

First Grade

Interactive Guide

Includes printable sample lessons!

Welcome!

If you are new to CHC, or new to homeschooling, welcome! If you aren't sure of how this adventuresome path begins, we invite you, with this First Grade Guide, to sample a "taste" of CHC's gentle approach to gain confidence that, as it has for thousands of other families, the CHC approach will work for you, too. Within this guide you'll find a virtual "tour" of those special and well-loved materials which are written by experienced homeschool parents and distributed exclusively by CHC.

Did you know that we homeschool, too? Do we understand what it's like to feel pressed for time to fit in all the tasks that go along with being wife, mother, homemaker, and homeschooler? You bet!

Our years of homeschooling, preschoolers to high schoolers, have led to the development of academically solid materials that are time-proven to enrich the homeschooler, both academically and spiritually, *without being burdensome to mom or students*.

In fact, it is CHC's philosophy that *homeschooling should be a joyful, natural offshoot of parenting and family life, not a "weight" to be dragged along the path throughout childhood!* CHC lifts the burden, but keeps the family on the path.

During our schooldays, our family marvels at God's loving guidance, resulting in the academic and spiritual growth that we have seen in our children over the years. Like you, we look forward to more of those *aha!* moments when the spark of understanding flashes in wide eyes, when the excitement of discovery bursts into shared smiles and bubbles throughout the family.

We are grateful, not only for the business interactions that we have with you, our "CHC family," but the dear friendships and mutual support that have developed between us. It is our prayer that we can continue to serve you, as all of us, the entire "CHC Family," work together to win Heaven, educating for eternity.

Your CHC Family

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CHC Typical Course of Study

First Grade

LANGUAGE ARTS

- Reading at the second/third grade level; exposure to over 7,000 words
- Good communication skills: eye contact, sharing, listening
- Creative thinking and speaking skills (story-telling)
- Introduction to spelling; mastery of 148 words
- Beginning language skills: capitalization; punctuation; vowels; vocabulary; writing; word study; sentences; introduction to nouns, verbs, and prepositions
- Manuscript penmanship

MATH

- Counting and writing to 200; counting by 2's, 5's, and 10's
- Ordinal numbers through 10; cardinal numbers
- Addition facts (trading, missing addends, column addition)
- Subtraction facts (two-digit numbers, trading, missing subtrahends)
- Beginning fractions (whole, $^1/_2$, $^1/_3$, $^1/_4$), tables, and bar graphs
- Geometry and measurement (units of measure, perimeter, estimation)
- Telling time to $^1/_2$ hour; calendar (days of week, months of year)
- Solving simple word problems and selecting correct operation
- Working with and writing dollars and cents; adding and subtracting money
- Place value; sequencing

SCIENCE & HEALTH

- Recognition of our Creator; learning to classify and group
- Simple experimentation; scientific method and scientific inquiry
- Plants (growth, seeds, roots, leaves); how seeds travel
- Animals (mammals, birds, fish, reptiles, snakes)
- Carnivores, omnivores, herbivores
- Vertebrates and invertebrates; skeletons and exoskeletons
- Migration and hibernation
- Senses: sight, hearing, touch, smell, taste
- Seasons and weather
- Living and nonliving things
- Insects (harmful and helpful); arachnids and spiders

RELIGION

- Who God is; who I am; why I am here; where I am going; how to get there
- Basic catechetical truths; participation in the life of the Church and liturgical seasons
- Practical, living faith: sacrifice, obedience, prayer, charity, forgiveness
- Introduction to daily prayer: hand-made prayer book

NON-CORE SUBJECTS

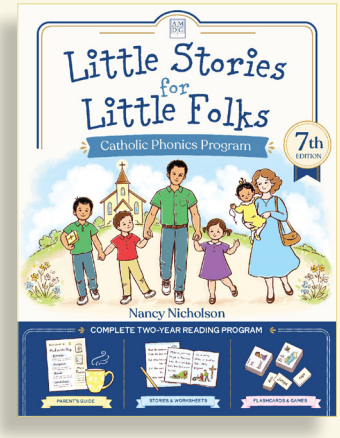
Please note: These sample pages are provided for review purposes only. Sample pages are not complete lessons. View more product details and reviews @ www.chcweb.com. All content is copyright © 2026 Catholic Heritage Curricula. • 1-800-490-7713

First Grade Materials Guide

TITLE	CONSUMABLE	NONCONSUMABLE*
CORE SUBJECTS		
Little Stories for Little Folks: Catholic Phonics Readers	✓	
What Do You Like to Do... Easy Reader & Journal	✓	
What Can You Do... Easy Reader & Journal	✓	
My *Very First* Catholic Speller	✓	
Catholic Heritage Handwriting, Level 1	✓	
MCP Mathematics, Level A: Student	✓	
MCP Mathematics, Level A: Teacher		✓
Behold and See 1: On the Farm with Josh and Hanna	✓	
Faith and Life 1 Student Text		✓
Faith and Life 1 Activity Book	✓	
Faith and Life 1 Answer Key		✓
God's Wondrous Love: Book		✓
God's Wondrous Love: Packet	✓	
DAILY LESSON PLANS		
CHC Lesson Plans for First Grade	✓	
NON-CORE SUBJECTS		
Art Masterpieces: Childhood Collection	✓	
Art Prints: Childhood Collection	✓	
Making Music Praying Twice		✓
ENRICHMENT		
Onions in My Boots		✓
Coloring with the Saints	✓	

*Denotes a non-consumable title. May be used by more than one student, and often for more than one grade level.

Language Arts : : Phonics and Reading



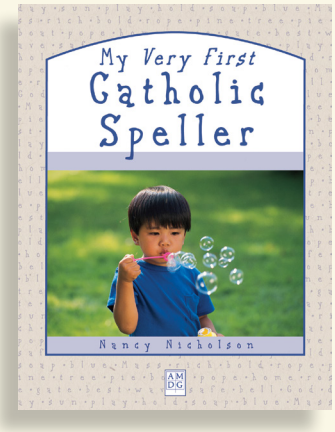
Little Stories for Little Folks is a Catholic, phonics-based reading program designed for use in kindergarten and first grade. Each element in *Little Stories for Little Folks* leads the child step-by-step into reading on his own. When your child has mastered this program at the end of first grade, he will be reading at a second- to third-grade level.

Samples:
- What Is Phonics?, page 8
- Sample Story Booklet, page 9
- How Is *Little Stories for Little Folks* Different from Other Phonics Programs?, pages 10–11
- Sample Parent Instruction Sheet, page 11



Do you have a youngster who is positively *famished* to read more, but isn't quite ready for chapter books? Or a student who needs just a little bit more practice, but is reluctant to go over the day's reading lesson yet again? The short stories featured in *What Do You Like to Do...* (for students who have completed *Little Stories for Little Folks*, Level 2) and *What Can You Do...* (for students who have completed Level 3) will please the "hungry" eager reader, as well as provide encouraging practice for reluctant readers. Both books include "journal pages" that not only give the child a special "ownership" of his book but also create a precious keepsake of the child's responses.

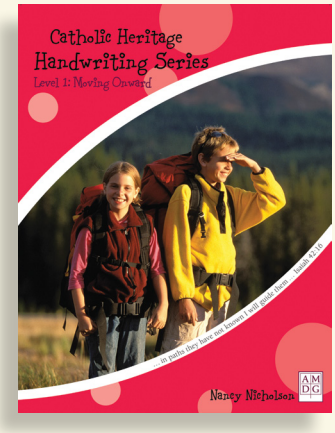
Samples:
- What Do You Like to Do... Sample Story, page 12
- What Can You Do... Sample Story, page 13



Language Arts : : Spelling, Vocabulary, and Grammar

My Very First Catholic Speller is a reading and spelling worktext for Little Ones who have just learned to read. Introduce beginning spelling while reinforcing your child's phonics skills. "Developing Language Skills" assignments teach basic grammar and composition skills.

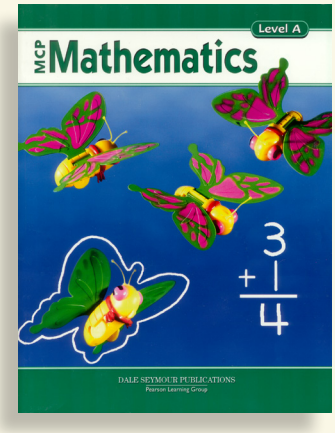
Samples:
- Lesson 8, pages 14–15
- Lesson 24, pages 16–17



Language Arts : : Handwriting and Phonics

Catholic Heritage Handwriting, Level 1 is designed to dovetail neatly with the phonics and reading instruction in *Little Stories for Little Folks*. This handwriting workbook provides story-by-story phonics practice as students copy and reinforce letter combinations and words that they have just read in *Little Stories for Little Folks.* Book is spiral-bound at the top of the page to facilitate use by both left-handed and right-handed users.

