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PUBLICATIONS

**1st grade** | Teacher's Guide  
Part 1

# LANGUAGE ARTS

## PAGE 9: Dd

### MATERIALS NEEDED

- picture cards
- alphabet cards
- Worksheet 5

### Concepts:

sound of /d/, beginning sounds

### Teacher Goal:

To teach the children to identify pictures with the /d/ sound at the beginning.

### Vocabulary:

story

### Teaching Page 9:

Hold up the letter card for /d/ and have the children give the letter name and its sound.

Give a direction such as /d/ at the end, /d/ in the middle, or /d/ at the beginning. Have the children give words that have those sounds.

Read the directions with the children as they follow along. Have the children name the pictures. (dinner, dog, dime, duck, dustpan, banana, bell) Have them circle the pictures with the /d/ sound. Check.


Read the second direction. Name the pictures. (dam, dad, dab) Have them write the letter /d/ and say the words.


### Activities:


1. Have children match picture and letter cards.


Unit 1 | ALPHABET AND SHORT VOWEL SOUNDS


## D d

  
dog


  
duck


  
daddy








Circle the pictures with the /d/ sound.


  
dinner


  
dog


  
10¢

  
duck


  
dustpan


  
banana


  
bell



Write the letter /d/. Read the words.

  
dam

  
dad

  
dab

Section 1 | 9

## 2. Do Worksheet 5.

Read the direction with the children as they follow along from left to right.

Tell the children to say the name of the first picture. (doll) Ask what sound they hear at the beginning of the word. Ask what the letter is for that sound. Have the children write the /d/ on the lines under the picture of the doll.

Have the children name the rest of the pictures in the first section and write the letter /d/ under each one that begins with the /d/ sound. (doll, dog, dime, bone)

Read this list of words and have the children give the beginning and ending sound for each.

sit    mud    sun    dad  
tar    bus    net    sin  
bat    ran    bid

Read the direction in the middle of the page with the children.

Have the children name the pictures. (raft, nest, bird, mailbox, sun, book, bus, car)

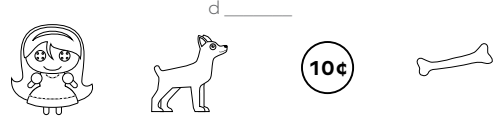
Have the children circle the letter in the correct beginning or ending position.

3. Practice writing the letter *Dd* in the writing tablet.

Language Arts 101 | Student Worksheet


**Write d.**

d \_\_\_\_\_

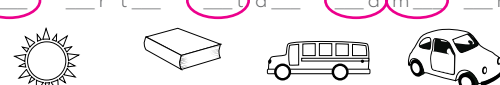


\_\_\_\_\_d\_\_\_\_\_d\_\_\_\_\_d\_\_\_\_\_

**Circle the letters.**




r\_\_\_\_ \_r t\_\_\_\_ \_t d\_\_\_\_ \_d m\_\_\_\_ \_m



n\_\_\_\_ \_n b\_\_\_\_ \_b s\_\_\_\_ \_s r\_\_\_\_ \_r

Lan. Arts 101  
Worksheet 5  
with page 9



Teacher Check \_\_\_\_\_  
Initial \_\_\_\_\_ Date \_\_\_\_\_

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## PAGE 16: FIRST, NEXT, LAST

### MATERIALS NEEDED

- Worksheet 6

#### Concepts:

sequence, telling stories

#### Teacher Goals:

To teach the children to put three pictures into their proper sequences, to tell a story from the pictures, to tell the main idea of the story, to make inferences from the pictures, and to predict what will happen next.

#### Teaching Page 16:

Read the direction and have the children follow along from left to right with their fingers.

Tell the children to look at the three pictures carefully and to point to the one that shows what happened first. Write a 1 under the picture. Find the picture that shows what happened next and write a 2 under it. Write 3 under what happened last. (Row 1: 2, 1, 3)

Ask the children to tell the story shown in the pictures.

Let the children finish the page by themselves. Check. (Row 2: 3, 2, 1) (Row 3: 1, 3, 2)

Have the children tell the stories, reminding them to use complete sentences.

#### Activities:

1. Ask the children what might happen next in the stories, what time of day they think it is and why, how old they think the children are, why they think the mother is calling the children, and so on.
2. Have the children fold a sheet of drawing paper in thirds. Have them draw three parts of a story, show it to the class, and tell the story.
3. Have the children discuss their favorite nursery rhyme or children's song. Write a verse of the rhyme or song and add illustrations.
4. Read stories or books about birthdays, families, or how to make something.

