

### Lesson 7

1. On your workbook page you'll need to decide between adjective and adverb today. To decide, look at what it's describing.
  - If it is describing a noun, it's an adjective. He did a good job.
  - Adverbs are usually describing verbs. He did the job well.
2. You can also probably hear what sounds right.

### Lesson 8

1. What's the rhyme scheme of this poem?
  - Talk not of sad November, when a day  
Of warm, glad sunshine fills the sky of noon,  
And a wind, borrowed from some morn of June,  
Stirs the brown grasses and the leafless spray. (*Day* by Whittier)
2. For your workbook page, choose a season and describe it in at least one stanza using the same rhyme scheme.
3. Before you write, read this stanza out loud to get the rhythm of the poem.

Answer #1: ABBA

### Lesson 9

1. Find the rhyme pattern in the poem, *Requirement*, Whittier. It's a little harder because it's not broken into stanzas.
  - We live by Faith; but Faith is not the slave  
Of text and legend. Reason's voice and God's,  
Nature's and Duty's, never are at odds.  
What asks our Father of His children, save  
Justice and mercy and humility,  
A reasonable service of good deeds,  
Pure living, tenderness to human needs,  
Reverence and trust, and prayer for light to see  
The Master's footprints in our daily ways?  
No knotted scourge nor sacrificial knife,  
But the calm beauty of an ordered life  
Whose very breathing is unworded praise!--  
A life that stands as all true lives have stood,  
Firm-rooted in the faith that God is Good.
2. Where is the exception in the rhyme pattern?
3. On your workbook page you will need to identify the parts of speech and find the adverbs.
  - Remember that adverbs describe verbs or adjectives. They can even describe other adverbs.
    1. We visit often. Often describes visit. (adverb describing verb)
    2. That painting is exceptionally beautiful. Exceptionally is describing beautiful. (adverb describing adjective)

## Lesson 51

1. Today we're talking about the parts of a story.
  - Setting
    - The setting is the where and when a story takes place.
      - on Mars in the distant future
      - in your home today
      - in a castle a thousand years ago
    - Don't forget to make sure your audience knows the time and place in your story. You don't have to just tell them. You can show them by how you describe the place and what's happening there.
  - Characters
    - The characters are the who in your story. There is a main character that the story is about and there are supporting characters.
    - Usually there is a hero and a villain, the good guy and the bad guy.
      - The hero is called the protagonist. We root for the good guy to get what he is after and to have a happy ending.
      - The villain is called the antagonist. The antagonist tries to stop the main character from being happy and succeeding at getting whatever they are after.
      - There can be more than hero and villain.
    - In your stories you need to describe the characters. Your readers need to know what they look like, how old they are, and what they are like. You don't have to just tell them. You can show them by the things they do in the story.
  - Plot
    - The plot is the what of the story. It's the action. It's what takes place.
    - This is what gives your story a beginning, middle, and end.
    - The beginning is called the exposition.
      - It sets the stage. It gives background information on the characters and the setting. What's been going on before the story begins, where the characters find themselves, and why etc.
    - The middle is the conflict. You don't have a story if there is no conflict.
      - The hero needs to want something. The conflict is that the hero wants it and the villain is trying to stop the hero from getting it.
      - The more it looks like the hero can't possibly accomplish their goal, the more exciting the story is.
      - The conflict is a question. Will she or won't she? Can he or can't he? We know the answer will be yes, they can and they will, but the more it looks like the answer might be they can't and the won't, the more interesting your story will be.
    - The end has two parts, the climax and the resolution.
      - The climax is the end of the exciting conclusion. It's when the question finally gets answered. They did it!

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- The resolution is the wrapping of the story.
    - It's the warm and fuzzy happy ending.
    - It shows us what happens next. Here are some examples.
      - They all hug and now they are friends. They go on to compete at a higher level. They get married and live happily ever after.
2. In your workbook answer the questions about the parts of a story.

### Lesson 52

1. Today you will be practicing subjects and predicates.
2. The simple subject and predicate are often just one word.
  - The simple subject is the noun that the sentence is about.
  - The simple predicate is the verb that goes with the subject.
3. Everything in a sentence is part of either the complete subject or the complete predicate.
  - The complete subject is everything the sentence is about. It's the noun and everything that modifies it.
  - The complete predicate is everything else in the sentence.
  - Example
    - The big red, juicy apple sits on the counter.
      - Complete subject is "the big red, juicy apple."
      - Complete predicate is "sits on the counter."
      - Simple subject is "apple."
      - Simple predicate is "sits."
  - Example
    - The basket of apples on the counter is full.
      - Complete subject is "the basket of apples on the counter."
      - Complete predicate is "is full."
      - Simple subject is "basket."
      - Simple predicate is "is."
4. Identify the subjects and predicates on your worksheet for today.

