

★ LESSON 153: THE OLD-FASHIONED SCHOOL • 16 WORDS • PLURAL OF CHIMNEY

HAWTHORNE • 16 WORDS • VOWEL + Y RULE

1 Part 1: Literature Reading • "The Old-Fashioned School"

Wheeler's Direction: "Make a list of the italicized words, and learn to spell them." Read carefully:

"Let us take a peep into the old-fashioned *schoolroom*. It is a large, *dingy* room, with a *sanded* floor, and is *lighted* by *windows* that turn on *hinges*, and have diamond-shaped panes of glass. The *scholars* sit on long benches, with their desks before them. At the end of the room is a great *fireplace*, so large that there is room enough for three or four boys to stand in each of the chimney *corners*. See what logs of wood have been *rolled* into the fireplace, and what a broad, bright blaze goes leaping up the *chimney*! Do you see the old *master*, looking very stern, with a black cap on his head and a white beard *reaching* to his girdle? What boy *would* dare to play or *whisper*, or even glance *aside* from his book while the master is on the lookout?" — Adapted from NATHANIEL HAWTHORNE

2 Part 2: 16 Italicized Words • Phonics, Definitions & Penmanship

schoolroom /'sku:lru:m/ Room for teaching lessons	dingy /'dɪndʒi/ Dark, dull, or grimy	sanded /'sændɪd/ Sprinkled with clean sand	lighted /'laɪtɪd/ Illuminated; lit by rays
windows /'wɪndəʊz/ Wall openings for daylight	hinges /'hɪndʒɪz/ Joints on which doors turn	scholars /'skɔ:lərz/ Pupils who attend school	fireplace /'faɪəpleɪs/ Hearth for burning wood
corners /'kɔ:rnərz/ Angles inside fireplace	rolled /'rəʊld/ Turned logs over and over	chimney /'tʃɪmni/ Flue carrying off smoke	master /'mæstər/ Stern schoolmaster; teacher
reaching /'ri:tʃɪŋ/ Extending down as far as	would /wʊd/ Modal verb (silent l)	whisper /'wɪspər/ Speak in a soft, low voice	aside /ə'saɪd/ To one side; away from book

3 Wheeler's Socratic Inquiry • Plural of Chimney • Transcription

1. Wheeler's Inquiry: "What is the plural of chimney?" (Write the plural and state why it ends in -s and not -ies):

2. Vowel + Y Plural Practice: Write the plurals of *valley*, *donkey*, and *day*:

3. Literature Transcription: "The scholars sit on long benches, with their desks before them."

26px handwriting track • 13px dashed midline

1 Hawthorne's "The Old-Fashioned School" & Colonial Realia

LITERARY BACKGROUND • MATERIAL CULTURE

Nathaniel Hawthorne's New England Chronicle:

Excerpted from Hawthorne's historical juvenile classic *Grandfather's Chair* (1840), depicting Master Ezekiel Cheever's Boston Latin School in the late 17th century.

- **Sanded Floor:** White beach sand strewn across timber planks to absorb mud, snow, and ink.
- **Casement Windows:** Diamond-shaped panes set in lead cames, turning on iron hinges.
- **Chimney Corners:** Inglenook fireplace corners where boys could warm up on freezing days.

Orthographic Law of Vowel + y Plurals:

Wheeler asks pupils: "What is the plural of chimney?"

- When final *y* is preceded by a vowel (*-ey*, *-ay*, *-oy*), simply add **-s** (*chimneys*, *donkeys*, *alleys*, *valleys*, *days*).
- Only when *y* follows a consonant does it change to **-ies** (*cherry* → *cherries*, *city* → *cities*).
- Writing **chimnies* is an erroneous over-generalization.

