

Using This Course

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Words to Sentences: It's time to move beyond phonetic sounds and individual words to laying the groundwork for reading and writing. Encouraging and fun lessons combine with solid basics to help your student develop both an enduring love for reading and stronger writing skills. He or she will learn to put together the puzzle of simple words into short sentences to successfully communicate on paper. Gentle, helpful guidance helps both the teacher and student as they begin a wonderful journey with new words and writing opportunities in a powerful language arts series!



Approximately 20 to 30 minutes per lesson, five days a week



Includes answer keys for worksheets



Worksheets provided each week for lessons and template pages for the student dictionary



Designed for first grade in a one-semester or one-year course
Pre-requisite — *Foundations Phonics* or other basic phonics course. Students should be reading CVC words and beginning sight words.

Course Objectives: Students completing this course will:

- ✓ Learn the basics of reading, progressing from the foundations of phonics
- ✓ Study letters and words, discovering how they symbolize meaning
- ✓ Write out words, building up to sentences over the semester
- ✓ Create their own dictionaries from words learned each week
- ✓ Identify words in the books they learn to read through the semester
- ✓ Gain an appreciation of reading, writing, and basic communication

Course Description

Students who have completed our *Foundations Phonics* course (or another phonics course) will be ready to start this course. Students will practice reading while reviewing trickier vowel sounds and blends. They will also practice writing words and sentences. The foundations of writing are also laid through picture study, fostering an awareness of details and the ability to communicate them.

This course was designed to be flexible. We suggest using this course in one of two ways. Complete *Foundations Phonics* in the first half of first grade and this course in the second half. This is the preferred method for a gentle introduction to reading. We have designed this course around this schedule.

We have also included an alternative schedule for students who have completed *Foundations Phonics* in kindergarten and want to use this course in first grade. Both schedules are provided. Please adapt this course to meet the needs of your student. Note that the alternate schedule days do not match the days on the worksheets.

We have used two books as the foundation for this course: *Not Too Small at All* by Stephanie Z. Townsend and *Charlie and Trike in the Grand Canyon Adventure* by Ken Ham with Karen Hansel. The third book, *The Door of Salvation* by Ken Ham, is a fun book meant to encourage a student's desire to read. It is assigned near the end of the course as a fun way to practice reading skills and to celebrate all the student has accomplished. All three books are published by Master Books and are required.

On the fifth day of each week, there is a Create Your Own Dictionary! activity where the student writes out and illustrates words primarily from the books he or she is learning to read. The appendix has pages A to Z, as well as reproducible pages, so the student can continue making his or her own personal dictionary long after the course is over!



Required Course Materials:

This course has an integrated reading component that uses *Not Too Small at All*, *Charlie and Trike in the Grand Canyon Adventure*, and *The Door of Salvation*, all available from Master Books.

A Note from the Author

This series was written with inspiration from classic educators like Charlotte Mason and Emma Serl. It was also inspired by homeschool educators like David Marks, Angela O'Dell, Katherine (Loop) Hannon, and my colleagues Craig Froman and Laura Welch. If you could put these people in a room, you would find they all have different thoughts on how to educate a child, yet they have all taught me something that has gone into this series. I have taken the effective principles from long ago and updated them for a modern world with the hope of inspiring a new generation to communicate their faith and the gospel to their generation.

Thank you to Craig Froman, who developed the Create Your Own Dictionary! concept. Also, thank you to Diana Bogardus for creating the cover, which set the tone and beautiful feel of this course. Thank you to Jennifer Bauer for the hours of design work to marry function with beauty. Thank you to Laura Welch and the proofers for their insight and wisdom.

I am indebted to the Moms of Master Books, who give us valuable feedback on how to improve our curriculum to meet their needs. We do this for them and their children. It is our goal to come alongside them and provide the tools so that they can bring up a godly generation, known by the Lord. When the days feel long, I think of the impact our work is having on homeschooled children, and my strength is renewed. Thank you for allowing us to partner with you in the education of your children.

Of course, my children have for many years taught me principles of education that have surprised and inspired me. I have often marveled that nine children can grow up in the same home and be so different from each other. We truly are wonderfully and fearfully made. I have learned that curriculum needs to be flexible to meet the needs of the unique individuals God has entrusted to our care.

May God bless and keep you and give you wisdom and strength as you homeschool your children in the nurture and admonition of the Lord.

Blessings,

Kristen Pratt



About This Course

Teaching your student to read well is an exciting time. In this course, the student will build on what he or she has learned in *Foundations Phonics*. The student will continue to learn more about phonetic sounds, strengthen his or her writing skills, and learn some basic grammar concepts.

Students enjoy patterns. They like to have rhythms in life that they can count on. This course is set up in a pattern that students and teachers alike can rely on.

The first day of the weekly schedule includes reading from *Not Too Small at All*, *Charlie and Trike in the Grand Canyon Adventure*, and *The Door of Salvation*. Every other week includes a special feature such as a picture study, poem, or Scripture passage. The student also studies sight words and begins the independent reading for the week.

On the second day, the student will review and cover new phonics sounds. He or she will also practice writing. This may feel like a longer day than the others. Let the student's ability and stamina be the guide. Take breaks as needed. Save some of the work for the next day if needed.

Day three brings more phonics review and the ability to apply what he or she has learned. The student also engages in picture study, which helps strengthen attention to detail. The spelling words are introduced this day.

On the fourth day, the student has fun with words through spelling, grammar, and learning about sentences.

On the fifth day, the student will focus on reading, spelling, and vocabulary through creating his or her own dictionary.

A student's abilities and stamina can vary widely. While we have provided a Daily Schedule, feel free to adjust the pace according to the needs of your student. We have also given varied types of material in the back of the book to aid in the extra practice of key concepts.

We encourage the teacher to read through the Teacher Notes and lesson before beginning each lesson with the student.

We hope you enjoy using this course with your student. It is designed to foster a partnership between student and teacher, with the student gradually taking a lead role. Allowing the student's growing abilities, stamina, and interests to set the pace will allow his or her confidence to strengthen. This confidence is the key that will help unlock communication success.



Teaching Helps

We start students off reading out of real books because it inspires a love of reading. The skill of reading should not be isolated to random words and sentences on a boring page. Real excitement begins when students can read from a real book that connects them to a story and pictures.

We suggest allowing your student to read the words he or she is confident with and giving help with new words. When a new or difficult word is presented in a passage, help the student sound out the word. Give them help and quickly move on. This will encourage the student to face new words with confidence rather than stress.

When a student struggles with a word, read it for him or her. Review it once or twice, repeating the word while following it with your finger, and then cheerily move on. Another method is to place a piece of paper under the line that the student is reading. This also may be done under the line the teacher is reading as the student follows along. We suggest pointing to each word as it is read to the student.

If a student is struggling to read, sometimes his or her short-term memory needs to be developed. Reading is memory intensive. The student must remember the start of a word while sounding out the end. The student also must remember what he or she read in the first part of the sentence while reading the end of it. He or she also must remember the sequence of events within the story. There is a lot to remember, especially when the student is concentrating on words he or she does not know. You can work on increasing short-term memory through memory games. You will find one in the back of the book.

You will find fun, colorful images used to illustrate words the student is working with. Please name the words before the student begins their work.

Reading should be a fun activity rather than one filled with worry over performance. Enjoy the process with your student!

The student's vocabulary is expanded by creating their own dictionary. We have chosen words the student may encounter in their books and are concrete in nature. The weekly spelling words may be substituted if desired.

This course uses the sight word list from Master Books *Foundations Phonics*, which is provided in the back of the book. Sight word flashcards can also be purchased from various companies for even more sight word practice if needed.

The beginnings of writing are also part of this course. Be sure the student has a proper grasp of the pencil, good posture, and a solid writing surface. Spend time watching your student write letters and words, making sure he or she is writing the letters in the correct way. Please see illustration in the back of the book.

We have provided the alphabet letters in the back of the book for additional practice. You may make copies or put the page in a plastic sleeve (or laminate it) for use with dry erase markers. If the student needs extra practice with words and sentences, we recommend having the student pick words out of the books he or she is reading and write them on lined paper meant for young students. Have the student build up to writing sentences.

