

LEARNING GOD'S STORY

Complete First Grade Curriculum

Sample

MY FATHER'S WORLD[®]

Marie Hazell, M.A.

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Learning God's Story in March 2013.

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Lesson Overview

Week	Bible/History	Reading	Math	Science
1	What Is History? Scrolls	A-Z Review of Letter Names and Sounds, Blending, and Handwriting	Introduce Pattern Blocks and Unifix Cubes	Close to the Ground
2	Proverbs Make a Jewish Calendar	A-Z Review of Letter Names and Sounds, Blending, and Handwriting	Patterns/Sequence	Close to the Ground
3	Proverbs 9:10 Make an A-Z Scroll	A-Z Review of Letter Names and Sounds, Blending, and Handwriting Short vowels <i>a, e, and i</i>	Sorting and Classifying	Flowers
4	Proverbs 9:10 Languages of the Bible	Short vowels <i>o</i> and <i>u</i> Final consonant blends	Numbers and Counting	Flowers
5	Proverbs 21:23 Timeline	Consonant digraphs <i>sh, ch, th,</i> and <i>ng</i>	Numbers and Counting	Trees
6	Proverbs 16:24 Family History	Long vowels with silent <i>e</i>	Geometry (Shapes)	Trees
7	Proverbs 10:5 The Bible Is 1 Book with 66 Books	Long vowels with silent <i>e</i>	Addition	Seasons
8	Proverbs 10:5 Who Wrote the Bible?	Long vowels with silent <i>e</i> Consonant blends	Addition	Rain
9	Proverbs 29:11 Draw a Bible Lands Map	Vowels with <i>r</i>	Addition	Thunder and Lightning
10	Proverbs 12:18 Make a Bible-Times Costume	Long vowel <i>a</i> spelled <i>ay</i> Long vowel <i>i</i> spelled <i>igh</i> Long vowels spelled <i>a, e, i, o, u</i>	Addition	Rivers
11	Proverbs 12:22 The Bible Is a Letter	<i>/oo/</i> spelled <i>oo</i> [<i>spoon</i>] <i>/aw/</i> spelled <i>aw</i> and <i>a</i> <i>/ü/</i> spelled <i>a, e, i, o, u</i> Begin Bible Reader	Subtraction	The Beach
12	Proverbs 13:1 Begin Bible Stories	<i>/oo/</i> spelled <i>oo</i> [<i>book</i>] Long vowel <i>i</i> spelled <i>y</i>	Subtraction	Under the Sea
13	Proverbs 14:30 Bible Stories	Long vowel <i>e</i> spelled <i>y</i>	Subtraction	The Sun and the Moon
14	Proverbs 19:17 Bible Stories	<i>/oo/</i> spelled <i>u_e</i> and <i>ue</i> Long vowel <i>e</i> spelled <i>ea</i>	Measurement	Volcanoes
15	Proverbs 13:13 Bible Stories	Long vowel <i>a</i> spelled <i>ai</i> <i>/ow/</i> spelled <i>ow</i> and <i>ou</i>	Graphing	Stars and Planets
16	Proverbs 30:5 Bible Stories	<i>/oo/</i> spelled <i>ew</i> Short vowel <i>e</i> spelled <i>ea</i>	Time	Rainbows
17	Proverbs 11:25 Bible Stories	<i>/oy/</i> spelled <i>oy</i> and <i>oi</i> Changers <i>e, i, y</i> and <i>ge, gi, gy</i>	Place Value	Snow and Ice
18	Proverbs 15:3 Bible Stories	<i>/f/</i> spelled <i>ph</i> <i>u</i> as in <i>put</i>	2-Digit Addition and Subtraction	Measurement
19	Proverbs 20:22 Bible Stories	<i>/aw/</i> spelled <i>au</i> <i>/aw/</i> spelled <i>o</i>	Ordinal Numbers and Greater/Less Than	Experimenting with Water

