

Linguistics 6

Scripted Lesson Plans



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INTRODUCTION

By the term *linguistics* we mean the study of language. Although the primary focus here is spelling, there will be many ancillary benefits in the course of study. We have found the Phonetic Zoo and Vocabulary from Classical Roots to be wonderful tools for this purpose.

Over the years we have found that many children benefit from the use of application worksheets, in addition to using the audio CDs within the Phonetic Zoo. However, please feel free to use the program as it is spelled out on the instructional video without the supplemental worksheets. If you choose to exclude the worksheets, allow the child to move through the list self-paced, as the instructional video indicates.

GRADE BY GRADE

Below is the grade-by-grade breakdown for Linguistics. The Phonetic Zoo emphasizes spelling while touching on vocabulary. Of course, Vocabulary from Classical Roots emphasizes vocabulary.

<u>Name</u>	<u>Grade</u>	<u>Curriculum</u>
Linguistics 1	2 nd	Phonetic Zoo, Level A1 ¹
Linguistics 2	3 rd	Phonetic Zoo, Level A2
Linguistics 3	4 th	Phonetic Zoo, Level B
Linguistics 4	5 th	Phonetic Zoo, Level C
Linguistics 5	6 th	Vocabulary from Classical Roots A

These grade-by-grade suggestions are generally reasonable for typical children. However, deviations may be possible or even recommended.

BEFORE YOU BEGIN

1. If you are using Linguistics 1–4 with the Phonetic Zoo:
 - a. Watch the Phonetic Zoo video. It will give you a good overview of the program.
 - b. Read the “Additional Thoughts” below.
 - c. Refer to the Veritas Press Scholars Lesson Plans, Lesson 1 for Books and Materials that will be needed to begin.
 - d. You are ready to begin.

2. If you are using Linguistics 5 with Vocabulary from Classical Roots A:
 - a. In the Teacher’s Guide and Answer Key, read:
 - i. Introduction
 - ii. Lesson Format
 - iii. Additional Vocabulary Games and Activities
 - iv. Additional Word-Learning Strategies and Activities
 - v. Suggestions for Completing Student Book Exercises.
 - b. Refer to the Veritas Press Scholars Lesson Plans, Lesson 1 for Books and Materials that will be needed to begin.
 - c. You are ready to begin.

¹ The term “A1” is our term and indicates we are using Level A over two years. This will spread out drilling the spelling rules over two years. Most second and third graders will benefit from this, as doing all of them in one year is quite a bit to master.

ADDITIONAL THOUGHTS

We have broken up the Level A lessons in the Phonetic Zoo over two years, as this seems to be the best way to begin. This allows the children to really gain an understanding of the rules, not just gloss over them in a superficial way.

Please note that there are Phonetic Zoo lessons we have chosen to skip in any given level. We did this because we know the children will be covering these rules numerous times and want to manage the repetition carefully.

On the instructional video you are told not to move on until the child has earned a 100% twice on their spelling list. We do not believe this is necessary, as they will be repeating much of the material over the next few years. As a rule of thumb, they should receive an 85% or above before moving on. If the child is struggling with a particular rule, keep a list of these and regularly go over them until they have mastered the rule. Remember, our goal is not to get a good grade on their spelling test, but to be able to apply the rules they have learned for the rest of their lives. If the child is receiving a 95% or above on the test, you may want to skip a worksheet or two for that particular rule if you want to move along faster. You may choose whichever ones you want, as they are all teaching the same concept within any given rule.

When you see the phrase in the Lesson Plans under Instruction that says, “Instruct the child on taking the pretest,” you should tell the children to listen to the audio CD and write out their list of words. It is recommended that each child have a CD player with a headset to listen to the CD. We will not be repeating this in every lesson, so it is important to understand this here.

Numbers, Lesson 1

BOOKS

Vocabulary from Classical Roots A Teacher's Guide
Vocabulary from Classical Roots A
Dictionary

MATERIALS

Cards with Familiar Words
Cards with Key Words

OBJECTIVE

To introduce the words in lesson one to the child

TEACHING

1. Introduce Lesson 1 by introducing the theme of the lesson “Numbers.” See pg. 2 of the teacher’s guide.
2. Connect the opening quote, *E pluribus unum*, (which means *out of many, one*) to the theme by looking at the Latin phrase. We know that a word that is *plural* means that there are more than one, so the connection can be made, *many*. We know that a *unicorn* has one horn, so we can see a connection between *unum* and *one*.
3. Ask the child to find the connection between the motto, *E pluribus unum*, and numbers.
The motto is speaking of numbers of people.
4. Finally relate to the child that the United States is *one* nation of people who come from *many* nations.
5. Preview Familiar Words by accessing the child’s prior knowledge. Complete Activity 1 and 2 by following directions in the teacher’s guide pgs. 2 and 3. The words are on the following pages of the lesson plans.
6. Present the Key Words (pg. 3 of the teacher’s manual) by displaying the roots and their meanings from the lesson. Read the list of key words chorally from the student book, pg. 3. Key words are presented through discussion of pronunciation, definition, and connection to the root, example sentence, parts of speech and word forms. The words are on the following pages of the lesson plans.
7. Discuss the Note Bene found on pg. 5 of the student book.

ALERT: Please read pgs. V-XI at the beginning of the teacher’s guide for an overview and clear understanding of how the Vocabulary from Classical Roots books are organized. Pay particular attention to the brief description on pg. VI to the “Literary and Historical References.” Using these to explain the word definitions or exercises will add interest, enjoyment and effectiveness to the teaching process.

