

English Language Arts 6th Grade

ELA Lesson 1: Review: Conjunctions

Standards Taught: Review

Review conjunctions with your child. Watch this [video](#) with your child, reminding them that a conjunction is a word that connects two clauses or sentences together. Conjunctions are words like: or, and, but, therefore, because, nor, yet, so, that, when, and than. Ask your child to do the worksheet for this lesson.

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Underline the conjunction in each of the following sentences

1. I needed to go to the store, but I forgot my wallet.

2. I forgot my wallet because I was so sleepy.

3. I was sleepy and hungry.

4. I was hungry, yet I didn't have time to eat breakfast.

Combine the two sentences into one using a conjunction.

5. Did you have a good day? Was it bad?

6. Today I played at the playground. It was a nice day.

ELA Lesson 2: Review: Prepositions

Standards Taught: Review

Discuss prepositions with your child. 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. Ask your child to complete the worksheet for this lesson.

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ELA Lesson 2 Worksheet

Add a preposition in the blank space for each sentence.

1. He wanted to go _____ the zoo.

2. She stood _____ the flag.

3. The dog jumped _____ his house.

4. I like all candy _____ chocolate.

5. We went _____ the big box.

6. I had to go to school _____ I finished my chores.

Write a sentence using a positional preposition. It can be logical or silly.

Write a sentence using a temporal (time) preposition. It can be logical or silly.

ELA Lesson 3: Review: Interjections

Standards Taught: Review

Review interjections with your child. 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!, Awww, 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!).

Ask your child to complete the worksheet for this lesson.

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ELA Lesson 3 Worksheet

Add an interjection to each sentence.

1. That wave is huge!

2. I see a cute puppy.

3. I got a splinter!

4. I didn't finish my chores so mom won't let me go out to play.

5. This job is really hard.

6. That was easy!

7. I wonder what clouds are made of.

8. This teddy bear is so fuzzy and soft!

9. My soda spilled.

10. We are having pizza for dinner!

11. My team won the World Series!

12. My paint spilled on my picture.

13. I am so tired.

14. I got exactly what I wanted for my birthday!

15. My new book arrived today!

ELA Lesson 4: Review: Verb Tense

Standards Taught: Review

Review verb tenses with your child. Ask your child to tell you what a verb is (an action word). One example of a verb is walk. Explain that a verb can be past tense, present tense, future tense, or continuous tense. A verb's tense can help us (or our reader) to understand when the verb has, will, or is taking place.

A past tense verb has already happened. Usually we add an -ed to the end of the verb to show past tense. So, our example of walk would become walked. *I walked to the store* shows that I've already done that.

Explain that to show present tense we usually add an -s to our verb's ending. Walk would become *walks* as in *She walks to the store*.

Explain that the final tense is the future tense, it will happen later. Usually we add the word "will" to the beginning of the word (e.g. walk becomes will walk).

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, walk becomes walking.

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

ELA Lesson 4 Worksheet

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

Past Tense	Present Tense	Future Tense	Continuous Tense
	smiles		
			drawing
ate			
		will leave	
	drives		
			rowing
	writes		

ELA Lesson 5: Subjective Pronouns

Standards Taught: ELA.L.1.a

Review with your child what a pronoun is. Pronouns are words that take the place of a noun. She, it, they, our, he, I, me, my, his, hers, and ours are all examples of pronouns. There are different types of pronouns that can be used in a sentence.

Subjective pronouns refer to the subject of the sentence. They include the pronouns: I, you, he, she, it, we, you, and they. Ask your child to read the following sentence and identify the subject. Remind your child that the subject is the noun that is doing the action in the sentence (who, what, or where the sentence is about).

Sam had to wait to get ice cream until he was all the way ready.

Next, ask your child if they can identify the subjective pronoun. The subjective pronoun should refer to the subject of the sentence (Sam) without saying specific name. In this sentence, *he* is the subjective pronoun. Continue to work with your child on the following examples, identifying the subject(s) and subjective pronoun. Then, ask your child to complete the worksheet for this lesson.

My friend and I went to the store. We had fun.

The boys had donuts for breakfast. They really liked the chocolate ones.

Sara and Lisa picked flowers this morning. They found a lot of red flowers.

The tree fell over in the storm. It was really big.

ELA Lesson 5 Worksheet

Underline the subject in each problem. Then, fill in the blank with the correct subjective pronoun.

Mom and Dad went on a date. _____ were gone for a long time.

My brother was being mean to me. Then _____ got in trouble.

Monica and Rachel rode their skates down the street. _____ both fell.

We put up the pool today. _____ was really big.

The pencil rolled off the desk. _____ made a loud noise.

I went back to school today. _____ was so excited.

Mary traveled around the world. _____ wanted to see everything she could.

ELA Lesson 6: Objective Pronouns

Standards Taught: ELA.L.1.a

Review the previous lesson with your child. Explain that today we are going to learn about objective pronouns. The words that may be used as objective pronouns are: me, you, him, her, it, us, them, and whom. Objective pronouns refer to the object of the sentence, the thing being acted upon, rather than the subject.

There are three different types of objective pronouns: Direct object, Indirect object, and Object of a preposition.

Direct object pronouns are used when a pronoun refers to a verb (action word) being done to a noun that is not the subject in the sentence. For example:

They caught her.

In this sentence, *they* is the subject. The sentence is about *they*. However the verb (caught) is not acting on the subject. It is acting on a different noun (her). *Her* is the objective pronoun because it is the noun being acted upon. This example is a direct object (being acted on by the verb). Ask your child to practice finding the subject and direct object of the following sentence:

He threw it.

And indirect object is the recipient of an object within the sentence. For example:

I gave him a letter.

I is the subject because it is the pronoun acting out the verb. However, *him* is the pronoun that is receiving the object in the sentence (a letter). So, *him* becomes an objective pronoun because it is the one being acted upon. Practice finding the indirect object in the following sentence:

She gave it some water.

Finally, an object of preposition is a noun or pronoun governed by a preposition. Remind your child that a preposition is a word or phrase that describe the time or place of an object. An object of preposition is usually found at the end of the sentence and is the pronoun that the preposition is referring to. Review the following example together:

She was standing near the goat. It was brown.

In this example, the subject is *she*. She is the one doing the action. The other noun in the sentences is *the goat*. The pronoun being used is *it*. *It is brown* (preposition). *It* is an object of proposition because it is followed by a preposition. In this case, the pronoun *it* refers to the goat, so *it* is our objective pronoun. Work through the following example with your child, identifying the subject and the objectionable pronoun. Then, ask your child to do the worksheet for this lesson.

She went with him to the store.

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ELA Lesson 6 Worksheet

Underline the subject of each sentence or group of sentences. Then, circle the objective pronoun.

1. She chased him.

2. I sent him a gift.

3. He carried her over the puddle.

4. They brought us food.

5. We helped them yesterday.

ELA Lesson 7: Possessive Pronouns

Standards Taught: ELA.L.1.a

Review subjective and objective pronouns with your child. Then, explain that today we are going to learn about possessive pronouns. Possessive pronouns are pronouns that refer to a pronoun that belongs to or has a direct relationship with the subject of the sentence. Possessive pronouns include the following: mine, yours, his, hers, ours, theirs, and yours. Read the following sentence with your child and ask them to find the subject.

Jill is his sister.

Point out that in this sentence, *Jill* is the subject. Next, ask your child which pronoun(s) they see. *His* is the only pronoun in the sentence. Since *his* refers to someone other than Jill (the subject) and the word following it describes *Jill* and *his* relationship (sister), this is a possessive pronoun.

Work through the following examples with your child, looking for the subject and the possessive pronoun together. Then ask your child to do the worksheet for this lesson.

That is her book.

Is this pencil yours?

That candy is mine!

Ours is the most decorated house on the block.

ELA Lesson 7 Worksheet

Underline the subject in each sentence. Circle the possessive pronoun. Then, write the relationship between the subject and the pronoun (i.e. sister, mother, friend, belongs to, etc) on the line below.

1. You must've picked up the wrong keys instead of yours.

2. He is her cousin.

3. This bicycle is mine.

4. That box is theirs.

5. That's not my mom. That's hers.

ELA Lesson 8: Intensive Pronouns

Standards Taught: ELA.L.1.b

Review the previous lessons on pronouns with your child. Explain that today we are going to learn about intensive pronouns. Intensive pronouns are added to a sentence simply to add emphasis to a noun or another pronoun. They are not necessary to the sentence and can be taken out without changing the meaning of that sentence. Intensive pronouns end in –self for a singular noun or pronoun and –selves for plural (i.e. myself, himself, herself, themselves, yourself, ourselves, itself). Read through the following examples with your child, looking for the intensive pronoun, circling it, and then drawing an arrow back to the noun or pronoun it refers to. (hint: it may not always refer back to the subject). Then, ask your child to complete the worksheet for this lesson.

Roger himself came to the party.

The president herself gave the memorable speech.

