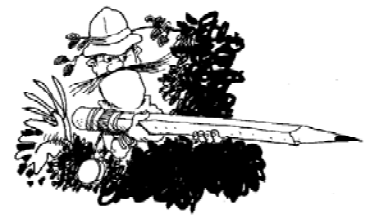


# Grade 7 Language Arts

## Week I



Resources	Day 1	Day 2	Day 3	Day 4	Day 5
<b>LITERATURE PROGRAM - READ THE TITLES THAT COORDINATE WITH YOUR STUDY</b>					
<b>ANCIENT WORLD:</b> <i>Mara, Daughter of the Nile</i>	Chapter 1-2	Chapter 3-4	Chapter 5-6	Chapter 7-8	
<b>MIDDLE AGES:</b> <i>A Life of Paul</i>	Chapters 1-3	Chapters 4-6	Chapters 7-9	Chapters 10-12	
<b>DISCUSSION ACTIVITIES</b>					
<i>Literature Evaluation</i>				<b>DISCUSSION:</b> See topic below related to your literature set.	
<i>Caught 'Ya Daily Grammar Worksheets</i> <i>See helps or directions below.</i>	<b>DISCUSSION:</b> Talk over with a parent how the "Caught 'Ya" system works.	Complete Daily Grammar Worksheet 1	Complete Daily Grammar Worksheet 2		
<i>Exploring Great Genre Writing</i>		<b>DISCUSSION:</b> Talk through the Writing Process Worksheet 1			
<b>INDEPENDENT STUDY</b>					
<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 Vocabulary 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.			
<i>Creative Composition</i>	None this week.				

## 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.

**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.

### 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.