

Curriculum Guide for 1st Grade English

Unit 1: Lessons 1-20

4 weeks

LA 1.2, 1.3, 1.4, 1.5, 1.6

Biblical Worldview Essential Questions

How can we see God's nature in reading & writing?

How could we present the message of salvation without knowing how to communicate orally?

Why is it important for Christians to be able to write?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Identify five vowels and their short and long sounds • Identify consonants and their sounds • Identify and sound out blends • Understand the one-vowel and two-vowel rules • Mark one, two, and three-vowel words • Identify special sounds and their clue words • Determine that k comes before I and e, and c comes before a,o, and u • Understand that e, o, or y say its long sound when it is the only vowel at the end of a short word • Determine that rhyming words have the same ending sound • Understand that s at the end of the word can mean more than one • Discern that we always go from left to right when we write or read • Demonstrate correct paper slant and pencil position while writing • Write their first names • Write manuscript e, I, u, a, o, t, l, s, c, b n, A, h, r, m, w, f, and practice connecting them to other letters • Read short sentences and simple stories with expression 	<ul style="list-style-type: none"> • Lecture • Discussion • Board work • Flashcard drills • Individual reading • Group reading 	<ul style="list-style-type: none"> • <i>Large Phonics Teaching Chart 1-7</i> • <i>Large Alphabet Flashcards Aa, Ee, Ii, Oo, and Uu</i> • <i>Basic Phonics Flashcards 1-18</i> • <i>Blend Ladders Ll, Tt, Bb, Mm, Rr, Ff, Dd, Gg, Ss, Cc/Kk, Nn, Hh, Yy, Jj, Ww, Zz, Pp, Vv</i> • <i>A Handbook for Reading</i> • <i>Fun With Pets</i> 	<ul style="list-style-type: none"> • Participation in class discussion • Responses to teacher's questions • Board exercises • Drill Book exercises • <i>Letters and Sounds 1 Tests 1-2</i> • <i>Writing With Phonics Test 1</i>

Unit 2: Lessons 21-40

4 weeks

LA 1.2, 1.3, 1.4, 1.5, 1.6

Biblical Worldview Essential Questions

**What should a Christian's attitude be towards learning to read?
Why is it important to God that we know what is important to Him?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Identify and sound out blends • Identify special sounds and their clue words • Determine that ck follows a short vowel, and ke follows a long vowel • Understand that a sentence begins with a capital letter and ends with a period • Determine that a compound word is two words joined together to form one word • Spell a specific list of one-vowel words • Spell a specific list of two-vowel words • Spell sight words • Write manuscript g, G, I, p, k, T, y, j, v, z, q, x, B, and C • Write their last names • Read sentences and simple stories with expression 	<ul style="list-style-type: none"> • Lecture • Discussion • Board work • Flashcard drills • Individual reading • Group reading 	<ul style="list-style-type: none"> • <i>Large Phonics Teaching Chart 1-2, 6-9</i> • <i>Basic phonics Flashcards 1-40</i> • <i>Blend Ladder Cc/Kk</i> • <i>A handbook for Reading</i> • <i>Fun with Pets</i> • <i>Tiptoes</i> • <i>Spelling 1 Lists 1-3</i> 	<ul style="list-style-type: none"> • Participation in class discussion • Responses to teacher's questions • Board exercises • Drill Book exercises • <i>Letters and Sounds 1</i> pages 17-36 • <i>Languages</i> pages 17-36 • <i>Letters and Sounds 1</i> Tests 3-6 • <i>Writing With Phonics</i> pages 26-45 • <i>Writing With Phonics</i> Test 2-5 • <i>Spelling</i> pages 2-7 • Spelling Tests 1-3

