



Reading 2



PREVIEW INCLUDES:

- Course Plan Sample
- Catholic National Reader
- Activities Book

GRADE 2 READING & LITERATURE

Student Course Plan





GRADE 2 READING & LITERATURE



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Ad maiorem Dei gloriam!



GRADE 2 READING & LITERATURE



COURSE TITLE: Reading & Literature 2

COURSE TEXTS:

- | | |
|--|---|
| <input type="checkbox"/> LIT 2 ACTIVITY BOOK | <i>Literature 2 Student Activity Book.</i> Kolbe Academy Press. Napa, 2025. |
| <input type="checkbox"/> LIT 2 TEACHER MANUAL | <i>Literature 2 Teacher Manual.</i> Kolbe Academy Press. Napa, 2025. |
| <input type="checkbox"/> CNR | <i>Catholic National Reader, Book Two.</i> Kolbe Academy Press. Napa, 2025. |
| <input type="checkbox"/> THE TRUMPET OF THE SWAN | White, E.B. <i>The Trumpet of the Swan.</i> HarperCollins. New York, 2020. |
| <input type="checkbox"/> CHARLOTTE'S WEB | White, E.B. <i>Charlotte's Web.</i> HarperCollins. New York, 2012. |
| <input type="checkbox"/> FARMER BOY | Wilder, Laura Ingalls. <i>Farmer Boy.</i> HarperCollins. New York, 2008. |
| <input type="checkbox"/> AESOP'S FABLES | Aesop. <i>Aesop's Fables.</i> Various editions. Dover Publications. New York, 1994. |
| <input type="checkbox"/> A CHILD'S GARDEN OF VERSES | Stevenson, Robert Louis. <i>A Child's Garden of Verses.</i> Dover Publications. New York, 1992. |
| <input type="checkbox"/> THE BOXCAR CHILDREN | Warner, Gertrude Chandler. <i>The Boxcar Children.</i> Random House Books for Young Readers. New York, 1989. |
| <input type="checkbox"/> WINNIE THE POOH | Milne, A.A. <i>Winnie-the-Pooh.</i> Penguin Young Readers Group. New York, 1988. |
| <input type="checkbox"/> FIRST COMMUNICANTS | Windeatt, Mary Fabyan. <i>Patron Saint of First Communicants: The Story of Blessed Imelda Lambertini.</i> TAN Books. Charlotte, 1992. |
| <input type="checkbox"/> PETER RABBIT (OPTIONAL) | Potter, Beatrix. <i>The Tale of Peter Rabbit.</i> Dover Publications. New York, 1993. |



GRADE 2 READING & LITERATURE



COURSE DESCRIPTION:

The course will cover a selection of readings appropriate to the level of the child. The readings will be taken from the *Catholic National Reader Book Two*, plus material from the *Kolbe Academy Literature 2* program.

The foundation for the Kolbe Academy reading program is the *Catholic National Reader* series. The presentation style of the *Catholic National Reader* is developed so that the full range of study is contained in each story (phonics, spelling, definitions, and ever-increasing vocabulary).

The reading program is based on mutual response (teacher reading, students listening, and student reading/teacher and students listening). Vocal reading skills are indispensable in this program. *The Catholic National Reader, Book Two*, is the primary reader for the second grade level.

Read carefully and follow the *Introduction to the Teacher's Edition of Questions for the Catholic National Reader, Book Two*. The *Catholic National Reader* is quite challenging, so if necessary, proceed more slowly than the course plans suggest. It is not unusual for a student to read a book that is a year below his grade level. Make sure the student understands the vocabulary and the content of the stories. In addition to the *Catholic National Reader*, the student should become acquainted with longer classic tales. We recommend the books featured in *Literature 2*. This course plan has four different reading tracks and plenty of good writing activities and discussion questions.

As reading is focused not just on learning how to read but also on learning patterns of language, the variety is important. Also, poetry will further the student's understanding of language. This is why it is included here as well.

LEARNING OUTCOMES:

This course will enable the student to:

- Develop in the student a love for reading
- Introduce the student to reading as the most natural way of learning
- Obtain a firm grasp of word meanings and vocabulary
- Identify characters and simple plots, and describe in simple terms the point or objective of the author
- Develop writing skills ordered to effective communication
- Develop an appreciation of good literature



GRADE 2 READING & LITERATURE



- Develop the ability to begin and finish a book
- Develop the ability to write book reports
- Develop the ability to understand and mimic varied patterns of language
- Develop the facility in reading aloud
- Develop the ability to retell the story in the student's own words
- Develop the ability to find the moral or objective of the story
- Specific objectives:
 - Finding the main idea
 - Identifying details
 - Recognizing relationships
 - Critical thinking

COURSE PLAN COMPONENTS:



READINGS AND COURSE TEXTS | Assigned readings from the course texts, which have been broken down under the course plan weekly assignments.



