

**LANGUAGE ARTS  
& LITERATURE**

LEVEL ONE

**COURSE BOOK**



Phonics | Reading | Spelling | Writing | Literature  
Grammar and Punctuation | Art Appreciation

# Level 1: At-a-Glance

## PHONICS AND READING

- Compound words
- Consonant blends
- Decoding difficult words, multi-syllable words
- Dropping the E when adding ING
- Inflectional endings: ED and ING
- Learning and reviewing 124 phonics cards
- Open and closed syllables
- Phonograms: OO, AR, EA, OW, OU, SH, TH, CH, WH, WR, EE, OR, ER, UR, IR, EW, OA, OE, AI, OY, OI, AW, AU
- Prefixes and suffixes
- Base words
- Short and long vowels
- Silent E jobs 1–2
- Soft C and G
- Sounds of Y
- Vowels and consonants

## GRAMMAR, USAGE, AND PUNCTUATION

- A sentence needs three things: a subject, a verb, and a complete thought
- Alphabetical order
- Capitalizing proper nouns
- Capitalizing the word “I”
- Common and proper nouns
- Commonly confused words
- Editing
- Homophones
- Irregular past tense
- Parts of speech: nouns, verbs, articles, adjectives
- Plural nouns
- Regular past and present tenses
- Sentence types
- Sentences and fragments
- Starting sentences with a capital letter

- Syllables
- The subject of a sentence
- Using appropriate articles: A or AN
- Using appropriate end punctuation

## LITERATURE, SPELLING, AND WRITING

- Aesop’s fables
- Nonfiction reading and writing
- Oral narration
- Parables
- Poetry memorization
- Poetry reading practice
- Poetry writing
- Recognizing and choosing good literature
- Sensory language
- Spelling rule #1
- Spelling high-frequency and irregular words
- The life and works of Beatrix Potter
- Writing letters
- Writing thank you notes

## ART

- Art appreciation
- Artists: Hans Dahl, Rudolph Hirth du Frênes, Paul Jean Clays, Victor Gilbert, Carl Larsson, Grace Carpenter Hudson, Felix Schlesinger, Grandma Moses, Hermann Werner, Elizabeth Gardner Bouguereau, Ludwig Knaus, Mikhail Clodt, Emil Barbarini, Edmund Adler
- Art concepts: perspective, shades, shadow, and light



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# How This Edition Differs from Past Editions

## **The course is now divided into daily lessons of about the same length.**

With this change, you will finish the course in one school year if you complete one lesson per day, four days a week. However, parents should not feel that they have to finish an entire lesson in a day. On the other hand, some children will be able to finish more than one lesson a day and complete the course more quickly. In this case, children can continue to the next level or take a break until the next school year.

## **The daily checklist is now incorporated into the lessons.**

Past editions included a daily checklist of items to complete each day. With the new edition, there is no daily checklist. Everything is incorporated into the lessons. All that is required is to follow the lesson each day. Most days, the beginning of the lesson prompts you to practice either phonics cards or sight word ladders with the child. Poetry memorization and all spelling instruction and practice are integrated into the lessons. Children no longer need to use spelling charts, but they are included in the appendix for parents who want extra practice for their children. Read the About the Course section for more information.

## **Principles are introduced more slowly, and review is incorporated into most lessons.**

Reorganization of the entire course introduces principles slowly and incorporates a large amount of review.

## **Mini books are no longer used.**

To reduce moving parts, the mini books are no longer used in Level 1 (they are still used in Level K).

## **The *Level 1 Reader* has been revised and is now an integrated and required part of the course.**

The *Level 1 Reader* was previously an optional resource. It is now an integrated and required part of the course. Some stories from the mini books are now added to the reader, and the last story, “The Little Lost Dog,” was removed to reduce the length. “The Little Lost Dog” will be made into a separate book as part of The Good and the Beautiful Library. The course book indicates when to read stories in the reader. The stories target and reinforce the specific phonics principles the child has been learning in the course.

## **Lessons are shorter and include more activities.**

Carefully refined lessons are more focused and effective, which allows for shorter lessons without reducing the thoroughness of the course. In addition, more activities are included in place of many of the charts and dictation exercises.

## **Most lessons now include independent practice.**

Independent activities are now included in most of the lessons, helping the child to continue learning while allowing the parent time to work with other children.

## **Some grammar principles have been removed.**

The following grammar principles have been removed from this edition: prepositions, commas in a series, and commas in dates. These principles are all taught thoroughly in Level 2.

# About the Course

## What This Course Covers

This course combines the following subjects:

- Phonics
- Reading
- Spelling
- Writing
- Grammar and Punctuation
- Literature
- Poetry and Memorization
- Art Appreciation and Art Instruction

Handwriting is not included in this course. It is strongly recommended that the child use one of The Good and the Beautiful Handwriting courses or another handwriting program 3–5 days a week.

## Overview: Language Arts and Literature Courses Pre-K–Level 7

- **Levels Pre-K–Level 3** focus heavily on phonics and reading and require one-on-one time with a parent or teacher each day. Art instruction in these courses is minimal so that the focus can remain on reading. For more art practice, use The Good and the Beautiful *Creative Arts & Crafts Projects*. Geography is included in Levels 2 and above.
- **Levels 4 and above** are designed to be self-directed by the student with parents using an answer key to check work each day. However, parents may do as many of the lessons with the child as is desired. Starting in Level 4, more art instruction is included that exposes children to the following mediums:

Levels 4 and 6: Pastels

Level 5: Watercolor

Level 7: Pencil Drawing

## Principles Behind This Course

- **Easy to Teach with No Preparation Time**

Parents with no expertise in language arts are enabled to give their children top-quality instruction without any preparation time. This allows parents more time for exploring and learning right along with their child rather than preparing lessons.

- **Connects Multiple Subjects**

This course combines multiple subjects. Connecting learning in this manner provides deeper meaning and interest while eliminating the expense and trouble of purchasing and using 6–7 different courses.

- **Emphasizes the Good and the Beautiful: God, Family, Nature, and High Moral Character**

This course is faith-based (geared toward Christians of all faiths), with the goal of producing not only intelligent minds but also high character and hearts that love God, nature, and all that is good and true.

- **Exposes Children to High-Quality Poetry at a Young Age**

Instilling this type of language and beauty into a child's mind at a young age is priceless.

- **Creates Excellent Writers and Editors**

The creators of The Good and the Beautiful believe that learning to write well is one of the most important academic skills a child can gain. However, pushing younger children to complete writing assignments can overwhelm them and cause them to dislike writing. This is because most children in lower levels are still working on basic handwriting, spelling, and grammar skills. There are exceptions; some children are ready to write earlier. If you have a young child who loves to write, let him or her do so!



During lower levels, the best way to develop great writers is by 1) teaching the child to think through parent-child discussion, 2) reading lots of great literature to the child, 3) teaching the child to read well so that he or she can begin reading great literature on his or her own, 4) having the child complete occasional, simple, meaningful writing projects, and 5) having the child participate in oral narration, which means the child retells in his or her own words what he or she just read or heard, and also that the child tells his or her own stories and compositions orally instead of writing them down.

More intense writing instruction begins in Level 4 and increases in emphasis with each course level.

## Commonly Asked Questions

### ***Does this course follow Common Core standards? How does the course compare to public school?***

This course does not follow Common Core standards and has more rigorous academic instruction than public school courses.

### ***What educational philosophies does the curriculum use?***

This course is not based on one specific educational philosophy or method. Rather, the creators of the curriculum intensely studied many different philosophies over a period of years and compiled what they felt were the best elements from several different philosophies, pulling heavily from Charlotte Mason.

### ***Does the curriculum include doctrines specific to any certain Christian denomination?***

No. The goal of The Good and the Beautiful curriculum is not to teach doctrines specific to a particular Christian sect but to teach general principles of moral character such as honesty and kindness. The King James Version of the Bible is used when quoting Bible verses.

## Items Needed for the Course

### **The Good and the Beautiful Products:**

- *Level 1 Course Book*
- Phonics Cards
- *Level 1 Reader* (integrated with the course)
- Plenty of The Good and the Beautiful Library books at your child's level for personal reading, which is a part of the course. (Have your child take the reading level assessment at [www.thegoodandthebeautiful.com/library](http://www.thegoodandthebeautiful.com/library), which is different from the course level assessment.)

### **Other Items:**

- A three-ring binder to use as the child's "My Book of Stories and Writings"  
*(This same binder can be used through all course levels to keep the stories and writing assignments that the child creates. Have the child create a cover to insert into the front of the binder. The child will only create a few items for this binder in Level 1.)*
- **Items to have on hand that are used in various lessons:**
  - Blank white paper
  - Personal whiteboard and marker
  - Scissors, tape, glue, crayons, colored pencils
  - Optional: A plastic page protector (The child will use watercolor paint on some of the pages. Some parents might like to have a plastic sheet to put behind the page while the child paints.)
- **Items for specific lessons:**
  - Poster paints, watercolors, paint brushes, cotton swabs, index cards, cotton balls, highlighter, pot, stirring spoon, pointer such as straw/feather/craft stick, fly swatter, balloons

## The Level 1 Reader

The *Level 1 Reader* is carefully designed to contain images and stories that fit our “good and beautiful” style and reinforce the phonics principles the child is learning in the course. In addition, all the stories are true-to-life while containing creative, engaging content and wholesome messages, establishing in young children a taste for truly good and beautiful literature. Charlotte Mason explains, “They must grow up upon the best. There must never be a period in their lives when they are allowed to read or listen to twaddle or reading-made-easy” (*Parents and Children*, pg. 263).

## How to Get Started

Read the Phonics Cards and Sight Word Ladders pages following this section. Prepare phonics cards as instructed. You are then ready to start!

## How To Teach Each Day

Simply open the course book and go! The course book will guide you through phonics cards practice and sight word ladders practice (which you do on alternate days), and everything else is incorporated right into the lesson.

Each day, just follow the instructions in the course book. Blue text indicates instructions to you, and black text is what you read to the child. You do not need to read through the lessons ahead of time (other than to check if any special supplies are needed, which is not often). Just open the course book each day and follow the instructions, learning along with the child.

It is also suggested that you read high-quality literature to the child often (or have the child listen to high-quality audio books).

## Spelling

### SPELLING PATTERNS AND RULES

This course guides you through teaching and having the child practice spelling patterns and rules. Children practice spelling and reading phonics principles at the same time. Spelling rules

are introduced in Unit 3. Children will learn many more spelling rules in higher-level courses.

*Mastery of spelling words, patterns, and rules is not expected at this age.* Usually, children at this level have not read enough to have mastery in spelling; that will come as they continue to learn and read. Only a small number of spelling rules are taught in Level 1. Level 2 and Level 3 emphasize and introduce more spelling rules. Spelling rules flashcards are available at [thegoodandthebeautiful.com](http://thegoodandthebeautiful.com) as an optional resource, but it is recommended that you do not start using them until Level 2.

### HIGH-FREQUENCY and IRREGULAR WORDS

Twelve irregular words are integrated throughout each unit. Children learn and practice the following high-frequency and irregular words right in the lessons:

#### Unit 1

- Words with consonant blends
- Long and short vowels
- Words with Silent E
- Words with AR, SH, CH, TH, EE, EA, OR, OO, OU, OW

own	also	they
away	any	talk
walk	could	does
were	your	buy

#### Unit 2

- Words with OU, OW, BR, TR, DR, AI, ER, UR, IR
- Two-syllable words
- Homophones: too, to, two; be, bee
- Suffixes: -ed, -ing
- Words with Y

said	from	was
orange	yellow	blue
brown	pink	good
house	eight	four

### Unit 3

- Words with AW, AU, WH, WR
- Words where A says /UH/ and /AH/

some	people	here
been	look	goes
upon	small	wash
read	eleven	work

### Unit 4

- Words with OY, OI, EW, OA, OE
- Soft C and soft G
- Compound words

learn	should	near
pull	full	hear
heard	great	happy
doing	once	only

### Unit 5

- Words where OW says the long O sound
- EA says /ě/ and /A/
- Suffixes: -er, -est, -ly, -ful, -less
- Prefixes: un-, re-
- Homophones: red, read

nice	every	each
many	little	think
above	come	high
low	again	ahead

## Dictating Words

When the course asks you to dictate a word or sentence, it means you say it aloud, and the child writes the word or sentence. Gently explain any errors and have the child make corrections. Also make sure the child is gripping the pencil correctly and forming letters correctly. If a letter is formed incorrectly, have the child erase the letter and write it correctly. Make sure that dictated sentences start with a capital letter, that they end with appropriate punctuation, that the word “I” is always capitalized, and that correct commas and apostrophes are included.

## Independent Practice

Most lessons have an independent practice section. This allows you to work with other children while the child works independently. At this level, you will need to read the instructions to the child and make sure he or she understands the assignment before he or she begins. Each independent practice covers spelling words and/or principles learned in *previous lessons* (not the current lesson), which means that the child can complete the independent practice at any point during the lesson.

## Making It Work with Multiple Children

Teaching science and history subjects together as a family works well. However children are often at different levels when it comes to reading and language arts, which are both important, foundational subjects. This curriculum was designed to help you work one-on-one with each child—a time that you will both treasure.

Lower levels (Levels K–3), will need more one-on-one time while upper levels (Levels 4+) can do more on their own. Other children can do personal reading or other subjects, such as handwriting or typing, while you are working one-on-one with each individual child. If desired, you can also work with two or more children at a time. For example, one child can be completing an independent practice page while you are working on an exercise with another child.

Note: If you have younger and older children, you may want to have an older child work with a younger



child at times. Older children may help younger children with their course book or listen to them read. Two older children may quiz each other on spelling words and so on.

## Organization of Units/Assessments

The course is divided into five units of 24 lessons each. At the end of each unit are review activities and a unit assessment. The unit assessments determine if there are any concepts for which the child still needs practice. The parent may use the review activities as many times as needed to continue practicing those concepts with the child.

## Poetry Memorization

Poetry memorization in this course is integrated directly into the lessons. Memorizing poetry is a wonderful exercise for young minds, which improves focus and memory and fills the mind with beautiful language patterns. Your child will learn the following two poems:

### Singing-Time

by Rose Fyleman

I wake in the morning early  
And always, the very first thing,  
I poke out my head, and I sit up in bed  
And I sing and I sing and I sing.

