

Oak Meadow

Grade 6

English

Teacher Manual

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Grade



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Sentence Structures

Grammar Instruction

- Paragraphing Forms
- Sentence Types
- Subjects and Predicates
- Sentence Structure

Assignments

1. Each week you will work with a list of vocabulary and spelling words. Vocabulary words will usually relate to the material you are studying in social studies. In addition, you will often be asked to choose additional words to add as spelling words. Spelling words can include words that you have difficulty spelling or words that have unusual spellings. The vocabulary words and spelling words are combined into a single list of about ten words. To make it easy, we'll just refer to this list as your vocabulary list, even though it has spelling words in it, too.

Here are your vocabulary words for this week. Try to think about these words in the context of your ancient civilizations studies.

mammoth spear bola
archaeology thong prehistoric

Add a few more spelling words to this list.

Please define each of the six vocabulary words above without using the root word or a related word. Use a dictionary to look up each word, but try to write the definition in your own words. (Please refer to “Using a Dictionary” in the English manual if you find it challenging to look up words.)

ASSIGNMENT SUMMARY

- Read Sentence types, Subjects and Predicates, Sentence Structures, and Paragraph Forms in the English manual. Page numbers for these sections can be found in the appendix beginning on page 239.
- Define each vocabulary word and use it in a sentence.
- Take a spelling quiz.
- Write examples of different types of sentences.
- Identify subjects and predicates in sentences.
- Write sentences with compound subjects and predicates.

Finally, use each word in a sentence in a way that shows you understand the meaning. Underline each vocabulary word. Here is an example of a sentence that shows the meaning of the word:

On his last archaeological dig, my brother found an ivory tusk that belonged to a baby mammoth.

Each week, your student will be alphabetizing and defining vocabulary words, and creating original sentences. Encourage your student to write definitions in his or her own words, but understand that this is difficult (try it yourself, if you'd like!). The main goal is for your child to learn to look up words in the dictionary or online, and then write a definition based on what he or she has learned, rather than to copy a definition word for word.

Check that the words have been put into alphabetical order and underlined. When writing original sentences, encourage your child to add enough detail to provide a relevant context for the word.

archaeology: The scientific study of the material remains of past human life and activities, such as fossil relics, artifacts, and monuments. *Archaeology provides us with useful information about life lived thousands of years ago.*

bola: A missile weapon consisting of balls of stone or iron attached to the ends of a thong or cord, used for hurling at and entangling an animal. *Hunters who used bolas to kill animals needed a strong throwing arm.*

mammoth: Large extinct elephant-type animal with large curving tusks and a thick, woolly coat. *Early Stone Age people used the tusks, bones, and skin of the mammoth for tools and shelter.*

prehistoric: Pertaining to, or existing in the period before written history. Fossils that are thought to be about 100,000 years old show Neanderthal *Man lived during prehistoric times.*

spear: A weapon with a long shaft and sharp head for thrusting or throwing. *Flint was useful for making tips for spears because it chips off in thin flakes and makes sharp edges.*

thong: A strap or strip of leather. *Thongs and pieces of stone were used to make bolas.*

2. Practice writing your vocabulary list (remember, that includes your spelling words as well) and using them in conversation this week. Each week, find new ways to work with the words to help you memorize them and incorporate them into your speaking vocabulary. Here are some ideas of ways to practice with your word list each week:

- Practice writing them down.
- Write them with colored chalk on a blackboard.
- Write them in the air with a finger.
- Spell them aloud.
- Play a fill-in-the-blank spelling game (have a parent write blanks for the letters, including two or three letters and letting you fill in the rest).
- Use Scrabble letters to spell the words and then try to connect them together into a Scrabble grid.
- Write spelling/vocabulary words using alphabet refrigerator magnets.
- Practice writing words with a stick in sand or with your toe on a plush rug.
- Spell them aloud forward and then backwards.
- Have a parent say the first three letters of the word and you fill in the rest; switch places and you begin the word and have your parent finish it.
- Write a silly poem or sentence that uses all the words at once (it has to make some sort of sense!).
- Make a crossword puzzle using the words (graph paper makes this easier).
- Spell the words aloud with a partner, each one saying one letter at a time.
- Spell words using pipe cleaners, alphabet noodles, dough, etc.
- Recite spelling words as you jump rope, skip, bounce a ball, etc., calling out each letter of the word in rhythm with the beat.

- Print the word on a piece of paper and then cut it into letters. Scramble the letters and then see how fast you can recreate the word. Do this with several words at once for a real challenge.

