

## Topic list

Phonics is not a method of teaching reading, but it is *a necessary part* of every good, modern method. It is the key to word mastery, and word mastery is one of the first essentials in learning to read. A knowledge of the sounds of letters, and of the effect of the position of the letter upon its sound, is an essential means of mastering the mechanics of reading, and of enabling children to become independent readers.

A knowledge of phonics not only gives power to pronounce new words, but it trains the ear, develops clear articulation and correct enunciation, and aids in spelling. Later, when diacritical marks are introduced, it aids in the use of the dictionary. The habit of attacking and pronouncing words of entirely new form, develops self-confidence in the child, and the pleasure he experiences in mastering difficulties without help, constantly leads to new effort.

From Foreword of *How to Teach Phonics* by Lida M. Williams

"There should be at least two ten-minute lessons in phonics each day. These lessons are not reading lessons and should not trespass on the regular reading period, when thought getting and thought giving are uppermost." Care should be taken to not plow through the lessons. If a child needs more than one week on Week One, for example, teachers should be at liberty to stay on Week One.

As you are working on phonics, encourage students to look for the sounds in familiar places such as a Bible or a hymnal. If the student sees a letter that makes a sound other than that with which you have been working, don't shy away from a teachable moment. For example, in the daily lessons, the beginning 's' is taught first, but the student may see the ending 's' sound in the word baptism. When you have your practice time with phonograms, the student may or may not point out that that particular letter has more than one sound. If so, excellent! If not, you will get to that in due time. In other words, the suggested process to teach should not be a burden or barrier to learning, but it should be a helpful tool and guide so that all skills are mastered.

Parents are charged by God to teach their children His commands and promises (see Deuteronomy 6). Martin Luther affirmed this charge with a tool we call *Luther's Small Catechism*. Children are surrounded by language and they will pick up on words they hear frequently. Why not teach our children to read using Scripture, hymnody, and *Luther's Small Catechism*? By the time children learn to read, the words of the Ten Commandments, the Lord's Prayer, the Apostle's Creed, the Sacrament of Baptism, the Sacrament of the Altar, and daily prayers may indeed be familiar words. If not, this is a wonderful opportunity to make them familiar words. It would be a valuable thing, if possible, to have these words posted in the classroom or home. CPH offers a [Lutheran Poster Set](#).

We have also compiled [a list of cue words](#) for your reference for flash cards. These words should not be memorized by the student, but should be familiar words that can help prompt them to remember the sound they are learning.

Learning to read requires much repetition. The weeks will all feel very similar, but remember to keep lessons short. At the beginning, you may just be going through one or two sounds, which may not take very long at all.

Link to reference text: [How to Teach Phonics](#)

A language curriculum would not be complete without support for other necessary skills such as vocabulary, spelling, and use of good mechanics in writing. As a whole, then, 1st Grade Language brings together all of these skills by utilizing the work students are doing in their other classes.

Reference Text for Language study: [Graded Lessons in English](#)

- [Available in other formats here](#)  
[Answer key](#) for *Graded Lessons in English* diagrams.

Penmanship workbook: [Penmanship I](#)

Penmanship workbook: [Penmanship II](#)

Penmanship workbook: [Penmanship III](#)

In First Grade Language, students are introduced to the progymnasmata. The art of effective speaking or writing begins at an early age. In fact, it begins before a child is born when he hears the sounds of his parents speaking, his siblings playing, and God's gifts being given in the Divine Service.

When we teach children to speak and write, we look to that which is beautiful for a model for their admiration and replication. The ancient writers are rightly considered for this task and indeed, we consider the ancients in Progymnasmata through the Church Year. We also consider that the feasts, festivals, and commemorations in the Church Year are a very real part of the order of our days in time and space. Using these events as sources of consideration for writing secures their importance in the daily lives of students.

It should be duly noted that these skills are parts of a whole. The culmination of learning these skills should be expert rhetorical performance. As students become versed in the parts of the whole, they will recognize the importance of each skill in aiding the formation of arguments. Likewise, they will see the folly of avoiding a certain rhetorical skill or exercise.

In First Grade, we study part one of the progymnasmata, the fable.

1. Fable: a re-telling of a story with a moral

Directions for Composition

Write a new fable in close imitation of Aesop. Turn indirect discourse (narrative) into direct discourse (dialogue).

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

Example:

"The monkeys in council deliberated on the necessity of settling in houses. When they had made up their minds to this end and were about to set to work, an old monkey restrained them, saying that they would more easily be captured if they were caught within enclosures."

Thus if you are concise; but if you wish to expand, proceed in this way.

"The monkeys in council deliberated on the founding of a city; and one coming forward made a speech to the effect that they too must have a city. "For see," said he, "how fortunate in this regard are men. Not only does each of them have a house, but all going up together to public meeting or theater delight their souls with all manner of things to see and hear."

Go on thus, dwelling on the incidents and saying that the decree was formally passed; and devise a speech for the old monkey.



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## Week 1



### Topic:

Review Single Consonant Sounds.

**b, d, f, h, j, k**, l, m, n, p, r, s (as in see), v, w, g (hard), c (hard), and qu as in queer.

Teach but one sound for each letter at first. Nothing need be said at this time about the fact that some letters have more than one sound. When words like "city" or "gem" occur simply explain that sometimes "c" or "g" has this sound, (giving the soft sound), but continue in the phonic drill to teach the sounds that will be needed first—those most often met in

the early reading. The sounds of initial s and y are taught first, rather than final y and s; q is taught with the u—qu (as in quiet, queer, quick) not q alone.

The sounds must be given distinctly and correctly by the teacher, and she should insist on perfect responses. Good reading is impossible without clear and distinct articulation.

### **Textbook Reference:**

- *Progymnasmata Through the Church Year*
- *How to Teach Phonics* p. 6-8
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer
- [Penmanship I](#)

### **Materials:**

- *Luther's Small Catechism*
- Notecards for flashcards
- Chief Parts and Daily Prayers Cue Words ([PDF available here](#))
- Single consonant, blended consonant, digraph, short and long vowel, and phonogram cards from Kindergarten

### **Suggested Daily Schedule:**

Day 1:

The Feast of the Martyrdom of St. John the Baptist is celebrated August 29 each year. Read the account of John's beheading in Matthew 14 or Mark 6.

Fable

In the account of John the Baptist's beheading, Herod put John the Baptist in prison because he told Herod he shouldn't have married his brother's wife. Write a fable with the following moral: "You shall not covet your neighbor's wife."  
(Bonus discussion: Review the 10th Commandment)

- Choose your characters.
- Write out your plot.
- Introduce the characters and the problem.
- Describe an event involving the problem.
- Extend the plot to lead to the moral.
- Resolve the problem.
- Conclude with your moral.

Day 2:

- Penmanship I: p. 2
- Analyze Known Words in Teaching the Consonant Sounds.
  - Introduce the sounds b, d, f. Say the sound for b and have the student repeat it. Say the sound for d and have the student repeat it. Say the sound for f and have the student repeat it.
  - Begin reading the Ten Commandments. When you get to the Third Commandment, make special note of the word "by."
    - Discuss the "b" sound. Write "b y" on the board or somewhere it may be repeatedly referenced.
    - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
    - Teacher says, "Show the letter that says 'b.'"
    - Students acknowledge the b and the teacher writes 'b' under the word thus:

b y

b

- Pupil sound "b" several times, as it is written elsewhere on the black board.

- Proceed with "d" in the same way as above.

- Note: In doing this, students are also learning the Ten Commandments.

- Discuss the "d" sound. Write "d ay" on the board or somewhere it may be repeatedly referenced.

- Point to the separated parts of the word and sound them slowly several times. Students should repeat.

- Teacher says, "Show the letter that says 'd.'"

- Students acknowledge the d and the teacher writes 'd' under the word thus:

d ay

d

- Pupil sound "d" several times, as it is written elsewhere on the black board.
- For the second lesson, review "b" and "d" and teach one or two new consonants. It is better to have short and frequent lessons at first, than to present too many sounds at once, resulting in confusion.
- Suppose "f" is to be taught next and the type word chosen is "father." It is not necessary to teach the consonants in the order in which they occur in the alphabet Write the word "father." Pupils recognize it at once as a sight word, and pronounce. Rewrite it, separating it thus, f ather, and let the pupils make an effort to sound the parts alone. If they fail, sound it for them asking them to repeat it after you. Proceed as with "by" and "day," being sure that each one gives the sound correctly.
- (1.) After teaching "f," go on a scavenger hunt for b, d, and f. Have students find words with these sounds and help them pronounce the words. Frequent repetition is vital. Lutheran Service Book, Luther's Small Catechism, and other books are great options for the scavenger hunt. As students find words, add them to your list. Encourage students to also look for these sounds outside of their language lessons.
- (2) Play the following game, but using the sounds that have already been learned. Say, "Who killed his brother?" (Cain) "What was another name for the Promised Land?" (Canaan) The Story Bible has a glossary in the back that may be of benefit in preparing for this game.

Day 3:

- As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word "body" appears, the pupils sound "b," the teacher pronouncing "ody" underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. As sounds appear in other parts of the word, as in "body," students should be encouraged to recognize and say the familiar sound with help on the unfamiliar sounds "o" and "y."
- "By," "day" and "father" now become type words with which "b" "d" and "f" are associated respectively, and from which the pupil gets his "cue" if he fails to give the sound of the letter at sight. Thus all the consonants are taught, from suitable sight words which the child has already learned. They need not however, be the ones given here,—for "b" it may be "baby," "ball," "boy," or "box," but let it be a word familiar to the class and easily remembered. For "d" it may be "doll," "day," or "dog;" for "f," "forever," "forgive", etc.
- The teacher should previously go through the text and select the words she wishes to use as type words in teaching the consonant sounds. We encourage the use of texts that provide language for life: The Ten Commandments, The Lord's Prayer, The Creed, Morning Prayer, Evening Prayer, Matins, Vespers, *The Story Bible*, etc.

Day 4:

- As each consonant sound is taught its written form may be learned. On rough manila paper, using waxed crayons, make copies of the letters about two inches in height, for each pupil. At his desk the child traces with his fore finger, going over the smooth path again and again—thus developing psycho-motor co-ordination. Each time the letter is traced, the pupil sounds it softly, and as soon as he is sure of the form, runs to the board and writes it.
- The writing at first may be entirely at the blackboard, where the teacher's copy may be reproduced. For the slower ones who have difficulty with the form, a good practice is to "write it in the air," the pupil pointing with index finger and following the teacher as she writes, also tracing the teacher's copy with pointer, using free, rapid movement. (Tracing with crayon or pencil tends to slow, cramped writing, and should not be encouraged.) Thus when the forms of the letters are learned and associated with the sound, the pupils are able to write phonetic words from dictation as well as to "spell by sound."

Day 5:

- A set of consonant cards may be made, one for each sound. On one side of the card is written or printed the type word with the consonant sound below; on the other side, the consonant alone, thus:

d ay

d

D

- The number of cards will increase each day as new sounds are learned. Rapid daily drill with these cards is most valuable in associating instantly the sound with its symbol and should be continued until every child knows every sound. After the analysis the side of the card containing only the consonant should be used for the drill. But if the pupil fails to give the right sound, or is unable to give any sound at all, the card should be reversed and he readily gets the right sound from the word.

Review Single Consonant Sounds.

b, d, f, h, j, k, **l, m, n, p, r, s (as in see)**, v, w, g (hard), c (hard), and qu as in queer.

Teach but one sound for each letter at first. Nothing need be said at this time about the fact that some letters have more than one sound. When words like "city" or "gem" occur simply explain that sometimes "c" or "g" has this sound, (giving the soft sound), but continue in the phonic drill to teach the sounds that will be needed first—those most often met in the early reading. The sounds of initial s and y are taught first, rather than final y and s; q is taught with the u—qu (as in quiet, queer, quick) not q alone.

The sounds must be given distinctly and correctly by the teacher, and she should insist on perfect responses. Good reading is impossible without clear and distinct articulation.

### **Textbook Reference:**

- *How to Teach Phonics* p. 6-8
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer

### **Materials:**

- *Luther's Small Catechism*
- Notecards for flashcards
- Chief Parts and Daily Prayers Cue Words ([PDF available here](#))
- Single consonant, blended consonant, digraph, short and long vowel, and phonogram cards from Kindergarten

### **Suggested Daily Schedule:**

Day 1:

Holy Cross Day is one of the oldest celebrations of the Church. As Lutherans, we believe that all of Scripture points to the cross of Christ. Read more about Holy Cross Day in the Treasury of Daily Prayer.

Fable

Write a fable about a carpenter or an animal that is a carpenter (a beaver, for example).

- Choose your characters.
- Write out your plot.
- Introduce the characters and the problem.
- Describe an event involving the problem.
- Extend the plot to lead to the moral.
- Resolve the problem.
- Conclude with your moral.

Day 2:

Analyze Known Words in Teaching the Consonant Sounds.

