

TEACHER GUIDE

1st Grade

Includes Student
Worksheets

Language Arts



Weekly Lesson Schedule



Activities



Worksheets

BASIC LANGUAGE SKILLS

**A FUN & PRACTICAL
APPROACH TO READING
AND WRITING FOR
YOUNG STUDENTS**





Basic Language Skills



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Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 20 to 30 minutes per lesson, five days a week



Includes template pages for the student dictionary



Worksheets provided each week for lessons



Designed for first grade in a one-semester or one-year course

Course Objectives: Students completing this course will:

- ✓ Learn the basics of reading, progressing from the foundations of phonics
- ✓ Study letters and words discovering how they symbolize meaning
- ✓ Write out words, building up to sentences over the semester
- ✓ Create their own dictionaries from words learned each week
- ✓ Identify words in the books they learn to read through the semester
- ✓ Gain an appreciation of reading, writing, and basic communication.

Course Description

Students who have completed our *Foundations Phonics* course (or any other phonics course) will be ready to start this course. Students will practice reading while reviewing trickier vowel sounds. They will also practice writing words and sentences. The foundations of writing are also laid through picture study, fostering an awareness of details and the ability to communicate them.

This course was designed to be flexible. We suggest using this course in one of two ways. Complete *Foundations Phonics* in the first half of first grade and this course in the second half. The course was designed around this schedule but we have included an alternative schedule for students who have completed *Foundations Phonics* in Kindergarten and want to use this course in first grade. Both schedules are provided. Please adapt this course to meet the needs of the student.

We have used two books as the foundation for this course: *Not Too Small at All* by Stephanie Z. Townsend and *Charlie and Trike in the Grand Canyon Adventure* by Ken Ham with Karen Hansel. The third book, *A Special Door*, by Ken Ham, is a fun book meant to encourage a student's desire to read, and is to be read near the end of the course as a reward for all the student has accomplished. All three are published by Master Books and are required.

Every Friday there is a *Create Your Own Dictionary!* component where students are given words to write out and illustrate, primarily from the books they are learning to read. The appendix has preformatted pages (A to Z), as well as reproducible pages, so students can continue making their own personal dictionaries long after the course is over!

Teaching Helps

We start students off reading out of real books because it inspires a love of reading. The skill of reading should not be isolated to random words and sentences on a boring page. Real excitement begins when students can read from a real book that connects them to a story and pictures. We suggest allowing students to read the words they are confident with and giving them help with new words. Give the help and quickly move on. This will encourage the student to face new words with confidence rather than stress. Reading should be a fun activity rather than one filled with worry over performance. Enjoy the process with your student!

When a new or difficult word is presented in a passage the student is reading out of a real book, simply help the student sound out the word. If he or she continues to struggle, read it for the student. Review it once or twice, repeating the word while following it with your finger, and then cheerily move on. Another way to help students who are struggling to read is to place a piece of paper under the line the student is reading. This also may be done under the line the parent is reading as the student follows along. We suggest the instructor point to each word they are reading to students.

We suggest using the sight words from the Master Books *Foundations Phonics* course. Sight word flash cards can also be purchased from various companies.

The beginnings of writing are also part of this course. Be sure the student has a proper grasp of the pencil, has good posture, and a solid writing surface. Spend time watching students write letters and words, making sure they are writing the letters in the correct way. If students need extra practice, we recommend having students pick words out of the books and write them on lined paper meant for young students. Have students build up to writing sentences.

We suggest the love of writing be encouraged by allowing students to write their own sentences. Encourage story writing and letter writing as a way for students to connect with the writing process. Students may enjoy drawing a picture and writing a few words or sentences under their drawing. Notebooks with space for drawing and lines underneath to tell the story are a great resource to have on hand for this activity.

When this course is completed, we encourage instructors to provide good books appropriate to the student's age and ability level and read them with the student. Help students sound out words they are stuck on. Continue to encourage the love of reading through real books. Master Books publishes a variety of books that are very engaging and purposeful.

