

# How to Use the Schedule

More notes with important information about specific assignments. The **W** 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. We provide a blank cell on Day 5 to allow for your own activities and topics that you would like to teach your children.

Write in the week's date for your records.

We schedule your optional Language Arts workbooks for you.

Additional space for your record keeping.

KINDERGARTEN		WEEK 1				SCHEDULE
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
<b>Phonics/Spelling</b>						
Letters Learned So Far	Ff					
<i>My First Picture Dictionary</i>	F pages					
<b>Language and Phonics Activities</b>		Measurement: Pounds and Ounces	Measurement: Other Vocabulary	Tactile Letters		
Optional: <i>Get Set for the Code</i>	pp. 1-4	pp. 5-8	pp. 9-11	pp. 12-14		
<b>Handwriting</b>						
<i>Handwriting Without Tears</i>	p. 12	p. 62				
<b>Creative Expression</b>						
	A: Copywork 1 <b>W</b>	B: Copywork Application	C: The News Report	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.

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

Summary of the lesson and skills covered.

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

## 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?

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

Where did the event take place?  
When, why and how did it happen?

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 speaking, and better refine these skills.

#### News Report Checklist

Key: Excelled: ✓+ Met Expectation: ✓

##### Content

- \_\_\_\_\_ Did they accurately report or
- \_\_\_\_\_ Did your children remember each point you discussed in the report? (If they remembered most of the points, they have met expectations for this item).

##### Presentation

- \_\_\_\_\_ Did your children speak loudly enough?
- \_\_\_\_\_ If your children tend to move around or fidget while they are speaking, challenge them to stand still.
- \_\_\_\_\_ Did they make eye contact with the audience?
- \_\_\_\_\_ Did their presentation improve between the first and last reports?

"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.

# 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 Overview

**Spelling:** plural forms

**Reading Instruction:**

**Form Words:** vowel recognition; wor

Together

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

**Plurals: -s and -es**

This week, we're going to learn to spell several words in their plural form. Do you know what **plural** means? Let me give you a few examples, and then let's see if you can explain it.

## 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.

## Sample Rubric

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

### Content

Used imagination to think about life from a different perspective.  
Creatively problem solved/used a turn.

## Rubrics

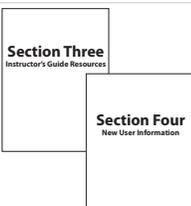
Methods to evaluate your children's writing, like rubrics, make measuring progress quick and easy.

## 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.

Date:	Day 1 <sub>1</sub>	Day 2 <sub>2</sub>	Day 3 <sub>3</sub>	Day 4 <sub>4</sub>	Day 5 <sub>5</sub>
<b>Spelling/Phonics</b>					
<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	
<b>Activity</b>	Index Cards				
<b>Optional:</b> <i>Explode the Code 4</i>	pp. 1-2	pp. 3-4	pp. 5-6	pp. 7-8	
<b>Handwriting</b>					
<b>Handwriting Without Tears 2</b>	pp. 4-7 		pp. 8-9		
<b>Readers</b>					
<b>Owl at Home</b>	"The Guest" pp. 5-18	"Strange Bumps" pp. 19-30	"Tear-Water Tea" pp. 31-40	"Upstairs and Downstairs" pp. 41-50	
<b>Vocabulary Development</b>					
<b>Optional:</b> <i>Wordly Wise A</i>				Word List 1 pp. 2-3	
<b>Creative Expression</b>					
	A: Copywork	B: Copywork Application	C: Descriptive Words	D: Describe an Animal	
<b>Other Notes</b>					

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 Special Note to Mom or Dad

*Weekly Overview***Spelling/Phonics:**

Skill: Compound words

Index Cards: Compound words

**Creative Expression:**

Copywork Application: Sentence structure; punctuation; nouns—proper and common nouns

Descriptive Words: Adjectives

Describe an Animal: Descriptive writing; adjectives; spelling; sentence structure

Write the individual words that form each compound Spelling Word on an index card. For example:

in      side

**Overview**

Review the spelling rule with your children, then have them practice writing the words on a board and forming the words with index cards.

**Rule:** Compound words are two smaller words joined together to make one larger word.

**Words:** inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

**Together**

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

**Compound Words**

Can you think of any words that are made up of two other words? What two smaller words make up that word? (Ex. basketball, bedtime)

This week, you will learn to spell several compound words. Read the rule for compound words above.

Have your children write "inside" on a large white- or chalkboard as you spell it to them.

What two smaller words make up this word?

Ask your children to draw a line to divide the compound word into two smaller words. Repeat with the other words on this week's list.

**Activity | Index Cards**

Have your children use the index cards you prepared earlier to form the compound words on this week's list. Please consider these activities as optional if your children spell easily.

**Optional: Explode the Code 4 | pp. 1–2**

If you own it, please note that the BookShark phonics book, *I Can Read It! Word Lists Book*, used in Language Arts 1, follows the same phonetic progression as the *Explode the Code* series. We have scheduled the *Explode the Code* workbooks as optional activities.

**Handwriting**

We offer and recommend *Handwriting Without Tears* for your handwriting program. If you have another handwriting program you are using, please feel free to skip over this section. We schedule *Handwriting Without Tears 2: Printing Power* for your convenience, but if you purchased

**Day 1****Spelling/Phonics**

We recommend you use the methods **Rule and Write**, **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. 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.

**Lesson: Rule & Write**

Today we suggest your children write their spelling 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 printing on a board.

☆ **Prepare in Advance****Materials:**

- large whiteboard—or chalkboard; writing utensil
- index cards
- word list (see below)

a different level you can find the appropriate schedule at [www.bookshark.com/handwriting-schedules](http://www.bookshark.com/handwriting-schedules).

## Handwriting Without Tears 2 | pp. 4–7

**Note to Mom or Dad:** Read pp. 4–6. Decide if your children write right- or left-handed and set their paper according to their handedness. On page 7, encourage your children to doodle as the page directs.