- Introduce the sounds b, d, f. Say the sound for b and have the student repeat it. Say the sound for d and have the student repeat it. Say the sound for f and have the student repeat it.
- Begin reading the Ten Commandments. When you get to the Third Commandment, make special note of the word "by."
  - Discuss the "b" sound. Write "b y" on the board or somewhere it may be repeatedly referenced.
  - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
  - Teacher says, "Show the letter that says 'b.'"
  - Students acknowledge the b and the teacher writes 'b' under the word thus:

b y

b

- Pupil sound "b" several times, as it is written elsewhere on the black board.
- Proceed with "d" in the same way as above.
  - Note: In doing this, students are also learning the Ten Commandments.
  - Discuss the "d" sound. Write "d ay" on the board or somewhere it may be repeatedly referenced.
  - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
  - Teacher says, "Show the letter that says 'd.'"
  - Students acknowledge the d and the teacher writes 'd' under the word thus:

d ay

d

- Pupil sound "d" several times, as it is written elsewhere on the black board.

For the second lesson, review "b" and "d" and teach one or two new consonants. It is better to have short and frequent lessons at first, than to present too many sounds at once, resulting in confusion.

Suppose "f" is to be taught next and the type word chosen is "father." It is not necessary to teach the consonants in the order in which they occur in the alphabet. Write the word "father." Pupils recognize it at once as a sight word, and pronounce. Rewrite it, separating it thus, f ather, and let the pupils make an effort to sound the parts alone. If they fail, sound it for them asking them to repeat it after you. Proceed as with "by" and "day," being sure that each one gives the sound correctly.

(1.) After teaching "f," go on a scavenger hunt for b, d, and f. Have students find words with these sounds and help them pronounce the words. Frequent repetition is vital. Lutheran Service Book, Luther's Small Catechism, and other books are great options for the scavenger hunt. As students find words, add them to your list. Encourage students to also look for these sounds outside of their language lessons.

(2) Play the following game, but using the sounds that have already been learned. Say, "Who killed his brother?" (Cain) "What was another name for the Promised Land?" (Canaan) The Story Bible has a glossary in the back that may be of benefit in preparing for this game.

Day 3:

As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word "body" appears, the pupils sound "b," the teacher pronouncing "ody" underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. As sounds appear in other parts of the word, as in "body," students should be encouraged to recognize and say the familiar sound with help on the unfamiliar sounds "o" and "y."

"By," "day" and "father" now become type words with which "b" "d" and "f" are associated respectively, and from which the pupil gets his "cue" if he fails to give the sound of the letter at sight. Thus all the consonants are taught, from suitable sight words which the child has already learned. They need not however, be the ones given here,—for "b" it may be "baby," "ball," "boy," or "box," but let it be a word familiar to the class and easily remembered. For "d" it may be "doll," "day," or "dog;" for "f," "forever," "forgive", etc.

The teacher should previously go through the text and select the words she wishes to use as type words in teaching the consonant sounds. We encourage the use of texts that provide language for life: The Ten Commandments, The Lord's Prayer, The Creed, Morning Prayer, Evening Prayer, Matins, Vespers, *The Story Bible*, etc.

Day 4:

As each consonant sound is taught its written form may be learned. On rough manila paper, using waxed crayons, make copies of the letters about two inches in height, for each pupil. At his desk the child traces with his fore finger, going over the smooth path again and again—thus developing psycho-motor co-ordination. Each time the letter is traced, the pupil sounds it softly, and as soon as he is sure of the form, runs to the board and writes it.

The writing at first may be entirely at the blackboard, where the teacher's copy may be reproduced. For the slower ones who have difficulty with the form, a good practice is to "write it in the air," the pupil pointing with index finger and following the teacher as she writes, also tracing the teacher's copy with pointer, using free, rapid movement. (Tracing with crayon or pencil tends to slow, cramped writing, and should not be encouraged.) Thus when the forms of the letters are learned and associated with the sound, the pupils are able to write phonetic words from dictation as well as to "spell by sound."

Day 5:

A set of consonant cards may be made, one for each sound. On one side of the card is written or printed the type word with the consonant sound below; on the other side, the consonant alone, thus:

d ay

d

D

The number of cards will increase each day as new sounds are learned. Rapid daily drill with these cards is most valuable in associating instantly the sound with its symbol and should be continued until every child knows every sound.

After the analysis the side of the card containing only the consonant should be used for the drill. But if the pupil fails to give the right sound, or is unable to give any sound at all, the card should be reversed and he readily gets the right sound from the word.

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## Week 3



### Topic:

Review Single Consonant Sounds.

b, d, f, h, j, k, l, m, n, p, r, s (as in see), **v, w, g (hard), c (hard), and qu as in queer.**

Teach but one sound for each letter at first. Nothing need be said at this time about the fact that some letters have more than one sound. When words like "city" or "gem" occur simply explain that sometimes "c" or "g" has this sound, (giving the soft sound), but continue in the phonic drill to teach the sounds that will be needed first—those most often met in the early reading. The sounds of initial s and y are taught first, rather than final y and s; q is taught with the u—qu (as in quiet, queer, quick) not q alone.

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### Materials:

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### Suggested Daily Schedule:

Day 1:

Analyze Known Words in Teaching the Consonant Sounds.

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- Begin reading the Ten Commandments. When you get to the Third Commandment, make special note of the word "by."
  - Discuss the "b" sound. Write "b y" on the board or somewhere it may be repeatedly referenced.
  - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
  - Teacher says, "Show the letter that says 'b.'"
  - Students acknowledge the b and the teacher writes 'b' under the word thus:

b y

b

- Pupil sound "b" several times, as it is written elsewhere on the black board.
- Proceed with "d" in the same way as above.
  - Note: In doing this, students are also learning the Ten Commandments.
  - Discuss the "d" sound. Write "d ay" on the board or somewhere it may be repeatedly referenced.
  - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
  - Teacher says, "Show the letter that says 'd.'"
  - Students acknowledge the d and the teacher writes 'd' under the word thus:

d ay

d

- Pupil sound "d" several times, as it is written elsewhere on the black board.

Day 2:

For the second lesson, review "b" and "d" and teach one or two new consonants. It is better to have short and frequent lessons at first, than to present too many sounds at once, resulting in confusion.

Suppose "f" is to be taught next and the type word chosen is "father." It is not necessary to teach the consonants in the order in which they occur in the alphabet. Write the word "father." Pupils recognize it at once as a sight word, and pronounce. Rewrite it, separating it thus, f ather, and let the pupils make an effort to sound the parts alone. If they fail, sound it for them asking them to repeat it after you. Proceed as with "by" and "day," being sure that each one gives the sound correctly.

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Day 3:

As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word "body" appears, the pupils sound "b," the teacher pronouncing "ody" underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. As sounds appear in other parts of the word, as in "body," students should be encouraged to recognize and say the familiar sound with help on the unfamiliar sounds "o" and "y."

"By," "day" and "father" now become type words with which "b" "d" and "f" are associated respectively, and from which the pupil gets his "cue" if he fails to give the sound of the letter at sight. Thus all the consonants are taught, from suitable sight words which the child has already learned. They need not however, be the ones given here,—for "b" it may be "baby," "ball," "boy," or "box," but let it be a word familiar to the class and easily remembered. For "d" it may be "doll," "day," or "dog;" for "f", "forever", "forgive", etc.

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Day 4:

As each consonant sound is taught its written form may be learned. On rough manila paper, using waxed crayons, make copies of the letters about two inches in height, for each pupil. At his desk the child traces with his fore finger, going over the smooth path again and again—thus developing psycho-motor co-ordination. Each time the letter is traced, the pupil sounds it softly, and as soon as he is sure of the form, runs to the board and writes it.

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Day 5:

A set of consonant cards may be made, one for each sound. On one side of the card is written or printed the type word with the consonant sound below; on the other side, the consonant alone, thus:

d ay

d

D

The number of cards will increase each day as new sounds are learned. Rapid daily drill with these cards is most valuable in associating instantly the sound with its symbol and should be continued until every child knows every sound. After the analysis the side of the card containing only the consonant should be used for the drill. But if the pupil fails to give the right sound, or is unable to give any sound at all, the card should be reversed and he readily gets the right sound from the word.

### Topic:

#### Review Blending

When a number of consonant sounds are mastered, practice in blending may begin. When the need arises—when words are met which begin with a combination of consonants the blends are taught, e.g., bright—b, r,—br, br ight, bright. f, l,—fl, fl ower, flower. Keep a separate set of cards for these blends—and drill upon them as the list grows.

**br, pl, fl, sl, cr, gl,**gr, bl, cl, fr, pr, st, tr, str, sp, sw, tw, sk.

- Note: a blend is a combination of two letters in which each letter retains its own sound  
The teacher must pronounce the syllables that the children have, as yet, no power to master, e.g., with the word "grow", (1) the children will blend g and r, gr; (2) teacher pronounces "ow"; (3) children blend "gr" and "ow" until they recognise "grow."

Teach also the digraphs sh, ch, th, wh, as they are met in the common words in use: when, they, chick, etc.

- Note: a digraph is a combination of two letters representing one sound, as in ph and ey

#### Textbook Reference:

- *How to Teach Phonics* p. 10-11
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

#### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- Catechism Cue Words list

#### Suggested Daily Schedule:

Day 1:

gr ow    dr aw    pl ay  
sk y      sm all    sl ay  
fl ower   cr ow    st ay

Day 2:

st and    cl ean    fr ay  
gl ass    pr ay    tr ay  
br own    sp in    str ay

Day 3:

bl ue    sw ing    sl ow  
st ore    sl ack    bl ow  
tr ack    dw arf    gl ow

Day 4:

sh eep   ch ick   wh at   th at  
sh ell    ch ild   wh en   th is  
sh y      ch air   wh y    th ese  
sh ore   ch ill   wh ere   th ose

Day 5:

sh ine    ch erry   wh ich   th ere

sh ow ch ildren th en th eir

sh e ch urch th ey th ey.

sh all ch ase

sh ould ch est

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## Week 5



### Topic:

#### Review Blending

When a number of consonant sounds are mastered, practice in blending may begin. When the need arises—when words are met which begin with a combination of consonants the blends are taught, e.g., bright—b, r,—br, br ight, bright. f, l,—fl, fl ower, flower. Keep a separate set of cards for these blends—and drill upon them as the list grows.

br, pl, fl, sl, cr, gl, **gr, bl, cl, fr, pr, st**, tr, str, sp, sw, tw, sk.

- Note: a blend is a combination of two letters in which each letter retains its own sound  
The teacher must pronounce the syllables that the children have, as yet, no power to master, e.g., with the word "grow", (1) the children will blend g and r, gr; (2) teacher pronounces "ow"; (3) children blend "gr" and "ow" until they recognise "grow."

Teach also the digraphs sh, ch, th, wh, as they are met in the common words in use: when, they, chick, etc.

- Note: a digraph is a combination of two letters representing one sound, as in ph and ey

#### Textbook Reference:

- *How to Teach Phonics* p. 10-11
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

#### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- Catechism Cue Words list

#### Suggested Daily Schedule:

Day 1:

gr ow dr aw pl ay

sk y sm all sl ay

fl ower cr ow st ay

Day 2:

st and cl ean fr ay

gl ass pr ay tr ay

br own sp in str ay

Day 3:

bl ue sw ing sl ow

st ore sl ack bl ow

tr ack dw arf gl ow

Day 4:

sh eep ch ick wh at th at

sh ell ch ild wh en th is  
sh y ch air wh y th ese  
sh ore ch ill wh ere th ose

Day 5:

sh ine ch erry wh ich th ere  
sh ow ch ildren th en th eir  
sh e ch urch th ey th ey  
sh all ch ase  
sh ould ch est

---

## Week 6



### Topic:

Review Blending

When a number of consonant sounds are mastered, practice in blending may begin. When the need arises—when words are met which begin with a combination of consonants the blends are taught, e.g., bright—b, r,—br, br ight, bright. f, l,—fl, fl ower, flower. Keep a separate set of cards for these blends—and drill upon them as the list grows.

br, pl, fl, sl, cr, gl, gr, bl, cl, fr, pr, st, **tr, str, sp, sw, tw, sk.**

- Note: a blend is a combination of two letters in which each letter retains its own sound  
The teacher must pronounce the syllables that the children have, as yet, no power to master, e.g., with the word "grow", (1) the children will blend g and r, gr; (2) teacher pronounces "ow"; (3) children blend "gr" and "ow" until they recognise "grow."

Teach also the digraphs sh, ch, th, wh, as they are met in the common words in use: when, they, chick, etc.

- Note: a digraph is a combination of two letters representing one sound, as in ph and ey

### Textbook Reference:

- *How to Teach Phonics* p. 10-11
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- Catechism Cue Words list

### Suggested Daily Schedule:

Day 1:

On October 11, the Church remembers Philip the Deacon. Read Acts 21. Where was Philip and what do we learn about him? Read more about Philip the Deacon in the Treasury of Daily Prayer on p. 804

Fable

Write a fable about an animal that helps others by distributing food.

- Choose your characters.
- Write out your plot.
- Introduce the characters and the problem.
- Describe an event involving the problem.
- Extend the plot to lead to the moral.
- Resolve the problem.

