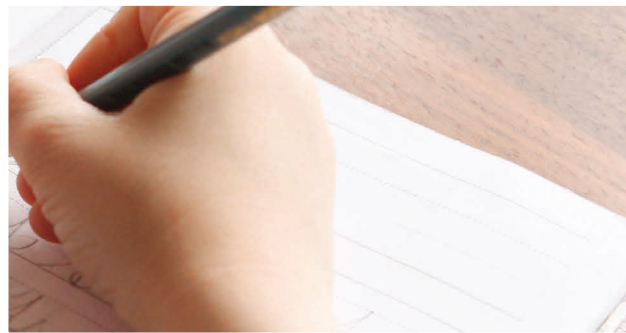
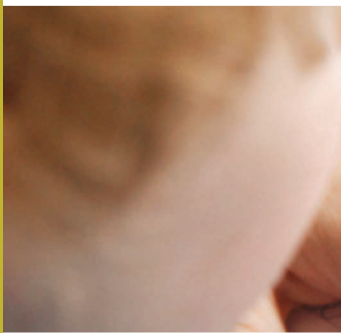
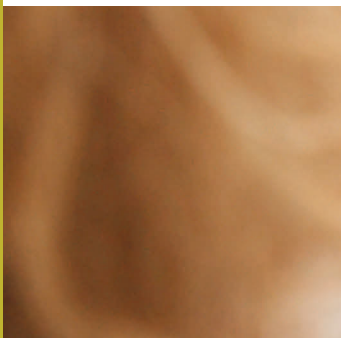
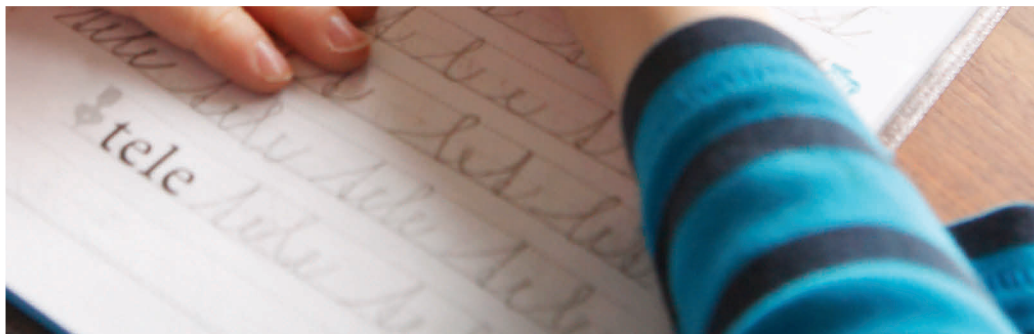
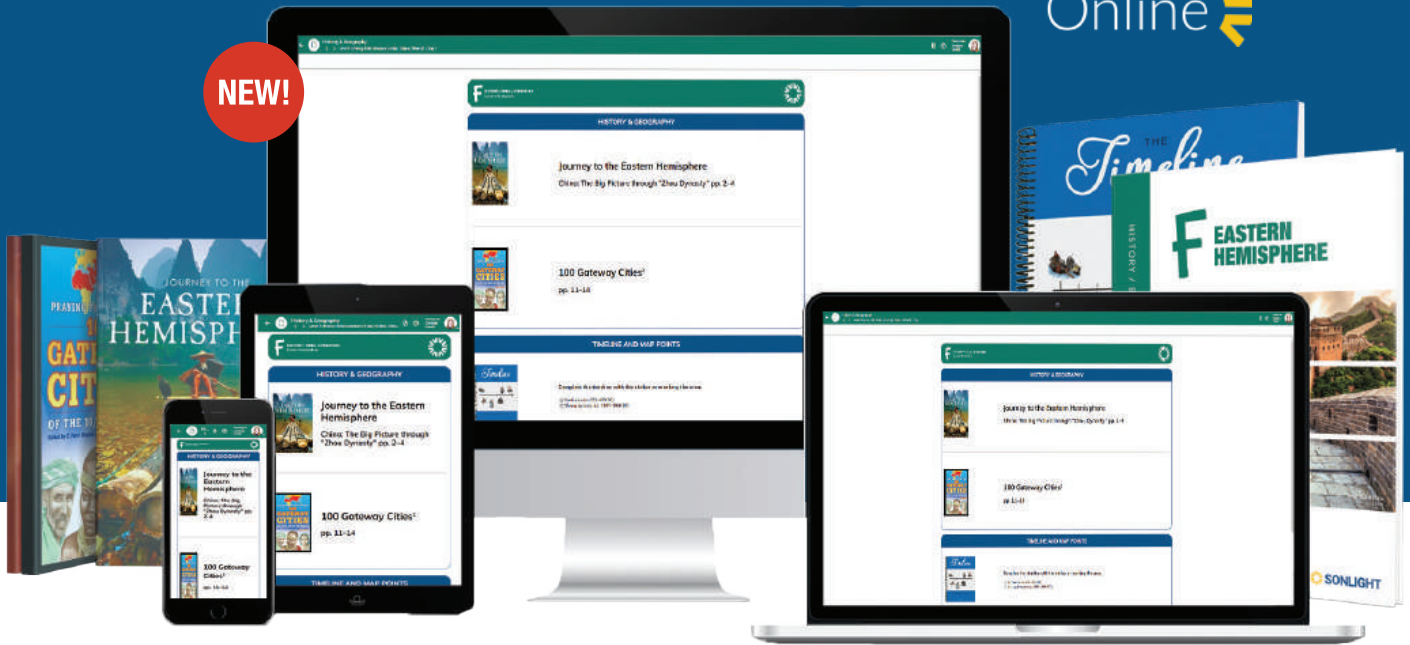


D LANGUAGE ARTS



Spelling
Vocabulary
Dictation
Writing Mechanics
Creative Expression





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Level K-W

LANGUAGE ARTS

Level K-4, D-W

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Level K-H

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Get your online Instructor's Guide access at sonlight.com/online-guides.



Thank you for downloading this sample of Sonlight's Language Arts D Instructor's Guide (what we affectionately refer to as an IG). In order to give you a full perspective on our Instructor's Guides, this sample will include parts from every section that is included in the full IG.

Here's a quick overview of what you'll find in this sample.

- A Quick Start Guide **START HERE**
- A 3-week Schedule
- Copywork/Dictation practice exercises and fun **Creative Expression** assignments.
- Activity Sheets that follow each week's Schedule and Notes.
- A **Scope and Sequence** of topics and skills your children will be developing throughout the school year
- Discussion and comprehension questions for each **Reader** title.

SONLIGHT'S "SECRET" COMES DOWN TO THIS:

We believe most children respond more positively to great literature than they do to textbooks. To properly use this sample to teach your student, you will need the books that are scheduled in it. We include all the books you will need when you purchase a package from sonlight.com.

Curriculum experts develop each IG to ensure that you have everything you need for your homeschool day. Every IG offers a customizable homeschool schedule, complete lesson plans, pertinent activities, and thoughtful questions to aid your students' comprehension. It includes handy teaching tips and pointers so you can homeschool with confidence all year long.

If you need any help using or customizing our IGs, please reach out to our experienced homeschool advisors at sonlight.com/advisors.

We hope you enjoy using this sample. For even more information about Sonlight's IGs, please visit: sonlight.com/ig. It would be our pleasure to serve you as you begin your homeschool journey.

If you like what you see in this sample, visit sonlight.com/languagearts to order your History / Bible / Literature package.

Blessings!

Sarita Holzmann,
Co-founder and president
of Sonlight Curriculum

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Language Arts Reading (5-Day)

Language Arts D

By the Sonlight Team

*“Teach us to number our days aright, that we may
gain a heart of wisdom.”*

Psalm 90:12 (NIV)

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“Do to others what you would have them do to you”
(Matthew 7:12).

“The worker is worth his keep” (Matthew 10:10).

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NOTE TO PURCHASER

Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor’s Guides. This guide is the 2022 Edition of the Sonlight Curriculum® “Language Arts D” (5-Day) Instructor’s Guide and Notes. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

This guide is sold with the understanding that none of the Authors nor the Publisher is engaged in rendering educational services. Questions relevant to the specific educational or legal needs of the user should be addressed to practicing members of those professions.

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For the latest information about changes in this guide, please visit www.sonlight.com/curriculum-updates. Please notify us of any errors you find not listed on this site. E-mail corrections to IGcorrections@sonlight.com and any suggestions you may have to IGsuggestions@sonlight.com.

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3 Reading Assignments and Notes

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(Learn more about Readers packages at sonlight.com/readers.)

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INSTRUCTOR'S GUIDES LANGUAGE ARTS

**TRY BEFORE
YOU BUY!**

Get a three-week sample of any
Sonlight Instructor's Guide—FREE!
sonlight.com/samples

Teach writing naturally and with
confidence using Sonlight's unique
Language Arts Instructor's Guides.
LA Guides also include:

1 TEACHING SCRIPTS (IN THE EARLY GRADES)

Read the teaching scripts in the IG when you introduce
new ideas, concepts, and assignments. Great for parents
just starting to homeschool or to provide extra confidence
when teaching!

2 OVERVIEW SUMMARIES

Weekly overviews summarize the concepts, skills and
assignments for each week.

3 COPYWORK/DICTATION ASSIGNMENTS

With weekly copywork or dictation assignments, children
model master communicators to learn the basics of
writing. Assignments are based on your children's ages
and ability levels, and most passages come from
their Readers.

4 SPELLING/PHONICS

Phonics instruction is included in the LA Guides for levels
K-4. Spelling instruction is included in the LA Guides for
levels 1-4. In language arts levels D-F, choose one of our
stand-alone spelling programs (p. 103).

5 GRAMMAR AND WRITING MECHANICS

Receive clear grammar instruction about specific concepts
from the week's copywork or dictation passage, then
complete a few exercises to practice and reinforce the
concepts. Answers included. Your children will learn to
communicate effectively.

