

Introduction to Language Arts 600

Welcome to another year of school! May God bless you as you teach your children this year.

This teacher's guide is designed to help you teach Language Arts 600 more effectively. It includes the following features:

- Class preparation items
- A list of review questions to begin each class
- Background information not found in the LightUnits

- Additional lesson activities

Teaching methods are as varied as students' learning abilities. Be willing to use different methods in your teaching.

May the skills that students learn in this course help them receive God's truth and communicate it to others, whether through speech or through writing.

Components of Language Arts

Language Arts 600 is composed of ten consumable LightUnits that include most of the student's written activities.

This teacher's guide contains reproductions of most of the LightUnit pages with answers and teaching information.

Support material for Language Arts 600 includes this teacher's guide and extra practice worksheets.

The Teacher's Guide

Following is an explanation for each section of the daily lesson plan.

Objectives

The new concepts and study words taught in the lesson are listed here.

Class Preparation

This list tells what materials are needed to teach the lesson.

Board Preparation

This list gives numbered sentences, words, and illustrations to write on the board to prepare for class. These items are listed according to the section they are used in—New or Review.

The Review answers follow the New sections in this teacher's guide.

Vocabulary Words

The vocabulary words are terms that students should become familiar with. Teach the vocabulary words by having students read the pronunciations and definitions. Explain the definitions if necessary.

In the LightUnit, any vocabulary words will be placed in the front of the lesson in which they are introduced. The small triangle below and to the left of the words indicates that the student should read the words to the teacher or teacher's aide.

New—Teaching Box

Here you will find a brief discussion of the concept taught in the lesson, as well as suggestions for teaching the new concept for the day. Read the text in the lesson text box with the students, and work the exercises that involve the new concept with the class.

Review

This list of questions systematically reviews the concepts taught. If students are struggling, insert extra drill at this point.

The first exercises in the Looking Back sections in the LightUnits are reviews of the concept taught the previous day. Reinforce the new concept, and work it as a class if it is difficult.

Penmanship

Typists know that ongoing practice makes all the difference in the speed and accuracy of their typing. The same is true for handwriting. Taking the time to train students to form letters correctly, hold their pencils properly, slant their paper correctly, and use good posture will influence the way they begin to write outside of penmanship class.

The old saying *Practice makes perfect* is somewhat inaccurate. *Practice makes permanent* would be a better statement of what actually happens. Whether or not they realize it, students are practicing penmanship with every stroke of their pencils. Writing habits, whether good or bad, become engrained. Penmanship class just gives the teacher an opportunity to evaluate students' penmanship.

Penmanship in LA 600 gives students an opportunity to practice each lowercase letter and each uppercase letter in most of the LightUnits. In addition to practicing specific letter formation, students are provided with opportunities to copy interesting facts about a variety of subjects.

One method for grading Penmanship, based on a 100-point system, is as follows:

Formation of letters: 40 points

Spacing of letters and words: 10

Slant: 10

Alignment: 10

Line quality: 10

Size: 10

Proportion: 10

You may develop your own method, as well.

Spelling

The spelling list for each LightUnit section has twenty words. A daily direction line instructs students to write the spelling words for that section on other paper.

The spelling word lists for each section are included as bookmarks at the back of the LightUnit. A direction line is given in Lessons 2, 7, and 12 for students to cut out these bookmarks.

A spelling test is given on each quiz and self check. The spelling test for each LightUnit, given along with the LightUnit test and included in the same location, includes thirty words. A list of

spelling words for the spelling test accompanies each LightUnit test in this teacher's guide.

Creative Writing

Two lessons at the end of each LightUnit are dedicated to teaching writing. These lessons can be taught sooner in the LightUnit if desired. If creative writing is omitted, this language arts course will not be a full year's worth.

Each lesson contains a suggested topic. Your students will especially enjoy hearing your versions of their writing assignments if you do them too.

Give each child a chance to present his or her work. Writing is, after all, a form of communication. Without a chance to share with others, writing becomes mere journaling.

Symbols in the Teacher's Guide

Symbols in the teacher's guide alert you to activities or to special pieces of information.



– This symbol indicates an exercise that is completed verbally.



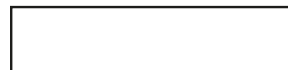
– This symbol is used to show exercises done on the chalkboard.



– This symbol shows the LightUnit page for an activity.



– Exercises beside this symbol have important information for the teacher.



– Text boxes will enclose additional information for teachers.

Appendixes in the Teacher's Guide

Take time to familiarize yourself with the appendixes so that you will know how they can help you.

Appendix A: LA 500 Skills Index

Use this one to find where a concept was introduced in LA 500. It includes a main index of concepts and skills.

Appendix B: LA 600 Scope and Sequence

This is a sequential listing of the concepts and skills taught in LA 600. It gives an overview of what is taught, as well as when each concept is taught.

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If you are homeschooling, and your state requires that you submit a more detailed course outline, you could photocopy and submit Appendix B.

Appendix C: LA 600 Indexes

Use this appendix to find where LA 600 teaches any concept or skill. It also includes indexes for the glossary, study words, poems, penmanship exercises, and spelling words.

Appendix D: Alternate LightUnit Tests

Copy one of these any time a student needs to retake a LightUnit Test. Answer keys are included. These tests cover the same concepts and skills covered by the LightUnit Tests.

Appendix E: Alternate Spelling Tests

This appendix contains alternate spelling tests. Like the final spelling test for each LightUnit, these tests contain thirty words chosen from the list of words presented in the LightUnit.