- Conclude with your moral.

gr ow    dr aw    pl ay  
 sk y    sm all    sl ay  
 fl ower    cr ow    st ay

Day 2:

st and    cl ean    fr ay  
 gl ass    pr ay    tr ay  
 br own    sp in    str ay

Day 3:

bl ue    sw ing    sl ow  
 st ore    sl ack    bl ow  
 tr ack    dw arf    gl ow

Day 4:

sh eep    ch ick    wh at    th at  
 sh ell    ch ild    wh en    th is  
 sh y    ch air    wh y    th ese  
 sh ore    ch ill    wh ere    th ose

Day 5:

sh ine    ch erry    wh ich    th ere  
 sh ow    ch ildren    th en    th eir  
 sh e    ch urch    th ey.    th ey.  
 sh all    ch ase  
 sh ould    ch est

## Week 7



### Topic:

#### Review Short Vowels

Since more than 60 per cent of the vowels are short, and since short vowels outnumber long vowels by about four to one, they are taught first. Teach one vowel at a time by combining with the known consonants. And what fun it is, when short "a" is introduced, to blend it with the consonants and listen to discover "word sounds." Henceforth the children will take delight in "unlocking" new words, without the teacher's help. She will see to it, of course, that the words are simple and purely phonetic at first; as:

c-a-n, can    h-a-d, had  
 c-a-p, cap    m-a-t, mat  
 c-a-t, cat    m-a-n, man  
 r-a-t, rat    f-a-n, fan  
 h-a-t, hat    s-a-t, sat

â	ě	i	ö	ů
at	et	it	ot	ut
ack	ed	ick	ock	ub
ad	en	id	od	uck
ag	est	ig	og	ug
an	end	im	op	um
ap	edge	in	ong	un

and	ent	ip	oss	uff
ang	ess	ift		ung
ank	ell	ing		unk
ash		ink		ump
amp		ill		ush
				ust

The children will enjoy forming all the families possible with the known sounds.

**Textbook Reference:**

- *How to Teach Phonics* p. 11-13
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

**Materials:**

- *Luther's Small Catechism*
- Note cards for flashcards

**Suggested Daily Schedule:**

Day 1:

Short "a"

-at -an -ap -ad -ack -ag -and -ang -ank -ash -amp

Create and review flashcards for each phonogram.

Day 2:

Short "e"

-et -ed -en -est -end -edge -ent -ess -ell

Create and review flashcards for each phonogram.

Day 3:

Short "i"

-it -ick -id -ig -im -in -ip -ift -ing -ink -ill

Create and review flashcards for each phonogram.

Day 4:

Short "o"

-ob -od -ot -ock -og -op -ip -ong -oss

Create and review flashcards for each phonogram.

Day 5:

Short "u"

-ut -ub -uck -ug -um -un -uff -ung -unk -ump -ush -ust

Create and review flashcards for each phonogram.

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## Week 8



### Topic:

Review Short Vowels

Since more than 60 per cent of the vowels are short, and since short vowels outnumber long vowels by about four to one, they are taught first. Teach one vowel at a time by combining with the known consonants. And what fun it is, when short "a" is introduced, to blend it with the consonants and listen to discover "word sounds." Henceforth the children will take delight in "unlocking" new words, without the teacher's help. She will see to it, of course, that the words are simple and purely phonetic at first; as:

c-a-n, can	h-a-d, had
c-a-p, cap	m-a-t, mat
c-a-t, cat	m-a-n, man
r-a-t, rat	f-a-n, fan
h-a-t, hat	s-a-t, sat

â	ě	i	ö	ů
at	et	it	ot	ut
ack	ed	ick	ock	ub
ad	en	id	od	uck
ag	est	ig	og	ug
an	end	im	op	um
ap	edge	in	ong	un
and	ent	ip	oss	uff
ang	ess	ift		ung
ank	ell	ing		unk
ash		ink		ump
amp		ill		ush
				ust

The children will enjoy forming all the families possible with the known sounds.

### Textbook Reference:

- *How to Teach Phonics* p. 11-13
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

### Materials:

- *Luther's Small Catechism*

- Note cards for flashcards

### **Suggested Daily Schedule:**

Day 1:

Short "a"

-at -an -ap -ad -ack -ag -and -ang -ank -ash -amp

Create and review flashcards for each phonogram.

Day 2:

Short "e"

-et -ed -en -est -end -edge -ent -ess -ell

Create and review flashcards for each phonogram.

Day 3:

Short "i"

-it -ick -id -ig -im -in -ip -ift -ing -ink -ill

Create and review flashcards for each phonogram.

Day 4:

Short "o"

-ob -od -ot -ock -og -op -ip -ong -oss

Create and review flashcards for each phonogram.

Day 5:

Short "u"

-ut -ub -uck -ug -um -un -uff -ung -unk -ump -ush -ust

Create and review flashcards for each phonogram.

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## Week 9



### **Topic:**

Long Vowels

We have found that the short vowels predominate in the English language. The long vowel sounds come next in frequency. When the child has mastered the letters and combinations representing these two sounds, he is able to recognize a large majority of the phonetic words in our language.

Phonetic words follow definite rules of pronunciation. These rules are not to be formally taught in the first and second years, but pointed out by examples, so that the visual and auditory image may be associated.

To illustrate: When there are two or more vowels in a word of one syllable, the first vowel is long, and the last silent, as: came, leaf, coat, rain.

"When there is one vowel in the word and it is the last, it is long," as: me, he, fly.

### Textbook Reference:

- *How to Teach Phonics* p. 25-27
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

### Suggested Daily Schedule:

Day 1:

All vowels are short unless modified by position.

Have the children notice the effect of final "e" upon some of their short vowel words. These lists will furnish good pronunciation drills.

mat	mate	bit	bite	tap	tape
pan	pane	rod	rode	fad	fade
fat	fate	hat	hate	mad	made
can	cane	pin	pine	rat	rate
not	note	rob	robe	pet	Pete
man	mane	din	dine	dim	dime
cap	cape	fin	fine	spin	spine
hid	hide	mop	mope	kit	kite
hop	hope	plum	plume	rip	ripe
tub	tube			cub	cube
cut	cute				
tun	tune				

Create and review flashcards for each phonogram.

Day 2:

Vowel digraphs

**ea** ai oa ay

- The digraph "ea" generally the sound of long "e."

deaf	seat	bean
neat	leaves	meat
heat	peach	lean
please	eagle	clean
eat	seam	teach
mean	stream	glean
read	squeal	wean

Be sure to note exceptions like "deaf."

Create and review flashcards for each phonogram.

Day 3:

Vowel digraphs

<u>ea</u>	<b>ai</b>	oa	ay		
rain		chain		faith	daisy
wait		main		paint	daily
nail		brain		faint	plainly
pail		drain		snail	waist
pain		claim		frail	complain
pain		train		praise	sailor
aim		plain		quail	raise
maid		braid		sprain	trail
mail					

Create and review flashcards for each phonogram.

Day 4:

Vowel digraphs

<u>ea</u>	ai	<b>oa</b>	ay		
coat		toast		roar	
load		goat		roam	
float		road		moan	
toad		roam		throat	
oar		boat		oat meal	
croak		soar		foam	
loaf		soap		coarse	
loaves		groan		board	
goal		boast		cloak	
coach		poach		roast	

Create and review flashcards for each phonogram.

Day 5:

Vowel digraphs

<u>ea</u>	ai	oa	<b>ay</b>		
say		day		may	gay
hay		play		slay	pray
lay		clay		dray	gray
nay		bray		way	stay
pay		tray		sway	spray
ray		stray		jay	stray

Create and review flashcards for each phonogram.

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## Week 10



### Topic:

Long Vowel Phonograms- a

We have found that the short vowels predominate in the English language. The long vowel sounds come next in frequency. When the child has mastered the letters and combinations representing these two sounds, he is able to recognize a large majority of the phonetic words in our language.

Phonetic words follow definite rules of pronunciation. These rules are not to be formally taught in the first and second years, but pointed out by examples, so that the visual and auditory image may be associated.

To illustrate: When there are two or more vowels in a word of one syllable, the first vowel is long, and the last silent, as: came, leaf, coat, rain.

"When there is one vowel in the word and it is the last, it is long," as: me, he, fly.

### Textbook Reference:

- *How to Teach Phonics* p. 27
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

### Suggested Daily Schedule:

Day 1:

Long Vowel Phonograms

c ame	f ade	f ace	sh ape
l ame	m ade	l ace	gr ape
g ame	w ade	p ace	m ate
n ame	bl ade	r ace	d ate
s ame	gr ade	br ace	f ate
t ame	sh ade	Gr ace	g ate
bl ame	sp ade	pl ace	h ate
fl ame	gl ade	sp ace	K ate
sh ame	tr ade	tr ace	

Create and review flashcards for each phonogram

Day 2:

Long Vowel Phonograms

c age	b ake	s ale	l ate
p age	c ake	b ale	r ate
r age	l ake	p ale	cr ate

s age m ake t ale gr ate  
w age r ake sc ale pl ate  
st age s ake st ale sk ate  
t ake wh ale st ate  
w ake g ale

Create and review flashcards for each phonogram.

Day 3:

Long Vowel Phonograms

c ane dr ake d ale  
l ane fl ake c ape  
m ane qu ake t ape  
p ane sh ake cr ape  
v ane sn ake dr ape  
cr ane st ake scr ape  
pl ane br ake

Create and review flashcards for each phonogram.

Day 4:

Long Vowel Phonograms

g ave  
s ave  
c ave  
p ave  
r ave  
w ave  
gr ave  
sh ave  
sl ave  
st ave  
cr ave

Create and review flashcards for each phonogram.

Day 5:

Create and review flashcards for each phonogram.

## Week 11



### Topic:

Long Vowel Phonograms

### Textbook Reference:

- *How to Teach Phonics* p. 27-30
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

In addition to regular review and penmanship/copybook work, teachers should all work from [Penmanship: The Catechism](#) to the daily routine. Students should be encouraged to find and sound the letters they have learned.

Day 1:

Long "a" phonograms

-ame    -age    -ane    -ade    -ake    -ale    -ace    -ave    -ate    -ape    -ave

The following words may be used for rapid drill.

c ame	f ade	f ace	sh ape
l ame	m ade	l ace	gr ape
g ame	w ade	p ace	m ate
n ame	bl ade	r ace	d ate
s ame	gr ade	br ace	f ate
t ame	sh ade	Gr ace	g ate
bl ame	sp ade	pl ace	h ate
fl ame	gl ade	sp ace	K ate
sh ame	tr ade	tr ace	l ate
c age	b ake	s ale	r ate
p age	c ake	b ale	cr ate
r age	l ake	p ale	gr ate
s age	m ake	t ale	pl ate
w age	r ake	sc ale	sk ate
st age	s ake	st ale	s ave
t ake	wh ale	st ate	c ave
w ake	g ale	g ave	p ave
c ane	dr ake	d ale	r ave
l ane	fl ake	c ape	w ave
m ane	qu ake	t ape	br ave
p ane	sh ake	cr ape	gr ave
v ane	sn ake	dr ape	sh ave
cr ane	st ake	scr ape	sl ave
pl ane	br ake		st ave
			cr ave

Create and review flashcards for each phonogram.

Day 2:

Long "e" phonograms

-e	-ee	-eed	-eep	-eel	-eek	-eet	-eer	-een	-eem	-eeze
b e		h eed		s eek		d eer				
h e		s eed		m eek		ch eer				
m e		w eed		w eek		qu eer				
w e		r eed		ch eek		sh eer				
sh e		bl eed		cr eek		st eer				
th e		br eed		sl eek		sn eer				
tr ee		gr eed		p eek		gr een				
s ee		sp eed		Gr eek		qu een				
b ee		st eed		f eet		pr een				
th ee		fr eed		b eet		scr een				
fl ee		f eel		m eet		w een				
kn ee		p eel		fl eet		spl een				
fr ee		h eel		gr eet		s een				
thr ee		r eel		sh eet		k een				
gl ee		kn eel		sl eet						
sk ee		st eel		str eet						
d eed		wh eel		sw eet						
n eed		d eem								
f eed		s eem								
p eep		t eem								
d eep		br eeze								
k eep		fr eeze								
ch eep		sn eeze								
w eep		squ eeze								
cr eep		wh eeze								
sh eep										
sl eep										
st eep										
sw eep										

Create and review flashcards for each phonogram.

Day 3:

Long "i" phonograms

-ight	-ind	-ice	-ide	-ife	-igh	-ied	-ire	-ine	-ite	-ile	-ime	-ipe	-ive
t ight		m ice		pr ide		kn ife							
fr ight		n ice		gl ide		str ife							
sl ight		r ice		gu ide		h igh							
kn ight		pr ice		sl ide		s igh							
w ind		sl ice		str ide		n igh							
l ike		sp ice		d ie		th igh							
d ike		tr ice		t ie		l ight							
p ike		tw ice		l ie		m ight							
h ike		r ide		d ied		r ight							
t ike		s ide		dr ied		br ight							
sp ike		h ide		fr ied		f ight							

str ike	t ide	sp ied	n ight
p ine	w ide	l ife	s ight
p ile	br ide	w ife	r ipe
t ile	f ind	f ife	p ipe
m ile	m ind	t ire	w ipe
N ile	b ind	w ire	sn ipe
f ile	r ind	f ire	tr ipe
sm ile	m ire	h ire	str ipe
st ile	bl ind	sp ire	
wh ile	gr ind	squ ire	
l ive	f ine	k ite	
d ime	d ine	b ite	
l ime	m ine	m ite	
t ime	n ine	qu ite	
ch ime	sm ite	sp ite	
sl ime	v ine	spr ite	
pr ime	br ine	wh ite	
	sh ine	wr ite	
	sp ine	f ive	
	sw ine	h ive	
	th ine	d ive	
	tw ine	dr ive	
	wh ine	str ive	
		thr ive	

Long "y" phonograms

-y

fl y	m y
cr y	b y
dr y	sl y
fl y	m y
cr y	b y
dr y	sl y
fl y	m y
cr y	b y

Create and review flashcards for each phonogram.

