

# Kolbe Academy Home School

## GRADE FOUR CLASSICAL COMPOSITION *Classical Composition* Fable Stage *Discovering the Skills of Writing*

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**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	5.Refutation	9.Vituperation	13.Thesis or Theme
2.Narrative	6.Confirmation	10.Comparison	14.Defend/Attack a Law
3.Chreia	7.Commonplace	11.Impersonation	
4.Proverb	8.Encomium	12.Description	

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 8<sup>th</sup> 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 1: 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.

◆◆◆ 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

Book	Weekly Breakdown	Goals and Notes for the Week
CCFS	LESSON 1: THE ANT AND THE CHRYSALIS	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.

Notes

TIMES STATED ARE ESTIMATES ONLY.

Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	CCFSSG Student listens, defines words, I.D.’s Recognition & Reversal, and narrates the fable.	<input type="checkbox"/>	<b>The Fable</b> Read Aloud (10 minutes) Review Vocabulary (5 minutes): Listed in the Teacher Guide Recognition & Reversal (5 minutes) Narrate out loud (10 minutes)
DAY 2	CCFSSG Student varies the sentences in the workbook.	<input type="checkbox"/>	<b>Variations: Part 1</b> Number 1 (10 minutes) Number 2 (10 minutes) Check and Correct
DAY 3	CCFSSG Student outlines the three acts and sub-points under each.	<input type="checkbox"/>	<b>Outline</b> The Acts (scene changes) (5minutes) Other Divisions (15 minutes) Recognition & Reversal (10 minutes)

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<b>DAY</b> 4	<b>CCFSSG</b> Student narrates the tale based on his/her outline.	<input type="checkbox"/>	Narration (20 minutes)		
<b>Week 1 Grade Book</b>					
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.					
<b>Assignments</b>		<b>Include</b> <input checked="" type="checkbox"/>	<b>(A) Points Earned</b>	<b>(B) Possible Points</b>	<b>A/B x100 =% (C)</b>
Student Workbook Pages (25 pts.)		<input type="checkbox"/>			
Draft (optional) (25 pts.)		<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
CCFS	LESSON 1: THE ANT AND THE CHRYSALIS (CONTINUED)	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.
<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">Notes</div>		
Student Daily Assignments		<input checked="" type="checkbox"/> Parent Daily Guidelines
DAY 5	CCFSSG Student writes figures of description, varies them, refers to examples, and writes the Fable in his/her own words using the outline.	<input type="checkbox"/> <b>Paraphrase 1</b> Figures of Description (10 minutes) Write Paraphrase (20 minutes) <b>Examples:</b> <b>Anemographia:</b> The wind in the poplars sounded like a tiny baby's rattle. <b>Dendographia:</b> The ant ascended the cracked bark of an old pine tree. <b>Ethopoeia:</b> The butterfly's golden wings glinted in the sun as she flew higher and higher.
DAY 6	CCFSSG Student 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.	<input type="checkbox"/> <b>Paraphrase 2</b> Oral Practice (10 minutes) Write Paraphrase (20 minutes)
DAY 7	CCFSSG Student varies the sentences in the workbook.	<input type="checkbox"/> <b>Variations: Part 2</b> (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.	<input type="checkbox"/> <b>Final Draft</b> 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.				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Workbook (25 pts.)	<input type="checkbox"/>			
Paraphrase 1 (from outline)(25 pts.)	<input type="checkbox"/>			
Paraphrase 2 (reordering events)(25 pts.)	<input type="checkbox"/>			
Final Draft (100 pts.)	<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>

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WEEK 3				
Book	Weekly Breakdown	Goals and Notes for the Week		
CCFS	LESSON 2: THE ANT AND THE GRASSHOPPER	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.		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	CCFSSG Student listens, defines words, I.D.'s Recognition & Reversal, and narrates the fable.	<input type="checkbox"/>	<b>The Fable</b> Read Aloud (10 minutes) Review Vocabulary (5 minutes): Listed in the Teacher Guide Recognition & Reversal (5 minutes) Narrate out loud (10 minutes)	
DAY 2	CCFSSG Student varies the sentences in the workbook.	<input type="checkbox"/>	<b>Variations: Part 1</b> Number 1 (10 minutes) Number 2 (10 minutes) Check and Correct	
DAY 3	CCFSSG Student outlines the three acts and sub-points under each.	<input type="checkbox"/>	<b>Outline</b> The Acts (scene changes) (5minutes) Other Divisions (15 minutes) Recognition & Reversal (10 minutes)	
DAY 4	CCFSSG Student narrates the tale based on his/her outline.	<input type="checkbox"/>	<b>Narration</b> (20 minutes)	
Week 3 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 <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Student Workbook Pages (25 pts.)	<input type="checkbox"/>			
Draft (optional) (25 pts.)	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 3 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>