

3rd Grade Language

Wittenberg Academy utilizes the Progymnasmata to teach students the art of writing and speaking well. In 3rd Grade Language, in addition to continuing their study of Latin, students build on previously learned skills by practicing the art of Chreia/Anecdote.

In short, Chreia/Anecdote is a retelling of what someone said or did. A student practicing Chreia/Anecdote will do so with the following steps:

Amplify a brief account of what someone has said or done, using these steps:

- Praise the sayer or doer, or praise the chreia itself
- Give a paraphrase of the theme
- Say why this was said or done
- Introduce a contrast
- Introduce a comparison
- Give an example of the meaning
- Support the saying/action with testimony of others
- Conclude with a brief epilog or conclusion

Brief explanation of entire Progymnasmata: [Progym-all](#)

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, 3rd 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: [Catechism Copybook](#)



Week 1



Topic:

Chreia/Anecdote
Parts of Speech Review

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lessons 39-41)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

The Feast of the Martyrdom of St. John the Baptist is celebrated August 29 each year. Read the account of John’s beheading in Matthew 14 or Mark 6.

Chreia/Anecdote

Herod did not like what John the Baptist said regarding Herod’s marriage to his brother’s wife. His brother’s wife liked it even less. What did John say that got him in trouble with Herod?
Use what John said to write a Chreia.



- Summarize the situation.
- Write at least a paragraph: Why this was a good thing to say?
- Write at least a paragraph: What are some good things about what John said (even if it was a difficult situation in which to be)?
- Write at least a paragraph: Why was this said?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing statement?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar saying from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the saying. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the statement with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Review: Parts of Speech
 - What is a noun? (the name of anything)
 - What is a pronoun? (a word used for a noun)
 - What is an adjective? (a word used to modify a noun or pronoun)
 - What is a modifier? (a word or group of words joined to some part of the sentence to qualify or limit the meaning)
 - What is a verb? (A word that asserts action, being, or state of being)
- In your literature book, find examples of nouns, pronouns, adjectives, and verbs. Have students find these and give them as examples in the discussion. For each word, the student needs to explain why it is as he says. (Ex. "This is a noun because it names _____. "This is a verb because it tells what _____ is doing.")

Day 3:

- Review:
 - Graded Lessons in English (Lesson 39)
 - What is an Object Complement?
 - What is an Attribute Complement?
- Discuss:
 - Diagramming complements
- Oral analysis: Lesson 39 #1-6
- Written work:
 - Diagram #7-12 from Oral Analysis

Day 4:

- Discuss:
 - Cautions in Lesson 40
 - Have students note these cautions in their notebooks
 - If a newspaper or other daily periodical is available in hard copy or electronic format, look for adverbs used correctly or incorrectly.
- Written work:
 - Review Questions

Day 5:

- Discuss:
 - Cautions in Lesson 41
 - Have students note these cautions in their notebooks
- Written work:
 - Have students look at their chreia/anecdote for the week.
 - Are all modifiers used correctly?
 - If not, what does the sentence say and what is the sentence supposed to say?

Week 2

Topic:



Fable

Object and attribute complements

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 42)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

- Holy Cross Day is one of the oldest celebrations of the Church. As Lutherans, we believe that all of Scripture points to the cross of Christ. Read more about Holy Cross Day in the Treasury of Daily Prayer.
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- Fable
- Write a fable about a carpenter or an animal that is a carpenter (a beaver, for example).
 - Choose your characters.
 - Write out your plot.
 - Introduce the characters and the problem.
 - Describe an event involving the problem.
 - Extend the plot to lead to the moral.
 - Resolve the problem.
 - Conclude with your moral.

Day 2:

- Review: Cautions from Lesson 40 and 41
- Lesson 42 (1-15, discussion below the exercises will occur Day 3)
 - Note the parts of speech and reasons for your answers
 - Note and discuss #2, "Man is an animal." This is not a biblical view of man. Read Genesis 1 and discuss the differences between how animals were created and how man was created. Aside from all the other evidence of differences, this is the place to start. God says that man was created in His image and man also received God's breath.

Day 3:

- Discuss:
 - Look back on Lesson 42
 - What is troubling about #2? (Man is NOT an animal)
 - What is an attribute complement?
 - Note the definition in notebook
 - Diagram Lesson 42 #1-7

Day 4:

- Discuss:
 - Review object and attribute complement
- Written work:
 - Diagram Lesson 42 #8-15

Day 5:

- Discuss:
 - Diagrams of Lesson 42
- Written work:
 - Have students look at their fable for the week.
 - Are all modifiers used correctly?
 - If not, what does the sentence say and what is the sentence supposed to say

Week 3

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

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 43)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

St. Cyprian was a pastor in Carthage, a city in North Africa. At the time in which Cyprian lived, Christians were persecuted by Roman Emperor Decius. Many were killed and many others lapsed in their faith to avoid death. Before he was martyred, St. Cyprian helped many Christians return to the Church during continued persecution under Emperor Valerian.

Narrative

Pontius the Deacon wrote the following about St. Cyprian's martyrdom: "And thus, therefore, the judge reads from his tablet the sentence which lately in the vision he had not read—a spiritual sentence, not rashly to be spoken—a sentence worthy of such a bishop and such a witness; a glorious sentence, wherein he was called a standard-bearer of the sect, and an enemy of the gods, and one who was to be an example to his people; and that with his blood discipline would begin to be established. Nothing could be more complete, nothing more true, than this sentence. For all the things which were said, although said by a heathen, are divine. Nor is it indeed to be wondered at, since priests are accustomed to prophesy of the passion. He had been a standard-bearer, who was accustomed to teach concerning the bearing of Christ's standard; he had been an enemy of the gods, who commanded the idols to be destroyed. Moreover, he gave example to his friends, since, when many were about to follow in a similar manner, he was the first in the province to consecrate the first-fruits of martyrdom. And by his blood discipline began to be established; but it was the discipline of martyrs, who, emulating their teacher, in the imitation of a glory like his own, themselves also gave a confirmation to discipline by the very blood of their own example.

And when he left the doors of the praetorium, a crowd of soldiery accompanied him; and that nothing might be wanting in his passion, centurions and tribunes guarded his side. Now the place itself where he was about to suffer is level, so that it affords a noble spectacle, with its trees thickly planted on all sides. But as, by the extent of the space beyond, the view was not attainable to the confused crowd, persons who favoured him had climbed up into the branches of the trees, that there might not even be wanting to him (what happened in the case of Zacchaeus), that he was gazed upon from the trees. And now, having with his own hands bound his eyes, he tried to hasten the slowness of the executioner, whose office was to wield the sword, and who with difficulty clasped the blade in his failing right hand with trembling fingers, until the mature hour of glorification strengthened the hand of the centurion with power granted from above to accomplish the death of the excellent man, and at length supplied him with the permitted strength. O blessed people of the Church, who as well in sight as in feeling, and, what is more, in outspoken words, suffered with such a bishop as theirs; and, as they had ever heard him in his own discourses, were crowned by God the Judge! For although that which the general wish desired could not occur, viz. that the entire congregation should suffer at once in the fellowship of a like glory, yet whoever under the eyes of Christ beholding, and in the hearing of the priest, eagerly desired to suffer, by the sufficient testimony of that desire did in some sort send a missive to God, as his ambassador.

His passion being thus accomplished, it resulted that Cyprian, who had been an example to all good men, was also the first who in Africa imbued his priestly crown with blood of martyrdom, because he was the first who began to be such after the apostles. For from the time at which the episcopal order is enumerated at Carthage, not one is ever recorded, even of good men and priests, to have come to suffering. Although devotion surrendered to God is always in consecrated men reckoned instead of martyrdom; yet Cyprian attained even to the perfect crown by the consummation of the Lord; so that in that very city in which he had in such wise lived, and in which he had been the first to do many noble deeds, he also was the first to decorate the insignia of his heavenly priesthood with glorious gore. What shall I do now? Between joy at his passion, and grief at still remaining, my mind is divided in different directions, and twofold affections are burdening a heart too limited for them. Shall I grieve that I was not his associate? But yet I must triumph in his victory. Shall I triumph at his victory? Still I grieve that I am not his companion. Yet still to you I must in simplicity confess, what you also are aware of, that it was my intention to be his companion. Much and excessively I exult at his glory; but still more do I grieve that I remained behind.

To read more: <http://www.newadvent.org/fathers/0505.htm>

Directions for Composition



After reading this piece, retell the story of St. Cyprian’s passion in St. Cyprian’s 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 2:

- Using the following predicates, build sentences having subjects, predicates, and object complements with or without modifiers.
— climb — ; — hunt — ; — command — ; — attacked — ; — pursued — ; — shall receive — ; — have seen — ; — love — .

Day 3:

- Change the following expressions into sentences by *asserting* the qualities here *assumed*. Use these verbs for predicates :
Is, were, appears, may be, became, was, have been, should have been, is becoming, are.
Model.—*Heavy* gold. Gold *is heavy*.
Green fields ; sweet oranges ; interesting story ; brilliant sunrise ; severe punishment ; playful kittens ; warm weather ; pitiful sight ; sour grapes ; amusing anecdote.

Day 4:

- Prefix, to the following nouns, several adjectives expressing *assumed* qualities, and then make complete sentences by *asserting* the same qualities.
Model.—

white	} chalk.	Chalk <i>is white</i> .
brittle		Chalk <i>is brittle</i> .
soft		Chalk <i>is soft</i> .

