
Home Instructor's Manual



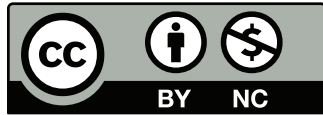
Let's Sail into Language Arts Basic Level

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 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 activity sheets for your child to complete in a separate *Ship's Log*. 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 the correct size
If your child uses 2 spaces for tall and hanging down letters (l,t,k,j,p) and one space for small letters (a,m,z), all printing should be that size.
- your child finishes one line of work before beginning a new line
- 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, things, titles, and not in the middle of words
- all sentences should finish with some form of punctuation
- 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 on any pieces of artwork that are submitted

Job Card #1

Let's Make Sentences!



The Rules

A sentence is a group of words with a space between each word.

A sentence is a complete thought that must make sense.

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

A sentence always begins with a capital letter and finishes with some form of punctuation.

Lesson

What to do:

- Open the **Ship's Log**, to the **Sentence Cut-outs!** page. Cut out each of the sentence strips. Put a period in the blank box.
- Explain the meaning of a sentence to your child.
- Give your child some oral examples of groups of words that are statement sentences ending with periods, and groups of words that are not sentences.

For example: **I can run.**
at the school

Say:

Today we are going to have fun making sentences.

Watch while I print a sentence for you.

- On a sheet of paper print out one of the cut-out sentences, for example: **A dog can run.**
- Place the cut-outs of one sentence (A dog can run.) on the table in front of your child.

continued

- Read the sentence to your child. At this point it is important to stress the use of capital letters in sentences.



The Rules

Capital letters are used:

- to begin sentences
 - for the names of people, places, and things
 - for important words in titles
 - for the word, *I*
 - for the days of the week and the months of the year
-

- Place the cut-outs of one sentence (A dog can run.) on the table in front of your child.

Say:

Can you match these words to the sentence I have printed?

I will give you a hint.

Look for the word that begins with a capital letter.

It will usually be the first word in your sentence.

- When your child has matched the cut-outs to the sentence, have the child read the sentence to you.
- Have your child continue to make other complete sentences using the remainder of the sentence cut-outs.
- Give your child as much practise making and reading sentences as is needed.

When you are satisfied that your child has a good understanding of sentence structure, turn to **Job Cards #1** and **#1a Activity Sheets** in the **Ship's Log**, and help your child complete all of the exercises.

Job Card #2

Let's Make Questions!



The Rules

Some sentences ask something.

An asking sentence is called a question.

A question must start with a capital letter and finish with a question mark.

Many question sentences start with:

where, why, when, how, does, do, can, was, will, are.

Sometimes you can turn a statement sentence into a question by rearranging the words.

Lesson

What to do:

- Before you begin the day's lesson, review making statement sentences.
- When you have finished the review, help your child cut-out the sentence strips you will find in the ***Ship's Log*** titled ***Let's Make Questions!***
- Explain to your child what a question is. (It is a sentence that always requires an answer.)

For example: **Where is Jill?**

- Ask your child the following questions.

How old are you?

Where do we live?

- Print these sentences on a chalkboard or on a sheet of paper.
- Show your child that a question always ends with a punctuation mark called a question mark.
- Print the question mark in colour.

continued

Job Card #2 continued

Say:

Today we are going to make some question sentences.

- Mix up the cut-out sentences from the **Ship's Log**.
- Place the words for one of the cut-out sentences (Where is the tug?) in front of your child and ask her or him to make a question sentence.
- Remind your child that each sentence must start with a capital letter and finish with a question mark.
- Continue using the cut-outs to make questions until your child understands what a question is.

Have your child practise making question marks on a chalkboard.

Turn to **Job Cards #2** and **#2a Activity Sheets** in the **Ship's Log**, and help your child complete the guided practise exercises.



Reminder

Review the use of capital letters often.

Job Card #3

Let's Add **ing** to Words!



The Rules

Before you add the suffix **ing**:

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

win win**ning**

If a word has two letters (consonants) after the vowel just add **ing**.

jump jump**ing**

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

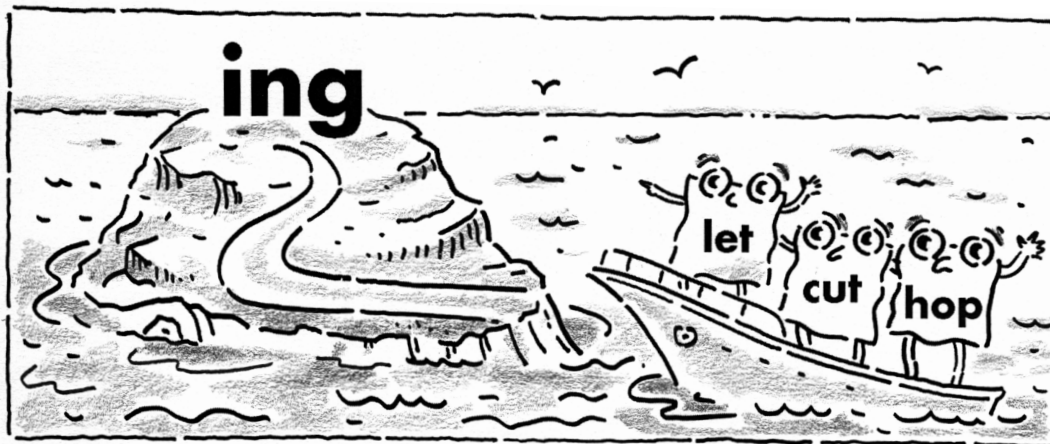
ride rid**ing**

Lesson

What to do:

To teach the rules for adding **ing** to words, and to help make it more interesting, please begin by telling your child the following story.

When you tell this story to your child it is important that you use the letter names for the suffixes **ing** and **ed**.



continued

The Journey to the Islands of “ed” and “ing”

Once upon a time the King and Queen of Words told all the small words in their kingdom that they were going to take them on a wonderful journey to visit two magical islands.

“These islands are called the island of ‘ed’ and the island of ‘ing,’” said the king.

“The first island we will visit will be the island of ‘ing’. We will go by boat and stay there for a day so we can explore all the wonders of the island. The next day we will go to the island of ‘ed’.”