ASSIGNMENT

None

Familiar Words:

monorail	monotonous	unicycle
unique	double	bicycle

Key Words: Greek and Latin Roots

<p>Greek Root</p> <p>monos</p> <p>“one”</p>	<p>Latin Root</p> <p>unus</p> <p>“one”</p>
<p>Latin Root</p> <p>duo; duplex</p> <p>“two; twofold”</p>	<p>Latin Root</p> <p>bi</p> <p>“two”</p>

Numbers, Lesson 1

BOOKS

Vocabulary from Classical Roots A Teacher's Guide
Vocabulary from Classical Roots A

MATERIALS

Whiteboard and markers
Copy of Lesson 1 Key Word Activity Master,
Teacher's Guide, pg. 85

OBJECTIVE

To give the students more practice at understanding and committing to memory the meaning of the words

TEACHING

1. Work through Guide Practice by participating with the child in a short interactive that reinforces the meanings of the key words. This can be found on pgs. 4 and 5 of the teacher's guide.
2. Direct the child how to complete the Lesson 1 Activity Master found on pg. 85 of the teacher's guide.

ASSIGNMENT

Lesson 1 Activity Master

COMPLETED GRADED

Complete the Activity Master page.

Numbers, Lesson 1

BOOKS

Vocabulary from Classical Roots A Teacher's Guide
Vocabulary from Classical Roots A

MATERIALS

OBJECTIVE

To encourage the child to complete an exercise that will facilitate a better understanding of the vocabulary words

TEACHING

Direct the child how to complete Exercise 1A found on pgs. 6 and 7 of the student book.

ASSIGNMENT

Exercise 1A

COMPLETED GRADED

Complete the exercise.

Numbers, Lesson 1

BOOKS

Vocabulary from Classical Roots A Teacher's Guide
Vocabulary from Classical Roots A

MATERIALS

OBJECTIVE

To encourage the child to complete an exercise that will facilitate a better understanding of the vocabulary words

TEACHING

Direct the child how to complete Exercise 1B found on pgs. 7 and 8 of the student book.

ASSIGNMENT

Exercise 1B

COMPLETED GRADED

Complete the exercise.

Numbers, Lesson 1

BOOKS

Vocabulary from Classical Roots A Teacher's Guide
Vocabulary from Classical Roots A

MATERIALS

OBJECTIVE

To encourage the child to complete an exercise that will facilitate a better understanding of the vocabulary words

TEACHING

Direct the child how to complete Exercise 1C found on pg. 8 of the student book.

ASSIGNMENT

Exercise 1C

COMPLETED GRADED

Complete the exercise.

Numbers, Lesson 2

BOOKS

Vocabulary from Classical Roots A Teacher's Guide
Vocabulary from Classical Roots A
Dictionary

MATERIALS

Cards with Familiar Words
Cards with Key Words

OBJECTIVE

To introduce the words in lesson two to the child

TEACHING

1. Introduce Lesson 2 by introducing the theme of the lesson "Numbers." Connect the opening quote, *Galia est omnis divisa in partes tres*, which means *All Gaul is divided into three parts* to the theme, numbers by following the instructions on pg. 6 of the teacher's guide.
2. Preview Familiar Words by accessing the child's prior knowledge. Complete Activities 1, 2, and 3 by following directions in the teacher's guide pg. 7. The words are on the following pages of the lesson plans.
3. Present the Key Words by displaying the roots and their meanings from the lesson. Read the list of key words chorally from the student book, pg. 9. Key words are presented through discussion of pronunciation, definition, and connection to the root, example sentence, parts of speech and word forms. The words are on the following pages of the lesson plans.
4. Discuss the Note Bene found on pgs. 10 and 11 of the student book.

ASSIGNMENT

None

Familiar Words:

trio	triplet	quadruplet
quarter	century	centipede

Key Words: Greek and Latin Roots

<p>Greek Root; Latin Root</p> <p><i>tri; tres</i></p> <p>“three”</p>	<p>Latin Root</p> <p><i>quartus; quatuor</i></p> <p>“fourth; four”</p>
<p>Latin Root</p> <p><i>decem</i></p> <p>“ten”</p>	<p>Latin Root</p> <p><i>centum</i></p> <p>“hundred”</p>

Numbers, Lesson 2

BOOKS

Vocabulary from Classical Roots A Teacher's Guide
Vocabulary from Classical Roots A

MATERIALS

Black Marker
Green Paper
Red Paper
Whiteboard and markers
Copy of Lesson 2 Key Word Activity Master,
Teacher's Guide, pg. 86

OBJECTIVE

To give the students more practice at understanding and committing to memory the meaning of the words

TEACHING

1. Work through Guide Practice, pg. 8 of the teacher's guide, by participating with the child in a short interactive activity that reinforces the meanings of the key words.
2. Direct the child how to complete the Lesson 2 Activity Master found on pg. 86 of the teacher's guide.

ASSIGNMENT

Lesson 2 Activity Master

COMPLETED GRADED

Complete the Activity Master.

Numbers, Lesson 2

BOOKS

Vocabulary from Classical Roots A Teacher's Guide
Vocabulary from Classical Roots A

MATERIALS**OBJECTIVE**

To encourage the child to complete an exercise that will facilitate a better understanding of the vocabulary words

TEACHING

Direct the child how to complete Exercise 2A found on pg. 12 of the student book.

ASSIGNMENT

Exercise 2A

COMPLETED GRADED

Complete the exercise.

Numbers, Lesson 2

BOOKS

Vocabulary from Classical Roots A Teacher's Guide
Vocabulary from Classical Roots A

MATERIALS**OBJECTIVE**

To encourage the child to complete an exercise that will facilitate a better understanding of the vocabulary words

TEACHING

Direct the child how to complete Exercise 2B found on pg. 12 of the student book.

ASSIGNMENT

Exercise 2B

COMPLETED GRADED

Complete the exercise.