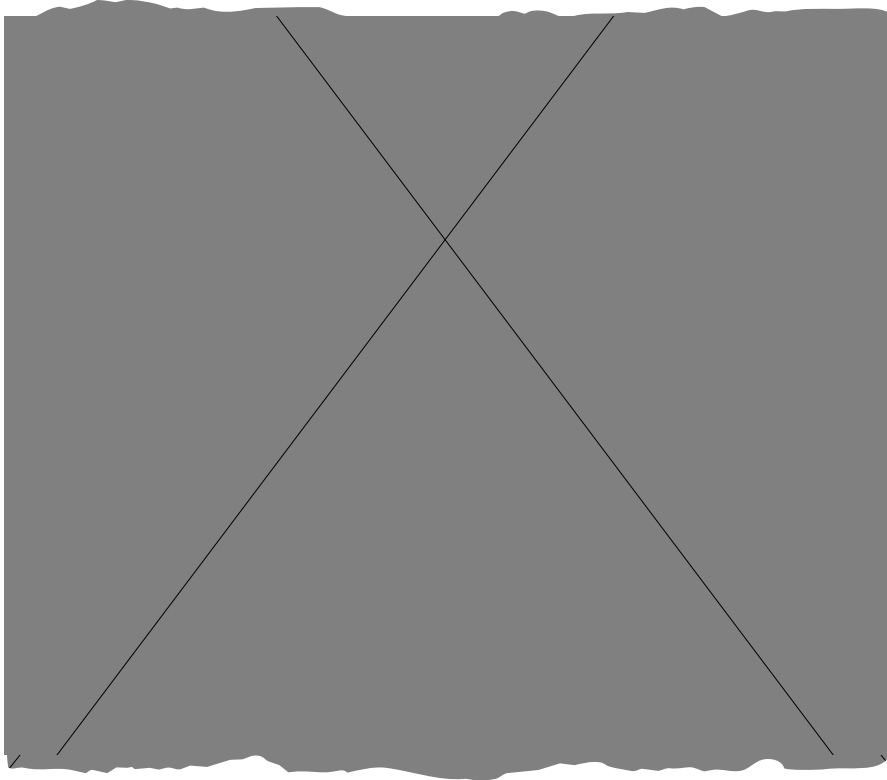
Activity Sheet 5: Dictation

Freedom Train, pg. 82

The days were long and the tasks were hard. "We work from can to can't," the older women grumbled. But slave children grew up quickly in Maryland in the 1820's. The weak who dropped exhausted in the fields were comforted with the overseer's lash and the threat of sale to the cotton planters. Only the strong survived.

Activity Sheet 5 Answer Key

Grammar Gem



The writer expresses a message through many techniques including careful word choice using synonyms and comparing with similes. Personification is another writing strategy that is often used in poetry. Poetry is meant to be read aloud, so the reader can experience the audio effects of the rhythm, rhyme, and other sounds that the words make. The main purpose of poetry is to express emotion about a topic and at the same time create visual images about the topic.

Poetry looks strange when compared with a story, report or essay. The lines of poems are usually shorter than most sentences, and the poem is normally placed in the center of the page. Poems are written in different lengths and patterns.

The Narrative Poem

The narrative poem narrates or tells a story. It usually has rhyme and is written in short paragraphs called stanzas. This week you will write a narrative poem about one of the characters in the books you have read this year.

In your *Oxford Illustrated Book of American Children's Poems*, read aloud the poem entitled "The Village Blacksmith" by Henry Wadsworth Longfellow. Notice the arrangement of the poem.

- How is it different than a short story?

Read the poem again, and then discuss the following.

- Who is the story about?
- What happens in the story?

Day 2

Writing: Strategy

The Poem

Poetry differs from other types of writing because it causes the reader to respond with emotion. King David chose to use poetry when he wrote the Psalms because he wanted to express his love for God. Musicians write lyrics, a form of poetry, to express emotions in their songs.

- What mental pictures do you see?
- Can you find any similes? How do they help with description?
- Can you find personification? How does the personification help description?
- Why do you think the poet wrote the poem? What was his message? What emotions do you feel as you read the poem?

Use the form on Student Activity Sheet 5 to try one of

your own. **Hint:** Sometimes it's hard to think of similar words to create the right meaning. Use a thesaurus to find similar words. A thesaurus is a book of words and their synonyms. You can usually find one on a word processing program, on the Internet, at the library, or at a book store.

Day 3

Writing: Pre-writing

Pre-writing

Tomorrow you will write a narrative poem similar to the one you read on Day 2 about one of the characters in the books you have read this year. Whose story will you tell?

Write an outline or use another pre-writing method to organize your thoughts and the events of the story.

Day 4

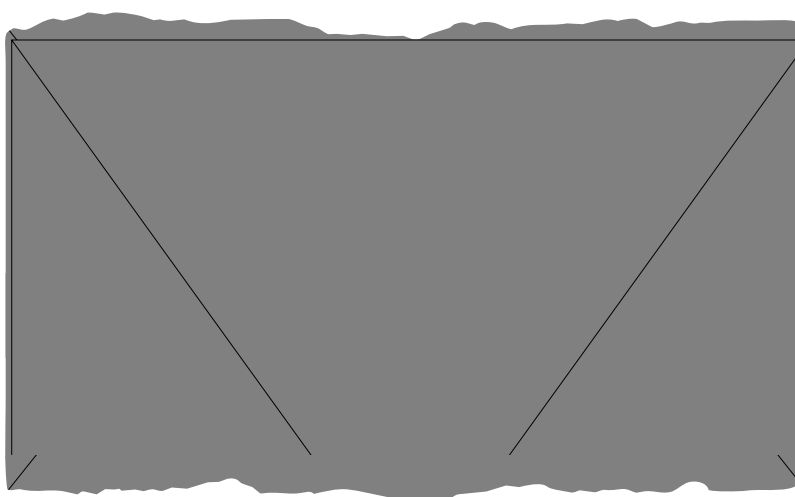
Writing: Write!