RHYMING WORDS, ADDING -ING | Unit 2

### Sequence



Write 1, 2, and 3 to show *first*, *next*, and *last*.



2



1



3



3



2



1



1



3



2

16 | Section 2

5. Do Worksheet 6.

Read the title and the direction with the children.

Tell the children to look at the three pictures and to point to the one that shows what happened first. Ask why they think it's first. Have them write the number 1. Ask which picture shows what happened next and last and how they can tell. Have them write the numbers 2 and 3 on the lines. (Row 1: 3, 2, 1)

Let children finish the page independently. The last two rows are more difficult; therefore, you may have to help children if they do not know the words.

Check by having the children tell which word or letter should be first, second, and third. (Row 2: 2, 3, 1) (Row 3: 1, 3, 2) (Row 4: 3, 2, 1)

Have the children tell the stories from the pictures. Encourage them to use complete sentences, correct verb forms, and correct subject-verb agreement. Have them tell what they think may have happened before what they see in the pictures, what might happen after, and why they think so.







**Student Worksheet** | Language Arts 102

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### Put in Order

Can you tell what comes first?  
Can you tell what comes last?

**Write 1, 2, and 3 for first, next, and last.**

		
3	2	1
		
2	3	1
★ morning	night	noon
1	3	2
★ C	B	A
3	2	1

Lan. Arts 102  
Worksheet 6  
with page 16

  Teacher Check \_\_\_\_\_

Initial \_\_\_\_\_ Date \_\_\_\_\_

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### Teaching Reading:

Read the story "Grandma" in *Reader 1*.

Have the children look at the picture and tell what is happening in the story. Have them tell who the woman is in the picture. Write *Grandma* on the board.

Have the children read the story.

Ask these questions:

"Do the children love Grandma?"

"How does Grandma show she loves the children?"

"What will Grandma tell the children?"

"What would one of Grandma's stories be about?"

"What else can you do with Grandma?"

Have the children tell what might happen next.

Find the short /i/ word in the story.

## PAGE 7: WORDS AND SENTENCES

### MATERIALS NEEDED

- Worksheet 3

#### Concepts:

writing capital and small letters, writing words, writing sentences

#### Teacher Goals:

To teach the children to write four small letters and four capital letters; to write two words; to write a sentence; to understand that a sentence may be a statement, a question, or an exclamation; to know the proper punctuation for each kind of sentence; to use correct verb forms in spoken or written sentences; and to use correct subject-verb agreement in spoken or written sentences.

#### Vocabulary:

capital, small

#### Teaching Page 7:

Ask the children to name the three kinds of sentences they have learned. Ask how each one begins and ends.

Read the direction for each part with the children and wait until they have completed it. Do not check at this time. Tell the children they may write any letters, any words they can spell, and any kind of sentence. Tell the children to be sure their sentence is complete and sounds right.

Help the children with the spelling of words in their sentences, but not with the two words they are to write.

Collect the papers and check their work. Correct letter forms, spelling, and punctuation with the children. You may show them the correct way by writing over their writing in a different color or by assisting with erasing and rewriting with the children. You may want to have the children rewrite on a separate paper with the corrections.

*Note:* Correct the children's written work in this way, so it is easy for the children to see the corrections. A single line through the misspelled word lets the child see their mistake. If you make your correction in ink or in a different color pencil, the child can easily see the correct spelling. If you require the children to recopy their work, check over their copied work and discuss how their writing improved.

Unit 3 | CONSONANT DIGRAPHS, SOFT C AND G



Write four small letters.

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for writing small letters.

Write four capital letters.

Four sets of handwriting lines (top blue, middle dashed red, bottom blue) for writing capital letters.

Write two words.

Two sets of handwriting lines (top blue, middle dashed red, bottom blue) for writing words.

Write two names.

Two sets of handwriting lines (top blue, middle dashed red, bottom blue) for writing names.

Write a sentence.

One set of handwriting lines (top blue, middle dashed red, bottom blue) for writing a sentence.

