

# Learning Guide with Mrs. Radue

## Week 1, Episode 1

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

### 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)."
- **Players 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!

# Learning Guide with Mrs. Radue

## Week 1, Episode 2

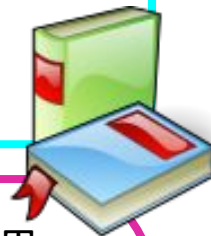
**Grades 2-3**  
**Intermediate/  
Advanced English**  
**Language Development**  
with Mrs. Radue  
(T/Th 9:30-10am)

### 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

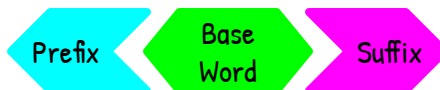


# Learning Guide with Mrs. Radue

## Week 2, Episode 3 & 4

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

### 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

# Learning Guide with Mrs. Radue

## Week 3, Episode 5

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

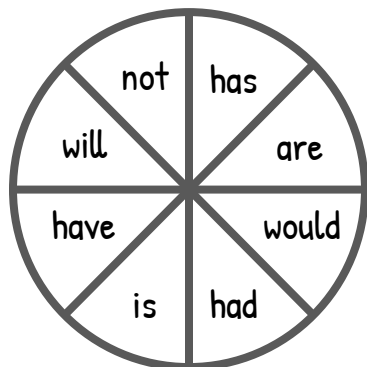
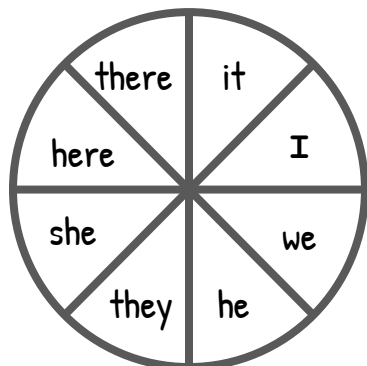
### English Language Development

- 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!





# Learning Guide with Mrs. Radue

## Week 4, Episode 7

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

### 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!

# Learning Guide with Mrs. Radue

## Week 4, Episode 8

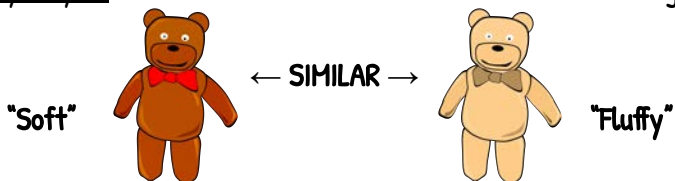
Grades 2-3  
Intermediate/  
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### Vocabulary

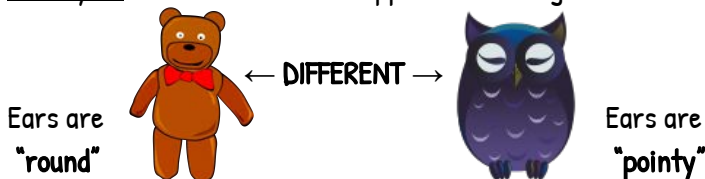
Large  
Understood  
Favor  
Discuss  
Follow  
Grant  
Several  
Much  
Only  
Began  
Small  
Amount  
Give  
Stopped  
Watch  
Lead  
Received  
Opposition  
Multiple  
Misunderstood  
Improve  
Rights  
Deserve  
Proofreader  
Column  
Suffrage  
Amendment  
Reality

### English Language Development

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

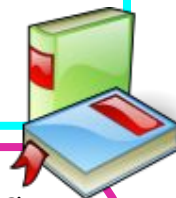


- Antonyms are words that have opposite meanings.



### 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
_____	_____	_____
_____	_____	_____
_____	_____	_____

# Learning Guide with Mrs. Radue Week 5, Episode 9

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

## 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!

- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Adverb
- \_\_\_\_\_ Adverb
- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Adverb
- \_\_\_\_\_ 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.