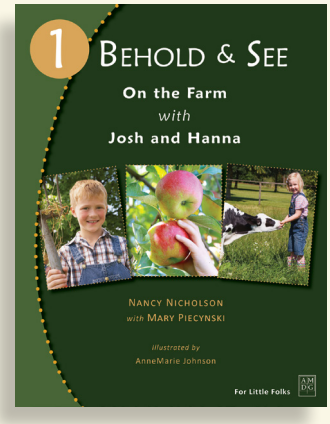
Samples:
- Week 2 sample lessons, pages 18–19
- Week 30 sample lessons, pages 20–21



Mathematics

MCP Mathematics Level A: This series from Modern Curriculum Press provides all core mathematics knowledge needed for each grade level and lays a solid foundation for future grades. The Teacher's Manual is highly recommended.

Samples:
- Excerpts from Teacher's Manual, pages 22–23

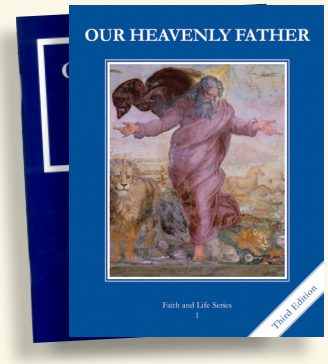


Science and Health

This Catholic science text presents to the child both Creation and Creator, in a context familiar to the child: the family. Activities that follow lessons reinforce and bring topics to life in little hands and minds. Through these lessons, children learn the scientific method of observing, comparing, grouping, and measuring change.

Behold and See 1 users need no additional workbooks, teacher's manuals, or answer keys; all lessons, activities, and explanations are found within the worktext.

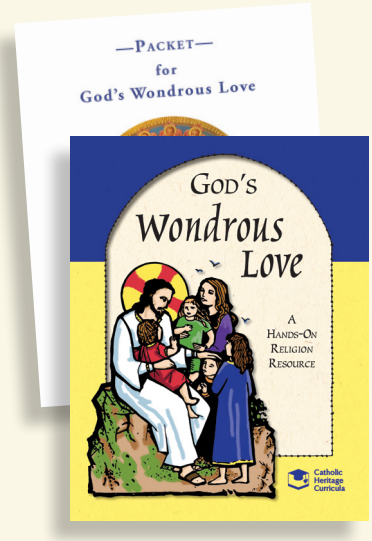
Samples:
- Table of Contents, pages 24–25
- Excerpt from "Winter on the Farm," pages 26–27



Religion : : Catechism

Faith and Life Grade 1, Our Heavenly Father: This beautiful religion series is the hands-down favorite catechism for homeschooling families. The inspiring Student Text includes well-written lessons, questions, and prayers. The Activity Book provides creative activities for review and reinforcement of each lesson.

Samples:
- Chapter 23, Student Book, page 28
- Chapter 23, Activity Book, page 29



Religion : : Hands-On

God's Wondrous Love is a supplemental religion resource that has a special focus on prayer and seeks to promote a personal relationship with God through inspiring images, thought-provoking stories, and hands-on activities. The course is not intended to replace your child's catechism lessons but to develop and enrich them.

This resource consists of two parts:

The non-consumable BOOK contains the inspirational short stories and directions needed to complete the hands-on projects.

The full-color, consumable PACKET includes the templates, color images, and other illustrative materials needed to complete the projects described in the Book.

Samples:
- Book: Sample Lesson Outline, page 30
- Packet: Sample Activities, page 31

What Is Phonics?

Have you ever approached the sink in an airport restroom only to freeze in confusion as you searched high and low for the water faucet? Perhaps, to the amusement of fellow travelers, you artfully waved your hands around, above, and below the sink in vain hope of locating the latest technological advance in triggering mechanisms. It was only when you stepped back in consternation, accidentally stumbling over a button located on the floor, that water finally gushed forth—if only for a few seconds. Now imagine that, worldwide, each water-dispensing device in sink, tub, and shower were unique. Think of the time and frustration involved in learning and memorizing the operation of each individual device that one might encounter over a lifetime. How much time and frustration is saved by familiarity with a few variations of a standardized faucet!

Perhaps this seems an odd way to introduce a comparison between whole-language and phonics approaches to reading. However, the parallel is not such a stretch as it might seem. "Whole-language," or the "look-and-guess" system of reading, requires the reader to memorize thousands of individual words before he can begin to approach literacy. Since he lacks the decoding tools that phonics provides, each word he chances upon is a frustrating unknown. On the other hand, the student of phonics learns word-attack skills that enable him quickly to decipher virtually any word he may encounter.

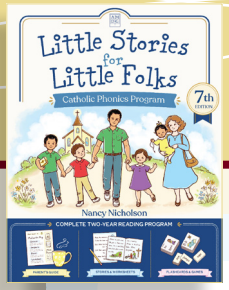
What is phonics? Simply put, phonics is an approach to reading that begins by teaching letter sounds, then progresses to the blending of those letter sounds to form syllables and words. The English language is comprised of 45 sounds, 21 of which are vowel sounds. Consonant and short vowel sounds are taught first, and can be learned by most children with about three months' instruction. A child who can identify and blend only these sounds already has the word-attack skills to read well in excess of 1,200 words.

In contrast, with the "look-and-guess" or "whole language" approach, the average child memorizes about 300–400 words per year. Since minimal or no instructional time is given to teaching letter sounds or sound blending, the child lacks the skills to decode any word outside his memorized list. By the time the "whole language" student reaches fourth grade, he will be able to identify approximately 1,500 words. Meanwhile, the phonics student will long since have mastered the remaining consonant and vowel blends, gaining the capability of reading more than 24,000 words.

The failure of the "whole language" method extends beyond reading to encompass spelling and nearly every other subject, for virtually all academics are based in some way upon reading. The child who has learned letter sounds and blends has a head start not only in spelling, but also in writing, history, science, math, and religion.



Photo submitted by Angie, SD.



LEVEL 2
3

Mike's Bike



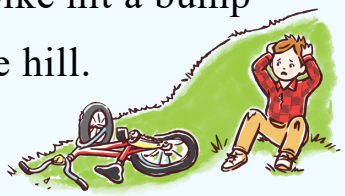
NEW WORDS AND SOUNDS

bike Mike nine lie

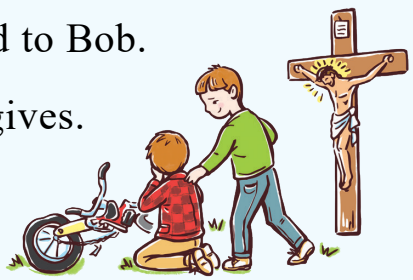
WORDS THAT FOLLOW DIFFERENT RULES

find kind mind sorry
forgive cries

Mike is just nine.
He got a fine new bike.
Did he like the bike?
Yes! He put it next to a tall pine
and went inside.
Bob came and sat on the bike.
It is not Bob's bike,
but Bob wants to ride.
Bob did not ask Mike.
Bob and the bike hit a bump
and fall on the hill.



The bike is bent.
Bob will hide the bike.
Mike can not find his bike.
Bob says, "I did not take the bike."
It is a lie. It is a sin. Then he cries.
He is sorry.
Mike did not hit Bob.
He is kind to Bob.
Mike forgives.



short vowel i: fin hid

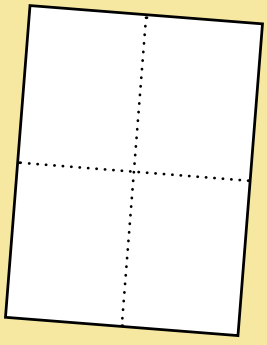
long vowel i: fine hide

The Name Game

a b c d e f g h i j k l m n o p q r s t u v w x y z

___ine ___ide
___ine ___ide
___ine ___ide
___ine ___ide
___ine ___ide

Copyright © 1996 Nancy Nicholson. Photocopyin



Fold each 8.5" x 11" sheet into a booklet. Bite-size stories for children's little hands!

How Is *Little Stories for Little Folks* Different from Other Phonics Programs?



Little Stories for Little Folks was developed by Nancy Nicholson, who drew on courses in linguistics from her major in Secondary Education—English and comparative studies of phonics programs by Monica Foltzer, M.Ed., Edward Fry, Ph.D., Marion Hull, Ph.D., and others. While appreciating the work done by these prominent educators, Nancy Nicholson knew that the average child does not need a course in linguistics in order to learn how to read, and that the average parent does not need (nor have time for) a course in linguistics in order to teach her child how to read. Motivated by this realization, the author set out to develop a phonics program that would:

- maximize ease-of-use for busy parents;
- be interesting and enjoyable for young readers;
- instill a love for our Lord, develop character, and promote Catholic family life.

