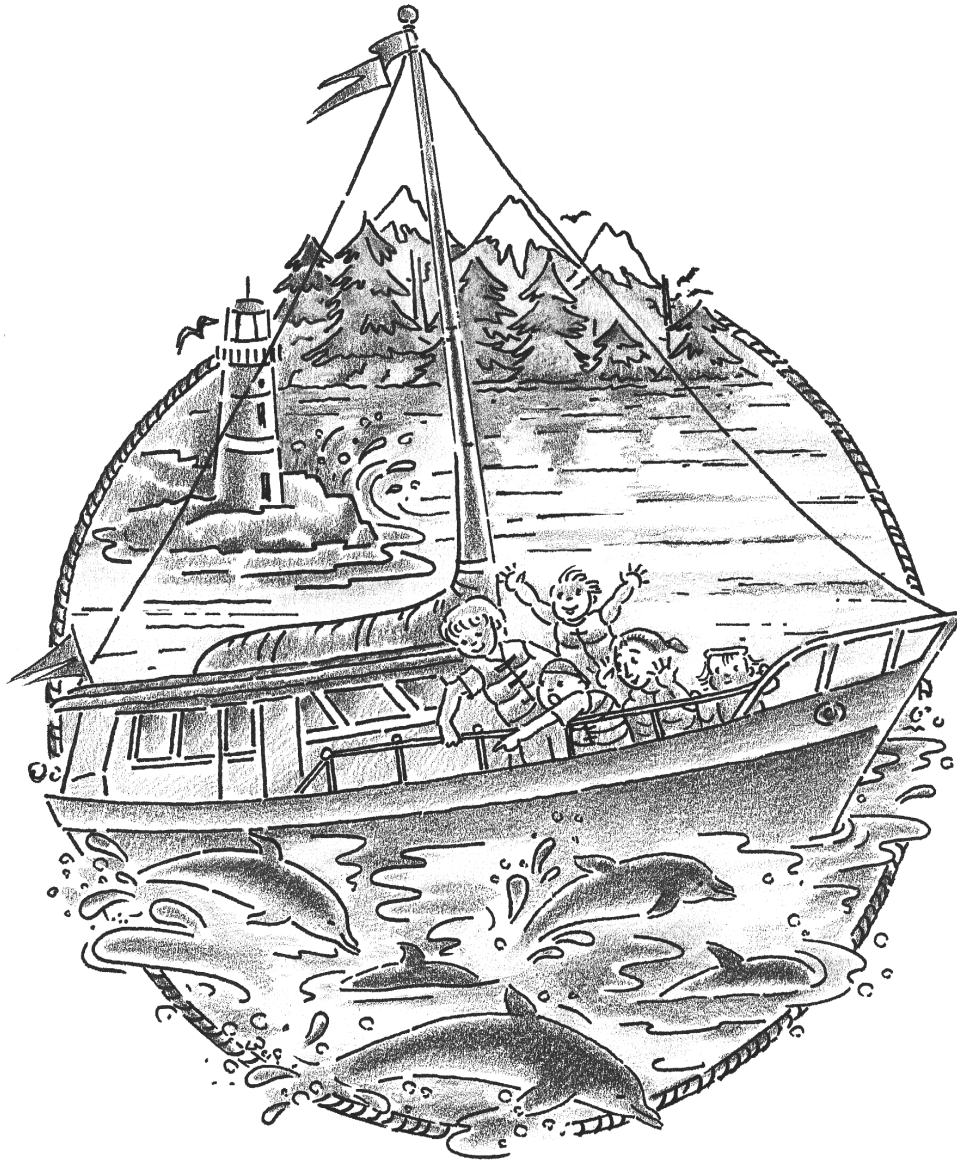

Home Instructor Manual



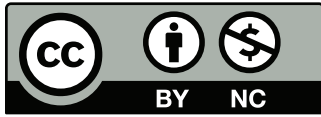
Let's Sail into Language Arts Advanced Level

OPEN SCHOOL BC



Distance Education
Schools of
British Columbia

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Let's Sail into Language Arts

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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. 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 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
When your child uses one full space for tall and hanging letters (l,t,k,i,p) and one half space for small letters (a,m,u), all printing should be that size.
- all cursive writing should be completed neatly and the letters should be the correct size and slant
- every line starts at the left hand margin
- one line of work is finished before another new line is begun (except when writing poetry)
- print on every other line to leave room for editing
- the date should be printed neatly at the top left hand corner of the page, preferably only using one space
- capital letters are *only* used to start sentences and for the names of persons, places, titles and *not* in the middle of words
- all sentences must 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, story, or poem
- 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 any piece of artwork that is submitted

Job Card #1

Learn More about Sentences!


The Rules


A sentence is a group of words that makes sense by itself.

A sentence *always* begins with a capital letter and ends with a punctuation mark.

Each kind of sentence does a different job.

A **telling** sentence makes a statement. It ends with a period. 

An **asking** sentence asks something. It ends with a question mark. 

A **command** is a sentence that tells you to do something. It ends with a period. 

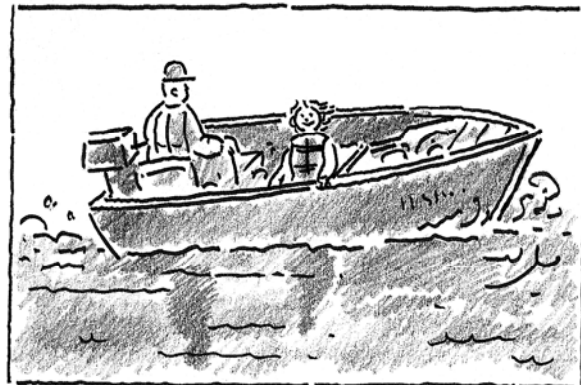
An **exclamation** is a sentence that shows strong feeling. It ends with an exclamation mark. 

Lesson

What to do:

- Ask your child to read aloud the following word groups.

I help my dad
work on our boat
we open the engine cover
pour in oil
we work hard
my dad



continued

- Now ask your child to identify the complete sentences in the list. Give any help that is needed.
- Look back at the sentence fragments. Ask your child to add words to each fragment to make it a complete sentence. If your child experiences any difficulty, write a few more examples on a sheet of paper and have your child try again.
- Ask your child to read the following sentences to you. Draw attention to the capital letter at the beginning of the sentence and the punctuation at the end. As your child reads each sentence, discuss what kind of a sentence it is. Ask how your child can tell. If your child has any difficulty, look back at the sentence rules together.

I have a pet rabbit called Fluffy.

What a cute rabbit it is!

My brother doesn't like my rabbit.

Is it because he doesn't have one?

Is it because he is afraid of rabbits?

Come here and pet the rabbit.

Look out, there's the rabbit!

- If your child has difficulty identifying kinds of sentences, provide more sample sentences as a review.

Guided Practice

- When you think your child can recognize the four kinds of sentences, open the *Ship's Log* to **Complete Sentences and Their Punctuation**.
- Activity A will give your child practice identifying sentences and completing sentence fragments.
- Activity B will give your child practice identifying the four kinds of sentences and completing each of them with the correct punctuation mark.
- Activity C gives further practice adding punctuation and using capital letters to begin sentences.
- Assist your child as he or she works through each activity.
- If your child has difficulty with any of the activities, provide more practice for him or her.

continued

Job Card #1 continued

When your child has a good understanding of the four kinds of sentences, turn to **Job Card #1 Activity Sheet** in the *Ship's Log*. Read the directions for each activity with your child, then have her or him complete the activities independently.

Job Card #2

Subject and Predicate



The Rule

Every sentence has two parts. They are called **subject** and **predicate**.
The **subject** tells who or what the sentence is about.

Example: **The cow**
Little Jack Horner
The yellow rose

The **predicate** tells what the subject does, what the subject is, or what the subject has.

Example: **jumped over the moon.**
sat in the corner.
is her favourite flower.

Lesson

What to do:

Say:

The sentences in the following chart have two parts. One part is called the subject. It tells us who or what the sentence is about. The other part is called the predicate. It tells what the person or thing does, is, or has.

| Subjects | Predicates |
|--------------|---------------|
| 1. The birds | flew away. |
| 2. Robins | eat worms. |
| 3. The boat | was for sale. |

continued

Look at the chart.