KEY POINTS | Highlighted key concepts for each week, found in the course plan weekly assignments.



ASSIGNMENTS | Weekly assignments for the student, including literature, poetry, memory work, and writing, which have been structured and intentionally formatted to develop important skills.



EXAMS | There are two exams, assigned at the end of the second and third quarters, given to assess the student's reading fluency and comprehension. The exams and exam answer keys are provided at the end of this Course Plan.



APPENDIX | The course plan appendix includes grading guidance and the prewriting rubric for Quarters 1 and 3.



GRADE 2 READING & LITERATURE



SCOPE AND SEQUENCE | Quarter 1




 Week:	Lesson / Topic:	Major Assignment:
1	<ul style="list-style-type: none">• <i>Aesop's Fables or Trumpet of the Swan</i>• <i>Catholic National Reader Lessons I & II</i>• "The Eagle"	
2	<ul style="list-style-type: none">• <i>Aesop's Fables or Trumpet of the Swan</i>• <i>Catholic National Reader Lessons III & IV</i>• "The Eagle"	
3	<ul style="list-style-type: none">• <i>Aesop's Fables or Trumpet of the Swan</i>• <i>Catholic National Reader Lessons V & VI</i>• "The Eagle"	
4	<ul style="list-style-type: none">• <i>Charlotte's Web or Trumpet of the Swan</i>• <i>Catholic National Reader Lessons VII & VIII</i>• "The Eagle"	Activity 7 (TS) 
5	<ul style="list-style-type: none">• <i>Charlotte's Web or Trumpet of the Swan</i>• <i>Catholic National Reader Lessons IX & X</i>• "The Eagle"	Prewriting, Activity 4(CW), "The Eagle" Recitation 
6	<ul style="list-style-type: none">• <i>Charlotte's Web or A Child's Garden of Verses</i>• <i>Catholic National Reader Lessons XI & XII</i>• "I Never Saw a Moor"	
7	<ul style="list-style-type: none">• <i>Charlotte's Web or A Child's Garden of Verses</i>• <i>Catholic National Reader Lessons XIII & XVI</i>• "I Never Saw a Moor"	
8	<ul style="list-style-type: none">• <i>Charlotte's Web or A Child's Garden of Verses</i>• <i>Catholic National Reader Lessons XV & VXI</i>• "I Never Saw a Moor"	"I Never Saw a Moor" Recitation 



GRADE 2 READING & LITERATURE



SCOPE AND SEQUENCE | Quarter 2





 Week:	Lesson / Topic:	Major Assignment:
1	<ul style="list-style-type: none"><i>The Boxcar Children, A Child's Garden of Verses, or First Communicants</i><i>Catholic National Reader Lessons XVII & XVIII</i>"The Preamble to the Constitution of the United States"	
2	<ul style="list-style-type: none"><i>The Boxcar Children, Farmer Boy, or First Communicants</i><i>Catholic National Reader Lessons XIX & XXII</i>"The Preamble to the Constitution of the United States"	
3	<ul style="list-style-type: none"><i>The Boxcar Children, Winnie the Pooh, or Farmer Boy</i><i>Catholic National Reader Lessons XXI & XXII</i>"The Preamble to the Constitution of the United States"	
4	<ul style="list-style-type: none"><i>First Communicants, Winnie the Pooh, Farmer Boy, or The Boxcar Children</i><i>Catholic National Reader Lessons XXIII & XXIV</i>"The Preamble to the Constitution of the United States"	
5	<ul style="list-style-type: none"><i>First Communicants, Winnie the Pooh, Farmer Boy, or The Boxcar Children</i><i>Catholic National Reader Lessons XXV & XXVI</i>"The Preamble to the Constitution of the United States"	
6	<ul style="list-style-type: none"><i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i><i>Catholic National Reader Lessons XXVII & XXVIII</i>"The Preamble to the Constitution of the United States"	
7	<ul style="list-style-type: none"><i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i><i>Catholic National Reader Lessons XXIX & XXX</i>"The Preamble"	"Preamble" Recitation 
8	<ul style="list-style-type: none"><i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i><i>Catholic National Reader Quarter 2 Final Exam</i><i>Review poems</i>	Quarter 2 Final Exam 



