

Required Materials:

Main Idea, Grade 4 by Debra J. Housel

The Mythology Handbook by Lady Hestia Evans, Dugald A. Steer, and Clint Twist

A collection of short plays (e.g. [here](#))

Read and Understand Poetry, Grade 4-5 by Evan-Moor Education Publishers

Practice Makes Perfect: Reading Comprehension (Grade 4)

Property of Phoenix Home Academy. Do not Sale

English Language Arts 4th Grade

ELA Lesson 1: Review Parts of Speech: Nouns & Pronouns

Standards Taught: ELA.L.1, ELA.L.3

Ask your child to remind you what a noun is (person, place, or thing). Then, ask your child to name a few examples of people, places, and things. Explain that there are common nouns, which are general terms, and proper nouns. Remind them that proper nouns name a particular person, place, or thing, and should be capitalized. Some examples of proper nouns are: Shelly, Michael, Paris, the United States, Statue of Liberty, and the White House. Point out that proper nouns do not represent a general person, place, or thing but a single example of a specific noun.

Finally, ask your child if they remember what pronouns are. Explain that pronouns are words that stand in the place of a noun. Some common pronouns are: she, he, that, they, you, it, and this. Ask your child to complete the worksheet for this lesson.

Property of Phoenix Home Academy

ELA Lesson 1 Worksheet

Underline the common nouns and circle the proper nouns in the sentences below.

1. Mary went to the movies last Thursday.

2. Jason asked his dad for a piece of candy.

3. Anna wanted to travel to London.

4. Max researched everything he could in hopes of finding the lost city of Atlantis someday.

Fill in the blank with the proper pronoun for each sentence below.

5. Adam went on a trip with _____ friends.

6. I really love _____ color, but not the other one.

7. _____ is my cup!

8. _____ name is Nancy.

ELA Lesson 2: Relative Pronouns

Standards Taught: ELA.L.1, ELA.L.1.c

Briefly review the previous lesson with your child, reminding them of common nouns, proper nouns, and pronouns.

Next, introduce relative pronouns. Explain that relative pronouns are words that connect a clause or phrase to a noun or pronoun. The clause modifies or describes the noun. Some common relative pronouns are: who, whom, whose, which, and that. At times, when and where can also be relative pronouns. View the chart at the bottom of this [website](#) and discuss each type of relative pronouns and when they should be used.

Review the following examples with your child, pointing out how the relative pronoun helps connect the noun to the phrase describing or modifying it. Ask your child to identify the relative pronoun in each sentence. Then, ask your child to complete the worksheet for this lesson.

We rode in the car that was yellow.

Point out that in this sentence, *that* is the relative pronoun because it connect the noun *car* to the description *yellow*.

It was my sister who ate all the ice cream.

The woman who called me yesterday was a little grumpy.

That is the boy whose backpack broke.

The bedroom, which was a mess, needed to be cleaned.

The flag that was left out in the storm was ripped.

Outside, where it was hot, the popsicle melted.

I remember when soda was only 25¢ a bottle.

ELA Lesson 2 Worksheet

Use a relative pronoun from the word bank to fill in blank for each sentence below.

<u>Word Bank</u>			
who	whom	whose	which
that	where	when	why
what			

1. The cabinet, _____ has a broken door, never closes.
2. She was born _____ people had radios instead of televisions in their home.
3. The man, _____ I met on vacation, became a good friend.
4. This is the only grocery store _____ sells my favorite bread.
5. The abandoned house, _____ a friend of mine used to live, looks haunted.
6. The puppy _____ tail is curled is sweet and cuddly.
7. _____ color is your favorite?
8. Do you know the reason ____ the farmer's market has moved?
9. _____ came to your party last night?

ELA Lesson 3: Review Parts of Speech: Verbs and Adverbs

Standards Taught: ELA.L.1

Review common nouns, pronouns, and reflective pronouns with your child. Then, ask them to remind you what a verb is. Explain that a verb is an action word. It describes what the subject of the sentence is doing. Some examples of verbs are: ran, looked, wrote, thought, will go, and is growing. Point out that verbs can be used in different tenses (past, present, and future). Different verb tenses show when a verb has occurred, is occurring, or will occur. Review the chart below together to remind your child of verb tenses. Ask your child to choose a verb from the chart and make a sentence for each of the tenses.

Verb	Past	Present	Future
call	called	calling	will call
sleep	slept	sleeping	will sleep
walk	walked	walking	will walk
go	went	going	will go

Next, review adverbs with your child. Point out that adverbs are descriptive words that go with verbs (or action words). They tell the reader how an action is being performed. Some examples of adverbs are: slowly, angrily, just a little, over there, and sneakily. Read the following sentences with your child, asking them to identify the verb and adverb for each. Then, ask your child to complete the worksheet for this lesson.

1. The ferret sneakily hid under the couch.
2. The cup silently rolled across the floor.
3. The keys loudly rattled.
4. The butterfly gracefully fluttered away.
5. The monster attacked the balloon ferociously.
6. He carefully set down the birthday cake.
7. She gently rocked the baby.

ELA Lesson 3 Worksheet

Complete each table below. Then, create a sentence that includes one of the verb tenses and the adverb you listed in the table.

1.

Verb	Past	Present	Future	Adverb
run				

2.

Verb	Past	Present	Future	Adverb
cry				

3.

Verb	Past	Present	Future	Adverb
laugh				

ELA Lesson 4: Relative Adverbs

Standards Taught: ELA.L.1, ELA.L.1.c

Review the definition of an adverb (word that describes an action word) with your child. Ask them to name a few examples of verbs and adverbs.

Point out that adverbs can describe several different aspects of a verb. Many tell us the manner of the verb (how it's done) such as quickly, sloppily, or quietly. Others tell us the frequency (how often it's done) such as all the time, repeatedly, or every day. Others tell us the degree (how much) that the verb is done such as almost or completely.

Explain that some adverbs, known as relative adverbs, tell us where, when, or why a verb is, was, or will be done. Read the sentences below. Then, ask your child what questions he/she has about what is happening. What information is missing?

Every year we travel to the place. (What place?)

That party will begin. (When?)

I didn't call you last night. (Why?)

Point out that, in each example, the reader isn't given all the information needed. Relative adverb could be added to each one to tell us where (place), when (time), or why (reason) the verb is taking place. Read the sentences again, this time with relative adverbs added. Ask your child if their questions have been answered. Then, ask your child to complete the worksheet for this lesson.

Every year we travel to the place **where** we first met.

That party will begin **when** the sun sets.

I fell asleep. That's **why** I didn't call you last night.

ELA Lesson 4 Worksheet

Underline the relative adverb in each sentence. Then, complete the sentences on your own, answering the questions the reader may have.

1. I was in a hurry. That's why _____.

2. That bird is sitting where _____.

3. The flight will take off when _____.

4. The flower is growing where _____.

5. The cup was empty. That's why _____.

6. I can eat my candy when _____.

7. The hamster buried his food where _____.

8. Tomorrow is when _____.

ELA Lesson 5: Progressive Verb Tenses

Standards Taught: ELA.L.1. ELA.L.1.d

Ask your child to complete the table below to review verb tenses.

Verb	Past	Present	Future
laugh			

Next, explain that there is another type of verb tense to learn about: progressive verb tenses. This means that the verb (or action word) is in progress and ongoing. The action has not been finished yet. Many times, these progressive verb tenses match the present tense we've already learned about, simply adding an -ing to the end of the verb. For example: It is raining outside.

In this example, we know that the rain is still falling because of the verb tense.

However, progressive verbs can be past, present, or future on their own. We could say:

It was raining outside. (past)

It is raining outside. (present)

It will be raining outside. (future)

Each of these examples has an -ing at the end of the word to show that the rain was, is, or will be ongoing. The past tense adds *was* to the beginning, the present adds *is*, and the future adds *will be*. They show that the rain fell/is falling/or will fall for a certain amount of time.

Explain that, in addition, there is a present perfect progressive tense. This simply means that the verb has recently stopped. Perfect tense simply adds *has been* or *had been* to the verb. For example: It had been raining outside. On the chart below, help your child convert verbs into progressive tenses by adding -ing at the end and either was, is, will be, had been, or has been in the appropriate places. Then, ask your child to complete the worksheet for this lesson.

Verb	Progressive Past	Progressive Present	Progressive Future	Perfect Present Progressive
jump	was jumping	is jumping	will be jumping	has been jumping
kick				
twist				

ELA Lesson 6: Modal Auxiliaries

Standards Taught: ELA.L.1, ELA.L.1.e

Briefly review the previous lessons on verbs, adverbs, and verb tenses with your child, asking them to change the tense of a few verbs. Then, introduce modal auxiliaries, or helping verbs. Modal auxiliaries are added to verbs to indicate possibility, likelihood, ability, permission, obligation, or future intention. The modal auxiliaries we will be learning this year are: can, may, and must.

Using the worksheet for this lesson, help your child complete the table at the top of the page with a list of the things they must do today, the things they may do today, and the things they can do today. When the list is complete, point out that these three words, when added to a verb, explain that they are obligated (must) to do certain things, allowed to or considering (likelihood) doing others (may), and are allowed to (can) do others. Explain that modal auxiliaries help us to understand a verb better.

Next, ask your child to complete the sentences 1-3 on the worksheet using their list as a guide. Point out that, without modal auxiliaries, it is difficult for the reader to tell the likelihood, ability, permission, obligation, and intention of the writer.

Finally, explain that modal auxiliaries can be both positive and negative. To create a negative modal auxiliary, we simply add the word *not* such as: cannot, may not, and must not. Ask your child to complete sentences 4 & 5 to indicate something they cannot (ability) and may not (permission) do.

ELA Lesson 6 Worksheet

Must Do	May Do	Can Do

1. Today I must _____.

2. Today I may _____.

3. Today I can _____.

4. I cannot _____.

5. I may not _____.

ELA Lesson 7: Review Adjectives

Standards Taught: ELA.L.1

Ask your child to review the definition of adjectives. Point out that, like adverbs, adjectives are describing words. However, adjectives describe nouns instead of verbs. Ask your child to name three nouns (person, place, or thing) and two adjectives to describe them. This could be color, size, quantity, opinion, shape, age, origin, material, or purpose. For example, the **big red** spider contains two adjectives, describing size and color.

Next, ask your child to complete the worksheet for this lesson. Keep this worksheet for the next lesson.

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 7 Worksheet

Find these objects in your home. Then, write three adjectives describing each one.

Object	Adjective 1	Adjective 2	Adjective 3
food			
pencil			
door			
book			
blanket			
spoon			
soap			

ELA Lesson 8: Order Adjectives

Standards Taught: ELA.L.1, ELA.L.1.f

Review the previous lesson with your child, asking them to remind you of the definition of an adjective. Point out that there are several different adjectives that may describe a single object, such as the objects from the worksheet in Lesson 7. Explain that when we use more than one adjective there is a certain order that should be observed when listing them.

Explain that the correct order for listing adjectives is: quantity or number, quality or opinion, size, age, shape, color, proper adjective (nationality or material), and purpose or qualifier.

For example, if we were describing a balloon with the following adjectives, red, full, big, we would need to place them in the proper order. First we would list quality (full), then size (big), then color (red). We would say: I saw a full, big, red balloon. If we said: I saw a red, big, full balloon, the adjectives would not be in the proper order and the sentence would sound wrong.

Together, practice ordering the adjectives in the following examples. Then, ask your child to use the worksheet from Lesson 7 to complete the worksheet for this lesson.

Object	Adjective 1	Adjective 2	Adjective 3
ball	purple	bouncy	round
cup	small	pink	full
toy	three	black	nosi

ELA Lesson 8 Worksheet (2 pages)

Using the worksheet from Lesson 7, write a sentence describing each item with the adjectives in the proper order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Property of Phoenix Home Academy. Do not Sale

7. _____

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 9: Review Complete Sentences

Standards Taught: ELA.L.1, ELA.L.1.h

Review with your child each of the things a sentence needs to be complete:

1. There must be a subject (something the sentence is about)
2. There must be a verb (an action the subject is doing)
3. It must be a complete thought
4. It must have correct punctuation
5. It must have correct capitalization

Then, ask your child to complete the worksheet for this lesson.

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 9 Worksheet

Complete the sentences below. Correct punctuation and capitalization. Write the complete sentence and proper punctuation and capitalization on the line below.

1. I was so excited to.

2. she was sleeping in the house?

3. went to the baseball game

4. They!

5. what is your

6. is red

ELA Lesson 10: Prepositional Phrases and Sentence Fragments

Standards Taught: ELA.L.1, ELA.L.1.g, ELA.L.1.h

Remind your child of the previous lesson on complete sentences. Ask them to list the five things a phrase needs to be a complete sentence.

Then, explain that if a sentence is not a complete thought it is a sentence fragment (or piece). Sometimes, these sentence fragments are prepositional phrase. Prepositional phrases begin in a preposition, or a word that tells direction, location, or time.

Some examples of prepositional phrases are:

in the car

towards the house

after dinner.

These phrases are not complete sentences on their own, but may be included in complete sentences.

Ask your child to complete the worksheet for this lesson.

ELA Lesson 10 Worksheet

Change the prepositional phrases below into complete the sentences. Write the complete sentence with proper punctuation and capitalization on the line below.

1. over there

2. in the window

3. under the bucket

4. before we leave

5. to the left

6. at one o'clock

ELA Lesson 11: Run-On Sentences

Standards Taught: ELA.L.1, ELA.L.1.h

Ask your child to remind you of the five necessities of a complete sentence. Briefly review prepositional phrases. Point out that prepositional phrases don't contain all the information a complete sentence needs. However, there are also sentences that are too long. These are called run-on sentences. Run-on sentences contain more than one idea, but do not include proper punctuations or joining words. They can be corrected by breaking the two ideas into separate sentences and adding proper punctuation.

Read the examples below to your child. Ask them to underline the first thought in each sentence with a green marker and the second with a red one. Point out that these are a run-on sentences because there are two complete thoughts included in each one. Then, ask your child to break up the run-on sentences and create two separate, complete sentences for each example.

I wanted to go to the park it was hot.

I hate cheese it tastes awful.

He went to the doctor he went to the store.

Next, explain that run-on sentences can sometimes be corrected with a conjunction (joining word) rather than breaking the sentences up. Read the following examples aloud to your child, pointing out that the sentence was corrected using the conjunction **and**. Then, ask your child to correct the two run-on sentences after it using conjunctions. Next, point out that you can also correct the run-on sentences by breaking them into two complete sentences instead. You do this by adding punctuation and capitalization for each. Finally, ask your child to complete the worksheet for this lesson.

She had ice cream she had French fries.

She had ice cream and French fries.

They needed onions they needed milk.

We had to clean up we had to mow the lawn.

ELA Lesson 11 Worksheet

Use a conjunction to break up the run-on sentences below.

1. They needed to finish school they needed to finish homework.

2. The sun came out it got warm.

3. The snowflakes fell on the car they did not fall on the house.

4. I like pancakes I hate raspberries.

5. What is your favorite color what is your favorite animal?

6. The fireworks were magical they were loud.

7. Why do you like pizza and candy and marshmallows and cereal?

8. First cut it with scissors then glue the pieces together.

ELA Lesson 12: Review Day

Standards Taught: ELA.L.1, ELA.L.1.h, ELA.L.3

Review the lessons covered so far in ELA with your child, paying special attention to those concepts they are struggling with. Then, ask your child to complete the worksheet for this lesson.

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 12 Worksheet (2 pages)

Underline the nouns in each sentence with a blue marker. Circle each verb with a red marker. Highlight each pronoun with a yellow marker.

