

Reading, Copywork, Grammar, & Penmanship

English

Language Study : Level 1



Alveary

Language Study: Level 1

Grade(s) 1 (suitable 2)



About the Course

This course begins the Alveary's formal reading lessons using Free and Treadwell's *The Primer*. It includes step-by-step directions for 4-5 days of reading lessons for the eleven weeks of each term in a 3-term school year. Your child or students are ready for these lessons if they can track their own copy of a text with their eyes and finger while listening to the text read aloud. Elements of these lesson as well as the "Literacy Development From Birth to Age 9" document include exercises in phonemic segmentation, instruction in letter-sound correspondence, encoding (writing) and decoding (reading) words, practice in use of grammatical and semantic context, analysis of new vocabulary, sorting words according to spellings and other features, reconstruction of whole sentences, and using repetitive and predictive texts.



Placement & Combining Tips

Students who can already read may use the stories for reading practice but focus mainly on the spelling and grammar elements, including copywork and dictation.

Prerequisite: Students should recognize upper- and lower-case letters and know most of their sounds prior to starting this course.



Scheduling

Language Study: Level 1

GRADE	MIN.	xWK	MORN.	TEACH.	TOPIC(S)	BOOK(S)
1	10	5	*		Reading & Grammar – Level 1	Free & Treadwell Primer, Reading Lessons: Level 1
1-3 ↔	10	5	*		Penmanship & Copywork	Italics: Beautiful Handwriting

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Reading Penmanship/ Copywork	Reading Penmanship/ Copywork	Reading Penmanship/ Copywork	Reading Penmanship/ Copywork	Reading Penmanship/ Copywork

_ = afternoon
* = morning

= full teacher attention
 = half teacher attention

= little teacher attention
↔ = Same LP is used in another bundle

Language Study: Level 1

Term 1

WEEK 1 Reading Lesson Tracker
Lesson 01 □□□□□

→ COMPLETE
Lessons 1.1-1.5 this week

WEEK 1 Penmanship & Copywork Tracker
Lesson 02 □□□□□

→ DICTATE/ DEMONSTRATE
Each lesson after the first will begin with dictation of 1-2 mastered letters. Simply call out a letter that has been mastered and have the child write it from memory on the Penny Gardner lined paper. Then the teacher should model any new strokes or letters properly on a chalkboard while narrating steps.

→ VISUALIZE
The student should visualize the letter and then write it from memory on his or her smaller chalkboard (the drag on the chalk helps them “feel” the stroke).

→ PRACTICE
The student will continue practicing the letter on the chalkboard until mastered from memory. Then, slowly and carefully copy the letter on the single practice line in the lesson.

→ EVALUATE
Allow the student to self-assess before writing another copy of the letter. The student continues copying from memory until able to produce six very good copies in a row.

Only focus on 1-2 letters per day at most, and allow as long as needed for particularly difficult letters or new stroke patterns. Use extra practice paper as needed, but celebrate when able to produce these six copies within the single practice line.

→ COPY
Once students have mastered enough letters, they may use time at the end of their writing lessons to copy words from their reading lesson word lists on their Penny Gardner lesson pages. Just flip back to the first word list and start from there. Students will need gentle reminding to visualize those words as a whole and to write them from memory rather than letter by letter.

★ TEACHER TIP
Even though the Penny Gardner Italics lessons include words, it’s better to skip those initially. Stick to dictating 1-2 known letters as a warm up, and then focus on learning 1-2 new letters per lesson until the lowercase letters are mastered.

★ TEACHER TIP
Use this space in your lesson plans to note what letters your student is ready to dictate for east reference.

★ TEACHER TIP
If students have already mastered writing words during reading lessons then you may have them move on to copying the nursery rhymes, poetry, and quotes found in the penny garner italics book during the COPY section of the lessons.

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Examination

Term 1

GRADE 1

- • Have the student read aloud for one minute using the next (previously unread) section in Treadwell. Count the number of words read correctly during that minute. For the Fall of 1st grade, typical fluency rate is somewhere between 0-10 words per minute (Rasinski & Padak, 2009).
- Copy the following using your best penmanship:
kill mix wink rub by

Share your Copywork Journal with an adult.

