

Sample Not For Resale

My Homeschool

ENGLISH

2B - Semester Two



Knowledge Rich Language Arts For
Australian Home Education

Sample Not For Resale

My Homeschool English 2B – Semester Two

Knowledge Rich Language Arts for Australian Home Education

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Introduction

My Homeschool English is a simple straightforward curriculum that cuts out the busy work and gets children writing, reading and thinking. Using knowledge rich themes, this language arts resource is your gateway to a holistic and effective English education.

Lessons include explicit writing instruction, reading practise, sentence level grammar, vocabulary, phonics, spelling, poetry appreciation, picture study, copy work, narration and compositions.

My Homeschool English requires minimal preparation. However, **you will need to be present to start most lessons** because there is a lot of teacher/student interaction. In most cases one lesson shall represent one day's work. However, as your child's teacher, you can best determine the amount of work that should be done. In most circumstances lessons will only take between 15 to 30 minutes.

This resource is six months of work which is aimed towards the last half of the homeschool year. It has been broken down into 18 weeks with three lessons per week plus one weekly spelling activity. There are two 8-week sections, and the 9th week is used as a catch up assessment or revision.

Grade Level and Syllabus Alignment

This resource is intended for a child aged 7 - 8. It forms part of the My Homeschool curriculum for Year 2/Grade 2. This book is intended for use in the second semester (Term 3 and Term 4) of Year 2/Grade 2. It is to be used in conjunction with our other resources that work on literacy and writing.

This has been written to follow the Australian Curriculum Version 9 Year 2, the NSW Curriculum Year 2 (Stage 1) and the WA Curriculum Year 2.

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Writing Lesson with a Knowledge Rich Curriculum

Writing lessons are inspired by Judith Hochman¹ and Charlotte Mason. The Hochman method is an explicit style of teaching writing that shows children how to write sentences and paragraphs. The Charlotte Mason method teaches writing mostly through narration and copywork. Both these methods are well suited for teaching in a homeschool setting.

Providing children with a knowledge rich curriculum and explicit writing instruction is one of the tenets of this English curriculum. Research shows² that teaching writing skills, without knowledge, impairs a child's ability to write well in the future. Although it may not be as apparent in the primary years, a lack of knowledge leads to comprehension problems when children progress to writing about more complex topics. Our goal is to teach writing skills while using worthwhile content.

Whilst the Hochman method is much more structured than the Charlotte Mason method, there are many shared ideas. Firstly, Charlotte Mason believed it was important to teach writing within a literary context. Secondly, she believed that sentences are the place to start teaching grammar. Thirdly, both utilise picture study to stimulate written content. Fourthly, Charlotte was anti twaddle, this meant a knowledge rich curriculum was a priority. Finally, the last one to highlight (there are more) is they both believed in teaching writing across the curriculum, in all subjects. So, even though this resource doesn't follow the Charlotte Mason Method strictly, many ideas coalesce, and you can still use her method as you teach other subjects.

Themes for My Homeschool English 2B

This semester we cover themes from world history (Hebrews in Old Testament) and how things are made (simple chemistry concepts).

¹ The Writing Revolution by J Hochman and N Wexler © 2017

² The Knowledge Gap by N Wexler © 2020

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Before You Start Skills

This resource assumes that your child has already been introduced to the following skills and has completed *My Homeschool English 2A*. However, if your child hasn't, don't worry! We will continue to work on developing their skills this year. But be aware, your child may need some additional support with the following skills if they haven't learnt them before.

Prior Knowledge Skills

- Started learning phonics including all the single letter phonograms and some phonogram blends.
- Can identify the difference between a sentence and a fragment.
- Has learnt to write a simple sentence.
- Can combine two simple sentences with 'and', 'but' and 'so'.
- Has begun learning what nouns, pronouns, verbs and adjectives are.
- Has learnt the difference between a statement and a question.
- Has been taught to complete a fragment of a sentence with the words 'because' and 'but'.
- Has begun using the skill of sentence expansion by using 'when', 'where' and 'why' questions.
- Understands that sentences begin with a capital and can end with a full stop (also called period) or a question mark.
- Has begun learning that commas are used in a list.

