

Lesson 1

1. I write lots of directions, not just in this course, but in all of them. I want you to be careful to read them all before you start working. It's always important to read the directions. It could save you work! Sometimes, especially in math, I will tell you to only answer the even numbered questions or to only do a certain number of rows, but you could go and answer them all if you didn't read the directions first!
2. So, today's assignment is to [practice following directions](#). You can find your directions in your workbook. Use the page labeled for Lesson 1. Every day you'll complete the workbook page with the corresponding lesson number, unless I let you know there is no workbook page for that lesson.

Lesson 2

1. I hope you followed all the directions carefully in lesson 1 and ended up writing only your name on the page.
2. You are going to be editing sentences today. Here's what to look for:
 - Spelling
 - Capitalization
 - Proper nouns: meaning names of places, names of people, names of things
 - First word in each sentence
 - Punctuation
 - Sentences end with punctuation.
 - Apostrophes show contractions and possession. It's Mike's bike.
 - Commas separate date words and numbers, items in a list, introductory words from the rest of the sentence, and parts of a compound sentence.
 - A comma and then conjunction separate the parts of a compound sentences.
3. You need to find a partner to check your guesses to play the hangman game on the workbook page for today. They can find the words on the answer page for Lesson 2 in the back of this book.

Lesson 3

1. A syllable is a word part. Saying a word in its syllables can help you spell and read it. Clapping while you say a word can help you determine the number of syllables, but my favorite method is to place your hand under your chin. Every time your chin goes down, that's a syllable.
2. Try it with these words: straw, bucket, terrible, unbelievable
 - They have 1, 2, 3, and 5 syllables respectively. Is that what you got? When you are ready, you can try the syllable part of your worksheet for Lesson 3.
3. You again need a helper to complete today's lesson. Find someone to read you the words on the answer page for Lesson 3. Afterwards, check your answers and fix your mistakes or rewrite any missed words the correct way to help it get in your brain.

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Lesson 4

1. On your worksheet you are going to be editing again today like in lesson 2. Take a peek back at Lesson 2 above for a reminder of some grammar rules.
 - One new punctuation mark to mention is the hyphen. It's used in the spelling of some words, like numbers, and to connect adjectives that work together to describe a noun. We'll learn more about using hyphens in adjectives later in the year.
2. To practice your spelling some more, complete the word search.

Lesson 5

1. Write a poem in the same form as this one. More directions follow.

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
2. It is written in the form: ABAAB. These letters show that each stanza has five lines.
3. The matching letters show which lines rhyme. In this poem the "B lines" rhyme, the second and last lines, and the "A lines" rhyme, the first, third, and fourth lines.
4. Also pay attention to the length of each line. Each line in the first stanza is nine syllables long. (A stanza is what we call each paragraph of a poem or song.)
5. On your worksheet, you will write one stanza, trying to make each of the five lines nine syllables long and using the rhyme scheme, ABAAB.

Lesson 6

1. You have a longer story for editing today on your worksheet in your workbook.
2. Peek back at Lesson 2 if you want a review. I'll give you a hint; you'll need to be on the lookout for commas after introductory phrases. They are dependent clauses, parts of the sentence that don't stand alone.

Lesson 7

1. Write a short story in your workbook today.
2. Get a high five and/or hug for every vocabulary word from your reading assignments that you put into your story.

Lesson 8

1. You are going to be identifying parts of speech in your workbook today.
2. Here's a reminder.
 - Noun: person, place, or thing (Riding my bike is fun. Riding my bike is the "thing" the sentence is about. Riding is a noun in that sentence. I go for a morning walk. Walk is a thing in that sentence.)
 - Verb: action or state of being (is, am, are)
 - Adjective: describes nouns
 - Adverb: describes adjectives, adverbs, or verbs
 - Preposition: location word that always has an object (on the bed, under my foot, into the house, with me, around here)

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Lesson 9

1. You are going to be identifying parts of speech in your workbook again today.
2. **This time you are given the part of speech, and you need to find the word.**

Lesson 10

1. Today you are going to practice writing [better sentences](#). Combine the sentences into one long sentence.
2. Here's an example for you.
 - I have four brothers.
 - One has two dogs that he brings to family gatherings.
 - They all come home for Thanksgiving.
 - They each have their own family.
 - Even though each of my four brothers has their own family now, they all come home for Thanksgiving, one even bringing his two dogs along.
 - P.S. This is totally made up. I have one brother. It's just an example.
3. There are no right and wrong answers for this. You can see I didn't use everything in the sentences. You can adapt the sentences to fit them together.
4. When you are done, you can check the examples in the answers for a comparison.

Lesson 11

1. Do [today's worksheet on metaphors](#).
2. It is a reminder of something that you hopefully know, that a metaphor is a description where one thing is said to be something else.

Lesson 12

1. Write three metaphors on your worksheet. Get a high five and/or hug if you use one of your vocabulary words (from another course).
2. Here's an example of one: The fog horn was a baritone making his presence known with a low operatic note.

Lesson 13

1. [Unscramble](#) the words on your worksheet today to practice spelling.
2. They all begin with the letter E.

Lesson 14

1. [Fix the sentences on your worksheet](#). They are all fragments, incomplete sentences. Make them into proper sentences.
 - Sentences need a subject and a predicate, the thing the sentence is about and what about it. That means that every sentence must have a noun and a verb.
 - There are rare cases when the subject is just understood. Like your mother saying, "Go clean your room." You understand that you are the subject of the sentence.
2. The second part of the page deals with correct word choice.
 - I is the subject pronoun and me is the object pronoun. You have to decide if it's being used as part of the subject or not.
 - Use the sentences following to make sure you're thinking straight about these often confused words.

