

hello!

START HERE

1. Check your order

We've made every effort to pack your collection carefully.
Please take a moment to make sure you've received everything you ordered.

CONTACT US WITHIN 2 WEEKS IF ANYTHING IS MISSING OR INCORRECT.

2. Get to know your collection

The following unboxing sheets will give you a brief introduction
to each component of your collection.

IMPORTANT: Carefully read the teacher and student
information in the front of each guide.

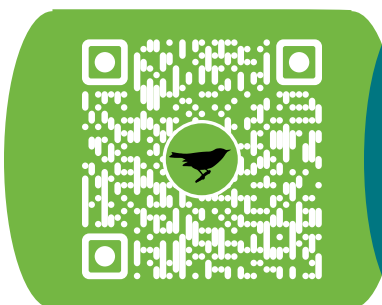
3. Browse the schedules

The *Suggested Yearly Schedule* is just that, a suggestion. Our materials are designed
to adapt to your schedule, your teaching style, and your student's learning style.

The *Weekly Literature Schedule* is also a suggestion, but over many years,
this approach has proven to be a great tool in helping students succeed and flourish.

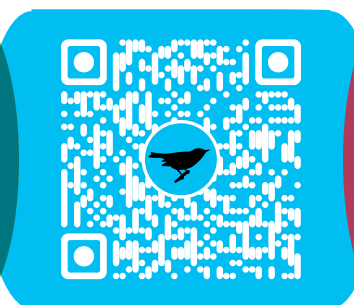
4. Explore our support resources:

Parent/Teacher Info



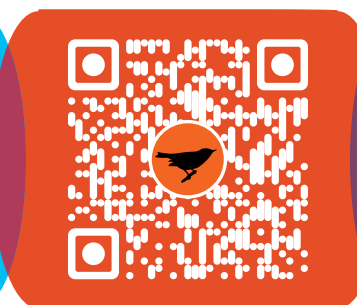
[blackbirdandcompany.com/
information-for-parents-and-teachers](https://blackbirdandcompany.com/information-for-parents-and-teachers)

Answer Keys



[blackbirdandcompany.com/
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Free Resources



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product-category/free-stuff](https://blackbirdandcompany.com/product-category/free-stuff)

Videos



[blackbirdandcompany.com/
video-collection/](https://blackbirdandcompany.com/video-collection/)

Thank you for choosing a Grade Level Collection!

We've made every effort to pack your collection carefully. Please take a moment to make sure you have received everything included in your order.

Your 7th Grade Collection contains the following items:

LITERATURE/WRITING • Level 3 – Year Pack D

6 Workbooks & Novels:

- | | | | |
|--|--|--|--|
| <input type="radio"/> <i>The Folk Keeper</i> | <input type="radio"/> <i>Out of the Dust</i> | <input type="radio"/> <i>White Lilacs</i> | <input type="radio"/> <i>Teacher Helps</i> |
| <input type="radio"/> <i>I Am David</i> | <input type="radio"/> <i>The Shakespeare Stealer</i> | <input type="radio"/> <i>The White Mountains</i> | |

GRAMMAR • One True Sentence C: Tools of Style 3

- ☐ *Student Workbook*

VOCABULARY • Operation Lexicon: Emily Dickinson

- ☐ *Student Workbook*

COMPOSITION • The Essay – Volume 2

- ☐ *Student Workbook*

CREATIVE WRITING • Poetry: Small Forms

- | | |
|---|--|
| <input type="radio"/> <i>Student Workbook</i> | <input type="radio"/> <i>Writing Inspiration Photo Cards</i> |
|---|--|

RESEARCH WRITING • Taxonomy of Living Things

- | | | |
|---|--|---|
| <input type="radio"/> <i>Student Workbook</i> | <input type="radio"/> <i>Classifying Living Things</i> | <input type="radio"/> <i>The Tree of Life</i> |
|---|--|---|

PLEASE CONTACT US WITHIN 2 WEEKS IF ANY OF YOUR ITEMS ARE MISSING OR INCORRECT.

Now that you've checked your package, let's learn about each item...



blackbird & company

READ WELL • WRITE WELL • THINK WELL

The following information will help you become familiar with each piece of your collection.

Literature + Writing Discovery: Level 3 – Year Pack D

1. In addition to the blue student guides and accompanying books, you will have received a thin “Teacher Helps” volume. Taking time to read carefully to understand what is expected of your student along the way, you will discover strategies that will enable you to support and inspire learning.
2. Answer keys are found at:

***blackbirdandcompany.com* » Parents/Teachers » Answer Keys**

3. Additionally, inside each student workbook is a “How-to” guide, as well as instructional prompts along the way—please read this information carefully. These components act as a built in “Teacher/Mentor” to support each step of the student’s journey.

