Language Arts 7

This course contains only the language arts (writing, spelling, grammar) lessons from English 7/Level 7.

Course Description: Students will improve their writing skills by a variety of methods. They will be producing written work in a variety of forms. Students will regularly write both creative fiction and researched non-fiction while practicing poetic and literary devices. Writing assignments include: poetry, book review, personal response, expository essay, compare and contrast essay, point of view, short stories, descriptions, and a novel. Students also will develop in their spelling and grammar skills through their writing assignments as well as through the use of online resources.

Go offline: learn more about our language arts course books
The PRINTABLES are to be used with this online course.

PDF of the printables to print or buy the printables as a workbook
*The printables book for this course is only 42 pages. If you want more worksheets, consider getting the full workbook.

Answer Key for the printables (The answers are also included with each worksheet in the links on the individual assignments.)

Day 1
1. If you didn’t get here through My EP Assignments, I suggest you go there and create an account.
Writing

1. Look at this list of the 100 most beautiful words.
2. Write a motto or catch phrase for the year using at least one of them.
   • Imbue gratefulness
   • Pay attention to the quintessential
   • Start a ripple
3. Note: Scroll up for information on worksheets for this course or for buying books to work offline.

Day 2
Writing
1. Look for rhyming words in this poem, *Hope Is a Thing with Feathers*.
2. There is rhyming but it isn’t a strict rhyme.
3. Look for rhythm in the poem (count syllables.)
4. There is rhythm, but again, it isn’t a strict pattern.
5. Choose a feeling to write a poem about.
6. Think of an image to describe it (like the bird in the poem describes hope).
7. Write a poem in the style of this poem. Use her rhyme and rhythm patterns.

Day 3
Writing
1. Write a poem that imitates this one, *A Thanksgiving to God*. Look for its rhythm and rhyming patterns.
2. Choose a point you want to make.
3. Make it! Write a poem in the style of the poem.

Day 4
Writing
1. Write a psalm.
2. Use at least one simile. Need a [reminder]?

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.

Day 6
Spelling
1. Do this intro [spelling lesson]. Click on each word. Then look away and try to spell it out loud, or open a word processing document and type each word.

Day 7
Spelling
1. Find the [words].

Day 8
Spelling
1. Match the [words].

Day 9
Spelling
1. Play [hang mouse].

Day 10
Spelling
1. Take the [spelling test].
Day 11
Spelling
   1. Do this intro spelling lesson. Click on each word. Then look away and try to spell it out loud, or open a word processing document and type each word.

Day 12
Spelling
   1. Find the words.

Day 13
Spelling
   1. Match the words.

Day 14
Spelling
   1. Play hang mouse.

Day 15
Spelling
   1. Take the spelling test.

Day 16
Spelling
   1. Do this intro spelling lesson. Click on each word. Then look away and try to spell it out loud, or open a word processing document and type each word.

Day 17
Spelling
   1. Find the words.

Day 18
Spelling
   1. Match the words.

Day 19
Spelling
   1. Play hang mouse.

Day 20
Spelling
   1. Take the spelling test.

Day 21
Spelling
   1. Fill in this PuzzleFast crossword puzzle. You can print it or do it online.

Day 22*
Grammar*
1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

Day 23*
Grammar*
1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

Day 24*
Grammar*
1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

Day 25
Writing
1. If you could pick someone you know to be president, who would you pick and why?

Day 26
Writing
1. Write a dialogue between the main character in the book you are reading and someone else, a friend, his mother, his teacher...
2. Here are some dialogue 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. While part of the point is to practice proper dialogue 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 27*
Grammar*
1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

Day 28
Writing
1. Write an advertisement for the paper. You’ve lost a pet, or you are looking to buy an old _____ if someone has one to offer. What would you say? What would you ask for? What would you be willing to pay?
Day 29*
Grammar*
1. *Print page 1 and find the mistakes in this paragraph (at the top of the page). There are five total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.
3. Play grammar gorilla. You can get extra practice on the bottom of your worksheet if you'd like.

Day 30*
Grammar*
1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

Day 31
Writing
1. You've just been elected president of the world. What will you do first? Why? How will you go about it?

Day 32*
Grammar*
1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

Day 33*
Grammar*
1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.

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.

Day 35*
Grammar*
1. *Print page 1 and find the mistakes in this paragraph (at the top of the page). There are five total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don't understand, ask a parent. If no one knows why, write and ask me.
3. Try this Grammar Blast quiz. If you get one wrong, make sure you pay attention to which is the correct answer and stop to understand why. You can get extra practice at the bottom of your worksheet if you’d like.
Day 36
Writing
1. *Print out this graphic organizer. Today you are going to plan out a five-paragraph essay on a subject you are learning about or have just learned about for school.
2. Write in your name, date and topic. Don’t choose something huge like ancient Egypt. Choose something specific like how the pyramids were made.
3. Start with the “main idea” boxes. What are three main points you can make about your topic?
4. Today you are going to list facts in the “supporting facts” boxes. Fill in as many as you can with at least two filled in for each column. The facts should be listed under the appropriate main idea.
5. Do a little more research if you have to.

