

# 4th Grade Language

Wittenberg Academy utilizes the Progymnasmata to teach students the art of writing and speaking well. In 4th Grade Language, in addition to continuing their study of Latin, students build on previously learned skills by practicing the art of Proverb.

In short, Proverb is a summary declarative statement, recommending or condemning something; praise or refute a proverbial saying. A student practicing Proverb will do so with the following steps:

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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, 4th 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](#)



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## Week 1



### Topic:

Review Chreia/Anecdote  
Parts of Speech Subdivided

### Words to remember:

- Common Noun
- Proper Noun
- Personal Pronoun
- Relative Pronoun
- Interrogative Pronoun
- Adjective Pronoun

### Textbook Reference:

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

### 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:

- 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 4:

- 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 5:

- 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

## Topic:

Review Chreia/Anecdote

Sentence building

## Words to remember:

- Common Noun
- Proper Noun
- Personal Pronoun
- Relative Pronoun
- Interrogative Pronoun
- Adjective Pronoun
- Antecedent

## Textbook Reference:

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

## 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.

Chreia/Anecdote

Christians sometimes speak of the historicity of Scripture. Holy Cross Day commemorates the finding and authenticating of the cross of Jesus.

Think about and discuss the historicity of Scripture and 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
  - The student may want to look at the way this situation fulfills prophecy or sets things up for prophecy to be fulfilled
- Write at least a paragraph: Why was this done?
  - The student's look at fulfillment of prophecy 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:

- 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 3



### Topic:

Review Chreia/Anecdote  
Sentence building

### Words to remember:

- Descriptive adjective
- Definitive adjective
- Modifier
- Adjective complement

### Textbook Reference:

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

### 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.

You can read more about St. Cyprian [here](#).

Chreia/Anecdote

Having read about St. Cyprian's passion according to Pontius the Deacon, consider the following. Traditional confirmation vows include the following statement: "Do you intend to continue steadfast in this confession and Church and to suffer all, even death, rather than fall away from it?" Write a chreia/anecdote about that statement, keeping in mind St. Cyprian.

- 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:

- 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.**

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## Week 4



### Topic:

Review Fable  
Classes of verbs

### Words to remember:

- Transitive verb
- Intransitive verb
- Regular verb

Irregular ver

### Textbook Reference:

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

### 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.

Fable

Tax collectors had a reputation for taking more money than they were allowed. Write a fable with the following moral: You shall not steal. (Bonus discussion: review the 10 Commandments, especially the 7th Commandment)

- 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:

- 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, secure, 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.**



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## Week 5



### Topic:

Proverb  
Classes of verbs

### Words to remember:

- Coordinate conjunction: connect words, phrases, or clauses of the same rank
- Subordinate conjunction: 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 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.

Proverb

Psalm 91:11-12 speaks of the work angels do on our behalf. The notes of The Lutheran Study Bible give us comforting words about this work of angels from the pen of Martin Chemnitz: "With one hand they [the angels] protect the believers... and with the other they pursue and attack Satan and godless men... As you go about your daily work, the angels carry you in their hands." Amplify this thought from Chemnitz using the following steps:

Directions for Composition:

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- 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.

Week 6



Topic:

Proverb  
Review

Words to remember:

- Noun
- Common noun
- Proper noun
- Pronoun
- Relative pronoun
- Form
- Interrogative pronoun
- Antecedent
- Adjective
- Verb
- Adverb
- Preposition
- Conjunction

Textbook Reference:





- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 77)

### 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

Proverb

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. Find a statement in one of those situations. Use that statement to write a Proverb.

### Directions for Composition

- Amplify a brief account of what someone has said or done, using these steps:
  - Praise the saying itself
  - Give a paraphrase of the theme
  - Say why this was said
  - 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:

- Define:
  - Noun
  - Common noun
  - Proper noun
  - Relative pronoun
- Graded Lessons in English: Lesson 77

**What new subject is treated of in Lesson 71 ? Name and define the different *classes* of *nouns*. Illustrate, by examples, the difference between *common nouns* and *proper nouns*. Name and define the different classes of *pronouns*. Can the pronoun *I* be used to stand for the one spoken to or the one spoken of ? Does the *relative pronoun* distinguish by its *form* the speaker, the one spoken to, and the one spoken of ? Illustrate. What office is performed by a *relative pronoun* beside that of representing some antecedent noun or pronoun ? Illustrate. Can any other class of pronouns be used to connect clauses ?**

Day 3:

- Define:
  - Interrogative pronoun
- Graded Lessons in English: Lesson 77:
  - **For what do *interrogative pronouns* stand ? Illustrate. Where may the antecedent of an *interrogative pronoun* generally be found ? *Ans.—The antecedent of an interrogative pronoun may generally be found in the answer to the question.***
  - Go on a walk and use interrogative pronouns to ask questions about the things you see.

Day 4:

- Define:
  - Adjective
  - Verb
- Graded Lessons in English (Lesson 77):
  - **Name and define the different classes of *adjectives*. Give an example of each class. Name and define the different classes of *verbs*, made with respect to their *meaning*. Give an example of each class. Name and define the different classes of *verbs*, made with respect to their *form*. Give an example of each class.**



- Have students describe the room in which they are sitting. Write down (or have another student write down) the adjectives.
- Have the students determine if each adjective is descriptive or definitive.
- If there is a deficiency on the list of one kind of adjective, have students return to their description task to find more of that kind of adjective.

Day 5:

- Define:
  - Adverb
  - Conjunction
  - Preposition
  - Interjection
- Graded Lessons in English (Lesson 77)
  - **Name and define the different classes of *adverbs*. Give examples of each kind. Name and define the different classes of *conjunctions*. Illustrate by examples. Are prepositions and interjections subdivided?**
  - Have students return to their examples of verbs.
    - Give each verb an adverb
  - Link the verb/adverb pairs with an appropriate conjunction

## Week 7



### Topic:

Proverb

Modifications of Parts of Speech

### Words to remember:

- Modifications of parts of speech
- Number
- Singular number
- Plural number
- Rule about regular plural nouns

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [\*Graded Lessons in English\*](#) (Lesson 78)

### 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.

Proverb

Luke 18:9-14 is the parable of the Pharisee and the Tax Collector. In it, the tax collector says, 'God, be merciful to me, a sinner!' Use this statement to write a proverb.

### Directions for Composition

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Define:
  - Number
  - Singular number
  - Plural number
- Graded Lessons in English (Lesson 78)
  - Discuss and define number, singular number, plural number
  - Rule of the regular formation of plural nouns:
    - Demonstrate how the 's' shifts from verb to noun when forming a regular plural noun

Day 3:

- Review:
  - Number
  - Singular number
  - Plural number
- Graded Lessons in English (Lesson 78):

**Write the plural of the following nouns.**

- **Tree, bird, insect, cricket, grasshopper, wing, stick, stone, flower, meadow, pasture, grove, worm, bug, cow, eagle, hawk, wren, plough, shovel.**
- 

Day 4:

- Define:
  -
- Graded Lessons in English (Lesson 78):
  - **When a singular noun ends in the sound of *s*, *x*, *z*, *sh*, or *ch*, it is not easy to add the sound of *s*, so *es* is added to make another syllable.**
  - **Write the plural of the following nouns.**  
**Guess, box, topaz, lash, birch, compass, fox, waltz, sash, bench, gas, tax, adz, brush, arch.**
  - Discuss:
    - How are nouns ending in *s*, *x*, *z*, *sh*, or *ch* made plural?
  - **Many nouns ending in *o* preceded by a consonant form the plural by adding *es* without increasing the number of syllables.**
  - **Write the plural of the following nouns.**  
**Hero, cargo, negro, potato, echo, volcano, mosquito, grotto.**
  - Discuss:
    - How is a noun ending in 'o' preceded by a consonant form the plural?

Day 5:

- Review:
  - How are nouns ending in *s*, *x*, *z*, *sh*, or *ch* made plural?
  - How is a noun ending in 'o' preceded by a consonant form the plural?
- Graded Lessons in English (Lesson 78)
  - **Common nouns ending in *y* preceded by a consonant form the plural by changing *y* into *i* and adding *es* without increasing the number of syllables.**
  - **Write the plural of the following nouns.**  
**Lady, balcony, family, city, country, daisy, fairy, cherry, study, sky.**
  - Discuss:
    - How is the plural of common nouns ending in 'y' preceded by a consonant formed?
  - **Some nouns ending in *f* and *fe* form the plural by changing *f* or *fe* into *ves* without increasing the number of syllables.**
  - **Write the plural of the following nouns.**  
**Sheaf, loaf, beef, thief, calf, half, elf, shelf, self, wolf, life, knife, wife.**
  - Discuss:
    - How is the plural of nouns ending in 'f' and 'fe' formed?



### Topic:

Proverb

Modifications of Parts of Speech

### Words to remember:

- Modifications of parts of speech
- Number
- Singular number
- Plural number
- Rule about regular plural nouns

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [\*Graded Lessons in English\*](#) (Lesson 79)

### 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.

Proverb

In John 14, Jesus says, "If anyone loves me, he will keep my word, and my Father will love him, and we will come to him and make our home with him. Whoever does not love me does not keep my words. And the word that you hear is not mine but the Father's who sent me."

### Directions for Composition

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Define:
  -
- Graded Lessons in English (Lesson 79)
  - Review rules for making singular nouns plural from Lesson 78.
  - Give examples

Day 3:

- Review:
  -
- Graded Lessons in English (Lesson 79):

- **From the following list of nouns, select, and write in separate columns: 1st. Those that have no plural; 2d. Those that have no singular; 3d. Those that are alike in both numbers.**

**Pride, wages, trousers, cider, suds, victuals, milk, riches, flax, courage, sheep, deer, flour, idleness, tidings, thanks, ashes, scissors, swine, heathen.**



◦

Day 4:

- Define:

◦

- Graded Lessons in English (Lesson 79):

**The following nouns have very irregular plurals. Learn to spell the plurals.**

◦	<i><b>Singular.</b></i>	<i><b>Plural.</b></i>	<i><b>Singular.</b></i>	<i><b>Plural.</b></i>
	<b>Man,</b>	<b>men.</b>	<b>Foot,</b>	<b>feet.</b>
	<b>Woman,</b>	<b>women.</b>	<b>Ox,</b>	<b>oxen.</b>
	<b>Child,</b>	<b>children.</b>	<b>Tooth,</b>	<b>teeth.</b>
	<b>Mouse,</b>	<b>mice.</b>	<b>Goose,</b>	<b>geese.</b>

Day 5:

- Review:
  - Rules for making singular nouns plural from Lesson 78.
- Graded Lessons in English (Lesson 79)

**CORRECT THE FOLLOWING PLURALS.**

**Tell why they are wrong.**

- **Monies, cuckooes, flys, chimnies, ladys, gooses, vallies, oxes, pota-  
tos, halfs, keyes, swines, gulves, chieves, leafs, storys, shelves, berrys,  
foxs, inchs.**

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## Week 9



**Topic:**

Proverb  
Modifications of Parts of Speech

**Words to remember:**

- Gender
- Masculine gender
- Feminine gender
- Neuter gender

**Textbook Reference:**

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 80)

**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.

Proverb

Read [Luther's 95 Theses](#). Choose one of the theses for the writing of a proverb.

