

# English Language Arts Kindergarten

## ELA Lesson 1: Acting and Drama

**Standards Taught:** FA.Drama.K.T.CR.1, FA.Drama.K.T.CR.2, FA.Drama.K.T.CR.3, FA.Drama.K.T.CR.4, FA.Drama.K.T.CR.5, FA.Drama.K.T.P.1, FA.Drama.K.T.P.2, FA.Drama.K.T.P.3, FA.Drama.K.T.P.4, FA.Drama.K.T.P.5, FA.Drama.K.T.P.6, FA.Drama.K.T.P.7, FA.Drama.K.T.P.8, FA.Drama.K.T.P.9, FA.Drama.K.T.R.1, FA.Drama.K.T.R.2, FA.Drama.K.T.R.3, FA.Drama.K.T.R.4, FA.Drama.K.T.CO.1, FA.Drama.K.T.CO.2

Read one of your child's favorite stories to him/her. After the story, ask your child to tell you who the story is about, who else is in the story, where it happens, and what happens in the plot. Encourage your child to tell you the events of the story in order. Tell your child that they get to turn their story into a play. Point out that they will need friends or family to help.

Ask your child to assign casting roles to each friend or family member who is willing to help. Then, ask your child to tell these friends which character they each are representing and the plot of the story.

Next, point out that characters need costumes. Help your child find or make simple costumes for each character.

Then, point out that the play needs a set. Help your child create a set, using their ideas and the pictures in their story.

Finally, point out that the actors need to practice acting out the story. Read through the pages of the book one by one. As you do, encourage the actors to act out their story.

If your child would like, run through the whole play again, this time recording a video of it for your child to watch later.

This project can take as little as a few hours or as much as a week to complete.

**ELA Lesson 2: Punctuation Review**

**Standards Taught:** K.SS.Cit.2.2.c, K.ELA.L.2, K.ELA.L.2.b

Do the review sheet below with your child, reviewing and adding punctuation as appropriate.

I am so mad \_\_\_\_\_



My sister is older than me \_\_\_\_\_



I got a chocolate bar for my birthday \_\_\_\_\_



My brother stole my bouncy ball \_\_\_\_\_



Where do you live \_\_\_\_\_



Can we go to the park \_\_\_\_\_



### **ELA Lesson 3: Word Spacing**

**Standards Taught:** ELA.R.FS.1.c

Ask your child to get the book you read today and open it to their favorite page. Ask them to tell you what happened in the story and why they like that story. Ask your child if they can read any of the words on the page and help them sound out a few. Finally, ask your child how they know when the word starts and/or stops. Point out that words are separated by a space. This tells us where a word begins and ends and helps us not mix the words together.

Ask your child to tell you a sentence about this story. Remind them that a sentence must have a subject (something it is about) and a verb (something that the verb did) and be a complete thought. Write their sentence on a blank piece of paper. As you write, point out that you are leaving a space between each word by placing your index finger at the end of each word and beginning the next word to the right of it.

Ask your child to copy the sentence you just wrote. Encourage them to use their index finger for correct spacing. Point out punctuation and encourage its correct use.

If your child would like to continue writing, repeat the process with additional sentences. Review why spacing is important with your child at the end of the lesson.

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**ELA Lesson 4: Word Spacing Review**

**Standards Taught:** ELA.R.FS.1.c

Ask your child to write the following sentences with corrected capitalization, punctuation, and word spacing. Work through each one with them, going word by word.

the knight saved the princess fromthe dragon

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---

the monster wassad

---

---

the fastest carwas blue

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## ELA Lesson 5: Long and Short Vowels

**Standards Taught:** K.ELA.R.3.b

Show your child the following letters, asking them to tell you what sound each letter makes:

b f w

Next, explain that some letters, called vowels, can make more than one sound. Ask your child to name the vowels below:

a e i o u

Ask your child to tell you what sounds they know these letters make. Likely, they will tell you the short vowel sounds. Praise your child for correct vowel sounds.

