

LEARNING GOD'S STORY

Complete First Grade Curriculum

MY FATHER'S WORLD[®]

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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	Numbers to 10	Close to the Ground
2	Proverbs Make a Jewish Calendar	A-Z Review of Letter Names and Sounds, Blending, and Handwriting	Numbers; Number Bonds	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>	Number Bonds	Flowers
4	Proverbs 9:10 Languages of the Bible	Short vowels <i>o</i> and <i>u</i> Final consonant blends	Number Bonds	Flowers
5	Proverbs 21:23 Timeline	Consonant digraphs <i>sh, ch, th,</i> and <i>ng</i>	Addition to 10 Restaurant – Addition	Trees
6	Proverbs 16:24 Family History	Long vowels with silent <i>e</i>	Addition to 10 Restaurant – Addition	Trees
7	Proverbs 10:5 The Bible Is 1 Book with 66 Books	Long vowels with silent <i>e</i>	Simple Subtraction	Seasons
8	Proverbs 10:5 Who Wrote the Bible?	Long vowels with silent <i>e</i> Consonant blends	Simple Subtraction Restaurant – Subtraction	Rain
9	Proverbs 29:11 Draw a Bible Lands Map	Vowels with <i>r</i>	Simple Subtraction Restaurant – Subtraction	Thunder and Light- ning
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>	Numbers to 20	Rivers
11	Proverbs 12:22 The Bible Is a Letter	/oo/ spelled <i>oo</i> [<i>spoon</i>] /aw/ spelled <i>aw</i> and <i>a</i> /ü/ spelled <i>a, e, i, o, u</i> Begin Bible Reader	Numbers to 20	The Beach
12	Proverbs 13:1 Begin Bible Stories	/oo/ spelled <i>oo</i> [<i>book</i>] Long vowel <i>i</i> spelled <i>y</i>	Numbers/Addition to 20 Store – Addition	Under the Sea
13	Proverbs 14:30 Bible Stories	Long vowel <i>e</i> spelled <i>y</i>	Addition to 20 Store – Addition	The Sun and the Moon
14	Proverbs 19:17 Bible Stories	/oo/ spelled <i>u_e</i> and <i>ue</i> Long vowel <i>e</i> spelled <i>ea</i>	Subtraction Within 20 Store – Subtraction	Volcanoes
15	Proverbs 13:13 Bible Stories	Long vowel <i>a</i> spelled <i>ai</i> /ow/ spelled <i>ow</i> and <i>ou</i>	Subtraction Within 20 Store – Subtraction	Stars and Planets
16	Proverbs 30:5 Bible Stories	/oo/ spelled <i>ew</i> Short vowel <i>e</i> spelled <i>ea</i>	Shapes	Rainbows
17	Proverbs 11:25 Bible Stories	/oy/ spelled <i>oy</i> and <i>oi</i> Changers <i>e, i, y</i> and <i>ge, gi, gy</i>	Ordinal Numbers	Snow and Ice
18	Proverbs 15:3 Bible Stories	/f/ spelled <i>ph</i> <i>u</i> as in <i>put</i>	Length	Measurement
19	Proverbs 20:22 Bible Stories	/aw/ spelled <i>au</i> /aw/ spelled <i>o</i>	Length	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>	Comparing	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>	Numbers to 40	Fun with Boats
22	Proverbs 20:11 Bible Stories	- <i>ed</i> /k/ spelled <i>ch</i>	Addition/Subtraction Within 40	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>	Addition/Subtraction Within 40	Vanishing Water
24	Proverbs 14:14 Bible Stories	/j/ spelled <i>dge</i> ; /ch/ spelled <i>tch</i> <i>nk</i>	Addition/Subtraction Within 40	Mixing
25	Proverbs 29:25 Bible Stories	- <i>er</i> , - <i>est</i>	Grouping and Sharing	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>	Fractions	Air and Water Tricks
27	Proverbs 18:10 Bible Stories	Singular and plural	Numbers to 100	Taking in Water
28	Proverbs 10:9 Bible Stories	<i>sh</i> , <i>zh</i> Reading/language arts skills	Numbers to 100; Addition/Subtraction	Frozen Water
29	Proverbs 8:33 Bible Stories	Irregular plurals Vocabulary; Parts of a book	Addition/Subtraction	Starting to Grow
30	Proverbs 25:21 Bible Stories	Antonyms	Addition/Subtraction	Growing
31	Proverbs 22:9 Bible Stories	Alphabetical order Fact/Opinion	Addition/Subtraction	Plants and Water
32	Proverbs 10:1 Bible Stories	Story sequence	Time	Using Light
33	Proverbs 11:30 Bible Stories	Reading comprehension	Money	New Plants from Old
34	Proverbs 19:21 Bible Stories	Basic questions	Money	Plants and Leaving Home Useful Plants

