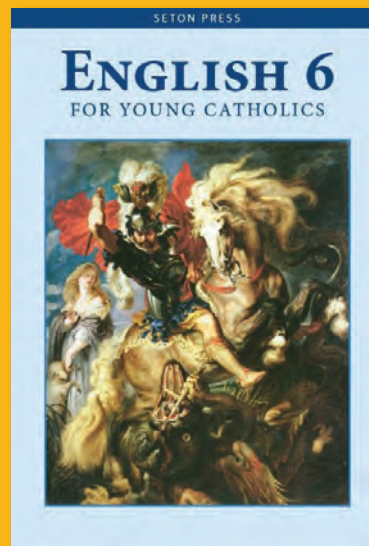




ENGLISH 6

COURSE MANUAL



LESSON PLANS - ANSWER KEYS - TESTS - QUARTER REPORT FORMS

ENGLISH 6 LESSON PLAN

Week One

Parent:

Before beginning the assignments, your child should go through the English 6 text-workbook with you, from cover to cover. Look over the title page, the back of the title page, the Introduction, and the Table of Contents. Together, you and your student should skim through the text-workbook to become familiar with the layout. Read the Preface together.

Skim through this lesson plan to see how the daily and weekly lessons are set up. You will see constant references to the Paragraph-Writing Handbook, which is located in the back of this lesson plan.

Be sure to go online with your student to locate all the online resources available for this English 6 course, such as a grammar outline, practice sheets, extra practice exercises, and diagramming videos.

Chapter 9 is a Handbook on Capitalization and Punctuation. Most of our Seton students know these rules since we have been teaching them since the early grades. These exercises are not assigned but we recommend that students review them to remind themselves of lessons in previous grades.

CHAPTER 1: NOUNS

Notice that nouns are classified, first, as a single noun standing alone. They are classified according to the kind or class: proper or common, and some collective.

Nouns as a single word are classified also according to whether they are singular or plural, and whether they are feminine, masculine, or neuter.

Nouns can be studied according to the way they are used in a sentence: the person of the noun depends on whether the noun refers to the person doing the speaking, the person being spoken to, or the person being spoken about.

Nouns can be classified in a sentence as being in a certain case according to how the word is used in a sentence. It can be in the nominative case, the objective case, or the possessive case.

Day 1

You can check off work as you complete it!



English 6 for Young Catholics: Read, study the Chapter 1 Introduction on p. 2 and Lesson 1 (Types of Nouns: Proper and Common) on p. 3.



Do the **Exercises** on pp. 3-4.

Be sure to check the answers after you do the Exercises to make sure you understand the lesson.

Day 2



English 6 for Young Catholics: Lesson 2: Collective Nouns. Study p. 5.



Do the **Exercises** on pp. 6-7.



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Day 3



English 6 for Young Catholics: Lesson 3: Abstract Nouns. Study p. 8.



Do the **Exercises** on pp. 8-9.



Review pp. 2-8.

Day 4



Review Punctuation and Capitalization Rules in Chapter 9 (pp. 291-300) if you have not done so.

The use of punctuation marks in the sentences in this year's text-workbook will show proper usage. For those who need additional reminders about punctuation, it may be helpful to review the rules in Chapter 9.



In addition, online Exercises for downloading for punctuation and capitalization are available on the MySeton page of the Seton website under All Course Resources and English 6.



Review the Following:

ENDING SENTENCE PUNCTUATION:

- A period is used at the end of a declarative (statement) or imperative (command or request) sentence. A period is used also for abbreviations or after initials.
- A question mark is used at the end of a sentence which asks a question.
- An exclamation mark is used after an exclamatory sentence, as well as a word or phrase of exclamation, such as "Wow!"

INTERNAL SENTENCE PUNCTUATION: COMMAS

- Commas separate words in a series.
- Commas are used in a letter after the greeting, such as "Dear Mary,"; commas are used in a letter after the complimentary close, such as "Sincerely yours,".
- Commas are used to set off parts of dates, such as: "April 5, 2012";
 - addresses, such as "13 Royal Avenue, Royaltown, MD";
 - place names, such as "Marytown, IN"; and
 - long numbers, such as "10,287".
- Commas are used to separate words of direct address, such as "Sammy, come here."
- A comma is used after the words "Yes" and "No" when used as an introductory word: "Yes, I did go to the store."
- A comma is used before and after an appositive phrase to set it off from the rest of the sentence: "Mrs. Sawyer, my piano teacher, gave me a long lesson."
- A comma is used to set off an introductory phrase or clause. "Last Sunday, I went to Mass in town."

