



PARSING DICTATION



WEEKLY SPELLING AND GRAMMAR LESSONS
YEAR 7A

Parsing Dictation: Weekly Spelling and Grammar Lessons

Semester One

Written by Michelle Morrow and Jo Lloyd

© Copyright 2024

Published by My Homeschool PTY LTD

Copyright

This ebook is copyright. Apart from any fair dealing for the purposes of private study, research, criticism or review as permitted under the Copyright Act, no part may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without prior permission.

Quotations in this book are for educational purposes. The authors have made every reasonable effort to identify and contact the authors or owners of copyright materials included in this book and to attribute authorship when necessary. Where this has not occurred, authors or owners are invited to contact the book authors or the publisher.

All enquiries to My Homeschool PTY LTD

<https://myhomeschool.com>

Table of Contents

Introduction to Parents	4
Lesson 1—Cod Fish	9
Lesson 2—Thor	10
Lesson 3—Echinoderms	11
Lesson 4—Australian Constitution	12
Lesson 5—Billy Graham and the Presidents	13
Lesson 6—Pushcarts	14
Lesson 7—A Procession of Horses.....	15
Lesson 8—Florentine Recipe	16
Lesson 9—Term 1 Examination Option	17
Lesson 10—A Thunder Cloud.....	18
Lesson 11—Melting of the Snow	19
Lesson 12—Glow Worms.....	20
Lesson 13—Music in the Home	21
Lesson 14—Forrester Clearing	22
Lesson 15—The Bronze Bow	23
Lesson 16—Medieval Cures	24
Lesson 17—Agreement in the Colonies	25
Lesson 18—Term 2 Examination Option	26
Parsing Answer Sheet	27

Introduction to Parents

The goal of this unit is to guide you to apply the useful method of dictation based on the teachings of Charlotte Mason and Ruth Beechick. It complements the other areas of language arts study available as a part of the My Homeschool Year 7 course.

Excerpts from a range of living books have been used, including studies of nature and observations, newspaper articles, letters from literature, recipes, hymns and many examples of good literature. The extracts introduce your student “mind to mind” with a range of authors. A range of different text styles, including passages featuring the ancient historical period, have been chosen to complement the Australian Curriculum requirements and the NAPLAN testing offered for Year 7 students. We hope that, in using this material, you will be introduced to some wonderful books and writings of which you were previously unaware.

Doing Dictation in Your Homeschool

Well chosen passages expose children to good literature and a variety of writing styles that help them recognise and use well structured sentences, good grammar and correct punctuation. The dictation method that Charlotte Mason suggests places a great emphasis on preparing the dictation passage before they are required to write it. This is sometimes referred to as ‘scaffolding’. This can be done using copy work, word study and careful examination of the piece to be written. Unfamiliar words, such as medical or technical terms and names of people and places, can be written on an index card for the student or on a whiteboard to help with correct spelling. The goal is to get it right the first time.

Some of the excerpts provided are lengthy, so you are encouraged to individualise the dictation for the student depending on their abilities. You may like to work on the same dictation lesson over a week if necessary. Alternatively, you may like to read the whole passage for contextualising and just use a part of it for dictation purposes. Some parents of students this age may prefer to dictate a portion of the excerpt and allow the student to read the rest while self editing.

There are 18 dictation lessons provided, enough for one semester (two terms) of work. You may like to start with shorter dictation passages and gradually build up, increasing the amount of dictation required in one sitting. Do provide all the help your student needs to get the excerpt correct and over time less prompts will be required. This book is intended for use in Year 7 with a child aged 12 – 13 years.

Write answers to the lessons in loose leaf paper kept in a ring binder or folder, or use an exercise book. Presentation of the work is important. Instruct the student on using a margin, indentation of paragraphs and a title for the work. Encourage the student to use self editing skills and proofread their work. If they see something wrong allow them to correct it (using an eraser or liquid paper) prior to handing it over for marking. A well presented folio of work will make your student proud of their achievements and progress.

Do try to mark their dictation on the spot, guiding your student to erase any mistakes and writing the correction over this. This is a very important phase for imprinting the correct image in your student's mind. Please do not scribble in the corrections yourself or have the student do it (as in proof reading), but rather encourage your student to be proud of their work.

Spelling And Word Study

Knowing how to spell is essential in getting a dictation passage correct and dictation is a useful aid for teaching correct spelling. When you and your students are preparing a dictation passage, have the student look for words that they may find difficult and have them do a word study. This can involve: carefully copying out the word; visualising the word in their mind with their eyes closed; practice writing the words (make sure they are practising the correct spelling).

After the word or words have been identified, allow time for the student to learn the spelling. When the student feels confident that they can spell the word correctly, begin the dictation. Look at your student's dictation and see where the errors are. From this you can make individualised spelling lists.

Remember to correct misspelt words as soon as possible so that you don't risk the student memorising the incorrect spelling.