41 Creative Expression
Copywork 1
Slowly break down the words **hit**, **rib**, **pit**, and **Tim** by their sounds as you and your children read. Have your children copy them on the **Week 11 Activity Sheet**.
Tim is the name of a person. What do we do differently with names? (We start them with capital letters)
hit. rib. pit. Tim

42 Copywork Application
Overview
Introduce: root/base words with different initial sounds
Review: names; rhymes; vowel sounds (i)
Together
On the **Week 11 Activity Sheet**:
1. Use the word **it** as a root or base word. Put different consonants in front of it and see how many words you can form. (bit, fit, hit, kit, lit, nit, pit, sit, wit, zit)
2. Underline the name, (Tim).
3. Circle the word that rhymes with **rib**. (rib)
4. Put a box around all the vowels (i)
hit. rib. pit. Tim

43 The Cat Book
Prepare in Advance
Find *The Cat Book* located at the end of this week's notes. Cut along the dotted lines, fold the booklet pages in the middle, and sort the pages in order. You may want to staple a piece of construction paper to the outside if you'd like your children to illustrate the cover of their book, but it's not necessary.
Overview
Write a story to go along with *The Cat Book* illustrations located at the end of this week's notes.
Together
Write the Story
I have a book that already has illustrations, but it's missing the story! Do you think you could help me write the story for it today?
Hand your children *The Cat Book* booklet.
First, look through the book. Look at all of the pictures to get an idea of how the story might unfold.
Who do you think is the main character?
What will you call him?
What do you think is happening in each picture?
Remember to think about the questions a reader might have:
Why is the cat at the beach?
What does he make?
What does he want to do with the boat?
What solution does he come up with?
How does it work out?
When you're ready, look at the pictures on each page and tell me the story you think goes with them.
As they tell you the story, keep an eye on the questions an average reader would have above. Let your interaction with them about their story guide them to answer each question as they write. Feel free to let this creative writing process ebb and flow a little more like a conversation with them about the story, rather than a strict storytelling experience where you simply write down whatever they say without comment.
When they have finished telling the story, work together to make up a title for their new story, and you'll have a new book to practice reading together that your children wrote themselves! Be sure to give them all the help they need. By working together, you'll help them gain confidence in their writing abilities.
How to Evaluate This Assignment
As you will have worked together to craft this story with your children, formal evaluation isn't crucial. Here is a simple checklist of skills this activity should address.
The Cat Book Skills Checklist
Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →
Content
Did your children write a story that aligns to the pictures in the book?
Did your children think creatively and draft an imaginative story?
Did the story answer the questions a typical reader might have?
Does the story have a beginning, middle and end?
Presentation
Optional: Worked with Mom or Dad to "edit" this assignment.

Weekly Overview
Letter of the Week: I
Language, Phonics & Spelling:
Special Interest Vocabulary: Introduce your children to vocabulary for topics that are important to your family's life.
Brain Challenges—Organization: Sorting practice.
Building Words: Form words with vowel and consonant cards; letter sound recognition; word recognition.
Creative Expression:
Copywork Application: Root/base words with different initial sounds; names; rhymes; vowels. (i)
Write a story to go along with predetermined illustrations. (Narration)

Language Arts K | 4-Day | Section Two | Week 11 | 45

6 EVALUATIVE RUBRICS

Easily determine how to evaluate your children's work. Are they on track? What areas could use additional practice? What are the expectations in this assignment?

7 EFFECTIVE CREATIVE WRITING INSTRUCTION

Step-by-step creative writing instruction encourages exploration and sets your children free to develop their creative side. They become superb written communicators, too.

Your IG includes assignments in a wide variety of styles and genres, including imaginative, persuasive, expository, narrative, journaling, etc. Each assignment includes instruction and a sample of what your student might produce.

The writing assignments follow a consistent pattern each week: copywork or dictation on Days 1 and 5; mechanics instruction and practice on Day 2; pre-planning for writing on Day 3; writing assignment on Day 4.

8 ACTIVITY SHEETS AND ANSWERS

Activity sheets reinforce your teaching and provide assignments that make your children eager to learn how to write well. A variety of activity options coordinate with your students' language arts studies and draw on a range of skills and interests. Weekly notes provide answers to grammar questions and suggested responses for creative writing assignments.

HANDWRITING/VOCABULARY

All levels include schedules for optional workbooks. These workbooks offer your children additional practice in areas where they may struggle, such as phonics, handwriting, grammar, and vocabulary. See pp. 102-105 for these supplemental materials. 🌻

Language Arts 1

Days 86–90: Date: _____ to _____

Week Overview																																							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40

Week 18						
Date:	Day 86	Day 87	Day 88	Day 89	Day 90	
SPELLING	Words	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!	
PHONICS	I Can Read It! Word Lists	Lesson 18				
	Activities		Form Words	Play Concentration		
	Optional: Explore the Code 2	pp. 55–56	p. 57	p. 58	p. 59	
HANDWRITING	Handwriting Without Tears: My Printing Book	p. 50		p. 51		
READERS	I Can Read It! Book 3	"The Tent" pp. 12–14	"A Hint" pp. 15–16	"A Cast" pp. 17–18	"The Fish" pp. 19–20	"Fish and Chips" pp. 21–22
CREATIVE EXPRESSION		Copywork 1	Contractions	Synthesis	Match Middle Sounds	Copywork 2
Other Notes:						

Vowel Activity Sheet 4

Circle the letter that makes the first sound in the name of each picture. Then write the letter in the space provided.

a f m

f a p

d o a

c b a

ant, Africa, astronaut, antler

Vowel Activity Sheet 4 | Language Arts 1

Not sure what levels your children need?

TAKE A FREE LANGUAGE ARTS ASSESSMENT.

sonlight.com/assessment

Before You Begin ...

You are about to embark on an exciting journey! With Sonlight's Language Arts program as both your passport and map, you and your children will travel to exotic, wonderful places. Be aware, though, that you may at times face some rough seas. And that's OK.

In fact, it's more than OK. Confusion and frustration are perfectly common, natural reactions in any educational setting. Sonlight's goal is to minimize such distractions on your Language Arts voyage. We thought it would be a good idea to explain a couple of things up front that we hope will calm the seas, fill your sails, and lead to safe harbor.

Leaving Your Comfort Zone

As you launch Sonlight's Language Arts program, it will not take you long to notice that something different is going on here. Are you missing something? Probably not! The mental map of your experience probably does not match what you are seeing.

You were probably taught Language Arts in a traditional way using workbooks and repetition. Sonlight does not teach Language Arts this way. Our research revealed that traditional methods, while comfortable, produced inferior results and were boring!

Traditional methods focus on repetition and drive students to memorize chunks of unrelated material in order to pass a test. What happens after the test? Unfortunately, students usually soon forget what they learned. Has learning really occurred then? Maybe. But, many students only learn how to beat the system!

"Memorize, pass test, forget" is not the pattern Sonlight promotes.

The Sonlight Way

Instead, Sonlight's Language Arts program is based on the "natural learning" approach. "Natural" or "integrated" learning means students learn by discovery. They observe, analyze, and then seek to imitate what they have seen a master wordsmith do before them.

The "natural learning" approach is not as intuitively obvious as the instruction found in most standard workbooks. Students will make a discovery, and we will reinforce it for them. However, they won't find 50 similar "problems" neatly laid out for them to "solve."

In "natural learning," students see each principle at work in the natural context of a sentence or paragraph that they have read in one of their assignments. They have to really puzzle things through, and you will occasionally have to help them figure things out.

The "natural learning" approach is, in some ways, slower than traditional workbook methods. But here's the key: when students "get" a principle that they've been striving to master via this method, they will never forget it! They will understand it thoroughly and be able to apply it in almost any context. That is true learning. That is our goal.

For more in-depth information regarding Sonlight's Language Arts philosophy, go to: www.sonlight.com/educational-philosophy.

Additional Resources

As you adjust to teaching with the "natural learning" approach, you may want some additional assistance at times. For example, you may want to familiarize yourself with quality resources such as Dr. Ruth Beechick's books. For further study, we recommend Dr. Ruth Beechick's books *The Three-R's Series* and *You CAN Teach Your Child Successfully*.

If you feel like your children just seem to be struggling or overwhelmed with their work, don't hesitate to put some books away and simply wait awhile. Instead, spend more time on your Read-Alouds and simply continue to encourage a love for reading. In a few months, try again, and you will probably find that allowing a little extra time for your children to grow made success easier for them to attain.

Join the Family

Besides referring to your Instructor's Guide and books, please visit our Sonlight Connections Community (sonlight.com/connections). If you have any questions about how to teach, or why you might (or might not) want to do something; if you wonder if someone has an idea about how to do something better, or whether you or your children are on track or need special help or attention; or for whatever reason, you will find a large community of friendly, helpful people available.

About this Instructor's Guide

Sonlight's Language Arts program seeks to develop your children's writing abilities via dictation, application, and creative expression. It emphasizes spelling, phonics, vocabulary development, and handwriting. Your children will write daily in a variety of ways.

We provide a 36-week, normal school length schedule. Please take some time now to plan your school year so that you can meet your educational objectives as well as your family's needs. It is okay to use more time to finish this program.

This guide consists of several parts.

Section One provides a brief overview of your Language Arts studies for the year. We want you to not only know what to do, but also why you do it.

Section Two includes the heart of the program: record-keeping/schedule sheets and notes. Use the schedule sheets to find each week's assignments and to record what you've done each day. Simply place a check mark by each assignment as it's completed. You can also use these sheets to record problem areas or subjects and topics needing special review. Please feel free to modify our suggested schedule to match your own—and your children's—specific needs.

Keep these records to demonstrate to others (government authorities, in particular) what you have taught your children.

Immediately following the schedule, you'll find Notes with instructions for assignments and Answer Keys. These notes contain Weekly Overviews that outline the skills and assignments covered that week, as well as Rubrics that will help you evaluate the week's writing assignment. See the "Recommendations for Teaching Writing" article in Section Four for more information about rubrics. Directly after the Notes are the Weekly Activity Sheets with your children's dictation passages as well as their other assignments.

Section Three includes **Reader Study Guides** that contain discussion questions and other teaching notes that will help you guide your students through the Readers scheduled in this guide.

Section Four contains several helpful resources for all users. This section contains an overview of topics scheduled in this guide, teaching tips for how to use the tools included in this program, as well as suggestions that will help you modify this program to best fit your family's needs.

