

2nd Grade Language

Phonics is not a method of teaching reading, but it is a *necessary part* of every good, modern method. It is the key to word mastery, and word mastery is one of the first essentials in learning to read. A knowledge of the sounds of letters, and of the effect of the position of the letter upon its sound, is an essential means of mastering the mechanics of reading, and of enabling children to become independent readers.

A knowledge of phonics not only gives power to pronounce new words, but it trains the ear, develops clear articulation and correct enunciation, and aids in spelling. Later, when diacritical marks are introduced, it aids in the use of the dictionary. The habit of attacking and pronouncing words of entirely new form, develops self-confidence in the child, and the pleasure he experiences in mastering difficulties without help, constantly leads to new effort.

From Foreword of *How to Teach Phonics* by Lida M. Williams

"There should be at least two ten-minute lessons in phonics each day. These lessons are not reading lessons and should not trespass on the regular reading period, when thought getting and thought giving are uppermost." Care should be taken to not plow through the lessons. If a child needs more than one week on Week One, for example, teachers should be at liberty to stay on Week One.

As you are working on phonics, encourage students to look for the sounds in familiar places such as a Bible or a hymnal. If the student sees a letter that makes a sound other than that with which you have been working, don't shy away from a teachable moment. For example, in the daily lessons, the beginning 's' is taught first, but the student may see the ending 's' sound in the word baptism. When you have your practice time with phonograms, the student may or may not point out that that particular letter has more than one sound. If so, excellent! If not, you will get to that in due time. In other words, the suggested process to teach should not be a burden or barrier to learning, but it should be a helpful tool and guide so that all skills are mastered.

Parents are charged by God to teach their children His commands and promises (see Deuteronomy 6). Martin Luther affirmed this charge with a tool we call *Luther's Small Catechism*. Children are surrounded by language and they will pick up on words they hear frequently. Why not teach our children to read using Scripture, hymnody, and *Luther's Small Catechism*? By the time children learn to read, the words of the Ten Commandments, the Lord's Prayer, the Apostle's Creed, the Sacrament of Baptism, the Sacrament of the Altar, and daily prayers may indeed be familiar words. If not, this is a wonderful opportunity to make them familiar words. It would be a valuable thing, if possible, to have these words posted in the classroom or home. CPH offers a [Lutheran Poster Set](#).

We have also compiled [a list of cue words](#) for your reference for flash cards. These words should not be memorized by the student, but should be familiar words that can help prompt them to remember the sound they are learning.

Learning to read requires much repetition. The weeks will all feel very similar, but remember to keep lessons short. At the beginning, you may just be going through one or two sounds, which may not take very long at all.

Link to reference text: [How to Teach Phonics](#)

A language curriculum would not be complete without support for other necessary skills such as vocabulary, spelling, and use of good mechanics in writing. As a whole, then, 2nd Grade Language brings together all of these skills by utilizing the work students are doing in their other classes.

Reference Text for Language study: [Graded Lessons in English](#)

- [Available in other formats here](#)
[Answer key](#) for *Graded Lessons in English* diagrams.

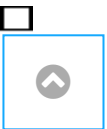
Penmanship practice: [Penmanship II](#)

Penmanship practice: [Penmanship III](#)



Week 1

Topic:



Textbook Reference:

- *How to Teach Phonics* p. 53
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Graded Lesson in English*

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [list of cue words](#)

Suggested Daily Schedule:

Day 1:

- Consonants: making sound
- The following words may be used for rapid drill.

sh sh ake
sh eep sh ame
sh ell sh ape
sh y sh are
sh ore sh ark
sh ine sh arp
sh ow sh awl
sh e sh ed
sh all sh ear
sh ould sh
 epherd

- Create and review flashcards for each phonogram.
- Grammar Lesson
 - Lesson 1

Day 2:

- Digraphs
 - sh, **ch**, th, wh, th
- The following words may be used for rapid drill.

ch ch ange
ch ick ch alk
ch ild ch ain
ch air ch ance
ch ill ch arge
ch erry ch ap
ch ildren ch apel
ch urch ch apter
ch ase ch arm
ch est ch eck

- Create and review flashcards for each phonogram.
-

Day 3:

- Digraphs
 - sh, ch, **th**, wh, th
- The following words may be used for rapid drill.

th girth
bath thin



both thick
doth think
mirth throat
worth thorn
birth three
tooth third
loth thaw

- Create and review flashcards for each phonogram.
- Grammar Lesson:
 - Lesson 2

Day 4:

- Digraphs
 - sh, ch, th, **wh**, th
- The following words may be used for rapid drill.

wh wh ale
wh en wh eat
wh y wh eel
wh ere wh ack
wh ich wh ip
wh at wh irl
wh ile wh et
wh ose wh ey
wh ite wh isper
 wh istle

- Create and review flashcards for each phonogram.

Day 5:

- Digraphs
 - sh, ch, th, wh, **th**
- The following words may be used for rapid drill.

th this
then thus
they thine
these there
those their
the them
thy though
that thou

- Create and review flashcards for each phonogram.
- Grammar Lesson:
 - Lesson 3

Week 2



Topic:

- Reasons for sounds
- Textbook Reference:**

- *How to Teach Phonics* p. 34-35
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Graded Lesson inp.* 13-14

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [list of cue words](#)

Suggested Daily Schedule:



Day 1:

- Rule 1: When there is one vowel in the word and it is at the last, it is long.
-
- me he my sky
- be the by cry
- we she fly try
- Review flashcards for each phonogram.
- Grammar Lesson
 - Lesson 4

Day 2:

- Rule 2: One vowel in the word, not at the last, is short; as, mat, nest, pond.
- The following words may be used to test this rule:
- mat mate bit bite tap tape
- pan pane rod rode fad fade
- fat fate hat hate mad made
- can cane pin pine rat rate
- not note rob robe pet Pete
- man mane din dine dim dime
- cap cape fin fine spin spine
- hid hide mop mope kit kite
- hop hope plum plume rip ripe
- tub tube cub cube
- cut cute
- tun tune

- Review flashcards for each phonogram.
-

Day 3:

- Rule 3: When there are two or more vowels in a syllable, or a word of one syllable the first vowel is long, and the last are silent; as: mate, sneeze, day. (Teacher marks the long and silent vowels as the reason for the sound is given.)
- Children mark these words and give reason: game, kite, make, coat, meat, wait.
- Review Rules 1-3
- Review flashcards for each phonogram.
- Grammar Lesson:
 -

Day 4:

- After rules (1 to 3) are clearly developed, apply them by marking and pronouncing these words and giving reasons.
- coat man neat
- he nine box
- sun feel kite
- she run me
- take we seam
- heat bit tan



bite mad made
take cape the
mane cap lake

- Review flashcards for each phonogram.
- Day 5:

- Rule 4: When double consonants occur, the last is silent; tell, back.

back	bell	kill	dress	duck
Jack	fell	till	Jess	tack
pack	Nell	fill	less	press
lack	Bell	pill	neck	luck
sack	sell	will	Bess	still
tack	tell	hill	block	stick
shall	well	mill	peck	trill
shell	yell	rock	clock	struck

- Review flashcards for each phonogram.
- Grammar Lesson:
 - Lesson 5

Week 3



Topic:

- Reasons for sounds

Words to Remember:

- Subject
- Predicate
- Analysis
- Sentence

Textbook Reference:

- *How to Teach Phonics* p. 35-36
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Graded Lesson in English* p. 14-15

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [list of cue words](#)



Suggested Daily Schedule:

Day 1:

- Rule 5: T before ch is silent: catch.
me he my sky
be the by cry
we she fly try
- Review flashcards for each phonogram.
- Grammar Lesson
 - Lesson 6:

ANALYSIS.

On the following sentences, let the pupils be exercised according to the model.

Model.—*Intemperance degrades.* Why is this a sentence? Ans.—Because it expresses a thought. Of what is something thought? Ans.—Intemperance. Which word tells what is thought? Ans.—*Degrades.*

1. Magnets attract.	5. Sunbeams dance.	9. Grass withers.
2. Horses neigh.	6. Heat expands.	10. Sailors climb.
3. Frogs leap.	7. Sunlight gleams.	11. Rabbits burrow.
4. Cold contracts.	8. Banners wave.	12. Spring advances.

You see that in these sentences there are two parts. The parts are the *Subject* and the *Predicate*.

Day 2:

- Rule 6.
- N before g, the sound of ng (ŋ): sing, also n before k—ng,—ink.
bang song lank
rang long bank
sang strong sank
hang thing tank
wink cling sung
sink swing lung
think sing swung
brink sting stung

- Review flashcards for each phonogram.
- Grammar Lesson:
 - Lesson 6:
 - Define:
 - Subject
 - Predicate
 - Analysis

Day 3:

- Review Rules 1-6
- Rule 7.
- Initial k before n is silent—knife.
knee knew know
knack knot knock
knob knell knife
knelt known kneel
- Review flashcards for each phonogram.
- Grammar Lesson:
 - Lesson 6:



Analyze, according to the model, the following sentences.

Model.—*Stars twinkle.* This is a *sentence*, because it expresses a thought. *Stars* is the *subject*, because it names that of which something is thought ; *twinkle* is the *predicate*, because it tells what is thought.

◦

- | | | |
|--------------------------|---------------------|---------------------|
| 1. Plants droop. | 5. Rain falls. | 9. Boats capsize. |
| 2. Books help. | 6. Time flies. | 10. Water flows. |
| 3. Clouds float. | 7. Rowdies fight. | 11. Students learn. |
| 4. Exercise strengthens. | 8. Bread nourishes. | 12. Horses gallop. |

Day 4:

- Review Rules 1-7

Rule 8.

Initial w before r is silent—write.

wry wren written

wring wreak wrist

wrong wrote wriggle

write wretch wrench

wrap wreath writing

- Review flashcards for each phonogram.

Day 5:

- Review: Rules 1-8
- Rule 9:
- Initial g before n is silent—gnaw.
 - gnat gnarl gnu
 gnaw gneiss gnome
- Review flashcards for each phonogram.
- Grammar Lesson:
 - Lesson 6:
 - Review definitions:
 - Sentence
 - Subject
 - Predicate

Week 4



Topic:

- Reasons for sounds

Words to Remember:

- Diagram

Textbook Reference:

- *How to Teach Phonics* p. 36-37
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Graded Lesson in English* p. 15-16

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [list of cue words](#)

Suggested Daily Schedule:

Day 1:

- Review: Rules 1-9
- Rule 10.
 - C before e, i or y is soft.—cent, city, cypress.
 face cent nice



lace cell price
 place ice slice
 race rice twice
 Grace mice cypress
 cylinder cyclone

(Hard c is found before a, o, and u or a consonant.)

- Review flashcards for each phonogram.
- Grammar Lesson
 - Lesson 7:

We will consider the first part as the sign of the *subject* of a sentence, and the second part as the sign of the *predicate* of a sentence.

- **Now, if I write a word over the first line, thus—(doing it)—you will understand that that word is the subject of a sentence. If I write a word over the second line, thus—you will understand that that word is the predicate of a sentence.**

Planets revolve

The whole class can see, by looking at the expression, that *planets revolve* is a sentence, that *planets* is the subject, and that *revolve* is the predicate.