Read out loud, the part of sentence one, that tells who or what the sentence is about.

Now read the part of the sentence that tells what the person, or thing does, is, did, or was.

- Do the same thing with each of the remaining sentences on the chart.

Say:

Which of the sentences below have been divided correctly into subject and predicate?

Which sentences have not been divided correctly?

Tell me how you can tell.

The girls were late.

Susie hurt her knee.

A large black bear scared me.

The two boys played tag.

- If your child has difficulty recognizing subjects and predicates, give as much practice as is needed.

Guided Practice

- When you can see that your child is able to recognize subjects and predicates correctly, open the *Ship's Log* to **Working with Subjects and Predicates**.
- Your child will need scissors and glue or tape for the first two activities.
- In Activity One, your child will add a *subject* to each *predicate* to make a complete sentence.
- In Activity Two, your child will add a *predicate* to each *subject* in order to make a complete sentence.
- In Activity 3 your child will write either subjects or predicates to make complete sentences.

continued

Job Card #2 continued

When you are satisfied that your child can identify the two parts of a sentence, turn to **Job Card #2 Activity Sheet** in the **Ship's Log**. Read the directions with your child, then have your child complete the work independently.

Job Card #3

Joining Short Sentences Together!



The Rule

Sometimes you can make one interesting sentence by joining two short sentences together.

There are many short words called connectives, that can help you do this. Using the connective words *and*, *but*, and *because* can help you write better sentences.

Lesson

What to do:

- Use these sentence groupings to show your child how the connecting word **and** can be used.

Say:

Read the little sentences and then read the longer sentences. Which sentences are more interesting?

I like to cook.

I like to sew.

I like to cook and to sew.

Alex had her supper.

Alex went to bed.

Alex had her supper and went to bed.

continued

- Look at the next sentence grouping. The connecting word is **but**.

Say:

Read these groups of sentences to me. Which sentences were easier and more interesting to read?

I like to cook.

I don't like to wash dishes.

I like to cook but I don't like to wash dishes.

We were late.

We still caught the bus.

We were late but we still caught the bus.

- Now look at the final groups of sentences. The word **because** is used to connect them.

Say:

*Read these sentences. Notice that **because** tells us 'why'.*

In the first group it tells us 'why' the garden needs water.

In the second group it tells us 'why' the fishermen couldn't catch salmon.

Our garden needs water.

It hasn't rained for a long time.

Our garden needs water because it hasn't rained for a long time.

The fishermen couldn't catch salmon.

It was the wrong season.

The fishermen couldn't catch salmon because it was the wrong season.

At this stage in your child's creative writing development, the words **and**, **but**, and **because** are to be used **only** as connecting words, **not** as words that begin sentences.

continued

- Provide further samples of other short sentences that can be combined using these connecting words.
- Ask your child to combine the short sentences using **and**, **but** or **because**.
- This practice can be done orally or in written form on a separate sheet of paper.

Guided Practice

- When your child is ready, open the *Ship's Log to Joining Short Sentences*.
- Read the directions with your child, then work with him or her to combine a variety of short sentences.

When you can see that your child is confident in her or his ability to combine sentences without difficulty, turn to *Job Card #3 Activity Sheet* in the *Ship's Log*. Be sure your child understands the directions, then leave him or her to complete the work independently.

Job Card #4

Correcting Run-on Sentences



The Rule

Run-on sentences are usually two or three complete sentences all rolled into one.

Run-on sentences need to be separated.

- Read them aloud, listening for the place where you should stop.
 - This spot will be the end of the first sentence and this is where the period belongs. The next sentence would begin with a capital letter.
 - Continue reading and correcting until you come to the end of the run-on sentences.
-

Lesson

What to do:

- Read the following example of a run-on sentence to your child. Read it the way it is written, making no stops or pauses. Emphasize taking a breath when you come to the end.

John drew a large dinosaur with a very long curving neck the dinosaur was so big it wouldn't all fit on one piece of paper he taped two pieces of paper together.

- Now ask your child to read the sentences orally, pausing where he or she thinks there should be a period. If your child has any difficulty hearing where the sentence breaks should be, give assistance and then provide more practice using samples that you develop.

continued

Guided Practice

- When your child is comfortable identifying where the stops belong in the set of run-on sentences she or he has read orally, open the *Ship's Log* to **Correcting Run-on Sentences**.
- For each set of run-on sentences, help your child find the sentence breaks, insert periods and add capital letters.

When your child can correct run-on sentences independently, turn to **Job Card #4 Activity Sheet** in the *Ship's Log*. After reading the directions with your child, have her or him work independently on the exercise.

Correcting run-on sentences is one of the most important parts of proofreading.

Job Card #5

Let's Look at Commas



The Rule

A comma looks like a period with a tail on it. 

Commas are very handy pieces of punctuation because there are so many places they are used.

You use them:

- between words in a list found in a sentence. A list of words in a sentence is called a **series**.

For a pet I'd like to have a puppy, kitten, hamster, or rabbit.

- between a city and a province

Victoria, B.C.

- between the day and the year

March 17, 2001

- after the greeting in a letter

Dear Grandma,

- after the closing in a letter

Love,

Jane

- when you use quotation marks

Adam said, "Come with me."

Lesson

What to do:

- Your child may already know some of the rules for using commas so read or review and discuss their usage with her or him.

continued

Guided Practice

- Open the *Ship's Log* to *Using Commas*.
- Work with your child to put commas in the correct places in each sentence.

Say:

Cut out the commas.

Use them to help you learn where commas should go when you are working on the practice activities.

Just move them around, you don't need to paste them down.

- When your child is able to put the comma pieces in the correct places, ask her or him to write the commas in.
- If your child needs further practice, write more sentences on a board or piece of paper.

When your child is comfortable using commas correctly, turn to **Job Card #5 Activity Sheet** in the *Ship's Log*. Read the directions with your child, then ask him or her to complete the activity independently.


Job Card #6

Using Quotation Marks



The Rule

In a sentence, words that tell exactly what someone says or said, are called **direct speech** or **quotations**.

Quotation marks  are used at the beginning and end of a quotation. Quotation marks are always used in pairs.

For example:

Adam said, "Thank you."

His mother replied, "You're welcome."

The first word of a quotation begins with a capital letter, and a comma is put after the **said** word to separate the speaker from what is said. See the examples above.

Quotations can be at the end or beginning of a sentence.

If you use direct speech in a story, you must begin a new paragraph each time the speaker changes.

For example:

Joan asked, "Do you like to eat clams?"

Adam answered, "No, they are too chewy for me."

"I like clams when they are made into chowder," Joan said.

Lesson

What to do:

- With your child, look at the following sentences.

The boy yelled, Come out and play!

Nancy said, Look at the turtles.

continued

Say:

Read the first sentence for me.

Who yelled?

What did he say?

Where would you put the quotation marks? (Give your child help if it's necessary.)

Good for you, now let's look at the second sentence.

Who is talking?

What did she say?

Can you tell me where the quotation marks belong in this sentence?

Good work.

- Teach your child this little trick to use when he or she is putting quotation marks in creative writing paragraphs or stories.

Say:

Quotation marks look like small numbers 66 and 99.

Which number would come first if you were counting?

Right, 66!

This is the way you would write the quotation marks at the beginning of what someone says. Then you would write 99 at the end.

- Now teach your child about the comma and capital letter that are needed when writing direct speech. Ask your child to read the next two sentences.

Ben asked "can you ride a bike?"

Bill answered "of course I can ride a bike."

Say:

There are some signals missing from these sentences. One kind of signal is a comma.

Let's look back at the sentences and see if you can figure out where the comma will go in each sentence.

continued

Good, the comma is put right after the **said** words (**asked** and **answered**).

The other signal that is needed, is the capital letter that begins the direct speech part of each sentence.

Which word in each sentence needs a capital letter?

You're correct, the words are **can** and **of**.

Guided Practice

- Open the *Ship's Log* to *Using Quotation Marks*.

