# Kolbe Academy
## Home School

**GRADE FOUR**
**CLASSICAL COMPOSITION**

*Classical Composition*

Fable Stage *Discovering the Skills of Writing*

## TABLE OF CONTENTS

1. Syllabus 2

2. **Daily Course Plan**
   - A. Quarter 1 5
   - B. Quarter 2 21
   - C. Quarter 3 36
   - D. Quarter 4 51

3. **Quarterly Exams**
   - A. Quarter 1
   - B. Quarter 2
   - C. Quarter 3
   - D. Quarter 4

4. **Quarterly Exam Answer Keys**
   - A. Quarter 1 Answer Key
   - B. Quarter 2 Answer Key
   - C. Quarter 3 Answer Key
   - D. Quarter 4 Answer Key

5. **Appendix A:** Figures of Description Grid of Terms (w/ memory aids)
6. **Appendix B:** Grading Rubric for Paraphrases I & II; and Final Draft (copy and reuse)

---

**Resale & Copying Policy:** This course plan and all accompanying materials are not intended for resale or copying. Copying represents copyright infringement, which is illegal. Regarding reselling the materials, Kolbe Academy relies upon the continued purchase of our course plans for financial stability. As a Catholic Apostolate, we ask you to refrain from reselling Kolbe’s course plans. While we cannot stop you from copying or reselling this course plan, we do strongly implore you not to do so.

---

Copyright Kolbe Academy 2012 All Rights Reserved
COURSE TITLE: English Composition I: Fable Stage

COURSE TEXTS:
Classical Composition Book I: Fable Stage Discovering the Skills of Writing Teacher Manual (CCFS) (T1551A)
Classical Composition Book I: Fable Stage Discovering the Skills of Writing Student Guide (CCFSSG) (T1551)

COURSE DESCRIPTION:
The Fable Stage is the first of fourteen stages in the Progymnasmata (a set of preparatory exercises originated by the Greeks to ready the student for rhetoric). Students will learn to write by imitating a well-told story, in this case, a fable. In fact, all of the Progymnasmata exercises are based on imitation, a method suitable for learning just about anything. Students will build skills in diction (word choice) and syntax (word order) by practicing variation. Variation means changing a word or arrangement of words in a sentence. Variation is a form of paraphrase. Further, by paraphrasing the whole story, students will build skills in organization (arrangement). By paraphrasing the fables in different ways (amplification: adding to; summarization: shortening; inversion: retelling the story from a mid or end starting point), students will gain a solid understanding of structure. In addition, students will learn how to use figures of description to make their writing come alive. By learning how to describe a place (topographia), or the stars (astrothesia), or a person from head to foot (effictio), students will engage their readers’ imaginations. By the end of the Fable Stage, students should be able to appreciate the individual words and sentences used in a story (elocution), the overall structure of a story (including recognition and reversal), and the communicative power of a story (including the appeal to imagination and to the moral sense).

COURSE OBJECTIVES:
- Develop in the student an appreciation for sound writing
- Inculcate in the student the habits of good writers through imitation of their structure and style
- Provide techniques the student writer can employ to reason his way to the best approach to take and solution to implement for future writing tasks
- Prepare the student writer to generate ideas, organize those ideas, and express those ideas well by providing him with structured practice in invention, arrangement, and decoration (discovery, organization, and elocution)
- Develop a shared vocabulary and practice in classical writing between the teacher and student

SCOPE AND SEQUENCE:
The Progymnasmata exercises were a preliminary series of exercises for students who would later study rhetoric and deliver formal orations. The exercises were developed by the ancients, adopted by the Church, adapted during the Renaissance, and practiced by the West until very recently. The sequence below is based on the exercises of Aphthonius.

