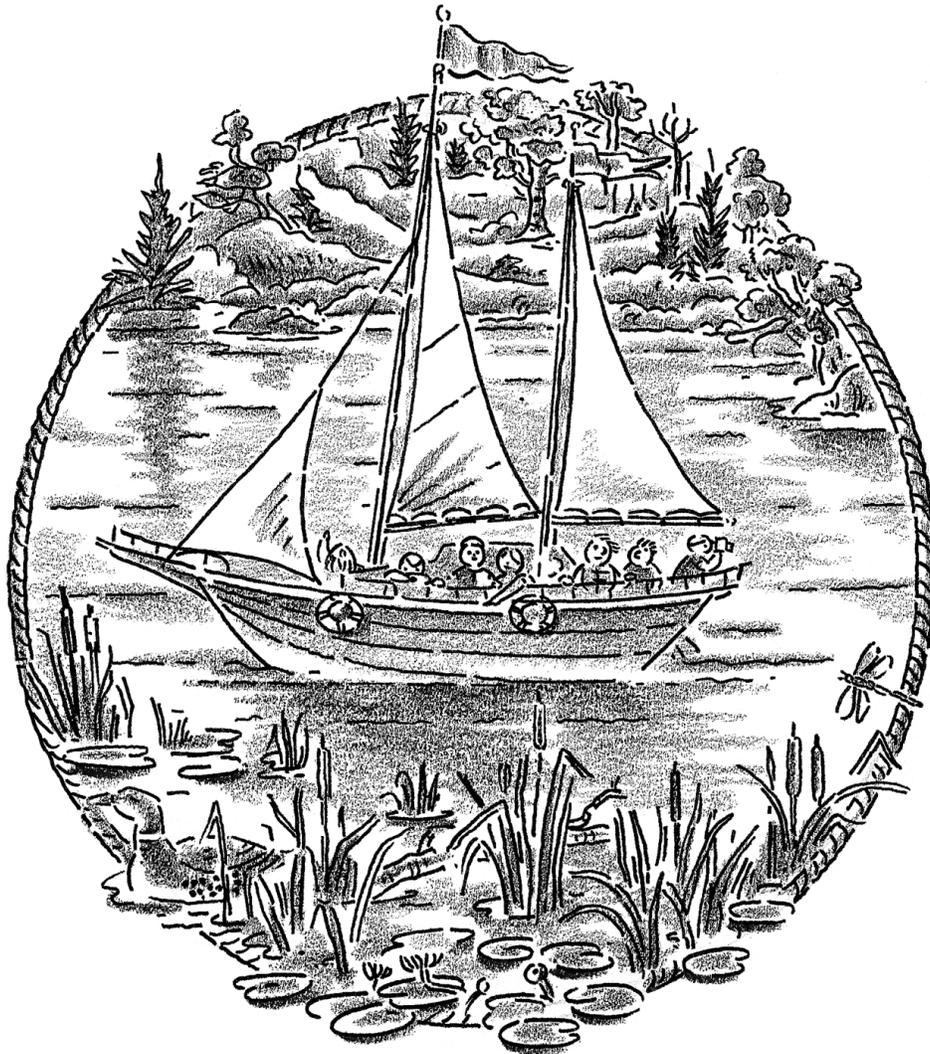


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# Home Instructor's Manual



## Let's Sail into Language Arts Developing Level

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OPEN SCHOOL BC



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Distance Education  
Schools of  
British Columbia

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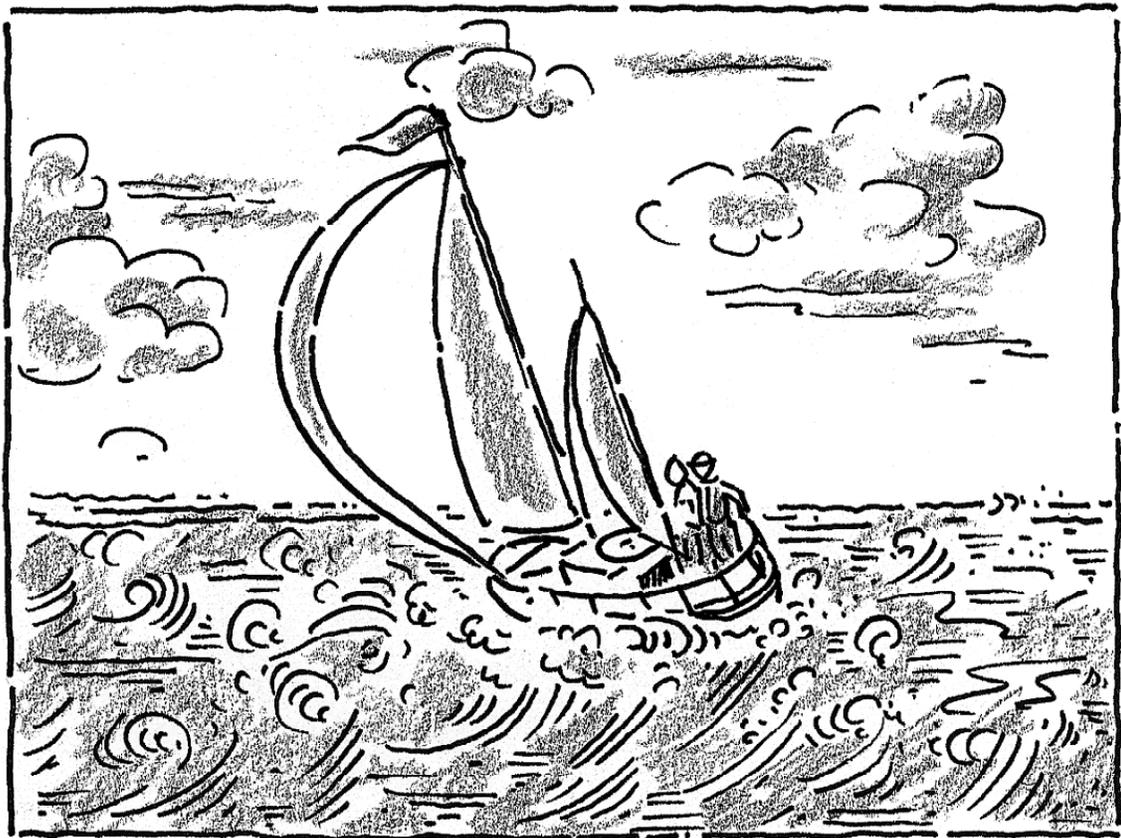
# Let's Sail into Language Arts

## Introduction

The purpose of this set of language job cards is to provide a review or to reinforce the language skills taught in the modules of the primary program. These cards were designed to be completed over a period of time or to provide extra practice of a particular skill.

