Date:	Day 1 1	Day 2 2	Day 3 3	Day 4 4	Day 5 5
Spelling					
Sequential Spelling					
Handwriting					
Optional: Handwriting					
Grammar/Mechanics					
Optional: *Grammar Ace*	Lesson 1: Nouns				
Readers					
Om-kas-toe	chap. 1	chap. 2	chap. 3	chap. 4	
Vocabulary Development					
Optional: *Wordly Wise 3000, Book 4*	Lesson 1A		Lesson 1B	Lesson 1C	
Creative Expression					
	A: Dictation Passage	B: Dictation Application	C: In A Nutshell	D: Book Commercial	

Other Notes

Optional books are sold separately.

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N Special Note to Mom or Dad Map Point

Day 1

Spelling

Sequential Spelling

To improve your children's spelling, complete daily spelling exercises. We recommend the *Sequential Spelling* program. Use the "Spelling" line on your weekly schedule to record what you have done each week.

Handwriting

Consider handwriting instruction at this level optional—use a formal handwriting program only if your children need practice. Otherwise, use your children's dictation work to check their handwriting.

We offer *Handwriting Without Tears* for your handwriting program. Use the line in your weekly schedule page to record what your children do. If you would like help scheduling *Handwriting Without Tears*, please go online to http://www.bookshark.com/handwriting-schedules and download and print the appropriate file.

If you didn't purchase this package or have another handwriting program you are using, please feel free to skip over this section.

Grammar/Mechanics

Do BookShark's *Grammar Ace* for one year between 4th–7th grade. Choose the grade that works best for your children. We have included the schedule for *Grammar Ace* in this Guide.

Optional: *Grammar Ace* | Lesson 1: Nouns

Mechanics Instruction Included in this Guide

In order to hone the technical side of your children's writing efforts, this program also includes one brief lesson each week that introduces them to a grammatical or mechanical topic. We include these lessons as a part of your Day 1 Creative Expression assignment, under the "Mechanics Practice" header.

Readers

Note: If you are using the Language Arts Guide along with our History Guide, please note the Readers schedule and notes appear in both guides and are identical.

Om-kas-toe | Chapter 1

Setting

Northwest states; early 1700s

Overview

In the early 1700s, Om-kas-toe (whose name means "raven") finds an injured raven that he rescues and brings back to health. This raven saves the Blackfeet repeatedly: it finds a lost baby, locates food when needed, rescues Om from the enemy, and guides Om's family to him when he lies nearby close to death. Om has other adventures as well. Om steals a horse and ends up back in the camp with his family, his raven, and his elkdog.

To Discuss After You Read

Q: What does Om learn from the wolves?
A: *that they work together—each has a job to do, and then each enjoys the food*

Q: Why is Twin Sister almost killed at birth?
A: *Blackfeet think twins are bad because women will not be able to do all their work and a girl will take milk from the boy, who needs it more to become strong*

Q: Why is Twin Sister not killed?
A: *Tall Woman promises to do all her work and Old Man says she should be allowed to try since she is the best woman he has ever seen, and he recommends the tribe allow her to try to raise both*

Q: Why is Om glad to find a young raven?
A: *ravens bring good medicine, and luck to their owner*

Note: The Timeline and Map Activities are included for those using BookShark's History program. Please refer to **Section Four** of your HIstory Instructor's Guide for instructions on how to complete these activities. The map answer key is located just before the Week 1 Schedule in the History Guide.

Timeline and Map Activities

Horses come to America (early 1500s)

Vocabulary Development

Our vocabulary development program is based on and ties in with the Read-Alouds. You will find all the words and instructions for Vocabulary Development in this guide in your daily Read-Aloud notes listed as "Vocabulary."

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

Optional: *Wordly Wise 3000, Book 4* | Lesson 1A

Creative Expression

Weekly Overview

Mechanics Practice: Sentence Basics; nouns—common and proper; gender of nouns

Creative Expression:

Skill: Write a definition

Assignment: Write a commercial

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Day 1 of the Creative Expression Assignments will include **Dication** and **5-Minute Mechanics** practice for each week of the year. For instructions and tips on completing these assignments please read below. If you are ready to start the assignment please skip to the section header **A: Dictation**.

General Creative Expression Instruction

BookShark'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. For more information see "BookShark's Language Arts Philosophy" located in **Section Three.**

Preferred Dictation Method

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. They should ask you to clarify anything they're unsure about.

Give your children no more than five to ten minutes to prepare to take 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 only twice (repeating it only once). Your children should write in the cursive style 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 and review those areas.

About Mechanics Practice

On Day 1 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, 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**.

Work Independently

This year, in order 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.

Feeling Overwhelmed?

