

Instructor's Guide Quick Start

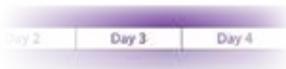
The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section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

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



Easy to use

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



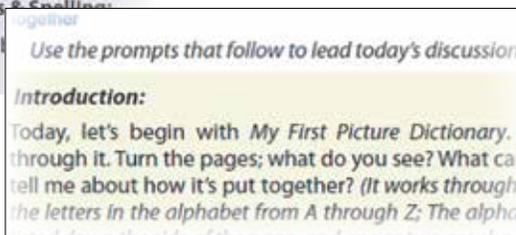
4-Day Schedule

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



Weekly Overviews

Summarize lessons, skills, and activities for each week.



Instructions (Prompts)

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

A: Copywork

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

at, fat, rat _____

Copywork

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



Rubrics

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

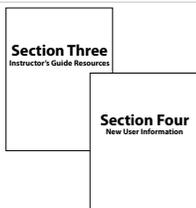
Activity Sheets

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

Activity Sheet

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

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



Instructor's Guide Resources and New User Information

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

How to Use the Schedule

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

4-Day Schedule:

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

Write in the week's date for your records.

We schedule your optional Language Arts workbooks for you.

Language Arts K
Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4
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: <i>Get Ready for The Code</i>	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				
<p>Find the Activity Sheets for students directly after the Notes. Find all answers within the Notes.</p> <p>Find all Notes after the Schedule page.</p>				

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How to Use the Notes

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

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



Creative Expression

C: The News Report

☆ Prepare in Advance

Materials:

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

Overview

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

Together

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

Reporting the News

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

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

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

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

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

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

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

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

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

1 | Week | Section Two

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

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

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

How to Evaluate This Assignment

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

News Report Checklist

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

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

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Summary of the lesson and skills covered.

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

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

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

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



Language Arts 4

Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Spelling					
Spelling	Rule & Write	Pre-Test	Check	Post-Test	
Activity	Index Cards				
Optional: MCP Phonics D	pp. 3-5	p. 6	p. 7	p. 8	
Handwriting					
Vocabulary Development					
Optional: Wordly Wise C	Exercise 1A				
Readers					
King of the Mound	chaps. 1-2  	chap. 3	chaps. 4-5 	chap. 6 	
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: A Picture is Worth a Thousand Words	D: Tell it!	
Other Notes					
<p>All optional assignments are not included in the LA Package. Optional books are sold separately.</p>					

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Weekly Overview

Spelling/Phonics:

Skill: Compound words

Index Cards: Compound words

Creative Expression:

Copywork Application: Nouns—proper and common nouns

A Picture is Worth a Thousand Words—Descriptive writing

Tell It!—Imaginative story

Day 1

Spelling/Phonics

Instruction

We recommend you use the methods described in this week's Notes: **Day 1–Rule and Write**, **Day 2–Pre-Test**, **Day 3–Check**, and **Day 4–Post-Test** to teach your children to spell. If your children are quick memorizers, don't follow our pattern. If you have a better way—or a way that works—use it!

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

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

Lesson: Rule & Write

Today we suggest your children write their spelling words on a large whiteboard or chalkboard. Somehow, especially in the early grades, children seem to respond well to being able to print using big strokes. Perhaps it is the freedom they feel when they are able to use their large rather than fine motor skills. Many parents have mentioned that their children also enjoy the semi-“public” nature of printing on a board.

☆ Prepare in Advance

Materials:

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

☆ Optional: Prepare in Advance

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

in side

Overview

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

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

Words: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

Together

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

Compound Words

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

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

Have your children write “checkout” on a large white- or chalkboard as you spell it to them.

What two smaller words make up this word? (*check out*)

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

Activity | Index Cards

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

Optional: MCP Phonics D | pp. 3–5

p. 3–4

Read and enjoy. Answer the questions together.

p. 5

1. **fan**—ant cat hand 2. **gift**—six pin bib
3. **duck**—bug sun bus 4. **mop**—block box top
5. **egg**—bed jet hen

Handwriting

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

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

Readers

King of the Mound | Chapters 1–2

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

Note: Show your children the chapter title and explain that each chapter is named for an inning in baseball. There are nine innings with the visiting team up to bat first. This is called the “Top of the First”. When the home team takes the field, that is the “Bottom of the First”.

Setting

Bismarck, North Dakota; 1935; during the Depression.

Overview

A diagnosis of polio keeps Nick from reaching his potential in baseball while straining the relationship with his distant father. When working for the local team, Nick meets Satchel Paige, arguably the best player in baseball. Satchel faces obstacles of his own, and he encourages Nick to overcome the odds and get off the bench. *King of the Mound* is inspiring historical fiction about baseball and the segregation of the past.

Vocabulary

Polio (Poliomyelitis): is an infectious viral disease creating an inflammation that affects the spinal cord. Vaccines have eradicated polio in all but a small amount of countries in the world. [chap. 1]

iron lung: full body machine used for paralyzed polio victims to help them breathe. [chap. 1]

Mayo Clinic: famous experimental training hospital.

cripple: outdated term for someone unable to walk or move properly. [chap. 1]

semipro club: Blacks were not allowed to play in the Major League until 1947. [chap. 1]

dilapidated: run-down as a result of age or disuse. [chap. 1]

Dust Bowl: a ferocious series of windstorms that blew away the topsoil; occurred during the 1930's. [chap. 2]

outhouse: a small building serving as an outdoor toilet. [chap. 2]

To Discuss After You Read

- Q: How severe is Nick's polio? [chap. 1]
A: *he was hospitalized for a year with nerve damage, and has to wear a brace from the top of his thigh to just above his ankle; but he is better than many others in the hospital with nerve damage and paralysis and some couldn't breathe on their own*
- Q: How did his dad act when he came to pick up Nick? What do you think of this reaction? [chap. 1]
A: *his first concern was if the brace was permanent and if his son would be able to pitch or play ball; called his son a “cripple”*
- Q: Why was Satchel Paige considered one of the world's greatest pitchers?
A: *he had invented a collection of unusual pitches, he had tremendous control, people found it impossible to get a hit off him, etc*

Timeline and Map Activities

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

-  **Satchel Paige (1906–1982)**
 *Bismarck (C6); Minneapolis (C7); Fargo (C7) (map 1)*

Vocabulary Development

Vocabulary

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



Notes

Week 1

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

Optional: *Wordly Wise C* | Exercise 1A

Creative Expression

General Creative Expression Instruction

BookShark's Language Arts program is based on the "natural learning approach." "Natural" or "integrated" learning means students learn by discovery. They observe, analyze and then seek to imitate what they have seen a master wordsmith do before them. For more information see "BookShark's Language Arts Philosophy" located in **Section Three**.

