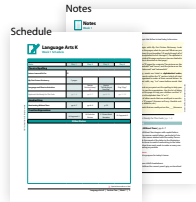


# Instructor's Guide Quick Start

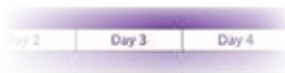
The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section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



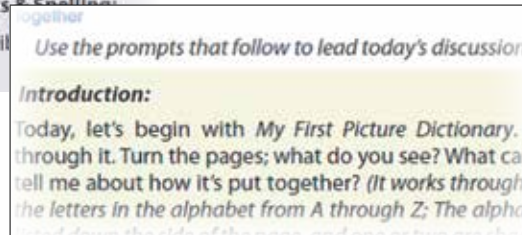
## 4-Day Schedule

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.



## Instructions (Prompts)

Help you teach a particular skill and present specific information to your children.

## A: Copywork

Have your children copy the sentences found under "A: Copywork" on the **Week 1 Activity Sheet**.

at, fat, rat \_\_\_\_\_

## Copywork

Weekly passages prepare children to listen to, read, and copy good writing, while familiarizing them with basic technical skill and style.



## Rubrics

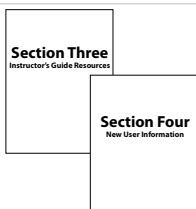
Methods to evaluate your children's writing, like rubrics, make measuring progress quick and easy.

## 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
<b>Phonics/Spelling</b>				
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
<b>Handwriting</b>				
Handwriting Without Tears K: Letters and Numbers for Me	pp. 4-7	pp. 8-9	p. 70	
<b>Creative Expression</b>				
	A: Copywork 1	B: Circle the Picture	C: Picture Book Narration	D: Copywork 2
<b>Other Notes</b>				
<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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# How to Use the Notes

☆ Shows information about the lesson to have ready, collect or read in advance. Each week, skim the Notes to see what information or materials you need to prepare in advance.

Text below the gray boxes contain notes to you that explain how to wrap up the lesson.

## Notes Week

### Creative Expression

#### C: The News Report

##### ☆ Prepare in Advance

##### Materials:

- Camera that records video (if possible)
- Short news broadcast you've pre-screened and are ready to show your children

##### Overview

Watch a sample news report together. Ask your children to serve as an anchor or reporter to report on something noteworthy that happened to your family recently.

##### Together

Use the prompts that follow to begin today's activity with your children.

##### Reporting the News

Have you ever thought about being a news reporter on the evening news? Today you're going to get a chance to try it out.

First, let's start by watching a bit of a news broadcast together.

Watch the news broadcast you've selected to show your children. When it's over, discuss the following questions together:

- How do the anchor persons act?
- What information do they provide?
- Do they tell you who, what, where, when, why and how?
- Can you imitate the anchor or reporter?

Today you're going to be an anchor person and report on the news that happened to our family recently. So let's decide on a subject for your report. What can you think of that has happened to our family recently that is noteworthy?

*The subject for today's report doesn't matter. Just use an event that was newsworthy to your family. Did your children win a sporting event? Did someone break a bone? Did the family get a new pet?*

Now that we've selected a topic, let's take some notes about the event to help you remember the details when you're giving the report.

*To help your children later, write the answers to the questions as briefly as possible, or draw a little picture to symbolize each answer. Leave the notes up on a board or other large piece of paper so your children can look at them while they give the report.*

- Who was involved?
- What happened?
- Where did the event take place?
- When, why and how did it happen?

1 | Week | Section Two

Once you've helped your children collect their thoughts, challenge them to give their news report orally. If at all possible, try to videotape your children's news report, so that they can see it later when you're giving them your comments. Also, try to type or write down the text of their story, which you can transcribe from the recording if you need to.

When they're finished, read or replay their story to them, and then see if together you can spice up the language to make it more interesting to hear. Use adverbs (words that describe verbs) to better describe how the action happened: Did he zip around the field quickly during his game? Or did the new puppy howl loudly when left alone outside? Once you've discussed some possible changes, let them try their news report one more time in front of the camera or before a different audience.

It is important to get young children used to speaking in public. Letting them speak aloud to other family members is always a great idea!

##### How to Evaluate This Assignment

Use the list below to give you some ideas of possible comments you might want to give your children between their first and final news report. As this is probably one of their first experiences with public speaking, please don't be too critical. Give them one or maybe two points that they can think about and try to improve for the final report. Remember, they'll have plenty of opportunities in the years to come to gain experience with public speaking, and better refine these skills.

##### News Report Checklist

Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →

Content	
_____	Did they accurately report on the event?
_____	Did your children remember to talk about each point you discussed in their notes? (If they remembered <i>most</i> of the points, they have met expectations for this point.)
Presentation	
_____	Did your children speak loudly and clearly?
_____	If your children tend to move or fidget while they are speaking, did you encourage them to stand still?
_____	Did they make eye contact with you?
_____	Did their presentation improve from the first and last reports?

Summary of the lesson and skills covered.

New "Lesson Scripting" provides you with a sample lesson you can use to teach your children.

Discussion questions. (expected answers—if any exist—will follow, italicized within parentheses)

*Italicized text* indicates what to do or expect from your children as you lead the lesson.


"How to Evaluate This Assignment" provides tips on evaluating your children's work. Most lessons include a skills **checklist** or **Rubric** to help you track your children's progress.

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# Language Arts 3

## Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Spelling</b>					
<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	
<b>Activity</b>	Alphabetize				
<b>Optional: MCP Phonics C</b>	pp. 7–8	p. 9	p. 10	pp. 11–12	
<b>Handwriting</b>					
<b>Vocabulary Development</b>					
<b>Optional: Wordly Wise B</b>				True or False 1 pp. 2–4	
<b>Readers</b>					
<i>The Secret Valley</i>	chap. 1 	chap. 2	chap. 3	chap. 4	
<b>Creative Expression</b>					
	A: Copywork 1	B: Copywork Application	C: Writing with Diamond Notes	D: Writing with Diamond Notes	
<b>Other Notes</b>					
Optional books are sold separately.					

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### Weekly Overview

#### Spelling/Phonics:

Skill: Consonants

Alphabetize: Alphabetize spelling words

#### Creative Expression:

Copywork Application: Prepositions

Writing with Diamond Notes: Group items according to a topic

Writing with Diamond Notes: Determine which items fit within a category

## Day 1

### Spelling

We recommend you use the methods **Rule & Write**, **Pre-Test**, **Check**, and **Post-Test** to teach your children to spell. If your children are quick memorizers, don't follow our pattern. If you have a better way—or a way that works—use it!

These daily exercises should take absolutely no more than 15 minutes.

We offer spelling activity suggestions each week to strengthen spelling practice. If your children spell easily, feel free to skip activities as appropriate. In copywork exercises, notice words your children misspell and then use those words to reinforce or review a rule they have already learned. However, don't feel that your children have to remember everything perfectly all at once. They will get extensive review as they continue to write in years to come.

#### Rule & Write

Read the rule; talk it through; look at the list of words. Have your children write the words on a large whiteboard or chalkboard. (Somehow, especially in the early grades, children seem to respond well to being able to print using big strokes. Perhaps it is the freedom they feel when they are able to use their large rather than fine motor skills. Many parents have mentioned that their children also enjoy the semi-"public" nature of being able to print on a board.)

#### Overview

**Rule**: Consonants can appear at the beginning, middle, or end of words.

**Words**: fish, bird, zebra, deer, tiger, camel, glove, dragon, jar, ruler

#### Together

Use the prompts that follow to begin today's activity with your children.

#### Consonants

Consonants are all of the letters that aren't vowels. They are the letters that make us close our lips, teeth, or tongue when we make their sounds. Think about the letters in your first name. Which ones are consonants?

Sometimes two consonants work together to make one new sound, like /ch/ or /th/, and sometimes you'll find two or three consonants in a row that all keep their own sound like /br/ in the word brown or /spl/ in the word splash.

Can you think of a word that begins with a consonant? How about one that ends with a consonant? And can you think of one that has a consonant in the middle?

#### Activity | Alphabetize

Have your children write the spelling words in alphabetical order.

#### Optional: MCP Phonics C | pp. 7–8

##### p. 7

- |                   |                 |                |
|-------------------|-----------------|----------------|
| 1. cup (Cc)       | 2. gold (Gg)    | 3. pie (Pp)    |
| 4. bird (Bb)      | 5. volcano (Vv) | 6. house (Hh)  |
| 7. deer (Dd)      | 8. jar (Jj)     | 9. fish (Ff)   |
| 10. ladder (Ll)   | 11. zebra (Zz)  | 12. tooth (Tt) |
| 13. window (Ww)   | 14. map (Mm)    | 15. ruler (Rr) |
| 16. sandwich (Ss) |                 |                |

##### p. 8

1. Quinns were summer vacation
2. were Washington seven
3. Susan wanted visit
4. Zack wait see Vincent Sally
5. said would Washington
6. was sure would sail
7. whole wanted visit zoo
8. Zack said zebra was very
9. sister wanted see wolf with yellow
10. Soon was Quinns

### Handwriting

Choose the program you prefer, then use the line in your weekly schedule to record what your children do.

We offer and recommend *Handwriting Without Tears* for your handwriting program. If you would like help scheduling any of the levels we offer, please go to [www.bookshark.com/handwriting-schedules](http://www.bookshark.com/handwriting-schedules).

## Readers

For Reading and/or Language Arts Levels K through 4 you will find the Schedule and Notes for the Readers included in the Language Arts Guides or a separate Readers Schedule (which are identical). Starting in Level D you will find the readers schedule and notes in the History Guide as the content is closely related to the history material.

### **The Secret Valley** | Chapter 1

#### Setting

A wagon train, 1849, and California during the Gold Rush.

#### Overview

After traveling to California, the Davis family pans for gold. Months go by with no luck, so, on the tip of friendly Father John, the family travels to the Secret Valley. They find no gold there, but decide to stay anyway, in the beautiful, peaceful setting.

#### To Discuss After You Read

Q: What does everyone in the family want?


A: *Ellen wants a garden with flowers and food plants; Frank wants land with good grass for sheep and cows; Mother wants a house with a good roof and glass windows; Father wants to find gold, to pay for his family's wishes*

Q: Will the family travel to California on their own?

A: *no, they go with a wagon train, so the families can help one another*

**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.

#### Timeline and Map Activities

 *Missouri River (E7); California (E1); Sutter's Mill (D1); St. Joseph, Missouri (D7) (map 1)*

## 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 starting on Day 4 of this week.

## Creative Expression

### 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**.

The Creative Expression assignments will follow the format below for all 36 weeks of the year. We describe each day in further detail below.

Day 1 | A: Copywork

Day 2 | B: Mechanics Practice

Day 3 | C: Pre-Writing

Day 4 | D: Writing

### Day 1 | A: Copywork

On Day 1, your child will write the primary copywork passage on the Activity Sheet located directly after each week's Notes. After your children write the passage, have them evaluate their handwriting, circling those words they think are formed the best. (This exercise ensures that it is not you who is judging their writing ability, but that they are evaluating their own success at controlling their hand movements.) Then, discuss it with them. Review their handwriting, looking at formation, neatness, and spacing. Show them where they have done well and where they can improve. Also point out any interesting things you see in the passage. Use the time to reinforce any lessons learned previously.

A second, optional copywork passage is included in the Notes, to use at your discretion. Although we schedule some writing each day, we understand that there are some days when your children will feel ... well, let's just say "uninspired." On these days, just assign one of the extra copywork passages we provide on Day 1. Alternatively, you can use the optional copywork passage for additional practice similar to the primary passage.

### About Copywork

Copywork forms a cornerstone of the natural approach to learning language. Brilliant writers like Jack London and Ben Franklin used the natural approach to hone their considerable skills.



Is copywork really necessary? Our answer is an unqualified “yes!” In our experience, workbooks don’t do a very good job of teaching children how to write effectively. To overcome this limitation, BookShark™ Language Arts programs help your children learn to write well by giving them regular opportunities to listen to good writing, look at good writing, copy good writing, and then finally write on their own.

Copywork builds the foundation for dictation, which your children will begin in Level 3. It also provides valuable handwriting practice, as well as wonderful opportunities to explore writing mechanics, such as capitalization, punctuation, and other basic grammar skills that come from careful examination of good writing models. You will be amazed at how quickly your children will develop basic technical skills, including correct sentence structure and spelling. They will also begin to learn cadence and style.

### Day 2 | B: Mechanics Practice

On Day 2 of each week, we offer a brief introduction to one grammatical or mechanical topic, based on a copywork passage or other similar example sentence. This year, your children will work through three basic groups of skills: Sentence Basics (nouns, verbs, adjectives, etc.), Building Blocks of Sentences (phrases, clauses, simple and compound sentences, etc.), and Mechanics (punctuation, capitalization, etc.). The “Weekly Overview” table, located at the beginning of the Day 1 Notes, lists the skills covered each week. 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**.

### Day 3 | C: Pre-Writing

On Day 3 of each week, we have your children prepare to write on Day 4 by answering questions we provide on the Activity Sheets and/or by doing some light research with your assistance.

### Day 4 | D: Writing

On Day 4 of each week, your children will use their notes from Day 3 to write their assignment. Each week focuses on a different type of writing such as Imaginative, Critical Thinking, Descriptive and more. To see all of the writing assignments your children will cover this year, see our Schedule of Topics and Skills, located in **Section Three**.

### Activity Sheets

Find the copywork passage and other exercises immediately after the Notes. If a day’s assignment requires answers, you’ll find them here in the Notes. If you like, feel free to put all the Activity Sheets in separate binder for your children to use. Use blank paper for the optional copywork passages.

**What to expect and what to demand:** initially, your children may not be able to think of much more than a few sentences for any one assignment. That’s okay. As they develop their abilities, their stories will get longer. Your main goal, anyway, is not to encourage your children to churn out pages and pages of words, but to put a paper together in a logical order and think creatively. One of the greatest lessons you want them to learn is that making up stories and communicating new ideas is fun.

