

Classical Writing

Writing Project

Using Narratives for
Writing Projects

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

- Practice – Writing Project

Every
other
week
alternatin
g with A
& I OR

... every
day after
A & I.

- One Writing Project
- Work as if you were a student.

Analysis & Imitation: Introduce the Model

Routine
pp. 16-18

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

Analysis & Imitation: Word Analysis for Phonics & Spelling

SL1 -2
pp. 21-22

- Flashcard review
- SW: Locate words on the Model.
- Review alphabetization. Practice saying alphabet, both forward and backward.
- SW: Add spelling words to chart in alphabetical order.
- SW: Do spelling analysis and compare related words.
- Optional: Add words to student's weekly list in your spelling program.

Analysis & Imitation: Sentences

SL4
pp. 29-30

- Flashcard review
- Teach Parts of Speech (p. 30) At this point, all the student needs to do is simply memorize the eight parts of speech, not the definitions or the examples.
- Review the Utterance Chart.
- SW: Brainstorm or research to add some more utterances to the Utterance Chart.
- SW: Complete "Simple Quotes".
- SW: Complete Review exercises.

Analysis & Imitation: Copywork & Dictation

Routine
pp. 33-35

- Flashcard review
- SW: Copywork and/or Dictation

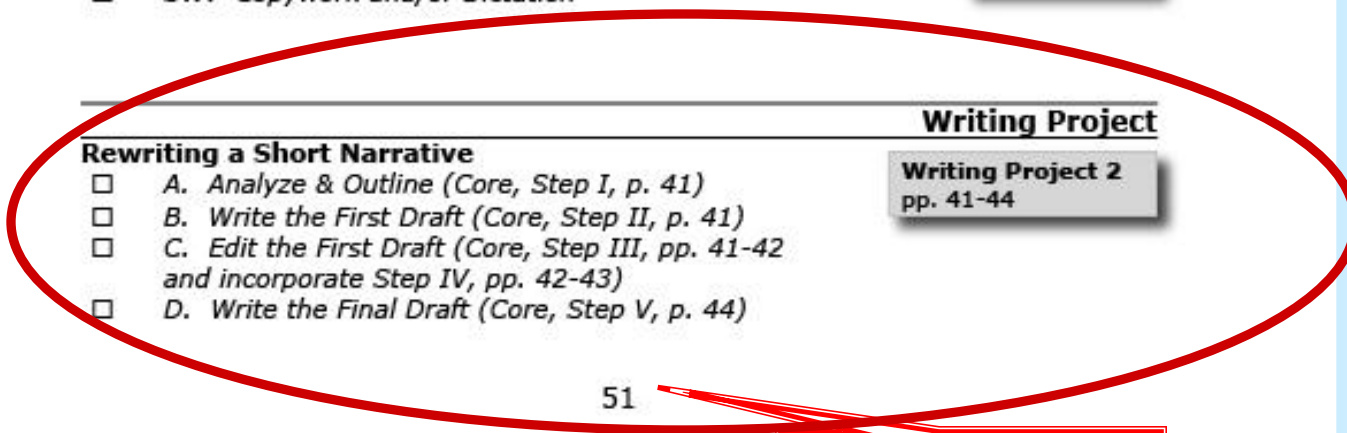
Writing Project

Rewriting a Short Narrative

Writing Project 2
pp. 41-44

- 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)

**Weekly
Overview**



Weekly Overview

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

Step 1 -

Week 9

Analyze and Outline

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**

Step 1 -

Analyze and Outline

Week 9

Alexander and Bucephalus

Model for Analysis

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Step 1 - Analyze and Outline

1. Count number of sentences in model.
2. Outline sentence by sentence.
3. Choose 2 – 5 key words for each sentence.
4. Have the students check their outlines by retelling the story to each other from their key word outline.

In *Classical Writing - Homer*, the models will be longer, and this outline will be done paragraph by paragraph, where the student writes a summary sentence for each paragraph.

Step II - Draft

1. Write the story by use of the key word outline.
2. Write sentence by sentence.
3. Same Length as the Original
4. Title should reflect the story line.

Gifted students may take the same story, same moral, but generate a new setting and a new set of characters in their retelling.
memory,

Step III -

Edit Draft

1. Are all essentials of the story included?
2. Are all sentences complete and correct?
3. Check spelling.
4. Check basic "end" - punctuation.

Step IV - Adding Dialogue

- *Include direct quotations.*
- *Use "Utterance Verbs".*
- *Amplify gestures of person speaking.*
- *Proper Use of "Quotation Punctuation"*

at the person who is speaking?

ould you say if you were him ...?

he feel when ... ?

you have said it?

voice?

"I can ride him," Alexander
exclaimed, "Let me try!"

what other body movements might be there:

Loud				
b				
sh				
bawl	cheer	utter	reply	croak
howl	smile	exclaim	query	yip
yell	whine	question	end	snap
bellow	retort	ask	note	bark
whisper	interrupt	comment	interject	howl
shush	stutter	point out	insert	hoot
breathe	hesitate			

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