

## English Language Development

- Verbs are action words (skate, kick, cook, talk, nap, play, yell, etc.)
- Inflectional Endings are the endings that we add to words that change the meaning just a little bit. We can add inflectional endings that change the meaning in several different ways, but in this lesson we focus on the endings "-ed" and "-ing" to verbs to give information about when the action happened.
  - The "-ed" ending tells us that an action happened in the **PAST**.
  - The "-ing" ending tells us that an action is happening in the **PRESENT**.



## Writing Connection

- Write about what you did yesterday and what you are doing now using verbs with inflectional endings! Circle or highlight the inflectional ending.
  - Yesterday I played outside. Now I am watching television.



## Vocabulary

Verb: an action,  
something you DO

Past: a time that has  
already happened

Present: the time  
that is happening  
right now

## Home Connections and Reading Tips

Practicing inflectional endings is fun! Play a game with someone at home.

- **Player 1** - say a root word (verb)
  - Examples: play, jump, kick, cook, eat, brush, etc.
- **Player 2** - use "-ed" and "-ing" to make a past tense and present tense verb using the root word (kick = kicked & kicking)
  - Hint: some root words don't change into past tense using "-ed"! (Examples: run → ran, swim → swam)  
These verbs are "irregular". If you choose an irregular verb, just say, "it's irregular!" and move to a new one.
- **Player 1** - Use the past tense ("-ed") version of the verb in a sentence! **STEM**: "Yesterday, I (verb+ed)."
- **Player 2** - Use the present tense ("-ing") version of the verb in a sentence! **STEM**: "I am (verb+ing) right now!"
- Switch roles and play again!

### English Language Development

- Nouns are people, places, and things.
- Singular nouns represent just one person, place or thing.
- Plural nouns represent multiple people, places, or things.
- There are several different ways to create plural nouns. The most common is by simply adding an -s to the end of a singular noun, but many words don't follow this rule!
- Nouns that end in 's', 'ss', 'sh', 'ch', 'x', and 'z': add -es.
- Nouns that end in 'f' or 'fe': change the 'f' or 'fe' to -ves.
- Nouns that end in 'o':
  - Vowel before the 'o'? Just add -s. Consonant before the 'o'? Add -es.
- Nouns that end in 'y':
  - Vowel before the 'y'? Just add -s. Consonant before the 'y'? Change the 'y' to -ies.

### Writing Connection

- Write sentences about things that you like! Try to write about some singular nouns and some plural nouns. Challenge yourself to use words with different endings like: -s, -es, -ves, and -ies. Don't forget to follow the rules!
  - You can use this sentence stem to get started, if you'd like:
    - I like (singular or plural noun)!



### Vocabulary

People: mom, dad,  
teacher, doctor,  
grandma, grandpa,  
dentist, firefighter

Places: school, home,  
playground, grocery  
store, soccer field

Things: ball, toy, cup,  
dog, cat, chair, bed,  
brush, pan, pot, table

### Home Connections and Reading Tips

Go on a noun search! Read a book, magazine, or even the back of a cereal box! As you read, look out for nouns. Remember, nouns are people, places, and things. When you find a noun, write it down! Make a chart to sort your nouns into groups like the one below. When you're finished, circle the plural nouns and put boxes around the singular nouns!

People	Places	Things
Mom	School	Toys
Doctors	Home	Dogs
Teachers	Playgrounds	Chair

### English Language Development

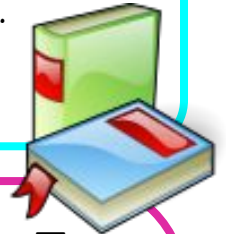


- Prefixes are the word parts that come BEFORE a word and change the meaning of the word a little bit.
- Suffixes are the word parts that come AFTER a word and change the meaning of the word a little bit.
- Some of the most commonly used prefixes in the English language are: un-, pre-, re-, and dis-.
- Some of the most commonly used suffixes in the English language are: -ful, -less, -er, -est, and -ly.
- When you know the meanings of the most common prefixes and suffixes, you can understand what many more words mean by thinking about what the base word means + what the prefix or suffix means to come up with a definition for the word!

### Writing Connection



Write about your week! Try to use at least one prefix or suffix in each sentence.  
Circle the prefix or suffix and explain what it means to a family member!



### Prefix/Suffix

un- : not  
pre- : before  
re- : again  
dis- : no, not  
mis- : wrong  
-ful : full of  
-less : without  
-est : most  
-ly : how it is done  
-er : more

### Home Connections and Reading Tips

How many real words can you make with the following prefixes, base words, and suffixes? If you're not sure if it is a real word or not, use a dictionary or look the word up online! Can you use one in a sentence?

