

CYCLE 1 STUDENT PACKET

A Gentle Feast

Language Arts



Upper Elementary (Form II) Print

WEEKLY ASSIGNMENTS IN COPYWORK, SPELLING, 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 week to week. Have your student do some 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, students will use the copywork passage for dictation. You may chose to use only a portion of the passage depending on your child's ability.

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 can be found 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

Do several lines daily.

Our Island Story by H.E. Marshall

Once upon a time there was a

giant called Neptune.

When he was quite a tiny boy,

Neptune loved the sea.

All day long he played in it,

swimming, diving, and



WEEK 1: COPYWORK

laughing gleefully as the waves

dashed over him.

As he grew older he came to

know and love the sea

so well that the sea and the

waves loved him too, and

acknowledged him to be their



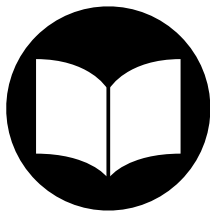
WEEK 1: COPYWORK



king. At last people said he

was not only king of the

waves, but god of the sea.

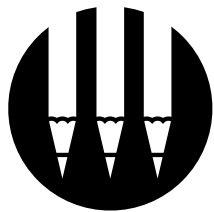


DAY 1: WORDS TO STUDY

You can choose the spelling words to fill in below from the copywork passage. You can also have your child choose the words they do not already know how to spell.

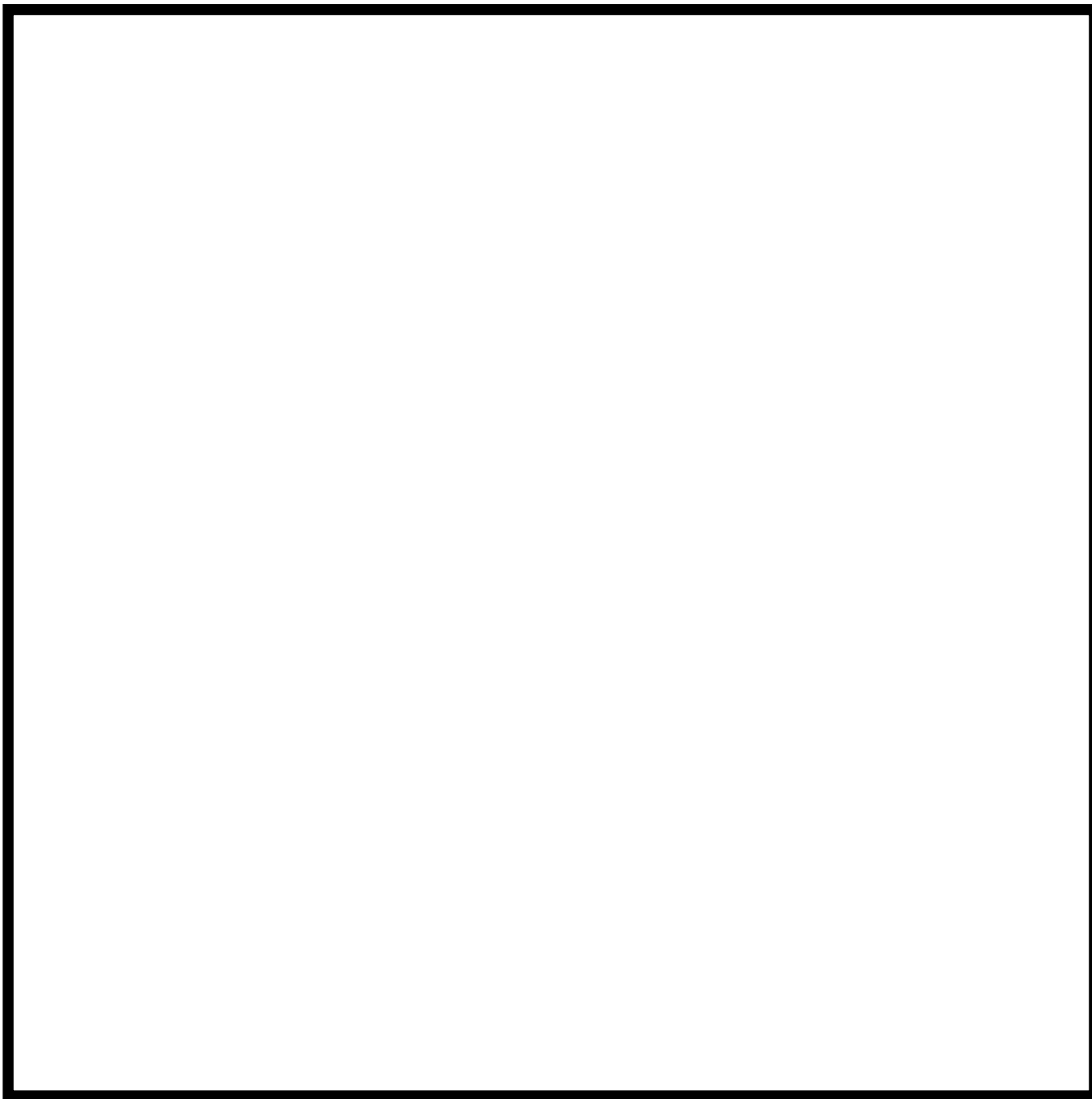
Spelling Word	Cover/Write	Rewrite if needed