GRADE 2 READING & LITERATURE



SCOPE AND SEQUENCE | Quarter 3




 Week:	Lesson / Topic:	Major Assignment:
1	<ul style="list-style-type: none">Aesop's Fables or Trumpet of the SwanCatholic National Reader Lessons I & II"The Eagle"	
2	<ul style="list-style-type: none">Aesop's Fables or Trumpet of the SwanCatholic National Reader Lessons XXXIII & XXXIV"At the Zoo"	
3	<ul style="list-style-type: none">Aesop's Fables or Trumpet of the SwanCatholic National Reader Lessons XXXV & XXXVI"At the Zoo"	
4	<ul style="list-style-type: none">Charlotte's Web or Trumpet of the SwanCatholic National Reader Lessons XXXVII & XXXVIII"At the Zoo"	Activity 7 (TS) 
5	<ul style="list-style-type: none">Charlotte's Web or Trumpet of the SwanCatholic National Reader Lessons XXXIX & XL"At the Zoo"	Prewriting, Activity 4(CW) 
6	<ul style="list-style-type: none">Charlotte's Web or A Child's Garden of VersesCatholic National Reader Lessons XLI & XLII"At the Zoo"	
7	<ul style="list-style-type: none">Charlotte's Web or A Child's Garden of VersesCatholic National Reader Lessons XLIII & XLVI"At the Zoo"	
8	<ul style="list-style-type: none">Charlotte's Web or A Child's Garden of VersesCatholic National Reader Lessons XLV & XLVI"At the Zoo"	"At the Zoo" Recitation 



GRADE 2 READING & LITERATURE



SCOPE AND SEQUENCE | Quarter 4

 Week:	Lesson / Topic:	Major Assignment:
1	<ul style="list-style-type: none">• <i>The Boxcar Children, A Child's Garden of Verses, or First Communicants</i>• <i>Catholic National Reader Lessons XLVII & XLVIII</i>• "The Land of Storybooks"	
2	<ul style="list-style-type: none">• <i>The Boxcar Children, Farmer Boy, or First Communicants</i>• <i>Catholic National Reader Lessons XLIX & L</i>• "The Land of Storybooks"	
3	<ul style="list-style-type: none">• <i>The Boxcar Children, Winnie the Pooh, or Farmer Boy</i>• <i>Catholic National Reader Lessons LI & LII</i>• "The Land of Storybooks"	
4	<ul style="list-style-type: none">• <i>First Communicants, Winnie the Pooh, Farmer Boy, or The Boxcar Children</i>• <i>Catholic National Reader Lessons LIII & LIV</i>• "The Land of Storybooks"	
5	<ul style="list-style-type: none">• <i>First Communicants, Winnie the Pooh, Farmer Boy, or The Boxcar Children</i>• <i>Catholic National Reader Lessons LV & LVI</i>• "The Land of Storybooks"	
6	<ul style="list-style-type: none">• <i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i>• <i>Catholic National Reader Lessons LVII & LVIII</i>• "The Land of Storybooks"	
7	<ul style="list-style-type: none">• <i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i>• <i>Catholic National Reader Lessons LIX & LX</i>• "The Land of Storybooks"	 "The Land of Storybooks" Recitation
8	<ul style="list-style-type: none">• <i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i>• <i>Catholic National Reader</i>• <i>Review poems</i>	 Quarter 4 Final Exam



QUARTER 1: WEEK 1



TEXTS AND MATERIALS:

- Catholic National Reader, Book 2
- Literature Text (from appropriate Reading Plan)
- Literature 2 Activity Book
- Literature 2 Teacher Guide



KEY POINTS:

- **Customize** the reading to your child. The goal of reading is to stretch your child's abilities but not to overwhelm the child. The common expectations for this course are to expose the child to a rich literary tradition, to memorize poems, to learn to listen attentively, to speak to the text, to learn basic composition skills, and to improve copy work.
- Literature: Every child can listen to and appreciate literature. The literature has four customized pathways laid out in the Reading Plans section of the Course Plan, found after the Weekly Plans. Choose the option that will stretch but not overwhelm your child. Be willing to change your plan if it is not the best one for your student.
- *Catholic National Reader*: Emerging readers should be gently encouraged to read this on his own. Start by having the student read select words, then sentences, then paragraphs. Buddy read by alternating paragraphs or sentences until your student can read with ease. Be willing to reread to assist in comprehension. Be sensitive to a student who reads well but is slow or fails to comprehend what he reads. This student will need more regular, shorter practice sessions with easier reads to build the mental muscles needed.
- Poetry: Every child should memorize poetry if they can. How much is done and the degree to which it is fully committed to memory will depend on the individual child. The important thing is to exercise the memory and to observe the patterns of language in poetry.
- Writing: There are many activities, and not all are assigned in this lesson plan. Use them as you see fit for your student. Some students will want more activities; some need fewer activities or oral activities. The discussion questions and prewriting exercises are always oral as the spoken word is closer to the concept.
- The lessons are all numbered in Roman numerals. Pointing this out is a good way for the student to be introduced to this concept incrementally.

