

## English Language Arts 2<sup>nd</sup> Grade

### ELA Lesson 1: Collective Nouns

#### Standards Taught: ELA.Language.1.d

Ask your child to tell you what a noun is. A noun is a person, place, or thing. Briefly discuss a few examples of nouns. Then, tell your child that today we are going to learn about a new type of noun: collective nouns. Collective nouns are nouns that represent a group of people or things. Give the examples: a herd of goats means there are several goats together, a stack of papers means there are more than one paper in a pile, and a school of fish means there are lots of fish swimming together.

Watch the video at the following link with your child, asking them to name the groups of items they see before the answer pops up. Read the answer together, pointing out that each is a collective noun: <https://www.youtube.com/watch?v=odlbR0a2uBE>

Finally, ask your child to read and fill in the worksheet for ELA Lesson 1 (below). Point out collective nouns you see in the reading and other assignments for this week and/or ask your child to convert singular nouns you may see into collective nouns.

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ELA Lesson 1 Worksheet: Collective Nouns

herd	swarm	bowl	fleet
party	team	range	set
stack	flight	pack	pair

1. I saw a \_\_\_\_\_ of children play baseball at the park.
2. My dad bought a \_\_\_\_\_ of shoes at the store yesterday.
3. There was a \_\_\_\_\_ of bees in the tree.
4. My sister ate an entire \_\_\_\_\_ of rice.
5. I quickly raced up the \_\_\_\_\_ of stairs.
6. I played with a \_\_\_\_\_ of blocks while I waited at the doctor's office.
7. There was a \_\_\_\_\_ of cows in the farmer's field.
8. A \_\_\_\_\_ of wolves hunted in the forest.
9. There was a \_\_\_\_\_ of friends playing together on the playground.
10. An entire \_\_\_\_\_ of trucks drove along the road together.
11. I did a whole \_\_\_\_\_ of homework papers today.
12. The \_\_\_\_\_ of mountains was beautiful.

ELA Review Sheet Lesson 1

Color the collective (group) nouns with a red crayon. Color the singular nouns with a blue crayon.

<b>gaggle</b>	<b>car</b>	<b>robot</b>	<b>bed</b>	<b>range</b>
<b>goat</b>	<b>bird</b>	<b>mountain</b>	<b>party</b>	<b>New York</b>
<b>pod</b>	<b>herd</b>	<b>school of fish</b>	<b>pack</b>	<b>congress</b>
<b>Utah</b>	<b>congregation</b>	<b>cheese</b>	<b>set</b>	<b>flight</b>
<b>fleet</b>	<b>Paris</b>	<b>team</b>	<b>cluster</b>	<b>flock</b>
<b>baseball</b>	<b>flower</b>	<b>mob</b>	<b>stack</b>	<b>colony</b>
<b>swarm</b>	<b>bracelet</b>	<b>house</b>	<b>hoard</b>	<b>wolf</b>
<b>castle</b>	<b>pair</b>	<b>troop</b>	<b>hive</b>	<b>bowl</b>

## **ELA Lesson 2: Fiction vs. Non-fiction**

**Standards Taught: Library Media.ML.10.1, RE.1.2, RE.1.2.a**

At the library, ask your child to review what a fiction book is. (A made-up story) What is a non-fiction book? (A writing that is made up of facts and real things) Point out the non-fiction section of the library. Encourage your child to choose both a non-fiction book and a fiction book. Read the books with them, asking them to discuss the character, plot line, and setting of the fiction book and a few of the things they learned from the non-fiction.

For a few weeks, ask your child to tell you if each book they read is a fiction or non-fiction book.

## **ELA Lesson 3: Irregular Plural Nouns**

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

Review with your child the definition of a noun (person, place, or thing). Briefly review collective nouns (a group of people or things) and ask your child to name a few examples.

Then discuss plural nouns, pointing out that these nouns are used when there is more than one person, place, or thing. Give a few examples of plural nouns: I read two **books** today. They had to go to three different **stores** to find what they needed. I saw two **geese** flying in the sky.

Point out that the singular noun, when there is only one, for geese is goose. The word changes when there is more than one goose. Explain that this is an irregular plural noun because we can't just add and /s/ or /es/ at the end of it.

Work through the worksheet for lesson 3 with your child. During reading the rest of the week, ask your child to look for plural nouns and point out irregular plural nouns you may see.

ELA Lesson 3 Worksheet: Irregular Plural Nouns  
Match the singular noun to the correct irregular plural noun.

mouse

fish

deer

teeth

man

wolves

foot

mice

wolf

feet

tooth

oxen

fish

deer

ox

people

person

men

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ELA Review Sheet Lesson 3

Color the plural nouns with a yellow crayon. Color the singular nouns with an orange crayon.

house	goose	ox	person	knives
halves	sheep	London	mouse	giraffes
cactus	woman	car	deer	dice
teeth	children	aircraft	Hogwarts	loaves
sisters	foot	hoof	teacher	wolf
wizards	moose	mice	cacti	men
brother	scarves	child	bison	fish
hooves	oxen	geese	wolves	half

## ELA Lesson 4: Reflexive Pronouns

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

Review the definition of a noun (person, place, or thing) with your child. Discuss pronouns. A pronoun is a word that can stand in the place of a noun when you already know what the noun is. For example, if you are discussing your brother (a noun), you can use the pronoun “him”. My brother is awesome. I love him. Or, if you are discussing your favorite food you can use the pronoun “it”. Last night we had spaghetti for dinner. I liked it.

Explain that today we are learning about reflexive pronouns, words that reflect the subject of a sentence. These words always end in –self or –selves. These words do not replace the pronoun, but reflect back on it. For example: I did it all by myself. (Write this sentence out on a piece of paper or chalkboard). Ask your child who the sentence is about. The subject of the sentence is “I”. (Underline the “I”). Then, ask your child if they can find the word that reflects back on that subject. The reflexive pronoun is “myself”. Circle “myself”. Repeat the process with the following examples, working together with your child:

He set an alarm to wake himself up.

She went to the store by herself.

They asked if they could play a game all by themselves.

We cleaned up by ourselves.

The T.V. turned off by itself.

Work through the worksheet for lesson 4 with your child. As you read together this week, point out any pronouns you may see in the stories.

ELA Lesson 4 Worksheet: Reflexive Pronouns

In each sentence, underline the subject with a red crayon and circle the reflexive pronoun with a green crayon.

1. My sister and I played in the yard by ourselves.
2. The bike rolled down the driveway by itself.
3. He woke himself up using an alarm.
4. She walked to her friend's house all by herself.
5. The team's coach was late so they started the game by themselves.
6. The ball was stuck up high but I got it down by myself.
7. Mom is busy so you have to do the art project by yourself.
8. The papers fell and there was no one to help so he picked them up by himself.
9. The cat climbed the tree and got itself stuck.
10. We went to the movies and got ourselves popcorn.
11. She neatly wrapped a gift by herself so it would be a surprise.
12. Can you make a phone call by yourself?

ELA Review Sheet Lesson 4

Complete the sentence using a reflexive pronoun

1. This is Sam. Sam can draw a boat by \_\_\_\_\_.
2. This is Maggie. She can dress her baby doll by \_\_\_\_\_.
3. This is John and Jordan. They like to play jump rope by \_\_\_\_\_.
4. This is Steven and I. We ate all the ice cream by \_\_\_\_\_.
5. This is me. I make a scavenger hunt by \_\_\_\_\_.
6. This is you. Can you clean your whole room by \_\_\_\_\_?
7. This is a puppy. He likes to play with the ball by \_\_\_\_\_.
8. I made this art project all by \_\_\_\_\_.
9. They played the game all by \_\_\_\_\_.



ELA Lesson 5 Worksheet: Irregular Past Tense Verbs  
(3 pages)

**jump**

**skip**

**walk**

**twirl**

**see**

**go**

**rise**

**sleep**

**run**

**write**

**think**

**fly**

**teach**

**build**

**catch**

**throw**

**eat**

**win**

**hold**

**lay**

**stand**

**smell**

**clean**

**close**

ELA Review Sheet Lesson 5  
Color the past tense verbs purple.

caught	played	hopped	rode	colored
stood	wrote	cleaned	closed	held
ran	snapped	fell	sprinkled	washed
threw	laid	grew	jumped	ate
taught	mixed	built	wrote	walked
looked	danced	spun	listened	won
flew	erased	printed	clicked	skipped
wrote	rose	slept	went	saw

## ELA Lesson 6: Using Apostrophes: Contractions

### Standards Taught: ELA.L.2.c

Write the following on a chalkboard or paper:                   do not            don't

Ask your child to read what you have written. Explain that the first set of words "do not" means the same as the second contraction "don't". A contraction is when we combine words and add an apostrophe in the place of some of the letters. Ask your child to point to the apostrophe. Then, ask them to tell you which letter(s) are missing and/or changed in the second word. Explain that the letter "o" is missing because it was replaced by the apostrophe. Ask your child to use the word "don't" in a sentence.

Repeat the process with the following word combinations, discussing the meaning, use, and replaced letters in each: she is/she's, they have/they've, I would/I'd

Next, give your child the marker or pencil. Read the following examples aloud, one at a time. After reading the sentence, say the bold words again. Ask your child to write these words down. Then have your child write the contraction underneath. Finally, ask your child to say the sentence again, replacing the bold words with their contraction. Allow your child to correct themselves as needed. Only correct them if they don't correct it on their own.

