

Easy Peasy English Writing Level 5

Day 1

Copy the stanza of the poem with “dungeon.”

What two words rhyme? (answer: heart and depart)

The rhyme scheme is ABCB — that means the B lines (the second and fourth lines) rhyme.

Reread that stanza out loud.

Write a stanza of the poem with the same rhyme scheme.

Day 2

Copy the last line. “How far the unknown transcends the what we know.”

Transcend means to go beyond. He is saying that the unknown is much bigger than what we do know.

What do you think he’s talking about? (hint: He was just talking about dying.)

Day 3

Choose a mood to write about. (happy, sad, surprised, angry, frustrated, silly, confused, excited...)

Make a list of words that describe that feeling or are synonyms with the mood word you chose. Where would you observe happy people? What would they be doing?

Write a poem in the style of *Snow-Flakes*. Write at least one stanza. Reread the first stanza of the poem out loud to get the feel of the rhythm of the poem. Poems don’t just have rhyme; they have rhythm, but more than anything, they have feeling.

Use at least three words from your mood-word list.

Here’s my example. It’s not perfect. Yours doesn’t have to be either. Try your best!

Coming in through the door,

“Long-time, no see,” they offer big hugs,

Suitcases laid down on the floor,

They take a seat for fun on the rugs,

All tickles and smiles,

Happy they came the miles.

Day 4

What is the rhyme scheme of this poem? ([Answers](#))

Write a joyful stanza with this rhyme scheme.

Day 5

Reading response

Which is your favorite silly poem?

What is its rhyme scheme, rhythm?

Write a funny poem with this rhyme scheme.

Day 8

What rhyme scheme is this poem in? ([Answers](#))

Choose a season and describe it in at least one stanza using the same rhyme scheme.

Before you write, read a stanza out loud to get the rhythm of the poem.

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Day 9

Can you see the rhyme pattern in this? It's a little harder because it's not broken into stanzas. ([Answers](#))
Where is the exception in the rhyme pattern? ([Answers](#))

Day 10

Write a psalm that starts each line or most lines with "Praise Him!"

Day 11

Some other examples of similes using like are: sleep like a baby and run like the wind. If you say someone runs like the wind, you are saying they are very fast. You are comparing a person to the wind using the word *like*.

Write a simile for cold, soft and hungry. How long and creative can you make them? You could say, "Hot like fire." Or, you could say, "Hot like a hamburger on a grill at high noon on the fourth of July in Texas." Which is more interesting?

Next time you are writing a story and want to say that something or someone was hot, what will you write?

Day 12

These similes use the word *as* to compare.

Read through these [examples of similes](#).

Write three more similes. This time use *as* in all of them. *as slow as ... as funny as ... as hard as ...*

How would you use these in a story? She was sentenced to a morning of cleaning her room. As she picked clothes up off the floor she moved as slow as

Day 13

Write one **tangible** and one **intangible** thing that can answer these questions. What are big? What are thieves? What's good medicine? If you can't think of answers to these, but you can think up your own questions *and* answers, then go right ahead and use your own questions.

Day 14

Use at least one question from day 13 and one simile from *both* day 12 and day 11 and write a poem.

Day 15

Write a sentence using *intangible* and a sentence using *fettered*.

Day 16

How many lines are in each stanza of *Sympathy*? ([Answers](#))

What is the rhyme scheme of *Sympathy*? ([Answers](#))

There is a typo in the second stanza of the poem. Use your understanding of the rhyme scheme to find which word is wrong. ([Answers](#))

Write a poem using the same rhyme scheme (and so the same number of lines in a stanza) as this poem.

Day 17

Reading Response

Poem 06 is about what? (hint: the title)

The poet doesn't just say, "This is what October is like." How does he talk about October? ([Answers](#))

This is called **anthropomorphism**. That's when something that isn't alive (like October) *becomes* human-like. What are some things October does in this poem that make "her" like a human? ([Answers](#))

What is the poet talking about when he says:

"the months pay bounty to her store" ([hint](#))

"decks herself in garments bold..."

"Nor cares when Frost stalks o'er her way

And turns her auburn locks to gray."

Writing

The easiest example of **an-thro-po-morph-ism** is any cartoon where an animal acts like it's a person.

The easiest way to write **anthropomorphism** is to use the word "I." Write a short "Who Am I" story.

Here's an example.

I sit all day helping others sit. You get to stand and stretch your legs, but I am stuck sitting, sitting, sitting. And not only that, but I give you a nice soft place to sit, and what do I get to sit on? The hard floor! Is that fair? (Who am I?) ([Answers](#))

Day 18

Reading Response

Read [poem 03](#), *The Lesson*, by Paul Dunbar.

What lesson did he learn? (hint: last two lines) ([Answers](#))

Write a one-sentence summary of each stanza. Look up any words you need to know. A "bleeding heart" is like a "saddened heart." ([Answers](#))

Day 19

Reading response

The Sparrow.

