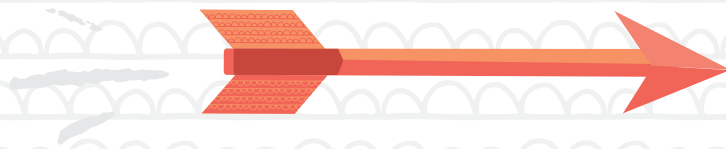
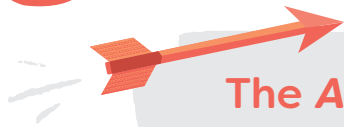


# Arrow

## GUIDELINES



# WELCOME TO THE Arrow



The *Arrow Guidelines* are your handbook for making the most of your *Arrows*.

New to the *Arrow*? Grab a cup of tea, busy your kids with a movie or diversion, and read—highlighter in hand, jotting notes in the margins.

Even if you're a copywork and dictation pro, be sure to read the "Copywork and Dictation" section. We've got two new dictation practices for you:

➡ French-style dictation

➡ Reverse dictation

Keep the *Guidelines* with your *Arrows*, and refer to them throughout the year.





# Table of Contents

04	Limits to the use of the <i>Arrow</i>	13	Sample routines
05	Managing your <i>Arrows</i>	14	Copywork and dictation practices
05	Reference materials	16	Practical tips for copywork
06	Brave Writer principles to guide your sessions	22	Enchanting copywork and dictation
07	Getting to know the <i>Arrow</i>	23	Proofreading marks
08	Big Juicy Questions	24	Literary devices
09	<i>Arrow</i> planner and skills tracker	24	Writing activity
10	Putting the <i>Arrow</i> into practice		

# ATTENTION:



## LIMITS TO THE USE OF THE ARROW

At Brave Writer, we regularly field questions about copyright and duplication with respect to our products. Here is what is permitted and what is not. We are grateful to be part of such a conscientious, ethical community.

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They'll find a free sample at <http://store.bravewriter.com/collections/arrow-single-issues>.

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**EDITORIAL NOTE:** *When giving examples, we have either avoided gendered pronouns or we alternate between she, he, and they by section.*

Thank you!

# RECOMMENDATIONS FOR HOW TO MANAGE YOUR ARROWS

If you've purchased the year-long program, we recommend that you remind yourself via email calendar notification to download each new issue the first week of the month it is released. We also suggest that you print each issue immediately. For extra protection, save the PDF to an external hard drive in addition to your computer hard drive.

If your hard drive crashes or you forget to pick up an issue of the *Arrow* and you've purchased the year-long program, sign into your Brave Writer Account to download released guides.

If you've lost access to an individually purchased guide, please email [help@bravewriter.com](mailto:help@bravewriter.com). Send a copy of your receipt (if you have it) or information about how you paid and what kind of subscription you ordered (yearly or as part of a discount bundle). We'll verify your order and send the missed issues to you via email.

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## REFERENCE MATERIALS

To aid you in exploring topics such as punctuation and grammar, Brave Writer recommends *Nitty-Gritty Grammar* and/or *More Nitty-Gritty Grammar* by Edith H. Fine and Judith P. Josephson (Publisher: Ten Speed Press). You don't need both. *More Nitty-Gritty Grammar* alphabetizes the grammar/punctuation principles, making it an easy-to-use reference. These two books have helpful explanations combined with comics that are easily understood by children; you might find them useful to have at home. Both of these books are widely available online and in major bookstores.

