

Classical Writing

'How to'
Analysis & Imitation

Classical Writing weekly work at every level consists of

1. A weekly literary model
2. Weekly theory (in grammar, logic, or rhetoric)
3. Analysis of this model
4. Imitation of this model
5. A writing project based on the skills learned in analysis and imitation

Using Narratives for
Analysis & Imitation

- Theory – From Grammar Book
- Analysis & Imitation –
Words, Sentences, Paragraphs
- Practice – Writing Project

Before we start...

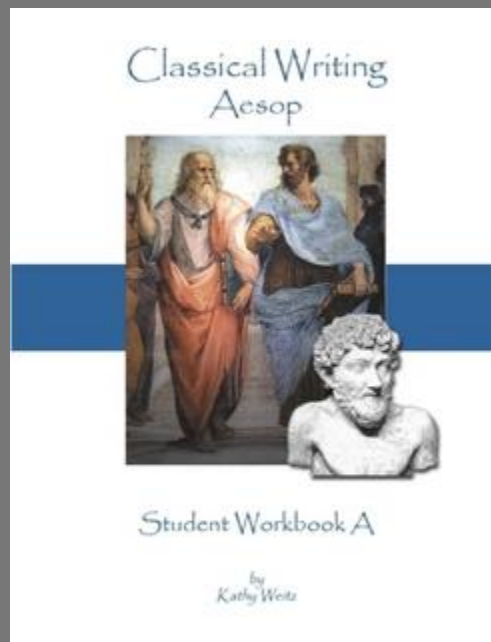
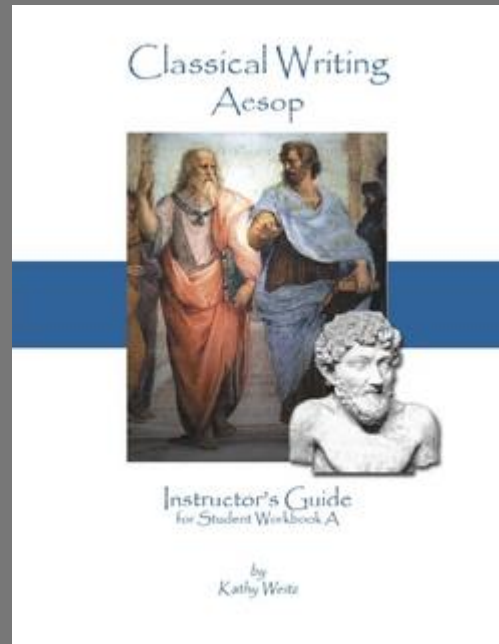
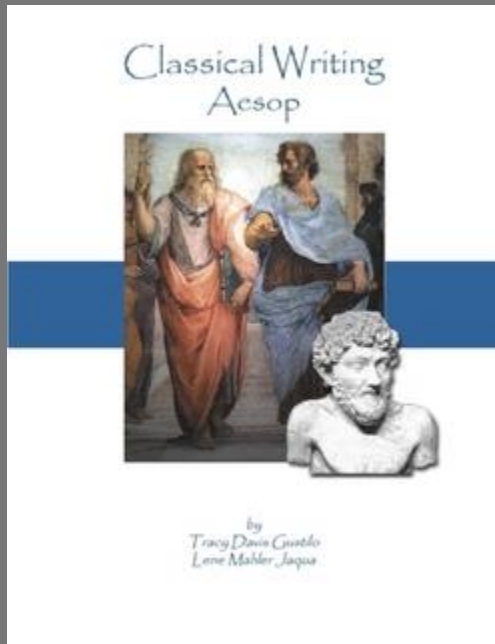
Three Points to Keep in Mind for the teacher

- I. This program is "your slave", not the other way around.*
- II. Do what you can according to the time YOU have allotted.*

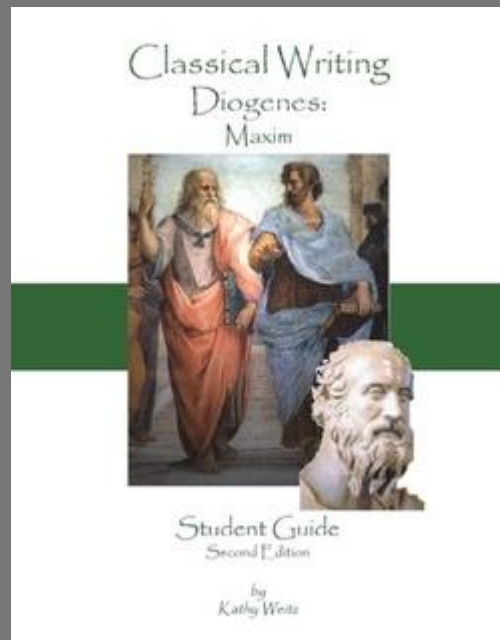
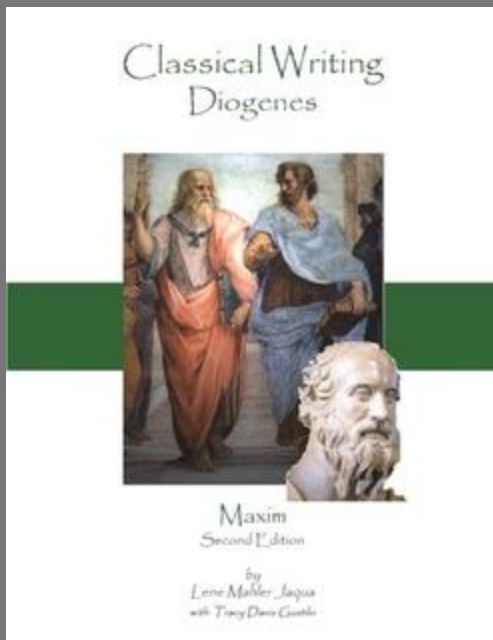
If needed:

