

# Kolbe Academy Home School

## KINDERGARTEN LANGUAGE ARTS *Teach Your Child to Read in 100 Easy Lessons* *Phonics Book K*

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**COURSE TITLE:** Kindergarten Language Arts

**COURSE DESCRIPTION:**

Kindergarten Language Arts is directed to the development in the student of the capacity to recognize the letters of the alphabet, learn their pronunciation, memorize approximately 50 High Frequency Words (HFW), and move on to reading.

*Teach Your Child to Read in 100 Easy Lessons* is a structured, phonics based reading program that uses its own orthography (font), based on the Distar reading program. This orthography simplifies the reading process by making it clear when, for example, an **e** is silent or **th** are acting together as a digraph. Three quarters of the way through the book the orthography is gradually phased out and the conventional print forms of the letters are introduced. By the end of the program, the student will be able to competently read books and passages written at about a second grade level.

*Phonics K* introduces letters and their sounds, using both the workbook and the phonograms. It is strongly suggested that you use index cards to make flash cards of the phonograms or purchase a set from the Kolbe Academy bookstore, to use in introducing and reviewing the phonograms. The first 26 phonograms will be introduced in this course.

**COURSE TEXTS:** *Phonics Book K*, Pearson Education Inc., 2011  
*Teach Your Child to Read in 100 Easy Lessons*, Siegfried Engelmann, 1983; First Touchstone trade paperback edition December 2011.  
*Kindergarten Reading Bundle*, various authors  
*Phonogram Cards*, Kolbe Academy, 2005 – optional

**Story Book Unit texts (Fourth Quarter):**

*Have You Seen My Cat?* By Eric Carle  
*Hop on Pop* by Dr. Seuss  
*Inside, Outside, Upside Down* by Stan and Jan Berenstain  
*Green Eggs and Ham* by Dr. Seuss  
*Go Dog Go* by P.D. Eastman  
*The Carrot Seed* by Ruth Krauss and Crockett Johnson  
*Whose Mouse Are You?* By Robert Kraus and Jose Aruego  
*Home for a Bunny* by Margaret Wise Brown and Garth Williams  
*A Kiss for Little Bear* by Else Homelund Minarik and Maurice Sendak

**ADDITIONAL MATERIALS:**

The activities at the end of each week utilize common household and arts and crafts supplies such as construction paper, tissue paper, scissors, glue, yarn, crayons, and play dough or clay. Feel free to substitute for supplies that you have on hand.

**SCOPE AND SEQUENCE:****Teach Your Child to Read in 100 Easy Lessons/Supplemental Reading Lessons Packet**

1. phonemic awareness
2. print awareness
3. blending phonemes (sounds)
4. word reading
5. sentence reading
6. paragraph reading

**Phonics Book K**

1. letters of the alphabet
2. sounds of the consonants
3. short sounds of the vowels
4. long sounds of the vowels

**Story Book Unit**

1. *Have You Seen My Cat* by Eric Carle
2. *Hop on Pop* by Dr. Seuss
3. *Inside, Outside, Upside Down* by Stan and Jan Berenstain
4. *Green Eggs and Ham* by Dr. Seuss
5. *Go Dog Go* by P.D. Eastman
6. *The Carrot Seed* by Ruth Krauss and Crockett Johnson
7. *Whose Mouse Are You?* By Robert Kraus and Jose Aruego
8. *Home for a Bunny* by Margaret Wise Brown and Garth Williams
9. *A Kiss for Little Bear* by Else Homelund Minarik and Maurice Sendak

**COURSE PLAN METHODOLOGY:**

*Phonics Book K* is represented by the abbreviation PK and *Teach Your Child to Read in 100 Easy Lessons* is represented by the abbreviation 100EL. Each weekly assignment is summarized in the first column of the weekly course plan. Teacher's notes, hints, and other commentary are located next to the corresponding assignment. The course plans are set up so both the *Phonics Book K* and the *Teach Your Child to Read in 100 Easy Lessons* book are taught at the same time with lessons from each book included every week through week 7 of the third quarter.

Additional resources and components used in this course:

- Teaching Reading, Writing, Flashcards and Phonograms (Appendix A) – This resource offers additional, helpful instruction to parents using this course.
- Flashcards – the phonics flashcards provide a way to review and memorize each letter or letter combination and its phonetic sounds. These are introduced a few at a time each week during the fourth quarter and reviewed continuously. They can be hole punched and put on a metal ring to keep them together.

- Reinforcement/Enrichment Activities at the end of each week – these activities are included as fun enrichment activities to reinforce the letters taught earlier in the week and to give age-appropriate practice with essential handicraft and fine motor skills – including tracing, coloring, cutting, and pasting They are optional but recommended.
- Supplemental Reading Lessons (SRL) (Appendix B) – following the same style of instruction as that of the *100 Easy Lessons* teaching method, the supplemental reading lessons continue the phonics lessons begun earlier in the year by introducing and allowing the student to practice a few of the more common phonemes that have not already been taught.
- Story Book Unit (SBU) – to allow the student the opportunity to practice reading real stories independently, the last quarter consists of a weekly study of nine classic picture books suitable for early readers. The books are available directly from the Kolbe Academy bookstore, and they can also be found at most public libraries. Each of these books has been selected for its readability and for its alignment with Catholic and classical values.