# { BRAVE WRITER }

PRINCIPLES TO GUIDE YOUR SESSIONS

Joy is the best teacher

Look for the good

Be curious, not critical

Take pain seriously

Make eye contact, sit close, smile

Help helps

Take breaks

# GETTING TO KNOW THE ARROW

---

- ◇ Use *Arrows* in any sequence. Each guide is a self-contained unit.
- ◇ *Arrows* offer about four weeks of content. Feel free to move more quickly or slowly, as suits your family.
- ◇ Print the *Arrow* or read it on a tablet. Passage sheets may be printed individually.
- ◇ Each *Arrow* contains:
  - + A **Spin and Spiral** (alternative to scope and sequence) that gives an overview.
  - + **Four passages** with detailed notes to be used for copywork and dictation.
  - + A featured **Literary Device**.
  - + A **Writing Activity** to explore the literary device.
  - + Nine **Big Juicy Questions** about themes, characters, setting, and writing (see details below).
  - + **Book Club Party Ideas** to celebrate the book.
- ◇ Each passage includes four types of notes:
  - + **Why this passage:** Explains why the selected passage makes a nice choice.
  - + **What to note:** Helps you see the passage's literary power, notable punctuation, spelling challenges, and/or grammar concepts.
  - + **How to teach the passage:** Provides tactics, tips, and techniques.
  - + **Spotlight (grammar or punctuation):** Three times a month, the *Arrow* isolates one grammar or punctuation concept drawn from that week's passage to explore with your children.

# BIG JUICY QUESTIONS

---

The target students for the *Arrow* are young. They are just learning to explore themes, plot, and characterization in books, through natural conversation. To aid you in your desire to draw insight and narrative skill from your children, the *Arrow* offers this set of nine questions to explore. Remember: your child doesn't need to answer them all, and this isn't a quiz. Chase the ones that lead to rich conversation. Ignore the ones that fall flat.

## TIPS

- ◇ Use the questions to help you (the parent) think about the book more deeply so that you can pose questions to your child about the story itself. Avoid asking, “How did the book make you feel?”
- ◇ Go out for milkshakes or discuss the book while your child bounces on a trampoline. There's no need to set up a “test” condition. Let the questions arise in the course of your day as a natural part of your relationship with your child.
- ◇ Your child may elect not to answer some of the questions. Sometimes an idea is beyond the scope of the child's current understanding or is simply not interesting. Pursue the questions that give rise to satisfying exchanges and ignore the others—discernment is an important skill in learning.
- ◇ As your child gets comfortable talking through a book, suggest answering one or two of the questions in writing—a few sentences or a short paragraph.
- ◇ For older students (10–12), try a few of the questions as freewriting prompts. Do not look for organization or style, but raw writing that attempts to explore the themes and ideas in the book. This practice is a wonderful foundation for later literary analysis in essay form.



# ARROW PLANNER & SKILLS TRACKER

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Find the *Our Week with Arrow* planner and the *Arrow Skills Tracker* at the end of these *Guidelines*.

- ◇ **Our Week with Arrow:** a checkbox guide to walk you through the steps of preparing and using the *Arrow* with your children.
- ◇ **Arrow Skills Tracker:** a tool to keep track of a child's progress in mastering the mechanics of writing. Print one for each child.

## *Ask yourself*

- ◇ Does my child regularly apply this concept correctly?  
*Gets it*
- ◇ Does my child need more practice and teaching for this concept?  
*Learning*
- ◇ Is my child not ready to learn or apply the concept?  
*Saving for later*

The tracker allows you to tailor instruction and copywork/dictation practice to the growth of your child.

# PUTTING THE ARROW *into* PRACTICE

## READ

---

- ◇ Read the book aloud to your children at a comfortable pace. Finish before the last week of the guide. Be sure to read past the week's passage before using it for copywork and dictation.
  - ◇ *Arrow* books are selected to be read aloud to your family. Audiobooks work too. Kids who like to read the books to themselves benefit from you reading the same book on your own so you can discuss the passages, literary devices, and Big Juicy Questions.
- 

## WEEKLY PLAN

- ◇ Review the *Arrow* content for the week ahead, alone.
- ◇ Fill in **Our Week with Arrow** (optional).
- ◇ Choose which concepts you'd like to share with your children (you don't need to teach every item each week). Select concepts based on the skill level of the child—use the **Arrow Skills Tracker**, if you like. Your 8-year-old may be ready to learn about the periods in a passage, while your 11-year-old is ready to also investigate the em dash.
- ◇ The notes are addressed to you, the parent. Read them, understand them, paraphrase them to your child. In some cases, it may be appropriate to read the notes to your child. Often there is more information than your child is ready to absorb in one sitting. That's okay! Save some concepts for another week, another time, another *Arrow*!
- ◇ Prepare for copywork and dictation practices (find information on these practices later in these *Guidelines*).