- **These signs, or illustrations, made up of straight lines, we call *Diagrams*. When we write the different parts of a sentence over the lines which stand for those parts, we say that we have *diagramed* the sentence.**

Day 2:

- Review: Rules 1-10
- Rule 11.
 - G before e, i or y is soft,—gentle, giant, gypsy. (Get and give are common exceptions.)

age gentle gem
 cage gin gypsy
 page gill giraffe
 rage ginger wage
 sage giant gipsy

Exercise—Pronounce and mark the following words, and tell whether they contain the soft or hard sounds of g.

go gay gate globe
 dog bag garden glass
 gentle cage general forge
 geese gather wagon glove
 gem game George forget
 germ Gill Grace grain

Note effect of final e on hard g.

rag rage sag sage
 wag wage stag stage

- Review flashcards for each phonogram.
- Grammar Lesson:
 - Define:
 - Diagram

Day 3:

- Review Rules 1-11
- Rule 12.
 - I before gh—i is long and gh silent—night.

light right fight
 night bright fright



sight high slight
might thigh flight
tight sigh plight

- Grammar Lesson:
 - Review definition:
 - Analysis
 - Lesson 7:
 - Analyze the following:

1. Waves dash.	9. Nero fiddled.	17. Morning dawns.
2. Kings reign.	10. Larks sing.	18. Showers descended.
3. Fruit ripens.	11. Water ripples.	19. Diamonds sparkle.
4. Stars shine.	12. Lambs frisk.	20. Alexander conquered.
5. Steel tarnishes.	13. Lions roar.	21. Jupiter thunders.
6. Insects buzz.	14. Tigers growl.	22. Columbus sailed.
7. Paul preached.	15. Breezes sigh.	23. Grammarians differ.
8. Poets sing.	16. Carthage fell.	24. Cornwallis surrendered.

Day 4:

- Review Rules 1-12
- Rule 13.
 - Final y in words of more than one syllable is short,—cherry.

dainty	pity	ferry
plainly	city	lightly
rainy	naughty	berry
daisy	thirty	merry
daily	dreary	cherry
- Review flashcards for each phonogram.

Day 5:

- Review: Rules 1-13
- Rule 14.
 - Final e in words of more than one syllable is silent.—gentle, Nellie.
- Review flashcards for each phonogram.
- Grammar Lesson:
 - Lesson 7:
 - Review definition:
 - Diagram
 - Diagram the following:

1. Waves dash.	9. Nero fiddled.	17. Morning dawns.
2. Kings reign.	10. Larks sing.	18. Showers descended.
3. Fruit ripens.	11. Water ripples.	19. Diamonds sparkle.
4. Stars shine.	12. Lambs frisk.	20. Alexander conquered.
5. Steel tarnishes.	13. Lions roar.	21. Jupiter thunders.
6. Insects buzz.	14. Tigers growl.	22. Columbus sailed.
7. Paul preached.	15. Breezes sigh.	23. Grammarians differ.
8. Poets sing.	16. Carthage fell.	24. Cornwallis surrendered.

Week 5



Topic:

- Reasons for sounds
- Words to Remember:

- Analyze sentences: separate them into their parts
- Build sentences: put the parts of a sentence together
- Capital letter rule
- Period rule

Textbook Reference:

- How to Teach Phonics p. 37-39
- Luther's Small Catechism The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- Graded Lessons in English p. 16-17 (lesson 8)

Materials:



- *Luther's Small Catechism*
- Note cards for flashcards
- [list of cue words](#)

Suggested Daily Schedule:

Day 1:

- Review: Rules 1-14
- Rule 15.
 - Effect of r upon vowels.

<u>e</u> ~	<u>i</u> ~	<u>o</u> ~	<u>u</u> ~
her	bird	work	urn
fern	sir	word	turn
term	stir	worm	hurt
herd	girl	world	purr
jerk	first	worst	burn
ever	chirp	worth	churn
serve	whirl	worse	burst
perch	<u>thirst</u>	worship	church
kernel	fir	worthy	curve
verse	firm	worry	curb
verb	third		fur
germ	birth		blur
herb	birch		curd
stern	thirty		curl
- Review flashcards for each phonogram.
- Grammar Lesson
 - Lesson 8:
 - Define:
 - Capital letter rule
 - Period rule
 - Review:
 - Subject:
 - Predicate:

Day 2:

- Review: Rules 1-15
- More work with vowels
 - | | a=e | <u>a</u> = <u>e</u> |
|--------|---------|---------------------|
| they | eight | care heir |
| obey | weight | bare their |
| prey | freight | fare there |
| weigh | neigh | hair where |
| sleigh | veins | fair stair |
| reign | whey | chair pear |
| skein | rein | pair |
 - | | a=ö | a=ô | au=aw=ou |
|--------|-----|------|----------|
| what | not | call | nor |
| haul | | | ought |
| was | odd | raw | for |
| fault | | | bought |
| watch | cot | want | corn |
| cause | | | sought |
| wasp | got | walk | cord |
| pause | | | caw |
| wash | hop | salt | short |
| caught | | | saw |



drop dog hall storm naught paw
spot fog draw horse naughty draw
talk morn thought thaw

Day 3:

- Review Rules 1-15
- More work with vowels
 - ou=ow ē=ū
our how dew due
out now few hue
hour cow mew blue
flour bow new June
trout plow Jew tune
shout owl pew plume
mouth growl hue pure
sound brown glue flute
mouse crowd
ground flower
house drown
 - Grammar Lesson:
 - Review definitions:
 - Analyze sentences: separate them into their parts
 - Build sentences: put the parts of a sentence together
 - Capital letter rule
 - Period rule
 - Lesson 8:
 - Construct sentences by supplying subjects to the following predicates:
 - Hint: ask yourself "What swims, hunts, etc.?"

1. — swim.	7. — climb.	13. — flashes.	19. — expand.
2. — sinks.	8. — creep.	14. — flutters.	20. — jump.
3. — hunt.	9. — run.	15. — paddle.	21. — hop.
4. — skate.	10. — walk.	16. — toil.	22. — bellow.
5. — jingle.	11. — snort.	17. — terrifies.	23. — burns.
6. — decay.	12. — kick.	18. — rages.	24. — evaporates.

Day 4:

- Review Rules 1-15
- More work with vowels:
 - ew=oō=o=ū o=oo=ū
grew do poor rude wolf wool
chew you soon rule could foot
crew to noon tool would good
brew shoe whom school should hood
drew prove food spool woman wood
threw broad whose roof shook stood
screw moon tomb broom crook pull
strew goose stoop roost hook bush
shrewd took full
 brook put
 book puss
 look



- The Feast of St. Michael and All Angels is celebrated each year on September 29. In Luther’s Morning and Evening Prayer we ask God that His “holy angel be with us.” You can read more about St. Michael and All Angels on p. 768 in the Treasury of Daily Prayer.
 - Narrative
 - Read the account of the Fall in Genesis 3. Not much is said about the angel with the flaming sword in verse 24. Tell the story of Adam and Eve being driven from the garden in the angel’s own words. Remember, angels are not humans, so do not impose humanity on them.
 - Directions for Composition
 - Take a factual or fictional story from the poets or historians and retell it in their own words, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done

Day 5:

- Review: Rules 1-15
- More work with vowels:
 - o=ŭ oy=oi
 - come fun boy oil
 - none gun joy soil
 - son run Roy voice
 - dove sup toy spoil
 - love cup troy joint
 - some sun join point
 - ton hum coin choice
 - won drum noise noise
 - does plum toil moist
 - touch nut
 - glove shut
 - month much
 - none must

- Grammar Lesson:
 - Lesson 8:
 - As on Day 3, supply subjects for the predicates:

1. — swim.	7. — climb.	13. — flashes.	19. — expand.
2. — sinks.	8. — creep.	14. — flutters.	20. — jump.
3. — hunt.	9. — run.	15. — paddle.	21. — hop.
4. — skate.	10. — walk.	16. — toil.	22. — bellow.
5. — jingle.	11. — snort.	17. — terrifies.	23. — burns.
6. — decay.	12. — kick.	18. — rages.	24. — evaporates.

Week 6

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Topic:

- Subject and Predicate
- Words to Remember:
- Analyze sentences: separate them into their parts
- Build sentences: put the parts of a sentence together
- Capital letter rule
- Period rule

Textbook Reference:



- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Graded Lessons in English* p. 17 (lesson 9)

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [list of cue words](#)

Suggested Daily Schedule:

Day 1:

- Grammar Lesson:
 - Supply a predicate to the following subjects:
 - Ask yourself, "Artists do what?"
 1. Artists —.
 2. Sailors —.
 3. Tides —.
 4. Whales —.
 5. Gentlemen —.
 6. Swine —.
 7. Clouds —.
 8. Girls —.
 9. Fruit —.
 10. Powder —.
 11. Hail —.
 12. Foxes —.

- Review flashcards for each phonogram.

Day 2:

- On October 11, the Church remembers Philip the Deacon. Read Acts 21. Where was Philip and what do we learn about him? Read more about Philip the Deacon in the Treasury of Daily Prayer on p. 804
- Narrative
- Read the account of the Philip and the Ethiopian eunuch (Acts 8:26-39). Write the account in the eunuch’s own words.
- Directions for Composition:
- Take a factual or fictional story from the poets or historians and retell it in their own words, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done

Day 3:

- Grammar Lesson:
 - Lesson 9
 - Supply a predicate to the following subjects:Ask yourself, "Water does what?"
 13. Water —.
 14. Frost —.
 15. Man —.
 16. Blood —.
 17. Kings —.
 18. Lilies —.
 19. Roses —.
 20. Wheels —.
 21. Waves —.
 22. Dew —.
 23. Boys —.
 24. Volcanoes —.

Day 4:

- Grammar Lesson:
 - Lesson 9
 - Supply a predicate to the following subjects:Ask yourself, "Storms do what?"



- 25. Storms —.
- 26. Politicians —.
- 27. Serpents —.
- 28. Chimneys —.
- 29. Owls —.
- 30. Rivers —.
- 31. Nations —.
- 32. Indians —.
- 33. Grain —.
- 34. Rogues —.
- 35. Rome —.
- 36. Briars —.

Day 5:

- Look at the Ten Commandments.
- Help students identify the subject by asking the hint question. Through discussion, help students understand that sometimes the subject is inferred.
 - Example:
 - This week we have been working with subjects and predicates. What does a subject do? (answers who or what?) What does a predicate do? (Tells us what the subject does)
 - In the sentence "Storms blow." what is the subject? (Storms) What question does Storms answer? (who or what blows)
 - What is the 1st Commandment? (You shall have no other gods.)
 - What is the subject? (If no answer, ask who shall have no other gods. If there is an answer, follow it with what does "You" do? (have no other gods)
 - Continue the process with the other commandments keeping in mind the inferred subject as in the 3rd Commandment.