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- A comma separates a compound sentence, with the comma placed before the *and*, *but*, *or*, or *nor*. “The dog frightened me, but then he licked my hand.”
- A comma is placed before quotation marks: Dad said, “No, you are not old enough to drive!”

If needed, please look in the English book or in your readers for the use of periods, exclamation marks, commas, and question marks.

Day 5

PUNCTUATION MARKS



Review: Continue to study Chapter 9 (pp. 291-300) in the text-workbook.



Review the following.

Quotation marks must be used before and after every part of a divided quotation.

Quotation marks enclose titles of stories, poems, prayers, plays, magazine and newspaper articles, movies, radio and television programs, and works of art, if handwritten. With today’s computers, these are usually put in italics. When handwritten, book titles usually are underlined.

An **apostrophe** is used to show possession [Sam’s dog] and omission of a letter [don’t]. **NOTE:** Words ending with an *s* can be handled the same as other words, by simply adding an *s* [James’s]; however, some publications still use the more traditional style of adding only the apostrophe without adding *s* [James’].

A **semi-colon** may replace a conjunction in a compound sentence.

A **colon** is used after the greeting in a business letter, such as “Sir:”.

A colon is used to separate hour and minutes in time, such as 7:00 p.m.

A colon is used to separate chapter and verse numbers in Bible references: Mark 2:7.

A **hyphen** 1) divides a word at the end of a line between syllables (pas-tor), 2) joins the parts of compound numbers (twenty-three), 3) separates the parts of some compound words (merry-go-round), 4) divides some common modifiers before a noun (the well-written essay).

CAPITALIZATION

Capital letters are used to highlight:

- the first word in a sentence;
- the pronoun I;
- the first word of a direct quotation;
- proper nouns and proper adjectives;
- titles of honor preceding a name (Cardinal Dolan);
- north, south, east, west only when they refer to a section of a country (the South);
- all names referring to God and the Bible;
- the main words in the titles of books, plays, poems, movies, and so on;
- abbreviations of words that would require a capital letter if they were spelled out (U.S.A.); and
- the interjection O.



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I. Steps for Writing a Paragraph

A. TOPIC

The topic is the main point of the paragraph.

The first step in writing a paragraph is for the writer to think about what he wants to write about. He needs to decide on a topic for the paragraph, such as a *trip*. *Trip* is a general topic.

A single paragraph cannot cover a general topic. It is important to select a very limited or specific topic for a single paragraph.

If you write about a trip, focus on a specific part of the trip, such as an adventure on the train. If the limited topic is a trip to a museum, write about what you learned about the hardships people experienced long ago on the frontier.

If you want to write something about a circus, pick just one specific topic, such as the lion act or the clowns. If you want to write about the animals in your yard, pick just one animal: the deer or the squirrels. If you want to write about Saint Damien, choose one particular event in his life.

Example: General topic: Study skills; Specific topic: Study skills for reading fiction

The following examples of limited topics are good choices for a single paragraph: an adventure while visiting a farm; what happened when trying to cook a special meal; the story of the voices who spoke to Joan of Arc; the adventure when ice skating the first time; a strange sight upon waking up.

Suggestion: Look at paragraphs in a history book or a science book to see examples of limited topics.

B. LIST OR WEB

After selecting the specific topic, the next step in writing a paragraph is to make a list. In place of a list, a web may be used. The list contains words or phrases or ideas that come to your mind when you think about the topic of the paragraph. The list must have at least three items.

If the topic is farm animals, you might write the following list or web:

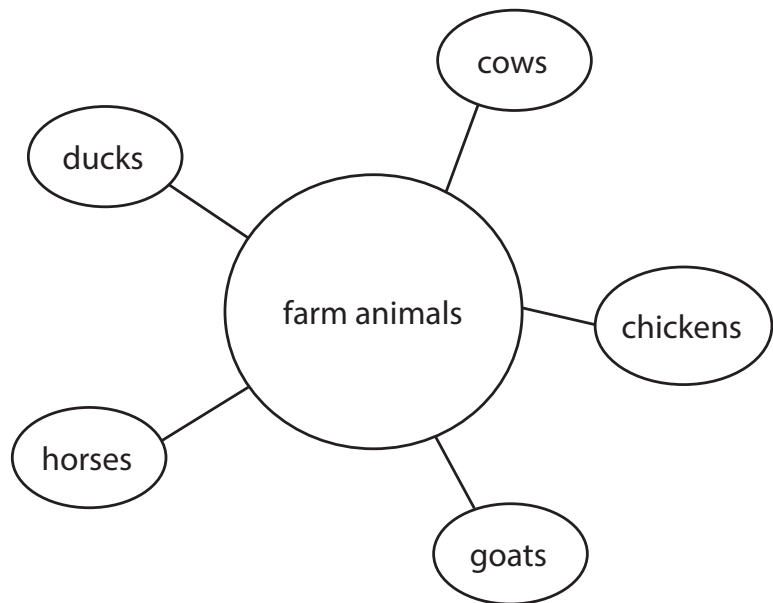
Topic: Farm Animals

1. cows
2. chickens
3. goats
4. horses
5. ducks

Read over the items in the list. Choose three or four items from the list that you want to write about in the paragraph. Write them in the order you want to use them in the paragraph. The order of these items is based on size: the largest to the smallest.

