

Sixth Grade English Overview

English

First Semester

Note-taking and citations
The writing process
Direct and indirect quotations
Writing and research report
Short-story writing
Expository essay
Comparative essay

Second Semester

Persuasive essay
Using supportive details
Creative writing
Writing dialogue
Verb tenses
Prefixes, suffixes, and base words
Parts of speech

Grade 6

English

Teacher Manual



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Introduction

This teacher manual is intended to help you support your student's learning. In addition to factual answers to assignment questions, you will find suggestions for ways to guide your student's learning, and tips on how to assess their responses. Along with the learning assessments found at the end of each lesson (which highlight learning goals for each lesson), this teacher manual will help you evaluate, track, and document your student's progress.

You are encouraged to use a weekly planner and the assignment checklists and help your child learn to use these organizational tools as well. Time management is an essential skill for students to learn, and one that will be useful for their entire lives.

In this teacher manual, you will find the full text for all assignments. Some activities are listed without the full text. Teacher manual answers are seen in green. If more information is needed about any assignment, you can refer to the full text and reading material in the student's coursebook.

If a writing assignment asks for one or more pages of writing, you can assume that one page equals two or three paragraphs of three to eight sentences each. Students are advised to use their best judgment—two three-sentence paragraphs are not going to equal one page.

When working on assignments, students are encouraged to find out more if their curiosity is not sufficiently satisfied. The project choices found in most lessons encourage original thinking, exploration, and analysis, which are essential elements of the learning experience.

Note about workload: Please note that there are a wide variety of assignments included in this course to give students many options for engaging with the material. Students are not expected to complete every single assignment. You can help your student determine which assignments to focus on each week, based on the student's interests, strengths, and areas needing development. You might also give your student the option to complete some of the written assignments orally. Keep an eye on the workload as your student progresses, and make adjustments so that the student has time for meaningful learning experiences rather than rushing to try to get everything done. If your student is enrolled in Oak Meadow School, please consult with your teacher when making adjustments to the workload.

For obvious reasons, it is best not to share this teacher manual with your student. Each student should be encouraged to come up with their own answers, and sometimes a student might go beyond what is required for the assignment. This is to be encouraged! When a student gets a factual answer wrong,

you can share the correct answer. The focus should always be on the learning process rather than on a sense of judgment. Several incorrect answers related to a particular topic point to an area the student will benefit from revisiting.

If you notice a student's answers matching those of the teacher manual word for word, the student should be advised about plagiarism and the importance of doing original work. Students in sixth grade are starting to understand this concept and its ramifications, and any discussion about it should be approached as a learning opportunity. The issue of plagiarism and properly attributing sources is addressed in the English course.

We encourage you and your student to explore the topics introduced this year in active, experiential ways. We believe a real understanding and appreciation of the wonders of the world and the joy of learning only comes about when you and your student are fully participating in it.

Lesson

1

Sentence Structures

Grammar Instruction

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

Reading

Begin reading *Maroo of the Winter Caves* by Ann Turnbull. You have two weeks to read this book. You will be answering questions about the book in the next lesson. You may want to look at the questions before you begin reading.

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

ASSIGNMENT SUMMARY

- ☐ Begin reading *Maroo of the Winter Caves*.
- ☐ 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.

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.

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				

ENGLISH (<i>continued</i>)	Developing	Consistent	Competent	Notes
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
<i>Maroo of the Winter Caves</i>			
Free-choice book:			
Free-choice book:			

SPELLING QUIZ	Score # Correct/Total #	Notes
1		

Lesson

2

Nouns

Grammar Instruction

- Nouns and Possessives

Reading

Finish reading *Maroo of the Winter Caves*.

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.*

ASSIGNMENT SUMMARY

- ☐ Finish reading *Maroo of the Winter Caves*.
- ☐ 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.
- ☐ Answer questions about the plot and characters in *Maroo of the Winter Caves*.

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.*

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.

6. Once you have completed *Maroo of the Winter Caves*, answer the following questions.
- a. What are some of the ways their dog Rivo helps Maroo and Otak?

