

Weekly Planning Schedule

Note that comprehension questions are not mentioned in the following lesson planner. Please see Comprehension Questions on page 2 of this Guide and plan accordingly. The following schedule assumes that comprehension questions will be completed along with the reading at the pace that you choose (daily, weekly, bi-weekly, etc.). Comprehension questions are located in the student guide immediately following the vocabulary for each reading selection. Answers are in this Guide with each chapter.



Note that in the second semester there are more comprehension questions per week, on average, than in the first. This gives students more challenge as they progress through the class. If you need to, don't hesitate to test more frequently in the second semester than you did in the first.

This schedule does not take into account any vocabulary, grammar, or other language-arts work you may be doing. Because this varies from family to family, I decided to create a weekly rather than daily schedule. You may choose, for example, to do only literature on Mondays, Wednesday, and Fridays and only grammar and vocabulary on Tuesdays or Thursdays. Others may wish to work on all subjects, all days. This schedule allows for both.

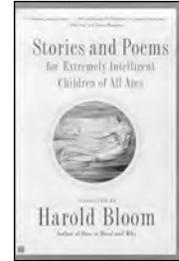
There is no harm in letting students who finish early with a week's worth of work to work ahead. This may give some breathing room later if they find they need more time than allotted with a later lesson, or they can take the extra time to write extra compositions. One full week is allotted at the end for any catch-up work that is necessary and to review all papers written during the semester.

All references to the Lightning Lit Guide in this schedule refer to the Student Guide. You should grade the assigned work as it is completed.

Semester 1

WEEK 1

- Read “Welcome to Lightning Literature,” p. 1.
- Read *Lightning Lit*, Chapter 1, “Introduction,” pp. 5–6.
- Read “A Crazy Tale,” pp. 28–33 in *Stories and Poems for Extremely Intelligent Children*.
- Read *Lightning Lit* Chapter 1, lesson and mini-lesson, pp. 8–18.
- Complete as many workbook pages as possible for “A Crazy Tale,” pp. 1–18 (in back of the student guide).



WEEK 2

- Finish any remaining workbook pages for “A Crazy Tale.”
- Complete one writing lesson for “A Crazy Tale,” pp. 19–20; if you finish this early, you may complete a second writing exercise.

WEEK 3

- Review composition(s) for “A Crazy Tale” and make any necessary revisions.
- Read *Lightning Lit*, Chapter 2, “Introduction,” pp. 23–24.
- Read Chapters 1–12 of *Treasure Island*, pp. 3–105.



WEEK 4

- Read Chapters 13–27 of *Treasure Island*, pp. 109–232.

WEEK 5

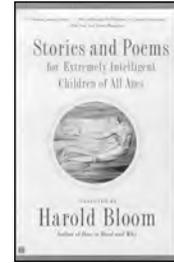
- Read Chapters 28–34 of *Treasure Island*, pp. 235–298.
- Read *Lightning Lit* Chapter 2, lesson and mini-lesson, pp. 34–45.
- Complete as many workbook pages as possible for *Treasure Island*, pp. 19–40 (in back of the student guide).

WEEK 6

- Finish any remaining workbook pages for *Treasure Island*.
- Complete one writing exercise for *Treasure Island*, pp. 46–47; if you finish this early, you may complete a second writing exercise.

WEEK 7

- Review composition(s) for *Treasure Island* and make any necessary revisions.
- Read *Lightning Lit*, Chapter 3, “Introduction,” pp. 51–52.
- Read all poems for this lesson from *Stories and Poems*:
 - “There Was a Child Went Forth” by Walt Whitman—pp. 40–42
 - “I Saw a Peacock with a Fiery Tail”—anonymous—p. 127
 - “The Mad Gardener’s Song” by Lewis Carroll—pp. 149–150
 - “The War-Song of Dinas Vawr” by Thomas Love Peacock—pp. 150–152
 - “The Dalliance of the Eagles” by Walt Whitman—p. 348
 - “London Snow” by Robert Bridges—pp. 417–418
- Read *Lightning Lit*, Chapter 3, lesson and mini-lesson, pp. 55–63
- Complete as many workbook pages as possible for Vivid Imagery in Poetry, pp. 41–63 (in back of the student guide).

**WEEK 8**

- Finish any remaining workbook pages for Vivid Imagery in Poetry.
- Complete one writing exercise for Vivid Imagery in Poetry, pp. 64–65; if you finish this early, you may complete a second writing exercise.

WEEK 9

- Review composition(s) for Vivid Imagery in Poetry and make any necessary revisions.
- Read *Lightning Lit*, Chapter 4, “Introduction,” p. 69.
- Read Chapters 1–6 of *A Day of Pleasure*, pp. 5–71.

