



LANGUAGE ARTS

Teacher's Guide Part 2

► **1st Grade**

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LANGUAGE ARTS 100

Teacher's Guide Part 2

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PHONICS FOR LANGUAGE ARTS FIRST GRADE

The following letter and letter combinations are introduced in Language Arts 100. They may be put on cards for drilling purposes. **The LIFEPAAC is noted where the rule is specifically addressed.**

a e i o u
 b c d f g h j k l m n p q r s t v w x y z
 th wh sh ch, ng nk, ck mb lk gn kn gh
 ar er ir or ur, ai ay, au aw, ei ey, ea ee, ie
 oa, oo, ew, ou, ow, oi, oy
 gh ph, igh

Teacher Notes

1. short vowels	<i>a</i> (bat), <i>e</i> (bet), <i>i</i> (bit), <i>o</i> (cot), <i>u</i> (but)	101
2. long vowels	<i>a</i> (bait), <i>e</i> (beat), <i>i</i> (bite), <i>o</i> (coat), <i>u</i> (use)	101
3. consonants	<i>b d f h j k l m n p r s t v w x z</i>	101
4. <i>c</i> and <i>g</i>	hard sound before <i>a, o, u</i> soft sound before <i>e, i</i>	101 103
5. <i>q</i> (<i>qu</i>)	always has the sound of <i>kw</i>	101
6. <i>y</i>	as <i>y</i> (yard) as <i>e</i> (baby) as <i>i</i> (cry)	101 105 105
7. consonant digraphs	<i>th, wh, sh, ch</i>	103
8. special blends	<i>ng</i> (sing), <i>nk</i> (sank)	104
9. silent consonants	<i>ck</i> (lock) <i>mb</i> (lamb), <i>lk</i> (talk), <i>gn</i> (sign) <i>kn</i> (know), <i>gh</i> (though), <i>t</i> (often)	101 104 104
10. <i>r</i> -controlled vowels	<i>ar</i> (car), <i>or</i> (for) <i>er</i> (her), <i>ir</i> (sir), <i>ur</i> (fur)	106 106
11. vowel digraphs	<i>ai, ay</i> as long <i>a</i> (pail) (pay) <i>au, aw</i> (Paul) (paw) <i>ei, ey</i> as long <i>a</i> (veil) (they) <i>ea, ee</i> as long <i>e</i> (beat) (feet) <i>ie</i> as long <i>e</i> (piece) as long <i>i</i> (pie) <i>oa</i> as long <i>o</i> (boat) <i>oo</i> long sound (boot) short sound (book) <i>ew</i> as long <i>u</i> (few) <i>ou</i> as long <i>u</i> (soup) as <i>ow</i> (cloud)* <i>ow</i> as long <i>o</i> (slow) as <i>ow</i> (clown)* <i>oi, oy</i> (boil) (boy)*	107 107 105, 107 107 107 107 108 108 108 108 108, 109 109 108 109 109
12. letter groups	<i>gh, ph</i> as <i>f</i> (laugh) (phone) <i>igh</i> as long <i>i</i> (sigh)	104 105

*sometimes referred to as diphthongs

1. PART ONE

PAGE 2: R-CONTROLLED VOWELS

MATERIALS NEEDED

- Worksheet 1
- magazines
- newspapers

Concept:

r-controlled vowels *ar, er, ir, or, ur*

Teacher Goals:

To teach the children to recognize the *r*-controlled vowels *ar, er, ir, or, ur*, to listen to their sounds, and to find them in words.

Vocabulary:

r-controlled vowels

Teaching Page 2:

Have the children read the title of the page and say the *r*-controlled vowels. Have them do both exercises on the page. Check by having the children read the words and letters. Give help only if necessary. (church, bird, horn, letter, store, butter, star, shirt, churn, car, acorn, arm)

Activities:

1. Do Worksheet 1.

Have the children read the directions at the top of the page. Have them name the pictures and write *ar* on the lines. Have them read the words.

Do the same with *or*.

