



Dear Homeschool Friend,

Thank you for ordering *BookShark's Language Arts 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 Weeks 3, 27, and 34, 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 Weeks 3, 27, and 34.



ELBU Curriculum Update (2022)





# Language Arts E

## Week 3 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 3 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.

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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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# Language Arts E

## Week 27 Update

### LA Week 27 Activity Sheet

#### D: A Concrete Poem

A concrete poem uses words plus the shape of the poem to convey meaning. Concrete poetry combines graphic art and literature. If you can see the concrete poem, then it is easy to understand its meaning. The shape of the poem is a symbol of its meaning. For instance, a question about life could take the form of question mark with the words outlining its shape. A butterfly or flower could symbolize springtime. A poem about baseball could take the form of a bat.

Here is an example of a concrete poem. Read it aloud and notice the words as well as the graphic. Shape can be used graphically to convey concepts and word placement can suggest movement.

Today it  
 suddenly came out  
 of the blue sky. Or the gray  
 I should say. Pouring over my lashes.  
 Blurring my vision. Chilling my exposed bones.  
 Defenseless due to my own forgetfulness I tried to  
 enjoy the sensation as I tripped over the oily puddles.  
 drip drip drip drip drip drip  
           d  
           r  
           i  
           p  
           .  
           d .  
           r p  
           i

Now choose a topic. Draw a symbol to represent that topic. Write a poem about the topic on a separate piece of paper.

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# Language Arts E

## Week 34 Update

### Day 3

#### Creative Expression

#### C: Persuasive Pre-writing

Today, your children will practice using persuasive techniques as they write a letter from one character to another. In Plain Girl, Esther’s older brother, Dan, has left the family and is shunned by the Amish community. Your children’s assignment is to use logos, pathos, and ethos to convince Dan to return to his family. Today, we provide an outline to help organize their writing, which they will use to create a persuasive letter tomorrow. The structure begins with a claim (topic + opinion), which should be familiar from previous lessons. Then, they will use the three techniques to persuade Dan to return home. For more information, see “C: Persuasive Pre-writing” on the **Week 34 Activity Sheet**.

Your children will encounter the terms logos, pathos, and ethos often when reading persuasive composition or writing persuasively. Your children do not have to memorize the terms. Explain the concepts, but don’t worry if your children do not master the material. You want your children to become familiar with the terms, but there will be plenty of opportunities to master the concepts along the way.

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### Day 4

#### Creative Expression

#### D: Persuasive Writing

It’s time for your children to turn their persuasive ideas into an encouraging letter to Dan. They should show that they are able to write persuasively using the three different techniques. Section “D: Persuasive Writing” on the **Week 34 Activity Sheet** will remind your children of the 5 parts of a letter. We also provide an example using the three persuasive techniques, but note that the example is not structured as a letter and does not have an introduction or hook.

#### How to Evaluate This Week’s Assignment

For this assignment, focus on how well your children appealed to logic, emotion, and trust in their letter. Is it effective in persuading Dan to return home? If needed, point out to your children the difference between persuading and begging/whining. Their writing should use solid reasons supported by explanations. The following sample rubric will help you determine how well your children wrote their letter. Feel free to adjust the rubric to meet the individual needs of your children. ■

Personal Narrative Rubric		
<i>Content</i>		
_____	5 pts	The letter begins with an introduction with a hook
_____	5 pts	The letter includes reasons that appeal to logos, pathos, and ethos
_____	5 pts	The letter sounds persuasive and uses examples or explanations to support the main points
<i>Mechanics</i>		
_____	5 pts	The letter includes the 5 main parts of a friendly letter
_____	5 pts	The letter uses correct spelling
_____	5 pts	The letter uses correct capitalization and punctuation
_____	÷ 30 pts possible = _____ %	
Total pts		

Special Note to Mom or Dad

# LA Week 34 Activity Sheet

## C: Persuasive Pre-writing

In *Plain Girl*, Esther's older brother, Dan, has left the family and is shunned by the Amish community. The absence of her brother is a source of angst for Esther as she longs for his return. Use the format below to help you do the pre-writing for a letter from Esther that will persuade Dan to leave the modern world and return to his family. Do the pre-writing today. Your job is to write a claim and to write at least one example of pathos, logos, and ethos to convince Dan to return.

1. Claim: What is Esther's opinion about why Dan should return?

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2. Reason #1: Logos, Pathos, or Ethos

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3. Explain why this is a good reason

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4. Reason #2: Logos, Pathos, or Ethos

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5. Explain why this is a good reason

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6. Reason #3: Logos, Pathos, or Ethos

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7. Explain why this is a good reason

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## D: Persuasive Writing

Use your pre-writing to write a letter from Esther to Dan on a separate piece of paper and convince him to return home. Organize your letter according to the format below.

### The Five Parts of the Letter

**Heading:** The heading gives your address and the date.

**Greeting:** The greeting tells who will receive the letter.

**Body:** The body contains your message. It has a beginning, middle, and end.

**Closing:** The closing is a sign-off from you.

**Signature:** The signature gives your name.

Use an introduction with a hook that attracts him. Present three main reasons based on logos, ethos, or pathos in your body paragraph. Sum up your reasons in a conclusion. Here are a few examples of persuasive techniques Esther may use to persuade Dan:

Dan, do you remember how the smell of mother's apple pie would permeate the house? She cooks so many delicious meals each week. It would be wonderful to see you across the table from me again. I hope you haven't gotten too skinny in the modern world.

Trust me, Dan, no one can work the plow the farm as well as you can. The farm needs your help to prosper. Without an extra hand in the fields, I am afraid we may not bring in the harvest before the snow sets in for winter.

Dan, do you not see how your actions reject our way of life? All we ask is that you leave the modern world and come back where you belong. Is it really such a hardship? Wouldn't you like to come back to your friends and family? I think you should trust Father and conform to the Amish rules.