Due to the myriad of concepts to cover—many of which may seem abstract—and the subjectivity that evaluating writing assignments often requires, the idea of teaching Language Arts may seem daunting. Understandably! For this reason we have included an article called "Recommendations for Teaching Language Arts" in **Section Three** of this guide to help you navigate your Language Arts journey this year. We hope the suggestions found here will help you determine how to use this program so that it works best for your family, and will provide answers to further teaching questions you may have.

A: Dictation[1, 2]

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

> "What is a friend? A single soul dwelling in two bodies."
>
> "…a friend is someone who inspires, who challenges, who sends you in search of some truer sense of yourself…"

5-Minute Mechanics

Today your children will learn about **common** and **proper nouns**, and the **gender of nouns**—*feminine*, *masculine*, *neuter* and *indefinite*. See the **Week 1 Activity Sheet** for more information. If your children have trouble distinguishing all of the nouns from the dictation passage, have them look up words they are uncertain about in the dictionary.

Answers

1. ***Common Nouns:*** *time, day, year, gold, months, rush (in this context);* **Proper Nouns:** *January, California, Gold Rush.*
2. *All of the nouns in the passage are neuter—they are all objects or ideas, which are neither male nor female.*

1. Quote by Aristotle.
2. Quote by Steve Lopez, *The Soloist: A Lost Dream, an Unlikely Friendship, and the Redemptive Power of Music* (http://www.goodreads.com/quotes/search?utf8=%E2%9C%93&q=steve+lopez&commit=Search accessed October, 2013).

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Optional: Dictation[3]

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.

> The boy had seen for himself how the wolves worked together to make the kill. Each wolf did its job. Their plan was perfect. One wolf alone could never have trapped the deer. The whole pack was needed, and the whole pack would enjoy the meat.

Day 2

Raders

Om-kas-toe | Chapter 2

To Discuss After You Read

Q: Why do the Blackfeet move from site to site?
A: *for new game, to a warmer climate, for shelter, and to meet up with other tribes*

Q: When they move, what jobs must different people do?
A: *dogs, women, and children carry all possessions; men carry weapons only so they can instantly run to kill animals if they see any*

Q: Why is the baby hard to find?
A: *he fell off the travois early in the journey so the Blackfeet were looking in the wrong place*

Q: Why was it important to find the baby quickly?
A: *he could get too cold at night, or a wild animal could find him; without good lights, he needed to be found before nightfall*

Creative Expression

B: Dictation Application

Today, your children will write their own brief definition of friendship. Using the passage provided for inspiration, they will contemplate their own definition and explain it in a few sentences. See "B: Dictation Application" on the **Week 1 Activity Sheet** for more details.

Day 3

Readers

Om-kas-toe | Chapter 3

To Discuss After You Read

Q: Why are buffalo dangerous to hunt?
A: *they are very large, with sharp horns that gore and huge hoofs that kick*

Q: How do the Blackfeet hunt buffalo?
A: *they build up V-shaped walls that end in a corral with pointed stakes sticking inward that would stop the buffalo: the warriors make the buffalo run, the women and children frighten the buffalo so they won't escape through the walls, and the warriors kill the buffalo in the corral*

Q: What do the Blackfeet do with the dead buffaloes?
A: *dry the meat, scrape hides for teepees and clothes, cut off and clean the horns, save bones and tendons for needles and sewing*

Vocabulary Development

Optional: *Wordly Wise 3000, Book 4* | Lesson 1B

Creative Expression

C: In a Nutshell

Tomorrow, your children will write a book commercial for a book they've enjoyed recently. Feel free to have your children read the cover of the book for ideas. The questions on "C: In a Nutshell" on the **Week 1 Activity Sheet** will help your children prepare for tomorrow's commercial.

Day 4

Readers

Om-kas-toe | Chapter 4

To Discuss After You Read

Q: How do the Blackfeet react when they spot enemy Indians?
A: *the women and children hide, the men prepare for battle and scouts check for additional warriors*

Q: How do the Blackfeet and Snake fight?
A: *they stand in a line—if one side outnumbers the other, they attack immediately, otherwise, they fight at a distance, hold their ground, and go separate ways after dark*

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3. *Om-kas-toe*, p. 16.

Timeline and Map Activities

- *Missouri River* (E7); *Helena, Montana* (C3); *Great Falls, Montana* (B4) (map 2)

Vocabulary Development

Optional: *Wordly Wise 3000, Book 4* | Lesson 1C

Creative Expression

D: Book Commercial

Today, your children's assignment is to write a short book commercial about the book they have chosen. They will first take notes on any important facts they want to include, using the space under "D: Book Commercial" on the **Week 1 Activity Sheet**. Then, encourage them to make a clear outline of the commercial. Finally, your children will write out their short commercial on separate sheet of paper.