Week 7



Topic:

- Review

Words to Remember:

- Analyze sentences: separate them into their parts
- Build sentences: put the parts of a sentence together
- Capital letter rule
- Period rule

Textbook Reference:

- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Graded Lessons in English* p. 17 (lesson 10)

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [list of cue words](#)

Suggested Daily Schedule:

Day 1:

- Grammar Lesson:
 - Review with the following questions:
 - **Of what two parts does a sentence consist ? What is the *subject* of a sentence ? What is the *predicate* of a sentence ? What is the *analysis* of a sentence ?**
- Review flashcards for each phonogram.

Day 2:

- On October 18, the Church remembers St. Luke the Evangelist. St. Luke wrote the Gospel of Luke and Acts. When reading Luke and Acts, we read many accounts of people doing things.
- Luke 10:29-37, Luke 15:11-32, Luke 16:19-31, and Luke 18:9-14 provide us parables told by Jesus. Choose one or all of these parables. Find the subjects.
 - Note: keep this simple. Students may identify their own subjects, or teachers may pre-select verses (Ex. Luke 18:10- men; Luke 18:11- Pharisee; etc.

Day 3:



- Grammar Lesson:
 - Review with the following questions:
 - **What is a *diagram* ? How do you diagram a sentence ? What is the rule in Lesson 8, for *capital letters* ? What rule for the *period* ?**

Day 4:

- Grammar Lesson:
 - Look at the hymn (sing it, if possible), "Wake, Awake, for Night is Flying." *LSB* 516
 - Find subjects and predicates (keep it simple):
 - Subjects: You (implied), Midnight, Bridegroom, Zion, etc.
 - Predicates: wake, hears, comes, hears, etc.
 - From this hymn, show examples of the Capital Letter Rule and the Period Rule.
 - How does poetry (a hymn is poetry) take liberties with the Capital Letter Rule?
 - What commands are being confirmed, denied, or expressed in this hymn? (All of the sentences with periods- what are they telling/teaching us?)

Day 5: Grammar Walk

- Go outside and take a walk. While you are walking, collect subjects (squirrels, trees, grass, house, window, field, combine, etc.) and predicates (run, grow, dance, blow, harvests, stands, breaks, etc. If several students are available, have one group collect subjects and one collect predicates. Upon returning inside, have students form sentences from the words they collected.

Week 8



Topic:

- St. Simon and St. Jude
- Predicates

Words to Remember:

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Textbook Reference:

- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Graded Lessons in English* p. 18-19 (lesson 11)

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [list of cue words](#)

Suggested Daily Schedule:

Day 1:

- Grammar Lesson:
 - Review with the following questions:
 - What does a sentence do? (Expresses a thought)
 - What does a subject do? (Names that of which something is thought)
 - What does a predicate do? (Tells what is thought)
- Review flashcards for each phonogram.

Day 2:

- On October 28, the Church remembers St. Simon and St. Jude. Simon is also referred to as Simon the Zealot and Jude is sometimes referred to as Judas of James or Thaddaeus. According to tradition, Sts. Simon and Jude traveled to Persia to spread the Good News of Jesus and were there martyred.
- John 14 mentions Jude. In this passage, Jude asks Jesus a question. Using this passage as the basis for your thinking, write a Narrative in Jude's own words about this experience with Jesus noted in John 14. Since very little information is given about Jude, students may need to generalize from what they know about the other apostles.
- Directions for Composition
- Take a factual or fictional story from the poets or historians and retell it in their own words, attempting to be clear as to the facts:
 - Who did it
 - What was done



- When it was done
- Where it was done
- How it was done
- Why it was done (Why did Jude ask Jesus his question?)

Day 3:

- Grammar Lesson:
 - Work through Lesson 11 saying _____ is the subject because _____. _____ is the predicate because _____.

Day 4:

- Grammar Lesson:
 - Diagram Lesson 11

Day 5: Grammar Walk

- Go outside and take a walk. While you are walking, collect subjects (squirrels, trees, grass, house, window, field, combine, etc.) and predicates (run, grow, dance, blow, harvests, stands, breaks, etc. If several students are available, have one group collect subjects and one collect predicates. Upon returning inside, have students form sentences from the words they collected.

Week 9



Topic:

- Reformation Day
- Sentences

Words to Remember:

-

Textbook Reference:

- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Graded Lessons in English* p. 19 (lesson 12)

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [list of cue words](#)

Suggested Daily Schedule:

Day 1:

- Grammar Lesson:
 - Review with the following questions:
 - What does a sentence do? (Expresses a thought)
 - What does a subject do? (Names that of which something is thought)
 - What does a predicate do? (Tells what is thought)
- Review flashcards for each phonogram.

Day 2:

- Reformation Day is October 31. On this day, Martin Luther posted ninety-five statements for discussion on the door of Castle Church in Wittenberg, Germany. In so doing, Luther began making the case for justification by grace through faith in Jesus.
- The subtitle of the 95 Theses was as follows: "Out of love and zeal for truth and the desire to bring it to light, the following theses will be publicly discussed at Wittenberg under the chairmanship of the reverend father Martin Lutther, Master of Arts and Sacred Theology and regularly appointed Lecturer on these subjects at that place. He requests that those who cannot be present to debate orally with us will do so by letter. In the Name of Our Lord Jesus Christ. Amen."
- Using this quote, tell the story of why Martin Luther wrote the 95 Theses.
- Directions for Composition
- Take a factual or fictional story from the poets or historians and retell it in their own words, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done



- Why it was done

Day 3:

- Grammar Lesson:
 - This lesson features three columns of words with many possible combinations. The first column contains subjects, the second column helping words, and the third column predicates.
 - Students should work with the words to form sentences consisting of one word from each column.
 - On Day 3, simply speak through different combinations of words.
 - Students should listen for whether the sentences make good sense.

1	2	3
Burgoyne	are	woven.
Henry Hudson	was	defeated.
Sparrows	can be	condensed.
Comets	is	inhaled.
Time	have been	worn.
Turbans	may be	slacked.
Lime	has been	wasted.
Steam	could have been	seen.
Air	must have been	deceived.
Carpets	were	quarreling.

Day 4:

- Grammar Lesson:
 - Write out the sentences formed on Day 3.
 - Encourage students to form additional well-constructed sentences from the Day 3 words.

Day 5:

- Grammar Lesson:
 - Diagram the sentences from day 4.
 - Look back to Lesson 11 for a review of simple diagramming.

Week 10



Topic:

- Feast of All Saints
- Subjects
- Predicates

Words to Remember:

-

Textbook Reference:

- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Graded Lessons in English* p. 20 (lesson 13)

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [list of cue words](#)

Suggested Daily Schedule:

Day 1:

- Grammar Lesson:
 - Review with the following questions:
 - What does a sentence do? (Expresses a thought)
 - What does a subject do? (Names that of which something is thought)
 - What does a predicate do? (Tells what is thought)
- Review flashcards for each phonogram.
- Work on penmanship.

Day 2:

- On November 1, the Church celebrates the Feast of All Saints. As noted in the Treasury of Daily Prayer, "this feast is the most comprehensive of the days of commemoration, encompassing the entire scope of that great cloud of witnesses with which we are surrounded."
- Read Revelation 7:9-17. Retell the account from the perspective of one of the people in white robes.



- Directions for Composition:
- Take a factual or fictional story from the poets or historians and retell it in their own words, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done

Day 3:

- Grammar Lesson:
 - Read each of the following sentences and point out the subject and predicate in each of the sentences:

MISCELLANEOUS EXAMPLES FOR REVIEW.

1. You must all diagram neatly.
2. The sheaves are nearly gathered.
3. The wheat is duly garnered.
4. The fairies were called together.
5. The birds chirp merrily.
6. This reckless adventurer has returned.
7. The wild woods rang.
8. White fleecy clouds are floating above.
9. Those severe laws have been repealed.
10. A republican government was established.
11. An unusually large crop had just been harvested.
12. She had been waiting quite patiently.
13. A season so extremely warm had never before been known.
14. So brave a deed *cannot be too warmly commended.

- Note the cues for doing so in Lesson 13

Day 4:

- Grammar Lesson:
 - Read each of the following sentences and point out the subject and predicate in each of the sentences:

1. The gorilla lives in Africa.
2. It seldom rains in Egypt.
3. The Pilgrims landed at Plymouth.
4. The wet grass sparkled in the light.
5. The little brook ran swiftly under the bridge.
6. Burgoyne surrendered at Saratoga.
7. The steeples of the village pierced through the dense fog.
8. The gloom of winter settled down on everything.
9. A gentle breeze blows from the south.
10. The temple of Solomon was destroyed.
11. The top of the mountain is covered with snow.
12. The second Continental Congress convened at Philadelphia.

Day 5:

- Read each of the following sentences and point out the subject and predicate in each of the sentences:

1. The golden lines of sunset glow.
2. A smiling landscape lay before us.
3. Columbus was born at Genoa.
4. The forces of Hannibal were routed by Scipio.
5. The capital of New York is on the Hudson.
6. The ships sail over the boisterous sea.
7. All names of the Deity should begin with capital letters.
8. Air is composed, chiefly, of two invisible gases.
9. The greater portion of South America lies between the tropics.
10. The laurels of the warrior must, at all times, be dyed in blood.
11. The first word of every entire sentence should begin with a capital letter.
12. The subject of a sentence is generally placed before the predicate.



Topic:

Narrative
Classes of words
Nouns

Words to Remember:

- Noun: the name of anything ORIGIN late Middle English: from Anglo-Norman French, from Latin nomen 'name.'
- Parts of Speech: words classified with respect to their use in the sentence

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 14)
- Read more about [St. Martin of Tours here](#)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On November 11, the Church remembers St. Martin of Tours. St. Martin, known most famously as the patron saint of soldiers, was the saint for whom Martin Luther was named. Historically, children were named for the saint remembered on the day closest to the baptism of a child. When he was one day old, Martin Luther was baptized and received his name from St. Martin of Tours. You can read more about St. Martin of Tours on p. 903 of the *Treasury of Daily Prayer*. The Gospel reading appointed for the commemoration of St. Martin of Tours is Luke 11:33-36.

