

CONTENTS

	Page
Contents	3
Spelling Course	3
Workbook Instructions	4
Objective	
Method	
General Handwriting Instructions	4
Alphabet Reference Guides	5
Phonics Introduction & Instructions	6 & 7
Spelling / Workbook Section	8 through 69
Poetry Section	70 & 71
Lined Practice Sheets	72 through 76
Fathers & Mothers Indulgence	77

GRADE 1

Spelling Course

Students are required to learn the spelling of all words in each lesson . There are 10 words in each lesson. Make sure that their handwriting is neat and readable. If you wish, and if the test does not have to be sent to school, the spelling words and definitions may be answered orally. The test should be on the spelling of all the words.

GRADING: Ten (10) points will be given for each correct spelling . If all words are spelled correctly, the perfect score is 100 points ($10 \times 10 = \underline{100}$) = 100%. There is no need for a daily grade for spelling, just the scores for the trial test and/or the final test on Friday. (Example - - 1/10 words = 90%). If you have any questions, please send a note with your lesson plans to your tutor.

(Catechism used is the Baltimore Catechism #1 available from Our Lady of Victory School.)

Handwriting Workbook

Objectives

1. This workbook has been designed to continue with spelling development, and cursive handwriting practice for the first grade level.
2. Students will learn from repetitious practice, the proper spelling of words and formation of cursive letters and numbers.
3. The workbook will also be used in conjunction with the handwriting component of our program, and will help to improve the student's penmanship while providing additional practice for each week's spelling lesson.
4. At the first grade level, cursive handwriting practice is continued for all students. Teachers should emphasize the use of cursive writing on all work submitted to tutors. Where necessary, special exceptions may be obtained from O.L.V.S to deviate from this practice.

Method

- A. On day one of each week's lesson, the student will study and write all words two times, once during class time and once for homework. After the student has written the words, ask him/her to spell the words orally. This will help improve his/her memory.
- B. Day two, complete Practice Your Penmanship pages in the TCS Workbook. Write each word two times (in cursive) in the extra space provided. There are extra lined pages at the back of the book.
- C. Day three, the student will take a Trial TEST.* Any missed words or definitions will be written two times each.
- D. Day four, the student will review missed words from Trial TEST, and do exercise pages in TCS Workbook corresponding with that week's lesson plan.
- E. Day five, the student will prepare for and take the spelling test that corresponds with that week's lesson plan. Test sheets will be found in the CWS 1B Workbook.

* Friday test may be waived if Trial Test was 100%.

General Handwriting Instructions

The handwriting pages have been designed as a tool to help the student to learn the proper spelling of each word by means of repetitious writing, as well as to reinforce proper writing techniques taught at this level in the "Catholic Writing Skills 1B".

Be sure the child sits properly, holds the pencil correctly, and slants the writing paper. The paper should be placed directly in front, slanted at the same angle as the writing arm. The arm should slide easily across the paper. The pencil should point toward the shoulder of the hand holding the pencil. The child should grasp the pencil between the thumb and index finger, letting it rest lightly on the middle finger. Tutor should demonstrate this often, as well as monitor the student's performance throughout the course.

A left handed student should slant the paper in the opposite direction of a right handed student. The student should not be allowed to "hook" by bending the wrist with the hand above the writing line. The slant in either case should match the slant in this book and in the "Catholic Writing Skills 1B" handwriting book, also available through Our Lady of Victory School.

ALPHABET REFERENCE GUIDE

Cursive Style

A a B b C c D d E e F f
G g H h I i J j K k L l
M m N n O o P p Q q R r
S s T t U u V v W w
X x Y y Z z ! ? & ; : ' ''
() 0 1 2 3 4 5 6 7 8 9

Manuscript Style

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz
! ? & - ; : ' '' ()
1 2 3 4 5 6 7 8 9 0

Introduction

Spelling is an essential element for school children and adults if they are to intelligently communicate with others. It should be a part of their education program from the first year of study right into adulthood. A person with a good vocabulary and spelling ability will always have an important edge on those who do not.

The poems in this book are for reading enjoyment purposes and can be read to the students by the parent or tutor.

Instructions

In each lesson, the student will be given ten spelling words to learn. Most of these words will be grouped into a specific phonics rule. The ninth word will be a sight word and is to be memorized. A sight word is a word which does not necessarily follow a phonics rule. In some cases, the word may follow a rule, but the child has not yet learned the rule. The tenth word is a religious word.

The rules for each phonics lesson are listed below, and on the corresponding lesson page. You may use this page as a reference for the progression of the phonics lessons. "Lessons" will be designated by the "L." or "LS." below.

LS. 1,2,3,4 - The words in these lessons have short vowel sounds.

LS. 5,6,7,8,9 - When the letter "l" comes at the end of a short vowel sound, it is usually doubled.

L. 10 - The letter "c" says "k" as in "cat" when it comes before "a", "o", or "u".

L.11 - The letter "k" is used before "i" and "e". When the letter "s" comes at the end of a short vowel word, it is usually doubled.

L.12 - The sound "k" at the end of a short vowel word is spelled "ck".

L.13 - The letter "q" is always followed by its helper, the letter "u".

L.14 - Self explanatory

L.15 - When a word has a vowel followed by a consonant and an "e", the first vowel says its long sound and the final "e" is silent.

L.16 - The sound "k" as the ending sound of a long vowel word is spelled with a "ke"

L.17 - When "a" and "i" come together, the "a" says its long sound and the "i" is silent.