The king went on to tell the small words that the island of ‘ing’ was very hard to get on to as a thorny hedge grew all around it.

He explained, “To open the gate in the hedge, you must tell the gatekeeper the magic rules. If you are right, the gate will open and you will be able to enter.”

“Wow,” shouted the words. “This sounds like so much fun! When can we go?”

The queen stepped forward and said, “Before you can go you must do what I ask: if you have one letter after your vowel, stand in front of me; if you have two letters after your vowel, stand by the door; and if you end with a silent e, stand by the king.”

When the words were in their groups the queen asked, “Are you ready to go?”

“Yes,” replied the words, “but you have not told us the magic rules we need to know to get through the gate onto the island.”

The queen looked shocked. “Oh my,” she said, “I almost forgot, listen carefully and I will tell you.”

continued

Job Card #3 continued

- Now teach your child the rules for adding the suffix **ing** to words.

Teach only as many rules as you think your child can learn in one lesson.

- Take out a sheet of chart paper and on the top left-hand side draw an island shape. Label the island, **ing**.

Say:

Now you are going to pretend that you are the words who want to get onto the island of "ing."

- Have your child use the words below to tell you the rules needed to get onto the island of "ing."

hop

like

wish

jump

help

clap

dust

ride

- As your child tells you the correct rule, print the word under the island of "ing."

If necessary teach each rule separately and give your child as much practise as she or he needs.

Keep the chart in the learning area, and add **ing** words when your child comes across them in his or her reading or writing.

When your child has a good understanding of the rules for adding **ing** to words, turn to **Job Card #3 Activity Sheet** in the **Ship's Log**, and help your child complete the guided practise exercises.

Job Card #4

Let's Add **ed** to Words!



The Rules

Before you add the suffix **ed**:

If a word has a short vowel followed by a single letter (consonant), double the last letter before adding **ed**.

fan fann**ed**

If a word has two letters (consonants) after the vowel, just add **ed**.

fish fish**ed**

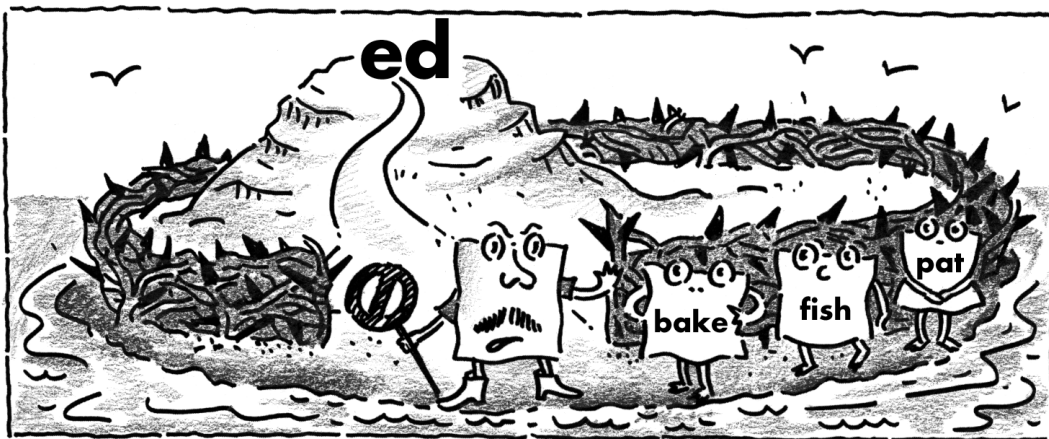
If a word has a silent **e** at the end, drop the **e** and add **ed**.

hike hiked

Lesson

What to do:

- Before you and your child read today's story, review the rules for adding **ing** to words (**Job Card #3**).



continued

The Journey to the Islands of “ed” and “ing”

If you remember, we left our story where all the small words were listening to the queen's explanation of the rules they needed to know to get onto the island of “ing.”

*When the queen told the small words the rules they were so excited. They called to each other, “Do you know the rules? Are you a word where the vowel is followed by one consonant? Are you a word that has to drop the **e** before **ing** can be added?”*

The king shouted, “Quiet, words! Line up in your correct groups and get ready to tell the gatekeeper your rule. Have a great day, but when you hear the bells ringing you must come back to the boat.”

As the small words came up to the gatekeeper they proudly told him their rules. The gate opened and they entered the wonderful island of “ing.”

What an exciting day they had exploring the island and seeing all of its wonderful sights. Before they knew, they heard the bells ringing.

“Oh, no!” cried the small words. “We must go back to the boat!”

When they were on board the queen asked, “Did you enjoy your day on the island of ‘ing’?”

“Yes, we did,” replied the small words, “and we are really looking forward to going to the island of ‘ed’ now.”

“Remember, when you get there, each group must give the gatekeeper the correct rules,” said the queen.

“We won't forget,” replied the small words.

continued

Job Card #4 continued

- Now teach your child the rules for adding the suffix **ed** to words.

Teach only as many rules as you think your child can learn in one session.

- Take out the **ing** chart paper from Job Card #3. On the top right-hand side draw an island shape. Label the island, "ed."

Say:

Today, you are going to pretend that you are the words who want to get onto the island of "ed."

- Have your child use the words below to tell you the rules needed to get onto the island of "ed."

mop

hike

walk

push

save

tap

play

bake

- As your child tells you the correct rule, print the word under the island of "ed."

If necessary teach each rule separately and give your child as much practise as she or he needs to learn each rule.

Keep the chart in the learning area, and add **ed** words when your child comes across them in his or her reading or writing.

When your child has a good understanding of the rules for adding **ed** to words, turn to **Job Card #4 Activity Sheet** in the **Ship's Log**, and help your child complete the guided practise exercises.

Job Card #4a

Let's Find Out About Root Words!

Before you begin the story, *The Journey to the Islands of "ed" and "ing,"* review all the rules for adding the suffixes **ing** and **ed** to words.

The Journey to the Islands of "ed" and "ing"

When they reached the island of "ed," each group of words gave the gatekeeper their rule and entered the island of "ed." The small words were so excited to be there.

All of a sudden one of them shouted, "Look what I've found!"

