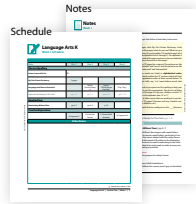


Instructor's Guide Quick Start

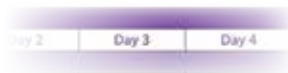
The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section Four**.

This IG includes a 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, and other suggestions for the parent/teacher see **Section Three**. Here are some helpful features that you can expect from your IG.



Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.



4-Day Schedule

Designed to save one day a week for music lessons, sports, field trips, co-ops, or other extra-curricular activities.



Weekly Overviews

Summarize lessons, skills, and activities for each week.

Optional: Dictation¹

The soldier knocked open the top of the box and held up a square brown solid-looking object. "What have we here?" he cried. "Hardtack, boys. And it ain't changed a bit. Good for hammering nails or using as shoe soles or even melting down for bullets. But not much for eating, I'll say!"

Dictation

Weekly passages prompt children to pay attention to grammar, spelling, capitalization and punctuation. Sometimes an activity is assigned that uses the passage to introduce a grammatical or writing activity topic.



Rubrics

Methods to evaluate your children's writing, like rubrics, make measuring progress quick and easy.

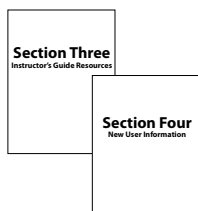
Activity Sheets

Activity Sheets follow each week's notes and are customized for each lesson to emphasize important points in fun ways. They are designed with different skills and interests in mind. You may want to file them in a separate binder for your student's use.

Activity Sheet

1. Briefly explain how commas are used in each sentence below.
 - a) As a matter of fact, I would love to eat ice cream.


 - b) Natalia, would you like to dance with me?



Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

How to Use the Schedule

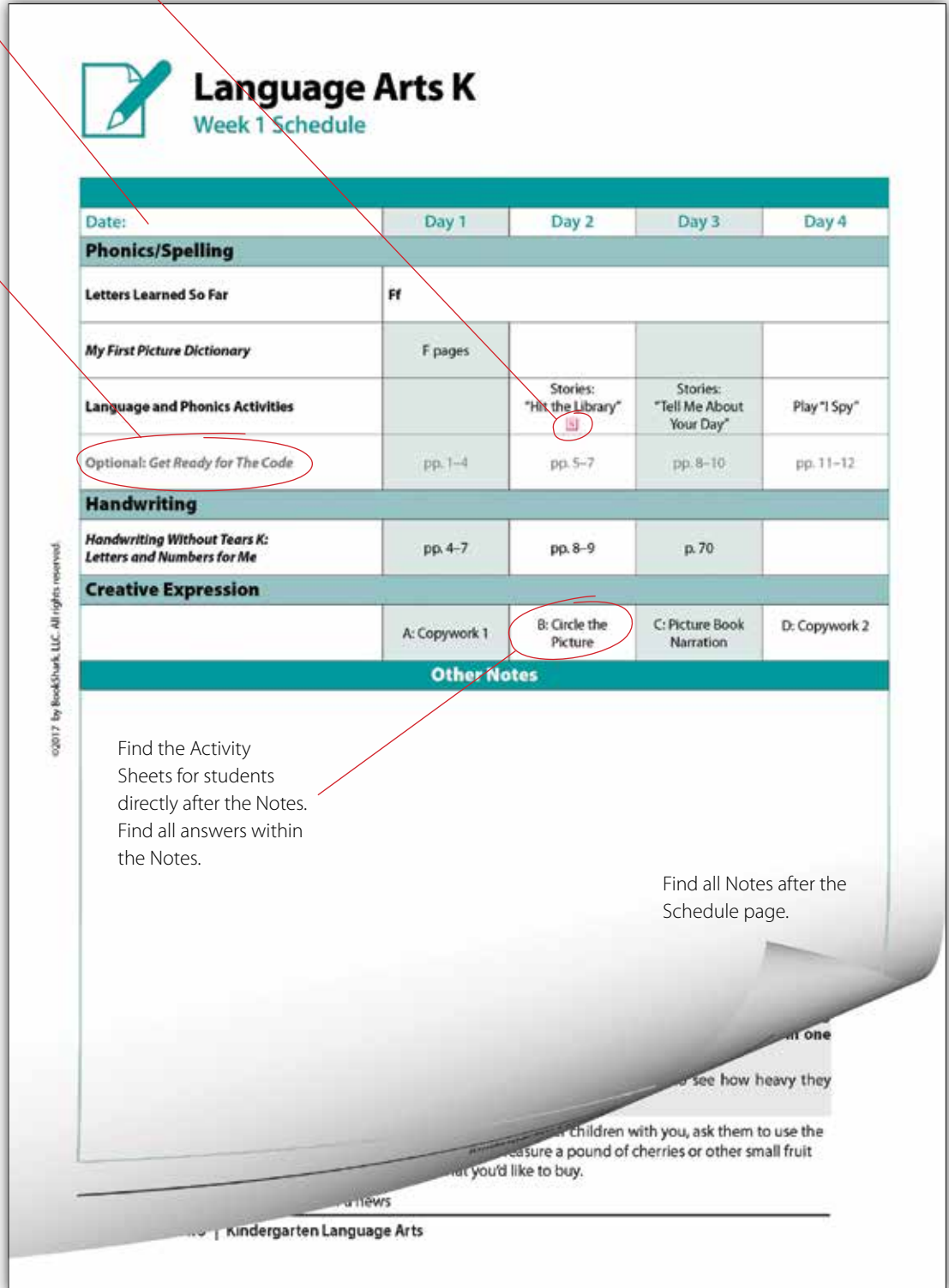
More notes with important information about specific assignments. The  symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.

