

# Language Study

Grammar  
Dictation  
Penmanship & Copywork  
Written Narration

SAMPLE





## About the Course

This course includes the following topic(s): Grammar: Grade 6, Dictation: Grade 6, Penmanship & Copywork: Grade 6, Written Narration: Grade 6

### About Grammar: Grade 6

Students deepen their understanding of the parts of speech.

### About Dictation: Grade 6

Students use selected passages to practice dictation skills. (Alveary Copywork & Dictation Books provide selected passages).

### About Penmanship & Copywork: Grade 6

Students copy short passages from their books. (Alveary Copywork & Dictation Books provide selected passages).

### About Written Narration: Grade 6

Students continue to gain fluency in writing through written narrations.



## Placement & Combining Tips

### Grammar: Grade 6

If your student did not do Sentence Island the previous year, you should incorporate that book with the 6th-grade grammar book.

### Written Narration: Grade 6

Increase the number of written narrations at a pace at which your student can be successful.



## Scheduling

GRADE	SCHEDULE INFO.	BOOKS
6	Grammar: Grade 6 2 times/week 15 min	Grammar Town Grammar Town Teacher Manual (select pages) Practice Town Practice Town Teacher Manual (select pages)
6	Dictation: Grade 6 3 times/week 15 min	Grade 6 Copywork & Dictation Book
6	Penmanship & Copywork: Grade 6 5 times/week 10 min	Getty-Dubay® Italic Handwriting Book G Italics: Beautiful Handwriting for Children Grade 6 Copywork & Dictation Book
6	Written Narration: Grade 6 5 times/week 10 min	

### Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Language Study: Grade 6</b>				
Penmanship & Copywork: Grade 6 Dictation: Grade 6 Written Narration: Grade 6	Penmanship & Copywork: Grade 6 Grammar: Grade 6 Written Narration: Grade 6	Penmanship & Copywork: Grade 6 Dictation: Grade 6 Written Narration: Grade 6	Penmanship & Copywork: Grade 6 Grammar: Grade 6 Written Narration: Grade 6	Penmanship & Copywork: Grade 6 Grammar: Grade 6 Written Narration: Grade 6



## 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.

Grammar: Grade 6

Bookmark Grammar Town Teacher Manual with select pages of answer key (Find in Quick Links)

Bookmark Practice Town Teacher Manual answer key (Find in Quick Links)

Penmanship & Copywork: Grade 6

If you are using the Getty-Dubay Italic Handwriting Series, complete half a page per day or go at student's pace.

Written Narration: Grade 6

Plan to complete five written narrations every week and consider increasing to six by the end of the year.

Written narrations can happen after reading at the end of any lesson, if time allows, and do not need to take up an extra 10 minutes in your schedule. This tracker serves to help you keep records of what was done throughout the year.

To keep written narrations fresh and interesting, have your student try narrating in different ways (specific suggestions are sometimes included directly in a lesson): In addition to just “what did we read about?”, you can ask students to:

- “Write the story of \_\_\_\_.” (Example: “Write the story of the battle of Troy.”)

- Imagine they are a character in the story and write what happened as a diary entry (Example: pretend you are Christian in Pilgrim's Progress and write a letter or diary entry telling what happened to him in today's chapter.”

- Pretend they are the author of the book and have them write their narration as if they are telling the story of the chapter they read for the book's first readers. (Then have them read it to someone who hasn't read the book!)

- For those that want a challenge, tell back the reading as a poem, a scene in a play, or a comic strip style narration combining illustration and words.

Make sure students are practicing typing skills regularly, and have them increasingly type more narrations as they become comfortable.

Encourage students to spend a full ten minutes or so on their narrations and give as much detail as possible. 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 one of the narration variations above.

Remind students that narration is a way for them to process and think more deeply about what they read. Narration isn't about proving to you that they read a book or did an assignment but a chance for them to actually know it and better remember it themselves.