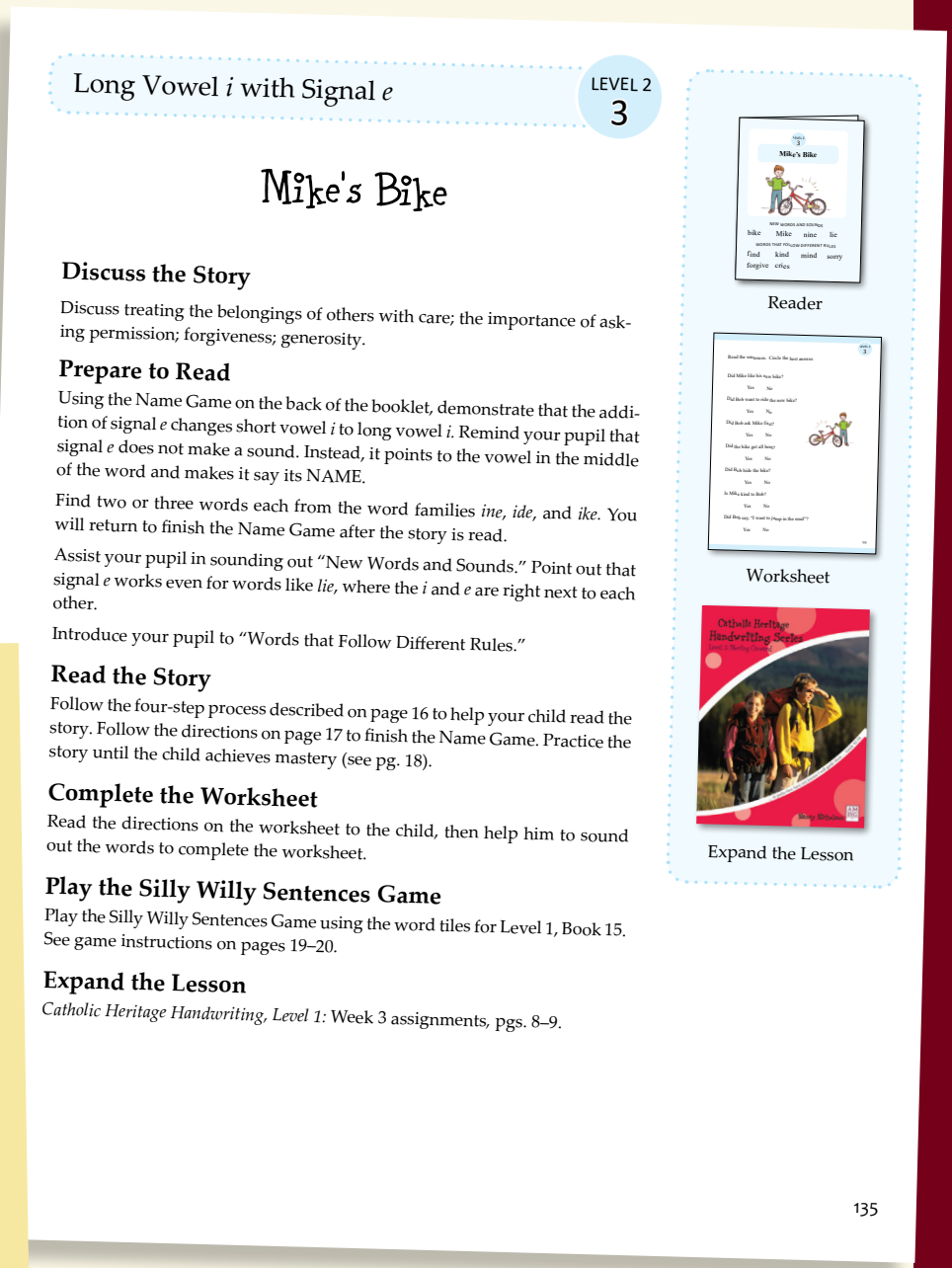
Nancy Nicholson's approach to phonics is similar to Rosetta Stone's approach to teaching foreign languages. That is, as infants we didn't learn speech by conjugating endless columns of verbs. Rather, we learned verbs within the context of speech. Similarly, instead of requiring the child (and parent) to memorize abstract lists of phonograms and phonics rules, *Little Stories for Little Folks* teaches phonics patterns within the context of word families. Instead of relying on technical terminology ("phoneme," "grapheme," "phonogram"), *Little Stories for Little Folks* utilizes more familiar vocabulary, instructing the child, for example, to be aware of "silent" letters, and letters or sounds that he can "hear."

Teaching phonics-based word families, the author believes, is the most gratifying way for children to discover quickly that there are patterns to words and that they can read a LOT of words even when they are just beginning. Phonics drill can seem so pointless and dry to

youngsters that it is almost self-defeating. They want to READ! In *Little Stories for Little Folks*, students are quickly launched into reading interesting, phonics-based short stories, and children discover with the very first story that they can actually read a "whole book"! This early success quickly breeds more success, producing eager readers with excellent word-attack skills.

The testimony of countless homeschooling families confirms the efficacy of Nancy Nicholson's approach. One mother writes:

"I LOVE the *Little Stories for Little Folks* phonics program. I had looked at several phonics programs and was reduced to tears due to the complexity/cost of them. Nancy Nicholson's curriculum is easy to read and understand and is affordable!"



Long Vowel *i* with Signal *e*

LEVEL 2
3

Mike's Bike

Discuss the Story

Discuss treating the belongings of others with care; the importance of asking permission; forgiveness; generosity.

Prepare to Read

Using the Name Game on the back of the booklet, demonstrate that the addition of signal *e* changes short vowel *i* to long vowel *i*. Remind your pupil that signal *e* does not make a sound. Instead, it points to the vowel in the middle of the word and makes it say its NAME.

Find two or three words each from the word families *ine*, *ide*, and *ike*. You will return to finish the Name Game after the story is read.

Assist your pupil in sounding out "New Words and Sounds." Point out that signal *e* works even for words like *lie*, where the *i* and *e* are right next to each other.

Introduce your pupil to "Words that Follow Different Rules."

Read the Story

Follow the four-step process described on page 16 to help your child read the story. Follow the directions on page 17 to finish the Name Game. Practice the story until the child achieves mastery (see pg. 18).

Complete the Worksheet

Read the directions on the worksheet to the child, then help him to sound out the words to complete the worksheet.

Play the Silly Willy Sentences Game

Play the Silly Willy Sentences Game using the word tiles for Level 1, Book 15. See game instructions on pages 19–20.

Expand the Lesson

Catholic Heritage Handwriting, Level 1: Week 3 assignments, pgs. 8–9.

Reader

Worksheet

Expand the Lesson

135

"Four reasons why I like *Little Stories for Little Folks*"

1. Affordable: *Most programs are so high priced.*

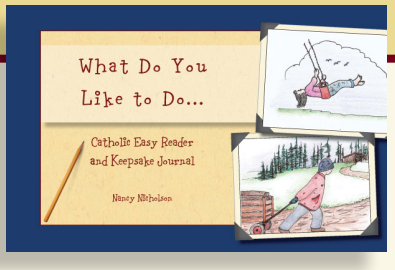
2. Easy to use for parents: *I like being able to just pick up a story and dive in without having to mull over a lesson plan for the day.*

3. No lengthy charts *of sounds or foreign terms to memorize: the same goals are achieved with the Name Game, which is great fun.*

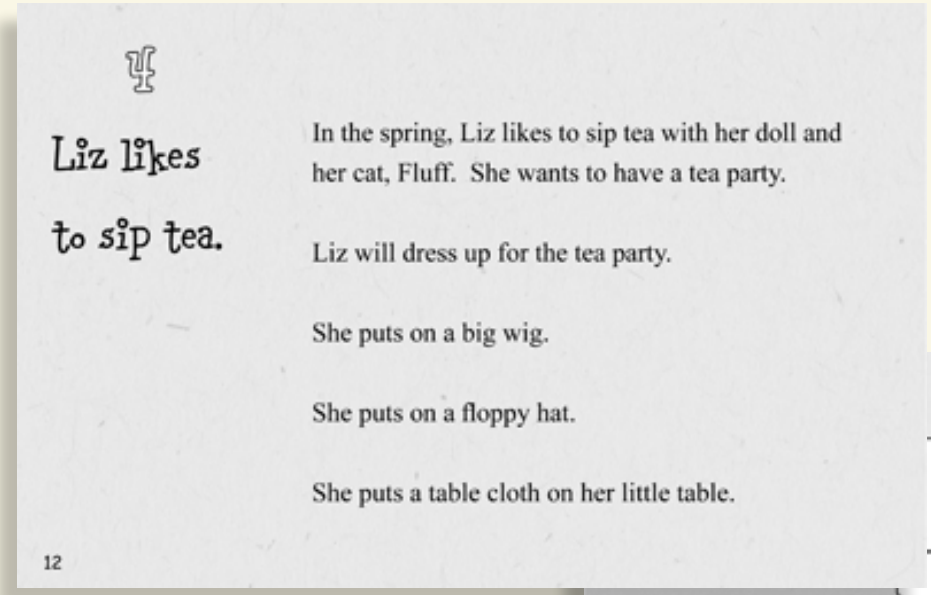
4. Sense of accomplishment *for the child as he finishes "a whole book."*

Every booklet is immediately preceded by a parent instruction page which shows in simple steps how to present the reading exercises, worksheets, games, and stories.

