

# Kolbe Academy Home School

## GRADE SIX ENGLISH GRAMMAR *Voyages in English 6*

### TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	4
B. Quarter 2	14
C. Quarter 3	26
D. Quarter 4	37
III. Quarterly Tests	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	
IV. Quarterly Answer Keys	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	

**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

**COURSE TITLE:** English Grammar

**COURSE TEXT:** *Voyages in English 6*, Loyola, 1962 edition, (T1006A)  
*Voyages in English 6, Teacher's Manual*, Loyola, 1962 edition, (T1006B) optional

**COURSE DESCRIPTION:**

The lesson plan covers Part Two of the *Voyages in English* book, which is **Grammar**. The teaching of English should be cumulative. In Grade Six the student will review what he learned in previous grades 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 vocabulary.

Kolbe Academy has skipped around this particular *voyages* book to provide the best course possible for your child. *Voyages in English* covers each part of speech separately, nouns first. A parent who is teaching nouns and comes to an example of a noun as a direct object will run into problems if you haven't taught verbs yet. Kolbe has designed the course plans to follow the sequence in the 1979 version of *Voyages* that was implemented successfully in our day school.

On pages 371-375 there are model diagrams. The student should diagram sentences in exercises as he proceeds through the work. If there is a question on how to diagram, please refer to these pages.

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 words and definitions in this book. The more he uses his memory, the better it is for him both now and in the future. A dictionary is recommended for use in this course. There are many exercises in the back of the book following the Index that can be used if time permits for reinforcement. The daily work should include memorization of fundamental rules of grammar.

Note that Part One of *Voyages in English*, which is **Composition**, is not used in this course. Composition is studied in Kolbe Academy's Vocabulary and Composition course using *Sadlier-Oxford Composition Workshop* series.

**COURSE OBJECTIVES:**

1. To instill confidence in using grammatical rules according to the principles of:
  - ❖ imitation
  - ❖ repetition
  - ❖ emulation
  - ❖ memorization

2. To assist the student in applying rules of grammar to written and oral assignments.
3. To assist the student in applying spelling rules
4. To introduce diagramming skills to the student.

### 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 these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

*Voyages in English Book Six* is represented by the abbreviation **VOY**. 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 **DAY 1**, **DAY 2**, **DAY 3**, and **DAY 4** abbreviations. Parent daily guidelines are given to the left 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*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep 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 written and graded work is required per quarter for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as 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.

This English 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 teach the material in the tests.**

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
VOY	Part 2: Chapter 8, pages 351-363.	Note that Part One of <i>Voyages in English</i> , which is <b>Composition</b> , is not used in this course. Composition is studied in Kolbe Academy's Vocabulary and Composition course using <i>Sadlier-Oxford Composition Workshop</i> series. Students will be introduced to sentences, subject, predicate, and diagramming sentences.
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Notes</div>		
Student Daily Assignments		Parent Daily Guidelines
DAY 1	Read VOY Pages 351-352	<input checked="" type="checkbox"/> <b>Have the student read pages 351-352.</b> Have the student memorize the definition of a sentence. Have the student do exercise 168-169. It is recommended that the student memorize all of the definitions that are in <b>bold print</b> .
	Do exercises 168-169	
	Memorize definitions in bold print	
DAY 2	Read VOY Pages 352-356	<input type="checkbox"/> <b>Have the student look over pages 352-356.</b> Understand the subject and predicate of sentences. Have the student do exercise 170-171.
	Do exercises 170-171	
DAY 3	Look over exercise 171	<input type="checkbox"/> <b>Have the student look over exercise 171.</b> Diagram at least five of the sentences in exercise 171. Model diagrams are shown on page 371-375. Student should refer to these pages when diagramming. If the student has never diagrammed sentences, this can be challenging. Look at the first diagram on page 375 and have the student do only the first part of the diagrams showing the subject and the predicate unless he is familiar with diagramming. If diagramming becomes too much of an ordeal, just make sure the student understands the parts of sentences, the parts of speech, etc. as he proceeds through the lessons.
	Diagram 5 sentences in Ex 171	
DAY 4	Read VOY Pages 360-363	<input type="checkbox"/> <b>Have the student read pages 360-363.</b> The student should understand compound subjects and predicates. Check out the diagramming of compound elements on page 374. Have the student do exercise 178-179.
	Look over page 374.	
	Do exercises 178-179	

Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercises 168 & 169	<input type="checkbox"/>			
Exercises 170 & 171	<input type="checkbox"/>			
Diagrams	<input type="checkbox"/>			
Exercises 178 & 179	<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		
VOY	Part 2: Ch 1 (Pg 187-190); Ch 2 (pg 219- 220); Ch 4 (pgs 262- 265)	Nouns, pronouns, verbs		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	Read VOY pages 262-265	<input type="checkbox"/>	Have the student read pages 262-265. Memorize the definitions of a verb and a verb phrase. Become familiar with the auxiliary verbs. Have the student do exercise 86, 87, 88.	
	Do exercises 86, 87, 88	<input type="checkbox"/>		
DAY 2	Read VOY pages 187-188	<input type="checkbox"/>	Have the student read pages 187-188. Memorize the definitions of nouns, proper nouns, and common nouns. Have the student do exercise 1-2. Diagram at least five of the sentences in exercise 1.	
	Do exercises 1-2	<input type="checkbox"/>		
	Diagram 5 sentences in Ex 1	<input type="checkbox"/>		
DAY 3	Read VOY pages 189-190	<input type="checkbox"/>	Have the student read pages 189-190. Understand collective nouns. Have the student do exercise 3-4.	
	Do exercises 3-4	<input type="checkbox"/>		
DAY 4	Read VOY pages 219-220	<input type="checkbox"/>	Have the student read pages 219-220. Memorize the definition of a pronoun, and understand personal pronouns. Have the student do exercise 34. Diagram at least five of the sentences in exercise 34.	
	Do exercise 34	<input type="checkbox"/>		
	Diagram 5 sentences in Ex 34	<input type="checkbox"/>		
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercises 86, 87, 88	<input type="checkbox"/>			
Exercises 1, 2	<input type="checkbox"/>			
Diagrams	<input type="checkbox"/>			
Exercises 3, 4	<input type="checkbox"/>			
Exercise 34	<input type="checkbox"/>			
Diagrams	<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>