We ourselves need to clean up our own messes.

I myself finished my big project.

They themselves donated money to a good cause.

The forest itself was dying.

ELA Lesson 8 Worksheet

Add the correct intensive pronoun to each sentence below. Rewrite the sentence on the line below.

She went to the store and bought all the groceries.

They programed a robot to dance.

We won the state championships.

The flowers took over the entire garden.

You went all the way around the world.

He mowed the entire front lawn.

ELA Lesson 9: Pronoun Agreement and Inappropriate Shifts

Standards Taught: ELA.L.1.c

Review the previous pronoun lessons, reminding your child that a pronoun is a word that stands in the place of a noun. The noun that a pronoun is referring to is called an antecedent. The antecedent and the pronoun must match in order for the grammar of a sentence to be correct. The number, person, and gender of a pronoun must match the number, person, and gender of the antecedent it is referring to. Read the following example to your child and ask them what is wrong with the sentence.

My mom took something that is not his.

Point out that the antecedent (my mom) does not match the pronoun (his) in gender. We understand that mothers are female so the pronoun should be changed to the feminine *hers*. Repeat the process with the following examples.

Toby jumped on their bed.

I want those carrots. It is mine.

Her mom doesn't know I.

Explain that sometimes when we write, we can shift pronouns, changing the number, person, or gender of the pronoun the antecedent is referring to. This gives us sentences like the ones above. It can also give us a paragraph, or entire paper that contains incorrect pronouns that confuse our reader and make it difficult to understand who or what the pronouns are referring to. The worksheet below has several inappropriate shifts in pronouns. Ask your child to read the worksheet aloud as it is, then correct the pronouns as need, and finally read it aloud with the corrections. Point out that each sentence is much clearer in meaning after the corrections.

Bella decided that today they would be a doctor. She usually dressed up as a princess, but today she really wanted to find a way to help others. He grabbed her doctor's coat, stethoscope, and doctor bag and headed out the door. First, she met a small child who had fallen on the sidewalk. The little boy had hurt our knee. Bella reached into her doctor bag and pulled out a bandage. Gently, she placed our on the boy's cut. He ran off to his friends. Bella watched them play. Soon, a few of the friends were red and dizzy. We had gotten too hot playing in the sun. She offered them a drink and found a shady place where they could sit. When he themselves felt better, they went back to play. At the end of the day, Bella went home and placed its doctor's bag and coat on her bed. It fell on the floor, but that was okay. She would pick us up tomorrow. She was too tired right now. She loved the feeling that we got from helping others, but, maybe just for tomorrow, he would take a break and be a princess again. After all, even a girl as amazing as Bella needed a break sometimes.

ELA Lesson 10: Vague Pronouns

Standards Taught: ELA.L.1.d

Review the previous lesson on inappropriate shift and antecedent-pronoun agreement with your child. Point out that what is happening in a story or paper is much clearer to the reader if the correct pronouns (matching gender, person, and number) are used. Then, explain that another way to confuse a reader is to use vague pronouns. Vague pronouns are not very clear and they make it difficult to know which noun is being referred to. Read the following example with your child.

My friends love to eat ice cream sandwiches. Sometimes they even have sprinkles on them. I hate ice cream sandwiches. They love them though, even though they are always cold.

Ask your child to reread the final sentence, underlining the pronouns they see. Point out that there are several plural pronouns that may represent *my friends* or *ice cream sandwiches*. Does the author's friend have sprinkles on them? The ice cream sandwiches? While we can probably assume it is the ice cream that has sprinkles, the few sentences get even more confusing. Do the ice cream sandwiches love the speaker's friends or do the friends love the ice cream? Who or what is always cold? Are the friends cold from eating ice cream? Or is the ice cream cold?

Point out that, because the pronouns are vague (uncertain and unfocused) some of the things the author is trying to convey are difficult to understand. Vague pronouns can be avoided in writing by clearly assigning a correct pronoun to each subject and keeping it clear and distinct from other pronouns being used as we write. For example, we could change our paragraph like this to make it more clear:

My friends love to eat ice cream sandwiches. Sometimes the sandwiches even have sprinkles on them. I hate ice cream sandwiches. They love them though, even though the ice cream makes my friends cold.

By changing the wording in a few places, all of the questions the reader may have had have clear answers and every pronoun has a clear noun attached to it. Work through the worksheet for this lesson with your child.

ELA Lesson 11: Pronouns Review

Standards Taught: ELA.L.1.a, ELA.L.1.b, ELA.L.1.c, ELA.L.1.d, ELA.L.1.e

Briefly review the previous pronouns lessons with your child. Then, ask them to do the worksheet for this lesson. Correct it together, ensuring that your child understands each concept well.

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ELA Lesson 11 Worksheet

Underline the pronoun in each sentence. Then, mark whether it is a subjective, objective, possessive, or intensive pronoun.

He himself walked all the way across town without help.

Subjective Objective Possessive Intensive

She went to get her water bottle.

Subjective Objective Possessive Intensive

He chased her.

Subjective Objective Possessive Intensive

Mark and Nicole had to finish their work before they could play.

Subjective Objective Possessive Intensive

Meg is his sister.

Subjective Objective Possessive Intensive

Read the following aloud. Underline every pronoun in the story. Correct any incorrect pronoun shifts and clarify any vague pronouns. Re-write the finished product on the back of this paper.

The puppy was alone one cold winter's day. It had run out of the door and was lost. The snow began to fall, leaving it cold and shivering. He wanted to run to a warm place, but the snow got so deep that it was difficult for her to walk. They curled up under a box on the side of a road, trying to stay warm. Then, as the sun came up, its owner looked into the box. They picked it up, wrapped her in a blanket, and gave him a warm hug. The girl that loved the puppy had found its lost little one. Now it could happily go home where she was warm and safe.

ELA Lesson 12: Proofreaders Marks

Standards Taught: K.3.1, K.3.1.a, K.3.1.b, K.3.1.c, K.3.1.d, K.3.1.e, K.3.1.f, K.3.1.g, K.3.1.h, K.3.1.i, K.3.1.j, K.3.2, K.3.2.a, K.3.2.b

Explain to your child that when writing something, it is important to review it over and over again. It's also helpful to have someone else read your work to catch mistakes, typos, or parts of the writing that just don't make sense to someone else. This proofreading gives us an opportunity to improve our reports, stories, and other writings by helping us to see where it is difficult for the reader to understand what the author is trying to say and working to correct it. Proofreaders use a set of markings to denote different changes that need to be made. Below are some common proofreader marks and what they mean. Use these marks as you correct your child's papers throughout the year. It may be helpful to print a copy of the chart to help your child remember what each one means as you use it. After reviewing the common marks below with your child, ask them to do the worksheet for this lesson.

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~	Transpose	Change the order of words, phrases, or sentences. Usually drawn over the area that needs changed
^	Insert	Drawn underneath the area where something needs to be added. This can be paired with other marks (space, period, etc.) or a word that needs to be added to indicate the proper addition.
lc	Lowercase	This letter should not be capitalized
=	Capitalize	This letter should be capitalized
¶	Paragraph	Begin a new paragraph here. Usually used when paragraphs run together and do not separate topics or ideas properly.
#	Add a space	Words or sentences are too close together, hit that space bar. There should be one space between each word and two between sentences.
[Move Left	Usually used to denote margin errors. Margins on most academic writings should be 1 inch all around. Paragraphs should start five spaces in from the margin. Some special cases (thesis, poetry) do exist in which margins will be different.
]	Move right	(see above)
↵	Delete	Take this out
∧	Insert a period	Add a period here

ELA Lesson 12 Worksheet

Use proofreader's marks from the chart to correct the writing below. Use a brightly colored pen, marker, or highlighter.

The American Civil War began in April 1861. This was the bloodiest war in American history with more than 200,000 men losing their lives. It was difficult time for all Americans, but especially for families who had members on both sides of the battlefield. The southern states fought for states' rights. Known as the Confederacy, these Americans succeeded, or withdrew from their county, believing that the federal government was taking too much power. Wary of the new president, Abraham Lincoln, and holding fast to their claim that slavery was an economic necessity, the South fought hard

In the North, states fought to keep the union one piece. They followed Lincoln, fighting for the ideal that America was meant to be one nation and could not break into pieces. Eventually, the Union realized that they could not fight for freedom and unity while ignoring the fact that Americans were being

subjected to slavery. They had to evil practice end this.

By 1865, the War had ended. Slavery was coming to an end in America. Men, women, and children were beginning a new life. However, it would be many years before equality and freedom for all would become a reality. America still had work to do.

