

Third Grade

Interactive Guide

Includes printable sample lessons!

Welcome!

If you are new to CHC, or new to homeschooling, welcome! If you aren't sure of how this adventuresome path begins, we invite you, with this Third Grade Guide, to sample a "taste" of CHC's gentle approach to gain confidence that, as it has for thousands of other families, the CHC approach will work for you, too. Within this guide you'll find a virtual "tour" of those special and well-loved materials which are written by experienced homeschool parents and distributed exclusively by CHC.

Did you know that we homeschool, too? Do we understand what it's like to feel pressed for time to fit in all the tasks that go along with being wife, mother, homemaker, and homeschooler? You bet!

Our years of homeschooling, preschoolers to high schoolers, have led to the development of academically solid materials that are time-proven to enrich the homeschooler, both academically and spiritually, *without being burdensome to mom or students*.

In fact, it is CHC's philosophy that *homeschooling should be a joyful, natural offshoot of parenting and family life, not a "weight" to be dragged along the path throughout childhood!* CHC lifts the burden, but keeps the family on the path.

During our schooldays, our family marvels at God's loving guidance, resulting in the academic and spiritual growth that we have seen in our children over the years. Like you, we look forward to more of those *aha!* moments when the spark of understanding flashes in wide eyes, when the excitement of discovery bursts into shared smiles and bubbles throughout the family.

We are grateful, not only for the business interactions that we have with you, our "CHC family," but the dear friendships and mutual support that have developed between us. It is our prayer that we can continue to serve you, as all of us, the entire "CHC Family," work together to win Heaven, educating for eternity.

Your CHC Family

Contents

Typical Course of Study, 3
Materials Guide, 4
Core Subjects, 5–37
- Literature & Reading Comp., 8–15
- Spelling, 16–19
- Grammar & Composition, 20–25
- Mathematics, 26–27
- Science & Health, 28–31
- Social Studies, 32–33
- Religion, 34–35
- Hands-On Religion, 36–37

Lesson Plans, 38–39
Non-Core Subjects, 40–44

CHC Typical Course of Study

Third Grade

LANGUAGE ARTS

- Increased reading proficiency and comprehension; introduction to non-fiction reading comprehension
- Literary elements and techniques such as plot, setting, simile, allusion, and onomatopoeia
- Spelling and vocabulary development: compounds and contractions, suffixes, homophones, synonyms, and blends
- Building language skills: state of being, punctuation, sentence structure, syllables, pronouns, abbreviations, helping verbs, and alphabetizing
- Encyclopedia and research skills
- Writing paragraphs, stories, and letters
- Cursive handwriting

MATHEMATICS

- Reading and writing numbers to six places
- Addition and subtraction of four-digit numbers
- Multiplication with regrouping, multidigit factors, by powers of 10
- Division facts through 10; division with remainders
- Addition and subtraction of fractions and decimals; geometry
- Measurement (units of measure, perimeter, area); temperature
- Telling time to the minute; calendar (days of week, months of year)
- Adding, subtracting, rounding, and multiplying money
- Graphing: tables, bar graphs, picture graphs
- Problem solving (four-step plan); calculators

SCIENCE AND HEALTH

- Awe and appreciation for the wonders of God's creation
- Scientific method; purpose of science; technology; limitations of science
- Matter: what is matter, properties, mass, volume, states, properties of matter in each state, changes of state
- Force and Energy: effects of force on matter, gravity, magnetism, friction, light, sound
- Earth and Space: earth, moon, sun, time, Solar System, planets, stars, constellations, astronomers, space missions, satellites
- Animals: classification, camouflage, hibernation, migration, estivation, relation of animals to Man
- Plants: structure (parts of plants), germination, plant growth, foods from plants, seasonal changes, classification of plants by lifespan
- Interdependence: habitats, food chains, food webs, ecosystems, Man's stewardship
- Human body: body parts, skeleton, muscles, heart, lungs, circulation, brain, senses
- Health and nutrition: food groups, nutrients, moderation, exercise, food safety

SOCIAL STUDIES

- Exploring countries; appreciation of different cultures, races, and customs
- Map skills; geographical terms; topography
- Introduction to forms of communication, government, and transportation
- Holidays, traditions, and customs at home and around the world
- Citizenship and recognition of responsibility to family, neighborhood, family of God

RELIGION

- Deeper understanding of the Faith and the challenge to put into daily practice
- Participation in the life of the Church and liturgical seasons; Marian devotion
- Practical, living faith: sacrifice, unselfish love, obedience, prayer, charity, forgiveness

NON-CORE SUBJECTS

Please note: These sample pages are provided for review purposes only. Sample pages are not complete lessons. View more product details and reviews @ www.chcweb.com. All content is copyright © 2025 Catholic Heritage Curricula. • 1-800-490-7713

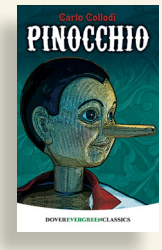
Third Grade Materials Guide

TITLE	CONSUMABLE	NONCONSUMABLE*
CORE SUBJECTS		
My First Treasure Trove of Literature	✓	
Pinocchio		✓
The Whipping Boy		✓
Chitty Chitty Bang Bang		✓
How to Dress a Duck	✓	
My Catholic Speller, Level B	✓	
Language of God, Level B	✓	
MCP Mathematics, Level C: Student	✓	
MCP Mathematics, Level C: Teacher		✓
Behold and See 3	✓	
Tour a Country	✓	
Folding World Map	✓	
Children's Catholic Encyclopedia of Geography		✓
Faith and Life 3 Student Text		✓
Faith and Life 3 Activity Book	✓	
Faith and Life 3 Answer Key		✓
At the Feet of Mary Book		✓
At the Feet of Mary Packet	✓	
DAILY LESSON PLANS		
CHC Lesson Plans for Third Grade	✓	
NON-CORE SUBJECTS		
Art Masterpieces: Adventure Collection	✓	
Art Prints: Adventure Collection	✓	
Catholic Heritage Handwriting, Level 3	✓	
Onions in My Boots: Basic Gardening		✓
Map Skills, Level C Student Workbook	✓	
Map Skills, Level C Teacher's Guide		✓
Coloring with the Saints	✓	
Making Music Praying Twice		✓

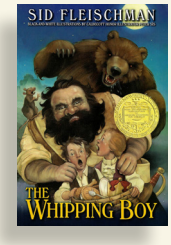
*Denotes a non-consumable title. May be used by more than one student, and often for more than one grade level.



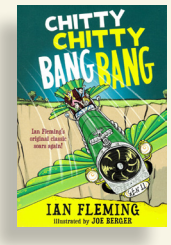
Language Arts : : Literature and Reading Comprehension



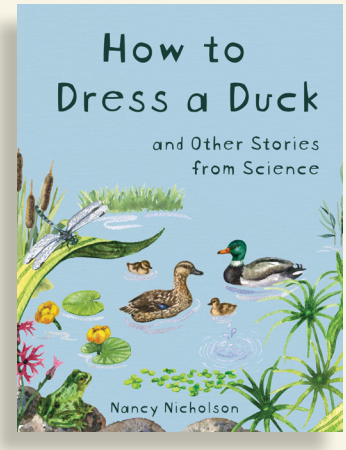
My First Treasure Trove of Literature introduces students to the rewarding study of literature. The student will explore three delightful children's classics through reading review questions, discussions, hands-on activities, and in-depth studies of literary techniques. This inviting, approachable guide will develop a child's reading and critical thinking skills, challenge him to think more deeply about virtuous character qualities, and build the foundation for a fruitful, lifelong relationship with good literature.



My First Treasure Trove of Literature includes vocabulary; reading comprehension; literary devices and elements; discussion questions; three studies of virtuous character qualities and saintly role models; and weekly games, projects, and activities.

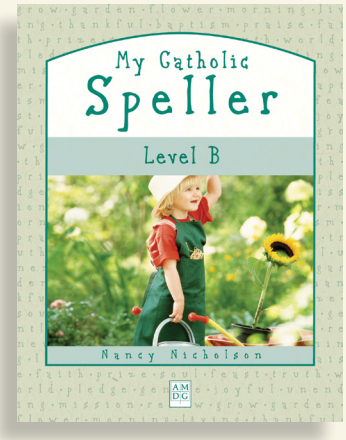


Samples:
- More about *My First Treasure Trove*, pages 8–9
- *Pinocchio*, Lessons 1, pages 10–11
- *The Whipping Boy*, Final Project, page 12
- *Chitty Chitty Bang Bang*, Lesson 9, page 13



How to Dress a Duck and Other Stories from Science is an engaging reader which offers glimpses into God's design for creation through stories that combine in-depth science with gentle faith. Provides additional reinforcement of science topics being learned in *Behold and See 3*. Reading comprehension questions for each story gently probe the child's understanding. Includes answer key.

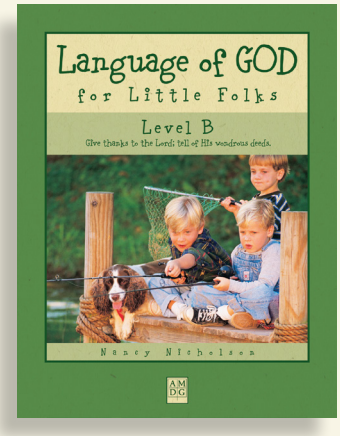
Sample:
- Excerpts from Chapter Two, pages 14–15



Language Arts : : Spelling

My Catholic Speller, Level B follows and reviews the phonics sequence presented in *Little Stories for Little Folks*, thus providing valuable repetition so necessary in the early grades. This additional practice is designed not only to build spelling skills but also to reinforce reading proficiency.

Samples:
- Lesson One, pages 16–17
- Lesson Twenty-Six, pages 18–19

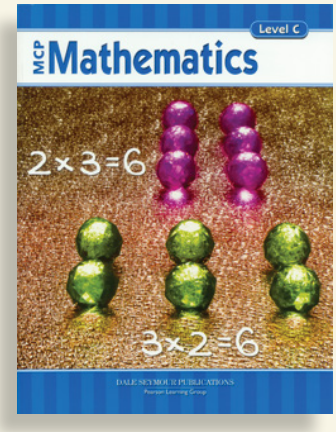


Language Arts : : Grammar and Composition

Language of God for Little Folks is designed to provide the Catholic child with a simple introduction to basic English and grammar skills in the context of our Holy Faith. It is also designed with the teacher in mind; no teacher's manual is required because all necessary information, including a removable answer key, is contained within the pages of the student worktext.

Three–four pages are assigned each week. Through dictation, copywork, and real-life writing projects, your child applies the grammar he has learned.

Samples:
- Table of Contents, pages 20–21
- Sample lessons, pages 22–25



Mathematics

MCP Mathematics Level C: This series from Modern Curriculum Press provides all core mathematics knowledge needed for each grade level and lays a solid foundation for future grades. The Teacher's Manual is highly recommended.

Samples:
- Excerpt from Lessons 3–6, page 26
- Excerpt from Teacher's Manual, page 27

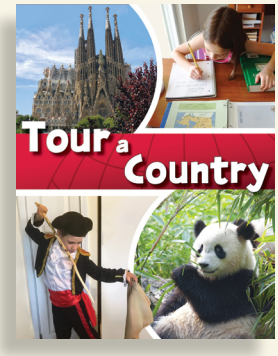


Science and Health

Behold and See 3 helps children build a conceptual framework of scientific ideas and thinking, and to learn the specific vocabulary used to express these ideas and thoughts. Factual knowledge is presented as needed, but conceptual understanding is more important to future scientific or technical study than the mere accumulation of facts.

