

# EP Language Arts 6 Printables



This book belongs to:

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# Lesson 1: Following Directions

Can you follow directions? Set a timer for 3 minutes – complete this worksheet within the allotted time!

1. Read everything thoroughly before you do any step.
2. Put your name in the top right corner of this page.
3. Shout your first name.
4. Circle the word “corner” in step 2.
5. If you have followed the directions so far, yell “Yes!”
6. In the blank space above number 1, write “I can!”
7. Down the left margin, draw five circles.
8. Put a check mark in each circle.
9. Draw a square around each circle.
10. Say the alphabet out loud in order.
11. Count to ten out loud.
12. Count backwards from 10 to 1 out loud.
13. Use the bottom left section to divide 1089 by 11.
14. Circle your answer to number 13.
15. Shout, “I am the master of direction-following!”
16. Use the bottom right section to add 10,820 to 3,999.
17. Draw a triangle around your answer.
18. Draw a rectangle around the triangle.
19. Yell, “I’m almost done and have followed the directions!”
20. Underline all of the even numbers on the whole page.
21. Draw a line through step 14.
22. Now that you’ve read everything, only do steps 1 and 2!

# Lesson 11: Metaphors

Answer the following questions as a refresher course on metaphors.

We could have people over more often if the *house wasn't such a pigsty*.

This metaphor compares the house to a pigsty because...

- a. ...we raise pigs.
- b. ...it stinks like a barn.
- c. ...it is messy.

I woke up to a *blanket of snow* on the ground.

This metaphor compares the snow to a blanket because...

- a. ...it covered the ground.
- b. ...it was warm.
- c. ...it was on the bed.

*Emma's legs were Jell-O* as she took her place on the stage.

This metaphor compares Emma's legs to Jell-O because...

- a. ...she spilled her snack on them.
- b. ...they were shaking from her nerves.
- c. ...she was hungry.

*Sam, the family early bird*, got the rest of the cereal.

This metaphor compares Sam to an early bird because...

- a. ...he liked worms.
- b. ...he got up before everyone else.
- c. ...he enjoyed singing in the morning.

# Lesson 51: Dialogue • Writing

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Properly punctuate the dialogue at the top of the page. Then use the lines at the bottom of the page to copy the interesting quote by your historical person.

Come here he said

She got up and crossed the room What is it

A geode.

She asked again And that is what exactly

He brought out a hammer Watch and see.

Quote: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Author: \_\_\_\_\_

Date written: \_\_\_\_\_

Source: \_\_\_\_\_

\_\_\_\_\_

Cut out the following pieces and arrange them into different dialogues. Don't forget to use the rules you've learned.

⌠	⌡	ait	⌠	⌡	he
said?	.	.	.	w	
asked	⌠	⌡	W		
smiled	S	S	s	s	
ight here	Rr	!			
he	He	he	.	.	
ver there	o	O			
kay,	,	⌠	⌡		

# Lesson 53: Capitalization

Cut out as one piece. Fold in each side and crease. Cut along the dotted lines. Inside each flap write at least one example of each. (Name titles would be Aunt Jenny or President Obama, whereas titles would be aunt and president.)

Proper Nouns Names of Things	common nouns things
Names of Places	places
Significant Words in Titles (e.g. book titles)	prepositions and insignificant words in titles
Name Titles With Names or As Names	titles
The First Word of a Quotation	first word in the second part of an interrupted quote

# Lesson 55: Comma Rules

Write an example of each rule on the line that follows it.

*Rule #1 Use a comma to separate things in a series or list.*

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*Rule #2 Use a comma before a conjunction (and, or, but, so) when they separate independent clauses.*

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*Rule #3 Use a comma to separate introductory words in a sentence.*

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*Rule #4 Use a comma to set apart appositives and other unnecessary information.*

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*Rule #5 Use a comma to separate adjectives if you could say "and" in between them.*

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*Rule #6 Use a comma to separate quotes from speech tags.*

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*Rule #7 Use a comma to set apart phrases that express contrast.*

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*Rule #8 Use a comma to avoid confusion.*

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*Rule # 9 Use a comma between city and state, date and year.*

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*Rule #10 Never use only one comma between a subject and its verb.*

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# Lesson 57: Comma Rules

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Refresh yourself on comma rules by correcting each sentence according to the rule that precedes it.

*Rule #1 Use a comma to separate things in a series or list.*

I used to ride bikes skip rope run races and roll in the grass.

*Rule #2 Use a comma before a conjunction (and, or, but, so) when they separate independent clauses.*

Now I cook and clean and my kids do all those things.

*Rule #3 Use a comma to separate introductory words in a sentence.*

When I was young I thought being old would be fun.