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ELA Lesson 13: APA Citation and Giving Credit

Standards Taught: ELA.R.L.1, ELA.R.IT.1, LM.5.2.f

Ask your child about their last research project. What did they learn about? What are some of the things their project (or paper) tried to teach others? Where did they learn what they needed to know? Point out that, when doing research, we often look to sources other than our own knowledge to continue to learn and be able to teach others about a subject. It's important, however, to ensure that we choose sources that we can trust. Anyone can write whatever they like in books, articles, and online. Their own viewpoints can affect the way they write about topics. So, how do we know what is true? Go over the following ways to ensure a source is reliable when doing research:

Investigate the author and publisher: What makes them qualified to speak on this topic?, Where is the article published? Is this a platform that is usually truthful and reliable?, Is a name attached to the information?

Investigate the writing: What is the purpose of this piece? What is the goal in writing this? Are they trying to teach or are they swayed by their own bias (look up the definition of bias) or opinion? Do they provide any evidence (reasoning, logic, data, charts, graphs)?

Investigate the data: Is the data reliable? Can these facts be found in other writings? Do they include a counterargument (something that disagrees with their info.) and show why it is incorrect? Does their information match that of others who have a different opinion in some way? Did you read on this topic from multiple points of view? Is the information current or is there newer information available? Is it relevant to the argument or facts?

Rely on the Holy Ghost. Ultimately, some subjects cannot be learned through research. Sometimes the data contradicts itself and the truth has not been found by scientists, historians, or archeologists yet. Read D&C 88:118 and James 1:5. Discuss what these scriptures tell us about finding truth. Point out that some learning has to come through faith. The Holy Ghost can testify of the truth of things and help us to understand when we are reading false or deceptive things. Understanding how the Holy Ghost communicates with you is one way of evaluating the information given to you.

After evaluating our sources and choosing reliable ones, we will likely use the information from them in our paper. To do this without stealing the work of others (plagiarism), we must give the author credit. This is called citing our sources. There are different ways to do this, but we are going to use the APA method.

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

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

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

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

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

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

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

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

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

Practice citing sources by doing the worksheet below.

ELA Lesson 13 Worksheet

Choose sources to cite from the ones you have around your house.

Cite a website here:

Cite a movie here:

Cite a book here:

Cite an article here:

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ELA Lesson 14: Figurative Language Review

Standards Taught: ELA.L.5

Figurative language is often used in writing to enrich the reader's experience and explain or convey things that cannot easily be written in a literal way. It includes things like similes, metaphors, idioms, proverbs, and adages. Though not a literal representation, figurative language can clarify and hone the author's intended meaning.

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.

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)

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.

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.

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.

Review these forms of figurative language by doing the worksheet for this lesson

ELA Lesson 14 Worksheet

Label each phrase with its correct type of figurative language (simile, metaphor, idiom, proverb, or adage) and write its literal meaning on the line below.

Break a leg

The grass is greener on the other side

Cold as a snowman

Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.

The weather....well, it was Death Valley outside.

ELA Lesson 15: Language Review

Standards Taught: ELA.L.5

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.*

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*.

An antonym is a word or phrase that means the opposite of another word or phrase. For example, an antonym of *closed* is *open*.

Each of these types of words and phrases and clarify and add meaning to writing. Review these types of language by doing the worksheet for this lesson.

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ELA Lesson 15 Worksheet

Provide a homograph for each of the bold words below:

The runner finished in **second** place

The author **produced** a series of books

Provide a synonym for each of the words below:

ruin _____

jump _____

spherical _____

stunning _____

center _____

trustworthy _____

Provide an antonym for each of the words below:

nice _____

love _____

freedom _____

lazy _____

joyful _____

build _____

ELA Lesson 16: Personification

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

Personification is the act of giving something non-human a human attribute. Personification can be used for objects or animals and makes them seem like they are acting like or resembling humans. It is a form of a metaphor and helps clarify the meaning or intent of the author. Some examples of personification are:

The flowers danced in the wind.

As flowers don't really dance, but humans do, we can see that they have been given a human action.

After the earthquake stopped, the yawning opening stretched over the entire valley.

Openings do not yawn or stretch, but humans do.

The wafting scents of dinner cooking called us inside at the end of the day.

Dinner smells do not actually call you in, but humans can call you.

Read the following writing examples and underline the personification used. Hint: There is more than one time in each one.

"Ah, William, we're weary of weather."
said the sunflowers, shining with dew
'Our traveling habits have tired us.
Can you give us a room with a view?'
They arranged themselves at the window
And counted the steps of the sun,
And they both took root in the carpet
Where the topaz tortoises run." (William Blake)

"The grey-ey'd morn smiles on the frowning night,
Chequering the eastern clouds with streaks of light." (William Shakespeare)

In the greenest of our valleys
By good angels tenanted,
Once a fair and stately palace-
Radiant palace- reared its head.
In the monarch Thought's dominion
It stood there!
Never seraph spread a pinion
Over fabric half so fair! (Edgar Allan Poe)

ELA Lesson 17: Figures of Speech (2 pages)

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

Figurative language, also known as figures of speech, are non-literal ways to clarify and add detail to writing. Some other examples of this type of language include: alliteration, euphemism, hyperbole, irony, onomatopoeia, oxymoron, and puns.

Alliteration is a collection of words that all begin with the same sound. An example of this would be: An angry alligator allegedly assaulted the ape. Many of the words in this sentence begin with the letter *a* and therefore make the same sound. Write your own example of alliteration below:

Euphemisms are a nice or less direct way of saying something harsh. For example, saying “He passed away” rather than “He died” softens the blow of the news. It is less straightforward and makes it easier to talk about a difficult subject. Click [here](#) to see more examples of common euphemisms and write your favorite below.

Hyperbole is an extreme exaggeration that is not likely to be taken literally by a reader (or listener if using spoken language). An example of this is: I’m so hungry I could eat a horse. The reader understands that the author could not actually eat an entire horse and only means that he or she is very hungry. See this [image](#) for more examples of hyperbole and write your own example below.

Irony is the expression of one thing when the understood meaning is actually the opposite of what is being said. Usually irony is used to make writing or speaking more humorous. Sarcasm is a type of irony that is best understood in spoken language when the tone of speaking can be heard aloud. Irony can also include something or someone acting in a way that is the opposite of what is expected. For example: A race car driver crashes his car on the way to the grocery store and then receives a “Best Driver” award. This is irony because you wouldn’t expect someone who just crashed a car to be given the award. List an example of irony below or tell a parent an example of sarcasm.

Onomatopoeia is simply a word that says a sound. Rather than describing the sound, the word itself says it aloud. Usually spelled phonetically, onomatopoeia includes words like: boom, bam, hiss, zzzzzz, puff, ding-dong, or plop. Think of five more examples of onomatopoeia (or look in one of your books) and list them below.

An oxymoron is a figure of speech that uses two seemingly opposite words to convey an idea or meaning more clearly. Dry lake, for example, tells us that something that should be covered in water (lake) is actually completely dry. Other examples include: imperfect perfection, precise estimate, bittersweet, dark light, and friendly fire. Check out the list [here](#) and choose an oxymoron to use in a sentence below.

A pun is a joke that uses words with more than one meaning or are spelled different but sound the same (homographs) to create humor. Some examples of a pun are: A bicycle cannot stand because it is two-tired, (too and two sound the same). I've been to the dentist before so I know the drill, (drill can mean routine or literal drill for fixing teeth) and A boiled egg is hard to beat (beat can mean to break the yolk of an egg or to win over). Think of your own pun and write it below.

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ELA Lesson 18: Word Nuances, Connotations, and Denotations

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

Authors are often very selective about the words they use in writing. The correct wording can change the reader's viewpoint, engage their imagination, and make the story come to life.

Consider the following example:

The **red** balloon **floated over** the people.

The **scarlet** balloon **soared above** the crowd.

Those these two sentences say basically the same thing, the wording changes the way you imagine them as you read. The words in bold are synonyms for each other, yet they convey different meanings. Which example creates a better image in your head? Which provides more details simply by using different words? Which one gives you a sense of the feeling that the author wants to convey?

These slight changes in wording are known as word nuances.

In the English language, word nuances may convey different meanings. Words may have denotations, or literal meanings while also carrying different connotations (non-literal meanings). Thus, the same words can be used in writing to convey different things. Consider this example:

The sky was **blue**.

She was feeling **blue** today.

The blue sky is a denotation, or literal meaning of the word blue (a color). The feeling of being blue is a connotation, or non-literal use of the word blue meaning very sad. The girl is not actually the color blue.

Denotations are often used simply to describe things as they are. In stories, this would be a very boring way to write and would not hold the reader's interest very long. So, writers add connotations to help the reader better understand the text, become more attached to characters, and convey emotions.

Connotations and denotations can also include words that are nuances of each other. There may be more than one way to say something literally, (e.g. thin and skinny are both denotations meaning the same thing). However, connotations of the two words convey a different emotion or image (thin implies healthy and fit while skinny implies bony and underfed). More examples of denotations with different connotations include: isolation/privacy, confident/arrogant, inexpensive/cheap, curious/nosey, unique/weird, and hot/scalding. Review nuances, connotations and denotations by doing the worksheet for this lesson.