Day 37
Writing
1. Today write the introduction for your essay. Typing it will make it easier to edit later.
2. Your first sentence should get your reader’s attention. Start with a question, an interesting quote or a strange or amazing fact. Tell more about your topic but don’t give away your facts yet. Then finish the paragraph with your thesis statement, the sentence that tells what your essay is about. Make sure your thesis is what your “main ideas” from day 36 will tell about.
3. Your first paragraph needs to be 3-5 sentences long. My example below...
   - You’ve seen pictures of pyramids, right? Did you know that each stone in a pyramid weighed as much as a car? The pyramids were built with a lot of hard work, but also with a lot of intelligence. The pyramids were an amazing feat of engineering.

Day 38
Writing
1. Today write the first two of your paragraphs for the body of your essay. Make sure you order your middle paragraphs so they flow with the most sense. Also make sure you use different types of sentences of different lengths.
2. Watch this presentation on adding the details to the body of your paragraphs.
3. The first sentence of each paragraph will be the topic sentence for that paragraph; it will tell what that paragraph is about. Then you will state the facts and any commentary you have. The last sentence is not only the concluding sentence for the paragraph but also the transition to the next paragraph. Here’s an example, what was the transition sentence I used to get from workers to the inclined plane? How does it make the transition? (Answers)
   - (topic sentence) You might imagine that the pyramids were made by slaves, but really they were built by paid workers. (Then some facts…) Not only did the workers get paid enough to lead comfortable lives, but new technology made their work easier as well.
   - (topic sentence for the next paragraph) The inclined plane was, at the time, an ingenious way to get the incredibly heavy stones up the pyramid.

Day 39
Writing
1. Write the third paragraph for the body of your essay. Make sure it transitions with the one before it. Use the instructions from day 38.
2. Write the conclusion to your essay. The first sentence of your conclusion should restate your thesis, Do NOT use the same wording.
3. Sum up what you have shared in your essay. Give some commentary on the subject. This needs to be 1 to 3 sentences.
4. The last sentence of the paragraph should tell us why you wrote about it, what’s so important about this, why should we care about this...Make some sort of statement. Here’s my example.
   - I think the pyramids prove that God was right when he decided to confuse the languages of the people on earth. “Nothing they plan to do will be impossible for them.” (Genesis 11:6b NIV1984)

Day 40*
Writing*
1. Edit your essay.
2. *Here is an editing checklist.
3. Print your essay when you are sure it’s your best. Ask a parent to add it to your portfolio.
4. Read these directions carefully. You’re going to go to this site and enter the code MRPPNR. Create an account with your email address and a password.
5. Read the directions on the “assignment” tab.
6. Upload your essay on the “submission” tab.
7. Move on to the “review” tab and review someone else’s essay. There preset questions to answer. Once you do that, your essay will become live in the queue for someone else to review. You can check back in to your account periodically to see if you’ve received feedback.
8. *PLEASE NOTE* We have no way of viewing submissions with this peer editing system. If your parent is concerned about that, have them read the essay you are reviewing before you read it. Inappropriate essays and comments can be flagged to be reviewed.

Day 41
Writing
1. Design a t-shirt for yourself. One that you would wear every day for a week so that everyone would see what it says and what’s on it. What would it look like? What would it say? What would wearing it say about you?

Day 42
Writing
1. You are going to be writing a book review. Choose a book you’ve recently read.
2. Read this example of a book review.
3. Today you are going to write your introduction. Read the comments on the side of the example and make sure you follow all of those as instructions.

Day 43
Grammar
1. Take this parts of speech quiz.

Writing
1. Today you are going to write the book summary and the following paragraph. Make sure you are following the example and using the side comments as instructions for your writing. Your writing should be about the same length as the example. Make sure you use a variety of sentence types and lengths.

Day 44
Writing
1. Today you will write another paragraph and your conclusion. Make sure you are following the example and using the side comments as instructions for your writing. Your writing should be about the same length as the example. Make sure you use a variety of sentence types and lengths.

Grammar
1. Take this parts of speech quiz. They have the answer to number 15 incorrectly listed as a pronoun. What is the right answer? (  )

Day 45
Writing
1. Reread the example. Read your book review and use the side comments on the example as a checklist to see if your review has those things. If you are missing something, edit your review and add it.
2. Read your review out loud. Edit anything that sounds awkward.
3. Check your spelling, punctuation, etc. Make sure the title of the book is underlined or written in italics.