There is a **metaphor** in this poem. Remember that a metaphor calls one thing something else, comparing them. What does he call birds? ([Answers](#))

The second stanza mirrors the first stanza. Longfellow wrote this same way. He observed something and then would relate it to something totally different. Dunbar writes about a bird on his windowsill. What does the bird do? ([Answers](#))

What is the lesson or warning in the second stanza? ([Answers](#))

Day 20

Choose your favorite poem from what you've read these 20 days. Write a poem in the same style, scheme, etc. Then read the poem and your poem in front of your family.

Make sure you save all of the poems you write.

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Day 21

Read the last page of this pdf on [types of poetry](#).

We've looked at how poems can create moods, feelings. Both of these types of poems you just read can create moods or feelings.

Write one diamante and one sensory poem following the directions carefully.

Day 22

Scroll down to where it says "[Rhyming](#)" (toward the bottom).

Read the section with the examples.

Write a couplet, a triplet and a quatrain.

Day 23

Scroll down to [Limerick](#).

Read the section and examples. Read the examples out loud to get a sense of how they sound (what they are talking about with the Us and Ss; it's just about how it sounds).

Write two limericks.

Day 24

Scroll down to [Haiku](#).

You can use the links for more help and ideas.

Write two haiku poems.

Day 25

Scroll down to [Explorer Poems](#).

Here is where you can read her students' [explorer poems](#). Read some of them.

Write a poem with facts from either what you are learning in history or in science.

Day 26

Write [10 of your poems into a book](#). Work at a computer you can print from. Make sure everything is spelled correctly. Give it to your parents to hold onto. This might be something for your portfolio.

Speaking

Read through [this page out loud acting out the different ways](#) to say the sentence. When it writes "quarrel" slanting upwards, that means your voice goes up (like when you ask a question.) See if you can follow their directions and make yourself sound excited, surprised, etc.

Day 27

Write examples of each of the following: simile (day 11), metaphor (4), anthropomorphism (17), declarative sentence (17), interrogative (17) sentence, exclamatory sentence (17), imperative sentence (17).

Day 28

Write an anthropomorphic story. Look around the room you are sitting in. Choose an **inanimate** object, something that's not alive. Write a *short* story as that object. Use the word "I" like that object is the one thinking and speaking in the story. For example, I'll choose the laptop I'm working on. I could write: All day I'm stared at. How rude is that! If that weren't rude enough, then they sit there and poke at me...

Day 29

What was the miller wrong about? ([Answers](#))

How much value do chores have according to the author? ([Answers](#))

Do the first part of the Exercise at the end of *Meddlesome Mattie*.

A [snuffbox](#) is a box for holding snuff. Snuff is powdered tobacco (what's in cigarettes.) It says it was written almost 100 years ago. Go to the beginning of the book and look for the copyright date. It's before the Preface. About when was the story written? ([Answers](#))

Day 30

Write a short story using all of the vocabulary listed immediately above. If you can include any words from days 28 or 29, go get a high five and/or a hug.

Day 31

Read [A New Kind of Fun](#) and *Two Ways of Telling a Story*.

What new kind of fun did the student find? ([Answers](#))

What are the "two ways of telling a story?"

Do the exercises out loud at the end of the second story.

Day 32 none

Day 33

Day 34

Find a simile in the first story. (hint: _____)

A simile is a description using like or as. What is the author describing?

Rewrite that part of the sentence. "I....like a...."

Day 35

Write a short story using at least three of the vocabulary (bold) words from day 31 or day 33. Get a high five and/or hug if you use five or more.

Day 36

*We're going to start writing a five-paragraph essay. Choose a topic you are studying for school in history or science to write about. Print out this [flower organizer](#) and write a fact about your topic in each petal.

Write your topic in the middle or at the top of the page.

Day 37

Do you remember what the five paragraphs to a short essay are? (answer: _____)

Today choose your three main points. To do that look at your facts. Can they be organized into three topics? If one doesn't fit, it's okay to leave it out. You need at least two facts for each point you want to make. Write the numbers 1, 2, 3 and mark which facts go together. On the back of your page write what your three points are going to be. For instance, for an essay on the pyramids on the back write, "1. The pyramids were made by workers, not slaves." Then write the number 1 on the petal facts that would go with that topic. (Example 1. Workers were paid with bread and beer.)

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Day 38

Write your introduction. The first sentence should catch the readers attention. Use a strange fact or ask a question or use an interesting quote. Then say something about your topic but don't give your facts yet. The last sentence is your **thesis statement**, your **topic sentence**. This sentence tells what your essay is going to be about. Don't write, "My essay is about..."

Here's an example.