**What is** the color of this backpack?

**You are** going to love dinner tonight. It's your favorite.

This **does not** fit in the box.

**She is** headed to her dance class.

**He is** excited about his game tonight.

They **must have** fallen asleep already.

**I would** like you to clean your room today, please.

**He will** probably be late today. He's not ready yet.

**Do not** fall in the water and get your shoes wet.

There **is not** enough chocolate chips for our cookies.

**They are** ready to get going.

**I have** already finished my work for today.

ELA Review Sheet Lesson 6

Circle the contractions

can't

will not

blue

shouldn't

paper

haven't

I've

isn't

do not

won't

dog

birdhouse

they'll

would

he'll

she'd

sunflower

garden

calendar

we'd

must've

magic

doesn't

doghouse

## **ELA Lesson 7: Using Apostrophes: Possessives**

### **Standards Taught: ELA.L.2.c**

Ask your child to briefly review contractions with you. Ask them to name the symbol we use in contractions to replace letters. Remind them that the symbol is called an apostrophe.

Explain that we also use apostrophes to show that something is owned by someone. Ask your child to look around the room and find something that belongs to a family member. On a chalkboard or piece of paper, write out the name of the item, "that belongs to", and then the name of the person it belongs to. For example: bowl that belongs to mom

Point out that this is a long way to write out what you mean. Ask your child if they can think of a simpler way to say "bowl that belongs to mom". A shortened version of this would be simply "mom's bowl". Write out the possessive and object using an apostrophe. Ask your child to point to the apostrophe. Discuss how each of the phrases mean the same thing but the second is shorter and easier to say and write.

Give your child the worksheet for lesson 7 and ask them to hunt through the house, finding 6 things that belong to a family member. Have your child draw a picture in the box and then write what the item is and who it belongs to in the appropriate spots.

Finally, ask your child to create possessives for each item they found using apostrophes. Correct and guide as needed.

ELA Lesson 7 Worksheet: Using Apostrophes: Possessives

1.

Draw a picture:

What is the item?

Who does it belong to?

Write the possessive:

2.

Draw a picture:

What is the item?

Who does it belong to?

Write the possessive:

3.

Draw a picture:

What is the item?

Who does it belong to?

Write the possessive:

4.

Draw a picture:

What is the item?

Who does it belong to?

Write the possessive:

5.

Draw a picture:

What is the item?

Who does it belong to?

Write the possessive:

6.

Draw a picture:

What is the item?

Who does it belong to?

Write the possessive:

ELA Review Sheet Lesson 7

Look for possessive nouns to find your way through the maze.

START

a cat

the car

blue robot

brother's toothbrush

an ice cream

sister's candy

mom's blanket

a book

five toys

Alexa's rock

Susie's phone

the party

those buildings

a pencil

the cup

that sign

a ball

dad's computer

blocks

the printer

Megan's room

a bed

FINISH

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## **ELA Lesson 8: Adjectives**

### **Standards Taught: ELA.L.1.h**

Gather 5 items (nouns) from your home.

Hold up a red crayon in one hand and a blue crayon in another. Explain that we use adjectives, or words that help us to describe a noun (person, place, or thing) to explain which thing we are talking about. Ask your child to choose the hand holding a crayon. Point out that with this choice, either hand would be correct because both hands are holding a crayon. Next, ask your child to choose the hand holding a blue crayon. Point out that because you added an adjective, we know exactly which crayon we are talking about and there is only one answer.

Hold up the items you gathered. Ask your child to describe each item, pointing out that the words they are using are adjectives, describing words.

Work through the worksheet for lesson 8 with your child, encouraging and correcting as needed.

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ELA Lesson 8 Worksheet: Adjectives

In each box, underline the adjective given. Draw and color the item in the box.

a grey elephant	a big heart	a tall flower	a cute kitten
a strong dad	a dizzy bird	a rich kid	a sleepy chicken
a smart boy	a broken plate	a brave girl	a cloudy sky

## **ELA Lesson 9: Adverbs**

### **Standards Taught: ELA.L.1.h**

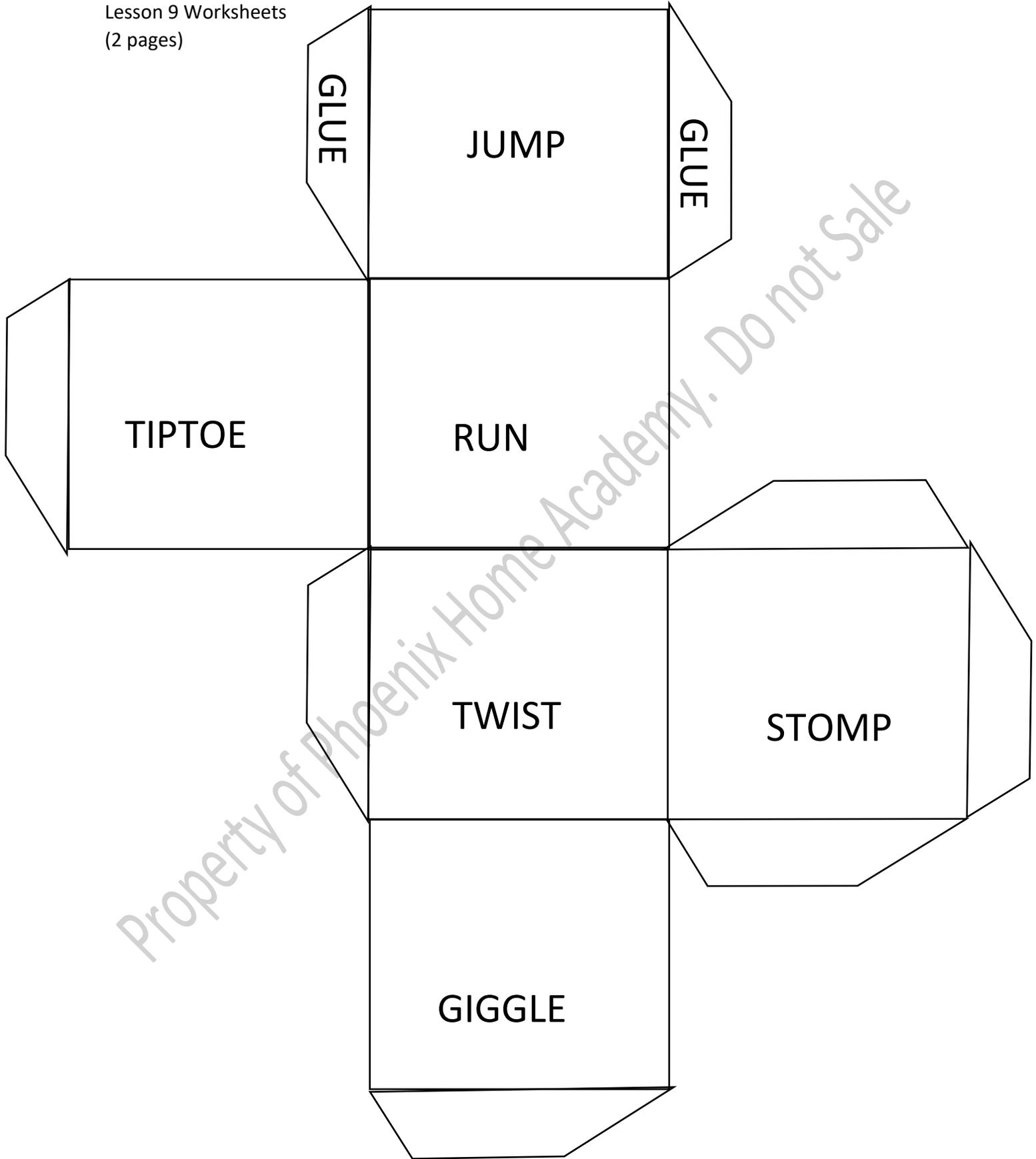
Prepare the dice on the worksheets for lesson 9 (below). Cut along the outer lines, fold along the inner lines, and glue together in a cube shape by placing glue in the GLUE areas.

