

English Language Arts 5th Grade

ELA Lesson 1: Review

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

Review with your child correct punctuation (periods at the end of statements, question marks at the end of questions, and exclamation points at the end of exclamations), capitalization (at the beginning of sentences, in titles, holidays, and names of places, etc), and the importance of correct spelling (along with looking up spelling for words you don't know).

Review briefly the use of commas in the following situations:

1. To separate items in a series or list (e.g. I have a dog, three cats, and two fish.)
2. To separate an introductory element from the rest of the sentence (e.g. First, bats are nocturnal.)
3. To separate the words yes and no (e.g. yes, thank you)
4. To set off a tag question from the rest of the sentence (e.g. It's true, isn't it?)
5. To indicate a direct address (e.g. Is that you, Steve?)

Have your child work through the worksheet for lesson 1 checking for correct capitalization, punctuation, and comma usage. Correct your child's work as needed, explaining which rule requires each correction. Throughout the week, make these same corrections in their journal entries.

ELA Lesson 1 Worksheet: Review

Circle the mistakes in each sentence and write a corrected version on the line below. Pay attention to capitalization, punctuation, comma usage, and spelling. There may be more than one mistake in each sentence.

1. can you come to visit today, sara?

2. No thank you. I do not like sour lemon drops.

3. My siblings names are peter susan and emily.

4. how many shews do you have.

5. Secondly I learned that the pioneers that came to utah were very strong.

6. anna what is your favorite color?

7. I'm right aren't I?

ELA Lesson 2: Conjunctions

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

Review the definition of conjunctions with your child. Conjunctions are words that are used to connect two separate thoughts. Some examples of conjunctions are: and, but, or, that, as, if, when, because, so, and except. Watch the video [here](https://www.youtube.com/watch?v=4AvjKgz9tKg)

(<https://www.youtube.com/watch?v=4AvjKgz9tKg>) with your child:

Next, explain that there are three different types of conjunctions. Using the image below, explain and define each type: coordinating, subordinating, and correlative. Point out examples of each type of conjunction.

Finally, ask your child to cut out the sentence blocks on the worksheet for lesson 2 and separate them into the different types of conjunctions.

Coordinating Conjunction:
a conjunction placed
between words, phrases,
clauses, or sentences of
equal rank (the sentences
are both complete
thoughts on their own)

Examples: for, and,
neither, but, or, yes, so

**Subordinating
Conjunction:** a conjunction
that introduces a
subordinate clause (the
first sentence is more
important)

Examples: after, although,
unless, because, in order,
since, if, that

Correlative Conjunction: a
conjunction that joins
words or phrases that are
similar in structure and
importance

Examples: not only, but
also, neither, nor, though,
yet, either, or

ELA Lesson 2 Worksheet: Conjunctions

Cut out each sentence box and separate them into coordinating, subordinating, or correlative conjunctions.

You can have soup or you can finish the sandwiches.

I like candy and I like cookies.

You can cross the road after you look both ways.

We can't go on a trip unless we finish our chores.

I've never been to Paris, yet I want to go one day.

I have been exercising everyday so I feel much better.

I am going to the fair after my dance class.

I can't have cake nor ice cream.

Mary will neither start today nor tomorrow.

I love both peanut butter and jelly and Nutella sandwiches.

I can't decide what to cook for dinner, so I will order pizza.

If we win, then we will be state champions.

I like to eat strawberries, although I am allergic to them.

ELA Review Sheet Lesson 2 Worksheet: Conjunctions

Complete the sentence with a conjunction from the word bank.

Word Bank		
unless	also	because
both/and	and	or
but	either/or	neither/nor
for	so	in order

1. We are always _____ early _____ very late.
2. Max isn't like his friend. He is _____ loud _____ hyper.
3. When we visit the beach to swim we _____ like to build sandcastles.
4. She likes pizza _____ she loves lasagna.
5. Would you like a red lollipop _____ would you rather have green?
6. We can't leave _____ someone parked behind our car.
7. I want to visit _____ London _____ Dublin.
8. We didn't have enough people sign up _____ dance this year.
9. He can't wait to grow up _____ he likes being a kid, too.
10. He practiced all the time _____ he would get better.
11. We will never finish painting _____ someone helps us.
12. _____ to sleep, I have to first snuggle in my warm blanket.

ELA Lesson 3: Prepositions

Standards Taught: ELA.L.1.b

Review the basic building blocks of a sentence: a subject, a verb (action), punctuation, spelling, and correct capitalization. Explain that to create better and more descriptive sentences, we can add prepositions. Prepositions are words that tell us more about what is happening and when (time, location, or direction). Some common prepositions are: to, from, in, out, off, for, of, by, with, over, through, behind, and, very, in, when, and both. Prepositions usually come before the noun (subject) of a sentence.

Cut out the activity cards on the worksheet for lesson 3 and separate them into two piles (blue and white). Mix the cards up and place them facedown. Ask your child to choose a card from the white pile and read the phrase. Ask them to name the subject and perform the verb. Next, ask them to choose a card from the blue pile and point out the preposition. Ask your child to read the new sentence, putting both cards together. Discuss how adding the preposition gave more detail about what was happening or when it was happening. Some combinations may be silly. Have fun but also feel free to change the cards as needed.

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ELA Lesson 3 Worksheet: Prepositions (2 pages)

She ran

He jumped

They spun

We wrote

She read

He giggled

They listened

We walked

She threw a
ball

He cleaned

They ate

We sat

around the
house.

into the
couch.

with a
stuffed
animal.

after 10
seconds.

behind the
chair.

on top of the
carpet.

when it was
quiet.

both before
and after a
noise.

and laughed.

while the
sun was up.

beside the
wall.

to the
kitchen.

ELA Lesson 4: Interjections

Standards Taught: ELA.L.1.b

Tell your child that today we are going to learn about interjections. An interjection is a word or phrase that expresses emotions or feelings, gives a command, or fills a silence. Usually interjections begin a sentence, but they can sometimes be found in the middle of a sentence or at the end. Some examples are: Yikes!, Awwww, Oh well, Ooops, Hello, Help, Wow, Ouch!, Phew, Oh, no! and hmmm.

Discuss the two different types of interjections: mild and strong. Explain that mild interjections fill in a pause or show mild feelings (oh, dear) while strong interjections express strong emotions (Wow!).

