

# LANGUAGE ARTS & LITERATURE

LEVEL ONE

COURSE BOOK



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



**THIRD EDITION**

Written by Jenny Phillips

A special thanks to the many educators, reading specialists, home school parents, and editors who gave invaluable input.



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# 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.

# 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

sit	dip	she	bent
hi	he	help	trip



- Read the poem “April” by Eunice Tietjens to the child. Then read it again, having the child repeat each line.

The tulips now are pushing up  
 Like small green knuckles through the ground.  
 The grass is young and doubtful yet.  
 The robin takes a look around.  
 And if you listen, you can hear  
 April laughing with a windy sound.

- To familiarize the child with Unit 1 spelling words (which will be integrated in various ways throughout the unit), have the child read the following sentences again.

They also went away.

I do not own any sheep.

Do they also own any barns?

I will send away any dogs that bite.

- **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 Book List. The child may also read a book (one level higher than his or her level) aloud to you.

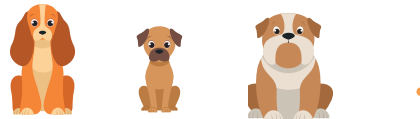
*Helpful Hint: The child does not have to read books just from The Good and the Beautiful Library. Just make sure that the books are wholesome, have good literary value, and are on the right level for your child. That can take some time and work to determine and find, so that is why we provide a library and list for you!*



## 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 the work.

I don't own any



They own a



Put away the







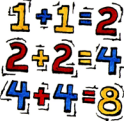

They also own





## Independent Practice

Have the child say the name of the picture, circle the word for the picture, and write the word.

 <p>fast fresh fish</p> <p>_____</p> <p>-----</p> <p>_____</p>	 <p>chin dash dish</p> <p>_____</p> <p>-----</p> <p>_____</p>	 <p>chime ships shells</p> <p>_____</p> <p>-----</p> <p>_____</p>
 <p>shut chop lunch</p> <p>_____</p> <p>-----</p> <p>_____</p>	 <p>math fish dish</p> <p>_____</p> <p>-----</p> <p>_____</p>	 <p>barn bath bike</p> <p>_____</p> <p>-----</p> <p>_____</p>

Have the child draw a line from each word to its picture.

bush  
shells  
ship  
shapes  
shed



Have the child circle each sentence that is true.

I eat shells.

I am on a bench.

I take baths.

I have some chips.

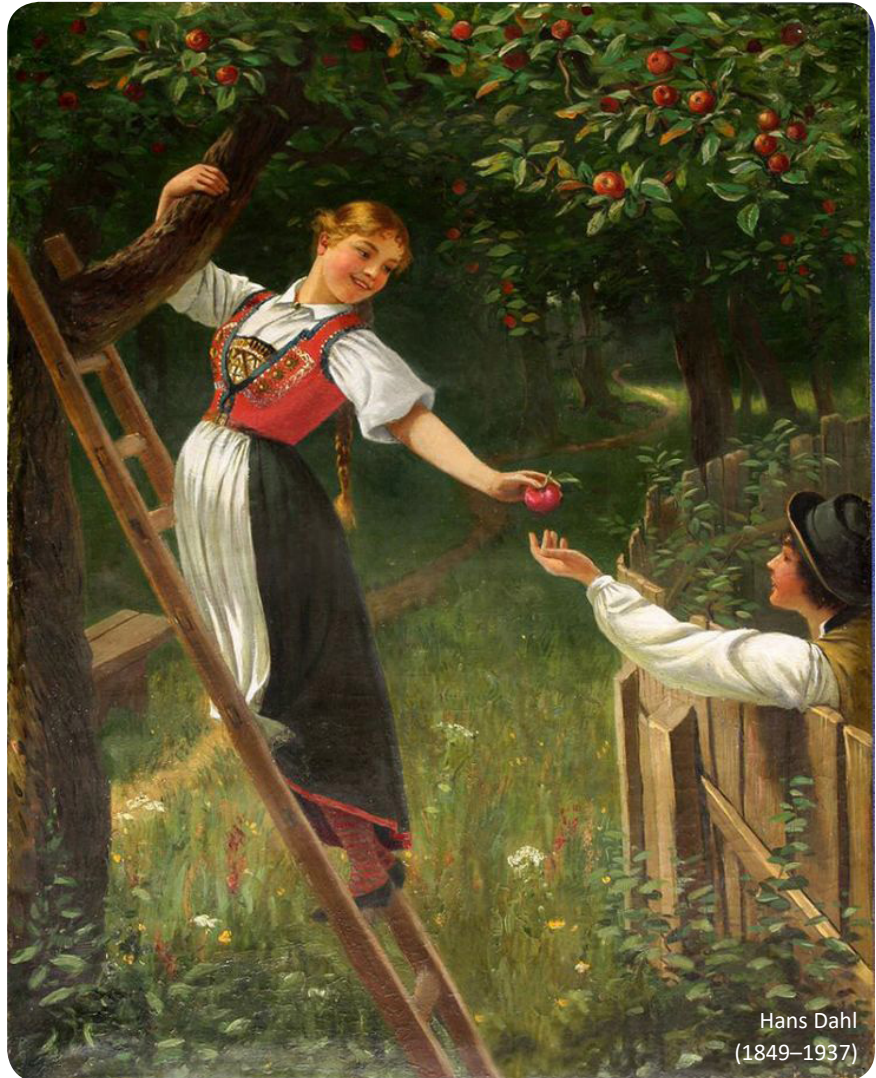
## LESSON 7

## EE: Part 2

- Practice phonics cards.
- Read to the child:** Look at the painting on this page, which is also by Hans Dahl. This painting shows kindness, sharing, joy, and the beauty of nature. How fun it would be to be in this beautiful orchard, picking apples with this kind and happy girl!