The purpose of the book commercial is to reinforce the skill of summarizing. Here's a brief book commercial you could read to your children as an example:

> Are the winter blahs getting you down? Looking to add some excitement and adventure to your days? Then head to your nearest bookstore and pick up a copy of *The Magician's Nephew* by C.S. Lewis! You will experience heart-pounding suspense as Digory and Polly accidently sneak into the attic workroom of Uncle Andrew – an odd magical tinkerer. What happens when they are tricked into testing out his magic rings? We won't give away the ending, but we will tell you that it involves a mysterious forest, an evil witch, a great lion, and the birth of Narnia! You'll be staying up late trying to squeeze in one more page of *The Magician's Nephew*!

How to Evaluate This Assignment

For this assignment, focus on your children's summarization skills. When they're done, evaluate their work. Is their commercial focused and concise? Does it contain only relevant information? Are there any unnecessary details they should have left out? Is their book report too short or too long? What about their opinion of the book? Is it stated clearly and reasoned well? Discuss your thoughts with your children.

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

Book Commercial Rubric		
Content		
_____	5 pts	The writing provides an adequate summary of the book, including necessary details
_____	5 pts	The writing clearly states an opinion about the book
_____	5 pts	The writing uses language effectively to engage and persuade the audience
Mechanics		
_____	5 pts	The sentences express complete thoughts
_____	5 pts	The writing uses correct spelling
_____	5 pts	The writing uses correct capitalization and punctuation
_____ Total pts	÷ 30 pts possible = _____ %	

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LA Week 1 Activity Sheet

A: Dictation Passage[1,2]

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

> "What is a friend? A single soul dwelling in two bodies."
>
> "...a friend is someone who inspires, who challenges, who sends you in search of some truer sense of yourself..."

5-Minute Mechanics

A **noun** is a word that names a person, place, thing or idea. A **proper noun** names a specific person, place, thing or idea, such as Pittsburgh, Mary, or BookShark. **Common nouns** do not name something specific: tomato, pencil, park. Proper nouns are always capitalized, whereas common nouns are not.

Did you know that nouns can also denote **gender**? Nouns can be *feminine*, *masculine*, *neuter* or *indefinite*? For example:

	Example:
Feminine: (female)	mother, aunt, hen, waitress
Masculine: (male)	father, uncle, rooster, waiter
Neuter: (neither male nor female)	table, lamp, car
Indefinite: (either male or female)	teacher, children, horse

Nouns may either be **concrete** objects (like a *pool* or a *trampoline*) or an **abstract** idea (like love, sadness, or justice). **Compound nouns** are made up of two or more words (like *firetruck*, *step-sister* or *middle school*), and a **collective noun** names a specific kind of group (like a *gaggle*, *herd*, or *team*).

1. After reading the passage below take a moment to underline all of the nouns. When you find a proper noun, underline it twice.
2. Then discuss with Mom or Dad what gender each noun in the passage is and why. Are they all the same, or are there a few different types? How can you tell?

It was not once upon a time—it was precisely the twenty-seventh day of January in the year 1849. Gold had been discovered in California some twelve months before and now, in a rush, the Gold Rush was on.[3]

B: Dictation Application

This week's dictation passage features two eloquent explanations of friendship. Reread the dictation passage and then spend a few minutes contemplating friendship. What does the word mean to you? How would you explain friendship to a friend? Which of the two definitions do you resonate with more?

Using the dictation passage as inspiration, write your own definition of friendship. How would you sum up the word? What is the essence of friendship? What does the word mean to you personally?

C: In a Nutshell

Have you ever seen a commercial that persuaded you to buy a product? Tomorrow, you will write a book commercial for a book you've enjoyed recently. Your book commercial should seek to encourage others to read the book. You can get ideas for your commercial by reading the cover of the book or online reviews.

Today, pick out a story you have read recently and summarize it. Which details are important and which details are not important to the plot? Use the questions below to guide you as you try your hand at summarizing:

1. Quote by Aristotle.
2. Quote by Steve Lopez, *The Soloist: A Lost Dream, an Unlikely Friendship, and the Redemptive Power of Music* (http://www.goodreads.com/quotes/search?utf8=%E2%9C%93&q=steve+lopez&commit=Search accessed October, 2013).
3. *By the Great Horn Spoon*, p. 3.

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LA Week 1 Activity Sheet

1. Who are the main characters?

2. When and where does the story take place?

3. What problem did the characters in the story face? What steps did they take to solve it?

4. How was the problem resolved? What was the outcome of the story?

D: Book Commercial

Today, you will write a short commercial about the book you have chosen. It should contain the title of the book and the author. It should also contain a brief summary of the book's storyline (the plot). Finally, the commercial should end with a brief description of your thoughts about the book. Did you enjoy it? Why or why not?

Use the space below to write notes about all the important facts you will include in the commercial. These notes will help you create an outline for the commercial. Once you have outlined your ideas, write the commercial on a separate piece of paper.

