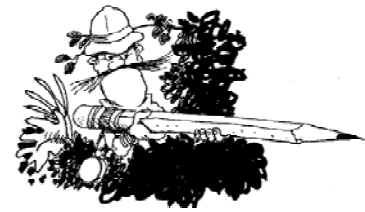


Grade 7 Language Arts

Week I



Resources	Day 1	Day 2	Day 3	Day 4
LITERATURE PROGRAM - READ THE TITLES THAT COORDINATE WITH YOUR STUDY				
ANCIENT WORLD: <i>Mara, Daughter of the Nile</i>	Chapter 1-2	Chapter 3-4	Chapter 5-6	Chapter 7-8
MIDDLE AGES: <i>A Life of Paul</i>	Chapters 1-3	Chapters 4-6	Chapters 7-9	Chapters 10-12
AMERICAN SET - 1 YEAR: <i>The Witch of Blackbird Pond</i>	Chapters 1-2	Chapters 3-4	Chapters 5-7	Chapters 8-9
AMERICAN SET - EARLY: <i>The Witch of Blackbird Pond</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4
AMERICAN SET - LATER: <i>With Lee in Virginia</i>	Chapter I	Chapter II	Chapter III	Chapter IV
DISCUSSION ACTIVITIES				
<i>Literature Evaluation</i>				DISCUSSION: See topic below related to your literature set.
<i>Caught 'Ya Daily Grammar Worksheets</i> <i>See helps or directions below.</i>	DISCUSSION: Talk over with a parent how "Caught 'Ya" works.	Complete Daily Grammar Worksheet 1	Complete Daily Grammar Worksheet 2	
<i>Exploring Great Genre Writing</i>		DISCUSSION: Talk through the Writing Process - Worksheet 1		
INDEPENDENT STUDY				
<i>Wordly Wise 3000 Book 4</i>	Study Words	Complete 1A	Complete 1B	Complete 1C
<i>Word Book Entries</i>	Create a Word Book & Write in Wordly Wise Words & Definitions			Write in this week's "Caught 'Ya" vocabulary
<i>Spelling List</i>		Start Diagnostic Test	Finish Diagnostic Test	Mark a copy of missed words to draw from this year. Need at least 120 words.
<i>Spelling Project</i>	Create a Diary Entry using your Spelling List Words			
<i>Exploring Great Genre Writing</i>		Create a Writing Notebook: See notes below.		

Notes

Literature Evaluation

Each week, you are encouraged to "check in" with your student on a topic of feedback listed for them to discuss/share with you.

ANCIENT: Describe Mara from "Mara, Daughter of the Nile."

MIDDLE AGES: Discuss the character, mindset, and priorities of Paul prior to his Damascus Road encounter.

AMER 1-YR: What warnings or incidents in the first few chapters foreshadow trouble for Kit?

AMER EARLY: What warnings or incidents in the first few chapters foreshadow trouble for Kit?

AMER LATER: Describe the setting of the Orangery.

Caught 'Ya

See "Using the 'Caught 'Ya' Book" in the introduction.

Start/Continue a Word Book for "Word Book Entries"

A word book is a great tool for building vocabulary, usage, and spelling skills. If your student has not already started "accumulating" words and their definitions, now is the time. Purchase a sturdy notebook that will hold up to repeated use. Divide the pages into alphabetical sections -- it's ready to use.

Spelling List - See information in front of this guide. Words for this week are the days of the week & months of the year.

Spelling Project - Each week, students can complete a creative project suggested to reinforce their spelling list. This week, create a diary entry written by you or another literary character or famous person using your spelling list.

EXPLORING GREAT GENRE WRITING

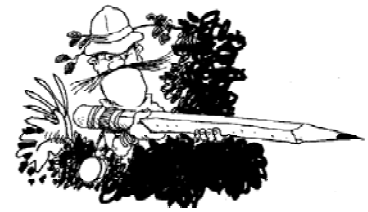
Discussions - Each week there will be one or more scheduled discussions for parents and students to talk through writing concepts. This is a chance to make sure your student is "getting" the concepts presented.

