



Later Knowledge Guide

A MODERN GUIDE TO A NOAH WEBSTER-STYLE GRAMMAR SCHOOL EDUCATION

3RD YEAR

ROBYN VAN ECK



Christian Grammar School at Home: 3rd Year Later Knowledge Guide
by Robyn van Eck

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Hear, O ye children, the instruction of a father,
and give ear to learn understanding.
For I do give you a good doctrine:
therefore forsake ye not my law.

Proverbs 4:1-2

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INTRODUCTION

Welcome to 3rd Year Later Knowledge! Let's begin, again, by looking at the old picture on the cover of this Guide. There she is again—a mother—teaching her children out of her book. This *Guide* is here to help you have a plan to teach your children a basic Christian grammar school education, since none of us learned this from our mothers and no one ever showed us how to do this. Remember that this was the *norm* for American mothers, two hundred years ago, and it can be the norm from Christian mothers once again.

This year, your child will finish his Christian classical grammar school education. In the days when Americans were a protestant Christian people, and high literacy was the norm, grammar school—whether in the village school or the home—was the basic education. Completion of grammar school was the entire education most Americans received—and, at the risk of being redundant, Americans were *far more* educated than they are now! (We need to change our thinking from what we've been told about Americans of generations past, that they “only had an 8th grade education”, and realize that the truth was that they had excellent educations, far superior to what the moderns call “education” today... and they finished by the time they were around age 13!) Our forefathers and -mothers were thoroughly taught *language*, so they could learn anything else they desired to learn thereafter (because all knowledge, understanding, and wisdom are communicated through language).

The most important subject we have been equipping students to study is theology, namely that they be able to read the Bible with understanding; this year, the student will read more of it than ever. In Literature, students will read *The Pilgrim's Progress* and *Robinson Crusoe*, two of the most important works in English literature, and of great encouragement to every Christian soul. They'll finish Latin 2, complete their studies of Arithmetic, finish the entire *Blue Back Speller*, finish memorizing 1 Peter, learn more beautiful hymns, learn how to outline and read poetry well, read all of the psalms, and get into every nook and cranny of the details of English grammar.

The overall format will be familiar to you: The *3rd Year Later Knowledge Guide* combines real books and a few choice planned-out curriculums with old-fashioned assignments. The Instructions for each Subject are on the Assignments By Subject pages. The required books you'll need to buy or borrow are listed in the Bibliography section. Your 3rd Year later knowledge student should have his own copy of this book, so he can keep up with his own assignments every day.

But there are also significant differences in how these older students will be approaching their work, so do not skip over reading all of the instructions.

Once again, here is a key thing to continue to keep in mind throughout the year: You want to teach your child to *think*. Remember that the mind is just like a muscle in the body, and if you want it to grow stronger, you have to push it—not too hard, so that you cause a strain, but enough to make the learner “sweat” a bit. As you work with your child, continually ask him these questions: *What does that mean? How do you know? What does the Bible say about that?*

Remember to be patient. As before, do not give him the answers, but instead ask guiding questions to help *him* figure out the answers. Let him *think*.

And above all else that you do, point your student to our Lord and Savior. When the work is difficult, pray and ask the Lord for help. Remember that, more than even academics, you are aiming to teach your child Christian character and faith. Teach him to persevere; teach him to cry out to God for wisdom, who gives to those who ask. When homeschool is fun, praise the Lord. Pray that you will not let all of these scriptures, hymns, and Christian biographies be a merely external show of godliness, but that parent and child's hearts will ever be tender toward the Lord our God.

If any of you lack wisdom, let him ask of God, which giveth to all men liberally,
and reproacheth no man, and it shall be given him.

James 1:5

TIME GOALS

These are the target times for each daily assignment. There's some variation from day to day, of course, but the daily assignments are planned out to be fairly consistent, so these numbers will give you a good idea about how much time (with good effort) the student should spend on each of these subjects daily.

In total, the 3rd Year later knowledge coursework should take just over an hour every day for "classroom time", where the student is working with his parent; a bit less than 4 hours a day of "homework time", the independent assignments; and 2 ½ hours of memory work and reading aloud, the Grammar of Grace assignments that you do with all of the children together.

So we're aiming for around 5 or so hours of schoolwork, plus 2 hours of sitting around as a family while mother reads aloud. (Remember that reading pleasant books as a family would have been considered recreation in Noah Webster's day; but because it had such a profound impact on those children's intellectual development—and it is not a normal part of most of our modern lives—I'm listing it with the homeschool time, for daily planning purposes.)

But remember our three caveats:

1. Laziness is a daily factor. The child should spend this amount of focused, diligent time every day on his grammar school subjects. On days when he is not working diligently, he may spend much longer "doing" these assignments (although he may be daydreaming or allowing himself to be distracted!). This is part of what you're training in your child. He needs his mother to teach him to work diligently, day after day. He will thank you for it, his entire life! You're teaching him the old Puritan work ethic. In our home after the first few weeks of school each year, schoolwork often takes longer than planned, because my children struggle mightily with a tendency toward laziness (they come by it naturally from their mother!).
2. Don't think that this is a small time commitment. I know you keep being confronted with the homeschool myth that homeschool takes hardly any time, compared to public school, because so much time is wasted in the large classroom environment, therefore, homeschool students can be involved in more activities, enjoy more family time, go on more field trips, and perform more service projects, while having many hours a day to play outside and "be children". We have experienced and enjoyed that with our children during the Early Knowledge days, and our children do have more time to do historically normal things like helping with chores around the house than their public school counterparts! But if we want our children to be well-educated, particularly if we have more than one or two children, it is a full-time commitment; the goal is not for our children to be as poorly educated as their public school counterparts, which we can accomplish in only a couple of hours a day; but for us to use that time *effectively* and to educate our children well!

Remember that just because you are using the word "homeschooling", that doesn't mean your child will be magically well educated without a serious time commitment from you. This thing takes work. But look at the Christian Grammar School at Home illustration again; please don't be intimidated; you can do this!

3. Each child is different, of course. If you, like me, have any late-bloomers, expect to spend even more time helping those ones along; you are blessing them for a lifetime!

With those caveats in mind, the assignments are planned so that they should, typically, take about this long:

MOTHER WITH ALL CHILDREN TOGETHER (2 ½ HOURS)	Average Daily Assignment
Grammar of Grace (memory work)	30 minutes
Read Aloud by Father or Mother (Bible Reading essential, all else suggested)	2 hours
Bible Reading—15 min.	
Poetry—5 min.	
Short Stories—20 min.	
History—30 min.	
Fiction & Biography—50 min.	
INDIVIDUAL ASSIGNMENTS WITH MOTHER (1 HOUR, 5 MINUTES)	Average Daily Assignment
Dictation	15 minutes
Reading Aloud	5 minutes
Latin	45 minutes
INDEPENDENT ASSIGNMENTS (3 HOURS, 40 MINUTES)	Average Daily Assignment
Lesson	15 minutes
Copywork	15 minutes
Oral Interpretation	5 minutes
Music (Hymn Singing, not counting instrument practice, if applicable)	5 minutes
English Grammar	15 minutes
Arithmetic (30 minutes for new lesson; 30 for practice)	1 hour
History (40 minutes of reading & outline; 15 for summary)	55 minutes
Literature & Biography (20 min. of reading & outline; 15 for summary)	35 minutes
History Notebook	5 minutes
Natural Philosophy (Science)	10 minutes

SCHOOL DAY (DAY 1)

As you know by now, School Day (Day 1), each week, changes things up a bit. Of course, that's when you drill the new *Grammar of Grace* lessons for the week. Once-a-week assignments like Greek, Worldview, and Letter Writing are added, and the student gets a day off from most of the usual daily assignments. The student performs his Oral Interpretation piece and is coached about a specific speaking skill. Other assignments from the past week are reviewed and discussed.

Remember that this day is designed to be fast-paced, and for parent and student to move quickly through the different subjects. Even if I'm just doing this at home with my own little family, I try to imagine that I'm on a rigid schedule and stick to it. That helps me prioritize the absolute most important elements to fit into my "Grammar School" time and keep things moving along; my children have a lot more fun on this day of the week. It breaks up the monotony of the daily homeschool routine, and keeps things fresh for the children (and mother!).

BEFORE SCHOOL

In addition to the above, the student will do his Daily Bible Reading each day, which does not count toward school time, in my estimation. I suggest teaching your older student to incorporate his memory lesson and hymn singing into his morning devotion time.