## INVESTIGATE

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- ◇ Read the passage with your child. Before teaching the notes, investigate the passage as a family
-

# Stuff to ask

## ANY PASSAGE

- + What do you notice about this passage (can be *anything*)?
- + What's *this* doing here? (point to a punctuation mark) Ideas?
- + What happens if we take this punctuation mark out? (reread aloud)
- + What is the mood this passage conveys? Scary? Cozy? Nostalgic? (etc.)
- + Do you recognize any literary elements or punctuation marks we've discussed before? Where?
- + Can you identify any parts of speech? Show me!
- + What else do you see now?

## MAKE UP YOUR OWN!

Play with the passage first, then analyze.

Model how to investigate like this:

- + *I find dialogue—what the characters say—so interesting. See these curvy marks (like apostrophes in the air)? Why do you think writers use these? Do you know what they're called?*
- + *I feel like if I were with the characters in that scene, I'd be cold. How about you?*
- + *Gosh, this cliffhanger made me want to keep reading. Remember when we read Charlotte's Web and talked about opening hooks? What do you think is going to happen next? Why do you think this is a good hook? What makes you want to keep reading?*

## PRACTICE

---

◇ Ask your child to use one of the copying/dictation strategies for the passage.

- + **Copywork**
- + **French-style dictation**
- + **Dictation**
- + **Reverse dictation**

See the detailed guidelines for “Copywork and dictation practices” in this guide.

- + Copy the passage first (early in the week).
  - + Select one dictation method to try later in the week with the same passage.
  - + Occasionally use 2–3 copywork/dictation practices with one passage.
- ◇ **Spotlights** (grammar or punctuation) are provided three out of four weeks for each passage.
- ◇ Pick a day in the month to explore the **literary device**. (Suggestion: during the week without a Spotlight).
- ◇ Plan a morning or afternoon for the **writing activity** that goes with the literary device. No revision necessary.
- ◇ The nine **Big Juicy Questions** are in chronological order. Have your kids pick one to skip and two to discuss per week (over cookies and tea, if you like).
-

# SAMPLE ROUTINES

These sample routines are here to inspire you. Use what you like, leave the rest.

## PLAN

Print guide or view it on your computer or tablet

Print and fill out your **Our Week with Arrow** planner

Print and prep your **Arrow Skills Tracker** for each child

Prep any copywork or French-style/reverse dictation; print

### WITH THE KIDS

Day 1: Read the passage aloud; ask it questions—investigate

Day 2: Copywork

Day 3: Discuss items you selected, use highlighter

Day 4: Take a break or discuss the Big Juicy Question of the week

Day 5: Use passage for a version of dictation

OR

### WITH THE KIDS

Day 1: Read the passage aloud; ask it questions; start copywork

Day 2: Continue copywork; discuss items you selected, use highlighter

Day 3: Take a break

Day 4: Use passage for a version of dictation; discuss the literary device

Day 5: Discuss the Big Juicy Question of the week; do the writing activity

OR

### WITH THE KIDS

Day 1: Discuss the Big Juicy Question of the week

Day 2: Read the passage aloud; ask it questions

Day 3: Discuss items you selected, use highlighter; start copywork

Day 4: Take a break or complete copywork

Day 5: Use passage for a version of dictation; discuss the literary device

### MIX IT UP!

Discuss the Big Juicy Question in the car, over dinner, while weeding the garden.

Skip copywork or dictation one week (only discuss the notes from that week)

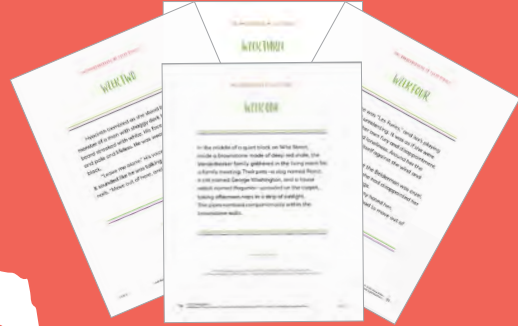
Listen to the audiobook in the car.

Use a Big Juicy Question for writing and skip the writing activity that month.

Discuss the literary device the first week of the month and do the writing activity the last week.