Narrative

Tradition holds many stories of St. Martin of Tours. Sulpicius Severus lived from 363-425 and is credited with writing a biography of St. Martin. Here is one of the stories from Severus:

MARTIN, then, was born at Sabaria in Pannonia, but was brought up at Ticinum, which is situated in Italy. His parents were, according to the judgment of the world, of no mean rank, but were heathens. His father was at first simply a soldier, but afterwards a military tribune. He himself in his youth following military pursuits was enrolled in the imperial guard, first under king Constantine, and then under Julian Cæsar. This, however, was not done of his own free will, for, almost from his earliest years, the holy infancy of the illustrious boy aspired rather to the service of God. For, when he was of the age of ten years, he betook himself, against the wish of his parents, to the Church, and begged that he might become a catechumen. Soon afterwards, becoming in a wonderful manner completely devoted to the service of God, when he was twelve years old, he desired to enter on the life of a hermit; and he would have followed up that desire with the necessary vows, had not his as yet too youthful age prevented. His mind, however, being always engaged on matters pertaining to the monasteries or the Church, already meditated in his boyish years what he afterwards, as a professed servant of Christ, fulfilled. But when an edict was issued by the ruling powers in the state, that the sons of veterans should be enrolled for military service, and he, on the information furnished by his father, (who looked with an evil eye on his blessed actions) having been seized and put in chains, when he was fifteen years old, was compelled to take the military oath, then showed himself content with only one servant as his attendant. And even to him, changing places as it were, he often acted as though, while really master, he had been inferior; to such a degree that, for the most part, he drew off his [servant's] boots and cleaned them with his own hand; while they took their meals together, the real master, however, generally acting the part of servant. During nearly three years before his baptism, he was engaged in the profession of arms, but he kept completely free from those vices in which that class of men become too frequently involved. He showed exceeding kindness towards his fellow-soldiers, and held them in wonderful affection; while his patience and humility surpassed what seemed possible to human nature. There is no need to praise the self-denial which he displayed: it was so great that, even at that date, he was regarded not so much as being a soldier as a monk. By all these qualities he had so endeared himself to the whole body of his comrades, that they esteemed him while they marvelously loved him. Although not yet made a new creature in Christ, he, by his good works, acted the part of a candidate for baptism. This he did, for instance, by aiding those who were in trouble, by furnishing assistance to the wretched, by supporting the needy, by clothing the naked, while he reserved nothing for himself from his military pay except what was necessary for his daily sustenance. Even then, far from being a senseless hearer of the Gospel, he so far complied with its precepts as to take no thought about the morrow.

Write a narrative in Comparative mode. Speak directly to this idea of being a candidate for baptism.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:



- Who did it
- What was done
- When it was done
- Where it was done
- How it was done
- Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

- Discuss:
 - What are parts of speech?
 - What is a noun?
- Lesson 14:
 - Read and discuss the Hints for Oral Instruction.
 - Each pupil may give the name of:
 - something in the room;
 - the name of a distinguished person;
 - a name that may be applied to a class of persons;
 - the name of an animal;
 - the name of a place:
 - the name of a river;
 - the name of a mountain;
 - the name of something which we cannot see or touch, but of which we can think; as, *beauty, mind*.
 - Remind the pupils frequently that these *names* are all *nouns*.

- Review:
 - What is a noun?
- Lesson 14:
 - Write in columns, headed *nouns*, the names of domestic animals, of garden vegetables, of flowers, of trees, of articles sold in a dry goods store, and of things that cannot be seen or touched; as, *virtue, time, life*.

- Review:
 - What is a noun?
- Lesson 14:
 - Write and arrange, according to the following model, the names of things that can *float*, *fly*, *walk*, *work*, *sit*, or *sing*.

Day 5:

Week 12

Topic:

Words to Remember:

- Noun: the name of anything ORIGIN late Middle English: from Anglo-Norman French, from Latin nomen 'name.'
- Parts of Speech: words classified with respect to their use in the sentence
- Capital letter rule from Lesson 15

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 15)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

The Last Sunday of the Church Year concludes the Church's calendar each year. From there, we head to pondering our Lord's coming during Advent. Read Matthew 25:1-13.

Narrative

Retell the story of the Ten Virgins from the perspective of either one of the wise virgins or one of the foolish virgins.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Discuss:
 - What are parts of speech?
 - What is a noun?
- Lesson 15:
 - Select and write all the nouns in the sentences given in Lesson 28.
 - Tell why they are nouns.

Day 3:

- Review:
 - What is the Capital Letter Rule in Lesson 15?
- Lesson 15:
 - Select and write all the nouns in the sentences given in Lesson 31.
 - Tell why they are nouns.

Day 4:

- Review:
 - What is a noun?
- Lesson 15:
 - Select and write all the nouns in the sentences given in Lessons 34.
 - Tell why they are nouns.

Day 5:

- Penmanship practice: [Penmanship II](#)



Topic:

Narrative
Classes of words
Verbs

Words to Remember:

- Noun: the name of anything ORIGIN late Middle English: from Anglo-Norman French, from Latin nomen ‘name.’
- Verb: a word that asserts action, being, or state of being
- Parts of Speech: words classified with respect to their use in the sentence
- Capital letter rule from Lesson 15

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 16)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On November 30, the Church remembers St. Andrew. Read John 1:41-42 and John 12:20-22. In addition to remembering God’s work through Andrew, St. Andrew’s Day is important for another reason. The First Sunday in Advent is always the Sunday nearest to St. Andrew’s Day. You can read more about St. Andrew on p. 969 of the Treasury of Daily Prayer.

Narrative

Read John 1:35-42. Write about the day St. Andrew met Jesus using Omniscient mode.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review:
 - With respect to what, do we classify words (Lesson 14)?
- Lesson 16:
 - Read and discuss the Hints for Oral Instruction.

Day 3:

- Review:
 - What is the first step in parsing? (Lesson 14)
- Lesson 16:
 - Supply, to each of the following *nouns*, as many appropriate *verbs* as you can think of. Let some express *being* or *state of being*.

- **Water —. Wind —. Pens —. Parrots —.**
Vines —. Farmers —. Trees —. Ministers —.

Day 4:

- Review:



- What is the rule for writing individual names?
- Lesson 16:
 - Form *verbs* by combining the words in columns 2 and 3, and add these verbs to all the *nouns* in column 1 with which they appropriately combine.

1	2	3
Laws	has been	published.
Clouds	have been	paid.
Food	will be	restored.
Health	should have been	preserved.
Taxes	may be	collected.
Books	are	obeyed.

- Be sure to note the rest of the text in Lesson 16.

Day 5:

- Penmanship practice: [Penmanship II](#)

Week 14



Topic:

Narrative
Classes of words
Verbs

Words to Remember:

- Noun: the name of anything ORIGIN late Middle English: from Anglo-Norman French, from Latin nomen 'name.'
- Verb: a word that asserts action, being, or state of being
- Parts of Speech: words classified with respect to their use in the sentence
- Capital letter rule from Lesson 15

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 17)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On December 6, the Church remembers St. Nicholas of Myra. St. Nicholas was a pastor in the city of Myra in Lycia. Since Myra was on the sea, stories about Pastor Nicholas spread throughout the world and he became known by a variety of names. Eventually, these names morphed into Santa Claus. Needless to say, there is much legend surrounding St. Nicholas. You can read more about St. Nicholas on p. 989 of the Treasury of Daily Prayer. You can also read about St. Nicholas in Saint Nicholas by Julie Stiegemeier. The Gospel reading appointed for the commemoration of St. Nicholas is Luke 14:26-33.

Narrative

One story about St. Nicholas is as follows adapted from (stnicholascenter.org and Saint Nicholas by Julie Stiegemeier): There was a man, once rich, who had fallen on hard times. Now poor, he had three daughters of an age to be married. In those days a young woman's family had to have something of value, a dowry, to offer prospective bridegrooms. The larger the dowry, the better the chance a young woman would find a good husband. Without a dowry, a woman was unlikely to marry. This poor man's daughters, without dowries, were therefore destined to be sold into slavery, or worse.

Word of the family's misfortune reached Nicholas, who had the wealth inherited from his parents. Coming in secret by night, he dropped three bags of gold into the house and they landed in the girls' shoes. What joy in the morning when the gold was discovered! Now the daughters could get married!

Retell this story in Omniscient mode.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done



- When it was done
- Where it was done
- How it was done
- Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review:
 - What is a verb?
- Lesson 17:
 - Select and write all the verbs in the sentences given in Lesson 28 and tell why they are verbs.

Day 3:

- Review:
 - Give examples of verbs you observe animals doing or being outside.
- Lesson 17:
 - Select and write all the verbs in the sentences given in Lesson 31 and tell why they are verbs.

Day 4:

- Review:
 - Give examples of verbs you do or be throughout the day.
- Lesson 17:
 - Select and write all the verbs in the sentences given in Lesson 34 and tell why they are verbs.

Day 5:

- Penmanship practice: [Penmanship II](#)

Week 15



Topic:

Narrative
Classes of words
Verbs

Words to Remember:

- Noun: the name of anything ORIGIN late Middle English: from Anglo-Norman French, from Latin nomen 'name.'
- Verb: a word that asserts action, being, or state of being
- Parts of Speech: words classified with respect to their use in the sentence
- Capital letter rule from Lesson 15

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 18)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On December 13, the Church remembers Lucia, Martyr. Lucia, or Lucy as she is sometimes known, was killed during the reign of Diocletian for her faith in Jesus. She gave her dowry to the poor and remained a virgin until her execution. Lucia means light. On December 13, many families throughout the world remember St. Lucia's testimony to the Light of the World by having festivals of light. You can read more about St. Lucia on p. 1012 of the Treasury of Daily Prayer. The Gospel reading appointed for the commemoration of St. Lucia is Matthew 13:44-52.



Narrative

Lucia lived in a time in which it was illegal to be a Christian. Nevertheless, she showed Christian mercy to her neighbors in many ways. In one act of mercy, she gave away her dowry to the poor. This incensed the man whom she was to marry since his main motivation for the marriage was her money. He reported her as a Christian and she was subsequently martyred.

Tell the story of Lucia giving away her dowry to the poor in Omniscient mode.

Retell this story in Omniscient mode.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review:
 - What is a verb?
- Lesson 18:
 - From the following nouns and verbs, build as many sentences as possible, taking care that every one makes good sense.
 - Poems, was conquered, lambs, rebellion, stars, forests, shone, were seen, were written, treason, patriots, meteors

Day 3:

- Review:
 - Give examples of verbs you observe people doing or being during the winter.
- Lesson 18:
 - From the following nouns and verbs, build as many sentences as possible, taking care that every one makes good sense.
 - fought, were discovered, frisk, Cain, have fallen, fled, stream, have crumbled, day, ages, deer, are flickering

Day 4:

- Review:
 - Give examples of verbs you observe animals doing or being during the winter.
- Lesson 18:
 - From the following nouns and verbs, build as many sentences as possible, taking care that every one makes good sense.
 - are bounding, gleamed, voices, lamps, rays, were heard, are gathering, time, death, friends, is coming, will come

Day 5:

- Penmanship practice: [Penmanship II](#)

Week 16



Topic:

Narrative
Classes of words
Pronouns

Words to Remember:

- Noun: the name of anything ORIGIN late Middle English: from Anglo-Norman French, from Latin nomen ‘name.’
- Verb: a word that asserts action, being, or state of being
- Parts of Speech: words classified with respect to their use in the sentence
- Capital letter rule from Lesson 15
- Pronoun: a word used for a noun
- Capital letter rule from Lesson 19



Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 19)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On December 21, the Church remembers St. Thomas. We frequently refer to St. Thomas as Doubting Thomas. Throughout the Gospels there are recorded many questions asked by Thomas. You can read more about St. Thomas on p. 1038 of the Treasury of Daily Prayer.

Narrative

Read John 20:19-28. Retell the account using Omniscient mode.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review:
 - What is a verb?
- Lesson 19:
 - Read and discuss Hints for Oral Instruction, Oral Analysis, and Parsing.