12 (What Do You Like to Do... Easy Reader & Journal)



For students who have completed Little Stories for Little Folks, *Level 2*



4

Liz likes to sip tea.

In the spring, Liz likes to sip tea with her doll and her cat, Fluff. She wants to have a tea party.

Liz will dress up for the tea party.

She puts on a big wig.

She puts on a floppy hat.

She puts a table cloth on her little table.

12



Then Liz sets the table with her best doll cups and dishes.

She fills her tea pot with tea.

Then she fills her cup to the top.

13

Liz sips the hot tea. Not a drop is spilled.

Liz tips the pot and puts a little bit of tea in the doll's cup.

Then the wig slips.

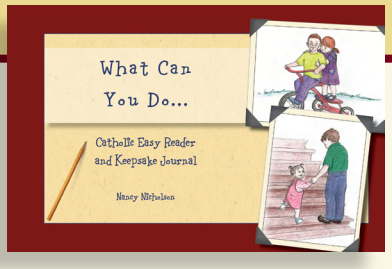
Liz will put a little bit of tea in Fluff's cup.

Oops! Too bad Liz can't see.



15

Visit chcweb.com for more sample stories!



For students who have completed Little Stories for Little Folks, *Level 3*

1

Bakhita's Idea

What Can You Do to Feed the Hungry?

Bakhita heard Mama in the bedroom, singing softly to the new baby.

Bakhita and Patsy were in the dining room, sitting down to breakfast. Mama had put peanut

New words: idea thought

3

butter toast and oranges on the table for the girls. She
to pour the milk. Then she left to feed the baby.

Bakhita carefully filled the glasses with milk. She wa
knew how to help.

The girls said the blessing. They started to eat the sweet oranges and toast.

Yum! Peanut butter toast was Bakhita's favorite. She licked the peanut butter off the top of the toast, and thought about

4



5

Mama was up early with the baby, but Mama had no time to eat. And now she was feeding the baby.

The new baby will have a full tummy, thought Bakhita. Patsy and I will have full tummies. But Mama will be hungry.

I am the biggest sister. I am six, and I can pour milk for Patsy. I can put peanut butter on toast. And I can peel oranges, too.

I can surprise Mama. I can fix oranges and toast for her. I v
breakfast in bed for Mama.

6

And that's just what Bakhita did to feed the hungry. What can *you* do to feed the hungry?

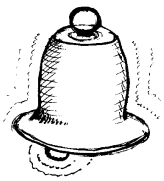
Lesson Eight

Refer to pg. 62 for tips on presenting this lesson.

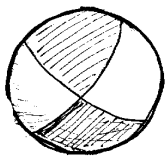
I Can Spell

Sounds of **ill**, **all**, and **ell**

A Draw a line from the picture to the word. Print pictured words on the lines below.



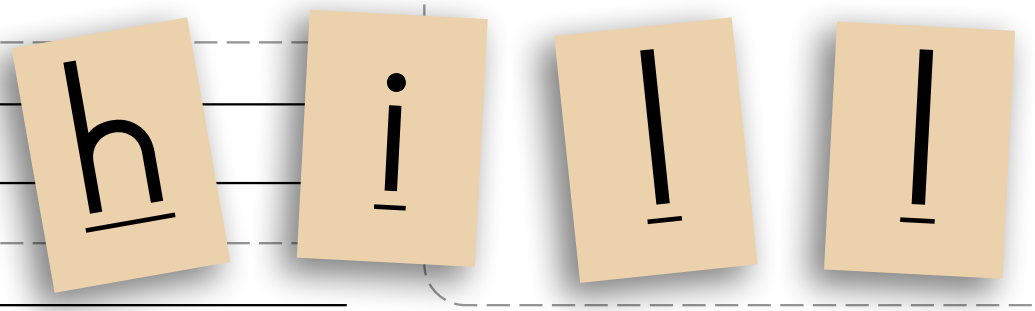




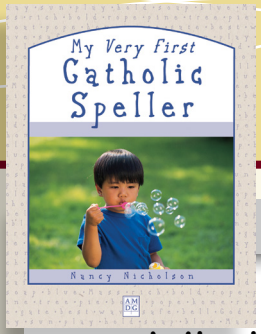
Word List
tall
hill
bell
tell
ball
will

B Print words with no pictures below.

C To do God's will means to want and do what God wants. Draw a picture of something you did to please God.



Children arrange the provided cardstock letter tiles to practice forming list words.



What is the answer?

Write the list word that names the person or thing described in the box, or that fills in the blank.

1. Hear it ring at church.

2. This can bounce.

3. He is not short; he is _____.

4. Yes, I _____ do it.

5. _____ a story.

6. Climb up high on this.

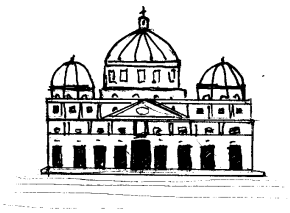
Lesson Twenty-Four

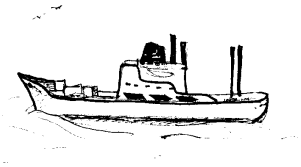
Refer to pg. 70 for tips on presenting this lesson.

I Can Spell

Sound Blend **ch**

A Draw a line from the picture to the word. Print pictured words on the lines below.





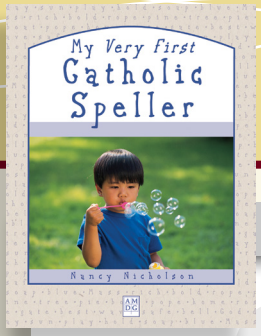


Word List

chin
chip
church
much
rich
ship

B Print words with no pictures below.

C Pick a word, make a picture: **ch**



rich chin much

A Print a rhyming word from the list above.

1. spin _____

2. crutch _____

3. itch _____

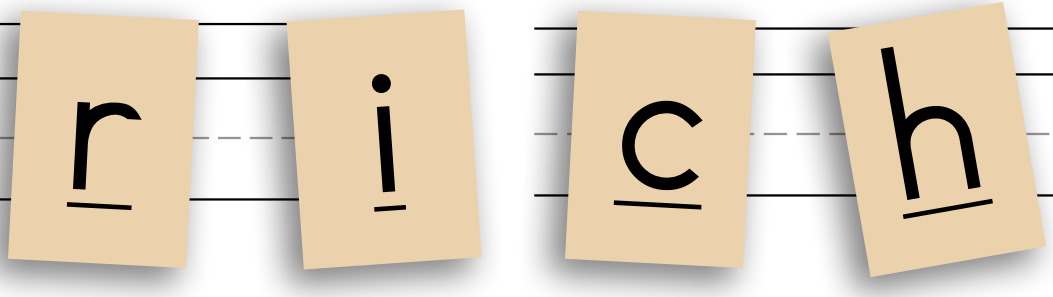
B Find six hidden list words. Circle the words, then print them on the lines.

Hidden Words

R I C H N Z R
T C H U R C H
W E R C H I P
S H I P M J E
C M U C H G P
F L C H I N H

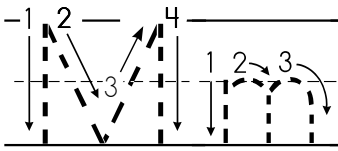
_____

_____



Week 2, Lesson 1: Printing Letter M, Long Vowel a, and -ck

Trace over the dotted lines. Be sure to follow the arrows.
Print the letters in the blank spaces.



Mm



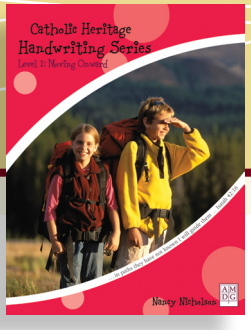
Week 2, Lesson 2

When two vowels go walking, the first one does the talking and it says its NAME. (mail)

may

Mrs.

mail



Week 2, Lesson 3

Trace over the words. Then print the words twice in the blank spaces.

coil

main

story

Week 2, Lesson 4



Trace over the words.
Then print the words twice in the blank spaces.

Phonics Rules: **The letters *ck* make one sound of *kuh*, not two.**

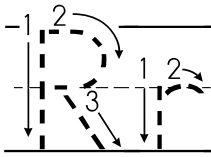
crazy

sick

sick

Week 30, Lesson 1: Printing Letter R and Sound of f as -gh

Phonics Rules: Sometimes *-gh* is silent when it falls at the end of a word. At other times, *-gh* at the end of a word can make the sound of *f*.



Rr

rough

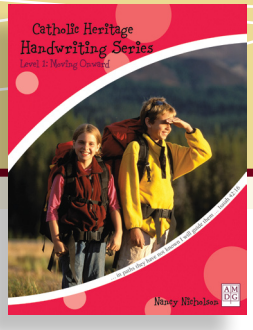
Week 30, Lesson 2

Trace over the words. Then print the words in the blank spaces.

tough

cough

enough



Week 30,
Lessons 3 & 4

Mother Mary,
help me to say
as you did,
"Be it done to me
according to
Thy Word."