What you need:

- This practice will be a cut and paste activity, so plan to have scissors and paste or glue available.
- You will also need two coloured pencils or crayons.

When you think that your child can use quotation marks in his or her writing, turn to *Job Card #6 Activity Sheet* in the *Ship's Log*. This activity sheet should be completed independently by your child.

Job Card #7

Nouns – The Name Words



The Rule

Nouns name a **person**, a **place**, or a **thing**.

For example: mother school class
teacher home dish

Some nouns name **one** person, place or thing. Some nouns name **more than one** person, place, or thing. Most words add **s** to make them plural (more than one).

For example: mothers schools
teachers homes

Words that end with **ch**, **sh**, **x**, **z**, or **ss**, add **es**.

For example: class classes
dish dishes

When a noun ends with a **y**, the **y** is changed to **i** and then **es** is added.

For example: city cities
baby babies
candy candies

Some singular nouns change their form when they become more than one. There is no rule for these, so you have memorize them.

For example: mouse *becomes* **mice**
man *becomes* **men**
cactus *becomes* **cacti**
child *becomes* **children**

Some singular nouns don't change their form at all when they become plural. Some of these nouns are:

sheep fish news jeans steps

continued

Lesson

- As you and your child work through the guided practice activities, your child will review familiar material and gain experience in recognizing and working with a variety of plural nouns.

Guided Practice

What to do:

- Open the *Ship's Log to Working with Nouns*.
- Work through each activity with your child. If she or he needs any further practice, add activities of your own for your child to work on.

When you feel that your child understands what a noun is and how it changes to become 'more than one', turn to *Job Card #7 Activity Sheet* in the *Ship's Log*. Go over each set of directions with your child and then have him or her complete the activities independently.

Job Card #8

Common and Proper Nouns



The Rule

A noun that names a special person, place, or thing is called a **proper noun**. Proper nouns **always** begin with a capital letter.

A **common noun** does not name a special person, place, or thing. It needs a capital letter only when it begins a sentence.

For example:

| | |
|------|------------------|
| city | Victoria |
| park | Beacon Hill Park |
| girl | Sally |
| cat | Fluffy |

Some nouns **always** have capital letters because they are the names of the days (Monday), the months (March), holidays (Thanksgiving), countries, provinces, cities, oceans, and streets.

Lesson

What to do:

- Ask your child to read the list of nouns below.

Say:

Read each naming word to me. Then tell me if the noun (naming word) needs a capital letter.

Is the word a 'common' or 'proper' noun?

| | |
|----------------------|------------------|
| ocean | sunday |
| dog | april |
| alex | ice cream |
| mother | victoria |
| pacific ocean | rainbow |

continued

Guided Practice

- Name a common noun and ask your child to name a proper noun for each common noun you say. You can use the list below or use your own ideas.

| | |
|---------------|----------|
| planet (Mars) | book |
| boy | city |
| river | province |
| store | horse |
| month | street |

- Now write your list of common nouns on a sheet of paper and ask your child to write down a proper noun for each one.
- Draw your child's attention to the capital letter that's needed for each proper noun.
- When you have given your child enough practice in recognizing and writing proper nouns, open the *Ship's Log to Common and Proper Nouns*.
- Make one of the two "games" for learning to use proper nouns and play the game with your child.
- Then following the directions, work through each of the written activities with your child.

When you are confident that your child can recognize and write both common and proper nouns correctly, turn to *Job Card #8 Activity Sheet* in the *Ship's Log*. Read each set of directions with your child and then ask him or her complete the activities independently.

Job Card #9

Possessive Nouns



The Rule

A **possessive noun** shows ownership.

When a singular noun such as *boy* owns something, you add **apostrophe s**. **'s**

For example: the skunk's cage
the boy's shirt
Dan's pencil

Many plural nouns already end with *s* so you just have to add an **apostrophe** at the end of the word.

For example: my brothers' lunches
the twins' birthday
the bumblebees' hive

Some unusual plural nouns don't end with an *s*. In this case an **apostrophe s** is added.

For example: children's pool
sheep's wool

Lesson

What to do:

- Review the rules with your child.
- Use the following lists to look at more samples of possessive nouns.

continued

Singular nouns: dog/dog's boy/boy's pirate/pirate's
monkey/monkey's cousin/cousin's lion/lion's
clown/clown's Ed/Ed's Sue/Sue's

Plural nouns: bears/bears' cowboys/cowboys' ducks/ducks'
puppies/puppies' worms/worms' birds/birds'
dentists/dentists'

Unusual plural nouns: men/men's women/women's
people/people's
deer/deer's geese/geese's

Guided Practice

- When your child can identify the differences between various kinds of possessive nouns, open the *Ship's Log* to *Possessive Nouns*.
- Work with your child on each activity, making sure that she or he can use the easier possessive nouns without difficulty.

Now turn to *Job Card #9 Activity Sheet* in the *Ship's Log*. After reading the directions with your child, have her or him work independently on the exercises.

Job Card #10

Compound Words



The Rule

A **compound word** is made up of two separate words. Many compound words were at one time separate words. Later they became hyphenated and finally were combined to make one word. The spelling of each word is not changed and there is no space between the two words.

For example: moon + light = moonlight
sail + boat = sailboat
over + head = overhead

Lesson

What to do:

- Ask your child to read the following story.
- Help your child with any words she or he doesn't know.

This afternoon, my grandfather took us to a baseball game. Grandpa picked us up in a taxicab. On the way to the game, it began to rain. Luckily the rain stopped, the sun came out, and we could see a rainbow. Before the game started, we had time to buy popcorn. The baseball game was exciting and my favourite ballplayer hit a home run. Our team won! On the way home, we stopped for a milkshake to celebrate. It was a fun day!

Say:

*Compound words are two words put together to make one word.
How many of these words can you find in the story?*

continued

Job Card #10 continued

- Ask your child to read aloud the words he or she thinks are compound words. Jot down all the words your child says.
- When your child has found all the words she or he thinks are correct, go over the list together.

The compound words in the story are:

afternoon, grandfather, baseball, grandpa, taxicab, rainbow, before, popcorn, ballplayer, milkshake

Guided Practice

- When your child can easily recognize compound words, open the *Ship's Log to Compound Words*. Work on the activities with your child giving help wherever it may be needed.

Now turn to *Job Card #10 Activity Sheet* in the *Ship's Log*. Read the directions with your child and ask her or him to complete the work independently.

Job Card #11

Contractions



The Rule

When we speak, we often use a short version of two small words. This is called a **contraction**. When we write contractions, we use an **apostrophe** to show that one or more letters are left out. An apostrophe symbol inside a square box.

Lesson

What to do:

Say:

Look at these sentences.

I have a new skateboard.

I've a new skateboard.

Which two words have been changed in the second sentence?

What letters have been left out?

What do you call the punctuation mark that takes the place of the missing letters?

Good work.

Let's look at the next sentences.

He is my brother.

He's my brother.

Which two words have been changed in the second sentence?

What letter has been left out?

What punctuation mark replaced the missing letter?

continued

Now let's read the last pair of sentences.

I have not done my homework.

I haven't done my homework.

Which two words were joined to make a new word?

What letter was left out?

What punctuation mark took the place of the missing letter?

- In the contraction chart below, you will see examples of contractions. Notice the patterns.
- Ask your child to read them with you and then think of any other words that would fit each pattern.

| | | |
|--------------|------------------------------|-----------------------------|
| word + is | she + is = she's | he + is = he's |
| word + have | they + have = they've | we + have = we've |
| word + has | he + has = he's | she + has = she's |
| word + will | I + will = I'll | he + will = he'll |
| word + are | we + are = we're | they + are = they're |
| word + not | has + not = hasn't | did + not = didn't |
| word + would | she + would = she'd | I + would = I'd |

- The following are two words that don't fit the 'not' rules for contractions.
can not = **can't**
will not = **won't**

Say

*Look carefully at **can't**. What two letters were left out?*

*Right, both the **o** and **n** from **not**. The apostrophe takes the place of these two letters.*

*If **will** and **not** were made into a contraction following the rules, you would have the word, **willn't**. Try saying that word.*

It just doesn't sound correct or even easy to say.

continued

Now, try saying *won't*.