### Readers

#### Owl at Home | “The Guest” pp. 5–18

Please note the schedule for the Readers in this guide is identical to the schedule in your History 2 Guide. Please feel free to use either set of notes.

#### To Discuss After You Read

Q: What did Winter do to Owl’s room?

A: *it blew out the fire, pushed Owl, ran around the room, whirled up the stairs, caused the window shades to flap, froze Owl’s soup, and slammed the door*

Q: **Personification** gives human characteristics to non-humans. What two characters exhibit personification?

A: *Owl and Winter*

### 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.

### 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 approximately third grade. 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: Copywork Application (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).

#### Feeling Overwhelmed?

Due to the myriad of concepts to cover 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: Copywork

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

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

Owl was crying. Many large tears dropped into the kettle.

"Mornings nobody saw because everybody was sleeping," sobbed Owl.

## Day 2

### Spelling/Phonics

#### Pre-Test

**Words:** inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

#### Give the Pre-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 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 you 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.

### Optional: *Explode the Code 4* | pp. 3–4

1. *Owl at Home*, p. 35.

## Readers

### **Owl at Home** | “Strange Bumps” pp. 19–30

#### To Discuss After You Read

Q: Why did Owl have a hard time falling asleep?

A: *he saw two bumps at the foot of his bed*

Q: What were the bumps?

A: *Owl's feet*

## Creative Expression

### **B: Copywork Application**

#### Overview

Learn the basic rules of sentences, punctuation, and sentence word order.

Learn about nouns, and common and proper nouns.

#### Together

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

#### **Rules for Sentences**

What rules do you need to remember whenever you write a sentence? Can you think of any?

1. sentences begin with a capital letter
2. sentences end with a punctuation mark
  - a) either a period if it's a telling sentence,
  - b) a question mark for questions,
  - c) or an exclamation point for sentences that depict strong emotion
3. sentences communicate a complete thought

#### **Punctuation**

Look at this week's copywork passage. What punctuation mark ends all three sentences? (*period*)

Why? (*The sentences are statements, or telling sentences.*)

#### **Nouns**

Remember, a noun is a person, place, or thing. Can you find each noun in this week's passage? (*Owl; home; Owl; door.*  
*Note: "No one" and "there" are pronouns.*)

Look at the passage again. Why is *Owl* capitalized? (*In this book Owl is a **proper noun**—it is the name of the main character. It is also the first word in two of the sentences.*)

A **proper noun** is the name of a person, place, or thing, so we always capitalize proper nouns. For example, we capitalize *Anna*, *Mexico*, and *Denver Public Library*. We capitalize *Owl* in the passage because it is the name of the main character.

**Common nouns** are all of the other non-specific nouns. *Chair*, *pencil* and *carpet* are all common nouns. Can you find any common nouns in the passage? (*home, door*)

#### **Sentence Word Order**

Did you know that putting the words in a sentence in order is important, too? What if I said:

“home at was Owl.”

“door opened the Owl.”

Would it be difficult to know what I meant? (*yes*)

#### **Wrap Up**

Today you will practice putting words in the correct order on the Activity Sheet. Remember the rules we discussed today for forming sentences, and be sure your new sentences start with a capital letter and end with a punctuation mark.

#### Activity

Below “B: Copywork Application” on the Week 1 Activity Sheet, ask your children to unscramble and rewrite on the lines the following sentences, taken from page 10 of *Owl at Home*:

wind Owl pushed A cold against wall the (*A cold wind pushed Owl against the wall.*)

house into Winter came the (*Winter came into the house.*)

## Day 3

### Spelling/Phonics

#### **Check**

**Words:** inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

#### ☆ Prepare in Advance

If there were any misspelled words yesterday, then make up a sentence (or sentences) in which that word (or those words) appear.

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 your children write these sentences.

#### Activity

Have your children write the sentence(s) you created that feature the words on this week's list. Again, check for accurate spelling. If the spelling words were misspelled, then have your children rewrite them again, accurately, five times each.

**Optional: Explode the Code 4** | pp. 5–6

### Handwriting

**Handwriting Without Tears 2** | pp. 8–9

## Readers

### **Owl at Home** | “Tear–Water Tea” pp. 31–40

#### To Discuss After You Read

Q: How did Owl make Tear–Water Tea?

A: *he thought sad thoughts and cried into a tea kettle; he then boiled tea in the salty water*

Q: Were the things Owl cried about really sad?

## Creative Expression

### **C: Descriptive Words**

As you’ve taught your children to write, you’ve probably heard the phrase “But I don’t know what to write!” more than once. Don’t fret. You’re not alone. Most children will struggle with learning to write well because our everyday spoken language is so forgiving. When we talk with each other, the quick interplay of our speech allows us to work out what we want to say as we say it. The written word, on the other hand, needs to be concise and clear. We need to do our thinking before we put pen to paper (or fingers to keyboard).

Don’t allow your children’s early writing attempts to disappoint you. Children need to be taught how to think through their writing assignments. We wouldn’t give our children wrenches and tell them to fix leaky faucets, yet too often we feel fine handing them pencils and telling them to write essays. Today’s activity will help you take those first steps together with your children.

#### Overview

Play a game to practice using adjectives and descriptive phrases to describe an animal.

Your children will then select an animal they will describe tomorrow.

They will brainstorm words that describe their animal.

#### Together

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

#### **Animal Description Game**

Today, let’s start with a game. I’m going to begin to tell you adjectives and descriptive phrases that describe an animal I’m thinking about. **Adjectives** are words that describe nouns.

Raise your hand when you think you know the animal I’m describing, and when I call on you, tell me your guess. If you’re right, great! If you aren’t right, I’ll tell you a few more adjectives that describe the animal and you can try to improve your guess. Are you ready?

*Begin to read the words listed below slowly to your children. If possible, add words of your own that describe a cat your family knows personally. Read only as many words as your children need to guess the animal.*

#### **Animal:** Cat

furry, striped, soft, cuddly, nimble, quiet, quick, clever, curious, fastidious, clean, likes to climb

Let’s try one more animal.

