

Analysis of the A Beka Book
Reading, Spelling, and Handwriting
Curriculum for First-Grade

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A Beka Book Reading Program for 1st & 2nd Grades

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Handbook for Reading (Phonics Textbook for Every Student)

First-Grade Readers		
Book		Skills
1. <i>Fun with Pets</i>	1a	Begins with simple one-vowel words & progresses to stories w/two vowels
2. <i>Tiptoes</i>	1b	Uses Specials Sounds from Basic Phonics Charts 6-9
3. <i>Stepping Stones</i>	1c	Suffixes, Learn Charts 10-11
4. <i>Secrets and Surprises</i>	1d	Review Charts 10-11
5. <i>Kind and Brave</i>	1g	Review 10-11
6. <i>Aesop's Fables</i>	1h	Review 6-9, Learn 10-11
7. <i>Strong and True</i>	1i	Review 1-11, Learn 12-13
8. <i>Down by the Sea</i>	1j	Covers all Charts (Supplemental Reader), Comprehensive Review
9. <i>Animals in the Great Outdoors</i>	1f	Covers Charts 8-13 (Supplemental Reader)
<i>Primary Bible Reader</i>		24 selections from Genesis, Luke & John in KJV

Second-Grade Readers		
Book		Skills
1. <i>Story Tree</i>	2a	Special Sounds from Phonics Charts 6 – 9
2. <i>Treasure Chest</i>	2b	Special Sounds from Phonics Charts 8-13
3. <i>No Longer a Nobody</i> (novel)	2c	--
4. <i>Paths of Gold</i>	2d	--
5. <i>Sunshine Meadows</i>	2e	--
6. <i>Silver Sails</i>	2f	--
7. <i>Open Skies</i>	2g	--
8. <i>Growing Up Where Jesus Lived</i>	2h	--
9. <i>All Kinds of Animals</i>	2i	--

Prepared by Donald L. Potter on 10/16/12 to help prepare plans and materials for tutoring students unprepared for the A Beka Reading Program. It is important that everyone understand the concept of “monitor and adjust” when working with kids new to or school or any child struggling. Catching students up is a live option, but trying to force them to operate above their skill level is a Dead End for them and us.

The readers all rank between a 9 and 10 on Geraldine Rodgers’ code freedom from sight-words. No “sight-words” are taught until after the students know the letters and are sounding out words with those letters.

Editions

Fun with Pets, 6th ed.; Tiptoes, 6th ed.; Stepping Stones, 6th Ed.; Secretes & Surprises, 3rd Ed.; Kind and Brave, 3rd Ed. Aesop’s Fables, 3rd Ed.; Strong and True, 4th ed.; Down by the Sea, 2nd Ed.; Animals in the Great Outdoors, 2nd ed.

A Beka Phonics

Six Easy Steps to Reading

Step 1.

Learn to recognize the short vowels and their sounds:
a apple, e elephant, i Indian, o ostrich, u umbrella. Flashcards & Charts

Step 2.

Learn to recognize the consonants and their Sounds: t table, l lamp, b bell, n nest, m mile, h horse, s sun, c cat, d dog, g goat, r ring, f fox, j jar, k kite, v violin, w wagon, y yarn, p pig, z zebra, qu queen, x fox. Flashcards & Charts

Step 3.

Learn to Blend. Blending the sounds of a consonant and a vowel is the first step to reading words. *My Blend & Word Book*. Blend Ladders K, Cards K, Charts 1-2.

Step 4.

Learn to sound one-vowel words. When there is one vowel in word that usually says its short sound. **K4** Little Books, **K5** My Blend & Word Book. **1st** *Fun with Pets* pp. 1-73.

Step 5.

Learn the sound of the long vowels. Learn to sound two-vowel words. When there are two vowels in a word, the first vowel says its long sound, and the second vowel is silent. *My Blend and Word Book* K. *Handbook for Reading*. Readers: **K4** *Pet Pete, Mike's Coat, A Pal*; **K5** *My Blend and Word Book, I learn to Read, Book D, I do Read Books 1, 2, 3, 4*. **1st Grade**: *Fun with Pets* pp, 73-126, and *Tiptoes*, pp. 3-42.

Step 6.