We also recommend you visit the **My Downloads** section of your Sonlight Account for several other helpful teaching tools, including:

- Getting Organized—includes great tips about scheduling your school year, modifying our program and keeping records
- Language Arts Skills Check-Off List
- Tips When Using the Internet

Items You Will Need

- lined notebook paper
- #2 pencils
- art supplies for illustrations (crayons, colored pencils, or markers)
- lined index cards for a couple assignments (e.g., the research paper project)

If you might reuse your Instructor's Guide and Student Activity Sheets in the future (for a younger child, for instance), we strongly suggest that you purchase an extra set of Activity Sheets when you buy the Instructor's Guide. That way, when we update our Instructor's Guides you will have matching Activity Sheets when you need them. Please contact us if you are looking for Activity Sheets from the past.

Program Features and Rationale

Dictation

Every year customers ask: "How can I teach my children proper grammar [punctuation, etc.]? They don't know the first thing about proper sentence construction ...?" Our answer? Dictation! No matter how much your children complain, unless they consistently come back with 100% correct papers, make dictation a priority!

If you're unfamiliar with dictation, it's exactly what it sounds like. You read a passage to your children, and they write it exactly as read, concentrating on correct spelling, punctuation, etc. We agree with Dr. Ruth Beechick that dictation exercises provide a "well-rounded approach to language" by enabling the parent to deal with issues of grammar, punctuation, spelling, writing, and thinking in a natural (uncontrived) setting, with a relatively small time-expenditure and no workbooks. If you own her book, please read—or reread—Dr. Beechick's comments in *You CAN Teach Your Child Successfully* (pages 69-89).

Your children may resist dictation at first. In the long run, they will come to enjoy it if you simply persist. Tell your children that they are "teaching their hands to obey their mind."

Optional Dictation Passages

While our goal is for your children to write every day, we realize that there are some days when your children will just not feel like writing. All children will have "dry" days when it seems like getting blood from a stone would be easier than getting one paragraph from them.

So what should you do on those "dry" days? Mercilessly browbeat them into submission? Not if you value your own sanity! Just skip writing that day? Not if you want your children to learn to love and excel at writing ... Instead, we recommend another solution: dictation.

For your convenience, we provide an optional dictation passage each week. The next time you find yourself with a reluctant writer, just use it as your writing assignment for the day. And encourage your children to get some extra rest so that they're ready to tackle their regular writing assignment the next day.

5-Minute Mechanics

In order to become more proficient writers, we believe students need to not only practice writing but also understand “what’s going on under the hood” in what they’re reading and writing. Therefore, each week we offer an introduction to a grammatical or writing mechanics topic (grammatical rule, literary term, punctuation, capitalization, etc.). Look for the skills covered each week in the “Weekly Overview” table, located at the beginning of the Day 1 Creative Expression Notes. For a 36-week progression of topics and skills studied this year in Language Arts, see our Schedule of Topics and Skills, located in **Section Three**.

Creative Expression (Writing)

Sonlight’s Creative Expression assignments encompass a wide variety of writing tasks, styles, and skills. For example, your children will encounter traditional composition practice (ranging from formal essays to informal thank-you notes), research, poetry, book reports, analysis, and fun, inspired creative assignments. We believe that the breadth and variety of writing assignments will launch your children to new heights in their writing—and that they’ll have a lot of fun in the process!

We designed our writing assignments to help your children develop fundamental skills that they will build upon in the future. We hope you are looking forward to the new challenges we present this year. If you’ve had a chance to preview this guide and some of the work seems daunting, don’t worry: Just because we use new or advanced concepts (similes, metaphors, etc.) doesn’t mean the assignments themselves are hard. Give your children the benefit of the doubt! Let them try the assignments as they are, but feel free to modify if necessary.

Our desire at this point is not mastery (either of vocabulary or concepts), but acquaintance and familiarity. We believe mastery can come over years of repeated brief encounters with the same material.

For more information about how to use this program to help you confidently teach writing this year, please see the “Recommendations for Teaching Writing” article in **Section Four**.

Spelling

In our early elementary products, spelling has been incorporated into the Language Arts programs. From this point forward, however, you will need to decide how much more spelling practice your student needs. Generally we recommend choosing a spelling program for at least Levels D-F and then continue with the spelling program if your student struggles. *Spelling You See* is a great option to help your students as spelling challenges advance. Use the blank rows on the Schedule pages to record your spelling work.

As students get older, correcting their writing assignments will eventually become the natural spelling work for most students. You can also use the weekly dictation exercises to help you monitor your students’ spelling progress. Consider keeping records on the weekly schedule pages of errors you see consistently. Use the list of spelling rules included in the **My Downloads** section of your Sonlight account to help you review those issues with your student.

Vocabulary

While the bulk of our Vocabulary study is contained in the Read-Aloud study guide and part of the History/Bible/Literature Instructor’s Guide, you will see some terms defined in the Reader Notes in **Section Three** as well. The books we choose for you to read aloud often tie to the same historical time period as the rest of the texts we select, but are usually written at a higher reading level than the books we schedule as Readers. Therefore, Read-Alouds provide rich, content-relevant language presented during a time in which you can easily pause and discuss unfamiliar words with your students.

In all of our study guides, we categorize the words we highlight in two ways. **Vocabulary** words are words your students will probably encounter in other texts --not just those included in this curriculum. We list these words within an excerpt of the text from the book in which they are found so that you may challenge your students to define the terms using the clues found in the context of the rest of the story. Simply read these short quotes aloud and see if your students can tell you the meaning of the **bold italicized** terms. For example:

Read: “**Unobtrusively** Johnny got his notebook and pencil.”

Ask your child: “What do you think “Unobtrusively” means?”

After your student answers, compare their response to the answer in parentheses: (in a manner to avoid notice)

Cultural Literacy terms are words that, if defined while your students are reading, will broaden and deepen their understanding of the text. However, these words are generally specific to course content, and we wouldn't expect your students read or hear them on a regular basis. You may use these words, formatted in **bold** followed by a colon and their definitions, more like a convenient glossary. For example:

Define the word when it comes up in the text—

amplitude: the arc of the horizon between east and west.

If you'd like more vocabulary practice, we recommend the Wordly Wise program. Books 4-12 of the Wordly Wise 3000 series follow the same format and we have included a schedule for you. We recommend choosing the book that matches with your student's grade level.

Student Activity Sheets

We have included Activity Sheets to help you help your children. For levels D-W, to enable your children to study independently, you will find the bulk of the Language Arts instruction on the Weekly Activity Sheets, with a small summary of what we teach each day included in your notes. Feel free to read and work with them through the lessons on the Activity Sheets, or give them the reins to work solo, once you feel they are able to do so.

Supplementary Websites

We know that there are times throughout our curriculum when we simply cannot cover all the material on a given subject. In these instances we will provide internet search instructions for you to find more information. Please use caution and your own discretion as you look at different internet sites. We highly recommend that you as the parent and teacher look before allowing your student to do the search with you or on their own. We hope you find this helpful!

Corrections and Suggestions

Since we at Sonlight constantly work to improve our product, we would love it if we could get you to help us with this process.

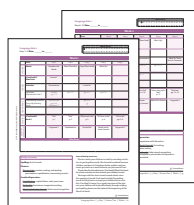
Whenever you find an error anywhere in one of our Instructor's Guides, please send a short e-mail to: IGcorrections@sonlight.com. It would be helpful if the subject line of your e-mail indicated where the problem is. For instance, "Language Arts D/Section Two/Week 1/Day 3." Then, in the message portion of the e-mail, tell us what the error is.

If, while going through our curriculum, you think of any way we could improve our product, please e-mail your suggestions to: IGsuggestions@sonlight.com. If you know of a different book we should use, if you think we should read a book we assign at a different point in the year, or if you have any other ideas, please let us know. Your efforts will greatly help us improve the quality of our products, and we very much appreciate you taking the time to let us know what you find. Thanks for your help! ■

Quick Start Guide—Language Arts

The Sonlight Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. Subjects are interwoven to avoid redundancy and to get the most out of your day.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. Sonlight's unique literature based approach to learning promotes an enjoyable learning experience that will keep your children asking for "just one more chapter, please." What helpful features can you expect from the IG?



Easy to use

Schedule pages are laid out so a quick glance will tell you exactly what to do each day. Check off each assignment as you go to create instant records. Language Art assignments follow directly behind the schedule page. Readers inspire the assignments and are located in **Section Three** to allow an adjustable reading pace for your children.

Activity Sheets

Engage your students with easy-to-use Activity Sheets to express their growing knowledge and creativity. Activity Sheets contain copywork or dictation, mechanics practice, and writing assignments.



Copywork Application

Unscramble these sentences. Write them correctly on the lines below.

1. empty was world beginning, the the in

2. plan But had God a

Grammar

Sonlight makes grammar easy to teach. Copywork or dictation demonstrate the concept from grade-appropriate excerpts. Then your student will apply the grammar concept using the Activity Sheet as an easy-to-follow guide.

Creative Expression

Every week students are encouraged to become creative thinkers and writers. Students will learn the writing process with ease as they find joy in creating their own written works.

29 The Character Highlighted

Overview

Write a descriptive paragraph about a character.

Together

A Closer Look

Today, you'll write your descriptive paragraph about the character you chose. Before you begin writing, look over your notes from yesterday: Is there anything you missed? Are there any details you can add to any of the sections? Remember, if you didn't use Diamond Notes, you still need to begin your paragraph with a topic sentence and end it with a concluding sentence.

82 Chapter 14—end

Cultural Literacy

consumption: a progressive wasting away of the body, especially from pulmonary tuberculosis. [chap. 14]

pneumonia: an acute or chronic disease marked by inflammation of the lungs and caused by viruses, bacteria, or other microorganisms and sometimes by physical and chemical irritants. [chap. 15]

Vocabulary

Built into the reading notes of each guide, vocabulary sections identify unfamiliar words (Cultural Literacy) along with general vocabulary words to aid and grow comprehension.

To Discuss After You Read

Need help checking your student's comprehension? Discussion questions are already created for you so you can have some great conversations that also let you see how much your student is learning.

