

# Kolbe Academy Home School

## GRADE FOUR ENGLISH GRAMMAR *Voyages in English 4*

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**COURSE TITLE:** English Grammar

**COURSE TEXTS:** *Voyages in English 4* (T1004A)  
*Voyages in English 4* (T1004B), Optional

**COURSE DESCRIPTION:**

English Grammar for Grade Four implements the functions of all the parts of writing to develop in the student the ability to write clearly and persuasively. This is partially accomplished by using the method of "imitation," reading the stories that go along with the *Voyages in English* text and then imitating the methods used in the stories to develop the writing skills of the student. This year in grammar brings all learning from the previous three years into focus and applies it in a progressively more difficult, but rewarding way.

*Voyages in English, 4* – This is the best English book in publication for this level at this time. While it is good, it does have a major shortcoming. In many cases incorrect terms are used. The student should be introduced to the correct terms and taught to use them. Following are some of these differences.

- ❖ **Like words** are **synonyms**.
- ❖ **Opposites** are **antonyms**.
- ❖ **Sound twins** and **triplets** are **homonyms**.
- ❖ A **noun** is a word that names a person, place or thing.
- ❖ A **proper noun** is a word that names a particular person, place, or thing, and it is always capitalized.
- ❖ A **common noun** is a word that names any one of a class of person, places, or things.
- ❖ A **verb** is a word that expresses action or being.
- ❖ A **telling sentence** is a **declarative sentence**.
- ❖ An **asking sentence** is an **interrogative sentence**.
- ❖ A **commanding sentence** is an **imperative sentence**.
- ❖ An **exclaiming sentence** is an **exclamatory sentence**.
- ❖ **Singular** means "one".
- ❖ **Plural** means "more than one".

Group exercises may be freely skipped, as time constraints dictate. Students who have difficulty with grammar and composition should disregard the group activities altogether, in order to have more time to concentrate on the grammar sections. The earlier sections on letter writing, etc., are better compressed if compression is necessary.

The teaching of English should be cumulative. In Grade Four 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 has 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 phonics.

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. A child's dictionary is recommended for use in English. 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.

### SCOPE AND SEQUENCE:

#### Quarter 1

- a. Word Play
- b. Letter Writing
- c. Writing Paragraphs
- d. Language Skills
- e. Synonyms, Antonyms, Homonyms
- f. Punctuation and Capitalization
- g. Poetry
- h. Books and Book Reports

#### Quarter 2

- a. Nouns
- b. Synonyms, Antonyms, Homonyms
- c. Punctuation and Capitalization
- d. Poetry
- e. Letter Writing
- f. Paragraphs
- g. Verbs
- h. Pronunciation

#### Quarter 3

- a. Invitations
- b. Paragraphs
- c. Irregular Verbs
- d. Synonyms, Antonyms, Homonyms
- e. Contractions
- f. Pronunciation
- g. Poetry
- h. Courtesy
- i. Picture Words

#### Quarter 4

- a. Irregular Verbs
- b. Synonyms, Homonyms, Antonyms
- c. Abbreviations
- d. Initials
- e. Contractions
- f. Pronunciation
- g. Poetry
- h. Letter Writing
- i. Paragraph
- j. Sentences
- k. Possessives
- l. Punctuation
- m. Poetry

### COURSE OBJECTIVES

- ❖ To read and study good writing and good stories.
- ❖ To have the students write well, creating their own stories imitating the samples in the text.
- ❖ To foster the student's use of vocabulary that is imaginative and descriptive, in both spoken and written work.
- ❖ To enable the student to identify and learn:
  - the five major parts of speech;
  - correct punctuation for sentence construction;
  - proper sentence structure, phrases, clauses, run-on sentences, etc.;

- the four types of sentences and their definitions;
- the proper uses of capitalization.

**SKILLS TO BE DEVELOPED:**

- ❖ Identification of each part of speech, its function, and its relationship to the other words.
- ❖ Proper punctuation and capitalization
- ❖ Identification of both simple and compound sentences.
- ❖ Construction of a comprehensive paragraph built around a key sentence.
- ❖ Diagramming of a compound sentence.

**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 4* 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, 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 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	Chapter 1, Pages 3-11	Pets, riddles, pantomimes, dialogues, letters		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	VOY Read pages 3-4	<input type="checkbox"/>	Read and discuss pages 3-4. <b>Telling about Our Pets</b> Have the student do exercise 1 on paper.	
	VOY Do exercise 1	<input type="checkbox"/>		
DAY 2	VOY Read pages 4-5	<input type="checkbox"/>	Read and discuss pages 4-5. <b>Riddles about Our Pets</b> Have the student do exercise 2 on paper.	
	VOY Do exercise 2	<input type="checkbox"/>		
DAY 3	VOY Read pages 5-8	<input type="checkbox"/>	Read and discuss pages 5-8. <b>Riddles without Words and Riddles about Other Animals</b> Have the student do exercise 4 on paper, then tell it to family and/or friends.	
	VOY Do exercises 3 & 4	<input type="checkbox"/>		
DAY 4	VOY Read pages 8-11	<input type="checkbox"/>	Read and discuss pages 8-11. <b>Dialogues</b> Have the student do exercise 5, part 3 on paper.	
	VOY: Do exercise 5, part 3	<input type="checkbox"/>		
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercise 1	<input type="checkbox"/>			
Exercise 2	<input type="checkbox"/>			
Exercise 3	<input type="checkbox"/>			
Exercise 4	<input type="checkbox"/>			
Exercise 5, part 3	<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		
VOY	Chapter 1 Pages 11-18	Writing letters		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	VOY Read pages 11-14	<input type="checkbox"/>	Read and discuss pages 11-14. <b>Letters, The Heading</b> Have the student do exercise 6 on paper. You can eliminate the zone number between the city and state and make up zip codes to show how they are currently used.	
	VOY Do exercise 6	<input type="checkbox"/>		
DAY 2	VOY Read pages 14-15	<input type="checkbox"/>	Read and discuss pages 14-15. <b>The Salutation</b> Have the student do exercise 7 on paper.	
	VOY Do exercise 7	<input type="checkbox"/>		
DAY 3	VOY Read pages 15-16	<input type="checkbox"/>	Read and discuss pages 15-16. <b>The Body, The Complimentary Close</b> Impress on the student the necessity of indenting the first word of each paragraph of a letter. In the computer age, we have drifted from this. Have the student do exercise 8 on paper.	
	VOY Do exercise 8	<input type="checkbox"/>		
DAY 4	VOY Read pages 16-18	<input type="checkbox"/>	Read and discuss pages 16-18. <b>The Signature, Addressing the Envelope</b> Have the student do exercise 9 on paper, again instructing on the current use of zip codes instead of zone numbers.	
	VOY Do exercise 9	<input type="checkbox"/>		
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercise 6	<input type="checkbox"/>			
Exercise 7	<input type="checkbox"/>			
Exercise 8	<input type="checkbox"/>			
Exercise 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>