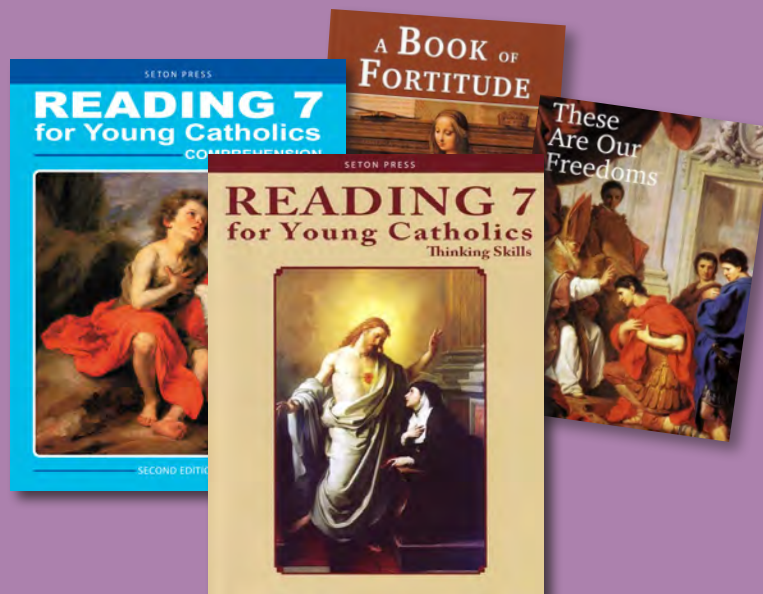




READING 7

COURSE MANUAL



LESSON PLANS - ANSWER KEYS - TESTS - QUARTER REPORT FORMS

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Answer keys, tests, and Quarter Report Forms are located at the end of this Course Manual.

The Reading 7 Book Report Handbook is a separate booklet.

Course Materials

Reading 7 for Young Catholics: Comprehension
(Second Edition)

Reading 7 for Young Catholics: Thinking Skills

These Are Our Freedoms

A Book of Fortitude

Two of the Following:

The Singing Tree

Augustine Came to Kent

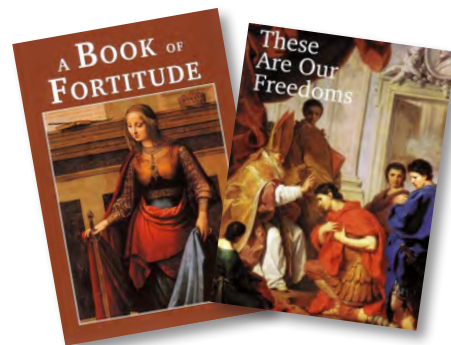
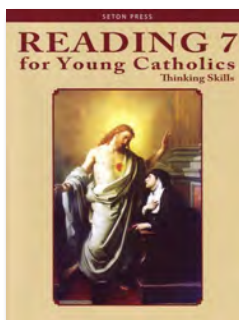
Men of Iron

Johnny Tremain

Anne of Green Gables

The Crystal Snowstorm

Two Saint Biographies





FIRST QUARTER

READING 7 LESSON PLAN

Week One

Reader: *These Are Our Freedoms*

Workbook: *Reading 7 for Young Catholics: Comprehension*

Book Report: See Reading 7 Book Report Handbook (a separate booklet).

Please give your child the following assignments. Remember that the assignments are to be adjusted according to the needs, interests, and abilities of your child. Some children may need to do more oral work and less written work; some may need to take two days on one lesson, or can do two lessons in one day. These lessons are a guideline, a suggestion, which should be adapted as you think appropriate for your child. Answers to exercises should be written in a reading notebook or typed on a computer.

Day 1

You can check off work as you complete it!



Today, please carefully **read the "Introduction"** to this course.



Next, **check** that you have all the materials needed for the course as named in the Introduction.

Besides these lesson plans, you should have two workbooks, two readers, four book report books (two works of fiction from the provided list and two saint biographies), and a separate booklet called "Reading 7 Book Report Handbook."



Please note the section of the Introduction marked "Book Reports." **Look over Weeks 8 and 9 in this lesson plan, along with the Reading 7 Book Report Handbook.** You do not have to wait to start the book report or follow an exact number of days allotted in the lesson plans for reading and writing it. Choose the approach that will work best for your student.



Look over the Faith and Freedom Reader, *These Are Our Freedoms*.

Note the title page and the many different cities in which Ginn and Company was located. This book has an Imprimatur. This means the book does not say anything that goes against the Catholic Church or its teachings. A very good archbishop of Washington, Patrick O'Boyle, gave the Imprimatur for this book. This book was written under the direction of the Commission on American Citizenship of the Catholic University of America. This Commission was established in 1938 under the recommendation of Pope Pius XI, who wanted a "reading program that also taught Christian values." Thus, the text includes stories about people of courage who had trust in God. One story is about a Catholic private at Valley Forge ("Privates of the Army") and another about Father Gibault who saved many Catholic lives ("Liberty Bell of the West").



Skim over the table of contents and the glossary.

The stories and poems in this textbook have great meaning. Each one gives us an important lesson about God or about how to live the virtuous Catholic life. Many of the selections help us to understand American history better by showing us how it felt to live at that time. For example, the poem "O Captain! My Captain!" helps us to understand better the love the people had for their president and their sorrow at his death. While we can learn the facts of American history in a history book, this poem gives a deeper understanding through the eyes of people who lived and worked during those historical events.



Read p. 9 in *These Are Our Freedoms*.