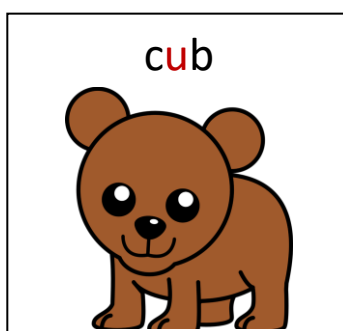
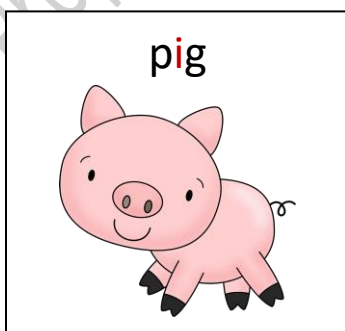
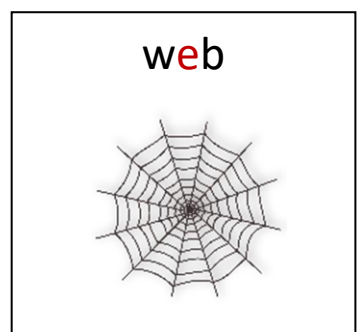
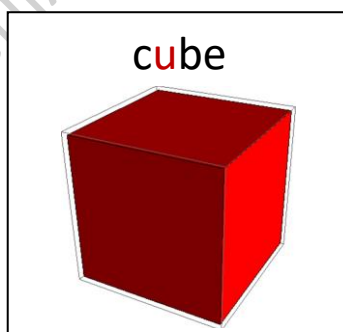
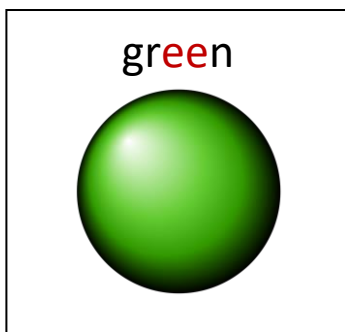
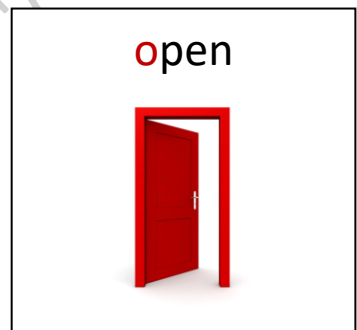
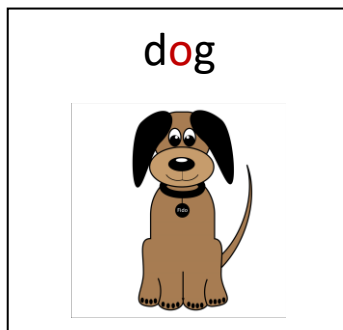
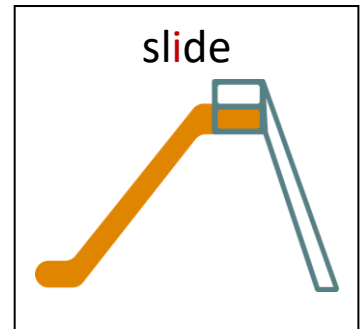
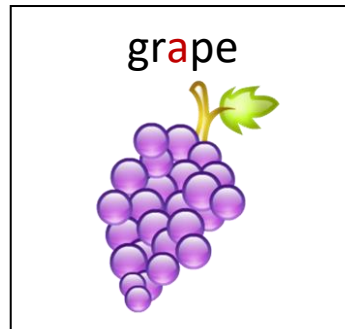
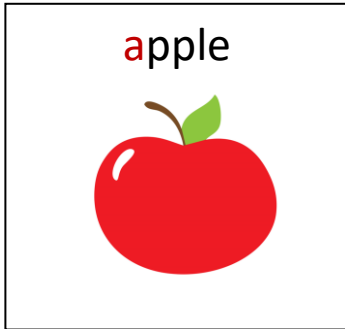
Next, explain that vowels also make long vowel sounds. This just means that instead of their sound, they say their name. Point to each vowel above, saying the long vowel sound as you do. Ask your child to repeat the sounds as you go.

Finally, watch this [video \(https://www.youtube.com/watch?v=xTKPxa9y9TM\)](https://www.youtube.com/watch?v=xTKPxa9y9TM) with your child, helping them to sort each example into long or short vowel sounds. Pause the video after each word, say the word, say the vowel sound, and ask your child if it is a short vowel (makes the letter sound) or a long vowel (says the letter's name). Repeat as many times as needed.