Gold, pears, pens, lead, water, moon, vase, rock, lakes, summer, ocean, valley.

Day 5:

- Explore:
 - Take a walk, weather permitting, and note various items and descriptions of those items.
- Write:
 - Using your list, write two sentences with object complements and two with attribute complements.

Week 4

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Topic:

Chreia/Anecdote

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

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 43)

Materials:

- Notebook

Suggested Daily Schedule:



Day 1:

St. Matthew is remembered each year on September 21. Matthew was a tax collector and as such was an outcast among the Jews. Yet, Jesus chose Matthew as one of the twelve apostles. Matthew also wrote the first gospel. You can read more about St. Matthew on p. 743 of the Treasury of Daily Prayer.

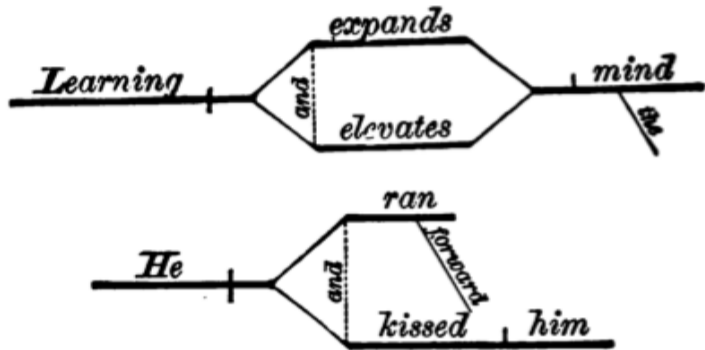
Chreia/Anecdote

Jesus says in Matthew 9:12, "Those who are well have no need of a physician, but those who are sick."
Use this statement to write a Chreia.

- Praise the sayer or doer, or praise the chreia itself
- Give a paraphrase of the theme
- Say why this was said or done
- Introduce a contrast
- Introduce a comparison
- Give an example of the meaning
- Support the saying/action with testimony of others
- Conclude with a brief epilog or conclusion

Day 2:

- Discuss the model diagrams. Be certain the student understands the function of each part of the diagram.



Explanation of the Diagram.—In the first diagram, the two lines standing for the two parts of the predicate are brought together, and are followed by the complement line. This shows that the two verbs are completed by the *same object*.

In the second diagram, one of the predicate lines is followed by a complement line ; but the two predicate lines are not united, for the two verbs have not a common object.

Day 3:

- Lesson 44:
 - Diagram #1-5
 - Students should initially verbalize the analysis (division into parts) of the sentence as they diagram.

Day 4:

- Lesson 44:
 - Diagram #6-10

Day 5:

- Lesson 44:
 - Diagram #11-15
- The teacher should choose random words from the completed diagrams. Students should be able to tell the teacher which part of speech the word is and the function of that part of speech within a sentence.

Week 5



Topic:

Chreia/Anecdote
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

Textbook Reference:



- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 45)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

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.

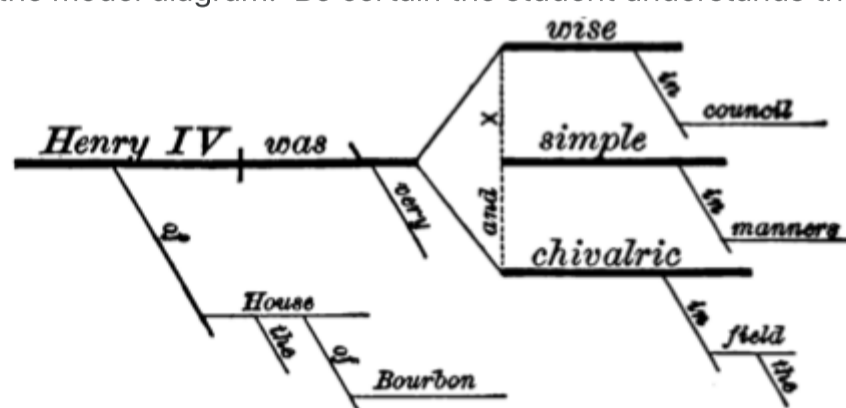
Chreia/Anecdote

We read in Revelation 12 about St. Michael defeating the dragon. Reading the notes in The Lutheran Study Bible may be of benefit in gaining the background information needed for profitable writing.

- Summarize the situation. What happened?
- Write at least a paragraph: Why this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation (even if it was a difficult situation in which to be)?
 - The good things can be from the perspective of another person if you want to make things more interesting
 - The student may want to look at the way this situation fulfills prophesy or sets things up for prophesy to be fulfilled
- Write at least a paragraph: Why was this done?
 - The student's look at fulfillment of prophesy could be helpful here
- Write at least a paragraph: Introduce a contrast
- What might be an opposing statement?
- Write at least a paragraph: Introduce a comparison
- What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture. (Think back to Genesis 3)
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Discuss the model diagram. Be certain the student understands the function of each part of the diagram.



Explanation of the Diagram.—In this diagram, the complement line separates into three parts, to each of which is joined a phrase diagram.

- The line standing for the word-modifier, is joined to that part of the complement line which represents the *entire* attribute complement.

Day 3:

- Lesson 45:
 - Diagram #1-5
 - Students should initially verbalize the analysis (division into parts) of the sentence as they diagram.

Day 4:

- Lesson 45:
 - Diagram #6-10

Day 5:



- Lesson 45:
 - Diagram #11-15
- The teacher should choose random words from the completed diagrams. Students should be able to tell the teacher which part of speech the word is and the function of that part of speech within a sentence.

Week 6



Topic:

Chreia/Anecdote
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

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 46)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

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

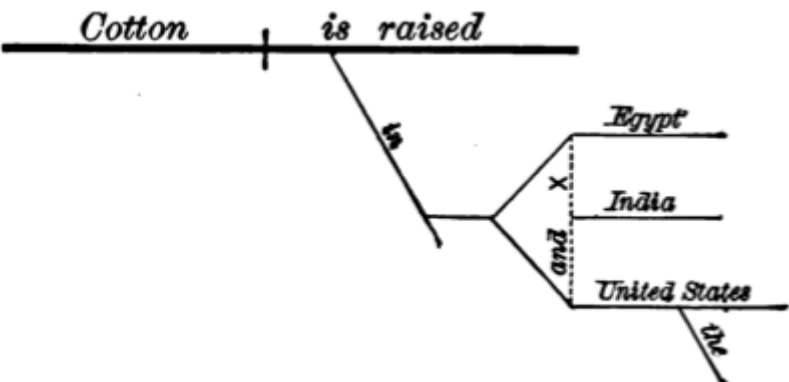
Chreia/Anecdote

After reading about Philip in the Treasury of Daily Prayer, make a list of things for which Philip is credited in the accounts you read (distribution of food, proclaiming the Gospel, led Simon the Sorcerer to become a believer, etc.) Choose one of the situations about which you read. Use that situation to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation (even if it was a difficult situation in which to be)?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
- What might be an opposing statement?
- Write at least a paragraph: Introduce a comparison
- What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Discuss the model diagram. Be certain the student understands the function of each part of the diagram.



- **Explanation of the Diagram.**—In this diagram, the line representing the principal part of the phrase separates into three lines. This shows that the principal part of the phrase is compound. *Egypt, India, and United States* are all introduced by the same preposition *in*, and have the same relation to *is raised*.

Day 3:

- Lesson 46:
 - Diagram #1-5
 - Students should initially verbalize the analysis (division into parts) of the sentence as they diagram.

Day 4:

- Lesson 46:
 - Diagram #6-10

Day 5:

- Lesson 46:
 - Diagram #11-14
- The teacher should choose random words from the completed diagrams. Students should be able to tell the teacher which part of speech the word is and the function of that part of speech within a sentence.

Week 7



Topic:

Chreia/Anecdote
Complements
Participles

Words to Remember:

- Complement: (ORIGIN late Middle English (in the sense 'completion'): from Latin complementum, from complere 'fill up')
- Object complement: completes the predicate and names that which receives the act
- Attribute complement: completes the predicate and belongs to the subject
- Caution from Lesson 40: Place adverbs where there can be no doubt as to the words they modify.
- Participle: form of the verb which assumes the act, being, or state (ORIGIN late Middle English: from Old French, by-form of participe, from Latin participium '(verbal form) sharing (the functions of a noun),' from participare 'share in.')

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 47-48)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On October 18, the Church remembers St. Luke, Evangelist. You can read more about St. Luke on p. 826 of the Treasury of Daily Prayer.

Chreia/Anecdote

Read Luke 10:29-37. Use that parable to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation (even if it was a difficult situation in which to be)?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing statement or situation?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.



- There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Lesson 47

Supply *attribute complements* to the following expressions.
(See Caution, Lesson 40.)

- The marble feels —. Mary looks —. The weather continues —. The apple tastes —. That lady appears —. The sky grows —. The leaves of roses are —. The undertaking was pronounced —.

Day 3:

- Lesson 47:

- Write a subject and a predicate to each of the following nouns, taken as *attribute complements*.

Model.—Soldier. That old man has been a *soldier*.

- Plant, insect, mineral, vegetable, liquid, gas, solid, historian, poet, artist, traveller, emperor.