"What have you found, what have you found," cried the small words as they ran to see what it was.

"Oh my!" they all gasped, "Isn't it beautiful."

"What's beautiful?" yelled the small words from the back of the crowd. "We can't see!"

Just then the king and queen of words appeared.

The king commanded, "Small words, be seated."

When all the words sat down they saw a wonderful tree with the most unusual shaped flowers.

"What beautiful flowers!" cried the small words.

*The queen stepped forward and said, "The king and I are so proud of you for learning all your word ending rules. We are going to give each of you one of these special **s** shaped flowers. When you receive this flower it will help you to use another word ending — the fabulous ending, **s**."*

continued

Job Card #4a continued

*"Hooray," shouted the small words. "We are so happy to think that we have the three endings, **ing**, **ed**, and **s** to put at the end of our words."*

The king held up his hand and waited for the words to quieten down.

*"Our dear small words," he said. "Because you know the rules for your word endings so well, from now on you will be known throughout Word Land as **Root** words."*

The small words were so happy to have a name at last, they danced around the king and queen shouting, "We are called root words, we are called root words!"

At last the queen said, "It is time for us to return to Word Land."

So the king, queen, and all the happy root words boarded the boat and sailed off home to Word Land.

When your child has a good understanding of these word endings, turn to **Job Card #4a Activity Sheet** in the **Ship's Log**, and help your child complete the guided exercises.

Please remember that your child is not expected to master the spelling of these words at this time. Keep the chart in the learning area as a reference for creative writing.

Job Card #5

Let's Make Plural Words!



The Rule

To make a word plural, (meaning more than one) add **s** to the word.

dog dogs mother mothers

Lesson

What to do:

- Open the **Ship's Log**, to the **Plural Jigsaw Puzzle** page.
Cut out each of the jigsaw pieces. Mix them up and ask your child to match them.
- Gather some common objects from around the house.
For example:

Singular	Plural
one egg	several eggs (in a container)
an apple	some apples (in a bowl)
a toy	three toys
- Ask your child to name each of the objects that are singular.
For example: **one apple**
- Have your child name the objects that are plural (more than one).
For example: **four eggs**
- Ask your child to tell you how the word changes when it describes more than one object (you can hear an **s** at the end of the word).
- Explain to your child that these words are called plural words.

continued

Job Card #5 continued

It is important that you use the terms **singular** and **plural**.

- Take out a sheet of chart paper and fold it down the middle. Print **Singular Words** on the left-hand side; print **Plural Words** on the right hand side.
- Ask your child to name all the single objects.
- Print the name of these objects under the heading, **Singular Words**.
- Ask your child to tell you the names of all the plural objects.
- Print the names of these objects under the heading, **Plural Words**.
Print the **s** in colour to reinforce the rule that plural words usually end in **s**.
- Have your child read all the singular and plural words with you.

Keep the chart in the learning area, as you will need it for another lesson on plurals.

Continue using the cut-out jigsaw pieces and the common objects until your child understands what plural words are.

Turn to **Job Card #5 and 5a** in the **Ship's Log**, and help your child to complete the guided practise exercises.



Reminder

It is important to review language concepts on a regular basis.

Job Card #6

Let's Make More Plural Words!



The Rules

If a word ends in **ch, sh, s, x, or z**, add **es**.

wish wishes

fox foxes

If a word ends in **y**, change the **y** to **i** and add **es**.

baby babies

candy candies

If a word ends in **ey, oy, ay** just add **s**.

monkey monkeys toy toys

Lesson

What to do:

- Before you begin the day's lesson, review the rule for adding **s** to make words plural. (**Job Card #5**)

If necessary take two or three sessions to teach each rule.
Give your child as much practise as she or he needs.

- When you have finished the review, open the **Ship's Log** to the **Plural Pictures** page and help your child cut out the pictures.

Say:

I would like you to match the pictures of one object to the pictures that have more than one object.

For example: one box four boxes

one church three churches

continued

Job Card #6 continued

- When your child has completed this activity, take out the chart paper you used in **Job Card #5**.

Say:

*Tell me the names of the single objects that end with the sound **x**, **sh**, or **ch**.*

For example: **fox** **dish**

Tell me the names of the plural words.

For example: **foxes** **dishes**

What letter do you think is at the end of these words?

If your child's response is **s**.

Say:

*It is too hard to say words this way. We add **es** to these words to make them easier to say.*

- Ask your child to repeat the names of the singular and plural objects.

For example: **one fox** **two foxes**

- Print each word under the appropriate heading.
- Print the **es** in colour to reinforce the rule.

Say:

*Tell me the names of all the objects that end with the letter **y**.*

- Print these words under the heading, **Singular Words**.

continued

Job Card #6 continued

Say:

All of these words have something done to them before they can mean more than one.

*You must change the **y** to **i** and then add **es**.*

Look at the word, candy.

Tell me what you must do to change candy into candies.

*Yes, you change the **y** to **i** and add **es**. Good for you!*

- Continue until all the **y** plural words are printed under the appropriate heading.
- Print the **ies** in colour to reinforce the rule.

If necessary teach each rule separately and give your child as much practise as she or he needs to learn each rule.

- Open the **Ship's Log** to the **Three Foxes Game** pages. Remove the pages and help your child to cut out the plural endings cards.



continued

The Three Foxes Game

What you need:

- Three Foxes game board
- game markers
- a die
- a set of plural ending cards for each player

What to do:

- Have the players place their markers on **Start**.
- Each player will take turns throwing the die.
- Each player moves their marker forward the number of spaces indicated by the die.
- Each player must correctly say the word in the space that the marker lands on.
- The player will then show the correct plural ending card.
- If the player shows the correct ending card, he or she has another turn. If an incorrect ending is given, the player loses a turn.
- The winner is the first one to reach **Finish**.

Please remember that your child is not expected to master the spelling of these plural words. Keep the chart in the learning area so your child can review the rules, and use this list as a reference for creative writing.

When your child has a good understanding of the rules for plural word endings, turn to **Job Card #6 Activity Sheet** in the **Ship's Log** and help your child complete the guided practise exercises.

Job Card #7

Let's Make Contractions!