## ELA Lesson 6: Long and Short Vowel Review

Standards Taught: K.ELA.R.3.b

Ask your child to cut out the boxes below. Have them say the word aloud, underline the vowel, and sort the word into long or short vowel sounds, gluing them into the correct area on the chart.



Short Vowels

Long Vowels

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## ELA Lesson 7: Compare and Contrast Stories

**Standards Taught:** K.ELA.RL.9

Ask your child to choose two of their favorite fictional stories. Make sure they have different characters.

Sit with your child and read the stories aloud, allowing them to follow along and view the illustrations. Review what an author and illustrator are and what they do.

After each story, discuss the following questions with your child:

Who was this story about?

Where did it take place?

What happened in the story?

What was the problem or challenge the main characters faced?

How did the characters fix the problem?

How did the story end?

After you have read and discussed both stories, ask your child to compare and contrast the stories. Use the following questions as a guide for the conversation:

What is the same about the main characters in the two stories?

How are the two main characters different?

Did the stories take place in the same setting? What was the same or different about where the characters were?

What was the same about the adventures the characters went on? What was different?

Did both characters have to do something that was difficult?

Was there anything the same about how the characters faced their challenges?

Did the stories both have a happy ending?

Repeat this lesson each day for the rest of the week, asking your child to choose two new stories each day. Allow your child to begin to compare and contrast on their own as much as they can.



## ELA Lesson 8: Plural Nouns Part I

**Standards Taught:** K.ELA.L.1.c

Show your child the two images below. Ask them to tell you what the difference is between the two. Point out that one has a single cat while the other has more than one cats. Explain that when we write the plural (or more than one) version of a word, we add the letter /s/ or the letters /es/ to the end of the word. Most words simply need an /s/ added at the end to tell the reader that there is more than one. Today, we are going to make words plural by adding the letter /s/. Do the Plural Nouns I worksheet with your child.



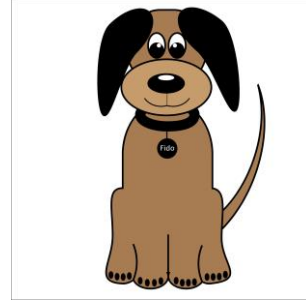
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## Plural Nouns Part I

Each picture shows a singular noun. Draw a picture of more of nouns in the box and add an s to the end of the word to change it to a plural noun.



**train**



**dog**



**house**



**bucket**



**lion**



**pen**

## **ELA Lesson 9: Plural Nouns Part II**

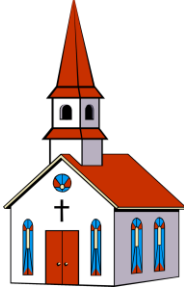
**Standards Taught:** K.ELA.L.1.c

Review with your child what a plural noun is. (It means there is more than one) Ask them to tell you how most nouns are changed into a plural when we are writing. (You add an s at the end). Explain that there are some words that we cannot just add a /s/ to. For these words, we need to add two letters at the end to make them plural. When a word ends in the letters /s/, /x/, /ch/, /z/, or /sh/ we add /es/ to the end to make them plural. Do the worksheet titled Plural Nouns Part II with your child.

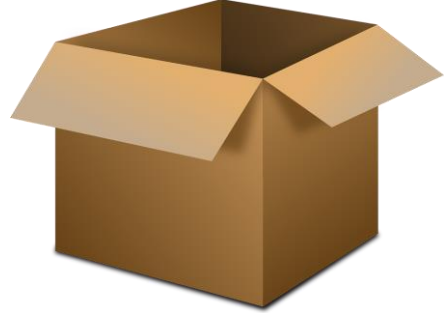
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## Plural Nouns Part II

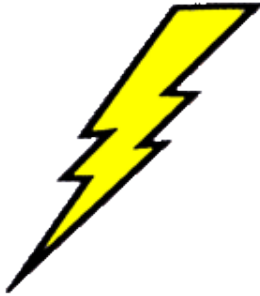
Each picture shows a singular noun. Draw a picture of more of nouns in the box and add an es to the end of the word to change it to a plural noun.