If your child is able to read the booklets fluently at the end of the 3<sup>rd</sup> Quarter, consider looking for a phonics-based reading series such as the Catholic National Readers. If you have an E-reader device, you can download children’s books from Storia, a product of the Scholastic company.

The key is to ensure that the student still has access to decodable stories, that is stories where all the words are either decodable or already known. By reading stories carefully designed to be decodable, students find that phonics "works" and use decoding strategies.

This does not mean children shouldn’t attempt other books that they aren’t capable of reading themselves; they should be exposed to and offered and asked to “read” engaging picture books to further develop their love of reading.

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.

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.

**INTERNET:** There are a myriad of resources available for teaching reading at the websites below, but they are completely optional.

<https://www.education.com/resources/kindergarten/ela/>

[www.starfall.com/](http://www.starfall.com/)

[www.sheppardsoftware.com](http://www.sheppardsoftware.com)

# Kolbe Academy Home School

## GRADE ONE PHONICS *Phonics A*

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D. Quarter 4 Answer Key	

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**COURSE TITLE:** Phonics

**COURSE TEXTS:** *Phonics Book A*, Pearson Education, 2012. (T1201)  
*Kolbe Academy Answer Key to Phonics Book A*, 2012. (T1201B) – optional  
*Resource Manual for Phonics Book A*, 2012. (T1201A) – optional

**COURSE DESCRIPTION:**

First grade phonics is directed to the development in the student of the capacity to pronounce, spell, and understand differences in words.

*Phonics A* begins very simply and the child should be able to do it without much difficulty, but do not let the workbook be a replacement for memorizing all seventy of the phonograms. The phonograms are listed in Appendix 1 of *Using the Catholic National Reader to Teach Reading*. It is strongly suggested that you use index cards to make flash cards of the phonograms or purchase a set from us for \$12.00, T1859, and practice every day in the way suggested in the guide until the student knows all of them without hesitation. Constantly point out the phonograms in new words that are introduced. In the beginning, it is helpful to spend more than one short session a day in drilling the phonograms.

**SCOPE AND SEQUENCE:****Quarter 1**

1. Partner Letters
2. Beginning Sounds
3. Ending Sounds
4. Middle Sounds
5. Rhyming Sounds
6. Short Vowel a

**Quarter 2**

1. Short Vowels i, u, o, e
2. Long Vowel a

**Quarter 3**

1. Long Vowels i, u, o, e
2. Reviewing Short and Long Vowels
3. Blending Letter Sounds

**Quarter 4**

1. Consonant Blends
2. Final Blends
3. Y as a Vowel
4. Endings -ed, -ing
5. Consonant Digraphs
6. Contractions

**COURSE PLAN METHODOLOGY:**

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In the course plans that follow, *Phonics A* is represented by the abbreviation **PA**. 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. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This phonics 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 review the material in the tests throughout the quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your first 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.

# Kolbe Academy Home School

## GRADE ONE READING

### *Catholic National Reader, New Primer and Book One*

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**COURSE TITLE:** Reading

**COURSE TEXTS:**

*Catholic National Reader, New Primer and Book One* (T1861)

*Kolbe Guide to the Catholic National Reader, New Primer and Book One* (T1861A)

*Phonogram Flash Cards* (T1859)

**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 the *Teacher Guide to the Catholic National Reader*, 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.

While assigned outside reading does not start until Quarter 2, a student who is ready earlier should certainly start! Here is a list of books that are appropriate for a first grader: *Winnie-the-Pooh* books, *The Velveteen Rabbit*, any fairy tales, the Father Lovasik books, with help, or any good book that the child likes to read.

**SCOPE AND SEQUENCE:**

Quarter 1: Phonograms, Primer Lessons I-XXIII

Quarter 2: Phonograms, Primer Lessons XXIII-XXVIII, Book One Lessons I-XXI

Quarter 3: Book One Lessons XXII-XXXVIII

Quarter 4: Book One Lessons XXXIX-LVIII

**COURSE OBJECTIVES:**

- ❖ To develop in the student a love for reading
- ❖ To introduce the student to reading as the most natural way of learning
- ❖ To help the student obtain firm grasp of word meanings and vocabulary
- ❖ To help the student identify characters and simple plots
- ❖ To develop the appreciation of good literature
- ❖ The ability to begin and finish a book
- ❖ The ability to write book reports

- ❖ Facility in reading aloud
- ❖ The ability to retell the story in the student's own words
- ❖ The ability to find the moral or objective of the story
- ❖ The ability to analyze and criticize
- ❖ To identify details:
  - important details
  - details which answer questions
  - detailed directions
  - details in math and science
- ❖ To recognize relationships
  - cause and effect
  - alike and different
  - order sequence
  - big and little ideas
  - strength through grouping
- ❖ The ability to think critically about:
  - facts and opinions
  - real and unreal
  - purpose of the writer
  - reading between the lines
  - predicting
  - reaching conclusions
  - questioning what has been read

### COURSE PLAN METHODOLOGY:

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In the course plans that follow, the *Catholic National Reader, New Primer and Book 1* is represented by the abbreviation **CNR**. The *Kolbe Academy Student Questions for the Catholic National Reader* is represented by the abbreviation **QUEST**. 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. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the left of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

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

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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 first 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.