The Rule

A contraction is a word that is made up of two words that have been put together and then shortened.

An apostrophe (') is used in a contraction to show which letter or letters have been left out.

can not can't

Contractions sound more like real people talking.

Lesson

What to do:

- Open the **Ship's Log** to the **Contractions Cartoons** page.
- Have your child look at the first set of cartoons and tell you what is happening.
- Help your child to read the conversations in each frame.

Say:

Which sentences have the same words in them?

Which sentences have different words in them?

*How are **can not** and **can't** different?*

*Can you see the mark between the **n** and the **t** in **can't**?*

*That mark is called an **apostrophe**.*

An apostrophe shows that a letter or letters have been taken away.

Can you tell me what letters have been left out?

continued

Job Card #7 continued

Say:

Can't is the short way of making two words become one word.

We call these words **contractions**.

Let's look at the other cartoons to see if you can find any more contractions.

- Have your child underline each of the contractions as they are found.

Say:

Now we are going to play a game called, Squeeze.

What you need:

- 4 – 5 strips of paper with words that can be made into contractions printed on them. (leave enough space so your child can cut between each of the letters)

For example: **do not** **she is** **can not** **It is**

- a sheet of coloured paper
- scissors and glue
- objects to represent an apostrophe (pieces of pasta or coloured squares of paper with an apostrophe printed on them)

What to do:

- Have your child cut apart one of the words.
- Ask your child which letters need to be **squeezed** out to make the word a contraction.
- Have your child glue each of the remaining letters onto the sheet of paper. Glue the apostrophe in place of the **squeezed** out letters.
- Continue playing the game until all of the words have been made into contractions.

continued

Job Card #7 continued

Open the **Ship's Log**, to the **I Know Contractions** page.

Say:

Let's read the words together.

Which of these words are contractions?

How can you tell?

Can you find the two words that are not contractions?

- Have your child circle the contractions in red and the two words the contraction replaced in blue.
- Give your child as much practise finding and reading contractions as is needed.

When your child has a good understanding of contractions, turn to **Job Card #7 Activity Sheet** in the **Ship's Log** and help your child to complete the guided practise exercises.



Reminder

Review the rules for adding **ing** and **ed** to words regularly.

Job Card #8

Let's Make Compound Words!



The Rule

Compound words are made by putting two smaller words together to make one larger word.

water + melon = **watermelon**

dragon + fly = **dragonfly**

Lesson

What to do:

- Open the **Ship's Log**, to the **Compound Words** page.

Say:

Look at these pictures and tell me what word to print under each one.

Can you tell me one big word you can make if you put these two small words together?

*For example: **sun + glasses = sunglasses***

- Continue with this exercise until your child has completed all the examples.

Say:

We are going to play a game now. I will ask you a question and you must think of a compound word that will be the answer.

What do you call a pot used to make tea? (teapot)

What flower is the colour of butter and the shape of a cup? (buttercup)

What do you call a cloth you put on the table? (tablecloth)

What do you call a box for mail? (mailbox)

continued

Job Card #8 continued

- Play this game for as long as is needed for your child to understand the concept of compound words.

When your child has a good understanding of compound words, turn to **Job Card #8** and **8a Activity Sheets** in the **Ship's Log** and help your child to complete the guided practise exercises.



Reminder

Your child needs to constantly review all Language Arts concepts.

Job Card #9

I Can Use **a** and **an**!



The Rule

An is used before words beginning with **a, e, i, o, u**.

an apple **an** egg **an** igloo

Most other words have **a** in front of them.

a dog **a** horse **a** tree

Lesson

What to do:

- Open the **Ship's Log** to the **A or An** page.

Say:

Let's look at this picture. Tell me what you can see in the store window.

- Explain the rules for using **a** and **an** to your child.

Say:

What did Tom see?

Good! Tom saw an airplane.

What did Ann see?

Good! Ann saw a drum.

- Continue asking your child these questions until all the objects in the window have been named.
- Print your child's answers on a sheet of paper.
Print the **a** in red and the **an** in blue.

continued

Say:

Today we have a game to play. It is called Hop in the Pond.

- Open the **Ship's Log** to the **Hop in the Pond** page.

The Hop in Pond Game

What you need:

- the Hop in the Pond game board
- game markers
- a die
- cards with **a** and **an** printed on them for each player

What to do:

- Have the players place their markers on **Start**.
- Each player throws the die and moves the marker forward the number of spaces indicated by the die.
- Each player must correctly say the word in the space the marker lands on.
- The player will then show either the **a** or **an** card.
- If the player shows the correct card, he or she has another turn. If a player cannot hold up the correct card, the marker must **Hop in the Pond**.
- The player will put the marker into the pond, right next to the space he or she was on, and then miss a turn.
- When it is the player's turn again, the marker is moved back onto the original space and the die is thrown.
- The marker is moved forward if the correct **a** or **an** card is shown.
- The winner is the first one to reach **Finish**.

When your child has a good understanding of the use of **an** and **a** in front of a word, turn to **Job Card #9** and **9a Activity Sheets** in the **Ship's Log** and help your child to complete the guided practise exercises.

Job Card #10

Let's Make Possessive Words!



The Rule

Words that tell something belongs to someone or something are called **possessive** words.

To make a word possessive, you add **apostrophe s ('s)** to the end of the name of that person or object.

Words such as **Jane's** and **rabbit's** tell something belongs to Jane or to the rabbit.

The hat that belongs to Jane = **Jane's** hat

The fur of the rabbit = the **rabbit's** fur

Possessive words sound more like real people talking.

Lesson

What to do:

- Make up some small sentences and print them on flashcard strips.

For example: **The mitten that belongs to Jane is red.**

The ball that belongs to the kitten is yellow.

- Read the sentences with your child.

Say:

*I am going to show you a quick way of printing or saying, **belongs to**.*

Who does the yellow ball belong to? The kitten.

*Instead of printing, **that belongs to**, you can put an apostrophe after **kitten**.*

Now read the sentence with me.

*The **kitten's** ball is yellow.*

continued

Job Card #10 continued

- Continue to print phrases on a sheet of paper for your child to read.