You've seen pictures of pyramids, right? Did you know that each stone in a pyramid weighed as much as a car? The pyramids were built with a lot of hard work, but also with a lot of intelligence. The pyramids were an amazing feat of engineering.

Did I get you interested with my questions and interesting fact?

What is my **thesis** or **main topic**? (answer: _____)

Day 39

Today write one of your middle paragraphs. Decide what order they will go in to make the most sense. Your first sentence should be your **topic sentence**, your main point. (Ex. You might imagine that the pyramids were made by slaves, but really they were built by paid workers.)

Then you write your facts. Try to write three sentences for this part, but I would rather you write two long sentences than three short ones.

Then you write your conclusion sentence. Ex. Pyramid workers not only were not slaves, but they had comfortable lives and also the noble purpose of serving their king.

Day 40 -41

None

Day 42

Today write the next of your middle paragraphs. Below are the directions I gave you yesterday.

Your first sentence should be your **topic sentence**, your main point. (Ex. You might imagine that the pyramids were made by slaves, but really they were built by paid workers.)

Then you write your facts. Try to write three sentences for this part, but I would rather you write two long sentences than three short ones.

Then you write your conclusion sentence. (Ex. Pyramid workers not only were not slaves, but they had comfortable lives and also the noble purpose of serving their king.)

Day 43

Today write the last of your middle paragraphs. Below are the directions I gave you before.

Your first sentence should be your **topic sentence**, your main point. (Ex. You might imagine that the pyramids were made by slaves, but really they were built by paid workers.)

Then you write your facts. Try to write three sentences for this part, but I would rather you write two long sentences than three short ones.

Then you write your conclusion sentence. (Ex. Pyramid workers not only were not slaves, but they had comfortable lives and also the noble purpose of serving their king.)

Day 44

Today write your conclusion, the last paragraph of your essay.

The *first* sentence of your conclusion should retell your **thesis statement** or **topic sentence** from your introduction. DON'T just copy the sentence, though. Tell it in new words.

Your paragraph should have three to five sentences.

The last sentence of the paragraph should tell us why you wrote about it, what's so important about this, why should we care about this...Make some sort of statement. Here's my example of a conclusion.

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The pyramids are remarkable considering the time they were built in. Other cultures remained primitive while the Egyptians were engineering colossal wonders. I think the pyramids prove that God was right when he decided to confuse the languages of the people on earth. He said, “Nothing they plan to do will be impossible for them.” (Genesis 11:6b NIV1984)

Day 45

Edit your essay.

Here is an [editing checklist](#). I would just add that there are connecting words to transition between the paragraphs.

Add a title, your name and the date. Print your essay when you are sure it's your best. Give it to your parents to add to your portfolio.

Day 46 -47

Write a dialog between two animals.

Day 48

Write a dialog between two characters in history. King Tut and Neil Armstrong...whoever you like!

Day 49

Write a dialog between you and someone in your family OR anyone you like.

Day 50

Write a fable with the moral, “It's what's on the inside that counts.”

Day 51 -52

Day 53

How would you come up with money? Write a paragraph. Make sure to start your paragraph explaining what you are going to be writing about. The person you give your paragraph to may have not read this assignment and may have no idea what you are talking about. Come up with two ways—one reasonable, one crazy.

Day 54

Write a short story (it can be just one paragraph) about a problem and how you solved it. It can be anything from getting gum stuck on your shoe to being new and not having any friends. Save your story so you can find it later!

Day 55

Read these [examples](#) of problem stories like the one you wrote and read the comments and scores. We'll be learning more about each of those things in the comments this year.

Can you tell the difference between them?

Day 56

Read about “[Ideas and Content](#).”

Do exercises A and B. Just write your answers in a notebook or on a blank page in your binder. Make sure you label your answers. ([Answers](#))

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Day 57

Read about [organization](#) and do the exercises. In B you don't have to rewrite the paragraph. In C you don't have to write the sentences, just add the transition words. ([Answers](#))

Day 58

Write two compound sentences and two complex sentences.

Day 59

Read about [voice](#) and do the exercises. ([Answers](#))

Day 60

Read about [word choice](#) and do the exercises. ([Answers](#))

Day 61

Get out your short story about the problem you solved.

Score it just like in the [examples](#). Don't just give it a number. Write each category and write what was good or bad about it.

Day 62

Rewrite your short story. Fix all the problems so that it would get a perfect score.

Day 63

Complete this page of assignments on [writing better sentences](#).

Day 64

Complete this page on [writing complete sentences](#). ([Answers](#))

You don't have to rewrite all the sentences, add in the commas and write what conjunction you would add.

Day 65 -66

None

Day 67

Complete [exercise C](#).

Day 68-69 none

Day 70

Read the example at the top and then complete [exercise C](#). Make sure you use lots of commas to practice!

Day 71 -72 none

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Day 73

Today you are going to write a summary of the novel. This is going to become part of a book review. Type your summary and SAVE IT!

