

Language Arts D+E—Schedule for Topics and Skills

Weeks	Activity Sheet	Creative Expression	Optional Activity
1	Voice (Writing Skills) Pretty Please? (Persuasive Writing)	I'm Begging Here! (Persuasive Writing)	By Any Other Name (Imagination)
2	More Action (Writing Skills) Words of Wisdom (Recollection)	A Good Yarn (Communication)	That's My Name, Don't Wear It Out (Imagination)
3	Rhyme in Poetry (Poetry) You May Be a Poet, Don't Ya Know It? (Poetry)	Free as a Bird (Poetry)	Spinning the News (Imagery/Poetry)
4	How Do I Get There? (Communication) Mystery Girl (Condensation)	Portrait of a Character (Explanation)	Brought to Life (Explanation)
5	Reverse Outline (Writing Skills) Why Here? (Organization)	Jamestown (Explanation)	The Dog Ate My Writing Assignment (Imagination)
6	I, Me, He, She (Writing Skills) A Mystery (Imagination)	Picture Perfect (Imagination)	A Prayer of Thanks (Recollection)
7	Journal Entry (Recollection) Someone I Know (Description)	Imagination Workout (Imagination)	Back to the Future (Imagination)
8	Too Many Words (Writing Skills) Busy Ben (Writing Skills/Organization)	Benography (Description)	A New Adage (Imagination)
9	How Did She Do It? (Writing Skills/Word Choice) My Favorite Room (Description)	Speechwriter (Explanation)	Discernment (Thinking Skills)
10	Ylppa (Word Skills) Good Deeds (Writing Skills/Organization)	I Admire (Explanation)	Quotable George (Imagination)
11	The Journal (Recollection)	The Journal (Recollection)	Reflect (Recollection)
12	Extra Extra! (Narration) Human Interest (Narration)	Take a Stand (Persuasive)	Cartoon (Artistic)
13	The Five Parts of the Friendly Letter (Writing Skills)	Organization (Writing Skills) Write Your Letter (Writing Skills)	Finish the Letter (Writing Process)
14	Vivid Images (Imagery/Poetry) Your On Your Own! (Imagination)	Word Brush (Imagination)	Tools of the Trade (Writing Skills/Word Choice)
15	Feel Free ... (Poetry) Limerick (Poetry)	Cinquain (Poetry)	Riddle Me This (Poetry)
16	Be Persuasive (Persuasive) I Loved This Book, Because ... (Persuasive)	Book of the Year (Persuasive)	Post It! (Communication)
17	Hooks (Writing Skills) Remember When (Recollection/ Explanation)	The Neatest Thing Happened The Other Day (Recollection)	Science Fiction (Imagination)
18	Grammar Gem (Writing Skills) The Topic Sentence (Writing Skills)	Organize a Business Letter (Writing Skills/Organization) Revise (Writing Process)	Similes (Writing Skills)
19	Transitions (Writing Skills) Follow Directions (Communication)	Write Directions (Communication)	Try It Out (Writing Process)

Language Arts D+E—Schedule for Topics and Skills (cont.)

