



# SETON HOME STUDY SCHOOL

## Vocabulary 5

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### TEXT-WORKBOOK:

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*Wordly Wise Book Two* (1997 Edition)

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### INTRODUCTION

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Our Seton students like to learn their vocabulary using this Wordly Wise series mainly because of the variety of exercises. Though this workbook is not Catholic, we believe it is a good text. It is used in many private schools, and is definitely challenging. We have included sentences in the weekly quizzes to teach our Catholic values. We hope you and your child like them.

#### Teaching Tips

We recommend that you plan on about twenty minutes per day for this class. If there are words which your child does not know at the beginning of the lesson, be sure to focus on these during the remaining lessons.

Page v contains good instructions. Have your child refer to it often. Point out the importance of learning the different meanings of a word. Teach your child how to use the Glossary. The Quarter Test definitions must come from the Glossary in the back of the text-workbook.

Most children can do one exercise each day: Exercise A on Monday, Exercise B on Tuesday, and so on. The weekly quizzes located on the following pages are taken on Friday. Your child should write the answers for the definitions for the weekly quizzes in a vocabulary notebook. The words for the blanks in the sentences can be written in the notebook or directly on the paper if there is room.

There are 36 weeks in the school year, but only 30 vocabulary lessons. Please assign lessons 1 to 7 in the first quarter, lessons 8 to 15 in the second quarter, lessons 16 to 23 in the third quarter, and lessons 24 to 30 in the fourth quarter.

#### Note to the Student

Read the Introduction in the *Wordly Wise* text before beginning the first lesson. When looking up the vocabulary words in the Glossary, you should write down the part of speech of the word. While you will not be required to identify the parts of speech on the Quarter Tests, points will be deducted if the part of speech of the definition does not correspond to the part of speech of the word. For example, if the vocabulary word is *benevolence*, your definition should be “an act of kindness” (noun), not “to do a kind act” (verb).

The definitions you write should not be of the obvious kind. For instance, do not define *irrelevant* as “not relevant.” Rather, define it as “inapplicable.” When you are asked to define a word such as *navigator*, do not simply say “one who navigates.” This does not show that you know what a navigator is. Instead, your definition should be “one who steers a course.” Points will be deducted if definitions on the Quarter Tests are of the obvious type and do not prove that you know what the words actually mean.

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