

CYCLE 3 STUDENT PACKET

A Gentle Feast



Language Arts

Junior High (Form III)

WEEKLY ASSIGNMENTS IN COPYWORK, DICTATION,
GRAMMAR, FREE WRITING, AND DRAWING

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

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You can access the answer key here: <http://agentlefeast.com/green-answer>

THE LANGUAGE ARTS FEAST

IN A CHARLOTTE MASON EDUCATION

NOTEBOOKS

Your child will need the following notebooks to correspond with this packet:

1. Language Arts- A lined notebook will be needed for copywork, spelling practice, and dictation. Your child can also complete their Grammar assignments in this notebook if you would rather he does not write in the textbooks.
2. Composition- A lined composition book for composition assignments.
3. Drawing- A blank sketchbook can be used for their drawing assignments. Drawing tutorial links can be found on agentlefeast.com.

COPYWORK

These passages are taken from the term's reading, but don't necessarily match 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 move 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 III, 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. After studying, each child should be able to visualize each word until he can "see" it in his mind.

INTRODUCTION

DICTATION

In Form III, students will use their copywork passage 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

COMPOSITION

In Forms III and IV, students have composition assignments in their student packets. These are based on their readings and include a variety of written genres. This is the time to teach them some elements of effective written communication. Students in these forms will also have a separate composition time in their schedule to work on longer written narrations and/ or make final drafts of a weekly narration. There is an editing checklist in the back of this packet to help your child edit their final drafts. There is also a rubric you can use to grade these final drafts if that is something you need for your records. I don't recommend sharing these grades with your child, as Miss Mason recommended not to. See these final drafts as an opportunity to teach your child some fundamentals of effective writing and conventions of proper grammar.

In addition to the composition assignments in this packet, Form III students will be completing daily oral and written narrations. One written narration per day is recommended for this age. You can read more about narration in the Teacher's Manual or online Parent Packet.

GRAMMAR

In order to complete this packet, your child will need the following book, The Blue Book of Grammar and Punctuation by Jane Straus.

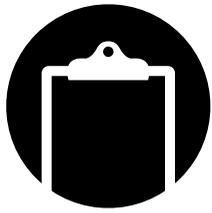
Term 1





WEEK 1 LESSONS

WEEK 1	COPYWORK	<input type="checkbox"/> <u>The Adventures of Tom Sawyer</u> by Mark Twain
DAY 1	WORDS TO STUDY	<input type="checkbox"/> Choose words from this week's copywork to copy, study, and rewrite.
DAY 2	DRAWING	<input type="checkbox"/> Draw a picture of Tom Sawyer.
DAY 3	GRAMMAR	<input type="checkbox"/> Read "Finding Nouns, Verbs, and Subjects. Write down the rules. Take Quiz 1 (These are located in the back of the book or you can find the quizzes on grammarbook.com)
DAY 4	COMPOSITION	<input type="checkbox"/> Pretend you are one of the neighbor kids and happen upon Tom's fight. Write what occurs next.
DAY 5	DICTATION	<input type="checkbox"/> Write the copywork selection for the week as it is read aloud to you.



WEEK 1: COPYWORK

The Adventures of Tom Sawyer

Mark Twain

In an instant both boys were rolling and tumbling in the dirt, gripped together like cats; and for the space of a minute they tugged and tore at each other's hair and clothes, punched and scratched each other's noses, and covered themselves with dust and glory. Presently the confusion took form, and through the fog of battle Tom appeared, seated astride the new boy, and pounding him with his fists.



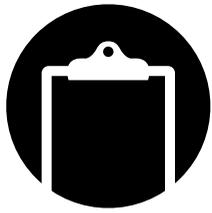
WEEK 2 LESSONS

WEEK 2	COPYWORK	<input type="checkbox"/> "A Farewell"
DAY 1	WORDS TO STUDY	<input type="checkbox"/> Choose words from this week's copywork to copy, study, and rewrite.
DAY 2	DRAWING	<input type="checkbox"/> Draw a picture of the ocean.
DAY 3	GRAMMAR	<input type="checkbox"/> Read "Subject-Verb Agreement." Write down the rules. Take one of the quizzes for this chapter in the back of the book.
DAY 4	COMPOSITION	<input type="checkbox"/> Write a poem about nature.
DAY 5	DICTATION	<input type="checkbox"/> Write the copywork selection for the week as it is read aloud to you.