WEEKLY ASSIGNMENTS

Mother should give her 3rd Year later knowledge student his own copy of this *Guide*. As always, the columns for each day contain abbreviated versions of the student's assignments for the day, with little checkboxes the student may tick off when each assignment is completed to Mother's satisfaction.

The instructions for each Subject, and the full daily assignments, are found on the Assignments By Subject pages. Even though much of the instructions will be familiar, Mother should begin the year by reading through the instructions *for every subject* with her child, partly to remind him about details he may have forgotten, but mostly to explain the new expectations and procedures for 3rd Year later knowledge.

Finally, Mother should read How to Check Your Child's Work (beginning on page 77). Many things will be familiar, but most of the specifics have changed, to a greater or lesser extent, for 3rd Year later knowledge.

WEEKLY ASSIGNMENTS

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Psalm 1 <input type="checkbox"/>	Psalm 2 <input type="checkbox"/>	Psalm 3 <input type="checkbox"/>	Psalm 4 <input type="checkbox"/>	Psalm 5 <input type="checkbox"/>
Music Hymn Singing (& musical instrument practice, if applicable).	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>
Lesson	1 Peter 1-3: Fix all mistakes <input type="checkbox"/>	Recite 1 Peter 1-3 perfectly <input type="checkbox"/>	Recite 1 Peter 1-3 perfectly <input type="checkbox"/>	Recite 1 Peter 1-3 perfectly <input type="checkbox"/>	Recite 1 Peter 1-3 perfectly <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>	Review Week 1 <input type="checkbox"/>
Read Aloud By Father or Mother		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table XII (p. 40)	first – deign <input type="checkbox"/>	choice – sour <input type="checkbox"/>	cowl – front <input type="checkbox"/>	tête – cow <input type="checkbox"/>	gown – pouch <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XII (p. 42–43)	Introduce Subject <input type="checkbox"/>	bay, bays – seam, seams <input type="checkbox"/>	stain, stains – yield, yields <input type="checkbox"/>	saint, saints – leaf, leaves <input type="checkbox"/>	fly, flies – knife, knives <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 2: Unit 24	Frames 1–22 Tape: 0:00 Study Time <input type="checkbox"/>	Frames 23–43 Tape: 1:08 Study Time <input type="checkbox"/>	Frames 44–65 Tape: 3:52 Study Time <input type="checkbox"/>	Frames 66–86 Tape: 4:42 Study Time <input type="checkbox"/>	Fr. 87–108 Tape: 7:11 Study Time <input type="checkbox"/>
Greek Interlinear Greek New Testament	Read Intro, Jude: Title <input type="checkbox"/>				
Hebrew <i>New Siddur Primer</i>	Hebrew Guide, Primer, Notes <input type="checkbox"/>				
Worldview & Early Understanding	Proverbs 16, Comp. Lsn. Bk. <input type="checkbox"/>				
<i>independent</i>					
Copywork		Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>
Oral Interpretation	Work on speaking skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i>	Outlining <input type="checkbox"/>	Lesson 27 <input type="checkbox"/>	Lesson 27 <input type="checkbox"/>	Lesson 27 <input type="checkbox"/>	Lesson 27 <input type="checkbox"/>
Arithmetic <i>Saxon Math 8/7</i> with optional Shormann DIVE CD	Complete Multipl. Table <input type="checkbox"/>	Lesson 1 <input type="checkbox"/>	Lesson 2 <input type="checkbox"/>	Lesson 3 <input type="checkbox"/>	Lesson 4 <input type="checkbox"/>
History Reading Biblical History	Introduce Subject <input type="checkbox"/>	Genesis 1–6 <input type="checkbox"/>	Genesis 7–12 <input type="checkbox"/>	Genesis 13–19 <input type="checkbox"/>	Genesis 20–24 <input type="checkbox"/>
Literature & Biography Reading	Introduce Subject <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WEEKLY ASSIGNMENTS

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Psalm 6 <input type="checkbox"/>	Psalm 7 <input type="checkbox"/>	Psalm 8 <input type="checkbox"/>	Psalm 9 <input type="checkbox"/>	Psalm 10 <input type="checkbox"/>
Music Hymn Singing (& musical instrument practice, if applicable).	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>
Lesson	Memorize 1 Peter 4:1 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:1 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:1 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:1 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:1 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 2 <input type="checkbox"/>	Review Weeks 1–2 <input type="checkbox"/>	Review Weeks 1–2 <input type="checkbox"/>	Review Weeks 1–2 <input type="checkbox"/>	Review Weeks 1–2 <input type="checkbox"/>
Read Aloud By Father or Mother		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table XII (p. 40–41)	twirl – lounge, throw – oath <input type="checkbox"/>	forth – threw <input type="checkbox"/>	thrice – death <input type="checkbox"/>	health – doth <input type="checkbox"/>	smith – broth <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Tables XII, XVII (p. 42–43, 53)	Recite Lesson for Tutor <input type="checkbox"/>	stride, strides – foal, foals <input type="checkbox"/>	poll, polls – oar, oars <input type="checkbox"/>	rain, rainy – storm, stormy <input type="checkbox"/>	grass, grassy – room, roomy <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 2: Unit 24	Fr. 109–129 Tape: 8:32 Study Time <input type="checkbox"/>	Fr. 130–151 Tape: 10:16 Study Time <input type="checkbox"/>	Fr. 152–172 Tape: (none) Study Time <input type="checkbox"/>	Fr. 173–194 Tape: 10:41 Study Time <input type="checkbox"/>	Fr. 195–215 Tape: 12:54 Study Time <input type="checkbox"/>
Greek Interlinear Greek New Testament	Read Intro, Jude 1 <input type="checkbox"/>				
Hebrew <i>New Siddur Primer</i>	Hebrew Guide, Primer, Notes <input type="checkbox"/>				
Worldview & Early Understanding	Proverbs 16, Comp. Lsn. Bk. <input type="checkbox"/>				
<i>independent</i>					
Copywork		Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>
Oral Interpretation	Perform, or Work on skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i>	Lesson 27 <input type="checkbox"/>	Lesson 28 <input type="checkbox"/>	Lesson 28 <input type="checkbox"/>	Lesson 28 <input type="checkbox"/>	Spelling Rules <input type="checkbox"/>
Arithmetic <i>Saxon Math 8/7</i> with optional Shormann DIVE CD	Complete Multipl. Table <input type="checkbox"/>	Lesson 5 <input type="checkbox"/>	Lesson 6 <input type="checkbox"/>	Lesson 7 <input type="checkbox"/>	Lesson 8 <input type="checkbox"/>
History Reading Biblical History	Read & discuss summaries <input type="checkbox"/>	Genesis 25–28 <input type="checkbox"/>	Genesis 29–32 <input type="checkbox"/>	Genesis 33–37 <input type="checkbox"/>	Genesis 38–41 <input type="checkbox"/>
Literature & Biography Reading	Read & discuss summaries <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WEEKLY ASSIGNMENTS

