


How to Use the Schedule

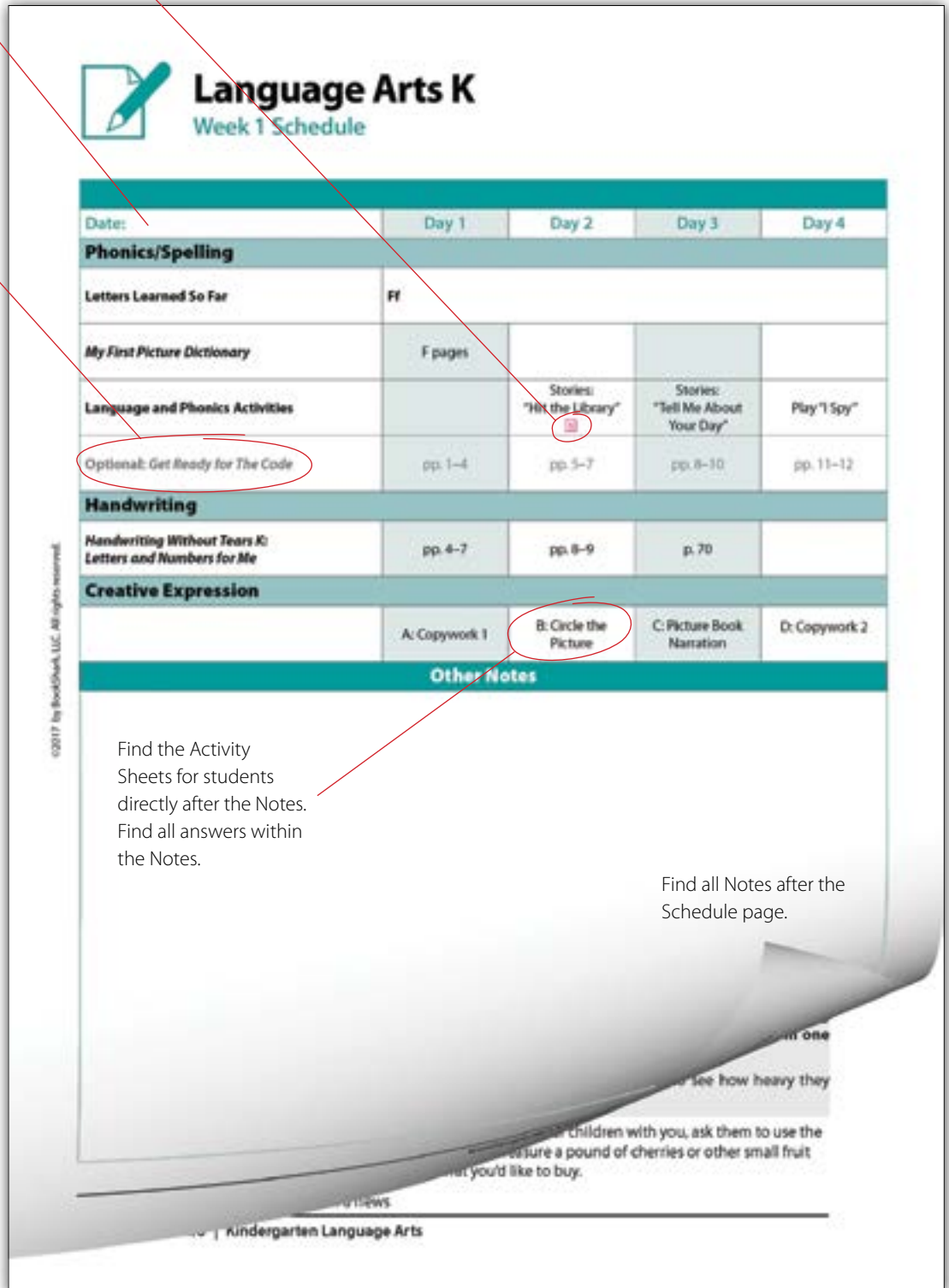
More notes with important information about specific assignments. The  symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.

4-Day Schedule:


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

Write in the week's date for your records.

We schedule your optional Language Arts workbooks for you.



Language Arts K
Week 1 Schedule

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

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Find the Activity Sheets for students directly after the Notes. Find all answers within the Notes.

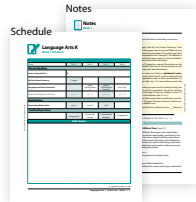
Find all Notes after the Schedule page.

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Instructor's Guide Quick Start

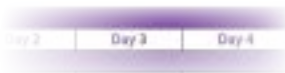
The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section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

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



Easy to use

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



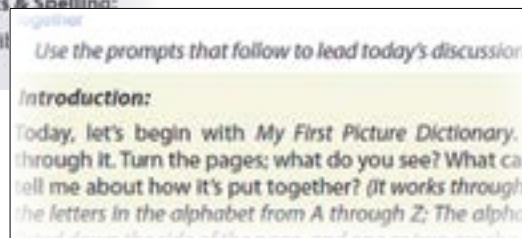
4-Day Schedule

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



Weekly Overviews

Summarize lessons, skills, and activities for each week.



