

Kolbe Academy Home School

GRADE TWO ENGLISH GRAMMAR *English 2*

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COURSE TITLE: English Grammar

COURSE TEXTS: *English 2*, 2nd edition, (T1012)
English 2 Teacher Manual, 2nd edition, (T1012A), Optional

SUPPLEMENTAL MATERIALS: *Children's Dictionary* (T1001)

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*.

SCOPE AND SEQUENCE:

1. Quarter 1
 - a. Alphabet
 - b. Capital Letters
 - c. Types of Sentences
 - d. Days of the Week
 - e. Months of the Year

- f. Abbreviations and Initials
- g. Holidays
- h. "A" and "An"
- i. Rhyming Words
- j. Paragraphs
- k. Riddles
- l. Nouns

2. Quarter 2

- a. Antonyms
- b. Synonyms
- c. Homonyms
- d. Pronouns
- e. Compound Words
- f. Verbs

3. Quarter 3

- a. Verb Suffixes
- b. Helping Verbs
- c. Contractions
- d. Possessive Nouns
- e. Adjectives
- f. Adjective Phrases

4. Quarter 4

- a. Subject and Predicate
- b. Composition
- c. Adverbs
- d. Letter Writing
- e. "No" Words
- f. "May" and "Can"
- g. "Sit" and "Set"
- h. Book Reports
- i. Reviews of All Material Covered

COURSE OBJECTIVES:

- ❖ identify kinds of sentences
- ❖ complete sentences
- ❖ select nouns
- ❖ select verbs
- ❖ select pronouns
- ❖ select adjectives
- ❖ select adverbs
- ❖ use verb tenses
- ❖ identify simple subject and predicate
- ❖ select words that describe
- ❖ use capitals to begin sentences
- ❖ punctuate sentences
- ❖ capitalize proper nouns
- ❖ identify rhyming words
- ❖ identify synonyms
- ❖ identify antonyms

- | | |
|---------------------|----------------------|
| ❖ identify homonyms | ❖ write letters |
| ❖ alphabetize words | ❖ address envelopes |
| ❖ classify objects | ❖ use proper grammar |
| ❖ write paragraphs | |

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, *English 2* is represented by the abbreviation **E2**. 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. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. 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 English grammar course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. 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. **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 second 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		
E2	Pages 4-9	Alphabet, use of capital letters, recognizing sentences.		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	E2 Do page 4-5	<input type="checkbox"/>	Let the student look through the book and explain that many of the pictures are of saints. We should pray to them to help us in our daily work. On page 4, explain and show in a dictionary that the words are in alphabetical order. Assign the work.	
DAY 2	E2 Do page 6-7	<input type="checkbox"/>	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 capitals to begin each one. On page 7, have the student tell you about what is shown in the picture before having him do the work. While the student is learning to write the sentences on page 7, correct the work but do not give a grade. Help the student to learn from his mistakes.	
DAY 3	E2 Do page 8	<input type="checkbox"/>	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.	
DAY 4	E2 Do page 9	<input type="checkbox"/>	Have the student review the work on page 8 before completing the work on page 9. While the student is learning to write the sentences on page 9, correct the work but do not give a grade. Help the student to learn from his mistakes.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Page 4	<input type="checkbox"/>			
Page 5	<input type="checkbox"/>			
Page 6	<input type="checkbox"/>			
Page 8	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 1 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
E2	Pages 10-15	Declarative and imperative sentences		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	E2 Do page 10-11	<input type="checkbox"/>	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.	
DAY 2	E2 Do page 12-13	<input type="checkbox"/>	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.	
DAY 3	E2 Do page 14	<input type="checkbox"/>	Review declarative and imperative sentences. Assign the work.	
DAY 4	E2 Do page 15	<input type="checkbox"/>	Review declarative and imperative sentences. Assign the work.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Page 10	<input type="checkbox"/>			
Page 12	<input type="checkbox"/>			
Page 15	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 2 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%