

Date:	Day 1 ₁	Day 2 ₂	Day 3 ₃	Day 4 ₄	Day 5 ₅
Spelling					
<i>Spelling You See</i>					
Handwriting					
Optional: <i>Handwriting Without Tears 4: Cursive Success</i>	pp. 4-7 [N]	p. 8			
Grammar/Mechanics					
Optional: <i>Grammar Ace</i>	Lesson 1: Nouns				
Readers					
<i>By the Great Horn Spoon!</i>	chap. 1	chaps. 2-3	chaps. 4-5	chap. 6-mid p. 76	
Vocabulary Development					
Optional: <i>Wordly Wise 3000, Book 4</i>	Lesson 1A		Lesson 1B	Lesson 1C	
Creative Expression					
	Optional: Dictation A: Mechanics Practice	B: Personification	C: Organization	D: A Gold Nugget's Tale	
Other Notes					

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[N] Special Note to Mom or Dad

Day 1

Spelling

Spelling You See

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

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 4: Cursive Success* for your convenience, but if you purchased a different level you can find the appropriate schedule at www.bookshark.com/handwriting-schedules.

Optional: *Handwriting Without Tears 4* | pp. 4–7

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

Grammar/Mechanics

Do *Grammar Ace* for one year between 4th–7th grade. Choose the grade that works best for your children. Use the space on the Schedule page to record what you have done.

Optional: *Grammar Ace* | Lesson 1: Nouns

Mechanics Instruction Included in this Guide

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

Readers

By the Great Horn Spoon! | Chapter 1

We include the Readers schedule in both the History and Language Arts Guides. Please refer to the schedule in your History 4 Guide for additional vocabulary and comprehension questions. The schedule in this Language Arts guide is included because we sometimes reference items from the book for writing exercises such as the Optional: Dictation assignments.

Vocabulary Development

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

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

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

Creative Expression

Our goal is to have your children writing all week long. We realize, though, that there are some days when your children will just not feel like writing. All children will have "dry" days when it seems like getting blood from a stone would be easier than getting one paragraph from them.

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

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

Preferred Dictation Method

Ask your children to read through the dictation passage to familiarize themselves with it. They should note any words, capitalizations, or matters of punctuation that require special attention. They should ask you to clarify anything they're unsure about.

Give your children no more than five to ten minutes to prepare to take dictation. Preparation may involve writing out unfamiliar words, practicing spelling them out loud or on paper, trying to remember how a word looks by "seeing" it in their minds, drawing a word in large letters written in mid-air with an imaginary pen, etc. When their time is up, give the dictation, clause by clause, reading each clause only twice (repeating it only once). Your children should write in the cursive style and, as you read the passage to them, you should not emphasize the different sounds in each word.

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

If you see consistent spelling, punctuation, or handwriting problems, keep a record on the weekly schedule and review those areas.

About Mechanics Practice

On Day 1 of each week, we offer a brief introduction to one grammatical or mechanical topic. This year your children will work through three basic groups of skills. We will study basic grammar skills in two main sections: **Sentence Basics** (nouns, verbs, adjectives, etc.), and **The Building Blocks of Sentences** (phrases, clauses, active and passive voice, etc.). We'll then intersperse the grammatical lessons with common **Mechanics** topics that we'll schedule throughout the year.

Look for the skills covered each week in the "Weekly Overview" table, located at the beginning of the Day 1 Creative Expression Notes. For a 36-week progression of topics and skills studied this year in Language Arts, see our Schedule of Topics and Skills, located in **Section Three**.

Work Independently

This year, in order to enable your children to study independently, you will find the bulk of the Language Arts instruction on the Weekly Activity Sheets, with a small summary of what we teach each day included in your Notes. Feel free to read and work with them through the lessons on the Activity Sheets, or give them the reins to work solo, once you feel they are able to do so.

Feeling Overwhelmed?

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

Weekly Overview

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

Creative Expression:

Skill: Personification

Assignment: Write a short story about the California Gold Rush from the perspective of a piece of gold

Optional: Dictation¹

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

A: Mechanics Practice

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

Answers:

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

Day 2

Handwriting

Optional: Handwriting Without Tears 4 | p. 8

Readers

By the Great Horn Spoon! | Chapters 2–3

Creative Expression

B: Personification

Today your children will learn about the literary element personification. Work through the instructions on the Activity Sheet to present the topic to them, and then work together on the activity that follows. See the **Week 1 Activity Sheet** for more information.