Learn the Special Sounds. The *A Beka Book* phonics program contains 132 Special Sounds (often called phonics rules). Basic Phonics Flashcards **K-4**. *Handbook for Reading*. Readers: **K5** *I Can Read Well, Books 1, 2, 3, 4*. Big Owl Books (4 books) Family Fun Books (7 books); **Grade 1**: *Tiptoes, Stepping Stones, Secrets and Surprises, Kind and Brave, Aesop's Fables, Strong and True, Down by the Sea Animals in the Great Outdoors*. **Second 2**: *Story Tree, Treasure Chest*.

(Developmental Note: Steps 1 to 5 teach the 5 short vowels, 5 long vowels (digraphs & VCE), and 21 consonants = 41 sounds (including /ks/ of x). There are 44 speech sounds (phonemes) in the English Language. The term Special Sounds in A Beka actually refer to spelling patterns, which explains why there are 132 special sounds, yet only 44 speech sounds in English.

Special Note on Step 5: The Two-Vowel Rule, although - as Climer pointed out years ago – admits of considerable exceptions, it has proven very effective in allowing beginning students in the A Beka phonics program to get beyond the short vowels early in the program and increase the reading levels in the very first reader. Don Potter

A Beka Book: Writing with Phonics

Sequence in First-Grade Cursive Handwriting Workbook

Letter Sequence

e, i, u, a, o, t, l, s, c, b, n, A, h, r, m, w, f, d, g, G, I, p, k, T, y, j, v, z, q, x, B, C, D, E, F, H, J, K, L, M, N, O, P, Q, Qu, R, S, U, V, W, X, Y, Z.

Letter Sequence with Practice Blends and Words

e, i, u, a, o, t (ta, te, ti, to, tu); **l** (la, le, li, lo, lu) let, lit; **s** (sa, se, si, so, su) set, sit; **is**; **c** (ca, ke, ki, co, cu), cat, at, lot, sat, tell, cut, cot; **b** (ba, be, bi, bo, bu) tub, cub, bat, bib; **n** (na, ne, ni, no, nu) be, but, nut, met, bell, no; **A**, Ann, Abe; **h**, (ha, he, hi, ho, hu) hot, hens, hill; **r**, (ra, re, ri, ro, ru), ran, rib, rat, run; **m**, (ma, me, mi, mo, mu) mitt, mat, miss, moss, man; **w**, (wa, we, wi, wo, wu) we, wet, win, will; **f**, (fa, fe, fi, fo, fu), fell, fan, if, cute, Anna; **d**, (da, de, di, do, du) dot, den, dull; **g**, (ga, ge, gi, go, gu) get, goat, game, feed; **G**, Gail, God, Greg, made, sand; **I**; **p**, (pa, pe, pi, po, pu), pop, pal, puff, pup, pet; **k**, kite, keep, clock; **T**, Tom, Todd, Tim, the; **y**, (ya, ye, yi, yo, yu) pray, yum, pray, gray; **j**, (ja, jo, je, ji, ju) joke, jam, jet, jeep; **v**, (va, ve, vi, vo, vu); van, vet, vase; **z**, (za, ze, zi, zo, zu) zig, zag, zip; **q**, (qua, que, qui, quo), quack, queen; **x**, box, fix, fox, wax, ox, ax; **B**, Beth, Bob, Bill; **C**, Clem, Cal; **D**, Dave, Dad; **E**, Eve; **F**, Friday, Fran; (ow, oy); **H**, Hens, Hello; **J**, Jesus June, Jan; **K** Karl, Kim; **L**, Luke, Lee, (wor); **M**, Meg, Mike; **N**, Nate, Nan (alk); **O**, Owen Oink, (oi, ing); **P**, Pam, Pete, Pat (oo.); **Q**, Queen, **R**, Ron; **S**, Sunday; **U**, U. S. A.; **V**, Vick, Val; **W**, Will, Wake (ed in looked); **X**, X-rays; **Y**, Yes, Yo-yo (ed in played); **Z**, Zack (wh in whale). (Note: The rest of the workbook is taken up with practice of spelling patterns and copy work of poems, stories, etc.)

Note that all the vowels are taught first in keeping with their phonics sequence. This would be a vowel-first phonics-driven sequence. A Beka follows the Palmer method in not using an overcurve for a, c, d, g, o, q. The lowercase y starts with an undercurve instead of an overcurve. This leads to some economy of movement, but means that not all the letters start on the baseline.