- Mary had to go home because she was very sleepy.
- Drake traveled to Australia because he wanted to meet a kangaroo.
- Will played with a robot at the toy store but his mom wouldn't let him buy it.

Complete the table below

Verb	Past Tense	Present Tense	Future Tense	Progressive Past Tense	Progressive Future Tense	Progressive Present Perfect Tense
go						
see						

Add an adjective and adverb to each sentence below.

- Tim _____ played the _____ guitar.
- Rose _____ read on her _____ bed.
- Lily _____ danced around the _____ ballroom.

Circle the correct meaning of the modal auxiliary verb used in each sentence.

- I **must** take out the trash before I can play with my game.
(might/have to)
- Larry **may** have three plum trees in his yard. (does/might)

3. **Can** you have a playdate this week? (have permission/have to)

Circle the relative pronouns in each of the following sentences.

1. She is the one who copied my work yesterday.

2. Those are the peaches which taste so sweet.

3. They are the ones whose yard looks amazing.

Read each sentence aloud. If the adjectives are in the proper order, place a checkmark by the sentence. If not, correct the sentence so that the adjectives are in the proper order.

1. The green large cucumber fell off the vine.

2. The big, fuzzy blanket helps me get comfortable.

3. The square yellow paper blew away.

Read the following sentences. Correct the punctuation and capitalization. If it is a fragment, complete the sentence. If it is a run-on, split it into two sentences.

1. The water balloon fell it exploded.

2. this summer

3. he next month

ELA Lesson 13: Homophones

Standards Taught: ELA.L.1, ELA.L.1.i

Ask your child if they know of any words that sound like other words, but mean something else. Say the word *two* aloud. Ask your child to tell you what that word means. Point out that, because *to*, *too*, and *two* all sound alike, it's difficult to understand the meaning of the word without more information. Explain that each of these words is spelled different. On a chalk board or blank paper, write *to*, *too*, and *two*. Point to *two* and ask your child if they can give the meaning now. Finally, say the following aloud: *There were two giraffes at the zoo today.* Point out that this spelling of *two* means the number 2. Point to *to* and state: *We are going to the zoo.* Point out that this *to* is not representative of a number. It is a preposition that shows direction, location, or condition. Finally, state: *There were too many spots on that giraffe.* Point out that *too* in this sentence means an excess (too many) of. Too may also mean *additionally* as in: *We saw the hippos, too.*

Ask your child to complete the first part of the worksheet for this lesson (number 1-5) and identify the correct word for each sentence.

Next, explain that words that sound alike but have different meanings and spellings are called homophones. Another example of homophones is *there* and *their*. Write these words out for your child to see. Point out the differences in spelling. Then, explain that *there* indicates position or existence of something. Say aloud: *The store is over there.* Point to *their* and explain that this word indicates that something belongs to someone. Say aloud: *That is their puppy.* Ask your child to give an example sentence for *there* and *their*.

Finally, ask your child to complete the worksheet for this lesson. Point out and practice homophones (especially the ones in this lesson) regularly in your child's daily conversations. Encourage the use of correct words in writing and edit as needed.

ELA Lesson 13 Worksheet

Use the correct homophone from the box below to complete the sentences.

to

too

two

1. The cup was overflowing with _____ much punch.
2. Today, I am going _____ school.
3. Yesterday, I had _____ much homework.
4. My cousin is turning _____ years old today.
5. Where are you going _____?

Use the correct homophone from the box below to complete the sentences.

there

their

6. _____ ball bounced into the street.
7. Why can we use _____ car?
8. The ghost is hiding over _____.
9. Mark and Jane are going to _____ house.
10. Why don't you visit the neighborhood over _____?

ELA Lesson 14: Capitalization Review

Standards Taught: ELA.L.1, ELA.L.2, ELA.L.2.a

Ask your child to briefly review which words should be capitalized in writing. Review the list below with them, pointing out the ones they missed and providing an example of each. Then, ask your child to complete the worksheet for this lesson. As your child writes in their journal, reports, and worksheets, encourage proper capitalization and correct as needed.

1. The first word of a sentence should always be capitalized.

Example: The duck flew across the pond and landed on the other side.

2. Proper nouns should always be capitalized (names of people, places, or things)

Example: Claire went to Paris and saw the Eiffel Tower.

3. The pronoun I should always be capitalized

Example: She and I are going to the theater tonight.

4. Months, days, and holidays should always be capitalized

Example: Monday, October 31st is Halloween.

5. First, last, and important words in a title should always be capitalized

Example: *Dragons Love Tacos*

6. Important historical events and documents

Example: Early in the Revolutionary War, the Declaration of Independence was written.

7. The names of organizations, nationalities, races, and languages should always be capitalized

Example: She was from France and spoke with a French accent.

ELA Lesson 14 Worksheet

Correct the capitalization of each sentence, title, or phrase below. Write the corrected sentence on the line below.

1. helicopters can fly forwards, backwards, left, and right.

2. He traveled from africa to europe for work at least once a month.

3. harry potter and the sorcerers stone

4. i need new shoes.

5. A person from bulgaria is known as a bulgarian.

6. antonio and maria were learning to dance.

7. christmas is on sunday, decemeber 25 this year.

ELA Lesson 15: Commas Review

Standards Taught: ELA.L.1, ELA.L.2, ELA.L.2.c

Ask your child to draw a comma on a chalkboard or blank paper. Ask them when commas should be used to properly punctuate their writing. Remind your child that commas should be used in addresses (e.g. after the city name), before dialogue tags, when listing several different items, and when using some coordinating conjunctions. Commas give the reader time to pause and take a breath while reading and help the writing make more sense by separating phrases and words in a way that helps the reader understand exactly what is being said. Review the following examples with your child, asking them to add commas at appropriate places:

951 W. Center St. Apartment C
West Valley City UT 84081

“The firetruck is so loud” she screamed.

He carried his remote control car books papers and pencils in his backpack.

Next, remind your child of coordinating conjunctions (or linking words). Coordinating conjunctions are: for, and, nor, but, or, yet, so. (An easy way to remember these conjunctions is the acronym FANBOYS). These words always link (or go between) words or phrases they are linking together.

For example, rather than saying: The train had yellow cars. The train had red cars. The train had blue cars. we can write: The train had yellow, red, and blue cars.

Point out that, in this example, each of the separate sentences is an independent clause. It stands on its own as a complete sentence. However, those sentences can be put together to create a more concise (shorter) way to say the same thing. Independent clauses put together with coordinating conjunctions always include commas. Ask your child to point out the commas in the example above. Read the example below and point out the commas included:

He loved being strong and brave. He wanted to be a fireman someday.

He loved being strong and brave, so he wanted to be a fireman someday.

Ask your child to identify the conjunction used (*so*) and the placement of a comma just before it. Point out that the comma allows the reader to pause before going on to the next phrase and provides clarity in what is happening. Read the sentence again, this time without pausing for the comma. Point out that this reading sounds strange.

Next, work through the following examples with your child, asking them to underline the conjunction and properly place the commas. Finally, ask your child to complete the worksheet for this lesson.

You can eat the lasagna or you can eat the spaghetti.

The cat was sad for he could not find his toy.

She loved milk chocolate but she hated dark chocolate.

They couldn't stop the flood nor could they keep the water out of their house.

Everything was covered in glitter yet it still did not sparkle enough.

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 15 Worksheet

Underline the conjunction used in each sentence and add the appropriate commas.

1. She couldn't find her money so she wasn't able to buy the toy she wanted at the store.
2. They didn't want to go to the park nor did they want to watch a movie.
3. He loved to sleep late in the morning and he stayed up late at night.
4. The balloon would pop soon for it was floating closer and closer to the sharp pin.
5. The puppy wanted to reach its ball but it was afraid to get any closer to the water.
6. Do you want to drink soda or do you want punch with your lunch?
7. It was getting close to bedtime yet he wasn't sleepy.
8. The friends stayed out all night and they didn't come home until the sun was rising.

ELA Lesson 16: Quotation Marks Review

Standards Taught: ELA.L.1, ELA.L.2, ELA.L.2.b

Review the previous lesson on commas with your child. Ask them to list the times when a comma is necessary in writing and give a few examples. Then, remind your child that one of those times is when quotations are used. Explain that a quotation is when you write something another person has said or written in their exact words. Written quotations always begin and end in quotation marks. Show your child the examples below and point out that quotation marks that surround them, showing that these words are what the original speaker or author said. Point out that the quotations also include the original speaker/writer's name, giving credit to them for their words.

“Not all who wander are lost.” (J.R.R. Tolkien)

“The time is always right to do what is right.” (Martin Luther King, Jr.)

“It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.” (Albus Dumbledore)

Next, explain that if quotations are included in a written work and do not make up the entire sentence, commas are used to separate the words of the writer and the words of the person being quoted. A comma is placed before a quote to allow the reader a pause and clarify that the quotation is separate from the beginning of the sentence. Read the following examples with your child, asking them to point out which words are quoted and which commas separate the quote from the other parts of the sentence:

Mother Teresa once said, “If you judge people, you have no time to love them.”

After all, “Insanity is doing the same thing over and over again and expecting different results.” (Albert Einstein)

The great boxer, Muhammad Ali, said, “Don't count the days, make the days count.”

Finally, ask your child to complete the worksheet for this lesson.

ELA Lesson 16 Worksheet

Add commas and quotation marks as needed to correct each quote. Then, rewrite the sentence with proper punctuation on the line below.

1. Benjamin Franklin said that Well done is better than well said.

2. William Shakespeare wrote To be, or not to be, that is the question.

3. Of her famous bus ride, Rosa Parks said All I was doing was trying to get home from work.

4. To quote Oscar Wilde Be yourself; everyone else is already taken.

ELA Lesson 17: Review Day

Standards Taught: ELA.L.1, ELA.L.2, ELA.L.2.a, ELA.L.2.b, ELA.L.2.c, ELA.L.3

Ask your child to complete the review worksheet below.

Fill in the blanks below with the correct homophone from the word box.

Word Box				
two	too	to	their	there

1. There were _____ rocks in her basket.
2. _____ car broke down on the side of the road.
3. We had to walk all the way over _____.
4. She had _____ many candy bars and now her tummy hurt.
5. He had to go _____ the park to meet his friends.

Correct the capitalization in the sentences below.

6. she went to new York and saw the statue of liberty.
7. how much is your copy of that warriors book?
8. anthony wanted to visit australia someday.

Add commas in the proper places in the sentences below.

9. Do you like milk chocolate or do you like dark chocolate better?
10. She had to carry five baskets and she balanced three bowls.
11. They didn't finished their school work nor did they finish their chores.

Properly punctuate the following quotations with quotation marks and commas.

12. Patrick Henry said Give me liberty, or give me death.
13. Voltaire shared Doubt is not a pleasant condition, but certainty is absurd.

ELA Lesson 18: Syllabication Patterns Review

Standards Taught: ELA.L.1, ELA.FS.3.a

Review what a syllable is with your child and how to count them. A syllable is a unit of pronunciation, containing one vowel sound and can be counted by clapping along with a word or placing the hand under the chin and counting how many times the chin falls while saying the word aloud. Practice the following words with your child, asking them to name the number of syllables each word has: pencil (2 – pen-cil), watermelon (4- wat-er-mel-on), and bread (1).

Review the types of syllabication patterns from the lesson in the previous year using this [image](#). Discuss each type of syllable and the examples listed. Then, ask your child to complete the worksheet for this lesson.

Property of Phoenix Home Academy. Do Not Sell.

ELA Lesson 18 Worksheet

Read the words below aloud. Underline the syllables and list the number of syllables in the box. Then, list the type of syllable each word shows. Use the chart from the lesson to help.

tape	
Number of Syllables	Type

rain	
Number of Syllables	Type

paddle	
Number of Syllables	Type

teacher	
Number of Syllables	Type

ouch	
Number of Syllables	Type

cat	
Number of Syllables	Type

Property of Phoenix Home Academy. Do not sale

ELA Lesson 19: Figurative Language: Similes

Standards Taught: ELA.L.1, ELA.L.5, ELA.L.5.a

Briefly review the previous lesson on syllable types with your child by going over the chart once again. Post the chart somewhere your child will see it during lessons and occasionally refer to it, asking them to identify syllables in their daily reading and writing.

Then, introduce the concept of figurative language. Explain that figurative language is used by authors and writers to convey a meaning that the actual words don't carry. For example, *she is blue* does not mean that the girl is literally a blue color, but rather that she is very sad. Point out that saying *she is sad* doesn't show the reader the depth of her sadness, but wording it in a different way can give the reader more detail. Explain that figurative language is often used in fictional writing and can make the reading more interesting to the reader as well as help them to connect with the characters.

Explain that one type of figurative language is similes. A simile is a figure of speech comparing two unlike things that is often introduced by the words "like" or "as". Some examples of similes are *cheeks like roses*, *green as the grass*, and *tall like a sunflower*.

Point out that, when these words are read, a picture forms in your mind and you can picture exactly what color or height the words are describing. Rather than simply stating a color or height, the author chose to compare it to something familiar to the reader to provide more detail.

Next, work with your child to complete the similes below in a way that makes sense to them and others who may read the comparison. Finally, ask your child to complete the worksheet for this lesson

His hair was dark as _____

Her eyes shone, sparkling like _____

The kitten was as playful as _____

ELA Lesson 19 Worksheet

Complete the similes below.

1. I love video games as much as _____

_____.

2. They were running through the street like _____

_____.

3. She screamed at the top of her lungs like _____

_____.

4. The tree was tall as a _____

_____.

5. The mouse was as sneaky as _____

_____.

6. Her tears fell like _____

_____.

7. The ghost was as scary as _____

_____.

8. Her personality was as bright as _____

ELA Lesson 20: Figurative Language: Metaphors

Standards Taught: ELA.L.1, ELA.L.5, ELA.L.5.a

Briefly review the lesson on similes with your child, reminding them that this type of figurative language makes comparisons and contains the words *like* or *as* to make their point. Then, introduce metaphors. Explain that metaphors are like similes because they compare things. However, metaphors do not use the words “like” or “as”. Metaphors paint a picture in the reader’s mind, while explaining that they mean something other than the literal meaning of the words. Some examples of metaphors are: drowning in money (meaning there is a lot of money), you are my sunshine (meaning you make me happy), and she’s a bear when she’s tired (meaning she is grumpy when she’s tired).

Work through the following examples with your child, asking them what they think the author actually means compared to what the words explicitly say. Then ask them to complete the worksheet for this lesson.

The bird sang a lullaby as the sun set.

The ninja was a shadow, moving sneakily through the night.

He is a clown.

She is a flower.

My room is a pig pen.

The classroom was a sauna.

She was an angry cobra, ready to strike at the next person who walked by.

He woke up like it was Christmas morning.

ELA Lesson 20 Worksheet

Explain the meaning of each of the following metaphors on the lines below.

1. The sand was the surface of the sun, burning through my shoes.

2. She was a chicken. She wouldn't go into the haunted house.

3. It's raining cats and dogs outside.

4. He's an early bird, up before the sun.

5. The preschool was a zoo.

6. They were pigs, eating everything in sight.

7. He has a heart of pure gold.

ELA Lesson 22: Figurative Language: Idioms
Standards Taught: ELA.L.1, ELA.L.5, ELA.L.5.b

Remind your child that figurative language is included in writing to convey a deeper meaning than the literal words written. Point out that it helps the reader connect to the story or characters and makes reading more interesting. Review the two types of figurative language already covered: similes and metaphors.

Next, introduce idioms. Explain that an idiom is an expression or phrase that does not mean what it says, but that others in society understand. It is a short cut that can express an idea or relationship. For example, when asked if we are going on a trip and I respond “It’s still up in the air.” It does not mean that the trip is floating in the air, but that I am still deciding.

