



Sixth Grade English and Character Education Coursework
Week of May 23rd

Spelling/Mechanics/Vocabulary Objectives:

Students will do the following:

1. Understand and define new words associated with assigned readings.
2. Use words introduced in the vocabulary books in compositions.
3. Apply spelling, capitalization, and punctuation rules and edit daily work for spelling and mechanics errors.

Work in class:

1. Students will continue to study new vocabulary words both in Latin and in English classes.
2. Students will begin their upcoming spelling units by reviewing generalizations for the next several weeks and taking tests based on those generalizations.

Homework Assignments:

1. **Students will continue studying for spelling tests by explaining the rule for each spelling and taking the test of the dates provided below. Words and generalization come from *How to Spell* series.**

New generalization:

The noun suffix *ery* is largely identified with business or occupational terms. The majority of words ending on *ory* are adjectives. There are a few nouns that end in *ory*.

Words, definitions, and sentences for Thursday, May 26th:

embroidery (define, sentence)	compulsory (define, sentence)
finery (define, sentence)	trajectory (define, sentence)
hosiery (define, sentence)	sensory (define, sentence)
preparatory (define, sentence)	cursory (define, sentence)
contradictory (define, sentence)	
transitory (define, sentence)	
derogatory (define, sentence)	
obligatory (define, sentence)	
promissory (define, sentence)	

Grammar/Usage Objectives:

Students will do the following:

1. Review and refine their understanding of the structure of the English language by studying sentence structure and construction and parts of speech.
2. Review rules governing usage including subject/verb agreement, using verbs, pronouns and modifiers, and make appropriate word choices when speaking or writing.

Work in class:

1. We will complete Chapter 14 "Complements."

Homework Assignments:

1. **Students will complete Posttest 1 on page 276 for Tuesday.**
2. **Students will take a Chapter 14 test on Tuesday, May 31st.**

Literature/Oral Speaking Objectives: Students will do the following:

1. Answer literature questions (both orally and in writing) appropriately based on the type of questions asked.
2. Read material and be able to understand the meaning of a wide range of material.
3. Present dramatic readings and character sketches.
4. Participate effectively in discussions.

Work in class:

1. Students have been assigned parts in specified scenes. The class voted to perform "Antigone." The performance will take place on June 3rd at 7:00.
2. Students will continue with their unit on industrialization and child labor by reflecting on photos by Lewis Hine and by completing an essay about their chosen industry.
3. Students will begin to craft a main character to reflect their chosen Lewis Hine picture.

Homework Assignments:

1. **Students will complete extra credit independent reading and will receive credit each week; the form needs to be completely filled in before entering class on each Tuesday.**
2. **Students will need to practice their lines daily for "Antigone" to be presented on June 3rd.**

Composition Objectives:

Students will do the following:

1. Use the writing process to compose essays.
2. Differentiate the types of writing and how to structure essays accordingly.
3. Use writing rubrics and teacher feedback to assess areas of strengths and weaknesses in essays.

Work in class:

1. Students will put together two sets of notes into a short structured essay.

2. Students will begin to develop their character based on a Lewis Hine photo.

Homework:

1. **Students will work on their essay on industrialization and their chosen industry. This essay is due on Wednesday.**

Character Education Objectives:

Students will do the following:

1. Understand the language of the cardinal virtues of justice, prudence, temperance, and fortitude.
2. Recognize how the vocabulary of virtue applies to their lives and to the lives of historical figures as well as to people in the news.
3. Practice setting character goals and performing service for others in and out of school.

Work in class:

1. Students will continue to discuss what it means to perform community service/service learning at school and at home.
2. Students will begin working on their fifth Stepping Stones project.
3. Students will complete the fifth lesson in "Courage to Care."

Homework Assignment: Students will need to continue with their fifth Stepping Stones project at home.