Day 46
Spelling
1. Do this plurals review. Read and find the correct plurals.
2. Read this lesson on possessive plurals.
3. Take the possessives quiz.
4. Do this plurals spelling game. Don’t click on check your answers. Check your answers by clicking on the thumbnail picture below.

Day 47*
Grammar*
1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Day 48*
Writing
1. Write a summary of the story of Little Red Riding Hood. You can use the top of the worksheet from the next section if you’d like.
Grammar*
1. *Print page 1 and find the mistakes in this paragraph (at the bottom of the page). There are five total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Day 49*
Grammar*
1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Day 50
Writing
1. Write what happens next in a favorite book of yours. What happens after the story ends?

Day 51
Spelling
1. Complete the crossword online activity (made with words from chapter 2 of Call of the Wild).

Day 52
Grammar
1. Copy this sentence (or copy and paste it): He took Buck by the scruff of the neck, and though the dog growled threateningly, dragged him to one side and replaced Sol-leks. Mark the part of speech for each word.
2. Then check your answers. (Call of the Wild parts of speech)
3. What’s the subject of the first part of this sentence? Time was flying, and they should have been on the trail an hour gone. (answer: Time)
4. What’s the subject of this sentence? The general tone of the team picked up immediately. (answer: The general tone of the team)
5. Can you figure out the simple subject? Which word is the real subject (the rest is decoration)? (answer: tone)
6. What is the predicate of the tone sentence? (answer: picked up immediately — It’s whatever is not the subject.)

Day 53
Spelling
1. Complete the online wordsearch. (This can be printed if you prefer to do it offline.)

Day 54
Grammar
1. What is the subject of this sentence? Thirty days from the time it left Dawson, the Salt Water Mail, with Buck and his mates at the fore, arrived at Skaguay. (Answers)
2. What is one prepositional phrase in the sentence? (Answers)
3. What is the subject of this sentence? Reading The Call of the Wild is one of my favorite parts of the day.
4. What’s the sentence about? What’s the subject? Don’t look until you’ve decided on your answer. (answer: reading *The Call of the Wild*)

5. It looks like a verb but it is the subject, in fact, reading is a noun in this sentence. It’s a special kind of noun called a **gerund**. **Gerunds** are *ing* words that function as nouns.

6. Here’s another example: Finding the treasure would be amazing!

7. Finding the treasure is the subject and finding is the **gerund**, a noun.

8. Write three sentences using **gerunds**.

**Day 55**
Writing
1. Write for at least fifteen minutes. Go!
   - Write the end of a chapter or
   - write a short story or
   - write as the “I” character in your story.

**Day 56**
Spelling
1. Play the *hungry hangman games*.

**Day 57**
Spelling
1. Complete the *word search*. (This can be printed if you prefer to do it offline.)

**Day 58**
Grammar
1. Which of these contains a **gerund**? Write how each *ing* word is used.

   Reminder: **Gerunds** are *ing* words that function as nouns. (**Answers**)  
   - Smashing against rocks and snags, they veered into the bank.  
   - Whining was his only response.  
   - Writhing muscles strained at the load.

**Day 59**
Grammar
1. Write five gerund sentences.

**Day 60**
Writing
1. Write for at least fifteen minutes. Go! Just write!

**Day 61**
Writing
1. Rewrite the ending of a book you’ve recently read. What would have made a better ending?

**Day 62**
Writing
1. This week you’ll be writing a **personal response** to a book you have recently finished for school. If you haven’t recently finished one, you’ll have to choose a novel you’ve read to write about. You will be following the example.

2. Read the example. You may have seen this before. Read all of the side notes as well.

3. Today decide on your thesis, two key points and look for textual evidence.

**Day 63**  
**Writing**  
1. Write your introduction and first key point section.

**Day 64**  
**Writing**  
1. Write your second key point and conclusion.

**Day 65**  
**Writing**  
1. Edit your report. Read it out loud. Make sure it is spelled correctly and punctuated correctly. Make sure you use a variety of sentence structures. Use long and short sentences. Change some words to make better choices.

2. When you are pleased with your work, print it out and share it.

3. This might be something you want to add to your portfolio.

**Day 66**  
**Spelling**  
1. Complete this **spelling crossword**. All of the words follow the spelling rule: I before E except after C.

2. Print out your crossword puzzle when you finish and ask a parent to add it to your portfolio to show spelling.

**Day 67**  
**Grammar**  
1. Can you win at this **punctuation and capitalization game**?

**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.

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)

Day 69
Grammar

1. Write three sentences with participle phrases.
2. Here are day 68’s 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.
3. Now I’m going to rewrite the first one as a gerund. Getting home on time was important to her.
4. Rewrite the other two sentences. Change the participle into a gerund.

