

Language Study

Commonplace
Grammar
Composition

SAMPLE





About the Course

This course includes the following topic(s): Grammar: Grade 10, Composition: Grade 10, Commonplace: Grades 9-12

About Commonplace: Grades 9-12

Building on the habit of copywork in younger grades, high school students copy passages of any length that strike them from their readings into their commonplace book. For some students this becomes a lifelong keepsake and continuing habit.

About Grammar: Grade 10

This course, based on Michael Clay Thompson's *Caesar's English II*, takes students through a delightful study of words that includes a mix of Latin stems, classic words, grammar, history, and writing.

About Composition: Grade 10

Students build experience with multiple forms of writing and writing concepts such as dialogue, scene writing, point of view, outlining, various types of analysis, and more while honing their revision and editing skills with Williams' and Bizup's classic text.

Composition: Grade 10

In addition to their composition and grammar lessons, students should continue to keep track of their regular written narrations and write 5-10 each week. Not all narrations need to be lengthy, but students should be comfortable typing multiple paragraphs if given the time.



Placement & Combining Tips

Commonplace: Grades 9-12

Students new to copywork or keeping a commonplace book may want to schedule this during morning lessons to build the habit.

Composition: Grade 10

Prerequisite: Students with no background in the essay form should begin with *Essay Voyage* from the Grade 9 lessons.

Composition prompts often reference Alveary lessons in Literature, History, Geography, Bible, etc., so it is ideal if students are using Alveary subjects across the curriculum. However, lessons include the lesson topic and target skill/form, along with ideas for substitution when possible to make the lessons flexible for teachers and students.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
9-12	Commonplace: Grades 9-12 1+ time/week 10 min	
10	Grammar: Grade 10 1 time/week 40 min	Bryson's Dictionary of Troublesome Words: A Writer's Guide to Getting It Right Caesar's English II
10	Composition: Grade 10 3 times/week 40 min	Style: The Basics of Clarity & Grace 5th ed.

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5

Language Study: Grade 10				
Grammar: Grade 10	Composition: Grade 10	Composition: Grade 10	Commonplace: Grades 9-12	Composition: Grade 10



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Composition: Grade 10

One purpose of composition lessons is to encourage you, the student, to dig deeper, self-reflect on your own thoughts and writing, and learn how to ask good questions of yourself and your readings. It isn't about proving to your teacher that you read a book or did an assignment.

Set the timer and use the whole time allotted for a lesson. If you finish an assignment with extra time, explore another perspective, ask further questions, or take a bit more time to see if any other thoughts come to mind. Alternatively, if you find yourself stuck, you may want to take a short break and come back later, or break up the time into two shorter times. Growth, not frustration, is the goal.

Term Prep & Teacher Tips

Grammar: Grade 10

Print or bookmark the Quick Links below for use during the term.

Composition: Grade 10

Plan to have your student(s) type the majority of their narrations and compositions. See keyboarding course for resources on typing if needed.

Encourage students to spend all the time left at the end of a lesson on their written narrations and the whole lesson time on their compositions and give as much detail as possible. For their narrations, it may help if you encourage them to think of writing their narrations for a friend or someone who has never read the book, rather than for you, who might already know the story. If they feel like they've run out of things to write, have them try varying the type of narration they're writing (interview, sketch, letter, poem, etc.).



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Language Study: Grade 10

Grammar: Grade 10



Bryson's Dictionary of Troublesome Words: A Writer's Guide to Getting It Right



Caesar's English II

Composition: Grade 10



Style: The Basics of Clarity & Grace 5th ed.



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



Quick Links

Language Study: Grade 10

∞ [Extra Helpings](#)

∞ [Foundations \(See Sections 3 & 8: Narration & English\)](#)

Composition: Grade 10

∞ [Basics of Clarity & Grace Answer Key](#)

Click THIS text
or scan the QR
code for links.



SAMPLE

Language Study: Grade 10

How To Approach



Read

You will read books across the curriculum, including the text of Caesar's English II. Look for interesting quotes to copy into your commonplace book!