When you write your summary, it should be in the present tense.

Here's an example of the **present** tense: In the beginning of the story life **is** happy for Cinderella, but then her father **dies**. Her step mother **makes** her a slave to the family.

This is the same thing in **past** tense (Don't do this!): In the beginning of the story life **was** happy for Cinderella, but then her father **died**. Her step mother **made** her a slave to the family.

Day 74

Complete [exercise A](#). When you write, choose great verbs like these!

Write two reasons why you liked the book. Follow the directions below. Type your work on the same document as your book summary.

Write your reason as a topic sentence, the first sentence of a paragraph. In *The Treasure Seekers* the author....

Follow each reason with an example from the book that shows what you are talking about.

Write a concluding sentence to each paragraph stating how the example shows the point you are trying to make.

You should have two paragraphs written when you are done.

Day 75

Write an introduction and conclusion for your book review.

The last sentence of your introduction should mention the two reasons why you liked the book. That's your thesis statement, your main idea.

The next paragraph will be your summary. That will be followed by your two paragraphs on the reasons you liked the book.

Your last paragraph is your conclusion. Restate your reasons for liking the book — in a new way! Don't use the same sentence as before. Say whether or not you recommend the book and who you recommend it to. Write your final sentence with the word "I" in it. What is your final thought on the book?

Day 76

Look again at the [examples](#).

Assemble all of the paragraphs of your book review together if you haven't already.

Think about how you could make better word choices or make longer sentences.

Read your book review out loud. Listen for trouble spots where it doesn't sound right. Fix them.

Take your time and make it right. This is all you have to do today.

When you think your book review is great, add your name and date in the top right corner and a title to the top middle of the page.

Print it out and give it to your parents to include in your portfolio.

Day 77 none

Day 78

You discover a bottle that says "Drink me." Write a short story about your discovery and what you do and what happens next.

Day 79 – 81 none

Day 82

Write each of the vocabulary words in sentences. Get a hug and/or high five if you can do it in two sentences.

Day 83

The Duchess says, “If everybody minded their own business...the world would go around a great deal faster than it does.” Alice disagrees. What do you think? Should people mind their own business or not? Which is better and why?

Day 85

Write about what you think makes a good leader. Is a good leader like the Queen who rules with threats? What qualities make a good leader and why? How would those qualities affect those they lead?

Day 86

Day 87

Do this [compare and contrast](#) exercise. Notice all of the transition words that show that two things are being compared or contrasted. Pay attention to the words in *italics* in the box.

You are going to start writing a compare and contrast essay. You will compare (tell how they are the same) and contrast (tell how they are different) the last two novels you have read, *Treasure Seekers* and *Alice’s Adventures in Wonderland*.

*Use this sheet ([Compare and Contrast](#)) to list things that are the *same* about the books. I’ll tell you two things. They were both written in the last half of the 19th century and they were both written by English authors. Those might not be important to your essay, but we’re not thinking about that now. You are just trying to think of as many things as possible of how they are similar. Here’s a question to get you started, who is the main character in each book? If you are really stuck, you can go here for some ideas to get the juices flowing. ([Answers](#))

Day 88

Use your sheet from yesterday and write ideas for what’s *different* about the two books. One thing to do is to look at your list of how they are the same and think about when they stop being the same. They both have a child for the main character, but the one book has 4 children. They both start at a family home, but the one leaves reality and goes to a **surrealistic** land. They both have adventures, but... They both are trying to solve problems, but... ([Answers](#) – just some ideas)

Day 89

You are going to write your thesis statement today, the point your essay is going to make. **FIRST**, you need to decide on three different things that you can compare and contrast in your essay—ways they are the same and ways they are different. You can use my examples or your own. Use your lists for ideas.

The differences and similarities in settings and characters.

The differences and similarities in their adventures.

The differences and similarities in how their problems were solved.

Write your thesis statement, your main point. This will be your last sentence in your first paragraph. It should mention the three things that you will compare and contrast in your essay.

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Day 90

Write your introduction. Start with an interesting sentence—a quote, a question, a comment. Then introduce each book in a sentence or two. Then comes your thesis statement which you have already written.

On Day 89 you decided on three things to compare and contrast in your essay. For each one, write at least one way the books are similar and at least one way the books are different. (This isn't part of your essay, just preparing for the next part of your essay.)

Day 91

Write one of your three middle paragraphs. Those three paragraphs are called the body of your essay. The first paragraph of the body should be about the topic you listed first in your thesis statement. The first sentence in the paragraph is the topic sentence for that paragraph. It's your introduction for the paragraph and will tell what point you are going to make in that paragraph. Then comes the body of the paragraph. In this part you will include your examples. Then comes the conclusion of your paragraph. This sums up your point.