Instructions (Prompts)

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

A: Copywork

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

at, fat, rat _____

Copywork

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



Rubrics

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

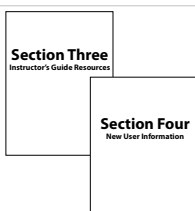
Activity Sheets

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

Activity Sheet

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

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




Instructor's Guide Resources and New User Information

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




Language Arts K

Week 1 Schedule

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---------------|--|--------------------------------------|---------------|-------|
| Phonics/Spelling | | | | | |
| Letters Learned So Far | Ff | | | | |
| My First Picture Dictionary | F pages | | | | |
| Language and Phonics Activities | | Stories: "Hit the Library"  | Stories: "Tell Me About Your Day" | Play "I Spy" | |
| Optional: Get Ready for The Code | pp. 1-4 | pp. 5-7 | pp. 8-10 | pp. 11-12 | |
| Handwriting | | | | | |
| Handwriting Without Tears K: Letters and Numbers for Me | pp. 4-7 | p. 8 and top of p. 9 | p. 60 | | |
| Creative Expression | | | | | |
| | A: Copywork 1 | B: Circle the Picture | C: Picture Book Narration | D: Copywork 2 | |
| Other Notes | | | | | |
| | | | | | |

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 Special Note to Mom or Dad



Notes

Week 1

Weekly Overview

Letter of the Week: Ff

Language, Phonics & Spelling:

Stories: Visit the library; ask your children about their day.

"I Spy": Letter sound recognition.

Creative Expression:

Circle the Picture—letter sound recognition.

Narrate (retell the story from) a favorite picture book. (Narration)

Day 1

Phonics/Spelling

My First Picture Dictionary | F pages

Introducing Letters

When you introduce a letter, point to the two forms of the letter (uppercase and lowercase), while saying its sound. Then, as you work through your other activities during the week, highlight and review each week's new letter and its sound as it surfaces in the games and activities you play.

When saying the letter sounds, try to avoid adding the sound of an unstressed vowel—a kind of "uh" sound—after the letter sound itself. In other words, say "mm—mmm—man," not "muh—muh—man!" Of course, you won't be able to do this perfectly; vocalized letter sounds that are formed by stopping airflow (b, d, g, etc.) virtually require some kind of release of air in order to say them, and that release of air will sound rather vowel-like. But try to reduce this sound to a minimum to focus attention on the sounds of the letters. Also: It is unnecessary for your children to learn the names of letters at this time and, in fact, such lessons could be confusing. Stick with the sounds.

For more information about teaching phonics and spelling, we have included "Basic Phonics for Spelling Rules" in **Section Three** as a helpful resource in teaching phonics this year.

Overview

Introduce the book.

Introduce your children to a dictionary's organization: **alphabetical order**.

Together

Use the prompts that follow to lead today's discussion.

Introduction:

Today, let's begin with *My First Picture Dictionary*. Look through it. Turn the pages; what do you see? What can you tell me about how it's put together? (*It works through all of the letters in the alphabet from A through Z; The alphabet is listed down the side of the page, and one or two are shaded to show which letter is discussed on that page.*)

Let's look at the "A" pages for a minute. The pictures on the left side are "aardvark" and "acorn", and the pictures on the right side are "astronaut" and "automobile".

In a dictionary, words are listed in **alphabetical order**, which means words within the "A" section (which all start with "a") are organized in order of their second letters. So words that start with, say, "a-a" come before words that start with "a-u".

Point to the words as you point out the spelling to help your children begin to see the organization. Use the list of letters down the side of the page to help your children see that "u" falls much later in the alphabet than "a" or "c".

Can you think of other words that we could put in our dictionary on the "A" pages? (*Answers will vary. Possible: artichoke, anteater, albatross, etc.*)

What about words that we could put on the ____ [choose a letter] pages?

Optional: Get Ready for The Code | pp. 1–4

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 K: Letters and Numbers for Me* for your convenience, but if you purchased a different level you can find the appropriate schedule at www.bookshark.com/handwriting-schedules. If this is your first time using *Handwriting Without Tears* we recommend purchasing the corresponding Teacher's Guide (Item# KL171).

Handwriting Without Tears K | pp. 4–6, an p. 7

Handwriting Without Tears begins with capital letters since it is hard to reverse capital letters, particularly if students begin in the corner marked with the smiley face or dot. Always link the sound of the letter to the illustration

“F is for fish.” We chose to match handwriting to the letter sound our children learn each week to make as many connections for reading as possible.

★ **Prepare in Advance**

Read pp. 4–6 to prepare for today’s lesson.

Overview

Determine your child’s handedness.

Teach your children the correct pencil grip, as described in the book.

Together

- Decide if your children write right or left handed and set their paper according to their handedness. Then, demonstrate to your children how to hold a pencil (as shown on page 4.)
- As you teach your children how to write, practice the 3 steps shown on page 5.
- Using the correct pencil grip, show your children how to decorate the illustrations on page 7 and have your children do so.
- On page 7 write your child’s name and have them copy it.

Creative Expression

Copywork

Please find the weekly copywork passages printed on the Activity Sheets located directly after each week’s Notes.

First have your children trace the words on the page then write them. After they write, have them evaluate their handwriting, circling those letters they think are formed the best. (This exercise ensures that it is not you who is judging their writing ability, but they are evaluating their own success at controlling their hand movements.) Keep your children’s copywork assignment since it will be used for another exercise during the week.

A: Copywork 1

Later your children will write copywork passages pulled from one of the books they read. For now, as your children learn the letters and their sounds, have your children write the letter of the week, (this week’s letter is “F”) on the weekly Activity Sheet, or on a separate sheet of paper.

Activity

On the **Week 1 Activity Sheet**, have your children write the uppercase letter **F** five times. Find each week’s Activity Sheet directly following these notes.

Day 2

Phonics/Spelling

Language and Phonics Activities | Stories: “Hit the Library”

Throughout the year, we schedule a variety of activities that help your children develop language skills. One of the greatest advantages to homeschooling is that you can teach “lessons” anytime, anywhere. Therefore, we trust our Language and Phonics Activities will be easy to incorporate into your daily life.