Using the following nouns as subjects, build sentences

- each having a simple predicate and two or more *object complements*.

- Congress, storm, education, king, tiger, hunter, Arnold, shoemakers, lawyers, merchant.

Build three sentences on each of the following subjects,

- two of which shall contain *object complements*, and the third, an *attribute complement*.

Model.—Sun.—The *sun* gives *light*.

The *sun* warms the *earth*.

- The *sun* is a luminous *body*.

Moon, oak, fire, whiskey.

Day 4:

- Lesson 48:

- Discuss (use examples from p. 63-64):
 - Action asserted
 - Action assumed

Day 5:

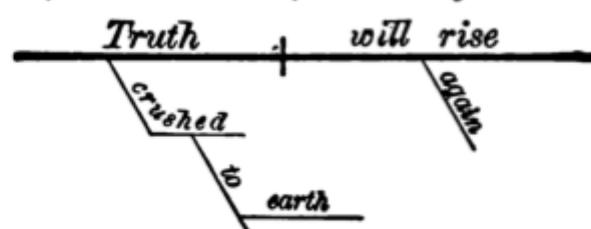
- Lesson 48:

- Discuss: Diagramming participles (p. 64)

Participles may be completed by *objects* and *attributes*.

Analysis and Parsing.

Model.—Truth, crushed to earth, will rise again.



Explanation of the Diagram.—In this diagram, the line standing for the principal word of the participial phrase is broken; one part slants, and the other is horizontal. This shows that the participle *crushed* is used like an adjective to modify *Truth*, and yet retains the nature of a verb, expressing an action received by truth.

Chreia/Anecdote

Participles

Infinitives

Words to Remember:

- Complement: (ORIGIN late Middle English (in the sense 'completion'): from Latin complementum, from complere 'fill up')
- Object complement: completes the predicate and names that which receives the act
- Attribute complement: completes the predicate and belongs to the subject
- Caution from Lesson 40: Place adverbs where there can be no doubt as to the words they modify.
- Participle: form of the verb which assumes the act, being, or state (ORIGIN late Middle English: from Old French, by-form of participe, from Latin participium '(verbal form) sharing (the functions of a noun),' from participare 'share in.')
- Infinitive: form of the verb that expresses the action, being, or state, in a general way, without limiting it directly to a subject (ORIGIN late Middle English (as an adjective): from Latin infinitivus, from infinitus)
- Infinitive phrase: the infinitive and the preposition *to*

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 48-49)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

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.

Chreia/Anecdote

In John 14, Jude asks Jesus, "Lord, how is it that you will manifest yourself to us, and not to the world?" Read the context of his question in John 14 and then do the following:

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to ask?
- Write at least a paragraph: What are some good things about this situation (even if it was a difficult situation in which to be)?
 - The good things can be from the perspective of another person if you want to make things more interesting
 - The student may want to look at the way this situation fulfills prophesy or sets things up for prophesy to be fulfilled
- Write at least a paragraph: Why was this done?
 - The student's look at fulfillment of prophesy could be helpful here
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing statement?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Lesson 48:
 - Analyze and diagram:
 - 1. The mirth of Addison is genial, imparting a mild glow of thought.**
 - 2. The general, riding to the front, led the attack.**
 - 3. The balloon, shooting swiftly into the clouds, was soon lost to sight.**
 - 4. Wealth acquired dishonestly will prove a curse.**
 - 5. The sun, rising, dispelled the mists.**
 - 6. The thief, being detected, surrendered to the officer.**

Day 3:



- Lesson 48:

7. They boarded the vessel lying in the harbor.
8. The territory claimed by the Dutch was called New Netherlands.
9. Washington, having crossed the Delaware, attacked the Hessians stationed at Trenton.
10. Burgoyne, having been surrounded at Saratoga, surrendered to Gen. Gates.
11. Pocahontas was married to a young Englishman named John Rolfe.
12. A shrug of the shoulders, translated into words, loses much force.
13. The armies of England, mustered for the battles of Europe, do not awaken sincere admiration.

Day 4:

Lesson 49

- Discuss (from p. 65):
- Infinitives
- Infinitive phrase
- Work through the examples (p. 65-66)
- Bonus discussion"
 - The text uses the phrase "performs the office of...."
 - The origin of the word office is thus: ORIGIN Middle English: via Old French from Latin officium 'performance of a task' (in medieval Latin also 'office, divine service'), based on opus 'work' + facere 'do.'
 - In Divine Service: Setting Three in the *Lutheran Service Book*, the pastor may say as part of the absolution, "Upon this your confession, I, by virtue of my office, as a called and ordained servant of the Word, announce the grace of God unto all of you, and in the stead and by the command of my Lord Jesus Christ I forgive you all your sins in the name of the Father and of the Son and of the Holy Spirit."
 - How does understanding the office of pastor help us understand the office of infinitives or vice versa?

Day 5:

- Discuss the model diagram. Be certain the student understands the function of each part of the diagram.

Infinitives may be completed by objects and attributes.

Analysis and Parsing.

Model.—*David hasted to meet Goliath.*

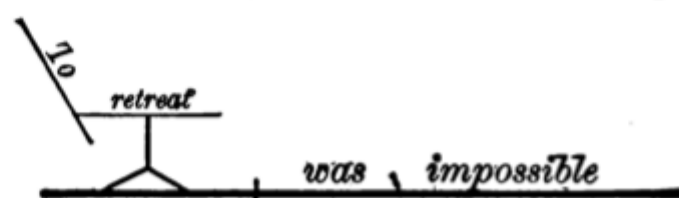


Analysis of the Infinitive Phrase.—*To* introduces the phrase; *meet*, completed by the object *Goliath*, is the principal part.

Parsing of the Phrase.—*To* is a preposition, because — ; *meet* is a verb, because — ; *Goliath* is a noun, because —.

- Analyze and Diagram the following:

1. I come not here to talk.
 2. I rejoice to hear it.
 3. A desire to excel leads to eminence.
 4. Dr. Franklin was sent to France to solicit aid for the Colonies.
 5. To retreat was impossible.
- (*To* is here used merely to introduce the infinitive phrase.)



Explanation of the Diagram.—As this phrase subject cannot, in its

proper form, be written on the subject line, it is placed above, and, by means of a support, the phrase diagram is made to rest on the subject line. The *phrase complement* may be diagramed in a similar way, and made to rest on the complement line.

- 6. The hands refuse to labor.
- 7. To live is not all of life.
- 8. The Puritans desired to obtain religious freedom.
- 9. The Romans, having conquered the world, were unable to conquer themselves.
- 10. Narvaez sailed from Cuba to conquer Florida.
- 11. Some savages of America and Africa love to wear rings in the nose.
- 12. Andrew Jackson, elected to succeed J. Q. Adams, was inaugurated in 1829.



Week 9



Topic:

Chreia/Anecdote
Participles

Words to Remember:

- Caution 1 from Lesson 41: Phrase modifiers should be placed as near as may be to the words they modify

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 50)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

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.

Chreia/Anecdote

Luther said of Romans, "In this epistle we thus find most abundantly the things that a Christian ought to know, namely, what is law, gospel, sin, punishment, grace, faith, righteousness, Christ, God, good works, love, hope, and the cross; and also how we are to conduct ourselves toward everyone, be he righteous or sinner, strong or weak, friend or foe—and even toward our own selves." (AE 35:365)

- Summarize the situation.
 - What does Romans say of the items on the list Luther gave?
 - Give a few examples: Romans 1:17; Romans 5:1-5; etc.
- Write at least a paragraph: Why was this was a good thing to say?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing statement?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:



- Lesson 50:
 - Review:
 - Caution 1 from Lesson 41: Phrase modifiers should be placed as near as may be to the words which they modify.
 - Comma rules, period and capital letter rules, and exclamation point rule from Lesson 37:
 - **COMMA—RULE.—A *phrase* out of its natural order, or not closely connected with the word which it modifies, should be set off by the comma.**
 - **COMMA—RULE.—When more than two words or phrases are connected, and used in the same way, they are separated from one another by the comma, unless all of the conjunctions are expressed.**
 - **PERIOD AND CAPITAL LETTER—RULE.—*Abbreviations* should generally begin with capital letters, and should always be followed by the period.**
 - **EXCLAMATION POINT—RULE.—All *exclamatory expressions* must be followed by the exclamation point.**
 - Give examples of sentences correctly following these rules.
 -

Day 3:

- Lesson 50:
 - Correctly punctuate the following:
 - **A house was built for a clergyman having seven gables.
The old man struck the saucy boy raising a gold-headed cane.
We saw a marble bust of Sir W. Scott entering the vestibule.
Here is news from a neighbor boiled down.
I found a cent walking over the bridge.
Balboa discovered the Pacific ocean climbing to the top of a mountain.**
 -
 -

Day 4:

- Lesson 50:
 - Correctly punctuate the following:
 - **Cradled in the camp Napoleon was the darling of the army.
Having approved of the plan the king put it into execution.
Satan incensed with indignation stood unterrified.
My friend seeing me in need offered his services.
James being weary with his journey sat down on the wall.
The owl hid in the tree hooted through the night.**
 -

Day 5:

- Lesson 50
- Review:
 - Give the caution in Lesson 41, relating to the *position* of the *phrase modifier*. That relating to the *choice of prepositions*. That relating to the *double negative*. Give examples of errors. Can a *noun* be an *attribute complement*? Illustrate. What do you understand by a *participle*? Into what may some participles be changed? Illustrate. What offices does the *infinitive phrase* perform? Illustrate them. What *preposition* does the infinitive generally follow?
 - Be sure to review terms as you go along.