# Kolbe Academy Home School

## GRADE ONE SPELLING

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**COURSE TITLE:** Spelling

**COURSE TEXTS:**

See lesson plan for spelling lists each week.  
*Phonogram Flash Cards (T1859)*

**COURSE DESCRIPTION:**

The first words in the Grade One spelling list come directly from the *Catholic National Readers New Primer and Book One*. The child is learning to spell the words he is learning to read. On the second week of school, begin formal spelling lessons assigning ten words per week. On Day 1 assign the words; discuss how you would use the words in simple sentences. Have the student write each word five times. Use Day 2 to study the words. On Day 3 give a spelling pre-test. On Day 4 the weekly test is given.

Beginning the fourth week of the quarter have the student write a simple sentence with each of the words on the spelling pre-test; give assistance if needed. On Day 3, following the pre-test, have the student write a sentence with each of the words unassisted. If this is difficult for the child at first, explain to him that it will become easier every time he does it. Any words misspelled on the test on Day 4 are added to the next week's list.

**COURSE OBJECTIVES:**

- ❖ To master the spelling of the Grade One word lists.
- ❖ To successfully apply the correct spelling and usage of learned words in writing activities.

**SKILLS TO BE DEVELOPED:**

- ❖ visual discrimination between words
- ❖ auditory discrimination of words
- ❖ ability to spell the listed words
- ❖ ability to use the listed words in complete sentences

**COURSE PLAN METHODOLOGY:**

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Each weekly spelling list is given in the first rows of the week's daily course plan. Any teaching tips or notes are summarized below the list. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed. On Day 1 assign the words; Day 2 review; Day 3 give a pre-test; Day 4 exam.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their home schooling and not as a hindrance. It includes a cumulative list of

assignments from the week's course plan as well as space for additional assignments, if needed. You may give both a formal grade and an applied grade in spelling. The formal grade will be the grade the student received on the written test. The applied grade can be calculated on the student's spelling in all subjects. Give 100% at the beginning of the week and deduct 1% for each misspelled word on daily work in all subjects. The deductions should be given on words the student should know how to spell and ones that could easily be copied, but not on words misspelled when trying to enhance written work with above level vocabulary. Average the two grades for the final grade for the week. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This spelling 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 review the material in the tests throughout the quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your first 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.

#### **SUPPLEMENTAL WORDS:**

Here are some extra words, which may be used for extra credit or as a challenge for the student. If the student is easily mastering spelling you can select from this list to add to the assigned list.

flies	cried	age	cage	page	ago	about	around	join
spoil	noise	always	been	pick	much	fast	easy	would
could	should	wanted	spill	pull	drag	bang	hang	sang
near	nearly	knew	float	side	slide	air	hair	bead
lead	bus	turn	turned	wash	washing	weak	when	week
spot	shut	quit	pray	prayer	pear	pair		

# Kolbe Academy Home School

## GRADE TWO PHONICS *Phonics B*

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**COURSE TITLE:** Phonics

**COURSE TEXTS:** *Phonics Book B, Pearson Learning, 2012*  
*Kolbe Academy Answer Key to Phonics Book B, 2012, Optional*  
*Resource Manual for Pearson Learning Phonics Book B, 2012, Optional*

**COURSE DESCRIPTION:**

Grade Two phonics brings the student into the new areas of hard and soft c and g, r-controlled vowels, plurals, suffixes, vowel digraphs, diphthongs, prefixes, synonyms, antonyms, homonyms, and syllabication.

*Phonics B* 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.

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:**

**Quarter 1**

1. Critical Thinking
2. Initial, Final & Medial Consonants/Spelling
3. Phonics & Writing
4. Short Vowels

**Quarter 2**

1. Long Vowels
2. Words in Context
3. Phonics & Reading
4. Phonics & Writing
5. Phonics & Spelling
6. Compound Words
7. Hard & Soft c & g
8. Y as a Vowel

**Quarter 3**

1. Consonant Digraphs
2. Phonics & Reading
3. Phonics & Writing
4. R-Controlled Vowels
5. Words in Context
6. Contractions
7. Endings & Suffixes

**Quarter 4**



1. Vowel Pairs
2. Vowel Digraphs
3. Diphthongs
4. Synonyms
5. Antonyms
6. Homonyms
7. Words in Context

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In the course plans that follow, *Pearson Learning Phonics B* is represented by the abbreviation **PB**. 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. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

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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.

# Kolbe Academy Home School

## GRADE TWO READING *Catholic National Reader, Book Two*

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**COURSE TITLE:** Reading

**COURSE TEXTS:**

*Catholic National Reader, Book Two*

*Kolbe Guide to the Catholic National Reader, Book Two*

**COURSE DESCRIPTION:**

The course will cover a selection of readings appropriate to the level of the child. The readings will be taken from the *Catholic National Reader Book Two*, plus material from the *Kolbe Academy Recommended Reading List* or some other reliable source. All outside reading should be chosen for the quality of content, art (if any is reproduced), and the gradual inclusion of more difficult vocabulary.

The foundation for the Kolbe Academy reading program is the *Catholic National Reader* series. The style of presentation in the *Catholic National Reader* is developed so that the full range of study is contained in each story (phonics, spelling, definitions and ever-increasing vocabulary).

The reading program is based on mutual response (teacher reading, students listening, and student reading/teacher and students listening). Vocal reading skill is indispensable in this program. *The Catholic National Reader, Book Two* is the primary reader for the second grade level.