In my opinion, the A Beka Cursive program is superior to their manuscript program and should be the method of choice for teaching writing for all ages.

Notice that long vowels are introduced relatively early in the A Beka program. This is a unique feature of the A Beka book program introduce the long vowels much later. The early introduction of the long vowel mean that the students are able to read MUCH better literature at a MUCH earlier period than any other beginning reading program.

Kindergarten introduces all the lower-case letters and 12 capitals.

This page has **not** been updated to the new program.

Contents of the Reading Handbook

Six Easy Steps to Reading

- Step 1.** Learn to recognize the short vowels and their sounds (Chart 1)
Introduction pp 1-6, Review pp. 7-8
- Step 2.** Learn to recognize the consonants and their sounds (Chart 2)
pp. 7-40.
- Step 3.** Learn to blend a consonant and vowel together (Chart 3, 3A)
Introduction pp. 8-9; Review pp. 10-58
- Step 4.** Learn to sound one-vowel words (Chart 4A)
Introduction pp. 10-11; Review pp. 12-38; Challenge pp. 39-40
- Step 5.** Learn the sounds of the long vowels (Chart 5)
Learn to sound two-vowel words (Chart 5A) Introduction pp. 41-58: Long-vowel Sounds pp. 41-42, Two-vowel words pp. 43-55 Review pp. 43-58
- Step 6.** Learn and apply the 132 special phonics sounds and cue words
- Chart 6: **ck** in duck, **e** in me, **o** in go, **ay** in pray, **st** in stop, **pl** in plane, **fr** in frog, **tr** in train, **sh** in ship, **th** in think, **th** in this, **bl** in block, **cl** in clock, **fl** in flake, **gl** in glue. RH (*Reading Handbook*) pp. 62 - 74
- Chart 7: **br** in bride, **dr** in drum, **pr** in pray, **gr** in grin, **sm** in smoke, **sc** in scat, **sk** in skate, **ap** in spade, **cr** in crab, **tw**, in twin, **spl** in splash, **spr** in sprain, **scr** in scream, **squ** in squeak, **sn** in snack, **sl** in sleep, **str** in stream, **sw** in swim. RH pp. 75 - 87
- Chart 8: **thr** in three, **ar** in stars, **ch** in church, **or** in morning, **ou** in out, **ow** in owl, **ow** in bowl, **er** in verse, **ur** in nurse, **ir** in bird, **oi** in coin, **oy** in boy, **oo** in book, **oo** in tooth, **wor** in worms, **igh** in night, **all** in ball, **alk** in walk. RH pp. 87 - 102
- Chart 9: **ing** in pointing, **kn** in knot, **gn** in gnat, **ang** in bang, **ing**, king, **ong** in long, **ung** in strung, **ank** in bank, **ink** in wink, **onk** in honk, **unk** in trunk, **wa** in wash, **a** in adopt, **y** in baby, **le** in little, **-ed** in wanted, **-ed** in looked, **ed** in played. RH 103 - 114
- Chart 10: **wh** in whale, **wh** in who, **tch** in patch, **ear** in ear, **ear** in bear, **ear** in earth, **old** in gold, **mb** in lamb, **ew** in flew, **ew** in few, **-y** in rainy, **-er** in bigger, **-es** in biggest, **-ly** in slowly, **-en** in sharpen, **-es** in peaches, **ild** in child, **ind** in kind. RH 115 - 125
- Chart 11: **o** in shovel, **a** in banana, **c** in city, **aw** in saw, **ea** in leaf, **ea** in thread, **ea** in steak, **ie** in brownie, **ey** in key, **ey** in obey, **ph** in phone, **ch** in chorus, **ought** in thought, **aught** in caught, **g** in giant, **dge** in fudge. RH 126 - 137
- Chart 12: **a** in asleep, **-al** in also, **be-** in because, **en-** in enjoy, **un-** in unbutton, **wr** in wrinkle, **ould** in could, **air** in hair, **u** in push, **ough** in enough, **ou** in country, **arr** in carry, **ire** in fire. RH 138 - 145
- Chart 13: **-ful** in beautiful, **are** in care, **tain** in mountain, **ure** in pure, **ture** in pasture, **war** in warm, **tion** in nation, **sion** in missionary, **sion** in television, **eigh** in eight, **or** in sailor, **are** in dollar, **y** in crystal, **err** in cherry. RH 146 - 155