Each week, we give you ideas for three activities to complete with your children. You don’t have to necessarily complete them on the day they are scheduled, but we suggest you give each one a try before the end of the week. If you find some activities that you especially enjoy, feel free to do them again. Developing language skills is like learning to play an instrument—it never hurts to practice, especially if practicing is fun.

The first two activities in each week focus on oral language (and thinking). These activities cover a wide range of topics and skills, and many you can complete while you’re running errands or are otherwise on the go.

Use the last activity of the week to reinforce the letter sounds you introduced at the beginning of the week. Keep in mind that some of these activities require you to use the Sound Cards found in **Section Three** of this guide, or make use of the Weekly Activity Sheets. We hope you use all of our activities to make your children’s learning experience light and fun.

Stories

Reading stories to your children should be part of your daily routine. If not, challenge yourself for the next few weeks to read something non-school-related to your children once a day. The story you read (or tell) doesn’t have to be any particular length—a favorite picture book, something Grandma told you on the phone, a news article, etc. Stories provide a great way to slow down and cuddle before bed, so consider making story time a part of your bedtime routine.

So how do stories teach oral language? Since written language is more formal than the conversational language we usually speak, stories introduce your children to new vocabulary and more complex sentence structures. Stories have a beginning, middle and end, so they also teach sequencing and cause and effect. Many picture books are written in rhyme, so they expose your children to rhyming and rhythmic patterns. And of course, stories stimulate the imagination. Reading and telling stories provides an



Notes

Week 1

easy, structured way for you to expose your children to our language in a fun, enjoyable way.

Overview

Share one story each day with your children this week. Visit the library together; attend story time.

Activity

Has life been busy and it's been a while since you went to the library? Set aside some time to go this week so you can replenish and freshen up the stock of available stories you have at home. Check the library's schedule and plan to go when you'll be able to attend story hour. Let the librarian engage your family with stories for a bit—it may give you a few ideas for books to grab while you're there. Of course, allow your children to make a few selections as well. If your schedule is full, you might be able to reserve a few titles online ahead of time so you can pick them up quickly from the Hold shelf when you do stop in.

Optional: *Get Ready for The Code* | pp. 5–7

Handwriting

***Handwriting Without Tears K* | p. 8 and the top of p. 9**

We schedule the capital letter your children are studying in Phonics on the first day of the week. We add the lowercase letter on the second day. We do so to link what your children are studying in Phonics to what they write. Today they will practice the capital letter "F".

Creative Expression

B: Circle the Picture

Overview

Practice: letter sound recognition.

Activity

On the **Week 1 Activity Sheet**, have your children circle the picture of the objects that begin with the letter **F**. (*frog and flag*)

Day 3

Phonics/Spelling

Language and Phonics Activities | Stories: "Tell Me About Your Day"

Overview

Take time to ask your children about their day, and really listen to their answer.

Activity

A mom recently told the story that when she first started dropping her children off at High School, she was annoyed. Her children happened to attend the same high school that she had attended as a teenager, and not only that, they lived on the same street she had lived on growing up. Therefore, she had a hard time justifying driving them to school when she and her friends had always walked. Why did she need to find time in her busy day to drive them to school? Before long, she knew, and she decided the drive was worth it.

Why? She realized the conversations they had with her in the car were priceless. Something about the still, quiet, short drive meant they'd think of things to tell her or ask her about that they might not bring up once they escaped the small confines of the car and life took over. Particularly for conversations with teenage children, I'm sure these times became very dear.

Today, find a time to connect with your children and ask them about their day. If you can, try to get them to tell you a story about something that happened. Ask them what the coolest or most interesting thing they learned in school was, or see if they can remember something funny that happened while playing with their friends. Can you think of a personal experience you had today that you could tell them about? If not, tell them about plans you've made for an upcoming event or family outing. Don't worry if your conversation drifts from stories to them asking you questions about something they're wondering about. Once you get the conversation started, simply enjoy talking with your children.

Don't stress about when to fit in this conversation. Talk to them while you're driving them to practice. While they're taking a bath. While they're playing Legos®. While you're eating dinner. While they're helping you with the dishes. *Your* biggest challenge may be to simply slow down and genuinely listen to them. If you can, try to be still and give them your full attention. You may be surprised how much they have to tell you once they realize you're truly listening.

Optional: *Get Ready for The Code* | pp. 8–10

Handwriting

***Handwriting Without Tears K* | p. 60**

Creative Expression

As children at this level are still learning to read, we of course do not expect them to hand-write their own writing assignments. However, children in this age group do still have stories to tell, and can gain valuable practice now in learning to express themselves creatively so they'll be ready for the day when they will write for themselves. Below are some thoughts and tips to help you facilitate this early writing process with your children.