6 Chapters 4–5

To Discuss After You Read

Q: What happened while sailing across the sea? [chap. 4]
A: a storm came up, which made people seasick; everyone was locked under the deck, and some became ill with fever

Q: Was Carl Erik happy to arrive in America? [chap. 5]
A: yes—he got to eat bread and butter, his father had work, and they had hope for a better life



Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps you get when purchasing a guide from Sonlight. In the **My Downloads** section of your Sonlight Account, you will find New User Information, extra schedule pages, field trip planning sheets and so much more. An overview of topics covered is located in **Section Four** of the guide.

Section Two

Schedule and Notes

Language Arts D

Days 1–5: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 1						
	Date:	Day 1	Day 2	Day 3	Day 4	Day 5
SPELLING	<i>Spelling You See</i> ¹					
HAND-WRITING	<i>Recommended: Handwriting Without Tears</i> ¹					
GRAMMAR	<i>Optional: The Grammar Ace</i> ¹	Lesson 1: Nouns				
VOCABULARY DEVELOPMENT	<i>Optional: Wordly Wise 3000</i> ¹ (for books 4–12)	Lesson 1A		Lesson 1B	Lesson 1C	
READERS	<i>The Corn Grows Ripe</i> ²	Foreword–chap. 2	chaps. 3–5	chaps. 6–8	chaps. 9–11	chaps. 12–15
CREATIVE EXPRESSION		Dictation 1	Dictation Application	Five Senses	See It, Describe It	Dictation 2
Other Notes						

1. Purchase optional materials separately: We do not include them in the LA Package.
2. Find notes for the Readers in **Section Three**, arranged alphabetically. To accommodate various reading speeds, we recommend pulling each set of book notes and simply placing them inside each reading title.

Weekly Overview
Mechanics: Basic rules of sentences: nouns; adjectives Creative Expression: <u>Skill:</u> Use adjectives <u>Assignment:</u> Write a descriptive paragraph

Spelling

Spelling You See

In our early elementary products, spelling has been incorporated into the Language Arts programs. From this point forward, however, you will need to decide how much more spelling practice your student needs. Generally we recommend choosing a spelling program for at least

Levels D–F and then continue with the spelling program if your student struggles. *Spelling You See* is a great option to help your students as spelling challenges advance. Use the blank rows on the Schedule pages to record your spelling work.

As students get older, correcting their writing assignments will eventually become the natural spelling work for most students. You can also use the weekly dictation exercises to help you monitor your students' spelling progress. Consider keeping records on the weekly schedule pages of errors you see consistently. Use the list of spelling rules included in the **Downloads** section of your Sonlight account to help you review those issues with your student.

Handwriting

Your children will practice their handwriting in the Copywork/Dictation activities and writing assignments. However, we highly recommend purchasing a handwriting program. *Handwriting Without Tears* is a wonderful program that we recommend often.

If you would like help scheduling any of the programs we offer, *Handwriting Without Tears* or your preferred program, please go online to [sonlight.com/handwritingschedules](https://www.sonlight.com/handwritingschedules) to download and print the appropriate file. Then use the blank line to record what you have done.

Grammar

Sonlight's Language Arts incorporates grammar in its natural language-learning approach. If you would like to supplement that approach, we recommend *The Grammar Ace* for one year between 4th–7th grades. This self-paced grammar supplement contains a progressive journey through only the most practical grammar your children need. If you wish to further study grammar after *The Grammar Ace*, we recommend you move on to *Grammar 5* and *Grammar 6*. If you complete Sonlight's grammar series and want to have a fourth year of grammar, we recommend that you move on to *Winston Grammar Advanced*.

Vocabulary Development

While the bulk of our Vocabulary study is contained in the Read-Aloud study guide and part of the HBL Instructor's Guide, you will see some terms defined in the Reader Study Guides too. The books we choose for you to read aloud tie to the same historical time period as the rest of the texts we select, but are usually written at a higher reading level than the books we schedule as Readers. Therefore, Read-Alouds provide rich, content-relevant language presented during a time in which you can easily pause and discuss unfamiliar words with your students.

In all of our study guides, we categorize the words we highlight in two ways. **Vocabulary** words are words your students will probably encounter in other texts—not just those included in this curriculum. We list these words within an excerpt of the text from the book in which they are found so that you may challenge your students to define the terms using the clues found in the context of the rest of the story. Simply read these short quotes aloud and see if your students can tell you the meaning of the bold italicized terms.

Cultural Literacy terms are words that, if defined while your students are reading, will broaden and deepen their understanding of the text. However, these words are generally specific to course content, and we wouldn't expect your students read or hear them on a regular basis. You may use these words, formatted in **bold** followed by a colon and their definitions, more like a convenient glossary.

Wordly Wise

If you'd like more vocabulary practice, we recommend the *Wordly Wise* program. Books 4–12 of the *Wordly Wise 3000* series follow the same format and we have included a schedule for you. We recommend choosing the book that matches with your student's grade level.

Reader Notes

We include the Readers schedule and corresponding Study Guides in both the History and Language Arts Guides. However, we do not include the map points in the Language Arts guides because we consider geography part of our History program. Please refer to your History/Bible/Literature D Guide for more information about maps. Find the Study Guide notes for the weekly Readers in **Section Three**. They are organized in the order your students will read them.

Creative Expression

Our goal is to have your children writing all week long. To keep things interesting and to offer a broad range of skill practice, this writing practice varies throughout the week. On Day 1 your children will study a Dictation passage that they will write down as you read it on Day 5. After they review the passage on Day 1, they will learn about a concept for Mechanics Practice (most weeks). On Days 2–4, they will work on more formalized Creative Expression assignments. These assignments vary widely each week in order to give your children experience in all types of writing—and oral presentation, too.

Preferred Dictation Method

In most of our programs, Dictation, Mechanics Practice (which includes this year's Dictation Application) and Creative Expression follow the same scheduling pattern each week. However, this year, sometimes your children will work on Mechanics Practice on Day 1, and sometimes they'll do a little bit longer writing-mechanics-related activity under Dictation Application on Day 2. Because the writing mechanics work shifts from week to week, the Dictation assignments will shift sometimes too. Here's what you can expect.

Weeks when Mechanics Practice appears on Day 1:

Our dictation method involves two steps. First, on Day 1 ask your children to read through the dictation passage to familiarize themselves with it. They should note any words, capitalizations, or matters of punctuation that require special attention. This is also their opportunity to ask you to clarify anything they're unsure about. Once your children understand the passage, have them complete the "Mechanics Practice" activity on the Activity Sheet.

On Day 5, your children should take no more than five to ten minutes to prepare independently for the final dictation. Preparation may involve writing out unfamiliar words, practicing spelling them out loud or on paper, trying to remember how a word looks by "seeing" it in their minds, drawing a word in large letters written in mid-air with an imaginary pen, etc. When their time is up, give the dictation, clause by clause, reading each clause twice (repeating it only once). As you read the passage to them, avoid the temptation to emphasize the different sounds in each word. Your children should write in the cursive style.

Before handing their papers to you, your children should check their work for errors. They should mark and correct any errors they find. Discuss with your children what you think they have done particularly well, as well as what they could do better.

If you see consistent spelling, punctuation, or handwriting problems, keep a record on the weekly schedule and review those areas using the list of spelling rules included in the **My Downloads** section of your Sonlight account.

Weeks when Dictation Application appears on Day

2: When Dictation Application is scheduled on Day 2, your children will not complete a Mechanics Practice lesson on Day 1. Instead, work together to complete both the reading and the writing steps for Dictation 1 on the first day instead of splitting those two steps across the week. On Day 2, your children will work on a mechanics skill as scheduled under Dictation Application. Finally, on Day 5, work together to both read and write the second passage for the week under Dictation 2. We will prompt you in the notes in the few weeks we schedule double dictation assignments.

About Mechanics Practice and Dictation Application

On the first or second day of each week, we offer a brief introduction to one grammatical or mechanical topic. This year your children will work through three basic groups of skills. We will study basic grammar skills in two main sections: **Sentence Basics** (nouns, verbs, adjectives, etc.), and **The Building Blocks of Sentences** (phrases, clauses, active and passive voice, etc.). We'll then intersperse the grammatical lessons with common **Mechanics** topics that we'll schedule throughout the year.

Look for the skills covered each week in the "Weekly Overview" table right after the schedule. For a 36-week progression of topics and skills studied this year in Language Arts, see our Scope and Sequence Schedule of Topics and Skills, located in **Section Four**.

Day
1

Dictation 1

Read through the dictation passage with your children. Work with them to note any words, capitalizations, or matters of punctuation that require special attention. When they are ready, you will read the passage aloud and have your children write it on a separate sheet of paper.

Note: This week the writing mechanics skill is assigned on Day 2, so your children will complete one passage for Dictation on Day 1 and a second passage on Day 5. Be sure your children write the passage today. See the comments under "Preferred Dictation Method" above for more information.

Joy is found in giving the right answer. And how good is a word spoken at the right time! The path of life leads up for those who are wise.¹

Day
1

Optional: Dictation Passage

For your convenience, we provide an additional dictation passage each week. If your children are having an "off" day, just use the alternate dictation passage instead of your writing assignment for the day. Feel free to take a break instead of trying to grind your way through the regular assignment.

Ai! Tigre was ready. He crammed down another tortilla, grabbed his hat and hunting bag and slingshot, and hurried after Father. Dog, his little yellow tail curled happily over his back, ran after Tigre.²

1. Proverbs 15:23–24 (NIRV®).

2. Dorothy Rhoads, *Corn Grows Ripe*, (Puffin Books: New York, 1993), 20.

It's a new homeschool year, and we hope that you're excited to be at the helm of your children's education. It's truly a privilege to be able to take such an active role in shaping your children's future.

Today, we review some basic ideas that we'll build upon in the coming weeks. While we don't think it necessary to study grammar in depth at this level, we do want to focus on concepts that are closely related to writing. In this way, your children will learn the grammar they really need to know at this level in the context of how they can use it (*apply* it) to become better writers.

The **Week 1 Activity Sheet** has several points for you to discuss with your children regarding sentence rules, nouns, and adjectives. They will examine the punctuation in the dictation passage to discover that each sentence ends with a period because they are statements, and they will also identify the nouns.