Topic: Farm Animals

1. cows
2. goats
3. chickens



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Another example:

If the topic is reasons for having pets, you might write the following list or web:

Topic: Reasons for Having Pets

1. entertaining sounds
2. playful
3. educational
4. helpful

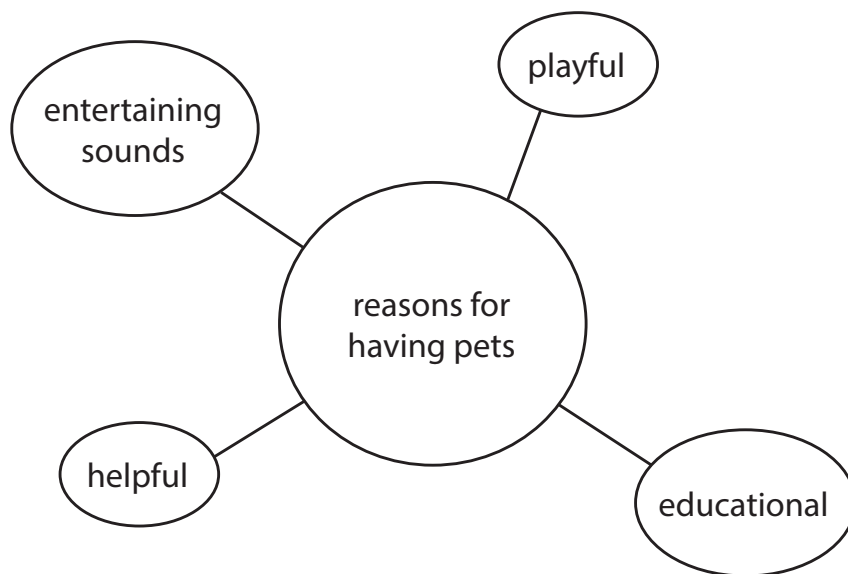
When the list is reduced to three or four items, place the items in the order that you will write about them in the paragraph. To decide the order, you may choose to list the smallest to the largest, or the youngest to the oldest, or the least important to the most important.

The topic and the list are the foundation for your paragraph.

The list will become an outline for the paragraph.

The topic will become the beginning/topic sentence.

The three or four items in the list will become middle sentences.



C. OUTLINE

Your mother works with an outline every day. When your mother prepares a meal, she does not simply grab the nearest thing out of the refrigerator. She plans ahead about the meat and the vegetables, maybe a salad or a dessert. She plans the order in which she will prepare the different items for the meal so that the final product, the dinner, will be complete with the baked apples coming out of the oven in time for dessert. Your mother has an outline for the meal. She may not have it written down, but after many years of experience, she can organize the meal in her head.

Writing an outline before writing a paragraph is essential. If you do not have an outline, throw your paragraph away! An outline does not need to be long. Just use one point, with possibly a sub-point or two, for each middle sentence. An outline is essential to a good paragraph, like water and air are essential for life; a healthy paragraph cannot thrive without an outline!



An outline helps you think about your ideas before you write the sentences. It is important when you go on a trip that you have a map and follow the correct roads to your destination. If you don't have an outline for your paragraph, it is like going on a trip without a map. You may never reach your destination but simply flounder around on side roads. Without an outline, you have a fish, a flounder, instead of a paragraph, and a dead flounder at that!

Without an outline, you can throw out your paragraph with your dead flounder!



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The information on writing a list stated that the topic and list of items becomes the basis for an outline for the paragraph. An outline tells us the order you want for the middle sentences. The middle sentences must logically follow the topic or the topic sentence.

Look at the list for reasons for having a pet.