Answers:

1. *ring, dancing*
2. *wind, pick her up; carry her along*
3. *mountains, stood*
4. *stagecoach, climbed*
5. *snow, breast*
6. *kittens, lost their mittens*
7. *throb, ran*
8. *visions of sugar plums, danced*

1. *By the Great Horn Spoon!*, p. 3.

Day 3

Readers

By the Great Horn Spoon! | Chapters 4–5

Vocabulary Development

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

Creative Expression

C: Organization

Gold Rush Story from the Perspective of a Gold Nugget

Today and tomorrow your children will write a short story about the California Gold Rush from the perspective of a piece of gold. To begin, read through the introduction to the assignment under “C: Organization” on the **Week 1 Activity Sheet** together. Then have them complete the pre-writing activities that follow.

Day 4

Readers

By the Great Horn Spoon! | Chapter 6–mid p. 76

Vocabulary Development

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

Creative Expression

D: A Gold Nugget’s Tale

Today your children will write their California Gold Rush short stories. Their finished story should be 3–4 paragraphs long. See the **Week 1 Activity Sheet** for more information.

Here’s what a sample story about a wedding ring written using personification might look like. Read it to your children if they need a little inspiration.

My name is Nate and I’m a wedding ring who belongs to a guy named Maurice. Sure, it might not sound like I lead an exciting life, but my life was not always so boring. In fact, I started out life as a gold nugget in a crystal-clear stream in California. Ah, those were the days ...

As a child, I hung around the stream bed, occasionally moving downstream with a particularly-strong current. Then one day, everything changed. A smelly man named Pete stomped into the stream and rudely dislodged me and several of my friends from the bottom. His stubby fingers soon grabbed me and held me close to his cold, evil eyes.

Inexplicably, he then bit me with his dull, yellow teeth, nodded approvingly, and dropped me into a leather bag that smelled like sweat and minerals. The darkness nearly suffocated me. I resolved to persevere, however, and soon found myself tumbling out onto a cold, hard marble counter.

Another strange man Pete called “the jeweler” carefully studied all my sides and then placed me on a soft, warm cloth. Thankfully, Pete left after “the jeweler” gave him a wad of cash. Unfortunately, I would never return to my beautiful stream bed. “The jeweler,” who happened to be named Maurice, carefully crafted me into the beautiful, shiny golden ring you now see wrapped around his finger. I miss the stream, but I have to admit that life with Maurice can be quite exciting.

How to Evaluate This Assignment

Since this is their first writing assignment of the year, don’t worry about evaluating it too heavily. Today, have your children simply focus on getting their thoughts on paper. When they’re finished, ask them to read their stories to you and ensure they have a beginning, middle and end. If you’d like, you can also go back and work with them on the basic mechanics: capitalization, punctuation, spelling, and grammar. Did they tell the story through the “eyes” of a gold nugget? If so, then they have succeeded.

Rubrics

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

Please note that at this age, we hope you will start scaling back the emphasis of the writing *process* to more emphasis on the final result. When your children proudly present you with their hard work neatly written on a clean piece of paper, 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”. Since hopefully your children have had a few years to practice writing by this point, its okay to start honing their technique. Strive to teach your children with the same small steps, and the same gentle redirections—slowly, over time. Be careful not to expect too much too quickly. It will come. Celebrate the small accomplishments, and keep engaging your children with examples of good writing (just like the ones in the books you’re reading), and talk about what could be improved when you come across lesser samples.

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

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

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

Sample Short Story Rubric		
<i>Content</i>		
_____	5 pts	Wrote a short story about the “life” of a gold nugget from the California Gold Rush
_____	5 pts	Wrote from the nugget’s perspective (used first person, i.e. “I...”)
_____	5 pts	Included personification plans from Day 2 to describe the nugget
<i>Mechanics</i>		
_____	5 pts	Worked with Mom or Dad to edit this assignment
_____	5 pts	Used the dictionary to research the spelling of a word
_____	÷ 25 pts possible = _____ %	
Total pts		

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

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

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LA Week 1 Activity Sheet

Optional: Dictation¹

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

A: Mechanics Practice

What do a pizza, gym socks, your backyard and the President of the United States all have in common? They're all nouns! A **noun** is a word that names a person, place, thing or idea. A **proper noun** names a specific person, place, thing or idea, such as Pittsburgh, Mary, or BookShark. Common nouns do not name something specific: tomato, pencil, park. Proper nouns are always capitalized, whereas common nouns are not.

