

A RESOURCE FOR FAMILIES

INTENTIONAL HOMESCHOOLING

with Tiffanie Danielle

A COLLECTION OF HOMESCHOOLING
TIPS AND PRINTABLE RESOURCES.



METHODS OF HOMESCHOOLING

There are several methods of homeschooling and each has its own unique approach and philosophy. Homeschooling methods are not mutually exclusive, and many homeschooling families use a blend of different methods to create a customized approach that works best for their children.

TRADITIONAL

Similar to traditional classroom learning, traditional homeschooling includes the use of textbooks and generally follows a set curriculum with daily lessons and assignments with a focus on academic achievement and mastery of grade-level content.

UNSCHOOLING/CHILD-LED

Unschooling allows children to learn by following their own interests and passions. Parents provide resources and support but allow their children to choose what and how they learn through real-life experiences and exploration.

CHARLOTTE MASON

The Charlotte Mason method of schooling emphasizes "living books" (books that engage the reader and connect to real life) and encourages children to develop good habits and character. Short lessons, nature study, and the use of narration are used as means of reinforcing learning.

MONTESSORI

The Montessori style of schooling is based on the idea that children learn best through hands-on experiences and self-directed learning. It emphasizes the use of materials specifically designed to be self-correcting and allow children to work and learn at their own pace.

CLASSICAL

Classical schooling focuses on teaching children to think critically and appreciate classical literature, art, and music. It is organized into three stages:

- Grammar stage - focuses on memorization and foundational knowledge
- Logic stage - focuses on critical thinking and reasoning
- Rhetoric stage - focuses on communication skills and persuasion

ECLECTIC

The eclectic method is a combination of different approaches and allows parents to choose and adapt methods and materials that work best for their children's needs and learning styles.



TEACHING STYLES

- Lecture - Presenting information through verbal instruction
- Demonstration - Demonstrating concepts or skills to the students, often using visual aids or manipulatives
- Discussion - Facilitating group discussions and engaging students in critical thinking
- Inquiry-based - Guiding students through a process of inquiry and discovery
- Collaborative - Facilitating group work and collaboration among students
- Direct Instruction - Providing step-by-step instruction and guidance
- Experiential - Engaging students in hands-on, real-world experiences
- Personalized - Adapting instruction to meet the individual needs and learning styles of each student

LEARNING STYLES

- Visual - Learning through seeing things, such as diagrams, charts, videos, and written text
- Auditory - Learning through hearing things, such as lectures, discussions, and audio recordings
- Kinesthetic - Learning through hands-on experiences, such as experiments, demonstrations, and physical activities
- Reading/writing - Learning through reading and writing activities, such as taking notes, reading textbooks, and writing essays
- Social - Learning through interacting with others, such as group work, discussions, and peer teaching
- Solitary - Learning through working alone, such as independent study, self-reflection, and individual projects

Homeschool Statement

Family:

Date:

We homeschool because:

Homeschool objectives:

1.

2.

3.

We commit to:

Scripture:

Signatures:

Homeschool SWOT

DATE: _____

STRENGTHS	WEAKNESS
<ul style="list-style-type: none">• Connections, associations, resources, communities• Teaching strengths• Kids learning strengths• Prep/planning strengths and resources	<ul style="list-style-type: none">• Teaching weaknesses• Kids learning challenges• Schedule conflicts• Obstacles; lack of resources, financial, family dynamics, support• Emotions and attitudes
OPPORTUNITIES	THREATS
<ul style="list-style-type: none">• New technology, curriculum, associations, co-ops• Growth in kids' maturity and development• Experience• Network of support• Extra-curricular	<ul style="list-style-type: none">• Current obstacles• Changes in family life/dynamics• Government regulations• Lack of available resources

Homeschool SMART Goals

Specific * Measurable * Achievable * Realistic * Time-bound

DATE: _____

<p>GOAL</p> <p>Date to accomplish by:</p>	<p>What we will do and why:</p> <p>How we will measure progress:</p> <p>How this goal can be accomplished:</p> <p>How this goal is in-line with long-term school/family objectives:</p> <p>When will we work on this goal and how long will it take:</p>
<p>GOAL</p> <p>Date to accomplish by:</p>	<p>What we will do and why:</p> <p>How we will measure progress:</p> <p>How this goal can be accomplished:</p> <p>How this goal is in-line with long-term school/family objectives:</p> <p>When will we work on this goal and how long will it take:</p>
<p>GOAL</p> <p>Date to accomplish by:</p>	<p>What we will do and why:</p> <p>How we will measure progress:</p> <p>How this goal can be accomplished:</p> <p>How this goal is in-line with long-term school/family objectives:</p> <p>When will we work on this goal and how long will it take:</p>

NEXT REVIEW DATE:

LESSON PLANNING

Lesson planning is the process of outlining and organizing teaching topics, activities, and resources. Lesson planning is essential to ensuring that students receives a well-rounded education that covers a wide range of subjects and skills.

BENEFITS

- Planning lessons helps parents and students to stay organized and ensures that all essential topics and areas of study are covered.
- By planning lessons, parents can develop a curriculum that caters to their child's learning style, pace, strengths, and interests.
- In some states, homeschoolers are required to follow specific guidelines and meet certain educational requirements. By planning lessons, parents can ensure that they are meeting requirements and keeping accurate records of their child's progress.
- Homeschooling provides a lot of flexibility within the family, but it is also important to establish a routine and planning lessons helps homeschoolers to establish a consistent schedule and provide structure to their child's education.

