

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

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Scott and Southworth

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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 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 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.

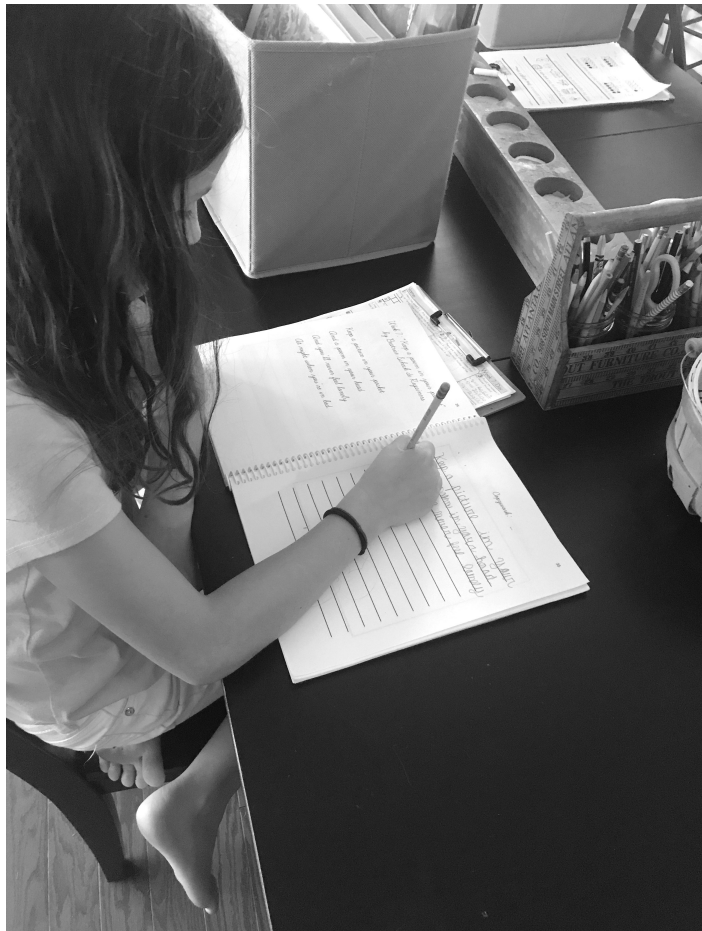
INTRODUCTION

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.

London Bridge is Falling Down

London Bridge is falling

down,

Falling down, falling

down

London Bridge is



WEEK 1: COPYWORK

falling down

my fair Lady.

Build it up with iron

bars

Iron bars, iron bars

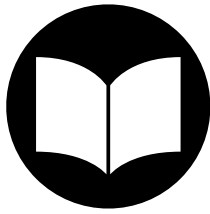


WEEK 1: COPYWORK

build it up with iron

bars.

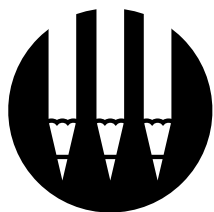
My fair Lady.