Discuss the following common idioms with your child, pointing out the literal meaning and the intended meaning. Then, help them do the worksheet for this lesson, explaining the meaning as needed.

The best of both worlds

See eye-to-eye

When pigs fly

Once in a blue moon

Cost an arm and a leg

A piece of cake

Feel under the weather

Let the cat out of the bag

ELA Lesson 22 Worksheet

Read each of the sentences below. The words in red contain an idiom. Write the conveyed meaning of the idiom on the line below. Ask an adult for help as needed.

1. **Don't judge a book by its cover.**

2. "**Break a leg,**" he said as she headed backstage.

3. You **hit the nail on the head.**

4. The change in plans was a **blessing in disguise**, giving us time to spend together.

5. After I hurt my finger, I decided to **call it a day.**

6. I didn't want to do my chores, but I decided to **bite the bullet** and get them done.

ELA Lesson 23: Figurative Language: Adages
Standards Taught: ELA.L.1, ELA.L.5, ELA.L.5.b

Review idioms with your child, asking them to give you a few examples and explain what they mean. Begin to point out these idioms in daily life, asking your child to use context to interpret them regularly.

Then, introduce adages. Explain that an adage is a saying, most often in the form of a metaphor that communicates something about human nature or gives advice. It talks about things humans do often by comparing that action to something else. An example of an adage is “Birds of a feather flock together” meaning that people who are alike tend to spend time together.

Together, discuss the meaning of the adages below. Then, ask your child to complete the worksheet for this lesson.

A penny saved is a penny earned.

An ounce of prevention is worth a pound of cure.

Little strokes fell great oaks.

Well done is better than well said.

Don't put the cart before the horse.

A bird in the hand is better than two in the bush.

ELA Lesson 23 Worksheet

Read the adages below. Then, write the meaning or advice given by each. Ask an adult for help as needed.

1. Don't put all your eggs in one basket.

2. Many hands make light work.

3. Slow and steady wins the race.

4. Better safe than sorry.

5. Pride goes before the fall.

6. The love of money is the root of all evil.

ELA Lesson 24: Figurative Language: Proverbs

Standards Taught: ELA.L.1, ELA.L.5, ELA.L.5.b

Briefly review the previous lesson on adages with your child. Then, introduce proverbs by explaining that a proverb is a short saying that teaches a lesson, a truth, or gives a piece of advice. An example of a proverb is “You are what you eat” meaning if you eat healthy, you will be healthy while if you eat unhealthy foods you will be unhealthy. Point out that adages and proverbs have a lot in common, however proverbs are more common as adages need to be used for a long time in order to become a part of the culture of a society. Proverbs are practical and tend to be accepted more quickly, because everyone can easily see the truth of them.

Review the examples of proverbs with your child below, discussing the meaning behind them. Then ask your child to complete the worksheet for this lesson.

Actions speak louder than words.

All good things must come to an end.

A watched pot never boils.

A picture is worth a thousand words.

Better late than never.

Don't count your chickens before they hatch.

ELA Lesson 24 Worksheet

Read the proverbs below. Then, write the meaning of each one on the blank line. Ask an adult for help as needed.

1. Beggars can't be choosers.

2. A journey of a thousand miles begins with a single step.

3. Don't put too many irons into the fire.

4. Honesty is the best policy.

5. If it ain't broke, don't fix it.

6. If you play with fire, you will get burned.

ELA Lesson 25: Figurative Language: Review

Standards Taught: ELA.L.1 ELA.L.5, ELA.L.5.a, ELA.L.5.b

Review similes, metaphors, idioms, adages, and proverbs with your child. Then, read one of their favorite grade-level books together for at least 30 minutes, asking them to point out examples of each as you go. Point out those you see, as well. Discuss how these make the story more vivid and help the reader understand and connect better.

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 26: Figurative Language: Antonyms

Standards Taught: ELA.L.1. ELA.L.5.c

Briefly review figurative language with your child, pointing out how it can help readers better understand the meaning, emotions, and sensory aspects of writing. Ask them to remind you of the types of figurative language they have learned about so far. Then, introduce antonyms. Explain that antonyms are simply words that have opposite meanings. Review the following examples of antonyms, asking your child to tell you the opposite of the first word in the pair. Point out that more than one word may be appropriate as an antonym for each word. For example, if the first word is *large* antonyms may include: *small, tiny, minuscule, or little*. Finally, ask your child to complete the worksheet for this lesson.

large

small

happy

sad

silly

serious

up

down

dim

bright

sure

doubtful

hero

villain

wealthy

poor

ELA Lesson 26 Worksheet

Using the word bank below, add the antonym of each word on the line that follows it. If you don't know the meaning of a word, use a dictionary.

wet	asleep	old	admit
quiet	many	deep	reckless
	worst	friends	

1. deny _____

2. few _____

3. arid _____

4. alert _____

5. loud _____

6. modern _____

7. shallow _____

8. cautious _____

9. enemies _____

10. best _____

ELA Lesson 27: Figurative Language: Synonyms

Standards Taught: ELA.L.1, ELA.L.5.c

Review the previous lesson on antonyms with your child, asking them to remind you what an antonym is and provide a few examples. Then, explain that when two words mean the same thing, they are called synonyms. For example: sad, sorrowful, downtrodden, and unhappy are all synonyms because they carry the same meaning. Review the following examples with your child, reading the word on the left and asking them to name a synonym for each. Point out that, like antonyms, more than one word may appropriately be called a synonym of any given word. Then ask your child to complete the worksheet for this lesson.

happy joyful, content, glad, cheerful

dangerous hazardous, risky, unsafe

expensive costly, lavish

allow permit, agree to, consent

lazy sluggish, inactive, slothful

pretty beautiful, lovely, stunning

ELA Lesson 27 Worksheet

Complete the sentences with a synonym of the word provided below the line. Use a dictionary as needed.

1. She was _____ that he took her favorite pencil.
upset
2. The _____ in the coding caused the computer program to fail.
mistake
3. They had no idea where they were and forcing them to depend on their _____.
leader
4. The joke he told was _____.
funny
5. It was _____ time to leave.
nearly
6. The winter weather was _____.
cold
7. This trip is _____.
never-ending
8. Today was the _____ day ever.
best
9. He was _____ to go to the circus.
excited
10. She was the _____ nurse I've ever met.
kindest

ELA Lesson 28: Figurative Language: Review

Standards Taught: ELA.L.1, ELA.L.3, ELA.L.5.c

Ask your child to review synonyms and antonyms by completing the worksheet below.

Read each sentence. Then provide a meaning, synonym and an antonym for each of the words in bold.

1. The cat was very **clever**.

Meaning: _____ Synonym: _____ Antonym: _____

2. The **tall** mountain towered over the city.

Meaning: _____ Synonym: _____ Antonym: _____

3. She tried to hide, but was **unsuccessful**.

Meaning: _____ Synonym: _____ Antonym: _____

4. Today, the weather is very **warm**.

Meaning: _____ Synonym: _____ Antonym: _____

5. The dog ran around the yard, **energetic** as a puppy.

Meaning: _____ Synonym: _____ Antonym: _____

6. This is the **heaviest** book I've ever had to carry.

Meaning: _____ Synonym: _____ Antonym: _____

7. The boy skipped to class, **ready** to learn something new.

Meaning: _____ Synonym: _____ Antonym: _____

ELA Lesson 29: Basic Mythology 1: Greece

Standards Taught: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.R.L.4, ELA.R.L.10, LM.RE.2.3

Ask your child to remind you of what they've learned about figurative language so far. Then, explain that another type of figurative language is allusions. Allusions are references to other stories, movies, or cultures contained in a writing. An allusion usually helps explain part of the story by comparing it to a story the reader already knows. For example: *He was as strong as the Hulk*. In order to understand what is meant, the reader must understand who the Hulk is and why he represents great strength.

Explain that many allusions in writing are from Greek and Roman mythology, or the religious beliefs of ancient Greece and Rome. These two cultures believed in many gods and goddesses, each with their own personality and responsibilities. They also shared stories of heroes, monsters, and villains.

Next, explain that today they will be learning about Greek mythology. Show your child the family tree image [here](#) and point out each person as you read the information below:

Kronos and Rhea were Titans with special powers. They were the first gods and had several children. Kronos was not a kind father and his three sons worked together to overthrow him, allowing the children of Kronos to rule. These children were called the Olympians, as they lived on Mt. Olympus in Greece and controlled the lives of mortal humans from there.

Zeus was the king of the gods, greater than his two brothers. He controlled lightning and the sky and was seen as the father of the gods.

Zeus was married to Hera, another child of Kronos and goddess of women. Together they ruled Olympus.

Zeus's two brothers, Poseidon and Hades lived under his rule with their own dominions. Poseidon controlled the sea. Hades ruled the underworld.

Zeus had several children with Hera and other goddesses and mortal women. Some of the other gods and goddesses were his children. The most famous are Ares, god of war, Athena, goddess of wisdom, Aphrodite, goddess of love and beauty, Apollo, god of the sun, Artemis, goddess of hunting, Hermes, the messenger god, and Dionysus, god of wine.

The Greeks believed that gods and goddesses could control things such as the weather (lighting bolts were from Zeus), love, the outcomes of wars, and aspects of daily life. If they were in

need of something, they would leave offerings or say prayers to the god or goddess associated with that blessing.

Often, these deities are alluded to in writing, symbolism, and every day life. Discuss the following examples to your child and ask them which god or goddess is being referred to and how talking about them in the writing helps the reader understand meaning:

Several spaceships have been named Apollo (followed by a number). Apollo 11 was the flight that took humans to the moon. (Apollo is associated with the sun and space. The spaceship was named for this god in honor of this association)

Athens, Greece was a city to which many people traveled to learn and train in various arts and sciences. (This town was named for Athena, goddess of wisdom)

The Olympic Games are competitions where athletes gather to show their speed, strength, and abilities in different sports. (The Olympic Games were named for Mt. Olympus, where the gods lived, and showed traits that made humans almost god-like)

The Titanic was a ship that was known for its strength and majesty. It was said to be unsinkable. (Titanic was named for the first gods, the Titans.)

King Triton in *The Little Mermaid* rules the seas and carries a trident. (This is an allusion to Poseidon)

Together, research an allusion to Greek mythology your child is interested in. This could be a logo, a story, or movie, or a common word. Help them discover the story and meaning behind the allusion. Examples can be found [here](#).

ELA Lesson 30: Basic Mythology 2: Rome

Standards Taught: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.R.L.4, ELA.R.L.10, LM.RE.2.3

Ask your child to briefly review what they learned about Greek mythology in the previous lesson. Then, explain that after the people of ancient Greece, Romans began to visit and rule that area of the world. Rome adopted many of the same beliefs as Greece, though they often changed the names.

Show your child the family tree image from the previous lesson, pointing to each god or goddess as you explain the Roman version of them.

Roman mythology says that the gods began as formless beings, powerful spirits that helped farmers in its first city. Eventually, these gods formed into three distinct bodies: Jupiter, Juno, and Minerva (Athena).

Jupiter was the Greek Zeus and retained all his characteristics and powers. He controlled lightning and the sky and was seen as the father of the gods.

Jupiter was married to Juno (Hera) and together they had children who became gods and goddesses themselves. Though they carried new names, most of these beings had counterparts in Greek mythology. These included: Mars (Ares), Venus (Aphrodite), Apollo (whose name did not change), Diana (Artemis), Pluto (Hades), Mercury (Hermes), and Neptune (Poseidon).

Point out that many of the names for the planets in our solar system come from the names for the Roman gods. Together, research the following planets with their namesake in mind. Search for reasons these planets may have been named after that particular god or goddess. For example: Mars is associated with this particular god because of its red, bloodlike color. The god, Mars, was connected to warfare and the red color reminded people of this. More information can be found [here](#).

ELA Lesson 31: Basic Mythology 3: Stories

Standards Taught: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.R.L.4, ELA.R.L.10, LM.RE.2.3

*Before this lesson, gather the stories listed below. You may find them online, in a book, or remember them from your own studies. A simple, basic understanding of the characters and plot is all that is needed for this lesson. We use this [book](#) and include page numbers for each story below.

Ask your child to review what they've learned about Greek and Roman mythology so far. Discuss specific gods and goddess and their roles in daily life. Then, explain that Greek and Roman beliefs also included heroes and magical beings. Together, study the following stories, discussing places where your child may have been exposed to the ideas in them before.

The Twelve Labors of Hercules (or Heracles) – pages 58-61

King Midas – pages 48-49

The Muses– page 15

Magical Creatures – pages 32-35

Achilles– page 55

Theseus and the Labyrinth – page 54

Pandora's Box– page 36

ELA Lesson 32: Mythology in Writing

Standards Taught: ELA.L.1, ELA.L.2, ELA.L.2.a, ELA.L.2.b, ELA.L.2.c, ELA.L.2.d, ELA.R.L.4, LM.RE.2.3

Ask your child to review some of the stories, creatures, customs, and beliefs of Greek and Roman mythology they've learned about so far. Then, ask them to complete the worksheet for this lesson. Help them with research online as needed.

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 32 Worksheet

Read the following examples of allusions from mythology. On the line below, list the mythological being or story that it references and explain the meaning.

1. Chocolate is her Achilles heel.

2. It's hot as Hades outside today.

3. Don't do that. It will open up a Pandora's Box.

4. Building the new road through the mountain was a Herculean effort.

5. The artist said his girlfriend was his muse.

Finally, write your own example of an allusion from Greek or Roman mythology using what you've learned.

ELA Lesson 33: Point of View

Standards Taught: ELA.R.L.6

Ask your child to tell you about a story they've read recently. Discuss the setting, plot, characters, and major themes presented in the story. Then, ask your child to describe the person telling the story. How do they know?

Explain that the person telling the story is the narrator. The narrator may be a character within the story (I, me, we, our), a person talking to the reader directly (you, your), or a person observing the story and speaking about the characters (he, she, they). The way we read a story changes based on who is telling the story. This is called point of view.

Next, ask your child to choose a character whose point of view is not given in the story they discussed previously. Ask them to choose a scene or chapter to re-tell, this time from the newly chosen character's point of view. Discuss what that character does or does not know, why they may be acting the way they are, and what they may see differently than the original point of view. Point out that, if the point of view changes, some parts of the story do, too.

Together, review a familiar nursery rhyme story (e.g. *Little Red Riding Hood*, *Three Little Pigs*, etc.). Then, search for an alternate point of view on that story (e.g. told from the wolf's point of view). Discuss how the point of view changes what we know about the story.

Finally, discuss the fact that the author has his/her own point of view. Ideas and thoughts the author has often come through in the story though it may be narrated by someone else. When reading, we must be careful to separate the author's opinion from the facts presented, especially in research. Read the example below and ask your child to underline the facts and cross out the opinions.

The Angora rabbit was one of the first rabbit breeds domesticated by humans. Angoras originated in Turkey and are still bred for their long, soft wool today. Many kings and queens owned this type of rabbit, which is often used for its soft fur. The Angora rabbit is so cute!

ELA Lesson 35: Point of View: Second and Third Person

Standards Taught: ELA.R.L.6

Review first person and the key words that help the reader know when a story is written from this point of view.

Then, point out that there are two other ways to tell a story. First, the narrator may talk directly to the reader using words like *you* or *yours*. Many examples of second person can be found in instruction manuals, speeches, and songs. Together read the examples of second person below. Ask your child to underline the words that help them know what point of view the narrator is taking on.

You should warm the milk, then add the hot cocoa mix.

“You must be the change you wish to see in the world.” (Gandhi)

Then, choose a children’s book written in 2nd person (ideas [here](#)) and read it together or watch a reading on YouTube.

