

# Kolbe Academy Home School

## GRADE ONE PHONICS *Phonics A*

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**COURSE TITLE:** Phonics

**COURSE TEXTS:** *Phonics Book A*, Pearson Education, 2012. (T1201)  
*Kolbe Academy Answer Key to Phonics Book A*, 2012. (T1201B) – optional  
*Resource Manual for Phonics Book A*, 2012. (T1201A) – optional

**COURSE DESCRIPTION:**

First grade phonics is directed to the development in the student of the capacity to pronounce, spell, and understand differences in words.

*Phonics A* begins very simply and the child should be able to do it without much difficulty, but do not let the workbook be a replacement for memorizing all seventy of the phonograms. The phonograms are listed in Appendix 1 of *Using the Catholic National Reader to Teach Reading*. It is strongly suggested that you use index cards to make flash cards of the phonograms or purchase a set from us for \$12.00, T1859, and practice every day in the way suggested in the guide until the student knows all of them without hesitation. Constantly point out the phonograms in new words that are introduced. In the beginning, it is helpful to spend more than one short session a day in drilling the phonograms.

**SCOPE AND SEQUENCE:**

**Quarter 1**

1. Partner Letters
2. Beginning Sounds
3. Ending Sounds
4. Middle Sounds
5. Rhyming Sounds
6. Short Vowel a

**Quarter 2**

1. Short Vowels i, u, o, e
2. Long Vowel a

**Quarter 3**

1. Long Vowels i, u, o, e
2. Reviewing Short and Long Vowels
3. Blending Letter Sounds

**Quarter 4**

1. Consonant Blends
2. Final Blends
3. Y as a Vowel
4. Endings -ed, -ing
5. Consonant Digraphs
6. Contractions

**COURSE PLAN METHODOLOGY:**

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 them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Phonics A* is represented by the abbreviation **PA**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This phonics course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your first grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, 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 beneficial.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown	Goals and Notes for the Week and Year		
PA	Pages 5-12	Beginning sounds of consonants; uppercase and lowercase letters; recognize the sounds of s and t, identify pictures that begin with those letters, and print them correctly.		
<p>Make sure as the letters are introduced that the child writes the capital and lower case letters properly. There is a tendency with some children to rush through workbooks doing a sloppy job. Help him to take pride in doing neat work. Help the student read the directions, which are very self-explanatory. Make sure the student understands what each picture is before the work is begun. After the names of the pictures are known, the child should be able to do the work independently with very few exceptions throughout the book. In Week One, the student will be working on the recognition of similar beginning sounds in words.</p>				
<div style="border: 1px solid black; padding: 2px;">Notes</div>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	PA Do pages 5-6	<input type="checkbox"/>	Let the student look through the book to become familiar with it. Read the Home Letter on p. 6 before reading the poem on p.5 to the student.	
DAY 2	PA Do pages 7-8	<input type="checkbox"/>	Discuss partner letters explaining that the big letters are called capital or uppercase letters, and the small ones are lowercase. Have the student follow along as you tell the names of the pictures on p. 8: fork, duck, hat, kite, mittens, tub, pencil, ring, wagon. The pictures will be repeated throughout the book, and it is good for him to become familiar with them.	
DAY 3	PA Do pages 9-10	<input type="checkbox"/>	Talk about the beginning sounds of words. Introduce the first sound of s. Have the student follow along as you tell the names of the pictures on p. 9: sun, soap, bed, six, bell, saw, sandwich, door, sink, two, sock, suit. Pictures on p. 10: saw, tent, sun, six, doll, sock, suit, cat, sail, horse, sink, seat.	
DAY 4	PA Do pages 11-12	<input type="checkbox"/>	Beginning sound of t. Tell the names of the pictures on p. 11: top, sink, toys, ten, bat, tail, duck, tape, two, heart, tire, tag. Pictures on p. 12: top, tire, saw, tent, tape, bed, ten, tack, tub, hose, toys, sun.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 5-6	<input type="checkbox"/>			
Pages 7-8	<input type="checkbox"/>			
Pages 9-10	<input type="checkbox"/>			
Pages 11-12	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 1 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

◆ COURSE PLAN ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
PA	Pages 13-24	Recognize the sounds of b, h, m, and k, identify pictures that begin with those letters, and print them correctly.		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	PA Do pages 13-16	<input type="checkbox"/>	Review the sound of b. p. 13 pictures: ball, bug, bat, duck, monkey, bus, bag, bell, boat, saw, bed, tire. Page 14 pictures: bag, boat, ball, belt, sock, box, bat, sun, bus, bed, toys, bug. Review the sounds of s, t, b. Page 15 pictures: ball, net, bus, box, tie, web, saw, bat, crib, seven, ten, lips. Page 16 pictures: 1. tack, bat, book, sink, sun, suit, toe, table, bag; 2. bone, tie, sock, beads, top, box, six, ten, soap. 3. seal, tub, baby, tape, bed, seven, bell, sail, sandwich.	
DAY 2	PA Do pages 17-19	<input type="checkbox"/>	Sound of h. p. 17 pictures: hat, heart, two, sun, hand, hill. P. 18 pictures: hat, man, heart, hot, ham, mop, hand, hill, hose, key, heel, hen. P. 19, the sound of m. p. 19 pictures: mop, heel, money, mouse, sandwich, man, mitten, map, mitt, moon, bug, milk.	
DAY 3	PA Do pages 20-22	<input type="checkbox"/>	p. 20 pictures: moon, mop, mask, ball, six, man, mouse, map, milk, top, heart, meat. P. 21, sound of k. pictures: key, kite, hose, kitten, mitten, kangaroo. P. 22 pictures: key, bike, king, book, kite, fork, milk, kitten, kitchen, ketchup.	
DAY 4	PA Do pages 23-24	<input type="checkbox"/>	Review consonants h, m, k. P. 23 pictures: hen, kite, moon, mop, key, hand, man, kitten, heart, kitchen, hill mitt. P. 24 pictures: beak, heel, gum man, key, swim, kite, hand, heart, fork, milk, kitten.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 13-16	<input type="checkbox"/>			
Pages 17-19	<input type="checkbox"/>			
Pages 20-22	<input type="checkbox"/>			
Pages 23-24	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 2 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>