

OUR LADY OF VICTORY SCHOOL

INSTRUCTIONS FOR GRADE 6 PARENTS/TUTORS

WORK SUBMISSION: Send in assignments as requested on Lesson Plans (where it indicates “send graded paper to school” or “send ungraded paper to school”). Papers sent to school should be on 8½ x 11 notebook paper and jagged or torn edges should be trimmed. All assignments must be handwritten in cursive. Make sure all writing is legible—very neat so that the tutor can easily determine what was written. Illegible words will be marked as misspellings. If the majority of the paper cannot be read, it may be returned to the family to be redone.

N.B.: If the student is still learning cursive, he or she may complete assignments in print until such time as they are caught up with their cursive writing skills.

Make sure there is a proper heading on all assignments -- name, grade, week, subject, the assignment in question, and the date. The following is an example of how the assignments should be headed:

Theresa Martin
Grade 6
Week 3, English, P. 5
September 9, 2012

For the bi-weekly submissions, staple the work for each week behind the corresponding week’s lesson plan. Always put earliest week on top. If you have any questions you need answered before the quarter progress reports are completed, please attach your note to the FRONT of your child's lesson plans. Please do not write it in the comment section on the Lesson Plans. For an even faster response, please contact OLV directly at 208-755-9921 or info@olvs.org.

GRADES - Please remember to provide grades for every assignment. Please follow the Sample Lesson Plan sheet as a guideline. Where possible, give a percentage grade (the E-Z Grader sold by OLV is very helpful to determine the percentage grade). Please follow the grading chart assigned by the school:

- (97-100) Excellent
- (93-96) Superior
- (89-92) Very Good
- (85-88) Good
- (81-84) Above Average
- (77-80) Upper Average
- (73-76) Average
- (70-72) Below Average
- (66-69) Barely Passing
- (0-65) Fail

DAILY ASSIGNMENTS: The lengthier daily assignments may be shortened, but some of each type of problem or sentence in the assignment must be completed. We suggest that most of the work in the textbooks and workbooks be completed. However, we leave to the tutor’s discretion whether all or part of assignments not sent to OLVS are completed. Some of the assignments may be done orally to save time on busy school days, or work may be given as homework. However, all assignments which are requested to be sent to the school must be completed and written so the tutor can review them properly. If a student regularly receives grades below 75%, he or she probably does not

understand the concepts and will benefit from completing all the assignments. In math, the student should be encouraged to complete all word problems, as these types of problems are very important to master.

PREPARATION FOR TESTS/FINALS: Parent/Tutor should take some time, previous to the day of a test, to prepare the student. A child with excellent retention may be able to simply read the titles, subtitles, and italicized or bold-printed words from the textbook. However, most children will need to read the material again and/or review the important points orally. It might also be helpful to review previous work. All problems or questions on tests must be answered. However, the test may be divided into two parts and administered on consecutive days.

RELIGION: Students will study *Living in God's Church*, the sixth book in the *Living My Religion Series*. *Living in God's Church Syllabus and Teacher's Manual, Book 6* contains the answers to exercises and tests assigned in the lesson plans. You may also want to read Preparation, Presentation and other suggestion for activities in the teachers' manual. These may help to teach the topics in the book. Be sure to put a daily grade for assignments on the lesson plan. (Example: excellent understanding = 100%; knows almost perfectly = 95%; very good memorization = 92%, etc.)

Students will also read *Little Pictorial Lives of the Saints* and *Heaven's Treasures (Talks to Boys and Girls)* by Reverend Father Winfrid Herbst, S.D.S. Father Herbst wrote special talks for the Advent, Christmas, Lent and Easter Seasons, which are assigned on the lesson plans to match the liturgical year, so the assignments will not always be consecutive pages. They can be read at the dinner table or before bed.

GRAMMAR: Since grammar assignments can be lengthy, the parents may determine that the student has mastered the skills involved and cut down the assignments. Also, when the lesson plan does not specify that the assignment must be written, the student may complete the work orally. Each week, a "TEST" is assigned from the *Lepanto Grammar Workbook*. These are not tests in the sense that the child can receive no help on the exercise, whether from the book itself or from a parent; instead it means that it is an assignment that must be sent to the school.