Prefixes	Base Words	Suffixes
un-	honest	-ful
pre-	help	-less
re-	cool	-est
dis-	happy	-ly
mis-	sweet	-er

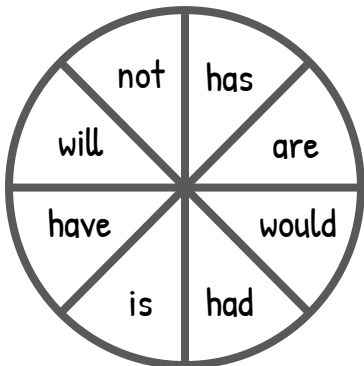
### English Language Development

- Contractions are words that are created by putting two words together, removing some letters, and replacing the missing letter(s) with an apostrophe ('). They are used in speaking and writing to say or write more quickly!
- Most contractions are created using one of several common words as the second word. These words are: "not", "have", "had", "has", "will", "is", "would", and "are".
- Some contractions look the same but have different meanings, so it is important to test it out to be sure you are using the contraction correctly! For example, contractions that are created using "has" and "is" look the same and contractions that are created using "would" and "had" look the same!
  - She + is = she's AND she + has = she's (but they mean something different and are used differently in sentences!)
  - They + would = they'd AND they + had = they'd (but they mean something different and are used differently in sentences!)



### Writing Connection

Use a paperclip and a pencil to spin the spinners to the left. Spin both spinners and see if you can make a real contraction by combining the two words! If you made a real contraction, use it to write a sentence! If you made a nonsense contraction, spin again!



### Home Connections and Reading Tips

Go on a contraction hunt! Read something at home. It could be a book, a newspaper, or even a cereal box! How many contractions can you find? Can you write the words used to create the contractions?

_____ + _____ = _____'		
Could	Not	Couldn't
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

# Learning Guide with Mrs. Radue

## Week 3, Episode 6

Grades 2-3  
Intermediate/  
Advanced English  
Language Development  
with Mrs. Radue  
(T/Th 9:30-10am)

### English Language Development

- WH Questions are questions that include some of the most commonly used question words that all begin with WH or H, like "who", "what", "where", "when", "why" and "how".
- The question word used in the question tells the reader what type of answer should be given:
  - Who? → The answer should be a **person** or **character**.
  - Where? → The answer should be a **place**.
  - When? → The answer should be a **time**.
  - Why? → The answer should be a **reason**.
  - What? → The answer should be a **thing** or **action**.
  - How? → The answer should be a **number** or **description of the way something is done**.



### Writing Connection

Challenge someone at home! Start by creating six question sentences - one that begins with each of the six question words: "who", "what", "where", "when", "why", and "how". Write down your questions, but leave the first word blank! Give your questions to someone at home to see if they can figure out which question word completes the sentence!



### Home Connections & Reading Tips

You can ask questions about stories as you read, as we did in the lesson. You can also ask questions about images and have great conversations! Look at the camping scene below or in the attached document on the website. Ask questions about the camping scene using each of the question words at least one time. Have someone at home help you practice by taking turns asking and answering questions! You can also practice this game in any setting you are in, like your living room, the playground, or the store!





### Homophones

flower/flour

no/know

here/hear

ate/eight

hole/whole

bare/bear

blew/blue

knight/night

plane/plain

deer/dear

do/due

I/eye

won/one

red/read

allowed/aloud

see/sea

hour/our

made/maid

might/mite

new/knew

witch/which

would/wood

herd/heard

great/grate

tail/tale

wrap/rap

to/two/too

there/their/they're



### English Language Development

#### Homophone

Homo=  
Same

Phone=  
Sound

- Homophones are words that sound the same, but are spelled differently and have different meanings.
- Homophones can make reading and spelling tricky! It is helpful to learn some of the most common homophones, how to spell them, and what they mean.

### Writing Connection

Try to write sentences using both versions of a homophone pair in one sentence! For example, with the hour/our homophones I could write this sentence:

Our family is going on a walk in one hour.

What sentences can you make using both versions of a homophone pair?



### Home Connections and Reading Tips

Go on a homophone hunt! Read something. Anything! It could be a book, a newspaper, a magazine, or even a cereal box! See if you can find any of the homophones in the list to the left. If you find one, tell someone at home the meaning of the word and the matching homophone pair!

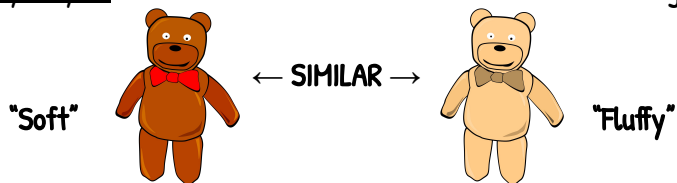
If you'd like to reread the book that we read together during the lesson, Wish for Lola, you can download a copy from the website or print a copy if you have a printer!