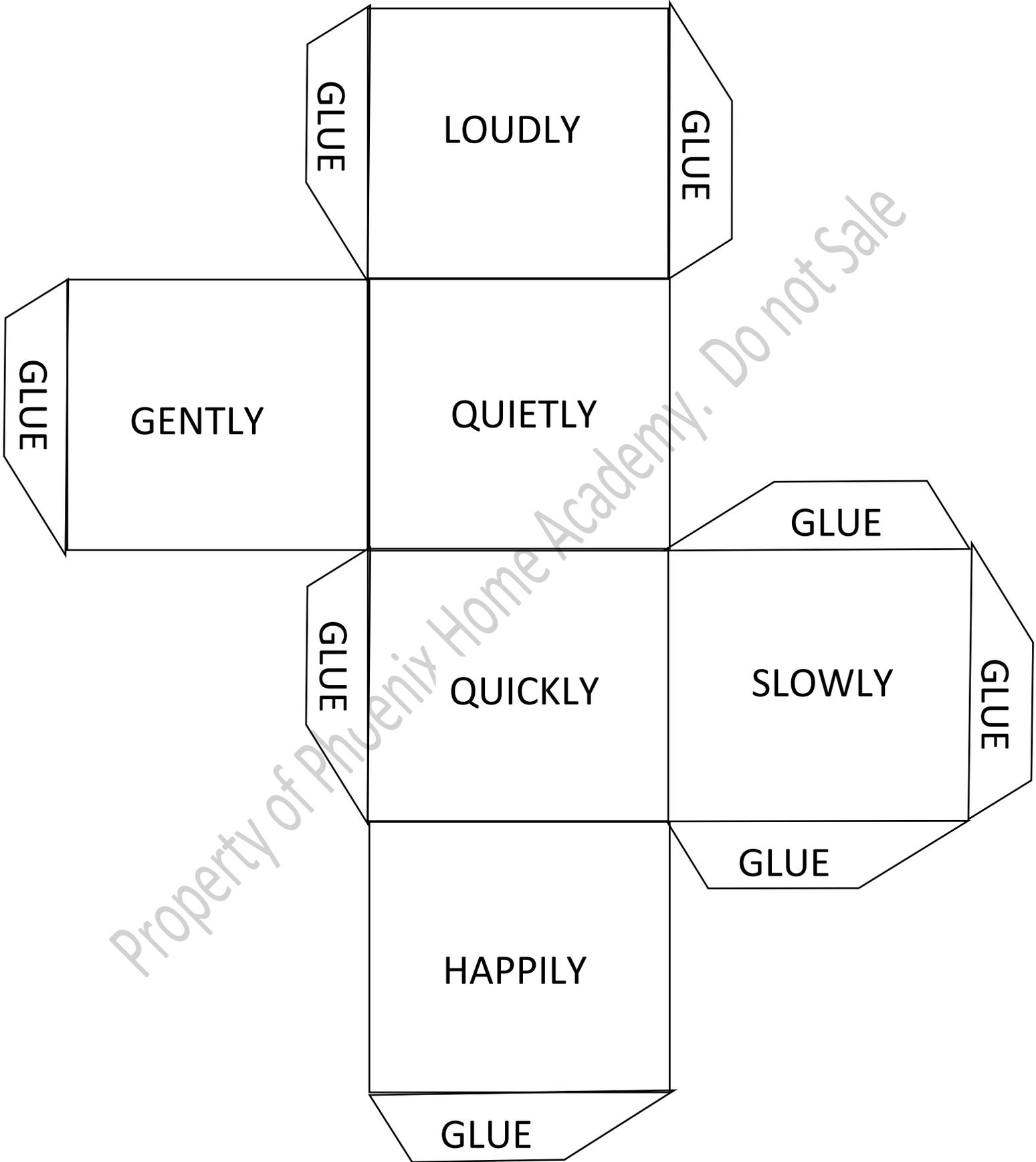
Review with your child what adjectives are and what types of words they describe. Explain that today we are going to learn about a different type of describing word: adverbs. Adverbs describe action words (verbs). Give an example: It would sound silly to say “he had a purple jump.” Jump is an action word. We may say “he jumped quickly”. Quickly is the word that describes the jump. It is the adverb. Many adverbs end in -ly.

Explain that today we are going to play a game to practice our adjectives. Show your child the dice. Tell them that one die has verbs, or action words on it. The other has adverbs. Ask your child to point out which die is which.

Next, allow your child to roll both dice. Ask them to read the adverb and verb aloud. Then, have your child perform the verb in the way the adverb describes. Repeat several times.

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LOUDLY

GLUE

GLUE

GENTLY

QUIETLY

GLUE

GLUE

QUICKLY

GLUE

SLOWLY

GLUE

HAPPILY

GLUE

GLUE

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ELA Review Sheet Lesson 8-9

Cut out the words at the top of the page. Glue them in the correct column below.

loudly	beautiful	open	slowly	lightly
joyfully	bright	kindly	tired	clean

Adjective	Adverb

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## **ELA Lesson 10: Spelling Patterns: Word Families**

### **Standards Taught: ELA.L.2.d**

You will need tape and the prepared cutouts from the lesson 10 worksheets (below) for this activity. For a fun extension, let your child color and/or decorate each sundae when it's built.

Show your child the cutouts. Explain that we are going to be creating word family ice cream sundaes today. Show your child the first bowl cutout and ask them to tell you the letters printed on it. Explain that every ice cream scoop that goes in this sundae bowl ends in the same letters. Ask your child to read the word family sound printed on the ice cream bowl. Repeat for each bowl. Then allow your child to read the words printed on each ice cream scoop and place them in the correct bowls so that all of the words for each word family are together.

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**-at**

**bat**

**cat**

**mat**

**-ame**

**came**

**-op**

same

blame

clap

flop

**-ack**

PROK

Phoenix Home Ac

Phonics

**-ell**

mop

back

knack

**-ap**

sack

Phoenix Home Acader Sale

**fell**

**well**

**bell**

**nap**

**sap**

**cap**

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## ELA Lesson 11: Base/Root Words

Standards Taught: ELA.L.4.c, ELA.FS.3.c

Using the color scheme below write the following on a paper or chalkboard:

**pre**heat

**heat**

heat**ing**

Ask your child to point out the word that is the same for each of these words. Point out that “heat” is in each word. Explain that heat is the base (or root) word. A base word has its own meaning. Point to the middle word, ask your child to read it and tell you what it means. Heat is the quality of being hot.

Next, point to the first word. Ask your child to name the letters that are different between this word and the word in the center. Explain that “pre” is a prefix that means before. A prefix is a group of words that we can add to a base word in order to change the meaning. Preheat means to heat beforehand.

Finally, point to the last word. Ask your child to compare this word to the word in the center. What letters are different? Explain that –ing is suffix. A suffix is like a prefix, and changes the meaning of the base word. A suffix comes at the end of the word. Heating means adding warmth. How is this different than just “heat”?

Repeat this process with the following examples:

**un**happy

**happy**

happy**ly**

**re**count

**count**

count**ed**

Work through the worksheet for lesson 11 with your child, encouraging them to do all they can on their own and helping only when they are stuck.

Additional resource: Watch the video [here](#) (Word parts:

<https://www.youtube.com/watch?v=JejCnGu4pFk&app=desktop>) with your child

ELA Lesson 11 Worksheet: Base/Root Words

Read each word. Underline the base or root word. Determine if it has a prefix or suffix. Circle the prefix or suffix and tell an adult how it changes the meaning of the word.

underwater

fearful

reheat

wonderful

replay

underage

misprint

mismatched

readable

dishonest

preview

untied

redo

worthless

playing

misbehave

preschool

misspelled

ELA Review Sheet Lesson 11

Fill in the blank boxes below by adding a prefix, finding the base word, or adding a suffix to each row of words. Use the given prefixes and suffixes as clues.

Prefixes		Suffixes	
-dis	-de	-ful	-less
-un	-mis	-ly	-able

Prefix	Root/Base Word	Suffix
	like	
		covered
unusual		
distrust		
	frost	
		appeared
	match	

## ELA Lesson 12: Complete Simple Sentences

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

This lesson should be a quick review for 2<sup>nd</sup> grade. 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

Work through the lesson 12 worksheet with your child, correcting each sentence as you go.

Review complete sentences regularly and point out mistakes and/or corrections as your child writes in their journal, reminding them of the 5 rules to complete sentences.

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ELA Lesson 12 Worksheet: Complete Sentences

Write a complete and correct sentence below each example. Pay attention to punctuation and capitalization as well as complete thoughts. Be sure there is a subject and a verb in each corrected sentence. There may be more than one mistake in each one.

1. the monkey swung from tree to tree.

2. The long blue and red train.

3. My favorite place to visit is new york

4. What kind of candy do you like!

5. the robot danced in circles

6. I want to be an astronaut when I.

7. do you like regular or strawberry lemonade best?

## ELA Lesson 13: Compound Sentences

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

Explain that today we are going to learn about compound sentences. Compound sentences are made by putting together two complete simple sentences and placing a comma between them along with a conjunction. Examples of conjunctions are: and, but, or, that, as, if, when, because, so, and except. This is a great time for this [video](https://www.youtube.com/watch?v=RPoBE-E8VOc). (Video: School House Rock, Conjunction Junction, <https://www.youtube.com/watch?v=RPoBE-E8VOc>)

Write the following example on a chalkboard or paper: I like candy. It isn't good for me. Point out that these are two complete sentences. Ask your child to erase the period after candy and draw a comma. Then, ask them if the word "or" or "but" should go between them. Say aloud: "I like candy, or it isn't good for me. or I like candy, but it isn't good for me." Have your child write the correct word after the comma they just placed.

Ask your child to cut out the boxes on the worksheet for lesson 13. Explain that the larger boxes have complete sentences in them which we are going to use to create compound sentences. The smaller boxes have conjunctions in them. Allow your child to arrange two sentences and a conjunction to create a compound sentence. Remind them to turn the period after the first sentence into a comma. When your child has arranged all of the sentences in a way they like, read them aloud and make any necessary corrections. Finally, ask your child to create compound sentences for the conjunctions they did not use in the activity.

ELA Lesson 13 Worksheet: Compound Sentences

**My favorite color is green.**

**because**

**I have to do all my chores.**

**so**

**I am growing taller every day.**

**but**

**I like blue, too.**

**I can play outside later.**

**and**

**I eat healthy foods.**

**or**

**You don't like strawberries.**

**You do like chocolate.**

## ELA Lesson 14: Long and Short Vowels

**Standards Taught: ELA.FS.3.a, ELA.FS.3.c**

For this lesson you will need to print and cut out the cards on the worksheet (below). You will also need tape, several balls (we use ping pong balls) and two containers.