Read the following words and circle the words you see depicted in the painting.

bee	street	jeep
peel	green	seed
beef	cheek	teeth
feet	creek	sheep
sheet	heel	weed
sleep	steel	deer




Hans Dahl  
(1849–1937)

- Write BEEN on the board.** Read to the child: The word BEEN is a rule-breaker. The double E doesn't say /E/. Tell the child how to pronounce the word. Have the child write the word "been."
- Dictate the following words:

seed	jeep	been
------	------	------

- Dictate the following sentence:

**The dog has been sleeping.**

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



## 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.



**Supplies Needed:**

A few cotton swabs

Poster paint (red,  
white, black)**LESSON 11**

# The Power of Art

- Practice phonics cards.

- Give the child the painting in this lesson. Have the child study the painting. Read to the child: Art can bring you joy. Art helps you see and feel the wondrous and lovely world that God has



made around you. Through art you can see places and people and things that you might not be able to see for yourself. For example, this painting is a setting you may never be able to visit. It is a painting of a place far away in Europe, and the painting was created many years before you were born. What are some things you like about this painting? **Point out the different shades in the clouds and water.**

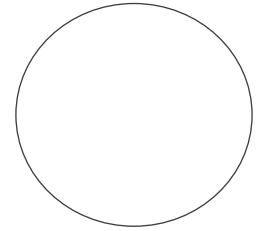
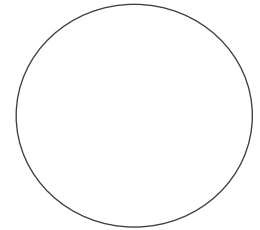
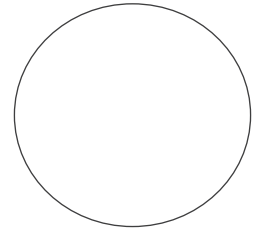
If we look closely at this painting, we can see that it has some wonderful messages. What do you notice about the girl's clothing? Does it look new or old and worn out? These people probably do not have many things, but the girl looks very happy. This gives us the message that we do not need a lot of things to make us happy. This painting also shows the beauty of animals and nature.

Look at the clouds. There are different shades of color in the clouds; they are not just pure white. Let's see if there are any clouds outside of our house right now and if they have shades of color.

In art, a **tint** is made by adding white to a color, which reduces darkness; a **shade** is made by adding black, which increases darkness.


- Have the child use cotton swabs and paint to make tints and shades on the circles according to the labels. Let the paint dry before closing this book.

Plain red paint

**A COLOR**Red paint mixed  
with white paint  
**A TINT**Red paint mixed  
with black paint  
**A SHADE**

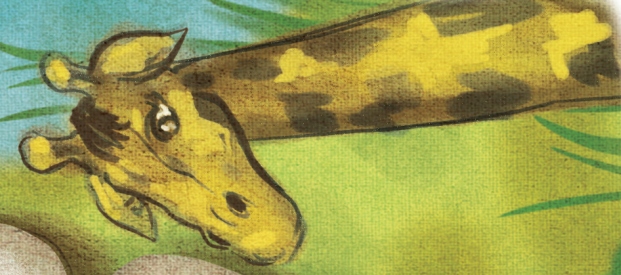
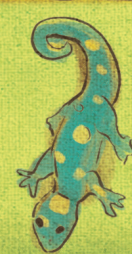
- To familiarize the child with Unit 1 spelling words (which will be integrated in various ways throughout the unit), have the child read the following sentences.

**We could buy your dog.****I could also talk as we walk.****They also went away.**

- Zoo Path:** Have the child read all the words on the "Zoo Path" included in this lesson.
-  In the *Level 1 Reader*, have the child read ***A Day at the Farm*** to you. (This is in place of personal/shared reading.)



# Zoo Path



A circular path of stones with the following words on them:

- fly
- to
- of
- off
- be
- me
- we
- he
- she
- girl
- boy
- him
- her
- sun
- cry
- try
- by
- my
- fry
- pry
- dry
- book
- look
- go
- like
- too
- hi
- do
- so

START





## Independent Practice

Have the child read each spelling word and then spell it aloud two times, clapping with each letter.

away | also | any | your | were | does | they | buy

Each spelling word is listed in all lowercase letters. Have the child write each word in all uppercase letters.

away	
also	
any	
your	

Each spelling word is listed in all uppercase letters. Have the child write each word in all lowercase letters.

WERE	
DOES	
THEY	
BUY	

# 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

 Independent Practice

## First Sentences for Stories

Have the child finish each of the possible sentences for a short story and then illustrate his or her favorite one.