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Date:	Day 1 6	Day 2 7	Day 3 8	Day 4 9	Day 5 10
Spelling					
Sequential Spelling					
Handwriting					
Grammar/Mechanics					
Optional: *Grammar Ace*	Lesson 2: Verbs				
Readers					
Om-kas-toe	chap. 5	chap. 6	chap. 7	chap. 8	
Vocabulary Development					
Optional: *Wordly Wise 3000, Book 4*	Lesson 1D		Lesson 1E	Lesson 2A	
Creative Expression					
	A: Dictation Passage	B: Our Household's Preamble	C: To Form a More Perfect Union	D: The Law of the Land	
Other Notes					

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N Special Note to Mom or Dad Map Point

Day 1

Grammar/Mechanics

Optional: *Grammar Ace* | Lesson 2: Verbs

Readers

Om-kas-toe | Chapter 5

To Discuss After You Read

Q: Why do the Blackfeet move to a new winter site? Does the move go well?

A: *to avoid any enemy on elkdogs; no, the camp seemed okay but when a hard winter struck they could not get any food and were hungry*

Q: Why does Om follow Wise Bird, and what does he find?

A: *Wise Bird acts like he's found something special, as he did when he found the baby, but he shows only a half-eaten rabbit*

Vocabulary Development

Optional: *Wordly Wise 3000, Book 4* | Lesson 1D

Creative Expression

Weekly Overview

Mechanics:

Skill: Varying sentence length; subjects and predicates

Creative Expression:

Skill: Learn about the U.S. Constitution

Assignment: Write an essay

A: Dictation Passage[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. Then read the dictation as your children write it down.

> We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

5-Minute Mechanics

Today your children will learn about the different **types of subjects and predicates**, and will learn how to shorten lengthy sentences.

Below "5-Minute Mechanics" on the **Week 2 Activity Sheet**, your children will rewrite the preamble in a couple of shorter sentences, or as one longer and a few shorter sentences. Discuss how varying sentence length can make a passage easier and more interesting to read.

Answers

1. *The People of the United States*
2. *compound predicate*

Here's an example of what a revised preamble might look like:

> We the People of the United States, work in Order to form a more perfect Union, establish Justice and insure domestic Tranquility. We also provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity. We do ordain and establish this Constitution for the United States of America.

Optional: Dictation[2]

> She told the men that she believed that the twins were a gift from the Above One. She believed the twins would bring good medicine to the band. Tall Women pleaded and pleaded to be allowed to keep the tiny babies.

Day 2

Readers

Om-kas-toe | Chapter 6

To Discuss After You Read

Q: How does Om kill the trapped bull elk?

A: *he cuts off a branch and sharpens it, then plunges the stake into the animal's neck*

Q: Where does Om stay the night and how does he guard against the cold?

A: *near a hot spring; he uses the elk-skin to make a tent and the warm water and steam to heat the shelter and keep him warm*

The Blackfeet will use the hot spring as a medicinal soak and a sweatbath.

Q: Did Om's family enjoy all the meat?

A: *no, each family of the tribe received an equal portion; it helped them survive*

1. Preamble to the United States Constitution.

2. *Om-kas-toe,* p. 19.

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Creative Expression

B: Our Household's Preamble

This week your children will use the Preamble to the United States Constitution as inspiration to write their own preamble to a set of bylaws for your household. If they want to write the bylaws (rules) as well, feel free to let them. All that's required today, though, is a preamble.

If your children were to write a set of rules for your household, what rules might they create? More importantly, why would they create those rules? These purposes will be the essence of their preamble. Feel free to give them any assistance they need.

For more information, see the "B: Our Household's Preamble" on the **Week 2 Activity Sheet**.

Here's what a sample preamble might look like:

> We the Children of the Bolin Household, in Order to get along together like Good Children should, create Fair Rules, help Mom keep her Sanity, encourage Peace and Quiet, and obtain the Blessings of our Elders to ourselves, do ordain and establish these Bylaws for the Household of Bolin.

Day 3

Readers

Om-kas-toe | Chapter 7

To Discuss After You Read

Q: What necessary task does Om learn?
A: *hunting*

Q: What task excites Om initially, then grows dull quickly?
A: *standing guard*

Vocabulary Development

Optional: *Wordly Wise 3000, Book 4* | Lesson 1E

Creative Expression

C: To Form a More Perfect Union

This week, your children will write a brief explanation on the birth of the United States Constitution. Today, in preparation for tomorrow's writing assignment, read the article under the "C: To Form a More Perfect Union" section on the **Week 2 Activity Sheet** with your children. Then have them answer the questions that follow to better solidify the key points in their minds.

Your children will also want to make notes of interesting facts that they might be able to use for a hook to start their paper tomorrow. If you'd like your children to investigate the birth of the Constitution beyond our article, check out our IG links page 💻 for some suggested websites you might like them to browse. If they want, they can get a head start on tomorrow's assignment by turning their research notes into a rough outline today. See the Activity Sheet for more information.

