

CYCLE 2 STUDENT PACKET

A Gentle Feast

Language Arts

Upper Elementary (Form II) Print

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

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Scott and Southworth

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n/a

THE LANGUAGE ARTS FEAST

IN A CHARLOTTE MASON EDUCATION

COPYWORK

These passages are taken from the term's reading, but don't necessarily match up week to week. 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 II, you will choose the words for your child. Students can also go through the passage and circle word they do not already know how to spell. 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 II, you will choose how much of the copywork passage you would like your child to study for dictation.

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 II, for each copywork passage, there is a drawing and creative writing prompt. 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.

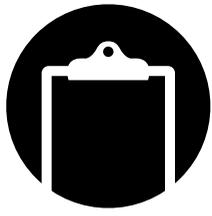
GRAMMAR

Each Language Arts week contains a grammar lesson. You can spread this out over two days if needed.



Term 1





WEEK 1: COPYWORK

American Hero Stories by Eva March Tappan

At last Washington saw

through the trees the gleam of

the French flag and smoke rising

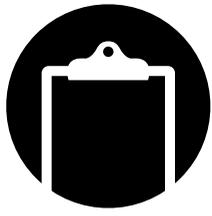
from a chimney. This was the

nearest of the three forts,

though it was hardly a fort as

yet. The French were most

polite to their English visitors;



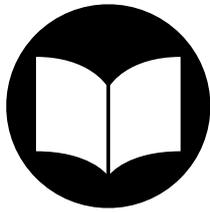
WEEK 1: COPYWORK

but they were exceedingly

careful not to say a word that

would show what their plans

were.

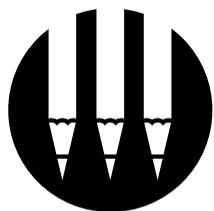


DAY 1: WORDS TO STUDY

You can choose the spelling words to fill in below from the copywork passage. Students should circle words in the copywork passage they do not know how to spell. Parents can also add words to this list.

Spelling Word	Cover/Write	Rewrite if needed

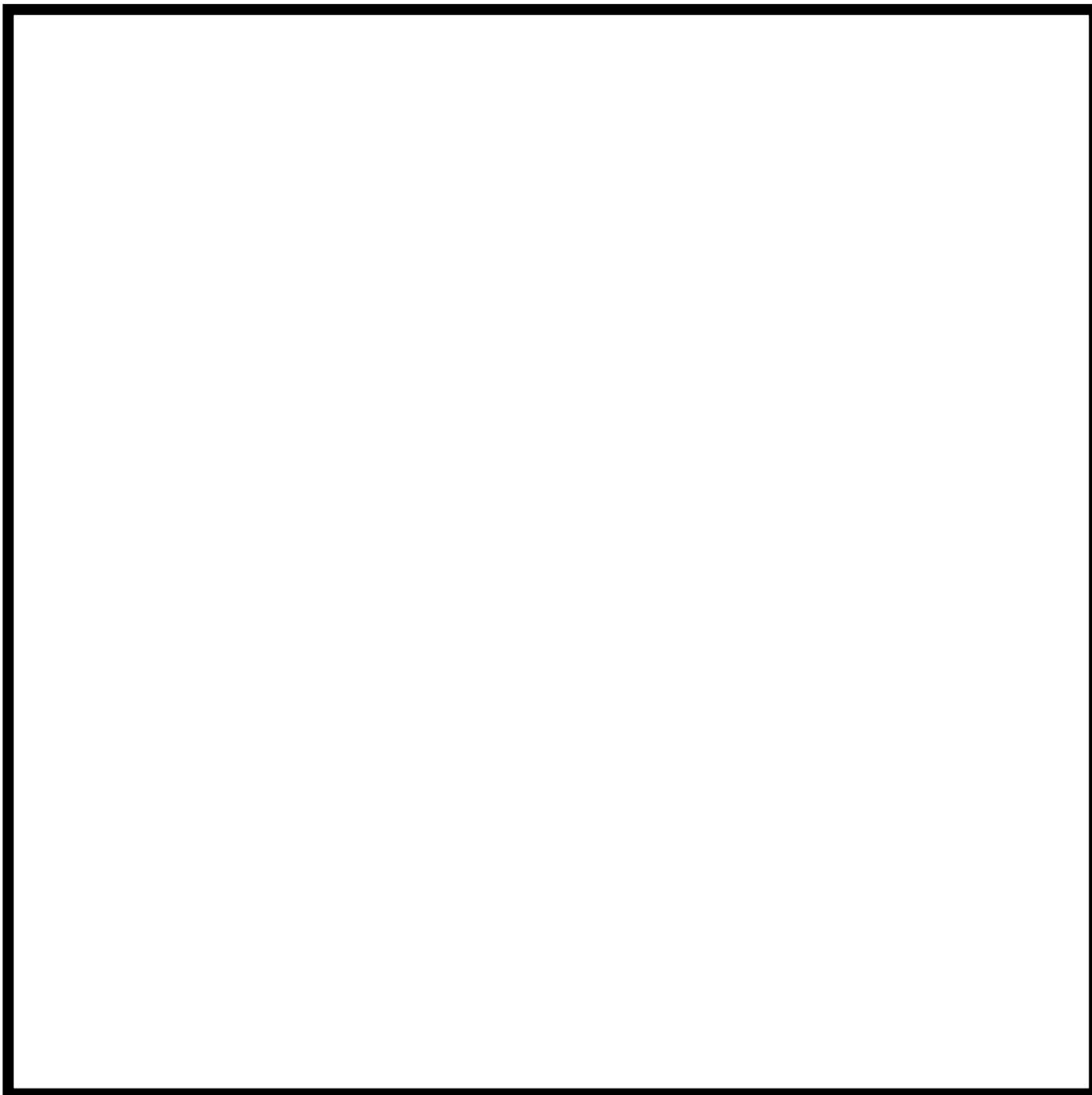
Continue to practice these words for the remainder of the week using the methods described in the introduction to this packet.

