

English Language Arts 3rd Grade

ELA Lesson 1: Parts of a Sentence: Nouns

Standards Taught: ELA.L.1.c

Review with your child what a noun is (person, place, or thing). Ask your child to name 5 nouns they can think of quickly.

Then, explain that some nouns are the subject of a sentence. The subject is what the sentence is about. Read the following sentence aloud to your child:

The cat ran away quickly.

Ask your child what the subject is in that sentence (cat). How do we know? Cat is the only noun in the sentence and it is what the sentences is talking about. What would happen if there were more than one noun in a sentence? Read the following aloud to your child:

The cat ran away from the bear.

Ask your child to name the nouns in the sentence (cat and bear). Point out that the sentence can only have one subject, or thing it is about. So, how do we know what the subject is?

The subject is the noun doing the action. In this sentence, the action is “ran away from the bear”. Who is running away from the bear? (the cat). The cat is doing the action, so we know that the subject of this sentence is the cat.

Repeat this exercise with the following sentence, helping your child to find the nouns and to determine which noun is the subject. Then, ask your child to do the worksheet for this lesson.

The pineapple cake fell off the table.

ELA Lesson 1 Worksheet

Underline the nouns in each of the sentences. Then circle the subject.

The pencil lost its eraser.

Paris is a city in France.

I went to Utah for the summer.

Chocolate is the best candy there is.

The water fell out of the bucket and onto the floor.

ELA Lesson 2: Regular Plural Nouns

Standards Taught: ELA.L.1.d

Review the previous lesson with your child, emphasizing that a noun is a person, place, or thing. Then, explain that a noun can also be plural, meaning that there are more than one person, place, or thing. Read the following example and ask your child to repeat the plural noun:

The pineapple cakes fell off the table.

Explain that *cakes* is the plural noun because it represents more than one cake. Point out that we simply added an *s* to the end of the noun to make it into a plural noun.

Next, read the following example to your child and ask them to find the plural noun:

The foxes were all different colors, but my favorite was red.

Point out that, for this plural noun (*foxes*), we added an *es* rather than just an *s* to the end of the word. We add an *es* instead of an *s* to words that end in *s*, *ss*, *sh*, *ch*, *x*, or *z*. Practice changing the nouns into plurals for the following two examples with your child:

The paper _____ blew away in the wind.

The box _____ were perfect for wrapping Christmas gifts.

Words that end in *y* change to plurals by dropping the *y* and adding *ies* to the end of the word. Review the following sentence with your child. Then, ask your child to do the worksheet for this lesson.

I need 15 copy _____ of this paper, please.

ELA Lesson 2 Worksheet

Make the singular noun into a plural noun by adding an s. Then, read the sentence aloud.

The pizza__ were so hot that steam escaped when we opened the box.

How many penny____ do you have?

How many ax___ do you need to cut the firewood this winter?

My family saw several statue__ on our field trip.

The boy had several watch___.

Mary bought a few hair brush___ at the market.

Aiden dropped all of his crayon__ and they rolled off the edge of the table.

ELA Lesson 3: Irregular Plural Nouns

Standards Taught: ELA.L.1.d

Review the previous lesson with your child, asking them to explain plural nouns to you. Then, explain that not all nouns can become plural simply by adding an *s*. Irregular plural nouns need a little extra work to change them to plurals. Some words, like *sheep*, don't change at all to become a plural (*one sheep/several sheep*). Others, like *foot*, change letters (*foot/feet*). Knowing these irregular plurals is really just memorization. Work through the worksheet for this lesson with your child, helping as needed. Review it often, asking them questions about irregular plural nouns and point out any you see in your reading for a time.

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ELA Lesson 3 Worksheet

Write the irregular plural noun on the line next to each singular noun. Then, draw a picture of each one somewhere on your paper.

ox _____

fish _____

woman _____

man _____

leaf _____

goose _____

mouse _____

child _____

tooth _____

person _____

cactus _____

deer _____

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ELA Lesson 4: Abstract Nouns

Standards Taught: ELA.L.1.e

Review the previous lessons with your child, reminding them what a noun is and the methods of changing a singular noun into a plural. Quickly review a few irregular plural nouns. Explain that today we are going to cover abstract nouns. Explain that, rather than a person, place, or thing, abstract nouns are ideas. An abstract noun is something you cannot see, hear, touch, taste, or smell. Words like bravery, freedom, and friendship are abstract nouns.

Work through the following lesson with your child, helping them to as themselves if they can uses the five senses to experience a noun (concrete) or if the noun is abstract.

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ELA Lesson 4 Worksheet

Color the boxes containing abstract nouns with a crayon.

freedom	cat	bucket	sink	anger
giraffe	happiness	monster	New York	hate
pig	robot	calm	wisdom	paint
upstairs	future	notebook	faith	pen
talent	Mickey Mouse	love	apple	paper
princess	truth	football	creativity	bedroom
honesty	chair	joy	desk	Captain America
Utah	picture	luck	calendar	idea

ELA Lesson 5: Nouns Review

Standards Taught: ELA.L.1.f

Ask your child to do the following worksheet

1. Change the following into regular plural nouns by adding an *s* or *es* to the end of each one

match_____

can_____

witch_____

envelope_____

paper_____

baby_____

2. Change the following into irregular plural nouns

mouse_____

foot_____

ox_____

deer_____

3. Circle the abstract nouns and put an *x* over the concrete nouns

floor

freedom

circle

friendship

pillow

chaos

frame

silliness

candy

ELA Lesson 6: Parts of a Sentence: Pronouns

Standards Taught: ELA.L.1.c

Briefly review the previous lessons on nouns with your child. Then, explain that today we are going to learn about pronouns. Ask your child to repeat the word pronouns aloud. Then, explain that a pronoun is a word that can take the place of a noun. Instead of saying the person, place, or thing, a word stands in for it. Words like I, me, my, you, your, he, him, his, she, her, hers, it, its, we, us, our, they, them, their, myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves are pronouns. Read the following sentences to your child, asking them to point out the pronouns they hear. There may be more than one in a sentence. Then, ask your child to do the worksheet for this lesson.

He went to the store all by himself.

She likes red lollipops the best.

They want tacos for dinner.

Our cat is really hyper today.

Can you take a picture of us?

What color is it?

ELA Lesson 6 Worksheet

Underline the pronouns in each sentence. Hint: There may be more than one in each sentence.

The dog ate all its food.

Do you like to go camping?

How many of those do you need?

What is her name?

He carried the heavy buckets by himself.

They decided to walk to the store.

The peach fell off the tree all by itself.

How many cans of tomatoes do you need?

The robots cleaned the floor by themselves.

ELA Lesson 7: Pronoun-Antecedent Agreement

Standards Taught: ELA.L.1.h

Remind your child of the lesson on pronouns, reviewing the most used examples. Then, read the following sentence aloud, written as it is.

Bob had to leave work because its dog was sick.

Ask your child if something is wrong with that sentence. Read it again if needed. Then, point out that the wrong pronoun is in the sentence. Underline the pronoun *its* and point out that this pronoun is referring to the noun Bob. Bob is likely a male so the pronoun should be *his*.

Repeat this process for the following examples, pointing out the pronoun error in each and explaining that pronouns must match the gender (boy or girl), number, and/or person that they are referring to. Ask your child to name the correct pronoun for each. Then, ask your child to do the worksheet for this lesson.

Bob had to leave work because its dog was sick.

Sally and I went to get ice cream because their were hungry.

I decided to get popcorn because she was extra buttery.

My dog ran over our tail with the motorcycle.

ELA Lesson 7 Worksheet

Fill in the blank with the correct pronoun.

_____ went to get her hair done.

He liked spending time with _____ dad.

_____ both like eating fruits and vegetables.

The pencil had _____ lead broken.

The chair fell on _____ side.

We went to get _____ order from the restaurant.

How many times have _____ dropped something today?

_____ need to sleep in my bed tonight, not on the couch.

ELA Lesson 8: Parts of a Sentence: Verbs

Standards Taught: ELA.L.1.c

Tell your child that today we are going to learn about a different part of sentences today: verbs. Explain that verbs are action words. They tell you what the subject is doing in the sentence. Read the following sentence to your child. Ask them to find the subject. Then, ask what the subject is doing in the sentence. Point out that the verb tells us exactly what the subject is doing. The cat is the subject. It ran away quickly. Ran is an action word (to run) so that is the verb.

The cat ran away quickly.

Repeat this process for the following examples, encouraging your child to find the verbs on their own as much as possible. Then, ask your child to do the worksheet for this lesson.

The cat ran away quickly.

The blanket slid off the bed.

The flower grew tall.

The monkey swung from tree to tree.

ELA Lesson 8 Worksheet

Fill in the blanks with a verb (action word) of your choice. You can even make silly sentences.

The man _____ to eat pizza.

She _____ the bat and hit the ball.

He was _____ for his shoe.

They _____ to the store.

We _____ to go with the green tablecloth.

Our plans were _____.

Why are you _____ so much?

How many markers does he _____?

ELA Lesson 9: Simple Verb Tenses (walk, walked, will walk)

Standards Taught: ELA.L.1.g

Review the definition and purpose of a verb in a sentence with your child. Explain that verbs can come in different forms, or tenses. These tenses tell us when the action happened. For example, if we say “He is walking to the store” we know it is happening right now. The ending -ing tells us that we are speaking in present (meaning happening now) tense. If we say “He walked to the store” we know that he has already done the walking. This is called past tense. The -ed ending tells us that the action is over. If we say “He will walk to the store” we know that it will happen in the future, but hasn’t happened yet. This is called future tense. Read the following sentence to your child.

The cat is running away quickly.

Ask them to identify the verb (running). Is it happening now, already finished, or going to happen in the future? Point out that there is an -ing ending, meaning that it is happening now. Ask your child how we would say that the running had already happened. (The cat ran away) Then, ask them how we could change the verb tense to say that it will happen in the future. (The cat will run away). Repeat this process for the following examples. Then, ask your child to complete the worksheet for this lesson.

The dog will play with his squeaky ball.

The boy is jumping on the trampoline.

The girl slept last night.

The dress hung on the hanger.

ELA Lesson 9 Worksheet

Fill in the table with the correct verb tense of each work

Verb	Past Tense (-ed)	Present Tense (-ing)	Future Tense (will -)
walk			
			will want
		looking	
	rolled		
jump			
		picking	
			will use

ELA Lesson 10: Simple Verb Tenses Review

Standards Taught: ELA.L.1.g

Review the previous lesson with your child, reminding them of the definition of a verb and the three simple verb tenses. Then, ask them to fill in the blanks for the sentences below with the correct tense of each verb below the line.

We _____ to the store tomorrow.
go

She wants to _____ at the park.
swing

They are _____ to lift the heavy box together.
try

He _____ the game for hours.
play

They _____ later tonight, after it is dark.
sleep

We _____ all the ice cream already.
finish

ELA Lesson 11: Subject-Verb Agreement
Standards Taught: ELA.L.1.h

Remind your child of the previous lessons on verbs. Then, read the following sentence aloud.

He are 9 years old.

Ask your child if that sentence sounds right. Explain that the sentence is incorrect because the subject (he) and the verb (are) don't match. The subject is singular (only one) while the verb is plural (more than one). Ask your child how to change the sentence to make more sense. Explain that we would simply replace *are* with *is* to make the verb singular to match the subject. So, the new sentence would read:

He is 9 years old.

Repeat this process with the following examples. Then, ask your child to complete the worksheet for this lesson.

They is going to the movies.

My mom cook dinner every night.

Dad work today.

The slippery frog jump off the table.

It are going to get lost.

ELA Lesson 11 Worksheet

Fill in the blank with the correct verb, making sure that it agrees with (matches) the subject.

She _____ going to the store.

The dragon _____ helping bake a cake.

How many days _____ gone by since last Monday?