Recording Your Children's Work

To help your children learn to enjoy expressing their thoughts, as well as to get a good feel for the flow of a story and/or how to express their ideas effectively, use the following methods:

- Serve as your children's scribe, writing their stories or papers exactly as they tell it to you. Don't "adultify" either the tone or vocabulary. In all the exercises, remember to let your children express themselves naturally, without interruption. You may want to have your children dictate while you type their stories on the computer. You may find that it's easier to keep up with them if you're typing rather than writing their stories by hand.
- Every now and then during the writing process, stop and read back to your children what they have written so far. That will help them to correct and add to what they have written. You'll also want to ask your children questions to encourage them to explain or expand upon their ideas.
- For instance, your children may need help to think sequentially. Prompt them with open-ended questions like, "How did it begin?" "What happened next?" "Why?" "Is that all?" etc. Also, encourage your children to "flesh out" characters and scenes by asking questions like, "What did it look like?" "Why did he do that?" "How did you feel at that moment?" "What did he say?" etc.
- Encourage your children to answer in complete sentences by saying "How should I put that in your story?" If your children answer in incomplete sentences, encourage them to complete them. (You want them to write the story; you shouldn't have to supply any of the words.) So, you may ask, "Why did the dog scare you?" And your children will answer, "Because it was barking." "So," you'll respond, "how should I put that into the story?" You may need to reread the last few sentences to refresh their memories before they can answer, "The dog scared me because it was barking!"

- Keep all of your children's writings in a dated folder. Years from now, this folio will provide pleasant memories.

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, they'll dictate more. Your main goal is to encourage your children to learn that making up stories and communicating new ideas can be fun. By and large, we believe these assignments should be quick and relatively easy to do.

C: Picture Book Narration

Children love stories. Would you have ever guessed that your children's favorite picture books could be used to help them learn how to write well? Well, they can!

Today have your children retell a favorite story. In doing so, they will receive valuable practice in thinking through a story line. What all goes into a story? What events happen first, second, etc.? Who are the characters? What do they do? What details are important?

Overview

Ask your children to retell from memory the story from a favorite picture book.

Together

Have your children pick a favorite picture book, then ask them to "tell back" the story line from the book. Let them look at the pictures as they tell the story, but don't let them read the words (if they are already reading)—they must tell the story as they remember it.

As they relate the story to you from memory, feel free to ask questions to guide them if they need a little help. Use open-ended questions, such as:

- "What happens next?"
- "Who did that?"
- "Why did he/she/they do that?"
- "Where/when did they do that?"

If you like, record your child's story on either a sheet of paper to file or on the computer.

How to Evaluate This Assignment

Don't require that your children get every last detail of the story correct. Just be satisfied if they are able to provide a good general outline of the story. Congratulate them on what good memories they have! Explain to them that they can use their memories of stories they've read to help them write their own stories one day.



Day 4

Phonics/Spelling

Language and Phonics Activities | Play “I Spy”

Activity

Play “I Spy” by finding things that start with the /F/ sound. Try one of the following ways:

1. Place in a basket several items that begin with the letters f, m, t, or b. Say, “I spy with my little eye something that begins with the letter that sounds like ___.” See if your children can pick it. Switch roles.
2. “I spy ... something (on myself, in the room, out in the yard ...)” that starts with a particular sound (f.)
3. “I spy ... something that ends with the letter sound ___.”
4. “I spy ... something that has ___ sound in its middle.”
5. Do any of the above suggestions using the letter names rather than their sounds.

Optional: *Get Ready for The Code* | pp. 11–12

Creative Expression

D: Copywork 2

Have your children write the uppercase and lowercase letters **Ff** four times on the **Week 1 Activity Sheet**. Then have your children tell you three words that begin with the “F” sound. ■

LA Week 1 Activity Sheet

A: Copywork 1

Write the uppercase letter **F** five times. Start at the dot.

• • • • •

B: Circle the Picture

Circle the pictures whose name begins with the letter **F**.



C: Picture Book Narration

Record this assignment on a separate sheet of paper.

D: Copywork 2

Write the letters **Ff** four times each. Start at the dot.

• • • • •
F f F f F f F f

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Language Arts K

Week 2 Schedule

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---------------|--------------------------------|----------------------------------|-------------------|-------|
| Phonics/Spelling | | | | | |
| Letters Learned So Far | Ff, Bb | | | | |
| My First Picture Dictionary | B pages | | | | |
| Language and Phonics Activities | | Calendar: The Days of the Week | Stories: When I Was Your Age ... | D: Find the Pairs | |
| Optional: Get Ready for The Code | pp. 13–16 | pp. 17–19 | pp. 20–22 | pp. 23–24 | |
| Handwriting | | | | | |
| Handwriting Without Tears K: Letters and Numbers for Me | top of p. 11 | p. 59 | | | |
| Creative Expression | | | | | |
| | A: Copywork 1 | B: Circle the Words | C: Write an Invitation | E: Copywork 2 | |
| Other Notes | | | | | |
| | | | | | |

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 Special Note to Mom or Dad



Notes

Week 2

Weekly Overview

Letter of the Week: Bb

Language, Phonics & Spelling:

Calendar: The days of the week.

Stories: Tell your children a story from your childhood.

Find the Pairs: Letter recognition.

Creative Expression:

Circle the Word—letter sound recognition

Write an invitation to invite a guest to an event.
(Communication)

picture of the way our culture tracks time. As with all new skills, build up your morning “Calendar Routine” slowly. We start by asking you to simply recite or sing the Days of the Week, and will add more calendar elements to incorporate into your routine in the following weeks. Stay tuned.

Overview

Learn to recite **the days of the week**.

Learn the concepts of *today*, *tomorrow* and *yesterday*.

Activity

This week, spend a few minutes each day reciting the days of the week with your children. To help it stick, stand in front of them with a calendar and use a pencil (or other special pointer you may have in your arsenal) to point to each day on the calendar as you say it.

To make it even more fun, sing. A simple internet search for “Days of the Week Song” will present you with plenty of options for song choices, or see our IG Links page for some suggestions 📺.

Conduct this activity as follows:

1. Point to each day and recite or sing its name.
2. Place a moveable shape or marker on the calendar to denote “today”, and say “Today is Wednesday.”
3. Ask your children to tell you what day was “yesterday” and which day will be “tomorrow”.
4. Finally, if you can, mention one day that will have a special or notable activity on it this week, and point to it on the calendar.