By and large, we believe these assignments should be quick and relatively easy. Unless your children are clearly dragging their feet, don’t make any of the assignments last more than fifteen minutes to a half hour. If your children want to spend more time, don’t discourage them! But certainly don’t require longer periods of work.

**Helpful Hint:** Whenever possible, have your children think of a real person who might enjoy receiving a copy of their creation. When the assignment has been completed, photocopy it and send the copy to that person so he or she can enjoy what your children have written! (This adds additional motivation to do a good job.) If they have written to Grandma, make sure Grandma receives it. In addition, you may also want to read it to the rest of the family so they can hear and appreciate their accomplishment, as well. Let your children know that their stories are appreciated. For more suggestions on how to get your children to write well, go to [www.bookshark.com/write-well](http://www.bookshark.com/write-well).

\* \* \*

### A: Copywork 1

Copywork forms a cornerstone of the natural approach to learning language. Brilliant writers like Jack London and Ben Franklin used the natural approach to hone their considerable skills. Have your children look at the copywork passage and duplicate it.

On each copywork assignment, have your children review their handwriting. Circle well-constructed letters and underline letters to improve upon.

Have your children write the copywork passage “A: Copywork 1” found on the **Week 1 Activity Sheet**.

### Optional: Copywork 2<sup>1</sup>

Back of the town was a high hill. The sun was coming up behind it. On top of the hill was a long line of covered wagons. Some had horses hitched to them. Some had mules, and others had oxen.

1. Clyde Robert Bulla, *The Secret Valley* (New York: Harper Trophy, 1977), 6.

Day 2

Spelling

Pre-Test

Give the Pre-Test

Read the words out loud, slowly and distinctly, permitting your children enough time to write each word.

Have your children spell the written word back to you. If they misspell one, have your children immediately rewrite the correct spelling.

After the Pre-Test

After spelling all of the words, make sure your children rewrite any misspelled words correctly five times. If they need to copy the misspelled word(s), that is fine. We seek mastery.

If your children misspell a word, talk it through: is there a rule they ignored? Is there a pattern they can use to remember to spell the word correctly in the future?

See if your children can bring up misspelled words later during the day to keep them front of mind. This is not to “punish” your children, but to help them remember.

**Words:** fish, bird, zebra, deer, tiger, camel, glove, dragon, jar, ruler

Optional: MCP Phonics C | p. 9

- |                |                 |                |
|----------------|-----------------|----------------|
| 1. balloon (l) | 2. ladder (d)   | 3. letter (t)  |
| 4. wagon (g)   | 5. slippers (p) | 6. hammer (m)  |
| 7. zipper (p)  | 8. mitten (t)   | 9. camel (m)   |
| 10. parrot (r) | 11. dragon (g)  | 12. seven (v)  |
| 13. spider (d) | 14. tiger (g)   | 15. button (t) |
| 16. radio (d)  |                 |                |

Readers

The Secret Valley | Chapter 2

To Discuss After You Read

Q: Were the Indians kind?

A: *yes—they wanted to trade, but since the settlers didn't want to trade, the settlers fed the Indians instead*

Creative Expression

B: Copywork Application

☆ Prepare in Advance

If you like, write the following sentences on the board before you begin the lesson:

Katie jumped up.

He left his guitar beside the piano.

If you're new to prepositions and prepositional phrases, read through today's lesson ahead of time so you're clear about what you're going to discuss with your children.

Overview

Introduce **prepositions** and **prepositional phrases** with your children today.

Together

Use the prompts that follow to begin today's activity with your children.

**Prepositions and Prepositional Phrases**

Read yesterday's copywork sentence out loud to me. In this part of the story, where was the kitten? (*between Frank and Ellen*) The word *between* is a **preposition**. Prepositions tell us where, when, or how something takes place. Prepositions also indicate a direction or position. For example:

Katie jumped *up*.

Which way did Katie jump? (*up*) *Up* is a preposition.

He left his guitar *beside* the piano.

Where did he leave his guitar? (*beside the piano*). *Beside* is a preposition.

A **prepositional phrase** is a preposition, its object (a noun or pronoun) and the words in between that modify the object. *Write on the board:*

↓  
prepositional phrase = preposition + (modifiers) + noun/  
pronoun

Often prepositional phrases contain adjectives and adverbs that modify the noun or pronoun. These adjectives and adverbs are called modifiers. Let's unpack what this means.

*Write on the board, underneath the right hand side of "equation" you'd written previously:*

over the bridge

"Over the bridge" is a prepositional phrase. Can you find the noun in this phrase? (*bridge*) Underline "noun/pronoun" in your equation and then underline **bridge**.

Okay, so which word tells us more about direction or position? (*over*) Right! *Over* is the preposition. Draw an arrow like the one above that points to **over**.





All that's left in this prepositional phrase is the modifier *the*. *The* is a special word called an **article** that basically just helps to point out the *bridge*. It's not just any bridge, it's *the* bridge. But let's get back to prepositional phrases.

We can have any number of modifiers (or describing words) in a prepositional phrase. In other words, we can use as many words to describe the bridge in this prepositional phrase, and it will still be just one phrase, because it starts with a preposition and ends with a noun—or the object of the preposition. So a prepositional phrase could say:

Write on the board:

↓  
over *the old* bridge  
↓  
over *the creaky old* bridge

Prepositional phrases almost always serve as adjectives or adverbs in a sentence, and therefore help describe nouns and verbs. If you have trouble finding the prepositions in a sentence, look for words or phrases that add description or detail to the sentence.

Let's look at the copywork passage again. You found the preposition – beside. What is the prepositional phrase? (*beside them*) Good! Finally, there are four prepositions that do not indicate direction or position. They are:

Write on the board:

of            for            by            with

Instead, these prepositions indicate a logical relationship between things. For example:

Will you go *with* me?

I did it *by* myself.

### Activity

Below "B: Copywork Application" on the **Week 1 Activity Sheet**, have your children create phrases about the kitten using the prepositions given (beside, in, on, under, and alongside). For an added challenge, ask your children to use sentence variety, so not every answer is a simple sentence beginning with "The kitten..."

Be sure your children don't confuse the preposition "beside", which means next to, with the word "besides", which has multiple meanings and parts of speech.

(*The answers will vary, but your children may write things like, "The kitten was beside the chair. The kitten was in the basket. The kitten was on the roof. The kitten was under my bed. or The kitten slept alongside me."*)

## Day 3

### Spelling

#### Check

If there were any misspelled words yesterday, then make up a sentence (or sentences) in which that word (or those words) appear and have your children write the sentence(s). Again, check for accurate spelling. If the spelling words were misspelled, then have them rewrite them again, accurately, five times each. If your children didn't miss any words yesterday, then see if you can come up with "silly sentences" that include as many of the week's words as possible, and have them write these sentences.

**Words:** fish, bird, zebra, deer, tiger, camel, glove, dragon, jar, ruler

**Optional:** *MCP Phonics C* | p. 10

- |           |            |           |
|-----------|------------|-----------|
| 1. baby   | 2. city    | 3. tiger  |
| 4. beaver | 5. leopard | 6. lizard |
| 7. camel  | 8. waved   |           |

### Readers

#### **The Secret Valley** | Chapter 3

##### To Discuss After You Read

Q: Did the settlers have enough to eat?

A: *yes—they had buffalo meat and fish, and once even wild strawberries*

Q: Why were Frank and Ellen thirsty?

A: *they crossed the desert and there was not enough water for the animals and the people*

### Creative Expression

#### C: Writing with Diamond Notes

##### ☆ Prepare in Advance

Diamond Notes will help your children gather and organize their thoughts. We will introduce Diamond Notes over the next five weeks and then use it throughout the rest of the curriculum.

In **Section Three** of this guide, you'll find an introduction to Diamond Notes, a list of needed supplies, reproducible pages, and instructions for teaching the five mini-units. Please read over this section, at least through Unit 1, Lesson 1 before starting your instruction today.

For today's lesson, you will need:

- 3 copies of Diamond A (page 31) or Activity Sheet 1
- Drawing supplies
- Pictures from magazines (optional)
- Glue (optional)

#### Overview

Group items according to a topic.

#### Together

Use the prompts that follow to begin today's activity with your children.

#### Filling the Bases

Today, I'll show you a writing tool that you will be using during the year to organize your ideas and improve your writing. It's called Diamond Notes.

Show your children a blank Diamond A.

Can you see why it's called Diamond Notes? (*it looks like a baseball diamond*) That's right, but you don't have to know too much about baseball, or even like that sport to use this tool for your writing. It's just a picture that helps you figure out where to start and where to go next.

In baseball, the action begins on the pitcher's mound. That's here in the center of the diamond. That's where you'll write your topic. If I was going to write about holidays, I would write the word *holidays* here in the center, the pitcher's mound. That's the topic.

Next I need to fill the bases by thinking of three holidays I could write about. I'll put "Thanksgiving" on first base, because that's my favorite holiday. For now, I can just draw a picture of a turkey instead of writing. Can you help me think of two more holidays for my bases? *Draw icons for the two holidays your children suggest.*

Great! That's it – today we're just practicing thinking about a topic and filling the bases with ideas that fit the topic. Now, even though we're getting ready for writing, you're going to focus more on your thinking today. That means that when you have an idea, you can choose to write it, or you can draw a picture. Your thinking should be about how to fill the bases with ideas about the topic.

Today, let's start with the topic "sports". Write the word "sports" on the pitcher's mound. *Note that page 7 of the Diamond Notes section addresses what to do if your child is not interested in a certain topic.*

Since the topic is sports, you should think of three different sports. Write or draw one sport on first base, a different one on second base, and a third one on third base.

You've got two more to do and the next diamonds will be about tools and shapes. Do you have any questions before you continue on with the next two diamonds?

#### Activity

Have your children fill in the diamonds on the **Week 1 Activity Sheet** according to the directions in Lesson 1 under "C: Writing with Diamond Notes." If your children prefer a larger diamond than what we provide on the Activity Sheet, photocopy the reproducible full-page Diamond A on page 31 of the Diamond Notes in **Section Three**, but have them ignore home plate.

## Day 4

### Spelling

#### Post-Test

##### Give the Post-Test

1. Read the words out loud, slowly and distinctly, permitting your children enough time to write each word.
2. Have your children spell the written word back to you.
3. If they misspell one, have your children immediately rewrite the correct spelling.

##### After the Post-Test

- After spelling all of the words, make sure your children rewrite any misspelled words correctly five times.
- If your children have any misspellings, carry them over to the following week.

**Words:** fish, bird, zebra, deer, tiger, camel, glove, dragon, jar, ruler

#### Optional: MCP Phonics C | pp. 11–12

##### p. 11

- |                                |                              |
|--------------------------------|------------------------------|
| 1. (coat) (nest) leaf (heart)  | 2. (milk) bed (clock) (desk) |
| 3. glass (top) (lamp) (cap)    | 4. yak (six) fly (box)       |
| 5. (hill) star (pencil) (bell) |                              |

##### p. 12

- |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|
| 1. bus | 2. cap | 3. bag | 4. ham | 5. pen | 6. map |
| 7. cat | 8. bed |        |        |        |        |



## Readers

### **The Secret Valley** | Chapter 4

#### To Discuss After You Read

Q: What is a tent city?

A: *a town where most of the people live in tents*

## Vocabulary Development

**Optional: Wordly Wise B** | True or False 1, pp. 2–4

## Creative Expression

### **D: Writing with Diamond Notes**

#### ☆ Prepare in Advance

Read through Unit 1, Lesson 2 in the Diamond Notes section before starting today's lesson. You will need:

- 4 copies of Diamond A (page 31) or Activity Sheet 1
- Cut-out sheet (page 73)
- Scissors
- Glue

**Note:** If you choose to make copies of Diamond A, have your children ignore the home plate.

#### Overview

Determine which items fit within a category.

#### Together

Use the prompts that follow to begin today's activity with your children.

#### **Who's on First?**

Today, we'll be working with Diamond Notes again, and since we're really focusing on your thinking rather than writing just yet, we'll use some cut-out pictures. Do you remember from yesterday where we begin Diamond Notes? (*on the pitcher's mound*) Yes, and what goes on the pitcher's mound? (*the topic*) Great. What about the bases? How do you figure out what goes there? (*ideas that belong within the topic*)

Suppose my topic is "animals". Would this idea belong on one of the bases? Show the picture of the elephant. (*yes*) Why? (*because an elephant is an animal, so it fits the topic*). And what about this idea? Show the picture of the pineapple. (*no*) Why not? (*because it's not an animal, so it doesn't fit the topic*)

It sounds like you have the hang of it. Let's try some grouping where you choose the ideas that fit each topic and glue them to the diamond.

#### Activity

Have your children complete the diamonds under "D: Writing with Diamond Notes" of the **Week 1 Activity Sheet** according to the directions in Lesson 2. You will need to work with your children throughout this task, presenting them with the right (and wrong) picture options for each diamond. See Diamond Notes page 9 for more information and options for making this activity more challenging. If your children prefer a larger diamond than what we provide on the Activity Sheet, photocopy the reproducible full-page Diamond A on page 31 of the Diamond Notes in **Section Three**.

#### How to Evaluate This Assignment

This week's assignment was likely a fun, non-threatening way to lay the groundwork for great writing this year. You won't be evaluating your children's writing like usual this week, since they mainly worked with pictures. However, don't underestimate the importance of their understanding of Diamond Notes so far! If your children are easily able to identify a topic and group ideas within that topic, they are well on their way to outlining more challenging writing assignments.

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

#### **Sample Rubric for Grouping Ideas**

Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →

#### *Thinking*

- \_\_\_\_\_ Produced ideas that fit within a given topic
- \_\_\_\_\_ Identified given ideas that do and do not fit within a given topic
- \_\_\_\_\_ Identified a topic based on ideas given

# LA Week 1 Activity Sheet

## A: Copywork 1<sup>1</sup>

He helped Mrs. Davis into the wagon and sat on the seat beside her. Frank and Ellen sat in the back, with the kitten between them.

---

---

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## B: Copywork Application

Make up sentences about the kitten using these prepositions below, one per sentence.