After learning about how adjectives improve writing, your children will rewrite a short passage, adding adjectives to make it more interesting.

Answers:

Which punctuation marks are used in the dictation passage? (*periods*)

Why are those particular punctuation marks used? (*All sentences are statements*)

What nouns can you find in the dictation passage? (*Answers: America, Amanda, New World, sea, land, rivers, trees, birds.*)

Here is an example of what a passage enhanced with additional adjectives might look like:

On a cold morning in 1609, a heavy man made his way over London Bridge. He wore a cloth jacket and a beaver-skin cap. His homemade clothes were caked with mud, and black mud sucked at his leather shoes. He could hardly see for the driving rain in his face.

Most children will struggle with learning to write well, because our everyday spoken language is so forgiving. When we talk with each other, the quick interplay of our speech allows us to work out what we want to say as we say it. The written word, on the other hand, needs to be concise and clear. No one likes to read a confused, rambling essay. We need to do our thinking before we put pen to paper (or fingers to keyboards).

Children need to be taught how to think through their writing assignments. We wouldn't give our children wrenches and tell them to fix leaky faucets, yet too often we feel fine handing them pencils and telling them to write essays.

Today's activity will help you take those first steps together with your children. Talk with your children about the five senses (sight, hearing, smell, feeling, and taste), and then guide them through the brainstorming activity under "Five Senses" on the **Week 1 Activity Sheet**. Help them think of adjectives that are inspired by each of their five senses, and then ask them to write the adjectives they think of on the lines provided. Have them think of different nouns to describe.

Possible Answers:

1. SIGHT: *blue, bright, shiny, beautiful, glowing*
2. HEARING: *loud, noisy, rhythmic, annoying, musical*
3. SMELL: *stinky, inviting, flowery, aromatic, strong*
4. FEELING: *rough, smooth, silky, soft, supple*
5. TASTE: *salty, spicy, delicious, tangy, sweet*

Your children's assignment today is to write a short paragraph that describes something they can see. It can be an object or an animal or something they see in their imagination.

Remind your children to think in terms of their five senses. What does it look like? Sound like? Smell, feel, and taste like? The more descriptive adjectives your children use, the better their descriptions will be. Feel free to give them as much help as they need.

Don't worry too much about mechanics (proper spelling, punctuation, etc.) right now. There will be plenty of time in the future to work on those things when they learn to edit and revise their drafts.

For now, focus on clearly transferring their thoughts to paper on "See It, Describe It" on the **Week 1 Activity Sheet**. Did they use good descriptive words? Were they able to apply what they learned this week? Encourage them to be as imaginative and creative as they can be in their descriptions.

Here's what a sample paragraph might look like:

My mother collects elephants made of wood, stone and glass. My favorite one is made out of cut crystal glass that breaks the light into brilliant rainbows when the sun shines through it. It shimmers in the light. It is surprisingly heavy. The cut surface feels rough like an elephant's hide might feel. With its thick trunk up in the air I can almost hear it call! While this shiny animal has no smell, its nose is certainly long enough.

How to Evaluate This Assignment

Since this is their first writing assignment of the year, don't worry about evaluating it too heavily. Today, have your children simply focus on getting their thoughts on paper. When they're finished, ask them to read their stories to you and ensure they have a beginning, middle and end.

If you'd like, you can also go back and work with them on the basic mechanics: capitalization, punctuation, spelling, and grammar. Did they describe the object in an interesting way using their five senses? If so, then they have succeeded.

Rubrics

Have you ever wondered how you should evaluate your children's writing? Much of literary critique is subjective, but we understand that sometimes it's helpful to have a concrete way to help you focus your critique. A rubric is a simple form that will help you give point values to certain characteristics of an assignment.

Each week, review the rubrics we offer and keep the listed items in mind as you work on the assignments with your students. When they turn in their work, use the topics in the rubric to help you determine how your students performed each skill. Use the rubrics to help you more clearly gauge the areas your children could use more work and make note to revise your instruction accordingly.

At this age, we want to emphasize the writing process more than the final result. Think back to when your students learned to talk. They could probably understand your instructions and respond to you long before they formed a complete sentence. Now that they can read independently, expressing their own thoughts on paper is the next step. Learning to write is like "learning to speak on paper." Plan to teach your children to write with the same small steps and gentle instruction you used when they learned to talk. Rubrics will help you focus on a few steps at a time, slowly each week.

For more information about rubrics, how to create your own and how to help your students use them independently as they grow, see the "Recommendations for Teaching Writing" article in **Section Four**.

Descriptive Paragraph Rubric

Content

_____	5 pts	The paragraph thoroughly describes a single object
_____	5 pts	The paragraph appeals to the five senses
_____	5 pts	The paragraph uses adjectives to add interest and detail

Mechanics

_____	5 pts	Each sentence begins with a capital letter
_____	5 pts	Each sentence ends with the correct punctuation mark
_____	5 pts	Each sentence expresses a complete thought

_____ ÷ 30 pts possible = _____ %

Total pts

Day
5

Dictation 2

Read the dictation passage aloud and have your children write the passage on a separate piece of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

"Poor Mistress Trippett with her bags of money—let her keep it all. There's a great world outside, and she'll never know it."³ ■

3. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 48.



Dictation 1

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. Listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

Joy is found in giving the right answer. And how good is a word spoken at the right time! The path of life leads up for those who are wise.¹

Dictation Application

There are two **basic rules of sentences**:

1. Sentences begin with a capital letter
2. Sentences end with a punctuation mark (either a period, question mark, or exclamation point).

Which punctuation marks are used in the passage below?

"There is a land called America," said Amanda. "Some call it the New World. It's across the sea, and it's a beautiful land with rivers and trees and birds."²

Why were those particular punctuation marks used?

Nouns are people, places, and things (including ideas). Take a look around your room. Tell Mom or Dad some of the nouns you see.

What nouns can you find in the passage "There is a land...?"

On their own, nouns are not necessarily all that interesting. Take the noun *car*, for example. From just the word *car*, what do you know about the car? Not much. What color is it? Is it brand new or a classic antique or a pile of metal destined for the junk heap? You have no idea.

So how do writers make nouns more interesting? By adding descriptive words—called **adjectives**—to them. For example:

The car raced around the track.

The shiny new Indy car raced around the cold, wet track.

Which sentence is better? Do you see how adding *shiny*, *new*, *Indy*, *cold*, and *wet* made the second sentence much more interesting?

Good writers use adjectives *carefully*. Ever heard of too much of a good thing? Well, that phrase definitely applies to the use of adjectives.

How many adjectives are too many? It varies. How will you know when you've used too many adjectives? The sentence just won't sound right. For example:

The shiny new Indy car raced around the cold, wet track.

The shiny, fast, new, blue Indy car raced around the black, cold, wet, slippery, round track.

What do you think of the second example? Awkward, right? It's *too* descriptive. The second example sentence crosses the line from descriptive to distracting.

Rewrite the following passage, adding some descriptive adjectives to make it more interesting:

On a morning in 1609, a man made his way over a bridge. He wore a jacket and a cap. His clothes were splashed with mud, and mud sucked at his shoes. He could hardly see for the rain in his face.³

1. Proverbs 15:23–24 (NIV®).

2. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 11.

3. Ibid, p.1 (paraphrased).



Language Arts D: Week 1 Activity Sheet

Five Senses

When writers describe nouns with adjectives, they often think in terms of their five senses. What does it look like? What does it sound like? What does it smell, feel, and taste like? In this way, they are able to bring nouns to life with vivid descriptions.

Think about your five senses (sight, hearing, smell, feeling, and taste). Which adjectives are inspired by each of your five senses? Write the adjectives on the lines below. Think of different nouns to describe to help you come up with many different adjectives.

1. Sight

2. Hearing

3. Smell

4. Feeling

5. Taste

See It, Describe It

Look around you. What do you see? There are objects everywhere and you use your senses to learn about them. Choose an object to describe. Use your senses to explain what it is like. What does it look like? What does it feel like? You may need to get creative to describe the sound, taste, and smell, depending on the object you choose! Write a paragraph describing the object on a separate piece of paper. Use descriptive words to make your writing interesting.

Dictation 2

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. When you are ready you will listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

“Poor Mistress Trippett with her bags of money—let her keep it all. There’s a great world outside, and she’ll never know it.”⁴ ■

4. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 48.

Language Arts D

Days 6–10: Date: _____ to _____

Week Overview																																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 2						
	Date:	Day 6	Day 7	Day 8	Day 9	Day 10
SPELLING	<i>Spelling You See</i>					
HAND- WRITING	<i>Recommended: Handwriting Without Tears</i>					
GRAMMAR	<i>Optional: The Grammar Ace</i>	Lesson 2: Verbs				
VOCABULARY DEVELOPMENT	<i>Optional: Wordly Wise 3000</i> (for books 4–12)	Lesson 1D		Lesson 1E	Lesson 2A	
READERS	<i>Vostaas: White Buffalo's Story</i>	pp. 6–18 (up to break)	pp. 18–32	pp. 33–46	pp. 47–56	pp. 57–68
CREATIVE EXPRESSION		Dictation 1	Dictation Application	How Do You Do That?	I Couldn't Believe My Eyes!	Dictation 2
Other Notes						

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Weekly Overview
Mechanics: Use adverbs Creative Expression: <u>Assignment:</u> Write a story

Creative Expression
Day 6 Dictation 1

Read through the dictation passage with your children. Work with them to note any words, capitalizations or matters of punctuation that require special attention. When they are ready, you will read the passage aloud and have your children write it on a separate sheet of paper.

This week the mechanics skill is assigned on Day 2, so your children will complete one passage for Dictation on Day 1 and a second passage on Day 5, so be sure your children write the passage today. See the comments under "Preferred Dictation Method" in the Week 1 Notes for more information.

You who are godly, sing with joy to the Lord.
It is right for honest people to praise him. Sing a new song to him. Play with skill, and shout with joy. What the Lord says is right and true. He is faithful in everything he does.¹

Day
6

Optional: Dictation Passage

And the schoolmaster said, "Do not be afraid to ask questions, Dionisio. Never accept any statement without weighing it. Reason out the answer for yourself."²

Day
7

Dictation Application

Last week, you and your children discussed how adding descriptive words can enliven their writing. This week, you're going to explore the similar relationship that exists between verbs and the words that modify them—**adverbs**.