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

Day 1 | A: Copywork

Day 2 | B: Mechanics Practice

Day 3 | C: Pre-Writing

Day 4 | D: Writing

Day 1 | A: Copywork

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

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

About Copywork

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

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

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

Day 2 | B: Mechanics Practice

On Day 2 of each week, we offer a brief introduction to one grammatical or mechanical topic, based on a copywork passage or other similar example sentence. This year, your children will work through three basic groups of skills: Sentence Basics (nouns, verbs, adjectives, etc.), Building Blocks of Sentences (phrases, clauses, simple and compound sentences, etc.), and Mechanics (punctuation, capitalization, etc.). The "Weekly Overview" table, located at the beginning of the Day 1 Notes, lists the skills covered each week. For a 36-week progression of topics and skills studied this year in Language Arts, see our Schedule of Topics and Skills, located in **Section Three**.

Day 3 | C: Pre-Writing

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

Day 4 | D: Writing

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

Activity Sheets

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

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

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

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

Feeling Overwhelmed?

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

A: Copywork

Have your children copy the sentences found on "A: Copywork 1" **Week 1 Activity Sheet** directly after these notes.

Optional: Copywork¹

"I don't know what I was thinking," Mr. Churchill said. "I told the Rawlings people I'd get every player on our team to use their stuff, but trying to get a player to switch gloves is like trying to get a cat to swim backstroke."

1. Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012) 24.

Day 2

Spelling/Phonics

Pre-Test

Words: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

Give the Pre-Test

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

After the Pre-Test

- After spelling all of the words, make sure your children rewrite any misspelled words correctly five times.
- If they need to copy the misspelled word(s), that is fine. We seek mastery.
- If your children misspell a word, talk it through: is there a rule they ignored? Is there a pattern they can use to remember to spell the word correctly in the future?

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

Optional: *MCP Phonics D* | p. 6

- | | | | | |
|----------|-----------|----------|----------|-----------|
| 1. spot | 2. bus | 3. sat | 4. bat | 5. hit |
| 6. tags | 7. sun | 8. pitch | 9. rests | 10. up |
| 11. fast | 12. crack | 13. run | 14. wins | 15. stand |
| 16. hugs | 17. happy | 18. have | | |

Readers

King of the Mound | Chapter 3

Vocabulary

roster: a list of names in an organization or team.

Joe DiMaggio: a center fielder who played 13 seasons with the New York Yankees, he held a 56 game hitting streak.

Hopalong Cassidy: a fictional cowboy hero.



To Discuss After You Read

- Q: What was Mr. Churchill's first assignment for Nick?
 A: *to break in the gloves before giving them to the players*
- Q: What did Nick do to the gloves to get them ready?
 A: *he rubbed each glove with linseed oil, threw a ball into it at least 30 times and then shoved a ball into the pocket and tied it up with a towel*
- Q: What was his second job?
 A: *to collect the names and birthdays of the players*
- Q: What nickname did Satchel give Nick? Why?
 A: *Hopalong; because Nick hopped along and it was a nickname of a cowboy*

Creative Expression

B: Copywork Application

☆ Prepare in Advance

Draw a 2-column chart on the board or a piece of paper. Label one column "Common Nouns" and the other column "Proper Nouns".

Overview

Learn about nouns, and common and proper nouns.

Together

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

Nouns

Do you know what a noun is? A noun is a person, place, thing or idea. Look at the longer version of this week's copywork passage under "B: Copywork Application" on the activity sheet (also found below). Can you find three nouns in the passage?

Passage:

They headed north to Minneapolis, northwest to Fargo, and then due west across the rolling plain. The journey was brutal in the winter when the arctic wind was whipping snow across the road, but now, in early June, they cruised along with the windows cracked to let the sweet summer breeze into the car.²

(There are many. Possible: north, Minneapolis, northwest, Fargo, ...plain, etc.)

2. Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012) 6.

Look at the passage again. Why is *June* capitalized? (Because *June* is a **proper noun**—it is the name of a month.)

A **proper noun** is the specific name of a person, place, or thing, so we always capitalize proper nouns. For example, we capitalize *Anna*, but not *girl*, because *Anna* is the name of a specific girl. We capitalize *Mexico*, but not *country*, because *Mexico* is the name of a specific country. And we'd capitalize *Denver Public Library* if we were talking about a specific library, but if we just said "*the library*", we wouldn't capitalize it. So in the passage, we capitalize *June* because it is the name of a specific month in the year.

Keep in mind that we also capitalize someone's title, as in *Mrs. Baker*, or their initials, as in *C.S. Lewis*.

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

Can you find any words in the passage that have to do with a direction on a map? (*north*, *northwest*, etc.)

Directions on a compass are also nouns, but be careful with these words. Do you notice that in this passage, they are not capitalized? That's because in this context, they are simply directions. If we use one of these words to name a specific region, like the East Coast or the Wild West, then we'd use a capital letter. But in this case, since the narrator is simply talking about driving in a particular direction, we do not capitalize these words.

So let's practice a little. I'm going to tell you a word, and I want you to tell me if it is a common noun or a proper noun—and if we should capitalize it or not. Remember, we capitalize names of specific nouns, which are proper nouns. Ready?

As your children categorize the following nouns, write them in the appropriate column on the chart you prepared previously: Feel free to pull nouns from the list at random.

- dog, Spike (or the name of a dog you know),
- park, Rocky Mountain National Park,
- Thursday, day of the week
- city, San Francisco,
- Dr. Seuss, heart doctor

Very good! Do you have any questions before we work on the Copywork Application assignment together?

Activity

Below "B: Copywork Application" on the **Week 1 Activity Sheet**, ask your children to categorize the proper and common nouns we've underlined in the passage.

Answers

Common Nouns		Proper Nouns
north	wind	Minneapolis Fargo June
northwest	snow	
west	road	
plain	windows	
journey	breeze	
winter	car	

Day 3

Spelling/Phonics

Check

Words: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

☆ Prepare in Advance

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

If your children didn't miss any words yesterday, then see if you can come up with "silly sentences" that include as many of the week's words as possible, and have your children write these sentences.