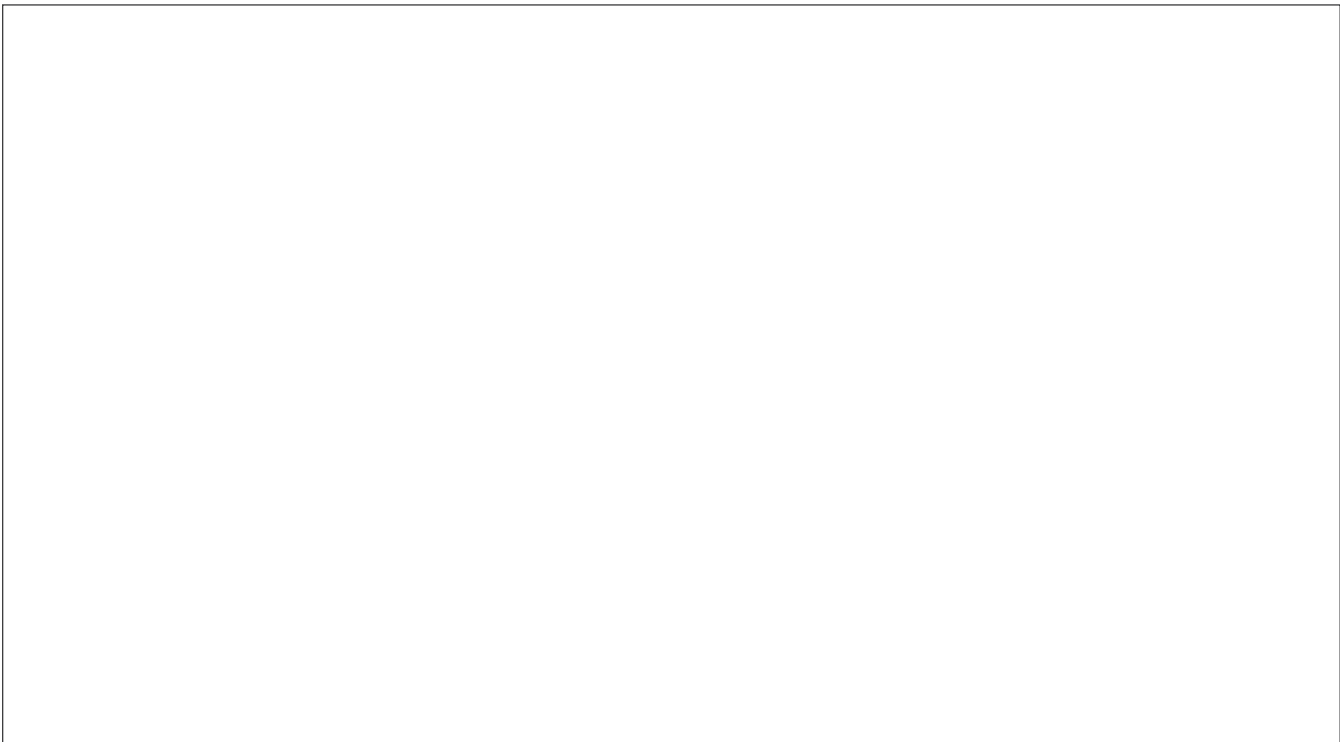
Once upon a time, 

On a cool fall morning, 



On top of a small hill, 





## 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

---



---



---

- 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 27

## OU and OW: Part 3

- Practice sight word ladders.

- Read to the child:** OU can make the sound /OW/ as in OUT. Read the following words. First read each sound, then put them together to read the word. Then read the sentences.

ou - t  
**out**

sh - ou - t  
**shout**

sh - ou - ted  
**shouted**

l - ou - d  
**loud**

s - ou - nd  
**sound**

cl - ou - d  
**cloud**

r - ou - nd  
**round**

gr - ou - nd  
**ground**

f - ou - nd  
**found**

m - ou - th  
**mouth**

1. I can shout with my mouth.
2. I found a pouch on the ground.
3. Our house has a mouse.
4. Your hound is loud.

- Read to the child:** OW can make the sound /OW/ as in COW. Read the following words. First read each sound, then put them together to read the word. Then read the sentences.

n - ow  
**now**

c - ow  
**cow**

t - ow - n  
**town**

cl - ow - n  
**clown**

d - ow - n  
**down**

w - ow  
**wow**

cr - ow - d  
**crowd**

g - ow - n  
**gown**

cr - ow - n  
**crown**

fr - ow - n  
**frown**

1. The clown frowns.
2. The gown is brown.
3. A crowd is in our town.
4. A shower is in the tower.

- Read the poem "The Bird's Nest" by an unknown author to the child. Then read it again, having the child repeat each line.**

### The Bird's Nest

Unknown

Here upon the leaves at rest  
A little bird has built her nest.  
Two tiny eggs within she's laid,



And many days beside them stayed.  
Now she's happy; listen well!  
Two baby birds break through the shell.  
Don't you hear them? "Peep! Peep! Peep!"  
We love you, Mother. Cheep! Cheep! Cheep!"



- Read the poem with the child, with you reading the words in black and the child reading the words in purple.

**ED**

by Jenny Phillips

ED is an ending  
In many words we read,  
But ED has more than one sound;  
It has exactly three.

Now, let's play a little game  
And read some lovely words  
Where the endings are the same.

First are these.  
Read them please!  
They all end with the sound of T.  
Passed, looked, kissed,  
Helped, slipped, missed,  
Dropped, fixed, mixed,

Marched, worked, stopped,  
Kicked, cooked, skipped, hopped!

Next are these.  
Read them please!  
They all end with the sound of D.  
Turned, grabbed, hugged, shrugged,  
Played, prayed, stayed,  
Loved, cared, shared, hummed.

These final sounds rhyme with BED;  
They all end with the sound ED.  
Wanted, waited, needed, weeded,  
Added, rested, started, faded,  
Crowded, painted, listed, planted!

- Dictate the following words:

helped    asked    ended    washed

- Personal or Shared Reading



## 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.

The  taste so good.

I will plant eight  in the ground.

They see some  .

The pink  is from Chad.

## LESSON 37

# Parables

- Practice sight word ladders.
- Read to the child:** A parable is a simple story that is used to teach a lesson. Jesus told many parables.

Read the following parable of the prodigal son to the child. Have the child retell the story in his or her own words.

## The Prodigal Son

Jesus told the people a parable, or story, about a man who had two sons.

The younger one asked for his share of his father's money to spend as he pleased.

He took the money and went away and soon wasted it in sin and rich living.

When he had spent it all, he found that he had no money or friends.

He had to get a job feeding swine.

He was so hungry that he wanted to eat the swine's food.

He felt very sorry that he had been so selfish and wicked.

He said to himself, "I will arise and go to my father."

His father saw him coming and ran out to meet him and kissed him.

His father gave him new clothes and a ring.

The father made a great feast and wanted everyone to rejoice because his son had come home.

God is our loving Father, and He rejoices when we turn away from sin and come back to Him.

- Dictate the following words and sentences, which are a review of phonics principles learned in the Level K course and Unit 1 of this course.

day      way      say

**She will try to dance.**

**The seat is so hard.**

- Review Chart B** (in Appendix)
- Read to the child:** Let's review.
  1. When a vowel is long, it says its \_\_\_\_\_. [name]
  2. What are the vowels? [a, e, i, o, u, and sometimes y]
  3. A consonant is any letter that is not a \_\_\_\_\_. [vowel]
- Personal or Shared Reading**



## Independent Practice

Have the child circle the word that best describes the picture.



skinny  
sadly  
foggy



happy  
empty  
hurry



windy  
sorry  
candy



messy  
rocky  
study



grassy  
loudly  
sticky



likely  
softly  
windy

For each set, have the child circle the sentence that matches the picture best.



