

HS I & Language Arts

Week 1



| 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> <small>See helps or directions below.</small> | DISCUSSION: Talk over how the "Caught 'Ya" system works. | Complete Daily Grammar Worksheet 1 | Complete Daily Grammar Worksheet 2 | |
| <i>Intriguing Word Choices</i> | | DISCUSSION: Discuss Word Skills Worksheet 1 | | |
| INDEPENDENT STUDY | | | | |
| OPTIONAL: <i>Wordly Wise 3000 Book 6</i> | Study Words for Lesson 1 | Complete 1A | Complete 1B | Complete 1C |
| <i>Writing Notebook</i> | Start a Writing Skills Notebook | Complete Your Writing Skills Notebook | | |
| <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>Write Good Fiction: Description and Setting</i> <small>See notes below.</small> | Read Chapter 1 | | Summarize the main topics or author's ideas for writing in your Writing Notebook | Complete Exercise 1 - p. 15 using Descriptive Writing Worksheet 1 |
| <i>Intriguing Word Choices</i> | | | Complete the Assignment on Word Skills Worksheet 1 | |

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.

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 a 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.

HS I 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>Intriguing Word Choices</i> | None this week. | | | |
| INDEPENDENT STUDY | | | | |
| OPTIONAL: <i>Wordly Wise 3000 Book 6</i> | Study Lesson 1 Words | Complete 1D | Complete 1E | Read Wordly Wise Page 10 |
| <i>Writing Notebook</i> | Add Wordly Wise Words & Definitions into Word Book Pages | | | Add this week's & last week's "Caught 'Ya" vocabulary to Word Bk |
| <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>Write Good Fiction: Description and Setting</i> <i>See notes below.</i> | Re-Read Chapter 1, underlining or highlighting the author's most intriguing ideas | | Complete Exercise 2 - p. 16 using Descriptive Writing Worksheet 2 | Repeat Exercise 2, except use a topic that integrates with your main study. See note below. |
| <i>Intriguing Word Choices</i> | | Collect "Storm" Words on a Word Category Page in your Notebook | Read Additional Note on Writing Skills Notebook Below | |

Notes

Literature Evaluation

ANCIENT: Discuss what Mara's "old formula" is (bottom of 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.

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 test, and 10 from their own reading, writing or other studies. They will study this list for two weeks with various study tactics. 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. In these weeks the words will be provided to you. So, begin -- choose those words!

Repeat Exercise 2 with Main Study Topic Instead

Repeat Exercise 2 on page 16 of "Description and Setting," but instead of the list provided, use topics related to your themed studies and list "senses" words that would integrate into the setting listed. Examples might be Noah's ark on the day the rain began to fall (with "storm" words assignment), or the catacombs used by persecuted Christians, etc.

A Couple More Notes on Your Writing Notebook

Remember, you have 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.