4-Day Schedule:


This entire schedule is for a 4-Day program. Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities..

Write in the week's date for your records.

We schedule your optional Language Arts workbooks for you.



Language Arts K
Week 1 Schedule

| Date: | Day 1 | Day 2 | Day 3 | Day 4 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------|
| Phonics/Spelling | | | | |
| Letters Learned So Far | Ff | | | |
| My First Picture Dictionary | F pages | | | |
| Language and Phonics Activities | | Stories: "Hit the Library"  | Stories: "Tell Me About Your Day" | Play "I Spy" |
| Optional: <i>Get Ready for The Code</i> | pp. 1-4 | pp. 5-7 | pp. 8-10 | pp. 11-12 |
| Handwriting | | | | |
| Handwriting Without Tears K: Letters and Numbers for Me | pp. 4-7 | pp. 8-9 | p. 70 | |
| Creative Expression | | | | |
| | A: Copywork 1 | B: Circle the Picture | C: Picture Book Narration | D: Copywork 2 |
| Other Notes | | | | |
| <p>Find the Activity Sheets for students directly after the Notes. Find all answers within the Notes.</p> <p>Find all Notes after the Schedule page.</p> | | | | |

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Language Arts D

Week 1 Schedule

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| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------|----------------|------------------------|-------|
| Spelling | | | | | |
| <i>Spelling You See</i> | | | | | |
| Handwriting | | | | | |
| <i>Handwriting Without Tears 3: Cursive Handwriting</i> | pp. 1–7  | | pp. 8–9 | | |
| Readers | | | | | |
| Regular: <i>A Lion to Guard Us</i> | chaps. I–II | chaps. III–IV | chaps. V–VI | chaps. VII–IX | |
| Advanced: <i>A Lion to Guard Us</i> | chaps. I–II | chaps. III–V | chaps. VI–VIII | chaps. IX–XI | |
| Vocabulary Development | | | | | |
| Optional: <i>Wordly Wise 3000, Book 3</i> | Lesson 1A | | Lesson 1B | | |
| Creative Expression | | | | | |
| | A: Dictation  | B: Dictation Application | C: Five Senses | D: See It, Describe It | |
| Other Notes | | | | | |
| | | | | | |

 Special Note to Mom or Dad



Day 1

Spelling

Spelling You See

Complete daily spelling exercises. We recommend the *Spelling You See* program. Use the “Spelling” line on your weekly schedule to record what you have done each week. For more information on which level is best for your student please see the General Spelling Readiness Guidelines found at www.bookshark.com.