Week 10



Topic:

Chreia/Anecdote

Review of Miscellaneous Errors

Words to Remember:

- Cautions from Lessons 30, 40, and 41

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 51)



Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

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.”

Chreia/Anecdote

Read Revelation 7: 9-17. What are the different actions attributed to those clothed in white robes? Choose one of the things they do. Use that to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Lesson 51:
 - Review:
 - Write out the cautions from Lessons 30, 40, and 41
 - Choose one (or a few) errors to be corrected from those lessons
 - Be sure to review the functions of the different parts of speech if there is any confusion with the cautions

Day 3:

- Lesson 51:
 - Correct the following errors (be sure to give a reason for each correction):

There never was such another man.
He was an old venerable patriarch.
John has a cadaverous, hungry, and lean look.
He was a well-proportioned, fine fellow.
Pass me them potatoes.
Put your trust not in money.
We have often occasion for thanksgiving.
Now this is to be done how ?
Nothing can justify ever profanity.
To continually study is impossible.

Day 4:

- Lesson 51:
 - Correct the following errors (be sure to give a reason for each correction):



(Seldom, if ever, should an adverb be placed between the preposition *to* and the infinitive.)

- Mary likes to tastily dress.
Learn to carefully choose your words.

She looks queerly.
Give me a soon and direct answer.

The post stood firmly.
The eagle flies highly.
The orange tastes sweetly.
- I feel tolerable well.
The branch breaks easy.
Thistles grow rapid.
The eagle flies swift.
This is a miserable poor pen.

Day 5:

- Lesson 51:
 - Correct the following errors (be sure to give a reason for each correction):
A wealthy gentleman will adopt a little boy with a small family.
A gentleman called from Africa to pay his compliments.

Water consists in oxygen and hydrogen.
He went out attended with a servant.
I have a dislike to such tricksters.
We have no prejudice to foreigners.

She don't know nothing about it.
Father wouldn't give me none.
He hasn't been sick neither.
I won't have no more nohow.

Week 11



Topic:

Chreia/Anecdote
Participles

Words to Remember:

- Participle: form of the verb which assumes the act, being, or state (ORIGIN late Middle English: from Old French, by-form of participe, from Latin participium '(verbal form) sharing (the functions of a noun),' from participare 'share in.')

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 52)
- 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.

Chreia/Anecdote

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.

Use Severus' writing about St. Martin to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - What is a participle?
 - What is a modifier?
- Lesson 52:
 - Build sentences in which the following participles shall be used as modifiers.
 - Being fatigued; laughing; being amused; having been elected; running; having been running.

Day 3:

- Review:
 - What is the participial form?
 - What is a participle?
 - What is an adjective?
 - What is a noun?
- Lesson 52:



- Expand each of the following sentences into three sentences, using the *participial form* of the verb as a *participle*, in the first; the same form as an *adjective*, in the second; and as a *noun*, in the third.

+Model+.—The stream *flows*. The stream, *flowing* gently, crept through the meadow. The *flowing* stream slipped away to the sea. The *flowing* of the stream caused a low murmur. The stream flows. The sun rises. Insects hum. The birds sing. The wind whistles. The bells are ringing. The tide ebbs.

Day 4:

- Review:
 - What is an infinitive phrase?
 - What is an adjective?
 - What is an adverb?
 - What is a noun?
- Lesson 52:
 - Form *infinitive phrases* from the following verbs, and use these phrases as *adjectives*, *adverbs*, and *nouns*, in sentences of your own building.
 - Smoke, dance, burn, eat, lie, try.

Day 5:

- Penmanship practice:
 - [Catechism Copybook](#)

Week 12



Topic:

Chreia/Anecdote

Nouns and Pronouns as modifiers

Words to Remember:

- Participle: form of the verb which assumes the act, being, or state (ORIGIN late Middle English: from Old French, by-form of participe, from Latin participium '(verbal form) sharing (the functions of a noun),' from participare 'share in.')

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 53)

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.

Chreia/Anecdote

The wise virgins said, "'Since there will not be enough for us and for you, go rather to the dealers and buy for yourselves.'"

Use this statement by the wise virgins to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.



- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Use the Hints for Oral Instruction to discuss modifiers.
 - Feel free to discuss other examples following the model of the Oral Instruction.
- Lesson 53:
 - Let the pupils give examples of each of these two kinds of Noun Modifiers:
 - the Possessive and the Explanatory.

Day 3:

- Review:
 - What is a subject?
 - What is a predicate?
 - What is an object complement?
 - What is a modified subject?
 - What is a modified predicate?
 - What is a modified object complement?
- Lesson 53:
 - Analyze and diagram #1-7

Day 4:

- Review:
 - Give examples of subjects. (Perhaps from the student's weekly writing)
 - Give examples of predicates.
 - Give examples of object complements.
 - Give examples of modified subjects.
 - Give examples of modified predicates.
 - Give examples of modified object complements.
- Lesson 53:
 - Analyze and diagram #8-14

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 13



Topic:

Chreia/Anecdote
Possession
Explanatory modifiers

Words to Remember:

- Comma Rule from Lesson 54

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 54)

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.



Chreia/Anecdote

Andrew is mentioned multiple times in the New Testament. Look at Matthew 4:18, Mark 1:29, Mark 13:3, John 6:8, and Acts 1:13 in context.

Use one of these passages to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - What is a noun?
 - What is a pronoun?
 - What is possession?
- Lesson 54:
 - Read and discuss the introductory remarks of Lesson 54.

Day 3:

- Review:
 - Comma Rule from Lesson 54
 - What is an explanatory modifier?
- Lesson 54:
 - Find for the things mentioned below, *other* names which shall describe or explain them. Add such names to these nouns, and then expand the expressions into complete sentences.
 - New York, rain, paper, the monkey, the robin, tea, Abraham Lincoln, Alexander Hamilton, world, peninsula, Cuba, Shakespeare.

Day 4:

- Review:
 - Comma Rule from Lesson 54
- Lesson 54:
 - Write three sentences, each of which shall contain a noun or pronoun denoting possession, and a noun or pronoun used to explain.

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 14



Topic:

Chreia/Anecdote
Review

Words to Remember:

- Comma Rule from Lesson 54

Textbook Reference:

- *Progymnasmata Through the Church Year*



- [Graded Lessons in English](#) (Lesson 55)

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.

Chreia/Anecdote

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!

Use this story to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - What is a noun?
 - What is a pronoun?
- Lesson 55:
 - Analyze and diagram #1-4

Day 3:

- Review:
 - What is a verb?
 - What is an adverb?
- Lesson 55:
 - Analyze and diagram #5-8

Day 4:

- Review:
 - What is an adjective?



- Lesson 55:
 - Analyze and diagram #9-13

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 15



Topic:

Chreia/Anecdote
Review

Words to Remember:

- Comma Rule from Lesson 54

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 56)

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.

Chreia/Anecdote

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.

Use this story to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - What is a noun?
 - What is a pronoun?
- Lesson 56:
 - Analyze and diagram #1-4

Day 3:



- Review:
 - What is a verb?
 - What is an adverb?
- Lesson 56:
 - Analyze and diagram #5-8

Day 4:

- Review:
 - What is an adjective?
- Lesson 56:
 - Analyze and diagram #9-12

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 16



Topic:

Chreia/Anecdote
Complex Sentences
Adjective Clause

Words to Remember:

- Adjective clause: Clauses that modify nouns or pronouns
- Clause: a part of a sentence containing a subject and its predicate
- Dependent Clause: clause used as an adjective, an adverb, or a noun
- Independent Clause: clause not dependent on another clause
- Simple Sentence: sentence that contains but one subject and one predicate, either or both of which may be compound
- Complex Sentence: sentence composed of an independent clause and one or more dependent clauses
- Comma Rule from Lesson 57

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 57)

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.

Chreia/Anecdote

Read John 20:19-28.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.



- There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - What is a noun?
 - What is a pronoun?
- Lesson 57:
 - Read and discuss the Hints for Oral Instruction, Explanation of the Diagram, and Oral Analysis

Day 3:

- Review:
 - Words to Remember
- Lesson 57:
 - Analyze and diagram #1-6

Day 4:

- Review:
 - Words to Remember
- Lesson 57:
 - Analyze and diagram #7-12

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 17



Topic:

Chreia/Anecdote
Complex Sentences
Adjective Clause

Words to Remember:

- Adjective clause: Clauses that modify nouns or pronouns
- Clause: a part of a sentence containing a subject and its predicate
- Dependent Clause: clause used as an adjective, an adverb, or a noun
- Independent Clause: clause not dependent on another clause
- Simple Sentence: sentence that contains but one subject and one predicate, either or both of which may be compound
- Complex Sentence: sentence composed of an independent clause and one or more dependent clauses
- Comma Rule from Lesson 57

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 58)

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.

Chreia/Anecdote



Read Matthew 2:1-12.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Words to Remember
- Lesson 58:
 - Expand each of the following adjectives into 1. A phrase; 2. A clause; and then use these three modifiers in three separate sentences of your own construction.
 - Honest, long-eared, beautiful, wealthy.

