

The Student Books for each Part are on the Primary Arts of Language: DVD-ROM. They are in PDF format for easy printing.

Part I: Printing

Printing Lessons: Students will begin using letter blocks and progress to lines and spaces in Lesson 14. Lowercase letters are presented first in order of starting stroke. Capitals will be introduced quickly. Numbers can also be taught using the letter blocks first. Finally, practice printing words on lines.

Oral Story Summaries will also be practiced daily.

Lesson	Printing	Story Sequence	All About Spelling
1	[Unlined blocks] <i>c, o, a</i>	Introduce the Story Sequence Chart.	
2	[Unlined blocks] <i>d, g, u</i>	Summarize a story.	
3	[Unlined blocks] <i>i, l, k</i>	Summarize a story.	
4	[Unlined blocks] <i>b</i>	Summarize a story.	
5	[Unlined blocks] <i>r, e</i>	Summarize a story.	
6	[Unlined blocks] <i>p, t</i>	Summarize a story.	
7	[Unlined blocks] <i>m, n, h</i>	Summarize a story.	
8	[Unlined blocks] <i>y, f</i>	Summarize a story.	
9	[Unlined blocks] <i>s, qu</i>	Summarize a story.	
10	[Unlined blocks] <i>v, w</i>	Summarize a story.	
11	[Unlined blocks] <i>j, x, z</i>	Summarize a story.	
12	[Unlined blocks] <i>C, O, P, S, U</i>	Summarize a story.	Begin <i>All About Spelling</i> any time now.
13	[Unlined blocks] <i>V, W, X, Y, Z</i>	Summarize a story.	
14	[Unlined blocks] <i>B, I, J, K</i> ; [Lines and spaces] <i>a, c, s</i>	Summarize a story.	Complete instructions to set up <i>All About Spelling</i> are in the introduction of Part II of these lessons (see page 47 of this teacher's manual).
15	[Unlined blocks] <i>L, M, T</i> ; [Lines and spaces] <i>a, e, i, o, u</i>	Summarize a story.	
16	[Unlined blocks] <i>A, D, E</i> ; [Lines and spaces] <i>m, n, r</i>	Summarize a story.	
17	[Unlined blocks] <i>F, G, H</i> ; [Lines and spaces] <i>v, w, x, z</i>	Summarize a story.	
18	[Unlined blocks] <i>N, Q, R</i> ; [Lines and spaces] <i>b, h, k, l, t</i>	Summarize a story.	Begin with Step 1 that tests which letters a student needs to practice.
19	[Unlined blocks] any that need practice; [Lines and spaces] <i>g, qu, j, p, y</i>	Summarize a story.	
20	[Lines and spaces] <i>d, f</i>	Summarize a story.	Before moving on, repeat each Step daily until your student masters it. It generally takes a week to master a step, but that is highly variable. There is no such thing as "getting behind." Mastery is what is important.
21	Optional Lesson: Numbers 0, 1, 2, 3	Summarize a story.	
22	Optional Lesson: Numbers 4, 5, 6	Summarize a story.	
23	Optional Lesson: Numbers 7, 8, 9	Summarize a story.	
24	<i>căn căn cãn; răn răn răn</i>	Summarize a story.	
25	<i>see see see; come come come</i>	Summarize a story.	

Lesson	Printing	Story Sequence	All About Spelling
26	<i>ănd ănd ănd; dōwn dōwn dōwn</i>	Summarize a story.	Continue <i>All About Spelling</i> . Repeat each step daily until your student masters it.
27	<i>nō nō nō nō; sō sō sō sō</i>	Summarize a story.	
28	<i>gō gō gō gō; mē mē mē mē</i>	Summarize a story.	
29	<i>wē wē wē wē; shē shē shē shē</i>	Summarize a story.	
30	<i>ăt ăt ăt ăt; look look look</i>	Summarize a story.	
31	<i>hē hē hē hē; like like like</i>	Summarize a story.	

Part II: Copy Work

Students will copy sentences, marking vowels and helpers. Students might be invited to compose their own sentence to copy if desired.

Students will discover how to add style by learning basic parts of speech and by playing with them.

Oral story summaries will also be practiced daily.

