

Kolbe Academy Home School

GRADES 4-6 ELEMENTARY LITERATURE

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For each Novel:

- I. Daily Course Plan
- II. Assignment Answer Key
- III. Final Exam
- IV. Final Exam Answer Key

For each Saint Book:

- I. Daily Course Plan
- II. Assignment Answer Key
- III. Final Exam
- IV. Final Exam Answer Key

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COURSE TITLE: Elementary Literature

COURSE TEXTS: Accelerated Reader (AR) levels are given for each work if available. Kolbe Academy recommended grade levels are given only as suggestions based on difficulty of the reading and maturity level needed for themes addressed in the work. The course plans were written using the versions carried by Kolbe Academy, according to their T number in parenthesis after the book title below. While typically any version may be used, Kolbe has chosen these particular books due to their unabridged status as well as appropriate content in the forwards and afterwards.

Novels:

Title	Author	Course Plan Weeks	Book Page Code	AR Reading Level	Kolbe Rec. Reading Level
<i>Black Beauty</i> (T3901)	Anna Sewell	6 weeks	A	7.7	4/5
<i>The Black Cauldron</i> (T3902)	Lloyd Alexander	5 weeks	B	5.2	4
<i>The Boxcar Children</i> (T3903)	Gertrude Chandler Warner	4 weeks	C	3.9	4
<i>The Bronze Bow</i> (T3904)	Elizabeth George Speare	6 weeks	D	5.0	5
<i>Caddie Woodlawn</i> (T3905)	Carol Ryrie Brink	7 weeks	E	6.0	4
<i>Captains Courageous</i> (T3906)	Rudyard Kipling	5 weeks	F	8.0	6
<i>The Children's Homer</i> (T3440)	Padraic Colum	6 weeks	G	6.9	4
<i>Fingal's Quest</i> (T3418)	Madeleine Polland	5 weeks	H	n/a	5/6
<i>The Great Brain</i> (T3907)	John Fitzgerald	5 weeks	J	5.2	4
<i>Heidi</i> (T3908)	Johanna Spyri	6 weeks	K	8.2	4/5
<i>The Hobbit</i> (T3909)	JRR Tolkien	8 weeks	L	6.6	6
<i>I am David</i> (T3965)	Ann Holm	6 weeks	M	5.6	6
<i>The Island of the Blue Dolphins</i> (T3910)	Scott O'Dell	6 weeks	N	5.4	5
<i>Kidnapped</i> (T3950)	Robert Louis Stevenson	6 weeks	P	7.8	6
<i>Kon-Tiki</i> (T3911)	Thor Heyerdahl	5 weeks	Q	8.0	6
<i>The Lion, the Witch and the Wardrobe</i> (T3912)	C.S. Lewis	5 weeks	R	5.7	4
<i>The Miracle Worker</i> (T3913)	William Gibson	4 weeks	T	5.2	6
<i>Misty of Chincoteague</i> (T3915)	Marguerite Henry	5 weeks	U	5.3	4
<i>Mrs. Frisby and the Rats of NIMH</i> (T3914)	Robert C. O'Brien	4 weeks	V	5.1	4
<i>My Side of the Mountain</i> (T3916)	Jean Craighead George	5 weeks	W	5.2	4/5
<i>Old Yeller</i> (T3917)	Fred Gipson	4 weeks	X	5.0	6
<i>Outlaws of Ravenhurst</i> (T3447)	Sr. M. Imelda Wallace	6 weeks	Y	n/a	5
<i>The Secret Garden</i> (T3918)	Frances Hodgson Burnett	7 weeks	Z	6.3	5
<i>The Secret of Pooduck Island</i> (T3919)	Alfred Noyes	4 weeks	AA	9.0	5/6
<i>Swiss Family Robinson</i> (T3920)	Johann David Wyss	7 weeks	BB	9.7	6
<i>Where the Red Fern Grows</i> (T3948)	Wilson Rawls	7 weeks	CC	5.0	4/5
<i>White Fang</i> (T3921)	Jack London	6 weeks	DD	7.4	6
<i>The Witch of Blackbird Pond</i> (T3922)	Elizabeth George Speare	6 weeks	EE	5.7	5/6
<i>A Wrinkle in Time</i> (T3923)	Madeleine L'Engle	5 weeks	FF	4.7	5/6

