

**1st Stage:** Prereading

- Read aloud and read often.
- Read on a variety of different topics.
- To see if child is ready to move on to next step, teach him to write or pronounce one or more sounds. If he resists, he's not ready. If he is interested in learning them, move on to next step.

**2nd Stage:** Beginning

- Teach the forms of the letters and their sounds.
- Begin with child's own name and other words of high interest.
  - ☺ Introduce a letter (first letter of child's name) by writing it very large on blank piece of paper.
  - ☺ Have child trace the letter with fingers and say its sound.
  - ☺ Have her print it on unlined paper.
  - ☺ You write other words beginning with that letter and read them to your child. Point out that the initial sounds are the same in the words.
  - ☺ Let her print the initial letter and you write the rest of the word.
  - ☺ Continue in this manner with several other letters as the child shows interest.
- Ask child to look around and see what else begins with the same sound.
  - ☺ For an active child, let her jump up 2 stairs when she names a word.
- Print sounds onto cards, place in a row, and have your child stop you when you say a sound incorrectly.
- Hide a sound (letter) card behind a blank card, slowly pull it up and see how soon child can tell which sound is coming up the elevator.
- Make a book with a page for each sound, finding pictures which begin with the sound.
- Place a "sound of the day" or "sound of the week" on bulletin board or fridge and add words or pictures that match the sound...use real objects, too.
  - ☺ Write sound on small circle sticker and put on child's clothes, ask child throughout day what sound she is wearing.
- Have child make placecards for table, writing the first sound or full names if she is able.
- When child knows a few sounds (both consonants and vowels) quite well, move on to next step.

**3rd Stage:** Blending

- Teach only short vowels first.
- Write the sounds child knows on paper with vowels printed above consonants.
- Teach child to say the sound (or syllable) each time you point to the letter(s).
- Point to vowel.
- Point to vowel and a consonant.
- Continue adding more letters each time while child blends each sound together to make words (or even nonsense words).
- Child can also say then write the words or syllables you point out.
- Child can point out words or syllables for you to say.
- See how many ways the sounds can be rearranged to produce pronounceable syllables.
- Point out words, have child say and write them, you rewrite them neatly on cards and play games with the cards.
  - As she reads each card she gets to jump one step up stairs and gets to jump one step back down as she reads cards a second time.
  - Scramble words on floor, read a word and have child find it.
  - Spread out cards, point out a word on chart sound by sound and have child find the card.
  - Let child point out words on chart for you to find the matching cards.
- Print one vowel on each of 5 cards of same color (or fewer if child doesn't know all vowels yet). Use another color to make consonant cards. Turn cards face down, mix them up, let child draw 3 cards and see if she can make a word. Give her a point or an M&M if she does. Keep playing. She should eventually learn to draw one vowel card and two consonant cards and try to make a CVC word.
- Cover dice or blocks with tape and print letters on them. One block for vowels, using "a" twice and two blocks for consonants. On each consonant block print these letters: p,t,m,n,b,f. Roll dice and form a word before timer runs out or before you count to 20. After this becomes easy, change one consonant block to these letters: r,d,j,h,w,l.
- When child has gotten good at these sounds, add another letter and continue the blending practice.
- While reading stories, find words that child can say by blending sounds he knows and give him practice at sounding out the words.
- If blending skill is slow in coming, spend more time on "real stuff" and cut back on reading instruction for awhile. Return to blending lessons when child seems ready.
- Once child is blending well, move on to next step.

First Grade

1 <sup>st</sup> Grade	Language	Math
	<p><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>- Speak clearly.</li> <li>- Show courtesy.</li> <li>- Tell about something, keeping to the subject.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Listen for details, sequence, directions, rhyme.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write sentences which together tell a story.</li> <li>- Write a simple invitation or announcement.</li> <li>- Write a friendly letter.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>- Use periods after statements &amp; abbreviations.</li> <li>- Use question marks after questions.</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>- Count cardinal numbers to 100</li> <li>- Ordinal numbers up to tenth</li> <li>- Count backwards</li> </ul> <p><b>Groups</b></p> <ul style="list-style-type: none"> <li>- Ability to see how many are in a group such as dots on dominoes</li> <li>- Ability to count by groups of five and ten (may use nickels &amp; dimes)</li> <li>- Ability to count by twos (using pairs of objects...eggs in carton, socks, eyes/ears)</li> <li>- Skip count backwards</li> </ul> <p><b>Measurement – gain simple, practical experience with:</b></p> <ul style="list-style-type: none"> <li>- Clocks (both digital and analog)</li> <li>- Calendars (days of week, dates of month, &amp; months of year, etc.)</li> <li>- Telling time (to hours and maybe to half-hours if student is ready)</li> <li>- Rulers (measuring to the nearest inch, no fractional measurements)</li> <li>- Measuring cups and other measuring devices (pounds, cups, gallons, etc.)</li> <li>- Money (pennies, nickels, &amp; dimes)</li> <li>- Fractions (halves, quarters, &amp; thirds)</li> </ul> <p><b>Vocabulary – grow in ability to use words having to do with:</b></p> <ul style="list-style-type: none"> <li>- Size (smaller, larger, etc.)</li> <li>- Quantity (more, less, etc.)</li> <li>- Shape (circle, square, triangle, &amp; rectangle)</li> <li>- Other arithmetic and geometry concepts (see fractions &amp; measurement above)</li> <li>- All number names to 100</li> </ul> <p><b>Addition</b></p> <ul style="list-style-type: none"> <li>- Ability to add any two groups with sums of six or less (not including zero)</li> <li>- May proceed up to problems with sums of ten</li> </ul> <p><b>Subtraction</b></p> <ul style="list-style-type: none"> <li>- Ability to take away a group from six or any lesser number and tell what is left</li> <li>- May proceed up to taking away from ten or less</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>- Ability to read and write the numerals from 1 to 100</li> <li>- Use sentence form for addition/subtraction problems (4 and 2 are 6)</li> </ul>

