

CYCLE 1 STUDENT PACKET

A Gentle Feast

Language Arts



Junior High (Form III)

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

Copyright 2018 by JulieHRoss. Gentle Feast Press. Greer, SC. All rights reserved.

Personal Use Only: This document was purchased for your personal use only. Accordingly, you agree that you will not copy, reproduce, alter, modify, create derivative works, or publicly display any content from this work, except for personal, non-commercial use. For more information, email julie@juliehross.com.

You may post pictures of your family using this product on social media and blogs, as long as A Gentle Feast is properly attributed.

No Redistribution: You may not reproduce, repackage, or redistribute the contents of these downloads, in whole or in part, for any reason.

Modification of Terms: I shall have the right to modify the terms of this Agreement at any time, which modification shall be effective immediately and shall replace all prior Agreements.

You are more than welcome to:

Save the files on your computer and print off copies for your immediate family use.
Link directly to <http://agentlefeast.com> to share these files with others.
Send this file to be printed by an online service.

You MAY NOT:

Host any of my files on your own or other sites.
Alter or sell any of my files.
Sell digital files to make a profit. This includes reselling digital files or files you printed for family use.
Transmit or store any resources on any other website or other form of electronic retrieval system.

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

Copyright © 2001

by Crossway, a publishing ministry of Good News Publishers.

All rights reserved.

ESV Text Edition: 2016

Some of the Grammar Lessons are taken from:

Lessons in English, Book One

Scott and Southworth

Copyright © 1906, Stanhope Press

Now in Public Domain

THE LANGUAGE ARTS FEAST

IN A CHARLOTTE MASON

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 study their copywork passage for the week to use 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

Your child will need the student workbook and the Reinforcement and Review worksheets from Analytical Grammar in order to complete the assignments in this packet. Please follow the schedules to determine the best pacing for your child and the number of years left in Form III. <https://www.analyticalgrammar.com/plan-and-schedule/>

Term 1





WEEK 1 LESSONS

WEEK 1	COPYWORK	<input type="checkbox"/> “America for Me” by Henry Van Dyke
DAY 1	WORDS TO STUDY	<input type="checkbox"/> Choose words from this week’s copywork to copy, study, and rewrite.
DAY 1	GRAMMAR	<input type="checkbox"/> Lesson from Analytical Grammar
DAY 2	DRAWING	<input type="checkbox"/> Draw a picture of a U.S. Landmark.
DAY 3	GRAMMAR	<input type="checkbox"/> Lesson from Analytical Grammar
DAY 4	COMPOSITION	<input type="checkbox"/> Review the rules for Capitals and Punctuation on the following pages. Write a poem about the United States. Include some of the important landmarks, geographical features, wildlife, and cities. Try not to use any of the overused words listed on page 239 in any of your compositions.
DAY 5	DICTATION	<input type="checkbox"/> Write the copywork selection for the week as it is read aloud to you.



WEEK 1:

America for Me

Henry Van Dyke

'Tis fine to see the Old World and travel up and down
Among the famous palaces and cities of renown,
To admire the crumbly castles and the statues and kings
But now I think I've had enough of antiquated things.

So it's home again, and home again, America for me!
My heart is turning home again and there I long to be,
In the land of youth and freedom, beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air;
And Paris is a woman's town, with flowers in her hair;
And it's sweet to dream in Venice, and it's great to study Rome;
But when it comes to living there is no place like home.



WEEK 1:

America for Me

Henry Van Dyke

I like the German fir-woods in green battalions drilled;
I like the gardens of Versailles with flashing fountains filled;
But, oh, to take your hand, my dear, and ramble for a day
In the friendly western woodland where Nature has her sway!

I know that Europe's wonderful, yet something seems to lack!
The Past is too much with her, and the people looking back.
But the glory of the Present is to make the Future free -
We love our land for what she is and what she is to be.

Oh, it's home again, and home again, America for me!
I want a ship that's westward bound to plough the rolling sea,
To the blessed Land of Room Enough, beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.

DAY 4: COMPOSITION

Read the rules below. Go back through the poem and point out how these rules are used in the poem. Why are words like Past, Land of Room Enough, and Nature capitalized?

A **Capital Letter** should be used at the beginning of each of the following:

Every sentence.

2. Every line of poetry.

3. Every direct quotation.

4. All individual or special names of persons, places, months, and days; as

William Shakespeare, Spain, September, Saturday, Easter

All the words made from them; as -

Shakespearean, Spanish

All abbreviations of them; as- Sept., Sat.

All names applied to God.

6. The principal words in titles; as-

The President of the United States

The Land of the Midnight Sun

7. The words I and O should always be capitals.

8. Italics are used in printing for -

A word that is very emphatic

Short titles of books; names of ships; foreign languages; etc.

