

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. It is recommended that teachers alternate between a course in grammar one week and *Writing & Rhetoric: Chreia & Proverb* the next week. Another possibility would be to blend grammar into the Writing & Rhetoric exercises. Lessons in grammar can be inserted before the “Writing Time” exercises or after the “Speak It” section. The weekly schedule includes four days so that you have the flexibility to spend more time on revision or to cover additional exercises.

Day One

1. The teacher models fluency by reading the text aloud while students follow along silently.
2. “Tell It Back” (Narration) and “Talk About It” should immediately follow the reading of the text, while the story 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.

Day Two

1. Optional: The teacher can appoint a student or pair students to read the text again.
2. Students work with the text through the “Go Deeper” and “Writing Time” exercises. “Go Deeper” is all about building vocabulary and understanding the nuances of the text better. “Writing Time” includes dictation, sentence play, copiousness, and the chreia exercise itself. You may want more than one day for this step.

Day Three or Four*

1. A time of sharing work can wrap up each lesson. In order to build confidence and ability in public speaking, students should be encouraged to read their work aloud—either in pairs or to the entire class (or cohort).
2. The “Speak It” section creates opportunities for students to recite, to playact, and to share their work aloud. Please consider using a recording device whenever it would suit the situation. In this case, have the student listen to her recording to get an idea of what sounded right and what could be improved. Have students read the elocution instructions at the end of the book to help them work on skill in presentation.
3. At this level, teachers should give feedback to students and request rewrites whenever feasible. The art of writing is rewriting. Most students do not self-edit well at this age or provide useful feedback to each other. As the child gets older, self-editing checklists will be provided within the Writing & Rhetoric course.

*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 can take advantage of with your students.