Day 70
Writing

1. Write a short story using at least one gerund and one participle. If you use more of any of those, get a high five and/or hug.

Day 71
Grammar

1. Can you answer these questions about nouns?
2. It’s okay if you don’t know it all. You can learn from what you get wrong!

Day 72
Writing

1. You are going to begin writing a descriptive piece. Read this example.
2. Choose what you are going to describe.
3. Your goal should be for your descriptive essay to be as long as this example.

Day 73
Writing

1. Today write two similes and two metaphors that describe aspects of your topic.
2. You can refer to the example for examples. Remember: similes and metaphors compare two unlike things. Metaphors call one thing the other. Similes use like or as.

Day 74
Writing

1. Reread the last paragraph on the first page and the two paragraphs that follow.
2. Write a paragraph of VIVID description.
3. Write a list of specific verbs and great adjectives that can be used to describe your topic. Then list words that describe the smell, taste, sound, and feel of your topic.

Day 75
Writing

1. Reread the first two paragraphs.
2. Now write your first two paragraphs. Make sure you have a clearly stated topic sentence.

Day 76
Spelling

1. Do this word search.

Writing

1. Read the first page of the example of descriptive writing.
2. Write another paragraph. Remember to use similes, metaphors, and vivid descriptions. You could use the ones you’ve already written on your topic.

Day 77*
Grammar*

1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Writing

1. Reread the first page of the example of descriptive writing.
2. Write another paragraph. Remember to use similes, metaphors, and vivid descriptions. You could use the ones you’ve already written on your topic.

Day 78*
Grammar*

1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong. If you don’t understand, ask a parent. If no one knows why, write and ask me.

Writing

1. Read the second page of the example of descriptive writing.
2. Write another paragraph. Remember to use similes, metaphors, and vivid descriptions.
Day 79*
Grammar*

1. *Print page 1 and find the mistakes in these paragraphs. There are ten total mistakes.
2. Check your answers on page 2. Make sure you understand if you got something wrong.
   If you don’t understand, ask a parent. If no one knows why, write and ask me.

Writing

1. Read the second page of the example of descriptive writing.
2. Write another paragraph. Remember to use similes, metaphors and vivid descriptions.

Day 80
Writing

1. Read the last paragraph of the example of descriptive writing.
2. Write your conclusion.
3. How long is your essay? Is it at least two pages like the example?
4. Print out your draft. That means print out your descriptive writing you’ve been working on. A draft means that it’s not in its final form.

Day 81
Writing

1. Read this lesson on word choice.
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 82
Writing

1. Read this lesson on sentences.
2. Read through your descriptive paper. Underline all of your first words. Circle all of your connector words.
3. Do you have any interrogative, imperative or exclamatory sentences? If not, you should try to add at least one of each. You don’t have to add new sentences. You can change what you have.
4. Do you have any really short sentences? Do you have any really long sentences? You should have both. Add them. Make changes.
5. Make sure your sentence length varies throughout your paper. Do you use while, as, when, since...?

Day 83
Writing

1. Read the page on conventions.
2. Use the strategies listed to read through your paper and look for corrections.

Day 84
Writing

1. Read through these writing techniques to keep in mind.
2. What changes can you make so that your paper would get a perfect score?
3. Add your name, date, and title to the top of your paper.

Day 85*
Writing*

1. *Read through this rubric.
2. Would your paper get a perfect score? If not, make changes.
3. When you are entirely pleased, print it out.
4. Give it to a parent to add to your portfolio.

Day 86
Spelling

1. Do you remember these words?

Writing

1. This week you are going to start working on an essay comparing and contrasting two things. Read about using transition words. Take note of the suggested words. They will be useful in your essay to show contrast and comparison.

Day 87*
Grammar

1. Play Grammar Gorillas.

Writing*

1. Your new writing assignment will be to compare and contrast two things.
2. Today you will read the example I linked to and choose your topic. I suggest using something from your science or history studies so that you already have the information you need. You could compare and contrast the Romans and Greeks, two inventors, two elements, two countries, two presidents...

3. *Fill in this sheet (Compare and Contrast) with as many ideas as you can come up with. You don’t have to use them all in your essay. Just brainstorm and write as many things as you can.

Day 88
Writing

1. Today you need to figure out the three main points you are going to make. These will be your three middle paragraphs.
2. For these three things you will show how they are the same and where they differ.
   - If you were doing two countries, you could say, “Even though they are both in South America, they have very different climates.” “While both countries use Spanish as an official language, their native languages are very different.” “Some foods are eaten in both regions, but other dishes are unique to each locale.”
   - These are just some ideas off the top of my head to show you. I didn’t have any specific countries in mind. I was just making it up.
3. Use your sheet from Day 87 and pair up three similarities and differences and write out three sentences like I just did.