*Rule #4 Use a comma to set apart appositives and other unnecessary information.*

Now that I'm old as if thirty-seven is old I think I was right.

*Rule #5 Use a comma to separate adjectives if you could say "and" in between them.*

I have a bunch of fun energetic creative kids.

*Rule #6 Use a comma to separate quotes from speech tags.*

"It's tomorrow" my son says in the mornings.

*Rule #7 Use a comma to set apart phrases that express contrast.*

We try and explain that it's today not tomorrow.

*Rule #8 Use a comma to avoid confusion.*

He'll jump up and say, "Let's eat Mom!"

*Rule # 9 Use a comma between city and state, date and year.*

We haven't lived near Philadelphia Pennsylvania since May 31 2002.

*Rule #10 Never use only one comma between a subject and its verb.*

Riding a bike is something you never forget how to do.

Read through your essay and fix any mistakes. Here is an editing checklist. Aim for a check mark in each box.

## Introduction

- My introduction begins with an attention grabber.
- My introduction has at least three sentences.
- My introduction ends with the main idea of my essay.

## Body

- The body of my essay has at least three paragraphs.
- Each paragraph of the body starts with a topic sentence.
- Each paragraph of the body has at least three supporting sentences.
- Each paragraph of the body has a conclusion sentence.

## Conclusion

- My conclusion has at least three sentences.
- My conclusion restates my main idea.
- My conclusion answers the question, "So what?"

## Unity

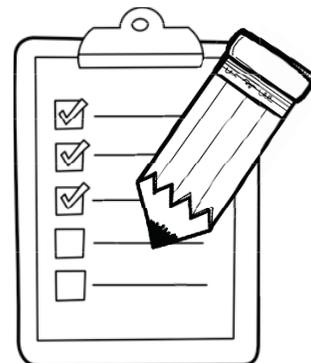
- My essay flows well and makes sense.
- My essay uses transition words.
- My essay is interesting.

## Subject Matter

- My essay has different sentences – short, long, compound, complex.
- My essay uses descriptive words.
- All parts of my essay support my main idea.

## Grammar/Mechanics

- All words are spelled correctly.
- There are no grammatical mistakes.
- There are no punctuation errors.
- There are no fragments.
- There are no run-on sentences.



Read through your book report and fix any mistakes. Here is an editing checklist. Aim for a check mark in each box.

## Introduction

- My introduction begins with an attention grabber.
- My introduction has at least three sentences.
- My introduction ends with the main idea of my essay.

## Body

- The body of my essay has at least three paragraphs.
- Each paragraph of the body starts with a topic sentence.
- Each paragraph of the body has at least three supporting sentences.
- Each paragraph of the body has a conclusion sentence.

## Conclusion

- My conclusion has at least three sentences.
- My conclusion restates my main idea.
- My conclusion answers the question, "So what?"

## Unity

- My paper flows well and makes sense.
- My paper uses transition words.
- My paper is interesting.

## Subject Matter

- My paper has different sentences – short, long, compound, complex.
- My paper uses descriptive words.
- All parts of my paper support my main idea.

## Grammar/Mechanics

- All words are spelled correctly.
- There are no grammatical mistakes.
- There are no punctuation errors.
- There are no fragments.
- There are no run-on sentences.



## Lesson 72: Adjectives

Underline the adjectives in the sentences below. If you need help, try to find the nouns first, and then underline the words that are describing them. There are multiple adjectives in each sentence.

The small, yippy dog barked well into the summer night.

The young mom brought her newborn baby to the doctor.

My helpful brother will happily carry your heavy bags.

Whose striped bag is sitting on the filthy floor?

Stephanie lost her purple ring after three months.

The baby zebra galloped across the dusty terrain.

That dog has beautiful fur.

The colorful graphics made the computer game extra fun.

The popcorn ceiling left white flakes in my hair as I painted it.

My cozy bed is loudly calling my name at the end of this day.