Using the lesson 4 worksheet do the following activity:

Read the first sentence. Ask your child what emotion comes to mind when this sentence is read. Ask them to think of an interjection that may show this emotion or fit with this sentence. Finally, ask your child to read the sentence with the interjection included showing emotion in their tone, dynamic, and body language. For example: (scream with a fearful look on your face) Yikes! A spider. Repeat the process with each sentence on the worksheet. Make it a game and have fun together trying different interjections with each sentence. Encourage your child to include interjections in their writing, especially in their journal this week.

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1. That's a lot of cotton candy!
2. I see a cute kitten.
3. I cut my finger!
4. I slept in and didn't get all my chores done.
5. I can't do this on my own.
6. This is hard for me to figure out.
7. I wonder what kind of snack he would like.
8. It's a good thing the snake was caught before it hurt someone.
9. I dropped my ice cream.
10. I really like chocolate!
11. We won!
12. I dropped my keys and they fell into the water.
13. The baby cried all night and I didn't get much sleep.
14. My best friend brought me a birthday gift!
15. I got a new book!

ELA Lesson 5: Verb Tenses

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

Ask your child to tell you what a verb is (an action word). Have your child give you three examples of verbs. Write these examples down on a chalk board or piece of paper. Across the top of the paper, write down the following words: past, present, future, continuous

Explain that a verb tense can help us (or our reader) to understand when the verb has, will, or is taking place.

A past verb tense has already happened. Point to the first verb example your child gave you. Ask them if this verb had already happened, how would we change the word to show that? Usually we add an –ed. (e.g. if the verb is jump, we add –ed and create jumped to show it has already happened).

Point to the second verb example your child gave you. Ask them what we would do to this verb to show it is happening right now. Explain that to show present tense we usually add an –s (e.g. jump become jumps).

Next, point to the last of your child's verb examples. Explain that the final tense is the future tense, it will happen later. Ask your child how they would change their verb to show future tense. Usually we add the word "will" to the beginning of the word (e.g. jump becomes will jump).

Finally, explain that there is also a continuous tense, meaning that the verb is happening now and/or is not yet finished. Usually, we show this tense by adding –ing to the end of the word. For example, jump becomes jumping. Ask your child to convert each of their verb examples into continuous tense.

Ask your child to name the four verb tenses and give an example of each. Explain that these are simple verb tenses. To create a perfect verb tense we can add a word or phrase before each verb tense. For perfect past tense, we add "had" (e.g. I had jumped before.). For perfect present tense, we add "have" or "has" (e.g. I have jumped.). For perfect future tense we add "will have" (e.g. I will have jumped). For perfect continuous tense, we add "have been" (e.g. I have been jumping).

Ask your child to work through the lesson 3 worksheet and correct as needed.

ELA Lesson 5 Worksheet: Verb Tenses

Fill in the table, converting each verb into every tense correctly.

Past Tense	Present Tense	Future Tense	Continuous Tense	Perfect Tense of Your Choice
	cleans			
			eating	
wrote				
				will have danced
		will drive		
			sailing	
	sleeps			

ELA Review Sheet Lesson 5 Worksheet: Verb Tenses

Each sentence has a verb with the wrong tense in it. Cross out the incorrect tense and correct it with the proper one.

1. I eating all of the chocolate, which made my sister sad.
2. She will sleep all night last night.
3. I bought a new toy tomorrow.
4. I am flew around the world to learn about different cultures.
5. She is stands beside the soda machine.
6. I will sweep the entire floor yesterday.
7. I had jumped next week.
8. The car crashing into the lake right now!
9. The spider jumps next time the door shuts.
10. Yesterday, I wash the dollhouse.

ELA Lesson 6: Reduce and Expand Sentences

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

Write the words “reduce” and “expand” on a paper or chalkboard. Ask your child to define each word. Discuss how “reduce” means to make smaller while “expand” means to make bigger. These words are antonyms (opposites).

Explain that sometimes as an author we may need to reduce or expand a sentence. If a sentence is too long or hard to read, we may reduce it to make it easier on our reader. If it is too simple we can expand it and give our reader more details.

Write the following on a chalkboard or paper: My favorite thing to do is dance and I really like dancing.

Ask your child if you should reduce or expand that sentence, pointing out that there is some repeated information. Explain that we need to reduce this sentence. We can do so by removing words and/or rearranging them. Ask your child to reduce the sentence on their own. Correct and guide as needed. One way to reduce this sentence is the following: My favorite thing to do is dance. Point out that we know the author likes dancing because it is their favorite thing so we don't need to include that part.

Erase that sentence and write the following: The bird flew. Point out that this is a simple sentence and our reader may not know much about the bird or what it is doing. Ask your child to extend the sentence by adding more details. For example: “The beautiful bird flew.” Or “The blue bird flew gracefully.”

Ask your child to do the worksheet for lesson 6, expanding and reducing sentences.

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Reduce the following sentences and write the corrected form on the line below:

1. I like to visit the zoo and I go to the zoo a lot.

2. The beaver was cute and fluffy and brown and chubby.

3. My favorite coach is my baseball coach and he was my coach in 2nd grade.

4. The children brought their backpacks and every child had their own backpack.

Expand the following sentences and write the corrected form on the line below:

5. The drink spilled.

6. He danced.

7. The wizard walked.

8. The boy built.

ELA Lesson 7: Combining Sentences

Standards Taught: ELA.L.3.a

Review conjunctions quickly with your child. Explain that conjunctions are words that link two sentences together. Ask your child to give you a few examples of conjunctions (and, because, but, so, while, for, yet, neither, nor). Point out that when you put two simple sentences together, you create a compound sentence. (e.g. The dog played. He played with a ball. becomes The dog played with the ball.) When you put an independent clause with a subordinate clause you create a complex sentence. A subordinate clause doesn't make a sentence on its own but add information to the first complete sentence. (e.g. I can't get the toy I want unless I work hard for it). Combining sentences helps the author enhance the meaning and style of their writing and helps the reader stay interested.

Give your child the worksheet for lesson 7 (2 pages) and ask them to cut out and mix up the circles. Explain that each circle has a sentence or phrase that can be used with another circle to create a compound sentence. Encourage your child to mix and match the circles, adding contractions to make funny combined sentences. Play several times.

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ELA Lesson 7 Worksheet: Combining Sentences (2 pages)

The dog
was funny.

He liked
pickles.

The boy
wanted
chocolate.

He did not
want
apples.

The book
was very
long.

She didn't
mind.

There were
100
butterflies.

They were
everywhere.

The
windows
were dirty.

No one
wanted to
clean.

They stood
up.

A witch
was
cackling.

Everything
was
sparkly.

There was
glitter
everywhere.

Everyone
laughed.

The clown
fell down.