### What Do You Suppose?

Unknown

What do you suppose?  
A bee sat on my nose.  
Then what do you think?  
He gave me a wink  
And said, "I beg your pardon,  
I thought you were a garden."

The Appendix includes more poems, which you can use if you would like to memorize other or additional poems than the two included in the course.

## Answer Key

A free PDF answer key is included at [www.thegoodandthebeautiful.com](http://www.thegoodandthebeautiful.com) on the [FAQs, Helps, and Extras](#) page for Level 1 Language Arts.

## Parent Read-Aloud

Read to the child for at least 10 minutes a day. This can be done with all children together. Choose books that are two to three levels higher than the child's personal reading level. It is important that you choose books of the highest literary and moral merit so the children receive all the spiritual and academic benefits available through literature. The Good and the Beautiful Book List (available for free at [www.thegoodandthebeautiful.com](http://www.thegoodandthebeautiful.com)) includes more than 500 of Jenny Phillips' top-recommended, wholesome books and is organized by reading level.

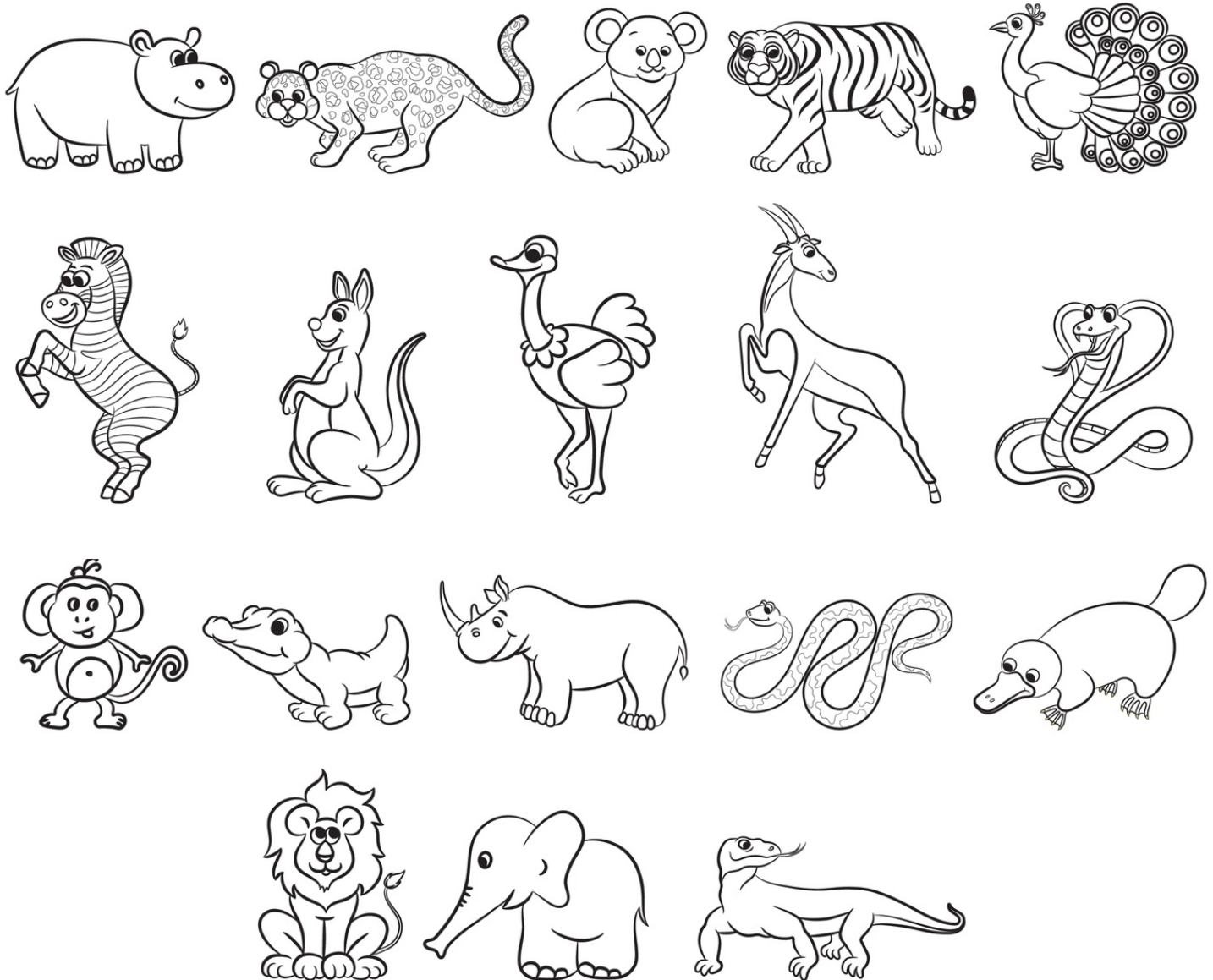
Reading good literature to children is priceless! Consider this information:

- The U.S. Department of Education commissioned a two-year study to determine how America could "become a nation of readers." The findings were simple: "The single most important activity for building the knowledge required for success in reading is reading aloud to children" (Richard C. Andersen, "Becoming a Nation of Readers").
- Children who have good literature read to them are enthusiastic to become readers of good literature themselves.
- Children can comprehend on a higher reading level than they can read, so delving into worthy literature with intricate plots and complex sentence structures will make children better readers and increase their vocabulary.
- Utilizing quality literature, parents can teach children high moral values. Christ often taught with stories; stories are powerful teachers.

# Sight Word Ladders

*The lessons will guide you to work with the child on sight words about every other school day.* Mark this sheet as completed when all ladders have been mastered. This course puts an emphasis on phonics. However, practicing high-frequency and irregular sight words will help the child recognize phonics patterns and gain confidence and speed in early reading. The child will also be able to learn high-frequency words with phonics patterns not yet studied in the course book.

1. Have the child practice 1–2 charts each time they practice sight words.
2. Once a chart is mastered (the child can read all the words on the chart the first time without hesitation), check the mastered box and let the child color one of the pictures below.
3. Occasionally, review all the mastered charts. It is helpful to choose the same day of the week (such as Mondays or Fridays) to be your review day.



hello
hold
how
child
kind
know
loving
mean

Mastered

new
open
old
other
out
over
brother
put

Mastered

rain
seven
sing
son
thank
there
would
very

Mastered

behind
bought
brought
today
sometime
heavy
anything
anyone

Mastered

snow
Christ
mother
everyone
search
knee
listen
answer

Mastered

white
which
who
father
young
enough
grow
hour

Mastered



# UNIT 1

## OVERVIEW

### Spelling Words

own	also	they
away	any	talk
walk	could	does
were	your	buy



### Supplies Needed

- Cotton swabs
- Poster paint (red, white, black)
- Index cards
- Paint brush
- Watercolors
- Optional: 24 cotton balls

### Major Phonics and Grammar Principles Taught

- Consonant blends
- Long and short vowels
- Silent E Job #1
- AR
- SH, CH, TH
- EE
- EA
- Alphabetical order
- Syllables
- OR
- OO
- Silent E Job #2
- OU and OW

### Books Used in the *Level 1 Reader*

- *Pets*
- *A Hunt with Dad*
- *A Day at the Farm*
- *Life Can Be So Sweet*
- *Cleaning*
- *The Children Living on Lake Street*

### Writing and Other Principles Taught

- Literature appreciation
- Summarizing
- Oral narration
- Creative writing
- Reading comprehension
- Art appreciation
- Poetry appreciation
- Poetry memorization
- Logic and reasoning

## LESSON 1

## Consonant Blends

- Practice phonics cards.
- Read to the child:** Do you think it would be fun to camp in the scene shown on this page? Read the following words, which are items that have to do with camping. First say each sound and then put the sounds together to read the word.

c-a-m-p  
camp

t-e-n-t  
tent

j-u-m-p  
jump

t-w-i-g  
twig

s-w-i-m  
swim

r-a-f-t  
raft

p-l-a-y  
play

s-t-i-ck  
stick

- Read the following story to the child.** Have the child tell the story back to you in his or her own words with as much detail as possible. This exercise helps build memory and organizational skills. As the child retells the story, prompt him or her to add in details by asking questions like: "Which country was it in? What time of day was it?" Some children may need the story read to them twice.

In the gently rolling hills of Canada, three families were gathered around a campfire in the early evening. The sun was sinking down in the sky like a big, round lamp. One young boy thought he saw a rabbit hop into the woods. Quietly, to not scare the rabbit, he slipped away from the group and followed the rabbit into the woods. It was cool and green under the canopy of trees. All was quiet except for the occasional song of birds. The boy could no longer see the rabbit, but he could see the rabbit's tracks, and he followed them, winding around the forest.

After a while, he suddenly stopped. The sun had started to sink behind the hills, and the light was growing dimmer. He realized that he did not know where he was, and he started to panic. He was sorry he had disobeyed his parents' rule to never go off on his own.

He started to run wildly through the trees. Then he remembered the instructions his mother gave him when they had arrived at the camp. "If you ever get lost, stop right where you are. Don't panic. Use the whistle around your neck," she had said. The boy decided to follow his mother's instructions. He stopped and sat on a log and blew his whistle every few seconds. Within 15 minutes, his dad found him and brought him safely back to camp.



- Read to the child:** We are going to practice more words that use two consonants right next to each other. First say each sound and then put them together. (Note: Even if the child can read the words, it is helpful to learn the skill of separating sounds for more challenging words to come.)

b-l-o-ck  
**block**

f-l-o-ck  
**flock**

c-l-o-ck  
**clock**

s-k-i-p  
**skip**

p-l-a-n  
**plan**

b-l-i-ss  
**bliss**

B-r-a-d  
**Brad**

s-e-n-d  
**send**

b-a-n-d  
**band**

c-l-a-p  
**clap**

c-l-a-ss  
**class**

c-l-u-b  
**club**

d-r-i-ll  
**drill**

d-u-m-p  
**dump**

c-r-o-ss  
**cross**

d-r-a-g  
**drag**

d-r-i-p  
**drip**

d-r-o-p  
**drop**

f-l-a-t  
**flat**

f-l-i-p  
**flip**

f-l-o-ss  
**floss**

g-r-i-p  
**grip**

g-r-i-n  
**grin**

g-r-i-ll  
**grill**

- Personal or Shared Reading:** For 10 or more minutes, have the child read (silently or aloud to himself or herself) a book (on his or her level) from The Good and the Beautiful Library or The Good and the Beautiful Book List. The child may also read a book (one level higher than his or her level) aloud to you.



## Independent Practice

- Have the child write the word for each picture. Tell the child to say each sound in the word aloud first.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for independent practice.



# LESSON 2

## Long and Short Vowels

*Helpful Hint: If the child asks questions or shows interest in talking more about parts of the lesson, it is suggested that you do so, encouraging exploration and deeper learning.*

- Practice sight word ladders.
- Read to the child:** Being able to read is a wonderful blessing. Reading can take us to faraway places and times. Wouldn't it be fun to read a story that took place in each of the pictures on this page? If you could read a book that took place in any of these pictures, which picture would you choose? Now looking at that picture, use your imagination and tell me a possible first sentence for the story by finishing this sentence: "Once upon a time . . ." *If needed, tell the child examples of possible first sentences for one of the other pictures.*



Reading is a wonderful way to learn and to bring joy into our lives. In this course, you are going to learn to read so many words. It is going to be so fun to learn together! First let's review vowels. Do you remember the vowels? *Have the child tell you the vowels [a, e, i, o, u, and sometimes y].*

Every word has to have at least one vowel. Let's say the vowels again. [a, e, i, o, u and sometimes y] *Have the child write the vowels all in uppercase (A, E, I, O, U, Y) and then all in lowercase (a, e, i, o, u, y) on a piece of paper or whiteboard while you cut out the dashed boxes on the next page.*

- Read to the child:** Vowels are either short or long. When a vowel says its name, it is the long sound. When it does not say its name, it is usually the short sound. Say the long sound for each of these vowels.

a e i o u

- Read to the child:** Read each word on the rock path, point to the vowel, and then tell me if the vowel is long or short. It is long if it says its name.



## GAME: WHICH SQUIRREL WILL COLLECT MORE ACORNS?

- Have the child read the name of each squirrel. Lay the acorns out on the table. Have the child choose an acorn and read the word on it. If the word has a long vowel, the child should place it in the long vowel box. Words with short vowels go in the short vowel box. At the end, have the child count the number of acorns in each box and see which squirrel has the most acorns.

### Cute Kate



Long Vowel Box

### Red Rob

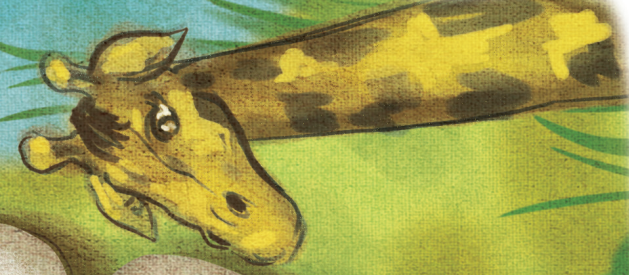
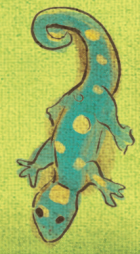


Short Vowel Box





# Zoo Path



chip  
fish  
pish  
wash  
wish  
ship  
thin  
this  
that  
shot  
shade  
chill  
lunch  
check  
bench  
inch  
rich  
rush  
such  
much  
them  
chin  
thick  
Beth  
moth  
chest  
bath  
math  
path  
thim

START



## THE SECRET CARD

This activity replaces personal/shared reading and the independent activity. **Read to the child:** Someone wrote the teacher a very nice secret thank you card. It made the teacher happy. Let's figure out who wrote the secret card. Read the following paragraphs, which describe the children who did not give the card. Cross out the picture of the child when you know which child the paragraph is describing. The child who is not crossed out at the end is the one who wrote the secret card!

- Kate jumps, but she does not scream. She sits in her seat and reads. Her room is neat and clean. She wears orange pants.
- Amy likes to be neat and clean. She wears dresses and not jeans. Each day she eats peaches with cream. She wears a bow on her dress.
- Blake does not cheat or sneak. He leads a soccer team. He does not like beans with cream. Blake wears shorts, not jeans.
- Danny is not mean. He can speak and teach French. He is strong, not weak. He likes to eat peanuts. He wears glasses.
- Matt is neat, and he loves treats. He has a feast with lots to eat. He wears red stripes.
- Ellen dreams of going to the beach by the sea. She does not drink tea, but she likes beans and meat. She wears yellow stripes.
- Sally can reach the peaches on the tree. She is at least five feet tall. She can reach the peak of a hill. She hikes each day. She wears blue shoes.