Handwriting

We offer and recommend *Handwriting Without Tears* for your handwriting program. If you have another handwriting program you are using, please feel free to skip over this section. We schedule *Handwriting Without Tears 3: Cursive Handwriting* for your convenience, but if you purchased a different level you can find the appropriate schedule at www.bookshark.com/handwriting-schedules.

Handwriting Without Tears 3 | pp. 1–7

Note to Mom or Dad: This year your children will learn to write in cursive. Before you begin, please read the introductory notes on pages 4, 6 & 7. Remind yourself of how to check each assignment. Check your children’s handedness and pencil grip. On page 5, have your children work through the entire page in one sitting.

We schedule two letters a week. Once we finish learning the letters in week 16, please have your children do all their dictation work and creative writing in cursive.

After your children have learned the letters, we will have two weeks of practice and then slow the pace down to one page in the handwriting book per week. The majority of your children’s practice will come from their personal writing.

Readers

We include the Readers schedule in both the History and Language Arts Guides. Please refer to the schedule in your History D Guide for additional vocabulary and comprehension questions. The schedule in this Language Arts guide is included because we sometimes reference items from the book for writing exercises such as the Dictation assignments.

Regular: *A Lion to Guard Us* | Chapters I–II

Advanced: *A Lion to Guard Us* | Chapters I–II

Vocabulary Development

Our vocabulary development program is based on and ties in with our History programs’ Read-Alouds. You will find all the words and instructions for Vocabulary Development in your History Instructor’s Guide.

If you’d like more practice, we recommend the *Wordly Wise* program. We schedule this optional workbook for you.

Optional: *Wordly Wise 3000, Book 3* | Lesson 1A

Creative Expression

Weekly Overview

Mechanics: Basic rules of sentences:
nouns; adjectives

Creative Expression:

Skill: Use adjectives

Assignment: Write a descriptive paragraph

Our goal is to have your children writing all week long. We realize, though, 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: more dictation.

For your convenience, we provide an additional (“optional”) dictation passage each week. The next time you find yourself with a reluctant writer, just use one of these alternative dictation passages 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.

General Dictation Instructions

Unlike other levels, which feature dictation passages taken from children’s readers, Language Arts D uses famous quotes, and poetry for dictation passages. We believe that you and your children will be delighted with this new approach.

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

BookShark™ “Language Arts D” is a transitional program for many children. At the beginning of the program, some children are not quite ready to “take” dictation. If this is the case with your children, just use the dictation passages as copywork. Rather than reading the passage to your children, just let them see it and copy it. For your convenience, we include the dictation passages at the top of the activity sheets as well as in the Notes here.

Within a few weeks, most children will be ready to transition to regular dictation. As their parent, you will be the best judge of when your children are ready to move from copywork to full dictation. Feel free to make this transition whenever you feel it is best. When your children are ready for dictation, have them write their work in the space provided on the Activity Sheet.

Preferred Dictation Method

This dictation method involves two steps. First, 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. Sometimes we assign a “5-Minute Mechanics” activity that uses the passage to introduce a grammatical or writing mechanics topic. Once your children understand the passage, give the dictation, clause by clause, reading each clause only twice (repeating it only once). Your children should write in cursive and, as you read the passage to them, you should not emphasize the different sounds in each word.

Before handing their papers to you, your children should check their work for errors. They should mark and correct 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), review that area using the list of spelling rules included in **Section Three**.

Activity Sheets

Find student writing exercises on the weekly Activity Sheets directly after these Notes. If you prefer, feel free to put all the Activity Sheets in a separate binder for your children to use.

Note: If you are using the *Spelling You See* program please note that they provide dictation passages in addition to ours. Please feel free to do one or the other. It is not necessary to do both.

A: Dictation¹

Read through the dictation passage with your children. Note any words, capitalizations, or matters of punctuation that require special attention. Then read the dictation as your children write it down.

“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.”

Optional: Dictation²

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

He was well enough, for all I could see. He’d built a house in Jamestown. That’s the only town there. When my ship sailed, he asked if I’d stop for a word with his family in London.

Day 2

Readers

Regular: *A Lion to Guard Us* | Chapters III–IV

Advanced: *A Lion to Guard Us* | Chapters III–IV

Creative Expression

B: Dictation Application

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 (see section “B: Dictation Applica-

1. *A Lion to Guard Us*, p.11.

2. *A Lion to Guard Us*, p. 3.