ELA Lesson 18 Worksheet

On the line, write a nuance of the word provided. Note how the nuance changes the way the meaning is conveyed.

green _____

walked _____

sleeping _____

fought _____

yelled _____

rocked _____

Fill in the table below, noting the literal denotation of the word (you can draw a picture here), a possible connotation of the word, and whether that connotation is positive (good feelings) or negative (bad feelings)

<u>Word</u>	<u>Denotation</u>	<u>Connotation</u>	<u>Positive or Negative</u>
dog			
	intelligent		
		sly	

ELA Lesson 19: Word Relationships: Cause and Effect

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

Like members of a family, the words you use when writing can relate to each other in different ways. These word relationships may include synonyms (two words that have the same meaning), antonyms (opposites), connotations and denotations (non-literal and literal meaning), or homonyms (sounds the same). These words are connected in some way to each other.

Another time of word relationship is cause and effect. A cause is something that starts or produces a result. The result or consequence of that cause is its effect. For example:

I dropped my lollipop and now it has grass on it.

The cause here would be: I dropped my lollipop.

The effect (what happened because I dropped it): It has grass on it.

Cause and effect word relationships use phrases of causation, or words and phrases that link the cause and the effect to each other. Some examples of these phrases of causation are: as a result, consequently, because, due to, hence, since, thus, and therefore.

Cause and effect are often used in scholarly and informative essays. These essays usually introduce a topic (the effect), give reasons why or how the effect is happening (causes), and then conclude by re-stating the cause and effect relationship.

Cause and effect is also used in fictional writing. It is human nature to want to understand why something is happening and readers get lost in a story that does not have a natural flow of events. If every character was happy and friendly in chapter one, for example, the reader would want to know why they are fighting in chapter two. It wouldn't make sense unless the author included the cause to the effect of the fighting.

Today's assignment: Choose a cause and effect relationship in your own life. Some examples are: weather patterns, financial choices, religious study (i.e. scriptures), life choices, or interesting school subjects. Write a one-page cause and effect paper on this subject. Your paper should include an introduction, at least three causes, and a conclusion. Include phrases of causation. Allow an adult to proofread it and polish it.

ELA Lesson 20: Word Relationships: Part and Whole and Analogies

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

Another type of word relationship is part to whole. Simply put, these sets of words represent a whole thing (i.e. group, item) and a part of it (i.e. single person, piece of the item). Some examples of part and whole word relationships are: shoe sole (the sole is a part of the shoe), melody and note (a note is a part of the melody), tooth and mouth (a tooth is a part of the mouth), and room and house (a room is a part of a house).

Sometimes, these part to whole word relationships are represented in analogies. (Though not all analogies are part to whole, they can show other word relationships, too). Analogies compare two sets of words to each other and establish that each set has a common type of relationship. They are sometimes written with a colon between the words in the same part-to-whole set and two colons between the sets. See the example below:

nose : face :: leaf : branch

When reading the above analogy, we would say *Nose is to face as leaf is to branch*. This analogy shows the part to whole relationship between nose and face and leaf and branch. The nose is a part of the face just as a leaf is part of a branch. Read through the following examples of analogies and try to find the relationship between the words. Then, complete the worksheet for this lesson.

wheel : car :: wing : bird

room : house :: row : garden

person : group :: duck : flock

leg : chair :: doorknob : door

ELA Lesson 20 Worksheet

Finish each analogy and circle the word relationship it illustrates.

blade : ice skate :: _____ : skateboard

cause and effect

part to whole

successful : proud :: _____ : trust

cause and effect

part to whole

mother : home :: teacher : _____

cause and effect

part to whole

rain : _____ :: fire : heat

cause and effect

part to whole

push : move :: hungry : _____

cause and effect

part to whole

state : _____ :: city : county

cause and effect

part to whole

fall : scrape :: _____ : bruise

cause and effect

part to whole

drop : mess :: red : stop

cause and effect

part to whole

ELA Lesson 21: Word Relationships: Item and Category

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

Another type of word relationship, which can also be represented in analogies, is item and category. Like part to whole, the first word listed is a part of the second. However, the second word in these relationships is a specific category, rather than whole part of the smaller thing. Some examples of this are:

Checkers is my favorite board game.

(Checkers is a game that is a part of the category that includes all board games, as opposed to card or other types of games)

scarlet : red :: lavender : purple

(Scarlet specifically falls into the category of red colors while lavender is a purple.)

I have a Honda Pilot.

(Pilot is a type of car made by Honda)

carrot : vegetable :: apple : fruit

(Carrots are specifically vegetables and apples are fruits)

Each of these examples places the item (first word) into a category, rather than as a part of a whole. Complete the worksheet for this lesson to review Item and Category word relationships.

ELA Lesson 21 Worksheet

Complete the table below with item to category word relationships

Item	Category
	animal
Keeper of the Lost Cities	
smoothie	
	movie
	tools
fork	
	furniture
ladybug	
	school supplies
	book character
BBQ beef sandwich	
	phobia
doll	
	groceries
piano	
Bugs Bunny	
	meals

ELA Lesson 22: Book Report

Standards Taught: ELA.L.2, ELA.L.3.a, ELA.W.10, ELA.R.L.3, ELA.R.L.6

For this lesson, you will need to choose a fictional book to read, one you are currently reading and can finish before the end of the week, or one you recently finished. You will write a book report detailing the plot and point of view for this book. Your report will be proof-read by an adult and polished for a final product.

Plot: What happened to the characters in the book? What order did the events come in? How is this a natural progression (cause and effect)? How did the author develop the plot? Did the events affect the characters and change them? Did they foreshadow or give just enough information that you wanted to know what happened next? Did the events make sense in the order they were presented? What wording did the author use to show the timeline (i.e. next, before, a long time ago, etc)? Did the author give you information you needed to know a little at a time rather than all at once so you stayed curious? Did each event in the story have a purpose for the characters (no boring unnecessary events)?

Point of View: Whose point of view is the book written in? Is it narrated? Or are you in the mind of a character? Why do you think the author chose this character's point of view? Why would the author choose a narrator instead? How does the point of view help the plot move along? How does it help the reader connect to the characters? How would the story change if the book was written in a different point of view? What events would be missing?

Your report should include:

Varied sentence patterns. Use simple sentences, complex sentences, and compound sentences throughout. Change them up to make your report more interesting and to emphasize certain points.

Correct spelling, punctuation, and capitalization

The title and author of your book

An introduction and conclusion

At least two pages of writing

Information about the plot and point of view

Reasons you think this is a good book or why you would not recommend it

ELA Lesson 23: Parenthetical Elements: Commas

Standards Taught: ELA.L.2.a

A parenthesis is a clause or phrase that gives extra information about the sentence. This information is not necessary for the meaning of the sentence, but helps readers to understand more fully what the writer is conveying. It is often an afterthought or explanation and is separated from the sentence in one of three ways: with a set of two commas, with parenthesis, or with dashes. Grammatically, each method is a correct way to include parenthesis clauses in your writing and the writer simply can choose which to use at any given time. However, there are times when one is more appropriate than the others. Most of the time, this depends upon the way your sentence looks when combined with other normal punctuation.

Commas are perhaps the easiest way to include parenthesis in your writing. They are clean-looking and formal. They are almost always used with phrases like *however*, *in addition to*, and *as a result of*. They are often used for non-restrictive clauses (those that begin with *which* or *who*) as well. However, if there is a sentence that already contains several commas, adding even more may not be the best choice and may confuse your reader.

Read through the following examples to see when commas are and are not the best choice for containing parenthesis. Then, complete the worksheet for this lesson.

She followed the puppy, who was quietly whimpering with every step, and caught up with him around the corner.

In the first example, the sentence would make sense without the words *who was quietly whimpering with every step*. The reader would understand what was happening. However, the parenthesis phrase *who was quietly whimpering with every step*, gives further information about how the puppy was feeling and changes the picture in the readers mind. It explains that the puppy was not doing well. This phrase is separated from the sentence by two commas, one before and one after the phrase.

The grocery store, which had a faint moldy odor, had bananas, milk, peanuts, and bread. However, none of it was safe to eat.

In the second example, the sentence could stand without the phrase *which had a faint mold odor* includes several commas already because it lists different items. This sentence may look better if the parenthesis was separated by something other than commas, making it stand out among the multiple commas.

ELA Lesson 23 Worksheet

Underline the parenthesis for each sentence and then add commas where appropriate to separate it from the rest of the sentence.

The boys had to go home before practice which began to 12:30 to eat lunch and grab their gear.

The pineapple which was covered in golden glitter sparkled in the sunlight.

Dan the man living in the house above ours was quiet and kept to himself a lot.

Marianne traveled to Salt Lake City which bustled with cars and the sound of people talking to visit her sick grandmother.

He liked the girl who had rosy cheeks and hair the color of warm chocolate but he couldn't see her anywhere.

Draco the dragon who lived near London wrestled with the knight until sunset.