DAY
ONE

☐ CNR Lesson I

Saving the Blessed Sacrament - Go over the vocabulary words to make sure the student can pronounce the words correctly, and explain what some of the more obsolete or difficult words mean:
sacristy - room in the church where sacred vessels and vestments



GRADE 2 READING & LITERATURE

Weekly Plans

DAY
TWO

☐ Poetry

are kept; **luna** - the silver receptacle used to hold the Blessed Sacrament; **regiment**- a group of soldiers; **approach** - come near to; **innocence** - freedom from sin. Have the student read the questions before reading the story. Have him read the story orally and then write the answers to the questions in complete sentences. Level 1 readers may need the parent to do most of the reading.

Read the poem "The Eagle" with the student. The poem is found in the back of this course plan. Ask the student what he thinks the poem is about.

☐ Literature Text
Lit 2 Teacher Guide
Lit 2 Activity Book

Follow the track that is appropriate for your student. See Reading Plans. Be sure to select a quarter 1 pre-write exercise that your student does orally and transcribe it for reporting purposes. That along with an activity page will be the first quarter work submissions. See exam guidance in the course plan for more information.

☐ Poetry

Read the poem "The Eagle" again with the student. Ask the student to describe the scene in the story. What does the student "see"?

DAY
THREE

☐ CNR Lesson II

Morning - There are no especially challenging vocabulary words in this passage. Have the student read the questions before reading the story. Have him read the story orally and then write the answers to the questions in complete sentences. Level 1 students should be encouraged to read some words. Level 2 and 3 students should buddy read.

☐ Poetry

Read the poem "The Eagle" with the student. Encourage the student to begin to say the first two lines with you. Say a line, have your student say the line. Repeat the line, have your student say it again. Ask the student to try to say it again. Prompt as needed.

DAY
FOUR

☐ Literature Text
Lit 2 Teacher Guide
Lit 2 Activity Book

Follow the track that is appropriate for your student. See Reading Plans.



GRADE 2 READING & LITERATURE

Weekly Plans

DAY
FIVE

☐ Poetry

Have the student practice the first two lines of "The Eagle". Use the method described yesterday.

☐ Literature Text
Lit 2 Teacher Guide
Lit 2 Activity Book

Extra time for literature as needed.

☐ CNR Lesson I

Saving the Blessed Sacrament - Go over the vocabulary words to make sure the student can pronounce the words correctly, and explain what some of the more obsolete or difficult words mean: **sacristy** - room in the church where sacred vessels and vestments are kept; **luna** - the silver receptacle used to hold the Blessed Sacrament; **regiment**- a group of soldiers; **approach** - come near to; **innocence** - freedom from sin. Have the student read the questions before reading the story. Have him read the story orally and then write the answers to the questions in complete sentences. Level 1 readers may need the parent to do most of the reading.

Weekly NOTES:

WEEK 1 GRADEBOOK				
Assignments	Included	Day 1 & 3	Day 2 & 4	Total (C)
Discussion/Comp. Questions	<input type="checkbox"/>			
Reading	<input type="checkbox"/>			
Activity Pages	<input type="checkbox"/>			
Prewriting Activities	<input type="checkbox"/>			
Memorization	<input type="checkbox"/>			
WEEK 1 AVERAGE	Add up column C and divide by number of included <input type="checkbox"/> assignments.			%



READING PLANS

The reading plans are done by units. Feel free to jump back and forth between the units as needed. Always finish a quarter before switching. For example, if you complete the first quarter in Level 1, you will note it is the same as the third quarter of Level 2. Simply skip that quarter. Here are the quarters at a glance for convenience:

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Same content	Quarter 1	Quarter 3	Quarter 3	Quarter 1
Same content	Quarter 3	Quarter 1	Quarter 1	Quarter 3
Same content	Quarter 4	Quarter 2	Quarter 2	Quarter 4
Same content	Quarter 2	Quarter 4		
Same content			Quarter 4	Quarter 2

- **LEVEL 1:** The parent reads all of the books aloud to the student. If the student reads independently this year it will be using the *Catholic National Readers*.
- **LEVEL 2:** The student is a beginning reader and is able to read simple books aloud by the end of the year. The parent reads most books aloud to the student but by mid-year the goal is to begin moving towards independence slowly. The goal of independent reading may not be achieved but it is being worked on.
- **LEVEL 3:** The student is gaining confidence in reading. While the parent reads more complicated books to the student, the student is able to read the simpler books throughout the year.
- **LEVEL 4:** The student is able to read all books independently or with minimal assistance from the parent.



LEVEL 1 READING PLAN

Level 1: The parent reads all of the books.