Verbs express actions or states of being. While nouns are the people, places, and things in a sentence, verbs tell what those people, places, and things *do* or *are*. Quickly review verbs with your children by analyzing yesterday's dictation passage. What verbs can you and your children find together? (*sing, praise, play, shout, says*)

Using their own sheet of paper if needed, ask your children to rewrite the passage on this week's Activity Sheet adapted from *A Lion to Guard Us*, adding some descriptive adverbs to make the verbs more interesting. Your student(s) will be reading this book during Week 3.

Here is an example of what a passage enhanced with additional adverbs might look like:

She hesitantly took a step after him, but Cook's voice shrilly called her back. "A-man-da." She slowly and carefully closed the door. Then, she dejectedly walked down the long, cold hall and into the kitchen.

Day
8

How Do You Do That?

To help your children think more imaginatively about some common verbs they may use often, guide them through the *How Do You Do That?* activity on the **Week 2 Activity Sheet**. For each of the verbs listed, ask your children to write as many adverbs as they can think of that could describe that verb.

If they get stuck, feel free to give them a hand. Help them understand that using adverbs with these verbs will make their writing come alive.

Some possible answers:

RUN: quickly, slowly, steadily, determinedly

JUMP: high, joyfully, excitedly, carefully

LAUGH: loudly, heartily, nervously, uncontrollably

SMILE: beautifully, wickedly, sadly, happily

TALK: quietly, rapidly, rudely, secretly

Day
9

I Couldn't Believe My Eyes!

Last week, your children wrote a description of something they could see. This week, their task is to write an exciting story about what they described. Beginning with the words "I couldn't believe my eyes!", your children should spin a short, imaginative yarn about the amazing things their item did.

Help your children focus on telling a story with a beginning, middle, and end in logical order. Also, ask your children to try to incorporate what they learned about adverbs this week into their assignment. When they're done with their first draft of their story, discuss their choice of verbs with them. Are they interesting? Or could some of them use a little spice? If so, have them go back and add some interesting adverbs to their story.

Like last week, focus more on your children's creativity and ideas than their spelling and mechanics. Early on in any language arts course, it can be difficult for children to get "into the groove" of writing. Feel free to point out any errors that you see, but get excited and praise them for their wonderful imaginations. A little positive reinforcement now will do wonders for their confidence.

Have your children record their work under "I Couldn't Believe My Eyes!" on the **Week 2 Activity Sheet**.

A sample story might look like this:

Last night I caught my mother's crystal elephant by the kitchen sink. Puzzled, I got my glass of water and started back to bed. As soon as I left the kitchen, I crept back to see if I could uncover the mystery. To my surprise, the glass elephant was alive and using the faucet to wash off. I had wondered how it managed to sparkle so brightly!

1. Psalm 33:1, 3–4 (NIRV®).

2. Dorothy Rhoads, *Corn Grows Ripe*, (Puffin Books: New York, 1993), 44.

How to Evaluate This Week's Assignment

For this assignment, focus on the overall plot and clarity of the story. Can you easily follow the flow of events from beginning to end? Even though it may be unrealistic, the story should make sense to the reader. Look for evidence that your children are choosing words carefully for effect.

The following sample rubric will help you determine how well your children wrote their story. Feel free to adjust the rubric to meet the individual needs of your children.

Imaginative Story Rubric		
Content		
_____	5 pts	The story has a clear beginning, middle, and end
_____	5 pts	The story makes sense and is easy to follow (even though it may be unrealistic)
_____	5 pts	The story uses language effectively to describe actions and details
Mechanics		
_____	5 pts	The sentences express complete thoughts
_____	5 pts	The story uses correct spelling
_____	5 pts	The story uses appropriate capitalization and punctuation
_____	÷ 30 pts possible = _____ %	
Total pts		

Day
10

Dictation 2

Read through the dictation passage, and have your children write the passage on a separate sheet of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

Admiral Somers walked among them. He spoke to them and shook their hands. "We've been through the storm and shipwreck," he said, "with not a life lost."³ ■

You who are godly, sing with joy to the Lord. It is right for honest people to praise him. Sing a new song to him. Play with skill, and shout with joy. What the Lord says is right and true. He is faithful in everything he does.¹

Just as good writers use adjectives to describe nouns, good writers also make their writing more interesting by adding interesting words—called adverbs—to describe their verbs. Adverbs often end with *-ly*. For example, consider these two sentences:

The badger grabbed the sleeping bag and dragged it into the woods.

The badger cunningly grabbed the sleeping bag and gleefully dragged it into the woods.

Do you see how the adverbs *cunningly* and *gleefully* add meaning and interest to the sentence? The badger in the first sentence could be any old run-of-the-mill badger who accidentally stumbles across an abandoned sleeping bag near the woods.

The badger in the second sentence, however, is obviously up to something. Why did he need to be cunning?

Why was he so full of glee? What is he going to do with that sleeping bag? Isn't it amazing how two little adverbs turned a plain sentence into one that makes readers want to know what's going to happen next?

Today you will rewrite a passage adapted from *A Lion to Guard Us*, adding some descriptive adverbs to make the verbs more interesting. Rewrite the following passage, adding some descriptive adverbs to make the verbs more interesting:

She took a step after him, but Cook's voice called her back. "*A-man-da*." She closed the door. She walked down the long, cold hall and into the kitchen.²

[illegible]

How Do You Do That?

Write as many **adverbs** (words that describe verbs, often ending in *-ly*) as you can think of to describe each verb listed.

1. Run

1. Psalm 33:1, 3–4 (NirV®).

2. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 5



tell their story in a logical order. Also, try to incorporate what you learned about adverbs this week into your assignment.

[illegible]

Dictation 2

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. At the end of the week you will listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

Admiral Somers walked among them. He spoke to them and shook their hands. "We've been through the storm and shipwreck," he said, "with not a life lost."³ ■

3. Clyde Robert Bulla, *A Lion to Guard Us* (Harper Trophy: New York, 1989), 82.

4 | Week 2 Activity Sheet | 5-Day | Language Arts D

Language Arts D

Days 11–15: **Date:** _____ **to** _____

Week Overview																																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 3

	Date:	Day 11	Day 12	Day 13	Day 14	Day 15
SPELLING	<i>Spelling You See</i>					
HAND-WRITING	<i>Recommended: Handwriting Without Tears</i>					
GRAMMAR	<i>Optional: The Grammar Ace</i>	Lesson 3: Sentences				
VOCABULARY DEVELOPMENT	<i>Optional: Wordly Wise 3000</i> (for books 4–12)	Lesson 2B		Lesson 2C	Lesson 2D	
READERS	<i>A Lion to Guard Us</i>	chaps. 1–4	chaps. 5–9	chaps. 10–14	chaps. 15–19	chap. 20–End
CREATIVE EXPRESSION		Dictation 1	Dictation Application	Simile Showdown	Describe It ... Revisited	Dictation 2
Other Notes						

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Weekly Overview

Mechanics: Adverbs

Creative Expression:

Skill: Use similes

Assignment: Revise the imaginative story

Creative Expression

Day
11

Dictation 1

Read through the dictation passage with your children. Work with them to note any words, capitalizations or matters of punctuation that require special attention. When they are ready, you will read the passage aloud and have your children write it on a separate sheet of paper.

This week the mechanics skill is assigned on Day 2, so your children will complete one passage for Dictation on Day 1 and a second passage on Day 5, so be sure your children write the passage today. See the comments under "Preferred Dictation Method" in the Week 1 Notes for more information.

Blessed are those who are free of pride. They will be given the earth. Blessed are those who are hungry and thirsty for what is right. They will be filled.¹

Day
11

Optional: Dictation Passage

The names of hundreds of towns and rivers are Indian names. Many other things are also known by their Indian names. Squash, cucumber, pumpkin, and tomato are Indian names for foods that were first grown by the Indians and were unknown to the rest of the world until the first Europeans came to America.²

Day
12

Dictation Application

Last week, you and your children discussed how to improve their writing by using adverbs to describe verbs in greater detail. Today, they will learn how adverbs can also modify adjectives and other adverbs.

Using the lines under "Dictation Application" on the **Week 3 Activity Sheet**, ask your children to rewrite the example sentences with different adverbs. Your children should feel free to be as creative as they want to be. Changing the meaning of the sentences is fine, as long as they use adverbs appropriately. Here are some examples of how these sentences might be changed:

The very proud badger displayed his loot for all his woodland friends to see.

Two curious squirrels examined the really strange object quite recklessly.

Day
13

Simile Showdown

During the last two weeks, your children have been adding descriptive words to nouns and verbs to make their writing more interesting. Rather than merely using single descriptive words, however, good writers will also use similes—short phrases that compare two or more things that are otherwise not similar—to enrich their writing. Similes will usually contain the words *like* or *as*.

Similes help readers form mental pictures in their minds. Writers use them in place of adjectives and adverbs to make their descriptions even more interesting.

Guide your children through "Simile Showdown" on the **Week 3 Activity Sheet**. Challenge them to think of creative similes to replace the descriptive words we have listed.

Possible Answers:

1. FAST: *quick like a bunny*
2. BEAUTIFUL: *pretty as a picture*
3. SKINNY: *thin like a rail*
4. INTELLIGENT: *smart as a whip*
5. UNFRIENDLY: *mean as a snake*

Day
14

Describe It ... Revisited

So far, your children have described and told an exciting story about something they could see. This week, we want them to revisit their previous assignments, combining them into one cohesive story full of descriptive detail. While they're at it, we'd like for them to apply what they learned yesterday about similes and convert a few of their descriptive details into imaginative similes.

Your children may think this sounds like an easy assignment, since they get to use a lot of their work from the past two weeks. They might be surprised, though, to discover what a challenge it can be to edit and combine their previous work in a way that flows well as a new story.

Give them all the help they need to think of similes that will make their descriptions informative and fun to read. What is their item like? It's as tall as what? It's as green as what? It feels slimy like what? Encourage them to build upon their previous descriptions, bringing their item to life in new and inventive ways.