There are Guided Practice sheets and Activity sheets for your child to complete in a separate *Ship's Log*. Work closely with your child in completing the Guided Practice sheets. The Activity sheets are for your child to complete independently. Please initial and date each Activity sheet in the space provided.

Your child is expected to work on these job cards under the direction of your child's teacher.





# Page Protocol

To help your child establish excellent work habits.

It is important to remember that:

- all work is completed in pencil only
- no printing is to be done in the top margin of the page
- all letters must be an even size  
If your child uses two spaces for tall and hanging down letters (l, t, k, j, p) and one space for small letters (a, m, u), all printing should be that size. If your child chooses to use one space, all tall letters fill the space, other letters must only be half a space in height
- generally every line starts at the left hand side of the page
- your child finishes one line of work before another new line is begun (except when writing poetry)
- the date should be printed neatly at the top left hand corner of the page
- capital letters are *only* used to start sentences and for the names of persons, places, things, titles, and *not* in the middle of words
- all sentences should finish with some form of punctuation
- all stories and paragraphs must have a title to be written in the middle of the first line
- your child does not need to print *The End* at the completion of a paragraph or story
- all work should be neatly and carefully completed to the best of your child's ability
- any drawings that accompany work should be coloured and as detailed as possible
- if lines are needed, please show your child how to use a ruler correctly
- your child's name should be printed on the back of each loose sheet of paper and on any pieces of artwork that are submitted



# Job Card #1

## Let's Review Sentences!

### The Rules

---

A sentence is a group of words that form a complete thought.

A sentence must make sense.

A sentence can make a statement, give a command, ask a question, or express strong feeling.

A sentence *always* begins with a capital letter and finishes with an appropriate form of punctuation.

#### Examples

##### A Sentence:

The black cow eats hay.

Billy fell off the dock.

Did Robert feed his rabbit?

##### Not a Sentence

at the school

playing games

ride my bike

the big dog

---

### Lesson

#### What to do:

##### Say:

*Today we are going to look at some groups of words. Remember that a good sentence is a complete thought.*

- Turn to **Job Card #1 Guided Practice** in the **Ship's Log**.
- Go over the directions for activity A with your child and guide her or him through the activity. Then continue with the lesson.

*continued*

**Job Card #1 continued**

- A simple sentence is often constructed with 'who' and 'what'.  
*The fish is swimming.*  
*My hat blew off.*  
*John's birthday party will be on the beach.*
- Work with your child to make new sentences.
- These sentences could be printed out on the blackboard or on paper.
- Turn to **Job Card #1 Guided Practice** activity B and work with your child to complete the activity.

When your child is comfortable with making sentences, turn to **Job Card #1 Activity Sheet** in the **Ship's Log**. Read the directions with your child. Have your child complete the exercises. You may need to help in reading the words.

## Job Card #2

# Make about Sentences

### Lesson

- Today your child will learn how to make two short sentences into one longer sentence.

#### Say:

*You can join two shorter sentences to make one longer one.*

**For example:** *Whales swim.*

*Whales play.*

*You can say:* **Whales swim and play.**

*The tugboat is big.*

*It is powerful.*

*You can say:* **The tugboat is big and powerful.**

*The bed is soft.*

*It is cozy.*

*You can say:* **The bed is soft and cozy.**

*Here is another way to join two short sentences.*

*The whales are blue.*

*They play.*

*You can say:* **The blue whales play.**

*The lake is cold.*

*It is big.*

*You can say:* **The big lake is cold.**

*continued*

**Job Card #2 continued**

- Turn to ***Job Card #2 Guided Practice***. Read the directions with your child and guide him or her through the activity.

Now turn to ***Job Card #2 Activity Sheet*** in the ***Ship's Log***. Read the directions with your child. Give help as needed with the activity.

## Job Card #3

# Working with Nouns—the Name Words



## The Rules

---

A noun names a **person, place or thing.**

For example:

<i>Person</i>	<i>Place</i>	<i>Thing</i>
Billy	Victoria	glass
Mary	Langley	ball
Susan	Kimberley	dog
Robert	Merritt	book

Note: People and places always begin with a capital letter.

---

## Lesson

### What to do:

- Ask your child to read the following sentences and point out the nouns. Give help as needed.

Mark will drive the car to Terrace.

Mary will go on the train with Susan.

The boat travelled on Okanagan Lake.

The dog and cat played on the lawn.

A car has four wheels.

*continued*

**Job Card #3 continued**

- Now turn to ***Job Card #3 Guided Practice*** in the ***Ship's Log***. There are two activities to do. Read the directions with your child. Give help as needed.

When your child is confident in finding nouns, turn to ***Job Card #3 Activity Sheet*** in the ***Ship's Log***. Read the directions with your child. You may need to help your child read the words.

# Job Card #3a

## More about Nouns

### The Rules

---

There are two kinds of nouns: **proper nouns** and **common nouns**.

A **proper noun** is a special name of a person or place.

A **common noun** is an ordinary name of a thing.

For example:	<i>common noun</i>	<i>proper noun</i>
	girl	Susan
	city	Vancouver
	lake	Lake Erie
	airline	Air Canada
	day	Monday

Note: all proper nouns start with a capital letter.

---

This Job Card is exploratory. Mastery is not required.

### Lesson

#### What to do:

##### Say:

See *the proper nouns* in these sentences.

We went to *Vancouver* with *Judy*.

*Mrs. Jones* sailed on *Lake Ontario*.

I like *Saturdays*.

*continued*

**Job Card #3a continued**

See *the common nouns in these sentences.*

He put his *toy* into the *box*.