Day 92

Write one of your three middle paragraphs. Those three paragraphs are called the body of your essay. The second paragraph of the body should be about the topic you listed second in your thesis statement. The first sentence in the paragraph is the topic sentence for that paragraph. It's your introduction for the paragraph and will tell what point you are going to make in that paragraph. Then comes the body of the paragraph. In this part you will include your examples. Then comes the conclusion of your paragraph. This sums up your point.

Day 93

Write one of your three middle paragraphs. Those three paragraphs are called the body of your essay. The third paragraph of the body should be about the third topic you listed first in your thesis statement. The first sentence in the paragraph is the topic sentence for that paragraph. It's your introduction for the paragraph and will tell what point you are going to make in that paragraph. Then comes the body of the paragraph. In this part you will include your examples. Then comes the conclusion of your paragraph. This sums up your point.

Day 94

Today you are going to write your conclusion. The first sentence of your conclusion restates your thesis. Don't use the same sentence though! Add something new. End with a comment that sums up your thoughts on the books.

Day 95

Look again at this [compare and contrast](#) exercise. Notice all of the transition words that are in *italics* in the box. Do you use any of those. Would they help you write better sentences? Add at least one of those words into your essay (other than *but*).

Read your essay out loud. Change anything that doesn't sound right.

*Use this [checklist](#) to see what needs improving.

Fix your essay. Make it right.

When you are pleased, print it out.

Day 96

Day 97

Writing* (Print 4 of these.)

*Fill in a [character sketch](#) for Nat. Draw a picture of him and use quotes from the book to describe him on the lines. Use “” quotation marks around the words from the book and after each one write the page number, p. 15, for example.

Day 98

Writing* (Print 2 of these.)

Fill in a [setting sketch](#) for Plumfield. Draw a picture of some part of it and use quotes from the book like on Day 97 to describe it.

Who is Jo and what is Plumfield? (answer: _____)

What kind of place is Plumfield? Is it a strict? fun? Why? ([Answers](#))

Day 99

Fill in a character sketch page for one of “the boys.”

Day 100

Fill in a setting sketch for Demi and Tommy’s “private place.”

Day 101

There were several others on the walls, but the boy thought there must be something peculiar about this one, for it had a graceful frame of moss and cones about it, and on a little bracket underneath stood a vase of wild flowers freshly gathered from the spring woods. p. 48

Let’s write a sentence like this one.

There were several others on the walls. That could be a sentence all by itself. The subject is SEVERAL OTHERS ON THE WALLS. There is a predicate (the rest of the sentence containing the verb): THERE WERE

Usually subjects come first, but not always.

Write a sentence.

My example: I **ran home**.

What is the **subject** and **predicate** of your sentence. (Hint: _____)

Now let’s look at the next part of the sentence.

but the boy thought there must be something peculiar about this one

Without the BUT at the beginning, this could also be a sentence. The subject is THE BOY. The predicate is THOUGHT THERE MUST BE SOMETHING PECULIAR ABOUT THIS ONE

The BUT is a conjunction.

If we use a conjunction and following it with what could be a complete sentence, then use use a comma before the conjunction.

Take your sentence from before. Replace the period with a comma. Write a conjunction. Add another subject and predicate.

My example: **I ran home, but the front door was locked.**

What is the **conjunction**, **subject** and **predicate** of the new part of your sentence.

Now, let’s move on.

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Next we find another comma and the word is “for.” That’s considered a conjunction, so we should find a subject and predicate in the next part of the sentence.

for it had a graceful frame of moss and cones about it What is the subject? What is the predicate?

([Answers](#))

Now you write. Take your sentence and change the period into a comma, add a conjunction (and, or, but, so, for, yet, nor). Then add another subject and predicate.

Here’s my example: **I ran home, but the front door was locked, nor was the backdoor unlocked.**

What is the subject and predicate you added?

If the subject and predicate of my new part confuses you, read it as a question, “Was the backdoor unlocked?” That makes sense, right? A question is a type of sentence, so you can see that my new part has everything a sentence needs.

Last part...

and on a little bracket underneath stood a vase of wild flowers freshly gathered from the spring woods.

What is AND? Could this part of the sentence be a sentence on its own? If so, it has a subject and predicate. What is the subject? What is the predicate? Pay attention. The subject “does” the verb. What’s the verb and what’s doing that? ([Answers](#))

Now finish your sentence. You’ll need another comma because you are using a conjunction and what could be its own sentence.

Take your sentence. Change the period into a comma. Add a conjunction and a subject and predicate.

Read your sentence to an audience.

Here’s my example: I ran home, but the front door was locked, nor was the backdoor unlocked, but I found my way inside through a hole in the porch screen.

It’s not complicated to write long sentences once you see how they are put together. I expect your sentences to grow!

Day 102

Do a character sketch for Jo.