Have the children read the last direction. Have them name the pictures and circle all those with the sound made by *er, ir, or ur*. Check by having the children tell which pictures they circled. (toaster, bird, star, curl, horn, skirt, squirrel, finger)

R-CONTROLLED VOWELS AND PLURALS | Unit 6

1. PART ONE

R-Controlled Vowels

ar er ir or ur



Circle the words with *r*-controlled vowels.

are

grape

store

church

parts

together

hurt

first

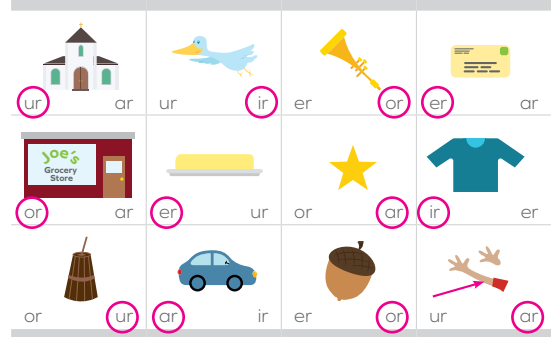
aren't

rockets

corn

try

Circle the *r*-controlled vowels.



2 | Section 1

Student Worksheet | Language Arts 106

Write *ar*. Read the words.



y ar n



b ar n

Write *or*.

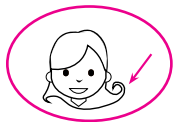


c or n



f or t

Circle the pictures with the *er, ir, or ur* sound.



Lan. Arts 106
Worksheet 1
with page 2



Teacher Check _____
Initial _____ Date _____

PAGE 5: ACTIVITY PAGE

MATERIALS NEEDED

• Worksheet 1

Concept:
vowel digraphs *ea*, *ie*, *ee*

Teacher Goals:
To teach the children to say the long /e/ sound in words that have the vowel digraphs *ea*, *ee*, and *ie* and to write words with the long /e/ sound.

Teaching Page 5:
Add *ea*, *ie*, and *ee* to the drill cards. Have the children practice the long /e/ sound.

Read the sentence and the direction at the top of the page with the children or have a child read them.

Read the letters and ask the children to give the sound of long /e/. Have the children read each list of words. Have them give more rhyming words for each list. Have them tell where they hear the sound of long /e/. Point out that some of the words on this page may sound just like words on page 4. Tell the children that the words sound the same, but are spelled differently and have different meanings. Write several pairs on the board to illustrate. (*meet*, *meat*; *week*, *weak*)

Have the children give the ending for each list. Have them circle the vowel digraphs.

Read the letters at the bottom of the page. Tell the children these letters also have the sound of long /e/. Read the words in the box and have the children tell where they hear the sound of long /e/.

Activities:

- 1. Have the children put together the endings on their desks with alphabet cards. Read a word from the list on page 5 and have children put the beginning letter in front of the ending. Have them say the word and spell it before giving the next word.

Unit 7 | VOWEL DIGRAPHS AND SENTENCES

Here are more long /e/ words.



Read the long /e/ words.



ea			
sea	team	meal	each
tea	steam	real	reach
	stream	seal	
bead		steal	ease
read	bean		please
	mean	eat	
leaf	clean	beat	lease
sheaf		heat	peach
	heap	meat	
weak	leap	treat	east
speak	cheap	wheat	feast



ie		
piece	chief	believe
niece	thief	priest

Section 1 | 5

2. Do Worksheet 1.

Read the direction at the top of the page or have a child read it. Read the endings and have the children give several rhyming words for each. Call attention to the different spellings for the same sound. Have the children write the rhyming words on the lines, then prepare the sheet of writing tablet paper and put it aside until the worksheet is finished. Have them fold the sheet of paper in half lengthwise, then write the endings at the top.

Have a child read the next direction. Have the children read the four words. Ask them to tell where they hear the long /e/ sound and what the words mean. Have them write the words on the line. Check by having the children read the sentence with the word.

Let the children finish writing the rhyming words. Check by writing the endings on the board and writing words the children give under them. Have the children spell each word after they give it. Have the children add to and correct their lists.

Student Worksheet | Language Arts 107

Write rhyming words.

____eed	____ead	____eek	____eak
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Write more rhyming words in your writing tablet.
Write the words.

feet	bee	beak	read
------	-----	------	------



I can see.

A bee can sting.

A bird has a beak.

I have two feet.

Lan. Arts 107
Worksheet 1
with page 5

  **Teacher Check** _____
Initial _____ Date _____

154

Teaching Reading:

Play "Find the Object" in the classroom. Send one student out and hide an object. He/she will be the "Finder." Bring the student back in. Tell the Finder the class will sing a song (your choice or theirs) while he/she is looking for the object. The class sings louder as the Finder gets close and softer as he/she gets further away.

