

# GRADE 1 READING

## *Student Course Plan*





# GRADE 1 READING



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# GRADE 1 READING



**COURSE TITLE:** Reading 1

**COURSE TEXTS:**

- *Catholic National Readers New Primer and Book One*
- *The Children's Book of Virtues*
- *Saints Around the World*
- *Blue Fairy Book*
- *The Wind in the Willows*

**COURSE DESCRIPTION:**

This course includes a selection of readings appropriate to the student's level. The texts gradually introduce new vocabulary. The teacher should read to the students, especially the selections from the *Catholic National Readers New Primer and Book One*. The students should in turn do their share of vocal and silent reading. The main focus of this course is reading comprehension and strengthening the phonics skills.

The student should also listen to classical works of literature, and practice retelling the stories or drawing pictures of an event from the story. The student should also learn poetry. The exposure to classic stories enriches the imagination and makes it stronger, while poetry improves patterns of language and helps the student gain a facility with vocabulary.

Kolbe Academy has worked diligently to create the best possible course plans with the homeschool family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a suggested course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. Do not feel obligated to follow these course plans exactly.

**LEARNING OUTCOMES:**


- ❖ To develop in the student a love for reading
- ❖ To introduce patterns of language.
- ❖ To introduce the student to reading as the most natural way of learning
- ❖ To help the student obtain firm grasp of word meanings and vocabulary
- ❖ To help the student identify characters and simple plots
- ❖ The develop the appreciation of good literature
- ❖ The ability to begin and finish a book
- ❖ Facility in reading aloud
- ❖ The ability to retell the story in the student's own words
- ❖ The ability to find the moral or objective of the story
- ❖ The ability to analyze, criticize, and identify details




# GRADE 1 READING



## SCOPE AND SEQUENCE | QUARTER 1

Week:	Lesson / Topic:	Major Assignment:
		
1	CNR Primer 12-13; "The Sun Travels"; <i>Children's Book of Virtues</i>	
2	CNR 14; "The Sun Travels"; CBV	
3	CNR 15; "The Sun Travels"; CBV	
4	CNR 16; "The Sun Travels"; CBV	
5	CNR 17; "The Sun Travels"; CBV	
6	CNR 18; "The Sun Travels"; CBV	
7	CNR 19; "The Sun Travels"; CBV	
8	CNR 20; "The Sun Travels"; CBV	Poetry Recitation; Quarter 1 Test (Optional)

## SCOPE AND SEQUENCE | QUARTER 2


Week:	Lesson / Topic:	Major Assignment:
		
1	CNR 21; "The Squirrel"; CBV	
2	CNR 22; "The Squirrel"; CBV	
3	CNR 23; "The Squirrel"; CBV	
4	CNR 24; "The Squirrel"; CBV	
5	CNR 25; "The Squirrel"; CBV	
6	CNR 26; "The Squirrel"; CBV	
7	CNR 27; "The Squirrel"; CBV	
8	CNR 28; "The Squirrel"; CBV; Blue Fairy Book	Poetry Recitation; Quarter 2 Test (Optional)




# GRADE 1 READING



## SCOPE AND SEQUENCE | QUARTER 3

Week:	Lesson / Topic:	Major Assignment:
		
1	Catholic National Reader 1, L1; "The Land of Counterpane"; Blue Fairy Book	
2	CNR 2; "The Land of Counterpane"; Blue Fairy Book	
3	CNR 3; "The Land of Counterpane"; Blue Fairy Book	
4	CNR 4; "The Land of Counterpane"; Blue Fairy Book	
5	CNR 5; "The Land of Counterpane"; Blue Fairy Book	
6	CNR 6; "The Land of Counterpane"; Blue Fairy Book	
7	CNR 7; "The Land of Counterpane"; Blue Fairy Book	
8	CNR 8; "The Land of Counterpane"; Blue Fairy Book	Poetry Recitation; Quarter 3 Test (Optional)

## SCOPE AND SEQUENCE | QUARTER 4

Week:	Lesson / Topic:	Major Assignment:
		
1	CNR 9; "Magnificat"; Blue Fairy Book	
2	CNR 10; "Magnificat"; Blue Fairy Book	
3	CNR 11; "Magnificat"; <i>The Wind in the Willows</i>	
4	CNR 12; "Magnificat"; <i>The Wind in the Willows</i>	
5	CNR 13; "Magnificat"; <i>The Wind in the Willows</i>	
6	CNR 14; "Magnificat"; <i>The Wind in the Willows</i>	
7	CNR 15; "Magnificat"; <i>The Wind in the Willows</i>	
8	CNR 16; "Magnificat"; <i>The Wind in the Willows</i>	Poetry Recitation; Quarter 4 Test (Optional)