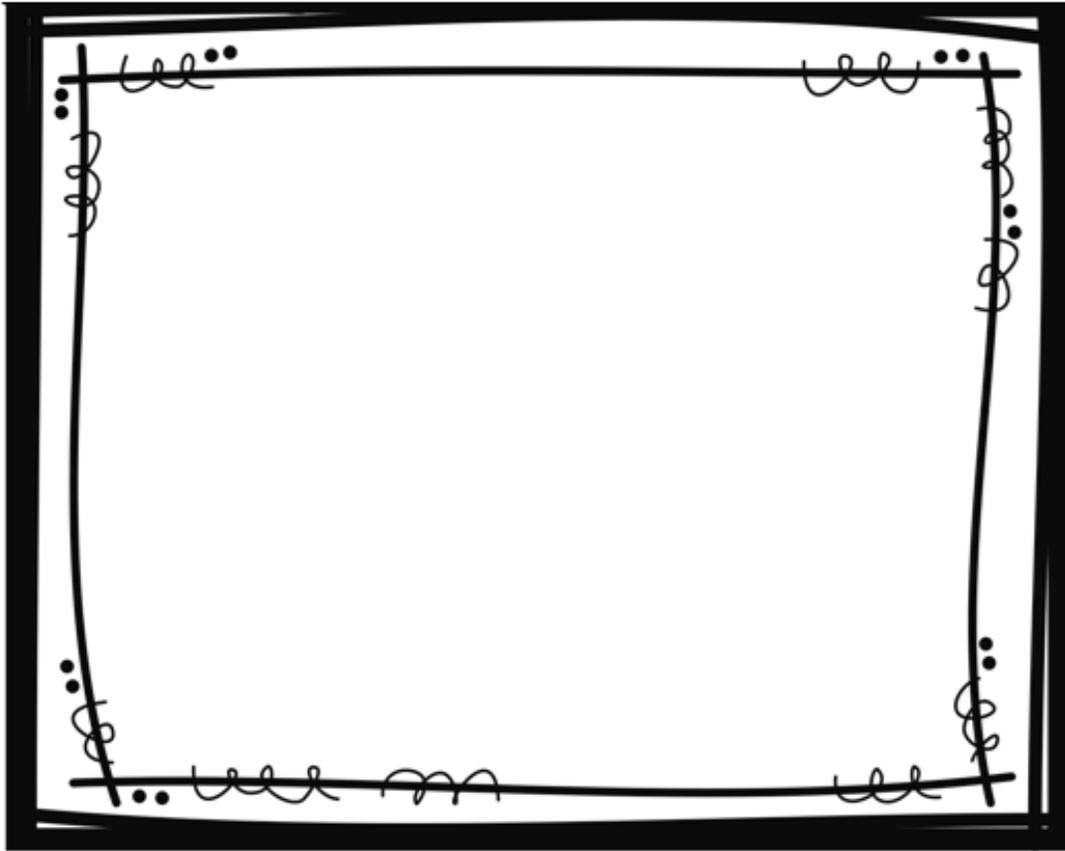
We had a delicious dinner of juicy steak and mashed potatoes.

The quick brown fox jumped over the lazy dog.

The colorful leaves fell to the cold ground in the gentle breeze.

# Lesson 81: Funny Story

Draw your main character for a funny story you are going to write. Use the lines to write a bit about him or her. Make sure to give your character a name and age.



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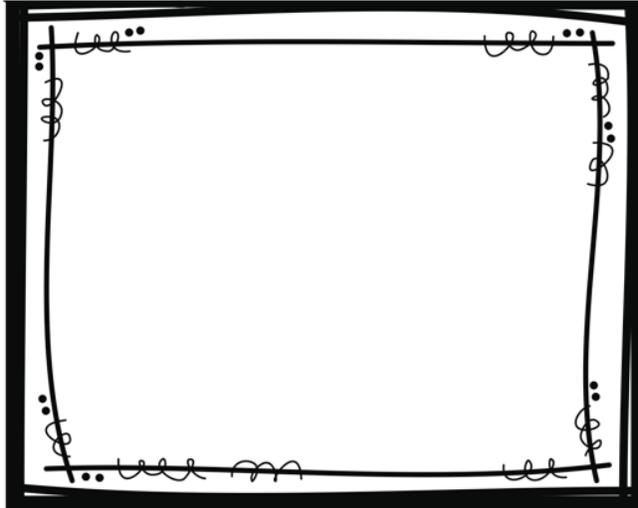
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# Lesson 83: Funny Story

Use these three boxes to plot out your funny story. What's going to happen in the beginning, middle, and end?

