

# Grammar CAP - Sixth Grade

Scripted Lesson Plans



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## **Governing Law**

This agreement will be governed by the laws in force in the State of Pennsylvania with jurisdiction being in Lancaster, Pennsylvania.

## INTRODUCTION

Grammar is given a heavy emphasis in our curriculum. Writing is, too. The mastery of language is hard to overemphasize during *Grammar School*. Acquiring the basics of language and mastering them during this time will prove to be of great benefit in later years to children as they seek to be a wise and godly influence in their writing, speaking and all other forms of communication.

## GRADE BY GRADE

Below is the grade-by-grade breakdown for Grammar & Writing using the curriculum from Classical Academic Press.

| <u>Grade</u>    | <u>Curriculum</u>  |
|-----------------|--|
| 3 <sup>rd</sup> | Well-Ordered Language 1A & 1B; Writing & Rhetoric books 1 & 2; Classically Cursive 3 & 4 |
| 4 <sup>th</sup> | Well-Ordered Language 2A & 2B; Writing & Rhetoric books 3 & 4                            |
| 5 <sup>th</sup> | Well-Ordered Language 3A & 3B; Writing & Rhetoric books 5 & 6                            |
| 6 <sup>th</sup> | Well-Ordered Language 4A & 4B; Writing & Rhetoric books 7 & 8                            |

## BEFORE YOU BEGIN

1. Spend some time reviewing the organization and purposes of each piece in the materials. The Teacher's Editions provide you the lessons for teaching and contain the jingles lyrics in the back. The Student Textbooks use page numbering that corresponds to the Teacher's Editions for ease of reference.
2. Refer to the Veritas Lesson Plans, Lesson 1 for Books and Materials that will be needed to begin.
3. You are ready to begin.

## ADDITIONAL THOUGHTS

Students generally will have already completed the Veritas *Classically Cursive* 1 & 2 in second grade, which teaches modern manuscript cursive. In third grade, they may continue with books 3 & 4. Assign one lesson per day, realizing that some children may need to repeat lessons before gaining mastery.

## Principal Elements & Modifiers

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*

*Well-Ordered Language 4A*

*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will understand the principal elements of sentences and their modifiers.

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### TEACHING

*NOTE: You may approach the jingles as best fits your situation and preference. They appear in the back of the Well-Ordered Language (see page numbers provided in the lessons) and can simply be memorized and chanted. Or use the Songs and Chants music downloads. You could also create your own musical score using the lyrics provided.*

1. Have the child recite, sing, or chant the jingles for Eight Parts of Speech and Sentence. Lyrics can be found on pg. 212 in *Well-Ordered Language 4A*.
2. Read *Well Ordered Language 4A* pgs. 3–7 with your child.
3. Read with the child the Pause for Punctuation section on pg. 8 in *Well-Ordered Language 4A*.
4. Assist the child with Sentences to Analyze and Diagram on pgs. 9–10 in *Well-Ordered Language 4A*. This pattern of reading sentences aloud should be used throughout the book.

### ASSIGNMENT

None

## Principal Elements & Modifiers

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will identify principal elements and will analyze and diagram sentences.

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### TEACHING

1. Review the eight parts of speech by doing the Eight Parts of Speech jingle. Review the four types of sentences using the Sentence jingle. Lyrics can be found on pg. 212 in *Well-Ordered Language 4A*.

*NOTE: Why is learning to diagram sentences important? Diagramming sentences helps the child understand how the parts of speech work together in a sentence. It deepens the child's understanding by representing the parts of the sentence with a visual diagram.*

2. Complete with the child the Well-Ordered Notes A for Chapter 1 in *Well-Ordered Language 4A Teacher's Edition* on pgs. a–f.

### ASSIGNMENT

Lesson to Learn A

COMPLETED  GRADED

Complete pgs. 12–13 in *Well-Ordered Language 4A*.

## Principal Elements & Modifiers

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*

*Well-Ordered Language 4A*

*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will identify principal elements and will analyze and diagram sentences.

---

### TEACHING

1. Review the eight parts of speech by doing the Eight Parts of Speech jingle. Review the four types of sentences using the Sentence jingle. Lyrics can be found on pg. 212 in *Well-Ordered Language 4A*.
2. Complete with the child the Well-Ordered Notes B for Chapter 1 in *Well-Ordered Language 4A Teacher's Edition* on pgs. g–h.

### ASSIGNMENT

Lesson to Learn B

COMPLETED  GRADED

Complete pgs. 14–15 in *Well-Ordered Language 4A*.