#### **Animal:** Elephant

enormous, strong, loud, careful, smart, gray, leathery, trainable, vegetarian (herbivore) ...

*If time allows, see if your children can use adjectives and descriptive phrases to describe an animal that you can guess.*

#### **Wrap Up**

Tomorrow, you will write a description of an animal of your choice. Your animal can be real or it can be imaginary, like a hippo-lion or a pig-duck.

Once you’ve chosen your animal, today we’ll work together to brainstorm adjectives and descriptive phrases about your animal.

As we brainstorm, I’d like to challenge you to use all five senses to think of descriptors for your animal. What do they sound like? What do they smell like? What do they eat?

#### Activity

Guide them through the “C: Descriptive Words” brainstorming activity on the **Week 1 Activity Sheet**.

## Day 4

### Spelling/Phonics

#### **Post-Test**

**Words:** inside, maybe, himself, sandbox, bedtime, bathtub, sunset, baseball, cupcake

#### 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.

**Optional: Explode the Code 4** | pp. 7–8

## Readers

### **Owl at Home** | “Upstairs and Downstairs” pp. 41–50

#### To Discuss After You Read

Q: Why did Owl try to be both upstairs and downstairs?

A: *when he was in one of the places, he felt lonely for the other*

Q: Why did Owl sit on the tenth step?

A: *it was right in the middle*

## Vocabulary Development

### **Optional: Wordly Wise A** | Word List 1 pp. 2–3

## Creative Expression

### **D: Describe an Animal**

Have your children write a short paragraph that describes their animal from yesterday. Take advantage of their brainstorming session.

Feel free to give them as much help as they need.

Don't worry about mechanics like proper spelling and punctuation right now. There'll be plenty of time in the future to work on those things as they learn to edit and revise their drafts.

### How to Evaluate This Assignment

As hard as it may be, we suggest that you not formally evaluate this week's assignment. Yes, we will help you evaluate your children's writing more formally later on this year, but for now, put the emphasis on clearly transferring their thoughts to paper. If it helps, sit by them as they write and help them convert their thoughts from their brainstorming session onto paper. Encourage them to be as imaginative and creative as they can be in their descriptions.

Help them to spell words correctly and form sentences with the correct capitalization and punctuation only if they ask for your guidance, and providing it does not hinder their creative process. If your children start to get frustrated with forming perfect sentences, leave the mechanics behind and simply help them get the words out. Transferring thoughts to paper can be enough of a challenge at this age.

Write the paragraph under “D: Describe an Animal” on the **Week 1 Activity Sheet**. Here's what a simple descriptive paragraph might look like:

My dog Bubba is big and black. His fur is thick and feels like our carpet. When he sees a squirrel in the back yard, he barks up a storm. Maybe he thinks the squirrel is a chicken, since his favorite snack is chicken nuggets. And we always know when he needs a bath, because we can smell him from across the room! ■

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## LA Week 1 Activity Sheet

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

Owl was at home. Owl opened the door. No one was there.

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### B: Copywork Application

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

1. wind Owl pushed A cold against wall the

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2. house into Winter came the

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### C: Descriptive Words

My Chosen Animal: \_\_\_\_\_

1. What does the animal look like? Is it striped? Spotted? Big? Hairy? Green? Young?

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1. *Owl at Home*, pp. 5–6.

## LA Week 1 Activity Sheet

2. What does the animal smell like? Does it smell good? Or bad? Stinky? Or does it not really have much of a smell at all?

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3. What does the animal like to eat (describe its sense of taste)? Does it eat meat? Vegetables? Rocks? Candies? Hamburgers? Spicy food?

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4. What does the animal sound like? Does it make a sound? Is it loud? Does it roar? Quack? Bark?

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5. What does the animal feel like? Is it rough? Smooth? Soft? Wet? Cold? Slimy?

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### **D: Describe an Animal**

Use the information from yesterday's brainstorming session to describe your animal in a short paragraph.

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Date:	Day 1 <small>6</small>	Day 2 <small>7</small>	Day 3 <small>8</small>	Day 4 <small>9</small>	Day 5 <small>10</small>
<b>Spelling/Phonics</b>					
<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	
<b>Activity</b>	Index Cards				
<b>Optional:</b> <i>Explode the Code 4</i>	pp. 9–10	pp. 11–12	pp. 13–14	pp. 15–16	
<b>Handwriting</b>					
<b>Handwriting Without Tears 2</b>	p. 10		p. 11		
<b>Readers</b>					
<b>Owl at Home</b>	"Owl and the Moon" pp. 51–64				
<b>Frog and Toad Are Friends</b>		"Spring" pp. 4–15	"The Story" pp. 16–27	"A Lost Button" pp. 28–39	
<b>Vocabulary Development</b>					
<b>Optional:</b> <i>Wordly Wise A</i>				True or False 1 p. 4	
<b>Creative Expression</b>					
	A: Copywork	B: Copywork Application	C: Similes	D: Like What?	
<b>Other Notes</b>					

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 Special Note to Mom or Dad

## Day 1

## Weekly Overview

## Spelling/Phonics:

Skill: Suffixes

Index Cards: Suffixes

## Creative Expression:

Copywork Application: Verbs

Skill: Similes—comparisons with *like* or *as*

Assignment: *Like What?* Use similes to revise last week's description. (descriptive writing; similes)

## Spelling/Phonics

## Rule &amp; Write

☆ *Optional: Prepare in Advance*

For each spelling word, write the root word on an index card and the suffix on a separate card.

## Overview

**Rule:** When using a suffix (an ending added to a root word, like **-ful**, **-ing**, **-est**, **-ed**, **-ness**), usually the root word spelling doesn't change.

When counting the syllables in a word with a suffix, if you pronounce the vowel in the suffix, the suffix is a syllable (*hope/ful*, *glad/ness*, *wish/ing*). If you do not pronounce the vowel in the suffix, then the suffix is not all of the syllable (*loved*, *clapped*, *baked*).

