

First Language Lessons

2009

I. Why Teach Grammar to Young Children?

II. General Thoughts on Teaching Our English Language

III. Formal Grammar for Young Children

A. What a Child Needs to Learn

- 1. How Sentences Are Put Together**
- 2. Punctuation**
- 3. Parts of Speech and How to Use Correctly**

B. Resources

- 1. First Language Lessons -- Levels 1, 2, 3, 4**
- 2. Rod & Staff-- Grades 3 & 4**
- 3. A Beka---Grades 3 & 4**
- 4. Voyages in English-- Levels 3 & 4**

C. The Goals to Reach for the Early Grades

- 1. Recognizing Correctly-spoken English**
- 2. Speaking Correctly**
- 3. Training Attention**
- 4. Beginning Writing Skills**

IV. Tools for Learning Language

A. Memory Work

- 1. Poems**
- 2. Brief Rules and Definitions**
- 3. Other**
 - a. History and Science Facts**
 - b. Catechisms**
 - c. Scripture**

How to Memorize:

- 1. Read and Discuss**
- 2. Title, Author, Poem 3 Times in a Row**
- 3. Repeat Triple Reading 2 More Times That Day**
- 4. Subsequent Days, 3 Times in a Row Daily**
- 5. Student Tries to Say Parts Along with You or Tape**
- 6. When He Knows Entire Poem Practice in Front of Mirror and Then to Real People**

B. Copywork

- 1. Importance of Copy Work**

Inarticulate idea ⇒ Idea into words ⇒ Words on paper

- 2. How to Teach Copy Work**

C. Dictation

- 1. What Dictation Accomplishes**
- 2. How to Teach Dictation**
- 3. What Length to Work Up to?**

D. Narration

- 1. Narration of Pictures**
- 2. Narration of Stories**
- 3. Narration of Other Material**
 - a. History**
 - b. Literature**
 - c. Science**
- 4. Purpose of Narration**
 - a. To Help the Child Put Ideas into Words**
 - b. To Check Comprehension (Tests Not Needed If You Use Narration)**

V. How to Teach Grammar to Young Children

A. Oral Practice

B. Repetition

VI. What to Memorize in First and Second Grades

A. Names and Definitions of All 8 Parts of Speech: Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections

B. Lists of State of Being, Linking, and Helping Verbs: Am, Is, Are, Be, Being, Been, Have, Has, Had, Do, Does, Did, Shall, Will, Should, Would, May, Might, Must, Can, Could

C. Prepositions and Importance of Memorizing Them

**Aboard, About, Above, Across,
After, Against, Along, Among, Around, At,
Before, Behind, Below, Beneath,
Beside, Between, Beyond, By,
Down, During, Except, For, From,
Inside, Into, Like,
Near, Of, Off, On, Over,
Past, Since, Through, Throughout,
To, Toward, Under, Underneath,
Until, Up, Upon, With, Within, Without**

VII. Diagramming

VIII. The Complete Writer

The Complete Writer: Writing with Ease Instructor Text

You can use this text by itself as a guide, then choose your own copywork and dictation; or you can buy the workbooks, listed below, which do all the work of selecting materials for you.

Writing with Ease (Years 1-4) (*Grades 1-4 for young student or Levels 1-4 for older students who still struggle.*)

Year One: Available Now

Year Two: Available Now

Year Three: Coming 2010

Year Four: Coming 2010

Writing with Skill (Years 5-8)

Years 5-8: TBA

Writing with Style (Years 9-12)

Years 9-12: TBA

Short summary of the content of 2 essays:

peacehillpress.com

1. Go to www.peacehillpress.com
2. Click on “All Products”
3. Scroll down to and click on *The Complete Writer: Writing with Ease Instructor Text*
4. Scroll down to sample pages

Complete essays, scroll down on the opening page to “Sample pages available now”

Chapter 3 – Why Writing Programs Fail

Chapter 4 –The Three Stages

A Short Summary of the Essays

Why Writing Programs Fail ?

Writing more doesn't necessarily make a better writer.

Writing isn't a natural activity.

Writing is an artificially constructed code.

Young writers need to learn the conventions, rules, and structures before they can express ideas on paper.

The Three Stages

Writing with Ease (Years 1-4)

Elementary-school writing consists of copy work, dictation, and narration to develop the student's basic skills with written language.

You are NOT DOING journaling, book reports, and imaginative writing, because original writing requires skills that are beyond the developmental capability of many students.

Take the time to lay a foundation first.

Writing with Skill (Years 5-8)

The primary tool that students will use to **order ideas on the sentence level is diagramming.**

To **order ideas in compositions**, he will learn the technical skill of **how to outline.** He will outline information history and science.

He will continue to practice writing narrative summaries. And by sixth and seventh grade, he will practice a more advanced form of writing: **writing from an outline.**

Writing with Style (Years 9-12)

Students begin the study of rhetoric with “preliminary exercises,” and then they study formal rhetoric

The persuasive expression of ideas is the central focus in high-school writing.

Write three to five one-page papers **per week**, taking his topics from literature, history science, and his other high-school courses.

In the last two years of high school students should also pursue those longer projects, completing at least two lengthy research-style papers on a topic of their own choosing.

The goal is to turn the young writer into a thoughtful student who can make use of written language, rather than struggle with it.