### Term Prep & Teacher Tips

Written Narration: Grade 6

Some ideas on supporting students who are building fluency with written narrations:

- Write down words on a whiteboard if a student wants to use a word they don't know how to spell.

- Have students write down brief sentences (even numbered statements) telling the sequence of events, and then have them orally give more details about each of them.

- Write the beginning and then orally tell the rest, or vice versa.

- Some students may find writing easier if you provide external supports before writing, such as

index cards that can be arranged and re-ordered. You can also encourage students to talk aloud as they write or use speech-to-text and then edit.



## 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 6

#### Grammar: Grade 6



Grammar Town



Grammar Town Teacher Manual (select pages)



Practice Town



Practice Town Teacher Manual (select pages)

#### Dictation: Grade 6



Grade 6 Copywork & Dictation Book

#### Penmanship & Copywork: Grade 6



Getty-Dubay® Italic Handwriting Book G



Italics: Beautiful Handwriting for Children



Grade 6 Copywork & Dictation Book



## 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 6

- ∞ [Extra Helpings](#)
- ∞ [Copywork & Dictation: Grade 6](#)
- ∞ [Foundations \(See Sections 3 & 8: Narration & English\)](#)

#### Grammar: Grade 6

- ∞ [Grammar Town Teacher Manual](#)
- ∞ [Practice Town Teacher Manual](#)

Click [THIS text](#) or scan the QR code for links.



SAMPLE

# Language Study: Grade 6

## How To Teach Dictation



### Prepare

Select a passage that has already been read and narrated. (We provide passages in the Dictation packets.) Have students read over it and select 4-5 words that they don't know. They can also mark punctuation that may be difficult to remember. They only need to select a section that contains 4-5 new words. If this is only a couple of sentences, that is fine.



### Discuss

Ask students which words they think will be most difficult to spell and why. If there is a common spelling pattern, you can point that out. You can also point out other words that have a similar pattern.



### Practice

Have students visualize the words by "seeing" them with their eyes closed. They should also practice on a whiteboard.



### Complete

As part of the same lesson, when students feel ready, slowly call out a sentence from what they studied. You will want to read it phrase by phrase and not repeat it.



### View

When finished, have students look over their own work to check and see that everything looks right. If you see any misspelled words, erase those and have the students practice those again.

# Language Study: Grade 6

## How To Teach Grammar



### Connect

Link back to the previous lesson.



### Read

Read the assigned pages and discuss new ideas. It is important for students to be able to talk about the concepts in their own words. The pictures and diagrams in the book can serve as a springboard for discussions about the grammar concepts.



### Practice

Complete practice examples in the text and/or the practice book that accompany the lesson.



### Observe

Observe examples of concepts in books being read and in daily life.

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## Term 1

### WEEK 1 ☐ 10m Penmanship & Copywork: Grade 6 - Tracker

Tracker: ☐☐☐☐☐

☐ Materials: Grade 6 Student packet of copywork & dictation passages

#### → COPYWORK

Spend ten minutes daily working on copywork this week. You can use this week's suggested passage or choose your own of a similar length. Spend the first 3-5 minutes of your copywork lesson focusing on penmanship by practicing a few letters in print or cursive from the Penny Gardner book or another style of your choice.

### WEEK 1 ☐ 15m Dictation: Grade 6 - Tracker

Tracker: ☐☐☐

☐ Materials: Grade 6 Student packet of copywork & dictation passages

#### → DICTATION

Three Dictation lessons are scheduled each week. In each lesson, there should be time for studying (10 minutes) and time for the sentences to be dictated (5 min). You can use this week's suggested passage for the lessons and/or choose your own generally from the history, literature, or geography books the student has already read during the week. The suggested passage might take one lesson to learn, or it might take all three lessons to learn. It will be different for each student. Be sure to pay attention to any notes regarding grammar or punctuation added to the student dictation packet for the week.