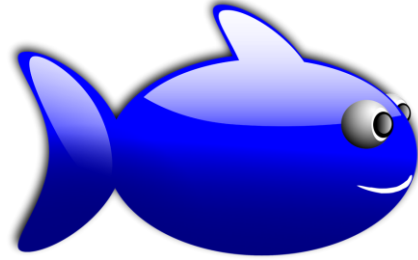
**church**



**box**



**flash**



**fish**



**class**



**waltz**

## ELA Lesson 10: Shades of Meaning

**Standards Taught:** K.ELA.L.5.D, K.PE.1, K.PE.1.1, K.PE.1.6, K.PE.2.1, K.PE.2.2, K.PE.2.3

Ask your child to cut out the cards below, mix them up, and place them in a bowl, hat, or basket. Then ask them to choose one of the cards and read it aloud. Together, do the action on the card. Repeat for each action, discussing the subtle differences between actions that are alike.

**walk**

**strut**

**march**

**prance**

**leap**

**hop**

**jump**

**run**

**jog**

**sprint**

## ELA Lesson 11: Two Meanings

**Standards Taught:** K.ELA.L.4.a

Ask your child what the word “duck” means. Allow them to tell you the definition that comes to their mind first. Then, ask them if “duck” can mean anything else. Explain that the word “duck” has more than one meaning. It can mean a bird that eats bread and says quack or it can mean an action where we lower our bodies (demonstrate ducking).

Review the following words with your child asking them to find both meanings of each word. Allow them to draw the nouns and act out the verbs while repeating the word each time.

state: a part of our country, a place

state: to say

scale: a part of the skin of a fish

scale: something you weigh yourself on

iron: a type of metal

iron: use a warm tool to flatten wrinkles on fabric

bat: a tool for hitting baseballs

bat: an animal that flies at night

trip: to fall over something

trip: to go far away

ring: jewelry you wear on your finger

ring: a noise the phone makes

saw: a tool for cutting wood

saw: past-tense of see

bear: an animal in the woods

bear: to carry something

bark: a noise a dog makes

bark: the outside skin of a tree

bowl: something you eat soup in

bowl: a game played with a ball and ten pins

**\*Lessons 12-13 are meant to be review lessons to cover any area your child has not yet mastered in ELA and other standards. The following lessons are what my child needs to review. Adjust as needed.**

**ELA Lesson 12: Capitalization and Punctuation Review**

**Standards Taught:** K.ELA.2, K.ELA.2.a, K.ELA.2.b

Review with your child the rules for capitalization: first letter of a sentence, names of people or places, days and months, and the pronoun I. Review punctuation rules and usage: periods for normal sentences, exclamation points when the speaker is excited, and question marks for questions. Then work through the following problems with your child, helping them to correct capitalization and write the correct punctuation at the end of the sentence.

i can't wait to go to the party

---

does your cat like to eat candy

---

the car driving to paris was blue

---

**ELA Lesson 13: My Name, Address, and Phone Number**

**Standards Taught:** K.SS.2.2.a

Write the information below down for your child and review it aloud with them 3 times. Then, ask your child to give you each of the pieces of information. Allow them to read it from the paper back to you as needed. Practice each day until your child can recite their full name, address, and telephone number without looking at the paper. Teach your child how to call the phone number of both parents and 911 (emphasizing it is only for emergency use) on your phone.

Full Name:

---

Physical Address:

---

---

Phone Number:

---

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## ELA Lesson 14: Inflections and Affixes

**Standards Taught:** K.ELA.4.b

Ask your child to help you read a short story. Make sure it is grade-level appropriate for your child's reading abilities. When you are finished with the story, ask your child if there were any words in the story they did not understand. If there were, go back and find those words in a story. Then, help your child find clues to what the word means. Show your child a dictionary and help them find the word in the dictionary, too, explaining that the dictionary can help us understand words we do not know. Repeat for each word your child mentions.

Write down the word *preheat* on a blank paper. Ask your child if they know what this word means. If not, underline the word *heat*. Discuss the meaning of heat (to warm something up). Circle the word *pre* and explain that pre means before. Ask your child to put the two meanings together and try to tell you what the word means. Explain that preheat means to warm something up, like an oven, before you use it.