Unit 3: Lessons 41-60

4 weeks

LA 1.2, 1.3, 1.4, 1.5, 1.6

Biblical Worldview Essential Questions

**How is discerning between root words and suffixes similar to discerning God's Word?
When presenting the Gospel, how can expression be helpful?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Identify and sound out blends • Identify special sounds and their clue words • Identify opposites • Discern that words have parts called syllables • Understand that a long word may be divided between double consonants to keep the first vowel short • Identify a hyphen • Discern between root words and suffixes • Spell a specific list of words that end with ck or ke • Spell a specific list of words that have the special sound ay • Spell a specific list of words that end with double consonants • Spell a specific list of words that have the special sounds e, y, and o • Spell a specific list of words that have the special sounds sh and th • Spell sight words • Write manuscript D, E, F, H, J, K, L, M, N, O, P, Q, and R. • Read stories and short poems with expression 	<ul style="list-style-type: none"> • Lecture • Discussion • Board work • Flashcard drills • Individual reading • Group reading 	<ul style="list-style-type: none"> • <i>Large Phonics Teaching Chart 6-10</i> • <i>Basic Phonics Flashcards 1-63</i> • <i>A Handbook for Reading</i> • <i>Stepping Stones</i> • <i>Secrets and Surprises</i> • <i>Spelling 1 Lists 4-8</i> 	<ul style="list-style-type: none"> • Participation in class discussion • Responses to teacher's questions • Board exercises • Drill Book exercises • <i>Letters and Sounds</i> pages 37-56 • <i>Language</i> pages 37-56 • <i>Letters and Sounds 1</i> Tests 7-10 • <i>Writing With Phonics</i> pages 46-65 • <i>Writing With Phonics</i> Test 6-9 • <i>Spelling</i> pages 8-17 • Spelling Tests 4-8

Unit 4: Lessons 61-80

4 weeks

LA 1.2, 1.3, 1.4, 1.5, 1.6

Biblical Worldview Essential Questions

**How does the Bible help us make sense of the things around us?
How is reading stories and short poems like reading God's love letter to us?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none">• Identify and sound out blends• Identify special sounds and their clue words• Determine when a root word ends with a single consonant and the vowel is short, the consonant is usually doubled before adding a suffix beginning with a vowel• Spell a specific list of words that have the special sounds ou, ow, and ow• Spell a specific list of words that have the special sounds ir, er, and ur• Spell a specific list of words that have the special sounds oi and oy• Spell a specific list of words that have the special sounds oo in book and oo in tooth• Spell sight words• Write manuscript, S, U, V, W, X, Y, and Z• Read stories and short poems with expression	<ul style="list-style-type: none">• Lecture• Discussion• Board work• Flashcard drills• Individual reading• Group reading	<ul style="list-style-type: none">• <i>Large Phonics Teaching Chart 9-12</i>• <i>Basic Phonics Flashcards 1-88</i>• <i>A Handbook for Reading</i>• <i>Secrets and Surprises</i>• <i>The Bridge Book</i>• <i>Spelling 1 Lists 9-12</i>	<ul style="list-style-type: none">• Participation in class discussion• Responses to teacher's questions• Board exercises• Drill Book exercises• <i>Letters and Sounds</i> pages 57-76• <i>Language</i> pages 57-76• <i>Letters and Sounds I Tests</i> 11-14• <i>Writing With Phonics</i> pages 66-85• <i>Writing With Phonics Test</i> 10-13• <i>Spelling</i> pages 18-25• <i>Spelling Tests</i> 9-12