Half Year Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Let's Read! (<i>Teacher Guide</i> , page 19) Read (<i>Not Too Small at All</i> , pages 4–29)			
	Day 2	Let's Write! (<i>Teacher Guide</i> , page 19) Complete Worksheet 1 (<i>Teacher Guide</i> , pages 57–58)			
	Day 3	Let's Review & Apply (<i>Teacher Guide</i> , page 19)			
	Day 4	Phonics Fun! (<i>Teacher Guide</i> , page 20) Complete Worksheet 2 (<i>Teacher Guide</i> , pages 59–60)			
	Day 5	Create Your Own Dictionary! (<i>Teacher Guide</i> , page 20)			
Week 2	Day 6	Let's Read! (<i>Teacher Guide</i> , page 21) Read (<i>Not Too Small at All</i> , pages 6–7)			
	Day 7	Let's Write! (<i>Teacher Guide</i> , page 21) Complete Worksheet 3 (<i>Teacher Guide</i> , pages 61–62)			
	Day 8	Let's Review & Apply (<i>Teacher Guide</i> , page 21)			
	Day 9	Phonics Fun! (<i>Teacher Guide</i> , page 22) Complete Worksheet 4 (<i>Teacher Guide</i> , pages 63–64)			
	Day 10	Create Your Own Dictionary! (<i>Teacher Guide</i> , page 22)			
Week 3	Day 11	Let's Read! (<i>Teacher Guide</i> , page 23) Read (<i>Not Too Small at All</i> , page 8)			
	Day 12	Let's Write! (<i>Teacher Guide</i> , page 23) Complete Worksheet 5 (<i>Teacher Guide</i> , pages 65–66)			
	Day 13	Let's Review & Apply (<i>Teacher Guide</i> , page 23)			
	Day 14	Phonics Fun! (<i>Teacher Guide</i> , page 24) Complete Worksheet 6 (<i>Teacher Guide</i> , pages 67–68)			
	Day 15	Create Your Own Dictionary! (<i>Teacher Guide</i> , page 24)			
Week 4	Day 16	Let's Read! (<i>Teacher Guide</i> , page 25) Read (<i>Not Too Small at All</i> , pages 10–11)			
	Day 17	Let's Write! (<i>Teacher Guide</i> , page 25) Complete Worksheet 7 (<i>Teacher Guide</i> , pages 69–70)			
	Day 18	Let's Review & Apply (<i>Teacher Guide</i> , page 25)			
	Day 19	Phonics Fun! (<i>Teacher Guide</i> , page 26) Complete Worksheet 8 (<i>Teacher Guide</i> , pages 71–72)			
	Day 20	Create Your Own Dictionary! (<i>Teacher Guide</i> , page 26)			
Week 5	Day 21	Let's Read! (<i>Teacher Guide</i> , page 27) Read (<i>Not Too Small at All</i> , pages 12–13)			
	Day 22	Let's Write! (<i>Teacher Guide</i> , page 27) Complete Worksheet 9 (<i>Teacher Guide</i> , page 73)			
	Day 23	Let's Review & Apply (<i>Teacher Guide</i> , page 27)			
	Day 24	Phonics Fun! (<i>Teacher Guide</i> , page 28) Complete Worksheet 10 (<i>Teacher Guide</i> , page 75)			
	Day 25	Create Your Own Dictionary! (<i>Teacher Guide</i> , page 28)			



**Instruction
for Use with
Not Too Small at All
and
*Charlie and Trike in the Grand Canyon Adventure***

Week 1 Day 1

LET'S READ!

We are going to start out this course reading *Not Too Small at All* together. Over the course of the next several weeks, we will go back and use parts of the story for our lessons.

Read *Not Too Small at All* to the students.

Ask students to narrate (tell back) the story.

Go to page 4 of *Not Too Small at All*. Re-read the page with the students, pointing to each word as it is read, until Grandpa begins to speak. Allow students to read starting with "Once upon a time..."

TIPS:

Help students sound out words if they have difficulty. Give cues, especially with vowel sounds. Remind students (if needed) that in most words, the silent "e" at the end makes the vowel say its name.

