

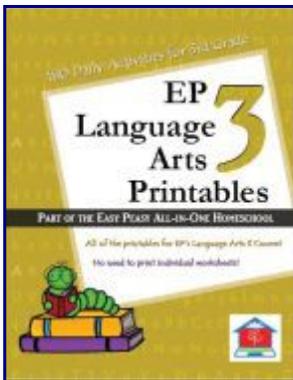
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Language Arts 3

Please review the FAQs and [contact](#) us if you find a problem with a link.

This course contains only the language arts assignments (writing, spelling, grammar) from Level 3.

Course description: Students will grow in their writing ability, practicing writing compound and complex sentences and learning to write five-sentence paragraphs. Students will also produce numerous creative works, writing a play, short stories and poems using rhyme, rhythm and alliteration. Students will practice their penmanship while copying literature selections. Students will grow their knowledge of spelling rules using worksheets as well as online games and activities. Grammar topics include capitalization, punctuation, sentence structure, nouns, pronouns, verbs and adjectives. Students will apply their grammar expertise to revising their writing.



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Print the [worksheets](#) / Buy as a [workbook](#)

If you want a place for your child to do writing (about 80 assignments), then consider just getting the full workbook.

[Answer Key](#) (The answers are also included with each worksheet in the links on the individual assignments.)

Day 1

Handwriting

1. Write your full name, full address and phone number.

Day 2

Writing

1. Scroll down to poem 04, *The Lamb*, by [William Blake](#).

2. Copy at least three lines of poetry that are repeated. (hint: There are four in 04.)
3. If you copy more than three, get a high five and/or hug.

Day 3

Writing

1. Look at poems [10 and 11](#).
2. Copy the first part of the first line of each stanza from both poems. You might want to read those directions again!
 - “When the ... laugh” for the first poem
 - “Sweet _____” for the second poem

Day 4

Writing

1. Look at poem [15](#).
2. Copy one of the stanzas from poem 15. Make it look like the poem. Make sure you copy all of that punctuation and write it on nine lines like how you read it.

Day 5

Writing

1. Write an I love you poem to someone.
2. You could write it with repeating words like this:
 - I love you because...
 - I love you because...
 - I love you because...
3. Write at least three lines.

Day 6*

Spelling*

1. *Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 7

Writing

1. Make a list of five pairs of rhyming words. Example: sweet feet
2. Make a list of five pairs of words that start with the same sound (alliteration). Examples: tell time, pickled pepper, nosy neighbor

Day 8

Writing

1. Write a poem with the same rhythm as [poem 23](#).
2. The first line has 3 syllables. The other 3 lines have 4 syllables.
3. Example:
 - My big toe
 - Has got an itch

- I'd buy a scratch
 - If I were rich
4. You don't have to rhyme the second and fourth lines, but if you do, get a high five and/or hug.

Day 9*

Writing(*)

1. You are going to write a poem about the month you are in. Write one word on each line that starts with the letter listed. For instance if it were February I might write: freezing, energy, birthday,...
2. This is called an acrostic poem.
3. (*)You can use the page of the [month](#) you are in from this site if you'd like.

Day 10

Writing

1. Write a [theme poem](#) or a [shape poem](#) (another [shape poem](#)).
2. You can use the theme poem tool or come up with your own theme and shape.

Day 11

Writing

1. Write two lines of a poem. Each line should have the same number of syllables. The last word in each line should rhyme. AND you have to use at least one alliteration. Can you do all three of those things? Get a high five and a hug if you do all three.
2. Example:
 - My dog's name is Mighty Max
 - He leaves behind muddy tracks
3. Mighty Max is alliteration; Max and tracks rhyme; each line has 7 syllables.
4. When you have to write something, you are allowed to type it unless your parents say otherwise.

Spelling*

1. *Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 12

Writing

1. Write a poem describing the month it is right now. You could use repeating words, alliteration, rhyme, or count syllables to create a rhythm.

Day 13

Writing

1. Look at this [picture](#).
2. Write a poem to describe it. You could use repeating words, alliteration, rhyme, or count syllables to create a rhythm.

Day 14

Writing

1. Write two lines of poetry that rhyme. Try to write 8 syllables in each line.

Day 15

Writing

1. Create a poem with [magnetic poetry](#). Drag the words onto the board to create your poem. (Don't choose ghosts for your topic!)

Day 16*

Writing

1. Write a [color poem](#). Choose a color and write at least five lines following the example. You can use the top part of your spelling worksheet to write it if you'd like.