Ask your child to review which letters are vowels (a, e, i, o, u). Explain that each of these letters can make two different sounds. Ask your child what “a” says. Explain that the “aahhh” sound that “a” makes is the short vowel sound for that letter. The second sound that an “a” can make is to say its name. Point out that in “apple”, the letter “a” makes its short “a” sound but in the word “ape” the letter “a” says its name, making it a long a sound.

Watch the following [video](https://www.youtube.com/watch?v=-WSzSO-fmhQ) (Long and Short Vowel Sounds <https://www.youtube.com/watch?v=-WSzSO-fmhQ>) with your child, allowing them to watch a few times if they’d like.

Show your child the two containers. Tape the label that says “long vowel” to one container and the label that says “short vowel” to the other. Place these containers across the room from your child. Next, place the word cards face down on the floor beside your child. Ask them to choose one and read it aloud to you. Have your child tell you if the word has a long vowel or a short vowel in it. Finally, ask your child to throw a ball into the container that matches their word card (short vowel or long vowel).

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long vowel

short vowel

axe

fire

magnet

snake

green

human

silent

attack

can

open

monkey

wiggle

fable

bundle

idle

freckle

net

acorn

eagle

ocean

kite

## **ELA Lesson 15: Vowel Teams**

### **Standards Taught: ELA.FS.3.b**

Ask your child to review vowels and their long and short sounds. Explain that some words have vowel teams rather than a single vowel. These teams are like blends. Vowel teams are used to change the sounds of the vowels that are put together. An example of a blend is /th/. The letter “t” makes what sound? What about the letter “h”? What happens when you put them together? Together, these letters make a different sound. One example of a vowel team is /ai/. What sounds do these letters make by themselves? When they are put together, they make the /ai/ sound, as in rain.

Show your child the fishbowls from the worksheet for lesson 15. Ask them to cut out each fishbowl. As they work, ask your child to guess the sounds of each vowel team. Then, using the word bank, have your child cut write each word in the correct fishbowl based on vowel teams. Ask your child to read each word as they sort. When there are three words in a in a fishbowl, ask your child to tell you the sound of the vowel team and draw a fish for each word.

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ELA Lesson 15 Worksheet: Vowel Teams (3 pages)

-ou

-ew

-oi

-ow

-ei

-au

-oy

-aw

-ue

-ea

-oo

-oa

-oe

-ee

-ay

-ie

-ai

-ea

**Word Bank**

brew	coat	August	rain	choose
about	bee	awful	crew	clue
ow	cries	weigh	pout	foe
coil	bean	bread	wow	float
toy	play	food	foil	pie
because	main	blue	soy	three
weigh	stew	does	autumn	meat
head	scout	boat	awesome	bay
good	owl	die	caw	pain
true	boil	tree	neigh	
toes	boy	stay	lead	

## ELA Lesson 16: Compound Words

**Standards Taught: ELA.L.3.d**

Watch the video at the following [link](https://www.youtube.com/watch?v=QRQN1cbqGN8) (Compound Words <https://www.youtube.com/watch?v=QRQN1cbqGN8>) with your child

Briefly discuss compound words and a few examples with your child. Ask your child to work through the worksheet for lesson 16.

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ELA Lesson 16 Worksheet: Compound Words

On the line, write the compound word that is created when you add the two words together.

1. sun + shine = \_\_\_\_\_

2. sail + boat = \_\_\_\_\_

3. trash + can = \_\_\_\_\_

4. butter + fly = \_\_\_\_\_

5. base + ball = \_\_\_\_\_

6. sun + flower = \_\_\_\_\_

7. some + thing = \_\_\_\_\_

8. straw + berry = \_\_\_\_\_

9. water + melon = \_\_\_\_\_

10. ham + burger = \_\_\_\_\_

11. eye + lash = \_\_\_\_\_

12. baby + sitter = \_\_\_\_\_

ELA Review Sheet Lesson 16

Read the word at the top of each box. Draw a picture of the item being described and then write the compound word for it on the line at the bottom of the box.

house for a bird

\_\_\_\_\_

quaking of the earth

\_\_\_\_\_

ache of the head

\_\_\_\_\_

board you can skate on

\_\_\_\_\_

end of the week

\_\_\_\_\_

case of stairs

\_\_\_\_\_

falling water

\_\_\_\_\_

fire for a camp

\_\_\_\_\_

prints from your foot

\_\_\_\_\_

## **ELA Lesson 17: Word Nuances**

### **Standards Taught: ELA.L.5, ELA.L.5.b**

Give your child a ball and space to play. Explain that some words are very close in meaning, but they are just a tiny bit different. Ask your child to throw you the ball. Throw it back. Ask your child to toss you the ball. Toss it back to your child. Finally, ask your child to hurl the ball. Discuss the similarities (the ball moved from your child to you through the air) and differences (toss is more gentle than throw and hurl is more forceful) between the words.

Next, show your child a very small item. Ask them to describe its size. Point out that they could use the following words: small, tiny, miniscule, little. Discuss the similarities and differences between the meanings of the words. Point out that microscopic also means small, but it is smaller than tiny.

Show your child a large item and ask them to describe it. Words they may use are: large, big, huge, or giant. Discuss the meanings of each word. Ask your child why the item is not described as humungous.

Explain that we have different words for verbs and adjectives so that we can be very specific in what we are saying. Throw the ball is much different than hurl it. Tiny is not the same as small. Giant is bigger than large.

Allow your child to do the worksheet for lesson 17. Throughout the week, ask your child to describe different verb and adjective nuances that come up in their daily life.

ELA Lesson 17 Worksheet: Word Nuances

Draw a line to match the words that are alike and then tell an adult how they are different, giving specific examples of each.

small

huge

thin

hot

chubby

sprint

funny

pleasant

warm

cold

chilly

slender

nice

pretty

beautiful

tiny

big

jump

happy

joyful

run

upset

leap

silly

angry

fat

**ELA Lesson 18: Review: Collective Nouns, Irregular Plural Nouns, Reflexive Pronouns**

**Standards Taught:** ELA.Language.1.d, ELA.L.1.e, ELA.L.1.f

Watch this [video](https://www.youtube.com/watch?v=odlbR0a2uBE) (Collective Nouns <https://www.youtube.com/watch?v=odlbR0a2uBE>) again in review. Then, ask your child to answer questions 1-3

1. A group of goats is called a \_\_\_\_\_

2. A bunch of bees is called a \_\_\_\_\_

3. A group of wolves is called a \_\_\_\_\_

Next, review the definition of a noun (person, place, or thing) and what plural means (more than one). Ask your child to read the group of words below and circle the ones that are plural.

oxen

man

goose

men

fish

foot

geese

mouse

tooth

deer

teeth

mice

ox

feet

Finally, review what a pronoun is (a word that can take the place of a noun such as she, he, it). Discuss reflexive pronouns (ends in *self* or *selves*). Ask your child to fill in the blanks below.

<u><b>Pronoun</b></u>	<u><b>Reflexive Pronoun</b></u>
he	
	herself
it	
	ourselves

**ELA Lesson 19: Review: Past-tense Irregular Verbs, Contractions, Adjectives, Adverbs**

**Standards Taught: ELA.L.1.g, ELA.L.2.c, ELA.L.1.h, ELA.L.1.h**

First, review what a past-tense verb is (an action word that has already happened, i.e. jumped). Ask your child to do a verb and then tell you the past-tense version of that verb. Remind your child that many past-tense verbs can just add *ed* or *d* at the end of the word. Others, (like sleep/slept) change the word entirely. Ask your child to verbally say the past-tense versions of the words below.

catch      skip      eat      see      skip      clean      go  
run      write      fly

Next, review what a contraction is (two words put together using an apostrophe). Use the example *do not* turns into *don't* and point out that the letter */o/* is dropped off and replaced by an apostrophe. Ask your child to create contractions using the words below.

does not \_\_\_\_\_

I have \_\_\_\_\_

you are \_\_\_\_\_

she is \_\_\_\_\_

I would \_\_\_\_\_

he will \_\_\_\_\_

Finally, review adjectives (describing words for nouns) and adverbs (describing words for action words) with your child. Ask them to name an adjective for the word *ball* and an adverb for the word *jump*. Have your child review the following chart and color adjectives red and adverbs blue.

red	yearly	messy	high	new
easily	bravely	hot	kind	boldly
green	tiny	cold	purple	big
fast	noisy	joyfully	calm	smart

## ELA Lesson 20: Review: Spelling Patterns, Prefixes, Roots

Standards Taught: ELA.L.2.d, ELA.L.4.c, ELA.FS.3.c, ELA.L.4.c, ELA.FS.3.c

First, review spelling patterns with your child. Remind them that we sometimes call them word families. They are words that end in the same letters and often rhyme. Ask your child to fill in the blanks below to add words that belong in each word family

<b>-at</b>		<b>hat</b>	
<b>-ell</b>	<b>bell</b>		
<b>-ack</b>			<b>pack</b>

Next, review what a prefix is with your child (a word, number, or letter placed before another word that changes the meaning). Give the example: heat (to warm up) and preheat (to warm up before). Using the chart below, work through the examples by saying the word on the left aloud, asking your child to tell you what it means, and then add the prefix on the right and discuss how the meaning of the word changed.

<b>cycle</b>	<b>unicycle</b>
<b>act</b>	<b>interact</b>
<b>lock</b>	<b>unlock</b>
<b>president</b>	<b>ex-president</b>
<b>write</b>	<b>rewrite</b>
<b>behave</b>	<b>misbehave</b>

Review the video [here](https://www.youtube.com/watch?v=JejCnGu4pFk&app=desktop) (Word parts <https://www.youtube.com/watch?v=JejCnGu4pFk&app=desktop>) with your child and discuss base (or root words). Then, ask your child to underline the root words in the examples below.