A Beka Book 132 Special Sounds - Numbered

Group 1 Special Sounds: Chart 6 – Reading Handbook 60 -74

1. **ck** as in duck; 2. **e** as in me; 3. **o** as in go; 4. **y** as in fly; 5. **ay** as in pray; 6. **st** as in stop;
7. **pl** as in plane; 8. **fr** as in frog; 9. **tr** as in train; 10. **sh** as in ship; 11. **th** as in thick; 12. **th** as in
this; 13. **bl** as in block; 14. **cl** as in clock; 15. **fl** as in flake; 16. **gl** as in glue.

Group 2 Special Sounds: Chart 7 – Reading Handbook 75 - 87

17. **br** as in bride; 18. **dr** as in drum; 19. **pr** as in pray; 20. **gr** as in grin; 21. **sm** as in smoke;
22. **sc** as in scat; 23. **sk** as in skate; 24. **sp** as in spade; 25. **cr** as in crab; 26. **tw** as in twins;
27. **spl** as in splash; 28. **spr** as in sprain; 29. **scr** as in scream; 30. **squ** as in squeak;
31. **sn** as in snack; 32. **sl** as in sleep; 33. **str** as in stream; 34. **sw** as in swim.

Group 3: Chart 8: Reading Handbook 88 - 102

35. **thr** as in three; 36. **ar** as in stars; 37. **ch** as in church; 38. **or** as in morning; 39. **ou** as in out;
40. **ow** as in owl; 41. **ow** as in bowl; 42. **er** as in verse; 43. **ur** as in nurse; 44. **ir** as in bird;
45. **oi** as in coin; 46. **oy** as in boy; 47. **oo** as in book; 48. **oo** as in tooth; 49. **wor** as in worms;
50. **igh** as in night; 51. **all** as in ball; 52. **alk** as in walk

Group 4: Chart 9: Reading Handbook 103 - 114

53. **-ing** as in pointing; 54. **kn** as in knot; 55. **gn** as in gnat; 56. **ang** as in bang; 57. **ing** as in king;
58. **ong** as in long; 59. **ung** as in strung; 60. **ank** as in bank; 61. **ink** as in wink;
62. **onk** as in honk; 63. **unk** as in trunk; 64. **wa** as in wash; 65. **a** as in adopt; 66. **y** as in baby;
67. **le** as in little; 68. **-ed** as in wanted; 69. **-ed** as in looked; 70. **-ed** as in played

Group 5: Chart 10: Reading Handbook 115 - 125

71. **wh** as in whale; 72. **wh** as in who; 73. **tch** as in patch; 74. **ear** as in ear; 75. **ear** as in bear;
76. **ear** as in earth; 77. **old** as in gold; 78. **mb** as in lamb; 79. **ew** as in flew; 80. **ew** as in few;
81. **-y** as in rainy; 82. **-er** as in bigger; 83. **-est** as in biggest; 84. **-ly** as in slowly;
85. **-en** as in sharpen; 86. **-es** as in peaches; 87. **ild** as in child; 88. **ind** as in kind

Group 6: Chart 11: Reading Handbook 126 - 137

89. **o** as in shovel; 90. **a** as in banana; 91. **c** as in city; 92. **au** as in faucet; 93. **aw** as in saw;
94. **ea** as in leaf; 95. **ea** as in thread; 96. **ea** as in steak; 97. **ie** as in brownie; 98. **ey** as in key;
99. **ey** as in obey; 100. **ph** as in phone; 101. **ch** as in chorus; 102. **ought** as in thought;
103. **ought** as in caught; 104. **g** as in giant; 105. **dge** as in fudge

Group 7: Chart 12: Reading Handbook 138 - 145

106. **a-** as in asleep; 107. **al-** as in also; 108. **be-** as in because; 109. **en-** as in enjoy;
110. **un-** as in unbutton; 111. **wr** as in wrinkle; 112. **ould** as in could; 113. **air** as in hair;
114. **u** as in push; 115. **ough** as in enough; 116. **ou** as in country; 117. **arr** as in carry;
118. **ire** as in fire