Once you’ve modeled this activity for them a few times, see if they’d like to “be the teacher” and stand in front of you with the pointer. Have them point to the days as you sing, and then ask them to point to the correct days as they answer your questions.

Day 1

Phonics/Spelling

My First Picture Dictionary | B pages

Optional: Get Ready for The Code | pp. 13–16

Handwriting

Handwriting Without Tears K | top of p. 11

Creative Expression

A: Copywork 1

On the **Week 2 Activity Sheet**, have your children write the uppercase letter **B** six times.

Day 2

Phonics/Spelling

Language and Phonics Activities | Calendar:
The Days of the Week

Calendar

What’s happening today? Reviewing the calendar makes a great early morning activity, and gives you an opportunity to introduce and practice calendar vocabulary with your children. In addition, your children gain daily practice with the way a calendar functions, and learn the bigger

Optional: Get Ready for The Code | pp. 17–19

Handwriting

Handwriting Without Tears K | p. 59

Creative Expression

B: Circle the Words

Overview

Practice: letter sound recognition.

Activity

Read each word on the **Week 2 Activity Sheet**. Then have your children circle the words that begin with the letter **B**. (*Bag, Box and Boy*)

Day 3

Phonics/Spelling

Language and Phonics Activities | Stories: When I Was Your Age ...
Overview

Tell your children a story from your childhood.

Activity

Today, tell your children a story you remember about something that happened to you during your childhood. Can you think of one they might not have heard before? One from a time when you were about their age? Does anything stand out to you about when you learned to ride your bike or your first day of school? Can you tell about a funny event that happened during a family reunion, or about a special place you'd visit on vacation?

Look through an old photo album together to help jog your memory, and see what they ask you about. Can you include characters they know, like Grandma and Grandpa or aunts and uncles? How was your life different when you were growing up than it is for them? Try to fascinate them with your story—include details, but try to sculpt your story so it has a beginning, middle and end.

Here is an example:

You'll never guess who taught me to ride my bike. Of course, Grandpa spent a lot of time running behind me and holding onto the seat, but I confess he wasn't the one who helped me really "get it."

Grandpa did make me a really fabulous bike. He'd bought it used but painstakingly painted it pink for me down at his shop after work. He found a pretty new, white banana seat (which was long and shaped like a banana—they were all the rage at the time) to put on it for me, and I remember it had streamers on the handlebars and, of course, training wheels.

I did okay while the training wheels held me up, but once Grandpa raised them, I couldn't figure out how to keep my balance. He'd run behind me and try to help me by holding onto the back of the seat, but I'd quickly lose my balance and crash. Until Mark came along.

Mark was our across-the-street neighbor who was older than me but younger than Uncle Jason, and because he was a boy and there were other boys around to play with, it meant he usually didn't have

much to do with me. But for some reason, he decided he wanted to teach me how to ride my bike. So guess what he did:

Mark climbed on my bike and sat behind me on that long banana seat. I pushed the pedals and steered with the handlebars, and Mark held on and dangled his legs to help me balance. With his legs hanging down, he could catch us if we started to tip too far, but I soon learned to feel what it was like to balance without being so afraid of crashing! If it hadn't been for Mark, I'm sure it would have taken me much longer to learn to ride my bike.

Optional: *Get Ready for The Code* | pp. 20–22

Creative Expression

C: Write an Invitation

Last week, your children practiced the basics of a story line and also got to use their imaginations a bit. This week, it's all about the facts. Clear, factual written communications are vital in today's information-based world. Whether it's a recipe, directions to your house, or a set of instructions, being able to set forth basic facts in a clear and compelling way is an important skill for your children to master.

Help your children practice this writing skill today by working with them to create an invitation. It could be an invitation to a birthday party, a special request for an adult to see them in a sporting event or a recital, or simply an informal note asking a friend to come over to play. The specifics are up to you. Just make this assignment "real" by sending or delivering the invitation. Be sure to let the recipient know that your children wrote the invitation.

As always, when writing a factual piece like this, it's helpful to review the "5 Ws and an H:" Who? What? Where? When? Why? How? Explain to your children that they will need to make sure their invitation answers these important questions.

Overview

Practice recording facts about an event by drafting an invitation together.

Together

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

Invitation:

If you can, introduce this lesson by showing your children a formal invitation to a party or wedding your family has received recently.



In our culture, when we throw a fancy party or have a big event, we send an invitation in the mail to invite guests to attend. Today we are going to write an invitation for someone to come to an event. First, let's think of an event we'd like a guest to attend.

Brainstorm together a list of possible upcoming family events (formal or informal), decide together whom your children would like to invite, and then select the event to which they'd like their guest to come.

Next, let's pretend we've been invited to the event. What do you think we would like to (or need to) know about the event? *jot down any answers your children provide in a list, so you can write details about the event next to each item in a minute. How many of the 5 W's and an H: questions (Who? What? Where? When? Why? How?) can they come up with? This assignment will probably use most of them. Don't forget **time**, **date** and **location** of the event, if the invitee should bring anything with them, and if you'll be **eating** anything during the event.*

If your invitation is to a party: Since we're inviting our guest to a party, let's be sure to ask for an R.S.V.P. so we'll know how many people to expect. (R.S.V.P. stands for *répondez s'il vous plaît* or *respond if you please*). What other information might we need to include in this invitation so that our guest may respond easily? (*phone number, etc.*)

Now that we have a good list of questions that will give our guests facts about the event, let's write some answers to the questions so we'll know what facts to include on the invitation.