## Second Grade

### Reading

#### 4th Stage: Decoding

- Teach all letters and their sounds, as well as blends and digraphs.
- Teach ABC order, too.
- Continue using sound charts to introduce new sounds, blends, or digraphs.
- Start a notebook to add new sounds to.
  - ☺ Make a page for consonants that have only one sound, consonants that have more than one sound, vowel pairs beginning with "a", etc.
  - ☺ Refer to notebook pages for review. Add new examples and rules when new info is learned.
- When learning new sound-spelling (such as "ar"), collect words with that sound and make a list for spelling notebook. Test only on that list till it becomes easy. After several lists have been collected, test on words from all lists. Review as needed.
- Add pages to spelling notebook of words that are difficult to remember or don't follow the rules, study them, test on them as needed.
- Print a phonics family of words in row or other formation and let the child read them to "swim across the river," "walk the tightrope," "go up the elevator," "ride the roller coaster," or "climb the ladder." For a more active version, let child jump up stairs or walk balance beam after reading words.
- Play a more difficult version of an earlier game...draw 3 consonant cards and 1 vowel card. If child can make word with all 4 cards, she wins 4 M&M's. If she uses only 2 or 3, she wins 2 or 3 M&M's. The consonants will be used as blends and the vowels will usually be the 2nd or 3rd letter in these 4-letter words.
- Use both "look & say" and "write & say" methods. Make sure child writes something everyday...first words, later sentences.
- Make sure child experiences success in every lesson. If something has been too hard, back off and do something easy before finishing the teaching session.
- Make homemade flash cards to use with your homemade sound charts.
- Use flashcards for sight words and have child say them and write them.
- After child has done plenty of tracing, use these handwriting methods:
  - ☺ Write models for child to copy.
    - ☆ Print words/sentences for child to copy. These can come from reading material. Do this daily, teaching child to capitalize and punctuate properly.
  - ☺ Dictate words (and later, sentences) for child to write.
    - ☆ Child must decide from your voice inflections how to punctuate. Give her feedback after each session and let her see the original line you dictated to her. Fold back her first try and let her try again till she becomes proficient. Do this at least twice a week.
  - ☺ Let child make up her own writings (stories, letters, etc.).
    - ☆ Let child write freely. Tell her how to spell words she asks about and let her use phonetic spelling as she pleases. You can make notes of her invented spelling to work on at a later time.
- For spelling, use both common words (as well as misspelled words collected from your child's writings) and phonics family words. Use common/sight/misspelled words one week and phonics family words the next. You can arrange your child's words into phonics families and some sight words this way, too.
- Teach correct letter formation and have child use lined paper.
- When child knows the consonant sounds and vowels and some vowel pairs, blends, digraphs, etc., move on to next step.

