

SAMPLE EP LA 3 Parent Guide

Lesson 1

- Students will: practice their personal information
- Lesson 1 worksheet
 - They just need to write their name, address, and phone number.

Lesson 2

- Students will: identify repetition in poetry
- Lesson 2 worksheet
 - They will copy lines of poetry with repetition.

Lesson 3

- Students will: copy lines of poetry that are repeated in the poems
- There wasn't room on their page for today's poems. Why not read them to your child? They will be copying some of the first lines of the stanzas. They repeat each time but with little differences. The repeated patterns are a poetic technique.
 - *Laughing Song* by William Blake

When the green woods laugh with the voice of joy,
And the dimpling stream runs laughing by;
When the air does laugh with our merry wit,
And the green hill laughs with the noise of it;

When the meadows laugh with lively green,
And the grasshopper laughs in the merry scene;
When Mary and Susan and Emily
With their sweet round mouths sing 'Ha ha he!'

When the painted birds laugh in the shade,
Where our table with cherries and nuts is spread:
Come live, and be merry, and join with me,
To sing the sweet chorus of 'Ha ha he!'

- *A Cradle Song* by William Blake

Sweet dreams, form a shade
O'er my lovely infant's head!
Sweet dreams of pleasant streams
By happy, silent, moony beams!

Sweet Sleep, with soft down
Weave thy brows an infant crown!
Sweet Sleep, angel mild,
Hover o'er my happy child!

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Sweet smiles, in the night
Hover over my delight!
Sweet smiles, mother's smiles,
All the livelong night beguiles.

Sweet moans, dovelike sighs,
Chase not slumber from thy eyes!
Sweet moans, sweeter smiles,
All the dovelike moans beguiles.

Sleep, sleep, happy child!
All creation slept and smiled.
Sleep, sleep, happy sleep,
While o'er thee thy mother weep.

Sweet babe, in thy face
Holy image I can trace;
Sweet babe, once like thee
Thy Maker lay, and wept for me:

Wept for me, for thee, for all,
When He was an infant small.
Thou His image ever see,
Heavenly face that smiles on thee!

Smiles on thee, on me, on all,
Who became an infant small;
Infant smiles are His own smiles;
Heaven and earth to peace beguiles.

- Lesson 3 worksheet
 - They will copy the lines of poetry.

Lesson 4

- Students will: copy a stanza of a poem
- Lesson 4 worksheet
 - They will copy a poem paying attention to its structure.

Lesson 5

- Students will: write a poem
- Lesson 5 worksheet
 - They will write a poem using repetition.

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Lesson 6

- Students will: practice spelling, alphabetize, identify synonyms and antonyms, identify plurals, count syllables
- Look at the worksheet to talk about what they need to do.
 - The first question requires students to put words in alphabetical order.
 - Does your child know the order of the alphabet?
 - Ask your child which word comes first in alphabetical order, apple or banana?
 - A comes before B in the alphabet, so a word starting with A comes before a word that starts with B in alphabetical order.
 - They can fill it in now, or you can ask them to wait until you talk about the different parts first.
 - Ask your child how many syllables apple and banana have.
 - Clap together to figure it out.
 - “Other words” is just the middle section.
 - A synonym is a word of similar meaning.
 - What word means nigh or close?
 - near
 - An antonym is a word of opposite meaning.
 - What word means the opposite of low?
 - high
 - Ask your child what a plural word is.
 - when there is more than one
- Lesson 6 worksheet
 - Read over the short A / short E section together and remind your child of what the short sound is of those vowels, such as in hat and bed.
 - They should check off the words as they use them to find what’s left over.
 - Then they will write a sentence using a verb from the list.

Lesson 7

- Students will: write rhymes and alliteration
- Together think of rhyming pairs of words. Rhyming words end with the same sound.
 - Examples: sweet feet, low blow, free bee, bite fright, etc.
- Together think of alliteration pairs. Alliteration is when words begin with the same sound.
 - Examples: corn cob, dark day, fancy feet, tickle toes, etc.
- Lesson 7 worksheet
 - They will write twenty words: five pairs of rhymes and five pairs of alliteration.

Lesson 8

- Students will: write a poem by counting syllables
- Practice counting syllables. Clap with each syllable as you say the words.
 - pea-nut but-ter

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- re-en-act-ment
- be-lieve
- beau-ti-ful
- Try your names.
- Read these stanzas of this poem to your child and clap syllables together. It's William Blake's, "The Fly." Read each line and then repeat with clapping.

Little Fly,
Thy summer's play
My thoughtless hand
Has brushed away.

...

Then am I
A happy fly.
If I live,
Or if I die.

- Lesson 8 worksheet
 - They will write a poem with the rhythm of three syllables on the first line and then four syllables on the next three lines.
 - It doesn't matter what it says really. It can just be nonsense. The point is the syllable count.
 - I wrote an example on their page. Can they find the rhyme? Their poem doesn't have to rhyme.

Lesson 9

- Students will: write an acrostic poem
- Lesson 9 worksheet
 - Write the current month down the workbook page, one letter per line. You can certainly choose a different month if you like. They will have to write a word on each line that begins with the letter on that line.
 - There is a partial example on the page.

Lesson 10

- Students will: write a theme poem
- Lesson 10 worksheet
 - They will write a poem about an apple. Brainstorm together words about apples.
 - red, yellow, green, sweet, sour, trees, fall, crunch, delicious, juicy, etc.
 - Their poem can be a list of words or done in sentences. (ie. I like to eat apples. They are...)

Lesson 11

- Students will: write a rhyming rhythmic poem with alliteration, put words in alphabetical order, identify plurals
- They are to write two lines of poetry today. The lines are to rhyme, and they are to have the same number of syllables. The last instruction is to include alliteration.
 - Here's my example. Below it I'll walk you through creating a similar poem.
 - My dog's name is Mighty Max
 - He leaves behind muddy tracks
 - Mighty Max is alliteration.
 - Max and tracks rhyme.
 - Each line has 7 syllables.
 - Start with the alliteration. Remind your child that alliteration is when you have at least two words in a row that begin with the same sound.
 - Have your child come up with an alliteration to use in their poem.
 - examples: tall trees, big boat, cold camp, slithering snake
 - Next, have your child put that in a sentence. This can be the first line of their poem.
 - examples: I like to climb tall trees. I once rode on a big boat. We spent the night at the cold camp. I don't want to step on that slithering snake.
 - Count up the syllables in their sentence.
 - examples: 6, 7, 8, 11 (from my example sentences)
 - Now think up words that rhyme with the last word in their sentence.
 - examples: bees, please...coat, vote...damp, lamp...bake, lake... (from my example sentences)
 - Put that rhyming word at the end of a sentence.
 - Count up the syllables in your rhyming sentence. It needs to have the same number as the first sentence to create a certain rhythm for your poem. Do you need to take out or add syllables?
 - Figure out your sentence and write the two poem lines on the worksheet.
- Lesson 11 worksheet
 - There is also a spelling activity on this page. Read over the short I/O/U words together and remind your child what the short vowel sound is of each vowel as in hit, hot, and hut. This is mainly to practice the terminology of long and short vowels.
 - They've seen the spelling activities before. Do they remember alphabetical order and plural words?
 - To put words in alphabetical order you start with their first letter and compare where they come in the alphabet.
 - Plural words are words that show there are more than one: one book, two books.