Day 89
Grammar

1. Read the directions before you start! Identify the type of noun.

Writing

1. Today you will write your introduction.
2. Read the sample essay introduction.
3. Your introduction should start with an interesting quote, question or comment. Then provide background information on your two topics. Finally, conclude with your thesis statement. Your thesis statement will include the three things you are going to contrast, your three points. List these three points in the order you are going to talk about them in your essay.
4. Use the sample as a guide.

Day 90
Grammar

1. Read the lesson and find the correct plurals.

Writing

1. Read the second paragraph of the sample essay.
2. Write your second paragraph. It should be on the point you list first in your thesis statement.
3. Make sure to include examples. You can’t just say what is different; you have to show what is different.

**Day 91**
Writing

1. Read the sample essay.
2. Write your third paragraph. It should be on the second point you list in your thesis statement.
3. Make sure your first sentence is your topic sentence for the paragraph.
4. Make sure to include examples. You can’t just say what is different; you have to show what is different.

**Day 92**
Grammar

1. Correct the paragraphs.
2. Reread the second page of the sample essay.
3. Write the last paragraph for the body of your essay. It should be on the last point you list in your thesis statement.
4. Make sure to include examples. You can’t just say what is different; you have to show what is different.

**Day 93**
Grammar*

1. *Correct the paragraphs. You only need to print page 1. You can check your answers on page 2 when you’re finished.
2. Reread the second page of the sample essay.
3. Write your conclusion. What elements does a conclusion have? Make sure you end with a good closing statement that wraps up the essay. Don’t just let it end. You know how in a lot of movies they make sure you know what happens to each character? They know people like things tied up neatly in a pretty bow. Don’t leave loose ends. Tie up your essay in a pretty bow. Write a closing statement that will leave us with a good feeling inside just like those movies.

**Day 94**
Grammar
1. Complete this pronoun exercise.

Writing*

1. *Use the editing checklist to edit your essay.
2. Read your essay out loud and change anything that doesn't sound right.
3. Make changes! Make sure you have long and short sentences that start in different ways. Do any of your sentences start with participles? They should. Do you use the words like since and however. You should.

Day 95*
Grammar

1. Complete this pronoun exercise.

Writing*

1. *Use this scoring rubric to edit your essay.
2. Edit your essay until it would get a perfect score.
3. When you are ready, print out your essay.

Day 96
English

1. Play the sixth level English review game.

Day 97
Grammar

1. Try this pronoun exercise. Pay attention to the right answer if you get it wrong. It explains the answer at the top of the page.

Writing

1. Read this and do the exercises about the organization of your writing.

Day 98
Grammar

1. Try this pronoun exercise. Pay attention to the right answer. Read the explanations at the top of the page.

Writing

1. Read about Voice and complete the exercises.

Day 99
Grammar

1. Try this pronoun exercise.
2. Pay attention to the right answers.

Writing

1. Complete the exercises on word choice.

Day 100*
Grammar

1. Try this different sort of pronoun exercise.
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.

Writing*

1. *Complete the exercises on sentences.
2. Make sure to follow the directions. (You can use your compare and contrast essay or descriptive piece.)

Day 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 today and on Day 102.
2. Follow the directions and write the introduction and the next two paragraphs of the body. They should include the following.
   • 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 and characters and mood of the story.
   • Summarize the story briefly.

Day 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.
   1. Was the writing impactful?
   2. What were the strengths and weaknesses of the book?
   3. What did you think about the book? Was it exciting? Was it inspiring?
   4. 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.

Day 103
Spelling

1. Read the lesson and continue with the exercises on plurals.

Day 104
Grammar
1. Play the plurals and possessives game. If you make any mistakes, LEARN from them.
   - plurals: dog --> dogs
   - possessives: dog's
   - plural possessive: dogs'

Day 105
Grammar
1. Play possessives battleship.

Day 106
Spelling

1. Take a quiz.

Day 107
Grammar

1. Take the apostrophe quiz.

Writing

1. You're sailing the seven seas (as they say). Write a day's entry from the ship's log.
2. It doesn't have to be long, but make it exciting! You'll be continuing with this.

Day 108
Grammar

1. What's the difference between loose and lose?
   - Lose is a verb talking about something being lost.
   - Loose is an adjective describing something not being tight.
2. Take the word choice quiz.

Writing

1. Write a day's log from the ship. Make it fascinating!
2. Continue the story from Day 107.

Day 109
Grammar
1. Take the word choice quiz.
2. Who is the subject. Whom is an object.
   • I should give it to whom? Next to whom will I be sitting?