Most handwriting programs are printed on both sides; *Catholic Heritage Handwriting* pages are **single sided**. This eliminates the problem of pencils and erasers gripped in little fingers, pressing grooves, wrinkles, and holes in the paper. Better penmanship and neater papers mean little faces that beam with pride rather than frustration, and teacher can remove the page from the book for proud display without losing the use of a page printed on the reverse side, or pulling the book apart.

CHAPTER 8

8-1 Counting Nickels and Pennies

pages 157–158

1 Getting Started

Objectives
- To count by 5s for nickels
- To count amounts of nickels and pennies through 50¢

Vocabulary
nickel, value

Materials
*Addition and subtraction fact cards for sums and minuends through 18; *Real penny and nickel; 10 nickels and 10 pennies; 1 grid sheet with 10 rows across and 5 rows down

Warm Up • Mental Math
Name the number that comes
1. between 68 and 70 (69)
2. before 1 (0)
3. after 89 (90)
4. before 13 (12)
5. between 49 and 51 (50)
6. before 10 (9)
7. after 109 (110)

Warm Up • Number Sense
Use addition and subtraction fact cards for sums and minuends through 18 for speed of recall. Show one card for 1 second and remove the card while students answer. Show the card again if the given answer is wrong to allow other students a chance to answer.

Name _____

Chapter 8

Money and Time

Lesson 8-1

Count the money. Write how much.

5 pennies 5¢ = 1 nickel 5¢

5 ¢

1. 10 ¢
2. 25 ¢
3. 20 ¢
4. 15 ¢
5. 45 ¢
6. 40 ¢

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Lesson 8-1 • Counting Nickels and Pennies one hundred fifty-seven 157

2 Teach

Develop Skills and Concepts Draw 5 circles on the board and write **1¢** in each. Ask students which coin has a value of 1¢. (penny) Ask students to hold up a penny. Ask students how much money in all is represented on the board. (5¢) Write **5¢** on the board. Tell students that there is a coin that is worth 5¢. Draw a slightly larger circle on the board and write **5¢** in it. Tell students that this coin is called a nickel and has the same value as 5 pennies. Write **nickel** on the board. Ask students to hold up 1 nickel.

- Ask students how a real penny and a real nickel are different. (color and size) Have students look at the heads and tails sides of a nickel and penny.
- Now, have students write the numbers 1 through 50 in order on the grid sheet with 10 numbers in each row. Now, ask students to color in all the squares with numbers that end in 5 or 0. (5, 10, 15, 20, ... ,50) Have students count by 5s with you from 5 through 50. Tell students, *We call this counting by 5s.* Ask students to place a nickel on each colored square. Have students point to each nickel in order as they count by 5s again.

3 Practice

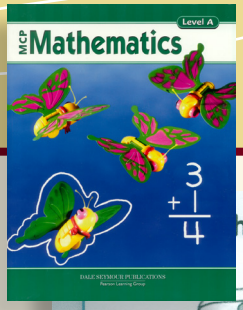
Using page 157 Tell students to look at the first example at the top of the page, count the pennies, and compare their total value to one nickel. (5 pennies = 1 nickel) Now, ask students to tell the name of the coin in the next example (nickel) and to trace the 5 to show its value is equal to 5 pennies or 5¢.

Ask students to tell the names of the 2 coins in Exercise 1. (nickels) Ask the value of each nickel. (5¢) Ask students to

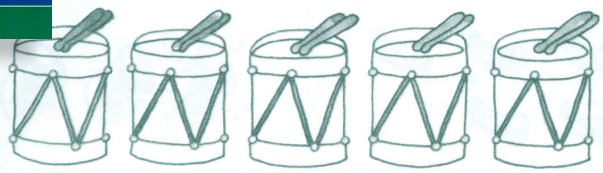
T157

How to order *MCP Math, Level A* Homeschool Kit (2005 ed.):

Go to ***chcweb.com/Grade1*** for a direct link to purchase this kit from an affordable source, or search online by ISBN: 9780765273819.



h difference.



1

3 − 1 = 2	5 − 2 = 3	2 − 0 = 2	4 − 1 = 3	5 − 4 = 1

2

4 − 3 = 1	5 − 0 = 5	5 − 3 = 2	3 − 0 = 3	1 − 1 = 0

3

5 − 5 = 0	2 − 1 = 1	4 − 0 = 4	3 − 2 = 1	4 − 2 = 2

4

3 − 3 = 0	5 − 1 = 4	4 − 4 = 0	1 − 0 = 1	2 − 2 = 0

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Using page 60 Have students work through the first problem in Exercise 1 and trace the 2. Allow the use of counters as needed. Also, the students may cross out the drums at the top of the page as needed. Tell students to complete the page.

4 Assess

Have students write a subtraction fact with a difference of 4 in both horizontal and vertical forms. The minuends should be equal to or less than 5.
(Possible answer: 5 − 1 = 4)

For Mixed Abilities

Common Errors • Intervention

Some students may need extra practice subtracting vertically. Have students work in pairs with a variety of subtraction facts written in vertical form with minuends through 5. Have students draw large dots for the number indicated by the minuend. Then, they should cross out the dots represented by the number to be subtracted as indicated by the subtrahend. They can then count to find how many are left, the difference.

Enrichment

1. Draw a picture for this story: Mary had 2 dolls but 1 is hiding. How many dolls does she see?
2. Use subtraction fact cards with minuends through 5, then group the cards according to the differences.
3. Hand a subtraction fact to each student. Have students give each other the answer to the facts as clues to guessing their facts.

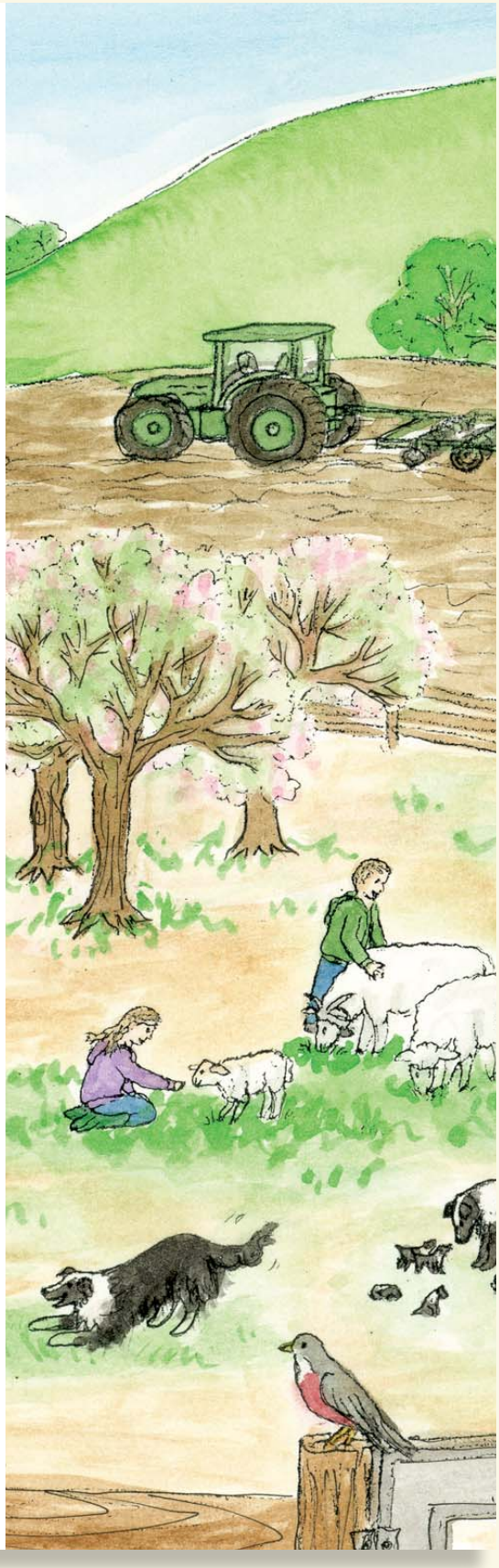
More to Explore • Number Sense

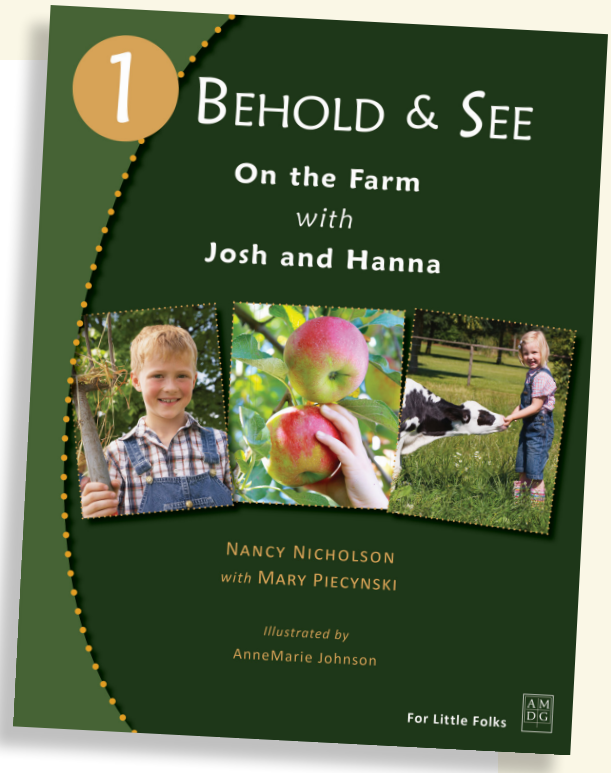
Draw a simple tree on a sheet of posterboard or on the board. Cut cherries from red paper and place them on the tree. Cut 11 baskets from brown paper. On each cherry, write a math fact whose sum or difference is 0 through 10. Label each basket with numbers from 0 through 10. A student picks a cherry from the tree, orally answers the math fact, and then places the cherry on top of the correct basket. This can be a large-group or a small-group activity.