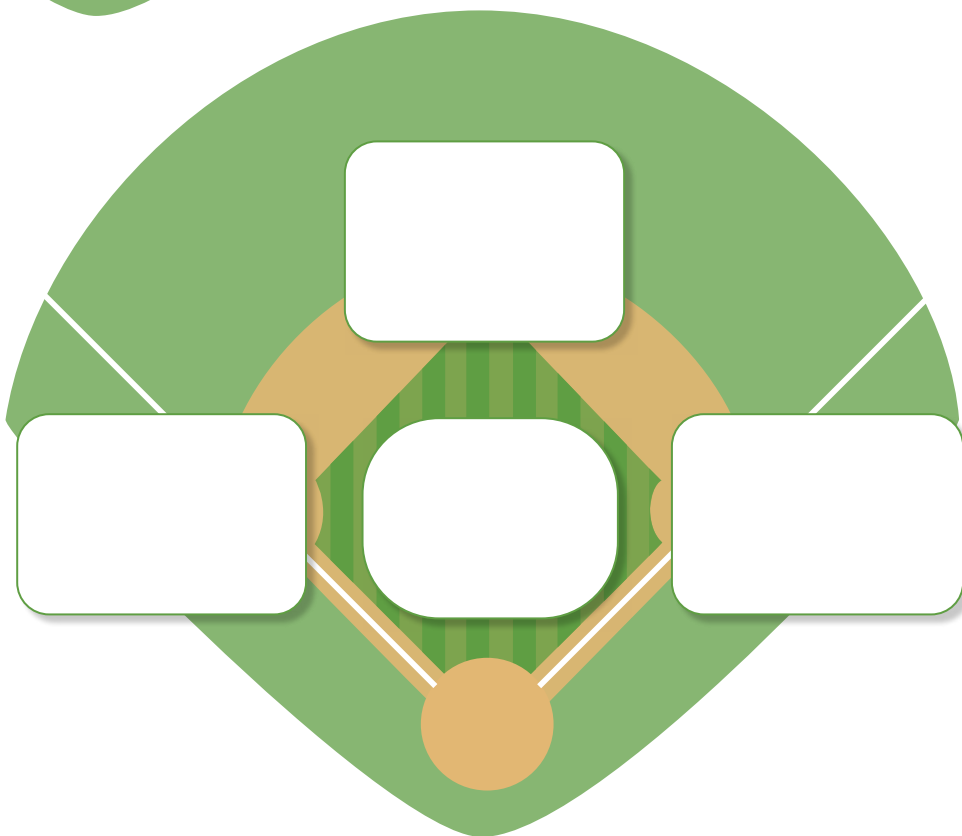
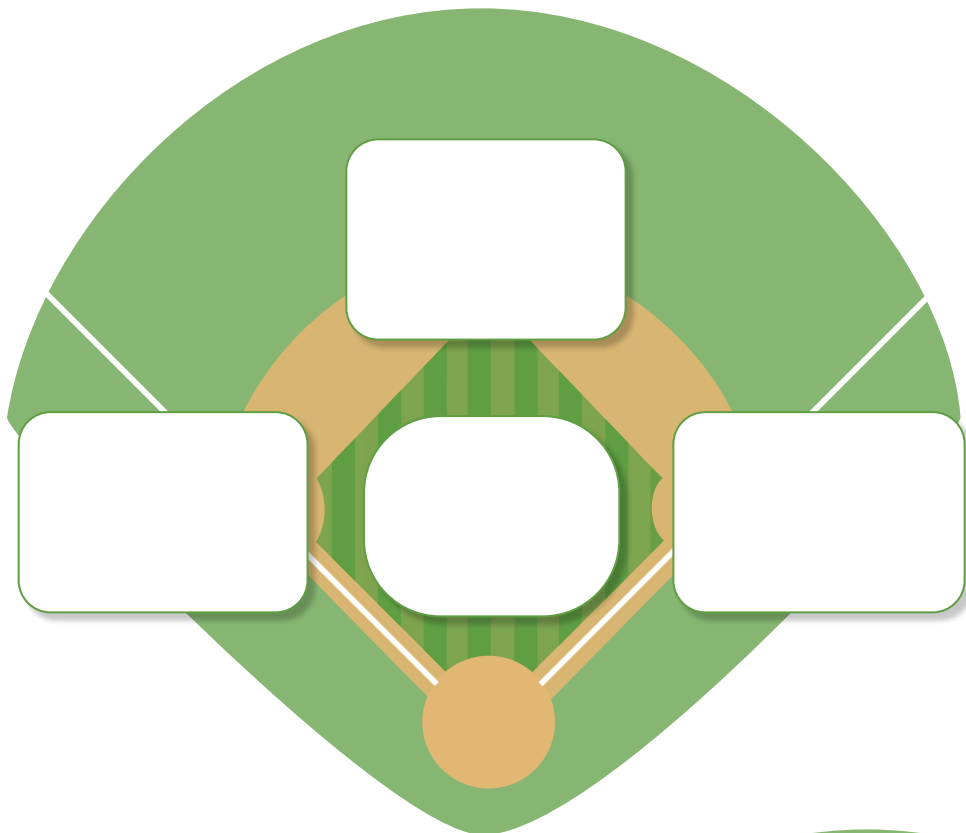
1. **beside** \_\_\_\_\_
2. **in** \_\_\_\_\_
3. **on** \_\_\_\_\_
4. **under** \_\_\_\_\_
5. **alongside** \_\_\_\_\_

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1. Clyde Robert Bulla, *The Secret Valley* (New York: Harper Trophy, 1977), 4.

# LA Week 1 Activity Sheet

## C: Writing with Diamond Notes

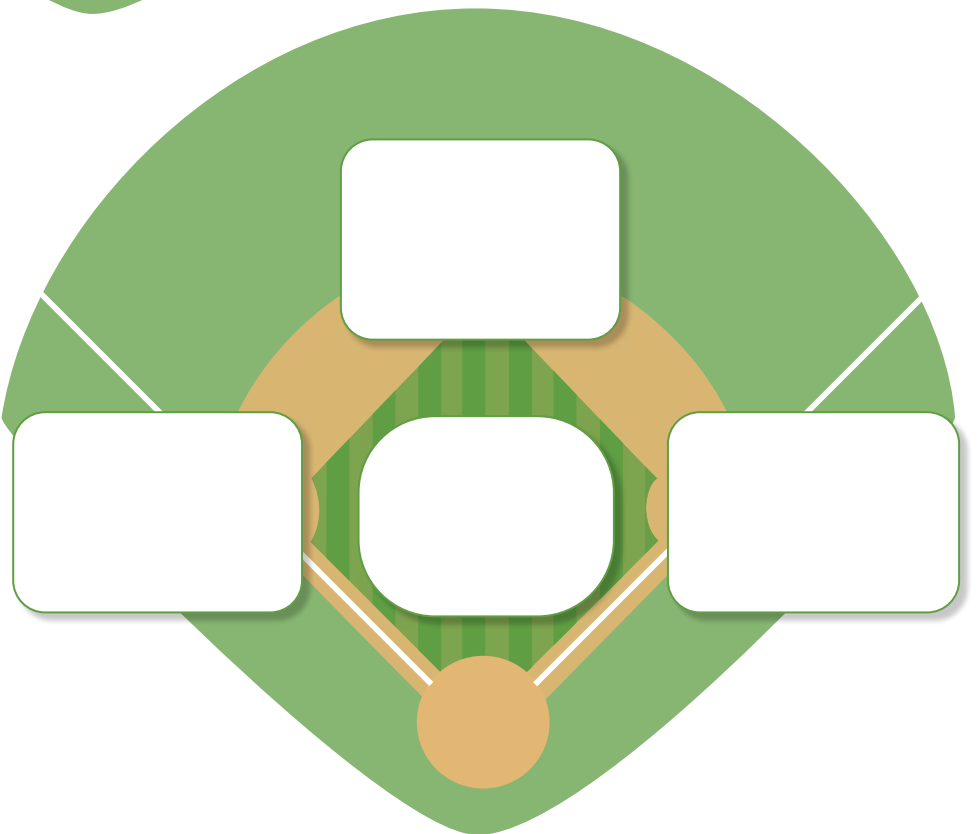
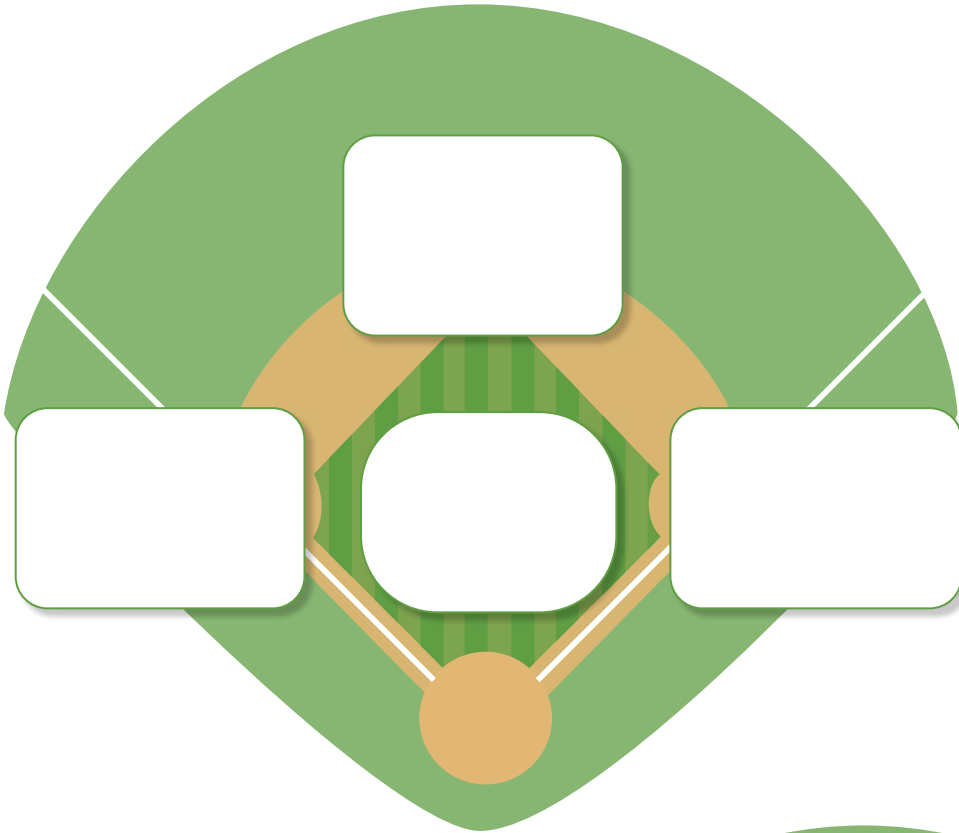


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# LA Week 1 Activity Sheet

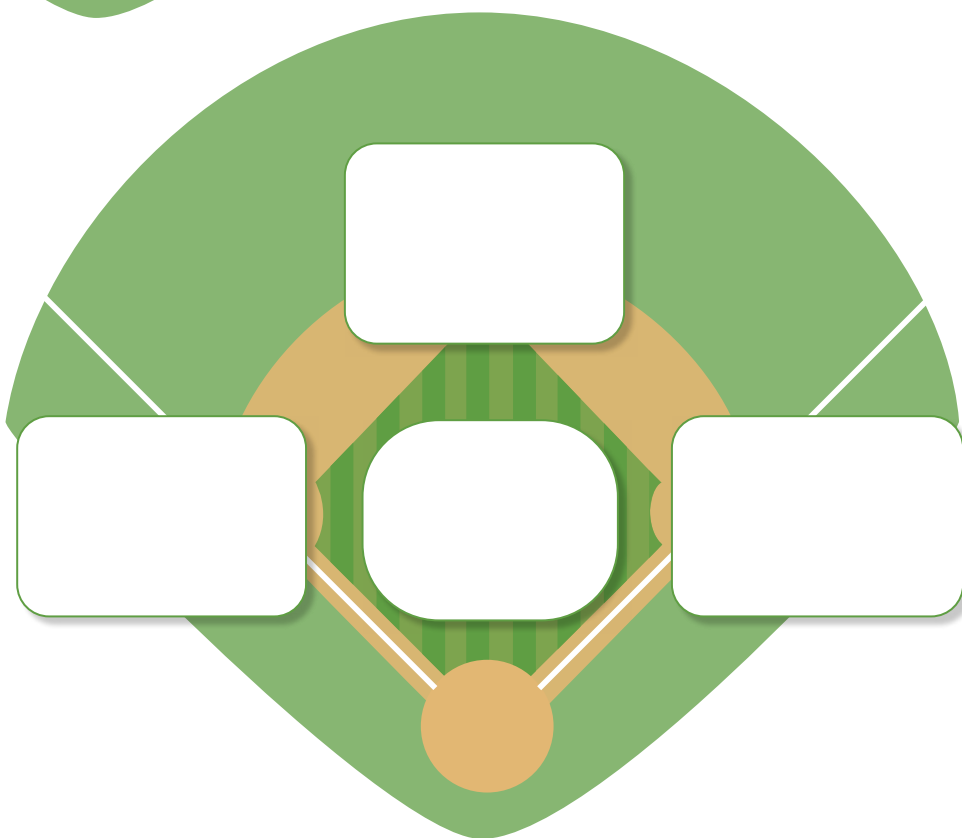
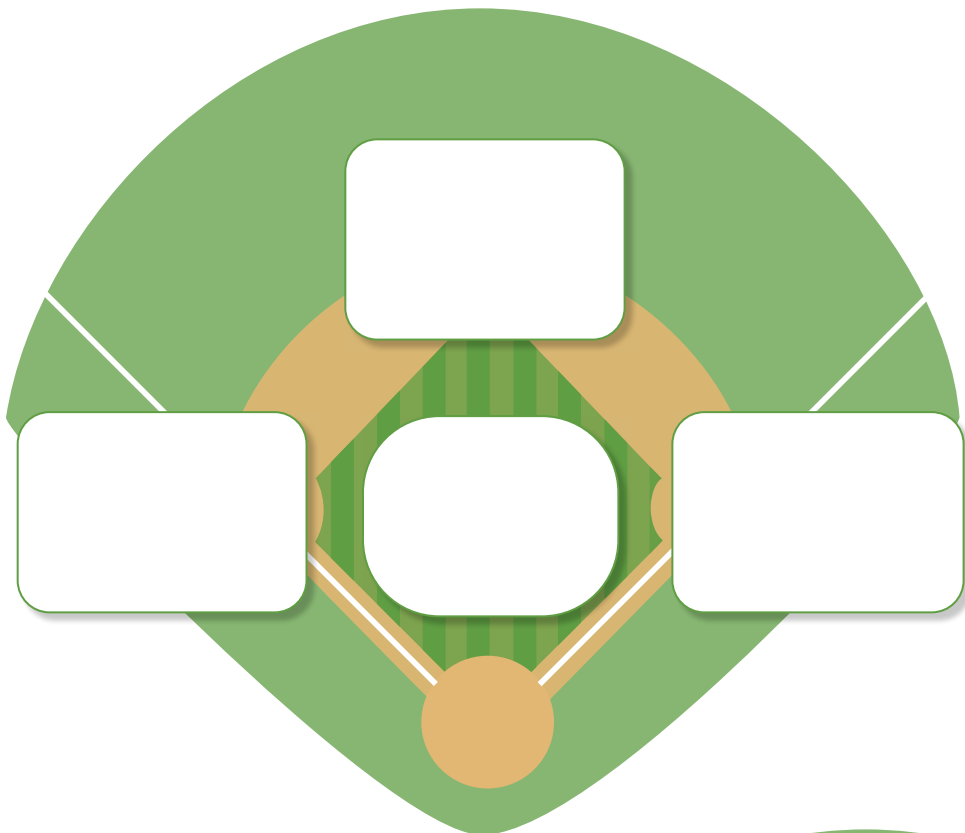
## D: Writing with Diamond Notes