Directions for Composition

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Define:
  - Gender
  - Masculine gender
  - Feminine gender
  - Neuter gender
- Graded Lessons in English (Lesson 80)
  - Discuss p. 107-108 through bolded definitions
- Read: Genesis 2:18-25
- Read: From Noah Webster's 1828 Dictionary:
  - **(Gender) 3.** In grammar, a difference in words to express distinction of sex; usually a difference of termination in nouns, adjectives and participles, to express the distinction of male and female. But although this was the original design of different terminations, yet in the progress of language, other words having no relation to one sex or the other, came to have genders assigned them by custom. Words expressing males are said to be of the masculine gender; those expressing females, of the feminine gender; and in some languages, words expressing things having no sex, are of the neuter or neither *gender*
- Discuss:
  - From whom came gender?
  - How did words denoting something neither male nor female come to have genders assigned to them?
  - Why did God give us gender?

Day 3:

- Review:
  -
- Graded Lessons in English (Lesson 80):
 

**The masculine is distinguished from the feminine in three ways :**

**1st. By a difference in the ending of the nouns.**

**2d. By different words in the compound names.**

**3d. By words *radically* different.**

**Arrange the following pairs in separate columns with reference to these ways.**

  - **Abbot, abbess ; actor, actress ; Francis, Frances ; Jesse, Jessie ; bachelor, maid ; beau, belle ; monk, nun ; gander, goose ; administrator, administratrix ; baron, baroness ; count, countess ; czar, czarina ; don, donna ; boy, girl ; drake, duck ; lord, lady ; nephew, niece ; landlord, landlady ; gentleman, gentlewoman ; peacock, peahen ; duke, duchess ; hero, heroine ; host, hostess ; Jew, Jewess ; man-servant, maid-servant ; sir, madame ; wizard, witch ; marquis, marchioness ; widow, widower ; heir, heiress ; Paul, Pauline ; Augustus, Augusta.**
  -

Day 4:

- Define:
  -
- Read: Proverbs 1:20-33
  - Wisdom is assigned what gender?
- Discuss:
  - Find the Latin word for wisdom in a Latin dictionary.
  - What is the gender of the word?
- Graded Lessons in English (Lesson 80):
  -

Day 5:

- Review:
  -
- Graded Lessons in English (Lesson 80)



REVIEW QUESTIONS.

- What new way of varying the meaning of words was introduced in Lesson 78 ? Illustrate. What are modifications of the parts of speech ? What is *number* ? How many numbers are there ? Name and define each. Give the *rule* for forming the *plural* of nouns. Illustrate the *variations* of this *rule*. What is *gender* ? How many genders are there ? Name and define each. In how many ways are the genders distinguished ? Illustrate.

Week 10



Topic:

Proverb  
Modifications of Parts of Speech

Words to remember:

- Person: modification of a noun or pronoun which denotes the speaker, the one spoken to, or the one spoken of.
- First Person: denotes the one speaking.
- Second Person: denotes the one spoken to.
- Third Person: denotes the one spoken of.
- Case: modification of a noun or pronoun which denotes its office in the sentence.
- Nominative Case: denotes office of a noun or pronoun as subject or as attribute complement.
- Possessive Case: denotes office of a noun or pronoun as possessive modifier.
- Objective Case: denotes office of a noun or pronoun as object complement, or as principal word in a prepositional phrase.

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 81)

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.”

Proverb

Read [Hebrews 12:1-2](#). Using these two verses, write a proverb.

Directions for Composition

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Define:
  - Person
  - First Person
  - Second Person
  - Third Person



- Case
- Nominative Case
- Possessive Case
- Objective Case
- Discuss:
  - Define and make flashcards
  - What is a modification? (as in the definition of person and case)
  - What is an office? (as in the definition of nominative case, possessive case, and objective case)
    - Where do we hear the word office? (sometimes in the liturgy during absolution,

Day 3:

- Review:
  - Person
  - First Person
  - Second Person
  - Third Person
- Graded Lessons in English (Lesson 81):
  - Discuss:
    - *I Paul have written. Paul, thou art beside thyself. He brought Paul before Agrippa. In these three sentences, the word Paul has three different uses. In the first, it is used as the name of the speaker ; in the second, as the name of one spoken to ; in the third, as the name of one spoken of. You will notice that the form of the noun was not changed. This change in the use of nouns and pronouns is called Person. The word I in the first sentence, the word thou in the second, and the word he in the third, have each a different use. I, thou, and he are personal pronouns, and, as you have learned, distinguish person by their form. I, denoting the speaker, is in the First Person; thou, denoting the one spoken to, is in the Second Person; and he, denoting the one spoken of, is in the Third Person.*
  - How is Paul used differently in these examples?
  - Look back at your proverb. How are nouns and pronouns used differently (which cases) in your writing?

Day 4:

- Review:
  - Case
  - Nominative Case
  - Possessive Case
  - Objective Case
- Read:
- Discuss:
- Graded Lessons in English (Lesson 81):
  - Discuss:
    - *Personal pronouns and verbs are the only words that distinguish person by their form.*
    - *The bear killed the man. The man killed the bear. The bear's grease was made into hair oil. In the first sentence, the bear is represented as performing an action ; in the second, as receiving an action ; in the third, as possessing something. So the word bear in these sentences has three different uses. These uses of nouns are called Cases. The use of a noun as subject is called the Nominative Case; its use as object is called the Objective Case; and its use to denote possession is called the Possessive Case.*
    - *The possessive is the only case of nouns that is indicated by a change in form.*
  - Look at the verbs in your Proverb. What different uses have the verbs?

Day 5:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 81)
  - How is case different than person?
  - Why is it important to know and correctly use case and person?
  - What might happen if case and person are not used correctly.
  -

## Week 11

Topic:

Proverb





**Words to remember:**

- Person: modification of a noun or pronoun which denotes the speaker, the one spoken to, or the one spoken of.
- First Person: denotes the one speaking.
- Second Person: denotes the one spoken to.
- Third Person: denotes the one spoken of.
- Case: modification of a noun or pronoun which denotes its office in the sentence.
- Nominative Case: denotes office of a noun or pronoun as subject or as attribute complement.
- Possessive Case: denotes office of a noun or pronoun as possessive modifier.
- Objective Case: denotes office of a noun or pronoun as object complement, or as principal word in a prepositional phrase.

**Textbook Reference:**

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 82)

**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.

Proverb

Sulpitius Severus wrote about the life of St. Martin of Tours (from <http://www.users.csbsju.edu/~eknuth/npnf2-11/sulpitiu/lifeofst.html#pref>):

MOST men being vainly devoted to the pursuit of worldly glory, have, as they imagined, acquired a memorial of their own names from this source; viz. devoting their pens to the embellishment of the lives of famous men. This course, although it did not secure for them a lasting reputation, still has undoubtedly brought them some fulfilment of the hope they cherished. It has done so, both by preserving their own memory, though to no purpose, and because, through their having presented to the world the examples of great men, no small emulation has been excited in the bosoms of their readers. Yet, notwithstanding these things, their labors have in no degree borne upon the blessed and never-ending life to which we look forward. For what has a glory, destined to perish with the world, profited those men themselves who have written on mere secular matters? Or what benefit has posterity derived from reading of Hector as a warrior, or Socrates as an expounder of philosophy? There can be no profit in such things, since it is not only folly to imitate the persons referred to, but absolute madness not to assail them with the utmost severity. For, in truth, those persons who estimate human life only by present actions, have consigned their hopes to fables, and their souls to the tomb. In fact, they gave themselves up to be perpetuated simply in the memory of mortals, whereas it is the duty of man rather to seek after eternal life than an eternal memorial and that, not by writing, or fighting, or philosophizing, but by living a pious, holy, and religious life. This erroneous conduct of mankind, being enshrined in literature, has prevailed to such an extent that it has found many who have been emulous either of the vain philosophy or the foolish excellence which has been celebrated. For this reason, I think I will accomplish something well worth the necessary pains, if I write the life of a most holy man, which shall serve in future as an example to others; by which, indeed, the readers shall be roused to the pursuit of true knowledge, and heavenly warfare, and divine virtue. In so doing, we have regard also to our own advantage, so that we may look for, not a vain remembrance among men, but an eternal reward from God. For, although we ourselves have not lived in such a manner that we can serve for an example to others, nevertheless, we have made it our endeavor that he should not remain unknown who was a man worthy of imitation. I shall therefore set about writing the life of St. Martin, and shall narrate both what he did previous to his episcopate, and what he performed as a bishop. At the same time, I cannot hope to set forth all that he was or did. Those excellences of which he alone was conscious are completely unknown, because, as he did not seek for honor from men, he desired, as much as he could accomplish it, that his virtues should be concealed. And even of those which had become known to us, we have omitted a great number, because we have judged it enough if only the more striking and eminent should be recorded. At the same time, I had in the interests of readers to see to it that, no undue amount of instances being set before them should make them weary of the subject. But I implore those who are to read what follows to give full faith to the things narrated, and to believe that I have written nothing of which I had not certain knowledge and evidence. I should, in fact, have preferred to be silent rather than to narrate things which are false.

Using Severus' writing about why he wrote about St. Martin, write a Proverb.

Directions for Composition



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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Note:
  - a noun or pronoun used as an *explanatory modifier* is in the same case as the word which it explains, and that a noun or pronoun used *independently* is in the *nominative case*
- Graded Lessons in English (Lesson 82):
  - Tell the *person* and *case* of each of the following nouns and pronouns.
    - We Americans do things in a hurry.
    - You Englishmen take more time to think.
    - The Germans do their work with the most patience and deliberation.
    - We boys desire a holiday.
    - Come on, my men; I will lead you.
    - I, your teacher, desire your success.
    - You, my pupils, are attentive.
    - I called on Tom, the tinker.
    - Friends, countrymen, and lovers, hear me for my cause.

Day 3:

- Review:
  - Person
  - Case
  - Simple sentence
- Graded Lessons in English (Lesson 82):
  - Discuss:
    - Why do we need different persons and cases when writing and speaking?
  - Write simple sentences in which each of the following nouns shall be used in the *three persons* and in the *three cases*.
    - Andrew Jackson, Alexander, Yankees.

Day 4:

- Review:
  - nominative
  - attribute
  - explanatory modifier
- Read:
- Discuss:
- Graded Lessons in English (Lesson 82):
  - Write a sentence containing a noun in the *nominative case*, used as an *attribute*; one in the *nominative*, used as an *explanatory modifier*; one in the *nominative*, used independently.

Day 5:

- Review:
  - objective case
  - predicate verb
  - participle
  - infinitive
  - preposition
  - explanatory modifier
- Graded Lessons in English (Lesson 82)
  - Write a sentence containing a noun in the *objective case*, used to *complete two predicate verbs*; one used to *complete a participle*; one used to *complete an infinitive*; one used *with a preposition* to make a phrase; one used as an *explanatory modifier*.
  -





## Topic:

Proverb  
Modifications of Parts of Speech

## Words to remember:

- Declension: the arrangement of the cases of nouns and pronouns in the two numbers
- Person: modification of a noun or pronoun which denotes the speaker, the one spoken to, or the one spoken of.
- First Person: denotes the one speaking.
- Second Person: denotes the one spoken to.
- Third Person: denotes the one spoken of.
- Case: modification of a noun or pronoun which denotes its office in the sentence.
- Nominative Case: denotes office of a noun or pronoun as subject or as attribute complement.
- Possessive Case: denotes office of a noun or pronoun as possessive modifier.
- Objective Case: denotes office of a noun or pronoun as object complement, or as principal word in a prepositional phrase.

## Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 83)

## 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.

Proverb

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

Directions for Composition

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - Noun
- Define:
  - Declension
- Graded Lessons in English (Lesson 83):
  - Declension of nouns
    - Practice declining the nouns in the lesson
    - Decline the following nouns:
      - **Singular**  
**Nominative** boy horse fly chimney calf lass man deer  
**Possessive** boy's horse's fly's chimney's calf's lass's man's deer's  
**Objective** boy horse fly chimney calf lass man deer  
**Plural**  
**Nominative** boys horses flies chimneys calves lasses men deer

**Possessive** boys' horses' flies' chimneys' calves' lasses' men's deer's  
**Objective** boys horses flies chimneys calves lasses men deer

Day 3:

- Review:
  - Pronoun
  - First person
  - Second person
- Graded Lessons in English (Lesson 83):
  - Discuss and learn by heart:

▪

FIRST PERSON.	
<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> I,	we,
<i>Pos.</i> my <i>or</i> mine,	our <i>or</i> ours,
<i>Obj.</i> me ;	us.

SECOND PERSON— <i>common form.</i>	
<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> you,	you,
<i>Pos.</i> your <i>or</i> yours,	your <i>or</i> yours,
<i>Obj.</i> you ;	you.

- Create a sentence for each word.

Day 4:

- Review:
  - Pronoun
  - Second person
  - Third person
- Graded Lessons in English (Lesson 83):
  - Discuss and learn by heart:

▪

SECOND PERSON— <i>old form.</i>	
<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> thou,	ye <i>or</i> you,
<i>Pos.</i> thy <i>or</i> thine,	your <i>or</i> yours,
<i>Obj.</i> thee ;	you.

THIRD PERSON— <i>masculine.</i>	
<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> he,	they,
<i>Pos.</i> his,	their <i>or</i> theirs,
<i>Obj.</i> him ;	them.

THIRD PERSON— <i>feminine.</i>	
<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> she,	they,
<i>Pos.</i> her <i>or</i> hers,	their <i>or</i> theirs,
<i>Obj.</i> her ;	them.

THIRD PERSON— <i>neuter.</i>	
<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> it,	they,
<i>Pos.</i> its,	their <i>or</i> theirs,
<i>Obj.</i> it ;	them.

- Create a sentence for each word.

Day 5:

- Review:
  - Compound Personal Pronoun
  - Compound Relative Pronoun
- Graded Lessons in English (Lesson 83)
  - Discuss and learn by heart:
    - Compound Personal Pronouns
    - Compound Relative Pronouns
  - Create a sentence for each word.

Week 13

Topic:

Proverb  
Modifications of Parts of Speech



### Words to remember:

- Possessive case rule: The *possessive case* of nouns is formed in the singular by adding to the nominative the apostrophe and the letter s ('s); in the plural, by adding (') only. If the plural does not end in s, the apostrophe and the s are both added

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 84)

### Materials:

- Notebook

### Suggested Daily Schedule:

Day 1:

Proverb

Read John 6:1-15. Use Andrew's statement: "There is a boy here who has five barley loaves and two fish, but what are they for so many?" to write a proverb. Assume that Andrew's statement is prompted by faith, even though it seems to suggest doubt.

Directions for Composition

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:
  - Possessive case rule
- Define:
  - Possessive case rule
- Graded Lessons in English (Lesson 84):
  - Write the *possessive singular* and the *possessive plural* of the following nouns, and place an appropriate noun after each.
    - Robin, friend, fly, hero, woman, bee, mouse, cuckoo, fox, ox, man, thief, fairy, mosquito, wolf, shepherd, farmer, child, neighbor, cow

Day 3:

- Discuss:
  - Possession may be expressed also by the preposition *of* and the *objective*; as, the *mosquito's* bill = the bill *of* the *mosquito*.
  - The possessive sign ('s) is confined *chiefly* to the names of persons and animals.
  - We do not say the *chair's* legs, but the legs *of* the *chair*. Regard must be had also to the *sound*.
- Graded Lessons in English (Lesson 84):
  - IMPROVE THE FOLLOWING EXPRESSIONS, and expand each into a simple sentence.
    - The sky's color; the cloud's brilliancy; the rose's leaves; my uncle's partner's house; George's father's friend's farm; the mane of the horse of my brother; my brother's horse's mane.

Day 4:

- Discuss:
  - When there are several possessive nouns, all belonging to one word, the possessive sign is added to the last only. If they modify different words, the sign is added to each.
  - +Model+.—*Webster and Worcester's dictionary may be bought at Ticknor's and Field's book-store.*
  - The possessive sign should be added to *Webster*, for the word *dictionary* is understood immediately after. Webster and Worcester do not together possess the same dictionary. The sign should not be added to *Ticknor*, for the two men, Tieknor and Field, possess the same store.



- Graded Lessons in English (Lesson 84):
  - CORRECT THE FOLLOWING EXPRESSIONS, and expand each into a simple sentence.
    - Adam's and Eve's garden; Jacob's and Esau's father; Shakespeare and Milton's works; Maud, Kate, and Clara's gloves; Maud's, Kate's, and Clara's teacher was —.

Day 5:

- Discuss:
  - When one possessive noun is explanatory of another, the possessive sign is added to the last only.
- Graded Lessons in English (Lesson 84)
  - CORRECT THE FOLLOWING ERRORS.
    - I called at Tom's the tinker's.
    - They listened to Peter's the Hermit's eloquence.
    - This was the Apostle's Paul's advice.
  - CORRECT THE FOLLOWING ERRORS.
    - Our's, your's, hi's, their's, her's, it's, hisn, yourn, hern.

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## Week 14



### Topic:

Proverb  
Modifications of Parts of Speech

### Words to remember:

- Nominative form of pronouns rule: *I, we, thou, ye, he, she, they*, and *who* are +*nominative*+ forms, and must not be used in the objective case.
- Objective form of pronouns rule: *me, us, thee, him, her, them*, and *whom* are +*objective*+ forms, and must not be used in the nominative case.
- 

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 85)

### 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.

Proverb

St. Nicholas is most well known for his giving of gifts. Read the Fourth Petition and its explanation from Luther’s Small Catechism. Use the sentence “Daily bread includes everything that has to do with the support and needs of the body, such as food, drink, clothing, shoes, house, home, land, animals, money, goods, a devout husband or wife, devout workers, etc.” to write a proverb.

Directions for Composition

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:
  - Nominative form of pronouns rule
  - Objective form of pronouns rule
- Define:
  - Learn by heart the nominative and objective forms of pronouns
- Graded Lessons in English (Lesson 85):
  - *I, we, thou, ye, he, she, they, and who*
  - *me, us, thee, him, her, them, and whom*
    - Note: learn even the lesser-used pronouns *thou, ye, and thee* as we encounter these words in primary sources, hymnody, and other locations.

#### Day 3:

- Discuss:
  - In the following sentences, find the pronouns and identify them as nominative or objective.
- Graded Lessons in English (Lesson 85):
  - Correct the following errors, citing why the change is needed:
    - Him and me are good friends.
    - The two persons were her and me.
    - Us girls had a jolly time.
    - It is them, surely.
    - Who will catch this? Me.
    - Them that despise me shall be lightly esteemed.
    - Who is there? Me.
    - It was not us, it was him.
    - Who did you see?
    - Who did you ask for?

#### Day 4:

- Discuss:
  - Pronouns must agree with their antecedents in number, gender, and person.
  - In the following sentences, find the pronouns and identify them as nominative or objective.
- Graded Lessons in English (Lesson 85):
  - Correct the following errors, citing why the change is needed:
    - Every boy must read their own sentences.
    - I gave the horse oats, but he would not eat it.
    - Every one must read it for themselves.
    - I took up the little boy, and set it on my knee.
- Discuss:
  - The relative *who* represents persons; *which*, animals and things; *that*, persons, animals, and things; and *what*, things.
- Graded Lessons in English (Lesson 85):
  - Correct the following errors, citing why the change is needed:
    - I have a dog who runs to meet me.
    - The boy which I met was quite lame.
    - Those which live in glass houses must not throw stones.

#### Day 5:

- Discuss:
  - Name the nominative and objective pronouns
- Graded Lessons in English (Lesson 85)
  - Review:
    - How many modifications have nouns and pronouns? Name and define each.
    - How many persons are there? Define each.
    - How many cases are there? Define each.
    - How do you determine the case of an explanatory noun or pronoun?
    - What is declension?
    - How are the forms *mine, yours*, etc., now used?
    - What is the rule for forming the possessive case?
    - What words are used only in the nominative case?
    - What words are used only in the objective case? [Footnote: *Her* is used in the possessive case also.]
    - How do you determine the number, gender, and person of pronouns?





Topic:

Proverb  
Nouns and Pronouns

Words to remember:

- Nominative form of pronouns rule: *I, we, thou, ye, he, she, they*, and *who* are +*nominative*+ forms, and must not be used in the objective case.
- Objective form of pronouns rule: *me, us, thee, him, her, them*, and *whom* are +*objective*+ forms, and must not be used in the nominative case.

Textbook Reference:

- Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 86)

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.

Proverb

Lucy is known as the Saint of Light. Read Matthew 5:16. Use this verse to write a proverb.

Directions for Composition

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - What modifications can one make of a word? (person, number, gender, case)
  - Define each of these modifications.
- Graded Lessons in English (Lesson 86):
  - Select and parse all the nouns and pronouns in Lesson 53 using the model.

CLASSIFICATION.		MODIFICATIONS.				SYNTAX.
Nouns.	Kind.	Person.	Number.	Gender.	Case.	
Elizabeth's favorite	Prop. Com.	3d	Sing.	Fem. Mas.	Pos. Nom.	Pos. Mod. of favorite. Sub. of was beheaded.
Raleigh	Prop.	"	"	"	"	Exp. Mod. of favorite.
James I.	"	"	"	"	Obj.	Prin. word in Prep. phrase.

Day 3:

- Review:
  - What is a noun?
  - What is a pronoun?



- Graded Lessons in English (Lesson 86):
  - Select and parse all the nouns and pronouns in Lesson 56 using the model.

CLASSIFICATION.		MODIFICATIONS.				SYNTAX.
Nouns.	Kind.	Person.	Number.	Gender.	Case.	
Elizabeth's	Prop.	3d	Sing.	Fem.	Pos.	Pos. Mod. of <i>favorite</i> .
favorite	Com.	"	"	Mas.	Nom.	Sub. of <i>was beheaded</i> .
Raleigh	Prop.	"	"	"	"	Exp. Mod. of <i>favorite</i> .
James I.	"	"	"	"	Obj.	Prin. word in Prep. phrase.

Day 4:

- Review:
  - List ten nouns and give a pronoun for each.
- Graded Lessons in English (Lesson 86):
  - Select and parse all the nouns and pronouns in Lesson 57 using the model.