STEPS

1. **Determine** what you want your child to learn by identifying specific learning objectives or goals that you want your child to achieve.
2. **Choose** the best instructional strategies to achieve your objectives by selecting resources such as books, videos, or online materials and deciding on activities, projects, or assignments that will help your child achieve the learning objectives.
3. **Create** a schedule by breaking down the lesson into smaller segments or determining how much time should be spent on each activity.
4. **Assess** the learning outcomes of the lesson by evaluating your child's progress, identifying areas of strength and weakness, and adjust the lesson plan accordingly.



TYPES OF LESSONS

Subject-specific

These lessons focus on a particular subject, such as math, science, social studies, or language arts. The lessons may include reading assignments, activities, and assessments to evaluate the student's understanding of the subject matter.

Unit-based

These lessons focus on a specific topic or theme, such as "Ancient Civilizations," "World War II," or "Environmental Science." The lessons may include a range of activities, such as reading, writing, experiments, and hands-on projects, to help students develop a deeper understanding of the topic.

Project-based

These lessons involve a long-term project or assignment that allows the student to explore a specific topic in depth. Examples might include creating a documentary film, designing a sustainable community, or conducting a scientific experiment.

Collaborative

These lessons involve working with other students or community members to achieve a common goal. Examples might include organizing a food drive, creating a public art installation, or developing a community garden.

Cross-curricular

These lessons integrate multiple subjects, such as math, science, and language arts, to help students develop a more holistic understanding of a topic. Examples might include exploring the mathematical principles behind music, or using literature to teach history and social studies.

Lesson Planner

Date of Lesson:	Subject(s):
Lesson Name:	Topic(s):
Instructor:	Lesson No.:

LESSON DESCRIPTION

MATERIALS NEEDED

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

LEARNING OBJECTIVES

Mon	Tue	Wed	Thu	Fri

STRUCTURE/ACTIVITY/INSTRUCTIONS

Homeschool Meet-up Plan

Date of Meeting:	Subject(s):
Time:	Topic(s):
Location:	

LESSON DESCRIPTION INSTRUCTOR: _____

MATERIALS NEEDED

☐ _____ ☐ _____

☐ _____ ☐ _____

NOTES/INSTRUCTIONS

ACTIVITY/CRAFT INSTRUCTOR: _____

MATERIALS NEEDED

☐ _____ ☐ _____

☐ _____ ☐ _____

NOTES/INSTRUCTIONS

ACTIVITY/CRAFT INSTRUCTOR: _____

MATERIALS NEEDED

☐ _____ ☐ _____

☐ _____ ☐ _____

NOTES/INSTRUCTIONS

Devotional Planner

WEEK OF: _____ - _____

SCRIPTURE TO MEMORIZE:

Mon	Tue	Wed	Thu	Fri
Read:	Read:	Read:	Read:	Read:
Prayer:	Prayer:	Prayer:	Prayer:	Prayer:

WHAT DO THESE PASSAGES TELL US ABOUT WHO GOD IS?

WHAT DO THESE PASSAGES TELL US ABOUT MAN?

HOW CAN WE OBEY THESE PASSAGES?

Cirriculum Map

STUDENT: _____

GRADE	BIBLE	MATH	ART MUSIC	READING WRITING	HEALTH SCIENCE	HISTORY GEOGRAPHY	GOVT. ECONOMICS	SPORTS ELECTIVES
PRE-K								
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

POSSIBLE ELECTIVES

EXTRA CURRICULAR

Daily Class Schedule

	CLASS/ACTIVITY	NOTES
6:00 AM		
6:30 AM		
7:00 AM		
7:30 AM		
8:00 AM		
8:30 AM		
9:00 AM		
9:30 AM		
10:00 AM		
10:30 AM		
11:00 AM		
11:30 AM		
12:00 PM		
12:30 PM		
1:00 PM		
1:30 PM		
2:00 PM		
2:30 PM		
3:00 PM		
3:30 PM		
4:00 PM		
4:30 PM		
5:00 PM		
5:30 PM		
6:00 PM		

About Today

STUDENT: _____

TODAY IS:

--	--	--

Day of the week

Month

Day of the month

Write it:

--	--

Yesterday was

Tomorrow is

Sun	Mon	Tue	Wed	Thu	Fri	Sat

The weather is

Assignments

WEEK OF: _____

	SUBJECT	ASSIGNMENT	DUE	✓
MON				
TUE				
WED				
THU				
FRI				

MEMORIZATION:

Weekly Planner

WEEK OF: _____

MON			MEMORIZATION
TUE			
WED			TO-DO LIST
THU			<input type="checkbox"/>
FRI			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			NOTES

GRADING SCALES

A grading scale provides a measurable way for both students and parents to track progress. Using grading scales help to identify areas in which the student is excelling or struggling, and provides a clear and measurable indication of how much progress has been made.

TRADITIONAL GRADING SCALE

	GPA
A+= 97%+	= 4.33/4.00
A=93%-96%	= 4.0/4.00
A-=90%-92%	= 3.67/4.00
B+=87%-89%	= 3.33/4.00
B= 83%-86%	= 3.00/4.00
B-=80%-82%	= 2.67/4.00
C+=77%-79%	= 2.33/4.00
C=73%-76%	= 2.00/4.00
C-= 70%-72%	= 1.67/4.00
D+=67%-69%	= 1.33/4.00
D=63%-66%	= 1.00/4.00
D-=60%-62%	= 0.67/4.00
F=0%-59%	= 0.00/4.00
I-Incomplete	

ELEMENTARY GRADING SCALE

E = Excellent

S = Satisfactorily

NI = Needs Improvement

DV = Developing

NY = Not Yet



WHY USE A GRADING SCALE

- Using a grading scale helps to establish expectations for both students and parents. By clearly outlining the criteria for each grade, it gives the student a clear understanding of what is expected.
- Using a grading scale in homeschool helps to prepare students for college. Additionally, homeschooled students planning to attend college will need to provide transcripts that include grades.
- Using a grading scale encourages accountability for both the student and the parents. It provides a standard for measuring success and encourages the student to take responsibility for their own learning progress.