Next, explain that the final point of view is called third person. In a third person point of view, the story is told by a narrator who is outside of the story, looking on. The narrator uses words like *he*, *she*, and *they* to describe every character in the book. Many fairy tales are told from a third person point of view, which helps the reader see everything that is happening, but sometimes limits their ability to hear the character’s thoughts. If the narrator knows the thoughts of the characters, however, third person can allow the reader to see what every character is thinking, rather than just one.

Find three examples of stories written in third person with your child. Together, discuss the wording that hints at this point of view. Discuss what the reader is allowed to know (or not know) because of this point of view. Finally, ask your child to write a short story in third person below.

ELA Lesson 36-38: Narratives: Comprehension 1, 2, & 3

Standards Taught: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.R.L.10, LM.RE.1.1.a, LM.RE.1.1.b, LM.RE.1.1.d, LM.RE.2.3

For the next three lessons, you will need a workbook or worksheets that focus on reading comprehension at a 4th grade level.

Ask your child to choose one of the readings presented. Allow them to read through it and encourage them to answer the questions on the worksheet on their own. Continue to complete one reading per lesson. After these lessons are finished, occasionally ask your child to complete a reading and the questions that follow to encourage comprehension skills.

ELA Lesson 39: Narratives: Characters

Standards Taught: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.R.L.3, LM.RE.2.3

Briefly review point of view with your child. Point out that, no matter the point of view, most of the stories you've studied are narratives. A narrative is simply a story told by a narrator. Narratives contain several different parts: characters, settings, introductions, a plot line, and a conclusion. Today, we are going to discuss characters.

Ask your child to name a story they are familiar with. Give them the worksheet for this lesson, asking them to write the names of the characters in each box. Your child may not use all of the boxes, or they may need more, depending on the story chosen. Ask your child how the story would be different if one of these characters was missing. Explain that the protagonist, or main character, is usually the hero of the story. Have your child underline the name of the protagonist. Then, explain that the antagonist is usually the villain, or the person working against the main character. Ask your child to circle the antagonist's name. Finally, point out that there are several support characters that help or hinder the protagonist in the story. These may be friends of the main character, teachers, people they know, or people who help the bad guy. Each character is important and each helps the story move along.

Next, ask your child to write a description of each character in the worksheet chart. Point out that this may include physical traits or personality details.

Then, ask your child to add important actions the character takes that help the story along. Point out that each character is important and included by the author for a reason. Finally, ask your child what would've happened or not happened if the character weren't included in the narrative.

ELA Lesson 40: Narratives: Setting

Standards Taught: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.R.L.3, LM.RE.2.3

Review the definition of a narrative with your child, asking them to remind you what they learned about characters as you do. Then, using the same book as the previous lesson, ask your child to describe the setting of the story. Explain that the setting is the place in which the story happens. This may include one room or may be several different planets. Point out that the setting presents resources and challenges to the protagonist and antagonist and affects how the story moves forward. Explain that the setting helps the reader understand the mood and feeling of the story. If it is bright and sunny, for example, the reader will likely feel happy. If it is dark and stormy, the reader may fear that something bad is going to happen.

Give your child several blank papers and crayons/markers. Ask them to draw the settings in the narrative you discussed with as much detail as possible. Encourage them to look through the story again for clues about the setting. Point out that, when we read, the author gives us details that help the picture of the setting and characters form in our minds.

Property of Phoenix Home Academy Do Not Sell

ELA Lesson 41: Narratives: Concrete vs. Abstract Sensory Language

Standards Taught: ELA.L.1, ELA.W.3.d

Review the definition of a narrative with your child, asking them to remind you what they've learned about characters and setting. Then, ask them to discuss a few of the descriptive words they've read that helped them learn about these aspects of the story. How do you know what the characters look like? Sound like? What emotions they feel? How do you know what the setting is like? What feeling it carries? Write these words on a blank paper or chalkboard as you go. Explain that many of the words they've listed have to do with a sense (sight, touch, smell, hearing, or taste). Remind your child that it is through our senses that we learn about the world around us. Authors use sensory language, or words and phrases that help our senses understand, to help us understand the world of the character. Though we cannot actually taste, hear, see, touch, or smell something in a book, the author uses what our brains understand about our own world to help us better understand the characters' world. Review each of the words you have listed and ask your child to identify which sense they go with. Point out that a few of those words may not have a sense attached. Circle those words.

Next, show your child the worksheet for this lesson. Point to the top of the table and ask your child to read the labels aloud. Explain that there are two categories for sensory language: concrete and abstract. Concrete language links to our five senses. Examples include: The apple was too sweet. Like eating pure sugar. The witch must've poisoned it. The heat from the sun shone down, burning her arms as she walked. Ask your child to list the words from their list that are connected to a sense on the concrete side of the table.

Next, explain that abstract sensory language includes words that explain ideas, feelings, or qualities. It does not connect to a sense, but it make the reader feel or think about something. Abstract language is interpreted differently for each person reading it. For example, if I say "red apple" most readers will imagine an apple that is red. This is an example of concrete language. However, if I say "she was angry" each reader will decide what that looks like. The character may be pouting in a corner in one reader's mind. She may be screaming and throwing things in another reader's mind. She may be crying angry tears in another's. "Angry" is an example of abstract language. It does not tie to a concrete object that affects our senses, but it makes us feel something and teaches us more about the character. Read the following examples of abstract language with your child. Discuss what they teach us about the character or setting and how it may be interpreted in different ways. Then, ask your child to review the words on their list that were not concrete. List those that are abstract on the table. Help your child search through their story for more examples of abstract languages if needed. Finally, ask your child to finish the worksheet.

He was **happy** today. It was a **great** day.

They walked to the edge of the cliff, staring into an **endless void**.

He was **moody**, always brooding on something. Not **grumpy**, just....a **thoughtful gloomy**.

ELA Lesson 42: Narratives: Introduction

Standards Taught: ELA.W.1.a, ELA.W.1.d

Review the definition of a narrative with your child, as well as elements such as characters, setting, and concrete vs. abstract language. Answer any questions they have and take the time to ensure they understand those concepts well.

Next, remind your child that all stories have a beginning, middle, and ending. Show your child the outline on the worksheet for this lesson. Then, explain that the beginning is also known as the introduction. Here, the author tells the reader the information they need to know to understand the rest of the story. The author may include information about the setting or characters, a background of events, or all of those things. Without the introduction in a narrative, the reader would not be able to follow the story or picture what is happening as well.

Together, read one of the comprehension pieces from the book you purchased in lessons 36-38 (Some examples can be found [here](#), and [here](#)) with your child. Point out how the first paragraph or two provide information on what the piece is about, any characters in the narrative, the setting, and what is going to happen. Explain that this introduction helps the reader understand what to focus on as they read, helping them better understand. Underline the descriptive words, pointing out that these help build a picture in your mind as you read.

Next, ask your child to choose another of the comprehension pieces and read it aloud. Ask them to identify the introduction and underline descriptive words. Ask your child to explain how this part of the narrative helps the reader understand the rest of the story.

Finally, ask your child to brainstorm their own narrative. This must be an original story. Ask them to fill in the *Introduction* part of the worksheet below. This may be in paragraph form or using bullet points, whichever is easier for your child. Encourage your child to consider what the reader may need to know about the characters, setting, or events coming later in the story. Help them to use appropriate descriptive words, encouraging them to help readers build a picture in their mind.

Keep this worksheet for the next few lessons (through lesson 48).

ELA Lesson 42 Worksheet

Beginning- Introduction

Middle- Plot Line, Events, Climax

End- Conclusion

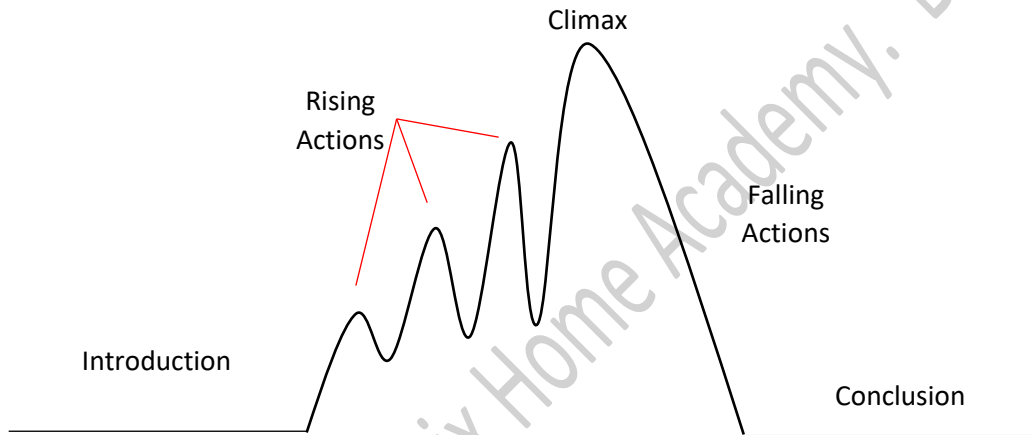
Property of Phoenix Home Academy. Do not Sale

ELA Lesson 43: Narratives: Plot Line and Events (2 pages)

Standards Taught: ELA.R.L.3, LM.RE.2.3

Briefly review the previous lesson with your child. Remind them that there is a beginning, middle, and end to every narrative. The beginning, or introduction, gives information the reader needs to understand the story.

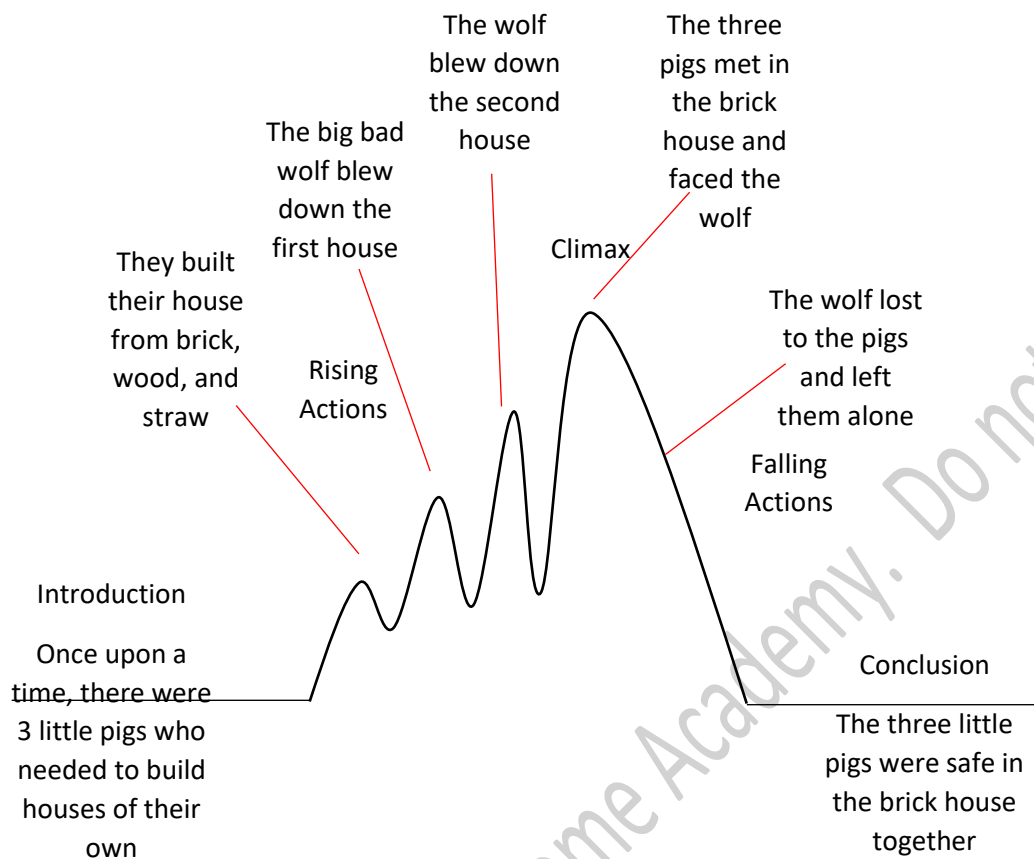
Next, explain that the middle of the story is where most of the events occur. Most stories have one major conflict, or problem, for the main character. Events happen in the story which built up to the climax, or point where the character has to face the worst part of the problem. The climax is the most exciting part of the story (think superhero fighting the bad guy). After the climax, events which are a result of it occur and lead to the end of the story. Show your child the plotline below.



Using the plot line above, ask your child to re-tell a familiar story, plotting the events that occur in the appropriate areas. For example, see the story of the *Three Little Pigs* below.

Point out that, as your child told the story, they used transitional words. Examples of transitional words are: then, next, first, last, before, but, finally, in conclusion, likewise, for example, during, and suddenly. Transitional words or phrases are followed by a comma in written pieces and help the reader understand the order of events in a narrative. They are important parts of a story, because they help connect the events to each other.

Point out that much of what they know about the plot line of their story likely comes from dialogue, or words the characters say aloud. Dialogue is separated from the rest of the words in a few ways. First, it is always surrounded with quotation marks (“...”). Secondly, dialogue begins a new paragraph. The words the characters say can help the reader understand the story from his/her point of view and help the plotline advance. In the example of the *Three Little Pigs*, we understand that the wolf wants to eat the little pigs, and that the little pigs are fighting back because of the words they say.



Finally, ask your child to use the worksheet from lesson 42 to plan the events that will happen in their story. If needed, ask them to create a plot line on the back of the worksheet and then add the events to the front afterwards. Point out that there should be rising actions (at least three) which lead to the climax. The climax should be the most exciting part of the story, where readers wonder what is going to happen to the main character. Then, there should be actions after the climax that help the reader understand what happened as a result of the climatic event. Ask your child to begin thinking of dialogue they can include in their story to help the reader understand what is happening.

ELA Lesson 44: Narratives: Conclusion

Standards Taught: ELA.W.1.a, ELA.W.1.d

Briefly review the previous two lessons with your child, asking them to discuss the introduction and plot line events of their own story. Help them make corrections to their rising events, climax, and falling actions as needed. Then, point out that in the *Three Little Pigs* example, there is a final part of the story: the conclusion.

Explain that the conclusion tells readers how the story ends. It explains what happened after the climax, or big problem and how it was solved. Many fairy tales, for example, end in “and they lived happily ever after.” This is the conclusion, or result of the fight against the villain. In fairy tales, the good guys win and the bad guy leaves. However, not all stories have a happy ending. The conclusion may be different, depending on the story read.

Ask your child to re-visit the plot line from lesson 43 where they re-told a story they know well. Discuss and write down the conclusion in the proper place. Point out that there may be falling actions they need to add before the conclusion. Focus on the main character’s resolution, rather than other characters.

Then, ask your child to decide how their own narrative will end. What will happen after the climax? What will be the result for the main character? How will you show your reader that the story has ended? Point out that the conclusion should show what how the character has changed as a result of what they’ve faced. Did they learn something? Are they more motivated? Were they injured? How have their beliefs changed? Ask them to write their conclusion ideas, either in paragraph or bullet form, on the worksheet from lesson 42.

ELA Lesson 45-47: Narratives: Writing Your Own

Standards Taught: ELA.L.1, ELA.L.2, ELA.L.2.a, ELA.L.2.b, ELA.L.2.c, ELA.L.2.d, ELA.L.3, ELA.L.3.a, ELA.L.3.b, ELA.L.3.c, ELA.SL.6, ELA.W.3, ELA.W.3.a, ELA.W.3.b, ELA.W.3.c, ELA.W.3.d, ELA.W.3.e, ELA.W.4, ELA.W.5, ELA.W.10, ELA.R.L.2, ELA.R.L.3, LM.RE.2.3

This lesson will take a few days of work. Encourage your child to work on small chunks rather than trying to write the entire narrative at once. Point out that they’ve already done most of the work by planning ahead, now they are just putting it all together.

