

# Kolbe Academy Home School

## GRADE TWO ENGLISH GRAMMAR *Ignatius Speaks and Writes: English 2*

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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 should 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 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 second 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 Two 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 and antonyms, 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 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.

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 work in the book should be done by the student 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. A child's dictionary is recommended for use in *English 2*.

**COURSE OBJECTIVES:**

The specific goals of the course shall be to:

- ❖ identify kinds of sentences
- ❖ complete sentences
- ❖ select nouns
- ❖ select verbs
- ❖ select pronouns
- ❖ select adjectives
- ❖ select adverbs
- ❖ use verb tenses

- ❖ select words that describe
- ❖ use capitals to begin sentences
- ❖ punctuate sentences
- ❖ capitalize proper nouns
- ❖ identify rhyming words
- ❖ identify synonyms
- ❖ identify antonyms
- ❖ identify homonyms
- ❖ alphabetize words
- ❖ classify objects
- ❖ write paragraphs
- ❖ write letters
- ❖ address envelopes
- ❖ use proper grammar

**COURSE TEXTS:**

Ignatius Speaks and Writes Series: *English II*

**Supplemental materials:**

A Children's Dictionary

**COURSE PLAN METHODOLOGY:** *Ignatius Speaks and Writes II* is represented by the abbreviation **ISW**. 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	
<b>ISW</b>	Pages 2 – 4
<b>MON</b>	Let the student look through the book and explain that the pictures are of saints. We should pray to them to help us in our daily work. Page 1. Explain and show in a dictionary that the words are in alphabetical order. Assign the work.
<b>TUE</b>	Page 2. Capital Letters. Using any book, point out to the student that every sentence begins with a capital letter. This is really review work, but it is important to write the sentences using caps to begin each one.
<b>WED</b>	Page 3. Discuss sentences with the student. Expect him to answer questions in complete sentences and to speak in complete sentences. Memorize the definition of a sentence. Assign the exercise.
<b>THUR</b>	Page 4. Explain that to declare is to state a fact. Memorize the definition of a declarative sentence. Go over the directions with the student and make sure he understands that there are two things to be done on this page. Help him to learn how to read and follow instructions. Tell the student that there are only four kinds of sentences, and he will learn all of them. If he did <i>English 1</i> last year, he should be familiar with them but may not remember everything he learned.
Notes	
WEEK 2	
<b>ISW</b>	Pages 5 – 9
<b>MON</b>	Page 5. Make sure the student understands the difference between the imperative and declarative sentences. Give examples and have him give you others. Memorize the definition of an imperative sentence. Assign the work.
<b>TUE</b>	Page 6. Review declarative and imperative sentences. Assign the work. It would be good to have the child write two declarative sentences and two imperative sentences on a separate piece of paper.
<b>WED</b>	Page 7 & 8. To interrogate means to ask questions. Explain that when you hear a sentence that needs an answer, it is an interrogative sentence. Memorize the definition of an interrogative sentence. Assign the work explaining that there are two things to be done. Assign the work on