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1st grade | Teacher's Guide
Part 2



LANGUAGE ARTS

PAGE 7: ACTIVITY PAGE

MATERIALS NEEDED

- drawing paper

Concepts:

r-controlled vowels, writing a story

Teacher Goals:

To teach the children to write sentences with *r*-controlled vowels; to write a story using paragraphs, punctuation marks, title; and to understand the main idea of a story.

Vocabulary:

surprise

Teaching Page 7:

Have the children name the three kinds of sentences and tell what each is. Have them tell what the punctuation mark for each is. Ask how the first word in a sentence must begin.

Ask the children to define a paragraph. Ask them to define a title.

Read the direction at the top of the page with the children. Have them read the two words and write a sentence about each on the lines. Let several children read their sentences.

Read the next direction with the children. Read the words and let the children write the sentences in their writing tablets.


The teacher should check the sentences on this page and on their papers. The children should correct their work and recopy the sentences. Remind them to write neatly and to use proper spacing between words.

Read the last directions on the page with the children. This exercise may be done in the same class period, or you may give the instructions now, and let the children work on their stories when their other work is finished. Set a definite time for the stories to be finished and submitted so they can be checked and returned for recopying. Use one or two class periods for the children to read their stories to the class.

Have the children write at least two paragraphs and make up a title for their story that tells the main idea. Some children may only be able to write one paragraph, and additional help can be given if needed.

Review the rules for telling a story (Language Arts 102, page 20) before the children begin reading their stories to the class.


Unit 6 | R-CONTROLLED VOWELS AND PLURAL WORDS



Write a sentence for each word.


car

bird



Write a sentence for each of these words in your writing tablet.

star her turn birthday



Write a story about a *surprise* in your writing tablet.
Read your story to your class.

Section 1 | 7

Activities:

1. Let the children draw or paint a picture to go with their stories. It can be put on an easel or on the chalkboard ledge while the child is reading.
2. Read stories about birthdays, birds, or any of the other subjects suggested on the page.

Teaching Reading:

Read the story "Working" in *Reader 3*.

Write the words *work*, *home*, *school*, *yard*, *to*, *too*, and *two* on the board and pronounce each of them. Have the children repeat after you. Point out the *r*-controlled vowels in *work* and *yard*, the long /*o*/ sound in *home*, the /*k*/ sound of *ch*, and the double /*o*/ sound in *school*. Have the children say the words several times.

Tell the children to look at the picture and describe what they see. Most children will realize that the picture shows what the boy is thinking.

Have the children read the title of the story and tell what kinds of work they see in the picture.

Have the children read the story silently, then have them read it aloud. Have the children give kinds of work fathers, mothers, and children do.

Ask how many paragraphs there are in the story. Have a child read each paragraph and identify the main idea. (fathers and mothers work, I work at school, and I work at home)

PAGE 5: ACTIVITY PAGE

MATERIALS NEEDED

- Worksheet 1

Concept:

vowel digraphs *ea*, *ie*, *ee*

Teacher Goals:

To teach the children to say the long /e/ sound in words that have the vowel digraphs *ea*, *ee*, and *ie* and to write words with the long /e/ sound.

Teaching Page 5:

Add *ea*, *ie*, and *ee* to the drill cards. Have the children practice the long /e/ sound.

Read the sentence and the direction at the top of the page with the children or have a child read them.

Read the letters and ask the children to give the sound of long /e/. Have the children read each list of words. Have them give more rhyming words for each list. Have them tell where they hear the sound of long /e/. Point out that some of the words on this page may sound just like words on page 4. Tell the children that the words sound the same, but are spelled differently and have different meanings. Write several pairs on the board to illustrate. (*meet, meat; week, weak*)

Have the children give the ending for each list. Have them circle the vowel digraphs.

Read the letters at the bottom of the page. Tell the children these letters also have the sound of long /e/. Read the words in the box and have the children tell where they hear the sound of long /e/.

Activities:

1. Have the children put together the endings on their desks with alphabet cards. Read a word from the list on page 5 and have children put the beginning letter in front of the ending. Have them say the word and spell it before giving the next word.