Week	Bible/History	Reading	Math	Science
20	Proverbs 3:5 Bible Stories	/n/ spelled <i>gn</i> and <i>kn</i> <i>ough</i>	Addition	Floating
21	Proverbs 3:6 Bible Stories	Long vowel <i>o</i> spelled <i>ow</i> Long vowel <i>o</i> spelled <i>oa</i>	Addition	Fun with Boats
22	Proverbs 20:11 Bible Stories	- <i>ed</i> /k/ spelled <i>ch</i>	Addition	Water's Skin
23	Proverbs 25:28 Bible Stories	Long vowel <i>e</i> spelled <i>ie</i> ; <i>y</i> to <i>ie</i> /oo/ spelled <i>u</i>	Subtraction	Vanishing Water
24	Proverbs 14:14 Bible Stories	/j/ spelled <i>dge</i> ; /ch/ spelled <i>tch</i> <i>nk</i>	Subtraction	Mixing
25	Proverbs 29:25 Bible Stories	- <i>er</i> , - <i>est</i>	Subtraction	Water Power
26	Proverbs 21:30 Bible Stories	/r/ spelled <i>wr</i> ; /m/ spelled <i>mb</i> <i>ce</i> , <i>ci</i> , <i>cy</i>	Counting by 2's, 5's, 10's	Air and Water Tricks
27	Proverbs 18:10 Bible Stories	Singular and plural	Volume/Weight and Graphing	Taking in Water
28	Proverbs 10:9 Bible Stories	<i>sh</i> , <i>zh</i> Reading/language arts skills	Fractions	Frozen Water
29	Proverbs 8:33 Bible Stories	Irregular plurals Vocabulary; Parts of a book	Time	Starting to Grow
30	Proverbs 25:21 Bible Stories	Antonyms	Money	Growing
31	Proverbs 22:9 Bible Stories	Alphabetical order Fact/Opinion	Money	Plants and Water
32	Proverbs 10:1 Bible Stories	Story sequence	Adding Three Numbers and Place Value	Using Light
33	Proverbs 11:30 Bible Stories	Reading comprehension	2-Digit Addition and Subtraction	New Plants from Old
34	Proverbs 19:21 Bible Stories	Basic questions	2-Digit Addition and Subtraction	Plants and Leaving Home Useful Plants

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Learning God's Story Required Resources

Teacher's Manual

First Grade Student Materials – Student Workbook, Student Sheets, Bible Reader, Bible Notebook

Science Books – *Things Outdoors, Science with Water, Science with Plants*

My Big Book of 5-Minute Devotions: Celebrating God's World – From polliwogs to porcupines, animals illustrate spiritual principles in this understandable and practical book with lovely illustrations.

The Complete Book of Math – This full-color workbook covers patterns, classification, comparisons, addition/subtraction, place value, geometry, measurement, graphs, time, money, and fractions. Also includes creative ideas for hands-on activities.

Wooden Pattern Blocks – Children love to create unique designs and build structures with these 250 colorful hardwood hexagons, squares, triangles, trapezoids, parallelograms, and rhombuses. A hands-on way to develop problem solving, geometry, visual-spatial, and other key math-related skills. Used with *Pattern Animals* book.

Pattern Animals: Puzzles for Pattern Blocks – 26 animal puzzles and 20 challenging problem-solving activity sheets.

Unifix® Cubes – 100 interlocking counting cubes in 10 colors provide hands-on experience in math exploration.

Horizontal Addition and Subtraction Flashcards – Used to introduce math facts.

Clock – A small teaching clock with geared hands and clearly-marked face.

To further enrich the learning experience, add these resources from the Deluxe Package (also available separately from My Father's World):

Reading Aloud **Honey for a Child's Heart** – Reading aloud to your child is an important part of your school day, and this book will provide suggested reading lists from a Christian viewpoint, as well as the “why” and “how” of reading aloud. Also included: *Eric Carle's Animals Animals* and *Tales from Cherry Lane*.

Drawing Lessons **Drawing with Children** – Mona Brookes' method, emphasizing step-by-step guidance, yields astonishing results. The drawing skills taught in this book will be helpful when illustrating the Bible Notebook. We provide easy-to-follow lesson plans in your teacher's manual. For K–adult.

Art Appreciation **Enjoying Art Together** – What a wonderful way to enjoy art together! These gentle lessons that encourage looking deeper introduce your children to a wide range of paintings. The set contains twenty full-page color paintings of people and animals, with questions to guide your discussion and a brief history of the artist. Includes art stickers and study guide. For Grade 1–adult.

Music Appreciation **Peter and the Wolf CD** – Introduce your children to the names and sounds of instruments in the orchestra. The CD includes *Peter and the Wolf*, *Young Person's Guide to the Orchestra* by Benjamin Britten, and *Carnival of the Animals* by Saint-Saens, and is used with picture cards included in the Student Sheets. Grade 1–adult.



Welcome to My Father's World!

Learning God's Story is a complete curriculum with a phonics-based reading program. Focusing on Genesis to Revelation, key Bible stories are used to develop reading and writing skills. It completes the learning-to-read process begun in the kindergarten program, *God's Creation from A to Z*. All necessary consonant and vowel sounds are presented using a logical and phonetic approach to produce an independent reader. The integrated lessons also include language arts, social studies, science, math, art, and music. Easy-to-teach lesson plans guide you through a complete school year.