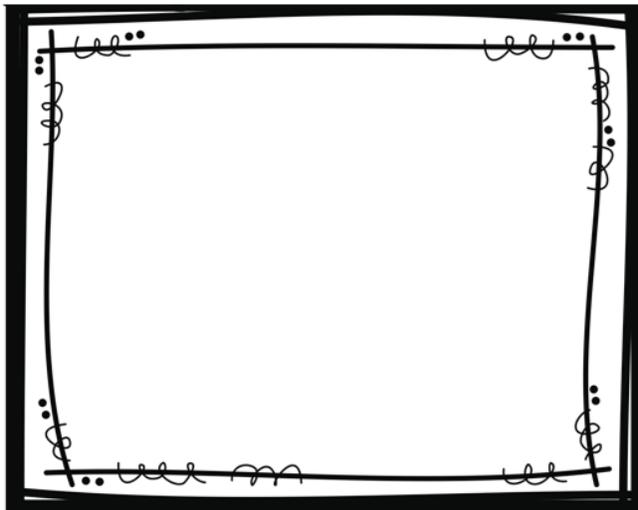


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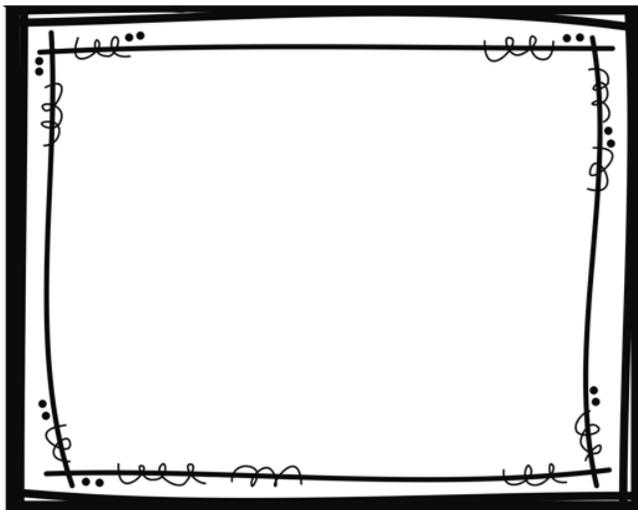


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# Lesson 97: Brainstorming

The following chart is one way to brainstorm. You can remember the steps using the acronym FIRES. Fill in the chart below as it pertains to your persuasive essay.

	Topic 1	Topic 2	Topic 3
Facts			
Incidents			
Reasons			
Examples			
Statistics			

Read through your essay and fix any weak spots. Here is your editing checklist again. Remember to aim for a check mark in each box.

## Introduction

- My introduction begins with an attention grabber.
- My introduction has at least three sentences.
- My introduction ends with the main idea of my essay.

## Body

- The body of my essay has at least three paragraphs.
- Each paragraph of the body starts with a topic sentence.
- Each paragraph of the body has at least three supporting sentences.
- Each paragraph of the body has a conclusion sentence.

## Conclusion

- My conclusion has at least three sentences.
- My conclusion restates my main idea.
- My conclusion answers the question, "So what?"

## Unity

- My essay flows well and makes sense.
- My essay uses transition words.
- My essay is interesting.

## Subject Matter

- My essay has different sentences – short, long, compound, complex.
- My essay uses descriptive words.
- All parts of my essay support my main idea.

## Grammar/Mechanics

- All words are spelled correctly.
- There are no grammatical mistakes.
- There are no punctuation errors.
- There are no fragments.
- There are no run-on sentences.



# Lesson 167: Final Project

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Use this sheet to record your resources, or the places where you find information for your final project. The info lines are short on purpose. Don't try to copy a full sentence. Take notes like "made in 1902" or "born on July 6." This will help you not copy what others wrote. Record the titles, authors, and dates of publication.

Topic: \_\_\_\_\_

Resource 1: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Resource 2: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Resource 3: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

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Continue to gather your research. Use this sheet to record your resources and notes for your project. Remember that the info lines are short on purpose. Just take notes instead of copying full sentences. This will ensure your work is your own and not copied from someone else.

Resource 4: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Resource 5: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Resource 6: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

# Lesson 169: Final Project

This is your last lesson for researching and gathering facts. Look for any missing pieces you feel you have and jot your notes below.

Resource 7: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Resource 8: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Resource 9: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Info: \_\_\_\_\_

Read through your research project and fix any weak spots. Here is your editing checklist again. Remember to aim for a check mark in each box.

## Introduction

- My introduction begins with an attention grabber.
- My introduction has at least three sentences.
- My introduction ends with the main idea of my project.

## Body

- The body of my essay has at least five paragraphs.
- Each paragraph of the body starts with a topic sentence.
- Each paragraph of the body has at least three supporting sentences.
- Each paragraph of the body has a conclusion sentence.

## Conclusion

- My conclusion has at least three sentences.
- My conclusion restates my main idea.
- My conclusion answers the question, "So what?"

## Unity

- My project flows well and makes sense.
- My project uses transition words.
- My project is interesting.

## Subject Matter

- My project has different sentences – short, long, compound, complex.
- My project uses descriptive words.
- All parts of my project support my main idea.

## Grammar/Mechanics

- All words are spelled correctly.
- There are no grammatical mistakes.
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- There are no run-on sentences.