Why _____ this so difficult for me?

_____ you feeling well today?

He _____ a new car for Christmas.

They _____ riding in a car.

The snow cone _____ melting everywhere.

ELA Lesson 12: Parts of a Sentence: Adjectives

Standards Taught: ELA.L.1.c

Briefly review the parts of a sentence we have covered in lessons so far: nouns and verbs. Explain that today we are going to learn about adjectives. Adjectives are describing words. They tell us what a noun looks, tastes, smells, feels, or sounds like. Some examples of adjectives are: red, sweet, stinky, soft, and loud. Go through the following examples with your child, asking them to identify the adjectives in each sentence. Then, ask your child to do the worksheet for this lesson.

The red ball bounced.

He is very tall.

She loves her pretty necklace.

How many of those smelly socks are you hiding in your room?

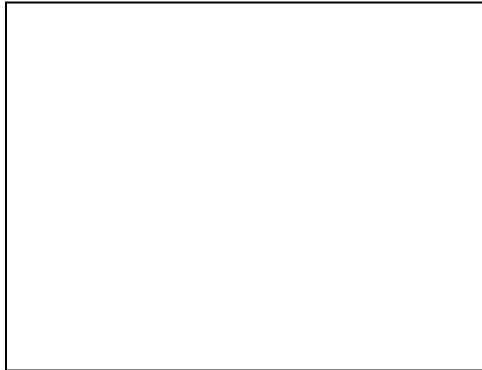
This blanket is so fuzzy.

The drummer played a quiet song.

ELA Lesson 12 Worksheet

Gather three objects. Draw each object in a box. Then, write 5 adjectives describing the object in the blanks.







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ELA Lesson 13: Parts of a Sentence: Adverbs

Standards Taught: ELA.L.1.c

Review the lesson on adjectives with your child, reminding them that adjectives describe nouns. Explain that today we are going to learn about adverbs, which describe verbs (action words). Explain that adverbs usually end in the letters *-ly*. Quickly, quietly, slowly, and fairly are all adverbs. Words that describe where, when, how much, and how often are also adverbs, though they may not end in *-ly*. Words like *above*, *already*, *often*, and *yesterday* can be adverbs if they are describing when, where, how much, or how often a verb is happening. Read the following examples with your child and ask them to point out the adverb. Then ask your child to complete the worksheet for this lesson.

The drummer played quietly.

The pencil rolled quickly.

The dancer fell down.

The package arrived yesterday.

I often use my favorite pen.

How did you do that project so quickly?

ELA Lesson 13 Worksheet

Read the verb aloud and then do it as you normally would. Then, read the adverb and do the action again as the adverb describes it. Finally, think of a different adverb that could describe the noun and act out that one, too.

sing quietly

run fast

snore softly

move slowly

jump up

climb up

laugh several times

walk outside

giggle joyfully

go towards the door

roll on the floor

ELA Lesson 14: Comparative Adjectives and Adverbs

Standards Taught: ELA.L.1.i

Remind your child that adjectives (for nouns) and adverbs (for verbs) are both describing words. Explain that one way to describe something is to compare it to another thing. For example, if we say “He is taller than her” we are comparing the height of two people. *Taller* is a comparative adjective. We know that he is tall and she is shorter. Or, if we say “She runs more quickly” we know that she is faster than the other person. *More quickly* is a comparative adverb. Review the following examples of comparative adjectives and adverbs with your child, asking them to point out the comparison in each. Then, ask your child to complete the worksheet for this lesson.

They were faster than the other group.

He tied his shoe tidier than the others.

She worked harder than the other girls did.

The rose is taller than the poppy.

The pencil is smaller now that it has been sharpened.

ELA Lesson 14 Worksheet

Fill in each blank with the correct comparative adverb or adjective.

Sam runs _____ than the other boys.
fast

Alison can kick the ball _____ than Kay.
far

I am _____ than my sister.
old

The truck is _____ than the car.
tall

The baby is a much _____ eater.
sloppy

Our puppy is _____ than he used to be.
big

ELA Lesson 15: Superlative Adjectives and Adverbs

Standards Taught: ELA.L.1.i

Review comparative adjectives and adverbs with your child. Explain that there is one more type of comparative adjective and adverb. It is called a superlative adjective/adverb. Ask your child to say the word superlative. What part of that word do they know? Super. Explain that super reminds you of superheroes. Superheroes are superheroes because they are the strongest, fastest, smartest, or most powerful. Superlatives are words that are the most of something. Many of these words end in –est. Others have the word “most” before them.

Read the following examples to your child and ask them to find the superlative adjective or adverb. Then, ask your child to complete the worksheet for this lesson.

Today was the happiest day of my life.

I am the silliest person in my family.

That tree is the tallest one in the forest.

That part of the sidewalk is the wettest.

Today is the warmest day of the summer.

ELA Lesson 15 Worksheet

Fill in the superhero cape with the superlative adjective or adverb form of each word.



short



hot



clean



weak



thin



small

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ELA Lesson 16: Possessives

Standards Taught: ELA.L.2.d

Briefly review what a noun, verb, adjective, and adverb are with your child. Ask them to give you an example of each. Then, tell your child that today we are going to make nouns into possessives. A possessive simply means that something belongs to someone. To make a noun a possessive, we simply add an apostrophe and an s to the end of it. Review the following examples with your child, asking them to identify the noun and what belongs to that noun. Then, ask your child to complete the worksheet for this lesson.

The cat's coat was blue.

Julie's marker dried out.

The bunny's fur was so soft.

The mother's energy was gone.

Matt's video game controller ran out of batteries.

The mountain's side was covered in snow.

The scissor's blades were very sharp.

ELA Lesson 16 Worksheet

Underline the possessive noun in each sentence. Circle the thing that belongs to each possessive.

The queen's crown was covered in jewels.

Sarah's room needed to be cleaned.

The puppy's toy was squeaking.

Tom's pen had red ink.

Change the noun that something belongs to in each sentence into a possessive by adding an apostrophe and an s at the end.

The goat___ hay was all gone.

Fred___ motorcycle could go really fast.

The teddy bear___ fur was soft and clean.

The notebook___ pages were running out.

ELA Lesson 17: Parts of a Sentence: Review

Standards Taught: ELA.L.1.c

Review the parts of a sentence by asking your child to complete the worksheet below



Noun = Yellow



Verb = Green



Adjective = Red



Adverb = Blue

house

quickly

red

run

smoothly

mice

bumpy

jumping

tickle

Mary

rolling

spotted

big

Salt Lake City

laughed

September

sneakily

ELA Lesson 18: Conjunctions Review

Standards Taught: ELA.L.1.j

Watch the following [video](#) with your child, reminding them that a conjunction is a word that connects two different thoughts. Common examples of conjunctions are: because, but, and thus, also, or, and so.

Go over the following examples with your child, asking them to identify the conjunction and finish the sentence. Then, ask them to do the worksheet for this lesson.

We wanted to go to the store but _____

I cleaned my room so _____

My mom said I couldn't play outside because _____

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ELA Lesson 18 Worksheet

Underline the conjunction and then complete the sentence.

I love banana ice cream but _____

It was raining so _____

I didn't want to eat my dinner because _____

I hate motorcycles and _____

Dinosaurs could be tall or _____

Write your own sentence containing a conjunction on the lines below:

ELA Lesson 19: Coordinating Conjunctions

Standards Taught: ELA.L.1.j

Review the previous lesson with your child, reminding them that conjunctions are words that link two ideas together in a sentence. Ask your child to give you an example of a conjunction. Then, explain that there are different types of conjunctions. Today, we are going to learn about coordinating conjunctions.

Coordinating conjunctions link two words or thoughts that are of equal importance together. One word or thought is not more or less important than the other. An example of this would be:

I like chocolate and lollipops.

This sentence links two words (chocolate and lollipops) together. This is a compound sentence. Instead of saying *I like chocolate. I like lollipops.* we used the conjunction *and* to link the thoughts into a single sentence. However, it doesn't say we like chocolate more than lollipops or lollipops more than chocolate. It is implied that we like them both the same.

Coordinating conjunctions are almost always the following: for, and, nor, but, or, yet, so.

Work through the worksheet for this lesson with your child, asking them to underline the conjunction and complete the sentence by creating a compound sentence.

Neither my mom nor my dad like _____

On Monday and Tuesday we _____

I am not hungry for I _____

Mary likes cats and _____

The robot has legs but not _____

I had a headache so _____

ELA Lesson 20: Subordinating Conjunctions

Standards Taught: ELA.L.1.j

Review the previous two lessons with your child briefly. Then, explain that today we are going to learn about a different type of conjunctions: subordinating conjunctions. These conjunctions are the opposite of coordinating conjunctions. While coordinating conjunctions are equal in importance and the two thoughts would make sense on their own, subordinating conjunctions have one thought that is more important than the other. Subordinating conjunctions would not both make sense if they were separated. Use the following examples to explain this concept.

I like chocolate and lollipops.

This conjunction is a coordinating conjunction. It could be separated into two different thoughts: I like chocolate. I like lollipops. Both of these sentences are complete and make sense without the other.

I only like dogs if they are small.

This conjunction is a subordinating conjunction and it creates a complex sentence. It cannot be broken into two complete sentences or thoughts. Trying to break it up would sound like this: I only like dogs. They are small. While the first sentence makes sense by itself, the second does not. Who is small? What are you talking about? Are all dogs small? The thoughts must be joined by a conjunction in order for them both to be understood. Common subordinating conjunctions used in complex sentences are: after, although, if, until, than, before, because, once, as, and which.

Go through the worksheet for this lesson with your child, asking them underline the conjunction and add a subordinating clause after it. Point out that the end of their sentence probably wouldn't make sense by itself.

I have to finish my chores before _____

She can only go to the movies if _____

Ben loves ice cream so _____

He has a big house, although _____

They were only staying at the party until _____

I have too many sisters which _____

ELA Lesson 21: Complete Sentences Review

Standards Taught: ELA.L.1.k

Watch the video [here](https://www.youtube.com/watch?v=SQ8faQgi6UE) (How to write a complete sentence: <https://www.youtube.com/watch?v=SQ8faQgi6UE>) with your child.

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

Ask your child to complete the worksheet for this lesson.

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ELA Lesson 21 Worksheet

Complete the sentences below by checking to be sure they each have a subject (underline in green), a verb (underline in blue), a complete thought, correct punctuation (circle in red), and correct capitalization (circle in orange). If corrections are needed, rewrite the sentence in the space below it.

the lion roared a loud roar.

Sammy really wanted to.

Where is one place you would like to visit?

Today we are going to the zoo?

the picture hung crooked on the wall

The fairy.

what is your favorite thing to eat!

ELA Lesson 22: Compound Sentences Review

Standards Taught: ELA.L.1.k

Review the five things a sentence needs to be complete with your child. Explain that some sentences, called compound sentences, combine two different sentences into one. Remind your child that compound sentences use coordinating conjunctions to join these two complete thoughts of equal importance together. Review what a conjunction is briefly. Read the following example to your child and ask them to point out the two separate thoughts in the sentence and the conjunction used.

We went to the store and the library.

Point out that *and* is the conjunction used in this compound sentence. The sentence could be broken into the following separate, but complete sentences: *We went to the store. We went to the library.* Practice this method with the following sentence and then ask your child to do the worksheet for this lesson.

The baby needed milk but not a new diaper.

The story was complicated so the movie of it was long.

The pizza fell out of the box and onto the floor.

I eat healthy foods and try to stay away from treats.

The robot could climb walls yet he could not drive a car.

ELA Lesson 22 Worksheet

Cut out the following boxes. Then, arrange them to create compound sentences using contractions.

I really love milk.

I finished all my chores quickly.

I just had a birthday.

I hate eating lima beans.

I am not old yet.

I like cookies too.