The dog . . .

Provides warmth on cold nights

Provides companionship

Alerts them to danger

Finds food sources

Brings them food

Leads them to find Aleg and Vorka when they are injured

Leads Otak down the mountain after his injury

- b. What are the challenges Maroo and Otak face crossing the White Mountain?

The children face . . .

An unstable glacier (Maroo falls into a crevasse)

Losing their way

A mountain lion

A blizzard

Freezing temperatures

Fear of mountain spirits

- c. How does the tribe view the spirit world? How do their views influence their actions?

They believe the spirits can take the form of animals or inhabit rocks and other inanimate objects. They believe the spirits can make good or bad things happen, so they leave offerings of food to appease the spirits.

- d. What role do stories and songs play in the lives of Maroo's people?

Stories and songs are used to bring people together, comfort them, raise their spirits, teach them, and help them forget their troubles.

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
<i>Maroo of the Winter Caves</i>			
Free-choice book:			
Free-choice book:			

SPELLING QUIZ	Score # Correct/Total #	Notes
2		

Lesson

6

Direct and Indirect Quotations

Grammar Instruction

- Direct Quotations

Reading

Finish reading *The Golden Bull*.

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

ASSIGNMENT SUMMARY

- ☐ Finish reading *The Golden Bull*.
- ☐ 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.
- ☐ Answer questions about the plot and characters in *The Golden Bull*.

prehistoric	reverence	scarab	thong
prophet	Rosetta Stone	spear	wedge
pyramid	sarcophagus	sphinx	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.
- 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:

Strongly
Agree

Agree

Neutral

Disagree

Strongly
Disagree

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.

Strongly
Agree

Agree

Neutral

Disagree

Strongly
Disagree

b. I like the creative process of writing stories.

Strongly
Agree

Agree

Neutral

Disagree

Strongly
Disagree

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

Strongly
Agree

Agree

Neutral

Disagree

Strongly
Disagree

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

Strongly
Agree

Agree

Neutral

Disagree

Strongly
Disagree

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

Strongly
Agree

Agree

Neutral

Disagree

Strongly
Disagree

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

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.

6. Once you have completed *The Golden Bull*, answer the following questions.

a. Describe how the relationship between Jomar and Zefa evolves over the course of the book.

In the beginning, Jomar only sees his sister as a pest and a burden, and he ignores her musical ability. Zefa is resentful that her brother was put in charge of her and gets to make the decisions. Jomar resents that he has to be in charge of her. However, as the two travel toward Ur, Jomar stands up for Zefa and refuses to leave her side. At the goldsmith's house, their relationship falls apart when Jomar accuses Zefa of stealing the lapis bead. When she runs away, he spends days worrying about her and searching for her. When he finds her and she agrees to come back to sing for the funeral of the goldsmith's son, Jomar sees his sister with a new appreciation, not only of her talent but of her compassionate heart. Finally, when Zefa is to be thrown into the river to test her innocence or guilt, Jomar proclaims he is the thief and jumps into the river himself. This selfless act is the final piece that cements their new relationship of respect and love.

b. What role does music (and musical instruments) play in the story?

Jomar made a lyre for Zefa when she was young, and this instrument becomes a pivotal point in the story. Zefa develops her talent for playing and singing, and this brings her both trouble and acclaim throughout the story. Jomar learns to love the craft of goldsmithing by working with Sidah to create a beautiful bull's head for the massive temple lyre. Zefa gets into trouble for playing this lyre, but then earns a coveted place with the temple musicians by using it to sing at the funeral.

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				

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

LITERATURE	In Progress	Completed	Notes
<i>The Golden Bull</i>			
Free-choice book:			
Free-choice book:			

SPELLING QUIZ	Score # Correct/Total #	Notes
6		

Lesson

17

Compound and Complex Sentences

Reading

Finish reading *The Eagle of the Ninth*.