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

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

1. Take a moment to underline all of the nouns in the passage above. When you find a proper noun, underline it twice.
2. Discuss with Mom or Dad: What are the genders of the nouns used in the passage? Are they all the same, or are there a few different types? How can you tell?

B: Personification

Personification gives human characteristics to objects and animals. Just like special effects add excitement to a movie, personification adds interest and excitement to a written description. For example:

Ex. The **wind moaned** and **breathed, speaking** to all that winter is here.

The **sun smiled** on the park, **calling** children from all around to come and play.

The **fire snapped angrily** at the dry trees.

The wind may sound like it moans, but breathing and speaking are human characteristics. The sentence could have been written as follows: "There is a strong wind, which indicates to everyone that winter is here." Do you see the difference? Which sentence do you prefer?

Additional examples of personification include:

- The sun smiled down on our picnic.
- The leaves danced in the wind.
- Time is running out!
- The ancient car groaned into third gear.
- The cloud scattered rain throughout the city.

Below are some examples of personification from *By the Great Horn Spoon!* and from your poetry book. Discuss the meaning of each example and the mental pictures that it creates with Mom or Dad. For each sentence, name the object that is personified and the human quality that it has. Then write two sentences of your own that use personification.

1. "A sailor with a gold ring dancing in his ear was filling a lamp with whale oil."

Object:

Characteristic:

2. "The wind seemed to pick her up and carry her along like a feather."

Object:

Characteristic:

¹ By the Great Horn Spoon, p. 3.

LA Week 1 Activity Sheet

3. "As they walked along Jack kept gazing back at the mountains, the great Sierra Nevadas. They stood dark blue and purple against the hot morning sky."

Object:

Characteristic:

4. "The stagecoach climbed as if it were part mountain goat."

Object:

Characteristic:

5. "The moon, on the breast of the new fallen snow, gave the lustre of midday to objects below."

Object:

Characteristic:

6. "Three little kittens lost their mittens and they began to cry ..."

Object:

Characteristic:

7. "A deep throb ran through the ship—and then another."

Object:

Characteristic:

8. "... While visions of sugar plums danced in their heads ... "

Object:

Characteristic:

Write your own:

9. _____

C: Organization

Gold Rush Story from the Perspective of a Gold Nugget

You have been reading about the California Gold Rush in *By the Great Horn Spoon!* This week you will write a short story about the California Gold Rush. Write it from the perspective of a piece of gold.

Amateur photographers usually shoot pictures from eye level, wherever that may be. Whether they are taking a picture of a mountain off in the distance or a turtle at their feet, they shoot the picture standing up.

Before a professional photographer takes a picture, he or she studies the subject to see which angle will provide the greatest visual interest. Take the turtle for example. Have you seen turtles before? How do you normally view them? From the top, right? That's how you would see a photograph of a turtle shot from eye level when you were standing up.

But suppose you were to squat on the ground and set your camera in such a way that you could take a picture of a turtle from the turtle's eye level. Have you ever seen a turtle from that perspective? How about from under the turtle—looking up at it as it walked by? Would that be an interesting photograph? Possibly! Far more interesting, certainly, than the common view from up above.

It's the same with writing. Your writing will be more interesting if you can pick an unfamiliar view, a new angle, something that few people have done before. That's why this week's creative expression assignment is to be written from the perspective of a piece of gold. "Everybody" has heard the story of the Gold Rush from the perspective of a human being. Your challenge is to tell the story in a new and, hopefully, more interesting way by telling it from the perspective of a gold nugget.

As you tell the gold nugget's story, you will need to **personify** the nugget. Give your nugget a human name, human life, and human problems.

LA Week 1 Activity Sheet

Writers often use pre-writing to organize their thoughts and to develop ideas. In addition to helping them overcome writer’s block, pre-writing can help you to focus your ideas, to develop topics, and to organize the order of the content. We will learn about different types of pre-writing as the year progresses.