## Independent Practice

Have the child write each sentence below on a piece of paper. Make sure the child writes out the words represented by the pictures. Check his or her work.

Does he own any		?
I could buy a		.
Put away the		.
They each own a		.

Have the child draw a line from the beginning of the word to an ending to complete the word.

crea	d
rea	n
bea	m

fla	e
dea	sh
shin	l

far	m
lak	e
spea	k

ow	o
als	n
the	y

an	y
pea	e
bak	ch

sta	d
lea	r
par	k



Lord	for	fork	storm
force	more	pork	born
sport	porch	cork	corn
short	torch	stork	horn
sharp	sword	form	thorn



Paul Jean Clays (1819–1900)

- Read to the child:** Earlier in the lesson, we talked about stories about storms. This painting could spark a lot of fun story ideas about a ship in a storm. Let’s explore this painting. Look how beautiful the many shades of white are in the clouds and in the water. Also, the painting has a feeling of dark, stormy weather, but we also get a peaceful feeling with the birds gliding in the sky and the blue sky poking through the clouds. [Have the child read the words in the painting.](#)
- Dictate the following words and sentence. Remind the child to always capitalize first and last names.**

fork	born	short
------	------	-------

Beth Cox owns five forks.
---------------------------

- Personal or Shared Reading**



## Independent Practice

Have the child find ten small items in nature (a rock, a blade of grass, a leaf, etc.) and set them on the table. Then, on a piece of paper, have the child write the first letter of each item in both uppercase and lowercase.



# LESSON 21

## Alphabetical Order

- Practice phonics cards.
- Read to the child:** Today we are going to learn about alphabetical order. First let's sing the alphabet song a few times while I cut out the boxes below. *Sing the alphabet song with the child while you cut out the boxes below.* When we put letters in alphabetical order, we put them in the order they appear in the alphabet.

Give the child all the letters in orange squares and have the child put them in order [a, b, c, d, e]. Take away "b" and "c" and push "a," "d," and "e" in a row. If we have only these three letters, this is how we would put them in alphabetical order. "A" comes first in the alphabet, then "d," and then "e." Give the child different combinations of the orange letters, always keeping two back, and have the child put the letters in alphabetical order.

Show the child how you would put all the letters in teal boxes in alphabetical order. For several minutes, give the child three of the letters in teal boxes and help the child put the letters in alphabetical order. If needed, help the child sing the alphabet slowly.

- Write DOG and CAT on the board. Show the child how you would put those two words in alphabetical order, based on the first letter of the word.
- Have the child write the words PIG and ANT in alphabetical order.
- Ask the child if the word BUG or SNAKE would come first in alphabetical order.
- Review the poem with the child.

### Singing-Time

by Rose Fyleman



I wake in the morning early  
 And always, the very first thing,  
 I poke out my head, and I sit up in bed  
 And I sing and I sing and I sing.

- Personal or Shared Reading

a	b	c	d	e
f	h	m	r	u

# LESSON 24

## Unit 1 Assessment

- Long and Short Vowels
- SH, CH, TH
- OO
- Silent E Job #1
- EA
- Silent E Job #2
- AR and OR
- OU and OW

Follow the instructions to administer the assessment. If the child struggles with any of the sections, consider using the review activities from this unit that correspond to the concept before moving on in the course. Or, as you move on, continue reviewing the concept. Also note that the course will continue to review all major concepts taught.

### Long and Short Vowels

Have the child circle all the words with long vowels.

lake	jump	tent
van	zip	smoke
trap	bake	print

### Silent E Job #1

Have the child read the following words. If your child takes longer than 40 seconds to read the words correctly, he or she may need more review with this concept.

gate      save      tone  
 rake      time      cone  
 mine      kite      cute

### SH, CH, TH

Have the child read the following words. If your child takes longer than 40 seconds to read the words correctly, he or she may need more review with this concept.

shin      chip      thick  
 chop      ship      path  
 that      bench      shut

### EA

Have the child read the following words. If your child takes longer than 40 seconds to read the words correctly, he or she may need more review with this concept.

neat      leaf      bead  
 lead      read      pea  
 bean      sea      near

## UNIT 2

# OVERVIEW

### Spelling Words

said	from	was
orange	yellow	blue
brown	pink	good
house	eight	four

### Major Phonics and Grammar Principles Taught

- Exceptions to the Silent E rule
- Two-syllable words
- OU and OW
- Homophones: TOO, TWO, TO
- BR, TR, DR
- ED and ING
- The sounds of Y
- AI
- Homophones: BE, BEE

### Writing and Other Principles Taught

- Literature appreciation
- Parables
- Oral narration
- Creative writing
- Reading comprehension
- Art appreciation
- Poetry appreciation
- Poetry memorization
- Logic and reasoning



### Supplies Needed

- Pointer, such as a straw, feather, or craft stick
- Cotton swabs
- Variety of poster paints (including orange, yellow, brown, green, etc.)
- Paint brush
- Watercolors
- 32 small pieces of cereal or beans
- Optional: fly swatter
- Optional: 24 cotton balls

### Books Used in the *Level 1 Reader*

- *We Can*
- *Robin in the Park*
- *A Friend is a Blessing*
- *Winter Through Summer*
- *The Pets of Poppy Town*



Supplies Needed:

- Paint brush
- Poster Paint (orange, yellow, brown)

LESSON 25

Silent E Rule Exceptions

- Practice sight word ladders.
- Silent E Practice Chart** (in Appendix)
- Dictate the following sentence:

We like the gate at your home.

- Write DONE, SOME, HAVE, LIVE, LOVE, and COME on the board. Read to the child: Sometimes the Silent E does NOT make the vowel say its name. Let's practice some of the exceptions. Help the child read the words on the board. Then have the child read each word aloud and then write it, saying each letter aloud while writing.

English words cannot end in V. That is why a Silent E is added to HAVE, LOVE, and LIVE.

- Read to the child:** Read the names of the three children below.

These three children are cousins. Their aunt is sick, so they went to the flower store to pick out some plants for her. Figure out which child chose which plant by reading all the words by the plant. Then decide which word is included twice. Find the repeated word under a child's name. Write that child's name under the plant.



done	have
some	live
come	some

---



---



---



done	love
some	have
done	come

---



---



---



come	live
have	come
done	some

---



---



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- Personal or Shared Reading

Independent Practice

On a separate piece of paper, have the child paint an orange and yellow flower in a brown pot. Have the child label the colors on the painting, using this guide:



Dean  
come



Doris  
some



Carson  
done

# LESSON 28

## Oral Narration: Descriptive Sentences

- Practice phonics cards.
- Read to the child and complete: Let's practice oral narration in which you add more description to a sentence to make it more interesting. For example, you can change the sentence, "I saw a lizard," to "I saw a skinny, green lizard sitting lazily on a big rock."

Sentences." Prompt the child to add more description and details. If the child struggles, give examples or help the child make a list of descriptive words or stronger verbs that could be used in the sentence to give him or her ideas. Store the page in the child's "My Book of Stories and Writings" binder.

Tell the child a sentence below and have the child retell the sentence in his or her own words, adding sensory words and details of his or her imagination. As the child narrates, write the sentences on a page titled "My Beautiful

A bird sat on the branch.

The frog sat on the bank of the pond.

A butterfly flew by me.



### Independent Practice

Have the child write each sentence below on a piece of paper. Make sure the child writes out the words represented by the pictures.

I saw a  on our walk.
They also saw a  on their walk.
Shoo that  away.
They had two  as pets.

**SWAT THE FLY**

Say a sentence from this page that uses TO, TOO, or TWO and have the child swat the right word with a fly swatter or his or her hand. (You do not need to cut out the images on this page.)

I want an apple, TOO. | This book is TOO hard. | Give this TO Mom.  
Can you teach me TO swim? | Let's go TO the store. | I need help,  
TOO. | I will walk TO the park. | Give this card TO Dad. | I read  
TWO books. | Give the note TO Amy. | I picked TWO flowers. | Jill  
will come, TOO. | You can never be TOO faithful. | I like TO sing.  
I made TWO cakes. | I like TO read. | The book is TOO easy.



too



two



to

much as you can from others. These are some pictures from her first art lessons.



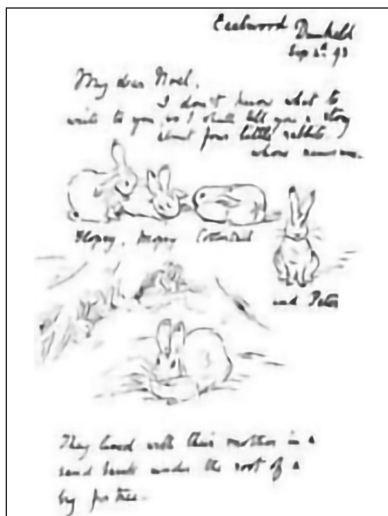
The illustrations below by Beatrix Potter show her love of nature. What are some things about nature that you like? **Tell the child some things about nature that you like.**

God gave us nature and animals to help us with our needs, like building houses and having things such as water and wood. However, there is another important reason we have nature.

Would we be able to live if we did not have roses or a specific type of bird like a blue bird? Yes! So, why did God make these things? [They make life interesting, and they bring us joy.]

How do you feel when you see a beautiful sunset? How do you feel when you see a field of flowers? How do you feel when you look up into a sky filled with stars?

If God made nature and animals to bring us joy, what happens when we study and notice nature? [It can bring us joy.] Beatrix Potter received joy when she studied nature. She also received joy and shared joy when she wrote about and illustrated nature.



What is something you like to do? Will just sitting there thinking about it make you better at it? What can you do to get better? [practice, study, work hard, take lessons, learn from good examples]

- Have the child read the following poem:

## The Beech Tree

by Rose Fyleman

I'd like to have a garden  
With a beech tree on the lawn;  
The little birds that lived there  
Would wake me up at dawn.



Beatrix did not have the idea to write books at first. One day she wrote a letter to a little boy to cheer him up. In her letter she told a story about some bunnies. Writing these letters made her think about making the story into a book. And it was a great idea! She became one of the best-known and most-loved authors and illustrators in the world! She wrote a total of 28 books. They have sold more than 100 million copies!



**Read to the child:** Let's review.

1. When a vowel is long, it says its \_\_\_\_\_.  
[name]
2. How many letters are in the alphabet?  
[26]

3. What are the vowels? [a, e, i, o, u, and sometimes y]
4. A consonant is any letter that is not a \_\_\_\_\_.  
[vowel]

**Personal or Shared Reading**



## Independent Practice

## BRUSH PAINTING

Have the child fill in each blank with either a **t** or an **ow** to make a word and then use watercolors and a brush to paint the landscape. Encourage the child to make each stripe in the picture a different shade of green or yellow. Let the painting dry before closing the book.

ou

pl

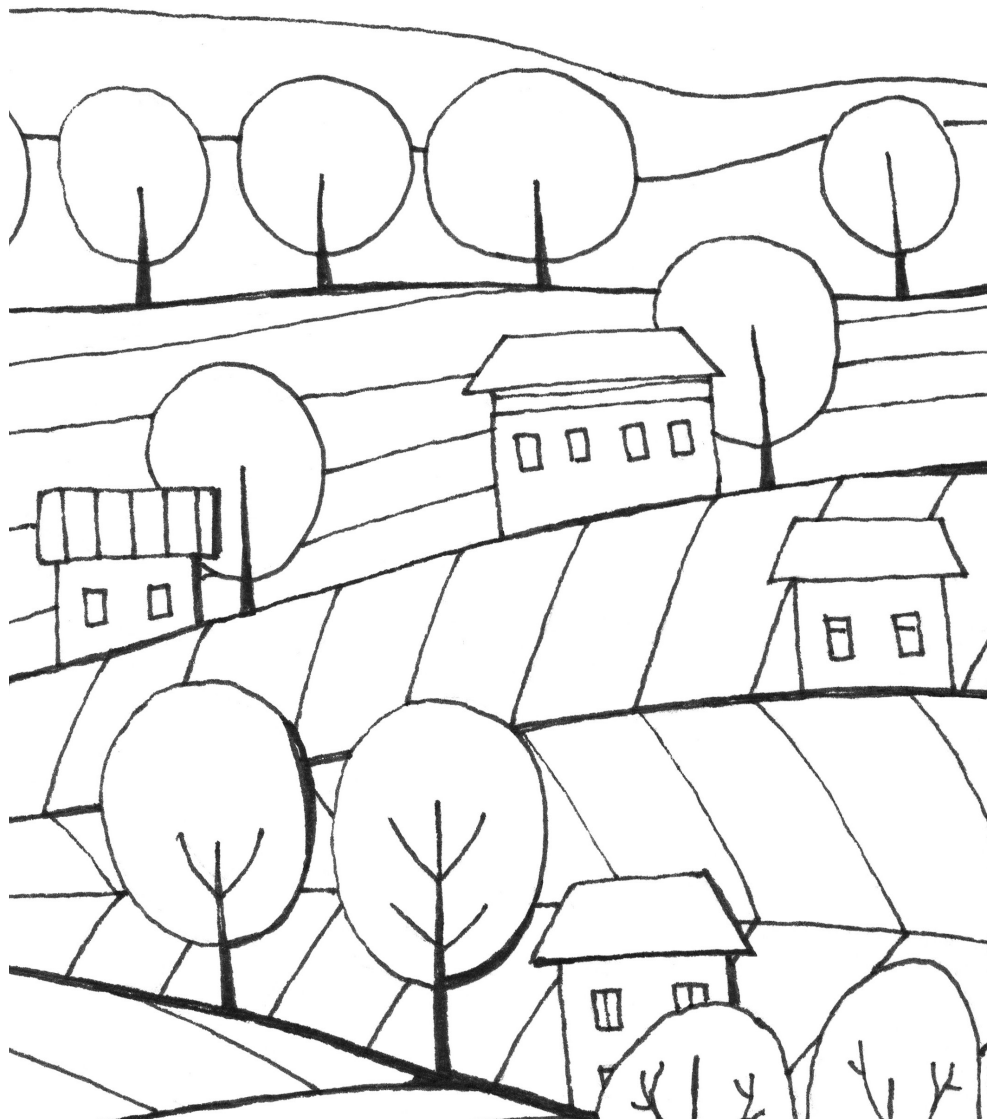
shou

b

w

pou

mou h



## LESSON 38

## AI: Part 1

- Practice phonics cards.
- Write “s - ai - l” on the board. Read to the child: Today, our lesson will be centered around the word SAIL. Explore the painting with the child (the contrast of sunlight and mist, all the colors of the water, the title of the painting, what it would feel like to be in the scene). The letters A and I together say the long A sound. Have the child read the word SAIL. Let’s read some more words that use AI. First say each sound, then put the sounds together to read the word.

