Sample of the EP Language Arts 7 Lesson Guide

This book teaches the lessons you’ll need to complete the Language Arts 7 Workbook. It was written for the student. You should read the lesson each day and then follow the directions on the worksheet for that day in your workbook.

The answers for the workbook are in the back of this book. Complete your worksheet before checking your answers. Learn from your mistakes. Mistakes are learning opportunities. Don’t waste your opportunities! If you cheat and just copy answers, you are only cheating yourself. The point is to learn and to educate yourself. Education is power. Cheating is lazy. Lazy people aren’t powerful!

This course covers all language arts topics including: writing, grammar, and spelling. Throughout the year students will be writing non-fiction and descriptive essays, and the year ends with writing a novel.

If you get to the end of a page, turn the page to see if there is more to your lesson!

Have a great year!

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Day 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.

Day 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 sure must be the storm
     That could abash the little bird
     That kept so many warm.
     I've heard it in the chilliest 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.

Day 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.

Day 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.
     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.

**Day 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.

**Day 6**
**Spelling**
1. Have someone read your spelling words from the Day 6 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.

**Day 7**
**Spelling**
1. Work on your spelling using your workbook page.
2. This unscramble uses the words from Day 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.

**Day 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.
Day 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)

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

Day 42
Writing
1. You are going to be writing a book review. Choose a book you’ve recently read.
2. Read the example of a book review that follows.
   • Think of these things as you write.
     ▪ Did the book have a point?
     ▪ Was the writing descriptive, exciting, etc.?
     ▪ What are the good and bad points of the books?
     ▪ What did you think of the book?
     ▪ Would you recommend it? Why or why not?
   • You’ll want to include these things.
     ▪ an interesting introduction
     ▪ thesis that includes your recommendation about the book
     ▪ brief summary in present tense
     ▪ body paragraphs all start with a topic sentence and end with a transition
     ▪ include examples from the book, try to add a quote if you can
     ▪ conclusion with your thoughts
3. Today you are going to write your introduction. Remember to start with something interesting, not to give away your facts yet, and to end with your thesis.

Book Review Example

Would you enjoy reading a book that is an exciting work of high fantasy and also a description of amazing things that can happen in our everyday real lives? The Voyage of the Dawn Treader by C. S. Lewis is an excellent book because it is not only a riveting adventure but also gives a beautiful picture of faith and redemption.

Edmund and Lucy Pevensie, along with their unpleasant cousin Eustace, are transported through a painting of a ship from England to another world called Narnia, which Edmund and ...(full example is in the lesson book)

Day 68
Grammar
1. Another type of sentence can start with an -ing verb, but in this case, it is used as an adjective. It is called a participle. Your job is to make sure your participles don’t dangle. Here’s what I mean.
2. Tying his shoe, the boy was very proud of his accomplishment.
3. Tying his shoe is the participle; technically, tying is the participle and tying his shoe is the participle phrase.
4. The participle is describing the boy. The participle phrase is always followed by a comma and then the thing it is describing.
   • If the next word/words don’t tell you what the participle is describing, then we call that a dangling participle. It’s just hanging out there all by itself. That’s a no-no. Don’t do it.
   • The word after the comma must be the noun being described.
5. Here are some more examples:
   • Getting home on time, she raced inside to make sure she didn’t miss anything.
   • Finishing the last lap, he raised his arms in victory.
   • Panting, the dog circled his bed and flopped down.
   • What are the participle phrases in the examples above and what do they modify (describe)? (Answers)

Answers: Getting home on time describes she. Finishing the last lap describes he. Panting describes the dog.

Day 81
Writing
1. Read this lesson on word choice.

Word choice is about choosing the perfect words. Here are some things to think about when choosing your words.
Use just the words you need. No need to use a lot of filler words. Just say what you mean. “I think…” instead of “I am of the opinion that perhaps…”
Use specific words.
• Adjectives
  • decaying instead of old
  • honest and dependable instead of good
- like blushing cheeks instead of red
- **Verbs**
  - sprinted instead of ran
  - grumbled instead of said
  - flopped instead of sat
- **Nouns**
  - poodle instead of dog
  - cottage instead of house
  - lemonade instead of drink

Use all the senses. Describe how things looked, felt, smelled, tasted, and sounded. Use metaphors and similes. Use sentences with action verbs.

- The yard was covered with snow becomes the snow covered the yard. Or, the snow covered the yard like a blanket.

**Practice**
- What would be a better word to replace each of these?
  - bad (adjective)
  - smelled (verb)
  - coat (noun)

2. Read through your descriptive paper and make changes in your word choice.

**Grammar**
1. Look at this sentence. I left a blank intentionally.
   - Eating certain foods ________ make us “unclean”, unholy.
2. What is the subject? (Answers)
3. What should the verb be: don’t or doesn’t? (Answers)
4. What kind of noun is the subject of this sentence? (Answers)

**Day 157**
**Writing**
1. Today write descriptions for different minor settings in your novel: a room, a field, a tree house, a ship…
2. Add as many details as possible. Picture it. The more details, the better your book will be.
3. What about those locations will help or hinder your protagonist, your antagonist?
4. Is there a secret hiding spot somewhere? Is there an object lying around there that will help out one of your characters?
5. There is a second page in your workbook as well, on parallel sentences. There are examples on the page.