Read carefully and follow the *Introduction to the Teacher's Edition of Questions for the Catholic National Reader, Book Two*. 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 books recommended for second graders are: *The Pied Piper of Hamelin* by Robert Browning, *Pinocchio*, by Carlo Collodi (**not** the Disney version), *First Book of Saints* and any others of the Father Lovasik books, *Mrs. Piggie Wiggle* books by Betty MacDonald, *Along the Paths of the Gospel Saints* series, from Pauline Press, and *The Boxcar Children* series by Gertrude Chandler Warner. There may be many others. Use your own discretion.

**SCOPE AND SEQUENCE:**

Quarter 1: Lessons I-XIV

Quarter 2: Lessons X -XXVIII

Quarter 3: Lessons XXIX – XXX

Quarter 4: Lessons XLIV- LXVI

**COURSE OBJECTIVES:**

- ❖ To develop in the student a love for reading
- ❖ To introduce the student to reading as the most natural way of learning
- ❖ To help the student obtain firm grasp of word meanings and vocabulary
- ❖ To help the student identify characters and simple plots, and to describe in simple terms the point or objective of the author

- ❖ To help the student develop writing skills, specifically book reports.
- ❖ The appreciation of good literature
- ❖ The ability to begin and finish a book
- ❖ The ability to write book reports
- ❖ Facility in reading aloud
- ❖ The ability to retell the story in the student's own words
- ❖ The ability to find the moral or objective of the story
- ❖ Specific Objectives:
  - Finding the main idea
  - Identifying details
  - Recognizing relationships
  - Critical thinking

### COURSE PLAN METHODOLOGY:

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In the course plans that follow, the *Catholic National Reader, Book 2* is represented by the abbreviation **CNR**. The *Kolbe Academy Guide to 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. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the left of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

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 second

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.

# Kolbe Academy Home School

## GRADE TWO SPELLING

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**COURSE TITLE:** Spelling

**COURSE TEXTS:**

See lesson plan for spelling lists each week.

*Macmillan Children's Dictionary*, Simon and Schuster, 2007, Optional

**COURSE DESCRIPTION:**

Grade Two spelling develops the student's capacity to pronounce, spell, use, look up in the dictionary, and understand the definitions of words. Help the child to break words into syllables; yes-ter-day is easier to remember than when it is all together. Point out unusual spellings, especially those that are sight words.

A child's dictionary is recommended in the second semester. When using the dictionary, instruct the student to look at the guide words at the top of the page to help in finding the word. At first using the dictionary is challenging for most children, but the more it is used the easier it becomes. It is great preparation for the future grades.

If your student needs more challenging words, assign words from *The Catholic National Reader* in addition to those in the list or use the list on page 3 of the syllabus to supplement.

**COURSE OBJECTIVES:**

- ❖ To master the spelling of the Grade Two word lists.
- ❖ To successfully apply the correct spelling and usage of learned words in writing activities.

**SKILLS TO BE DEVELOPED:**

- ❖ visual discrimination between words
- ❖ auditory discrimination of words
- ❖ ability to spell the listed words
- ❖ ability to use the listed words in complete sentences
- ❖ ability to find the listed words in the dictionary and copy the definitions
- ❖ become familiar with spelling rules listed at the end of this course plan (page 52).

**COURSE PLAN METHODOLOGY:**

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Each weekly spelling list is given in the first rows of the week's daily course plan. Any teaching tips or notes are summarized below the list. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

On Day 1 assign the words; Day 2 review; Day 3 give a pre-test; Day 4 exam. Beginning in the third quarter the student will be responsible for looking the words up in the dictionary and writing down the definitions.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their home schooling and not as a hindrance. It includes a cumulative list of assignments from the week's course plan as well as space for additional assignments, if needed. You may give both a formal grade and an applied grade in spelling. The formal grade will be the grade the student received on the written test. The applied grade can be calculated on the student's spelling in all subjects. Give 100% at the beginning of the week and deduct 1% for each misspelled word on daily work in all subjects. The deductions should be given on words the student should know how to spell and ones that could easily be copied, but not on words misspelled when trying to enhance written work with above level vocabulary. Average the two grades for the final grade for the week. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This spelling 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. **Instructions for the quarterly Spelling exam are given in Week 9 of each quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your second 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.

**SUPPLEMENTAL WORDS:**

Here are some extra words, which may be used for extra credit or as a challenge for the student. If the student is easily mastering spelling you can select from this list to add to the assigned list. You may also extract words from *The Catholic Reader* or other subjects if necessary to broaden the student's spelling prowess. The student should be able to apply spelling rules to challenging words.

o'clock	power	onion	hour	lightning	problem
until	pony	ponies	daisy	daisies	throw
threw	through	leather	breath	breathe	thread
polite	weather	whether	feather	shower	pouch
south	surprise	noisy	noisier	noisiest	leak
order	annoy	scratch	itch	itches	rascal
idle	wicked	field	grateful	gratefully	naughty
danger	greedy	greedier			



# Kolbe Academy Home School

## GRADE THREE PHONICS *PHONICS C*

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**COURSE TITLE:** Phonics

**COURSE TEXTS:** *Phonics Book C*, Pearson Learning  
*Resource Manual for Pearson Learning Phonics Book B*, Optional  
*Kolbe Academy Answer Key to Phonics Book B*, 2012, Optional