Once a week, students enjoy **Exploration Day**. On this day, there are no regular reading, math, or Bible lessons. Instead, students participate in special science, math, and reading activities, and spend time outside exploring God's wonderful creation.

Using a thematic approach, Bible history from Genesis to Revelation is the focus of this learning adventure. Phonics lessons develop the needed skills to read Bible stories from our Bible Reader. Students retell (narrate) the Bible story and create a lovely keepsake Bible Notebook in which they summarize and illustrate Bible stories. Weekly memory verses selected from Proverbs help strengthen handwriting skills as well as Biblical character.

Hands-on projects help the students understand and experience the world of the Bible. Creating a timeline helps them visualize Bible stories as actual events that fit into history. Making a Bible times costume and celebrating a Sabbath meal help students understand the culture of the Bible.

Reading is taught with step-by-step phonics instruction. *Learning God's Story* begins with a quick review of letter names and sounds followed by in-depth teaching of all necessary phonics, spelling, and handwriting skills. By Week 13, students begin reading Bible stories in a special beginning-level Bible Reader.

Math is taught using a developmentally appropriate hands-on approach. Our combination of hands-on activities, oral activities, pencil-and-paper tasks, and real-life situations helps students really understand math concepts, providing a strong foundation for future math studies. Math becomes part of daily life, is practical and well understood, and is usually even enjoyable!

Science focuses on God's amazing world. The core of the curriculum is found in three books: *Things Outdoors*, *Science with Water*, and *Science with Plants*. This is supplemented with additional hands-on activities and optional science books from the library. As part of the weekly Exploration Day, you will spend time outside enjoying God's beautiful creation.

Art is enjoyed by the student as he participates in drawing illustrations for the Bible Notebook, as well as completing simple hands-on crafts, such as making a scroll. The Deluxe Package adds a book we highly recommend, *Drawing with Children*. Even if you don't consider yourself an artist, these easy-to-teach drawing lessons provide an

excellent foundation. The student will use these drawing skills as he illustrates Bible stories this year. The lessons also help students learn to observe details and develop eye-hand coordination.

Art appreciation lessons (from the Deluxe Package) are scheduled beginning mid-year, using *Enjoying Art Together*. This set contains ten full-page color paintings of people as well as ten with animals, questions to guide your discussion, and a brief history of the artist. These cards are excellent for teaching students to observe details and make logical inferences. We suggest that near the end of the year, you visit an art museum and use the same questioning technique to enjoy several of the paintings in depth.

Enjoying **music** (from the Deluxe Package) is the focus of *Peter and the Wolf*. Our lessons, which begin mid-year, are an ideal way to introduce your first grader to the names and sounds of the instruments in the orchestra. The CD features *Peter and the Wolf*, Britten's *Young Person's Guide to the Orchestra*, and Saint-Saens' *Carnival of the Animals*. As children listen, they may color cards from the Student Sheets so that they learn the look of the instrument as well as the sound.

Many of the lessons include **Bible stories** to read to the student. For your convenience, these verses are already printed in your teacher's manual using the *Holy Bible, Contemporary English Version (CEV)*. This is a simplified Bible translation that is very interesting and easy for children to understand. The CEV is specifically designed for reading aloud. Bible references for each story are included so that if you prefer, you may substitute another version of the Bible. Memory verses from Proverbs are from the NIV. Again, if you prefer, you may substitute another version. If you already own a Bible (any version), you do not need to purchase another Bible.

God's Big WORLD is a print and digital current events magazine with a biblical worldview. It's ideal for reading aloud with parents. See mfwbooks.com/magazine.

More About Math

First graders have a wide range of math abilities and different learning styles. Therefore, our plans are very flexible. Key math concepts are presented one at a time with lesson plans that adapt to a child's unique needs and abilities. The following resources are used: *Learning God's Story Teacher's Manual*, *The Complete Book of Math*, simple homemade manipulatives, Wooden Pattern Blocks, *Pattern Animals: Puzzles for Pattern Blocks*, clock, and Unifix Cubes.

Hands-on activities are a crucial part of math for first graders. *Learning God's Story* provides many practical math games and activities. *The Complete Book of Math* also contains excellent ideas for hands-on activities. If you have access to a well-stocked library, you can also use our optional book list (in the appendix) to locate books that teach math concepts.

Math manipulatives are a key component.