I got to go on my playdate.

My mom loves lima beans.

so

but

and

or

ELA Lesson 23: Complex Sentences Review

Standards Taught: ELA.L.1.k

Remind your child what a subordinating conjunction does. A subordinating conjunction links a complete thought with a subordinate, or incomplete or less important, one. This creates a complex sentence. Unlike a compound sentence, one of the clauses does not stand on its own as a complete sentence. Common subordinating conjunctions used in complex sentences are: after, although, if, until, than, before, because, once, as, and which. Ask your child to cut out the boxes on the worksheet for this lesson and create complex sentences with the statements there. Ask them to identify which clause is not a complete sentence on its own.

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I went to the library

I hate most vegetables

I get to go trick or treating

after I left the party.

I went to see a funny movie

which made me laugh.

although carrots are nice.

if I finish my homework first.

ELA Lesson 24: Sentences Review

Standards Taught: ELA.L.1.k

Review the difference between coordinating and subordinating conjunctions with your child and the difference between compound and complex sentences. Then, ask them to do the worksheet for this lesson.

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ELA Lesson 24 Worksheet

Underline the conjunction in each sentence. Then, circle which type of sentence it is: compound or complex. Remember, compound sentences use coordinating conjunctions and complex ones use subordinating.

The puppy loved to eat pickles but he didn't like watermelon.

compound sentence

complex sentence

Everyone stayed for the entire meeting although it took a long time.

compound sentence

complex sentence

I hate using pens to do my math but I love using crayons.

compound sentence

complex sentence

Joey likes cake more than cookies.

compound sentence

complex sentence

There were so many bubbles yet they did not last long.

compound sentence

complex sentence

Maria needed to finish cleaning her room and she had to take care of her pet lizard.

compound sentence

complex sentence

Robert hates chocolate milk as does Julie.

compound sentence

complex sentence

ELA Lesson 25: Capitalization: Titles

Standards Taught: ELA.L.2.a

Ask your child to review the correct capitalization rules for a complete sentence. Remind them that we capitalize the first word in every sentence. Ask them to name a few other words every time we use them, too. Days of the week, months of the year, and names of people or places. Explain that we also capitalize some of the words in the titles of books, magazines, movies, and articles. There are four rules to help us understand which words should be capitalized in a title:

1. The first word should always be capitalized
2. The last word should always be capitalized
3. Capitalize all adjectives, adverbs, nouns, pronouns, subordinating conjunctions, and verbs
4. Smaller words (less than four letters), articles (a, an, the, etc.), coordinating conjunctions, and prepositions (at, by, to, etc.) should not be capitalized unless they are the first or last word in the title

Go over the following examples with your child, working through each of the title capitalization rules and correcting the titles as needed. Ask your child which rule applies to each of the words that needs to be capitalized. Then ask your child to do the worksheet for this lesson. The first example is done for you.

The Rainbow Fish



Pete the cat

Frozen

the Book of Mormon

History of the world

ELA Lesson 25 Worksheet

Write the title on the line with correct capitalization. Use the four rules be sure you don't miss any words that must be capitalized.

dragon masters: wave of the sea dragon

harry potter and the goblet of fire

the bible

magic tree house

wings of fire

good night moon

ELA Lesson 26: Commas in Addresses

Standards Taught: ELA.L.2.b

Review the previous lesson with your child. Explain that when we write out an address, there are rules we need to follow, too. One is that we capitalize directions (North, South, East, and West), names of streets, cities, and states. Another rule is that we add a comma in the following places:

1. After the city name (before the state abbreviation)
2. After the street name (unless writing in block format as on an envelope)
3. After the apartment number (if applicable)
4. After the zip code (if writing in a sentence with words after the address rather than a block format)

Review the following examples with your child, pointing out the capitalization and comma placement as you do. Then, ask your child to do the worksheet for this lesson.

Block format:

9265 6th Avenue
Long Beach, CA 90801

332 Davis Street, Apartment C
Austin, TX 73301

Sentence format:

I live at 159 West Center Street, Payson, Utah 84651

Her address is 2901 Oak Drive, Apartment G, Bloomington, MN 55420, I think.

ELA Lesson 26 Worksheet

Add commas in the correct places for each of the following addresses. Determine if the address is written in block or sentence style and apply the correct rules.

123 South 150 West
Ogden UT 84201

I live at 1501 North Cedar Street Apartment A Albany NY 12201

Her address is 4772 East Main Street Trenton NJ 08605 I think.

932 1st Street Apartment D
Austin TX 73301

I live at 954 East Washington Street Payson, Utah 84651

Her address is 52 North Walnut Street Apartment G Alva FL
33920 I think.

3557 6th Avenue
Aroua OR 97002

ELA Lesson 27: Dialogue Punctuation

Standards Taught: ELA.L.2.c

Review the previous two lessons with your child. Explain that another time when our capitalization and punctuation are different is when there is dialogue (or characters talking) in a story. Ask your child to choose one of their favorite books and find a piece of dialogue in it. Point out that the author followed the following rules when writing dialogue:

1. The words the character says have a pair of quotation marks at the beginning and end of them
2. The dialogue ends with a comma and is usually followed by a dialogue tag. This tag tells us who is speaking and can include phrases like *said Tonya* or *he told her*.
3. Dialogue always begins a new paragraph. In a conversation, a new paragraph begins each time the speaker changes
4. For dialog without a dialogue tag, the punctuation at the end of the sentence goes inside of the quotation marks

Review a few examples of these four rules in your child's book. Point out that the rules help the reader to understand who is speaking and exactly what each character is saying. If it were written without these rules, it would be difficult to determine what was happening in the book. Together, correct the punctuation of the following examples of dialogue by adding commas, quotation marks, and other appropriate punctuation. Then, ask your child to do the worksheet for this lesson.

I'm so excited about our date tonight he said.

They didn't even listen to what I was talking about

There were so many butterflies that I couldn't walk because I was afraid I would step on one Lily exclaimed.

ELA Lesson 27 Worksheet

Add the correct punctuation to each of the following examples of dialogue. Use the four rules to guide you. Then, write your own dialogue sentence at the bottom.

You can't do that she screamed at him.

What about the pizza? Did you forget the pizza? he asked.

My chickens are a little crazy today the farmer explained.

How many times do we need to do this Joe complained.

Hi she said.

Do you like pumpkin spice? I love pumpkin spice Crystal said.

ELA Lesson 28: Capitalization and Punctuation Review

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

Review the previous three lessons with your child, reminding them of each of the rules for correct punctuation and capitalization. Then, ask them to do the worksheet for this lesson.

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ELA Lesson 28 Worksheet

Write the capitalization for the following titles on the line below each one.

mary had a little lamb

three blind mice

jack and the beanstalk

Add commas where needed to the addresses below

Her address is 657 South Maple Street Apartment B Alva FL
33920 I think.

8945 11th Avenue
Aroura OR 97002

Correct the punctuation in the following examples of dialogue

What is your name Zak asked.

I'm going to ride on a train she said excitedly.

ELA Lesson 29: Base Words
Standards Taught: ELA.L.2.e

Explain to your child the following: A base word is a word that can stand alone, or means something all by itself. A base word can have a suffix (letters after) or prefix (letters after) added to it to change the meaning, but it is also able to be used on its own. Show your child the following example, pointing out that *help* is the base word. Discuss the meaning of the word *help* when it stands alone. Then, point out the prefix *un-*. This prefix, when added to the base word *help* changing the meaning of the base word to the opposite of its stand-alone meaning. Next, point out the suffix *-ful* at the end of the base word. When added to a base word *-ful* means full of. So, our base word *help* (which meant to provide aid) with this suffix and prefix now says *unhelpful* (which means not providing aid to). The suffix and prefix changed the meaning of the base word.

unhelpful

Work through the following examples of base words with added prefixes and suffixes with your child. Ask them to identify the base word and its meaning. Remind your child that the base word has a meaning by itself, while suffixes and prefixes do not. Then, ask your child to complete the worksheet for this lesson.

preheat

snowing

rewrite

tallest

smaller

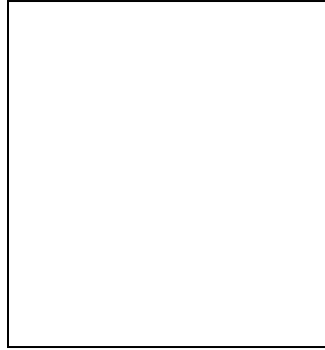
ELA Lesson 29 Worksheet

Underline each of the base words. Then, draw a picture of their meaning in the box below.

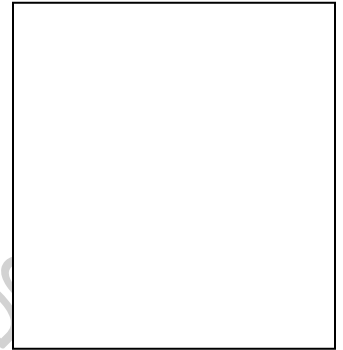
dislike



helped



baking



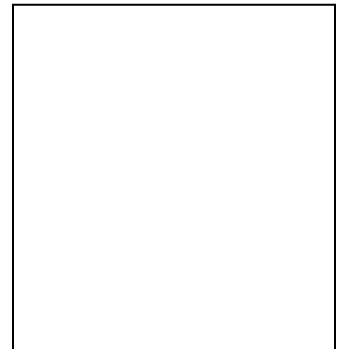
unafraid



careful



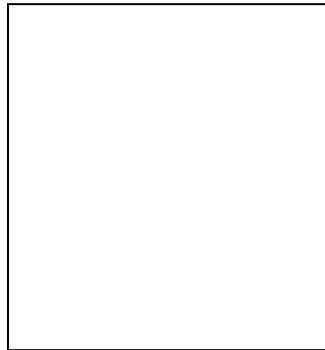
preview



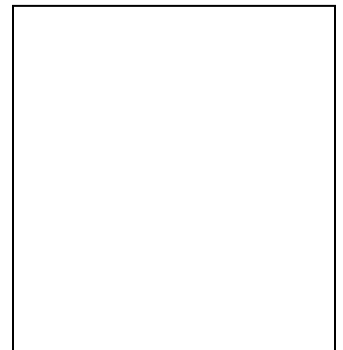
unprotected



hunter



unaware



ELA Lesson 30: Suffixes and Prefixes

Standards Taught: ELA.L.2.e

Remind your child what they learned about base words in the previous lesson: base words are words that have meaning alone but can have suffixes and prefixes added to them to change their meaning. A suffix is a letter or group of letters that comes after a base word while a prefix comes before the base word. Review the following examples of prefixes and suffixes with your child, discussing how they change the meaning of the words they are attached to and providing some examples. Then, ask your child to complete the worksheet for this lesson using the example charts.

Common Prefixes

Prefix	Meaning	Example
un-	not/opposite	unlock
re-	again	retie
dis-	not/opposite	dislike
in-	not/opposite	inactive
non-	not	nonfat
pre-	before	preview
mis-	badly/wrong	misspell
semi-	half	semicircle
im-	not/opposite	impatient
bi-	two	bicycle

Common Suffixes

Suffix	Meaning	Example
-s/-ss/-es	more than one	hats, boxes
-ing	happening now	walking
-ed	already happened	walked
-er	more than	taller
-est	the most	tallest
-less	without	careless
-en	to make	soften
-able/-ible	can be done	enjoyable
-ful	full of	joyful
-ous	full of	mysterious
-y/-ly	characterized by	cloudy/badly
-ion	result of	invitation
-ness	condition of	darkness

ELA Lesson 30 Worksheet

Add a prefix, suffix, or both to each base word to change its meaning and create a new word.