Spelling*

1. *Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 17

Writing

1. Write a [bio-poem](#), a poem about yourself. Follow the directions for each line.

Day 18

Writing

1. Make a [list poem](#). If you want to make one about the grocery store like on the example page, here are some food ideas. Make it rhyme! Can you give it rhythm? Read it out loud to hear how it sounds.
 - beef, lettuce leaf, apple, pineapple, chocolate bar, granola bar, popcorn, candy corn, etc.

Day 19

Writing

1. Choose something to [write a poem](#) about. It can be short like the example.

Day 20

Writing

1. You can write any poem today.

Day 21*

Spelling*

1. *Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 22

Writing

1. Copy [four morals](#) from this list compiled from *Aesop's Fables*.

2. Make sure that you always copy carefully to practice spelling and punctuation.
3. If you copy more than four, get a high five and/or hug.

Day 23

English

1. Put the words in [alphabetical order](#). Sing the ABC song to yourself to help you place the bears in the right car. Follow the directions and continue through the rounds.

Day 24

Writing

1. Write a short story that would teach this lesson: look before you leap, that means to find out about something before jumping in to do it.
2. *Maybe* you could start your story: Peter's friend Ryan ran up to him and asked if he wanted to go pernickle picking. Peter didn't want Ryan to know he didn't know what pernickles were, so he said yes and went along. (What happened? BTW, pernickle is a made up thing.)
3. You don't have to use my story starter if you have your own idea. It's just to help you out if you can't think of an idea. If your story is going to teach the lesson, "look before you leap," what would happen next?

Day 25

Writing

1. Write a moral, a lesson. What should people know? (Here's that list of [Aesop's morals](#) for ideas.)

Day 26*

Spelling*

1. *Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 27

Writing

1. Write three questions that you want answered. Ask someone or find out your answers another way. You are practicing curiosity. Being curious is the most effective way to learn.
2. It would be a good exercise to ask others (friends, family, neighbors) the questions to get answers. Speaking up and asking questions is a good skill to learn.

Day 28

English

1. Put the words in [alphabetical order](#). Complete ALL FOUR LEVELS.
 - Remember: If two words have the same first letter, then you need to look at the second letter in each word to compare them.
 - If two words have the same first and second letter, then you need to compare their third letters, and so on and so on.

Day 29

Grammar

1. See what you can remember. What words should be capitalized?

Day 30

Spelling

1. Write all of these words two times each: knights, calendar, your, friend, their. Make sure you spell them correctly.
2. Your friend is their friend too. (I'm just showing you what kind of *your* and *their* that is.)

Day 31*

Spelling*

1. *Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 32

Writing

1. Copy this sentence: As he's her grandfather, it is high time he should do something for the child.
2. What is *he's* short for? (answer: he is)
3. What is *can't* short for in "I can't do it." (answer: can not)
4. What is *it's* short for in "It's so cute." (answer: it is)

Day 33

Grammar

1. Put the commas in the correct place.

Day 34

Writing

1. Write a conversation you would have with your grandfather if it was the first time you met him. What would you want to ask him? What would you want to tell him? See below to see how you should write it to show who is talking. (Hold onto this for Day 35.)

me: Hi.

GF: Who do we have here? (GF stands for grandfather.)

Day 35

Grammar

1. Now, rewrite your conversation using quotation marks.
 - "Hi," I said.
 - "Who do we have here?" Grandfather said.
2. Try your best. Leave ?question marks and !exclamation points, but replace .periods with ,commas like in my example. You also need to write who said what.

Day 36*

Spelling*

1. *Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 37

Writing

1. Copy these sentences: The strong wind nearly blew her from her seat, so she hurried with her meal, to be able to go inside and up to her bed. She slept in it as well as a prince on his royal couch.
2. Make sure you copy it exactly. Check when you are done.

Day 38

Grammar

1. Find the [correct sentence](#). Look for proper capitalization and punctuation.

Day 39

Writing

1. Describe the (pretend) day you spent on the mountain. What did you see? What did you smell? What happened?
2. Read over what you wrote. This is always a good habit to have. When you read it, make sure every sentence starts with a capital letter and ends with a period, question mark or exclamation point. If any word seems spelled weird, ask about it or look it up. Fix any of your mistakes.
3. Add your name and date to the paper and give it to a parent to add to your portfolio.

Day 40

Grammar

1. Write the correct word with [capitalization](#) or write the correct punctuation.

Day 41*

Spelling*

1. *Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 42

Grammar

1. Read the introduction and follow the directions to write [possessives](#) such as Mark's car. You can stop once you've gotten five correct.