Revision of Skills

For parents wanting to revise some of the writing, punctuation and grammar concepts used in this resource, we provide some initial teaching suggestions for teachers in the next section. We also include teaching tips in some lessons, and we have an *Appendix* at the back of this resource, for key concepts. Please use these when needed.

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Suggestions to Teachers

Here are some teaching suggestions and useful information that will help you understand how to get the most out of this resource.

Notebooks

Most lessons can be completed in this book. However, you will also need to write some lessons in a notebook or exercise book.

Presentation of the work is important. Instruct the student on using a margin, indentation of paragraphs and a title for the work. Encourage the student to use self-editing skills and proofread their work. If they see something wrong allow them to correct it (using an eraser or liquid paper).

The Importance of Sentences

Sentences are the building blocks of writing. When they first begin writing, many children write fragments instead of sentences. For example, a child may write, 'ducks are going', rather than 'The ducks are going to the pond'. Children also struggle with writing run on sentences, such as, 'The ducks were going to the pond and then there was a big swan and the swan saw the ducks and said hello.'. Both need to be corrected and children need to be helped to recognise what a sentence should look like, and how they can combine and link ideas effectively. While reading more will help, most children need explicit direction in this area, and lots of help. Fortunately, with homeschooling you can provide your child with immediate feedback and correction as they write.

There are a few lessons in this resource that help students recognise the difference between fragments and sentences. However, these are simply a review to check that the student can recognise the difference. Throughout the resource students will be required to write sentences. This provides an opportunity to correct and help students rewrite sentences.

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Grammar and Punctuation

Every lesson should be a language lesson. Encourage your student to speak in full sentences and use correct grammar when speaking.

Take the opportunity to teach or reinforce certain aspects of grammar during your lessons, sprinkle in terms such as adjective, noun, pronoun and verb. Don't get too technical, you don't want to bamboozle the student.

Reinforce that a sentence begins with a capital letter and ends with a full stop. During the year commas, question marks and speech marks will be reviewed.

When examining a passage, examine the punctuation also. Ask your students questions about specific punctuation marks. Have them read aloud the passage, paying attention to pause when the punctuation indicates. Remind them that they need to study not only the spelling of words, but also the punctuation used. The way you read a passage will help them work out the natural pauses for commas and full stops. Keep an eye on the most common errors and focus on correcting those.

Weekly Spelling and Phonics

Building literacy skills is a very controversial topic and many educators have strong opinions on it. For many years there was a movement that believed that whole word learning was the best way to learn how to read and spell. It was thought to be quicker, and it required less rules to be taught. Now the pendulum has firmly swung back to teaching phonics with research showing that no matter what your child's preferred method of learning may be, letter knowledge and phonemic awareness is the best indicator for reading success.

Phonics is a way to teach reading and spelling by helping decode unfamiliar words using their sounds (**phonemes**) and their spelling (**graphemes**). Phonics helps your child build their literacy and it's a process that leads to sight-reading.

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Each week there is a spelling list. These spelling lists have been arranged by their sound (**phoneme**) and their spelling (**grapheme**). This helps with visual memory, and it also helps decode words. For example, 'zoo', 'true' and 'new' are not on the same list even though they all represent the phoneme /oo/. Just like 'look' and 'moon' are not on the same list because they have the same grapheme of 'oo' but different phoneme (sounds).

Phonemes in this resource are represented with / / to show it is a sound rather than a spelling.

Homophones (words that sound the same but have different spellings) and **heteronyms** (words that have the same spelling but sound different depending on the context) are also highlighted for your student to see. They do not need to focus on the spellings of these words, they are just there to show the student the variation.