Weeks	Activity Sheet	Creative Expression	Optional Activity
20	Metaphors (Writing Skills)	Definition Poem (Poetry) Limerick (Poetry)	Diamante (Poetry)
21	Comparison/Contrast (Writing Skills/Organization)	Venn Diagram (Organization) Comparison/Contrast Essay (Explanation)	The Cartoon (Artistic)
22	Supporting Details (Writing Skills/Organization)	The Biography and Interview (Organization) The Biography (Explanation)	The Biography Project (Organization)
23	Word Choice (Writing Skills) What's Going On Here? (Imagination)	Picture This (Imagination)	Opposite Day (Imagination)
24	Preamble (Condensation) To Form a More Perfect Union (Writing Skills/Organization)	The Law of the Land (Explanation)	Constitutional Crossword (Vocabulary)
25	Grammar Gem (Writing Skills) Research (Organization)	Begin Research (Writing Skills/Organization) The Thesis Statement (Writing Skill)	State Quarter Design (Artistic)
26	Source Cards (Writing Skills/Organization)	Note Cards—Paraphrase (Organization) Note Cards (Organization)	Write a Short Story (Imagination)
27	Grammar Gem (Writing Skills) The Outline (Writing Skills/Organization)	Body Paragraphs (Explanation) The Introduction and the Conclusion (Explanation)	A Travel Brochure (Artistic)
28	Revision Checklist (Writing Skills)	Final Copy & Works Cited (Writing Skills) A State Poem (Poetry)	Abbreviations (Writing Skills)
29	The Summary (Writing Skills/Organization)	The Book Review (Writing Skills) Design the Book Jacket (Artistic)	Letter to the Author (Communication)
30	Using Symbols (Writing Skills/Artistic)	Identifying Symbols (Writing Skills) The Concrete Poem (Poetry)	Rebus Riddle (Poetry/Artistic)
31	The Plot Diagram (Organization)	Design a Board Game (Artistic) Write Directions and Questions (Writing Skills)	Play the Game (Have Fun!)
32	Plot Diagram (Writing Skills/Organization)	Writing a Script for a Puppet Show (Narration)	Persuasive Letter (Persuasive)
33	Design an Invitation (Artistic)	Preparing the Puppets and Stage (Artistic) Performing the Puppet Show (Communication)	Reflection on Reading (Comprehension)
34	Developing Charts (Organization) Plot Diagram (Organization)	Plan It Out (Organization) The Short Story (Imagination)	The Narrative Poem (Poetry)
35	Cause and Effect (Organization Skills)	Cause and Effect Rhyme (Poetry) Cause and Effect Paragraph (Explanation)	Write a Riddle (Poetry)
36	Organize for a Speech (Organization) Checklist for a Speech (Writing Skills)	Speech Preparation (Organization) Give a Speech (Communication)	Listen to a Speech (Communication)

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LANGUAGE ARTS D+E **WEEK 1** **SCHEDULE**

Date:	Day 1 ₁	Day 2 ₂	Day 3 ₃	Day 4 ₄	Day 5 ₅
Spelling					
<i>Sequential Spelling</i> ^N 1					
Handwriting					
Optional: Handwriting ^N 1					
Grammar ^N 1					
Readers					
<i>Om-kas-toe</i>	chap. 1	chap. 2	chaps. 3-4	chap. 5	chap. 6
Vocabulary Development					
Instruction ^N 1					
Optional: <i>Wordly Wise 3000-4</i> ^N 1	Exercise 1A		Exercise 1B	Exercise 1C	
Writing					
Assignment ^N 1		Voice	Pretty Please?	I'm Begging Here!	Optional: By Any Other Name
Activity Sheets ^N 1	Activity Sheet 1: Dictation <input type="checkbox"/>	Activity Sheet 1: Voice <input type="checkbox"/>	Activity Sheet 1: Pretty Please? <input type="checkbox"/>		
Other Notes					

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1. The ^N symbol means there is a note immediately following the schedule pages.

Week 1—Notes

Spelling

Sequential Spelling

To improve your children's spelling, complete daily spelling exercises. We recommend the *Sequential Spelling* program. For more information about this program, please visit www.sonlight.com/sequential-spelling.htm. Use the "Spelling" line on your weekly schedule to record what you have done each week.

Handwriting (Optional)

Use this line to record the fact that you are doing whatever program you have chosen. If you would like help scheduling one of the three programs we carry, please go online to www.sonlight.com/la-handwriting.html and download and print the appropriate file.

Grammar

Do Sonlight's *Grammar Ace* for one year between 4th–7th grade. Choose the grade that works best for your children. If you want more practice with Grammar, do Sonlight's *Grammar 5* and then *Grammar 6* programs. Use the space on the Schedule page to record what you have done.