Unit 7 | VOWEL DIGRAPHS AND SENTENCES

Here are more long /e/ words.



Read the long /e/ words.

ea

sea	team	meal	each
tea	steam	real	reach
_____	stream	seal	_____
bead	_____	steal	ease
read	bean	_____	please
_____	mean	eat	_____
leaf	clean	beat	lease
sheaf	_____	heat	peace
_____	heap	meat	_____
weak	leap	treat	east
speak	cheap	wheat	feast





ie

piece	chief	believe
niece	thief	field

Section 1 | 5

2. Do Worksheet 1.

Read the direction at the top of the page or have a child read it. Read the endings and have the children give several rhyming words for each. Call attention to the different spellings for the same sound. Have the children write the rhyming words on the lines, then prepare the sheet of writing tablet paper and put it aside until the worksheet is finished. Have them fold the sheet of paper in half lengthwise, then write the endings at the top.

Have a child read the next direction. Have the children read the four words. Ask them to tell where they hear the long /e/ sound and what the words mean. Have them write the words on the line. Check by having the children read the sentence with the word.

Let the children finish writing the rhyming words. Check by writing the endings on the board and writing words the children give under them. Have the children spell each word after they give it. Have the children add to and correct their lists.

Student Worksheet | Language Arts 107

Write rhyming words.

____eed ____ead ____eek ____eak

Write more rhyming words in your writing tablet.

Write the words.

feet bee beak read


I can see.

A bee can sting.

A bird has a beak.

I have two feet.

Lan. Arts 107
Worksheet 1
with page 5

 Teacher Check Initial _____ Date _____

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Teaching Reading:

Tell students today's story is about two brothers, Steven and Taylor. Write their names on the board. Write these words on the board and discuss their meaning: object, decide, clues, piece, fruit, laughs, raisins.

Read the story "Steven and Taylor" in *Reader 4* together, then answer the following questions:

"What game are the boys playing?" (Find the Object)

"Who is older?" (Steven)

"How old is Taylor?" (three)

"How old is Steven?" (eleven)

"How does Steven feel about his little brother?" (enjoys him, thinks he's smart)

"What does Steven do after they play games?" (fixes a snack)

"What is today's snack?" (green grapes)

"Why does Taylor say "gween gwapes"?" (he can't say the *r* sound)

"Where does Taylor go to eat his snack today?" (outside on the grass)

"What happens?" (Taylor falls asleep)

"Why does Steven say 'Maybe tomorrow we'll have *waisins*'?" (he knows grapes dry out in the sun and turn into raisins, he's talking like Taylor would say it)

PAGE 22: ACTIVITY PAGE

Concepts:

verb tenses, recalling details

Teacher Goals:

To teach the children to review subject-verb agreement in sentences, to review present tense (what is happening now) and past tense (if something is already done), and to recall details of a story.

Teaching Page 22:

Read "Baby Zebra" again.


Have the children read the direction at the top of the page. Tell the children to read the sentence carefully, including the two words under the lines, then circle the correct word. Tell the children to read the sentence again with the word they have circled to see if the sentence makes sense. Then have them copy the word on the line.

Let the children do the page by themselves. Give help only if needed.

Check by having the children read the sentences. Check this page.

VOWEL DIGRAPHS AND POSSESSIVE WORDS | Unit 8

Subject-Verb Agreement



Write the words.

Baby Zebra _____ a bad cold.
 _____ / had / have

Mother Zebra _____ him a hanky.
 _____ give / gave

Baby Zebra _____ sneezing.
 _____ / sneezed / sneezing

The hanky _____ up, up, up.
 _____ go / went

Then it _____ down.
 _____ come / came

Baby Zebra _____ his hooves.
 _____ clapping / clapped

This story _____ funny.
 _____ is / are

22 | Section 2

Activities:

1. Write the word *begin* on the board. Read the word, and tell the children we say *begin* when we are starting now, as in “Begin your work.” Ask what the word would be when we have already started. Write the word *began* behind *begin* and say both words several times.