**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.

*PC 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:****Quarter 1**

1. Initial, Medial, and Final Consonants
2. Hard and Soft c and g
3. Short Vowels, a,e,i,o,u
4. Long Vowels, a,e,i,o,u

**Quarter 2**

1. Compound Words
2. Consonant Blends
3. Y as a Vowel
4. Consonant Diagraphs
5. Syllables
6. R Controlled Vowels
7. Contractions
8. Plurals and Suffixes

**Quarter 3**

1. Suffixes
2. Syllables
3. Vowel Pairs
4. Vowel Digraphs
5. Diphthongs
6. Prefixes

**Quarter 4**

1. Syllables
2. Prefixes, Base Words, Suffixes
3. Syllabication Rules
4. Synonyms
5. Antonyms
6. Homonyms
7. Dictionary
8. Homographs

**COURSE PLAN METHODOLOGY:**

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In the course plans that follow, *Phonics C* is represented by the abbreviation **PC**. 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. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This phonics 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 review the material in the tests throughout the quarter. 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.

# Kolbe Academy Home School

## GRADE THREE READING *Catholic National Reader, Book 3*

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C. Quarter 3 Answer Key	
D. Quarter 4 Answer Key	

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**COURSE TITLE:** Reading

**COURSE TEXTS:**

*Catholic National Reader, Book Three*

*Kolbe Guide to the Catholic National Reader, Book Three*

**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:**

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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.



# Kolbe Academy Home School

## GRADE THREE SPELLING

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**COURSE TITLE:** Spelling

**COURSE TEXTS:**

See lesson plan for spelling lists each week.

*Macmillan Children's Dictionary*, Simon and Schuster, 2007, Optional

**COURSE DESCRIPTION:**

Third grade spelling develops the student's capacity to pronounce, spell, use, look up in the dictionary, understand and remember the definitions of words, and understand the parts of speech of the listed words.

Generally, the teacher should assign the words on Day 1, discuss them, and give samples of sentences using them. Have the student look up the words in the dictionary and write the definitions. Day 2 should be used for study and the completion of dictionary work. On Day 3, give a spelling pre-test and have the student write an original sentence using each of the words; give assistance if necessary. On Day 4 give a spelling test in which he writes the sentences and uses each of the words without help. Any words missed on the test on Day 4 should be added to the next week's list. Also, in all of his subjects, if he misspells words that he should know how to spell, he should be required to write each ten times.

Help the child to break words into syllables; yes-ter-day is easier to remember than when it is all together. Point out unusual spellings, especially those that are sight words.

A child's dictionary is necessary. When using the dictionary, instruct the student to look at the guide words at the top of the page to help in finding the word. At first using the dictionary is challenging for most children, but the more it is used the easier it becomes. It is great preparation for the future grades.

If your student needs more challenging words, assign words from *The Catholic National Reader* in addition to those in the list or use the supplemental list on page 4 of the syllabus.

**COURSE OBJECTIVES:**

- ❖ To master the spelling of the Grade Three word lists.
- ❖ To successfully apply the correct spelling and usage of learned words in writing activities.

**SKILLS TO BE DEVELOPED:**

- ❖ visual discrimination between words
- ❖ auditory discrimination of words
- ❖ ability to spell the listed words
- ❖ ability to use the listed words in complete sentences
- ❖ ability to find the listed words in the dictionary and copy the definitions
- ❖ ability to remember the definition of words
- ❖ understanding of basic parts of speech

**COURSE PLAN METHODOLOGY:**

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A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their home schooling and not as a hindrance. It includes a cumulative list of assignments from the week's course plan as well as space for additional assignments, if needed. You may give both a formal grade and an applied grade in spelling. The formal grade will be the grade the student received on the written test. The applied grade can be calculated on the student's spelling in all subjects. Give 100% at the beginning of the week and deduct 1% for each misspelled word on daily work in all subjects. The deductions should be given on words the student should know how to spell and ones that could easily be copied, but not on words misspelled when trying to enhance written work with above level vocabulary. Average the two grades for the final grade for the week. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This spelling 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. **Instructions for the quarterly Spelling exam are given in Week 9 of each quarter.** 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.

**SUPPLEMENTAL WORDS:**

Here are some extra words, which may be used for extra credit or as a challenge for the student. If the student is easily mastering spelling you can select from this list to add to the assigned list. You may also extract words from *The Catholic Reader* or other subjects if necessary to broaden the student's spelling prowess. The student should be able to apply spelling rules to challenging words.

moisture	surround	kernel	colonel	produce
visible	magnet	conductor	baggage	instrument
route	museum	propeller	island	permit
permission	adventure	superior	perfect	perfectly
manage	mention	doubt	doubtful	priest
bishop	deserve	pretend	understand	understood
appear	disappear	betray	betrayal	suddenly
enormous	mystery	journey		

# Kolbe Academy Home School

## GRADE FOUR PHONICS *Phonics D*

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**COURSE TITLE:** Phonics

**COURSE TEXTS:** *Phonics D*, (Pearson Education, 2012), T1204  
*Phonics Level D Resource Manual* (Pearson Education, 2012), (T1204A), optional  
*Kolbe Academy Answer Key to Phonics, Level D*, 2012(T1204B) – optional

**COURSE DESCRIPTION:**

Grade Four Phonics introduces the student to a gradual sophistication of use in the skills developed from the previous phonics courses. Uses of the apostrophe, possessives, contractions, prefixes & roots all expand the student's ability to read, write and speak with use of simple but important and expanded phonics skills.

