

A Typical Teaching Week

These guidelines are intended to help bring some predictability to lesson planning.

Although the elements of grammar are important aspects of this course, its primary focus is writing and rhetoric. We recommend that you teach a simple, but rich, grammar curriculum in parallel with the lessons in *Writing & Rhetoric: Description & Impersonation*. By simple, we mean to suggest that you avoid a grammar program with a writing component. Two different writing methods would most likely work against each other and cause an imbalance in the school day. Instead, look for a grammar program that focuses on grammatical concepts, provides plenty of practice sentences, and encourages diagramming.

You may want to provide same-day grammar instruction several days a week, preferably separating Writing & Rhetoric from grammar study by an hour or two. Or, you may want to alternate weeks between a grammar program and Writing & Rhetoric. This requires some negotiation in your language arts program for the year. If you aim to do two Writing & Rhetoric books per school year, that would equal approximately twenty lessons. If you spend one week on each lesson, that leaves you with about fourteen weeks to focus on grammar. However, as the reading selections grow longer and the writing tasks more extensive, you may need to spend more time on each Writing & Rhetoric lesson according to the needs of your students. You will have to choose a grammar program with these considerations in mind.

Please note that multiple opportunities for practice are built into the Writing & Rhetoric series. If you find that your students have mastered a particular form of writing, you should feel free to skip some lessons. In this case, some teachers choose to present the historical material from skipped lessons as part of their history lessons. Some teachers may also provide their students with practice in sentence manipulation by doing only the Sentence Play and Copiousness sections from skipped lessons.

The following tables illustrate two possible options for scheduling weekly lessons. As always with Writing & Rhetoric, teachers have the freedom to pick and choose the lesson elements, schedule, and pace that suits the needs of their classrooms. You can even schedule each lesson over two weeks if your students need the extra time.

Option 1

Day 1 <ul style="list-style-type: none">● Read lesson introduction● Tell back (narrate) text (Tell It Back)● Annotate text if time allows, or assign for homework (Tell It Back)● Engage in Talk About It exercises	Day 2 <ul style="list-style-type: none">● Discuss Memoria, assign memorization and commonplace book for homework● Work on Go Deeper or Writing Time exercises	
Day 3 <ul style="list-style-type: none">● Continue to work on Go Deeper or Writing Time exercises	Day 4 <ul style="list-style-type: none">● Engage in Speak It exercises (no work required for lessons 1 and 6)	Day 5 <ul style="list-style-type: none">● Work through Revise It section (no work required for lessons 1 and 6)

Option 2

<p>Day 1</p> <ul style="list-style-type: none"> ● Read part of lesson introduction, assign remainder for homework ● Assign annotation for homework (Tell It Back) 	<p>Day 2</p> <ul style="list-style-type: none"> ● Tell back (narrate) text (Tell It Back) ● Engage in Talk About It exercises ● Discuss Memoria, assign memorization and commonplace book for homework ● Work on Go Deeper or Writing Time exercises 	
<p>Day 3</p> <ul style="list-style-type: none"> ● Continue to work on Go Deeper or Writing Time exercises 	<p>Day 4</p> <ul style="list-style-type: none"> ● Engage in Speak It exercises (no work required for lessons 1 and 6) 	<p>Day 5</p> <ul style="list-style-type: none"> ● Work through Revise It section (no work required for lessons 1 and 6)

Day One

1. The teacher models fluency by reading the introductory text aloud while students follow along silently. If the lesson introduction contains a longer reading, such as a short story or a biography, teachers may read part of the selection in class as a “teaser” and assign the remainder for homework, or simply assign the entire reading for homework.
2. Tell It Back (Narration) and Talk About It should immediately follow the reading of the text, while the text is still fresh in the students’ minds. Annotation can be an important aid to memory for longer readings, and it is included under Tell It Back in the second half of this book as part of the reading process. If time allows, students can complete their annotations in class, or annotation can be assigned for homework. If the lesson reading is assigned as homework (see previous step), annotation also can be assigned for homework and teachers can engage students with Tell It Back and Talk About It the following day.

Narration, the process of “telling back,” can be done in a variety of ways. Pairs of students can retell the text to each other, or selected individuals can narrate orally to the entire class. Solo students can tell back the text into a recording device or to an instructor. At this age, students can write narrative summaries, outlines, and dramatic reenactments with skill. The process of narration is intended to improve comprehension and long-term memory.

Here are some tips for facilitating effective narration:

- Avoid rereading a passage to students. Let them rely on the strength of their memories. Children will pay more attention if they know they will hear a passage only once and be expected to tell it back.
- Remember that narrations are detailed retellings in chronological order, complete with names, events, and rich vocabulary words. If you are looking for a summary of the passage, rather than a detailed retelling, make sure that you specify this to students.
- Ask other students to assist if the narrator falters in his or her retelling. Be sure, however, to give enough quiet space for the narrator to think clearly about what he or she has just heard. Don’t be hasty to jump in and “rescue” a narrator.

Annotation can help a student easily locate vocabulary words, proper nouns, and important concepts for drafting essays.

Talk About It is designed to help students analyze the meaning of their reading and to see analogous situations, both in the world and in their own lives. This book also includes several opportunities for picture analysis.

Days Two and Three

1. The Memoria feature can be discussed during class, and students can work on memorizing the quote and completing their commonplace notebooks as homework. Memoria is one of the five canons (or principles) of classical rhetoric and can be viewed as a support to invention in writing, to improvisation in oration, and to all manner of debate.
2. If annotations were completed as homework, the teacher might engage students in conversations about the important ideas they underlined or the questions they jotted down in the margins.
3. Students work with the text through the Go Deeper and Writing Time exercises. Go Deeper is a feature in lessons 1 and 6 and is all about practicing important skills essential to each lesson. Writing Time, which appears in most lessons, includes sentence play, copiousness, and the description or impersonation exercises themselves. You will probably want to take more than one day for this step.

Day Four

1. If students complete the first draft of their descriptions or impersonations on day three, we recommend that they take a breather from writing while they work on their speaking skills. Keeping a day between essay completion and revision helps students to look at their work with fresh eyes. However, teachers may find it valuable to pair students together to read their essays out loud and give each other ideas for revision. A rubric is included in most Speak It sections as an aid to partner feedback or grading by teachers.
2. The Speak It section creates opportunities for students to memorize, recite, discuss and debate, read dramatically, or playact. Please consider using a recording device whenever it suits the situation. When using electronics, the student should listen to his recording to get an idea of what sounds right and what needs to be improved. Have students read the elocution instructions at the back of the book to help them work on skill in delivery. Speak It does not appear in lessons 1 and 6, and no work is required on day 4 for those lessons.

Day Five

At this level, students will continue to work toward a foundation in revision. The Revise It section provides basic exercises that introduce students to revision and proofreading. Revise It also provides a list that covers some of the most important steps toward improving an essay. Most students can do rudimentary self-editing at this age and provide some useful feedback to each other. However, teachers are still the best source for giving editorial feedback and requesting rewrites. Revise It does not appear in lessons 1 and 6, and no work is required on day 5 for those lessons.