The *boat* floated on the *water*.

The *plate* was put on the *table*.

- Now turn to ***Job Card #3a Guided Practice*** in the ***Ship's Log***. Read the directions with your child. You may need to help your child read the words.

***Job Card #3a Activity Sheet*** in the ***Ship's Log*** will give your child more practice with common and proper nouns.

## Job Card #4

# Let's Learn about Verbs



## The Rules

---

A **verb** tells what someone or something does. It is an **action** word.

For example:

Jim **runs** to the park.

Janet **ate** her dinner.

'Runs' is a **verb** because it shows action.

'Ate' is a **verb** because it shows action.

---

## Lesson

### What to do:

- Have your child pick out the verbs from the following sentences. Make sure you note that each one is showing an action.

The dog chews the bone. ('chews' is a verb because it shows the dog doing something.)

My rabbit eats lettuce. ('eats' is a verb because it shows the rabbit doing something.)

His friend laughed at my joke. ('laughed' is a verb because it shows what his friend did.)

*continued*

**Job Card #4 continued**

The barber cut Tim's hair.

Pam found the treasure map.

The big balloon popped.

We ate ice cream without pie.

Paul rode his bike to my place.

Michael plays hockey well.

Jane worked on that project.

- Now turn to **Job Card #4 Guided Practice** in the **Ship's Log**. Guide your child through the exercise. Give help as needed.

When you are satisfied that your child is confident with picking out verbs, turn to **Job Card #4 Activity Sheet** in the **Ship's Log**. Read the directions with your child and give help where needed.

# Job Card #4a

## Verb Tense

**Past**                      **Present**  
**Yesterday**            **Today**



### The Rules

---

Some verbs tell what happened in the past. (yesterday)

The dog **swam** across the lake.

Mike **played** with his cars.

Some verbs tell what is happening now or in the present. (today)

The band **is playing** a march. (NOTE: sometimes the 'verb' is two words.)

The monkey **slips** on the banana peel.

There is another tense which talks about the future.

---

### Lesson

#### What to do:

- Go over these rules with your child. It is enough that your child is aware of the two ways of expressing time. When reading stories point out the tense of some of the verbs. Your child will soon come to realize whether something is happening in the past or the present.

*continued*

**Job Card #4a continued**

\*A single paragraph is always written in the same tense.

- When discussing a verb, ask your child, "When did this happen?"

There is no guided practice or activity for this job card.

# Job Card #4b

## More about Verbs



### The Rules

---

Some verbs need a helper.

In the present tense some helpers are: **am, is, are.**

Jim **is going** away.

I **am baking** a cake.

Sue and Mary **are playing** a game.

In the past tense some helpers are: **was, were.**

Bill **was singing** a song.

Mary and I **were giving** away clothes.

---

### Lesson

#### What to do:

- Review the previous examples of present tense and past tense.

#### Say:

*Let's look at the following stories.*

#### Read:

##### *Story 1*

*We are driving in the car to go swimming. I am excited because I want to learn to swim. My young brother is crying. He is afraid of the water. We are parking the car. Hooray, here we go!*

*continued*

Story 2

We were having a lot of fun swimming. All of a sudden, the teacher was telling us to open our eyes under water! My friend and I were afraid, but we did it! My brother was scared too, but opened his eyes too. It was the best swimming lesson ever!

**Now Say:**

Let's compare the two stories. Which one tells what is happening right now? (Yes, the first one.) How can you tell? (Yes, **are**, **is**, and **am** are used.) These are the helping words for the verbs 'driving', 'excited', 'crying', 'afraid' and 'parking'.

The second story tells us what has already happened. What words tell us that? (**was** and **were**) These are the helping words for 'having', 'telling', 'afraid', and 'scared'.

- Turn to **Job Card #4b Guided Practice**. Read the directions with your child and give help where needed.

When your child is ready, turn to **Job Card #4b Activity Sheet**. Read the directions with your child. Encourage her or him to complete the activity independently.

- When helping your child edit his or her work correct any incorrect use of verbs pointing out the 'rule'.

**Note:**

---

Another verb your child should be aware of is 'saw' / 'seen'. 'Seen' **must** always have a helper.

I **have seen** a bear.

I **saw** a bear.

We would **never** say, "I **seen** a bear."

# Job Card #5

## Writing Paragraphs



### The Rules

---

A **paragraph** is three or more sentences that tell about one subject. All paragraphs have a **beginning, middle and ending**.

The **beginning** sentence names the subject. It is called the **topic sentence**.

The **middle** sentence(s) **tell about the subject**. This is called the **body**.

The last or **ending** sentence **completes the thought**. This is called the **closing** sentence.

---

### Lesson

You will need several days to complete this.

### What to do:

- Read the following paragraphs with your child. Help your child pick out the topic sentence. All sentences in the paragraph should be about this topic.

*Rover is my pet dog. He likes to chase the stick I throw for him. He loves me to scratch him behind his ears. He likes to eat the same food as me. I love Rover.*

*Chicken soup is my favourite. It smells delicious and looks golden yellow. It tastes like liquid chicken. I could eat a bowl of it every day.*

*continued*

**Job Card #5 continued**

*I love to play at the beach. I can make sand castles and play ball. I can swim there, too. The air smells like salt. The beach is my favourite place in the summer.*

- Give as much practice as your child needs to understand what a paragraph is.
- After reading these paragraphs together and identifying the main topic your child is ready to work through **Job Card #5 Guided Practice** in the **Ship's Log**.

There is no activity sheet for this job card.

## Job Card #6

# Review of Capital Letters and Ending Punctuation



## The Rules

---

**Capital letters are used:**

- to begin sentences. (**W**e went to the store.)
- for the names of people and places. (**M**ary and **R**oy went to **V**ictoria.)
- for important words in titles. (**C**harlotte's **W**eb)

**Every sentence must end with a period, question mark or exclamation mark.**

- A period  is used at the end of a **telling sentence**.  
(Tom went to the store.)

- A question mark  is used after a **question**.  
(What did Tom buy at the store?)

