

# Kolbe Academy Home School

## GRADE ONE READING

*Catholic National Reader New Primer and Book One*

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**Teachers' Notes:** 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 important. In most cases, Fridays have been left open. You may do a four-day week or use Friday as a "catch-up" day. While art and music should be worked in during the week, Friday is also a good day to concentrate on those subjects.

If you intend to use the sample tests provided, look them over before teaching the subjects and make sure you teach the material in the tests. 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. In first grade, it may not be possible for the child to do all of the tests independently. You may give the tests orally if necessary, but by the end of the year, the child should be able to complete them unaided.

**COURSE TITLE:** Reading

**COURSE DESCRIPTION:**

This course includes a selection of readings appropriate to the student's level. The texts gradually introduce new vocabulary. The teacher should read to the students, especially the selections from the *Catholic National New Primer and Book One*. The students should in turn do their share of vocal and silent reading.

Before a child can read, he must memorize the phonograms. Read *Using the Catholic National Reader to Teach Reading*, and follow step by step. When the child has memorized the sounds of twenty-six letters of the alphabet, have him begin reading in the book. Remember that all children are different and learn differently. It is better to go slowly and make sure he has mastered the material than to proceed without him really understanding. In the beginning, you may have to use extra time working in this area. If the lesson plans move too quickly, do not worry about it; there will be time for him to catch up later. Do not have the child read from books that are not phonetically based until he has finished the primer. The *Catholic National Readers* are quite challenging, but once a child has learned the phonograms and read the primer, he is ready to read simple children's books. It is quite possible that the daily plans are too demanding for the child, or that the book is finished before the end of the third quarter. Please adjust the lessons to fit your child.

**COURSE OBJECTIVES:**

- ❖ Develop a love for reading;
- ❖ See reading as the most natural way of learning;
- ❖ Obtain a firm understanding of new vocabulary;
- ❖ Identify characters and simple plots;
- ❖ Describe what took place in the story and the objective or point of the author.

**SCOPE AND SEQUENCE:**

1. The student will grow in the ability to:
  - ❖ appreciate good literature;
  - ❖ complete reading a book;
  - ❖ read aloud;
  - ❖ retell a story in his own words;
  - ❖ determine the objective (or moral) of a story, if any;
  - ❖ analyze and criticize;
  - ❖ state some idea obtained from the story, or explain what the author is trying to say.
2. Finding the main idea, in the first sentence, the last sentence, and the middle sentence, as well as the unstated main idea;

3. Identifying details: important details, details which answer questions, detailed directions, and details in math and science;
4. Recognizing relationships: cause and effect, alike and different, order sequence, big and little ideas, strength through grouping;
5. Critical thinking: facts and opinions, real and unreal, purpose of the writer, reading between the lines, predicting, reaching conclusions, questioning what has been read.

**SKILLS TO BE DEVELOPED:**

- ❖ the covering of progressively more difficult material
- ❖ a minimum of two books read per quarter
- ❖ book reports written for each book read
- ❖ a minimum number of new words learned for each book read (the student can keep a personal dictionary.)

**COURSE TEXTS:**

*The Catholic National Reader New Primer and Book One (CNR)*  
*Using the Catholic National Reader to Teach Reading (CNRG)*

**Supplemental Materials:**

*McGuffey's Eclectic Primer*  
*McGuffey's First Eclectic Reader*  
Books selected from the Kolbe Academy reading list.

**COURSE PLAN METHODOLOGY:** The *Catholic National New Primer* is represented by the abbreviation **CNR**, and the *Using the Catholic National Reader to Teach Reading* is represented by the abbreviation **CNRG**. Each weekly assignment is summarized in the first line of the week’s daily course plan. The specific daily assignments are outlined in the following lines indicated by the **MON**, **TUES**, **WED**, and **THUR** abbreviations.

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.**

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1	
<b>CNRG</b>	Flashcards should be made up with the phonograms which are listed as Appendix 1 of the CNRG.
<b>MON</b>	Using this guide, follow the directions beginning on p. 3. Draw a clock on the board or a piece of paper; show where the 2 is on the clock and explain that some letters begin at two on the clock.
<b>TUES</b>	Begin teaching the letters that begin at two on the clock. Have the student print the “a” several times while saying the four sounds of the letter. Continue with “c” and its two sounds; “d”; “f” as a tall letter but beginning at two on the clock.
<b>WED</b>	Review “a”, “c”, “d”, “f” and introduce “g” with two sounds; “o” with three sounds; “s” with two sounds; and “q” and explain that it always has the “u” with it. Explain that all of the letters begin with a line and start close to the letter before them.
<b>THUR</b>	Review all of the letters learned and continue. Following the instructions in the CNRG, introduce “b”, “e”, “h”, “i”, and “j”.
<b>FRI</b>	Review all of the letters and introduce “k”, “l”, “m”, “n”, and “p.”
Notes	
WEEK 2	
<b>CNR</b>	<b>Lessons I – II</b>
<b>MON</b>	Review all of the letters learned and introduce “r”, “y”, “u”, “v”.
<b>TUES</b>	Review all of the letters learned and introduce “w”, “x”, “y”, and “z”. Mix up the flashcards, dictate the sounds of the letters and have the student write the letter. Do this every day until he gets them right all of the time.
<b>WED</b>	Now that the student has a good understanding of the letters and the sounds they make, have him begin reading in the primer. Follow the directions on page 7 of the CNRG. <b>Read Lesson I</b> in the book. <b>If at any point the student is struggling, slow down until he understands. There will be time to catch up later.</b>
<b>THUR</b>	Review all of the letters of the alphabet and continue to memorize the rest of the phonograms in Appendix 1 of the CNRG at the rate of four or five a day. <b>Read Lesson II.</b> All of the directions for teaching the lessons are in the CNRG.