

Lighted Lanterns



A Catholic Language Arts Program



Level B

Cursive Edition

Welcome to Lighted Lanterns

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What is the Natural Method?

The "Natural Method" is not a new method, but rather one that has been used by famous authors such as Jack London and Benjamin Franklin. Previous generations were raised on this method and the outcome resulted in more complex sentences, often with more organized thoughts. Once schools became larger, workbooks became the choice of educators as a way to manage large groups of students. Thus, fill-in-the-blanks substituted for genuine writing. Now, with the revival of teaching children at home, the Natural Method has once again become very popular.

The idea is to learn to write from model examples by a process of copy, dictate, compare and repeat. That is, first study a word, sentence, paragraph or selection. Learn about the mechanics, spelling rules, grammar, usage, vocabulary, meanings, et cetera, from the model chosen. Then, write the selection from dictation or memory. Compare it with the model. Repeat this procedure until the passage is written correctly unaided.

Typical workbooks lay everything out in some kind of order, with the inevitable result that the child will cover things he already knows, or conversely, will come to parts that he is unable to understand. When the child needs to know a rule to successfully write out his dictation, the learning will be a lot stronger. The beauty of the Natural Method is that the art of language is learned effortlessly, and all aspects of this art are integrated; no separate workbook is needed, except maybe a penmanship book for a few weeks when your child needs it. Your child will not have to sit and do meaningless busywork, at times perhaps driven to tears because the concepts are not being understood.

Myth: A child cannot be creative if he writes from models rather than his own ideas.

Reply: You cannot expect a child to successfully complete a job unless he has the tools to do so. The Natural Method provides the tools, that is, the knowledge and skill for creative writing. If the child has the desire to write his own work, whatever it may be, allow and encourage him to do so. Then return back to the regular dictation lessons. This is the best way to provide a strong foundation for creative writing that will result in even higher levels of creativity compared to other methods.

Which now brings us to the question of grammar.

Studies have proven that higher scores in grammar do not equate to a better quality of writing. Just because someone knows more grammar than the next person, does not mean they know how to write better. In fact, a present-day published author was quoted as saying that he doesn't know any grammar. Teaching grammar outside of the context of real learning is like sitting your child down and saying that you need to explain to them how it is that they ride a bike. They don't need or want to know the mechanics of it all. "Please! Just let me ride my bike."

As Ruth Beechick says in A Strong Start in Language: "Grammar is not a way to good writing; it is a tool that good writers use to analyze writing, to justify doing something this way instead of that way, and so forth."

How to use this program:

This book is comprised of nine units and each unit consists of four lessons. A lesson is made up as follows:

Copywork Selection: This is a selection from a story or poem that will be used as the basis for each lesson. Handwriting, spelling, some gentle grammar and vocabulary are derived from these selections.

Lesson Suggestions: These are concepts you can go over with your child from the copywork selection. If you notice another concept that wasn't covered and that will help your child learn the passage better, by all means, discuss that as well. Ask the child to underline any words that look difficult. You don't have to use these verbatim; use the terminology or methods you and your child are used to.

Write it Out: Directly below the copywork selection is where the student will write the selection out in their best handwriting, taking care in the spelling of each word and punctuating correctly. The child is to compare it with the model when finished.

Spelling Words: There is room for 12 words to be written out 3 times each. Your child can choose twelve words from the copywork selection as well as adding others that follow a rule being covered or may be in the same word family. You know your child best, choose words to suit your needs.



Poetry Corner: A poem selection or prayer your child can use for memorization or just as a gentle introduction to poetry.

Fix It!: Observation and memory skills are put to use as the copywork selection is revisited, but there are errors to be fixed.

Word Play: A skill-building activity using words or concepts from the copywork selection. Many of these have an 'Extra Practice' exercise that you can use at your own discretion. An answer key is provided for you in the back of this book.

