

Kolbe Academy Home School

GRADE FIVE ENGLISH GRAMMAR *Voyages in English 5*

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Teachers' Notes: 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. In most cases, Fridays have been left open. You may do a four – day week or use Friday as a “catch – up” day. While art and music can be worked in during the week, Friday is also a good day to concentrate on those subjects.

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 sample tests provided, look them over before teaching the subjects and make sure you teach the material in the tests. Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fifth grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

COURSE TITLE: English Grammar

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.

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.

SCOPE AND SEQUENCE:

1. General Outline:

- ❖ Course will involve daily work and memorization in fundamental grammar.
- ❖ Students will submit two creative essays or poems monthly using their own experience from which to draw for the material.
- ❖ The English Grammar course will dovetail with the literature class in the assignment of written material.
- ❖ The vocabulary section of the literature class will mesh with the spelling section of the grammar class.
- ❖ Regular quizzes will cover new material, which will be reviewed in the quarter and semester exams.

2. Overview of the English Grammar Work for the Year.

September:

- ❖ simple diagnostic testing to determine student's background.
- ❖ review of material covered in previous year
- ❖ study and practice methods for introducing people.

October:

- ❖ parts of speech, sentence recognition, types of sentences

November:

- ❖ in – depth review of nouns and verbs
- ❖ diagramming
- ❖ punctuation

December:

- ❖ adjectives, pronouns and more punctuation

January:

- ❖ adjectives (comparisons)
- ❖ predicate nouns and adjectives
- ❖ diagramming of linking verbs
- ❖ apostrophes/question marks
- ❖ capital letters

February:

- ❖ adverbs: time, place, manner
- ❖ comparison
- ❖ contractions, pronouns
- ❖ subject and object pronouns

March:

- ❖ prepositions
- ❖ adjectival phrases and diagramming
- ❖ punctuation in direct quotations

April:

- ❖ conjunctions
- ❖ compound subjects, predicates, objects and diagramming
- ❖ interjections

May:

- ❖ review sentences
- ❖ active and passive voice
- ❖ review of capital letters and punctuation

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 TEXT: *New Voyages In English*, copyright 1962

COURSE PLAN METHODOLOGY: *Voyages in English book 5* is represented by the abbreviation **VOY**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **MON**, **TUES**, **WED**, and **THUR** abbreviations.

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 these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1	
VOY	Part One: Chapter 2 pages 23 – 27 Part Two: Chapter 8 pages 271 – 278
MON	Pages 271 – 273. Do exercises 118 – 119. Memorize the definition of a sentence on page 271.
TUES	Pages 274 – 276. Do exercises 120 – 121.
WED	Pages 275 – 278. Do exercises 122 – 123.
THUR	Read and discuss pages 23 – 27. Do Class Assignment on page 27.
Notes	
WEEK 2	
VOY	Part One: Chapter 2 pages 28 – 31 Part Two: Chapter 8 pages 278 – 280, 298 – 303
MON	Pages 278 – 280. Do exercises 124 – 125.
TUES	Pages 298 – 300. Memorize the definitions for the four kinds of sentences on page 298. 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.
WED	Pages 300 – 302. Do exercises 140 – 141.
THUR	Pages 302 – 303 Do exercises 142 – 143.
FRI	Read and discuss pages 28 – 31. Do Class Assignment on page 31.
Notes	
WEEK 3	
VOY	Part One: Chapter 2 pages 31 – 35 Part Two: Chapter 8 pages 281 – 284; Chapter 9 pages 305 – 306, 310 – 311, 315 – 317