

Fostering Wonder

English Grade 3 Sample

Information Pages · Week 1 Lessons · Week 12 Term Celebration Overview

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Sample contents: This printable sample includes the curriculum information pages, Week 1 lessons, and a brief Week 12 term celebration overview. The full curriculum includes 36 weeks and 105 scripted lessons.

Language Arts Curriculum — 3rd Grade

Charlotte Mason Method

Open-and-Go Format | 3 Lessons per Regular Week | 2 Lessons per Term Celebration Week | Estimated to be 15-20 minutes each

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How to Use This Curriculum

This curriculum is designed to be simple and open-and-go. Each regular instructional week has exactly three lessons. Weeks 12, 24, and 36 are term celebration weeks with two lessons each, for 105 lessons total. Each regular lesson uses one book. You do not need to jump between materials — just open to where you left off, follow the lesson, and close the book.

Regular weekly rhythm: - **Lesson 1** — Book reading - **Lesson 2** — Poem reading - **Lesson 3** — Return to the Lesson 1 book and continue with the next reading section

Lesson features: - What to read (exact passage or poem) - Vocabulary from the lesson's reading when helpful - A narration prompt - A copywork selection (one beautiful sentence, poetic line, or phrase to copy carefully) - A brief grammar noticing observation in book-reading lessons only (Lessons 1 and 3); poetry lessons (Lesson 2) intentionally contain no grammar activities

About Vocabulary: Vocabulary is included before many readings to gently prepare the student for words they will meet in the chapter, passage, or poem. These words are not meant to become a separate spelling list, quiz, or memorization assignment. They are there to remove small obstacles before the reading begins and to help the student listen with better understanding.

Before reading, the parent may simply read through the words and definitions conversationally. The student does not need to copy them. During the reading, the student may notice the words as they appear in context.

The goal is vocabulary growth through rich reading, not isolated drill. Over time, the student builds a larger vocabulary by hearing worthy words in context and understanding how authors use them.

About Recaps: Recaps are added to the Pre-Reading section when necessary, especially when a story continues from an earlier lesson. These brief reminders help the child reconnect with the story before the next reading; they are not a separate assignment or test.

About Narration Prompts: The narration prompts in this curriculum are suggestions only. They are meant to spark conversation about the passage being read — not to be followed word for word. If your child naturally begins talking about what they heard, you do not need to use the prompt at all. The goal of narration is simply for the child to tell back what they experienced in the reading, in their own words and in their own way. Any prompt that opens that door is the right one.

About Grammar Noticing: Grammar is never drilled or tested in this curriculum. Each grammar observation is a brief, conversational moment — 2 to 3 minutes — where you and your child simply notice something together in the passage you just read. Point to it. Name it. Move on. Grammar noticings appear in Lesson 1 and Lesson 3, the book-reading lessons. Lesson 2, the poetry reading, is kept free of grammar analysis — the goal there is to read, listen, narrate, and memorize. Over time these small noticings build into a natural understanding of how language works.

Copywork: The child copies one selection per lesson — a sentence, poetic line, or phrase — slowly and carefully. The goal is not speed but attention to each letter, each word, and each mark of punctuation that appears.

Some selections, especially lines or phrases from poems, do not end with a punctuation mark because they are not complete sentences. This is intentional.

One carefully copied selection is worth far more than a page done carelessly. Students should complete copywork on a separate sheet of paper, or preferably in a notebook kept specifically for copywork. I prefer using a dedicated copywork notebook such as [this one](#). *Affiliate disclosure: This notebook link is an Amazon affiliate link. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.*

Educationally Appropriate Content

All books in this curriculum carry strong academic credentials and are appropriate for educational purposes.

- *Tales from Shakespeare* — Charles and Mary Lamb (1807). Widely used in classical and Charlotte Mason education. Some of these stories were covered in the Grade 2 English curriculum; however, this book has stronger vocabulary fit for a 3rd grader and more detail within the Shakespeare stories. Develops narrative comprehension, character analysis, vocabulary growth, and familiarity with the English literary canon.
- *The Pilgrim's Progress* — John Bunyan (1678, 1684). One of the most significant works in the English literary canon. This Grade 3 curriculum covers Christiana's story, which follows and refers back to Christian's journey from the first part of the book. If the student has not yet read Christian's story, it is recommended to read that first before beginning Christiana's story. Develops sustained narrative comprehension, allegory recognition, and moral reasoning.
- Poetry of William Blake and Sara Teasdale. Both are significant poets in the English literary tradition and are well suited to upper elementary poetry study. Develop poetic vocabulary, imagery, oral language, and appreciation for literary form.

Parent Notes for Shakespeare Readings: Written for children, Charles and Mary Lamb's *Tales from Shakespeare* presents mature events without graphic detail; preview, adapt, or omit as needed.

- **Romeo and Juliet (Weeks 6-7):** Includes killings and the lovers' deaths by poison and stabbing.
- **The Merchant of Venice (Week 11):** Includes anti-Jewish stereotypes and calls Shylock "the Jew." Parents may explain, replace the term, or omit it.