You're the Author: A place for your child to write their own sentences. You can try to have them use words or concepts from the copywork selection or it can be about anything that they feel like. If this is crippling, help them out by jotting down their sentence for them to write on the lines provided.

Dictation: Use the copywork selection for the dictation exercise.

The definition of dictation is thus: "The activity of taking down a passage that is read aloud by a teacher as a test of spelling, writing, or language skills."

Dictation is a discipline and should be started gradually. Help your child with spelling and punctuation.

The French Method of dictation can be used to get your child used to dictation:

- 1) Write a sentence for your child with one word missing.
- 2) Write out the sentence leaving multiple words blank. This will help pin-point words your child may have problems spelling.
- 3) Add more sentences to it but leave several words blank.
- 4) Dictate the whole passage without helps.

Story Time: A brief story to be read and used for narration.

Narration: Since narrations are an integral part of Language Arts, we have included short selections that the child can then narrate, or tell back to you. At the early levels, it is much easier to let them talk while you write it out. They can then use your model for copywork and write it into the book. You may get a richer narration if they do not have to write it out. Adjust to fit the child.

The narration does not have to be about the story from the lesson, it can be about a book they read, a new trick they just taught the dog, a bug they saw outside that day or something they make up on their own. The important thing is the development of getting their words out to describe something.

Proponents of narration may feel that one narration a week is not enough. Narration can be used in any subject and does not have to be written, it can be oral. Including a space for narration in this course ensures that you remember to do it at least once a week!

The fourth lesson in each unit is a little different.

Writing With Purpose: Different types of writing are discussed and used for various activities.

Picture Study: Have the child study the picture until they can see it clearly in their mind. Then turn it over and have them describe it to you. Have the children answer the questions provided. If time and interest permit, use the picture to generate a discussion about the artist, the time period, various mediums, etc.

Hands On: Simple activities that take the student out of the book.

Throughout the lessons there are various Bible quotations and quotes from beloved saints, as well as interesting facts, riddles, and jokes. These are there for your enjoyment as well as broadening the scope of language. If your child is advanced and wanting more challenge, they could even use the quotes as extra copywork and dictation practice.



Sample Schedule

We have arranged this book so that a lesson should normally be able to be completed in a week. Below is an example of what a week might look like. If you prefer a 4-day week, simply combine days or activities and make it work for you.

Day 1 - Read over the copywork selection and discuss the concepts to be covered.

If you notice another concept that wasn't covered and that will help your child learn the passage better, by all means, discuss that as well.

Ask your child to underline any words that look difficult.

Pick out words for the spelling list and fill in the first column.

Your child copies the selection in their absolute best handwriting and compares it with the model.

Day 2 - Study the selection again. Optional: Use a notebook for extra copywork or dictation practice.

Fill in the rest of the spelling word chart.

Read the poetry selection and discuss it.

Day 3 - Study the selection. Optional: Use a notebook for extra copywork or dictation practice.

Write the original sentence.

Complete the Word Play and Fix It sections.

Day 4 - Dictate the passage.

Day 5 - Read the short story and have the child narrate.



Unit 1

Our Lord



1:1

Copywork Selection:

From "The Birth of Our King"

by Rev. P. Henry Matimore

About midnight the cave suddenly brightened with a golden light. A sweet odor like perfume filled the air.



Write it Out: When you are done, check your work. Pay close attention to spelling and punctuation!

Handwriting practice area with horizontal dashed lines for copywriting.

Background collage of newspaper clippings including advertisements for 'THE GREAT SPRING AND SUMMER RESORT', 'HOTEL WICK', 'TRAVELLERS' INFORMATION CO.', and 'THE LILLA GAARD'. A large red watermark 'WWW.COMPUTERS.COM' is overlaid diagonally across the page.