Notes

Week 1

tion"). 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.

Day 3

Handwriting

Handwriting Without Tears 3 | pp. 8–9

Readers

Regular: A Lion to Guard Us | Chapters V–VI

Advanced: A Lion to Guard Us | Chapters VI–VIII

Vocabulary Development

Optional: Wordly Wise 3000, Book 3 | Lesson 1B

Creative Expression

C: Five Senses

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, ram-

bling 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 "C: 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*

Day 4

Readers

Regular: A Lion to Guard Us | Chapters VII–IX

Advanced: A Lion to Guard Us | Chapters IX–XI

Creative Expression

D: See It, Describe It

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 “D: 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

Please note that at this age, we want to emphasize the writing process more than the final result. Do you remember when they were learning to talk? If you pointed to that colorful floating orb in the sky and said “Look, a balloon!” and they repeated “Bay-yoon!” did you correct their pronunciation and then give them a bad grade? Probably not. We hope you laughed, and simply said it again the right way. Even if they called it a “bay-yoon” for the next three months, we imagine you simply kept presenting them with the correct pronunciation and eventually they learned it.

Please think of learning to write as “learning to speak on paper”. Since hopefully your children have had a few years to practice writing by this point, it’s okay to start honing their technique. Strive to teach your children with the same small steps, and the same gentle redirections—

slowly, over time. Be careful not to expect too much too quickly. It will come. Celebrate the small accomplishments, and keep engaging your children with examples of good writing (just like the ones in the books you’re reading), and talk about what could be improved when you come across lesser samples.

At this age, feel free to start implementing evaluation rubrics like the one below as you evaluate your children’s work. Please note that the items we chose to emphasize on our sample are just ideas of things you might want to include on a rubric of your own. As their teacher, only you will know how your children are writing—where they shine and what they need to polish up—so be sure to include both potential challenges and potential successes on rubrics you compose. We will include a sample rubric each week that you may choose to use as-is or modify for your own purposes.

When you create a rubric, first draft a list of all the things you hope the assignment will accomplish, or you hope your child will learn or practice as they complete the assignment. Sometimes it’s helpful to list skills by category, so you’re sure you’ve thought of everything you want to evaluate.

Next, assign a point value for each item, giving more points to skills you want to weigh more heavily (or see as more important). Add up all of the points in the rubric to determine the number of points that will equal 100%. After that, simply read through your children’s work thinking about each point on your rubric as you go. Divide the number of points your children earned by the number of points possible to determine a percentage.

| Descriptive Paragraph Rubric | | |
|------------------------------|-----------------------------|----------------------------------------------------------|
| <i>Content</i> | | |
| _____ | 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 |
| <i>Mechanics</i> | | |
| _____ | 5 pts | Each sentence begins with a capital letter |
| _____ | 5 pts | Each sentence ends with the correct punctuation mark |
| _____ | 5 pts | Each sentence express a complete thought |
| _____ | ÷ 30 pts possible = _____ % | |
| Total pts | | |

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Notes

Week 1

When your children are older, it may help to hand them a copy of your evaluation rubric when they first begin an assignment. Isn't it easier to hit the target when you can see what you should aim for? Afford this same opportunity to your children in the future when they work on writing assignments.

At this age, you may be able to let your children write their first drafts independently, but they will probably still benefit from an "Editorial Review" session with you before they draft their final copies. Later in the year, you might put together an Editing Checklist with your children if you'd like them to begin editing their own papers independently as well. Draft such a checklist together, and be sure to include both basic content you always want them to check, as well as common mistakes you know they're still working on. Most importantly, use rubrics to help you more clearly gauge the areas your children could use more work and revise your instruction accordingly. ■

LA Week 1 Activity Sheet

A: Dictation¹

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

“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.”

B: 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 dictation passage?

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 dictation passage?

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 passage², 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.

1. *A Lion to Guard Us*, p.11.

2. *A Lion to Guard Us*, p.1 (paraphrased).