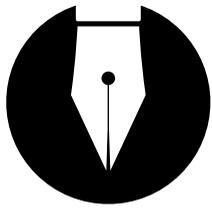


DAY 2: DRAWING

DRAWING PROMPT: Draw a picture of an early American fort.

***see online resources**





DAY 3: COMPOSITION



WRITING PROMPT: Describe this picture.



DAY 4: GRAMMAR FOCUS

The Sentence

Tell something each of the following does:

a horse, dog, fish, horse, and bird

You may have said:

Horses run.

Fish swim.

Dogs bark.

Birds fly.

The above are sentences.

**A sentence is a combination of words
that expresses a complete thought.**





WEEK 10: COPYWORK

George Washington's "Rules of Civility"

1. Every action done in company ought to be with some sign of respect, to those that are present.

2. When in company, put not your hands to any part of the body, not usually discovered.



WEEK 10: COPYWORK

3. Show nothing to your friend

that may affright him.

4. In the presence of others

sing not to yourself with a

humming noise, nor drum with

your fingers or feet.

5. If you cough, sneeze, sigh, or



WEEK 10: COPYWORK

yawn, do it not loud but

privately; and speak not in your

yawning, but put your

handkerchief or hand before

your face and turn aside.

6. Sleep not when others speak,

sit not when others stand, speak



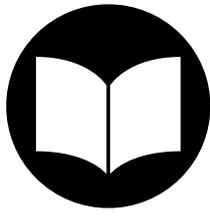
WEEK 10: COPYWORK

not when you should hold your

peace, walk not on when others

stop.



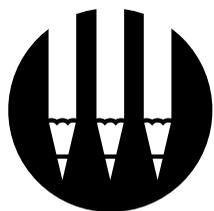


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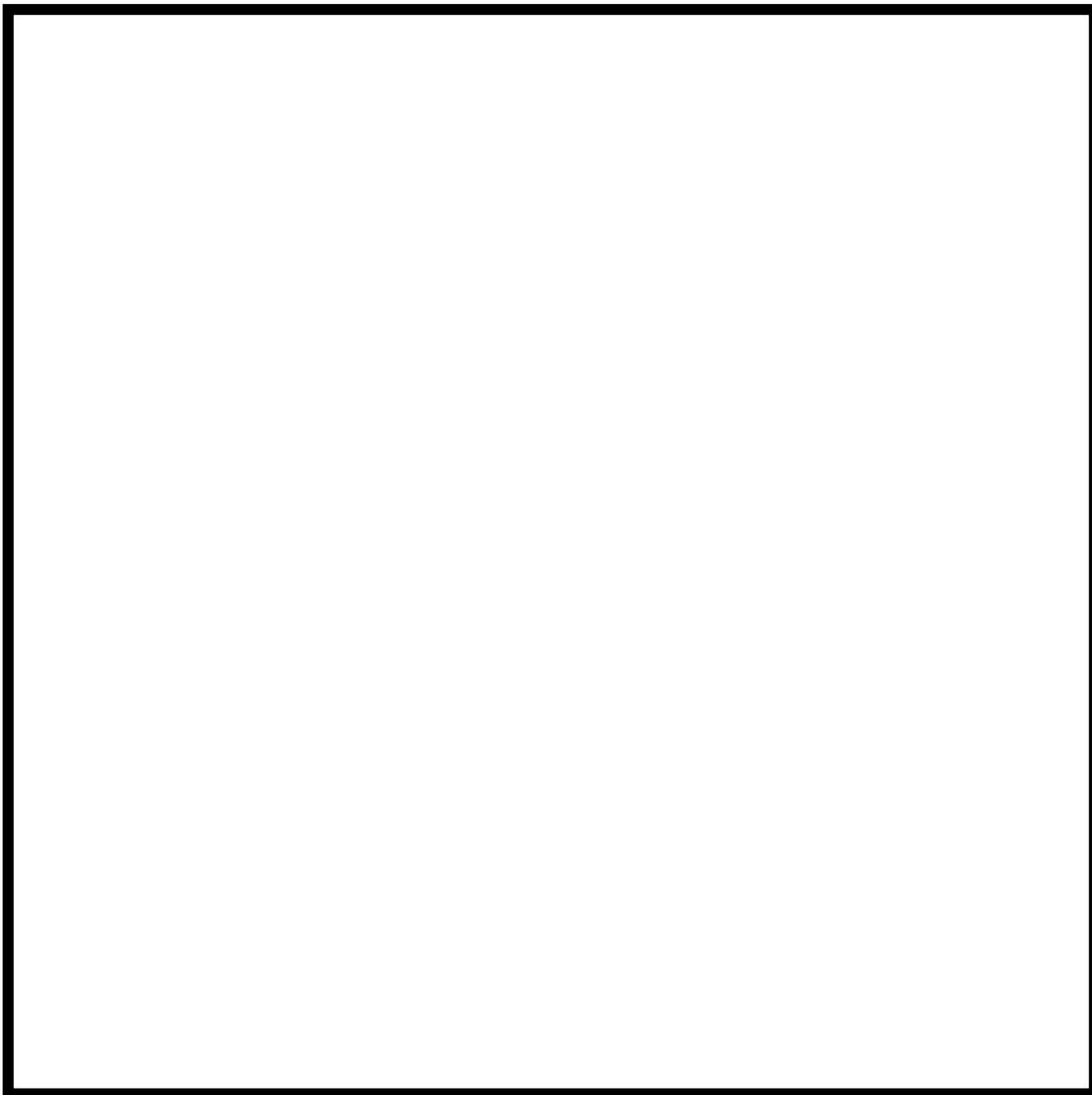
Spelling Word	Cover/Write	Rewrite if needed