At the end of the week, have your parent give you a spelling quiz. If you misspell any words on your quiz, you can add them to the list for next week.

Note the variety of ways suggested above for your child to work with the vocabulary words each week. Encourage your child to continually try new ways to work with the words. This will help with memory retention and keep the work fresh and lively.

3. After reading “Sentence Types” and “Sentence Structures” in the English manual, write one example of each of the following:

Examples of each sentence type and structure are below. Student sentences will vary but should show an understanding of each of these sentences.

- a. Declarative sentence We are going to the fair today.
- b. Interrogative sentence Would you like to come with us?
- c. Exclamatory sentence The roller coaster always makes me scream!
- d. Imperative sentence Please buy me some popcorn when we get there.
- e. Simple sentence The Cheshire County fair runs for three consecutive days.
- f. Compound sentence The fair runs for three days, but I am only going for one day.
- g. Complex sentence Even though I am only going for one day, I plan to make the most of it.

Try to make your sentences interesting! They can be about any topic you like.

4. Choose three of the sentences you composed for assignment #3, and indicate the subject and predicate of each sentence. Using colored pencils, underline or shade the **subject in blue** and the **predicate in red**. Remember, the subject includes the noun and all the words relat-

ed to the noun, and the predicate includes the verb and all the words related to the verb.

Here is an example (note: *always* is an adverb, so belongs to the predicate):

The roller coaster **always** makes me scream!

5. Write one sentence with a compound predicate and one with a compound subject.

Example of a compound predicate:

The horse galloped toward the fence and sailed over it with a vigorous bound.

Example of a compound subject:

The herd of horses and one lone cow raced to the other side of the pasture.

FOR ENROLLED STUDENTS

You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 2. In the meantime, feel free to contact your teacher if you have any questions about the assignments or the learning process. Use your assignment summary checklist, weekly planner, and the learning assessment form to keep track of your student's progress. You will be sending this documentation to your teacher every two weeks (with each submission of student work).

Learning Assessment

These assessment rubrics are intended to help track of student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or skills that need work.

ENGLISH	Not Yet Evident	Developing	Consistent	Notes
Writes word definitions in own words				
Uses vocabulary words in sentences that convey the word meaning				
Applies spelling rules and memorizes spelling words				
Differentiates between sentence types (declarative, interrogative, exclamatory, imperative)				
Identifies simple, compound, and complex sentences				
Identifies subjects and predicates in sentences				
Composes sentences with compound subjects and predicates				
Uses a variety of sentences in writing				
Composes paragraphs with topic sentences, supporting details, and concluding sentences				
Uses paragraphs to organize ideas into topics				

LITERATURE	In Progress	Completed	Notes
Free-choice book:			
Free-choice book:			
Free-choice book:			

SPELLING QUIZ	Score # Correct/Total #	Notes
1		

Grade 6



Nouns

Grammar Instruction

- Nouns: concrete, abstract, collective, and possessive

Assignments

1. Alphabetize the vocabulary list below and then define each word without using the root word or a related word. Use each word in a sentence in a way that shows you understand the meaning of the word. Underline each vocabulary word in the sentences. (You do not need to add additional spelling words this week.)

arid code cuneiform
archaeologist plains dowel
zodiac wedge bas relief constellation

Help your student get into the habit of underlining the vocabulary words as this will help him or her attend to the word within the context of the sentence and make reviewing your student's work much easier.

archaeologist: one who studies ancient cultures, especially by excavating physical remains. *An archaeologist attempts to reconstruct a way of life by digging and examining the relics of a lost civilization's site.*

arid: dry, parched. *Arid regions often see only a few inches of rainfall in an entire year.*

bas-relief: carving or sculpture projecting slightly from the background. *Many metal sculptures were carved in bas-relief, adding depth and realism to the art.*

code: standard, policy, or set of guidelines. *Hammurabi is the first known king to have a recorded code of laws.*

ASSIGNMENT SUMMARY

- Read Nouns and Possessives in the English manual.
- Alphabetize and define each vocabulary word and use it in a sentence.
- Take a spelling quiz.
- Use abstract and collective nouns in sentences.
- Use common and proper nouns in singular, plural, and possessives forms.
- Write sentences using pronouns in singular, plural, and possessives forms.