How To Study the Word Lists

Some lessons have a short note to help you teach the lesson however teaching the lessons is very straightforward.

Here is a general guideline for your child to study the word lists. Teach them to:

Look closely at the words to be memorised.

Say the words out loud.

Divide words into **syllables** when appropriate.

Find out the **meaning of the word** if they don't already know it.

Copy the word a minimum of three times.

Spelling Activities

Students will need a spelling book for their lessons. Each lesson is to be spread out over the week for 5 – 10 mins a day (depending on how long the list is).

Here are some suggested activities to do during the word study time.

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Day 1: Study words and copy into the spaces provided within this resource or in a separate spelling book.

Day 2: Split words into syllables. Add suffixes to the words: 'ing', 'er', 's' or 'es'. Not all words will have a suffix or plural. These can be entered into your child's spelling book.

Day 3: Prepare sentences using at least 3 words in the list.

An optional spelling test can be completed on **Day 4** after the child has studied the words for a few days. Always correct misspelled words. Misspelled words can be added to a wordlist for revision in the following week.

Additional Dolch Words

The Dolch word list is a collection of 220 words commonly used in children's books and writings. These lists have been broken down into sections that most children have learnt by particular stages.

Read through these lists with your child and mark the ones they struggle with. Add them to your assessment week for further drill.

Even though many of these words are sight words, many can also be sounded out phonetically.

Copywork and Handwriting

Encourage neat printing. Additional copywork, provided within the My Homeschool curriculum, will enhance handwriting skills.

Cursive handwriting is introduced in Year 3/Grade 3.

Reading, Comprehension and Vocabulary

Many of the observation and story lessons are starters for further writing exercises.

For a student to be able to comprehend a passage they need to have many skills cooperating to allow them to understand what they are reading. For some children this skill occurs naturally, and we can 'test' it with simple oral questions or a written narration about the passage.

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If you find that a student does not comprehend the passages, you can look for various areas that will help you break down the process for them.

Can they read the passage? If they need some help, then you might try reading it with them or for them. **If they cannot read it, trying to do dictation on the passage is not advisable.**

Assessment questions to ask yourself:

- Are they paying attention to the punctuation, pausing for commas or recognising a question mark?
- Do they understand the vocabulary used?
- Is there jargon, slang or clichés? These may also inhibit comprehension.
- Do they have prior knowledge of the subject matter to help them comprehend the story? If they do not you may need to give them some background information to help with comprehension.

Oral Observation and Narration Lessons

The art of telling back or narration is employed in many lessons. This is an excellent skill to encourage. **All the narrations are oral for Year Two.** Written narrations start in Year 3. Oral narration is a hallmark of the Charlotte Mason method, and you will find many lessons that work on this skill.

Observation lessons encourage children to draw from their knowledge, this will hopefully stimulate their thoughts and inspire them in their writing lessons. During oral discussions, cover the points indicated by the questions or directions. After the discussion, encourage your child to read the question silently, and then give the answer aloud as a complete sentence. As they progress in this skill these answers may be written, but they should always be preceded by the oral discussion.

Fostering a keen memory and retention is a study skill that you want to develop into a life-long habit.

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Composition

Some lessons give the student an opportunity to compose pieces of writing in a variety of text styles from an imaginative story to an informative text. Discuss what will be in their composition **orally first** because this will help get their creative juices flowing and make them realise that they do have something to write. **If you skip this stage, you will often find resistance** from reluctant writers. However, many children will still find writing down their own compositions a daunting experience. This is because their vocabulary far exceeds their writing ability. Therefore, use wisdom in getting them to write their composition and help them spell words that they can't yet spell.

Assess each child individually and have them dictate to you some compositions if necessary. This skill grows slowly and needs patience and nurturing. Some children are natural writers others take a while and at this age the skill level is quite varied. Charlotte Mason did not expect children to write out their compositions until age 10, so if they aren't ready - don't panic; there is always next year!