Ultimately, when it comes to language arts learning, much of the exceptional work that students accomplish will be subjective in nature, and tied to their ideas. As we value the ideas of the student—their discoveries from reading, their observations—and challenge them to write these ideas well, the outcome, over time, is that literacy skills soar.



One True Sentence C: Tools of Style 3

Take it from Hemingway:

“All you have to do is write one true sentence. Write the truest sentence you know.”

Rhetoric is the art of using language effectively. The best way to learn rhetorical tools is to *use* rhetorical tools.

The goal is to produce well-formed, exceptional sentences. A singular sentence is simply a collection of words that conveys an idea. When well-crafted sentences are connected wisely, one after another, meaning flows, carrying that idea forward in a clear and concise manner. Over the course of 20 weeks, students will be introduced to twenty tools that will help them construct their ideas.

Following are some strategies that will help you begin:

1. Begin by reading the introductory material in the student workbook, focusing especially on the two pages dedicated to you, the teacher (***For the Teacher***).
2. Flip to the student pages for Week 1 and read the directives to familiarize yourself with the layout. Each week will be formatted similarly. On Day 1, the student will be presented with a new concept to discover and will be prompted through a constructive activity. The student is then prompted to craft 5 more sentences utilizing the tool that is introduced. The exercises take about 45 minutes to an hour per week.



Operation Lexicon: Emily Dickinson

A lexicon is the collected vocabulary utilized by a writer. Over the course of 26 weeks, students will explore a cluster of words from the lexicon of Emily Dickinson. Using these words in an original way, with inspiration from her many poems and letters, will help the budding wordsmith recognize the plasticity of language and delight in its beauty.

How to get started:

1. Everything for the teacher is included in the front of the student guide. Begin by reading the ***Introduction*** followed by the ***How to use this Guide*** —3 short pages! Encourage your student to read along.
2. Read, together with your student the information about Ted Hughes.
3. With your student, look through the ***Story Starters*** and the ***Day 3 micro-story example*** before beginning the work.
4. Each week contains three days of lessons. These lessons are guided by a built-in-mentor for your student to be guided in the work. Familiarizing yourself with one week will help you to better support your student. Day 1 and 2 will take about 15 minutes each, while Day 3 may take a bit longer, 30 minutes to an hour, because it involves application of the words and a bit of creativity.

Finally, here is an encouragement from Emily Dickinson:

A word is dead when it is said, some say. I say it just begins to live that day.



Intro to Composition: The Essay – Volume 2

The Descriptive Essay

Your student will be guided on an exploration of descriptive essay form. Utilizing a 30-sentence form, they will learn that each sentence of the essay has a unique purpose and write their idea according to this scaffolding.

How to get started:

1. Begin by reading through the **Table of Contents** and the **For the Teacher** pages in the student guide. These few pages will help you prepare your student to become self-directed along the way. This volume includes 5 lessons that will be completed over 10 weeks. In the first week of each lesson, students will be directed to complete all of the preparatory writing that will enable them to complete all the pre-writing for the essay at hand. The second week of each lesson, students will craft the descriptive essay, Student Self-Evaluation, and the polished draft.
2. Next, sit down with your student to introduce the **For the Student** pages. These pages provide information that can be referenced as needed. During this sit down, study together the one-page **The Blueprint – Literary Essay** and read the **The Model – Literary Essay** to see the blueprint in action.

Over the course of 10-weeks your student will compose 5 singularly original descriptive essays. Great essays have the power to encourage, empower, and enlighten both the writer and the reader.



Poetry: Small Forms

The purpose of this guide is to discover the art of constrained writing—formulaic poetry. This type of writing may, at first, be a challenge. But eventually the writer will discover that there is freedom in form. Utilizing form helps writers slow down into choices—especially word choice! And learning to make every detail count will spill over into all writing endeavors, elevating the voice of the writer.

How to begin:

1. Read all of the introductory information in the student guide: **Great Poetry**, **What you will need**, **How this Guide is Organized**, and **Tips for Crafting a Poem**.
2. Now flip through the first section to see how students are guided through the creation of an example poem, then through the creation of their own original poem.



Research Writing: Taxonomy of Living Things

Everything on the planet is either living or non-living. Over the course of 8 weeks, students will be introduced to the systematic way to sort, identify, name and classify all the things on this earth that are alive. All living things can be ordered according to their common biology. Classification allows scientists to explore levels of similarity, dissimilarity, and interconnectedness of cells, systems, and structures. The first level of classification is the Kingdoms. There are five kingdoms: Protista, Monera, Fungi, Plantae, and Animalia.

