

Kolbe Academy Home School

GRADE FOUR WORD STUDY *MCP Word Study D*

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COURSE TITLE: Word Study

COURSE TEXTS: *Word Study, Level D, Modern Curriculum Press, 1995 (T1204)*
Kolbe Academy Answer Key to Word Study, Level D, 2009 (T1204B) – optional
Resource Manual for MCP Word Study, Level D, 1995 (T1204A) – optional

COURSE DESCRIPTION:

Grade Four Word Study introduces the student to a gradual sophistication of use in the skills developed from the previous phonics courses. Uses of the apostrophe, possessives, contractions, prefixes & roots all expand the student's ability to read, write and speak with use of simple but important and expanded phonics skills.

MCP Word Study, Level D begins with easy material, and the child should be able to complete most of the work with very little help. The child should be able to read the instructions and follow the directions at this stage. Because the word study book is a workbook, the student may have a tendency to rush through the work without paying attention to the lessons taught. It is suggested that he memorize the rules that appear throughout the book and learn how to use them with new words. The rules will help not only in decoding new words but also in spelling.

Much in the word study book reinforces what the student learns in English and Spelling. Because children sometimes forget, this is a good thing. We recommend that you do not tear out the pages of the word study book because if there is a need to review a concept, the student will not be able to look back and find where it was introduced.

COURSE OBJECTIVES:

- ❖ Skill development:
 - Reading skill is developed through the use of decoding skills in an ordered system, gradually increasing the difficulty of each section.
- ❖ This ties in with three principles of Ignatian education:
 - Self activity
 - Mastery
 - Formation
- ❖ To review and practice activities that maintain the student's facility with phonics tools. Review exercises reinforce and assess student's mastery of skills. This is implementation of the principle of repetition.
- ❖ To write out the entire question and answer in order to reinforce the whole concept that is being studied. Here, again, is "self activity."
- ❖ To focus on each piece of work to allow for in-depth instruction on the part of the teacher and practice on the part of the student. This is the principle of "divide et impera," or "divide and conquer": taking things apart and putting them back together.

SCOPE AND SEQUENCE:

Quarter 1

1. Consonants
2. Short and long vowels
3. Hard and soft 'c' and 'g'
4. Consonant blends and digraphs
5. Syllables
6. 'R' controlled vowels
7. Words with 'k' and 'f' sounds
8. Silent letters

Quarter 2

1. Suffixes
2. Syllables
3. Vowel pairs and vowel digraphs

Quarter 3

1. Diphthongs
2. Syllables
3. Plurals
4. Apostrophes in possessives and contractions
5. Rules of syllabication
6. Prefixes

Quarter 4

1. Roots
2. Syllables
3. Synonyms
4. Antonyms
5. Homonyms
6. Alphabetical order
7. Using the dictionary

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, *Modern Curriculum Press Word Study D* is represented by the abbreviation **MCP**. 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 word study 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 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		
MCP	Pages 1-6	Consonants, short vowels, long vowels. <i>MCP Word Study D</i> is very self-explanatory, and the student should be encouraged to do the work without much help. The greatest challenge is knowing what the pictures are, so we have listed them in the course plans. It is important for the student to memorize and know how to apply the rules in reading and spelling. There is a temptation on the part of students to rush through the pages in workbooks without mastering the concepts.		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	MCP Do pages 1-2	<input type="checkbox"/>	Final consonants. Page 1 Pictures: box, pool, coat, pan, ham, cap, bed, lion, jet, five, bib, bug.	
DAY 2	MCP Do page 3	<input type="checkbox"/>	Memorize the Rule Short vowels. Pictures: 1. fan, nest, ant, cat, hand 2. gift, six, pin, ram, bib 3. duck, bug, ham, sun, bus 4. mop, block, box, top, bell 5. egg, bed, bag, jet, hen	
DAY 3	MCP Do pages 4-5	<input type="checkbox"/>	Page 5 long vowels Memorize the Rules Pictures: bone, five, tape, heel, cube, radio, seal, rake, key, vase, cone, tune	
DAY 4	MCP Do page 6	<input type="checkbox"/>	Long vowels	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 1-2	<input type="checkbox"/>			
Page 3	<input type="checkbox"/>			
Pages 4-5	<input type="checkbox"/>			
Page 6	<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 =			%

◆ COURSE PLAN ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
MCP	Pages 7-12	Hard and soft 'c' and 'g', consonant blends with 'r' and 'l' blends		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	MCP Do pages 7-8	<input type="checkbox"/>	Memorize the Rule Page 7 Pictures: fence, circus, car, cane, pencil, cymbals, celery, cereal	
DAY 2	MCP Do page 9	<input type="checkbox"/>	More work with 'c' and 'g'.	
DAY 3	MCP Do pages 10-11	<input type="checkbox"/>	Page 11 Understand the definition of a consonant blend. Pictures: fly, pretzel, bridge, claws, crow, plants, train, drum	
DAY 4	MCP Do page 12	<input type="checkbox"/>	Consonant blends	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 7-8	<input type="checkbox"/>			
Page 9	<input type="checkbox"/>			
Pages 10-11	<input type="checkbox"/>			
Page 12	<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 =			%