For example: **the coat of the scarecrow**

the toy of the dog

the hat of the girl

- Ask your child to show or tell you how he or she can print the possessive words.
- Give your child as much practise using possessive words as she or he needs.

When your child has a good understanding of possessive words, turn to **Job Card #10** and **10a Activity Sheets** in the **Ship's Log** and help your child to complete the guided practise exercises.



Reminder

When you are reading stories with your child point out any contractions or compound words you see in the story.

Job Card #11

I Can Write a Letter!



The Rules

There are five parts to a friendly letter.

the heading

the greeting

the body

the closing

the signature

Lesson

What to do:

- Read the sample letter with your child.

Say:

Today, you are going to write a letter.

A letter is made up of five very important parts.

The heading

Write your address and the date here.

(We generally do not include the address in a friendly letter.)

The greeting

The person's name you are writing to goes here.

The body

This is what you want to say to the person.

The closing

This is where you are getting ready to say good-bye.

The signature

Sign your name here.

continued

Job Card #11 continued

Say:

Let's look at this letter to see if the five parts are here.

- Help your child to read the letter. Point out each of the parts of a friendly letter.

January 5, 200_

Dear Alexandra,

Thank you for writing such a lovely letter to me. I would love you to come and stay with me. You must be excited to have a bunny. I think Snuggles is a lovely name for a rabbit. Please bring him with you when you come. See you Friday.

Love,
Grandma

- When you have finished reading the letter.

Say:

Who is Grandma writing to?

How does Grandma start her letter?

What words does she use to finish her letter?

What day is Alexandra going to Grandma's house?

Who is Alexandra going to take with her when she visits Grandma?

continued

Job Card #11 continued

- Give your child a sheet of paper.

Say:

Today, I would like you to write a letter.

Who would you like to write to?

To your friend! What a good idea!

Can you tell me what part of the letter you write first?

Good, the heading! Look on the Calendar and copy the date.

What part of the letter do you write next?

Right, the greeting.

Do you remember what the biggest part of the letter is called?

The body! Good for you!

- Help your child to write the body of the letter. Talk about what your child wishes to say and give help with spelling and punctuation.
- Remind your child **not** to use the word *from* in the closing.



It may take another session to complete the letter.

Job Card #12

I Can Send a Letter!

Lesson

Say:

Now that you have written such a great letter we need to put it in an envelope and address it.

- Explain to your child why it is necessary to address an envelope correctly. If your child does not know her or his address, this would be a good time to learn it.
- Show your child the sample envelope. Discuss the information that should be on a correctly addressed envelope.

A. Smith
246 Spring Street
White Rock, BC
V8Y 2K5

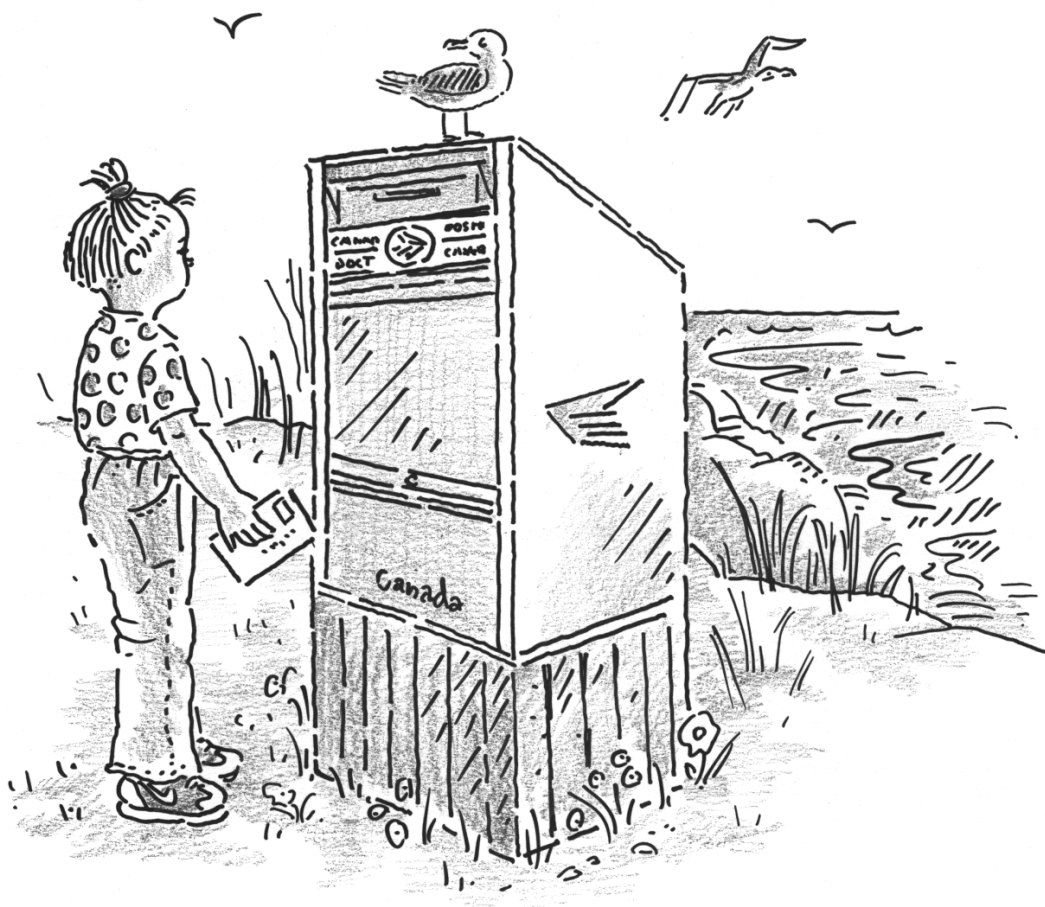
Mrs. G Smith
8654 Garden Ave.
Sooke, BC
V0S 1N0

- Mail the letter at your earliest convenience.
(If possible, photocopy the letter and the envelope before mailing.)

continued

Job Card #12 continued

Turn to **Job Card #12 Activity Sheet** in the **Ship's Log** and initial the page so that your child's teacher will know that a letter was written. Paste the photocopy of the letter and the envelope on the page.



Reminder

All Language Arts concepts need to be reviewed regularly for your child to master them.