1. _____ + care + _____ = _____

2. _____ + place + _____ = _____

3. _____ + fast + _____ = _____

4. _____ + play + _____ = _____

5. _____ + honest + _____ = _____

6. _____ + happy + _____ = _____

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ELA Lesson 31: Base Words, Prefixes, and Suffixes Review

Standards Taught: ELA.L.2.e

Add the correct prefix and/or suffix in each blank. Use your prefix and suffix chart as needed.

1. The spelling test was difficult and she ___spelled several words, getting them all wrong.

2. He is tall___ than her, but the teacher is the tall_____.

3. They had read the book before, but wanted to ___read it since it had been awhile.

4. It turned out that what the news was telling everyone was a lie, it was ___true.

5. His mom was having a hard day so he decided to be extra help_____and do extra chores.

6. The kitten quiet___ made its way through the room, sneaking up on its owner.

7. The soft, cushy couch was so comfort_____ that he never wanted to get up.

ELA Lesson 32: Word Families

Standards Taught: ELA.L.2.f

Ask your child to review what a word family is. Remind them that, in 2nd grade, they organized words into word families based on matching ending letters. Write the words *bill*, *dill*, and *mill* down on a chalkboard or blank paper. Ask your child to identify the common letters in these words. Above your list write *-ill* and explain that these words are a part of the *-ill* word family. Ask your child if they can name any other words that belong in this family. Point out that most of the words in a word family rhyme because they have the same ending letters.

Choose another word family found in this [image](#). Write the ending letters for this word family on the chalkboard or blank paper. Ask your child to name some words in that word family. Repeat until you have covered about half of the word families listed. Then, ask your child to do the worksheet for this lesson.

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ELA Lesson 32 Worksheet

List three words for each of the following word families.

-ork

-oat

-am

-ow

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ELA Lesson 33: Spelling Patterns: I Before E (except after C)

Standards Taught: ELA.L.2.f

Explain to your child that for the next few ELA lessons we will be learning spelling patterns. Like word families, these patterns can make it easier for us to remember how to correctly spell words. The first pattern is I before E, except after C or when sounding like *ay* as in neighbor or weigh. Explain that this rule is a little tricky because it is not always true. However, it is a good pattern to learn because it applies to many words. Explain that, when spelling, the letter *i* should come before the letter *e*, unless both of those letters come after a letter *c*. Another exception to this pattern is when the words have the *ay* sound, which changes the order to *e* before *i*. Point out this rule and the exceptions to it in the examples below, then ask your child to do the worksheet for this lesson. Encourage them to memorize the following: I before E, except after C or when sounding like *ay* as in neighbor or weigh

believe

thief

receipt (after c exception)

vein (sounds like *ay*)

ELA Lesson 33 Worksheet

Fill in the blanks with the correct spelling. Then, read the word aloud. Remember, I before E, except after C or when sounding like *ay* as in neighbor or weigh

ch____f

rec____ve

b____ge

gr____f

fr____nd

c____ling

n____ghbor

f____ld

perc____ve

w____gh

ELA Lesson 34: Spelling Patterns: Drop the Y

Standards Taught: ELA.L.2.f

Remind your child of the lesson on changing singular nouns into plural nouns. Point out that usually, we can simply add an *s* to the end of a word, however, if a word ends in *y*, like *butterfly* we drop the *y* and add *ies*. Work through the following examples, reminding your child of this important concept by asking them to write the plural form of each noun.

cherry

baby

story

Point out that, when we add a suffix to a base word that ends in *y* (review base words and suffixes again if needed), we change the *y* to an *i* and add the suffix after it. Using the following examples, work through adding the suffix listed for each word. Point out that the *y* was simply changed to an *i* and then the suffix was added to the end. Then, ask your child to complete the worksheet for this lesson.

Base Word	Suffix	Base + Suffix
marry	-ed	married
happy	-ness	happiness
tidy	-est	tidiest
beauty	-ful	

ELA Lesson 34 Worksheet

Fill in the table with the correct base word, suffix, or base + suffix combination. Remember the *change y to i before adding the suffix rule*.

Base Word	Suffix	Base + Suffix
	-es	worries
easy	-est	
likely		likelihood
envy	-ous	
	-er	noisier
apply	-ed	
	-est	happiest
trustworthy		trustworthiness
	-es	babies
mystery	-ous	
	-ed	notified
tricky	-er	

ELA Lesson 35: Spelling Patterns: Keep the Y
Standards Taught: ELA.L.2.f

Review the previous lesson with your child, reminding them that most of the time if a word ends in *y* you change it to an *i* before adding a suffix. Explain that there are exceptions to this rule. For example, the suffix *-ing* does not change a *y* to an *i* before a suffix as it already adds an *i* to the end of the word. Go over the following examples with your child:

apply – applying

marry – marrying

envy – envying

Explain that another exception to changing a *y* to an *i* is when a word ends in a vowel + *y* rather than a constant + *y*. Review the vowels (a, e, i, o, u) with your child. Remind them that these letters are the special sticky letters that hold words together. Then, use the table from the previous lesson to point out that all of the words there had a constant before the *y* that was dropped. However, if the letter right before the ending *y* is a vowel, we simply keep the *y* and add the suffix after the word. Go through the following examples with your child, asking them to point out the vowel that allows the *y* to stay stuck to the word, even when adding a suffix. Then ask your child to do the worksheet for this lesson.

joy – joyful

play – played

buy – buyer

ELA Lesson 35 Worksheet

Read each base word aloud. Then, use the three rules you've learned to decide if the y should be changed or not. Finally, add the suffix to the end of the word. Write the base word + suffix combination on the line below.

Base Word	Suffix	Drop the Y?	Base + Suffix
worry	-ing	yes no	
apply	-ed	yes no	
annoy	-s	yes no	
play	-ful	yes no	
say	-ing	yes no	
happy	-ly	yes no	
enjoy	-able	yes no	
toy	-less	yes no	
marry	-es	yes no	
pay	-ing	yes no	
weary	-ness	yes no	
buy	-er	yes no	
try	-ing	yes no	
dry	-ed	yes no	
cry	-ing	yes no	

ELA Lesson 36: Spelling Patterns: Silent E Drop

Standards Taught: ELA.L.2.f

Briefly review the previous spelling patterns lessons with your child, providing examples and asking them to apply each rule. Then, explain that today we are going to learn another spelling pattern rule today: when to drop the silent *e*. Remind your child that some words have a silent *e* at the end of them. This *e* changes a short vowel to a long one in the word. Review the following examples:

cut --- cute

tub --- tube

kit ---- kite

When adding a suffix that begins in *i* or *e* to a word that ends in silent *e*, however, the *e* is dropped from the word and then the suffix is added to the end. Go over the following examples with your child, then ask them to do the worksheet for this lesson.

hope ---- hop~~e~~---- hoping (instead of hopeing)

write ----- writ~~e~~----- writing (instead of writeing)

drive ----- driv~~e~~----- driver (instead of driveer)

blame ---- blame ---- blameless (the suffix doesn't begin with *i* or *e*)

ELA Lesson 36 Worksheet

Complete the table for each base word plus suffix combination. Remember to drop the e unless the suffix does not begin with an *i* or *e*

Base Word	Suffix	Drop the e	Base + Suffix
come	-ing		
desire	-ed		
manage	-able		
hope	-ful		
blame	-ing		
polite	-ness		
taste	-ier		
bake	-er		
cube	-ed		
love	-ly		

ELA Lesson 37: Spelling Patterns: K or CK

Standards Taught: ELA.L.2.f

Review long (say their name) and short (say their sound) vowels with your child. Practice identifying long and short vowels with the following examples:

apple ape airplane place

Next, review vowel-teams (two vowels that work together to make one sound) and diphthongs (a vowel, paired with a o or y that work together to make one sound) with your child. These types of blended letters were covered in 1st grade, so it may take some time to cover them. Use the following examples to help your child remember, asking them to tell you whether each word includes a vowel team or diphthong and what sound it makes.

beat bow bee few way boot

Finally, point out that there are additional blends that may be in a word. These blends may make the same sound as another blend or letter. One example of this is /k/ and /ck/. So, how do we know which one to use in a specific word? Explain that for *k* and *ck* we can use vowels, vowel teams, and diphthongs to decide which one is right. If the /k/ sound comes after a vowel team, diphthong, or long vowel sound, we use a letter *k*. In the following examples, ask your child to identify why each word ends in a letter *k*.

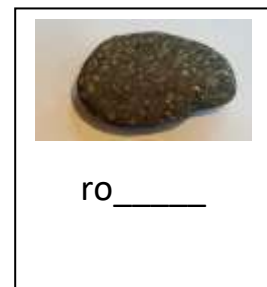
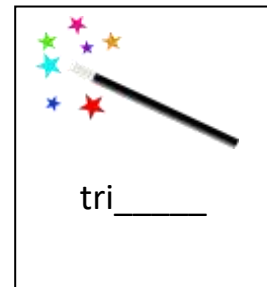
break seek soak creek

However, if the /k/ sound comes after a short vowel, we use the letters *ck*. Ask your child to identify the short vowel sound in each of the following. Then, help your child complete the worksheet for this lesson.

chick kick slick crack

ELA Lesson 37 Worksheet

Ask your child to cut out the cards and images below. Glue or tape each of the gift box images to its own paper bag. Place the cards face down in a pile. Ask your child to draw a card, determine whether the word ends in the letter *k* or the letters *ck* using the rules they just learned and place the card in the correct bag. Take a turn yourself and allow friends or siblings to play, too. Play until all the cards are sorted.





cloa_____



blo_____



du_____



mil_____



cra_____



sti_____



mas_____



for_____



lea_____



par_____



bri_____



so_____



clo_____



ne_____



do_____



haw_____



lu_____



yol_____



sho_____



wor_____

ELA Lesson 38: Spelling Patterns: Double S

Standards Taught: ELA.L.2.f

Review the previous lesson with your child, reminding them when to use *k* and when to use *ck* for the /k/ sound. Then, explain that another tricky sound is /s/. Sometimes, a single letter *s* makes the /s/ sound, as in the following words:

tennis

circus

bus

gas

However, sometimes the /s/ sound is made of two letters- *ss*. Review the examples below with your child. Then ask your child to do the worksheet for this lesson.

dress

darkness

cross

goddess

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ELA Lesson 38 Worksheet

Finish each word by adding the appropriate /s/ sound using the letter s or the letters ss.

prince_____

busine_____

dangerou_____

mo_____

goe_____

le_____

prince_____

hi_____

ki_____

wa_____

bli_____

atla_____

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ELA Lesson 39 Spelling Patterns: J and V

Standards Taught: ELA.L.2.f

Review the previous lesson briefly with your child, reminding them of the /s/ sounds spelling pattern. Then, explain that we are going to learn two more spelling patterns today. The first, is the letter *v*. If you are spelling a word that ends with the /v/ sound, add a silent *e* to the end. Some examples of this are:

jive

hive

cave

give

The second rule has to do with the letter *j*. Like *v*, words don't usually end in the letter *j*. If the word you are writing ends in a /j/ sound, use the letters *dge* rather than the *j*. The following are examples of this rule:

judge

edge

badge

hedge

Ask your child to use these two rules to complete the worksheet for this lesson.

ELA Lesson 39 Worksheet

Write the correct spelling for each word on the line below the incorrect spelling.



duv



fiv




moov




glov



grov



oliv



ridj




wedj



nudj



fridj



pledj



ledj

ELA Lesson 40: Spelling Patterns: Morphology

Standards Taught: ELA.L.2.f

Review the previous spelling patterns lessons with your child, paying extra attention to the concepts they are still struggling with. Then, explain that there is one last rule for spelling: morphology. Morphology simply means breaking the words down into meaningful parts so they don't seem so big when we try to spell them correctly. This includes breaking words into base words, prefixes, and suffixes, but it also includes breaking words down into separate parts. Read the following word to your child and see if they can tell you what it means. Point out that this word is very long and it's hard for our brains to remember every letter when we are spelling. However, this word can be broken into three different meaningful pieces, as the example shows. If we can remember how to spell those two pieces, we can put them together like a puzzle to create the whole word.

disruptive

disruptive

Review the following examples, asking your child to break down the words into smaller pieces. Then ask them to complete the worksheet for this lesson.

unforgivable

disconnected

misinterpreted

ELA Lesson 40 Worksheet

Cut out each word card. Then, draw and cut a line between each word piece to make it easier to spell. Finally, mix up the pieces and ask an adult to read the word list aloud. Find the pieces that make up that word and put them back together like a puzzle.

