

TEACHER'S MANUAL

AND KEY

FOR **LEPANTO GRAMMAR**

THIRD YEAR

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## INTRODUCTION

LEPANTO GRAMMAR is a series of language books written for pupils in Catholic schools. The title suggests what is actually to be found in the books—pleasant journeys into new fields, scenes from life in its thousand interesting aspects. The series is called the Spirit of Adventure Series because every page invites the pupil to attempt something that will try his powers. There is a book for each year from the third to the eighth grade.

In this manual the authors have attempted to explain their philosophy and purpose, to offer suggestions concerning the teaching of language activities which are engaged in at third-grade level, and to show how much of the material is to be covered in any given lesson. The manual likewise contains a key to the class exercises.

### **The underlying philosophy**

Certain basic assumptions which have guided the authors in the preparation of this series are:

1. The primary purpose of teaching English is to enable the child to speak and write correctly and effectively. The Catholic teacher adds to this motive the developing of Catholic-minded adults, fitted by their training to speak and write persuasively that others may be attracted by them to a Christian way of living.

2. The Catholic teacher consciously includes in the English program a thorough training in those social graces which make smoother and more pleasant the contact of his students with their fellow men. The authors agree with the Commission on American Citizenship that "the child must not only learn how to speak but when to do so; not only how to choose a topic but how to consider his listener or reader in its presentation. Through using these skills in a natural way in the many social situations of school living, the child comes to recognize the need for their use in activities of every day."<sup>1</sup> They believe that all expressions should be functional, in an audience situation, and in a setting as natural and lifelike as possible.

<sup>1</sup> Sister Mary Joan, O.P., and Sister Mary Nona, O.P. *Guiding Growth in Christian Social Living*. Washington, D. C.: The Catholic University of America Press, 1944. Vol. I, page 124.

**Organization and style**

1. LEPANTO GRAMMAR has a central theme that runs through all the books: training in language activities as a means of becoming an agreeable member of the group; confidence in one's own ability constantly to improve his powers; pride in being a Catholic and a citizen of his country; the enjoyment of the beautiful in literature, in nature, and in art.
2. The organization is *psychological* in that it recognizes how the child's mind works. Oral expression, for example, always precedes written expression, and cognizance is taken of the child's need of specific instructions. At the same time the organization is logical in so far as it should be logical; for example, in the books for Grades 5-8 everything on letter writing or on verbs will be found in one place. In the books for the lower grades, where children are less capable of sustained attention, smaller amounts of material are introduced at one time.
3. Beginning with the fifth year, the text is divided into two parts: Part One, Creative Activities, and Part Two, Grammar. The section on creative activities contains the core material out of which the child's English experiences evolve; the grammar section is a handbook of grammar and correct usage.
4. Activities are repeated from year to year at a constantly ascending level and new ones are added as the child progresses through the grades. The study of paragraphs and the writing of paragraphs, for example, are to be found in each of the books; debates and panel discussions are to be found only in eighth year.
5. The grammar section in each book is complete up to that year. There is no need to refer to earlier books for any rule of grammar. The sixth-year book, for example, contains everything presented in third, fourth, and fifth years, as well as the new material presented for the first time in sixth year.
6. The style is clear, intimate, and pleasing. The vocabulary, carefully checked, is always within the grade range.

**PART ONE****THE LEPANTO GRAMMAR SERIES**

Many of the activities suggested in LEPANTO GRAMMAR appear in all the books of the series. The following suggestions will be helpful to those who are teaching the series, no matter what the grade. With each topic discussed is included a special bibliography on the subject. At the end of this manual will be found a general bibliography for teachers, pages 109-110, which contains references to works concerned with more than one phase of language teaching.

**Oral English**

Each book of the series begins with some simple activity involving oral English, which is designed to reach every pupil in the class. Each child should be made to feel that he is an important member of the group, that he has something to share with his classmates. In no sense should these activities take the form of formal speeches. They are on the whole representative of the experiences of pupils in other classes, at home, and on the playground. Good posture, clear enunciation, grammatical correctness, and courtesy are to be emphasized.