The phone
rang.

It scared
everyone in
the room.

ELA Lesson 8: Greek Roots

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

Watch this [video](https://youtu.be/jWyX8vI6kMs) (<https://youtu.be/jWyX8vI6kMs>) with your child:

Review the definitions of a prefix, suffix, and root word with your child. Explain that for this week, they will be looking for Greek root words in the books they read during reading time. Give your child the Greek Root Words Chart (below) and a paper or notebook. As they read, ask them to look for and write down any words they may find (at least one word per day) in their reading that contains one of the roots listed in the chart. Keep this list for next week's ELA lesson.

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Greek Root Words

The table below defines and illustrates 25 of the most common Greek roots.

Root	Meaning	Examples
anti	against	antibacterial, antidote, antithesis
ast(er)	star	asteroid, astronomy, astronaut
aqu	water	aquarium, aquatic, aqualung
auto	self	automatic, automate, autobiograph
biblio	book	bibliography, bibliophile
bio	life	biography, biology, biodegradable
chrome	color	monochromatic, phytochrome
chrono	time	chronic, synchronize, chronicle
doc	teach	document, docile, doctrinal
dyna	power	dynasty, dynamic, dynamite
geo	earth	geography, geology, geometry
gno	to know	agnostic, acknowledge
graph	write	autograph, graphic, demographic
hydr	water	dehydrate, hydrant, hydropower
kinesis	movement	kinetic, photokinesis
logos	word, study	astrology, biology, theologian
narc	sleep	narcotic, narcolepsy
path	feel	empathy, pathetic, apathy
phil	love	philosophy, bibliophile, philanthropy
phon	sound	microphone, phonograph, telephone
photo	light	photograph, photocopy, photon
schem	plan	scheme, schematic
syn	together, with	synthetic, photosynthesis
tele	far	telescope, telepathy, television
tropos	turning	heliotrope, tropical

ELA Lesson 9: Greek Roots Review

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

Review the definition of a root word with your child and go over the chart, pointing out a few examples of Greek roots in everyday life. Ask your child to show you their list of Greek roots from their reading last week.

Ask your child to define each of the words on their list. What does it mean? If you don't know, can you guess based on what the root word means? If you can't guess, look it up in a dictionary. Write the meaning beside each word. Work on this project a little bit each day, dividing the words between the four days.

ELA Lesson 10: Latin Roots

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

Review the definitions of a prefix, suffix, and root word with your child. Explain that for this week, they will be looking for Latin root words in the books they read during reading time. Give your child the Latin Root Words Chart (below) and a paper or notebook. As they read, ask them to look for and write down any words they may find (at least one word per day) in their reading that contains one of the roots listed in the chart. Keep this list for next week's ELA lesson.

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Latin Root Words

Root	Meaning	Examples
ab	to move away	abstract, abstain, aversion
acer, acri	bitter	acid, acrimony, exacerbate
audi	hear	audible, audience, auditorium
bene	good	benefit, benign, benefactor
brev	short	abbreviate, brief
circ	round	circus, circulate
dict	say	dictate, edict, dictionary
duc	lead, make	deduce, produce, educate
fund	bottom	founder, foundation, funding
gen	to birth	gene, generate, generous
hab	to have	ability, exhibit, inhabit
jur	law	jury, justice, justify
lev	to lift	levitate, elevate, leverage
log, logue	thought	logic, apologize, analogy
luc, lum	light	lucid, illuminate, translucent
manu	hand	manual, manicure, manipulate
mis, mit	send	missile, transmit, permit
omni	all	omnivorous, omnipotent, omniscient
pac	peace	pacify, pacific, pacifist
port	carry	export, import, important
quit	silent, restive	tranquil, requiem, acquit
scrib, script	to write	script, proscribe, describe
sens	to feel	sensitive, sentient, resent
terr	earth	terrain, territory, extraterrestrial
tim	to fear	timid, timorous
vac	empty	vacuum, vacate, evacuate
vid, vis	to see	video, vivid, invisible

ELA Lesson 11: Latin Roots Review

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

Review the definition of a root word with your child and go over the chart, pointing out a few examples of Latin roots in everyday life. Ask your child to show you their list of Latin roots from their reading last week.

Ask your child to define each of the words on their list. What does it mean? If you don't know, can you guess based on what the root word means? If you can't guess, look it up in a dictionary. Write the meaning beside each word. Work on this project a little bit each day, dividing the words between the four days.

ELA Lesson 12: Figurative Language: Similes

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

Check out a fun kid's poetry book from the library or buy a copy of your own. Our family enjoys Shel Silverstein. Explain that we are going to use this book to explore poetry and figurative language. Figurative language is meant to create an image or meaning that goes beyond the words that are written and helps us to better understand the feeling or emotion of the writings.

Today, we are going to learn about similes. A simile is a figure of speech comparing two unlike things that is often introduced by the words "like" or "as". Some examples of similes are cheeks like roses, green as the grass, and tall like a sunflower.

Give your child the poetry book and ask them to find 1-3 similes in the poems. When they find one, ask them to show you and discuss the simile. How do you know it is a simile? What does it mean? Continue to discuss and explore similes with your child as long as they'd like to read.

ELA Review Sheet Lesson 12 Worksheet: Similes

Complete each simile by filling in the blanks.

1. Red as a _____.

2. Quick like a _____.

3. _____ as a building.

4. _____ as a stream of water.

5. Calm like a _____.

6. Sweet like a _____.

7. Ugly as a _____.

8. _____ like popcorn.

9. _____ like a hot sidewalk.

10. Wise as a _____.

11. _____ as a bee.

12. As _____ as the sky.

13. Like two _____ in a pod.

14. _____ like a tornado.

15. Common as _____.

ELA Lesson 13: Figurative Language: Metaphors

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

Review with your child the purpose of figurative language. Explain that today we will be learning about metaphors. Metaphors are like similes because they compare things. However, metaphors do not use the words “like” or “as”. Metaphors sound more literal but still paint a picture. Some examples of metaphors are: drowning in money (meaning there is a lot of money), you are my sunshine (meaning you make me happy), and she’s a bear when she’s tired (meaning she is grumpy when she’s tired)

Give your child the poetry book and ask them to find 1-3 metaphors in the poems. When they find one, ask them to show you and discuss the metaphor. How do you know it is a metaphor? What does it mean? Continue to discuss and explore metaphors with your child as long as they’d like to read.

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ELA Review Sheet Lesson 13 Worksheet: Metaphors

In the blank, write down the meaning of each metaphor.