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- They're over there fixing their wagon.
- It's too hot for the two of you to run around so much.

Lesson 21

1. Read this poem by Jacqueline Sweeny.
 - *Edible*
My shirt is red tomato soup,
My pockets are green peas.
My khakis are brown dog biscuits.
My socks are cottage cheese.
I have vanilla ice-cream shoes
with limp spaghetti bows.
I wish I could eat everything,
but then I'd have no clothes!
2. Choose a noun. Choose two adjectives that describe that noun. Turn each into a metaphor.
3. EXAMPLE... apple; red, delicious
 - My apple is red becomes my apple has blushing cheeks.
 - My apple is delicious becomes my apple is a symphony in my mouth.

Lesson 102

1. This sentence is in your workbook.
 - One smooth path led into the meadow, and here the little folk congregated; one swept across the pond, where skaters were darting about like water-bugs; and the third, from the very top of the steep hill, ended abruptly at a rail fence on the high bank above the road. (from *Jack and Jill*, by Alcott)
2. It is describing three different sledding paths the children could take. The first was for the smaller children. Look at the punctuation. There is a list of three sledding paths. The list is divided by semi-colons, not commas.
3. On your worksheet, circle the first comma. What is its function? It is needed because before and after the comma are two **independent clauses**; they could both be complete sentences. "One smooth path led into the meadow." "Here the little folk congregated." The comma always comes before the conjunction, e.g. and, or, but, so.
4. When you are listing things and use commas within the listed items, then you use semi-colons to separate the items on your list. Normally, you would use commas to separate items in a list.
 - "One smooth path led into the meadow, and here the little folk congregated;"
 - There is a comma in the middle of the first item on the list, so we need a semi-colon after it before we list the next thing.
5. Underline all the verbs. She uses great verbs that describe, not just tell, what the characters are doing.
 - How is "swept" across the pond better than "goes" across the pond?
 - How is "darting" about better than "moving" about?
6. Circle the next comma.
 - "one swept across the pond, where skaters were darting about like water bugs;"

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- This comma separates off unnecessary information. The author is saying that kind of as an aside, she's not really giving us information on which pond as if we'd be confused if she didn't clarify. She's just adding a description.
7. "Skaters were darting about like water bugs" is a simile. Skaters are being compared to water bugs using like or as.
 8. Write a simile describing skaters. There's a space on your worksheet.
 9. Circle the next two commas. These two are a pair. The sentence could be, "And the third ended abruptly at a rail fence..." She adds in a description of the third.
 10. Now, you write a list of three things you are going to do today. Write them on every other line so that you have room to add words. You might want to use a pencil for this. There may be erasing involved!
 - e.g. Today I'm going to wake up, make my bed, and drink a cup of tea.
 11. Now add a comma to each thing on your list. (You'll need to add words.) You'll also need to add semi-colons.
 - e.g. Today I'm going to wake up, not that I have a choice; make my bed, if tossing back my covers can count; and drink a cup of tea, a warm, lovely cup of tea.
 12. Now, add a simile.
 - e.g. Today I'm going to wake up, not that I have a choice; make my bed, if tossing back my covers like a Matador whipping around his bull cape counts; and drink a cup of tea, a warm, lovely cup of tea.

Lesson 103

1. This paragraph is in your workbook for today.
 - "Well, no; it usually takes twenty-one days for bones to knit, and young ones make quick work of it," answered the doctor, with a last scientific tuck to the various bandages, which made Jack feel like a hapless chicken trussed for the spit. (from *Jack and Jill*, by Alcott)
2. Circle the quotation marks. Quotation marks go around whatever someone is saying. Whenever a new speaker begins, a new paragraph starts.
3. Circle the first comma. This comma comes after an introductory exclamation.
 - Examples: Well, Yes, No, Actually...
4. Circle the semi-colon. This is used as a period. You could use a period there. Semi-colons are used a lot more in older writing than in modern writing.
5. Circle the next comma. This again separates two **independent clauses**. What are the two clauses that could stand alone as their own sentences?
6. Circle the next comma and quotation marks. You always use a comma instead of a period when closing out a quote before a **speech tag**, like *Susan said*. You are allowed to use exclamation points and question marks, though. The punctuation always comes before the quotation marks.
7. Circle the next two commas. Here we see again the sectioning off of additional information. These are **dependent clauses**, meaning they couldn't be their own sentence. "With a last scientific tuck to the various bandages" doesn't work as a sentence.
8. In the last **clause** we read another simile: "made Jack feel like a hapless chicken trussed for the spit." Here is a before and after picture of a [chicken trussed for the spit](#). Do you see that there is string on it, squeezing it together?



9. Your turn. Write a comment someone is saying. Start on the second line.
 - e.g. “I’ll be home by noon,” she said as she walked out the door.
10. Add an introductory expression (and comma.)
 - e.g. “Wait, no, change of plans, I’ll be home by noon,” she said as she walked out the door.
11. Add a conjunction and independent clause to your quote.
 - e.g. “Wait, no, change of plans, I’ll be home by noon, or I’ll call you,” she said as she walked out the door.
12. Add a comma and additional description to the end of your sentence.
 - e.g. “Wait, no, change of plans, I’ll be home by noon, or I’ll call you,” she said as she walked out the door, letting it slam behind her.
13. Now add a simile.
 - e.g. “Wait, no, change of plans, I’ll be home by noon, or I’ll call you,” she said as she walked out the door, letting it slam behind her like the crash of thunder when the storm is near.
14. Make sure you have all your commas and quotation marks.

Answers: #5 It usually takes twenty-one days for bones to knit. Young ones make quick work of it.