Courtesy is the unfailing characteristic of the saints, and the Catholic boy or girl must be trained in the standards of polite conduct which govern the behavior of the well-bred. Correct form and social graces are taught directly in introductions, conversations, the polite use of the telephone, and the efficient and correct taking of messages. Courteous manners are an essential part of such English activities as class conversations, the care and use of the book corner, and letters of thanks, acceptance, or regret. The teacher can use any cooperative work of the English class to teach gracious manners and accepted social usage.

Criticism of oral work should be constructive. The attitude of helping one another to improve the speech habits of all the pupils in the classroom should be developed. The children should be led to estimate the

excellence of their talks in terms of the effect upon the audience. Emphasis should be placed upon limiting the subject, upon talking about *one thing only*.

## REFERENCES

- Sister Ann Catherine. "Oral Composition in the Middle Grades." *1948 Convention Report*, pages 229-31. Philadelphia: Catholic Educational Association of Pennsylvania, 1948.  
Stresses three skills in the teaching of English: clear speech, correct speech, and composition.
- Brown, Dorothy Lothrop, and Butterfield, Marguerite. *Teaching of Language in the Primary Grades*. New York: The Macmillan Company, 1941. Chapter IX, "Language Material in the Curriculum," pages 173-78.  
Discusses interests which the alert teacher will use to stimulate language responses of young children.
- Hatfield, W. Wilbur, Chairman. *Experience Curriculum in English*. English Monograph No. 4, National Council of Teachers of English. New York: D. Appleton-Century Company, 1935. Chapter XIII, "Speech Experiences, Kindergarten—Grade 6," pages 138-58.  
Creates numerous true-to-life situations in which pupils participate and experience the need for conversational skill.
- Miller, Sarah Lois. "Adding Interest to Review Lessons." *Social Education* 13:317-18, November 1949.  
Offers interesting devices for review in English or any other subject by using panel discussions.
- National Education Association, Department of Elementary School Principals. *Role of Speech in the Elementary School*. Washington, D. C.: The Association, 1947. vi + 112p.  
Discusses ways of vitalizing the curriculum through speech.
- Sister Pauline Marie, O.S.F. "Debating in the Upper Grades." *1948 Convention Report*, pages 208-13. Philadelphia: Catholic Educational Association of Pennsylvania, 1948.  
Discusses personal experiences in conducting classroom debates.
- Ritter, E. L., and Shepherd, L. A. *Methods of Teaching in Town and Rural Schools*. New York: Dryden Press, 1942. Chapter Four, "Communication Skills," pages 114-18, 121-29.  
Discusses situations which require verbal forms of social courtesy.
- Yoakam, Gerald A., and Simpson, Robert G. *Introduction to Teaching and Learning*. New York: The Macmillan Company, 1934. Chapter XX, "Conversation and Discussion," pages 337-91.  
Suggests methods of preparing pupils for and initiating conversation periods; discusses means of improving conversations.

**Dramatizations**

Dramatizations are suggested in all the books of the series. In the lower grades they are necessarily short and simple; in the upper grades they may take the form of more lengthy presentations of a story or incident.

The teacher should at all times bear in mind the two chief purposes which dramatizations are intended to serve. The first of these purposes is to create a situation in which children express themselves orally and in which they find genuine pleasure. Such a situation presents unlimited opportunities for the development of desirable habits: the habit of distinct enunciation, the habit of courtesy, and the habit of spontaneous, unaffected, yet properly controlled expression of one's sincere feeling. The second of these purposes is training in ability to comprehend the complete thought and emotional content of a piece of literature, without which correct and effective dramatization is impossible.

The experienced teacher in the grades is aware that children as a rule are natural actors who throw themselves into dramatizations with boundless enthusiasm. If dramatizations cause children to enjoy more fully what they read, the teacher can afford to refrain from making too many suggestions concerning interpretation and from proposing too many rules. The test of a good dramatization is its sincerity, genuineness, and fidelity to life. "Is that what he would have said? Is that the way he would have looked?" are almost the only questions that need be asked in the effort to bring about improvement in original dramatizations at this level.