**LET THE ARROW FIT YOUR NEEDS, YOUR KIDS, YOUR FAMILY!**

# COPYWORK DICTATION PRACTICES



---

Passages included in each issue can be explored through four copywork and dictation practices. These practices are described in detail in these *Guidelines*. Begin with copywork and progress to reverse dictation. Below is a step-by-step walkthrough of several variations. Cycle through them for variety and challenge.

**PRO TIP:** Some of the variations of dictation require you to create and print the passage yourself. Copy and paste the passage directly from the PDF to a blank document, increase the font size, and add returns to increase the spaces between lines.

---

# 1. COPYWORK

Copywork is the act of reproducing in your own handwriting the passage selected for the week. Your student will look carefully back and forth between the presented passage and her paper, copying the passage word for word, punctuation mark for punctuation mark. The *Arrow* includes an easy-to-print single sheet with each week's passage centered on the page. It is also helpful for children to select their own copywork passages that are meaningful to them. Use the *Arrow* passage one day and a passage chosen by your child on another day.

## STEP 1—PRINT THE PASSAGE.

## STEP 2—PUT THE PRINTED PAGE OF THE PASSAGE WHERE THE STUDENT CAN EASILY SEE IT.

Put the page in an easel document holder so that the passage is at eye level when your student copies it. Alternatively, lay the page on the table so it is easy for the student to read with minimal movement.

## STEP 3—CHOOSE A COMFORTABLE PENCIL WITH AN ERASER.

## STEP 4—LIMIT THE LENGTH OF THE COPYWORK PRACTICE.

Ask your child to focus and attend to the passage. When attention flags, it's time to stop. Try short intervals. Suggest that your child copy as much of the passage, as accurately as possible, in the predetermined time limit each day (anywhere from a minute up to five or six minutes). Then stop. Your child can resume where she left off the next time you work. Gradually lengthen this period as your child reports feeling comfortable.

Most passages in the *Arrow* are between one and four sentences—short enough to complete in one sitting. Pay attention to what works well for your family. Adapt copywork to the needs and skills of your child. For younger children or those with learning challenges, select a single sentence or a few words. Ask your child how much she can write with full concentration and attention to excellence. Start there. You may still discuss the full passage with your child.

Encourage the habit of attention and care. A single sentence (or word) per day is a valid way to complete copywork, if needed. The goal isn't quantity but focus and faithful reproduction.

Charlotte Mason, an education philosopher from Britain who is well-known in homeschool circles, recommends that if your child's hand tires after a minute or so of writing, you modify the task: ask your child to write a single word or letter with care, and then be done. Five minutes is not a magic amount of time. If one minute works better than five or three, start there.



# ❁ Practical Tips ❁

## FOR COPYWORK

- + **Tracing:** Write the passage in pencil; give your child a highlighter to trace over the words. As the child gains control, write the passage in highlighter and let your child trace the words in pencil inside the highlighted letters (more advanced skill).
- + **Handwriting paper:** Handwrite the passage on handwriting paper with guidelines. Skip every other line so that your child may copy the words (each letter) directly under your handwriting.
- + **Sticky notes:** Use a single sticky note to place underneath the part of the passage the child is copying. The child may move it along as the child writes the passage to keep his or her place.
- + **Bookstand:** Put the novel in a cookbook holder open to the page with the copywork passage.
- + **Typing:** Copywork and dictation can also be typed on a computer keyboard or old-fashioned typewriter.



## 2. FRENCH-STYLE DICTATION

When Julie Bogart lived in France as a college exchange student, she discovered that the French use a gradual method of dictation training for their students (of all ages—kindergarten through university). She adopted it for Brave Writer’s program and labels this strategy “French-style dictation” as a nod to their system.



The following method eases the transition from copywork to dictation.

### STEP 1—TYPE THE PASSAGE.

Create a new document on the computer in a large font with triple spaces between sentences. Choose to leave blanks for several of the words in the passage. Select words that the child knows how to spell, but which may provide some challenge. On subsequent tries, increase the level of challenge.

Here’s an example:

He didn’t like being the center of all this fuss.

Retype it like this:

He \_\_\_\_\_ like being the \_\_\_\_\_ of all this \_\_\_\_\_.