Magic the horse loved sugar cubes and for all intents and purposes anything else that had sugar in it.

ELA Lesson 24: Parenthetical Elements: Parentheses

Standards Taught: ELA.L.2.a

Review what a parenthesis is with your child and briefly discuss when it is best to use commas to separate parenthesis using commas. Then, point out that we can also use a set of parentheses (brackets) to separate parenthesis in a sentence. Like commas, parentheses are used in pairs, with one before and one at the end of a parenthesis statement. These brackets are usually used in less formal writing and help make your parenthesis easily visible, but aren't used as often in formal letters because they make the letter look unorganized. Many times, brackets are used for parenthesis in apposition (or ones that mean the same thing as what the sentence is already saying). See below for examples and then work through the worksheet for this lesson.

Sky (princess of the dragons) flew to her mountain home.

This example is a parenthesis in apposition. Sky is princess of the dragons, so the parenthesis is referring to the same subject as the regular part of the sentence. The following is another example of a parenthesis in apposition:

Carl (director of the movie) worked for hours each day.

ELA Lesson 24 Worksheet

Underline the parenthesis for each sentence and then add parentheses (brackets) where appropriate to separate it from the rest of the sentence.

The girls all ten of them wanted to go get their nails done.

The cat who though she was queen of the house climbed to the top of the couch and purred in the sunlight.

Jeremy the man who lived in the apartment below us was whistling loudly and I couldn't sleep.

Rachel the lady around the corner owned a bakery.

Mark the boy who sat beside me in class always chewed on his pencil erasers.

Larry the goat with the longest beard was the quietest in the herd.

The chickens all of which looked like tiny dinosaurs ran towards their cop when I called them.

Tony the man across the street was quiet and kept to himself a lot.

ELA Lesson 25: Parenthetical Elements: Dashes

Standards Taught: ELA.L.2.a

Review the previous two lessons with your child, reminding them of what a nonrestrictive and parenthetical element is and when it is most appropriate to use commas and parentheses to mark them in a sentence. Explain that dashes can also be used to separate parenthesis, though they are the most extreme and harsh form of separation. Dashes are usually used in sentences that already have too many commas and at times when the author wants to be very clear that this part of the sentence is a parenthetical element. See the examples below and then do the worksheet for this lesson:

Kevin – who had beautiful eyes- was a popular subject at our lunchtime conversations.

The song – I've Got You- was in the top ten for a week, the top twenty for a month, and the top 100 for a year.

ELA Lesson 25 Worksheet

Underline the parenthesis for each sentence and then add dashes where appropriate to separate it from the rest of the sentence.

The boys who were loud and rambunctious worked hard and tried to serve others.

The hamster who was soft and furry loved to eat carrots, kale, and hay.

Aiden the boy from church always wore the same hat, even when it felt out of place and silly.

Sally who sometimes wondered if her life was anything like the fairytales she read made her way to work once again.

Matthew who had too many pets felt like he needed just one more puppy in his life.

The brown cow which did not make chocolate milk jumped and played in the warm sunshine.

Joseph the man who won the race yesterday also ran the fastest today.

ELA Lesson 26: Commas, Parentheses, and Dashes Review

Standards Taught: ELA.L.2.a

For each of the sentences below, underline the parenthesis and add the correct punctuation. Remember, commas, parentheses, and dashes are often all correct, but you should choose the one that makes your sentence look the cleanest or emphasizes the point best. Read the sentence and then add parentheses (brackets) where appropriate to separate it from the rest of the sentence.

The paper which had tons of items listed was a bill.

The lizard who had red and black stripes looked a little bit like a snake she'd seen once.

Kari the lady who loved ice cream more than most normal people was eating a banana flavored scoop in a cone today.

Jeffery the guy who had scored all the touchdowns for his team in the last game wasn't doing so great today.

The flower which grew taller than the rest was yellow, red, pink, and purple.

The store which was named simply *The Market Place* carried fruits, vegetables, vitamins, and homemade canned goods, but not much more than that.

The phone the one with the cracked screen glitched every few minutes but worked fine other than that.

ELA Lesson 27: Book Report

Standards Taught: ELA.L.2, ELA.L.3.b, ELA.W.10, ELA.R.L.5

For this lesson, you will need to choose a book you are reading, have just finished, or a new one to begin. You have a week to read the book and then write a book report about it. Your book report should include the following:

- Be at least one page long
- Include a summary of the author's overall tone and how it affects the book
- Include an example of a tone change in the book (a paragraph or chapter that does not match the overall tone) and explanation of the words and mood they convey and how they are different than the overall tone
- Include a summary of the author's overall writing style and how it affects the storyline. Present examples of each of the four writing styles (or as many as can be found in the book) and label them with their correct writing style
- Include a paragraph about a certain sentence or chapter and how the book would change if this part was left out (why it is essential to the story)
- Have correct punctuation, spelling, and capitalization

You will have your rough draft corrected by an adult using standard proofreading marks and polish it for a final draft. For more information on tone and style see below:

Tone- Tone is the type of language a writer uses in the book. Depending on what type of language the writer uses, the reader may feel a different mood. Is the author optimistic about their characters? Or does the language make it feel like the book will end in a doomed way? Is it serious and academic, trying to teach you something about a topic? Or informal and casual, like a talk between friends? Is the writing funny, sarcastic, persuasive, or does it inspire you to do something? The tone that a writer uses is conveyed in the words chosen and the method of delivery. Tone can change the feeling of the entire story and often makes the reader feel or think a certain way about different characters, events, or places. For more information and examples of tone see this [website](#).

Style- The writing style of the book conveys the author's overall purpose in writing. There are four basic writing styles that most writing falls under. They are expository (the author is trying to teach or explain information), descriptive (the author is describing a person, place, or thing), persuasive (the author is trying to convince you of a position or belief), and narrative (the author is telling a story with characters, conflict, and setting). Many times, authors can change style in different parts of a book. Expository writing, for example, is often found at the beginning of a story when the author is explaining the characters and the world they live in. Descriptive writing can often be found here, and as new characters, places, or events are introduced. Persuasive writing is usually found in opinion writings, but can be found in fiction

as characters try to convince each other of certain things. Narrative writing is usually found throughout both fiction and non-fiction stories as the author builds characters and plots.

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ELA Lesson 28: Finding the Meaning: Context Clues

Standards Taught: ELA.L.4, ELA.L.4.a, ELA.L.4, ELA.L.4.d, ELA.R.IT.4

Go over the following information with your child: There are several ways to find the meaning of a word you may not know when reading. The first, is context clues. Context clues are found within the same sentence as the unknown word or the sentence that follows it. There are four types of context clues:

1. Synonyms- a word or words that mean the same thing as the unknown word. Example: The sun was **scorching**. The **heat** was intense.

In this example, we use a synonym context clue to figure out that the word **scorching** means very hot.

2. Antonyms- a word or words that mean the opposite of the unknown word. Example: The **vast** cave made the **tiny** one back home pale in comparison.

In this example, we use the comparison of a tiny cave to understand that **vast** means very large.

3. Explanation- a word or words that give specific information or examples of the unknown word. Example: The **décor** included navy blue balloons, baby blue streamers, and crystal clear plastic icicles.

In this example, we know that **décor** means decorations because they are described right after the word.

4. Definition or Specific Example- a word or words that are defined in the sentence they are used. Example: The children went to the aquarium to observe **crustaceans**, such as shrimp, crab, and lobster.

In this example, we know the **crustaceans** are shelled, segmented marine animals like those listed in the sentence.

While reading today, as your child to look for and take note of examples of these context clues in your reading. This may be in your other lessons or in a book. Have them find at least two examples of each type of context clue, write down the sentence or sentences. Underline the unknown word. Then, highlight (on your written copy) the context clue included in that sentence or sentences. Finally, list the type of context clue they've found below the sentences. Point out that there may be several meanings to a word, but context clues can help us determine the inferred, or intended meaning.

Continue practicing context clues in daily reading.

ELA Lesson 29: Finding the Meaning: Greek and Latin Roots

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

Like context clues, root words and affixes can be used to determine the meaning of an unknown word. Several words in English have a Greek or Latin root word in them. Many words also have a prefix or suffix added, which can give us clues as well. Ask your child to study the charts below, find and write down at least 5 examples of Greek or Latin roots in their daily reading, and find and write down at least 5 examples of affixes listed in the chart. After writing the words down, ask your child to underline the root and/or affixes and then list the meaning of the unknown word. Correct as needed.

Continue practicing using roots and affixes in daily reading.