Day 4

Readers

Om-kas-toe | Chapter 8

To Discuss After You Read

Q: How does Twin Girl capture the elkdog?
A: *she walks toward it without looking at it, sings softly, then holds its rope*

Q: What happens to the elkdog when the twins bring it to the band?
A: *men cautiously walk around it, then put a stronger rope around its neck and guard it well*

Vocabulary Development

Optional: *Wordly Wise 3000, Book 4* | Lesson 2A

Creative Expression

D: The Law of the Land

Today your children will write a brief explanation of how and why the United States Constitution was born. However, we have challenged them to find some way to creatively relay the information they collected in their research yesterday. Feel free to touch base with them to find out how they're planning to present their report, and possibly redirect them or challenge them further if their plans seem misguided.

For more information, see the "D: The Law of the Land" assignment on the **Week 2 Activity Sheet**.

How to Evaluate This Assignment

To evaluate your children's work, turn the tables on them today! When they're done, ask *them* to evaluate their own work. What do they think they did well? What do they believe they could've done better? Discuss their thoughts with them. Do you agree? What did you like? What do you think they could've done better? As always, praise them for anything they did that showed progress or special creativity.

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Use the rubric below to help you evaluate this week's assignment. Feel free to adjust our rubric to meet the individual needs of your children. ■

Essay Rubric		
Content		
_____	2 pts	I started my essay with an interesting hook
_____	5 pts	I clearly explained how and why the Constitution came to be
_____	5 pts	I included interesting and important historical facts related to the topic
_____	3 pts	I used language effectively to engage readers
Mechanics		
_____	5 pts	I used complete sentences
_____	5 pts	I used correct spelling
_____	5 pts	I used correct capitalization and punctuation
_____ Total pts	÷ 30 pts possible = _____ %	

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LA Week 2 Activity Sheet

A: Dictation Passage[1]

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

> We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

5-Minute Mechanics

Did you know that every complete sentence contains a subject and a predicate? **Subjects** name who or what the sentence is about. The **complete subject** is the noun (or nouns) that serves as the subject of a sentence, plus all of the words that go with that noun to describe (or modify) it:

- *Many people* like brownies for dessert.

The **simple subject**, then, is simply the one noun or pronoun that is the main subject of the sentence. In the above example, *people* is the simple subject and *many people* is the complete subject. A **compound subject** is two or more simple subjects joined together:

- *Bubba* and *Andy* went hunting this weekend.

Predicates tell or provide information about the subject. They describe what the subject did, what happened to it, or what the subject "is." Predicates always include a verb. A **simple predicate** is simply the verb all by itself. A **compound predicate** includes two or more simple predicates, and **complete predicates** are basically everything else in a sentence (or clause) besides the complete subject. For example:

- Simple: Connor *cried*.
- Compound: Jacob *climbed* the tree and *jumped* in the lake.
- Complete: Jacob and Ashley *climbed the tree all the way to the top.*

In this week's dictation, the Preamble to the United States Constitution is one very long sentence. Can you identify the subject of the sentence?

1. _____

What type of predicate does this sentence have? **Hint:** form, establish, insure, provide, promote, secure and ordain are all verbs.

2. _____

What do you think of today's dictation? Do you find it a little hard to understand? Even though the lengthy sentence that makes up the Preamble to the Constitution is classically poetic, the multiple predicates can make it a little difficult to read to someone who has never read it before. In the space below, rewrite the preamble in a couple of shorter sentences, or as one longer and a few shorter sentences. How does varying sentence length make the passage easier and more interesting to read?

_____

_____

_____

_____

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_____

_____

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_____

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_____

_____

_____

_____

1. Preamble to the United States Constitution.

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LA Week 2 Activity Sheet

B: Our Household's Preamble

A preamble is an introduction that briefly explains the purpose of the document it introduces. This week's dictation passage is the Preamble to the United States Constitution. Do you see how it explains the purpose of the Constitution?

Your assignment today is to use the Preamble to the United States Constitution as inspiration to write your own preamble to a set of laws for your household.

However, before you can write a preamble, it helps to think about the set of rules (if you were to write them) you would like your family to follow. What rules might you create? More importantly, why would you create those rules? The reasons for writing these rules will be the essence of your preamble. If you want to write the laws (rules) as well, feel free to do so. All that's required today, though, is a preamble.

C: To Form a More Perfect Union

In preparation for tomorrow's writing assignment, we would like you to research how and why the United States Constitution came into existence. First, read the article below with Mom or Dad. Then use the questions that follow to guide you.

In addition to basic facts (who? what? where? when? why? how?), try to dig deeper and explore the people behind the Constitution. What motivated them? What impact did the drafting and ratification of the Constitution have on their lives?