Job Card #13

I Know these Special Words!



The Rules

Nouns (naming words) are the names of people, places, things, animals, or ideas.

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

Proper nouns are the names of people, places, or things that need a capital letter.

Vancouver

Mrs. Green

Mary

Common nouns are the names of general things that do not need a capital letter.

cat

boy

train

bird

Verbs are words that generally **show actions**.

clap

leave

push

run

Adjectives are words that **describe** or tell something about a noun.

the **yellow** chick

the **little** boy

Please note:

Your child only needs to complete this Job Card if you think he or she is ready. If you decide your child is ready, use the terms, **naming words**, **action words**, and **describing words**. Your child should only be introduced to these concepts. Mastery is not expected at this level.

continued

Lesson

What to do:

- Open the **Ship's Log** to the **Nursery Rhymes** page.
- Read the Nursery Rhymes with your child.
- Explain that she or he is going to look for some special words in the Nursery Rhymes.
- Explain what common and proper nouns are. Use the term, **naming words**, if you think your child is not ready to use the terms, proper and common nouns.
- Choose **three** of the words from the rhyme. (**Mary, garden,** etc.)
- Print the words on a sheet of paper.
- Ask your child to tell you which word is the name of someone, which word is the name of something that does not need a capital letter.
- Ask your child to put a red circle around the proper nouns, and a blue circle around the common nouns.
- Continue to read the rhymes to look for **action words** (verbs) and **describing words** (adjectives). If your child is ready, he or she could use different colours to circle verbs and adjectives.

Please note:

These concepts will need to be developed over a period of time. When you are reading with your child, take the opportunity to point out these words so that she or he will feel comfortable using them.

Job Cards #14 – #18

The next series of Job Cards will provide the Home Instructor with activities for the important task of teaching phonics and spelling.

Job Cards #14

The Alphabet

Before your child attempts to learn the sounds of letters make sure she or he can recognize the letters of the alphabet out of order.

Rhyming Words:

Rhyme is a very important feature of speech. It is important that your child learns nursery rhymes, poems, and songs. Rhyming helps your child to hear and see that many words have similar spelling patterns.

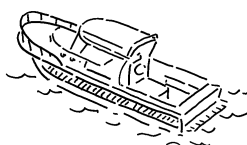
Say pairs of words to your child and ask your child to tell you if they rhyme:



bear



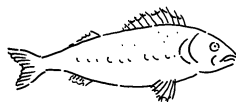
chair



boat



float



fish



dish

continued

Job Card #14 continued

Say a series of words and ask your child which words rhyme:

top shell mop

Play, **I Spy**, *I spy with my little eye something that rhymes with:*

dog room mat

Sing rhyming poems with your child.

For example: *A fishing I will go*

A fishing I will go

I'll catch a snail and put him in a pail,

A fishing I will go.

Do What I Say, Rhymes:

Say a rhyme and ask your child to do the actions.

For example: *Pretend you're a frog and jump to a log.*

Run to the wall and then bounce a ball.

Wiggle your toes, and then blow your nose.

Job Card #15

Initial Consonants and Short Vowel Sounds

Teach your child the easier sounds first.

m f s r h b t c w a

Teach the short vowel sounds along with the consonants.

i o u e

Separate the introduction of similar sounds.

b/d/p m/n f/v

Give your child as many opportunities as possible to play games with the sounds.

Matching Games:

Spread a series of pictures on the floor or table. Ask your child to find all the pictures that begin with a particular sound.

For example: **b**

Jigsaw Puzzle Matching:

Using flashcards, print a letter on one half; glue a picture that starts with that sound on the other half. Cut the flashcard in half. Vary the cut line, (straight, wavy, and curvy). This is a self-correcting exercise, as the pieces must fit together.

Match vegetables, fruit, and animals to particular sounds.

For example: all the foods that start with **p**

continued

Stepping Stones:

Place 6 – 7 pictures or flashcards (with letters printed on them) on the floor. Ask your child to see how far she or he can get along the path by saying the sound each letter or picture represents.

Sew a Letter:

Dot out a letter on a Styrofoam tray. Give your child a length of yarn or a shoelace and ask her or him to sew the letter.

Treasure Hunt:

Ask your child to look for objects in the house or garden that start with a particular sound.

Give your child a blank sheet of paper and a magazine. Ask your child to cut out and paste as many pictures she or he can find that start with a particular letter.

What's in the Store?

Ask your child, *What's in the Store that begins with c?*

Vary the game by using other themes: the zoo, the beach, the jungle.

I Spy:

Say: *I spy with my little eye something in the room that begins with the same sound as **meat, milk, man.** What could it be?*

Pipe Cleaner and Playdough Letters:

Give your child several pipe cleaners or a piece of playdough. Ask her or him to make a letter and an object that begins with that sound.

continued

Job Card #15 continued

Teaching digraphs:

When teaching your child the digraphs, **sh, ch, wh, th**, make sure you say the letters and then the sound they make.

For example: **s h** says **sh**

You should also use this method when you teach **r** controlled vowels.

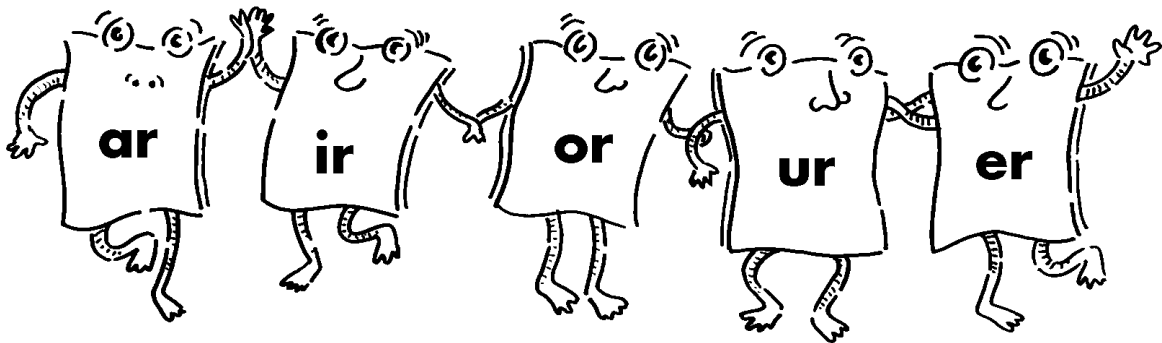
For example: **a r** says **ar**

i r says **ir**

o r says **or**

u r says **ur**

e r says **er**



Job Card #16

Blending Skills

When your child knows all the initial consonants and the short vowel sounds, it is time to teach blending skills.