Day 4:

Long "o" phonograms

-old   -one   -ose   -ove   -obe   -oke   -ole   -oll   -olt   -ope   -ore   -orn   -oe   -oor  
-ow

c old	b one	ch ose	cl ove
s old	dr one	th ose	st ove
b old	ph one	cl ose	h oe
m old	sh one	w ove	t oe
t old	thr one	dr ove	f oe
f old	h ole	gr ove	w oe
g old	c ore	r ope	d oor
h old	m ole	h ope	fl oor
sc old	s ole	d ope	m ow
p ole	st ole	sl ope	r ow
r obe	wh ole	J oe	s ow
gl obe	r oll	m ore	b ow
r ode	tr oll	p ore	bl ow

j oke	str oll	t ore	t orn
p oke	c olt	w ore	sl ow
w oke	b olt	s ore	cr ow
br oke	j olt	ch ore	fl ow
ch oke	w orn	sh ore	gl ow
sm oke	sn ow	sn ore	sh orn
sp oke	r ose	st ore	h ome
str oke	n ose	thr ow	t one
v olt	gr ow	s own	st one
fl own	kn ow	bl own	h ose
thr own	sh ow	gr own	p ose

Create and review flashcards for each phonogram.

Day 5:

Long "u" phonograms

-ube	-ule	-ume	-une	-ure	-ue
t ube		bl ue		d ue	
t une		c ube		h ue	
c ure		m ule		c ue	
p ure		f ume		gl ue	
		pl ume		fl ue	
		J une			

Create and review flashcards for each phonogram.

## Week 12



### Topic:

Long Vowel Phonograms

### Textbook Reference:

- *How to Teach Phonics* p. 27-30
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

In addition to regular review and penmanship/copybook work, teachers should all work from [Penmanship: The Catechism](#) to the daily routine. Students should be encouraged to find and sound the letters they have learned.

Day 1:

Long "a" phonograms

-ame	-age	-ane	-ade	-ake	-ale	-ace	-ave	-ate	-ape	-ave
------	------	------	------	------	------	------	------	------	------	------

The following words may be used for rapid drill.

c ame	f ade	f ace	sh ape
l ame	m ade	l ace	gr ape



sw eep

Create and review flashcards for each phonogram.

Day 3:

Long "i" phonograms

-ight	-ind	-ice	-ide	-ife	-igh	-ied	-ire	-ine	-ite	-ile	-ime	-ipe	-ive
t ight		m ice		pr ide		kn ife							
fr ight		n ice		gl ide		str ife							
sl ight		r ice		gu ide		h igh							
kn ight		pr ice		sl ide		s igh							
w ind		sl ice		str ide		n igh							
l ike		sp ice		d ie		th igh							
d ike		tr ice		t ie		l ight							
p ike		tw ice		l ie		m ight							
h ike		r ide		d ied		r ight							
t ike		s ide		dr ied		br ight							
sp ike		h ide		fr ied		f ight							
str ike		t ide		sp ied		n ight							
p ine		w ide		l ife		s ight							
p ile		br ide		w ife		r ipe							
t ile		f ind		f ife		p ipe							
m ile		m ind		t ire		w ipe							
N ile		b ind		w ire		sn ipe							
f ile		r ind		f ire		tr ipe							
sm ile		m ire		h ire		str ipe							
st ile		bl ind		sp ire									
wh ile		gr ind		squ ire									
l ive		f ine		k ite									
d ime		d ine		b ite									
l ime		m ine		m ite									
t ime		n ine		qu ite									
ch ime		sm ite		sp ite									
sl ime		v ine		spr ite									
pr ime		br ine		wh ite									
		sh ine		wr ite									
		sp ine		f ive									
		sw ine		h ive									
		th ine		d ive									
		tw ine		dr ive									
		wh ine		str ive									
				thr ive									

Long "y" phonograms

-y

fl y	m y
cr y	b y
dr y	sl y
fl y	m y
cr y	b y



### Textbook Reference:

- *How to Teach Phonics* p. 27-30
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

In addition to regular review and penmanship/copybook work, teachers should all work from [Penmanship: The Catechism](#) to the daily routine. Students should be encouraged to find and sound the letters they have learned.

Day 1:

Long "a" phonograms

-ame -age -ane -ade -ake -ale -ace -ave -ate -ape -ave

The following words may be used for rapid drill.

c ame	f ade	f ace	sh ape
l ame	m ade	l ace	gr ape
g ame	w ade	p ace	m ate
n ame	bl ade	r ace	d ate
s ame	gr ade	br ace	f ate
t ame	sh ade	Gr ace	g ate
bl ame	sp ade	pl ace	h ate
fl ame	gl ade	sp ace	K ate
sh ame	tr ade	tr ace	l ate
c age	b ake	s ale	r ate
p age	c ake	b ale	cr ate
r age	l ake	p ale	gr ate
s age	m ake	t ale	pl ate
w age	r ake	sc ale	sk ate
st age	s ake	st ale	s ave
t ake	wh ale	st ate	c ave
w ake	g ale	g ave	p ave
c ane	dr ake	d ale	r ave
l ane	fl ake	c ape	w ave
m ane	qu ake	t ape	br ave
p ane	sh ake	cr ape	gr ave
v ane	sn ake	dr ape	sh ave
cr ane	st ake	scr ape	sl ave
pl ane	br ake		st ave
			cr ave

Create and review flashcards for each phonogram.

Day 2:

Long "e" phonograms

-e -ee -eed -eep -eel -eek -eet -eer -een -eem -eeze

b e	h eed	s eek	d eer
h e	s eed	m eek	ch eer



sm ile	m ire	h ire	str ipe
st ile	bl ind	sp ire	
wh ile	gr ind	squ ire	
l ive	f ine	k ite	
d ime	d ine	b ite	
l ime	m ine	m ite	
t ime	n ine	qu ite	
ch ime	sm ite	sp ite	
sl ime	v ine	sp r ite	
pr ime	br ine	wh ite	
	sh ine	wr ite	
	sp ine	f ive	
	sw ine	h ive	
	th ine	d ive	
	tw ine	dr ive	
	wh ine	str ive	
		thr ive	

Long "y" phonograms

-y

fl y	m y
cr y	b y
dr y	sl y
fl y	m y
cr y	b y
dr y	sl y
fl y	m y
cr y	b y

Create and review flashcards for each phonogram.

Day 4:

Long "o" phonograms

-old   -one   -ose   -ove   -obe   -oke   -ole   -oll   -olt   -ope   -ore   -orn   -oe   -oor  
-ow

c old	b one	ch ose	cl ove
s old	dr one	th ose	st ove
b old	ph one	cl ose	h oe
m old	sh one	w ove	t oe
t old	thr one	dr ove	f oe
f old	h ole	gr ove	w oe
g old	c ore	r ope	d oor
h old	m ole	h ope	fl oor
sc old	s ole	d ope	m ow
p ole	st ole	sl ope	r ow
r obe	wh ole	J oe	s ow
gl obe	r oll	m ore	b ow
r ode	tr oll	p ore	bl ow
j oke	str oll	t ore	t orn
p oke	c olt	w ore	sl ow
w oke	b olt	s ore	cr ow
br oke	j olt	ch ore	fl ow
ch oke	w orn	sh ore	gl ow
sm oke	sn ow	sn ore	sh orn
sp oke	r ose	st ore	h ome

str oke	n ose	thr ow	t one
v olt	gr ow	s own	st one
fl own	kn ow	bl own	h ose
thr own	sh ow	gr own	p ose

Create and review flashcards for each phonogram.

Day 5:

Long "u" phonograms

-ube	-ule	-ume	-une	-ure	-ue
t ube		bl ue		d ue	
t une		c ube		h ue	
c ure		m ule		c ue	
p ure		f ume		gl ue	
		pl ume		fl ue	
		J une			

Create and review flashcards for each phonogram.

## Week 14



### Topic:

Diphthongs

### Textbook Reference:

- *How to Teach Phonics* p. 31
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

In addition to regular review and penmanship/copybook work, teachers should all work from [Penmanship: The Catechism](#) to the daily routine. Students should be encouraged to find and sound the letters they have learned.

Day 1:

Diphthongs

**oi**, oy, ou, ow

The following words may be used for rapid drill.

oi

b oil

s oil

t oil

c oil

br oil

sp oil

v oice

ch oice

c oin

j oin  
j oint  
p oint  
n oise  
m oist

Create and review flashcards for each phonogram.

Day 2:

Diphthongs

oi, **oy**, ou, ow

The following words may be used for rapid drill.

oy  
b oy  
j oy  
t oy  
R oy  
tr oy

Create and review flashcards for each phonogram.

Day 3:

Diphthongs

oi, oy, **ou**, ow

The following words may be used for rapid drill.

ou  
m ouse sh out  
l oud sp out  
cl oud spr out  
pr oud st out  
c ouch tr out  
m ound m outh  
gr ound p ouch  
c ount s ound  
m ount b ound  
h our r ound  
fl our s outh  
h ouse f ound  
bl ouse w ound  
p out

Create and review flashcards for each phonogram.

Day 4:

Diphthongs

oi, oy, ou, **ow**

The following words may be used for rapid drill.

ow  
c ow    sc owl  
n ow    d own  
h ow    g own  
b ow    dr own  
br ow    fr own  
f owl    t own  
h owl    br own  
gr owl    cl own  
          cr own

Create and review flashcards for each phonogram.

Day 5:

Review

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## Week 15



### Topic:

Diphthongs

### Textbook Reference:

- *How to Teach Phonics* p. 31
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

In addition to regular review and penmanship/copybook work, teachers should all work from [Penmanship: The Catechism](#) to the daily routine. Students should be encouraged to find and sound the letters they have learned.

Day 1:

Diphthongs

**oi**, oy, ou, ow

The following words may be used for rapid drill.

oi

b oil

s oil

t oil

c oil

br oil

sp oil

v oice

ch oice

c oin

j oin

j oint

p oint

n oise  
m oist

Create and review flashcards for each phonogram.

Day 2:

Diphthongs

oi, **oy**, ou, ow

The following words may be used for rapid drill.

oy  
b oy  
j oy  
t oy  
R oy  
tr oy

Create and review flashcards for each phonogram.

Day 3:

Diphthongs

oi, oy, **ou**, ow

The following words may be used for rapid drill.

ou  
m ouse sh out  
l oud sp out  
cl oud spr out  
pr oud st out  
c ouch tr out  
m ound m outh  
gr ound p ouch  
c ount s ound  
m ount b ound  
h our r ound  
fl our s outh  
h ouse f ound  
bl ouse w ound  
p out

Create and review flashcards for each phonogram.

Day 4:

Diphthongs

oi, oy, ou, **ow**

The following words may be used for rapid drill.

ow  
c ow sc owl  
n ow d own

h ow    g own  
b ow    dr own  
br ow   fr own  
f owl   t own  
h owl   br own  
gr owl   cl own  
          cr own

Create and review flashcards for each phonogram.

Day 5:

Review

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## Week 16



### Topic:

Digraphs

### Textbook Reference:

- *How to Teach Phonics* p. 31
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

In addition to regular review and penmanship/copybook work, teachers should all work from [Penmanship: The Catechism](#) to the daily routine. Students should be encouraged to find and sound the letters they have learned.

Day 1:

Digraphs

**sh**, ch, th, wh, th

The following words may be used for rapid drill.

sh      sh ake  
sh eep   sh ame  
sh ell   sh ape  
sh y     sh are  
sh ore   sh ark  
sh ine   sh arp  
sh ow   sh awl  
sh e     sh ed  
sh all   sh ear  
sh ould   sh  
          epherd

Create and review flashcards for each phonogram.

Day 2:

Digraphs

sh, **ch**, th, wh, th

The following words may be used for rapid drill.

ch      ch ange  
ch ick   ch alk  
ch ild   ch ain  
ch air   ch ance  
ch ill   ch arge  
ch erry   ch ap  
ch ildren   ch apel  
ch urch   ch apter  
ch ase   ch arm  
ch est   ch eck

Create and review flashcards for each phonogram.

Day 3:

Digraphs

sh, ch, **th**, wh, th

The following words may be used for rapid drill.

th      girth  
bath   thin  
both   thick  
doth   think  
mirth   throat  
worth   thorn  
birth   three  
tooth   third  
loth   thaw

Create and review flashcards for each phonogram.

Day 4:

Digraphs

sh, ch, th, **wh**, th

The following words may be used for rapid drill.

wh      wh ale  
wh en   wh eat  
wh y    wh eel  
wh ere   wh ack  
wh ich   wh ip  
wh at   wh irl  
wh ile   wh et  
wh ose   wh ey  
wh ite   wh isper  
          wh istle

Create and review flashcards for each phonogram.