- **Pattern blocks** and *Pattern Animals* provide a hands-on way to develop problem solving, geometry, visual-spatial, and other key math-related skills. For the first week, the child will explore with the blocks and build patterns and structures of his own design. Then once a week, on Exploration Day, the child will pick an animal sheet to cover with pattern blocks. The twenty activity sheets at the front of the book are optional and may be used if/when appropriate. (Hint: Remove or photocopy pages 23-48. Place them in plastic page protectors to keep them neat. Photocopy pages 3-22 as needed or do the pages orally.)
- **Unifix Cubes** are introduced in Week 1 during an informal exploring time. They are also scheduled when learning about sequences, addition, and other topics.
- The small geared **clock** is used when teaching about time. (Please be gentle with the clock and only move the minute hand. Do not move the hour hand.)
- **Horizontal Addition and Subtraction Flashcards** are used beginning in Week 20 to gently introduce math facts. (They should not be used before then.)

Workbook pages are supplementary. (Hands-on activities are more important.) *The Complete Book of Math* is a non-stressful, relaxed workbook. Do not plan to complete all the pages—select the pages most appropriate for your child that reinforce concepts you are teaching. If any pages are much too simple for your child, omit them. More importantly, if any pages are too difficult, set them aside for later. As the teacher, you are in charge—do not let the workbook become your master. Feel free to modify pages when needed. Use manipulatives often, such as coins, buttons, or dried beans, to add real-life meaning to workbook pages.

Real-life situations are wonderful for teaching math concepts. This really is important—don't forget to include some math at non-school times each day. It can be done quite simply, and you can adjust the difficulty to your child's abilities. Here are some ideas to get you started.

- At the grocery store, point out prices and let your child read the number. Teach him how to weigh produce and read the scale. Make up math problems: “We have 2 grapefruit at home and I want to buy just enough so that everyone in our family can have one. How many more do we need to buy?” “Can you pick out 2 containers of yogurt for each person in our family? How many will that be?”
- In the kitchen, you can easily introduce fractions. For example, your child can cut a sandwich into halves and then quarters (or fourths). He can use measuring cups to demonstrate that if he fills the $\frac{1}{3}$ cup three times, it fills the one-cup measure. Use water, rice, or anything! Let him see fractions in recipes and cook with you.
- Let your child help set the table. Make up math problems as he does this: “We have 8 people in our family. I already put 2 cups on the table. How many more do we need? Will you bring them to the table, please?”
- Include your child in carpentry or repair tasks. He can help measure, count, add, and learn the need for careful, exact work.
- Talk about time, months, days of the week, money, and measurements (inches, feet, pounds, quarts, etc.) as they arise in daily activities.

See the appendix for a list of first grade math goals.

Is My Child Ready for First Grade?

If your child has not successfully completed *God's Creation from A to Z* kindergarten curriculum, please take some time to determine if your child is really ready for first grade.

- Does your child know the 26 letter sounds (consonants and short vowels)? Letter names are not as important.
- Is your child generally able to print alphabet letters correctly? Is he generally able to place letters accurately on kindergarten-sized lined paper?
- Can he easily read short words such as *hat*, *pig*, and *men* without your help and without any accompanying pictures? (Was he taught how to blend sounds, not just memorize words?)
- Is he developmentally able to sit long enough to copy 4-6 short words on kindergarten-sized lined paper without complaining or becoming tearful?
- Is your child mature enough to sit cooperatively for 20- to 30-minute segments for structured school activities? (*Learning God's Story* will take up to 2 hours each day to complete.)
- Will your child be six by September 1? (We do not recommend first grade for a four-year-old, even if he appears to be ready. A mature five-year-old about whom you can answer yes to all the above questions may be ready for first grade. However, we still encourage you to consider using *God's Creation from A to Z* because your child will learn so many wonderful truths about a relationship with Jesus through the integrated Bible and science. Kindergarten reading and writing assignments can be adjusted to meet the needs of a child who is already reading simple words.)

If you can answer yes to all the above questions, your child is most likely ready for first grade. If not, we recommend that you begin with *God's Creation from A to Z* kindergarten curriculum.

It is important for your child to have a strong foundation in beginning reading skills before he starts first grade. *God's Creation from A to Z* teaches 26 letter names and sounds, handwriting, sound blending, reading short vowel words, and reading simple stories with short vowel words. The skills taught in kindergarten—especially reading short vowel words fluently for many months—give a child the foundation needed for success in first grade. *Learning God's Story* quickly reviews these skills in the first month and then moves on to new skills.

If you are teaching the kindergarten curriculum to an older child, you may use a modified schedule to teach three days of work each day. This would allow you to finish the kindergarten material in about three months and then go directly into *Learning God's Story*.

