

# Kolbe Academy Home School

## GRADE ONE SPELLING

### TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	4
B. Quarter 2	12
C. Quarter 3	20
D. Quarter 4	28

**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:** Spelling

**COURSE TEXTS:**

See lesson plan for spelling lists each week.  
*Phonogram Flash Cards (T1859)*

**COURSE DESCRIPTION:**

The first words in the Grade One spelling list come directly from the *Catholic National Readers New Primer and Book One*. The child is learning to spell the words he is learning to read. On the second week of school, begin formal spelling lessons assigning ten words per week. On Day 1 assign the words; discuss how you would use the words in simple sentences. Have the student write each word five times. Use Day 2 to study the words. On Day 3 give a spelling pre-test. On Day 4 the weekly test is given.

Beginning the fourth week of the quarter have the student write a simple sentence with each of the words on the spelling pre-test; give assistance if needed. On Day 3, following the pre-test, have the student write a sentence with each of the words unassisted. If this is difficult for the child at first, explain to him that it will become easier every time he does it. Any words misspelled on the test on Day 4 are added to the next week's list.

**COURSE OBJECTIVES:**

- ❖ To master the spelling of the Grade One word lists.
- ❖ To successfully apply the correct spelling and usage of learned words in writing activities.

**SKILLS TO BE DEVELOPED:**

- ❖ visual discrimination between words
- ❖ auditory discrimination of words
- ❖ ability to spell the listed words
- ❖ ability to use the listed words in complete sentences

**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.**

Each weekly spelling list is given in the first rows of the week's daily course plan. Any teaching tips or notes are summarized below the list. 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. On Day 1 assign the words; Day 2 review; Day 3 give a pre-test; Day 4 exam.

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 home schooling and not as a hindrance. It includes a cumulative list of

assignments from the week's course plan as well as space for additional assignments, if needed. You may give both a formal grade and an applied grade in spelling. The formal grade will be the grade the student received on the written test. The applied grade can be calculated on the student's spelling in all subjects. Give 100% at the beginning of the week and deduct 1% for each misspelled word on daily work in all subjects. The deductions should be given on words the student should know how to spell and ones that could easily be copied, but not on words misspelled when trying to enhance written work with above level vocabulary. Average the two grades for the final grade for the week. **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 spelling 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 first 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.

#### **SUPPLEMENTAL WORDS:**

Here are some extra words, which may be used for extra credit or as a challenge for the student. If the student is easily mastering spelling you can select from this list to add to the assigned list.

flies	cried	age	cage	page	ago	about	around	join
spoil	noise	always	been	pick	much	fast	easy	would
could	should	wanted	spill	pull	drag	bang	hang	sang
near	nearly	knew	float	side	slide	air	hair	bead
lead	bus	turn	turned	wash	washing	weak	when	week
spot	shut	quit	pray	prayer	pear	pair		

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Goals and Notes for the Week				
Use this week to work on the phonograms. It is important that the student can both identify the sounds of the phonograms given the letter, and identify the letter when given the sounds.				
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	Practice phonograms	<input type="checkbox"/>	Use flashcards of the phonograms and have the student orally identify the sounds for each.	
DAY 2	Write phonograms	<input type="checkbox"/>	Dictate the sounds of the phonograms in random order and have the student write the letter.	
DAY 3	Practice phonograms	<input type="checkbox"/>	Use flashcards of the phonograms and have the student orally identify the sounds for each.	
DAY 4	Write phonograms	<input type="checkbox"/>	Dictate the sounds of the phonograms in random order and have the student write the letter.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Dictation Day 2	<input type="checkbox"/>			
Dictation Day 4	<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>

◆ COURSE PLAN ◆

WEEK 2					
a	cat	fat	hat	the	
an	man	can	has	l	
<b>Goals and Notes for the Week</b>					
The instructions outlined below in Days 1-4 of the Parent Daily Guidelines should be used this week and next week until different instructions are given in the fourth week.					
<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">Notes</div>					
<b>Student Daily Assignments</b>		<input checked="" type="checkbox"/>	<b>Parent Daily Guidelines</b>		
DAY 1	Read through your spelling list	<input type="checkbox"/>	Assign this week's words. Write each word on the board or a piece of paper.		
DAY 2	Study your spelling list	<input type="checkbox"/>	Review word list with the student and give an oral test over the words to help the student review.		
DAY 3	Take the spelling pre-test	<input type="checkbox"/>	Give a written spelling pre-test. Say each word slowly and carefully. Do not give a grade on the pre-test. If the student misspells any word, explain the correct spelling and have him write the word(s) five times each.		
DAY 4	Take the spelling test	<input type="checkbox"/>	Give the spelling test. Say each word slowly and carefully. If the student misspells any word, explain the correct spelling and have him write the word(s) five times each. The misspelled words should be included with next week's spelling list.		
<b>Week 2 Grade Book</b>					
<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>
Spelling test (Formal grade)		<input type="checkbox"/>			
Applied spelling grade		<input type="checkbox"/>			
Other:		<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>