Day 5:

Digraphs

sh, ch, th, wh, **th**

The following words may be used for rapid drill.

th this  
then thus  
they thine  
these there  
those their  
the them  
thy though  
that thou

Create and review flashcards for each phonogram.

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## Week 17



### Topic:

Digraphs

### Textbook Reference:

- *How to Teach Phonics* p. 31
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

In addition to regular review and penmanship/copybook work, teachers should all work from [Penmanship: The Catechism](#) to the daily routine. Students should be encouraged to find and sound the letters they have learned.

Day 1:

Digraphs

**sh**, ch, th, wh, th

The following words may be used for rapid drill.

sh sh ake  
sh eep sh ame  
sh ell sh ape  
sh y sh are  
sh ore sh ark  
sh ine sh arp  
sh ow sh awl  
sh e sh ed  
sh all sh ear  
sh ould sh  
epherd

Create and review flashcards for each phonogram.

Day 2:

Digraphs

sh, **ch**, th, wh, th

The following words may be used for rapid drill.

ch      ch ange  
ch ick   ch alk  
ch ild   ch ain  
ch air   ch ance  
ch ill   ch arge  
ch erry   ch ap  
ch ildren   ch apel  
ch urch   ch apter  
ch ase   ch arm  
ch est   ch eck

Create and review flashcards for each phonogram.

Day 3:

Digraphs

sh, ch, **th**, wh, th

The following words may be used for rapid drill.

th      girth  
bath   thin  
both   thick  
doth   think  
mirth   throat  
worth   thorn  
birth   three  
tooth   third  
loth   thaw

Create and review flashcards for each phonogram.

Day 4:

Digraphs

sh, ch, th, **wh**, th

The following words may be used for rapid drill.

wh      wh ale  
wh en   wh eat  
wh y   wh eel  
wh ere   wh ack  
wh ich   wh ip  
wh at   wh irl  
wh ile   wh et  
wh ose   wh ey  
wh ite   wh isper  
         wh istle

Create and review flashcards for each phonogram.

Day 5:

Digraphs

sh, ch, th, wh, **th**

The following words may be used for rapid drill.

th      this  
then    thus  
they    thine  
these   there  
those   their  
the     them  
thy     though  
that    thou

Create and review flashcards for each phonogram.

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## Week 18



### Topic:

- Vowels
- Consonants
- Rules and Reasons for sounds

### Textbook Reference:

- *How to Teach Phonics* p. 32-36
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

In addition to regular review and penmanship/copybook work, teachers should all work [Penmanship: The Catechism](#) into the daily routine. Students should be encouraged to find and sound the letters they have learned.

Day 1:

Before the rules for the sounds are taken up, it will be necessary that the pupils know how to distinguish the vowels from the consonants.

Have the vowels on the board, also lists of words, and drill on finding the vowels in the lists. The teacher says, "These letters are called vowels." "How many vowels are there?" "Find a vowel in this word"—pointing to one of the words in the lists. As the pupil finds it he says, "This is a vowel." Find the vowels in all the words in the lists.

Review flashcards for each phonogram.

Day 2:

When the vowels and consonants can be distinguished, pupils can be taught the use of the articles "a" and "an".

"An" is used before words beginning with vowels; "a" before words beginning with consonants. Lists of words [Pg 33] are placed on the board to be copied, and the proper article supplied.

Note: Use the article "the" with the same list of words in oral expression, pronouncing "the" with the long sound of "e" before words beginning with vowels, as "The apple," "The ink-stand."

Create and review flashcards for each phonogram.

Day 3:

- Rule 1. When there is one vowel in the word and it is at the last, it is long.

me he my sky

be the by cry

we she fly try

- Rule 2. One vowel in the word, not at the last, is short; as, mat, nest, pond.
  - (Refer to short vowel lists to test this rule.)
- Rule 3. When there are two or more vowels in a syllable, or a word of one syllable the first vowel is long, and the last are silent; as: mate, sneeze, day.
  - Children mark these words and give reason: game, kite, make, coat, meat, wait.
  - After rules (1 to 3) are clearly developed, apply them by pronouncing these words and giving reasons.

coat man neat

he nine box

sun feel kite

she run me

take we seam

heat bit tan

bite mad made

take cape the

mane cap lake

- Penmanship workbook: [Penmanship III](#)

Day 4:

- Rule 4. When double consonants occur, the last is silent; tell, back.

back bell kill dress duck

Jack fell till Jess tack

pack Nell fill less press

lack Bell pill neck luck

sack sell will Bess still

tack tell hill block stick

shall well mill peck trill

shell yell rock clock struck

- Rule 5. T before ch is silent: catch.

hatch switch ditch

match stretch pitch

latch thatch stitch

patch sketch fetch

hitch scratch match

watch snatch crutch

- Rule 6. N before g, the sound of ng (ŋ): sing, also n before k—ng,—ink.

bang song lank

rang long bank

sang strong sank

hang thing tank

wink cling sung

sink swing lung

think sing swung

brink sting stung

- Penmanship workbook: [Penmanship III](#)

Day 5:

- Rule 7. Initial k before n is silent—knife.

knee knew know  
knack knot knock  
knob knell knife  
knelt known kneel

- Rule 8. Initial w before r is silent—write.

wry wren written  
wring wreak wrist  
wrong wrote wriggle  
write wretch wrench  
wrap wreath writing

- Rule 9. Initial g before n is silent—gnaw.

gnat gnarl gnu  
gnaw gneiss gnome

- Penmanship workbook: [Penmanship III](#)

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## Week 19



### Topic:

- Rules and Reasons for sounds
- 

### Words to Remember:

- Artificial Language, or Language Proper: consists of the spoken and written words used to communicate ideas and thoughts
- English Grammar: the science which teaches the forms, uses, and relations of the words of the English Language
- A Sentence: the expression of a thought in word

### Textbook Reference:

- *How to Teach Phonics* p. 36-39
- *Graded Lessons in English* p. 9-13
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

In addition to regular review and penmanship/copybook work, teachers should all work [Penmanship: The Catechism](#) into the daily routine. Students should be encouraged to find and sound the letters they have learned.

Day 1:

- Rule 10. C before e, i or y is soft.—cent, city, cypress.

face cent nice  
lace cell price  
place ice slice

race rice twice

Grace mice cypress

cylinder cyclone

◦ (Hard c is found before a, o, and u or a consonant.)

- Rule 11. G before e, i or y is soft,—gentle, giant, gypsy. (Get and give are common exceptions.)

age gentle gem

cage gin gypsy

page gill giraffe

rage ginger wage

sage giant gipsy

◦ Exercise—Pronounce and mark the following words, and tell whether they contain the soft or hard sounds of g.

go gay gate globe

dog bag garden glass

gentle cage general forge

geese gather wagon glove

gem game George forget

germ Gill Grace grain

◦ Note effect of final e on hard g.

rag rage sag sage

wag wage stag stage

- Penmanship workbook: [Penmanship III](#)

Day 2:

- Rule 12. I before gh—i is long and gh silent—*night*.

light right fight

night bright fright

sight high slight

might thigh flight

tight sigh plight

- Rule 13. Final y in words of more than one syllable is short,—cherry.

dainty pity ferry

plainly city lightly

rainy naughty berry

daisy thirty merry

daily dreary cherry

- Penmanship workbook: [Penmanship III](#)

Day 3:

- Rule 14. Final e in words of more than one syllable is silent.—gentle, Nellie.

- Rule 15. Effect of r upon vowels.

e i o u

her bird work urn

fern sir word turn

term stir worm hurt

herd girl world purr

jerk first worst burn  
 ever chirp worth churn  
 serve whirl worse burst  
 perch thirst worship church  
 kernel fir worthy curve  
 verse firm worry curb  
 verb third fur  
 germ birth blur  
 herb birch curd  
 stern thirty curl

a=e      â=ê

they eight care heir  
 obey weight bare their  
 prey freight fare there  
 weigh neigh hair where  
 sleigh veins fair stair  
 reign whey chair pear  
 skein rein pair

a=ǒ      a=ô      au=aw=ou

what not call nor haul ought  
 was odd raw for fault bought  
 watch cot want corn cause sought  
 wasp got walk cord pause caw  
 wash hop salt short caught saw  
 drop dog hall storm naught paw  
 spot fog draw horse naughty draw  
 talk morn thought thaw

ou=ow      eŵ=ū

our how dew due  
 out now few hue  
 hour cow mew blue  
 flour bow new June  
 trout plow Jew tune  
 shout owl pew plume  
 mouth growl hue pure  
 sound brown glue flute  
 mouse crowd  
 ground flower  
 house drown

ew=oo=o=ū      o=oo=ū

grew do poor rude wolf wool  
 chew you soon rule could foot

crew to noon tool would good  
brew shoe whom school should hood  
drew prove food spool woman wood  
threw broad whose roof shook stood  
screw moon tomb broom crook pull  
strew goose stoop roost hook bush  
shrewd took full  
brook put  
book puss  
look

o=ü oy=oi  
come fun boy oil  
none gun joy soil  
son run Roy voice  
dove sup toy spoil  
love cup troy joint  
some sun join point  
ton hum coin choice  
won drum noise noise  
does plum toil moist  
touch nut  
glove shut  
month much  
none must

- Here end the rules of English grammar. From the text: "Moreover that teacher does her pupils the most important and lasting service who develops in them not only *an appreciation of good literature*, but *the habit of reading it*."
- Students are now ready for Spelling tests. The [list of cue words](#) would be a good start for spelling words.
- Penmanship workbook: [Penmanship III](#)

Day 4:

Read and Discuss Lessons 1-2

Note especially:

A picture of something in your mind is called a mental picture

A spoken word is the sign of an idea addressed to the ear

A written word is the sign of an idea addressed to the eye

You will observe that we have called attention to *four* different things; viz.,

the real bud;

*your mental picture* of the bud, which we have called an idea;

and the two words, which we have called signs of this idea, the one addressed to the ear, and the other to the eye.

A spoken word is composed of certain sounds, and that letters are signs of sounds, and that spoken and written words are the signs of ideas.

All the written words in all the English books ever made, are formed of twenty-six letters, representing about forty sounds. These letters and these sounds make up what is called artificial language.

Of these twenty-six letters, a, e, i, o, u, and sometimes w and y, are called vowels, and the remainder are called consonants.

- If the voice thus produced comes out through the mouth held well open, a class of sounds is formed which we call *vowel* sounds.

- If the voice is held back by your palate, tongue, teeth, or lips, *one* kind of *consonant* sounds is made. If the *breath* is driven out *without voice*, and is held back by these same parts of the mouth, the *other* kind of *consonant* sounds is formed. Ex. of both: *b, d, g; p, t, k*.
- Vowels are the letters which stand for the open sounds of the voice, and that the consonants are the letters which stand for the sounds made by the obstructed voice and the obstructed breath.
- *Natural Language* is the language of *sighs, groans, gestures* of the hands, *attitudes* of the body, *expressions* of the face, *tones* of the voice, etc.

Day 5:

- Read and Discuss: Lesson 3
  - Note especially:
    - In the thought there are two parts; something of which we think, and that which we think about it.

## Week 20



### Topic:

- Sentences
- Review

### Words to Remember:

- Artificial Language, or Language Proper: consists of the spoken and written words used to communicate ideas and thoughts
- English Grammar: the science which teaches the forms, uses, and relations of the words of the English Language
- Sentence: the expression of a thought in word
- Subject: names that of which something is thought
- Predicate: tells what is thought
- Analysis of a sentence: the separation of a sentence into its parts

### Textbook Reference:

- Graded Lessons in English (Lessons 5-6)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Read: Lesson 4
- Discuss:
  - What is a sentence?
- *Graded Lessons in English* (Lesson 4: #1-33)
  - This may be done with the teacher
- Penmanship workbook: [The Catechism](#)

Day 2:

- *Graded Lessons in English* (Lesson 5)
  - Illustrate, by the use of *a, b,* and *p,* the difference between the *sounds* of letters and their *names*. Letters are the signs of what? What is an idea? A *spoken* word is the sign of what? A *written* word is the sign of what? How do they differ? To what four different things did we call attention in Lesson 1?
  - How are *vowel* sounds made? How are the two kinds of *consonant* sounds made? What are vowels? Name them. What are consonants? What is artificial language, or language proper? What do you understand by natural language? What is English grammar?

- What three kinds of expressions are spoken of in Lessons 3 and 4? Give examples of each. What is a sentence?

- This may be done with the teacher

- Penmanship workbook: [The Catechism](#)

Day 3:

- *Graded Lessons in English* (Lesson 6)

- Read and discuss sentences 1-12 according to the model.

- Model—*Intemperance degrades*. Why is this a *sentence*? Ans.—Because it expresses a thought. Of what is something thought? Ans.—Intemperance. Which word tells what is thought? Ans.—*Degrades*.

1. Magnets attract. 2. Horses neigh. 3. Frogs leap. 4. Cold contracts. 5. Sunbeams dance. 6. Heat expands. 7. Sunlight gleams. 8. Banners wave. 9. Grass withers. 10. Sailors climb. 11. Rabbits burrow. 12. Spring advances.

You see that in these sentences there are two parts. The parts are the *+Subject+* and the *+Predicate+*.

