

Grade 6

English

Coursebook



Oak Meadow

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Lesson

1

Sentence Structures

We begin the year by looking at how to express your ideas in a concise, effective way. Sentences are the building blocks of any writing. Every sentence must include a subject and a predicate to be complete. In order to make your writing interesting and engaging, you'll want to use a variety of sentence types, lengths, and construction.

When writing anything longer than a few sentences, organizing your thoughts into paragraphs helps you stay on-topic and present your ideas in a logical order. Paragraphs are the building blocks for essays, reports, stories, research papers, and more. No matter how big an assignment might be, it can be broken down into more manageable chunks by using paragraphs.

Paragraphs can be any length, but most contain the following:

- Topic sentence: this gives an idea of what the paragraph is about
- Detail sentences: also called the body of the paragraph, this part gives important information related to the topic
- Concluding sentence: this summarizes the topic or relates it to another topic (which often leads to a new paragraph)

In the reading assignment for this lesson, you'll learn more about sentences, paragraphs, and how to create strong, effective writing.

This week you have several writing assignments in social studies. Use complete sentences in all your writing assignments, and check to be sure each one begins with a capital letter and has ending punctuation (period, exclamation point, or question mark).

To organize your thoughts for your essays, list the topic sentences that you will use, and then develop paragraphs of different lengths around each of these topic sentences. Each paragraph should focus on just one general piece of information. If you find yourself including information that goes into another general topic, start a new paragraph.

ASSIGNMENT SUMMARY

- ☐ Read Sentence Types, Subjects and Predicates, Sentence Structures, and Paragraph Forms in the English manual.
- ☐ 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.

Reading

Read the following sections in the English manual found in the appendix:

- Sentence Types
- Subjects and Predicates
- Sentence Structures
- Paragraph Forms

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 civilization 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.)

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.

2. Practice writing the words from 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 your finger.
- Spell them aloud.
- Play a fill-in-the-blank spelling game (have a parent write blanks for certain letters and 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 backward.
- 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.

3. After reading “Sentence Types” and “Sentence Structures” in the English manual, write one example of each of the following:
 - a. Declarative sentence
 - b. Interrogative sentence
 - c. Exclamatory sentence
 - d. Imperative sentence
 - e. Simple sentence
 - f. Compound sentence
 - g. Complex sentence

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 related to the noun, and the predicate includes the verb and all the words related to the verb.
5. Write one sentence with a compound predicate and one with a compound subject.

Further Study

In many lessons, you will find a list of books that you might be interested in reading. These books are related to the ancient civilizations you are studying in social studies. These books are optional reading assignments, but try to read at least one book from these lists every four to six weeks. Feel free to browse the books listed in the Further Study sections of the next few lessons before you make your choice.

- *Journey from the Dawn—Life With the World's First Family* by Donald C. Johanson and Kevin O'Farrell
- *Cave Beyond Time* by Malcolm J. Bosse
- *Shiva Accused* by J.H. Brennan
- *Shiva's Challenge: An Adventure of the Ice Age* by J.H. Brennan
- *Bond of the Fire* by Anthony Fon Eisen
- *Hunters of the Black Swamp* by Lloyd Harnishfeger
- *Fire-Hunter and Boomerang Hunter* by Jim Kjelgaard
- *The Inheritors* by William Golding
- *A Way of His Own* by T.A. Dyer
- *Maroo of the Winter Caves* by Ann Turnbull
- *Early Humans* by Nick Merriman
- *Skeara Brae: The Story of a Prehistoric Village* by Olivier Dunrea

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 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	Developing	Consistent	Competent	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		



Nouns

There are three types of nouns: common nouns, proper nouns, and pronouns. Each of these can be in singular form, plural form, or possessive form (either singular or plural possessive).

There are many different types of common nouns. You are probably most familiar with *concrete nouns*, which are physical things you can touch, such as a tree, chair, dog, fence, or nose.