Unit 5: Lessons 81-100

4 weeks

LA 1.2, 1.3, 1.4, 1.5, 1.6

Biblical Worldview Essential Questions

**Why is doing things accurately and in order important to God?
How has sin distorted words and how they are used to mean different things?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Identify and sound out blends • Identify special sounds and their clue words • Determine when a root word ends with a silent 3, the 3 is usually dropped before adding a suffix that begins with a vowel • Organize words in alphabetical order • Understand that words sometimes sound the same but mean different things and are spelled differently • Spell a specific list of words that have the special sounds wor, or, and ch • Spell a specific list of words that have the special sound igh and ite words • Spell a specific list of words that have the special sounds alk and all • Spell sight words • Write sentences • Write titles for short stories • Read stories and short poems with expression 	<ul style="list-style-type: none"> • Lecture • Discussion • Board work • Flashcard drills • Individual reading • Group reading 	<ul style="list-style-type: none"> • Large Phonics Teaching <i>Chart 8-12</i> • <i>Review Chart A-B</i> • <i>Basic Phonics Flashcards 1-103</i> • <i>A Handbook for Reading</i> • <i>The Bridge Book</i> • <i>Animals in the Great Outdoors</i> • <i>Spelling 1</i> Lists 13-16 	<ul style="list-style-type: none"> • Participation in class discussion • Responses to teacher's questions • Board exercises • Drill Book exercises • <i>Letters and Sounds</i> pages 77-96 • <i>Language</i> pages 77-96 • <i>Letters and Sounds I</i> Tests 15-18 • <i>Writing With Phonics</i> pages 86-105 • <i>Writing With Phonics</i> Test 14-17 • <i>Spelling</i> pages 26-33 • Spelling Tests 13-16

Unit 6: 101-120

4 weeks

LA 1.2, .13, 1.4, 1.5, 1.6

Biblical Worldview Essential Questions

How do we know that God is a God of order?

How does the Bible use stories to share what God wants us to learn?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Identify special sounds and their clue words • Determine when g is followed by 3, l, or 6, it says “j” • Discern how many syllables are in a word • Identify prefixes and root words • Spell a specific list of words that have the special sounds ank, ink, onk, unk, ang, ing, ong, and ung • Spell a specific list of words that have the special sounds wa and ar • Spell a specific list of words that have the special sound a • Spell sight words • Write sentences • Write titles for short stories • Write short stories • Read stories and short poems with expression 	<ul style="list-style-type: none"> • Lecture • Discussion • Board work • Flashcard drills • Individual reading • Group reading 	<ul style="list-style-type: none"> • Large Phonics Teaching <i>Chart 10-13</i> • <i>Review Chart A-D</i> • <i>Basic Phonics Flashcards 17-118</i> • <i>A Handbook for Reading</i> • <i>Kind and Brave</i> • <i>The Bridge Book</i> • <i>Spelling 1 Lists 17-20</i> 	<ul style="list-style-type: none"> • Participation in class discussion • Responses to teacher’s questions • Board exercises • Drill Book exercises • <i>Letters and Sounds</i> pages 97-116 • <i>Language</i> pages 97-116 • <i>Letters and Sounds I</i> Tests 19-22 • <i>Writing With Phonics</i> pages 106-125 • <i>Writing With Phonics</i> Test 18-21 • <i>Spelling</i> pages 34-41 • Spelling Tests 17-20

Unit 7: Lessons 121-140

4 weeks

LA 1.2, .13, 1.4, 1.5, 1.6

Biblical Worldview Essential Questions

**How can leaving out details when forming sentences change the meaning?
Why is it important that we as Christians not leave out any part of the Bible?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Identify and sound out blends • Identify special sounds and their clue words • Determine when a root word ends with a silent 3, the 3 is usually dropped before adding a suffix that begins with a vowel • Organize words in alphabetical order • Understand that words sometimes sound the same but mean different things and are spelled differently • Recognize contractions and its components • Spell a specific list of words that have the special sound ing • Spell a specific list of words that have the special sounds y and le • Spell a specific list of words that have the special sound ed in wanted, ed in looked and ed in played • Spell a specific list of words focusing on the rule: When a root word ends with a single consonant and the vowel is short, double the consonant before adding a suffing that begins with a vowel • Spell sight words • Write sentences • Write titles for short stories • Read stories and short poems with expression 	<ul style="list-style-type: none"> • Lecture • Discussion • Board work • Flashcard drills • Individual reading • Group reading 	<ul style="list-style-type: none"> • Large Phonics Teaching <i>Chart 11-13</i> • <i>Review Chart E-H</i> • <i>Basic Phonics Flashcards 49, 53, 68-72, 77-78, 81-86, 89-93, 100-105, 111-126</i> • <i>A Handbook for Reading</i> • <i>The Bridge Book</i> • <i>Aesop's Fables</i> • <i>Spelling 1</i> Lists 21-24 	<ul style="list-style-type: none"> • Participation in class discussion • Responses to teacher's questions • Board exercises • Drill Book exercises • <i>Letters and Sounds</i> pages 117-136 • <i>Language</i> pages 117-136 • <i>Letters and Sounds I</i> Tests 23-26 • <i>Writing With Phonics</i> pages 126-145 • <i>Writing With Phonics</i> Test 22-26 • <i>Spelling</i> pages 42-49 • Spelling Tests 21-24