Discuss

Caesar's English is best discussed with a teacher to share in the joy of learning new words and understanding the history of our language.



Practice

You will practice many forms of composition over the year. Your books will often serve as the foundation for your assignments.



Teacher Note

- As you review your students' composition assignments, be sure to read the instructions in the lesson and give feedback and support accordingly.
- Some students naturally integrate and incorporate ideas from grammar and composition lessons into their narrations and composition assignments, but most assignments ask students to focus on one skill or idea.
- For editing or revision lessons, hold the student accountable to work through the process and instructions given for editing, but refrain from suggesting too many ideas about how they could expand the essay or add another idea.
- For assignments that ask a student to focus on a particular concept, ignore spelling or grammar edits, and support your student by noticing what they've done well and drawing out ideas on how to dig deeper.



Term 1

WEEK 1 40m Grammar: Grade 10 - Lesson 1

Materials: Caesar's English II, notebook

→ INTRO

This text is best enjoyed by reading the assigned pages aloud and working through the various activities with your teacher. You will want to take advantage of QR codes on specific pages, as the author brings things to life!

→ READ ALOUD

p.5-8

→ LISTEN

Listen to the author introduce the text at the QR code at the bottom of p.9.

→ READ ALOUD & DISCUSS

p.9-18

- Copy the Latin Stem List with the meaning in your notebook.
 - Can you think of other modern examples?
 - Think about the power of a stem when looking at p.14.
 - Pick a word or two from the list on p.15. Orally compose or write a sentence using it.
 - Check your answers for lesson activities.
- ∞ PDF Link: Lesson Answer Key

• EXTRA HELPING

If interested, search "[stem] root word examples" online for more. For example: "Com root word examples."

WEEK 1 40m Composition: Grade 10 - Lesson 1

Tech/Visual

→ WRITE

Sometimes a "picture is worth a thousand words." Use this lesson to create an infographic by hand or in Canva, PowerPoint, or another design software. Look at some of the coffee infographics in the attached article to get a sense of the possibilities. Whether created digitally or by hand, visual illustrations are a powerful narration tool as well to help you understand what you read, so feel free to incorporate visuals into your daily narrations!

First, brainstorm what you want to illustrate. Here are some ideas:

- Show the process to conduct a science lab.
- Key events in your life or the life of a historical character you're reading about
- Outline a sermon you've heard or key points from a chapter in one of your books.
- Your daily or weekly schedule
- Your family tree
- Something else entirely!
- How to make your favorite recipe

∞ Article Link: Coffee Infographic

★ STUDENT/TEACHER NOTE

In addition to these more formal composition lessons, be sure to keep up the habit of written and oral narrations throughout the week. Aim for 8-10 written narrations per week, and use different ways of narrating to keep it interesting!

You may write or type your narrations and compositions initially. But for these composition lessons, be sure to type the final draft you turn in to your teacher.

• REFERENCE

Poetry Study: Grades 9-12 (Lesson 1)
Book: Making of a Poem

WEEK 1 40m Composition: Grade 10 - Lesson 2

Questions

→ INTRO

Charlotte Mason said that we only know what we ask ourselves questions about and then can communicate to ourselves and others. She called all the different ways that we can narrate "forms of vitality." Here are her actual words:



Term 1

One thing at any rate we know with certainty, that no teaching, no information becomes knowledge to any of us until the individual mind has acted upon it, translated it, transformed, absorbed it, to reappear, like our bodily food, in forms of vitality. Therefore, teaching, talk and tale, however lucid or fascinating, affect nothing until self-activity be set up; that is, self-education is the only possible education; the rest is mere veneer laid on the surface of a child's nature (Vol. 6, p.240).

This is how we know and why we narrate. We help ourselves along in this process by developing the habit of asking good questions. A famous scientist named Louis Agassiz was a master at helping students see and observe more by learning to ask themselves questions about whatever they were studying. Read the account of one of his students when first being examined for the opportunity.