**eating**

**boxes**

**snaps**

**slippery**

**lucky**

**trying**

**painted**

**playing**

**calling**

**replay**

**mismatch**

**preview**

**ELA Lesson 21: Review: Compound Sentences, Compound Words, Nuances**

**Standards: ELA.L.1.i, ELA.L.3.d, ELA.L.5, ELA.L.5.b**

Briefly review conjunctions and compound sentences with your child. Give examples of how a conjunction can join two sentences together to make one (i.e. I love candy but it is bad for my teeth.). Watch this [video](https://www.youtube.com/watch?v=RPoBE-E8VOc) (School House Rock Conjunction Junction <https://www.youtube.com/watch?v=RPoBE-E8VOc>) Then, ask your child to verbally create compound sentences from the following:

**I went to the store. It started to rain.**

**It was sunny outside. It was windy and cold.**

**I bought the toy I wanted. I used all my money for it.**

Next, review what a compound word is (two words stuck together to make a new word, like bird and house = birdhouse). Ask your child to create compound words with the following:

**water + melon = \_\_\_\_\_**

**rain + bow = \_\_\_\_\_**

**tooth + brush = \_\_\_\_\_**

Grab a ball and review what a nuance is (different words that mean mostly the same thing, but are slightly different in meaning). Give your child the ball and ask them to throw it to you, toss it to you, and hurl it at you. Explain that each word meant that they would make the ball go from their hand to yours, but in different ways. Toss is gentler than throw and hurl is more forceful. Using the examples below, discuss the difference in meaning of each nuance.

**thin**

**slender**

**skinny**

**raining**

**sprinkling**

**pouring**

**bright**

**shiny**

**sparkly**

**noisy**

**loud**

**blaring**

## **ELA Lesson 22: Review: Vowel Teams**

### **Standards Taught: ELA.FS.3.b**

Briefly review vowel teams (vowels that blend together) with your child and re-do the fishbowl activity from lesson 15, asking your child to read each word from the word bank and add them to the correct vowel team.

## **ELA Lesson 23: Review: Fiction vs. Non-Fiction**

### **Standards Taught: Library Media.ML.10.1, RE.1.2, RE.1.2.a**

Show your child two books: one an example of fiction and the other an example of non-fiction. Point out that these two books are very different. One is fiction, or a made-up story, while the other is non-fiction, or real and true. Tell your child that you are going to read the stories together and, by the end, they should be able to tell you which one is fiction and which one is non-fiction. Give them the clues below before you begin to read to help them along.

Fiction often has talking animals or objects.

Non-fiction often teaches you something.

Fiction sometimes begins with “once upon a time”.

Non-fiction sometimes has a table of contents.

Fiction usually tells a story about characters.

Non-fiction tells facts and often has photographs instead of illustrations.

## **ELA Lesson 24: Because, Also Opinion**

### **Standards Taught: ELA.W.1**

Discuss the definition of an opinion (something you feel or think) vs. fact (something that is true). Give a few examples of each, asking your child to identify each example as a fact or opinion. Ask your child to tell you their opinion on what is the best food. At the top of a blank paper, write the food they tell you. Point out that just because this food is the best to them, others may disagree. There is no way to know for sure which food is the best (making it a fact) because everyone has a different opinion on it.

Next, ask your child to give you three reasons why they think that food is the best. Help them write those reasons down on the paper below the food name.

Finally, explain that when we write down or say our opinion, we often list these reasons to explain to others why we feel or think that way. Sometimes we use the words *because* and/or *also* to connect our reasons to each other. (i.e. I like pizza because it is cheesy). Ask your child to write a complete paragraph (5 sentences) about their opinion of what is the best food using their reasoning and the words *because* and *also*.

## **ELA Lesson 25: Because, Also Opinion (continued)**

### **Standards Taught: ELA.W.1**

Quickly review the definition of an opinion and ask your child to tell you some of the words that are used to explain an opinion. Tell them that today, we are going to write an opinion that is negative, or about something they don't like.

Ask your child to tell you about something they do not like. Write their topic at the top of a blank piece of paper. Then, ask your child for three reasons they do not like this thing. Help them write those reasons on the same paper.

Finally, ask your child to use the words *because* and *also* as they write a paragraph (5 sentences) about this thing they do not like.

## **ELA Lesson 26: Fact**

### **Standards Taught: ELA.W.2, ELA.W.7, ELA.W.8**

For this lesson, you will need a non-fiction book about something your child is interested in. Briefly review the difference between fiction and non-fiction. Explain that you will be reading a non-fiction book together today. Give your child a blank paper and tell them that they need to write the topic (or what the book is about) on the top of the paper. Then tell them that, as you read, they need to write down three facts from the book. Remind your child that a fact is something that is true.

Read the book to your child, pausing to allow them to write down facts as you go. When you are finished, ask your child to tell you what they learned. Finally, ask your child to write a paragraph in their journal that tells the topic and facts they wrote down in complete sentences. Explain that the last sentence should be a conclusion, or summary, of what they learned. Help your child form a conclusion and write it down.

## **ELA Lesson 27: Narratives**

**Standards Taught: ELA.W.3, ELA.W.8**

Ask your child to tell you about a family trip or activity they really liked. Discuss what happened, why they liked it, who was there, and how they felt. As they talk, write down a few notes on what they tell you.

Show your child the notes and ask them to circle the topic in red, the reasons they liked it in blue, who was there in green, what happened in purple, and how they felt in yellow.

With your child, look at the “what happened” things and ask your child to tell you what happened first. Ask your child to write a number “1” beside that thing. Continue labeling “what happened” in order until you’ve done them all.

Tell your child that we will use this tomorrow.

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ELA Lesson 27 Review Sheet

(use the notes from yesterday's lesson to fill out the worksheet below)

Topic: \_\_\_\_\_

Events:

1<sup>st</sup> \_\_\_\_\_

2<sup>nd</sup> \_\_\_\_\_

3<sup>rd</sup> \_\_\_\_\_

4<sup>th</sup> \_\_\_\_\_

5<sup>th</sup> \_\_\_\_\_

Who was there: \_\_\_\_\_

Reasons I liked it:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How I Felt: \_\_\_\_\_

### **ELA Lesson 28: Narratives (continued)**

#### **Standards Taught: ELA.W.3, ELA.W.8**

Using the worksheet from yesterday, explain that today we are going to write a paragraph about their favorite family trip/activity. The worksheet tells us what order to write in. Help your child work through each sentence as described below

The first sentence should introduce the topic. Create a complete sentence about the topic

The next sentences should tell about the events. Try to keep them in order. Use words like *first, next, then, last, finally* to show the order.

The next sentence should tell us who else was there.

The next sentence or two should tell how you felt about the activities and/or trip. This should form your conclusion and tell your reader what you want them to know most.

### **ELA Lesson 29: Revise Narratives**

#### **Standards Taught: ELA.W.3, ELA.W.8, ELA.W.5, ELA.W.6**

Ask your child to grab their journal and find the entry that they wrote yesterday. Help them to type that entry on the computer. Remind your child to use homeroom keys, to use punctuation and capitalization, and to separate paragraphs.

When your child is finished typing, allow them to print their narrative. Correct punctuation, capitalization, spelling, and paragraph spacing on the paper. Ask your child to correct these on the computer and print a final draft.

### **ELA Lesson 30: Write a Paper on a Chosen Topic: Gather Research Materials**

#### **Standards Taught: ELA.W.2, ELA.W.7, ELA.W.8, ELA.R.I.1, ELA.R.I.2, ELA.R.I.3, ELA.R.I.4, ELA.R.I.5, ELA.R.I.6, ELA.R.I.7, ELA.R.I.8, ELA.R.I.9, ELA.R.I.10, LM.4.1.1, LM.4.1.1.a, LM.4.1.1.b, LM.4.1.1.c, LM.4.2, LM.4.2.a, LM.4.2.b, LM.5.1, LM.6.1, LM.7.1, LM.7.1.a, LM.7.1.b, LM.7.1.c, LM.7.1.d, LM.RE.1.1.d, LM.RE.1.2.b, LM.RE.2.2**

Discuss the topic your child chose in their journal yesterday. Ask them to tell you their ideas for finding more information on this topic. This may include reading books, using online sources, doing experiments, going on fieldtrips, or interviewing experts.

Help your child gather 5 different sources which they can use to learn more about their topic. These should be a mixture of types of sources. Allow your child to explore those sources on their own today.

### **ELA Lesson 31: Write a Paper on a Chosen Topic: Research**

**Standards Taught:** ELA.W.2, ELA.W.7, ELA.W.8, ELA.R.I.1, ELA.R.I. 2, ELA.R.I.3, ELA.R.I.4, ELA.R.I.5, ELA.R.I.6, ELA.R.I.7, ELA.R.I.8, ELA.R.I.9, ELA.R.I.10, LM.IR..4.1.1, LM.IR.4.1.1.a, LM.IR.4.1.1.b, LM.IR.4.1.1.c, LM.IR.4.2, LM.IR.4.2.a, LM.IR.4.2.b, LM.IR.5.1, LM.IR.6.1, LM.IR.7.1, LM.IR.7.1.a, LM.IR.7.1.b, LM.IR.7.1.c, LM.IR.7.1.d, LM.RE.1.1.d, LM.RE.1.2.b, LM.RE.2.2, ELA.4.e, LM.ML.12.1, LM.ML.4.2.c, 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

Ask your child to choose one of their sources to use for research today. Give them a pencil and blank piece of paper. Point out the author and discuss using only trusted sources to gather information. Point out the index, table of contents, glossary, menu, scroll bar, etc. and explain the purpose of each of these parts is. Discuss how these tools can make it easier for us to find the information we need.