### STEP 2—READ THE PASSAGE ALOUD.

Hand this sheet of paper to your child and read the passage aloud in its entirety, slowly. As your child hears you speak the words “didn’t,” “center,” and “fuss,” he’ll read along on his sheet of paper, noticing the blank spaces. He’ll see that certain words are missing from his paper.

### STEP 3—FILL IN THE BLANKS.

Your child will then write those words (didn’t, center, and fuss) in the appropriate blanks as you read them. Feel free to read the passage once through and then to go through it word by word or phrase by phrase slowly so that your child has the maximum opportunity to fill in the blanks correctly.

This practice trains your child to read, listen, and write all at once, but without overwhelming him with too many words and punctuation conventions to keep in mind at the same time. By starting with a graduated process, you promote your child’s success in later dictation efforts.

One of the great benefits of French-style dictation is the ability to isolate homonyms in the context of real meaning. Additionally, this method enables your students to practice capitalization of proper nouns, use of apostrophes for contractions or possessives, and capitals at the beginnings of sentences.

---

## 3. DICTATION

Dictation practiced regularly will teach punctuation and spelling more effectively than any other tool. The trick is to do it regularly—once or twice per month. If it becomes tedious, mix it up with copywork (with selections chosen by your child) and with reverse dictation (see method #4).

---

### STEP 1—REVIEW THE PASSAGE WITH YOUR CHILD BEFORE DICTATION.

Read the passage aloud. Together, identify challenging spelling words. Ask your child to point to punctuation marks and name them. This preparation can be done right before dictation.

### STEP 2—SET UP THE PAGE.

On a clean sheet of lined paper, the student writes: name in the upper right corner; date underneath name; title of book, underlined, on the top line (center); page number under title. Skip a line and indent.

### STEP 3—READ THE PASSAGE.

- + Parent: Read the passage all the way through, slowly, emphasizing punctuation through intonation.
- + Begin again, reading the first clause or several-word chunk (no more than three or four words).
- + Ask your child to write the word chunk. Reread the chunk of text, if it's helpful.
- + Continue to the next chunk. When you finish a sentence, read it from the start one time through.
- + Your child will read along, checking to be sure they are satisfied with their spelling and punctuation choices.

### STEP 4—CONTINUE SENTENCE BY SENTENCE.

Keep dictating in this manner, going sentence by sentence, rereading portions when that is helpful. No hard and fast rules here.

### STEP 5—CONDUCT A FINAL READ-THROUGH.

Parent rereads entire passage with the student following along. Student makes any final adjustments.

### STEP 6—CORRECT THE DICTATION.

Student

- + compares work to original
- + corrects any errors or omissions
- + underlines any misspelled words and rewrites them at the bottom of the page correctly

### STEP 7—APPLY A RUBRIC.

At the end, tally the number of punctuation mistakes and spelling errors. If there are more than five errors, shorten the passage for the next time.

### STEP 8—CELEBRATE AND RECREATE.

As always, wind up your session with a game, a walk, teatime.

Connect with joy.

## 4. REVERSE DICTATION

Reverse dictation allows the student to be an editor. Get out the red pen! In case your child would like to use professional proofreading marks, a handy reference sheet of the main symbols is included further on in these *Guidelines*.

### STEP 1—PREPARE.

Type the passage into a new document without punctuation, deliberately misspelling several words (choose ones that are likely to be tricky). Triple space and use a large font. Print.

### STEP 2—DISCUSS THE PASSAGE.

Talk about the sorts of punctuation marks that were in the original passage. You might create a notecard with a list (see our Arrow Skills Tracker for ideas to include):

Periods
Capital letters to start sentences
Capital letters for proper nouns
Commas
Quotation marks indicating dialogue
Indentations
Contractions and possessives

As your child edits the page, she can refer back to the list to be sure she has checked for each category.

### STEP 3—EXECUTE.

Student uses pencil or colored pen to correct the passage. His job is to:

- + underline all misspellings and rewrite them correctly at the bottom of the page
- + insert proper punctuation
- + be sure proper nouns and the first words of each sentence are capitalized
- + underline any titles
- + indicate the need to begin a new paragraph with a pilcrow—that's this symbol: ¶

**Caveat:** When you begin reverse dictation, it may be too overwhelming to eliminate all punctuation. If your student understands end marks only, then leave the commas in. If the child is used to capitalizing first words in a sentence, but unfamiliar with identifying proper nouns, then leave the capitals in for the proper nouns, and only leave off the initial capital letters of sentences. As with all practices, incremental steps of challenge are preferable.