Group 8: Chart 13: Reading Handbook 146 - 155

119. **-ful** as in beautiful; 120. **are** as in care; 121. **tain** as in mountain; 122. **ure** as in pure;
123. **ture** as in pasture; 124. **war** as in warm; 125. **tion** as in nation; 126. **sion** as in missionary;
127. **sion** as in television; 128. **eight** as in eight; 129. **or** as in sailor; 130. **ar** as in dollar;
131. **y** as in crystal; 132. **err** as in cherry

A Beka Phonics Rules

Phonics Rule 1: Short Vowels

When a vowel is followed by a consonant, the vowel is short and is marked with a breve or we call it a smile. The vowel is usually short when there is one vowel. (căt, dög, hőt)

Phonics Rule 2: Long Vowels

When there are two vowels in a word the first one is long and the second one is silent. The first one talks and the second one is silent. The first vowel is marked with a long line and second one is crossed out. (cōat, rīde, rēad)

Phonics Rule 3: Double Consonants

Double consonants make one sound and the final consonant is crossed out. (cross, bless, class)

Phonics Rule 4: c or k rule

C comes before a, o and u. (cat, cot, cut)

K comes before the other two-i and e. (kite, key)

Phonics Rule 5: ow/ou

The ow and ou make the sound as if you were being pinched and said “ow”. Ow and ou can also say just “o” when it is on the end of a word. These vowel combinations can have both of these two sounds. (count, wow, mow)

Phonics Rule 6: er, ir, and ur sounds

These three combinations make the same sound of “er”. They are marked with a little roof called a circumflex. It is the sound a rooster makes in the morning. (bird, nurse, fern)

Phonics Rule 7: or sound

Or makes the “or” sound and is marked with a long line above the vowel. In order to remember the sound that “ōr” makes we say, “At Christian Center School, the children have a choice for a snack. “You may have an apple OR an orange.” (horn, born)

Phonics Rule 8: w before or

When w is before “or”, the “or” says “er”. (work, word)

Phonics Rule 9: oo sound

There is a long and short sound to “oo”. The long sound is marked with a long line above both “ōō’s” as in the word tooth. The short sound is marked with a smile above both “oo’s” as in the word book. (booth, took)

Phonics Rule 10: oi and oy sound

Oi and oy make the sound of a pig that says, “Oink”. “Oi” comes in the front and middle of a word and “oy” comes on the end of a word. (oil, boil, boy, toy)

Phonics Rule 11: qu sound

Qu are always together and we say they are married. (queen)

Phonics Rule 12: 4-H Club

Sh makes the sound of asking someone to be quiet and putting your finger by your mouth and saying, “Sh.” Ch is the sound of a train trying to make it up the hill and chugging away. Th makes the sound of putting your tongue between your front teeth and blowing. Wh has a hard sound and a soft sound. The hard sound is said louder as in whale and the soft sound is like blowing out a candle as in who. (show, church, wheel, why, think)

Phonics Rule 13: all and alk

There was a teacher named Mrs. Hayes. She loved the boys and girls in her room so much, she felt like they were her own children. She said each day, “I love to **talk** about **all** my children in first grade.” (ball, chalk)

Phonics Rule 14: Prefix and Suffix

A **prefix** comes on the front of a word and is pre, which means before. A **suffix** comes on the end of a word and suffers such as ed, ing, en, s, es, and ly. (encamp, going, looked, churches)

Phonics Rule 15: Compound Words

A compound word is made up of two words that come together to make a whole word. (doghouse, butterfly)

Phonics Rule 16: Syllables

Syllables are word parts. We can identify how many syllables are in a word by clapping it while saying it. (com-put-er)

Phonics Rule 17: Contractions

Two words can be put together to make the word shorter by leaving out certain letters. Children have to learn which letters to leave out. (wasn't, I'm, isn't)

Phonics Rule 18: Abbreviations

Words can be made shorter by leaving off some of the letters. A period is put in place of these letters. Children need to learn which words can be abbreviated. (Sept., Mrs.)

Phonics Rule 19: Quotation Marks

Quotation marks are place around what someone said. We call them little huggies or little nines on the front and little sixes on the end. (Mother said, “Please come in.”)

The A Beka Phonics Rules were taken from the following website:

<http://www.cceschool.org/hayes/Phonics%20Charts.htm>

A Beka Book First-Grade Spelling Word Lists - At-a-Glance

Prepared by Donald L. Potter -September 12, 2013, Revised August 17, 2015

(So-called Sight Words are in *italics*.)