ai - d  
**aid**

ai - m  
**aim**

f - ai - l  
**fail**

w - ai - t  
**wait**

m - ai - l  
**mail**

p - ai - l  
**pail**

n - ai - l  
**nail**

p - ai - n  
**pain**

t - ai - l  
**tail**

g - ai - n  
**gain**

p - ai - r  
**pair**

f - ai - r  
**fair**

“Upon Sunny Waves” by Hans Dahl (1849–1937)

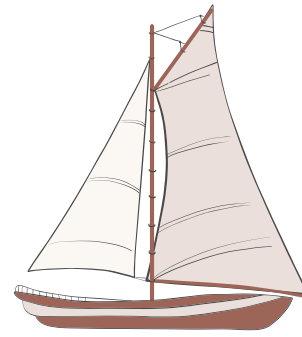




- Dictate the following words, telling the child that the long A sound is made with AI.

grain      waist      stain      fair

- Read to the child:** Read the names of the three children below. These three children are friends. Last summer, they each got to pick out a sailboat for their family. Figure out which child chose which sailboat by reading all the words by the sailboat. Then determine which word is repeated twice. Find the repeated word under a child's name. It is that child who chose that sailboat. Write that child's name under the sailboat.



chain      brain      vain  
 stain      claim      daily  
 rain      trait      rain

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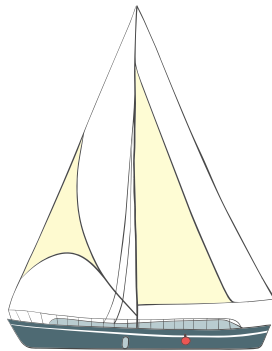
Faith  
tailor



Paisley  
daisy



Craig  
rain



jail      main      rainy  
 rail      paid      daisy  
 maid      daisy      drain

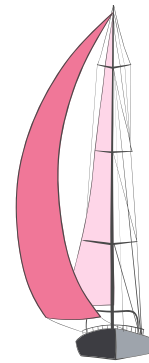
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snail      chair  
 strain      tailor  
 tailor      waist

---



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- Personal or Shared Reading

 **Independent Practice**

On a separate piece of paper, have the child draw a solid circle of each color below with a crayon or colored pencil. Then write the word for the color by it three times.

-  orange       yellow       brown
-  blue       pink       black



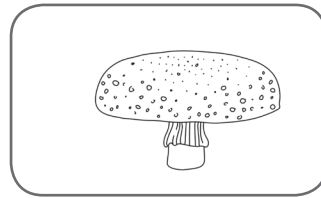
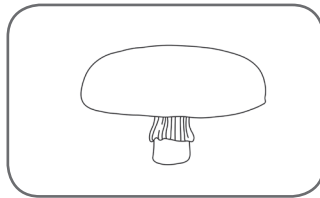
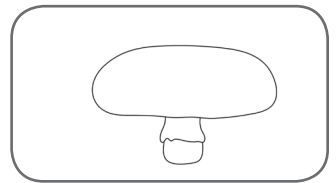
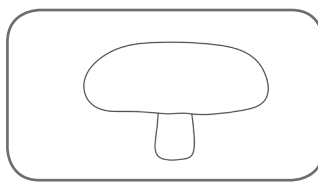
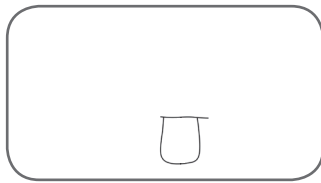
## Independent Practice

Have the child circle all the words for things that feel **SOFT**.

fair	chain	nail	pail	rabbit	stairs	brick
cloth	kitten	porch	couch	bench	cart	sock

## DRAW AND WRITE ABOUT A MUSHROOM

Have the child follow the steps to draw a mushroom on a separate piece of paper. Then have the child trace each sentence and fill in the blanks with a fitting word of his or her choice.



I found a

mushroom in

the forest. I painted it on

a card for

## LESSON 42

## ER, UR, IR: Part 1

- No phonics cards or sight word practice today. Write the phonograms ER, UR, and IR on the board. **Read to the child:** The phonograms ER, UR, and IR all make the sound /ER/ (as in FERN). Let's read some words that use ER. First say each sound, then put the sounds together to read the word.

h - er  
**her**

h - er - d  
**herd**

f - er - n  
**fern**

n - e - v - er  
**never**

j - er - k  
**jerk**

w - a - t - er  
**water**

sh - or - t - er  
**shorter**

v - er - b  
**verb**

p - ow - er  
**power**

p - r - ay - er  
**prayer**

u - n - d - er  
**under**

s - t - er - n  
**stern**

- Read to the child:** UR also says /ER/ as in TURN. Let's read some words with UR. First say each sound, then put the sounds together to read the word.

f - ur  
**fur**

s - ur - f  
**surf**

c - ur - l  
**curl**

b - ur - s - t  
**burst**

ch - ur - ch  
**church**

b - l - ur  
**blur**

b - ur - n  
**burn**

t - ur - n  
**turn**

n - ur - se  
**nurse**

p - ur - se  
**purse**

h - ur - l  
**hurl**

c - ur - ve  
**curve**

- Read to the child:** IR also says /ER/ as in FIRM. Let's read some words with IR. First say each sound, then put the sounds together to read the word.

g - ir - l  
**girl**

ch - ir - p  
**chirp**

sh - ir - t  
**shirt**

d - ir - t  
**dirt**

- Read to the child:** There is no rule to tell you if you should use ER, UR, or IR when you want to write a word with the sound /ER/. You just have to memorize the words. Reading a lot really helps!

- Cut out the boxes on this page and lay them on a table. Have the child choose a pose and a word card. Hold the word card for the child so that he or she can read it while holding the pose. Continue this activity until the child has done all the poses.

clever - er

first - st

tower - er

shirt - t

power - er

skirt - t

rather - er

chirp - p

never - er

hurt - t

lever - er

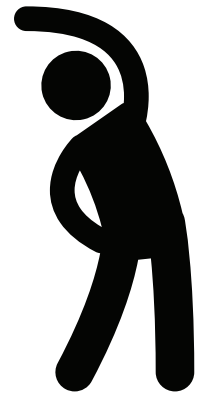
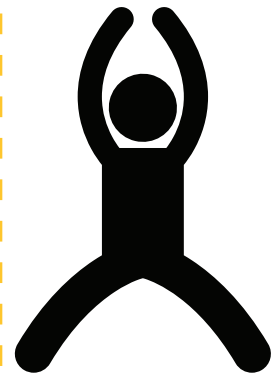
curb - b

thunder - er

burst - st

owner - er

surf - f



## Supplies Needed:

Cotton swabs


Poster paints

## LESSON 43

## ER, UR, IR: Part 2

- Practice phonics cards.
- Have the child read each word once and then say the word, clapping the syllables.

servant	bitterly	thunder	bursting	surfer
dirty	firm	letter	better	thirst

-  In the *Level 1 Reader*, have the child read *Winter Through Summer* to you. (This is in place of personal/shared reading.)



## Independent Practice

## COTTON SWAB PAINTING

Have the child read each word aloud and copy each word twice. Then use cotton swabs and paint to make dots and fill in each box, using the colors he or she thinks of for each season. Let the paint dry before closing the book.

orange

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yellow

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summer

fall

winter

spring

blue

---



---



---



---

brown

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- Read to the child:** When you write a thank you note, you should make your note sincere; it should sound like you really mean what you write. You should put careful thought into your note. For example, instead of just saying, “Thank you for your gift. I really liked it,” include why you liked it or how it made you feel to receive the gift.

In preparation for writing your own thank you note, read the following pairs of thank you notes. For each pair, tell me which thank you note is more sincere and thoughtful.

February 7, 2018

Dear Mrs. Hall,

Thank you for teaching my art class. You are a good teacher.

Love,  
Walter

February 7, 2018

Dear Mrs. Hall,

Thank you for teaching my art class. Your lessons are fun, and I learn so much. Thank you for being cheerful and kind. You are a good example for me.

Love,  
Walter

March 22, 2017

Dear Max,

I am so glad you are my brother. Thank you for spending time with me yesterday. I think you are the best older brother I could have!


Love,  
Molly

March 22, 2017

Dear Max,

Thank you for being my brother.

Love,  
Molly

- Have the child write and deliver a thank you note to someone of his or her choice, using the thank you note template on the next page. Cut the template on the dashed lines. The child writes in the white space and then folds up and addresses the envelope.**
-  **In the *Level 1 Reader*, have the child read *The Pets of Poppy Town* to you. (This is in place of personal/shared reading.)**



# UNIT 3

## OVERVIEW

### Spelling Words

some	people	here
been	look	goes
upon	small	wash
read	eleven	work



### Supplies Needed

- A pot
- A stirring spoon
- Watercolors and paint brush
- Index cards
- A highlighter
- A pointer such as a straw, feather or craft stick
- Optional: fly swatter

### Major Phonics and Grammar Principles Taught

- Subjects and verbs
- A sentence needs three things
- Editing: starting and ending sentences correctly
- Common and proper nouns
- Spelling rule #1
- AW and AU
- Words with open syllables
- WH and WR
- Adjectives
- A says /UH/ and /AH/

### Books Used in the *Level 1 Reader*

- *Betsy's Birthday*
- *A Whole World to Explore*
- *Big Brother*
- *Sam's Sandbox*
- *Misty the Small Horse*

### Writing and Other Principles Taught

- Literature appreciation
- Summarizing
- Oral narration
- Creative writing
- Reading comprehension
- Art appreciation
- Poetry appreciation
- Poetry memorization
- Logic and reasoning

**Supplies Needed:**

Watercolors

Paint brush

**LESSON 50**

# A Sentence Needs Three Things

- Practice phonics cards.**
- Read to the child:** A **sentence** is a group of words that starts with a capital letter; ends with a period, exclamation mark, or question mark; and expresses a complete thought. A sentence needs three things:

1. A subject: Who or what is acting or being
2. A verb: What the subject does
3. A complete thought

If a group of words is missing any of those things, it is called a **fragment** and is not a complete sentence.

- Read to the child:** I will read you a sentence, and you tell me if it has a complete thought.

When the sun sets. [no—missing complete thought]

When the sun sets, we go to bed. [yes]

After we ate dinner. [no—missing complete thought]

After we ate dinner, Dad read us a story. [yes]

- Read to the child:** Let's review. A sentence always starts with a capital letter and ends with a period, an exclamation mark, or a question mark. A sentence also needs three things: a subject, a verb, and a complete thought. The following phrases are called FRAGMENTS, not sentences, because they are missing subjects. Rewrite each phrase

with a subject so that they are complete sentences.

can pound the nail  
sits in the chair

- Have the child read the following poem by an unknown author:**

## Springtime

A small green frog  
On a big brown log,  
A black and yellow bee  
In a little green tree,  
A red and yellow snake  
By a blue-green lake,  
All sat and listened  
To a red bird sing,  
“Wake up, everybody,  
It’s spring! It’s spring!”



- Review Chart B** (in Appendix)
- Personal or Shared Reading**

## LESSON 51

# Editing: Starting and Ending Sentences Correctly

- Practice sight word ladders.
- Read to the child:** Look at the two pictures on this page. Tell me some things that are different between the two pictures.



Just as a room can get messy and needs to be cleaned up, sometimes writing needs to be cleaned up, too. Editing is the process of fixing and cleaning up writing.

In this lesson, we are going to talk about two things that we can look for when editing. The first thing is starting sentences with an uppercase letter. The second is making sure that each sentence ends with either a period, a question mark, or an exclamation mark.

When we edit our own writing, we can erase and fix our mistakes. When we want to show what should be fixed on someone else's paper, we use editing marks like those on the next page. Help the child complete the editing exercise on the next page.

- [Administer Reading Assessment A](#) (in Appendix)
- To familiarize the child with Unit 3 spelling words (which will be integrated in various ways throughout the unit), have the child read the following words and sentences:

some	people	here
been	look	goes
upon	small	wash
read	eleven	work

Eleven people wash some clothes.  
Look who has been here.  
Put the small vase upon the table.  
After we read, Dad goes to work.

- [Personal or Shared Reading](#)

# LESSON 52

## Aesop's Fables

No phonics cards or sight word practice today.

- Read to the child:** I am going to tell you about a storyteller, and then you are going to take a quiz, so pay close attention.

Many fables, or short stories that teach a lesson, were written so long ago that we are not always sure who wrote them. But many ancient fables are said to have been written by a man named Aesop. We do not know a lot about Aesop or even if he was real. We do not even know his full name! But the following is what people believe about him.

Aesop was a storyteller who lived a long time ago. He lived in Greece, which is in Europe. **Have the child help you find Greece on the map of Europe below.** Aesop was a slave. He was a very wise man, and people loved his stories. His stories usually included animals and taught good lessons. Eventually, he was considered so clever that he was freed from being a slave and became an assistant to the king. Aesop's stories were retold by others and eventually written down.

- Have the child take the "Aesop Quiz."**





“The Rainbow” by Grandma Moses (1860–1961)





## Independent Practice

# Adjectives That Describe Christ

Cut out the word boxes below and paste each in the correct column.

Adjectives that DO describe Christ	Adjectives that DO NOT describe Christ

kind	cheerful	loving	happy
holy	wise	mean	angry
peaceful	dishonest	hateful	selfish



## LESSON 54

## Spelling Rule #1: Part 1

- Practice phonics cards.
- Note: Level 1 introduces spelling rules, but children are not expected to master them at this level. Read Spelling Rule #1 to the child: You are now going to start learning spelling rules! This is Spelling Rule #1: At the end of one-syllable words, usually double the letters S, F, or L when they come right after a short vowel.