constellation: group of fixed stars. *Knowing the positions of the stars is important for identifying constellations.*

cuneiform: writing made up of wedge shapes. *The angular style of cuneiform writing was clearly seen on the ancient artifact.*

dowel: cylinder-shaped peg, often used for holding parts of a structure together. *Dowels were found at the joining edges in the corners of the house, keeping the structure intact for hundreds of years.*

plains: large, flat area of land, mainly grasslands. *People living on the Mesopotamian plains cultivated the fertile land.*

wedge: piece of tapering wood or metal used for forcing things apart or fixing them immovably. *Wedge-shaped characters fill ancient inscriptions of Assyria, Babylonia, and Persia.*

zodiac: section of the sky, divided into 12 equal parts by ancient astronomers, that includes all apparent positions of sun, moon, and planets. *The zodiac evolved from Sumerian and Mesopotamian interest in astronomy.*

2. Work with your vocabulary words in a variety of ways throughout the week. You may want to take a practice spelling quiz midweek to find out which words you still need to focus on. Take a spelling quiz at the end of the week.
3. Write two sentences using abstract nouns and two sentences using collective nouns. Try to come up with new examples, if you can (you can use the words on the lists if you need to). When you have written your sentences, use colored pencils to underline or shade each **noun** in blue.

Examples of abstract nouns: **freedom, honesty, abundance, fear, creativity.**

Examples of collective nouns: **herd, crowd, flock, audience, gang, crew.**

Check sentences for completeness and correct punctuation as well as for the correctly identified noun.

4. Write sentences using concrete common nouns and proper nouns in each of the following forms: singular, plural, possessive singular, and plural possessive. You will be using eight noun forms in all. You can write eight separate sentences or you can combine two or more noun forms in a single sentence, as in the following example:

Traditionally, Egyptians have shown a fascination with cats, and cats' portraits decorate many ancient tombs.

In this example, there are three plural common nouns (cats, portraits, and tombs), one proper noun (Egyptians) and one plural possessive (cats').

After composing your sentences, underline or shade each noun in blue. Do not use the examples given in the English manual—create your own original sentences.

Students may choose to write eight individual sentences or combine different nouns forms in a few sentences. Look for a clear understanding of the different types of nouns. Nouns should be identified in blue and labeled accurately. Check to confirm the correct use of the apostrophe in the possessive forms.

5. Write sentences using pronouns in each of the following forms: singular, plural, singular possessive, and plural possessive. After each sentence, identify the type of pronouns used. If you use more than one pronoun in a sentence, label all of them, as in the example below:

Spencer said he would meet us at the skate park, and he would bring his extra skateboard with him.

singular pronouns: he, him

plural pronouns: us

singular possessive: his

If you combine pronouns in a single sentence, you will probably only have to write one or two sentences. When combining pronouns, however, make sure the sentence is very clear about whom each pronoun refers to. Underline or shade each pronoun in blue.

Singular pronouns: I, me, you, he, she, him, her, it, herself, himself

Plural pronouns: we, us, they, them, themselves

Possessive singular pronouns: my, mine, your, yours, his, hers, its

Possessive plural pronouns: our, ours, their, theirs

Check to make sure students are not using apostrophes for pronouns in the possessive form.

FOR ENROLLED STUDENTS

At the end of this lesson, you will be sending the first batch of work to your Oak Meadow teacher along with your assignment summary checklist, the weekly planner, and the learning assessment form, or any alternate form of documentation. Include any additional notes about the lesson work or anything you'd like your teacher to know. Feel free to include questions with your documentation—your teacher is eager to help.

If you have any questions about what to send or how to send it, please refer to your parent handbook and your teacher's welcome letter. Your teacher will respond to your submission of student work with detailed comments and individualized guidance. In the meantime, proceed to lesson 3 and continue your work.

Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or skills that need work.

ENGLISH	Not Yet Evident	Developing	Consistent	Notes
Alphabetizes a list of words				
Identifies abstract nouns				
Identifies collective nouns				
Uses common and proper nouns in singular, plural, and possessives forms				
Uses pronouns in singular, plural, and possessives forms				
Composes original sentences to demonstrate grammar concepts				
Uses vocabulary words in sentences that convey the word meaning				
Identifies subjects and predicates in sentences				
Uses a variety of sentences in writing				
Composes paragraphs with topic sentences, supporting details, and concluding sentences				
Uses paragraphs to organize ideas into topics				

LITERATURE	In Progress	Completed	Notes
Free-choice book:			
Free-choice book:			
Free-choice book:			

SPELLING QUIZ	Score # Correct/Total #	Notes
2		