Saints:

Title	Author	Course Plan Weeks	Book Page Code	Kolbe Rec. Reading Level
<i>Saint Catherine of Siena</i> (T2730)	Mother Frances Alice Forbes	2 weeks	GG	The saint books can be read at any level. They are easy reading, so 4 th graders can handle them, but the content is so good that the older ones will benefit from reading them as well.
<i>The Children of Fatima</i> (T2706)	Mary Fabyan Windeatt	3 weeks	HH	
<i>Saint Dominic</i> (T2705)	Mary Fabyan Windeatt	3 weeks	JJ	
<i>Saint Hyacinth of Poland</i> (T2716)	Mary Fabyan Windeatt	3 weeks	KK	
<i>Saint John Masias</i> (T2721)	Mary Fabyan Windeatt	3 weeks	LL	
<i>The Little Flower</i> (T2704)	Mary Fabyan Windeatt	3 weeks	MM	
<i>Blessed Marie of New France</i> (T2722)	Mary Fabyan Windeatt	3 weeks	NN	
<i>Saint Martin de Porres</i> (T2703)	Mary Fabyan Windeatt	3 weeks	PP	
<i>The Miraculous Medal</i> (T2712)	Mary Fabyan Windeatt	3 weeks	QQ	
<i>Saint Monica</i> (T2731)	Mother Frances Alice Forbes	2 weeks	RR	
<i>Patron Saint of First Communicants</i> (T2711)	Mary Fabyan Windeatt	3 weeks	TT	
<i>Saint Rose of Lima</i> (T2708)	Mary Fabyan Windeatt	2 weeks	UU	
<i>Saint Thomas Aquinas</i> (T2714)	Mary Fabyan Windeatt	2 weeks	YY	

Additional books needed for the course:

Elementary Literature Study Question, Vocab, and Glossary Booklet – 3 book set), T3930

COURSE DESCRIPTION:

The elementary literature program introduces the student to literature in a deeper, more rigorous fashion than a typical reading course. The course is comprised of classic literature and the lives of saints. There is a suggested amount of time in which to cover each book. Parents, possibly with the assistance of the student, are to select the proper number of books to fit into each quarter. A well-rounded literature course for each year includes choices from both the novels and lives of saints. Please note that there is more material provided in this course than is necessary to use over the span of 4th through 6th grade.

For some of the books listed in the course plan we have recommended reading the introduction and/or preface. Many times they contain pertinent background information that will help the student more fully understand what he is about to read. When we have made the recommendation to read these, it is based on the editions of the book that we carry. Parents should take care to read any introductory material in editions other than ours before assigning the material to students. Oftentimes, especially in more recent editions of books, the introductory materials contain objectionable thoughts and ideas.

COURSE OBJECTIVES:

The student is to be introduced to:

- ❖ the world in literature
- ❖ the world of imagination
- ❖ the world of others' minds
- ❖ a Christian approach to literature

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 these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.** The following are a few general guidelines and ideas for using the Literature course:

1. Each Novel and most of the saint books include weekly written assignment topics. We suggest assigning these at the beginning of the week so that the student has time to think about the topic as he reads. For 4th-6th grade students, written essays should demonstrate a clear understanding of and position on the topic. Sixth grade students should write 3 paragraphs: an introductory paragraph with a thesis (addressing the question), one paragraph to substantiate the thesis (using examples or perhaps a quotation from the book), and a conclusion (summary of the key points the student has made and a restatement of the thesis). Students should set-up a quotation by explaining why it backs up his claim. Students in 4th-5th grade should follow the same outline but may choose to combine substantiating the thesis and concluding in their second paragraph. Overall, use your discretion as some topics may lend themselves to a more in depth approach than others.
2. After the student has read the daily assignment, a short quiz, either oral or written, could be given based on the chapter descriptions included in the course plan. The Study Question booklets include study questions that are perfect for this type of quiz.
3. There is a final exam for each book which can be used when the student is finished reading the book or a combination of tests may be used during exam week typical with other subjects.
4. After each book, the student should write a book report following the Kolbe Academy format (see pages 8-11 of the syllabus). In grades 4-6, the focus of the book report will be on the analysis of the plot/overall effect/personal effect of the book and not a simple summary.
5. For some of the books listed in the course plan we have recommended reading the introduction and/or preface. Many times they contain pertinent background information that will help the student more fully understand what he is about to read. When we have made the recommendation to read these, it is based on the editions of the book that we carry. Parents should take care to read any introductory material in editions other than ours before assigning the material to students. Often times, especially in more recent editions of books, the introductory materials contain objectionable thoughts and ideas.
6. Your student may not need all of the book report/exam week. 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 teach the material in the tests.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your student does poorly on them, you may give them to him orally a couple of days after he has taken them and average the grades. It is advisable for the student to write a rough draft of the book report and a final draft.

SKILLS TO BE DEVELOPED:

There are five principles that are essential for the student to understand and apply in reading literature:

- ❖ Read with objective charity
- ❖ Understand that the parts do not condemn the whole
- ❖ Recognize sin as such when he encounters it in his reading
- ❖ Avoid works that contain tempting descriptions of sin
- ❖ Understand that the function of fiction is not primarily to teach

There are four principles on the function of literature:

- ❖ Art is a moral activity
- ❖ Literature is fundamentally religious
- ❖ Art inspires
- ❖ Art is a means of charity

Notes: For an explanation of these principles, consult *Tenets for Readers and Reviewers*, available from Kolbe Academy Press (T1912).

CHOOSING BOOKS FOR A YEAR'S COURSE OF STUDY:

Kolbe Academy has provided an extensive amount of literature to study over the course of 4th through 6th grade. As such, **students are NOT expected to cover all of the material** included in the Elementary Literature course. Please take note of the following guidelines to aid you in choosing the best course of study for your student each year.

1. In choosing the course of study for an individual student, parents should consider the maturity level and gender of the student, reoccurring themes and events being studied in the student's history and religion coursework, and overall interests of the student.
2. Parents should take note of the number of weeks assigned to each work and choose a sufficient number of works to cover a year long course in Literature. For example, since a typical Kolbe Academy school year is 36 weeks long, a student might study the *Heidi* (6 weeks), *The Children of Fatima* (3 weeks), *Caddie Woodlawn* (7 weeks), *St. Catherine Siena* (2 weeks), *The Boxcar Children* (4 weeks), *Captains Courageous* (5 weeks), and *My Side of the Mountain* (5 weeks), and *The Secret of Pooduck Island* (4 weeks) for a total of 36 weeks. A balance of novels and lives of the saints is a good aim to have for each year. See the course text chart on pages 2-3 for a list of books with number of weeks.
3. Kolbe has provided **suggested grade levels** for each work to aid the parent in choosing appropriate books for their student's grade level. These are based on maturity level needed for themes present in the work, difficulty of vocabulary, and overall difficulty of the material presented in the work. See the course text chart on pages 2-3 for a list of books with grade level.
4. A parent may wish to choose certain works to study during a given year due to themes studied concurrently in the student's other coursework. For example, *The Bronze Bow* is a work that is appropriate to read when a student is studying the Ancient Rome in the 5th grade history course.

5. For those that prefer to study works using a **thematic approach**, a list of books and major themes have been provided in this syllabus below (page 6) for your convenience.