Another type of noun is an *abstract noun*. These words name things that are ideas, such as freedom, loyalty, joy, courage, and love. Here are more examples of abstract nouns:

beauty	confidence	power
belief	curiosity	pride
boredom	delight	trust
childhood	independence	truth
compassion	laughter	wealth

A third type of common noun is a *collective noun*, which refers to a group of things. You probably use collective nouns all the time without realizing it. Think of how we discuss groups of animals: a *herd* of horses, a *pod* of dolphins, a *gaggle* of geese, or a *flock* of chickens. These words are collective nouns. Of course, collective nouns can also refer to human beings and things. Here are more examples of collective nouns:

army	choir	family	staff
audience	committee	gang	team
band	crew	jury	tribe
bunch	crowd	pack	

You will learn more about nouns in this lesson.

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 possessive forms.
- ☐ Write sentences using pronouns in singular, plural, and possessive forms.

Reading

Read the Nouns and Possessives section in the English manual. Pay special attention to the spelling rules for forming plural nouns and forming possessive nouns.

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

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**.
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.

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**.

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, 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.

Learning Assessment

ENGLISH	Developing	Consistent	Competent	Notes
Alphabetizes a list of words				
Identifies abstract nouns				
Identifies collective nouns				
Uses common and proper nouns in singular, plural, and possessive forms				
Uses pronouns in singular, plural, and possessive 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		



Direct and Indirect Quotations

Congratulations! You have learned 40 new vocabulary words so far this year! That’s a lot of words. This week, rather than starting a new list of words, you’ll spend some time going over the words that you have covered in the last five lessons. While it is tempting to keep moving forward and to keep learning new words, review is an important part of learning. By going back and revisiting the words you have already studied, you can identify the words that gave you trouble and have another chance to learn them.

Reading

Read Direct Quotations in the English manual.

Assignments

1. Look over the words from the last five lessons (found below), and cross out the ones that you know really well. These are words that you could define, use in a sentence, and spell easily. Once you have crossed these words out, circle the ones that are left. These are the ones you will review this week. Ideally, there will be about 10 to 12 words for you to study. If there are a lot more than that, you can choose whether you would like to review all of them or if you would like to limit it to the ones that are most challenging.

Vocabulary Words from Lessons 1–5

ancestors	bola	drought	javelin
archaeologist	code	famine	mammoth
archaeology	constellation	filigree	migrate
arid	cuneiform	foreigners	mummy
attributes	descendants	hieroglyphics	Nile
bas-relief	dowel	ibis	nomads

ASSIGNMENT SUMMARY

- ☐ Read Direct Quotations.
- ☐ Review vocabulary words and choose two activities.
- ☐ Take a spelling quiz.
- ☐ Identify examples of direct and indirect quotations.
- ☐ Compose a descriptive paragraph.
- ☐ Reflect on your progress as a writer.

papyrus	prehistoric	Rosetta Stone	sphinx
pharaoh	prophet	sarcophagus	thong
plague	pyramid	scarab	wedge
plains	reverence	spear	zodiac

Once you have created your review list of words, choose **two** of the following activities to complete this week.