1. The girl and the boy walk swiftly.
2. The girl and the boy study.
3. It is very windy.



1. Holly is very messy.
2. It is sunny and windy.
3. Holly is happy and jumps.

## 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)





- 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.

clev - er

f - ir - st

tow - er

sh - ir - t

pow - er

sk - ir - t

rath - er

ch - ir - p

nev - er

h - ur - t

lev - er

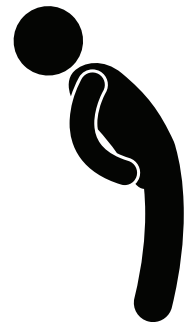
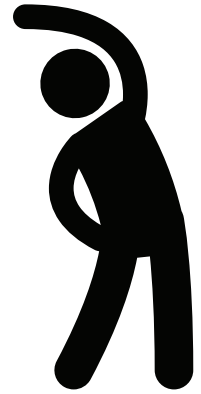
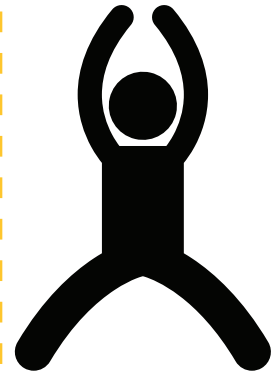
c - ur - b

thund - er

b - ur - st

own - er

s - ur - 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

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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.)**

**Supplies Needed:**32 small pieces of  
cereal or beans**LESSONS 46-47****Unit 2 Review**

- |  |  |
|--|--|
| <input type="checkbox"/> Homophones: Too/Two/To and Be/Bee | <input type="checkbox"/> The Sounds of Y |
| <input type="checkbox"/> ED and ING                        | <input type="checkbox"/> AI              |
|  | <input type="checkbox"/> ER, UR, IR      |

**How the Unit Review Works**

This section contains one activity for most of the major principles taught in this unit. You may choose one of the following ways to approach the unit review:

1. Spend as many days as needed doing activities from this unit review, focusing on those that the child seems to need the most help with. You may use the checklist above to keep track of what principles you feel the child has practiced enough. When ready, complete the unit assessment. If the child does not do well on any section in the assessment, you can

come back to this unit review and use the activities for those principles.

2. Skip the unit review if you feel your child has caught on quickly to all the principles in the unit and likely does not need a review. Go straight to the unit assessment. If the child does not do well on any section in the assessment, you can come back to this unit review and use activities for those principles.

While completing the unit review, you can choose to do just the review activities each day, or you can also practice phonics cards or sight word ladders, and/or do personal or shared reading.

**Homophones TOO/TWO/TO and BE/BEE**

Cut out the word boxes and sentence strips. Have the child choose a sentence and fill in the blank with the correct word by placing the word on the blank line.

too

two

to

be

bee

I'm close \_\_\_\_\_ a \_\_\_\_\_ .

I'm going \_\_\_\_\_ eat \_\_\_\_\_ eggs. A \_\_\_\_\_ stings.

The \_\_\_\_\_ is \_\_\_\_\_ tired \_\_\_\_\_ fly.

I'm \_\_\_\_\_ busy \_\_\_\_\_ make \_\_\_\_\_ cakes.

I want to \_\_\_\_\_ nice.

I'm \_\_\_\_\_ loud.

# 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

## 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**

## 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: ^ ^ ?

Example: i made a cake for you ^

### The Snowballs

a huge storm had just ended, and the land was covered in snow. Tim and Ellen went outside. they each made a small ball of snow and then started to roll it on the ground The balls got bigger and bigger. then they made a huge snowman



### 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	flag	truck
tuck	mend	back	skunk	brake



# 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."**





## 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

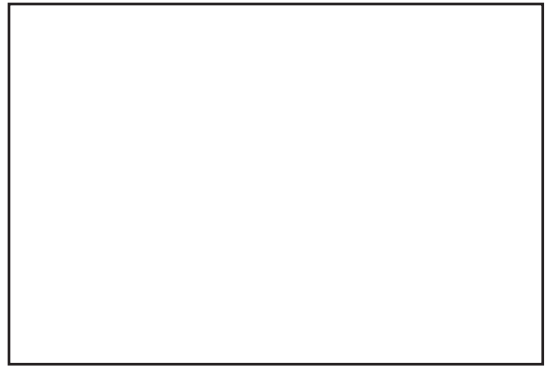
kind	cheerful	loving	happy
holy	wise	mean	angry
peaceful	dishonest	hateful	selfish

- 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**

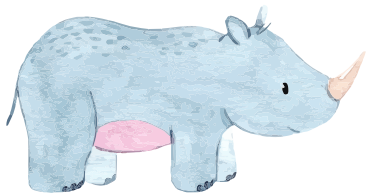


**drawer  
jigsaw  
sawdust**

- 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.



**sauce  
haul  
cause  
fault  
audit**



**clause  
author  
laundry**



**pause  
fraud  
vault**



**launch  
straw  
draw**

- 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.

fri \_\_\_\_\_ sti \_\_\_\_\_

gri \_\_\_\_\_ snai \_\_\_\_\_

ski \_\_\_\_\_ rea \_\_\_\_\_

sme \_\_\_\_\_ chi \_\_\_\_\_

- 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.

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

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

**Supplies Needed:**

- A Pot
- Stirring spoon

**LESSON 64**

# Poetry: The Valley of Grump

- Practice phonics cards.
- Pot and Pan Bang:** Give the child an upside-down pot and a big stirring 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:  
**some, people, here, been, look, goes, upon**
- Read the poem on the right to the child. Then read the poem again, having the child read every other line of the poem. Help the child sound out challenging words. Discuss the meaning of the poem.
- Personal or Shared Reading



## Independent Practice

On the next page, have the child draw the Valley of Grump and the Valley of Nice. Have the child write four nouns and four adjectives for the Valley of Grump. Then have the child write four nouns and four adjectives for the Valley of Nice.

Have the child read the words once and write each word three times, each time in a different color.

what

when

why

where

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## The Valley of Grump

by 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.



## LESSON 69

# 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."

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 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" binder.

The sun set behind the mountain.

It started to rain.

I was so tired.