Writing

1. Copy these sentences: She had gone to the housekeeper and told her all about Heidi. The lady, delighted with the idea, had told her to fetch the child at once.
2. Copy them carefully. Check your capitalization, punctuation and spelling.

Day 43

Grammar

1. [Correct the sentences](#). Make sure you click on go on at the bottom and keep going until you are finished.

Day 44

Writing

1. Write about your (pretend) day in a big city.
2. Stop and read over what you wrote. Fix any mistakes you notice.

Day 45

Writing

1. Copy a [quotation by Dr. Seuss](#). Start like this: Dr. Seuss said, “...” and put your quote (the words he said) between the quotation marks. Make sure you have a comma after *said*.

Day 46*

Spelling*

1. *Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 47

Writing

1. Read about the parts of [a friendly letter](#).
2. Look at a [friendly letter](#).
3. Correct the [friendly letter](#). (One of them has two correct answers. Don't worry if you click on the wrong correct letter.)

Day 48

Grammar

1. [Fix the mistakes](#) in the sentences. Check your answers and click on Go On. Keep going until it says you were successful or that you need to try again. If it says try again, then do it again.
2. Hint: When a sentence says something like “John and me went to the store” or “She gave it to John and I” You can figure out the right word by taking out the name.
 - Is “me went to the store” right? No! It should be I. So the right sentence would be “John and I went to the store.”
 - Try the other one. “She gave it to I.” Is that right? No, it should be me. The right sentence is “She gave it to John and me.”

Day 49

Writing

1. Here's a reminder about [how to write a friendly letter](#).
2. Write a letter to your grandfather, or if you are reading Heidi, you could write a letter from Heidi to her grandfather.
3. Use the reminder to check your letter. Did you use the correct punctuation and capitalization?

Day 50

Spelling

1. Do this activity on [prefixes and suffixes](#). Avoid the cactus and collect the gems.

Day 51

Spelling

1. Do this [spelling activity using prefixes](#).

Day 52

Writing

1. Write a letter to your grand parents, or a missionary, or anyone else.
2. Here's a reminder about [how to write a friendly letter](#). Click on each section for a reminder of what you are supposed to do.
3. Check over your work. Get in the habit of always checking over what you write.

Day 53

Grammar

1. [Fix the mistakes](#) in the sentences. Check your answers and click on Go On. Keep going until it says you were successful or that you need to try again. If it says try again, then do it again.

Day 54

Writing

1. Write a letter to the publishers of *Heidi* or of a favorite book. Tell them what you think of the story. Are you glad that they published it (made it into a book)? Was it a good idea or a bad idea to publish it? What's your favorite thing about the book so far? Is there anything you would change about it? What do you think should happen in the end of the book?
2. You will use this [business letter writing tool](#) to write the letter.
3. You will send it "To Whom It May Concern".
 - For Heidi the business is Grosset & Dunlap Publishers.
 - Their address is 345 Hudson Street 10th Floor, New York NY 10014 USA.

Day 55

Grammar

1. Read about the [rules of quotation marks](#). Scroll down the page and read everything. The answer to which sentence is correct is (number one). You can skip over the web links, but watch the video.
2. Now you can choose the correct sentences. Which use [quotation marks](#) and commas correctly?

Day 56

Spelling

1. Learn about [syllables](#).

Day 57

Writing

1. Think of a friend or relative that you could visit. Write a packing list. What would you need to bring (would it be cold or warm)? What would your bring as gifts? Write *at least* ten things on

your list.

Day 58

Grammar

1. Type in the boxes the words that the contraction stands for. If you need help, say it in a sentence both ways to see what makes sense.
 - Here are some helps:
 - I'd — I would
 - they've — they have
 - he's — he is
 - don't — do not

Day 59

Writing

1. Write a short story describing what you would see if you were visiting someone in another country. (If you can't decide, choose Australia.) You *could* write it like this, "While I was visiting my friend in Australia,..."
2. Did you read it over?

Day 60

Writing

1. Write a dialog between you and the friend you visited in another country (Day 59). When the next person starts talking, start writing on a new line. It can just be a couple of lines. Put everything that's said out loud in "quotation marks." Remember the tricky part that periods are replaced with commas inside the "quotation marks" at the end. You can look at my examples.
2. Example:
 - "I can't believe I made it!" I said.
 - "I'm glad you made it," my friend responded. "What do you want to do?"
 - "Everything!" I told her.
 - "Then we should get going," she said.

Day 61*

Spelling*

1. *Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 62

Writing

1. Write a song.

Day 63

Grammar

1. Do you remember nouns and verbs? Nouns are people, places or things. Verbs tell of action or being.

2. Play level one and sort the [nouns and verbs](#).
3. Find the [nouns and verbs](#).

Day 64

Writing

1. Time to write another letter.
2. Write a letter to your grandparents, or a missionary, or anyone else.
3. Here's a reminder about [how to write a friendly letter](#).