What If My Child Is Already Reading Well?

If your child is a strong reader, you may be wondering if there will be enough challenge in reading/language arts.

Yes! This curriculum is so much more than just phonics instruction. And you can adapt the phonics lessons to be more challenging if needed.

- Most first graders need more handwriting practice. Focus on best handwriting, especially on the Proverbs sheets.
- Bible verse memorization is an important language arts skill.
- Once the Bible stories begin (Week 12), be sure you are having the student narrate the story to develop auditory listening skills and oral composition skills. As the year progresses, the student will be guided to write simple compositions based on the story.
- For some advanced children, you might use some of the phonics lessons as a “spelling” lesson, reading 4-6 words from the previous lesson to the student and having him spell them. Don't skip the dictations at the top of many of the phonics pages; these are really a spelling task. And remember to expect good handwriting!
- Some children who are reading well still need some of the phonics lessons in first grade.
- Add as much grade-level reading as your child likes using *Honey for a Child's Heart*. Choose longer picture books or beginning chapter books at the child's reading level but not beyond 2nd grade level to avoid content conflicts for the younger reader.
- Many of the reading lessons have a sentence(s) to read at the bottom of the page. Instead, you may use the sentence for copy or dictation work. Look at the sentence together, noting capital letters, word spacing, and a period before having the child copy the sentence. When dictating, say the sentence slowly and then have the child write it on first grade lined paper. Do not overly correct at this age.

Here is what one mother says about using first grade with a fluent reader:

My youngest learned how to read when she was 3 1/2 years old. I still took her through the MFW 1st grade curriculum when she was 6. And she loved it!! She enjoyed learning the “rules of reading” even though she was a good reader. I just supplemented by assigning books for her to read that matched what level she was at. You can also use some of the language arts as beginning spelling lessons. My [daughter] is now way above her grade level in spelling, and I like to think some of it may be because I didn't skip the 1st grade material with her.

The character building and the science lessons were right on target for her age. There was plenty of learning going on that year!

Week 5

He who guards his mouth and his tongue
keeps himself from calamity.

Proverbs 21:23

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bible	<input type="checkbox"/> Introduce the proverb. (see notes)	<input type="checkbox"/> Copy the proverb using neat handwriting. (see notes) Caught in a Web – <i>My Big Book of 5-Minute Devotions</i> , pp. 94-95	<input type="checkbox"/> Continue to memorize and apply the proverb. Blind as Bats! – <i>My Big Book of 5-Minute Devotions</i> , pp. 38-39 Timeline (see notes)	<input type="checkbox"/> Continue to memorize and apply the proverb. Three-Toed Patience – <i>My Big Book of 5-Minute Devotions</i> , pp. 18-19	Exploration Day <input type="checkbox"/> Science Things Outdoors – review pp. 20-21, “Trees” (see notes)
Reading/L.A.	<input type="checkbox"/> <i>sh</i> Workbook – p. 32 (see notes) Student Sheet – Ship (see notes)	<input type="checkbox"/> <i>ch</i> Workbook – p. 33 (see notes) Student Sheet – Chick (see notes)	<input type="checkbox"/> <i>th</i> Workbook – p. 34 (see notes) Student Sheet – Hand (see notes)	<input type="checkbox"/> <i>ng</i> Workbook – p. 35 (see notes) Student Sheet – Ring (see notes)	<input type="checkbox"/> Reading Game (see appendix, p. 270)
Math – Numbers and Counting	Hands-on Activities <ul style="list-style-type: none"> • See activities scheduled below. • library books Workbook <ul style="list-style-type: none"> • pp. 31-44, <i>The Complete Book of Math</i> (for Weeks 4-5) 				
	<input type="checkbox"/> Calendar Number of the Day – 21 Activity – Unifix Cubes Sequencing to 10 (see Week 4 Monday notes) CBM –	<input type="checkbox"/> Calendar Number of the Day – 22 Activity – Some time this week, let your child match the socks from the laundry and count by 2’s. CBM –	<input type="checkbox"/> Calendar Number of the Day – 23 Activity – Play Block Grab. Have the student grab pattern blocks with two hands, guess how many he has, and count the actual number. CBM –	<input type="checkbox"/> Calendar Number of the Day – 24 Activity – Play Guess My Number using numbers 0-24. (see Week 4 Wednesday notes) CBM –	<input type="checkbox"/> Calendar Number of the Day – 25 <i>Pattern Animals</i> and pattern blocks
	<input type="checkbox"/> Reading Review	<input type="checkbox"/> Reading Review	<input type="checkbox"/> Reading Review	<input type="checkbox"/> Reading Review	
Activity	<input type="checkbox"/> Science Things Outdoors – read pp. 20-21, “Trees”	<input type="checkbox"/> Art Drawing with Children Do some of the games in “Playing Visual Games,” pp. 64-65. You can also use these in later lessons.	<input type="checkbox"/> Art Drawing with Children Using the photocopy of p. 60 (if needed), walk through your house and/or outside, looking for the 5 Basic Elements of Shape.	<input type="checkbox"/> Art Drawing with Children pp. 65-66 (see notes)	<input type="checkbox"/> Outside Exploration Spend part of today outside enjoying God’s creation.
Read Aloud	<input type="checkbox"/> Eric Carle’s Animals Animals – read/draw p. 37 and p. 62	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Week 5 Notes