The student should study enough text to include 4-5 unknown words. This might mean that the student is only studying a couple of sentences. Ask for the words they do not know how to spell. Write them down on a chalkboard, whiteboard, or piece of paper. The student should work on visualizing each word until they can see it with their eyes shut, and then practice writing the word, drawing the letters in the air, or saying the letters aloud until it is memorized.

Discuss any interesting spelling patterns or punctuation from the text being studied. The process should take around 10 minutes to this point.

Then, choose a sentence or two to slowly dictate a few words at a time to the student from the text studied. Read it once. Correct any errors and revisit any words missed.

Be sure to adapt the amount studied and dictated to suit the student. Add to or subtract from the amount or difficulty of the text studied to ensure the student's success and growth.

### WEEK 1 ☐ 10m Written Narration: Grade 6 - Tracker

Tracker: ☐☐☐☐☐

#### → WRITTEN NARRATION

Complete five written narrations this week. Make sure to write from a variety of different subjects either over the course of the term or at least the year.

#### → NOTE

Written narrations can happen after reading at the end of any lesson if time allows and do not need to take up an extra 10 minutes in your schedule. This tracker serves to help you keep records of what was done throughout the year.

#### ★ TEACHER TIP

See the lesson plan intro pages for ideas on troubleshooting and ideas on how to keep written narrations fresh and interesting!



## Term 1

If the student is new to written narration, they may fatigue quickly. Allow them to initially write a bit and tell the rest. Some may do better by first orally narrating and discussing as usual, then writing a sentence or so of that narration. Others may do better by beginning their narration in writing, then completing orally. The amount that is written can be extended over time. If students are typing fluently, consider allowing them to type their written narrations.

### WEEK 1 15m Grammar: Grade 6 - Lesson 1

#### Introduction

Materials: Grammar Town

#### → RECAP

What do you remember about grammar and sentences? Can you recite the eight parts of speech?

#### → READ, NARRATE, & DISCUSS

p.2-6

#### → PRACTICE

- Copy the list of prefixes on p.6 in your Dictation & Grammar notebook.
- Put a check beside the ones you know already. Study the rest.
- How many words can you find in them? For example, pro-ject or pre-dict

#### ★ TEACHER NOTE

These are the four sections of the orchestra in the symphony that make a sentence. They play in unison and in harmony.

### WEEK 1 15m Grammar: Grade 6 - Lesson 2

#### Kinds of Words

Materials: Grammar Town

#### → READ, NARRATE, & DISCUSS

p.8-11

#### → PRACTICE

Copy the diagram on p.11. Explain why it is constructed the way it is, based on what you know about the eight parts of speech.

#### ★ TEACHER NOTE

The parts of speech provide instructions for vocabulary usage. Notice how dictionaries are organized.

### WEEK 2 10m Penmanship & Copywork: Grade 6 - Tracker

Tracker: □ □ □ □ □ □

Materials: Grade 6 Student packet of copywork & dictation passages

#### → COPYWORK

Spend ten minutes daily working on copywork this week. You can use this week's suggested passage or choose your own of a similar length. Spend the first 3-5 minutes of your copywork lesson focusing on penmanship by practicing a few letters in print or cursive from the Penny Gardner book or another style of your choice.

### WEEK 2 15m Dictation: Grade 6 - Tracker

Tracker: □ □ □ □

Materials: Grade 6 Student packet of copywork & dictation passages

#### → DICTATION

Spend three days this week working on a complete dictation lesson (10 min. of study, 5 min. for passage to be dictated). You can use this week's

# Language Study: Grade 6

[Click THIS text or scan the QR code for links.](#)



## Term 1

suggested passage or choose a similar length. Be sure to pay attention to any added notes in the student dictation packet for the week. Only choose enough text so the student is learning 5-6 new words at a time.