We also suggest the love of writing be encouraged by allowing the student to write his or her own sentences. Encourage story writing and letter writing as a way for the student to connect with the writing process. The student may enjoy drawing a picture and writing a few words or sentences under his or her drawing. Notebooks with space for drawing and lines underneath to tell the story are a great resource to have on hand for this activity.

When this course is completed, we encourage instructors to continue to encourage the love of reading through real books. Master Books publishes a variety of books that are very engaging and purposeful.

Select books that are appropriate to the student's age and ability level and read them with him or her. Help the student sound out words he or she is stuck on. Continue to join the student in reading, gradually weaning him or her toward independence.

Stories, Poems, Scripture

The stories, poems, and Scripture passages may be co-read by the student and the teacher. Let the ability of the student be the guide. All questions following the stories, poems, and Scripture should be read by the teacher and answered orally by the student.

If the student struggles to narrate, or tell back the story, a simple question or hint may be given. Telling back the story helps the student build memory skills.

The NASB is used for all Scripture passages (unless otherwise noted) in this book, but you may use the version you prefer.

Independent Reading

Work with the student to pick simple books for him or her to read out loud to the teacher daily. Care should be taken to select books within the student's reading ability. The books should gradually increase in length and difficulty.

You will find in the back of this book suggestions and a place to record the books the student has read or plans to read.



Oral Narration

Oral narration (or telling back) helps the student develop listening skills and reading comprehension. The student is encouraged to tell back the story in his or her own words. If the student struggles, the teacher may ask some guided questions. The goal is to gradually wean the student from the prompts until the story can be retold without them.

Phonics

This course was designed to continue the reading journey established in *Foundations Phonics*. If another phonics course has been used, the student should know how to read short words and beginning sight words. They should be able to read a short sentence.

Students will learn a variety of blends and sounds to strengthen their reading skills. We suggest co-reading, allowing the student to read words and sentences that are within his or her abilities. We have also included in this book the sentences the student is to read out of the assigned book. We have added phonetic markings for those students who need the extra clues.

Please note: Pronunciations can vary by region. Please adjust the phonetic markings according to the pronunciations used by your family.

Keep in mind that students range widely in reading ability, stamina, and pace. Encourage every effort the student makes. Be sure to provide plenty of extra reading practice through simple books you have at home. You may want to add phonetic markings to the books if needed. Study the phonetic helps in the back of the book as often as needed.

Spelling

Spelling is woven throughout the course, but starting in week 5, it is the focus of Days 3 and 4. The spelling words are introduced on Day 3, and more practice is given on Day 4.

For those who enjoy word boxes, you can find them on our website: www.masterbooks.com/classroom-aids. **Note:** For Lessons 14–18, we have used our chosen words. You may want to review them with your student before he or she attempts the word boxes for those lessons.

The student will work with a new set of words when creating his or her own dictionary, giving the student more experience with spelling.

The student is just beginning his or her journey with words. Allow the student to enjoy learning how to spell words rather than being overly concerned with mastery.

Create Your Own Dictionary!

The student will create his or her very own dictionary, developing reading, spelling, and vocabulary skills.

The teacher will need to make copies of the Create Your Own Dictionary! sheets in the back of the book as needed. They are also available for download on our website, masterbooks.com.

If the student struggles to add all the words to his or her dictionary, the teacher may let him or her pick fewer words. Let the student's ability and stamina be the guide.

The student will write out the word, draw a picture, and then give a simple one- to three-word definition.

The student is encouraged to remove the dictionary pages and continue to add words to it long after he or she has finished the course. The teacher may offer blank Create Your Own Dictionary! pages for this purpose.

For Fun!

“Just 4 Fun!” activities provide extra critical thinking, problem-solving, and handwriting practice. They are meant to be a fun break from the regular lesson. If the student has difficulty completing an activity, offer hints and encouragement. Answers are provided in the answer key as part of the lesson's answers.

Teacher Aids

In the back of the book, you will find a section of Teacher Aids. These aids include assessments, extra practice pages, study sheets, fun games, and more. We encourage you to look through the tools provided to use with your student. They provide opportunities for enrichment and fun games to hone skills as your student learns how to read and communicate more effectively.

Handwriting

While this is not a formal handwriting course, each time the student writes, it is an opportunity to practice handwriting. It is good to remind your student to write neatly, using his or her best penmanship. We also suggest using Scripture as copywork for handwriting practice. Use the student's ability and stamina as a guide. We suggest starting with short sentences and working up to longer ones.

Assessment

An assessment chart is provided in the back of the book in the Teacher Aids section. It may be used for assigning grades.

One Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Together • Page 23 Complete Lesson 1 Exercise 1 • Pages 24–26			
	Day 2	Complete Lesson 1 Exercise 2 • Pages 27–31			
	Day 3	Complete Lesson 1 Exercise 3 • Pages 32–33			
	Day 4	Complete Lesson 1 Exercise 4 • Pages 34–35			
	Day 5	Complete Lesson 1 Exercise 5 • Page 36			
Week 2	Day 6	Picture Study • Page 37 Complete Lesson 2 Exercise 1 • Page 38			
	Day 7	Complete Lesson 2 Exercise 2 • Pages 39–43			
	Day 8	Complete Lesson 2 Exercise 3 • Pages 44–45			
	Day 9	Complete Lesson 2 Exercise 4 • Pages 46–47			
	Day 10	Complete Lesson 2 Exercise 5 • Page 48			
Week 3	Day 11	Read Together • Page 49 Complete Lesson 3 Exercise 1 • Page 50			
	Day 12	Complete Lesson 3 Exercise 2 • Pages 51–55			
	Day 13	Complete Lesson 3 Exercise 3 • Pages 56–59			
	Day 14	Complete Lesson 3 Exercise 4 • Pages 60–61			
	Day 15	Complete Lesson 3 Exercise 5 • Page 62			
Week 4	Day 16	Read Bible • Page 63 Complete Lesson 4 Exercise 1 • Page 64			
	Day 17	Complete Lesson 4 Exercise 2 • Pages 65–67			
	Day 18	Complete Lesson 4 Exercise 3 • Page 68			
	Day 19	Complete Lesson 4 Exercise 4 • Pages 69–71			
	Day 20	Complete Lesson 4 Exercise 5 • Page 72			
Week 5	Day 21	Read Together • Page 73 Complete Lesson 5 Exercise 1 • Page 73			
	Day 22	Complete Lesson 5 Exercise 2 • Pages 74–77			
	Day 23	Complete Lesson 5 Exercise 3 • Pages 78–79			
	Day 24	Complete Lesson 5 Exercise 4 • Pages 80–83			
	Day 25	Complete Lesson 5 Exercise 5 • Page 84			
Week 6	Day 26	Picture Study • Page 85 Complete Lesson 6 Exercise 1 • Page 86			
	Day 27	Complete Lesson 6 Exercise 2 • Pages 87–91			
	Day 28	Complete Lesson 6 Exercise 3 • Pages 92–93			
	Day 29	Complete Lesson 6 Exercise 4 • Pages 94–96			
	Day 30	Complete Lesson 6 Exercise 5 • Pages 97–98			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	Read Together • Page 99 Complete Lesson 7 Exercise 1 • Page 99			
	Day 32	Complete Lesson 7 Exercise 2 • Pages 100–104			
	Day 33	Complete Lesson 7 Exercise 3 • Pages 105–106			
	Day 34	Complete Lesson 7 Exercise 4 • Pages 107–109			
	Day 35	Complete Lesson 7 Exercise 5 • Page 110			
Week 8	Day 36	Read Poem • Page 111 Complete Lesson 8 Exercise 1 • Pages 112–113			
	Day 37	Complete Lesson 8 Exercise 2 • Pages 114–116			
	Day 38	Complete Lesson 8 Exercise 3 • Pages 117–118			
	Day 39	Complete Lesson 8 Exercise 4 • Pages 119–121			
	Day 40	Complete Lesson 8 Exercise 5 • Page 122			
Week 9	Day 41	Read Together • Page 123 Complete Lesson 9 Exercise 1 • Page 123			
	Day 42	Complete Lesson 9 Exercise 2 • Pages 124–126			
	Day 43	Complete Lesson 9 Exercise 3 • Pages 127–128			
	Day 44	Complete Lesson 9 Exercise 4 • Pages 129–131			
	Day 45	Complete Lesson 9 Exercise 5 • Page 132			
First Semester-Second Quarter					
Week 1	Day 46	Read Together • Page 133 Complete Lesson 10 Exercise 1 • Page 133			
	Day 47	Complete Lesson 10 Exercise 2 • Pages 134–135			
	Day 48	Complete Lesson 10 Exercise 3 • Page 136			
	Day 49	Complete Lesson 10 Exercise 4 • Pages 137–140			
	Day 50	Complete Lesson 10 Exercise 5 • Pages 141–142			
Week 2	Day 51	Picture Study • Page 143 Complete Lesson 11 Exercise 1 • Page 144			
	Day 52	Complete Lesson 11 Exercise 2 • Pages 145–146			
	Day 53	Complete Lesson 11 Exercise 3 • Pages 147–148			
	Day 54	Complete Lesson 11 Exercise 4 • Pages 149–151			
	Day 55	Complete Lesson 11 Exercise 5 • Page 152			
Week 3	Day 56	Read Together • Page 153 Complete Lesson 12 Exercise 1 • Page 153			
	Day 57	Complete Lesson 12 Exercise 2 • Pages 154–155			
	Day 58	Complete Lesson 12 Exercise 3 • Page 156			
	Day 59	Complete Lesson 12 Exercise 4 • Pages 157–159			
	Day 60	Complete Lesson 12 Exercise 5 • Page 160			
Week 4	Day 61	Read Bible • Page 161 Complete Lesson 13 Exercise 1 • Page 162			
	Day 62	Complete Lesson 13 Exercise 2 • Pages 163–165			
	Day 63	Complete Lesson 13 Exercise 3 • Page 166			
	Day 64	Complete Lesson 13 Exercise 4 • Pages 167–169			
	Day 65	Complete Lesson 13 Exercise 5 • Page 170			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 66	Read Together • Page 171 Complete Lesson 14 Exercise 1 • Pages 172–173			
	Day 67	Complete Lesson 14 Exercise 2 • Pages 174–175			
	Day 68	Complete Lesson 14 Exercise 3 • Pages 176–178			
	Day 69	Complete Lesson 14 Exercise 4 • Page 179			
	Day 70	Complete Lesson 14 Exercise 5 • Page 180			
Week 6	Day 71	Picture Study • Page 181 Complete Lesson 15 Exercise 1 • Pages 182–183			
	Day 72	Complete Lesson 15 Exercise 2 • Pages 184–187			
	Day 73	Complete Lesson 15 Exercise 3 • Pages 188–190			
	Day 74	Complete Lesson 15 Exercise 4 • Pages 191–193			
	Day 75	Complete Lesson 15 Exercise 5 • Page 194			
Week 7	Day 76	Read Together • Page 195 Complete Lesson 16 Exercise 1 • Page 196			
	Day 77	Complete Lesson 16 Exercise 2 • Pages 197–201			
	Day 78	Complete Lesson 16 Exercise 3 • Pages 202–204			
	Day 79	Complete Lesson 16 Exercise 4 • Pages 205–207			
	Day 80	Complete Lesson 16 Exercise 5 • Page 208			
Week 8	Day 81	Read Poem • Page 209 Complete Lesson 17 Exercise 1 • Pages 210–211			
	Day 82	Complete Lesson 17 Exercise 2 • Pages 212–214			
	Day 83	Complete Lesson 17 Exercise 3 • Pages 215–217			
	Day 84	Complete Lesson 17 Exercise 4 • Pages 218–219			
	Day 85	Complete Lesson 17 Exercise 5 • Page 220			
Week 9	Day 86	Read Together • Page 221 Complete Lesson 18 Exercise 1 • Page 221			
	Day 87	Complete Lesson 18 Exercise 2 • Pages 222–224			
	Day 88	Complete Lesson 18 Exercise 3 • Pages 225–227			
	Day 89	Complete Lesson 18 Exercise 4 • Pages 228–229			
	Day 90	Complete Lesson 18 Exercise 5 • Page 230			
		Final Grade			

Alternate One-Year First Semester Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Together • Page 23 Complete Lesson 1 Exercise 1 • Pages 24–26			
	Day 2				
	Day 3	Begin Lesson 1 Exercise 2 • Pages 27–29			
	Day 4				
	Day 5	Complete Lesson 1 Exercise 2 • Pages 30–31			
Week 2	Day 6	Complete Lesson 1 Exercise 3 • Pages 32–33			
	Day 7				
	Day 8	Complete Lesson 1 Exercise 4 • Pages 34–35			
	Day 9				
	Day 10	Complete Lesson 1 Exercise 5 • Page 36			
Week 3	Day 11	Picture Study • Page 37 Complete Lesson 2 Exercise 1 • Page 38			
	Day 12				
	Day 13	Begin Lesson 2 Exercise 2 • Pages 39–42 (stop after problem 10)			
	Day 14				
	Day 15	Complete Lesson 2 Exercise 2 • Pages 42–43 (Let's Sing and Let's Write)			
Week 4	Day 16	Complete Lesson 2 Exercise 3 • Pages 44–45			
	Day 17				
	Day 18	Complete Lesson 2 Exercise 4 • Pages 46–47			
	Day 19				
	Day 20	Complete Lesson 2 Exercise 5 • Page 48			
Week 5	Day 21	Read Together • Page 49 Complete Lesson 3 Exercise 1 • Page 50			
	Day 22				
	Day 23	Begin Lesson 3 Exercise 2 • Pages 51–53			
	Day 24				
	Day 25	Complete Lesson 3 Exercise 2 • Pages 54–55			
Week 6	Day 26	Complete Lesson 3 Exercise 3 • Pages 56–59			
	Day 27				
	Day 28	Complete Lesson 3 Exercise 4 • Pages 60–61			
	Day 29				
	Day 30	Complete Lesson 3 Exercise 5 • Page 62			
Week 7	Day 31	Read Bible • Page 63 Complete Lesson 4 Exercise 1 • Page 64			
	Day 32				
	Day 33	Complete Lesson 4 Exercise 2 • Pages 65–67			
	Day 34				
	Day 35	Complete Lesson 4 Exercise 3 • Page 68			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 36	Complete Lesson 4 Exercise 4 • Pages 69–71			
	Day 37				
	Day 38	Complete Lesson 4 Exercise 5 • Page 72			
	Day 39				
	Day 40	Review Course Assessment Chart; review lessons if student still needs to master the skill. Teacher aids are available in the back of the book.			
Week 9	Day 41	Read Together • Page 73 Complete Lesson 5 Exercise 1 • Page 73			
	Day 42				
	Day 43	Complete Lesson 5 Exercise 2 • Pages 74–77			
	Day 44				
	Day 45	Complete Lesson 5 Exercise 3 • Pages 78–79			
First Semester-Second Quarter					
Week 1	Day 46	Begin Lesson 5 Exercise 4 • Pages 80–81			
	Day 47				
	Day 48	Complete Lesson 5 Exercise 4 • Pages 82–83			
	Day 49				
	Day 50	Complete Lesson 5 Exercise 5 • Page 84			
Week 2	Day 51	Picture Study • Page 85 Complete Lesson 6 Exercise 1 • Page 86			
	Day 52				
	Day 53	Begin Lesson 6 Exercise 2 • Pages 87–89			
	Day 54				
	Day 55	Complete Lesson 6 Exercise 2 • Pages 90–91			
Week 3	Day 56	Complete Lesson 6 Exercise 3 • Pages 92–93			
	Day 57				
	Day 58	Begin Lesson 6 Exercise 4 • Pages 94–95			
	Day 59				
	Day 60	Complete Lesson 6 Exercise 4 • Page 96			
Week 4	Day 61	Complete Lesson 6 Exercise 5 • Pages 97–98			
	Day 62				
	Day 63	Read Together • Page 99 Complete Lesson 7 Exercise 1 • Page 99			
	Day 64				
	Day 65	Begin Lesson 7 Exercise 2 • Pages 100–103 (stop after problem 8)			
Week 5	Day 66	Complete Lesson 7 Exercise 2 • Pages 103–104 (Let's Write)			
	Day 67				
	Day 68	Complete Lesson 7 Exercise 3 • Pages 105–106			
	Day 69				
	Day 70	Complete Lesson 7 Exercise 4 • Pages 107–109			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 71	Complete Lesson 7 Exercise 5 • Page 110			
	Day 72				
	Day 73	Read Poem • Page 111 Complete Lesson 8 Exercise 1 • Pages 112–113			
	Day 74				
	Day 75	Complete Lesson 8 Exercise 2 • Pages 114–116			
Week 7	Day 76	Complete Lesson 8 Exercise 3 • Pages 117–118			
	Day 77				
	Day 78	Complete Lesson 8 Exercise 4 • Pages 119–121			
	Day 79				
	Day 80	Complete Lesson 8 Exercise 5 • Page 122			
Week 8	Day 81	Review Course Assessment Chart; review lessons if student still needs to master the skill. Teacher aids are available in the back of the book.			
	Day 82				
	Day 83	Read Together • Page 123 Complete Lesson 9 Exercise 1 • Page 123			
	Day 84				
	Day 85	Complete Lesson 9 Exercise 2 • Pages 124–126			
Week 9	Day 86	Complete Lesson 9 Exercise 3 • Pages 127–128			
	Day 87				
	Day 88	Complete Lesson 9 Exercise 4 • Pages 129–131			
	Day 89				
	Day 90	Complete Lesson 9 Exercise 5 • Page 132			
		Mid-Term Grade			