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Psalm 11 <input type="checkbox"/>	Psalm 12 <input type="checkbox"/>	Psalm 13 <input type="checkbox"/>	Psalm 14 <input type="checkbox"/>	Psalm 15 <input type="checkbox"/>
Music Hymn Singing (& musical instrument practice, if applicable).	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>
Lesson	Memorize 1 Peter 4:2 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:2 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:2 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:2 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:2 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 3 <input type="checkbox"/>	Review Weeks 1–3 <input type="checkbox"/>	Review Weeks 1–3 <input type="checkbox"/>	Review Weeks 1–3 <input type="checkbox"/>	Review Weeks 1–3 <input type="checkbox"/>
Read Aloud By Father or Mother		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Tables XII, XIV (p. 41–42, 46)	sloth – throbb <input type="checkbox"/>	throng – drouth <input type="checkbox"/>	thine – blithe <input type="checkbox"/>	wreath – they <input type="checkbox"/>	there – mouth, acre – daily <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XVII (p. 53)	Recite Lesson for Tutor <input type="checkbox"/>	froth, frothy – worth, worthy <input type="checkbox"/>	lace, laces – surge, surges <input type="checkbox"/>	brush, brushes – corps, -es <input type="checkbox"/>	house, houses – sense, -s <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 2: Unit 24	Fr. 216–237 Tape: 13:03 Study Time <input type="checkbox"/>	Fr. 238–258 Tape: 15:07 Study Time <input type="checkbox"/>	Fr. 259–280 Tape: 16:38 Study Time <input type="checkbox"/>	Fr. 281–301 Tape: 18:28 Study Time <input type="checkbox"/>	Fr. 302–322 Tape: 20:52 Study Time <input type="checkbox"/>
Greek Interlinear Greek New Testament	Read Intro, Jude 2 <input type="checkbox"/>				
Hebrew <i>New Siddur Primer</i>	Hebrew Guide, Primer, Notes <input type="checkbox"/>				
Worldview & Early Understanding	Proverbs 17, Comp. Lsn. Bk. <input type="checkbox"/>				
<i>independent</i>					
Copywork		Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>
Oral Interpretation	Perform, or Work on skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i>	Lesson 29 <input type="checkbox"/>	Lesson 29 <input type="checkbox"/>	Lesson 29 <input type="checkbox"/>	Lesson 29 <input type="checkbox"/>	Lesson 29 <input type="checkbox"/>
Arithmetic <i>Saxon Math 8/7</i> with optional Shormann DIVE CD	Tutor teaches concept <input type="checkbox"/>	Lesson 9 <input type="checkbox"/>	Lesson 10 <input type="checkbox"/>	Lesson 11 <input type="checkbox"/>	Lesson 12 <input type="checkbox"/>
History Reading Biblical History	Read & discuss summaries <input type="checkbox"/>	Genesis 42–45 <input type="checkbox"/>	Genesis 46–50 <input type="checkbox"/>	Job 1–7 <input type="checkbox"/>	Job 8–13 <input type="checkbox"/>
Literature & Biography Reading	Read & discuss summaries <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>
History Notebook	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WEEKLY ASSIGNMENTS

SUBJECT & ASSIGNMENT	DAY 1/ SCHOOL DAY ✓	DAY 2 ✓	DAY 3 ✓	DAY 4 ✓	DAY 5 ✓
<i>before school</i>					
Daily Bible Reading	Psalm 16 <input type="checkbox"/>	Psalm 17 <input type="checkbox"/>	Psalm 18 <input type="checkbox"/>	Psalm 19 <input type="checkbox"/>	Psalm 20 <input type="checkbox"/>
Music Hymn Singing (& musical instrument practice, if applicable).	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>	Psalm 100, Doxology <input type="checkbox"/>
Lesson	Memorize 1 Peter 4:3 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:3 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:3 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:3 <input type="checkbox"/>	Recite 1 Peter 1:1 – 4:3 <input type="checkbox"/>
Journal & Letters	<input type="checkbox"/>				
<i>all ages together</i>					
Grammar of Grace	Drill Week 4 <input type="checkbox"/>	Review Weeks 1–4 <input type="checkbox"/>	Review Weeks 1–4 <input type="checkbox"/>	Review Weeks 1–4 <input type="checkbox"/>	Review Weeks 1–4 <input type="checkbox"/>
Read Aloud By Father or Mother		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>with mother</i>					
Dictation <i>Blue Back Speller</i> Table XIV (p. 46–47)	daisy – humor <input type="checkbox"/>	jewel – plumage <input type="checkbox"/>	parent – traitor <input type="checkbox"/>	treaty – bluster <input type="checkbox"/>	brimstone – carry <input type="checkbox"/>
Reading Aloud <i>Blue Back Speller</i> Table XVII (p. 54)	Recite Lesson for Tutor <input type="checkbox"/>	loss, losses – dance, dances <input type="checkbox"/>	call, calling – glimmer, -ing <input type="checkbox"/>	change, -ing – shuffle, -ing <input type="checkbox"/>	exchange, -ing – practice, -ing <input type="checkbox"/>
Latin <i>Artes Latinae</i> Level 1, Book 2: Unit 24	Fr. 323–344 Tape: 21:09 Study Time <input type="checkbox"/>	Fr. 345–366 Tape: 22:42 Study Time <input type="checkbox"/>	Fr. 367–387 Tape: 25:37 Study Time <input type="checkbox"/>	Fr. 388–405 Tape: 25:53 Study Time <input type="checkbox"/>	Reader, Study for Test <input type="checkbox"/>
Greek Interlinear Greek New Testament	Read Intro, Jude 3a <input type="checkbox"/>				
Hebrew <i>New Siddur Primer</i>	Hebrew Guide, Primer, Notes <input type="checkbox"/>				
Worldview & Early Understanding	Proverbs 17, Comp. Lsn. Bk. <input type="checkbox"/>				
<i>independent</i>					
Copywork		Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>	Reading Aloud assignment <input type="checkbox"/>
Oral Interpretation	Perform, or Work on skills <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>	Practice selection <input type="checkbox"/>
English Grammar <i>Our Mother Tongue</i>	Lesson 29 <input type="checkbox"/>	Irregular Verbs <input type="checkbox"/>	Irregular Verbs <input type="checkbox"/>	Prefixes & Suffixes <input type="checkbox"/>	Prefixes & Suffixes <input type="checkbox"/>
Arithmetic <i>Saxon Math 8/7</i> with optional Shormann DIVE CD	Tutor teaches concept <input type="checkbox"/>	Lesson 13 <input type="checkbox"/>	Lesson 14 <input type="checkbox"/>	Lesson 15 <input type="checkbox"/>	Lesson 16 <input type="checkbox"/>
History Reading Biblical History	Read + Discuss Summaries <input type="checkbox"/>	Job 14–19 <input type="checkbox"/>	Job 20–26 <input type="checkbox"/>	Job 27–31 <input type="checkbox"/>	Job 32–37 <input type="checkbox"/>
Literature & Biography Reading	Read & discuss summaries <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>	Bunyan <input type="checkbox"/>
History Notebook	Read & discuss summaries <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>	Note events of interest <input type="checkbox"/>
Natural Philosophy (Science)		Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>	Read about God's creation <input type="checkbox"/>
Life Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASSIGNMENTS BY SUBJECT

The Weekly Assignments pages only give you an abbreviated version of the daily assignments. These Assignments by Subject pages are your actual daily assignments. (There's more space to write here!) Begin the year by reading the Instructions for each Subject, and then check back daily to see exactly what each assignment is.

DAILY BIBLE READING

Daily Assignment: The student should read the assigned psalm, taking care to *understand* everything he is reading, then outline it, and finally use the outline to write a summary of it.

This year, the 3rd Year later knowledge student will be reading all of the psalms, one a day, in 150 days. When he doesn't know what a word means, the student should look it up in the dictionary. There are places mentioned in the psalms, and the student should look up these places on a map; mother can help with this, if needed. The psalms sometimes refer to biblical incidents, laws, or historical events. The student should look up those references in his Bible (and most Bibles contain helpful cross reference notes in the margin to make that easy). All of this, as we have learned over the past two years, is basic to reading, that one may understand what the author is writing about.

After reading and studying the assigned psalm, the student should write a bare bones outline of it (see page 82). Do not make this too detailed or spend too much time on outlining and summarizing; just work on capturing the big picture of the psalm.

Once the outline is completed, mother should check it, to see if it accurately outlines the psalm.

Finally, the student should use his outline to write a summary of the psalm. As in previous years, the student's summary should answer the question, *What was that about?*, not focusing on his personal feelings, ideas, or applications, but rather on the plain meaning of the text itself.

Mother should check the student's summary for spelling, punctuation, grammar, comprehension, and penmanship, as detailed beginning on page 77.

N.B. This year, the student's memory Lesson and Hymn Singing assignments have been placed in the "Before School" section of his Weekly assignment pages. It is good for our students to develop the discipline of praying, singing praises to God, reading the scriptures, and memorizing a bit of scripture in their morning devotion times, so you might teach your student to incorporate those assignments into that time.

Finally, the student should not merely go through the motions of reading the Bible, memorizing scripture, and singing hymns—engaging his intellect only—but rather pause at the start of each day to turn his heart to our blessed Lord and Savior. I encourage my children to pray sincerely at the beginning of their morning devotion times, asking the Lord to help them understand what they read in the Bible, hate sin, and develop a true love for Him.