### WEEK 2 10m Written Narration: Grade 6 - Tracker

Tracker:

#### → WRITTEN NARRATION

Complete five written narrations this week. Make sure to write from a variety of different subjects either over the course of the term or at least the year.

#### ★ TEACHER TIP

Make sure students are practicing typing skills regularly, and have them increasingly type more narrations as they are comfortable.

### WEEK 2 15m Grammar: Grade 6 - Lesson 3

Nouns

Materials: Grammar Town

#### → READ, NARRATE, & DISCUSS

p.12-13

#### → PRACTICE

List three proper nouns, three common nouns, three singular nouns, and three plural nouns.

#### → DISCUSS

Nouns can also name ideas, like "democracy" or "sympathy." Can you think of other nouns that are ideas?

### WEEK 2 15m Grammar: Grade 6 - Lesson 4

Pronouns

Materials: Grammar Town

#### → READ, NARRATE, & DISCUSS

p.14-17

#### → PRACTICE

Copy the sentence at the bottom of p.16 and circle all the pronouns. Then sort them into two lists: Subject Pronouns and Object Pronouns.

#### → DISCUSS

If you are studying Latin, see if you can figure out the equivalent of subject nouns/pronouns and object nouns/pronouns.

[nominative/accusative]

#### → NOTE

If a possessive pronoun is modifying a noun, such as his book, then his is an adjective. My, your, his, her, its, our, and their are possessive adjectives.

#### ★ TEACHER NOTE

In modern usage, they and them have been adopted as singular pronouns that can replace a singular noun. For example, in the dictation lesson, the student will choose words that are unfamiliar to "them" (instead of saying "her or him").

### WEEK 3 10m Penmanship & Copywork: Grade 6 - Tracker

Tracker:

Materials: Grade 6 Student packet of copywork & dictation passages

#### → COPYWORK

Spend ten minutes daily working on copywork this week. You can use this week's suggested passage or choose your own of a similar length. Spend the first 3-5 minutes of your copywork lesson focusing on penmanship by practicing a few letters in print or cursive from the Penny Gardner book or another style of your choice.



## Term 1

### WEEK 3 ☐ 15m Dictation: Grade 6 - Tracker

Tracker: ☐☐☐☐

☐ Materials: Grade 6 Student packet of copywork & dictation passages

#### → DICTATION

Spend three days this week working on a complete dictation lesson (10 min. of study, 5 min. for passage to be dictated). You can use this week's suggested passage or choose a similar length. Be sure to pay attention to any added notes in the student dictation packet for the week. Only choose enough text so the student is learning 5-6 new words at a time.

### WEEK 3 ☐ 10m Written Narration: Grade 6 - Tracker

Tracker: ☐☐☐☐☐☐

#### → WRITTEN NARRATION

Complete five written narrations this week. Make sure to write from a variety of different subjects either over the course of the term or at least the year.

#### ★ TEACHER TIP

To assist students struggling to get thoughts into words, provide external supports before writing, such as index cards that can be arranged and re-ordered. You can also encourage students to talk aloud as they write or use speech-to-text and then edit.

### WEEK 3 ☐ 15m Grammar: Grade 6 - Lesson 5

*Pronouns*

☐ Materials: Grammar Town

#### → READ, NARRATE, & DISCUSS

p.18-19

#### → PRACTICE

Reread "Heliocentrism." Try to figure out why each pronoun says what it does.

### WEEK 3 ☐ 15m Grammar: Grade 6 - Lesson 6

*Adjectives*

☐ Materials: Grammar Town

#### → READ, NARRATE, & DISCUSS

p.20-23

#### → PRACTICE

Find all the adjectives in the list on p.22. [early, gray, slow, cool, tall] Why are the others NOT adjectives?

#### ★ TEACHER NOTE

Do NOT use the word describe; that is not what an adjective does. It actually changes-- modifies-- the image of the noun that we have in the mind. It does not describe it from a distance; it transforms the noun itself.