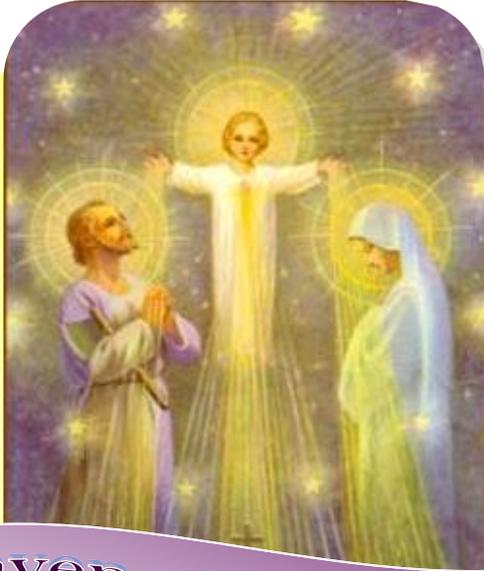
Lesson Suggestions

- Always **capitalize** the first word in a sentence.
- Use **periods** (.) at the end of statements.
- Notice the spelling of *midnight*, *brightened*, and *light*. All have the same silent sounds. What are they?
- Notice that *brightened* and *filled* have the **suffix** (ending) *-ed* added to them. Nothing happened to the root words before adding the suffix.
- There are three words with double letters. What are they?
- **Adjectives** are describing words that give more information about **nouns** (persons, places, or things). They help to make writing more detailed. There are 2 **adjectives** in this selection: *golden* describes the *light* and *sweet* describes the *odor*.
- Dictionary practice: Have the student select a word or words from this copywork selection or from other writings in this lesson and read the definitions.

Spelling Words: Tailor to fit. Choose words from the copywork selection and/or add your own.

1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12





Heaven, All Beautiful

Far, far above those deep blue skies,
 Where stars are set at night,
 Where hangs the silver moon, and where
 The splendid sun gives light:
 Our Blessed Lord in Heaven dwells,
 With all the angels, too;
 But leaving Heaven on Christmas night
 He came to me and you.

~ Grace Keon

Fix it! What is wrong with the Copywork selection?
 Fill in the blanks with the missing words.

About _____ the cave suddenly

_____ with a golden _____.

A sweet odor like perfume _____ the

_____.



Word Play

1:1

Adjectives are describing words. They tell about a **noun** or a **pronoun**. (A **noun** is a person, place or thing. A **pronoun** is a word that takes the place of a noun. *Example: he, she, it, they*).

Adjectives tell either *what kind*, *which one*, or *how many*.

what kind
cheddar cheese
rubber boots

which one
white house
that car

how many
ten dollars
many people

A, an, and the are special **adjectives** called **articles**. Use *a* before a word that begins with a **consonant**, and *an* before a word that begins with a **vowel** or **vowel sound**.

Example:

a car *a dog* *an apple* *an elephant* *an hour*

Write your own **articles** and **describing adjectives** for the following nouns.

Example: a funny joke

_____	_____	<i>star</i>	_____	_____	<i>truck</i>
_____	_____	<i>lake</i>	_____	_____	<i>tree</i>

“Amen, I say to you, whosoever shall not receive the kingdom of God as a little child, shall not enter into it.”

~ **Mark 10:15**



You're the Author: Write your own original sentences.



WWW.CASCIABOOKS.COM

Story Time

In The Cemetery

~ Rev. D. Chisholm

One day St. Elizabeth of Hungary, when quite a young girl, was playing with her companions, who were all of the same age as herself. They began to show her their beautiful clothes and the precious ornaments they were wearing.

St. Elizabeth made no remark, but quietly taking them to a cemetery which was not far distant, she pointed to the tombs, and said: "The people who are buried there, beneath the ground, were once beautiful and young as we are. What like are they now? And what has become of all the fine apparel they wore? All gone! It is all over with them. One day it will be the same with us. Why, then, should we be proud, and take up our minds with our bodies, and think so much of what we wear? Rather let us try to think of God, and speak of those things which we can take with us when we leave the world."

Many who have led holy lives for a long time, have in the end lost all the merits of their good works, and their souls also, because they allowed pride to enter their hearts.