### Lesson 53

1. On your spelling worksheet for today. You have to identify short vowel sounds.
  - The short a sound is the sound of A in hat.
  - The short e sound is the sound of E in pet.
  - The short I sound is the sound of I in hit.
  - The short u sound is the sound of U in hut.

## Lesson 101

1. *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, *Little Men*)
2. Let's write a sentence like this one in the section provided at the bottom of your worksheet.
  - *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: EVERY word is either part of the subject or part of the predicate.)
3. 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 are following it with what could be a complete sentence, then we 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?
4. Now, let's move on.
  - Next, we find another comma and the word "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?
  - 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 back door 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.
5. 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?

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- 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!
6. Unscramble the words. Do your best. They are vocabulary from *Little Men*.
- Answers #4 Subject: it  
Predicate: had a graceful frame of moss and cones about it
- #5 *and* is a conjunction.  
Subject: *a vase of wild flowers freshly gathered from the spring woods*  
Predicate: *on a little bracket underneath stood*

### Lesson 102

1. You are going to test yourself on punctuation today. Do you remember that commas go before the quotation marks, between items in a list, between date numbers and date words, before a conjunction in a compound sentence, after an introductory phrase or dependent clause that opens a sentence, and to separate out unnecessary information?
2. You will also be checking for capitalization, ending punctuation, and apostrophes. Apostrophes are used in contractions, where two words are combined, and to show possession.
3. Pay attention and take your time to make sure you find all the mistakes on the worksheet. You are playing editor today.

### Lesson 103

1. *The sun shone in as if he enjoyed the fun, the little stove roared beautifully, the kettle steamed, the new tins 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. (*Little Men* p. 72) (I marked the **simple subject** and simple predicate in each part—that means just the noun and verb from the subject and predicate.)*
2. What mood/feeling does the sentence produce?
3. These commas are followed by subjects and predicates but not conjunctions. Why are there commas then?
4. Write a list of things where each contains subjects and predicates. My example is below. There's a spot for this on your worksheet for today.
  - My example: On our street there are boys playing soccer, a bulldozer digging, a postman making his rounds, and pigeons watching it all.
5. The rest of your worksheet is about word choice, using the correct pronoun or the correct verb tense.

Answers #2 It gives a happy, playful feeling.

#3 It is a list. You use commas to separate things in a list. There is an "and" before the last item in the list.

3. Here's a reminder about what to think about when writing.
  - Ideas—the main message
  - Organization—the internal structure of the piece
  - Voice—the personal tone and flavor of the author's message
  - Word Choice—the vocabulary a writer chooses to convey meaning
  - Sentence Fluency—the rhythm and flow of the language
  - Conventions—the mechanical correctness
  - Presentation—how the writing actually looks on the page
    - From <http://educationnorthwest.org/traits/trait-definitions>

## Lesson 132

1. Read the beginning of the first chapter of *What I Learned Over Summer Vacation*.
2. On your workbook page, 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?
3. What are some things you think this character would say? What are some things this character would never say?

### Balderdash

School started back this week, and my teacher said we each had to take a turn telling the class what we did over the summer. Sarah and Michael, the twins, told all about their trip to space camp. They're practically astronauts already. Randy told about skiing in Chile in July! I've never even been skiing in January. Julie flew in a hot air balloon, and Steve built a car, though I'm pretty sure his dad did most of the work. Their summers were all so exciting, so interesting, so unique, that I knew my summer vacation story had to be absolutely amazing. I wanted them to fall out of their seats for the sheer thrill of it! Do you want to hear my story? You might want to strap on a seat belt.

Summer started out in the usual way with a bus ride home. I'm the first one on and the last one off, so it was just me and bus driver Fran left on the bus when a hail storm ripped through the sky like my big brother opening a box of marshmallow cereal. The hail stones were so big that they tore right through the bus hood and crushed the engine. Well, the bus wouldn't go anywhere without an engine, but I got an idea. The hail was covering the road like marbles. I took off a bus tire and told bus driver Fran I could get myself home. I laid the tire down flat and sat in it like a sled. I shoved off and used my backpack as a paddle both to steer and to push my way along the rolling, marbly hailstones, and I started slipping and sledding down the road.

That worked for a while until I started slipping and sledding down a big hill and lost grip of my paddle-backpack. I was careening down the steep hill, screaming at the top of my lungs and instead of trying to steer, I wrapped my arms around my face. I didn't stop screaming when I realized the ground wasn't underneath me anymore. I didn't even stop screaming when I felt myself splash down. I stopped screaming when my tire hit a big rock and spilled me into the water. That's when I realized I was drifting down a river.

Sputtering and spitting the water spurting into my mouth, I grabbed hold of something floating along with me and just focused on staying afloat. I was looking around me and just saw trees on both sides, and I was wishing I knew my geography because then maybe I would know where I was being carried. But then instead of worrying, I reminded myself I was on summer