

# Kolbe Academy Home School

## GRADE ONE ENGLISH GRAMMAR *Ignatius Speaks and Writes: English 1*

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**COURSE TITLE:** English Grammar

**COURSE TEXTS:** *Ignatius Speaks and Writes: English I* (T1010)  
*Ignatius Speaks and Writes: English I Teacher Manual* (T1010A), Optional

**COURSE DESCRIPTION:**

Grade One brings the student to study kinds of sentences and most of the parts of speech in a sentence. The student is met with the requirement to use simple punctuation, capitalize words and become acquainted with synonyms, antonyms, and homonyms as well as alphabetizing words and classifying objects. The student is also required to develop and practice composition skills.

The teaching of English should be cumulative. In Grade Two the student will review what he learned in Grade One and build on it. As the material is introduced he will not remember everything he learned, but it will come more easily to him each year. 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 phonics.

Most of the tasks in this book are self-explanatory, so very little direction is included. Many of the pages have extra written work recommended to help the student retain what was introduced. Some students may resist doing the written work, but the more written work a student does, the easier it becomes. You may eliminate any or all of the suggestions and you may add extra work to reinforce the lessons. 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 definitions, words, and lists in this book. The more a student uses his memory, the better it is for him both now and in the future. The student should do the work in the book independently once you are sure he understands the directions.

There are many difficult terms used in this book, but children like to learn big new words. Try to make it fun. If given simplified terms and then asked to learn the correct terms later, the student has to "unlearn" what has been taught and eventually learn the correct terminology.

**SCOPE AND SEQUENCE:**

1. Quarter 1 (This course plan does not begin until Quarter 2 when first grade students are more likely to have begun reading. Do not begin this course plan until your child is reading).
2. Quarter 2
  - a. Name and Initials
  - b. Alphabet
  - c. Antonyms
  - d. Days of the Week

- e. Rhymes
- f. "A" and "An"
- g. Types of Sentences
- h. Months of the Year
- i. Nouns

## 3. Quarter 3

- a. Compound Words
- b. Singular and Plural
- c. Verbs
- d. Homonyms
- e. Pronouns

## 4. Quarter 4

- a. Paragraphs
- b. Adjectives
- c. Synonyms
- d. Writing Letters
- e. Writing Stories
- f. Contractions
- g. "No" words
- h. Making Verbs Grow
- i. Using the Telephone
- j. Titles of Books
- k. Reviews of All Material Covered

**COURSE OBJECTIVES:**

- |                               |                                   |
|-------------------------------|-----------------------------------|
| ❖ identify kinds of sentences | ❖ capitalize proper nouns         |
| ❖ identify complete sentences | ❖ use capitals to begin sentences |
| ❖ select nouns                | ❖ punctuate sentences             |
| ❖ use nouns                   | ❖ identify rhyming words          |
| ❖ select pronouns             | ❖ alphabetize letters             |
| ❖ use pronouns                | ❖ classify objects                |
| ❖ select action verbs         | ❖ write simple sentences          |
| ❖ use action verbs            | ❖ compose simple paragraphs       |
| ❖ select words that describe  |                                   |

**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, *Ignatius Speaks and Writes I* is represented by the abbreviation **ISW**. 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, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

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 27 weeks broken into three 9-week quarters. (This course plan does not begin until Quarter 2 when first grade students are more likely to have begun reading). 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 first 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 ◆◆◆

<b>WEEK 1-9</b>
<b>DO NOT BEGIN ENGLISH GRAMMAR UNTIL SECOND QUARTER</b>
Use this time for extra work in the memorization of phonograms

◆◆◆ SECOND QUARTER ◆◆◆

WEEK 1		
Book	Weekly Breakdown	Goals and Notes for the Week
ISW	Pages 1-4	If the child is reading, begin English I this week. Have the student look through the book. Explain that all of the pictures are of angels. Review what was taught in religion about the angels. Name, initials, alphabet, antonyms
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Notes</div>		
Student Daily Assignments	<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	ISW Do page 1	<input type="checkbox"/>
Have the student print his name in the space. Point out that the first letter of each name begins with a capital letter. Explain that those are his initials. Give examples of the initials of members of your family. Have the student print his initials in the spaces and draw a picture in the space provided.		
DAY 2	ISW Do page 2	<input type="checkbox"/>
Review the alphabet. Identify the vowels and explain that every word must have a vowel. The letter "y" is used as a vowel when it has the long "e", the short "i", and the long "i" sounds, such as in baby, gym, and try. Explain partner letters as the capital and lowercase letters together and have the student complete the work on this page.		
DAY 3	ISW Read page 3	<input type="checkbox"/>
Read the poem to the student for enjoyment. This is a good poem to memorize and recite for family and friends. The author is Wanda Gag. Point out the rhyming words, and explain that rhyming words have the same ending sounds.		
DAY 4	ISW Do page 4	<input type="checkbox"/>
Antonym is a big word, but children love to learn big new words. Play a game with new words and make sure the student can tell you the meanings. Repetition at this age is very important. Antonyms are word opposites. Go over the sets of antonyms with the student. Ask if he can give you examples of other antonyms.		

Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Page 1	<input type="checkbox"/>			
Page 2	<input type="checkbox"/>			
Page 4	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 1 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
ISW	Pages 5-9	Antonyms, days of the week, rhyming words		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	ISW Do page 5	<input type="checkbox"/>	Make sure the student can read all of the antonyms at the top of the page. Remind him that antonyms are opposites. Instruct him to draw lines to match the antonyms. In the second section, explain that he should read the sentence and write the antonym for the underlined word in the space. If necessary, help with reading new words.	
DAY 2	ISW Do page 6	<input type="checkbox"/>	Have the student memorize the days of the week in order and instruct that the days of the week always begin with a capital letter. Point this out on a calendar. It is a good thing to have one available for the student at all times. Explain that an abbreviation is a short form of a word. If the word begins with a capital, the abbreviation also begins with a capital letter, and it will end with a period. Read the poem about Solomon Grundy. Have the student answer the first question and then fill in the blanks.	
DAY 3	ISW Read page 7	<input type="checkbox"/>	Ask the student if he remembers what rhyming words are. They are words that end with the same sound but have different beginning sounds. Read Mary Had a Little Lamb. Have the student point out the rhyming words. He should be familiar with nursery rhymes, be able to recite some of them, and pick out the rhyming words. Have the student circle the word that rhymes with the first word on each line on page 8.	
	ISW Do page 8	<input type="checkbox"/>		
DAY 4	ISW Do page 9	<input type="checkbox"/>	Read the poems to the student, one at a time, and have him tell you the rhyming words before having him complete the work.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Page 5	<input type="checkbox"/>			
Page 6	<input type="checkbox"/>			
Page 8	<input type="checkbox"/>			
Page 9	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 2 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>