

CYCLE 1 STUDENT PACKET

A Gentle Feast

Language Arts



Lower Elementary (Form 1) Print

WEEKLY ASSIGNMENTS IN COPYWORK, SPELLING, DICTATION,
GRAMMAR/PHONICS, COMPOSITION, AND DRAWING

Copyright 2018 by JulieHRoss. Gentle Feast Press. Greer, SC. All rights reserved.

Personal Use Only: This document was purchased for your personal use only. Accordingly, you agree that you will not copy, reproduce, alter, modify, create derivative works, or publicly display any content from this work, except for personal, non-commercial use. For more information, email julie@juliehross.com.

You may post pictures of your family using this product on social media and blogs, as long as A Gentle Feast is properly attributed.

No Redistribution: You may not reproduce, repackage, or redistribute the contents of these downloads, in whole or in part, for any reason.

Modification of Terms: I shall have the right to modify the terms of this Agreement at any time, which modification shall be effective immediately and shall replace all prior Agreements.

You are more than welcome to:

Save the files on your computer and print off copies for your immediate family use.

Link directly to <http://agentlefeast.com> to share these files with others.

Send this file to be printed by an online service.

You MAY NOT:

Host any of my files on your own or other sites.

Alter or sell any of my files.

Sell digital files to make a profit. This includes reselling digital files or files you printed for family use.

Transmit or store any resources on any other website or other form of electronic retrieval system.

All Scripture verses taken from: The Holy Bible, English Standard Version® (ESV®)

Copyright © 2001

by Crossway, a publishing ministry of Good News Publishers.

All rights reserved.

ESV Text Edition: 2016

Some of the Grammar Lessons are taken from:

Lessons in English, Book One

Scott and Southworth

Copyright © 1906, Stanhope Press

Now in Public Domain

TABLE OF CONTENTS

TERM 1

Week 1

Phonics:
Compound Words

Week 2

Phonics: ow

Week 3

Season Words

Week 4

Phonics old

Week 5

Grammar: The Sentence

Week 6

Grammar: Subjects

Week 7

Grammar: More Subjects

Week 8

Grammar: Silent -e

Week 9

Grammar: Questions

Week 10

Phonics: Bossy R

Week 11

Phonics: Y says I or E

Week 12

exams questions

TERM 2

Week 1

Phonics:
ee or ea

Week 2

Phonics:
ch, th, sh

Week 3

Grammar: Noun

Week 4

Grammar: Predicates

Week 5

Grammar: Verbs

Week 6

Color Words

Week 7

Numbers

Week 8

Verbs

Week 9

Contractions

Week 10

Adjectives

Week 11

Phonics: ee

Week 12

exam questions

TERM 3

Week 1

Grammar: Plurals

Week 2

Proper/Common Nouns

Week 3

Phonics: Syllables

Week 4

Grammar: Past Tense
Verbs

Week 5

Grammar:
Types of Sentences

Week 6

Phonics: ing/ed endings

Week 7

Phonics: Homophones

Week 8

Grammar: Punctuation

Week 9

Grammar: Am, Is, Are

Week 10

Grammar: Superlatives

Week 11

Comparatives

Week 12

exam questions

THE LANGUAGE ARTS FEAST

IN A CHARLOTTE MASON EDUCATION

COPYWORK

These passages are taken from the term's reading. Have your student do the copywork daily. It will take SEVERAL days to finish copying the passage. Focus on accuracy and perfection over speed. Spend only 5-10 minutes each day. Depending on your child's ability, finishing the entire passage in a single week may not be realistic. If the passage has not been completed once the week is up, simply on to the next week. Again, aim for quality over quantity. Over time, students will build up their stamina.

SPELLING

In a Charlotte Mason education, spelling is learned through studied dictation. In Form I, students will learn a set a sight words. On day 1, your child will practice writing the words. The rest of the week, your child can study the words in many ways. Let your child try several ways and find the one that works well for him. After studying, each child should be able to visualize each word until he can "see" it in his mind. Variety keeps studying interesting.