1. dirty as a pig pen

2. cleaning up was a breeze

3. light as a feather

4. he is a night owl

5. snow white

6. pain in the neck

7. you're an angel

8. she's a cry baby

ELA Lesson 14: Figurative Language: Idioms, Adages, Proverbs

Standards Taught: ELA.L.5, ELA.L.5.b, ELA.RL.4

Review with your child the purpose of figurative language. Tell them that today we are going to learn about three more types of figurative language.

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

An adage is a saying, most often in the form of a metaphor, that communicates something about human nature. It talks about things humans do often. An example of an adage is “Birds of a feather flock together” meaning that people who are alike tend to spend time together.

Finally, a proverb is a short saying that teaches a lesson, a truth, or a piece of advice. An example of a proverb is “You are what you eat” meaning if you eat healthy, you will be healthy while if you eat unhealthy foods you will be unhealthy.

Ask your child to research in a book or online to find one example of each form of figurative language. Have your child write down the idiom, adage, and proverb in one color and the meaning of each in a second color.

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ELA Review Sheet Lesson 14 Worksheet: Idioms, Adages, and Proverbs

Color idioms blue. Color adages red. Color proverbs green. Choose one of each and explain its meaning to someone else.

a dime a dozen	The early bird gets the worm.	it's a piece of cake	The apple doesn't fall far from the tree	my cup of tea
If it isn't broken, don't fix it.	You can lead a horse to water but you can't make him drink.	A penny saved is a penny earned.	on the ball	Appearances can be deceiving.
An apple a day keeps the doctor away.	Actions speak louder than words.	spill the beans	Where there's smoke, there's fire.	ants in my pants
over the moon	Don't judge a book by its cover.	Don't bite the hand that feeds you.	butterflies in my stomach	The grass is always greener on the other side

ELA Lesson 15: Poetry

Standards Taught: ELA.RL.9, ELA.FS.4.b

Print each of the poems at the following links:

<https://i.pinimg.com/736x/af/c7/d9/afc7d973899ebbed39adfa664216a58f--christmas-poems-christmas-activities.jpg?b=t>

https://1.bp.blogspot.com/-0TX-3shfIZ4/UQWH_VmcrvI/AAAAAAAAAB5w/7mUIWyptrwM/s1600/Gingerbread%2BMan%2BPoem%2BBW.PNG

<https://i.pinimg.com/564x/d5/44/2a/d5442a034e801cc3cb270d447200f52d.jpg>

Give your child the poems and ask them to read each one aloud. When finished, ask your child to choose their favorite poem. Have your child write on the top of the poem the answers to the following questions:

1. What is this poem about?
2. Whose point of view is it written in? Who is talking?
3. How do they feel about gingerbread men at Christmas?

Repeat this process for each poem, asking your child to answer the same questions. Then, ask your child to compare and contrast the poems. Are they about the same themes or topics? Do they have the same point of view? What is different about the feelings based on different points of view? How would you feel if you got to eat a gingerbread man cookie? How would the cookie feel?

ELA Lesson 16: Review: Conjunctions, Prepositions, and Interjections

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

Conjunctions: Review the video [here](https://www.youtube.com/watch?v=4AvjKgZ9tKg) (<https://www.youtube.com/watch?v=4AvjKgZ9tKg>) with your child. Then review the types of conjunctions, giving an example of each: coordinating, subordinating, and correlative. Ask your child to do the following problems:

Fill in the blanks with an appropriate conjunction then tell an adult what type of conjunction each one is:

I really love to eat pizza _____ it's not good for me.

I like to run around outside _____ it makes me happy.

There is so much to do _____ I never have time.

Review prepositions (words that tell us more about what is happening and when (time, location, or direction)) with your child. Some common prepositions are: to, from, in, out, off, for, of, by, with, over, through, behind, and, very, in, when, and both. Then ask them to complete the sentences below by adding a preposition at the end of each one.

He went _____.

She jumped _____.

They sat _____.

Review interjections (a word or phrase that expressions emotions or feelings, gives a command, or fills a silence) with your child. Remind them of a few examples (ouch, aaawww, oops) and ask them to write one sentence below using an interjection.

ELA Lesson 17: Review: Verb Tenses, Reduce and Expand Sentences, Combining Sentences
Standards Taught: ELA.L.1.d, ELA.L.1.e, ELA.L.3, ELA.L.3.a

Review Verb Tenses with your child (lesson 5) and ask them to fill in the blanks for in the table below

Past Tense	Present Tense	Future Tense	Continuous Tense	Perfect Tense of Your Choice
	moves			

Reduce or expand the following sentences:

Today I have to do school and I have to do my chores.

Yesterday was a bad day.

Combine the following sentences:

The boy at the ice cream. It was vanilla.

There were too many coats on the coat rack. It fell over.

I like chocolate. Milk chocolate is my favorite.

ELA Lesson 18: Review: Greek and Latin Roots, & Figurative Language

Standards Taught: ELA.L.4, ELA.L.4.a, ELA.L.4.b, ELA.L.4.c, ELA.L.5, ELA.L.5.a, ELA.RL.4

Briefly review Greek and Latin Roots with your child, watching the videos from lesson 8 again and pulling out the charts again if needed. Ask your child to list one Greek and one Latin root below, along with its meaning and an example of a word in English that uses it.

Greek: _____

Latin: _____

Review types of figurative language with your child. Then ask them to finish the worksheet below.

Write one example of each of the following and then write what it means:

Simile: _____

Metaphor: _____

Idiom: _____

Adage: _____

Proverb: _____

ELA Lesson 19: Review: Poetry

Standards Taught: ELA.RL.9, ELA.FS.4.b

Using alliteration, beat, rhyming, and/or repetition, write a short poem below from the point of view of a spoon.

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ELA Lesson 20: Synonyms & Antonyms

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

Explain to your child that a synonym is a word or a phrase that means exactly the same, or nearly the same, as another word or phrase. For example, a synonym of *closed* is *shut*. Ask your child to write a synonym for every word listed below.

done _____

sprint _____

soaked _____

destroy _____

An antonym is a word or phrase that means the opposite of another word or phrase. For example, an antonym of *closed* is *open*. Ask your child to write an antonym for every word listed below.

start _____

slow _____

bright _____

wiggly _____

ELA Review Sheet 20

Complete the table below

<u>Synonym</u>	<u>Word</u>	<u>Antonym</u>
	whole	
		shrink
construct		
	omit	
		slow
	quiet	
afraid		
		healthy
	lady	
Tired		

ELA Lesson 21: Homographs

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

Explain to your child that today we are going to learn about homographs. Homographs are two or more words that are spelled the same but have a different meaning or pronunciation. For example: *bow for your hair & you bow after your performance*. For every homograph below, ask your child to write a sentence using the word with its two different meanings. If your child doesn't know both meanings, encourage them to look up the word in a dictionary.