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



DAY 2: DRAWING

DRAWING PROMPT: Draw a cartoon to explain one of George Washington's rules.





DAY 4: GRAMMAR FOCUS

May/Can, Might/Could

May and **Might** denote permission.
Can and **Could** denote ability.

Exercise 1: Fill these blanks with may, might, can, or could.

1. She asked if she _____ be excused from school.
2. _____ I go to see Fred now?
3. If nothing happened, he thought he _____ come.
4. _____ you reach the book on the top shelf?
5. _____ I see the book you are reading?
6. Frank would tell you about it if he _____ see you.
7. John said, "Mother _____ I go to school tomorrow?"
8. His mother replied, "You _____ if you are able."

Optional: Read Ch. 16 in Grammar Land.



WEEK 11: COPYWORK

“Leisure” by W.H. Davies

What is this life if, full of

care,

We have no time to stand and

stare?

No time to stand beneath the

boughs,

And stare as long as sheep and



WEEK 11: COPYWORK

cows:

No time to see, when woods we

pass,

Where squirrels hide their nuts

in grass:

No time to see, in broad

daylight,



WEEK 11: COPYWORK

Streams full of stars, like skies

at night:

No time to turn at Beauty's

glance,

And watch her feet, how they

can dance:

No time to wait till her mouth



WEEK 11: COPYWORK

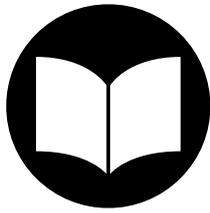
can

Enrich that smile her eyes

began?

A poor life this if, full of care,

We have no time to stand and stare.

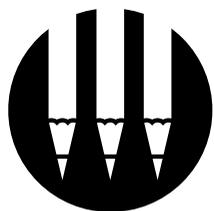


DAY 1: WORDS TO STUDY

You can choose the spelling words to fill in below from the copywork passage. Students should circle words in the copywork passage they do not know how to spell. Parents can also add words to this list.

Spelling Word	Cover/Write	Rewrite if needed

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



DAY 2: DRAWING

DRAWING PROMPT: Draw a picture of what you like to do in your leisure time.

A large, empty rectangular box with a thick black border, intended for the student to draw their leisure activity.



DAY 4: GRAMMAR REVIEW

Review

Exercise 1: Fix the punctuation and capitalization in the paragraph and rewrite correctly.

Two or three of the more thoughtless among the boys were ready to laugh at him for stopping to help an old woman it was but a little thing to do boys he answered she is somebodys mother some one someday may give a helping hand to my mother if it ever happen that shes a poor and old and her own boy is far away the boys made no answer for they felt that he was right.

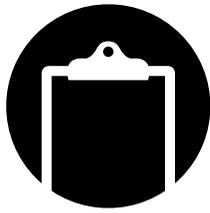


DAY 4: GRAMMAR REVIEW

Exercise 3: In the sentences below, circle the following parts of speech and underline any prepositional phrases.

- 1. Nouns - green**
- 2. Verbs - red**
- 3. Pronouns - purple**
- 4. Adjectives - pink**
- 5. Adverbs - blue**

1. A house of brick is cool.
2. The boy has no boots in the closet.
3. The car rapidly traveled up the hill.
4. At noon we all went to lunch.
5. The sleeve of Charlotte's pink shirt is torn.
6. The tennis ball was out of reach from the girl.
7. I won't leave without my coat.
8. I looked under my bed for the red book.
9. The children sat quietly in the truck.
10. The black dog ran behind my feet.



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 midline. There are 10 sets of these lines provided for writing.

Answer Key