Using your pre-writing, write a narrative poem about the character you chose. Decide if you will rhyme any of the words. Try adding a few similes. Try to add personification. Choose the right words by considering synonyms.

Day 5

Writing: Poetry Reading (Optional)

Read your poem aloud to an audience. ■



Week 6—Schedule					
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	26	27	28	29	30
Spelling/Vocabulary					
Spelling					
Handwriting					
Grammar					
Optional: Winston Grammar Worksheet 4					
Readers					
5-Day: Freedom Train	"Ship of Zion" and "The Old Folks"	"The Lion's Paw" and "Moses"	"The Mostt of a Man" and "Depart- ment of the South"	"Our Time is Coming" and "Mr. Lincoln's Army"	"Victory" and "The Years of Peace"
4-Day: Freedom Train	"School Days" and "The Train Whistle Blows"	"Not Worth a Six- pence" & "Bound for Promised Land"	"Following the Star" and "Riding on the Railroad"	"In a Strange Land" and "Why Not Every Man?"	
Vocabulary Development					
Optional: Wordly Wise 3000-1					
Writing					
Assignment		Strategy:	Pre-writing	Write!	Optional:
Activity Sheets	 Activity Sheet 6 Dictation 				
Other Notes					

Day 1

Activity Sheet 5: Dictation

Freedom Train, pg. 123

Harriet cooked for her charges on a crude outdoor stove and washed their clothing in water melted down from blocks of snow. She nursed them, begged for them, prayed for them, fighting to keep them from despair by coaxing and pleading, by scolding and scorn.

Day 2

Writing: Strategy

Rules and Commands

For the past few weeks, we've been reading about the Civil War and the abolition of slavery. You will want to emphasize that the outcome of the Civil War prompted the addition of three new amendments. Explain that the Constitution is the supreme law for the United States of America. You may want to find a copy of the Bill of Rights and discuss it.

The 13th, 14th, and 15th amendments reflect the issues of the Civil War. The 13th amendment abolished slavery. (December 6, 1865) The 14th amendment entitled all people who are born in the United States to become citizens. (July 9, 1868) The 15th amendment gave all citizens the right to vote. (February 3, 1870) Discuss the history and stories that you've recently read. Do any of the historical figures or characters identify with these amendments?

We want to expose your child to as many different types of writing as possible. Writing rules strengthens critical thinking skills. This week you will write your own Bill of Rights. When you write rules for people to follow, you write commands also called imperative sentences. You have to sound like a leader. After all, if you write a law, you want people to follow that law.

Read the two sentences below out loud. Which one sounds like it has more authority?

1. Let's all help Grandpa Duane rake the yard.
2. Go help Grandpa Duane rake the yard.

Notice that the second sentence does not leave room for an argument. The word go has a firm impact and gives an order. You will want your Bill of Rights to show authority.

Student Activity Sheet 6: Rules and Commands

Complete the Writing Strategy activity for rules and commands.

Day 3

Writing: Prewriting—Organization

Bill of Rights

This week you will write a preamble and a Bill of Rights for a subject of your choice. Some suggestions would be to write it for pets, any animals, insects, the rain forest, etc. Read the Preamble, the introduction, to the Constitution. The main message of the Preamble shows that the Founding Fathers wanted their lives and the lives of their children to be free and peaceful.

Preamble

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

After your child chooses a topic, discuss the main reason for that choice. Write a preamble and explain why that subject should have a Bill of Rights. Here is a sample preamble to help you get started.

We the crayons of the world, have created and written our own Bill of Rights. We have been silent too long and have endured disrespect from children and adults, alike. We establish these rights for crayons everywhere.

For your prewriting, jot down ideas about your subject. Try to see things from the subject's perspective. What actions could make things better for your subject? Make a list of rights for your subject. Below is a sample Bill of Rights for computers.

The Crayons' Bill of Rights

1. All crayons have the right to an owner who will not press too hard.
2. Every crayon has the right to be protected from chewing teeth.
3. No crayon should be left in the sun or near heat.
4. All crayons have the right to stay in their original box with their original colors.

5. Every color of crayon has the right to fair use; therefore, no owner shall choose favorites.
6. If a crayon becomes worn, it should be sharpened in order to restore its dignity.
7. Every crayon has the right to be used properly, so the owner should make every effort to stay in the lines.
8. If a crayon becomes injured, it has the right to be repaired and to not be thrown into a crayon bin.
9. All crayons have the right to be put away after use and to be secure from being stepped upon, sat upon, or any other dangerous situation that may cause injury.
10. No crayon shall be deprived of its creative and artistic abilities.

Day 4

Writing: Write!

Have fun with this assignment. Let your imagination guide the writing. The rules that you write don't need to be logical for anyone else but you. The idea is for you to learn how to write commands like those of the law.

Write your own Bill of Rights. Use words that have a strong impact, so those who read it will realize they must follow the law.

Day 5

Writing: Write (Optional)

You've been reading about the past. Because they had hope for us, our Founding Fathers worked hard to make a good future for our country. Write a least an eight sentence paragraph that describes how you would like to leave our country for future generations. What would you change? Would you improve, add, or abolish anything?