Alternate One-Year Second Semester Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Read Together • Page 133 Complete Lesson 10 Exercise 1 • Page 133			
	Day 92				
	Day 93	Complete Lesson 10 Exercise 2 • Pages 134–135			
	Day 94				
	Day 95	Complete Lesson 10 Exercise 3 • Page 136			
Week 2	Day 96	Complete Lesson 10 Exercise 4 • Pages 137–140			
	Day 97				
	Day 98	Complete Lesson 10 Exercise 5 • Pages 141–142			
	Day 99				
	Day 100	Picture Study • Page 143 Complete Lesson 11 Exercise 1 • Page 144			
Week 3	Day 101	Complete Lesson 11 Exercise 2 • Pages 145–146			
	Day 102				
	Day 103	Complete Lesson 11 Exercise 3 • Pages 147–148			
	Day 104				
	Day 105	Complete Lesson 11 Exercise 4 • Pages 149–151			
Week 4	Day 106	Complete Lesson 11 Exercise 5 • Page 152			
	Day 107				
	Day 108	Read Together • Page 153 Complete Lesson 12 Exercise 1 • Page 153			
	Day 109				
	Day 110	Complete Lesson 12 Exercise 2 • Pages 154–155			
Week 5	Day 111	Complete Lesson 12 Exercise 3 • Page 156			
	Day 112				
	Day 113	Begin Lesson 12 Exercise 4 • Pages 157–158			
	Day 114				
	Day 115	Complete Lesson 12 Exercise 4 • Page 159			
Week 6	Day 116	Complete Lesson 12 Exercise 5 • Page 160			
	Day 117				
	Day 118	Review Course Assessment Chart; review lessons if student still needs to master the skill. Teacher aids are available in the back of the book.			
	Day 119				
	Day 120	Read Bible • Page 161 Complete Lesson 13 Exercise 1 • Page 162			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 121	Complete Lesson 13 Exercise 2 • Pages 163–165			
	Day 122				
	Day 123	Complete Lesson 13 Exercise 3 • Page 166			
	Day 124				
	Day 125	Begin Lesson 13 Exercise 4 • Pages 167–168			
Week 8	Day 126	Complete Lesson 13 Exercise 4 • Page 169			
	Day 127				
	Day 128	Complete Lesson 13 Exercise 5 • Page 170			
	Day 129				
	Day 130	Read Together • Page 171 Begin Lesson 14 Exercise 1 • Page 172			
Week 9	Day 131	Complete Lesson 14 Exercise 1 • Page 173			
	Day 132				
	Day 133	Complete Lesson 14 Exercise 2 • Pages 174–175			
	Day 134				
	Day 135	Complete Lesson 14 Exercise 3 • Pages 176–178			
Second Semester-Fourth Quarter					
Week 1	Day 136	Complete Lesson 14 Exercise 4 • Page 179			
	Day 137				
	Day 138	Complete Lesson 14 Exercise 5 • Page 180			
	Day 139				
	Day 140	Picture Study • Page 181 Complete Lesson 15 Exercise 1 • Pages 182–183			
Week 2	Day 141	Complete Lesson 15 Exercise 2 • Pages 184–187			
	Day 142				
	Day 143	Complete Lesson 15 Exercise 3 • Pages 188–190			
	Day 144				
	Day 145	Complete Lesson 15 Exercise 4 • Pages 191–193			
Week 3	Day 146	Complete Lesson 15 Exercise 5 • Page 194			
	Day 147				
	Day 148	Read Together • Page 195 Complete Lesson 16 Exercise 1 • Page 196			
	Day 149				
	Day 150	Begin Lesson 16 Exercise 2 • Pages 197–198			
Week 4	Day 151	Complete Lesson 16 Exercise 2 • Pages 199–201			
	Day 152				
	Day 153	Complete Lesson 16 Exercise 3 • Pages 202–204			
	Day 154				
	Day 155	Complete Lesson 16 Exercise 4 • Pages 205–207			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 156	Complete Lesson 16 Exercise 5 • Page 208			
	Day 157				
	Day 158	Review Course Assessment Chart; review lessons if student still needs to master the skill. Teacher aids are available in the back of the book.			
	Day 159				
	Day 160	Read Poem • Page 209 Complete Lesson 17 Exercise 1 • Pages 210–211			
Week 6	Day 161	Complete Lesson 17 Exercise 2 • Pages 212–214			
	Day 162				
	Day 163	Complete Lesson 17 Exercise 3 • Pages 215–217			
	Day 164				
	Day 165	Complete Lesson 17 Exercise 4 • Pages 218–219			
Week 7	Day 166	Complete Lesson 17 Exercise 5 • Page 220			
	Day 167				
	Day 168	Read Together • Page 221 Complete Lesson 18 Exercise 1 • Page 221			
	Day 169				
	Day 170	Complete Lesson 18 Exercise 2 • Pages 222–224			
Week 8	Day 171	Complete Lesson 18 Exercise 3 • Pages 225–227			
	Day 172				
	Day 173	Complete Lesson 18 Exercise 4 • Pages 228–229			
	Day 174				
	Day 175	Have the student read <i>The Door of Salvation</i> to the teacher (See teacher note on page 229)			
Week 9	Day 176	Complete Lesson 18 Exercise 5 • Page 230			
	Day 177				
	Day 178	Review Course Assessment Chart; review lessons if student still needs to master the skill. Teacher aids are available in the back of the book.			
	Day 179				
	Day 180	Present Certificate of Completion to the student!			
		Final Grade			



We are going to read a special book together called *Not Too Small at All*. The first time we read this book, I will read it to you. We will read through the story again a little at a time each week. As we read it again, you will get a chance to read part of the story. It is going to be fun! Are you ready?



Can you tell the story back to me? This is called narration. I can ask you some questions to help you remember.

- (1) How does the story begin?
- (2) Back when he was young, what did Grandpa Mouse decide to do? What happened?
- (3) What did the bird tell Grandpa Mouse?
- (4) Where did Grandpa Mouse go after that? What happened? How does the story end?



- Read *Not Too Small at All* to the student.



- If the student needs help, ask the following questions and allow him or her to answer them. You may also ask additional questions if needed.



Now let's look at the cover of the book. The full title is *Not Too Small at All, a Mouse Tale*. The author is Stephanie Z. Townsend. She wrote the book! The illustrator is Bill Looney. An illustrator is the person who drew the pictures. Bill Looney created all the pictures in this book!

Let's open our book to page 4. I am going to read part of the page; then you are going to read part of it. We are going to read a page together!

**TEACHER NOTE**

- Show the student the title, author, and illustrator on the cover of the book.
- Read the page with the student, pointing to each word as it is read, until Grandpa begins to speak.
- Allow the student to read, starting with "Once upon a time. . . ." The student may also read the sentence here if he or she needs help with phonetic markings. You may want to review the phonetic sounds in the back of the book. Tell the student that a letter that is grey means it is silent. Example: like
- Help the student sound out words if he or she has difficulty. Give cues, especially with vowel sounds. Remind the student (if needed) that in most words, the silent-e at the end makes the vowel say its name.