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1	Psalm 1	Psalm 2	Psalm 3	Psalm 4	Psalm 5
Week 2	Psalm 6	Psalm 7	Psalm 8	Psalm 9	Psalm 10
Week 3	Psalm 11	Psalm 12	Psalm 13	Psalm 14	Psalm 15
Week 4	Psalm 16	Psalm 17	Psalm 18	Psalm 19	Psalm 20
Week 5	Psalm 21	Psalm 22	Psalm 23	Psalm 24	Psalm 25
Week 6	Psalm 26	Psalm 27	Psalm 28	Psalm 29	Psalm 30
Week 7	Psalm 31	Psalm 32	Psalm 33	Psalm 34	Psalm 35
Week 8	Psalm 36	Psalm 37	Psalm 38	Psalm 39	Psalm 40
Week 9	Psalm 41	Psalm 42	Psalm 43	Psalm 44	Psalm 45
Week 10	Psalm 46	Psalm 47	Psalm 48	Psalm 49	Psalm 50
Week 11	Psalm 51	Psalm 52	Psalm 53	Psalm 54	Psalm 55

DAILY BIBLE READING

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 12	Psalms 56	Psalms 57	Psalms 58	Psalms 59	Psalms 60
Week 13	Psalms 61	Psalms 62	Psalms 63	Psalms 64	Psalms 65
Week 14	Psalms 66	Psalms 67	Psalms 68	Psalms 69	Psalms 70
Week 15	Psalms 71	Psalms 72	Psalms 73	Psalms 74	Psalms 75
Week 16	Psalms 76	Psalms 77	Psalms 78	Psalms 79	Psalms 80
Week 17	Psalms 81	Psalms 82	Psalms 83	Psalms 84	Psalms 85
Week 18	Psalms 86	Psalms 87	Psalms 88	Psalms 89	Psalms 90
Week 19	Psalms 91	Psalms 92	Psalms 93	Psalms 94	Psalms 95
Week 20	Psalms 96	Psalms 97	Psalms 98	Psalms 99	Psalms 100
Week 21	Psalms 101	Psalms 102	Psalms 103	Psalms 104	Psalms 105
Week 22	Psalms 106	Psalms 107	Psalms 108	Psalms 109	Psalms 110
Week 23	Psalms 111	Psalms 112	Psalms 113	Psalms 114	Psalms 115
Week 24	Psalms 116	Psalms 117	Psalms 118	Psalms 119	Psalms 120
Week 25	Psalms 121	Psalms 122	Psalms 123	Psalms 124	Psalms 125
Week 26	Psalms 126	Psalms 127	Psalms 128	Psalms 129	Psalms 130
Week 27	Psalms 131	Psalms 132	Psalms 133	Psalms 134	Psalms 135
Week 28	Psalms 136	Psalms 137	Psalms 138	Psalms 139	Psalms 140
Week 29	Psalms 141	Psalms 142	Psalms 143	Psalms 144	Psalms 145
Week 30	Psalms 146	Psalms 147	Psalms 148	Psalms 149	Psalms 150

READING ALOUD

Daily Assignment: The 3rd Year Later Knowledge student will practice reading aloud three different sorts of texts this year. The core assignment remains the same: Mother should listen to the student read his lesson aloud.

The student should first read the text through, practice any parts that he stumbles over, look up words he does not know, and make sure he understands the passage and can communicate it well to his (imaginary) listeners. Then, he should read the text to his mother, wonderfully.

A text well-read should have the same characteristics as an Oral Interpretation piece well performed. The student should be standing with good posture, and should speak up (with the appropriate volume for his audience), enunciate, speak with appropriate dramatic emphasis, make eye contact, and use meaningful gestures. See page 50 for specifics. He should hold his book at the level of his chest, and use one hand to keep his place, so he can both make eye contact with his audience and keep reading, by moving only his eyes (not the book or his head).

During the first part of the year, the student will be reading examples of root words and their derivatives, from Webster's *The*

Original Blue Back Speller. Be sure to read the headings of each section, and all of Webster's notes. The student will also copy these forms for his Copywork assignment on each of these days.

The second sort of texts the student will be reading this year are poetry. These older students are now ready for some introductory lessons about the ins and outs of poetry; read the Poetry Primer (page 87) to learn how to read these poems well.

Finally, the student will read the book of Daniel, one chapter at a time, from his own Bible. This account is exciting, and full of interest; the student should read it feelingly, with dramatic emphasis and clear articulation. The listener should fear for those threatened with danger, rejoice with the victorious, marvel at the revelations our Lord gives Daniel, and, in short, enjoy every minute of it, through our student's excellent reading of the text. Although reading aloud well is an important skill for many reasons, the greatest of these is that the Christian read the Bible well for others. May our 3rd Year students do a great job with this!

On Day 1 of each week, the assigned text (or a selected lesson) from the past week should be recited for an audience, such as fellow later knowledge students at co-op or his family.

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1	Introduce Subject	Table XII (p. 42) bay, bays – seam, seams Copy for Copywork today.	Table XII (p. 42) stain, stains – yield, yields Copy for Copywork today.	Table XII (p. 42) saint, saints – leaf, leaves Copy for Copywork today.	Table XII (p. 42-43) fly, flies – knife, knives Copy for Copywork today.
Week 2	Recite Lesson for Tutor	Table XII (p. 42-43) stride, strides – foal, foals Copy for Copywork today.	Table XII (p. 42-43) poll, polls – oar, oars Copy for Copywork today.	Table XVII (p. 53) rain, rainy – storm, stormy Copy for Copywork today.	Table XVII (p. 53) grass, grassy – room, roomy Copy for Copywork today.
Week 3	Recite Lesson for Tutor	Table XVII (p. 53) froth, frothy – worth, worthy Copy for Copywork today.	Table XVII (p. 53) lace, laces – surge, surges Copy for Copywork today.	Table XVII (p. 53) brush, brushes – corps, -es Copy for Copywork today.	Table XVII (p. 53) house, houses – sense, -s Copy for Copywork today.
Week 4	Recite Lesson for Tutor	Table XVII (p. 54) loss, losses – dance, dances Copy for Copywork today.	Table XVII (p. 54) call, calling – glimmer, -ing Copy for Copywork today.	Table XVII (p. 54) change, -ing – shuffle, -ing Copy for Copywork today.	Table XVII (p. 54) exchange, -ing – practice, -ing Copy for Copywork today.
Week 5	Recite Lesson for Tutor	Table XVII (p. 54) Example IV Copy for Copywork today.	Table XVII (p. 55) Example V Copy for Copywork today.	Table XVII (p. 55) Ex. VI, Present Time: love Copy for Copywork today.	Table XVII (p. 55) Ex. VI, Present Time: grant Copy for Copywork today.
Week 6	Recite Lesson for Tutor	Table XVII (p. 55) Example VI, Past Time Copy for Copywork today.	Table XLVI (p. 104) Example I Copy for Copywork today.	Table XLVI (p. 105), Ex. II actor, -ress – sorcerer, -ress Copy for Copywork today.	Table XLVI (p. 105), Ex. II peer, -ess – seamster, -ress Copy for Copywork today.
Week 7	Recite Lesson for Tutor	Table XLVI (p. 105), Ex. II adulterer, -ress – administrator, -trix (Copy.)	Table XLVI (p. 106) Example III Copy for Copywork today.	Table XLVI (p. 106) Example IV Copy for Copywork today.	Table XLVI (p. 106) Example V Copy for Copywork today.
Week 8	Recite Lesson for Tutor	Table XLVI (p. 106) Example VI Copy for Copywork today.	Table XLVI (p. 107) Example VII Copy for Copywork today.	Table XLVI (p. 107) Example VIII Copy for Copywork today.	Table XLVI (p. 107) Example IX Copy for Copywork today.
Week 9	Recite Lesson for Tutor	Table XLVI (p. 107) Example X Copy for Copywork today.	Table XLVI (p. 108) Example XI Copy for Copywork today.	Table XLVI (p. 108) Example XII Copy for Copywork today.	Table XLVI (p. 108) Example XIII Copy for Copywork today.
Week 10	Recite Lesson for Tutor	Table XLVI (p. 109) Example XIV Copy for Copywork today.	Table XLVI (p. 109), Ex. XV appear, dis- – noble, en- Copy for Copywork today.	Table XLVI (p. 109), Ex. XV grow, over- – act, counter- Copy for Copywork today.	Table XLVI (p. 110), Ex. XVI long – beautify Copy for Copywork today.
Week 11	Recite Lesson for Tutor	Table XLVI (p. 110), Ex. XVI art – suppression Copy for Copywork today.	Table XLVI (p. 110), Ex. XVI grief – disfavor Copy for Copywork today.	Table XLVI (p. 111), Ex. XVI alehouse – dressingroom Copy for Copywork today.	Table XLVI (p. 111), Ex. XVI drippingpan – Yale college Copy for Copywork today.

