

SAMPLE EP LA 7 Lesson Guide

Lesson 1

1. Today's assignment is to write a motto for the school year. Inspire yourself to be dedicated to doing your best and having a great attitude. Use this year as a step to your future, because it is!
 - Imbue gratefulness
 - Pay attention to the quintessential
 - Start a ripple
2. Here are some more words if you need more inspirations: dulcet, ebullience, imbue, panacea.
3. Hang your motto up near your workspace. Live up to it.

Lesson 2

Writing

1. Look for rhyming words in this poem, *Hope Is a Thing with Feathers* by Emily Dickenson. There is rhyming but it isn't a strict rhyme.
 - "Hope" is the thing with feathers
That perches in the soul
And sings the tune without the words
And never stops at all,
And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.
I've heard it in the chillest land
And on the strangest sea,
Yet never, in extremity,
It asked a crumb of me.
2. Look for rhythm in the poem. (Count syllables.) There is rhythm, but again, it isn't a strict pattern.
3. Choose a feeling to write a poem about.
4. Think of an image to describe it, like the bird in the poem describes hope.
5. Write a poem in the style of this poem. Use her rhyme and rhythm patterns.

Lesson 3

Writing

1. On your workbook page is the poem, *A Thanksgiving to God, for his House*. Look for its rhythm and rhyming patterns.
2. Choose a point you want to make.
3. Make it! Write a poem in the same style.

Lesson 4

Writing

1. Write a psalm.
 - Here are the first two verses of Psalm 150.
Praise ye the Lord. Praise God in his sanctuary: praise him in the firmament of his power.

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Praise him for his mighty acts: praise him according to his excellent greatness.

2. Use at least one simile. Need a reminder? A simile compares two unlike things using the words like or as.

Lesson 5

Writing

1. Tell a story in couplets. Your story can be as simple as waking up and eating breakfast, but you have to write at least two couplets.
2. What's a couplet? A couplet is a pair of rhyming lines of same length. Here is an example from a Keet's poem:
 - Of the forest's whispering fleeces, Since men knew nor rent nor leases.
3. Two couplets is four lines. That's the minimum.

Lesson 7

Spelling

1. Work on your spelling.
2. This unscramble uses the words from Lesson 6, so you can peek back if necessary.
3. The point is to pay attention to how they are spelled.
4. When your work is checked, make sure the spelling of each word is checked.
5. Rewrite any that were spelled wrong; don't only fix them.

Lesson 8

Spelling

1. Fill in the blanks.
2. Again, these are the same spelling words as Lesson 6 and 7, so you can look back for a hint IF you can't figure out a word.
3. When your work is checked, make sure the spelling of each word is checked.
4. Rewrite any that were spelled wrong; don't only fix them.

Lesson 9

Spelling

1. Play hangman. Have someone play with you.
 - They will find the word to use for Lesson 9 in the answer key.
 - They will tell you how many letters are in the word. Draw that number of blanks on a piece of paper.
 - Guess one letter at a time. If the letter is in the word, have them tell you which blank or blanks it goes in. Write it in.
 - If you want, for each wrong guess, draw a piece of a picture. Try to guess the word before you finish your picture.
2. This one should be done without looking back!

Lesson 10

Spelling

1. Take the spelling test. Have someone read the words to you from the answers for Lesson 10. Have them read each word, one at a time, while you write it down.
2. Any word you spell incorrectly today, rewrite five times, correctly of course.

Lesson 11

Spelling

1. Have someone read your spelling words from the Lesson 11 answer page in the back of the Lesson Guide. Write them as best as you can.
2. Check them and write correctly any that were misspelled.
3. Figure out why you wrote what you did and how you can remember the correct way, maybe by pronouncing the word a little differently.
4. Then try writing those corrected words again without looking.