To begin to teach this skill your child may find it easier to use a concrete object to represent the sounds that are heard in the word. Bread tags, pennies, or any other small objects can be used to represent each sound heard.

You could draw a grid on a sheet of paper and have your child put an object in each section of the grid.

For example: **cat**

this word has three sounds that your child can hear
(c a t) so your child would put out three objects.

jump

this word has four sounds that your child can hear
(j u m p) so your child would put out four objects.

chop

this word has three sounds that your child can hear
(ch o p) so your child would put down three objects.

You may need to explain to your child that although **chop** has four letters, only three are heard because **c h** says **ch**.

continued

Job Card #16 continued

There are two methods that you can use to teach blending skills.

Word Families:

Use all the words that end with **at, an, it, op, un, en**, etc., and then add different initial consonants to make new words.

For example: **f**at **c**at **r**at **s**at

Stems:

Some children find it easier to learn blending skills using word stems. Blending an initial consonant and a short vowel together makes a stem.

For example: **ma me mi mo mu**

When you add the final consonant to the word stem you have a new word.

For example: **ma**t **me**t **mi**t **mo**p **mu**d

Here is a story that you might like to tell your child as an introduction to blending, using stems.

You will need a few props:

- small cards with the letters printed on them
- a flashcard to represent a slide.

continued

A Day at the Pool

All the sounds were going to the pool for the day. All the consonants were so excited because they wanted to go down the water slide. The vowels were afraid of the water slide and didn't want to go on it.

*They had been at the pool for a while when **c** (use the sound and not the letter name) came up to the **a** (use the short sound for a) and said.*

*"Come on, **a**, it is so much fun going down the slide. Why don't you give it a try?"*

*"Oh, no!" said **a**. "I am afraid to go down the slide and into the water on my own."*

*"Well," said, **c**. "How would you like to go down with me?"*

*"That would help," said, **a**, "But I would still be afraid that I would fall in the water and drown."*

*"I have a great idea," replied, **c**. "I will ask one of the other letters to stand at the bottom of the slide and catch us. I know! We'll ask **t**."*

*They asked **t** who said he would be only too happy to help.*

*(Hold up the **c** card and the **a** card. Pretend that they are going down a slide together saying, **ca, ca, ca**. Have your child say the sound with you. Have **t** at the end of the slide.)*

*"Here we come," sang out **ca**, "Catch us!"*

*When **t** caught them **ca** said, "Hey, we make a word, **cat**. Let's go and tell all the others."*

continued

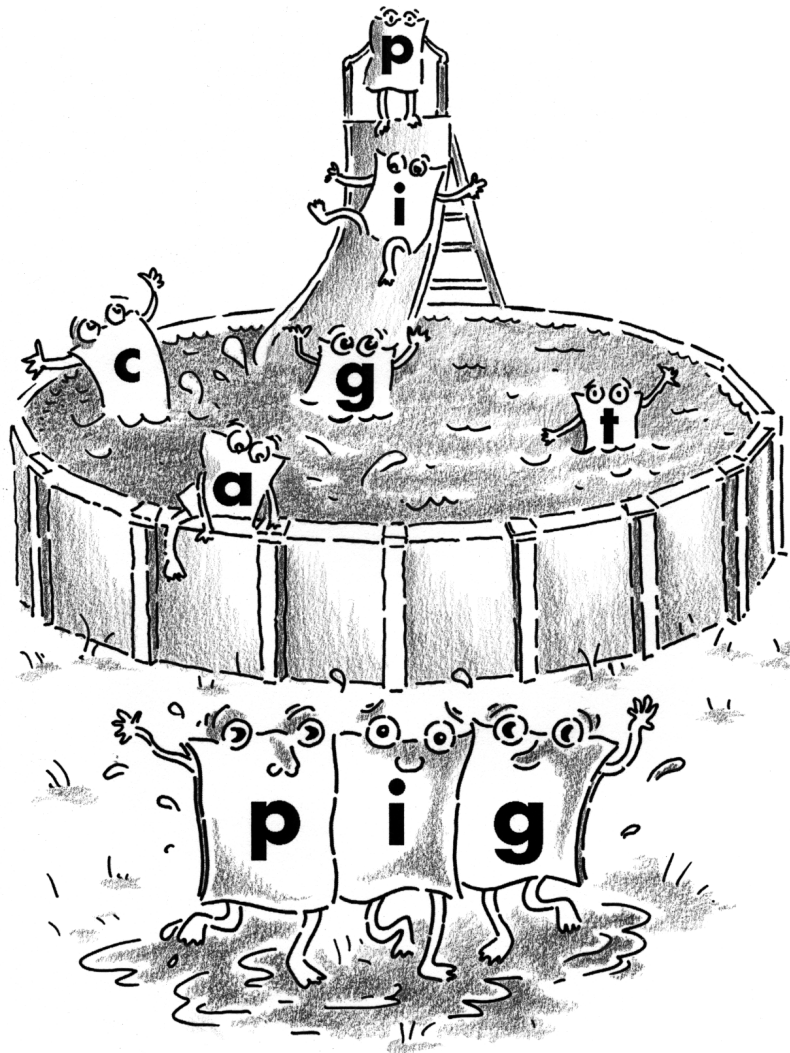
Job Card #16 continued

So **ca t** ran off to show all the other letters.

The other letters thought this was so much fun that they decided to make more words.

"Come with me **i**," said **p**. "Stand at the bottom, **g** and let's see what word we make."

Whee, down the slide they went. When they got to the bottom and joined **g**, **pi** shouted, "Look we make **pig**."



Continue the story by giving your child practise blending other initial consonants and short vowel sounds to make new words.