Let your children know that you have confidence in their abilities and that you can't wait to read their new and improved story. After they've finished a rough draft, feel free to work with them on basic mechanics, such as capitalization, punctuation, spelling, etc.

Have your children record their work under "Describe It ... Revisited" on the **Week 3 Activity Sheet**.

Here's what a sample revised story might look like:

Last night, as I wandered into the kitchen for a glass of cool water, I caught my mother's crystal elephant by the sink. Puzzled, I collected my glass of water and started back to bed. As soon as I left the kitchen, I crept back as quietly as a mouse and carefully looked in. I was determined to uncover the mystery. To my enormous surprise, the glass elephant was alive! It used its trunk to pull water from the faucet to wash. No wonder it glistened as brightly as a rainbow!

1. Matthew 5:5–6 (NIRV®).

2. William White Buffalo, *Vostaas: White Buffalo's Story of Plains Indian Life*, (Avyx: Littleton, CO, 1988), 23.

How to Evaluate This Week's Assignment

For this assignment, look for clear improvements on the previous writing. Did your children blend descriptions with actions effectively? Does the story still make sense? Does it give the reader a clear picture in their mind? Determine whether the similes used help the illustrate story, rather than distract the reader.

The following sample rubric will help you determine how well your children wrote their story. Feel free to adjust the rubric to meet the individual needs of your children.

Descriptive Story Rubric		
Content		
_____	5 pts	The story makes sense and is easy to understand
_____	5 pts	The story has a beginning, middle, and end that flow logically
_____	5 pts	The story uses language effectively to describe action and details
Mechanics		
_____	5 pts	The sentences express complete thoughts
_____	5 pts	The story uses correct spelling
_____	5 pts	The story uses appropriate capitalization and punctuation
_____	÷ 30 pts possible = _____ %	
Total pts		

Day
15

Dictation 2

Read through the dictation passage, and have your children write the passage on a separate sheet of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

"There is a law of the tribe," said the old woman. "If a prisoner is to be killed, a woman may say, 'Give me this man. He is mine.' Then the man must be set free and given to her."³ ■

3. Clyde Robert Bulla, *Pocahontas and the Strangers* (Avyx: Littleton, CO, 1988), 47



Dictation 1

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. Listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

Blessed are those who are free of pride. They will be given the earth. Blessed are those who are hungry and thirsty for what is right. They will be filled.¹

Dictation Application

Last week, you learned how to improve your writing by using adverbs to describe verbs in greater detail. But guess what? That's not all the amazing adverb can do!

Adverbs can also modify or describe *adjectives* or other adverbs. For example:

The **extremely** proud badger displayed his loot for all his woodland friends to see.

Two curious squirrels examined the strange object **very** carefully.

In the first sentence, the adverb *extremely* describes the adjective *proud*. In the second sentence, the adverb *very* describes the adverb *carefully*. These words make the sentences more interesting by further describing the adjectives and adverbs they modify.

One note of caution: Like adjectives, adverbs that modify adjectives or other adverbs should be used sparingly. These words can lose their impact if used too often or stressed too greatly. Rewrite the following sentences with different adverbs:

The extremely proud badger displayed his loot for all his woodland friends to see.

Two curious squirrels examined the strange object very carefully.

1. Matthew 5:5–6 (NIRV®).

Simile Showdown

During the last two weeks, you have been adding descriptive words to nouns and verbs to make your writing more interesting. Rather than merely using single descriptive words, however, good writers will also use similes—short phrases that compare two or more things that are otherwise not similar—to enrich their writing. Similes will usually contain the words *like* or *as*. Here are a few examples of similes:

slippery as an eel

black as night

fast like lightning

gentle like a lamb

Similes help readers form mental pictures in their minds. Writers use them in place of adjectives and adverbs to make their descriptions even more interesting.

Write a simile, a short phrase that compares two or more things that are not similar, for each idea below. Use **like** or **as**.

1. Fast

2. Beautiful



Language Arts D: Week 3 Activity Sheet

3. Skinny

4. Intelligent

5. Unfriendly

Describe It ... Revisited

So far, you have described and told an exciting story about something you could see. This week, revisit your previous assignments, combining them into one cohesive story full of descriptive detail. While you're at it, apply what you learned yesterday about similes and convert a few of your descriptive details into imaginative similes.

Continue to tell the story in a logical order. Along the way, add in descriptive details so that readers will be able to see a vivid image of the item in their minds. On top of all that, you'll also need to work in a creative simile or two.

Dictation 2

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. Listen to Mom or Dad read the passage aloud while you record it on a separate sheet of paper.

“There is a law of the tribe,”
said the old woman. “If a pris-
oner is to be killed, a woman
may say, ‘Give me this man. He
is mine.’ Then the man must be
set free and given to her.”² ■

2. Clyde Robert Bulla, *Pocahontas and the Strangers* (Avyx: Littleton, CO, 1988), 47

Section Three

Reading Assignments and Notes

Readers Week 1: *The Corn Grows Ripe*

Day
1

Foreword–Chapter 2

Setting

Mayan village in Yucatan, Mexico.

For unfamiliar words, please see the glossary at the back of the book.

To Discuss After You Read

- Q: Who were the members of Dionisio's family? [chap. 1]
 A: *his mother, father, sister, great-grandmother, and himself [three brothers had died earlier]*
- Q: Where did Dionisio's name come from? [chap. 1]
 A: *his baptized name came from the saint day; his skin color resembled the Jaguar, and his personality was spirited, mischievous, curious, and lazy*
- Q: Why did the Mayan create a new cornfield every few years? [chap. 2]
 A: *while the soil remained rich, it contained too many weeds to control; the land needed a rest*

The Mayan had two seasons: months of the sun then months of rain. [chap. 2]

Day
2

Chapters 3–5

To Discuss After You Read

- Q: Why does the great-grandmother believe Tigre should help his father in the field? [chap. 3]
 A: *to build his character—to learn to finish his tasks*
- Q: Why does Tigre travel to find the medicine man? [chap. 3]
 A: *the medicine man is also a bone setter and needs to set Father's broken leg*
- Q: Why does Tigre hesitate to go to the medicine man? [chap. 4]
 A: *the distance is far—17 kilometers, he will travel in the dark, and the bush contained evil winds, demons, monsters, and witches*
- Q: Why did Tigre attend school at night? [chap. 5]
 A: *the government required all children to be literate—if a family did not school their children, their family could receive a stiff fine*
- Q: How did Tigre plan to cover the family's extra financial burdens? [chap. 5]
 A: *he planned a larger field and planted beans, squash, and chili peppers*

Day
3

Chapters 6–8

To Discuss After You Read

- Q: How did Tigre's search of the chicken coop problem differ from his family's thinking? [chap. 6]
 A: *he carefully searched for answers, whereas his family accepted the dead chickens as fate*
- Q: Why does Tigre whistle in the milpa? [chap. 7]
 A: *to call the wind gods to spread the flames from the 3 fires he set*
- Q: How did Tigre spend his time before the planting? [chap. 8]
 A: *making a rope for the celebration, flying kites, playing ball, hunting a small deer*

Day
4

Chapters 9–11

To Discuss After You Read

- Q: Describe the Holy Cross celebration. [chap. 9]
 A: *the village was cleaned up, the villagers wore their best clothing, visitors came from all over, music and laughter filled the air, people shot skyrockets, they danced, the boys kept an all night vigil, a bullfight, and the ropes were judged*
- Q: Describe how Tigre planted his field. [chap. 10]
 A: *he waited for the rain to soften the ground, poked a hole in the ground, and placed corn, beans, and squash seeds in the hole; he then closed the hole with his sandal*
- Q: Describe the Hetz Mek. [chap. 11]
 A: *a ceremony performed at 4 months for baby boys and 3 months for baby girls; each child is introduced to the tools he/she will use in life; the god parents attend and all feast afterward*

Day
5

Chapters 12–15

To Discuss After You Read

- In the desire to please the gods, the medicine man (not a priest) builds an altar and the people offer sacrifices of "sacred water," "sacred bread," wild animals, a ceremonial drink, and a hen from each family. Those that worship and fear the spirits work hard to please them. [chap. 12]
- Q: How did the villagers deal with the drought? [chap. 12]
 A: *they lit candles, prayed, and made sacrifices to the village santos; after much prayer, the Mayan returned to their old gods and performed the Chac Chac ceremony*

Q: Describe the ceremony to bring rain. [chap. 13]

A: *the medicine man built an altar; all the men attended; the men collected water from a sacred well; the men hung the water on the altar; the men slept near the altar; the people prayed; food was sacrificed; the chosen people acted the parts of a rain storm; the ceremony lasted three days*

Q: Is the Chac a light, gentle rain? [chap. 14]

A: *no; strong with thunder*

Q: How did the Mayan store the corn? [chap. 15]

A: *they roasted the ears in an earth oven* ■

Readers Week 2: Vostaas: White Buffalo's Story of Plains Indian Life

Day
6

pp. 6–18 (up to break)

To Discuss After You Read

- Q: What does William White Buffalo say about various Native American's appearance?
A: *they don't all look the same*
- Q: After 1500, what two animals did the Native Americans use and how?
A: *buffaloes for food, clothes, shelter; horses for hunting and travel*
- Q: What happened at Little Big Horn?
A: *General Custer and 300 white men fought many Native Americans and died; this was the last Native American victory in a major conflict before the United States Army came to destroy their forces and put the people on reservations*

Day
7

pp. 18–32

To Discuss After You Read

- Q: How did Native Americans get their names?
A: *males would have different names for different stages of life, names that fit their physical features or their deeds; women would often just have one name; they had no family names; when the government tried to record the Native Americans, they gave family names to them all*
- Q: How did the Blackfeet treat the invaders?
A: *they made war on any invaders, whether Native American or white*
- Q: How does the future look for the Native Americans?
A: *better than it has for a long time*

Day
8

pp. 33–46

To Discuss After You Read

- Q: What were the first mobile homes?
A: *tipis, made of poles and buffalo skins*
- Q: After moving to the reservation, what houses did the Native Americans use?
A: *canvas tipis were too cold; tents worked for a while, but soon became filthy from the trampled dirt outside; some built tiny houses, but these allowed disease to spread quickly; now new homes, both prefabricated and larger log homes, stand on the reservations, complete with pipes, but not with gas or oil stoves*
- Q: How did the buffalo disappear?
A: *white men shot them for their hides alone, and left the meat to rot*