- **Measure for Measure (Weeks 14-15):** Includes attempted sexual coercion, a threatened execution, and discussion of beheading.
- **Othello (Weeks 18-19):** Includes domestic violence, suffocation, suicide, torture, and execution.

Academic skills addressed in this curriculum: Listening comprehension through parent read-alouds · Vocabulary acquisition through context · Oral language development through narration · Oral composition through narration (written composition begins Year 4) · Grammar and mechanics embedded in authentic texts · Literary analysis · Poetry appreciation and memorization

Required Books — Please Purchase Separately

This curriculum is a teacher's guide. The lesson steps, narration prompts, grammar noticings, and copywork selections are all contained here. The actual stories and poems are read from the books listed below, which parents provide separately.

Affiliate disclosure: Some links below are Amazon affiliate links. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.

- *Tales from Shakespeare* — Charles and Mary Lamb — [Buy from Living Book Press](#)
- *The Pilgrim's Progress* — John Bunyan — [Buy on Amazon](#)
- **William Blake** — The exact assigned poems are linked directly in this curriculum. A hard copy of the poems is not necessary.
- **Sara Teasdale** — The exact assigned poems are linked directly in this curriculum. A hard copy of the poems is not necessary.

How to use this guide: Each lesson tells you which story or poem to open to. Simply open your copy of the book to that story, read it aloud to your child, and then follow the lesson steps. You do not need to prepare anything in advance beyond having the books on hand.

WEEK 1

Lesson 1 — Tales from Shakespeare

Teacher's Note: Your child has already met Shakespeare stories through Edith Nesbit's gentler retellings. This year, we are using Charles and Mary Lamb's *Tales from Shakespeare* because it offers a richer and more mature literary experience — with stronger vocabulary, more complex sentence structure, and greater depth of character and theme. Revisiting great stories at a higher level is part of the Charlotte Mason approach: the child returns to familiar ground with greater maturity and sees more than before.

Open to: "A Midsummer Night's Dream" (pages 4–17)

Pre-Reading:

Characters:

Theseus (the Duke of Athens), Egeus (Hermia's father), Hermia (a young Athenian lady), Lysander (the young man Hermia loves), Demetrius (the man Egeus wants Hermia to marry), Helena (Hermia's friend, who loves Demetrius), Oberon (the fairy king), Titania (the fairy queen), Puck (Oberon's mischievous fairy servant), Bottom (a weaver who is caught in the fairy mischief)

Vocabulary:

compelling (forcing someone to do something), refractory (stubbornly disobedient), affliction (great trouble or sorrow), changeling (a child said in old stories to be taken or exchanged by fairies), knavish (mischievous or tricky), disdainful (showing scorn or dislike), reconciliation (the restoring of friendship after a quarrel)

Read aloud: pages 4–17

Narration prompt: "Begin with the law in Athens and Hermia's trouble, then tell the rest of the story."

Grammar Noticing — Capital letters for names: "Let's find the names in this story, such as Hermia, Lysander, Demetrius, Helena, Oberon, Titania, Puck, and Bottom. Notice the first letter of each name."

Copywork: "Sleep, then," said the queen, "and I will wind you in my arms."

Lesson 2 — William Blake *Open to:* ["The Lamb"](#)

Read aloud: "The Lamb"

Narration prompt: "What does the speaker ask the lamb, and how does the poem answer?"

Copywork: *Little lamb, who made thee? / Dost thou know who made thee?*

Memorization: Begin learning "The Lamb." This is the first poem for memorization and recitation this term.

Lesson 3 — Tales from Shakespeare *Open to: "The Tempest" (pages 18–31)*

Pre-Reading:

Characters:

Prospero (an old man who lives on the island and has power over spirits), Miranda (Prospero's daughter), Ariel (a little spirit who serves Prospero), Caliban (a rough island creature who hates Prospero), Ferdinand (the prince of Naples), Alonso (the King of Naples), Antonio (Prospero's brother), Gonzalo (the kind old lord who once helped Prospero)

Vocabulary:

tempest (a violent storm), cell (a small room or dwelling), duchy (the land ruled by a duke), usurping (wrongfully taking power or position), recompense (payment or reward for what has been done), repentance (sorrow for wrongdoing), harpy (a fierce monster with wings in old stories)

Read aloud: pages 18–31

Narration prompt: "Begin with Prospero and Miranda living on the island, then tell the rest of the story."

Grammar Noticing — Quotation marks: "Let's find one line where Prospero or Miranda speaks. Notice the marks that show the exact words someone says."

Copywork: *This strange news of his lost father soon roused the prince from the stupid fit into which he had fallen.*

WEEK 12 — Term 1 Celebration Overview

No new readings are assigned during Week 12. This week gives the student time to review the stories and poems met during Term 1.

Lesson 1 — Term Readings

In the full curriculum, Lesson 1 gives four narration prompts from the term's readings. The student chooses one prompt and narrates that lesson's story in their own words.

Lesson 2 — Poetry Recitation

In the full curriculum, Lesson 2 gives the student an opportunity to recite the two poems practiced during Term 1 to a parent: ["The Lamb"](#) and ["Nurse's Song"](#).

In the full curriculum, term celebration weeks are placed at the end of each term and reflect the readings and poems completed during that term.