QUARTER 1	
Week 1: <i>Aesop's Fables</i>	Day 2 Read and discuss: "The Ants and the Grasshopper" "The Town Mouse and the Country Mouse" Complete: Activity 1 in writing & 2 orally Day 4 Read and discuss: "The Dog and his Shadow" Complete: Activity 3
Week 2: <i>Aesop's Fables</i>	Day 2 Read and discuss: "The Hare and the Tortoise" Complete: Activity 4 and color picture. Day 4 Read and discuss: "The Crow and the Pitcher" and the "Boy Who Cried Wolf" Complete: Activities 5 and 6
Week 3: <i>Aesop's Fables</i>	Day 2 Read and discuss: "The Lion and the Mouse" and "The Farmer and the Eagle" Complete: Activities 7 and 8 Day 4 Read and discuss: "The Old Man and His Sons" Complete: Activity 9
Week 4: <i>Charlotte's Web</i>	Day 2 Read, discuss and prewrite: Chapters 1-3 Complete: Activity 1 Day 4 Read, discuss and prewrite: Chapters 4-5 Complete: Activity 2



POEMS

The Eagle

by Alfred Lord Tennyson

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

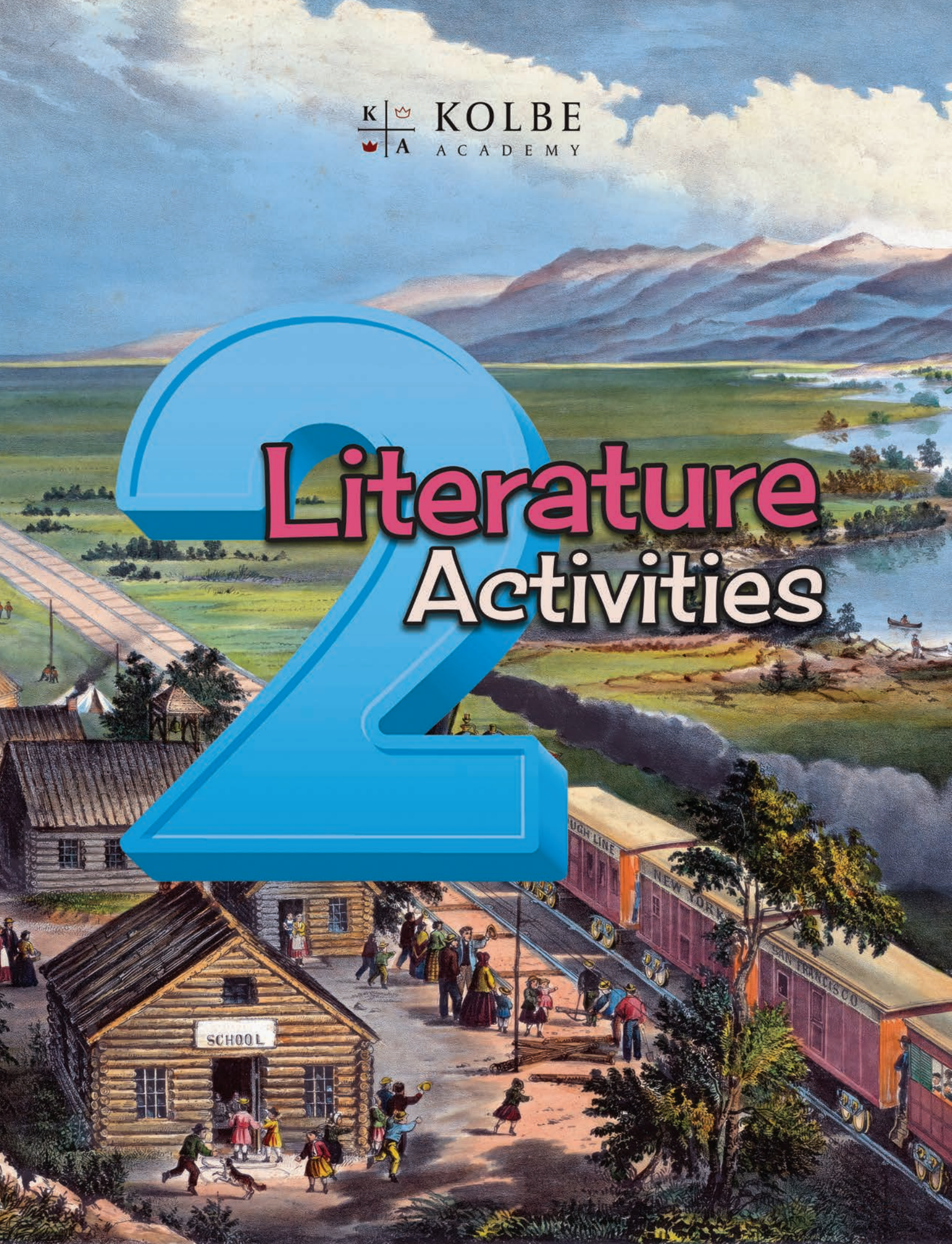
I Never Saw a Moor

by Emily Dickinson

I never saw a moor;
I never saw the sea,
Yet know I how the heather looks
And what a billow be.

I never spoke with God,
Nor visited in heaven.
Yet certain am I of the spot
As if the checks were given.