Activity

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

Optional: MCP Phonics D | p. 7

- 1. bone 2. five 3. tape 4. heel 5. cube
- 6. radio 7. seal 8. rake 9. key 10. vase
- 11. cone 12. notes

Readers

King of the Mound | Chapters 4–5

Vocabulary

orderly: works in a hospital with routine tasks. [chap. 4]

"playing pepper": practice exercise where one player hits ground balls to outfielders. [chap. 5]

To Discuss After You Read

- Q: How did Nick help Satchel? [chap. 4]
- A: *he told the police officer that Satchel was a famous pitcher, that he had the car yesterday at the game, so the officer let him go*
- Q: What does Satchel's comment to Nick mean? "Ain't no man can avoid being born average, but there ain't no man got to be common."
- A: *although we are all born equal, we can achieve*
- Q: Mr. Churchill believes Nick should "give people an opportunity" if he wants to sell the programs. How could he do this? [chap. 5]
- A: *convince people they would be owning a genuine collector's program, timeless memento*
- Q: What happened to Nick's dad?
- A: *he wasn't going to be starting catcher anymore, and was thinking of quitting*

Timeline and Map Activities

-  Jamestown, North Dakota (C6) (map 1)
-  Croatia (E7) (map 2)

Creative Expression

About Day 3 | C: Pre-Writing

Establishing good writing habits early leads to greater confidence, creativity, and competence in later compositions. Prewriting forms the foundation of the writing process. The purpose of prewriting is to eliminate poor topics, explore supporting details, and organize thoughts prior to putting pen to paper. The importance of making prewriting a habit from the beginning cannot be stressed enough. Without this, many older students fail to prewrite, resulting in choppy, poorly-planned compositions. Encouraging your children to think about writing as a process and plan a composition before beginning it will pay off in better writing skills and more confidence in composition later on.

With this in mind, virtually every week will include prewriting. There are countless methods of prewriting. This year, your children will explore many of them. As they advance in their writing skills, they may favor a few methods. This is ideal. Until then, allow your children to try on the various graphic organizers, question prompts, and charts to learn about these various methods.



C: A Picture Is Worth a Thousand Words

Overview

Prepare to write a story based on an illustration.

Together

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

Once Upon a Time

To get started on your writing this year, we'll use a Story-Starter Picture. Take a look at the Story-Starter Picture under "C: A Picture is Worth a Thousand Words" on the **Week 1 Activity Sheet**. Think about what might be going on in this picture. Who are the characters? (*responses vary—perhaps a boy and his dog*) How would you describe the setting? (*responses vary—perhaps a construction site*) What about the problem? Do you see anything wrong with the picture? (*responses vary*) What caused this to happen? How would the story end? Would there be a solution to the problem? (*responses vary*)

That sounds like it could make an interesting story! Take some time to answer the questions on the Activity Sheet so you will be ready to write your story tomorrow.

Activity

Have your children answer the questions about the Story-Starter Picture under "C: A Picture is Worth a Thousand Words" on the **Week 1 Activity Sheet**. (*Answers will vary.*)

Day 4

Spelling/Phonics

Post-Test

Words: checkout, daytime, airplane, backpack, campfire, flagpole, outside, within, railroad

Give the Post-Test

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

After the Post-Test

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

Optional: MCP Phonics D | p. 8

- | | | | | |
|--------------|----------|-----------|----------|-------------|
| 1. blind | 2. June | 3. breeds | 4. These | 5. fine |
| 6. retriever | 7. day | 8. Duke | 9. holds | 10. leads |
| 11. waits | 12. go | 13. say | 14. way | 15. trained |
| 16. five | 17. like | 18. team | | |

Readers

King of the Mound | Chapter 6

Vocabulary

tuberculosis: a contagious, often deadly bacterial disease that attacks the lungs.

To Discuss After You Read

Q: Why did Nick's father get mean?

A: *when his wife died, he stopped laughing and he barked at Nick possibly because Nick looked like his mother; plus life was hard*

Timeline and Map Activities

Missouri River (E6) (map 1)

Creative Expression

D: Tell It!

Overview

Write a story based on an illustration.

Together

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

Happily Ever After

Now it's time to turn your idea about the picture into a story. Think about how your story should begin. You'll have to introduce the characters and the setting to your readers. When you get to the problem and the solution, you'll prob-

ably have a lot of action going on! Be sure to use time order words so readers can follow the action.

Here's what a sample imaginative story might look like:

Little Johnny Wilson threw the ball as high as he could into the air. "Fetch!" he called. His dog, Brutus, took off in a flurry of paws and fur, chasing the ball beyond the fence into the construction zone down the street. "Oh no!" shouted Little Johnny. "Stop, Brutus!" But Brutus did not stop. When he was told to fetch, he always got the ball—no matter what it took.

By the time Little Johnny made it to the construction site, Brutus had the ball in his mouth, tail wagging furiously. Unfortunately, he also happened to be sitting in the bucket of a front-end loader. "Brutus, come!" yelled Little Johnny. But Brutus would not come. He just wagged his tail and waited for Little Johnny to come get him.

When Little Johnny reached Brutus, he felt a sudden jolt and heard an engine roar to life. Then, he and Brutus sensed that they were moving. When they peered over the edge of the bucket, they were both surprised to see the ground receding before them! Brutus barked in fear, dropping the ball onto the ground below. The front-end loader's driver saw the ball and brought the machine to rest. Relieved, Little Johnny and Brutus escaped from the bucket and promised not to play fetch by the construction site any more!

Activity

Using their notes from yesterday, have your children write a story based on the Story-Starter Picture under "D: Tell It!" on the **Week 1 Activity Sheet**.

How to Evaluate This Assignment

For your children's first writing assignment of the year, we provided a little "boost" with a Story-Starter Picture. Your children may be a bit rusty if they haven't been writing over the summer. If you find your children's story is difficult to understand or progresses "in fast forward," try this technique: Cut apart each sentence (or sentence group). Glue them down on a new sheet of paper, leaving space in between. Help your children fill in the missing information to help the story develop more naturally.

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

Sample Rubric for an Imaginative Paragraph	
Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →	
<i>Content</i>	
_____	Included a beginning, middle, and end
_____	Introduced characters and setting
_____	Developed plot events in a way that is easy for readers to understand
_____	Used language effectively
<i>Mechanics</i>	
_____	Spelled correctly
_____	Used correct grammar, punctuation, and capitalization
_____	Wrote neatly, forming letters correctly

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A: Copywork 1¹

The journey was brutal in the winter when the arctic wind was whipping snow across the road, but now, in early June, they cruised along with the windows cracked to let the sweet summer breeze into the car.

B: Copywork Application

Categorize the underlined nouns in the passage below as either proper or common. List your answers in the table that follows.

They headed north to Minneapolis, northwest to Fargo, and then due west across the rolling plain. The journey was brutal in the winter when the arctic wind was whipping snow across the road, but now, in early June, they cruised along with the windows cracked to let the sweet summer breeze into the car.²

Common Nouns	Proper Nouns

1. Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012), 6.
 2. Ibid, 6.

LA Week 1 Activity Sheet

C: A Picture Is Worth a Thousand Words

1. What happens in the Story-Starter picture?

2. Who is in the picture? _____

3. What are they doing?

4. How did they get into this place? _____

5. What will happen next? _____



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D: Tell It!

