

# Kolbe Academy Home School

## GRADE THREE PHONICS *MCP Phonics C*

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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:** Phonics**COURSE DESCRIPTION:**

Third grade phonics brings the student into alphabetic sequence, all positions of consonants, hard and soft 'c' and 'g', short and long vowels, consonant blends, recognition of syllables, diphthongs, prefixes, and word types.

*MCP Phonics C* begins with easy material, and the child should be able to complete most of the work with very little help. Teach the child to read the instructions and follow the directions. At first this may be challenging, but developing this skill at an early age will be of great value as the child progresses academically. Because the phonics book is a workbook, the student may have a tendency to rush through the work without paying attention to the lessons taught. It is suggested that he memorize the rules that appear in the yellow boxes in the book and learn how to use them with new words. They will help not only in decoding new words but also in spelling.

Much in the phonics book reinforces what the student learns in English and Spelling. Because children sometimes forget, this is a good thing.

We recommend that you do not tear out the pages of the phonics book because if there is a need to review a concept, the student will not be able to look back and find where it was introduced.

**SCOPE AND SEQUENCE:**

1. alphabetic sequence
2. consonants, all positions
3. hard and soft 'c' and 'g'
4. vowels
5. short vowels; long vowels
6. 'y' as a vowel
7. regular and irregular double vowels
8. consonant blends
9. suffixes
10. recognition of syllables
11. consonant digraphs

12. diphthongs

13. prefixes

14. syllabication

15. contractions

16. synonyms

17. antonyms

18. homonyms

**COURSE TEXT:**

*MCP Phonics C* (Copyright 1995; earlier editions are fine, even preferred)

**COURSE PLAN METHODOLOGY:** *MCP Phonics* is represented by the abbreviation **MCP**. 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>MCP</b>	Lessons 1 – 3. Make sure the student understands what each picture is before the work is begun.
<b>MON</b>	<b>Page 1.</b> Going horizontally, the pictures are: cup, gold, pie, bird, volcano, house, deer, jeep, fish, ladder, zebra, tooth, window, map, ruler, sandwich. The student should neatly write the capital and lower case of the beginning letter of each picture.
<b>TUES</b>	<b>Page 2.</b> Continuing with initial consonants, explain that the student should read each sentence carefully, circling the words that begin with q, s, v, w, y, or z.
<b>WED</b>	<b>Pages 3-4.</b> Working with middle consonants sometimes confuses the student. Review consonants and vowels explaining that no vowels will be written on page 3. Going horizontally the pictures are: balloon, ladder, letter, wagon, slippers, hammer, zipper, mitten, camel, parrot, dragon, seven, spider, tiger, button, radio. On page 4 have the student re-read each sentence after completing the work.
<b>THUR</b>	<b>Pages 5-6.</b> Final consonants. Pictures on page 5: coat, nest, leaf, heart, milk, bed, clock, desk, glass, top, lamp, cap, ox, six, fly, box, hill, star, pencil, bell. On page 6, be sure to fill in the bubble and write the word chosen on the line. Re-read each sentence to make sure it makes sense.
Notes	
WEEK 2	
<b>MCP</b>	Lessons 4 – 6.
<b>MON</b>	<b>Page 7.</b> Working with beginning and ending consonants, tell what each picture is: suit, net, kite, fish, leaf, jeep, men, bed, fox, roof, box, cap.
<b>TUES</b>	<b>Page 8.</b> Have the student read the words in the box to you. Explain he is to look at the letter on the left of the page to know where to write the words, and that some words will be used more than once, i.e., pedal is used for beginning "p" and also as ending "l". Do not cross out the words when they are used.
<b>WED</b>	<b>Pages 9-10.</b> Learn the rules in the yellow boxes. The "c" always has the soft or "s" sound when