Today for your pre-writing, complete the activities below (“Gold Nugget Personified” and “General Story Line”). Remember the nugget “lives” in 1849 in San Francisco. What does the nugget see? Hear? Taste? Smell? Touch?

Gold Nugget Personified

The following form will help you organize information about your story.

Setting: Gold Rush territory 1848

Main Character: Gold Nugget

Nugget’s Name: _____

Use the chart below to plan human characteristics for your gold nugget. Add words that your nugget would experience through its “senses” in each of the rows on the chart.

Sight	
Hearing	
Taste	
Feel	
Smell	

General Story Line

Jot down some ideas for the story line (or plot) of the short story you will write tomorrow. When you write the story, plan to tell it from the first person perspective. (The nugget will say “I...”).

I started here ...

then this happened ...

and the story ends here ...

D: A Gold Nugget’s Tale


Use your pre-writing chart with the five senses and rough story line to pretend you are a piece of gold that was found by some prospector during the California Gold Rush. How did he (or was it a she?) find you? What did he do with you? Were you put in a bank? Were you sold? What happened then? Where are you today? Or, rather, what are you today? Do you know? Write your story on a separate piece of paper. Remember to have a beginning, middle, and end to your story. Be descriptive and have fun writing your story!

Your finished story should be 3–4 paragraphs long.

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Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Spelling					
<i>Spelling You See</i>					
Handwriting					
Optional: <i>Handwriting Without Tears 4: Cursive Success</i>	p. 9	p. 10			
Grammar/Mechanics					
Optional: <i>Grammar Ace</i>	Lesson 2: Verbs				
Readers					
<i>By the Great Horn Spoon!</i>	p. 76–chap. 8	chaps. 9–10	chaps. 11–12	chaps. 13–14	
Vocabulary Development					
Optional: <i>Wordly Wise 3000, Book 4</i>	Lesson 1D		Lesson 1E	Lesson 2A	
Creative Expression					
	Optional: Dictation A: Mechanics Practice	B: Five Parts of the Friendly Letter	C: Friendly Letter Notes	D: Write the Friendly Letter	
Other Notes					

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 Special Note to Mom or Dad

Day 1

Handwriting

Optional: *Handwriting Without Tears 4* | p. 9

Grammar/Mechanics

Optional: *Grammar Ace* | Lesson 2: Verbs

Readers

By the Great Horn Spoon! | p. 76–Chapter 8

Vocabulary Development

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

Creative Expression

Weekly Overview

Mechanics Practice: Sentence Basics

Types of Nouns—concrete, abstract, compound and collective

Creative Expression:

Skill: the five parts of the friendly letter

Assignment: Write a handwritten friendly letter

Optional: Dictation¹

A hilltop telegraph had signaled the arrival of a side-wheeler and now it seemed as if all of San Francisco had turned out. The wharf was alive with men, women and children—not to mention dogs, mules and chickens. Seagulls flocked in the air like confetti.

A: Mechanics Practice

Today your children will learn about four more **types of nouns**: concrete, abstract, compound and collective. See the **Week 2 Activity Sheet** for more information.

Answers:

1. *Answers will vary.*
2. **telegraph:** concrete; **side-wheeler:** concrete, compound; **wharf:** concrete; **children:** concrete, **a flock of seagulls:** collective.

1. *By the Great Horn Spoon!*, p. 83.

Day 2

Handwriting

Optional: *Handwriting Without Tears 4* | p. 10

Readers

By the Great Horn Spoon! | Chapters 9–10

Creative Expression

B: Five Parts of the Friendly Letter

This week, your children will write a handwritten friendly letter. To prepare, today they will first learn about the five parts a friendly letter should include. Then they'll use the questions under "B: Five Parts of the Friendly Letter" on the **Week 2 Activity Sheet** to analyze the friendly letter Jack writes in *By the Great Horn Spoon!*. For more information, see the **Week 2 Activity Sheet**.

Answers:

1. *He misses the Heading, Closing, and Signature.*
2. *He has a good beginning and middle, but his ending could be stronger.*

Day 3

Readers

By the Great Horn Spoon! | Chapters 11–12

Vocabulary Development

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

Creative Expression

C: Friendly Letter Notes

Today your children will plan out a friendly letter that they will write on Day 4. For more information on today's activity, see "C: Friendly Letter Notes" on the **Week 2 Activity Sheet**.