On your own piece of paper (or writing notebook), write a story about the Story-Starter picture.



Language Arts 4

Week 2 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Spelling					
Spelling	Rule & Write 	Pre-Test	Check	Post-Test	
Activity	Index Cards				
Optional: MCP Phonics D	p. 65	p. 66	p. 67	p. 68	
Handwriting					
Vocabulary Development					
Optional: Wordly Wise C	Exercise 1B				
Readers					
King of the Mound	chaps. 7-8 	chaps. 9-10 	chaps. 11-12 	chaps. 13-14 	
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: Research Satchel Paige	D: Write about an Athlete	
Other Notes					



Weekly Overview

Spelling/Phonics:

Skill: Suffixes

Index Cards: Suffixes

Creative Expression:

Copywork Application: Nouns—singular and plural, irregular plurals. Review: noun identification

Research Satchel Paige: Practice researching

Write about an Athlete: Informational writing

Day 1

Spelling/Phonics

Rule & Write

☆ Optional: Prepare in Advance

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

Overview

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

Note: When counting the syllables in a word with a suffix, if you pronounce the vowel in the suffix, the suffix is a syllable (*hope/ful, glad/ness, wish/ing*). If you do not pronounce the vowel in the suffix, then the suffix is not all of the syllable (*loved, clapped, baked*). All of this week's words contain pronounced suffixes.

Words: feeling, eating, thankful, sickness, tallest, illness, readable, loading, saying, badly

Together

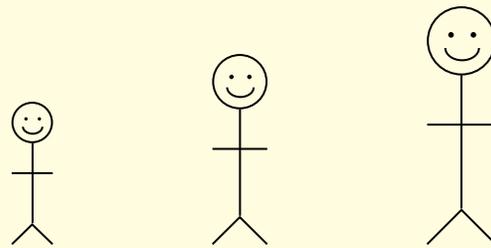
Use the following prompts to discuss this week's rule (see above) with your children.

Suffixes

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

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

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



Jen

Daniel

Luke

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

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

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

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

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

How many syllables in the word *tall*? (*one*)

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

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

When counting the syllables in a word with a suffix, if you pronounce the vowel in the suffix, the suffix is a syllable (*feel/ing, eat/ing, thank/ful*). If you do not pronounce the vowel in the suffix, then the syllable consists of more than just the suffix (*loved, clapped, baked*).

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

Activity | Index Cards

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

Optional: MCP Phonics D | p. 65

- | | | | |
|------------------|-------------------|--------------------|------------------|
| 1. <u>faster</u> | 2. <u>nicer</u> | 3. (warmest) | 4. <u>higher</u> |
| 5. <u>warmer</u> | 6. <u>lighter</u> | 7. <u>stronger</u> | 8. (wildest) |
| 9. (lowest) | 10. clearer | clearest | |
| 11. darker | darkest | 12. lower | lowest |
| 13. younger | youngest | 14. shorter | shortest |
| 15. brighter | brightest | 16. narrower | narrowest |
| 17. smoother | smoothest | 18. duller | dullest |
| 19. rougher | roughest | | |

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Readers

King of the Mound | Chapters 7–8

Vocabulary

“... just as the crowd was reduced to **dregs**.” (*the last remaining part*) [chap. 8]

* * *

bayou: water found in a low lying area; marshy. [chap. 7]

barnstorm: to travel from place to place to play local teams. [chap. 8]

Ty Cobb: an American Major League Baseball outfielder (1886–1961) [chap. 8]

cogitate: deeply consider. [chap. 8]

akimbo: a body position where hands are on the hips and elbows bowed outward. [chap. 8]

pandemonium: a very noisy place. [chap. 8]

To Discuss After You Read

Q: Where did Satch take Nick? Why was that unusual? [chap. 7]

A: *to an Indian reservation; white people didn't go there*

Q: What did they get at the reservation? [chap. 7]

A: *“Magic Potion” that Satch uses on his arm; Nick is to try it on his leg*

Q: Did Nick use the medicine? What happened? [chap. 7]

A: *yes; it burned, but he was able to go outside without his brace*

Q: What bet did Mr. Churchill make with Nick? [chap. 8]

A: *if Nick gives away all the flyers he will get to go on the road trip*

Timeline and Map Activities

 *Mason-Dixon Line (D10); Pittsburg (D10); Mobile, AL (G7) (map 1)*

Vocabulary Development

Optional: **Wordly Wise C** | Exercise 1B

Creative Expression

A: Copywork 1

Have your children copy the sentences found under “A: Copywork 1” on the **Week 2 Activity Sheet**.

Optional: Copywork 2¹

The Coke was so cold that it had little flecks of ice stuck to the glass bottle, and Nick relished the fizz on his tongue and the quick rush of sweetness. The last time he'd had a soda was at Christmas, when the hospital gave them out as a special treat.

Day 2

Spelling/Phonics

Pre-Test

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

Words: feeling, eating, thankful, sickness, tallest, illness, readable, loading, saying, badly

Optional: **MCP Phonics D** | p. 66

1. greatest 2. fastest 3. faster 4. highest 5. neatest
6. tallest 7. shorter 8. funnier 9. funniest 10. loudest

Readers

King of the Mound | Chapters 9–10

Vocabulary

pure gas: slang for a fastball. [chap. 9]

To Discuss After You Read

Q: What big decision did Nick make? [chap. 9]

A: *to not wear his brace*

Q: Did anything happen to Nick as a result of not wearing his brace? Why was it significant? [chap. 9]

A: *a kid bumped into him from behind at the end of the game and he fell to the ground; he couldn't pitch if he was so unstable*

Q: Why couldn't the team find a place to sleep in McPherson? [chap. 10]

A: *races had to be segregated*

Timeline and Map Activities

 *Watertown (C7); Sioux Falls (C7); Sioux City (D7); Norfolk (D6); Fremont (D6); Grand Island (D6); Hastings (D6); McPherson, KS (E6); Cuba (I9) (map 1)*

1. Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012) 81.



Creative Expression

B: Copywork Application

Overview

Today, discuss **plurals** with your children. Often to make a noun plural, we simply add an -s to the end of the word.

Together

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

Plurals

When writing, how can you let a reader know if there is one of something, or more than one of something? How does a reader know if you're talking about a *spaceship* or if you're telling them about a group of *spaceships*?

A writer has to let their readers know whether a noun is singular (one) or plural (many). To show you have more than one of an item, you usually add -s at the end of the word to make it plural.

Let's play a little game. I'm going to say a word, and I want you to tell me what "more than one" of that word is—or, its plural form. Are you ready?

farmer (farmers)
fire (fires)
pencil (pencils)

Pretty good! Now of course, it's not always that easy. What about the word *mouse*? Would you say that you saw five "mouses" in the barn? No! Sometimes we have to change a word to make it plural—instead of simply adding an -s. The plural of *mouse* is *mice*.