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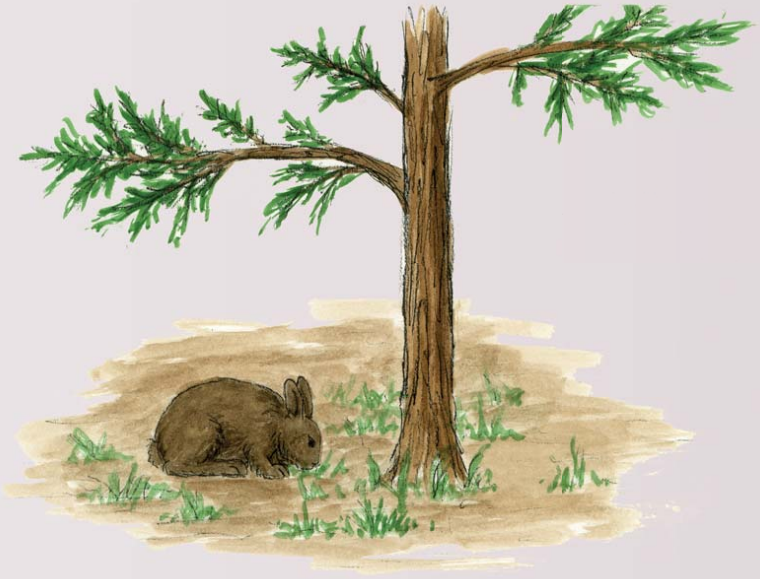
God Cares for the Snowshoe Hare

Are not two sparrows sold for a penny? And not one of them will fall to the ground without your Father's will...Fear not, therefore; you are of more value than many sparrows.

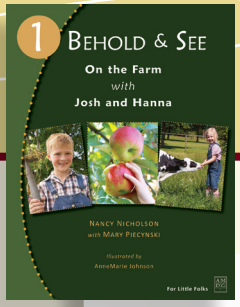
—Matthew 10:29-31, RSV, Catholic Edition

God cares for each and every part of His creation, especially for you. How careful and wise are His plans for all His creatures, including the Snowshoe Hare.

In the summer, the Snowshoe Hare nibbles on grass, flowers, and other green plants. His brown fur helps him hide from other animals.



When snow falls, the ground turns white. If our friend the Snowshoe Hare were still brown, it would be easy for other animals to see him against the white snow. He would not be safe anymore!





But God made the hare so that his fur turns white in the winter. Now the dangerous animals cannot see the little hare.

But now snow covers the ground. The grass and flowers are gone. What will the little hare eat during the long, cold winter?

Has God made a plan for the hare?

Yes!

Our little hare loves to eat pine needles and th
summer long, the pine needles were too high

But not anymore! Can you see what has happ

That's right! The snow has drifted high under
stand on top of the snow. He can reach the j
The Snowshoe Hare will have a full tummy t

How good God is! He knows and cares for a
all things.

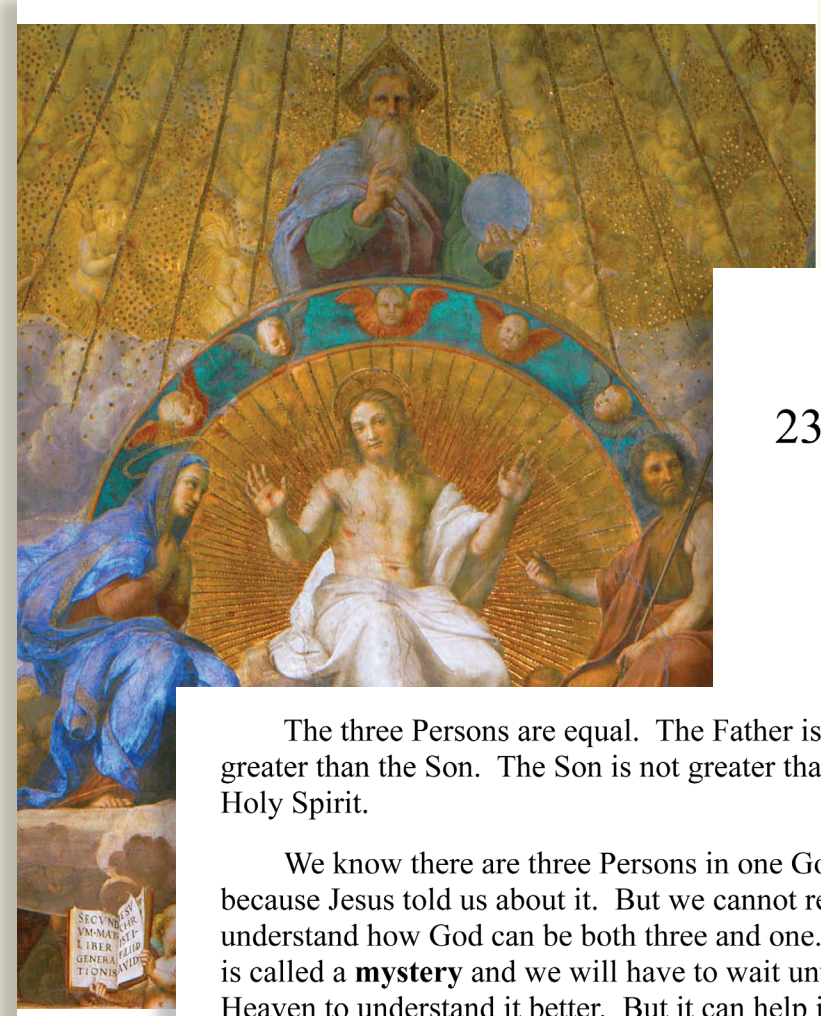
Do You Remember?

Cut this page and the next from the book. Then cut out the pictures of plants and animals, below.

Which pictures are of plants and animals in the winter? Paste or tape winter pictures in the "Winter" box on the next page.

Paste or tape "spring" pictures in the "Spring" box on the next page.





23 The Blessed Trinity

"Go therefore and make disciples of all nations,
baptizing them in the name of the Father
and of the Son and of the Holy Spirit."
Matthew 28:19

There is only one God. There are three Divine
God: God the Father, God the Son, and
Spirit. The Father is God. The Son is
Spirit is God. But together They are

ıe three Persons in one God the **Blessed**
the Father is the First Person of the
. **God the Son** is the Second Person
Trinity. He became the man Whom we
Who died to save us from sin. **God the**
the Third Person of the Blessed Trinity.
pray and to love one another.

Persons of the Trinity had no
ey always were and always will be.

The three Persons are equal. The Father is not greater than the Son. The Son is not greater than the Holy Spirit.

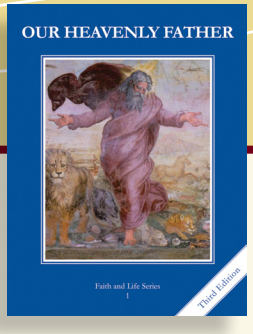
We know there are three Persons in one God because Jesus told us about it. But we cannot really understand how God can be both three and one. That is called a **mystery** and we will have to wait until Heaven to understand it better. But it can help if you think about a family. In a family there are the mother, father, and children, all different persons, but they are one family. In the Blessed Trinity there are three Persons, but one God.

We often begin our prayers by calling on the Blessed Trinity. We say, "In the Name of the Father and of the Son and of the Holy Spirit." When we say these words, we make the Sign of the Cross on our bodies. And it reminds us that Jesus saved us by dying on a Cross.

When my soul is filled with grace, the Blessed Trinity lives in me!