How to get started:

1. Read closely the “Table of Contents” and the introductory material in the student guide (“What you Will Need”, “How this Guide is Organized” and “How to Use this Guide”). These few pages will enable you to support your student along the way.
2. Familiarize yourself with the organization of the student guide. Sections 1-3 teach the general information for classifying and sections 4-8 cover each of the five kingdoms.

Over the course of a year, as students explore the diversity of the animal kingdom, they will gather knowledge that will connect to many corners of the field of biology.



Grade Level Collection | ***Suggested Yearly Schedule***

The following is a suggested outline showing how the pieces of your Grade Level Collection can be puzzled together over the course of the school year. Any of the elements can be staggered and/or spread out in order to meet your particular needs, creating a varied and comprehensive learning experience.

☒ = Review or Complete

Literature + Writing: Level 3 – Year Pack D • 5 days/week, 60 – 90 minutes/day • 36 Weeks
Use 4 weeks to complete the story activities. Use week 5 for project build. Use week 6 for project presentation and review.

[illegible]

Begin on week 5.

[illegible]

Begin on week 6.

[illegible]

5 lessons, 2 weeks each. Begin on week 6.

[illegible]

7 lessons, 2 weeks each. Begin on week 16.

[illegible]

8 lessons, 2 weeks each. Begin on week 20.

[illegible]

This 5 week schedule is a suggested daily approach to the literature component of your Grade Level Collection.

Following a schedule similar to this will help students stay on track with weekly assignments while allowing relaxed time for reading, as well as concentrated time for thinking, writing, and editing.

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1 Preliminary	<ul style="list-style-type: none"> Complete Section 1 reading before beginning Week 1 	<ul style="list-style-type: none"> Complete notes (Character/Setting/Plot) Begin comprehension questions 	<ul style="list-style-type: none"> Write rough draft Complete notes & comprehension questions if needed 	<ul style="list-style-type: none"> Edit rough draft and conference with an adult Write final draft 	<ul style="list-style-type: none"> Section 1 due Begin reading for Section 2
WEEK 1 Begin Section 1	<ul style="list-style-type: none"> Complete vocabulary Begin notes (Character/Setting/Plot) 	<ul style="list-style-type: none"> Complete notes (Character/Setting/Plot) Begin comprehension questions 	<ul style="list-style-type: none"> Write rough draft Complete notes & comprehension questions if needed 	<ul style="list-style-type: none"> Edit rough draft and conference with an adult Write final draft 	<ul style="list-style-type: none"> Section 2 due Begin reading for Section 3 Brainstorm ideas for Section 5
WEEK 2 Begin Section 2	<ul style="list-style-type: none"> Discussion questions from Section 1 Complete vocabulary Begin notes (Character/Setting/Plot) 	<ul style="list-style-type: none"> Complete notes (Character/Setting/Plot) Begin comprehension questions 	<ul style="list-style-type: none"> Write rough draft Complete notes & comprehension questions if needed 	<ul style="list-style-type: none"> Edit rough draft and conference with an adult Write final draft 	<ul style="list-style-type: none"> Section 3 due Begin reading for Section 4 Develop your idea and plan Section 5
WEEK 3 Begin Section 3	<ul style="list-style-type: none"> Discussion questions from Section 2 Complete vocabulary Begin notes (Character/Setting/Plot) 	<ul style="list-style-type: none"> Complete notes (Character/Setting/Plot) Begin comprehension questions 	<ul style="list-style-type: none"> Write rough draft Complete notes & comprehension questions if needed 	<ul style="list-style-type: none"> Edit rough draft and conference with an adult Write final draft 	<ul style="list-style-type: none"> Section 4 due Continue developing and planning Section 5
WEEK 4 Begin Section 4	<ul style="list-style-type: none"> Discussion questions from Section 1 Complete vocabulary Begin notes (Character/Setting/Plot) 	<ul style="list-style-type: none"> Complete notes (Character/Setting/Plot) Begin comprehension questions 	<ul style="list-style-type: none"> Write rough draft Complete notes & comprehension questions if needed 	<ul style="list-style-type: none"> Edit rough draft and conference with an adult Write final draft 	<ul style="list-style-type: none"> Section 5 due Begin reading for next guide
WEEK 5 Begin Section 5	<ul style="list-style-type: none"> Execute Section 5 >> 	<ul style="list-style-type: none"> Execute Section 5 >> 	<ul style="list-style-type: none"> Execute Section 5 >> 	<ul style="list-style-type: none"> Execute Section 5 >> 	<ul style="list-style-type: none"> Section 5 due Begin reading for next guide