Row

Wind

Produce

Console

ELA Lesson 22: Logical Relationships

Standards Taught: 5.ELA.L.6

Logical relationships in writing are words or phrases that show how each part of the sentence fits with the other. Often, we use words such as *in addition to*, *however*, *although*, *nevertheless*, *similarly*, or *moreover* as we write in logical relationships. Read the paragraphs below and fill in the blanks with the logical relationship words that fit there.

Today is my favorite day of the year. It is Valentine's Day. I love

Valentine's Day because there is so much candy.

_____ to candy, I love the

decorations. Red and pink everywhere! _____ I like that

everyone is nice to each other and we are reminded to love.

_____, I do not like that people make Valentine's

Day all about gifts. Sometimes, Christmas is like that, too.

Valentine's Day is supposed to be about spending time with people

you love. Some people forget that. _____

Valentine's Day is still my favorite day.

ELA Lesson 23: Informational Speaking: Non-Fiction

Standards Taught: 5.ELA.SL.3, 5.ELA.SL.1.d, 5.ELA.W.2, 5.ELA.W.2.a, 5.ELA.W.2.b, 5.ELA.W.2.c, 5.ELA.W.2.d, 5.ELA.W.2.e, 5.ELA.W.10, ELA.RIT.8

Watch the following [video](https://www.youtube.com/watch?v=zmi4wWHcJTo) (<https://www.youtube.com/watch?v=zmi4wWHcJTo>) with your child. Allow your child to take notes on what he/she learns as the video plays. Encourage them to pay close attention to instructions and reasons behind those instructions. After the video, ask your child to write a one-page paper on the video. The paper should include an introduction, a summary of at least three of the instructions in the video along with the reasons the speaker brought up for why these instructions are important, and a conclusion. Include any evidence from the video that supports what the speaker said. Use at least one of the following phrases: in contrast, especially

ELA Lesson 24: Opinion Pieces

Standards Taught: 5.ELA.W.1, 5.ELA.W.1.a, 5.ELA.W.1.b, 5.ELA.W.1.c, 5.ELA.W.1.d, 5.ELA.SL.2, 5.ELA.SL.4, 5.ELA.SL.1.d, 5.ELA.W.2, 5.ELA.W.2.a, 5.ELA.W.2.b, 5.ELA.W.2.c, 5.ELA.W.2.d, 5.ELA.W.2.e, 5.ELA.W.10, 5.ELA.RL.2

Discuss the following with your child: An opinion is a view or judgement held by a person or group of people. An opinion is not a fact, something that is true. Both opinions and facts can be presented and defended with reasoning. For example: I love chocolate. (opinion) Chocolate is good because it is creamy. (reason). Ask your child to write a paragraph about the book they are currently reading. What is their opinion on the book? Why is it good or bad? Provide at least three reasons. Include at least one of the following words: consequently, specifically. Provide an introduction and conclusion.

ELA Lesson 25: A Tale of Two Stories

Standards Taught: 5.ELA.W.9.a, 5.ELA.RL.3, 5.ELA.RL.9, 5.ELA.RL.2

Choose two stories from the same genre. These may be new books or books you have read before. Read (or review) these books this week, taking notes on the following elements: characters, settings, themes, and events.

ELA Lesson 26: A Tale of Two Stories- Writing

Standards Taught: 5.ELA.W.9.a, 5.ELA.RL.3, 5.ELA.RL.9, 5.ELA.RL.2

Using your notes from last week's lesson, write a one-page paper comparing and contrasting your two stories. Pay special attention to the themes, characters, settings, and events. Spend one day this week writing your paper and another typing it up. Print your paper for an adult to proof-read and correct. Then, re-type your paper with corrections.

ELA Lesson 27: Writing a Story: Brainstorm

Standards Taught: 5.ELA.W.3, 5.ELA.W.3.a, 5.ELA.W.3.b, 5.ELA.W.3.c, 5.ELA.W.3.d, 5.ELA.W.3.e, 5.ELA.W.5, 5.ELA.W.6, 5.ELA.RL.2

Over the next two weeks, you will be writing your own story. Your story can be in any genre, have any theme, and be about anything you want. You must have at least 5 characters, at least three major events, and a detailed setting. Your story needs to include an introduction (exposition), theme (see [here \(https://ecdn.teacherspayteachers.com/thumbitem/Theme-List-Literature-039193700-1385268531-1500821896/original-992341-3.jpg\)](https://ecdn.teacherspayteachers.com/thumbitem/Theme-List-Literature-039193700-1385268531-1500821896/original-992341-3.jpg) for ideas), dialogue (characters talking), pacing (see explanation [here-https://literarydevices.net/pacing/#:~:text=Definition%20of%20Pacing.%20Pacing%20is%20a%20stylistic%20device,,many%20pages,%20therefore,%20he%20cuts%20away%20extra%20words.](https://literarydevices.net/pacing/#:~:text=Definition%20of%20Pacing.%20Pacing%20is%20a%20stylistic%20device,,many%20pages,%20therefore,%20he%20cuts%20away%20extra%20words.)), transitional words (see image [here - transition-words.jpg \(4000x5000\) \(7esl.com\)](https://i.pinimg.com/originals/a7/40/06/a7400689f1071b00cc5858ee444029e7.jpg) for examples), sensory words (for examples see [here-https://i.pinimg.com/originals/a7/40/06/a7400689f1071b00cc5858ee444029e7.jpg](https://i.pinimg.com/originals/a7/40/06/a7400689f1071b00cc5858ee444029e7.jpg)), climax, and a conclusion (resolution). Today, you will plan your story. Using the papers below, brainstorm your ideas for a story. Then, fill in the blanks to help with character development, plot, and setting.

Writing a Story: Brainstorming

Use the bubble below to write down at least 3 ideas you have for a story. Consider the elements required and choose the one you like best. Circle it.

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Fill in the blanks below for your story.

Protagonist

Who is your main character?

What do they look like? Sound like?

What is something unique about him/her?

What does your character want?

What is something your character would never do? Why?

Antagonist

Who is your bad guy character?

What do they look like? Sound like?

What is something unique about him/her?

What does your character want?

What is something your character would never do? Why?

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Supporting Character 1

Who is this character?

What do they look like? Sound like?

