

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.

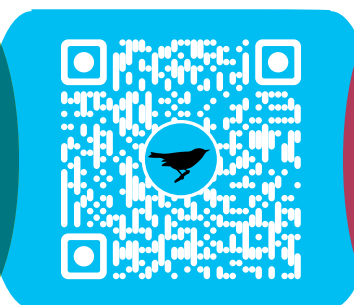
4. Explore our support resources:

Parent/Teacher Info



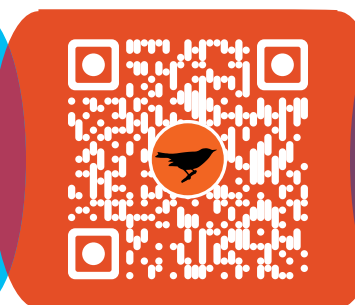
[blackbirdandcompany.com/
information-for-parents-and-teachers](https://blackbirdandcompany.com/information-for-parents-and-teachers)

Answer Keys



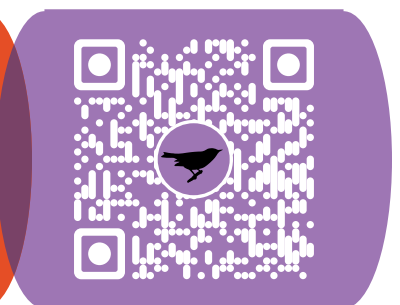
[blackbirdandcompany.com/
information-for-parents-and-teachers/
answer-keys](https://blackbirdandcompany.com/information-for-parents-and-teachers/answer-keys)

Free Resources



[blackbirdandcompany.com/
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 6th Grade Collection contains the following items:

LITERATURE/WRITING • Level 3 Year Pack C

6 Workbooks & Novels:

- | | | | |
|---|---|---|--|
| <input type="radio"/> <i>The Captain's Dog</i> | <input type="radio"/> <i>Pictures of Hollis Woods</i> | <input type="radio"/> <i>The Wanderer</i> | <input type="radio"/> <i>Teacher Helps</i> |
| <input type="radio"/> <i>The Liberation of Gabriel King</i> | <input type="radio"/> <i>The Thief Lord</i> | <input type="radio"/> <i>The Westing Game</i> | |

GRAMMAR • One True Sentence C: Tools of Style 2

- | | |
|---|--|
| <input type="radio"/> <i>Student Workbook</i> | <input type="radio"/> <i>A Sentence a Day Workbook</i> |
|---|--|

VOCABULARY • Operation Lexicon: Madeline L'Engle

- | |
|---|
| <input type="radio"/> <i>Student Workbook</i> |
|---|

COMPOSITION • The Essay – Volume 1

- | | |
|---|--|
| <input type="radio"/> <i>Student Workbook</i> | <input type="radio"/> <i>Thinking in Threes Workbook</i> |
|---|--|

CREATIVE WRITING • Poetry: Exploring

- | | | |
|---|---|--|
| <input type="radio"/> <i>Student Workbook</i> | <input type="radio"/> <i>A Kick in the Head</i> | <input type="radio"/> <i>Writing Inspiration Photo Cards</i> |
| <input type="radio"/> <i>The Place My Words are looking For</i> | <input type="radio"/> <i>How to Eat a Poem</i> | |

RESEARCH WRITING • Significant People – Year Pack D

Mahatma Gandhi

- | |
|--|
| <input type="radio"/> <i>Student Workbook</i> |
| <input type="radio"/> <i>Who Was Mahatma Gandhi?</i> |
| <input type="radio"/> <i>Gandhi</i> |

Katherine Johnson

- | |
|---|
| <input type="radio"/> <i>Student Workbook</i> |
| <input type="radio"/> <i>DK Life Stories: Katherine Johnson</i> |
| <input type="radio"/> <i>A Computer Called Katherine</i> |

Jacques Cousteau

- | |
|--|
| <input type="radio"/> <i>Student Workbook</i> |
| <input type="radio"/> <i>Who Was Jacques Cousteau?</i> |
| <input type="radio"/> <i>Manfish</i> |

Neil Armstrong

- | |
|--|
| <input type="radio"/> <i>Student Workbook</i> |
| <input type="radio"/> <i>Who Was Neil Armstrong?</i> |
| <input type="radio"/> <i>One Giant Leap</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...