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<u>Prefix</u>	<u>Suffix</u>	<u>Root</u>	<u>Origin</u>	<u>Meaning</u>
en-, em-			Latin	to cause to be/to go into or onto
fore-			Anglo-Saxon	before/earlier
de-			Latin	reduce down/away from
trans-			Latin	Across/change/through
anti-			Greek	opposite/against
di-, dia-			Greek	two/though/across
ex-			Latin/Greek	out of/away from
auto-			Greek	self
in- (il-, im-, ir-)			Latin	not
in- (il-, im-, ir-)				in/on/towards
bio-			Greek	life
mini-			Latin	small
micro-			Greek	small
uni-			Latin	one/single
	-en		Anglo-Saxon	made of/ to make
	-dom		Anglo-Saxon	condition of
	-ity		Latin	state of/quality of
	-al, ial		Latin	related to/characterized by
	-ion, -ation, -sion, -tion		Anglo-Saxon	act of/state of/result of
	-ish		Anglo-Saxon	relating to/characteristic of
	-ent, -ant		Latin	an action/condition
	-ent, -ant		Latin	causing a specific action
	-hood		Anglo-Saxon	the state/the condition/the quality
		aqua	Latin	water

		act	Latin	put in motion/process of doing
		mit	Latin	to send
		anni, annu, enni	Latin	year
		arch	Greek	chief/ruler
		duct, duc	Latin	lead
		geo	Greek	earth/ground/soil
		man	Latin	hand
		nym, onym	Greek	name/word
		phon	Greek	voice/sound
		therm	Greek	heat
		tox	Latin	poison
		scope	Greek	to watch/see

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ELA Lesson 30: Finding the Meaning: Look It Up

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

Review the previous two lessons with your child, reminding them of the methods they've learned to decode unknown words as they read. Remind your child that they can also use a dictionary and/or glossary to look up the definition of an unknown word. Using a book that includes a glossary, ask your child to identify the glossary and look up the definition of a word from their reading in it. Remind your child that glossaries are in alphabetical order. Then, ask your child to find the same word in a dictionary. Compare and contrast the definitions in the two, pointing out that a glossary is more topic-specific. Remind your child that there may be several meanings to a word, but context clues can help us determine the inferred, or intended meaning in the reading.

Next, explain that another method of decoding words is through use of a thesaurus. A thesaurus is a book, with words arranged in alphabetical order like a dictionary. However, instead of defining the words, a thesaurus provides synonyms for each word. Teach your child how to use a thesaurus by choosing a few words from their reading today and searching for them in it.

Finally, remind your child that these tools, as well as others, are also available online. Visit a website familiar to your child. Ask them to write down any words they don't know the meaning of. Then, help them use context clues, an online dictionary, thesaurus, and/or on-site tools, such as headings or FAQ's to find the meaning of those words.

Encourage your child to use these tools often if their other decoding tools do not help them determine the meaning of an unknown word.

ELA Lesson 31: Review Day

Standards Taught: Varies by Child

Take some time today to review the previous lessons your child needs more time to master. Re-do a lesson, find an online game, or look up an activity or worksheet that may help with this concept.

ELA Lesson 32: Fact vs. Opinion

Standards Taught: LM.5.2.b

Review the difference between a fact (a statement of absolute truth which can be supported by reasoning, evidence, and/or proof) and an opinion (a statement based on personal feelings, judgement, or beliefs that is not necessarily true). A fact can be proven to be true while an opinion cannot be proven. Ask your child to give you an example of a fact and an opinion and discuss how those statements differ. (i.e. Fact which can be proven simply by counting heartbeats- The heart beats about 42 million times in one year. Opinion which cannot be proven or reflects a personal feeling- The heart is the best organ in the body, it keeps us alive.)

Next, discuss when these two different types of statements are appropriate to use. Facts are used to share information, teach, learn, or discuss and debate different topics. They should always be followed by reasoning or proof of their validity (or truthfulness), especially when trying to convince others of its truthfulness (i.e. in a research paper).

Opinions, however, cannot be used to prove a fact. Rather, they share a personal belief. This belief may or may not be true. It may or may not be supported by reasoning, but that reasoning rarely is based on data or factual evidence. Opinions are often used to convince others of a viewpoint which cannot be proven to be absolutely true. Often, the speaker or writer believes their opinion to be true, but others can disagree with neither side conclusively proving their opinion.

Point out that identifying fact vs. opinion while doing research or discussing a topic can be helpful to determine the truthfulness of a writing, discussion, or speech. When doing research, a student should focus on fact that is able to be proven as an absolute truth and avoid opinion pieces that cannot provide evidence of their validity. When engaged in discussion or public discourse, however, opinion on policy, beliefs, or feelings can vary. Opinions should be respected, even if they vary from your own, but should not be held as absolute fact without evidence proving them as such.

Ask your child to practice identifying fact vs. opinion in the worksheet for this lesson.

ELA Lesson 32 Worksheet

Identify whether each statement is a fact or opinion. If the statement is a fact, underline the reasoning provided.

The great white shark is the largest known species in the ocean. Some even reach up to 16 feet in length.

Fact

Opinion

Chocolate ice cream is the best flavor. Its flavor is superior to vanilla or ice cream by far.

Fact

Opinion

Buying healthy groceries is the best way to spend your money. It helps your body to be health and allows you to save money on medical bills down the road.

Fact

Opinion

Most mother cats have a litter of 4 to 6 kittens. However, some litters can be smaller or larger.

Fact

Opinion

ELA Lesson 33: Bias, Prejudice, and Propaganda

Standards Taught: LM.5.2.b

Briefly review the previous lesson about fact vs. opinion with your child. Ask them to remind you of the definitions and methods of identifying both. Remind your child that a fact can be proven through reasoning, data, and evidence while an opinion (though it may provide reasoning) is a feeling or belief and cannot be proven.

Next, define the following terms for your child and discuss how each may present opinion as fact, or try to influence a reader's beliefs.

Bias- an unfair favor of one idea, person, or thing over another. While this may be appropriate in an opinion piece, a non-fictional or factual piece has no place for bias. Bias tends to show only one side of an argument, only selected evidence or data that supports their own opinion, and/or only emotional reasoning (rather than logic). Bias sometimes presents opinion as fact, leading the reader to believe that what is written is absolute truth, when it is simply an opinion of the author which discounts some or all contrasting evidence.

Prejudice- a preconceived opinion that is not based on any reasoning or evidence. Prejudice is an opinion the author has about something before ever looking at the facts. It is rarely followed by evidence or, like bias, presents only one side of the story. Prejudice is difficult to change as once an idea is in someone's head, it sometimes sticks no matter what contradicting evidence is provided. In writing, prejudice is often presented as fact, though it offers little reasoning as to why it is true.

Propaganda- information used to promote a certain political cause or point of view. Propaganda is often misleading and untrue and displays bias and/or prejudice towards a certain idea that a political party and candidate wants to sway public opinion on. It often appeals to emotion and rarely shows facts, evidence, or sound reasoning. It can be applied to elections, candidates, or public policy and seeks to convince the public of a single point of view while discrediting or silencing others.

Finally, read through the worksheet for this lesson with your child. Discuss the bias, prejudice, and propaganda found there. Talk about what facts or reasoning is missing from each piece and what the author is trying to convince the reader of. Discuss sound methods for keeping bias, prejudice, and propaganda out of factual writings (i.e. explore both sides of the issue, present clear data and facts, use sound reasoning strategies, avoid [logical fallacies](#), etc). Work together to identify the lack of evidence and/or logical fallacies found in each piece. Then, relate each to what is happening in their own life today. Discuss propaganda, prejudice, and bias that is evident in a particular current news story and point out how this affects what the public thinks and how they act. Remind your child that if one does not have all the information, it is difficult to make an educated choice. Freedom and integrity of information is essential to make correct choices.

ELA Lesson 33 Worksheet

Identify the bias, false logic, and hidden evidence in the following paragraph (review your 5th grade history lesson on George Washington if needed):

George Washington was the first president of the United States. He was a confident military man and had led the Continental Army to victory through his strategic genius. George Washington, however, also had a dark side. From a young age, he was a slave owner and forced his slaves to work long hours on his plantation. Though he fought for freedom for whites, he refused to free his own black slaves. George Washington's racist views affected America for decades to come.

Identify the prejudice in the following paragraph and search online for facts that prove it wrong (you can see this [website](#) for more information):

Las Vegas, Nevada has some of the worst drivers in the nation. With late nights at the casino, there are likely more arrests for drunk driving, more accidents, and more traffic violations than anywhere else in the world. Las Vegas is known for its atmosphere of parties and a lack of responsibility, why would the drivers be any different. It also has visitors from around the world, leading to a mixture of different driving practices, making it difficult for anyone to get around.

Identify to propaganda in [this](#) example. Discuss the idea that the author wanted his/her audience to believe, the logical fallacies involved, and the evidence that proves it wrong. Discuss how it would be difficult for people to make good choices with this kind of advertising around them.

ELA Lesson 34: Writing an Opinion: Rough Draft

Standards Taught: LM.5.2.b

Review the previous two lessons with your child, asking them to tell you what they've learned. Briefly discuss the most honest and effective way to present facts and opinions to a reader. Then, ask your child to write a rough draft of a 1-2 page opinion piece. Use the following outline to help plan their writing:

What is your topic/opinion?

