

Kolbe Academy Home School

KINDERGARTEN LANGUAGE ARTS *MCP Phonics K/McGuffey Primer*

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Teachers' Notes: Begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most important. Art and music should be worked into daily work as often as possible.

COURSE TITLE: Language Arts

COURSE DESCRIPTION:

Kindergarten language arts is directed to the development in the student of the capacity to recognize the letters of the alphabet and their pronunciation and moving on to reading.

MCP Phonics K begins very simply and we will move very quickly the first few weeks.

McGuffey's Eclectic Primer begins easily but will progress rapidly.

COURSE OBJECTIVE:

To complete the phonics and reading texts within the time allotted for kindergarten. In completion of the books the below listed skills will be either obtained or enhanced by the student.

SKILLS TO BE DEVELOPED:

- ❖ listening and speaking
- ❖ motor skills
- ❖ visual discrimination
- ❖ auditory discrimination
- ❖ letters of the alphabet
- ❖ sounds of the consonants
- ❖ short sounds of the vowels
- ❖ reading

COURSE TEXTS:

Phonics, Modern Curriculum Press, 1993, Book K
McGuffey's Eclectic Primer, John Wiley & Sons, 1909
Kolbe Guide to McGuffey's Eclectic Primer, Kolbe, 1998
Phonogram Cards, Kolbe, 2005 (optional)

INTERNET: The internet can be easily used as a source for supplemental material. At the time of publication, the following web sites were found to be useful. You can easily do a search on the internet to find additional web sites by searching for 'kindergarten phonics', 'kindergarten language arts' or 'kindergarten reading'.

<http://www.starfall.com/>

<http://www.first-school.ws/theme/alphabet.htm>

<http://www.letteroftheweek.com/>

<http://www.cptryon.org/prayer/child/alpha.html>

<http://www.dltk-teach.com/alphabuddies/index.html>

http://www.ollhomeschoolresources.com/toddler_preschooler_links.htm

<http://www.enchantedlearning.com/categories/preschool.shtml>

<http://www.primarygames.com/reading.htm>

COURSE PLAN METHODOLOGY: *MCP Phonics K* is represented by the abbreviation **MCP** and *McGuffey's Primer* is represented by the abbreviation **MCG**. Each weekly assignment is summarized in the first column of the weekly course plan. Teacher's notes, hints, and other commentary are located next to the corresponding assignment.

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling 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.**

When teaching reading and writing, the most basic starting point is the way in which the student holds his pencil. It is important that the child holds his pencil properly. Otherwise he may become tired too easily and also have poor handwriting. Have him "pinch and rest". To do this, he uses his thumb and index finger to pinch the pencil, and then he rests the pencil on his middle finger. Whenever he uses a pencil or crayon, remind him to "pinch and rest". Using larger writing implements or grip attachments on pencils may help if he tends to hold it the wrong way.

◆◆◆ **FIRST QUARTER** ◆◆◆

WEEK 1	
<p>MCP lessons 1-20. Do the alphabet chant found at the end of these lesson plans. Either make a chart of the letters or hang letters on the wall. Begin by pointing to each letter as you say its part of the chant. After a few days ask the student to point to the letters as he performs the chant. This should be done daily throughout the school year.</p>	
<p>MCP Lessons 1 - 5</p>	<ol style="list-style-type: none"> 1. Have the student look at the picture on page 3. Have him describe the scene to you. You may prompt him with questions about it. Make sure he speaks in complete sentences. 2. Recite the poem: Hey diddle diddle, the cat and the fiddle, The cow jumped over the moon; The little dog laughed to see such sport, And the dish ran away with the spoon. Have the student memorize the poem if he doesn't know it. Look at page 4. Have him say the poem while pointing to the corresponding objects on the picture. 3. Follow the directions at the bottom of page 5. Introduce the red square, the green circle, and the yellow triangle, and draw a path from left to right on each row. Discuss left-to-right. A neat trick to remember left is to show the student that you can make a capital letter 'L' with your left hand using your pointer finger and your thumb. 4. Point out the red square, green circle, and yellow triangle. Discuss left-to-right again. Follow the directions on page 6. 5. Discuss top-to-bottom. On page 7 tell the child he is going to help the little girl put the apple, the book, and the crayons in the backpacks. Have him put his finger on the dot under the apple and trace the line down to the backpack. Then do the same to the others. Use a color crayon to finish lines from top to bottom. Color the backpacks. "Top to bottom" is important because we want children to write letters and numbers from top to bottom, not the other way around. This is preparation for printing.