1. Fable
2. Narrative
3. Chreia
4. Proverb
5. Refutation
6. Confirmation
7. Commonplace
8. Encomium
9. Vituperation
10. Comparison
11. Impersonation
12. Description
13. Thesis or Theme
14. Defend/Attack a Law
If beginning in the fourth grade, the publisher recommends the following sequence:
Grades 4-6: Fable, Narrative, and Chreia/Maxim
Grades 6-8: Refutation/Confirmation, Common Topic, and Encomium/Invective/Comparison
Grades 9-10: Characterization, Description, and Thesis/Law

Each lesson takes two weeks. Each lesson consists of 8 sections. We recommend completing one section per
day, four days a week. A section takes 30-45 minutes.

Special Note (For grades 7 & Up): Cover 6 or 7 lessons at each stage. Retain lessons from former stages to
complete later as review or warm-up before starting a new stage.

From the publisher:

If your student begins later, you may easily cover more than one stage in a year. Remember, it is not
necessary to complete an entire workbook to have covered a stage. For example, if you begin in the 8th grade,
your student could cover the first six stages (i.e. Fable, Narrative, Chreia/Maxim, Refutation/Confirmation) by
completing 6 or 7 lessons per book. The lessons you skipped can be completed as a review exercise in future
years.

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. Under the principle of subsidiarity, you
should use these course plans as 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.

In the course plans that follow, the Classical Composition Book I: Fable Stage Discovering the Skills of Writing
Teacher Manual is represented by the abbreviation CCFS, the Student Guide by the abbreviation CCFSSG.

A weekly grade book is included in the course plan at the end of each week as a convenience. Because the
Classical Composition course is a self-contained program, we advise you to follow the grading guidelines
outlined in the text. You may elect to grade drafts or not. Kolbe Academy does not require that you keep a
record of all student work. If you intend to report your child’s work to Kolbe Academy for an official report
card, only one sample of graded written work is required per quarter for each course along with the submission
of a report card. Parents should use the grade book only as a help to their home schooling and not as a
hindrance. Point values and weighting are suggested for convenience and may be modified, dropped
completely, or added to as the parent deems fit. Please consult the welcome packet for a full tutorial on using the
grade book.

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.
LESSON OVERVIEW (See section of the same name in the Teacher Guide for detailed instructions):

I. The Fable (to acquaint the student with the Fable’s content and structure):
1. Read the Fable aloud several times
2. Review Vocabulary, Define words
3. Note Recognition* in the story.
4. Note Reversal ** in the story.
5. Narrate the Fable: Students will narrate the Fable in their own words from memory.

II. Variations: Part I
1. Vary the words: Help the student think of as many synonyms as possible, perhaps with a Thesaurus.
2. Vary the sentence: A. Place the synonyms into the sentence; or, change the word order, verb tense; add adjectives, adverbs and/or prepositional phrases.

III. Outline
1. Outline the Fable to discover the plot structure. Students will note the major plot developments on the lines beginning with Roman numerals. Each development is signaled by an “Act” within the story (i.e., scene change). These lines should be filled first, followed by the sub-points, which are made up of incidents and events that make up each Act. Be sure to have students note which of these events are instances of Recognition and Reversal. Do this exercise as a group.

IV. Narration
1. Have the students narrate the story with the aid of their outlines, giving the proper citation (Title) by (author), as retold by (student name). If necessary have them write the Fable. Check the original to make sure that everything has been included.

V. Paraphrase 1 (written)
1. Paraphrase the Fable incorporating two Figures of Description. The teacher should write examples of the figures of description on the board and ask the student to invent ones that would fit the Fable. Using the figures of description, have the students compose their paraphrase of the fable using their outline.

VI. Paraphrase 2 (written)
1. Invert the Sequence of the Fable as instructed.
2. Reduce the Fable as instructed.

VII: Variations: Part 2
The second opportunity to vary sentences will build the student’s stock of vocabulary words, strengthen his knowledge of how particular words function in a sentence, and give him an awareness of syntax.