**WEEK 10**

- Read Chapters 7–12 of *A Day of Pleasure*, pp 77–147.

WEEK 11

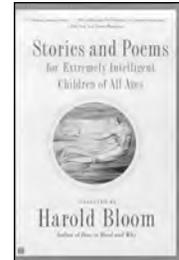
- Read Chapters 13–19 of *A Day of Pleasure*, pp 153–227.
- Read *Lightning Lit*, Chapter 4, lesson and mini-lesson, pp. 78–86.
- Complete as many workbook pages as possible for *A Day of Pleasure*, pp. 65–84 (in back of the student guide).

WEEK 12

- Finish any remaining workbook pages for *A Day of Pleasure*.
- Complete one writing exercise for *A Day of Pleasure*, pp. 87–88; if you finish this early, you may complete a second writing exercise.

WEEK 13

- Review composition(s) for *A Day of Pleasure* and make any necessary revisions.
- Read *Lightning Lit*, Chapter 5, “Introduction,” pp. 91–92.
- Read “Wakefield” from *Stories and Poems*, pp. 254–261.
- Read *Lightning Lit*, Chapter 5, lesson and mini-lesson, pp. 95–109
- Complete as many workbook pages as possible for “Wakefield,” pp. 85–115 (in back of the student guide).

**WEEK 14**

- Finish any remaining workbook pages for “Wakefield”
- Complete one writing exercise for “Wakefield,” pp. 110–111; if you finish this early, you may complete a second writing exercise

WEEK 15

- Review composition(s) for “Wakefield” and make any necessary revisions.
- Read *Lightning Lit*, Chapter 6, “Introduction,” pp. 115–116.
- Read Chapters 1–3 of *A Christmas Carol*, pp. 1–91.

**WEEK 16**

- Read Chapters 4–5 of *A Christmas Carol*, pp. 92–126.
- Read *Lightning Lit*, Chapter 6, lesson and mini-lesson, p. 125–132.
- Complete as many workbook pages as possible for *A Christmas Carol*, pp. 117–140 (in back of the student guide).

WEEK 17

- Finish any remaining workbook pages for *A Christmas Carol*.
- Complete one writing exercise for *A Christmas Carol*, pp. 133–134; if you finish this early, you may complete a second writing exercise.

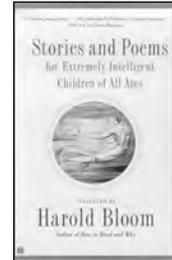
WEEK 18

- Review all the writing exercises you’ve completed so far and make any necessary changes.

Semester 2

WEEK 1

- Read *Lightning Lit*, Chapter 7, “Introduction,” pp. 137–138.
- Read all poems for this lesson from *Stories and Poems*:
 - “Goblin Market” by Christina Rossetti—pp. 264–279
 - “A Leave-Taking” by Algernon Charles Swinburne—pp. 315–316
 - “Autumn” by John Clare—pp. 317–318
 - “Weep You No More, Sad Fountains” by Anonymous—p. 322
 - “Love Will Find Out the Way” by Anonymous —pp. 352–353
 - “Who Has Seen the Wind?” by Christina Rossetti—p. 358
 - “The Silver Swan” by Orlando Gibbons—p. 381
 - “The Snowstorm” by Ralph Waldo Emerson—p. 416
- Read *Lightning Lit* Chapter 7, lesson and mini-lesson, pp. 142–150
- Complete as many workbook pages as possible for Figurative Language. pp. 141–161 (in back of the student guide).

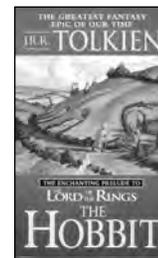


WEEK 2

- Finish any remaining workbook pages for Figurative Language.
- Complete one writing lesson for Figurative Language pp. 151–152; if you finish this early, you may complete a second writing exercise.

WEEK 3

- Review composition(s) for Figurative Language and make any necessary revisions.
- Read *Lightning Lit*, Chapter 8, “Introduction,” pp. 155–156.
- Read Chapters I–VI of *The Hobbit*, pp. 1–111.



WEEK 4

- Read Chapters VII–XII of *The Hobbit* pp. 112–233.

WEEK 5

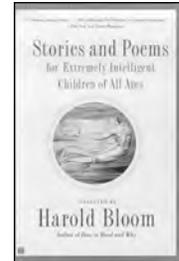
- Read Chapters XIII–XIX of *The Hobbit* pp. 234–305.
- Read *Lightning Lit* Chapter 8, lesson and mini-lesson, pp. 165–174.
- Complete as many workbook pages as possible for *The Hobbit*, pp. 163–185 (in back of the student guide).

