

Lesson Plans - Oct. 23, 25, & 27, 2023
Sarah Crowe
 6th Grade Grammar/Composition and Literature

Date	Memory verses	Grammar	Literature
<p>Mon., Oct. 23</p>	<p>O - Learn Titus 2:11-14 from memory P/A - Recite the whole passage aloud. Add motions to vs.14</p>	<p>O -Identify and punctuate nouns of direct address and appositives (L7); Form and use possessive nouns correctly (L24) P - Read the gray box on p.37. In <i>King Arthur</i>, find two nouns of direct address on p. 164. Find the appositive on p.166. Go over diagramming nouns of direct address (38). Go over how to punctuate an appositive/appositive phrase (39). Do selected class practice exercises orally. Project possessive nouns chart. Students will fill it in on white boards and put answers up on the class board. Read through the rules (116-117) and discuss how each applies to the chart answers. Table partners will look at printed pictures of apostrophe mistakes in signs and billboards. They will find the errors and discuss how to correct each. A - Do selections from Class practice (118) on white boards. HW: p.118 W.E. A & B; p.119 R.E. C</p>	<p>O - Review “Sir Gareth” tale; apply scriptures about murder. Read “Geraint and Enid” and study vocabulary in context. P- “Sir Gareth” review/discussion: Read Exodus 20:13 - What murder (unlawful killing) takes place in the story? What is the sin that motivates the murder? Are there any killings that are justified? Why? Read Matthew 5:21-22 - What does Jesus say is breaking the 6th commandment besides “killing?” In the chapter “Sir Gareth,” which two people break this commandment without actually killing? How do we break this commandment? What can we do about it? Take out vocabulary lists, and go over the definitions of the words as each appears in the reading. Review the sentences from the story where the vocab words are used in the story. Read “Geraint and Enid” aloud with parts pp.190-195. Students will identify the places characters travel on their maps. Homework: Read pp.195-200; Vocabulary sentences</p>
<p>Wed., Oct. 25</p>	<p>O - Memorize Titus 2:11-14 P- Play “last man standing to review the memory verses” A - Quiz over Titus 2:11-13a</p>	<p>O - Identify gerunds and infinitives used as nouns; diagram verbals P - Write examples of sentences about the KA chapter with gerunds and infinitives. Show how each functions as a noun (D.O., P.N, or S) and <i>names</i> an action. Read L 26 (122-124) on gerunds. Show how to diagram them. Read p.124 on infinitives. Show how to diagram them. A - Do Class practice A. #1-5 orally (have students add what the function of the noun is (DO, PN, OP, or S). Do Class Practice C #1-4 on white boards. HW: p. 126 W.E. A all & B odds</p>	<p>O - “Geraint and Enid...” reading and vocabulary; learn seven techniques and author uses in characterization P - Take notes on characterization (seven ways an author develops characters & static and dynamic characters.) Read 1 Kings 21:1-7. Ahab doesn’t get what he wants and pouts. What words in the passage indicate his attitude? (“sullen” “vexed” “lay down on his bed and turned his face away” “ate no food” etc.) He pouts, just like Geraint pouts when he does not get what he wants in “Geraint and Enid”. How is this sinful attitude portrayed in the Bible and in our King Arthur story? Do we pout inwardly and outwardly when we do not get what we want? What should our attitude be that would glorify/please God? Continue reading “Geraint and Enid” aloud (200-207) with parts for the dialogue. A - HW: Finish reading “Geraint and Enid”; study for reading quiz</p>

Date	Memory verse	Grammar	Literature
<p>Fri., Oct. 27</p>	<p>Practice reciting Titus 2:11-14.</p>	<p>O -Review gerunds and infinitives P - Students will ask questions from the homework and we will complete the exercises together on the board. Take out the memory verses (Titus 2:11-14). Read through it with table partners and label: one gerund that acts as an appositive and three infinitives. What is the appositive renaming or explaining? How does the appositive help us understand what we hope for in Christ? A - Diagram p. 126 W.E. B (evens) on white boards.</p>	<p>O - Compare and contrast the ending to two stories. P - Act out the scene with Sir Oringle, Geraint, and Enid at the feast (207-209). Discuss: Could Sir Oringle ever be a knight of the Round Table? What parts of the code of chivalry does he break/how? Discuss the ending to “Geraint and Enid.” With table partners, students will discuss how the resolution is similar to “Sir Gareth” in terms of the love story? Share answers aloud. Have a class debate: Is Geraint’s treatment of Enid too harsh, or is his punishment justified? Students will call out arguments from both sides, using evidence from the text, their own thoughts, or Biblical truth. Responses will be recorded in two columns on the board. Take the reading quiz. If time permits, review vocab: Call out definitions or a sentence with vocab word (blank). Students will use their vocab sheet as a word bank to write the correct word on their white boards. Cover synonyms, antonyms, and pictures. A - “Geraint and Enid” reading quiz; participation in class debate and discussion</p>

	Spelling	<i>Writing and Rhetoric book 4: “Chreia and Proverb”</i>
<p>Mon., Oct. 23</p>	<p>O - Apply the -ness, ly rule to the spelling list P - Recite the rule. Discuss the meaning, demonstrating the rule with several spelling words on the board. A - Students will copy the first column in cursive.</p>	<p>O - Learn King Alfred the Great’s saying and read about his childhood and reign. P - Recite his saying aloud several times, emphasizing different words each time. Students will read aloud pp. 75-76, highlighting praises for King Alfred that reflect his saying. Assign parts to read aloud the dialogue in King Alfred’s story (76-77). Read the poem on p. 77. Students will make a list of Alfred’s accomplishments mentioned in the poem, separating the list with commas and using a conjunction before the last item. A - 79-80: Go Deeper section; Write paragraph 1 in the chreia (praising King Alfred)</p>
<p>Wed., Oct. 25</p>	<p>O - Apply the prefixes to the spelling list P/A - Call out several words from the list and have students practice writing them on white boards. A - hw: Spelling Sheet; study</p>	<p>O - Imitate sentences that 1) begin with an introductory phrase 2) The second sentence explains the first; paraphrase King Alfred’s saying. P - Recite King Alfred’s saying and discuss the meaning of “ignorant.” Students will draft a paraphrase in their books. Read the example sentence in “Sentence Play,” and write a formula for the sentence on the board. Students will begin drafting imitation sentences in their books. Share several aloud. A - hw: Sentence play p.82, paragraph 2 in chreia (paraphrase the saying)</p>
<p>Fri., Oct. 27</p>	<p>Spelling Test (prefixes)</p>	<p>O - Review the goal of paragraph 3 in)a chreia essay P/A - As a class, complete “Talk About It” #5 on p.78 orally. On the board, the teacher will write the responses. Students will take notes from the board in the spot for paragraph 3 (p.87)</p>

Crowe