READING ALOUD

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 12	Recite Lesson for Tutor	Table XLVII (p. 112) Copy for Copywork today (just the actual words!).	"Jesus Lives and So Shall I" page 105	"Jesus Lives and So Shall I" page 105	"Jesus Lives and So Shall I" page 105
Week 13	Recite "Jesus Lives and So Shall I"	Daniel 1	Daniel 1	Daniel 1	Daniel 1
Week 14	Recite Daniel 1	Daniel 2	Daniel 2	Daniel 2	Daniel 2
Week 15	Recite Daniel 2	Daniel 3	Daniel 3	Daniel 3	Daniel 3
Week 16	Recite Daniel 3	Daniel 4	Daniel 4	Daniel 4	Daniel 4
Week 17	Recite Daniel 4	Daniel 5	Daniel 5	Daniel 5	Daniel 5
Week 18	Recite Daniel 5	Daniel 6	Daniel 6	Daniel 6	Daniel 6
Week 19	Recite Daniel 6	Daniel 7	Daniel 7	Daniel 7	Daniel 7
Week 20	Recite Daniel 7	Daniel 8	Daniel 8	Daniel 8	Daniel 8
Week 21	Recite Daniel 8	Daniel 9	Daniel 9	Daniel 9	Daniel 9
Week 22	Recite Daniel 9	Daniel 10	Daniel 10	Daniel 10	Daniel 10
Week 23	Recite Daniel 10	Daniel 11	Daniel 11	Daniel 11	Daniel 11
Week 24	Recite Daniel 11	Daniel 12	Daniel 12	Daniel 12	Daniel 12
Week 25	Recite Daniel 12	"Upon the Disobedient Child" page 105	"Upon the Disobedient Child" page 105	"Upon the Disobedient Child" page 105	"Upon the Disobedient Child" page 105
Week 26	Recite "Upon the Disobedient Child"	"On the Death of the Rev. Mr. George Whitefield" page 106	"On the Death of the Rev. Mr. George Whitefield" page 106	"On the Death of the Rev. Mr. George Whitefield" page 106	"On the Death of the Rev. Mr. George Whitefield" page 106
Week 27	Recite "On the Death of the Rev. Mr. George Whitefield"	"Psalm 58: Warning to Magistrates" page 106	"Psalm 58: Warning to Magistrates" page 106	"Psalm 58: Warning to Magistrates" page 106	"Psalm 58: Warning to Magistrates" page 106
Week 28	Recite "Psalm 58: Warning to Magistrates"	"The Building of the Tower of Babel, and Confusion of Tongues" page 107	"The Building of the Tower of Babel, and Confusion of Tongues" page 107	"The Building of the Tower of Babel, and Confusion of Tongues" page 107	"The Building of the Tower of Babel, and Confusion of Tongues" page 107
Week 29	Recite "The Building of the Tower of Babel, and Confusion of Tongues"	"The Character of a Happy Life" page 108	"The Character of a Happy Life" page 108	"The Character of a Happy Life" page 108	"The Character of a Happy Life" page 108
Week 30	Recite "The Character of a Happy Life"	"Paul Revere's Ride" page 108	"Paul Revere's Ride" page 108	"Paul Revere's Ride" page 108	"Paul Revere's Ride" page 108

LATIN

Daily Assignment: Study the assigned frames in *Artes Latinae*, Level 1, Book 2. Study daily; work through the Graded Reader and take the test at the end of every unit.

Dr. Sweet challenges the Latin student to *think*, to reason through his Latin exercises. *The student should translate every Latin sentence in every single frame, word for word.* If he gets an answer wrong on a frame, the student should follow Dr. Sweet's directions, that he should not move onto the next frame until he has carefully worked through the frame he missed and understands how to get the correct answer. And if the student is not consistently getting the correct answers on every frame, he must go back and do those several pages a second time, and even a third time, until he completely understands the material.

Our students are getting older, and their language lessons are more challenging. Students, in their sin natures, may be tempted to shirk on these assignments, guessing and getting the right answers without completely understanding all of it. Slow down, and do it right. The study of Latin will enrich the student's understanding immeasurably for his entire life, but the even greater goal here is Christ-like character being developed through a little hard work. "And whatsoever ye do, do it heartily, as to the Lord, and not to men..." (Col. 3:23).

The student should continue to build and use his Latin notebook, adding each newly-learned word, sentence, form, etc., following the instructions in *How to Build Your Latin Notebook*, beginning on page 125.

After completing the assigned frames each day, the student should spend a few extra minutes studying his Latin. The daily assignments are only 20–25 frames long, to ensure there is time for the student to study his Latin every day. A day in each unit is also set aside for additional study.

At the close of each unit, the student should translate at least 5–10 readings in the Graded Reader. He may also do more work out of the Graded Reader at other times, including as part of his study time each day, if time allows. The more time the student spends working out of the Reader, the better.

At the end of the year, we again turn to Augustine's *Confessions*. The student will translate the first chapter again, and then progress a little bit further into this classic work than he did in 2nd Year Later Knowledge. These Translation Exercises are found in this *Later Knowledge Guide*, beginning on page 139, and the answers are in your LCL Augustine's *Confessions*, Vol. I (also reproduced in the Answer Key, beginning on page 181).

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 1	Unit 24, Frames 1–22 Tape: 0:00 Study Notebook & Reader	Unit 24, Frames 23–43 Tape: 1:08 Study Notebook & Reader	Unit 24, Frames 44–65 Tape: 3:52 Study Notebook & Reader	Unit 24, Frames 66–86 Tape: 4:42 Study Notebook & Reader	Unit 24, Frames 87–108 Tape: 7:11 Study Notebook & Reader
Week 2	Unit 24, Frames 109–129 Tape: 8:32 Study Notebook & Reader	Unit 24, Frames 130–151 Tape: 10:16 Study Notebook & Reader	Unit 24, Frames 152–172 Tape: (none) Study Notebook & Reader	Unit 24, Frames 173–194 Tape: 10:41 Study Notebook & Reader	Unit 24, Frames 195–215 Tape: 12:54 Study Notebook & Reader
Week 3	Unit 24, Frames 216–237 Tape: 13:03 Study Notebook & Reader	Unit 24, Frames 238–258 Tape: 15:07 Study Notebook & Reader	Unit 24, Frames 259–280 Tape: 16:38 Study Notebook & Reader	Unit 24, Frames 281–301 Tape: 18:28 Study Notebook & Reader	Unit 24, Frames 302–322 Tape: 20:52 Study Notebook & Reader
Week 4	Unit 24, Frames 323–344 Tape: 21:09 Study Notebook & Reader	Unit 24, Frames 345–366 Tape: 22:42 Study Notebook & Reader	Unit 24, Frames 367–387 Tape: 25:37 Study Notebook & Reader	Unit 24, Frames 388–405 Tape: 25:53 Study Notebook & Reader	5–10 Readings; Vocabulary & Test Review
Week 5	Unit 24 Test	Unit 25, Frames 1–19 Tape: 0:00 Study Notebook & Reader	Unit 25, Frames 20–42 Tape: 2:04 Study Notebook & Reader	Unit 25, Frames 43–61 Tape: 3:03 Study Notebook & Reader	Unit 25, Frames 62–83 Tape: 4:29 Study Notebook & Reader
Week 6	Unit 25, Frames 84–101 Tape: 5:32 Study Notebook & Reader	Unit 25, Frames 102–124 Tape: 5:45 Study Notebook & Reader	Unit 25, Frames 125–142 Tape: 7:06 Study Notebook & Reader	Unit 25, Frames 143–166 Tape: 10:00 Study Notebook & Reader	Unit 25, Frames 167–187 Tape: 13:09 Study Notebook & Reader
Week 7	Unit 25, Frames 188–208 Tape: 13:35 Study Notebook & Reader	Unit 25, Frames 209–228 Tape: 16:06 Study Notebook & Reader	Unit 25, Frames 229–251 Tape: 16:31 Study Notebook & Reader	Unit 25, Frames 252–269 Tape: 17:33 Study Notebook & Reader	Unit 25, Frames 270–292 Tape: 18:54 Study Notebook & Reader
Week 8	Unit 25, Frames 293–311 Tape: 21:28 Study Notebook & Reader	Unit 25, Frames 312–331 Tape: 22:51 Study Notebook & Reader	Unit 25, Frames 332–352 Tape: 24:31 Study Notebook & Reader	Unit 25, Frames 353–374 Tape: 25:13 Study Notebook & Reader	Unit 25, Frames 375–393 Tape: 25:26 Study Notebook & Reader
Week 9	Unit 25, Frames 394–404 Tape: 26:05 Study Notebook & Reader	Unit 25, Frames 405–425 Tape: 27:12 Study Notebook & Reader	Unit 25, Frames 426–447 Tape: 27:58 Study Notebook & Reader	Unit 25, Frames 448–466 Tape: (none) Study Notebook & Reader	5–10 Readings; Vocabulary & Test Review
Week 10	Unit 25 Test	Unit 26, Frames 1–21 Tape: 0:00 Rewrite 2 nd Conj. Verbs	Unit 26, Frames 22–42 Tape: 3:17 Study Notebook & Reader	Unit 26, Frames 43–63 Tape: 5:36 Study Notebook & Reader	Unit 26, Frames 64–84 Tape: 8:24 Study Notebook & Reader
Week 11	Unit 26, Frames 85–105 Tape: 8:42 Rewrite 1 st Conj. Verbs	Unit 26, Frames 106–126 Tape: 11:14 Study Notebook & Reader	Unit 26, Frames 127–147 Tape: 13:29 Study Notebook & Reader	Unit 26, Frames 148–169 Tape: 15:42 Study Notebook & Reader	Unit 26, Frames 170–189 Tape: 18:53 Study Notebook & Reader