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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 history projects help 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. A quick review of letter names and sounds is 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, research-based, hands-on approach. Dimensions Math®/Singapore Math® is combined with fun activities, math-related read-aloud story books, and real-life situations to help 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 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 students as they draw illustrations for the Bible Notebook and complete simple hands-on crafts, such as making a scroll. Even if you don't consider yourself an artist, our easy-to-teach drawing lessons provide an excellent foundation. Students will use these drawing skills as they illustrate Bible stories this year. The lessons also help students learn to observe details and develop eye-hand coordination.

Art appreciation lessons are scheduled beginning mid-year, using *Enjoying Art Together*. This set contains twenty full-page color paintings of people and 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** 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. They feature *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 to learn the look of the instrument as well as the sound. Instructions for accessing music online are given in Week 16 when music begins.

Reading aloud is an important part of your school day, and *Honey for a Child's Heart* provides suggested reading lists from a Christian viewpoint, as well as the "why" and "how" of reading aloud. *Eric Carle's Animals Animals* and *Tales from Cherry Lane* are two read-alouds you will enjoy.

Many of the lessons include **Bible stories** to read to the students. For your convenience, these verses are already printed in your Teacher's Manual using the *Holy Bible, Contemporary English Version* (CEV). This simplified Bible translation 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.

More About Math

Hands-on activities are a crucial part of math for first graders, and many practical math games and activities are scheduled. 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.

- **Unifix® Cubes** are used for addition, subtraction, 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 6 to gently introduce math facts.

Video instruction is a recommended optional add-on for Dimensions Math®. You will still follow our lesson plans and do all added math activities. If you use the videos, you won't use the Home Instructor's Guide for instruction, but you will still need it for answers, for additional information/games, and as a backup. See 274 for more information.

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 students' 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.

Science/Bible Videos

As part of our commitment to educational excellence, we have teamed up with the Wild Brothers to produce exclusive videos for My Father's World.

The Wild Brothers are four homeschooled brothers who grew up as missionary kids in Southeast Asia. Their family lived in the jungle and experienced epic adventures in nature, as they shared the Good News of Jesus where it hadn't been heard before. Now they are on an incredible journey of documenting their lives and adventures through filmmaking. In their words: "Our mission is to engage our generation to live out the ultimate adventure of following Jesus Christ!"

To access the videos, go to mfwbooks.com/media. You will find 26 videos to enrich your studies, all scheduled in your lesson plans. We are so excited to share these with you and hope they add even more fun and learning to your year!

How Do I Use *Learning God's Story* If I'm Also Teaching Older Children?

- If you have limited time, teach only Math and Reading/L.A. from the weekly chart (including the unlabeled row after Math). Also teach the proverb from the Bible row as it is used for handwriting. Skip all other subjects—instead, let the first grader participate as able in your older children's curriculum for Bible, history, science, art, music, etc.
- If you have more time, teach additional parts of *Learning God's Story*. You may find that an older child can help you teach, such as by reading Science or the Read Aloud.
- If you have enough time, teach all of first grade. This rich curriculum helps children grow both academically and spiritually.

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 about 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 to have a strong foundation in beginning reading skills before starting 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—provide 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 3½ years old. I still took her through the 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!

Another parent explains it this way:

I could never say enough good things about *My Father's World First Grade*. It is deceptively simple. So many times, I read that moms fear it will be too easy, too light, have too much phonics review. It's not too easy. It's really not, even if you have a fluent reader.

The incremental experience with narration and copywork through the Bible stories, Bible Reader, Phonics Workbook, and Bible Notebook is a challenging and excellent preparation for *Adventures in U.S. History*. The Proverbs teach so much character and goodness to this budding age, and they gave me a medium to polish my daughter's penmanship. The math will teach your child to think mathematically and through a variety of sources ... hands-on, manipulatives, worksheets, and living books. Super. My daughter LOVED the experiments and keeping a little science notebook.