You see, by changing some of the letters, you end up with a word that's easier to say.

Because these two words don't fit the rules, you must memorize their spelling.

Guided Practice

- Open the *Ship's Log* to *Contraction Practice*.
- Help your child as she or he works through the contraction activities.

When your child has successfully completed the guided practice activities, turn to *Job Card #11 Activity Sheet* in the *Ship's Log*. Read the directions for each activity with your child, then have her or him complete the activities independently.

"Ain't" ain't in the dictionary!

This is a slang word and should not be considered as a contraction for *are not (aren't)* or *is not (isn't)*.

Job Card #12

Learning about Action Verbs



The Rule

'Doing', 'being' and 'having' words are called **verbs**. Every sentence must have a verb. When a verb tells what people or things are *doing* it is called an **action verb**.

- An action verb can show what is **happening now**.
For example: That ship **sails** down the Fraser River.
- An action verb can show what **has already happened**.
For example: The ship **sailed** at midnight.
- An action verb can show what **will happen**.
For example: The ship **will sail** at midnight.

Subjects and verbs are very important parts of a sentence. They need to get along well. If they don't agree with each other, your sentence won't sound right. **They must agree in number**. This means a subject that means **one** (singular) must have a verb that means **one**.

- Most action verbs meaning one have an **s** at the end of the word.
For example: The frog **jumps**.
- Some action verbs end with a **ch, sh, s, or x**. When this happens, **es** is at the end of the word.
For example: The child **kisses** her mother.
- Some action verbs end with a consonant and **y**. The **y** in these words is changed to **i** and **es** is added to the end of the word.
For example: The baby **cries**.

When the subject means **more than one** (plural), the verb also must mean **more than one**. Action verbs meaning more than one have no **s** or **es** at the end.

For example: The two frogs **jump**.

continued

Lesson

This lesson will take more than one day to complete. Be sure that your child can recognize and write correctly, each form of the action verbs the lesson will cover. Verbs in the future tense are mentioned in the Rules box but are not taught at this time.

What to do:

- In each sentence below, there is an action (doing) verb that is **happening now**.

We swim at the beach.

My brother laughs at my jokes.

My friend visits me after school.

Dad drives a red van.

Some birds fly south for the winter.

- Ask your child to read the first sentence aloud, then ask her or him to tell you which word is the action verb.
- If your child can do this successfully, work on the remaining sentences in the same way.
- If your child has difficulty identifying the action verb, ask him or her to do things such as *walk, talk, sleep, jump*, etc. On a sheet of paper, write down each verb beside either *He* or *She*.

For example: He walks.

She jumps.

- Ask your child to read the sentences you have listed.
- When your child can recognize the verbs you have written, go back and work on the sentences above.

continued

Job Card #12 continued

- In each of the following sentences there is an action (doing) verb that has '*already happened*'.
- Ask your child to read each sentence out loud and identify the action (doing) verb.

The children walked to the store.

Mary studied her spelling words.

We played Monopoly.

The truck stopped at the red light.

Mom baked two loaves of bread.

- Together, look at the chart containing the present and past form of some verbs.
- Read the words with your child and draw his or her attention to the change in form for each verb in the Past column.

| Present | Past |
|----------------|-------------|
| wish | wished |
| fix | fixed |
| stop | shopped |
| carry | carried |
| cry | cried |
| run | ran |
| sing | sung |

Say:

*You can make most verbs tell about the past by adding **ed**, like **wish, wished** and **fix, fixed**.*

Sometimes you have to make spelling changes. Can you tell me how each spelling change was made?

- Help your child see that in the word *stop*, the final consonant **p** was doubled before **ed** was added. In the words, *carry* and *cry*, the **y** was changed to **i** before the **ed** was added. In the words *run* and *sing*, a letter was changed.

continued

- Ask your child to look at the subject part of each sentence and tell you if it is *one* or *more than one*.
- Show your child that when the subject means *one*, the verb ends with an *s*. When the subject means *more than one*, the verb has no *s*.

Guided Practice

- Open the *Ship's Log to Verb Number Agreement*.
- Read the directions with your child, then work with him or her to identify and use correctly, singular and plural verbs.

When your child has successfully completed the Guided Practice for each lesson, turn to *Job Card #12 Activity Sheet* in the *Ship's Log*. Read the directions for each activity with your child, then ask your child to complete the activities independently.

Lesson

This is part one of the lesson.

What to do:

- To introduce the non-action verbs, print the 'being' words on a large sheet of paper.

For example:

| | | |
|-----|------|-----|
| is | am | are |
| was | were | |

- Ask your child to read the words to you. Then ask your child if she or he can act out any of the words. Your child will find that he or she can't.

Say:

We call these words non-action verbs because we can't do them.

*Can you add words like **she**, **I**, or **they** to these verbs?*

*Now try adding words like **Jane**, **the children**, **my dog**, or **my sisters**. Good work!*

- Draw your child's attention to **is**, **am**, and **was** as verbs that go with a *singular subject* and **are** and **were** as verbs that go with *plural subjects*.
- Now print the non-action verbs **has**, **have**, and **had** on the sheet of paper and have your child read them to you. Explain that these are also non-action verbs.
- Ask your child to add words like **he**, **I**, and **they** to these verbs. Then ask your child to add words such as: **Adam**, and **the horses**.
- When your child understands the term 'non-action' verb and can identify the forms of the 'being' and 'having' verbs, you are ready to move on to written work.

continued

Guided Practice

- Open the *Ship's Log* to *Other Kinds of Verbs*, Activities A and B.
- Assist your child as he or she works with 'being' and 'having' non-action verbs.

Lesson

This is part two of the lesson.

What to do:

- There are many verbs that act as '*helping verbs*'. At this time teach your child the use of the words: ***am, is, are, was, were, has, have, and had*** as helpers.

Guided Practice

- Open the *Ship's Log* to *Other Kinds of Verbs*, Activity C.
- Assist your child as he or she works with 'helping' verbs.

When your child has completed work on the guided practice activities for both lessons, turn to *Job Card #13 Activity Sheet* in the *Ship's Log*. Read the directions with your child and then leave her or him to work on the activities without your assistance. If you see that your child is having difficulty, review the rules and the lessons. Then provide further practice where it is needed.

You will need to review the verb forms and usage with your child on a regular basis.

Job Card #14

Choosing 'A' or 'An'?



The Rule

'A' is used before words that begin with a **consonant sound**.

a carrot
potato
a bean
pea
tomato

'An' is used before words that begin with a **vowel sound**.

an apple
egg
an insect
orange
umbrella

'A' and 'an' mean *one* so they are used only with words that mean one.

For example: I have **a raincoat**.

I also have **an umbrella**.

Lesson

What to do:

- Ask your child to read the following sets of words to you.

a orange/an orange

a apple/an apple

a elephant/an elephant

**a ice cream cone/an ice cream
cone**

continued

Say:

Is it easier to say these words with 'a' in front or is it easier to say them with 'an' in front?

- Your child should tell you it's easier to use 'an' in front of the words.

Say:

That's right, 'an' is easier. That's why whenever you write words beginning with vowels you use 'an'.

- Now ask your child to read these sentences to you.

Tom made a snowball.

Tom saw an icicle.

The children saw a deer at the zoo.

The children saw an elephant at the zoo.

Maggie ate an orange for breakfast.

Maggie ate a grapefruit for breakfast.

Say:

In each sentence, look at the 'a' or 'an'. Does the word after 'a' begin with a consonant or a vowel sound? Does the word after 'an' begin with a consonant or a vowel sound?

- If your child can give you the correct answers to your questions, you are ready to go to the written activity.

Guided Practice

- Open the *Ship's Log* to **Choosing 'A' or 'An'** and help your child practice using 'a' and 'an' correctly.

continued

Job Card #14 continued

When your child has successfully completed work on the guided practice activities, go to ***Job Card #14 Activity Sheet*** in the ***Ship's Log***. Read the directions with your child and then leave her or him to work on the activities without your assistance.

Job Card #15

Let's Learn to Use Pronouns



The Rule

Pronouns are words that take the place of **nouns**.