Poetry Appreciation

Each poetry selection should be read aloud to the student. The content of poetry uses the imagination and speaks directly to the heart. The images in poetry are wonderful. You don't need to turn a poem inside out to appreciate it. With younger children, make it your goal to help them enjoy the poems, especially the rhythm, leaving the techniques and jargon for later years.

Pictures

Most of the pictures used in this book are copies of the works of great artists. A few questions are given with each picture, but the teacher should supplement these with many others. This is also an observation lesson.

Literature Discussions

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A genre is the traditional classification of texts, such as fiction and non-fiction. This is the first classification your student should be able to make. You can ask them whether they think this is a true story or a pretend story.

You can begin introducing some discussion about other features of the stories and poems they are reading. Your aim here is to have your child notice and observe: why a text was written, who was it written to and what was the author trying to say. These discussions will help your child think about literature and give them some vocabulary for discussing literature in a literary way. Discussion prompts have been added to lessons.

End of Term Assessment

Writing assessments are provided at the end of each term (Weeks 9 and 18). You can use these assessments as a revision lesson or as an assessment tool.

Additional Reading and Writing

This resource encourages your student to learn how to spell, write and decode words, however, to develop their skills they will need additional practise across their curriculum.

Reading words in the rich context of whole books is a very effective, natural method for increasing your student's **vocabulary**, so reading from additional sources, including poetry, should be encouraged.

Answer Guide and Appendix

Most lessons are self-explanatory. However, some answers are provided at the back of this resource. Parents should mark and correct children's work and give them feedback when possible. For your convenience, we have added some additional teaching helps in the Appendix.

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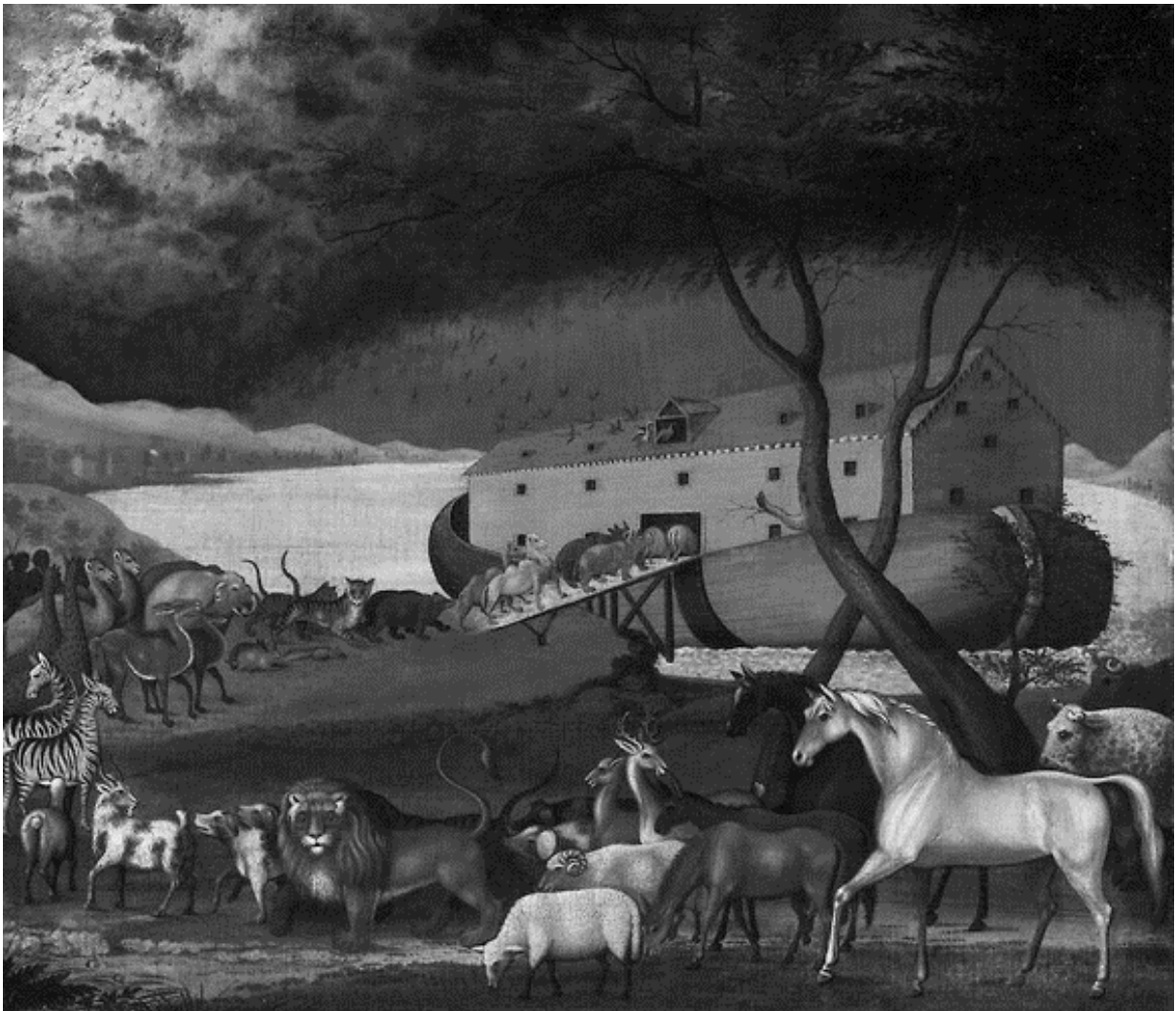
Week One – ‘ir’ as in ‘/er/ - her’