Vocabulary Development

Instruction

Vocabulary Development is obviously an appropriate part of language arts instruction, but our vocabulary development program is based on and ties in with our Core programs' Read-Alouds. Please find vocabulary words in the Read-Aloud Study Guide portion of your Core Instructor's Guide.

We expect you to have your children read the words in context within the sentences where they are found. Then, ask your children to explain what they think it means (based on the context and/or any other information they might have). If they obviously understand the concept, you may want to move on at that point. If not, or if you would like to stress dictionary skills, have your children look it up.

Use the blank "Vocabulary Development" lines on your Language Arts schedule pages to record from what books you are taking your vocabulary studies, then simply check off each day of the week as you do your vocabulary.

This part of your schedule sheet is designed more for legal record-keeping than for your personal scheduling requirements.

Wordly Wise 3000-4

We provide a schedule should you choose to complete this vocabulary study.

Writing

General Dictation Instructions

Dictation gives students practice in handling the sentence. It directs their attention to structure, grammar, spelling, punctuation, and capitalization. It increases vocabulary and familiarizes the students with words they already know. Dictation links spoken language with written language.

The activity sheets include one dictation exercise per week. All dictation exercises should be done in cursive, as neatly as possible. Please find additional dictations in the Appendices. Use the additional dictations on days your children resist writing.

If you have not already done so, please read Dr. Beechick's comments about dictation in her book *The Three R's*, pages 41–50.

Method #1

Dictation method #1 (Dr. Beechick's method #6 on page 43 in her book *The Three R's*) involves two steps. First, your children will look at the selection from which you will be dictating (see the top of *Activity Sheet 1*), and note any words, capitalizations, or matters of punctuation that require special attention. Your children should then take no more than five to ten minutes to prepare for the final dictation. Preparation may involve writing out unfamiliar words, practicing spelling them out loud or on paper, trying to remember how a word looks by "seeing" it in his mind, drawing a word in large letters written in mid-air with an imaginary pen, etc.

When your children feel ready, you should then give the dictation, clause by clause, reading each clause only twice (repeating it only once). Your children should write in the cursive style and, as you read the passage to them, you should not need to emphasize the different sounds in each word.

Before handing the paper to you, your children should check their work for errors. They should mark and correct them. Discuss with your children what you think they have

done particularly well, and where you think they may have a weakness.

Note to Mom or Dad: If you see consistent spelling, punctuation or handwriting problems (keep a record on the schedule pages), do a special review or instruction on that area using a reference list of spelling rules. Please find a list of phonic and spelling rules in the appendices.

Method #2

Dictation method #2 is a modification of Dr. Beechick's method #7; use it later in the year. Your children will sit down with a pad of paper and, without introductory remarks or coaching, your children will write the passage as you dictate it.

Day 1

Dictation: *Om-kas-toe*, p. 44

Each man retold the story of the lost baby, the search, the tears of the mother, and the miracle of the raven. This was the greatest miracle the people had ever experienced.

Optional Dictation Passage: *Om-kas-toe*, p. 20

Only one man had not spoken yet. He had listened to all the arguments before he rose from his seat to speak. He was the oldest man in the band. His name was Old Man. Everyone listened carefully as he spoke.

Optional Dictation Passage: *Psalm 143:10 (NirV®)*

Teach me to do what you want, because you are my God. May your good Spirit lead me on a level path.

Day 2

Activity Sheet 1: Voice

Today, briefly introduce your children to the concept of voice. Voice refers to whether the subject of a sentence is acting (active voice) or being acted upon (passive voice).

Active-voice sentences always tell you who did the action. The subject comes first, and the subject does the action. For example:

The badger stole the sleeping bag.

In passive-voice sentences, the subject of the sentence is acted upon, but does not act. The subject of the sentence is the object of the verb. For example:

The sleeping bag was stolen by the badger.

To write well, your children should use a lot of active-voice sentences. It's not necessary to avoid all passive-voice sentences, but when subjects don't do anything, it

slows things down and weakens the meaning.