### READING SKILLS

This week, we engaged in two **Fiction** texts.

We identified **Story Elements** for each story:

**Characters**

**Setting-** When and Where

**Plot-** Beginning, Middle, End/Problem and Solution

**Theme-** The Message the author wants the reader to know and/or learn (is inferred)

We then **Compared and Contrasted** the **Story Elements** between the two texts, using a venn diagram to show our comprehension.



### WRITING SKILLS

This week, we read Fictional stories. Can you write a Fictional story, using all **Story Elements** to plan your piece? You can go through the Writing Process.

First, plan out your **Characters, Setting, Plot- Beginning, Middle, End/Problem and Solution, and Theme**. Once you have your plan, write a Rough Draft of your story.

Next, ask someone at home to Revise (make sure your story makes sense and has all the parts) and Edit (check for spelling and punctuation) your piece.

Last, publish your piece. Write a Final Draft, or type it. Add illustrations, and a cover! Share your story with your family and friends!

### ART and MUSIC CONNECTION

We focused on Comparing and Contrasting the Story Elements of two stories this week. Can you find and/or write two songs, two poems, or even two illustrations or pieces of artwork that you can do the same with; compare and contrast the Characters, Setting, Plot- Beginning, Middle, End/Problem and Solution, and Theme? Show and discuss these comparisons with someone at home.

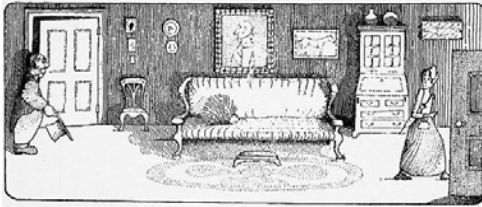


### READING TIP OF THE WEEK

Encourage your child to read at least two **Fictional Texts**- stories, poems, dramas, and orally discuss the **Story Elements** of each text. Then, have them **compare and contrast** the Story Elements between the two texts.



## Learning Guide for 3rd Grade with Ms. Lucero, Week 1

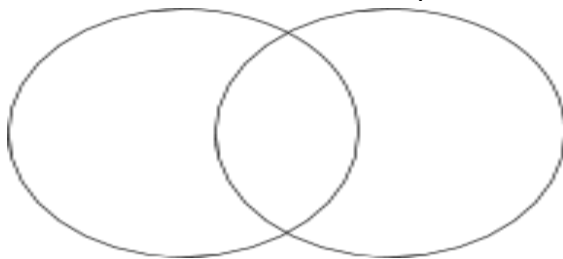


### READING

- **Ask and Answer Questions-**

We Ask and Answer Questions before we start reading, during our reading, and after we finish reading in order to show our comprehension for the text.

- We use the 4 W's- **Who, What, Where, When** and **How** to start our questions.
- We answer our questions, using details from the text, as well as inferring.
- **Character Traits-** We identify words to describe the characters in a story and track how their actions contribute to the **sequence of events** throughout the story.
  - **Sequence of Events-** Beginning, Middle, and End of a story
- **Point of View-** We distinguish our own Point of View of a story, compared to that of the author, narrator, or character(s).



○



## Writing

This week, we read three classic stories: Dr. Dolittle, The Wonderful Wizard of Oz, and Alice in Wonderland. From your **Point of View**, in your opinion, which was your favorite classic? Why was it your favorite?

- Need some sentence starters to guide your writing. Try these:
  - In my point of view, the story  
\_\_\_\_\_ is my favorite.
  - This story is my favorite because  
\_\_\_\_\_.



## Art Connection

- If you were a comic artist, how would you turn one of this week's classics into a comic strip? Plan out, draw, and write a creative comic strip for one of the stories.
- The Wonderful Wizard of Oz did not have illustrations. Can you become the illustrator and create a picture of the Cowardly Lion? Or of the crew on their way to see the Oz?