Day 3:

- Review:
 - Words to Remember
- Lesson 58:
 - Expand each of the following *possessive nouns* into 1. A phrase; 2. A clause; and then use these three modifiers in three separate sentences.
 - Absalom's hair; the hen's eggs; the elephant's tusks.

Day 4:

- Review:
 - Words to Remember
- Lesson 58:
 - Change the following simple sentences into complex sentences by expanding the participial phrases into clauses.
 - The vessels carrying the blood from the heart are called arteries. The book prized above all other books is the Bible. Rivers rising west of the Rocky Mountains flow into the Pacific ocean. The guns fired at Concord were heard around the world.

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 18



Topic:

Chreia/Anecdote
Complex Sentences
Adverb Clause

Words to Remember:

- Adjective clause: Clauses that modify nouns or pronouns
- Clause: a part of a sentence containing a subject and its predicate
- Dependent Clause: clause used as an adjective, an adverb, or a noun
- Independent Clause: clause not dependent on another clause
- Simple Sentence: sentence that contains but one subject and one predicate, either or both of which may be compound



- Complex Sentence: sentence composed of an independent clause and one or more dependent clauses
- Comma Rule from Lesson 57

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 59)

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?

Chreia/Anecdote

Use the account of Jesus' baptism to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Words to Remember
- Lesson 59:
 - Read and discuss the Hints for Oral Instruction, Explanation of the Diagram, and Oral Analysis.

Day 3:

- Review:
 - Words to Remember
- Lesson 59:
 - Analyze and diagram #1-6

Day 4:

- Review:
 - Words to Remember
- Lesson 59:
 - Analyze and diagram #7-12

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 19

Topic:

Chreia/Anecdote
Complex Sentences



Words to Remember:

- Adjective clause: Clauses that modify nouns or pronouns
- Clause: a part of a sentence containing a subject and its predicate
- Dependent Clause: clause used as an adjective, an adverb, or a noun
- Independent Clause: clause not dependent on another clause
- Simple Sentence: sentence that contains but one subject and one predicate, either or both of which may be compound
- Complex Sentence: sentence composed of an independent clause and one or more dependent clauses
- Comma Rule from Lesson 57

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 60)

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.

Chreia/Anecdote

St. Peter said that Jesus was the Son of the living God.

Use this to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Words to Remember
- Lesson 60:
 - Expand each of the following phrases into an adverb clause, and fit this clause into a sentence of your own building.
 - At the hour; on the playground; by moonlight; in youth; among icebergs; after school; at the forks of the road; during the day; before church; with my friend.

Day 3:

- Review:
 - Words to Remember
- Lesson 60:
 - To each of the following independent clauses, join an adverb clause, and so make complex sentences.

- _____ Peter began to sink. The man dies _____. Grass grows _____.
- _____ Iron _____ can easily be shaped. The rattlesnake shakes his rattle _____. _____ a nation mourns. Pittsburgh stands _____. He dared to lead _____.

Day 4:

- Review:
 - Words to Remember
- Lesson 60:
 - Join several adverb clauses to the following independent clauses:

_____ Peter began to sink. The man dies _____. Grass grows
_____. Iron _____ can easily be shaped. The rattlesnake shakes
his rattle _____. _____ a nation mourns. Pittsburgh stands
_____. He dared to lead _____.

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 20



Topic:

Chreia/Anecdote
Noun Clause

Words to Remember:

- Adjective clause: Clauses that modify nouns or pronouns
- Clause: a part of a sentence containing a subject and its predicate
- Dependent Clause: clause used as an adjective, an adverb, or a noun
- Independent Clause: clause not dependent on another clause
- Simple Sentence: sentence that contains but one subject and one predicate, either or both of which may be compound
- Complex Sentence: sentence composed of an independent clause and one or more dependent clauses
- Comma Rule from Lesson 57

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 62)

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.

Chreia/Anecdote

St. Paul said in Acts 9:20, "He is the Son of God."

Use this to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Why was this done?
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write at least a paragraph supporting the situation with something someone else has said or done.
- Write a conclusion to bring everything together.



Day 2:

- Review:
 - In what two ways may nouns be used as modifiers? Illustrate.
 - Nouns and pronouns denoting possession may sometimes be changed into what? Illustrate.
- Lesson 61:
 - Read and discuss the Hints for Oral Instruction and Oral Analysis.

Day 3:

- Review:
 - Give the rule for the punctuation of explanatory modifiers. Into what may an adjective be expanded?
 - Into what may a participial phrase be expanded? Give illustrations.
- Lesson 61:
 - Analyze and diagram #1-6

Day 4:

- Review:
 - Give an example of a complex sentence. Of a clause. Of an independent clause. Of a dependent clause.
 - Into what may a phrase used as an adverb be expanded? Illustrate.
- Lesson 61:
 - Analyze and diagram #7-12

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 21



Topic:

Chreia/Anecdote
Compound Sentences

Words to Remember:

- Compound Sentence: a sentence composed of two or more independent clauses

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 62)

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.

Chreia/Anecdote

Read the words of Simeon in Luke 2:22-32.

Use these words to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
-
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison



- What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture. Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
-
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - What is a compound sentence?
- Lesson 62:
 - Read and discuss the Hints for Oral Instruction and Oral Analysis.

Day 3:

- Review:
 - What is an independent clause?
- Lesson 62:
 - Analyze and diagram #1-6

Day 4:

- Review:
 - What is a dependent clause?
- Lesson 62:
 - Analyze and diagram #7-12

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 22



Topic:

Chreia/Anecdote
Classes of Sentences

Words to Remember:

- Declarative Sentence: sentence used to affirm or to deny
- Interrogative Sentence: sentence that expresses a question
- Imperative Sentence: sentence that expresses a command or an entreaty
- Exclamatory Sentence: sentence that expresses sudden thought or strong feeling
- Interrogation Point (Question mark) Rule

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 63)

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.

Chreia/Anecdote

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.

Use this account to write a Chreia.



- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
-
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
-
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Words to Remember
- Lesson 63:
 - Read and discuss the Hints for Oral Instruction.

Day 3:

- Review:
 - Words to Remember
- Lesson 63:
 - Discuss the Model.
 - Change each of the following declarative sentences into three interrogative sentences, and tell how the change was made.
 - You are happy. Parrots can talk. Low houses were built.

Day 4:

- Review:
 - Words to Remember
- Lesson 63:
 - Discuss the Model.
 - Change each of the following into an imperative sentence. Notice that independent words are set off by the comma.
 - George plays the flute. Birdie stands on one leg.
 - Discuss the Model.
 - Change each of the following into exclamatory sentences.
 - Time flies swiftly. I am glad to see you. A refreshing shower fell. Lapland is a cold country. It is hot between the tropics.
 - Write a declarative, an interrogative, an imperative, and an exclamatory sentence on each of the following topics.
 - Weather, lightning, a stage coach.

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 23



Topic:

Chreia/Anecdote
Classes of Sentences
Review

Words to Remember:



- Declarative Sentence: sentence used to affirm or to deny
- Interrogative Sentence: sentence that expresses a question
- Imperative Sentence: sentence that expresses a command or an entreaty
- Exclamatory Sentence: sentence that expresses sudden thought or strong feeling
- Interrogation Point (Question mark) Rule

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 64)

Materials:

- Notebook

Suggested Daily Schedule:

Day 1:

On February 18, the Church remembers Martin Luther. You can read more about Martin Luther on p. 1219 of the Treasury of Daily Prayer.

Chreia/Anecdote

One of the many things Martin Luther did was to translate the Bible into the vernacular. He did this when he was confined at Wartburg Castle.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Words to Remember
- Lesson 64:
 - Classify the following sentences with reference to their form:

1. Wickedness is often made a substitute for wit.
2. Alfred was a brave, pious, and patriotic prince.
3. The throne of Philip trembles while Demosthenes speaks.
4. That the whole is equal to the sum of its parts is an axiom.
5. The lion belongs to the cat tribe, but he cannot climb a tree.
6. Pride is a flower that grows in the devil's garden.
7. Of all forms of habitation, the simplest is the burrow.
8. When the righteous are in authority, the people rejoice.
9. When the wicked beareth rule, the people mourn.
10. *Cassius, be not deceived.
11. How poor, how rich, how abject, how august, how wonderful is man!
12. Which is the largest city in the world?

Day 3:

- Review:
 - Words to Remember
- Lesson 64:



- Classify the following sentences with reference to their meaning:

- 1. Wickedness is often made a substitute for wit.
 2. Alfred was a brave, pious, and patriotic prince.
 3. The throne of Philip trembles while Demosthenes speaks.
 4. That the whole is equal to the sum of its parts is an axiom.
 5. The lion belongs to the cat tribe, but he cannot climb a tree.
 6. Pride is a flower that grows in the devil's garden.
 7. Of all forms of habitation, the simplest is the burrow.
 8. When the righteous are in authority, the people rejoice.
 9. When the wicked beareth rule, the people mourn.
 10. *Cassius, be not deceived.
 11. How poor, how rich, how abject, how august, how wonderful is man !
 12. Which is the largest city in the world ?