Language Arts D

Week 2 Schedule

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| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------------------------------------------------------|----------------|--------------------------|------------------------|--------------------------------|-------|
| Spelling | | | | | |
| <i>Spelling You See</i> | | | | | |
| Handwriting | | | | | |
| <i>Handwriting Without Tears 3: Cursive Handwriting</i> | pp. 10–11 | | pp. 12–13 | | |
| Readers | | | | | |
| Regular: <i>A Lion to Guard Us</i> | chaps. X–XI | chaps. XII–XIV | chaps. XV–XVI | chaps. XVII–XVIII | |
| Advanced: <i>A Lion to Guard Us</i> | chaps. XII–XIV | chaps. XV–XVII | chaps. XVIII–XX | chaps. XXI–end | |
| Vocabulary Development | | | | | |
| Optional: <i>Wordly Wise 3000, Book 3</i> | Lesson 1C | | Lesson 1D | | |
| Creative Expression | | | | | |
| | A: Dictation | B: Dictation Application | C: How Do You Do That? | D: I Couldn't Believe My Eyes! | |
| Other Notes | | | | | |
| | | | | | |

Special Note to Mom or Dad



Notes

Week 2

Day 1

Handwriting

Handwriting Without Tears 3 | pp. 10–11

Readers

Regular: A Lion to Guard Us | Chapters X–XI

Advanced: A Lion to Guard Us | Chapters XII–XIV

Vocabulary Development

Optional: Wordly Wise 3000, Book 3 | Lesson 1C

Creative Expression

Weekly Overview

Mechanics: Adverbs modify verbs

Creative Expression:

Assignment: Write a story

A: Dictation¹

Read through the dictation passage with your children. Note any words, capitalizations, or matters of punctuation that require special attention. Then read the dictation as your children write it down.

I will not play tug o' war.
I'd rather play hug o' war.
Where everyone hugs instead of tugs,
Where everyone giggles and rolls on the rug,
Where everyone kisses,
and everyone grins,
and everyone cuddles,
and everyone wins.

Optional: Dictation²

The hold was the long room below the deck. They lived there with more than a hundred and fifty others. When they all lay down to sleep, they were crowded together like salt fish in a barrel.

1. "Hug O' War" is borrowed from *Where the Sidewalk Ends: the poems & drawings of Shel Silverstein*, published by Harper & Row Junior Books, 10 East 53rd Street, New York, N.Y. 10022. Copyright © 1974 by Evil Eye Music, Inc.

2. *A Lion to Guard Us*, p. 55.

Day 2

Readers

Regular: A Lion to Guard Us | Chapters XII–XIV

Advanced: A Lion to Guard Us | Chapters XV–XVII

Creative Expression

B: 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? (*play, hugs, tugs, giggles, rolls, kisses, grins, cuddles, wins*)

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.

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 3

Handwriting

Handwriting Without Tears 3 | pp. 12–13

Readers

Regular: A Lion to Guard Us | Chapters XV–XVI

Advanced: A Lion to Guard Us | Chapters XVIII–XX

Vocabulary Development

Optional: Wordly Wise 3000, Book 3 | Lesson 1D

Creative Expression

C: 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 under “C: How Do You Do That?” 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.

Possible Answers:

1. RUN: *quickly, slowly, steadily, determinedly*
2. JUMP: *high, joyfully, excitedly, carefully*
3. LAUGH: *loudly, heartily, nervously, uncontrollably*
4. SMILE: *beautifully, wickedly, sadly, happily*
5. TALK: *quietly, rapidly, rudely, secretly*

Day 4

Readers

Regular: A Lion to Guard Us | Chapters XVII–XVIII

Advanced: A Lion to Guard Us | Chapters XXI–end

Creative Expression

D: 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 “D: 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 facet to wash off. I had wondered how it managed to sparkle so brightly!

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 sample rubric below 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 | | |
|--------------------------|-----------------------------|---------------------------------------------------------------------------------|
| <i>Content</i> | | |
| _____ | 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 |
| <i>Mechanics</i> | | |
| _____ | 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 | | |

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LA Week 2 Activity Sheet

A: Dictation¹

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

I will not play tug o' war.
I'd rather play hug o' war.
Where everyone hugs instead of tugs,
Where everyone giggles and rolls on the rug,
Where everyone kisses, and everyone grins,
and everyone cuddles, and everyone wins.

B: Dictation Application

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*², 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.