WRITING GRADING SCALE

Structure - 3 Points

- Neat handwriting/proper format
- Punctuation and clear start and end to sentences
- 2-3 sentence minimum per paragraph

Content - 3 Points

- Topic sentence
- Beginning, middle, ending
- Sentences are relevant to the topic

Spelling and Grammar- 3 Points

- Proper capitalization
- Appropriate punctuation
- Minimal spelling errors

Vocabulary - 1 Point

- Use of new words
- Wide use of vocabulary

10 pts. total

Grade Book

STUDENT: _____

MONTH: _____ YR: _____

[illegible]

Report Card

Student:

Date:

Grade:

Instructor:

Address:

Contact:

GPA:

SUBJECT	GRADE	REMARKS

CONDUCT	GRADE	REMARKS
Attitude		
Participation		

GRADING SCALES

A+=97%+ | 4.33/4.00

A=93%-96% | 4.0/4.00

A-=90%-92% | 3.67/4.00

B+=87%-89% | 3.33/4.00

B= 83%-86% | 3.00/4.00

B-=80%-82% | 2.67/4.00

C+=77%-79% | 2.33/4.00

C=73%-76% | 2.00/4.00

C-=70%-72% | 1.67/4.00

D+=67%-69% | 1.33/4.00

D=63%-66% | 1.00/4.00

D-=60%-62% | 0.67/4.00

F=0%-59% | 0.00/4.00

I=Incomplete

S = Excellent

S = Satisfactory

NI = Needs Improvement

DV = Developing

NY = Not Yet

Student Signature

Instructor Signature

Homeschool Transcript

Address: _____

Phone: _____

Email: _____

Student: _____

Graduation Date: _____

DOB: _____

Grade: _____

GPA: _____

Course	Date completed	Grade	Credit	Extracurricular

Test	Date completed	Score

Parental Certification

I, _____, do hereby certify and affirm that this is the official transcript and record of _____.

Parent/Instructor

Signature

Date

Homeschool *High School Transcript*

Address:		Student:	
Phone:		Graduation Date:	
Email:		DOB:	
GPA		Total Credits:	Cumulative GPA:
9th:	10th:	11th:	12th:

Year	Course	Date completed	Grade	Credit	Extracurricular
9th					

Test	Date completed	Score

Parental Certification
I, _____, do hereby certify and affirm that this is the official transcript and record of _____, which meets the academic requirements in accordance with the regulations of the state of _____.

ONLINE RESOURCES

Online resources provide homeschooling families with a wealth of flexible, cost-effective, and engaging educational materials that can enhance the learning experience and help students to achieve academic success. A quick web search is sure to reveal many resources not listed here, as this list is only a drop in the bucket of the plethora of resources available.

EDUCATIONAL WEBSITES

K5 Learning - [k5learning.com](https://www.k5learning.com)
Free worksheets

Kid Scoop - [kidscoop.com/kids](https://www.kidscoop.com/kids)
Games, activities, lessons

Super Teacher Worksheets - [superteacherworksheets.com](https://www.superteacherworksheets.com)
Worksheets for every subject and customizable worksheets

Discovery K12 - [discoveryk12.com/assessment-tests](https://www.discoveryk12.com/assessment-tests)
Placement tests

Soft Schools - [softschools.com/math/worksheets](https://www.softschools.com/math/worksheets)
Free math worksheets

Math Drills - [math-drills.com](https://www.math-drills.com)
Free math worksheets

Homeschool Share - [homeschoolshare.com](https://www.homeschoolshare.com)
Lapbooks, printables, unit studies, and more

Schoolhouse Teachers - [schoolhouseteachers.com](https://www.schoolhouseteachers.com)
Paid subscription to a wealth of curriculum and activities

World Book Online - www.worldbookonline.com
History and Science curriculum, free and paid subscriptions

ABC YA - [abcya.com/games](https://www.abcya.com/games)
Supplemental games by grade and subject

Starfall - [teach.starfall.com](https://www.teach.starfall.com)
Educational and customizable printouts

Scholastic Study Jams - [studyjams.scholastic.com](https://www.studyjams.scholastic.com)
Math and Science videos, lessons and activities

Scholastic Teachers - [scholastic.com/teachers/teaching-tools/home.html](https://www.scholastic.com/teachers/teaching-tools/home.html)
Teaching tools and books by subject and grade

Number Line Creator - [themathworksheetsite.com](https://www.themathworksheetsite.com)
Free number line generator

Reading Eggs - [readingeggs.com](https://www.readingeggs.com)
Phonics, reading, comprehension, and math curriculum

BIBLE

Bible Story Printables - [biblestoryprintables.com](https://www.biblestoryprintables.com)
Seasonal and topical activities and worksheets

Grapevine Studies - [grapevinestudies.com](https://www.grapevinestudies.com)
Bible curriculum and free resources

Trueway Kids - [truewaykids.com](https://www.truewaykids.com)
Free Bible lessons

FREE CURRICULUM

Khan Academy - [khanacademy.com](https://www.khanacademy.com)

Easy Peasy - [allinonehomeschool.com](https://www.allinonehomeschool.com)

Ambleside - [amblesideonline.org](https://www.amblesideonline.org)

Old Fashioned Education - [oldfashionededucation.com](https://www.oldfashionededucation.com)

The Good and the Beautiful - [goodandbeautiful.com](https://www.goodandbeautiful.com)