- Read to the child:** The letters IR make the sound /ER/ as in STIR. Read the words.
- Read to the child:** The letters UR make the sound /ER/ as in PURSE. Read the words.



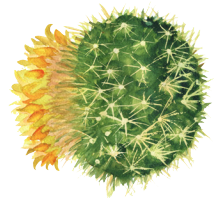
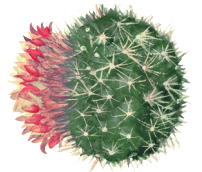
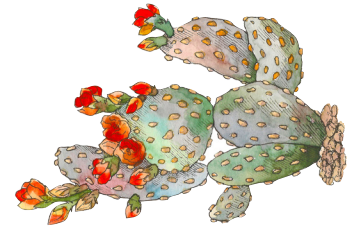
## Words with Open Syllables

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*

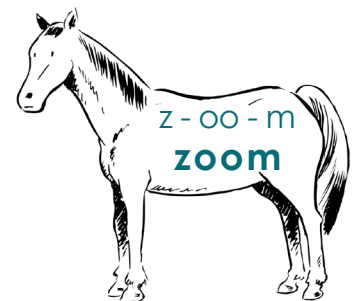
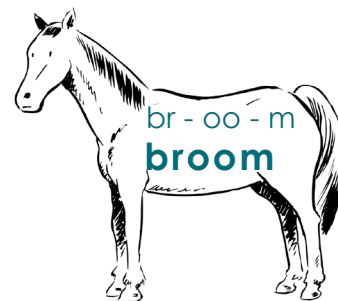
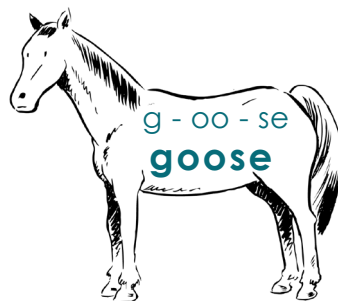
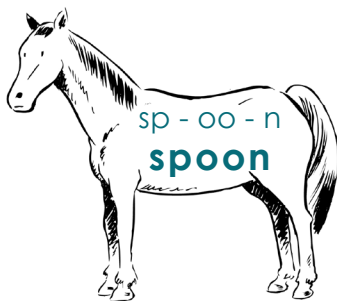
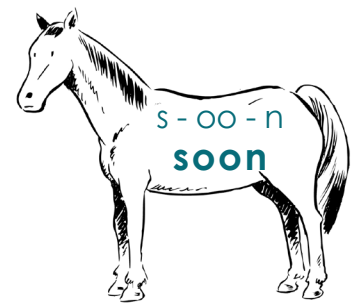
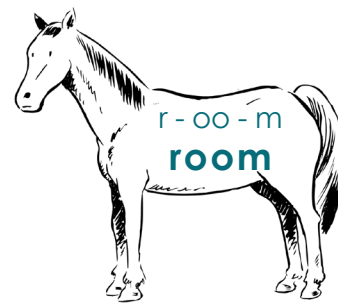
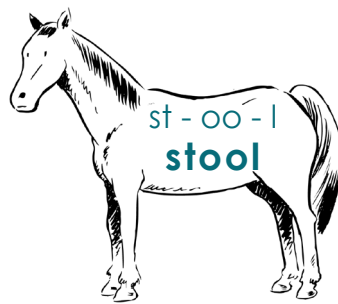
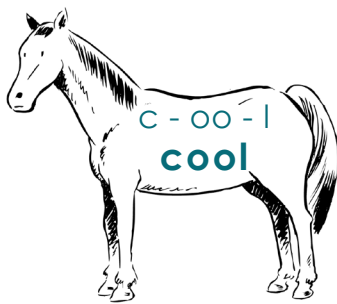
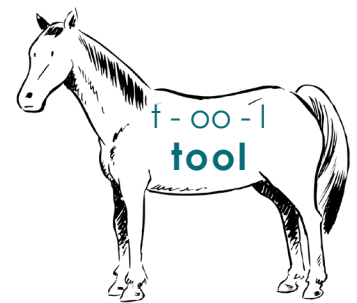
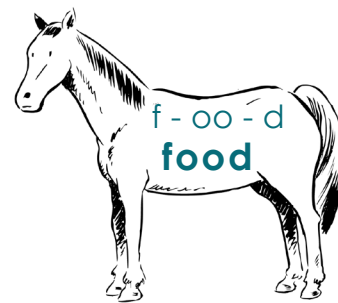
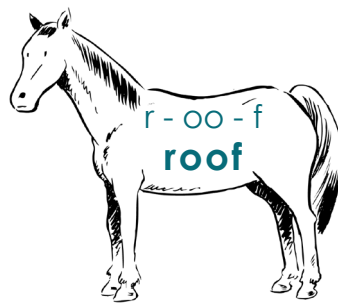
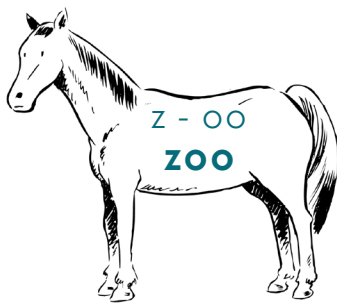
### Writing and Other Principles Taught

