

# Kolbe Academy Home School

## GRADE FOUR VOCABULARY & SPELLING *Sadlier-Oxford Vocabulary Workshop Level Orange*

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**COURSE TITLE:** Vocabulary & Spelling

**COURSE TEXTS:**

*Sadlier-Oxford Vocabulary Workshop, Level Orange*, 2006 edition (T1429)

*Teacher's Edition for Sadlier-Oxford Vocabulary Workshop, Level Orange* (T1429A), Optional

*Catholic National Reader, Book Four*, (T1864), Optional

**COURSE DESCRIPTION:**

Grade Four vocabulary & spelling 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, and analogies.

*Sadlier-Oxford Vocabulary Workshop, Level Orange* is the primary book used for the course. The *Catholic National Reader (CNR), Book Four* is used during each week for additional vocabulary work. The page number in parentheses after the words indicates the page of the *Catholic National Reader* on which you can find the word. Encourage the student to use all new words in composition and in speech. If doing both the vocabulary book and the words from the CNR is too time consuming and challenging, eliminate the words from CNR and do only the vocabulary book.

**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

**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
- ❖ mastery of the meaning of words in this course

**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.**

*Sadlier-Oxford Vocabulary Workshop Orange* is represented by the abbreviation **VOC**. 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.

The page numbers in parentheses after the words indicate the pages of the *Catholic National Reader, Book 4*, (CNR) on which you will find the word. These words are not necessarily taken from the story the student is presently reading in CNR. All vocabulary words should be assigned on **DAY 1**. The student should copy the words, write the parts of speech and the definitions, and be responsible for learning them. A spelling notebook would be useful for this. In some cases the use of the word in *CNR* is different from that with which the student is familiar, i.e., "curb" (112) is used as a verb. Assign the work in the *Sadlier-Oxford vocabulary Workshop, Level Orange* that is on the course plan as specified in the course plan. When there are additional words from the CNR assigned during the week, have the student look them up in the CNR for context and a dictionary for their definitions. Then have the student list the assigned words and their meanings and memorize them. Give a pre-test on **DAY 2**. The pre-test should include all of the assigned words. Correct but do not grade the pre-test. **DAY 3** should be used to look over the pre-test, noting errors, complete written work that has been assigned, and study for the test to be given on **DAY 4**. Words misspelled on **DAY 4's** test should be added to the following week's list in order to learn the correct spelling. Students should be encouraged to use all new words in their speech and writing. This can be challenging for some students and should not become a frustration. If the word lists prove too difficult, use only the *Vocabulary Workshop, Level Orange*, making certain that the student understands the material.

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 vocabulary. 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 vocabulary & 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. **Instructions for the quarterly Vocabulary & Spelling exam are given in Week 9 of each quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fourth 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 and Year		
VOC	Pages 10-11	<p>The instructions outlined below in Days 1-4 of the Parent Daily Guidelines should be used every week. The page numbers in parentheses after the words above indicate the pages of the <i>Catholic National Reader, Book 4</i>, (CNR) on which you will find the word. These words are not necessarily taken from the story the student is presently reading in CNR.</p>		
Additional Vocabulary Words from the CNR				
hearth (15)	confusion (15)	crimson (15)	presently (15)	trickling (15)
subside (15)	residence (20)	gossip (20)	snuggle (20)	guest (23)
loyalty (23)	emphasize (23)	merely (23)	prophet (25)	hearken (25)
interior (28)	avidity (28)	horizon (28)	torpid (28)	efforts (32)
<div style="border: 1px solid black; padding: 5px; min-height: 100px;"> <p>Notes</p> </div>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	Write the parts of speech and definition of each word in this week's vocabulary list	<input type="checkbox"/>	<p>All vocabulary words should be assigned today. The student should copy the words, write the parts of speech and the definitions, and be responsible for learning them. A spelling notebook would be useful for this. In some cases the use of the word in <i>CNR</i> is different from that with which the student is familiar, i.e., "curb" (112) is used as a verb. Have the student look up the words in the list above in the <i>CNR</i> for context and in a dictionary for their definitions. Then have the student list the assigned words and their meanings and memorize them.</p>	
	Study for pre-test	<input type="checkbox"/>		
DAY 2	Take the spelling pre-test	<input type="checkbox"/>	<p>Give a written Pre-test. After you have given all of the words, have the student write each word in an original sentence. He may have help in the Pre-test. <b>Do not give a grade on the Pre-test.</b> If the student misspells any word, explain the correct spelling and have him write the word(s) five times each.</p>	
DAY 3	VOC Do Diagnostic Test on pages 10-11	<input type="checkbox"/>	<p>Have the student Do the Diagnostic Test on pages 10-11 in <b>VOC</b>. Review word list with the student and give an oral test over the words to help the student review.</p>	
	Study for the test	<input type="checkbox"/>		
DAY 4	Take the test	<input type="checkbox"/>	<p>Look over the Diagnostic Test with the student. Give the spelling test.</p>	

Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Vocabulary/Spelling test	<input type="checkbox"/>			
Applied Vocab/Spelling grade	<input type="checkbox"/>			
Diagnostic test	<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 and Year		
VOC	Pages 12-17	Unit 1		
Additional Vocabulary Words from the CNR				
achieve (32)	endeavor (32)	insolent (33)	equity (33)	
degrade (33)	jeered (33)	surrender (38)	citizen (38)	
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	Write the parts of speech and definition of each word in this week's vocabulary list	<input type="checkbox"/>	All vocabulary words from the CNR list above and VOC Unit 1 should be assigned today. The student should copy the words, write the parts of speech and the definitions, and be responsible for learning them. Have the student look up the words in the list above in the CNR for context and in a dictionary for their definitions. Then have the student list the assigned words and their meanings and memorize them.	
	Study for pre-test	<input type="checkbox"/>		
DAY 2	Take the spelling pre-test	<input type="checkbox"/>		
	VOC Do pages 12-13	<input type="checkbox"/>		
DAY 3	VOC Do pages 14-17	<input type="checkbox"/>	Have the student do pages 14-17. Review word list with the student and give an oral test over the word lists from both the VOC and CNR to help the student review.	
	Study for the test	<input type="checkbox"/>		
DAY 4	Take the test	<input type="checkbox"/>	Give the Vocabulary/Spelling Test over the word lists from both the VOC and CNR. After you have given all of the words, have the student write each word in an original sentence. Words misspelled on DAY 4's test should be added to the following week's list in order to learn the correct spelling.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Vocabulary/Spelling test	<input type="checkbox"/>			
Applied Vocab/Spelling grade	<input type="checkbox"/>			
Pages 12-13	<input type="checkbox"/>			
Pages 14-17	<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>