Read and/or skim through the source with your child. Ask them to take notes on things they find interesting or new things they learn. If using an online search, discuss with your child how to narrow or broaden search terms to get different search results. At the bottom of the paper, ask your child to write down the title and author of the source used today.

### **ELA Lesson 32-35: Research (continued)**

**Standards Taught:** ELA.W.2, ELA.W.7, ELA.W.8, ELA.R.I.1, ELA.R.I. 2, ELA.R.I.3, ELA.R.I.4, ELA.R.I.5, ELA.R.I.6, ELA.R.I.7, ELA.R.I.8, ELA.R.I.9, ELA.R.I.10, LM.IR..4.1.1, LM.IR.4.1.1.a, LM.IR.4.1.1.b, LM.IR.4.1.1.c, LM.IR.4.2, LM.IR.4.2.a, LM.IR.4.2.b, LM.IR.5.1, LM.IR.6.1, LM.IR.7.1, LM.IR.7.1.a, LM.IR.7.1.b, LM.IR.7.1.c, LM.IR.7.1.d, LM.RE.1.1.d, LM.RE.1.2.b, LM.RE.2.2, ELA.4.e, LM.ML.12.1, LM.ML.4.2.c, 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

Repeat lesson 31 for each source

**ELA Lesson 36: Write a Paper on a Chosen Topic: Organize Information and Rough Draft**

**Standards Taught: ELA.W.2, ELA.W.7, ELA.W.8, ELA.R.I.1, ELA.R.I. 2, ELA.R.I.3, ELA.R.I.4, ELA.R.I.5, ELA.R.I.6, ELA.R.I.7, ELA.R.I.8, ELA.R.I.9, ELA.R.I.10, LM.IR..4.1.1, LM.IR.4.1.1.a, LM.IR.4.1.1.b, LM.IR.4.1.1.c, LM.IR.4.2, LM.IR.4.2.a, LM.IR.4.2.b, LM.IR.5.1, LM.IR.6.1, LM.IR.7.1, LM.IR.7.1.a, LM.IR.7.1.b, LM.IR.7.1.c, LM.IR.7.1.d, LM.RE.1.1.d, LM.RE.1.2.b, LM.RE.2.2, ELA.4.e, LM.ML.12.1, LM.ML.4.2.c, 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.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**

Ask your child to gather the notes they've taken from your research. Briefly review with them what they have learned. Discuss the different sources and how some had similar information while others had information about different things or even that contrasted. Point out how they may need to learn more where contrasts exist to find the truth.

Help your child organize their notes by circling notes on similar topics in matching colors. For example, if your child was learning about sharks, they may circle what they eat in red, how they swim in yellow, different types of sharks in blue, or where they live in orange.

Next, help your child form their introduction. Explain that an introduction is the beginning of a research paper and tells the reader what you will be teaching them about and/or why that topic is so fun to learn about. It should be at least three sentences long. Help your child write out their introduction on a blank paper.

**ELA Lesson 37: Write a Paper on a Chosen Topic: Organize Information and Rough Draft**

**Standards Taught:** ELA.W.2, ELA.W.7, ELA.W.8, ELA.R.I.1, ELA.R.I. 2, ELA.R.I.3, ELA.R.I.4, ELA.R.I.5, ELA.R.I.6, ELA.R.I.7, ELA.R.I.8, ELA.R.I.9, ELA.R.I.10, LM.IR..4.1.1, LM.IR.4.1.1.a, LM.IR.4.1.1.b, LM.IR.4.1.1.c, LM.IR.4.2, LM.IR.4.2.a, LM.IR.4.2.b, LM.IR.5.1, LM.IR.6.1, LM.IR.7.1, LM.IR.7.1.a, LM.IR.7.1.b, LM.IR.7.1.c, LM.IR.7.1.d, LM.RE.1.1.d, LM.RE.1.2.b, LM.RE.2.2, ELA.4.e, LM.ML.12.1, LM.ML.4.2.c, 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.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

Ask your child to review their notes, looking for matching topics between sources. Ask them to choose the three most interesting groups (color coded) of information in their notes to write about. Explain that these three topics will turn into three paragraphs that will make up the body of their research paper.

Help your child take one of the topics (i.e. all the purple) and write complete sentences from their research notes on the paper that holds the introduction they wrote yesterday. Use extra papers if needed. This should form a paragraph (at least 3 sentences).

Repeat for the other two topics. At the end, your child should have a total of 4 paragraphs written (introduction, topic, topic, topic).

**ELA Lesson 38: Write a Paper on a Chosen Topic: Organize Information and Rough Draft**

**Standards Taught:** ELA.W.2, ELA.W.7, ELA.W.8, ELA.R.I.1, ELA.R.I. 2, ELA.R.I.3, ELA.R.I.4, ELA.R.I.5, ELA.R.I.6, ELA.R.I.7, ELA.R.I.8, ELA.R.I.9, ELA.R.I.10, LM.IR..4.1.1, LM.IR.4.1.1.a, LM.IR.4.1.1.b, LM.IR.4.1.1.c, LM.IR.4.2, LM.IR.4.2.a, LM.IR.4.2.b, LM.IR.5.1, LM.IR.6.1, LM.IR.7.1, LM.IR.7.1.a, LM.IR.7.1.b, LM.IR.7.1.c, LM.IR.7.1.d, LM.RE.1.1.d, LM.RE.1.2.b, LM.RE.2.2, ELA.4.e, LM.ML.12.1, LM.ML.4.2.c, 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.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

Briefly review what an introduction and body of a research paper is. Explain that today we are going to write the last part, the conclusion. The conclusion is a summary. It tells the reader what they have learned and why it is good they have learned it.

Read the introduction of your child's paper to them and ask them to find a new sentence that says what the introduction says. (i.e. Sharks are really cool for lots of reasons). Ask your child to write this sentence down, starting their final paragraph.

Repeat for each paragraph of the body, allowing your child to summarize (i.e. there are lots of types of sharks, they live in the ocean, they don't eat people).

Finally, ask your child to think of a last sentence that summarizes the whole paper (i.e. Sharks are really cool!)

### **ELA Lesson 39: Write a Paper on a Chosen Topic: Type it Up and Cite Sources**

**Standards Taught:** ELA.W.2, ELA.W.7, ELA.W.8, ELA.R.I.1, ELA.R.I. 2, ELA.R.I.3, ELA.R.I.4, ELA.R.I.5, ELA.R.I.6, ELA.R.I.7, ELA.R.I.8, ELA.R.I.9, ELA.R.I.10, LM.IR.4.1.1, LM.IR.4.1.1.a, LM.IR.4.1.1.b, LM.IR.4.1.1.c, LM.IR.4.2, LM.IR.4.2.a, LM.IR.4.2.b, LM.IR.5.1, LM.IR.6.1, LM.IR.7.1, LM.IR.7.1.a, LM.IR.7.1.b, LM.IR.7.1.c, LM.IR.7.1.d, LM.RE.1.1.d, LM.RE.1.2.b, LM.RE.2.2, ELA.4.e, LM.ML.12.1, LM.ML.4.2.c, 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.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

Give your child the paper they have handwritten and ask them to type it on the computer. Encourage them to use correct spelling, punctuation, capitalization, and spacing. Teach your child how to write the title at the top, separate paragraphs, and include a sources cited page. To cite sources, ask them to type the title and author of each source they used on the last page of their report.

Print out their report and correct it for them.

### **ELA Lesson 40: Write a Paper on a Chosen Topic: Revise**

**Standards Taught:** ELA.W.2, ELA.W.7, ELA.W.8, ELA.R.I.1, ELA.R.I. 2, ELA.R.I.3, ELA.R.I.4, ELA.R.I.5, ELA.R.I.6, ELA.R.I.7, ELA.R.I.8, ELA.R.I.9, ELA.R.I.10, LM.IR.4.1.1, LM.IR.4.1.1.a, LM.IR.4.1.1.b, LM.IR.4.1.1.c, LM.IR.4.2, LM.IR.4.2.a, LM.IR.4.2.b, LM.IR.5.1, LM.IR.6.1, LM.IR.7.1, LM.IR.7.1.a, LM.IR.7.1.b, LM.IR.7.1.c, LM.IR.7.1.d, LM.RE.1.1.d, LM.RE.1.2.b, LM.RE.2.2, ELA.4.e, LM.ML.12.1, LM.ML.4.2.c, 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.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.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

Ask your child to revise and correct their paper based on your corrections.

Next, ask them to read or summarize it for a friend, neighbor, or family member who has not read it yet. They may present this in person, on a video, or in a phone call.

Briefly discuss improvements that could be made, different methods that could be used, or ways they could research, write, or present information better the next time they write a research paper. Emphasize how well they did, but let them know that we should always be working to improve.

### **ELA Lesson 40-41: Read Aloud- Point of View**

**Standards Taught: ELA.R.6, ELA.R.9**

Gather 2 different versions of *The Three Little Pigs*. Each day, ask your child to read a different version to you each day. Encourage them to use different voices for the characters. Discuss whose point of view the story is written in and how that changes the story.