Section 1 | 7

**Activities:**

1. Dictate the following letters, words, and sentences and have the children write them on a sheet of writing tablet paper.

r, b, k, w (Pause between letters.)  
 J, G, K, R (Dictate as "capital J," etc.)  
 him, rid, will (Pause between words.)  
 I am big.  
 Is it a pig?

*Note:* When dictating a sentence, read it at a normal speed the first time—I am big. The second time, pause slightly between the words—I am big. Wait until the children have had time to write about half of the sentence and read it again at a normal speed.

2. Do Worksheet 3.

Read the first direction with the children. Tell them to look at the picture and read the question silently. Have a child read it aloud.

Have the children look at the next picture, trace the letters, and read the question. Let them finish the page independently. Read all the questions again.

Language Arts 103 | Student Worksheet

**Write questions.**

Is this my block?

lock

Is this your lock?

clock

Is this your clock?

box

Is this your box?

sock

Is this your sock?

Lan. Arts 103  
Worksheet 3  
with page 7

Teacher Check ☐ Initial  Date

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**Teaching Reading:**

Write the words "Boom!" and "Kaboom!" on the board. Read the words with students emphasizing the sound. Ask students to think of things that would make such sounds and list them on the board. If thunder isn't mentioned, give them clues and then add it to the list. Ask students what they do during a thunderstorm and discuss their responses. Tell them they're going to read a story about puppies and what they did during a thunderstorm.

Read the story "Three Missing Pups" in *Reader 2* together, then answer the following questions:

- "Who are the children in this story? (Jen, Freddie)
- "How many puppies are they looking for? (three)
- "Why did they have to find them fast? (answers may vary—worried because of the storm)
- "Where did they look?" (in all the rooms)
- "What clues helped them find the pups?" (thumping sound, three lumps on the bed)
- "Why were the pups lumps on the bed?" (they were under the blanket)
- "What were the five lumps Mom saw?" (Jen, Freddie, 3 pups)

Find all the words. (*thunder, they, three, them, think, then, thumping*) Make a list and add more.

## PAGE 9: ACTIVITY PAGE

### MATERIALS NEEDED

- word cards *one* through *ten* and *first* through *tenth*
- number cards 1 through 10
- Worksheet 2

### Concepts:

ordinal numbers, numerals, number words

### Teacher Goals:

To teach the children ordinal numbers through *tenth* and numerals.

### Vocabulary:

numerals

### Teaching Page 9:

Review the numeral flashcards once or twice.

*Note:* Even though we call them *numbers* in everyday speech, the children should learn that the correct name for the number symbols is *numerals*.

Review the number word flashcards once or twice and have the children match them with the numeral cards. Put the flashcards for the *ordinal number words* on the ledge of the board or on a table and see if the children can match them with the numeral and with the number word cards.

Have the children read the direction at the top of the page. Have the children count the rabbits first by reading the numerals, then by reading the number words, and finally by reading the ordinal number words.

Point out the ordinals that are easy to remember because they are almost the same as the number words. (*fourth, sixth, seventh, eighth, ninth, tenth*) Point out those that are different. (*first, second, third, fifth*)

Match the 1, one, and first by having the children trace the dotted lines and read the numeral and words. Let them finish the page independently. Check their work.

Unit 4 | VERBS, BLENDS, AND SILENT LETTERS

**Match.**

1 one first 2 two second 3 three third 4 four fourth 5 five fifth 6 six sixth 7 seven seventh 8 eight eighth 9 nine ninth 10 ten tenth

four one three two six five ten nine eight seven

1 2 3 4 5 6 7 8 9 10

fifth fourth third second first tenth seventh sixth ninth eighth

Section 1 | 9



### Activities:

#### 1. Do Worksheet 2.

Have the children tell how many cars and trucks are in the first column and which direction they are facing.

Have the children write the numerals beside the pictures and read them.

Have the children read the number words and the ordinal number words. Give several numbers out of order and have the children read the number word and the ordinal number word.

*Example: 5—five—fifth.*

Read the direction and have the children find the vehicle pictured in the column at the left. Have them write the ordinal number words in the spaces.

Do the entire page with the children. Point out the differences in the cars—some are hard to see.

















Give the children a second copy of Worksheet 2. Read the direction again and let the children complete the page independently.

Collect the pages and check them. Have the children correct any mistakes.


Use the number word and ordinal number word flashcards with the children if they need more practice.

2. Review the three sets of flashcards during free moments between classes.
3. Using flashcards, work with the children until they have learned all the words.
4. Read stories about numbers. Have several counting books available for the children.