Now it is your turn to read!

“Once upŏn a tīme, long, long agō
whĕn I was ā yoŭng mouse līke
yoū . . . ”

**REVIEW
SIGHT WORDS**

Let's look at some words. Which ones can you read to me?

**TEACHER
NOTE**

- Circle any words the student cannot read quickly or struggles with.
- Create flashcards for all the circled words. They will be reviewed at the beginning of each week until the student can read them quickly.

and

an

as

at

in

is

it

if

did

of

on

not

a

I

be

see

all

but

to

for

from

or

so

no

are

he

was

his

how

can

we

had

will

has

get

the

Name _____

Exercise **1** Day 1

that this than when
what who then them
they out she have
you by my belong

Great job! You are getting good at reading!



**INDEPENDENT
READING**



**TEACHER
NOTE**

- The student should practice reading simple books, starting with a few words and building

up to a sentence and then multiple sentences per page. A reminder is given at the start of each week, but the student should read out loud to the teacher daily. We recommend using this reminder to select books for the week. They may be written down in the Book Reading List in the back of the book.



Let's review the sounds some letter combinations make. First, I am going to say the letters; then I am going to make the sound the letters make together. Next, I will read a word that has the sound; then you will read a word that has the sound. Are you ready?


TEACHER NOTE

- Most of the letters/sounds were covered in *Foundations Phonics*. If the student hasn't learned the sounds, please take time to practice with him or her. New letters/sounds covered in this lesson are indicated with an asterisk (*).
- Read the chart like this: "The letters *s-p* sound like /sp/ like the word *spout*." Then allow the student to read the word shown.
- Name the pictures before the student writes in the correct letters.

Letters	Sounds Like	As In	Read
sp	/sp/	spout	spĭn
* tw	/tw/	twin	twĭg

Let's study some letter combinations that have a silent letter. The second letter in each of these letter combinations stays silent.

Letters	Sounds Like	As In	Read
wh	/w/	whale	whĭp
* mb	/m/	comb	lămb

Let's study some letter combinations that are usually found at the end of a word.

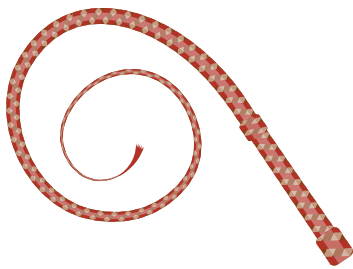
Letters	Sounds Like	As In	Read
ck	/ck/	sick	d <u>ü</u> ck
ng	/ng/	wing	s <u>ö</u> ng
*nk	/nk/	wink	s <u>i</u> nk

Write the missing letters for each word.



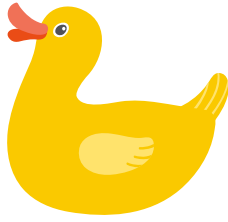
1. _____in

2. _____ig



3. _____ip

4. la_____



5. du _____



6. so _____

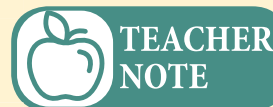


7. si _____

Sometimes a word doesn't follow the rules! There is a word in your sight words that starts with *wh*, but it makes a sound closer to the /h/ sound. Can you think of it? It is the word *who*.



Let's review the alphabet by singing the Alphabet Song.



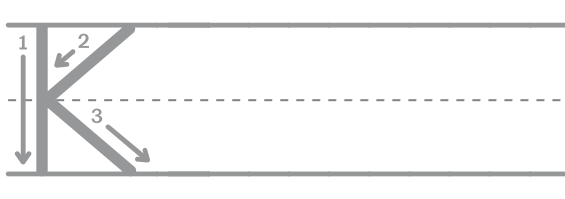
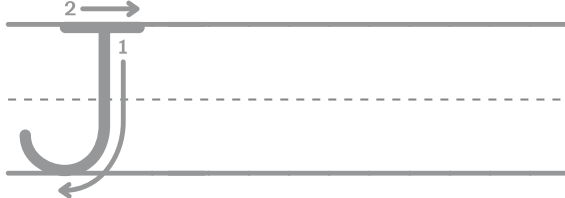
- Sing the Alphabet Song with the student.

Name _____

Exercise **2** Day 2

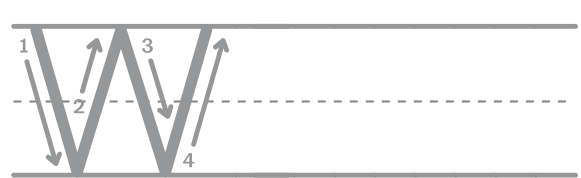


Write the alphabet in upper case.



Name _____

Exercise **2** Day 2





Do you know the names of the vowels? The vowels are:

a e i o u

Most vowels are found in the middle of words. All the other letters are called consonants.

Let's memorize the vowels!



TEACHER NOTE

- Work with student until the vowels have been memorized.
- For practice, you can sing "Old MacDonald had a vowel...A, E, I, O, U."

Now that we have memorized the vowels, let's write them.



2 •



Great job!



Letters in words sometimes follow rules. Let's learn one of the rules they follow. Are you ready? Listen carefully. Here is the rule:

The silent-*e* at the end of the word makes the vowel say its name. We call this the long vowel sound.

Let's study a word that has a silent-*e* at the end of the word. Notice that we show the silent-*e* in grey.

cage

Notice the silent-*e* at the end of this word. What sound does the *a* make in this word?

Yes, it makes the /a/ sound. Now read the word. Good job!

What does the silent-*e* at the end of a word do?

Yes! It makes the vowel say its name! This is the long vowel sound.

Let's look on page 4 of *Not Too Small at All*.

Can you show me some vowels on the page?

Can you show me some consonants?

Can you find a word where the silent-*e* makes the vowel say its name?



What are the vowels?

Good job!

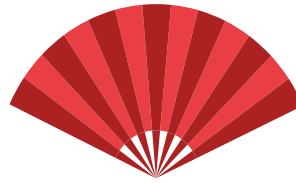
Do you remember what the letters are called that aren't vowels?

Yes, they are consonants!

Write the correct consonant at the beginning of each word.



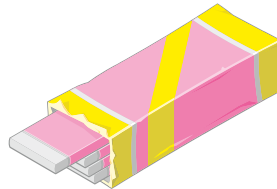
1. _____
_____all



2. _____
_____an



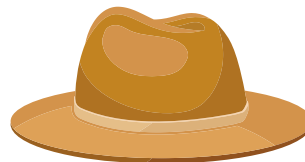
3. _____
_____at



4. _____
_____um



5. _____
_____og



6. _____
_____at

Name _____

Exercise **4** Day 4



7. _____
_____ ar



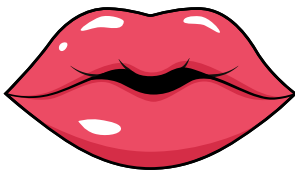
8. _____
_____ en



9. _____
_____ ey



10. _____
_____ oll



11. _____
_____ ip



12. _____
_____ un

**CREATE YOUR OWN DICTIONARY!**

You are going to create your very own dictionary! A dictionary is a book of words. It shows how a word is spelled and what it means.

Let's read the words you are going to put in your dictionary.

**TEACHER NOTE**

- Help the student read the words below.

- Dictionary pages are found in the back of the book. Copies may be made if the student wants to add his or her own words to the dictionary. The student may want to keep his or her dictionary in a binder.
- The student will be exposed to new phonics sounds with his or her dictionary words. Discuss the new sounds with the student as they come up.



chair



cookie



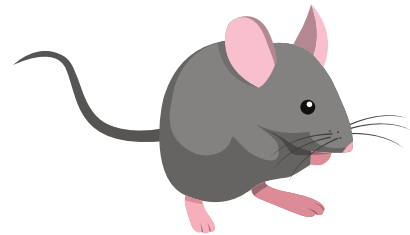
door



happy



house



mouse

Let's put our first word in the dictionary.

**TEACHER NOTE**

- You will find instructions on page 260 in this book for how the dictionary pages should be used. It will also have a helpful example using the word *happy* from this lesson.