- Define Subject, Predicate, and Analysis of a sentence

- Penmanship workbook: [The Catechism](#)

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Day 4:

Review:

What is a sentence? What is the Subject of a sentence? What is the Predicate of a sentence? What is Analysis of a sentence?

Analyze according to the model the following sentences:

**Model.—***Stars twinkle. This is a sentence, because it expresses a thought. Stars is the subject, because it names that of which something is thought ; twinkle is the predicate, because it tells what is thought.*

- |                          |                     |                     |
|--------------------------|---------------------|---------------------|
| 1. Plants droop.         | 5. Rain falls.      | 9. Boats capsize.   |
| 2. Books help.           | 6. Time flies.      | 10. Water flows.    |
| 3. Clouds float.         | 7. Rowdies fight.   | 11. Students learn. |
| 4. Exercise strengthens. | 8. Bread nourishes. | 12. Horses gallop.  |

Day 5:

On January 25, the Church remembers the Conversion of St. Paul. The book of Acts details this account in Acts 9:1-19; 22:6-11; and 26:12-18. You can read more about the Conversion of St. Paul on p. of the Treasury of Daily Prayer.

## Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Using the following steps, write a fable about an animal experiencing a radical change.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

## Week 21



### Topic:

- Sentences
- Analysis and Diagram

### Words to Remember:

- Artificial Language, or Language Proper: consists of the spoken and written words used to communicate ideas and thoughts
- English Grammar: the science which teaches the forms, uses, and relations of the words of the English Language
- Sentence: the expression of a thought in word
- Subject: names that of which something is thought
- Predicate: tells what is thought
- Analysis of a sentence: the separation of a sentence into its parts
- Diagram: a picture of the offices and relations of different parts of a sentence

**Textbook Reference:**

- Graded Lessons in English (Lesson 7)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

**Materials:**

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

**Suggested Daily Schedule:**

Day 1:

- Review: What is a sentence? What is the Subject of a sentence? What is the Predicate of a sentence? What is Analysis of a sentence?
- Read and Discuss:
  - Lesson 7
- Define:
  - Diagram
- *Graded Lessons in English* (Lesson 7: #1-6)
  - This may be done with the teacher
- Penmanship workbook: [The Catechism](#)

Day 2:

- *Graded Lessons in English* (Lesson 7: #7-12)
- Penmanship workbook: [The Catechism](#)

Day 3:

- *Graded Lessons in English* (Lesson 7: #13-18)
- Penmanship workbook: [The Catechism](#)

Day 4:

- *Graded Lessons in English* (Lesson 7: #19-24)
- Penmanship workbook: [The Catechism](#)

Day 5:

On February 2, the Church celebrates the Purification of Mary and Presentation of Our Lord. Read Luke 2:22-38. You can read more about the Purification of Mary and Presentation of Our Lord on p. of the Treasury of Daily Prayer.

**Fable**

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Using the following steps, write a fable about an animal coming to rescue another animal.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.

- Conclude with your moral.

---

## Week 22



### Topic:

- Sentences
- Building Sentences

### Words to Remember:

- Sentence: the expression of a thought in word
- Subject: names that of which something is thought
- Predicate: tells what is thought
- Analysis of a sentence: the separation of a sentence into its parts
- Diagram: a picture of the offices and relations of different parts of a sentence
- Capital Letter Rule: The first word of every sentence must begin with a capital letter.
- Period Rule: A period must be placed after every sentence which simply affirms, denies, or expresses a command.

### Textbook Reference:

- Graded Lessons in English (Lesson 8-9)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Review: What is a sentence? What is the Subject of a sentence? What is the Predicate of a sentence? What is Analysis of a sentence?
- Read and Discuss:
  - Lesson 8
- Define:
  - Capital Letter Rule
  - Period Rule
- *Graded Lessons in English* (Lesson 8: #1-12)
  - This may be done with the teacher
  - This exercise may profitably be extended by requiring the pupils to supply *several* subjects to each predicate.
- Penmanship workbook: [The Catechism](#)

Day 2:

- *Graded Lessons in English* (Lesson 8: #13-24)
  - This may be done with the teacher
  - This exercise may profitably be extended by requiring the pupils to supply *several* subjects to each predicate.
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: What is a subject? What is a predicate?
- *Graded Lessons in English* (Lesson 9: #1-18)
  - This exercise may profitably be extended by requiring the pupils to supply *several* subjects to each predicate.
- Penmanship workbook: [The Catechism](#)

Day 4:

- *Graded Lessons in English* (Lesson 9: #19-36)
  - This exercise may profitably be extended by requiring the pupils to supply *several* subjects to each predicate.

- Penmanship workbook: [The Catechism](#)

Day 5:

On February 14, the Church remembers St. Valentine. You can read more about St. Valentine on p. 1209 of the Treasury of Daily Prayer.

## Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Using the following steps, write a fable about an animal that does something kind for another.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

## Week 23



### Topic:

- Sentences
- Building sentences
- Review

### Words to Remember:

- Sentence: the expression of a thought in word
- Subject: names that of which something is thought
- Predicate: tells what is thought
- Analysis of a sentence: the separation of a sentence into its parts
- Diagram: a picture of the offices and relations of different parts of a sentence
- Capital Letter Rule: The first word of every sentence must begin with a capital letter.
- Period Rule: A period must be placed after every sentence which simply affirms, denies, or expresses a command.

### Textbook Reference:

- Graded Lessons in English (Lessons 10-11)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Review: What is a sentence? What is the Subject of a sentence? What is the Predicate of a sentence?
- Read and Discuss:
  - Of what two parts does a sentence consist? What is the subject of a sentence? What is the predicate of a sentence? What is the analysis of a sentence? What is a diagram? What rule for the use of capital letters have you learned? What rule for the period?
- Define:
  -
- *Graded Lessons in English* (Lesson 10)

- Let the pupils "choose sides," as in a spelling match. Let the teacher select *predicates* from Lesson 8, and give them alternately to the pupils thus arranged. The first pupil prefixes to his word whatever suitable subjects he can think of, the teacher judging of their fitness and keeping the count. This pupil now rises and remains standing until some one else, on his side or the other, shall have prefixed to his word a greater number of apt subjects. The strife is to see who shall be standing at the close of the match, and which side shall have furnished the greater number of subjects. The exercise may be continued with the *subjects* of Lesson 9. Each pupil is to be limited to the same time—one or two minutes.

- Penmanship workbook: [The Catechism](#)

Day 2:

- *Graded Lessons in English* (Lesson 11: #1-8)
  - Read and discuss
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: What is a subject? What is a predicate?
- *Graded Lessons in English* (Lesson 11: #9-17)
- Penmanship workbook: [The Catechism](#)

Day 4:

- *Graded Lessons in English* (Lesson 11: #18-24)
- Penmanship workbook: [The Catechism](#)

Day 5:

On February 18, the Church remembers Martin Luther. You can read more about Martin Luther on p. 1219 of the Treasury of Daily Prayer.

## Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Using the following steps, write a fable about an animal taking a stand for something very important.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

## Week 24



### Topic:

- Sentences
- Building sentences

### Words to Remember:

- Sentence: the expression of a thought in word
- Subject: names that of which something is thought
- Predicate: tells what is thought
- Analysis of a sentence: the separation of a sentence into its parts
- Diagram: a picture of the offices and relations of different parts of a sentence
- Capital Letter Rule: The first word of every sentence must begin with a capital letter.
- Period Rule: A period must be placed after every sentence which simply affirms, denies, or expresses a command.

### Textbook Reference:

- *Graded Lessons in English* (Lessons 12-13)

- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

**Materials:**

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

**Suggested Daily Schedule:**

Day 1:

- Review: How many words can a predicate contain? (one or more than one) Give examples of helping words in the predicate.
- Read and Discuss:
  - Lesson 12
- Define:
  -
- *Graded Lessons in English* (Lesson 12)
  - Prefix the little helping words in the *second column* to such of the more important words in the *third column* as with them will make complete predicates, and join these predicates to all subjects in the *first column* with which they will unite to make good sense.

1	2	3
Burgoyne	are	woven.
Henry Hudson	was	defeated.
Sparrows	can be	condensed.
Comets	is	inhaled.
Time	have been	worn.
Turbans	may be	slacked.
Lime	has been	wasted.
Steam	could have been	seen.
Air	must have been	deceived.
Carpets	were	quarreling.

- Penmanship workbook: [The Catechism](#)

Day 2:

- *Graded Lessons in English* (Lesson 11: #1-8)
  - Read and discuss
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: What is a subject? What is a predicate?
- *Graded Lessons in English* (Lesson 13)
  - Point out the subject and predicate of each sentence in Lesson 28
    - Look first for the word that asserts, and then, by putting *who* or *what* before this *predicate*, the *subject* may easily be found.

- Penmanship workbook: [The Catechism](#)

Day 4:

- *Graded Lessons in English* (Lesson 13)
  - Point out the subject and predicate of each sentence in Lessons 31 and 34
    - Look first for the word that asserts, and then, by putting *who* or *what* before this *predicate*, the *subject* may easily be found.

- Penmanship workbook: [The Catechism](#)

Day 5:

On February 24, the Church remembers St. Matthias. Read Acts 1:12-26. You can read more about St. Matthias on p. 1236 of the Treasury of Daily Prayer.

## Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Using the following steps, write a fable about an animal that shared good news about something.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

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## Week 25



### Topic:

- Sentences
- Classes of Words
- Nouns

### Words to Remember:

- Parts of Speech: words grouped into classes with respect to their use in the sentence
- Noun: the name of anything
- Capital Letter Rule: Every proper or individual name must begin with a capital letter.

### Textbook Reference:

- Graded Lessons in English (Lessons 14-15)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Review: How many words can a predicate contain? (one or more than one) Give examples of helping words in the predicate.
- Read and Discuss:
  - Lesson 14: Hints for Oral Instruction
- Define:
  - Parts of Speech
  - Noun
- *Graded Lessons in English* (Lesson 14)
  - Each pupil may give the name of something in the room; the name of a distinguished person; a name that may be applied to a class of persons; the name of an animal; the name of a place: the name of a river; the name of a mountain; the name of something which we cannot see or touch, but of which we can think; as, *beauty, mind*.

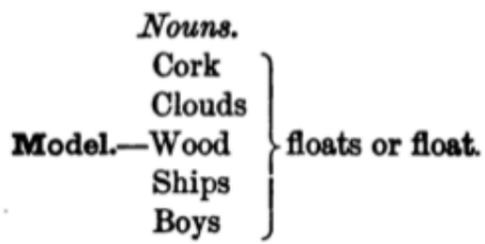
Remind the pupils frequently that these *names* are all *nouns*.

- Penmanship workbook: [The Catechism](#)

Day 2:

- *Graded Lessons in English* (Lesson 14)
  - Write in columns, headed *nouns*, the names of domestic animals, of garden vegetables, of flowers, of trees, of articles sold in a dry goods store, and of things that cannot be seen or touched; as, *virtue, time, life*.

- Write and arrange, according to the following model, the names of things that can *float, fly, walk, work, sit, or sing*.



- Make sentences from your lists. Ex. Cork floats. Boys float.

- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: What are parts of speech? What is a noun? In the sentence *Cork floats.*, what is the noun? Why is cork a noun?
- *Graded Lessons in English* (Lesson 15)
  - Select and write all the nouns in the sentences given in Lesson 28
    - Tell why they are nouns.

- Define: Capital Letter Rule
- Penmanship workbook: [The Catechism](#)

Day 4:

- *Graded Lessons in English* (Lesson 15)
  - Select and write all the nouns in the sentences given in Lessons 31 and 34
    - Tell why they are nouns.

- Penmanship workbook: [The Catechism](#)

Day 5:

On March 7, the Church remembers Perpetua and Felicitas. Perpetua and Felicitas were martyrs during the reign of Septimus Severus. You can read more about Perpetua and Felicitas on p. 1268 of the Treasury of Daily Prayer.

## Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Using the following steps, write a fable about a faithful animal.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

## Week 26



### Topic:

- Sentences
- Classes of Words
- Verbs

### Words to Remember:

- Parts of Speech: words grouped into classes with respect to their use in the sentence
- Noun: the name of anything
- Capital Letter Rule: Every proper or individual name must begin with a capital letter.
- Verb: a word that asserts action, being, or state of being.

### Textbook Reference:

- *Graded Lessons in English* (Lessons 16-17)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

- *Progymnasmata Through the Church Year*

**Materials:**

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

**Suggested Daily Schedule:**

Day 1:

- Review: How many words can a predicate contain? (one or more than one) Give examples of helping words in the predicate.
- Read and Discuss:
  - Lesson 16: Hints for Oral Instruction
- Define:
  - Verb
- *Graded Lessons in English* (Lesson 16)
  - Let the teacher write nouns on the board, and require the pupils to give all the words of which they can think, telling what the things named can do. They may be arranged thus:

<i>Noun.</i>	<i>Verbs.</i>
▪ <b>Plants</b>	{ <b>grow,</b> <b>droop,</b> <b>decay,</b> <b>flourish,</b> <b>revive.</b>

- Each pupil may give a verb that expresses an action of the body; as *weep, sing*; an action of the mind; as, *study, love*; one that expresses being or state of being.
- Penmanship workbook: [The Catechism](#)

Day 2:

- Review: What is treated of in Lesson 11? With respect to what did we classify words in Lesson 14? What are such classes called?
- *Graded Lessons in English* (Lesson 16)
  - Supply, to each of the following *nouns*, as many appropriate *verbs* as you can think of.