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# LA Week 1 Activity Sheet

## D: Writing with Diamond Notes (cont.)



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# Language Arts 3

## Week 2 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Spelling</b>					
<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	
<b>Activity</b>	Sound Lists				
<b>Optional: MCP Phonics C</b>	pp. 13–14	p. 15	p. 16	pp. 17–18	
<b>Handwriting</b>					
<b>Vocabulary Development</b>					
<b>Optional: Wordly Wise B</b>				Hidden Message 1 p. 5	
<b>Readers</b>					
<i>The Secret Valley</i>	chap. 5	chap. 6 	chaps. 7–8	chap. 9	
<b>Creative Expression</b>					
	A: Copywork 1	B: Copywork Application	C: Writing with Diamond Notes	D: Writing with Diamond Notes	
<b>Other Notes</b>					





### Weekly Overview

#### Spelling/Phonics:

Skill: Hard/soft *c*, hard/soft *g*

Sound Lists: Sort words according to consonant sound

#### Creative Expression:

Copywork Application: Adjectives, homophones

Writing with Diamond Notes: Rank items in order of importance

Writing with Diamond Notes: Rank items with words

### Day 1

#### Spelling

#### Rule & Write

##### Overview

**Rule:** When the letter **c** or **g** is followed by the vowels **a**, **o**, or **u**, it has a hard sound. Hard **c** has a /k/ sound as in camel. When the letter **c** or **g** is followed by **e**, **i**, or **y**, it usually has a soft sound. Soft **c** has an /s/ sound as in cyclone. Soft **g** has the /j/ sound as in gentle.

**Words:** came, palace, cover, decide, cymbal, page, gate, leg, huge, magic

##### Together

Use the prompts that follow to begin today's activity with your children.

#### Hard and Soft Consonants

You know that consonants are the letters that make a closed-mouth sound, as opposed to the vowels (a, e, i, o, u, y) that make an open-mouth sound. Today we'll take a close look at two consonants, c and g, that can be a little tricky.

What sound does the letter c make? (/s/ or /k/) And what about the letter g? (/g/ or /j/) These letters sometimes sound like other letters, which can make spelling a challenge, but there is a pattern that they follow. Write the words *call*, *corn*, *cut*. What do you notice about the c sound in these words? (It sounds like k) That's called a hard c. Write the words *gap*, *go*, *gum*. What do you notice about the g sound in these words? (It sounds like /g/) That's called a hard g. If you look at the vowels in these words, you'll see that the hard c and hard g are followed by the vowels a, o, and u. That's a pat-

tern that holds true for most words, even when the c and g don't come at the beginning of the word.

Write the words *cent*, *city*, *cyberspace*. What do you notice about the c sound in these words? (It sounds like s) That's called a soft c. Write the words *germ*, *gist*, *gym*. What do you notice about the g sound in these words? (It sounds like j) That's called a soft g. If you look at the vowels in these words, you'll see that the soft c and soft g are followed by the vowels e, i, and y. That's a pattern that holds true for most words, even when the c and g don't come at the beginning of the word.

Can you think of a word with a hard c? A hard g? A soft c? A soft g?

#### Activity | Sound Lists

Write your spelling words in four lists according to their sound (hard c, hard g, soft c, soft g). (*came, cover; gate, leg; palace, decide, cymbal; page, huge, magic*)

#### Optional: MCP Phonics C | pp. 13–14

##### p. 13

**hard c:** actor carriage cub doctor candy coat cattle corn cow decorate

**soft c:** cinema pencil celery cymbal grocery price cellar decide palace recess

##### p. 14

1. page-engine, flag-gam      2. figure-gold, large-giraffe

3. orange-gym, sugar-organ      4. gutter-ago, pigeon-arrange

**hard g:** game flag figure gold sugar organ gutter ago

**soft g:** page engine orange gym large giraffe pigeon arrange

#### Readers

#### The Secret Valley | Chapter 5

##### To Discuss After You Read

Q: Where does Nugget go? Why?

A: *the children let Miss Polly take the cat to Miss Polly's younger sister; her sister was sick and missed her cat, the children thought Nugget would encourage her*

#### Creative Expression

#### A: Copywork 1

Have your children write the copywork passage "A: Copywork 1" found on the **Week 2 Activity Sheet**.

Optional: Copywork 2<sup>1</sup>

Sometimes the air was full of bugs. They were big, brown bugs. They flew into the wagon. The cat patted them with his paws.

Day 2

Spelling

Pre-Test

Complete today's spelling lesson the same way you completed "Pre-Test" in Week 1. See the Week 1 Notes for more information.

**Words:** came, palace, cover, decide, cymbal, page, gate, leg, huge, magic

Optional: MCP Phonics C | p. 15

- |                |         |       |        |         |        |         |
|----------------|---------|-------|--------|---------|--------|---------|
| <b>soft c:</b> | ice     | lace  | fancy  | rice    | center | celery  |
|                | city    | face  | dance  | ceiling | police | fence   |
|                | place   | nice  |        |         |        |         |
| <b>soft g:</b> | gym     | giant | large  | huge    | rage   | general |
|                | judge   | page  | engine | stage   | magic  | bridge  |
|                | giraffe | gem   |        |         |        |         |

- |                            |                         |
|----------------------------|-------------------------|
| 1. good Carol's            | 2. guests came costumes |
| 3. detective crimes        | 4. colorful gown wig    |
| 5. tricks juggled cans     | 6. games sack           |
| 7. Carol's gave cake cream | 8. Carol gasped cards   |
| 9. Curtis gave goldfish    | 10. Gary cat closely    |
| 11. could catch            | 12. Gary carried        |

Readers

**The Secret Valley** | Chapter 6

To Discuss After You Read

- Q: Why are there many ships in San Francisco?  
A: *the sailors all jumped ship so they could look for gold*
- Q: How did Mr. Davis stake his claim?  
A: *he left his shovel overnight; as long as his shovel stays at the site, people know to let him be*

Timeline and Map Activities

-  San Francisco (E1) (map 1)

Creative Expression

B: Copywork Application

☆ Prepare in Advance

If you like, write the following words on the board before you begin the lesson:

piece                      wood                      their

Overview

Introduce **adjectives** and **homophones** to your children today.

Together

Use the prompts that follow to begin today's activity with your children.

**Adjectives and Homophones**

Part 1: Adjectives are Descriptive Words

Think about tree branches. How do they feel? (*hard, sharp, rough*). In yesterday's copywork, Frank and Ellen brought pine branches to their mother to make beds. The word *pine* is important, as it lets the reader know the branches are soft evergreen branches and not the uncomfortable ones we might think of if we thought of the branches on a deciduous tree.

Descriptive words, or **adjectives**, can change someone's thinking. Listen to the difference adjectives make in these sentences:

My friend gave me a glass of milk. / My friend gave me a glass of *sour* milk. / My friend gave me a glass of *ice-cold* milk.

My brother beat me at basketball. / My *14-year-old* brother beat me at basketball. / My *three-year-old* brother beat me at basketball.

The mouse sat on the dinner table. / The *pet* mouse sat on the dinner table. / The *rabid* mouse sat on the dinner table.

In each of the examples, changing one word or word group changes the sentence's meaning drastically. You'll want to use adjectives in your own writing to help readers understand your message clearly.

Part 2: Homophones

Notice the words *pieces*, *wood*, and *their* in the copywork passage. These words are **homophones** and non-careful writers can confuse them. Homophones are words that

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1. Clyde Robert Bulla, *The Secret Valley* (New York: Harper Trophy, 1977), 22.



# Notes

## Week 2

sound alike, may or may not be spelled alike, but do not mean the same thing.

*Piece* is a part of something and *peace* (*write the word peace*), which sounds the same, means calmness or no fighting. *Wood* stands for material from a tree, and *would* (*write the word would*) asks for permission. *Their* shows ownership, *there* (*write the word there*) is a location, and *they're* (*write the word they're*) is a contraction of *they are*.

### Activity

For practice with adjectives, help your children fill in the blanks on “B: Copywork Application” on the **Week 2 Activity Sheet** with descriptive words that will make the prompts sound either good or bad.

### Week 2 Activity Sheet Answer Key

Possible answers include, but are not limited to:

1. *Cookie (good): chocolate, yummy, delicious, prize-winning*
  2. *Cookie (bad): salty, stale, old, broccoli-flavored*
  3. *Book (good): exciting, interesting, fun, pretty*
  4. *Book (bad): torn, moldy, boring, dusty*
- 5–6. *Answers will vary.*

## Day 3

### Spelling

### Check

Complete today’s spelling lesson the same way you completed “Check” in Week 1. See the Week 1 Notes for more information.

**Words:** came, palace, cover, decide, cymbal, page, gate, leg, huge, magic

### Optional: MCP Phonics C | p. 16

- |           |          |          |
|-----------|----------|----------|
| 1. gift   | 2. game  | 3. race  |
| 4. face   | 5. tag   | 6. call  |
| 7. center | 8. judge | 9. card  |
| 10. hug   | 11. gym  | 12. huge |

**Phrase:** ice cream

## Readers

### **The Secret Valley** | Chapters 7–8

#### To Discuss After You Read

Q: What does Frank find in the river? [chap. 7]

A: *a large gold nugget*

Q: How did Mr. Davis spend his nugget? [chap. 8]

A: *he paid the men who helped him work*

## Creative Expression

### C: Writing with Diamond Notes

#### ☆ Prepare in Advance

Read over Unit 2, Lesson 1 of Diamond Notes (in **Section Three**) before starting your instruction today.

For today’s lesson, you will need:

- 3 copies of Diamond A (page 31) or use the **Week 2 Activity Sheet**
- Drawing supplies

**Note:** If you choose to make copies of Diamond A, have your children ignore the home plate.

#### Overview

Rank items in order of importance.

#### Together

*Use the prompts that follow to begin today’s activity with your children.*

#### Choosing the Lineup

Today, we’ll keep using Diamond Notes with pictures, rather than words, to make sure you have the hang of it. Besides writing a topic on the pitcher’s mound and filling the bases with ideas, you’ll also rank the ideas in order. The most important idea will go on first base (the one to the right), the second most important idea goes on second base (the one at the top), and the third most important idea goes on third base (the one to the left).

Today, we’ll start with an easy topic—your favorite colors. Write the words “favorite colors” on the pitcher’s mound. *Note that page 7 of the Diamond Notes section addresses what to do if your child is not interested in a certain topic.*

Choose your very favorite color and use it to color first base. Use your second-favorite color to color second base, and so on.

You’ve got two more diamonds to do, making sure to rank your ideas in order of importance. The topics will be “favor-

ite foods” and “favorite toys” and you can draw pictures to show your ideas. Do you have any questions before you continue on with the next two diamonds?

**Activity**

Have your children fill in the diamonds under “C: Writing with Diamond Notes” on the **Week 2 Activity Sheet** according to the directions in Lesson 1. If your children prefer a larger diamond than what we provide on the Activity Sheet, photocopy the reproducible full-page Diamond A on page 31 of Diamond Notes in **Section Three**.

**Day 4**

**Spelling**

**Post-Test**

Complete today’s spelling lesson the same way you completed “Post-Test” in Week 1. See the Week 1 Notes for more information.

**Words:** came, palace, cover, decide, cymbal, page, gate, leg, huge, magic

**Optional: MCP Phonics C** | pp. 17–18

**Note:** On page 17 the book has Hard g listed twice. The first one should say Hard c (for numbers 3 and 7).

p. 17

- |            |             |            |            |
|------------|-------------|------------|------------|
| 1. cement  | 2. gym      | 3. candy   | 4. game    |
| 5. price   | 6. page     | 7. corn    | 8. guess   |
| 9. balloon | 10. cement  | 11. dragon | 12. lizard |
| 13. ruler  | 14. seven   | 15. parrot | 16. zipper |
| 17. radio  | 18. balloon | 19. cement | 20. dragon |
| 21. leaf   | 22. lizard  | 23. ruler  | 24. seven  |
| 25. parrot | 26. zipper  |            |            |

p. 18

Answers will vary.