Day 65

Grammar

1. Place the [punctuation](#).
 - Here are some more comma rules for you.
 - Put a comma between date names. (Friday, May 1st)
 - Put a comma between date numbers. (March 3rd, 2015)
 - Put a comma between place names. (Philadelphia, Pennsylvania)

Day 66*

Spelling*

1. *Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 67

Writing

1. Write three sentences. The first needs to have AND, the second BUT, the third OR. You will write a sentence, then write a comma and your WORD, and then you will write another sentence. Do you remember how to combine sentences? Here are examples.
 - I am going home, and I will call you when I get there.
 - Please come inside, but please wipe your muddy feet first.
 - Do you want to play, or do you want to rest?
 - The green shows the two sentences. The red is the comma and conjunction—the connecting word. Make sure the words on either side make a sentence.

Day 68*

Grammar*

1. Read through the lists of “[to be](#)” verbs. (in the pink boxes)
2. When these verbs are used alongside action verbs, they are called “helping” verbs. Here are some examples:
 - He **is coming**.
 - You **are going** there tomorrow.
 - The green is the helping verb.
 - The red is the main verb.
3. *Print page 1 and choose [which helping verb](#) should fill in the blank. You can check your answers on page 2.

Day 69

Writing

1. Write three more sentences. The first needs to have AND, the second BUT, the third OR. You will write a sentence, then write a comma and your WORD, and then you will write another sentence. Here are examples.
 - I am going home, and I will call you when I get there.
 - Please come inside, but please wipe your muddy feet first.
 - Do you want to play, or do you want to rest?
 - Make sure the words on either side of the conjunction make a sentence.
 - Writing longer sentences makes your writing better.

Day 70

Grammar

1. The “to be” helping verbs are the most common, but there can be others. Here’s another [list](#). Just read through the words at the top of the page. They have them lined up by the first letter of the word.
2. Say whether each verb is the [main verb or a helping verb](#). (The helping verb comes in front of the main verb. It also gives a “contraction” as an option, like *aren’t* and *wasn’t*.)

Day 71*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 72

Writing

1. Pretend that you woke up today and all of the animals in the world could talk. Write a story about what animal/animals you talked to and what they said! (You can always type your stories.)

Day 73

Grammar

1. Learn about [adjectives](#).

Day 74

Writing

1. Write about your day as a _____. Choose something **inanimate**, not alive. A pencil, an umbrella, a spoon, a shoe, a computer...

Day 75

Grammar

1. [Fix the broken sentence](#) by replacing the underlined words with the correct ones.

Day 76*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 77

Writing

1. Write a story about the time you were less than an inch tall. Use adjectives to describe what things looked like when you were teeny tiny. How did you get small? What did you do? What was it like?

Day 78*

Grammar*

1. *Print out page 1 of this [adjective worksheet](#). Choose the best adjective from the choices (all choices are adjectives). You can check your answers on page 2.

Day 79

Writing

1. Write about your day out in the woods. Write about all the things you see, hear, smell, feel and taste. Make sure your name and date are on your page and give your story to a parent to add to your portfolio.

Day 80

Grammar

1. Follow the directions to [correct the sentences](#) and build your clubhouse.
 - A statement makes a statement, like this sentence. Statements end in periods.
 - Questions ask questions and end in question marks.
 - Exclamations exclaim and end in an exclamation point.
 - Commands command, asking something or telling someone to do something. They can end in a period or exclamation point. (examples: Please help me with this. Come right now!)

Day 81*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 82

Writing

1. Write directions for how to do something. Anything that you know how to do: how to tie your shoe, how to ride a bike, how to make hot chocolate, anything. Make sure you include every step. Start with a sentence that tells what you are going to give instructions for. Then write your steps. Write first...second...third...last...before each step.
2. When you are done, ask someone to follow your instructions EXACTLY. Did they do it correctly or did you miss something in your instructions?

Day 83*

Grammar*

1. *Print out and complete page 1 of this [adjective worksheet](#). You need to rewrite the sentences with the adjective that means the opposite. You can check your answers on page 2.

Day 84

Writing

1. Write about something important you have learned. Tell how you learned it and why it has been an important lesson to you.

Day 85

Grammar

1. Click on the key that shows the correct [contraction](#).

Day 86*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 87

Writing

1. Look at this [picture](#) and read the description and question. Answer the question, and while you do, use lots of adjectives!