Day 4:

- Review:
 - Words to Remember
- Lesson 64:
 - Diagram the following sentences:

- 1. Wickedness is often made a substitute for wit.
 2. Alfred was a brave, pious, and patriotic prince.
 3. The throne of Philip trembles while Demosthenes speaks.
 4. That the whole is equal to the sum of its parts is an axiom.
 5. The lion belongs to the cat tribe, but he cannot climb a tree.
 6. Pride is a flower that grows in the devil's garden.
 7. Of all forms of habitation, the simplest is the burrow.
 8. When the righteous are in authority, the people rejoice.
 9. When the wicked beareth rule, the people mourn.
 10. *Cassius, be not deceived.
 11. How poor, how rich, how abject, how august, how wonderful is man !
 12. Which is the largest city in the world ?

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 24



Topic:

Chreia/Anecdote
Classes of Sentences
Review

Words to Remember:

- Declarative Sentence: sentence used to affirm or to deny
- Interrogative Sentence: sentence that expresses a question
- Imperative Sentence: sentence that expresses a command or an entreaty
- Exclamatory Sentence: sentence that expresses sudden thought or strong feeling
- Interrogation Point (Question mark) Rule

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 65)

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.



Chreia/Anecdote

Read Psalm 69:25 and Psalm 109:8 in addition to the account from Acts.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Words to Remember
- Lesson 65:
 - Classify the following sentences with reference to their form:
 - **1. Politeness is the oil which lubricates the wheels of society.**
 - **2. O liberty! liberty! how many crimes are committed in thy name!**
 - **3. The mind is a goodly field, and to sow it with trifles is the worst husbandry in the world.**
 - **4. Every day in thy life is a leaf in thy history.**
 - **5. Make hay while the sun shines.**
 - **6. Columbus did not know that he had discovered a new Continent.**
 - **7. The subject of inquiry was, who invented printing ?**
 - **8. The cat's tongue is covered with thousands of little sharp cones, pointing towards the throat.**
 - **9. The fly sat upon the axle of a chariot-wheel and said, "What a dust do I raise !"**
 - **10. Sir Humphrey Gilbert, attempting to recross the Atlantic in his little vessel, the Squirrel, went down in mid-ocean.**
 - **11. Charity begins at home, but it should not stay there.**
 - **12. The morn, in russet mantle clad, walks o'er the dew of yon high eastern hill.**

Day 3:

- Review:
 - Words to Remember
- Lesson 65:
 - Classify the following sentences with reference to their meaning:
 - **1. Politeness is the oil which lubricates the wheels of society.**
 - **2. O liberty! liberty! how many crimes are committed in thy name!**
 - **3. The mind is a goodly field, and to sow it with trifles is the worst husbandry in the world.**
 - **4. Every day in thy life is a leaf in thy history.**
 - **5. Make hay while the sun shines.**
 - **6. Columbus did not know that he had discovered a new Continent.**
 - **7. The subject of inquiry was, who invented printing ?**
 - **8. The cat's tongue is covered with thousands of little sharp cones, pointing towards the throat.**
 - **9. The fly sat upon the axle of a chariot-wheel and said, "What a dust do I raise !"**
 - **10. Sir Humphrey Gilbert, attempting to recross the Atlantic in his little vessel, the Squirrel, went down in mid-ocean.**
 - **11. Charity begins at home, but it should not stay there.**
 - **12. The morn, in russet mantle clad, walks o'er the dew of yon high eastern hill.**



Day 4:

- Review:
 - Words to Remember
- Lesson 65:
 - Diagram the following sentences:
 - 1. Politeness is the oil which lubricates the wheels of society.
 2. O liberty! liberty! how many crimes are committed in thy name!
 3. The mind is a goodly field, and to sow it with trifles is the worst husbandry in the world.
 4. Every day in thy life is a leaf in thy history.
 5. Make hay while the sun shines.
 6. Columbus did not know that he had discovered a new Continent.
 7. The subject of inquiry was, who invented printing?
 8. The cat's tongue is covered with thousands of little sharp cones, pointing towards the throat.
 9. The fly sat upon the axle of a chariot-wheel and said, "What a dust do I raise!"
 10. Sir Humphrey Gilbert, attempting to recross the Atlantic in his little vessel, the Squirrel, went down in mid-ocean.
 11. Charity begins at home, but it should not stay there.
 12. The morn, in russet mantle clad, walks o'er the dew of yon high eastern hill.

Day 5:

Penmanship practice: [Catechism Copybook](#)

Week 25



Topic:

Chreia/Anecdote
Classes of Sentences
Review

Words to Remember:

- Declarative Sentence: sentence used to affirm or to deny
- Interrogative Sentence: sentence that expresses a question
- Imperative Sentence: sentence that expresses a command or an entreaty
- Exclamatory Sentence: sentence that expresses sudden thought or strong feeling
- Interrogation Point (Question mark) Rule

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 66)

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.

Chreia/Anecdote

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>).

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?



- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Words to Remember
- Lesson 66:
 - Correct the following errors:
 - I haven't near so much. I only want one. Draw the string tightly. He writes good. I will prosecute him who sticks bills upon this church or any other nuisance. Noah for his godliness and his family were saved from the flood. We were at Europe this summer.

Day 3:

- Review:
 - Words to Remember
- Lesson 66:
 - Correct the following errors:
 - You may rely in that. She lives to home. I can't do no work. He will never be no better. They seemed to be nearly dressed alike. I won't never do so no more. A ivory ball. An hundred head of cattle. george washington, gen dix of n y. o sarah i Saw A pretty Bonnet. are You going home? A young man wrote these verses who has long lain in his grave for his own amusement. This house will be kept by the widow of Mr. B. who died recently on an improved plan.
 - Note: *In correcting the position of the adjective clauses in the two examples above, observe the caution for the phrase modifiers, Lesson 41.*

Day 4:

- Review:
 - Words to Remember
- Lesson 66:
 - Correct the following errors:
 - He was an independent small farmer. The mind knows feels and thinks. The urchin was ragged barefooted dirty homeless and friendless. I am some tired. This here road is rough. That there man is homely. pshaw i am so Disgusted. Whoa can't you stand still. James the gardener gave me a white lily. Irving the genial writer lived on the hudson.

Day 5:

Penmanship practice: [Catechism Copybook](#)

Week 26



Topic:

Chreia/Anecdote
Classes of Sentences
Review

Words to Remember:

- Declarative Sentence: sentence used to affirm or to deny
- Interrogative Sentence: sentence that expresses a question
- Imperative Sentence: sentence that expresses a command or an entreaty
- Exclamatory Sentence: sentence that expresses sudden thought or strong feeling
- Interrogation Point (Question mark) Rule



Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 67)

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.

Chreia/Anecdote

Make a list of things Joseph did in the accounts you read (went to Bethlehem, married Mary, took Mary and Jesus to Egypt, etc.)

Choose one of the situations about which you read.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Words to Remember
- Lesson 67:
 - Build one sentence out of each group of the sentences which follow.

Model.—An able man was chosen.
A prudent man was chosen.
An honorable man was chosen.
An able, prudent, and honorable man was chosen.

■ **Pure water is destitute of color.**
Pure water is destitute of taste.
Pure water is destitute of smell.

■ **Cicero was the greatest orator of his age.**
Demosthenes was the greatest orator of his age.

■ **Daisies peeped up here.**
Daisies peeped up there.
Daisies peeped up everywhere.

Day 3:

- Review:
 - Words to Remember
- Lesson 67:
 - Expand each of the following sentences into three.

- The English language is spoken in England, Canada, and the United States.



- The Missouri, Ohio, and Arkansas rivers are branches of the Mississippi.

Day 4:

- Review:
 - Words to Remember
- Lesson 67:
 - Out of the four following sentences, build one sentence having three explanatory modifiers.

- **Model.**—Elizabeth was *the daughter of Henry VIII.*
Elizabeth was *sister of Queen Mary.*
Elizabeth was *the patron of literature.*
Elizabeth defeated the Armada.

Elizabeth, *the daughter of Henry VIII., sister of Queen Mary, and the patron of literature,* defeated the Armada.
- Boston is the capital of Massachusetts.
Boston is the Athens of America.
Boston is the “Hub of the Universe.”
Boston has crooked streets.
- Expand the following sentence into four sentences.
Daniel Webster, the great jurist, the expounder of the Constitution, and the chief of the “American Triumvirate,” died with the words, “I still live,” on his lips,

Day 5:

Penmanship practice: [Catechism Copybook](#)

Week 27



Topic:

Chreia/Anecdote
Sentence-Building

Words to Remember:

- Simple Sentence: sentence that contains but one subject and one predicate, either or both of which may be compound
- Complex Sentence: sentence composed of an independent clause and one or more dependent clauses
- Adjective clause: Clauses that modify nouns or pronouns
- Clause: a part of a sentence containing a subject and its predicate

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 68)

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.

Chreia/Anecdote

Choose one of the statements made in the account of the Annunciation (one of the statements made by the angel or the statement made by Mary).

If you chose a statement made by the angel, be sure to praise the Chreia, not the angel.

Use this account to write a Chreia.



- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Words to Remember
- Lesson 68:
 - Change the following simple sentences into complex sentences by expanding the phrases into adjective clauses.

Model.—People *living in glass houses* shouldn't throw stones.
 People *who live in glass houses* shouldn't throw stones.

- Those living in the Arctic regions need much oily food.
 A house built upon the rock will stand.
 The boy of studious habits will always have his lesson.
 Wellington was a man of iron will.