The most beautiful part is that my daughter has a rooted understanding of Bible history in ways that most 6- or 7-year-olds don't have the deep pleasure of knowing. She loves Jesus and the Bible because of My Father's World. Without question, it ignites a desire to know God and shine like Jesus.

A Note to Fathers

We encourage you to pray and discuss with your wife about how you might be involved with the lessons this year. Perhaps you would enjoy leading the Friday science activities or the Friday unstructured outside exploration times—visiting parks, taking walks through the neighborhood, etc. (These could easily be done on a Saturday.) Perhaps you could introduce the weekly proverb, or read *My Big Book of 5-Minute Devotions* and the Bible stories which begin later in the year. (These are best done the evening before they are assigned in the lesson plans.)

Here is one happy wife's story of how her husband blessed her:

[My husband] prayed over me for a good school year ... and then suddenly said, "You know, I need to do some of the teaching, to take on some leadership in this ... to help you and to be an example to our daughter. Maybe I can explain the Proverbs to her as each new one is introduced. I can teach her how to find the chapter and verse while I'm doing it, by helping her find it in her own Bible. And I can be sure to review each one with her throughout the week to help her memorize. But you can help her copy it and review it and all of that."

I am just giddy about this! My husband has hesitated about being an active teacher in our homeschool in the past. He likes science but doesn't want to be the one to do long involved science experiments because he's tired after work. He feels as though he can't teach phonics because he never learned phonics... . [In the past] he was absolutely supportive of homeschooling, and interested in what we were learning, but very hands-off.

... [My husband and daughter] sat together last night and he went over the introduction to Proverbs and then taught her the first portion of Proverbs 9:10. And he explained it so well, so gently and effectively ... much better than I could... .

I am so thankful for a husband who is willing to do this. He had always prayed with us and for us, encouraged us in kindergarten, made it easy to get what we needed for school, been quick to go on a field trip related to our studies, and other things. He had always taught our daughter biblical principles and shared Scripture with her. But seeing him open the Teacher's Manual and then look up the proverb with her and make it a time of real instruction specifically for her schooling ... that was a special blessing!

WEEK 5

Those who guard their mouths and their tongues keep themselves from calamity.

Proverbs 21:23

	M	T	W	TH	F
Bible	☐ Proverb (see notes)	☐ Proverb – copy using neat handwriting (see notes) Caught in a Web – <i>My Big Book of 5-Minute Devotions</i> , pp. 94-95	☐ Proverb – continue to memorize and apply Blind as Bats! – <i>My Big Book of 5-Minute Devotions</i> , pp. 38-39 Timeline (see notes)	☐ Proverb – continue to memorize and apply Three-Toed Patience – <i>My Big Book of 5-Minute Devotions</i> , pp. 18-19	Exploration Day Spend part of today outside enjoying God's creation.
Reading/Language Arts	☐ sh Workbook – p. 32 (see notes) Student Sheet – Ship (see notes)	☐ ch Workbook – p. 33 (see notes) Student Sheet – Chick (see notes)	☐ th Workbook – p. 34 (see notes) Student Sheet – Hand (see notes)	☐ ng Workbook – p. 35 (see notes) Student Sheet – Ring (see notes)	☐ Reading Game (see appendix, p. 270)
Math – Addition to 10	Mental Math Sheets – These optional sheets, listed for some chapters, may be downloaded free (see pp. <i>xiii</i> and 34, HIG). For many children they may be stressful, disliked, or not beneficial; it's o.k. to skip them this year. Optional Picture Books – Addition				
	☐ Calendar Number of the Day – 21 HIG – p. 38 Chapter 3 Opener Activity – Addition Stories (see notes)	☐ Calendar Number of the Day – 22 HIG – pp. 39-40 Lesson 1	☐ Calendar Number of the Day – 23 HIG – p. 41 Lesson 2	☐ Calendar Number of the Day – 24 Introduce Addition Flashcards (+0, +1) (see notes) HIG – p. 42 Lesson 3	☐ Calendar Number of the Day – 25 Activity – Restaurant (see notes)
	☐ Reading Review	☐ Reading Review	☐ Reading Review	☐ Reading Review	
Activity	☐ Science Things Outdoors – read pp. 20-21, “Trees” Leaf Video – mfwbbooks.com/media	☐ Art Scribble Art (see notes)		☐ Art Sun and Flower (see notes)	☐ Science Things Outdoors – review pp. 20-21, “Trees” (see notes)
Read Aloud	☐ Eric Carle's Animals Animals – read/draw p. 37 and p. 62	☐	☐	☐	☐



Materials

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

Preparation

Read Friday's notes for Math:
Restaurant and prepare as needed.
You will use this at different times
all year. Make several photocopies of
Friday's student sheet.

