

# Kolbe Academy Home School

## GRADE SIX COMPOSITION AND VOCABULARY *Sadlier-Oxford Vocabulary Workshop, Level A* *Sadlier Writing Workshop, Level A*

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**COURSE TITLE:** Composition and Vocabulary

**COURSE TEXTS:** *Sadlier-Oxford Vocabulary Workshop, Level A*, © 2005, (T1431)  
Teacher's Manual for *Sadlier-Oxford Vocabulary Workshop, Level A*, (T1431A), optional  
*Sadlier Writing Workshop, Level A*, © 2009, (T1516)  
Teacher's Edition for *Sadlier Writing Workshop, Level A*, (T1516A), optional

**COURSE DESCRIPTION:**

Grade Six vocabulary develops the student's capacity to pronounce, spell, use, look up in the dictionary, understand, and remember the definitions of words, their diacritical marks, and syllabication. It also develops the student's ability to work with synonyms, antonyms, homonyms, homographs, prefixes, suffixes, roots, denotation, connotation, literal usage, figurative usage, and analogies

Grade Six composition will aid the student in developing composition skills, which are so necessary for further education. Many of these skills can be applied in Kolbe Academy's Literature program both in written assignments and book reports. Overall, this course should dovetail with the literature course in assignment of written work.

If you wish, you may have the student write the activities on paper instead of in the book. This is especially beneficial for those who have younger students who then would be able to use the same book later on.

**COURSE OBJECTIVES:**

- ❖ To master the spelling and understanding of the words introduced
- ❖ To successfully apply the correct spelling and usage of learned words in writing activities
- ❖ To assist the student in developing thoughts in a logical manner, in order to become an effective speaker and writer.
- ❖ To assist the student in writing effective sentences and building paragraphs.
- ❖ To assist the student in writing narrative, informative, descriptive, and persuasive paragraphs and essays.
- ❖ To assist the student in writing for a newspaper, writing letters, writing a research report, and writing about literature.
- ❖ Effective composition skills

**SKILLS TO BE DEVELOPED:**

- ❖ visual discrimination between words
- ❖ auditory discrimination of words
- ❖ ability to spell the assigned words
- ❖ ability to use the assigned words in well-structured sentences
- ❖ master the meaning of words

**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. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them 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, *Sadlier Writing Composition Workshop, Level A* student book is represented by the abbreviation **VOC**. *Sadlier-Oxford Vocabulary Workshop, Level A* student book is represented by the abbreviation **COMP**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. These assignments and course plan can be altered; a family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This composition and vocabulary course contains 36 weeks broken into four 9-week quarters. Week 8 is a lighter week, and usually includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your sixth grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

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.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown	Goals and Notes for the Week		
VOC	Pages 6-20	All assignments this week are an introduction to the material that will be covered this year. Have the student put bookmarks in these areas for easy reference. The student will become familiar with the format of the book and the terms used throughout the course.		
COMP	Pages 116-125			
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	Read VOC Pages 6-10	<input type="checkbox"/>	Have the Student read VOC pages 6-10. Have the student go over the <b>Pronunciation Key</b> and <b>Vocabulary of Vocabulary</b> and do the exercises on pages 7-10.	
	Exercises	<input type="checkbox"/>		
DAY 2	Read VOC Pages 9-12	<input type="checkbox"/>	Have the Student read VOC pages 9-12 and understand the information on <b>Vocabulary Strategy: Using Context</b> and <b>Vocabulary Strategy: Word Structure</b> . Have the student do the exercises.	
	Exercises	<input type="checkbox"/>		
DAY 3	Read VOC Pages 13-17	<input type="checkbox"/>	Have the student read VOC pages 13-17 and understand the information on <b>Vocabulary Strategy: Vocabulary and Reading, Grammar and Writing</b> , and <b>Working with Analogies</b> . With the student, review all work done this week and encourage the student to refer back to the information whenever necessary or helpful.	
	Review work	<input type="checkbox"/>		
DAY 4	Read COMP Pages 116-125	<input type="checkbox"/>	Have the student read COMP pages 116 – 125 and the inside of the back cover of the book. Study and assign to memory the rules for capitalization, abbreviations, numbers, punctuation spelling, and common usage errors. Study carefully the proofreader’s symbols on the inside of the back cover. Be sure to refer back to these pages as frequently as necessary as you proceed through the book.	
	Memorize punctuation rules & proofreader’s symbols	<input type="checkbox"/>		
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercises day 1	<input type="checkbox"/>			
Exercises day 2	<input type="checkbox"/>			
Other:	<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		
VOC	Diagnostic Test Unit 1 Pages 18-27			
COMP	Pages 8-12			
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	Read VOC Pages 18-20	<input type="checkbox"/>	Have the student read VOC pages 18-20 and do the <b>Diagnostic Test</b> .	
	Diagnostic Test	<input type="checkbox"/>		
DAY 2	Read VOC Pages 21-23	<input type="checkbox"/>	Have the student read VOC pages 21-23. Assign the words and complete <b>Definitions</b> 1-20. Have the student study for a test next week on the words. Tell him he is responsible for spelling, part of speech, and ability to use the words in original sentences.	
	Study vocab words and do definitions	<input type="checkbox"/>		
DAY 3	Read VOC Pages 24-25	<input type="checkbox"/>	Have the student read VOC pages 24-25 and do <b>Completing the Sentence, Synonyms, and Antonyms</b> .	
	Completing the Sentence	<input type="checkbox"/>		
	Synonyms and Antonyms	<input type="checkbox"/>		
DAY 4	Read VOC Pages 26-27	<input type="checkbox"/>	Have the student read VOC pages 26-27 and do <b>Choosing the Right Word and Vocabulary in Context</b> . You may give a pre-test on the words as preparation for Monday's test. Have the student read <b>COMP</b> pages 8-12 and do activities on page 12.	
	Choosing the Right Word	<input type="checkbox"/>		
	Vocabulary in Context	<input type="checkbox"/>		
	Read COMP Pages 8-12	<input type="checkbox"/>		
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Diagnostic Test	<input type="checkbox"/>			
Completing the Sentence	<input type="checkbox"/>			
Synonyms and Antonyms	<input type="checkbox"/>			
Choosing the Right Word	<input type="checkbox"/>			
Vocabulary in Context	<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>