## Principal Elements & Modifiers

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will demonstrate his understanding of principal elements.

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### TEACHING

1. Introduce the Principal Elements jingle and the Subject and Predicate jingle. Lyrics can be found on pg. 212 in *Well-Ordered Language 4A*.
2. Complete with the child the Well-Ordered Notes C for Chapter 1 in *Well-Ordered Language 4A Teacher's Edition* on pgs. i–j.

### ASSIGNMENT

Lesson to Learn C

COMPLETED  GRADED

Complete pgs. 16–17 in *Well-Ordered Language 4A*.

## Principal Elements & Modifiers

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*

*Well-Ordered Language 4A*

*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will demonstrate understanding of the principal elements and modifiers.

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### TEACHING

1. Review the jingles practiced thus far. Lyrics can be found on pg. 212 in *Well-Ordered Language 4A*.
2. Have the child complete the Sentences for Practice on pgs. 18–19 in *Well-Ordered Language 4A*.

### ASSIGNMENT

None

## Encomium versus Vituperation

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*  
*Writing & Rhetoric Book 7 Teacher's Edition*  
*Writing & Rhetoric Book 7*

### MATERIALS

### OBJECTIVE

The child will understand encomium and vituperation.

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### TEACHING

1. Read *Writing & Rhetoric Book 7* pgs. 1–5 aloud with the child.
2. Have the child complete the “Tell It Back” questions on *Writing & Rhetoric Book 7* pg. 5.
3. Introduce the Adverb and the Adjective jingle. Lyrics begin on pg. 212 in *Well-Ordered Language 4A*.

### ASSIGNMENT

None

## Encomium versus Vituperation

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*  
*Writing & Rhetoric Book 7 Teacher's Edition*  
*Writing & Rhetoric Book 7*

### MATERIALS

### OBJECTIVE

The child will understand encomium and vituperation.

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### TEACHING

1. Have the child start the “Go Deeper” section on *Writing & Rhetoric Book 7* pg. 7.
2. Have the child choose two of the historical figures to complete on *Writing & Rhetoric Book 7* pgs. 7–9.
3. Introduce the Noun jingle and Verb and Helping Verb jingle. Lyrics begin on pg. 212 in *Well-Ordered Language 4A*.

### ASSIGNMENT

None

## Encomium versus Vituperation

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*  
*Writing & Rhetoric Book 7 Teacher's Edition*  
*Writing & Rhetoric Book 7*

### MATERIALS

### OBJECTIVE

The child will understand encomium and vituperation.

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### TEACHING

1. Have the child continue the “Go Deeper” section by choosing two more of the historical figures to complete on *Writing & Rhetoric Book 7* pgs. 10–13.
2. Review the jingles practiced thus far. Lyrics begin on pg. 212 in *Well-Ordered Language 4A*.

### ASSIGNMENT

None

## Principal Elements & Modifiers

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will read with fluency and expression.

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### TEACHING

1. Review the jingles learned thus far. Lyrics can be found starting on pg. 212 in *Well-Ordered Language 4A*.

*NOTE: Fluency is the ability to read aloud in a way that conveys meaning and sounds interesting to the listener. This comes naturally to some children and is difficult for others. The key to becoming better at this skill is repeated readings of a portion of a text to practice. An extra challenge for students who excel is to memorize a portion of the poem and recite it.*

2. Complete the “Recite” and “Retell” sections of Well-Ordered Notes–Poem of *Well-Ordered Language 4A Teacher's Edition* pgs. k–l together. Help the child answer the Questions to Ponder.

### ASSIGNMENT

Lesson to Enjoy–Poem

COMPLETED  GRADED

Complete pgs. 20–21 in *Well-Ordered Language 4A*.

## Principal Elements & Modifiers

### BOOKS

*Practice and Assessment 4A SE PDF*

*Practice and Assessment 4A TE PDF*

*Well-Ordered Language 4A Teacher's Edition*

*Well-Ordered Language 4A*

### MATERIALS

Printed copy of the Chapter 1 quiz

Printed copy of Extend the Practice

### OBJECTIVE

The child will demonstrate understanding of principal elements and modifiers.

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### TEACHING

1. Review the jingles learned thus far. Lyrics can be found starting on pg. 212 in *Well-Ordered Language 4A*.
2. Have the child complete the Extend the Practice pages on pgs. o–p in *Practice and Assessment 4A PDF*.

### ASSIGNMENT

Quiz

COMPLETED  GRADED

Complete the Chapter 1 quiz found in *Practice and Assessment 4A PDF* on pgs. m–n.