Take turns choosing a Finder and letting students hide the object.

Tell students today's story is about two brothers, Steven and Taylor. Write their names on the board. Write these words on the board and discuss their meaning: object, decide, clues, piece, fruit, laughs, raisins

1. PART ONE

PAGE 3: ACTIVITY PAGE

MATERIALS NEEDED

- Worksheet 1

Concepts:

long /i/, vowel digraph *ie*, syllables

Teacher Goals:

To teach the children to review the sounds of long /i/, soft /g/, silent (*b, e, g, gh, u*), and the *ight* words, to review contractions, to learn that the *ie* has the sound of long /i/ or long /e/, and to count the number of syllables in words.

Teaching Page 3:

Hold up the card for /i/ and ask for the long sound. Have the children give words which have the long sound of /i/ at the beginning, in the middle, or at the end.

Have the children read the direction at the top of the page. Read each set of words in the box and have the children repeat them. Have the children tell what the rhyming part of the words is. Ask the children to give the meaning of each word.

Have the children give more words that rhyme with each group.

Point out the soft /g/ sound in *giant*, the silent /b/ in *climb*, the silent /e/ in the *ie* words, the silent *gh* in *sigh* and the *ight* words, the silent /g/ in *sign*, and the silent /u/ in *buy*. Point out that *wind* has two meanings and two pronunciations. Have the children read the words in the box again.

Have the children read the contractions and tell from which words each was formed. Have them use each one in a sentence.

Tell the children that the vowel digraph *ie* sometimes makes the long /e/ sound.


Read the last direction.

Have the children read the *ie* words. Have them use the words in sentences.

Unit 8 | VOWEL DIGRAPHS AND POSSESSIVES

1. PART ONE


Vowel Digraphs

 Read these long /i/ words.

dial	die	might	by
trail	lie	night	my
giant	pie	right	why
	tie	light	fly
mild		sight	thy
wild	find	bright	
	kind		buy
climb	mind	sight	
	blind		lion
pint	wind		Zion

I I'd I'll I'm I've

Read these vowel digraph words that have the long /e/ sound.

	field	brief	piece
	shield	chief	niece
		thief	

Section 1 | 3

Activities:

1. Say several long /i/ words from the lists on page three and have the children make them on their desks with alphabet cards. Have them say the word and spell it before you give the next word.
2. Dictate the following words and have the children write them on a sheet of writing tablet paper. Collect the papers and correct by drawing a line through the misspelled word and by writing the word correctly on the line behind it. Have the children write each misspelled word five times on the back of the paper (die, lie, pie, by, my, why).
3. Do Worksheet 1.

Have the children read the directions at the top of the page. Have them read the lists of words silently and write the number of syllables they hear in each word on the line behind it. Some children may need help sounding out the words. Have the children read the next group of words and read the directions. Tell them to read the sentences carefully and to write the words in the blanks. Remind them to read the sentences over to be sure the words they chose make sense. Point out that the number behind the blank tells how many syllables are in the word. Check by having children read the sentences aloud. Have the children correct any mistakes.

Student Worksheet | Language Arts 108

SYLLABLES

Say these words.
Write how many parts are in each word.

light <u>1</u>	letter <u>2</u>	schoolbook <u>2</u>
showing <u>2</u>	used <u>1</u>	winter <u>2</u>
bright <u>1</u>	mewing <u>2</u>	Jesus <u>2</u>
wonderful <u>3</u>	God <u>1</u>	night <u>1</u>
good <u>1</u>	Sunday <u>2</u>	yesterday <u>3</u>

Find a word to fit in the blanks.

God	Jesus	Saviour	you	Sunday	children
-----	-------	---------	-----	--------	----------

We are all children (2) Of God.


We go to church on Sunday (2).

Jesus is always with you (1) if you love him.

Jesus is the son of God (1).

Jesus (2) is our Saviour (2).