 - Shorten the Readings
 - Use less Spelling or Vocabulary Words
 - Use less or Shorter Sentences
 - Skip material your students know well.
- III. Increase work in areas where your students struggle most.*

Aesop and Homer books



Diogenes books and up



A typical week's lessons

1. Theory work in the grammar, logic, or rhetoric book
2. Analysis of model
3. Imitation of model
4. Writing project

1 Week's work can *either*

1. Be done in 1 week as
scheduled

or

1. Be done in 2 weeks

1. Week 1 – theory, analysis and
imitation

2. Week 2 –writing project

Teacher PREPARATION

First look at Instructor's Guide for
the week

Classical Writing Aesop



Instructor's Guide
for Student Workbook A

by
Kathy Weitz

Teacher Preparation

1. Read or review the sections in the Core Manual to be covered this week. (These are listed in the gray boxes on the following page.)
2. Read the model, noting any potentially unfamiliar vocabulary.
3. Choose spelling words to dictate on Day 2. (See helps below.)
4. Choose section for student dictation or copywork.
5. Beginning this week, encourage your student to incorporate dialogue while writing the first draft, combining Steps II and IV. Then, if additional dialogue is needed, add it during the editing process.

New Flashcards: Parts of Speech

Teacher Helps

Suggested Spelling Words

- Philip (note it is spelled with one /)
- Alexander
- Bucephalus (from the Greek, meaning "ox-head". This would be a good opportunity to discuss Greek word roots.)
- ruin (*u* is long at the end of a syllable)
- laughing (augh phonogram; other words where gh says -f: *cough, rough*)
- expected (from Latin "spect-", meaning "to see", *respect, inspect*)
- reined (ei phonogram; *i* before *e*, except after *c*, when it says /A/... other words where ei says /A/ are: *eight, their, weigh*;
homophones: *rain, reign*)

Parts of Speech

<u>1. noun</u>	<u>5. adverb</u>
<u>2. pronoun</u>	<u>6. preposition</u>
<u>3. verb</u>	<u>7. conjunction</u>
<u>4. adjective</u>	<u>8. interjection</u>
<u>9. participle</u>	

*Note: we are adding *participle* as a part of speech here, as we do in *Classical Writing - Homer*, even though we will not cover participles in *Classical Writing - Aesop*. You may find it helpful to use the mnemonic PIP VAN CAP for the 9 Parts of Speech.

Simple Quotes (possible answers)

"I will pay you," promised the lad, "the price of the horse."
The lad vowed, "I will pay you the price of the horse."

Review Exercises (possible answers)

1. Were Alexander and Bucephalus the best of friends?
Alexander and Bucephalus were the best of friends!
Alexander and Bucephalus, be the best of friends.
2. Alexander, the king's young son, said that it was a pity to ruin so fine a horse as that.

Weekly Overview

Week 9

Alexander and Bucephalus

Day 1

Analysis & Imitation: Introduce the Model

- Flashcard review
- Review background information on James Baldwin and Legends.
- Read the model aloud carefully, demonstrating.
- Discuss unfamiliar vocabulary and concepts.
- Read the model aloud again.
- Have student read the model aloud. Work for punctuation and reading with expression.
- Have the student retell the story to you.

Routine

Flashcards in Appendix B

Author Information IG, Appendix A

Analysis & Imitation: Word Analysis for Phonics

- Flashcard review
- Review background information on the Model.
- Practice saying the word.
- Part in the Model.
- a complete related word.
- student weekly list.

Exclamatory Sentence	Capitalization Rules
Direct Quote	Indirect Quote

Analysis & Imitation: Sentences

- Flashcard review
- Teach Parts of Speech (p. 30) At this time needs to do is simply memorize the parts not the definitions or the examples.
- Review the Utterance Chart.
- SW: Brainstorm the Utterance Chart.
- SW: Complete "Simple Quotes".
- SW: Complete Review exercises.