→ READ & NARRATE

p.96-100 "The examination" - "knowledge of fossils."
∞ Website Link: Autobiography of Nathaniel Shaler

→ WRITE

Write as many observations and questions about one of your readings as you have time for.

WEEK 1 40m Composition: Grade 10 - Lesson 3

Editing

Materials: Style: The Basics of Clarity & Grace

→ INTRO

As you refine the craft of putting words together in a meaningful way, think about the purpose of your writing. Some types of writing are for you primarily—written narrations, your journal if you have one, notes on a talk, etc. Other times, we write for others as well—an email or text, a party announcement, a blog article, an essay for a class, a book. When composing something for another person to read, good writers frequently revise, edit, and rewrite their work to make it the best they can.

When writing for themselves, writers do not need to focus as much on whether words are spelled correctly or spend much time (unless they want to!) revising their sentences. But if they want to turn a draft of something into a piece of literary art or create something that others will read, they embrace the process of revising and editing their writing to make sure their writing is free from distracting spelling errors and clunky sentences. Editing is for others; it is a way for you to be hospitable as a writer, to make your readers welcome and at home. But it is also for you. As you revisit ideas, rewrite sentences, and reconsider the flow of your words, you will experience afresh the joy of language; you will ask new questions, make new connections, see new things. Writing is an adventure.

Style: The Basics Clarity and Grace will equip you with the tools to edit and revise your writing. Remember that the principles in the book do not apply when you are mostly writing for yourself, so don't get caught up in trying to write perfect sentences for all your written narrations (unless you enjoy that!).

→ READ & NARRATE

"Preface" p.vii-ix
"Understanding Style" p.1-6

- Explain the difference between writing for you and writing for someone else.
- Why is editing and revision important to good writers?



Term 1

- Have you seen or experienced a situation where someone neglected to revise or edit their writing before sharing it with someone else? What was the effect?

WEEK 2 40m Grammar: Grade 10 - Lesson 2

Materials: Caesar's English II, notebook

→ **READ ALOUD, COMPLETE, & DISCUSS**
p.19-23

→ **LISTEN & DISCUSS**

Listen and follow along as the author reads his poem at the QR code at the bottom of p.24.

- Underline any of the vocabulary words from the chapter.
- Do you see any poetic devices? Any alliteration, assonance, end rhyme? Others?

→ **READ ALOUD & DISCUSS**
p.25-27

→ **PRACTICE**

Orally work through the Lesson 1 Quiz.

∞ PDF Link: Quiz

∞ PDF Link: Quiz Answer Key

WEEK 2 40m Composition: Grade 10 - Lesson 4

Poetry

→ **WRITE**

Compose a poem that tells a story (either one you made up or a retelling of something you've read). Use the epic convention of starting "in media res" or in the middle of the action. For instance, if you are telling the story of your day, start with the moment you looked out the window and saw a hawk eat a worm, not the moment you woke up.

Give your poem an intentional structure and label what it is (refer back to Making of a Poem from Grade 9 Poetry study for a list of forms if desired).

WEEK 2 40m Composition: Grade 10 - Lesson 5

Inspection

→ **WRITE**

Gather 3 of your favorite books from the term so far, and reread the first few pages of each. Where does each author begin? How do they draw you into the story? What details do you notice in just the first few pages that give you a clue to what time period you're reading about, who the main character(s) is/are, what the purpose of the book is, what the genre is, etc.? Write down your findings.

Think about a few of your other favorite books in general. What about them grabs your attention? Add to your findings.

WEEK 2 40m Composition: Grade 10 - Lesson 6

Materials: Style: The Basics of Clarity & Grace

→ **READ, NARRATE, & DISCUSS**
p.7-9 (stop after Principle of Clarity #1)

- Remember that The Basics of Clarity and Grace aims to help you discern how to improve sentences or discern when a particular type of sentence is



Term 1

best. None of the sentences in the book are grammatically wrong.