Literature Activities



Literature 2 Activity Book Sample



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A decorative rectangular border surrounds the text. It features a central rope-like texture with floral motifs at the corners and midpoints of each side.

Aesop's Fables

A small, stylized floral motif is centered below the title.

Activity 1: The Ants and the Grasshopper



1. Find a sentence in the story that tells what the grasshopper was doing during the summer. Copy it:

2. Draw a picture that illustrates what the grasshopper did during the summer. Then, add what you think the ants were doing during the summer. Be sure to draw the setting. Hint – where might grasshoppers and ants like to be during the summer?

A large empty rectangular box for drawing.

3. What does this story teach us?



Activity 4: The Hare and the Tortoise



Draw a map of the Hare and Tortoise's racecourse. **(1)** Be sure to draw all of the places where the hare got distracted. **(2)** Fill in the key with the symbols that you used (the Hare's path, the Tortoise's path, a tree, the finish line, etc.). **(3)** Remember to add a compass rose at the end!



Map Key



Activity 5: The Crow and the Pitcher

Necessity is the mother of invention.



Aesop teaches us this lesson through the crow's creativity in getting water from the pitcher. Can you create your own fable to illustrate this moral?

1. Scenario: An extremely hungry child wanted to get an apple from a tree.

Draw and/or describe two ways the child attempted to get the apple.

A large, empty rectangular box with a black border, intended for a drawing or description of the first attempt to get the apple.

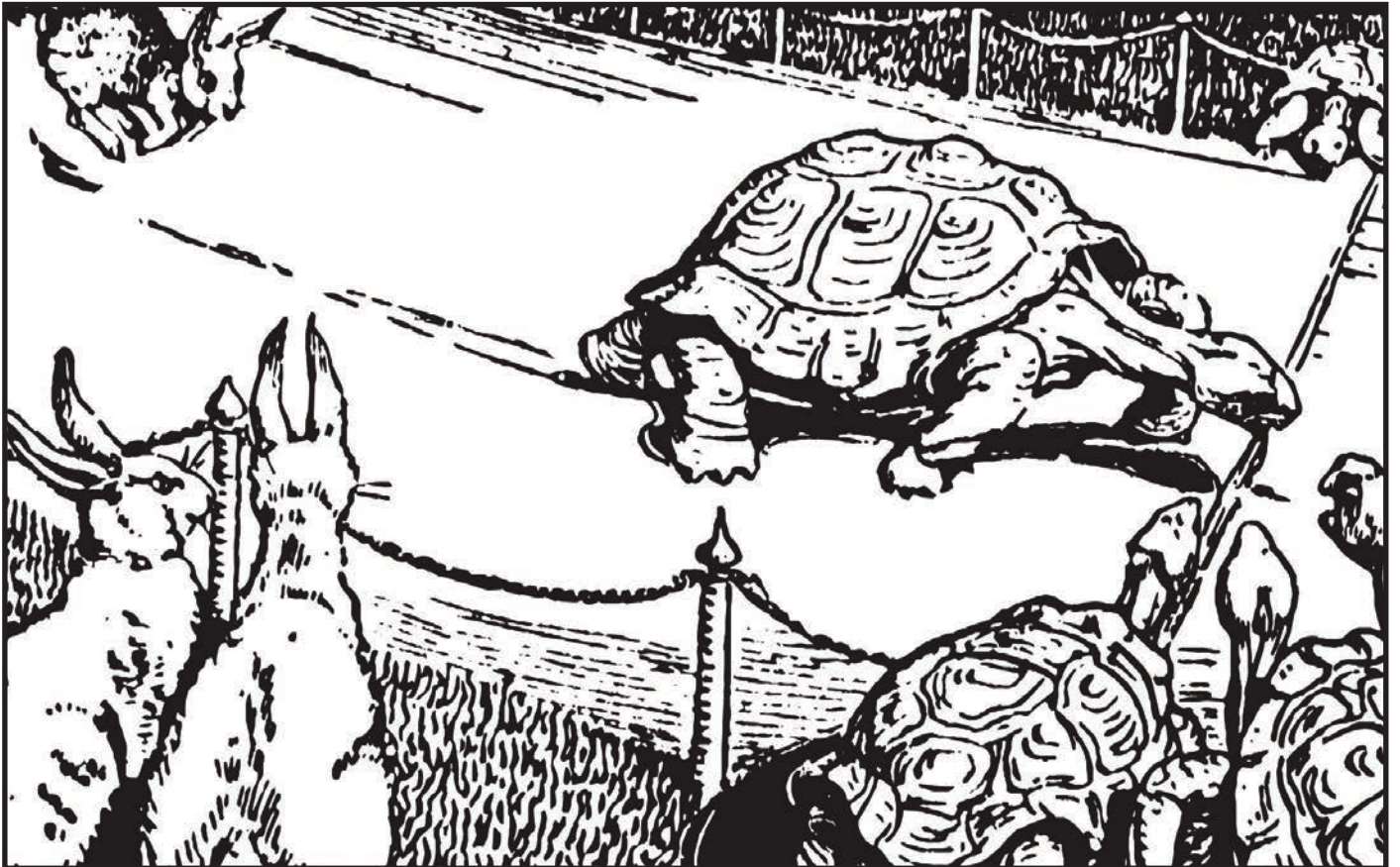
A large, empty rectangular box with a black border, intended for a drawing or description of the second attempt to get the apple.