LATIN

	DAY 1/ SCHOOL DAY	DAY 2	DAY 3	DAY 4	DAY 5
Week 12	Unit 26, Frames 190–210 Tape: 20:29 Rewrite 3 rd Conj. Verbs	Unit 26, Frames 211–231 Tape: 23:24 Study Notebook & Reader	Unit 26, Frames 232–252 Tape: 25:06 Study Notebook & Reader	Unit 26, Frames 253–272 Tape: 28:10 Study Notebook & Reader	Unit 26, Frames 273–292 Tape: 29:52 Study Notebook & Reader
Week 13	Unit 26, Frames 293–316 Tape: 31:17 Rewrite Irr. & 4 th Conj. Verbs	Unit 26, Frames 317–336 Tape: 33:23 Study Notebook & Reader	Unit 26, Frames 337–357 Tape: 34:52 Study Notebook & Reader	Unit 26, Frames 358–371 Tape: 36:53 Study Notebook & Reader	5–10 Readings; Vocabulary & Test Review
Week 14	Unit 26 Test	Unit 27, Frames 1–22 Tape: 0:00 Study Notebook & Reader	Unit 27, Frames 23–44 Tape: 0:33 Study Notebook & Reader	Unit 27, Frames 45–66 Tape: 1:35 Study Notebook & Reader	Unit 27, Frames 67–88 Tape: 1:47 Study Notebook & Reader
Week 15	Unit 27, Frames 89–110 Tape: 2:36 Study Notebook & Reader	Unit 27, Frames 111–132 Tape: 3:42 Study Notebook & Reader	Unit 27, Frames 133–154 Tape: 3:55 Study Notebook & Reader	Unit 27, Frames 155–176 Tape: 5:53 Study Notebook & Reader	Unit 27, Frames 177–198 Tape: 6:52 Study Notebook & Reader
Week 16	Unit 27, Frames 199–218 Tape: 8:54 Study Notebook & Reader	Unit 27, Frames 219–242 Tape: 10:04 Study Notebook & Reader	Unit 27, Frames 243–264 Tape: 11:47 Study Notebook & Reader	Unit 27, Frames 265–286 Tape: 13:04 Study Notebook & Reader	Unit 27, Frames 287–307 Tape: 14:13 Study Notebook & Reader
Week 17	Unit 27, Frames 308–330 Tape: 16:07 Study Notebook & Reader	Unit 27, Frames 331–356 Tape: 17:11 Study Notebook & Reader	Unit 27, Frames 357–374 Tape: (none) Study Notebook & Reader	Unit 27, Frames 375–390 Tape: (none) Study Notebook & Reader	5–10 Readings; Vocabulary & Test Review
Week 18	Unit 27 Test	Unit 28, Frames 1–23 Tape: 0:00 Study Notebook & Reader	Unit 28, Frames 24–41 Tape: (none) Study Notebook & Reader	Unit 28, Frames 42–70 Tape: 3:31 Study Notebook & Reader	Unit 28, Frames 71–94 Tape: 7:26 Study Notebook & Reader
Week 19	Unit 28, Frames 95–118 Tape: 9:07 Study Notebook & Reader	Unit 28, Frames 119–140 Tape: 10:27 Study Notebook & Reader	Unit 28, Frames 141–164 Tape: 11:00 Study Notebook & Reader	Unit 28, Frames 165–185 Tape: 12:37 Study Notebook & Reader	Unit 28, Frames 186–211 Tape: 15:17 Study Notebook & Reader
Week 20	Unit 28, Frames 212–235 Tape: 19:40 Study Notebook & Reader	Unit 28, Frames 236–259 Tape: 21:39 Study Notebook & Reader	Unit 28, Frames 260–278 Tape: 22:10 Study Notebook & Reader	Unit 28, Frames 279–306 Tape: 22:45 Study Notebook & Reader	Unit 28, Frames 307–328 Tape: 22:52 Study Notebook & Reader
Week 21	Unit 28, Frames 329–353 Tape: 23:15 Study Notebook & Reader	Unit 28, Frames 354–376 Tape: (none) Study Notebook & Reader	Unit 28, Frames 377–400 Tape: (none) Study Notebook & Reader	Unit 28, Frames 401–423 Tape: (none) Study Notebook & Reader	5–10 Readings; Vocabulary & Test Review
Week 22	Unit 28 Test	Unit 29, Frames 1–20 Tape: 0:00 Study Notebook & Reader	Unit 29, Frames 21–40 Tape: (none) Study Notebook & Reader	Unit 29, Frames 41–60 Tape: 0:51 Study Notebook & Reader	Unit 29, Frames 61–78 Tape: 2:38 Study Notebook & Reader
Week 23	Unit 29, Frames 79–98 Tape: (none) Study Notebook & Reader	Unit 29, Frames 99–119 Tape: 4:36 Study Notebook & Reader	Unit 29, Frames 120–140 Tape: 5:13 Study Notebook & Reader	Unit 29, Frames 141–161 Tape: 5:59 Study Notebook & Reader	Unit 29, Frames 162–181 Tape: 6:53 Study Notebook & Reader
Week 24	Unit 29, Frames 182–200 Tape: 7:37 Study Notebook & Reader	Unit 29, Frames 201–220 Tape: 9:11 Study Notebook & Reader	Unit 29, Frames 221–240 Tape: 10:24 Study Notebook & Reader	NO LATIN TODAY; USE THIS TIME FOR OUTLINING & SUMMARIZING PSALM 119.	Unit 29, Frames 241–260 Tape: (none) Study Notebook & Reader
Week 25	Unit 29, Frames 261–275 Tape: (none) Study Notebook & Reader	Finish rewriting Verbs Section	Study Readings	Augustine, <i>Confessions</i> Exercise I: Liber I, Caput I page 139, page 141	5–10 Readings; Vocabulary & Test Review
Week 26	Unit 29 Test	Unit 30, Frames 1–18 Tape: 0:00 Study Notebook & Reader	Unit 30, Frames 19–40 Tape: 0:28 Study Notebook & Reader	Unit 30, Frames 41–57 Tape: 2:36 Study Notebook & Reader	Unit 30, Frames 58–79 Tape: 3:21 Study Notebook & Reader
Week 27	Unit 30, Frames 80–99 Tape: (none) Study Notebook & Reader	Unit 30, Frames 100–120 Tape: 3:45 Study Notebook & Reader	Unit 30, Frames 121–139 Tape: 4:06 Study Notebook & Reader	Unit 30, Frames 140–160 Tape: 4:53 Study Notebook & Reader	Unit 30, Frames 161–180 Tape: 5:13 Study Notebook & Reader
Week 28	Unit 30, Frames 181–199 Tape: (none) Study Notebook & Reader	Study Readings	Augustine, <i>Confessions</i> Exercise II: Liber I, Caput II page 139, page 142	Augustine, <i>Confessions</i> Exercise III: Liber I, Caput II page 142	5–10 Readings; Vocabulary & Test Review
Week 29	Unit 30 Test	Augustine, <i>Confessions</i> Exercise IV: Lib. I, Caput III page 143	Augustine, <i>Confessions</i> Exercise V: Liber I, Caput IV page 144	Augustine, <i>Confessions</i> Exercise VI: Lib. I, Caput IV page 144	Augustine, <i>Confessions</i> Exercise VII: Lib. I, Caput V page 145
Week 30	Augustine, <i>Confessions</i> Exercise VIII: Lib. I, Caput V page 145	Augustine, <i>Confessions</i> Exercise IX: Lib. I, Caput VI page 146	Augustine, <i>Confessions</i> Exercise X: Liber I, Caput VI page 146	Augustine, <i>Confessions</i> Exercise XI: Lib. I, Caput VI page 147	Augustine, <i>Confessions</i> Exercise XII: Lib. I, Caput VI page 147