YOUTUBE VIDEOS

Days of the Week

<https://www.youtube.com/watch?v=oKqAblcwFOA&feature=youtu.be>

Months of the Year

<https://www.youtube.com/watch?v=aOY5YuBgUHg&feature=youtu.be>

Counting by 5's

<https://www.youtube.com/watch?v=EemjeA2DjJw&feature=youtu.be>

Groups of 10

<https://www.youtube.com/watch?v=uedvwH6AyI8&feature=youtu.be>

Teen Numbers

<https://www.youtube.com/watch?v=1W5aYi3Ikho&feature=youtu.be>

Cardinal Directions

https://www.youtube.com/watch?v=f2l81_BFb-s&feature=youtu.be

TV SHOWS

The Magic School Bus

Liberty's Kids

Sid the Science Kid

The Torchlighters - Heroes of the Faith

Super WHY!

Creative Galaxy

The Magic School Bus Rides Again

Cyberchase

Wild Kratts

Where on Earth is Carmen Sandiego

APPS

PBS Kids

Tynker Coding

Khan Academy Kids

Homer

Scratch Jr

Mobile Montessori

Interactive alphabet ABC's

Brain Pop

Account Passwords

[illegible]

Book List

YEAR: _____ - _____

[illegible]

Reading Log

MONTH: _____

[illegible]

Book Report

NAME: _____

Book Title	Author

PAGE LENGTH _____

☐ FICTION ☐ NON-FICTION

RATING

☐ ☐ ☐ ☐ ☐

Genres	Date Started	Date Finished

My Favorite Quote

Settings	Main Characters

REVIEW

Observation Journal

Location/Assignment

NAME: _____

DATE: _____

Three things I predict:

1. _____
2. _____
3. _____

Three things I observed:

1. _____
2. _____
3. _____

Three things I learned:

1. _____
2. _____
3. _____

Drawing/Samples

Audio/Video/Presentation Analyzation

NAME: _____

DATE: _____

Title of Presentation: _____

Subject: _____

Name of presenter: _____

Source: _____

Three things I heard:

1. _____
2. _____
3. _____

Three things I learned:

1. _____
2. _____
3. _____

Main point:

I agree/disagree with:

In conclusion:

PE Log

MONTH: _____

[illegible]

Vitals

Date: _____

Weight:

Height: _____

BMI:

BP:

Resting HR:

SOCIALIZATION

Socialization is an important aspect of a child's development. Homeschooling families need to actively seek to provide students with opportunities to build friendships and interact with their peers and community members.

OPPORTUNITIES

- **Play dates** provide opportunities for homeschoolers to meet peers and build friendships within safe boundaries.
- **Homeschool groups and co-ops** provide opportunities for homeschoolers to meet peers and other families who are also homeschooling. These groups may organize field trips, group classes, and social events that allow children to interact and build friendships.
- Homeschoolers can participate in **extracurricular activities** such as sports teams, music lessons, or community theater. These activities provide opportunities to meet and interact with other children who share similar interests. In some public schools, homeschooled children are able to participate in electives and extracurricular events and activities.
- **Volunteering** can be a great way for homeschoolers to meet new people and give back to their communities. Consider volunteering at a local food bank, animal shelter, church, nursing home, local NGO, etc.
- Attending **local events** such as festivals, fairs, and concerts allow students to meet new people and participate in community activities.
- Students can also learn social skills by interacting with people of all ages in a variety of settings. Encourage your child to initiate conversations with neighbors, family members, peers, and other people in your community to further develop their social skills.

BENEFITS

- Helps children learn how to interact with others in a positive and respectful way
- Children learn to share, take turns, and compromise
- Provides opportunities for kids to meet new people and build friendships for encouragement and support
- Children learn about their own strengths and weaknesses, likes and dislikes, and values and beliefs
- Children learn how to express themselves and assert their needs in a group setting
- Exposes children to different perspectives and cultures, allowing them to learn about the world around them
- Helps children to develop empathy and compassion
- Helps children develop emotional intelligence (the ability to recognize and manage their own emotions as well as understand and respond to the emotions of others)



AMOUNT OF TIME

The amount of time that kids should spend with peers can vary depending on age, interests, and social needs.

- Preschoolers may benefit from short playdates with peers a few times per week.
- Elementary school children may benefit from more structured social opportunities such as sports teams, music lessons, or community programs.
- Middle school children may benefit from a mix of structured and unstructured social opportunities.
- High school students may benefit from more independence in their social lives and might enjoy spending time with peers while exploring own their interests.

The quality of social interactions is more important than the quantity. Children who have positive and supportive relationships with peers may not need as much time with friends as children who struggle to make connections. It's also important to consider each child's individual needs and preferences.

Field Trip Planner

Destination:

Contact:

Transportation:

Contact:

Departure Time:

Return Time:

To Do

☐

☐

☐

☐

To take

☐

☐

☐

☐

Schedule

00:00 - 00:00

☐ Activity

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

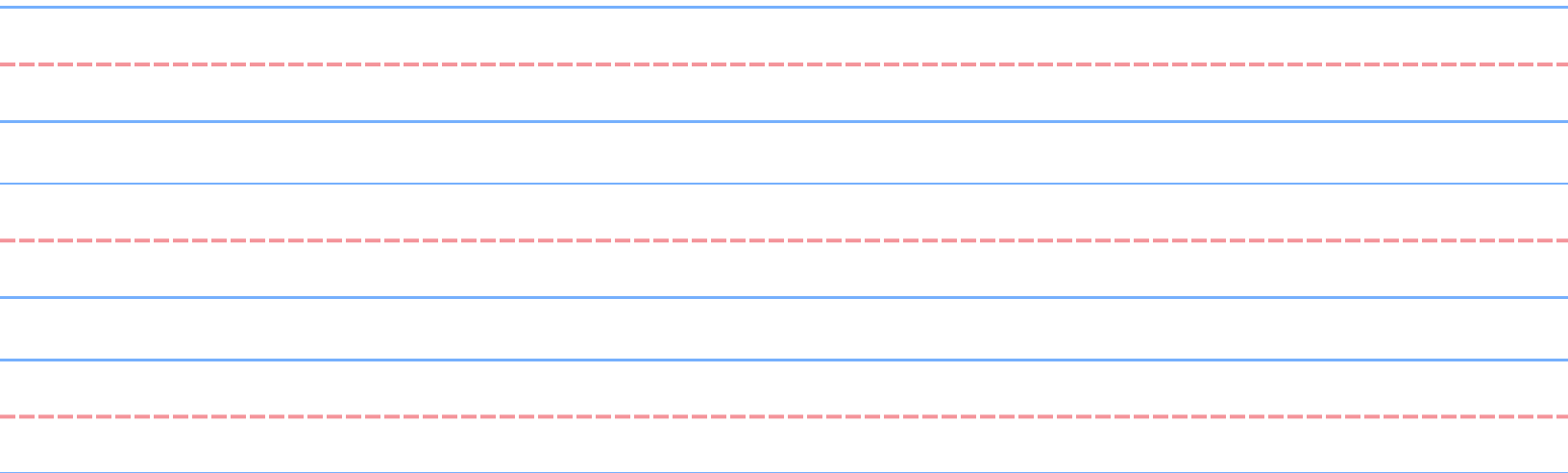
Notes

Journal Entry

NAME: _____

DATE: _____

Drawing:

The page contains four sets of horizontal lines for handwriting practice. Each set consists of a solid blue top line, a dashed red middle line, and a solid blue bottom line.

Journal Entry

Today I feel:



NAME: _____

DATE: _____

HIGHS

LOWES

[illegible]

PARTS OF SPEECH

Parts of speech describe basic grammatical categories in which words can be classified.

NOUN

A word that refers to a person, place, thing, or idea.
dog, city, love

PROPER NOUN

A word referring to a specific person, place, thing, or idea.
New York, San Diego Zoo

VERB

A word that expresses an action, occurrence, or state of being.
run, swim, be

ADJECTIVE

A word that describes or modifies a noun or pronoun.
red, happy, tall

ADVERB

A word that describes or modifies a verb, adjective, or other adverb.
quickly, very, often

PRONOUN

A word that replaces a noun or noun phrase.
he, she, it

PREPOSITION

A word that shows the relationship between a noun or pronoun and other words in a sentence.
in, on, at

CONJUNCTION

A word that connects words, phrases, or clauses.
and, but, or

INTERJECTION

A word or phrase expressing strong emotion or surprise.
Oh! Wow!



SENTENCE STRUCTURE

Proper sentence consists of creating a grammatically correct sentence that conveys a complete thought. Basic sentence structure includes:

1. Subject: the person, place, thing, or idea that the sentence is about.
2. Verb: the action or state of being that the subject performs or undergoes.
3. Object: the person, place, thing, or idea that is affected by the action of the verb.

A simple sentence consists of a subject and a verb, and may have an object. More complex sentences can be created by adding clauses, phrases, and modifiers.

Rules:

1. The subject and verb must agree in number (singular or plural).
2. A complete sentence must have a subject and a verb.
3. Punctuation marks, such as commas and periods, should be used correctly to separate and clarify sentence elements.
4. Modifiers should be placed close to the word or phrase they modify.
5. Clauses and phrases should be used appropriately and clearly linked to the main clause.

LITERARY DEVICES

Narrative techniques that convey information and add texture to a piece of writing.

ASSONANCE

The repetition of vowel sounds.
Go slow carrying the load over the road.

ALLITERATION

The repetition of consonant sounds.
Sally sells seashells by the sea shore.



IRONY

The expression of meaning by using language that normally signifies the opposite.

FORESHADOWING

An indication of something that will happen in the future.

HYPERBOLE

A great exaggeration used in order to emphasize a point.
I'm dying of laughter.

ONOMATOPOEIA

A word that sounds like the action or the object that it refers to.
She *pitter-pattered* down the *creaky* stairs.

ALLEGORY

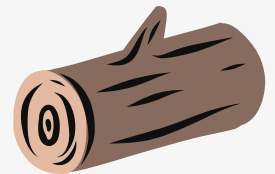
Using symbols to convey a hidden or ulterior meaning.



SIMILE

A direct comparison of unlike objects using the words "like" or "as".

He slept like a log.
As light as a feather.



METAPHOR

A direct comparison, when two unlike objects are compared without the use of like or as.

She is an early bird.
The room is a pigs pen.



PERSONIFICATION

When inanimate or nonhuman objects are given human characteristics.

The waters roared and the trees danced in the wind.
She held the tierd pencil in her hand.



Handwriting Practice

NAME: _____

DATE: _____

Example
↓

Handwriting practice lines (solid blue top and bottom, dashed red middle) for the first column.

Handwriting practice lines (solid blue top and bottom, dashed red middle) for the second column.