Day 103

The sun shone in as if he enjoyed the fun, the little stove roared beautifully, the kettle steamed, the newtins sparkled on the walls, the pretty china stood in tempting rows, and it was altogether as cheery and complete a kitchen as any child could desire. p. 72 (I just marked the **simple subject and simple predicate** in each part—that means just the noun and verb from the subject and predicate.)

What is the simile in this sentence? What mood/feeling does it produce? ([Answers](#))

These commas are followed by subjects and predicates but not conjunctions. Why are there commas then?

You write a list of things containing subjects and predicates.

My example: Today I need to bathe the baby, run to the store, cook dinner, find the lost book, and get to bed on time.

Another example: On our street there are boys playing soccer, a bulldozer digging, a post man making his rounds, and pigeons watching it all.

Day 104 none

Day 105

Choose a character from the book. Write a paragraph about ways you are like that character and ways you are unlike that character.

Your first sentence is your introduction: There are a few ways I’m like _____, but there are many ways we are different. (just an example)

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Then you give examples from the book of what the character is like and tell how you are like that or not like that.

Then write your concluding sentence: I think that... I hope that... (just examples of ways to start the final sentence.)

Day 106

Complete a character sketch for Dan.

Day 107 -109

None

Day 110

Write a story describing getting to _____. Use at least ten prepositional phrases

Day 111 -112

None

Day 113

Write a summary of the chapter

Day 114

Write a nursery rhyme about huckleberries.

Day 115

Write a description of the setting of this chapter. Think of what details the author includes.

Day 116

None

Day 117 –none

Day 118

Write a summary of chapter 14.

Day 119

Read this lesson on [point of view](#) and then click on the flower and do the exercise.

Day 120

Write a [fractured fairy tale](#). Click on “Write Your Own Fractured Fairy Tale.” Follow the directions below, not on the screen.

Choose a fairy tale.

Read it.

Then write the story from another point of view. Type it in a word processing document.

Choose a character to be “I” in the story. For instance, in the *Three Little Pigs* you could write it from the wolf’s point of view. He could be the “I” and telling the story from his perspective.

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You could give this to a parent to add to your portfolio. (You could also add one of your character and/or setting sketches.)

Day 121-124

None

Day 125

Write a letter to a friend or family member. You can use this [online tool](#) to help you. Send your letter!

Day 126 -129

None

Day 131

Read the first chapter of [What I Learned Over Summer Vacation](#).

Who is “the cackler?” ([Answers](#))

What was the vocabulary word taught in the chapter?

How does the story show the word’s meaning?

Describe the main character.

Watch this slide show about the [6 traits of writing](#). (We learned about these earlier this year.)

Day 132

What are the main events of the chapter? ([Answers](#))

What’s “the lost pencil?” ([Answers](#))

What words were taught in this chapter?

What do they mean?

How does the story show the words’ meanings?

Describe the character’s “voice.” What’s the tone? Is it serious? Informal? Funny? Conversational? Can you hear the “I” character talking in your head? What does the main character sound like?

Day 133

[What I Learned Over Summer Vacation](#), *Obstreperous*. It starts on page 17.

What word was taught in this chapter?

What does it mean?

How does the story show the word’s meaning?

Do you think there’s a bit of balderdash in every story?

Do you think the main character is obstreperous?

The “ideas” I’m trying to get across is the meaning of the vocabulary words. Do I get across my ideas? Do the stories show the meaning of the vocabulary words?

Irony means that something is the opposite of what you would expect. Why is it not ironic that Mrs. Carp came over to complain. (hint: _____)

“Mrs. Carp came over with her tomatoes. That was just a ruse. She wanted a reason to come over to complain. No irony there.”

Day 134

What words were taught in this chapter?

What do they mean?

How does the story show the words’ meanings?

Easy Peasy English Writing Level 5

What phrase does the main character say a lot? What are other things the main character says repeatedly? ([Answers](#))

Another writing trait is organization. Did the story “hook” you? Are you interested in reading from the first sentence of each chapter? Are you happy at the end of each chapter? Do the stories “wrap up” and leave you feeling like it’s complete?

Day 135

What words were taught in this chapter?

What do they mean?

How does the story show the words’ meanings?

Word choice is another writing trait. What about word choice in the stories? What are some words or phrases that make the story or stories exciting or interesting?

What strong, exciting verb is used in this part of a sentence from the story?

“hail storm ripped through the sky like my big brother opening a box of marshmallow cereal”
(answer:)

Why is this better than “it started to hail.”

Does the simile make an image in your mind?

Day 136

Here is your writing assignment ([Writing Assignment Balderdash](#)).

Today, look up the words. You can copy and paste the list into a word processing document. Then you can search “define ____” and choose a definition to copy and paste into your document.

Choose which word(s) you will use for your chapter title.

Be thinking about what your story could be.