- List 1:** (Beginning with Lesson 18, Day 18): man, ran, sun, bus, hot, net, sit, cub, *a, the*.
- List 2:** coat, goat, boat, bean, read, made, game, ride, *to, the*.
- List 3:** cone, kite, cute, came, kick, keep, cake, cat, *come, I*.
- List 4:** back, bake, lick, like, snack, snake, brick, clock, shake, broke, *come to*.
- List 5:** day, play, pray, gray, stay, spray, clay, way, stay, hay, *to, you*.
- List 6:** cuff, puff, stuff, sniff, cross, bless, will, well, bell, doll, *you, of*.
- List 7:** be, he, me, by, my, cry, try, go, no, so, *one, two*.
- List 8:** shy, she, shade, sheep, brush, fresh, this, that, then, with, *of, do*.
- List 9:** round, shout, cloud, south, cow, now, down, brown, clown, crown, town, slow, snow, *what, was*.
- List 10:** her, serve, purse, burn, curl, turn, dirt, first, girl, sir, stir, shirt, third, *said, have*
- List 11:** oil, boil, spoil, join, moist, noise, point, boy, joy, toy, proud, blow, skirt, *said, what*.
- List 12:** book, look, good, foot, wood, shook, boot, food, loose, moon, room, roof, tooth, *have, give*.
- List 13:** chin, check, chick, much, ouch, born, fork, horn, horse, word, work, worm, world, *says, was*.
- List 14:** sight, might, right, light, bright, delight, bite, kite, white, quite write, invite, polite, *give, are*.
- List 15:** all, call, fall, ball, tall, small, walk, talk, chalk, baseball, rainfall, sidewalk, cornstalk, *your, from*.
- List 16:** *a, the, come, I, you, of, two, what, was, said, have, give, do, to* (Sight-Word Review)
- List 17:** pink, drink, think, honk, sung, sang, king, string, thing, trunk, thank, bank, strong, *where, I'm*.
- List 18:** boat, like, pray, try, cloud, clown, snow, serve, first, girl, book, moon, horse, *mother, because*.
- List 19:** wash, wasp, watch, want, water, swamp, swan, car, star, park, garden, farmer, marble, *I'm, where*.
- List 20:** alone, awake, asleep, around, apart, alike, ago, arose, along, aside, afraid, amount, away, *again, says*.
- List 21:** wanting, walking, thinking, thanking, parking, snowing, jumping, washing, playing, looking, praying, calling, singing, *because, Mother*.
- List 22:** happy, pretty, penny, puppy, lady, baby, tiny, little, puddle, saddle, bottle, middle, Bible, *your, here*.
- List 23:** wanted, lifted, printed, sounded, looked, thanked, washed, kicked, played, prayed, joined, sighed, snowed, *don't, there*.
- List 24:** hop, hops, hopped, hopping; rub, rubs, rubbed, rubbing; skipped, hitting, hugged, getting, pinned, *don't, were*.
- List 25:** hope, hopes, hoped, hoping; like, likes, liked, liking; shaking, making, hiking, coming, smiled, *been, any*.
- List 26:** hoping, hopping; hoped, hopped; tapping, taping; liked, skipped, getting, baking, named, raking, saved, *were some*.
- List 27:** *says, are, your, from, I'm, here, because, where, Mother, been, don't, were, any, some, said*.
- List 28:** church, choose, chink, chest, bench, which, such, much, rich, patch, ditch, stitch, match, *Mr. Mrs*.
- List 29:** old, cold, fold, gold, child, mild, wild, blind, find, kind, mind, comb, climb, *father, some*.
- List 30:** lace, face, grace, price, mice, ice, cent, city, circus, pencil, circle, bicycle, put, pull, push.

The spelling program is tightly integrated with the phonics, cursive handwriting, and reading programs. Students are never expected to spell word that they have not been taught in class and have thoroughly practice in the reading. Looking ahead, the second grade phonics and spelling review all the first-grade patterns to make certain the students develop a strong foundation in accurate spelling. It is significant to note that words that children can spell accurately, they inevitably read fluently.