READING 7 LESSON PLAN

What are some of the freedoms we enjoy in America? Have you ever read the Constitution?



Read "To Mary Immaculate," p. 10, in *These Are Our Freedoms*. Our Lady of the Immaculate Conception is Mary's title as Patroness of the United States.



Answer the following questions in your reading notebook.

READING QUESTIONS:

1. What do the first four lines mean?
2. What does "radiant" mean?
3. Why does the poet write of Mary's crown of stars and the mantle's hue?
4. What four virtues does the poet ask Mary to give the children?

Day 2

Our workbook for the first half of the course will be *Reading 7 for Young Catholics: Comprehension*.



Reading 7 FYC: Comprehension: Read "Introduction" and "Teaching Tips," page v.



Reading 7 FYC: Comprehension: Do Lesson 1: "Cana: A Wedding Party"; Lesson 2: "St. Catherine Labouré"; and Lesson 3: "The Miraculous Medal."

Day 3



Read "The Boy with the Bass Drum," pp. 11-18.



Answer the questions on p. 18 in *These Are Our Freedoms*.

When you answer any reading questions, be sure to **support your answers with facts or examples from the story**. For number 1, you should state the mood and also write down some words, phrases, or events from the selection that prove your answer.



Immaculate Conception, Bartolome Esteban Murillo

READING 7 LESSON PLAN

Day 4



Answer the following questions in your reading notebook.

READING QUESTIONS:

1. In which country does “The Boy with the Bass Drum” take place?
2. Which two instruments did Pete want to play in the parade?
3. Which sentence on p. 12 gives us some idea that Pete is up to mischief?
4. Which instrument will Joey be playing in the parade?
5. What kind of banners were the boys and girls carrying?
6. Who was to lead the parade?
7. Describe the picture of Pete on p. 14.
8. Why did Pete’s brother Michael disapprove?
9. What song did the orchestra play? Do you know why?
10. What nationalities are mentioned in the story?
11. What did the two priests look like?
12. Who was Professor Dante?
13. Do you think that Professor Dante understood boys? Why?
14. There was much fun and laughter in the story. Was the ending different? Why?

Day 5



Read the poem “Listen to the People” on pp. 19-20 in *These Are Our Freedoms*.



Optional: Read about Stephen Vincent Benét in a student encyclopedia or online.



Read “American Hill,” p. 20.



Answer the following:

READING QUESTIONS:

1. These two poems show completely different ways of celebrating the Fourth of July. What is the difference?
2. How do you and your family celebrate this holiday?



FOURTH QUARTER

READING 7 LESSON PLAN

Week Twenty-Eight

Reader: *A Book of Fortitude*

Workbook: *Reading 7 for Young Catholics: Thinking Skills*

Book Report: See Reading 7 Book Report Handbook.

Day 1



Reading 7 FYC: Thinking Skills: Read Lesson 5: "The Rattlesnake" by Willa Cather, pp. 61-63.

Day 2



Do the Lesson 5 Exercises in *Reading 7 FYC: Thinking Skills*, pp. 64-66.

Day 3



Read "One Small House of Nazareth," pp. 5-10, in *A Book of Fortitude*.



Answer the questions in "Helps for Discussion."

Day 4



Read the poems on pp. 11-12 in *A Book of Fortitude*.



Answer the questions in "Helps for Discussion," p. 12.



Read "Home" by William Cardinal O'Connell, pp. 13-16.



Answer the questions on p. 17.

Day 5

As mentioned last quarter, there is not enough time or space to assign all readings from *A Book of Fortitude*. Unassigned selections may be enjoyed as extracurricular reading. For any textbook questions accompanying unassigned selections, we will still provide answer keys for them, should you want them for any reason.



Read "Father Gibbons Starts A School," pp. 20-28.



READING 7 LESSON PLAN

Before the story begins, the author makes the statement that “Every home should be a school for its children.” Then he says that “sometimes” homes cannot teach everything children should know. Sometimes parents themselves were not educated, although this was fairly rare. More often, parents had to work so hard just chopping down trees and clearing the land that they felt they could not take the time to teach their children.



Do the “Helps for Discussion,” p. 29. For Number 2, be sure you give at least three examples to prove your main statement.

Parent: _____



Optional Grade: If you wish to submit a grade for this assignment to Seton, please either record this grade in Section A of the Fourth Quarter Report Form and mail it to Seton at the end of the quarter or submit this grade to Seton online from your MySeton page.

Week Twenty-Nine

Day 1



Reading 7 FYC: Thinking Skills: Read “St. Margaret Mary,” Chapter 5, pp. 67-72.



Answer the questions at the end of Chapter 5 in *Reading 7 FYC: Thinking Skills*, p. 72.

Day 2



Read the letter to Father Richard, p. 37, “The Black Bird Writes to Father Richard,” in *A Book of Fortitude*. The Catholic missionaries loved the Indians, loved to work and pray with them.



Read “Our Lady of Victory,” pp. 38-43 in *A Book of Fortitude*.

The Blessed Mother has many titles because she has helped people in so many different ways.

The feast of Our Lady of Victory, originally on Oct. 7th, was instituted because of the Blessed Mother’s help for Christians in the naval victory near Lepanto, off the southwest coast of Greece, on Oct. 7, 1571. In many places, this feast day is combined with the feast of Our Lady of the Rosary.



Answer the questions in the “Helps for Discussion,” p. 43.

Day 3



Read “The Coming to Saint Martin,” pp. 44-46, by Sister Monica.