For example: **Tina** ran to the store.

She ran to the store.

Some **pronouns** take the place of nouns in the subject part of the sentence.

For example: **Tim** has a new bike.

He has a new bike.

Some **pronouns** take the place of nouns that come after a verb.

For example: Sue invited **Mary-Ann** to a birthday party.

Sue invited **her** to a birthday party.

Pronouns can be **singular (one)** or **plural (more than one)**.

These are singular pronouns:

I, me, you, he, him, it, she, her

These are plural pronouns:

we, us, you, they, them

Lesson

What to do:

- Read each noun from the following list to your child.

continued

Job Card #15 continued

- After you read each noun, ask your child to think of and say a pronoun that could take its place.

apple (it)

boys (them, they)

city (there, it)

Mr. Black (he, him)

friends (they, them)

John (he, him)

Betty (she, her)

Jane and I (we, us)

- Now, ask your child to read each pair of the following sentences aloud.
- Ask her or him to tell you the noun in each of the first sentences and the pronoun that take its place in each of the second sentences.

The children laughed loudly.

They laughed loudly.

Sally has a new game.

She has a new game.

Sam caught a fish yesterday.

Sam caught it yesterday.

I saw Jim at the park.

I saw him at the park.

Guided Practice

- Open the *Ship's Log to Learning to Use Pronouns* and have your child practice using pronouns in place of nouns.

When your child has successfully completed work on the guided practice activities, turn to *Job Card #15 Activity Sheet* in the *Ship's Log*. Read the directions with your child and then leave her or him to work on the activities without your assistance. If you see that your child is having difficulty, review the rules and the lessons and provide further practice.

Job Card #16

Using Possessive Pronouns



The Rule

Some pronouns tell who or what **owns** something. These are called **possessive pronouns**.

For example: **Mother's** book is on the table.

Her book is on the table.

Dad tied **his** boat up at the wharf.

Other pronouns that show ownership are: **its, our, their, my, your**.

Lesson

What to do:

- Because your child needs only to recognize this form of pronoun at this time, go straight to the guided practice. Open the *Ship's Log* to **Using Possessive Pronouns** and help your child recognize pronouns that show ownership.

When your child has no difficulty recognizing possessive pronouns, turn to **Job Card #16 Activity Sheet** in the *Ship's Log*. After reading the directions with your child, have her or him complete the activity independently.

Job Card #17

Using Describing Words



The Rule

Describing words make what you write more interesting by adding more information or painting word pictures for a reader.

Adjectives are words that describe or tell about nouns. Adjectives can tell **what kind** or **how many**.

For example: **large** steamboat
big, blue sky
many ferries
six sailboats

Adverbs are words that describe verbs. Adverbs can tell **how**, **when**, or **where**. Many adverbs end in 'ly'.

For example: **quickly** sailed
chugged **noisily**
slowly sailed

Lesson

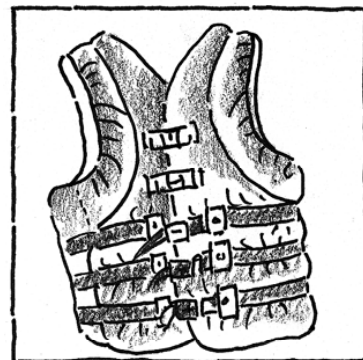
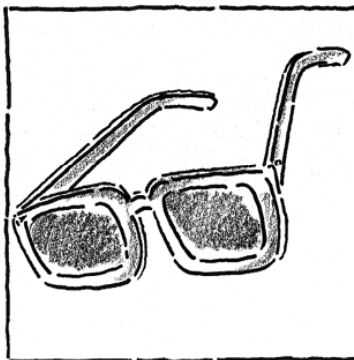
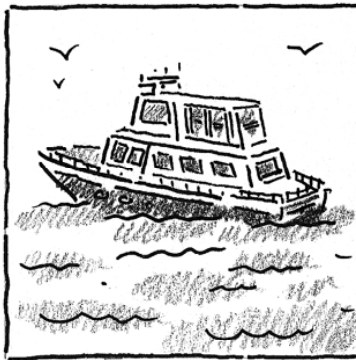
Since there is a great deal of material to cover in this Job Card, the lesson is divided into two parts. Plan to take a least two days to complete the Job Card.

Part one focuses on **adjectives**.

continued

What to do:

- Ask your child to read the following sentences to you.
That is a large ferry.
The blue sailboat is mine.
Rowboats need two oars.
The angry waves pounded the shore.
The sad-faced sailor tied his boat to the wharf.
- Now ask your child to identify the nouns in each sentence. Some sentences have more than one noun. Give your child help if she or he has difficulty.
- When your child has identified the nouns, have her or him look for the adjectives that describe some of the nouns. (Your child should identify the following adjectives—large, blue, two, angry, sad-faced.)
- Ask your child to look at the following pictures and think of one or two adjectives to describe each of them. The adjectives in the box can be used if your child is unable to think of his or her own.



| | | |
|-----------|----------|---------|
| lovely | fabulous | white |
| wonderful | large | orange |
| funky | sleek | adult |
| | | child's |

continued

Guided Practice

- When you think your child can recognize and use adjectives correctly, open the *Ship's Log* to *Describing Words—Adjectives*. Work through the activities with your child making sure that he or she is comfortable identifying and using adjectives. If your child needs more examples to work with, write nouns on a sheet of paper and have your child brainstorm for words that describe each noun. When your child is ready, move on to the adverb lesson.

Lesson

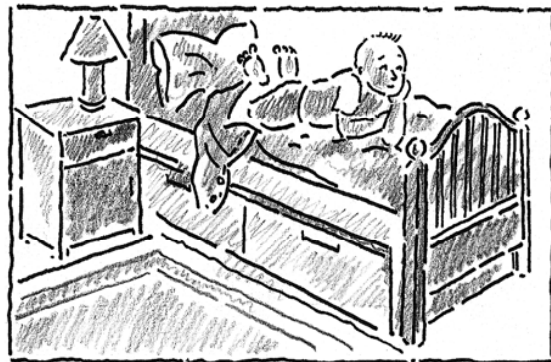
Part two focuses on **adverbs**.

What to do:

- Ask your child to look carefully at the following pictures and read the words in the speech bubbles.
- Now ask her or him to choose the describing words below the pictures and speech bubbles that help the verb tell what each child is doing.



I'm stamping
_____ around
the place.



I'm lying _____
in bed.

continued



I'm jumping
_____ like
a kangaroo.



I'm climbing
_____ through a window.

| | | | |
|---------|-----------|----------|------------|
| fast | angrily | quietly | quickly |
| happily | | clumsily | peacefully |
| | carefully | | loudly |
| | awkwardly | | |

- Ask your child to read the following sentences.
- Have your child identify the adverb in each sentence and decide if it tells how, where or when.

I walked quietly.

We will go tonight.

Mother sang softly.

The boy ran upstairs.

continued

Guided Practice

- Open the *Ship's Log* to *Describing Words—Adverbs*.
- Work through each activity with your child. If she or he needs any further practice, add activities of your own for your child to work on.

When you feel that your child understands and can use adjective and adverb describing words, turn to *Job Card #17 Activity Sheet* in the *Ship's Log*. Read each set of directions with your child and then ask him or her to complete the activities independently.

Job Card #18

Let's Use Similes



The Rule

Descriptions can be more interesting if they include **similes**. A **simile** is a group of words that begins with **like** or **as**. It compares two things that seem very different but are alike in some way.

For example: Her fingers were **as cold as ice**.

Ice is **as hard as a rock**.

The kitten's fur felt **like silk**.

She sang **like a canary**.

Lesson

What to do:

- Playing with similes can be fun. Move straight to the guided practice and enjoy playing with language along with your child.

Guided Practice

- Open the *Ship's Log* to *Playing with Similes* and work with your child as she or he thinks of and writes some interesting similes.

When your child understands how to use similes, turn to **Job Card #18 Activity Sheet** in the *Ship's Log* and ask your child to complete the activity independently.

Job Card #19

Learning about Synonyms



The Rule

Synonyms are words that have the same or nearly the same meaning. Using synonyms makes your writing more interesting.

