

A is for Apple Learning Objectives

General Course Description

In the first grade students will learn foundational skills important for their future academic career: neat, beautiful handwriting, phonics, reading, grammar, poetry and poetics, and basic writing skills. The course is intended for students who already know the alphabet and the consonant sounds (but not necessarily vowel sounds, blends, digraphs or diphthongs) and are just beginning to read or are already able to read.

Reading and Phonics

Students will do the following:

- study the short and long vowels.the sounds of letter combinations: er, ow (as in *cow*), ea (as in *bead*), ou, ew, oi, ai, ee, y, ar, or, aw, oa, igh, ir, ay, oo (as in *book*), ow (as in *snow*), al, oy, ind, soft c, old, ea (as in *bread*), ough, oo (as in *root*), le, mb, kn, wr, tion, wh, ies, ss, age, cious, tch, tr, dr, dge, or, ph, qu, silent t, ture, ur, soft g (as in *giant*), oar, ey, silent h, ous, ue
- Student will learn the following sight words: a, again, all, always, America, animal, answer, any, appetite, April, are, aren't, August, aunt, bear, beautiful, because, been, beggar, behind, birthday, blue, both, bouquet, boy, brother, build, bull, busy, buy, calf, child, color, come, could, couldn't, cousin, daughter, debt, December, desert, didn't, different, do, does, doesn't, done, don't, doubt, dough, eight, eleven, enough, every, eye, father, favorite, February, field, foliage, for, four, friend, from, fruit, girl, give, go, goes, gone, good, great, green, guest, half, has, hasn't, have, haven't, he, heard, heart, height, her, here, he's, horse, hour, house, is, isn't, it's, I'm, January, juice, July, June, know, laugh, learn, like, lion, look, lose, love, many, March, May, me, minute, money, month, moon, most, mother, mouse, move, Mr., Mrs., naughty, no, none, nothing, November, ocean, October, of, off, often, once, one, only, of, sight, words, orange, other, owe, people, Philadelphia, pizza, please, pour, put, rough, rye, said, says, school, second, see, seems, September, sew, she, she's, shoe, should, shouldn't, sister, small, some, sometimes, son, sure, surprise, that, the, their, them, then, there, these, they, they're, though, through, to, tongue, too, touch, tough, tree, twelve, two, uncle, used, very, want, was, water, wear, were, we're, what, when, where, white, whole, why, wild, woman, women, won't, word, work, worry, would, wouldn't, yellow, you, young, your, you're, zoo
- read short passages contained in their textbook and answer reading questions that follow
- study homophones

- study contractions
- take at least one dictation exercise every week.
- be read classic stories from the Bible, literature, classical mythology, and English, American, Russian, and European folklore.
- Teacher will read various stories presented in the Teacher’s Guide to complement and accompany the student textbook passages. Here are just a few of the many stories that the students will listen to: “Eureka” (the story of Archimedes), The 23rd Psalm of David, Christina Rossetti’s “The Flint,” Henry Wadsworth Longfellow’s “Rain in Summer,” Robert Louis Stevenson’s “The Cow,” William Blake’s “Spring,” Emily Dickinson’s “The Wind Began to Knead the Grass.” Questions that accompany the reading selections will help students think about what they have heard more deeply.
- take a test periodically for the teacher to gauge their progress. The test will be written (spelling) as well as oral (teacher will make sounds, and students will write down the sounds on a piece of paper).

Vocabulary

- Students will learn vocabulary presented in the reading selection of the textbook.
- Teacher will present a new word for each day, and at the end of each week, teacher will review these words.
- Students will be assessed in an end-of-the-year test.