VIII. Final Draft (written)
Have students redraft either Paraphrase 1 or 2. Proofread and correct the paper with the student. Have the student prepare a final draft.

*Recognition occurs when the story reminds one of some familiar situation or experience; or when a truth not realized previously is recognized.
**Reversal occurs once in each Fable, either when the high and mighty are brought low or the low and humble are raised up.

Copyright Kolbe Academy 2012 All Rights Reserved
### FIRST QUARTER

**Teaching Tip:** Read Aesop’s fables as a bedtime routine to acquaint your child with the imaginative and moral aspects of the tales and to help him or her absorb the stories’ deeper structure. Note that each fable is a paraphrase because the writer is not translating the tales from the original language. The different word choices, characterizations, and descriptions chosen by the writer represent decisions like those the student writer will make in his paraphrases.

**Note (for grades 4-6):** Each lesson takes two weeks. The Course plans are written to cover 15 lessons in 27 weeks or 5 per quarter, the final lesson of each quarter taking one week. The extra 5 lessons can be done at the opening of the following year as a review. Each lesson consists of 8 sections. We recommend completing one section per day, four days a week. A section takes 30-45 minutes.

**Special Note (for grades 7 & Up):** Cover 6 or 7 lessons at each stage. Review former stages by doing a lesson or two from each as a review before starting a new stage.

#### WEEK 1

<table>
<thead>
<tr>
<th>Book</th>
<th>Weekly Breakdown</th>
<th>Goals and Notes for the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCFS</td>
<td>LESSON 1: THE ANT AND THE CHRYSALIS</td>
<td>You will use the Fable Stage Teacher Guide to conduct the lesson. It has a step-by-step format and a replica of the student book with answers.</td>
</tr>
</tbody>
</table>

**TIMES STATED ARE ESTIMATES ONLY.**

<table>
<thead>
<tr>
<th>Student Daily Assignments</th>
<th>Parent Daily Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td><strong>The Fable</strong></td>
</tr>
<tr>
<td>CCFSSG</td>
<td>Read Aloud (10 minutes)</td>
</tr>
<tr>
<td>Student listens, defines words, I.D.'s Recognition &amp; Reversal, and narrates the fable.</td>
<td>Review Vocabulary (5 minutes): Listed in the Teacher Guide</td>
</tr>
<tr>
<td></td>
<td>Recognition &amp; Reversal (5 minutes)</td>
</tr>
<tr>
<td></td>
<td>Narrate out loud (10 minutes)</td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td><strong>Variations: Part 1</strong></td>
</tr>
<tr>
<td>CCFSSG</td>
<td>Number 1 (10 minutes)</td>
</tr>
<tr>
<td>Student varies the sentences in the workbook.</td>
<td>Number 2 (10 minutes)</td>
</tr>
<tr>
<td></td>
<td>Check and Correct</td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
<td><strong>Outline</strong></td>
</tr>
<tr>
<td>CCFSSG</td>
<td>The Acts (scene changes) (5 minutes)</td>
</tr>
<tr>
<td>Student outlines the three acts and sub-points under each.</td>
<td>Other Divisions (15 minutes)</td>
</tr>
<tr>
<td></td>
<td>Recognition &amp; Reversal (10 minutes)</td>
</tr>
</tbody>
</table>
Day 4: CCFSSG
Student narrates the tale based on his/her outline.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Include</th>
<th>(A) Points Earned</th>
<th>(B) Possible Points</th>
<th>A/B x100 =%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Workbook Pages (25 pts.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft (optional) (25 pts.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 1 Grade Book**

Student Workbook scale based on 5 pts. per section (Variation 1, Variation 2, Outline I, II, & III). In Appendix B there is a master copy of the grading rubric for a draft. If you correct a draft, you may find it useful.