## Predicate Verbs, Predicate Nominatives, &amp; Predicate Adjectives

**BOOKS**

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

**MATERIALS****OBJECTIVE**

The child will identify different kinds of predicates.

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**TEACHING**

1. Review the jingles learned thus far and add the Direct Object jingle. Lyrics begin on pg. 212 of *Well-Ordered Language 4A*.
2. Read aloud with the child pgs. 23–26 of *Well-Ordered Language 4A*.
3. Read together the Pause for Punctuation section on pg. 27 of *Well-Ordered Language 4A*.

**ASSIGNMENT**

None

## Predicate Verbs, Predicate Nominatives, & Predicate Adjectives

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will understand how to analyze and diagram different kinds of predicates.

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### TEACHING

1. Introduce the Predicate Nominative and Predicate Adjective jingle. Lyrics begin on pg. 212 of *Well-Ordered Language 4A*.
2. Together with the child, work through the Sentences to Analyze and Diagram section, pgs. 28–31 of *Well-Ordered Language 4A*.

### ASSIGNMENT

None

## Predicate Verbs, Predicate Nominatives, &amp; Predicate Adjectives

**BOOKS**

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

**MATERIALS****OBJECTIVE**

The child will identify and diagram different kinds of predicates.

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**TEACHING**

1. Review the jingles learned thus far, focusing on the Predicate Nominative and Predicate Adjective jingle. Lyrics begin on pg. 212 of *Well-Ordered Language 4A*.
2. Complete with the child the Well-Ordered Notes A for Chapter 2 in *Well-Ordered Language 4A Teacher's Edition* pgs. a–b.

**ASSIGNMENT**

Lesson to Learn A

COMPLETED  GRADED

Complete pgs. 32–33 of *Well-Ordered Language 4A*.

## Predicate Verbs, Predicate Nominatives, &amp; Predicate Adjectives

**BOOKS**

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

**MATERIALS****OBJECTIVE**

The child will diagram predicate nominatives and predicate adjectives.

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**TEACHING**

1. Review the jingles learned thus far, focusing on the Predicate Nominative and Predicate Adjective jingle. Lyrics begin on pg. 212 of *Well-Ordered Language 4A*.
2. Complete with the child the Well-Ordered Notes B for Chapter 2 in *Well-Ordered Language 4A Teacher's Edition* pgs. c–d.

**ASSIGNMENT**

Lesson to Learn B

COMPLETED  GRADED

Complete pgs. 34–35 of *Well-Ordered Language 4A*.

## Predicate Verbs, Predicate Nominatives, &amp; Predicate Adjectives

**BOOKS**

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

**MATERIALS****OBJECTIVE**

The child will read a poem fluently and demonstrate comprehension.

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**TEACHING**

1. Review the jingles learned thus far. Lyrics begin on pg. 212 of *Well-Ordered Language 4A*.
2. Together with the child complete the Lesson to Enjoy–Poem for Chapter 2 on pgs. 40–41 of *Well-Ordered Language 4A*. Assist the child with the Questions to Ponder.

**ASSIGNMENT**

None

## Predicate Verbs, Predicate Nominatives, &amp; Predicate Adjectives

**BOOKS**

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

**MATERIALS****OBJECTIVE**

The child will diagram predicate nominatives and predicate adjectives.

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**TEACHING**

1. Review the jingles learned thus far, focusing on the Predicate Nominative and Predicate Adjective jingle. Lyrics begin on pg. 212 of *Well-Ordered Language 4A*.
2. Complete with the child the Well-Ordered Notes C for Chapter 2 in *Well-Ordered Language 4A Teacher's Edition* pgs. e–f.

**ASSIGNMENT**

Lesson to Learn C

COMPLETED  GRADED

Complete pgs. 36–37 of *Well-Ordered Language 4A*.

## Predicate Verbs, Predicate Nominatives, &amp; Predicate Adjectives

**BOOKS**

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

**MATERIALS**

Written copy of Challenge Diagram sentences

**OBJECTIVE**

The child will review predicate verbs, predicate nominatives, and predicate adjectives.

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**TEACHING**

1. Review the jingles learned thus far, focusing on the Predicate Nominative and Predicate Adjective jingle. Lyrics begin on pg. 212 of *Well-Ordered Language 4A*.
2. Reread/review with the child pgs. 23–26 of *Well-Ordered Language 4A*.
2. Have the child diagram the tongue-twisting sentences in Chapter 2 Challenge Diagram in *Well-Ordered Language 4A Teacher's Edition* pg. g.

