

# A Typical Teaching Week

Veteran teachers know that rarely is there anything typical about a teaching week. These guidelines are intended to help bring some predictability to lesson planning. Although the parts of speech and other elements of grammar are important aspects of this course, its primary focus is writing and rhetoric—as the name implies. It is recommended that teachers alternate between a course in grammar one week and *Writing & Rhetoric: Fable* the next week.

## Day One

1. The teacher models fluency by reading the text aloud while students follow along silently.
2. Students break off into pairs and reread the text to each other. In the case of longer fables, students can read in sections. Encouragement should be given to students to read with drama and flair where appropriate.
3. “Tell It Back” (Narration) and “Talk About It” should immediately follow the reading of the text, while the fable is still fresh in the students’ minds. “Talk About It” is designed to help students analyze the meaning of texts and to see analogous situations, both in the world and in their own lives. Narration, the process of “telling back,” can be done in pairs or by selecting individuals to narrate to the entire class. Playacting the story from memory is another possible form of narration. (Note: Solo students can tell back the story into a recording device or to an instructor.) The process of narration is intended to improve comprehension and long-term memory.
4. “Go Deeper” comprehension exercises follow each text. They can help students better understand the selection as they work with vocabulary, main ideas, and character traits.

## Day Two

1. Optional: The teacher can appoint a student or the entire class to read the text again.
2. Students then work with the text through the “Writing Time” exercises. In ancient times, at this level, the primary exercise was to summarize or amplify the length of the narrative. Other exercises include emulating a particular sentence, changing part of a story, or writing an entirely new story. Student work need not be completely original, but it should show some effort of thought.

## Day Three or Four<sup>1</sup>

1. A time of sharing work can wrap up each lesson. In order to build confidence in public speaking, students should be encouraged to read their work aloud—either in pairs or to the entire class.
2. The “Speak It” section creates opportunities for students to recite, to playact, and to share their work aloud.

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1. The number of days per week assigned to the lessons is four so that you have some flexibility according to the pace and level of depth that you take advantage of with your students.