Make notes of interesting facts that you might be able to use for a hook to start your paper tomorrow. If you want, you can get a head start on tomorrow's assignment by turning your research notes into a rough outline today.

The Birth of the Constitution

Each November, citizens of the United States of America have the opportunity to vote. We may choose who we'd like to represent us and voice our opinions about the laws of our land. However, not every nation allows their citizens this privilege. The United States Constitution defines our nation's rules for government: what the rules are, who makes them and how. But how was such an important document created?

Who Were the Dreamers?

After the Revolutionary War, citizens of America knew they wanted to establish a new country where people were equal and the rules for society were determined by all of the people, and not by an elite group or class. In May of 1787, a group of more than fifty delegates, representing 12 of the 13 states, attended the Constitutional Convention in Philadelphia to determine the rules for our nation's government. Rhode Island, concerned that the States would lose their individual rights when a federal government was created, chose not to send any delegates. The delegates were educated patriotic men, between the ages of 40 and 81, who had held at least one public office. These men eventually came to be called the "Founding Fathers."

The delegates met for four months, carefully laying out rules that would allow the citizens of the new nation to remain free and independent, and not let the new government become too powerful. However, with so many delegates hailing from different backgrounds and experiences, opinions varied widely and pleasing everyone proved to be a great challenge.

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The Great Compromise

One of the biggest concerns throughout the rule-making process was how to let each state have an equal voice in the decisions that were made, and yet ensure that individual citizens were equally represented, too. If each state was only allowed one vote for all decisions, would this fairly represent states with large populations against those with smaller populations?

For example, say your family is having a vote about what to have for dessert. The 6 kids would like to have ice cream, but Mom and Dad only want to have applesauce. If "The State of the Kids" gets one vote, and "The State of Mom" and "The State of Dad" each get a vote, the kids will be out-voted!

States	Ice Cream	Applesauce
The State of the Kids (6)	1	
The State of Mom (1)		1
The State of Dad (1)		1

But what if the rules were that for every 2 people in your state, you get one vote? Suddenly, the votes would turn out like so:

States	Ice Cream	Applesauce
The State of the Kids (6)	3	
The State of Mom (1)		1
The State of Dad (1)		1

But which is more fair? The Founding Fathers were faced with the same question. Since the delegates at the Constitutional Convention couldn't agree, Connecticut delegate Robert Sherman presented the *Great Compromise* to the Convention. He suggested that the legislature of the federal government consist of 2 houses. The Senate would have an equal number of representatives from each state, which would ensure that smaller states had an equal say. The House of Representatives, on the other hand, would include one representative for every 30,000 individuals in a state. This would ensure that opinions of the individuals in states with larger populations would also be heard.

Ratification: Make it So

Once the delegates completed the first draft of the Constitution, they sent the document to the Continental Congress (the people who governed the states during the Revolution). The Continental Congress decided that the Constitution should be sent to the individual states to be *ratified*, or approved, before the new rules could go into effect. People who supported the rules in the Constitution, the Federalists, began to publish articles to convince others to support ratification. They believed that the system of checks and balances outlined in the Constitution would ensure the freedom of the people and yet balance the power of the federal government between the three branches. The essays the Federalists wrote are now known as *The Federalist Papers*.

The Bill of Rights

Even with The Great Compromise in place, there were some delegates who would not approve of the first draft of the Constitution. These delegates believed that such an important document should outline the rights of individual citizens as well. The Convention agreed and promised to include these rights in the final version. When the first Congress met in 1789, they immediately considered several amendments. James Madison wrote a total of twelve amendments outlining the rights of individuals which were presented to the States for their final approval. Only ten of the original twelve amendments were approved. These ten amendments to the Constitution form the Bill of Rights.

1. Who drafted the United States Constitution? Why did they do it?

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2. Why was the Bill of Rights not included in the Constitution?

3. What was the Great Compromise?

4. How was the Constitution ratified?

D: The Law of the Land

Using your research from yesterday, you should now write a brief explanation of how and why the United States Constitution was born. But if you think you're about to write one snoozer of a History report, think again! Your challenge today is to think of a creative way to retell the information you collected yesterday.

So, how can you accomplish this mission? Well, what did you find interesting in your research yesterday? It is always easier to write (and therefore write more creatively) when you find the topic interesting. You might also want to focus more on the people involved. What emotions guided their actions? What was the result of their labors? How did it affect their lives? Concentrating on these types of questions makes for a more interesting paper than one dedicated to timelines, dates, and purely philosophical thoughts and ideas.

Begin your explanation with a good hook. Is there an interesting fact you could use? Or perhaps an intriguing question might best lure your readers to read further? Enticing readers with a good hook is especially important when the subject matter might seem overly factual or historical.