Using the worksheet your child filled out from lessons 42-44, ask your child to write their narrative in paragraph form. Ask them to include an introduction, at least three rising actions, and a conclusion. They must also include descriptive words (both concrete and abstract), transitional words/phrases, and dialogue between characters. Assist and offer advice as needed. The final draft should be typed and printed in size 12 Times New Roman font with 1 inch margins.

ELA Lesson 48: Narratives: Review, Revise, Reflect

Standards Taught: ELA.L.1, ELA.L.2, ELA.L.2.a, ELA.L.2.b, ELA.L.2.c, ELA.L.2.d, ELA.L.3, ELA.L.3.a, ELA.L.3.b, ELA.L.3.c, ELA.W.10, LM.IR.9.1., LM.IR.9.1.a, LM.IR.9.1.c, LM.IR.9.2, LM.IR.9.2.a, LM.IR.9.2.b, LM.IR.9.2.c

Use the parent rubric below to grade your child’s narrative. Provide advice on how to improve their spelling, grammar, punctuation, spacing, and structure. Point out areas that may not flow well or make sense and suggest improvements. Allow your child to make changes to their narrative and print a polished copy. Then, ask them to grade themselves using the student rubric provided below and ask them to reflect on their work by answering the questions on the same page. Discuss their answers and take time to help with improvements in daily journal writings and future projects.

<u>Parent Rubric</u>	
Requirement	Points Earned
Introduction (20 pts)	
Conclusion (20 pts)	
Proper Spelling, Grammar, and Punctuation (20 pts)	
Dialogue Used and Properly Punctuated (20 pts)	
Transitional Words Used (20 pts)	
Final Grade Points:	
Final Grade Letter:	

Use a percentage system to calculate your letter grade: 90-100 = A, 80-89 = B, 70-79 = C, 59-69 = D, 0-59 = F. Then reflect on what you can do to raise your grade.

Student Rubric	
Requirement	Points Earned
Introduction (20 pts)	
Conclusion (20 pts)	
Proper Spelling, Grammar, and Punctuation (20 pts)	
Dialogue Used and Properly Punctuated (20 pts)	
Transitional Words Used (20 pts)	
Final Grade Points:	
Final Grade Letter:	

Use a percentage system to calculate your letter grade: 90-100 = A, 80-89 = B, 70-79 = C, 59-69 = D, 0-59 = F. Then reflect on what you can do to raise your grade.

Are you happy with your final paper? Why or why not?

What did you do really well on while writing this narrative?

In what area do you want/need to improve upon when writing narratives?

ELA Lesson 49: Literary Themes 1

Standards Taught: ELA.R.L.2, ELA.R.L.7

Ask your child to remind you what the difference is between informational (non-fiction) and literary (usually fictional) texts. Point out that informational text tells us facts, or true statements, and helps us learn about a particular topic. Literary texts help us enjoy stories and watch characters grow and learn as they face challenges. Literary texts can be fictional or based on true events, but they always tell a story rather than just sharing information.

Explain that literary texts almost always have a theme. A theme is an idea about life. It may be a lesson, or moral, that the reader learns as they take in the story. This means that different readers may find different themes or ideas in the same story. For example, in the story of *Harry Potter*, one reader may learn the value of courage from the characters. Another reader may learn about friendship, love, family, or doing the right thing. These are all themes.

Point out that a theme is not a summary of the story. It simply states something the reader and/or characters learned as the story moved along. Due to the fact that there may be more than one theme in any given story, themes are opinions of the reader. However, evidence from the story can support those opinions. In our *Harry Potter* example, one might discuss the courage Harry had as he fought different villains to outline the theme of courage. Another reader may point out that, without his friends, Harry would've failed, providing evidence for the theme of friendship. Each theme is supported by something that happened in the story.

Ask your child to choose three stories they are familiar with and have recently read. Discuss a possible theme from each one, asking your child to point out evidence from the story that points to that particular theme.

ELA Lesson 50: Literary Themes 2

Standards Taught: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.R.L.2, ELA.R.L.7

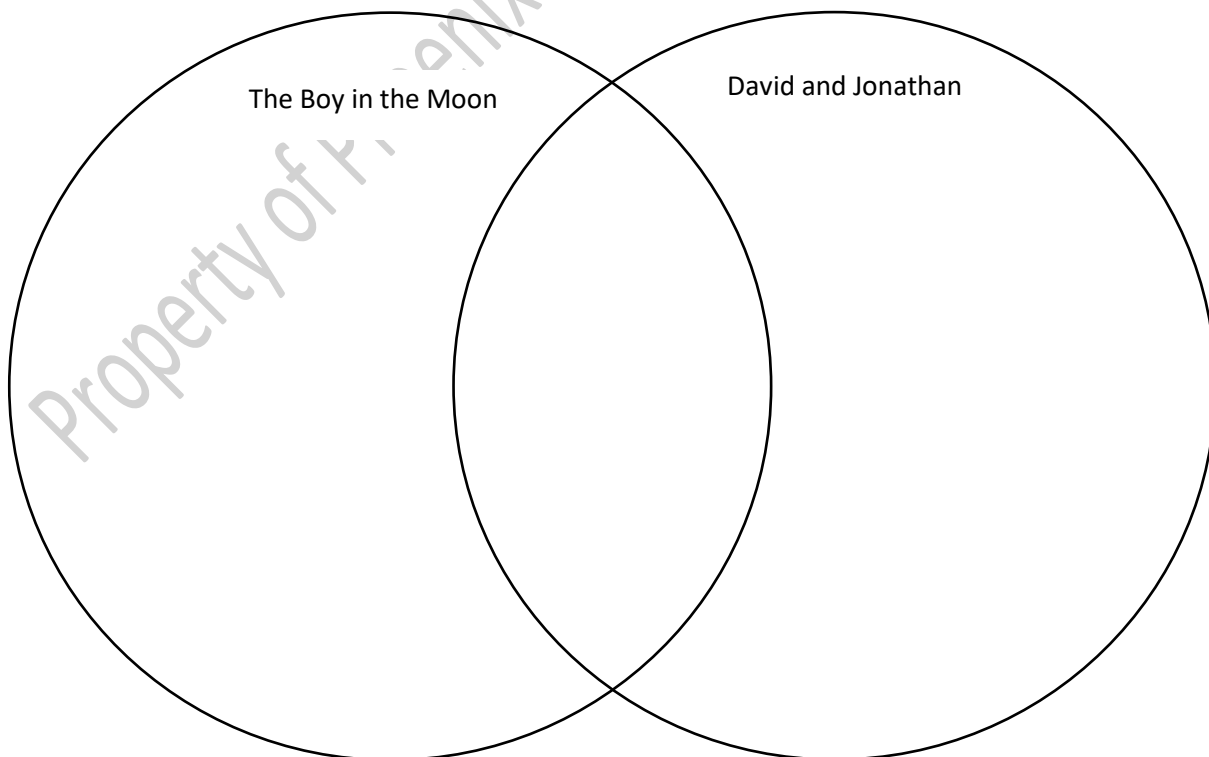
Review the idea of literary themes with you child, asking them to remind you what they learned in the previous lesson. Then, explain that many stories have common themes, even across different locations and cultures. Many people around the world teach their children lessons through stories.

Together, read the story of *The Boy in the Moon*, a Native American story. You can find it [here](#).

Then, watch the video [here](#) for the Biblical story of King David and Jonathan.

Ask your child to summarize each story, telling you the setting, characters, and plot of each. Then, ask your child to identify the theme of each story. Point out that one of the main themes: keep your promises, is common between the two stories. Explain that the cultures which these two stories came from are very different. Bible stories are set in ancient times in the Middle East while the Native American story is set at a much later time and in a different part of the world. However, the stories teach the same theme.

Next, ask your child to compare and contrast the stories using a Venn diagram below. Point out that each story has its own unique aspects which reflect its culture. However, they also have a lot in common. Encourage your child to list 5-15 items on their diagram.



ELA Lesson 51: Poetry: What is a Poem?

Standards Taught: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.R.L.5, LM.RE.2.3

A poem is a piece of writing that sounds almost like a song. It contains a beat, a meter, and a rhythm. Poems are often broken into stanzas and/or verses, which helps break up the reading and provide a physical structure. Each of these elements adds to the mood, theme, and main idea of the poem. Poems often focus on emotional subjects, conveying feelings with words much like artists do with images. They often contain metaphors and/or similes and abstract language.

Next, use the book found [here](#). Ask your child to choose two poems to read and answer questions to. Discuss the concepts found on the worksheet for each poem. Point out that not all poems rhyme, but they all have a lyrical structure. Discuss the main idea of each poem and evidence from the poem that outlines this main idea.

ELA Lesson 52: Poetry: Verses and Stanzas

Standards Taught: ELA.R.L.5

Ask your child to review what they've learned about poems so far. Ask your child to choose a poem from the book used in the previous lesson. Point out the structure of the poem's verses, or stanzas. Explain that a stanzas are separated by spaces between the lines of a poem. These separations are signals to the reader to pause between the lines. When reading a poem, the stanzas give a break and change the rhythm of the reading. Read the chosen poem aloud, pausing between the stanzas. Then, read it again, this time ignoring the structure of the poem and skipping the pauses. Discuss how these two readings change the rhythm of the poem and the way the reader understands what is happening. Then, ask your child to complete the worksheet for the reading.

ELA Lesson 53: Poetry: Rhythm

Standards Taught: ELA.R.L.5

Briefly review the previous two lessons with your child. Ask them to tell you what they've learned about poetry, including verses and stanzas. Then, remind them that poems are meant to be read aloud, almost sounding like a song. Each poem has its own rhythm and is meant to be read with this rhythm in mind. Remind your child that the stanzas contribute to the rhythm.

Point out that rhyming, repetition, alliteration, and the number of syllables in each line can also contribute to the rhythm of a poem. Using the book from previous lessons, point out an example of a poem with a rhyming pattern. Read it aloud for your child and ask them to underline the words that rhyme. Repeat this process for poems that include repetition (the same words or lines repeated multiple times) and alliteration (words in which the first sounds match).

Finally, ask your child to re-read these poems and complete the worksheet that comes with them.

ELA Lesson 54: Poetry: Meter

Standards Taught: ELA.R.L.5

Ask your child to remind you of what they've learned about the rhythm of poems. Then, point out that the number of syllables (the meter) of a poem can also affect the rhythm. Choose a poem from the book used in previous lessons that has a similar number of syllables on each line. Point out that, when the poem is read aloud, the syllables are each emphasized or deemphasized based on where they are in the line. Ask your child to count the syllables for each line and mark the number at the end. Then, ask them to point out any patterns they see. Finally, ask your child to read the poem and answer the questions for the accompanying worksheet.

ELA Lesson 55: Poetry: Review

Standards Taught: ELA.W.10, ELA.R.L.2, ELA.R.L.5

Review verses/stanzas, rhyme, rhythm, and meter with your child. Then, ask them to choose one or two of these poetry devices to include in a poem they will write. Give your child the worksheet for this lesson, encouraging them to write a poem on their own. Remind them that their poem can have any subject, but should carry a main idea or feeling that they want the reader to understand. Help your child revise and correct their poem until it is a polished product. Encourage them to type and print their poem and display it in your home.

ELA Lesson 56: Drama: Cast, Setting, and Plot

Standards Taught: ELA.R.L.2, ELA.R.L.3, ELA.R.L.5, LM.RE.2.3

Using one of the plays you purchased at the beginning of the year for fine arts (found [here](#) or [here](#)) choose and read through one play together. Review the characters, setting, and events of the play with your child, using the worksheet for this lesson. Then, help your child add events from the play into the plotline on the worksheet. Remind your child that, like a narrative, a drama tells a story. However, rather than an audience reading the story, they watch and listen as cast members act it out on a stage, on television, or on a video. Like a narrative, characters, setting, and events are important aspects of the story. Additionally, some dramas carry main ideas, or concepts the author wants the audience to think about while watching the drama.

Property of Phoenix Home Academy. Do not sell

ELA Lesson 56 Worksheet

Name of Play: _____

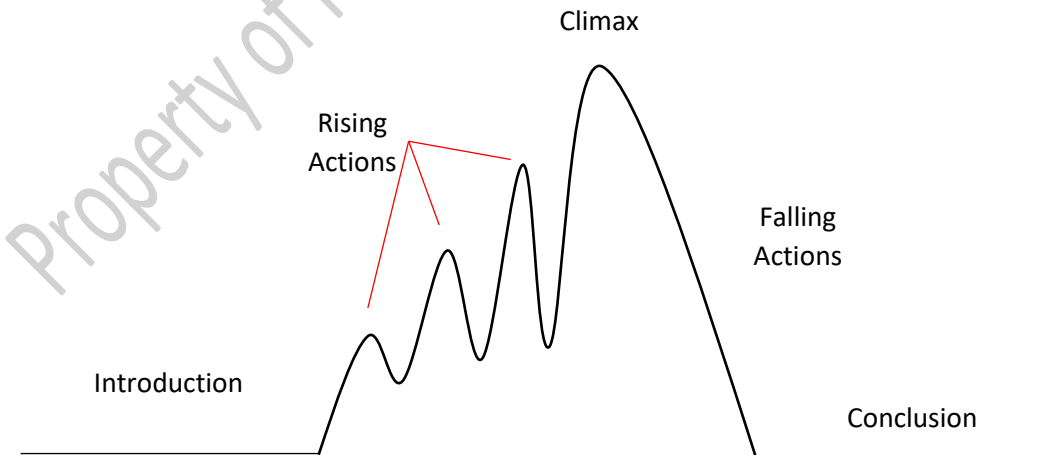
Main Character and description: _____

Antagonist and description: _____

Supporting Characters: _____

Setting: _____

Plot:



Main Idea: _____

ELA Lesson 57: Drama: Dialogue and Stage Directions

Standards Taught: ELA.R.L.5

Review the previous lesson with your child, asking them to remind you what they know about plot, setting, characters, and main idea in a drama. Discuss the importance of each element and how the story would change without it. Then, ask your child to point out dialogue within the play you read in the previous lesson. Remind them that dialogue is when two (or more) characters speak aloud to each other. Discuss how the chosen dialogue helps the audience understand what is happening in the story and how it helps move the plot along.

Finally, point out a few examples of stage directions, reminding your child that these parts of the drama are not read aloud, but give the actors direction in movement, tone, volume, and actions to be taken. Read a section of the play, ignoring stage directions. Then, repeat the same section, this time acting out the given stage directions. Ask your child to compare the two readings and discuss why stage directions are important to dramas.

ELA Lesson 58: Prose I

Standards Taught: ELA.R.L.2, ELA.R.L.3, ELA.RL.5, LM.RE.2.3

Briefly review what your child has learned about poetry and drama so far. Then, introduce prose. Explain that prose is simply ordinary language organized into sentences, paragraphs, and chapters. Prose can contain dialogue. An entire work of prose is called a novel.

Ask your child to open a grade-level book they've read before. Ask them to find examples of complete sentences, paragraphs, and chapters within this book. Explain that this is prose. Prose shares ideas, describes characters, settings, and events, and helps the reader learn, be entertained, or think about new concepts.

Next, discuss the elements in a complete sentence: a subject, a verb, a complete thought, punctuation, and capitalization. Ask your child to point out an example of these things in one of the sentences in their book. Then, explain that there are different types of sentences. Discuss the types listed below and look for examples of each from their book:

Declarative: This type of sentence is a statement such as "She went to the store." It usually ends in a period.