**Readers**

**The Secret Valley** | Chapter 9

**To Discuss After You Read**

- Q: What are Mr. and Mrs. Davis’ thoughts about where they live?  
 A: *Mrs. Davis knows that not everyone finds gold; Mr. Davis continues to hope that he will be one of the fortunate ones*

**Vocabulary Development**

**Optional: Wordly Wise B** | Hidden Message 1, p. 5

- |            |            |             |
|------------|------------|-------------|
| 1. manhole | 2. tackle  | 3. calendar |
| 4. barrel  | 5. tackle  | 6. dart     |
| 7. batch   | 8. serpent | 9. satchel  |
| 10. dart   | 11. tackle | 12. barrel  |

*Older and tireder.*

**Creative Expression**

**D: Writing with Diamond Notes**

☆ **Prepare in Advance**

Read through Unit 2, Lesson 2 in the Diamond Notes section before starting today’s lesson. You will need:

- 4 copies of Diamond A (page 31) or use the **Week 2 Activity Sheet**

**Note:** If you choose to make copies of Diamond A, have your children ignore the home plate.

**Overview**

Use words to rank items in order of importance.

**Together**

Use the prompts that follow to begin today’s activity with your children.

**The Write Way**

Take a look at this blank Diamond. Show me where the topic goes. (*pitcher’s mound*) And what about the most important idea? (*first base*) The second most important idea? (*second base*) And what goes here? *Point to third base. (The third most important idea)*

Now that you’re getting the hang of Diamond Notes, you’ll start using words instead of pictures. For this first diamond, your topic will be “favorite ice cream flavors.” Write that on the pitcher’s mound. Now think of your very favorite number one ice cream flavor. Write it on first base. Remember, this isn’t a spelling test! It’s just about getting your ideas down so you can read them later. Now finish second and third base with your second-favorite and third-favorite ice cream flavors.

Remember as you work today to write your ideas in order of importance. Your next two diamonds will be about “favorite subjects” and “favorite snacks.”



# Notes

## Week 2

### Activity

Have your children complete the diamonds under “D: Writing with Diamond Notes” on the **Week 2 Activity Sheet** according to the directions in Lesson 2. If your children prefer a larger diamond than what we provide on the Activity Sheet, photocopy the reproducible full-page Diamond A on page 31 of the Diamond Notes located in **Section Three**.

### How to Evaluate This Assignment

Once again, this week’s assignments were more about understanding Diamond Notes than doing extensive writing. At this point, your children should understand how to list items within a topic in order of importance. Even though they used “favorites” this week, they will transition to topics that depend on importance of ideas rather than preference. From now on, your children will write, rather than draw, their ideas on Diamond Notes.

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. ■

### Sample Rubric for Grouping Ideas

Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →

#### Thinking

- \_\_\_\_\_ Produced ideas that fit within a given topic
- \_\_\_\_\_ Ranked ideas in order of importance (or preference)
- \_\_\_\_\_ Used words to identify ideas

## LA Week 2 Activity Sheet

### A: Copywork 1<sup>1</sup>

Mr. Davis put up a tent. He cut pieces of wood for chairs and a table. Frank and Ellen brought pine branches and their mother made beds of them.

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### B: Copywork Application

#### Part 1: Adjectives are Descriptive Words

1. **Cookie** (make it sound good): \_\_\_\_\_
2. **Cookie** (make it sound bad): \_\_\_\_\_
3. **Book** (make it sound good): \_\_\_\_\_
4. **Book** (make it sound bad): \_\_\_\_\_

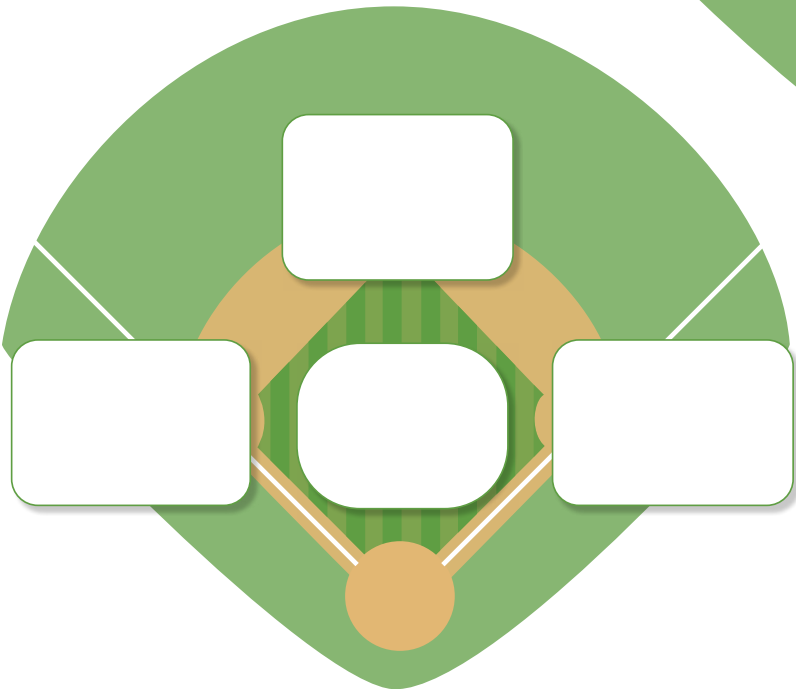
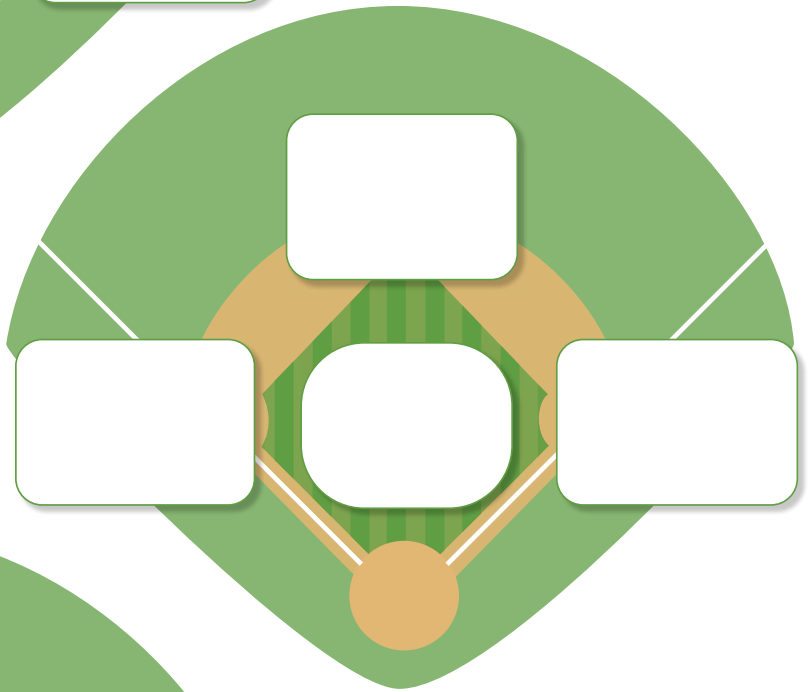
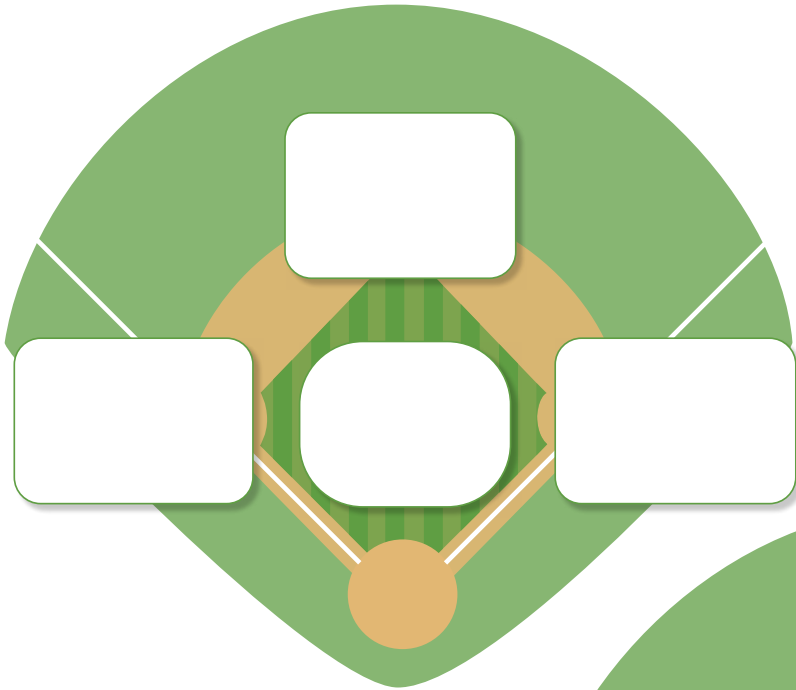
Now, write a sentence about the cookie and one about the book. Then read them to your mom or dad and see if they can tell whether you are trying to make the items sound good or bad.

5. **Cookie:** \_\_\_\_\_  
\_\_\_\_\_
6. **Book:** \_\_\_\_\_  
\_\_\_\_\_

1. Clyde Robert Bulla, *The Secret Valley* (New York: Harper Trophy, 1977), 31.

# LA Week 2 Activity Sheet

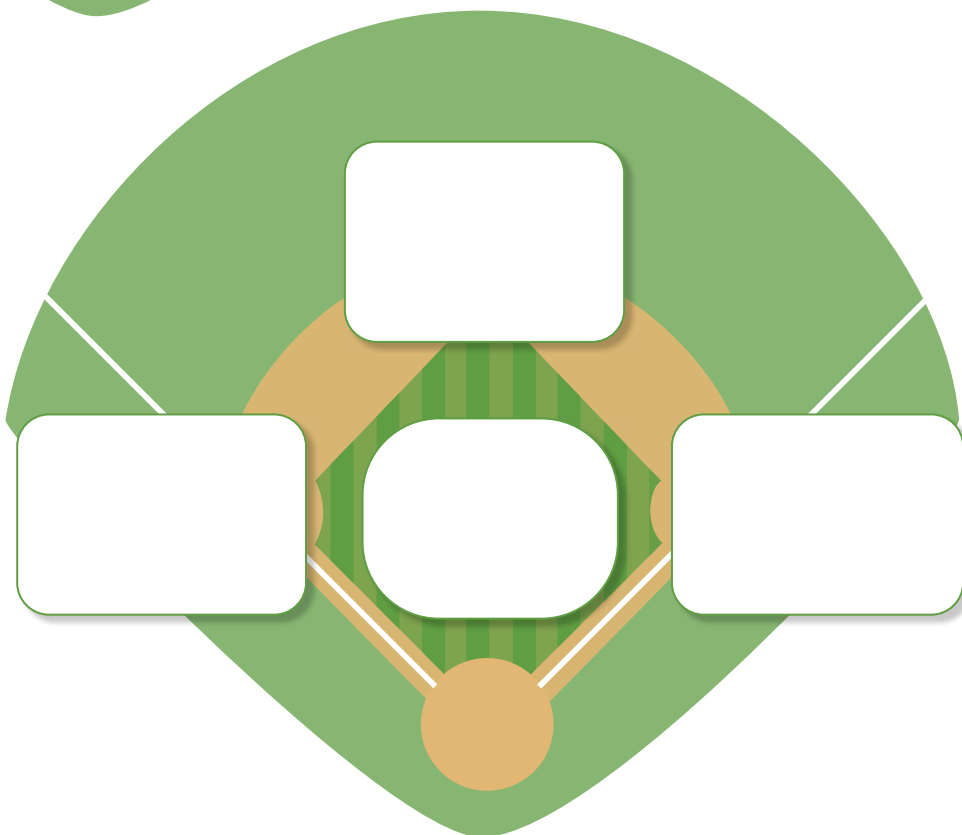
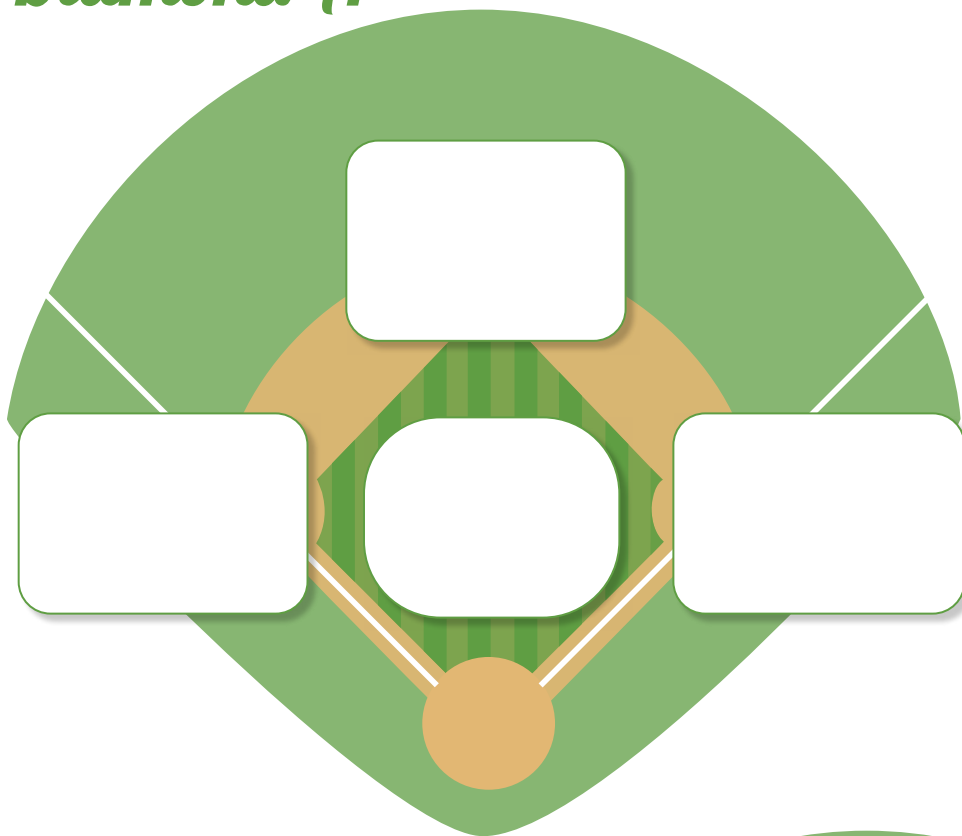
## C: Writing with Diamond Notes