Create a Writing Notebook

Start a writing notebook in a nice (perhaps even decorative) lined notebook. The student should use this notebook all year long to copy key concepts into, and to use as a brainstorm center to show his rough draft work throughout the year. Usually, students will copy "final drafts" of their Creative Composition assignments onto regular loose lined paper so they can file it into their Timeline, which can serve as a "scrapbook" of their homeschool work.

Grade 7 Language Arts

Week 2



Resources	Day 1	Day 2	Day 3	Day 4
LITERATURE PROGRAM - READ THE TITLES THAT COORDINATE WITH YOUR STUDY				
ANCIENT WORLD: <i>Mara, Daughter of the Nile</i>	Chapter 9-10	Chapter 11-12	Chapter 13-14	Chapter 15
MIDDLE AGES: <i>A Life of Paul</i>	Chapters 13-15	Chapters 16-18	Chapters 19-21	Chapters 22-24
AMERICAN SET - 1 YEAR: <i>The Witch of Blackbird Pond</i>	Chapters 10-11	Chapters 12-13	Chapter 14-15	Chapter 16-17 Note: Swear word on page 192.
AMERICAN SET - EARLY: <i>The Witch of Blackbird Pond</i>	Chapter 5-6	Chapter 7	Chapter 8	Chapter 9
AMERICAN SET - LATER: <i>With Lee in Virginia</i>	Chapter V	Chapter VI p. 79-88	Chapter VI p. 89-97	Chapter VII
DISCUSSION ACTIVITIES				
<i>Literature Evaluation</i>				DISCUSSION: See topic below related to your literature set.
<i>Caught 'Ya Daily Grammar Worksheets</i> <i>See helps or directions below.</i>	Complete Daily Grammar Worksheet 3	Complete Daily Grammar Worksheet 4	Complete Daily Grammar Worksheet 5	
<i>Exploring Great Genre Writing</i>	STEP ONE: Talk through Process Writing - Worksheet 2			
INDEPENDENT STUDY				
<i>Wordly Wise 3000 Book 4</i>	Study Words	Complete 1D	Complete 1E	Read Wordly Wise Page 8
<i>Word Book Entries</i>	Write in Wordly Wise Vocabulary Words & Definitions			Write in this week's "Caught 'Ya" vocabulary
<i>Spelling List</i>	Choose Your 20 Words - See Note Below	Write Spelling Words into Word Book with Definitions		Drill Spelling Words Aloud with a Partner
<i>Spelling Project</i>			Write a poem with Spelling Words -- Several haikus or an acrostic can be used.	
<i>Exploring Great Genre Writing</i>	STEP 1 GOALS: Narrow Down Topic Choices on Worksheet 3		List Possible Sources for Information & Research	
<i>Creative Composition</i>		Write Down Topic Ideas with Initial Outline Ideas		

Notes

Literature Evaluation

ANCIENT: Discuss what Mara's "old formula" is (mentioned at the bottom of page 94). Where did it come from? Why did it not help this time?

MIDDLE AGES: Discuss the persecution Paul endured as you have read this week. Review -- perhaps by making a map or chart. How did this affect his spiritual life?

AMER 1-YR: Describe the characters in the Wood family.

AMER EARLY: Describe the characters in the Wood family.

AMER LATER: Describe Vincent's character before and after his army service.

IMPORTANT! Spelling List - Choose Your 20 Words

Every three weeks, your student will receive a new spelling list of their choosing. The first week they will choose 20 words: 10 from the list of words they missed on the diagnostic test, and 10 from their own reading, writing or other studies. They will study this list for two weeks with various study tactics and the help of activity project ideas listed each week. They will

test at the end of the second week. The third week of the cycle will be spent studying killer words that are often missed by students. These will be provided to you. So, begin -- choose those words!

EXPLORING GREAT GENRE WRITING

This Year's Writing Program

Your student's focus will be on five different types of writing genres. Your student will produce five different pieces of writing by following several steps from week to week, including selecting a topic, drafting, revising, editing, and publishing.

Each of these pieces should be 3-4 handwritten pages in length. They should be edited for errors and rewritten in a final draft when handed in at the end of each 7-week cycle. Final drafts can be filed in your student's "Timelines in History."

This Week's Assignment

Choose a topic for writing a process writing piece by working through assignment steps shown in "Exploring Great Genre Writing" and "Creative Composition."