→ REVISE - ACTIVITY 1

Rewrite the sentences below to make the main characters subjects. (Check your answers in the Answer Key Appendix in Quick Links.)

- While a ball was traveling across the infield, a chance to score for the team was seen by Charlie, who stood at bat.
- The words which were invented by Shakespeare outnumber the flying machines invented by Leonardo da Vinci.
- While a kite was soaring in the wind, a moment of pure joy was experienced by Sam who held the string.

→ REVISE - ACTIVITY 2

With remaining time, pick an old narration (even from last year), and inspect your sentences. Do you tend to naturally follow this first Principle of Clarity? If not, rewrite a few of your sentences.

WEEK 3 40m Grammar: Grade 10 - Lesson 3

Materials: Caesar's English II, notebook

→ READ ALOUD, COMPLETE, & DISCUSS

p.28-35

- Copy down the classic words and their definitions into your notebook.

→ LISTEN & DISCUSS

Listen and follow along as the author reads his story at the QR code at the bottom of p.36.

- After listening to the story read, work out its meaning together. Look back at the chapters for the meaning of words you cannot remember.
- Underline the vocabulary words and identify their parts of speech.

→ LISTEN & DISCUSS

Listen and follow along as the author reads his poem at the QR code at the bottom of p.37.

- Underline any of the vocabulary words from the chapter.
- Do you see any poetic devices? What is the rhyme scheme?

→ READ ALOUD & DISCUSS

p.38-39

→ PRACTICE

Orally work through the Lesson 2 Quiz.

∞ PDF Link: Quiz

∞ PDF Link: Quiz Answer Key

WEEK 3 40m Composition: Grade 10 - Lesson 7

Revision

→ REVISE

Pick a previous narration that is at least two paragraphs long to revise and rewrite. Your goal is not just to make your writing free of punctuation or spelling errors, but to create a more polished version of your narration that you could share with someone to tell them about the particular topic you wrote about or the chapter you read.

Big-Picture Revision

1. If you have not already typed your narration, do that now so you have a digital version to edit.



Term 1

2. Are there other ideas you've had more recently that you'd like to add to your narration? Do that now.
3. Look at your paragraphs. Are they indented and focused around one idea each? Describe that main idea in one sentence and consider making that the first sentence of your paragraph.
4. Try moving your paragraphs around in a different order. What order do you think might make the most sense to someone reading your words?

Sentence Level Revision

1. Read your narration aloud and fix any grammar or spelling errors you hear or see.
2. Use Grammarly or another spell checker to find any other punctuation or spelling issues and fix those.
3. Look for wordiness. Are there any unnecessary words? Do you have any sentences that are very long that you could make into two shorter sentences? Long sentences have their place, but usually, shorter sentences are clearer.
4. Review your sentences. Are main characters subjects?


Share your revised narration with someone.

WEEK 3 40m Composition: Grade 10 - Lesson 8 *Point of View*

→ WRITE

Write a narration as if you are inside the story and telling a first-hand account of what you're seeing! For instance, perhaps you're walking alongside Wordsworth, sailing in the Arctic with Robert Walton, traveling with Lewis & Clark, or visiting another character in history. You can write it as a diary entry and tell your thoughts as you walk around inside the story. Or you could write it as a travel memoir and focus on describing what is going on to your audience. In either case, tell things from your first-person perspective.

WEEK 3 40m Composition: Grade 10 - Lesson 9

 Materials: Style: The Basics of Clarity & Grace

→ READ & DISCUSS

p.9-13 "now look" - "and readable"

→ ACTIVITY

Take the list of nominalizations below and identify the hidden verbs and adjectives. See Answer Key Appendix to check your work.

1. Resistance
2. Happiness
3. Action
4. Clarity
5. Performance
6. Strength
7. Possibility
8. Agreement
9. Development
10. Bravery

→ REVIEW

Look back at an old narration of yours, a news article, or a book you're currently reading. Can you find examples of nominalizations from verbs or adjectives?