*PD Phonics, Level D* begins with easy material, and the child should be able to complete most of the work with very little help. The child should be able to read the instructions and follow the directions at this stage. 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 throughout the book and learn how to use them with new words. The rules 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.

**COURSE OBJECTIVES:**

- ❖ Skill development:
  - Reading skill is developed through the use of decoding skills in an ordered system, gradually increasing the difficulty of each section.
- ❖ This ties in with three principles of Ignatian education:
  - Self activity
  - Mastery
  - Formation
- ❖ To review and practice activities that maintain the student's facility with phonics tools. Review exercises reinforce and assess student's mastery of skills. This is implementation of the principle of repetition.
- ❖ To write out the entire question and answer in order to reinforce the whole concept that is being studied. Here, again, is "self activity."
- ❖ To focus on each piece of work to allow for in-depth instruction on the part of the teacher and practice on the part of the student. This is the principle of "divide et impera," or "divide and conquer": taking things apart and putting them back together.

**SCOPE AND SEQUENCE:**

## Quarter 1

1. Short and long vowels
2. Hard and soft c and g
3. Consonant digraphs
4. Syllables
5. R controlled vowels
6. Words with k and f sounds

## Quarter 2

1. Words with s sounds
2. Silent letters
3. Syllables
4. Suffixes
5. Vowel pairs and vowel digraphs

## Quarter 3

1. Vowel Digraphs
2. Diphthongs
3. Syllables
4. Plurals
5. Possessives
6. Contractions

## Quarter 4

1. Prefixes
2. Roots
3. Syllables
4. Synonyms
5. Antonyms
6. Homonyms
7. Alphabetical order
8. Dictionary skills

**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 them 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, *Phonics D* is represented by the abbreviation **PD**. 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. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This Phonics 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 review the material in the tests throughout the quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fourth 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.



# Kolbe Academy Home School

## GRADE FOUR READING *Catholic National Reader, Book 4*

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C. Quarter 3 Answer Key	
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**COURSE TITLE:** Reading

**COURSE TEXTS:**

*Catholic National Reader, Book Four* (T1864)

*Kolbe Guide to the Catholic National Reader, Book Four* (T1864A)

**COURSE DESCRIPTION:**

This course presents a selection of readings appropriate to the level of the student. The reading program is based on mutual response: teacher reading and students listening; student reading and teacher and other students listening. Vocal reading skill is to be practiced and developed.

*The Catholic National Reader (CNR), Book Four* 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. It is also suggested that the student read the questions in the student's guide before reading the story. If necessary at first, point out the answers to the questions as the student reads the story. This is a good study technique in each subject in which the student is required to answer questions at the end of a chapter or lesson.

Read carefully and follow the *Introduction to the Teacher's Edition of Questions for the Catholic National Reader, Book Four*. 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 a book from the Elementary Literature program 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.

**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.

**SCOPE AND SEQUENCE:**

Quarter 1: Lessons I-IV, VI-VII, XI-XIII, XVI-XVIII, XXI-XXIII, XXVI

Quarter 2: Lessons XXVIII, XXXV-XXXVIII, XL, XLII-XLIII, XLV-XLIX, LI

Quarter 3: Lessons LII, LIV, LVI- LXVII

Quarter 4: Lesson LXVIII – LXXX, LXXXII

**SKILLS TO BE DEVELOPED:**

- ❖ Recognition of good literature.
- ❖ Practice of finishing each book that is begun
- ❖ Progressively refined oral reading with proper inflections and 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 4* is represented by the abbreviation **CNR**. The *Kolbe Academy Guide to 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. Read carefully and follow the *Introduction to the Teacher's Edition of Questions for the Catholic National Reader, Book Four*. 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. Some of the stories in the *Catholic National Reader* are not included in the course plans. Encourage the student to read even the ones that are not assigned as evening reading for pleasure. He should also have a book from the Elementary Literature program 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 fourth 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.

# Kolbe Academy Home School

## GRADE FIVE PHONICS *Phonics E*

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C. Quarter 3 Answer Key	
D. Quarter 4 Answer Key	

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**COURSE TITLE:** PHONICS

**COURSE TEXTS:** *Phonics E* (Pearson Education, 2012), (T1205)  
*Phonics Level E Resource Manual* (Pearson Education, 2012), (T1205A), optional  
 Kolbe Academy Answer Key to *Phonics Level E*, 2012 (T1205B), optional

**COURSE DESCRIPTION:**

Grade Five PHONICS continues to help the student grow more sophisticated in his use in the skills developed from the previous Phonics courses. Study of vowel digraphs, diphthongs, prefixes, roots, compound words, syllabication, and suffixes expand the student's ability to read, write and speak with expanded Phonics skills.

*PE Phonics, Level E* begins with easy material, and the child should be able to complete most of the work with very little help. The child should be able to read the instructions and follow the directions independently. The course has been shown as a daily subject, but you may condense it into a two-day or even a one-day a week subject as long as the student is doing well and understanding the material. 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 throughout the book and learn how to use them with new words. The last three pages of the workbook contain Definitions, General Rules, and Syllabication Rules that can be very helpful in all areas of the language arts.