Materials: tree stump with rings to count if available (F)
optional—3 egg cartons, seeds (see Collect Seeds activity) (F)

Monday

Proverbs

Look together at page 54 in the teacher’s manual, which shows Proverbs 21:23. Read the verse to the student, pointing at the words and letting him help read some of the easier words. (If you are teaching a group of children, print the proverb on the blackboard and read it to the students.)

Discuss the meaning. As you present verses, be sure to define difficult words, such as *calamity* in today’s verse. This is an excellent way to expand the student’s vocabulary.

He who guards his mouth and his tongue
keeps himself from calamity.

Proverbs 21:23

Memorize the proverb and look for ways that it can apply to your lives.

Workbook: page 32

Dictation: Point to the five vowels on the top half of the page and say, “Let’s say these short vowel sounds together: /ă/, /è/, /ì/, /ò/, /ü/. Now I will say a word and you point to the vowel sound that you hear. For example, if I say *cat*, you hear the /ă/ sound, so you would point here to the vowel by number 1. *Cat*.”

Say the following words one by one and have the student point to the vowel letter on his page: *sun*, *man*, *hot*, *bed*, *sit*. If the student has any difficulty, repeat the activity and give help until the student can perform this task easily.

“What vowel sound do you hear in *sun*? Trace the vowel here by number 5 with your pencil. What is the first sound you hear in *sun*? Yes, it is /s/. Print *s* right here in front of *u*. Now listen for the last sound in *sun*—*sun*. Yes, it is /n/. Print *n* right here at the end of the word. Let’s read the word—*sun*.”

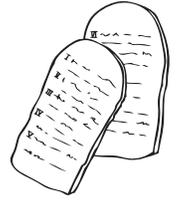
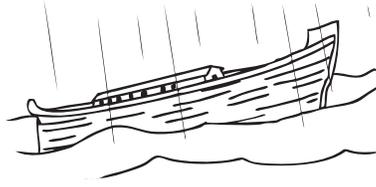
Use the same procedure to help the student write *man*, *hot*, *bed*, and *sit* on the appropriate lines. Check to be sure that each word is correct and that the letters are formed correctly. Then have the student read all the words to you.

“All the words we just wrote have short vowels in them.”

Many of the workbook pages begin with dictation such as given today. The form will vary slightly from lesson to lesson. The dictation will review the letter sound taught in the previous lesson. Each day after completing the dictation, check the student’s work for accuracy and correct handwriting. Then have him read all the words to you.

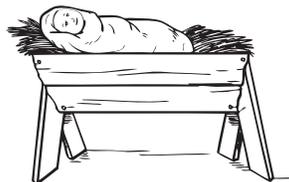
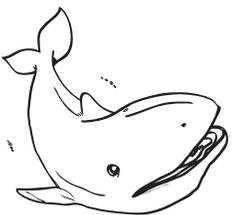
Explain that *sh* says /sh/ as in *sheep*. Locate *sh* on the Reading Chart.

Complete the page as usual. Have the student underline *sh* with a black lead pencil (instead of red) since it is a consonant sound. (Black is used for consonants; red is used for vowels.) The student will not mark vowels today.



He who guards
his mouth
and his tongue
keeps himself from
calamity.

Proverbs 21:23



Line #4 Note that some lessons will now have a section separated by asterisks. Words below the asterisks are a review of the current and past lessons. Have the student read all the words and sentences; these words do not need to be underlined or otherwise marked.

Student Sheet: Ship

Have the student fold and cut the sheet as indicated to form three connected ships. To allow more handwriting practice, there are handwriting guidelines on the front and back of the paper. Have the student choose words from today's workbook page, lines #1-3, and print them neatly on the handwriting guidelines. When he finishes, have him read the words to you.