Day 3:

- Review:
 - Give examples of verbs you observe people doing or being during the summer.
- Lesson 19:
 - Analyze and diagram #1-9

Day 4:

- Review:
 - Give examples of verbs you observe animals doing or being during the summer.
- Lesson 19:
 - Compose nine similar sentences to those analyzed and diagrammed on Day 3, using a pronoun for the subject of each, and diagram them.

Day 5:

Penmanship practice: [**Penmanship II**](#)

Week 17



Topic:

Narrative
Classes of words
Modified subjects

Words to Remember:



- Modifier: a word or group of words joined to some part of the sentence to qualify or limit the meaning
- Modified subject: the subject with its modifiers

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 20)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On January 6, the Church celebrates the feast of Epiphany. Epiphany means “reveal.” Some refer to Epiphany as the Gentiles’ Christmas because it was at the Epiphany God appeared before the world and specifically to the Magi, who were Gentiles. You can read more about Epiphany on p. of the Treasury of Daily Prayer.

Narrative

Read Matthew 2:1-12. Retell the account using Omniscient mode.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review:
 - What is a subject?
- Lesson 20:
 - Read and discuss Hints for Oral Instruction and Oral Analysis.

Day 3:

- Review:
 - What is a Modifier?
 - What is a modified subject?
- Lesson 20:
 - Analyze and diagram #1-8

Day 4:

- Review:
 - Give examples of modified subjects with the subjects pertaining to young scholars learning.
- Lesson 20:
 - Analyze and diagram #9-15

Day 5:

Penmanship practice: [**Penmanship III**](#)

Week 18

Topic:

Narrative
Classes of words
Sentence Building



Words to Remember:

- Modifier: a word or group of words joined to some part of the sentence to qualify or limit the meaning
- Modified subject: the subject with its modifiers

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 21)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

Read Matthew 3:1-17, Mark 1:9-11, Luke 3:21-22, and John 1:29-34. What observations are made about the account of Jesus' baptism in each reading?

Narrative

Sometimes stories are told by eyewitnesses and sometimes they are told from second-hand information. Tell the account of Jesus' baptism in Vicarious mode.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review:
 - What is a verb? Give examples of verbs of action. Of being. Of state of being. May a verb consist of more than one word? Illustrate. Verbs are the only words that do what? What must every predicate contain?
- Lesson 21:
 - We have here prepared the foundations of sentences which you are to complete by writing two or more suitable modifiers to each subject. Be careful to choose and arrange your material so as to make a neat and appropriate structure.

- | | |
|----------------------------------|--------------------------|
| 1. — speaker was applauded. | 6. — houses are built. |
| 2. — difficulties were overcome. | 7. — soldier perished. |
| 3. — leaf trembles. | 8. — opinions prevailed. |
| 4. — accident happened. | 9. — leader fell. |
| 5. — books should be read. | 10. — task is completed. |

Day 3:

- Review:
 - What parts of speech are explained in the preceding Lessons? What is a pronoun? Give the rule for writing the words / and 0.
 - Lesson 21:
 - Build sentences by prefixing *modified subjects* to the following predicates.
- | | | | |
|--------------|-------------------|---------------|------------------|
| 1. — frolic. | 3. — are dashing. | 5. — escaped. | 7. — flourished. |
| 2. — crawl. | 4. — was caught. | 6. — chatter. | 8. — whistles. |

Day 4:

- Review:
 - What is the foundation on which every sentence is built? May the subject be modified? What is a modifier? What is the modified subject?



- Lesson 21:
 - Build, on each of the following subjects, three sentences similar to those in the model.
 - **1. — snow —, 2. — dew —, 3. — wind —, 4. — landscape —.**

Day 5:

Penmanship practice: [Penmanship III](#)

Week 19



Topic:

Narrative
Classes of words
Sentence Building

Words to Remember:

- Modifier: a word or group of words joined to some part of the sentence to qualify or limit the meaning
- Modified subject: the subject with its modifiers

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 22)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On January 18, the Church remembers the Confession of St. Peter. The account of Peter's confession is recorded in Matthew 16:13-20. You can read more about the Confession of St. Peter on p. of the Treasury of Daily Prayer.

Narrative

Read Matthew 16:13-20. Tell the account of the Confession of St. Peter as if you were an eyewitness, however, avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review:
 - What is a noun? Give examples.
- *Graded Lessons in English* (Lesson 22)
 - Read Lesson 22 Hints for Oral Instruction.
- Define:
 - Adjective
 - Article
- Write the word boys on the board and have the students name adjectives that modify it.
 - Ask: What words here modify *boys* by adding the idea of size? What by adding the idea of color? What by adding the idea of form? What by adding the idea of number? What are such words called? Why?



- Repeat with other nouns and have students give appropriate adjectives for each noun.

Day 3:

- Review: What is an adjective?
- *Graded Lessons in English* (Lesson 22)
 - Analyze the following (these will be diagrammed on subsequent days):
 1. The rosy morn advances.
 2. The humble boon was obtained.
 3. An unyielding firmness was displayed.
 4. The whole earth smiles.
 5. Several subsequent voyages were made.
 6. That burly mastiff must be secured.
 7. The slender greyhound was released.
 8. The cold November rain is falling.
 9. That valuable English watch has been sold.
 10. I alone have escaped.
 11. We both wept.
 12. We all consented.
 13. That dilapidated old wooden building has fallen.

Day 4:

- Review: Which adjectives are called Articles?
- *Graded Lessons in English* (Lesson 22)
 - Diagram the following:
 1. The rosy morn advances.
 2. The humble boon was obtained.
 3. An unyielding firmness was displayed.
 4. The whole earth smiles.
 5. Several subsequent voyages were made.
 6. That burly mastiff must be secured.
 7. The slender greyhound was released.
 8. The cold November rain is falling.
 9. That valuable English watch has been sold.
 10. I alone have escaped.
 11. We both wept.
 12. We all consented.
 13. That dilapidated old wooden building has fallen.
 - Note: When the subject is a pronoun, the adjective commonly follows it (as in *I alone* or *we both*). Pronouns are often not modified.

Day 5:

- Penmanship practice: [Penmanship III](#)

Week 20



Topic:

Narrative
Classes of words
Sentence Building

Words to Remember:

- Modifier: a word or group of words joined to some part of the sentence to qualify or limit the meaning
- Modified subject: the subject with its modifiers

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 23)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:



On January 25, the Church remembers the Conversion of St. Paul. The book of Acts details this account in Acts 9:1-19; 22:6-11; and 26:12-18. You can read more about the Conversion of St. Paul on p. of the Treasury of Daily Prayer.

Narrative

Read Acts 9:1-19. Tell the account of the Conversion of St. Paul as if you were an eyewitness, however, avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: What is a noun? Give examples.
- *Graded Lessons in English* (Lesson 23)
 - Prefix five adjectives to each of the following nouns:
 - Shrubs, wilderness, beggar, cattle, cloud.

Day 3:

- Review: What is an adjective?
- *Graded Lessons in English* (Lesson 23)
 - Write ten sentences with modified subjects, using in each two or more of the following adjectives.
 - A, an, the, heroic, one, all, many, every, either, first, tenth, frugal, great, good, wise, honest, immense, square, circular, oblong, oval, mild, virtuous, universal, sweet, careless, fragrant.

Day 4:

- Review: Which adjectives are called Articles?
- *Graded Lessons in English* (Lesson 23)
 - Write five sentences with modified subjects, each of which shall contain one of the following words as a subject.
 - Chimney, hay, coach, robber, horizon.

Day 5:

- Review: What is the foundation on which every sentence is built? May the subject be modified? What is a modifier? What is the modified subject?
- *Graded Lessons in English* (Lesson 23)
 - Note: An and a are forms of the same word, once spelled an, and meaning one. After losing something of this force, an was still used before vowels and consonants alike; as, an eagle, an ball, an hair, an use. Still later, and for the sake of ease in speaking, the word came to have the two forms mentioned above; and an was retained before letters having vowel sounds, but it dropped its n and became a before letters having consonant sounds. This is the present usage.
 - Correct these errors:
 - A apple; a obedient child; an brickbat; an busy boy.
 - Correct these errors:
 - A heir; a hour; a honor.
 - Note: the first letter of these words is silent.
 - Correct these errors:
 - An unit; an utensil; an university; an ewe; an ewer; an union; an use; an history; an one.
 - Note: Unit begins with the sound of the consonant y; and one, with that of w.

Topic:

Narrative
Classes of words
Sentence Building

Words to Remember:

- Modifier: a word or group of words joined to some part of the sentence to qualify or limit the meaning
- Modified predicate: a predicate and its modifiers
-

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 24)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On February 2, the Church celebrates the Purification of Mary and Presentation of Our Lord. Read Luke 2:22-38. You can read more about the Purification of Mary and Presentation of Our Lord on p. of the Treasury of Daily Prayer.

Narrative

Read Luke 2:22-38. Tell the account of the Presentation of Our Lord as if you were an eyewitness, however, avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: What is a predicate?
- *Graded Lessons in English* (Lesson 24)
 - Read and Discuss: Hints for Oral Instruction
 - The teacher writes *The ship sails* on the board and the pupils provide modifiers.
 - This exercise may be repeated with other predicates.
- Define: Modified predicate
- Penmanship workbook: [*The Catechism*](#)

Day 3:

- Review: What is a modified predicate?
- *Graded Lessons in English* (Lesson 24)
 - Analyze (oral or written) the following:



1. He spoke eloquently.
2. She chattered incessantly.
3. They searched everywhere.
4. I shall know presently.
5. The bobolink sings joyously.
6. The crowd cheered heartily.
7. A great victory was finally won.
- 8. Threatening clouds are moving slowly.
9. The deafening waves dash angrily.
10. These questions may be settled peaceably.
11. The wounded soldier fought bravely.
12. The ranks were quickly broken.
13. The south wind blows softly.
14. Times will surely change.
15. An hour stole on.

- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: Which adjectives are called Articles?
- *Graded Lessons in English* (Lesson 24)
 - Diagram #1-7
- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: What is the foundation on which every sentence is built? May the subject be modified? What is a modifier? What is the modified subject?
- *Graded Lessons in English* (Lesson 24)
 - Diagram #8-15
- Penmanship workbook: [The Catechism](#)

Week 22



Topic:

Narrative
Classes of words
Sentence Building

Words to Remember:

- Modifier: a word or group of words joined to some part of the sentence to qualify or limit the meaning
- Modified predicate: a predicate and its modifiers
-

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 25)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On February 14, the Church remembers St. Valentine. You can read more about St. Valentine on p. of the Treasury of Daily Prayer.