Example
↓

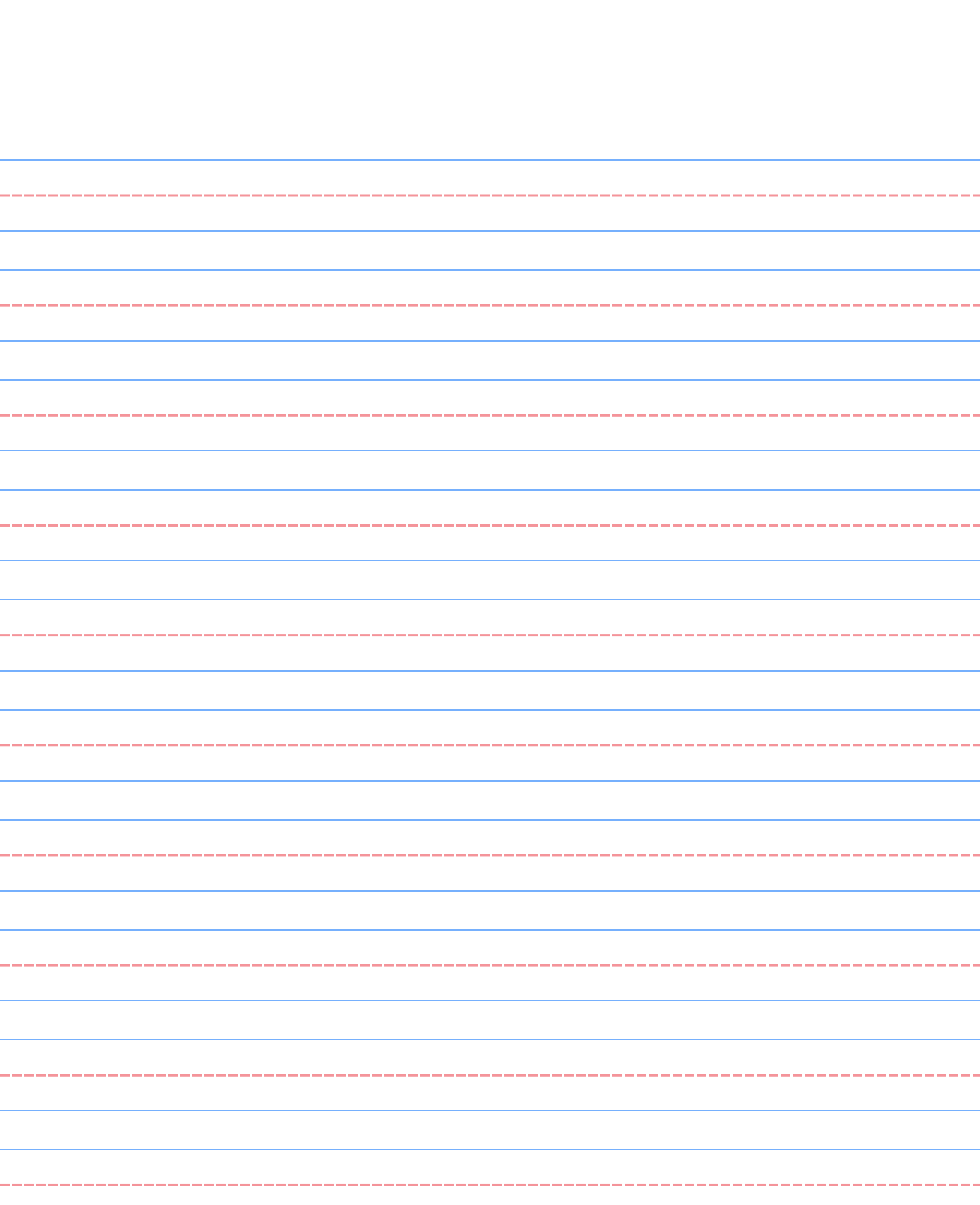
Handwriting practice lines (solid blue top and bottom) for the first column.

Handwriting practice lines (solid blue top and bottom) for the second column.

Example
↓

Handwriting practice boxes (solid blue borders) for the first column.

Handwriting practice boxes (solid blue borders) for the second column.



SPELLING RULES

C says /s/ when followed by E, I, or Y, or C says /k/.

G says /j/ only when followed by E, I, or Y, or G says /g/.

A E O U are usually long at the end of a syllable.

I and O may say /i/ and /ō/ when following two consonants.

AY usually says /ā/ at the end of a base word.

When a word ends with the phonogram A, it says /ā/.

A may also say /ä/ after a W or before an L.

Q always needs a U (U is not a vowel here).

Double the last consonant when adding a vowel suffix to words ending in one vowel followed by a consonant only if the syllable before the suffix is stressed.

TI, CI, and SI are used only at the beginning of any syllable after the first one.

SH says /sh/ at the beginning of a base word and at the end of a syllable, but never at the beginning of any syllable after the first one, except for the ending -ship.

,Add -ED to make a verb past tense unless it's irregular.

Past tense ED forms another syllable when the base word ends in /d/ or /t/. Otherwise, -ED says /d/ or /t/.

To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES.

To make a verb 3rd person singular, add the ending -S, unless the word hisses or changes; then add -ES.

Prefix AI has one L when preceding another syllable.

Suffix -FUL has one L when added to another syllable.

DGE is used after a single vowel which says its short sound.

CK is used after a single vowel which says its short sound.

TCH is used after a single vowel that does not say its name.

Phonograms ending in GH (AUGH, EIGH, IGH, OUGH) are used only at the end of base words or before T.

The GH is either silent or pronounced /f/.

Z, never S, spells /z/ at the beginning of a base word.

We often double F, L, and S after a single vowel at the end of a base word. (Occasionally other letters are doubled.)

Any vowel may say one of the schwa sounds, /ǘ/ or /i/, in an unstressed syllable or unstressed word.

O may say /ǘ/ in stressed syllables next to W, TH, M, N, or V.

AR and OR may say their schwa sound, /er/, in an unstressed syllable.



THE LETTER E

Silent E at the end makes the vowel say its name.

Silent E at the end makes the C say /s/ and the G say /j/.