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D: Writing with Diamond Notes

*Diamond A*

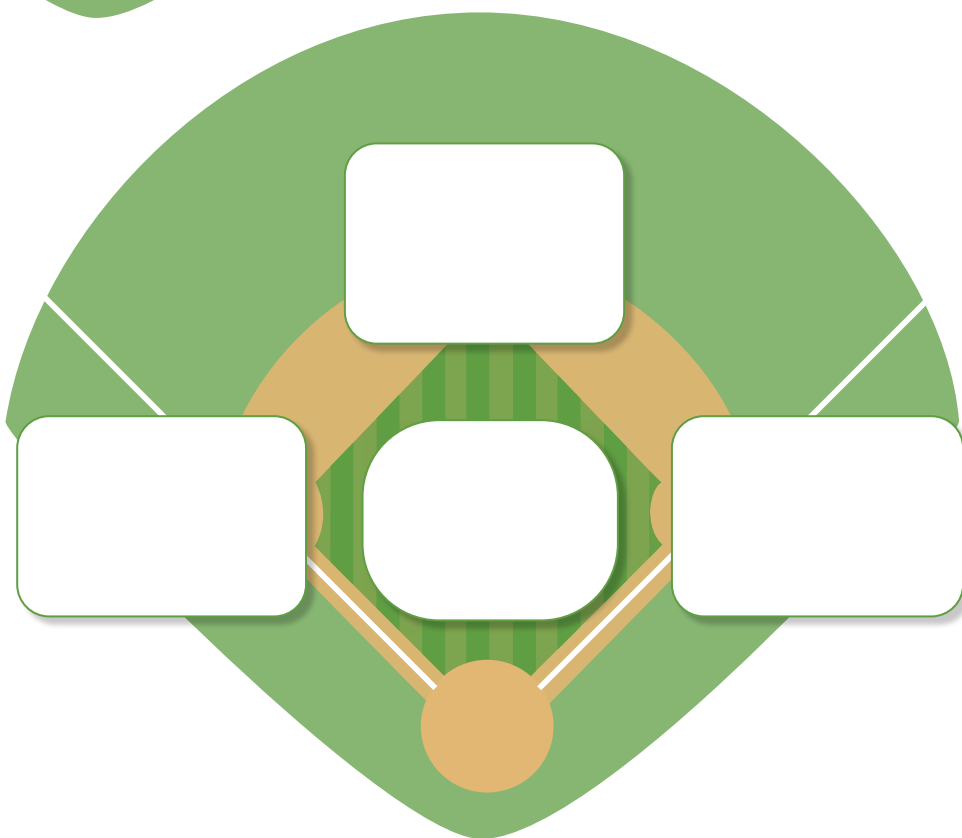
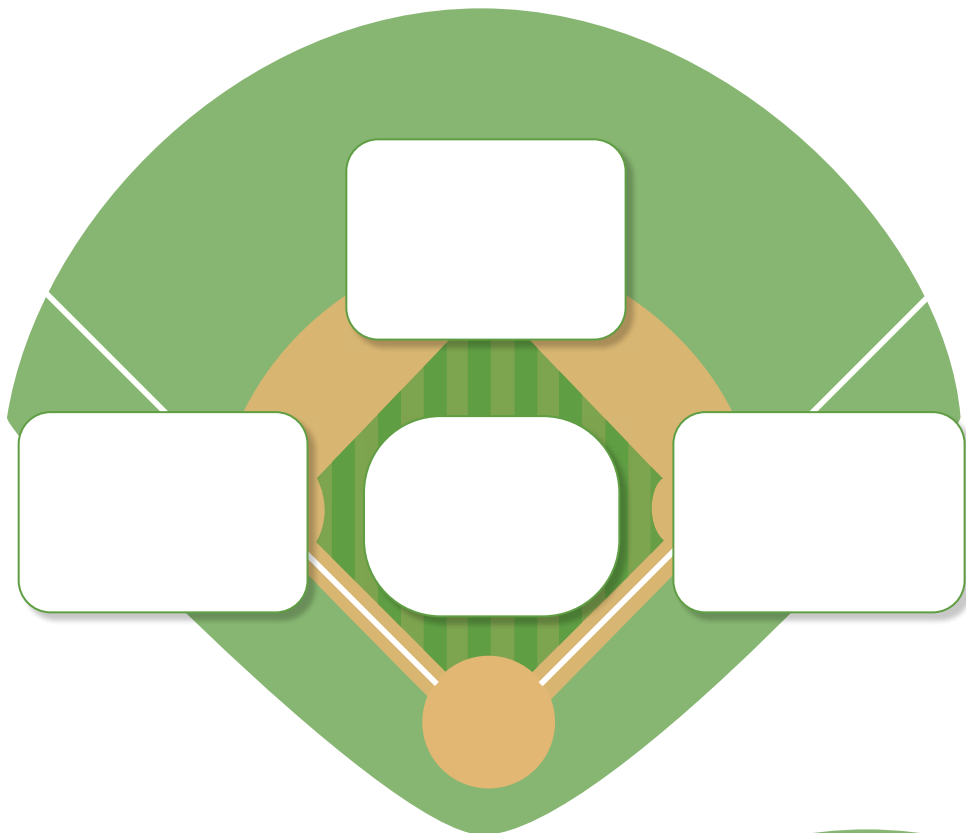


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# LA Week 2 Activity Sheet

## D: Writing with Diamond Notes



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# Language Arts 3

## Week 3 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Spelling</b>					
<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	
<b>Activity</b>	Sound Lists				
<b>Optional: MCP Phonics C</b>	pp. 19–21	p. 22	pp. 23–25	p. 26	
<b>Handwriting</b>					
<b>Vocabulary Development</b>					
<b>Optional: Wordly Wise B</b>				Crossword 1 pp. 6–7	
<b>Readers</b>					
<i>The Secret Valley</i>	chap. 10	chaps. 11–12			
<i>The Chalk Box Kid</i>			chap. 1	chap. 2	
<b>Creative Expression</b>					
	A: Copywork 1	B: Copywork Application	C: Writing with Diamond Notes	D: Writing with Diamond Notes	
<b>Other Notes</b>					



### Weekly Overview

#### Spelling/Phonics:

Skill: Hard/soft *c*, hard/soft *g*

Sound Lists: Sort words according to consonant sound

#### Creative Expression:

Copywork Application: Quotations; sentence forms

Writing with Diamond Notes: Write a concluding sentence that shows emotion

Writing with Diamond Notes: Write the topic as a phrase

### Day 1

#### Spelling

#### Rule & Write

##### Overview

**Rule**: Review the rule from last week.

**Words**: game, price, gym, guess, cake, slice, candle, cement, cab, giraffe

##### Together

Use the prompts that follow to begin today's activity with your children.

#### Hard and Soft Consonants

Last week you learned about the hard and soft sounds that *c* and *g* can make. This week, we'll keep working on that rule. Here's a guessing game to get us started:

Write *ga*. Would this probably be a hard *g* or a soft *g*? (*hard g*) Why? (*because it is followed by a*) Write a blank line after *ga*. What word might this be? (*answers vary*) Write *game*. Game is one of your spelling words.

Write *ce*. Would this probably be a hard *c* or a soft *c*? (*soft c*) Why? (*because it is followed by e*) Write a blank line before *ce*. What word might this be? (*answers vary*) Write *price*. Price is one of your spelling words.

Continue prompting your children in this fashion using the word parts *gy*\_\_, *gu*\_\_, *ca*\_\_, \_\_*ce*, *ca*\_\_, *ce*\_\_, *ca*\_\_, *gi*\_\_.

#### Activity | Sound Lists

Write your spelling words in four lists according to their sound (hard *c*, hard *g*, soft *c*, soft *g*). (*cake, candle, cab; guess; price slice, cement; gym, giraffe*)

### Optional: MCP Phonics C | pp. 19–21

#### pp. 19–20

Read and enjoy.

#### p. 21

- |           |            |           |
|-----------|------------|-----------|
| 1. pedal  | 2. happy   | 3. soap   |
| 4. dog    | 5. pedal   | 6. hated  |
| 7. bike   | 8. cowboy  | 9. cab    |
| 10. leaf  | 11. yellow | 12. pedal |
| 13. music | 14. comic  | 15. room  |
| 16. soap  | 17. music  | 18. gas   |
| 19. room  | 20. hurry  | 21. near  |
| 22. near  | 23. funny  | 24. wagon |
| 25. gas   | 26. wagon  | 27. dog   |
| 28. tow   | 29. hated  | 30. vat   |
| 31. zoo   | 32. hazy   | 33. jazz  |
| 34. funny | 35. jiffy  | 36. leaf  |

#### Readers

### The Secret Valley | Chapter 10

#### To Discuss After You Read

- Q: When the family moved their tent, did they move to a good spot?
- A: *no—they were surprised by a flood in the middle of the night*

#### Creative Expression

#### A: Copywork 1

Have your children write the copywork passage "A: Copywork 1" found on the **Week 3 Activity Sheet**.

#### Optional: Copywork 2<sup>1</sup>

Frank went with them every day. He watched them dig the ditch. He helped them build the dam of mud, sticks and stones.

1. Clyde Robert Bulla, *The Secret Valley* (New York: Harper Trophy, 1977), 64.

## Day 2

## Spelling

## Pre-Test

Complete today's spelling lesson the same way you completed "Pre-Test" in Week 1. See the Week 1 Notes for more information.

**Words:** game, price, gym, guess, cake, slice, candle, cement, cab, giraffe

**Optional: MCP Phonics C** | p. 22

1. got      2. certain      3. huge      4. guess  
5. carefully      6. giant      7. can't      8. call  
9. curtain carefully can't call  
10. certain cement cent cell  
11. got hug guess garden  
12. gym huge gem giant

## Readers

**The Secret Valley** | Chapters 11–12

## To Discuss After You Read

- Q: Do Frank and his father find gold in the Secret Valley? Why did Father John send them there? [chap. 11]  
A: *no; he knew it could be a good place for the family*
- Q: Is there gold in the Secret Valley? [chap. 12]  
A: *yes: Miss Polly gives them some because she is grateful her sister got better; there is gold in the flowers, in the sunshine, and on their cat's fur*

## Creative Expression

**B: Copywork Application**

## ☆ Prepare in Advance

Write the following on the board before you begin the lesson:

This is our cat, said Ellen.

Also write the names of the four sentence types: declarative, interrogative, exclamatory and imperative.

## Overview

Introduce **quotations** and **sentence forms** with your children today.

## Together

Use the prompts that follow to begin today's activity with your children.

**Quotations and Sentence Forms**

Read this sentence (*indicate the one you wrote on the board*) from your copywork passage. Which part of the sentence is spoken by Ellen? ("*This is our cat*") How do you know (*quotation marks, attribution*)

When we write what someone said word-for-word, we call it a quotation and place quotation marks around the exact words they spoke. *Place quotation marks around "This is our cat"* Quotations need attributions, or words that tell us who spoke. *Underline the words "said Ellen."* Sometimes the attribution comes before the quotation, sometimes it comes at the end, and sometimes it comes right in the middle, as in this example. When two characters speak back and forth several times, the author might drop the attribution after the first few lines of dialogue. Then you have to keep track in your head who is speaking.

The punctuation always goes inside the quotation marks.

**Sentences** come in four types: declarative, interrogative, exclamatory and imperative.

**Declarative** sentences end with a period ( . ) and make statements like:

Ellen went into the store.

**Interrogative** sentences end with a question mark ( ? ) and ask questions like:

Is this your book?

**Exclamatory** sentences end with an exclamation point ( ! ) and show excitement like:

Hooray!

**Imperative** sentences also end with a period, but imperatives are commands, and not just simple statements of fact:

Please take out the garbage.

## Activity

Have your children write a dialogue of three interactions on "B: Copywork Application" on the **Week 3 Activity Sheet**. Remind them to use quotation marks and attributions. Then, your children will identify different sentence types in the copywork passage and dictate their own sentences. If they are able, feel free to have your children write, rather than dictate, their own sentences.



# Notes

## Week 3

### Week 3 Activity Sheet Answer Key

1. *Answers will vary.*
2. *The cat put his head out of the tent. Answers will vary*
3. *Bless me! Answers will vary*
4. *What's this? Nugget? How are you, Nugget? Answers will vary*

## Day 3

### Spelling

#### Check

Complete today's spelling lesson the same way you completed "Check" in Week 1. See the Week 1 Notes for more information.

**Words:** game, price, gym, guess, cake, slice, candle, cement, cab, giraffe

**Optional: MCP Phonics C** | pp. 23–25

p. 23–24

Read and discuss.

p. 25

- picture:** 1. fan      2. leaf      3. ax  
 4. hat      5. kite      6. cat  
 7. hand      8. sun      9. rope  
 10. cake      11. bat      12. glass
- color:** fan ax hat cat hand bat glass
- circle across:** bat ax hat glass
- circle down:** hand cat fan

### Readers

#### **The Chalk Box Kid** | Chapter 1

##### Setting

A new home and school.

##### Overview

Gregory's family moves after his father gets a new job. Gregory has a hard time adjusting to his new home and school, but when he finds a burned-out, abandoned warehouse next door, he has a place of his own. Then Mr. Hiller, who owns a nursery, offers plants and seeds to Gregory's class. Gregory has no place to grow crops, but he wants a garden, and so he creates one out of chalk in the warehouse.

##### To Discuss After You Read

- Q: What did Gregory do on his birthday?  
 A: *stay with Aunt Grace all day*
- Q: What turns the disappointing birthday into the best one ever?  
 A: *he gets a room of his own*

### Creative Expression

#### C: Writing with Diamond Notes

##### ☆ Prepare in Advance

Read over Unit 3, Lesson 1 of Diamond Notes in **Section Three** before starting your instruction today.

For today's lesson, you will need:

- 3 copies of Diamond A (page 31) or use the **Week 3 Activity Sheet**

##### Overview

Write a concluding sentence that shows emotion.