REVIEW SIGHT WORDS.

We suggest using the sight words from Master Books *Foundations Phonics* course. Sight Words flash cards can also be purchased.

Week 1 Day 2

LET'S WRITE!

Let's review the alphabet. (Instructor may want to sing the Alphabet Song with students before and/or after the student completes the worksheet.)

Now complete **Worksheet 1** by having the students write the Alphabet in upper case.

Week 1 Day 3

LET'S REVIEW AND APPLY!

Ask students if they know the names of the vowels. If so, have them say them. If not, remind students that the vowels are a-e-i-o-u. Work with students to memorize the vowels.

Explain that most vowels are found in the middle of words.

Remind students that frequently a silent "e" at the end of the word makes the vowel say its name.

Look on page 4 of *Not Too Small at All*. Ask students to pick out vowels in several words. Ask students to find a word where the silent "e" makes the vowel say its name (time).

Week 1 Day 4

PHONICS FUN!

Complete **Worksheet 2** by having students finish writing words beginning with different consonants.

Week 1 Day 5

CREATE YOUR OWN DICTIONARY!

Use the following words and the Dictionary Worksheets in the back to help students create their very own dictionary!

1. happy
2. mouse
3. door
4. cookie
5. rocking chair
6. house

Students will write out the word, draw a picture that shows each word, and then finish with a simple definition. (Teachers can help students find the definitions in a dictionary if they want students to complete this portion.)

Week 2 Day 1

LET'S READ!

Ask students if they remember the first part of the story (page 4) of *Not Too Small at All*. Review if necessary.

Read page 6 of *Not Too Small at All* to the students.

Have student read the first sentence on page 7 of *Not Too Small at All*.

TIPS:

Help students sound out words if they have difficulty.

Ask students to narrate (tell back) what happened in today's section of the story.

REVIEW SIGHT WORDS.

We suggest using the sight words from Master Books *Foundations Phonics* course.

Week 2 Day 2

LET'S WRITE!

Let's review the alphabet. (Instructor may want to sing the Alphabet Song with students before and/or after the student completes the worksheet.) Complete **Worksheet 3** by having the students write the Alphabet in lower case.

Week 2 Day 3

LET'S REVIEW AND APPLY!

Ask students to recite the vowels. (a-e-i-o-u)

NOTE:

For the following activities, if students need extra help, say a word with the sound in it. If a student did not take a phonics course prior to this, have him or her review vowel sounds.

Ask students to name the 3 sounds "a" makes (at, late, mall).

Ask students to name the 2 sounds "e" makes (we, bed).

Ask students to name the 2 sounds "i" makes (sit, pie).

Ask students to name the 2 sounds "o" makes (grow, pop).

Ask students to name the 2 sounds "u" makes (use, buy).

PICTURE STUDY!

Look at the pictures on pages 6-7 of *Not Too Small at All*.

Ask students:

Whose hand is poking through the mouse hole?

What is the finger pushing?

What are the mice using for a blanket and bed?

What kind of trees are in the picture?

How is the house in the picture different from the house you live in?

What is your favorite thing about the pictures?

Week 2 Day 4

PHONICS FUN!

Complete **Worksheet 4** by having the students finish writing words beginning with different consonants.

Week 2 Day 5

CREATE YOUR OWN DICTIONARY!

Use the following words and the Dictionary Worksheets in the back to help students create their very own dictionary!