## Reading Tip of the Week

Practice reading at home for Fluency, Purpose, and to make Connections! Do you have any classics you can practice reading at home?

## READING Skills



### Main Idea and Key Details:

**Main Idea:** What the text is mostly about (the whole pizza)

**Key Details:** important details that support the main idea (pizza toppings)

### Logical Connections:

**Sequence:** connecting important events in sequential order (from earliest date to latest- timeline)

**Cause and Effect:**

## WRITING



This week, we read three nonfiction texts: **Denver Mint**, **Dinosaur Ridge**, and **The Stanley Hotel**. Each text had many facts about historical places here in our very own state, Colorado. Can you write an informational paragraph (3-5 sentences or more) about one of the places? Or can you write an informational paragraph about each historical place?

*According to the text...*

*In the text, I learned...*

*There are many facts about...*

*I now know...*

## SCIENCE CONNECTION



Pretend you are a paleontologist (like Arthur Lakes in the text **Dinosaur Ridge**), research some different fossils. What types of fossils would you discover?

*Draw pictures of the fossils*



## READING TIP OF THE WEEK

Encourage your child to read nonfiction texts (books, newspapers, articles) and orally practice one of the reading purposes from this week with someone at home.



## READING SKILLS



This week, we engaged in **Folktales**- stories that get passed down from generation to generation.

**Fables, Myths, Legends, Tall Tales, Fairy Tales**

We identified **Story Elements**:

**Characters:** Who are the characters in the story?

**Setting:** When did the story take place?  
Where did the story take place?

**Problem:** What is the problem(s) in the story?



## WRITING

This week, we read quite a few **Folktales**. Can you think of a story that you have heard more than once, either from your family, in school, outside of school that you can retell, in your own words? Write your own **Folktales** that can be passed down, from generation to generation, after your version.

*Once upon a time...*

*Long, long ago...*

*In a land far from here ...*

*It has been said...*

## ART CONNECTION



We focused on the illustrations in a **Folktales**, and how an illustration contributes to the Story Elements. Using one of the Folktales we read together, or one you create, or have read at home; can you illustrate one picture or more that focuses on at least one story element?

*Belling the Cath*

*How the Toad Got His Bruises*

*The Lion and the Mouse*

*The City Mouse and the Country Mouse*



## READING TIP OF THE WEEK

Encourage your child to read any type of **Folktales** and orally practice Story Elements, using the text and illustrations, with someone at home.

## READING SKILLS

- ❑ This week, we engaged in **Nonfiction texts- Biographies**, texts about a person's life
- ❑ We identified **Relationships** between:
  - ❑ **Historical Events-** using language pertaining to **sequence (time, dates, order)** and **cause/effect (the reason why an event happened, why it happened)**
- ❑ We used **Nonfiction Text Features** to locate information to demonstrate understanding of texts
  - ❑ **Table of Contents, Bold Print, Captions, Glossary, Index, Heading, Subheading, Diagram, Timeline**



## WRITING SKILLS



This week, we read read Biographies that I wrote with my 3rd grade classes. Can you write a biography? It can be on a person you know (from your family or a famous person). You will need to research your person first? Gather some information, some texts about the person. Take some notes, and then organize your writing into a biography. You can research information on your person such as:

Early Years

Developing Years

Late Years

Accomplishments and Contributions

## ART and MUSIC CONNECTION



We focused on nonfiction texts- Biographies this week. If you were to create a biography about a person you know, famous or not, can you write a poem, a song, create a portrait of your person? Through your piece, can you add facts about your person?

Princess Diana

John Elway

Taylor Swift

Rosa Parks

John F. Kennedy Jr.

Walt Disney



## READING TIP OF THE WEEK

Encourage your child to read any type of **Nonfiction Text** (biography, how-to book, procedural text), and orally discuss the Nonfiction Text Features they notice.