**Words:** hopeful, helpful, gladness, sadness, wishing, blackest, longest, careful, fishing, singing

## Together

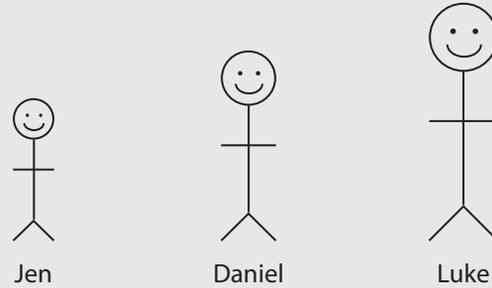
Use the following prompts to discuss this week's rule (see above) with your children.

## Suffixes

This week, we will learn how dividing a word into its root and suffix will help you spell it correctly.

A **suffix** is an ending we add onto a word to change its meaning. For example, think about the word "tall."

Write "tall" on a piece of paper or on a board where your children can see it. Also, draw three stick figures of increasing height, like so:



If we say that Jen is tall, what can we say about Daniel? (*He is **taller** than Jen.*)

Write "taller" on the board and underline the suffix *-er*.

Compared to Jen and Daniel, how could we describe Luke? (*He is the **tallest**.*)

Write "tallest" on the board; underline the suffix *-est*.

Do you see how the suffixes *-er* and *-est* are simply added on to the word *tall*, but we don't change how we spell *tall*? Usually, adding a suffix (like *-er* or *-est*) onto a root word (like *tall*) will not change the spelling of the root word. Let's take a minute to count the syllables in *tall*, *taller*, and *tallest*. How many syllables in the word *tall*? (*one*)

How many in *taller*? (*two*)

How many in *tallest*? (*two*)

When counting the syllables in a word with a suffix, if you pronounce the vowel in the suffix, the suffix is a syllable (*hope/ful*, *glad/ness*, *wish/ing*). If you do not pronounce the vowel in the suffix, then the suffix is not all of the syllable (*loved*, *clapped*, *baked*).

Let's write the words on this week's list on the board. Think about the suffix rule to help you write them correctly.

## Activity | Index Cards

Have your children combine two index cards to form the new word. How many suffixes work appropriately with the various words? (e.g., *hopeful*, *hoping*)

**Optional: Explode the Code 4** | pp. 9–10

## Handwriting

**Handwriting Without Tears 2** | p. 10

## Readers

**Owl at Home** | "Owl and the Moon" pp. 51–64

## To Discuss After You Read

Q: Why did Owl talk to the moon?

A: *he thought they were friends*

Q: Why did Owl not want the moon to follow him home?

A: *Owl's house wasn't big enough for the moon, and he didn't have the right food for his guest*

## Creative Expression

### A: Copywork

Ask your children to copy the passage under “A: Copywork” on the **Week 2 Activity Sheet**.

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

Frog pushed Toad out of bed.  
“But, Toad,” cried Frog, “you will miss all the fun!”

## Day 2

### Spelling/Phonics

#### 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:** hopeful, helpful, gladness, sadness, wishing, blackest, longest, careful, fishing, singing

**Optional: Explode the Code 4** | pp. 11–12

### Readers

**Frog and Toad Are Friends** | “Spring” pp. 4–15

#### Vocabulary

We provide the definition for words in the Readers that we think your student may not know or hear often. Please define these words for your students to broaden and deepen their understanding of the text.

**hibernation:** when animals spend the winter sleeping.

**personification:** when animals or things are given human characteristics.

#### To Discuss After You Read

Q: Why did Frog pull off extra pages from Toad’s calendar?

A: *Frog wanted to spend time with Toad, and Frog figured Toad had slept enough*

## Creative Expression

### B: Copywork Application

#### Overview

Learn about *verbs*.

Brainstorm a list of verbs that describe the way animals move.

#### Together

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

### Verbs

What action words (called *verbs*) are found in this week’s copywork passage? (*watched, climbed, sat, looked*)

Interesting, descriptive verbs like these make the sentences more lively than if the author had merely written, “Owl watched the moon rise.”

Can you think of any more verbs that could have been used? (*Answers will vary. Possible: rested, soared, crept, rose, watched, observed.*)

Let’s take a minute to brainstorm a list of words that describe the way animals move. (*Answers will vary. Possible: crept, crawled, lounged, slithered, pounced, swam, lumbered, galloped, etc.*)

What animals might the verbs on our list describe? What kinds of animals can you see creeping at the zoo? What animals crawl? What others hop? What animals gallop?

#### Activity

Below “B: Copywork Application” on the **Week 2 Activity Sheet**, ask your children to write a couple of sentences about animals that move in these specific ways. (*Answers will vary. Possible: Two bunnies hopped around their pen. The pair of horses galloped through the field.*)

## Day 3

### Spelling/Phonics

#### Check

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

**Words:** hopeful, helpful, gladness, sadness, wishing, blackest, longest, careful, fishing, singing

**Optional: Explode the Code 4** | pp. 13–14

### Handwriting

**Handwriting Without Tears 2** | p. 11

### Readers

**Frog and Toad Are Friends** | “The Story” pp. 16–27

#### To Discuss After You Read

Q: How could Toad tell that Frog was ill?

A: *Frog was greener than normal*

Q: What story did Frog tell Toad?

A: *Frog retold the story of Toad as he tried to think of a story; often one’s own stories are the best!*

1. *Frog and Toad Are Friends*, pp. 7, 10.

## Creative Expression

### C: Similes

Last week, your children used interesting descriptive words based upon their five senses to describe an animal. This week, we want them not only to notice details about that animal, but also to think creatively about how to describe those details that they notice. This week they will embellish their descriptions with similes. It is up to you if you'd like tomorrow's writing time to simply focus on revising the paragraph from last week, or if you'd like them to write a brand new paragraph.