Day 88*

Grammar*

1. *Print out page 1 and complete this [adjective worksheet](#). You will rewrite the sentences with synonyms (words that have something similar). You can check your answers on page 2.

Day 89

Writing

1. Look at this [picture of bananas](#)! Read the directions under the picture. Write your story.

Day 90

Spelling

1. Make [compound words](#).

Day 91*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 92

Writing

1. Write directions for how to play “Simon Says.”
2. Make sure you start with explaining what you are going to give directions for.
3. Include how to play, rules of the game and how to win. You could also include tips and variations, ways you could change the game.

Day 93*

Grammar*

1. *Print out this worksheet, [describe with adjectives](#), and follow the directions. Did you know that numbers are adjectives when they describe something like “one ball”?

Day 94

Writing

1. What happens next? Choose a book you are reading now, or a favorite, and write what happens next in the story.

Day 95

Writing/Grammar

1. Choose five items in the room with you. Describe each with five adjectives. If you can describe one of them with ten adjectives, get a high five and/or hug.

Day 96*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 97

Writing

1. Make a list of three types of people or animals (dog, superman, writer—These are just my examples. You can list what you like.) One of these will be your character, who your story will be about.
2. Make a list of three places (beach, moon, grocery store—These are just my examples. You can list what you like.) One of these will be your setting, where your story takes place.
3. Now write three problems (lost his shoe, allergic to his best friend, has gum stuck in his hair—These are just my examples. You can list what you like.) One of these will become your plot, what your story is about.
4. Choose one from each list and write or tell a short story using those story elements: the character, the setting and the plot.
5. Hold onto your list.

Day 98*

Grammar*

1. *Print out page 1 of [this worksheet](#) and follow the directions. You are going to find the adjectives and the nouns they describe. You can check your answers on page 2.

Day 99

Writing

1. Use your lists from Day 97. (You can come up with new ones if you want to.)
2. Choose one from each list and write a short story using those story elements: the character, the setting and the plot.

Day 100

Writing/Grammar

1. Make a list of ten nouns.
2. Now write the most interesting adjective for each of them that you can think of. They can be outrageous if you like. Outrageous, do you like that adjective?

Day 101*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 102*

Writing*

1. You are going to do a different type of writing assignment today. You are going to read a paragraph from a story. Then you are going to decide what it's about. How would you tell someone what the story was about? Then you're going to pick out some details from the story that show what it's about.
2. For example, if the story was about how cold Antarctica is, then some details that show that might be about what the average temperature is in Antarctica and what types of plants are able to live there. Those things would show some details about the story's main idea that it's really cold in Antarctica.
3. *Read the [story](#) on page one and decide what it's about. Then find some details that show what it's about. Give it a try. (Example answers are on page 2.)

Day 103*

Grammar*

1. *Print out page 1 of this [adjective worksheet](#) and follow the directions. Find the adjectives and the nouns they describe. You can check your answers on page 2.

Day 104

Writing

1. Write a [postcard](#). Where are you writing from? Home, the moon,...

Day 105

Spelling

1. Fill the fish tank by dividing up the words, finding the [prefix and suffix](#). You will divide each word into three parts. The base word goes in the middle. In the first box goes the prefix, the letters added onto the beginning. In the third box goes the suffix, the letters added onto the end

of the word. Here are examples:

- unthinkable — un is the prefix, think is the base word, able is the suffix
- How does the prefix and suffix change the meaning of the word?
- independently — in is the prefix, dependent is the base word, ly is the suffix

Day 106*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 107*

Writing*

1. We're going to learn more about non-fiction, books that give us information.
2. What do you include in a [summary](#)?
3. Summaries include the main idea and some supporting details.
4. *Practice writing a [story summary](#). Follow the directions..

Day 108*

Writing*

1. *Try to write your own [summary](#).

Day 109*

Writing*

1. *Practice writing a [story summary](#). Follow the directions.

Day 110*

Writing*

1. *Write a [story summary](#).

Day 111*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 112

Spelling

1. Play the [spelling game](#).
2. You can play more than once.

Day 113

Writing

1. Write a summary of a story or chapter you read for school. Write the main idea and a couple of supporting details. Make sure you tell the problem and how it was solved.

Day 114*

Writing*

1. *Practice with the [main idea and details](#). The answers are on page 2.

Day 115

Grammar

1. Play [verb viper](#). Leave it how it is set and do “to be” verbs. If you don’t do well, try again! There’s a second level you should use. Continue when you have the option.