Do the same with the following words. Write the word you would use if it were happening now and ask children to give the word they would use if it already happened.

blow	blew	grow	grew
break	broke	know	knew
bring	brought	run	ran
come	came	see	saw
do	did	send	sent
draw	drew	sing	sang
drink	drank	ring	rang
drive	drove	speak	spoke
eat	ate	swim	swam
fall	fell	take	took
fly	flew	throw	threw
freeze	froze	wear	wore
sneeze	sneezed	sit	sat
go	went		

2. Another good way for children to learn these forms is to say a sentence similar to this to themselves:

I (take) it now. I (took) it yesterday.

Do exercises like this often. Correct the children when they have finished speaking. Tell them the correct word, and have them repeat the sentence.

3. Reading comprehension is fostered during shared reading sessions. Continue to choose books to read aloud to the children. Refer to the section called *Reading Comprehension and Vocabulary* in the Teacher’s Guide for suggested comprehension questions and vocabulary strategies that can be used with a variety of books during shared reading sessions.

PAGE 29: ACTIVITY PAGE

MATERIALS NEEDED

- Worksheet 4

Concepts:

classifying, main idea, plural, writing a report

Teacher Goals:

To teach the children to understand classification, to tell the main idea of a story, to write the plural of words, and to write a report.

Teaching Page 29:

Have the children read the directions on the page. Be sure they understand everything they are to do. Then let them complete the work on the page independently. Check by having the children read the animals and their matching descriptions, their sentences that tell the main idea, and the plural word for each animal. Have them correct any mistakes.

Review how to write a report. Have the children choose animals to write their reports about. Have them read about the animals in books, encyclopedias, or textbooks. Have them write a two- or three-page report about the animal's appearance, habits, food, shelter, and uses. Correct the reports and have the children recopy them. They may draw a picture of the animal or find a picture of it to include.

Give each child a chance to read their report to the class. Remind the class of the rules for speaking in front of an audience.

Have the children make their report into a booklet.

Unit 9 | DIPHTHONGS AND CONTRACTIONS

Match the words.

two feet	▶	✗	▶	cat	▶	✗	▶	a pet	▶	✗	▶	bear
four feet	▶	✗	▶	snake	▶	✗	▶	can fly	▶	✗	▶	bee
no feet	▶	✗	▶	bird	▶	✗	▶	is wild	▶	✗	▶	dog
very little	▶	✗	▶	kitten	▶	✗	▶	works	▶	✗	▶	fox
very big	▶	✗	▶	fly	▶	✗	▶	plays	▶	✗	▶	cat
has fur	▶	✗	▶	cow	▶	✗	▶	wild	▶	✗	▶	mule

Write what the story "Animals" is about.

Write the plural word for each animal in your writing tablet.

dog	fly	snake	fish
bear	bird	fox	monkey
bee	deer	elephant	goose

Write a report about an animal.

Section 3 | 29

Activities:

1. Make covers for the report booklets. Have the children cut pictures from magazines or use the pictures they drew earlier.

2. Do Worksheet 4.

Have the children read the direction and the headings in the boxes. Tell them to cut along the line and then to cut the small boxes apart. Have them paste the small boxes that name things that are alive in the first large box and the boxes that name things that are not alive in the second large box. Check by having the children read what they have pasted in each box. Have them correct any mistakes.

Have the children name other living and non-living things that could have been put in the boxes. You could make a third group of things that were once alive, but are no longer (lumber, cotton or wool clothing, wooden furniture, many kinds of food, etc.).

3. Write categories similar to these on the board, and have the children write lists of things that belong in them. Have the children read the lists aloud.

hard/soft
large/small
smooth/rough
wet/dry
furry/scaly

long/short
tall/short
round/square
hot/cold
natural/man-made

Student Worksheet | Language Arts 109

Cut and paste.

Things that are alive	Things that are not alive
animals trees men weeds flowers birds boys women grass girls	rocks cars hills moon houses boxes ground towns

rocks	flowers	women
trees	birds	grass
animals	boys	boxes
cars	hills	girls
men	moon	ground
weeds	houses	towns

Lan. Arts 109
Worksheet 4
with page 29

 Teacher Check Initial _____ Date _____

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PAGE 21: ACTIVITY PAGE

MATERIALS NEEDED

- Worksheet 5

Concept:

reading comprehension: main idea

Teacher Goals:

To teach the children to understand the meaning of sentences and to group sentences that have the same main idea.