I'm going to read you another list of singular words that I'd like you to make plural. However, to make these words plural, you'll have to change the word. But if you think about it, I bet you already know the plural form of these words. Shall we try it and see?

Write each word on the board in its singular form, then write the plural form next to it, either as your children tell it to you, or as you find you need to introduce them to it.

child (children)
goose (geese)
woman (women)
foot (feet)
tooth (teeth)

Great work! I think you're ready to work on the plurals activity on this week's Activity Sheet.

Activity

Have your children complete the activity below "B: Copywork Application" on the **Week 2 Activity Sheet**.

Answers

1. A noun is a *person, place, thing or idea*.
2. We have underlined the nouns in the passage below. Your children should have found at least three.

Before his father woke up the next morning, Nick pulled out the small scrapbook he had made two years earlier. Satch's first game had been against Jamestown, Bismark's biggest rivals in North Dakota, and he had gone straight from the train to the field.²

3. *tables, people, caps, children, blankets, oxen*

Day 3

Spelling/Phonics

Check

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

Words: feeling, eating, thankful, sickness, tallest, illness, readable, loading, saying, badly

Optional: MCP Phonics D | p. 67

- | | | | |
|-----------------------------|-----------------------------------|-----------|----------|
| 1. paves paved paving | 2. teases teased teasing | | |
| 3. blames blamed blaming | 4. describes described describing | | |
| 5. divides divided dividing | 6. waves waved waving | | |
| 7. later latest | 8. graver gravest | | |
| 9. finer finest | 10. cuter cutest | | |
| 11. politer politest | 12. cruder crudest | | |
| 13. skate | 14. glide | 15. trace | 16. huge |
| 17. graze | 18. late | | |

Readers

King of the Mound | Chapters 11–12

² Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012) 38.

Vocabulary

“We don’t put up with **bellyaching** in this town.” (*persistent complaining*) [chap. 11]

* * *

chiseler: someone who cheats. [chap. 11]

pitcher’s mound: a slight elevation on which the pitcher stands. [chap. 12].

Prohibition: a time in United States history (1920–1933) which the manufacture, sale, and transportation of liquor was made illegal. [chap. 12]

running liquor: transporting alcoholic beverages illegally. [chap. 12]

commensurate: equal or similar to something. [chap. 12]

To Discuss After You Read

Q: Describe how the first umpire treated the Bismarck boys. [chap. 11]

A: *answers may vary; the umpire didn’t make fair calls*

Q: How did the game end? [chap. 11]

A: *just Satch and Quincy went onto the field and Satch struck out three players*

Timeline and Map Activities

 *Aberdeen, SD (C6); Columbus, NE (D6); Wichita, KS (E6); Michigan (C9); Arkansas River (F7) (map 1)*

Creative Expression

C: Research Satchel Paige

Overview

Prepare to write an informational paragraph.

Together

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

Batter Up!

The book *King of the Mound* is a work of fiction, but there is a lot of non-fiction mixed in. The author used his imagination to create a story that could have happened in this setting. In the early 1900’s, polio was a real problem and so was segregation. Although some of the characters are fictional, Satchel Paige was a real baseball star.

This week, you’ll use the Internet, what you remember from the story, or the local library to learn more about Satchel Paige and his achievements. There are some questions under “C: Research Satchel Paige” on the **Week 2 Activity Sheet** to help guide your research. (*Answers will vary.*)

Activity

Guide your children through their research. Have them complete the questions under “C: Research Satchel Paige” on the **Week 2 Activity Sheet** to help them prepare for tomorrow’s assignment.

Day 4

Spelling/Phonics

Post-Test

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

Words: feeling, eating, thankful, sickness, tallest, illness, readable, loading, saying, badly

Optional: MCP Phonics D | p. 68

- | | | | |
|------------|-------------|------------|------------|
| 1. diving | 2. waving | 3. latest | 4. smiling |
| 5. waded | 6. leaving | 7. coming | 8. looser |
| 9. loved | 10. wiser | 11. graded | 12. nicer |
| 13. cutest | 14. facing | 15. latest | 16. coming |
| 17. waving | 18. facing | 19. cutest | 20. diving |
| 21. waded | 22. leaving | 23. loved | 24. nicer |

Readers

King of the Mound | Chapters 13–14

To Discuss After You Read

- Q: What did Wild Bill ask of Mr. Churchill and his team? Why did Nick find the conversation confusing? [chap. 13]
- A: *to participate and win the national semi-professional baseball tournament; he couldn’t tell who was speaking truthfully*
- Q: Why did Satch tell Nick the story about his brother? [chap. 14]
- A: *so Nick would understand not to let fear get between him and what he wants, and to believe in himself*
- Q: Why did Satch meet with Wild Bill? [chap. 14]
- A: *to negotiate higher pay for the tournament*

Timeline and Map Activities

 *Grand Forks (B7) (map 1)*



Creative Expression

D: Write about an Athlete

Overview

Write an informational paragraph.

Together

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

Home Run!

Now that you have completed some research about Satchel Paige, it's time to organize that information into a paragraph about his life. Make sure you include the *who*, *what*, *where*, *when*, *why*, and *how* elements in the paragraph. Spice up your writing with descriptive words, like adjectives and adverbs and use transition words to shift from one idea to another.

Activity

Have your children write their paragraph for "D: Write about an Athlete" from the **Week 2 Activity Sheet** on a separate sheet of paper.

How to Evaluate This Assignment

This assignment gives your children a great opportunity to get back into the habit of writing good paragraphs. They should have some type of topic sentence, maybe even an introduction with a hook to get readers interested. Their information should be presented in a logical order using complete sentences. Finally, they should include a conclusion that includes their overall impression of Satchel Paige.

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

Sample Rubric for an Informational Paragraph

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

Content

- _____ Introduced the topic and used a hook
- _____ Included factual information about Satchel Paige's life
- _____ Organized information and presented it clearly
- _____ Included a conclusion
- _____ Used language effectively

Mechanics

- _____ Spelled correctly
- _____ Used correct grammar, punctuation, and capitalization
- _____ Wrote neatly, forming letters correctly

A: Copywork 1¹

“Is Cool Papa fast? That boy could turn out the lights and get into bed before the room got dark. I’ve seen him hit a ground ball up the middle that hit him in the chest as he was sliding into second base.”

