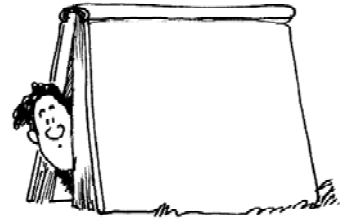


LA 8 Language Arts

Week 1



<i>Resources</i>	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>
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.
INDEPENDENT STUDY				
<i>Wordly Wise 3000 Book 5</i>	Study Words for Lesson 1	Complete 1A	Complete 1B	Complete 1C
<i>Basics for Communicating Effectively</i>	Read Lesson 72 and complete Lesson 72 Exercise	Read Lesson 73 and complete Lesson 73 Exercise	Read Lesson 74 and complete Lesson 74 Exercise	Read Lesson 75 and complete Lesson 75 Exercise
<i>Spelling List</i> <i>See words below.</i>	None this week.			
<i>Write Good Fiction: Plot and Structure</i> <i>See notes below.</i>	Read Introduction	Read Chapter 1	Summarize the main topics or author's ideas for writing in Writing Notebook	Complete Exercise 2 - p. 21 and file in your Writing Notebook
<i>Writing Notebook</i>	Start a Writing Skills Notebook	Write notes on topics covered in Lesson 72 & 73	Write notes on topics covered in Lesson 74	Write notes on topics covered in Lesson 75

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. This is another face-to-face opportunity to talk over some of the important issues brought up in the literature they are reading, or evaluate literary devices or skills. This week:

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.

Basics for Communicating Effectively

Students will begin with the last unit in the book to remind them of basic writing skills before beginning their year of writing instruction. After Unit 11, they'll start with Unit 1.

Discussions

Some weeks this year 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.

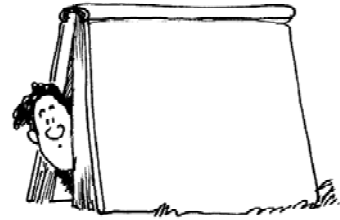
Create Your Writing Notebook

Start a writing notebook in a nice (perhaps even decorative) binder. **Follow the instructions as given in the front of your instructor's guide.** Part of the notebook is 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. He will add to your Writing Notebook from a variety of sources. Each week, he will add vocabulary words and definitions to the "Word Book" pages. He will also add information gleaned from "Plot and Structure" and any writing worksheets he completes. In short, this will become a resource that is used for a variety of purposes.

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.

LA 8 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.
INDEPENDENT STUDY				
<i>Wordly Wise 3000 Book 5</i>	Study Lesson 1 Words	Complete 1D	Complete 1E	Read Wordly Wise Page 9
<i>Basics for Communicating Effectively</i>		Read Lesson 1 and complete Lesson 1 Exercise	Read Lesson 2 and complete Lesson 2 Exercise	
<i>Spelling List</i> <i>See words below.</i>	Get acquainted with your literary terms below	Write Spelling Words into Writing Notebook with Definitions	Drill spelling words aloud w/ a Partner & explain their meaning	Spelling Test
<i>Write Good Fiction: Plot and Structure</i> <i>See notes below.</i>	Re-Read Chapter 1, underlining/highlighting the author's most intriguing ideas		Complete Exercise 3 - p. 21 and file in your Writing Notebook	Repeat Exercise 3, except use a topic from your main study. See note below.
<i>Writing Notebook</i>	Add Wordly Wise Words & Definitions into Word Book Pages	Write notes on topics covered in Lesson 72 & 73	Write notes on topics covered in Lesson 74	Add the "LOCK" system to your Writing Notebook.

Notes

Spelling List - Literary terms or helps (Taken from chapter 1 of "Plot & Structure")

structure	immerse	objective	literary
scenes	confrontation	dialogue	sarcasm
physical	verbose	psychological	
original	characterization	manuscript	
commercial	observation	fiction	
distinction	formulaic	experience	

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.

Repeat Exercise 3 with Main Study Topic Instead

Repeat Exercise 3 on page 21 of "Plot and Structure," but instead of using a random idea of your own, use the idea below that is related to your main topic study. Examples are below.

ANCIENT WORLD: Complete "LOCK" with a fictional person living in Noah's time who is outside the ark.

MIDDLE AGES: Complete "LOCK" with a fictional Christian living in the catacombs used by persecuted Christians.

IMPORTANT! More Notes on Your Writing Notebook

Remember, your notebook has a section for note-taking that should be used whenever the student is instructed to copy something, unless it is a certain genre of writing. Then these instructions go in the "Genre" section.

Also, 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. He can continue using this notebook throughout high school

Usually, students will copy "final drafts" of their Creative Composition assignments onto regular loose lined paper so they can file it into their Timeline Notebook, which can serve as a "scrapbook" of their homeschool work.