



READING 8

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 8 Book Report Handbook is a separate booklet.

Course Materials

Reading 8 for Young Catholics: Comprehension

Reading 8 for Young Catholics: Thinking Skills

These Are Our Horizons

A Book of Friendliness

Two of the Following:

The Yearling

20,000 Leagues Under the Sea

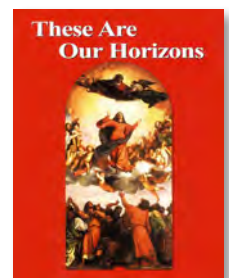
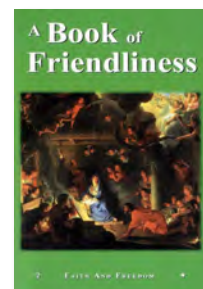
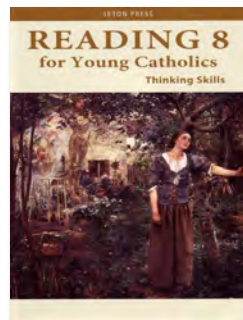
The Hidden Treasure of Glaston

Outlaws of Ravenhurst

The Secret Garden

The Witch of Blackbird Pond

Two Saint Biographies





FIRST QUARTER

READING 8 LESSON PLAN

Week One

Reader: *These Are Our Horizons*

Workbook: *Reading 8 for Young Catholics: Comprehension*

Book Report: See Reading 8 Book Report Handbook (a separate booklet).

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 (1) two workbooks, (2) two readers, (3) three or four book report books (two works of fiction from the provided list and one saint biography, plus a second saint biography if your parent assigns the optional, parent-graded Fourth Quarter book report), and (4) a separate booklet called "Reading 8 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 8 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.

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Look over *These Are Our Horizons*. Notice the authors, the several cities in which the publisher was located, and the acknowledgments on pp. 2-3. Look at the *Nihil Obstat* and *Imprimatur* on p. 4.

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An imprimatur, which is Latin for "let it be printed," indicates that, in the opinion of the authority issuing the imprimatur (usually a bishop), the book contains nothing that is contrary to Catholic teaching. This imprimatur was given by the Archbishop of Washington, D.C. (1948-1973), Patrick O'Boyle.



Skim over the Table of Contents.

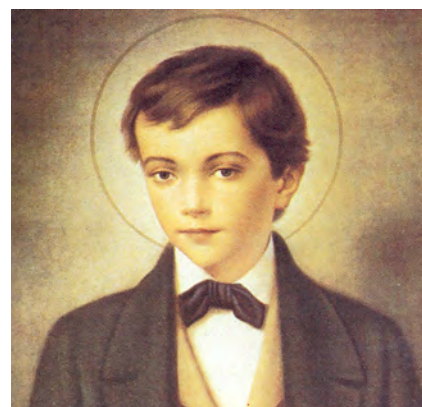
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Read "Your Land and My Land," pp. 9-10 in *These Are Our Horizons*.

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READING QUESTIONS:

1. What is God's abundance that we see across our land?
2. Where are our cities built?
3. With what are they built?
4. Where do we see God's majesty?
5. What kinds of homes do we have in this land?
6. Every home is a place where youth learn what?
7. To whom do we go with lifted spirit?
8. Who are our neighbors in this land?



St. Dominic Savio



READING 8 LESSON PLAN

9. The Feast of Lights is Hanukkah, a Jewish feast. How did the Jewish man treat the father?
10. Write out the last line of the fourth stanza. Who are all the people for whom we hope? What is our hope?

Day 2



In the *Reading 8 for Young Catholics: Comprehension* workbook, **do Lesson 1, "St. Dominic Savio,"** reading the selection and answering the questions. ☐

Day 3



In *Reading 8 for Young Catholics: Comprehension*, **do Lesson 2, "St. Jerome."** ☐

Day 4



Read **"Not Always Blind," pp. 11-25** in *These Are Our Horizons*. ☐



Do the assignment, "Remembering Facts," p. 25, in *These Are Our Horizons*. ☐

Day 5



Review "Not Always Blind" and answer the following questions: ☐

READING QUESTIONS:

1. Why was Judge Harrison concerned about Lanny Baker?
2. How long had the judge been vacationing at the log cabin on the island?
3. What sentence tells you how important the vacation is to the whole family?
4. What did they call the passageway from the court building to the jail?
5. Describe the jail.
6. How did the members of the family react to the judge's decision?
7. What were the arguments for the summer session of court?
8. What were the arguments against it?
9. Why did Judges Davis and Sloan agree to hold court?
10. What did Nancy decide to do for the summer?
11. What did Clem decide to do?



St. Jerome

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12. Do you think this was a Christian family? Give your reasons.
13. What would you have done if you had been Nancy or Clem?
14. Looking back at the poem on pp. 9-10, do you think the judge was following the "Word of God as guide"?

Parent: _____



Optional Grade: You may submit a grade for this assignment to Seton. Please either record this grade in Section A of the First 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.

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Week Two

Day 1



In the *Reading 8 for Young Catholics: Comprehension* workbook, **do Lessons 3 and 4: "St. Therese of Lisieux" and "Venerable Benoit Rencurel,"** reading the selections and answering the questions.