- 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

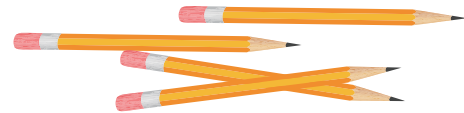
## LESSON 84

## 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.

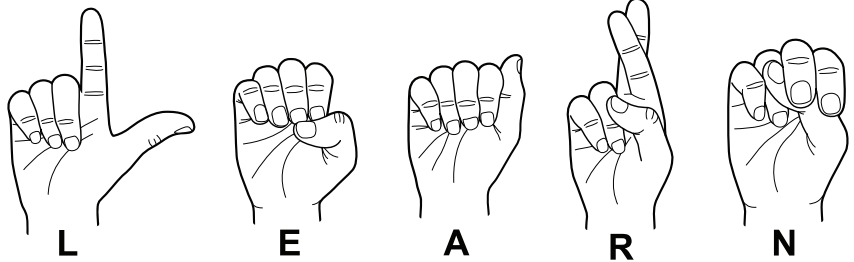
for

FOUR

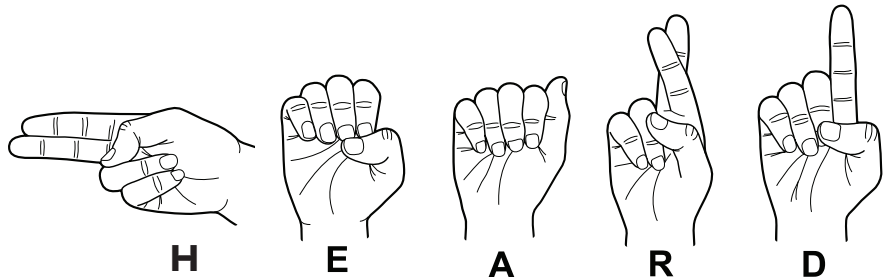
 **Independent Practice**

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.

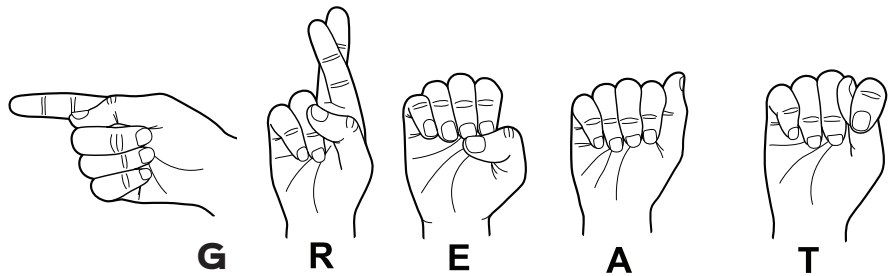
learn



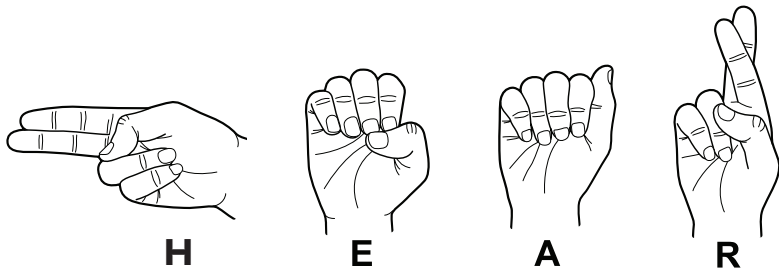
heard



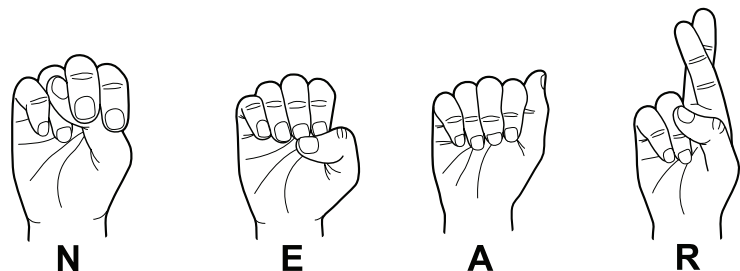
great



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

Personal or Shared Reading

## Independent Practice

## Articles



Have the child write the three articles:

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

Have the child write **a** or **an** on the blank lines to complete the sentences correctly.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. The bunny has _____ baby.     | 5. The bunny climbed _____ hill. |
| 2. Dan reads about _____ animal. | 6. I cracked _____ egg.          |
| 3. Fred reads about _____ horse. | 7. We fed _____ ape.             |
| 4. We saw _____ otter.           | 8. _____ ant was on my foot.     |

Have the child circle **a** or **an** to complete each sentence correctly.

- |                                   |   |
|-----------------------------------|---|
| 1. I saw <u>a / an</u> ox.        | 4. Did <u>a / an</u> ant eat the bread? |
| 2. Do you hear <u>a / an</u> owl? | 5. I had <u>a / an</u> egg for lunch.   |
| 3. I have <u>a / an</u> pet dog.  | 6. Do you want <u>a / an</u> apple?     |



# 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.

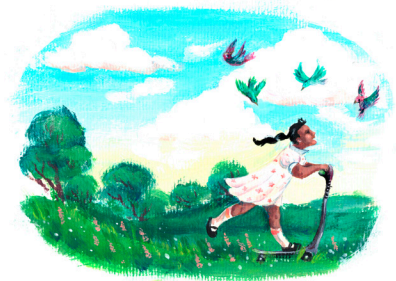
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 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 97

## Writer's Workshop

No phonics cards or sight word practice today.



-  In the *Level 1 Reader*, have the child read *School at the Zoo* and *Spring* to you. (This is in place of personal/shared reading.)
- Read to the child:** In this lesson, you get to create a fun book about nouns and adjectives. As you have learned, a noun is a word for a person, place, or thing. An adjective is a word that describes a noun. For example, a TREE is a thing, so it is a noun. Adjectives that could describe a tree are TALL, OLD, and LOVELY.



### Independent Practice

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

**MY BOOK OF NOUNS  
AND ADJECTIVES**

My name is \_\_\_\_\_, and I live  
in a beautiful world. Two adjectives that  
describe nature are \_\_\_\_\_  
and \_\_\_\_\_.

Here are two adjectives that describe how

amazing mountains are:

and

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here are two adjectives that describe what

a sunset is like:

and

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 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.

## LESSON 104

# Decoding Challenging Words: Part 1

- Practice sight word ladders.
- Read to the child:** When you are reading and get to a long word, do not guess what the word is or skip over it. Instead, break the word down into chunks, or syllables, and take the time to sound out the word. This will help you become a better reader.

Write **HIPPOPOTAMUS** on the board. This might look like a hard word, but you have learned all the phonograms within the word. Look how easy it is if we break it into chunks like this. Write **HIP - PO - POT - A - MUS** and have the child read the word.

