

From *The Birth of Britain* by Winston Churchill

In the summer of the Roman year of 699, now described as the year 55 before the birth of Jesus Christ, the Proconsul of Gaul, Gaius Julius Caesar, turned his gaze upon Britain. In the midst of his wars in Germany and in Gaul he became conscious of this heavy Island which stirred his ambitions and already obstructed his designs.

Day 1

- Use for copywork
- Have student identify (circle, highlight, asterisk, etc) words likely to give her trouble. e.g. *Proconsul, Gaul, Gaius, Julius, Caesar, Britain, conscious, island, stirred* (double 'r' when adding suffix), *ambitions, already, obstructed, designs.*
- Student study unknown words.
 - Study first word *Gaul*. Notice capital letter. It is a proper noun. Notice phonogram "au". Student close eyes and picture the word in her mind (reference removed from sight). When sure of it, write the word down.
 - Study word *Gaius*. Notice capital letter. It is a proper noun. Notice it's Latin masculine ending. Close eyes and picture the word in your mind. Remove reference. When you have it, write it down.
 - Study word *Julius*. Notice capital letter for proper noun. Notice Latin masculine ending. Close eyes and picture the word in your mind. Remove reference. When you have it, write it down.
 - Study word *Caesar*. Notice capital letter for proper noun. Notice Latin spelling 'ae'. Notice phonogram 'ar.' Close eyes and picture the word in your mind. Remove reference. When you have it, write it down.
 - Study word *Britain*. Notice capital letter for proper noun. Notice phonogram 'ai.' Close eyes and picture the word in your mind. Remove reference. When you have it, write it down.

Suggestions for study:

- ♣ Underline phonograms.
- ♣ Take note of foreign spelling. e.g. *Julius, Gaius, Caesar* (Latin)
- ♣ For larger, more difficult words, consider it's syllables. Mark in syllables if you need to, to help you break up the word for study.

Dictation Lesson Plan

- Study word *conscious*. Notice the phonogram 'ci' (Latin 'sh'), notice the s before the 'ci' (like science), notice suffix 'ous.' Close eyes and picture the word in your mind. Remove reference. When you have it, write it down.

Rule: TI, CI, and SI are used only at the beginning of any syllable after the first one.

- Study word *island*. Notice silent 's'. Notice the word 'land' (not emphasized in speech for spelling.) Close eyes and picture the word in your mind. Remove reference. When you have it, write it down.

Day 2

- Continue study of unknown words, Continue to notice phonograms and spelling rules (if applicable). Visualize each word and write them down when known. Teacher be mindful not to allow student to write down words misspelled. Erase mistake immediately and have them look at the word again to learn it accurately.
- *Stirred* (double 'r' when adding suffix). Notice phonogram 'ir', notice suffix 'ed'. Student close eyes and picture the word in her mind (reference removed from sight). When sure of it, write the word down.

Rule: Double the last consonant when adding a vowel suffix to words ending in **one vowel** followed by **one consonant** only if the syllable before the suffix is stressed.

- *ambitions*. Notice Latin phonogram 'ti' ('sh'). Divide into syllables if needed.
- *already*. Notice prefix 'al'. Notice phonogram 'ea' (second sound), Notice 'y' at the end of the word.

Rule: 'al' is a prefix written with one L when preceding another syllable.

Rule: English words do not end in I,U,V, or J.

- *obstructed*. Notice suffix 'ed'. Divide into syllables.
- *designs*. Notice phonogram 'gn'.

Dictation Lesson Plan

Day 3

- Teach punctuation.
 - Commas 1 & 2. ..., now described as the year 55 before the birth of Jesus Christ, - Modifier (p447, The Little Brown Handbook) "Commas around part of a sentence often signal that the element is not necessary to the meaning of the sentence."
 - Commas 3&4 - ... Gaul, Gaius Julius Caesar, - Nonessential appositives (p. 451)

Note: It is very likely that I would only choose one of these punctuation rules to explicitly teach during our lesson. The student will still study the text for correct placement for the purpose of dictation, but will not be taught the 'why' for every punctuation mark. These lessons will come up over and over in our dictation lessons. It is enough to just mention the rule in the context of learning the passage. Students will have plenty of opportunity to practice these rules when editing their own written narrations.

Day 4

- Dictate

If the passage that has been studied is long, you can just choose to dictate a portion of the studied selection. Select a portion that will keep the lesson to 10 minutes in length. The student will not know which portion you will dictate so must study the whole thing to be well prepared.

Note: The division of days is just a suggestion. Depending on how many words the student needs to study and how long it takes them to study, you may move faster or slower. Allow the student to determine the pace.

Resources used:

- *The Little, Brown Handbook 12th edition* by H. Ramsey Fowler and Jane E. Aaron.
- *Uncovering The Logic of English* by Denise Eide.