**ASSIGNMENT**

None

## Predicate Verbs, Predicate Nominatives, &amp; Predicate Adjectives

**BOOKS**

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

**MATERIALS****OBJECTIVE**

The child will analyze and diagram predicate verbs, predicate nominatives, and predicate adjectives.

---

**TEACHING**

1. Review the jingles learned thus far. Lyrics begin on pg. 212 of *Well-Ordered Language 4A*.
2. Assist the child to complete the Sentences for Practice on pgs. 38–39 of *Well-Ordered Language 4A*.

**ASSIGNMENT**

None

## Predicate Verbs, Predicate Nominatives, &amp; Predicate Adjectives

**BOOKS**

*Practice and Assessment 4A SE PDF*  
*Practice and Assessment 4A TE PDF*  
*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

**MATERIALS**

Printed copy of Extend the Practice

**OBJECTIVE**

The child will construct new sentences with predicate verbs, predicate nominatives, and predicate adjectives.

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**TEACHING**

1. Review the jingles learned thus far, focusing on the Predicate Nominative and Predicate Adjective jingle. Lyrics begin on pg. 212 of *Well-Ordered Language 4A*.
2. Have the child complete the Extend the Practice for Chapter 2 found in *Practice and Assessment 4A PDF* on pgs. m–n.

**ASSIGNMENT**

None

## Predicate Verbs, Predicate Nominatives, &amp; Predicate Adjectives

**BOOKS**

*Practice and Assessment 4A SE PDF*  
*Practice and Assessment 4A TE PDF*  
*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

**MATERIALS**

Printed copy of Chapter 2 quiz

**OBJECTIVE**

The child will demonstrate understanding of predicate verbs, predicate nominatives, and predicate adjectives.

---

**TEACHING**

Review the jingles learned thus far, focusing on the Predicate Nominative and Predicate Adjective jingle. Lyrics begin on pg. 212 of *Well-Ordered Language 4A*.

**ASSIGNMENT**

Quiz

COMPLETED  GRADED

Complete the Chapter 2 quiz found in *Practice and Assessment 4A PDF* on pgs. k–l.

## Biography versus Autobiography

### BOOKS

*Writing & Rhetoric Book 7 Teacher's Edition*  
*Writing & Rhetoric Book 7*

### MATERIALS

### OBJECTIVE

The child will be introduced to biography and autobiography.

---

### TEACHING

1. Read and discuss with the child pgs. 15–17 in *Writing & Rhetoric Book 7*.
2. In this lesson have the child read just the first Buffalo Bill story, found on pgs. 18–19 in *Writing & Rhetoric Book 7*. The second story will be read in the next lesson.

### ASSIGNMENT

None

## Biography versus Autobiography

### BOOKS

*Writing & Rhetoric Book 7 Teacher's Edition*  
*Writing & Rhetoric Book 7*

### MATERIALS

### OBJECTIVE

The child will be introduced to biography and autobiography.

---

### TEACHING

1. Review the highlights and discuss with the child pgs. 15–17 in *Writing & Rhetoric Book 7*.
2. Have the child read the second Buffalo Bill story, found on pgs. 19–22 in *Writing & Rhetoric Book 7*.

### ASSIGNMENT

None

## Biography versus Autobiography

### BOOKS

*Writing & Rhetoric Book 7 Teacher's Edition*  
*Writing & Rhetoric Book 7*

### MATERIALS

### OBJECTIVE

The child will understand more about biography and autobiography.

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### TEACHING

1. Have the child complete “Tell It Back” and “Talk About It” on pgs. 22–23 of *Writing & Rhetoric Book 7*.
2. Have the child complete “Memoria” on pg. 23 of *Writing & Rhetoric Book 7*.

### ASSIGNMENT

None

## Biography versus Autobiography

### BOOKS

*Writing & Rhetoric Book 7 Teacher's Edition*  
*Writing & Rhetoric Book 7*

### MATERIALS

### OBJECTIVE

The child will understand more about biography and autobiography.

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### TEACHING

Have the child complete “Go Deeper” on pgs. 24–28 of *Writing & Rhetoric Book 7*.

### ASSIGNMENT

None

## Outlines

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*  
*Writing & Rhetoric Book 7 Teacher's Edition*  
*Writing & Rhetoric Book 7*

### MATERIALS

### OBJECTIVE

The child will demonstrate understanding of outlining.

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### TEACHING

1. Review the jingles learned thus far. Lyrics begin on pg. 212 of *Well-Ordered Language 4A*.
2. Together, read pgs. 329–331 of *Writing & Rhetoric Book 7*.
3. Review one of the Buffalo Bill stories as necessary for the assignment.