Look at the list of synonyms below.

big, large

tired, sleepy

strong, powerful

A **thesaurus** is a book or dictionary that provides a list of words with the same or nearly the same meaning.

Lesson

What to do:

- Your child will learn best about synonyms by working with them. Go directly to the guided practice activities.

Guided Practice

- Open the *Ship's Log* to **Learning about Synonyms** and work with your child as she or he acquires experience in recognizing and in using synonyms in his or her writing.

When your child has successfully completed the guided practice activities, turn to **Job Card #19 Activity Sheet** in the *Ship's Log*. Be sure your child understands the directions, then ask her or him to work independently.

Job Card #20

Learning about Antonyms



The Rule

Antonyms are words that are opposite in meaning.

For example: **good - bad** **happy - sad**
 dirty - clean **start - stop**

Lesson

What to do:

- Most children enjoy working with antonyms and as a result have no difficulty finding opposites. Move directly to the guided practice activities.

Guided Practice

- Open the *Ship's Log* to *Learning about Antonyms* and work with your child on the antonyms activities.

When you are satisfied that your child can work with antonyms, turn to *Job Card #20 Activity Sheet* in the *Ship's Log*. Encourage your child to work independently on the activities.

Job Card #21

Learning about Homonyms



The Rule

Homonyms are words that sound the same but are spelled differently.

Homonyms have different meanings too.

Some homonyms are: **there, their, they're**

to, two, too

here, hear

You can have fun using homonyms. They can be used in riddles, jokes, and funny poems.

Homonyms are also called **Homophones**.

Lesson

What to do:

- Most homonyms are easy to use but there are a few sets of homonyms whose usage is troublesome for early writers. These are two, to, too; their, there, they're; its, it's; and your, you're.

- **To, Too, Two**

Teach your child the following rules for using the correct form.

Too is used to mean more than enough and to take the place of the word, 'also'.

This is how it's used: You are making **too** much noise.

John is making a noise **too**.

continued

Two always means a number.

This is how it's used: There are **two** tugboats pulling log booms.

Two Dragon boats are in the race.

To is used for all other meanings.

This is how it's used: The man tried hard **to** start the boat engine.

He had **to** row the boat back **to** shore.

- **There, Their, They're**

Teach your child the rules for using these words correctly.

There has more than one meaning but it usually means "in or at that place."

This is how it's used: What are you doing over **there**?

There are twelve people in the line.

Their always means "belonging to them."

This is how it's used: We went for a sail on **their** boat.

Their father pulls the boat behind **their** car.

They're is a contraction for the words 'they are'.

This is how it's used: **They're** going to take a ferry to Vancouver.

The boys said **they're** going to the boat show.

- **Its, It's**

These two little words can cause much confusion. Give your child practice using them correctly.

Its is a possessive pronoun. It shows ownership.

This is how it's used: The dog looked for **its** bone.

The maple tree lost **its** leaves in the fall.

It's is a contraction for the words 'it is'.

This is how it's used: **It's** a lovely sunny day.

It's been a long time.

continued

- **Your, You're**

These two words can also cause confusion. After you review the rules for using these words, give your child some practice using them correctly.

Your is a possessive pronoun which shows ownership.

This is how it's used: I like **your** idea.

Your boat is tied up at the wharf.

You're is a contraction for 'you are'.

This is how it's used: I hope **you're** enjoying the movie.

You're late for school.

- Other sets of homonyms are not so confusing and do not need special attention.

Guided Practice

- Open the *Ship's Log* to *Learning about Homonyms*.
- Work through the activities with your child. If she or he needs any further practice, provide activities of your own for your child to work on.

When you feel that your child is comfortable working with homonyms, turn to *Job Card #21 Activity Sheet* in the *Ship's Log*. Be sure your child understands the directions and then have him or her complete the activities independently.

Job Card #22

Understanding Abbreviations



The Rule

Short forms of words are called **abbreviations**. The abbreviation for British Columbia is **B.C.**

Most abbreviations begin with capital letters. **St.** is short for Street and **Ave.** is short for Avenue.

Most abbreviations end with a period.

Metric abbreviations do not have capital letters or periods.

For example: **metre** is **m**

gram is **g**

Abbreviations are used for:

| | | |
|-----------------------|-------------|---------------------|
| <i>Name places</i> | Street | St. |
| | Post Office | P.O. |
| <i>Months</i> | September | Sept. |
| <i>Titles</i> | Mistress | Mrs. |
| <i>Time</i> | | A.M. or P.M. |
| <i>Business words</i> | Company | Co. |

You say the long form of the word when you read most abbreviations. (Can you think of one you don't?)

Post Office address abbreviations don't have periods and use all capital letters. Some of these abbreviations are:

| | | | | | |
|--------|------|------------|-------|-----------|----------|
| Avenue | Ave. | AVE | North | N. | N |
| Street | St. | ST | South | S. | S |
| Drive | Dr. | DR | East | E. | E |
| Road | Rd. | RD | West | W. | W |

Post Office provincial abbreviations are also different. The following are the province abbreviations you would put on an envelope. Notice that all Post Office abbreviations have only two capital letters and no periods.

continued

| | | |
|-----------------------|--------|----|
| British Columbia | B. C. | BC |
| Yukon Territory | Yu. | YT |
| Alberta | Alta. | AB |
| Saskatchewan | Sask. | SK |
| Manitoba | Man. | MB |
| Northwest Territories | N.W.T. | NT |
| Ontario | Ont. | ON |
| Quebec | Que. | QC |
| New Brunswick | N.B. | NB |
| Nova Scotia | N.S. | NS |
| Prince Edward Island | P.E.I. | PE |
| Newfoundland | Nfld. | NF |
| Nunavut Territory | | NU |

Lesson

What to do:

- Review or teach your child the abbreviations for common titles, months of the year, common place names, and metric measurements.
- On a board or sheet of paper write the following titles and have your child add the abbreviation for each of them.
- If your child is not familiar with some of the abbreviations, teach them as you go along.

Doctor (Dr.)
Mister (Mr.)
Mistress (Mrs.)
Reverend (Rev.)
Prime Minister (P.M.)
Captain (Capt.)

continued

- Now teach the abbreviations for months in the same way.

| | | | |
|----------|--------|-----------|---------|
| January | (Jan.) | September | (Sept.) |
| February | (Feb.) | October | (Oct.) |
| March | (Mar.) | November | (Nov.) |
| April | (Apr.) | December | (Dec.) |
| August | (Aug.) | | |

- The common place name abbreviations can be found in the rules section. Make a chart of these abbreviations to post in your child's work area so your child can refer to them when they are needed.
- Teach the metric abbreviations as part of your child's mathematics lessons. The abbreviations your child should know are:

| | | | |
|------------|----|----------|----|
| centimetre | cm | gram | g |
| metre | m | kilogram | kg |
| kilometre | km | | |

When your child has a satisfactory knowledge of these abbreviations, move on to the guided practice activities.

Guided Practice

- Open the *Ship's Log to Understanding Abbreviations*.
- The second activity is planned to give your child experience using abbreviations in a letter writing format.
- If your child has any difficulty with this activity, develop another one using the same format.

When your child is ready to work independently on abbreviations, turn to *Job Card #22 Activity Sheet* in the *Ship's Log*. Be sure your child understands the directions before leaving her or him to complete the activity.

Abbreviations are used frequently. Be sure to review them whenever it is necessary for your child to use them in his or her writing.

Job Card #23

Writing a Friendly Letter

Addressing an Envelope



The Rule

There are five parts to a friendly letter.

1376 Major Street

Vancouver, B.C.

V9M 6L0

September 30, 2001

1. Heading

-your address so the person you are writing to knows where to send an answering letter

-the date

Dear Anne,

2. Greeting

I like visiting my aunt and uncle here in Vancouver. There are so many things to do. Yesterday we went to Stanley Park and saw lots of great totem poles. We also went for a ride on a little train.

3. Body

Did you know there are beaches at Stanley Park? My aunt says tomorrow we'll go swimming at one of them.

Write back soon. I'm having a good time but I miss playing with you.

Your friend,

Judy

4. Closing

5. Signature

The envelope should have two names and addresses on it.

