

# Kolbe Academy Home School

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

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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.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1					
Book	Weekly Breakdown	Goals and Notes for the Week and Year			
CNR	Lessons I-II	Go through the vocabulary and explain as necessary. Read the questions in the student's question book before reading the story. Have the student write the answers to the questions in complete sentences after having read the story orally. These instructions should be followed with CNR unless otherwise instructed.			
<div style="border: 1px solid black; padding: 5px; width: 100px; float: left;">Notes</div>					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	CNR Read Lesson I	<input type="checkbox"/>	Go over the vocabulary words to explain what some of the more obsolete or difficult words mean. Write the answers to the questions in complete sentences on a piece of lined paper.		
	GUIDE: Do Lesson I questions	<input type="checkbox"/>			
DAY 2	Do outside reading	<input type="checkbox"/>	Read from a book of the Elementary Literature program or another chapter book of your choice. From now on, this will be shown in the course plans as "Outside reading."		
DAY 3	CNR Read Lesson II	<input type="checkbox"/>	Go over the vocabulary words to explain what some of the more obsolete or difficult words mean. Write the answers to the questions in complete sentences on a piece of lined paper.		
	GUIDE: Do Lesson II questions	<input type="checkbox"/>			
DAY 4	Do outside reading	<input type="checkbox"/>	Outside reading		
Week 1 Grade Book					
Assignments		Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
CNR questions for Lesson I		<input type="checkbox"/>			
CNR questions for Lesson II		<input type="checkbox"/>			
Other:		<input type="checkbox"/>			
Other:		<input type="checkbox"/>			
<b>Week 1 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>				<b>%</b>

◆ COURSE PLAN ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
CNR	Lessons III-IV			
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	CNR Read Lesson III	<input type="checkbox"/>	Go over the vocabulary words to explain what some of the more obsolete or difficult words mean. Write the answers to the questions in complete sentences on a piece of lined paper.	
	GUIDE: Do Lesson III questions	<input type="checkbox"/>		
DAY 2	Do outside reading	<input type="checkbox"/>	Outside reading	
DAY 3	CNR Read Lesson IV	<input type="checkbox"/>	Go over the vocabulary words to explain what some of the more obsolete or difficult words mean. Have the student memorize the poem in Lesson IV.	
	GUIDE Memorize poem	<input type="checkbox"/>		
DAY 4	Do outside reading	<input type="checkbox"/>	Outside reading	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
CNR questions for Lesson III	<input type="checkbox"/>			
CNR questions for Lesson IV	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 2 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>