- Mix and Match:** Write the vocabulary words on a set of index cards and the corresponding definitions on a separate set of cards. Put the word cards on the table in a row, face up. Put the definition cards in a pile, face down. Draw one definition card at a time and match it to a word card. Mix up the cards and then try to match the word to its definition. You can play this game with a partner and take turns.
- Flash Cards:** Write the vocabulary word on one side of an index card and the definition on the other side. Test yourself by reading the definition and guessing the correct word. See if you can spell the word correctly before you flip the card over to look at the word.
- Crossword Puzzle:** Make a crossword puzzle with your words. You can use graph paper to make this easier. Find a way to cross each word with another, and then come up with clues that provide the definition of the word. (If you don't know how to number the clues, have a parent show you or look at a crossword puzzle in the newspaper to see how it's done.) Give a blank version of your puzzle to a sibling or a parent and see if they can fill in the words.
- Create a Test:** Write fill-in-the-blank sentences for each vocabulary word, putting a blank where the word belongs. Feel free to write funny sentences that include the names of your family members, friends, pets, local landmarks, favorite hobbies, etc. Write the list of vocabulary words above or next to the sentences. Have a parent, a sibling, or a friend see if they can choose the correct words to fill in the blanks. If they have trouble, you can give additional clues to help them.
- Story Time:** Write a story that uses all of the review words in context. In order for the words to work in context, you may have to choose ancient times as the setting of your story. When you are through, rewrite the story leaving blank spaces where the vocabulary words should go. Give your list of words to a parent, a sibling, or a friend, and see if they can fill in the blanks based on the clues you've provided.
- Charades:** Play charades with your vocabulary words. Charades is a game where you act out a word or a phrase, and try to get other people to guess what it is. You are not allowed to speak, so you have to act out your word using body movements and hand gestures.
- Picture This:** Draw a picture or sketch several scenes that show as many words as possible. Give your list of words to a parent, a sibling, or a friend and see if they can find the words in the picture.

- h. **Words in the World:** Write your vocabulary words, without using pencil or paper, from materials you find in your everyday life. For example, you might write a word with spaghetti noodles at dinner, on the steamed up mirror in the bathroom, or in the dirt using sticks or pebbles or acorns. Or you might make letters out of bread dough and bake them, then make words, or you could place dough letters on a baking sheet, just barely touching, and bake entire words. Getting all of your senses involved is a really great study trick! It might be fun to post a list of your words on the refrigerator and challenge family members to find the words around the house and yard. Each time a word is found, it gets crossed off the list. You can spread this activity throughout the week, forming two or three words per day for others to find.
2. At the end of the week, take a spelling quiz of the review words you worked on this week.
 3. Find examples of direct and indirect quotations from a book you are reading. If you can't find any indirect quotations, compose two indirect quotations based on a book you are reading.
 4. Write a descriptive paragraph about something you love to do. Use a variety of sentence types and structures, plus plenty of adjectives and adverbs, to create a vivid, expressive piece of writing.

At this point, you should be making the steps of the writing process part of your regular routine. In all your subjects, revise, edit, and proofread your stories and essays carefully. Take special notice of correct paragraphing, punctuation, capitalization, and use of words. Do your ideas flow well when you read your work aloud and really listen to it? Keep these steps of the writing process in mind:

- **Revise** for clarity and flow
 - **Edit** to correct mistakes
 - **Proofread** the final version to make sure it is free of errors
5. Take a few minutes to reflect on your writing with this exercise. Pretend there is a line on the floor or the ground that is about ten feet long. One end of the line indicates Strongly Agree and the other end of the line indicates Strongly Disagree, with Agree, Neutral, and Disagree in the middle, like this:



You can actually make little signs to put along your line if you'd like.

Now, think about the following questions, really considering each one before you answer it.

- a. I can express myself clearly in writing.



b. I like the creative process of writing stories.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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c. I enjoy doing research and writing about what I've learned.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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d. Following the writing process of revising, editing, and proofreading helps me make my writing stronger.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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e. I'm good at finding and correcting my mistakes during the editing and proofreading processes.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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f. I feel like I'm a better writer than I was at the beginning of the year.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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After considering each question, stand along the line in the spot that best describes your feelings. Be honest in your answers—you won't be graded on what your answers are. This is just an exercise to help you recognize ways in which you are improving as a writer.

Afterward, write one or two sentences reflecting on the experience. Make sure to note on the lines above what your responses were for each statement—you'll be doing this again later in the year and you'll want to compare your answers then and now.

FOR ENROLLED STUDENTS

Please submit your student's work to your Oak Meadow teacher at the end of this lesson. Make sure all the assignments are completed (you can use the assignment checklist to help you organize your submission). Contact your teacher if you have any questions.

