

Kolbe Academy Home School

GRADE THREE ENGLISH GRAMMAR *Voyages in English 3*

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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 beneficial. 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.

Your student may not need all of Week 8 for review. You can use this time to catch up and then go over the subject matter. 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. 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.

COURSE TITLE: English Grammar

COURSE DESCRIPTION:

If the student has done Kolbe Academy's English 2, it is recommended that he skip *Voyages in English 3* and go on to *Voyages in English 4*. If this is the case, request the course plans for 4th grade material.

The teaching of English should be cumulative. In Grade Three the student will review what he learned in previous grades and build on it. As the material is introduced he will not remember everything he learned the previous year, but it will come more easily to him. Every year the student expands his knowledge and should not be confused or overwhelmed with the new information. Likewise, everything learned in English should be applied and reinforced in the student's reading, composition, spelling, and phonics. Introducing the children to books and to the library brings them to understand how we learn best of all: through literature.

Correcting one's mistakes is a good aid to remembering the information the next time one needs it; hence, it is recommended that the student correct all errors in his daily work with the explanation that this will help him later. Furthermore, the best way to teach English is by example and reinforcement of correct usage in the spoken and written word.

The student should be expected to memorize many definitions, words, and lists in this book. The more a student uses his memory, the better it is for him both now and in the future.

The work in the book should be done by the student independently once you are sure he understands the directions. There are review lessons in the back of the book that can be used as extra work or to see if the student has understood the material.

It is recommended that the student have a notebook especially for written composition and that he will write a paragraph in it every day. The paragraph should be about ordinary things or events, i.e., the family pet, an outing he went on, the coming holiday, etc. Each paragraph should have a good beginning sentence, middle sentences that tell more about the beginning sentence, and a good ending sentence that tells what he thought about it or somehow concludes the paragraph.

This course should be supplemented with readings in literature. Consult *the Kolbe Academy Recommended Reading List* for suggested titles. Works having to do with ancient Egypt will coincide with the history course. Quarterly or at least semester book reports should be completed on this reading.

Not all the material in the Class Exercises will be feasible to complete, depending on your situation. Exercises treating substantive grammatical points, however, should not be skipped. All material covered in this book should be reinforced in all of the student's courses.

A child's dictionary is recommended for use in English.

COURSE OBJECTIVES:

- ❖ Paragraph construction learning. The three parts of a paragraph: first, middle, and ending sentence.
- ❖ Composition based on the knowledge gained from studying the nature of a paragraph.
- ❖ Writing skills using words that are imaginative and descriptive.
- ❖ Selection of a book or books to read.
- ❖ Development of the student's home library: dictionary, small thesaurus, Bible, a child's classic.
- ❖ Grammar activity, involving definition, identification and proper use of the five major parts of speech: verbs, nouns, pronouns, adverbs and adjectives.
- ❖ Sentence structure, beginning with identification of the four basic sentences. Finding the subject and predicate.
- ❖ Word study: dictionary use and development of the ability to identify and use four types of words:
 - Homonyms
 - Synonyms
 - Antonyms
 - Contractions

SKILLS TO BE DEVELOPED:

- ❖ Word usage, beginning with the ability to identify the most important word in the sentence.
- ❖ Sentence identification and construction.
- ❖ Ability to distinguish between word types: parts of speech, homonyms, etc.
- ❖ Ability to define and use the major parts of speech and word types.
- ❖ Paragraph construction and use.
- ❖ Dictionary and related reference material usage.
- ❖ Simple diagramming.
- ❖ Punctuation and capitalization. Book selection and reading.

COURSE TEXT:

Voyages in English 3, Loyola. (1962 Edition)
Macmillan English 4 (alternate)

Supplemental Resources:

English From the Roots Up, Literacy Unlimited.
Writing Strands Level 3, NWI.

COURSE PLAN METHODOLOGY: *Voyages in English* is represented by the abbreviation **VOY**. 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	
VOY	Chapter 1, Pages 1 – 11. Exercises 1 (part 2), 3 (parts 1 – 4).
MON	Read and discuss pages 3 – 5. Do Exercise 1, part 2 on page 5. Write the conversation on a separate piece of paper.
TUES	Read and discuss pages 6 – 7. Discuss your expectations for the student when answering the phone. Read and discuss page 8. Write an invitation comparable, but not the same as, the model given.
WED	Read and discuss pages 9 – 11. Do Exercise 3, parts 1 & 2.
THUR	Do Exercise 3, parts 3 & 4.
Notes	
WEEK 2	
VOY	Chapter 1, Pages 11 – 19. Exercises 4, 5, 6, 7, 8 (parts 2 – 4).
MON	Read and discuss page 11, Words That Sound Alike . Introduce the word “homonym”. Homonyms are words that sound alike, are spelled differently, and have different meanings. Give other examples, i.e., “to, too, two”, “hear”, “here”, etc. Do Exercise 4 on page 12.
TUES	Read and discuss The Period on page 12. Explain that a “ telling ” sentence is really a “ declarative ” sentence. It states a fact, begins with a capital letter, and ends with a period. Instruct that the period should be just a dot, not a circle or big scribble. Do Exercise 5 on page 13.
WED	Read and discuss page 14. Do the work on page 14. Do Exercise 6 on page 15. Read and discuss Capital Letters on page 15. Do Exercise 7 on page 16.
THUR	Read pages 16 – 19. Do Exercise 8 parts 2, 3, and 4 orally after carefully explaining the section on Introductions on page 18.
Notes	