What are three reasons or examples of evidence that prove it true?

What reliable sources (without prejudice or bias) support your opinion?

Does the evidence and/or reasoning prove your opinion is true? Why or why not?

ELA Lesson 35: Acknowledging a Contrasting Opinion

Standards Taught: LM.5.2.b

Ask your child to read their rough draft, looking for any corrections or changes they may want to make. Then, ask them if their paper acknowledges a contrasting opinion (or one different than their own). Point out that sound, reliable writings often acknowledge a different opinion or belief and add them to their paper. This shows that the author is well-informed on both sides of the issue, is not catering to a bias or prejudice, and is willing to listen to and reason with a variety of opinions on the matter.

Ask your child to add a paragraph within their paper that acknowledges an opinion on their topic that differs from their own. Then, ask them to spend time gathering evidence and/or reasoning that prove this opinion may be true. Ask your child to add this reasoning and/or evidence to their paper.

ELA Lesson 36: Contesting a Contrasting Opinion with Evidence and Reasoning

Standards Taught: LM.5.2.b

Ask your child to read their newly added contrasting opinion section, encouraging them to change and/or correct as needed. Then, point out that, in order to fully convince a reader of their own opinion, they must show that the contrasting opinion contains a lack of reasoning, logic, or evidence while their own opinion is supported by those things. Ask your child to contest the contrasting opinion within their paper, showing why it doesn't make sense or hold true. Encourage the use of transitional words such as although, yet, rather, nor, while, and still.

When your child is finished adding this paragraph to their paper, ask them to proofread it and correct as needed. Then, use proofreader's marks to correct your child's paper.

ELA Lesson 37: Writing an Opinion: Final Draft

Standards Taught: LM.5.2.b

Return your child's proofread paper to them, asking them to review your corrections and create a final, typed and polished draft. Encourage your child to include a title page, bibliography with APA citations, and size 12 Times New Roman font.

ELA Lesson 38: Reading: Main Idea

Standards Taught: ELA.SL.2

Review fiction vs. non-fiction writing and the differences between them with your child. Relate this to fact vs. opinion. Ask them to remind you of some of the clues they can use to identify fiction vs. non-fiction and the purpose of each type of writing.

Then, ask your child to choose a non-fiction book about a topic they are interested in and read through it. Ask them to tell you what they learned. What was the book about? What was their favorite part?

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

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

Finally, point out that there can also be a main idea for the overall book. Help your child identify this main idea for their own book.

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

ELA Lesson 39: Reading: Main Idea Reasoning/Bias/Evidence-Based Claims

Standards Taught: ELA.SL.2

Review the main ideas you and your child found together in their non-fiction book. Then, explain the main idea in a section or book is often supported by reasoning or details. Remind your child that fact is supported through these methods and non-fictional books present fact. Ask your child to flip through the pages of their book and identify some reasoning and/or evidence that supports the main idea. Discuss any examples of bias or prejudice involved. Talk about where their views may come from, research how credible they are, and discuss how the author could better support their facts, rather than inserting opinions. Explain that good writers always support their main idea with reasons that it could be true. This helps the reader understand the author and see how the main idea is credible (or believable). Then, ask your child to write a paragraph, summarizing the main idea of the book and including some details or reasoning about what they've learned.

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

ELA Lesson 40: Research: Choosing a Topic

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

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

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

ELA Lesson 41: Research: Identifying, Evaluating, and Citing Sources

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

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

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

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

ELA Lesson 42: Taking Notes

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

ELA Lesson 43: Research: Finding Information and Answering Questions

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

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

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

ELA Lesson 44: Research: Using Books and the Internet

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

ELA Lesson 45: Research: Citing Sources

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

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

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

ELA Lesson 46: Refuting Contrasting Arguments/Data

As your child review their notes, point out that some of the information from different sources may be contradictory. Explain that this can happen due to conflicting data, observations, or even due to the author's own bias. Ask your child to further evaluate sources and see out additional sources in order to settle this contradiction. Point out the evidence (or lack thereof) that each author provides and whether or not others in their field agree with them.

Ask your child to include this contradiction in their paper and then contradict it with their new information.

ELA Lesson 47: Research: Report Expectations and Ideas

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

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

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Research Report Requirements

- Includes a title that shows the main idea
- Includes an introduction paragraph
- Includes at least 3 main ideas, with evidence to explain/support them
- Includes a concluding paragraph which summarizes what you've learned
- Includes a bibliography of sources used
- Includes a visual representation (e.g. PowerPoint, poster, illustration, chart, graph, etc.)
- Uses age-appropriate spelling, punctuation, and structure
- Includes age-appropriate wording specific to the domain/topic
- Includes complete paragraphs (at least 3 sentences each)
- Is typed and printed
- Includes a contrasting argument and refutes it using evidence and/or reasoning
- Seeks to include only evidence-based fact and exclude personal opinion
- Seeks to exclude bias

ELA Lessons 48-49: Research: Writing a Report

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

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

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

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

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

ELA Lesson 50: Research: Presenting and Evaluating Report

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

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

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

Standards Taught during Research Unit: ELA.L.SL.1, ELA.L.SL.1.a, ELA.L.SL.1.b, ELA.L.SL.1.c, ELA.L.SL.1.d, ELA.L.SL.2, ELA.L.SL.3, ELA.L.SL.4, ELA.L.SL.5, ELA.L.SL.6, ELA.W.1, ELA.W.1.a, ELA.W.1.b, ELA.W.1.c, ELA.W.1.d, ELA.W.1.e, ELA.W.2, ELA.W.2.a, ELA.W.2.b, ELA.W.2.c, ELA.W.2.d, ELA.W.2.e, ELA.W.2.f, ELA.W.4, ELA.W.5, ELA.W.6, ELA.W.7, ELA.W.8, ELA.W.9, ELA.W.10, ELA.R.L.1, ELA.R.IT.1, ELA.R.IT.5, ELA.R.IT.6, ELA.R.IT.7, ELA.R.IT.8, ELA.R.IT.9, ELA.R.IT.10, LM.IR.2, LM.IR.2.1, LM.IR.2.1.a, LM.IR.2.1.b, LM.IR.2.1.c, LM.IR.2.1.d, LM.IR.2.2, LM.IR.2.2.a, LM.IR.2.2.b, LM.IR.2.2.c, LM.IR.3, LM.IR.3.1, LM.IR.3.1.a, LM.IR.3.1.b, LM.IR.3.2, LM.IR.3.2.a, LM.IR.3.2.b, LM.IR.4, LM.IR.4.1, LM.IR.4.1.a, LM.IR.4.1.b, LM.IR.4.1.c, LM.IR.4.1.d, LM.IR.4.1.e, LM.IR.4.2, LM.IR.4.2.a, LM.IR.5, LM.IR.5.1, LM.IR.5.1.a, LM.IR.5.1.b, LM.IR.5.1.c, LM.IR.5.1.d, LM.IR.5.1.e, LM.IR.5.2, LM.IR.5.2.a, LM.IR.5.2.b, LM.IR.5.2.c, LM.IR.5.2.d, LM.IR.5.2.e, LM.IR.5.2.f, LM.IR.6, LM.IR.6.1, LM.IR.6.1.a, LM.IR.6.1.b, LM.IR.6.1.c, LM.IR.6.1.d, LM.IR.6.1.e, LM.IR.6.1.f, LM.IR.6.1.g, LM.IR.6.2, LM.IR.6.2.a, LM.IR.6.2.b, LM.IR.7, 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.IR.7.1.e, LM.RE.1.2.b

ELA Lesson 51: Writing a Narrative: Brainstorming

Standards Taught: ELA.W.3

Review with your child all they have learned about writing so far this year, answering any questions they may have. Then, explain that over the next few lessons, they will be writing a narrative. This simply means that they will be writing a story. Their narrative can be fiction or non-fictional, but must include a series of connected events.

Explain that every narrative has at least 3 parts: a beginning, a middle, and an end. In the beginning, an author introduces the characters, setting, and the first event on the plot line. In the middle the most exciting plot events happen. At the end, the conflicts characters face are resolved and the plot starts to calm down.

Today, ask your child to brainstorm a narrative. Use the worksheet for this lesson to help.