2 16 Italicized Target Words Master Phonics & Etymology Key

16 WORDS • ETYMOLOGY • IPA

WORD	IPA	PHONIC PATTERN & ETYMOLOGY	WORD	IPA	PHONIC PATTERN & ETYMOLOGY
schoolroom	/ˈskuːlruːm/	Compound: Greek <i>sch-</i> (/sk/) + <i>room</i> (OE <i>rūm</i>)	corners	/ˈkɔːrnərz/	Latin <i>cornu</i> (horn); r-controlled <i>-or-</i> + suffix <i>-er</i>
dingy	/ˈdɪndʒi/	Soft <i>g</i> before <i>y</i> = /dʒ/; related to OE <i>dung</i>	rolled	/rould/	Long <i>ō</i> before <i>-l-</i> ; regular past suffix <i>-ed</i> (/d/)
sanded	/ˈsændɪd/	Base <i>sand</i> + regular inflectional suffix <i>-ed</i> (/ɪd/)	chimney	/ˈtʃɪmni/	Digraph <i>ch-</i> + <i>-ey</i> = /iː/; plural <i>chimneys</i>
lighted	/ˈlaɪtɪd/	Silent digraph <i>-gh-</i> in base <i>light</i> + <i>-ed</i> (/ɪd/)	master	/ˈmæstər/	Latin <i>magister</i> ; base <i>mast</i> + agent suffix <i>-er</i>
windows	/ˈwɪndouz/	Old Norse <i>vind-auga</i> (wind-eye); plural <i>-s</i> (/z/)	reaching	/ˈriːtʃɪŋ/	Digraph <i>ea</i> = /iː/ + <i>ch</i> (/tʃ/) + suffix <i>-ing</i>
hinges	/ˈhɪndʒɪz/	Soft <i>g</i> before <i>e</i> = /dʒ/; plural <i>-es</i> (/ɪz/)	would	/wud/	Silent <i>l</i> (/wud/); modal past of <i>will</i> ; OE <i>wolde</i>
scholars	/ˈskɔːlərz/	Greek <i>scholē</i> (leisure); <i>sch-</i> = /sk/; agent <i>-ar</i>	whisper	/ˈwɪspər/	Digraph <i>wh-</i> = /w/; frequentative suffix <i>-er</i>
fireplace	/ˈfaɪərples/	Compound: <i>fire</i> (split <i>Le</i>) + <i>place</i> (soft <i>c</i>)	aside	/əˈsaɪd/	Prefix <i>a-</i> (on/at) + split digraph <i>side</i> (/saɪd/)

Master Oral Dictation Sentences (Classroom Speller Drill)



1. The **scholars** sat upon wooden benches in the **dingy schoolroom**.
2. Great logs of wood were **rolled** into the **fireplace** beneath the high **chimney**.
3. Sunlight **lighted** the **sanded** floor through **windows** turning on iron **hinges**.
4. No boy **would** dare to **whisper** or glance **aside** while the old **master** watched.
5. The master wore a long white beard **reaching** downward to his leather girdle.

Evaluative Scoring Rubric (4 Criteria × 5 Pts = 20 Pts Total)

Mastery: 18–20 pts

- **1. Text Extraction & Orthography (5 pts):** Correctly identifies and spells all 16 italicized words from Hawthorne's narrative.
- **2. Vowel + Y Plural Morphology (5 pts):** Accurately derives the plural *chimneys* and explains the vowel + *y* rule without assistance.
- **3. Oral Dictation & Transcription (5 pts):** Accurately transcribes Hawthorne's model sentence with correct capitalization and punctuation.
- **4. 26px Penmanship & Syntax (5 pts):** Letters firmly seated on 26px baseline, lowercase letters touching 13px dashed midline; clean mechanics.

Socratic Orthography & Silent Consonants

Oral Inquiry

1. **Socratic Plural Law:** "Why do we write 'chimneys' with *-s*, but 'candies' with *-ies*?" (Pupil: In *chimney*, vowel *e* precedes *y*, so simply add *-s*; in *candy*, consonant *d* precedes *y*, so *y* changes to *i* and adds *-es*!).
2. **Greek sch- vs. English sh-:** Contrast Greek *sch-* (/sk/) in *schoolroom*, *scholars* with native English *sh-* (/ʃ/) in *shin*, *shop*.