- Q: How did the Native Americans preserve the buffalo meat without refrigerators?
A: *dried it to jerky; they could mix berries with jerky and fat to make the calorie-rich pemmican*
- Q: What happened if one person went hungry?
A: *all were hungry, since they shared whatever food and resources they had*

Day
9

pp. 47–56

To Discuss After You Read

- Q: What did boys and girls learn before they lived on reservations?
A: *boys: how to shoot a bow and arrow, how to ride and care for horses, the habits of animals, the stories of the people, the dances and songs; girls: what plants are edible, care for meat, how to make clothing and tipi covers out of hides, decorations out of porcupine quills and beads, medicines from wild plants*
- Q: Before missionaries came, how did the Native Americans practice religion? Does this form of religion sound good and right to you? Why or why not?
A: *they worshipped the Great Spirit, tried to live with him all the time, and, because he was in everything, all was holy and sacred; they prayed at all times, praised and thanked every day*
- Q: Why was the idea of a "job" bizarre to the Native Americans?
A: *work does not occur for a set amount of time: if they needed to preserve the buffalo meat, everyone worked until the job was done, not from 9:00 am to 5:00 pm; also, the tasks they did were necessary to stay alive*

Day
10

pp. 57–68

To Discuss After You Read

- Q: Why do many Native Americans not leave the reservations to get jobs?
A: *they like their families, friends, and way of life; if they move to a city, they will be different and lonely, which would not be worth the job*
- Q: What happens at a social dance?
A: *singers tell the stories of the people, bells on clothing and large drums provide the rhythm and keep time, whole families dance in traditional clothing*
- Q: How did the Native Americans keep their customs alive?
A: *sometimes they taught their children in secret, but now they have nothing to fear and proudly teach the songs, dances, and ceremonies to younger generations*

Q: Of all the hopes that William White Buffalo lists, which do you like the most, or which do you think will be the hardest to fulfill?

Q: What does William White Buffalo think about white men's culture?

A: *some parts are bad: too much hurry, materialism, no care for the earth; other parts are good and the Native Americans should take the good and use it* ■

Readers Week 3: A Lion to Guard Us

Day
11

Chapters 1–4

Setting

London to Bermuda to Virginia; 1609.

Overview

After their mother dies in 1609, Amanda, Jemmy, and Meg decide to leave London and follow their father to America. Their ship sails into a fierce storm and they land in Bermuda, not Jamestown. The men build two ships and all eventually sail to Jamestown, where the children find their father.

To Discuss After You Read

Q: The cook thinks their father forgot about them because he hasn't seen them in three years. What do you think? [chap. 1]

America is called "the New World" in comparison to Europe (Old World); America represents a new way of life. [chap. 1]

Q: Use some descriptive words to describe Amanda. [chap. 1]

A: *example: hard-working, compassionate, careful of her siblings, an encourager*

Q: What does this mean? "When you lose someone it's like—like having to find your way again." [chap. 4]

Q: What does Amanda plan to do after her mother dies? [chap. 4]

A: *find the children's father in America*

Day
12

Chapters 5–9

To Discuss After You Read

Q: Do you think Mistress Trippett stole Amanda's money? [chap. 6]

A: *yes: even though she paid the doctor, the medical fees would not equal the price of a house; also, Amanda works hard and that should pay for her shelter and food, but Mistress Trippett pretends the children are a hardship*

Q: Why must the children leave Mistress Trippett's house? [chap. 6]

A: *Amanda asks for her money, Mistress Trippett faints, and her son turns the three children out*

Q: Why does the children's father not write to them? [chap. 8]

A: *he never learned how to read or write*

Q: What does the doctor mean when he says, "Poor Mistress Trippett with her bags of money—let her keep it all. There's a great world outside, and she'll never know it"? [chap. 9]

Day
13

Chapters 10–14

Cultural Literacy

Medusa: the devil doll; Medusa was one of the three Gorgons in Greek mythology, and the only mortal Gorgon. Medusa and her two sisters had writhing snakes for hair, staring eyes, hideous grins, and protruding fangs. They were so ugly that anyone who saw them turned to stone. Unlike her sisters, Medusa was beautiful in her youth, and was proud of her hair. She boasted of her beauty to Athena, who became jealous and changed her into a hideous person. [chap. 14]

To Discuss After You Read

Q: How does the children's dream come true? [chap. 10]

A: *Dr. Crider finds them, feeds them and buys the children their tickets and supplies*

Q: What animals are on the ships? How could each of these animals help Jamestown? [chap. 12]

A: *oxen and horses could help plow and clear the land; goats could provide milk; pigs and chickens could serve as food; and chickens could provide eggs*

Q: What sin does Jemmy commit? How does that lead to trouble? [chap. 14]

A: *Jemmy's lie makes many people want to steal the door knocker*

Day
14

Chapters 15–19

To Discuss After You Read

Q: How does Amanda calm her siblings in the storm? [chap. 15]

A: *she tells them a story*

Q: Locate Bermuda on a map. It is about 1000 miles from Virginia. [chap. 16]

Q: Why can't the children laugh after the storm? [chap. 17]

A: *they feel beaten and tired with the sound of the storm still in their ears; they have been through a lot*

Q: What is the plan for rescue? Does it seem reasonable? [chap. 18]

A: *send a small boat to fetch a larger boat from Virginia*

Q: What does Meg learn to do while in Bermuda? [chap. 19]

A: *play*

Q: What is the fire for and why do the survivors let it go out? [chap. 19]

A: *to guide the boat from Virginia; too much time passed and they believe the boat must have sunk*

To Discuss After You Read

Q: Why did the men quarrel? [chap. 20]

A: *they did not want to build two ships, since some wanted to stay in Bermuda*

Q: What happened to the people at Jamestown? [chap. 22]

A: *the English were at war with Native Americans, some were ill, and some starved; many died*

Q: What is another name for “a wall made of tree trunks” that surrounds a town?

A: *fort* ■

Section Four

Instructor's Guide Resources

Appendix 1: Scope and Sequence Schedule for Topics and Skills

Week	Dictation Application (Mechanics)	Activity Sheet/Creative Expression
1	basic rules of sentences, nouns; adjectives (articles)	Using the Five Senses/Adjectives Descriptive Paragraph
2	adverbs; modify verbs	Verbs & Adverbs Exciting story about topic described in Week 1
3	adverbs; modify adjectives and other adverbs	Similes Convert writing from Week 1 & 2 into a story, add similes
4	word choice (use specific nouns), synonyms	Using the Five Sense Story-Starter picture-short story
5	adverbs of time and place	Poetry; Rhyming Patterns; Quatrains Write a limerick; Write a free verse poem
6	helping verbs; verb tense	Outline, mind map Recollection paragraphs
7	implied subject—understood you	Outlines Write an explanatory paragraph
8	writing numbers	Analyze character—Squanto; Literary Hooks Write a character sketch
9	verb usage: singular has an -s, plurals do not	Imagery; Use simile, Story-Starter Picture short story
10	pronouns & antecedent	Narration; Summarization; Public Speaking Point-of-view journal writing
11	comma review: series, numbers, city/state, etc.	Writing on a Theme Turn outline into rough draft; Final draft
12	hyphenate line breaks, syllables	Research; Informative Writing, Note Cards Brainstorm; Select topic; Library visit
13	subject/object/personal & possessive pronouns	Internet research; Outlines Make note cards for report; Organize note cards into an outline
14	combine short sentences; similes and metaphors	Bibliography; Report Writing; Hook Writing; Turn outline into rough draft; Read rough draft out loud; Final draft
15	combine short sentences	Active & Passive Voice; Teaching Methods Brainstorm; character sketch
16	interpret proverbs; subjects & predicates (complete, compound, simple)	Simplifying sentences; Descriptive Writing Speech Drafting; Public Speaking Gen. G. Washington Thank You speech to Phoebe
17	comparative adjectives, superlative adjectives	Adverbs; Story-Starter Picture short story
18	quotations with attribution	Dialogue; Write a book commercial
19	palindrome	Research person; write biography

(continued on the following page)

Week	Dictation Application (Mechanics)	Activity Sheet/Creative Expression
20	plural nouns: -s, -es, -ies	Picturesque Details; Write mini-report rough draft; Write mini-report final draft
21	linking verbs; predicate nouns; predicate adjectives	Define “faith”; Brainstorm; Character sketch and write a biography
22	contractions	Active Voice; Passive Voice; Persuasive Writing Write a persuasive paragraph
23	prepositions, objects of the preposition, prepositional phrases	Imaginative Writing; Short story Write a short journal entry; Write a descriptive paragraph
24	abbreviations—states/addresses; titles	Homophones Write a “thank you note”
25	subject; predicate; vary sentence lengths	Research; Explanatory Writing Write preamble to family bylaws; write explanation of how Constitution was created
26	irregular verbs	Voice—Eliminating “be” Verbs; Write down words of wisdom; Retell a story orally
27	compound words; compound adjectives	Free Verse Poetry; Limericks; Cinquain Compose 3 poems
28	capitalization	convey emotion Write a “pros and cons” list; Write a compare/contrast paper
29	possessives (‘s, s’); singular and plural nouns	News article; Draft a newspaper human interest article; Write a newspaper editorial
30	roots, prefixes and suffixes	Personification; Maxims Write a paragraph explaining a maxim
31	run-on sentences	Reflective writing; Imaginative Writing; Brainstorming Story-Starter—write the back cover copy for a book cover
32	abbreviations	Picturesque Details; Write a paper on historical figure
33	acronyms/initialisms	Dialog; Character Traits; Write dialog; Write a 5 paragraph essay
34	commas: after introductory words, with noun of direct address	Persuasive Writing; Critical Writing Write a book review
35	simple sentences, compound sentences, coordinating conjunctions; adjectives	Brainstorming; Imaginative Writing Write about a prompted imaginary situation
36	season description	Similarities/Differences Chart; Write a compare/contrast essay

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