Writing

1. You’ve landed on an island. Describe the setting of the island.
2. Continue the story

Day 110
Writing

1. Turns out there are mutinous pirates on the island. What are you going to do?
2. Finish the story.
3. You could save this as a creative writing sample.

Day 111
Spelling

1. Find the spelling mistakes.

Day 112
Grammar

1. Play the possessive’s game.

Day 113
Writing

1. Here’s a list of topics if you need an idea for something to write about.
2. Start this timer. Keep resetting it until you have your first sentence written.
3. Then write for ten minutes. Go!

Day 114
Grammar

1. Play the possessive’s game.

Day 115
Writing

1. Here’s a list of topics if you need an idea for something to write about.
2. Start this timer. Keep resetting it until you have your first sentence written.
3. Then write for ten minutes. Go!

Day 116
Grammar

1. Which word is the correct possessive?
1. You are going to write a point of view story. Actually, two. Actually, one.
2. You are going to write a short story, a page or less. You will write the same story two times, each time from a different point of view. Each time your “I” will be a different character in the story.
3. Your story could have two people who experience the same day but one is having a good and one a bad day.
4. You could write about Paul Revere’s ride and one character could be Paul Revere and the other character could be his horse.
5. Be creative. See how different you can make the two stories while keeping them the same story.
6. Today come up with your plan. Know what your story is going to be. Describe your two characters and how the story will differ.

Day 118
Writing

1. Write your first story.

Day 119
Writing

1. Write your second story.

Day 120
Writing

1. Finish your stories. Edit them thoroughly. Make sure you have varied types of sentences and sentence lengths. Make sure you have at least one simile or metaphor. Make sure you use good descriptive words, strong verbs and specific nouns. Check your capitalization and punctuation.
2. Read your stories aloud to an audience.
3. Add your name, date and title, “Point of View 1” and “Point of View 2” to them and print them out. Give them to a parent to add to your portfolio.

Day 121
Spelling

1. Do this intro spelling lesson. Click on each word. Then look away and try to spell it out loud, or open a word processing document and type each word.

Day 122
Spelling

1. Find the words.

Day 123
Spelling

1. Match the words.

Day 124
Spelling

1. Play hang mouse.
Day 125
Spelling
1. Take the spelling test.

Day 126
Spelling
1. Do this intro spelling lesson. Click on each word. Then look away and try to spell it out loud, or open a word processing document and type each word.

Day 127
Spelling
1. Find the words.

Day 128
Spelling
1. Match the words.

Day 129
Spelling
1. Play hang mouse.

Day 130
Spelling
1. Take the spelling test.

Day 131
Grammar
1. There is one more type of phrase I want you to learn. I think it’s the easiest. You’ve learned gerunds, participles and now infinitives. The infinitive of a verb is when it is combined with “to.” To eat dinner is an infinitive phrase. We’re headed home to eat dinner. The “to” goes next to the verb otherwise you have “split the infinitive.”

2. How many infinitives can you find in my reading directions for today? (Answer: 3)
   • To the verb is a prepositional phrase, not an infinitive phrase. An infinitive phrase is “to” plus a verb.

Day 132
Spelling
1. Do this word search.

Day 133
Spelling
1. Do you remember your words?

Day 134
Grammar
1. Do this exercise on gerunds and infinitives.
2. Write in the infinitive form or the gerund form (e.g. to read or reading).

Day 135
Writing
1. Write a song.
2. It can be short. It can be just a chorus.

**Day 136**
Writing

1. Write one of each type of sentence.
   - declarative, interrogative, exclamatory, imperative, simple, compound, complex, using “however,” using a semicolon
2. Get a high five and/or hug if you put them all into a story instead of writing isolated sentences.

**Day 137**
Grammar

1. Do this exercise on participle phrases and dangling modifiers.
2. You don’t have to keep track of your answers on the handout, but you should learn from your mistakes.

**Day 138**
Grammar

1. Do this exercise on participle phrases and dangling modifiers.
2. You don’t have to keep track of your answers on the handout, but you should learn from your mistakes.

**Day 139**
Grammar

1. Try another exercise.
2. You don’t have to keep track of your answers.

**Day 140**
Writing

1. If you could heal 12 people, and only 12, who would you heal and why?

**Day 141**
Spelling*

1. *Find the misspelled words. You only need to print page 1. You can check your answers on page 2 when you’re done.
2. Take a look at the list of words for a spelling tip.