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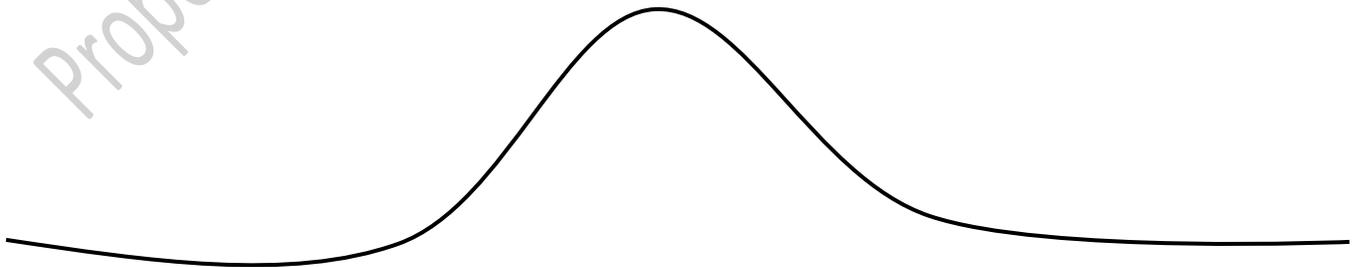
ELA Lesson 51 Worksheet

Main Character and his/her Description:

Other Characters and their Descriptions:

Setting with Descriptive Details:

Plot Line:



ELA Lesson 52: Writing a Narrative: Pacing and Logical Plot Line

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

Review your child's brainstorming worksheet and make suggestions for changes or additions as needed.

Next, review the plotline of your child's story aloud, asking them to explain how each event leads to the next. This is called a logical plot line. Events should go in a natural order and make sense to the reader. For example, a character wouldn't search for and find a magic wand before they learned about why they needed it. Help your child tweak their plot line if needed to make it more logical. Ask your child to add explanations between each pair of events on their plot line describing how they are connected.

Then, remind your child of what they've learned about pacing. Pacing is how fast the story is moving along the plot line. Different types of stories will have different pacing. A love story, for example, will likely move more slowly than an action thriller or mystery. Likewise, different events will have different pacing, with the fastest at the more exciting parts of the story and slower pacing during exposition (or descriptive details). Pacing controls how fast a reader learns new things about characters and events, helps them stay interested in and excited about the story, and ensures they don't get too bored reading too many details. To use the correct pacing, an author sometimes has to add in or take out pieces of their writing. To control the pacing of your story use techniques like: longer (for a slower pace) or shorter (for a faster pace) sentences and paragraphs, added (slower) or removed (faster) descriptions, added (slower) or removed (faster) subplots focusing on supporting characters and unnecessary events, added (slower) or removed (faster) flashbacks and backstory, show (slower) or don't show (faster) what your main character is thinking, more (slower) or less (faster) dialogue, cliffhangers (faster), and more (faster) or less (slower) action.

Ask your child to consider the pace they think their story should maintain at each plotted event and write *fast* or *slow* next to it on the worksheet from the previous lesson. Point out that good stories contain a mixture of fast and slow pacing. Then, ask them how they will change their writing at each point to accommodate the pacing.

ELA Lesson 53: Writing a Narrative: Dialogue

Standards Taught: ELA.W.3.b

Review logical plot lines and pacing with your child. Then, explain that many good narratives contain dialogue, or characters speaking to each other. This helps with pacing, helps the reader get to know the characters better, and allows for characters to communicate plot events, emotions, and reactions directly rather than forcing the reader to guess what characters are thinking.

Dialogue is separated from other parts of the writing in a few ways.

1. The words the character says have a pair of quotation marks at the beginning and end of them
2. The dialogue that ends with a comma is usually followed by a dialogue tag. This tag tells us who is speaking and can include phrases like *said Tonya* or *he told her*. Dialogue that isn't followed by a tag ends with a period, question mark, or exclamation point.
3. Dialogue always begins a new paragraph. In a conversation, a new paragraph begins each time the speaker changes
4. For dialog without a dialogue tag, the punctuation at the end of the sentence goes inside of the quotation marks

Ask your child to consider their plot line. Where would the pacing and events allow for some dialogue between characters? Who would be talking? What would they convey through their words? Help your child mark a few points on their plotline where they can add dialogue to enhance their story, noting which characters would be speaking.

ELA Lesson 54: Writing a Narrative: Descriptions and Sensory Language
Standards Taught: ELA.W.3.b, ELA.W.3.d

Review logical plot lines, pacing, and dialogue with your child briefly. Then, explain that all good narratives allow the reader to feel, hear, smell, and see what the characters are going through in their mind as they read. Authors make the story real by adding descriptive details, including sensory language. Read the following examples with your child:

The cup sat on the table. As the hurricane approached, the cup began to wiggle. Eventually, it blew upwards, into the hurricane.

The glass sat on the table, full of water and covered in condensation. As the storm approached, water fell from the sky, making the cup overflow and shiver in fear. The hurricane got closer and closer, bringing with it the smell of the sea and winds with a force stronger than the delicate glass had ever felt before. Soon, it was too much. The storm was too strong. The glass flew into the fierce winds, losing its water below and shattering into a million pieces, unnoticed in the chaos of the hurricane.

Discuss the difference between the two passages. Point out that the plot line is the same between them, but the descriptive details in the second one give the glass (character) personality. The reader is better able to picture, hear, feel, and smell the events the little glass is going through. The hurricane seems more real and exciting.

Use the worksheet to help your child review their character and setting descriptions. Ask your child to add more sensory language and descriptive details to each. Then, ask your child what types of things the reader should feel, smell, hear, taste, and/or see as they read through each event on the plot line. Note a few descriptive and/or sensory words that your child can use to enhance their writing beside each event.

ELA Lesson 55: Writing a Narrative: Transitional Words

Standards Taught: ELA.W.3.c

Briefly review descriptive details and sensory writing with your child, asking them to double-check their brainstorm worksheet to ensure these are included in their characters, setting, and plot line appropriately.

Then, encourage your child to add a few transitional words to their plot line between events. Explain that transitional words are simply words that connect paragraphs and sentences to each other, showing how they are related. They can show a variety of relationships such as cause and effect, comparison, order, emphasis, general rules, or summaries. See the chart [here](#) for examples of transitional words. Explain that transitional words ensure that the reader understands the logic of the plot line, even if events are out of order or seemingly unrelated. Read the following examples to illustrate this point:

Jane went to the store. She needed milk for the recipe she was making. She never made it to the store. There was a robot in front of her.

Jane went to the store *because* she needed milk for a recipe she was making. *However*, she never made it to the store *because* a robot was blocking her way.

Ask your child to keep this for the next lesson.

ELA Lesson 56: Writing a Narrative: Writing
Standards Taught: ELA.W.3

Review lessons 51-55 with your child. Then, encourage them to use their brainstorming worksheet to write their narrative. Point out that this narrative should include characters, a setting, a logical plot line, correct and varied pacing, descriptive detail and sensory language, dialogue, and transitional words. Encourage proper punctuation, grammar, and spelling. Encourage your child to type their paper in size 12 Times Roman Numerals Font. Your child's narrative should be at least 1-page long but is likely to be longer. When they are finished writing, ask your child to print their work. Proofread it using proofreader's marks before the next lesson, making suggestions for improving grammar and punctuation, wording, pacing, and inclusion of descriptive words, dialogue, and transitional words.

ELA Lesson 57: Writing a Narrative: Revising and Polishing
Standards Taught: ELA.W.3, ELA.W.4, ELA.W.5, ELA.W.10

Give your child the proofread draft of their narrative. Have them to read through the corrections, asking questions about your comments if needed. Then, ask your child to revise and polish their first draft into a final draft, print it again, and share it with someone they know.

ELA Lesson 58: Book Report
Standards Taught: ELA.L.2, ELA.W.10, ELA.R.L.2, ELA.R.IT.2

Briefly review theme vs. main idea with your child. Watch this [video](#) as a reminder. Explain that the main idea can also be called the central idea. Point out that, though the theme and central idea can be similar, themes are generalized lessons or morals that can apply to several stories while central ideas apply only to the specific text being discussed.

Throughout the week, ask your child to read a grade-level fictional book of their choice. When they are finished, ask them to write a one-page summary of the book including characters, setting, important plot lines, a discussion of the theme, and the central idea. This report should also include a short review of the book: what did your child like/not like about it?

For common themes in literature see this [image](#).

ELA Lesson 59: Comparing & Contrasting a Book with a Movie or Play
Standards Taught: ELA.R.L.7

Ask your child to describe what happens in their mind when they read a book they enjoy. Does the story play out in their mind like a movie? Can they see the characters and events? Do they feel different emotions as the characters experience the story? Point out that reading a book is much like watching a movie or a play. It allows us to see, hear, and feel what the characters do, through it is only in our heads.

Next, buy tickets for a local play or buy a movie that is based on an age-appropriate book for you and your child. Ask your child to read the book before they watch the play or movie and write a quick summary of character descriptions, settings, and plot lines. Ask them to include emotions they felt and try to describe the images they saw in their head and emotions they felt as they read.

Then, watch the play or movie with your child. Ask them to compare and contrast the book with the drama. Discuss changes to characters, settings, and the plot line. How did the picture change or not change? How were the emotions different or the same? Did the book have a different pacing than the drama? Were there favorite parts left out? Was anything added that took away from the central idea or theme?

Finally, ask your child to write a one-page report, detailing their experience. How was what they heard, saw, and felt while reading the book different than the drama? How were they the same? Why do they think the changes were made? How could the drama be improved?