Question sentences often start with the following words: **who, what, where, did, why, how, when, are, can, was, do, or does.**

- An exclamation mark  is used after an **"excited" word** or after a sentence **showing strong feelings**.  
(Wow! Look at Tom's skateboard!)
- 

## Lesson

**What to do:**

- Go over the above rules.

*continued*

**Job Card #6 continued**

- Look at sentences in your child's favourite story book, signs, titles, etc. Have your child pick out the capital letters and punctuation and say why they are used.
- Make sure you do several examples.

**Say:**

*Today we are going to add capital letters and the appropriate punctuation marks in sentences.*

Turn to **Job Card#6 Activity Sheet** in the **Ship's Log**. Guide your child through the first two examples then have him or her complete the rest independently.

# Job Card #6a

## Abbreviations



### The Rules

---

An abbreviation is a short form of a word. A period is used after the abbreviation.

#### TITLES

Dr. Plant  
Mr. Clark  
Tuesday  
Ms. Jones  
Mrs. Brown

#### DAYS OF THE WEEK

Mon.      Monday  
            Tues.  
Wed.      Wednesday  
Thurs.(Thur.) Thursday  
Fri.      Friday  
Sat.      Saturday  
Sun.      Sunday

#### MONTHS

Jan.  
Feb.  
Mar.  
Apr.  
Aug.  
Sept.  
Oct.  
Nov.  
Dec.

Note: May, June, July are not abbreviated.

---

*continued*

## Lesson

### What to do:

Go to the *Ship's Log* and have your child do *Job Card #6a Activity Sheet*.  
Give help where needed.

Make up flash cards with the months and days in both the full word and the abbreviation. Play a matching game where the abbreviation is matched with the full word.

This can be done at calendar time.

## Job Card #7

# Where to Use a Comma



## The Rules

---

A comma is started on the line with the tail going below the line. 

A comma allows you to take a breath and is used:

- Between the day and year.      May 23, 2001
  - Between the city and province.      Vancouver, B.C.
  - After the greeting and after the closing in a letter.      Dear Grandma,  
Love,  
Sean
  - Between words in a series.      I like blue, green, gold and yellow.
- 

## Lesson

### What to do:

- Your child should know that commas tell you when to pause when reading.
- Read the following letter with your child, noting where the commas are used.

*continued*

**Job Card #7 continued**

April 6, 2002

Dear Grandma,

I hope you are feeling well. How is your garden growing?

Today we went into town to buy some food, toys, lumber and nails. Dad is going to help us build a fort when he comes back from Terrace, B.C.

We will be down to see you on May 5th, 2002. I hope we can go swimming, boating and walking with you.

Love,

Jean

- After discussing where the commas are used and why, turn to **Job Card #7 Guided Practice** in the *Ship's Log*. Read the directions with your child and give help where needed.

Now turn to **Job Card #7 Activity Sheet** in the *Ship's Log*. After reading the directions with your child, encourage her or him to complete it independently.

## Job Card #8

# Adding **ing** and **ed** to Root Words!



## The Rules

---

Rules for adding **ing** and **ed** to root words:

- If the root word has a short vowel followed by a single letter (consonant) you **double** the last consonant before adding **ing** or **ed**.

swim	swimming
hum	hummed

- If the root word has two consonants after the vowel, just add **ing** or **ed**.

paint	painting
want	wanted

- If the root word has a silent **e** at the end, drop the **e** and add **ing** or **ed**.

slide	sliding
like	liked

---

## Lesson

What to do:

- Review the above rules.

*continued*

**Job Card #8 continued**

- Take out a large piece of paper and fold it into thirds lengthwise. At the top of the first column, put 'root word', at the top of the second column, put 'ed' and at the top of the third, column put 'ing'.
- have your child put the following root words in the first column: jump, start, hope, care, stop, hop, tap, ask and bake
- have your child add "ed" and "ing" to each of the words in the appropriate columns
- have your child say which rule he or she is applying as each word is done
- give help as needed

When your child feels comfortable adding these endings, turn to **Job Card #8 Activity Sheet** in the *Ship's Log*. Read the directions together and give help with the first few words. Then have your child complete the activity independently.

## Job Card #9

# Let's Make Plural Words from Nouns



## The Rules

---

The General Rule

Plural means more than one.

- Add **s** to make the plural of most words.  
one **word**                      many **words**  
one **blanket**                      some **blankets**
- Add **es** to make the plural of words ending in **s, x, sh** and **ch**.  
one **class**                      two **classes**  
one **fox**                      three **foxes**  
one **bush**                      many **bushes**  
one **lunch**                      two **lunches**
- To make words with a **consonant** before the **y**, plural, change the **y** to **i** and add **es**.  
one **sky**                      some **skies**  
one **puppy**                      many **puppies**
- In words ending in **f** or **fe**, usually change the **f** or **fe** to **v** before adding **es**.  
one **leaf**                      two **leaves**  
one **calf**                      three **calves**  
one **knife**                      two **knives**  
one **wife**                      two **wives**

*continued*

- Some words need to be changed to make them plural.

one **man**

some **men**

one **child**

many **children**

one **mouse**

several **mice**

one **foot**

two **feet**

one **tooth**

many **teeth**

---

## Lesson

### What to do:

- Go over the above rules with your child.
- Talk about other words that can be made into the plural form.
- Take a newspaper or magazine page and help your child find plural words. Highlight the words or circle them with a crayon. Discuss the rule used in forming the plural. Count how many you have found.
  
- Go to **Job Card #9 Guided Practice** in the **Ship's Log**. Read the directions with your child and give help as needed.

When your child is confident using plurals, turn to do **Job Card #9 Activity Sheet** in the **Ship's Log**. Read the directions together and have your child complete the activity independently.

# Job Card #10

## Let's Make Possessives

### The Rules

---

A word that shows a thing belongs to someone or something is called a **possessive**. It shows **ownership**.

For example: **The house that belongs to Jim = Jim's house**

Jim's house shows that the house belongs to Jim.

**The hair that belongs to the dog = the dog's hair**

The dog's hair shows that the hair belongs to the dog.

We replace **that belongs to** with an **apostrophe**. 

The apostrophe is placed just below the top line of print.