Narrative

St. Valentine was martyred in AD 270. The story is told that St. Valentine gave the child of his jailer an oddly shaped note of encouragement, perhaps resembling a heart, before going to his death. Tell the account of this event as if you were an eyewitness, however, avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done



- When it was done
- Where it was done
- How it was done
- Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: What is an adjective?
- *Graded Lessons in English* (Lesson 25)
 - Read and Discuss: Lesson 25
 - Note especially the Explanation of the Diagram.
 - The teacher will give examples of adverbs and students will provide words to modify the adverbs. (Ex. the teacher provides *loudly* and the student says *very* or another modifier for loudly.
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: What are a, an, and the called? When is a used and when an?
- *Graded Lessons in English* (Lesson 25)
 - Analyze (oral or written) the following:
 1. The crocus flowers very early.
 2. A violet bed is budding near.
 3. The Quakers were most shamefully persecuted.
 4. Perhaps he will return.
 5. We all laughed very heartily.
 6. The yellow poplar leaves floated down.
 7. The wind sighs so mournfully.
 8. Few men have ever fought so stubbornly.
 9. The debt will probably be paid.
 10. The visitor will soon be here.
 11. That humane project was quite generously sustained.
 12. A perfectly innocent man was very cruelly persecuted.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: Give examples of the misuse of a and an.
- *Graded Lessons in English* (Lesson 25)
 - Diagram #1-6
- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: What is the modified predicate?
- *Graded Lessons in English* (Lesson 25)
 - Diagram #7-12
- Penmanship workbook: [The Catechism](#)

Week 23



Topic:

Narrative
Classes of words
Sentence Building

Words to Remember:

- Modifier: a word or group of words joined to some part of the sentence to qualify or limit the meaning
- Modified predicate: a predicate and its modifiers
-



Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 26)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On February 18, the Church remembers Martin Luther. You can read more about Martin Luther on p. of the Treasury of Daily Prayer.

Narrative

Choose an event from the life of Martin Luther and write about it as if you were an eyewitness, however, avoid using I, me, my, or mine.

Students may find the timeline and woodcut illustrations from [Here I Stand](#) helpful for this writing exercise.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: What is an adjective?
- *Graded Lessons in English* (Lesson 26)
 - Construct sentences with modified subjects and predicates from the following:
 - 1. Artists —,
 - 2. Sailors —,
 - 3. Tides —,
 - 4. Whales —,
 - 5. Gentlemen —,
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: What are a, an, and the called? When is a used and when an?
- *Graded Lessons in English* (Lesson 26)
 - Construct sentences with modified subjects and predicates from the following:
 - 6. Swine —,
 - 7. Clouds —,
 - 8. Girls —,
 - 9. Fruit —,
 - 10. Powder —,
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: Give examples of the misuse of a and an.
- *Graded Lessons in English* (Lesson 26)
 - Construct sentences with modified subjects and predicates from the following:
 - 11. Hail —,
 - 12. Foxes —,
 - 13. Water —,
 - 14. Frost —,
 - 15. Man —,



- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: What is the modified predicate?
- *Graded Lessons in English* (Lesson 26)
 - Construct sentences with modified subjects and predicates from the following:
 - 16. Blood —.
 - 17. Kings —.
 - 18. Lilies —.
 - 19. Roses —.
 - 20. Wheels —.
- Penmanship workbook: [The Catechism](#)

Week 24



Topic:

Narrative
Classes of words
Sentence Building

Words to Remember:

- Adverb: a word used to modify a verb, an adjective, or an adverb
-

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 27)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On February 24, the Church remembers St. Matthias. Read Acts 1:12-26. You can read more about St. Matthias on p. 1236 of the Treasury of Daily Prayer.

Narrative

Read Acts 1:12-26. Tell the account of the choosing of St. Matthias to replace Judas as if you were an eyewitness, however, avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: What is a verb?
- *Graded Lessons in English* (Lesson 27)
 - Read and Discuss Hints for Oral Instruction
 - Let the teacher give verbs, adjectives, and adverbs, and require the pupils to modify them by appropriate adverbs.
- Define: Adverb
- Penmanship workbook: [The Catechism](#)



Day 3:

- Review: What are a, an, and the called? When is a used and when an?
- *Graded Lessons in English* (Lesson 27)
 - Analyze (oral or written) the following:
 1. The plough-boy plods homeward.
 2. The water gushed forth.
 3. Too much time was wasted.
 4. She decided too hastily.
 5. You should listen more attentively.
 6. More difficult sentences must be built.
 7. An intensely painful operation was performed.
 8. The patient suffered intensely.
 9. That story was peculiarly told.
 10. A peculiarly interesting story was told.
 11. An extravagantly high price was paid.
 12. That lady dresses extravagantly.

- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: Give examples of the misuse of a and an.
- *Graded Lessons in English* (Lesson 27)
 - Diagram #1-6
- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: What is the modified predicate?
- *Graded Lessons in English* (Lesson 27)
 - Diagram #7-12
- Penmanship workbook: [The Catechism](#)

Week 25



Topic:

Narrative
Classes of words
Sentence Building

Words to Remember:

- Adverb: a word used to modify a verb, an adjective, or an adverb
-

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 28)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On March 7, the Church remembers Perpetua and Felicitas. Perpetua and Felicitas were martyrs during the reign of Septimus Severus. You can read more about Perpetua and Felicitas on p. 1268 of the Treasury of Daily Prayer.

Narrative

Read Tertullian’s account of the martyrdom of Perpetua and Felicitas from the Treasury of Daily Prayer. (An extended account can be found at <http://www.newadvent.org/fathers/0324.htm>) . Tell the account of the martyrdom of Perpetua and Felicitas as if you were an eyewitness, however, avoid using I, me,

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done



- When it was done
- Where it was done
- How it was done
- Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: What is a noun? What is a pronoun?
- *Graded Lessons in English* (Lesson 28)
 - Analyze (oral or written) the following:
 - 1. You must all diagram neatly.**
 - 2. The sheaves are nearly gathered.**
 - 3. The wheat is duly garnered.**
 - 4. The fairies were called together.**
 - 5. The birds chirp merrily.**
 - 6. This reckless adventurer has returned.**
 - 7. The wild woods rang.**
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: What is a verb?
- *Graded Lessons in English* (Lesson 28)
 - Analyze (oral or written) the following:
 - 8. White fleecy clouds are floating above.**
 - 9. Those severe laws have been repealed.**
 - 10. A republican government was established.**
 - 11. An unusually large crop had just been harvested.**
 - 12. She had been waiting quite patiently.**
 - 13. A season so extremely warm had never before been known.**
 - 14. So brave a deed *cannot be too warmly commended.**
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is an adjective?
- *Graded Lessons in English* (Lesson 28)
 - Diagram #1-7
- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: What is an adverb?
- *Graded Lessons in English* (Lesson 28)
 - Diagram #8-14
- Penmanship workbook: [The Catechism](#)

Week 26



Topic:

Narrative

Sentence Building

Words to Remember:

- Adverb: a word used to modify a verb, an adjective, or an adverb
-

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 29)

Materials:



- Notebook

Suggested Daily Schedule:

Day 1:

On March 19, the Church remembers Joseph, the Guardian of Jesus. Read Matthew 1-2. To whom was Joseph related? Look for other references to or accounts of Joseph in the Bible (ex. Matthew 13:55, Luke 2-3, etc.) You can read more about Joseph, Guardian of Jesus on p. 1286 of the Treasury of Daily Prayer.

Narrative

Choose one of the accounts of Joseph's life. Retell the account as if you were an eyewitness, however, avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: Put the following words in alphabetical order:
 - brilliant
 - independent
 - scope
 - recount
 - myths
- *Graded Lessons in English* (Lesson 29)
 - Build sentences containing the following adverbs:
 - Hurriedly, solemnly, lightly, well, how, somewhere, abroad, forever, seldom, exceedingly.
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Put the following words in alphabetical order:
 - distinguished
 - illusion
 - perilous
 - exposed
 - ensuing
- *Graded Lessons in English* (Lesson 29)
 - Using the following subjects and predicates as foundations, build six sentences having modified subjects and modified predicates, two of which shall contain adverbs modifying adjectives; two, adverbs modifying adverbs; and two, adverbs modifying verbs.

- | | |
|-----------------------------|-------------------------------|
| 1. — boat glides —. | 4. — elephant was captured —. |
| 2. — cloud is rising —. | 5. — streams flow —. |
| 3. — breezes are blowing —. | 6. — spring has opened —. |

- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: Put the following words in alphabetical order:
 - obstacle
 - disordered
 - memorable
 - dignity



- pioneer
- *Graded Lessons in English* (Lesson 29)
 - We here give you, in classes, the material out of which you are to build five sentences with modified subjects and modified predicates.
 - Select the subject and the predicate first.

<i>Nouns and Pronouns.</i>	<i>Verbs.</i>	<i>Adjectives.</i>	<i>Adverbs.</i>
branch	was running	large, that	lustily
coach	were played	both, the	downward
they	cried	all, an	very
we	is growing	several, a	rapidly
games	cheered	amusing	not, loudly, then

- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: Put the following words in alphabetical order:
 - ordained
 - roving
 - permanent
 - stockades
 - lurking
- *Graded Lessons in English* (Lesson 29)
 - (This is the same lesson as Day 3. Students should use different words to build the sentences.) Using the following subjects and predicates as foundations, build six sentences having modified subjects and modified predicates, two of which shall contain adverbs modifying adjectives; two, adverbs modifying adverbs; and two, adverbs modifying verbs.

- | | |
|-----------------------------|-------------------------------|
| 1. — boat glides —. | 4. — elephant was captured —. |
| 2. — cloud is rising —. | 5. — streams flow —. |
| 3. — breezes are blowing —. | 6. — spring has opened —. |

- Penmanship workbook: [The Catechism](#)

Week 27



Topic:

Narrative
Errors for Correction

Words to Remember:

- Cautions from Lesson 30
-

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 30)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:We celebrate The Annunciation each year on March 25. Read Luke 1:26-38.

- Bonus discussion: Why is this passage of Scripture called The Annunciation? (Looking at the Latin is helpful)
- Bonus discussion: Why do we celebrate The Annunciation on March 25?

You can read more about The Annunciation on p. 1287 of the Treasury of Daily Prayer.

Narrative

Read the account of the Annunciation in Luke 1:26-38. Retell the account as if you were an eyewitness, however, avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:



- Who did it
- What was done
- When it was done
- Where it was done
- How it was done
- Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: Put the following words in alphabetical order:
 - traversed
 - buffaloes
 - utmost
 - accompanied
 - quaint
- *Graded Lessons in English* (Lesson 30)
 - Read and discuss the Caution: When two or more adjectives are used with a noun, care must be taken in their arrangement. If there is any difference in their relative importance, place nearest the noun the one that is most intimately connected with it.
 - Note: We have in mind here those numerous cases where one adjective modifies the noun, and the second modifies the noun as limited by the first. *All ripe apples are picked.* Here *ripe* modifies *apples*, but *all* modifies *apples* limited by *ripe*. Not *all apples* are *picked*, but only *all* that are *ripe*.
 - Correct the following errors of position:
 - A wooden pretty bowl stood on the table.
 - The blue beautiful sky is cloudless.
 - A young industrious man was hired.
 - The new marble large house was sold.
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Put the following words in alphabetical order:
 - schemes
 - authority
 - stalwart
 - garrison
 - mirth
- *Graded Lessons in English* (Lesson 30)
 - Read and discuss the Caution: When the adjectives are of the *same* rank, place them where they will sound the best. This will usually be in the order of their length—the longest last.
 - Correct the following errors:
 - An entertaining and fluent speaker followed.
 - An enthusiastic, noisy, large crowd was addressed.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: Put the following words in alphabetical order:
 - conquered
 - republic
 - dispersed
 - accordingly
 - disabled
- *Graded Lessons in English* (Lesson 30)
 - Read and discuss the Caution: Do not use the pronoun *them* for the adjective *those*.
 - Correct the following errors:



- Them books are nicely bound.
- Them two sentences should be corrected.
- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: Put the following words in alphabetical order:
 - ebb
 - prolonged
 - destruction
 - dissolve
 - judgment
- *Graded Lessons in English* (Lesson 30)
 - Correct the errors:
 - arouse, o romans
 - hear, o israel
 - it is i
 - i may be Mistaken
 - you Have frequently been warned
 - some Very savage beasts have been Tamed
- Penmanship workbook: [The Catechism](#)

Week 28



Topic:

Narrative

Phrases introduced by prepositions

Words to Remember:

- Phrase: a group of words denoting related ideas, but not expressing a thought
-

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 31)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1: During Holy Week, we ponder the Passion of Jesus. Read the Passion of Jesus according to St. Matthew (chapters 26-27). In this account, the words of Jesus give us much to ponder.