Assignments

1. After alphabetizing and defining the following words, use them to demonstrate the four types of sentences (declarative, imperative, interrogative, and exclamatory).

sect	womb	preach
denomination	resurrect	disciple
blasphemy	sermon	

Students are asked to demonstrate a variety of sentence types when writing vocabulary sentences this week.

blasphemy: treating a religious name or subject irreverently. *Jesus was arrested by the Romans and charged with the crimes of blasphemy and plotting to cause a revolt in Rome.*

denomination: church or religious sect. *How many denominations of Christianity are there in the world today?*

disciple: a professed follower of a person or doctrine. *Jesus stayed with his disciples for 40 days and 40 nights, teaching them about the kingdom of God.*

preach: deliver a sermon; give a speech for instructive purposes. *Jesus gave sermons and preached about forgiveness, selflessness, and repentance.*

resurrect: rise from the dead. *Imagine their surprise when Jesus told his disciples that he would be resurrected and come back to life!*

ASSIGNMENT SUMMARY

- ☐ Finish reading *The Eagle of the Ninth*.
- ☐ Define vocabulary words and use them to demonstrate the four sentence types.
- ☐ Take a spelling quiz.
- ☐ Provide examples of different sentence structures.
- ☐ Explain the difference between coordinating and subordinating conjunctions.
- ☐ Answer questions about the plot and characters in *The Eagle of the Ninth*.

sect: a group or religious denomination. *What are the religious principles of your particular sect?*

sermon: a discourse delivered in public for the purpose of religious instruction. *Deliver the sermon as soon as everyone is seated.*

womb: organ of conception and gestation in female mammals. *The baby moved restlessly inside the mother's womb.*

2. Work with the vocabulary list all week. Add any spelling words that continue to give you difficulty. At the end of the week, take a spelling quiz.

3. Write examples of the following:

- a. Simple sentence with a compound subject

Sample sentence: The cattle, horses, and sheep all crowded into the barn to be fed.

- b. Simple sentence with a compound predicate

Sample sentence: The animals ate their food and then lay down in their stalls.

- c. Compound sentence

Sample sentence: The shepherd saw a shining star, and he ran into the village to tell everyone about it.

- d. Complex sentence

Sample sentence: The innkeeper took pity on the travelers, although others had not been so kind.

4. Explain the difference between a coordinating conjunction and a subordinating conjunction and give an example of each. Make sure to use your own words. (For an extra challenge, try to craft your explanation to be your demonstration sentences!)

A coordinating conjunction connects two like elements in a sentence, such as two clauses or two words. The seven coordinating conjunctions can be remembered by the mnemonic FANBOYS: for, and, nor, but, or, yet, so.

A subordinating conjunction (such as while, even though, since, etc.) creates a subordinate or dependent clause. There are many subordinating conjunctions.

5. Once you have completed *The Eagle of the Ninth*, answer the following questions.

- a. Describe how the relationship between Marcus and Esca changes over time.

After Marcus buys Esca to save him from the life of a gladiator or worse, he quickly comes to view Esca as a friend. Esca, however, is keenly aware of his subservient role. Before their journey, Marcus signs Esca's manumission papers, which means Esca is a free man. Esca freely chooses to accompany Marcus on the dangerous journey, and it is during the journey that the two develop a brotherly bond. It is not until they arrive

back at Uncle Aquila's home that Esca realizes he still bears the weight of the stigma of slavery. Marcus says that, like learning to live with his own disability, they both must “learn to carry the scars lightly.” This further cements their bond as equals.

- b. After learning the truth about his father's legion, why is retrieving the eagle still so important to Marcus?

Marcus wants to get the eagle back into Roman hands so that it can never be used against Rome as a symbol of power in battle. He also still feels a tie to it because his father fought to the death to defend Rome, the faithful few left of his legion, and the eagle standard. This personal connection is very meaningful to Marcus, and retrieving the eagle becomes a point of honor.

- c. What is the significance of the Senate's reward given to Marcus and Esca when they return from their journey?