WEEK 6

- Finish any remaining workbook pages for *The Hobbit*.
- Complete one writing exercise for *The Hobbit*, pp. 175–176; if you finish this early, you may complete a second writing exercise.

WEEK 7

- Review composition(s) for *The Hobbit* and make any necessary revisions.
- Read *Lightning Lit*, Chapter 9, “Introduction,” p. 179.
- Read “Reflections” from *Stories and Poems* pp. 42–48.
- Read *Lightning Lit*, Chapter 9, lesson and mini-lesson, pp. 181–187.
- Complete as many workbook pages as possible for “Reflections,” pp. 187–210 (in back of the student guide).

**WEEK 8**

- Finish any remaining workbook pages for “Reflections.”
- Complete one writing exercise for “Reflections,” pp. 188–189; if you finish this early, you may complete a second writing exercise.

WEEK 9

- Review composition(s) for “Reflections” and make any necessary revisions.
- Read *Lightning Lit*, Chapter 10, “Introduction,” pp. 193–194.
- Read the Preface–Chapter 8 of *My Family and Other Animals*, pp. xi–109. **NOTE:** This book contains mild swearing. You may want to read the book first and eliminate certain sections from your child’s assigned reading or talk about it with you child.

**WEEK 10**

- Read Chapters 9–15 of *My Family and Other Animals*, pp. 110–220.

WEEK 11

- Read Chapters 16 through “The Return” of *My Family and Other Animals*, pp. 220–273.
- Read *Lightning Lit*, Chapter 10, lesson and mini-lesson, pp. 204–214.
- Complete as many workbook pages as possible for *My Family and Other Animals*, pp. 211–230 (in back of the student guide).

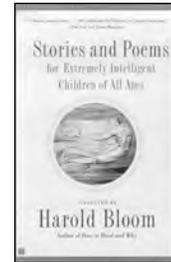
WEEK 12

- Finish any remaining workbook pages for *My Family and Other Animals*.
- Complete one writing exercise for *My Family and Other Animals*, pp. 215–216; if you finish this early, you may do a second writing exercise.

WEEK 13

- Review composition(s) for *My Family and Other Animals* and make any necessary revisions.

- Read *Lightning Lit*, Chapter 11, “Introduction,” pp. 219–220.
- Read all poems for this lesson from *Stories and Poems*:
 - “The Human Seasons” by John Keats—p. 25
 - “The Fairies” by William Allingham—pp. 52–53
 - “I Loved a Lass” by George Wither—pp. 345–346
 - “The Splendour Falls on Castle Walls” by Alfred, Lord Tennyson—pp. 346–347
 - “So, We’ll Go No More A-Roving” by G. Gordon, Lord Byron—pp. 347–348
 - “A Wintry Sonnet” by Christina Rossetti—p. 380
 - “Nightmare” by William Schwenk Gilbert—pp. 382–384
 - “Mariana” by Alfred, Lord Tennyson—pp. 512–515
- Read *Lightning Lit*, Chapter 11, lesson and mini-lesson, pp. 224–236.
- Complete as many workbook pages as possible for Meter in Poetry pp. 231–249 (in back of the student guide).



WEEK 14

- Finish any remaining workbook pages for Meter in Poetry.
- Complete one writing exercise for Meter in Poetry pp. 237–238; if you finish this early, you may complete a second writing exercise.

WEEK 15

- Review composition(s) for Meter in Poetry and make any necessary revisions.
- Read *Lightning Lit*, Chapter 12, “Introduction,” pp. 241–242.
- Read Chapters 1–15 of *To Kill a Mockingbird*, pp. 3–155.
NOTE: This book contains mild swearing. You may want to read the book first and eliminate certain sections from your child’s assigned reading or talk about it with you child.



WEEK 15

- Read *Lightning Lit*, Chapter 12, lesson and mini-lesson, pp. 254–265.
- Read Chapters 16–31 of *To Kill a Mockingbird*, pp. 155–281.
- Complete as many workbook pages as possible for *To Kill a Mockingbird*, pp. 253–279 (in back of the student guide).

WEEK 17

- Finish any remaining workbook pages for *To Kill a Mockingbird*.
- Complete one writing exercise for *To Kill a Mockingbird*, p. 266; if you finish this early, you may complete a second writing exercise.

WEEK 18

- Review all the writing exercises you’ve completed this semester (or for the entire year if you prefer) and make any necessary changes.

Congratulations on finishing this course!