When you finish your discussion, help your children transfer the information onto a card or other paper they can decorate as the invitation.

How to Evaluate This Assignment

Work through these assignments side-by-side, showing your children the way—not expecting them to do the work on their own or produce perfect results right off the bat. These skills take time and practice to master. Be encouraging and show enthusiasm for what they are able to accomplish. When you've finalized an invitation together, help your children mail or deliver it to its recipient.

A finalized invitation might look like this:

Dear Corey:

Please come to my birthday party next Saturday, March 9, 2012, at 3:30 p.m. We will play games and eat cake and ice cream at the Knights of Magellan Hall, 123 Main Street, Palookaville, Maryland 12345. Don't forget to wear tennis shoes! Please R.S.V.P. to 123-456-7890.

Your friend,

Seth

Day 4

Phonics/Spelling

Language and Phonics Activities | D: Find the Pairs

Overview

Practice: Letter recognition.

Activity

Show your children the boxes depicted on the **Week 2 Activity Sheet**, located after these Notes. In each set of four, have them point to the letters that are the same.

Optional: Get Ready for The Code | pp. 23–24

Creative Expression

E: Copywork 2

On the **Week 2 Activity Sheet**, have your children write the uppercase and lowercase letters **Bb**, four times. ■

LA Week 2 Activity Sheet

D: Find the Pairs

In each set of four, point to the letters that match.

| | |
|---|---|
| B | f |
| b | f |

| | |
|---|---|
| F | b |
| b | F |

| | |
|---|---|
| b | b |
| F | f |



E: Copywork 2

Write the upper and lowercase letters **Bb** four times. Start at the dot.

• • • • •

Bb



Language Arts K

Week 3 Schedule

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|-----------------|------------------------|----------------------------|---------------|-------|
| Phonics/Spelling | | | | | |
| Letters Learned So Far | Ff, Bb, Mm | | | | |
| My First Picture Dictionary | M pages | | | | |
| Language and Phonics Activities | | Stories: Young Authors | Nutrition: Healthy Choices | Listen, Tap | |
| Optional: Get Ready for The Code | pp. 25–28 | pp. 29–31 | pp. 32–35 | pp. 36–38 | |
| Handwriting | | | | | |
| Handwriting Without Tears K: Letters and Numbers for Me | bottom of p. 12 | p. 56 | | | |
| Creative Expression | | | | | |
| | A: Copywork 1 | B: Circle the Picture | C: Bolt Buddies | D: Copywork 2 | |
| Other Notes | | | | | |
| | | | | | |

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Special Note to Mom or Dad



Notes

Week 3

Weekly Overview

Letter of the Week: Mm

Language, Phonics & Spelling:

Stories: Write down stories your children tell.

Nutrition: Teach your children healthy food vocabulary, and to make healthy choices.

Listen, Tap: Listening skills, patterns.

Creative Expression:

Circle the Picture—letter sound recognition.

Write a story to go with the illustration on the Week 3 Activity Sheet. (Imaginative)

Activity

Periodically, write down the stories your children tell. The activities we assign for Creative Expression will often lend themselves well to this activity. Write or type the story as your children dictate it to you. Try to stay true to the language they use, and discuss any grammatical corrections with them before changing the written story. When the story is finished, read it to your children.

If you'd like to start a library of your children's stories, ask your children to draw a few pictures to illustrate their story, and then bind the pictures together (a construction paper cover and staples will do!) with a printed copy of the text. Or simply collect their stories in a binder for them to read when they wish. From time to time, pull out their stories and ask them to read or retell them to you.

Day 1

Phonics/Spelling

My First Picture Dictionary | M pages

Optional: *Get Ready for The Code* | pp. 25–28

Handwriting

Handwriting Without Tears K | bottom of p. 12

Creative Expression

A: Copywork 1

On the **Week 3 Activity Sheet**, have your children write the uppercase letter **M** six times.

Day 2

Phonics/Spelling

Language and Phonics Activities | Stories: Young Authors

Overview

Write down the stories your children tell to read again later. The Creative Expression assignments will provide you with opportunities to do so.

Optional: *Get Ready for The Code* | pp. 29–31

Handwriting

Handwriting Without Tears K | p. 56

Creative Expression

B: Circle the Picture

Overview

Practice: letter sound recognition.

Activity

On the **Week 3 Activity Sheet**, have your children circle the picture of the objects that begin with the letter **M**. (*mushrooms and measuring cup*)

Day 3

Phonics/Spelling

Language and Phonics Activities | Nutrition: Healthy Choices

Nutrition

Two great places to have informal language lessons: at the grocery store and during meals. Not only can you practice oral language informally, but you can also help your children learn to make healthy food choices. Take this opportunity to introduce your children to new health- and food-related vocabulary and maybe venture into trying some new foods at the same time! For the next few weeks

we will use nutrition as the groundwork of several oral language activities. Enjoy.


Overview

Teach your children to read food labels and make healthy food choices.

If your children have **allergies**, talk with them about which foods they need to avoid.

Activity

It's never too early to help your children begin to make healthy food choices. When you're shopping and need to make a choice between two similar items, have them help you compare the labels to see which selection would be a healthier choice. Does one option have more sugar? More preservatives? Contain more fat or higher calories? If your family is trying to limit carbohydrates, how many carbs does each choice have? Some supermarkets have scored food items to make healthy comparison shopping even easier. Use these scores to compare too, but teach your children to look at food labels as well, so they can make good choices wherever you happen to shop.