## Quarter 1: Week 1



### TEXT AND MATERIALS:

- CNR Primer
- *The Children's Book of Virtues*
- *Saints Around the World*



### NOTES:

- CNR: "My" has the third sound of "y". "That" has the second sound of the "th" phonogram. "Have" has a silent "e" because English words do not end in "v." "Stand" and "lamp" should be sounded out easily.
- Poetry: Start with one stanza or even a few lines at a time, rather than attempting to memorize the entire poem at once. Gradually add lines each week so the child feels a sense of accomplishment as they make progress. This allows for repetition and ensures the student isn't overwhelmed.
- Repetition is the key to memorization. Encourage the child to say the poem aloud multiple times throughout the day, whether in the morning while getting ready or at night before bed. Repetition over several days will help the lines "stick" in their memory. Do not stress perfection in recitation. A few times through with prompting yields the best results long term.
- Note: some students learn best by drawing memory palaces (pictures to help visualize) or emphasizing rhythm or movement while reciting. Techniques for this will be integrated in the activities, but do not be unwilling to let a child learn while bouncing on a ball or walking around. Some children need that.

<i>Day 1</i>	<input type="checkbox"/>	<b>CNR PRIMER Lesson 12 &amp; 13</b>	Read Lesson XII again as a review from last year. If there are struggles with it, you may want to spend a few weeks rereading the first 11 stories prior to jumping into this course plan.
		<b>Phonograms</b>	Read Lesson XIII in the CNR. Students may find reading the entire story challenging. A good process is to read the story with the student twice during the week, so you will see the story repeated. Team read the story the first time; with the parent reading as much as is needed. The student will only be able to give about 10 good minutes to reading, so be willing to jump in whenever needed. Hopefully by the second read, the student will be more familiar and comfortable with reading. Answer comprehension questions about the story.
		<b>Poetry</b>	Review phonograms.
		<b>Saints</b>	Read "The Sun Travels" aloud with the student. Ask the student what he/she thinks the poem is about. Encourage the student to reflect by asking: "What do you think this



			poem is about? What images do you see in your mind when you read the poem?" Read "St. Adelaide of Burgundy" from <i>Saints Around the World</i> .
<i>Day 2</i>	<input type="checkbox"/>	Literature Phonograms Poetry	Read "Try, Try Again" from the <i>Children's Book of Virtues</i> . Review phonograms. Read "The Sun Travels." Discuss how the sun is part of God's creation and how it reflects God's care for the world.
<i>Day 3</i>	<input type="checkbox"/>	CNR Phonograms Poetry Saints	Re-read Lesson XII in CNR. Review phonograms. Art Connection: Show a classic painting. Explain how artists use light and the sun in their work to show God's beauty. Look at the painting. What colors can you see? If the sky is visible, what colors do you see in the sky? What do you think is happening in the picture? What time of day do you think it is? (Sunset, sunrise, midday) Does it look like the sun is traveling across the sky? Possible paintings: <ul style="list-style-type: none"> <li>• <i>The Sun</i> by Edvard Munch (1909)</li> <li>• <i>The Agony in the Garden</i> by Giovanni Bellini (c. 1465)</li> <li>• <i>Sunset (or Brothers)</i> by Caspar David Friedrich (c. 1830)</li> <li>• <i>Impression, Sunrise</i> by Claude Monet (1872)</li> <li>• <i>Sunlight in the Blue Room</i> by Anna Ancher (1891)</li> <li>• <i>New England Sunrise</i> by John Frederick Kensett (c. 1963)</li> </ul> Read "St. Albert Chmielowski" from <i>Saints Around the World</i> .
<i>Day 4</i>	<input type="checkbox"/>	Literature Phonograms Poetry	Read "Persevere" from the <i>Children's Book of Virtues</i> . Review phonograms. Creative Activity: Look at a daylight map so your child can see how it is now dark in other parts of the world. Ask them to imagine what other children may be doing right now (like finishing schoolwork, having dinner, or sleeping –depending on location).



Week 1 Gradebook				
Assignments	Include <input checked="" type="checkbox"/>	Day 1-2	Day 3-4	
Memory Work	<input type="checkbox"/>			
Reading	<input type="checkbox"/>			
Comprehension Questions	<input type="checkbox"/>			
<b>Week 1 Average</b>	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			<b>%</b>



*Quarter 1: Week 2*



**TEXT AND MATERIALS:**

- CNR Primer
- *The Children’s Book of Virtues*
- *Saints Around the World*



**NOTES:**

- CNR: “Eggs” has the second sound of “s.” Explain that when an “s” is at the end of the word it often means that there are “more than one” of the thing spoken about, in this case it means more than one egg. “When” has the “wh” phonogram, which really sounds like “hw.” Have the child put his hand in front of his mouth to say the word. He should feel his breath on his hand if he is saying the “wh” sound correctly. “Them” has the second sound of the “th” phonogram.