#### Overview

Learn that a simile is a short phrase that uses *like* or *as* to compare two or more things that are different.

Use describing words from last week's brainstorming session to write similes.

#### Together

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

#### Similes

Last week you used adjectives and descriptive phrases to describe an animal. Pull out your **Week 1 Activity Sheet** and look at the list of words you brainstormed on Day 3. Today we'll try to reuse some of those words to describe your animal in another way.

Do you know what a simile is? **Similes** are short phrases used to compare two or more things that are different. Similes usually contain the words *like* or *as*. Here are a few examples of similes:

quiet as a mouse

What two things does this simile compare? (*how quiet it is to how much noise a mouse makes—which isn't much!*)

sly like a fox

What two things does this simile compare? (*how sly someone is compared to the slyness of a fox*)

fast like a jet

slow as a snail

Similes help readers form mental pictures in their minds. Writers use them to make their descriptions more interesting.

#### Wrap Up

Today you will spend some time writing a few similes that you could use to describe your chosen animal. To help you get started, here are some similes we could write from some of the examples I shared last week:

**striped:** as a candy cane, like a zebra

**loud:** like rolling thunder, as a trumpet

#### Activity

Work through the "C: Similes" section on the **Week 2 Activity Sheet** with your children. Based off their writing from last week, help them think of imaginative similes to further describe the details. Feel free to serve as a scribe and record your children's thoughts for them in the space provided.

The things they come up with today will help them with their writing tomorrow.

## Day 4

### Spelling/Phonics

#### 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:** hopeful, helpful, gladness, sadness, wishing, blackest, longest, careful, fishing, singing

**Optional: Explode the Code 4** | pp. 15–16

### Readers

**Frog and Toad Are Friends** | "A Lost Button"  
pp. 28–39

#### To Discuss After You Read

Q: How did Frog and Toad find the buttons?

A: *they retraced the steps of the walk they had taken and found buttons along the way*

Q: How did Toad apologize to Frog for his temper tantrum?

A: *he sewed the buttons on his jacket as decoration and gave the jacket to Frog*

### Vocabulary Development

**Optional: Wordly Wise A** | True or False 1 p. 4

### Creative Expression

#### D: Like What?

Your children's assignment this week is to describe in even more vivid detail the animal they wrote about last week. They can use the same descriptive words they used before, or they can use brand-new words. It's up to them. But this week, rather than just using descriptive words, we want them to use descriptive similes. Challenge them to take those descriptive words they chose and turn them into creative similes.

What is their animal like? It's as tall as what? It's skinny like what? When you run your finger along its side, it feels as furry as what? Give them all the help they need to think of similes that will make their descriptions informative and fun to read.

Write the paragraph under "D: Like What?" on the **Week 2 Activity Sheet**. Here's what a revised descriptive paragraph with similes might look like:

My dog Bubba is as big and black as a small horse. His thick fur feels like our carpet. When he sees a squirrel in the back yard, he barks like a banshee. We always know when he needs a bath, because he smells like a pair of dirty gym socks!

#### How to Evaluate This Assignment

Like last week, concentrate primarily on the thought processes. Help them brainstorm imaginative similes and organize what they want to say before they put their words on paper. Hopefully, the work you completed yesterday can be reused today! After they've finished a rough draft and at least have their ideas on paper, you can go back and work with them on the basic mechanics: capitalization, punctuation, spelling, and grammar.

#### Rubrics

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

Please note that at this age, we want to emphasize the writing process more than the final result. When your children put their thoughts together in a clear manner, celebrate!

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

Please think of learning to write as "learning to speak on paper." Strive to teach your children with the same small steps, and the same gentle redirections—slowly, over time. Be careful not to expect too much too quickly. It will come. Celebrate the small accomplishments, keep engaging your children with examples of good writing (just like the ones in the books you're reading), and talk about what could be improved when you come across lesser samples.

At this age, we hope you save evaluation rubrics like the one below for larger assignments, but if you'd like to gain practice working with a rubric, we've included one here.

Please note that the items we chose to emphasize on our sample are just ideas of things you might want to include on a rubric of your own. As their teacher, only you will know how your children are writing—where they shine and what they need to polish up—so be sure to include both potential challenges and potential successes on rubrics you compose.

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

After that, simply read through your children's work thinking about each point on your rubric as you go. Mark how well you think your children performed each element according to the scale we've provided at the top.

#### Sample Rubric for "Like What?"

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

##### Content

- \_\_\_\_\_ Successfully revised the description from Week 1
- \_\_\_\_\_ Included at least 1 simile

##### Mechanics

- \_\_\_\_\_ Worked with Mom or Dad to edit this assignment
- \_\_\_\_\_ Presented a clean, polished, (relatively error-free) final copy (Please reward based on the effort you know your children put forth)

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

For now, please concentrate your efforts on working together with your children to create and revise their papers. Use rubrics only to help you more clearly gauge the areas your children could use more work and revise your instruction accordingly. ■

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## LA Week 2 Activity Sheet

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

Owl watched the moon. It climbed higher and higher into the sky.

Owl sat on the rock and looked up at the moon for a long time.

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### B: Copywork Application

Write two sentences about animals moving in particular ways (will they creep? crawl? jump?).

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### C: Similes

Choose at least three of the descriptive words that you created last week. For each of those descriptive words, dictate at least two imaginative similes on the lines below.

1. Descriptive word: \_\_\_\_\_

Similes: \_\_\_\_\_

2. Descriptive word: \_\_\_\_\_

Similes: \_\_\_\_\_

1. *Owl at Home*, p. 52.



