

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:

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 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.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown	Goals and Notes for the Week and Year		
PC	Pages 5-11	Initial consonants, medial consonants, final consonants		
Help the student read the directions, which are very self-explanatory. Make sure the student understands what each picture is before the work is begun. After the names of the pictures are known, the child should be able to do the work independently with very few exceptions throughout the book.				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	PC Do page 5-6	<input type="checkbox"/>	Read the instructions on page 6 before reading poem on page 5.	
DAY 2	PC Do page 7-8	<input type="checkbox"/>	P. 7, going horizontally, the pictures are: cup, gold, pie, bird, volcano, house, deer, jar, fish, ladder, zebra, tooth, window, map, ruler, sandwich. The student should neatly write the capital and lower case of the beginning letter of each picture. P. 8, explain that the student should read each sentence carefully, circling the words that begin with q, s, v, w, y, or z.	
DAY 3	PC Do pages 9-10	<input type="checkbox"/>	Working with middle consonants sometimes confuses the student. Review consonants and vowels explaining that no vowels will be written on page 9. Going horizontally the pictures are: balloon, ladder, letter, wagon, slippers, hammer, zipper, mitten, camel, parrot, dragon, seven, spider, tiger, button, radio. On page 10 have the student re-read each sentence after completing the work.	
DAY 4	PC Do pages 11	<input type="checkbox"/>	Final consonants. Pictures on page 5: coat, nest, leaf, heart, milk, bed, clock, desk, glass, top, lamp, cap, ox, six, fly, box, hill, star, pencil, bell.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 7-8	<input type="checkbox"/>			
Pages 9-10	<input type="checkbox"/>			
Page 11	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 1 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
PC	Pages 12-18	Final consonants, hard and soft c and g, spelling/phonics and writing,		
<p>Notes</p> <p>As the student proceeds through the book, have him memorize all of the rules in the green boxes. This will help tremendously in reading and spelling.</p>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	PC Do pages 12-13	<input type="checkbox"/>	P. 12, be sure to fill in the bubble and write the word chosen on the line. Re-read each sentence to make sure it makes sense. P. 13, memorize the rule in the green box before doing the work. The c always has the soft or s sound when followed by e, i, or y. Have the student read the words orally before doing the work. Have the student read the instructions and explain to you what he is to do on the page.	
DAY 2	PC Do pages 14-15	<input type="checkbox"/>	P. 14, memorize the rule. The g can only say the soft or j sound when followed by e, i, or y, but it doesn't have to, as in get. Have the student read the words orally before doing the work. Have the student read the instructions and explain to you what he is to do on the page. P. 15; This is more work with the soft and hard c and g. Have the student explain the difference between the sounds, read the directions on the pages, and explain to you what he is to do in the exercises.	
DAY 3	PC Do page 16	<input type="checkbox"/>	As with any exercise that has a list of words, it is good for the student to cross off each word as it is used. Instruct him to draw one single line through the word in case a mistake is made. Have him read the words to you before doing the work so you can help if there is difficulty in remembering the rules.	
DAY 4	PC Do pages 17-18	<input type="checkbox"/>	P. 17 should be done independently. P. 18 can be challenging; give the student as much help as necessary. Try to make it fun.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 12-13	<input type="checkbox"/>			
Pages 14-15	<input type="checkbox"/>			
Page 16	<input type="checkbox"/>			
Page 17	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 2 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

◆ COURSE PLAN ◆

WEEK 3				
Book	Weekly Breakdown	Goals and Notes for the Week		
PC	Pages 19-26	Hard and soft c and g, short vowel a		
On all pages encourage the student to read and understand the instructions. Always give help when necessary, but help the student to become independent.				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	PC Do pages 19-20	<input type="checkbox"/>	Cut out and assemble the book. Read the story; then reread for fluency.	
DAY 2	PC Do pages 21-22	<input type="checkbox"/>	Unit checkup. The student should be able to do this independently. Give help if necessary.	
DAY 3	PC Do pages 23-24	<input type="checkbox"/>	Read the Home Letter on p. 24 before having the student read the poem on p. 23.	
DAY 4	PC Do pages 25-26	<input type="checkbox"/>	Short vowel a as in dad. Pictures on p. 25: fan, leaf, ax, hat, kite, cat, hand, sun, rope, cake, bat, glass. P. 26, have the student read carefully while completing the work.	
Week 3 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 21-22	<input type="checkbox"/>			
Pages 25-26	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 3 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%