When "t" and "h" come together, they make the new sound "th" as "that", or the sound "th" as in "thin".

L.18 - When two “e”s are together, the first “e” says its long sound, the second “e” is silent.

When “s” and “h” come together, they make the new sound “sh” as in shell.

L.19 - When “e” and “a” come together, the “e” is long and the “a” is silent.

L.20 - When “o” and “a” come together, the “o” says its long sound and the “a” is silent.

L.21 - Self explanatory

L.22 - When a vowel comes at the end of a one-vowel word, the vowel says its long name.

L.23 - When the letter “y” is the only vowel in a one-vowel word, the “y” says the long sound of “i”.

L.24 - When “i” and “e” come together, the “i” says its long sound and the “e” is silent.

L.25 - When “a” and “y” come together, the “a” says its long sound and the “y” is silent.

L.26 - When a word has a vowel followed by a consonant and an “e”, the first vowel says its long sound and the final “e” is silent.

L.27 - When the letter “f” comes at the end of a short vowel word, it is usually doubled

The sound of “k” at the end of a short vowel word is spelled “ck”.

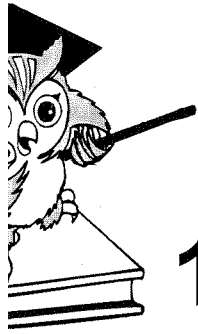
L.28 - The letter “k” is used before “i” and “e”.

L.29 - The sound of “k” as the ending sound of a long vowel word is spelled with a “k”.

L.30 - When “a” and “y” come together, the “a” says its long sound and the “y” is silent.

L.31 - When “c” and “h” come together, they make the new sound “ch” as in church.

Lesson 1



Ls. 1,2,3,4 - The words in these lessons have short vowel sounds.

1. an

6. on

2. at

7. up

3. in

8. us

4. it

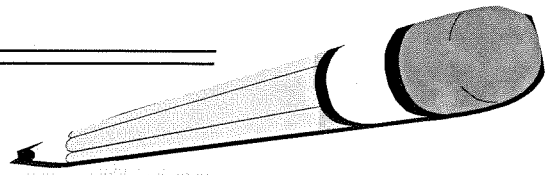
9. a

5. am

10. man

FILL IN THE BLANKS

(FROM THE WORD LIST ABOVE)



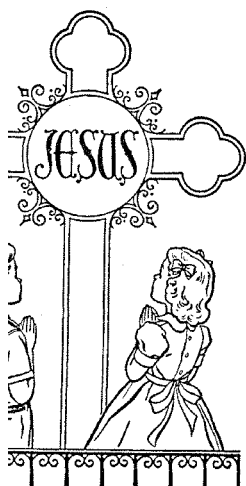
1. I _____ a Catholic.

2. God made _____.

3. Joan put _____ away.

4. Look _____ all the stars.

5. Jack ran _____ the hill.



be the Holy Name of Jesus.

PRACTICE YOUR PENMANSHIP

1. *an*

2. *at*

3. *in*

4. *it*

5. *am*

6. *on*

7. *up*

8. *us*

9. *u*

10. *man*

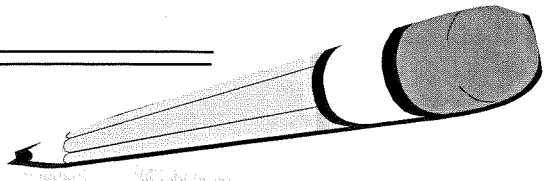
Lesson 20



L.20 - When "o" and "a" come together, the "o" says its long sound and the "a" is silent.

- | | |
|---------|----------|
| 1. road | 6. plant |
| 2. boat | 7. plum |
| 3. coat | 8. plug |
| 4. goat | 9. come |
| 5. plan | 10. heal |

FILL IN THE BLANKS



(FROM THE WORD LIST ABOVE)

1. Jesus was in the _____.
2. _____ play with us.
3. It is time to _____ the crops.
4. Did Jesus _____ the lepers?
5. The billy _____ has horns.



PRACTICE YOUR PENMANSHIP

1. road

2. boat

3. coat

4. goat

5. plan

6. plant

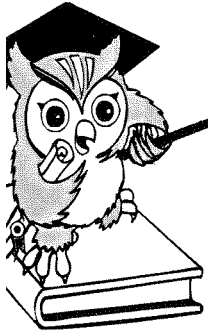
7. plum

8. plug

9. corn

10. haul

Lesson 20

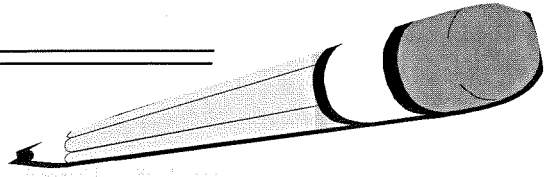



L.20 - When “o” and “a” come together, the “o” says its long sound and the “a” is silent.

- | | |
|---------|----------|
| 1. road | 6. plant |
| 2. boat | 7. plum |
| 3. coat | 8. plug |
| 4. goat | 9. come |
| 5. plan | 10. heal |

FILL IN THE BLANKS

(FROM THE WORD LIST ABOVE)



- 
1. Jesus was in the _____.
 2. _____ play with us.
 3. It is time to _____ the crops.
 4. Did Jesus _____ the lepers?
 5. The billy _____ has horns.

PRACTICE YOUR PENMANSHIP

1. word

2. boat

3. coat

4. goat

5. plan

6. plant

7. plum

8. plug

9. come

10. hool