Your name
and
address

Judy Smith
1376 Major St.
Vancouver, BC
V9M 6L0

The name
and
address of
the person
you are
writing to

Miss Anne Martin
5674 West Ave.
Victoria, BC
V3I 4S6

Lesson

In part one of the lesson your child learns to write a friendly letter using the complete format.

What to do:

- Discuss with your child, the variety of reasons why people write friendly letters. Encourage your child to come up with some of the following ideas (saying thank you for a gift, writing home if you are on vacation, writing to your grandparents or other family members, writing to a pen pal, writing an invitation).

Say:

*A friendly letter is a way of talking to a friend or relative. Because a letter takes the place of you, it should always be written (printed) using your best work habits. You also need to have the correct format (**The Rule** outline), the correct spelling and punctuation, and capital letters where they are needed. Let's look back at the letter.*

continued

*Tell me where you see capital letters. Why is each capital needed?
Good answers.*

Now look at the punctuation. Why does B.C. have periods? Why are there commas in the date? Good for you.

Notice that each part of the letter begins next to the left hand margin. You miss a line between each paragraph instead of indenting.

Let's try writing a letter together.

Guided Practice

- On a sheet of paper, help your child write a friendly letter using the correct format, to someone of his or her choosing. Help your child by brainstorming for things to say in the body of the letter and by proofreading and correcting her or his work.

When the rough draft of the friendly letter is complete, have your child write a final copy. Send this copy to the teacher. If your child wishes to mail the letter, make a photocopy to send in.

Lesson

In part two of the lesson your child learns to address and envelope using the correct format.

What to do:

- On a sheet of paper, draw an envelope approximately 8 cm X 15 cm (3 in. X 6 in.) Help your child practice writing your return address and the mailing address correctly in this shape. When your child's work has been proofread and corrected, have her or him copy the addresses onto a regular envelope.

Say:

Be sure you print neatly.

Try using the post office abbreviations for the provinces and streets. (These can be found on Job Card #22, Understanding Abbreviations.)

continued

Job Card #23 continued

Send a completed envelope or photocopy along with the letter to the teacher.

For a review of the friendly letter format, ask your child to turn to **Job Card #23 Activity Sheet** in the **Ship's Log** and complete the Yes/No activity.

The address part of the heading outlined in **The Rule** section is not always used when we write friendly letters, but the correct form is to include an address. Be sure that your child understands and can use the correct format.

Job Card #24

Writing a Postcard

The Rule

When we go on vacation, we often write postcards instead of letters to friends or family. Most postcards have a picture on one side and two sections on the other. The left section is for the date and a written message and the right section is for the name and address of the person you are writing to.

A Postcard

| | |
|---|---|
| Aug. 3, 2001 Dear Mom and Dad, We're having a great time at camp. There are lots of things to do. We go hiking and swimming in the lake. We also have craft time every day. The worst part is making my bed. Love, Jake | Mr. and Mrs. J. Nickels 4575 Anywhere St. Victoria, BC V8P 5X9 |
|---|---|

Lesson

Make and write a message on a postcard.

continued

What to do:

- On a sheet of blank paper, draw a postcard back about 17 cm X 12 cm.

Say:

*Let's pretend we're on vacation. Where do you think we could be?
What adventures are we having?*

- After you and your child have completed your discussion, suggest that he or she write a post card to a friend or relative. Help your child think of a short message he or she might write.
- Ask your child to write the message on the left side of the postcard form and then assist her or him in writing the address correctly on the right side.

When your child has mastered the art of writing a postcard, turn to **Job Card #24 Activity Sheet** in the **Ship's Log**. Help your child by brainstorming ideas for another postcard, then leave her or him to work independently.

Job Card #25

Making New Words with Prefixes



The Rule

A word from which other words can be made is called a **root word**.

The word **write** is a root word. You can make 'write' into a new word by adding a word part.

write **rewrite**

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

| Prefix | Root Word | New Word |
|--------|-----------|----------|
| un | happy | unhappy |

The prefix '**un**' usually means **not** or **the opposite of**. Unhappy means "not happy."

re **open** **reopen**

The prefix '**re**' means **again**. Reopen means to open again.

in **expensive** **inexpensive**

The prefix '**in**' also means **not**. Inexpensive means not expensive.

pre **heat** **preheat**

The prefix '**pre**' means **to do in advance** or **before**. You preheat or heat in advance an oven before you bake.

dis **obedient** **disobedient**

The prefix '**dis**' sometimes means **not**. Disobedient means not obedient.

Other interesting prefixes are '**tri**' (meaning three), tricycle—three wheels, and '**bi**' (meaning two), bicycle—two wheels.

continued

Lesson

What to do:

- Teach your child the meaning for each of the prefixes in **The Rule** section.

Guided Practice

- Open the *Ship's Log* to *Making New Words with Prefixes*.
- Give your child practice recognizing and using prefixes following the directions given for each activity.

When your child can use prefixes to make new words, turn to **Job Card #25 Activity Sheet** in the *Ship's Log*. Be sure your child understands the directions and then leave him or her to work independently.

Job Card #26

Making New Words with Suffixes



The Rule

A **suffix** is a word part that you add to the end of a word to change its meaning or to make a new word.

| Root Word | Suffix | New Word |
|-----------|--------|----------|
|-----------|--------|----------|

| | | |
|------|------|----------|
| home | less | homeless |
|------|------|----------|

The suffix '**less**' means **without**. Homeless means without a home.

| | | |
|-------|-----|----------|
| cheer | ful | cheerful |
|-------|-----|----------|

The suffix '**ful**' can mean **full of** or it can mean **enough to fill**. Cheerful means full of cheer.

| | | |
|-----|----|-------|
| man | ly | manly |
|-----|----|-------|

The suffix '**ly**' can have more than one meaning. Manly means like a man.

| | | |
|------|------|----------|
| kind | ness | kindness |
|------|------|----------|

The suffix '**ness**' means a **quality** or **state**. Kindness means the quality of being kind.

| | | |
|-----|-----|--------|
| joy | ous | joyous |
|-----|-----|--------|

The suffix '**ous**' can mean **full of**. Joyous means full of joy.

A good rule to remember is that you don't usually change the spelling of a word when you add a prefix or a suffix.

Lesson

What to do:

- Review the suffixes and their meanings. Ask your child to think of root words to which these suffixes could be added. Jot down the words as your child thinks of them.
- You may also like to introduce your child to other suffixes such as 'able', 'ment', and 'hood'.

Guided Practice

- When your child can generate a variety of words using suffixes, he or she is ready to begin work on the guided practice activities. Open the *Ship's Log* to *Making New Words with Suffixes*.

When your child is ready, turn to *Job Card #26 Activity Sheet* in the *Ship's Log*. Have your child complete the work as independently as possible.

Job Card #27

Building a Paragraph



The Rule

A **paragraph** is three or more sentences that tell about one thing. That one thing is called the **main idea**.

All paragraphs have a **beginning, middle, and end**.

The first sentence is called the **topic sentence**. It tells you what the paragraph is about.

The middle sentences tell more about the main idea.

The last sentence is called the **closing sentence**. It should sum up what has been said in the paragraph in an interesting way.

Lesson

What to do:

- Ask your child to read the following paragraph to you.

For my birthday, my parents gave me a cat called Willow. He has beautiful soft gray fur and green eyes. Willow is very playful. He loves to bat at his toy mouse and nibble on my fingers. I think Willow is the best present my parents could have given me.

Say:

Which sentence gives you the main idea? What do we call this sentence?

Read the closing sentence out loud. Does it make you feel that it is ending the sentence?

What do the other sentences tell you about the main idea?

continued

- Ask your child to read this paragraph to you.

Brew sleeps under my bed at night.

Brew has honey coloured fur and perky little ears and his tail is always wagging.

My dog, Brew, is a Cairn Terrier.

He makes a wonderful pet.

He is a stocky little dog with short legs.

Say:

Are the sentences in this paragraph in the correct order?

Which sentence gives the main idea? (My, dog, Brew...)

Which sentence makes a good closing sentence? (He makes a...)

What other information do the other sentences give?