## REFERENCES

- Brown, Dorothy Lothrop, and Butterfield, Marguerite. *Teaching of Language in the Primary Grades*. New York: The Macmillan Company, 1941. Chapter VI, "Dramatization," pages 98-120.  
Suggests types of material to use in dramatic activities and methods of preparing and presenting the dramatization.
- Burack, A. S., Editor. *One Hundred Plays for Children*. Boston: Plays, Inc., 1949. 886p.  
Contains a varied collection of one-act plays for classroom and special assembly programs. The anthology includes plays for celebrating holidays and special occasions; historical plays; legends and fables.
- Sister M. Margaret, I.H.M. "Creative Dramatics in the Intermediate Grades." *1948 Convention Report*, pages 235-38. Philadelphia: Catholic Educational Association of Pennsylvania, 1948.  
Sets forth the objectives and the advantages of creative dramatics.

Brown, Dorothy Lothrop, and Butterfield, Marguerite. *Teaching of Language in the Primary Grades*. New York: The Macmillan Company, 1941. Chapter III, "Vocabulary Enrichment," pages 58-72.

Suggests methods of enlarging vocabulary in oral and written work.

Ryan, Calvin T. "Vocabulary Enlargement in the Middle Grades." *Elementary English Review* 12:115-17, May 1935.

Suggests methods of developing vocabulary.

### The mechanics of English

Mastery of the rules for capital letters, commas, hyphens, periods, and so forth, is indispensable for correct and acceptable written English. VOYAGES

IN ENGLISH attempts to teach these techniques when they are needed, as in the writing of a letter.

In the third year the following mechanics are taught:

**CAPITAL LETTERS:** First word in a sentence; salutation and closing of a letter; names of persons; names of holidays; names of months and days of the week; titles of books; the name of God; direct quotations; first word in every line of poetry.

**PUNCTUATION:** Period at end of telling and commanding sentences; period after abbreviations; comma with words in direct address; comma after salutation and closing of a letter; comma between city and state and between day of month and year in heading of a letter; comma before or after direct quotations; question mark at end of asking sentence; exclamation point at end of exclaiming sentence; quotation marks before and after a direct quotation and for titles of books; apostrophe in contractions.

### REFERENCES

Davis, Sheldon. *Teaching the Elementary Curriculum*. New York: The Macmillan Company, 1933. Chapter Six, "Language, Composition, and Grammar," pages 145-91.

Suggests exercises for teaching correct punctuation.

Ritter, E. L., and Shepherd, L. A. *Methods of Teaching in Town and Rural Schools*. New York: Dryden Press, 1942. Chapter Four, "Communication Skills," pages 171-74.

Discusses methods of teaching punctuation and capitalization.

## PART TWO

### TEACHING *Lepanto Grammar, Third Year*

In the third grade the teacher acts as guide for all the activities. This section of the manual offers suggestions for the presentation of the various activities included in the textbook. The teacher should study these suggestions in advance so that she will know what outcomes are expected. Supplementary enrichment material in the form of "Added Practice" is scattered throughout the manual. Games are offered as means of drilling on fundamentals. These games should be used with caution, however, as too frequent use of them will lessen the pupils' respect for the value of work. Original sentences illustrating the word study and correct usages should be constantly encouraged.

During the first two years of a child's school life he is struggling to *learn to read*. Now in the third year he must begin to *read to learn*. This transition must be made carefully and thoughtfully, for a child's lifelong habits of study are being formed. The teacher will spend the first week finding out how well her class has been prepared in the fundamentals of good speech. If the children fail to disclose a reasonable knowledge of the basic language skills, the teacher will endeavor to supply this foundation before attempting third-grade work.

