

LA High School 2 Language Arts

Week 1 - Introduction



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 for your literature set.
INDEPENDENT STUDY				
Optional: <i>Wordly Wise 3000 Book 7</i>	Study Words for Lesson 1	Complete 1A	Complete 1B	Complete 1C
<i>Principles of Effective Communication</i>	Read Lesson 34 Complete Lesson 34 Exercise	Read Lesson 35 Complete Lesson 35 Exercise	Read Lesson 36 Complete Lesson 36 Exercise	
WXY-Zing! <i>Spelling & Vocabulary</i>	None this week.			
<i>Writing Mysteries</i>		Read Introduction	Read Chapter 1	Read Chapter 2
<i>Mystery Writing Project</i>	Read through Mystery Writing Worksheet #1	Write down a few initial ideas for your setting & an interesting crime.	Write down a few ideas for your main character.	Complete Mystery Writing Worksheet #1
<i>Writing Notebook</i>	Start a Writing Skills Notebook		Write notes on topics covered in <i>Writing Mysteries</i>	

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.

Principles of Effective Communication

Students will begin in the middle of this book, completing the grammar instruction, although they will refer occasionally to material in the first 3 units. Units 1-3 will be covered in HS 3.

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.

WXY-Zing! There is no spelling and vocabulary this first week as the student will invest extra time in their Writing Notebook.

Writing Notebook - You will see the instructions for creating a writing notebook in the front of this guide. You will add to your Writing Notebook from a variety of sources. Each week, you will add vocabulary words and definitions to the “Word Book” pages. You will also add information gleaned from “Characters...” and any “Writing Mysteries.” In short, this will become a resource that is used for a variety of purposes.

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. 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. They will also keep their mystery story work here.

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Week 2 - Assembling Your Characters



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 for your literature set.
INDEPENDENT STUDY				
Optional: <i>Wordly Wise 3000 Book 7</i>	Study Lesson 1 Words	Complete 1D	Complete 1E	Read Wordly Wise Page 9
<i>Principles of Effective Communication</i>	Read Lesson 37 and complete Lesson 37 Exercise	Read Lesson 38 and complete Lesson 38 Exercise	Read Lesson 39 and complete Lesson 39 Exercise, pages 116-117 only	
WXY-Zing! <i>Spelling & Vocabulary</i>	"W" Word Choices Word Meaning Steps	"X" eXtemporaneous Writing - See below.	"Y" Your Word List Step	"Z" Zing! Step & Spelling Test
Write Good Fiction: <i>Characters, Emotion...Viewpoint</i> <i>See notes below.</i>		Read Chapter 1 Types of Characters -- Assembling Your Cast	Assemble your mystery's cast of characters using Exercise 5 on page 18	Complete Exercise 1 on page 17
<i>Writing Mysteries</i>	Read Chapter 5 Expertise & Research			
<i>Mystery Writing Project</i>			File your "Mini-Bios" and add to them to keep track of detail.	
<i>Writing Notebook</i>		Write notes on topics covered in <i>Writing Mysteries</i>		Write notes on topics covered in <i>Characters</i>

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.

WXY-Zing! eXtemporaneous Writing Assignment

Your extemporaneous assignment this week is to use the words you've chosen this week to write about possible details for your setting, crime, or main character. You have 20 minutes, timed.

A Couple More Notes on Your Writing Notebook

Remember, 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.

It also 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

Students can also complete their mystery writing 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.