Job Card #17

Spelling

You do not need a formal spelling program at this stage. If your child is ready, start the day's phonics lesson by testing initial consonants, vowel sounds, simple words, and simple sentences.

Say:

*What sound do you hear at the beginning of **rain**?*

*What sound do you hear at the end of **man**?*

*What vowel sound do you hear in **dog**?*

*Spell the word, **bug**. **The bug is on the bush.***

(Always put the word in a sentence.)

Dictate a small sentence and have your child print it.

You can dictate the whole sentence or say one word at a time,

The cat is on the mat.

If your child is ready for a formal spelling program make sure you include words from:

- daily assignments
animals, dinosaurs, mystery
- word families
tree, see, meet, reed
- commonly used words
because, was, saw, when, little

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

continued

Job Card #17 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	

Job Card #18

I Know My ABC!

This Job Card will give your child the opportunity to learn alphabetical order.

Lesson

What to do:

Before you begin this lesson, print the letters of the alphabet onto small cards. Your child will be using these cards often in this lesson.

- Have your child sing the ABC song with you.
- Ask your child to say the alphabet for you.
- Have your child collect **five** toys. Make sure each toy is different.
- Put the toys in a row, on the table.
Do not put the toys in alphabetical order.

Say:

Tell me the name of each of these toys.

What sound do you hear at the beginning of each of the names?

*For example: boat begins with **b**.*

*Can you find the letter **b** for me in this stack of cards?*

- Proceed in this manner until there is a letter card in front of each toy.

Say:

When you say the alphabet, which letter do you say first?

Do you know what letter is last?

Let's look at your toys and the letters in front of them.

If you were going to put them in ABC order, which one would go first?

continued

Job Card #18 continued

- Encourage your child to say the alphabet with you or look at the alphabet chart to see the letter order.
- Take out a sheet of paper and print the family names on it.

For example: **Mom Dad Paula Adam Luke**

Say:

Look at our family names. If you were going to print them in ABC order, which one would you print first? Which one would be second?

- Continue in this manner until all the family names have been put in ABC order.

For example: **Adam
Dad
Luke
Mom
Paula**

If your child needs more practise putting objects in ABC order continue to use concrete objects and letter cards.

When your child has a good understanding of ABC order, turn to **Job Card #18** and **18a Activity Sheets** in the **Ship's Log** and help your child to complete the guided practise exercises.

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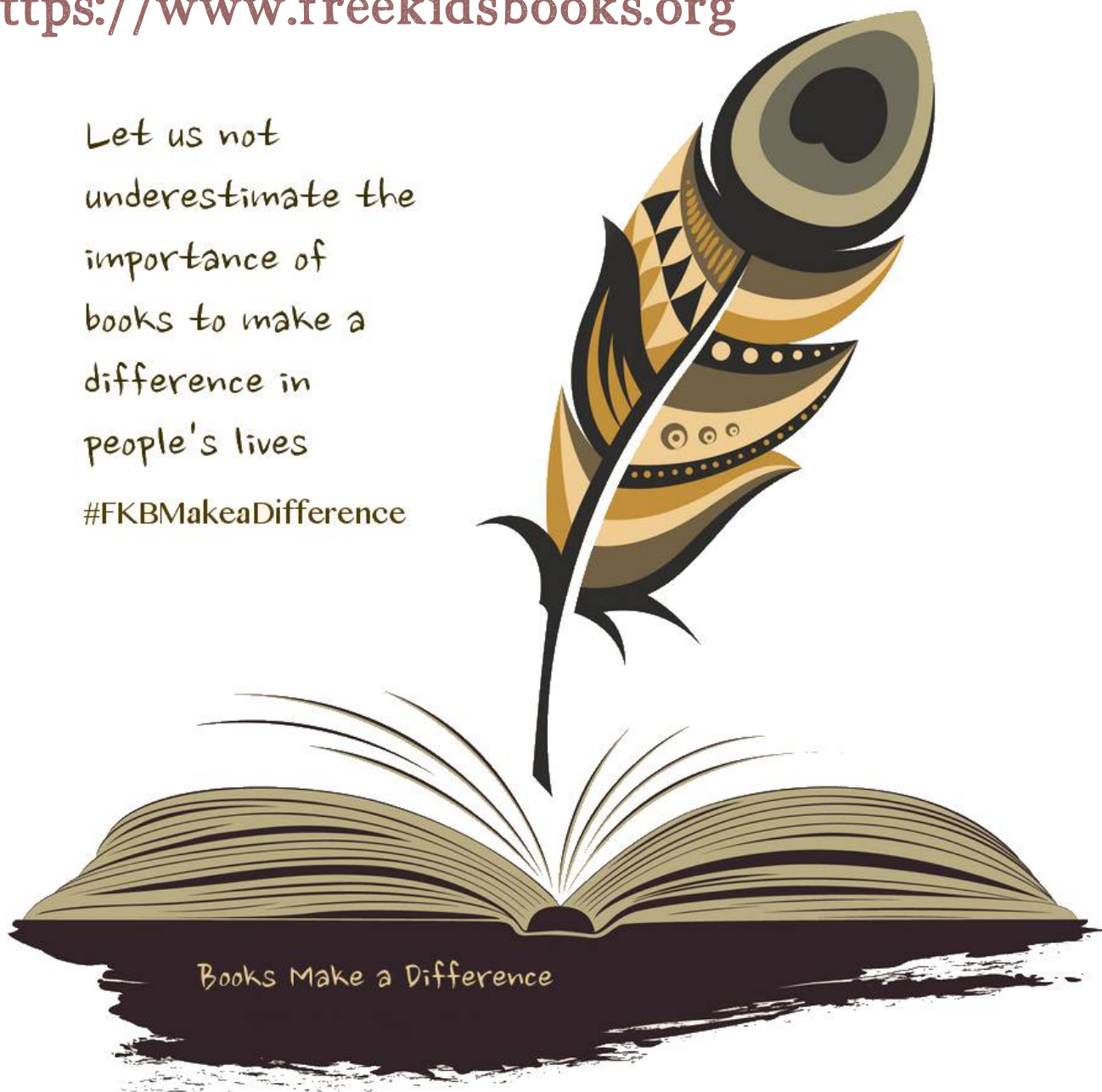
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