

Name: _____

Date: _____

Unit 1 ~ Learning Guide

Student Instructions:

Complete the following learning guide as you work through the related lessons. You are required to **have this package completed BEFORE you go on to the next unit**. Do your best. Ask your home facilitator for help as needed and contact your teacher if you have further questions. See below for Learning Guide marking rubric.

Home Facilitator Instructions:

As soon as your student has completed a worksheet or two, please mark and go over the answers with him or her. Talk about sections where the student excelled and sections where the student had any difficulty. Students learn more if they can get feedback as they progress through the course.

Ideas and Content	Not enough completed to assess this area. 0points	Not yet meeting expectations, significant amounts not completed. 1points	Not yet meeting expectations. Some parts not completed. 2points	Minimally Meets Expectations - some detail, attempts to respond with minimally acceptable accuracy. 3points	Meets Expectations - reasonable detail, responses mostly complete. Most directions followed. There is some attempt to respond to a topic if it has been provided. 4points	Fully Meets Expectations - neat, very good detail and responses. You generally attempt deeper thinking in your responses when possible. Directions followed carefully. 5points	Exceeds Expectations - neat, exceptional detail, thoughtful responses. You always attempt deeper thinking in your responses, when possible. The topics have been addressed thoroughly and correctly. Directions followed carefully. 6points
Conventions	Not enough completed to assess this area. 0points		Errors in sentence structure or grammar may make it difficult to follow. May lack effort in these areas. 1points	A few errors in grammar, spelling, or sentence structure. 2points		Complete sentences, attention to grammar and spelling, evidence of revisions / corrections / review of work. 3points	

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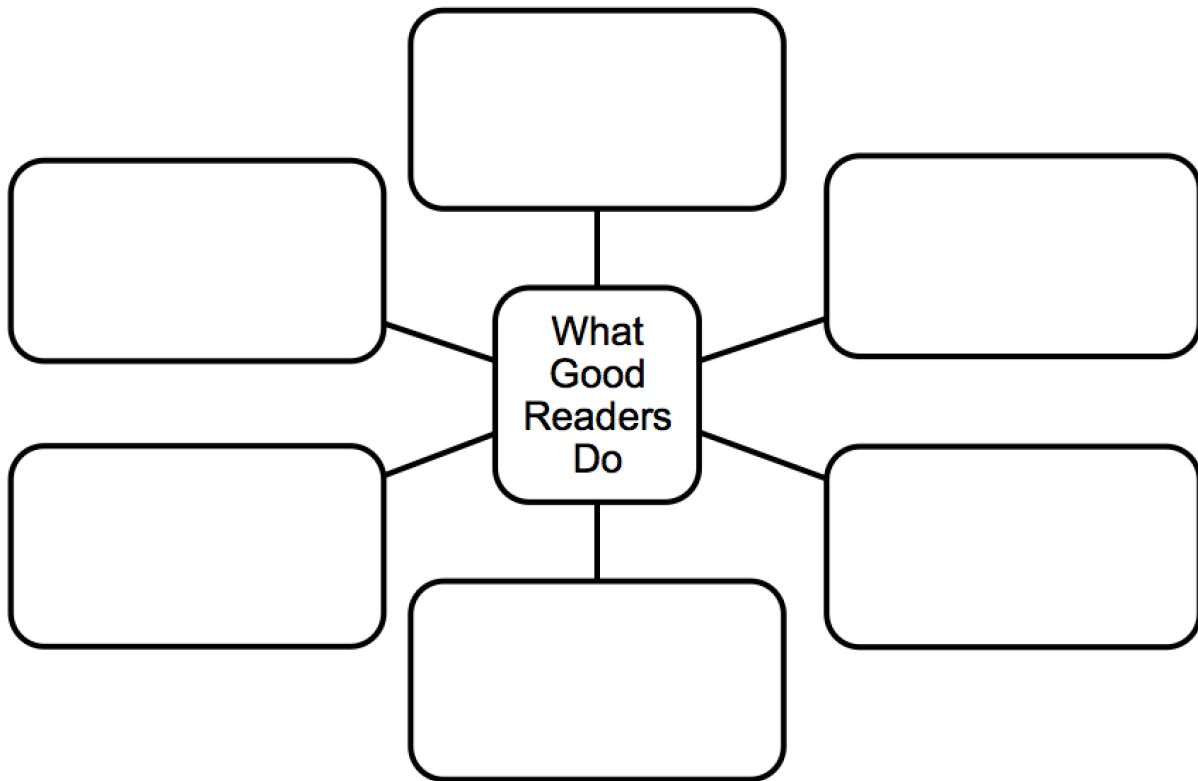
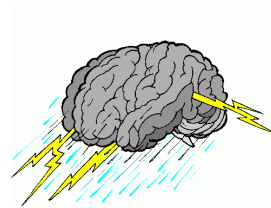
1.1-1.5 Reading Rules

1. My home facilitator and I have read the front page of this Learning Guide together.



BRAINSTORM

2. Brainstorm what you think good readers do before, during, and after reading to help understand the reading better. Try to come up with at least six ideas.



Note: Now, you can complete activities 1.2 to 1.5 within your course, then return below for 1.6.