Repeat this process for the following words, asking your child to underline the parts of the words they know and circle the parts they do not. Take your time and allow help your child to understand the meanings of each inflection and affix. (-ed = already done, -s = more than one/happening now, re- = again, un- = not, -ful = full of, -less = has none, -ing = happening now, -er = more than, -est = most). Encourage your child to point out some of these words, and others like them, the next time you read a book and try to figure out their meaning. Continue this for at least a week to help your child understand the concept.

joyful

taller

sleeps

painted

reddest

undo

reheat

hairless

reading

**\*The reminder of the ELA lessons for this year will be taught again in 2<sup>nd</sup> and 5<sup>th</sup> grades. Adjust images and wording as needed to make this lesson word-appropriate. These lessons reflect Media Literacy Standards which repeat throughout elementary school and are learned over time.**

### **ELA Lesson 15: Media Messages**

**Standards Taught: LM.ML.10.1, LM.ML.10.2, LM.ML.10.3, LM.ML.10.4, LM.ML.10.5, LM.ML.11.1, LM.ML.11.2, LM.ML.12.1, LM.ML.12.2, LM.ML.13.1, LM.ML.13.2, LM.ML.13.3**

Print the following advertisements before the lessons

[Image 1](#)

[Image 2](#)

[Image 3](#)

[Image 4](#)

[Image 5](#)

[Image 6](#)

[Image 7](#)

[Image 8](#)

[Image 9](#)

1. [https://cdn-images-1.medium.com/max/1600/1\\*uKdVIFZ9ey8-v7ChXagKZQ.jpeg](https://cdn-images-1.medium.com/max/1600/1*uKdVIFZ9ey8-v7ChXagKZQ.jpeg)
2. [https://racheljungkind.files.wordpress.com/2015/04/ad\\_225.jpg](https://racheljungkind.files.wordpress.com/2015/04/ad_225.jpg)
3. [https://selfianna.files.wordpress.com/2014/10/dr\\_alexander\\_smith\\_040513\\_new\\_packshot.jpg](https://selfianna.files.wordpress.com/2014/10/dr_alexander_smith_040513_new_packshot.jpg)
4. [http://4.bp.blogspot.com/-uWd8M6fqyYg/UYXl-HSwyYI/AAAAAAAAAJE/kFsm\\_UH5KH8/s1600/138156.jpg](http://4.bp.blogspot.com/-uWd8M6fqyYg/UYXl-HSwyYI/AAAAAAAAAJE/kFsm_UH5KH8/s1600/138156.jpg)
5. <https://annramadhani.files.wordpress.com/2015/01/9.jpg>
6. <https://www.nerdwallet.com/assets/blog/shopping/files/2013/11/Old-Navy-Black-Friday-01.jpg>
7. <http://thevisualcommunicationguy.com/wp-content/uploads/2017/09/Bandwagon-Appeal-Advertising-4.png>
8. <http://3.bp.blogspot.com/-6khbYzkUidg/VLkrMjMGq4I/AAAAAAAAANU/LqEd0un4xn4/s1600/006.jpg>
9. <http://2.bp.blogspot.com/-xaHxTZO2fRo/UTLpEw-XzPI/AAAAAAAAABHU/FWen9ctsk0U/s1600/Logos1.jpg>

Media is used to share messages. We read books, watch videos, and talk to each other using social media. We are constantly sharing messages and constantly seeing and hearing messages from others. All of these messages were put together by someone with a purpose in mind.

Some messages convey our feelings and opinions. Others share information. Others are for entertainment and fun. Some, called advertisements, try to convince us to do or buy something.

Advertisements are around us all the time. We see them on billboards, in books and magazines, at the store, on televisions, and they even come in our mail. Name a few examples of advertisements you remember and discuss it with a family member. What were those ads trying to convince you to buy? Why did you notice them? Why do you remember them?

Whether you know it or not, the people who created those advertisements made them in such a way that you would notice them, listen to them, and remember them. Advertisements are created to convince you that you need to buy something, whether you actually do or not.

The use of certain colors (red, yellow, and blue especially) catches your eye. How many of the ads you remembered had at least one of those colors? How many ads do you see that are black and white?

While some advertisements convey fact, many use different methods to make you think a certain way, even if you don't actually believe it. Using the images you printed out, see if you can match the ad to the method and discuss how each ad is making you believe something. Discuss how each ad makes you feel or what it makes you think. Does everyone in your family experience the ad in the same way? Do some people see it differently?