PICTURE
STUDY

Title: *Young Mother Sewing*, 1900
Artist: Mary Cassatt

Do you remember when we looked at the cover of our book and saw who wrote it and who created the pictures? The artist of this painting is Mary Cassatt. She painted it. Let's study this picture for a few minutes. The title is what people call the painting. It is called *Young Mother Sewing*. Mary Cassatt painted it in the year 1900. That was a long time ago, but people still enjoy looking at her painting today.

OBSERVATION
SKILLS

- (1) What do you like about this painting?
- (2) Where does this painting take place?
- (3) What colors are used?
- (4) What is happening in the painting?
- (5) What do you see in this painting? Name as many things as you can!



Do you remember what happened up to now in the story of *Not Too Small at All*? Narrate, or tell it, to me.

Let's read page 14 of *Not Too Small at All*.

Now let's read page 15 of *Not Too Small at All*. You are going to read the first sentence.



- Review pages 4–13 if needed.

- Read page 14 to the student. Be sure to point to each word as you read.
- Help the student sound out words if he or she has difficulty. Cover up part of a large word while the student sounds it out. Encourage him or her to sound out larger words. Have patience as the student sounds out the words. Tell him or her the word (showing how it is sounded out) and move on if there is sign of frustration.
- Student may read from the book or below.

The nĕxt mōrning I wōke as the sŭn cāme pēeking up from bēhind the hĭlls jŭst lĭke ěvery other dāy, ōnly thĭs was no ōrdĭnāry dāy.

What happened in today's part of the story?
Can you tell it back to me?



Review sight words using the flashcards created for words the student is still learning.





Let's review words that use the letter combinations we have learned. Read each word as I point to it.

pick

wing

sink

spout

whale

comb

twin

ship

child

quilt

phone

add

puff

llama

kiss

mitt

fizz

this

thanks

knit

calf

walk

bread

beam

Let's study some new letter combinations. Let's look at what happens when we add a consonant before the letter *l*.

Letters	Sounds Like	As In	Read
bl	/bl/	block	blŭsh
cl	/cl/	clock	clăp
fl	/fl/	flock	flăg
gl	/gl/	globe	glăd
pl	/pl/	plant	plŭm
sl	/sl/	slide	slěd

Write the missing letters for each word.



1. _____ush



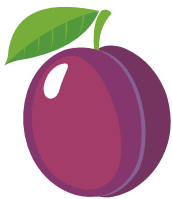
2. _____ap



3. _____ ag



4. _____ ad



5. _____ um



6. _____ ed



We can do this!

LET'S
WRITETEACHER
NOTE

- Save these two pages for the student to study for a future lesson.

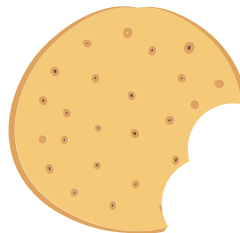
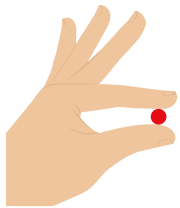
We can change a short vowel to a long vowel by adding a silent-e to the word. The silent-e makes a vowel say its name.

Let's change 3-letter words into new words by adding a silent-e to the end of the word.

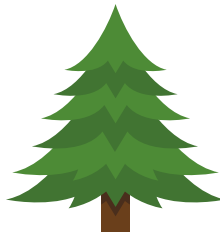
Copy the first word, then add the silent-e at the end.



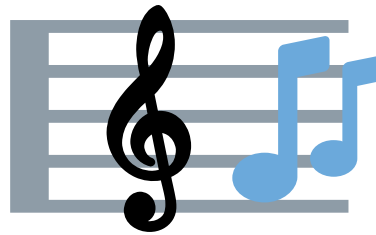
7. can



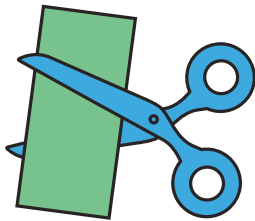
8. bit



9. pin



10. not



11. cut



Let's review the words you wrote in the last lesson. Read them to me.

can cane bit bite

pin pine not note

cut cute

Which words make the short vowel sound — the first words you read or the words you added an *e* to?

Which words make a long vowel sound?

What sound does the *e* you added to the end of each word make?

Remember, the silent-*e* at the end of a word makes the vowel say its name.

Read the words to me.

Let's read the words again, but this time spell the word after you read it.

Now I am going to read each word to you. Let's see if you can remember how to spell it. It will be fun!

**TEACHER NOTE**

- The student should read the word then spell it.
Example: can c-a-n

- Read each word to the student. The student should spell the word, out loud, without looking. Go back and study the words until he or she can spell them from memory.
- The student may also write each word on an index card to practice. The student may create right-brain flashcards by drawing pictures on the cards or around the letters to help him or her remember how to spell the words.

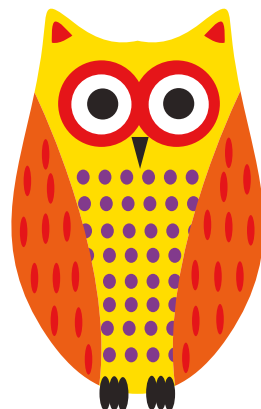
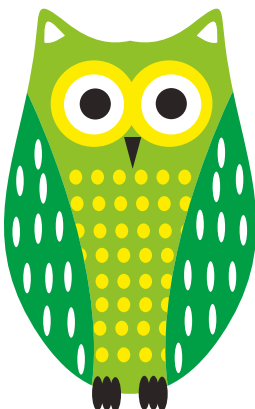
 PICTURE STUDY

Look at the pictures on pages 14–15 of *Not Too Small at All*.

- (1) Describe what is happening in the pictures on page 14.
- (2) Who is holding the mouse?
- (3) Where is the mouse on page 15?
- (4) What is the mouse doing?
- (5) What do you think the people are talking about?
- (6) What is your favorite thing about the pictures on these two pages?

 JUST 4 FUN!

Find the two owls that are the same.



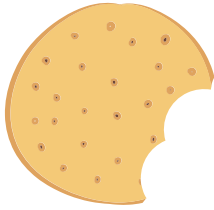
Spelling Fun!

Today we are going to spell words. There is a picture of each word we studied. Write the correct word under the picture.



TEACHER NOTE

- The words in this lesson are found on pages 90–91. The student may study them before completing this page.



1. _____



2. _____



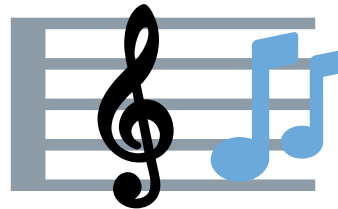
3. _____



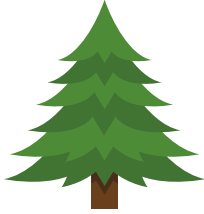
4. _____



5. _____



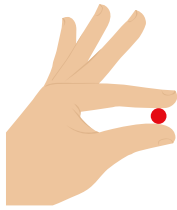
6. _____



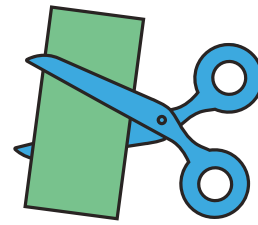
7. _____



8. _____



9. _____



10. _____

Word Fun!

Do you remember what a noun is? A noun is a thing. A noun can also be a person. You are a person. That means you are a noun! Your mom is a noun, and so is your dad! A noun that is a person can be a general name for a person like *brother* or *sister*. It also can describe what they do for their job like *doctor* or *writer*. It can also be a person's name like *Gideon* or *Ella*.

Can you think of any other people nouns?

Good job!



TEACHER NOTE

- Let the student name some nouns that name people. Practice people nouns if he or she has trouble identifying them.

11. Circle the pictures that show a noun.

Remember, do not circle the actions, circle the things.

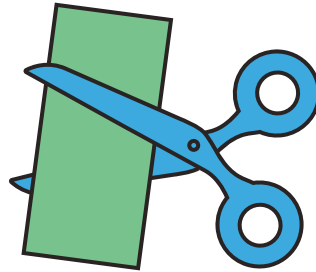


TEACHER NOTE

• For clarification, we have included the words below the images to help the student focus on the concept of a noun or verb instead of just what is in the picture. Please read the word below each image for the student to help him or her understand the concept.



man



cut



friend



blow



cooking



maid



clap



boat



fruit



CREATE YOUR
OWN DICTIONARY!