The basic language skills of first and second grade are:

1. A strong "sentence sense," shown by a lowered voice at the end of each declarative sentence and a raised voice after a sentence that asks a question.
2. The habit of speaking slowly, clearly, and distinctly in a natural tone of voice.
3. The ability to give before a class an interesting composition of not more than three sentences.
4. Daily use of language which is reasonably free from common speech errors; such as *seen* for *saw*, *was* for *were*, *me* for *I*.

5. The development of understandings, attitudes, and habits that will aid the individual in his relationship with fellow pupils, such as contributing ideas to class discussions, listening to suggestions of other pupils, and respecting group decisions.

If the teacher finds that most of her class is ready to begin third-grade work, she will introduce them to the textbook at the beginning of the second week. Each teacher must decide for herself when her class is ready, but the general procedure here outlined should be used whenever the time arrives. The introductory lessons in language should be pleasant, informal discussions, in which teacher and pupils share their experiences.

**Becoming  
acquainted  
with the book**

OBJECTIVE: To stimulate interest in the textbook.

The first discussion should develop the meaning of the title of the book. The word *voyage* may be illustrated by the picture of the ship on the cover and by other pictures which the teacher will have ready for this purpose. The word *English* should not present any great problem, but its meaning must be developed because it is a new word in the average third-grade reading vocabulary. The teacher will discuss the languages used in various countries. She should encourage the children to feel proud of the fact that they are going to learn to speak English correctly because it is the official language of the United States and much of Canada. At the same time, the wise teacher will give the foreign child a feeling of "at homeness" and of superiority by such a casual remark as: "Dominic is very bright. He can speak two languages. Dominic, will you say 'This is a lovely day' (or any other simple sentence) so that we can hear how it sounds in Italian?" To respect the language of any country is an important lesson in citizenship. Teachers should welcome an opportunity to develop this attitude as often as an occasion presents itself in the classroom.

After becoming acquainted with the outside of the book, the children should be introduced to the contents. (If the books are new, this will give the teacher an excellent opportunity to teach children how to open a new book so that the backbone will not be broken.) One of the things that children are sure to enjoy in the third-grade book is the bunnies which are used to illustrate the various English activities. Take a few minutes to chuckle over their antics as you leaf through the pages of the book. The very charming full-page illustrations should

stimulate the interest of the children in the contents of their textbook. Don't study any picture in detail; save that for a later day when its teaching value will be enhanced. The table of contents should be read and the index located.

As an outcome of these discussions the children should know:

1. The title of their book.
2. The meaning of the title.
3. Where to find the table of contents and the index.
4. The types of activities which are carried on in an English class.
5. The kinds of pictures to be found in their book.

CHAPTER ONE · A HAPPY FAMILY

**Pages 3-5  
Family  
conversations**

OBJECTIVE: To encourage participation in conversation by means of a social situation familiar to all pupils.

Pages 3 to 5 present a reading lesson which may be both work type and creative. It is work type in that it contains information to be learned and creative in that the model conversation lends itself to dramatization by the pupils. Any activity is considered creative when it results in the children's doing something personal about it. Dramatization furnishes excellent opportunities for children to react favorably to certain situations.

The first lesson may be introduced through a homemade motion picture of the angel's visit to earth. On a roll of white shelf paper the teacher may paste several attractive pictures of boys and girls leading good lives at prayer, at work, at play, leading finally to the dining room of the Lane home. A frame should be prepared for the pictures, with two vertical cylinders on either side on which the pictures can be wound. As the pictures are moved from one cylinder to the other, the idea of a motion picture is obtained.

**Class Exercise 1.** 1. The first activity in the class exercise on page 5 should be repeated several times by different groups. After this type of conversation becomes natural, original conversations modeled on the one in the text should be prepared by the pupils. 2. At first all the members of the class will cooperate in preparing conversations; later different groups may prepare each conversation and then dramatize it for the class. The teacher must, of course, be familiar with the interests of her own group. She stimulates the discussion and perhaps keeps a

blackboard. The pupils representing the parts of the letter should vary their positions as they stand in line. New groups replace the first group as the game continues.