Day 116*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 117

Writing

1. Go through the lesson on the [main idea](#).

Day 118*

Grammar*

1. *Find the [adjectives](#) and the nouns they modify (describe). Work neatly and give this to a parent when you are done to place in your portfolio. You can check your answers on page 2.

Day 119

Writing

1. Write a summary of the chapter or story you read for school today (or recently). Include a main idea sentence and a couple supporting details. A summary should probably include the character, the setting, what problem is faced and how they are trying to fix the problem.

Day 120

Grammar

1. Play [verb viper](#). Choose “present tense” verbs. If you don’t do well, try again! There’s a second level you should use.

Day 121*

Spelling*

1. *Print out and complete this [comparative adjectives worksheet](#). You can include this in your portfolio. The answers are on page 2.
 - Adjectives that are used to compare two things are called comparative adjectives. There are a few guidelines for changing an adjective into a comparative adjective.
 - If the adjective has one syllable, simply add –er to the end to make it comparative. If the word is a consonant-vowel-consonant word, you need to double the ending consonant before adding –er. If the word ends in e, simply add –r.
 - big dog smart kid brave hero

- bigger dog smarter kid braver hero
- If the adjective ends in y, change the y to an i before adding –er.
- happy baby silly clown
- happier baby sillier clown
- For many adjectives with more than one syllable, simply add “more” to the regular adjective to make the comparative form.
- colorful sunset intelligent design
- more colorful sunset more intelligent design
- And of course, there are many words that just don’t follow a rule.
- far walk, farther walk little time, less time
- bad cold, worse cold good show, better show

Day 122

Spelling

1. What is the [homonym](#)? Make sure you read the introduction/instruction page before you start the activity. ([Answers](#))

Day 123*

Grammar*

1. *Print out and complete this worksheet on [superlative adjectives](#). You can check your answers on page 2.
 - Adjectives that are used to show the highest or lowest ranking among things are called superlative adjectives. There are a few guidelines for changing an adjective into a superlative adjective.
 - If the adjective has one syllable, simply add –est to the end to make it superlative. If the word is a consonant-vowel-consonant word, you need to double the ending consonant before adding –est. If the word ends in e, simply add –st.
 - big dog smart kid brave hero
 - biggest dog smartest kid bravest hero
 - If the adjective ends in y, change the y to an i before adding –est.
 - happy baby silly clown
 - happiest baby silliest clown
 - For many adjectives with more than one syllable, simply add “most” to the

- regular adjective to make the comparative form.
 - colorful sunset intelligent design
 - most colorful sunset most intelligent design
- And of course, there are many words that just don't follow a rule.
- far walk, farthest walk little time, least time
- bad cold, worst cold good show, best show

Day 124

Writing

1. Can you choose the [main idea](#)? Click on "Submit answer" after you choose to see if you are correct.

Day 125

Writing

1. Write a summary of the chapter or story you read for school today (or recently). What's the main topic? If you can, write your summary in one sentence. You'll have to use words like AND or BUT. If you write your summary in one sentence, get a high five and/or hug.

Day 126*

Grammar*

1. *Write the right form of the adjective, [comparative or superlative](#). You can check your answers on page 2.

Day 127*

Writing*

1. Read about writing a **paragraph**. Click on the three links at the top by "[Parts of a Paragraph](#)."
2. I want you to look at what it means to indent. Look at a book. Really, go get a book and open it up to look at it. Each block of writing is a **paragraph**. Each **paragraph** starts a new line with the first word moved over a little. That's called indenting. It shows you where a new **paragraph** begins.
3. Choose something to write about. Something you like a lot or know a lot about: horses, baseball, a friend...
4. *Print out this [hamburger](#) and write a main idea sentence about your topic. Write two detail sentences. Hold onto this paper.
 - Example: My neighborhood is full of interesting sights and sounds. From my window I can see onto the other roofs and can watch people eat, sleep and play on them. I hear the "eskigi" call out asking for people's old metal.
 - My paragraph is about how my neighborhood is interesting. Then I tell two details about what makes it interesting.
 - Your paragraph might be about how soccer is your favorite sport. Then you would give reasons why it is your favorite sport. Those are the details.

Day 128*

Grammar*

1. *What is being compared? Print and complete this [adjective worksheet](#). You can check your answers on page 2.

Day 129

Writing

1. Read about writing a **paragraph**. Click on the three links at the top by “[Parts of a Paragraph](#).”
2. Fill in the rest of your hamburger. You’ll need one more detail and a conclusion. Your conclusion is your ending. Make sure you mention your main topic. Here’s my example about how my neighborhood is interesting.
 - My neighborhood is full of interesting sights and sounds. From my window I can see onto the other roofs and can watch people eat, sleep and play on them. I hear the “eskigi” call out asking for people’s old metal. The children play soccer in the street between passing cars. These are just some of the things that make my neighborhood interesting.
 - new detail
 - conclusion
3. Hold onto this for Day 131.

