

Kolbe Academy Home School

GRADE TWO READING *Catholic National Reader, Book Two*

TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	5
B. Quarter 2	14
C. Quarter 3	22
D. Quarter 4	30
III. Quarterly Exams	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	
IV. Quarterly Exam Answer Keys	
A. Quarter 1 Answer Key	
B. Quarter 2 Answer Key	
C. Quarter 3 Answer Key	
D. Quarter 4 Answer Key	

Resale & Copying Policy: This course plan and all accompanying materials are not intended for resale or copying. Copying represents copyright infringement, which is illegal. Regarding reselling the materials, Kolbe Academy relies upon the continued purchase of our course plans for financial stability. As a Catholic Apostolate, we ask you to refrain from reselling Kolbe's course plans. While we cannot stop you from copying or reselling this course plan, we do strongly implore you not to do so.

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:

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 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.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1		
Book	Weekly Breakdown	Goals and Notes for the Week and Year
CNR	Lessons I-II	<p>The child should read orally every day. It is good for him to read the story to himself first so it will not be a cold reading. Go through the vocabulary and explain as necessary. Read the questions in the student's question book before reading the story. At first you it may help to point out the answers to the questions as the student reads the story. Have the student write the answers to the questions in complete sentences after having read the story orally. Encourage the student to use the book and the questions to formulate the answers to the questions and to spell the words correctly. These instructions should be followed with CNR unless otherwise instructed.</p> <p>The lessons are all numbered in Roman numerals. Pointing this out is a good way for the student to be introduced to this concept incrementally.</p>
<div style="border: 1px solid black; padding: 5px; min-height: 100px;"> <p>Notes</p> </div>		
Student Daily Assignments		Parent Daily Guidelines
DAY 1	CNR Read Lesson I	<p>Saving the Blessed Sacrament. - Go over the vocabulary words to make sure the student can pronounce the words correctly, and explain what some of the more obsolete or difficult words mean: sacristy-room in the church where sacred vessels and vestments are kept; luna- the silver receptacle used to hold the Blessed Sacrament; regiment- a group of soldiers; approach-come near to; innocence-freedom from sin. Have the student read the questions in the GUIDE before reading the story. Have him read the story orally and then write the answers to the questions in complete sentences.</p>
	GUIDE Answer Lesson I questions	
DAY 2	Do outside reading	<p>Read from an outside book of your choice. If it is a reader, have the student write a short summary of the story. If he is reading a chapter book have him write a short summary of each chapter. This should be done on Days 2 and 4.</p>
	Write summary of outside reading	
DAY 3	CNR Read Lesson II	<p>Morning. There are no especially challenging vocabulary words in this passage. Have the student read the questions in the GUIDE before reading the story. Have him read the story orally and then write the answers to the questions in complete sentences.</p>
	GUIDE Answer Lesson II questions	

◆ COURSE PLAN ◆

DAY 4	Do outside reading	<input type="checkbox"/>	Read from an outside book of your choice. If it is reader, have the student write a short summary of the story. If he is reading a chapter book, have him write a short summary of each chapter.	
	Write summary of outside reading	<input type="checkbox"/>		
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"/>			
Outside reading summary Day 2	<input type="checkbox"/>			
Outside reading summary Day 4	<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 =			%

◆ COURSE PLAN ◆

WEEK 2					
Book	Weekly Breakdown	Goals and Notes for the Week			
CNR	Lessons III-IV	Since <i>The Catholic National Reader</i> was originally written in the 1890s, much of the language is archaic, and some of the stories difficult to understand for today's children. It is good for the child to be introduced to archaic language as preparation for the understanding of the classics in later years. How difficult Shakespeare would be for one who has only read modern material! Help the child understand the conditions of the period in which the stories were written.			
Notes					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	CNR Read Lesson III	<input type="checkbox"/>	The Cow - Go over the vocabulary words to make sure the student can pronounce the words correctly. Have the student read the questions in the GUIDE before reading the story. Have him read the story orally and then write the answers to the questions in complete sentences.		
	GUIDE Answer Lesson III questions	<input type="checkbox"/>			
DAY 2	Do outside reading	<input type="checkbox"/>	Read from an outside book of your choice. If it is a reader, have the student write a short summary of the story. If he is reading a chapter book have him write a short summary of each chapter.		
	Write summary of outside reading	<input type="checkbox"/>			
DAY 3	CNR Read Lesson IV	<input type="checkbox"/>	Love One Another - Go over the vocabulary words to make sure the student can pronounce the words correctly. offend -hurt either physically or emotionally, hurting feelings, being mean. It is good for the student to memorize this poem and see how he can apply the lessons to himself. Oral presentations to family and friends can begin with simple poems like this.		
	GUIDE Answer Lesson IV questions	<input type="checkbox"/>			
DAY 4	Do outside reading	<input type="checkbox"/>	Read from an outside book of your choice. If it is reader, have the student write a short summary of the story. If he is reading a chapter book, have him write a short summary of each chapter.		
	Write summary of outside reading	<input type="checkbox"/>			
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"/>			
Outside reading summary Day 2		<input type="checkbox"/>			
Outside reading summary Day 4		<input type="checkbox"/>			
Other:		<input type="checkbox"/>			
Week 2 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =				%