Date:	Day 1 <small>11</small>	Day 2 <small>12</small>	Day 3 <small>13</small>	Day 4 <small>14</small>	Day 5 <small>15</small>
<b>Spelling/Phonics</b>					
<b>Spelling</b>	Rule & Write	Pre-Test	Check	Post-Test	
<b>Activity</b>	Dividing Words				
<b>Optional:</b> <i>Explode the Code 4</i>	pp. 17-18	pp. 19-20	pp. 21-22	pp. 23-24	
<b>Handwriting</b>					
<b>Handwriting Without Tears 2</b>	p. 12	p. 13	p. 14		
<b>Readers</b>					
<b>Frog and Toad Are Friends</b>	"A Swim" pp. 40-52	"The Letter" pp. 53-64			
<b>Mouse Tales</b>			"The Wishing Well" pp. 6-16	"Clouds" and "Very Tall Mouse and Very Short Mouse" pp. 17-31	
<b>Vocabulary Development</b>					
<b>Optional:</b> <i>Wordly Wise A</i>				Hidden Message 1 p. 5	
<b>Creative Expression</b>					
	A: Copywork	B: Copywork Application	C: Dialog	D: Fairy Tale Dialog	
<b>Other Notes</b>					

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 Special Note to Mom or Dad

**Weekly Overview****Spelling/Phonics:**

Skill: Syllables—double consonants between vowels

Dividing Words: Syllables

**Creative Expression:**

Copywork Application: Adjectives; nouns

Dialog: Quotation marks; authentic speech

Fairy Tale Dialog: Authentic speech

**Day 1****Spelling/Phonics****Rule & Write****Overview**

**Rules:** When double consonants stand between two vowels, the word is divided between the two consonants —vc/cv.

**Words:** happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

**Together**

Use the following prompts to discuss this week's rule (see above) with your children.

**Divide Syllables Between Double Consonants**

Today we will learn about the importance of being able to break a word into its syllables.

**Syllables** are the parts a word is naturally divided into when we say it aloud. Syllables influence the rhythm of language, and being able to recognize these breaks will help you pronounce and spell words correctly.

Let's practice counting syllables for a minute. If it helps, we can clap each time we hear a syllable. Ready?

How many syllables in *bicycle*? (*bi/cy/cle* —3)

How many syllables in *catastrophe*? (*ca/tas/tro/phe*—4)

How many syllables are in your name? (*Answers will vary.*)

It is sometimes difficult to hear where these divides occur, but there are some rules that can make finding the split between syllables easier.

One of these rules deals with words that have two consonants surrounded by vowels. When double consonants stand between two vowels, the word is always divided between the two consonants. For example:

Show your children the following examples, and have them pronounce the words, verbally splitting the syllables. If they have trouble recognizing the divides, clap out the beats with them.

happen → hap/pen

common → com/mon

gallon → gal/lon

Can you hear that the words have a break between the double letters? We spell these words with double consonants to represent the fact they have two syllables each. For example, instead of just one syllable "hapen" we hear two syllables "hap/pen" and know we need to add the second "p."

Are you ready to write the words from this week's list on the board?

**Activity | Dividing Words**

Have your children write each spelling word and then use a slash "/" to divide each word into its syllables. (*hap/pen, com/mon, gal/lon, sum/mer, sup/per, let/ter, traf/fic, but/ter, ham/mer, rab/bit*)

**Optional: Explode the Code 4** | pp. 17–18

**Handwriting**

**Handwriting Without Tears 2** | p. 12

**Readers**

**Frog and Toad Are Friends** | "A Swim" pp. 40–52

**To Discuss After You Read**

Q: Did the animals think Toad's bathing suit looked funny?

A: *yes, they all laughed*

Q: Did Toad get upset that the animals laughed?

A: *no, he just walked home*

**Creative Expression****A: Copywork**

Have your children copy the sentences found under "A: Copywork" on the **Week 3 Activity Sheet**.

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

"Oh yes, we will," said the boys.

"Now all of my wishes can come true!" she cried.

1. *Mouse Tales*, pp. 6, 8.

## Day 2

### Spelling/Phonics

#### 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:** happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

**Optional: *Explode the Code 4*** | pp. 19–20

### Handwriting

***Handwriting Without Tears 2*** | p. 13

### Readers

***Frog and Toad Are Friends*** | "The Letter" pp. 53–64

#### To Discuss After You Read

Q: Why was Toad sad when he waited for the mail?

A: *because Toad never got any mail*

Q: How did Frog show he is a very good friend?

A: *when Toad said he was sad that he never got any mail  
Frog sent him a letter*

### Creative Expression

#### B: Copywork Application

##### Overview

Write with adjectives and clear nouns.

##### Together

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

#### Adjectives

Remember what a noun is? (a person, place, or thing) Well today we're going to practice writing adjectives.

**Adjectives** are words that describe nouns. So in the phrase "hot dog," dog is the noun, and hot is the adjective describing it.

What adjectives does the author use to describe Toad's button in *Frog and Toad Are Friends*? (*His, white, four-holed, big, round, thick*)

The author could've just written *Toad saw a button*. But isn't it so much better that we know more about it? Can you picture it in your mind? Could you draw a picture of what you think it looks like?

Adjectives are only one way to help paint a clear picture in a reader's head. Using **clear nouns** also improves a writer's work. For example, if the passage said *Toad had found his button under the furniture*, a reader might wonder what

kind of furniture it was. An ottoman? The dining room table? This passage would be more clear (and more interesting) if the author said the button had been found under the big, fluffy, floral-patterned over-stuffed chair.

Challenge your children to pair adjectives with clear nouns when they write.

#### Activity

Under "B: Copywork Application" on the **Week 3 Activity Sheet**, have your children write a sentence about one of their favorite possessions. Challenge them to use at least six adjectives to describe it.

## Day 3

### Spelling/Phonics

#### Check

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

**Words:** happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

**Optional: *Explode the Code 4*** | pp. 21–22

### Handwriting

***Handwriting Without Tears 2*** | p. 14

### Readers

***Mouse Tales*** | "The Wishing Well" pp. 6–16

#### To Discuss After You Read

Q: Why does Papa tell seven tales?

A: *one for each of his children*

Q: How did the mouse solve her problem with the wishing well?