1. **Make the words in a tray of sand, salt, or shaving cream, etc.**
2. **Make the words out of letter tiles, Banagrams, or Scrabble pieces.**
3. **Make the words on a chalkboard/dry erase board and erase one letter at a time.**
4. **Play hangman.**
5. **Rainbow write the words: write the word in pencil and then trace it with every color of the rainbow.**
6. **Use letter stamps or stickers.**
7. **Use a Magna Doodle.**
8. **Fill a big Ziplock bag with paint, and tape it shut. Have your child write the words with a Q-tip onto the bag.**
9. **Use letter beads and have your child string the words onto a pipe cleaner.**
10. **Use neon glow-in-the-dark gel pens on black paper.**

INTRODUCTION

DICTATION

In Form I, students will fill in the blanks on the dictation sheets with the words they have studied.

Here are the steps to a dictation lesson given in Home Education:

Dictation lessons, conducted in some such way as the following, usually result in good spelling.

- 1. A child of eight or nine prepares a paragraph, older children a page, or two or three pages. The child prepares by himself, by looking at the word he is not sure of, and then seeing it with his eyes shut. Before he begins, the teacher asks what words he thinks will need his attention. He generally knows, but the teacher may point out any word likely to be a cause of stumbling.**
- 2. He lets his teacher know when he is ready. The teacher asks if there are any words he is not sure of. These she puts, one by one, on the blackboard, letting the child look till he has a picture, and then rubbing the word out. If anyone is still doubtful he should be called to put the word he is not sure of on the board, the teacher watching to rub out the word when a wrong letter begins to appear, and again helping the child to get a mental picture.**
- 3. Then the teacher gives out the dictation, clause by clause, each clause repeated once. She dictates with a view to the pointing, which the children are expected to put in as they write; but they must not be told 'comma,' 'semicolon,' etc.**
- 4. After the sort of preparation I have described, which takes ten minutes or less, there is rarely an error in spelling. If there be, it is well worth while for the teacher to be on the watch with slips of stamp-paper to put over the wrong word, that its image may be erased as far as possible.**
- 5. At the end of the lesson, the child should again study the wrong word in his book until he says he is sure of it, and should write it correctly on the stamp-paper.**

“A lesson of this kind secures the hearty co-operation of children, who feel they take their due part in it; and it also prepares them for the second condition of good spelling, which is—much reading combined with the habit of imaging the words as they are read.” — Charlotte Mason, Home Education, Volume 1, p. 242.

INTRODUCTION

DRAWING AND COMPOSITION

In Form I, for each copywork passage, there is a drawing and creative writing prompt. These relate to the term's readings and historical time period, but don't necessarily match from week to week. This is a time for your child to explore ideas, words, spelling, and genres. This is not to be corrected. Set a time limit of 10 minutes. **NO CORRECTIONS OR CRITIQUES.** This exercise can be a great use of time if you are working with other children and need something that others can do independently. Your child can also dictate their writing to you as you transcribe it into the book. If you are only doing a 4-day schedule, you can do the drawing and writing all in one day. Drawing tutorial links are available on agentlefeast.com.

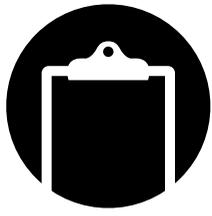
PHONICS REVIEW AND GRAMMAR

The last day of the Language Arts week contains either a phonics review lesson (for students who are already fluent readers) or a beginning grammar lesson to gently introduce language fundamentals.



Term 1





WEEK 1: COPYWORK

Write several lines of copywork daily.

Alice in Wonderland by Lewis Carroll

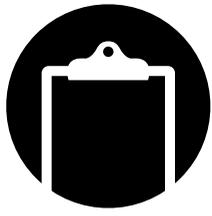
Down, down, down.

Would the fall never

come to an end? I

wonder how many

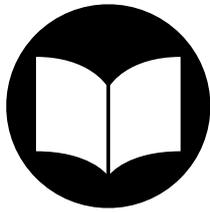
miles I've fallen by



WEEK 1: COPYWORK

this time," she said

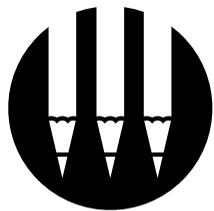
aloud.