Word List			
beautiful	hopeless	uninterested	preheated
before	unhelpful	tallest	shorter

beautiful

hopeless

uninterested

preheated

before

unhelpful

tallest

shorter

ELA Lesson 41: Spelling Patterns Review

Standards Taught: ELA.L.2.f

Visit this [website](#) and allow your child to play a few of the games to review spelling patterns.

ELA Lesson 42: Review Day

Use this lesson to review any concept(s) your child is struggling with that have already been covered this year.

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ELA Lesson 43: Syllable Patterns

Standards Taught: ELA.L.2.f

Review the definition of a syllable (parts you say separately) with your child, reminding them that we can count the number of syllables in a word by placing our hand under our chin and counting each time it moves downwards or clapping for each part of the word. Practice this with the following examples, asking your child to count the number of syllables in each word.

love (1)

catapult (3)

taco (2)

Next, explain to your child that there are different syllable types, each with their own rules. Remembering these rules can help us correctly spell each word. Use this [image](#) to learn about the different syllable types with your child. Then, allow them to use the image to do the worksheet for this lesson. (See answer sheet below worksheet for more info, noting that some examples could be more than one syllable type and asking your child to explain their choices)

ELA Lesson 43 Worksheet

Label each word with the number of syllables and the syllable type. Use the image from the lesson to help you remember each type.

Word	
oyster	
Number of Syllables	Syllable Type

Word	
code	
Number of Syllables	Syllable Type

Word	
turtle	
Number of Syllables	Syllable Type

Word	
pop	
Number of Syllables	Syllable Type

Word	
cup	
Number of Syllables	Syllable Type

Word	
bin	
Number of Syllables	Syllable Type

Word	
boil	
Number of Syllables	Syllable Type

Word	
barn	
Number of Syllables	Syllable Type

Word	
she	
Number of Syllables	Syllable Type

Word	
bicycle	
Number of Syllables	Syllable Type

ELA Lesson 43 Worksheet Answer Sheet

Word	
oyster	
Number of Syllables	Syllable Type
2	diphthongs

Word	
code	
Number of Syllables	Syllable Type
1	silent e

Word	
turtle	
Number of Syllables	Syllable Type
2	consonant -le

Word	
pop	
Number of Syllables	Syllable Type
1	closed

Word	
cup	
Number of Syllables	Syllable Type
1	closed

Word	
bin	
Number of Syllables	Syllable Type
1	closed

Word	
boil	
Number of Syllables	Syllable Type
2	vowel teams

Word	
barn	
Number of Syllables	Syllable Type
1	bossy r

Word	
she	
Number of Syllables	Syllable Type
1	open

Word	
bicycle	
Number of Syllables	Syllable Type
3	open

ELA Lesson 44: Finding the Meaning: Context Clues

Standards Taught: ELA.L.2.g, ELA.L.4.a, ELA.L.4

Read a new non-fiction book with your child. As you read, ask them to point out any words they don't know the meaning of. They should look for at least 10 words that they've never heard or cannot understand. Write down the word when you come to it. Explain that, after reading to the end of the page, you will come back to that word.

After you've read through the entire page, ask your child if they have any guesses for the meaning of the word. Re-read the sentence that the word is included in. Point out any clues 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. Explain that you will eventually find each of the meanings, but it may take some time and you may have to skip a few words for now.

Repeat this at least 10 times for each of the words your child pointed out. If needed, read a second book to get at least ten words.

Finally, reassure your child that you will work together to find the meaning of the words that are still undefined and unknown to your child. Save the list you've made for the next lesson.

ELA Lesson 45: Finding the Meaning: Dictionaries

Standards Taught: ELA.L.2.g, ELA.L.4.d, ELA.L.4

Using the list from the previous lesson (and another book, if more words are needed), remind your child of the first unknown word and your quest to find the meaning. Re-read the sentence where this word is used in the book and review context clues, reminding them that, even with those clues, we have not figured out the word yet.

Next, show your child a dictionary. Explain that a dictionary is a book full of the meaning of words. It is organized alphabetically. 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.

Read the given definition aloud. Point out that the dictionary may give more than one definition for a word. Re-read the sentence from the book, this time inserting the definition from the dictionary where the word is. Repeat until you find the correct definition. Ask your child to explain what the word means in the book.

Repeat this process for the remainder of the words on your child's list, finding the correct definition for each. Encourage your child to find the words on their own within the dictionary using the alphabetic organization. Explain that anytime your child does not understand a word, they can look in the dictionary for the correct meaning. Make this a regular practice in your home, encouraging your child to expand their vocabulary by investigating the meaning of unknown words they read, hear, or see.

ELA Lesson 46: Finding the Meaning: Glossaries

Standards Taught: ELA.L.2.g, ELA.L.4.d, ELA.L.4

Check out (or use ones you already have) a few books that include a glossary.

Ask them to point out words they don't know, or words you know are found in the glossary. Explain to 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 (i.e. words are in alphabetical order, definitions are given, etc.) to better understand what they are reading.

ELA Lesson 47: Finding the Meaning: Digital Tools

Standards Taught: ELA.L.2.g, ELA.L.4.d, ELA.L.4

Review the previous lessons about dictionaries and glossaries with your child. Then, explain that these two methods are also available in digital writings. Visit a website familiar to your child. Ask them to write down any words they don't know the meaning of. Then, help them use context clues, an online dictionary, and/or on-site tools to find the meaning of those words.

Finally, continue to teach and re-teach these important lessons as your child reads and works online to learn more. Remind them of the easiest way to find more information by topic and help them get comfortable using glossaries, tables of contents, electronic menus, icons, and headings to make their work easier.

ELA Lesson 48: Finding the Meaning: Root Words

Standards Taught: ELA.L.2.g, ELA.L.4, ELA.L.4.c

Review lesson 29 with your child, reminding them what they learned about base words. Explain that, like base words, root words carry the meaning of the word, but can have suffixes and prefixes added to them. This means that root words, which are usually from different languages, can give us clues to help find what a word means.

Go over the chart [here](#) with your child. Discuss the different root words listed and their meanings. Then, allow your child to use the chart to complete the worksheet for this lesson. Review this chart often with your child and use it to point out words in their reading and help them find the meaning.

ELA Lesson 48 Worksheet

Fill in the blanks in the chart below. Use the root words chart from them lesson to help you find the meaning of each word.

<u>Word</u>	<u>Root</u>	<u>Prefix and/or Suffix</u>	<u>Meaning</u>
semicircle			
geology			
microscope			
photosynthesis			
monologue			
telephone			
malfunction			

ELA Lesson 49: Finding the Meaning: Affixes

Standards Taught: ELA.L.2.g, ELA.L.4, ELA.L.4.b

Review lessons 30, 31, and 48 with your child, reminding them of base words, root words, suffixes and prefixes. Explain that suffixes and prefixes make up a group called affixes. Affixes are added to base and root words to change their meaning. Ask your child to review affixes by completing the worksheet for this lesson.

<u>Word</u>	<u>Root Word</u>	<u>Affix</u>	<u>Affix Meaning</u>
bicycle		bi- (two)	
	-ology (the study of)	bio- (life)	
polygon	-poly (many)		
	-peat	re- (again)	
inspect	-spec (look)		
unhappy		un- (not)	
	-scope (investigate)	-micro (very small)	

ELA Lesson 50: Finding the Meaning: Latin Suffixes

Standards Taught: ELA.R.IT.b

Briefly review the previous lesson with your child, reminding them that base words and affixes in English often come from different languages, like Latin or Greek. Tell your child that today we are going to review Latin suffixes by playing a game. Ask your child to complete the game/quiz found [here](#). As your child answers, ask them how they came to that conclusion. Encourage your child to explain the affix or base word that helped them identify the meaning of the word. Review any incorrect answers with your child, helping them to understand the affix and/or base word that acts a clue to the meaning.

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ELA Lesson 51: Finding the Meaning: Multi-Syllable Words

Standards Taught: ELA.R.IT.c

Review lesson 40 and the previous lesson with your child, reminding them that breaking a word into smaller pieces can sometimes help us with spelling it correctly. Review how to find and count syllables, reminding your child of the clapping or hand-under-chin method. Explain that syllables can also help us to read and understand a word. By breaking a large word into smaller pieces, it is easier to find the meaning of each part and then put them together.

Watch this [video](#) with your child. Work through the examples listed with them. Then, work through the examples below, helping your child break large words into smaller pieces using what they've learned so far. Ask your child to guess the meaning of each word. Finally, ask your child to complete the worksheet for this lesson.

congratulations

dictionary

exciting

scientific

ELA Lesson 51 Worksheet

Break each word down using the 5 steps from the video. Then, read the word aloud to an adult and guess the meaning. If the meaning is correct, move on to the next word. If not, look it up in a dictionary.

<u>Word</u>	<u>Affixes</u>	<u>Base/Root</u> <u>Word</u>	<u># of</u> <u>Syllables</u>
probably			
recycle			
discover			
independence			
capacity			
adorable			
confusion			
mathematics			
communication			
precipitation			

ELA Lesson 52: Finding the Meaning: Word Nuances

Standards Taught: ELA.L.5

Ask your child to review what they've learned about finding the meaning of words they don't know so far. Review each rule and trick.

Then, point out that there are some words that have almost the same meaning, but are a little bit different. For example, jump and leap both describe the same type of action. However, if we were to jump, then leap, they would look very different. Ask your child to do both of these actions to illustrate the point. Explain that, though their feet left the ground in an upwards motion both times, the way their body moved was very different. Explain that this is an example of word nuances, or very small differences in meaning. Nuances are also known as shades of meaning.

Review this concept with your child using the following examples:

few, couple, several, many, some

knew, believed, suspected, heard, wondered

speck, pebble, rock, boulder

eat, nibble, much, gulp

jog, run, dash, sprint

Finally, ask your child if they can think of any nuance examples. Help them cover 3-5 more nuance group examples that relate to their lives. Point out how knowing how the words relate to each other can help us identify the meaning of a word we don't know.

ELA Lesson 53: Finding the Meaning: Non-Literal Meanings

Standards Taught: ELA.L.5.a, ELA.R.4

Review word nuances with your child, reminding them that words can be related but have different shades of meaning. Explain that we are going to learn a little more about shades of meaning today. Point out that some words can mean different things based on how they are used in writing or speaking. Write following example sentences on a chalkboard or blank paper. Then, read them with your child:

The sky was **blue**.

She was feeling **blue** today.

Ask your child to identify and circle the word that is in both sentences. Then, ask your child to explain what this word (*blue*) means in each sentence. Is the meaning the same or different?

Point out that the first sentence uses the word *blue* in a literal sense. Using another chalkboard or blank paper, write *Literal* on one half of the top. Write the word *blue* beneath it. Explain that when a word is used literally, it means exactly what it says. Use blue chalk or a crayon to color a blue spot beside the word *blue*, explaining that in this sentence, blue means the literal color blue.

Read the second sentence to your child again. Ask them to tell you the meaning of the word *blue* in this sentence. Does it mean that the girl felt like the color blue? Of course not. *Blue* in this sentence has a different meaning. It means the girl felt sad. This is a non-literal, or not exactly what the word says, meaning of the word. Write non-literal on the opposite side of the top of your chalkboard or paper. Write the word *blue* underneath it and draw a sad face beside the word.