Let some express *being* or *state of being*.

▪ <b>Water</b> —.	<b>Wind</b> —.	<b>Pens</b> —.	<b>Parrots</b> —.
<b>Vines</b> —.	<b>Farmers</b> —.	<b>Trees</b> —.	<b>Ministers</b> —.

- Note: One verb may consist of *two, three, or four* words; as, *is singing, will be sung, might have been sung*.
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: What are all names? What is a noun? What is the first step in parsing?
- *Graded Lessons in English* (Lesson 16)
  - Form *verbs* by combining the words in columns 2 and 3, and add these verbs to all the *nouns* in column 1 with which they appropriately combine.

1	2	3
▪ <b>Laws</b>	<b>has been</b>	<b>published.</b>
<b>Clouds</b>	<b>have been</b>	<b>paid.</b>
<b>Food</b>	<b>will be</b>	<b>restored.</b>
<b>Health</b>	<b>should have been</b>	<b>preserved.</b>
<b>Taxes</b>	<b>may be</b>	<b>collected.</b>
<b>Books</b>	<b>are</b>	<b>obeyed.</b>

- Note: The examples you have written are sentences; the *nouns* are *subjects*, and the *verbs* are *predicates*.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is the rule given in Lesson 15?

- *Graded Lessons in English* (Lesson 17)
  - Select and write all the verbs in the sentences given in Lessons 28, 31, 34, and tell why they are verbs.
- Penmanship workbook: [The Catechism](#)

Day 5:

On March 19, the Church remembers Joseph, the Guardian of Jesus. Read Matthew 1-2. To whom was Joseph related? Look for other references to or accounts of Joseph in the Bible (ex. Matthew 13:55, Luke 2-3, etc.) You can read more about Joseph, Guardian of Jesus on p. 1286 of the Treasury of Daily Prayer.

## Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Using the following steps, write a fable about a carpenter or an animal that is a carpenter (a beaver, for example).

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

## Week 27



### Topic:

- Sentences
- Classes of Words
- Pronouns
- Building Sentences

### Words to Remember:

- Parts of Speech: words grouped into classes with respect to their use in the sentence
- Noun: the name of anything
- Capital Letter Rule: Every proper or individual name must begin with a capital letter.
- Verb: a word that asserts action, being, or state of being.
- Pronoun: a word used for a noun
- Capital Letter Rule: The words I and O should be written in capital letters.

### Textbook Reference:

- *Graded Lessons in English* (Lessons 18-19)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Review: What is a noun? What is a verb?
- *Graded Lessons in English* (Lesson 18)
  - From the following nouns and verbs, build as many sentences as possible, taking care that every one makes good sense.
    - Poems, was conquered, lambs, rebellion, stars, forests, shone, were seen, were written, treason, patriots, meteors, fought, were discovered, frisk, Cain, have fallen, fled

- Penmanship workbook: [The Catechism](#)

Day 2:

- Review: What is treated of in Lesson 11? With respect to what did we classify words in Lesson 14? What are such classes called?
- *Graded Lessons in English* (Lesson 18)
  - From the following nouns and verbs, build as many sentences as possible, taking care that every one makes good sense.
    - stream, have crumbled, day, ages, deer, are flickering, are bounding, gleamed, voices, lamps, rays, were heard, are gathering, time, death, friends, is coming, will come.
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: List all of the nouns in this Lesson 18 list: stream, have crumbled, day, ages, deer, are flickering, are bounding, gleamed, voices, lamps, rays, were heard, are gathering, time, death, friends, is coming, will come. What is a word that could be used in place of each noun?
- *Graded Lessons in English* (Lesson 19)
  - Read and Discuss the Hints for Oral Instruction
- Define:
  - Pronoun
  - Capital Letter Rule
- Analyze and Parse the following sentences:
 

<b>1. We think.</b>	<b>4. I study.</b>	<b>7. He was punished.</b>
◦ <b>2. She prattles.</b>	<b>5. You have been seen.</b>	<b>8. They are conquered.</b>
<b>3. We have recited.</b>	<b>6. It has been decided.</b>	<b>9. Thou art adored.</b>

  - This may be done with the teacher.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is a Pronoun?
- *Graded Lessons in English* (Lesson 19)
  - Compose nine sentences, using a pronoun for the subject of each, and diagram them.
- Penmanship workbook: [The Catechism](#)

Day 5:

We celebrate The Annunciation each year on March 25. Read Luke 1:26-38.

Bonus discussion: Why is this passage of Scripture called The Annunciation? (Looking at the Latin is helpful)

Bonus discussion: Why do we celebrate The Annunciation on March 25?

You can read more about The Annunciation on p. 1287 of the Treasury of Daily Prayer.

### **Fable**

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Using the following steps, write a fable about an animal making an important announcement.

- Choose your characters.
  - Write out your plot.
    - Introduce the characters and the problem.
    - Describe an event involving the problem.
    - Extend the plot to lead to the moral.
    - Resolve the problem.
  - Conclude with your moral.
-

**Topic:**

- Sentences
- Modified Subjects
- Building Sentences

**Words to Remember:**

- Modifier: a word or group of words joined to some part of the sentence to qualify or limit the meaning.
- Modified subject: the subject with its modifiers

**Textbook Reference:**

- Graded Lessons in English (Lesson 20)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

**Materials:**

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

**Suggested Daily Schedule:**

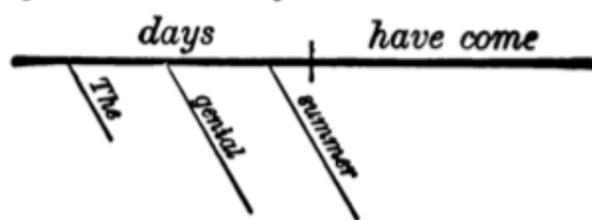
Day 1:

- Review: What is a noun? What is a verb? What is a pronoun?
- *Graded Lessons in English* (Lesson 20)
  - Read and Discuss the Hints for Oral Instruction
- Define:
  - Modifier
  - Modified subject
- Penmanship workbook: [The Catechism](#)

Day 2:

- Review: What office have the words the, a, this, and that in a subject? (they are modifiers)
- *Graded Lessons in English* (Lesson 20)
  - Discuss the model diagram:

**Model.**—*The genial summer days have come.*



- Using the model, analyze and diagram the following sentences:

- 1. The angry wind is howling. 2. The dead leaves fall. 3. The dark clouds lower. 4. The tall elm bends. 5. All men must die.

- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: What is a subject? What must a subject always contain? What is a predicate? What must a predicate always contain?
- *Graded Lessons in English* (Lesson 20)
  - Using the model, analyze and diagram the following sentences:
    - 6. The lusty bellows roared. 7. A boding silence reigned. 8. Little Arthur was murdered. 9. The mighty oak was uprooted. 10. The fragile violet was crushed.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is a Pronoun?

- *Graded Lessons in English* (Lesson 20)
  - Using the model, analyze and diagram the following sentences:
    - 11. The beautiful marble statue was carved. 12. The turbid torrent roared. 13. The affrighted shepherds fled. 14. The vivid lightning flashes. 15. Those elegant Etruscan vases are broken.
- Penmanship workbook: [The Catechism](#)

Day 5:

During Holy Week, we ponder the Passion of Jesus. Read the Passion of Jesus according to St. Matthew (chapters 26-27). In this account, the words of Jesus give us much to ponder.

### Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Using the following steps, write a fable. Choose one of the statements of Jesus and use it as the moral of your fable.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

## Week 29



### Topic:

- Sentences
- Building Sentences

### Words to Remember:

- Modifier: a word or group of words joined to some part of the sentence to qualify or limit the meaning.
- Modified subject: the subject with its modifiers

### Textbook Reference:

- *Graded Lessons in English* (Lesson 21)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Review: What is a verb? Give examples of verbs of action. Of being. Of state of being. May a verb consist of more than one word? Give an example. Verbs are the only words that do what? What must every predicate contain?
- *Graded Lessons in English* (Lesson 21)
  - Read Lesson 21.
  - Model:
    - **\_\_\_\_\_ eminence was reached.**  
***That lofty* eminence was reached.**
  - Using the model, complete the following sentences by adding two or more suitable modifiers to each subject:
    - 1. \_\_\_\_\_ speaker was applauded.**
    - 2. \_\_\_\_\_ difficulties were overcome.**
    - **3. \_\_\_\_\_ leaf trembles.**
    - 4. \_\_\_\_\_ accident happened.**
    - 5. \_\_\_\_\_ books should be read.**

- Penmanship workbook: [The Catechism](#)

Day 2:

- Review: What part of speech is spoken of in Lesson 19? What is a pronoun?
- *Graded Lessons in English* (Lesson 21)
  - Using the model, complete the following sentences by adding two or more suitable modifiers to each subject:
    6. — houses are built.
    7. — soldier perished.
    - 8. — opinions prevailed.
    9. — leader fell.
    10. — task is completed.

- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Give the rule for writing the words I and O.
- *Graded Lessons in English* (Lesson 21)
  - Build sentences by prefixing modified subjects to the following predicates:
    - 1. — frolic. 3. — are dashing. 5. — escaped. 7. — flourished.
    2. — crawl. 4. — was caught. 6. — chatter. 8. — whistles.

- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is the foundation on which every sentence is built? May the subject be modified? What is a modifier? What is the modified subject?
- *Graded Lessons in English* (Lesson 21)
  - Build, on each of the following subjects, three sentences similar to those in the model:
  - Model:
 

**Model.** ————— sun —————.

    - *The bright sun is shining.*
    - The glorious sun has risen.*
    - The unclouded sun is sinking.*
  - 1. — snow —. 2. — dew —. 3. — wind —. 4. — landscape —.

- Penmanship workbook: [The Catechism](#)

Day 5:

Christ is risen! He is risen indeed! Alleluia! After the solemnity of Lent and Holy Week, we rejoice exceedingly in the Resurrection of Our Lord. Read Matthew 28, Mark 16, Luke 24, and John 20.

## Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

In the account of the Resurrection, Mary Magdalene mistook Jesus for a gardener. Write a fable about mistaken identity. (Choosing an animal, such as a caterpillar/butterfly, that changes in appearance might be helpful.)

Using the following steps, write a fable.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

## Week 30



### Topic:

- Sentences

- Building Sentences

### Words to Remember:

- Adjective: a word used to modify a noun or pronoun ORIGIN late Middle English: from Old French *adjectif*, -ive, from Latin *adject-* 'added,' from the verb *adjicere*, from *ad-* 'toward' + *jacere* 'throw.' The term was originally used in the phrase noun adjective, translating Latin *nomen adjectivum*, the latter being a translation of Greek *onoma epitheton* 'attributive name.'
- Article: adjectives *a*, *an*, or *the*

### Textbook Reference:

- Graded Lessons in English (Lesson 22)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Review: What is a noun? Give examples.
- *Graded Lessons in English* (Lesson 22)
  - Read Lesson 22 Hints for Oral Instruction.
  - Define:
    - Adjective
    - Article
  - Write the word *boys* on the board and have the students name adjectives that modify it.
    - Ask: What words here modify *boys* by adding the idea of size? What by adding the idea of color? What by adding the idea of form? What by adding the idea of number? What are such words called? Why?
    - Repeat with other nouns and have students give appropriate adjectives for each noun.
- Penmanship workbook: [The Catechism](#)

Day 2:

- Review: What is an adjective?
- *Graded Lessons in English* (Lesson 22)
  - Analyze the following (these will be diagrammed on subsequent days):
    1. **The rosy morn advances.**
    2. **The humble boon was obtained.**
    3. **An unyielding firmness was displayed.**
    4. **The whole earth smiles.**
    5. **Several subsequent voyages were made.**
    6. **That burly mastiff must be secured.**
    - 7. **The slender greyhound was released.**
    8. **The cold November rain is falling.**
    9. **That valuable English watch has been sold.**
    10. **I alone have escaped.**
    11. **We both wept.**
    12. **We all consented.**
    13. **That dilapidated old wooden building has fallen.**
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Which adjectives are called Articles?
- *Graded Lessons in English* (Lesson 22)
  - Diagram the following:

1. The rosy morn advances.
2. The humble boon was obtained.
3. An unyielding firmness was displayed.
- 4. The whole earth smiles.
5. Several subsequent voyages were made.
6. That burly mastiff must be secured.
7. The slender greyhound was released.

- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is the foundation on which every sentence is built? May the subject be modified? What is a modifier? What is the modified subject?
- *Graded Lessons in English* (Lesson 22)
  - Diagram the following:
    8. The cold November rain is falling.
    9. That valuable English watch has been sold.
    - 10. I alone have escaped.
    11. We both wept.
    12. We all consented.
    13. That dilapidated old wooden building has fallen.
    - Note: When the subject is a pronoun, the adjective commonly follows it (as in *I alone* or *we both*). Pronouns are often not modified.
- Penmanship workbook: [The Catechism](#)

Day 5:

On April 21, the Church remembers Anselm of Caterbury. Anselm was a theologian, scholar, and writer. He is most famously known for his book *Why God Became Man*. You can read more about Anselm of Canterbury on p. 1290 of the *Treasury of Daily Prayer*. You can read *Why God Became Man* here:

<https://wittenbergacademy.box.com/s/9tsbbdswmp7gciyr0z6rxaav90z21ihv>

## Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Write a fable about an animal taking the place of another animal for the sake of saving the other animal's life.