Let's try reading some challenging words. Have the child read the following words. If the child struggles with a word, write the word in syllables on the board and then have the child read the word, or encourage the child to break the word into syllables in his or her mind.

whatsoever	whirlwind	whispering	supermarket
wrongdoing	confirming	undercover	publisher
deliverer	widespread	cloudburst	discovery

- Study the painting below with the child. Have the child read the list of words and phrases beside the picture and circle or highlight words that can be seen in the painting.



tall chair  
helicopter  
windowsill  
wristband  
metal stool  
suspenders  
feather  
wooden frame  
wrists  
whiskers  
ceramic vase  
caterpillar

"The Lesson" by Edmund Adler (1876–1965)

# LESSON 106

## Sensory Language

- Practice sight words.
- Silent E Practice Chart** (in Appendix)
- Read to the child:** Imagine being in a room without sounds, colors, or smells. That would not be very interesting! Sounds, smells, and colors bring things to life. We use senses to experience our world.

What are our senses? [the ability to see, hear, touch/feel, smell, and taste]

Would life be different if you could not see or smell? Would life be different if you could not hear a bird sing or a bee buzz? What if you could not feel a warm blanket or the softness of a kitten?

When authors write, they can use the senses to make the writing more interesting.

- Have the child complete the following "Senses Chart" by telling you adjectives that are used to describe the different senses. Some possibilities are listed below.

TASTE	TOUCH	SOUND

- |          |          |          |
|----------|----------|----------|
| fresh    | freezing | loud     |
| bitter   | soft     | silent   |
| spicy    | warm     | quiet    |
| sweet    | sticky   | pleasing |
| pleasant | cool     | noisy    |

- Have the child read the following poem and underline or highlight lines that use the senses. Then have the child complete the next page.

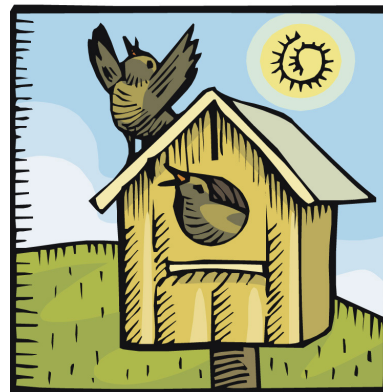
### Oh, Spring

by Jenny Phillips

Oh, spring  
 You have come  
 To wake up all the trees  
 Bring back the lovely song of birds  
 And start the hum of busy bees.

Oh, spring  
 You begin  
 To open blossoms sweet  
 Give life to tiny, growing leaves  
 And cover the world with vibrant green.

Oh, spring  
 How I love  
 The warm sunshine on my hair  
 The freshness in the morning air  
 The color painted everywhere.



Supplies Needed:

Mixing spoon

Pot

LESSON 110

Prefix RE

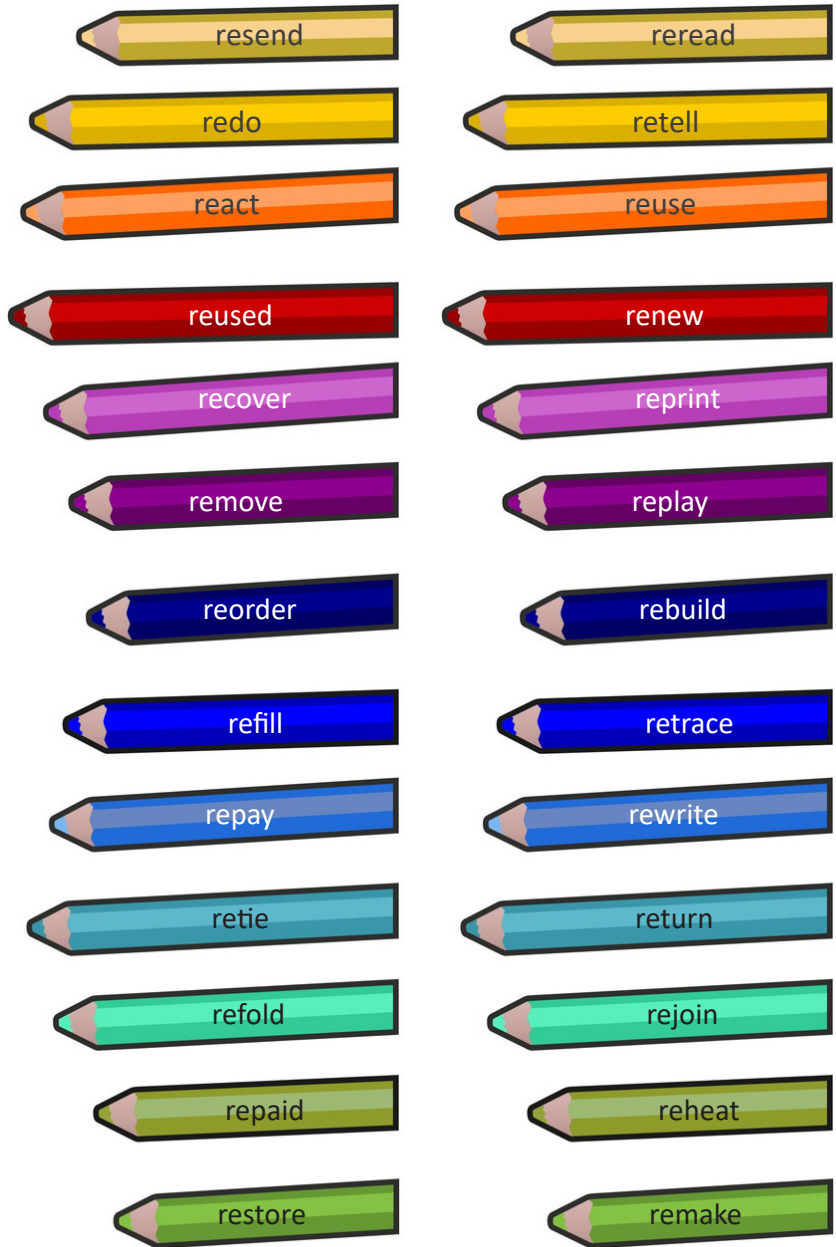
- Practice phonics cards.
- Read to the child:** A prefix is a short set of letters we add to the beginning of a word that changes the word's meaning. The prefix RE means AGAIN. **Write FILL on the board.** What does this word mean? **Write RE before the word to create the word REFILL.** What does this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



## Independent Practice

# PLURAL NOUNS: S or ES?

Most **NOUNS** can be made plural by adding an S.  
If the noun ends in SH, CH, Z, X or S, add ES.

