

ESSENTIALS OF THE ENGLISH LANGUAGE

WEEK 4

Notes to remember

Refer to 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 5.

Day 1

- 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!
- Review (copy) Chart B - see if you can find the similarities between Chart A and B.
- Editing Exercise (sentence 24 & 25) (pg 83)
- Using a laminated copy of the Analytical Task Sheet (pg 435), do tasks 1-3 for Sentence 1 (p 86). 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

- Review (copy) Chart C - if it's a nice day, grab some sidewalk chalk and go outside. See how much of the chart can be done by memory!
- Review (copy) Chart D - pass back and forth between you and your child, adding one element you have memorized. See how much of the chart you both can complete!
- Editing Exercise (sentences 26 & 27) (pg 83)
- Using a laminated copy of the Analytical Task Sheet (pg 437), do tasks 1-3 for Sentence 2 (p 87). 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
- Editing Exercise (sentences 28 & 29) (pg 83)
- Using a laminated copy of the Analytical Task Sheet (pg 437), do tasks 1-3 for Sentence 3 (p 88). 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 a chart your child seems to know best - give them a moment to "show off" how much they have learned!
- Review one of the charts they are struggling to master. Try to find ways to commit more of it to memory - perhaps by drawing silly pictures to help spark their memory?
- Editing Exercise (sentences 30 & 31) (pg 83)
- Using a laminated copy of the Analytical Task Sheet:
First year students should do tasks 1-3 for a variation of Sentence 1 (ex: "Jump.")
Second & third year students can attempt sentences 4 & 5 (advanced; pg 89 & 90), 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!)*