Using the lines below *Voice on Activity Sheet 1*, ask your children to rewrite the following sentences, replacing as many being verbs with action verbs as possible (they should create a subject if they need to):

1. Hungry dogs were staked out.
2. Large packs were tied to the dogs' travois.
3. Smaller packs were carried by women and children.
4. The child was tied into a cradleboard.

Activity Sheet 1 Answer Key

Voice

Answers will vary. Here are some possible answers:

1. Women staked the hungry dogs out.
2. Women tied large packs to the dogs' travois.
3. Women and children carried smaller packs.
4. His mother tied her child into a cradleboard.

Day 3

Activity Sheet 1: *Pretty Please?*

In chapter 1 of *Om-kas-toe*, Tall Woman pleads with the leaders of the village to let her keep both her twin children. To persuade them, she:

- (1) promised to do all her work as she always had;
- (2) expressed her belief that the twins were a gift from the Above One and would bring good medicine to the band;
- (3) promised her daughter would help her with the babies since she would not get married soon; and
- (4) vowed to give her heart and life for the babies.

Tall Woman's plea provides a good model for a persuasive argument. She:

- (1) made an action promise (will do all my work);
- (2) gave a big-picture rationale (a gift from the Above One and bring good medicine);
- (3) provided a strategy to fulfill the promise (my daughter will be available to help); and
- (4) made an impassioned plea (my heart and my life).

Ask your children to think of something they've been wanting to do or buy. Ask them to please think of something that's actually within reason. Is there a pet they want? Would they like to attend a summer camp? Are they anxious to take up a sport? Is there a book they really want to buy?

Using the model above as an example, ask your children to list ways to persuade you (their parents) to let them have their way. Have them make notes in the *Pretty Please?* section of *Activity Sheet 1*. They will need their notes for tomorrow’s assignment.

Day 4

I’m Begging Here!

Today, your children should take the notes they made yesterday, form them into a rough outline, and then produce a convincing, persuasive paragraph (or two or three or ...) that sets forth their request and all their supporting reasons in the most compelling way possible. Remind them to follow the model they studied yesterday.

When they’re done, evaluate their paragraph from a writing perspective first. Did they follow the model? Is their request set forth clearly? Do their reasons logically support their request? Are there any spelling or grammatical errors?

After you’ve given them technical “writing” feedback, evaluate their request on its merits. Discuss your decision with them. Did they convince you? Why or why not? If unsuccessful, is there something different they could have done to secure your approval? If not, remind them that no whining is allowed! Tall Woman was willing to accept the decision of the band leaders.

Here’s what a sample persuasive paragraph might look like:

You’ll never guess what pet I’d like for my birthday! It’s bigger than a breadbox, black and white, and the mascot for a major college. Give up? It’s a badger!

I promise that I will train it to be a good pet that doesn’t have accidents in the house. With all of the problems we’ve had with raccoons, a pet badger would help to scare them away. We could also teach it to do tricks and put on a show to raise funds to help pay for its food.

Please consider this important birthday wish! I’ve always dreamed of having a pet badger, and I would put my whole heart into training it to be the best pet badger the world has ever seen.

Day 5

By Any Other Name (Optional)

When Om-kas-toe first sees a horse, he doesn’t know what it is. He knows no name for it. He and the scout eventually call it by the most descriptive name they can think of: Elkdog (a name the Blackfeet people use to this day).

Today, challenge your children to examine the world around them to find at least three things—household products, animals, plants, school supplies, etc.—that they can rename in an insightful way. For example, a book might become a wise word holder, a tea kettle a hot spout cup, or a flashlight a portable sun torch. Have fun! ■



Dictation

Om-kas-toe, p. 44

Each man retold the story of the lost baby, the search, the tears of the mother, and the miracle of the raven. This was the greatest miracle the people had ever experienced.

Voice

Rewrite these sentences, replacing being verbs with action verbs (create a subject if you need to):

1. Hungry dogs were staked out.

2. Large packs were tied to the dogs' travois.

3. Smaller packs were carried by women and children.

4. The child was tied into a cradleboard.

Pretty Please?