##### Together

Use the prompts that follow to begin today's activity with your children.

#### Sliding into Home

Last week, you filled in three diamonds with favorites, ranking your ideas in order of importance. Let's start off like that again today. Fill in this first diamond with the topic "Favorite Drinks" and add your ideas.

You'll notice that this diamond now has a home plate on it. That's for your concluding, or ending, sentence. Think about your three ideas and how they are connected to the topic "Favorite Drinks." You'll write that as a sentence on home plate. Your sentence shouldn't be about just one of your ideas, but should be a bigger statement about all three ideas. It might help if you think about your feelings about this topic.

##### Activity

Have your children fill in the diamonds in under "C: Writing with Diamond Notes" on the **Week 3 Activity Sheet** according to the directions in Lesson 1. If your children prefer a larger diamond than what we provide on the Activity Sheet, photocopy the reproducible full-page Diamond A on page 31 of the Diamond Notes in **Section Three**.

## Day 4

### Spelling

#### Post-Test

Complete today's spelling lesson the same way you completed "Post-Test" in Week 1. See the Week 1 Notes for more information.

**Words:** game, price, gym, guess, cake, slice, candle, cement, cab, giraffe

**Optional: MCP Phonics C** | p. 26

- |                     |                   |
|---------------------|-------------------|
| 1. Ann had at       | 2. ran and Jack   |
| 3. Dad sand castles | 4. swam fast raft |
| 5. napped van back  |                   |

### Readers

**The Chalk Box Kid** | Chapter 2

**To Discuss After You Read**

Q: Describe Uncle Max.

A: *twenty years old, with a red beard; he plays the guitar and makes up songs; usually unemployed; he thinks he is important and no one else is*

Q: Why does Gregory no longer have a room?

A: *Uncle Max takes over his room*

### Vocabulary Development

**Optional: Wordly Wise B** | Crossword 1, pp. 6–7

#### Across

- |             |             |            |
|-------------|-------------|------------|
| 3. batch    | 5. barrel   | 6. satchel |
| 9. calendar | 11. serpent |            |

#### Down

- |           |           |            |
|-----------|-----------|------------|
| 1. tackle | 2. barrel | 4. manhole |
| 7. tackle | 8. dart   | 10. dart   |

### Creative Expression

#### D: Writing with Diamond Notes

☆ **Prepare in Advance**

Read through Unit 3, Lesson 2 in the Diamond Notes section before starting today's lesson. You will need:

- 3 copies of Diamond A (page 31) or use the **Week 3 Activity Sheet**

**Note:** The Diamond Notes your children complete today will be used in next week's lessons.

#### Overview

Write the topic as a phrase.

#### Together

Use the prompts that follow to begin today's activity with your children.

#### The Pitcher's Mound

Today we'll keep working with Diamond Notes to identify a topic, rank three ideas in order of importance, and write a concluding sentence. Lately, you've been writing a lot of "favorite" topics. We've been using a topic on the pitcher's mound that sounds kind of like a title, "Favorite Snacks," "Favorite Subjects," and so on.

Today, I'll help you write topics that sound more like a phrase or a statement. Instead of just writing "Winter" for your first topic, you'll write "I Love Winter." Can you tell what kinds of ideas you should use to fill the bases? (*reasons why I love winter*). Good. Don't forget to write your ideas in order of importance and then finish with a concluding sentence.

#### Activity

Have your children complete the diamonds under "D: Writing with Diamond Notes" on the **Week 3 Activity Sheet** according to the directions in Lesson 2. If your children prefer a larger diamond than what we provide on the Activity Sheet, photocopy the reproducible full-page Diamond A on page 31 of the Diamond Notes in **Section Three**.

#### How to Evaluate This Assignment

This week's assignment will start to give you a better idea of how Diamond Notes serve as a strong outline for writing a paragraph. It's very important at this point that your children thoroughly understand how to use the diamonds and that they are doing good thinking. Next week, they will begin the transition to writing sentences based on their Diamond Notes.

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



# Notes

Week 3

## Sample Rubric for Grouping Ideas

Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →

### *Thinking*

- \_\_\_\_\_ Produced ideas that fit within a given topic
- \_\_\_\_\_ Ranked ideas in order of importance (or preference)
- \_\_\_\_\_ Used words to identify ideas
- \_\_\_\_\_ Wrote concluding sentences that show emotion

## LA Week 3 Activity Sheet

### A: Copywork 1<sup>1</sup>

The cat put his head out of the tent.

“Bless me!” said Father John. “What’s this?”

“This is our cat,” said Ellen. “This is Nugget.”

“Nugget?” said Father John. “How are you, Nugget?”

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### B: Copywork Application

1. Write dialog of three interactions that follow the prompt given.

“What did you do today?” Mom asked.

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1. Clyde Robert Bulla, *The Secret Valley* (New York: Harper Trophy, 1977), 32.



## LA Week 3 Activity Sheet

2. Underline the declarative sentences in yesterday's copywork. Dictate a declarative sentence.

---

3. Circle the exclamatory sentences in the copywork passage. Dictate an exclamatory sentence.

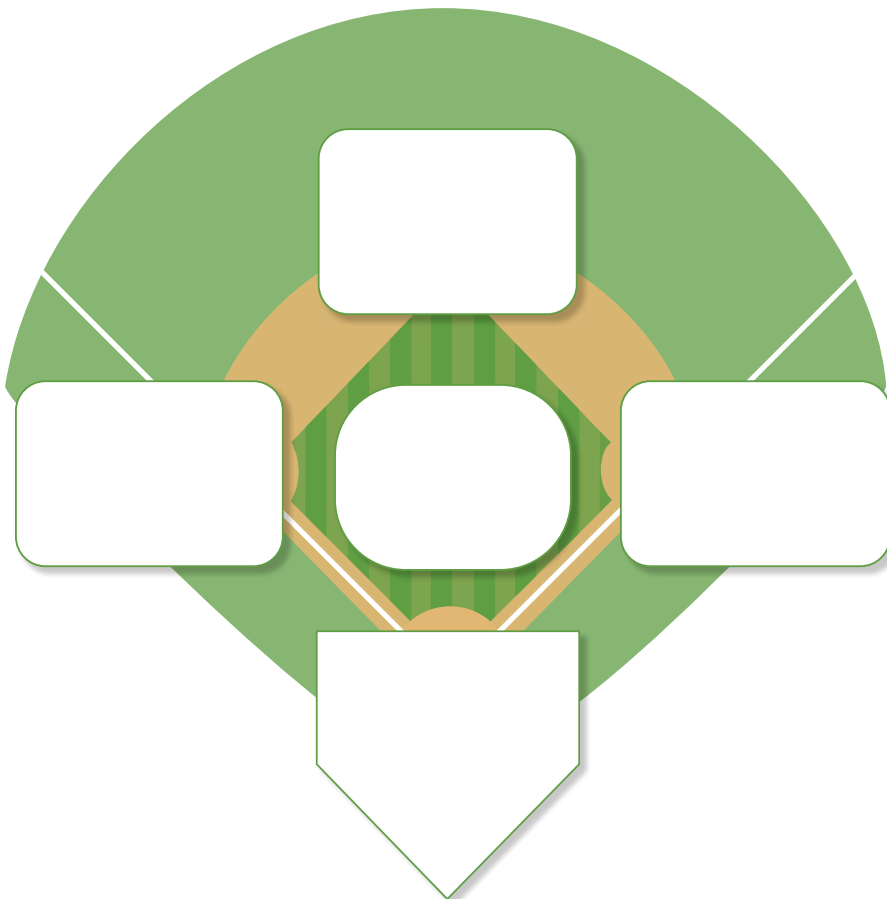
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4. Put brackets [ ] around the interrogative sentences. Dictate an interrogative sentence.

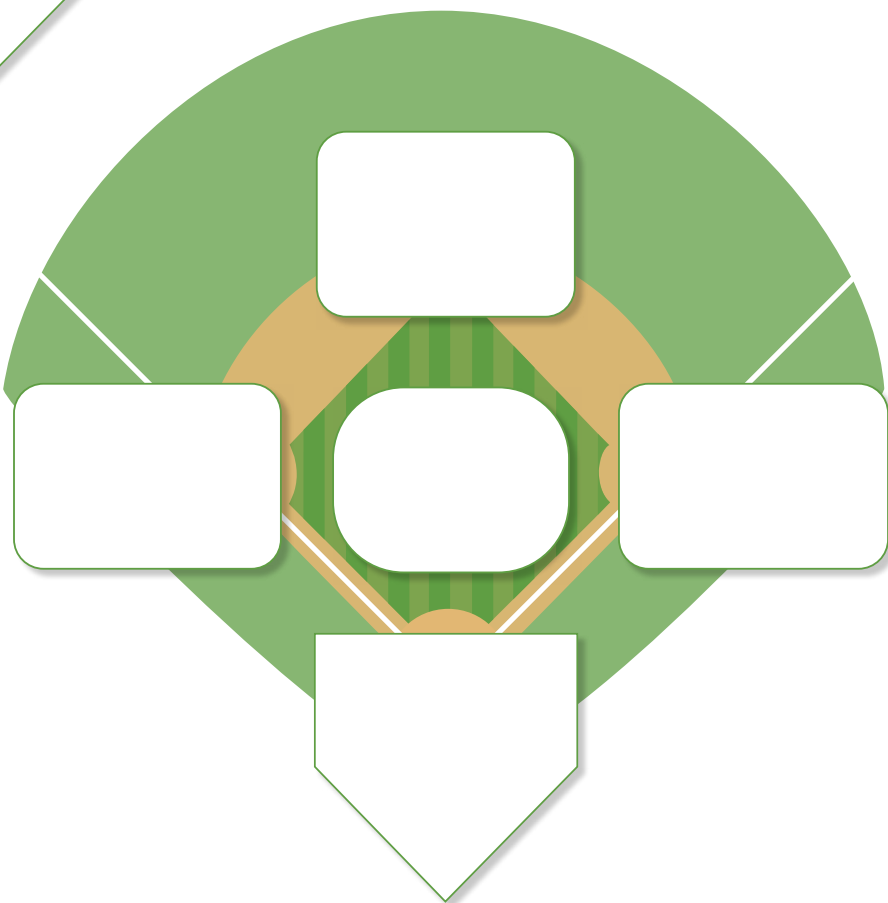
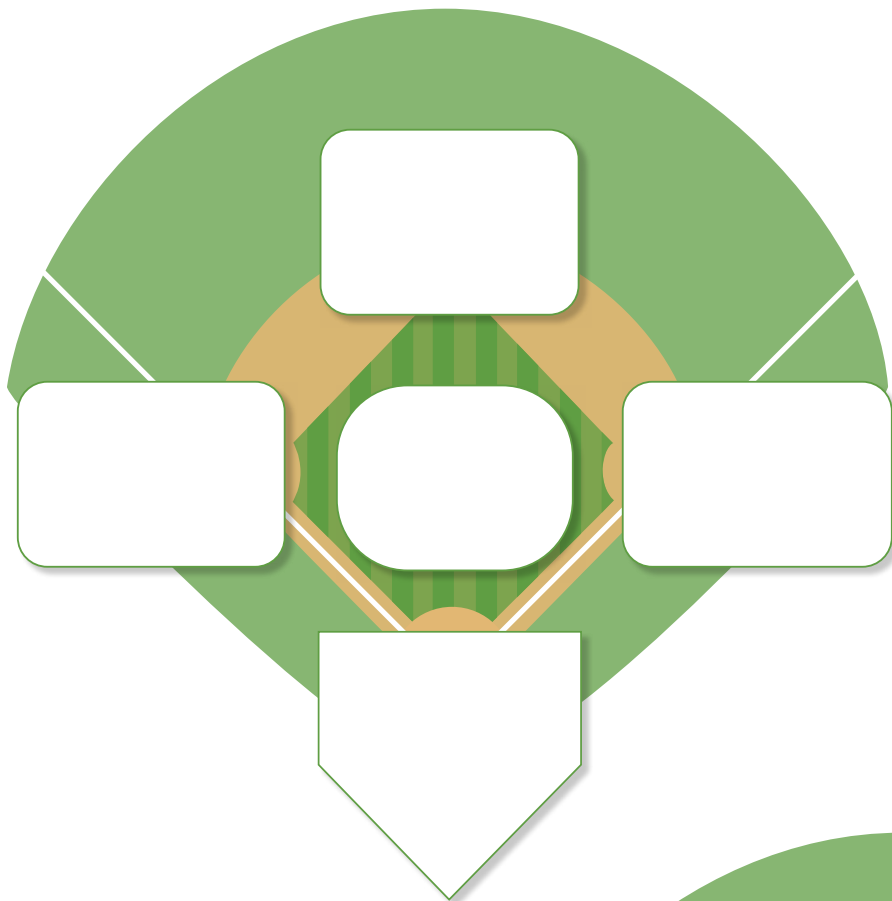
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### C: Writing with Diamond Notes