DAY 1: WORDS TO STUDY

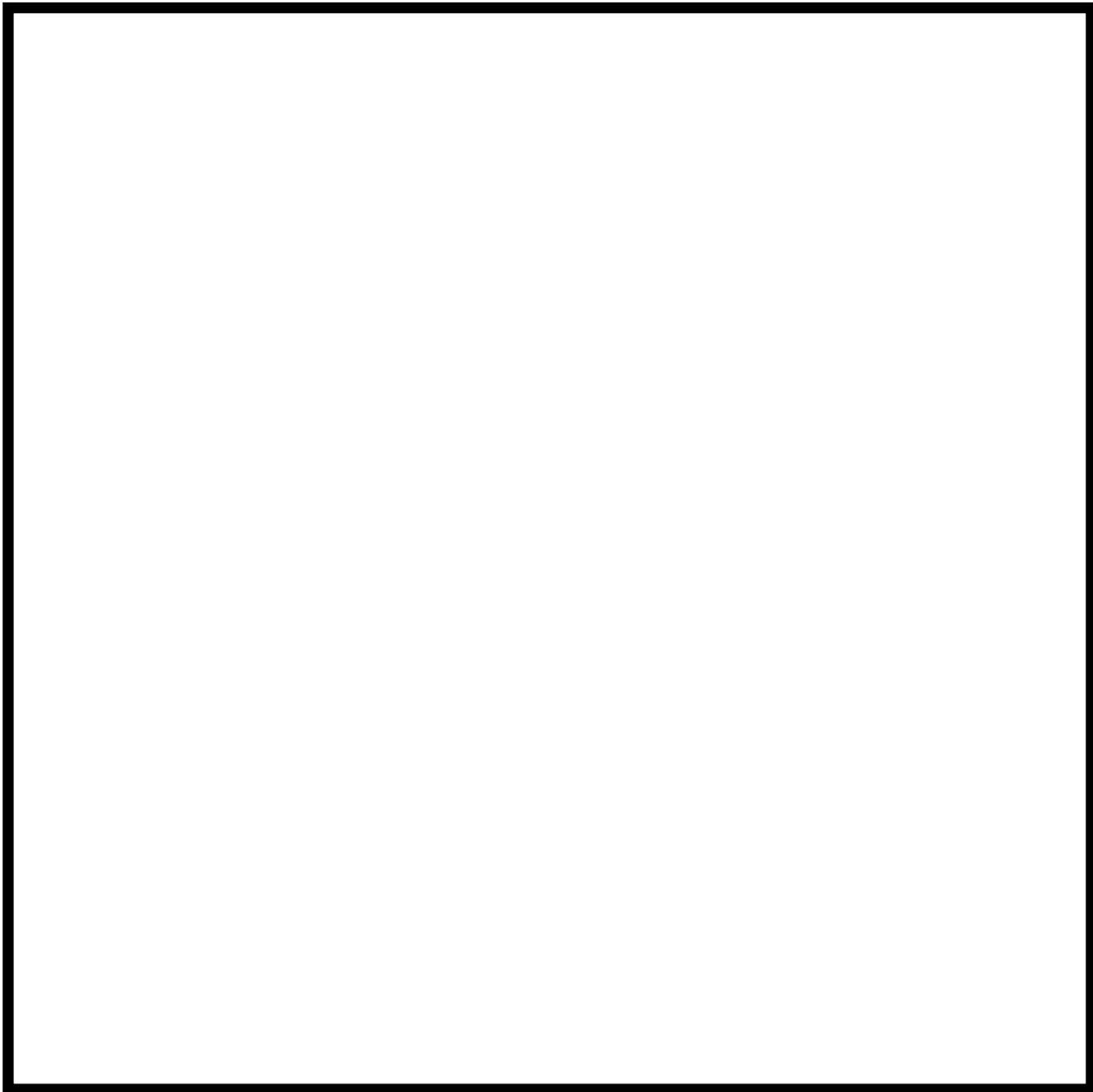
Continue to practice these words for the remainder of the week using the methods described in the introduction to this packet.

