

# Kolbe Academy Home School

## GRADE THREE READING *Catholic National Reader Book 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 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.

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 days after he has taken them and average the grades.

**COURSE TITLE:** Reading**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 I can recommend 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. This can be supplemented with work from the third section of *The New Speller and Word Book* at the teacher's discretion.
- ❖ Cover progressively more difficult material.

**SCOPE AND SEQUENCE:**

1. For a week-by-week breakdown of the Catholic National Reader material, consult the course plan.
2. The scope of reading begins with an introduction to the different types of literature: prose, poetry, short stories, essays, etc.

**SKILLS TO BE DEVELOPED:**

- ❖ Recognize good literature; begin and finish a book.
- ❖ Read aloud with proper inflections and maintain good eye contact with the audience.
- ❖ Retell the story in the student's own words.
- ❖ Identify the moral and/or objective of the story.
- ❖ Find the main idea of a given reading.
- ❖ Identify its major details.
- ❖ Recognize relationships.
- ❖ Develop critical thinking and expressive ability.
- ❖ Specific skills:
  - Find the main idea.
  - Identify major details.
  - Recognize relationships.
  - Think and express oneself critically.

**COURSE TEXT:**

*The Catholic National Reader Book Three*

**Supplemental Materials:**

*McGuffey's Third Reader*

*The Kolbe Academy Recommended Reading List*

Notes:

The McGuffey Readers can be used instead of, or in addition to, the *Catholic National Reader*.

**COURSE PLAN METHODOLOGY:** *The Catholic National Reader* is represented by the abbreviation **CNR**. 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. In each lesson, 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 should be followed with *CNR* unless otherwise instructed.

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>CNR</b>	<b>Lessons I – III</b>
<b>MON</b>	<b>Lesson I. Grace’s Servants.</b> 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. Write the answers to the questions in complete sentences.
<b>TUES</b>	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.
<b>WED</b>	<b>Lesson II. What the Winds Bring.</b> 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.
<b>THUR</b>	<b>Lesson III The Plays of Animals.</b> 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, learned; toboggan – a flat bottomed sled; generally – usually; select – choose; P. 8: gambol – to skip about playfully. Write the answers to the questions in complete sentences.
Notes	
WEEK 2	
<b>CNR</b>	<b>Lessons IV – V</b>
<b>MON</b>	<b>Lesson IV. Our Dumb Friends.</b> 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. Write the answers to the questions in complete sentences.
<b>TUES</b>	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.
WED	<b>Lesson V. A Mexican Legend.</b> 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. Write the answers to the questions in complete sentences.
THUR	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.
Notes	
<b>WEEK 3</b>	
CNR	<b>Lessons VI – VII</b>
MON	<b>Lesson IV. A Mexican Legend – (Continued).</b> P. 4: simplicity – honesty; displeased – unhappy; P. 7: present – give; presence of – in the sight of; P. 8: conceal – hide; attempted – tried; suitable – proper or appropriate; desired - wanted. If you have access to the video on Our Lady of Guadalupe, now would be a good time to show it. Doing the Exercises in Articulation will reinforce the two sounds of the th phonogram and aid in correct pronunciation. Write the answers to the questions in complete sentences.
TUES	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.
WED	<b>Lesson V. Cotton.</b> Explain that we now have many synthetic materials that were not available when this story was written. P. 3: climate – normal weather; example – an instance of; P. 4: cease – stop; P. 5: formerly – in the past; P. 6: valuable – useful; Write the answers to the questions in complete sentences.
THUR	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.
Notes	
<b>WEEK 4</b>	
CNR	<b>Lessons VIII – X .</b>
MON	<b>Lesson VIII. One Good Turn Deserves Another.</b> P. 1: Explain that Corpus Christi means Body of Christ. Processions used to be done in almost every parish to show honor to Our Lord in the