An Introductory Guide to Diagramming Sentences is included in the first section of the lesson plans.

MATH: The student use *Hake Saxon Math 76*. This is an incremental program which has been systematically planned to teach new skills and consistently reinforce them. Due to the nature of this math program, it is very important to "work every problem in every practice set and in every problem set." A grade should be recorded for each problem set and each test. These should be entered as the number wrong over the number possible and the percentage grade, e.g. $(-3/25) = 88\%$.

Numbered graph paper is included with the lesson plans. Please have the student use the graph paper to work all the math problems sent to school. Make copies as needed. The student should circle his answers.

Be sure to help the student memorize any facts with which he has trouble. By making the number facts automatic, the student will become proficient. It is our policy not to allow the use of calculators at the elementary level, to enable the students to develop this proficiency. If your student experiences difficulty, please try to pinpoint the problem area. The Index can help you to find the explanations for the various processes for which the student may need review. Other features that may be helpful are the Supplemental Practice Sets for selected lessons (see p. 357). These problems are designed for remedial work where needed. All assigned problems should be completed.

Use only PENCIL in Math so that mistakes can be easily erased and rewritten. DO NOT write over a mistake; this makes the answer unclear.

The weekly test grade will be counted as one-half of the weekly average. Math tests should be completed in full. Students must show their work on tests, and complete the problems without calculators or tutor assistance. Once the test is graded, answers must not be changed. If the student is going to rework the problems for practice, do so on another sheet of paper or at the end of the test.

READING: Beginning the school year 2021-22, the following books are assigned: *The Little Duke*, *St. Louis Marie de Montfort*, *The Boy Knight of Reims*, *Madeleine Takes Command*, *Where Valor Lies*, and *The Art-Literature Reader, Book Three*. These books were chosen because they all demonstrate virtues such as courage, fortitude, obedience and piety, all wrapped up in adventure and a genre of a historical novel. Instead of a daily assignment, there will be a weekly assignment of reading accompanied by a worksheet which will be completed and sent to the school for grading. A book report will be assigned upon completion of each book, and **this will count as ¼ of the quarter grade**. The worksheet and the book report form will be included in the *Reading Workbook* and *Answer Key 6*.

Book Reports and/or Summaries of Stories: encourage the student to use all rules of grammar, spelling, punctuation, etc. Most people read a book because someone has recommended it. Try to write your book report in such a manner that it will arouse interest and give others a desire to read the same book. Here are some points to remember:

SCIENCE – Each year, we try to improve our program, so we are happy to announce that beginning in the 2021-22 school year a different science book, “Science in the Age of Reason,” will be studied in Grade Six. **The Parent/Tutor should read the “Introduction” pages iii-v** and follow the instructions on the lesson plans. In order to keep the child’s interest, we highly recommend that as many of the experiments as possible be completed. You can look ahead to see what items may be required for the experiments. Our Lesson Plans require the student to complete the questions for the “Youngest student.” However, at your discretion, you may have your student complete the questions for “Older students” and “Oldest students.” Dr. Wile designed these books to be used for multiple grade levels. Comments and grades should be made on the Lesson Plans regarding the experiments. A Glossary is also available beginning on page 279 in the back of the book.

SPELLING: *Traditional Catholic Speller 6* contains the list of spelling words, definitions for the five religious words, Fill in the Blanks, Find the Definition, Sentence Exercise, and practice pages on which the student can write the spelling words in cursive. Students in Grade 6 are required to learn the spelling of 25 words and the definition of 10 words from the lesson. The test should be given on the spelling of all 25 words and the definitions of the 5 religious words only. 3 points will be given for each word spelled correctly and 5 for each word defined correctly. A perfect score is 100 points (25 words @ 3 points = 75 and 5 definitions @ 5 points = 25: 75 + 25 = 100). A daily grade does not have to be given for Spelling. Please enter the test grade on the lesson plan as a percentage grade.

Quarter Exams: make sure words are numbered in the same order as those on the test paper. Encourage the child to write neatly and form all letters correctly. Before the test, remind the child to capitalize if necessary. If the tutor cannot decipher the writing, the word will be marked wrong. Good, clear, neat handwriting is very important.