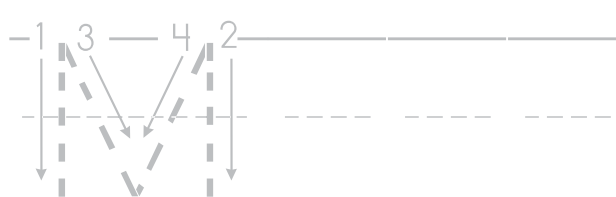
1. dinosaur
2. dog
3. sheep
4. plow
5. seeds
6. birds

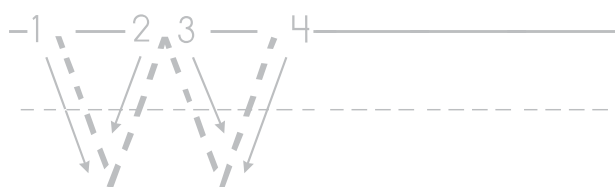
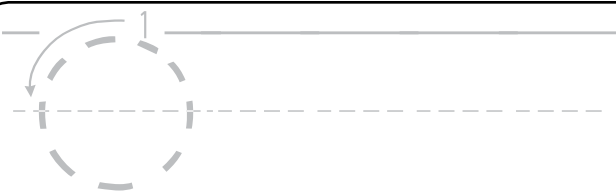
Students will write out the word, draw a picture that shows each word, and then finish with a simple definition. (Teachers can help students find the definitions in a dictionary if they want students to complete this portion.)



Worksheets
for Use with
Not Too Small at All
and
Charlie and Trike in the Grand Canyon Adventure

Write the alphabet in upper case.

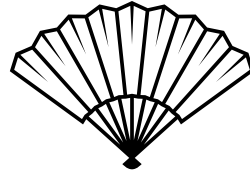




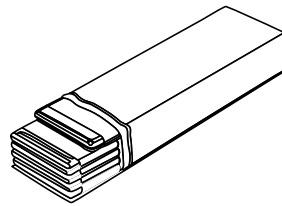
Name _____

Finish writing words beginning with different consonants.

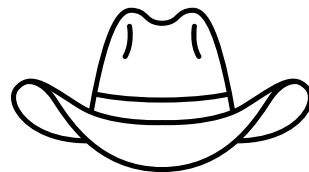
_____

all_____

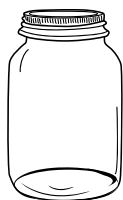
an_____

at_____

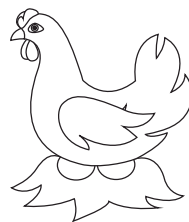
um_____

og_____

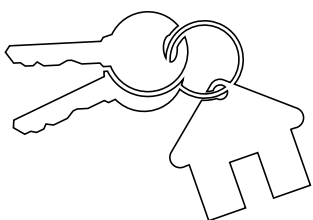
at



_____ar



_____en



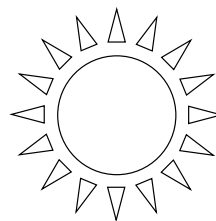
_____ey



_____oll



_____ip



_____un

Answers

Answers Basic Language Skills — **Worksheet Answer Keys**

Worksheet 8, page 71

ī, ō, ā, ĭ, ǒ, ě

Worksheet 8, page 72

ǎ, ē, ŭ, ō, ă, ů

Worksheet 22, page 99

ran, drank, lived, worked, likes

Worksheet 24, page 103

food, moon, hoot, hood, cook

Worksheet 26, page 107

stack, blink, like, swims, saved

Worksheet 28, page 111

What are we going to eat?

You have blue eyes.

Watch out for that car!

Where do you live?

Be careful!

We need to buy milk.

Worksheet 28, page 112

Dad, Cars, Dogs, Fish, Barns

Worksheet 30, page 115

Mom pets the cat.

Where are you going?

Get here quick!

Birds can fly.

Get out of the way!

Who is going with us?

Worksheet 30, page 116

New York, David, I, zoo, Erie

Worksheet 32, page 119

Where did you go?

Mommy gave me an apple.

Who forgot their coat?

Watch out!

That is hot!

My dog likes to play catch.

Worksheet 32, page 120

Charlie, God, Jesus, boy, Main

Worksheet 34, page 123

Charlie kicked a rock.

I went outside to play.

We ate soup for lunch.

Worksheet 34, page 124

had, are, baked, is, was

Worksheet 36, page 127

We will visit the Grand Canyon.

The dove brought Noah a branch.

God gave us the rainbow.

Worksheet 36, page 128

was, to, is, have, can, will