**Some book ideas are: Any traditional version of *The Three Little Pigs* & *The True Story of the 3 Little Pigs* by Jon Scieszka**

### **ELA Lesson 42: Fables and Folk Tales: Finding the Moral**

**Standards Taught: ELA.R.2, ELA.R.9, LM.IR.8.1.b**

For this lesson, you will need a book of a basic version of Cinderella (one that your child likely already knows). Our family used the Disney version. Take turns reading the story with your child, reading a page and then asking them to read a page. As you go, discuss the setting, characters, and main events. Talk about the character's reactions to events and point out the contrast between how Cinderella reacts and how her stepsisters react. Ask your child which character is good.

When the story is finished, tell your child that you are going to talk about the moral of the story. Explain that the moral of a story is a lesson that the author (who wrote the story) wants us to learn. Many fables and folk tales were written with a moral to teach children how to behave. Give examples of morals from other stories that your child is familiar with (e.g. Three Little Pigs = prepare and work hard, Aladdin = tell the truth and be yourself, Rumpelstiltskin = don't make promises you can't keep, The Ugly Duckling= don't compare yourself to others, you are beautiful the way you are, etc). Point out that each of these stories teaches us something.

Discuss what your child thinks the moral of Cinderella is. There are a few different lessons that they may have picked up on in the story. Discuss the one your child saw or give an example if they cannot think of one. You may discuss hard work, being kind, justice, the importance of having dreams, or courage. Try to focus only on one or two of these ideas and allow your child to explain how they are shown in the story. Tell your child to remember the story you read today because you will learn more about it in the next lessons.

## **ELA Lesson 43-45: Fables and Folk Tales: Reading a Different Version**

**Standards Taught: ELA.R.2, ELA.R.9, LM.IR.8.1.b**

For these lessons you will need a different Cinderella story for each day. Try to get stories that are age-appropriate but show how the folk tale is told in different places around the world.

This [website \(https://www.imnotthenanny.com/2020/03/cinderella-stories-from-around-world.html\)](https://www.imnotthenanny.com/2020/03/cinderella-stories-from-around-world.html) has a great list of different versions. Try your local library or [thriftbooks.com](http://thriftbooks.com) to get the books you need.

Each day, ask your child to choose a new version of the Cinderella story. Briefly discuss where this new version came from and find the place on a map. Explain that many folk tales are told all over the world, but they are sometimes a little different.

Read the new version together, alternating pages and discussing the characters, plot, and setting. Compare and contrast this version to the one(s) you have already read. Discuss similarities and differences between each version.

Finally, after the story is finished, discuss the moral. Is the moral of this version the same as the moral of other versions? Is it different? Why do you think it would be important for children to learn these lessons?

## **ELA Lesson 46-49: Fables and Folk Tales: Writing a Play**

**Standards Taught: ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.T.CR.1, FA.D.2.T.P.6, FA.D.2.T.R.3, FA.D.2.T.R.4, 2.T.CO.1, 2.T.CO.2, ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.CR.3, FA.D.2.T.P.1,**

Review with your child the different versions of Cinderella you have read together. Hold up each version as your child reviews the characters, plot, setting, and moral of that version. Ask your child which version they liked best and which one they didn't really care for.

Then, ask your child what kind of a story they would write if they could make their own Cinderella. Encourage your child to be creative, not copying any versions, but mixing them together and adding their own ideas to the story.

On day one of this lesson, brainstorm your child's story. Explain that we will be making this story into a play and performing it. Ask your child to create characters, a setting, a basic plot, and a moral for their story. Discuss how their story will teach the moral to those watching the play.

For the next three lessons, help your child take their brainstorming and create a play. Encourage them to include stage directions and lots of dialogue. Point out that they may need a narrator in addition to the characters in the story. Help them type up a simple script, sticking

your child's original story as much as possible. Include stage directions and blocking when possible.

### **ELA Lesson 50: Fables and Folk Tales: Getting into Character**

**Standards Taught: ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.T.CR.1, FA.D.2.T.P.6, FA.D.2.T.R.3, FA.D.2.T.R.4, 2.T.CO.1, 2.T.CO.2, ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.T.P.3, FA.D.2.PT.5**

Ask your child to review their play and decide who will act out each character. Encourage them to include family member and friends in their play to get all the roles filled. Gather all actors together and teach them about getting into character. Explain that "getting into character" means that they will pretend to be the person in the play. If your child is acting as a prince, for example, they will pretend to be the prince. They may walk, talk, or move differently than they normally would. They may react to different actions of other characters, too. When you are in a play, you are in character whenever you are on stage, not just when you are talking.

Ask each child how their character may act, talk, and walk. Encourage them to take turns acting out their characters' parts. Quickly run through the script, encouraging each child to say their lines aloud and in character. Point out parts of the play where a character may feel a different emotion and encourage children to act out that emotion (happy = bouncy and excited, sad = quiet voice and looking down, etc).

Praise and encourage each actor and build confidence. This lesson is meant to teach about points of view, not create perfect actors. Encourage each actor to work on memorizing their lines at home each day.

### **ELA Lesson 51: Fables and Folk Tales: Blocking and Stage Direction**

**Standards Taught: ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.T.CR.1, FA.D.2.T.P.6, FA.D.2.T.R.3, FA.D.2.T.R.4, 2.T.CO.1, 2.T.CO.2, ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.T.CR.5, FA.D.2.T.P.2, FA.2.T.P.3, FA.D.2.T.P.4, FA.D.2.PT.5, FA.D.2.PT.8**

Set up the area that will be your stage by placing three pieces of tape on the floor (one stage right, one center stage, and one left stage). Encourage anyone involved in the play to attend. Point out any stage directions that are the script. Explain that stage directions tell us what the characters are doing and where they should be standing.

Point to stage right, explaining that stage right is the right part of the stage if you are looking out at the audience (from the actor's point of view). Ask each actor to go to stage right and point out the tape on the floor that will help them see where they need to be. Repeat for center stage and stage left.

Run through the script, encouraging actors to get into character and say their lines. Help direct stage movements and blocking. Remind actors that part of being in character is in the movement of the character. If they are a princess, for example, they should walk like a princess.

### **ELA Lesson 52: Fables and Folk Tales: Setting the Stage and Costumes**

**Standards Taught:** ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.T.CR.1, FA.D.2.T.P.6, FA.D.2.T.R.3, FA.D.2.T.R.4, 2.T.CO.1, 2.T.CO.2, ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.T.CR.5, FA.D.2.T.P.2, FA.2.T.P.3, FA.D.2.T.P.4, FA.D.2.PT.5, FA.D.2.PT.8, FA.D.2.CR.2, FA.D.2.T.P.7

Allow your child to work with other actors today in the creation of stage scenery and costumes. Use what you have in your home already. Discuss the setting and how you can make the stage look like that setting. Check online for simple ideas and build your scenery together. Then, use clothing and accessories that your actors already have to create a costume for each character. Encourage them to be creative and have fun. Remind each actor that their costume will help them to stay in character.

If you have extra time, run through the script and blocking again.

### **ELA Lesson 53-54: Fables and Folk Tales: Rehearsal**

**Standards Taught:** ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.T.CR.1, FA.D.2.T.P.6, FA.D.2.T.R.3, FA.D.2.T.R.4, 2.T.CO.1, 2.T.CO.2, ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.T.CR.5, FA.D.2.T.P.2, FA.2.T.P.3, FA.D.2.T.P.4, FA.D.2.PT.5, FA.D.2.PT.8, FA.D.2.CR.2, FA.D.2.T.P.7, FA.D.2.T.CR.4, FA.D.2.T.P.9, FA.D.2.T.R.1, FA.D.2.T.R.2

Spend these two lessons in dress rehearsal. Keep your stage set up and encourage actors to wear costumes and makeup. Run through the play at least one complete time per lesson, reminding everyone to stay in character. Help with forgotten lines, remind about stage directions, and praise and encourage every actor.

This is a good time to pass out invitations for family members who may want to come act as an audience.

### **ELA Lesson 55: Fables and Folk Tales: Final Production**

**Standards Taught:** ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.T.CR.1, FA.D.2.T.P.6, FA.D.2.T.R.3, FA.D.2.T.R.4, 2.T.CO.1, 2.T.CO.2, ELA.R.2, ELA.R.9, LM.IR.8.1.b, FA.D.2.T.CR.5, FA.D.2.T.P.2, FA.2.T.P.3, FA.D.2.T.P.4, FA.D.2.PT.5, FA.D.2.PT.8, FA.D.2.CR.2, FA.D.2.T.P.7, FA.D.2.T.CR.4, FA.D.2.T.P.9, FA.D.2.T.R.1, FA.D.2.T.R.2

Plan a time and day where your actors can all gather and perform their play. Point out all of their hard work and explain that this is when everyone gets to see what they've been doing.

Have actors get into costume and perform the play for an audience, even if it's just in your living room. Make it as official as possible by including things like tickets, a concessions stand, and/or a small gift for each actor. Announce the beginning of the play by giving the audience the title and author (your child). Have fun and celebrate with your child.

### **ELA Lesson 56: Poetry: Beat and Rhythm**

#### **Standards Taught: ELA.R.4**

Ask your child to open a page of their music books (for their instrument). Talk about beat (counting) and point to the time signature. Ask your child to clap out the beat of the song. Next, point to the different types of notes included in the song. Explain that we still count the same beat, which does not change throughout the song, but each note stands for different amounts of the beat and creates the rhythm. Ask your child to clap out the rhythm while counting out the beat. Point out that, unlike the beat, the rhythm can change. If your child is not taking music lessons this [video](https://www.youtube.com/watch?v=7Bt1BF1PC2k) (How to read music <https://www.youtube.com/watch?v=7Bt1BF1PC2k>) can be used to learn the same things.