Using the following steps, write a fable.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

## Week 31



### Topic:

- Sentences
- Building Sentences

### Words to Remember:

- Adjective: a word used to modify a noun or pronoun ORIGIN late Middle English: from Old French *adjectif*, -ive, from Latin *adject-* 'added,' from the verb *adjicere*, from *ad-* 'toward' + *jacere* 'throw.' The term was originally used in the phrase *noun adjective*, translating Latin *nomen adjectivum*, the latter being a translation of Greek *onoma epitheton* 'attributive name.'
- Article: adjectives *a*, *an*, or *the*

### Textbook Reference:

- *Graded Lessons in English* (Lesson 23)

- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Review: What is a noun? Give examples.
- *Graded Lessons in English* (Lesson 23)
  - Prefix five adjectives to each of the following nouns:
    - Shrubs, wilderness, beggar, cattle, cloud.
- Penmanship workbook: [The Catechism](#)

Day 2:

- Review: What is an adjective?
- *Graded Lessons in English* (Lesson 23)
  - Write ten sentences with modified subjects, using in each two or more of the following adjectives.
    - A, an, the, heroic, one, all, many, every, either, first, tenth, frugal, great, good, wise, honest, immense, square, circular, oblong, oval, mild, virtuous, universal, sweet, careless, fragrant.
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Which adjectives are called Articles?
- *Graded Lessons in English* (Lesson 23)
  - Write five sentences with modified subjects, each of which shall contain one of the following words as a subject.
    - Chimney, hay, coach, robber, horizon.
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is the foundation on which every sentence is built? May the subject be modified? What is a modifier? What is the modified subject?
- *Graded Lessons in English* (Lesson 23)
  - Note: An and a are forms of the same word, once spelled an, and meaning one. After losing something of this force, an was still used before vowels and consonants alike; as, an eagle, an ball, an hair, an use. Still later, and for the sake of ease in speaking, the word came to have the two forms mentioned above; and an was retained before letters having vowel sounds, but it dropped its n and became a before letters having consonant sounds. This is the present usage.
  - Correct these errors:
    - A apple; a obedient child; an brickbat; an busy boy.
  - Correct these errors:
    - A heir; a hour; a honor.
    - Note: the first letter of these words is silent.
  - Correct these errors:
    - An unit; an utensil; an university; an ewe; an ewer; an union; an use; an history; an one.
    - Note: Unit begins with the sound of the consonant y; and one, with that of w.
- Penmanship workbook: [The Catechism](#)

Day 5:

On April 25, the Church remembers St. Mark. St. Mark was an evangelist and he wrote the second Gospel. Tradition holds that the young man mentioned in Mark 14:51-52 is St. Mark. You can read more about St. Mark on page 1291 of the Treasury of Daily Prayer.

### Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

St. Mark was an evangelist, meaning he brought good news. He wrote the second Gospel, the Gospel according to Mark. Write a fable about sharing good news.

Using the following steps, write a fable.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

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## Week 32



### Topic:

- Sentences
- Modified predicates

### Words to Remember:

- Modified predicate: a predicate and its modifiers

### Textbook Reference:

- Graded Lessons in English (Lesson 24)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Review: What is a predicate?
- *Graded Lessons in English* (Lesson 24)
  - Read and Discuss: Hints for Oral Instruction
  - The teacher writes *The ship sails* on the board and the pupils provide modifiers.
    - This exercise may be repeated with other predicates.
- Define: Modified predicate
- Penmanship workbook: [The Catechism](#)

Day 2:

- Review: What is a modified predicate?
- *Graded Lessons in English* (Lesson 24)
  - Analyze (oral or written) the following:
    1. He spoke eloquently.
    2. She chattered incessantly.
    3. They searched everywhere.
    4. I shall know presently.
    5. The bobolink sings joyously.
    6. The crowd cheered heartily.
    7. A great victory was finally won.
    8. Threatening clouds are moving slowly.
    9. The deafening waves dash angrily.
    10. These questions may be settled peaceably.
    11. The wounded soldier fought bravely.
    12. The ranks were quickly broken.
    13. The south wind blows softly.
    14. Times will surely change.
    15. An hour stole on.

- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Which adjectives are called Articles?
- *Graded Lessons in English* (Lesson 24)
  - Diagram #1-7
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is the foundation on which every sentence is built? May the subject be modified? What is a modifier? What is the modified subject?
- *Graded Lessons in English* (Lesson 24)
  - Diagram #8-15
- Penmanship workbook: [The Catechism](#)

Day 5:

May 1 is the feast of St. Philip and St. James. They were apostles. Scripture mentions these apostles in Matthew 10:3, Mark 3:18, Luke 6:14, and Acts 1:13. You can read more about St. Philip and St. James on p. 1292 of the Treasury of Daily Prayer.

### Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

St. Philip is seen bringing people to Jesus on multiple occasions. Read John 1:43-51 and John 12:20-22. Write a fable with the following moral: "Whoever loves his life loses it."

Using the following steps, write a fable.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

## Week 33



### Topic:

- Sentences
- Analysis and parsing

### Words to Remember:

- Modified predicate: a predicate and its modifiers

### Textbook Reference:

- *Graded Lessons in English* (Lesson 25)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Review: What is an adjective?

- *Graded Lessons in English* (Lesson 25)
  - Read and Discuss: Lesson 25
  - Note especially the Explanation of the Diagram.
  - The teacher will give examples of adverbs and students will provide words to modify the adverbs. (Ex. the teacher provides *loudly* and the student says *very* or another modifier for loudly.)
- Penmanship workbook: [The Catechism](#)

Day 2:

- Review: What are *a*, *an*, and the called? When is *a* used and when *an*?
- *Graded Lessons in English* (Lesson 25)
  - Analyze (oral or written) the following:
    1. **The crocus flowers very early.**
    2. **A violet bed is budding near.**
    3. **The Quakers were most shamefully persecuted.**
    4. **Perhaps he will return.**
    5. **We all laughed very heartily.**
    6. **The yellow poplar leaves floated down.**
    7. **The wind sighs so mournfully.**
    8. **Few men have ever fought so stubbornly.**
    9. **The debt will probably be paid.**
    10. **The visitor will soon be here.**
    11. **That humane project was quite generously sustained.**
    12. **A perfectly innocent man was very cruelly persecuted.**
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Give examples of the misuse of *a* and *an*.
- *Graded Lessons in English* (Lesson 25)
  - Diagram #1-6
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is the modified predicate?
- *Graded Lessons in English* (Lesson 25)
  - Diagram #7-12
- Penmanship workbook: [The Catechism](#)

Day 5:

On May 2, the Church remembers St. Athanasius. St. Athanasius was an opponent of Arius, a pastor who taught that Jesus was not truly God. Read more about St. Athanasius on p. 1293 of the Treasury of Daily Prayer and p. 319 of Lutheran Service Book. The Gospel reading appointed for the commemoration of St. Athanasius is Matthew 10:23-28.

## Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Using the Gospel appointed for the commemoration of St. Athanasius, write a fable with the following moral: "A disciple is not above his teacher, nor a servant above his master."

Using the following steps, write a fable.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

- Sentences
- Analysis and parsing

**Words to Remember:**

- Modified predicate: a predicate and its modifiers

**Textbook Reference:**

- Graded Lessons in English (Lesson 26)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

**Materials:**

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

**Suggested Daily Schedule:**

Day 1:

- Review: What is an adjective?
- *Graded Lessons in English* (Lesson 26)
  - Construct sentences with modified subjects and predicates from the following:
    1. Artists —,
    2. Sailors —,
    - 3. Tides —,
    4. Whales —,
    5. Gentlemen —,
- Penmanship workbook: [The Catechism](#)

Day 2:

- Review: What are a, an, and the called? When is a used and when an?
- *Graded Lessons in English* (Lesson 26)
  - Construct sentences with modified subjects and predicates from the following:
    6. Swine —,
    7. Clouds —,
    - 8. Girls —,
    9. Fruit —,
    10. Powder —,
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Give examples of the misuse of a and an.
- *Graded Lessons in English* (Lesson 26)
  - Construct sentences with modified subjects and predicates from the following:
    - 11. Hail —,
    12. Foxes —,
    13. Water —,
    - 14. Frost —,
    15. Man —,
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is the modified predicate?
- *Graded Lessons in English* (Lesson 26)
  - Construct sentences with modified subjects and predicates from the following:
    16. Blood —,
    17. Kings —,
    - 18. Lilies —,
    19. Roses —,
    20. Wheels —,
- Penmanship workbook: [The Catechism](#)

Day 5:

The Ascension of Our Lord is recorded in Luke 24:50-53 and Acts 1:6-11. Read more about the Ascension of Our Lord in the Treasury of Daily Prayer.

## Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Write a fable about animals looking forward to the return of another, very important, animal.

Using the following steps, write a fable.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

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## Week 35



### Topic:

- Sentences
- Analysis and parsing

### Words to Remember:

- Adverb: a word used to modify a verb, an adjective, or an adverb

### Textbook Reference:

- Graded Lessons in English (Lesson 27)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Review: What is a verb?
- *Graded Lessons in English* (Lesson 27)
  - Read and Discuss Hints for Oral Instruction
    - Let the teacher give verbs, adjectives, and adverbs, and require the pupils to modify them by appropriate adverbs.
- Define: Adverb
- Penmanship workbook: [The Catechism](#)

Day 2:

- Review: What are a, an, and the called? When is a used and when an?
- *Graded Lessons in English* (Lesson 27)
  - Analyze (oral or written) the following:

1. The plough-boy plods homeward.
2. The water gushed forth.
3. Too much time was wasted.
4. She decided too hastily.
5. You should listen more attentively.
6. More difficult sentences must be built.
7. An intensely painful operation was performed.
8. The patient suffered intensely.
9. That story was peculiarly told.
10. A peculiarly interesting story was told.
11. An extravagantly high price was paid.
12. That lady dresses extravagantly.

- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: Give examples of the misuse of *a* and *an*.
- *Graded Lessons in English* (Lesson 27)
  - Diagram #1-6
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is the modified predicate?
- *Graded Lessons in English* (Lesson 27)
  - Diagram #7-12
- Penmanship workbook: [The Catechism](#)

Day 5:

Bede the Venerable (AD 673-735) was a prolific writer and teacher of history. It is said that Bede died saying the Gloria Patri. You can read more about Bede in *The Treasury of Daily Prayer*.

## Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Write a fable with the following moral: "He who fails to learn from history is bound to repeat it."

Using the following steps, write a fable.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

## Week 36



### Topic:

- Sentences
- Analysis and parsing

### Words to Remember:

- Adverb: a word used to modify a verb, an adjective, or an adverb

### Textbook Reference:

- *Graded Lessons in English* (Lesson 28)
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers
- *Progymnasmata Through the Church Year*

### Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- [Penmanship: The Catechism](#)

### Suggested Daily Schedule:

Day 1:

- Review: What is a noun? What is a pronoun?
- *Graded Lessons in English* (Lesson 28)
  - Analyze (oral or written) the following:
    - 1. You must all diagram neatly.**
    - 2. The sheaves are nearly gathered.**
    - 3. The wheat is duly garnered.**
    - 4. The fairies were called together.**
    - 5. The birds chirp merrily.**
    - 6. This reckless adventurer has returned.**
    - 7. The wild woods rang.**
- Penmanship workbook: [The Catechism](#)

Day 2:

- Review: What is a verb?
- *Graded Lessons in English* (Lesson 28)
  - Analyze (oral or written) the following:
    - 8. White fleecy clouds are floating above.**
    - 9. Those severe laws have been repealed.**
    - 10. A republican government was established.**
    - 11. An unusually large crop had just been harvested.**
    - 12. She had been waiting quite patiently.**
    - 13. A season so extremely warm had never before been known.**
    - 14. So brave a deed \*cannot be too warmly commended.**
- Penmanship workbook: [The Catechism](#)

Day 3:

- Review: What is an adjective?
- *Graded Lessons in English* (Lesson 28)
  - Diagram #1-7
- Penmanship workbook: [The Catechism](#)

Day 4:

- Review: What is an adverb?
- *Graded Lessons in English* (Lesson 28)
  - Diagram #8-14
- Penmanship workbook: [The Catechism](#)

Day 5:

Pentecost is sometimes referred to as the birthday of the Church. It occurs on the seventh Sunday after Easter, roughly fifty days after Easter. Read the account of Pentecost in Acts 2. You can read more about Pentecost in The Treasury of Daily Prayer.

### Fable

(Further instructions and explanation are contained in the Introduction to First Grade Language.)

Write a parable about an animal that is sent as a helper to other animals.

Using the following steps, write a fable.

- Choose your characters.
- Write out your plot.
  - Introduce the characters and the problem.
  - Describe an event involving the problem.
  - Extend the plot to lead to the moral.
  - Resolve the problem.
- Conclude with your moral.