A Beka Book: Writing with Phonics

Sequence in *Cursive Handwriting Workbook*:

e, i, u, a, o, u, t (ta, te, ti, to, tu); **l** (la, le, li, lo, lu) let, lit; **s** (sa, se, si, so, su) set, sit; is; **c** (c, ke, ki, co, cu), cot, at, lot, sat, tell, cut, cot; **b** (ba, be, bi, bo, bu) tub, cub, bat, bib; **n** (na, ne, ni, no, nu) be, but, nut, met, bell, no; **A**, Ann, Abe; **h**, (ha, he, hi, ho, hu) hot, hens, hill; **r**, (ra, re, ri, ro, ru), ran, rib, rat, run; **m**, (ma, me, mi, mo, mu) mitt, mat, miss, moss, man; **w**, (wa, we, wi, wo, wu) we, wet, win, will; **f**, (fa, fe, fi, fo, fu), fell, fan, if, cute, Anna; **d**, (da, de, di, do, du) dot, den, dull; **g**, (ga, ge, gi, go, gu) get, goat, game, feed; **G**, Gail, God, Greg, made, sand; **I**; **p**, (pa, pe, pi, po, pu), pop, pal, puff, pup, pet; **k**, kite, keep, clock; **T**, Tom, Todd, Tim, the; **y**, (ya, ye, yi, yo, yu) pray, yum, pray, gray; **j**, (ja, jo, je, ji, ju) joke, jam, jet, jeep; **v**, (va, ve, vi, vo, vu); van, vet, vase; **z**, (za, ze, zi, zo, zu) zig, zag, zip; **q**, (qua, que, qui, quo), quack, queen; **x**, box, fix, fox, wax, ox, ax; **B**, Beth, Bob, Bill; **C**, Clem, Cal; **D**, Dave, Dad; **E**, Eve; **F**, Friday, Fran; (ow, oy); **H**, Hens, Hello; **J**, Jesus June, Jan;, Karl, Kim; **L**, Luke, Lee, (wor); **M**, Meg, Mike; **N**, Nate, Nan (alk); **O**, Owen Oink, (oi, ing); **P**, Pam, Pete, Pat (oo.); **Q**, Queen, **R**, Ron; **S**, Sunday; **U**, U. S. A. (le); **V**, Vick, Val; **W**, Will, Wake (ed in looked); **X**, X-rays; **Y**, Yes, Yo-yo (ed in played); **Z**, Zack (wh in whale). (Note: The rest of the workbook is taken up with practice of spelling patterns and copy work of poems, stories, etc.)

There are three ways to organize cursive handwriting instruction: (1) **Phonics Sequence** such as A Beka Book *Cursive Handwriting with Phonics*, (2) **Stroke Sequence** such as *Peterson Directed Handwriting*, and (3) **Alphabet Sequence** such as my *Shortcut to Cursive*.

Note that, while having learned cursive in the A Beka K-5 program is advantageous, the first grade program does NOT assume that the students write cursive or know how to read with phonics. It is a complete, stand-alone program for teaching reading, writing, spelling, and composition. The cursive and phonics are so thorough that the first-grade program is adequate to teach even teenagers and adults to read. The phonics textbook, *Handbook for Reading*, covers all the major spelling patterns in the English language.

Revise to new edition as soon as possible. August 17, 2015

Reading Handbook Color-Page-Chart Correlations

First Grade

Section	Color	Pages	Charts	Skills
1.	Red	1 – 40	1 - 2	CVC short-vowels
2.	Light Green	41 – 59	3 – 5	2-vowel rule – long-vowels
3.	Yellow	60 – 74	6	Special Sounds 1 - 16
4.	Dark Blue	75 – 87	7	Special Sounds 17 - 34
5.	Brown	88 – 102	8	Special Sounds 35 - 52
6.	Dark Green	103 – 114	9	Special Sounds 53 - 70
7.	Purple	115 – 125	10	Special Sounds 71 - 88
8.	Light Blue	127 – 137	11	Special Sounds 89 - 105
9.	Pink	138 – 143	12	Special Sounds 106 - 118
10.	Blue-Green	146 – 155	13	Special Sounds 119 – 132

The first 5 books: *Fun with Pets*, *Tiptoes*, *Stepping Stones*, *Secrets & Surprises*, and *Bridge Book* cover the entirety of the *Handbook for Reading*. They form the **essential core** of the program. For Reading Groups I & II *Animals in The Great Outdoors* is read in the middle of the *Bridge Book* starting with page 91 in the *Bridge Book* and returning to 92 after reading *Animals in the Great Outdoors*. Group III Students read straight through the *Bridge Book*, which is their last book.