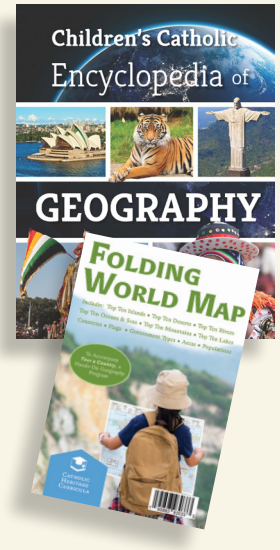
In order to achieve these aims, information and concepts are presented clearly and simply, while using the most up-to-date information available. A hands-on approach has been employed which most children enjoy and which allows them to *do* science rather than simply read about it. The unique layout of the lessons interweaves experiments and worksheets which take the student step by step through each concept. In addition, this full color text is a visual delight and will engage a child's interest!

Samples:
- Table of Contents, page 29
- Excerpt from Chapter Five, pages 30–31



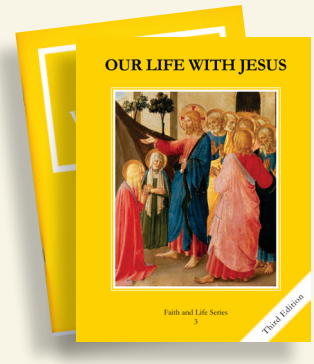
Social Studies

Using *Tour a Country*, your child will "tour" one country each month by researching its history, saints, animals, and more in the *Children's Catholic Encyclopedia of Geography*. The student will then compile a report on the country in the format of a travel brochure, using the images and templates included in *Tour a Country*. By the end of the year your child will have completed eight travel brochures and have a passport full of exciting memories!



Children's Catholic Encyclopedia of Geography is a reference tool featuring all the people, places, and things your student will need to complete the research in *Tour a Country*. The Folding World Map is a detailed, colorful map of the world that unfolds to 24" x 18". The student will refer to the back of the map to research each country's population, area, and type of government.

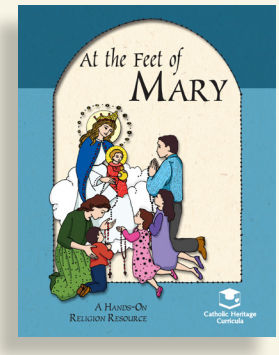
Samples: • Excerpts from India, pages 32–33



Religion : : Catechism

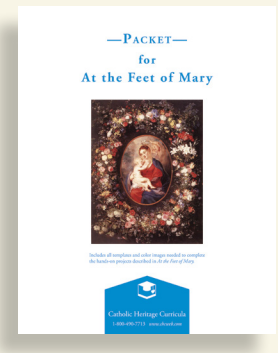
Each lesson in *Faith and Life, Grade 3: Our Life with Jesus* builds upon previous ones to give young children a simple and clear grasp of the basics of our Faith. The *Faith and Life 3* activity book provides a multitude of activity sheets. Each week, assign those which you feel will help your child best understand and remember the lesson.

Samples:
- Student Book: Excerpts from Chapter 3, page 34
- Activity Book: Excerpt from Chapter 3, page 35



Religion : : Hands-On

At the Feet of Mary: A Hands-On Religion Resource encourages children to draw near to Jesus through love and devotion to His Mother, Mary. Each lesson covers one of the 20 Mysteries of the Rosary with thought-provoking stories, hands-on activities, age-appropriate meditations and discussion-starters, and inspiring, full-color illustrations that present the life of Christ and His Mother through the eyes of a child. At the end of the course your child will have his own book of Rosary meditations and illustrations. Note that the course is not intended to replace your child's catechism lessons but to develop and enrich them.



This resource consists of two parts:

The non-consumable BOOK contains the inspirational short stories and lesson-by-lesson directions for completing the hands-on projects.

The full-color consumable PACKET consists of templates, color artwork, and illustrated materials needed to complete the projects described in the Book.

Samples:
- Book: Sample lesson outline, page 36
- Packet: Sample activities, page 37



Vocabulary

Vocabulary words and definitions are provided for each reading assignment. It is important for the student to review the vocabulary words to ensure that he fully understands the story.

Reading Review Questions

The Reading Review Questions will help the student recall what he has read and will also ensure that he has comprehended the reading. The student may answer the questions orally or in writing.

Literary Studies

Once a week, the student will explore the literary craft the author has used to write the book. Over the course of the four books, the student will learn about setting, characters, plot, literary genres, and figures of speech such as simile, allusion, and onomatopoeia.

Discussion Questions

The Discussion Questions provided in every third lesson should be discussed orally with a parent or in a group setting. The questions go beyond recall and comprehension and require the student to think critically and interpretively. They also prompt the student to make connections and apply concepts to his own life. **A parent's guide to the discussion questions is included in the answer key.**

Character Quality Study

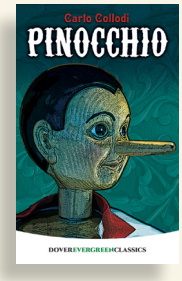
Character Quality Studies focus on virtuous character traits exemplified in the reading and explore what the Bible says about the character trait, how the saints practiced it, and how the student can practice the trait in his own life. Character Quality Studies are designed to be read and discussed with a parent or in a group setting.

Games, Projects, and Activities

A wide variety of optional activities—including games, crafts, and art activities—are suggested each week. Instead of trying to complete all these activities, let the student select one or two that interest him the most. The hands-on activities expand on what was read and are meant to bring the book to life for the student through memorable experiences.

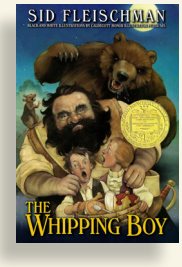
Q: Can my student use *My First Treasure Trove of Literature* even if he has already read some of the literature books used in the program?

A: Yes! Having a guided tour to the deeper meaning and literary techniques of a book is very different from simply reading it for pleasure. In addition, all of the books in *The Treasure Trove of Literature* series are worthy of being read more than once. One of the marks of a work of literature is that it offers new insight and enjoyment every time it is read and reread.



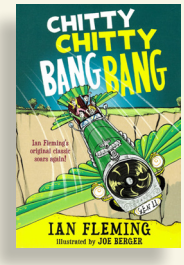
Pinocchio by Carlo Collodi, translated by Sidney G. Firman
Recommended Edition: ISBN 9780486838052
This age-appropriate translation of the story of Pinocchio combines exciting adventures with moral lessons. **The Sidney Firman translation is required**.

Genre: Fantasy, Fable
Main Literary Devices: Fiction, Fantasy, Plot, Character, Moral of the Story



The Whipping Boy by Sid Fleischman
Recommended Edition: ISBN 9780060521226
A thrilling historical fiction story about Prince Brat, his whipping boy Jemmy, and the friendship that develops between them.

Genre: Adventure, Historical Fiction
Main Literary Devices: Predictions, Making Inferences, Similes, Sequencing



Chitty Chitty Bang Bang by Ian Fleming
Recommended Edition: ISBN 9780763666668
What happens when your car can transform itself into an airplane and a hovercraft? Adventures! Very different from the movie version, this unusual tale features two intelligent children having adventures with their father and mother—and the family car!

Genre: Adventure, Fantasy
Main Literary Devices: Allusion, Onomatopoeia, Cliffhanger, Details, Plot

How to order:

Go to ***chcweb.com/Grade3*** for direct links to purchase these three literature books from affordable sources.

Q: Is it all right to use different editions of the literature books?

A: *The Treasure Trove of Literature* assigns the reading by chapter as often as possible, so it's fine to use a different edition so long as it is unabridged and uses the same translation.



Lesson 1

About *Pinocchio*

When you go to the library, what kind of books do you like to check out? Do you like stories that the author made up from his imagination? These are called **fiction**. Or are your favorite books ones that tell true stories or give information about the world? These are called **non-fiction**. Fiction and non-fiction are different **genres** of books. "Genre" means a particular ki

Pinocchio is the story of a talki
Pinocchio belongs in the fictio
talking animals and a fairy. It e
with the words "Once upon a
Fables, because it includes ma
about right and wrong.

Meet the Author

Pinocchio was written by Carlo
Italy on a map?) Collodi was a
Italy a good country. When he
children's stories. He publishe
for children. Children had to w
Pinocchio in the next chapter!
a talking puppet and would le

Reading and Reading Preparation



Have you heard about Pinocchio, the wooden puppet who gets into lots of trouble? Find out how his adventures start in today's reading. Study the vocabulary words for this lesson. Then read Chapter 1, "The Story of a Marionette," and Chapter 2, "Master Cherry's Visitor," pages 1–5.

Vocabulary

Settle: deal with or take care of
"I will settle him at once."

Plane: carpenter's tool that removes rough surfaces of wood by shaving wood off
He... took his plane, but as soon as he began to smooth the wood...

Marionette: puppet controlled by strings
"I thought I would make a wonderful puppet or marionette."

Quarrel: argue
"...I shall not quarrel with you."

Lamed: made unable to walk because of an injury
"You have almost lamed me!"



Reading Review Questions: pgs. 1–5

Answer the Reading Review Questions below.

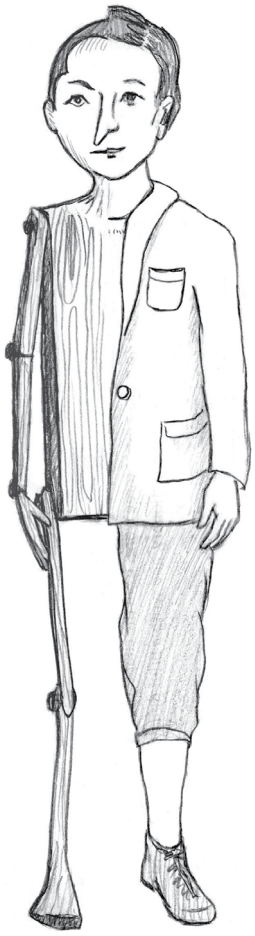
1. Master Cherry does not know where the piece of wood came from, but he says it has come at just the right time. What does he plan to do with the wood?

2. Who says, "Good for you, Indian Pudding," when Gepetto explains his desire to make a puppet and travel the world with it? Who does Gepetto *think* says this?

3.

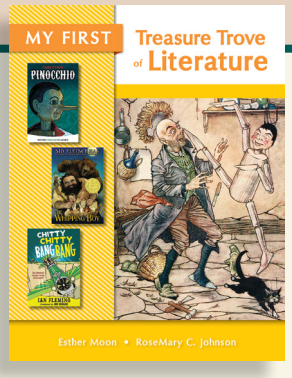
The Bad Actions, Good Actions chart (see below) is a continuing activity in the *Pinocchio* study that allows the student to track how Pinocchio's character is changing for the better.

Pinocchio

Bad Actions		Good Actions
		

8

77



Final Project Memory Game

Lesson 28

For your final project, you will create your own Memory game using the main characters in *The Whipping Boy*. Instead of matching two pictures that are the same, you will match a picture of a character with a description of the character.