Descriptive Writing

Descriptive writing is the type of writing that describes something. It makes the reader feel as if they are right there. Descriptive writing adds a lot to a story or narrative. We often say that it *shows*, it doesn't *tell*.

Example:

I ate cake for dessert.

This sentence **tells**. Let's improve this sentence and make it **show**.

Mom served angel-food cake with whipped vanilla frosting for dessert. It was so delicious, it melted in my mouth!

In this example, we answered:

1. Who served dessert?
2. What was served?
3. How did it taste?



Stories often describe things by showing. Read (or listen to) the samples that follow.

"As she knelt, not daring to move or breathe, the Sacred Host passed unhindered through the iron grating, then floated steadily down the nuns' chapel, nearer, nearer, until it came to rest just above Imelda's head. Carried out of herself, the little girl gazed in rapture. Our Lord had come!"

From: "Patron Saint of First Communicants" by Mary Fabyan Windeatt



"The room contained a small bed, neatly made, two straight-backed chairs, a washstand, a bureau--without any mirror--and a small table. There were no drapery curtains at the dormer windows, no pictures on the wall. All day the sun had been pouring down upon the roof, and the little room was like an oven for heat. As there were no screens, the windows had not been raised. A big fly was buzzing angrily at one of them now, up and down, up and down, trying to get out."

From: "Pollyanna" by Eleanor H. Porter

Now it's your turn to be **descriptive!**
Take the sentence below that **tells** and make it **show** instead.

There are questions in brackets to help you make the sentence more descriptive. You don't have to answer all the questions, they are just ideas to help you think of what you might write.

It is a nice day.

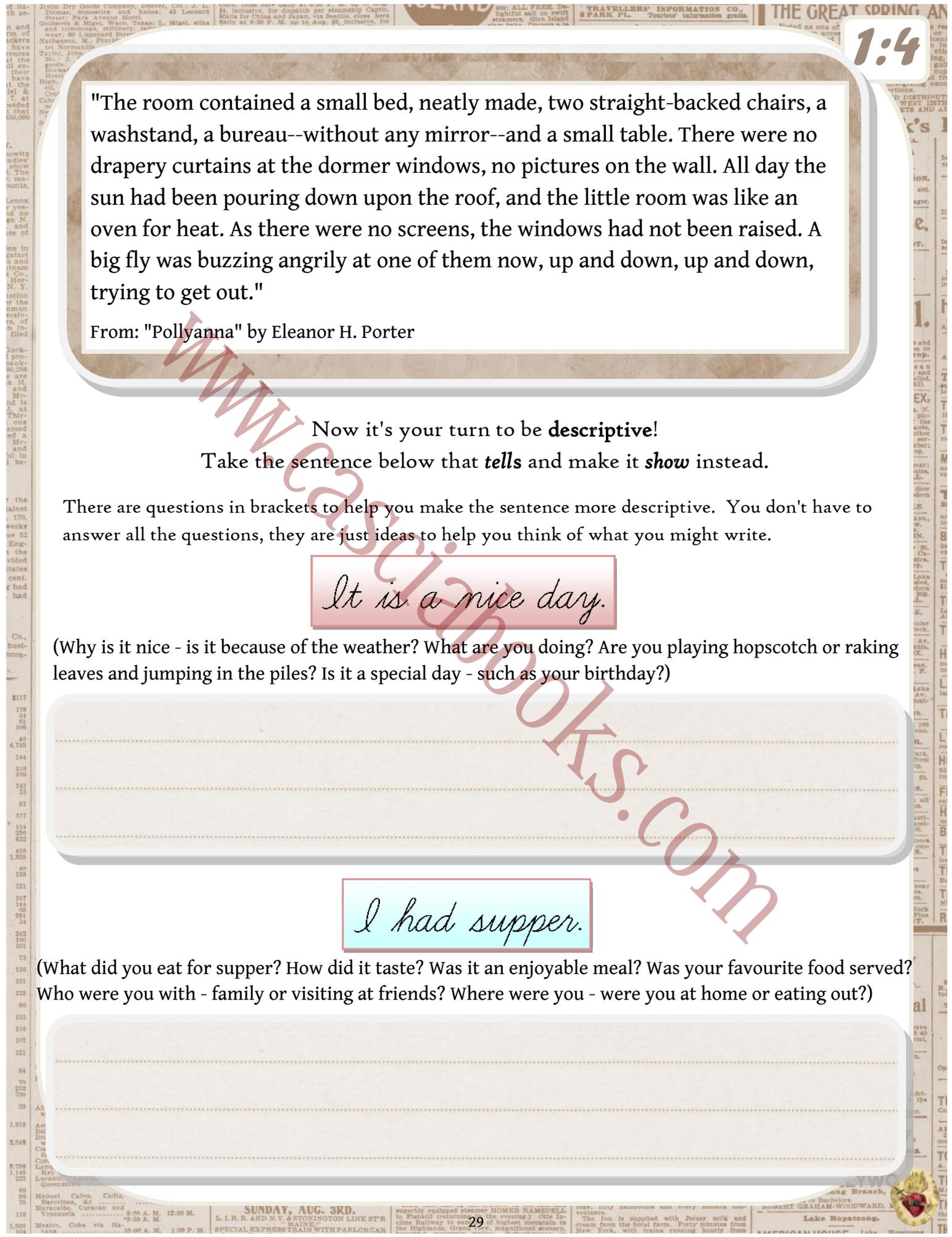
(Why is it nice - is it because of the weather? What are you doing? Are you playing hopscotch or raking leaves and jumping in the piles? Is it a special day - such as your birthday?)