Vocabulary:

together

Teaching Page 21:

Have the children read the direction at the top of the page. Ask the children to tell what a main idea is (what the sentence is about).

Tell them to read all three sentences carefully and to put an X in front of the two that have the same main idea (about the same thing). Give help only if necessary. Some children may need more guidance than others. Check by having the children read the two sentences with the same main idea and tell why the other sentence does not share the same main idea.

Have the children write a third sentence that does have the same main idea as the other two sentences. Point out that some of the sentences will be very general. In the first group, anything about an animal would be acceptable; in the other groups, the main idea is more specific. Give help if necessary.

Collect the papers and correct for sentence structure, spelling, capitalization, and punctuation. Have the children recopy and read them aloud.

Unit 10 | PHONICS AND GRAMMAR REVIEW

Main Idea



Put an X in front of the two sentences that go together.

- Many animals have fur coats.
 Some animals have four feet.
 Snow is cold and white.



- Animals are living things.
 The wind is blowing.
 Living things need food, water, and shelter.



- Food is good to eat.
 Birds have two feet.
 Snakes do not have any feet.



- Animals can live in trees.
 It is very hot in the summer.
 Some animals live in the ground.

- Zoo animals are wild.
 Dogs and cats are tame.
 Look at all the wood.



Section 2 | 21

Language Arts 110 | Student Worksheet

Put Xs in front of the two sentences that go together.

- Birds can sing.
 Milk is good for you.
 I like to sing songs.

- I love my family.
 Softball practice is on Tuesday.
 I love to visit my aunt and cousins.

- We play with our friends.
 We study science.
 We read books and write stories.

- We should listen to our coaches.
 We should listen to our parents.
 We should eat a good dinner.

- Soccer is played with two teams.
 Books have stories in them.
 A goalie can catch a soccer ball.

Lan. Arts 110
Worksheet 5
with page 21



Teacher Check _____
Initial _____ Date _____

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Activities:

1. Do Worksheet 5.

Have the children read the direction at the top of the page. Have them read the groups of sentences and choose the two that have the same main idea. Check by having the children read the two sentences that go together. Have them tell why the third sentence does not belong with the others. Ask them to tell the main idea of each group. Talk about the sentences.

Have the children write or say another sentence with the same main idea as the two they chose.

2. Frequently ask the children to give the main idea of a sentence, paragraph, or story when either you or they are reading.
3. Ask the children to give an appropriate title for each of the groups of sentences on page 21.

Teaching Reading:

Gather students in a circle. Tell them you are a gardener and they are plants in your garden. Have them squat down to become seeds, then take them through slow movements, acting as sprouting plants. Have them offer ideas to demonstrate growing plants. Do the movements to music if it's available. After they have practiced the movements, read today's poem, "Little Garden" in *Reader 5*. Have them listen to the questions, then act out the growing part.

Read through the poem a second time, one verse at a time. Have students repeat the words and do the movements.

Have students return to their seats, and read the poem together one more time.

Ask the following questions:

"Who is the gardener talking to?" (her garden)

"What does she do for her garden?" (loosens the soil, plants the seeds, waters the ground, gives shade)

"What does she see first?" (the sprouts)

"What does she see next?" (the stems and leaves)

"Why do the plants reach for the sky?" (plants grow toward light)

"What is most important to the gardener?" (she cares for the plants)

Find *ow/ou* words. (*grow, rows, ground, sprouts, know, how*)

Find the *oo* word. (*loosen*)

Find the *oi* word. (*soil*)

Find *r*-controlled words. (*garden, perfect, water, summer, tender*)

Activities:

1. Give students a paper cut out of a plant pot and scrap paper. Have them be creative by designing a plant that grows in the garden.
2. Plant seeds! Select a variety of seeds and plant them in soil individually or in groups. Provide a calendar with boxes to draw a picture to record each day's progress.
3. Have students do a sequence activity page that shows the steps from seed to mature plant. They can either draw them or you can find resource books on plants.



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