Monday

Proverb

Look together at page 56 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 board 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.

Those who guard their mouths and their tongues
keep themselves 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/, /ĕ/, /ĭ/, /ō/, /ŭ/. 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*."

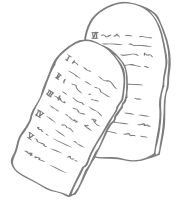
Say the following words one by one and have the student point to the vowel letter on his page: *sun*, *man*, *hot*, *bed*, *sit*. If the student has any difficulty, repeat the activity and give help until the student can perform this task easily.

"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.

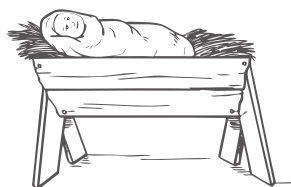
"All the words we just wrote have short vowels in them."

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.



Those who guard
their mouths
and their tongues
keep themselves
from calamity.

Proverbs 21:23



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 regular 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.

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.

Addition Stories

One per card, write the following on six half pieces of index cards: 1, 2, 3, +, -, =.

Place two yellow Unifix Cubes, one brown cube, and the cards 1, 2, and 3 on the table. Say, "Let's make up a math story about these cubes. I was at the zoo. First I saw two yellow lions and then one brown bear. How many animals did I see in all? I saw three animals in all. That story uses addition.

"We can change the story just a little and say that first I saw one brown bear and then two yellow lions. The answer is still three animals in all."

Retell the stories, this time using the index cards to show the addition equation for each one.

$$\begin{array}{l} 2 + 1 = 3 \\ 1 + 2 = 3 \end{array}$$

Then place three red cubes and one orange cube on the table. Repeat the above activity. Help students create stories about four animals, but this time don't use the index cards. Instead, write on paper the two addition equations for the stories.

$$\begin{array}{l} 3 + 1 = 4 \\ 1 + 3 = 4 \end{array}$$

Tuesday

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.

Place page 56 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 and show how to make it. Show how to space between words correctly by placing an index finger (left index finger if 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. Coloring the small pictures with colored pencils or fine-line markers is optional. Display the sheet on the fridge or a similarly visible location all week to help you focus on the proverb.

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 regular pencil (not a red 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.

Scribble Art

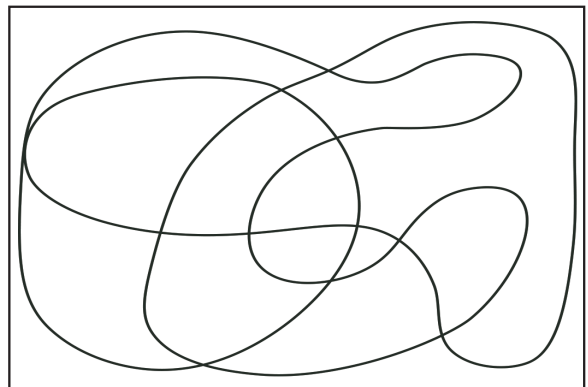
“Do you remember what a straight line is? (Draw several.) A straight line doesn’t have any wiggles or curves.

“This is a curved line. It isn’t straight; it has one curve.” (Draw several.)

“Today we’re going to make something called Scribble Art. It’s so much fun! Every scribble art looks different.”

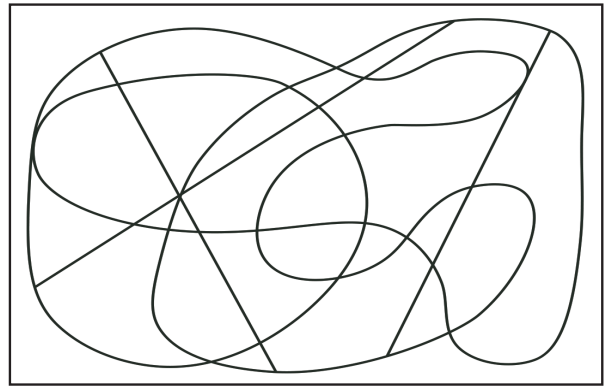
Students need paper and crayons. Give the following directions step by step as you demonstrate.