A: *she put a pillow in the well and then threw in her penny*

### Creative Expression

#### C: Dialog

##### Overview

Write realistic dialog with quotation marks.

##### Together

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

#### Dialog

Today we're going to have fun writing some silly dialog. We'll read some examples and then we'll imagine and write down a conversation together.

When writers write what people say, it's called **dialog**. Have you ever read a story that didn't have any? It probably would have come across as more interesting if the characters talked to each other. Writers use dialog to make a story more interesting, to break up the text so readers won't get slowed down by long descriptive sections, or to add a character's voice to a story.

Writers put quotation marks around the exact words someone speaks. Here's an example of a dialog:

"How many of you are in there?" asked the big, bad wolf.

"Two," answered the little pig.

"No! Three!" shouted another little pig. "I just came in through the back door."

"Excellent," said the wolf.

This is a good example of how dialog doesn't always follow the rules of correct English. Often our speech is made of incomplete sentences without subjects and/or verbs.

In the dialog I just read to you, "Two" is not a complete sentence. Complete sentences would go something like "There are only two of us in here, wolf" or "No, wolf, there are three of us in here." But real dialog rarely sounds just like proper English. The little pig just says, "Two" and we understand that what he's saying is in response to the wolf's question.

It's not necessary to tell who's speaking (called **attribution**) every time you write a line of dialog. If you want dialog to move faster, relying on context to identify the speaker is a better option than writing "he said" or "she said" over and over again.

So, are you ready to write some dialog of your own?

#### Activity

Work through the "C: Dialog" section on the **Week 3 Activity Sheet** with your children. Help them develop a simple dialog of their own. Have fun with this activity. Allow your children to be as silly as they want to be, since people talk in a silly way all the time!

## Day 4

### Spelling/Phonics

#### 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:** happen, common, gallon, summer, supper, letter, traffic, butter, hammer, rabbit

**Optional: Explode the Code 4** | pp. 23–24

## Readers

**Mouse Tales** | "Clouds" and "Very Tall Mouse and Very Short Mouse" pp. 17–31

#### To Discuss After You Read

Q: Why did the mouse and his mother look at the clouds?

A: *to see pictures that the clouds formed*

Q: Why did the little mouse decide to stop looking at the clouds?

A: *he thought he saw a cat in the clouds and that scared him*

Q: Did Very Tall Mouse and Very Short Mouse view the world in the same way?

A: *no, Very Tall Mouse saw things that were high up and Very Short Mouse saw things near the ground*

Q: How did the two mice share the same view?

A: *Very Tall Mouse picked up his friend and they both got to enjoy the rainbow*

## Vocabulary Development

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

## Creative Expression

### D: Fairy Tale Dialog

#### Overview

Write an authentic dialog between two fairy tale characters. Include attributions.

#### Together

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

#### Fairy Tale Dialog

Based on what we talked about and practiced yesterday, today you're going to write a dialog between two fairy tale characters.

What kind of dialog should you write? How many speakers should there be? What should they talk about? All of that is up to you! The only rule is that when you're done, your dialog should sound like how two (or more) people or characters might really speak.

When you have the basic dialog mapped out, go back through it and read it again, and make sure you've clearly indicated who is speaking. You don't have to say "so and so" said every line if it's clear who is speaking, but hopefully reading through it again will help you see the spots where it isn't clear. We can work on this together if you'd like.

Remember, dialog is authentic speech recorded in written form. Therefore, it doesn't always sound like correctly written English—and that's OK! Authenticity (or "being real") is an important element of good dialog. The people or characters speaking should sound like they would in a real conversation.

Are you ready to get to work on your Fairy Tale Dialog?

#### Activity

Using what they learned yesterday, have your children write a dialog below "D: Fairy Tale Dialog" on the **Week 3 Activity Sheet**. It does not have to be long—6 to 8 sentences should be plenty.

Here's what a simple dialog based upon mixed-up fairy tales might look like:

"Grandma, what long hair you have," said Little Red Riding Hood.  
 "My name's Rapunzel and I'm not your Granny."  
 "Oh, Granny," replied Little Red Riding Hood.  
 "You're such a joker sometimes."  
 "Seriously, kid," mumbled Rapunzel. "Get a grip. Do I look that old?"  
 "Hmmm. Now that you mention it, you do look a little younger than Grandma."  
 "You think? Do you need glasses, or did you just leave them at home?"  
 "I think a big, bad wolf ate them," lamented Little Red Riding Hood.  
 "Here we go again," sighed Rapunzel.

#### How to Evaluate This Assignment

Don't worry about mechanics right now. Your children will learn and practice how to correctly use quotation marks and punctuate attributions (the part of the sentence that tells you who is speaking) many times in the years to come. Feel free to discuss these things now, if you want, but understand it's not necessary. What's important is teaching your children to think about speech and how it's transferred to the written word in a compelling, authentic way. Feel free to adjust our sample rubric to meet the individual needs of your children. ■

#### Sample Rubric for "Fairy Tale Dialog"

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

Content	
_____	Used creative thinking to imagine a fictional conversation
_____	Clearly stated who is speaking (worked with Mom or Dad to add attributions)
_____	The dialog was spoken as it would be in a real conversation
Mechanics	
_____	Optional: Quotation marks are placed appropriately
_____	Optional: Attributions are set up appropriately

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## LA Week 3 Activity Sheet

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

Toad ran home and slammed the door. There on the floor,  
Toad saw his white, four-holed, big, round, thick button.

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### B: Copywork Application

Write a sentence and use six adjectives (descriptive words) to describe a favorite possession or some other thing.

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### C: Dialog

Try your hand at writing a simple dialog on the lines below. Be creative and have fun! To help you get started, here are some potential conversation starters:

"Is this your platypus?" asked the zoo keeper.

"No, we're going to travel by mule, not by hot air balloon," said the prospector.

"What's that?" exclaimed Charlie, pointing at the circus clown hanging from the chandelier.

"Now where did I put my time machine?" asked Mr. Wells.