Today, you will begin writing your character descriptions. Look at the character description cards on page 143. How would you describe each of these characters? Think of a few words or phrases. Then write a description for at least half the characters on the cards' lines. For example, you might write on Prince Brat's card, "A prince who misl

Lesson 2

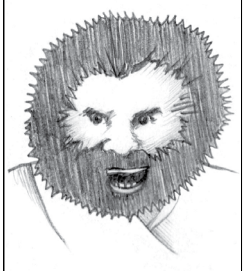
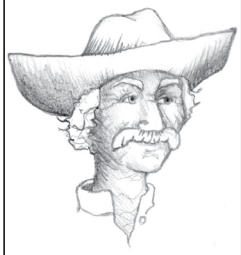
Today, finish writin
ready to play Mem

1. Mix all the car
down in rows.
2. Taking turns, e
description ca
going until the
3. Once all the ca
most matches

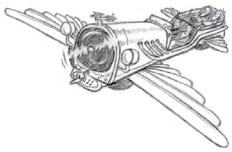
The Whipping Boy

Prince Brat	Jemmy	Hold-Your-Nose Billy	Cutwater

The Whipping Boy

 Prince Brat	 Jemmy	 Hold-Your-Nose Billy	 Cutwater
 Betsy	 Captain Nips	 Ol' Johnny Tosher	 The King

Lesson 9 Discussion & Activities



Discussion Questions: pgs. 21–30

Answer and hold conversations on some or all of these Discussion Questions.
A parent's guide to the Discussion Questions can be found in the answer key.

1. Jemima notices that Commander Potts calls CHITTY-CHITTY-BANG-BANG "she." Commander Pott explains that "all bits of machinery that people love are made into females." Can you think of examples of this in your own experience? Have you ever heard someone call a ship, airplane, train, or car "she" or "her"?
2. How do you think CHITTY-CHITTY-BANG-BA
3. There are mysterious knobs and levers in C
Commander Pott didn't put there. He thin
BANG's own special improvements as a wa
taking care of her and saving her life. Can

Literary Studies: Onomatopoeia

Have you ever noticed that a hiccup sounds lik
like the thing they name. When this happens,
mah-tuh-**PEE**-uh). Authors use onomatopoeia
describing as you read. For example, CHITTY-C
sound she makes when her engine starts. Whe
also hear how the car sounds!

Onomatopoeia can happen with words in the
but authors can also make up words when the
the author of *CHITTY-CHITTY-BANG-BANG* writ

horn, "GA-GOOOO-GA!," this is also onomatopoeia. "GA-GOOOO-GA" is not in the dictionary, but it perfectly describes the sound of this old car horn.

Below is a long sentence from Chapter 1 that describes the sounds and smells that came from Commander Pott's workshop while he was inventing Crackpot Whistling Sweets. Can you find the examples of onomatopoeia? Underline the two words that use onomatopoeia.

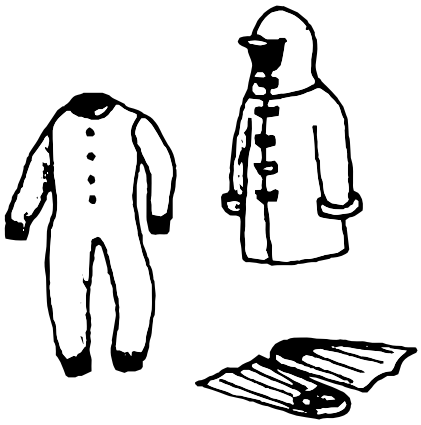
> During that time, smoke came out of the workshop chimney and there were a lot of delicious smells, and when the children put their ears to the locked door, they could hear mysterious bubblings and cooking-poppings, if you know what I mean, but nothing else at all.

Games, Projects, and Activities

Complete as many of the following Games, Projects, and Activities as you would like.

1. Art Project: If you could buy or invent any kind of car you wanted, what would it look like? Draw and color a picture of it. If your car has knobs and levers that do special things, add labels describing what they do.
2. Invention Project: What special feature would you like to add to a car if you could invent one? Draw a diagram (a picture that shows all the parts of something) of your invention, and explain what it does.
3. Naming Game: Jeremy hears the name "CHITTY-CHITTY-BANG-BANG" in the sound the car makes when it's starting. Come up with names for some of your household tools and appliances based on the sounds they make. (These are onomatopoeic names!) For example, you might call the can opener Rink Rink POP, or name the dishwasher Humm Swish Swish Sigh.

Click here to view the Table of Contents.

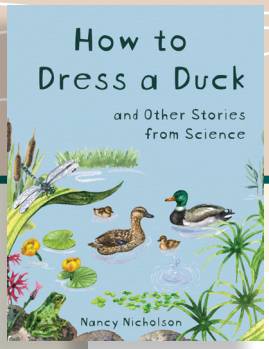


2. How to Dress a Duck

Have you ever gone wading in a creek or pond in the winter-time? Brrr! The water is so cold, it almost makes your teeth rattle, doesn't it? But if you have ever seen a flock of ducks paddling about in that same frigid water, they seem quite happy. How can they be so comfortable in such COLD water? Do you suppose that God knows how to "dress a duck"? Let's find out!

If you want to stay toasty warm, what is the first article of clothing that you put on? Why, long underwear, of course! And that is what God did with ducks, too. He began with soft, cozy "long underwear" called *down*. Down is a fluffy layer of fine feathers with tiny air pockets, to keep warmth right next to the duck's skin.

But what good does long underwear do if it gets all wet and soggy? God has planned for that, too. Over the down, God placed a shiny "raincoat" of outer feathers, smooth and well-oiled. *Preening* spreads oil from a large gland next to the tail. During preening the duck uses his bill to take oil from the gland and spread it carefully up and down each outer feather. The oil from preening waterproofs the feathers, which are very closely fitted together to help keep the water out, also.



2. What does the duck do to spread oil on its feathers?

_____

_____

3. Describe webbed feet.

_____

_____

_____

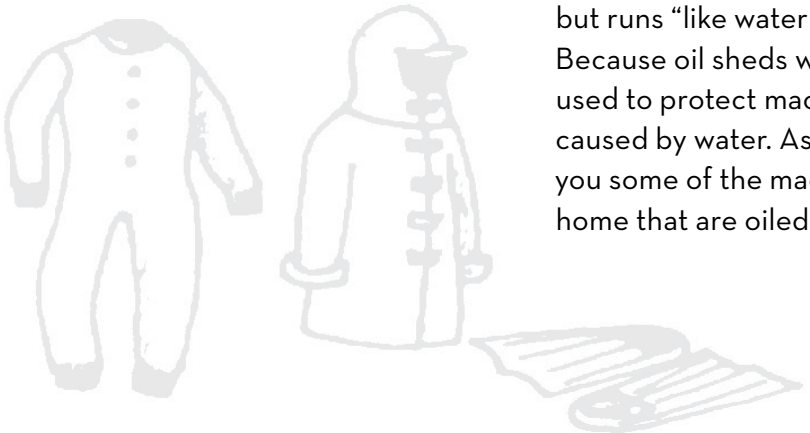
_____

Experiment!

Have you ever heard the expression, "like water off a duck's back"? You can see for yourself what it means in this experiment. You can also see how oil makes a duck's feathers waterproof.

Cut one side out of a paper grocery sack. Working over the kitchen sink, pour one teaspoon of vegetable oil onto the center of the cut-out piece. Smooth the oil into a circle, about the size of your hand, until it is all absorbed by the paper. Put the paper in the bottom of the sink. Now run a trickle of cold water over the paper. Does the water behave differently when it flows over the oiled part of the paper than when it flows over the un-oiled part? Now tilt the paper a little. The water will make little "beads" on the oily part.

Can you see that the water doesn't "stick" to the oiled part of the paper, but runs "like water off a duck's back"? Because oil sheds water, it is also often used to protect machines from damage caused by water. Ask a parent to show you some of the machines around your home that are oiled for protection.



Lesson One

I Can Spell

Short Vowels a and o

Word List

1. job
2. fog
3. frog
4. rock
5. cross
6. drop
7. modest
8. long
9. land
10. add
11. after
12. baptism
13. hang
14. rang
15. flag

The letters a, e, i, o, u, and sometimes y, are vowels. All other letters are consonants.

Print the correct word from the list on each line.

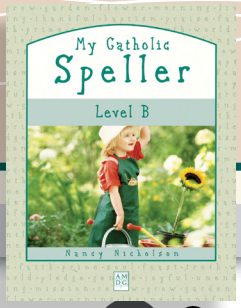
1. "...on this _____ I will build My Church." Matthew 16:18
2. The Vatican _____ waved from atop the flagpole.
3. Our Lord was born in the _____ of Israel.
4. There, on the _____, Jesus gave His life for me.
5. I will do my best _____ for Jesus.
6. The sacrament of _____ made me a child of God.

KEY SCRIPTURE #1 ☐

Scriptural **A**nswers **F**or **E**very...**C**atholic **K**id

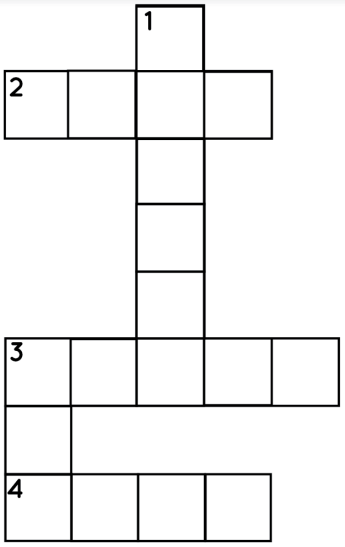
Turn to pages 71–85 for a Scripture verse that uses one of this week's list words. These Scripture verses can help you know and defend your Faith. Checkmark the box when you have memorized the verse. If you memorize 15 or more of the wonderful Key Scriptures in this book, you will earn a **S.A.F.E. Catholic Kid** certificate at the end of the year.

Be a ***SAFE...Catholic Kid!***



A Crosswords

Read the clues and print the list words in the correct boxes.



Across

2. an animal that lives in wet places
3. not before
4. to fall or go downward



Down

1. pure and humble in attitude and clothing
3. the opposite of subtract

B

Print the words below in ABC order.

hang fog baptism
modest cross after

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

C Rhyming

Print the list word that rhymes with these words.

1. rang _____
2. hand _____
3. song _____
4. bag _____
5. sock _____
6. rob _____

Lesson Twenty-Six

I Can Spell

Suffixes and Short Vowel Rule

Word List

1. beg
2. begging
3. tug
4. tugged
5. run
6. running
7. drop
8. dropped
9. swim
10. swimming
11. plan
12. planned
13. clap
14. clapped
15. hopped

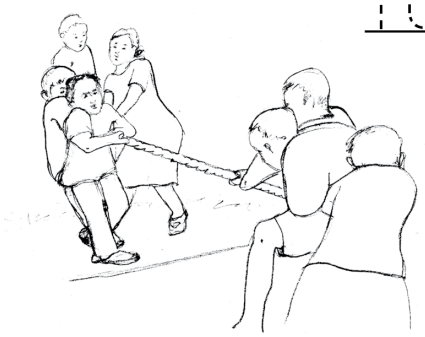
When a root word ends with a short vowel followed by a single consonant, the final consonant is doubled before adding the suffix. For example: **stop** + **ed** = **stopped**
stop + **ing** = **stopping**

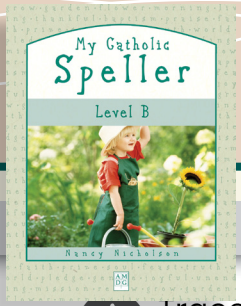
A Trace the following root words, then add suffix **ed**. Remember to double the final consonant!

1. hop
2. plan
3. drop
4. clap
5. beg
6. tug

B Trace the following root words, then add suffix **ing**. Remember to double the final consonant!

1. plan
2. hop
3. clap
4. run
5. beg
6. drop
7. swim
8. tug





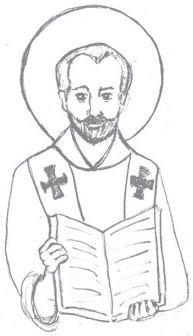
A Trace the words and fill in the missing letters in the circles in the list on the left. Then use the circled letters to complete the message on the right.