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 Neptune, King of the Sea.





DAY 4: GRAMMAR FOCUS

Two Parts of a Sentence

Every sentence has two parts. One part shows about what or whom we are speaking. This part is the subject. The subject of a sentence will include a noun and any words that modify it.

The subject of a sentence is the noun that names that about which something is said in the sentence.

When we say, “Water freezes,” the word **water** shows what we are speaking about when we say **freezes**. Therefore, **water** is the subject.

Exercise 1: Circle the word(or group of words) that show what each is about:

The rain falls.

Butter is made of cream.

The lightning flashes.

Turtles lay eggs in the sand.

The thunder rolls.

Some fish have no eyes.

Exercise 2: Think of something you know about each of the following. Then make sentences orally using these words as subjects.

watches

cold weather

mittens

our house

frogs

clouds

boys

pens

balloons



DAY 4: GRAMMAR FOCUS

Besides the subject, every sentence has another part that shows what is said about the subject. That part is the **predicate**. When we say, “The stars twinkle,” **twinkle** shows what is said of the stars. Therefore, **twinkle** is the predicate. The predicate may consist of only a verb, such as **twinkle**, but sometimes it also includes other words that come after the verb.

The predicate of a sentence shows what is said about the subject.

Exercise 3: In each of the following sentences, what do we speak about? What is said about it? Tell your parent orally.

A triangle has three sides.

The bear slept all winter.

A soap bubble is a sphere.

A cat has eighteen claws.

The peacock came from Asia.

The oak tree bears acorns.

Exercise 4: Circle the subject nouns and underline the complete predicates in these sentences.

1. Neptune loved the sea.

2. All day long he played in it.

3. The giant swam in the ocean.



WEEK 2: COPYWORK

Red Sails to Capri by Ann Weil

Michele stopped in the middle of

a yawn and smiled. He was

in luck. His mother was

singing her soft-boiled-egg song

and had ears for nothing else.

The song had three stanzas and

three choruses, and when it was

finished the eggs would be done.



WEEK 2: COPYWORK

It was an old recipe. But the

song had to be perfect. Signora

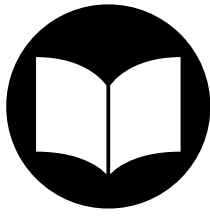
Pagano demanded complete

silence while she was singing.

One interruption, one note

held too long, and the eggs

would be ruined.

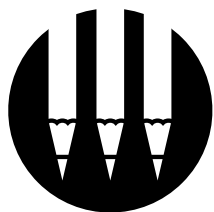


DAY 1: WORDS TO STUDY

You can choose the spelling words to fill in below from the copywork passage. You can also have your child choose the words they do not already know how to spell.