CLASSIFICATION.		MODIFICATIONS.				SYNTAX.
Nouns.	Kind.	Person.	Number.	Gender.	Case.	
Elizabeth's	Prop.	3d	Sing.	Fem.	Pos.	Pos. Mod. of <i>favorite</i> .
favorite	Com.	"	"	Mas.	Nom.	Sub. of <i>was beheaded</i> .
Raleigh	Prop.	"	"	"	"	Exp. Mod. of <i>favorite</i> .
James I.	"	"	"	"	Obj.	Prin. word in Prep. phrase.

Day 5:

- Penmanship practice: [Catechism](#)

Week 16



Topic:

Proverb  
Comparison of Adjectives

Words to remember:

- Comparison: a modification of the adjective to express the relative degree of the quality in the things compared
- Positive degree: expresses the simple quality
- Comparative degree: expresses a greater or a less degree of the quality
- Superlative degree: expresses the greatest or the least degree of the quality
- Rule: Adjectives are regularly compared by adding *er* to the positive to form the comparative, and *est* to the positive to form the superlative+

Textbook Reference:

- Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 87)

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.

Proverb

St. Thomas, in John 20:28, confessed Jesus as Lord by saying, "My Lord and my God!" Use that statement to write a proverb.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 87):
  - Read and discuss the following:
    - Adjectives of one syllable are *generally* compared regularly; adjectives of two or more syllables are often compared by prefixing *more* and *most*.

When there are two correct forms, choose the one that can be more easily pronounced.

- Give examples of the above.

Day 3:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 87):
  - Compare the following adjectives using the model. For the spelling, consult your dictionaries.

<b>Model.—Positive.</b>	<b>Comparative.</b>	<b>Superlative.</b>
<b>Lovely,</b>	<b>lovelier,</b>	<b>loveliest, or</b>
<b>lovely,</b>	<b>more lovely,</b>	<b>most lovely.</b>

- Tame, warm, beautiful, brilliant, amiable, high, mad, greedy, pretty, hot.

Day 4:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 87):
  - Some adjectives are compared *irregularly*. Learn the following forms.

<b>Positive.</b>	<b>Comparative.</b>	<b>Superlative.</b>
<b>Good,</b>	<b>better,</b>	<b>best.</b>
<b>Bad,</b>		
<b>Evil,</b>	<b>worse,</b>	<b>worst.</b>
<b>Ill,</b>		
<b>Little,</b>	<b>less,</b>	<b>least.</b>
<b>Much,</b>	<b>more,</b>	<b>most.</b>
<b>Many,</b>		

- Write sentences using each form of these irregularly compared adjectives.

Day 5:

- Penmanship practice: [Catechism](#)

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## Week 17



### Topic:

Proverb

Comparison of Adverbs and Adjectives

### Words to remember:

- Comparison: a modification of the adjective to express the relative degree of the quality in the things compared
- Positive degree: expresses the simple quality
- Comparative degree: expresses a greater or a less degree of the quality
- Superlative degree: expresses the greatest or the least degree of the quality
- Rule: Adjectives are regularly compared by adding *er* to the positive to form the comparative, and *est* to the positive to form the superlative
- Cautions from Lesson 88

### Textbook Reference:

- *Progymnasmata Through the Church Year*



- [Graded Lessons in English](#) (Lesson 88)

### 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.

### Proverb

Read Matthew 2:1-12. Reread verse 2, specifically, “For we saw His star when it rose and have come to worship Him.”

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - What is an Adverb?
  - What is an Adjective?
- Graded Lessons in English (Lesson 88):
  - Read and discuss the following:
    - When two things or groups of things are compared, the *comparative* degree is commonly used; when more than two, the *superlative* is employed.
  - Give examples of the above.

Day 3:

- Review:
  - Adjectives should not be *doubly* compared. (Give examples of why this is true)
- Graded Lessons in English (Lesson 88):
  - Correct the following errors:
    - Of all the boys, George is the more industrious.
    - Peter was older than the twelve apostles.
    - Which is the longer of the rivers of America?
    - This was the most unkindest cut of all.
    - He chose a more humbler part.
    - My hat is more handsomer than yours.
    - The younger of those three boys is the smarter.
    - Which is the more northerly, Maine, Oregon, or Minnesota?
  - Correct the following errors:
    - The weather is horrid.
    - That dress is perfectly awful.
    - Your coat sits frightfully.
    - We had an awfully good time.
    - This is a tremendously hard lesson.
    - Harry is a mighty nice boy.
  - Remember: adjectives whose meaning does not admit of different degrees cannot be compared; as, *every*, *universal*.

Day 4:

- Review:
  - Do not use adjectives and adverbs extravagantly. (Give examples of why this is true)
- Graded Lessons in English (Lesson 88):



- From the following list of adjectives, select those that cannot be compared, and then build sentences in which the remaining words shall be used in each of the three degrees of comparison:
  - All, serene, excellent, immortal, first, two, total, infinite, three-legged, bright.
- *Adverbs* are compared in the same manner as adjectives. The following are compared regularly. Compare them.
  - Fast, often, soon, late, early.
- The following are compared irregularly. Learn them.

<i>Pos.</i>	<i>Comp.</i>	<i>Sup.</i>
Badly, { Ill, }	worse,	worst.
Well,	better,	best.
Little,	less,	least.
Much,	more,	most.
Far,	farther,	farthest.

- Adverbs ending in *ly* are generally compared by prefixing *more* and *most*. Compare the following.
  - Firmly, gracefully, actively, easily.

Day 5:

- Penmanship practice: [Catechism](#)

Week 18



Topic:

Proverb  
Modification of Verbs

Words to remember:

- Voice: modification of the transitive verb which shows whether the subject names the *actor* or the *thing acted upon*
- Active voice: shows that the subject names the actor
- Passive voice: shows that the subject names the thing acted upon

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 88)

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?

Proverb

The significance of Jesus’ baptism is confirmed by the fact that all four Gospels include the account. Also confirming the event’s significance is the familiarity of several phrases from the account: “This is my beloved Son, with whom I am well pleased,” “...He who is coming after me is mightier than I, whose sandals I am not worthy to carry,” etc. Look through the four accounts of Jesus’ baptism and choose a significant quotation. Write a proverb using this quotation.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:





- Review:
  - How is a noun parsed?
  - What modification have adjectives?
- Graded Lessons in English (Lesson 89):
  - In each of the following sentences, change the *voice* of the verb without changing the meaning of the sentence. Note the other changes that occur in the sentence.
    - The industrious bees gather honey from the flowers.
    - The storm drove the vessel against the rock.
    - Our words should be carefully chosen.
    - Death separates the dearest friends.
    - His vices have weakened his mind and destroyed his health.

Day 3:

- Review:
  - What is comparison? How many degrees of comparison are there? Define each.
- Graded Lessons in English (Lesson 89):
  - In each of the following sentences, change the *voice* of the verb without changing the meaning of the sentence. Note the other changes that occur in the sentence.
    - True valor protects the feeble and humbles the oppressor.
    - The Duke of Wellington, who commanded the English armies in the Peninsula, never lost a battle.
    - Moses led the Israelites out of Egypt.
    - Dr. Livingstone explored a large part of Africa.
    - The English were conquered by the Normans.

Day 4:

- Review:
  - How are adjectives regularly compared? Distinguish the uses of the comparative and the superlative degree.
- Graded Lessons in English (Lesson 89):
  - Name all the transitive verbs in Lessons 20 and 22, and give, their *voice*.

Day 5:

- Penmanship practice: [Catechism](#)

## Week 19



### Topic:

Proverb

Mode, Tense, Number, and Person

### Words to remember:

- Mode: modification of the verb which denotes the manner of asserting the action or being.
- Indicative Mode: asserts the action or being as a fact.
- Potential Mode: asserts the power, liberty, possibility, or necessity of acting or being.
- Subjunctive Mode: asserts the action or being as a mere condition, supposition, or wish.
- Imperative Mode: asserts the action or being as a command or an entreaty.
- Infinitive: form of the verb which names the action or being in a general way, without asserting it of anything.
- Participle: form of the verb partaking of the nature of an adjective or of a noun, and expressing the action or being as assumed.
- Present Participle: denotes action or being as continuing at the time indicated by the predicate.
- Past Participle: denotes action or being as past or completed at the time indicated by the predicate.
- Past Perfect Participle: denotes action or being as completed at a time previous to that indicated by the predicate.
- Tense: modification of the verb which expresses the time of the action or being.
- Present Tense: expresses action or being as present.
- Past Tense: expresses action or being as past.
- Future Tense: expresses action or being as yet to come.



- Present Perfect Tense: expresses action or being as completed at the present time.
- Past Perfect Tense: expresses action or being as completed at some past time.
- Future Perfect Tense: expresses action or being to be completed at some future time.
- Number and Person of a verb: modifications that show its agreement with the number and person of its subject.

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 90)

### 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.

### Proverb

St. Peter confessed of Jesus, "You are the Christ, the Son of the living God."

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - Give the directions for using adjectives and adverbs (Lesson 88). Illustrate.
- Graded Lessons in English (Lesson 90):
  - Read and discuss the Hints for Oral Instruction.

Day 3:

- Review:
  - What adjectives cannot be compared?
- Graded Lessons in English (Lesson 90):
  - Define and discuss:
    - Mode: modification of the verb which denotes the manner of asserting the action or being.
      - Indicative Mode: asserts the action or being as a fact.
      - Potential Mode: asserts the power, liberty, possibility, or necessity of acting or being.
      - Subjunctive Mode: asserts the action or being as a mere condition, supposition, or wish.
      - Imperative Mode: asserts the action or being as a command or an entreaty.
      - Infinitive: form of the verb which names the action or being in a general way, without asserting it of anything.
    - Participle: form of the verb partaking of the nature of an adjective or of a noun, and expressing the action or being as assumed.
      - Present Participle: denotes action or being as continuing at the time indicated by the predicate.
      - Past Participle: denotes action or being as past or completed at the time indicated by the predicate.
      - Past Perfect Participle: denotes action or being as completed at a time previous to that indicated by the predicate.

Day 4:

- Review:
  - How are adverbs compared?
- Graded Lessons in English (Lesson 90):
  - Define and discuss:
    - Tense: modification of the verb which expresses the time of the action or being.



- Present Tense: expresses action or being as present.
- Past Tense: expresses action or being as past.
- Future Tense: expresses action or being as yet to come.
- Present Perfect Tense: expresses action or being as completed at the present time.
- Past Perfect Tense: expresses action or being as completed at some past time.
- Future Perfect Tense: expresses action or being to be completed at some future time.
- Number and Person of a verb: modifications that show its agreement with the number and person of its subject.