Day 4

Readers

By the Great Horn Spoon! | Chapters 13–14

Vocabulary Development

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

Creative Expression

D: Write the Friendly Letter

Today your children will write the friendly letter they prepared for yesterday. When they're finished, have them use the checklist on the **Week 2 Activity Sheet** to revise their letters before they send them to their recipients. The Activity Sheet also contains an example that shows them how to address an envelope when they're ready to mail their letters. For more information, see "D: Write the Friendly Letter" on the **Week 2 Activity Sheet**.

How to Evaluate This Week's Assignment

This week you can essentially use the Revision Checklist on the Activity Sheet to create a rubric for this assignment. Feel free to change the points we've assigned to each item if you'd like to emphasize different elements of your children's friendly letters. ■

Friendly Letter Rubric		
<i>Content</i>		
_____	5 pts	The format has all five of the requirements of the friendly letter
_____	5 pts	The ideas are clear. It is easy to understand the content
_____	5 pts	All paragraphs are organized and focused on one main idea
<i>Mechanics</i>		
_____	5 pts	All proper nouns are capitalized. All words at the beginning of sentences are capitalized
_____	5 pts	All sentence endings have the correct punctuation
_____	5 pts	The sentences contain complete thoughts
_____	÷ 30 pts possible = _____ %	
Total pts		

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LA Week 2 Activity Sheet

Optional: Dictation¹

A hilltop telegraph had signaled the arrival of a side-wheeler and now it seemed as if all of San Francisco had turned out. The wharf was alive with men, women and children—not to mention dogs, mules and chickens. Seagulls flocked in the air like confetti.

A: Mechanics Practice

Common nouns and proper nouns are only two of the types of nouns we use every day. Here are a few others:

Concrete nouns name something you can experience through one of your five senses. You can taste an *apple*, hear *cars* driving by in the street, and smell *cookies* in the oven. An *apple*, *cars* and *cookies* are all concrete nouns.

Abstract nouns name a thing you can think about but cannot hear, see or touch. A *surprise*, *love* and *yesterday* are all examples of abstract nouns.

Compound nouns are nouns that are made up of two or more words. *Bookcase*, *great-grandmother*, and *fishing pole* are all examples of compound nouns.

Collective nouns name a certain kind of group.

Groups of people: class, family, team, troop

Groups of animals: herd, gaggle, flock

Groups of things: bunch, passel, cluster

1. Give an example of each type of noun below.

A concrete noun:

An abstract noun:

A compound noun:

A collective noun:

2. Identify each noun from the passage as concrete or abstract. If it is compound or collective, please note that as well.

telegraph: **concrete** **abstract**

side-wheeler: **concrete** **abstract**

wharf: **concrete** **abstract**

children: **concrete** **abstract**

a flock of seagulls: **concrete** **abstract**

B: Five Parts of a Friendly Letter

In chapter two and three of *By the Great Horn Spoon!*, Jack writes a friendly letter to his Aunt Arabella and his sisters. This week, you will also write a friendly letter. A friendly letter should contain five parts:

Heading: The heading gives your address and the date.

Greeting: The greeting tells who will receive the letter.

Body: The body contains your message. It has a beginning, middle, and end.

Closing: The closing is a sign-off from you.

Signature: The signature gives your name.

Reread Jack's letter. Notice how each paragraph has a main topic. Can you find all five parts of the friendly letter? What is missing? Does Jack's letter have a beginning, middle, and end? Use the questions that follow to guide your analysis.

1. *By the Great Horn Spoon!*, p. 83.

LA Week 2 Activity Sheet

1. Can you find all five parts of the friendly letter? See Chapters 2 and 3 of *By the Great Horn Spoon!* What is missing?

Heading: _____

Greeting: _____

Body: _____

Closing: _____

Signature: _____

2. Does Jack's letter have a beginning, middle, and end?

C: Friendly Letter Notes

In our modern world, people rarely handwrite friendly letters. They usually send a text or make a phone call. What is special about a handwritten friendly letter? How is it different than an e-mail or text message? Tomorrow, you will write a friendly letter to someone.

Today, answer the questions that follow to write some notes about the content of your friendly letter.