Words to Know:

Blessed Trinity God the Father God the Son
God the Holy Spirit mystery

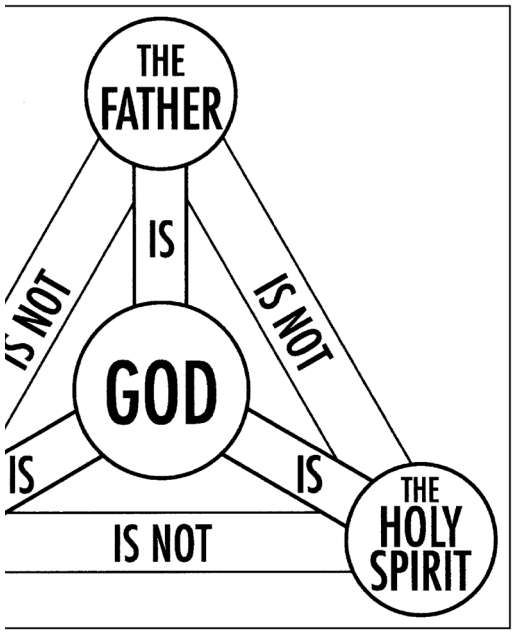


Name:_____

The Trinity

One God in three Persons

Color the circle with "The Father" red, "The Son" e Holy Spirit" yellow. Then color ith the word "is" orange, and the 'is not" black.



YSTERY THREE
ONE TRINITY
ERSONS

F	A	T	H	E	R
T	R	R	Z	K	R
S	P	I	R	I	T
T	E	R	Y	R	R
N	R	J	Y	X	D
S	S	E	D	F	G
W	O	S	X	S	O
J	N	U	J	O	D
E	S	S	D	N	R
H	D	R	T	T	P

Name:_____

Can you fill in the blanks? Use Chapter 23 in your textbook for help.

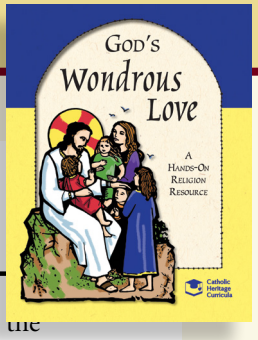
There is only _____ God. There are _____ Divine Persons in one God.

We call the three Persons in one God the _____ _____. God the _____ is the First Person of the Blessed Trinity. God the _____ is the Second Person of the Blessed Trinity. He became the man Whom we call _____ and Who died to save us from _____. God the _____ _____ is the third Person of the Blessed Trinity.

The three Persons of the Trinity had no _____. They always were and always will be.

The three Persons are equal. The _____ is not greater than the Son. The Son is not greater than the Holy Spirit.

We know there are three Persons in one God because Jesus told us. That is called a _____ and we will have to wait until Heaven to understand.



Lesson 1: God the Father

Book

Read and discuss "The Boy Who Thought God Was Hiding" starting on the next page. In this story Mickey has a hard time remembering to talk to God in prayer because He can't see God. His angel shows him that God is seen in creation and in the good in the world. This story can remind us of the passage by St. Augustine, when he asked all created things in turn: "I said to the sea, 'Are you God?' 'No, but I tell of God.' I said to the stars, 'Are you God?' 'No, but we tell of God.' I said to all creatures: 'Are you God?' and they said, 'No, we are not God, but we are in God and we are of God.'"

Packet

Pages 1–8

The idea of a prayer "tent" is one we read about in the Old Testament. As an introduction to the project, read this passage from the Bible to introduce to your child the idea of intentionally "coming into the presence of God" and "corresponding" with God.

Moses used to pitch a tent outside the camp at some distance. It was called the tent of meeting. Anyone who wished to consult the Lord would go to the tent of meeting outside the camp. Whenever Moses went out to the tent, the people would all rise and stand at the entrance of their own tents, watching Moses until he entered the tent. As Moses entered the tent, the column of cloud would come down and stand at its entrance while the Lord spoke with Moses. On seeing the column of cloud stand at the entrance of the tent, all the people would rise and bow down at the entrance of their own tents. The Lord used to speak to Moses face to face, as a person speaks to a friend. (Exodus 33:7–11)

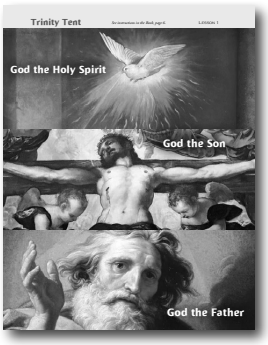
Help your child fold and tape together the **Trinity Tent** on page 1 in the Packet. First trim the top of the page, then fold in thirds with the images of the Trinity on the outside. Tape together to make a "tent."

Let your child set the Trinity Tent on his nightstand and use it as a reminder to enter the "meeting tent" and talk to God in prayer. For his evening prayers you might allow him to use a small flashlight to study the images inside the Trinity Tent.

Cut out the **Prayer Notes** in the Packet. Does your child have a friend who needs special prayers, or a relative going into the hospital? He can choose a card and write the intention on the back. These prayer intentions can be set inside the Trinity Tent just as the friends of the paralytic "set him down before the Lord" for healing, trusting that God answers every prayer (see Luke 5:17–26).



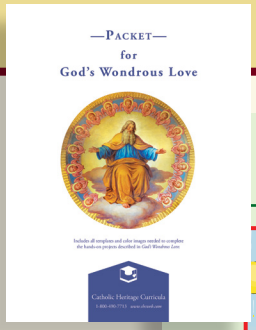
Outside



Inside



Click here to view the Table of Contents for the Book and Packet!

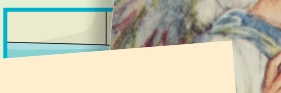


Prayer Notes for Trinity Tent

See instructions in the Book, page 6.



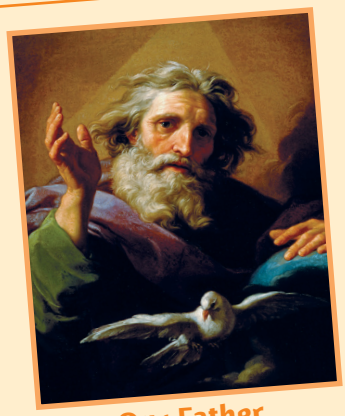


Images for My Prayer Chart

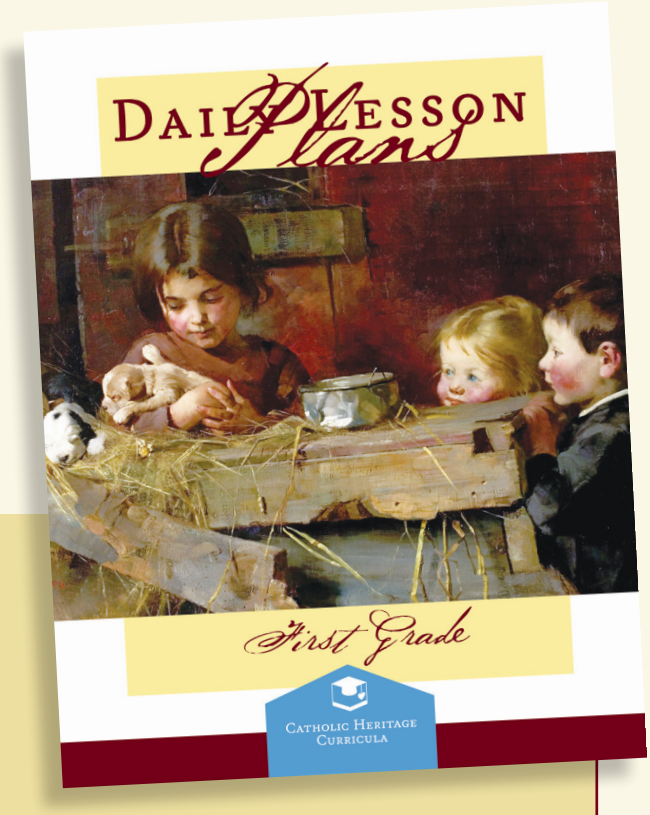
See instructions in the Book, page 36.


Hail Mary


Our Father


Angel of God


Glory Be



CHC Daily Lesson Plans: First Grade

The first grade lesson plans are designed for 32 weeks, four days a week.

"I spent several hours this weekend poring over the first grade CHC lesson plans. All I can say is WOW! I can't recommend them highly enough! The academic content is wonderful, but what I like best is that our Faith is incorporated into just about every subject every day, which is what our homeschool is all about!"

—Teresa

What Are CHC Lesson Plans?

CHC Lesson Plans provide an organized and flexible framework for learning and developing specific skills. The lesson plans are laid out day-by-day, with weekly goals for those who prefer a simpler guide. These goals form a scope and sequence that builds from skill to skill, year-to-year, providing a solid foundation for your child as he progresses in his studies through the elementary, middle, and upper grades.

The lesson plans are designed around three key features: flexibility, ease of use for the busy mom, and incorporation of the Faith with practical living. At a glance you can differentiate between required core subjects and optional non-core subjects.

Core & Non-Core Subjects

Only the boxes for required Core subjects are shaded in the lesson plans. Non-Core subjects are considered optional and have been left unshaded.

"I would like to thank you for your wonderful materials. My daughter is almost finished with the 1st Grade materials and they have been a pleasure to use. The whole curriculum has been very manageable and flexible. I'm very glad to be able to use the lesson plans as my record of her studies. I write the date in the box when a lesson is completed/mastered. It also allows me to keep track of attendance at the homeschool co-op, Tae Kwon Do lessons, and books read. It makes a perfect record when completed."