**Pages 11-12**  
**Homonyms**

OBJECTIVE: To teach the correct use of the sound twins *dear* and *deer*.

Each chapter in **THIRD YEAR** contains at least one exercise on homonyms (sound twins), antonyms (opposites), and contractions (short cuts). These exercises serve to strengthen the vocabulary of the pupil. The teacher should make use of such exercises to lend variety to the English period. Before commencing a particular exercise on sound twins, the pupils may sing the following jingle to the tune of "School Days." The second line will vary each time a new set of sound twins is introduced.

Sound twins! Sound twins!

*Dear* and *deer* are sound twins.

Though they look different, they sound the same;

To tell them apart is a jolly game.

We stop and we think before we spell;

We study their meanings; we know them well.

In **VOYAGES** see—we all agree—

That learning new sound twins is fun.

**Class Exercise 4.** 1. deer. 2. Dear. 3. dear. 4. deer. 5. dear. 6. deer. 7. deer. 8. Dear. 9. deer. 10. dear. 11. deer. 12. dear.

**Added Practice:** The teacher will call upon the pupils two at a time. Let the first child of the pair give a sentence using one of the homonyms correctly. The other child will give a sentence containing the other homonym. Each pupil will spell the homonym he used.

**Pages 12-16**  
**Sentences**

OBJECTIVES: 1. To develop skill in the end punctuation of a telling sentence. 2. To help pupils acquire sentence sense. 3. To teach the use of a

capital letter to begin the first word of a sentence.

Formal language lessons should be developed by the teacher before they are read by the pupils. When formal definitions or rules occur, such as the one for the use of the period on page 12, the learning of that rule or definition should be one of the outcomes of that lesson. (Don't forget to enjoy the illustration on page 13.) After a rule or definition has been learned by the class, the teacher should hold every pupil responsible for its use whenever the need occurs. Each teacher

will adapt the exercises to suit the needs of her own class. One class may need more than the book provides, another less. Remember that "children learn by doing."

From a logical standpoint, it might be argued that a sentence should first be defined (pages 14-15) before pupils are asked to punctuate sentences. Experience has shown, however, that pupils learn by imitation. They need to see sentences, to read them and write them, before they are able to distinguish sentences and nonsentences. The authors feel that Exercise 5 is important. The practice will help pupils acquire sentence sense. Those teachers who prefer the logical approach to the psychological may take pages 14-15 first.

The following jingle may be used as an introduction to teaching the use of a capital letter to begin the first word of a sentence.

I'm a capital letter

I'm at your service, you see;

Whenever you write a sentence

Begin the first word with me.

**Class Exercise 5.** The pupils will copy the sentences, placing a period at the end of each. An oral drill may then be taken by calling on the pupils one at a time to read the sentences and explain the end punctuation. For example, "Cinderella wore glass slippers. This is a telling sentence. I place a period at the end of a telling sentence."

**Class Exercise 6.** Numbers 2, 5, 9, and 10 are not sentences.

**Added Practice** (for swift sailors—those who complete the exercise or voyage before the others): 1. Make complete sentences from the incomplete ones. 2. Copy a good telling sentence from your reading lesson. 3. Use three of your spelling words in telling sentences.

**Class Exercise 7.** Pupils will copy the sentences, being careful to begin the first word of each with a capital letter.

**Added Practice** (for swift sailors): Write three sentences about the weather. Begin the first word of each with a capital letter.

**Pages 16-19**  
**Making**  
**introductions**

OBJECTIVE: To show the correct way to make introductions.