Teacher's Note: Homophone – fur (animal hairy covering)

Word	Copy	Copy	Copy	Copy
<i>sir</i>				
<i>fir</i> (tree)				
<i>firm</i>				
<i>bird</i>				
<i>stir</i>				
<i>circle</i>				
<i>dirt</i>				
<i>chirp</i>				
<i>first</i>				
<i>girl</i>				
<i>birth</i>				
<i>birthday</i>				
<i>thirteen</i>				
<i>circus</i>				

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LESSON 1—PICTURE STUDY NOAH'S ARK



*From a painting by Edward Hicks, **Noah's Ark***

Noah's Ark

Teacher's Note: This is a simplified version of the story. The entire story can be found in the Bible: Genesis Chapters 6—9

A long time ago, God told Noah about a big flood that was going to come and wash everything away. He asked Noah to build a big boat, called an ark, that would be a home to his family and all different kinds of animals.

Noah worked hard on the ark. After the ark was finished Noah, his family, and all the animals went inside the ark. Then, it started raining

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a lot, for forty days and nights. The whole world was covered in water. When the rain stopped, Noah's ark landed on a mountain. Noah sent a dove to find dry land. The dove came back with a leaf, showing that the water was going away. Finally, the ground was dry again. God told Noah, his family, and the animals they could leave the ark.

God promised he would never flood the whole world again. He said that whenever it rained and a rainbow appeared in the sky, it was a sign that He would never flood the whole world again. So, every time we see a rainbow, it reminds us of God's promise to Noah and everyone else.

ACTIVITY

1. Read the story of *Noah's Ark*.
2. Look at the picture and describe what is happening.
3. Complete the following sentences orally and then write the completed sentence below:

A. Noah built an ark because _____

B. The ground was dry, but _____

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LESSON 2—COMMAS

A **comma** is used to break up a sentence. Commas replace the word **and** except for the final **and** which is always kept in.

ACTIVITY

Hint: Do not use and more than once in any of these sentences.

1. Rewrite the sentence below adding commas.

Noah went into the ark and he brought his family and the animals of the earth and the birds of the air.