Which of these paragraphs was easier to read. Correct—the one that had a beginning, middle and end.

If your child has difficulty identifying the three parts of a paragraph, give further practice. Use paragraphs from books he or she is reading.

Guided Practice

- When your child is ready, open the *Ship's Log to Building Paragraphs*.
- For this activity your child will need scissors and glue.
- You can give your child added practice by making sentence strips from paragraphs in his or her storybooks.

When your child is ready, turn to *Job Card #27 Activity Sheet* in the *Ship's Log*.

At this stage, children need adult assistance to brainstorm ideas for writing and for the proofreading, editing and corrections necessary to produce a well written paragraph.

Job Card #28

Using Alphabetical Order and a Dictionary



The Rule

A **dictionary** is a book of words that are listed in **alphabetical order**. That makes the words easy to find.

Alphabetical order is also used in phone books, encyclopedias, and in a variety of lists.

Lesson

What to do:

- Using the guided practice activities, you and your child are to work through a series of alphabetical order activities. If at any stage your child needs more practice you can develop your own activities based on those in the guided practice section.
- When your child is able to alphabetize to the third letter, you can go on to the dictionary activities.
- This work should be done over a number of days.
- Be sure not to move on until your child has mastered each step.

Guided Practice

- Open the *Ship's Log* to **Using Alphabetical Order and a Dictionary**. Work through each activity with your child. Remember it is important that your child can understand and work successfully with the alphabetical order skills and the dictionary skills.

continued

Job Card #28 continued

When your child has successfully completed the guided practice, turn to **Job Card #28 Activity Sheet** in the **Ship's Log**. Read the directions for each activity with your child and then have your child complete the activities independently.

Using alphabetical order and finding information in a dictionary are life long skills. Encourage your child to use his or her dictionary to check the spelling of difficult words and to find the meaning of words she or he is not familiar with. A dictionary should be available for your child to use during each day's lessons.

Job Card #29

Learning about Syllables



The Rule

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

Some words have one syllable. Some words have two or more syllables:

sails

one syllable

pad

dle

two syllables

im

por

tant

three syllables

Each syllable must have one vowel sound.

Lesson

What to do:

The easiest way for your child to identify syllables is to clap as she or he says a word. For example, as your child says "boat", he or she can only clap once. This is a one syllable word. When your child says "paddle", he or she will clap twice because this a two syllable word.

- Give your child practice listening for syllables by reading with your child the following list of words.
- Ask your child to clap as she or he repeats the word. Then ask your child to tell you how many claps he or she made and how many parts or syllables he or she could hear.

up

garden

upset

butter

car

house

birthday

change

would

morning

mother

continued

- Continue this kind of lesson until your child can readily hear the parts of each word she or he says.

Next

- Open a picture book, reader, advertising flyer or any other material that has many pictures.
- Ask your child to name things in each picture. Have her or him clap as he or she says the name.
- Ask your child to tell you how many parts or syllables each word she or he hears.

- When your child can hear and identify the number of syllables in words, he or she is ready to learn one important use for breaking words into syllables. This is '**end of the line** breaking of a word'. When it is impossible to write a complete word at the end of a line, the word should be broken into syllables with one part at the end of the line followed by a hyphen and the other part on the next line.

For example: Many people live in this wonderful coun-
try called Canada.

- If a word has only one syllable it may not be broken. The whole word must be moved to the next line.
- Here are two ways to divide words:
Between double consonants: **pad - dle**
Between two different consonants: **en - gine**
- This is something you should draw to your child's attention whenever you are working together proofreading and making corrections on her or his written work.
- In later grades your child will learn more about syllabication and its uses.

continued

Guided Practice

- Open the *Ship's Log* to *Syllables*. You will need the following materials to make a syllable game with your child.

word cards

large piece of drawing paper

felt pens

coin, or plastic markers for each player

When your child can hear the number of syllables in each word and can break a word at the end of a line correctly, turn to *Job Card #29 Activity Sheet* in the *Ship's Log*. Read each set of directions with you child and then ask her or him to complete the activities independently.

Spelling

Effective spellers use some or all of the following strategies to attack unknown words.

- they sound words out
- they know many common letter patterns so they know when a word looks right
- they can divide words into syllables
- they can see the link between the meaning of a word and its spelling
- they can work out spelling rules for themselves
- they ask people and use dictionaries for help

Your child needs to be encouraged to try spelling words he or she doesn't know when writing. This gives opportunities to practice these spelling strategies.

Good spellers look for their own errors. They check words they are not sure of in a dictionary or ask someone to help.

You can help your child in the following ways.

- encourage your child to try to spell difficult words—provide a note pad on which your child can practice writing new words before they are used in the writing.
- train your child to use the **look, say, cover, write, check** strategy to learn unfamiliar words.
- provide your child with a variety of materials to help her or him find correct spelling—dictionary, word lists, spelling workbook or text, personal word dictionary
- have your child look at the parts of words (prefix/root word)
- teach your child to use memory tricks to help remember difficult words
For example: **end** is at the end of friend
- help your child use basic spelling rules
- post word charts in your child's learning area (words from each module the child works on)

continued

Spelling continued

Teach your child to use the following suggestions when he or she is trying to learn to spell new words.

1. Guess the spelling, then circle the word. Go back and correct the word when the sentence or paragraph is complete. Check either with a person or dictionary.
2. Clap out the syllables saying them quietly, then write the word bit by bit.
3. Write the word in several ways and choose the one that looks right.
4. Ask someone for help.
5. Look for the word on a chart, word list, or in books.
6. Use a dictionary

If you are teaching spelling to your child using words from his or her writing, from a word list or from module work, keep the list short and test often. The weekly test works well in a classroom but isn't necessary when you are setting your own timetable.

Use this procedure:

Pretest (10 - 15 words)

Study the words spelled incorrectly—use strategies listed above

Post test

Carry any words still misspelled over to the next list

Some helpful spelling rules

1. When you add a **silent e** to the end of a word, the word and meaning of the word changes.

For example: cap - cape

2. When a word ends in a **silent e**, you drop the **e** before adding an ending which begins with a vowel.

Some endings are: ed, er, ing, en, ous

For example: write/writing

3. When **ie** and **ei** sound like **ee** as in **keep**, then **i** comes before **e** except after **c**.

For example: **field**

receive

continued

Spelling continued

4. In many words of one syllable ending in a single consonant preceded by a single vowel, the consonant is doubled before adding **ed**, **er**, **es**, or **ing**.
For example: swim swimmer
5. When a word ends in a vowel followed by the letter **l**, you double the **l** before adding **ed**, **ing**, or **er**.
For example: travel traveller
6. When **full** is added to a word you change **full** to **ful**.
For example: use useful
7. When a word ends in a consonant followed by a **y**, you change the **y** to **i** before an ending such as **ed**.
For example: dry dried
8. The letter **q** is always followed by **u** and a vowel.
For example: quick
9. Many words contain a silent letter which can be at the beginning, middle or end of a word. Letters which are sometimes silent are:
g as in sign **b** as in lamb
k as in knife **u** as in biscuit
w as in wrist **t** as in listen
h as in hour **s** as in island
c as in scissors
10. For most singular nouns the plural is formed by adding **s**.
For example: boy boys
11. When a word ends in **o**, **s**, **x**, **ch**, **zz**, **sh** or **z**, you add **es** to make it plural.
For example: fox foxes
12. When a word ends in **y** and is preceded by a consonant you change the **y** to **ie** before adding **s**.
For example: baby babies
13. To make the plural of most words which end in **f** or **fe**, you change them to **v** and add **es**.
For example: shelf shelves

continued

Spelling continued

14. Some words words such as **sheep** do not change to make the plural. The plurals of other words need to be memorized very carefully. (See the Job Card about plurals.)

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 | |

List #5

| | | | | |
|--------|-------|--------|-------|----------|
| about | eight | if | only | ten |
| better | fall | keep | own | today |
| bring | far | kind | pick | together |
| carry | full | laugh | seven | try |
| clean | got | light | shall | warm |
| cut | grow | long | show | |
| done | hold | much | six | |
| draw | hot | myself | small | |
| drink | hurt | never | start | |