Learning Assessment

Use assessment rubrics to track student progress and to make notes about the learning the student demonstrates or skills that need work.

ENGLISH	Developing	Consistent	Competent	Notes
Punctuates direct quotations correctly				
Differentiates between direct and indirect quotations				
Demonstrates descriptive writing				
Reflects on the learning process				
Alphabetizes a list of words				
Composes original sentences to demonstrate grammar concepts				
Uses vocabulary words in sentences that convey the word meaning				
Uses a variety of sentences in writing				
Identifies key ideas and demonstrates good note-taking skills				
Uses notes to create a detailed outline				
Cites sources using MLA citation format				
Composes paragraphs with topic sentences, supporting details, and concluding sentences				
Uses paragraphs to organize ideas into topics				
Revises, edits, and proofreads work				

Learning Assessment

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

SPELLING QUIZ	Score # Correct/Total #	Notes
6		



Poetry

In this lesson, you will have the chance to learn about and write poetry. Please apply the steps of the writing process to your poetry writing: Write a rough draft. Revise it until you are happy with it. Edit it to correct any errors in punctuation, spelling, or capitalization. Make a final copy and proofread to make sure it is your best work.

Reading

Read the Poetry section in the English manual.

Assignments

1. Alphabetize and define the following words and add any words from previous spelling quizzes that you are still working on. Write a short dialogue based on your ancient civilization studies that includes these words. Underline each vocabulary word and use the proper punctuation for dialogue.

mosaic righteous personify
stanza palace citadel
eternity theme

2. Work with the words on your vocabulary list in a new way this week. At the end of the week, take a spelling quiz.
3. Write a poem on any topic. Choose any style of poetry, or write several poems in different styles if you like! In your poem, explore the use of adverbs and adjectives to make your words come alive. In your poem, include at least one of each type of adverb ("how" adverbs of manner, degree, or frequency; "when" adverbs of time; and "where" adverbs of place). Underline or shade each **adverb in orange**. (Review Adjectives and Adverbs in the English manual for examples of each type of adverb.)

ASSIGNMENT SUMMARY

- ☐ Read Poetry.
- ☐ Alphabetize, define, and use vocabulary words in dialogue.
- ☐ Take a spelling quiz.
- ☐ Write a poem that includes different types of adverbs.
- ☐ Write a poem using a theme from ancient Persia.

4. Write a poem about one or more of the themes the ancient Persians used: friendship, beauty, great deeds of heroes, and courage. Choose a different style of poetry than you used in the previous assignment. Remember to apply the writing process to your poetry writing.

Further Study

This is an excellent time to get a poetry book from the library. Reading poetry can help you become a better writer because poets are so careful about word choice and adept at creating strong images. There are many excellent poetry books aimed at children—ask your librarian for suggestions!

FOR ENROLLED STUDENTS

Continue to document your student's progress using the weekly planner, assignment checklist, and learning assessment form in each lesson. Feel free to contact your teacher if you have any questions about the assignments or the learning process.

Learning Assessment

Use assessment rubrics to track student progress and to make notes about the learning the student demonstrates or skills that need work.

ENGLISH	Developing	Consistent	Competent	Notes
Punctuates dialogue correctly				
Composes poetry using different styles				
Identifies adverbs of manner, time, and place				
Reflects on the learning process				
Alphabetizes a list of words				
Composes original sentences to demonstrate grammar concepts				
Uses vocabulary words in sentences that convey the word meaning				
Uses a variety of sentences in writing				
Identifies key ideas and demonstrates good note-taking skills				
Uses notes to create a detailed outline				

ENGLISH (<i>continued</i>)	Developing	Consistent	Competent	Notes
Cites sources using MLA citation format				
Composes paragraphs with topic sentences, supporting details, and concluding sentences				
Uses paragraphs to organize ideas into topics				
Revises, edits, and proofreads work				

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

SPELLING QUIZ	Score # Correct/Total #	Notes
7		