Exclamatory: This is an excited exclamation such as "The water is leaking all over the house!" It usually ends in an exclamation point.

Interrogative: This sentence asks a question and ends in a question mark such as "Did you know the stars were so far away?"

Imperative: The sentence is a command and tells someone to finish a task such as "Do the dishes."

Next, point out that sentences can be strung together to create paragraphs. The author begins a new paragraph when: the time changes (e.g. later), the subject/topic changes, a new character speaks, the setting changes, or to emphasize a certain part of the story by separating it. Together, find examples of each of these within the book your child has chosen. Point out that each paragraph begins on a new line and is indented, or pushed inwards on the paper, at least five spaces.

ELA Lesson 59: Prose II

Standards Taught: ELA.R.L.2, ELA.R.L.3, ELA.R.L.5

Remind your child of the previous lesson, reviewing the definition and elements of prose. Then, ask them to remind you what they learned about sentence types and when to change paragraphs.

Next, review what they know about dialogue. Remind your child that dialogue is when the characters are speaking. The words said aloud are surrounded by quotation marks (“...”) and sometimes include dialogue tags (e.g. she said). Dialogue tags may come at the beginning, middle, or end of the dialogue, as in the examples below. Together, find an example of each dialogue tag locations in the story your child used for the previous lesson. Then, remind them that each time a new character speaks, the author begins a new paragraph.

She said, “They had no idea what they were doing.”

“What on earth,” he said, “is going on?”

“Today is crazy,” he said.

Then, explain that the final part of prose is organizing sentences and paragraphs (including dialogue) into chapters. Ask your child to note the number of chapters in their book. Explain that chapters can be as long or short as an author chooses and usually breaks up a book by topic or event.

Finally, ask your child to write a one-page story on the worksheet for this lesson. Encourage them to practice using complete sentences, dialogue (with correct punctuation), and paragraphs. When they are finished, ask your child to explain why they used certain punctuation, dialogue tags, and paragraph breaks at certain points in their story.

ELA Lesson 60: What is an Opinion?

Standards Taught: ELA.L.1, ELA.W.1.a

Review the difference between fact and opinion with your child. Remind them that an opinion is a view or judgement about something. Opinions about certain things or concepts may be different from person to person and may include feelings. An example of an opinion is: *Chocolate chip cookies are the best cookies.* One person may believe that this is true, however another person may like sugar cookies better.

Facts, however, are always true, no matter who is speaking. They have been proven and, though some may disagree, are correct regardless of feelings. Facts can be proven. An example of a fact is: *Chocolate chip cookies include chocolate chips.* This is true no matter what as a cookie without chocolate chips would no longer be a chocolate chip cookie.

Ask your child to complete the worksheet for this lesson.

Property of Phoenix Home Academy. Do Not Sell

ELA Lesson 60 Worksheet

Read each statement. Then, circle whether it is a fact or an opinion.

- | | | |
|--|------|---------|
| 1. Candy canes are the best Christmas treat! | Fact | Opinion |
| 2. The sky is blue. | Fact | Opinion |
| 3. Some species of fish live in fresh water or salt water. | Fact | Opinion |
| 4. I love tacos! | Fact | Opinion |
| 5. Cats are better than dogs. | Fact | Opinion |
| 6. Apples come in several colors. | Fact | Opinion |
| 7. The mayor is always right. | Fact | Opinion |
| 8. She is the prettiest girl I've ever seen. | Fact | Opinion |
| 9. Valentine's Day is on Feb. 14 th . | Fact | Opinion |
| 10. Tricycles are better than bicycles. | Fact | Opinion |
| 11. Today was the best day ever! | Fact | Opinion |
| 12. Vikings lived as early as 793. | Fact | Opinion |
| 13. Dinosaurs lived on the earth for millions of years. | Fact | Opinion |
| 14. Today is my birthday. | Fact | Opinion |
| 15. Chocolate cake is better than yellow. | Fact | Opinion |

ELA Lesson 61: Supporting an Opinion

Standards Taught: ELA.L.1, ELA.SL.3, ELA.W.1.b, ELA.W.1.c

Review the previous lesson with your child, discussing the differences between opinions and facts. Remind your child that facts can be proven through evidence and are always true, no matter who is speaking. For example, the sky has been proven to appear blue and no one can truthfully state that it is red.

Then, point out that opinions may also be supported by evidence. However, this evidence may or may not be proven to be a fact. Evidence supporting opinions usually appeals to reason or tries to convince others of the opinion. Evidence may be given for differing opinions, making listeners/readers think more about their own beliefs. However, evidence supporting opinions is not always fact. Together, read the example below. Ask your child to underline evidence given for each of the differing opinions. Then, discuss the fact that, though supported by reasoning, neither opinion can be proven as a fact.

Opinion 1: Green is the best color to use while decorating your home.

Green is the best color. It has a calming effect on people and can be used in a variety of ways. Green is the color of nature, reminding people of life and good health. It can be enjoyed in outdoor settings simply by looking around at the plants present. It can be brought inside with houseplants, paint, or other décor. It helps people connect to the calm, peaceful aspects of our beautiful earth.

Opinion 2: Grey is the best color to use while decorating your home.

Grey is the best color. It is durable and helps maintain a clean look because it can hide dirt and other scuff marks. Grey is neutral and matches many other colors, allowing you to create unique rooms while still helping the house match. Grey gives your home a modern look, helping leave older-looking colors behind.

Finally, ask your child to complete the worksheet for this lesson.

ELA Lesson 62: Movie vs. Book: Reading

Standards Taught: ELA.SL.2, ELA.R.L.7, ELA.R.L.10, LM.RE.1.1.a, LM.RE.1.1.b, LM.RE.1.1.d, LM.RE.2.3

Together, choose a grade-level book that has been made into a movie. You will need both the book and the movie in coming lessons. Take time each day to read the book aloud together. You should complete the book before the third week in March. For book ideas visit this [website](#).

ELA Lesson 63: Movie vs. Book: Watching

Standards Taught: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.W.1.d, ELA.R.L.7, LM.RE.2.3

Today, allow your child to watch the movie that matches the book you have been reading together. After the movie, discuss the similarities and differences between the book and movie. Discuss characters, settings, plot events, and main ideas. Create a list of things the movie got right and things that were better in the book. Discuss why your child liked one more than the other. Point out that this is an opinion and may be different from person to person. Help your child take notes on the discussion in a way that makes sense to them (e.g. bullet points, columns, etc.). Keep these notes for the next lesson

ELA Lesson 64: Movie vs. Book: Opinion Piece

Standards Taught: ELA.L.1, ELA.L.2, ELA.L.2.a, ELA.L.2.b, ELA.L.2.c, ELA.L.2.d, ELA.L.3, ELA.L.3.a, ELA.L.3.b, ELA.L.3.c, ELA.SL.2, ELA.SL.6, ELA.W.1, ELA.W.1.a, ELA.W.1.b, ELA.W.4, ELA.W.5, ELA.W.10, ELA.R.L.7, LM.RE.2.3

Using the notes from the previous lesson, explain that your child will be writing an opinion piece about the book and movie they've read and watched. Remind them that opinion means that there is no right answer, though claims should be supported by reasoning or evidence. Point out that they already have the tools they need to finish their paper in their notes. Together, use the worksheet for this lesson to brainstorm an introduction including an explanation of the plot, setting, and characters of the story and their opinion on which was better: the movie or the book. Next, help them outline three reasons for their claim, one for each paragraph, and reasons that support this opinion. Next, help your child brainstorm a conclusion which sums up what the other parts of their paper has said. Finally, ask your child to write or type their paper with correct structure, complete sentences, indented paragraphs, and formal language. Focus should be on the correct method of creating a formal report rather than the length or strength of arguments made.

ELA Lesson 64 Worksheet

Introduction: _____

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Conclusion: _____

Property of Phoenix Home Academy. Do not Sale

ELA Lessons 65: Review Finding the Meaning

Standards Taught: ELA.L.1, ELA.L.4, ELA.L.4.a, ELA.4.L.c

Review the various ways of finding the meaning of unknown words with your child. Discuss context clues, dictionaries, and glossaries.

Then, ask your child to choose a non-fiction book they would like to read from the library. Ask your child to read the book aloud to you. On a blank paper, take note of the words they do not know the meaning of. At the end of each page, help your child find the meaning of the words listed. For each word, follow the steps below until the meaning is found:

First, re-read the sentence that the word is included in. Point out any clues to the meaning you see in the text or images. Explain that, many times, we can figure out the meaning of a new word simply because of its context, or connection to the words around it. After pointing out the context, cross out the words that your child was able to figure out the meaning of through context clues. Only tell them the definition if they figure it out on their own.

If you still have not found the meaning of the unknown words, remind your child that books sometimes put a glossary at the end to help readers understand the difficult words. Show your child how to use the glossary. Explain that the glossary lists hard to understand words in alphabetical order and then gives a meaning for each. Point out that finding the words that begin with the first letter of your word is the first step. Next, they may have to search for the second, third, or even fourth letter in the word within the same section. Help them find and cross out any words found in the glossary, ensuring your child reads and understands the definition for each.

Finally, use a dictionary for the word meanings that are still unknown. Explain that a dictionary is much like a glossary, though it usually holds more words. It is organized alphabetically, like a glossary. Ask your child what letter their first word begins with. Help them find the beginning of the words with that letter in the dictionary. Then, ask them what the second letter is in the word, pointing your child to the page in the dictionary where this two-letter combination begins. Repeat for subsequent letters until your child has found the word in a dictionary. Ensure that your child reads and understands the definition of the remaining unknown words, relating them back to the usage in the book.

Repeat this process, checking meanings on each page, until you and your child finish the book. Encourage your child to regularly use these tools for unknown words they encounter in everyday reading, writing, or conversation.

ELA Lesson 66: Review Finding the Meaning: Root Words

Standards Taught: ELA.L.1, ELA.L.1, ELA.L.4, ELA.L.4.b, ELA.FS.3.a

Briefly review the previous lesson with your child, encouraging them to remind you of the three tools they studied for finding the meaning of unknown words. Explain that these tools will help them better understand what they are reading. Then, explain that there is another way to determine meaning of words we don't know.

Explain that many words are made up of root words (or base words) with affixes added to them. If we understand what the root word is, we can begin to understand the whole word. For example, the word: *auditory* is a large and difficult word. However, it contains a root word (*aud*). If we know that *aud* means *to hear*, then we can guess that *auditory* means something to do with hearing. In a sentence: *It was dark so the girl relied on her auditory senses*, we can guess that the girl is relying on her sense of hearing because of the context clue (dark) and the root word (*aud*).

Review the following table of root words with your child, discussing the meaning of each. Then, ask them to complete the worksheet for this lesson, using the table as a reference.

Property of Phoenix Home Academy. Draft Sale

Root Word	Meaning	Example
act	to do	activity
anim	life/spirit	animated
aqu/hydr	water	aquarium/hydrometer
art	skill	artist
aud	hear/listen	audible
bi	two	bilingual
bio	life	biography
cap/cept	take/receive	capable/intercept
cent	hundred	century
cert	sure	certify
chron	time	chronic
circ/circum	around	circumvent
con/com	with/together	congregate/companion
cycl	circle/wheel	recycle
dec	ten	decade
dem/demo	the people	democracy
dict	speak	contradict
equ	same	equality
ex	exit	exclaim
fin	end	final
flor	flower	flora
graph	write/draw	autograph
hosp	guest	hospitality
host	stranger	hostile
logy/ology	the study of	paleontology
medi	middle	median
nov	new	renovate
nym/onym	name/word	antonym
omni/pan	all	omnipotent
ped	foot	biped
pri/prim	first	primary
tend/tens	stretch/strain	extend
terr	land	terrace
tract	draw/pull	tractor
uni	one	united
vis/vid	see	visible/video

ELA Lesson 66 Worksheet

Give an example of each root word, using words not listed in the lesson. If needed, consult a dictionary.

Root Word	Meaning	Example
act	to do	
anim	life/spirit	
aqu/hydr	water	
art	skill	
aud	hear/listen	
bi	two	
bio	life	
cap/cept	take/receive	
cent	hundred	
cert	sure	
chron	time	
circ/circum	around	
con/com	with/together	
cycl	circle/wheel	
dec	ten	
dem/demo	the people	
dict	speak	
equ	same	
ex	exit	
fin	end	
flor	flower	
graph	write/draw	
hosp	guest	
host	stranger	
logy/ology	the study of	
medi	middle	
nov	new	
nym/onym	name/word	
omni/pan	all	
ped	foot	
pri/prim	first	
tend/tens	stretch/strain	
terr	land	
tract	draw/pull	
uni	one	
vis/vid	see	

ELA Lesson 67: Review Finding the Meaning: Prefixes

Standards Taught: ELA.L.1, ELA.L.1, ELA.L.4, ELA.L.4.b, ELA.FS.3.a

Review the lesson on root words with your child, reminding them of the meaning of each root on their list. Ask your child to provide an example of each root word used. Then, explain that sometimes root words are used with affixes. There are two different affixes: prefixes (which come before the root word) and suffixes (which come after the root word). These affixes can be stuck to a root word to change or better explain their meaning. Point out the root word *cycl* in the chart from the previous lesson. Ask your child to read the example word listed *recycle*. Next, ask them to underline the root word (*cycl*) and identify which letters do not belong to that root. Point out that *re* is a prefix, or an affix glued to the root word to change its meaning. The prefix *re* means *to do again*. Thus, *recycle* means to use again in a circular pattern (use, recycle, use again.) Repeat this process for the following words, asking your child to identify the prefix on each: contradict, autograph, paleontology, renovate, antonym, biped. Review the meaning of each prefix and discuss how it changes or adds to the root word.

Next, discuss the following table with your child, pointing out that each of these is a prefix and belongs at the beginning of the root word it is glued to. Those in bold are for 4th grade, the remainder are a review. Finally, ask your child to complete the worksheet for this lesson.

Prefix	Meaning	Example
under	too little/below	underwater, underfed
over	too much/above	overachiever, overhead
non	not	nonfat, nonsense
pre	before	preview, preplan
bi	two	binocular, bicycle
tri	three	triangle, tricycle
quad	four	quadrilateral, quadruplets
oct	eight	octagon, octopus
un	not/opposite	unlock, unsafe
re	again/back	review, rewrite
dis	not/opposite	dislike, distrust
in	not	insane, inactive

ELA Lesson 67 Worksheet

Read the meaning below each word. Then, fill in the prefix that best fits the meaning.

under	over	non	pre	bi	tri
quad	oct	un	re	dis	in

1. _____ cover

Meaning: secret, using a disguise or trick to compete a task

2. _____ clude

Meaning: to take in as part of a group

3. _____ like

Meaning: to not enjoy

4. _____ distribute

Meaning: to spread to other areas

5. _____ heat

Meaning: to warm before use

6. _____ stick

Meaning: allowing easy removal of particles

7. _____ agon

Meaning: an eight-sided shape

8. _____ do

Meaning: to ruin or make as if not done

9. _____ ceps

Meaning: a pair of muscles on the arms

10. _____ cook

Meaning: cooked too much

11. _____ rant

Meaning: one of four parts

12. _____ dent

Meaning: a fork-like weapon with three points

ELA Lesson 68: Review Finding the Meaning: Suffixes

Standards Taught: ELA.L.1, ELA.L.1, ELA.L.4, ELA.L.4.B, ELA.FS.3.a

Review the two previous lessons with your child, asking them to discuss the root words and prefixes they've learned. Use the charts to review the meanings of each as well as examples. Then, explain that today we are going to discuss the other affix: suffixes. Suffixes come at the ending of words and, like prefixes, can change or enhance the meaning of the root word.