**Assignments**

- Include ✔ |
- (A) Points Earned |
- (B) Possible Points |
- A/B x100 =% |

**Week 1 Average**

Add up column C & divide by number of included ✔ assignments = %
**WEEK 2**

<table>
<thead>
<tr>
<th>Book</th>
<th>Weekly Breakdown</th>
<th>Goals and Notes for the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCFS</td>
<td>LESSON 1: THE ANT AND THE CHRYSALIS (CONTINUED)</td>
<td>You will use the Fable Stage Teacher Guide to conduct the lesson. It has a step-by-step format and a replica of the student book with answers.</td>
</tr>
</tbody>
</table>

### Student Daily Assignments

| DAY 5   | CCFSSGStudent writes figures of description, varies them, refers to examples, and writes the Fable in his/her own words using the outline. | Paraphrase 1
Paraphrase 1
Figures of Description (10 minutes)
Write Paraphrase (20 minutes)

**Examples:**

- **Anemographia:** The wind in the poplars sounded like a tiny baby’s rattle.
- **Dendographia:** The ant ascended the cracked bark of an old pine tree.
- **Ethopoeia:** The butterfly’s golden wings glinted in the sun as she flew higher and higher. |

| DAY 6   | CCFSSGStudent changes the narrative order of the fable, perhaps practicing by relating events of his day; narrates the inverted fable out loud; and rewrites the fable. | Paraphrase 2
Oral Practice (10 minutes)
Write Paraphrase (20 minutes) |

### Parent Daily Guidelines

| DAY 7   | CCFSSGStudent varies the sentences in the workbook. | Variations: Part 2 (sentences are in the Teacher Guide)
Number 1 (10 minutes)
Number 2 (10 minutes)
Check and Correct (10 minutes) |

| DAY 8   | CCFSSG Student compares his chosen paraphrase to the Fable, corrects mistakes, and writes a final draft. | Final Draft
Mark Omissions & Corrections (15 minutes)
Begin Final Draft (15 minutes) |
Week 2 Grade Book

The workbook points are based on 5 each for the figures of description and two variations. In Appendix B there is a master copy of the grading rubric for Paraphrase 1 and Paraphrase 2.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Include</th>
<th>(A) Points Earned</th>
<th>(B) Possible Points</th>
<th>A/B x100 =% (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook (25 pts.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrase 1 (from outline)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrase 2 (reordering events)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Draft (100 pts.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2 Average</td>
<td>Add up column C &amp; divide by number of included</td>
<td>assignments =</td>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

Copyright Kolbe Academy 2012 All Rights Reserved
## WEEK 3

<table>
<thead>
<tr>
<th>Book</th>
<th>Weekly Breakdown</th>
<th>Goals and Notes for the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCFS</td>
<td>LESSON 2: THE ANT AND THE GRASSHOPPER</td>
<td>You will use the Fable Stage Teacher Guide to conduct the lesson. It has a step-by-step format and a replica of the student book with answers.</td>
</tr>
</tbody>
</table>

### Student Daily Assignments

<table>
<thead>
<tr>
<th>DAY</th>
<th>CCFSSG</th>
<th>Parent Daily Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>The Fable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Aloud (10 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Vocabulary (5 minutes): Listed in the Teacher Guide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognition &amp; Reversal (5 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Narrate out loud (10 minutes)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Variations: Part 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number 1 (10 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number 2 (10 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check and Correct</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Outline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Acts (scene changes) (5 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Divisions (15 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognition &amp; Reversal (10 minutes)</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Narration (20 minutes)</td>
</tr>
</tbody>
</table>

### Student Workbook Pages

- Draft (optional) (25 pts.)
- Other:  

### Week 3 Grade Book

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Include</th>
<th>(A) Points Earned</th>
<th>(B) Possible Points</th>
<th>A/B x100 =%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Workbook Pages (25 pts.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft (optional) (25 pts.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 3 Average**

Add up column C & divide by number of included assignments = %

---

Notes

---

Copyright Kolbe Academy 2012 All Rights Reserved