---

### Lesson

#### What to do:

- Review the rule with your child.
- Make up several sentences using *that belongs to* and print them on paper, sentence strips or a chalkboard.

For example:

**The wheels that belong to the truck are big.**

**The dress that belongs to Susan is pink.**

**The book that belongs to Karl is interesting.**

**The tail that belongs to the cat is very long.**

*continued*

**Say:**

*I will show you a way to make the sentence shorter.*

*What do the wheels belong to? (truck)*

*We can say: **The truck's wheels are big.***

- Do the same for the other sentences that you have made up. After the first few examples, ask your child to tell you how to make the sentence shorter.
- Talk about this concept and give your child as much practice as needed for him or her to be comfortable using possessives.
- Turn to *Job Card #10 Guided Practice* in the *Ship's Log*. Read the directions with your child and ask your child to complete the exercise. Give help where needed.

When your child is confident using possessives, turn to *Job Card # 10 Activity Sheet* in the *Ship's Log*. Read the directions with your child. Give help where needed.

**When reading with your child, point out any possessive words you come across.**

## Job Card #11

# Let's Learn about Pronouns



## The Rules

---

A **pronoun** is a word that takes the place of a noun. The following is a list of some pronouns.

**I**                    **he**                    **she**                    **it**  
**we**                    **you**                    **they**

We use pronouns to stand in the place of nouns. They make language less repetitive. We must make sure the pronoun refers to someone or something.

For example:

**Ted caught the ball. Ted threw the ball to Mary.**

Instead we could say:

**Ted caught the ball. He threw it to Mary.**

**(He is a pronoun that refers to Ted. It refers to the ball.)**

---

## Lesson

### What to do:

- Identify family members and pets. Have your child tell you which pronoun could replace their names.

For example: If your child has a sister named Katy, ask what pronoun could be used instead of her name.

*continued*

**Say:**

*When you talk about yourself, what pronoun would you use?*

*When you talk about grandpa and grandma together, what pronoun could you use?*

*When you and your friend want to go to the park, what pronoun could you use?*

- Create your own sentences continuing in this fashion using as many examples as needed.

Turn to *Job Card #11 Activity Sheet* in the *Ship's Log*. Have your child complete the exercise independently.



## **Reminder**

---

Remember to review language skills frequently.

## Job Card #12

# Let's Review When to Use a and an

### The Rules

---

A is used before words beginning with a **consonant** sound.

**a flower**

**a book**

**a cat**

An is used before words beginning with a **vowel** sound (**a, e, i, o, u**).

**an ant**

**an elephant**

**an umbrella**

---

## Lesson

### What to do:

- Review the vowels (a, e, i, o, u). Now say to your child that it is in front of words starting with these letters that we use *an* instead of *a*. Go over some examples orally.
- On a piece of paper, make a list of words leaving a space before each word for *a* or *an*.
- Have your child say the word, then state whether an *a* or *an* should be in front of each one.

For example: *an* elephant

*a* box

ship

idea

otter

glass

deer

lake

apple

plum

- Repeat the complete phrase.

*continued*

**Job Card #12 continued**

- Give as much practice as your child needs to understand this concept.

When your child feels comfortable using 'a' or 'an', turn to **Job Card #12 Activity Sheet** in the **Ship's Log**. After reading the directions with your child, have him or her do the exercises independently.

## Job Card #13

# Let's Learn about Homonyms



## The Rules

---

**Homonyms** are words that sound the same, but have different spellings and different meanings. The following is a list of common homonyms in alphabetical order.

ant	aunt	ate	eight	bare	bear
blue	blew	dear	deer	eye	I
fir	fur	for	four	hear	here
knew	new	know	no	meat	meet
one	won	road	rode	sea	see
son	sun	tail	tale	wear	where
wood	would	your	you're (you're = you are)		

These homonyms have three words in each set:

to      too      two

there      their      they're (they're = they are)

---

*continued*

## Lesson

### What to do:

- Go over the meanings of each of the above homonyms.
- Orally, help your child to make up sentences using each of the homonyms. It is fun to try to use each pair in the same sentence. Try to make a list of other homonyms you and your child think of.

For example:

My **son** went out into the **sun** to play.

He **rode** his bike on the dirt **road**.

The **two** boys went **to** the store and bought **too** much candy.

- Now turn to **Job Card #13 Guided Practice** in the **Ship's Log**. Read the directions with your child and work with him or her if necessary.

When your child is comfortable working with homonyms, go to **Job Card #13 Activity Sheet** and have your child do the activities independently.

# Job Card #14

## Let's Make Contractions

### The Rules

---

A **contraction** is a shorter word made from two longer words. An apostrophe  shows that one or more letters are left out.

he is	he's
we have	we've

Note that in **he is** the apostrophe takes the place of **i** and in **we have** the apostrophe takes the place of **ha**.

---

### Lesson

#### What to do:

- Look at the following pairs of words and ask your child which letter(s) have been left out of the shorter word.

did not	didn't
can not	can't
I have	I've
could not	couldn't
is not	isn't
she is	she's
he will	he'll
it is	it's

NOTE will not becomes won't

*continued*

**Job Card #14 continued**

- Now look at the sentences below and ask your child to tell you which ones are easier to say.

Father isn't very busy.

Father is not very busy.

I am bringing the cake.

I'm bringing the cake.

She is coming with me.

She's coming with me.

- Point out that the shorter form sounds like people talking.
- Print words that can be made into contractions, on strips of paper (can not, I will, etc.).
- Ask your child to cut out the letters that can be replaced by an apostrophe and paste the two parts together on another sheet of paper leaving enough room for an apostrophe.
- Have your child put in the apostrophe with a coloured crayon.
- Give as much practice as necessary for your child to understand contractions.
- Turn to **Job Card #14 Guided Practice** in the **Ship's Log**. Read the directions with your child. Give help where needed.

You are now ready to go to **Job Card #14 Activity Sheet** in the **Ship's Log**. Read the directions with your child and have him or her complete the exercise independently.

## Job Card #15

# Let's Look at Compound Words



### The Rules

---

A **compound** word is made by putting two smaller words together to make one larger word. The two smaller words must be words on their own.