N.B.: To find the answers for ‘Find the Definition’ in the spelling workbook, put the list of words (on the left side of the page) in alphabetical order. The sequence of the words will now match the sequence of the definitions.

HISTORY - Students will cover *Our Old World Background*. Some of the questions may be answered orally to save time. Be sure to put a grade on the lesson plan. However, assignments which must be sent to school should be written. As mentioned in week 1, each chapter should be outlined in detail while it is studied. Please note on the lesson plan that the outline was completed graded.

ART: Parents should read the *Teacher’s Guide for Drawing God’s Magnificent Garden* before starting Lesson One. The course works coordinates with *Science and Living in God’s World 6*, and *Art & Literature Reader Three*. Some art lessons have been left in exam weeks because drawing helps ease stress and clear the mind.

The *Art & Literature Reader* gives wonderful instructions (pp. 212- 215) which the parent may use to teach art appreciation, and the beautiful illustrations and poems will complement the art course. In fact, the poems can be

copied into the sketchbook if desired. The Ugly Duckling, page 86, gives background information for DGMG, *Starting Off Right*, page 8: ‘drawing ugly ducklings before you can draw beautiful swans.’

Grading: Remove and keep the answer key from student text, page 59. Regardless of age, the average student, will find learning to draw difficult and awkward at times and his or her technique will not be perfected in one school year. Keeping this in mind, and using the following suggestions, may simplify the grading process.

For each assignment assign a two part grade with a total score of 200 points; divide by two for the grade:

Part 1 (100 points): Student read lesson, completed all work as assigned, did not omit any part of practice, did not do his ‘own thing’ instead of the lesson, used the assigned mediums and models, did not rush or skip.

Part 2 (100 points): Drawing looks like the model in at least two ways: same basic shape, similar or same colors, values are present if requested.

For Vocabulary Reviews and Final Exam: one point for each answer.

If you have any questions, please call the office at 208-773-7265, 9 AM – 4 PM Pacific Time.

Thank you and God bless you.

Child's Name _____

Street Address _____

City/State/Province _____

Zip/Postal Code _____

Parent's Name _____

Week:

Lesson Plans for Grade:

1

6

Subject	Monday	Tuesday	Wednesday
Religion	Living in God's Church Syllabus & Teacher's Manual, LGCSTM: Parent - read pp.1-10* Little Pictorial Lives of the Saints, PLS**	LGCSTM: R&D Unit I, pp 17-19 Living in God's Church, LGC: Read & Discuss pp. 3-5. P.4 Memorize #4	LGC: R & D pp. 5-9. Memorize #5. Heaven's Treasures, HT: Read the Preface. Read & discuss page 1-5
	35	30	40
Grammar	Lepanto Grammar 6, LG6: Read pp. 3-11. [TM: pp. 35-39.] Do Class Assign., p. 8; parts 1; 10090 (N.B.: when assignments call for participation by classmates, parents/siblings *)	LG6: read p. 187. Do Ex.'s 1, 2, & 3, on pp. 187-189. 10090 [TM: pp. 103-105.] Lepanto Grammar Workbook 6, LGW6: do Ex. 1 9090	LG6: read p. 189. Do Ex. 4, pp. 189-190. 10090 [TM: p. 105.] LGW6: TEST: Ex. 2; send ungraded to school. **
	40	45	40
Math	Hake Saxon Math 76 4th Ed., SM76: Read pp xiii-xxi and pp 9 & 11 in the * Lesson 1. Practice: (/6)	SM76: Lesson 2. Practice: (/8)	Lesson 3. Practice: (/9)
	50 Problem Set (/25)	55 Problem Set: (/30)	55 Problem Set: (/30)
	Facts Practice Test A (/64)	Facts Practice Test A: (/64)	Facts Practice Test B: (/100)
Reading	Start The Little Duke . Read Chapters 1, 2, and 3. (63 pages) Look at the worksheet for this week before you read the assigned pages. Questions may be filled out as you go, but keep the worksheet neat. Thought Question should be completed as a rough draft in complete sentences and then copied neatly to the worksheet. Do the word puzzle in pencil, and erase neatly if necessary.		
	40	45	40
Spelling	Traditional Catholic Speller 6, TCS6: Lesson 1. Study all words & mem. the def. of 15 words of your*	TCS6: Complete all exercises in workbook for Lesson 1 Write the first 10 words 3 times each.	Write the remainder of words 3 times each. Review all words and definitions.
	50	50 Completed exercises	40 Reviewed and
Writing	CWS6 page 1. ✓		write words
History	Our Old World Background, OOWB: Chapter 1, Read & Study (R&S) pp. 11-16. Outline each chapter as you study. It*		R&S pp. 16-22. Do Suggested Activity #3, page 23. 10090
	40		50
Science	Age of Reason: Pp. 1-3 Read & discuss Lesson 1. Complete Lesson Review p. 3 #1 & 2 Plus Older Students	Drawing God's Magnificent Garden, DGMG: Read pp 3-9 with parent/tutor You may also read the Ugly Duckling*	Sci: Read & discuss Lesson 2 pp. 4-6 Conduct Experiment if time allows. Complete Lesson Review p. 6 #1 & 2 Plus Older Students
Art			
	50	45	45