#### Method 1: Humor

If they can get you to laugh about something, you are more likely to have a good feeling when you are learning about the product, making you more likely to buy it. Humor tends to stick in your head, making you remember the product better.

#### Method 2: Emotion

This type of advertisement appeals to your feelings. It makes you feel something. It may make you feel inspired, happy, sad, guilty, or even angry. The point is those feelings make you want to buy or do something as a reaction. A picture of a hurt child, for example, may make you afraid and convince you to wear a helmet when you ride your bicycle.

#### Method 3: What's the Deal?

These advertisements tell you what an amazing sale they are having. They emphasize the price or the percentage of savings. They don't tell you a lot about the product, but rely upon your

desire to save money to convince you that you need the thing they are selling...even if sometimes you don't.

#### Method 4: Bandwagon

Bandwagon advertisements try to convince you that everyone is doing it. Everyone loves this product. Everyone is doing this activity. They try to make you feel left out if you are not. Be assured, though, not everyone is doing it, even if it is popular.

#### Method 5: Celebrity Endorsements

If someone famous is doing it, it must be cool, right? Like the bandwagon approach, these advertisements play on the human need to fit in. They show us someone we look up to, often someone famous, using a product or engaging in an activity in the hopes that we will want to do it just because that famous person did.

#### Method 6: Logical Arguments

These advertisements present reasons why a product or activity is something you need. Often, they tell us how this thing will make our lives easier, healthier, or better.

#### Method 7: The Experts Say

These ads play on the human tendency to trust authority. We want someone smarter than us to tell us what to think. If a teacher says this is the best book, we can trust her. These advertisements often leave out the fact that different products work differently for each person and what is best for one may not be best for another. At times they also use actors, rather than real experts, to convince that their product is better. If they do this, they must post the truth somewhere on their ad, usually in very small letters.

#### Method 8: Quality

This type of advertisement tries to convince you that the product shown is better than others. Who doesn't want the best? They often use words like: unique, quality, special, handcrafted, fine, better ingredients, etc.

#### Method 9: Upgrade

This type of ad tries to convince you that you don't want one thing (usually something you already have), you really want another (the product they are selling). Maybe you already have the phone from last year, but look at how amazing the one from this year is.

## ELA Lesson 16: Media Messages (continued)

**Standards Taught:** LM.ML.10.1, LM.ML.10.2, LM.ML.10.3, LM.ML.10.4, LM.ML.10.5, LM.ML.11.1, LM.ML.11.2, LM.ML.12.1, LM.ML.12.2, LM.ML.13.1, LM.ML.13.2, LM.ML.13.3

With your family, watch the following advertisements. See if you can identify the message and method behind each one. As a family, discuss each video after you watch it. How did it make you feel? What did you want to do as you watched it?

Discuss similarities and differences in how each family member experienced the messages presented. Was there an age group that was more or less affected by the ad? Did the girls like it less than the boys? How did your interests and hobbies come into play?

When it is created, every advertisement has an intended audience. This audience is who the creator of the ad is talking to most. Most of the time, the ad is targeted at those who are already most likely to buy the product. An advertisement for sugary cereal, for example, will be targeted to children, showing what the author thinks children will be most interested in. Advertisements for children tend to be shorter in length. An advertisement selling women's boots will be targeted at adult women and may be a little longer. An ad selling baseball bats will show things that baseball players may be interested in and be somewhere in the middle for length.

### [Video 1](#)

(<https://www.ign.com/videos/doritos-3d-super-bowl-55-commercial-flat-matthew-ft-matthew-mcconaughey>)

### [Video 2](#)

(<https://www.youtube.com/watch?v=veQAJ4qlltU>)

### [Video 3](#)

(<https://www.youtube.com/watch?v=2LQd8bidr0c>)

### [Video 4](#)

(<https://www.youtube.com/watch?v=EuEE3KqQ42k>)

### [Video 5](#)

(<https://www.youtube.com/watch?v=HIR8Ar-Z4hw>)

## ELA Lesson 17: Media Messages: Finding the Truth

**Standards Taught:** LM.ML.10.1, LM.ML.10.2, LM.ML.10.3, LM.ML.10.4, LM.ML.10.5, LM.ML.11.1, LM.ML.11.2, LM.ML.12.1, LM.ML.12.2, LM.ML.13.1, LM.ML.13.2, LM.ML.13.3

All media messages, even the articles on the news, are written and created with an audience in mind. They are also written by a human being who has unique experiences and opinions. Therefore, we must be very careful in how we use media messages and which ones we choose to believe. Finding the truth in a world where words, images, and messages can be changed is very difficult.