For example:

sand	+	box	=	sandbox
foot	+	ball	=	football
grass	+	hopper	=	grasshopper

---

### Lesson

#### What to do:

- Print words on separate paper strips that can be used to form compound words (corn, cob, class, room, table, cloth, ear, ring, pop, corn, bow, tie, etc.).
- Ask your child to match up the individual words to make compound words. One word may be used more than once.  
For example: air + port = airport and air + plane = airplane
- Now turn to **Job Card #15 Guided Practice** in the *Ship's Log*. Read the directions with your child, and enjoy the games.

After completing the Guided Practice, your child will be ready to try **Job Card #15 Activity Sheet** found in the *Ship's Log*.

# Job Card #16

## Let's Write Letters

### The Rules

---

There are five parts to a friendly letter. They are:

The <b>heading</b>	You put <b>your</b> address and the date here. (We generally do not include the address in a friendly letter.)
The <b>greeting</b>	You put the person's name to whom you are writing here.
The <b>body</b>	You write what you want to say here.
The <b>closing</b>	You say good-bye at this time.
The <b>signature</b>	You sign your name here.

---

### Lesson

#### What to do:

- Read the following letter with your child. Ask your child to find the five parts of a friendly letter.

March 30, 2002

Dear Faith,

I am looking forward to your visit next month. I will take you to the petting zoo. They have the same kind of goats you have. They also have many other animals that you can pet and talk to. After visiting the zoo, we can go to the beach to get the wood you wanted for your wall hangings. I'll see you very soon!

Love,  
Grandma

*continued*

Job Card #16 continued

- When you have finished reading the letter,

**Say:**

*To whom is the letter written?*

*How does Grandma start her letter?*

*What words does she use to close her letter?*

*Note that we never use **from** in the closing.*

*Today I would like you to write a letter.*

*Before you start, think about the following:*

*Pick someone you would like to write to.*

*List three or four things you would like to tell that person.*

*Now you are ready to write.*

Turn to **Job Card #16 Activity Sheet** and have your child write a letter. (Two pages have been provided in case your child wants to send one to the person.)

- Help your child where necessary, making sure spelling, punctuation and format are all correct.
- This may take more than one session.



continued

**Job Card #16 continued**

- When your child has finished, **say:**

*Now that you have written such a good letter, let's make an envelope for it. A sample envelope is given below. Point out that there are no commas after each line.*

<p><b>Mary Jones</b>      (This is the sender's address.) <b>25 Spring Rd.</b> <b>Courtenay, BC</b> <b>V6J 1F5</b></p>	<p><b>Stamp</b></p>
<p><b>Faith Brown</b>      (This is the address of <b>675 Rock St.</b>      the person you are <b>Kamloops, BC</b>      sending the letter to.) <b>M8S 4T9</b></p>	

- Now take out an envelope and have your child address the envelope so he or she can send his or her letter. All that is left to do is put a stamp on your envelope and put it into the mailbox.

Have your child complete ***Job Card #16 Activity Sheet*** in the ***Ship's Log*** by filling in a copy of the addressed envelope.

# Job Card #16a

## Let's Write an Invitation

### The Rules

---

When writing an invitation, there are three things you must mention. They are:

**What**—You tell what event is being held (party, barbecue, etc.).

**When**—You give the date and time of the event.

**Where**—You give where the event is taking place. This should include an address.

You can also give any other information that you think would be helpful to the person being invited.

---

### Lesson

#### What to do:

- Read the following invitation with your child. Discuss the fact that it is telling all the information necessary.



Come to a Costume Party  
on  
Wednesday, February 25th at 5:00 p.m.  
Sam Brown's place  
1467 Hill St.

Wear your funniest costume!

*continued*

**Job Card #16a continued**

- Also discuss with your child the fact that it is clearly written and that the pictures on the invitation do not cover up the important information.

**Say:**

*Today we are going to make an invitation. Pick an interesting shape.*

- Have your child choose a piece of paper and cut it into the size that he or she thinks it should be.
- Have your child decide what kind of event it is going to be—bowling party, swim party, barbecue, costume party, a party depicting a country, etc.
- Have your child pick a date and place.
- Now have your child print out the invitation. Give help where necessary.
- Encourage your child to put a design on it.

When the invitation is completed, paste it on the page marked **Job Card #16a Activity Sheet** in the **Ship's Log**.

## Job Card #17

# Let's Play with Alphabetical Order



### The Rules

---

When we put words in the same order as the alphabet, we are **alphabetizing** the words. The words are put in the same order as the A, B, Cs.

**For example:**

ant            basket            dog            finger            window

These words are printed in alphabetical order.

Words are put in alphabetical order to help us find things.

---

## Lesson

### What to do:

- Review the alphabet with your child. If he or she is having trouble with it, refer to the alphabet chart in your learning area.
- Print words on small strips of paper. Both you and your child can give the words. Try to give words starting with different letters. We will not go into alphabetizing to the second letter this year.
- By moving the pieces of paper around, have your child put the words in alphabetical order.
- Give help where needed.

When your child is confident with alphabetizing, turn to **Job Card #17 Activity Sheet**. Read the directions with your child. Have your child do the activities independently.

## Job Card #18

# Let's Learn about Syllables



### The Rules

---

Each separate group of sounds in a word is called a **syllable**.

A syllable has one vowel sound.



### Remember:

---

Y is sometimes a vowel as in **easy, reply, sky**

---

## Lesson

### What to do:

#### Say:

*In order to **hear** how many syllables there are in a word, close your eyes as you say the word and clap each time you hear a vowel sound.*

#### For example:

*ball* (You would clap once because there is only one vowel sound.)

*butter* (You would clap twice because you hear two vowel sounds.)

*perfectly* (You would clap three times because you hear three vowel sounds. NOTE: y in this case is a vowel.)

*continued*

Job Card #18 continued

- Have your child look at the following words. Help her or him clap out the sounds. The number of claps is the number of syllables in the word. Sometimes there are more vowels than syllables. For example: in **some**, there are 2 vowels, but only one syllable. **Mainly** has 3 vowels, but 2 syllables.

breakfast

bird

painful

also

several

come

enter

open

band

toy

tree

nests

- Give you child as much practice as she or he needs to understand syllables.