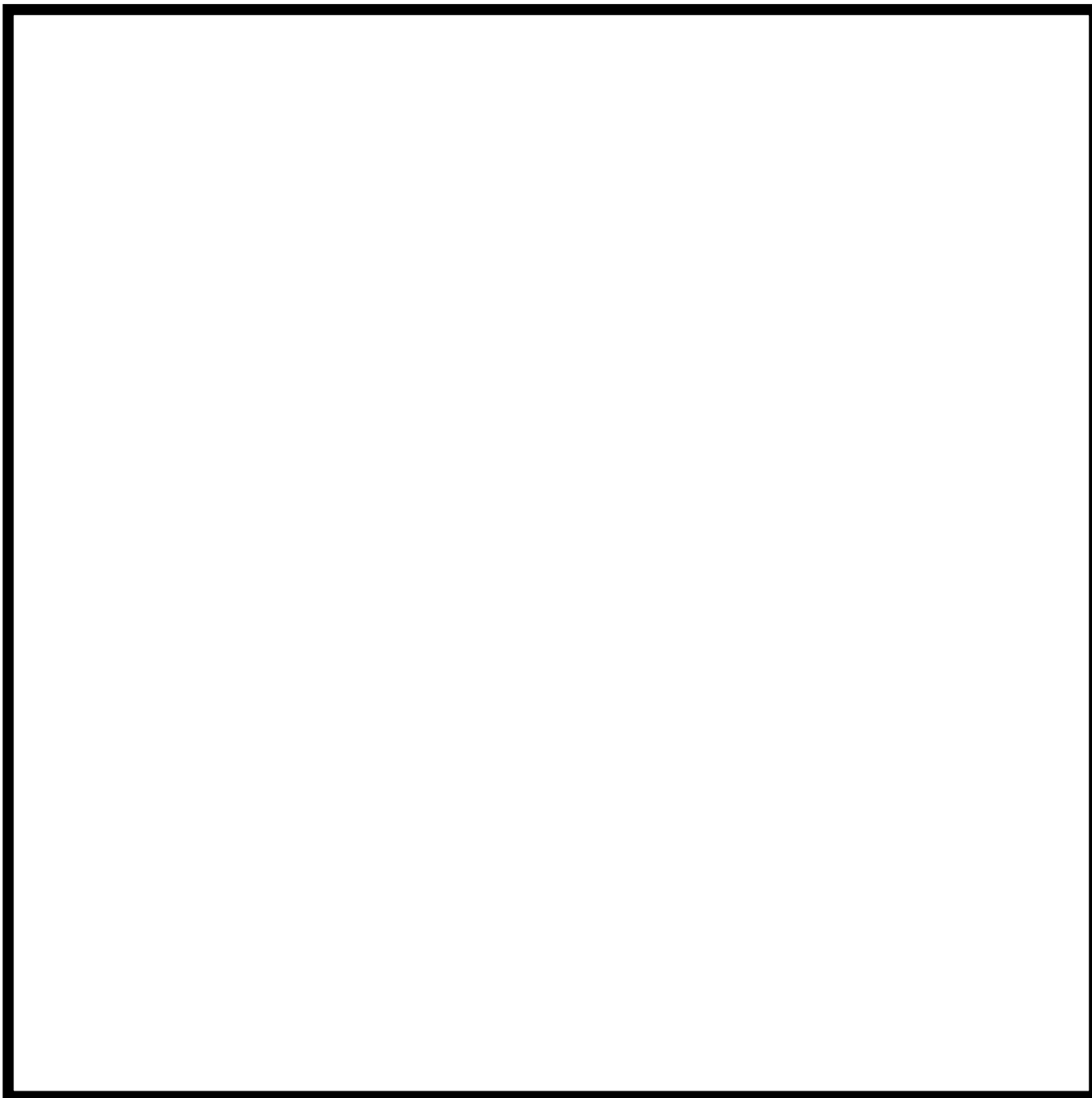
Spelling Word	Cover/Write	Rewrite if needed

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 a hen laying eggs.





DAY 4: GRAMMAR FOCUS

Two Parts of a Sentence

- Exercise 1: Find the subject and predicate in each of the following sentences, each time explaining them.**

Example: In the sentence, “Each day has its duties.” **Each day** is that about which something is said, therefore it is the complete subject. **Has its duties** is what is said about each day, and therefore it is the complete predicate.

1. The four children found a magic coin.
2. Merlin sent the kids back home.
3. The mother was worried about the children.
4. The knights fought over who was the strongest.
5. Mark was the only boy in the family.
6. The girls got lost in the woods.

A simple sentence is a sentence that has one subject and one predicate.

Some sentences have more than one subject and/or more than one predicate. These sentences name contain compound subjects or compound predicates.

- Exercise 2: Add a compound subject or predicate to these sentences.**

1. _____ and _____ ran into the forest.
2. _____ and _____ fought over the princess.
3. My mother _____ and _____ when she thought we were lost.
4. Merlin _____ and _____ to make the magic happen.
5. The _____ and _____ were found.

- Exercise 3: Narrate to your parent what you have learned about subjects and predicates.**

Optional: Read the Introduction of Grammar Land.

