

CYCLE 2 STUDENT PACKET

A Gentle Feast

Language Arts

Lower Elementary (Form 1) Cursive

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

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Lessons in English, Book One

Scott and Southworth

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Copywork

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 of sight words each week. 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 are related to the term's readings, but don't necessarily match up 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.

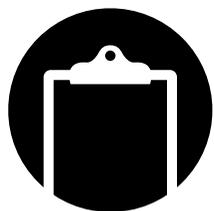
Homer Price by Robert McCloskey

While the skunk

finished drinking the

saucer of milk, Homer

decided to keep it for



WEEK 1: COPYWORK

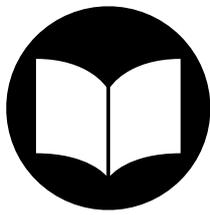
a pet, because he had

read somewhere that

skunks become

excellent pets if you

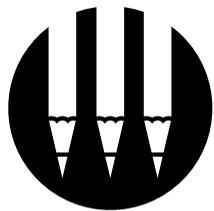
treat them kindly.



DAY 1: WORDS TO STUDY

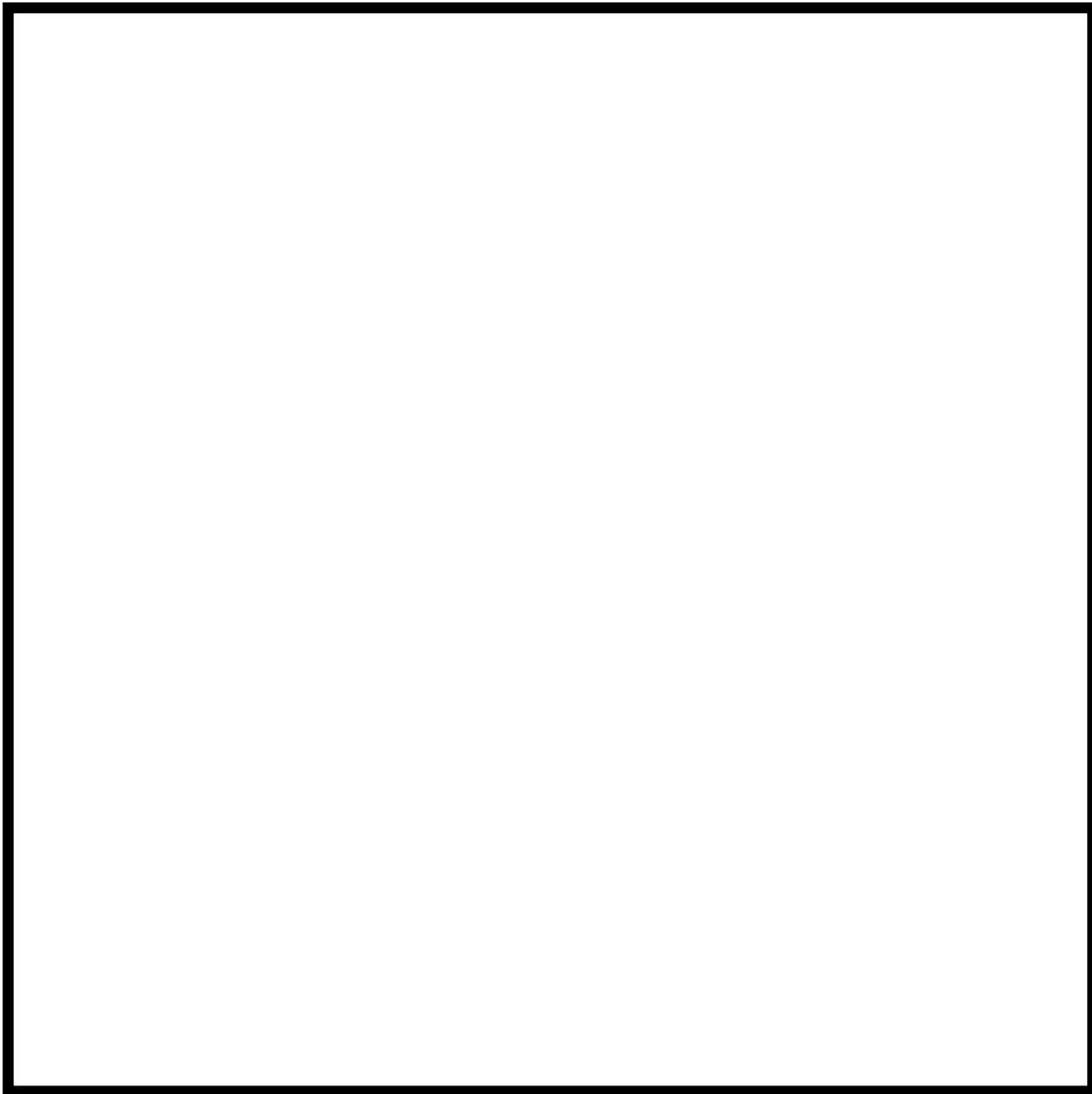
Continue to practice these words for the remainder of the week using the methods described in the introduction to this packet.

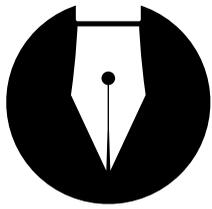
Spelling Word	Trace	Cover/Write	Rewrite if needed
<i>the</i>	<i>the</i>		
<i>skunk</i>	<i>skunk</i>		
<i>milk</i>	<i>milk</i>		
<i>he</i>	<i>he</i>		
<i>you</i>	<i>you</i>		
<i>pet</i>	<i>pet</i>		



DAY 2: DRAWING

DRAWING PROMPT: Draw a picture of a skunk in your house.