# Multiplication Tetris

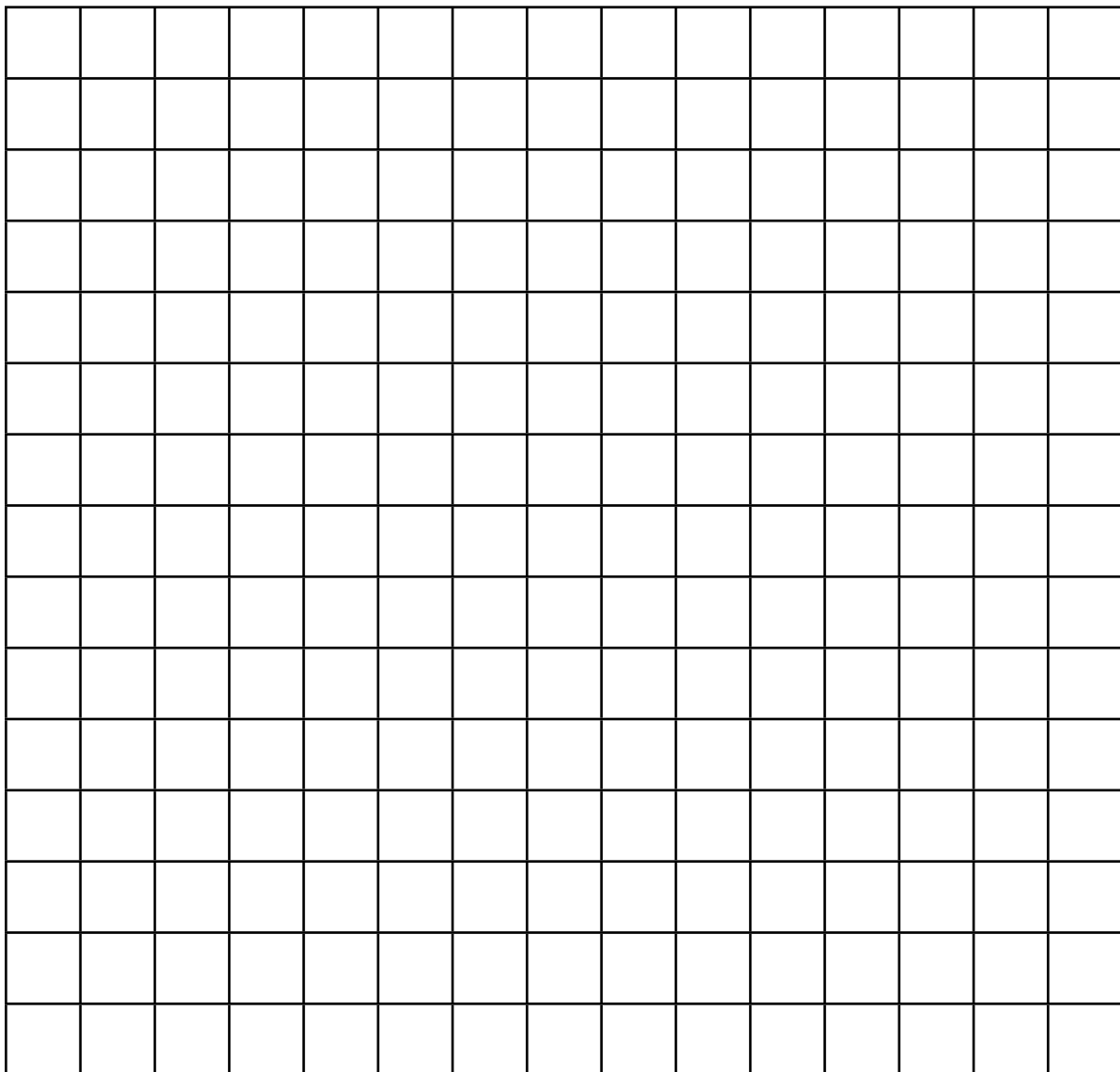
## Directions:

Have students play in groups of 2 or 3. Each group needs two dice and each player needs a blank grid that is 15 units by 15 units.