Ask your child to explain the difference between a literal (means exactly what it says) and non-literal (means something other than what it says) meaning of a word. Repeat the exercise with the sentences below, circling the common word, identifying both meanings, and then listing and drawing it below both the literal and non-literal lists. Then, ask your child to complete the worksheet for this lesson.

Zip it!

Zip up your jacket.

Let the cat out of the bag.

Let the cat out of the bag.

ELA Lesson 53 Worksheet

Read each sentence. Determine if the bold word has a literal or non-literal meaning in the sentence. Then, draw a picture of the meaning used in the sentence.

<u>Sentence</u>	<u>Literal/Non-Literal</u>	<u>Draw a Picture</u>
I drove my mother up the wall during Christmas break.	Literal Non-Literal (circle one)	
I drove my new remote controlled car up the wall.	Literal Non-Literal (circle one)	
As he ran, his legs began to burn like they were on fire.	Literal Non-Literal (circle one)	
The firemen had to come because the house was on fire.	Literal Non-Literal (circle one)	
This worksheet is a piece of cake.	Literal Non-Literal (circle one)	

ELA Lesson 54: Review Day

Use this lesson to review any concept(s) your child is struggling with that have already been covered this year.

ELA Lesson 55: Fiction vs. Non-Fiction

This lesson is a review of standards from previous grades and a build-up to the next few lessons.

Check out from the library (or use some you have) at least 2-3 examples of each fictional and non-fictional books. Cut out the labels below before the lesson.

fiction

non-fiction

Ask your child to look through each book and point out similarities and differences they may see. What are the books about? What do they do? Do they tell a story or teach us something? Or maybe they do both?

Explain that these examples show two different types of books: fiction and non-fiction. Ask your child to repeat *fiction* and *non-fiction*.

Pick up a fictional book and show it to your child. Explain that this is a fictional book. Books that are fiction tell a story that has things in it that are not real. They may include magical things that don't happen in real life such as animals talking. They sometimes begin with the phrase *once upon a time* or end with *happily ever after*. Fictional stories must be read in order, sometimes include illustrations (or pictures that have been drawn), and are meant to be enjoyed while being read. Place the fictional story under the *fiction* label you cut out.

Next, pick up a non-fictional book example. Explain that this is non-fiction. Books that are non-fiction are real. They teach us something. Most of the time, they can be read in any order and contain photographs, charts, or graphs. They may have a table of contents or glossary. We read these books to learn more about our world and the things in it. Place the book below the *non-fiction* label you cut out.

Then, ask your child to sort the remaining books into the correct labels. Remind them of the purpose and characteristics of each type. Give your child clues as needed and praise them for their hard work.

Finally, take the time to read each of the books your child is interested in with them.

ELA Lesson 56: Reading: Topic and Main Idea

Standards Taught: ELA.SL.2

Review the previous lesson with your child, asking them to define fiction vs. non-fiction writing. Ask them to remind you of some of the clues they can use to identify fiction vs. non-fiction and the purpose of each type of writing.

Then, ask your child to choose their favorite non-fiction book from the previous lesson. Ask them to tell you what they learned. What was the book about? What was their favorite part?

Explain that their answer to what the book was about is known as the topic of the book. The topic can usually be identified by the title of the book.

Then, ask your child if they can identify the main idea of their favorite section. Explain that the main idea is the who and what the section is telling us. This is more specific than the topic, which just tells us what the entire book is about. It can sometimes be found in the heading, chapter title, or within the writing. Watch this [video](#) with your child and help them to identify the main idea of their favorite section of the book. Ask them to point out the difference between the topic and the main idea.

Practice finding the main idea of different sections within the book with your child. Point out that details are not the main idea, but that it is the overall statement that part of the book is trying to make.

Continue practicing this concept as you read more non-fiction books with your child over time.

ELA Lesson 57: Reading: Main Idea Reasoning

Standards Taught: ELA.SL.2

Review the previous lesson about topic and main idea with your child, watching the video again if needed. Review the main ideas you and your child found together in different sections of their non-fiction book. Then, explain the main idea in a section is often supported by reasoning or details. Ask your child if they remember a few examples of main idea and details from the previous lesson. Go to those pages in the non-fiction book you used for the last lesson. Slowly read through each section again, asking your child to remind you of the main idea. Then, ask your child to point out details or reasoning that support the main idea. Explain that good writers always support their main idea with reasons that it could be true. This helps the reader understand the author and see how the main idea is credible (or believable). Repeat this process for a few sections in the book. Then, ask your child to write a paragraph that contains a main idea with some details or reasoning about what they've learned.

Continue practicing this concept as you read more non-fiction books with your child over time.

ELA Lesson 58: Research: Choosing a Topic

Tell your child that they will be doing a research project, just like a historian or scientist. Explain that a research project helps us learn about a topic and share information that we find with others. It may be presented as a written paper, a visual representation (e.g. a chart, images, or presentation) or a mixture of the two. If your child has siblings in 1st or 6th grade, this is a great project to work together on in a group.

Ask your child what topic they would like to learn more about. This could be something that they are studying in school, something they are interested in, or something they heard about and want to know more. Perhaps it is a scientific subject, a historical event or figure, or even a form of technology. Help your child narrow the topic sufficiently so that research won't be too difficult for their age. If working in a group, make sure every child agrees to the topic.

Using a poster board, ask your child to write down their topic, items within the topic they may want to learn more about, and the questions they have.

ELA Lesson 59: Research: Identifying, Evaluating, and Citing Sources

Ask your child to remind you of their chosen topic and the questions and items they want to learn more about within that topic. Explain that those questions and items will become their main ideas for each part of their research.

Next, ask your child how historians and scientists learn about their topics. They may visit an ancient site, read books others have written, look at websites and articles online, interview people who know more than them, or conduct experiments. Explain that each of these places information can be found is called a source.

Point out that not all sources are equal, however. Some are more reliable than others. Sources may give incorrect information, have a bias, or even lie. It is important to choose reliable sources when doing research. Review with your child methods for choosing reliable sources. For a brief overview, see this [website](#).

Finally, ask your child to identify two or three sources for each of their questions/main ideas. Be sure to include books, first-hand accounts, and online sources such as scholarly articles, studies, and data charts if you can. Bookmark each source and ask your child to note the title of each under the main idea written on their poster board. This will help when it comes time to cite sources.

ELA Lesson 60: Taking Notes

Ask your child to remind you of what they learned about choosing reliable sources. Then, take time to help your child work through every source for each main topic. Read them aloud together. Pause when something relevant or of interest to your child comes up and allow your child to write down what they've learned. Draw a line from that note to the source written on the poster board. Allow your child to write anything they like, but try to emphasize that notes should be separated into main ideas as they go. Encourage your child to take neat notes so that they can keep everything they are learning organized.

ELA Lesson 61: Research: Finding Information and Answering Questions

Ask your child to review some of their notes from the previous lesson. Allow them to share the pieces of information they find most interesting and really get excited about learning more.

Next, ask your child if any of their questions or main ideas are unanswered or without notes. Explain that that information may be a little more difficult to find. Point out that they may need to re-word their questions and continue to search until they can find that information. Sometimes narrowing or broadening the idea/question can help us find different information. Give your child a few examples of how they may re-word their main idea/question in order to find what they want to know. Allow your child to choose, or write their own, new main ideas/questions in a new color beside their original on the poster board.

Finally, discuss places that your child could search for additional sources to help them finish their notes. Make a plan to visit your local library for before the next ELA lesson and check out new books on their topic.

ELA Lesson 62: Research: Using Books and the Internet

Using the books you checked out and internet searches, help your child find the information they still need. Be sure to bookmark websites and articles used, remind your child of methods for finding reliable sources, and help your child take note of what they learn. Continue until each of your child's questions/main ideas have information underneath them.

ELA Lesson 63: Research: Citing Sources

Now that your child's research is finished, it's time to start organizing their work into a presentable format. Be sure to account for age and developmental levels in these final lessons.

First, remind your child that they need to give credit to the authors/creators of their sources. Point out that, because their notes came from the work of others, they need to properly cite each source they used. Help your child build their bibliography, explaining that this is simply a list of sources that will be at the end of their report. For more information about how to correctly cite sources see this [website](#). For younger children, ask them to identify each piece of information needed, showing them where they can usually find it in the book, on the article, or within the webpage. Then, help them type the bibliography in the correct format. Older children (grades 4 and up) can do this mostly on their own with a little help. If your child is working in a group, allow the older children to type while the younger ones find the information.

Finally, ask your child to title the page *Bibliography* and ensure that the format is neat and clean.

ELA Lesson 64: Research: Report Expectations and Ideas

Before your child begins to create their report, review the following page with them. Explain that these are the things you expect to see in your child's report. If working as a group, ensure that you review the expectations for each child separately, as they change by age. Point out that if the older children check off all their boxes, the younger ones should be covered, too.

Allow your child to brainstorm ideas about how they want to organize their paper. This is a good time to use their poster board of notes, numbering each main idea in the order they would like it to appear. If your child is working in a group, delegate the work between the children, taking into account the age and developmental level of each child. Also, allow your child to decide which type of visual representation they would like to use. Each child should work on both the written and the visual report.

Research Report Requirements

- Includes a title that shows the main idea
- Includes an introduction paragraph
- Includes at least 3 main ideas, with evidence to explain/support them
- Includes a concluding paragraph which summarizes what you've learned
- Includes a bibliography of sources used
- Includes a visual representation (e.g. PowerPoint, poster, illustration, chart, graph, etc.)
- Uses age-appropriate spelling, punctuation, and structure
- Includes age-appropriate wording specific to the domain/topic
- Includes complete paragraphs (at least 3 sentences each)
- Is typed and printed
- Includes transitional words (e.g. therefore, next, first, finally) between main ideas

ELA Lessons 65-66: Research: Writing a Report

Help your child to write their report. This may take more than one day. It's better to break it up into smaller pieces (a paragraph at a time) and take frequent breaks than to try to do it all at once.

Use your child's notes to format paragraphs for each main idea, placing them in the correct order. For younger children, help them write or type their report as they dictate. Older children can type on their own. If working in a group, allow the older children to help the younger to type their pieces.

After the main idea paragraphs are finished, help your child add an introduction to the beginning and a conclusion at the end. Proofread their report, correcting any mistakes, and give feedback on organizational changes. Ensure that each of the requirements is included. If working in a group, help your children put their separate pieces together.

Add the bibliography to the end of the paper and help your child print it.

Finally, allow your child time to create their visual aid. If working in a group, ensure each child has a chance to contribute.

ELA Lesson 67: Research: Presenting and Evaluating Report

Allow your child time to practice presenting their report. Point out that using their visual aid is a good way to remember what they've learned. Ask your child to present their findings to a friend or family member in-person or virtually. Encourage your child to include an introduction, each main idea, and a conclusion during their presentation. If working in a group, ensure each child has a speaking part during the presentation.

Next, ask your child to evaluate their own work using the Research Report Requirements page. How did they do? What could they improve upon? What would they change? What was their most successful part?

Praise your child for their hard work and tell them what you've learned from their presentation. Display their visual aid in your home for a time, encouraging others to ask your child questions about it.