1. plan
2. swim
3. swimming
4. clap
5. running
6. planned
7. beg
8. tug
9. begging
10. dropped
11. clapped
12. tapped

"God _1 _2 k_3
_4 _5 tt_6 e, _7 u_8
He _9 iv_10 s mu_11 _12."

St. John Chrysostom

Remember to do ***all*** the spelling exercises listed on page 1, every week!



B Which list word is misspelled? Circle the misspelled word, then spell it correctly on the line.

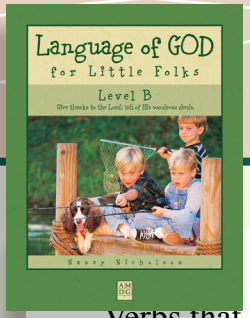
1. tugging runing planned

2. swimming clapped droped

3. begging hopped tuged

Table of Contents

Introduction....1
To Listen and Tell....2
The Period and Telling Sentences....3
Sentence Parts....4
Complete Sentences....6
Sentences Start with a Capital Letter....8
Words that Ask....9
Asking and Telling Sentences....10
Sentences that Command....12
Can and May....14
Exclaiming Sentences....15
Review....16
Synonyms....18
Antonyms....21
Homophones....23
Nouns....24
Proper Nouns....26
Capital Letters and God's Name....28
God's Name and Other Titles....29
Review....30
One and More Than One....32
Consonant + y Plurals....34
Possessive Nouns....36
Action Words....39
State of Being Verbs....41
State of Being: Present Tense....42
Action and State of Being....43
State of Being: Present and Past Tense....45
Helping Verbs....47
Review....49
Plurals with Verbs....51
Have and Has....53
Past Tense Verbs with -ed....55



Verbs that Change Form 56
Have and Has as Helpers 57
Past Tense Practice 58
More Verbs that Change Form 59
Subjects: One of Two Sentence Parts 61
Predicates: One of Two Sentence Parts 63
Building Better Sentences 66
Beginning, Middle, and End 68
Review 70
Roots and Verb Endings 72
Suffix Review 76
Prefixes 77
Contractions 79
Syllables 81
Words that Rhyme 82
Don't Give Up. 84
Syllable Practice 85
Adjectives: Telling about Nouns 86
Adjectives that Compare 89
Review 91
Pronouns 93
Abbreviations 99
Titles of Respect .....
Initials .....
Abbreviation of States .....
Address Practice .....
Letter Writing .....
Learning about Books .....
Table of Contents .....
Order and the Alphabet .....
Alphabetizing and the Dictionary .....
Review .....
Take My Body, Jesus .....
Appendix: Review Exercises .....
Answer Key 137

Language of God Level B encourages independent study and includes high-quality, bright-white, erasable paper with a lay-flat spiral binding, an uncluttered layout, original line-drawn illustrations, entertaining content that gently draws children's attention to the assignments, and removable answer keys.

Sentences that Command

Telling sentences are called *statements*, and end with a period. Asking sentences are called *questions*, and end with a question mark. *Commanding* sentences tell you to do something. Commanding sentences also end with a period. When you use commanding sentences, it is often polite to begin with *Please*.

Get my basketball. Please get my basketball.

Both are commands, but which one is more polite? How do you think the Child Jesus might have spoken to His Mother? The Holy Family's speech was cheerful and polite. Our speech can bring cheer and happiness to our homes, too.

A. Put a 'C' in the blank if the sentence is a command, a 'T' for telling sentences, and a 'Q' for questions. Then put the correct mark at the end of each sentence.

____1. Mom, I can help clean the fishbowl

____2. Please feed the goldfish

____3. Where is the baby

____4. Please get the baby

____5. Wipe his hands well

____6. Please find the rest of the goldfish

____7. Did you check the baby's pockets



More Present and Past Tense Verbs

The verbs *am*, *is,* and *are* tell about the *present*. The verbs *was* and *were* are state of being verbs that tell about the *past*.

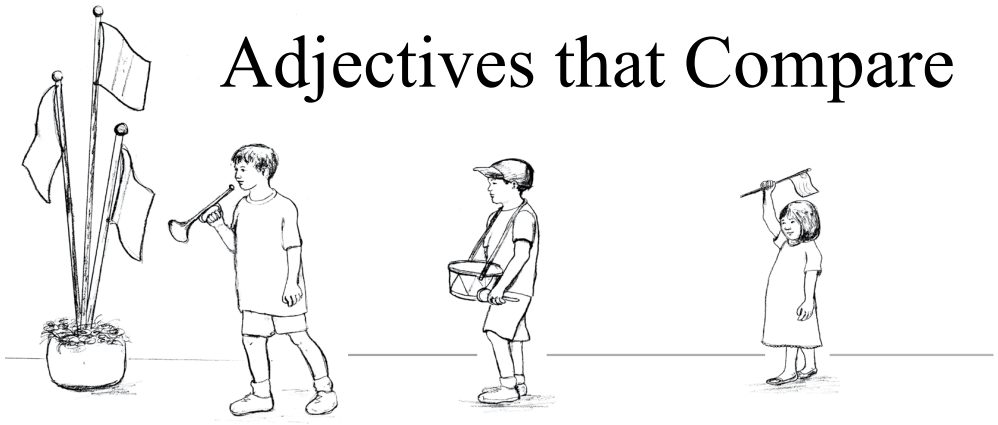
A. Underline the verb. If the verb is present tense, print 'present' in the blank. If the verb is past tense, print 'past' in the blank.

1. _____ Last year, I was eight years old.
2. _____ Now I am nine years old.
3. _____ Mark and Joseph are my little brothers.
4. _____ This morning, they were under the bed.
5. _____ It is dusty under the bed.
6. _____ Now the boys are in the bathtub.
7. _____ A pile of leaves was in Mrs. Garcia's yard.
8. _____ The leaves were soggy.



9. _____ Our rake was heavy.
10. _____ My boots were slippery.
11. _____ My jeans were wet and dirty.
12. _____ The leaves are not there today.
13. _____ Mrs. Garcia is grateful.

Adjectives that Compare



The first child in the parade is tallest.

A. Print the root word. Add the correct suffix.

1. The child with the drum is [short] _____than the first boy.
2. The girl with the flag is the [short]_____of all.
3. Is the horn [loud]_____ than the drum?
4. The boy with the horn is [close] _____ to the big flags.
5. The flag held by the little girl is [small]_____ of all.
6. The Vatican flag is the [high]_____ of three flags.
7. Have you seen a parade [long]_____ than this one?
8. Is it [safe]_____to march in the yard, in the street, or on the sidewalk?
9. Which special day is [close]_____ to autumn: the Fourth of July, or the Feast of the Assumption?
10. Of the two, which is the [fine]_____day to celebrate?

Turn to Appendix for writing exercises.

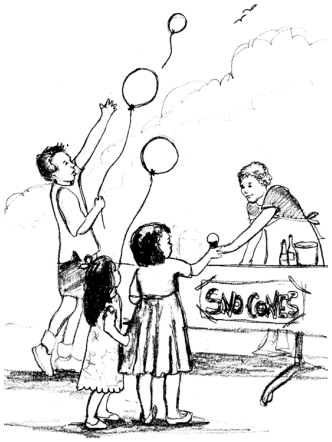
Pronouns: Me and I

Pronouns take the place of nouns. Pronouns often take the place of names. The pronouns *I* and *me* have their own special places in sentences. *I* is part of the subject and comes before a verb. *Me* is part of the predicate and comes after a verb.

Subject	*Predicate*
I	walked to Grandma's house.
Subject	*Predicate*
That dog	followed *me*.

When *I* share the subject with another person, I always put myself last.

Jenny and I went to the parish bazaar.



A. Print the correct pronoun.

1. Jenny and [me I]_____bought red balloons.
2. Dominic held the balloon for [me I]_____.
3. Jenny and [me I]_____ like cherry snow cones.
4. Mother gave [me I]_____ two dollars to spend.
5. Father told [me I]_____ that the bazaar was for the food bank.
6. Dominic and [me I]_____ sometimes help in the kitchen.
7. He and [me I]_____ wash dishes and clear the tables.

Name _____

Lesson 3-6

Column Addition

On his first trip to the new world,
Columbus landed at San Salvador.
He explored the area for 95 days.
How long was he gone from Spain?



We want to find the total number of days Columbus was away from Spain.

It took ____ days for Columbus to reach San Salvador.

He spent ____ days exploring.

His return trip took ____ days.

To find the total number of days,
we add ____ and ____ and ____.

Add the ones. Regroup if needed.	Add the tens.
$\overset{1}{7}1$ 95 + 58 4	$\overset{1}{7}1$ 95 + 58 224

Columbus was away from Spain for ____ days.

Getting Started

Add.

1. 4,926 + 3,151 + 2,138
2. 3,516 + 297 + 385
3. 6,213 + 1,276 + 480 + 1,124
4. 376 + 1,939 + 68 + 5,432

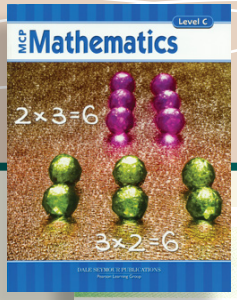
Copy and add.

5. 2,176 + 159 + 3,641
6. 2,136 + 25 + 951 + 3,237

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How to order *MCP Math, Level C* Homeschool Kit (2005 ed.):

Go to ***chcweb.com/Grade3*** for a direct link to purchase this kit from an affordable source, or search online by ISBN: 9780765273833.



Column Addition

pages 51–52

1 Getting Started

Objective

- To learn column addition of 2-, 3-, and 4-digit numbers

Warm Up • Mental Math

Dictate the following problems:

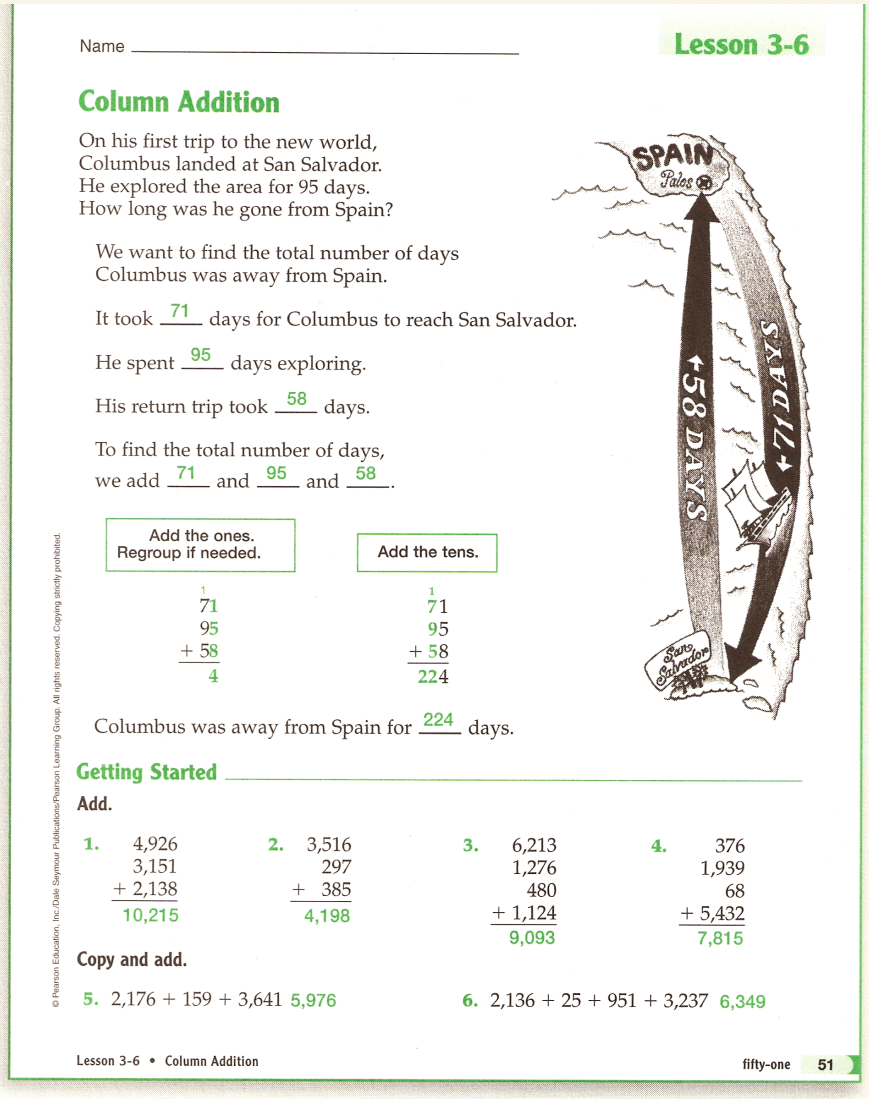
1. 40 + 34 = (74)
2. 14 + 52 = (66)
3. 81 + 11 = (92)
4. 30 + 17 = (47)
5. 55 + 25 = (80)
6. 61 + 10 = (71)
7. 23 + 91 = (114)

Warm Up • Paper and Pencil

Write the following exercises on the board.