Point to the grass in the picture below. Write the word GRASS on the board. How many syllables does the word GRASS have? [one] Does the letter S, F, or L come after a short vowel? [yes] This is why we double the S at the end of the word.

Point to the boy in the picture. His name is Marcus. Write the word MARCUS on the board. How many syllables does the word MARCUS have? [two] Remember that we only double the S, F, or L at the end of a word if it is one syllable long and the S, F, or L comes right after a short vowel. Since the word MARCUS has two syllables, we do not double the S at the end.

Point to the hill in the picture. Write the word HILL on the board. How many syllables does the word HILL have? [one] Does the letter S, F, or L come after a short vowel? [yes] This is why we double the L at the end of the word.

Point to the tree in the picture. This tree has moss on it. Write the word MOSS on the board. How many syllables does the word MOSS have? [one] Does the letter S, F, or L come after a short vowel? [yes] This is why we double the S at the end of the word.

Marcus is dreaming that he can surf. Write the word SURF on the board. How many syllables does the word SURF have? [one] Does the letter S, F, or L come after a short vowel? [no, it comes after a consonant] Thus, we do not double the F at the end of the word.

Marcus loves to listen to the leaves rustle in the wind. Write the word LEAF on the board. LEAF is one syllable, but does the F at the end come right after a short vowel? [no, it comes after a vowel combination] This is why we do not double the F at the end of the word.

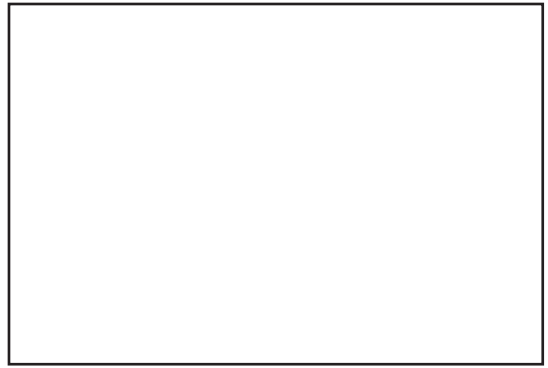
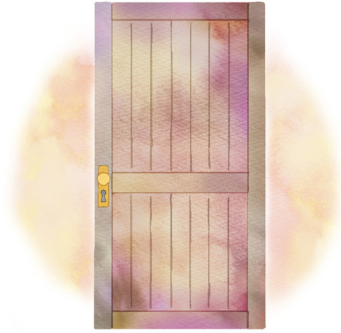


- Cut out the word strips at the bottom of the page. Have the child choose a box and determine if the first syllable of the word is open or closed, read the word, and then put it in the appropriate box.

First Syllable is an  
Open Syllable



First Syllable is a  
Closed Syllable



pat - tern

li - on

draw - ing

bo - nus

ro - bot

fe - ver

ba - con

gra - vy

i - tem

po - ny

ro - tate

mi - nus

kit - ten

buck - et

tick - et



# LESSON 60

## AW and AU: Part 2

- Practice phonics cards.
- Dictate the following words, telling the child that the /AW/ sound is made with AW:

**lawn      jaw      paw      flaw**



**drawer  
jigsaw  
sawdust**

- Read to the child:** Pam collects stuffed animals and gives them names. Read the words in each box. Then tell me which animal you like the best and what you would name it.

- Read to the child:** Let's review. This is Spelling Rule #1: At the end of one-syllable words, usually double the letters S, F, or L when they come right after a short vowel.

Have the child fill in each blank with "l" or "ll." Then have the child tell you if the word is a noun or a verb.



**sauce  
haul  
cause  
fault  
audit**

fri \_\_\_\_\_

sti \_\_\_\_\_

gri \_\_\_\_\_

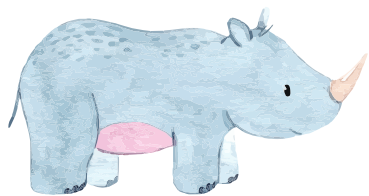
snai \_\_\_\_\_

ski \_\_\_\_\_

rea \_\_\_\_\_

sme \_\_\_\_\_

chi \_\_\_\_\_



**clause  
author  
laundry**

- To familiarize the child with Unit 3 spelling words (which will be integrated in various ways throughout the unit), have the child read the following sentences.



**pause  
fraud  
vault**

Eleven people wash some clothes.  
Look who has been here.  
Put the small vase upon the table.  
After we read, Dad goes to work.



**launch  
straw  
draw**

- Personal or Shared Reading

## LESSON 62

## Spelling Rule #1: Part 3

- Practice phonics cards.
- Explore the painting below with the child (light, shadow, shades of color, the feelings evoked). Read Spelling Rule #1 to the child: This is Spelling Rule #1: At the end of one-syllable words, usually double the letters S, F, or L when they come right after a short vowel.

Point to the ROOF in the painting. Write the word ROOF on the board. How many syllables does the word ROOF have? [one] Does the letter S, F, or L come after a short vowel? [no] F comes after two vowels, so we do not double it.

The mountains in this painting are part of the Swiss Alps. Write the word SWISS on the board. How many syllables does the word

SWISS have? [one] Does the letter S, F, or L come after a short vowel? [yes] This is why we double the S at the end of the word.

Have the child fill in each blank with "l" or "ll." Then have the child tell you if the word is a noun or a verb.

dwe

chi

too

ski

sme

rea

"Gebirgsdorf mit Alpenpanorama" by Emil Barbarini (1855–1933)





fu

bu

to

pie

pre

mi

dre

stu

cli

roo

sti

- Have the child cut out the squares below. Then on each blank yellow box on this page, have the child place the S or the SS. Have the child refer to Spelling Rule #1. Have the child repeat the same exercise with the teal words and letters. **Explain to the child that words like BUS are exceptions to the rule.**
- [Review Chart C](#) (in Appendix)
- Personal or Shared Reading



### Independent Practice

On a separate sheet of paper, have the child write a list of six nouns that he or she sees in the painting on the previous page. Have the child try to sound out and spell the words on his or her own. Remind the child that a noun is person, place, or thing.

ss
s
ff
f



# Independent Practice

Have the child write the ING and ED form of each word in the word bank, matching the action in the picture.

**kick    crawl    cook    pray    play    look**

ED

ING



Handwriting practice lines for the ED column, consisting of six sets of three horizontal lines (top, dashed middle, bottom) for writing.


Handwriting practice lines for the ING column, consisting of six sets of three horizontal lines (top, dashed middle, bottom) for writing.



# LESSON 67

## Writer's Workshop

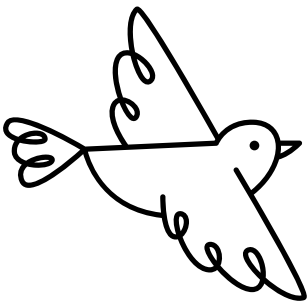
No phonics cards or sight word practice today.

-  In the *Level 1 Reader*, have the child read *Sam's Sandbox* and *Yellow Bee* to you. (This is in place of personal/shared reading.)
- Read to the child:** You are very special. God made you, and you are precious to Him. Every person is different and special. For this writer's workshop, you get to create a book about you and what you like. As you write the book, you can think about all the things God has given you and how grateful you are for them.



### Independent Practice

Have the child cut out, complete, and color the booklet contained in this lesson. Staple the book together with the pages in any order you desire.



Why I am  
Grateful

My name is \_\_\_\_\_

I am \_\_\_\_\_ years old.



Outside, I am grateful for things like \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here is a picture of things I like outside.



\_\_\_\_\_

I am grateful God made me! I have \_\_\_\_\_

eyes and \_\_\_\_\_ hair. I am good at \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

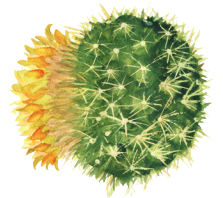
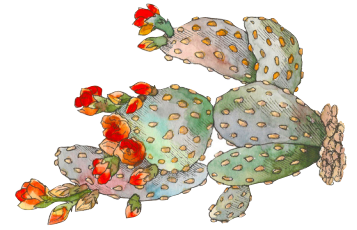
## Words with Open Syllables

Cut out the items on this page. Have the child choose a word strip and a cactus. After the child reads the word strip aloud, the child can place the cactus on the desert scene. Repeat until all the cactuses are used. Store items and these instructions in a bag.

acorn  
radar  
also  
April

robot  
pilot  
navy  
China

crazy  
even  
gravy  
lazy



Irish  
item  
ivory  
lady

apron  
baby  
basis  
hero



# UNIT 4

## OVERVIEW

### Spelling Words

learn	should	near
pull	full	hear
heard	great	happy
doing	once	only



### Supplies Needed

- 5 balloons
- 6 large craft sticks
- Highlighter
- Small stack of fiction and nonfiction books

### Major Phonics and Grammar Principles Taught

- OY and OI
- EW
- Compound Words
- Homophones: FOUR/FOR and ATE/EIGHT
- Soft C and G
- Breaking Words into Syllables
- OA and OE
- Articles
- Editing: Uppercase I and Articles
- IGH Preview

### Books Used in the *Level 1 Reader*

- *Ann*
- *Rob*
- *Nancy Loves Nature*
- *Dot and the Yellow Dress*

### Writing and Other Principles Taught

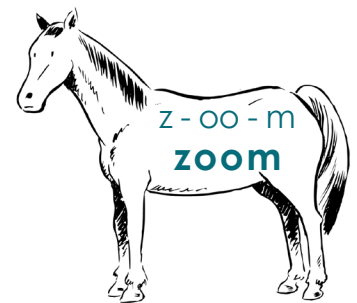
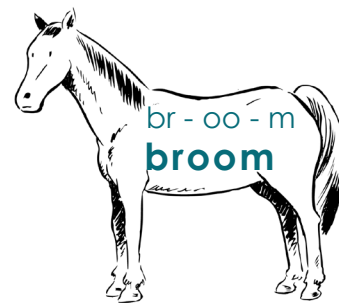
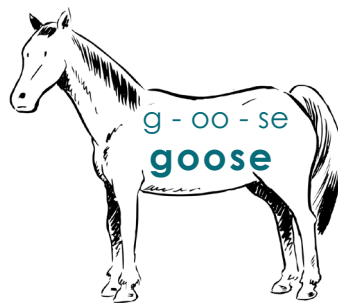
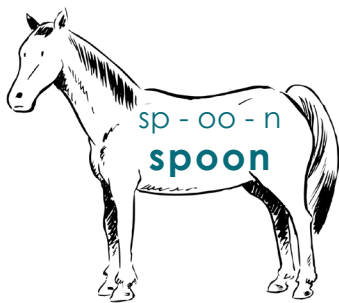
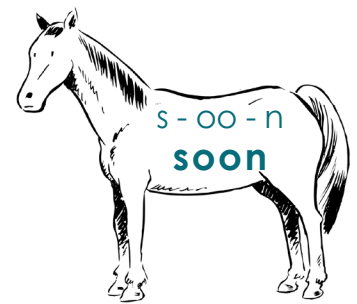
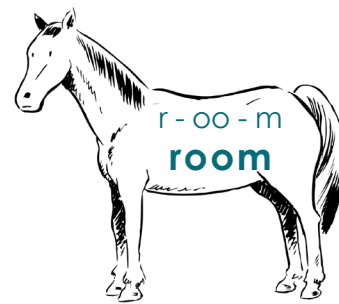
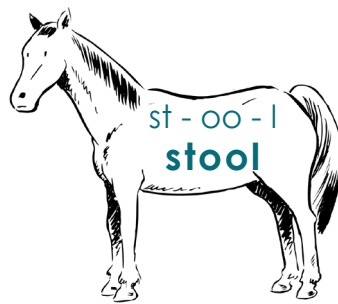
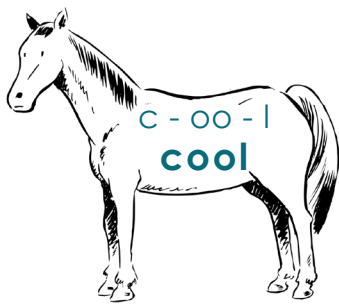
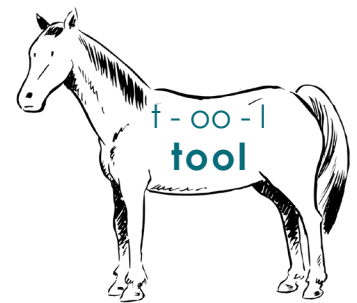
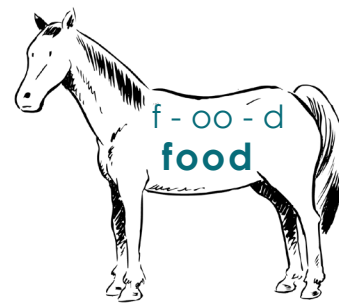
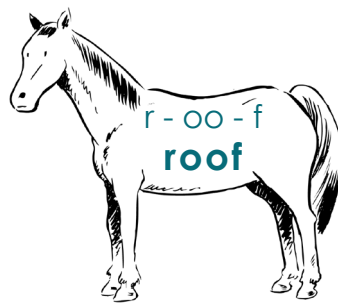
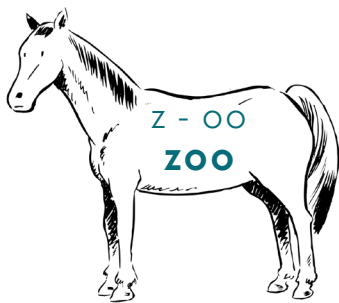
- Literature appreciation
- Summarizing
- Oral narration
- Creative writing
- Short story composition
- Reading comprehension
- Art appreciation
- Poetry appreciation
- Poetry memorization



## LESSON 73

## Short Story: Part 1

- Practice sight word ladders.
- Read to the child:** In this lesson and the next two lessons, you get to create a story! First let's review words that use OO. Say each sound, then put them together to read the word. Next read the sentences.



1. I like the food too.
2. It is cool in this room.
3. He will go to the moon soon.
4. We will take our boots and tools.
5. The goose is loose!
6. We fixed the zoo's roof.
7. The stool has a loose leg.
8. I sweep the room with a broom.