2. Write a sentence telling three birds that went into the ark.

3. Write a sentence telling four more animals that went into the ark.

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LESSON 3—TIDDALIK & PARTS OF A STORY

Tiddalik and the Great Flood

Once upon a time, in the Australian Dreamtime, there was a giant frog named Tiddalik. Tiddalik lived in a beautiful land with lots of other animals. One day, Tiddalik woke up feeling extremely thirsty. He started drinking all the water he could find – the rivers, the lakes, and even the rain puddles. He drank so much water that soon there was no water left for any of the other animals.

The land became very dry, and all the animals were thirsty and worried. They knew they had to do something to make Tiddalik give back the water. The animals tried many ways to make Tiddalik laugh because they thought if he laughed, the water would come out. They danced, made funny faces, and told jokes. But Tiddalik did not even smile.

Finally, the eel, known for being very wiggly, decided to try. The eel twisted and turned, wiggled and wobbled in such a funny way that Tiddalik couldn't help it – he burst out laughing! As he laughed, all the water he had drunk came rushing out, filling the rivers, lakes, and watering holes again. The land was no longer dry, and all the animals were happy. Tiddalik the frog had learned an important lesson about sharing with others.

ACTIVITY

1. Read the story of *Tiddalik and the Great Flood*.
2. Now retell the story in your own words.
3. Identify sentences and sentence fragments. Punctuation has been removed.

Write **'S'** beside the complete sentences. Capitalise and punctuate the sentence.

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Write **'F'** beside the sentence fragment. Turn it into a complete sentence.

- A. _____ the frog drank all the water
- B. _____ he drank so much that
- C. _____ the land was hot and
- D. _____ the eel was funny
- E. _____ the frog laughed and the water8
- F. _____ the animals were happy

4. Sound out the name of the frog 'Tid-da-lik'. How many syllables are there in this word?



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LESSON 21—PLURAL REVIEW LESSON – ‘S’ OR ‘ES’

Plural means more than one.

To make most words plural we add an **s**.

toy – toys

For words that end with **ch, sh, s, x, or z**, we use **es** to make it plural.

match – matches

For words that end with **o** we also use **es**.

mango – mangoes

ACTIVITY

Copy these words, writing them so that they will mean more than one:

Singular	Make Plural	Singular	Make Plural
<i>hero</i>		<i>finch</i>	
<i>class</i>		<i>wish</i>	
<i>fox</i>		<i>grass</i>	
<i>paint</i>		<i>sock</i>	
<i>road</i>		<i>go</i>	
<i>dog</i>		<i>buzz</i>	
<i>bus</i>		<i>brush</i>	
<i>beach</i>		<i>girl</i>	
<i>sport</i>		<i>pizza</i>	

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LESSON 23—PARTS OF A STORY & ORAL NARRATION

The Ant and the Grasshopper

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

'Why not come and chat with me,' said the grasshopper, 'instead of toiling and moiling in that way?'

'I am helping to lay up food for the winter,' said the ant, 'and recommend you do the same.'

'Why bother about winter?' said the grasshopper. 'We have plenty of food at present.' But the ant went on its way and continued its toil. When the winter came the grasshopper had no food, and found itself dying of hunger, while it saw the ants distributing everyday corn and grain from the stores they had collected in the summer.

Then the grasshopper knew: 'It is best to prepare for the days of necessity.'