Every syllable must have a written vowel.

For singular words ending in S, add an E to keep them from looking plural.

E makes TH say /TH/.

ADDING A SUFFIX

Drop the silent final E when adding a vowel suffix if it's allowed by other rules.

When adding a suffix beginning with a vowel (-ed, -est, -ing, -er, able), double the last consonant and add (ed) or (ing) if a short vowel is followed by one consonant at the end of the root word.

When adding a suffix beginning with a vowel, do not double the last consonant if the short vowel is followed by two or more consonants.

I AND Y

I and Y may say /i/ or /i/ at the end of a syllable.

When a one-syllable word ends in a Y, it says /i/.

Y says long /ē/ only in an unstressed syllable at the end of a multi-syllable word.

I may say /ē/ with a silent final E, at the end of a syllable.

Single vowel Y changes to I when adding any ending, unless the ending begins with I.

Spelling

NAME: _____

DATE: _____

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Spelling

NAME: _____

DATE: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Word List

NAME: _____

DATE: _____

Word	Use it in a sentence

Word Work

NAME: _____

DATE: _____

Read It!

Write It!

Clap It!



How many syllables are in the word?

Rhyme it!

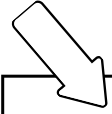
What are rhyming words?

Draw it or use it in a sentence.

Word of the Day

NAME: _____

DATE: _____



Noun

Verb

Adjective

Adverb

Dictionary definition:

Write the word in a sentence:

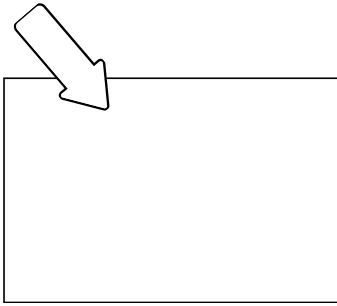
Synonyms:

Antonyms:

Number of the Day

NAME: _____

DATE: _____



Odd

☐

Even

☐

Write it!



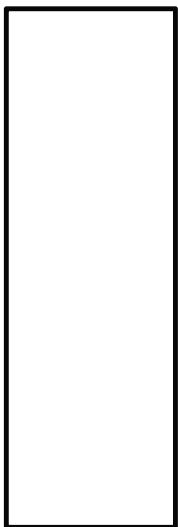
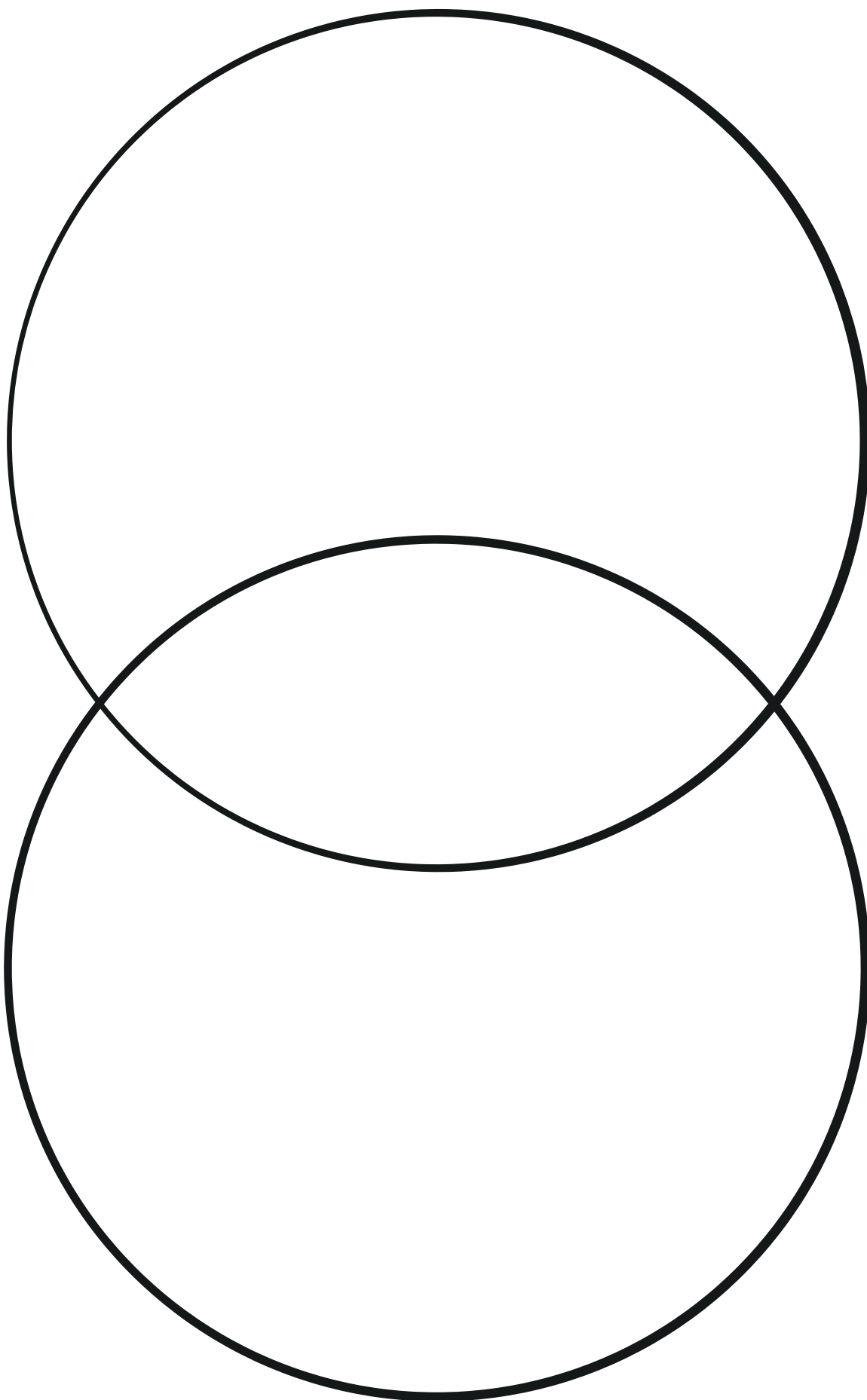
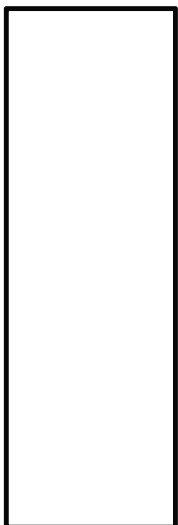
Number Sentences