<i>Day 1</i>	☐	<p><b>CNR PRIMER</b> <b>Lesson XIV</b></p> <p><b>Phonograms</b></p> <p><b>Poetry</b></p> <p><b>Saints</b></p>	<p>Read Lesson XIV.</p> <p>Review phonograms.</p> <p>Activity: Read the “The Sun Travels” aloud again. Discuss the meaning of each line. Ask the student to answer the following simple comprehension questions:</p> <p>Q: Where does it look like the sun goes when it is time for you to go to bed? What actually happens?</p> <p>A: When night comes and we go to sleep, it looks like the sun has disappeared and gone to sleep himself. Actually, as the earth turns, the sun is simply shining on different parts of the world.</p> <p>Q: What time is it in India when the speaker is playing in his garden? What time is it across the ocean when the speaker finishes his tea?</p> <p>A: When the speaker plays in his garden, the children in India are going to sleep. When the speaker finishes tea, the children across the Atlantic Ocean are just waking up and getting dressed.</p> <p>Read “St. Alphonsa Muttathupadathu” from <i>Saints Around the World</i>.</p>
<i>Day 2</i>	☐	<p><b>Literature</b></p> <p><b>Phonograms</b></p> <p><b>Poetry</b></p>	<p>Read “It Can Be Done” from the <i>Children’s Book of Virtues</i>.</p> <p>Review phonograms.</p>



			Practice saying the poem slowly, making sure to pause at commas and periods. Try to make the poem sound like a story.
<i>Day 3</i>	<input type="checkbox"/>	<p><b>CNR</b></p> <p><b>Phonograms</b></p> <p><b>Poetry</b></p> <p><b>Saints</b></p>	<p>Re-read Lesson XIV in the CNR.</p> <p>Review phonograms.</p> <p>Creative Activity: Have the student color in a simple map showing the sun's journey across the sky.</p> <p>Read "Bl. Ana of the Angels Monteagudo" from <i>Saints Around the World</i>.</p>
<i>Day 4</i>	<input type="checkbox"/>	<p><b>Literature</b></p> <p><b>Phonograms</b></p> <p><b>Poetry</b></p>	<p>Read "The Little Hero of Holland" from the <i>Children's Book of Virtues</i>.</p> <p>Review phonograms.</p> <p>Practice saying the poem slowly, making sure to pause at commas and periods. Try to make the poem sound like a story.</p>

Week 2 Gradebook				
Assignments	Include <input checked="" type="checkbox"/>	Day 1-2	Day 3-4	
Memory Work	<input type="checkbox"/>			
Reading	<input type="checkbox"/>			
Comprehension Questions	<input type="checkbox"/>			
<b>Week 2 Average</b>	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			<b>%</b>



*Quarter 1: Week 3*



**TEXT AND MATERIALS:**

- CNR Primer
- *The Children’s Book of Virtues*
- *Saints Around the World*



**NOTES:**

- CNR: “Pigs” means more than one pig. “To” has the third sound of “o.” “Fip” is the name of a special dog, so it begins with a capital letter. “For” has the “or” phonogram. “Lie” has the second sound of the “ie” phonogram. The silent “e” at the end of “like” makes the “i” say its name. “One” does not sound like it looks. It is a sight word that we simply have to memorize. “They” has the second sound of the “th” phonogram and the first sound of the “ey” phonogram.

<i>Day 1</i>	<input type="checkbox"/>	<b>CNR PRIMER</b> <b>Lesson XV</b>  <b>Phonograms</b>  <b>Poetry</b>  <b>Saints</b>	<p>Read Lesson XV.</p> <p>Review phonograms.</p> <p>Have the student copy Stanza 1 of the poem. Alternatively, write the stanza on a paper or whiteboard and have the student underline each word as he reads it. Have the student draw a picture to illustrate the stanza. This can be a memory aid when memorization of the poem begins in Week 5.</p> <p>Read “Sts. Augustine Phan Viét Huy, Dominic Đinh Đạt &amp; Nicholas Bùi Đức Thế” from <i>Saints Around the World</i>.</p>
<i>Day 2</i>	<input type="checkbox"/>	<b>Literature</b> <b>Phonograms</b> <b>Poetry</b>	<p>Read “The Tortoise and the Hare” from the <i>Children’s Book of Virtues</i>.</p> <p>Review phonograms.</p> <p>Have the student copy Stanza 2 of the poem and illustrate the stanza.</p>
<i>Day 3</i>	<input type="checkbox"/>	<b>CNR</b> <b>Phonograms</b> <b>Poetry</b>	<p>Re-read Lesson XV in CNR.</p> <p>Review phonograms.</p> <p>Have the student copy Stanza 3 of the poem and illustrate the stanza.</p>



		<b>Saints</b>	Read "St. Barnabas" from <i>Saints Around the World</i> .
<i>Day 4</i>	<input type="checkbox"/>	<b>Literature</b>	Read "The Stars in the Sky" from the <i>Children's Book of Virtues</i> .
		<b>Phonograms</b>	Review phonograms.
		<b>Poetry</b>	Faith Integration: Discuss how God created the sun to provide warmth and light for all life. Have the student write a prayer of gratitude for the sun. The student may draw a picture to accompany this prayer.

Week 3 Gradebook				
Assignments	Include <input checked="" type="checkbox"/>	Day 1-2	Day 3-4	
Memory Work	<input type="checkbox"/>			
Reading	<input type="checkbox"/>			
Comprehension Questions	<input type="checkbox"/>			
<b>Week 3 Average</b>	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			<b>%</b>