Unit 8: 141-160

4 weeks

LA 1.2, 1.3, 1.4, 1.5, 1.6

Biblical Worldview Essential Questions

Why are rules important to God?

What is language good for? Why do you think it is part of creation?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Identify and sound out blends • Identify special sounds and their clue words • Spell a specific list of words focusing on this rule: When a root word ends with silent e, drop the e before adding a suffix that begins with a vowel • Spell a specific list of words focusing on doubling the final consonant and dropping the silent e • Spell a specific list of words that have the special sounds ch and tch • Spell sight words • Write sentences • Write titles for short stories • Write short stories • Read stories and short poems with expression 	<ul style="list-style-type: none"> • Lecture • Discussion • Board work • Flashcard drills • Individual reading • Group reading 	<ul style="list-style-type: none"> • Large Phonics Teaching <i>Chart 6, 8-13</i> • <i>Review Chart A-D, I-L</i> • <i>Basic Phonics Flashcards 1-52, 75-78, 82, 94-96, 104, 106-132</i> • <i>A Handbook for Reading</i> • <i>Strong and True</i> • <i>Spelling 1 Lists 25-28</i> 	<ul style="list-style-type: none"> • Participation in class discussion • Responses to teacher's questions • Board exercises • Drill Book exercises • <i>Letters and Sounds</i> pages 137-156 • <i>Language</i> pages 137-156 • <i>Letters and Sounds I</i> Tests 27-30 • <i>Writing With Phonics</i> pages 146-165 • <i>Writing With Phonics</i> Test 27-29 • <i>Spelling</i> pages 50-57 • Spelling Tests 25-28

Unit 9: 161-170

2 weeks

LA 1.2, 1.3, 1.4, 1.5, 1.6

Biblical Worldview Essential Questions

How does the design of words reveal the Designer? What does it tell us about Him? What is He saying to us through it?

How do the words we use to communicate unite people? divide people? fulfill people? ruin people? etc.

Objectives	Methods	Resources	Assessment
The students will <ul style="list-style-type: none">• Identify and sound out blends• Identify special sounds and their clue words• Spell a specific list of words that have the special sounds c and u• Spell a specific list of words that have the special sounds old, ink, ild, and mb• Spell sight words• Write sentences• Write titles for short stories• Write short stories• Read stories and short poems with expression	<ul style="list-style-type: none">• Lecture• Discussion• Board work• Flashcard drills• Individual reading• Group reading	<ul style="list-style-type: none">• Large Phonics Teaching <i>Chart 6-13</i>• <i>Review Chart B, D, H, J, K-L</i>• <i>Basic Phonics Flashcards 53-132</i>• <i>A Handbook for Reading</i>• <i>Strong and True</i>• <i>Down By the Sea</i>• <i>Spelling 1 Lists 29-30</i>	<ul style="list-style-type: none">• Participation in class discussion• Responses to teacher's questions• Board exercises• Drill Book exercises• <i>Letters and Sounds I</i> pages 157-166• <i>Language</i> pages 157-166• <i>Letters and Sounds I</i> Tests 31-21• <i>Writing With Phonics</i> pages 167-177• <i>Writing With Phonics</i> Test 30-31• <i>Spelling</i> pages 58-61• Spelling Tests 29-30