1. Make an action promise:

2. Give a big-picture rationale:

3. Provide a strategy to fulfill the promise:

4. Make an impassioned plea:

**LANGUAGE ARTS D+E****WEEK 18****SCHEDULE**

Date:	Day 1 <small>86</small>	Day 2 <small>87</small>	Day 3 <small>88</small>	Day 4 <small>89</small>	Day 5 <small>90</small>
Spelling					
<i>Sequential Spelling</i>					
Handwriting					
Optional: Handwriting					
Grammar					
Readers					
<i>Turn Homeward, Hannalee</i>	chap. 9	chap. 10 & Author's Note			
<i>Shades of Gray</i>			chap. 1	chaps. 2-3	chaps. 4-5
Vocabulary Development					
Optional: <i>Wordly Wise 3000-4</i>	Exercise 10E		Exercise 11A	Exercise 11B	
Writing					
Assignment <input type="checkbox"/>		The Topic Sentence	Organize a Business Letter	Revise	Optional: Similes
Activity Sheets <input type="checkbox"/>	Activity Sheet 18: Dictation & Grammar Gem <input type="checkbox"/>	Activity Sheet 18: The Topic Sentence <input type="checkbox"/>		Activity Sheet 18: Revise <input type="checkbox"/>	
Other Notes					

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Week 18—Notes

Day 1

Dictation: Turn Homeward, Hannalee, p. 84

I nodded and told him, “You know, it don’t seem right to me that folks like us Reeds should have such hard times now when we never had slaves. We did all our work ourselves. We don’t hold with slavery. Pap wanted all the slaves set free everywhere. He didn’t think it was right that a man should own another man.”

Optional Dictation Passage: Shades of Gray, p. 87

Suddenly Will realized how much he was going to miss Meg. She wasn’t silly and helpless like other girls he’d known—or like his sisters, he thought with a pang. Was it because she was a country girl, or because she’d always been expected to do her share in a family with no slaves—a family that actually took pride in working hard?

Optional Dictation Passage: Psalm 139:7–8 (NIRV®)

How can I get away from your Spirit? Where can I go to escape from you? If I go up to the heavens, you are there. If I lie down in the deepest parts of the earth, you are also there.

Activity Sheet 18: Grammar Gem

Dialect

Take a look at the *Grammar Gem* on *Activity Sheet 18* about dialects.

Day 2

Activity Sheet 18: The Topic Sentence

Have you ever had a conversation with someone, and suddenly, they change the subject? And you don’t know what they’re talking about? That can happen in our writing, too.

Stay on the subject. Explain to your children that you want your readers to understand the importance of your writing. One way to do this is to focus your paragraphs on one main idea. You can write strong topic sentences to emphasize the main idea of each paragraph.

Explain that the topic sentence is usually the first sentence in a paragraph. It contains the topic and the writer’s main idea of the paragraph. The topic sentence tells the reader the plan for the rest of the paragraph. If you write about jungle animals in your topic sentence, then your

reader can expect that the rest of the paragraph will be about jungle animals and not about life in the desert.

The other sentences make up the body of the paragraph and provide details that support the main idea. The concluding sentence unites all the sentences and completes the topic.

Gather various reading material and practice finding the topic sentence in the paragraphs. You want to avoid confusing your young writer, so make sure that you only discuss paragraphs where the topic sentence appears at the beginning of the paragraph.

Read the paragraph below from *Freedom Train: The Story of Harriet Tubman* by Dorothy Sterling.

With Ben speaking up for her, Mr. Stewart permitted Harriet to work a piece of his land. It was a cut-over wood lot, covered with stumps and dried weed stalks, and it sloped sharply down to the yellow waters of the Choptank. Each night at dusk, each morning before the overseer’s horn called her to work, Harriet was out with her steers. Together they pulled the stumps and plowed up the weeds and graded the soil until it could be planted. In the fall, Harriet borrowed a wagon and hauled her first crops to the Cambridge market.