Reading

English

Level 1

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Introduction

The thought of trying to teach a student to read is one that often strikes fear and panic into the homeschool parent. This may be because, as Charlotte Mason said, “Few of us can recollect how or when we learned to read” (Mason, 1925, p. 200). It does not have to be this way, however. This compilation of reading lessons using the Reading Literature books by Harriett Treadwell and Margaret Free is meant to be a practical guide to making your reading lessons both fun and productive. Mason outlines in detail the pedagogy of teaching children to read on pp. 199–230 of *Home Education*.

Mason’s Principles

We will begin by drawing out the main principles from Mason’s volumes:

Learning to read is hard work for most children, but it must be done, and we as parents should try to make the lessons as easy and pleasant as possible. (Mason, 1925, p. 214).

Reading should be taught using a combination of sight words and meaningful phonics, but sight words are most important:

If words were always made in a given pattern in English, if the same letter always represented the same sounds, learning to read would be an easy matter; for the child would soon acquire the few elements of which all words would, in that case, be composed. But many of our English words are, each, a law unto itself: there is nothing for it, but the child must learn to know them at sight...This process should go on side by side with the other--the learning of the powers of the letters; for the more variety you can throw into his reading lessons, the more will the child enjoy them. Lessons in word-making help him to take intelligent interest in words; but his progress in the art of reading depends chiefly on the ‘reading at sight’ lessons. (Mason, 1925, p. 203–204)

Definitely, what is it we propose in teaching a child to read? (a) that he shall know at sight, say, some thousand words; (b) that he shall be able to build up new words with the elements of these. Let him learn ten new words a day, and in twenty weeks he will be to some extent able to read, without any question as to the number of letters in a word. For the second, and less important part of our task, the child must know the sounds of the letters, and acquire power to throw given sounds into new combinations. (Mason, 1925, pp. 215–216)

Phonics instruction is used to support the reading of whole words only.

It is time we faced the fact that the letters which compose an English word are full of philological interest, and that their study will be a valuable part of education by-and-by; but meantime, sound and letter-sign are so loosely wedded in English, that to base the teaching of reading on the sounds of the letters only, is to lay up for the child much analytic labour, much mental confusion, due to the irregularities of the language... (Mason, 1925, p. 215)

Here we have the key to reading...Having got a word fixed on the sure peg of the idea it conveys, the child will use his knowledge of the sounds of the letters to make up other words

containing the same elements with great interest. When he knows 'butter' he is quite ready to make 'mutter' by changing the b for an m. (Mason, 1925, p. 216)

No meaningless combinations of letters, no cla, cle, cli, clo, clu, no ath, eth, ith, oth, uth, should be presented to him. The child should be taught from the first to regard the printed word as he already regards the spoken word, as the symbol of fact or idea full of interest. (Mason, 1925, p. 216)