1. To whom would you like to write?

2. Does this person live far away or close?

3. What would you like to tell this person about yourself?

4. Will you write about other people? Your friends?
Your family?

D: Write the Friendly Letter

Today, write a friendly letter to someone you know on a separate piece of paper. Review the examples in *By the Great Horn Spoon!* if you need help getting started.

After you have finished writing your letter, revise it before mailing it to its recipient. Refer to the checklist below to make sure you have produced your best work. Then use the example that follows to address the envelope.

I wrote my friendly letter to:

I revised and mailed the letter: **Yes** **No**

Revision Checklist

Refer to this list to check your work on your friendly letter.

_____ The format has all five of the requirements of the friendly letter.

_____ The ideas are clear. It is easy to understand the content.

_____ The sentences contain complete thoughts.

_____ All proper nouns are capitalized. All words at the beginning of sentences are capitalized.

_____ All sentence endings have the correct punctuation.

_____ All paragraphs are organized and focused on one main idea.

Address an Envelope


Your name
Your mailing address
City, State Zip code

Recipient's name
His or her mailing address
City, State Zip code

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>
Spelling					
<i>Spelling You See</i>					
Handwriting					
Optional: <i>Handwriting Without Tears 4: Cursive Success</i>	p. 11	p. 12	p. 13		
Grammar/Mechanics					
Optional: <i>Grammar Ace</i>	Lesson 3: Sentences				
Readers					
<i>By the Great Horn Spoon!</i>	chaps. 15–16	chaps. 17–18			
<i>Freedom Train</i>			"Little Girl, Little Girl!" & "Peck of Trouble"	"School Days" & "The Train Whistle Blows"	
Vocabulary Development					
Optional: <i>Wordly Wise 3000, Book 4</i>	Lesson 2B		Lesson 2C	Lesson 2D	
Creative Expression					
	Optional: Dictation A: Mechanics Practice	B: The Outline	C: Outline an Experience	D: Spin Your Tale!	

Other Notes

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 Special Note to Mom or Dad

Day 1

Handwriting

Optional: *Handwriting Without Tears 4* | p. 11

Grammar/Mechanics

Optional: *Grammar Ace* | Lesson 3: Sentences

Readers

By the Great Horn Spoon! | Chapters 15–16

Vocabulary Development

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

Creative Expression

Weekly Overview

Mechanics Practice: Pronouns & antecedents; subject pronouns; gender of pronouns

Creative Expression:

Skill: Use an outline

Assignment: Write a narrative

Optional: Dictation¹

Jack tried not to think about Boston. It would soon be time to start back and all they had to show for their labors was a worthless map. Poor Aunt Arabella, he thought. They would lose the house for sure. The entire trip to California was beginning to look like a wild-goose chase.

When they got the hole four feet deep they couldn't go any farther. They hit bedrock.

And struck gold.

A: Mechanics Practice

Today your children will learn about **pronouns** and **antecedents**. They will also learn to recognize **subject pronouns**, and why the **gender** of pronouns is important. See the **Week 3 Activity Sheet** for more information.

Answers:

Antecedent to the pronoun *it*: the football

1. *it*², *they*, *their*, *he*, *They*, *they*, *they*, *They*
2. *her*; *his*; *their*
3. *He*; *They*; *I*

Day 2

Handwriting

Optional: *Handwriting Without Tears 4* | p. 12

Readers

By the Great Horn Spoon! | Chapters 17–18

Creative Expression

B: The Outline

This week, your children will write a narrative based on an outline they create. To prepare, today they will first learn about the organization of outlines. Plan to take a few minutes to discuss with them how the poem “The Three Little Kittens” by Eliza Lee Follen (page 14 of the *Oxford Illustrated Book of American Children’s Poems*, which is included with the BookShark History program) fits into our example outline. Then they’ll use the exercise under “B: The Outline” on the **Week 3 Activity Sheet** to analyze two sample outlines. For more information, see the **Week 3 Activity Sheet**.