Take a look at the image [here](https://i.ytimg.com/vi/ra3_BLjv5OU/maxresdefault.jpg) (https://i.ytimg.com/vi/ra3\_BLjv5OU/maxresdefault.jpg). These pictures are of the same plate and the same food. One is the true picture while the other is an edited version. The media creator put the picture they took onto a computer and changed aspects of the image to make the food look better. What changes do you see? How would these changes make it more likely that you would buy the food?

This can be done with anything. [Here](https://i.pinimg.com/originals/52/ae/a2/52aea24421e8dc6316cb13e4945c43d9.jpg) (https://i.pinimg.com/originals/52/ae/a2/52aea24421e8dc6316cb13e4945c43d9.jpg) and [here](https://i.pinimg.com/originals/93/0f/fa/930ffa133f09e46213c83d85384c39d1.jpg) (https://i.pinimg.com/originals/93/0f/fa/930ffa133f09e46213c83d85384c39d1.jpg) are two more examples of changes made to images.

Finally, look at the image [here](http://indiafacts.org/wp-content/uploads/2015/08/Media-Lies.jpg) (http://indiafacts.org/wp-content/uploads/2015/08/Media-Lies.jpg). What is this image trying to tell you? How could the story shown be told two different ways?

Many times, people tell a story in a way that makes them look better or that makes people believe what they want people to believe. For example, if I tell you that someone burned down a forest, you would likely be upset. However, if I told you the whole story, the forest was infested with poisonous spiders who were hurting people, your view may change. Media has a tendency to leave out certain details or emphasize others to control what you think about a story. It is your job, as the person watching or reading this media, to sort through the different stories and search for the truth.

How do we find the truth when everything looks so real?

First, we use common sense. Instead of just accepting what you see or hear as truth, ask questions. Does this make sense? Is there any missing information? What else do I need to know? Am I hearing both sides of the story?

Secondly, we don't rely upon any single source for information. If we only watch one news station, we are only going to hear what they want us to hear. If we watch different stations with different points of view, we will hear more of the complete story. This doesn't ensure that we will get the whole truth, but it helps us piece together more than one view.

Third, we look for trusted sources. Has the person who is presenting the message been truthful in the past? Have they given as much information as they could? Were they there or did they talk to someone who was there? Do they act like they want me to believe a certain point of view or are they just giving information? Are there documents or unedited images to back up what they are saying? Do others say the same thing?

Finally, there are times in today's world where there is no way for us to know the truth completely except by turning to prayer, the scriptures, and personal revelation. We know that Heavenly Father cannot lie and we can trust Him. If there is something we are struggling to know or understand, and He wants us to know it, we can search the words of the prophets and the scriptures. We can ask Him in prayer and wait for the Holy Ghost to give us an answer. There are times when information is out of our reach, even if we pray. However, we can trust in Heavenly Father and act in faith to move forward with what we do know.

### **ELA Lesson 18: Media Messages: Creating an Advertisement**

**Standards Taught: LM.ML.10.1, LM.ML.10.2, LM.ML.10.3, LM.ML.10.4, LM.ML.10.5, LM.ML.11.1, LM.ML.11.2, LM.ML.12.1, LM.ML.12.2, LM.ML.13.1, LM.ML.13.2, LM.ML.13.3**

Using the methods you've learned about, choose a product that you would like to make an advertisement about. Spend this week creating a poster-board sized ad for this product. Try to present your product honestly. Pay special attention to the colors you use, the audience you are trying to reach, and the method you are using to reach them. What makes your ad noticeable? What will convince people to buy your product? What will help them remember your ad?

Present this ad to your family members or friends. Allow them to give feedback on how well the advertisement worked. Poll several people of different ages, interests, and groups to see if your message was received well by the intended audience.