### Vocabulary

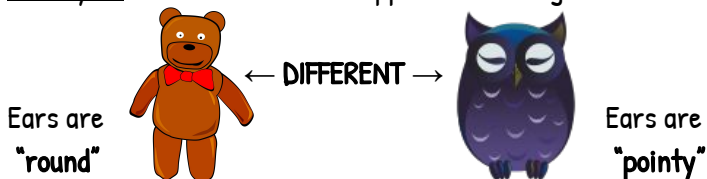
Large  
Understood  
Favor  
Discuss  
Follow  
Grant  
Several  
Much  
Only  
Began  
Small  
Amount  
Give  
Stopped  
Watch  
Lead  
Received  
Opposition  
Multiple  
Misunderstood  
Improve  
Rights  
Deserve  
Proofreader  
Column  
Suffrage  
Amendment  
Reality

### English Language Development

- Synonyms are words that have the same or similar meanings.

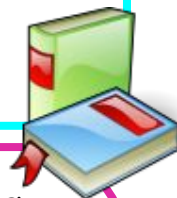


- Antonyms are words that have opposite meanings.



### Writing Connection

Choose two objects in your home and describe them! What do you notice about your items that is similar? What is different? Can you choose two synonyms to describe what is similar about your two items? Then, choose two antonyms to describe what is different about your two items. Done? Grab two new items and try again! 😊



### Home Connections and Reading Tips

Read a book, magazine, or even the back of a cereal box! As you read, look out for words you might be able to think of synonyms and antonyms for. Often times, verbs (action words) and adjectives (describing words) work well. Write your word in the middle column. Write a synonym to go with your word in the left column and an antonym in the right column! See the example below!

Synonym	My Word	Antonym
Exhausted	Tired	Energized
_____	_____	_____
_____	_____	_____
_____	_____	_____

## English Language Development

- Main Idea: The main point in the text that the author wants the reader to learn.
- Supporting Detail: Pieces of information in the text that support the main idea.



## Writing Connection

Challenge someone at home! Start by creating six question sentences - one that begins with each of the six question words: "who", "what", "where", "when", "why", and "how". Write down your questions, but leave the first word blank! Give your questions to someone at home to see if they can figure out which question word completes the sentence!



## Home Connections & Reading Tips

You can ask questions about stories as you read, as we did in the lesson. You can also ask questions about images and have great conversations! Look at the camping scene below or in the attached document on the website. Ask questions about the camping scene using each of the question words at least one time. Have someone at home help you practice by taking turns asking and answering questions! You can also practice this game in any setting you are in, like your living room, the playground, or the store!





# Learning Guide with Mrs. Radue

## Week 5, Episode 10

Grades 2-3  
Intermediate/  
Advanced English  
Language Development  
with Mrs. Radue  
(T/Th 9:30-10am)

### Vocabulary

#### Adjectives:

Fluffy

Tall

Spicy

Bright

Large

Broken

Beautiful

Short

Green

Sticky

Narrow

Smart

#### Adverbs:

Gracefully

Outside

Loudly

Rarely

Fast

Neatly

Noisily

Often

Yesterday

Slowly

Very

Quietly

### English Language Development

- Noun: a person, place or thing.
- Adjective: a word that describes a person, place or thing (noun).
- Verb: an action word.
- Adverb: a word that describes an action (verb).



### Home Connections and Reading Tips

#### Directions for Adjectives and Adverbs Mad Libs

- First, fill in all of the blank spaces below with either an adjective or an adverb, according to what is next to the blank space.
- Once you have completed this, insert those words into the story. Put the first word in the first blank, the second word in the second blank, etc.
- Finally, read the story and enjoy!

1. \_\_\_\_\_ Adjective
2. \_\_\_\_\_ Adjective
3. \_\_\_\_\_ Adjective
4. \_\_\_\_\_ Adverb
5. \_\_\_\_\_ Adverb
6. \_\_\_\_\_ Adjective
7. \_\_\_\_\_ Adjective
8. \_\_\_\_\_ Adverb
9. \_\_\_\_\_ Adverb



Once upon a time, there was a (adj)\_\_\_\_\_ dog, named Scout. Scout was very (adj)\_\_\_\_\_. His friends thought that was (adj)\_\_\_\_\_. One day, the dogs were playing (adv)\_\_\_\_\_ with their toys. Scout ran (adv)\_\_\_\_\_ to catch the ball that his friend threw.

When Scout got the ball, he ran back to his (adj)\_\_\_\_\_ friend. Now it was Scout's turn to throw the (adj)\_\_\_\_\_ ball. Scout's friend didn't want to chase the ball. Scout (adv)\_\_\_\_\_ asked, "why not?" Scout's friend was scared to go alone, so Scout and his friend went together. Scout and his friends lived (adv)\_\_\_\_\_ ever after.