

Grade 6

English

Teacher Manual



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Sentence Structures

Grammar Instruction

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

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.

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.

(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.

Each week, your student will be alphabetizing and defining vocabulary words, and creating original sentences. Encourage your student to write definitions in their 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 they have learned, rather than to copy a definition word for word.

Check that the words have been put into alphabetical order and underlined in the sentences your student writes. 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 human life 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 Neanderthals 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.*

- 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 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.

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:
 - 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 going for only one day.**
- g. Complex sentence **Even though I am going for only 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 related 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 it belongs to the predicate):

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.

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				

ENGLISH <i>(continued)</i>	Developing	Consistent	Competent	Notes
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		

Lesson

2

Nouns

Grammar Instruction

- Nouns and Possessives

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 them 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 possessive 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 the 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 noun 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.

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
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		



Lesson
6

Direct and Indirect Quotations

Grammar Instruction

- Direct Quotations

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	descendants	migrate	pyramid
archaeologist	dowel	mummy	reverence
archaeology	drought	Nile	Rosetta Stone
arid	famine	nomads	sarcophagus
attributes	filigree	papyrus	scarab
bas-relief	foreigners	pharaoh	spear
bola	hieroglyphics	plague	sphinx
code	ibis	plains	thong
constellation	javelin	prehistoric	wedge
cuneiform	mammoth	prophet	zodiac

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.

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

- a. **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.
- b. **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.
- c. **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.
- d. **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.
- e. **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.
- f. **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.
- g. **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.

This is the first vocabulary review; there will be one every six weeks. These activities should be fun, and they will help solidify the spelling of the words your student has found more challenging so far. Please read the instructions carefully so you can help your student complete this vocabulary review.

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.

Students should use quotation marks and correct punctuation format for direct quotations, but no quotation marks for indirect quotations.

Sample of direct quotations: "The library is about to close," said the librarian.

Sample of indirect quotations: The librarian said the library was about to close.

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

Look for descriptive writing that is clear and uses imagery or physical description to convey a strong sense of the topic.

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.



c. I enjoy doing research and writing about what I've learned.



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



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



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



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.

Reflecting on the learning process and on one's progress is an important element of growth. Your student may like to discuss their thoughts before or after completing the learning reflection.

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		

Lesson

7

Poetry

Grammar Instruction

- Poetry

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

Students are asked to write a dialogue that includes the vocabulary words. If your student struggles with this assignment, it may help to role-play a scene in which two people living in ancient Persia are talking. Once the student has an idea of how to use these words in a conversation, writing the dialogue will be easier. Students should pay particular attention to punctuating the dialogue correctly, and they must make sure the vocabulary words are underlined.

Here is an example of how the vocabulary words might be used in dialogue:

The merchant pointed to the citadel. “You could search for an eternity and never find mosaics as beautiful as those found inside that palace, ones that depict themes of the great deeds of heroes.”

“This is true! In a way, it personifies the strength of Darius the Great himself!” said the woman next to him.

“It is said he is a righteous man who will lead this city to greatness,” the merchant said with a wise nod.

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.

“The **stanzas** carved into the main gates speak of his great courage,” the woman replied.

citadel: fortress protecting or dominating a city.

eternity: infinite time; endless life after death.

mosaic: picture or pattern made with small variously colored pieces of glass, stone, etc.

palace: official residence of sovereign, president, archbishop, or bishop.

personify: to attribute human characteristics to.

righteous: morally right.

stanza: group of lines forming division of a poem.

theme: subject or topic of talk, writing, or art.

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.)

There are several types of poetry styles to choose from in the English manual. You might like to use the poetry instructions to assess your student’s poem, or you might like to assess it based on its expressiveness. Students may need to be reminded to take the time to revise their poems, experimenting with different word choices and imagery until they are satisfied with the results.

Students are asked to use adjectives and different types of adverbs in the poem. Some examples of the different types of adverbs are below and more are found in the English manual.

Examples of HOW adverbs:

See if you can reach us *quickly*.

I *gladly* accepted dessert.

Fortunately, Mom found her wallet.

She *single-handedly* finished stacking all the firewood.

Examples of WHEN adverbs:

Wendy woke up *late* on Saturday.

I was the *first* person to get into the car.

Anna *recently* became a lawyer.

Someday, he will learn to spell.

Examples of WHERE adverbs:

They arrived *there* without difficulty.

The treehouse is *in the woods behind* the house.

She put the cake *inside* a box.

The cat was *out in the meadow*.

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.

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				

Learning Assessment

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		