Lesson 12

Spelling

1. Work on your spelling.
2. This unscramble uses the words from Lesson 11, so you can peek back if necessary.
3. The point is to pay attention to how they are spelled.
4. When your work is checked, make sure the spelling of each word is checked.
5. Rewrite any that were spelled wrong; don't only fix them.

Lesson 13

Spelling

1. Fill in the blanks.
2. Again, these are the same spelling words from Lesson 11, so you can look back for a hint IF you can't figure out a word.
3. When your work is checked, make sure the spelling of each word is checked.
4. Rewrite any that were spelled wrong; don't only fix them.

Lesson 14

Spelling

1. Play hangman. Have someone play with you.
 - They will find the word to use for Lesson 14 in the answer key.
 - They will tell you how many letters are in the word. Draw that number of blanks on a piece of paper.
 - Guess one letter at a time. If the letter is in the word, have them tell you which blank or blanks it goes in. Write it in.
 - If you want, for each wrong guess, draw a piece of a picture. Try to guess the word before you finish your picture.
2. This one should be done without looking back!

Lesson 15

Spelling

1. Take the spelling test. Have someone read the words to you from the answers for Lesson 15.
2. Any word you spell incorrectly today, rewrite five times, correctly of course.

Lesson 18

Spelling

1. Fill in the blanks.
2. Again, these are the same spelling words, so you can look back for a hint IF you can't figure out a word.
3. When your work is checked, make sure the spelling of each word is checked.
4. Rewrite any that were spelled wrong; don't only fix them.

Lesson 19

Spelling

1. Play hangman. Have someone play with you.
 - They will find the word to use for Lesson 19 in the answer key.
 - They will tell you how many letters are in the word. Draw that number of blanks on a piece of paper.
 - Guess one letter at a time. If the letter is in the word, have them tell you which blank or blanks it goes in. Write it in.
 - If you want, for each wrong guess, draw a piece of a picture. Try to guess the word before you finish your picture.
2. This one should be done without looking back!

Lesson 20

Spelling

1. Take the spelling test. Have someone read the words to you from the answer key for Lesson 20.
2. Any word you spell incorrectly today, rewrite five times, correctly of course.

Lesson 21

Spelling

1. Fill in the crossword puzzle.
2. You should probably use pencil. Count the number of letters and use the letters that appear in the puzzle and in two different words to help you figure it out.
3. You should always be paying attention to how words are spelled.

Lesson 25

Writing

1. Today you are writing. Write at least one paragraph.
2. Your paragraph must begin with an introductory, topic sentence. It must end with a conclusion.
3. Your topic is: If you could pick someone you know to be president, who would you pick and why?
4. That means your first sentence should be something along the lines of: If I could pick anyone I knew to be president, it would be...
 - When you are asked to answer a question, restate it so that the reader knows what question is being answered.
 - It's good form.

Lesson 26

Writing

1. You are going to write a dialog today.
2. Here are some dialog reminders. The punctuation always comes before the quotation marks. Each new speaker must begin on a new line.
 - “I can’t,” he said. (comma inside the quote and lowercase he)
 - He said, “You can.” (comma before the quote and uppercase You)
 - “I won’t!” he yelled. (lowercase he)
 - “You will!” He pointed firmly across the room. (uppercase He, no speech tag “said”)
3. There is a prompt on the page for your dialog. While part of the point is to practice proper dialog form, the other point is to push you creatively. You can practice creativity just like you practice anything else to get better at it.

Lesson 34

Writing

1. Write “a model letter to a friend on some subject of general interest.”
2. Here’s a how-to reminder on the form of a friendly letter.
 - You can see a little picture of a letter on the next page.
 - You need to include:
 - date
 - salutation (greeting)
 - body (the stuff you wanted to say)
 - closing (yours sincerely, love)
 - signature (name)

September, 1860

Dear Pa,

I know it will be a long time before you get this letter, but I wanted to write and tell you how much I miss you. Ma, Patricia, and I are doing well, but we miss you like crazy. We know you had to go back and help the others venture west, but we can’t wait for you to be with us again. We pray daily for your safety.