Day 5:

- Penmanship practice: [Catechism](#)

## Week 20



### Topic:

Proverb

Mode, Tense, Number, and Person

### Words to remember:

- Mode: modification of the verb which denotes the manner of asserting the action or being.
- Indicative Mode: asserts the action or being as a fact.
- Potential Mode: asserts the power, liberty, possibility, or necessity of acting or being.
- Subjunctive Mode: asserts the action or being as a mere condition, supposition, or wish.
- Imperative Mode: asserts the action or being as a command or an entreaty.
- Infinitive: form of the verb which names the action or being in a general way, without asserting it of anything.
- Participle: form of the verb partaking of the nature of an adjective or of a noun, and expressing the action or being as assumed.
- Present Participle: denotes action or being as continuing at the time indicated by the predicate.
- Past Participle: denotes action or being as past or completed at the time indicated by the predicate.
- Past Perfect Participle: denotes action or being as completed at a time previous to that indicated by the predicate.
- Tense: modification of the verb which expresses the time of the action or being.
- Present Tense: expresses action or being as present.
- Past Tense: expresses action or being as past.
- Future Tense: expresses action or being as yet to come.
- Present Perfect Tense: expresses action or being as completed at the present time.
- Past Perfect Tense: expresses action or being as completed at some past time.
- Future Perfect Tense: expresses action or being to be completed at some future time.
- Number and Person of a verb: modifications that show its agreement with the number and person of its subject.

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 90)

### 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.

### Proverb

St. Paul confessed of Jesus, "He is the Son of God."



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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - What is mode?
- Graded Lessons in English (Lesson 90):
  - Using the model, let the teacher give a verb (or verbs) and the students give each verb in each of the four modes.
  - Model:
    - When I say, *James walks*, I assert the walking as a *fact*. When I say, *James may walk*, I do not assert the action as a fact, but as a *possible* action. When I say, *If James walk out, he will improve*, I assert the action, not as an actual fact, but as a *condition* of James's, improving. When I say to James, *Walk out*, I do not assert that James actually does the act, I assert the action as a *command*.

Day 3:

- Review:
    - What is tense?
  - Graded Lessons in English (Lesson 90):
    - Using the model, let the teacher give a verb (or verbs) and the students give each verb in each of the six tenses.
    - Model:
      - *I walk. I walked. I shall walk*. In each of these three sentences, the manner of asserting the action is the same. *I walk* expresses the action as *present*. *I walked* expresses the action as *past*, and *I shall walk* expresses the action as *future*.
- I have walked out to-day. I had walked out when he called. I shall have walked out by to-morrow*. The form, *have walked*, expressing the action as *completed* in the present, is called the *present perfect tense*. The form, *had walked*, expressing the action as *completed* in the past, is called the *past perfect tense*. The form, *shall have walked*, expressing an action to be *completed* in the future, is called the *future perfect tense*.

Day 4:

- Review:
  - What is form?
- Graded Lessons in English (Lesson 90):
  - Let the teacher give a noun (or nouns) and the students give a verb that agrees in person and number with the noun.

Day 5:

Penmanship practice: [Catechism](#)

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## Week 21



### Topic:

Proverb

Conjugation of the Verb

### Words to remember:

- Conjugation: the regular arrangement of all the forms of the verb.
- Synopsis: the regular arrangement of the forms of one number and person in all the modes and tenses.
- Auxiliary Verbs: those that help in the conjugation of other verbs. (*do, be, have, shall, will, may, can, and must*)
- Principal Parts of a verb: the present indicative or the present infinitive, the past indicative, and the past participle.

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 91)



## 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.

## Proverb

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

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - What is mode? What are the modes?
- Graded Lessons in English (Lesson 91):
  - Define and discuss the Words to Remember.

Day 3:

- Review:
  - What is tense? What are the names of the tenses?
- Graded Lessons in English (Lesson 91):
  - Discuss:
    - There are regular verbs and irregular verbs. In the coming days we will study irregular verbs.
    - Today, however, we will look at how to conjugate regular verbs into present, past, and past participle.
    - Remember that verbs must agree with the subject.
    - Using the model, conjugate regular verbs:
      - Model: walk, walked, walked
      - Regular verbs: accept, allow, ask, bless, boast, boil, deserve, destroy, enter, doubt, fear, happen, harm, etc.
      - [Regular verbs list](#)

Day 4:

- Review:
  - What are the principal parts of a verb?
- Graded Lessons in English (Lesson 91):
  - Learn the following conjugations of irregular verbs (present, past, past participle):
    - Be or am, was, been.
    - Begin, began, begun.
    - Blow, blew, blown.
    - Break, broke, broken.
    - Choose, chose, chosen.
    - Come, came, come.
    - Do, did, done.
    - Draw, drew, drawn

Day 5:

- Penmanship practice: [Catechism](#)

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## Week 22

Topic:





Proverb

Conjugation of the Verb

### Words to remember:

- Conjugation: the regular arrangement of all the forms of the verb.
- Synopsis: the regular arrangement of the forms of one number and person in all the modes and tenses.
- Auxiliary Verbs: those that help in the conjugation of other verbs. (*do, be, have, shall, will, may, can, and must*)
- Principal Parts of a verb: the present indicative or the present infinitive, the past indicative, and the past participle.

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 91)

### 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.

### Proverb

Historical record about St. Valentine is sparse. However, we do know that sacrificial love is commended to us by God. Read John 15:12-13. Use these verses to write a Proverb.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - What is conjugation?
- Graded Lessons in English (Lesson 91):
  - Learn the following conjugations of irregular verbs (present, past, past participle):
    - Drink, drank, drunk.
    - Drive, drove, driven.
    - Eat, ate, eaten.
    - Fall, fell, fallen.
    - Fly, flew, flown.
    - Freeze, froze, frozen.
    - Go, went, gone.
    - Get, got, got or gotten.

Day 3:

- Review:
  - What are auxiliary verbs?
- Graded Lessons in English (Lesson 91):
  - Learn the following conjugations of irregular verbs (present, past, past participle):
    - Give, gave, given.
    - Grow, grew, grown.
    - Have, had, had.
    - Know, knew, known.
    - Lay, laid, laid.
    - Lie, (to rest) lay, lain.



- Ride, rode, ridden.
- Ring, rang or rung, rung.

Day 4:

- Review:
  - What are the principal parts of a verb?
- Graded Lessons in English (Lesson 91):
  - Learn the following conjugations of irregular verbs (present, past, past participle):
    - Rise, rose, risen.
    - Run, ran, run.
    - See, saw, seen.
    - Set, set, set.
    - Sit, sat, sat.
    - Shake, shook, shaken.
    - Sing, sang or sung, sung.
    - Slay, slew, slain.

Day 5:

- Graded Lessons in English (Lesson 91):
  - Learn the following conjugations of irregular verbs (present, past, past participle):
    - Speak, spoke, spoken.
    - Steal, stole, stolen.
    - Swim, swam or swum, swum.
    - Take, took, taken.
    - Tear, tore, torn.
    - Throw, threw, thrown.
    - Wear, wore, worn.
    - Write, wrote, written.
- Penmanship practice: [Catechism](#)

## Week 23



### Topic:

Proverb

Conjugation of the Verb

### Words to remember:

- Indicative mode: denoting a mood of verbs expressing simple statement of a fact
- Subjunctive mode: relating to or denoting a mood of verbs expressing what is imagined or wished or possible
- Potential mode: that form of the verb which is used to express possibility, liberty, power, will, obligation, or necessity
- Imperative mode: denoting the mood of a verb that expresses a command or exhortation

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 92)

### Materials:

- Notebook

### Suggested Daily Schedule:

Day 1:

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

### Proverb

Martin Luther, at the Diet of Worms, said, "My conscience is captive to the Word of God. I cannot and will not recant anything, since it is neither safe nor right to go against my conscience. May God help me. Amen." Use this statement to write a Proverb.

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

- Praise the saying itself



- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - What is conjugation?
- Graded Lessons in English (Lesson 92):
  - In studying the conjugation of SEE, note the simple form and indicative mode. How do these confirm the definition in the Words to Remember?:

CONJUGATION OF THE VERB SEE IN THE SIMPLE FORM.		
PRINCIPAL PARTS.		
<i>Pres.</i> See,	<i>Past.</i> saw,	<i>Past Par.</i> seen.
INDICATIVE MODE.		
PRESENT TENSE.		
<i>Singular.</i>		<i>Plural.</i>
1. I see,		1. We see,
2. { You see, <i>or</i>		2. You see,
{ Thou seest,		
3. He sees ;		3. They see.
PAST TENSE.		
1. I saw,		1. We saw,
2. { You saw, <i>or</i>		2. You saw,
{ Thou sawest,		
3. He saw ;		3. They saw.
FUTURE TENSE.		
1. I shall see,		1. We shall see,
2. { You will see, <i>or</i>		2. You will see,
{ Thou wilt see,		
3. He will see ;		3. They will see.

Day 3:

- Review:
  - What are auxiliary verbs?
- Graded Lessons in English (Lesson 92):
  - In studying the conjugation of SEE, note the indicative mode and potential mode. How do these confirm the definition in the Words to Remember?:



PRESENT PERFECT TENSE.

- | <i>Singular.</i>                                 | <i>Plural.</i>     |
|--|--------------------|
| 1. I have seen,                                  | 1. We have seen;   |
| 2. { You have seen, <i>or</i><br>Thou hast seen, | 2. You have seen,  |
| 3. He has seen ;                                 | 3. They have seen. |

PAST PERFECT TENSE.

- |  |                   |
|--|-------------------|
| 1. I had seen,                                   | 1. We had seen,   |
| 2. { You had seen, <i>or</i><br>Thou hadst seen, | 2. You had seen,  |
| 3. He had seen ;                                 | 3. They had seen. |

FUTURE PERFECT TENSE.

- |  |                         |
|--|-------------------------|
| 1. I shall have seen,                                      | 1. We shall have seen,  |
| 2. { You will have seen, <i>or</i><br>Thou wilt have seen, | 2. You will have seen,  |
| 3. He will have seen ;                                     | 3. They will have seen. |

POTENTIAL MODE.

PRESENT TENSE.

- | <i>Singular.</i>                               | <i>Plural.</i>   |
|--|------------------|
| 1. I may see,                                  | 1. We may see,   |
| 2. { You may see, <i>or</i><br>Thou mayst see, | 2. You may see,  |
| 3. He may see ;                                | 3. They may see. |

PAST TENSE.

- |  |                    |
|--|--------------------|
| 1. I might see,                                    | 1. We might see,   |
| 2. { You might see, <i>or</i><br>Thou mightst see, | 2. You might see,  |
| 3. He might see ;                                  | 3. They might see. |

PRESENT PERFECT TENSE.

- |  |                        |
|--|------------------------|
| 1. I may have seen,  | 1. We may have seen,   |
| 2. { You may have seen, <i>or</i><br>Thou mayst have seen, | 2. You may have seen,  |
| 3. He may have seen ;                                      | 3. They may have seen. |

Day 4:

- Review:
  - What are the principal parts of a verb?
- Graded Lessons in English (Lesson 92):
  - In studying the conjugation of SEE, note the potential mode, subjunctive mode, and imperative mode. How do these confirm the definition in the Words to Remember?:

## PAST PERFECT TENSE.

- | <i>Singular.</i>                    | <i>Plural.</i>          |
|-------------------------------------|-------------------------|
| 1. I might have seen,               | 1. We might have seen,  |
| 2. { You might have seen, <i>or</i> | 2. You might have seen, |
| { Thou mightst have seen,           |                         |
| 3. He might have seen ;             | 3. They might have seen |

## SUBJUNCTIVE MODE.

### PRESENT TENSE.

- | <i>Singular.</i>           | <i>Plural.</i>  |
|----------------------------|-----------------|
| 1. If I see,               | 1. If we see,   |
| 2. { If you see, <i>or</i> | 2. If you see,  |
| { If thou see,             |                 |
| 3. If he see ;             | 3. If they see. |

## IMPERATIVE MODE.

### PRESENT TENSE.

- |                              |               |
|------------------------------|---------------|
| 2. See (you <i>or</i> thou). | 2. See (you). |
|------------------------------|---------------|

## INFINITIVES.

### PRESENT TENSE.

To see.