1. Locate and read the topic sentence.
2. What is the main idea in the topic sentence?
3. How do the other sentences add detail to the main idea?
4. If you left out the topic sentence, would the other sentences make sense?
5. Do the other sentences support the topic?
6. How does the concluding sentence complete the paragraph?

Follow the directions on Activity Sheet 18.

Activity Sheet 18 Answer Key

The Topic Sentence

1. (h) I had a long day, which started early this morning when I went on a run with my father.
2. (d) We ran through the neighborhood and then onto a nearby trail.
3. (a) After breakfast, I went on a field trip to the museum.
4. (f) It was a museum of natural science, where I watched a film about rock formation.
5. (g) For lunch, we had a picnic in the park, where I played tag with my friends.
6. (e) Afterward, I had to attend soccer practice because my team has a big game on Saturday.



Dictation

Turn Homeward Hannalee, p. 84

I nodded and told him, “You know, it don’t seem right to me that folks like us Reeds should have such hard times now when we never had slaves. We did all our work ourselves. We don’t hold with slavery. Pap wanted all the slaves set free everywhere. He didn’t think it was right that a man should own another man.”



Grammar Gem *Did you know ...* that you have a **dialect**? Read your dictation passage aloud. Does it sound the way you speak? No? This is because it was a Southern dialect in the 1880s. People in certain locations and communities may pronounce their words, use grammar, and use vocabulary in a particular way. Each **dialect** is a unique way of communicating. How would you speak and give the same message as above?

The Topic Sentence

The following sentences belong in the same paragraph. See if you can locate the topic sentence. Try to arrange the paragraph in a logical order. Remember the topic sentence points to the main idea, and the concluding sentence unites the whole paragraph.

- _____ a. After breakfast, I went on a field trip to the museum.
- _____ b. I am so tired that I am going to sleep without eating dinner.
- _____ c. Finally, we arrived home.
- _____ d. We ran through the neighborhood and then onto a nearby trail.
- _____ e. Afterward, I had to attend soccer practice because my team has a big game on Saturday.
- _____ f. It was a museum of natural science, where I watched a film about rock formation
- _____ g. For lunch, we had a picnic in the park, where I played tag with my friends.
- _____ h. I had a long day, which started early this morning when I went on a run with my father.

Revise

Revision Checklist

- | | |
|--|-------------------------------|
| _____ Ideas are interesting | _____ Used complete sentences |
| _____ Organization includes a beginning, middle, and end | _____ Used correct spelling |
| _____ Words are descriptive | _____ Used capitals correctly |

**LANGUAGE ARTS D+E****WEEK 36****SCHEDULE**

Date:	Day 1 176	Day 2 177	Day 3 178	Day 4 179	Day 5 180
Spelling					
<i>Sequential Spelling</i>					
Handwriting					
Optional: Handwriting					
Grammar					
Readers					
<i>The Seventeenth Swap</i>	chap. 6	chap. 7	chap. 8	chap. 9	chaps. 10–11
Vocabulary Development					
Optional: <i>Wordly Wise 3000-4</i>	Exercise 20D		Exercise 20E	Crossword p. 167	
Writing					
Assignment <input type="checkbox"/>		Organize for a Speech	Speech Preparation	Give a Speech	Optional: Listen to a Speech
Activity Sheets <input type="checkbox"/>	Activity Sheet 36: Dictation <input type="checkbox"/>	Activity Sheet 36: Organize for a Speech <input type="checkbox"/>		Activity Sheet 36: Checklist for a Speech <input type="checkbox"/>	
Other Notes					
You're All Done!					

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Week 36—Notes

Day 1

Dictation: *Seventeenth Swap*, p. 87

There was a silence. For Eric, it was full of a gathering excitement in his middle—and a gathering strength, as if he suddenly had more muscles than he used to. Feeling rather short of breath, he asked her, “Do you think I’ll get there? Anywhere?”