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Date:	Day 1 11	Day 2 12	Day 3 13	Day 4 14	Day 5 15
Spelling					
Sequential Spelling					
Handwriting					
Grammar/Mechanics					
Optional: ***Grammar Ace***	Lesson 3: Sentences				
Readers					
Om-kas-toe	chap. 9	chap. 10	chap. 11	chap. 12	
Vocabulary Development					
Optional: ***Wordly Wise 3000, Book 4***	Lesson 2B		Lesson 2C	Lesson 2D	
Creative Expression					
	A: Dictation Passage	B: Homophones	C: Grateful	D: Thanks a Million!	
Other Notes					

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N Special Note to Mom or Dad Map Point

Day 1

Grammar/Mechanics

Optional: *Grammar Ace* | Lesson 3: Sentences

Readers

Om-kas-toe | Chapter 9

To Discuss After You Read

Q: How can the Blackfeet get more elkdogs?
A: *send warriors to capture some from their enemies*

Q: At first, what do the Blackfeet need to learn about the elkdogs?
A: *how to ride, how much time the elkdogs need to eat and rest, and how to use them to hunt*

Vocabulary Development

Optional: *Wordly Wise 3000, Book 4* | Lesson 2B

Creative Expression

Weekly Overview

Mechanics:

Skill: Abbreviations

Creative Expression:

Skill: Recognize homophones

Assignment: Write a thank-you note

A: Dictation Passage[1]

Now all the men could talk about was how to get more of these amazing animals. How could they get them? Their enemies would never give them away or even trade for them. The only way the Blackfeet could get more elkdogs would be to take them from the enemy. This would be dangerous.

5-Minute Mechanics

Today, your children will learn about **abbreviations**. In preparation for writing and addressing a thank-you note later this week, they will practice writing state abbreviations.

See "5-Minute Mechanics" on the **Week 3 Activity Sheet** for more information.

Optional: Dictation[2]

"This is not a good place," Otterman said quietly. "The land is too rough. Too much rock. Too many fallen trees. Our escape would be slow. We must follow the enemy to a better place. Then we will attack, take the elkdogs, and make our escape."

Day 2

Readers

Om-kas-toe | Chapter 10

To Discuss After You Read

Q: Why does the elkdog diet delight the Blackfeet?
A: *they just need grass and water, not meat*

Q: How does Om get trapped?
A: *as he seeks to discover the whereabouts of the enemy, he is surrounded by them and has nowhere to go*

Q: Why do the enemy warriors leave Om behind?
A: *Wise Bird does such amazing tricks they think Om has powerful medicine and do not want to hurt this great spirit*

Creative Expression

B: Homophones

A **homophone** is a word that sounds the same as another word but does not mean the same thing. Homophones may be spelled the same, or they may be spelled differently. Under "B: Homophones" on the **Week 3 Activity Sheet**, your children will identify homophones in the passage and then write two sentences, each of which should feature a homophone pair used correctly.

Answers

which—witch, too—to — two, for—four, our—hour, there—they're

Answers will vary: The badger knew the new squirrel was going to be trouble. He ate all eight nuts for breakfast!

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1. *Om-kas-toe*, p. 132

2. *Om-kas-toe*, p. 187.

Day 3

Readers

Om-kas-toe | Chapter 11

To Discuss After You Read

Q: How does Om hide his footprints?
A: *steps on the rocks, pulls off a tree branch and uses the needles to wipe away his footprints; also he walks in water*

Q: Where does Om find his tribe's warriors, and what do they do for him?
A: *by the hot spring; they listen and feed him and make him sit in the hot water until his muscles feel better*

Vocabulary Development

Optional: *Wordly Wise 3000, Book 4* | Lesson 2C

Creative Expression

C: Grateful

Tomorrow, your children's task will be to write a short thank-you note to a friend or relative. The questions under "C: Grateful" on the **Week 3 Activity Sheet** will guide your children as they prepare for their assignment tomorrow. Enjoy this time with your children. Use it to nurture a grateful heart within them.

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Day 4

Readers

Om-kas-toe | Chapter 12

To Discuss After You Read

Q: Why does Otterman need to know the location of the enemy's camp?
A: *to know how many warriors they have, where they are going, and, ultimately, to protect their families*

Q: What does Om's father tell him to do?
A: *intercept the warriors and direct them along the river so their trip will take less time*

Vocabulary Development

Optional: *Wordly Wise 3000, Book 4* | Lesson 2D

Creative Expression

D: Thanks a Million!

Today, your children will write a brief thank-you note to a friend or relative based on their notes from yesterday's activity.

Section "D: Thanks a Million!" on the **Week 3 Activity Sheet** outlines some rules for writing a short note as well as an example. We understand your children's thank-you notes will most likely be less exciting than our example, but that's OK. When they're finished, let them mail their note. It's never too early to get your children in the habit and practice of writing and mailing thank-you notes to loved ones.