B: Copywork Application

1. Complete the sentence to make the statement true.

A noun is a _____, _____, _____ or _____

2. Circle at least three nouns in the passage below.

Before his father woke up the next morning, Nick pulled out the small scrapbook he had made two years earlier. Satch’s first game had been against Jamestown, Bismark’s biggest rivals in North Dakota, and he had gone straight from the train to the field. ²

3. Write the plural form of each word.

table	_____	person	_____
cap	_____	child	_____
blanket	_____	ox	_____

1. Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012), 64.

2. Ibid, 38.

LA Week 2 Activity Sheet

C: Satchel Paige

1. Who was Satchel Paige? _____

2. Why is he significant? _____

3. What accomplishments did Satchel Paige achieve? _____

4. What challenges did Satchel Paige face in the process? _____

5. What was the most interesting part of Satchel Paige's life? _____

D: Write About an Athlete

On your own piece of paper, use your research to write a paragraph about Satchel Paige.



Language Arts 4

Week 3 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Spelling					
Spelling	Rule & Write	Pre-Test	Check	Post-Test	
Activity	Dividing Words				
Optional: MCP Phonics D	p. 9	p. 10	pp. 11-12	p. 13	
Handwriting					
Vocabulary Development					
Optional: Wordly Wise C	Exercise 1C				
Readers					
King of the Mound	chaps. 15-16 	chaps. 17-18 			
The Children of Noisy Village			chaps. 1-3 	chaps. 4-6	
Creative Expression					
	A: Copywork 1	B: Copywork Application	C: Anticipating an Event, Part 1	D: Anticipating an Event, Part 2	
Other Notes					



Weekly Overview

Spelling/Phonics:

Skill: Syllables—double consonants between vowels

Dividing Words: Syllables

Creative Expression:

Copywork Application: Nouns—possessive nouns and pronouns; apostrophes. Review: singular and plural nouns

Anticipating an Event: Writing a personal narrative

Day 1

Spelling/Phonics

Rule & Write

Rule: When a consonant is repeated and is between two vowels, divide the word between the two consonants—vc/cv.

Words: dinner, hello, mitten, sudden, yellow, zipper, puppet, attic, button, matter

We learn how to divide words to spell more easily. When we divide words into syllables we can often figure out how to spell a word.

Together

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

Divide Syllables Between Double Consonants

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

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

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

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

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

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

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

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

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

dinner → din/ner

hello → hel/lo

mitten → mit/ten

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

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

Activity | Dividing Words

Have your children write each spelling word and then use a slash "/" to divide each word into its syllables. (*din/ner, hel/lo, mit/ten, sud/den, yel/low, zip/per, pup/pet, at/tic, but/ton, mat/ter*)

Optional: MCP Phonics D | p. 9

- | | | | |
|-----------|------------|-----------|-----------|
| 1. fence | 2. circus | 3. car | 4. cane |
| 5. pencil | 6. cymbals | 7. celery | 8. cereal |

bicycle center city lace circus cymbals camel cents pencil car

Readers

King of the Mound | Chapters 15–16

Vocabulary

boardinghouse: lodging where meals are provided. [chap. 16]

To Discuss After You Read

- Q: Did the team get a higher pay? If so, what was it? [chap. 15]
 A: *a bonus of \$1000 for every win*
- Q: Why was Nick happy to see his father and Emma's mother together? [chap. 15]
 A: *he wanted his dad to be happy, if he was happy then maybe they will get to stay in Bismarck and his dad wouldn't be so mean*

Q: Why was Mr. Churchill's team unique?

A: *it was the only team that combined black and white players*

Q: What problem did Mr. Churchill and his team face when they arrived at the tournament? [chap. 16]

A: *people didn't think both races should compete for the same prize*

Timeline and Map Activities

 *St. Cloud, MN (C7); Lawrence (D6); Wichita (E6); Fort Smith, AK (E6); Shelby, NC (E9) (map 1)*

Vocabulary Development

Optional: Wordly Wise C | Exercise 1C

Creative Expression

A: Copywork 1

Have your children copy the sentences found under "A: Copywork 1" on the **Week 3 Activity Sheet**.

Optional: Copywork 2¹

Over his few months with the team, Nick had learned many things, but he knew that the most important lesson, the one that would stick with him for the rest of his life, had come from watching the dignified way that Satch dealt with the transparent injustice of his situation.

Day 2

Spelling/Phonics

Pre-Test

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

Words: dinner, hello, mitten, sudden, yellow, zipper, puppet, attic, button, matter

Optional: MCP Phonics D | p. 10

1. s 2. s 3. s 4. s 5. s 6. s 7. s 8. h 9. s 10. s
 11. h 12. h 13. h 14. s 15. h 16. group again (magic)
 17. none (large) (energetic) (stage)
 18. group great grand (orange)
 19. green (magician) 20. guess (cage)

1. Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012) 146.

Readers

King of the Mound | Chapters 17–18

Vocabulary

valise: a small suitcase. [chap. 17]

MVP: most valuable player. [chap. 17]

To Discuss After You Read

Q: Who became the new team manager? Why? [chap. 17]

A: *Nick's dad; Mr. Churchill was ill and had to stay in bed*

Q: Who showed up at Nick's game? [chap. 18]

A: *his dad, who helped him warm up*

Timeline and Map Activities

 *Kansas City, KS (D6) (map 1)*

Creative Expression

B: Copywork Application

☆ Prepare in Advance

Write on the board:

I love to stop at Kay's Dairy Delight on the way home from our cabin.

Overview

Introduce **possession** and **apostrophes** to your children today.

Together

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

Whose Is It?

Look at the sentence I wrote on the board. Can you find the apostrophe? (*Kay's*) Do you know why it is there? (*To show possession.*) The 's in the sentence shows that Kay owns something. Can you tell what she owns? (*a Dairy Delight—which is an ice cream and burger restaurant.*)

There are many words that show **possession**, or ownership. The issue of possession creeps up in writing all the time. It's important to know how to correctly show possession, as well as how to show possession in a variety of ways.

For example, David owns a basketball. How would you refer to the basketball that belongs to David, as opposed to some other basketball? You could refer to it in one of two ways:

1. you could call it *David's* basketball; or



Notes

Week 3

2. you could call it *his* basketball, if it's clear you're talking about David.

Notice that both of these methods show possession. Adding an apostrophe-s (*'s*) to David shows that the basketball belongs to him. But you can also use a possessive pronoun, such as *his*, to show that the basketball belongs to David.

What if the basketball belonged to the boys? We would say it is the *boys'* basketball. To show possession when a noun is plural (and ends in *-s*), simply add the apostrophe *after* the final *s*. For example:

house that belongs to the **dogs** → **dogs'** house

pool that belongs to the **kids** → **kids'** pool

When a noun is plural but does not end in *-s*, add an apostrophe-*s* as you would for a singular noun:

game that belongs to **children** → **children's** game

Activity

Below "B: Copywork Application" on the **Week 3 Activity Sheet**, have your children complete the review activity, then write the possessive form for each of the nouns given.

