

Kolbe Academy Home School

GRADE ONE PHONICS *MCP Phonics A*

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Teachers' Notes: Begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most important. In most cases, Fridays have been left open. You may do a four-day week or use Friday as a "catch-up" day. While art and music should be worked in during the week, Friday is also a good day to concentrate on those subjects.

If you intend to use the sample tests provided, look them over before teaching the subjects and make sure you teach the material in the tests. Your student may not need all of Week 8 for review. You can use this time to "catch up" if necessary and then go over the subject matter. In first grade, it may not be possible for the child to do all of the tests independently. You may give the tests orally, but by the end of the year, the child should be able to complete them unaided.

COURSE TITLE: Phonics**COURSE DESCRIPTION:**

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

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

COURSE OBJECTIVE:

To complete the phonics text within the time allotted for first grade. In completion of the book the below listed skills will be either obtained or enhanced by the student.

SKILLS TO BE DEVELOPED:

- ❖ visual discrimination between words
- ❖ auditory discrimination of words
- ❖ letter identification
- ❖ consonant letter-sound association
- ❖ consonant-vowel-consonant blending
- ❖ short vowel letter-sound associations
- ❖ long vowel letter-sound associations
- ❖ consonant blends
- ❖ "y" as a vowel
- ❖ consonant digraphs
- ❖ contractions
- ❖ inflected endings

COURSE TEXT: *Phonics*, Modern Curriculum Press, 1995, Book A

COURSE PLAN METHODOLOGY: *MCP Phonics A* is represented by the abbreviation **MCP**. Each weekly assignment is summarized in the first line of the week’s daily course plan. The specific daily assignments are outlined in the following lines indicated by the **MON, TUES, WED,** and **THUR** abbreviations.

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1		
MCP	Lessons 1 – 5	Make sure the student understands the work; then encourage him to proceed independently.
MON	Pages 3 – 4. Talk about the beginning sounds of words. Have the student follow along as you tell the names of the pictures: duck, apple, dog, top, cat, cup, fan, rope, boat, zebra, doll, bag, seal, soap, pig, cone. On page 4: fish, kite, hat, key, horse, five.	
TUES	Pages 5 – 6. Pictures: bed, key, leaf, sun, lamp, bee, sock, kite, girl, pen, mitten, rock, goat, rain, pig, monkey. Page 6 pictures: bike, house, jet, bone, web, zebra, zoo, turkey, yo-yo, map, yawn, wave, cow, lamp, tent, leg. Encourage neat lines and coloring.	
WED	Pages 7 – 9. Discuss rhyming words before beginning the work. Page 7 pictures: top, bee, nail, tie, tail, pie, mop, tree, car, book, house, rug, star, bug, cook, mouse. Page 8 pictures: coat, ring, box, fox, king, boat. Page 9 pictures: coat, goat, bike, boat, pan, man, fan, moon, lock, saw, sock, clock, mail, sail, tail, net.	
THUR	Pages 10 – 12. Page 10 pictures: bat, ham, rat, tape, mail, mitt, lion, sail, fan, van, nail, fish, hive, desk, five, vase. On page 11 talk about capital letters and lower case letters as partner letters before giving the directions in the book.	
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>		
WEEK 2		
MCP	Lessons 6 – 10	Make sure as the letters are introduced that the child writes the capital and lower case letters properly. There is a tendency with some children to rush through workbooks doing a sloppy job.
MON	Pages 13 – 14. Remind the student of the first sound of “s”. Page 13 pictures: sun, soap, bed, six, bell, saw, sandwich, door, sink, two, sock, suit. Page 14 pictures: saw, tent, sun, seven, top, sock, suit, basket, sail, horse, sandbox, seat.	
TUES	Pages 15 – 16. Review the sound of “t”. Page 15 pictures: top, sink, toys, ten, bat, tail, duck, tape, two, heart, tire, tag. Page 16 pictures: top, tire, saw, two, tape, bed, ten, table, tub, hose, turkey, sun. Make sure as the letters are introduced that the child writes the capital and lower case letters	