- Read to the child:** You are going to create a story from your imagination. Your main character could be a boy who wants a puppy, a squirrel that gets lost in the forest, a family that plants a garden— anyone you want. You may choose where your story happens (the setting). You may choose what happens and when (the plot). It is easier to write a story if you do some planning first, so let's take some time to fill out this chart. **Help the child brainstorm ideas for each of the boxes below. You or the child may write the ideas in the boxes. The child will narrate the story in the next lesson.**

**Possible Main Characters**

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**Possible Settings**

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- Have the child choose one of the characters and settings. Then brainstorm with the child possible problems that the character needs to solve. Write the child's favorite problem and solution in the boxes below. Then have the child come up with a title for the story.**

**Problem: What's wrong?**

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**Solution: How is the problem fixed?**

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**Title:**



- Personal or Shared Reading**
- Have the child create a cover for the story that he or she is going to write.**

## LESSONS 74-75

# Short Story: Part 2

No phonics cards, sight words, reading, or independent practice for these lessons.

- Have the child narrate the short story idea from the previous lesson as you record it. Follow the instructions below. This process may take more than one school day. When the story is completed, print it out, include the cover page the child made for the story in the last lesson, and place it in the child's "My Book of Stories and Writings" binder.

### Oral Narration: Why

Oral narration takes time and effort, but it is a powerful learning tool. Through oral narration, children can improve focus, organization skills, higher-level thinking, and creativity. Children also gain confidence and are being prepared to write down or type their stories effectively and easily once they gain the necessary grammar, handwriting, and spelling skills.

### Oral Narration: How

- You type out the story as the child tells it to you aloud.
- Do not interrupt the child or say that ideas are not good (unless they are inappropriate). Simply type what the child says, and prompt the child to add more description or help the child if he or she is stuck. Prompt with questions such as these:
  - What happens next?
  - Do you think it's time to get to the solution of the problem?
  - Do you want to say something about . . .
  - Do you like the idea of . . .
  - What is the character smelling, hearing, seeing, or feeling?
  - Can you tell me in detail what it looks like? Feels like?
  - Maybe you could start the next sentence with "Then" or "Next" or "Suddenly."
  - Maybe it would be good to add some dialogue. What should the character say?
- The more practice with oral narration the child gains, the less he or she will need prompting.
- If the story is getting too long, then prompt the child to move to the conclusion.
- You may need to pause at times and reread what the child has written so far.

**Helpful Hint:** If you can't type fast enough to keep up, consider recording the story and typing it later.

### Oral Narration: Tips

- Children will often struggle the first few times, but most children are naturally good at oral narration once they are comfortable with it.
- Never attempt oral narration if the child is hungry, grumpy, or tired. It's OK to skip this lesson and come back to it on a day that the child is fresh, happy, and ready for oral narration.
- If the child is doing particularly well and wants to finish the story in one session, allow him or her to do so. However, many children will need multiple sessions or days to complete the story. For example, you may just get the introduction completed in one day, etc.

## LESSON 77

## OY and OI: Part 2

Practice sight word ladders.

Read to the child:

Let's study the painting on this page by Grace Carpenter Hudson. The painting is of a Native American boy and a dog peacefully sleeping. Does this painting look realistic? Can you see the light on the baby's cheeks, hair, and feet? What things in the picture make you feel emotion? [the baby's pudgy cheeks, the baby's little toes sticking out, the dog cuddled up next to the baby]

Let's use this painting to practice reading words that use the letter combinations OY and OI. What kind of punctuation mark do the numbered sentences below have at the end? [question mark] Read the sentences below so that they sound like questions. These are questions you could ask about the painting.



"Baby Bunting" by Grace Carpenter Hudson (1865–1937)

1. Does the boy enjoy sleeping in the soft breeze?
2. Will a noise wake up the baby?
3. Does it bring you joy to look at this painting?
4. Does the puppy feel cool sleeping on the moist soil?
5. Can the baby hear his mother's voice nearby?
6. Do you wish you could join the boy and the puppy for a cozy nap?
7. Would a loud noise like a pig's oink spoil the baby's sleep?
8. Would you avoid being noisy if you were sitting by the baby?
9. Will the mother hoist the baby onto her back when she is done with her toils?



[Silent E Practice Chart](#) (in Appendix)

Personal or Shared Reading

# Independent Practice

## Compound Words Flap Chart

Have the child read the words below aloud and circle four words for which he or she would like to draw pictures.

Have the child make a compound word flap chart by following these instructions:

Fold a blank sheet of paper in half vertically. Open the paper back up. Fold the two long sides to the center. Now fold it in half horizontally, and then fold it in half horizontally again, creating 16 boxes. With the paper turned vertically, cut the horizontal folds between the four outside boxes on each long side. Stop when you reach the first vertical crease, as shown.

On the left flap, write the first half of the compound word and draw a picture of the word. On the right flap, write the second half of the word and draw a picture of the word. Open up the flaps, write the compound word, and draw a picture for the compound word.

basketball

goldfish

starfish

snowman

cupcake

toothbrush

doorbell

toenail

snowball

mailbox

pancake

raincoat

sunflower

horseshoe

firefly

dragonfly

rainbow

pineapple



## Supplies Needed:

5 balloons

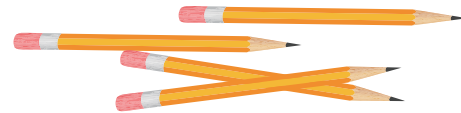
## LESSON 84

## Soft G and C: Part 2

- Practice phonics cards.
- Read to the child:** Let's review. What is the hard sound of C? [/K/] What is the soft sound of C? [/S/] C is soft when it comes before \_\_\_\_\_. [E, I, or Y] What is the hard sound of G? [/G/ as in GAS] What is the soft sound of G? [/J/ as in GEM] G is usually soft when it comes before \_\_\_\_\_. [E, I, or Y]
- Balloon Popper Game** Write the following sets of words on five balloons. Have the child read all the words on each balloon, then tell him or her to pop any of the balloons that have words with a hard G or hard C. (The starred columns have a hard C or G. Number the balloons so you know which ones he or she should be popping.)

Balloon 1	Balloon 2*	Balloon 3	Balloon 4*	Balloon 5*
gentle	mice	germ	office	logic
giant	age	danger	magic	angel
gem	digit	slice	engine	energy
city	rice	spice	nice	policy
cent	stage	strange	place	Lucy
gym	prince	fence	dice	ice
rage	gasp	face	page	twice
race	price	dance	mercy	circle
stencil	lacy	general	falcon	grass

- Read to the child:** Let's review. What is the hard sound of C? [/K/] What is the soft sound of C? [/S/] C is soft when it comes before \_\_\_\_? [E, I, or Y] What is the hard sound of G? [/G/ as in GAS] What is the soft sound of G? [/J/ as in GEM] G is soft when it comes before \_\_\_\_? [E, I, or Y]
- Soft C and G Chart** (in Appendix)
- Read to the child:** Let's review the homophones FOR and FOUR. I will say a sentence, and you point to the word below that represents the correct homophone used in the sentence.



Sara has four pencils.

We are going for a walk in the park.

I found the perfect gift for Joseph.

Four pumpkins grew on the vine.

There was plenty of food for everyone.

Those four children are playing nicely.

Dad built a tent for my brother and me.

I painted four pictures today.

for

FOUR

Supplies Needed:  
Highlighter

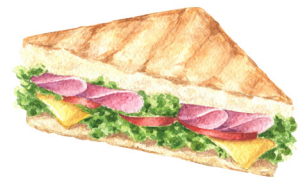
## LESSON 85

# Breaking Words into Syllables

- Practice sight word ladders.
- Read to the child:** You are going to practice breaking words into syllables, which is a necessary skill to gain in preparation for learning Spelling Rule #2 in Level 2. I will tell you a word, and you write it in syllables, with a dash between the syllables like this. **Write POP - CORN on the board. Dictate the following words. Note: The words are shown broken in syllables so that you can see if the child broke the words into syllables correctly. Point out that all the words are compound words.**

take - off      sun - rise      sting - ray      snow - fall      some - day      some - one

- Read to the child:** Let's learn about consonant sandwiches. You get a consonant sandwich when a consonant has a single vowel on each side of it. Let's see if you can find some consonant sandwiches. **Write the following words on a separate piece of paper (without any letters highlighted). Give the child a highlighter and have him or her highlight the consonant sandwiches. Not all words have consonant sandwiches.**



robot even tart paper basic hotel fabric begin bacon

- Read to the child:** When you have a consonant sandwich, the consonant usually goes with the second vowel when breaking words into syllables. **Write MUSIC on the board.** For example, what is the consonant sandwich in this word? [usi] The S goes with the second vowel like this. **Write "mu - sic" on the page.**

Now, I am going to dictate some words and you write the words broken into syllables like we did with the word music. Each word has a consonant sandwich; the consonant that is sandwiched between two vowels goes with the second vowel. **Dictate the words.**

de - pend      be - gan      bo - nus      ro - tate      re - sist      re - sult

- Read to the child:** Let's review. Fill in the blank. A sentence needs three things: a subject, a verb, and a \_\_\_\_\_. [complete thought] **Have the child read each sentence, point to the subject, and then point to the verb.**

The pancake is hot. I love sunshine. I got a haircut. We hiked up the hillside.

- Have the child sing the alphabet song.
- Personal or Shared Reading



## Independent Practice

### Edit the Story

Have the child edit the story using the editing marks shown in the box below. Remind the child that sentences should always start with uppercase letters and end with a punctuation mark. **There are five mistakes.**



Capitalize: ≡

Add a punctuation mark: ^ ^

### Amy Takes a Walk

this is Amy She takes a walk by the lake. "Oh, I love the clouds today," she says. the grass, the flowers, and the trees all smell so nice! amy loves to listen to the birds, see them fly, and look for their nests

Have the child fill in the blanks with the spelling words below. Words may be used more than once.

learn    near  
pull    happy  
doing    great

1. We can \_\_\_\_\_ to be kind.

2. You seem \_\_\_\_\_ .

3. I will \_\_\_\_\_ the wagon.

4. I am \_\_\_\_\_ the sea.

5. We did a \_\_\_\_\_ deed today at the park.

6. I love \_\_\_\_\_ projects with my dad.

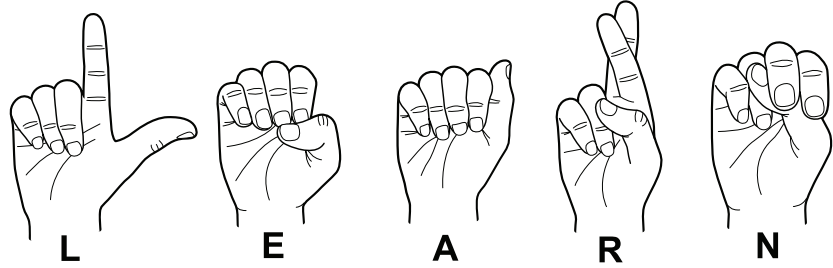




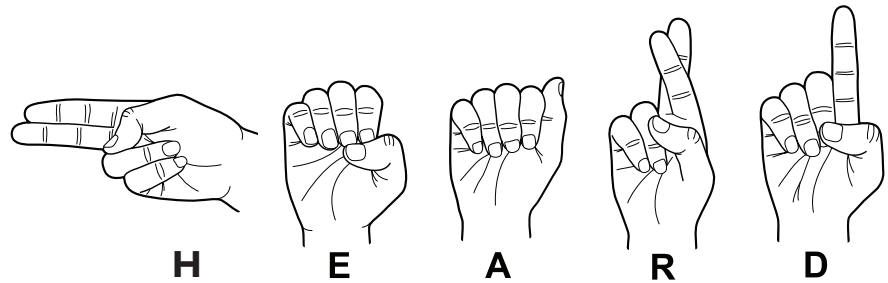
## Independent Practice

Have the child sign each of the letters in the spelling words below four times, saying each letter aloud. Have the child read the word aloud each time before signing the letters. Check off the box after each time.

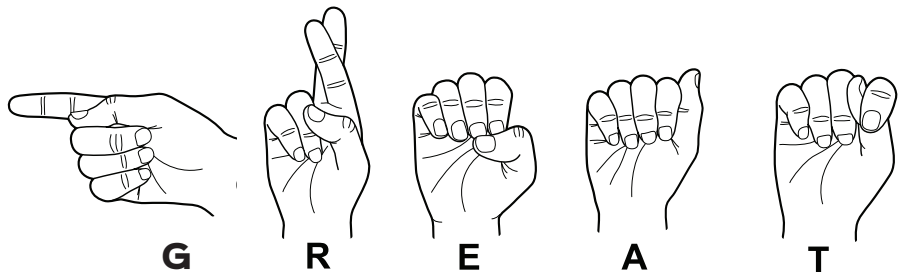
learn



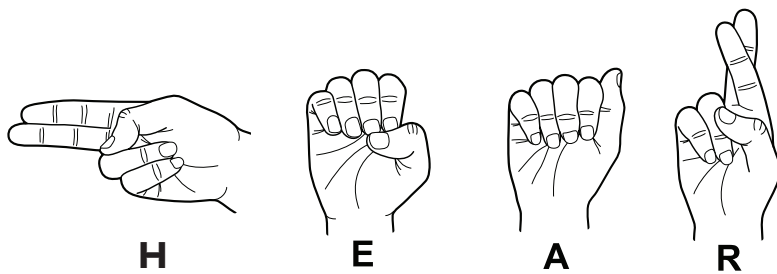
heard



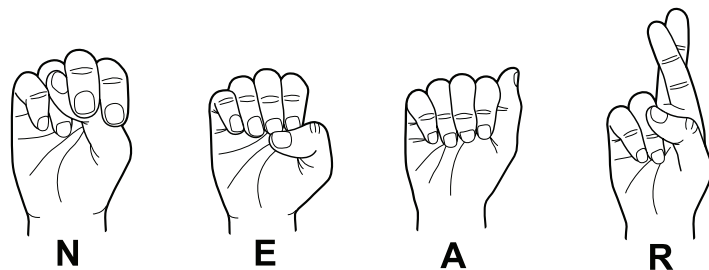
great



hear



near



# LESSON 91

## Editing: Uppercase I and Articles

- Practice sight word ladders.
- Read to the child: Can you tell me which of the two thumbprints below are exactly the same?



You need to look very closely to be able to tell small differences. Editing is the same way. You need to look very closely to see details that may need to be fixed.

You have already learned about starting a sentence with an uppercase letter and adding missing periods or question marks to the end of sentences. In this lesson, we are going to talk about two more things that we can look for when editing.