To take this activity a step further, visit a nutrition website with your children to learn how to include healthy choices in each meal they eat. For a suggested website, see our IG Links page . Follow the guidelines on the website and have your children help you put together meals this week. Take some chances at the grocery store and try some new fresh foods that your family may not normally keep on hand. Can you find some new favorites?

Allergies: If your children have food allergies, begin to teach them to check food labels to see if a particular food item is safe for them to eat. Not only will you empower them to learn to control their own allergy, but you'll gain peace of mind knowing that they will someday be able to eat safely even if you're not around. Talk with them about their allergy and help them to understand it so it becomes just a fact of life and not something they need to worry or be embarrassed about. Food allergies have become quite common in recent years, and chances are they won't be the only one with an allergy wherever they might go.

Optional: Get Ready for The Code | pp. 32–35

Creative Expression

C: Bolt Buddies

If your children are like most, they probably have wild imaginations. While you might struggle to bring them

back to reality from time to time, today is not the day to do that! Instead, set their minds free to roam.

Today your children will use their imaginations to make up a story to go with the illustration on “C: Bolt Buddies” on the **Week 3 Activity Sheet**.

Imaginative writing is much more difficult for some personalities than for others. You can help to develop your children's imagination and thinking skills by asking a lot of “Why?” and “What if?” questions in daily life.

Overview

Record the story your children write to explain what's happening in the illustration under “C: Bolt Buddies” on the **Week 3 Activity Sheet**.

Together

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

Brainstorm

Let's look at the picture under “C: Bolt Buddies” on the **Week 3 Activity Sheet** together. What do you see? What do you think is happening? Today you'll write a story to tell me what's happening in the picture. First let's talk about what you see.

Discussion Questions:

- How did the boy and the robot meet?
- What time of year do you think it is, and how do you know?
- Why do you think the boy has a card in his hand?
- Did you notice where they are sitting?
- Will that be an important part of your story?
- What do you think happens next?

Wrap Up

When they're done brainstorming, praise your children for their vivid imaginations and great story ideas. If they're ready to dictate their story to you, grab a sheet of paper so you can write it down for them, or ask them to stand by you while you type their words on the computer. Once you've recorded their first draft, read their stories back to them and ask them to think about what happens first, second, etc. Fill in any missing details and make corrections as you go. When they're finished, print out a copy to put on your refrigerator.



Notes

Week 3

Day 4

Phonics/Spelling

Language and Phonics Activities | Listen, Tap

Overview

Practice: Listening skills, patterns.

Activity

Have your children watch you make the following sounds:

- tap with your fingers/tap with your knuckles,
- tap with an eraser/tap with a pen,
- wrinkle a piece of paper/tear a piece of paper,
- tap with your toe/tap with your heel.

Now have your children close their eyes. Repeat a variety of the sounds again, asking your children to tell you what you are tapping.

Optional: *Get Ready for The Code* | pp. 36–38

Creative Expression

D: Copywork 2

On the **Week 3 Activity Sheet**, have your children write the upper and lowercase letters **Mm**, four times. ■

LA Week 3 Activity Sheet

A: Copywork 1

Write the uppercase letter **M** six times. Start at the dot.

• • • • • •

B: Circle the Picture

Circle the objects whose name begins with the letter **M**.



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

| Week | Letter | Creative Expression | Activities |
|------|--|--|--|
| 1 | F, f | Circle the Picture (Letter Sound Recognition) Picture Book Narration (Narration) | Letter/Word Recognition: Play “I Spy” Language and Phonics Activities: Stories/Fables; |
| 2 | B, b | Circle the Words (Letter Sound Recognition) Write an Invitation (Communication) | Letter/Word Recognition: Find the Pairs Language and Phonics Activities: Calendar; Stories |
| 3 | M, m | Circle the Picture (Letter Sound Recognition) Bolt Buddies (Imaginative) | Listening Skills: Listen, Tap Language and Phonics Activities: Nutrition; Stories |
| 4 | T, t | Write the Correct Letter (Letter Sound Recognition) The Visitor (Recollection /Description) | Letter/Word Recognition: Bean Bag Game Language and Phonics Activities: Calendar; Nutrition |
| 5 | R, r | Write the Correct Letter (Letter Sound Recognition) How Do You Do That (Explanation) | Letter/Word Recognition: Letter Match-up Language and Phonics Activities: Calendar; Traffic |
| 6 | A, a | The Day I Was Two Inches Tall (Imaginative) | Letter/Word Recognition: Letter Pick-Up Writing Skills: Synonyms Language and Phonics Activities: Numbers; Vocabulary |
| 7 | Review, no new letters this week | Fable Narration (Narration) | Letter/Word Recognition: Letter Matching Writing Skills: Rhyme Language and Phonics Activities: Numbers; Vowels |
| 8 | H, h | The Family Album (Recollection) | Letter/Word Recognition: Add the Last Letter Writing Skills: Vowels Language and Phonics Activities: Measurement Vocabulary |
| 9 | P, p | The News Report (Communication/Expository) | Letter/Word Recognition: Tactile Letters Writing Skills: Vowels and consonants Language and Phonics Activities: Measurement Vocabulary |
| 10 | S, s | Grown-up Me (Imaginative) | Letter/Word Recognition: Rhyme Writing Skills: Spelling; Word recognition Language and Phonics Activities: Measurement Vocabulary |
| 11 | l, i | The Cat Book (Narration) | Forming Words: Building Words Writing Skills: Root or Base words Language and Phonics Activities: Family Individualized Vocabulary; Organization |
| 12 | Review, no new letters this week | Chore Training (Explanation) | Letter/Word Recognition: Find the Pairs Writing Skills: Antonyms Language and Phonics Activities: Patterns; Problem solving |
| 13 | Review, no new letters this week | Story Elaboration (Imaginative) | Listening Skills: What’s That Sound? Letter/Word Recognition: “Thing” Writing Skills: Vocalized sounds; Reading comprehension |