Day 3:

- Review:
 - Words to Remember
- Lesson 68:
 - Change the following complex sentences into simple sentences by contracting the adjective clauses into phrases.

- Much of the cotton which is raised in the Gulf States is exported.
 The house which was built upon the sand fell.
 A thing which is beautiful is a joy forever.
 Aaron Burr was a man who had fascinating manners.

Day 4:

- Review:
 - Words to Remember
- Lesson 68:
 - Change the following simple sentences into complex sentences by expanding the phrases into adverb clauses.

- **Model.**—Birds return *in the spring*. *When spring comes*, the birds return.
- The dog came at call. In old age, our senses fail.
- Change the following complex sentences into simple sentences by contracting the adverb clauses into phrases.
 - The ship started when the tide was at flood.
 When he reached the middle of his speech, he stopped.
 - By supplying noun clauses, make complete sentences out of the following expressions.
 - _____ is a well-known fact. The fact was _____. Ben. Franklin said _____.

Day 5:

Penmanship practice: [Catechism Copybook](#)

Week 28

Topic:

Chreia/Anecdote



Review

Words to Remember:

- Simple Sentence: sentence that contains but one subject and one predicate, either or both of which may be compound
- Complex Sentence: sentence composed of an independent clause and one or more dependent clauses
- Adjective clause: Clauses that modify nouns or pronouns
- Clause: a part of a sentence containing a subject and its predicate

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 69)

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.

Chreia/Anecdote

Choose one of the statements made by Jesus.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Words to Remember
- Lesson 69:
 - Answer the following:
 - What is a letter? Give the name and the sound of each of the letters in the three following words: *letters*, *name*, *sound*.
Into what classes are letters divided? Define each class. Name the vowels. What is a word? What is artificial language?
What is English Grammar?

Day 3:

- Review:
 - Words to Remember
- Lesson 69:
 - What is a sentence? What is the difference between the two expressions, *ripe apples* and *apples are ripe*? What two parts must every sentence have? Define each. What is the analysis of a sentence? What is a diagram? What are parts of speech? How many parts of speech are there? Give an example of each.

Day 4:

- Review:
 - Words to Remember
- Lesson 69:



- What is a noun? What is a verb? What must every predicate contain? What is a pronoun? What is a modifier? What is an adjective? What adjectives are sometimes called articles? When is *a* used? When is *an* used? Illustrate. Give an example of one modifier joined to another. What is an adverb? What is a phrase? What is a preposition? What is a conjunction? What is an interjection? Give four rules for the use of capital letters (Lessons 8, 15, 19, 87). Give two rules for the use of the period, one for the exclamation point, and one for the interrogation point (Lessons 8, 37, 63).

Day 5:

Penmanship practice: [Catechism Copybook](#)

Week 29



Topic:

Chreia/Anecdote

Review

Words to Remember:

- Simple Sentence: sentence that contains but one subject and one predicate, either or both of which may be compound
- Complex Sentence: sentence composed of an independent clause and one or more dependent clauses
- Adjective clause: Clauses that modify nouns or pronouns
- Clause: a part of a sentence containing a subject and its predicate

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 70)

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.

Chreia/Anecdote

The Psalm appointed for The Resurrection of Our Lord in the Treasury of Daily Prayer is Psalm 96:1-3, 6, 11-13. Read this passage and use it to write a Chreia.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Words to Remember
- Lesson 70:
 - Answer the following:



- What is an object complement? What is an attribute complement? How does a participle differ from a predicate verb? Illustrate. What offices does an infinitive phrase perform? Illustrate. How are sentences classified with respect to form? Give an example of each class.

Day 3:

- Review:
 - Words to Remember
- Lesson 70:
 - What is a simple sentence? What is a clause? What is a dependent clause? What is an independent clause? What is a complex sentence? What is a compound sentence? How are sentences classified with respect to meaning? Give an example of each class. What is a declarative sentence? What is an interrogative sentence? What is an imperative sentence? What is an exclamatory sentence? What different offices may a noun perform? Ans.—*A noun may be used as a subject, as an object complement, as an attribute complement, as a possessive modifier, as an explanatory modifier, as the principal word in a prepositional phrase, and it may be used independently.* Illustrate each use.

Day 4:

- Review:
 - Words to Remember
- Lesson 70:
 - What are sometimes substituted for nouns? Ans.—*Pronouns, phrases, and clauses.* Illustrate. What is the principal office of a verb? What offices may be performed by a phrase? What, by a clause? What, different offices may an adjective perform? What parts of speech may connect clauses? Ans.—*Conjunctions, adverbs, and pronouns.* (See Lessons 62, 59, and 57.) Give rules for the use of the comma (Lessons 37, 54, 57). Give and illustrate the directions for using adjectives and adverbs, for placing phrases, for using prepositions, and for using negatives (Lessons 40, 41).

Day 5:

Penmanship practice: [Catechism Copybook](#)

Week 30



Topic:

Chreia/Anecdote
Letter Writing

Words to Remember:

- Heading: consists of the name of the Place at which the letter is written and the Date
- Introduction: consists of the Address and the Salutation

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (p. 150)

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>

Chreia/Anecdote

Anselm said, “now the fool will admit that there can be in the mind something than which nothing greater can be conceived.”

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?



- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Read:
 - [Eight or Nine Wise Words About Letter Writing](#)
- Discuss:
 - While many of the items Lewis Carroll addresses are somewhat archaic, many of his points still apply.
 - Which points are particularly appropos?

Day 3:

- *Graded Lessons in English* p. 151:
 - In writing a letter there are six things to consider—the *Heading*, the *Introduction*, the *Body of the Letter*, the *Conclusion*, the *Folding*, and the *Superscription*.
- Read:
 - *Graded Lessons in English* p. 150-153 (The Heading and The Introduction)
 - Note especially the How Written sections

Day 4:

- *Graded Lessons in English* (p. 151):
 - Study what has been said, and write the following headings according to these models:

- | | |
|--------------------------------------|--|
| 1. Hull, Mass., Nov. 1, 1860. | 8. Newburyport, Mass., |
| 2. 1466 Colorado Ave., | June 30, 1826. |
| Rochester, N. Y., | 4. Starkville, Herkimer Co., N. Y., |
| Apr. 3, 1870. | Dec. 19, 1871. |
- 1. n y rondout 11 1849 oct. 2. staten island port richmond 1877 25
january. 3. brooklyn march 1871 mansion house 29. 4. executive
chamber vt february montpelier 1869 27. 5. washington ripley co
mo nov 16 1874. 6. fifth ave may new york 460 9 1868. 7. washing-
ton d c march 1847 520 pennsylvania ave 16.

- *Graded Lessons in English* (p. 153):
 - Study what has been said, and write the following introductions according to these models:

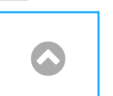
- | | |
|--|--|
| 1. Dear Father, | 8. Messrs. Clark & Maynard, |
| I write, etc. | 5 Barclay St., N. Y. |
| 2 The Rev. M. H. Buckham, D.D., | Gentlemen, |
| President of U. V. M., | 4. Messrs. Tiffany & Co., |
| Burlington, Vt. | 2 Milk St., Boston |
| My dear Sir, | Dear Sirs, |
- 1. david h cochran lld president of polytechnic institute brooklyn
n y dear sir. 2. dr john h hobart burge 64 livingston st brooklyn n y
sir 3. prof geo n boardman chicago ill dear teacher. 4. to the pres-
ident executive mansion washington d c mr president. 5. rev t k
beecher elmira n y sir. 6. messrs gilbert & sons gentlemen mass bos-
ton. 7. mr george r curtis minn rochester my friend dear. 8. to the
honorable w m m evarts secretary of state washington d c sir.

Day 5:

Penmanship practice: [Catechism Copybook](#)

Week 31

Topic:



Words to Remember:

- Body of the Letter
- Conclusion: consists of the Complimentary Close and the Signature

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (p. 153-155)

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.

Chreia/Anecdote

Make a list of things Jesus did in chapters 1-3 of Mark

Choose one of the situations about which you read.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Read:
 - *Graded Lessons in English* p. 153
- Discuss:
 - How does the type of the letter impact the Body of the letter?
 - Which things must you remember to do in a letter as in all other writing?

Day 3:

- Read:
 - *Graded Lessons in English* p. 154 (The Conclusion)
 - Note especially the How Written section
- Read:
 - *Graded Lessons in English* p. 154-155 (The Folding and The Superscription)
 - Note especially the How Written section

Day 4:

- *Graded Lessons in English* (p. 156-162):
 - Study the example letters on these pages.
 - Note how these letters follow the How Written sections of the previous pages.



- Discuss how the type of letter and the recipient's relationship with the writer of the letter impact the content of the letter.
- Choose one type of letter (or more) and write a letter to someone appropriate to the type of letter.