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# PRACTICAL TIPS FOR REVIEWING THE REVERSE DICTATION EXERCISE

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## STEP 1—PARENT READS STUDENT'S WORK.

Before showing the original passage to the student, sit together and read it.

## STEP 2—TOTAL THE MISSED PUNCTUATION MARKS OR MISSPELLINGS.

If there is a punctuation mark or misspelling overlooked, mention that there are still X number of remaining errors. (So for instance, the parent might say: "There are three errors you missed.") Student rereads the whole passage, looking for those errors.

## STEP 3—SUPPORT THE DISCOVERY PROCESS.

If a student can't find one of the overlooked errors, narrow the scope of the investigation to a single line. Put a check in the right or left margin of the line on the same side as the missing punctuation mark or misspelling. The student will only search within that line, examining each word or punctuation choice.

## STEP 4—NARROW THE SCOPE.

If the student needs another clue, parent reveals whether the issue is with spelling or punctuation. Student searches the line again.

## STEP 5—IDENTIFY THE ERROR.

If the student still can't find the mistake, parent runs a squiggly line under the exact location. Student makes correction on the spot. (This is a great moment for a conversation, for modeling the way a comma might work better than the period currently in that space, for instance.)

## STEP 6—OPTIONAL FINAL STEP.

Student compares corrected page to original, locates the differences, and makes corrections.

## STEP 7—PLAY THE PENNY GAME!

For every correct correction, student gets a penny! Give one for identifying a misspelling and another for rewriting it correctly. Give one for each corrected punctuation mark or addition of a missing punctuation mark. Give one for each corrected capital letter.

This step-by-step editing process does more to help the learner internalize the lessons the passage has to teach than if the parent were simply making the corrections. Take the time to make reverse dictation a real learning opportunity.

# ☀ Be positive ☀

## IN YOUR RESPONSE TO THE FRUITS OF THIS EXERCISE.

---

1.

### **NOTICE EVERY ACCURATE CORRECTION YOUR CHILD MAKES.**

“From what I can see, you have mastered the art of capitalizing the first word of each sentence!”

2.

### **CELEBRATE EACH OPPORTUNITY TO GAIN OR REINFORCE A SKILL.**

“You’ve got the first quotation mark. Now let’s figure out where to put the second one so we know when the speaker stops talking.”

There’s no need to correct mistakes, tally wrong marks, or follow behind your child, pointing out every error.

The purpose of reverse dictation is to see how much your kids have learned about punctuation and spelling. Some children enjoy knowing in advance how many errors there are. Some don’t want to know.

**NOTE:** Some of your young writers will make punctuation choices that work—but may not be the ones the author of the passage made. For instance, if your child used a semicolon instead of a period followed by a capital letter to begin a new sentence, the choice is a valid way of punctuating the passage. Point out that your child’s choice is valid. Consult your grammar reference books to confirm that the choice is, in fact, a viable one for that context.

# ✿ Enchanting ✿

## COPYWORK AND DICTATION

- + Give each child a candle to light. Child blows it out when copywork is done.
- + Rotate the writing implements: markers, erasable pens, gel pens (with black paper), calligraphy pens, chalk/sidewalk chalk, window markers
- + Create word art: block letters, illuminated letters, hand lettering alphabets, digital art
- + Change the paper: butcher paper on the wall or rolled out on the floor, lined sticky notes, mini Moleskine notebooks, a large easel pad, paper with decorative borders, origami paper, black paper
- + Provide a blank book (no lines) for copywork, then illustrate the passage (draw a picture to go with it). Put a lined sheet of paper behind the blank page as the child writes the passage to provide ruled guidelines.
- + Use a clipboard, take copywork to a picnic table, do copywork as a family (you copy too!), copy in a new setting (like a library or coffee shop)

# Proofreading Marks

## MARKS AND MEANINGS



capitalize



make it lowercase

sp.

spelling mistake



add a period



delete (remove)



add a word



add a comma



reverse words or letters



add an apostrophe



add quotation marks



make a space



close the space



begin a new paragraph

## EXAMPLES

They fished in lake tahoe.