Story 1: The Little Red Hen

LESSON 1.1 FOCUS: Letter Sounds Review

PREP:	Letter tiles <i>a, b, c, d, e</i>
INTRO:	<p>Let's say the names of each of these letters. [Point to each one and say the names with the students.]</p> <p>Let's say the sounds each of these letters stands for. [Point to each one as you make the sounds.]</p> <p>[Play with these letters and their sounds until the students can tell the names and sounds of each. Remember to ask for both sounds of each vowel (long and short; explained in the next lesson). Ask the students to name two or more words that have the letter sound at the beginning or ending of the word. Listen We are listening for sounds only. We are not concerned about spelling at the moment. See Appendix for Elkonin box work as needed.]</p>
KINDS OF LETTERS AND SOUNDS:	<p>[Explain that 21 letters and the sounds they stand for are made with parts of the mouth -- the lips, teeth, tongue, and throat -- touching each other. These are <i>consonants</i>. You can call them <i>mouth letters</i> and their sounds, <i>mouth sounds</i>. The letter <i>b</i> for example, stands for the sound made by pressing the lips together and separating them. (Demonstrate the /b/ without adding a vowel sound to it.)</p> <p>There are five letters whose sounds are made with only the voice. These are <i>vowels</i>. You can call them "voice letters" and their sounds, "voice sounds." No mouth parts touch when these sounds are made. The letter <i>a</i> for example, stands for the sound at the beginning of the word <i>apple</i>.</p> <p>[Do the same with <i>e</i> (<i>egg</i> and <i>elephant</i> are good examples). Pronounce words that have the long /a/ and the short /a/ sounds and ask the child(ren) to identify the vowel sound as long or short in each. Pronounce words that have the short /i/ and the long /i/ sounds, and ask the student to identify the vowel sound as long or short in each. Alternate short and long /a/ and /e/ words and ask the student to identify which letter -- a or e-- they hear in each.]</p> <p>[One letter -- y -- is both a mouth letter and a voice letter. <i>Y</i> stands for /y/ when it comes at the beginning of <i>yellow</i> or <i>yawn</i>, and for the /ee/ sound when it comes after a consonant at the end of a word as in <i>pony</i> and <i>happy</i>.]</p>
TEACHER READ ALOUD:	<p>p. 1 -3, "The Little Red Hen"</p> <p>[Tell the students to follow along with their <i>reading finger</i> -- that is, the index finger of the dominant hand -- moving it under the words as they listen.]</p>
NARRATE:	What did you hear?

LESSON 1.2 FOCUS: Long and Short Vowel i

PREP:	Letter tiles a – j Resources for Lesson 1.2
NARRATION:	[Show the students the lowercase letters from Lesson 1.1 and ask them to make the sounds they stand for. Have them recall 1-2 words that feature those sounds.]
INTRO:	<p>[Play with letter tiles f, g, h, i, j as suggested in Lesson 1.1 until the students can tell the sounds and names of each.]</p> <p>Let's look at the letter i. It is a voice letter -- a vowel; the sound it stands for is made with your voice. No mouth parts touch. It can say its name -- /aye/(as in bike) -- or its short sound -- /i/ (as in igloo). Say those with me -- /aye/ , /i/</p> <p>Can you think of more words that have the /aye/ sound as in bike? Can you think of more words that have the /i/ sound as in igloo?</p>
TEACHER READ ALOUD:	[Read the lines aloud from p. 4-5, moving your finger under the text as you read. This models for them where to begin, and the "return sweep" that brings the reader back to the left side of the page once the end of a line of text is reached.]
WORD WORK:	<p>[Have the students match the word cards with the words on the page, put them in the right order, and then read them.]</p> <p>[Mix the cut-out words around and call out a word for the student to find. Once the students have found all the words you call out, switch and let them call out words for you to find. Continue to play in this way until the students recognize several words.]</p>
WORD JOURNAL:	<p>Write these words down in a Word Journal.</p> <p>[Explain to the students that this Word Journal is for collecting words they easily recognize. The Word Journal will have pages for single words introduced and pages for word lists].</p>
CHILD READ ALOUD:	[Have the students read the first 2 lines from the story.]

LESSON 1.3 FOCUS: Long and Short Vowel o

PREP:	Letter tiles a, e, i, o u, and k, l, m, and n
INTRO:	<p>[Review the letters learned so far using methods previously stated.]</p> <p>[Play with letter tiles k, l, m, n, and o until the students can tell the sound and name for each.]</p>
WORD WORK:	<p>Let's look at the letter o. It's another vowel, or voice letter. It can say its name, /oh/, or make a short sound, /ah/, as in octopus.</p> <p>A word in which we hear o saying its name is home. Say it with me. Do you hear the o saying its name? What are other words in which we hear o saying its name?</p> <p>What other words have the short sound of o as in octopus? How about block? Do you hear /ah/? (hot, bottle, knob)</p> <p>When we read the next two pages in our story, The Little Red Hen, you will hear and see a word that has the short o sound -- /ah/ -- in it. Listen and look for it!</p>
TEACHER READ ALOUD:	[Read p. 6-7. Explain what thresh and grind mean].
REFLECT:	<p>Did you see and hear the word that has the short o in it? It's in what the animals say to the little red hen when she asks for help. (not)</p> <p>[Ask the students if they see a pattern here in what the hen does, and how the other animals respond.]</p>
WORD JOURNAL:	Let's write the words Not I in our Word Journals.
CHILD READ ALOUD:	<p>p. 5 Read with me: "The pig said" - "The dog said, 'Not I!'"</p> <p>Who can read the last three lines on the page? "The little red hen" - "And she did."</p>