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.

**COURSE OBJECTIVES:**

- ❖ Skill development:
  - Reading skill is developed through the use of decoding skills in an ordered system, gradually increasing the difficulty of each section.
- ❖ This ties in with three principles of Ignatian education:
  - Self activity
  - Mastery
  - Formation
- ❖ Use of extensive review and activities that maintain the student's facility with Phonics tools. Review exercises reinforce and assess student's mastery of skills. This is implementation of the principle of repetition.
- ❖ Students are directed to write out the entire question and answer in order to reinforce the whole concept that is being studied. Here, again, is "self activity."
- ❖ Both student and teacher should focus on each piece of work to allow for in-depth instruction on the part of the teacher and practice on the part of the student. This is the principle of "divide et impera," or "divide and conquer": taking things apart and putting them back together.

**SCOPE AND SEQUENCE:**

## Quarter 1

1. Consonant sounds
2. Syllabication
3. Reading and writing
4. Vowel pairs
5. Vowel digraphs

## Quarter 2

1. Vowel digraphs
2. Diphthongs
3. Syllabication
4. Reading and writing
5. Units of meanings in words
6. Prefixes

## Quarter 3

1. Roots
2. Compound words
3. Possessives
4. Contractions
5. Syllabication
6. Reading and writing
7. Suffixes

## Quarter 4

1. Suffixes
2. Plurals
3. Syllabication
4. Reading and writing
5. Alphabetizing
6. Dictionary

**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 them 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, *Phonics E* is represented by the abbreviation **PE**. 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. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2,**

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**DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This Phonics 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 review the material in the tests throughout the quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fifth 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.



# Kolbe Academy Home School

## GRADE FIVE READING *Catholic National Reader, Book 5*

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**COURSE TITLE:** Reading

**COURSE TEXTS:** *Catholic National Reader, Book Five* (T1865)  
*Kolbe Guide to the Catholic National Reader, Book Five* (T1865A)

**COURSE DESCRIPTION:**

The Grade Five reading program is designed to introduce the young student to the world of literature. There are basic questions that apply to all literature. The student, moreover, begins to understand the world and God's creation through literature. Essentially, all education is literature-based, as the overall style of the Scriptures shows. It is through literature that man comes to know, love, and serve.

*The Catholic National Reader (CNR), Book Five* 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. It is also suggested that the student read the questions in the student's guide before reading the story. If necessary at first, point out the answers to the questions as the student reads the story. This is a good study technique in each subject in which the student is required to answer questions at the end of a chapter or lesson.

Read carefully and follow the *Introduction to the Teacher's Edition of Questions for the Catholic National Reader, Book Five*. 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 a book from the Elementary Literature program 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.

**COURSE OBJECTIVES:**

The student is to be introduced to:

- ❖ the world in literature
- ❖ the world of imagination
- ❖ the world in others' minds
- ❖ a Christian approach to literature

**SCOPE AND SEQUENCE:**

- Quarter 1: Lessons I-III, VII, X-XV, XVII-XVIII, XX, XXIV-XXVII & outside reading
- Quarter 2: Lessons XXVIII- XXXIII, XXXV- XXVI, XXXIX, XL- XLV & outside reading
- Quarter 3: Lessons XLVI, XLVIII, XLIX, L-LV, LVII-LVIII, LXI, LXVI- LXX & outside reading
- Quarter 4: Lessons LXVII, LXIX, LXX, LXXIII-LXXVI, LXXX, LXXXII- LXXXIII, LXXXIV, LXXXIX, XC-XCVI, XCVII & outside reading

**SKILLS TO BE DEVELOPED:**

There are five principles that are essential for the student to understand and apply in reading literature. The reader must:

- ❖ read with objective charity;

- ❖ understand that the parts do not condemn the whole;
- ❖ recognize sin as such when he encounters it in his reading;
- ❖ avoid reading tempting descriptions of sin;
- ❖ understand that fiction's function is not to teach.

For an elucidation of these principles, consult *Tenets for Readers and Reviewers*. (T1912)

There are four principles on the function of literature:

- ❖ Art is a moral activity.
- ❖ Literature is fundamentally religious.
- ❖ Art inspires.
- ❖ Art is a means of charity.

### 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 5* is represented by the abbreviation **CNR**. The *Kolbe Academy Guide to 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. Read carefully and follow the *Introduction to the Teacher's Edition of Questions for the Catholic National Reader, Book Four*. 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. Some of the stories in the *Catholic National Reader* are not included in the course plans. Encourage the student to read even the ones that are not assigned as evening reading for pleasure. He should also have a book from the Elementary Literature program 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 fifth 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.

# Kolbe Academy Home School

## GRADE SIX PHONICS *Phonics F*

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**COURSE TITLE:** Phonics

**COURSE TEXT:** *Phonics F* (Pearson Education, 2012), T1206  
*Phonics Level F Resource Manual* (Pearson Education, 2012), (T1206A), optional  
*Phonics Level F Answer Key* (Kolbe Academy), (T1206B), optional

**COURSE DESCRIPTION:**

Grade Six Phonics continues to help the student grow more sophisticated in his use in the skills developed from the previous phonics courses. Study of vowel digraphs, diphthongs, prefixes, roots, compound words, syllabication, and suffixes expand the student's ability to read, write and speak with expanded phonics skills.