POETRY PRIMER

For Mother and her Student to Study Together

Poems are meant to be read aloud; poetry is an artform of sound *and* intellect. Your 3rd Year later knowledge student will be reading poetry for his Reading Aloud assignments for seven weeks this year, so it is time to dig a little bit deeper into this artform.

There are some elements of reading poetry that are unique to poetry, and for many mothers (suffering from our modern educations!), these elements might be absolutely foreign! Fear not, dear friends; this little primer will equip you and your student to make the most of this poetry unit. It might take an hour or two to go through this primer, so you might break it into pieces.

ON POETRY

A key element of classical education is literature, and no study of literature is complete without poetry.

I'm going to start by saying the same thing everyone's been telling you all along... but for completely different reasons, so hear me out...

Poetry is important.

(Yes, that's actually true.)

And if you can be patient with yourself and stick with it for awhile, you'll start to like it for yourself. (Yes, that's actually true, too; seriously, if it can happen to me, it can happen to anybody!)

For six thousand years, people have enjoyed poetry. Think about it—would *The Odyssey* and *Hamlet* and *The Life of King Arthur* and everything else have survived for centuries if the audiences of those times had said, *That's a poem? No, thanks! ...?* (Not that I'm recommending all of those books for our Christian children, but they make the point.)

Here's the thing. Mothers, the way we were taught poetry in our schooldays... we were robbed. The way they taught us about it, was as if the curriculum designers were intentionally trying to make sure young people couldn't understand and wouldn't like poetry. We never sat back and listened to good poems, like we listen to a good song. Instead, it was always an analytical exercise, like some weird math problem we couldn't understand.

But how about this? What is it that you like about "In Christ Alone"? We all love that modern hymn, right? The music's pretty good; I mean, it's no "O Holy Night", but it's not bad. But if the music isn't especially wonderful, why do we all love it so much? Read this out loud, without singing it, and just listen to each line:

In Christ alone my hope is found;
He is my light, my strength, my song.
This cornerstone, this solid ground,
Firm through the fiercest drought and storm.
What heights of love, what depths of peace,
When fears are stilled, when strivings cease.
My comforter, my all in all;
Here, in the love of Christ, I stand.

That's poetry.

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There's something wonderful about choosing just the right words to say something, and arranging them in an artful way, and then adding the lovely sounds of rhyme and rhythm to it all, that is uplifting to the soul.

And this is not some fleshly invention humans devised to satisfy our sinful cravings. In the Garden of Eden, the first recorded words spoken by Man in all of history (still in a state of sinless perfection!) were poetry.

This now is bone of my bones,
And flesh of my flesh;
She shall be called Woman,
Because she was taken out of the man. (Genesis 2:23)

It's amazing to think that Adam, on his first day of life, was creating verse on the fly; God gives us that little glimpse into how brilliant Man was before the Fall.

But it doesn't stop there; you see poetry *throughout* the Bible. Jacob blesses his sons in poetry. Melchizedek blesses Abram in verse. The largest book of the Bible is entirely poetry—the psalms. In fact, all of the Wisdom books—Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon—are poetry. And the Lord himself often uses poetry to speak to us in the Bible: God commands Abram to leave his father's house and go to where the Lord would lead him in poetic form, for example. And the Prophecy books... *most* of the words which the Lord commanded the prophets to speak to us were poetry.

And of course, outside of the Bible, there is a rich treasury of poetry to enjoy. Don't get me wrong; there's a lot of garbage out there, too, especially the stuff they made us study in high school. But there is a lot of beautiful poetry, and we're missing something wonderful if we can't enjoy or understand it. For example, if you want to read the original history of William Wallace and the battle for freedom in Scotland, it's an epic poem (*Blind Harry's Wallace*). In *The Lord of the Rings*, at poignant moments, the men break into poetry. (We shouldn't trudge through those songs; we should think they're some of the best parts!) And of course, John Milton's incomparable *Paradise Lost* is an epic poem. While we're at it, these are manly works, so let's tear down that straw man right here; poetry isn't for girls! It's a manly artform!

So... how did I go from mildly-skeptical-to-leery of poetry to being a full-fledged lover of it?

First, I ditched the modern stuff. I find that most of the modern poetry, including the stuff we studied in school, is one of two types: 1.) Humanist and anti-God, or 2.) Written by the same guys who made the emperor's new clothes, if you know what I mean. (In other words, it's really dumb.)

Second, I ditched the children's poetry. Don't get me wrong; there's a lot of cute and sweet stuff out there, but you're never going to get the same musical experience from "Mary Had a Little Lamb" as you do from Beethoven's 6th Symphony. Back when all I was reading to the children was *A Child's Garden of Verses*, I was still wondering what the big deal was about poetry. If the only music I'd ever heard was "Twinkle, Twinkle" or "Jingle Bells", I wouldn't be all that excited about music, either.

Third, I got a great volume and just started reading to the children every day.

Here's what that looked like. I got the Arthur Quiller-Couch edition of *The Oxford Book of English Verse*, and I just straight-out told the children, "We're going to read a poem every day. And I don't understand it very well, but we're just going to keep reading it, and I figure, as we keep reading it, at some point we'll start understanding it."

I started at the beginning of that book, which, in hindsight, may not have been the best idea, because it's arranged in chronological order, and the first few are in Middle English, which actually qualifies as another language! But the glossary at the bottoms of the pages helped, and many times I would finish by telling the children, "I'm not sure what that meant...!?"

But we kept going. And three years later, I find that Bunyan's poems are my favorite parts of *The Pilgrim's Progress*! (And if you just said, *What poems in Pilgrim's Progress?*, then your copy of *Pilgrim's Progress* is abridged; I recommend you find a copy of Bunyan's original work for your family.)

In a word, I started reading poetry on faith, and today I really understand and love it! So much so, that I encourage you to dig into it, too. I was missing something wonderful, all of the years when I thought poetry

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was difficult and unpleasant. (And, again, that may have been because the poetry I was assigned to study in high school *was* difficult and unpleasant!) My life is richer today for having added poetry to it, and I'm delighted to share this treasure with my children.

Here's a taste, just to whet your appetite. It's one of Bunyan's gems in *The Pilgrim's Progress*.

Whilst Christian is among his godly friends,
Their golden mouths make him sufficient mends
For all his griefs, and when they let him go,
He's clad with northern Steel from top to toe.

What a picture he paints, in so few words, of the blessings of godly fellowship!

TEACHING YOUR STUDENT TO READ POETRY

Already Doing Great

Please don't let the poetry readings in this year's Reading Aloud assignments worry you. Your student has already been learning beautiful poetry during all of his years in *Grammar of Grace* and 1st and 2nd Year Later Knowledge, so he probably already likes and understands poetry better than you did when you were his age (whether or not he realizes it). So don't worry; even if nothing in this Primer makes sense to you, your student is already on a great track.

Reasonable Expectations

I'm going to offer some information about poetry here for you, and suggest that you in turn teach it to your student. But if you find it too confusing or overwhelming, just encourage and challenge your child to improve in the areas you are comfortable with (like enunciating, speaking up, using meaningful gestures, speaking with appropriate dramatic emphasis, etc.), and *don't worry about it*.