**Day 142**
7th Grade Test

1. Every day do 5 questions. Today do questions 1-5.

**Day 143**
7th Grade Test
1. Every day do 5 questions. Today do questions 6-10.
Day 144
7th Grade Test

1. Every day do 5 questions. Today do questions 11-15.
Day 145
7th Grade Test

1. Every day do 5 questions. Today do questions 16-20.
Day 146
7th Grade Test

1. Every day do 5 questions. Today do questions 21-25.
Day 147
7th Grade Test

1. Every day do 5 questions. Today do questions 26-30.
Day 148
7th Grade Test

1. Every day do 5 questions. Today do questions 31-35.
Day 149
7th Grade Test

1. Every day do 5 questions. Today do questions 36-40.
Day 150
7th Grade Test

1. Every day do 5 questions. Today do questions 41-45.
2. You can check your answers at the end.
Day 151*
Spelling

1. *Find the misspelled words. You only need to print page 1. You can check your answers on page 2 when you’re done.
2. Spelling review: long vowels
   - a → ai, ay, a_e
   - e → e, y, ie, ee, ea, i_e, e_e
   - i → igh, y, i_e
   - u → ue, eu, ew, u_e
   - o → ow, ough, oe, o_e
3. Can you think of an example of each spelling?
Day 152*
Writing*

1. *Complete the metaphor and genre worksheets.
2. You are going to be writing your own novel. Today, choose your book’s genre.

Day 153*
Writing*

1. *Do the sentence structure worksheet. You can check your answers on page 2. (Here’s a link for review/help if you need it.)
2. Every story has a protagonist, the main character, our hero. Every story exists in the conflict between the protagonist and the antagonist.
3. The antagonist doesn’t have to be the “bad guy.” It could be the weather or terrain in a story about pioneers traveling west.
4. There must be conflict or you have no story.
5. Decide on your main characters. You need a protagonist and antagonist.
6. Describe them in as much detail as possible. You should be able to picture them. You should know their strengths and weaknesses; they should both have both. Do they have a bad habit? Something they say all the time? Are they funny, serious, loner, friend to everyone?

Day 154
Writing

1. You should be thinking about your story. You should know your antagonist and protagonist. You should know what conflict will arise between them.
2. If you are reading The King Will Make a Way, what’s the conflict? (answer: Vulpine wants the king dead so he can rule. Gabe knows the King is alive, and he wants Him to rule the village.)
3. There needs to be an incident in the beginning of your novel that sets off the conflict.
4. If you are reading The King Will Make a Way, what sets off the conflict? (answer: Gabe reads the Book of Law which makes him believe the King is alive.)
5. The beginning of your novel needs to pose a question that’s not going to be answered until the end.
6. If you are reading The King Will Make a Way, what’s the question? (answer: Who will be king of the village?)
7. What will set off your story?
8. What is the big question in your book?
9. What is the answer going to be?

Day 155*
Writing*

1. I’m trying to get you started on your novel as soon as possible, but we need to visit characters one more time.
2. Consider giving your protagonist and antagonist each a sidekick, a best friend, a helper, a tag-along-er.
3. If you are reading *The King Will Make a Way*, who is Gabe’s “sidekick”? (answer: Angela) Who is Vulpine’s “sidekick”? (answer: Phineas)

4. Choose your supporting characters. Describe them in detail just like your main characters. You should be able to draw a picture of them. You should know just what they look like and act like. What are their strengths and weaknesses? Quirks? Personalities?

5. Be thinking about your story. How is it going to be begin? What’s it going to be called? How is it going to end?

6. *Do the descriptive writing assignment.*

7. Write your descriptions (they don’t have to fill the page.) Read them to someone and see if they know what you are describing.

**Day 156**

Writing

1. You have characters. They are in conflict. Your story is set up, but...
2. Where is it going to take place?
3. You need to decide on your setting, the time and place of your story. You need a main setting. Is it in the future? present day? historical? Is it at your house, in your town, in India, in outer space, in a fictional land?
4. Write a description. Draw a picture. Know everything about your setting.
5. *Do the sentence type worksheet.* You can check your answers on page 2.

**Day 157**

Writing

1. Today write descriptions and draw pictures 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. *Complete the parallel sentences worksheet.*

**Day 158**

Writing

1. Make a list of five objects that you could put into your story. If you get stuck, go back and look at the list and maybe you’ll get an idea.
2. Make a list of complications that could arise for your protagonist and for your antagonist.
3. If everything went right all the time for your protagonist, it would be boring. There have to be ups and downs. It has to look like the answer to your question will yes, then no, then yes, then no...

**Day 159**

Writing
1. Your story will start with the “exposition.” That’s the background of the story. It sets the scene.
2. Then there will be an incident that sets off the action of the story and raises the big question.
3. Then there is the conflict, the action as the story progresses. This is called the “rising action.”
4. Then you are going to get to the exciting part, the climax. The answer to the question hangs in the balance. We are in suspense. What’s going to happen? This can play out over a few chapters.
5. Then the answer comes. This is the “falling action.”
6. Then the end comes, the “resolution.” We find out what happens to everyone and we end with a good, happy, warm and fuzzy feeling.
7. Write out each of these steps for your story. You can use this online tool if you like.
   (What I don’t like about it is that the climax is in the middle. It will really be close to the end.)