TEACHER
NOTE

- Help the student read the words below.

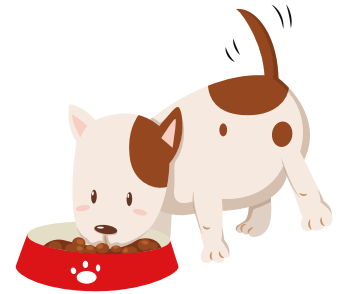
Let's read the words you can put in your dictionary today.



Ark



breakfast



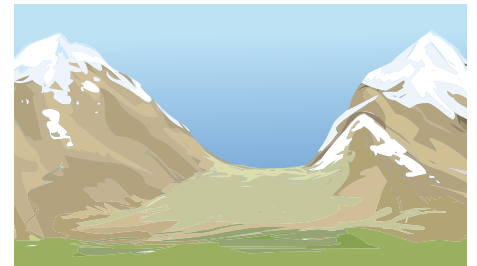
eat



laugh



Noah



valley

Remember, for each word you will:

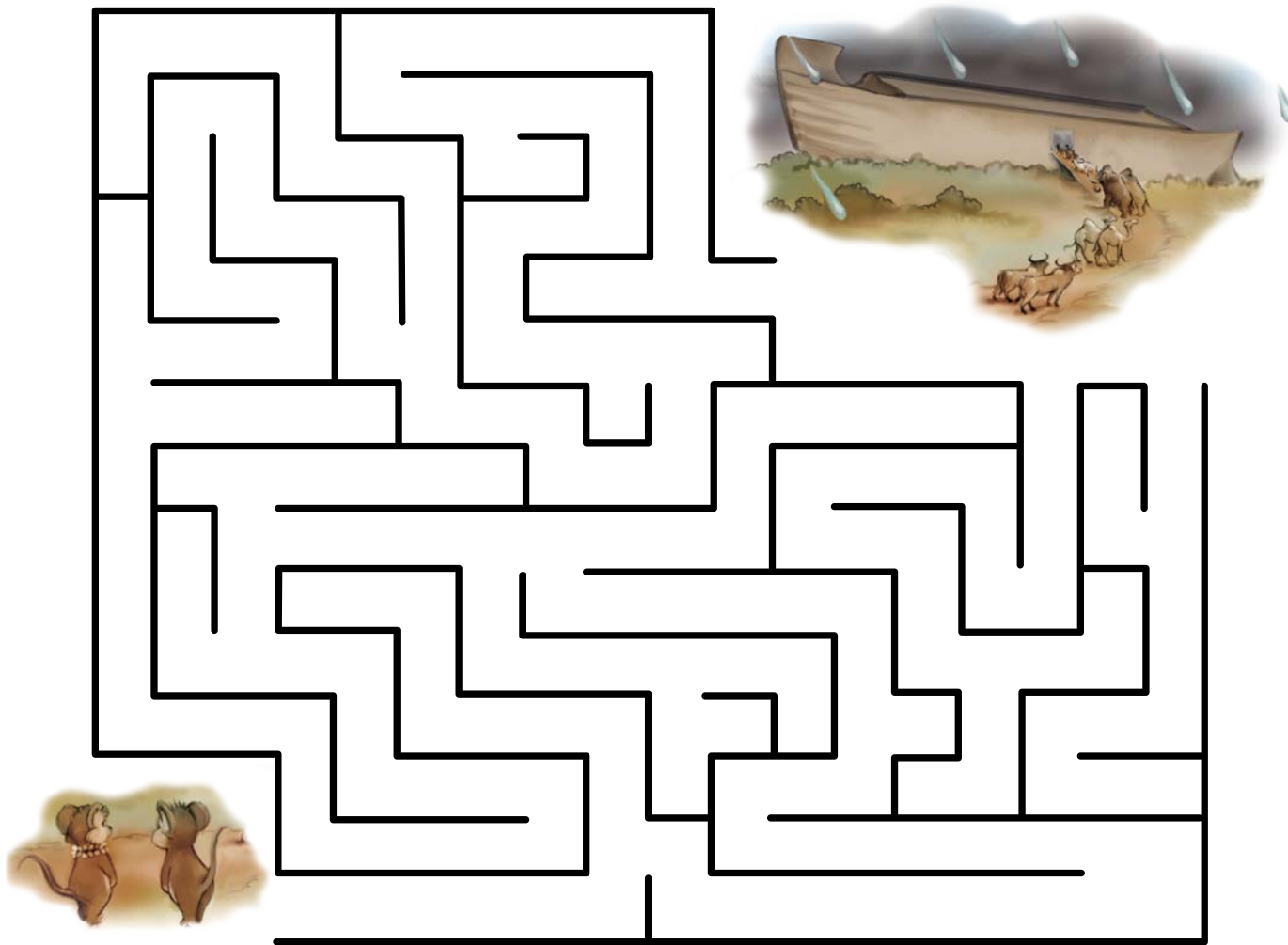
- Find the page that has the same letter your word starts with.
- Write the word on the top line if empty or one of the other lines.
- Draw a picture that shows what the word means.
- Write a simple definition (or meaning) for the word.

Name _____

Exercise **5** Day 30



Help the mice find the ark.





Do you remember what happened up to now in the story of *Not Too Small at All*? Narrate, or tell it, to me.

Let's read page 26. You are going to read the first sentence.



- Review pages 4–25 if needed.

- Read page 26 to the student. Be sure to point to each word as you read.
- Help the student sound out words if he or she has difficulty. Cover up part of a large word while the student sounds it out. Encourage him or her to sound out larger words. Have patience as the student sounds out the words. Tell him or her the word (showing how it is sounded out) and move on if there is sign of frustration.
- Student may read from the book or below.

It was a brand new, fresh world
reborn by water.

What happened in today's part of the story?
Can you tell it back to me?

Exercise 1 Day 56



Review sight words using the flashcards created for words the student is still learning.





Let's review words that use the letter combinations we have learned. Read each word as I point to it.

pie

tried

died

field

chief

yield

friend

ceiling

seize

eight

veil

vein

boy

joy

toy

coin

soil

oink

We are going to look at more words that are tricky. Let's study words that have the vowels *oo* in them.

**TEACHER
NOTE**

- Point to the example words on the following page.

Let's look at the first three words on the next page. The first three words make the /oo/ sound as in *soon*: *food*, *moon*, and *boot*.

Let's look at the last three words on the next page. The vowels *oo* also make the /oo/ sound as in *good*: *cook*, *foot*, and *wood*.

Let's see if you can hear the two sounds *oo* makes in a word. Listen for the different middle sound each word makes: *soon*, *good*. Did you hear the different sounds *oo* makes?

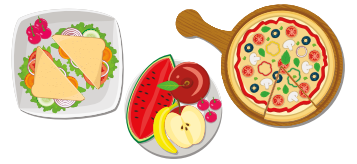
Look at the words below. Read each word out loud, then tell what sound the letters *oo* make in the word.



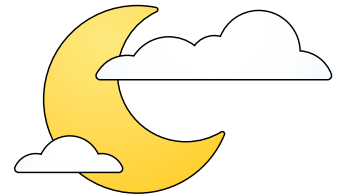
• Save this page for the student to study for a future lesson.

Copy each word on the line next to it.

food



moon



boot



cook



foot



wood





Let's review the words you wrote in the last lesson. We wrote words that use the letters *oo* to make the /oo/ sound as in *soon* and the /oo/ sound as in *good*.

food

moon

boot

cook

foot

wood

Let's read each word again, but this time spell the word after you read it.

Now I am going to read each word to you. Let's see if you can remember how to spell it. It will be fun!

TEACHER
NOTE

- The student should read the word then spell it. Example: can c-a-n
- Read each word to the student. The student should spell the word, out loud, without looking. Go back and study the words until he or she can spell them from memory.
- The student may also write each word on an index card to practice. The student may create right-brain flashcards by drawing pictures on the cards or around the letters to help him or her remember how to spell the words.



Look at the pictures on pages 26–27 of *Not Too Small at All*.

- (1) Describe the scene on pages 26–27.
- (2) What kinds of animals are shown?
- (3) Who are the people shown on page 27?
- (4) What is in the sky on pages 26–27?
- (5) What is your favorite thing about the pictures?