C: 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

2. Jump

1. "Hug O' War" is borrowed from *Where the Sidewalk Ends: the poems & drawings of Shel Silverstein*, published by Harper & Row Junior Books, 10 East 53rd Street, New York, N.Y. 10022. Copyright © 1974 by Evil Eye Music, Inc.

2. *A Lion to Guard Us*, p. 5.



Language Arts D

Week 3 Schedule

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| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------------------------------------------------------|----------------------------------|--------------------------|--------------------|------------------------------|-------|
| Spelling | | | | | |
| <i>Spelling You See</i> | | | | | |
| Handwriting | | | | | |
| <i>Handwriting Without Tears 3: Cursive Handwriting</i> | pp. 14–15 | | pp. 16–17 | | |
| Readers | | | | | |
| Regular: <i>A Lion to Guard Us</i> | chaps. XIX–XXI | chap. XXII–end | | | |
| Regular: <i>Pocahontas and the Strangers</i> | | | chap. 1 | chap. 2 | |
| Advanced: <i>Pocahontas and the Strangers</i> | chaps. 1–2 | chaps. 3–4 | chaps. 5–6 | chaps. 7–8 | |
| Vocabulary Development | | | | | |
| Optional: Wordly Wise 3000, Book 3 | Lesson 1E & Vocabulary Extension | | Lesson 2A | | |
| Creative Expression | | | | | |
| | A: Dictation | B: Dictation Application | C: Simile Showdown | D: Describe It ... Revisited | |
| Other Notes | | | | | |
| | | | | | |

Special Note to Mom or Dad



Day 1

Handwriting

Handwriting Without Tears 3 | pp. 14–15

Readers

Regular: *A Lion to Guard Us* | Chapters XIX–XXI

Advanced: *Pocahontas and the Strangers* | Chapters 1–2

Vocabulary Development

Optional: *Wordly Wise 3000, Book 3* | Lesson 1E & Vocabulary Extension

Creative Expression

Weekly Overview

Mechanics: Adverbs modify adjectives and other adverbs

Creative Expression:

Skill: Use similes

Assignment: Revise the imaginative story

A: Dictation¹

Read through the dictation passage with your children. Note any words, capitalizations, or matters of punctuation that require special attention. Then read the dictation as your children write it down.

We think sometimes that poverty is only being hungry, naked and homeless. The poverty of being unwanted, unloved and uncared for is the greatest poverty. We must start in our own homes to remedy this kind of poverty.

Optional: Dictation²

Robert Waters and Chris Carter came by. Barefooted, with their long black beards, they looked like wild men. They stopped for a look at the lion's head.

1. Quote from Mother Teresa.

2. *A Lion to Guard Us*, p. 92.

Day 2

Readers

Regular: *A Lion to Guard Us* | Chapters XXII–end

Advanced: *Pocahontas and the Strangers* | Chapters 3–4

Creative Expression

B: 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 “B: 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 3

Handwriting

Handwriting Without Tears 3 | pp. 16–17

Readers

Regular: *Pocahontas and the Strangers* | Chapter 1

Advanced: *Pocahontas and the Strangers* | Chapters 5–6

Vocabulary Development

Optional: *Wordly Wise 3000, Book 3* | Lesson 2A

Creative Expression

C: 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 “C: 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 4

Readers

Regular: *Pocahontas and the Strangers* | Chapter 2

Advanced: *Pocahontas and the Strangers* | Chapters 7–8

Creative Expression

D: 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 “D: 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!

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. ■



Notes

Week 3

| Descriptive Story Rubric | | |
|--------------------------|-----------------------------|--------------------------------------------------------------------|
| <i>Content</i> | | |
| _____ | 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 |
| <i>Mechanics</i> | | |
| _____ | 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 | | |

LA Week 3 Activity Sheet

A: Dictation¹

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. Then write it.

We think sometimes that poverty is only being hungry, naked and homeless. The poverty of being unwanted, unloved and uncared for is the greatest poverty. We must start in our own homes to remedy this kind of poverty.

B: 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.

C: 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

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1. Quote from Mother Teresa.