Standards Taught during Research Unit: ELA.L.1.a, ELA.L.1.b, ELA.L.4, ELA.W.1, ELA.W.1.a, ELA.W.1.b, ELA.W.1.c, ELA.W.1.d, ELA.W.2, ELA.W.2.a, ELA.W.2.b, ELA.W.2.c, ELA.W.2.d, ELA.W.4, ELA.W.5, ELA.W.6, ELA.W.7, ELA.W.8 ELA.R.IT.1, ELA.R.IT.2, ELA.R.IT.3, ELA.R.IT.5, ELA.R.IT.6, ELA.R.IT.7, ELA.R.IT.8, ELA.R.IT.9, LM.ML.10.1, LM.ML.12.1, LM.ML.12.2, LM.ML.13.1, LM.ML.13.2, LM.ML.13.3, LM.ML.14.1, 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.8.1, LM.IR.8.1.a, LM.IR.8.1.b, LM.IR.8.1.c, LM.IR.8.1.d, LM.IR.8.1.e, LM.IR.8.2, LM.IR.9.1, LM.IR.9.1.a, LM.IR.9.1.b, LM.IR.9.1.c, LM.IR.9.2, LM.IR.9.2.a, LM.IR.9.2.b, LM.IR.9.2.c, LM.RE.1.2, LM.RE.1.2.a, LM.RE.1.2.b, LM.RE.2.2, LM.RE.2.4

ELA Lesson 68: ELA: Fables, Folktales, and Myths: Part 1

Standards Taught: ELA.R.L.1, ELA.R.L.2, ELA.R.L.3, ELA.R.L.5, ELA.R.L.6, ELA.R.L.9, LM.RE.2.3

Explain to your child that today, we are going to learn about a specific type of story called a fable. A fable is a short story that conveys a moral, or teaches the reader a lesson about life. Fables usually have animals as characters. Ask your child to repeat back to you what a fable is. Next, ask your child to read *The Donkey in the Lion's Skin* (an Aesop's Fable) aloud. Discuss the characters (the lion and the fox), and the central message of the story (you can dress to look smart and powerful, but your words give you away). Then, ask your child to answer the following questions.

1. What is a fable?

2. What does a fable teach?

3. Who are usual characters in a fable?

4. What moral does *The Donkey in the Lion's Skin* teach?

Then, ask your child to read *The Ant and the Grasshopper* (Aesop's Fables) aloud and ask them to answer the following questions.

5. Who are the characters in *The Ant and the Grasshopper*?

6. What seasons does the story take place in?

7. Explain the plot line (major events) of the story

8. What moral is this story trying to teach the reader?

ELA Lesson 69: ELA: Fables, Folktales, and Myths: Part 2 (2 pages)

Standards Taught: ELA.R.L.1, ELA.R.L.2, ELA.R.L.3, ELA.R.L.5, ELA.R.L.6, ELA.R.L.9, LM.RE.2.3

Review with your child that a fable is a short story, usually with animal characters, that teaches the reader a moral, or life lesson. Then, ask your child to read *The Shepherd Boy and the Wolf* (Aesop's Fables) aloud and ask your child to answer the following questions.

1. What is the setting of this story?

2. Who are the characters of this story?

3. What happened the first two times the shepherd boy cried for help? Was he telling the truth?

4. Why didn't the villagers run to help the shepherd boy the third time?

5. What is the moral, or lesson of this story?

Next, ask your child to read *The Hare and the Tortoise* (Aesop's Fables) aloud and answer the questions below.

6. Who are the characters in this story?

7. What are some differences between the hare and the tortoise?

8. Which character was boastful and proud?

9. Who won the race and why?

10. What is the moral of this fable?

11. How are the two stories alike?

12. How are they different?

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ELA Lesson 70: ELA: Fables, Folktales, and Myths: Part 3

Standards Taught: ELA.R.L.1, ELA.R.L.2, ELA.R.L.3, ELA.R.L.5, ELA.R.L.6, ELA.R.L.9, LM.RE.2.3

Review the definition of a fable with your child, reminding them of the characteristics of these stories. Then, tell them today we are moving on to a different kind of story: a folktale. Explain that a folktale is a story that shows the culture of those telling it and is often passed down through oral telling (spoken word). Today, many folktales from around the world have been written down in books. Some of them have come to be known as fairy tales, which are stories that contain magic. Others include fables, myths, legends, and tall tales. In all folktales, characters face a problem that must be solved and learn something from solving it. Folktales teach the reader a lesson or central message. Many also have an overlying theme (e.g. good vs. evil, love conquers all, be kind, courage, perseverance, honesty).

Ask your child to read *The Three Little Pigs* aloud. Then, ask them to answer the questions below.

1. What is a folktale? What are some clues that a story may be a folktale?

2. What characters are in this story?

3. What are the major events in the plot of this story?

4. What is the main idea or lesson this story is trying to teach the reader?

Next, ask your child to read the story of Paul Bunyan, explaining that this is a tall tale, a story that has realistic characters that have been exaggerated, or added to, over time. Then, ask your child to answer the following questions.

5. What is a tall tale?

6. Who are the characters in this story?

7. What parts of the story are exaggerated?

8. What theme and/or moral of this story

ELA Lesson 71: ELA: Fables, Folktales, and Myths: Part 4

Standards Taught: ELA.R.L.1, ELA.R.L.2, ELA.R.L.3, ELA.R.L.5, ELA.R.L.6, ELA.R.L.9, LM.RE.2.3

Review with your child the definition of a folktale and discuss the ones you read in the previous lesson. Show your child the image and review the information found [here](#) about folktales surrounding bluebells. Then, ask your child to answer the following questions.



1. What are these folktales about?

2. Who controls the bluebells according to folktales?

3. What will happen to children if they wander into bluebells, according to the stories?

Next, ask your child to read *The Legend of Bluebonnet* by Tomie dePaola, explaining this is a Native American folktale. Then, ask your child to answer the following questions.

4. What does this story have in common with the stories of bluebells? What magical things did each of the flowers represent?

5. What challenge did the characters face in this story?

6. How was this challenge solved?

ELA Lesson 72: ELA: Fables, Folktales, and Myths: Part 5

Standards Taught: ELA.R.L.1, ELA.R.L.2, ELA.R.L.3, ELA.R.L.5, ELA.R.L.6, ELA.R.L.9, LM.RE.2.3

Review fables and folktales with your child, discussing the characteristics of each. Then, introduce a new type of story: myths. Explain that myths are traditional stories that show the history or religious beliefs of a culture. Myths often explain how a group of people came to be or explain a natural phenomena such as why the sun is in the sky, how storms are formed, or how rain falls. Myths usually include characters such as gods, demigods, or humans with supernatural powers.

Ask your child to read the following Greek myth aloud and then answer the questions below:

Zeus, king and protector of the gods, lived on Mount Olympus. Zeus had two brothers, Poseidon and Hades, who fought and defeated their father together. Their father, Cronus, was a fierce and violent titan. After his defeat, the brothers were free to rule on their own. Poseidon ruled the sea while Hades was god of the underworld, where mortal souls went after death. Zeus ruled the sky and weather and carried a lightning bolt, his favorite weapon. Together, the brothers could use their dominions to control much of life on earth. Zeus was a jealous god and, whenever he became angry at the morals who lived under Mount Olympus, he threw lightning bolts at them. He required them to pray to him, build temples, and honor him with stories, songs, and riches.

1. Who is Zeus?

2. How does the myth say Zeus got his powers? Who did he fight? Who helped him?

3. What did Zeus do if he was angry with someone?

4. What was Zeus's job on Mount Olympus?

Next, ask your child to read the following Norse myth aloud and answer the questions below:

Thor was the son of Odin, the chief god. He lived with his family in Asgard, protecting the gods from invasion as a warrior. Thor was also charged with protecting humankind, or mortals, because of his fighting skills. Thor carried a great hammer, the Mjolnir, which magically returned to his hand after he threw it. This was his favorite weapon. However, Thor also had the power to control thunder and lighting and would use these weapons when he faced a challenging enemy.

5. Who was Thor?

6. What was Thor's job?

7. How are Thor's and Zeus's stories alike? What did they have in common?

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ELA Lesson 73: ELA: Fables, Folktales, and Myths: Part 6

Standards Taught: ELA.R.L.1, ELA.R.L.2, ELA.R.L.3, ELA.R.L.5, ELA.R.L.6, ELA.R.L.9, LM.RE.2.3

Briefly review the definition of a myth with your child and discuss the two myths we've covered so far. Then, watch this [video](#) with your child, explaining that Hercules was a character in many Greek and Roman myths. Then, ask your child to answer the following questions:

1. Name three characters from the story

2. Who is the main character?

3. What was Hercules known for? What power did he have?

4. What happened when Hercules was a baby? How did he respond?

5. From Hera's point of view, was Hercules a hero? Why or why not?

6. Name a feat that Hercules was able to complete?

7. Why wouldn't a human be able to kill the lion?

8. What is a lesson or theme that we can learn from Hercules?

ELA Lesson 74: Sentence and Paragraph Connection: Comparison

Standards Taught: ELA.R.IT.8

Review with your child the aspects of a complete sentence (capitalization, complete though, punctuation, subject, and verb) and the format of a complete paragraph (3 to 5 complete sentences on the same topic). Explain that today we are going to learn one way to connect sentences or paragraphs to each other. This helps the reader understand what the author is trying to convey and helps the entire writing make sense when it is put together. Today, we are going to learn how to write paragraphs that compare and contrast two different things. Ask your child to read the following aloud and answer the questions that follow. Then, ask your child to complete the worksheet for this lesson.

Goats are a common animal on farms because of their ability to produce milk, meat, and hair for humans. Some goat breeds, like the Nubian, can produce almost 5 pounds of milk per day. Others, like the Boer, are raised and fed a special diet over their lifetime to produce a lean, flavorful meat. Breeds like the Angora goat, grow long, curly mohair which can be woven into clothing, blankets, and rugs. Goats are known for their unique individual personalities, which can vary wildly.

Like goats, sheep are often found on farms because of their usefulness to humans. They produce meat, wool, and lanolin. Sheep can be fed a specific diet when being raised for meat. However, meat from sheep is fattier than that of goats and doesn't have the same sweet flavor. Sheep who are raised for wool are sheered once a year, producing the warm, thick material that can be woven into fabric. Unlike mohair, wool is scratchy and rough. Sheep also produce lanolin, an oil that protects their wool. Lanolin is used by humans for moisturizing their own skin and protecting it from the elements. Unlike goats, sheep tend to follow each other and have less pronounced individual personalities.

1. What two animals are mentioned in these two paragraphs?

2. What are two similarities between the two species?

3. What are two differences between them?

4. Underline the following comparison words and phrases in the passage: like, however, doesn't have the same, unlike, less. Explain how these words help the reader compare the animals to each other

ELA Lesson 75: Sentence and Paragraph Connection: Cause and Effect
Standards Taught: ELA.R.IT.8

Review the previous lesson on comparison paragraphs with your child, reminding them of words and phrases that are often used to compare two different things to each other. Then, explain that today we are going to learn about a different way to connect paragraphs in our writing: cause and effect. Explain that this type of connection tells the reader that something happened *because* of an action before it. An example of this is: A new mountain was formed after the eruption ended and the volcanic magma cooled. Point out that a new mountain being formed is the effect, or end result. The cause, or action that created the effect, was the eruption of a volcano. Then, have your child read the following paragraphs, answer the questions, and complete the worksheet for this lesson.

The American Civil War is the bloodiest war in American history, with more American lives lost than in any other conflict. It resulted in divided families, with brothers, fathers, and sons fighting on opposite sides. However, it helped America move on from the horrible practice of slavery, opening the door for freedom and equal rights for all who lived on the land.

The Civil War began with the issue of property rights. Slave owners believed they owned their slaves and that the government had no right to take the things or people that were owned. In the south, many farmers relied on slaves to do the hard work of planting, tending, and harvesting crops. Without these workers, farmers believed their farms would fail. Many in the north, however, knew that owning other people was wrong. These differing opinions would cause the Civil War.