How to Evaluate This Assignment

For this assignment, keep the focus on the purpose and enjoyment of the task. Yes, the envelope needs to be addressed correctly in order to reach its destination and the letter must be legible and make sense, but this is not an English exam. It is a way to show your children a real-world application for writing. Hopefully, brightening someone's day will be encouragement to make writing thank-you notes a lifelong habit.

The sample rubric below will help you determine how well your children wrote their thank-you note. Feel free to adjust the rubric to meet the individual needs of your children. ■

Thank-You Note Rubric		
Content		
_____	5 pts	The purpose for the note is expressed clearly
_____	5 pts	The note includes a greeting, body, closing, and signature
_____	5 pts	The note uses language effectively to describe thoughts, feelings, and details
Mechanics		
_____	5 pts	The envelope is addressed correctly
_____	5 pts	The note uses correct spelling
_____	5 pts	The note uses correct capitalization and punctuation
_____ Total pts	÷ 30 pts possible = _____ %	

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LA Week 3 Activity Sheet

A: Dictation Passage[1]

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

> Now all the men could talk about was how to get more of these amazing animals. How could they get them? Their enemies would never give them away or even trade for them. The only way the Blackfeet could get more elk-dogs would be to take them from the enemy. This would be dangerous.

5-Minute Mechanics

Review the tables of abbreviations below as you prepare to write a thank you note to mail later in the week.

State Abbreviations			
Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
District of Columbia	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Hawaii	HI	Oregon	OR
Idaho	ID	Pennsylvania	PA
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY
Missouri	MO		

Address Abbreviations					
Avenue	AVE	Heights	HTS	South	S
Boulevard	BLVD	Highway	HWY	Square	SQ
Court	CT	Lane	LN	Station	STA
Drive	DR	North	N	Street	ST
East	E	Road	RD	West	W
		Circle	CIR		

Write the names of 5 states and their abbreviations below:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

1. *Om-kas-toe,* p. 132.

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LA Week 3 Activity Sheet

B: Homophones

A **homophone** is a word that sounds the same as another word but does not mean the same thing. Homophones may be spelled the same, or they may be spelled differently. Here are some examples:

deer/dear

be/bee

piece/peace

Read the passage below. What homophones can you find in the passage ? Write down the homophones you found in the space provided below.

> Chelsea the good witch reminded Ella, "Once you get there, don't stay too long at the ball. You only have an hour before your gown changes back into rags. Your four horses will also turn back into mice."
>
> Ella had two goals, but she didn't know which to attempt first. "Should I speak to our king or head for the dance floor?" she wondered. "They're all dancing, so I guess I'll join them," she decided.

Homophones:

_____

_____

_____

_____

Now, write two sentences of your own, each of which features a homophone pair used correctly:

1. _____

   _____

2. _____

   _____

C: Grateful

Tomorrow, you write a short thank-you note to a friend or relative. Have you had a birthday or received any gifts recently? If so, you should have plenty of people you could thank.

If you are in the midst of a holiday or birthday drought, you can still write a thank-you note. Maybe someone has been especially kind to you recently. Perhaps a friend has done a special favor for you lately?

Spend some time thinking about all the things you have to be thankful for. Think beyond mere gifts or special favors. What about all the special people in your life? Is there someone to whom you'd like to send a note just to say "I'm thankful to know you"?

Answer the questions below to prepare for your assignment tomorrow.

1. What's the best gift you've been given recently?

   _____

   _____

   _____

   _____

2. What's the nicest thing anyone has done for you lately?

   _____

   _____

   _____

   _____

3. Who are you really happy is in your life?

   _____

   _____

   _____

   _____

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4. Are there people you're really thankful for, but you haven't told them so lately?

_____

_____

_____

_____

D: Thanks a Million!

Today, you will write a brief thank-you note to a friend or relative. Yesterday, you decided who you want to write to and what you want to thank him or her for. Use your notes from yesterday's activity to help write your thank-you note today.

An informal thank-you note need only follow a few rules of structure: (1) begin the note with a personal greeting (called a salutation), such as Dear _____; (2) include a couple of paragraphs that explain the purpose of the note (to thank the recipient); and (3) finish the note with a closing sentiment, such as Sincerely or Yours truly, and a signature.

Here's an example of what a short thank-you note might look like:

> Dear Margaret,
>
> Thank you so much for the wonderful present. A pet badger has been at the top of my wish list for so long. I thought I might never actually get one. I named her Karleen, because she looks kind of like someone I know.
>
> Thanks for coming to my party, too. It was so much fun, even though Karleen stole the snacks and cornered Grandma in the bathroom. I hope to see you again soon. Take care!
>
> Sincerely,
>
> Warren

Write your thank-you note on separate paper or a notecard. With Mom or Dad's permission, address an envelope and mail your thank-you note.

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