What is something unique about him/her?

What does your character want?

What is something your character would never do? Why?

How is your character connected to the antagonist or protagonist?

Supporting Character 2

Who is this character?

What do they look like? Sound like?

What is something unique about him/her?

What does your character want?

What is something your character would never do? Why?

How is your character connected to the antagonist or protagonist?

Theme: What is the theme of your story? (What do you want readers to learn?) And how will your characters show it?

Supporting Character 3

Who is this character?

What do they look like? Sound like?

What is something unique about him/her?

What does your character want?

What is something your character would never do? Why?

How is your character connected to the antagonist or protagonist?

Setting

Where does your story take place?

Is it a real place or one made for your story?

What is the weather like there?

What does it look like? Sound like? Smell like?

Are there any unique features?

Why does your protagonist like it/ hate it there?

Problem: What is the main problem each of your characters will face in the story?

Plot Line: Use the plot line below to map out the events that will happen in your story. Remember to include an epilogue, climax, and resolution. Include at least three major events.

Pacing: How do you want your story to move along? Is it a fast-paced action story? A slow and calm love story? An adventure full of twists and turns?

List a few pacing methods you may want to try to help your story have the correct pacing.

Event 1

What is happening in event 1?

Why did this happen?

What is each characters reaction to this event? What do they do? How do they feel?

What does this event cause to happen later?

Event 2

What is happening in event 2?

Why did this happen?

What is each characters reaction to this event? What do they do? How do they feel?

What does this event cause to happen later?

Event 3

What is happening in event 3?

Why did this happen?

What is each characters reaction to this event? What do they do? How do they feel?

What does this event cause to happen later?

Extra Event

What is happening?

Why did this happen?

What is each characters reaction to this event? What do they do? How do they feel?

What does this event cause to happen later?

Resolution

What is happening in event 2?

Why did this happen?

What is each characters reaction to this event? What do they do? How do they feel?

ELA Lesson 28: Writing a Story: Introduction

Standards Taught: 5.ELA.W.3, 5.ELA.W.3.a, 5.ELA.W.3.b, 5.ELA.W.3.c, 5.ELA.W.3.d, 5.ELA.W.3.e, 5.ELA.W.5, 5.ELA.W.6, 5.ELA.RL.2

The exposition, or introduction of a story can take a long time to write. It teaches your reader about your characters and the world they live in. It should be very descriptive and contain several sensory words. It should also be exciting and interesting to catch your reader's attention. It should show them that they want to keep reading this book.

Read an introduction (usually the first few paragraphs) of a book you love. Then, use your notes from the last lesson to write the introduction to your story. You should focus on your protagonist and the setting here. You can introduce new characters as needed, providing details about them as they come into the story later. Be sure to choose a point of view (are you using a narrator, is your main character speaking) and stick with it. Make your reader understand why they like your main character and want to know what happens to him/her. Tell us about his/her looks, feelings, what they love/hate about the place they are in, why they are there, where they go/what they do to relax, what they do on a normal day, where they are going, what makes them unique, or how they move.

When you are finished, have an adult proof-read your introduction and make suggestions to correct or improve it. Ask your adult to point out what you did well, too.

ELA Lesson 29: Writing a Story: Event 1

Standards Taught: 5.ELA.W.3, 5.ELA.W.3.a, 5.ELA.W.3.b, 5.ELA.W.3.c, 5.ELA.W.3.d, 5.ELA.W.3.e, 5.ELA.W.5, 5.ELA.W.6, 5.ELA.RL.2

Using your introduction, begin writing about what happens between when the book started and event 1. Use transition words here, linking what your character was doing then to how they got into event 1. Introduce new characters as needed, providing details for them and dialogue as needed.

Write event 1. Be sure to use the details from your notes. Talk about how your characters feel and react. What do they think? What will they do? Why? Use pacing techniques to be sure the story moves as fast or slowly as you'd like it to. Event 1 should introduce the main problem in the story to your reader.

When you are finished, have an adult proof-read your event and make suggestions to correct or improve it. Ask your adult to point out what you did well, too.

ELA Lesson 30: Writing a Story: Event 2

Standards Taught: 5.ELA.W.3, 5.ELA.W.3.a, 5.ELA.W.3.b, 5.ELA.W.3.c, 5.ELA.W.3.d, 5.ELA.W.3.e, 5.ELA.W.5, 5.ELA.W.6, 5.ELA.RL.2

Using what you've already written, begin writing about what happens between event 1 and event 2. Does your character go back home? Do some research? Meet with a friend or someone who can help? Your protagonist should be focused on the problem they are facing and how to solve it. Your antagonist should be focused on how to make sure the protagonist doesn't solve the problem. Use transition words here, linking what your characters were doing then to how they got into event 2. Introduce new characters as needed, providing details for them and dialogue as needed.

Write event 2. Be sure to use the details from your notes. Talk about how your characters feel and react. What do they think? What will they do? Why? Use pacing techniques to be sure the story moves as fast or slowly as you'd like it to.

When you are finished, have an adult proof-read your event and make suggestions to correct or improve it. Ask your adult to point out what you did well, too.

ELA Lesson 31: Writing a Story: Event 3

Standards Taught: 5.ELA.W.3, 5.ELA.W.3.a, 5.ELA.W.3.b, 5.ELA.W.3.c, 5.ELA.W.3.d, 5.ELA.W.3.e, 5.ELA.W.5, 5.ELA.W.6, 5.ELA.RL.2

Using what you've already written, begin writing about what happens between event 2 and event 3. How did your character's preparations help or fail them? How did the preparations of your antagonist help or fail them? How do your supporting characters come in?

This should be the most exciting part of your story, the climax. It should look like your protagonist is going to fail in their goals. Something should go wrong for them. For example, this is where Snow White ate the poison apple and is asleep.

Use transition words here, linking what your characters were doing then to how they got into event 3. Introduce new characters as needed, providing details for them and dialogue as needed.

Write event 3. Be sure to use the details from your notes. Talk about how your characters feel and react. What do they think? What will they do? Why? Use pacing techniques to be sure the story moves as fast or slowly as you'd like it to.

When you are finished, have an adult proof-read your event and make suggestions to correct or improve it. Ask your adult to point out what you did well, too.

ELA Lesson 32: Writing a Story: Additional Events and Resolution

Standards Taught: 5.ELA.W.3, 5.ELA.W.3.a, 5.ELA.W.3.b, 5.ELA.W.3.c, 5.ELA.W.3.d, 5.ELA.W.3.e, 5.ELA.W.5, 5.ELA.W.6, 5.ELA.RL.2

If there are any additional events in your plot, now is the time to write them. Be sure to include the same details as your previous events and use transition words to link the events together. How did your character come to this point?