Next, discuss the following table with your child, pointing out that each of these is a suffix and belongs at the ending of the root word it is glued to. Those in bold are for 4th grade, the remainder are a review. Finally, ask your child to complete the worksheet for this lesson.

Prefix	Meaning	Example
-ion, -ation, sion, tion	act of/state of/result of	attention, vision, invitation, information
-ness	condition/state of	fairness
-ly	characteristic of	badly
-ment	act/process	enjoyment
-er, -or	one who/that which	baker, survivor
-s/-es	more than one	pencils, boxes
-ing	action/process	running
-ed	past tense/done	helped
-er	person connected with/comparative	teacher, bigger
-est	superlative degree/most	biggest
-ful	full of	painful
-less	without	helpless
-y	characterized by/like	cloudy

ELA Lesson 68 Worksheet

Read the meaning below each word. Then, fill in the suffix that best fits the meaning.

-ion	-ation	-sion	-tion	-ness	-ly
	-ment	-ed	-ful	-er	-or
-s	-es	-ing	-est	-less	-y

1. yell _____

Meaning: finished yelling

2. fox _____

Meaning: more than one fox

3. happi _____

Meaning: in a happy way

4. care _____

Meaning: full of care

5. house _____

Meaning: more than one house

6. treat _____

Meaning: in the act or process of treating

7. wise _____

Meaning: more wise

8. heart _____

Meaning: without a heart, without emotion

9. cre _____

Meaning: in the process of creating

10. ques _____

Meaning: in the act of asking or inquiring

11. educat _____

Meaning: in the process of educating

12. conclu _____

Meaning: the result of the process of concluding

13. sad _____

Meaning: the state of being sad

14. doct _____

Meaning: one who heals others

15. rest _____

Meaning: in a state of rest

16. big _____

Meaning: the most big

17. wind _____

Meaning: characterized by wind

ELA Lesson 69: Root Words, Prefixes, and Suffixes Review

Standards Taught: ELA.L.1, ELA.L.1, ELA.L.4, ELA.L.4.a, ELA.4.L.b, ELA.4.L.c, ELA.FS.3.a

Ask your child to complete the worksheet below to review prefixes, suffixes, and root words. Allow them to use the tables from previous lessons and dictionaries as needed.

1. The **aquarium** held fish from several different areas in the ocean.

In this sentence aquarium means: _____

2. She was a **biologist** and studied the life cycle of butterflies.

In this sentence biologist means: _____

3. Our host was very **hospitable**.

In this sentence hospitable means: _____

4. The boy's **vision** was obscured by sunglasses that were too dark.

In this sentence vision means: _____

5. He claimed to be **omnipotent**, but he couldn't get his chocolate back from me.

In this sentence omnipotent means: _____

6. The **triplets** kept their parents busy.

In this sentence triplets means: _____

7. She was **underweight** and needed to eat more healthy foods.

In this sentence underweight means: _____

8. The **previews** had started so we know the movie would begin soon.

In this sentence preview means: _____

9. She was upset about the teacher's **unfairness** in grading.

In this sentence unfairness means: _____

10. The **actor** spent hours putting on makeup before he was able to perform on stage.

In this sentence actor means: _____

11. He couldn't hide his **discouragement** as his card castle fell to the ground again.

In this sentence discouragement means: _____

12. She was so excited to receive a **wedding invitation**.

In this sentence invitation means: _____

ELA Lesson 70: Fiction vs. Non-Fiction

Standards Taught: LM.ML.10.1, LM.RE.1.2, LM.RE.1.2.a, LM.RE.1.2.b

Review with your child the differences between a fiction and non-fiction writing. Discuss the fact that fictional (or literary) writings are made-up stories that did not really happen. They often include characters, settings, and a plot line. Some fictional works may include magical things that happen in the story but not in real life (e.g. animals talking, humans with magic powers, etc.). However, fictional works may also sound as if they could be real but have made-up stories and/or characters. Discuss the purpose and audience for fictional writings, pointing out that they are created to entertain and, sometimes, teach morals or themes. The intended audience are those who want to read a good story, but not necessarily learn more about real life.

Together, read a short fictional story. Ask your child to point out clues that help them understand the story is made up. Discuss what main idea the story may have been trying to teach the reader.

Next, discuss non-fiction writings. Point out that these books are often organized differently. Like fictional books, they may contain chapters. However, these chapters are usually broken into sections, as well. Each section may address a different aspect of a certain topic. Explain that non-fictional books tell the truth, seek to teach and inform the reader, and often include charts, graphs, photographs, and cited sources. Some stories, like biographies, can be formatted much like a fictional book but share true stories of someone's life.

Together, read a short non-fiction book. Ask your child to point out clues that help them understand the story is real and non-fiction. Ask your child what they learned from the book.

ELA Lesson 71: Main Idea I: Finding the Main Idea

Standards Taught: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.SL.2, ELA.R.IT.1, ELA.R.IT.2

Before this lesson, purchase the workbook [here](#) or one like it.

Ask your child to review the differences in purpose and audience for fiction vs. non-fiction writings. Then, explain that both types of writing can have a main idea. The main idea in fictional works may also reflect the theme, or moral of the story. In non-fiction, however, the main idea is often found in the title and/or headings.

Explain that the main idea of any writing is what the story is mostly about. If you're reading an article on how sharks are predators, for example, the main idea would be sharks are predators. However, if you are searching for the main idea of a section within the article the main idea may change. It may be: sharks have natural tools that help them hunt, sharks have learned hunting techniques, or sharks eat this in their diet.

In order to identify the main idea, you must first read the entire article. To identify the main idea of a certain section, focus on reading that section. Then, use five questions to help you identify the main idea:

1. What did I just read about?
2. What is the title or heading?
3. What do the pictures show?
4. Are any words used repeatedly?
5. What do the first and last sentences talk about?

Choose one of the readings in the workbook. Ask your child to read it aloud to you. Then, ask them to complete the five questions for this article and record their answers below. Help your child identify the main idea of the article. Finally, ask them to complete the worksheet(s) that go along with the article in the workbook and do a second reading (along with the worksheets that accompany it) on their own.

1. What did I just read about?
2. What is the title or heading?
3. What do the pictures show?
4. Are any words used repeatedly?
5. What do the first and last sentences talk about?

ELA Lesson 72: Main Idea II: Supporting Facts

Standards Taught: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.SL.3, ELA.W.2.b, ELA.W.2.c, ELA.R.IT.2, ELA.R.IT.8

Review the previous lesson with your child, discussing what a main idea is and the five questions used to find it. Remind them of the main ideas they identified in their previous readings. Then, point out that there was always a reason or evidence that pointed them to this main idea. Often, they found this while answer the five questions. Sometimes, however, they found the main idea simply by reflection upon what they read and learned.

Ask your child to choose two more readings from the workbook today. One at a time, ask your child to read through the articles. Encourage them to highlight or underline clues to the main idea within the reading. Then, ask your child to complete the five questions for the readings, one at a time. Finally, ask your child to identify the main idea of each and complete the worksheets that accompany each reading. In daily readings, continue to practice identifying the main idea.

1. What did I just read about?
2. What is the title or heading?
3. What do the pictures show?
4. Are any words used repeatedly?
5. What do the first and last sentences talk about?

1. What did I just read about?
2. What is the title or heading?
3. What do the pictures show?
4. Are any words used repeatedly?
5. What do the first and last sentences talk about?

ELA Lesson 73: Sources: Finding Reliable Sources

Standards Taught: ELA.R.IT.8, LM.ML.12.2, LM.RE.1.2, LM.RE.1.2.a, LM.RE.1.2.b, LM.RE.2.2

Review the previous lessons on fiction, non-fiction, and main idea with your child. Discuss the purpose of fiction (to entertain, tell a story, or share a moral) and non-fiction (to inform or teach). Point out that when we want to learn something about a topic we focus on non-fictional writings. This may be printed books or articles, digital or online books or articles, videos, or studies, graphs, and images in printed or digital form.

Next, ask your child if everything written about a topic or presented in a video is accurate and correct. Point out an example of exaggerated or inaccurate information in a movie or book your child is familiar with (e.g. Though many books make the claim, Christopher Columbus was not the first person to discover America. When he arrived, Native Americans (many who were descendants of Asian areas) were already living here. Additionally, evidence has been uncovered that suggest Leif Erikson (a Viking) also traveled to North America.)

Point out that it is important to find sources of information that are non-fiction, that relate to the subject you are seeking to learn about, and that provide accurate and truthful information. Explain that many people present things that are not true as accurate. There are some ways that we can help ensure we are not tricked by bad sources.

First, 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, 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. Ask yourself if any information presented matches or if any is contradictory to other sources. Look for evidence (e.g. studies, graphs, experiments, or original documents) that can prove one side or the other.

Third, look for credible 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? Do they know what they are talking about because of experience or education?

Finally, there are times in today's world where there is no way for us to know the truth completely except by trusting our instincts. If it feels wrong, trust your gut and continue

searching out new sources that provide more proof. Accept that sometimes we can't know for certain an answer to a question. We simply do the best we can with the information we have.

Practice this concept with your child by finding three credible sources on a topic they would like to learn more about. Allow your child to search online, in the library, and among your personal library. Discuss why these sources are trustworthy, or why others you found may not be. Use the above tips to point out credibility.

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 74: Sources: Primary vs. Secondary

Standards Taught: ELA.R.IT.6, LM.ML12.2

Review the previous lesson with your child, discussing the methods and tips for finding credible sources. Discuss why it is important to use credible resources when learning and/or reporting on a subject.

Next, explain that some of the most credible resources are called primary resources. These are accounts written by people who were at the event, experiment, or study which provided information. For example, if you wanted to learn about the American Revolution, interviewing or reading the writings of George Washington would probably give you more accurate information than reading the writings of people who have studied George Washington. The primary source (Washington) would know more details, context, and information about the war than people who simply studied it long after.

Choose an event that you have lived through that your child has not (e.g. a concert, 9/11, life with no internet, life with no cell phones, etc.). Ask your child to tell you what they've learned about this event from reading or talking to others. Then, share your experience. Point out that, because you lived through it, you are able to fill gaps or correct inaccurate information.

Next, explain that secondary sources may also be good places to find additional information. A secondary source is written by someone who knows someone who was at the event being discussed. In our example of George Washington, Thomas Jefferson might be a credible secondary source. Though Jefferson was in France during the war, he and Washington spend time together after it was over. Likely, Jefferson could present details about Washington's time as a soldier. However, these details would not be as well-remembered or accurate as talking to Washington himself.

Point out that your child just became a secondary source to the event you discussed. They talked to someone who was there and could likely provide details that other people their age couldn't. Ask them to write down what they learned of the event from you. Then, point out that it still has some gaps because they didn't remember the event the way you did. Explain that both primary and secondary sources are acceptable ways to learn more about a topic but, as always, multiple sources combined give the best picture.

ELA Lesson 75: Sources: Primary vs. Secondary

Standards Taught: ELA.R.IT.6, LM.ML.12.2

Review the previous lesson with your child, encouraging them to discuss primary and secondary sources.

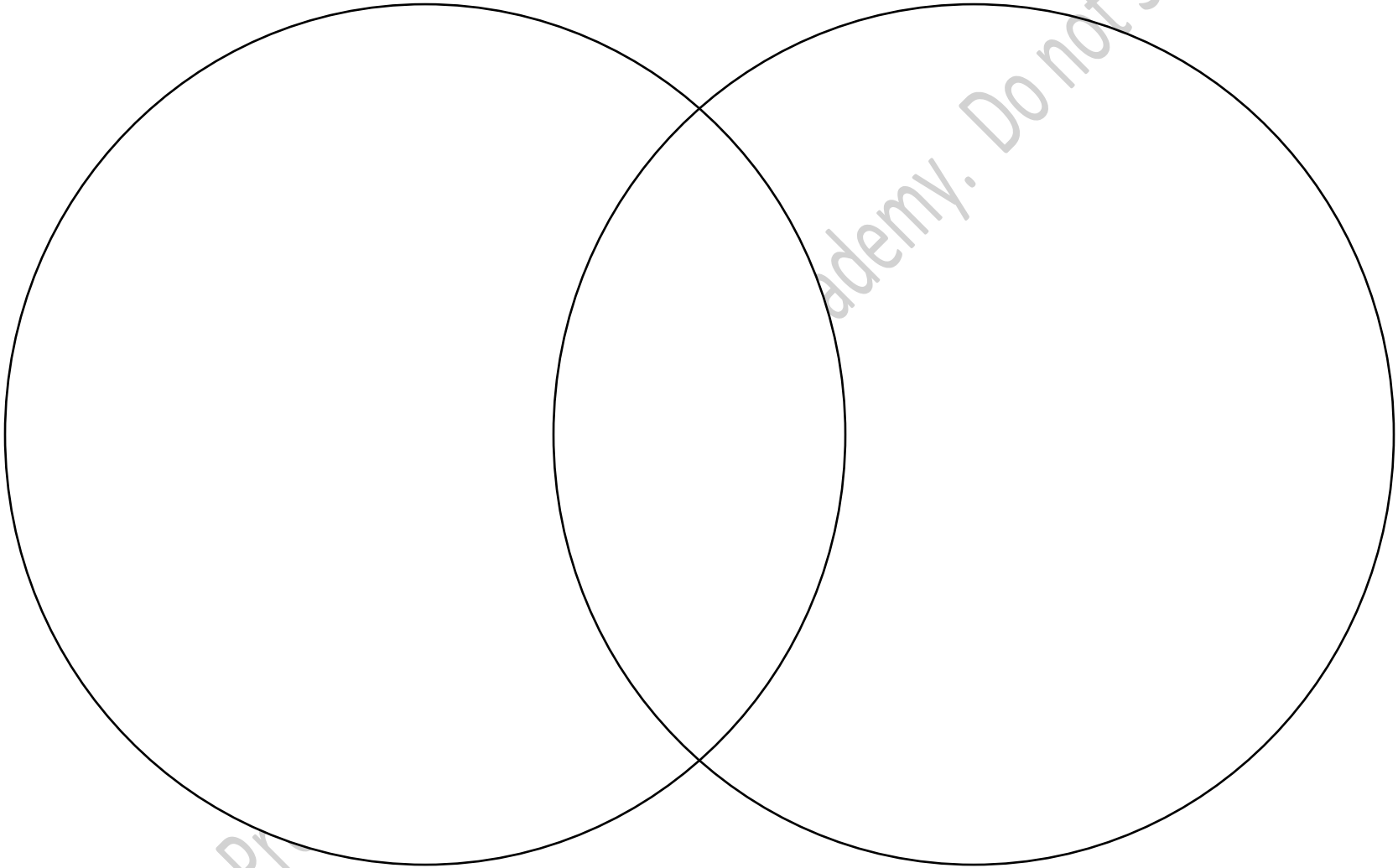
Then, tell your child that today they are going to learn about an important event through primary and secondary sources. They will compare what they learned from each source at the end.

First, ask your child to find the information found on this [website](#). Ask them to record notes and things they learn from the reading on the left side of the worksheet Venn diagram for this lesson.

Then, ask your child to watch this [video](#) (part or whole) of interviews of people who were interred in the Topaz Camp in Delta Utah, taking notes on the right side of the Venn diagram. Discuss how experiencing the camps themselves help make their stories credible and accurate. Point out details that the first source did not give that they noticed from this source. Explain that the video shows primary sources while the website is compiled from secondary sources.

Finally, ask your child to list information that both sources provided in the center of the diagram. Point out that neither source gave information that was not true, however, the details and points of view changed. This is an example of learning from more than one source as a researcher.