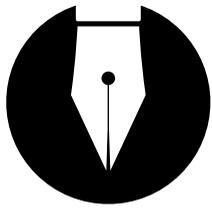
Spelling Word	Trace	Cover/Write	Rewrite if needed
time	time		
down	down		
would	would		
said	said		
never	never		
many	many		



DAY 2: DRAWING

DRAWING PROMPT: Draw a picture of Alice falling down the well.





DAY 3: COMPOSITION

WRITING PROMPT: Write about what you would do in Wonderland if you were able to visit.



WRITING PROMPT: Text here

A large rectangular box with a thick black border, containing ten horizontal lines for writing.



DAY 4: PHONICS FOCUS

Compound Words

The word *Wonderland* is a compound word. It is made of the words **wonder** and **land**. Write the compound word made from each pair of words given below. Match the compound word to its picture.

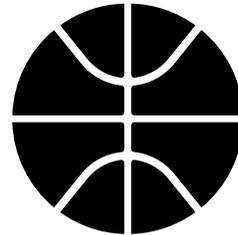
basket + ball =

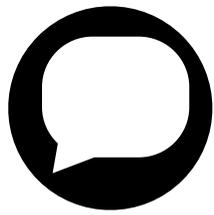
air + plane =

pan + cakes =

bath + robe =

tree + house =





DAY 5: DICTATION

_____,' _____,' _____.

_____ the fall _____ come

to an end?

“I wonder how _____ miles

I've fallen by this _____,” she

_____ aloud.



WEEK 9: COPYWORK

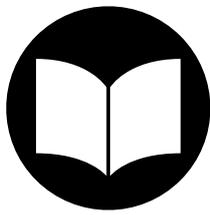
“A Happy Thought” by Robert Louis Stevenson

The world is so full

of a number of things,

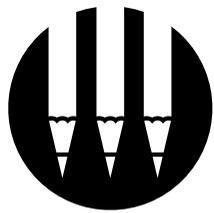
I'm sure we should all

be happy as kings.