<p>MCP Lessons 6-10</p>	<p>6. Follow the directions on page 8. If the child does not know the basic colors, they should be taught using color crayons and objects around the house.</p> <p>7. Point out that there are matching pictures on page 9. Have the student trace with the finger from the pumpkin in the left column to the one in the right column. Discuss "left" and "right". Continue with the other pictures, first using the finger; then drawing lines to the matching pictures.</p> <p>8. Discuss the zoo picture on page 10. Have the student find the matching pictures on the bottom of the page, and lead to the realization that they are the same animals. Cut out the pictures and paste them next to the same animal on the page.</p> <p>9. On page 11, point out the red square, green circle, and yellow triangle. Have the student look at the top row and find the picture that is different from the first picture. Have him tell you what is different about it. Color the picture that is different. Do the same with the other rows. Encourage neatness in coloring.</p> <p>10. Discuss the farm scene on page 12. Have the child tell you about the three animals in the pond. In what ways are they the same? Which one is different? Circle the one that is different. Do the same with the cows and the horse and the dogs and the cat.</p>
<p>MCP Lessons 11-15</p>	<p>11. On page 13 discuss the pictures on the left and the ones on the right, again making sure the child understands "left" and "right". Point out the clothing on the left and have him trace the dotted line to the closet on the right. This is where the clothing belongs. Do this with the apple and the fruit bowl and the puppy on the left and the puppies in the basket on the right. Have him draw a line to connect the dots to the proper place.</p> <p>12. On page 14 discuss the refrigerator and the food items that are in it. Look at the pictures below the refrigerator and ask the student to tell you what the pictures are. Three of the items belong in the refrigerator and one does not. Cut out the pictures and paste the food items in the refrigerator.</p> <p>13. Follow the directions on the bottom of page 15.</p> <p>14. Recite the poem: Little Bo Peep has lost her sheep, And can't tell where to find them; Leave them alone, and they'll come home, Wagging their tails behind them. Have him memorize the poem if he doesn't already know it. Ask if he can help Little Bo Peep to find her sheep in the picture and circle them.</p> <p>15. Follow the directions on the bottom of page 17.</p>
<p>MCP Lessons 16-20</p>	<p>16. Follow the directions on the bottom of page 18.</p> <p>17. Follow the directions on the bottom of page 19.</p> <p>18. Page 20. Have the child study the picture and tell you what he sees. Point out the slide and ask if something is missing. Have him circle the missing part. Find the other parts that are missing and circle them: the middle swing on the swing set and the basketball hoop.</p> <p>19. Recite the poem: Little Boy Blue, come blow your horn; The sheep's in the meadow; the cow's in the corn. Where's the boy that looks after the sheep? He's under the haystack fast asleep. Help him memorize the poem if he doesn't know it. Explain rhyming words. Ask what word in the poem rhymes with horn. Have him draw a line from the horn to the corn. Ask what word rhymes with sheep and draw a line from the sheep to the boy asleep.</p> <p>20. Recite the Little Boy Blue poem with the child. Cut out the pictures on the bottom of page 22 and paste the picture of corn next to the picture it rhymes with. Do the same with sheep and asleep.</p>

Notes

WEEK 2

MCP Lessons 21-34.

MCP
Lessons
21-24

21. Recite the jump rope chant while the student looks at the picture on page 23. Teddy Bear, Teddy Bear, Turn **around**. Teddy Bear, Teddy Bear, Touch the **ground**. Teddy Bear, Teddy Bear, Touch your **feet**. Teddy Bear, Teddy Bear, Take a **seat**. Teddy Bear, Teddy Bear, Pat your **knee**. Teddy Bear, Teddy Bear, What do you **see**? Talk about the rhyming words. Have the child act out the chant.

22. Recite: Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall; All the King's horses and all the King's men Couldn't put Humpty Dumpty together again. Have the child look at the pictures and join you in reciting the poem. Help the child to find the rhyming words: **wall, fall; men, again**. Now have him look at the bottom of the page and recognize the ball, hen and ring. Have him cut out the pictures and paste them next to the pictures that rhyme with their names.

23. Page 25. Tell the child the names of the pictures: gift, game, balloon, bow, pitcher, tape, top, toys. Have him repeat the names of the first two pictures. Ask if they begin with the same sound. Direct him to color both pictures if they have the same beginning sound. Continue with the other sets. Reinforce the beginning sounds of words as you get the opportunity on a daily basis. Make it fun!

24. Follow the directions on page 26. Pictures: mop, rake, moon; mitten, key, kite, sun, sink, heart.

MCP
Lessons
25-28

25. Follow the directions on page 27. Pictures: dog, duck, cap, worm; ring, ape, cat, rake; pig, lamp, pie, net.

26. Follow the directions on page 28. Pictures: fish in the box, fire, fox, pig, horse, fan.

27. Follow the directions on page 29. Pictures: sock, cape; belt, wallet; coat, suit; watch, boot.

28. Follow the directions on page 30. Pictures: lake, bird, nest, bug, nut, leaf.

MCP
Lessons
29-31

29. Follow the directions on page 31-32 to make the booklet. If the student doesn't know the alphabet, begin to learn it now, but make it fun. Point out the capital letters and the lower case.

30. Go to the back of the book, remove the letters of the alphabet and use them as you introduce them to the student. Page 33. Explain capital and lower case 'a'. Andy Alligator's name begins with an 'A'. Everyone's name begins with a capital letter. Point out the lower case 'a' and explain that they are partner letters. Follow the directions on page 33. As each letter is introduced, repeat to the child the information about capitals and lower case letters until he begins to give you the information before you can say it.

31. Follow the directions at the bottom of page 34. Remind the child of capital letters and lower case ones as partner letters. Show the alphabet cards of 'a' and 'b'.