The lesson "At the Party," pages 16-18, should be read to learn how polite children speak and act at parties. Custom has developed a conventional way of making introductions and the language pattern is therefore more or less fixed. By hearing it, reading it, saying it, and doing it, the language pattern will

**Pages 27-28**  
**Opposites**

**OBJECTIVE:** To increase pupils' ability to recognize opposites.

**Class Exercise 14.** 1. first. 2. last. 3. last. 4. last. 5. first. 6. last. 7. first. 8. last. 9. last. 10. first.

**Added Practice:** The teacher may select two teams to play Giant and Dwarf in Word Land. A member of the giant group thinks of a sentence using the word *first*. He may say: "I am the giant *First*. I sit in the first seat." The corresponding member of the dwarf team answers: "I am the dwarf *Last*. My brother walked last." The game continues until each giant and dwarf has given a sentence.

**Pages 28-30**  
**Saying poems together**

**OBJECTIVES:** 1. To present the poem "October's Party" for appreciation. 2. To afford practice in reciting the poem in unison.

The poem "October's Party," page 29, may be studied at any time during the month. Let the children study the picture on page 2 at the same time, reading aloud the lines that describe various things in the picture. See suggestions regarding choral speaking on pages 24-27 of this manual. Chapter VII, "Remembering Poetry," pages 129-34 in Hooper's *Poetry in the New Curriculum*, contains many excellent suggestions.

## CHAPTER TWO · NEW LESSONS IN SCHOOL

**Pages 31-32**  
**Writing names**

**OBJECTIVE:** To teach the use of the capital letter at the beginning of each word in a person's name.

"Writing Names," pages 31-32, and "Writing the Name of a School," page 39, present lessons in capitalization. These rules are to be memorized by the pupils after they have been illustrated in the lessons. Each child should subsequently be held responsible for the correct use of the rule on every occasion.

**Class Exercise 15.** Words to be capitalized are: 1. Aaron, Moses. 2. Cain, Abel. 3. George Washington. 4. Adam, Eve. 5. Jacob, Joseph. 6. Albert. 7. Aladdin. 8. Joan, Mary Alice. 9. Charles. 10. Sister Ann. 11. Francis, Margaret. 12. Catherine.

**Pages 32-34**  
**Talking together**

**OBJECTIVE:** To give practice in carrying on a class conversation and to stress the rules which must be observed by all who take part.

"Talking Together," pages 32-34, should be read first as a work-type reading lesson. The model may then be dramatized.

Adaptations of the model will readily suggest themselves to both teacher and pupils. When the study of these pages is completed, each child should be eager to contribute his ideas in class conversation and be able to tell what the leader does and what the pupils do. The teacher must not allow talkative youngsters to monopolize the oral English period, nor monopolize it herself. She must stimulate, direct, and control all English lessons, and see that the pupils who need practice get it.

**Class Exercise 16.** The teacher must be vigilant so that the conversation centers around the chosen topic. She must at the same time correct any breaches of courtesy. Enthusiasm for the topic to be discussed may be aroused by recalling previous lessons or experiences which furnished the children with information about it. Concerning the first topic the teacher might say, "Children, how much do you remember about the Penn Day program you saw last week in the auditorium?" She should have a number of questions ready so as not to let the conversation lag. The following are suggested: Was William Penn friendly with the Indians? Why did the Indians like Penn? When and where did Penn and the Indians promise each other friendship and peace? Why was it wise for Penn to make friends with the Indians?

The second topic will not present many difficulties. All the pupils will want to tell about fun at a Halloween party. Children, however, must not be permitted to ramble nor to talk too long. The following procedure is suggestive:

**TEACHER.** Many of you have told me about the Halloween parties you attended. Wouldn't you like to share your fun with the class? In our conversation today I want all the boys and girls to take part. We would not have time to tell about all the Halloween parties we have enjoyed and what we did at each one. So that everybody will have an opportunity to speak, will each of you please think of one thing to do at a Halloween party? Joseph, you may begin by telling us what you enjoy.

**JOSEPH.** At a Halloween party it is fun to duck for apples.

**TEACHER.** That is fun, Joseph. Mary, what do you like to do?

**MARY.** I like to wear a pretty costume.

The third topic could be introduced in this way:

**TEACHER.** Today I met a doctor who went to school with me. When we were in the third grade he said he wanted to be a doctor when he grew up. If you were to tell one another today what you would