The first thing is making sure that the word “I” is always capitalized, no matter where it is in the sentence.

The second is making sure you use A or AN correctly.

Let’s practice with the green sentences on this page. Cross out A, AN, or I if it is incorrect, and write the correct word above the word you crossed out.

Here is an example.

I have <sup>a</sup>an black dog.

1. A otter lives in this river.
2. James is an good swimmer.
3. In the summer, i will go on an picnic.
4. Yesterday, i saw an hawk sit on that fence.
5. Please buy an metal pail at the store.

- Dictate the following spelling words to the child, and have the child spell the words aloud. Have the child practice words that he or she spells incorrectly:

learn	should	near
pull	full	hear
heard	great	happy
doing	once	only

## Edit the Story

- Have the child edit the story using the editing marks shown in the box below. **There are seven mistakes.**

Capitalize: ≡

Add a punctuation mark: ^ ^

Cross out any incorrect word and write the correct word.



### The New Pony

Dad bought me an new pony, and I like it a lot! Yesterday, i took it for an ride for the first time. The pony is gentle and smart. My dog, Ruff, also likes the pony. the three of us had the best time. When i got home, I gave my father an huge hug

- Personal or Shared Reading



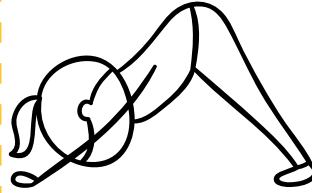
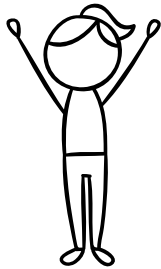
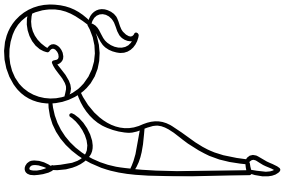
### Independent Practice

Have the child circle all the words on the chart that contain a long vowel.

dime	hunt	rust	fox	pine
chime	black	rake	snag	truck
cliff	late	wrote	cube	crack
tuck	mend	back	skunk	brake

## OY and OI

Cut out the boxes on this page and lay them on a table. Have the child choose a pose and a word card. Hold the word card for the child so that he or she can read the words while holding the pose. Store the boxes and these instructions in a bag.



joy

boy

royal

enjoy

loyal

toy

oyster

Troy

decoy

foyer

ahoy

annoy

coil

toil

foil

boil

soil

avoid

oil

voice

turmoil

spoil

choice

coin

noise

point

toilet

poison

moist

ointment



## OA and OE

For practice with OA and OE words, have the child read one or more sections below each day. Reading the same sections on repeated days is a great exercise.

### Short Stories and Poetry with OA and OE



Joe's dream castle is near the coast. You cannot get to the castle by road. It has a large moat—so large you need to float on a boat to get across it. The moat is full of toads. Joe loves his castle.

.....  
I soak in the tub. I wash my head and throat and toe with soap. Oh no! I groan. I have used too much soap. The foam floats on the tile.  
.....



My goat, Lucy, and I sit under an oak tree and eat toast. The toast is from a loaf of bread made from oats. It is so warm outside that I do not need my coat. My goat and I soak in the sun before we walk on the road back to our home.

### Spring

Unknown

A road like brown ribbon  
A sky that is blue  
A forest of green  
With sky peeping through.

The croak of a toad  
The bleat of a goat  
Leaves appearing again on the oaks.  
It seems the world has taken off her coat.



# UNIT 5

## OVERVIEW

### Spelling Words

nice	every	each
many	little	think
above	come	high
low	again	ahead



### Supplies Needed

- Pointer, such as a feather or curly straw
- Mixing spoon
- Car key
- Tape
- Dish cloth
- Index cards
- A pot
- Spoon
- Book
- Bowl
- Brush
- Plate
- Fork
- 5 pennies and 5 dimes

### Major Phonics and Grammar Principles Taught

- Nouns and Adjectives
- OW Can Make the Long O Sound
- Drop the E Rule
- Other Sounds of EA
- Four Types of Sentences
- Decoding Challenging Words
- ER and EST
- Prefixes UN and RE
- Homophones: Red/Read
- Base Words
- Plural Nouns
- Regular Past Tense
- Irregular Past Tense
- Suffixes LY, FUL, LESS

### Books Used in the *Level 1 Reader*

- *School at the Zoo*
- *Seth and the Snow*
- *A Trip to Pine Lake*
- *Wendy's Window Seat*
- *Penny's Pine Trees*
- *Mrs. Brown's Little Red House*

### Writing and Other Principles Taught

- Literature appreciation
- Summarizing
- Oral narration
- Creative writing
- Reading comprehension
- Art appreciation
- Poetry appreciation
- Poetry memorization
- Logic and reasoning

- Dictate the following words and sentences, telling the child that the long O sound in each word is made with OW.

show	blow	flow	glow	slow	crow
------	------	------	------	------	------

Does Max grow plants in his house?
------------------------------------

Did Ron throw snow?
---------------------

- Personal or Shared Reading



## Independent Practice

Have the child write **O** or **OW** on the blank lines to complete the sentences correctly.

Have the child write the articles two times each:  
the, a, an.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

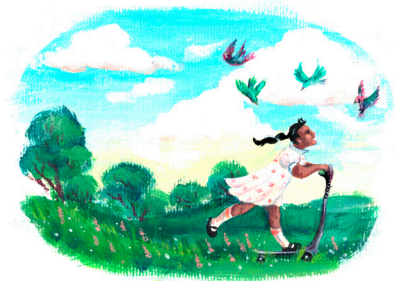
- The bird has \_\_\_\_\_ baby.
- I read about \_\_\_\_\_ ant.
- \_\_\_\_\_ dog is in our yard.
- I bought \_\_\_\_\_ apple.

## Edit the Story

Have the child edit the story using the editing marks shown in the box below. **There are five mistakes.**

Capitalize: ≡ Add a punctuation mark: ^ ? ↑

Cross out any incorrect word and write the correct word above it.



## A Lovely Afternoon

After lunch i took my scooter to the park behind my home. I rode along an path that was lined with flowers. birds flew above me. Beside me an blue butterfly fluttered along in the wind. What a lovely day

# LESSON 101

## Artwork and Oral Narration

- Practice sight word ladders.
- Have the child read the following words:

slow	blow	know
show	bowl	low
glow	throw	flow
boat	goat	float

- Read to the child:** We are going to study a painting by an artist named Ludwig Knaus. He used oil paints to create the painting. Show the child the painting on the next page. Ask the child to make a list on the board of seven nouns seen in the painting. Have the child write the nouns again in alphabetical order.

Let's set a timer for 40 seconds and observe the painting, looking for interesting details and beautiful things, and then we will share what we discovered. Study the painting with the child for 40 seconds, and then discuss your observations.

- Read to the child:** Imagine that you were to write a letter to the artist who created this painting. In the letter, you wanted to express what you liked about the painting. Let's write on the board some of things

you really like about the painting. Write the items on a white board. Read to the child: Now, tell me what you would say in the letter. Start with "Dear Mr. Knaus," and end with, "Sincerely, [child's name]." First explain to him why you are writing the letter (to tell him what you like about the painting), and then explain what things you like about the painting. Use as many details as you can.

Have the child narrate the letter. Type or write the letter as the child narrates, or record it to transcribe later. Place the letter in the child's "My Book of Stories and Writings" binder.

- Personal or Shared Reading

### Independent Practice

On a separate piece of paper, have the child draw a flower for each color below with a crayon or colored pencil. Then, beside each flower, have the child write the flower's color two times in his or her best handwriting.

 orange	 light pink	 dark pink
 blue	 dark purple	 light purple
 red	 yellow	



# Types of Sentences

- Have the child cut out the sentences below and paste each one in the correct column.

Statement	Question	Command

Hit the ball.	Did you hit the ball?	Is it fun?	Is it dark?
Please stand up.	The ball is big.	My dog is black.	Wash the dog.
Did you do it?	My cat is cute.	Sit down.	I wash the dog.

Personal or Shared Reading

 Independent Practice



Have the child read all the words three times and then choose which pets he or she would most like to have. Have the child list the pets in order of his or her favorite on the lines below, using the word each one teaches to identify the pet.

Choice #1

\_\_\_\_\_  
-----  
\_\_\_\_\_

Choice #7

\_\_\_\_\_  
-----  
\_\_\_\_\_

Choice #2

\_\_\_\_\_  
-----  
\_\_\_\_\_

Choice #8

\_\_\_\_\_  
-----  
\_\_\_\_\_

Choice #3

\_\_\_\_\_  
-----  
\_\_\_\_\_

Choice #9

\_\_\_\_\_  
-----  
\_\_\_\_\_

Choice #4

\_\_\_\_\_  
-----  
\_\_\_\_\_

Choice #10

\_\_\_\_\_  
-----  
\_\_\_\_\_

Choice #5

\_\_\_\_\_  
-----  
\_\_\_\_\_

Choice #11

\_\_\_\_\_  
-----  
\_\_\_\_\_

Choice #6

\_\_\_\_\_  
-----  
\_\_\_\_\_

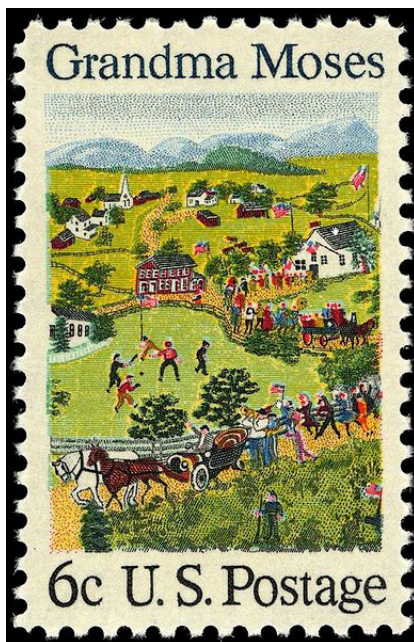
## LESSON 109

## Artwork

No phonics cards or sight word practice today.

- Have the child study the painting on the next page. Ask the child if he or she can guess who painted the picture? [Grandma Moses]

**Read to the child:** Grandma Moses became so famous that a postage stamp was made in her honor.




**Read to the child as you study the painting on the next page:** Grandma Moses painted scenes from the areas where she lived in New York and Virginia. *If desired, find New York and Virginia on a map or globe.* Grandma Moses' paintings show us what life was like 100 years ago in these areas. How does life in this painting seem different from our lives today?

Grandma Moses painted many landscapes. Landscapes are pictures that show a natural scene of land or countryside. Many of

Grandma Moses' paintings show more than one farm. In order to do this, she used PERSPECTIVE.

Point to the biggest house in the picture. Do you see how this house seems closest to you? Now point to the smallest house in the picture. Do you notice that it is the house that seems farthest away? When we draw or paint with PERSPECTIVE, we make objects smaller when we want them to seem farther away in the picture.

- Read to the child:** Let's review. What is the hard sound of G? [/G/] What is the soft sound of G? [/J/] What is the soft sound of C? [/S/] What is the hard sound of C? [/K/] When is the C or G soft? [when it comes before E, I, or Y]
- Read to the child:** Let's review. Spell the following words aloud: DONE, COME, SOME
-  In the *Level 1 Reader*, have the child read *Wendy's Window Seat* to you. (This is in place of personal/shared reading.)



## Independent Practice

Have the child draw a Grandma Moses-style landscape on the page provided at the end of this lesson. Have him or her draw hills and houses and draw the closer houses bigger than the houses that are farther away. The child can then color or paint his or her picture.

**Supplies Needed:**

Mixing spoon

Pot

**LESSON 110**

## Prefix RE

- Practice phonics cards.
- Read to the child:** A prefix is a short set of letters we add to the beginning of a word that changes the word's meaning. The prefix RE means AGAIN. **Write FILL on the board.** What does this word mean? **Write RE before the word to create the word REFILL.** What does this new word mean? **Write USE on the board.** What does this word mean? **Write RE before the word to create the word REUSE.** What does this new word mean? **Have the child read the words on the pencils.**

- Dictate the following words:

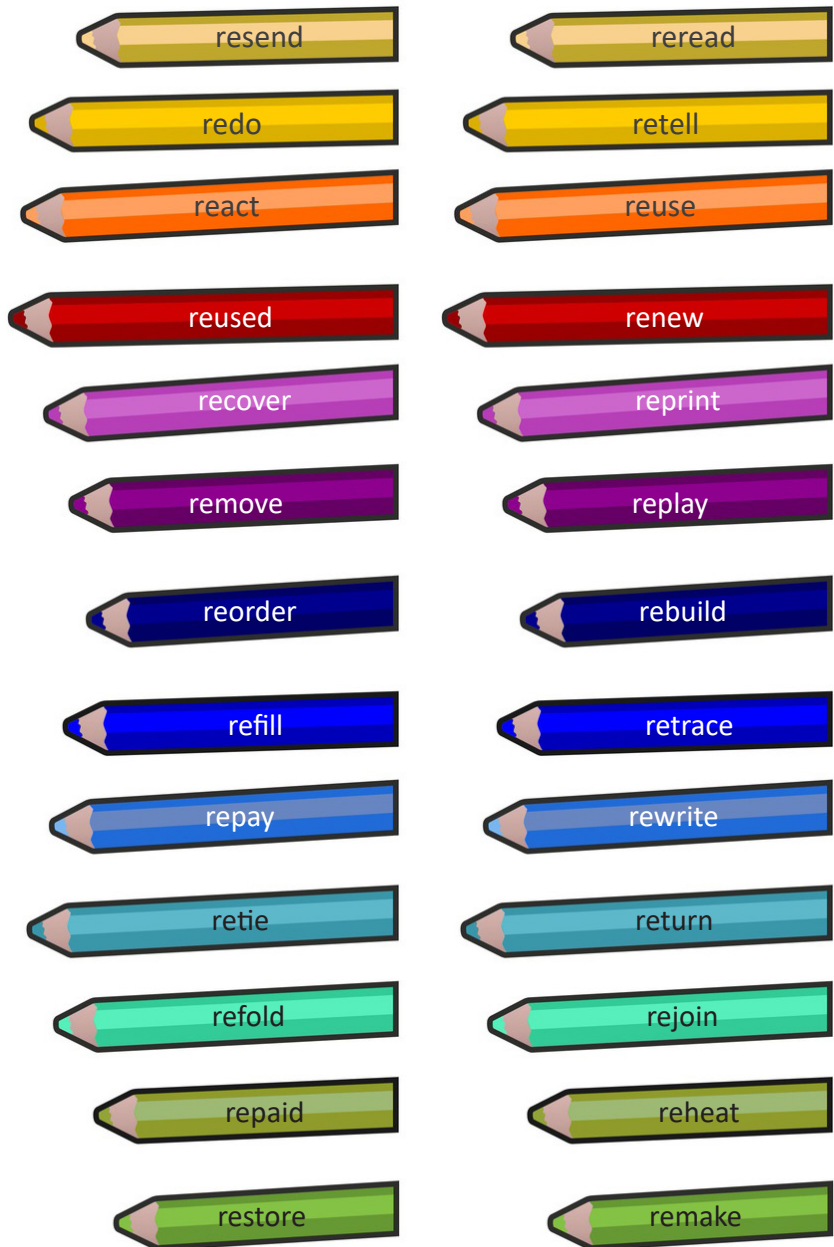
remake	redo	reprint
return	refold	retell

- Have the child draw a line between the word and its meaning.

repaint	to fold again
redo	to do again
refold	to paint again
reopen	to open again
refill	to build again
remake	to fill again
rebuild	to make again

- Review Chart C** (in Appendix)
- Pot and Pan Bang:** Give the child an upside-down pot and a big mixing spoon. Have the child spell each of the following words aloud, banging the pot once for each letter. Any words spelled incorrectly should be practiced multiple times:

**nice, every, each, many, above,  
high, again, ahead, think, low**





## LESSON 111

## Homophones: Red/Read

- Practice sight words.
- [Soft C and G Chart](#) (in Appendix)
- [Review Chart D](#) (in Appendix)
- Read to the child:** Homophones are words that sound the same but are spelled differently and have different meanings. Write the words RED and READ on the board. These two words sound the same, but they have different meanings. They are homophones.

red = color

read = past tense of the verb read

Read these sentences to see how the words are used.