DAY 3: COMPOSITION

WRITING PROMPT: Write a sentence about a skunk.



A large rectangular box containing ten horizontal lines for writing.



DAY 4: PHONICS FOCUS

Words that rhyme with skunk

Rhyming words end in the same sound. Read the words that rhyme with skunk below and match them to the picture.

skunk



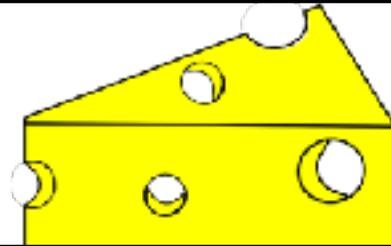
bunk



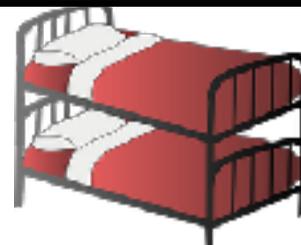
chunk

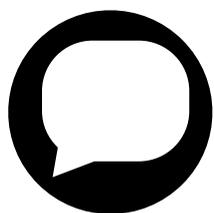


sunk



trunk





DAY 5: DICTATION

While _____
finished drinking _____ saucer
of _____, Homer decided to
keep it for a _____, because
_____ had read somewhere that
_____s become excellent
_____s if you treat them
kindly.



WEEK 11: COPYWORK

“Yankee Doodle”

Yankee Doodle went

to town

A-riding on a pony;

Stuck a feather in

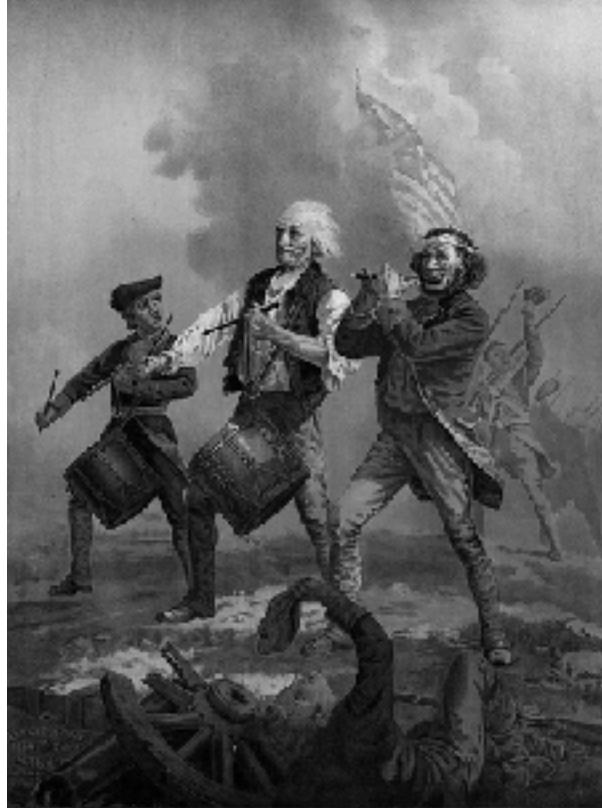
his hat



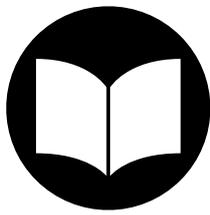
WEEK 11: COPYWORK

And called it

macaroni.



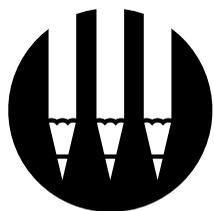
Yankee Doodle by Archibald Willard



DAY 1: WORDS TO STUDY

Spelling Word	Trace	Cover/Write	Rewrite if needed
<i>town</i>	<i>town</i>		
<i>pony</i>	<i>pony</i>		
<i>hat</i>	<i>hat</i>		
<i>stuck</i>	<i>stuck</i>		
<i>called</i>	<i>called</i>		
<i>went*</i>	<i>went</i>		
<i>his*</i>	<i>his</i>		

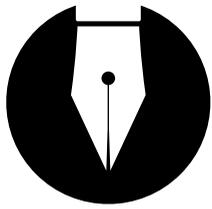
***review**



DAY 2: DRAWING

DRAWING PROMPT: Draw a picture of Yankee Doodle.

A large, empty rectangular box with a thick black border, intended for the student to draw a picture of Yankee Doodle.



DAY 3: COMPOSITION

Write your own version of “Yankee Doodle” by filling in the blanks with your own words.

_____ went to

_____,

A- riding on a _____;

Stuck a _____ in his

And called it _____.



DAY 4: PHONICS FOCUS

go, going, went

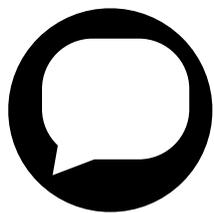
The word **go** can describe something happening now.

The word **going** can describe an action in the future.

The word **went** describes an action that occurred already.

Read the sentences below. Write go, going, or went in the correct blanks below.

1. We will be _____ on vacation this summer.
2. Could you please _____ to the store for me?
3. _____ to your room!
4. Last winter I _____ sledding with my dad.
5. My mom _____ to pick up my sister.
6. Hurry! We are _____ to be late.
7. My sister _____ crazy when she saw the mess in her room.
8. Sarah, _____ get your coat.



DAY 5: DICTATION

Yankee Doodle

_____ *to* _____

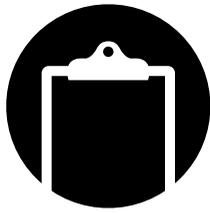
A-riding on a

_____ ;

_____ *a feather in*

And _____ *it*

macaroni.



WEEK 12: COPYWORK

Pick a quote from one of your student readers from this term.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines provided for writing.