1.	2.	3.	4.	5.
4	5	8	1	7
3	5	1	7	8
+ 5	+ 4	+ 6	+ 3	+ 3
(12)	(14)	(15)	(11)	(18)

Direct students to do each problem and then write the answer in a 2-digit place-value chart on their papers. Point out that while doing these problems, they automatically regroup ones for tens.



Name _____

Lesson 3-6

Column Addition

On his first trip to the new world, Columbus landed at San Salvador. He explored the area for 95 days. How long was he gone from Spain?

We want to find the total number of days Columbus was away from Spain.

It took 71 days for Columbus to reach San Salvador.

He spent 95 days exploring.

His return trip took 58 days.

To find the total number of days, we add 71 and 95 and 58.

Add the ones. Regroup if needed.	Add the tens.
$\overset{1}{7}1$	$\overset{1}{7}1$
95	95
+ 58	+ 58
4	224

Columbus was away from Spain for 224 days.

Getting Started

Add.

1.	2.	3.	4.
4,926	3,516	6,213	376
3,151	297	1,276	1,939
+ 2,138	+ 385	480	68
10,215	4,198	+ 1,124	+ 5,432
		9,093	7,815

Copy and add.

5. 2,176 + 159 + 3,641 5,976

6. 2,136 + 25 + 951 + 3,237 6,349

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Lesson 3-6 • Column Addition fifty-one 51

2 Teach

Introduce the Lesson Have students read the problem and identify what is being asked for, (total time Columbus was gone from Spain) and where the information can be found. (in the picture) Read the data from the picture while students write the numbers on their pages. (71, 95; 58 days) Point out that the return trip was shorter because the winds blow from the west, and ocean currents there flow southwest to northeast. Ask a student to read the plan for working the problem as the students fill in the blanks. (71, 95, 58) Point out the two steps of the problem. Write the steps on the board and ask the class to add the numbers with you. Have students write the answer in the solution sentence. (224)

Develop Skills and Concepts Write the following example on the board. Draw lines to separate the columns.

3	4	9
4	2	6
+ 1	8	8

(963)

Explain that in column addition it is important to keep the columns straight. Ask a student to explain why. (so that we add numbers with the same place value.) Have a student come to the board and add the ones. Have another add tens, a third add the hundreds, and a fourth add the thousands. Dictate a similar problem and have students do it at their desks while you do it on the board. Have them separate columns with lines as you have done.

3 Practice

Have students complete the page. Re-emphasize the importance of aligning numbers when they have to copy the problems in a vertical form.



Behold and See 3: Beginning Science

Science Checklist

- **Are the materials up-to-date and relevant?**
  Reprinted textbooks frequently fail to update the student sufficiently or correct inaccuracies—both factual and conceptual—that stem from the fact that we have learned many things since the original writing of the texts.
- **Is the pace enjoyable?**
  Some texts proceed from A to Z without hitting much of the stuff in the middle. It is better to cover less ground and make sure the student understands the basics, because it isn't difficult to acquire information later, or even to understand further science materials once he has a good grasp of the basics.
- **Are the materials Catholic?**
  The idea that we can legitimately use secular or Protestant materials by simply telling our children that the book is wrong seems at first glance to solve the problem of using non-Catholic texts. However, one cannot teach truth by simply pointing out error. Error must not only be refuted but the truth must also be taught in its place. How much better then, rather than carving out additional time to teach the Catholic perspective on the topic and/or risking that the student will be taught doctrine that runs counter to our Catholic Faith, to simply teach one lesson that contains the Catholic doctrine all within the context of the material.

"A Gift for Third Grade Science Students"

Behold and See 3 is the most beautiful text I've ever seen. An 8½x11, coil-bound work-a-text from CHC, this book is not only gorgeous, it is a fact-filled science text for third graders. Mrs. Myjak covers the three basic "blocks" of science – Physical, Life and Human Body – from the general to the specific. Starting with "why even do science," Myjak delves into all age-appropriate topics necessary for third grade science... With "words to learn," experiments and activities, and end-of-chapter review and mastery questions, the student is gently carried through a year's science course. Even more, the student is given science from a Catholic perspective – an understanding that science is a gift from God, and that "true science must be in harmony with God's teaching, which comes to us through His Church." The work-a-text allows space for the student to record his own observations, thoughts and understandings – making this a wonderful keepsake journal of third grade science..."

—Mary C. Gildersleeve

Table of Contents

A Note to Parents 1

Chapter One: What Is Science? 5



Physical Science

Chapter Two: Matter and Spirit 15

Chapter Three: Force and Energy 37

Chapter Four: The Sun, Moon, and Stars 69



Life Science

Chapter Five: Animals 103

Chapter Six: Plants 123

Chapter Seven: Interdependence in God's Design 157



Human Body

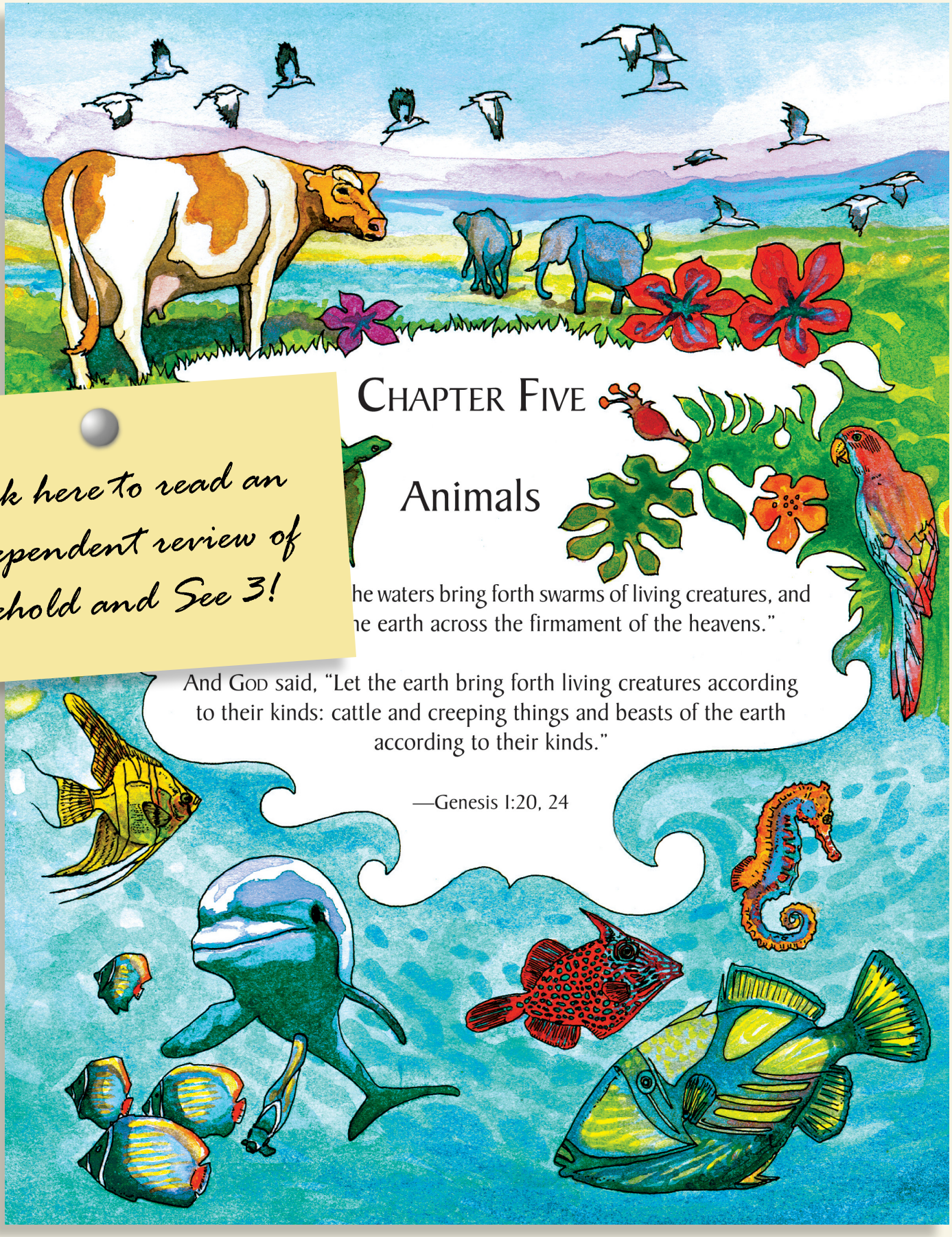
Chapter Eight: Many Parts, One Body 179

Chapter Nine: Senses 205

Chapter Ten: Nutrition and Health 231

Dictionary of Words to Learn 251

Materials List and Answer Key 259



Chapter Five

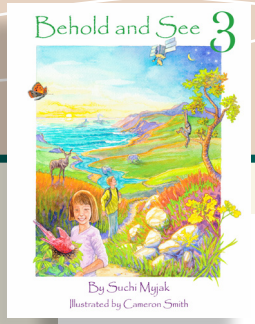
Animals

Click here to read an independent review of Behold and See 3!

…he waters bring forth swarms of living creatures, and …e earth across the firmament of the heavens."

And God said, "Let the earth bring forth living creatures according to their kinds: cattle and creeping things and beasts of the earth according to their kinds."

—Genesis 1:20, 24



Animals and Man

Is man an animal? Why or why not? Perhaps this thought experiment will help you decide.

Experiment 6.3: How are animals similar to and different from man?

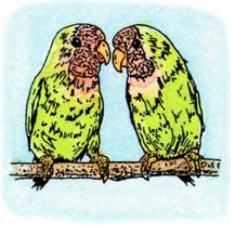


You will need:

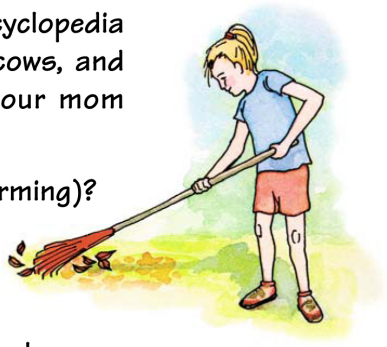
An encyclopedia; time to think

How to:

Think about ways in which men and animals are similar, and ways in which they are different. Then, think about whether the differences are more important or whether the similarities are. Here are some questions to get you started.