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

Literature + Writing Discovery: Level 3 – Year Pack C

1. In addition to the blue student guides and accompanying books, you 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 2

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: Madeline L'Engle

A lexicon is the collected vocabulary utilized by a writer. Over the course of 25 weeks, students will explore a cluster of words from the lexicon of Madeleine L'Engle. Using these words in an original way, with inspiration from favorites such as *A Wrinkle in Time*, *A Swiftly Tilting Planet*, and *A Wind in the Door*, will help the budding wordsmith recognize the plasticity of language and delight in its beauty.

1. Everything for the teacher is included in the front of the student guide. Begin by reading the ***Introduction*** followed by ***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 Madeline L'Engle:



Ultimately, you have to sit down and start to write. And even if all you do is type out “I can’t write this morning; I can’t write this morning; oh, bother, I can’t write this morning,” that will sometimes prime the pump and get it started.

Intro to Composition: The Essay – Volume 1

Essay as Structure: Become an Architect!

Your student will be guided on an exploration of essay form and writing technique. Writers will be introduced to the strategies and stylistic techniques that will enable them to compose authentic essays.

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, the student will walk through information about a specific part of essay form. The second week of each lesson, students will craft an expanded paragraph.
2. Next, sit with your student to introduce the *For the Student* pages, these will provide great reference information.
3. **Thinking in Threes** helps students practice the cardinal “rules of three” in essay writing. Students will be prompted to complete specific activities in this workbook along the way. Begin by reading the *Table of Contents* and the **A Note for Teachers** section inside the workbook. Flip through a section to familiarize yourself with the nature of the lessons. Answer keys are in the back of the book, however, much of the work, being writing, is subjective in nature.



Poetry: Exploring

This guide will help your student discover the art of writing poems and the delight of reading poetry. Within 7 concise sections, students will explore excellent poetry, the basic techniques used by poets, plus practice writing original poems. Each section can be utilized in one hour-long weekly session, or two to three 30 to 45-minute sessions per week.

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 Understanding a Poem**.
2. Now flip through the first section to see how students will be directed to independently read selections of poetry, to learn about poetic form, and to write original poems.



Research Writing: Significant People: Year Pack D

In 5 short weeks, your students will walk through the process of studying a significant person from history, culminating in the crafting of an original biographical essay. An hour per week of focused time should be sufficient to complete this work. Some students may need a bit more time to account for the reading.

Following are some strategies that will help you begin:

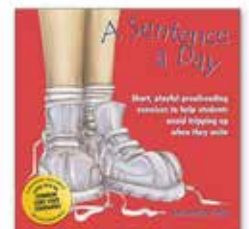
1. Begin by reading **How this Guide is Organized** in the front of the student guide.
2. Study the **Assignment Checklist** in the front of the student guide, as this is a tool that can be utilized by both the student and the teacher.
3. Study the **Essay Diagram** also in the front of the student guide. During the first three weeks, students will read the biography, gather words to help them describe the person, and create one body paragraph each week. During the fourth week, students will craft an opening and closing paragraph and put their essay together.
4. Week 5 is devoted to creating a final draft of their essay, as well as a culminating project to accompany the research.

Exploring and being inspired by larger-than-life people who have impacted the shaping of the world, will inspire students to have a larger view of what's possible.



Sentence a Day

Students receive proofreading practice in daily doses that don't overwhelm. **A Sentence a Day** offers daily practice proofreading and editing a singular playful sentence. Practicing the art of correcting 200 incorrect sentences over time reinforces skills that build strong writers. Familiarize yourself with the instructions and set aside 10-15 minutes per day for your student to proofread.



Grade Level Collection | **Suggested Yearly Schedule**

1 = Week Number

 = 1 Week in Workbook

 = Review or Complete

 = No Assignment

Use 4 weeks to complete the story activities. Use week 5 for project build. Use week 6 for project presentation and review.

Begin on week 5.

Operation Lexicon: Madeleine L'Engle • 3 days/week, 15–30 minutes/day • 25 Weeks

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

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

Complete each study guide in 5 weeks then wait 5 weeks before beginning the next.

2-5 lessons per week

[illegible]

6th Grade

Grade Level Collection | *Suggested Weekly Literature Schedule*

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 WEEK 1 Begin Section 1	<ul style="list-style-type: none"> Complete Section 1 reading before beginning Week 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 1 due Begin reading for Section 2
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 2 due Begin reading for Section 3 Brainstorm ideas for 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 3 due Begin reading for Section 4 Develop your idea and plan 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 4 due Continue developing and planning Section 5
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