

Introduction

Welcome to another year of school! May God bless you as you teach your children not only language arts but also godly wisdom that will prepare them for eternity with God.

Welcome to the Language Arts 800 *Teacher's Guide*. Lesson notes in this teacher's guide are brief. If you are teaching in an individualized learning center or are homeschooling, your students should be able to do the work in Language Arts 800 with minimum teacher involvement. This teacher's guide helps you to know what you need to be

on the lookout for and gives suggestions for discussion and optional activities.

You who teach in conventional classrooms will find especially useful the ideas for introducing or enlarging on the lessons, discussion, and extra activities.

Whatever your educational setup—conventional classroom, individualized learning center, or homeschool—take the time to become familiar with this teacher's guide and the ways it can help you teach your children.

Creative Writing

Language Arts LightUnits have only 15 lessons—a change from the usual 17. This allows you 20 days in the year for creative writing. We recommend that you use at least the equivalent of two lessons per LightUnit for creative writing.

The creative writing teacher's guide, *On Teaching Writing: A Handbook*, contains help for teaching creative writing. If you do not have a copy of *On Teaching Writing*, you should get one.

The information and ideas in *On Teaching Writing* are adaptable to all settings. However, if you teach in an individualized school, you may need to make special arrangements in your schedule to accommodate the creative writing class.

Each LightUnit Overview page includes a suggested Creative Writing assignment from *On Teaching Writing*. You may want to occasionally substitute Creative Writing assignments of your own for these.

The LightUnits

Spelling and Penmanship

Each LightUnit section has a list of twenty spelling words. Students work with all of the spelling words for that section in each lesson. The quiz or self check for that section tests students' ability to spell the words. Not all of the words are on the LightUnit Tests.

The spelling word lists for each LightUnit section are included as bookmarks at the back of the LightUnit. Students should cut these out and use them as they work through each section. Using the bookmarks keeps them from having to page through the LightUnit to find the spelling list.

Some students require more practice with the spelling words than they get in the LightUnit exercises. Assign extra spelling practice as needed.

You may want to give students a practice spelling quiz (or have a student give it). Then have those students who misspell any words write the misspelled words five times each. Another method of being sure they get plenty of practice is to have students write all the spelling words four or five times each.

Each lesson includes penmanship practice. Here is a method for grading penmanship based on a 100-point system:

Formation of letters:	40 points
Spacing of letters and words:	10
Line quality (lightness, darkness):	10
Slant:	10
Alignment:	10
Size:	10
Proportion:	10

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Continuous Review

The *We Remember* section of each lesson reviews concepts and skills from previous lessons. New concepts or skills are usually not tested on a quiz or LightUnit Test until they have been reviewed at least three times.

Concepts introduced in the last two lessons of a LightUnit, therefore, are not on the LightUnit Test, but they may be in the self check. A few very simple concepts that are not entirely new (for example, concepts taught in seventh grade and reintroduced in eighth) are quizzed or tested before being reviewed three times.

Helping Students Review

In the right margin beside each lesson title in the LightUnit are numbers in parentheses, and beside nearly every set of directions in the “We Remember” sections are numbers in brackets and/or parentheses. These numbers provide a quick reference for students who need help.

Numbers in parentheses refer to pages in the *CLE English Handbook* for the concept or skill being taught or reviewed in that lesson or exercise. The numbers in brackets refer to the lessons in which skills were taught in that LightUnit. A small *r* following the number in brackets means that the concept first appeared in a review within the “We Remember” section of that lesson.

For examples, Look at the title on page 1 of the LightUnit: “Verbs.” To the right are the numbers (9-12). This means that the concepts about verbs taught in this lesson are dealt with on pages 9-12 of the *CLE English Handbook*. Now look at page 19 of the LightUnit. Beside the instructions for Nos. 22 and 23 you see these numbers: [2] (4). That means that the compound nouns being reviewed in these exercises are taught in Lesson 2 or this LightUnit, and that page 4 of the *CLE English Handbook* deals with compound nouns.

Beside the instructions for Nos. 26-28 are these numbers: [1r, 2r, 6r]. This means that the concepts being tested in these exercises were reviewed in the “We Remember” sections of Lessons 1, 2, and 6 of this LightUnit.

We highly recommend that students and teacher have a copy of the *CLE English Handbook* available for reference while working through this course.

Quizzes and Self Checks

Each LightUnit consists of 15 lessons, with the LightUnit Test being the final lesson. Each lesson is a day’s work. Each LightUnit has three sections. A quiz follows Sections 1 and 2, and a self check follows Section 3. Each quiz counts $\frac{1}{4}$ of the LightUnit grade. The LightUnit Test counts $\frac{1}{2}$ of the grade. To get this final grade, take the two quiz grades and add the final test grade twice, then divide by four. This average will be the final grade for the report.

Example: Quiz 1 – 95%
Quiz 2 – 98%
Test – 93%

$$95 + 98 + 93 + 93 = 379$$

$$\text{Divide } 379 \text{ by } 4 = 94.75 \text{ (95\%)}$$

The quizzes, self check, and LightUnit Test are to be taken closed-book. Remove the quizzes and LightUnit Test from the LightUnit before giving it to the student. The quizzes are on perforated pages in the back of the LightUnit, and the LightUnit Test is bound into the center of the LightUnit.