- Do both eat, sleep, move about, etc.?
- Do both care for their children? For how long? Look up in an encyclopedia and think about cuckoos, cows, and bears. Think about how your mom cares for you.



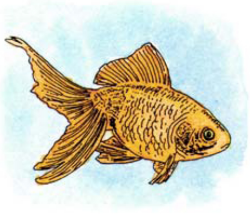
- Do both grow their food (farming)?
- Do both keep pets?



- Can both read or write?
- Can both build things? If so, how are their "buildings" similar or different? Think about birds' nests and people's homes.



- Can both reason or think?
- Do both pray?



- Can both choose between good and evil? (This is what having "free will" means.)
- Do both have a soul that will never die
- Think of any other ways in which me are like or unlike animals.

We can see that man is similar to animals in some ways. sleep, and move about to find food or to meet other needs. for their children, though not for as long as men do.

Click here to view more sample pages!

Week 1: India Today

Step 1: Look at the Folding World Map to decide how you'll travel from Canada to India. Will you travel by ship, camel, bus, or a combination of these? What would be the best route? Mark your route on the Folding World Map.



Cut out and fold your travel brochure on page 49. Briefly describe your travel plans under "Mode of Travel."

Step 2: Look up "India" in your encyclopedia and read about this exciting country. Think about what the encyclopedia says about India's climate. Will India be hot when you visit? Cold? Rainy? List some important "Clothing to Bring" on your travel brochure.

Week 2: Map & Info

Step 4: Cut out page 47, the "Map of India." Using the map in your encyclopedia, label:

Indian Ocean
Bay of Bengal
Arabian Sea
Sri Lanka
Kolkata (Calcutta)
Mumbai (Bombay)
New Delhi
Nepal
Pakistan
Bangladesh
China
Himalayas


New Delhi street corner


Flag of India

Step 5: Look at the "World's Top Ten" on the back of your Folding World Map and find the mountain listed for India. Label the mountain on your "Map of India."

Step 6: Use the Folding and your encyclopedia to "Information" box on the travel brochure.

Week 3: History


Royal Gate, entrance to the Taj Mahal

Step 7: Turn to pages 53–55 an explore historical people and places o India. Read about at least one in you encyclopedia. Share what you have learned with another family member. Cut out the image of your favorite person or place and paste it in the "Historical Place/Person/Event" box on your travel brochure.

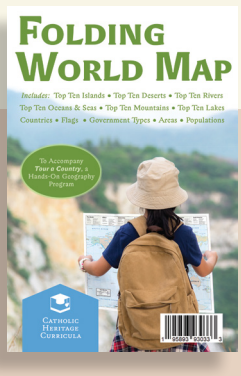
Step 8: Turn to page 55 and explore the Catholic shrines of India. Look up at least one shrine in your encyclopedia. Cut out the image of your favorite shrine and paste it in the "Catholic Shrine" box on your travel brochure.


Basilica of Bom Jesus


Saint Francis Xavier

Step 9: Turn to page 57 and explore the Catholic saints of India. Look up at least two saints in your encyclopedia. Cut out the images of your two favorite saints and paste them in the "Saints" section on your travel brochure.

Click here to view more samples!



Tour a Country:

India

Namaste! Welcome to India, where you can find tigers, leopards, and elephants—there are thousands of animal species living here! This is the land where Saint Teresa of Calcutta cared for the poorest of the poor. Phir milenge (see you later)!



Words to Know

monsoon raja rupee sari

41

Week 4: Animals & Natural Wonders


Asian Elephant

Step 10: Turn to page 59 and explore the animals of India. Look up at least two animals in your encyclopedia. Cut out the photo of your favorite animal and paste it in the "Native Animal" box on your travel brochure.

Step 11: Explore the wonders of God's creation in India. Look up at least two of the natural wonders pictured on pages 59–61. Paste your favorite in the "Natural Wonder" box on your travel brochure.


Climber in Himalayan mountains



Step 12: Dress up in native Indian dress and have a photo taken for your passport.

Give an oral presentation about India or the Missionaries of Charity to your family using the completed travel brochure. Mention three ways that your life would be different if you lived in India.

Paste the photo of yourself dressed up onto

Folding World Map: The student will refer to the back of this colorful world map to research each country's population, area, and type of government. Map unfolds to 24" x 18".

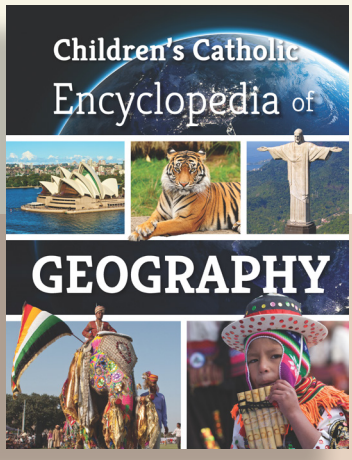


The program centers around the creation of a passport and travel brochures, as shown below, that engage the student's interest and pull together the many facts he is learning about each country.



Choose, cut, and paste images; fill in information researched; and fold into a unique travel brochure!





Children's Catholic Encyclopedia of Geography contains all the people, places, and things your student will need to complete the research in *Tour a Country*.

3 Learning about God

"This is eternal life, that they know thee the only true God, and Jesus Christ whom thou hast sent."

John 17:3

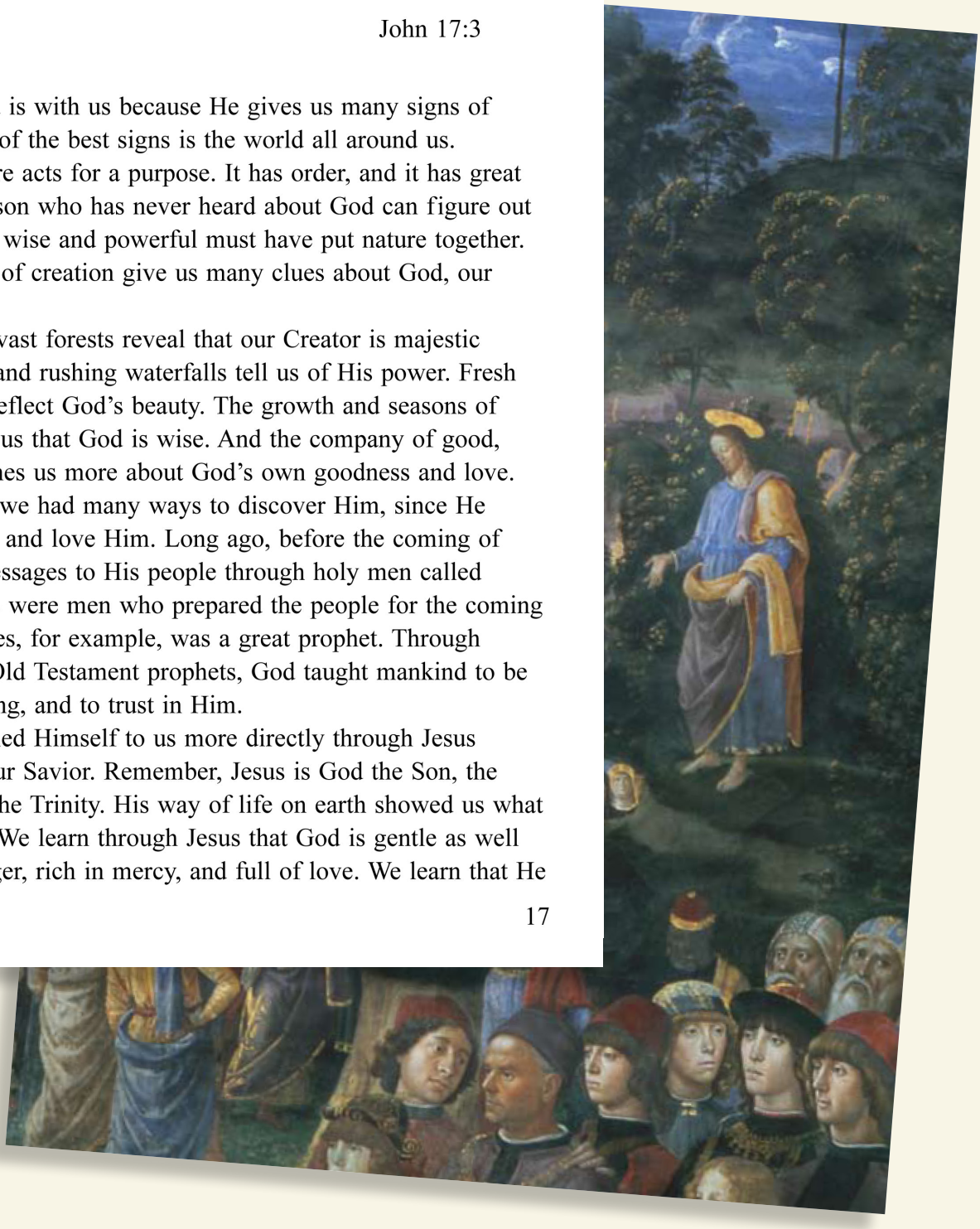
We believe God is with us because He gives us many signs of His presence. One of the best signs is the world all around us. Everything in nature acts for a purpose. It has order, and it has great beauty. Even a person who has never heard about God can figure out that Someone very wise and powerful must have put nature together. The different parts of creation give us many clues about God, our **Creator**.

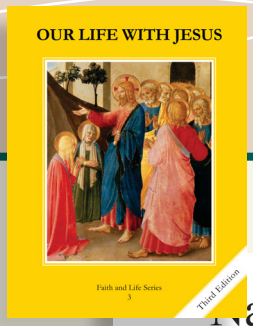
Mountains and vast forests reveal that our Creator is majestic and great. Oceans and rushing waterfalls tell us of His power. Fresh roses and sunsets reflect God's beauty. The growth and seasons of living things show us that God is wise. And the company of good, loving people teaches us more about God's own goodness and love.

God made sure we had many ways to discover Him, since He created us to know and love Him. Long ago, before the coming of Jesus, God sent messages to His people through holy men called prophets. **Prophets** were men who prepared the people for the coming of the Savior. Moses, for example, was a great prophet. Through Moses, and other Old Testament prophets, God taught mankind to be good, to stop sinning, and to trust in Him.

God later revealed Himself to us more directly through Jesus Christ, His Son, Our Savior. Remember, Jesus is God the Son, the Second Person of the Trinity. His way of life on earth showed us what God is really like. We learn through Jesus that God is gentle as well as just, slow to anger, rich in mercy, and full of love. We learn that He

17





Name:_____

Learning about God

1. How can someone come to know God?



2. Did God send messages to His people? If so, why?

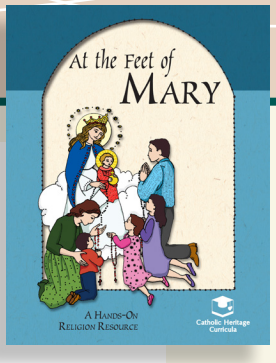
3. What do we learn from the Parable of the Wise and Foolish Bridesmaids?

4. What do we learn from the Parable of the Rich Man and Lazarus?

5. What do we learn from the Parable of the Good Samaritan?

6. Of whom is the Pope head?

7. Who safeguards the truths of Scripture and Tradition?



The Annunciation of the Lord

As we contemplate each mystery of her Son's life, she invites us to do as she did at the Annunciation: to ask humbly the questions which open us to the light, in order to end with the obedience of faith: "Behold I am the handmaid of the Lord; be it done to me according to your word." (Luke 1:38)
—Rosarium Virginis Mariae

Bible

Read in the Bible the story of the Annunciation: Luke 1:26–38. Discuss this Mystery with your child, explaining that the angel "announced" Mary's part in the Incarnation (when God became man) and how Mary accepted God's will that she be the Mother of God.

