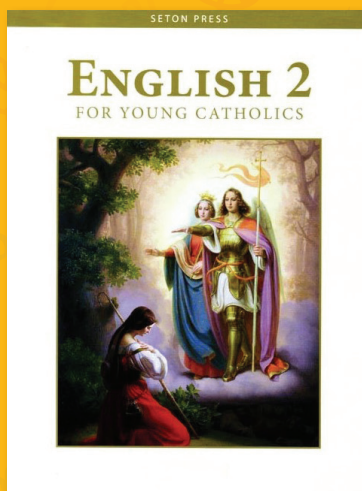




ENGLISH 2

COURSE MANUAL



LESSON PLANS - APPENDIX - ANSWER KEYS - TESTS - QUARTER REPORT FORMS

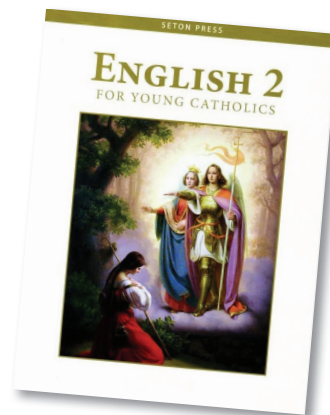
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The answer key, tests, and Quarter Report Forms are located at the end of this Course Manual.

Course Materials

English 2 for Young Catholics



ENGLISH 2 LESSON PLAN

Week One

Day 1

Parent:

As we begin, please remember that all the assignments are suggestions or recommendations. You need to determine that the assignments are proper for your child. However, for Seton to give grades on a report card, we need to have the tests or assignments, as indicated on the Quarter Report Forms.

You can check off work
as you complete it!



Skim through *English 2 for Young Catholics* with your child. In the front of the book, there is a table of contents. You can read the chapter headings with your child.

☐


The Preface and Introduction are for you to read. The Preface gives you an overview of the textbook, and the Introduction explains the ongoing Catholic stories in the book.

☐

At the beginning of each chapter, there is an outline. This outline provides an overview for the parent mainly of the items that will be taught in the chapter. As you and your child skim through the chapters, ask your child to find Prince, the French poodle. Tell your child that Prince will help point out important information that must be learned. Throughout the book, there are additional drawings for your child to enjoy, such as religious drawings, pictures of stained glass windows, and pictures of churches in France.

CHAPTER 1

Parent:



Read over the outline of Chapter 1, p. 1.

☐


Read to your child the poem "Hymn to Jesus and Mary" on p. 2. Tell your child to listen for the rhyming words. Ask your child to tell you some of the rhyming sounds.

☐


Read the definition of a sentence in the box at the top of p. 3. (Throughout the book, definitions and rules are inside boxes.) Your child likely understands that words, when combined to express a complete thought, create sentences.

☐


Read the examples and explanations on p. 3. Give additional examples of complete sentences, as well as examples of phrases, such as *The sky is cloudy* (sentence); *during the storm* (not a sentence). Ask your child to give examples of each.

☐


Assign Exercise 1 on p. 3. If your child needs help in reading the sentences, assist him.

☐



ENGLISH 2 LESSON PLAN

Day 2



Read the rules at the top of p. 4. This lesson reviews the concept that a sentence is a complete thought and that every sentence begins with a capital letter. ☐



Read the examples and explanations on p. 4. Using some of your child's other books, point out the capital letter at the beginning of each sentence. ☐



Assign Exercise 2A on p. 4. Whenever your child needs help in reading the sentences, assist him. ☐



Assign Exercise 2B on p. 4. This exercise checks your child's recognition of a complete sentence and the need for a capital letter if the group of words is a sentence. ☐

Day 3



Review the rules on p. 5. Notice that Prince, the French poodle, is pointing to the rules. Your child must understand and remember these rules. ☐



Read the examples on p. 5. ☐



Assign Exercise 3 on p. 5. If you have a globe or large map of the world, show your child where he lives and where France and Spain are located. Print out a larger map from the Internet. ☐

Day 4



Read the rules on p. 6. ☐



Read the examples and explanations on p. 6. Point out that a telling sentence begins with a capital letter and ends with a period. ☐

Explain that your child uses telling sentences when he **tells** a story, such as when he **tells** about a game that he played.



Assign Exercise 4 on p. 6. Notice that the pronunciation of words that are new for your child is in brackets following each of these word. ☐

ENGLISH 2 LESSON PLAN

Day 5



Read the rules on p. 7.

☐


Read the examples and explanations on p. 7. Point out that all sentences begin with a capital letter. Asking sentences end with a question mark. Prince indicates that these rules and this list of words must be learned.