When your child is comfortable with syllables, turn to **Job Card #18 Activity Sheet** in the **Ship's Log**. Read the directions with your child. Have your child do the exercises independently.

## Job Card #19

# Describing Words—Adjectives



### The Rules

---

Words that describe a **noun** are called **adjectives**.

For example:      The **huge** dog ran away.  
                             **Many** people were at the picnic.

---

### Lesson

#### What to do:

- Read the following sentences with your child. Together, pick out the adjectives and tell what word the adjective describes.

#### Say:

*The smelly dog got a bath.*

*(smelly is the adjective and it describes **dog**)*

*Use hot water for washing dishes.*

*(hot is the adjective and it describes **water**)*

#### Continue:

*The colourful snake slithered along in the grass.*

*I like to eat crusty bread.*

*The beautiful baby has a bad cold.*

*(Note: **beautiful** and **bad** are adjectives.)*

*continued*

**Job Card #19 continued**

*Peter's new shirt is dirty.*

*The furry rabbit was eating grass.*

- Now go to **Job Card #19 Guided Practice** in the *Ship's Log* and work through the activity with your child.

When your child is comfortable with adjectives, try **Job Card #19 Activity Sheet** in the *Ship's Log*. Read the directions with your child. Give help when needed.



**Reminder:**

---

It is important to review grammar concepts frequently.

## Job Card #20

# Describing Words—Adverbs



### The Rules

---

Words that describe a verb are called **adverbs**. They can tell **how**.

For example:      The huge dog ran **quickly**.  
                             The boy walked **slowly**.

Many adverbs end in **ly**.

---

## Lesson

### What to do:

- Read the following sentences with your child. Together pick out the adverbs and tell what word the adverb describes.

### Say:

*The curtain blew gently in the breeze.*

*(gently is the adverb and it describes how the curtain blew)*

*I sing loudly.*

*(loudly describes how I sing)*

*The turtle walked slowly.*

*(slowly tells how the turtle walked)*

### Continue:

*The stars shine brightly.*

*continued*

*The leaves fell softly to the ground.*

*Robbie ran swiftly to his house.*

*Michael walked home slowly.*

- If your child needs more practice picking out adverbs, turn to a favorite story. Read it together, stopping at the words that describe verbs. Discuss them.
- Now turn to **Job Card #20 Guided Practice** in the *Ship's Log*. Read the directions with your child and help him or her with the exercise.

When your child is comfortable with adverbs, turn to **Job Card #20 Activity Sheet** in the *Ship's Log*. Read the directions with your child and have him or her complete the activity. Give help when needed.



### Reminder:

---

It is important to review grammar concepts frequently.

# Job Card #21

## Prefixes and Suffixes



### The Rules

---

A **prefix** is a part you add to the beginning of a root word. It changes the meaning of the word.

A **suffix** is a part you add to the end of a root word. It changes the meaning of the word.

Each prefix and suffix has a meaning of its own.

---

### Lesson

#### What to do:

- Go over the following examples with your child.

#### Prefixes:

**un** means **not**            **unhappy** means **not happy**  
**unfair** means **not fair**

**re** means **again**        **retell** means to **tell again**  
**rebuild** means to **build again**  
**rewind** means to **wind again**

**in** means **not**            **inactive** means **not active**  
**incorrect** means **not correct**  
**incomplete** means **not complete**

*continued*

**Suffixes:**

**ly means in some way**

**slowly means in a slow way**

**quickly means in a quick way**

**correctly means in a correct way**

**really means in a real way**

**ful means full of**

**careful means full of care**

**joyful means full of joy**

**helpful means full of help**

**less means without**

**careless means without care**

**wireless means without wires**

**homeless means without a home**

- Now turn to *Job Card #21 Guided Practice* in the *Ship's Log*. Follow the directions there.

When your child feels comfortable with adding suffixes and prefixes, turn to *Job Card #21 Activity Sheet* in the *Ship's Log*. After reading the directions together, encourage your child to do the activity independently.

As you and your child read stories, point out any words that have prefixes and suffixes. You will both be surprised at how many you find.

# All about Editing

To *edit* means to revise or make ready. This is also called *proofreading*. It is a good idea to have your child read over his or her work to make sure all spelling, grammar, punctuation and capitalization is correct.

Point out to your child that it is hard to check work carefully. The following steps should help with proofreading. Encourage your child to become aware of these steps.

- **READ** your work out loud so you can listen for errors. It also helps to have someone else read your work to you so you can listen carefully.
- If writing a paragraph, check to make sure you have a good beginning, middle and ending.
- **TOUCH** each word with your finger or pencil. This will help you to focus on the spelling of each word.
- **ASK** someone else to check your writing.

Questions to ask yourself:

Did I capitalize the first letter of the first word of each sentence?

Did I capitalize the first letters in names of people and places?

Did I put an ending punctuation mark? (period, question mark, or exclamation mark)

Did I put in commas where needed?

Did I spell all my words correctly?



# Dividing Words at the End of a Line

The following are rules about dividing words at the end of a line. Go over them with your child.

A word is divided using a hyphen (-).

A one-syllable word is never separated. If you do not have space for it at the end of a line, you must go to the next line.

A single letter syllable and a two-letter syllable at the beginning of a word is never separated from the rest of the word. For example: **even**  
**under**

Go to the next line for these words.

A single letter syllable and a two-letter syllable at the end of a word is never separated from the rest of the word. For example: **cloudy**  
**quickly**

Go to the next line for these words.

A single letter vowel syllable within a word is usually printed with the preceding syllable. For example: **ori ent**

Surnames should never be divided. Titles and initials should not be separated from a surname.

Hyphenated words are divided only at the hyphen.

If you are uncertain about the division of a word, use a dictionary.

# Let's Sail with Phonics

## What to do:

As your child is ready to learn the following rules, teach them. You may want to make charts to hang in the learning area so your child can refer to them when writing. There are many more 'rules', however these are the ones your child should know at this level.