Next, watch this [video](https://www.youtube.com/watch?v=6lKRulp16C8) (Beat vs. Rhythm <https://www.youtube.com/watch?v=6lKRulp16C8>) with your child to review the difference between beat and rhythm.

Explain that, like songs, poems can have rhythm. Usually, the rhythm of poetry can be counted in syllables. Review what a syllable is with your child by saying the following words aloud and clapping out each syllable: "orange", "pen-cil", "pep-er-mint"

Next, read [this](https://www.poetryfoundation.org/poems/49771/about-the-teeth-of-sharks) (<https://www.poetryfoundation.org/poems/49771/about-the-teeth-of-sharks>) poem to your child. Be sure to speak in the rhythm of the poem. Ask your child to tell you what the poem was about. What happened?

Finally, read the poem again very slowly, allowing your child to read along and clapping out each syllable. Point out that the poem has a rhythm, just like a song. If your child is really interested, choose a children's poetry book at the library and see if they can find any other poems with a rhythm they like.

### **ELA Lesson 57: Poetry: Rhymes**

#### **Standards Taught: ELA.R.4**

Ask your child to review beat and rhythm again. Point out that poems are not all the same and that each one can be written with different ideas in mind. Most poems have a clear beat. Some rhyme while others don't. Some repeat and others use alliteration (first letter or sound of words are the same).

Explain that today we are going to look at a few poems that rhyme. Read each poem (see below) aloud to your child. Discuss what the poem is about and/or what happened in it. Then, ask your child to read each one, underlining the words that rhyme as they go. Point out the pattern of rhyming in the poem. Ask your child to write a rhyming poem of their own.

[Poem 1](http://www.mayfiles.com/2010/03/dentist-and-crocodile.html) (<http://www.mayfiles.com/2010/03/dentist-and-crocodile.html>)

[Poem 2](https://ketzle.com/frost/snowyeve.htm) (<https://ketzle.com/frost/snowyeve.htm>)

[Poem 3](#)

### **ELA Lesson 58: Poetry: Repeated Lines**

#### **Standards Taught: ELA.R.4**

Ask your child to review rhythm and rhyming in poetry. Then, explain that today we are going to learn about another way to write a poem: repetition. In these poems, the author uses the same line over and over again.

Together, read the following examples of repetition in poetry, asking your child to underline or highlight the repeated lines. Discuss how this affects the rhythm of the poem. Ask your child to tell you what each poem was about.

[Poem 1](#) ([1172653143cbaadd857a21b5a0d19e86.png](http://1172653143cbaadd857a21b5a0d19e86.png) (373x675) ([pinimg.com](http://pinimg.com)))

[Poem 2](http://3.bp.blogspot.com/-cAwI708eOz0/UXm9uHQg8ml/AAAAAAAAAF6Y/CY2hcueKktg/s1600/Slide4.JPG) ([http://3.bp.blogspot.com/-](http://3.bp.blogspot.com/-cAwI708eOz0/UXm9uHQg8ml/AAAAAAAAAF6Y/CY2hcueKktg/s1600/Slide4.JPG)

[cAwI708eOz0/UXm9uHQg8ml/AAAAAAAAAF6Y/CY2hcueKktg/s1600/Slide4.JPG](http://3.bp.blogspot.com/-cAwI708eOz0/UXm9uHQg8ml/AAAAAAAAAF6Y/CY2hcueKktg/s1600/Slide4.JPG))

[Poem 3](https://i.pinimg.com/originals/c7/8b/55/c78b55867d982a05dc1fad914f73e3ae.jpg) (<https://i.pinimg.com/originals/c7/8b/55/c78b55867d982a05dc1fad914f73e3ae.jpg>)

## ELA Lesson 59: Poetry: Alliteration

### Standards Taught: ELA.R.4

Ask your child to review rhythm, rhymes, and repeated lines in poetry.

Tell your child that today we are going to read a few poems with alliteration. Ask your child to repeat the word alliteration a few times. Explain that alliteration means that some of the words of the poem begin with the same letter or sound. Usually these words are close together. For example, in “the dark, dank, dreary woods” there are three words that begin with the letter “d”.

Ask your child to read the following example aloud to you and underline any alliteration they may find. Point out that there may be more than one example of alliteration, including more than one letter.

Peter Piper picked a peck of pickled peppers,  
A peck of pickled peppers Peter Piper picked;  
If Peter Piper picked a peck of pickled peppers,  
Where’s the peck of pickled peppers Peter Piper picked?

She sells seashells by the seashore,  
The shells she sells are seashells, I’m sure.  
So if she sells seashells on the seashore,  
Then I’m sure she sells seashore shells.

Through three cheese trees three free fleas flew. While these fleas flew, freezy breeze blew. Freezy breeze made these three trees freeze. Freezy trees made these trees' cheese freeze. That's what made these three free fleas sneeze. (Dr. Seuss)

Finally, ask your child to come up with an example of alliteration to finish the following sentences:

1. The alligator \_\_\_\_\_

2. The kangaroo \_\_\_\_\_

3. The dog \_\_\_\_\_

## **ELA Lesson 60: Poetry: Review (find in poems AND READ ALOUD (VIDEO) OR CREATE ART)**

**Standards Taught: ELA.SL.5, ELA.R.4**

Review the different poetry tools we have learned about with your child. Then, ask your child to choose a poem (from your own collection, online, or the library) that they like reading. Ask them to read the poem aloud, pointing out any of the tools that we've discussed. Point out any example you see that they may have missed.

Ask your child to read the poem on video (with feeling and paying attention to the different tools used) or create a piece of art to represent the poem. Help your child present their finished product (video or art) to others. This could be through sharing the video online or through text, hanging their work gallery-style, or having a poetry reading in the living room. Encourage your child to share what they have learned about poetry with those listening to their work.

## **ELA Lesson 61: Media Messages**

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

Print the following advertisements before the lessons

[Image 1](#)

[Image 6](#)

[Image 2](#)

[Image 7](#)

[Image 3](#)

[Image 8](#)

[Image 4](#)

[Image 9](#)

[Image 5](#)

1. [https://cdn-images-1.medium.com/max/1600/1\\*uKdVIFZ9ey8-v7ChXagKZQ.jpeg](https://cdn-images-1.medium.com/max/1600/1*uKdVIFZ9ey8-v7ChXagKZQ.jpeg)
2. [https://racheljungkind.files.wordpress.com/2015/04/ad\\_225.jpg](https://racheljungkind.files.wordpress.com/2015/04/ad_225.jpg)
3. [https://selfianna.files.wordpress.com/2014/10/dr\\_alexander\\_smith\\_040513\\_new\\_packshot.jpg](https://selfianna.files.wordpress.com/2014/10/dr_alexander_smith_040513_new_packshot.jpg)
4. [http://4.bp.blogspot.com/-uWd8M6fqyYg/UYXl-HSwyYI/AAAAAAAAAJE/kFsm\\_UH5KH8/s1600/138156.jpg](http://4.bp.blogspot.com/-uWd8M6fqyYg/UYXl-HSwyYI/AAAAAAAAAJE/kFsm_UH5KH8/s1600/138156.jpg)
5. <https://annramadhani.files.wordpress.com/2015/01/9.jpg>
6. <https://www.nerdwallet.com/assets/blog/shopping/files/2013/11/Old-Navy-Black-Friday-01.jpg>

7. <http://thevisualcommunicationguy.com/wp-content/uploads/2017/09/Bandwagon-Appeal-Advertising-4.png>

8. [http://3.bp.blogspot.com/-](http://3.bp.blogspot.com/-6khbYzkUidg/VLkrMjMGq4I/AAAAAAAAANU/LqEd0un4xn4/s1600/006.jpg)

[6khbYzkUidg/VLkrMjMGq4I/AAAAAAAAANU/LqEd0un4xn4/s1600/006.jpg](http://3.bp.blogspot.com/-6khbYzkUidg/VLkrMjMGq4I/AAAAAAAAANU/LqEd0un4xn4/s1600/006.jpg)

9. [http://2.bp.blogspot.com/-xaHxTZO2fRo/UTLpEw-](http://2.bp.blogspot.com/-xaHxTZO2fRo/UTLpEw-XzPI/AAAAAAAAABHU/FWen9ctsk0U/s1600/Logos1.jpg)

[XzPI/AAAAAAAAABHU/FWen9ctsk0U/s1600/Logos1.jpg](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 62: 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)

(<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)

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

#### [Video 3](https://www.youtube.com/watch?v=2LQd8bidr0c)

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

#### [Video 4](https://www.youtube.com/watch?v=EuEE3KqQ42k)

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

#### [Video 5](https://www.youtube.com/watch?v=hIR8Ar-Z4hw)

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

## ELA Lesson 63: 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](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>). What is this image trying to tell you? How could the story shown be told two different ways?

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

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

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

Secondly, we don't rely upon any single source for information. If we only watch one news station, we are only going to hear what they want us to hear. If we watch different stations

with different points of view, we will hear more of the complete story. This doesn't ensure that we will get the whole truth, but it helps us piece together more than one view.

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

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

#### **ELA Lesson 64: 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.