Student Worksheet | Language Arts 104

	1	one	first	<p><b>Write the words.</b></p> <div style="text-align: center;">   <span style="font-size: 24px; color: red;">five</span> </div> <div style="text-align: center;">   <span style="font-size: 24px; color: red;">two</span> </div> <div style="text-align: center;">   <span style="font-size: 24px; color: red;">nine</span> </div> <div style="text-align: center;">   <span style="font-size: 24px; color: red;">one</span> </div> <div style="text-align: center;">   <span style="font-size: 24px; color: red;">ten</span> </div> <div style="text-align: center;">   <span style="font-size: 24px; color: red;">three</span> </div>
	2	two	second	
	3	three	third	
	4	four	fourth	
	5	five	fifth	
	6	six	sixth	
	7	seven	seventh	
	8	eight	eighth	
	9	nine	ninth	
	10	ten	tenth	

**Lan. Arts 104**  
**Worksheet 2**  
with page 9



Teacher Check ☐

Initial \_\_\_\_\_ Date \_\_\_\_\_

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## PAGE 15: ACTIVITY PAGE

### Concepts:

long /o/, possessive words

### Teacher Goals:

To teach the children to read words with the long /o/ sound and to identify possessive nouns and pronouns.

### Teaching Page 15:

Review the word *possessive* by asking the children to define it and offer examples. Ask them to give examples of possessive pronouns.

Have the children read the directions for both exercises and then complete the page independently. Check by having the children read the words with the long /o/ sound (first activity) and the sentences using the correct word (second activity). Have the children correct any mistakes.

### Teaching Reading:

Ask students if they have ever been close enough to a goat to touch or pet it. Where? (farm, petting zoo, backyard, etc.) Ask them what goats like to eat. (just about anything) Tell them it's a common experience for a goat to grab paper out of pockets, purses, and even hands! Write the word *oats* on the board and ask students if they have ever eaten oats (like oatmeal or cereal). Ask who likes oatmeal, cold cereal, or something similar. Tell students they are going to read the story of Gordin, the goat who doesn't like to eat his oats.

Read the story "Oats Are for Goats" in *Reader 3* together and answer the following questions:

"How did Gordin act when he was given oats in the beginning of the story?" (mad)

"What did he do first?" (put a note on the post)

"What did the note say?" ([Everyone read it together:] NO OATS FOR THIS GOAT!)

"Did the note help?" (no)

"How do you know?" (the story says, "but every day he got oats for breakfast, lunch and dinner")

"What did he do next?" (broke out of his pen)


"What did he find to eat?" (list from the story)

"How did Gordin feel after he ate all that stuff?" (not very well)

"How do you know?" (he groaned and said "I don't feel very well")


"Why did Gordin decide oats were good?" (the other stuff he ate made him sick)

Unit 5 | LONG VOWELS AND SYLLABLES



**Circle the words with the long /o/ sound.**

boat	hot	those	so
show	road	Rose	to
own	coat	how	go



**Write the possessive words.**

Rose's mother gave her a rose.  
Rose / Rose's

"My name is Rose."

Rose said, "Me / My name is Rose."

Did Rose like her / she surprise?

Is your / you name Rose?

We can be her / him friend.

Are you my / me friend?

Section 2 | 15

Have students:

Find the long /o/ words. (*oh, no, oats, Gordin, groaned, goat, wrote, note, post, only, home, broke, roam, poked, nose, old, rope, broken, boat, notes, soap, slowly*)

**Activities:**

1. Take the list of long /o/ words and categorize them into groups by spelling or phonetic rule (*oa, o, o\_e*, etc.) Add more words to each group.
2. Have students make a list of other things Gordin might like to eat (challenge—long /o/ sounds). Use the list to make a menu for his next meal.
3. Have students write Gordin a letter telling him why he should eat good food.
4. Talk about the five food groups. Have students choose something from each food group and create a meal.
5. Have students contribute to a class list of food they don't like ... but have to eat sometimes. Go global—discuss countries where children eat the same thing every day.
6. Reading comprehension is fostered during shared reading sessions. Continue to choose books to read aloud to the children. Refer to the section called *Reading Comprehension and Vocabulary* in the Teacher's Guide for suggested comprehension questions and vocabulary strategies that can be used with a variety of books during shared reading sessions.



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