

Kolbe Academy Home School

GRADE THREE READING *Catholic National Reader, Book 3*

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COURSE TITLE: Reading

COURSE TEXTS:

Catholic National Reader, Book Three (T1863)

Kolbe Guide to the Catholic National Reader, Book Three (T1863A)

COURSE DESCRIPTION:

The Catholic National Reader, Book Three is the primary reader for this level. The child should read orally every day. Go through the vocabulary making explanations when necessary. It is good for him to read the story to himself first so it will not be a cold reading. The reading program is based on mutual response: teacher reading & students listening; student reading & teacher & other students listening. Vocal reading skill is to be practiced and developed.

Read carefully and follow the *Introduction to the Teacher's Edition of Questions for the Catholic National Reader, Book Three*. The *Catholic National Reader* is quite challenging so if necessary, proceed more slowly than the course plans suggest. It is not unusual for a student to be reading the book that is a year below his grade level. Make sure the student understands the vocabulary and the content of the stories. He should also have another reader or a book from the *Kolbe Academy Recommended Reading List* for his grade level. Some that are recommended for third graders are: *Along the Paths of the Gospel Saints Series*, from Pauline Press or any other lives of the saints that are at the third grade level, any of the C.W. Anderson books, the Oz books by Frank Baum, any of the Rumer Godden books, *St. George and the Dragon* by Margaret Hodges, *The Jungle Book* by Rudyard Kipling, *The Arabian Nights* by Andrew Lang, *The Narnia Series* by C.S. Lewis, Howard Pyle books, the *Little House on the Prairie Series* by Laura Ingalls Wilder, and *The Boxcar Children Series* by Gertrude Chandler Warner. There may be many others. Use your own discretion.

Consult the Course Syllabus for teaching strategies for the *Catholic National Readers*. Book reports should be written on at least two books per quarter. These can be chosen from the *Kolbe Academy Recommended Reading List*. Best are books which supplement the student's other studies: saints' lives for religion, etc.

COURSE OBJECTIVES:

- ❖ Develop in the student a love for reading.
- ❖ Introduce the student to reading as the most natural way of learning.
- ❖ Help the student understand how learning develops from good reading habits.
- ❖ Illustrate to the student the assimilation of word meanings and vocabulary in the easiest and most natural method: reading.
- ❖ Show the student how to identify characters and simple plots.
- ❖ Develop in the student the ability to describe what took place and the point or objective of the author.
- ❖ Train the student to write book reports; write a book report for each book read.
- ❖ Read a minimum of two books per quarter.
- ❖ Keep a log of new words learned from each book read, with definitions from a dictionary. Cover progressively more difficult material.

SCOPE AND SEQUENCE:

- Quarter 1: Lessons I-XVI
- Quarter 2: Lessons XVII-XXXIII
- Quarter 3: Lessons XXXIV-L
- Quarter 4: Lessons LI-LXXI

SKILLS TO BE DEVELOPED:

- ❖ Recognition of good literature.
- ❖ Practice of finishing each book that is begun
- ❖ Read aloud with proper inflections and maintain good eye contact with the audience.
- ❖ Ability to retell the story in his own words.
- ❖ Identification of the moral and/or objective of the story.
- ❖ Ability to locate the main idea of a given reading.
- ❖ Identification of the selection's major details.
- ❖ Recognition of relationships.
- ❖ Development of critical thinking skills.
- ❖ Emphasis on these skills:
 - Ability to locate the main idea
 - Identification of major details
 - Recognition of relationships
 - Development of critical thinking

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.**

In the course plans that follow, the *Catholic National Reader, Book 3* is represented by the abbreviation **CNR**. The *Student Questions for the Catholic National Reader* is represented by the abbreviation **GUIDE**. 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. He should also have a book from or the *Kolbe Academy Recommended Reading List* for his grade level. Use your own discretion. It is recommended that the student spend some time reading the extra book in the evening as a bedtime routine and on weekends.

A weekly grade book is included at the end of the week's course plan *as a convenience*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child's work to Kolbe Academy for an official report card, only one sample of written and graded work is required per quarter for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance.