Finally, write your conclusion. By now, your reader should know each of your characters well. They should understand the problem and be very worried that the protagonist is going to fail.

Now, tell them how the story works out. Give your reader the details they need to know the ending. Be sure to explain exactly what happens to take your protagonist from almost failing to the ending you want. Include dialogue and reactions of each character. Resolve the problem your protagonist faced.

End your story by giving the reader an idea of what your characters may do next, after the pages have ended.

When you are finished, have an adult proof-read your event and make suggestions to correct or improve it. Ask your adult to point out what you did well, too.

ELA Lesson 33: Theme

Standards Taught: 5.ELA.RL.2

Review what a theme of a literary work is: the central message of the story. The theme usually helps us know what the moral, or lesson, of the story is. Discuss some examples of themes from familiar movies or books with an adult. Gather a three books that you have read before and three movies that you have seen before. Discuss the central theme of each of these with an adult. Use the themes chart from lesson 27 if needed.

ELA Lesson 34: Theme: Story

Standards Taught: 5.ELA.RL.2

Choose a short story that you have never read before. It can be from your home, borrowed from a friend, or from the library. Read the story and write a quick summary of it in your journal. Finally, write the theme of the story underneath your summary.

ELA Lesson 35: Story Flow: Story**Standards Taught: 5.ELA.RL.5**

Using the story from lesson 34, describe how the author connects the chapters and/or events in the story. Point out any transitional words that may have been used. Briefly discuss the pacing in the story.

ELA Lesson 36: Point of View: Story**Standards Taught: 5.ELA.RL.6**

Using the story from lesson 34, write about whose point of view the story was written in. How do you know? How does that change how you see the story? How does that affect how things in the story are described? How might the story be different if seen from the point of view of another character?

ELA Lesson 37: Multimedia Use: Story**Standards Taught: 5.ELA.RL.7**

Using the story from lesson 34, describe the use of multimedia elements in the story. Are there any images, pictures, illustrations, charts, maps, or other forms of art? Is the font unique? Are the chapters organized using art? What does the cover look like? How does this use of art affect how you see the story? What would change about the way you see the story in your head if that art wasn't there?

ELA Lesson 38: Theme: Drama**Standards Taught: 5.ELA.RL.2**

Choose a movie, play, or show that you have never seen before. It can be from your home, borrowed from a friend, or from the library. Watch the drama and write a quick summary of it in your journal. Finally, write the theme of the drama underneath your summary.

ELA Lesson 39: Story Flow: Drama**Standards Taught: 5.ELA.RL.5**

Using the drama from lesson 38, describe how the author connects the events in the story. Point out any transitional words that may have been used or printed words that may have been put into the play, movie, or show to demonstrate time changes. Did the character's appearances change? Did the setting? Briefly discuss the pacing in the story.

ELA Lesson 40: Point of View: Drama

Standards Taught: 5.ELA.RL.6

Using the drama from lesson 38, write about whose point of view the story was shown in. How do you know? How does that change how you see the story? How does that affect how things in the story are described? How might the story be different if seen from the point of view of another character?

ELA Lesson 41: Multimedia Use: Drama

Standards Taught: 5.ELA.RL.7

Using the drama from lesson 38, describe the use of multimedia elements in the show, play, or movie. Pay special attention to the use of music and color. How does the music change the feeling of a scene? Can you give a specific example? Is there use of dark or bright colors? How does that change the way you see what is happening? What if the colors were different? Note a few sound effects used and discuss how they add to the drama.

ELA Lesson 42: Theme: Poems

Standards Taught: 5.ELA.RL.2

Choose a poem that you have never read before. It can be from your home, borrowed from a friend, or from the library. Read the poem and write a quick summary of it in your journal. Finally, write the theme of the poem underneath your summary.

ELA Lesson 43: Story Flow: Poems

Standards Taught: 5.ELA.RL.5

Using the poem from lesson 42, describe how the author connects the lines or stanzas in the story. Point out any transitional words that may have been used. Briefly discuss the pacing in the poem. List any literary tools used in the poem that affect how it is read (rhyming, figurative language, rhythm, etc). Describe how the tools used make the poem feel.

ELA Lesson 44: Point of View: Poems

Standards Taught: 5.ELA.RL.6

Using the poem from lesson 42, write about whose point of view the poem was written in. How do you know? How does that change how you see the poem? How does that affect how things in the poem are described? How might the poem be different if seen from the point of view of another character?

ELA Lesson 45: Multimedia Use: Poems

Standards Taught: 5.ELA.RL.7

Using the poem from lesson 42, describe the use of multimedia elements in the poem. Are there any images, pictures, illustrations, charts, maps, or other forms of art? Is the font unique? Are the words written in a certain shape? How does this use of art affect how you see the poem? What would change about the way you see the poem in your head if that art wasn't there?

ELA Lesson 46: Alternative Point of View

Standards Taught: 5.ELA.RL.6

This lesson will take a week to complete.

Choose one of your favorite books that you have read. Write down a brief summary of the story including setting, plot (write down all major events), and characters. Write down whose point of view the story was written in.

Choose a character in the story who is **not** the main character.

Describe this character. What do they look like? How do they act? What do they want in the story?

Re-write the story, this time from the point of view of the character you chose (not the main character). Use the same settings and events at the original book, but tell them from the point of view of this character. Keep in mind the characteristics and motivations of this character as you write.

Review with an adult how the story changed when you changed the point of view. How were events seen differently, though the same things were happening? How did this character react differently than the main character? What actions did this character take that were not the same as the main character?

ELA Lesson 47: Registers

Standards Taught: 5.ELA.L.3.b

Even when we are all speaking the same language, we speak it differently at different times. When speaking to an adult, you use different words and sentence structure than you do when you are speaking to a friend. You probably wouldn't say "What's up?" if you met the president of the United States but it would be appropriate to use this phrase when meeting with a friend.

In previous lessons, we discussed formal vs. informal language and when to use them. Briefly review these with an adult if you don't remember.

Within formal and informal language, there are different levels. For example, you would probably use more formal language with an adult you didn't know vs. a parent. You would also talk differently in a classroom than you would texting. These levels are called registers. There are several registers in the English language.