Second Grade

	Language	Math
2 <sup>nd</sup> Grade	<p><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>- Grow in clarity of expression and in conversation ability, giving and taking turns.</li> <li>- Expand oral vocabulary.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Give attention to teaching and other presentations that are within child's understanding level.</li> <li>- Expand in vocabulary. (People always understand more words than they use in speech.)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Understand a wider variety of writing purposes: descriptions, explanations, news stories, directions, poems, stories, plays, letters, etc.</li> <li>- Grow in ability to write appropriately for these purposes.</li> <li>- Edit own writing and find most problems needing correcting.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>- Use comma in friendly letter greetings and closings and in series within a sentence.</li> <li>- Use apostrophe to show missing letters in contractions and to show possession.</li> </ul> <p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>- Capitalize sentence beginnings, greetings in letters, proper nouns, main words of titles.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Is introduced to the subject-predicate order of most sentences.</li> <li>- Begin to learn about nouns, verbs, pronouns, and perhaps coordinating conjunctions (and) and articles (a, an, the).</li> </ul> <p><b>Usage</b></p> <ul style="list-style-type: none"> <li>- Use <i>a</i> before a consonant and <i>an</i> before a vowel.</li> <li>- Do not use double negatives.</li> <li>- Name self last (he and I).</li> <li>- Learn when to use lie, lay, ate, eaten, and a few other troublesome words.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Understand about antonyms and synonyms, compound words, and homophones (words which sound alike, such as <i>their</i> and <i>there</i>).</li> </ul> <p><b>Study Skills</b></p> <ul style="list-style-type: none"> <li>- Learn to use indexes and tables of contents.</li> <li>- Learn to put three or four words into ABC order by the first and second letters.</li> <li>- Learn about the children's section of the local library. Where is the fiction? The non-fiction? The easy books? Are there tapes or toys or other items besides books to check out?</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>- Count cardinal numbers to 200</li> <li>- Ordinal numbers up to thirty-first</li> <li>- Count backwards</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>- Understand the tens and ones places in numbers up to at least 39</li> </ul> <p><b>Groups</b></p> <ul style="list-style-type: none"> <li>- Ability to count by tens and fives at least to 30 (on to 100 if student is ready)</li> <li>- Ability to count by twos to ten or higher</li> <li>- Skip count backwards</li> </ul> <p><b>Measurement – gain simple, practical experience with:</b></p> <ul style="list-style-type: none"> <li>- Calendars (days of week, dates of month, &amp; months of year, etc.)</li> <li>- Telling time to half-hours</li> <li>- Measuring length in inches &amp; feet</li> <li>- Other measurements (pounds, cups, gallons, quarts, pints, dozen)</li> <li>- Money (pennies, nickels, dimes, quarters, &amp; half-dollars)</li> <li>- Fractions (halves, quarters, &amp; thirds)</li> </ul> <p><b>Vocabulary and Signs</b></p> <ul style="list-style-type: none"> <li>- Learn the words <i>subtract</i> and <i>minus</i> and use them instead of <i>take away</i></li> <li>- Learn <i>plus</i>, <i>add</i>, and <i>equals</i></li> <li>- Extend vocabulary of comparison (long, longer, longest; high, higher, highest, left, right, top, bottom, etc.)</li> </ul> <p><b>Addition</b></p> <ul style="list-style-type: none"> <li>- Ability to add two numbers up to sums of 12</li> <li>- Ability to add three numbers</li> <li>- May begin addition of two-place numbers (no carrying)</li> </ul> <p><b>Subtraction</b></p> <ul style="list-style-type: none"> <li>- Ability to take away a group from 12 or any lesser number and tell what is left</li> <li>- May begin subtraction of two-place numbers (no borrowing)</li> </ul> <p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>- Begin to understand the meaning of combining similar groups two "times" or three "times"</li> <li>- Begin to understand the meaning of dividing a large group into smaller groups of twos or threes or fives or tens</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>- Ability to read and write the numerals from 1 to 200</li> <li>- Learn to write addition &amp; subtraction problems in both their horizontal "sentence" forms and their vertical forms, using &amp; knowing the signs</li> <li>- Two-place numbers in addition &amp; subtraction may be added if student is ready</li> <li>- Columns of three numbers in addition may be added if student is ready</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>- Experience solving word problems (continue to use the manipulative &amp; mental image modes of thinking, occasionally writing problems in their abstract form)</li> </ul>

## Third Grade

### Reading

#### 5th Stage: Fluency

- Go to library frequently. Get easy books for child to read, some a little harder that you will read to child, and some science or history books for read-aloud time.
- Prepare child to enjoy a new book by reading it first yourself and then explaining any vocabulary or cultural contexts to him ahead of time.
- While reading occasionally ask child what will happen next? Discuss characters...which ones does your child like, why or why not? Does he like the way the story ends? Talk about values the story brings up.
- Go on regular field trips to new places to expand child's learning, experiences, and vocabulary; let him learn freely from real life.
- Have child read to younger siblings.
- Let child dictate stories to you and you write them down or use a word processor to type them. You can discuss punctuation and capitalization with child while taking his dictation. Child can illustrate the stories and read them to family members.
- Have child write friendly letters, send off for free stuff, and write to politicians or to the media, stating his opinions.
- Help child make a book about one of his hobbies.