☐

Explain that your child uses an asking sentence every time he **asks** a question, such as asking to go outside and play, or when he **asks** for a snack.



Write flash cards for the words that often begin an asking sentence. Using the flash cards, tell your child to orally make up asking sentences with each of the words.



Assign Exercise 5 on p. 7. Point out that the first word of each sentence starts with a capital letter.

☐

Week Two

Day 1



Review the definition of a telling sentence. **Review** the use of a period at the end of a telling sentence.

☐


Read the rules on p. 8 for asking sentences.

☐


Read the examples and explanations on p. 8.

☐


Assign Exercise 6A on p. 8: Read the list of words that often begin asking sentences, then do the exercise.

☐

Day 2



Review the definition of a telling sentence. **Review** the use of a period at the end of a telling sentence.

☐


Review the definition of an asking sentence. **Review** the question mark at the end of an asking sentence.

☐


Assign Exercise 6B on p. 9.

☐



ENGLISH 2 LESSON PLAN

Week Nineteen

Day 1

CHAPTER 6



Read over the outline of Chapter 6, p. 121.

☐

Read with your child the poem “Lovely Infant, Dearest Savior” on p. 122. Ask your child what he thinks this poem is about.

☐

Help your child find the rhyming words in the first and second stanzas: *best, rest; cold, enfold*.



Read the definition of a verb on p. 123. Every sentence has a verb.

☐

Write these sentences on a board, and underline the verb in each sentence.

☐

We sing. He runs. We eat. I pray. Go! She is here. You are tall.



Read the definition of an action verb on p. 123.

☐

Read the examples and explanations on p. 123.

☐

Assign Exercise 62A on p. 124.

☐

Assign Exercise 62B on p. 124.

☐

Day 2



Review the definition of a verb and an action verb on p. 125.

☐

Read the example and explanation on p. 125. Look in your child’s readers, and ask him to point out some action verbs.

☐

Assign Exercise 63A on p. 125.

☐

Assign Exercise 63B and 63C on p. 126.

☐

ENGLISH 2 LESSON PLAN

Day 3



Review the definition of a verb on p. 127.

☐


Use index cards and write an action verb on each card. From the stack of cards, tell your child to draw a card. He flips the card over and reads the action verb. Then ask him to make up a sentence using the action verb. Here are some action verbs you might use: *play, sleep, ride, sing, work, ask, study*. Add one or two new action verbs to the stack of cards each day and continue the game.



Assign Exercise 64A on p. 127.

☐


Assign Exercise 64B on p. 128.

☐

Day 4



Read the definition about action and being verbs on p. 129.

☐

Explain that “being” is what you are. *I am a boy. You are my sister. Jim is tall.*



Read the examples and explanations on p. 29.

☐


Study the list of being verbs. Repeat them three or four times.

☐

On a board, write the following: *I am, you are, he is, she is, it is*. Have your child read the list. Then have him write the list on the board or on paper.



Assign Exercise 65A on p. 129.

☐


Assign Exercise 65B on p. 130.

☐

Day 5

PARAGRAPH WRITING



Review the steps for writing a paragraph.

☐



ENGLISH 2 LESSON PLAN



In a notebook, your child will complete steps 1 - 4. The topic is to describe a pet. The pet can be your pet, a pet in the pet store, a relative's pet, or a friend's pet. ☐

Step 1. Write the following topic: (name of person who owns the pet) (kind of pet), for example, Grandma's pet parrot.

Step 2. Write a list or draw a web of items about this pet (how he looks, what he does, and so on).

Step 3. Choose three items from the list or web to be included in a paragraph.

Step 4. Put the items in order.

Next week, your child will complete steps 5 - 8 on this topic.

Week Twenty

Day 1

Review the definition of a verb on p. 131. ☐



Review some action verbs: *find, hide, carry, clean, drive*. ☐



Review some being verbs: *am, is, are, was, were*. ☐



Assign Exercise 66A on p. 131. ☐



Assign Exercise 66B on p. 132. ☐

Day 2

Review the definition of a verb at the top of p. 133. Ask your child to give you an example of an action verb and a being verb. ☐



Assign Exercise 67 on p. 133. ☐

Day 3

Read the definition of a verb and a verb phrase on p. 134. ☐

ENGLISH 2

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This Course Manual is the property of Seton Home Study School and must be returned to Seton when the course has been completed.

We encourage you, however, to write in this Course Manual, or highlight in it to mark student progress.

For more information, visit:
setonhome.org/return-lp

LIST OF COURSE MATERIALS

- *English 2 for Young Catholics*



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