1. Watch me first, and then you can try. I begin by making one long, black, curved line. It goes here and there and here and there. I end my line at the same spot where I began. Remember, no sharp points—no angles. Can you do the same? Don’t go off your paper! Use your black crayon.



2. Now I add 3 straight lines. They can go anywhere, but they have to stay inside my design. They can go here (point) or here (point) or here (point). I think I will put mine here. (Draw them with your black crayon).

Can you do the same? Add 3 straight lines. They can't be curved lines. Use your black crayon and draw 3 straight lines. They have to stay inside your design.



3. Now comes the fun part. I get to be creative and color in the spaces. Watch!

I'm going to make little red hearts in this space.

Then I'm going to color these two spaces purple. And this one will be yellow. And in this one I'm going to get fancy and make little flowers. How should I finish my Scribble Art?

4. Now it's your turn to be creative. Finish designing your Scribble Art.

Wednesday

Timeline

"Do you know what year it is?" Write the year on the board 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 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.

Last Sentence Say and print, "This word is *to*. Don't try to sound it out, just memorize it."

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
- 4. bath

- 5. math
- 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 regular 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.

Introduce Addition Flashcards (+0, +1)

Help students pull out cards with zero and make a pile. Then go through the pack again and pull out cards with one ($1 + 7 =$, $5 + 1 =$, etc.), and make another pile.

Show them that they already know the zero facts, and let them tell you the answer to each card. Be very encouraging.

Tell them that the ones facts are also very easy. *Plus one* means we just think of the next number. Let them tell you the answer to each card.

Finally, mix the zero and ones cards. Have students tell you the answers.

On a whiteboard or sheet of paper, have students write some equations using +0 or +1.

Optional Enrichment: If a student easily understands today's lesson, have fun with +0 and +1 equations using large numbers. For example, say, "What is $5,796 + 0$?" or "What is $671 + 1$?" You can do all of this orally.

Note: Flashcards are being introduced this year. The activities and conceptual understanding are more important than rote memorization and extensive drilling with flashcards. However, if students are ready, you can gradually begin non-stressful flashcard work, such as introduced today.

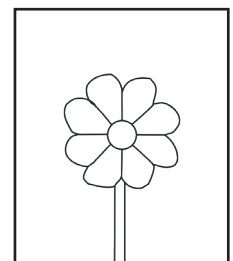
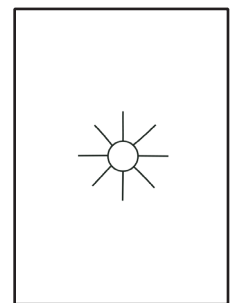
Some first graders are ready for flashcard drills. However, work on basic facts will continue in second grade, so use the flashcards as most appropriate for your student. Quick, accurate drilling of flashcards is a better second-grade goal for some students.

Sun and Flower

Each student needs a small piece of paper (one fourth of a full sheet), a pencil, and crayons.

"Today we are going to start by drawing a sun. (Don't mention the flower yet.) Watch what I draw and then draw the very same thing." Give the following directions step by step as you demonstrate.

1. First I draw a small circle. Don't draw yours yet. Look where I put it. It is right in the middle of my paper. It's not huge. Look what size mine is. Use your pencil. Try to make your circle just like mine.
2. So that we know this is a sun, I draw straight lines, called rays, out from the circle. I put one at the top and one at the bottom. Look at how long my rays are and make yours just like mine.
3. Then I put rays on the right side and the left side of the circle. Now I have 4 rays—1, 2, 3, 4. (Point as you count.)
4. I put a ray between each of those rays, like this. Do you see that all of my rays are about the same length? I don't make some long and some short. A sun! Now you draw those 4 rays.
5. Now comes a fun surprise! Watch! I make a curved line that begins on one ray and ends on the next one. (Begin at the top.) Do you see which ray I started on? You do the same thing.
6. Now I draw lots of curved lines that start and end on rays. (Finish that part.)
7. The last thing I do is draw one straight line, and then another straight line right next to it. What did I draw? Can you make yours just like mine?
8. Now you can be creative. Add leaves, and then color your flower.