LITERATURE THEMES:

Historical Fiction: *The Children's Homer* (c. 1184 B.C.); *The Bronze Bow* (1st C, Biblical); *Fingal's Quest* (Medieval); *The Witch of Blackbird Pond* (late-17th C); *Kidnapped* (mid-18th C); *Caddie Woodlawn* (mid-19th C); *Island of the Blue Dolphins* (mid-19th); *Black Beauty* (late-19th C); *Captain's Courageous* (late-19th C); *The Miracle Worker* (late-19th C); *I am David* (Communist Russia); *The Secret Garden* (early 20th C); *Where the Red Fern Grows* (early 20th C); *Kon-Tiki* (mid-20th C – true story!)

Political/War/Revolution: *The Children's Homer*, *I am David*, *Kidnapped*, *Outlaws of Ravenhurst*

Adventure/Intrigue:

Epic/Quest: *The Bronze Bow*, *The Children's Homer*, *The Hobbit*, *Fingal's Quest*

Fantasy: *Black Beauty*, *The Black Cauldron*, *The Lion, the Witch, and the Wardrobe*, *The Secret of Pooduck Island* (talking animal/realistic setting)

Science Fiction: *Mrs. Frisby and the Rats of Nimh*, *A Wrinkle in Time*

Survival Tales: Children on their Own: *The Boxcar Children*, *I am David*, *The Secret Garden*

Wilderness/Deserted Island: *The Island of the Blue Dolphins*, *My Side of the Mountain*, *White Fang*

Sea Adventures: *Captains Courageous*; *Kidnapped*, *Kon-Tiki*, *Swiss Family Robinson*

Animal Adventure: *Misty of Chincoteague*, *Old Yeller*, *Where the Red Fern Grows*, *White Fang*

Inspirational/Strong Moral/Virtue:

Family Devotion: *The Boxcar Children*, *Heidi*, *Swiss Family Robinson*;

Fortitude: *Captains Courageous*, *I Am David*, *The Lion the Witch, and the Wardrobe*, *The Miracle Worker*, *Old Yeller*, *Outlaws of Ravenhurst*, *Where the Red Fern Grows*, *White Fang*;

Beauty of Nature: *The Secret Garden*, *The Secret of Pooduck Island*

Coming of Age: *The Bronze Bow*, *Caddie Woodlawn*, *Captain's Courageous*, *Fingal's Quest*, *Kidnapped*, *My Side of the Mountain*, *Old Yeller*, *The Secret Garden*, *Where the Red Fern Grows*

Strong Female Roles: *Caddie Woodlawn*, *Heidi*, *Island of the Blue Dolphins*, *The Lion the Witch and the Wardrobe*, *The Miracle Worker*, *The Secret Garden*, *The Witch of Blackbird Pond*, *A Wrinkle in Time*

Strong Male Roles: *The Black Cauldron*, *The Bronze Bow*, *Captains Courageous*, *The Children's Homer*, *Fingal's Quest*, *The Great Brain*, *I am David*, *Kidnapped*, *The Lion, the Witch, and the Wardrobe*, *My Side of the Mountain*, *Old Yeller*, *Where the Red Fern Grows*

Siblings: *The Boxcar Children, The Bronze Bow, Caddie Woodlawn, The Great Brain, The Lion, the Witch, and the Wardrobe, A Wrinkle in Time*

Compare/Contrast Ideas: **Survival** – *Swiss Family Robinson* vs. *The Island of the Blue Dolphins*; **Man vs. the Sea** – *Captain’s Courageous, Swiss Family Robinson*; **Making do with what you have** – *Swiss Family Robinson* vs. *Kidnapped*; **Quests** – *The Hobbit, Fingal’s Quest, I am David*; **Rich vs. Poor** – *The Secret Garden, Old Yeller, Caddie Woodlawn, Heidi*; **Talking Animals** – *Black Beauty, The Lion, The Witch and the Wardrobe, The Hobbit, The Secret of Pooduck Island*; **Bravery** – *The Black Cauldron, Captains Courageous, The Hobbit, I am David, The Witch of Blackbird Pond*; **Treatment of Animals** – *Where the Red Fern Grows, White Fang, Black Beauty*; **Use of Magic** – *The Black Cauldron, The Hobbit, The Children’s Homer*; **Loss of Parents** – *The Boxcar Children, The Secret Garden*