You should have seen the size of the rabbit I snagged for dinner last night! It was the biggest one I’ve ever seen. We were able to share some meat with a few others, and Ma says the skins will make a nice, warm blanket for Patricia to use come winter. I’m doing my best to take care of them. I know you would be proud.

I’d better get this letter sealed and ready for transport. Daniel is traveling to meet the Pony Express rider in the morning, and I want to make sure this letter gets to you before you leave to come back to us.

Much love,

Jimmy

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Lesson 98

Grammar

1. Try this pronoun exercise. Check your answers. Change any errors to make them correct and stop to understand what makes it correct.

Writing

1. Read this lesson on voice.
2. Complete the bottom portion of the worksheet for today.

Your voice is your personality showing through your writing. It tells the reader how confident you are about your topic and how much you care. It can tell if you are being professional or laid back.

Part of voice is knowing your audience. Are you presenting research and need to sound like you know your stuff? Are you addressing peers who want to be entertained?

Your voice needs to match the occasion. If you are writing dialog, would the person say, "It's not gonna happen," as opposed to, "It is not going to happen," or "I should say with utmost certainty that it will not occur."

You can make your voice more interesting by adding descriptive language. "It was good" is not a strong voice. It will not engage your reader to keep reading. If you are bored writing, then your reader is probably bored reading. Challenge yourself and push yourself to engage with your writing so that your readers will be engaged as well.

Lesson 99

Grammar

1. Try the pronoun exercise in your workbook.
2. Remember to look to see if pronouns are being used as subjects or objects. When a pronoun is used along with a name, a trick is to take out the name and listen to which pronoun sounds correct.

Writing

1. You read about word choice in Lesson 81.
2. Complete the little word choice activity in your workbook to help you remember to pay attention to your word choice.

Lesson 100

Grammar

1. Try the different sort of pronoun exercise in your workbook.
2. A pronoun reference error is when the pronoun is referring to the wrong thing or you can't tell what the pronoun is referring to.

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Writing

1. You read about sentences in Lesson 82 if you need to refer back. Complete the chart on your worksheet for today.
2. You can use your compare and contrast essay or descriptive piece.

Lesson 101

Writing

1. Choose a book you have recently finished reading or one you know well. You are going to be writing a book report on it.
2. You have today and Lesson 102. Today you'll write the introduction and the next two paragraphs.
3. Here's what you need to include.
 - Introduction should include the title and author, when the book was published, how long it is, what genre of book it is (comedy, fantasy, non-fiction, mystery...), the author's purpose or theme, and a main-idea sentence introducing your book report.
 - Describe the setting, characters, and mood of the story.
 - Summarize the story briefly.

Lesson 102

Writing

1. Finish writing your book report. You are going to write at least one paragraph explaining your analysis of the book. Then you'll finish with a conclusion.
 - Was the writing impactful?
 - What were the strengths and weaknesses of the book?
 - What did you think about the book? Was it exciting? Was it inspiring?
 - Would you recommend it? Explain why or why not.
 - Conclude with your thoughts on the book, what you are taking away from reading it and what you want your reader to know about it.
2. Read your book report out loud and make corrections.
3. Make sure it covers what is required.

Lesson 103

Spelling

1. Review the spelling rules and try the worksheet.
 - -fe becomes -ves as in life to lives
 - -f becomes -ves as in half to halves (but not always: stuff/stuffs)
 - -o becomes -oes as in tomato to tomatoes (but not always: piano/pianos)
 - -us becomes -i as in nucleus to nuclei (but not always: octopus/octopuses)
 - -is becomes -es as in crisis to crises
 - -on becomes -a as in phenomenon to phenomena (but not always: son/sons)
 - Some change vowels man/men. Some just change person/people. Some stay the same sheep.
 - These are general rules and I have shown just some exceptions to the rules.