

# Kolbe Academy Home School

## GRADE THREE ENGLISH GRAMMAR *Lepanto Grammar 3*

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**COURSE TITLE:** English Grammar

**COURSE TEXTS:** *Lepanto Grammar 3*  
*Lepanto Grammar 3, Optional*

**SUPPLEMENTAL MATERIALS:** *Children's Dictionary*

**COURSE DESCRIPTION:**

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

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

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

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

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

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

This course should be supplemented with readings in literature. Consult *the Kolbe Academy Recommended Reading List* for suggested titles. Quarterly or semester book reports should be completed on this reading.

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

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

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

- a. Courtesy
- b. Homonyms
- c. Periods
- d. Sentences (declarative sentences)
- e. Capital letters
- f. Contractions
- g. Paragraphs
- h. Eat, ate, eaten
- i. Bring, brought
- j. Opposites (antonyms)
- k. Poetry
- l. Go, went, gone
- m. Asking sentences (interrogative sentences)
- n. Letter writing
- o. Contractions

**Quarter 3**

- a. Letter writing
- b. Direct address
- c. Paragraphs
- d. Irregular Verbs
- e. Contractions
- f. Poetry
- g. Abbreviations

**Quarter 2**

- a. Holidays
- b. Capital letters
- c. Poetry
- d. Letter Writing
- e. Paragraphs
- f. Buy and bought
- g. Exclaiming sentences (exclamatory sentences)
- h. Sound alikes (homonyms)
- i. Is and are
- j. Contractions
- k. Opposites (antonyms)
- l. Direct quotations

**Quarter 4**

- a. Book reports
- b. Dictionary
- c. Poetry
- d. Commanding sentences (imperative sentences)
- e. Synonyms, Homonyms, Antonyms
- f. Contractions
- g. Paragraphs
- h. Syllables

**COURSE OBJECTIVES**

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

**SKILLS TO BE DEVELOPED:**

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

**COURSE 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, *Lepanto Grammar 3* is represented by the abbreviation **LPG**. 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 English grammar 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.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown	Goals and Notes for the Week		
LPG	Chapter 1, Pages 1-11	Exercises 1 (part 2), 3 (parts 1-4)		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	LPG Read pages 3-5	<input type="checkbox"/>	Read and discuss pages 3-5. Have the student do exercise 1, part 2 on page 5. Write the conversation on a separate piece of paper.	
	LPG Do exercise 1, part 2	<input type="checkbox"/>		
DAY 2	LPG Read pages 6-7	<input type="checkbox"/>	Read and discuss pages 6-7. Discuss your expectations for the student when answering the phone. Read and discuss page 8. Write an invitation comparable to, but not the same as, the model given.	
	LPG Write invitation	<input type="checkbox"/>		
DAY 3	LPG Read pages 9-11	<input type="checkbox"/>	Read and discuss pages 9-11. Have the student do Exercise 3, parts 1 and 2.	
	LPG Do exercise 3, parts 1 and 2	<input type="checkbox"/>		
DAY 4	LPG Do exercise 3, parts 3 and 4	<input type="checkbox"/>		
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercise 1, part 2	<input type="checkbox"/>			
Invitation	<input type="checkbox"/>			
Exercise 3, parts 1 and 2	<input type="checkbox"/>			
Exercise 3, parts 3 and 4	<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>

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
LPG	Chapter 1 Pages 11-19	Exercises 4, 5, 6, 7, 8 (parts 2-4)		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	LPG Read pages 11-12	<input type="checkbox"/>	Read and discuss page 11, <b>Words That Sound Alike</b> . Introduce the word "homonym". Homonyms are words that sound alike, are spelled differently, and have different meanings. Give other examples, i.e., "to, too, two", "hear", "here", etc. Have the student do exercise 4 on page 12.	
	LPG Do exercise 4	<input type="checkbox"/>		
DAY 2	LPG Read pages 12-13	<input type="checkbox"/>	Read and discuss <b>The Period</b> on page 12. Explain that a "telling" sentence is really a "declarative" sentence. It states a fact, begins with a capital letter, and ends with a period. Instruct that the period should be just a dot, not a circle or big scribble. Have the student do exercise 5 on page 13.	
	LPG Do exercise 5	<input type="checkbox"/>		
DAY 3	LPG Read pages 14-16	<input type="checkbox"/>	Read and discuss page 14. Do the work on page 14. Have the student do exercise 6 on page 15. Read and discuss <b>Capital Letters</b> on page 15. Have the student do exercise 7 on page 16.	
	LPG Do exercises 6 and 7	<input type="checkbox"/>		
DAY 4	LPG Read pages 16-19	<input type="checkbox"/>	Read pages 16-19. Have the student do exercise 8 parts 2, 3, and 4 orally after carefully explaining the section on <b>Introductions</b> on page 18.	
	LPG Do exercise 8, parts 2, 3, & 4	<input type="checkbox"/>		
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercise 4	<input type="checkbox"/>			
Exercise 5	<input type="checkbox"/>			
Exercises 6 and 7	<input type="checkbox"/>			
Exercise 8, parts 2, 3, and 4	<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>

WEEK 3					
Book	Weekly Breakdown	Goals and Notes for the Week			
LPG	Chapter 1 Pages 19-26	Exercises 9, 10, 11 (parts 1-2), 12			
Notes					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	LPG Read page 19	<input type="checkbox"/>	Read and discuss <b>More Words That Sound Alike (Homonyms)</b> on page 19. Note that the word "meat" has the word "eat" in it. We "eat" "meat". Have the student do exercise 9 on paper.		
	LPG Do exercise 9	<input type="checkbox"/>			
DAY 2	LPG Read page 20	<input type="checkbox"/>	Read and discuss <b>A Short Cut (Contractions)</b> on page 20. Have the student do exercise 10 on paper.		
	LPG Do exercise 10	<input type="checkbox"/>			
DAY 3	LPG Read pages 21-24	<input type="checkbox"/>	Read and discuss <b>Remembering the Party and A Paragraph Tells about One Thing</b> on pages 21-24. Have the student do exercise 11, parts 1 and 2.		
	LPG Do exercise 11, parts 1 and 2	<input type="checkbox"/>			
DAY 4	LPG Read pages 24-26	<input type="checkbox"/>	Read and discuss <b>Eat, Ate, and Eaten</b> on pages 24-25. Eat is present tense, ate is past tense, and eaten is past participle. It is not too early to introduce these tenses. Have the student do exercise 12 on pages 25-26.		
	LPG Do exercise 12	<input type="checkbox"/>			
Week 3 Grade Book					
Assignments		Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercise 9		<input type="checkbox"/>			
Exercise 10		<input type="checkbox"/>			
Exercise 11, parts 1 and 2		<input type="checkbox"/>			
Exercise 12		<input type="checkbox"/>			
Other:		<input type="checkbox"/>			
Other:		<input type="checkbox"/>			
<b>Week 3 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>				<b>%</b>