Point values and weighting are suggested for *convenience* and may be modified, dropped completely, or added to as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This reading 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 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 third 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		
CNR	Lessons I-III	Go through the vocabulary and explain as necessary. Read the questions in the student's question book before reading the story. Have the student write the answers to the questions in complete sentences after having read the story orally. These instructions are for all CNR lessons.		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	CNR Read Lesson I	<input type="checkbox"/>	Lesson I. Grace's Servants. Go over the vocabulary words to explain what some of the more obsolete or difficult words mean: tanner – one who changes animal hides into leather; mason – one who builds with stone, brick, or concrete. P. 4: sweetmeats – candy.	
	GUIDE: Do Lesson I questions	<input type="checkbox"/>		
DAY 2	Do outside reading	<input type="checkbox"/>	Read from an outside book of your choice. If it is reader have him write a short summary of the story. If he is reading a chapter book have him write a short summary of each chapter.	
DAY 3	CNR Read Lesson II	<input type="checkbox"/>	Lesson II. What the Winds Bring. lane – a path; redden – to make red; scamper – to run playfully. Write a summary of the poem. Memorize it and do an oral presentation to family or friends.	
	GUIDE: Do Lesson II assignment	<input type="checkbox"/>		
DAY 4	CNR Read Lesson III	<input type="checkbox"/>	Lesson III The Plays of Animals. Plays in this means games. Paragraph 2: wharf – a place where ships dock to load and unload; P. 3: as the tide rose – when the water got higher; "flirt of their tails" – a swish or flip of the tails; P. 4 "showing great cunning in avoiding one another" – being clever in staying away from each other; P. 6: learned – When used as an adjective, it is two syllables, learn-ed; toboggan – a flat bottomed sled; generally – usually; select – choose; P. 8: gambol – to skip about playfully.	
	GUIDE: Do Lesson III questions	<input type="checkbox"/>		
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Questions for Lesson I	<input type="checkbox"/>			
Assignment for Lesson II	<input type="checkbox"/>			
Questions for Lesson III	<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		
CNR	Lessons IV-V	Lesson V: Pope John Paul II canonized Juan Diego on July 31, 2002, so he is now St. Juan Diego.		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	CNR Read Lesson IV	<input type="checkbox"/>	Lesson IV. Our Dumb Friends. Dumb here means unable to communicate with us in speech. P. 2: partridge – a bird; wept – cried; P. 3: remarkable – unusual; Assisi – a town in Italy; P. 4: ought – should; P. 5: bade – asked; P. 6: meanest – lowest or most unimportant. Prayeth and loveth are poetic forms for prays and loves.	
	GUIDE: Do Lesson IV questions	<input type="checkbox"/>		
DAY 2	Do outside reading	<input type="checkbox"/>	Read from an outside book of your choice. If it is reader have him write a short summary of the story. If he is reading a chapter book have him write a short summary of each chapter.	
DAY 3	CNR Read Lesson V	<input type="checkbox"/>	Lesson V. A Mexican Legend. A legend is a story; in this case a true story. This story uses the English name for Juan, which is John. P. 1: distant – away; devotion – love for; P. 2: “Day was beginning to break...” It was almost dawn; “whence it came” where it came from; P. 3: scarcely – hardly; hastened – hurried; gems – jewels; P. 4: bade – past tense of bid, asked; P. 5: “humbly related” – meekly told; confided – revealed or told; “...fearing that John might be misled, he put him off, and bade him to come again.” – The bishop was afraid that Juan was imagining the vision, so he sent him away and told him to come back later.; vision – apparition or supernatural appearance; “...told her of his want of success.” – told her he had failed to get what she wanted from the bishop; P. 9: certain – sure; dismissed – sent away; note – pay attention; P. 10: bidden – told to do; deceiving – lying to him.	
	GUIDE: Do Lesson V questions	<input type="checkbox"/>		
DAY 4	Do outside reading	<input type="checkbox"/>	Read from an outside book of your choice. If it is reader have him write a short summary of the story. If he is reading a chapter book have him write a short summary of each chapter.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Questions for Lesson IV	<input type="checkbox"/>			
Questions for Lesson V	<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 =			%