Day 137

Take a look at your assignment ([Writing Assignment Balderdash](#)).

Make a list of **plot events**. What’s the character going to do first? Then what’s going to happen. What will the character decide to do next? There should be at least three major plot events. Don’t forget that it should start off in reality but at least one event should be balderdash.

Today think about your **plot**. What are some things that the character could learn or say “I learned that from...” List a few ideas.

Play this [idioms game](#). Write down any ones that you like that maybe you could use in your story.

Here’s a [list of idioms](#). Have a list of at least five that you like and want to try and use if you can.

Day 138

Take a look at your assignment ([Writing Assignment Balderdash](#)). Why? You always need to keep your goal in mind. Otherwise, it would be easy to get off track and forget where you were headed.

Start writing. Write a whole page if you can. Remember it should sound like the main character is excited and full of energy. I never used dialog in these stories. “I” is just telling the stories.

Day 139

Take a look at your assignment ([Writing Assignment Balderdash](#)). Why? You always need to keep your goal in mind. Otherwise, it would be easy to get off track and forget where you were headed.

Start writing. Write a whole page if you can.

Day 140

Today finish writing. (If you just can't stop writing because it's so exciting, then you will just have to keep working on it when you have free time until you are done.)

Read your story out loud to someone. Mark the spots that don't come out right.

Fix anything you found when reading it out loud.

Print it out.

Send it to me if you like at my gmail address allinonehomeschool. Maybe we can start a collection of stories.

Day 141

None

Day 142

Your turn. Open a brand new word processing document. You can save it as "My Book" until you have a title. Write at the top of the page your genre.

Start thinking about your book, but we're not ready to start writing yet.

Day 143

Read the first page of this lesson on specific nouns ([specific nouns lesson](#)).

*Follow the directions on this worksheet ([Specific Nouns](#)).

Make a list of six specific nouns that you might use in your book. Be specific. Don't write snake; write python (for example). Type these in your book document where you wrote your genre.

This list is for when you don't know what to write next. You can look at this list and find an idea for what to write next. I did this before I wrote my book and I put every one of them into my book.

Day 144

Every story has a **protagonist**, the hero of the story. This will be your main character. (Listen to how [protagonist](#) is pronounced.)

Fill out this worksheet about your main character ([Protagonist](#)).

Open your book document and write a description of your main character. Be as specific as possible. Does he have lots of friends? Do people think he's handsome? Is she loving towards her little sisters? Who is this person? The better you know your character the better your story will be. You'll know just what he or she would do in a situation. Make sure your main character is not perfect. He or she needs at least one major flaw. She can't sing but she thinks she can. He can't whistle (and he'll need to in the story). She's painfully shy. He can't eat spaghetti. Whatever it is, it has to be part of the story.

Day 145

What adjectives would you use to describe your protagonist?

Adjectives help your readers picture just what you are picturing. If I wrote: I saw a dog. Each one of you would picture something different! If I wrote: I saw dog hairy enough that his eyes were concealed and large enough that he could lick my knee caps; I know because that's just what he was doing. Do you think we're picturing something more similar now? You need to describe what you are talking about. Specific nouns will help, so will adjectives.

Work at a computer with a printer (or you can just do this on paper). You are going to [write one adjective for every letter of the alphabet](#). If you do it online, choose option 1.

Do all that you can. At the end, when you can't think of any more and your brain is getting sore, then you can look [here](#) for ideas.

Day 146

Now your hero, your protagonist, needs a sidekick. Who is the best friend? (It could be an animal.) Pollyanna's is her game! She keeps it with her at all times. Who is always there for the hero? Describe this character just like you did your hero. Know everything about this character. Draw a picture.

Day 147

Now your story needs a villain, the **antagonist**, the bad guy. Your main character is out to do something and your antagonist is trying to stop him. He always gets in the way. (This doesn't *have* to be a person. In some books/movies it's the weather, for instance. The weather, technical difficulties, or "bad luck" keeps getting in the way of the main character accomplishing their goal.) Describe your villain. Know everything about your antagonist. Don't leave anything out. What are the strengths and weaknesses of your antagonist? Any quirks, habits? Draw a picture. Listen to how [antagonist](#) is pronounced.

Day 148

Now your antagonist needs a sidekick. Who is there to carry out the tricky schemes? Describe the character. Name, address, phone number...just kidding, unless you really want to, that's great! Know everything about this character. Draw a picture.

Day 149

Every story needs a **conflict**. Otherwise it will sound like this. He woke up. He went outside to play. He ate dinner. He went to bed. No excitement! Something needs to happen! Earlier in the year you studied the parts of the Cinderella story. The background, setting, is her losing her father. The incident that sets off the conflict is the announcement of the ball. Cinderella (protagonist) wants to go. The evil step mother (antagonist) doesn't want her to. The conflict is set. The question is raised, "Will Cinderella go to the ball and marry the prince?" What is your conflict? What does the hero try to do and the villain try to stop? What incident will happen in the beginning of the book to set up the conflict and raise the question that will be answered at the end of the book? Ideas? Something is lost and needs to be found. Someone starts a journey. Something needs to happen to set the course for the whole rest of the book. Write it all down in your document.

