

Sample Not For Sale

My Homeschool

ENGLISH

2A - Semester One



Knowledge Rich Language Arts For
Australian Home Education

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My Homeschool English 2A – Semester One

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 practice, 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 first 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 Curriculum Alignment

This resource is intended for use with 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 first semester (Term 1 and Term 2) of Year 2/Grade 2. It is best 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, WA Curriculum Year 2, and NSW Curriculum Stage 1.

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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 2A

This semester we cover themes from nature and everyday life.

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. However, if your child hasn't mastered these skills yet, don't worry! We will continue to work on developing them this year. But be aware, your child may need some additional support with these 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.
- 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.

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

Many 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 introduced.

When examining a passage, examine the punctuation also. Ask your student 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 minutes 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. You may prefer to use a dotted thirds notebook to help your child write letters in a uniform way. 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

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reading. For some children this skill occurs naturally, and we can ‘test’ it with simple oral questions or a written narration about the passage.

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**; do it as copywork instead.

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. Narration is a hallmark of the Charlotte Mason technique, and you will find many lessons that will 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, a student should 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.

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

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 picture studies used in this book are black and white reproductions from great artists. If you prefer to see the works in colour,

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they can easily be sourced on the internet. Search for the work using the artists name and the title of the picture.

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

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.

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Answer Guide

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 – ‘tch’ and ‘/ch/ – catch’

Sometimes two or three consonants can make one sound. This sound is made after a short vowel phoneme.

Word	Copy	Copy	Copy
<i>catch</i>			
<i>hatch</i>			
<i>match</i>			
<i>stitch</i>			
<i>pitch</i>			
<i>fetch</i>			
<i>Dutch</i>			

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LESSON 1—A FOLK SONG AND TITLES

Teacher's Note: When we write the title of a song, poem or book we start with a capital letter and then all main words are capitals (nouns, pronouns, verbs, adjectives, and adverbs) the little words (articles, conjunctions and prepositions) are not capitalised.

In Year 2 we want children to take notice of the fact that titles have a mix of capitals and lowercase.

You may like to look up this iconic Australian folk song, if you don't know it.

Click Go the Shears

Out on the board the old shearers stand,
Grasping the shears in his thin bony hands.
Fixed is his gaze on his bare-bellied yoe³,
Glory, if he gets her won't he make the ringer⁴ go.

In the middle of the floor, in his cane bottomed chair,
Sits the boss of the board with his eyes everywhere,
Notes well each fleece as it comes to the screen,
Paying strict attention that it's taken off clean.

The tar⁵ boy is there and he's waiting in demand,
With his blackened tar pot in his tarry hand,
Spies one old sheep with a cut upon his back,
Here's what he is waiting for, it's 'Tar here, Jack.'

³ Yoe is a sheep with a completely bare belly.

⁴ Ringer is the fastest shearer in the shed

⁵ Tar is used to disinfect and stop the bleeding if the sheep gets cut while being shorn.

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Click go the shears, boys, click, click, click,
Wide is his blow and his hand moves quick,
The ringer looks around and he's beaten by a blow,
And curses the old snagger⁶ and the bare-bellied yoe.

—*Author Unknown*

ACTIVITY

This is an Australian folk song. The title of the poem is *Click Go the Shears*.

1. Circle the capital letters in the song title.
2. Write the title of the song and first two lines as copywork or dictation.
3. Here are some more examples of titles (these are all book titles):