The Lord has fully equipped you to teach your children well! Part of that ability may include your continuing to learn more, yourself, but sometimes due to any number of circumstances, that is not possible or practical at a given time. If you find the following information helpful, please make use of it. If not, please do not look at it as a burden added to your shoulders, but let it go and keep up the good work you're already doing!

With those caveats out of the way, let's take a look at some poetry basics.

RIDDLES

When it comes to poetry, I always think of Solomon's introduction to the Proverbs, in which he invites the young person to *strive* to *understand* the words of the wise and their *riddles*.

Good writing always has beauty at the surface, and even more beauty the deeper you look below the surface, in imitation of God's creation. Poetry is like that.

The most important thing the student must do when reading anything is to make sure he understands what the author is saying. Mothers, our students all want to be intellectually lazy; they want to read their assigned reading, and if something doesn't immediately make perfect sense, they want to pass over it and keep on reading.

But that is *not* reading.

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ENGLISH GRAMMAR HELPS

PREFIXES & SUFFIXES

From Fowler's *A Dictionary of Modern English Usage*:

Stem. A word's *stem* is the part from which its inflexions may be supposed to have been formed by the addition of affixes; in the inflexions it may be found unchanged, or may have been affected by phonetic tendencies.

An *affix*, or "thing fastened on", is a term including both prefixes & suffixes.

Prefix means "attached in front"; a *prefix* is an *affix* attached to the beginning of a word or stem to make a compound word, as *re-*, *ex-*, *be-*, *a-*, in *reform*, *ex-officer*, *belabor*, *arise*.

Suffix means "attached below"; a *suffix* is an *affix* at the end of a word or stem to make a derivative, as *-cy*, *-ship*, *-ful*, in *tenancy*, *lordship*, & *fearful*.

Prefixes and suffixes have meanings! It is helpful to learn these definitions.

DEFINITIONS OF SOME PREFIXES

a-, not or without. *atheist* = one who is without God. *agnostic* = one who is without knowledge.
ante-, before. *antediluvian* = before the Flood. *antebellum* = before the war.
anti-, against. *antinomian* = against God's Law. *antithesis* = against the thesis.
be-, to be, become, turn into. *befriend* = to turn somebody into a friend.
bi-, two. *bicycle* = two-wheeled.
de-, reverse, opposite of. *to deflate* = to let the air out of. *devolution* = opposite of evolution.
dis-, reverse or remove. *disagreement* = not in agreement.
ex-, out, out of. *extend* = hold out.
extra-, beyond. *extraordinary* = beyond ordinary.
il-, not. *illegitimate* = not legitimate.
im-, not. *impossible* = not possible.
in-, not. *incredible* = not credible.
inter-, between. *international* = between nations.
ir-, not. *irredeemable* = not redeemable.
meta-, change, transcending. *metamorphosis* = change of form. *metanarrative* = transcending the narrative.
mis-, badly. *misapplied* = badly applied.
non-, not. *nonsensical* = not making sense.
post-, after. *post-war* = after the war.
pre-, before. *premade* = made before.
pro-, earlier than, in front of. *prologue* = before writing.
pro-, for (in favor of). *pro-life* = in favor of life.
re-, again. *refresh* = make fresh again.
semi-, half. *semicircle* = half circle.
sub-, under. *submarine* = under sea.
super-, above, beyond. *supernatural* = beyond natural.
trans-, across. *transcontinental* = across the continent.
un-, not. *unbelievable* = not believable.

DEFINITIONS OF SOME SUFFIXES

-able, able. *moveable* = able to be moved.
-al, of, relating to. *directional* = of, relating to, or indicating direction.
-cy, rank, office, state, class. *infancy* = state of being an infant. *chaplaincy* = office of chaplain.
-ee, one to whom an action is applied. *employee* = one who is employed.
-er, or -or, one who performs an action. *employer* = one who employs someone. *sailor* = one who sails.
-er, and -est, the comparative and superlative degrees. *as, bigger, biggest*.
-ful, full of. *beautiful* = full of beauty.
-ish, like. *bluish* = blue-like.
-ist, one who practices something. *naturalist* = one who studies nature. *pianist* = one who plays the piano. *Marxist* = one who practices Marxism.
-ity, degree of. *sublimity* = degree of being sublime.
-ive, that performs an action. *pensive* = thinking (that performs the action of pensive, to think).
-less, without. *helpless* = without help.
-ly, in the indicated way. *gladly* = in a glad way.
-ment, state of being (noun) related to an action. *refinement* = state of being refined.
-ness, state, condition, quality, degree. *goodness* = quality or state of being good.
-ous, full of, having. *troubulous* = full of trouble.
-ship, state, condition, quality. *headship* = position, office, dignity of a head.
-y, like. *dreamy* = dream-like.

Note that the spellings of words are often modified when a suffix is appended to them. For example:

win → winner (final consonant doubled)
fine → finer (final e dropped)
tidy → tidier (y changed to i)

HOW TO BUILD YOUR LATIN NOTEBOOK

Last year, we finished learning the entire Latin noun system—all five cases, all three genders, singular and plural. Unit 24 picks up right where Unit 23 left off; this year, you will learn lots about Latin verbs. By way of review, you might find it helpful to turn to Unit 23 and do frames 308–318, thoroughly review the Vocabulary Inventory, and study the Test Information again.

Your Latin assignment each day in 3rd Year later knowledge is *not* simply to complete the assigned frames, but to complete the assigned frames and then spend a few minutes studying the Latin things that you most need to study more.

When it comes to building your Latin Notebook, remember that every time you see a new Latin word, or a new form of a Latin word, or even a new definition for a Latin word... *Every* time you learn something new, you should immediately stop and add the new thing to your Latin Notebook. I'll offer additional helps, below, but that is your basic assignment.

If you are having a lot of trouble with the Reader assignment at the end of each unit, you may try incorporating the Reader into your Latin work in smaller doses, every day. You might begin your Latin work each day with only one Reading (from the *previous* unit), then work through the assigned frames, and finally study what you're learning. And take heart; the more you work out of the Reader, the better you will get at it.

UNIT 24 NOTES

Frame 160

This is 100% wrong! Clearly, Dr. Sweet was not a Christian (sadly).

What does the Bible say about death? Why must we die? "For the wages of sin is death...." My sin must be paid for by my death.

But the Bible goes on: "...but the gift of God is eternal life through Jesus Christ our Lord." Jesus Christ died in my place, taking my punishment, so that I might live. (Praise the Lord!)

Frame 180

With the first new words of the year, your reminder: What part of speech are *magister* and *discipulus*? Good. Now, what declension? Look them up in your Cassell's to make sure; remember, you want to make sure you only, always record things *correctly* in your Latin Notebook!

Frame 191

For now, squeeze the 1st and 2nd person singular in front of the 3rd person active singular in your notebook. We'll be rewriting our Verbs section pretty soon, but for now just squeeze in those new forms in the margin beside the forms you already have.

N.B. Be sure to write down all of the 1st and 2nd person verb forms you learn.

HOW TO BUILD YOUR LATIN NOTEBOOK

Frame 303

Notice that **tōtus/-a/um** is an adjective, while **pars** is a noun. How does that affect this question and answer?

UNIT 25

Frame 1

Don't panic.

When I was learning all of the verb conjugations, I was panicking almost the entire time, because I was expecting every verb conjugation and tense to be as complicated to learn as the noun declensions had been. Remember what Dr. Sweet said at the very beginning of Unit 24:

Although the Latin verb has more forms than the Latin noun, the verb system itself is simpler.

Don't get me wrong. You're going to have to study and drill and write out forms and do everything you do to memorize these conjugations. But there ends up being a lot of repetition, so it isn't too bad. ;)

And, yes, add these forms to your notebook.

Frame 77

Add **dē** to your prepositions list if you haven't yet, of course.

Frame 79

Add these new forms to your notebook. We'll be rewriting our Pronouns section later in this unit.

Dr. Sweet keeps telling us not to bother actually learning these forms, but I suggest learning them.

Frame 102

Add the **-mus** forms to your verbs section as you learn them, of course. Just squeeze them in like you did with 1st & 2nd person singular, for now.

Frame 108

Add the plural 2nd person forms to your verbs, too!

Frame 113

Add the infinitives that you learn, too.

Say these paradigms over and over again; learn them! In the van Eck home and at Wisdom's Way, when we learn a new paradigm, after writing it down, we all stand up and march around the house or schoolroom saying the new paradigm until each one of us has it memorized. Don't put it off til later; memorize it *right now!*