Narrative

Read the Passion of Jesus according to St. Matthew (chapters 26-27). Retell the account as if you were an eyewitness, however, avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:



- Review: Put the following words in alphabetical order:
 - reconnoitered
 - decisive
 - expedition
 - admirably
 - legislature
- *Graded Lessons in English* (Lesson 31)
 - Read and discuss the Oral Hints for Instruction
 - Let the teacher write on the board the following words, and require the pupils to add to each, one or more words to complete a phrase, and then to construct a sentence in which the phrase may be properly employed:
 - To, from, by, at, on, with, in, into, over.
 - Define:
 - Phrase
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Put the following words in alphabetical order:
 - gallant
 - lingering
 - influence
 - sullen
 - accustomed
- *Graded Lessons in English* (Lesson 31)
 - Analyze the following sentences:
 - 1. The gorilla lives in Africa.
 - 2. It seldom rains in Egypt.
 - 3. The Pilgrims landed at Plymouth.
 - 4. The wet grass sparkled in the light.
 - 5. The little brook ran swiftly under the bridge.
 - 6. Burgoyne surrendered at Saratoga.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: Put the following words in alphabetical order:
 - scrupulous
 - deference
 - follies
 - immortality
 - dismembered
- *Graded Lessons in English* (Lesson 31)
 - Analyze the following sentences:
 - 7. The steeples of the village pierced through the dense fog.
 - 8. The gloom of winter settled down on everything.
 - 9. A gentle breeze blows from the south.
 - 10. The temple of Solomon was destroyed.
 - 11. The top of the mountain is covered with snow.
 - 12. The second Continental Congress convened at Philadelphia.
- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: Put the following words in alphabetical order:
 - hues
 - vapors
 - summits
 - antiquity
 - latticed
- *Graded Lessons in English* (Lesson 31)
 - Diagram the sentences from Days 3 and 4



- Penmanship workbook: [The Catechism](#)

Week 29



Topic:

Narrative

Sentence-building

Words to Remember:

- Phrase: a group of words denoting related ideas, but not expressing a thought

-

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 32)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1: Christ is risen! He is risen indeed! Alleluia! After the solemnity of Lent and Holy Week, we rejoice exceedingly in the Resurrection of Our Lord. Read Matthew 28, Mark 16, Luke 24, and John 20.

Narrative

Read the accounts of the Resurrection. Retell the account of the Resurrection in interrogative mode.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: Put the following words in alphabetical order:
 - evanescent
 - partiality
 - grotesque
 - exhibited
 - mischief
- *Graded Lessons in English* (Lesson 32)
 - Build sentences, employing the following phrases as modifiers.
 - To Europe, of oak, from Albany, at the station, through the fields, for vacation, among the Indians, of the United States.

- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Put the following words in alphabetical order:
 - audacious
 - morosely
 - beseeching
 - desolate
 - devised



- *Graded Lessons in English* (Lesson 32)
 - Supply to the following predicates subjects modified by phrases.

- | | |
|---------------------------------------|--------------------------------|
| _____ is situated on the Thames. | _____ was received. |
| _____ has arrived. | _____ has just been completed. |
| _____ was destroyed by an earthquake. | _____ may be enjoyed. |

- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: Put the following words in alphabetical order:
 - discordant
 - deluge
 - drenched
 - vexation
 - omission
- *Graded Lessons in English* (Lesson 32)
 - Supply to the following subjects predicates modified by phrases.

- | | | |
|------------------|------------------|---------------------|
| Iron _____. | The Bible _____. | Paul _____. |
| The trees _____. | Sugar _____. | Strawberries _____. |
| Squirrels _____. | Cheese _____. | The mountain _____. |

- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: Put the following words in alphabetical order:
 - memorizing
 - traversing
 - distracting
 - curiosity
 - convulsion
- *Graded Lessons in English* (Lesson 32)
 - Write five sentences, each of which shall contain one or more phrases used as modifiers.
- Penmanship workbook: [The Catechism](#)

Week 30



Topic:

Narrative
Sentence-building

Words to Remember:

- Phrase: a group of words denoting related ideas, but not expressing a thought
-

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 33)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1: On April 21, the Church remembers Anselm of Caterbury. Anselm was a theologian, scholar, and writer. He is most famously known for his book *Why God Became Man*. You can read more about Anselm of Canterbury on p. 1290 of the *Treasury of Daily Prayer*. You can read *Why God Became Man* here:

<https://wittenbergacademy.box.com/s/9tsbbdswmp7gciyr0z6rxaav90z21ihv>

Narrative

Read the first few pages of *Why God Became Man*. Write a narrative using Interrogative mode.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it



- What was done
- When it was done
- Where it was done
- How it was done
- Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: Put the following words in alphabetical order:
 - cowardice
 - gales
 - indignation
 - leer
 - tallowy
- *Graded Lessons in English* (Lesson 33)
 - Re-write the following sentences, changing the italicized words into equivalent phrases. Note the model in the text.
 - 1. The book was *carefully* read.
 - 2. The old soldiers fought *courageously*.
 - 3. A group of children were strolling *homeward*.
 - 4. No season of life should be spent *idly*.
 - 5. The *English* ambassador has just arrived.
 - 6. That *generous* act was liberally rewarded.
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Put the following words in alphabetical order:
 - effectual
 - gallows
 - apoplexy
 - booty
 - detestable
- *Graded Lessons in English* (Lesson 33)
 - Change the following adjectives and adverbs into equivalent phrases, and employ the phrases in sentences of your own building.
 - Wooden, penniless, eastward, somewhere, here, evening, everywhere, yonder, joyfully, wintry.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: Put the following words in alphabetical order:
 - obstinate
 - formidable
 - squalling
 - miscreant
 - wrest
- *Graded Lessons in English* (Lesson 33)
 - Make a sentence out of the words in each line below.
 - Boat, waves, glides, the, the, over.
 - He, Sunday, church, goes, the, on, to.
 - Year, night, is dying, the, the, in.
 - Qualities, Charlemagne, vices, were alloyed, the, great, of, with.
 - Indians, America, intemperance, are thinned, the, out, of, by.
- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: Put the following words in alphabetical order:
 - magistrate



- condescending
- prodigiously
- plundered
- brooded
- *Graded Lessons in English* (Lesson 33)
 - Diagram the following sentences:
 - 1. The book was *carefully* read.
 - 2. The old soldiers fought *courageously*.
 - 3. A group of children were strolling *homeward*.
 - 4. No season of life should be spent *idly*.
 - 5. The *English* ambassador has just arrived.
 - 6. That *generous* act was liberally rewarded.
- Penmanship workbook: [The Catechism](#)

Week 31



Topic:

Narrative
Prepositions

Words to Remember:

- Preposition: a word that introduces a phrase modifier, and shows the relation, in sense, of its principal word to the word modified
-

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 34)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1: On April 25, the Church remembers St. Mark. St. Mark was an evangelist and he wrote the second Gospel. Tradition holds that the young man mentioned in Mark 14:51-52 is St. Mark. You can read more about St. Mark on page 1291 of the Treasury of Daily Prayer.

Narrative

Read Mark chapter 1. In Mark 1, Mark tells about many things Jesus did. Choose one or several stories from Mark and retell it or them in your own words, however, avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: Put the following words in alphabetical order:
 - dexterity
 - quays
 - figureheads
 - fore



- latitude
- *Graded Lessons in English* (Lesson 34)
 - Read and discuss the Hints for Oral Instruction.
 - Define: Preposition
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Put the following words in alphabetical order:
 - longitude
 - garrison
 - stern
 - mutiny
 - intolerable
- *Graded Lessons in English* (Lesson 34)
 - Analyze (or parse) the following:
 1. The golden lines of sunset glow.
 2. A smiling landscape lay before us.
 3. Columbus was born at Genoa.
 4. The forces of Hannibal were routed by Scipio.
 5. The capital of New York is on the Hudson.
 6. The ships sail over the boisterous sea.
 7. All names of the Deity should begin with capital letters.
 8. Air is composed chiefly of two invisible gases.
 9. The greater portion of South America lies between the tropics.
 10. The laurels of the warrior must at all times be dyed in blood.
 11. The first word of every entire sentence should begin with a capital letter.
 12. The subject of a sentence is generally placed before the predicate.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: Put the following words in alphabetical order:
 - presumptuous
 - wherein
 - rendered
 - hearken
 - apprehend
- *Graded Lessons in English* (Lesson 34)
 - Diagram #1-6

- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: Put the following words in alphabetical order:
 - repast
 - dervish
 - devout
 - desist
 - obstinately
- *Graded Lessons in English* (Lesson 34)
 - Diagram #7-12
- Penmanship workbook: [The Catechism](#)

Week 32



Topic:

Narrative

Compound Subject and Compound Predicate

Words to Remember:

- Compound subject: When two or more subjects united by a connecting word have the same predicate
- Compound predicate: When two or more subjects united by a connecting word have the same predicate



Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 35)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1: May 1 is the feast of St. Philip and St. James. They were apostles. Scripture mentions these apostles in Matthew 10:3, Mark 3:18, Luke 6:14, and Acts 1:13. You can read more about St. Philip and St. James on p. 1292 of the Treasury of Daily Prayer.

Narrative

Read John 1:43-51. Retell the account of Jesus calling Philip and Nathanael in your own words using the following steps, however, avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review: Put the following words in alphabetical order:
 - notwithstanding
 - lamentations
 - remonstrances
 - surmounted
 - contrivance
- *Graded Lessons in English* (Lesson 35)
 - Read and discuss the introductory remarks and Explanation of the Diagram.
 - Define:
 - Compound subject
 - Compound predicate
- Penmanship workbook: [*The Catechism*](#)

Day 3:

- Review: Put the following words in alphabetical order:
 - monarch
 - amiable
 - sentiments
 - feigned
 - reproached
- *Graded Lessons in English* (Lesson 35)
 - Analyze (or parse) the following:
 - 1. The Rhine and the Rhone rise in Switzerland.
 - 2. Time and tide wait for no man.
 - 3. Washington and Lafayette fought for American Independence.
 - 4. Wild birds shrieked, and fluttered on the ground.
 - 5. The mob raged and roared.
 - 6. The seasons came and went.