I have a red shirt.

I read the book in two days!

- Read to the child:** Now, tell me a sentence that uses the word spelled RED. Tell me a sentence that uses the word spelled READ.
- Read to the child:** Let's review. What is the hard sound of C? [/K/] What is the soft sound of C? [/S/] C is soft when it comes before \_\_\_\_? [E, I, or Y] What is the hard sound of G? [/G/] What is the soft sound of G? [/J/] G is soft when it comes before \_\_\_\_? [E, I, or Y]
- Have the child read the following poems:

## The Wonderful Artist

Unknown

The wonderful artist  
Who made the trees  
Paints the leaves  
So beautifully.  
A swirl of yellow  
And orange, and red  
Come floating down  
About my head.  
The wonderful artist  
Is God above.  
I thank Him for  
His works of love.



## The Wind

Unknown

The wind came out to play one day,  
He swept the clouds out of his way,  
He blew the leaves and away they flew,  
The trees bent low and their branches  
did too,  
The wind blew the great big ships at sea,  
The wind blew my kite away from me.

- [Personal or Shared Reading](#)

# What is the Base Word?

- Have the child write the base of the following words. Remember to add the final Silent E after removing ING.



sharing

---

---

---

smiling

---

---

---

riding

---

---

---

hoping

---

---

---

closing

---

---

---

saving

---

---

---

joking

---

---

---

## LESSON 117

# Oral Narration: Descriptive Sentences

No phonics cards or sight word practice for the rest of the course!

- Soft C and G Chart** (in Appendix)
- Review Chart B** (in Appendix)
- Read to the child and complete:** Let's practice oral narration in which you add more description to a sentence to make it more interesting. For example, you can change the sentence, "I saw a lizard." to "I saw a skinny, green lizard sitting lazily on a big rock."

Read the following sentences to the child and have the child retell it in his or her own words, adding sensory words and details

from his or her imagination. As the child narrates, write the sentences on a page titled "My Beautiful Sentences." Prompt the child to add more description and details. If the child struggles, give examples or help the child make a list of descriptive words or stronger verbs that could be used in the sentence. Store the paper in the child's "My Book of Stories and Writings."

The rain fell on the roof.

The eagle flew in the sky.

I was excited.

- Personal or Shared Reading



## Independent Practice

For each spelling word, have the child read the word and then spell it three times aloud, clapping with each letter.

nice	every	above	come	high	each
many	little	low	again	ahead	think

Have the child write each verb in past tense.

play \_\_\_\_\_ help \_\_\_\_\_

jump \_\_\_\_\_ bake \_\_\_\_\_

## Other Sounds of EA

Play tic-tac-toe with two players. Each player has 5 coins (pennies or dimes) or other small objects of the same color that are different from the other player's. Each player must read the words in the box before placing a coin in the box.

ahead bread bear wear	deaf death head breath	great break wealth leapt
meant heaven ready greater	spread break instead steady	thread health meant breaking
headed tread dread pear	sweater spread wealthy wearing	sweat threaded stealth steak

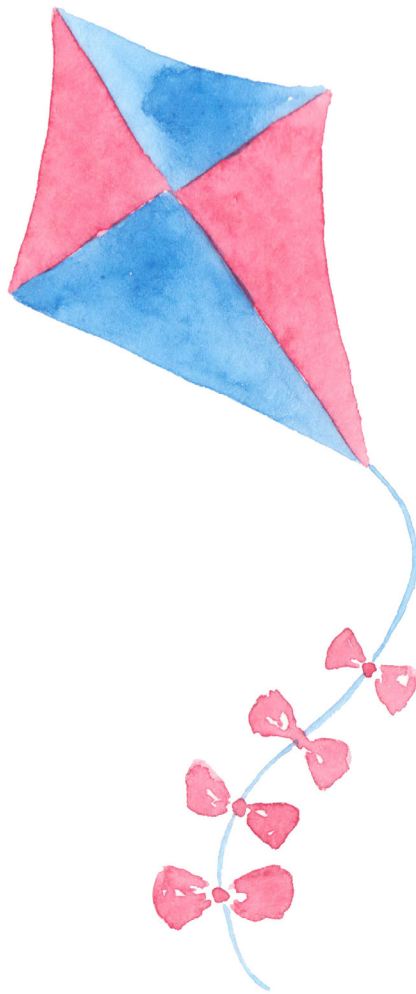


**LAST DAY**

# Course Assessments

- Administer Reading Assessment A and Reading Assessment B (in the Appendix) to assess progress.

# CONGRATULATIONS!



You have completed  
Level 1.

A decorative banner with a yellow background and a black outline, featuring the word "APPENDIX" in bold, black, uppercase letters. The banner is flanked by two grey, hatched ribbon-like shapes. The banner is centered within a large, stylized orange arch that has a grey hatched pattern on its interior.

**APPENDIX**

# Charts and Assessments

# Review Chart C

---

Time

Time

Time

Time

Time

Time

Time the child while he or she reads the sentences below. If the child takes longer than about four seconds to read a word, tell the child the word and have him or her keep going. You will be prompted to do this activity a total of six times during the course.

1. My loose tooth will come out soon.
2. It is cool on the roof.
3. Do not take the sharp tool.
4. A rooster lives in the barn.
5. Can you help me look for my poodle?
6. The cow said moo.
7. The ugly stool broke.
8. The barn looks crooked.
9. Put your hat on the hook.
10. That shirt is made of wool.
11. My chart looks good.
12. I am in the mood to read a book.
13. She took the goose into the barn.
14. This is the smallest room in the school.
15. He shook the tree.
16. The spoons are new.

# Spelling Charts

Words	mastered	reviewed	Words	mastered	reviewed
pray	<input type="checkbox"/>	<input type="checkbox"/>	your	<input type="checkbox"/>	<input type="checkbox"/>
drink	<input type="checkbox"/>	<input type="checkbox"/>	kind	<input type="checkbox"/>	<input type="checkbox"/>
have	<input type="checkbox"/>	<input type="checkbox"/>	house	<input type="checkbox"/>	<input type="checkbox"/>
love	<input type="checkbox"/>	<input type="checkbox"/>	this	<input type="checkbox"/>	<input type="checkbox"/>
live	<input type="checkbox"/>	<input type="checkbox"/>	made	<input type="checkbox"/>	<input type="checkbox"/>
life	<input type="checkbox"/>	<input type="checkbox"/>	own	<input type="checkbox"/>	<input type="checkbox"/>
very	<input type="checkbox"/>	<input type="checkbox"/>	also	<input type="checkbox"/>	<input type="checkbox"/>
eleven	<input type="checkbox"/>	<input type="checkbox"/>	reading	<input type="checkbox"/>	<input type="checkbox"/>
talk	<input type="checkbox"/>	<input type="checkbox"/>	any	<input type="checkbox"/>	<input type="checkbox"/>
were	<input type="checkbox"/>	<input type="checkbox"/>	that	<input type="checkbox"/>	<input type="checkbox"/>
hers	<input type="checkbox"/>	<input type="checkbox"/>	they	<input type="checkbox"/>	<input type="checkbox"/>
went	<input type="checkbox"/>	<input type="checkbox"/>	faith	<input type="checkbox"/>	<input type="checkbox"/>

All spelling instruction and practice is included in the lessons. These charts may be used if additional spelling words are desired. The child may color an animal for each chart that is mastered. The spelling words in this section are high-frequency and irregular words.

## Chart #1

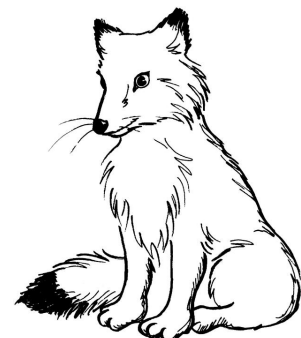
Color the animal when mastered.



Words	mastered	reviewed	Words	mastered	reviewed
sing	<input type="checkbox"/>	<input type="checkbox"/>	does	<input type="checkbox"/>	<input type="checkbox"/>
away	<input type="checkbox"/>	<input type="checkbox"/>	don't	<input type="checkbox"/>	<input type="checkbox"/>
pull	<input type="checkbox"/>	<input type="checkbox"/>	each	<input type="checkbox"/>	<input type="checkbox"/>
full	<input type="checkbox"/>	<input type="checkbox"/>	than	<input type="checkbox"/>	<input type="checkbox"/>
been	<input type="checkbox"/>	<input type="checkbox"/>	clean	<input type="checkbox"/>	<input type="checkbox"/>
book	<input type="checkbox"/>	<input type="checkbox"/>	eight	<input type="checkbox"/>	<input type="checkbox"/>
which	<input type="checkbox"/>	<input type="checkbox"/>	every	<input type="checkbox"/>	<input type="checkbox"/>
came	<input type="checkbox"/>	<input type="checkbox"/>	family	<input type="checkbox"/>	<input type="checkbox"/>
buy	<input type="checkbox"/>	<input type="checkbox"/>	find	<input type="checkbox"/>	<input type="checkbox"/>
come	<input type="checkbox"/>	<input type="checkbox"/>	first	<input type="checkbox"/>	<input type="checkbox"/>
could	<input type="checkbox"/>	<input type="checkbox"/>	wash	<input type="checkbox"/>	<input type="checkbox"/>
day	<input type="checkbox"/>	<input type="checkbox"/>	from	<input type="checkbox"/>	<input type="checkbox"/>

## Chart #2

Color the animal when mastered.





# Poetry Memorization

Poetry memorization has been incorporated into the course. This section provides additional memorization for families that would like it. When a poem is memorized, have the child recite the poem for three different people outside of class (Dad, a friend, a neighbor, or even an extended relative over the phone). Then have the child fill in the chart, color an animal, and write the poem down and illustrate it. Keep the poem in a "Poetry Anthology" binder that the child will add to for years to come and treasure for life. You can also add poems the child writes to the anthology.

## I Have Memorized These Poems



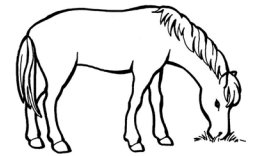
I recited the poem to

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



I recited the poem to

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



I recited the poem to

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Why Spend Time on Poetry Memorization?

Poetry memorization is a wonderful exercise for the young, growing mind. This course asserts that **memorization of poetry and beautiful, powerful literature helps form intelligent minds that appreciate and recognize the good and the beautiful.** Author Laura M. Berquist wrote, "Familiarity with truly good poetry will encourage children to love the good" (*The Harp and Laurel Wreath*, 9).

Memorization also gives confidence, increases focus and attention span, strengthens the capacity of the brain, and builds into children's minds an ability to understand and use complex language. Children learn by example, and their minds are most impressionable in the younger years. Ingraining their minds with examples of beautifully crafted language will help them build a solid foundation for life-long learning and love of the good.

## The Valley of Grump

Margaret Colton, Adapted by Jenny Phillips

The Valley of Grump is a sad, sad place  
Everyone cries and fights all day,  
No one has anything nice to say,  
And trash is scattered all over the place.

The sun never shines in the Valley of Grump,  
And there are no flowers in that smelly old dump.  
No bees buzz, and no birds sing,  
And no one there has ever seen spring.

Oh, it's so easy to slip into the Valley of Grump,  
And find yourself in such a horrible slump.  
But, oh it's so easy to get out, too—  
Just put on a smile and say something kind,  
And suddenly you'll be in the Valley of Nice

Yes, the Valley of Nice is the best place to be.  
The flowers dance and the birds always sing.  
So, in the Valley of Grump, never stay long;  
The Valley of Nice is where you belong.

## Puppies

Unknown, Adapted by Jenny Phillips

Little ears as soft as silk,  
Little teeth as white as milk,  
Little noses cool and pink,  
Little eyes that blink and blink,  
Little bodies round and fat,  
Little hearts that pit-a-pat,  
Tiny little padded feet  
How precious are these puppies sweet.

## Falling Snow

Unknown

See the pretty snowflakes  
Falling from the sky,  
On the wall and housetops  
Soft and thick they lie.

On the window ledges,  
On the branches bare,  
Now how fast they gather,  
Filling all the air.

Look into the garden,  
Where the grass was green;  
Covered by the snowflakes,  
Not a blade is seen.

Now the bare black bushes,  
All look soft and white,  
Every twig is laden—  
What a pretty sight!

## Singing-Time

Rose Fyleman

I wake in the morning early  
And always, the very first thing,  
I poke out my head, and I sit up in bed  
And I sing and I sing and I sing.