— *Aesop's Fables*

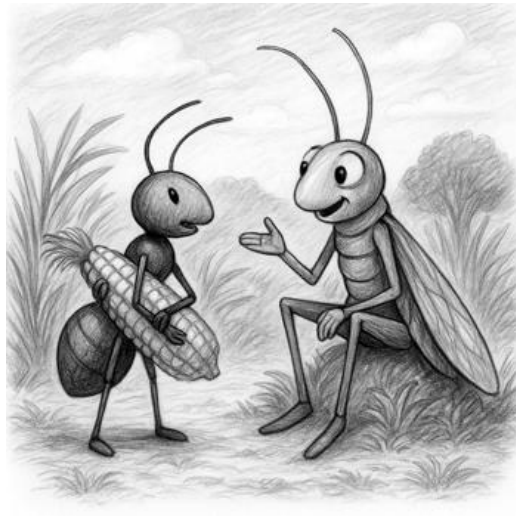
ACTIVITY

1. Read the story of the *Ant and The Grasshopper*.
2. Now retell the story in your own words.
3. Answer the following questions orally.
 - A. **Who** are the main characters of the story?
 - B. **Where** did the story take place? (The setting)

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- C. **What** was the main thing that happened in this story? (The plot)
4. What does the phrase 'toiling and moiling' mean?
5. Circle the speech marks in the above passage.
6. Write what the ant said to the grasshopper.

7. Write what the grasshopper said to the ant after that.



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LESSON 24—COMPARING TEXTS – ORAL LESSON

‘Go to the ant, you sluggard. Consider its ways and be wise. It has no commander, no overseer or ruler, yet it stores its provisions in summer and gathers its food at harvest.

A little sleep, a little slumber, a little folding of the hands to rest—and poverty will come upon you like an armed bandit and scarcity like a beggar.’

The Bible - Proverbs 6: 6-11 (NIV Translation)



ACTIVITY

1. What is a sluggard? Look at the base word **slug** to see if it gives you any clues.
2. How are the stories of Lesson 22, 23 and 24 similar?
3. How are they different?
4. **Who** are the lazy ones in the stories?
5. **Who** are the workers?
6. What is the main message of these stories?
7. Copy the passage.

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LESSON 35—POETRY APPRECIATION

The Journey

I never saw the hills so far
And blue, the way the pictures are;
And flowers, flowers growing thick,
And not a one for me to pick!

The land was running from the train
All blurry from the windowpane;
And then it all looked flat and still,
When up there jumped a little hill!

I saw the windows and the spires,
And sparrows sitting on the wires;
And fences running up and down;
And then we cut straight through a town.

I saw a valley, like a cup;
And ponds that twinkled and dried up.

I counted meadows that were burnt;
And there were trees, and then there weren't!

We crossed the bridges with a roar,
Then hummed the way we went before.

And tunnels made it dark and light
Like openwork of day or night;

Until I saw the chimneys rise,
And lights and lights and lights, like eyes.

And when they took me through the door,
I heard it all begin to roar—

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I thought, as far as I could see,
That everybody wanted me!