Tuesday

Proverbs

Place page 54 from your teacher's manual, showing Proverbs 21:23, in front of the student. Also give the student a blank Proverbs student sheet.

Before he begins copying the proverb, explain the punctuation to the student and show him how to make it. Show him how to space between words correctly by placing his index finger (left index finger if he is right-handed) right after a word to measure the space between words. Then he can print the next word right after his finger. That gives a "finger space" between words.

Have him look carefully at the model handwriting sheet as he copies the proverb. This activity is designed for handwriting practice, so be sure he holds his pencil correctly and uses his best handwriting.

If he has difficulty with handwriting, you may allow an extra day for this. He may want to color the small pictures with colored pencils or fine-line markers. Display the sheet on the fridge or a similarly visible location all week to help you focus on the proverb.

(If you are teaching a group of children, print the proverb on the board for the students to copy. If any children have difficulty copying from the board, photocopy the verse sheet from the teacher's manual to give them a model to copy from at their desks.)

Workbook: page 33

Dictation: Look together at the top half of the page. Explain that today the student will write six words that either begin or end with *sh*.

"First you will write the word *ship*. Write it here by number 1. Listen again: *ship*. The first sound is /sh/ so you can trace the *sh* right here. What is the next sound in *ship*? Yes, write *i* next. What is the last sound in *ship*? Write the letter *p* at the end. Read the word you just wrote—*ship*.

"Now you will write a word by number 2. Here's the word: *shut*." If needed, give additional help as you did for number 1.

Continue with the words below, giving additional help as needed.

3. shop
4. fish

5. dish
6. wish

Each day after completing dictation, be sure to check the student's work and have him read all the words to you.

Explain that *ch* says /ch/ as in *chick*. Locate *ch* on the Reading Chart.

Complete the page as usual. Have the student use a black lead pencil to underline *ch* since it is a consonant sound. He will not mark vowels today. Remember that words below the asterisks are a review and do not need to be underlined or otherwise marked.

Student Sheet: Chick

Have the student fold and cut the sheet as indicated to form a small booklet with the chick on the front. To allow more handwriting practice, there are handwriting guidelines on both sides of the paper. Have the student choose words from today's workbook page, lines #1-3, and print them neatly on the handwriting guidelines. When he finishes, have him read the words to you.

Wednesday

Timeline

“Do you know what year it is?” Write the year on the blackboard or a sheet of paper. “When do you think Jesus lived? When do you think Noah and Abraham lived? We will be learning about that this year.”

Prepare the timeline on a kitchen wall or hallway. The exact length of the timeline does not matter. You will want enough room for the figures you will add to it, but figures can be placed in rows above each other if you have limited space. If you plan to do *Adventures in U.S. History* next year, you can add to this timeline. Note: If you are unable to post the timeline on a wall, you can still make a timeline chart. Tape together a number of 8 ½" × 11" white cardstock sheets (thick paper), available at an office supply store. To store, fold up your timeline accordion-style. To use, open and lay flat on your living room floor.

Cut apart the year markers from the timeline pages in the Student Sheets. Tape all the year markers to a wall at equal intervals to create a horizontal timeline. Place the question mark at the end of the timeline to represent the time of the new heaven and earth. Add a string or thin, black paper strip between the years.

Point to the middle of the BC/AD figure on the timeline, and explain that is when Jesus was born. *BC* stands for *before Christ*, or the time before he was born. We count backwards from his birth for the BC years. AD comes from the Latin language and stands for *Anno Domini* which means “the years after Jesus was born.” So our present year means it has been _____ years since Jesus was born.

Place the timeline piece with Genesis 1:1 in the Hebrew language at the left of the timeline to represent Creation. Remind the student that when the Bible was first written, it was written in Hebrew, the language of the Jewish people. Explain to the student that we don't know the exact year that the world was created, but we do know that it was *in the beginning*.

Workbook: page 34

Dictation: Look together at the top half of the page. Explain that today the student will write six words that either begin or end with *ch*.

“First you will write the word *chip*. Write it here by number 1. Listen again: *chip*. The first sound is /ch/ so you can trace the *ch* right here. What is the next sound in *chip*? Yes, write *i* next. What is the last sound in *chip*? Write the letter *p* at the end. Read the word you just wrote—*chip*.”

“Now you will write a word by number 2. Here's the word: *chop*.” If needed, give additional help as you did for number 1.

Continue with the words below, giving additional help as needed.

3. chin

4. rich

5. inch
6. much

Each day after completing dictation, be sure to check the student's work and have him read all the words to you.