The Wind in the Willows

The Very Hungry Caterpillar

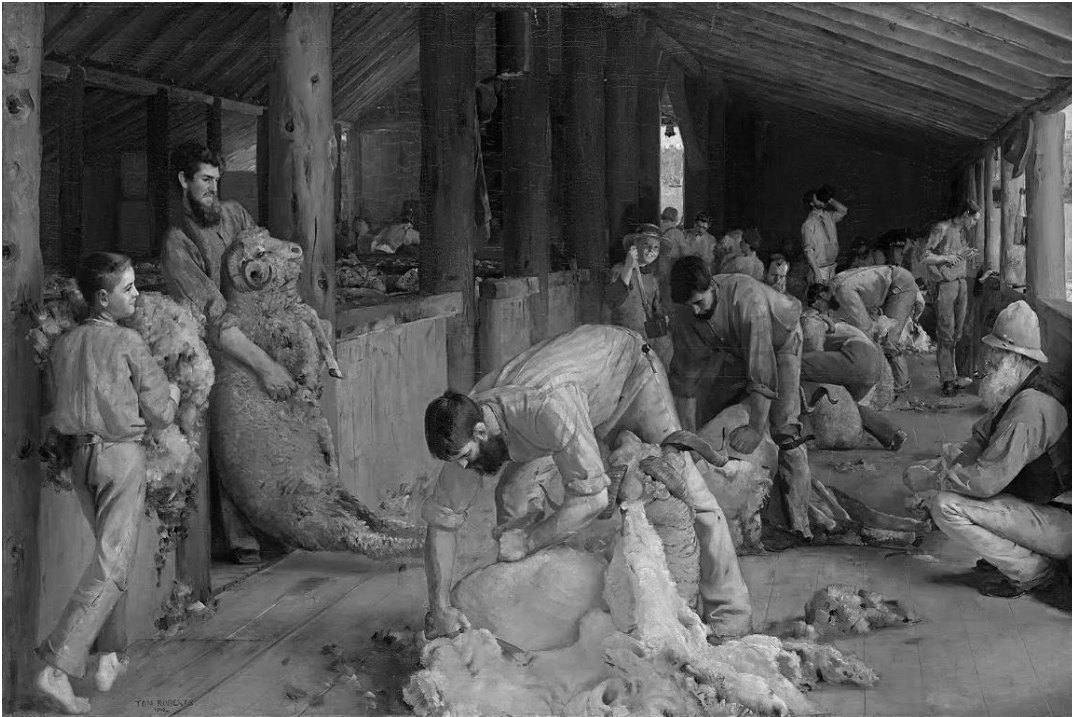
The Tale of Peter Rabbit

4. Circle the uppercase and lowercase letters at the beginning of each word.

⁶ A snagger is the opposite of a ringer: a shearer who works roughly or inexpertly.

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LESSON 2—A PICTURE LESSON



*From a painting by Tom Roberts, **Shearing the Rams***

ACTIVITY

1. What do you see in the picture? How does it remind you of the song *Click Go the Shears*?
2. Where are the sheep?
3. What are they doing to the sheep?
4. What season of the year is it?
5. What is the boy carrying?
6. What do they use the fleece for?
7. What is the name of the picture?
8. Who do you think is the Boss?
9. What is the name of the artist who painted this picture?

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LESSON 3—IS AND ARE

Teacher's Note: 'is' and 'are' are both versions of 'to be,' which is a common linking verb and being verb. In most English circumstances, 'is' is the single verb used with a singular subject, whereas 'are' is the plural verb used with plural subjects.

ACTIVITY

1. Copy these sentences, filling each blank with is or are:

A. The sheep _____ being shorn.

B. The shearer _____ cutting the fleece.

C. The wool _____ being collected.

D. Spring _____ here.

E. There _____ lots of men.

2. Find a book you can read and copy two sentences that contain the word **is**. Copy two sentences that contain the word **are**.

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LESSON 14—USING COMMAS

Teacher's Note: We have not taught the use of the 'Oxford comma'. The Oxford comma is a comma that goes before 'and' in a list of three or more items separated by commas. Using the Oxford comma is generally up to the writer and can be used to maintain clarity in a sentence.

The Oxford comma is used most commonly in the USA. Whilst both ways are acceptable, United Kingdom, Canada, Australia, New Zealand and South Africa don't use the Oxford comma when teaching punctuation.

Here is the example sentence with the Oxford comma added:

Please buy bread, bananas, cheese, and carrots.

Notice the comma after the word 'cheese'.



We can use commas to separate units of meaning in a sentence.

For example, we might say:

The castle was big, grey and scary.

The castle had huge turrets, stone walls and a big drawbridge.

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ACTIVITY

Write a description of your home using the castle format. Separate ideas with commas and finish the sentences with a full stop.

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LESSON 16—TO – TOO – TWO

Teacher's Note: These words are homophones—words that have the same sound but different meaning.

To — preposition towards. *Come to me.*

To — can also be part of an infinite verb. *I want to eat.*

Too — adverb describing the verb. *She ate too.* It can also mean more than what is wanted. *He is too greedy.*

Two — the number two. *We have two birds.*

ACTIVITY

Fill in the blanks with to, too, or two.

1. _____ boys were flying a kite.
2. It is not _____ cold _____ play in the yard.
3. _____ kookaburras live in the old gum tree.
4. The children like _____ watch them.
5. Do not go _____ close _____ the edge of the pond.
6. Mary went _____ church, and her sister went _____.
7. The doll cost _____ dollars. I think it cost _____ much.
8. It takes _____ to make a quarrel.
9. Do not sing _____ loud.
10. _____ and _____ are four.
11. The sun gives light _____ the moon.
12. I saw _____ bright stars in the sky.



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LESSON 17—PARTS OF A STORY AND ORAL NARRATION

The Lion and the Fox

A lion who was old and weak could not go out to hunt for food. He went into his den and made believe that he was very sick.

Many animals went into the den to look at him. When they came near, he caught them and ate them.

After a great many had been caught in this way, a fox came along. He sat down outside the den and asked the lion how he was.

The lion said that he was very sick, and he begged the fox to come in and see him.

‘So I would,’ said the fox, ‘but I notice that all the footprints point into your den, and that none point out.’

ACTIVITY

Answer the following questions orally.

1. Read the story of *The Lion and the Fox*.
2. Now retell the story in your own words.
3. Who are the main characters of the story?
4. Where did the story take place? (The setting)
5. What was the main thing that happened in this story? (The plot)

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LESSON 46—USING THE CONJUNCTION: ‘BECAUSE’

Teacher’s note: Because is a subordinating conjunction. You don’t need a comma after ‘because’. When you use because in a sentence you create what is called a complex sentence. (See Appendix 3 and 4).

We use the word ‘because’ in a sentence when we want to give a reason for something. **Because** tells us why.

Example:

I’m hungry **because** I forgot to eat lunch.



ACTIVITY

1. Orally fill in the blanks to each of these sentences:

Summer is a wonderful season because_____.

I love to eat ice cream because_____.

The girl was crying because_____.

2. Write three sentences using **because**. Remember to start each sentence with a capital and finish each sentence with a full stop.