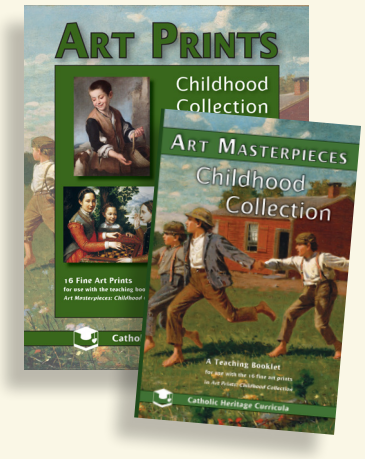
—Melissa, MN

Week 7 Goals	First Grade ☑ Monday	☑ Tuesday
LANGUAGE ARTS PHONICS ☑ *Little Stories for Little Folks* Level 2, Book 7: "The Cold Rain," pgs. 159-163	Introduce and begin reading Level 2, Book 7, following the instructions on pg. 159.	Continue reading Book 7, or read it again for practice. Remember to review [illegible]ly.
SPELLING & GRAMMAR ☑ *My Very First Catholic Speller* Lesson 2: Short Vowel o, pgs. 4-5	See "Presenting the Le[illegible] of the speller. Arrange[illegible] list words. Complete p[illegible]	
HANDWRITING & PHONICS ☑ *Catholic Heritage Handwriting 1* Week 7, pgs. 16-17	Complete Week 7, Les[illegible] 1, pg. 16.	[illegible] Week 7, Lesson 2, pg. 16.
MATH ☑ *MCP Mathematics A* Subtraction, pgs. 53-60	Complete pgs. 53-54.	Complete pgs. 55-56.
RELIGION CATECHISM & HANDS-ON RELIGION ☑ *Faith and Life 1* Text: Chapter 7, pgs. 31-32 Activity Book: pgs. 25-28 ☑ *God's Wondrous Love* Lesson 7, pg. 23	*Faith and Life Text:* Read and discuss Chapter 7, "A Time of Waiting," pgs. 31-32. Have student answer question orally.	[illegible]desired.
SCIENCE & HEALTH ☑ *Behold and See 1* Spring on the Farm, pgs. 36-39	Read "After Their Own Kind," pgs. 36-37. Take the plant out of the dark cupboard and observe. See pg. 31.	Complete "Matching After Their Own Kind," pg. 38.
NON-CORE ☑ *Making Music Praying Twice*	Enjoy a 15-minute instructional session; see Parent Manual for full lesson plans.	Enjoy a 15-minute instructional session.
☑ *Art Masterpieces: Childhood Collection*	*Art Masterpieces: Childhood Collection* Display Renoir's *The Apple Seller,* read the poem on pg. 18, and read "About the Artist" and "Art Story," pg. 19.	*Art Masterpieces: Childhood Collection* Read "Art Theory," pgs. 19-20. Help student begin to memorize the poem.
☑ P.E./Recess Ideas on pg. 27 ☑ Daily Practice Work:		Art—Make card for David's birthday

Daily attendance may be checked off (as shown) or a cumulative number written in the box for those required to keep attendance records.

Core subjects are **shaded** so you know at a glance what is essential.

Ample space is provided to **write in** appointments, skills mastered, and enrichment activities.



Non-Core Subjects : : Art Appreciation & Poetry

Art Masterpieces: Childhood Collection is designed to develop a young child's appreciation for art and poetry. The 16 art masterpieces in this collection feature engaging childhood scenes by artists such as Murillo, Renoir, and Cassatt. The paintings are presented alongside short poems for the student to memorize. The detailed picture studies in the **Teaching Booklet** encourage close observation of the art masterpieces and instill a recognition of beauty, composition, color, and line. The "cut and paste" Mini Masterpiece activity provides an enjoyable way to introduce the concept of artistic style. The 16 full-color prints in the **Art Prints** are accompanied by three sheets of decorated rhymes and eight sheets of Mini Masterpieces.

Teaching Booklet: Sample Picture Study

***Painting the Little House* (1921)**
oil on canvas
Norman Rockwell (1894—1978)
American Regionalism



About the Artist:

Norman Rockwell was an American artist. He illustrated scenes from everyday life that his viewers could relate to. His paintings are often humorous reflections about human nature. He illustrated the cover of *The Saturday Evening Post*, a very popular magazine, for many years.

Art Story:

This picture shows a boy painting a birdhouse with a red roof. His dog watches with interest, resting his paw on the chest the birdhouse is sitting on. Does the boy look like he is working hard and concentrating? How can you tell? [tongue sticking out, frowning, leaning forward, paint on his face and arm] The house has little windows near the roof and sticks poking out under them. What do you think these are for? [for birds to sit on] The boy seems to enjoy working with his hands and making things. Do you see anything else in the painting that the boy has made? [handmade kite on the wall]

Art Theory:

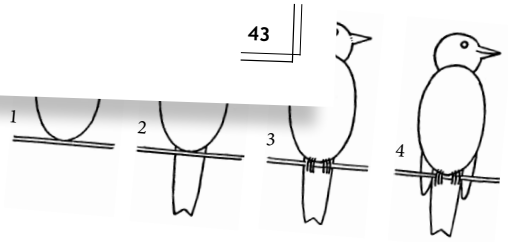
Norman Rockwell liked to use details to make his paintings more interesting. In this painting, the details help tell a story about the boy and his dog. Can you spot the following details?

Sore toe
Red wagon wheel
Smiling kite
Crack in the wall

43

We can tell that the boy
le because of his stubbed
flying the kite hanging
s nose means he has
brushed his nose up
e old book or catalog,
st that the boy is sitting
rking in an attic.

e you imagine would
in the picture. You can



44

Try, Try Again

If at first you don't succeed,
Try, try again.

Then your courage should appear,
For, if you will persevere,
You will conquer, never fear,
Try, try again.

If you find your task is hard,

ward Hickson

42

A colorful, decorated poem that is cut and pasted from *Art Prints*



Sample 8½"×11" print:
Painting the Little House,
Norman Rockwell



Painting the Little House
Norman Rockwell

Hand your s
Sheets 1–4 o
Masterpiece
the *Art Prin*
Invite him t
find" a mini
of *Painting*
House, and then cut and
paste it in this box.



Next, hand your student Sheets 5–8 of the Mini Masterpieces and ask him to search for another, similar painting by the same artist. (If he has trouble identifying it, tell him to look for a painting of three boys running.) Then ask him to cut it out and paste it in this box.

45

Why teach art appreciation?

The most fundamental answer is that the experience of beauty in art helps to form the mind and heart for the pursuit of truth and goodness. As Prof. John Crosby has said, "the child who is raised to respond to the beautiful is thereby sensitized to all that is good and right and worthy." Taking time to expose our children to great art gives them the opportunity "to contemplate the ray of beauty that strikes us to the quick, that almost 'wounds' us, and that invites us to rise toward God" (Benedict XVI).



Non-Core Subjects : : Music

Making Music Praying Twice, developed by homeschooling parents John and Kate Daneluk, allows you to do real **early childhood music and movement education** at home, preparing children for future formal music studies and developing a lifetime love of music and prayer. *Making Music Praying Twice* exposes the growing mind to a systematic variety of meters, tonalities, styles, and languages. Five seasonal and liturgical Music CDs feature professional music from various cultures alongside simple *a cappella* pieces and more complicated vocal and instrumental folk ensembles. The Parent Manual includes detailed daily and weekly lesson plans for the entire school year as well as instructions for making an "unstructured music education plan" for your child.

Purchase directly from the producer @ ***makingmusicprayingtwice.com.***

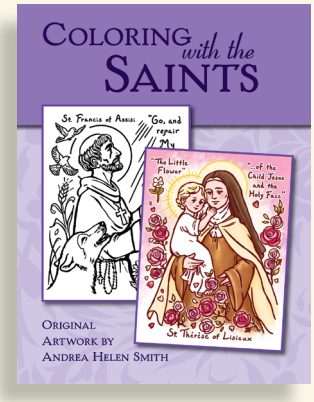


Enrichment : : Science

Onions in My Boots: Basic Gardening for Young Sprouts
From gardening projects in this book, children will learn goal-setting, decision-making, how to follow through on a project, and patience.

One of the best ways to learn about science is through hands-on experience. If you'd like to trim grocery expenses and introduce your children to how God makes plants grow and where food really comes from, you can get off to a good start with *Onions in My Boots: Basic Gardening for Young Sprouts*.

Whether you live in country or city, this easy-to-follow children's book teaches the budget-easing survival skill of growing your own food. Using items on hand, children learn that one tomato plant—even one planted on an apartment balcony—can produce enough fruit in one season to pay for the cost of the book. Children will delight in the simple hands-on science, participating in God's creation, and sharing their home-grown, free produce.



Enrichment : : Coloring

Coloring with the Saints features the original artwork of Andrea Helen Smith. *Coloring with the Saints* contains full-page, black-and-white illustrations of over 60 saints.

Illustrations are on one side only so there is no show through; after being colored the page can be cut out of the book and displayed.

Coloring pages for 60 saints, organized chronologically by their feasts.