**Day 160**
Writing

1. Make a list of chapter titles.
2. Each chapter is its own little story.
3. Old fashioned books used to have as chapter titles such as “In Which Winnie the Pooh Gets Stuck in a Jar of Honey.”
4. Write titles like that. You don’t have to use them in the book. It’s like making an outline.
5. You need to set the background, set off your story, have conflict and complications, ups and downs, set up your climax, have lots of excitement and tension, answer the question, tie everything up with a neat, pretty bow.

**Day 161**
Writing*

1. *Do this worksheet on oxymoron and irony.
2. Often books use **foreshadowing**. It tells you something that is going to happen. Foreshadowing makes you curious about what’s going to happen. It often makes you say, “What!? Why?”
3. You can use it at the end of a chapter to get your audience to turn the page and read on!
4. If you are reading *The King Will Make a Way*, find an example of foreshadowing on the *first* page of chapter 9. ([Answers](#))
5. Look over your descriptions and everything you’ve written in preparation.
6. Now get started. Write at least your first page. Getting started is the hardest. Once you start, keep up the momentum and keep going!

**Day 162**
Writing

1. Write. Write for at least thirty minutes. Don’t get stuck. Just keep writing. You can always edit it later.

**Day 163**
Writing*
1. When you write, picture your story in your mind. It should play like a movie in your mind.
2. *Complete dialogue lesson worksheet (you can check your answers on page 2) and dialogue writing assignment, or write a dialogue in your novel.

Day 164*
Writing*

1. When you write dialogue, make sure the dialogue plays a part in story. It shouldn't be meaningless. It should reveal to us more about the characters or move the story along.
2. *Complete the uncommon punctuation lesson. You can check your answers on page 2. Do the writing assignment or do it as part of your novel.

Day 165*
Writing*

1. Write, write, write!
2. *Complete this metaphor worksheet. If you aren't reading The King Will Make a Way, find any metaphor example in a book you are reading or have recently read for school.

Day 166*
Writing*

1. *Do the anthropomorphism worksheet. You can check your answers on page 2. Either do the writing assignment or write it into your novel.
2. Write, write write!

Day 167*
Writing*

1. *Complete the lie vs. lay worksheet. You can check your answers on page 2.
2. Write, write and write some more.

Day 168
Writing

1. Write for 30 minutes.
2. Have you finished your book too soon? Add more problems! More excitement!

Day 169
Writing

1. Spend 30 minutes writing.

Day 170
Writing

1. STOP! Go back and read your story out loud. Picture it as a movie in your mind. Hear the characters talk. Change anything that doesn't flow or make sense. Have you used all of your characters' characteristics? What is it they say all the time? Are they acting shy,
funny, etc.? Have you shown their bad habits and other weaknesses? Have you described the setting so that everyone will picture the same thing?

2. Do some editing today before you move on.

Day 171*
Writing*

1. *Do the personification worksheet. If you write personification into your book today, you can skip the writing assignment.
2. Write for 30 minutes.

Day 172
Writing

1. Write for thirty minutes.

Day 173
Writing

1. Write for thirty minutes.

Day 174
Writing

1. Write for thirty minutes.

Day 175
Writing

1. Write for thirty minutes.

Day 176
Writing

1. Write for thirty minutes.

Day 177*
Writing*

1. Where are you in your novel? Have you figured out how to set up your climax? How it is all going to play out and resolve?
2. Keep writing.
3. *Do this worksheet on alliteration. If you aren’t reading The King Will Make a Way, find an example in a book you are reading or come up with your own examples. You don’t have to fill out the worksheet if you write alliteration into your novel today.

Day 178*
Writing*

1. *Do this worksheet on onomatopoeia. If you aren’t reading The King Will Make a Way, find an example in a book you are reading or come up with your own examples.
You don’t have to do the writing portion if you add onomatopoeia into your writing today.
2. Write for 30 minutes.

Day 179
Writing
2. Keep writing.

Day 180
Writing
1. You made it to the last day of school. I don’t know where you are in your novel.
2. Keep writing if you have more to go.
3. If you got to the end, spend lots of time reading your novel and making it better. Writers spend as much time editing as they do writing.
4. Choose better words, change the lengths of your sentences. Add to your descriptions.
5. If you want to turn it into a real book, you can use a free service called KDP (Kindle Direct Publishing) through Amazon.com. Follow their directions and you can publish your book for free. It will help you make a cover and everything. Then your friends and family can buy your book!

You Did It, Congratulations!