ELA Lesson 75 Worksheet



PI
Academy. Do not Sale

ELA Lesson 76: Sources: Citing Sources

Standards Taught: LM.IR.8.1.c

Review how to find credible sources, primary, and secondary sources with your child. Then, remind them of the lesson they had on citing sources. This means giving credit to the correct author or creator of the information, image, or video you used in your research. Point out that if we don't give proper credit, we are taking credit for work that we did not do.

Next, explain that, in order to properly cite different types of sources, certain information needs to be gathered and listed in a certain order for each. There are different ways to do this, but we are going to use the APA method.

For books, we cite the source like this: Author Last name, First initial. Middle initial. (Year Published). *Title of work*. Publisher.

Ask your child to find a book they like and practice citing this type of source by listing the information in a typed document or handwritten paper.

For e-books: Author Last Name, First initial. Middle initial. (Year Published). *Title of work*. <https://doi.org/xxxx> or <http://xxxx>

Ask your child to find an e-book they are familiar with and practice citing this type of source by listing the information in a typed document or handwritten paper.

For websites: Author Last Name, First initial. (Year, Month Date Published). *Title of web page*. Name of Website. URL

Ask your child to choose a website they use regularly for research and practice citing this type of source by listing the information in a typed document or handwritten paper.

For printed scholarly journals: Author Last name, First initial. Middle initial. (Year Published). Title of article. *Title of Periodical, Volume(Issue), page range*.

For online scholarly journals: Author Last name, First initial. Middle initial. (Year Published). Title of article. *Title of Periodical, Volume(Issue), page range*. <https://doi.org/xxxx> or URL

Help your child find a scholarly journal (either in print or online) and practice citing this type of source by listing the information in a typed document or handwritten paper.

For newspaper articles: Author Last Name, First Initial. Middle Initial. (Year, Month, Day). Title. *Title of Newspaper*, column/section, p. or pp. Retrieved from URL

For Film: Producer Last Name, First initial. Middle initial. (Producer), & Director Last Name. First initial. Middle initial (Director). (Year of Release). *Title of Film* [Motion Picture]. Country of Origin: Studio.

Ask your child to find a film they like and practice citing this type of source by listing the information in a typed document or handwritten paper.

For Websites: Author Last Name. First initial. Middle initial. (Year, month, day). *Title*. Retrieved from URL

Ask your child to use a website they are familiar with and practice citing this type of source by listing the information in a typed document or handwritten paper.

Explain that sources that have been cited are included in a bibliography at the end of your paper and each one should be numbered. Those numbers should match the superscript numbers placed within the paper at the end of the quote or information used from that source. For more information about citing sources, see [here](#).

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 77: Research Project: Choosing a Topic

Standards Taught: ELA.W.7, ELA.W.8, ELA.W.9, ELA.W.9.a, ELA.W.9.b, ELA.W.9.c, LM.IR.4.1, LM.IR.4.1.a, LM.IR.4.1.b, LM.IR.4.1.c

Ask your child what they've learned about sources in the past few lessons. Allow them to review what they remember and fill in gaps they may not. Then, explain that they will be doing their own research project in the next few lessons. They will need to choose a topic, research it through multiple sources, take notes, cite sources, organize, type, and correct their report, and create a visual aid. Point out that this is a lot of work but they will have the remainder of the school year to get it done and you will assist. Today, the only thing they need to do is choose a topic.

Explain that this research paper will be about a historical figure or group of people that lived in Utah. This may be someone they remember from their history lessons or someone they have heard about and want to learn more about. Examples include:

Native American tribal leaders

Mormon leaders

Ethnic community leaders among immigrants to Utah

Women's suffrage activists

Politicians who made an impact on the state

Explorers/Mountain men

Athletes, artists, authors, soldiers, or other influential people from Utah

*Ideas can be found [here](#)

Ask your child to choose someone who has helped to influence Utah's history. This should be someone who is easy to research and is interesting to your child. You may need to spend time together searching for an appropriate figure/group. After your child has chosen their research topic, ask them to note it at the top of a blank paper. Then, ask them to write down what they already know. Ensure them that you will research together to learn more in coming lessons.

ELA Lesson 78: Research Project: Gathering Sources

Standards Taught: ELA.W.6, ELA.W.7, ELA.W.8, ELA.W.9, ELA.W.9.a, ELA.W.9.b, ELA.W.9.c, LM.ML.12.2, LM.IR.4.1.a, LM.IR.4.1.b, LM.IR.4.1.c, LM.IR.4.1.d, LM.IR.4.2, LM.IR.4.2.a, LM.IR.4.2.b, LM.IR.4.2.c, LM.IR.5.1, LM.IR.5.2, LM.IR.6.1, LM.IR.6.1.a, LM.IR.6.1.b, LM.IR.6.1.c, LM.IR.6.2, LM.IR.7.1, LM.IR.7.1.a, LM.IR.7.1.b, LM.RE.1.1.a, LM.RE.1.1.b, LM.RE.1.1.d, LM.RE.1.2, LM.RE.1.2.a, LM.RE.1.2.b, LM.RE.2.2

Using the paper from the previous lesson, remind your child of their assignment and topic. Then, help them to find at least five credible sources they may use to gather more information. This should be a mixture of printed (books, articles, etc.) and digital (websites, videos, articles, etc.) sources. Sources should be non-fiction and include charts, graphs, and/or photographs. Teach your child how to bookmark each source as they will need to come back to it to take notes and cite it. Take the time to work with your child, reminding them of the tips for finding credible sources. If possible, visit a museum or monument related to their chosen topic.

Sources and the paper should include the following:

The historical significance of the people(s) being discussed

Biography of the person/group

Accomplishments of the person/group in both historical and personal aspects of life

Influence of this person/group on Utah

Interesting facts that relate to this person/group

ELA Lesson 79: Research Project: Taking Notes

Standards Taught: ELA.L.4, ELA.L.4.a, ELA.4.L.b, ELA.4.L, ELA.SL.2, ELA.W.7, ELA.W.8, ELA.W.9, ELA.W.9.a, ELA.W.9.b, ELA.W.9.c, ELA.R.L.10, ELA.R.IT.2, ELA.R.IT.4, ELA.R.IT.5, ELA.R.IT.7, ELA.R.IT.9, ELA.R.IT.10, LM.IR.4.1.a, LM.IR.4.1.b, LM.IR.4.1.c, LM.IR.4.1.d, LM.IR.4.2, LM.IR.4.2.a, LM.IR.4.2.b, LM.IR.4.2.c, LM.IR.5.1, LM.IR.5.2, LM.IR.6.1, LM.IR.6.1.a, LM.IR.6.1.b, LM.IR.6.1.c, LM.IR.6.2, LM.IR.7.1, LM.IR.7.1.a, LM.IR.7.1.b, LM.IR.7.1.c, LM.IR.7.1.d

Using the sources in your previous lesson, ask your child to read through each one. While reading, teach them to summarize or paraphrase what they've learned, making a note on the paper they began in lesson 77. Ask your child to mark the source for each note (either with a number, title, or color to help them remember). Take the time to really read through each source, evaluating the statements made and the notes taken. Guide your child in taking neat, organized notes and in mastering summarizing/paraphrasing rather than copying things directly from the source. Remind them to keep the following in mind as they work and take notes specific to these topics:

The historical significance of the people(s) being discussed

Biography of the person/group

Accomplishments of the person/group in both historical and personal aspects of life

Influence of this person/group on Utah

Interesting facts that relate to this person/group

ELA Lesson 80: Research Project: Organizing Information

Standards Taught: ELA.W.2.a, ELA.W.7, ELA.W.8, ELA.W.9, ELA.W.9.a, ELA.W.9.b, ELA.W.9.c, ELA.R.IT.2, ELA.R.IT.5, ELA.R.IT.9, LM.IR.7.1.d, LM.IR.8.1, LM.IR.8.1.a, LM.IR.8.1.b

Using the notes from the previous lesson, ask your child to review what they've learned to far. Together, compare and contrast information noted. If there are any contradictions, research further to try to clear them up. Then, explain that turning these notes into a research paper requires organization. Each of the notes taken need to fit into a specific paragraph on their paper.

Cut the notes apart, keeping their noted source with them. Then, ask your child to make five piles using the notes and the requirements for the paper. The piles should be separated into the following topics:

The historical significance of the people(s) being discussed

Biography of the person/group

Accomplishments of the person/group in both historical and personal aspects of life

Influence of this person/group on Utah

Interesting facts that relate to this person/group

After organizing their notes, ask your child if there are at least 5 pieces of paper in each category. If not, help your child research further to fill in the gaps in their research. At the end of this lesson, each category should include at least 5 pieces of information that your child can add to their report.

ELA Lesson 81: Research Project: Considering Your Audience: Formal vs. Informal
Standards Taught: ELA.L.1, ELA.L.3.c, ELA.SL.6

Today, explain that in the next lesson your child will be writing their research paper. Point out that they've already chosen their topic, gathered sources, done research, taken notes, and organized their paper. All that is left is to actually write it and polish the final product.

Explain that research papers are typed on a computer in Times New Roman size 12 font. They are written in a formal language. Explain that language can be informal (as in when we talk to friends and family) or formal. When working on professional projects, we use a formal tone. This means the words we use should carry a serious tone with few or no contractions. They should not include slang words (e.g. *The item cost ten dollars* rather than *That cost ten bucks*). Formal language includes complete sentences, correct grammar, and no spelling mistakes.

Give your child an example of formal language by discussing some of the things you've learned from their research. Form 5 sentences in informal language. Say them aloud to your child. Then, form those sentences again in a formal language. Say them aloud to your child. Ask them to note the differences in tone.

Finally, ask your child to watch this [video](#).

Property of Phoenix Home Academy District

ELA Lesson 82: Research Project: Writing Your Paper (Main idea,

Standards Taught: ELA.L.1, ELA.L.2, ELA.L.2.a, ELA.L.2.b, ELA.L.2.c, ELA.L.2.d, ELA.L.3, ELA.L.3.a, ELA.L.3.b, ELA.L.3.c, ELA.SL.4, ELA.SL.6, ELA.W.2, ELA.W.2.a, ELA.W.2.b, ELA.W.2.c, ELA.W.2.d, ELA.W.2.e, ELA.W.4, ELA.W.6, ELA.W.7, ELA.W.8, ELA.W.9, ELA.W.9.a, ELA.W.9.b, ELA.W.9.c, ELA.W.10, ELA.R.IT.1, ELA.R.IT.2, ELA.R.IT.3, ELA.R.IT.8, ELA.R.IT.9, LM.IR.8.1.c, LM.IR.8.1.d, LM.IR.8.1.e, LM.IR.8.2

Explain that your child will now begin to write their paper. Though this may seem like a big task, they've already done much of the work. All they have to do now is to use their notes and knowledge to create an introduction, conclusion, and five paragraphs that cover the five topics they've been learning about. They will then need to provide a bibliography at the end of the paper and tie their sources to the places in their paper where they were used.

The introduction: Explain that your child's paper should begin with an introduction. This should tell the reader what the reader will learn if they keep reading. The introduction should not give specific information, but rather a summary of the entire paper. This should include at least 5 complete sentences.

Paragraph one: This paragraph should focus on the biography of the person/group. Discuss their family, personal history, beliefs and practices. Use notes to tell the reader when this person lived and what life was like for them. Show your child how to include a superscript ⁽¹⁾ when using a source. Help them begin to build a bibliography by citing the source used below the finished writings and putting the corresponding number beside it. Remind them that they should paraphrase the information found. If using a direct quote, they should use quotation marks. This paragraph should include at least 5 sentences.

Paragraph two: This paragraph should list the historical significance of the people(s) being discussed. Use notes to discuss the things this person/group is best known for. Point out the time period and uniqueness of this person within their historical setting. Ask your child to support claims with evidence from their research. For example, *George Washington was brave because he risked his life to win freedom.* Help your child continue to cite sources used and build their bibliography. Remind them that they should paraphrase the information found. If using a direct quote, they should use quotation marks. This paragraph should include at least 5 sentences

Paragraph three: This paragraph should list accomplishments of the person/group, especially in historical and personal aspects of life. It should tell the outcomes of the historical actions their chosen person/group took. Encourage your child to use words such as *another*, *for example*, *also*, and *because* to link their paragraphs and ideas together and provide additional

evidence of their claims. Continue to help your child include a superscript ⁽¹⁾ and build a bibliography. This paragraph should include at least 5 sentences.

Paragraph four: This paragraph should be at least 5 sentences long and include the influence of this person/group on Utah. This may include historical changes brought to the state and/or current ways their ideas are still influencing Utah. Continue to help your child cite their sources properly.

Paragraph five: This paragraph should be at least five sentences long and discuss other interesting facts that relate to this person/group. Continue to help your child correctly cite sources.

Conclusion: The conclusion should give a summary of the entire report, reminding the reader of what they just read. It should outline the main idea (e.g. George Washington was an influential historical figure.) and help the reader sum up the most important things they've learned. This paragraph should be at least 5 sentences long.

ELA Lesson 83: Research Project: Visual Aid

Standards Taught: ELA.SL.5, ELA.R.IT.7, LM.IR.8.2

During this lesson, your child should create a visual aid to accompany their report. Remind your child that the visual should be neat and organized and add to what their report says, rather than distracting from it. Ideas for visual aids include: a collage of images of their chosen topic, an image of a journal or document related to their topic, a slideshow of images showing the historical contributions of their topic, photographs from a museum about their chosen topic, or a graph design depicting their topic and/or their contributions.

ELA Lesson 84: Research Project: Review, Revise, Reflect

Standards Taught: ELA.L.1, ELA.L.2, ELA.L.2.a, ELA.L.2.b, ELA.L.2.c, ELA.L.2.d, ELA.L.3, ELA.L.3.a, ELA.L.3.b, ELA.L.3.c, ELA.W.5, ELA.W.10 LM.IR.8.1.d, LM.IR.9.1., LM.IR.9.1.a, LM.IR.9.1.c, LM.IR.9.2, LM.IR.9.2.a, LM.IR.9.2.b, LM.IR.9.2.c

Ask your child to print their report and present it to you with their completed visual. Read though, correct, and grade their report based on the rubric below. Then, ask your child to make corrections to their report. Finally, ask your child to read through their report themselves, encouraging self-reflection. Allow them to grade their work using the student rubric. Praise them for their ability to do a large project over a long time period and for the improvements they made.

Requirement	Points Earned
Introduction (20 pts)	
Conclusion (20 pts)	
Proper Spelling, Grammar, and Punctuation and a Formal Tone (10 pts)	
Ideas and claims supported by evidence (15 points)	
Five paragraphs with proper organization and proper length (15 points)	
Transitional Words Used (20 pts)	
Final Grade Points:	
Final Grade Letter:	

Use a percentage system to calculate your letter grade: 90-100 = A, 80-89 = B, 70-79 = C, 59-69 = D, 0-59 = F. Then reflect on what you can do to raise your grade.

Student Rubric	
Requirement	Points Earned
Introduction (20 pts)	
Conclusion (20 pts)	
Proper Spelling, Grammar, and Punctuation and a Formal Tone (10 pts)	
Ideas and claims supported by evidence (15 points)	
Five paragraphs with proper organization and proper length (15 points)	
Transitional Words Used (20 pts)	
Final Grade Points:	
Final Grade Letter:	

Use a percentage system to calculate your letter grade: 90-100 = A, 80-89 = B, 70-79 = C, 59-69 = D, 0-59 = F. Then reflect on what you can do to raise your grade.

Are you happy with your final paper? Why or why not?

What did you do really well on while writing this report?

In what area do you want/need to improve upon when writing reports?