### ASSIGNMENT

Outline

COMPLETED  GRADED

Create an outline of one of the Buffalo Bill stories.

## Prepositional Phrases

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will understand how to analyze and diagram sentences with prepositional phrases.

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### TEACHING

1. Introduce the jingles for Preposition and Phrase. Lyrics begin on pg. 212 in *Well-Ordered Language 4A*.
2. Read aloud with the child pgs. 43–46 of *Well-Ordered Language 4A*.
3. Work together through the Sentences to Analyze and Diagram section on pgs. 47–52.

### ASSIGNMENT

Apostrophes

COMPLETED  GRADED

Read the Pause for Punctuation section on pg. 47 in *Well-Ordered Language 4A*.

## Prepositional Phrases

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will identify and memorize common prepositions.

---

### TEACHING

1. Review the jingles for Preposition and Phrase and then introduce the List of Prepositions jingle. Lyrics begin on pg. 212 in *Well-Ordered Language 4A*.
2. Complete with the child the Well-Ordered Notes A for Chapter 3 in *Well-Ordered Language 4A Teacher's Edition* pgs. a–c.

### ASSIGNMENT

Lesson to Learn A

COMPLETED  GRADED

Complete pgs. 54–55 of *Well-Ordered Language 4A*.

## Prepositional Phrases

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will analyze and diagram sentences with prepositions.

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### TEACHING

1. Review the jingles for Preposition, Phrase, and List of Prepositions, then introduce the Object of the Preposition jingle. Lyrics begin on pg. 212 in *Well-Ordered Language 4A*.
2. Complete with the child the Well-Ordered Notes B for Chapter 3 in *Well-Ordered Language 4A Teacher's Edition* on pgs. e–g.

### ASSIGNMENT

Lesson to Learn B

COMPLETED  GRADED

Complete pgs. 56–57 of *Well-Ordered Language 4A*.

## Prepositional Phrases

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will analyze and diagram sentences with prepositions.

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### TEACHING

1. Review the jingles for Preposition, Phrase, List of Prepositions, and Object of the Preposition. Lyrics begin on pg. 212 in *Well-Ordered Language 4A*.
2. Complete with the child the Well-Ordered Notes C for Chapter 3 in *Well-Ordered Language 4A Teacher's Edition* on pgs. i-l.

### ASSIGNMENT

Lesson to Learn C

COMPLETED  GRADED

Complete pgs. 58–59 of *Well-Ordered Language 4A*.

## Prepositional Phrases

### BOOKS

*Practice and Assessment 4A SE PDF*

*Practice and Assessment 4A TE PDF*

*Well-Ordered Language 4A Teacher's Edition*

*Well-Ordered Language 4A*

### MATERIALS

Printed copy of Chapter 3 quiz

### OBJECTIVE

The child will demonstrate understanding of prepositions.

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### TEACHING

1. Have the child complete the Sentences for Practice for Chapter 3 on pgs. 60–61 in *Well-Ordered Language*.
2. Have the child complete Prepositions to Remember on pg. 62 in *Well-Ordered Language 4A*.

### ASSIGNMENT

Quiz

COMPLETED  GRADED

Complete the Chapter 3 quiz found in *Practice and Assessment 4A PDF* on pgs. o–p.

## Prepositional Phrases

### BOOKS

*Well-Ordered Language 4A Teacher's Edition*  
*Well-Ordered Language 4A*  
*Well-Ordered Language 4A & 4B Songs & Chants*

### MATERIALS

### OBJECTIVE

The child will practice reading fluently and interpreting a poem.

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### TEACHING

1. Review the jingles learned previously. Lyrics begin on pg. 212 in *Well-Ordered Language 4A*.
2. Have the child read aloud pgs. 64–65 of *Well-Ordered Language 4A*. Then complete the questions on pg. 65 together. Suggested answers are on pgs. m–n of *Well Ordered Language 4A Teacher's Edition*.

### ASSIGNMENT

None

## Hyperbole

### BOOKS

*Writing & Rhetoric Book 7 Teacher's Edition*  
*Writing & Rhetoric Book 7*

### MATERIALS

### OBJECTIVE

The child will understand the definition and uses of hyperbole.

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### TEACHING

1. Read together and discuss pgs. 29–32 of *Writing & Rhetoric Book 7*.
2. Have the child read the Grizzly Adams story on pgs. 32–36 of *Writing & Rhetoric Book 7*. Assist the child as needed to highlight the hyperbole found in the reading.

### ASSIGNMENT

None