On each player's turn she rolls two dice. The numbers of the dice become the height and width of a rectangle that she will draw onto her grid paper. If a player rolls a 2 and a 5, she decides if the rectangle she draws on the grid will be  $2 \times 5$  or  $5 \times 2$ . After the rectangle is drawn, the player writes the factors she used inside the rectangle on the grid.

Each player stops playing as soon as she can no longer draw a rectangle that matches the dice rolled. Rectangles must not overlap and cannot be broken up into smaller rectangles.

The winner of the game is the person who ends up with the fewest unused unit spaces.



# Division BUMP

## 2 Player Division Game

### Materials:

- ☐ 1 Division BUMP Game Board (choose from  $\div 2$ ,  $\div 3$ ,  $\div 4$ ,  $\div 5$ ,  $\div 6$ ,  $\div 7$ ,  $\div 8$ ,  $\div 9$ ,  $\div 10$ )
- ☐ 10 chips or clear counters of one color for each player (Example: 10 red & 10 yellow)
- ☐ Die/Dice – Choose ONE option:
  - ☐ 1 ten-sided die (use for facts 1-10). Use ONLY the bold circles on the game board for play.
  - OR**
  - ☐ 2 six-sided dice (use for facts 1-12). Use all circles on the game board for play.

### Rules:

**Objective:** The first player to get rid of all 10 counters wins!

### **Basic Rules:**

- ☐ Roll dice. Place a clear counter on the expression with the matching quotient.
- ☐ If the number is already covered by another player's counter, BUMP it!
- ☐ If the number is already covered by YOUR counter, put an additional counter on top to "crown" it and that number becomes closed and un-bump-able!
- ☐ If a player rolls doubles he gets to roll again.
- ☐ If all possible circles (expressions) are closed, the player loses a turn.

### **Variations:**

- ☐ **Level 1:** Put your counter on the circle containing the expression that matches the quotient on your dice.
- ☐ **Level 2:** Put your counter on the circle containing the expression that matches the quotient, or choose two other expressions that total that quotient and cover each with a counter.
- ☐ **Level 3: BUMP Unlimited.** Put your counter on the circle containing expression that matches the quotient, or determine a combinations of unlimited numbers that total the quotient and cover each with a counter.

# BUMP $\div 5$

$60 \div 5$

$55 \div 5$

$5 \div 5$

$10 \div 5$

$20 \div 5$

$15 \div 5$

$25 \div 5$

$35 \div 5$

$50 \div 5$

$40 \div 5$

$45 \div 5$

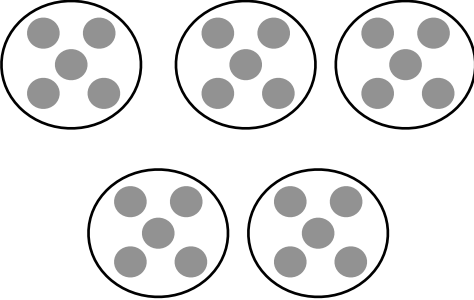
$30 \div 5$

Roll Doubles and  
get another  
turn!



# Relating Multiplication & Division

**Directions:** Complete each row. Explain your reasoning.

Situation	Drawing or Diagram	Multiplication Equation	Division Equation
Jeffrey has 18 stickers in an album. Each page in the album holds 3 stickers.			$18 \div 3 = \underline{\quad}$
Five boxes contain a total of 25 granola bars. Each box holds the same number of granola bars.			
Susie baked 6 cookies. She put the cookies into 2 rows. Each row has the same number of cookies.		$2 \times ? = 6$	
Mila has 20 colored pencils. Each box holds 4 colored pencils.			$20 \div 4 = \underline{\quad}$