LESSON 1.4 FOCUS: Building Visual Memory

PREP:	<p>Letter tiles p, q, r, s, t</p> <p>Chalkboard and chalk</p> <p>Resources: Lesson 1.4</p>
INTRO:	<p>[Review the sounds and names of letters learned so far. Continue to focus primarily on letter sounds.]</p> <p>[Play with p, q, r, s, and t until the students can tell the name and sound of each. There are no vowels in this group. These letters are called consonants.]</p>

VISUALIZATION:

The little red hen found a wheat seed. When she planted it, it grew into a plant. She had to cut it and thresh it and grind it. Let's look at that again.

[Show the students the sentence strips and read them to the students. Ask them to read the strips to you, pointing to the words as they read. Cut the first strip up into its words and have the students reassemble it. Guide them to use the other two strips as a model. Repeat for them what the first strip will show once it is reassembled. Repeat with each strip.]

Let's look at the word wheat in our sentences. Do you see it? There are three pieces of paper with the word wheat on them.

What do you see there? (w, h, e, a, t)

Copy that word onto your chalkboards.

Do you know that the wheat plant is where we get flour for making bread and rolls and tortillas and muffins and biscuits and crackers and cakes and cookies?

Wheat looks like grass when it is growing.

Look at the word again. Let's read it s-l-o-w-l-y.

[Move your finger under the word as you read it. Linger over the wh as your mouth forms the /w/ sound. Linger over the ea as you say /ee/. Stop under the t as you pronounce it at the end of the word /t/.]

Did you see that? Two letters stand for the /w/ in wheat -- w and h together, wh. Close your eyes and see those in your mind. Trace them in the air with your writing finger.

Two letters stand for the /ee/ in wheat -- e and a together, ea. Close your eyes and see them in your mind. Trace them in the air with your writing finger.

The /t/ at the end of wheat is spelled with a t. Do you see it there at the end of the word when you close your eyes? Trace it, too.

Now look at the word wheat again, close your eyes and see it in your mind, then trace all the letters in the air with your writing finger. W, h, e, a, t.

WORD JOURNAL:

Put that word in your Word Journal.

LESSON 1.5 FOCUS: ea as a Vowel

PREP:	Letter tiles u, v, w, x, y, z Chalkboards and chalk
INTRO:	<p>[As a warm-up to today's lesson, have the students read all the words in their Word Journals so far.]</p> <p>[Go over the letter tiles with them to name the letters and make the sounds they represent. Have the students decide if the letters are "voice letters" or "mouth letters." Watch each others' mouths as you make the sounds the letters represent. What parts are being used? "U" is the only true voice letter (vowel) in this group of letters, though "y" is sometimes used to represent the /i/ or /ee/ vowel sound (as in mystery).]</p> <p>Today we get to read what the wheat was used to make!</p>
TEACHER READ ALOUD	[Read p. 8. Have the students follow along with you with their reading finger moving underneath the words in their books.]
NARRATE:	What did you hear?
WORD WORK:	<p>Did you see the word that tells what the little red hen made out of the wheat? (bread)</p> <p>Copy that word onto your chalkboards.</p> <p>Look at the beginning letters -- br. Those stand for the /br/ at the beginning of bread. Say bread in slow motion and you can feel your mouth making the sound those letters stand for.</p> <p>Do you hear short e in there? /br e --/ There are two letters that stand for that sound. We saw them in wheat. They stood for /ee/ in that word.</p> <p>Your tongue goes to the roof of your mouth to end the word with /d/. Do you feel it? [Say bread in slow motion and emphasize the /d/ at the end.]</p>
SHARED RE-READING:	<p>p.2-8 "The little red hen" - "And she did."</p> <p>I'll read aloud and you follow me with your reading finger. I will stop every now and then to let you read.</p>