Show the student the letters *th* and explain that when they are together we don't say /t/ and /h/; we say /th/. There are two sounds for *th*, which sound very much alike. They are found in the words *thumb* and *then*. Since *th* is not a vowel, have the student use a regular black lead pencil to underline it. He will not mark vowels today. Locate /th/ on the Reading Chart.

Complete the page.

Line #1 Say, "The *b* is silent in *thumb*. We don't say a sound for it."

Line #4 Remember that the student does not mark words after the asterisks.

Student Sheet: Hand

Have the student choose words from lines #1-3 to neatly print on the handwriting guidelines. Be sure he prints *thumb* on the thumb. Then he can cut out the hand and read all the words to you.

Thursday

Workbook: page 35

Dictation: Look together at the top half of the page. Explain that today the student will write six words that either begin or end with *th*.

"First you will write the word *this*. Write it here by number 1. Listen again: *this*. The first sound is /th/, so you can trace the *th* right here. What is the next sound in *this*? Yes, write *i* next. What is the last sound in *this*? Write the letter *s* at the end. Read the word you just wrote—*this*."

"Now you will write a word by number 2. Here's the word: *that*." If needed, give additional help as you did for number 1.

Continue with the words below, giving additional help as needed.

- | | |
|---------|---------|
| 3. thin | 5. math |
| 4. bath | 6. path |

Each day after completing dictation, be sure to check the student's work and have him read all the words to you.

Explain that when we see the letter *n* and letter *g* together we make a special sound – /ng/ as in *ring*. Locate *ng* and *n* on the Reading Chart. This can be a confusing sound, so have the student practice the syllables *ing*, *ang*, and *ung* before reading line #1.

Have the student use a black lead pencil to underline *ng* and *n* today since these are consonant sounds. He will not mark vowels today.

Words with ong will be presented in Week 19.

Student Sheet: Ring

Have the student fold the sheet to make a small booklet with the ring on the cover. First have the student print *ring* on the cover. Then have the student choose words from today's workbook page, lines #1-3, and print them neatly on the handwriting guidelines. When he finishes, have him read the words to you.

Drawing with Children

Read "Warm-ups" and "The Random Warm-up," pages 65-66. Do the Random Warm-up activity. You can repeat this in later lessons.

Friday

Science

Do the bark rubbing activity. You may want to draw some of the illustrations in a notebook and write short summary sentences. Optional: Look at library books you have gathered on this topic, and do the following activity.

Collect Seeds

How many different kinds of seeds can you collect? Use empty egg cartons to store and display your collection. Label each kind of seed with its name. You might use three cartons, one for each of the following types of seeds:

- Tree seeds (collect in early fall)
- Fruit Seeds (apples, lemons, and grapes have "pips" but avocados have "stones")
- Bean Seeds (dried beans are seeds)

First Grade Math Goals

Textbooks and experts have different opinions on exactly what constitutes first grade math goals. Our goals are similar to what many programs expect. If your child meets the following goals this year, you can feel assured he has mastered first grade math.

Numbers

Count, read, and write numbers to 100. (We continue to 169 with Number of the Day.)

Recognize smaller/larger numbers to 100.

Understand greater than/less than symbols ($<$ $>$).

Count by 2's, 5's, and 10's (or at least by 10's).

Count backwards from 20 to 0.

Understand ordinal numbers *first* to *tenth*.

Addition and Subtraction

Understand addition to 18. (facts up to $9 + 9$)

Know addition facts to 18. (Continue into second grade for speed and accuracy. Do not expect children to master addition and subtraction in first grade.)

Understand subtraction to 18. (facts up to $18 - 9$)

Know subtraction facts to 18. (Continue into second grade for both speed and accuracy.)

Add three numbers with up to 18 as the answer.

Recognize that $3 + 5$ is the same as $5 + 3$ (commutative property).

Understand addition and subtraction written horizontally and vertically.

Add or subtract two-digit numbers without regrouping (no borrowing or carrying). For example: $23 + 5$; $54 + 23$; $97 - 3$; $86 - 54$.

Place Value

Understand place value of two-digit numbers (tens, ones).

Read, write, and understand expanded notation (57 is $50 + 7$).

Money, Time, etc.

Be familiar with a calendar: days of the week, months, and reading today's date.

Build and continue number patterns and other patterns.

Understand sorting and classifying.

Solve simple word problems.

Understand beginning geometry: shapes, symmetry.

Understand measurement: length, volume, weight.

Create and read charts, graphs, and tallies.

Understand simple fractions.

Tell time: hour and half-hour.

Understand money: value of penny, nickel, dime, and quarter; begin to count money.