Have the child write each word in its plural form.



dish

---

bench

---

bat

---

pass

---

ball

---

brush

---

egg

---

lunch

---

glass

---

fox

---

box

---

gate

---



**Read to the child:**

The painting on this page is by Mikhail Clodt, who is a Russian painter we studied in the Level K course. This picture was painted about 130 years ago before cameras were invented. This painting gives us a chance to see a scene in Russia that we would not be able to see otherwise. Let's look at it a little closer. What do you think is beautiful about this place? Would you enjoy rowing a boat on the river and having a picnic under the tree? What are some adjectives that describe the scene? What are some details in the painting you notice? [the reflection of the tree in the river, the shades of color in the clouds, the shadow of the tree] Now we are going to practice reading words that use LY, FUL, and LESS. Read the numbered sentences on this page aloud.

1. The cloudless sky looks endless.
2. The tree is simply peaceful.
3. The friendly, graceful ducks are harmless.
4. The white cow eats a mouthful of grass.
5. This would be a wonderful and lovely place to relax and read a book.
6. The zebras carefully avoid the painful rocks.
7. The water has powerful waves.
8. It is probably very quiet under the tree.



Mikhail Clodt (1833–1902)

- Oral Narration:** Have the child describe this scene aloud, as if he or she were describing it to someone who cannot see. Prompt the

child to use as much description and detail as possible and include his or her own opinions and feelings about the painting.

## 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.

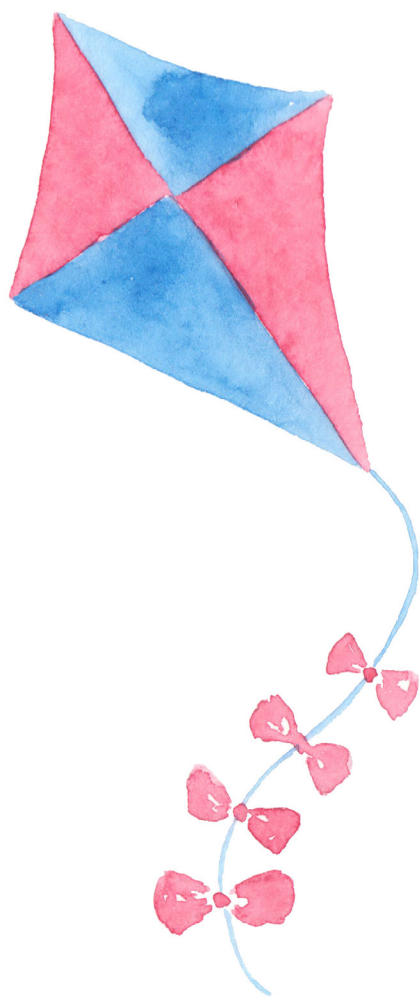
ahead bread bear wear	deaf death head breath	great break wealth leapt
meant heaven ready greater	spread break instead steady	thread health meant breaking
headed tread dread pear	sweater spread wealthy wearing	sweat threaded stealth steak

**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, striped ribbon-like shapes. The banner is set against a background of a large, stylized orange arch with a grey, dashed outline.

# Charts and Assessments

# Reading Assessment B

1. Reading assessments give the child practice reading and help you track reading progress. KEEP THIS SHEET, as you will use it three times during the course.
  2. Keep track of the total time and the # of incorrect words. If the child says the word incorrectly and then corrects it, do not count the word as incorrect. Do not help the child with any of the words. If the child takes longer than about four seconds to read a word, tell the child the word and then mark the word as incorrect.
  3. These assessments do not have to be done on the same day.
- Have the child read the poem on the next page. The child does not need to read the title or author. Write the date, time, and # of incorrect words.

Date:	Date:	Date:
_____:	_____:	_____:
Time	Time	Time
_____	_____	_____
# of incorrect words	# of incorrect words	# of incorrect words

- Have the child read the passage on the next page.

Date:	Date:	Date:
_____:	_____:	_____:
Time	Time	Time
_____	_____	_____
# of incorrect words	# of incorrect words	# of incorrect words



## Poem

### Senses

By Jenny Phillips

I see a nest  
Up in a tree  
I hear the buzz  
Of lots of bees.  
I can smell  
The blossoms sweet;  
I feel and taste  
A lovely peach.  
How grateful I am  
For eyes and ears  
And a mouth and hands and feet  
And all the things  
That they can feel  
And hear and taste and eat.

## Passage

### The Huge Snowman

Bobby liked to make snowmen. He always made them in the barnyard by the gate, next to the big bush. One afternoon he made a really huge snowman—the biggest snowman he had ever made. He cut two sticks from a large tree for each of the snowman’s arms, and he gently placed rocks on the snowman for buttons. Lastly, he put a hat on top of the head. All the kids from the town came to see Bobby’s snowman. They clapped their hands with a joyful sound.

# Soft C and G Chart

# of words in 90  
seconds

# of words in 90  
seconds

# of words in 90  
seconds

# of words in 90  
seconds

# of words in 90  
seconds

# of words in 90  
seconds

Time the child while he or she reads the words 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. Write how many words the child reads in 90 seconds. You will be prompted to do this activity a total of six times during the course.

giant

general

spicy

pencil

gel

office

age

princess

gym

mice

ice

race

gentle

stranger

dice

city

germ

magic

since

sentence

cage

tragic

cent

energy

rice

digit

cement

lice

danger

engine

gymnast

policy

garbage

nice

logic

Lucy

slice

place

stencil

price

spice

gem

twice

Nancy

strange

lacy

huge

icy

fence

truce

legend

space

face

prince

circle

recess

dance

mercy

fancy

grace

# 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.