Answers:

1. *Outline A shows better organization because it has more detail and the levels are balanced.*
2. *Yes*
3. *No*
4. *Answers will vary. Outline B does not focus on the turtle. Discuss the differences between the two outlines.*

2. **Note:** The word *it* is a pronoun, but in this context, it serves as an expletive. Sentences that begin with the word *there* or *it* followed by some form of the verb *to be* (such as “*It would soon be...*”) are known as cleft sentences. Cleft sentences have delayed subjects, which means that the subject of the sentence is not *there* or *it*; the subject—if there is one—is whatever noun follows the verb. The word *it* is simply there to fulfill a structural function within the sentence. Please know that we consider cleft sentences and delayed subjects much more advanced grammar than we expect your children to try to learn this year. For now, simply congratulate your children if they found the word “*it*” and included it in their list of pronouns.

1. *By the Great Horn Spoon*, p. 168.

Day 3

Handwriting

Optional: *Handwriting Without Tears 4* | p. 13

Readers

Freedom Train | “Little Girl, Little Girl!” and “Peck of Trouble”

Vocabulary Development

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

Creative Expression

C: Outline an Experience

Today your children will complete an outline for the narrative that they will write on Day 4. They will detail the beginning, middle, and end of a personal experience. For more information on today’s activity, see “C: Outline an Experience” on the **Week 3 Activity Sheet**.

Day 4

Readers

Freedom Train | “School Days” and “The Train Whistle Blows”

Vocabulary Development

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

Creative Expression

D: Spin Your Tale!

Today your children will write the narrative based on yesterday’s outline. Keep in mind that your children may still need some assistance from you transferring the information from the outline into paragraphs. Check their outline to make sure that your children focused each group on one topic. Show them how to write one paragraph for each group starting with level one and continuing with the second and third levels. Make sure they are taking time to think about each entry individually and express it as a complete sentence.

Here’s what a sample narrative paragraph might look like:

My family made my birthday this year the best day we’ve ever had together as a family. To start, we went out for breakfast. Since it was my birthday, I got to choose the restaurant, so I picked Waffle Hut, because they have the best waffles in town. We also had bacon and hash browns.

After breakfast, Dad let me choose the day’s activity. Everyone jumped for joy when I said I wanted to play mini golf. We headed straight for Golfin’ Gus’ Gargantuan Golfplex, where we played three rounds of mini golf. Dad won the first round, my sister won the second round, and I won the last round.

To end the day, Mom shocked me with a surprise birthday party at Ballyhoo Bob’s Boss Bowl-A-Rama. All my friends from school and the neighborhood were there. We had ice cream cake and then bowled for several hours. It was so much fun. I can’t remember a better day with my family.

How to Evaluate This Week’s Assignment

For this assignment, focus on the overall organization and clarity of the narrative. Can you easily follow the flow of events from beginning to end? Watch carefully for the use of complete sentences for each separate entry from the outline.

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

Personal Narrative Rubric		
<i>Content</i>		
_____	5 pts	The narrative follows the organization of the outline
_____	5 pts	The narrative has a beginning, middle, and end that are clear and easy to understand
_____	5 pts	The narrative uses language effectively to describe action and details
<i>Mechanics</i>		
_____	5 pts	The narrative is organized logically into paragraphs
_____	5 pts	The narrative uses correct spelling
_____	5 pts	The narrative uses appropriate capitalization and punctuation
_____ ÷ 30 pts possible = _____ %		
Total pts		

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LA Week 3 Activity Sheet

Optional: Dictation¹

Jack tried not to think about Boston. It would soon be time to start back and all they had to show for their labors was a worthless map. Poor Aunt Arabella, he thought. They would lose the house for sure. The entire trip to California was beginning to look like a wild-goose chase.

When they got the hole four feet deep they couldn't go any farther. They hit bedrock. And struck gold.

A: Mechanics Practice

It would be quite awkward if, when we wrote, we were forced to use someone's or something's name every time we wanted to talk about him or her (or it). For example:

Peyton threw the football to Peyton's little brother, Eli.

"Good catch," said Peyton. "Now throw the football back to Peyton."

"No," replied Eli. "Eli wants to play with Peyton's football alone."

"If Eli wants to play alone, then go get Eli's ball. That football is Peyton's!" exclaimed Peyton.

What do you think? It sounds kind of weird, doesn't it? Why is that? It's because we didn't use any pronouns.

Pronouns are words—like *I, me, he, she, they, it, mine, yours*, etc.—that are used in place of common or proper nouns. Here's what the paragraph above might look like if it were rewritten using some pronouns:

Peyton threw the football to his little brother, Eli.

"Good catch," said Peyton. "Now throw it back to me."