Students take the spelling quizzes for Sections 1 and 2 at the same time they take Quizzes 1 and 2. They take the spelling quiz for Section 3 when they take the self check. They take the final spelling test at the same time as the final LightUnit Test.

You may use the final spelling test for your records, or if desired, you may average the spelling quizzes with the final spelling test. To do this, give triple value to the final test, add quizzes and test, and then divide by six.

Example: Section 1 – 93%
Section 2 – 87%
Section 3 – 100%
LU Test – 95%

$$93 + 87 + 100 + 95 + 95 + 95 = 565$$

$$\text{Divide } 565 \text{ by } 6 = 94.16 \text{ (94\%)}$$

Lesson 14 in each LightUnit is a self check. Self checks test student mastery of the LightUnit and help them prepare for the LightUnit Test. The self check will take longer to complete than the quizzes do.

The student must ask you to initial the beginning of the self check before taking it. He should do the work without studying or reviewing. After he scores his work, look at his work and give further direction.


If he did well, have him make corrections and prepare for the LightUnit Test in the usual way. If he did poorly, prescribe remedial work to prepare him for the test.


Suggestions for remedial work:


- While correcting, have him write the page numbers from the LightUnit where he found correct answers.
- Have him study the concepts and skills involved. Then quiz him orally.
- Provide more practice work in weak areas.


After the self check is a review entitled “Review for the Test.” It includes a list of things the student should know. If the student does well on the self check, he probably does not need this review. Use it at your discretion.


LightUnit Symbols

 *Teacher Check.* Used before quizzes and anywhere the student must obtain the teacher’s initials before proceeding.

 *Small Teacher Check.* Indicates an exercise that must be scored or checked by the teacher. The student may continue working even though the teacher has not yet checked the exercise.

 *Teacher’s Aide Check.* Used anywhere the student may not continue working in the LightUnit until the exercise has been checked and initialed by the teacher’s aide or teacher.

 *Small Teacher’s Aide Check.* Used with exercises that need to be checked by the teacher’s aide or teacher. The student may continue working even though the exercise has not yet been checked.

 *Optional Exercise.* The student should check with you for instructions as to whether or not to do starred exercises.

LightUnit Themes

Many of the exercises in each LightUnit are related to a particular subject or theme for that LightUnit. For example, in 801, many of the sentences students work with are about Thomas Edison. Students are not quizzed or tested on these subjects. The LightUnits do not point out the themes for the students; they will probably notice them soon after beginning to work in a LightUnit.

<i>LightUnit</i>	<i>Theme</i>
801	Thomas Edison
802	Underground Railroad; slavery
803	Trivia; fascinating facts
804	Anabaptist/Mennonite history
805	Helen Keller
806	Alaska
807	(Research Paper)
808	The human body
809	Weather
810	Missionaries

LA 807—A Different LightUnit

In Language Arts 807, instead of learning and reviewing grammar, students write a research paper. Therefore, there are no quizzes or tests and no spelling or penmanship activities. Instead, you will grade the student on the preparation and quality of the paper he produces.

The LightUnit will lead the student step-by-step through the process of finding sources, making outlines, taking notes, writing the paper, and arranging everything in proper order.

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We want this LightUnit to be enjoyable. Some students may balk at “all this writing stuff.” It is important for you, the teacher, to be involved in the research project. Your attitude will either encourage or discourage the student. Make it fun and not a bothersome

chore. Create interest in learning something new. Staying involved with each student in his project will help you to better grade him at the completion of the LightUnit. Remember, his grade also depends on you.

The Teacher’s Guide

Teacher’s Guide Symbols

These symbols help you spot useful helps at a glance.



This symbol denotes things related to what the students are studying in the LightUnit, but that enlarge upon or go beyond what is included there. You may want to use them to introduce, reinforce, or add interest to their studies.



This symbol indicates suggestions for class discussion. As you have time, use these when you see that they will be valuable to your students.



The flashlight reminds you that you should monitor your students’ work in some area.



This marks suggested activities that may be used in conjunction with the lesson.



This is the review symbol. You will see it with suggestions for review.

Teacher’s Guide Appendixes

Take time to familiarize yourself with the appendixes in the back of this teacher’s guide so that you will know how they can help you in your job.

Appendix A: LA 700 Indexes

Use this one to find where in Level 700 a concept was introduced. It includes a main index of concepts and skills, with smaller indexes for penmanship and spelling words.

Appendix B: LA 800 Scope and Sequence

This is a sequential listing of concepts and skills taught in LA 800. It gives a good overview of what is taught and when.

If you are homeschooling and your state requires you to submit a detailed course outline, you may photocopy and submit this one.

Appendix C: LA 800 Indexes

Use this appendix to find where LA 800 teaches any concept or skill. It also includes indexes for vocabulary words (alphabetical, and by LightUnit), penmanship, and spelling words.

Appendix D: Alternate LightUnit Tests

Photocopy one of these any time a student needs to retake a LightUnit Test. An alternate test is provided for each LightUnit. These tests cover the same concepts and skills covered by the LightUnit Tests. Answer keys are included.

Appendix E: Spelling Words for LightUnit Tests

Use these to give the students their spelling tests. A spelling word list with the words used in sentences is provided for each LightUnit and Alternate LightUnit Test.

Appendix F: Extra Activities

These pages may be photocopied and given to students as just-for-fun assignments. There is one activity for most LightUnits. The exercises usually reinforce or relate to LightUnit exercises in some way.