1.6 Descriptive Text

Descriptive Writing Notes

Answer the following questions:

1. What is descriptive writing?

2. Why do you think descriptive writing important?

3. What is the difference between poor and excellent descriptive writing?

4. Name four things you can find in good descriptive writing.

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1.7 Parts of Speech – Part One

Properly Print Proper Nouns

A proper noun is a specific person, place or thing. It needs to be CAPITALIZED.

Directions: Below is a list of common nouns. Your job is to write down a proper noun that would match. Remember to CAPITALIZE your answer.

Example: your favourite planet Earth

1. Your school _____

2. Your favourite chocolate bar _____

3. Your doctor _____

4. Your favourite movie _____

5. Your favourite country to visit _____

6. Your province _____

7. Your premier

8. Your favourite music band _____

9. Your favourite brand of chips _____

10. Your favourite video game _____

11. Your street _____

12. Your favourite clothing brand _____

13. Your favourite sports team _____

14. Your favourite language _____

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A pronoun replaces a noun. Ex.) he, she, they, it

Directions: Below are a series of sentences. For each question, combine them to make just one sentence to eliminate repetitive pronoun use.

Ex.) Her name is Taina. She has black hair. She has brown eyes. She has a ponytail.

Taina has brown eyes and black hair in a ponytail.

1. The horse is black. It is running. It is in the field. It is neighing.

2. The book was dusty. It was old. It was on the table.

3. She is the president. She is reading. She is on a plane.

4. He is a nurse. He visits a school. He gives students their vaccines.

5. It has mushrooms in it. It tastes delicious. It is spaghetti.

6. The kids are in the forest. They pick berries. They eat berries.

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An adjective describes a noun.

1. Write three adjectives to describe a carrot.

2. Name two adjectives to describe your favourite dessert.

3. List three adjectives that describe the person you last spoke with.

4. Write four adjectives that start with the letter p.

5. Name three adjectives to describe a caterpillar.

6. Name two adjectives to describe your favourite shirt.

7. Name three adjectives to describe a dragon.

8. Name two adjectives to describe how you are feeling today

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1.8 Parts of Speech – Part Two

Help the Weak Sentences!

A verb describes an action.

Directions: Find a more powerful and vivid verb (that makes sense in the sentence) to replace the underlined verb.

Example: The cats left the couch. deserted

1. The astronaut looked at the alien. _____

2. The doctor walked over to the sick patient. _____

3. A thief went into the house. _____

4. The hungry dragons ate the food. _____

5. Asif said, “Help! Call 911!” _____

An adverb describes a verb.

Directions: Add an adverb (that makes sense in the sentence) to go with the underlined verb. Helpful hint: Adverbs often end in *-ly*.

Example: The cats crankily left the couch.

1. The astronaut looked _____ at the alien.

2. The doctor walked _____ over the sick patient.

3. A thief went _____ into the house.

4. The hungry dragons ate the food _____.

5. Asif said _____, "Help! Call 911!"

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A preposition introduces information like where, when, or why something takes place. It connects more details to a sentence.

Directions: Below are a series of incomplete sentences with underlined prepositions. Add in creative and interesting details.

Example: Parminder drove to grandma's house in the space buggy.

1. The car zoomed through...

2. The children ate spaghetti with...

3. The treasure was hidden behind...

4. Pat was afraid to go near...

5. The students didn't know what to do without...

6. The killer whale dove into...

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A conjunction is a word that joins together sentences, phrases, or words. Ex.) because

Directions: Below are a series of incomplete sentences, each with an underlined conjunction. Add a creative and interesting ending.

Ex.) Ruaraidh was late for school because his flying unicorn kept stopping to snack on rainbows.

1. Dayah looked out the window when...

2. The birds chirped until...

3. The astronomer has never been the same since...

4. The kids were excited to go to Mars, but...

5. The scuba diver saw the shark swim closer, so...

6. The hero could not win unless...

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1.9 Literary Devices



Create Tongue Twisters

Create tongue twisters using the alliteration formula below. Whatever the number is, that is the letter sound all your words must start with. Then practice saying your sentences as fast and as clearly as you can. See the example below.

Number	Adjective	Noun	Verb	Adverb
One	Wonderful	Wombat	Winked	Woefully
Two				
Three				
Four				
Five				
Six				
Seven				
Eight				

Nine				
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Onomatopoeia is a word that imitates the sound it describes. Ex.) The bees buzz.

Directions: Write the onomatopoeia word that describes the sound that each noun makes.

1. The cow _____

2. The race car _____

3. The telephone _____

4. The chickens _____

5. The watch _____

6. The horn _____

7. The kitten _____

8. The campfire _____

9. The frog _____

10. The bubble _____

11. The bomb went _____

12. The wolf _____

13. The ghost _____

14. The toilet _____

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1.10-12 Get Descriptive – Part 2



Rewrite the “telling” sentences into ones that show the reader what is going on. Use your five senses, vivid parts of speech, and creative literary devices. Your revision can include more than one sentence.

Ex.) I felt sad, so I started to cry. (This tells.) Try instead...

Salty tears dripped down my face and splashed on the floor. (This shows!)

1. The woman won the lottery and was excited.

2. The boy had a stomach ache.

3. The cat chased the mouse. The mouse was scared.

4. The sun came up and it was a bright, sunny morning.

5. The children like to eat ice cream.

6. The old man was tired. He was happy to go to bed.

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