Capitalization Rules	Review	Exclamatory Sentence
Indirect Quote	Review	Direct Quote

Capitalization Rules:
1. The first word of every sentence
2. Names of people and places
3. Titles
4. I
5. OI
6. Dots and days of the week

Exclamatory Sentence:
An Exclamatory Sentence is a sentence that expresses sudden or strong feelings. It ends with an exclamation point (!).

Direct Quote:
A Direct Quote repeats the actual words of the speaker and requires quotation marks.

Indirect Quote:
An Indirect Quote is when the narrator tells what the speaker says without using the actual words of the speaker.

Workbook

Analysis & Imitation: Copywork & Dictation

- Flashcard review
- SW: Copywork and/or Dictation

Day 4

Routine pp. 33-35

Writing Project

Rewriting a Short Narrative

- A. Analyze & Outline (Core, Step I, p. 41)
- B. Write the First Draft (Core, Step II, p. 41)
- C. Edit the First Draft (Core, Step III, pp. 41-42 and incorporate Step IV, pp. 42-43)
- D. Write the Final Draft (Core, Step V, p. 44)

Writing Project 2 pp. 41-44

Instructor's Guide

Day 1

Week 9

Alexander and Bucephalus

James Baldwin

One day King Philip bought a fine horse called Bucephalus. He was a noble animal, and the king paid a very high price for him. But he was wild and savage, and no man could mount him, or do anything at all with him. They tried to whip him, but that only made him worse. At last the king bade his servants take him away.

"It is a pity to ruin so fine a horse as that," said Alexander, the king's young son. "Those men do not know how to treat him."

"Perhaps you can do better than they," said his father scornfully.

"I know," said Alexander, "that, if you would only give me leave to try, I could manage this horse better than any one else."

"And if you fail to do so, what then?" asked Philip.

"I will pay you the price of the horse," said the lad.

While everybody was laughing, Alexander ran up to Bucephalus, and turned his head toward the sun. He had noticed that the horse was afraid of his own shadow. He then spoke gently to the horse, and patted him with his hand. When he had quieted him a little, he made a quick spring, and leaped upon the horse's back.

Everybody expected to see the boy killed outright. But he kept his place, and let the horse run as fast as he would. By and by, when Bucephalus had become tired, Alexander reined him in, and rode back to the place where his father was standing.

All the men who were there shouted when they saw that the boy had proved himself to be the master of the horse. He leaped to the ground, and his father ran and kissed him.

"My son," said the king, "Macedon is too small a place for you. You must seek a larger kingdom that will be worthy of you."

After that, Alexander and Bucephalus were the best of friends. They were said to be always together, for when one of them was seen, the other was sure to be not far away. But the horse would never allow any one to mount him but his master.

Alexander became the most famous king and warrior that the world has ever known; and for that reason he is always called Alexander the Great. Bucephalus carried him through many countries and in many fierce battles, and more than once did he save his master's life.

**Both in
Student
Workbook
and in
Instructor's
Guide**

Model for Analysis

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Day 2

Week 9

Alexander and Bucephalus

Word Analysis

Day 2 Analysis
pp. 20-21

Underline spelling words in the model. Add them to the chart in alphabetical (ABC) order. Do spelling analysis with your teacher.

Word	Spelling Analysis	Related Words
laughing	laugh - ing	to laugh laughter
quieted	qui - et - ed	quietly quietness
ruin	ru - in	a ruin ruinable

Model for Analysis

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Utterance Chart

D

Loud or Quiet	Emotional	Neutral		Funny Noises
burst out	cry	remark	declare	snort
shout	sob	notice	answer	hiss
bawl	cheer	echo	speak	crow
howl	smile	utter	reply	croak
yell	whine	exclaim	query	yip
bellow	retort	question	end	snap
whisper	interrupt	ask	note	bark
shush	stutter	comment	interject	howl
breathe	hesitate	point out	insert	hoot

On the Model for Analysis.

Underline every direct and indirect quote. Notice the way they are punctuated. Also, notice the position of the explanatory words in the direct quotations.

Rewrite the following quotation two different ways, using words from the Utterance Chart in place of "said", and changing the position of the explanatory words.

"I will pay you the price of the horse," said the lad.

Write a quote below that the men watching Alexander try to ride Bucephalus might have said. Consider using your quote in your Writing Project.

Review

On the Model for Analysis:

Put a box around all capital letters. Above each capital letter, put the rule number that explains the reason a capital letter is needed there.

Circle each end punctuation mark. Explain to your teacher why that end punctuation is needed.

Above each sentence, write its sentence classification.

Change the following sentences to the indicated type:

1. Alexander and Bucephalus were the best of friends.

Interrogative _____

Exclamatory _____

Imperative _____

Change the following direct quote to an indirect quote:

2. "It is a pity to ruin so fine a horse as that," said Alexander, the king's young son.

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