Five ~~S~~tudents missed the ~~B~~us.

The day was <sup>sp.</sup>cloudy and cold.

Tomorrow is a holiday

Kim knew the ~~the~~ answer.

<sup>pups</sup>  
Six ~~were~~ in the litter.

He ate peas corn and squash.

An otter swam in the bed kelp.

The child's bike was red.

Why can't I go? she cried.

He read <sup>#</sup>twobooks.

Her favorite game is soft ball.

We had fun. Next we went to

## LITERARY DEVICES

---

The *Arrow* features a literary device each month. In that section, you will learn about some of the elements of writing craft that enhance the power of the writing. Your student can use these same devices to improve her own prose! Keep the name of the device on a whiteboard throughout the month as a reminder to “pay attention” to all the ways it gets used in everyday life (from billboards to supermarket flyers to cartoons to radio ads).

You are free to pick any day of the month to learn about the literary device. If you decide to read about it early in the month, you give your family more time to notice it in the book and in other writing throughout the month.

---

## WRITING ACTIVITY

---

Each month the *Arrow* includes one writing exercise, game, or tip—often related to the literary device. Most of these are meant to take a day or two, at most, and aren’t intended to be revised (unless otherwise indicated). Enjoy them. Play with them! Pick a day without other writing projects so that it stays light and easy. It is also possible to do the activity collaboratively (in many cases) so that everyone works together—you and your child(ren)—as a team.

---



NAME: \_\_\_\_\_

MONTH: \_\_\_\_\_

# ARROW SKILLS TRACKER

Fill in the bubble next to each skill according to your current progress:



SAVING FOR LATER



LEARNING



GETS IT!

## PARTS OF SPEECH

### Nouns

Proper nouns

Common nouns

### Other Parts of Speech

Pronouns

Verbs

Adjectives

Adverbs

Conjunctions

Prepositions

Interjections

Articles

## OTHER SKILLS

## PUNCTUATION

### Capitalization

First word of sentence

Proper nouns

### Apostrophes

Contractions

Possessives

Plurals

### End Marks

Period

Question Mark

Exclamation Point

### Other Punctuation

Commas

Dialogue punctuation

Semicolons

Em dashes

Hyphens

Ellipses

Colons

NAME: \_\_\_\_\_

WEEK: \_\_\_\_\_ OF ARROW

# OUR WEEK WITH ARROW

## Prep

Read the week's passage

Review possible questions to ask the passage

Read What to Note and How to Teach sections

- ✓ Pick concepts you'll skip this week (too difficult, new, much)
- ✓ Choose 2-3 concepts to share or review
- ✓ Note a concept you learned

Pick a copywork strategy (See Guidelines)

Prepare passage for one dictation practice (if desired):

- ✓ French-style Dictation
- ✓ Reverse Dictation
- ✓ Dictation

Plan copywork "hygge"

- ✓ Candles
- ✓ Treats
- ✓ Colored pens
- ✓ Coffee shop
- ✓ Other

Read the Spotlight

- ✓ Plan a day to play the game/do the activity

Select 1-2 Big Juicy Questions to discuss

## With Kids

Read the passage out loud  
✓ Take turns reading it (several kids)

Ask the passage questions as a family

Highlight in an array of colors:

- ✓ Vocabulary and grammar
- ✓ Punctuation marks
- ✓ Literary devices

Discuss selected concepts from What to Note and How to Teach sections

- ✓ Look for them in the passage
- ✓ Note them in other reading this week

Set copywork goals with your child

- ✓ \_\_\_\_\_ Number of words, sentences, days, or minutes
- ✓ Child completes

Dictation completed

Review Spotlight & do the activity (if there is one)

Discuss 1-2 Big Juicy Questions

Record breakthroughs in skills and insight

- ✓ .....
- ✓ .....

Celebrate with your child!

MONTHLY

Kids pick one Big Juicy Question to skip

Plan a morning or afternoon to try the Writing Activity

Discuss Literary Device  
✓ Notice it in a book, poem, billboard or movie

Host a book club party!

YOU ARE



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