Lesson	Copy Work	Style (Grammar)	Story Summary	All About Spelling
1	<i>Look ăt Săm.</i> <i>Săm likes to jŭmp.</i>	Punctuation: End marks Punctuation Poster	Continue to use the chart to orally summarize short stories, chapters of a book, cartoons, etc. Move from just answering the story sequence questions to actually retelling the story.	Continue (or begin) to use <i>All About Spelling</i> . Repeat each Step daily until your student masters it before moving on. It generally takes a week to master a step, but that is highly variable. There is no such thing as “getting behind.” Mastery is what is important. There is a chart at the end of the Appendix which describes what to expect in each step.
2	<i>Săm likes Pete.</i> <i>Pete căn gō ũp.</i>			
3	<i>This is a barn.</i> <i>It is a big barn.</i>			
4	<i>Horses like hay.</i> <i>Hay is green.</i>			
5	<i>Shē hăs a rēd hăt.</i> <i>This is a blue hăt.</i>	Nouns and Pronouns Noun Poster		
6	<i>Hē căn gō ũp.</i> <i>Hē căn gō dōwn.</i>			
7	<i>Come ũp, Kitty.</i> <i>This is fŭn for mē.</i>			
8	<i>Shē likes to hělp.</i> <i>Shē will hělp Kitty.</i>			
9	<i>A horse is big.</i> <i>A dŭck is little.</i>	Who/Which Clause Who/Which A-Z Project		
10	<i>Dōn căn gō dōwn.</i> <i>Hē likes to gō făst.</i>			
11	<i>Jill likes the kite.</i> <i>The kite is fŭnny.</i>			
12	<i>Here is my bōne.</i> <i>Hē căn eqăt a bōne.</i>			

Lesson	Copy Work	Style	Story Summary	All About Spelling
13	<i>Duke löst his böne. Where is his böne?</i>	Strong Verbs Verb Poster with mini-thesaurus Who/Which Project continued	Continue to orally retell a story a day.	Continue working through the steps.
14	<i>A bäd män comes. Duke will stöp him.</i>			
15	<i>Hē barks and barks. The män runs away.</i>			
16	<i>Here is a rōck. The rōck is round.</i>			
17	Beginning consonants	Who/Which Project continued		
18	Beginning consonants			
19	Beginning consonants			
20	Beginning consonants			
21	Ending consonants	Quality Adjectives Poster with mini-thesaurus Who/Which project cont.		
22	Ending consonants			
23	Ending consonants			
24	Ending consonants			
25	Fill in a word	“-ly” Adverbs “-ly” Adverb Poster		
26	Fill in a word			
27	Fill in a word			
28	Fill in a word			
29	Fill in a word	Dress-Up Detective Who/Which Project cont.		
30	Fill in a word			
31	Fill in a word			
32	Fill in a word			
33	Fill in a word			
34	Fill in a word	Finish Who/Which Project		
35	Fill in a word			
36	Fill in a word	Pattern Writing One ___ing (animal)		
37	Fill in a word			
38	Make new words			
39	Make new words			
40	Make new words			

Part III: Composition

Includes Spelling

While continuing to work through *All About Spelling*, students will write paragraphs and stories.

Lesson	Composition	Style (Optional)	<i>All About Spelling</i>
1	<p>Unit 3 Story Sequence Day 1: Use the Story Sequence Chart to create an outline for a three-paragraph story. Suggested story: "Goldilocks and the Three Bears" Day 2: Write one paragraph. Day 3: Write one paragraph. Day 4: Write one paragraph.</p>		<p>Continue <i>All About Spelling</i>. Work through the steps, mastering each one before moving on.</p> <p>If you complete Level 1 before the year is out, continue on to Level 2.</p>
2	<p>Unit 3 Story Sequence Day 1: Use the Story Sequence Chart to create an outline for a three-paragraph story. Suggested story: "The Ant and the Chrysalis" Day 2: Write one paragraph. Day 3: Write one paragraph. Day 4: Write one paragraph.</p>	who/which clause	
3	<p>Unit 3 Story Sequence Day 1: Use the Story Sequence Chart to create an outline for a three-paragraph story. Suggested story: "The Ant and the Grasshopper" Day 2: Write one paragraph. Day 3: Write one paragraph. Day 4: Write one paragraph.</p>		
4	<p>Unit 3 Story Sequence Day 1: Use the Story Sequence Chart to create an outline for a three-paragraph story. Suggested story: "The Donkey and His Shadow" Day 2: Write one paragraph. Day 3: Write one paragraph. Day 4: Write one paragraph.</p>	who/which clause "-ly" adverb	
5	<p>Units 1 and 2 Outlines and Summaries Day 1: Read the "Dairy Cows" paragraph; discuss. Choose key words. Copy the outline. Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write a paragraph. Day 3: Repeat day 1 with the "Holsteins" paragraph. Day 4: Repeat day 2 using the "Holsteins" outline.</p>		
6	<p>Units 1 and 2 Outlines and Summaries Day 1: Read the "Jerseys" paragraph; discuss. Choose key words. Copy the outline. Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write a paragraph. Day 3: Repeat day 1 with "How Cows Eat." Day 4: Repeat day 2 using the "How Cows Eat" outline.</p>		