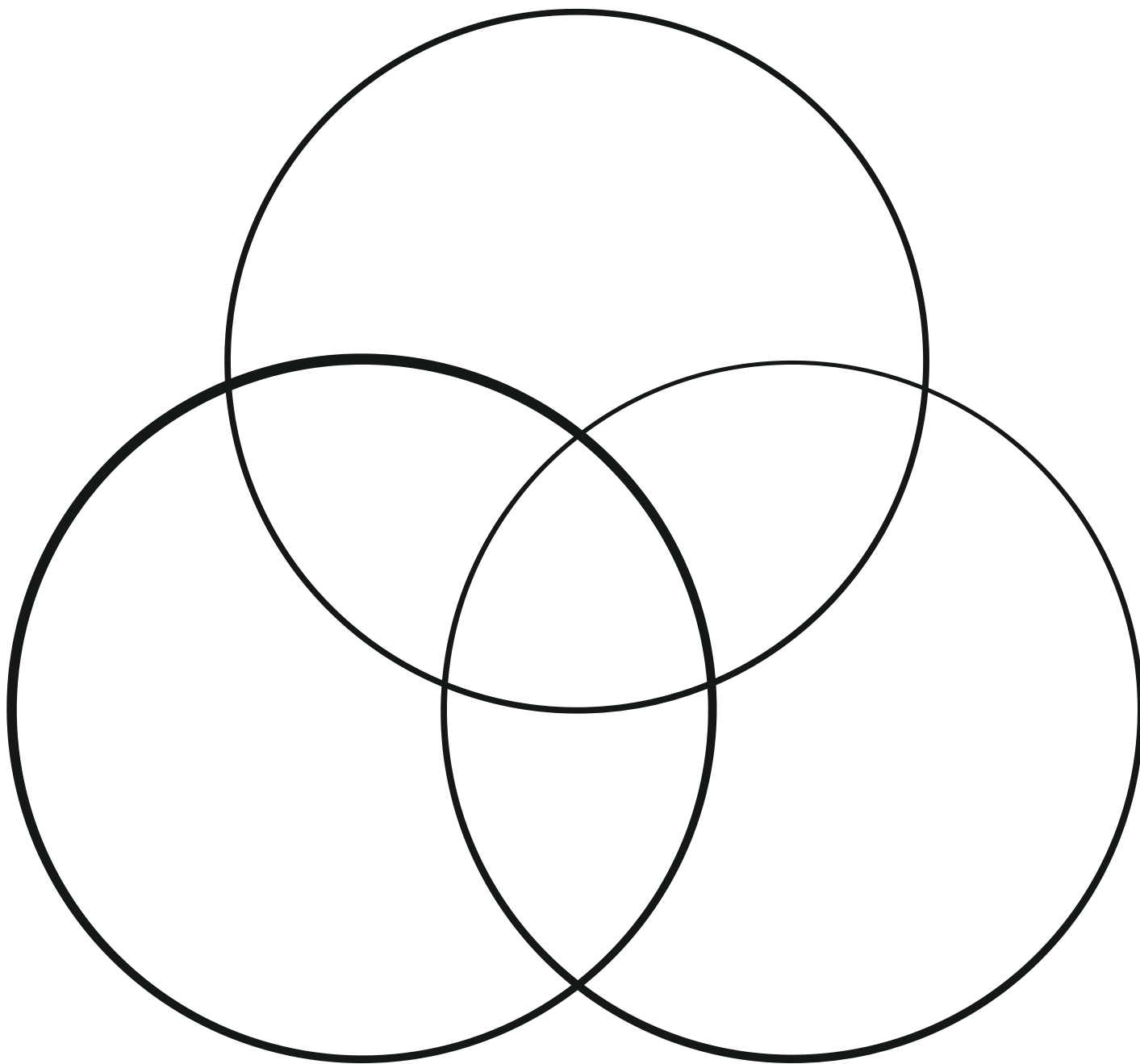
$$\square \square \square = \square$$

$$\square \square \square = \square$$

$$\square \square \square = \square$$

$$\square \square \square = \square$$





--	--

Scientific Method

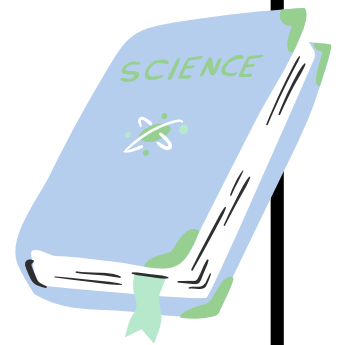
NAME: _____

DATE: _____



Question - What do you want to know?

Research - Get more information?



Make a hypothesis.

Experiment - Gather data.



Analyze data and make a conclusion.



Sticker Chart

NAME: _____

START DATE: _____

GOAL: _____



COMPLETION DATE: _____