## *Diamond A*



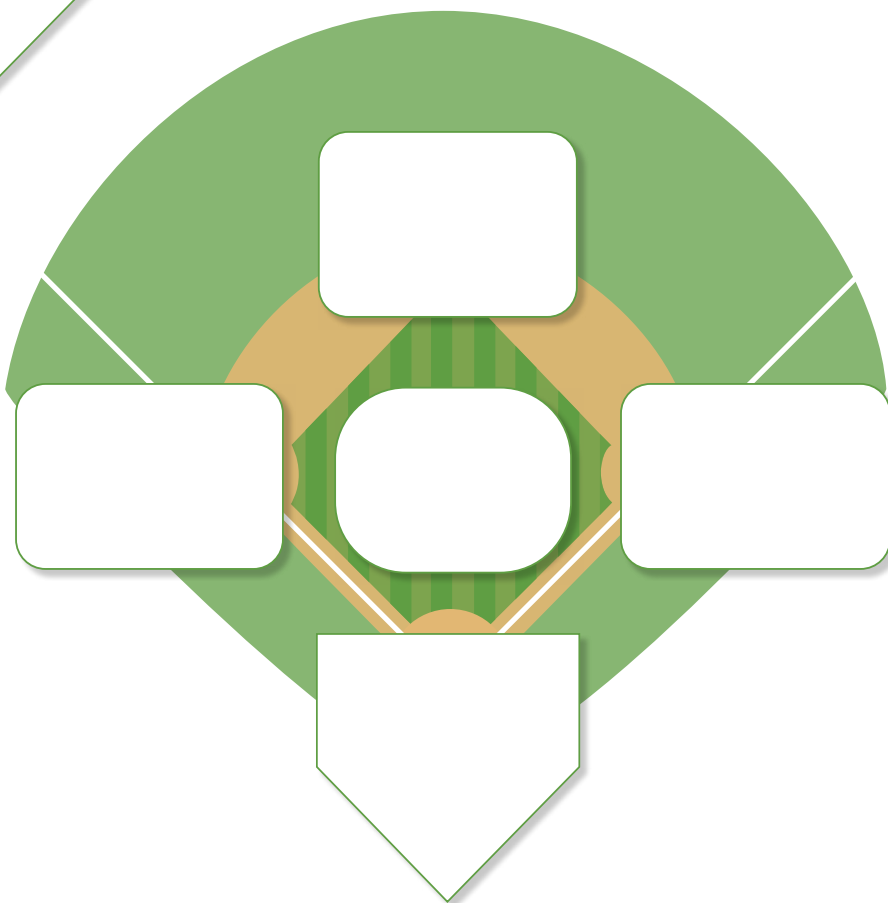
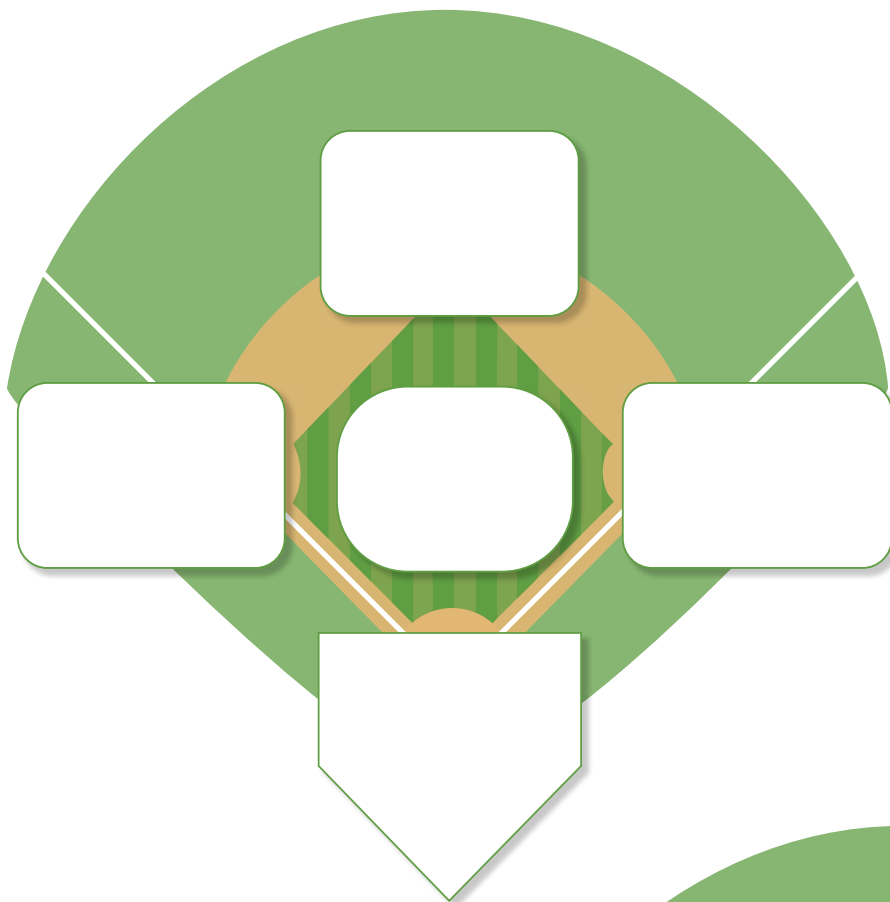
## C: Writing with Diamond Notes (cont.)



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# LA Week 3 Activity Sheet

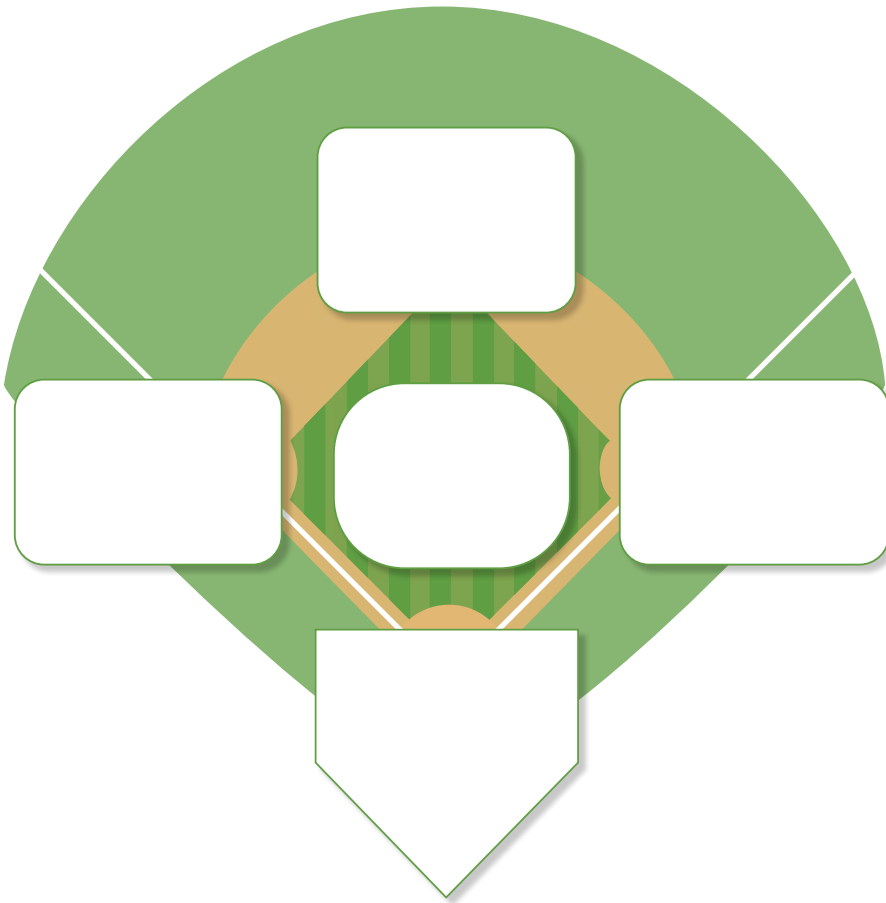
## D: Writing with Diamond Notes



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# LA Week 3 Activity Sheet

## D: Writing with Diamond Notes (cont.)



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## Language Arts 3—Scope and Sequence: Schedule for Topics and Skills

Week	Spelling/Phonics	Copywork Application	Creative Expression
1	Consonants; , alphabetize spelling words	Prepositions (Mechanics)	Diamond Notes Unit 1: Lesson 1 (Writing Process) Diamond Notes Unit 1: Lesson 2 (Writing Process)
2	Hard/soft <i>c</i> , hard/soft <i>g</i> ; sort words according to consonant sounds	Adjectives; Homophones (Mechanics)	Diamond Notes Unit 2: Lesson 1 (Writing Process) Diamond Notes Unit 2: Lesson 2 (Writing Process)
3	Hard/soft <i>c</i> or <i>g</i> followed by vowels <i>a</i> , <i>o</i> , or <i>u</i> ; sort words according to consonant sounds	Quotations; Sentence forms (Mechanics/Voice)	Diamond Notes Unit 3: Lesson 1 (Writing Process) Diamond Notes Unit 3: Lesson 2 (Writing Process)
4	Short <i>a</i> , <i>i</i> , <i>u</i> ; sort words according to vowel sound	Possession (Mechanics)	Diamond Notes Unit 4: Lesson 1 (Writing Process) Diamond Notes Unit 4: Lesson 2 (Writing Process)
5	Short vowels; write a rhyming word for each word in the list	Pronouns; Abbreviations (Mechanics)	Diamond Notes Unit 5: Lesson 1 (Writing Process) Seventh Inning Stretch (Writing Process)
6	Long <i>a</i> and long <i>i</i> ; write a rhyming word for each word in the list	A/An (Mechanics)	Who's Who? (Description) The Paint Brush Character (Description)
7	Long <i>o</i> and long <i>u</i> ; write a rhyming word for each word in the list	Coordinating Conjunctions (Mechanics)	Developing Detail (Description) Detailed Descriptions (Description)
8	Short and long vowel sounds; write a rhyming word for each word in the list	Capital letters, plurals, and <i>-ing</i> endings	History (Imagination) Imagine Yourself in History (Imagination)
9	Compound words; form compound words out of their parts	Linking Verbs (Mechanics)	Shape Poem (Poetry) Acrostic Poem (Poetry)
10	Consonant blends; alphabetize spelling words	Vivid vocabulary (Word Choice)	Prepare to Write a Journal Entry (Brainstorm) Journal Time (Brainstorm)
11	Consonant blends; words ending in <i>y</i> ; sort words according to ending sound	Helping (auxiliary) verbs (Mechanics)	Pick a Title (Imagination) Write From the Title Prompt (Imagination)
12	Consonant digraphs; words beginning with <i>y</i> ; alphabetize spelling words	Verb tense (Mechanics)	Discuss Directions (Expository) Write Directions (Expository)
13	Review (consonant digraphs); alphabetize spelling words	Simple sentences (Mechanics)	Dialog (Voice) Another Conversation (Voice)
14	<i>R</i> -controlled vowels; sort words according to vowel sound	Antecedents (Mechanics)	Homophones (Comprehension) Write Right (Comprehension)

*(continued on the following page)*

## Language Arts 3—Scope and Sequence: Schedule for Topics and Skills

Week	Spelling/Phonics	Copywork Application	Creative Expression
15	Review R-controlled vowels; sort words according to vowel sound	Compound sentences (Mechanics)	Point of View Fairy Tale (Imagination/Analysis) Write the Point of View Fairy Tale (Imagination/Analysis)
16	Contractions; combine words to form contractions	Time Order Words (Mechanics)	Story-Starter Picture (Imagination) A New Tale (Imagination)
17	Plurals; sort words according to plural ending	Apostrophes—contractions & ownership (Mechanics)	The Persuasive Letter (Analysis) Write the Persuasive Letter (Analysis)
18	Add suffixes; combine base words with suffixes	Commas (Mechanics)	The Life of a Coin (Imagination) Write about a Coin (Imagination)
19	Add suffixes; combine base words with suffixes	Abbreviations and Titles (Mechanics)	Describe your Favorite Place (Description) Write about your Favorite Place (Description)
20	Add suffixes; combine base words with suffixes	Antonyms (Mechanics)	Quartrain (Poetry) Limerick (Poetry)
21	Review suffixes; combine base words with suffixes	Synonyms (Mechanics)	How Stories Change (Analysis) Retell a Story (Narrative)
22	Review suffixes; combine base words with suffixes	Capital Letters (Mechanics)	Award-Winning Characters (Description) Introduce the Best Character (Description)
23	Vowel digraphs; write a rhyme with similar spelling for each word	Rambling Sentences (Mechanics)	Interview My Favorite Adult (Research) Write the Favorite Adult Paragraph (Research)
24	Vowel digraphs; alphabetize spelling words	Its/it's (Mechanics)	A Character's Decision (Analysis) Give a Character Advice (Persuasive)
25	Diphthongs; write a rhyming word for each word in the list	Quotations (Mechanics)	When I Grow Up... (Imagination) 30-Year-Old Journal Entry (Imagination/Description)
26	Review vowel digraphs and diphthongs; write a rhyming word for each word in the list	I and me; we and us (Mechanics)	Fun, Unplugged (Analysis) Powerless Play (Analysis)
27	Prefixes and suffixes; write a word with the same affix as each word in the list	Varying sentence length (Mechanics)	Story-Starter Picture (Imagination) Write the Short Story (Imagination)
28	Base words; write a word with the same base as each word in the list	Exclamations, Questions & Ellipses (Mechanics)	If I Were an Explorer... (Imagination) Be an Explorer (Imagination)
29	Review prefixes, suffixes, and base words; write a word with the same base as each word in the list	Subjects; Verbs; Sentence Fragments (Mechanics)	Animal Migration Web (Imagination) Imaginative Animal Migration (Imagination)

*(continued on the following page)*

## Language Arts 3—Scope and Sequence: Schedule for Topics and Skills

<b>Week</b>	<b>Spelling/Phonics</b>	<b>Copywork Application</b>	<b>Creative Expression</b>
30	Write each word using blue for consonants and red for vowels	Capitalization (Mechanics)	Two Possible Stories (Imagination) Choose the Best Version (Imagination)
31	Write each word using blue for consonants and red for vowels	Similes (Figurative Language)	A Notorious Trait Due to an Imaginative Cause (Imagination/Analysis) Write About a Notorious Trait (Imagination/Analysis)
32	Write the words in three lists according to the number of syllables	Adverbs (Mechanics)	Plan a Flyer Advertisement (Brainstorm) Create the Flyer (Artistic)
33	Synonyms; write the words in three lists according to the number of syllables	You're/your; comparatives/superlatives (Mechanics)	Research for a Biography (Research) Write a Biography (Description)
34	Homophones; use each word in a sentence	Dialogue; direct Address (Mechanics)	Compare and Contrast Characters (Analysis) A Tale of Two Characters (Analysis)
35	Write the words in three lists according to the number of syllables	Spelling Rules (Mechanics)	Answer the Questions (Brainstorm) Write the Question Poem (Poetry)
36	Review; alphabetize spelling words	Writing Titles (Mechanics)	The Absolute Favorite Book (Summary) The Absolute Favorite Book Report (Summary)