Lesson	Composition	Style (Optional)	<i>All About Spelling</i>		
7	<p>Units 1 and 2 Outlines and Summaries Day 1: Read the “Pigs” paragraph; discuss. Choose key words. Copy the outline. Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write a paragraph. Day 3: Repeat day 1 with the “Pet Pigs” paragraph. Day 4: Repeat day 2 using the “Pet Pigs” outline.</p>	who/which clause “-ly” adverb quality adjectives	Continue <i>All About Spelling</i> . Work through the steps, mastering each one before moving on. If you complete Level 1 before the year is out, continue on to Level 2.		
8	<p>Units 1 and 2 Outlines and Summaries Day 1: Read the “Sheep” paragraph; discuss. Choose key words. Copy the outline. Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write a paragraph. Day 3: Repeat day 1 with the “Wool” paragraph. Day 4: Repeat day 2 using the “Wool” outline.</p>				
9	<p>Units 1 and 2 Outlines and Summaries Day 1: Read the “Timid Sheep” paragraph; discuss. Choose key words. Copy the outline. Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write a paragraph. Day 3: Repeat day 1 with the “Sheepdogs” paragraph. Day 4: Repeat day 2 using the “Sheepdogs” outline.</p>				
10	<p>Units 1 and 2 Outlines and Summaries Day 1: Read the “Horses” paragraph; discuss. Choose key words. Copy the outline. Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write a paragraph. Day 3: Repeat day 1 with the “Appaloosas” paragraph. Day 4: Repeat day 2 using the “Appaloosas” outline.</p>	who/which clause “-ly” adverb quality adjectives because clause			
11	<p>Units 1 and 2 Outlines and Summaries Day 1: Read the “Horses Sleep” paragraph; discuss. Choose key words. Copy the outline. Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write a paragraph. Day 3: Repeat day 1 with the “Ponies” paragraph. Day 4: Repeat day 2 using the “Ponies” outline.</p>				
12	<p>Units 1 and 2 Outlines and Summaries Day 1: Read the “Rabbits” paragraph; discuss. Choose key words. Copy the outline. Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write a paragraph. Day 3: Repeat day 1 with the “Chickens” paragraph. Day 4: Repeat day 2 using the “Chickens” report.</p>				

Lesson	Composition	Style (Optional)	<i>All About Spelling</i>
13	<p>Unit 7 Creative Writing</p> <p>Day 1: Pick a topic to write a paragraph about. Use the “brain questions” to create a key-word outline. Copy the outline.</p> <p>Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write (or have a parent scribe) a paragraph.</p> <p>Day 3–4: Repeat days 1–2 using another topic if desired, or spend the time copying and illustrating the first paragraph.</p>	<p>who/which clause</p> <p>“-ly” adverb</p> <p>quality adjectives</p> <p>because clause</p>	<p>Continue <i>All About Spelling</i>. Work through the steps, mastering each one before moving on.</p> <p>If you complete Level 1 before the year is out, continue on to Level 2.</p>
14	<p>Unit 7 Creative Writing (Letters)</p> <p>Day 1: Pick a topic to write a letter to send to someone. Use the “brain questions” to create a key-word outline. Copy the outline.</p> <p>Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write (or have a parent scribe) a paragraph.</p> <p>Day 3–4: Repeat days 1–2 using another topic if desired, or spend the time copying and illustrating the first paragraph.</p>	<p>who/which clause</p> <p>“-ly” adverb</p> <p>quality adjectives</p> <p>because clause</p> <p>strong verb</p>	
15	<p>Unit 7 Creative Writing (Written Narration)</p> <p>Day 1 Pick a topic from your history or science reading to write about. Use the “brain questions” to create a key-word outline. Copy the outline.</p> <p>Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write (or have a parent scribe) a paragraph.</p> <p>Day 3–4: Repeat days 1–2 using another topic if desired, or spend the time copying and illustrating the first paragraph.</p>		
16	<p>Unit 7 Creative Writing (Scrapbook)</p> <p>Day 1 Find a picture in your family photo album to write about. It can be from a field trip, vacation, or family event. Choose a topic to write about the event of the picture. Use the “brain questions” to create an outline. Copy the outline.</p> <p>Day 2: Test the outline by giving an oral report. Brainstorm dress-ups. Write (or have a parent scribe) a paragraph.</p> <p>Day 3–4: Repeat days 1–2 using another picture if desired, or spend the time copying and illustrating the first paragraph.</p>		