1. What are these two paragraphs about?

2. What was one cause of the Civil War in America?

3. What was one result of the Civil War in America?

4. Underline the following cause and effect words and explain how they help the reader connect the information from one paragraph to the other: resulted, helped, opening, began, cause

ELA Lesson 77: Point of View

Standards Taught: ELA.R.IT.6

Ask your child to choose a topic that interests them. This may be a current event, historical figure, religious topic, or cultural trait. Search for at least 2-3 books, magazines, articles, or websites that present information on this topic. Read through each source with your child, noting differences in opinions or beliefs between the different authors. Point out that, because we are human and able to think for ourselves, people often disagree. This shows that people are thinking about things that concern them and trying to come to their own conclusions. The right of free speech in America protects the ability of all people to think and communicate ideas, even if they disagree. This helps strengthen our country, because all people are allowed to debate, share, and discuss information and make up their own minds. We learn from each other and become more knowledgeable together *because* we are allowed to disagree and think about things in different ways. The way each of us sees and explains things to others is call our point of view.

Next, review each example, asking your child to identify the author's point of view on the topic. Ask your child if they agree or disagree with that author. Then, ask your child to explain their own point of view, provide facts or logic to as evidence, and teach you why they agree or disagree. Point out that your child's own point of view may be different than the authors' on all aspects, may agree on all aspects, or may differ on certain points. Ask your child to write at least one paragraph, explain their point of view on the topic and providing evidence to support it.

Finally, ask your child if they learned anything new about the topic by exploring different points of view. Encourage your child to share their point of view on various topics, either through writing or through discussion. Point out that this helps them to learn from and teach others, and that they should be able to support their point of view while sharing it.

ELA Lesson 78: Writing: Beginning, Middle, and End

Standards Taught: ELA.W.3, ELA.W.3.a, ELA.W.3.b, ELA.W.3.c, ELA.W.3.d, ELA.W.3.d

Briefly review point of view with your child. Then, explain that when an author writes there are always three pieces of the story or document they are working on: a beginning, middle, and end.

In stories, the beginning often introduces the characters, the setting, and a few events on the plot line. The middle shows the conflict or problem the main character may face, also known as the climax. Finally, the end shows the resolution, or solution for the conflict the main character faces. Using one of your child’s favorite fictional works, ask them to identify and share what happens in the three pieces of the story.

Then, ask your child to write a one-paragraph story that shows a beginning, middle, and end below.

In non-fictional works, the three pieces are much like those in fictional works. However, they are known by different names. At the beginning comes the introduction. This tells the reader exactly what the piece will be about. The middle contains the information, topics, and main ideas that the author wants to share and the evidence that supports them. Then, comes the conclusion. This end-piece gives a summary of what the author has shared, helping the reader to remember it all at once. Using one of your child’s favorite non-fictional works, ask them to identify and share what happens in the three pieces of the piece. Then, ask them to write their own non-fictional work that includes an introduction, main idea with evidence, and conclusion about a topic that interest them on the following page.

ELA Lesson 79: Writing: Descriptive Details

Standards Taught: ELA.W.3, ELA.W.3.a, ELA.W.3.b, ELA.W.3.c, ELA.W.3.d, ELA.W.3.d

Briefly review the three parts (beginning, middle, and end) of a written work and discuss the differences between these parts in a fictional vs. non-fictional piece with your child.

Then, ask your child to choose one of their favorite grade-level fictional books and describe their favorite character. What do they look like? How do they talk? What movements do they make? What is their personality like? Are they silly and care-free or serious and calm? Do they make quick decision or think things through? Are they taller or shorter than other characters? What makes them special?

Next, point out that your child has likely never seen this character. Chapter books don't have many pictures. How do they know what the character looks like, how they sound, and how they act. Point out that they likely learned these things from the author's use of descriptive details. Descriptive details are simply words or phrases that describe someone or something. They may tell us the color of a characters eyes, skin, hair, or favorite clothing. Perhaps they provide information about the stature or unique walk and gestures of the character. Maybe they tell us how a character reacts to things, showing us if the character is outgoing or quiet. Flip through the book your child chose and look for descriptive details about the character (usually in the first few chapters). Point out the words that support your child's idea of the character's description.

Then, ask your child to describe the place where most of the story takes place. Point out that they've probably never been to that place and they know what it looks like because of descriptive details in the writing. Look for a few setting descriptive details in the book with your child. Point out that setting details may include words or phrases about the landscape, ecosystem, weather, climate, buildings and structures, roads, trails, rivers, oceans, or lakes.

Point out that descriptive details help a reader imagine the story in their head as they are reading. They create a more realistic version by describing what is happening, who it is happening to, and where it is happening. They can describe any character, setting, object, action, or movement in a story.

Finally, ask your child to complete the worksheets (2 pages) for this lesson. Help them understand descriptive details by pointing out how each word they underline helps them to picture the subject better and how the sentence would change without it.

ELA Lesson 79 Worksheet

Underline the descriptive details in each of the following sentences. There may be more than one for each example. Then, read the example of descriptive writing and write your own paragraph, using descriptive details, about what you ate for breakfast this morning. Include colors, textures, tastes, smells, and other sensory experiences. Try to make it so the reader can see, feel, smell, and taste your breakfast.

1. The heavy can fell from the shelf and left an oval-shaped dent in the floor below.
2. She stomped her foot down with a crash, glaring at the boy who stole her lunch.
3. The blue balloon floated gracefully towards the sun.
4. He towered over the other boys, standing tall and proud.
5. The goofy puppy rolled around in the grass like a wiggly worm.
6. The flag waved lazily in the wind.
7. The mud made a squishy noise as their boots sunk into it.
8. The flower was torn from its stem, leaving a sad, sticky goop behind.
9. The villain laughed mercilessly, waving his evil hands in the air as he celebrated the downfall of the hero.

ELA Lesson 80: Writing: Temporal Words

Standards Taught: ELA.W.3, ELA.W.3.a, ELA.W.3.b, ELA.W.3.c, ELA.W.3.d, ELA.W.3.d

Briefly review descriptive details with your child, asking them to provide examples they remember. Point out that these words help us understand the story using our senses, sight, touch, smell, taste, and hearing. They also help us get to know the character's personality.

Then, introduce temporal words and phrases. Explain that temporal words help us understand the timeline, or order of events, in the story. These words are sometimes known as transitional words. They help us understand what came first, next, and last, even if the events are written out of order. Some examples of temporal words and phrases are: first, while, at the same time, last, finally, next, then, finally, before, first, second, third, at dinner, on Sunday, last week, in 1st grade, now, later, suddenly, from then on, tomorrow, or yesterday. All of these words/phrases tell a reader when events did, are, or will take place.

Ask your child to read the following example and underline the temporal words and phrases they see. Then, ask your child to complete the worksheet for this lesson.

Johnny had a busy year. In January, he had to plan the school's New Year's party, leaving little time to celebrate himself. Then, he was in charge of delivering Valentine's to the whole school. By the next month, he was chasing leprechauns through the library. In the spring, he had flowers to plant, trees to trim, and a Mother's Day card to mail. During the summer, he had to put up flags, pick peaches, and clean the pool. Mom said he could swim in the pool anytime, as long as he cleaned it first. Next came the fall, with Johnny's first job being raking leaves. Second and third, he had to clean up the garden and make apple cider. Finally, winter came and Johnny could celebrate Christmas with his family.

ELA Lesson 80 Worksheet

Underline the temporal words in each of the following sentences. There may be more than one for each example. Then, write a story about the things you've done in the last week, using temporal words to show the correct order that things happened in.

1. Grandma had to put on her oven mitts before she could take the cookies out of the oven.
2. My uncle joined the military yesterday. He's a soldier now.
3. She was born last in her family, making her the youngest.
4. The pencil rolled off of the table, then onto the chair, and finally, onto the floor.
5. We are going to get a new kitten next week!
6. What should we do next?
7. Why do you always stomp your feet before you come inside?
8. Mother's Day is in May.

ELA Lesson 81: Writing: Dialogue

Standards Taught: ELA.W.3, ELA.W.3.a, ELA.W.3.b, ELA.W.3.c, ELA.W.3.d, ELA.W.3.d

Briefly review descriptive and temporal words/phrases with your child, asking them to explain why authors use these words/phrases in their writing and how it helps the reader understand the story. Then, ask your child to repeat the following word: dialogue.

Explain that dialogue is just a fancy word for talking in a written piece. Ask them to open one of their grade-level books and point out a part of the story where a character is speaking aloud. Point out that these words are separated from the others on the page. First, dialogue always begins a new paragraph. When the speakers change, another paragraph begins. Secondly, dialogue, or the words spoken aloud by a character, are always surrounded by quotation marks (") at the beginning and end of the spoken part. Show your child the following example, pointing out that separation of the dialogue from other parts of the story.

The girls walked through the rainy street, watching everywhere for their dad. He was late. Again. The rain soaked through their boots as they found a bench to sit on.

"He's late again. And my shoes are wet," said Maria.

"Yep, and there's nothing we can do about it," responded Crystal. "We just have to sit in the rain like crazy people."

Point out a few more examples in your child's book that follow this pattern, asking them to point out the unique punctuation of dialogue. Then, emphasize the fact that authors always make sure the reader understands who is speaking. Sometimes, they will add a word such as *said*, *yelled*, *whispered*, or *responded* and then the character's name. In the example above, the dialogue is followed by a comma (,) and then *said Maria* or *replied Crystal*. At other times, the author speaks explains who is speaking before the dialogue, such as in the example below:

Troy rushed to get into his car. It was pouring rain and he was running late. Again. The girls were going to be furious with him. Maria had worn her favorite boots today and they were far from being good for the rain. Crystal hated the rain. She always hid in the house when it poured. Frustrated, he slammed the door closed and turned on the engine.

"I'll just have to hurry," he said aloud as he turned onto the street.

Explain that in this example, the name of the character does not follow the dialogue. However, we know that it is Troy speaking because the entire paragraph before was about him and he is the only one in this part of the story. Look for and read aloud an example or two like this in your child's book, asking them to identify the speaking character. Then, ask your child to complete the worksheet for this lesson.

ELA Lesson 82: Writing: Narrative Non-Fiction

Standards Taught: ELA.W.3, ELA.W.3.a, ELA.W.3.b, ELA.W.3.c, ELA.W.3.d, ELA.W.3.d

Ask your child to tell you all the new methods and tools they've learned about to improve their writing. Then, ask your child to remind you what non-fiction writing is. Point out that non-fiction is fact-based and seeks to teach the reader about something.

Next, help your child choose a topic they are interested in and list three main ideas within that topic. For example, if your child wanted to learn about space their main ideas may be: planets, space shuttles, and other celestial objects. Help your child briefly research these topics online, in books, and/or through videos, taking notes as they go. Remind your child of the importance of citing sources (not stealing the work of others and giving them credit) and help them properly cite theirs.

Then, ask your child to write a non-fiction work (either hand-written or typed) about their topic. This piece should include at least 5 paragraphs: an introduction, 3 main points (1 paragraph each) with supporting evidence and descriptive words/phrases, and a conclusion, as well as the use of several temporal words. Encourage your child to use one of the following connecting methods: comparison, cause and effect, or sequential.

When your child is finished writing, read their work and make suggestions on how to improve their writing using the tools covered in previous lessons. Encourage your child to polish and type their final draft and share what they've learned with others.

ELA Lesson 83: Writing: Narrative Fiction

Standards Taught: ELA.W.3, ELA.W.3.a, ELA.W.3.b, ELA.W.3.c, ELA.W.3.d, ELA.W.3.d

Review the previous lesson with your child, praising them for their work to use the new writing tools and methods they've been learning about. Then, ask your child to explain what a fictional story is. Remind your child that fictional pieces tell a story that is not true, but the author made up.

Ask your child to write a one-page fictional piece of their own choice. Encourage them to include a beginning, middle, and end, descriptive words/phrases, and transitional words/phrases in their writing, pointing out how those words will help the reader better understand the characters, settings, and plot of the story.

When your child is finished writing, read their work and make suggestions on how to improve their writing using the tools covered in previous lessons. Encourage your child to polish and type their final draft and share their story with others.