

# ESSENTIALS OF THE ENGLISH LANGUAGE

## WEEK 3

### Notes to remember

This week begins our dialectic "trail" of Essentials. Be sure to read over pg 69 (on your own) before beginning the practice sentences.

The practice sentences are ordered according to complexity; sentences 1 through 3 are basic, which 4 and 5 are more complex. Parents and students on year/tour 1 could: (1) only focus on sentences 1-3, then create two more sentences by changing a few words and practicing tasks on the new sentences, **OR** (2) just do tasks 1 and 2 on the more advanced sentences.

The parent should read over the next chapter before class - so this week, you should be reading over week 4.

Looking up homophones in the dictionary not only helps them remember the slight spelling differences between the words, but also gives them experience using a dictionary and looking up something alphabetically.

### Day 1

- ☐ Copy Chart E (pg 408 & 409) - parent and child!
- ☐ Copy Chart F (pg 410 & 411) - parent and child!
- ☐ Review (copy) Chart A - hang a poster board on butcher paper on the wall, and have your child "graffiti" their review charts on it each day!
- ☐ Editing Exercise (sentence 19) (pg 67)
- ☐ Using a laminated copy of the Analytical Task Sheet (pg 435), do tasks 1-3 for Sentence 1 (p 71). Year 3 students may do all 6 tasks - scale to ability.
- ☐ *Review week 3 homophones (pg 487); how would you define each word? If you are not sure, use a dictionary*
- ☐ *Review week 3 spelling rule (pg 465); make flash card*

### Day 2

- ☐ Copy Chart E (pg 408 & 409) - parent and child!
- ☐ Copy Chart F (pg 410 & 411) - parent and child!
- ☐ Review (copy) Chart B
- ☐ Editing Exercise (sentences 20 & 21) (pg 67)
- ☐ Using a laminated copy of the Analytical Task Sheet (pg 437), do tasks 1-3 for Sentence 2 (p 72). Year 3 students may do all 6 tasks - scale to ability.
- ☐ *Review week 3 homophones (pg 487), think of a sentence for each*
- ☐ *Review week 3 spelling rule (pg 465); review flash card*

### Day 3

- ☐ Copy Chart E (pg 408 & 409) - don't look! Work together to try to fill out as much of the chart as possible
- ☐ Copy Chart F (pg 410 & 411) -- have student dictate the chart as parent does the writing
- ☐ Review (copy) Chart C
- ☐ Editing Exercise (sentences 22) (pg 67)
- ☐ Using a laminated copy of the Analytical Task Sheet (pg 437), do tasks 1-3 for Sentence 3 (p 73). Year 3 students may do all 6 tasks - scale to ability.
- ☐ *Review week 3 homophones (pg 487) think of a sentence for each*
- ☐ *Review week 3 spelling rule (pg 465); student gets to quiz parent on the given examples and the flashcard (the tables have turned!!)*

### Day 4

- ☐ Copy Chart E (pg 408 & 409) - race day! Parent and child race to see who can fill out as much of the chart as possible (alone) without looking
- ☐ Copy Chart F (pg 410 & 411) -- race day! Parent and child race to see who can fill out as much of the chart as possible (alone) without looking
- ☐ Review (copy) Chart D
- ☐ Editing Exercise (sentences 23) (pg 67)
- ☐ Using a laminated copy of the Analytical Task Sheet:  
**First year students** should do tasks 1-3 for a variation of Sentence 1 (ex: "Sally jumped.")
- ☐ **Second & third year students** can attempt sentences 4 & 5 (advanced; pg 76 & 77), and year 3 students may do all 6 tasks - scale to ability.
- ☐ *Review week 3 homophones (pg 487) think of a sentence for each*
- ☐ *Review week 3 spelling rule (pg 465); parent gets to quiz student on the given examples (payback time!)*