Story

Read aloud "Marian Shrine Guide: Lourdes" on page 7 of the Book.

Tour the Shrine at *www.lourdes-france.org/en/*

Holy Rosary Book
Pages 1–4

Cut out the cover of the Rosary Book on page 1 of the Packet and paste it onto a half-sheet of colored cardstock paper (approximately 5½"x 8½"). The title "At the Feet of Mary" or "To Jesus, through Mary," may be added.

Invite your child to cut out the illustration of the Annunciation on page 3 in the Packet, then paste it onto another half-sheet of colored cardstock paper. Blue paper is appropriate for the Joyful Mysteries.

Cut out the back of the Mystery on page 3 of the Packet. On the lines provided, invite your child to copy the simple meditation below or to write his own meditation about the Mystery.

> Mary, help me to say "yes" to God when He asks something of me, just like you did at the Annunciation.

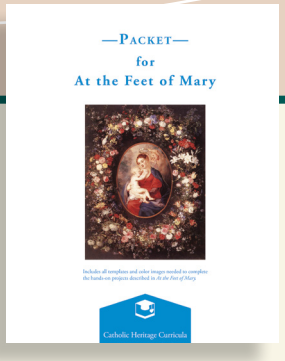
Have your child paste the illustration and meditation back to back, with the cardstock paper sandwiched between. For durability you may wish to laminate the page and the cover.



Set up a Home Altar to show love and devotion to Jesus, Mary, and Joseph. Lay a white or lace cloth on a small table. Add a picture or statue of the Holy Family or of Our Lady holding Jesus. Place one or two white candles beside the statue. Encourage your child to keep the altar regularly both with flowers from the garden and "flowers" from his heart. Keep the altar uncluttered and beautiful. Little "gifts" (art projects, holy cards, rosaries, etc.) can be added through the year along with the Rosary projects your child makes.

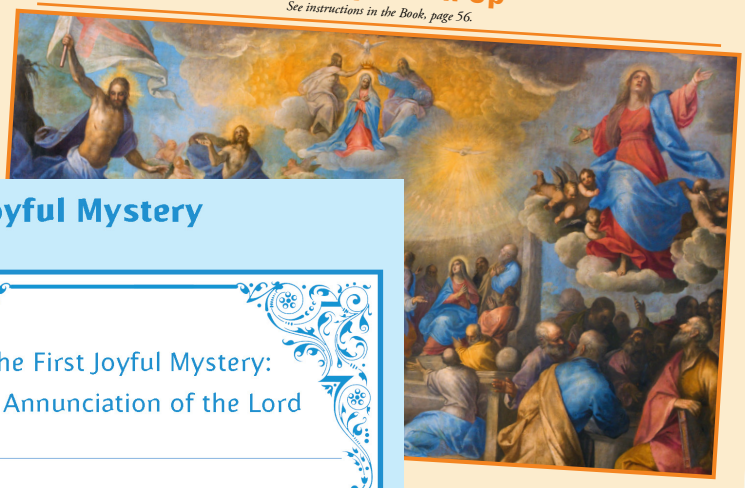
If you already have a Home Altar, invite your child to set up a small Marian Altar in his room.

Click here to view the Table of Contents for the Book and Packet!



Mystery Match-Up

See instructions in the Book, page 56.









d. _____

_____

tly illegal and a violation of copyright law.

Holy Rosary Book: The First Joyful Mystery

See instructions in the Book, page 6.



The First Joyful Mystery:
The Annunciation of the Lord

Mystery Phrases I

See instructions in the Book, page 35.

"My soul magnifies the Lord..." (Luke 1:46)

1. _____

"Glory to God in the highest!" (Luke 2:1

2. _____

"Do whatever He tells you." (John 2:5)

"Behold, I am the handmaid of the Lord." (Luke 1:38)

4. _____

"Lord, it is well that we are he (Matthew 17:4

5. _____

"This is my body which is given for you. Do this in remembrance of me." (Luke 22:19)

7. _____

"And preac saying, 'T of heaven (Matthew

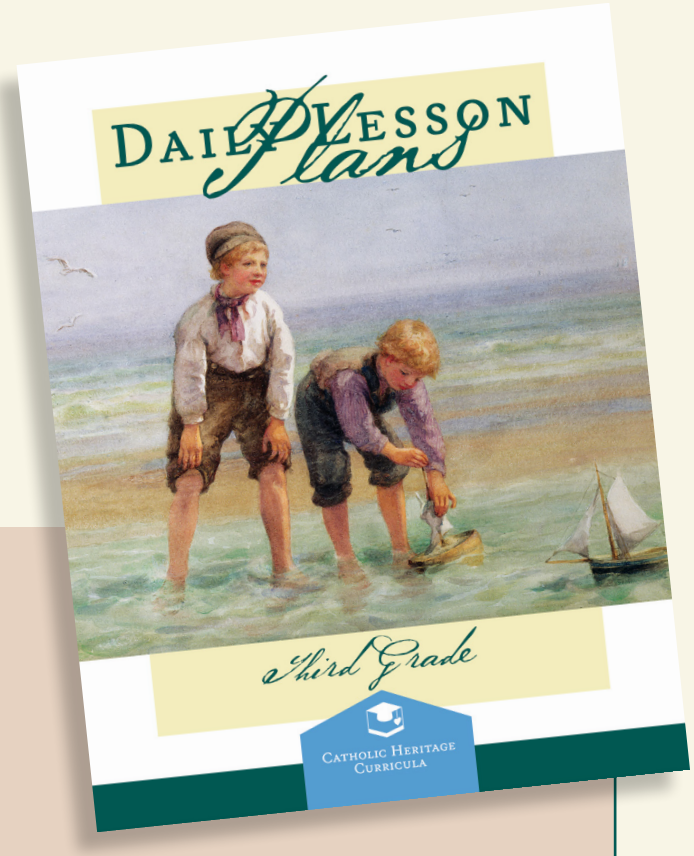
8. _____

"I need to be baptized by you, and do you

sought me? Did you no know that I must be Father's house?"

Who is she that cometh forth as the morning rising, fair as the moon, bright as the sun, terrible as an army set in battle array?
(Song of Solomon 6:10)





CHC Daily Lesson Plans: Third Grade

The third grade lesson plans are designed for 36 weeks, four days a week.

> I just want to thank you for all your school services. I've tried many curriculums and I find this to be the least time consuming in preparation. Everything is straight forward and my child can start right away. Thank you!
>
> *—Norma, Texas*

What Are CHC Lesson Plans?

CHC Lesson Plans provide an organized and flexible framework for learning and developing specific skills. The lesson plans are laid out day-by-day, with weekly goals for those who prefer a simpler guide. These goals form a scope and sequence that builds from skill to skill, year-to-year, providing a solid foundation for your child as he progresses in his studies through the elementary, middle, and upper grades.

The lesson plans are designed around key features: flexibility, ease of use for the busy mom, and incorporation of the Faith with practical living. At a glance you can differentiate between required core subjects and optional non-core subjects.

Core & Non-Core Subjects

Only the boxes for required Core subjects are shaded in the lesson plans. Non-Core subjects are considered optional and have been left unshaded. They may be added to your student's schedule as time, interest, and funds allow.

Week 1 Goals	Third Grade ✓ Monday	✓ Tuesday
MATH ☑ *MCP Mathematics C* Addition and subtraction, pgs. 1-8	Complete pgs. 1 and 2.	Complete pgs. 3 and 4.
LANGUAGE ARTS LITERATURE & READING COMP. ☑ *My First Treasure Trove of Literature* Lessons 1-3, pgs. 6-13 *Pinocchio*, pgs. 1-10 ☑ *How to Dress a Duck* Invisible Marks, pgs. 1-3	*My First Treasure Trove of Literature:* Complete Lesson 1, pgs. 6-8. Parent: Read introduction, pgs. 2-3 *Pinocchio:* Read Chapters 1-2, pgs. 1-5.	*Pinocchio:* Read Chap *My First Tr* Complete
SPELLING ☑ *My Catholic Speller B* Lesson 1: Short Vowels a and o, pgs. 2-3	Read list words together. Discuss the meaning of any new words. Complete pg. 2. *Optional: Discuss this week's Scriptural Answer.*	Complete pg. 3. Copy all list words from the lesson, spelling words aloud as they are written.
GRAMMAR & COMPOSITION ☑ *Language of God B* Introduction and sentences, pgs. 2-5	Discuss communication, pg. 2.	Discuss sentences, pg. 3. Complete pg. 3.
RELIGION CATECHISM & HANDS-ON RELIG ☑ *Faith and Life 3* Text: Chapter 1, pgs. 8-12 Activity Book: pgs. 1-4 ☑ *At the Feet of Mary*: pgs. 1-7		*Faith and Life Activity Book:* Complete one or more pages as assigned.
SCIENCE & HEALTH ☑ *Behold and See 3* Introduction, pgs. 4-14 *A Supply List for all experiments is found in this lesson plan on pgs. 27-29.*	Read pgs. 4-7. Look up the "Words to Learn" using the Dictionary that starts on pg. 251.	Sections 2-3 Read and complete pgs. 8-10.
SOCIAL STUDIES ☑ *Tour a Country* Encyclopedia Skills, pgs. 2-20	Parent: Read Introduction, pgs. 2-4. Prepare your Passport, pgs. 5-12.	Complete pgs. 14-17 to learn about alphabetical order.
HANDWRITING ☑ *Catholic Heritage Handwriting 3* Week 1, pgs. 5-7	Complete Week 1, Lesson 1, pg. 5.	Complete
☑ *Art Masterpieces: Adventure Collection* ☑ *Making Music Praying Twice*	*Art Masterpieces: Adventure Collection* Read "Introduction," pgs. 2-3. Display Kittelsen's *Far, far away Soria Moria...*, read the poem on pg. 6, and read "About the Artist" and "Art Story," pg. 7.	*Art Maste* Read "Art begin to r
☑ P.E./Recess Ideas on pg. 32 Daily Practice Work: ☐ _____ ☐ _____ ☐ _____	Skipping races	jumping rope

Daily attendance may be checked off (as shown) or a cumulative number written in the box for those required to keep attendance records.

Weekly goals are listed in the lesson plan and are easily checked off as completed. Use this alone as your lesson guide if you prefer not to utilize the day-to-day lesson plan.