Handwriting practice area with a large dotted line for writing.

I had supper.

(What did you eat for supper? How did it taste? Was it an enjoyable meal? Was your favourite food served? Who were you with - family or visiting at friends? Where were you - were you at home or eating out?)

Handwriting practice area with a large dotted line for writing.



"Childhood of Christ"

by Gerrit Van Honthorst



Suggested discussion questions:

1. How would you describe the lines in this picture? The shapes? The colors?
What does this painting show?
2. What does this painting remind you of?
3. What can you tell me about the people in this painting?
4. What do you think is happening in this painting? What else could be happening?
5. What do you think is worth remembering about this painting?



Circle the **adjectives** in each sentence. Underline the **noun** that the **adjective** is describing. The first one is done for you. There are a total of 17 adjectives, including the example.

Mary and Joseph travelled with a gentle donkey to Bethlehem. They could find no suitable place to spend the night, and had to stay in a poor stable. It was there that the holy Babe was born on one cold night.

Beautiful angels appeared to humble shepherds and told them of a Savior that had been born. The happy shepherds went and adored the holy Infant.

Three Wise Men from the East also went and adored the tiny Child. They had to go back home a different way, because the cruel King wanted to kill the sweet Child.

A heavenly angel told Saint Joseph to flee to Egypt. The Holy Family stayed there until the wicked King had died.



Make your own mini-book.

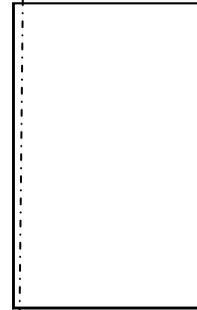
Write and illustrate a descriptive story about the meal you would make if you were a chef.

Take 2 pieces of paper and fold each in half. Put one inside the other and fold shut.

1.



2.



Staple on the fold.

Write the title of the story and your name on the front cover.

Write a sentence or two on each page and illustrate (draw a picture) about them.

* Parent note: Jot the story down for the reluctant writer.
Have the child copy it into the book.

You can do an internet search for mini book instructions for a great way to make an 8 page book from one piece of 8 1/2 x 11" paper, no staples required.

