



Dear Homeschool Friend,

Thank you for ordering *BookShark's Language Arts D+E Instructor's Guide*.

Unfortunately, your guide references a book that has gone out of print, *The Oxford Illustrated Book of American Children's Poems*.

Enclosed, you will find new notes and Activity Sheet instructions referencing new poems or stories. When you reach Week 22, simply use the attached notes and Activity Sheet in place of the notes in your Instructor's Guide.

If you have any questions or concerns regarding this product update, please feel free to contact us. You can reach us at (303) 797-2954, 9:00 am to 4:00 pm MST Monday through Thursday and 9:00 am to 1:00 pm on Friday, or email us anytime at [main@BookShark.com](mailto:main@BookShark.com).

Thank you for making BookShark part of your homeschool day.

Sincerely,

The BookShark Team

Enclosure: Edited Creative Expression notes for Week 22.



DELBU Curriculum Update (2023)





# Language Arts D+E

## Week 22 Update

### Day 2

#### Creative Expression

##### **B: The Outline**

This week, your children will write a narrative based on an outline they create. To prepare, today they will first learn about the organization of outlines. Plan to take a few minutes to discuss with them how “The Poem” by Amy Lowell (page 5 of *How to Eat a Poem*, which is included with the BookShark History program) fits into our example outline. Then they’ll use the exercise under “B: The Outline” on the **Week 3 Activity Sheet** to analyze two sample outlines. For more information, see the **Week 3 Activity Sheet**.

##### Answers:

1. *Outline A shows better organization because it has more detail and the levels are balanced.*
2. *Yes*
3. *No*
4. *Answers will vary. Outline B does not focus on the turtle. Discuss the differences between the two outlines.*

## LA Week 22 Activity Sheet

##### **B: The Outline**

Good writers use pre-writing to brainstorm and to organize their ideas. One form of pre-writing is an outline. The outline helps you put your ideas and supporting details into groups. Each group forms a paragraph. You start with a main idea and place the capital letter A next to it because it is your first idea. An outline for “The Poem” by Amy Lowell (page 5 of *How to Eat a Poem*, which is included with the BookShark History program) would start like this:

- A. Little twig with green bud placed in ground
- B. Little twig with green bud placed in closet

Then, you add supporting details to make a second level. You indent the second level and number it like this:

- A. Little twig with green bud placed in ground
  1. Given water and sunlight
  2. Thrives
- B. Little twig with green bud placed in closet
  1. Ignored in darkness
  2. Shrivels

You can add a third level to add more support to your idea. You indent again and use lower case letters like this:

- A. Little twig with green bud placed in ground
  1. Given water and sunlight
  2. Thrives
    - a. Grows into a tall bush
    - b. Many flowers
    - c. Sparkling leaves
- B. Little twig with green bud placed in closet
  1. Ignored in darkness
  2. Shrivels
    - a. Waste
    - a. Resembles old twisted nail

One rule about using the outline is that you need to have at least two entries per level. If you have a 1, then you need a 2. If you have an *a*, then you need a *b*. You don’t have to have a third level for every number. Notice that #2 under B does not have a third level.

A paragraph using the outline above would look like this:

A little twig with a green bud was planted in the ground. It was watered and exposed to sunlight. The twig grew into a tall bush with many flowers and sparkling leaves. A little twig with a green bud was thrown into a closet. It was ignored and surrounded by darkness. The twig shriveled and resembled an old twisted nail.

Examine the poem with Mom or Dad and discuss what the next topic would be. Since the poem tells a story, it has a beginning, middle, and end. Another useful thing about the outline is that it keeps your paragraphs organized. Pre-writing gives a chance to write our ideas and to identify what is important to include in our writing and what is not important.

The following two outlines describe an encounter with a turtle. Read through both outlines and answer the questions that follow.

### Outline A: The Turtle Encounter

- A. Arrived in Mexico
  - 1. Stayed at resort
    - a. had a pool
    - b. had a view of the ocean
  - 2. Spent first day sight-seeing
    - a. visited the market
    - b. visited old buildings
- B. Went Snorkeling
  - 1. felt nervous at first
  - 2. started to see fish
  - 3. sea turtle pops up
    - a. looked turtle in the eye
    - b. turtle looked back
    - c. swam together
    - d. my dad joined us
  - 4. snorkeled some more
  - 5. snorkeling ended
- C. Left for home
  - 1. waited at airport
  - 2. slept on plane
- D. Arrived home

### Outline B: The Turtle Encounter

- A. Arrived in Mexico
  - 1. Unpacked clothes
- B. View of the ocean
  - 1. swam at the pool
  - 2. walked on the beach
    - a. hot sand
    - b. found shells
- C. Went to the market
- D. Slept on plane
  - 1. arrived home
    - a. unpacked
    - b. remembered turtle

1. Which outline shows better organization? Why?

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2. Do all the details under each capital letter belong with the topic in Outline A?

**Yes** **No**

3. Do all the details under each capital letter belong with the topic in Outline B?

**Yes** **No**

4. Do both outlines focus on the turtle? Why or why not?

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