## 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 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:  Not a Sentence
The black cow eats hay.  at the school
Billy fell off the dock.  playing games
Did Robert feed his rabbit?  ride my bike

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.
• 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.
• 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:

<table>
<thead>
<tr>
<th>Person</th>
<th>Place</th>
<th>Thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billy</td>
<td>Victoria</td>
<td>glass</td>
</tr>
<tr>
<td>Mary</td>
<td>Langley</td>
<td>ball</td>
</tr>
<tr>
<td>Susan</td>
<td>Kimberley</td>
<td>dog</td>
</tr>
<tr>
<td>Robert</td>
<td>Merritt</td>
<td>book</td>
</tr>
</tbody>
</table>

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.
• 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:

<table>
<thead>
<tr>
<th>common noun</th>
<th>proper noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>Susan</td>
</tr>
<tr>
<td>city</td>
<td>Vancouver</td>
</tr>
<tr>
<td>lake</td>
<td>Lake Erie</td>
</tr>
<tr>
<td>airline</td>
<td>Air Canada</td>
</tr>
<tr>
<td>day</td>
<td>Monday</td>
</tr>
</tbody>
</table>

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.
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.)
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.
*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!
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.
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. (We went to the store.)
• for the names of people and places. (Mary and Roy went to Victoria.)
• for important words in titles. (Charlotte’s Web)

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.
• 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.

<table>
<thead>
<tr>
<th>TITLES</th>
<th>DAYS OF THE WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Plant</td>
<td>Mon. Monday</td>
</tr>
<tr>
<td>Mr. Clark</td>
<td>Tues. Tuesday</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>Ms. Jones</td>
<td>Wed. Wednesday</td>
</tr>
<tr>
<td>Mrs. Brown</td>
<td>Thurs. (Thur.) Thursday</td>
</tr>
<tr>
<td>Fri. Friday</td>
<td></td>
</tr>
<tr>
<td>MONTHS</td>
<td>Sat. Saturday</td>
</tr>
<tr>
<td>Sun. Sunday</td>
<td></td>
</tr>
<tr>
<td>Jan.</td>
<td></td>
</tr>
<tr>
<td>Feb.</td>
<td></td>
</tr>
<tr>
<td>Mar.</td>
<td></td>
</tr>
<tr>
<td>Apr.</td>
<td></td>
</tr>
<tr>
<td>Aug.</td>
<td></td>
</tr>
<tr>
<td>Sept.</td>
<td></td>
</tr>
<tr>
<td>Oct.</td>
<td></td>
</tr>
<tr>
<td>Nov.</td>
<td></td>
</tr>
<tr>
<td>Dec.</td>
<td></td>
</tr>
</tbody>
</table>

Note: May, June, July are not abbreviated.
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.
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.
• 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 chile 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 activ-
ity 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 \( \rightarrow \) many words
  
  one blanket \( \rightarrow \) some blankets

- Add *es* to make the plural of words ending in *s, x, sh* and *ch*.
  
  one class \( \rightarrow \) two classes
  
  one fox \( \rightarrow \) three foxes
  
  one bush \( \rightarrow \) many bushes
  
  one lunch \( \rightarrow \) two lunches

- To make words with a *consonant* before the *y*, plural, change the *y* to *i* and add *es*.
  
  one sky \( \rightarrow \) some skies
  
  one puppy \( \rightarrow \) many puppies

- In words ending in *f* or *fe*, usually change the *f* or *fe* to *v* before adding *es*.
  
  one leaf \( \rightarrow \) two leaves
  
  one calf \( \rightarrow \) three calves
  
  one knife \( \rightarrow \) two knives
  
  one wife \( \rightarrow \) 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. ’s
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.
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.
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.

\[
\begin{array}{cccc}
  & \text{I} & \text{he} & \text{she} & \text{it} \\
\text{we} & \text{you} & \text{they} \\
\end{array}
\]

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

   Mary Jones  (This is the sender’s address.)
   25 Spring Rd.
   Courtenay, BC
   V6J 1F5

   Faith Brown  (This is the address of the person you are sending the letter to.)
   675 Rock St.
   Kamloops, BC
   M8S 4T9

• 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!
• 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.)
• 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 your 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.)
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.
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:**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>not</td>
<td>unhappy means not happy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unfair means not fair</td>
</tr>
<tr>
<td>re</td>
<td>again</td>
<td>retell means to tell again</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rebuild means to build again</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rewind means to wind again</td>
</tr>
<tr>
<td>in</td>
<td>not</td>
<td>inactive means not active</td>
</tr>
<tr>
<td></td>
<td></td>
<td>incorrect means not correct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>incomplete means not complete</td>
</tr>
</tbody>
</table>

Let’s Sail into Language Arts — Developing Level Job Cards
Job Card #21 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
Let's Sail with Phonics continued

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

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

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

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

ate cake late
home nose hole
like ride bite

‘y’ as long ‘i’

try cry dye

‘y’ as long ‘e’

candy puppy baby
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: Long o ou
show now
grow how
yellow owl
own brown

‘all’
The ‘a’ here has the short sound of ‘o’.

Example: ball fall tall
‘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
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:

  - September (note that ‘er’ says ‘r’)
  - where (note: ‘wh’ makes the sound like the wind, and ‘ere’ sounds like ‘air’.)

  problem

**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.
### List #1

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

### List #2

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

### List #3

<table>
<thead>
<tr>
<th>after</th>
<th>fly</th>
<th>how</th>
<th>open</th>
<th>then</th>
</tr>
</thead>
<tbody>
<tr>
<td>again</td>
<td>from</td>
<td>just</td>
<td>over</td>
<td>think</td>
</tr>
<tr>
<td>an</td>
<td>give</td>
<td>know</td>
<td>put</td>
<td>walk</td>
</tr>
<tr>
<td>any</td>
<td>giving</td>
<td>let</td>
<td>round</td>
<td>were</td>
</tr>
<tr>
<td>as</td>
<td>had</td>
<td>live</td>
<td>some</td>
<td>when</td>
</tr>
<tr>
<td>ask</td>
<td>has</td>
<td>may</td>
<td>stop</td>
<td></td>
</tr>
<tr>
<td>by</td>
<td>her</td>
<td>of</td>
<td>take</td>
<td></td>
</tr>
<tr>
<td>could</td>
<td>him</td>
<td>old</td>
<td>thank</td>
<td></td>
</tr>
<tr>
<td>every</td>
<td>his</td>
<td>once</td>
<td>them</td>
<td></td>
</tr>
<tr>
<td>List #4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>always</td>
<td>does</td>
<td>made</td>
<td>tell</td>
<td>why</td>
</tr>
<tr>
<td>around</td>
<td>don’t</td>
<td>many</td>
<td>their</td>
<td>wish</td>
</tr>
<tr>
<td>because</td>
<td>fast</td>
<td>off</td>
<td>these</td>
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