Spelling Fun!

Today we are going to spell words. There is a picture of each word we studied. Write the correct word under the picture.

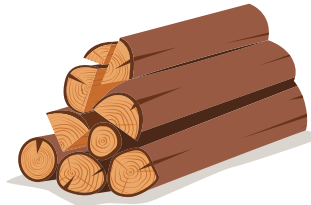


TEACHER NOTE

The words in this lesson are found on page 155. The student may study them before completing this page.



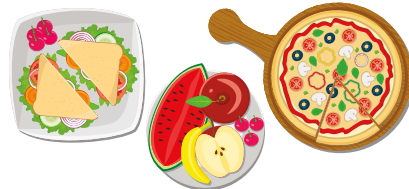
1.



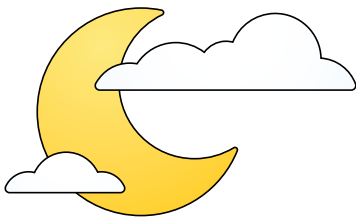
2.



3.



4.



5.



6.

Circle the correct word then draw a line from the sentence to the matching picture.



TEACHER NOTE

- Some students may need to read the sentences to the teacher before completing this section.

7. The cat (food, roof) dish was full.



8. The shining (spoon, moon) lit up the sky.



9. The owl began to (scoot, hoot) at night.



10. Wear a (hood, good) because it's cold.



11. The man started to (book, cook) our food.



Word Fun!

Do you remember what a noun is? A noun is a person, place, or thing.

Can you tell me some nouns?



TEACHER NOTE

- Let the student name some nouns, verbs, and adjectives after each question. Practice different types of each if the student needs review.

Do you remember what a verb is? Verbs show action. Can you think of any verbs?

Do you remember what an adjective is? An adjective describes a noun. An adjective can be a color or can tell about size, texture, or shape. An adjective can also tell how many and how something smells, tastes, or sounds. Can you think of any adjectives?

Good job!

12. Circle the **nouns** with a **blue** crayon or pencil.
13. Circle the **verbs** with a **red** crayon or pencil.
14. Circle the **adjectives** with an **orange** crayon or pencil.

hot

cow

read

walk

car

long

song

ball

sat

bake

nine

red



CREATE YOUR
OWN DICTIONARY!



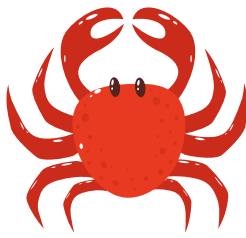
TEACHER
NOTE

- Help the student read the words below.

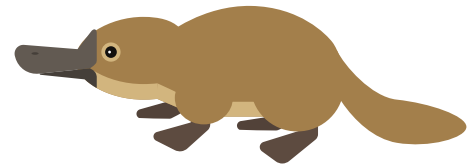
Let's read the words you can put in your dictionary today.



cliff



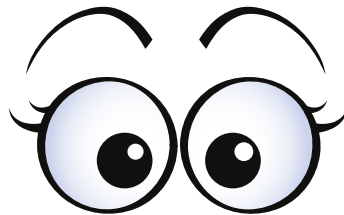
crab



creature



earth



eyes



love

Remember, for each word you will:

- Find the page that has the same letter your word starts with.
- Write the word on the top line if empty or one of the other lines.
- Draw a picture that shows what the word means.
- Write a simple definition (or meaning) for the word.

Teacher Aids

How to use this section

These pages are included for the teacher to provide to the student. The teacher may make copies of the practice pages, or they can be laminated (or put in page protectors) and used with dry erase markers.

Phonics Charts are for reference and for further study as needed.

The activities and games are fun ideas to use with lessons or for extra practice.

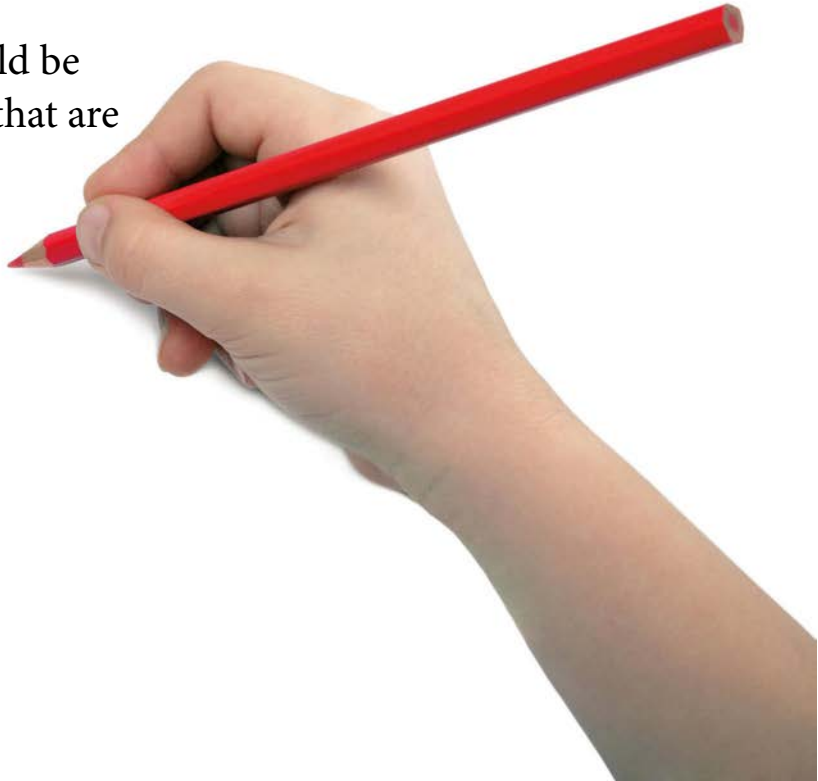
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Holding Your Pencil

How you hold your pencil can make it easier or harder for you to write letters correctly. Here is one of the best ways to hold your pencil:

- Curl your hand into a loose fist.
- Pick up your pencil and position it between your index finger and your thumb. The back end of the pencil should rest on your hand between the thumb and index finger.
- The weight of the pencil should be resting on your other fingers that are partially curled.
- Press your index finger and thumb against the pencil so it is held securely.
- Start writing!



Assessment

Assessment

We have included a Course Assessment Chart that covers each week. It may be used for grading purposes.

Grading Options for This Course

It is always the option of an educator to assess student grades however he or she might deem best. For *Language Lessons* the teacher may evaluate whether a student has mastered a particular skill or whether the student needs additional experience. A teacher may rank these on a five-point scale as follows:

Skill Mastered				Needs Experience
5 (equals an A)	4 (B)	3 (C)	2 (D)	1 (equals an F)



- A — Student shows complete mastery of concepts with no errors.
- B — Student shows mastery of concepts with minimal errors.
- C — Student shows partial mastery of concepts. Review of some concepts is needed.
- D — Student shows minimal understanding of concepts. Review is needed.
- F — Student does not show understanding of concepts. Review is needed.



Answers for the numbered problems are provided here with the exception of the Narration Practice questions and select Spelling Lessons.

Language Lessons for a Living Education Level 1 — Worksheet Answer Keys

Answers are given for numbered problems on the worksheets.

Lesson 1; Exercise 2; Day 2

1. spin
2. twig
3. whip
4. lamb
5. duck
6. song
7. sink

Lesson 1; Exercise 4; Day 4

1. ball
2. fan
3. cat
4. gum
5. dog
6. hat
7. jar
8. hen
9. key
10. doll
11. lip
12. sun

Lesson 2; Exercise 2; Day 7

1. shop
2. chip
3. quiz
4. photo
5. odd
6. cuff
7. ball
8. mess
9. mutt
10. buzz

Lesson 2; Exercise 4; Day 9

1. man
2. quilt
3. nut
4. rug
5. pan
6. sad
7. tub
8. fox
9. van
10. yak
11. web
12. zip

Lesson 3; Exercise 2; Day 12

1. that
2. think
3. knot
4. half
5. talk
6. yes
7. spy
8. baby

Lesson 3; Exercise 4; Day 14

1. pan
2. tape
3. car
4. web
5. key
6. pin
7. ice
8. phone
9. fox
10. sun
11. cube
12. tube