“You? That’s the easiest question I’ve heard today. I am absolutely, positively sure of it,” said Maggie.

Optional Dictation Passage: Quote from *St. Bernard of Clairvaux*

“It is no great thing to be humble when you are brought low; but to be humble when you are praised is a great and rare attainment.”

Day 2

Activity Sheet 36: Organize for a Speech

Giving a speech is one of the things that many people fear the most. Would you believe that some people have more fear in giving a speech than encountering a spider or a snake? You will not develop this severe fear if you are used to giving speeches. Therefore, it is important to give speeches as often as you can.

At some time in a person’s life, one has to give a speech or perform some type of public speaking. You may have to give a speech to inform the congregation of something that your committee is doing in church. Someone may ask you to speak at a wedding or funeral. Later when you attend high school or college, you may have to give a speech to the class. In business, you may have to present a product to a group of people. Whether it’s two people or two hundred people, you need to be ready to give a speech.

This week, you will prepare and give a speech. For this speech, choose an essay that you have already written this year. Choose an essay that is well-written about a topic you enjoy. You can even choose your research paper about your state. Read the essay out loud to yourself.

You originally wrote your essay for someone to read. Now you have to change it into an interesting speech, so your audience will listen to you. The hook in the introduction may not catch the attention of a live audience, or you may have to add extra details to the hook in order to

capture everyone’s attention. Just like with writing, you want people to listen to your whole speech, not just the beginning. Use something that is unique or different to intrigue your audience.

Rewrite your opening and add some action to grab your audience’s attention. For example, you could place a stuffed animal in a dangerous situation and have another stuffed animal rescue it. The first animal could say, “You are my hero.” Then you could lead into your essay about a hero.

Follow the directions on Activity Sheet 36.

(Answers will vary.)

Day 3

Speech Preparation

Review your note cards. Is there anything that may sound unclear to an audience? If so, use a visual aid to help your audience understand. Decide on the type of visual aid that is most appropriate. You can use charts, maps, posters, photos, pictures, graphs, or three-dimensional objects.

For example, if you are using your hero essay, you could make a poster with photos of typical American heroes like Superman or an actor from an action movie. Make sure that your labels for the visual aids are large enough and easy to read. A visual aid is not effective if your audience cannot see it. Make your visual aid colorful. Mark a place on your note cards where you will stop and refer to the visual aid.

Day 4

Activity Sheet 36: Give a Speech

Practice presenting your speech. Go to a place that is free from distraction. If you have access to a large mirror, practice in front of it. It may seem silly at first, but once you get past that, you can observe how you look to an audience.

Keep eye contact with yourself as much as possible. Speak loudly and clearly. You also want to make sure that you do not speak too fast. You do not have to speak in complete sentences. Use ordinary, everyday speech so that you sound natural. If possible, videotape or tape-record yourself. Practice at least twice and time it to see how long it takes.



Dictation

Seventeenth Swap, p. 87

There was a silence. For Eric, it was full of a gathering excitement in his middle—and a gathering strength, as if he suddenly had more muscles than he used to. Feeling rather short of breath, he asked her, “Do you think I’ll get there? Anywhere?”

“You? That’s the easiest question I’ve heard today. I am absolutely, positively sure of it,” said Maggie.

Organize for a Speech

Prepare Written Notes

Write the beginning of your speech in the chart below. Then, read through your essay and choose the main ideas of your speech. List these in the chart, also.

Use the chart to write the main details of your speech on 4 x 6 inch index cards. Write your main points in short simple sentences on the cards. Do not write your main points word for word. This will keep you from reading the cards. You will glance at the cards to stay focused. Write nicely and neatly on the cards to make them easy to read. Number each card to keep your speech in order.

Title of Speech:	
Introduction:	Write your introduction word for word. Tell the audience what your speech is about.
Main Point	The main points should come from the body paragraphs of your essay.
Main Point:	The main points are the topics of your body paragraphs.

Continued ...