"That's it!" proclaimed Susan. "I'll write a story about my science experiment."

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1. *Frog and Toad Are Friends*, pp. 37, 39.



## Language Arts 2—Scope and Sequence: Schedule for Topics and Skills

Week	Spelling/Phonics	Copywork Application	Creative Expression
1	Compound words	sentences; word order; punctuation; proper nouns; common nouns	Descriptive Words (Word Choice; Adjectives) Describe an Animal (Description)
2	Suffixes	verbs	Similes (Voice) Like What (Description)
3	Syllables; Double consonants between two vowels	adjectives; use clear nouns	Dialog (Voice—dialog and attributions) Fairy Tale Dialog (Voice)
4	Syllables; Two consonants between two vowels	sentences; subjects and predicates	Owl at Work (Imagination) Owl's New Job (Organization)
5	Compound Words	similes	Parts of a Story (Literature/Structure: plot, setting, characters, conflict) What's the Story (Literature/Structure)
6	Open Syllables	plurals: add -s, change the word	Journal Entry (Recollection) Best Day Ever Journal Entry (Recollection)
7	Closed Syllables	emphasis; interjections	Alliteration Alley (Word Choice) Alliteration Sentence (Word Choice)
8	Two syllable words that end in -y makes long e sound	quotations, attributions, capitalization of speakers' words, dialog	Waiting for a Response (Imagination) A Conversation (Voice)
9	-le; Syllables	commas—series; adverbs; adjectives	Do Pictures Tell a Story (Descriptive/Imaginative: Story-Starter Picture #1) Picture This (Imagination)
10	Vowel Digraphs; Syllables	imperatives; list writing	Telling a Tale (Summarization) Bedtime Story (Narration)
11	Past Tense—Suffix -ed; Roots and Suffixes	helping verbs; commas in a series	Speak It Out (Summarization) Write Like You Speak (Narration/Summarization)
12	Suffix -ed	verb tenses	Fruity Rhymes (Organization) Fruity Poem (Imagery/Poetry)

*(continued on the following page)*

## Language Arts 2—Scope and Sequence: Schedule for Topics and Skills

Week	Spelling/Phonics	Copywork Application	Creative Expression
13	Words ending with -al plus k, l, or m; Short o sound; Rhyming	apostrophes for contractions; quotations, capitalization	Synonyms (Mechanics) Synonym Challenge (Word Choice)
14	-old, -olt, and -oll have a long o sound; Rhyming	homonyms; homophones	Grasping Grids (Visual Organization) From Grid to Story (Story Writing)
15	-ild and -ind have a long i sound; Alphabetize	exclamatory sentences; capitalization—proper nouns, places	Convincing Words (Persuasive Writing) Be Persuasive (Persuasive Writing)
16	Suffixes	synonyms; antonyms	Delightful Description (Description) Describing Day (Description; adjectives)
17	qu says /kw/; Alphabetize	synonyms	Graph Guide (Visual Organization) Graphing Your Progress (Visual Organization)
18	thr, shr, and scr; Initial Sounds	compound sentences; conjunctions; commas for compound sentences	Journal Adventure (Organization) Fantastic Journal Voyage (Imagination)
19	str, spr, and spl; Initial Sounds	capitalization of titles, underlining	Mystery Picture (Descriptive/Imaginative: Story-Starter Picture #2) Illustrations (Imagination)
20	-ey says /ee/; Syllables	attributions	Compare/Contrast (Organization) They're the Same—Only Different (Description)
21	Root Words; Rhyming	pronouns (singular/plural); antecedents	Let Me Know (Communication) Appreciation (Organization)
22	ar; Alphabetize	prepositions; prepositional phrases	Character Building (Literature/Structure) A Character(istic) Story (Literature/Structure)
23	or; Rhyming	compound subjects	Field Trip Recollection (Organization/Recollection) I Remember (Recollection)
24	er, ir, and ur say /er/; Categorizing	commas after a date, capitalization of days, months, holidays; its/it's	The Chronicles of Narrative (Narrative Writing) I'm the Narrator (Narration)

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## Language Arts 2—Scope and Sequence: Schedule for Topics and Skills

Week	Spelling/Phonics	Copywork Application	Creative Expression
25	wor says /wer/	abbreviations and titles	Lists for Life (Organization/Poetry) Morning Routine (Organization/Explanation)
26	Alphabetize	adverbs	Time to Explain Yourself (Brainstorming) Explanation (Expository Writing)
27	-igh makes long i sound; Antonyms	linking verbs; compound sentences	Word Palette (Descriptive/Imaginative: Story- Starter Picture #3) Painting With Words (Story Writing/Imaginative)
28	Long oo sound; short oo sound	commas	This Book is Great (Summarization/Advertisements) Book Commercial (Summarization/Persuasive)
29	ea	sentence fragments; rambling and run-on sentences	Favorite Thing To Do (Word Choice) Give it a Try (Persuasive)
30	ie	difference between me/I; we/us	Poem About Home (Imagery/Poetry) Free Verse Poem (Poetry: Free Verse)
31	Alphabetize	possessives: apostrophes; possessive pronouns	I've Got Something to Tell You (Summarization/Friendly Letter) Note to a Friend (Communication)
32	oi and oy; Antonyms	plurals: ends in -y; add -ies	And Then What Happened (Organization) Free at Last (Imagination: Write extended end- ing to <i>The Sword in the Tree</i> )
33	ou and ow	indirect quotations	Visual Venn (Organization: Venn Diagrams) My Friend Venn (Descriptive Comparison Paragraph)
34	au and aw	prepositions; capitalization, apostro- phes, contractions, adjectives, types of sentences, attributions	Brainstorm (Imagination) All A Dream (Descriptive/Imagination)
35	ew, ui, ue and sometimes ou make the long oo sound	similes, pronouns	Future Shock (Organization) Where Am I (Imagination)
36	Alphabetize	sentence types	It's Show Time (Organization) Budding Playwright (Organization/Imagination)

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