Our Lady of Victory School

Week:

Lesson Plans for Grade:

1

6

Subject	Thursday	Friday	Comments
Religion	<p>LGC: R & D pp. 10-13. ✓ Heaven's Treasures, HT: ✓ Read & discuss pages 6-10</p> <p>45</p>	<p>LGC: R & D pp. 14-16 to 'The Second Year.' P. 14. Memorize the Beatitudes. 100% Little Pictorial Lives of the Saints, PLS</p> <p>40</p>	<p>*in preparation for teaching the contents of this religion book. Read 'Preparation, Presentation and Activities' at the beginning of each Unit for helpful information. **Read the life of a saint each day. On Thursday or Friday, orally give a brief report on the saint of your choice.</p>
Grammar	<p>LG6: read p. 190. Do Ex. 5, pp. 190-191. 95% [TM: pp. 105-106.] LGW6: do Ex. 3 100%</p> <p>50</p>	<p>LG6: read pp. 12-16. ✓ [TM: p. 40] LG6: read pp.191-195.Do Ex. 6, p. 195. [TM: pp. 106-7.] 90% LGW6: do Ex. 4 90%</p> <p>45</p>	<p>*may assist at a convenient time, such as discussions at dinnertime or evening family/prayer time. **Each week, a page from Exercises in English will be designated as a TEST.</p>
Math	<p>SM76: Lesson 4. Practice: (- / 8) 50 Problem Set: (- 4 / 30) Do Facts Practice as needed.</p>	<p>Lesson 5. Practice: (0 / 8) 55 Problem Set: (- 4 / 30)</p>	<p>*Tests and Worksheets Booklet.</p>
Reading	<p>Continue to read and fill in worksheet. Look ahead to the Book Report Form for needed information so that you can take notes.</p> <p>35</p>	<p>Finish worksheet. Send to school, ungraded.</p> <p>50</p>	
Spelling	<p>Study words & definitions. Trial TEST on Lesson 1. Write any misspelled words 5 times each.</p> <p>40</p>	<p>TEST: _____ Do test on CWS6 page 2 form.</p> <p>35</p>	<p>*choice from the lesson. Include the definition of religious words in the 15. The weekly test is on the spelling of 25 words and the 5 religious definitions. 100 points total: words are 3 points each, definitions are 5 points each.</p>
Writing			
History	<p>OOWB: Review pp. 11-22. Answer study exercises on page 23. 100%</p> <p>40</p>	<p>TEST, Test Booklet on Chapter 1 Send graded to school.</p> <p>40</p>	<p>*should be more detailed than the outline at the end of the chapter.</p>
Science	<p>DGMG-Complete all of Lesson One on pages 10-11 only. 100%</p> <p>40</p>	<p>Sci: Read & discuss Lesson 3 pp. 7-9 Complete Lesson Review p. 9 #1 & 2 Plus Older Students 100%</p> <p>45</p>	