## Rules:

### Consonant Digraphs:

A consonant digraph is two consonants coming together to make one sound. The common ones are:

sh	as in	shop	dish	ship
wh	as in	white	when	whale
ch	as in	child	chin	chair
ph	as in	phone	photo	dolphin
tch	as in	catch	ditch	witch
th	as in	thin	think	tooth (voiceless sound)
th	as in	this	then	the (voiced sound)
ck	as in	check	back	lock

**'r' Controlled Vowels:** These are the more common sounds.

ar	as in	car	star	arm
or	as in	corn	storm	ford
er	as in	her	fern	after
ir	as in	fir	first	girl
ur	as in	fur	hurt	Thursday

*continued*

**Long Vowels:** A vowel is long when it says its own name.

**When two vowels go walking, the first does the talking.**

<b>ea</b>	as in	meal	heat	<b>each</b>
<b>ee</b>	as in	meet	green	<b>sleep</b>
<b>ai</b>	as in	sail	pain	<b>aim</b>
<b>ay</b>	as in	bay	pay	<b>may</b>
<b>oa</b>	as in	boat	road	<b>oak</b>

**Magic 'e':** An **e** at the end of a word often makes the preceding vowel long. (vowel, consonant, magic 'e')

<b>ate</b>	<b>cake</b>	<b>late</b>
<b>home</b>	<b>nose</b>	<b>hole</b>
<b>like</b>	<b>ride</b>	<b>bite</b>

**'y' as long 'i'**

<b>try</b>	<b>cry</b>	<b>dye</b>
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**'y' as long 'e'**

<b>candy</b>	<b>puppy</b>	<b>baby</b>
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*continued*

### TRICKY SOUNDS:

#### Hard and soft sounds of 'c'

When 'c' is followed by **e, i or y**, it has the soft or 's' sound.

When 'c' is followed by **a, o or u**, it has the hard or 'k' sound.

When 'c' is followed by **l or r**, it has the hard or 'k' sound.

Examples:	city	cent	icy
	cat	cold	cut
	cry	cloud	clown

#### Hard and soft sounds of 'g'

When 'g' is followed by **e, i or y**, it usually has the soft or 'j' sound.

When 'g' is followed by **a, o or u**, it has the hard or 'g' sound.

When 'g' is followed by **l or r**, it has the hard or 'g' sound.

Examples:	cage	giant	gym
	game	gone	gum
	grow	grin	glass

#### Two sounds for 'ow'

Sometimes 'ow' has a long 'o' sound as in **low** and sometimes it has an 'ou' sound as in **cow**. There are no rules to tell you when the letters have either sound, so you need to learn the words by sight.

Example:	<b>Long o</b>	<b>ou</b>
	show	now
	grow	how
	yellow	owl
	own	brown

#### 'all'

The 'a' here has the short sound of 'o'.

Example:	ball	fall	tall
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## Let's Sail with Phonics continued

**'arr'** These three letters have the sound of **'air'**.

Example:     carrot         parrot         narrow

**'kn'**

When these two letters are together, the **'k'** is silent. You say the **'n'** sound.

Example:     knife         know         knee

**'ph'**

When these two letters are together, they make the sound sound of **'f'**.

**'igh'**

When **'gh'** comes after an **'i'**, the **'gh'** is usually silent and the **'i'** has a long sound.

Example:     light         night         bright

**'wr'**

When these two letters are together in a word, the **'w'** is silent. You say the sound of **'r'**.

Example:     write         wrist         wrong

There are many more rules, however your child will do well if he or she remembers these.

# Spelling

Here are some hints about teaching spelling.

## Word Families

It is a good idea to build word families. Make two columns on each of several pieces of paper. At the top of each column, put one of the phonics rules (ee, ea, ow, ight, etc.). Under each heading have your child put in words that goes with the heading. These lists should be put in the learning area. Your child can add new words to the list as he or she learns them. These words can also be used for spelling tests.

## Spelling Tests

It is a good idea to do small spelling tests often. Use words your child frequently misspells and words from:

daily assignments

experiments

dinosaurs

plants/trees

word families

sight

light

might

fight

commonly used words

when

where

because

are

our

Days of the week

Wednesday

Saturday

Thursday

Months of the year

September

February

August

*continued*

## Spelling continued

It is best to give a small number of words (no more than 8 – 10) at a time. Give your child a pre-test. If he or she gets one or two of them right, drop them from the list and add another one or two words. Talk about ways your child can remember how to spell them. For example:

**Shape**— problem

September

where

**Syllables (sound parts)**—have your child say the word syllable by syllable. Note any unusual sounds. For example:

Sep tem ber (note that 'er' says 'r')

where (note: 'wh' makes the sound like the wind, and 'ere' sounds like 'air'.)

pro blem

**Word Families:** Does your child know any other words in the same word family? These new words could be added to the word family sheets you have already made up.

**Memory:** Some words simply have to be memorized.

**Sentences:** Encourage your child to use the word in a sentence so he or she learns how to use the word.

When you and your child have gone over the list, have him or her study the words for a couple of days, then test again.

It is a good idea to have a review spelling test every once in a while.

The following are lists of commonly used words that your child should know how to spell.

*continued*

## Spelling continued

### List #1

a	find	is	not	three
and	for	it	one	to
away	funny	jump	play	two
big	go	little	red	up
blue	help	look	run	we
can	here	make	said	where
come	I	me	see	yellow
down	in	my	the	you

### List #2

all	do	no	she	well
am	eat	now	so	went
are	four	on	soon	what
at	get	our	that	white
ate	good	out	there	who
be	have	please	they	will
black	he	pretty	this	with
brown	into	ran	too	yes
but	like	ride	under	
came	must	saw	want	
did	new	say	was	

### List #3

after	fly	how	open	then
again	from	just	over	think
an	give	know	put	walk
any	giving	let	round	were
as	had	live	some	when
ask	has	may	stop	
by	her	of	take	
could	him	old	thank	
every	his	once	them	

continued

## Spelling continued

### List #4

always	does	made	tell	why
around	don't	many	their	wish
because	fast	off	these	work
been	first	or	those	would
before	five	pull	upon	write
best	found	read	us	your
both	gave	right	use	
buy	goes	sing	very	
call	green	sit	wash	
cold	its	sleep	which	