Lan. Arts 108
Worksheet 1
with page 3

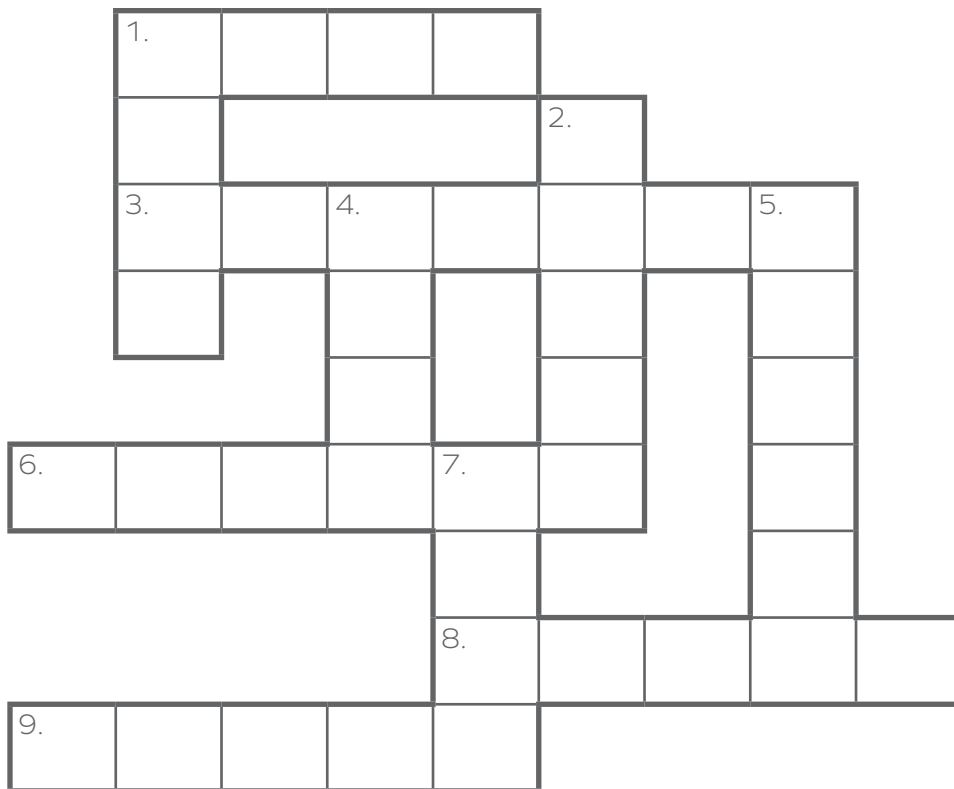
 Teacher Check ☒ Initial _____ Date _____

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Write the plurals of these words.

<p>kitten _____</p> <p>_____</p> <p>_____</p> <p>mouse _____</p> <p>_____</p> <p>_____</p> <p>mule _____</p> <p>_____</p> <p>_____</p> <p>baby _____</p> <p>_____</p> <p>_____</p>	<p>puppy _____</p> <p>_____</p> <p>_____</p> <p>woman _____</p> <p>_____</p> <p>_____</p> <p>box _____</p> <p>_____</p> <p>_____</p> <p>quail _____</p> <p>_____</p> <p>_____</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Write the plurals in the puzzle.



Across

- 1. car
- 3. puppy
- 6. house
- 8. goose
- 9. shoe

Down

- 1. cup
- 2. kite
- 4. pet
- 5. spout
- 7. egg



Teacher Check _____

Initial _____

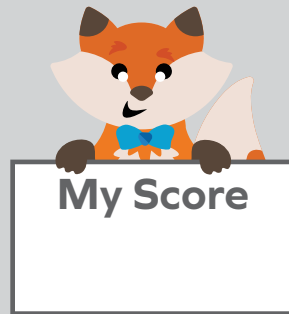
Date _____

LANGUAGE ARTS 108

ALTERNATE LIFEPAK TEST

Name _____

Date _____



Each answer = 1 point

Write a rhyming word.

by

pew

coach

field

goat

took

Put **1**, **2**, and **3**, for **first**, **second**, and **third**.

_____ We work hard at school.

_____ We came home from school.

_____ We go to school.

PAGE 6: ACTIVITY PAGE**MATERIALS NEEDED**

- drawing paper
- crayons or paint

Concepts:

syllables; *ou*, *oo*, and *ow*; writing stories

Teacher Goals:

To teach the children to review the meaning of syllables, to find the number of syllables in words, to write a story using good sentences and paragraphs with the correct punctuation, and to read the story in front of the class.

Teaching Page 6:

Review the word *syllables* and ask what it means. Have children tell how many syllables they hear in the word *syllables*. (three)

Have the children read the title and directions at the top of the page.