Esca is given Roman citizenship, which grants him full rights under law and removes the stigma of his former enslavement. Marcus is given a lifetime salary and a land grant, which means he can return to farming and be self-sufficient; this also means he can marry and make a home with Cottia. These rewards make it possible for Marcus, Esca, and Cottia to start on a new life together.

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
Demonstrates knowledge of four sentence types				
Identifies examples of compound subjects and predicates				
Identifies examples of simple, compound, and complex sentences				
Differentiates between coordinating and subordinating conjunctions				
Composes original sentences to demonstrate grammar concepts				
Uses vocabulary words in sentences that convey the word meaning				
Uses a variety of sentences in writing				

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

LITERATURE	In Progress	Completed	Notes
<i>The Eagle of the Ninth</i>			
Free-choice book:			
Free-choice book:			

SPELLING QUIZ	Score # Correct/Total #	Notes
17		

Lesson

23

Prepositions

Grammar Instruction

- Prepositions and Prepositional Phrases

Reading

Continue reading *The Adventures of Robin Hood*.

Assignments

1. Define the following vocabulary words and use them in sentences. Remember to include the part of speech in each definition and to underline the vocabulary words in each sentence.

pillory	logic	vice
revival	slate	guild
commerce	fortress	morality

commerce *n*: the exchange of money for goods and services. As commerce grew, the hold of kings over their people became less certain as well.

fortress *n*: strengthened building or town. The castle was often the fortress for the kingdom.

guild *n*: medieval association of craftsmen. All commercial work was controlled by craft guilds that made sure that their members produced high-quality goods and trained young men in the skills needed for each craft.

logic *n*: science of reasoning. Arranged marriages were common, and children were expected to obey their parents' logic.

morality *n*: concerned with right and wrong as it relates to character or behavior. Morality plays represented human virtues and vices.

ASSIGNMENT SUMMARY

- ☐ Read Prepositions and Prepositional Phrases.
- ☐ Continue reading *The Adventures of Robin Hood*.
- ☐ Define vocabulary words and use them in sentences.
- ☐ Take a spelling quiz.
- ☐ Write sentences using prepositional phrases.
- ☐ Choose the correct word for sentences containing commonly misused words.

pillory *n*: frame with holes for head and hands, allowing an offender to be exposed to public ridicule. *A baker who sold loaves that were too small would be pulled through the streets in a cart to the pillory, where he'd be tied up for the day while his dissatisfied customers threw garbage at him.*

revival *n*: instance of something coming back into favor or popularity. *The growth of European towns and the rise of the middle class encouraged the revival of learning.*

slate *n*: fine grained bluish-gray rock easily split into thin smooth plates. *Floors are sometimes made of slate.*

vice *n*: immoral conduct; bad habit. *In morality plays, the characters represented human virtues and vices such as pride, sloth, faith, goodness, or greed.*

2. Work with the vocabulary words throughout the week, and then take a spelling quiz.
3. Write sentences that use the following prepositions. Underline or shade the **prepositional phrases in purple**. Remember, the prepositional phrase starts with the preposition and ends with a noun.

above about along between before

Sample sentences:

You will find the box on the shelf above the washing machine.

The dog slipped between the loose boards of the fence.

4. Fill in the blanks with the following words:
 - a. **Bring/take:** If you **bring** lemons to my house, you can **take** some lemon tarts when you leave.
 - b. **Your/you're:** **You're** going to be cold if you don't wear **your** hat.
 - c. **Among/between:** **Among** all the trees on our property, the big tree **between** the house and the barn is the best climbing tree.
 - d. **I/me:** Do you want to go with my brother and **me**? My brother and **I** are going swimming.
 - e. **It's/its:** My cat covers **its** nose with a paw whenever **it's** cold outside.

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
Identifies prepositional phrases				

ENGLISH (<i>continued</i>)	Developing	Consistent	Competent	Notes
Correctly uses commonly misused words				
Uses contextual details to support ideas				
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				

LITERATURE	In Progress	Completed	Notes
<i>The Adventures of Robin Hood</i>			
Free-choice book:			
Free-choice book:			

SPELLING QUIZ	Score # Correct/Total #	Notes
23		