Day 130

Grammar

1. Play [verb viper](#). Choose “past tense” verbs. If you don’t do well, try again! Make sure you continue to the end.

Day 131

Spelling/Writing

1. Write your **paragraph** (from Day 129) by hand. Indent your first word (move it over a little like in a book) and copy your sentences from your hamburger. Write each sentence right after each other. DON’T start each sentence on a new line. Make sure your name and date is on the paper and give it to a parent to place in your portfolio.

Day 132

Writing

1. Watch the video about [writing a sentence](#). Follow the directions and pause and write your sentence when it tells you to.
2. Write a great sentence. If you want a starting sentence, use this one. The dog ate.
 - Ask yourself how you can be more specific with your nouns and verbs.
 - Ask what kind
 - Ask how
 - Ask where
 - Ask why
 - What details and interesting words can you add?

Day 133

Grammar

1. Read these [sentences](#) and spot the difference between the simple and compound sentences. A compound sentence uses a comma and a conjunction (words like: and, but, or, so).
2. Write two complete sentences. Then turn them into a compound sentence, one that takes two sentences and combines them with a comma and a conjunction (and, but, or).

Day 134*

Writing*

1. *Fill in a [hamburger](#) for a paragraph summary of the chapter. What's the topic, the main idea of this chapter? Is it about them making new friends? You will have a topic sentence (main idea sentence), three supporting detail sentences and a closing sentence about the topic. Can you use at least one compound sentence. Get a high five and/or hug if you do.

Day 135

Grammar

1. Play [verb viper](#). Choose "past participle" verbs. If you don't do well, try again! Make sure you complete the levels.

Day 136*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

Day 137

Writing

1. Use your hamburger from Day 134 and put your sentences together. Write your paragraph.

Day 138

Grammar

1. Practice finding the [main idea](#).

Day 139

Writing

1. Write a paragraph summary of the chapter. What's the main idea of the chapter? Remember, you need five sentences. You need a main idea sentence, three supporting detail sentences, and a closing sentence about the topic. Can you do it?

Day 140

Spelling

1. Play [coconut vowels](#). Try the normal level. Get a high five and/or hug if you can do the hard level!

Day 141*

Spelling*

1. *Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.u would like to use them as such.

Day 142*

Writing*

1. *Print out this worksheet about [sentences](#). Follow the directions to make compound and complex sentences.

Day 143

Grammar

1. [Simple sentence](#)
2. [Compound sentence](#)
3. [Complex sentence](#)
4. Can you tell the [difference](#)?

Day 144

Writing

1. Write a simple sentences, a compound sentences and one complex sentence. (For a complex sentence you could add *because, if* or *when*.)
2. Now add an adjective to every sentence.
3. Here are their definitions if you need a reminder.
 - [Simple sentence](#)
 - [Compound sentence](#)
 - [Complex sentence](#)

Day 145

Writing

1. Write a simple sentences, a compound sentences and one complex sentence. (For a complex sentence you could add *because, if* or *when*.)
2. Now add an adjective to every sentence.
3. Here are their definitions if you need a reminder.
 - [Simple sentence](#)
 - [Compound sentence](#)
 - [Complex sentence](#)

Day 146

Spelling

1. Find the [correct plural](#). Read the lesson and then click to do the exercises.
2. Choose the correct [plural noun](#).

Day 147*

Writing*

1. *Print out this worksheet and [combine the sentences](#). You can check your answers on page 2.

Sometimes there is more than one answer possible.

Day 148

Grammar

1. Make [compound sentences](#) using conjunctions.

Day 149

Writing

1. Write five simple sentences. Do it now. Don't look below.
2. Done? Not yet? Don't read below.
3. Finished? Yes? Okay, now you may continue.
4. Combine four of the sentences (hidden below) with four of your five sentences using: **and, but, or, so**. You will need a comma and then the conjunction.
5. With the fifth sentences, combine them using **because**. Do NOT write a comma before because.
6. Highlight below to see the sentences.
 - School is fun.
 - I am tired.
 - Pizza is my favorite food.
 - I'm dizzy from spinning.
 - Playdough is squishy.

Day 150

Writing

1. Write a sentence with **, and** in the middle of it. (That means that the parts on each side of it could be their own sentences.)
2. Write a sentence with **, but** in the middle of it. (That means that the parts on each side of it could be their own sentences.)
3. Write a sentence with **, or** in the middle of it. (That means that the parts on each side of it could be their own sentences.)