2. Now, draw or describe the child's creative solution for getting the apple.

A large, empty rectangular box with a black border, intended for a drawing or description of the creative solution to get the apple.



Coloring Activity





Literature Activities



Teacher Manual

Literature 2 Teacher Guide Sample



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Aesop's Fables



Aesop's Fables Discussion Questions

In Aesop's Fables, students will explore the quirks and foibles of human nature through the lens of animal characters. Stories such as "The Hare and the Tortoise" and "The Crow and the Pitcher" explore ways of overcoming our limitations, while "The Boy Who Cried Wolf" and "The Ants and the Grasshopper" show the consequences of vice. Students should listen for the contrasts between the characters in each story and may enjoy predicting what will happen to them because of their actions. The consequences of a character's decisions are sometimes surprising but always logical in Aesop's universe. At the end of each fable, a concisely stated moral provides a convenient method of storing Aesop's lessons in the students' memory.

Story	Questions	Activities
The Ants and the Grasshopper	<i>*Explain sarcasm/irony as literary device.</i> <ul style="list-style-type: none">• What does the grasshopper do all summer? What do you think the ants do all summer?• Why don't the ants help the grasshopper?• What do you think will happen to the grasshopper?	Activity 1
The Hare and the Tortoise	<ul style="list-style-type: none">• Why does the Tortoise challenge the Hare to a race?• Why does the Hare play so much during the race? What type of person do you think the Hare is?• How does the Tortoise beat the Hare?	Activity 4
The Crow and the Pitcher	<ul style="list-style-type: none">• Before the story, ask how the student thinks the crow will get water out of the pitcher.• Demonstrate how the Crow used pebbles to get water out of the pitcher.• Why does the Crow choose such an unusual way to get the water?	Activity 5

Aesop's Fables

Discussion Questions Answer Key

The Ants and the Grasshopper

Explanation of Sarcasm

Sarcasm is saying the opposite of what you mean in order to emphasize the absurdity of a situation or to ridicule someone/something.

What does the grasshopper do all summer? What do you think the ants do all summer?

The grasshopper plays and sings all summer. The ants work diligently to gather and store food so that they will be prepared for winter.

Why don't the ants help the grasshopper?

They have gathered what is necessary for themselves and do not have enough for the grasshopper. They also wish to teach the grasshopper a lesson.

What do you think will happen to the grasshopper?

He might starve during the winter because he didn't provide for himself.

The Hare and the Tortoise

Why does the Tortoise challenge the Hare to a race?

The Tortoise wants to show the Hare that faster is not always better – there is value in going slowly and taking your time to do something well.

Why does the Hare play so much during the race? What type of person do you think the Hare is?

The Hare thinks that he would have a lot of extra time because of how slowly the Tortoise moves. The Hare is probably a vain, self-centered, and foolish person.

How does the Tortoise beat the Hare?

The Tortoise perseveres and does not stop his progress, even though he is moving slowly. The Hare, on the other hand, gets bored and tired, and he does not stick to his task.

The Crow and the Pitcher

Why does the Crow choose such an unusual way to get the water out of the pitcher?

The Crow is not physically able to get the water out of the pitcher without this extra help. He uses his resources wisely to overcome his physical inability and gain something that he needs – water.

Aesop's Fables Activity Book Answer Key

Activity 1: The Ants and the Grasshopper



1. Find a sentence in the story that tells what the grasshopper was doing during the summer. Copy it:

"Why all day long, and all night too, I sang, if you please."

Note: Students may also choose the first line which says:
"The grasshopper had merrily sung all summer long."

2. Draw a picture that illustrates what the grasshopper did during the summer. Then, add what you think the ants were doing during the summer. Be sure to draw the setting. Hint – where might grasshoppers and ants like to be during the summer?

Ants should be shown working.
Grasshopper singing.

What does this story teach us?

Don't neglect the future in times of plenty.



Activity 4: The Hare and the Tortoise



Draw a map of the Hare and Tortoise's racecourse. (1) Be sure to draw all of the places where the hare got distracted. (2) Fill in the key with the symbols that you used (the Hare's path, the Tortoise's path, a tree, the finish line, etc.). (3) Remember to add a compass rose at the end!

The student should draw some young grass about half way through. Also, shortly after that draw a shady spot. Make sure the student draws the sun and the beginning and end spots.