Answers

1. *S*—insect; *P*—teeth; *P*—games; *S*—field; *P*—clouds; *S*—balloon; *P*—bicycles; *P*—men; *S*—chest
2. *Albert's* glasses; *women's* club; *the hamsters'* toys; *the boys' hats*; *the man's* tie

Day 3

Spelling/Phonics

Check

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

Words: dinner, hello, mitten, sudden, yellow, zipper, puppet, attic, button, matter

Optional: MCP Phonics D | pp. 11–12

p. 11

Hard g: argue legal guest game gold get
golf mug

Soft g: ledge huge gym engine giant gentle
germ badge

Hard c: cat cool circle cover cycle coast
camel

Soft c: icy circle center cycle decide cider

p. 12

Soft c: Cindy circus circus city city circus
Cindy circle circus center Celia Cindy
dances graceful places balance Cindy circus

Soft g: Gerry Gerry's George large cage huge
orange large George lunge garage
dangerous gentle Gerry's Gerry's
changes

1. They work with the circus
2. He trains tigers
3. They perform in the center ring
4. huge, orange-and-black, striped, gentle
5. She is an acrobat
6. graceful

Readers

The Children of Noisy Village | Chapters 1–3

Setting

Sweden.

Overview

Follow Lisa, her two brothers, and the other three children of Noisy Village as they celebrate birthdays, holidays and school.

Narrated by Lisa, you get a picture of how the girls and boys play together, the activities they do, and what living on a farm in a small community was like.

Vocabulary

loom: a machine to create fabric from woven threads. [chap. 2]

rag carpets: made from torn strips of cloth braided together and then stitched together in an oval or circle. [chap. 2]

To Discuss After You Read

Q: Why is Noisy Village called that? [chap. 1]

A: *because the 7 children make a lot of noise*

Q: What are the advantages and disadvantages of sharing a room with older brothers? [chap. 2]

A: *advantage: can tell stories with one another; disadvantage: told scary stories, played practical jokes, had no control over the lighting, the boys messed up Lisa's doll*



Q: How did Lisa's family celebrate birthdays? How does your family? [chap. 3]

A: *the birthday person stayed in bed until served hot chocolate and then opened presents. Answers will vary*

Timeline and Map Activities

Sweden (A5) (map 2)

Creative Expression

C: Anticipating an Event, Part 1

Overview

Prepare to write a personal narrative.

Together

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

I Can Hardly Wait!

Think about Lisa's anticipation of her birthday from *The Children of Noisy Village*. How did she feel? How did she act? How can you tell this was important to her? (*responses vary*)

Certainly you have stayed awake, too excited to sleep, over something. This week, your assignment is to recall an incident with this level of excitement and write about it. So think, what's something that got you really excited with anticipation? Some ideas include a holiday, a trip, or getting a pet of your own. (*Answers will vary.*)

Activity

Have your children respond to the list of questions under "C: Anticipating an Event, Part 1" on the **Week 3 Activity Sheet**. If necessary, help them remember some of the details of the incident that caused such anticipation.

Day 4

Spelling/Phonics

Post-Test

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

Words: dinner, hello, mitten, sudden, yellow, zipper, puppet, attic, button, matter

Optional: MCP Phonics D | p. 13

- | | | | |
|-----------|------------|-----------|------------|
| 1. fly | 2. pretzel | 3. bridge | 4. claw |
| 5. crow | 6. plants | 7. train | 8. drum |
| 9. planks | 10. trail | 11. blue | 12. pretty |

Readers

The Children of Noisy Village | Chapters 4–6

Vocabulary

draggletail: a slob. [chap. 4]

Parish: an area served by a local church. [chap. 5]

Surly: crabby. [chap. 5]

To Discuss After You Read

- Q: How did the girls communicate with one another from their bedrooms? [chap. 4]
A: *they sent letters along a string and used flashlight codes*
- Q: Describe how Olaf got his dog. [chap. 5]
A: *he spoke kindly to and cared for the mean, abused dog and eventually, his father bought the dog from his mean owner*
- Q: Why do you think Lisa prefers a grandfather instead of a pet dog? [chap. 6]
A: *the grandfather she knows tells stories, provides treats and teaches how to use tools; a pet is more limited in its offerings*

Creative Expression

D: Anticipating an Event, Part 2

Overview

Write a personal narrative.

Together

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

At Long Last!

Yesterday, you answered some questions about anticipating an event with so much excitement that it overwhelmed your time and thoughts. Today, you will write about this incident. Describe your emotions, thoughts, and dreams of what the thing would be like. Be sure to include a detailed description of the thing you were excited about, as well as an explanation of why you anticipated it would be so special. Try to keep your readers on the edge of their seat with anticipation, too! The notes you made yesterday should serve as a good outline for today's assignment.



Here's what a sample paragraph might look like:

When I ordered the jackalope on the Internet, the website indicated that shipping would take 5–7 days. I could hardly wait until Jack got here (that's what I was going to name him). The first 4 days were filled with dreams of how much fun it would be to play with Jack in the back yard. I imagined his brown fur and antlers glistening in the sun, water still dripping from his last ride on the Slip 'N Slide. Days 5 and 6 were the worst, though. For some reason, I had thought 5–7 days meant 5 days. Unfortunately, it meant 7! I spent most of Days 5 and 6 watching for the delivery truck. Then, finally, on Day 7, a large, brown truck arrived and a nice man brought a big box to the front porch. A couple of hammer swings later, Jack was free and galloping around the yard. I was so happy!

Activity

Have your children write their description of an experience with anticipation under “D: Anticipating an Event, Part 2” on the **Week 3 Activity Sheet**.

How to Evaluate This Assignment

Anticipation can make anyone feel like they want to speed up time! Make sure your children didn't speed through this assignment, though! Look for rich details and descriptive words. Does the reader have a chance to build anticipation as well? Only if the event is described in such a way that draws out the details!

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

Sample Rubric for a Personal Narrative	
Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →	
<i>Content</i>	
_____	Introduced the topic and used a hook
_____	Included rich details and descriptive language
_____	Organized information and presented it clearly
_____	Included a conclusion
_____	Created a feeling of anticipation
<i>Mechanics</i>	
_____	Spelled correctly
_____	Used correct grammar, punctuation, and capitalization
_____	Wrote neatly, forming letters correctly

A: Copywork 1'

Their old fishing hole was just below the railway bridge north of the center of town, where a small sandbar often formed in the eddy around the concrete pilings.