### PRESENT PERFECT TENSE.

To have seen.

## PARTICIPLES.

### PRESENT.

Seeing,

### PAST.

Seen,

### PAST PERFECT.

Having seen.

Day 5:

- Graded Lessons in English (Lesson 92):
  - Review the conjugation of SEE
  - Let the pupils prefix *do* and *did* to the simple present see, and thus make the *emphatic form* of the present and the past tense.
  - Let *can* and *must* be used in place of *may*; and *could*, *would*, and *should*, in place of *might*.
  - Require the pupils to tell how each tense is formed, and to note all changes for agreement in number and person.
- Penmanship practice: [Catechism](#)

## Week 24



### Topic:

Proverb

Conjugation of the Verb

### Words to remember:

- Indicative mode: denoting a mood of verbs expressing simple statement of a fact
- Subjunctive mode: relating to or denoting a mood of verbs expressing what is imagined or wished or possible
- Potential mode: that form of the verb which is used to express possibility, liberty, power, will, obligation, or necessity
- Imperative mode: denoting the mood of a verb that expresses a command or exhortation

### Textbook Reference:

- Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 93)

### 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.





Proverb

St. Matthias allegedly said, "we must combat our flesh, set no value upon it, and concede to it nothing that can flatter it, but rather increase the growth of our soul by faith and knowledge." Use this statement to write a Proverb.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - What is indicative mode?
- Graded Lessons in English (Lesson 93):
  - Fill out the following forms, using the principal parts of the verb *walk*.
  - Note: In the indicative, present, third, singular, *es* is sometimes added instead of *s*; and in the second person, old style, *st* is sometimes added instead of *est*.

INDICATIVE MODE.

PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1.	I <u>Pres.</u> ,	1.	We <u>Pres.</u> ,
2.	{ You <u>Pres.</u> ,	2.	You <u>Pres.</u> ,
	{ Thou <u>Pres.</u> <i>est</i> ,		
3.	He <u>Pres.</u> <i>s</i> ;	3.	They <u>Pres.</u> .

PAST TENSE.

1.	I <u>Past.</u> ,	1.	We <u>Past.</u> ,
2.	{ You <u>Past.</u> ,	2.	You <u>Past.</u> ,
	{ Thou <u>Past.</u> <i>st</i> ,		
3.	He <u>Past.</u> ;	3.	They <u>Past.</u> .

FUTURE TENSE.

1.	I <i>shall</i> <u>Pres.</u> ,	1.	We <i>shall</i> <u>Pres.</u> ,
2.	{ You <i>will</i> <u>Pres.</u> ,	2.	You <i>will</i> <u>Pres.</u> ,
	{ Thou <i>will-t</i> <u>Pres.</u> ,		
3.	He <i>will</i> <u>Pres.</u> ;	3.	They <i>will</i> <u>Pres.</u> .

PRESENT PERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1.	I <i>have</i> <u>Past Par.</u> ,	1.	We <i>have</i> <u>Past Par.</u> ,
2.	{ You <i>have</i> <u>Past Par.</u> ,	2.	You <i>have</i> <u>Past Par.</u> ,
	{ Thou <i>ha-st</i> <u>Past Par.</u> ,		
3.	He <i>ha-s</i> <u>Past Par.</u> ;	3.	They <i>have</i> <u>Past Par.</u> .

PAST PERFECT TENSE.

1.	I <i>had</i> <u>Past Par.</u> ,	1.	We <i>had</i> <u>Past Par.</u> ,
2.	{ You <i>had</i> <u>Past Par.</u> ,	2.	You <i>had</i> <u>Past Par.</u> ,
	{ Thou <i>had-st</i> <u>Past Par.</u> ,		
3.	He <i>had</i> <u>Past Par.</u> ;	3.	They <i>had</i> <u>Past Par.</u> .

FUTURE PERFECT TENSE.

1.	I <i>shall have</i> <u>Past Par.</u> ,	1.	We <i>shall have</i> <u>Past Par.</u> ,
2.	{ You <i>will have</i> <u>Past Par.</u> ,	2.	You <i>will have</i> <u>Past Par.</u> ,
	{ Thou <i>will-t have</i> <u>Past Par.</u> ,		
3.	He <i>will have</i> <u>Past Par.</u> ;	3.	They <i>will have</i> <u>Past Par.</u> .

Day 3:

- Review:
  - What is subjunctive mode?
- Graded Lessons in English (Lesson 93):



- Fill out the following forms, using the principal parts of the verb *walk*.:

POTENTIAL MODE.

PRESENT TENSE.

Singular.

1. I *may* Pres.,

2. { You *may* Pres.,  
Thou *may-st* Pres.,

3. He *may* Pres.;

Plural.

1. We *may* Pres.,

2. You *may* Pres.,

3. They *may* Pres..

PAST TENSE.

1. I *might* Pres.,

2. { You *might* Pres.,  
Thou *might-st* Pres.,

3. He *might* Pres.;

1. We *might* Pres.,

2. You *might* Pres.,

3. They *might* Pres..

PRESENT PERFECT TENSE.

Singular.

1. I *may have* Past Par.,

2. { You *may have* Past Par.,  
Thou *may-st have* Past Par.,

3. He *may have* Past Par.;

Plural.

We *may have* Past Par.,

You *may have* Past Par.,

They *may have* Past Par..

PAST PERFECT TENSE.

1. I *might have* Past Par.,

2. { You *might have* Past Par.,  
Thou *might-st have* Past Par.,

3. He *might have* Past Par.,

1. We *might have* Past Par.,

2. You *might have* Past Par.,

3. They *might have* Past Par..

Day 4:

- Review:
  - What is potential mode?
- Graded Lessons in English (Lesson 93):
  - Fill out the following forms, using the principal parts of the verb *walk*.:

SUBJUNCTIVE MODE.

PRESENT TENSE.

Singular.

1. If I Pres.,

2. { If you Pres.,  
If thou Pres.,

3. If he Pres.;

Plural.

1. If we Pres.,

2. If you Pres.,

3. If they Pres..

IMPERATIVE MODE.

PRESENT TENSE.

2. Pres. (you or thou).

2. Pres. (you).

INFINITIVES.

PRESENT TENSE.

To Pres..

PRESENT PERFECT TENSE.

To have Past Par..

PARTICIPLES.

PRESENT.

PAST.

PAST PERFECT.

Pres. *ing.*

Past Par.

*Having* Past Par..

Day 5:

- Review:
  - What is imperative mode?
- Graded Lessons in English (Lesson 93):
  - Let the pupils fill out these forms with other verbs.
- Penmanship practice: [Catechism](#)



### Topic:

Proverb

Conjugation of the Verb

### Words to remember:

- Progressive form: denoting an aspect or tense of a verb that expresses an action in progress. May be made by following BE or its conjugations with the *present participle* of some verb.
- Passive form: denoting or relating to a voice of verbs in which the subject undergoes the action of the verb. May be made by following BE or its conjugations with the *past participle* of a *transitive* verb.
- Indicative mode: denoting a mood of verbs expressing simple statement of a fact
- Subjunctive mode: relating to or denoting a mood of verbs expressing what is imagined or wished or possible
- Potential mode: that form of the verb which is used to express possibility, liberty, power, will, obligation, or necessity
- Imperative mode: denoting the mood of a verb that expresses a command or exhortation

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 94)

### 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.

### Proverb

Tertullian said at the end of his Passion of Perpetua and Felicitas, "O most brave and blessed martyrs! O truly called and chosen unto the glory of our Lord Jesus Christ! Whom whoever magnifies, and honours, and adores, assuredly ought to read these examples for the edification of the Church, not less than the ancient ones, so that new virtues also may testify that one and the same Holy Spirit is always operating even until now, and God the Father Omnipotent, and His Son Jesus Christ our Lord, whose is the glory and infinite power for ever and ever. Amen."

Use this statement to write a Proverb.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - What is indicative mode?
- Graded Lessons in English (Lesson 94):
  - Study and discuss the conjugation of the verb BE:
  - Note: the line after the verb BE is simply an indication that the rest of the sentence would follow.

## INDICATIVE MODE.

### PRESENT TENSE.

- | <i>Singular.</i>                             | <i>Plural.</i>   |
|--|------------------|
| 1. I am ———,                                 | 1. We are ———,   |
| 2. { You are ———, <i>or</i><br>Thou art ———, | 2. You are ———,  |
| 3. He is ———;                                | 3. They are ———. |

### PAST TENSE.

- |  |                   |
|--|-------------------|
| 1. I was ———,                                  | 1. We were ———,   |
| 2. { You were ———, <i>or</i><br>Thou wast ———, | 2. You were ———,  |
| 3. He was ———;                                 | 3. They were ———. |

### FUTURE TENSE.

- |  |                      |
|--|----------------------|
| 1. I shall be ———,                                   | 1. We shall be ———,  |
| 2. { You will be ———, <i>or</i><br>Thou wilt be ———, | 2. You will be ———,  |
| 3. He will be ———;                                   | 3. They will be ———. |

### PRESENT PERFECT TENSE.

- | <i>Singular.</i>   | <i>Plural.</i>         |
|--|------------------------|
| 1. I have been ———,                                      | 1. We have been ———,   |
| 2. { You have been ———, <i>or</i><br>Thou hast been ———, | 2. You have been ———,  |
| 3. He has been;  | 3. They have been ———. |

### PAST PERFECT TENSE.

- |  |                       |
|--|-----------------------|
| 1. I had been ———,                                       | 1. We had been ———,   |
| 2. { You had been ———, <i>or</i><br>Thou hadst been ———, | 2. You had been ———,  |
| 3. He had been ———;                                      | 3. They had been ———. |

### FUTURE PERFECT TENSE.

- |  |                             |
|--|-----------------------------|
| 1. I shall have been ———,  | 1. We shall have been ———,  |
| 2. { You will have been ———, <i>or</i><br>Thou wilt have been ———, | 2. You will have been ———,  |
| 3. He will have been ———;  | 3. They will have been ———. |

Day 3:

- Review:
  - What is subjunctive mode?
- Graded Lessons in English (Lesson 94):
  - Study and discuss the conjugation of the verb BE:

## POTENTIAL MODE.

### PRESENT TENSE.

- | <i>Singular.</i>                                     | <i>Plural.</i>      |
|--|---------------------|
| 1. I may be ———,                                     | 1. We may be ———,   |
| 2. { You may be ———, <i>or</i><br>Thou mayst be ———, | 2. You may be ———,  |
| 3. He may be ———;                                    | 3. They may be ———. |

### PAST TENSE.

- |  |                       |
|--|-----------------------|
| 1. I might be ———,                                       | 1. We might be ———,   |
| 2. { You might be ———, <i>or</i><br>Thou mightst be ———, | 2. You might be ———,  |
| 3. He might be ———;                                      | 3. They might be ———. |



PRESENT PERFECT TENSE.