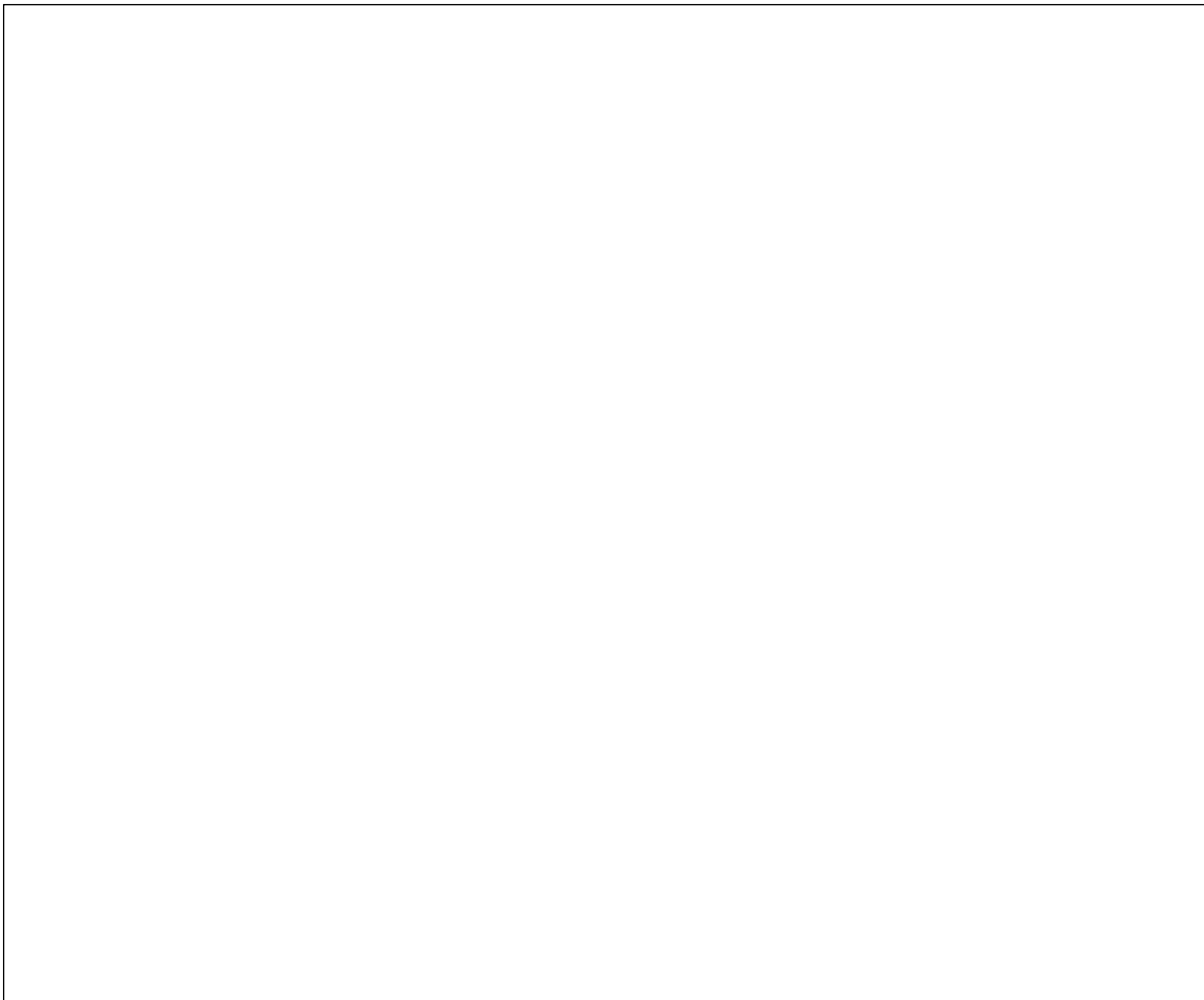
By Josephine Preston Peabody

ACTIVITY

1. Answer these questions orally:

- Did you ever journey on a train?
- Where did you go?
- What things did you see from the window?
- Did you see anything that is spoken of in this poem?
- How many pictures can you imagine in this poem?

2. Draw one of the pictures you imagined while the poem was read.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture based on the poem.

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LESSON 43—HOW BRICKS ARE MADE – SENTENCES

Did you know that bricks are made from mud? Bricks are made from clay, a special kind of soil in the earth. People mould this clay into rectangle shapes and then heat them in a big oven called a kiln. This makes the bricks hard and strong. Once they cool down, bricks become perfect for building houses, walls, and many other buildings. They are stacked on top of each other and stuck together with a paste called mortar. Bricks have been used for building for thousands of years because they are strong and last a long time!



ACTIVITY

1. Complete the following sentences orally and then write the completed sentence:

A. Since bricks are made from clay, they _____

B. Since bricks are good for building, many people _____

C. Whenever you are joining bricks together _____

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D. Whenever you heat clay bricks in a kiln _____

2. Unscramble these words:

A. bricks clay made are from

B. buildings bricks make strong help

3. Combine these sentences using 'because' or 'and':

A. Bricks are heated in a kiln. This makes them hard.

B. Bricks have been used for thousands of years. They are durable and strong.