(continued on the following page)

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

| Week | Letter | Creative Expression | Activities |
|------|----------------------------------|---|---|
| 14 | C, c | The Gap (Imaginative) | Letter/Word Recognition: Letter Match-Up; Bingo (Optional) Language and Phonics Activities: Follow Directions Writing Skills: Review: Capital letters; Vowels; Rhymes |
| 15 | D, d | Our Busiest Day Ever (Explanation) | Letter/Word Recognition: Letter Sound Pick-up Writing Skills: Review: Rhymes; Antonyms; Vowels Language and Phonics Activities: Follow Directions; Vocabulary; Critical Thinking |
| 16 | J, j | Decoration Explanation (Explanation) | Letter/Word Recognition: Add the Last Letter Writing Skills: Spelling; Vowel Sounds; Rhymes Language and Phonics Activities: Phonics and Memory |
| 17 | O, o | Well-Known Character (Imaginative/Narrative/Recollection) | Letter/Word Recognition: Draw Cards to Make Words; Cornmeal Letters (Optional) Writing Skills: Review: Rhymes; Reading Comprehension Language and Phonics Activities: Phonics and Memory |
| 18 | Review, no new letters this week | Thank-you Note (Communication) | Writing Skills: Letter Sounds Make Words Language and Phonics Activities: Thinking |
| 19 | Review, no new letters this week | And They Lived Happily Ever After (Imaginative) | Writing Skills: Rhyme; Alphabetize Words Language and Phonics Activities: Thinking |
| 20 | N, n | Favorite Story Narration (Narration) | Letter/Word Recognition: Building Words Writing Skills: Palindromes; Commas Language and Phonics Activities: Thinking; Review Progress |
| 21 | K, k | Read-Aloud Summary (Condensation) | Letter/Word Recognition: Add the Last Letter Writing Skills: Vowel sounds; Rhymes Language and Phonics Activities: Phone Skills |
| 22 | L, l | When I Was Sick (Recollection) | Writing Skills: Consonants; Spelling; Antonyms Language and Phonics Activities: Phone Skills; Word Sort |
| 23 | U, u | An Odd Place to Surface (Imaginative) | Writing Skills: Rhymes; Spelling Language and Phonics Activities: Phone Skills; Rhyming Word Match-up |
| 24 | Review, no new letters this week | You are the Teacher! (Explanation) | Letter/Word Recognition: Find the Pairs Writing Skills: Spelling; Rhyming Language and Phonics Activities: Poetry |
| 25 | V, v | Imagery Poem (Imagery/Poetry) | Letter/Word Recognition: Play <i>Go A to Z!</i> Writing Skills: Vowel Sounds; Rules for writing names; Rhymes Language and Phonics Activities: Poetry |
| 26 | W, w | Fairy Tale Smash-up (Narration/Imaginative) | Writing Skills: Vowel Sounds; Consonants; Rhyming; Antonyms Language and Phonics Activities: Poetry |
| 27 | G, g | Living in Historical Times (Narrative/Expository) | Writing Skills: Capitalization and names; Rhymes; Consonants Language and Phonics Activities: Poetry; Tongue Twisters; Rope Jumping Rhymes |

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(continued on the following page)

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

| Week | Letter | Creative Expression | Activities |
|------|----------------------------------|---|--|
| 28 | Y, y | Free Verse Collection Book (Imagery/Poetry) | Letter/Word Recognition: Replace the Letters Writing Skills: Story Sequencing Language and Phonics Activities: Manners |
| 29 | E, e | The Big Storm (Recollection /Narrative) | Letter/Word Recognition: Letter Elimination Writing Skills: Reading comprehension; Rhyming; Synonyms Language and Phonics Activities: Manners |
| 30 | Review, no new letters this week | Blown Away (Imaginative) | Writing Skills: Review: Adjectives; Rhyming; Vowels; Consonants Language and Phonics Activities: Manners; More Rhymes |
| 31 | Review, no new letters this week | My Favorite Game (Explanation) | Letter/Word Recognition: Find the Pairs; Draw Cards to Make Words Writing Skills: Rhyming; Reading Comprehension; Vowels Language and Phonics Activities: Manners |
| 32 | Z, z | Letter to a Relative (Communication) | Letter/Word Recognition: Add the Ending Sound Writing Skills: Reading Comprehension; Rules for writing names; Rhyming Language and Phonics Activities: Letters and Numbers; Poetry; Songs |
| 33 | X, x | Make Up a Song That Rhymes (Imagery/Poetry) | Letter/Word Recognition: Vowel Sound Sorting Writing Skills: Rhyming; Reading Comprehension; Antonyms Language and Phonics Activities: Songs |
| 34 | Q, q | The Painting's Story (Imaginative) | Letter/Word Recognition: Play <i>Go A to Z!</i> Writing Skills: Consonant blends; Adjectives; Story Sequencing |
| 35 | Review, no new letters this week | How Does This Work? (Explanation) | Letter/Word Recognition: Building Words Language and Phonics Activities: Family Names; Address |
| 36 | Review, no new letters this week | I'm an Animal (Imaginative) | Letter/Word Recognition: Alphabet List Writing Skills: What Am I? Language and Phonics Activities: Personal Information |

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