*Singular.*

*Plural.*

1. I may have been ———,

2. { You may have been ———, *or*  
Thou mayst have been ———,

3. He may have been ——— ;
1. We may have been ———,

2. You may have been ———,

3. They may have been ———,

PAST PERFECT TENSE.

1. I might have been ———,

2. { You might have been ———, *or*  
Thou mightst have been ———,

3. He might have been ——— ;
1. We might have been ———,

2. You might have been ———,

3. They might have been ———

Day 4:

- Review:
  - What is potential mode?
- Graded Lessons in English (Lesson 94):
  - Study and discuss the conjugation of the verb BE:

SUBJUNCTIVE MODE.

PRESENT TENSE.

*Singular.*

*Plural.*

1. If I be ———,

2. { If you be ———, *or*  
If thou be ———,

3. If he be ——— ;
1. If we be ———,

2. If you be ———,

3. If they be ———.

PAST TENSE.

1. If I were ———,

2. { If you were ———, *or*  
If thou wert ———,

3. If he were ——— ;
1. If we were ———,

2. If you were ———,

3. If they were.

IMPERATIVE MODE.

PRESENT TENSE.

2. Be (you *or* thou) ——— ;

2. Be (you) ———.

INFINITIVES.

PRESENT TENSE.

To be ———.

PRESENT PERFECT TENSE.

To have been ———.

PARTICIPLES.

**PRESENT.**  
Being ———.

**PAST.**  
Been.

**PAST PERFECT.**  
Having been ———.

Day 5:

- Review:
  - What is imperative mode?
- Graded Lessons in English (Lesson 94):
  - After the pupils have become thoroughly familiar with the verb *be* as a principal verb, teach them to use it as an auxiliary in making the Progressive Form and the Passive Form.
- Penmanship practice: [Catechism](#)

Week 26



**Topic:**

Proverb  
Agreement of the Verb

**Words to remember:**

- The verb must agree with its subject in number and person.
- When a verb has two or more subjects connected by *and*, it must agree with them in the plural.
- When a verb has two or more singular subjects connected by *or* or *nor*, it must agree with them in the singular.





- To foretell, or to express future time simply, the auxiliary *shall* is used in the first person, and *will* in the second and third; but when a speaker determines or promises, he uses *will* in the first person and *shall* in the second and third.

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [\*Graded Lessons in English\*](#) (Lesson 95)

### 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.

### Proverb

An angel said of Jesus to Joseph: "...He will save His people from their sins."

Use this statement to write a Proverb.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - What is indicative mode?
- Graded Lessons in English (Lesson 95):
  - Give the person and number of each of the following verbs, and write sentences in which each form shall be used correctly.
    - Does, has=ha(ve)s, is, am, are, was, were.
    - Seest, sawest, hast=ha(ve)st, wilt, mayst, mightst, art, wast.

Day 3:

- Review:
  - What is subjunctive mode?
- Graded Lessons in English (Lesson 95):
  - Read and discuss the model and explanation preceding the following exercises.
  - Correct the following errors:
    - Industry, energy, and good sense is essential to success.**
    - Time and tide waits for no man.**
    - **The tall sunflower and the little violet is turning its face to the sun.**
    - The mule and the horse was harnessed together.**
    - Every green leaf and every blade of grass seem grateful.**

Day 4:

- Review:
  - What is potential mode?
- Graded Lessons in English (Lesson 95):
  - Read and discuss the model and explanation preceding the following exercises.
  - Correct the following errors:
    - One or the other have made a mistake in their statement.**
    - **Neither the aster nor the dahlia are cultivated for their fragrance.**
    - Either the president or his secretary were responsible.**
    - Neither Ann, Jane, nor Sarah are at home.**

Day 5:



- Review:
  - What is imperative mode?
- Graded Lessons in English (Lesson 95):
  - Correct the following errors:

**I will freeze, if I do not move about.**  
**You shall feel better soon, I think.**

▪ **She shall be fifteen years old to-morrow.**  
**I shall find it for you, if you shall bring it to me.**

**You will have it, if I can get it for you.**  
**He will have it, if he shall take the trouble to ask for it.**  
**He will not do it, if I can prevent him.**  
**I will drown, nobody shall help me.**

▪ **I will be obliged to you, if you shall attend to it.**  
**We will have gone by to-morrow morning.**  
**You shall disappoint your father, if you do not return.**  
**I do not think I will like the change.**  
**Next Tuesday shall be your birthday.**  
**You shall be late, if you do not hurry.**
- Penmanship practice: [Catechism](#)

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## Week 27



### Topic:

Proverb  
Errors in the form of the Verb

### Words to remember:

- The verb must agree with its subject in number and person.
- When a verb has two or more subjects connected by *and*, it must agree with them in the plural.
- When a verb has two or more singular subjects connected by *or* or *nor*, it must agree with them in the singular.
- To foretell, or to express future time simply, the auxiliary *shall* is used in the first person, and *will* in the second and third; but when a speaker determines or promises, he uses *will* in the first person and *shall* in the second and third.

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 96)

### 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.

### Proverb

The angel said of Jesus to Mary: "...He will be great and will be called the Son of the Most High."

Use this statement to write a Proverb.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 96):
  - Read and discuss the model and explanation preceding the following exercises.
  - Note: *Set* is generally transitive, and *sit* is intransitive. *Lay* is transitive, and *lie* is intransitive.
  - Correct the following errors:
    - **I done all my work before breakfast.**  
**I come in a little late yesterday.**  
**He has went to my desk without permission.**  
**That stupid fellow set down on my new hat.**  
**He sat the chair in the corner.**  
**Sit that plate on the table, and let it set.**  
**I have set in this position a long time.**  
**That child will not lay still or set still a minu**

Day 3:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 96):
  - Read and discuss the model and explanation preceding the following exercises.
  - Correct the following errors:
    - **I laid down under the tree, and enjoyed the s**  
**Lie that stick on the table, and let it lay.**  
**Those boys were drove out of the fort three ti**  
**I have rode through the park.**  
**I done what I could.**  
**He has not spoke to-day.**  
**The leaves have fell from the trees.**  
**This sentence is wrote badly.**

Day 4:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 96):
  - Read and discuss the model and explanation preceding the following exercises.
  - Correct the following errors:
    - **He throwed his pen down, and said that the point was broke.**  
**He teachd me grammar.**  
**I seen him when he done it.**  
**My hat was took off my head, and throwed out of the window.**  
**The bird has flew into that tall tree.**  
**I was chose leader.**  
**I have began to do better. I begun this morning.**  
**My breakfast was ate in a hurry.**

Day 5:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 96):
  - Read and discuss the model and explanation preceding the following exercises.
  - Correct the following errors:
    - **Your dress sets well.**  
**That foolish old hen is setting on a wooden egg.**  
**He has tore it up and throwed it away.**  
**William has took my knife, and I am afraid he has stole it.**  
**This should be well shook.**  
**I begun to sing, before I knowed what I was doing.**  
**We drunk from a pure spring.**  
**I thought you had forsook us.**  
**His pencil is nearly wore up.**  
**He come, and tell me ail he knowed about it.**

- Penmanship practice: [Catechism](#)



## Topic:

Proverb  
Review

## Words to remember:

- The verb must agree with its subject in number and person.
- When a verb has two or more subjects connected by *and*, it must agree with them in the plural.
- When a verb has two or more singular subjects connected by *or* or *nor*, it must agree with them in the singular.
- To foretell, or to express future time simply, the auxiliary *shall* is used in the first person, and *will* in the second and third; but when a speaker determines or promises, he uses *will* in the first person and *shall* in the second and third.

## Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 97)

## 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.

## Proverb

Jesus said the words of institution in Matthew 26:26-28.

Use this statement to write a Proverb.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 97):
  - How many modifications have verbs? Ans.—*Five; viz., voice, mode, tense, number, and person*. Define voice. How many voices are there? Define each. Illustrate.

Day 3:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 97):
  - What is mode? How many modes are there? Define each. What is an infinitive? What is a participle? How many different kinds of participles are there? Define each. Illustrate.

Day 4:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 97):
  - What is tense? How many tenses are there? Define each. Illustrate. What are the number and the person of a verb? Illustrate. What is conjugation? What is synopsis? What are auxiliaries? Name the auxiliaries. What are the principal parts of





a verb? Why are they so called? How does a verb agree with its subject? When a verb has two or more subjects, how does it agree? Illustrate the uses of *shall* and *will*.

Day 5:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 97):
  - Select some of the preceding exercises, and require the pupils to write the parsing of all the verbs.

**Model for Written Parsing—Verbs.—***The Yankee, selling his farm, wanders away to seek new lands.*

CLASSIFICATION.		MODIFICATIONS.					SYNTAX.
Verbs.	Kind.	Voice.	Mode.	Tense.	Num.	Per.	
* selling	Pr. Par., Ir., Tr.	Ac.	—	—	—	—	Mod. of <i>Yankee</i> .
wanders	Reg., Int.	—	Ind.	Pres.	Sing.	3d.	Pred. of “
* seek	Inf., Ir., Tr.	Ac.	—	“	—	—	Prin. word in phrase
							Mod. of <i>wanders</i> .

- Penmanship practice: [Catechism](#)

Week 29



Topic:

Proverb  
Sentence Building

Words to remember:

- The verb must agree with its subject in number and person.
- When a verb has two or more subjects connected by *and*, it must agree with them in the plural.
- When a verb has two or more singular subjects connected by *or* or *nor*, it must agree with them in the singular.
- To foretell, or to express future time simply, the auxiliary *shall* is used in the first person, and *will* in the second and third; but when a speaker determines or promises, he uses *will* in the first person and *shall* in the second and third.

Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 98)

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.

Proverb

Many Easter vigil services include the Song of the Three Holy Children. The Song can be found in The Apocrypha: The Lutheran Edition with Notes. Here is one version of the text:

O all ye works of the Lord, bless ye the Lord : praise and exalt him above all for ever, 36 O ye heavens, bless ye the Lord : praise and exalt him above all for ever. 37 O ye angels of the Lord, bless ye the Lord: praise and exalt him above all for ever. 38 O all ye waters that be above the heaven, bless ye the Lord: praise and exalt him above all for ever. 39 O all ye powers of the Lord, bless ye the Lord: praise and exalt him above all for ever. 40 O ye sun and moon, bless ye the Lord: praise and exalt him above all for ever. 41 O ye stars of heaven, bless ye the Lord: praise and exalt him above all for ever.

These words were sung by Hananiah, Azariah, and Mishael when they were in the fiery furnace.

Use these words to write a Proverb.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said





- 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:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 98):
  - Read and discuss Lesson 98
  - Build each of the following phrases into a sentence, and explain the nature of the participle.
    - **— by foretelling storms. — by helping others. — on ap-  
proaching the house. — in catching fish.**
  - Use the following phrases as subjects.
    - **Walking in the garden —. His writing that letter —. Break-  
ing a promise —.**

Day 3:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 98):
  - Use each of the following phrases in a complex sentence. Let some of the dependent clauses be used as adjectives, and some, as adverbs.
    - **— in sledges. — up the Hudson. — down the  
Rhine. — through the Alps. — with snow and ice.  
— into New York Bay. — on the prairie. — at  
Saratoga.**
  - Build a short sentence containing all the parts of speech.