DAY 1: WORDS TO STUDY

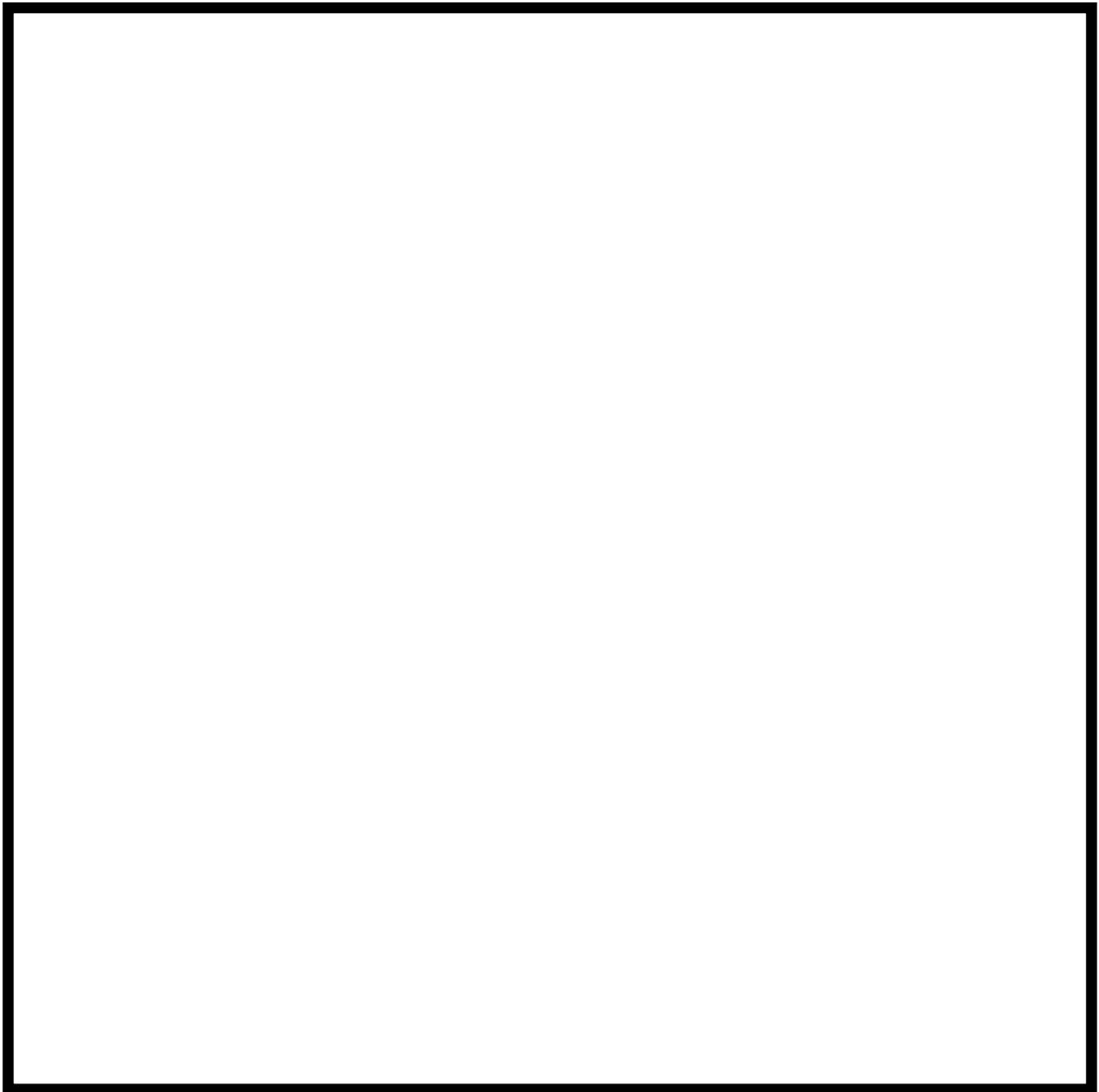
Spelling Word	Trace	Cover/Write	Rewrite if needed
king	king		
thing	thing		
happy	happy		
world	world		
should	should		

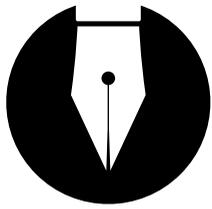


DAY 2: DRAWING

All THE WORLD IS SO FULL OF A NUMBER OF THINGS,
I'M SURE WE SHOULD ALL BE AS HAPPY AS KINGS. *All*

DRAWING PROMPT: Draw a picture of you as a king.





DAY 3: COMPOSITION

WRITING PROMPT: With a parent's help, write your story of the knight and the lady.

Use the chart you made last week to help you order your events. You can tell your story to your parents while they transcribe it onto a sheet of paper.





DAY 4: PHONICS FOCUS

Am, Is, and Are

Learn these forms:

Singular

I am.

You are.

He is, she is, it is.

Plural

We are.

You are.

They are.

Read each of the statements and then have your child use the bold-faced words in a sentence.

When you speak of yourself, say **I am**.

When you speak of one person, say **He is** or **She is**.

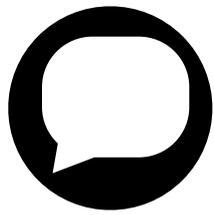
When you speak of one thing, say **It is**.

When you speak of yourself and someone else, say **We are**.

When you speak of several persons or things, say **They are**.

Answer these questions with the appropriate bold-faced phrase used above:

1. Who is ready to learn? _____
2. Who is going home? _____
3. Who is the best kid? _____
4. Who is taller, your mom or your dad? _____
5. Who will save us? _____



DAY 5: DICTATION

The _____ is so full of a
number of _____s,
I'm sure we _____ all be as

as _____s.