Day 5:

Penmanship practice: [Catechism Copybook](#)

Week 32



Topic:

Chreia/Anecdote

Review

Words to Remember:

- Common Noun: a name which belongs to all things of a class.
- Proper Noun: the particular name of an individual.
- Personal Pronoun: a pronoun that by its form denotes the speaker, the one spoken to, or the one spoken of.
- Relative Pronoun: one that relates to some preceding word or words, and connects clauses.
- Interrogative Pronoun: one with which a question is asked.
- Adjective Pronoun: one that performs the offices of both an adjective and a noun

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 71)

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>

Chreia/Anecdote

Anselm said, "now the fool will admit that there can be in the mind something than which nothing greater can be conceived." Use that statement to write a Chreia.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Discuss:
 - *Graded Lessons in English* (Lesson 71- common and proper nouns, personal pronouns)
 - Define the Words to Remember



- Students should record these in their notebooks
- Discuss (or write):
 - Identify the personal pronouns in The Ten Commandments
 - As each is identified, tell why it is a personal pronoun

Day 3:

- Discuss:
 - Graded Lessons in English (Lesson 71- relative pronouns)
- Discuss (or write):
 - Identify the relative pronouns in the Nicene Creed.
 - As each is identified, tell why it is a relative pronoun

Day 4:

- Discuss:
 - Graded Lessons in English (Lesson 71-interrogative pronoun and adjective pronoun)
- Discuss (or write):
 - Have students look at their chreia/anecdote for the week.
 - Identify the Words to Remember in the writing

Day 5:

Penmanship practice: [Catechism Copybook](#)

Week 33



Topic:

Chreia/Anecdote
Classes of words

Words to Remember:

- Common Noun: a name which belongs to all things of a class.
- Proper Noun: the particular name of an individual.
- Personal Pronoun: a pronoun that by its form denotes the speaker, the one spoken to, or the one spoken of.
- Relative Pronoun: one that relates to some preceding word or words, and connects clauses.
- Interrogative Pronoun: one with which a question is asked.
- Adjective Pronoun: one that performs the offices of both an adjective and a noun
- Antecedent: the word for which a pronoun stands

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 72)

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.

Chreia/Anecdote

Make a list of things Jesus did in chapters 1-3 of Mark

Choose one of the situations about which you read. Use that situation to write a Chreia.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?



- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Review: Lesson 15 Rule
- *Graded Lessons in English*: Lesson 72
 - Build the groups of nouns into sentences

Day 3:

- *Graded Lessons in English*: Lesson 72:
 - Write five simple sentences
 - Write four complex sentences

Day 4:

- Define:
 - antecedent
- Discuss:
 - Use of what and which
- *Graded Lessons in English* (Lesson 72)
 - Build three interrogative sentences using who, which, and what

Day 5:

- *Graded Lessons in English* (Lesson 72)
 - Build eight sentences with the adjective pronouns

Week 34



Topic:

Chreia/Anecdote
Classes of words

Words to Remember:

- Descriptive Adjective: one that modifies by expressing quality.
- Definitive Adjective: one that modifies by pointing out, numbering, or denoting quantity

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [*Graded Lessons in English*](#) (Lesson 73)

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.

Chreia/Anecdote

Read Matthew 10:3, Mark 3:18, Luke 6:14, and Acts 1:13. Choose one of these accounts to write a Chreia.



Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Review:
 - Write nouns on the board and have students modify them with descriptive and definitive adjectives
- Define:
 - Descriptive adjective
 - Definitive adjective

Day 3:

- *Graded Lessons in English*: Lesson 73:
 - Put the words in the correctly labeled column

Place the following adjectives in two columns, one headed *descriptive*, and the other *definitive*, then build simple sentences in which they shall be employed as *modifiers*. Find out the meaning of each word before you use it.

Round, frolicsome, first, industrious, jolly, idle, skillful, each, the, faithful, an, kind, one, tall, ancient, modern, dancing, mischievous, stationary, nimble, several, slanting, parallel, oval, every.

Day 4:

- Define:
 - attribute complement
- Discuss:
 - Use of what and which
- *Graded Lessons in English* (Lesson 73)
 - Build simple sentences

Build simple sentences in which the following *descriptive* adjectives shall be employed as *attribute complements*. Let some of these attributes be *compound*.

Restless, impulsive, dense, rare, gritty, sluggish, dingy, selfish, clear, cold, sparkling, slender, graceful, hungry, friendless.

Day 5:

- Define:
 - Capital Letter Rule
 - participle
- *Graded Lessons in English* (Lesson 73)
 - Build simple sentences

Build simple sentences in which the following *descriptive* adjectives shall be employed.

Some of these adjectives have the *form of participles*, and some are *derived from proper nouns*.

Shining, moving, swaying, bubbling, American, German, French, Swiss, Irish, Chinese.



Topic:

Chreia/Anecdote
Classes of words

Words to Remember:

- Transitive Verb: one that requires an object
- Intransitive Verb: one that does not require an object
- Regular Verb: one that forms its past tense and past participle by adding -ed to the present
- Irregular Verb: one that does not form its past tense and past participle by adding -ed to the present
- Adverbs of Time: those that generally answer the question, When?
- Adverbs of Place: those that generally answer the question, Where?
- Adverbs of Degree: those that generally answer the question, To what extent?
- Adverbs of Manner: those that generally answer the question, In what way?

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 74-75)

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.

Chreia/Anecdote

Read the Athanasian Creed on p. 319 of Lutheran Service Book. Write a Chreia.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?
- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Define:
 - Transitive verb
 - Intransitive verb
 - Regular verb
 - Irregular verb
- Graded Lessons in English: Lesson 74
 - Through dialogue, discuss the definitions of different kinds of verbs

Day 3:

- Graded Lessons in English: Lesson 74:
 - Put the following words in the correctly labeled column (see Lesson 74 for instructions)



- **Vanish, gallop, bite, promote, contain, produce, provide, veto, se-cure, scramble, rattle, draw.**
- Work the words into sentences.
- Put the following words in the correctly labeled column (see Lesson 74 for instructions)
- **Degrade, gather, know, was, became, is.**
- Work the words into sentences.
- Use the following words as transitive and intransitive verbs:
- **Bend, ring, break, dash, move.**

Day 4:

- Define:
 - Adverbs of Time
 - Adverbs of Place
 - Adverbs of Degree
 - Adverbs of Manner
- Discuss:
 - Classes of adverbs
- Graded Lessons in English (Lesson 75)
 - Use hints for oral instruction for Discussion of adverb classes

Day 5:

- Review:
 -
 - Define:
 - Conjunctive adverbs
- Graded Lessons in English (Lesson 75)
- Place the words in the correct column (see Lesson 75 for instructions)
- Partly, only, too, wisely, now, here, when, very, well, where, nobly, already, seldom, more, ably, away, always, not, there, out.**
-

Week 36



Topic:

Chreia/Anecdote
Classes of words

Words to Remember:

- Coordinate Conjunctions: such as connect words, phrases, or clauses of the same rank.
- Subordinate Conjunctions: such as connect clauses of different rank
-

Textbook Reference:

- *Progymnasmata Through the Church Year*
- Graded Lessons in English (Lesson 76)

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.

Chreia/Anecdote

Read the accounts of the Ascension of Our Lord in Luke and Acts. Write a Chreia.

Use this account to write a Chreia.

- Summarize the situation.
- Write at least a paragraph: Why was this was a good thing to do?



- Write at least a paragraph: What are some good things about this situation?
Write at least a paragraph: Why was this done?
 - The good things can be from the perspective of another person if you want to make things more interesting
- Write at least a paragraph: Introduce a contrast
 - What might be an opposing activity?
- Write at least a paragraph: Introduce a comparison
 - What might be a similar situation from somewhere else in Scripture or not in Scripture?
- Write at least a paragraph: "what does this mean?" in regard to the situation. In other words, think about the big picture.
Write at least a paragraph supporting the situation with something someone else has said or done.
 - There may be overlapping ideas when working on the different steps, but students should strive to be thorough, not repetitive. If things seem repetitive, look to see another angle.
- Write a conclusion to bring everything together.

Day 2:

- Define:
 - Coordinate conjunction
 - Subordinate conjunction
- *Graded Lessons in English*: Lesson 76 (everything prior to Definitions)
 - Through dialogue, discuss the definitions of different kinds of conjunctions
 - Be sure to note the idea of rank
 - A dependent clause means it is subordinate to another clause, phrase, or word
 -

Day 3:

- *Graded Lessons in English*: Lesson 76:
 -

Build four short sentences for each of the three *coordinate conjunctions* which follow. In the first, let the conjunction be used to connect principal parts of a sentence ; in the second, to connect word modifiers ; in the third, to connect phrase modifiers ; and in the fourth, to connect independent clauses.

And, or, but.

Day 4:

- Review:
 - Coordinate conjunction
 - Subordinate conjunction
- Review (from Lesson 57):
 - What is a complex sentence?
 - One composed of an independent clause and one or more dependent clauses.
 - What is a clause?
 - a part of a sentence containing a subject and its predicate
 - What is an independent clause?
 - one not dependent on another clause
 - What is a dependent clause?
 - one used as an adjective, adverb, or noun
 - What is an adverb clause?
 - a dependent clause that functions as an adverb
 - What is a noun clause?
 - a dependent clause that may act as a subject or complement
 - Practice making complex sentences (from Lesson 60)

To each of the following independent clauses, join an adverb clause, and so make complex sentences.

- _____ Peter began to sink. The man dies _____. Grass grows _____, Iron _____ can easily be shaped. The rattlesnake shakes his rattle _____. _____ a nation mourns. Pittsburgh stands _____. He dared to lead _____.

Day 5:

- *Graded Lessons in English* (Lesson 76)



- Write four short complex sentences containing the four *subordinate conjunctions* which follow. Let the first be used to introduce a noun clause, and the other three to connect adverb clauses to independent clauses.
-

That, for, if, because.