DAY 1: WORDS TO STUDY

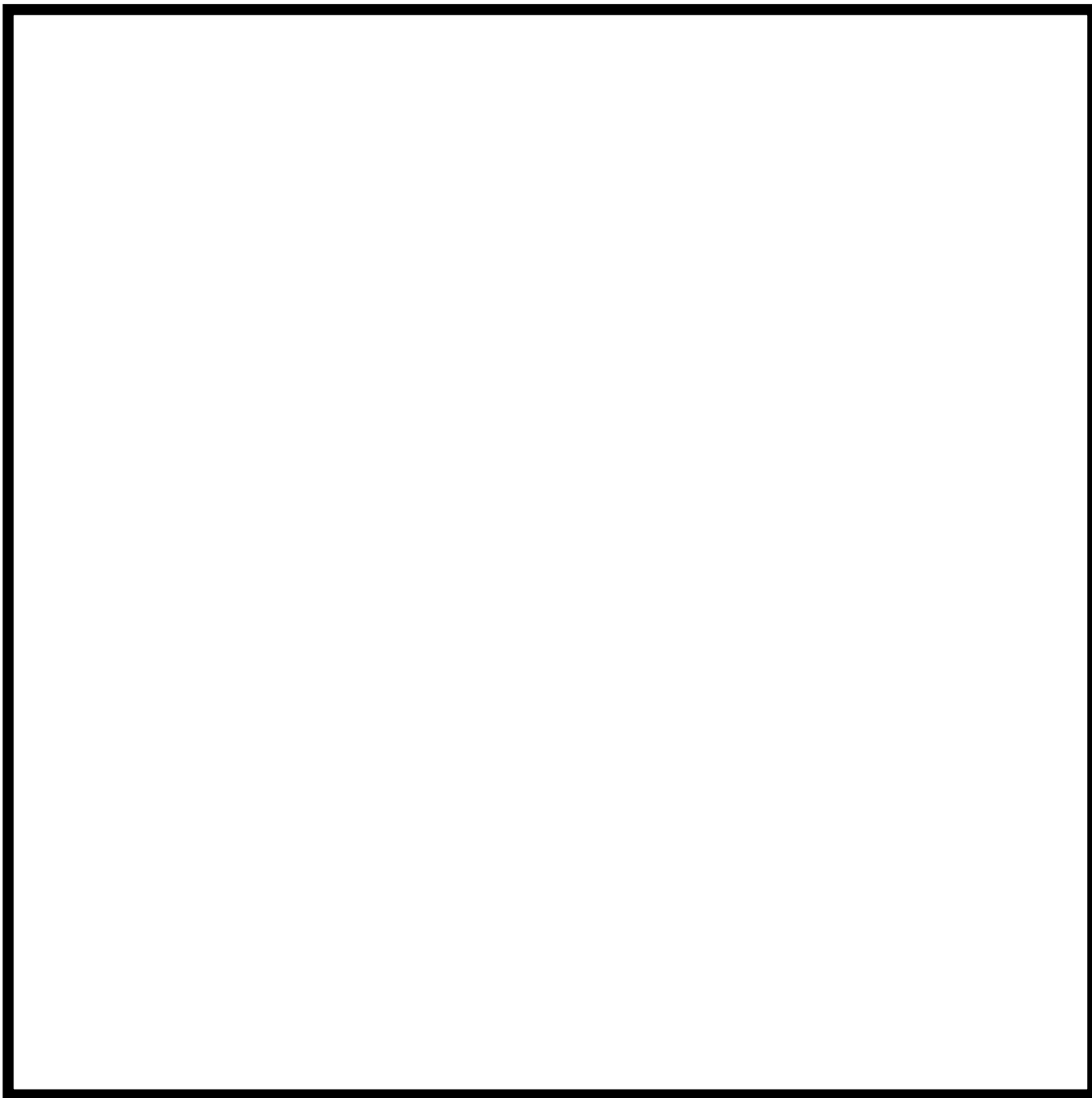
Continue to practice these words for the remainder of the week using the methods described in the introduction to this packet.

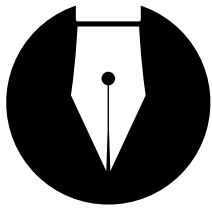
Spelling Word	Trace	Cover/Write	Rewrite if needed
my	my		
down	down		
with	with		
build	build		
Lady	Lady		



DAY 2: DRAWING

DRAWING PROMPT: Draw a picture of London Bridge.





DAY 3: COMPOSITION

WRITING PROMPT:
Write directions for
how you think to
build a bridge.





DAY 4: PHONICS FOCUS

Compound Words

Explain that a compound word is made up of two words that are joined together to make a new word. For example, butterfly is made up of the words **butter** and **fly**. Write the compound word made from each pair of words given below. Match the compound word to its picture.

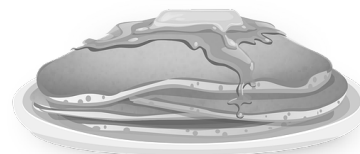
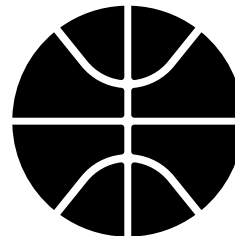
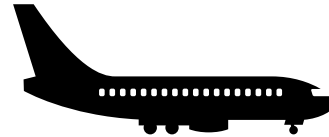
basket + ball =

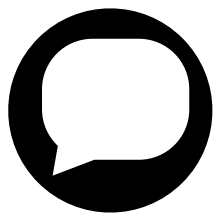
air + plane =

pan + cakes =

bath + robe =

tree + house =





DAY 5: DICTATION

London bridge is falling _____

Falling _____, falling _____.

London bridge is falling _____

_____ fair _____.

_____ it up _____ iron bars

Iron bars, iron bars.

_____ it up _____ iron bars,

_____ fair _____.



WEEK 2: COPYWORK

Jack and Jill

Jack and Jill went up

the hill to fetch a

pail of water. Jack

fell down and broke

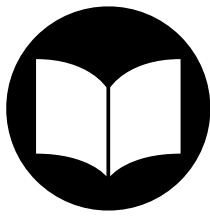
his crown. And Jill



WEEK 2: COPYWORK

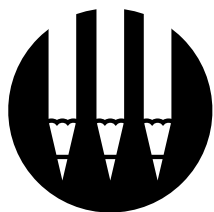
came tumbling after.