Math: Restaurant

Photocopy the Sunshine Café student sheet to use for guest checks. Keep the original sheet intact to use again later in the year.

Serve lunch as if you were at a restaurant. Use real food or draw pictures of food. Make menus with simple prices from 0¢ to 9¢. The customer should have ten pennies at a time. (Keeping the total amount to ten allows practice with simpler addition facts. Later in the year the totals will increase to 20¢, when students are learning addition facts to 18.)

Demonstrate how to do this activity. Begin by letting a student be the waitress. You order two food items (such as milk and an apple) that total 10¢ or less. The student writes the two amounts on a guest check, adds them, and asks for payment. A second student could bring the food.

You and the students can take turns being a waitress or a customer on different days. Students will have lots of fun while developing many other skills such as manners, handwriting, and art. With your help, they can create the menu, design an ad for the restaurant, make play money, prepare and serve the food, write each customer's check, and collect the money. Dad (or older students at a school) might enjoy being a part of this too.

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)

Marking Vowels and Consonants for Phonics

Students are taught to mark words in their phonics lessons.

- Vowels are marked with a red pencil.
- Short vowels – “smile” above the vowel.

măt

- Long vowels – line above the vowel, slash through silent *e*.

lăke/

- Other vowels – underline.

book

- Consonants that are the focus of a lesson are underlined with a regular pencil (not a red pencil).

ship

Reading Review

All students will benefit from this daily extra reading practice. (The exception is a student already reading fluently at an advanced level.) It is scheduled at a time separate from the reading lesson to make the practice more effective.

Each day, begin by having the child read aloud to you the words and sentences from that day’s Student Workbook page. Then have him read the previous day’s page and continue backwards in the workbook, reading pages completed earlier. Stop after about 10 minutes—the earliest pages will eventually no longer be reviewed. (Classroom: If possible, especially for any students having difficulty reading, listen to them read individually. You might train several students from older grades as “reading buddies” to assist you.)

Using a sticky note to mark the current lesson in the Student Workbook will help you easily find your place.

If the child makes a mistake, do not just tell him the correct word. Instead, break the task into small pieces that he can do. Example: Child says *cup* for *cap*. Adult: “Tell me each sound.” Point to each letter and be sure child is saying the correct sound. If he says /ŭ/ instead of /ă/, point at the Aa apple flashcard on the page and say, “Tell me this sound.” Then have him try the word again.

Dimensions Math®

Why Use Dimensions Math® / Singapore Math?

We chose Dimensions Math® for its highly effective teaching approach based on research of math mastery in Singapore, which consistently ranks among the top in international math testing.

Students learn to think mathematically. In a typical U.S. program, students are given an example and then solve problems using the same steps. In Dimensions Math, students are taught how to think through concepts and apply them in new ways.

Another strength of this approach is the strong mental math component. Logical, unique strategies are taught that help students truly understand mathematical concepts. Students are then able to solve problems mentally without always relying on paper and pencil.

Because Dimensions Math uses unique terminology and methods, it is important to watch each of these teacher education videos (see the Math, 2nd-6th Grade page on our website). Schools may want to share some of them with parents.

1. Why Singapore Mathematics? (the importance of presenting concepts in this order: concrete, pictorial, abstract)
2. How to Use a Ten Frame
3. Using Number Bonds (an eye-opening presentation showing how “number bonds” help students understand simple numbers, fractions, and decimals)
4. Using Place Value Manipulatives (to add, subtract, multiply, and divide)
5. Using Bar Models (a frequently used technique)

What Components Will I Need?

Home Instructor’s Guides

We use Home Instructor’s Guides as they are more concise and much easier to use than Teacher’s Guides. They work well for parents, schools, and microschools. They are well-designed, efficient, and less expensive.

Textbooks and Workbooks

Students use two consumable Textbooks and two consumable Workbooks each year. Dimensions Math is divided into two semesters: A-1st semester and B-2nd semester. Each day’s lesson uses both the Textbook and Workbook.

Textbook: Pages are designed to be taught by the teacher, not given to students for independent work. Follow the instructions in the Home Instructor’s Guide. Be flexible—students who understand the concept well might skip some repetitive problems; students who struggle might need more assistance. At the end of each day’s Textbook pages, a yellow pencil directs you to the corresponding exercise in the Workbook.