Third Grade

3 <sup>rd</sup> Grade	Language	Math
	<p><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>- Take part in discussions, use the telephone, show courtesy, tell things in order, describe accurately, give directions and instructions.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Understand necessary details, sequence, messages.</li> <li>- Recognize and make rhymes.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write good sentences and prepare book reports, stories, and friendly letters (including addressing the envelope).</li> <li>- Choose a good title, keep to the subject, and tell enough to make the writing interesting.</li> <li>- Indent at the beginning of a paragraph.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>- Use periods after abbreviations and initials, and after statements, commands, and requests.</li> <li>- Use question marks after questions.</li> <li>- Use commas between city and state, in dates, after greeting and closing of letter.</li> </ul> <p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>- Capitalize I; the first word of sentences; the first word of greetings and closings in letters; names and titles of people, names of places and other proper nouns; main words in the titles of books, poems, and reports.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Understand that a statement has two main parts – the part that names and the part that tells something about the thing named. (Complete subject and complete predicate – sometimes called noun phrase and verb phrase.)</li> <li>- <i>Nouns</i>: They name people, places, and things. Learn about singular, plural, common, proper, and possessive nouns.</li> <li>- <i>Pronouns</i>: I, you, she, he, it, we, you, and they can take the place of nouns in the subject part of sentences. Me, you, her, him, it, us, and them can take the place of nouns in the predicate part of sentences.</li> <li>- <i>Verbs</i>: There are action verbs and being verbs. Add <i>ed</i> to form past tense of many verbs. Some verbs form past tense other ways.</li> <li>- <i>Adjectives</i>: These words describe people, places, and things.</li> <li>- <i>Adverbs</i>: These words tell when, where, or how about the verb in a sentence.</li> <li>- <i>Conjunction</i>: Sometimes <i>and</i> connects two parts of a subject (Mom and I, Bob and Ben).</li> </ul> <p><b>Usage</b></p> <ul style="list-style-type: none"> <li>- Use correctly: is, are, give, gave, given, did, done, saw, seen, came, come.</li> <li>- Name self last (him and me, not me and him).</li> </ul> <p><b>Study Skills</b></p> <ul style="list-style-type: none"> <li>- Use a dictionary, finding words and their meanings, and using the guide words for greater speed.</li> <li>- Use the library indexing system (even if it's computerized) to find a book.</li> <li>- Read simple maps.</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>- Read, write, count, &amp; use numbers up to at least 1000</li> <li>- Ordinal numbers up to thirty-first</li> <li>- Count backwards</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>- Review ones &amp; tens places</li> <li>- Extend place value to the hundreds place</li> <li>- Notice the use of 0 in a number like 106</li> </ul> <p><b>Groups</b></p> <ul style="list-style-type: none"> <li>- Ability to count by tens and fives up to 30 or higher</li> <li>- Ability to count by twos up to 20</li> <li>- Try counting by threes &amp; fours</li> <li>- Sometimes begin counting at numbers besides zero</li> <li>- Skip count backwards</li> </ul> <p><b>Measurement – gain simple, practical experience with:</b></p> <ul style="list-style-type: none"> <li>- Calendars (days of week, dates of month, &amp; months of year, etc.)</li> <li>- Telling time to quarter-hours</li> <li>- Measuring length (inches, feet, &amp; yards)</li> <li>- Other measurements (pounds, cups, gallons, quarts, pints, ounces, dozen)</li> <li>- Read scales &amp; thermometers</li> <li>- Money (all coins &amp; dollar bills)</li> <li>- Write money amounts using decimal points &amp; dollar signs</li> <li>- Compute problems involving money (within the guidelines given below for addition, subtraction, multiplication, &amp; division)</li> </ul> <p><b>Vocabulary and Signs</b></p> <ul style="list-style-type: none"> <li>- Learn the words <i>multiplied by</i> and <i>divided by</i></li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>- Master all facts in the addition &amp; subtraction chart (up to sums of 18)</li> <li>- Learn carrying</li> <li>- Learn borrowing</li> <li>- Learn checking</li> <li>- Learn bridging (adding across the decades, as from the twenties to the thirties)</li> </ul> <p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>- Understand the principles that multiplication is a way to add equal groups &amp; division is a way to subtract equal groups</li> <li>- Learn multiplication tables of twos &amp; threes first</li> <li>- Tens &amp; fives may follow if student has had sufficient background in counting by these groups</li> <li>- Ones may be added when student understands the rather odd concept of one "times" something</li> <li>- All together about half of the 81 multiplication facts should be taught</li> <li>- May introduce two-digit multiplication (giving attention to zeros as placeholders)</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Extend understanding of fractional parts of a real object, using only 1 as a numerator (one-half, one-fourth, one-third, one-fifth, etc.)</li> <li>- Learn to write a few fractions with 1 as numerator</li> <li>- Fractional parts of groups may be introduced using real objects (one-half of twelve, one-half of four, etc.)</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>- Continued &amp; expanded experience in solving realistic problems</li> <li>- Solve most mentally</li> <li>- Solve some by writing the figures in their proper positions</li> </ul>