*PF, Level F* is quite self-explanatory and the child should be able to complete most of the work with very little help. The child should be able to read the instructions and follow the directions independently. The course has been shown as a daily subject, but you may condense it into a two-day or even a one-day a week subject as long as the student is doing well and understanding the material. Because the Phonics book is a workbook, the student may have a tendency to rush through the work without truly mastering the lessons taught. It is important for the student to memorize and know how to apply the rules, which are in boxes at the top of many of the pages. The last three pages of the workbook contain Definitions, General Rules, and Syllabication Rules that can be very helpful in all areas of the language arts. Much in the Phonics book reinforces what the student learns in English and Spelling. Because children sometimes forget, this is a good thing.

*PF Phonics F* is very self-explanatory, and the student should be encouraged to do the work without much help. There is a temptation on the part of students to rush through the pages in workbooks without mastering the concepts. Always make sure the student understands the lessons by going over the work together after it is completed.

**COURSE OBJECTIVES:**

- ❖ Reading skill is developed through the use of decoding skills in an ordered system, gradually increasing the difficulty of each section. This ties in with three principles of Ignatian education:
  - Self-activity
  - Mastery
  - Formation
- ❖ Use of extensive review and activities that maintain the student's facility with phonics tools. Review exercises reinforce and assess student's mastery of skills. This is implementation of the principle of repetition.
- ❖ Students are directed to write out the entire question and answer in order to reinforce the whole concept that is being studied. Here, again, is "self-activity."
- ❖ Both student and teacher should focus on each piece of work to allow for in-depth instruction on the part of the teacher and practice on the part of the student. This is the principle of "divide et impera," or "divide and conquer": taking things apart and putting them back together.

**SCOPE AND SEQUENCE:**

1. Review of words containing common consonant sounds and combinations.
2. Vowel pairs, digraphs and diphthongs.
3. Prefixes.
4. Roots.
5. Possessives.
6. Suffixes.

**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.**

*Phonics Level F* is represented by the abbreviation **PF**. 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 **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the left of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

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 Phonics 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.**

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.

# Kolbe Academy Home School

## GRADE SIX READING *Catholic National Reader Book 6*

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**COURSE TITLE:** Reading

**COURSE TEXT:** *Catholic National Reader Book Six*, (T1866)  
*Kolbe Academy Guide to the Catholic National Reader, Book Six* (T1866A)

**Supplemental Resources:**

Books from *Kolbe Academy's Recommended Reading List* (T1908)  
*Tenets for Readers and Reviewers*, America Press 1943, (T1912)

**COURSE DESCRIPTION:**

The Grade Six reading program brings the student to literature in a deeper, more rigorous fashion than previous reading courses. Classic poems and fragments of larger works are included in the *National Catholic Reader*. The course is comprised of two parts: the *Catholic National Reader* and outside reading.

*The Catholic National Reader (CNR), Book Six* 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.

Read carefully and follow the *Introduction to the Teacher's Edition of Questions for the Catholic National Reader, Book Six*. The *Catholic National Reader* is quite challenging; it is not unusual for a student to be reading the book that is a year below his grade level. Consequently, we have selected a limited number of passages to be covered. Encourage the student to read even the ones that are not assigned as evening reading for pleasure. He should also have a book from the Elementary Literature program 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. It is also suggested that the student read the questions in the student's guide before reading the story. If necessary at first, point out the answers to the questions as the student reads the story. This is a good study technique in each subject in which the student is required to answer questions at the end of a chapter or lesson.

**COURSE OBJECTIVES:**

The student is to be introduced to

- ❖ the world in literature.
- ❖ the world of imagination.
- ❖ the world of others' minds.
- ❖ a Christian approach to literature.

**SCOPE AND SEQUENCE:**

1. Consult the course plan for a week-by-week breakdown of the Reader material.
2. As much outside reading as possible (including at least two book reports per quarter) should supplement the reader.

**SKILLS TO BE DEVELOPED:**

There are five principles that are essential for the student to understand and apply in reading literature.

- ❖ Read with objective charity
- ❖ Understand that the parts do not condemn the whole
- ❖ Recognize sin as such when he encounters it in his reading
- ❖ Avoid works that contain tempting descriptions of sin
- ❖ Understand that the function of fiction is not to teach.

There are four principles on the function of literature:

- ❖ Art is a moral activity
- ❖ Literature is fundamentally religious
- ❖ Art inspires
- ❖ Art is a means of charity.

**Notes:**

For an elucidation of these principles, consult *Tenets for Readers and Reviewers*.  
Oral and written work should both be stressed.

**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 them 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, *Catholic National Reader Book Six* is represented by the abbreviation **CNR** and the *Kolbe Academy Guide to the Catholic National Reader* is represented by the abbreviation **GUIDE**. 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 **DAY 1**, **DAY 2**, **DAY 3**, and **DAY 4** abbreviations. The *Catholic National Reader* is very challenging. Please feel free to pick and choose which lessons to use. Parent daily guidelines are given to the right of the student assignments. This outline can be altered; a family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their home schooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified 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 a lighter week, and includes days for review. You should use the review days as 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 review the material in the tests throughout the quarter.**

Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your sixth 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.