B: Copywork Application

1. Mark each noun as either singular (**S**) or plural (**P**)

- | | | |
|-----------------------|---------------------|----------------------|
| _____ insect | _____ teeth | _____ games |
| _____ field | _____ clouds | _____ balloon |
| _____ bicycles | _____ men | _____ chest |

2. Use an 's or an s' to show possession for each example.

<u>glove</u> that belongs to Byron	<i>Byron's glove</i>
<u>glasses</u> that belong to Albert	
<u>club</u> that belongs to women	
<u>toys</u> that belong to the hamsters	
<u>hats</u> that belong to the boys	
<u>tie</u> that belongs to the man	

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1. Wes Tooke, *King of the Mound*, (New York: Simon & Schuster Books for Young Readers, 2012), 101.

LA Week 3 Activity Sheet

C: Anticipating an Event, Part 1

1. What caused your excitement? _____

Why? _____

2. What did you hope would happen? _____

3. How long did you have to wait for it? _____

4. What sorts of things did you think about while you were waiting for it? _____

5. When it happened, was it as good as you imagined it would be? Why or why not? _____

D: Anticipating an Event, Part 2

On your own piece of paper (or writing notebook), describe an event that you have anticipated.

Language Arts 4—Scope and Sequence: Schedule for Topics and Skills

Week	Spelling	Apply	Activity Sheet/Creative Expression
1	Compound words	Nouns: Common & Proper	A Picture is Worth a Thousand Words/Tell It! (Imaginative)
2	Suffixes	Nouns—singular and plural, irregular plurals. Review: noun identification	Research Satchel Paige (Research) Write About an Athlete (Writing)
3	Two consonants between two vowels	Nouns—possessive nouns and pronouns; apostrophes. Review: singular and plural nouns	Anticipating an Event (Narrative)
4	Two consonants between two vowels	Pronouns & antecedents. Review: possessive pronoun	Rules & Guidelines (Critical Thinking)
5	Review	Similes; Metaphors	Discuss an Invention (Imaginative)
6	Open syllable	Verbs—action. Review: nouns and pronouns	Two Faces/Picturing Someone I Know Well (Descriptive)
7	Closed syllables	Verbs—helping/auxiliary. Review: pronouns and antecedents	A Character’s Decision/Disagree With a Character’s Decision (Critical Thinking)
8	Two syllable word end in y makes a long e sound	Verbs—linking	Title Prompt (Imaginative)
9	-le	Verbs—tenses [past, present and future]. Review: action, helping and linking verbs	Making Assumptions/Judge a Book by its Cover (Critical Thinking)
10	ai, ay, ee, ea, oa and ow	Verbs—irregular, with helping verbs. Review: pronouns	Pet Behavior (Imaginative)
11	The suffix -ed	Quotations, quotation marks, dialog, attributions and indirect quotations	Interview a Character (Analytical/Imaginative)
12	The suffix -ed	Descriptive Detail	Sensory Poem (Poetry/Descriptive) Word Poem (Poetry/Imaginative)
13	Words that end with -al plus -k, -l, or -m	Adjectives; Clear Nouns	An Intriguing Person/Write about a Friend (Critical Thinking)
14	-old, -olt, and -oll have long o sound	Adjectives—demonstrative, comparative, superlative, quantitative	My Talented Friend/My Friend’s Description (Descriptive)
15	-ild, -ign, and -ind endings	Adverbs. Review: Linking verbs	Find the Facts/Hot Off the Press (Summary/Imaginative)
16	Review any previous rules	Prepositions. Review: Verb tenses.	Word Pictures/Get Specific (Descriptive)
17	qu	Personification; Review: Adjectives	Resource Books (Research) Conversation (Dialog)
18	wr	Basic Rules of Sentences, Capitalization and Punctuation for sentences; Sentence Word Order. Review: Pronouns & Antecedents	Scientific Explanation/Straight from the Lab (Analytical)

(continued on the following page)

Language Arts 4—Scope and Sequence: Schedule for Topics and Skills

Week	Spelling	Apply	Activity Sheet/Creative Expression
19	<i>-dge</i> says /j/	Simple Sentence Structure; Subjects, Predicates; Sentence Fragments; Rambling Sentences. Review: Prepositional Phrases	Travel Journal (Imaginative)
20	<i>-ey</i> says /ee/	Coordinating Conjunctions. Review: Subjects and Predicates	Libraries Include Reference Books (Research) Family Vocabulary (Detail)
21	<i>-tch</i> says /ch/	Sentence Structure: Compound Sentences. Review: Simple sentences	Blessing in Disguise (Imaginative)
22	<i>ar</i>	I & Me; We & Us. Review: subjects, action verbs, prepositions	Paraphrased Story (Summary) Compare Versions (Analytical)
23	<i>or</i>	Onomatopoeia	Quilt Poem (Literary)
24	<i>er, ir, and ur</i> say /er/	Types of Sentences: Questions & Declarative Sentences. Review: compound sentences; subjects & predicates; verbs; nouns; verb tenses	Interview Your Family/Family Heritage (Narrative)
25	<i>wor</i> says /wer/	Types of Sentences: Imperative sentences. Review: nouns, adjectives, verbs	Catalog Poem (Literary) Lune (Literary)
26	<i>Kn</i> says /n/	Types of Sentences: Exclamatory sentences. Review: declarative, imperative and interrogative sentences	Show, Don't Tell/Descriptive Writing (Detail)
27	<i>-igh</i> says long <i>i</i> sound	Commas in a series. Review: Adjectives and Adverbs.	How Do You ____?/Explain a Task (Explanation)
28	long <i>-oo</i> and short <i>-oo</i>	Special Commas—dates; city, state; greeting and close of a letter; introductory words in sentences; noun of direct address	Cause and Effect (Imaginative)
29	<i>ea</i>	Apostrophes—Contractions and Possession. Rev.: basic rules of sentences, punctuation, commas to set off attributions, types of sentences	Dream Room (Visual)
30	<i>ie</i>	Italics and Underlines	Accomplishment (Critical Thinking)
31	<i>-mb</i> and <i>-mn</i> say /m/	Capitalization in Titles, special uses	A New Product/Advertisement (Multiple Intelligence)
32	<i>oi</i> and <i>oy</i>	Plurals	Screenplay (Critical Thinking)
33	<i>ou</i> and <i>ow</i>	Abbreviations and Titles. Review: subjects, predicates, prepositional phrases, adjectives	Research and Note Taking (Research)
34	<i>au</i> and <i>aw</i>	Homophones, Homonyms; Commonly misused words	Outline/Research Paper (Research)
35	<i>ew, ui, ue</i> and <i>ou</i> make the long <i>-oo</i> sound	Synonyms	Favorite Book Commercial (Summary)
36	<i>ei</i> says long <i>a</i> sound	Antonyms	I Improved (Process) Story-Starter (Imaginative)

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