Do the first two words as a group, then let the children finish the exercise independently. Check by having the children read each word and tell how many syllables it has. Have them correct any mistakes. Have the children underline the *ow*, *ou*, or *oo* in each word and give its sound. Use the words in sentences.

The starred exercise is more difficult. Some children may need help.

Have the children read the next directions silently. Ask them to tell what the directions are telling them to do. Review what good sentences and paragraphs are and the rules for punctuation and capitalization, if necessary. Correct each child's story and return it to him for recopying.

Take time for each child to read his story and show his picture to the class. Before they begin, go over the rules for speaking to a group. (stand straight, look at audience, etc.) Have the children tell what a good audience is.

Teaching Reading:

Show students a couple of beautifully wrapped packages. Ask them to guess what is in them. Record their answers and tell them you'll come back to the packages after today's story.

Tell them today's story is titled: "My Gift." Ask students to share what they think this story might be about. Ask if they had a gift to give someone else, what would it be?

DIPHTHONGS AND CONTRACTIONS | Unit 9**Syllables**

Say these words.

Write how many parts are in each word.

clown <u>1</u>	flower <u>2</u>	school <u>1</u>
out <u>1</u>	shouting <u>2</u>	about <u>2</u>
house <u>1</u>	down <u>1</u>	ground <u>1</u>
bow <u>1</u>	mouse <u>1</u>	browner <u>2</u>
cows <u>1</u>	bow <u>1</u>	clouded <u>2</u>
proud <u>1</u>	now <u>1</u>	spouting <u>2</u>



Can you tell how many syllables are in these words?

flowering <u>3</u>	underground <u>3</u>
outstanding <u>3</u>	cowcatcher <u>3</u>



Write a story about a funny clown in your writing tablet.

Write good sentences.

Write one or more paragraphs.

Draw a picture about your story.

Read your story and show your picture to the class.

6 | Section 1

Read the story “My Gift” in *Reader 5* together, then ask the following questions:

“What event is going to happen?” (the big art show)

“Who is a good artist?” (Nathan)

“What about the speaker, is he/she a good artist?” (he doesn’t think so)

“What does his teacher and parents say?” (do your best)

“What is it called when we can do something well?” (a gift)

“Who gives us those gifts?” (God)

“What gift might the speaker have?” (making people feel good)

“How does he/she do this?” (compliments, being happy for someone else’s success, etc.)

“What did the speaker do for Nathan?” (tell him is a great artist, his drawing is awesome, should win first prize)

Find *r*-controlled words. (*art, artist, sure, teacher, pastor, different, Lord*)

Find *ow/ou* words. (*show, our, know, out, about*)

Find *aw* words. (*draw, drawing, hawk, awesome*)

Activities:

1. Refer back to the packages. Ask students if they learned anything new about gifts. (gifts are from God—talents and abilities are gifts) Tell them the boxes represent gifts from God—see if they can give a new list of gifts (not things), e.g., artist, singer, dancer, writer, helper, listener, teacher, ... or ask them now to think of special things they can do well. List their answers on the board. Emphasis these things as gifts from God. Notice how many different gifts there are! Each one is different—making each of us different, unique and special.
2. Discuss the story and the feelings the speaker had for Nathan. Was he jealous of Nathan’s art-work? (no, he understood it was Nathan’s gift) This may lead into more discussion about others and how to be happy for their special gifts.

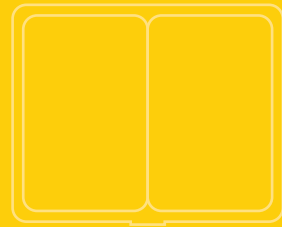
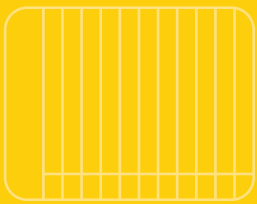
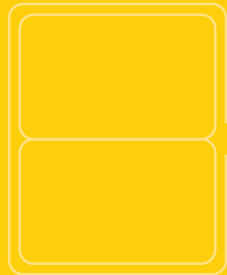
Refer to the Bible for these verses:

James 1:17	“Every good gift and every perfect gift is from above, and comes down from the Father of lights ...”
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1 Timothy 4:14	“Do not neglect the gift that is in you ...”
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1 Cor. 7:7	“But each has his own gift from God, one in this manner and another in that.”
------------	-------------------------------------------------------------------------------

3. Have students make a thank-you card to God for their special gifts.



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