- 7. Pride, poverty, and fashion cannot live in the same house.
 - 8. The tables of stone were cast to the ground and broken.
 - 9. Silver or gold will be received in payment.
 - 10. Days, months, years, and ages will circle away.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: Put the following words in alphabetical order:
 - disheveled
 - partaking
 - anguish
 - laden
 - acclamation
- *Graded Lessons in English* (Lesson 35)
 - Diagram #1-5

- Penmanship workbook: [The Catechism](#)

Day 5:

- Review: Put the following words in alphabetical order:
 - carcass
 - subsist
 - petition
 - circumstance
 - astonishment
- *Graded Lessons in English* (Lesson 35)
 - Diagram #6-10
- Penmanship workbook: [The Catechism](#)

Week 33



Topic:

Narrative

Conjunctions and Interjections

Words to Remember:

- Conjunction: a word used to connect words, phrases, or clauses
- Interjection: a word used to express strong or sudden feeling

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 36)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1: On May 2, the Church remembers St. Athanasius. St. Athanasius was an opponent of Arius, a pastor who taught that Jesus was not truly God. Read more about St. Athanasius on p. 1293 of the Treasury of Daily Prayer and p. 319 of Lutheran Service Book. The Gospel reading appointed for the commemoration of St. Athanasius is Matthew 10:23-28.

Narrative

The Gospel for the commemoration of St. Athanasius comes from Matthew 10. Read Matthew 10 and write a Narrative in Vicarious Mode.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done



- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review:
 - What is a phrase? A phrase modifying a subject is equivalent to what? Illustrate.
- *Graded Lessons in English* (Lesson 36)
 - Read and discuss the introductory remarks and Explanation of the Diagram.
 - Note the models
 - Define:
 - Conjunction
 - Interjection

- Penmanship workbook: [The Catechism](#)

Day 3:

- Review:
 - A phrase modifying a predicate is equivalent to what? Illustrate.
- *Graded Lessons in English* (Lesson 36)
 - Analyze (and/or parse) the following:
 - 1. The small but courageous band was finally overpowered.
 - 2. Lightning and electricity were identified by Franklin.
 - 3. A complete success or an entire failure was anticipated.
 - 4. Good men and bad men are found in all communities.
 - 5. Vapors rise from the ocean and fall upon the land.
 - 6. The Revolutionary war began at Lexington and ended at Yorktown.
 - 7. Alas! all hope has fled.
 - 8. Ah! I am surprised at the news.
 - 9. Oh! we shall certainly drown.
 - 10. Pshaw! you are dreaming.
 - 11. Hurrah! the field is won.

- Penmanship workbook: [The Catechism](#)

Day 4:

- Review:
 - What are prepositions? What do you understand by a compound subject? Illustrate.
- *Graded Lessons in English* (Lesson 36)
 - Diagram #1-5

- Penmanship workbook: [The Catechism](#)

Day 5:

- Review:
 - What do you understand by a compound predicate? Illustrate.
- *Graded Lessons in English* (Lesson 36)
 - Diagram #6-11
- Penmanship workbook: [The Catechism](#)

Week 34



Topic:

Narrative

Punctuation and Capital letters

Words to Remember:

- Comma Rule: Phrases that are placed out of their natural order [Footnote: A phrase in its natural order follows the word it modifies.] and made emphatic, or that are loosely connected with the rest of the sentence, should be set off by the comma



- Comma Rule: Words or phrases connected by conjunctions are separated from each other by the comma unless all the conjunctions are expressed
- Period and Capital Letter Rule: *Abbreviations* generally begin with capital letters and are always followed by the period
- Exclamation Point Rule: All *exclamatory expressions* must be followed by the exclamation point

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 37)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1: The Ascension of Our Lord is recorded in Luke 24:50-53 and Acts 1:6-11. Read more about the Ascension of Our Lord in the Treasury of Daily Prayer.

Narrative

Read the Ascension accounts in Luke and Acts. Write a Narrative in Omniscient Mode. Avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review:
 - What is a phrase? A phrase modifying a subject is equivalent to what? Illustrate.
- *Graded Lessons in English* (Lesson 37)
 - Read and discuss the first Comma Rule in Lesson 37.
 - Punctuate the following sentences (note the model):
 - Upon the platform 'twixt eleven and twelve I'll visit you.
 - To me this place is endeared by many associations.
 - Your answers with few exceptions have been correctly given.
 - In English much depends on the placing of phrases.
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review:
 - A phrase modifying a predicate is equivalent to what? Illustrate.
- *Graded Lessons in English* (Lesson 37)
 - Read and discuss the second Comma Rule in Lesson 37.
 - Punctuate the following sentences (note the model):
 - He traveled in *England, in Scotland, and in Ireland*.
 - A brave prudent and honorable man was chosen.
 - Augustus Tiberius Nero and Vespasian were Roman emperors.
 - Through rainy weather across a wild country over muddy roads after a long ride we came to the end of our journey.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review:



- What are prepositions? What do you understand by a compound subject? Illustrate.
- *Graded Lessons in English* (Lesson 37)
 - Read and discuss the Period and Capital Letter Rule.
 - Correct the following errors (note the model):
 - gen, a m, mrs, no, u s a, n e, eng, p o, rev, prof, dr, gram, capt, coi, co, va, conn
- Penmanship workbook: [The Catechism](#)

Day 5:

- Review:
 - What do you understand by a compound predicate? Illustrate.
- *Graded Lessons in English* (Lesson 37)
 - Read and discuss the Exclamation Point Rule.
 - Punctuate the following (note the model):
 - Pshaw, whew, alas, ho Tom, halloo Sir, good-bye, welcome
- Penmanship workbook: [The Catechism](#)

Week 35



Topic:

Narrative

Sentence-building

Words to Remember:

- Comma Rule: Phrases that are placed out of their natural order [Footnote: A phrase in its natural order follows the word it modifies.] and made emphatic, or that are loosely connected with the rest of the sentence, should be set off by the comma
- Comma Rule: Words or phrases connected by conjunctions are separated from each other by the comma unless all the conjunctions are expressed
- Period and Capital Letter Rule: *Abbreviations* generally begin with capital letters and are always followed by the period
- Exclamation Point Rule: All *exclamatory expressions* must be followed by the exclamation point

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 38)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1: Bede the Venerable (AD 673–735) was a prolific writer and teacher of history. It is said that Bede died saying the Gloria Patri. You can read more about Bede in The Treasury of Daily Prayer.

Narrative

The text of Lutheran Service Book #493 was written by Bede. Read Acts 1:6–11 and use the account to write a narrative in Omniscient Mode. Avoid using I, me, my, or mine.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
 - Vicarious: relate the facts as second-hand information
 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:



- Review:
 - What is a phrase? A phrase modifying a subject is equivalent to what? Illustrate.
- *Graded Lessons in English* (Lesson 38)
 - Write *predicates* for the following *compound subjects*:
 - Snow and hail; leaves and branches; a soldier or a sailor; London and Paris.
 - Write *compound predicates* for the following *subjects*:
 - The sun; water; fish; steamboats; soap; farmers; fences; clothes.
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review:
 - A phrase modifying a predicate is equivalent to what? Illustrate.
- *Graded Lessons in English* (Lesson 38)
 - Write *subjects* for the following *compound predicates*:
 - Live, feel, and grow; judges and rewards; owes and pays; inhale and exhale; expand and contract; flutters and alights; fly, buzz, and sting; restrain or punish.
 - Write *compound subjects* before the following *predicates*:
 - May be seen; roar; will be appointed; have flown; has been recommended
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review:
 - What are prepositions? What do you understand by a compound subject? Illustrate.
- *Graded Lessons in English* (Lesson 38)
 - Write *compound predicates* after the following *compound subjects*:
 - Boys, frogs, and horses; wood, coal, and peat; Maine and New Hampshire; Concord, Lexington, and Bunker Hill; pins, tacks, and needles.
 - Write *compound subjects* before the following *compound predicates*.
 - Throb and ache; were tried, condemned, and hanged; eat, sleep, and dress.
- Penmanship workbook: [The Catechism](#)

Day 5:

- Review:
 - What do you understand by a compound predicate? Illustrate.
- *Graded Lessons in English* (Lesson 38)
 - Choose your own material and write five sentences, each having a *compound subject* and a *compound predicate*.
- Penmanship workbook: [The Catechism](#)

Week 36



Topic:

Narrative
Complements

Words to Remember:

- Object complement: completes the predicate, and names that which receives the act
- Attribute complement: completes the predicate and belongs to the subject
- Modified complement: The complement with all its modifiers

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 39)

Materials:

- Notebook

Suggested Daily Schedule:



Day 1: Pentecost is sometimes referred to as the birthday of the Church. It occurs on the seventh Sunday after Easter, roughly fifty days after Easter. Read the account of Pentecost in Acts 2. You can read more about Pentecost in The Treasury of Daily Prayer.

Narrative

Read the account of Pentecost in Acts. Write a narrative using Interrogative mode.

- Take a factual or fictional story from the poets or historians and retell it, attempting to be clear as to the facts:
 - Who did it
 - What was done
 - When it was done
 - Where it was done
 - How it was done
 - Why it was done
- Narratives may utilize a variety of modes:
 - Omniscient/eye-witness: directly relate the facts as if you were there
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 - Interrogative: Retell the story as a supposition. Each sentence should be a question.
 - Enumerative: Choose a side and tell the story from that perspective. Credit or discredit the acts or actors.
 - Comparative: Retell the story suggesting the possibility of a better outcome. Put forth what changed circumstances or altered choices might have led to this better outcome.

Day 2:

- Review:
 - What is a phrase? A phrase modifying a subject is equivalent to what? Illustrate.
- *Graded Lessons in English* (Lesson 39)
 - Read and discuss the Hints for Oral Instruction.
- Define:
 - Object complement
 - Attribute complement
 - Modified complement
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review:
 - A phrase modifying a predicate is equivalent to what? Illustrate.
- *Graded Lessons in English* (Lesson 39)
 - Analyze and/or parse the following (note the models):
 - 1. Caesar crossed the Rubicon.
 - 2. Morse invented the telegraph.
 - 3. Ericsson built the Monitor.
 - 4. Hume wrote a history.
 - 5. Morn purples the east.
 - 6. Antony beheaded Cicero.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review:
 - What are prepositions? What do you understand by a compound subject? Illustrate.
- *Graded Lessons in English* (Lesson 39)
 - Analyze and/or parse the following (note the models):
 - 7. Pure water is tasteless.
 - 8. The hare is timid.
 - 9. Fawns are graceful.
 - 10. This peach is delicious.
 - 11. He was extremely prodigal.
 - 12. The valley of the Mississippi is very fertile.
- Penmanship workbook: [The Catechism](#)

Day 5:

- Review:



- What do you understand by a compound predicate? Illustrate.
- *Graded Lessons in English* (Lesson 39)
 - Diagram #1-12
- Penmanship workbook: [The Catechism](#)

