

Kolbe Academy Home School

GRADE FIVE ENGLISH GRAMMAR *Voyages in English 5*

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COURSE TITLE: English Grammar

COURSE TEXTS: *Voyages in English 5* (T1005A)
Voyages in English 5 Teacher Manual (T1005B), Optional

COURSE DESCRIPTION:

Grade Five English Grammar is designed to lead the student to speak and to write with precision, skill, and persuasiveness. To accomplish this, the course must instruct the student in the use of all the parts that go to make up English Grammar: clear understanding of parts of speech, sentence construction, paragraph usage, syntax, punctuation, abbreviations, and capitalization. In addition, the student will be instructed in the social graces essential to achieving effective communication.

Part One of the text is titled **Creative Activities**. While some of this is very useful, much of it is geared toward group activities and as such is not always applicable to home school students. You may look it over and use what you find will work for you. The parts of the first half that instruct in paragraph writing have been included in the lesson plans, mostly for Fridays. If the student finishes the exercises for the first four days of the week, he can use some of the time to concentrate on writing paragraphs. If he is struggling with grammar, it is better to master it than to do the creative activities. It is recommended that the student have a notebook especially for written composition and that he write a paragraph in it every day. The paragraph should be about ordinary things or events, i.e., the family pet, an outing he went on, the coming holiday, etc. Each paragraph should have a good beginning sentence, middle sentences that tell more about the beginning sentence, and a good ending sentence that tells what he thought about it or somehow concludes the paragraph.

The lesson plan concentrates on Part Two of the book, which is **Grammar**. The teaching of English should be cumulative. In Grade Five the student will review what he learned in previous grades and build on it. As the material is introduced, he will not remember everything he learned the previous year, but it will come more easily to him. Every year the student expands his knowledge and should not be confused or overwhelmed with the new information. Likewise, everything learned in English should be applied and reinforced in the student's reading, composition, spelling, and vocabulary. A dictionary is recommended for use in English.

There are many exercises in the back of the book following the Index that can be used if time permits. Correcting one's mistakes is a good aid to remembering the information the next time one needs it; hence, it is recommended that the student correct all errors in his daily work with the explanation that this will help him later. Furthermore, the best way to teach English is by example and reinforcement of correct usage in the spoken and written word. The student should be expected to memorize many words and definitions in this book. The more he uses his memory, the better it is for him both now and in the future.

SCOPE AND SEQUENCE:**Quarter 1**

1. Sentences – kinds, subject and predicate
2. Diagramming
3. Punctuation
4. Capitalization
5. Verbs
6. Nouns
7. Pronouns
8. Paragraphs

Quarter 2

1. Proper and common nouns
2. Diagramming
3. Regular and irregular verbs
4. Pronouns
5. Direct objects
6. Adjectives
7. Abbreviations
8. Punctuation
9. Paragraphs
10. Poetry
11. Dictionary
12. Synonyms

Quarter 3

1. Pronouns
2. Phrases
3. Adverbs
4. Possessives
5. Rules of capitalization
6. Diagramming
7. Prepositions
8. Adjectives
9. Conjunctions
10. Antonyms
11. Polishing sentences
12. Polishing paragraphs

Quarter 4

1. Diagramming
2. Phrases
3. Adjectives
4. Capitalization
5. Punctuation
6. Paragraphs
7. Letter writing

COURSE OBJECTIVES

1. To instill in the students confidence in their understanding of fundamental grammatical rules using the following principles

- ❖ imitation
- ❖ repetition
- ❖ emulation, and memorization

2. To direct the student in the application of the rules of grammar in their written and oral assignments.

3. To assist the student in the logical development of thoughts so that he may become effective in his written and oral work.

SKILLS TO BE DEVELOPED:

- ❖ confident use of grammatical skills
- ❖ memory increase
- ❖ acquisition of social graces

- ❖ rules of spelling
- ❖ application of rules to written and oral assignments
- ❖ implementation of the principles of synthetic/analytic methods

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Voyages in English 5* is represented by the abbreviation **VOY**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, DAY 4, and sometimes DAY 5** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-5 as a Monday through Friday schooling schedule. A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This English grammar course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you review the material in the tests throughout the quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fourth grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown		Goals and Notes for the Week	
VOY	Part One: Chapter 2 pages 23 – 27		Paragraphs	
	Part Two: Chapter 8 pages 271 – 278		Sentences	
<div style="border: 1px solid black; padding: 5px; min-height: 100px;"> Notes </div>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	VOY- Read pages 271-273	<input type="checkbox"/>	Read and discuss pages 271-273. Have the student do exercises 118-119. Memorize the definition of a sentence on page 271.	
	VOY- Do exercises 118-119	<input type="checkbox"/>		
DAY 2	VOY- Read pages 274-276	<input type="checkbox"/>	Read and discuss pages 274 – 276. Have the student do exercises 120 – 121.	
	VOY- Do exercise 120-121	<input type="checkbox"/>		
DAY 3	VOY- Read pages 275-278	<input type="checkbox"/>	Read and discuss pages 275 – 278. Have the student do exercises 122 – 123.	
	VOY- Do exercises 122-123	<input type="checkbox"/>		
DAY 4	VOY- Read pages 23-27	<input type="checkbox"/>	Read and discuss pages 23-27. Have the student do Class Assignment on page 27.	
	VOY- Do page 27	<input type="checkbox"/>		
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercise 118-119	<input type="checkbox"/>			
Exercise 120-121	<input type="checkbox"/>			
Exercise 122-123	<input type="checkbox"/>			
Class assignment page 27	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 1 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

WEEK 2				
Book	Weekly Breakdown		Goals and Notes for the Week	
VOY	Part One: Chapter 2 pages 28 – 31		Beginning sentences of paragraphs Subject and predicate of the sentence, kinds of sentences, diagramming sentences	
	Part Two: Chapter 8 pages 278 – 280, 298 – 303			
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	VOY- Read pages 278-280	<input type="checkbox"/>	Read and discuss pages 278 – 280. Have the student do exercises 124 – 125.	
	VOY- Do exercise 124-125	<input type="checkbox"/>		
DAY 2	VOY- Read pages 298-300	<input type="checkbox"/>	Read and discuss pages 298 – 300. Memorize the definitions for the four kinds of sentences on page 298. Have the student do exercises 139 on pages 299 – 300. Study the diagrams and diagram #2, 6, 10 & 16 of exercise 139. It is recommended that the student practice diagramming sentences in many of the exercises.	
	VOY- Do exercise 139	<input type="checkbox"/>		
DAY 3	VOY- Read pages 300-302	<input type="checkbox"/>	Read and discuss pages 300 – 302. Have the student do exercises 140 – 141.	
	VOY- Do exercise 140-141	<input type="checkbox"/>		
DAY 4	VOY- Read pages 303-303	<input type="checkbox"/>	Read and discuss pages 302 – 303. Have the student do exercises 142 – 143.	
	VOY- Do exercise 142-143	<input type="checkbox"/>		
DAY 5	VOY- Read pages 28-31	<input type="checkbox"/>	Read and discuss pages 28 – 31. Have the student do Class Assignment on page 31.	
	VOY- do page 31	<input type="checkbox"/>		
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercise 124-125	<input type="checkbox"/>			
Exercise 139	<input type="checkbox"/>			
Exercise 140-141	<input type="checkbox"/>			
Exercise 142-143	<input type="checkbox"/>			
Class Assignment page 31	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 2 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%