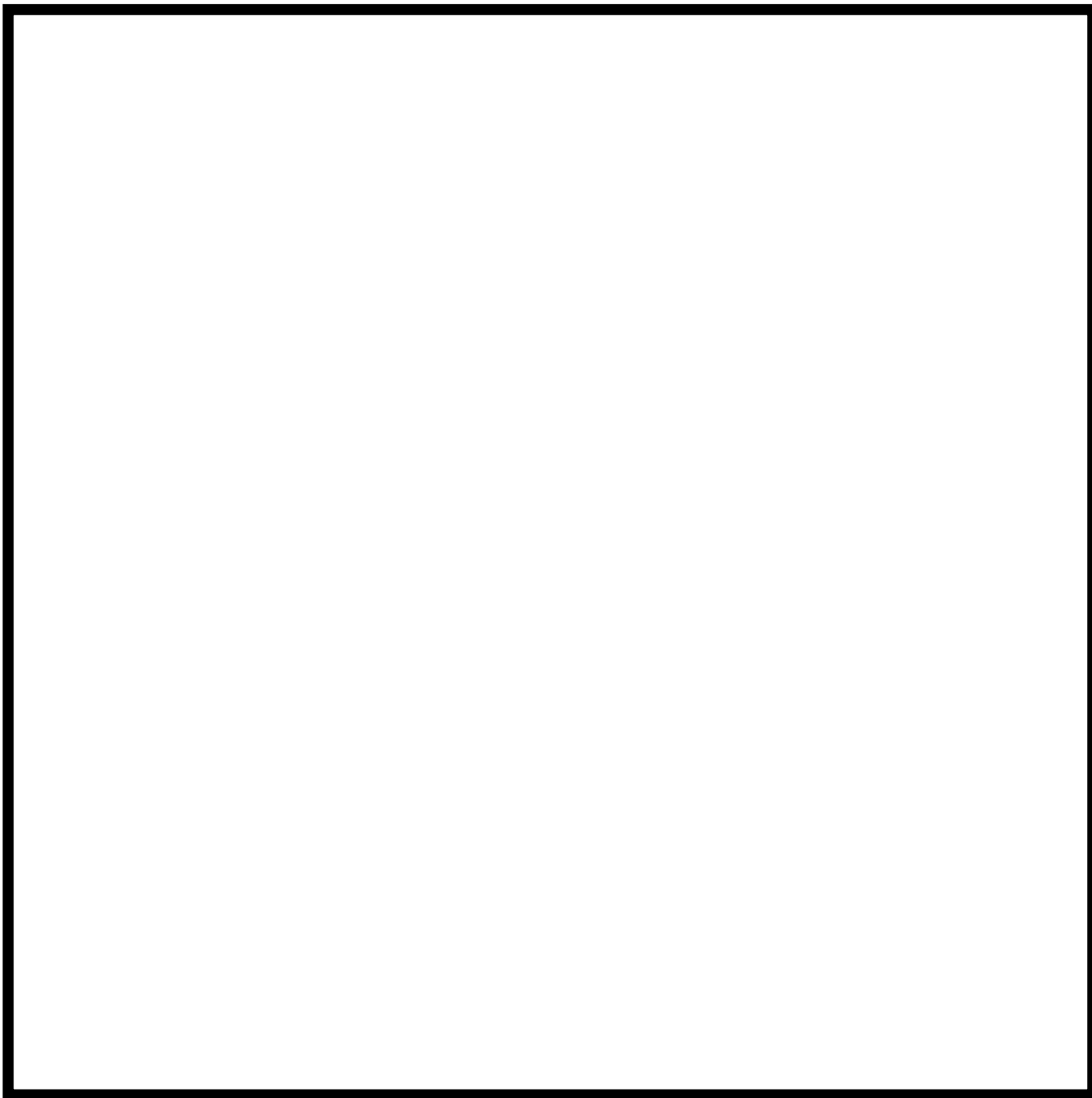
DAY 1: WORDS TO STUDY

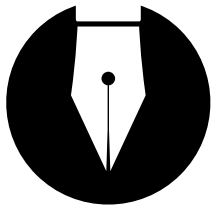
Spelling Word	Trace	Cover/Write	Rewrite if needed
hill	hill		
fetch	fetch		
water	water		
down	down		
crown	crown		
after	after		
came	came		
and	and		



DAY 2: DRAWING

DRAWING PROMPT: Draw a picture of Jack and Jill.





DAY 3: COMPOSITION

WRITING PROMPT:
Write about a time
you got hurt.



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DAY 4: PHONICS FOCUS

OW

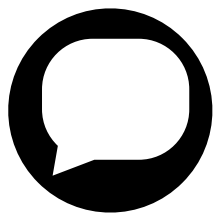
The letter combination **ow** can say **o** like *go* or **ou** like *ouch*. Cut out the words below. Read the words and glue them into the correct column on the next page.

s <u>now</u>	n <u>ow</u>
t <u>ow</u> n	k <u>now</u>
<u>ow</u> n	bl <u>ow</u>
w <u>ow</u>	cl <u>ow</u> n
t <u>ow</u>	m <u>ow</u>
d <u>ow</u> n	c <u>ow</u>



DAY 4: PHONICS FOCUS

ow says o like in go	ow says ou like in ouch



DAY 5: DICTATION

Jack and Jill went up the

_____ to _____ a pail

of _____. Jack fell

_____ broke

his _____. _____ Jill

_____ tumbling

_____.