Language Arts D—Scope and Sequence: Schedule for Topics and Skills

| Week | Dictation | Skill/Assignment |
|------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | basic rules of sentences, nouns; adjectives (articles); sentence fluency | 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 | Synonyms Story-Starter picture-imaginative short story |
| 5 | adverbs of time and place | Poetry; Rhyming Patterns; Quatrains Write a concrete poem; Write a color poem |
| 6 | helping verbs; verb tense | Analyze character—Pocahontas; Outlines Write a character sketch |
| 7 | implied subject—understood you | Outlines Write an explanatory paragraph |
| 8 | writing numbers | Writing with a Hook Recollection paragraphs |
| 9 | verb usage: singular has an -s, plurals do not | Imagery; Simile; Narration; Summarization; Public Speaking Point-of-view journal writing |
| 10 | pronouns & antecedents | Imaginative Writing Story-Starter Picture-short story |
| 11 | comma review: series, numbers, city/state, etc. | Writing on a Theme Turn outline into rough draft; Final draft |
| 12 | hyphens to split words | Research; Informative Writing; Brainstorm; Select topic; Internet research; Library visit; Make note cards |
| 13 | subject/object/personal & possessive pronouns | Research; Outlines; Make note cards for report; Organize note cards into informational and working outlines |
| 14 | combine short sentences | Rough Draft Writing; Bibliography; Report Writing; Hook Writing; Turn outline into rough draft; Read rough draft out loud; Edit rough draft & work on bibliography; Final draft |
| 15 | similes and metaphors | Active & Passive Voice; Character Sketch Brainstorm; Write character sketch |
| 16 | subjects & predicates (complete, compound, simple) | Research; Speech Drafting; Public Speaking Describe a room with 5 senses; Gen. G. Washington Thank You speech to Phoebe; Simplify complex sentences |
| 17 | comparative adjectives, superlative adjectives | Palindromes; Research; Biography Writing Research person; Write biography |
| 18 | quotations and attributions | Dialogue; Research; Editing Write mini-report rough draft; Edit mini-report |
| 19 | simplify sentences; interpret proverbs | Research; Biography Research historical person; Write biography |
| 20 | plural nouns: -s, -es, -ies | Imagery Story-Starter Picture; short story |
| 21 | linking verbs; predicate nouns; predicate adjectives | Summarization Define “friendship”; Write commercial |

(continued on the following page)

Language Arts D—Scope and Sequence: Schedule for Topics and Skills

| Week | Dictation | Skill/Assignment |
|------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22 | subject; predicate; vary sentence lengths | Research; Explanatory Writing Write preamble to family bylaws; Research creation of US Constitution; write explanation of how Constitution was created |
| 23 | prepositions, objects of the preposition, prepositional phrases | Imaginative Writing Write a short journal entry; Write a descriptive paragraph |
| 24 | abbreviations—states/addresses; titles | Homophones Write a “thank you note” |
| 25 | contractions | Active Voice; Passive Voice; Verbs; Persuasive Writing Write a persuasive paragraph |
| 26 | irregular verbs | Voice—Eliminating “be” Verbs; Storytelling Write down words of wisdom; Retell a story orally |
| 27 | compound words; compound adjectives | Free Verse Poetry; Limericks; Cinquain Compose a 5-line poem |
| 28 | capitalization | Newspaper Production Draft a newspaper human interest article; Write a newspaper editorial |
| 29 | possessives (‘s, s’); singular and plural nouns; emotional narration | List Making Write a “pros and cons” list; Write a compare/contrast paper |
| 30 | roots, prefixes and suffixes | Personification; Maxims Write a paragraph containing a maxim |
| 31 | run-on sentences | List Making; Imaginative Writing Story-Starter—write the back cover copy for a book cover |
| 32 | abbreviations | Picturesque Details; Brainstorming Write a paper on why Robert Fulton had a heart of a learner |
| 33 | acronyms/initialisms | Dialogue; Character Traits; Essay Writing Write dialog; Write a 5 paragraph essay |
| 34 | commas: after introductory words, with noun of direct address | Persuasive Writing; Critical Writing Write a persuasive paragraph; Write a book review |
| 35 | simple sentences, compound sentences, coordinating conjunctions | Synonyms; Brainstorming; Imaginative Writing Write a statement of passion; Write about a prompted imaginary situation |
| 36 | season description | Similarities/Differences Chart; Essay Writing Write a 5 paragraph compare/contrast essay |

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