☐

Day 2



Read "Weather," p. 26 in *These Are Our Horizons*.

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READING QUESTIONS:

1. Describe the kind of day in each stanza.
2. What does the poet mean "To walk the roads to Far Away"?
3. Do you think that even when it is sleeting and stormy, you can "walk the roads to Far Away" through a good book?

Day 3



Read "A Ride in the Country," pp. 27-34 in *These Are Our Horizons*.

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Do "What is Your Opinion?" p. 34.

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Day 4



Do the assignment "Interpreting Phrases," p. 34.

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Day 5



Read "To the Little House," by Christopher Morley, p. 35 in *These Are Our Horizons*.

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FOURTH QUARTER



READING 8 LESSON PLAN

Week Twenty-Eight

Reader: *A Book of Friendliness*

Workbook: *Reading 8 for Young Catholics: Thinking Skills*

Book Report (Optional): See Reading 8 Book Report Handbook.

This quarter contains an optional, parent-graded book report. If you plan to assign the book report, see Week 35 for further information.

Day 1



Read Lesson 5, "An Angel in Disguise," By T. S. Arthur in *Reading 8 for Young Catholics: Thinking Skills*. ☐

Do you recognize this American author's name as the same person who wrote "The Gentle Hand"? "An Angel in Disguise" was written in 1868.

Style: This touching story has a moral for the reader, and Arthur, wanting to be sure that his reader understands the purpose of the tale, states the moral in the last sentence.



Do the following: ☐

1. Reread about **Characterization** on pp. viii and ix in front of the book.
2. Read the Characterization questions on p. 55.

WORDS DEFINED:

- *intemperance* – excessive drinking of alcohol
- *subdued* – quieted
- *denunciation* – the act of condemning
- *interment* – burial
- *bound* (girl) – indentured; a contract whereby one person gives service to another person for a period of time
- *wan* – unnaturally pale
- *hovel* – a small, miserable dwelling
- *pauper* – one who is extremely poor
- *ere* – before
- *wheelwright* – person who builds and repairs wheels
- *draft* – a demand from a person's financial resources, payment
- *sixpence* – a former British coin worth six pennies
- *corded* – tied
- *start* – to move suddenly
- *gainsaying* – denying
- *unwonted* – unusual

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- *asperity* – harshness, irritability
- *waiter* – a tray
- *relish* – appreciation, pleasure
- *almshouse* – poor house



Answer the **Characterization** questions on p. 55.

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Day 2



Work on the exercises on **Plot** for “An Angel in Disguise,” pp. 55-56 in *Reading 8 for Young Catholics: Thinking Skills*.

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1. Reread about Plot on pp. ix and x.
2. Read the Plot questions on pp. 55-56.
3. Reread the story and keep in mind the questions presented in the Lesson 5 Exercises.
4. Answer the Plot questions on pp. 55-56.

How would you describe the **conflicts** involving Mrs. Thompson?



There is one question in the exercise on **Theme** for this story on pp. 56-57. **Follow the directions and complete the question.**

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- What is the **setting** of this story? It occurs in a village. There is mention of “sixpences” which are British coins, so perhaps it is a village in England or Canada (which uses British currency).
- The **setting** or time period of the story is probably the time it was written, around 1868. People walked and rode in wagons. We learned, when studying the setting of “The Gentle Hand,” that the automobile was a novelty in the late 1800s, and not affordable to most of the population until later.
- What is the **point of view** of this story?

Day 3



Read “Reputation” by William Shakespeare, p. 73 in *A Book of Friendliness*.

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Read “The Football Game,” pp. 74-78.

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Read “Play the Game,” by William Makepeace Thackeray, p. 79.

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Read “Fleet Street,” p. 79.

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READING 8 LESSON PLAN

READING QUESTIONS:

1. ("Reputation") What is the message of the poem?
2. ("The Football Game") Did Dink act like a Christian? Why or why not?
3. ("Play the Game") How does the poet explain the importance of learning proper values in school and games?
4. ("Fleet Street") What does the poet expect the newsboys to be doing "one day" in the future?

Day 4



In *A Book of Friendliness*, read "Rab Enters Edinburgh," pp. 80-84, and "Things to Do," p. 84. ☐



Read aloud "The Barrel-Organ," pp. 85-87, for fun. ☐



Read "My Financial Career" by Stephen Leacock, pp. 87-90. Do you ever "get rattled" when you go somewhere? ☐



Read the poem "City Colors" on pp. 90-91. ☐



Read "Fog," on p. 91, a favorite and well-known poem by Carl Sandburg. ☐



Read "A Quiet Street after Rain," p. 92. ☐



Do "Helps for Discussion," p. 92. ☐



Optional: Read about Carl Sandburg in an encyclopedia or online. ☐

Day 5



Read "Through the Gate of the Castle Garden," pp. 93-97 in *A Book of Friendliness*. ☐



Do "Helps for Discussion," p. 97. ☐

Week Twenty-Nine

Day 1



Read Chapter 5 of "St. Joan d' Arc," in *Reading 8 for Young Catholics: Thinking Skills*. Read the Questions on p. 61 before you read the story. ☐