1. Frozen – the words and tone don't change, for example, the Pledge of Allegiance
2. High formal- language you would use when meeting someone very important (president, king)
3. Formal – for example, in a class lecture
4. Professional/Academic – use of language between a student and a teacher or co-workers
5. Casual- language you use between friends
6. Intimate- language you use around people you know very well, like your parents

Watch this [video](https://www.youtube.com/watch?v=umZud42F0-o) (<https://www.youtube.com/watch?v=umZud42F0-o>) on registers and then write an example (one sentence) for each register below.

Frozen-

High formal-

Formal-

Professional/Academic-

Casual

Intimate-

ELA Lesson 48: Registers Review

Standards Taught: 5.ELA.L.3.b

Choose a story or drama (play, movie, show) that includes dialogue. Search your chosen literature for dialogue in three different areas. Write down what was said each time and label it with the correct language register (intimate, casual, professional/academic, formal, high formal, frozen). Underline the words or phrases that help you understand which register level is being used.

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ELA Lesson 49: Dialects

Standards Taught: 5.ELA.L.3.b

*Parents, please watch the videos before your child to ensure you are comfortable with them.

Just as we speak differently when we are talking to different people, we speak differently based on where we live, what time period we live in, and who we learn English from. Someone from California may use different pronunciations than someone in Boston, though they are saying the same word. This gives each person an accent, often unique to the area they grew up in.

People may also use different words to convey the same meaning because of where they live. Californian's, for example, call a fizzy drink "soda" while in Utah it is referred to as "pop".

These two things together, along with certain points of grammar, are what we call dialect. Dialect is the way a person talks and can be portrayed in movies, plays, poems, and even in writing.

Watch this [video](https://www.youtube.com/watch?v=UcxByX6rh24) (<https://www.youtube.com/watch?v=UcxByX6rh24>) to hear different dialects from around America. Note the differences between how words are pronounced, the speeds at which they speak, and the words they use for different things.

Next, watch this [video](https://www.youtube.com/watch?v=iLQhBdJIMzw) (<https://www.youtube.com/watch?v=iLQhBdJIMzw>) to hear dialects from around the world.

ELA Lesson 50: Dialects (continued)

Standards Taught: 5.ELA.L.3.b

Dialects are often portrayed in writing as well. Dialogue can be used to give a character a unique dialect, helping the reader to understand where the character is from, how they are feeling, or many other characteristics. Read the following examples of written dialect aloud or have someone read them to you. Underline words, spellings, or other clues as to the dialect. Discuss or write down what the dialect is trying to tell you about the character.

"I think there's just one kind of folks. Folks." (Scout, *To Kill a Mockingbird*, Harper Lee)

"Oh, I reckon he ain't *that* low. Ol' Abe must not be quite that pore in pickin' his head men." (Israel Thomas, *Across Five Aprils*, Irene Hunt)

"Have a little compassion on my nerves. You tear them to pieces." (Mrs. Bennett, *Pride and Prejudice*, Jane Austen)

"If anyone wanted ter find out some stuff, all they'd have ter do would be ter follow the spiders. That'd lead 'em right! That's all I'm sayin'!" (Hagrid, *Harry Potter and the Chamber of Secrets*, J.K. Rowling)

Legolas: Lembas! (*bread cake*)

Legolas: One small bite is enough to fill the stomach of a grown man!

Merry: How many did you eat?

Pippin: Four. (*belch*)

(*The Fellowship of the Ring*, J.R.R. Tolkien)

"Mshish vvemmy shmewy," Clay mumbled around the fruit in his jaws. (Clay, *The Hidden Kingdom*, Tui T. Sutherland)

ELA Lesson 51: Dialect Farm

Standards Taught: 5.ELA.L.3.b

Practice writing in different dialects by writing dialogue for each of the examples below. If needed, look for examples of each dialect online for inspiration.

A pig from Texas who wants pancakes for breakfast

A duck from Australia who is angry at the Queen

A goat from Boston who is flying on a bumpy airplane

A dog from California who lost his squeaky ball

A mouse from Ireland who is afraid of the elephant talking to him

A horse from New Jersey ordering pizza

An owl from 1776 who is speaking to George Washington

A sheep from Jamaica who just wants to take a nap

ELA Lesson 52: Media Messages

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

Print the following advertisements before the lessons

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4. http://4.bp.blogspot.com/-uWd8M6fqyYg/UYXl-HSwyYI/AAAAAAAAAJE/kFsm_UH5KH8/s1600/138156.jpg
5. <https://annramadhani.files.wordpress.com/2015/01/9.jpg>
6. <https://www.nerdwallet.com/assets/blog/shopping/files/2013/11/Old-Navy-Black-Friday-01.jpg>
7. <http://thevisualcommunicationguy.com/wp-content/uploads/2017/09/Bandwagon-Appeal-Advertising-4.png>
8. <http://3.bp.blogspot.com/-6khbYzkUidg/VLkrMjMGq4I/AAAAAAAAANU/LqEd0un4xn4/s1600/006.jpg>
9. <http://2.bp.blogspot.com/-xaHxTZO2fRo/UTLpEw-XzPI/AAAAAAAAABHU/FWen9ctsk0U/s1600/Logos1.jpg>

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

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

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

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

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

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

Method 1: Humor

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

Method 2: Emotion

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

Method 3: What's the Deal?

These advertisements tell you what an amazing sale they are having. They emphasize the price or the percentage of savings. They don't tell you a lot about the product, but rely upon your desire to save money to convince you that you need the thing they are selling...even if sometimes you don't.

Method 4: Bandwagon

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

Method 5: Celebrity Endorsements

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

Method 6: Logical Arguments

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

Method 7: The Experts Say

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

Method 8: Quality

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

Method 9: Upgrade

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

ELA Lesson 53: Media Messages (continued)

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

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

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

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

[Video 1](#)

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

[Video 2](#)

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

[Video 3](#)

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

[Video 4](#)

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

[Video 5](#)

(<https://www.youtube.com/watch?v=hIR8Ar-Z4hw>)

ELA Lesson 54: Media Messages: Finding the Truth

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

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

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

This can be done with anything. [Here](#)

(<https://i.pinimg.com/originals/52/ae/a2/52aea24421e8dc6316cb13e4945c43d9.jpg>) and [here](#)

(<https://i.pinimg.com/originals/93/0f/fa/930ffa133f09e46213c83d85384c39d1.jpg>) are two more examples of changes made to images.

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

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

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

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

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

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

Finally, there are times in today's world where there is no way for us to know the truth for sure so we trust our gut. This means listening to how we feel about something and making the best decision we can until we receive further information.

ELA Lesson 55: Media Messages: Creating an Advertisement

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

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

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

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