Day 4:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 98):
  - Expand the following simple sentence into twelve sentences.
    - **Astronomy teaches the size, form, nature, and motions of the sun,  
moon, and stars.**
  - Contract the following awkward compound sentence into a neat simple sentence
    - **Hannibal passed through Gaul, and then he crossed the Alps, and  
then came down into Italy, and then he defeated several Roman  
generals.**
  - Change the following complex sentences to compound sentences.
    - **When he asked me the question, I answered him courteously.  
Morse, the man who invented the telegraph, was a public benefactor.  
When spring comes, the birds will return.**

Day 5:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 98):
  - Contract the following complex sentences into simple sentences by changing the verb in the dependent clause to a participle. Notice all the other changes.
    - **A ship which was gliding along the horizon attracted our attention.  
I saw a man who was plowing a field.  
When the shower had passed, we went on our way.**
    - **I heard that he wrote that article.  
That he was a foreigner was well known.  
I am not sure that he did it.  
Every pupil who has an interest in this work will prepare for it.**
  - Change the following compound sentences to complex sentences.
    - **Avoid swearing : it is a wicked habit.  
Pearls are valuable, and they are found in oyster shells.  
Dickens wrote David Copperfield, and he died in 1871.  
Some animals are vertebrates, and they have a backbone.**
  - Expand each of the following sentences as much as you can.



- **Indians dance.      The clock struck.      The world moves.**

- Penmanship practice: [Catechism](#)

## Week 30



### Topic:

Proverb

Miscellaneous errors

### Words to remember:

- The verb must agree with its subject in number and person.
- When a verb has two or more subjects connected by *and*, it must agree with them in the plural.
- When a verb has two or more singular subjects connected by *or* or *nor*, it must agree with them in the singular.
- To foretell, or to express future time simply, the auxiliary *shall* is used in the first person, and *will* in the second and third; but when a speaker determines or promises, he uses *will* in the first person and *shall* in the second and third.

### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 99)

### 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>

### Proverb

Anselm said in his Why God Became Man, “the will of God is never irrational.” Use this statement to write a Proverb.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 99):
  - Correct the following errors (be sure to note the Models):
    - I have got that book at home.
    - Have you got time to help me?
    - There is many mistakes in my composition.
    - There goes my mother and sister.
    - Here comes the soldiers.
    - There was many friends to greet him.
    - It ain't there.

Day 3:

- Review:
  - Words to Remember



- Graded Lessons in English (Lesson 99):
  - Correct the following errors (be sure to note the Models):
    - I have made up my mind that it ain't no use.
    - 'Tain't so bad as you think.
    - Two years' interest were due.
    - Every one of his acts were criticised.
    - I, Henry, and you have been chosen.
    - He invited you and I and Mary.
    - Me and Jane are going to the fair.
    - I only want a little piece.
    - He is a handsome, tall man.
    - Did you sleep good?

Day 4:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 99):
  - Correct the following errors (be sure to note the Models):
    - How much trouble one has, don't they?
    - He inquired for some tinted ladies' note-paper.
    - You needn't ask me nothing about it, for I haven't got no time to answer.
    - Him that is diligent will succeed.
    - He found the place sooner than me.
    - Who was that? It was me and him.
    - If I was her, I would say less.
    - Bring me them tongs.
    - Us boys have a base-ball club.
    - Whom did you say that it was?

Day 5:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 99):
  - Correct the following errors (be sure to note the Models):
    - Who did you speak to just now?
    - Who did you mean, when you said that?
    - Where was you when I called?
    - There's twenty of us going.
    - Circumstances alters cases.
    - Tell them to set still.
    - He laid down by the fire.
    - She has lain her book aside.
    - It takes him everlastingly.
    - That was an elegant old rock.
- Penmanship practice: [Catechism](#)

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## Week 31



### Topic:

Proverb

Capital letters and punctuation

### Words to remember:

- Capital Letters: The first word of (1) a sentence, (2) a line of poetry, (3) a direct quotation making complete sense or a direct question introduced into a sentence, and (4) phrases or clauses separately numbered or paragraphed should begin with a capital letter. Begin with a capital letter (5) proper names and words derived from them, (6) names of things personified, and (7) most abbreviations. Write in capital letters (8) the words *I* and *O*, and (9) numbers in the Roman notation.
- Period: Place a period after (1) a declarative or an imperative sentence, (2) an abbreviation, and (3) a number written in the Roman notation.
- Interrogation Point: Every direct interrogative sentence or clause should be followed by an interrogation point.
- Exclamation Point: All exclamatory expressions must be followed by the exclamation point.



- Semicolon: Independent clauses (1) when slightly connected, or (2) when themselves divided by the comma, must be separated by the semicolon. Use the semicolon (3) between serial phrases or clauses having a common dependence on something that precedes or follows; and (4) before as, viz., to wit., namely, i. e., and that is, when they introduce examples or illustrations.
- Colon: Use the colon (1) between the parts of a sentence when these parts are themselves divided by the semicolon; and (2) before a quotation or an enumeration of particulars when formally introduced.
- Dash: Use the dash where there is an omission (1) of letters or figures, and (2) of such words as as, namely, or that is, introducing illustrations or equivalent expressions. Use the dash (3) where the sentence breaks off abruptly, and the same thought is resumed after a slight suspension, or another takes its place; and (4) before a word or phrase repeated at intervals for emphasis. The dash may be used (5) instead of marks of parenthesis, and may (6) follow other marks, adding to their force.
- Marks of Parenthesis: Marks of parenthesis may be used to enclose what has no essential connection with the rest of the sentence.
- Apostrophe: Use the apostrophe (1) to mark the omission of letters, (2) in the pluralizing of letters, figures, and characters, and (3) to distinguish the possessive from other cases.
- Hyphen: Use the hyphen (-) (1) between the parts of compound words that have not become consolidated, and (2) between syllables when a word is divided.
- Quotation Marks: Use quotation marks to enclose a copied word or passage. If the quotation contains a quotation, the latter is enclosed within single marks.
- Brackets: Use brackets [ ] to enclose what, in quoting another's words, you insert by way of explanation or correction.

#### **Textbook Reference:**

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 100)

#### **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.

#### **Proverb**

Mark 4 contains several parables. Choose one of the parables and amplify the account using the following steps:

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

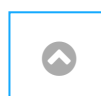
- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 100):
  - Analyze and diagram #1-10

Day 3:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 100):
  - Analyze and diagram #12-20

Day 4:

- Review:



- Words to Remember
- Graded Lessons in English (Lesson 100):
  - Discuss the capitalization and punctuation examples on pp. 144-145
  - Note how the examples relate to the various points in the definitions
  - Write your own examples to illustrate each point of the definitions

Day 5:

- Review:
  - Words to Remember
- Graded Lessons in English (Lesson 100):
  - Discuss the capitalization and punctuation examples on pp. 146-147
  - Note how the examples relate to the various points in the definitions
  - Write your own examples to illustrate each point of the definitions
- Penmanship practice: [Catechism](#)

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## Week 32



### Topic:

Proverb

Sentences and paragraphs

### Words to remember:

- Paragraph: a sentence or a group of related sentences developing one point or one division of a general subject.

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### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (Lesson 100)

### 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.

### Proverb

In John 1:45, Philip says, "We have found him of whom Moses in the Law and also the prophets wrote, Jesus of Nazareth, the son of Joseph." Amplify this statement to write a proverb.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Review:
  - Words to Remember
- Graded Lessons in English (p. 148):
  - Combine in as many ways as possible each of the following groups of sentences (Note the example):





1. The ostrich is unable to fly. It has not wings in proportion to its body.
2. Egypt is a fertile country. It is annually inundated by the Nile.
3. The nerves are little threads, or fibres. They extend from the brain. They spread over the whole body.

Day 3:

- Review:
  - Words to Remember
- Graded Lessons in English (p. 148):
  - Combine in as many ways as possible each of the following groups of sentences (Note the example):

4. John Gutenberg published a book. It was the first book known to have been printed on a printing-press. He was aided by the patronage of John Faust. He published it in 1455. He published it in the city of Mentz.

5. The human body is a machine. A watch is delicately constructed. This machine is more delicately constructed. A steam-engine is complicated. This machine is more complicated. A steam-engine is wonderful. This machine is more wonderful.

Day 4:

- Review:
  - Words to Remember
- Graded Lessons in English (p. 148-149):
  - Read and discuss the points of information at the bottom of p. 148 and top of p. 149.
  - Demonstrate the points of information with examples from previous exercises (Lesson 98, for example).

Day 5:

- Review:
  - Words to Remember
- Graded Lessons in English (p. 149):
  - Follow the directions and complete the exercise on p. 149
- Penmanship practice: [Catechism](#)

## Week 33



### Topic:

Proverb

Letter writing

### Words to remember:

- Paragraph: a sentence or a group of related sentences developing one point or one division of a general subject.
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### Textbook Reference:

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (pp. 151-153)

### 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.

### Proverb

Matthew 10:28 says, "And do not fear those who kill the body but cannot kill the soul. Rather fear him who can destroy both soul and body in hell." Use this statement to write a proverb.

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



- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- 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.  
2. 1466 Colorado Ave.,  
Rochester, N. Y.,  
Apr. 3, 1870.

8. Newburyport, Mass.,  
June 30, 1826.  
4. Starkville, Herkimer Co., N. Y.,  
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,  
I write, etc.  
2 The Rev. M. H. Buckham, D.D.,  
President of U. V. M.,  
Burlington, Vt.  
My dear Sir,

8. Messrs. Clark & Maynard,  
5 Barclay St., N. Y.  
Gentlemen,  
4. Messrs. Tiffany & Co.,  
2 Milk St., Boston  
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 wm m evarts secretary of state washington d c sir.

Day 5:

- Penmanship practice: [Catechism Copybook](#)

Week 34



Topic:

Proverb  
Letter writing

Words to remember:

- Paragraph: a sentence or a group of related sentences developing one point or one division of a general subject.



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**Textbook Reference:**

- *Progymnasmata Through the Church Year*
- [Graded Lessons in English](#) (pp. 153-162)

**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.

**Proverb**

Jesus said, “you will receive power when the Holy Spirit has come upon you, and you will be my witnesses in Jerusalem and in all Judea and Samaria, and to the end of the earth.”

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- 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 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](#)

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## Week 35



**Topic:**

Proverb  
Rules of Syntax

**Words to remember:**



- Paragraph: a sentence or a group of related sentences developing one point or one division of a general subject.

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### **Textbook Reference:**

- *Progymnasmata Through the Church Year*
- [\*Graded Lessons in English\*](#) (p. 163)

### **Materials:**

- Notebook

### **Suggested Daily Schedule:**

Day 1:

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

### **Proverb**

The text of Lutheran Service Book #493 was written by Bede. Use the words of the angels as poetically recorded by Bede to write a Proverb.

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

- Praise the saying itself
- Give a paraphrase of the theme
- Say why this was said
- 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:

- Read:
  - *Graded Lessons in English* p. 163
- Discuss:
  - Review the Rules of Syntax

Day 3:

- Read:
  - *Graded Lessons in English* p. 163
- Discuss:
  - Review the Rules of Syntax

Day 4:

- Read:
  - *Graded Lessons in English* p. 163
- Discuss:
  - Review the Rules of Syntax

Day 5:

- Penmanship practice: [Catechism Copybook](#)