Map Key



Activity 5: The Crow and the Pitcher



Necessity is the mother of invention.

Aesop teaches us this lesson through the crow's creativity in getting water from the pitcher. Can you create your own fable to illustrate this moral?

1. Scenario: An extremely hungry child wanted to get an apple from a tree.
Draw and/or describe two ways the child attempted to get the apple.



2. Now, draw or describe the child's creative solution for getting the apple.

Answers will vary but should
reflect the moral.

Catholic National

READERS



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Catholic National READER

BOOK 2



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PREFACE

The lessons are in the easy, “conversational” style, which, from its familiarity, is most attractive for children. While they serve to teach reading, they are pervaded throughout by sound Catholic sentiments. As in the Catholic National Reader Book 1, each word when first used appears at the head of the lesson. However, plurals regularly formed, possessives, compounds, and simple derivatives of words which have already appeared, are not included in the new words.

The stories build in length and difficulty as the student goes along, presenting natural opportunity to build confidence in reading. The rich language of the texts and the variety of topics exposes the student to varied patterns of language which builds a facility for reading.

Comprehension Questions follow nearly every reading lesson. These comprise exercises in answering questions, supplying ellipses, and describing pictures, and afford abundant material for first attempts at composition.

PHONICS MARKS USED IN THIS READER

VOWELS

ā, long, as in dāy

ă, short, as in făn

â, as in beâr

ä, as in cärt

à, as in àsk

ē, long, as in bē

ě, short as in pěn

ê, like a, as in thêir

ẽ as in lēarn

ī, long, as in rīde

ĩ, short, as in sīt

ï, like long e, as in Zïta

ĩ, like e, as in fïrm

ō, long, as in rōpe

ǒ, short, as in chǒp

ò, like short u, as in dône

ọ, like short oo, as in wọld

ô, as in hōrse

ū, long, as in blūe

ǔ, short, as in bǔt

ұ, preceded by r, as in trұe

ү, like short oo, as in pүt

û, as in tûrn

ȳ, long, as in bȳ

CONSONANTS

ç, soft, like s sharp, as in çent

ġ, hard, as in ġave

ġ, soft, like j, as in stränge

LESSON I

war tōuch vil'lage fol'lōwəd
 gonə church al'tar Françə lū'na
 a-greed' reg'i-ment dūr'ing
 sac'rist-y car'riəd de-cīd'ed
 re-movə' ap-prōəch' sac'ra-ment
 in'no-cence shoə'māk'er



SAVING THE BLESSED SACRAMENT

1. During a war in France, a regiment that stopped for the night at a little village decided to sleep in the church, as it was the only place that would hold so many.

2. The priest had gone on a sick call, and, as he could not be home till night, the people of the village were troubled to know how to remove the Blessed Sacrament from the church.

3. While they were talking about what they should do, the village shoemaker said, "If you wish, I will carry my little Mary to the altar, and she can take our Blessed Lord in her hands."

4. "Then, while she holds Him to her heart, I will carry her to the sacristy. She, only, will touch the luna, and she is a little angel."

5. As all agreed to this, the good man carried his child to the church. There she took the luna in her little hands, and as she was carried to the sacristy, the villagers followed.

6. When they saw that our Lord was safe, they prayed from their hearts that God would send His blessings on the

little child who, in her innocence, did not fear to approach so near to Jesus.



-
1. Why did the regiment sleep in the church?
 2. Where was the priest?
 3. What troubled the people of the village?
 4. Who thought of the answer to their problem?
 5. What was his answer?
 6. What did the villagers do after they saw Our Lord was safe?
 7. Why was little Mary not afraid to approach Jesus?

LESSON II

skȳ ō'pən warmth be-gun'
 air quī 'et slōw'ly twit'ter
 Ēast mists ev'er-y be-come'
 pūrē streets min'ute (min'it)
 crim'søn fādē spread daz'zling
 fresh creeps brīght'er bēāū'ti-ful



MORNING

1. It is a beautiful sight to see the sun rise.
2. Let us go out early some fine morning in summer. The air is pure and fresh, and all is quiet. Soon we hear a little twitter, for the birds are up.

3. The sky is clear, but the East seems on fire: it is a deep red, which spreads and grows brighter and brighter every minute.

4. Slowly, out of this crimson sky, the sun creeps up. At first, we see only a little, then more and more, till, at last, it shines out, a great ball of fire, bright and dazzling. We feel its warmth; the mists of night fade away, and the flowers open.

5. The streets become noisy and are soon crowded with people hurrying to their work. A new day has begun.

-
1. What is a beautiful sight to see?
 2. What is the first sound you would hear?
 3. What color is the sky in the East?
 4. What does the sun look like when it is all out?
 5. What happens in the streets?
 6. If you have ever seen the sun rise, tell what it was like.