'The gift of spelling depends upon the power the eye possesses to "take" (in a photographic sense) a detailed picture of a word; and this is a power and habit which must be cultivated in children from the first. When they have read "cat", they must be encouraged to see the word with their eyes shut, and the same habit will enable them to image "Thermopylae". This picturing of words upon the retina appears to be the only royal road to spelling; an error once made and corrected leads to fearful doubt for the rest of one's life, as to which was the wrong way and which is the right. Most of us are haunted by some doubt as to whether "balance", for instance, should have one "l" or two; and the

doubt is born of a correction. Once the eye sees a misspelt word, that image remains; and if there is also the image of the word rightly spelt, we are perplexed as to which is which. Now we see why there could not be a more ingenious way of making bad spellers than "dictation" as it is commonly taught. Every misspelt word is in image in the child's brain not to be obliterated by the right spelling. It becomes, therefore, the teacher's business to prevent false spelling, and, if an error has been made, to hide it away, as it were, so that the impression may not become fixed.'

Charlotte Mason. Home Education.

Vocabulary

Reading words in the rich context of whole books is a very effective, natural method for increasing your student's vocabulary. When they find a word that they do not know, have them try to guess the meaning using the context of the extract and then either tell them the correct meaning or have them look it up in a dictionary. After they understand the meaning they can then put it into a sentence of their own either orally or written.

Parsing

Parsing is the practice of analysing a sentence into its parts, examining the logic of the grammar of the sentence. When parsing a sentence, each of the words in the sentence are identified and classified as the following different parts of speech:

Nouns	Adjectives
Pronouns	Adverbs
Verbs	Prepositions

The following video gives instructions on how to parse a sentence:
<https://www.youtube.com/watch?v=K2JRplnBjSk>

This resource is designed to teach your child how to parse a sentence by identifying each of the parts of speech. *The Briefest English Grammar Ever!* by Ruth Colman is the companion book for this resource. Read sections of Colman's book together with your student, working through from nouns (page 8) through to adverb clauses (page 33), at a pace appropriate to your student.

When working with Colman's book and parsing it is perhaps best to start by simply identifying the nouns and verbs in each sentence. Then move on to finding the articles, the pronouns and so on. Review the definitions provided in Colman's book and watch as your child applies these definitions, working to identify each of the parts of speech provided.

Students who have worked on grammar previously may find parsing relatively easy to do. Other students may need to start more simply and gradually working up to identify more parts of speech.

Each lesson provides just one sentence for you to review, complementing the dictation passage given. Taking dictation and parsing in one short weekly lesson provides a good opportunity to hone both these skills in writing and grammar practice.

Abbreviations in Parsing

To help your child parse a sentence the following abbreviations may be used:

n.	noun (or the noun is underlined)	adj.	adjective
pron.	pronoun	adv.	adverb
v.	verb (or use a.v. for an action verb and	l.v.	for a linking verb)
prep.	preposition	o.p.	object of the preposition
A.	article (or a tick symbol ¶ may be used)		

An answer sheet can be found on page 25 to help you check your child's work.

Why Parse?

As homeschooling parents, we all understand the importance of reading and comprehending a range of texts. Following Charlotte Mason's principles of using Living Books helps us to encourage sound reading habits both for ourselves and our children. We all realise the importance of reading good materials and of reading widely.

We want our children to be excellent communicators. Reading helps with this, encouraging our creative and imaginative skills alongside our ability to discern knowledge and information through non-fiction texts. We encourage them to read and to write well. Knowing the elements and rules of grammar encourages good written expression and decreases the likelihood of making errors. Using parsing as a tool in our English language teaching repertoire helps us to teach our children how to construct clear, concise and grammatically correct sentences.

Poor grammar and sentence structure inhibits our ability to effectively engage with ideas and to communicate. Parsing encourages your child to process information and solve problems. It is another way to respond to a text and guides the practice of using good correct grammar. It is a method that can be applied to a passage of your child's own work when they are reviewing their own writing. Encourage them to review their own passages using parsing.

Parsing is a skill. It is something that you learn to do. We encourage you to continue work on parsing with your child as it will help them to develop a healthy grammar practice and extend their understanding.

Lesson 1—Cod Fish

Dictation

Cod feed on the sea life that clusters where warm and cold currents brush each other - where the Gulf Stream passes by the Labrador current off North America, and again where it meets arctic currents off the British Isles, Scandinavia, and Russia. The Pacific cod is found off Alaska, where the warm Japanese current touches the arctic current. In fact, the cod follow this edge of warm and cold currents so consistently that some scientists believe the shifting of weather patterns can be monitored by noting where fishermen find cod. When cold northern waters become too cold, the cod populations move south, and in warmer years they move north.

From *Cod: A Biography of the Fish that Changed the World* by Mark Kurlansky © 1999

Parsing

When cold northern waters become too cold, the cod populations move south, and in warmer years they move north.

Parsing Answer Sheet

Lesson 1

When cold northern waters become too cold, the cod populations move

adv. Adj. adj. n. a.v. Adj. n. A. n. n. a.v.

south, and in warmer years they move north.

n. prep. Adj. n. pron. a.v. n.

Lesson 2

When Thor woke up in the morning, the first thing he did was reach for his

adv. n. a.v. prep. prep. a. o.p. A. adj. n. pron. a.v. l.v. a.v. prep. Pron.

hammer.

o.p. & N.