Workbook: There are no directions for the Workbook in the Home Instructor’s Guide. Answers are at the end of each chapter and may include teaching hints. Be sure to read the “Workbook” section on page *xii* in the Home Instructor’s Guide.

For workbook pages, read the directions aloud to students and be sure they understand what to do. Then students complete workbook pages independently. If you find that a student has difficulty completing a page, work with them individually. Determine if the student understands the concept but needs to be taught how to work quietly and independently, or if the student doesn’t understand and needs more instruction.

Workbook pages are perforated and may be torn out if preferred.

- Be flexible: The authors of this program don’t expect every student to complete every question. You can select how many (and which) problems to assign. (Classroom: Pages may be completed in class or at home.)
- Challenge problems, found at the end of some lessons, are optional enrichment.
- Students may arrive at correct answers using different processes from those shown in the Home Instructor’s Guide. Accept all correct answers.

Video Instruction (recommended add-on)

As an optional add-on, you can purchase 12-month access to video lessons that teach all the textbook and workbook lessons. These are excellent videos that show students how to use a variety of techniques to solve problems. If you use the videos you won’t use the Guides for instruction, but will still need them for answers and as a backup.

You might watch the videos yourself before teaching a lesson to better understand the math techniques used. Or you might watch them together with a student. (If you give them to a student to watch independently, which is not our top recommendation, then train them to stop the video each time the online teacher asks them to work problems.) Skip the videos for the workbook if students are doing well.

See www.singaporemath.com/pages/at-home for more information. We strongly recommend watching the first few lessons which are FREE.

Tests

Textbooks (and Workbooks) include pages that may be used as tests:

- “Practice” pages at the end of each chapter (and the corresponding Workbook pages for that day) review the chapter.
- “Review” pages, twice each semester, (and the corresponding Workbook pages for that day) review all concepts taught.

Schools: Optional tests are available to purchase for Grades 1-5. We do not recommend them because in most cases they are not necessary. Review and Practice pages can function as informal tests to document how students are progressing without the added time, stress, and expense of additional testing. However, tests are available for purchase at www.singaporemath.com/collections/dimensions-math-pk-5/1+tests. The booklets include answers at the back.

Daily Math Activities

Calendar

Each day, look at a calendar and mark off the day. Teach your child how to read each day’s date. Discuss days of the week and months. Ask questions such as, “What day is after Wednesday?”

Number of the Day

Focus on one number each day (the Number of the Day in the lesson plans). Use that number where there is a blank (___) in the directions. For your convenience, use the Number of the Day instruction card from the Student Sheets, which repeats the instructions below.

100 Chart: Say, “Today’s number is ___.” Write today’s number on the 100 Chart.

- Count to today’s number on the 100 Chart.
- Teacher points to any number on the chart and students say it.
- Teacher says any number on the chart and students say one number more and one number less.
- Quickly count to 20 forward and backward. (Once mastered, do this only on Monday.)
- Enrichment some days: Count by 2’s, 5’s, and 10’s.
- Optional—If more number practice is needed:
 - Have a student bring you ___ of something. If needed, spend more time counting a variety of objects, up to today’s number. Review numbers already taught. Continue to 30 or as long as you like.
 - Help students measure a line ___ inches long. Use a tape measure or yard stick; continue to 36 or as long as you like.
 - Print ___ on a number line. Post the number line on the wall. Continue to 20 or as long as you like.

Coin Cup: Add one penny to the Coin Cup. Count the money, counting dimes first, then nickels, then pennies. When you have 5 pennies in the cup, trade them for a nickel. When you have 2 nickels, trade them for 1 dime. (Wait on quarters. They are introduced in Week 21.)

Bean Cup and Expanded Form Cards (Place Value): Add one dried bean to the Bean Cup and count the amount. When you have 10 beans, glue them onto a wooden craft stick using a generous amount of glue. These are your base-ten materials. One stick represents ten. Once it is dry, put it in a second cup, labeled tens. Place the tens cup to the left of the ones cup. Now you have a ones cup to hold loose beans up to nine, and a tens cup to hold ten sticks. Each day:

- Add one bean to the ones cup. Students count the tens and then the ones.