

# Kolbe Academy Home School

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

### TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plans	
A. Quarter 1	3
B. Quarter 2	3
C. Quarter 3	7
D. Quarter 4	11
III. Tests	
IV. Answer Keys	

**Teacher's Note:** 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 important. 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 should be worked in during the week, Friday is also a good day to concentrate on those subjects.

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. 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. In first grade, it may not be possible for the child to do all of the tests independently. You may give the tests orally if necessary, but by the end of the year, the child should be able to complete them unaided.

**COURSE TITLE:** English Grammar

**COURSE DESCRIPTION:**

Do not begin *English I* until the second quarter or even the second semester. However, at every opportunity, point out the fact that every sentence begins with a capital letter, proper nouns begin with a capital, and every sentence ends with a punctuation mark. This is preparing him for the formal English from the book. After doing the work in the book, have the student make corrections, and explain that we all make mistakes; it is all right, but we need to learn from our mistakes.

**COURSE OBJECTIVES:**

- ❖ In Grade One the student will be introduced to the principal parts of English Grammar:
  - alphabet
  - simple parts of speech
  - writing
  - grammar
  - correct usage
  
- ❖ The program involves direct training by developing two skills: speaking and writing.

**SKILLS TO BE DEVELOPED:**

- ❖ Identify kinds of sentences
- ❖ Identify complete sentences
- ❖ Select nouns
- ❖ Use nouns
- ❖ Select pronouns
- ❖ Use pronouns
- ❖ Select action verbs
- ❖ Use action verbs
- ❖ Select words that describe
- ❖ Capitalize special nouns
- ❖ Use capitals to begin sentences
- ❖ Punctuate sentences
- ❖ Identify rhyming words
- ❖ Alphabetize letters
- ❖ Classify objects
- ❖ Write simple sentences
- ❖ Compose simple paragraphs

**COURSE PLAN METHODOLOGY:** *English I* is the book used for this English Grammar course. 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 ◆◆◆

<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		
<b>English I</b>	<b>Page 1 – 4</b>	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.
<b>MON</b>	<b>Page 1.</b> 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. Draw a picture in the space provided.	
<b>TUES</b>	<b>Page 2.</b> Review the alphabet. Identify and explain what vowels are and 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 and have the student complete the work on this page.	
<b>WED</b>	<b>Page 3.</b> 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.	
<b>THUR</b>	<b>Page 4.</b> Antonym is a big word, but children love to learn big new words. If given simplified terms and then asked to learn the correct words later, the student has to “unlearn” what has been taught. 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.	
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Notes</div>		