Topic: Reasons for Having Pets

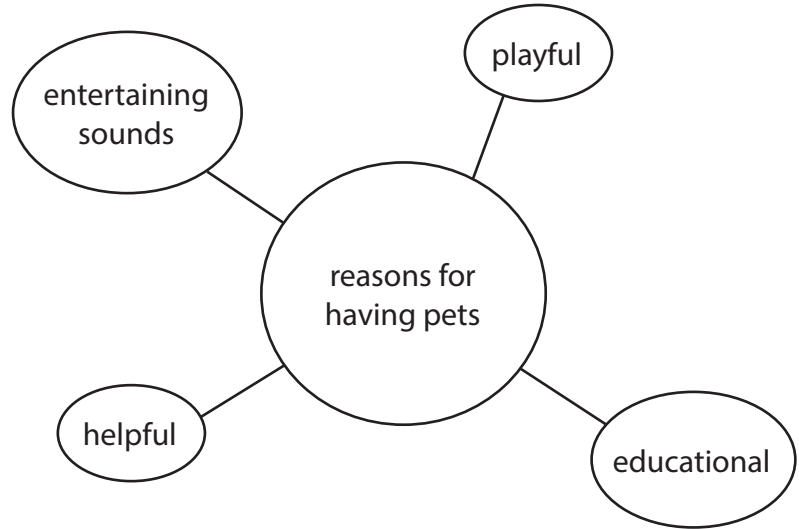
1. entertaining sounds
2. playful
3. educational
4. helpful

Look at the outline developed from the list.

The topic of the list is the **topic** of the outline.

The items in the list, such as entertaining sounds, are the **major ideas** in the outline.

In the outline, under the major ideas, **sub-ideas** or examples have been added, such as dog and cat.



Reasons for Having Pets

- I. Entertaining sounds
- II. Playful
 - A. Dog
 - B. Cat
- III. Educational
 - A. Rabbits
 - B. Hamsters
 - C. Guinea pigs
- IV. Helpful
 - A. Horses
 - B. Chickens
 - C. Goats

Topic

- I. Major idea
- II. Major idea
 - A. Sub-idea
 - B. Sub-idea
- III. Major idea
 - A. Sub-idea
 - B. Sub-idea
 - C. Sub-idea
- IV. Major idea
 - A. Sub-idea
 - B. Sub-idea
 - C. Sub-idea

Look at the structure of the outline.

The items from the list are the major ideas and are preceded by Roman numerals I, II, III, and IV.

Sub-ideas or examples of the major ideas are placed below the major ideas and are preceded by a capital letter: A, B, C.

The first word of each line in the outline begins with a capital letter.

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Look at another example of an outline. This outline about skateboarding has more details in it than the outline about pets.

Skateboarding	Topic
I. History	I. Major idea
A. Beginnings in 1960s	A. Sub-idea
B. Skatepark facilities in 1970s	B. Sub-idea
C. Ramp skating in 1980s	C. Sub-idea
D. Re-emergence in 1990s	D. Sub-idea
1. Equipment	1. Detail
2. Competitions	2. Detail
II. Problems	II. Major idea
A. Accidents	A. Sub-idea
B. Insurance	B. Sub-idea

- Each kind of item (major idea, sub-idea, and so on) uses a different system of numbering or lettering. Roman numerals are used for the major ideas. Next, capital letters are used, then Arabic numerals, and then lowercase letters.
- The major ideas, which are the broadest, most general items, are listed on the left. Each kind of item (sub-idea, detail) is indented a little more than the previous kind of item, so that the more specific an item is, the farther to the right it is located.
- Items are aligned with other items of the same kind. For example, major ideas are aligned with other major ideas. Sub-ideas are aligned with other sub-ideas.
- All major ideas, sub-ideas, details, and sub-details must be listed in groups of two or more. If there is a major idea with a “I.” there must be a major idea with a “II.” If there is a sub-idea with an “A.” under a major idea, there must be a sub-idea with a “B.” under that same major idea.
- Each idea or detail begins with a capital letter.

AN OUTLINE: A MAP TO FOLLOW

It is challenging to find a new destination unless you have a map to follow. You cannot write a decent paragraph unless you have a map, an outline to follow. A paragraph written without an outline has the danger of becoming a string of rambling sentences that do not support the topic.

The best thing about writing an outline, even if it is just words and not sentences, is that once you have your outline, the paragraph is easy to write: you are just following your outline. Too many students do not work on designing an outline, and just start writing anything that comes to their minds. That is like going down a winding road and not being sure where you are going or what you might meet! For certain, it takes much longer to arrive at a destination when you don't have a map!

Some students go through the “misery” of thinking about what to write. They never consider that making a list of words or phrases, then developing an outline, then writing sentences based on an outline makes writing the assignment not only easier but faster. With an outline, a paragraph can be written in half the time!

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This Course Manual is the property of Seton Home Study School and must be returned to Seton when the course has been completed.

We encourage you, however, to write in this Course Manual, or highlight in it to mark student progress.

For more information, visit:
setonhome.org/return-lp

LIST OF COURSE MATERIALS

- *English 6 for Young Catholics*



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