WEEK 10 LESSONS

WEEK 10	COPYWORK	<input type="checkbox"/> “Saint Philomena” by Longfellow
DAY 1	WORDS TO STUDY	<input type="checkbox"/> Choose words from this weeks copywork to copy, study, and rewrite.
DAY 2	DRAWING	<input type="checkbox"/> Copy the portrait of Florence Nightingale.
DAY 3	GRAMMAR	<input type="checkbox"/> Take the “Punctuation, Capitalization, and Writing Numbers” Mastery Test, numbers 25-44.
DAY 4	COMPOSITION	<input type="checkbox"/> Write a poem about someone you have read about in History this term.
DAY 5	DICTATION	<input type="checkbox"/> Write the copywork selection for the week as it is read aloud to you.



WEEK 10: COPYWORK

Saint Philomela

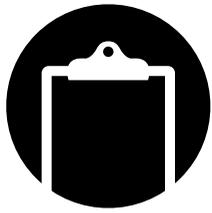
Longfellow

Lo! in that house of misery
A lady with a lamp I see
 Pass through the glimmering gloom,
 And flit from room to room.

And slow, as in a dream of bliss,
The speechless sufferer turns to kiss
 Her shadow, as it falls
 Upon the darkening walls.

As if a door in heaven should be
Opened and then closed suddenly,
 The vision came and went,
 The light shone and was spent.

On England's annals, through the long
Hereafter of her speech and song,
 That light its rays shall cast
 From portals of the past.



WEEK 10: COPYWORK



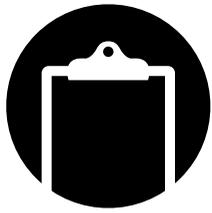
FLORENCE NIGHTINGALE

A Lady with a Lamp shall stand
In the great history of the land,
A noble type of good,
Heroic womanhood.



WEEK 11 & 12 LESSONS

WEEK 11	COPYWORK	<input type="checkbox"/> <u>Around the World in 180 Days</u> by Verne
DAY 1	WORDS TO STUDY	<input type="checkbox"/> Choose words from this week's copywork to copy, study, and rewrite.
DAY 2	COMPOSITION	<input type="checkbox"/> Write about your favorite scene from <u>Around the World in 80 Days</u> .
DAY 3	DICTATION	<input type="checkbox"/> Write the copywork selection for the week as it is read aloud to you.
WEEK 12	COPYWORK	<input type="checkbox"/> Pick a quote from one of your student readers from this term and copy it into your copybook.



WEEK 11: COPYWORK

Around the World in 180 Days

Jules Verne

After having steadily traversed that long journey, overcome a hundred obstacles, braved many dangers, and still found time to do some good on his way, to fail near the goal by a sudden event which he could not have foreseen, and against which he was unarmed; it was terrible! But a few pounds were left of the large sum he had carried with him. There only remained of his fortune the twenty thousand pounds deposited at Barings, and this amount he owed to his friends of the Reform Club.

So great had been the expense of his tour that, even had he won, it would not have enriched him; and it is probable that he had not sought to enrich himself, being a man who rather laid wagers for honour's sake than for the stake proposed. But this wager totally ruined him.

Helpful Resources



EDITING CHECKLIST FOR WEEKLY NARRATION FINAL DRAFT

	Do each of my sentences start with a capital letter?
	Do each of my sentences end with the correct punctuation?
	Do all of my paragraphs have one main topic? Are all paragraphs indented?
	Did I correctly use quotations, capitals, and commas?
	Have I written an interesting introduction?
	Have I used interesting vocabulary (NO overused words)?
	Does my conclusion restate my topics?
	Are my sentences clear and complete?
	Are all my words spelled correctly?