Day 150

You've practiced choosing specific nouns. How about verbs? Write a specific verb for each of these verbs and adverbs. Choosing more exciting words will make your book more exciting.

- Walked quickly
- Laughed crazily
- Talked slowly
- Walked proudly
- Laughed quietly
- Talked quickly
- Walked unevenly
- Laughed squeakily
- Talked loudly

Day 151

Today you are going to describe the setting of your book. There will actually be many settings (specific rooms, places the character goes, etc.).

Here are some things to think about with setting:

Place (the castle, Chicago, the woods)

Location (the dining room, the top of the Sears tower, beside the old oak tree)

Objects (a vase of tulips, a pair of binoculars, a ring of mushrooms)

Time (morning, midnight, dusk)

Weather (stormy, clear sky, hot)

The time, weather and maybe location will change throughout your novel. You need to make sure you let the reading know the setting of the chapter you are writing. If your novel takes place over a long time, the weather will need to change!

Today write a description of the overall setting of your book. Include

Time (today, 500 years ago, 500 years in the future)

Location (in South Philadelphia, the Great Wall of China, in the Pacific Ocean, in space)

Location part 2 (playground, store, apartment, castle, house, village, school, space station, planet—more specific this time)

Weather (what time of year is it, what is the weather generally)

Description of your location part 2: Draw a picture and write a description, add as many details as possible. Does it have an apple tree? A good climbing tree? A place to hide? A fence? A secret tunnel? How will this setting help or hinder the good guy? the bad guy?

Day 152

Today describe 4 different smaller settings in your book. They could be different places, different rooms, different buildings. Include as many details as possible. What objects are there? How could those objects help or hinder your characters? Think of how you could use them in your book.

Day 153

Do you know your basic story?

It's going to start with the background, setting the scene.

Then there's going to be an incident that sets off the conflict and asks the big question.

Then there is going to be conflict, complications, ups and downs.

Then there is the climax. This is the last big scene where we will find out the answer to the question. It's tense. We are in suspense.

Then is the final scene where we find out what happens to everyone and everything is tied up neatly with a bow and we are satisfied and happy.

Write out each of those steps for you book. Add a few complications, conflict points, where your character seems to get ahead and then is knocked back down. In the beginning we think, "Of course, he's going to get there. Of course he's going to win." and etc. At some point we need to question, "Maybe he's not going to..." It needs to look bad for our main character.

Day 154

Writing

Let's think a little more about your story. There can be smaller stories within your story. Maybe he wins the big game, but by the end, winning isn't as important anymore because he's made friends. Or maybe he's always fighting with his brothers, but in the story they need to work together and they become friends. Maybe he's failing at school, but he discovers the secret formula needed to save the planet and gets an A+ in science.

Think about it. What would be the beginning, middle and end for this smaller story?

Day 155

Writing*

*Print out two copies of [page 24](#) (while you are there you can print a copy of page 26 as well). Fill it out for a book or movie that you know really well. Fill the second one out for your book.

Day 156

Fill out the chapter list ([page 26](#) of the pdf).

Each chapter is its own little story. This the chapter where he finds the This is the chapter where he gets lost... This is the chapter where he meets...

Your first chapter is your introduction, setting the background to the story.

By the end of that chapter or in the next chapter you should have your incident that will set off your question, set your story in motion.

Your last chapter is your resolution, what happens to everyone in the end.

The last few chapters before that is your climax, the exciting last event.

In between your protagonist and antagonist each need to have times when they are ahead and when they are behind.

You may not be able to fill in all the chapter spots on the worksheet. That's okay. Do your best. Aim for ten.

Day 157

Today is the big day. You are going to start writing your novel. Aim at working on it for 30 minutes each day.

The most important thing is to write. Just write something. Momentum is very important to authors. Get on a roll. It's hardest to get the ball rolling. It's easier to keep it rolling. So just start writing. Write something.

Day 158

Write! Write! Write! Aim at working on it for 30 minutes each day.

Day 160

Write! Make sure to describe your settings so that your audience is picturing what you are picturing.

Day 161

Write! Keep going! Don't stop!

When you write a dialog, "hear" the people talking in your head. What do they sound like? How do they talk?

Day 162

Writing

Write! What object can you put in your story that will help out your character?

Day 163

Write! What's going to happen today?

Day 164

Write

Day 165 DO NOT WRITE! Read your story from beginning out loud

Day 166 -173 Write

Day 174 DO NOT WRITE! Read your story from beginning to end.

Day 175 – 180 Write