Books

Depending each child’s skill level, and the difficulty of the book, students will be either read or be read to, using a selection of the following books:

- Candace Fleming. *Oh, No!* Schwartz & Wade, 2012.
- Carolyn Croll. *Too Many Babas*. HarperCollins, 1979.
- Margot Zemach. *It Could Always Be Worse: A Yiddish Folk Tale*. 1976. Reprint. Perfection Learning, 1990.
- Dianna Hutts Aston. Sylvia Long, illustrator. *An Egg Is Quiet*. 2006. Reprint. Chronicle, 2014.
- Brinton Turkle. *Thy Friend, Obadiah*. 1969. Reprint. Paw Prints, 2007.
- Diane Stanley’s *Mozart: The Wonder Child: A Puppet Play in Three Acts* (HarperCollins, 2009)
- Ingrid and Edgar Parin d’Aulaire. *Buffalo Bill*. 1952. Reprint. Beautiful Feet, 1998.
- Margaret Wise Brown. Leonard Weisgard, illustrator. *The Little Island*. 1946.
- Gretchen Woelfe. Nicola Bayley, illustrator. *Katje the Windmill Cat*. Walker, 2001.

- Nicola Davies. Sarah Fox-Davies, illustrator. *Bat Loves the Night*. 2001. Reprint. Candlewick, 2004.
- Jean Van Leeuwen and Thomas B. Allen. *Going West*. 1992. Reprint. Puffin, 1997.
- Steven Kellogg. *Jack and the Beanstalk*. Morrow, 1991.
- Aliko. *A Medieval Feast*. 1983. Reprint. Perfection Learning, 1986.
- Arnold Lobel. *Frog and Toad Are Friends*. 1970. Reprint. HarperCollins, 2003.
- Peter Spier. *Bored—Nothing To Do!* Doubleday, 1978.
- Any other book found in the 1st grade teacher's guide.

Writing

Once students have gained enough skill in printing letters and words, they will begin learning the foundational elements of writing, such as writing sentences. To that end, students will do the following.

- complete dictation exercises
- learn how to write sentences with supporting detail
- learn the importance of neatness, carefulness, and following grammar and usage conventions, such as beginning a sentence with a capital and ending with an end mark.

Poetry, Poetry Memorization and Poetics

Students will memorize a stanza of poetry and recite a poem during the school year in front of the class and twice in front of a large audience. To encourage poise and confidence, teachers will give students regular practice in reciting poetry in front of their classmates. In these sessions, Teacher will encourage an understanding of the poem through intonation and rhythm and regularly encourage student to practice a natural conversational speaking style when reciting a poem. In addition to other poems chosen by the teacher for the particular year, students will memorize the following:

- Henry Charles Beeching, *Going Down Hill on a Bicycle*
- Christina Rossetti, "A Chill" and "There is But One May in the Year"
- William Cowper, "The Lord Will Provide"
- Isaac Watts, "A Morning Song" and "The Seasons of the Year"
- Henry Wadsworth Longfellow, "The Arrow and the Song"
- William Wordsworth, "The Sun Has Long Been Set"

As part of their instruction in poetry, students will learn the following terms and concepts. Additional terms and concepts are found in the teacher's guide, but not present here in this summary, such as apostrophe and anapestic.

- prose and poetry
- meter: syllable, foot, iambic, trochaic
- rhyme: alliteration, rhyme scheme, assonance, consonance, identity, eye rhyme

- caesura
- kinds of poetry: epic, ballad

Grammar

Students will learn the following terms and concepts:

- end marks
- parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions
- proper nouns
- regular and irregular nouns
- regular verbs
- contractions
- punctuation: commas, apostrophes, and quotation marks

Organization and Neatness

Students will focus on the following in class:

- taking responsibility for their belongings
- carefulness and neatness
- quick and legible handwriting.

The students will be graded on each of the above areas mentioned.

Handwriting

Students will continue to develop their cursive italic handwriting through workbook activity as well as through dictation, note-taking, and essay writing. Students will focus on

- posture and handling their pencil when writing
- the direction of forming the letters (counterclockwise)
- the form of the letters and the letter “families”
- speed, neatness and legibility
- spacing
- parallel lines
- size of letters