Day 151

Spelling

1. Drag the word to the right ending to make [plurals](#). You can be both players.
2. Write the [plural](#).

Day 152

Writing

1. Write a fun story about having a [giraffe as a pet](#). Make sure you use some compound sentences. Get a high five for each compound sentence you use and for each sentence with because. Don't use a comma with because!

Day 153

Grammar

1. Play [word invasion](#). Uncheck the bottom two (adverbs and prepositions) by clicking on them.

Day 154

Writing

1. Write a short story called, "Where Is My _____?" Decide what is lost and write about the things you did to find it.

Day 155

Grammar

1. Choose the [correct verb](#) and race your giraffe.

Day 156

Spelling

1. Read the [plural spelling rules](#) and then click on Next at the bottom and take the quiz.

Day 157

Writing

1. Click on [Spin](#) to get the directions for your writing assignment today.

Day 158

Grammar

1. Play [word invasion](#). Uncheck the bottom two (adverbs and prepositions) by clicking on them.

Day 159

Spelling

1. Use your [spelling bee](#) to write words.

Day 160

Spelling

1. Find the [homophone](#) (a word that sounds the same but is spelled differently). It's a type of homonym.

Day 161

Spelling

1. How do you spell the [plural](#)?
2. Spell the [plurals](#).
 - If the word ends with a consonant and then y, change the y to i and add es. Lady → ladies
 - If the word ends with a vowel and then a y, add s. Day → days

Day 162*

English*

1. *Print this [worksheet](#) and fill in the blanks. You can check your answers on page 2.

Day 163

Grammar

1. Can you figure out [what type of word](#) would fill in the blank? Figure out a word that would make sense and then decide if that word is a noun, a verb or an adjective. Click on the arrow to see if you were right.

Day 164

Writing

1. Write about a time when you were either scared or brave. Make sure to include all the important details so that someone reading your story knows the who, what, where, when, why, and how.

Day 165

Writing

1. Write a paragraph about how living in a cave is different from living in a house.
 1. Start with a main idea sentence. (Living in a cave is very different from living in a house.)
 2. Give a few details about what's different.
 3. Write a conclusion that mentions your main idea.

Day 166

Spelling

1. Play this [spelling game](#). Choose "All Phonemes" at the bottom of the list. Choose the letters that complete the word. Click on the word if you need to hear it again.

Day 167

Writing

1. You are going to be writing a play. A play is a story that is acted out. You need to think about what characters are going to be in your story, your play. Make a list of characters that you would like in your story. Who is the story going to be about? Draw a picture of each character and tell someone about them. What do they act like? Are they mean? Nice? Happy? Funny? Smart? Are your characters going to be people? animals? robots?
2. Who is your main character?

Day 168

Writing

1. Where is your play going to take place? Inside, outside, on the moon? In a house, a church, a store? At a park, a race track, the beach, a mountain?
2. When is your story going to take place? Today, yesterday, a hundred years ago, a hundred years from now?
3. Decide on a setting.

Day 169

Writing

1. What is your play going to be about? What is the story going to be? What problem is your main character going to have? Did your character lose something and need to find it? Does your main

character need to get somewhere but doesn't know how? What ideas do you have?

Day 170*

Writing*

1. *Print this [worksheet](#) and fill in information about your characters, setting, and plot.

Day 171*

Writing*

1. *Fill in this [story map](#) with information about your plot.
2. Tell someone what is going to be the beginning, middle and end of your story. The beginning will tell what the problem is and what the character needs or wants to do. The middle will tell how the character tries to do it. The end is when the character finally can do it.

Day 172

Writing

1. Write your play. Here's the format. Write the character name. On the next line write what the character says. Write separately what the character does. Use your story map to help you get started.

Day 173

Writing

1. Work on writing your play. Today make sure you finish the beginning of your story. Your character should tell what her problem or his goal is.

Day 174

Writing

1. Work on writing your play. You should be writing the middle of the play. Use your story map. What different things will your character try to solve his problem or reach her goal? You have about three days to work on the middle.

Day 175

Writing

1. Work on writing your play.

Day 176

Writing

1. Work on writing your play.

Day 177

Writing

1. Work on writing your play. You need to write the end of your play today.

Day 178

Writing

1. Work on writing your play.

Day 179*

Writing*

1. *Complete this worksheet about [revising](#) or fixing your story. Follow the directions.

Day 180

Writing

1. Read your play with your family.

[You Did It](#), Congratulations!