"No," replied Eli. "I want to play with it alone."

"If you want to play alone, then go get your ball. That one is mine!" exclaimed Peyton.

Isn't that better? The noun a pronoun refers to is called its **antecedent**. For example, in the sentence:

"No," replied Eli. "I want to play with it alone."

... *Eli* is the antecedent to which the pronoun *it* refers. What is the antecedent to the pronoun *it*?

Personal pronouns, which are listed above, are the most common type of pronouns. If a pronoun serves as the subject of a sentence, we call it a **subject pronoun**:

He is a great friend.

She rode her bike to the park.

Keep in mind that as you write pronouns, they must agree with the **gender** of the subject. That means you shouldn't say *she* or *her* if the antecedent of the pronoun is male. Instead, write:

Anna laid **her** books on the table.

1. What pronouns do you see in this week's dictation passage? Circle them.
2. Complete the following with pronouns that agree with the given antecedents.

Doris wrote _____ parents a letter.

Dexter sold three magazines to _____ aunt.

Rodney and Harriet went to _____ son's game.

3. Complete the following with subject pronouns.
_____ climbed the tree and tore his pants.
_____ took pictures of their cousins.
_____ don't like my hair today.

B: The Outline

Good writers use pre-writing to brainstorm and to organize their ideas. One form of pre-writing is an outline. The outline helps you put your ideas and supporting details into groups. Each group forms a paragraph. You start with a main idea and place the capital letter A next to it because it is your first idea. An outline for "The Three Little Kittens" by Eliza Lee Follen (page 14 of the *Oxford Illustrated Book of American Children's Poems*, which is included with the BookShark History program) would start like this:

A. Three little kittens

Then, you add supporting details to make a second level. You indent the second level and number it like this:

A. Three little kittens

1. Lost their mittens

1. *The Great Horn Spoon!*, p. 168.

LA Week 3 Activity Sheet

2. Told their mother
3. Upset mother

You can add a third level to add more support to your idea. You indent again and use lower case letters like this:

- A. Three little kittens
1. Lost their mittens
 - a. scared that mittens were lost
 - b. started to cry
 2. Told their mother
 3. Upset mother
 - a. scolded kittens
 - b. said they couldn't have any pie

One rule about using the outline is that you need to have at least two entries per level. If you have a 1, then you need a 2. If you have an *a*, then you need a *b*. You don't have to have a third level for every number. Notice that #2 does not have a third level.

A paragraph using the outline above would look like this:

Once there were three little kittens. The kittens lost their mittens. They were afraid the mittens were gone, so they began to cry. When they told their mother, she scolded them. She said since they had lost their mittens that they couldn't have any pie.

Look at the poem "The Three Little Kittens" in the *Oxford Illustrated Book of American Children's Poems*. To continue the outline for the whole story, you would add a capital letter for each main idea. You would write details for that idea with numbers and lower case letters.

Examine the poem with Mom or Dad and discuss what the next topic would be. Since the poem tells a story, it has a beginning, middle, and end. Another useful thing about the outline is that it keeps your paragraphs organized. Pre-writing gives a chance to write our ideas and to identify what is important to include in our writing and what is not important.

The following two outlines describe an encounter with a turtle. Read through both outlines and answer the questions that follow.

Outline A: The Turtle Encounter

- A. Arrived in Mexico
1. Stayed at resort
 - a. had a pool
 - b. had a view of the ocean

2. Spent first day sight-seeing
 - a. visited the market
 - b. visited old buildings
- B. Went Snorkeling
 1. felt nervous at first
 2. started to see fish
 3. sea turtle pops up
 - a. looked turtle in the eye
 - b. turtle looked back
 - c. swam together
 - d. my dad joined us
 4. snorkeled some more
 5. snorkeling ended
- C. Left for home
 1. waited at airport
 2. slept on plane
- D. Arrived home

Outline B: The Turtle Encounter

- A. Arrived in Mexico
1. Unpacked clothes
- B. View of the ocean
1. swam at the pool
 2. walked on the beach
 - a. hot sand
 - b. found shells
- C. Went to the market
- D. Slept on plane
1. arrived home
 - a. unpacked
 - b. remembered turtle

1. Which outline shows better organization? Why?

2. Do all the details under each capital letter belong with the topic in Outline A?

Yes

No