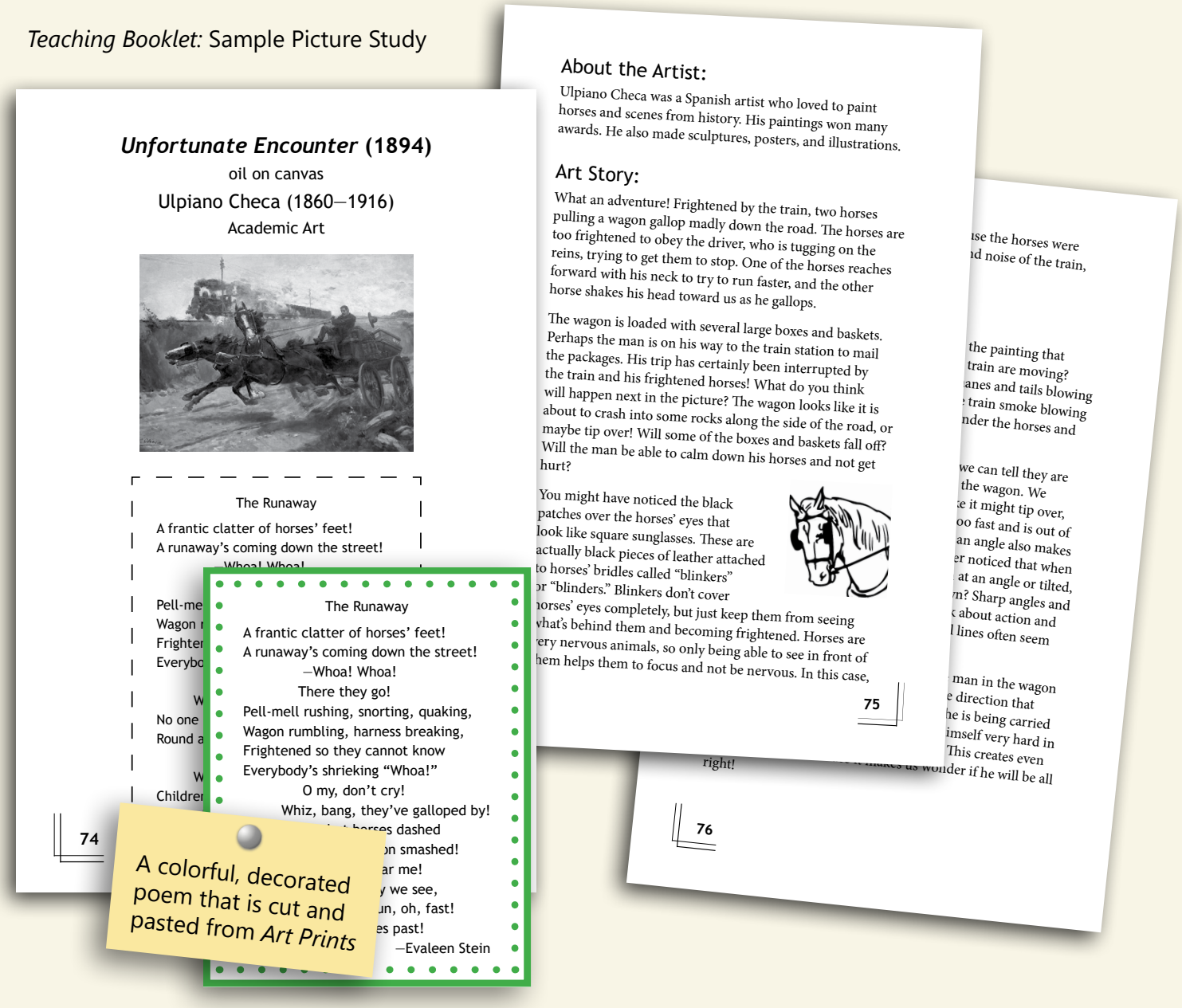
At a glance you can differentiate between required Core subjects (shaded) and Non-Core subjects (un-shaded).



Non-Core Subjects : : Art Appreciation & Poetry

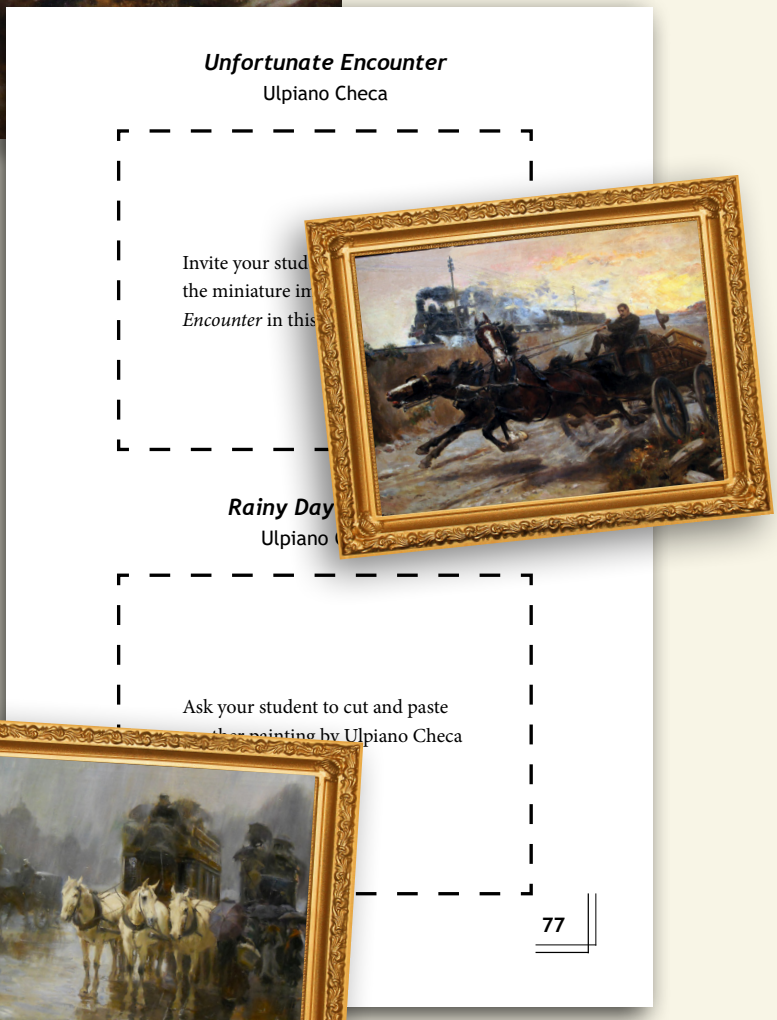
Art Masterpieces: Adventure Collection is designed to develop a young child's appreciation for art and poetry. The 18 art masterpieces in this collection feature engaging adventure scenes by artists such as Frederick Remington and N.C. Wyeth. The paintings are presented alongside short poems for the student to memorize. The detailed picture studies in the **Teaching Booklet** encourage close observation of the paintings and instill a recognition of beauty, composition, color, and line. The "cut and paste" Mini Masterpiece activity provides an enjoyable way to introduce the concept of artistic style. The 18 full-color prints in the **Art Prints** are accompanied by three sheets of decorated poems and 10 sheets of Mini Masterpieces.

Teaching Booklet: Sample Picture Study



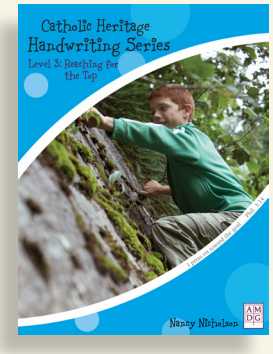


Sample 8½"×11" print:
Unfortunate Encounter,
Ulpiano Checa



Why teach art appreciation?

The most fundamental answer is that the experience of beauty in art helps to form the mind and heart for the pursuit of truth and goodness. As Prof. John Crosby has said, "the child who is raised to respond to the beautiful is thereby sensitized to all that is good and right and worthy." Taking time to expose our children to great art gives them the opportunity "to contemplate the ray of beauty that strikes us to the quick, that almost 'wounds' us, and that invites us to rise toward God" (Benedict XVI).



Non-Core Subjects : : Handwriting

The *Catholic Heritage Handwriting* series is spiral bound at the top of the page, much like a stenographer's notebook, but in standard 8½ x 11 page size so there is plenty of room for penmanship practice.

Most handwriting programs are printed on both sides; *Catholic Heritage Handwriting* pages are single sided. This eliminates the problem of pencils and erasers gripped in little fingers, pressing grooves, wrinkles, and holes in the paper.

Level 3 introduces cursive with rollicking riddles guaranteed to appeal to eight to ten year olds, holding their interest in penmanship at an age when interest begins to wane.

Samples: Sample Lessons, page 43

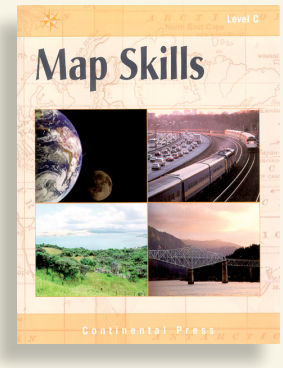


Non-Core Subjects : : Science

Onions in My Boots: Basic Gardening for Young Sprouts
From gardening projects in this book, children will learn goal-setting, decision-making, how to follow through on a project, and patience.

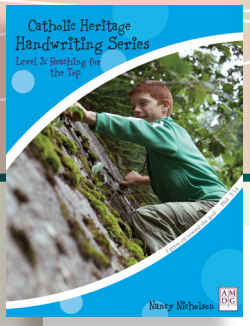
One of the best ways to learn about science is through hands-on experience. If you'd like to trim grocery expenses and introduce your children to how God makes plants grow and where food really comes from, you can get off to a good start with *Onions in My Boots: Basic Gardening for Young Sprouts*.

Whether you live in country or city, this easy-to-follow children's book teaches the budget-easing survival skill of growing your own food. Using items on hand, children learn that one tomato plant—even one planted on an apartment balcony—can produce enough fruit in one season to pay for the cost of the book. Children will delight in the simple hands-on science, participating in God's creation, and sharing their home-grown, free produce.



Non-Core Subjects : : Map Skills

Map Skills Level C gives students the tools they need to understand and use maps. Bite-size lessons are illustrated in full color. The Teacher's Guide includes a complete answer key and enrichment ideas for each lesson.



Week 10, Lesson 3: More word practice . . . Short Lesson Day!

baby

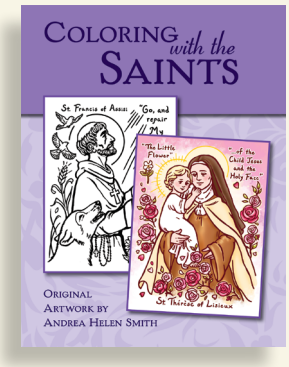
babble

Week 10, Lesson 4: Copy the riddle.

Then stand in front of a mirror and turn your workbook upside down to read the answer.

What do you get when you cross a bumble bee with a doorbell?

Answer: (A humdinger)

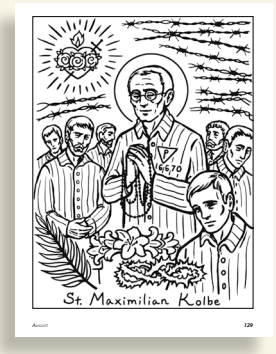


Non-Core Subjects : : Coloring

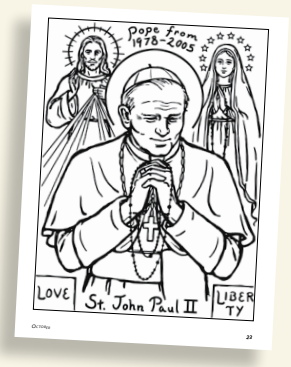
Coloring with the Saints is an all-new coloring book featuring the original artwork of Andrea Helen Smith. *Coloring with the Saints* contains full-page, black-and-white illustrations of over 60 saints.

Illustrations are on one side only so there is no show through; after being colored the page can be cut out of the book and displayed.

Coloring pages for 60 saints, organized chronologically by their feasts.







Non-Core Subjects : : Music

Making Music Praying Twice, developed by homeschooling parents John and Kate Daneluk, allows you to do **real early childhood music and movement education** at home, preparing children for future formal music studies and developing a lifetime love of music and prayer. *Making Music Praying Twice* exposes the growing mind to a systematic variety of meters, tonalities, styles, and languages. Five seasonal and liturgical Music CDs feature professional music from various cultures alongside simple *a cappella* pieces and more complicated vocal and instrumental folk ensembles. The Parent Manual includes detailed daily and weekly lesson plans for the entire school year as well as instructions for making an "unstructured music education plan" for your child.



Purchase directly from the producer @
makingmusicprayingtwice.com.