The LightUnits

Each LightUnit has seventeen lessons and is divided into three sections. Each lesson is one day's work. Lessons are usually four or five pages long and have four standard sections: New, Looking Back, Penmanship, and Spelling. The fourteenth lesson is the exception; it contains minimal review and no penmanship practice.

The sixteenth lesson is dedicated solely to writing.

Looking Back


Exercises in this section review concepts from previous lessons. Students should be able to do this section with little help, except for the first exercises. The first exercises in each Looking Back section review the concept taught in the last lesson. Be prepared to do these as a class.


New concepts are not tested until they have been reviewed at least four times.


Poetry LightUnit


LightUnit 609 emphasizes poetry. Take time to read the poems in both the LightUnit and the Teacher's Guide aloud to your students. Give them plenty of opportunities to read poems that they enjoy. Let them bring other poems to read to the class. Have students memorize and present to the class a poem of their choice from the LightUnit.


Symbols in the LightUnits

 *Large teacher check:* Indicates students must obtain the teacher's initials before proceeding with work in the LightUnit. Generally found before quizzes and self checks.

 *Small teacher check:* Exercises marked with this symbol need a teacher's involvement. The teacher needs to grade or assist students with this exercise. The students may continue working past this symbol even though the exercise has not been checked.

 *Large teacher's aide check:* Students must have a teacher or a teacher's aide initial this symbol before proceeding with work in the LightUnit.

 *Small teacher's aide check:* Either a teacher or a teacher's aide needs to grade an answer or assist with an exercise. The student may continue working beyond this symbol even though the exercise has not been checked.

 *Star:* This symbol indicates optional exercises. Students should check with the teacher for instructions.

Quizzes and Tests

Tests are in the center of each LightUnit. Quizzes are on perforated pages in the back of the LightUnit. All must be removed before giving the LightUnits to the students. Lessons 5 and 10 are quizzes following Sections 1 and 2. The quizzes and the LightUnit test are to be taken closed-book.

Lesson 15 is a self check. Self checks test student mastery of the LightUnit and help them prepare for the test. A list of review questions in the teacher's guide is also recommended for review with the self check.

Students must ask you to initial the self check before taking it. After they score their work, look at it and give further direction.

If they did well, have them make corrections and prepare for the LightUnit test by studying the Looking Back sections and the checklist. If they did poorly, prescribe remedial work to prepare them for the test.

Suggestions for remedial work

- While students are correcting their work, have them write the page numbers from the LightUnit where the correct answers were found.
- Provide more practice work using the extra practice sheets.
- Have them study all the concepts and skills involved. Then quiz them orally.

Spelling Tests

Students take the spelling tests for Sections 1 and 2 at the same time they take Quizzes 1 and 2. They take the spelling test for Section 3 when they do the self check. Lesson 17 is the LightUnit test. The final spelling test, presented with the LightUnit test in the teacher's guide, is optional. If used, it is administered at the same time as the LightUnit test.

Extra Activities

Quizzes should not take a whole period. The optional extra activity after each quiz gives informal practice in various skill or content areas.

Scoring and Grading

The Score boxes on self checks, quizzes, and tests show that 80 is the minimum score required to pass. The total possible score is 100. Write the total number of points scored on the score line. The empty box is to be initialed by the teacher.

80	100	Score _____
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LightUnit Test Grade

To obtain a final LightUnit score, average the two quiz grades and any optional grades. Add this average to the final LightUnit test score and divide by two. This average will be the final score for the LightUnit.

Example: Quiz 1 – 96%
Quiz 2 – 98%
 Average – 97%
Test Score – 93%
 Average – 95%

LightUnit score is 95.

Scores below 80. If a student scores 75-79% on a LightUnit Test, he may review the concepts he is weak in. Verify that he knows the material by quizzing him or giving a remedial assignment.

If a student scores 70-74%, have him restudy for the test and take the Alternate LightUnit Test located in Appendix G.

If a student scores 70% or below, have him do a thorough review of the LightUnit before taking the Alternate LightUnit Test or have him redo the entire LightUnit and then take the Alternate LightUnit Test. For both scenarios, if the student scores between 75-100% on the Alternate LightUnit Test, record the score for the LightUnit as 80%.

If all controls are followed but the student consistently fails to achieve 80%, consider underlying causes. What is the student's natural ability? Can he be expected to achieve 80% or above? These students may need to be evaluated by a trained person or to have one-on-one assistance.

Spelling Test Grade

To calculate the score for an individual test, divide the number of words spelled correctly by the total number of words on the test.

Example: $14 \div 15 = 93\%$

There are three options for getting a final spelling grade.

1. Use the average of the spelling test scores from the two quizzes and Self Check.

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2. Use the spelling score from the final test.
3. Average the spelling scores from the two quizzes and Self Check with the spelling scores from the final test. To do this, triple the final spelling test score, then add the average of the quizzes and Self Check and divide by four.

Example of #3: Spelling grade, Quiz 1 – 85%
Spelling grade, Quiz 2 – 86%
Spelling grade, Self Check – 90%
Average – 87%
Final Spelling Test Score – 95%
 $3 \times 95 + 87 = 372$ divided by 4 = 93%
LightUnit spelling score is 93.

Support Material

Extra Practice Sheets

Extra practice sheets are available for students who need more practice or for those who need something constructive to do. They are sold separately as a booklet of blackline masters and may be copied as needed. However, these sheets are not to be copied and shared between schools and homeschools.