In writing, we should underline such titles.

Rules for Punctuation

1. The Period (.) must be used after -

Every complete sentence that is not a question or an exclamation.

All abbreviations or initial letters.

2. The Question mark (?) must be used after every complete question.
3. The Exclamation point (!) must be used after every exclamatory expression.
4. The Comma (,) must be used to separate from the rest of the sentence -

The name of the person spoken to; as-

John, come forward

A direct quotation or each of the parts of one if it is divided.

"David," yelled Mom, "come down and get ready to go."

An appositive; as -

Frankie, the dog who lives next door, likes to bark all night long.

The parts of a series of three or more words of the same kind.

The flags were red, white, and blue.

The parts of a sentence that is made up of two or more sentences.

We have come, and you must go.



WEEK 2 LESSONS

WEEK 2	COPYWORK	<input type="checkbox"/> <u>The White Company</u> by Sir Arthur Conan Doyle
DAY 1	WORDS TO STUDY	<input type="checkbox"/> Choose words from this week's copywork to copy, study, and rewrite.
DAY 1	GRAMMAR	<input type="checkbox"/> Lesson from Analytical Grammar
DAY 2	DRAWING	<input type="checkbox"/> Draw a picture of people at an inn.
DAY 3	GRAMMAR	<input type="checkbox"/> Lesson from Analytical Grammar
DAY 4	COMPOSITION	<input type="checkbox"/> Review the rules of quotation marks. Write a dialogue between the people in the painting on the following page. Use the rules for quotation marks you learned.
DAY 5	DICTATION	<input type="checkbox"/> Write the copywork selection for the week as it is read aloud to you.



WEEK 2:

The White Company

Sir Arthur Conan Doyle

The night had already fallen, and the moon was shining between the rifts of ragged, drifting clouds, before Alleyne Edricson, footsore and weary from the unwanted exercise, found himself in front of the forest inn which stood upon the outskirts of Lyndhurst....As Alleyne walked up to it he perceived that it was rudely fashioned out of beams of wood, with twinkling lights all over where the glow from within shone through the chinks. The roof was poor and thatched; but in strange contrast to it there ran all along under the eaves a line of wooden shields, most gorgeously painted with chevron, bend, and saltire, and every heraldic device.

By the door a horse stood tethered, the ruddy glow beating strongly upon his brown head and patient eyes, while his body stood back in the shadow. Alleyne stood still in the roadway for a few minutes reflecting upon what he should do. It was, he knew, only a few miles further to Minstead, where his brother dwelt.

On the other hand, he had never seen this brother since childhood, and the reports which had come to his ears concerning him were seldom to his advantage. By all accounts he was a hard and a bitter man. It might be an evil start to come to his door so late and claim the shelter of his roof. Better to sleep here at this inn, and then travel on to Minstead in the morning.



WEEK 2:

The White Company

Sir Arthur Conan Doyle

If his brother would take him in, well and good. He would bide with him for a time and do what he might to serve him. If, on the other hand, he should have hardened his heart against him, he could only go on his way and do the best he might by his skill as a craftsman and a scrivener.

DAY 4: QUOTATION

When we introduce the exact language of another person into what we are writing, we make what is called a **Direct Quotation**. Thus:

Prince Edward and his division were so hard-pressed that a message was sent to the King, asking for aid. "Is my son killed?" said the king. "No sire."

In writing a direct quotation, we must remember three things:

1. To begin with a capital letter.
2. To enclose what was said in quotation marks.
3. To separate it from the rest of the sentence by a comma, unless it is a question or an exclamation. Those punctuation marks belong inside the quotes.

A **Divided Quotation** is one which is given in two parts, with some of the writer's own words between. Each part should be enclosed in quotation marks, and should generally be separated from the rest by commas. Thus:

"I propose to fight it out on this line," wrote General Grant, "if it takes all summer."

When we introduce anything into our writing as a thought or opinion of another without using his exact language, we make an **Indirect Quotation**. Thus:

Direct: The king said, "I have lost the hearts of my people."

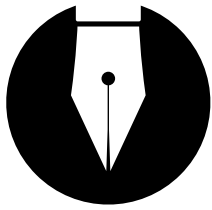
Indirect: The king said that he had lost the hearts of his people.

Indirect quotations frequently begin with the word "that," and they require no quotation-marks.

In writing a conversation between two persons, the words that **each one says should generally occupy a separate paragraph**:

"Colonel Miller," asked General Brown, "can you silence that battery?"

"I'll try, sir," replied the gallant colonel.



DAY 4:



Jan Steen. Beware of Luxury. C. 1663.