Note especially that the A Beka Phonics Reading Program totally eliminates guessing because the students are taught every skill necessary to read every word in every selection before being asked to read the selection. Students should **not** be required to do any reading outside the A Beka program **until** they have finish The *Bridge Book*.

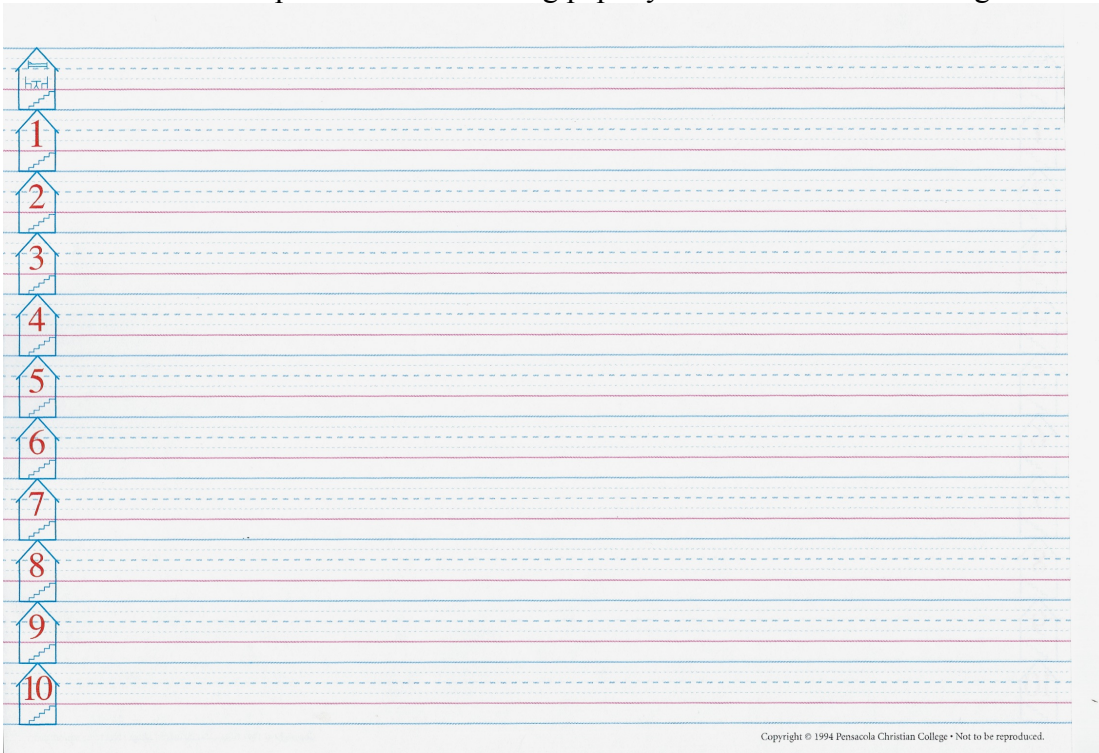
Reading Handbook Color-Page-Chart-Reader Correlations

First Grade

<u>Section</u>	<u>Color</u>	<u>Pages</u>	<u>Charts</u>	<u>Phonics Readers</u>
1.	Red	1 – 40	1 - 2	<i>Pets & Friends</i> 1a - pages 1 – 73 Short Vowels
2.	Light Green	41 – 59	3 – 5	- pages 74 - 126 Long Vowels
3.	Yellow	60 – 74	6	<i>Tiptoes</i> 1b pages 12 – 62 Special Sounds
4.	Dark Blue	75 – 87	7	pages 70 – 126
5.	Brown	88 – 102	8	<i>Stepping Stones</i> 1c pages 1 - 59
6.	Dark Green	103 – 114	9	pages 60 - 125
7.	Purple	115 – 125	10	<i>Secrets & Surprises</i> 1d pages 1 - 68
8.	Light Blue	127 – 137	11	pages 66 - 120
9.	Pink	138 – 143	12	pages 123 - 186
10.	Blue-Green	146 – 155	13	

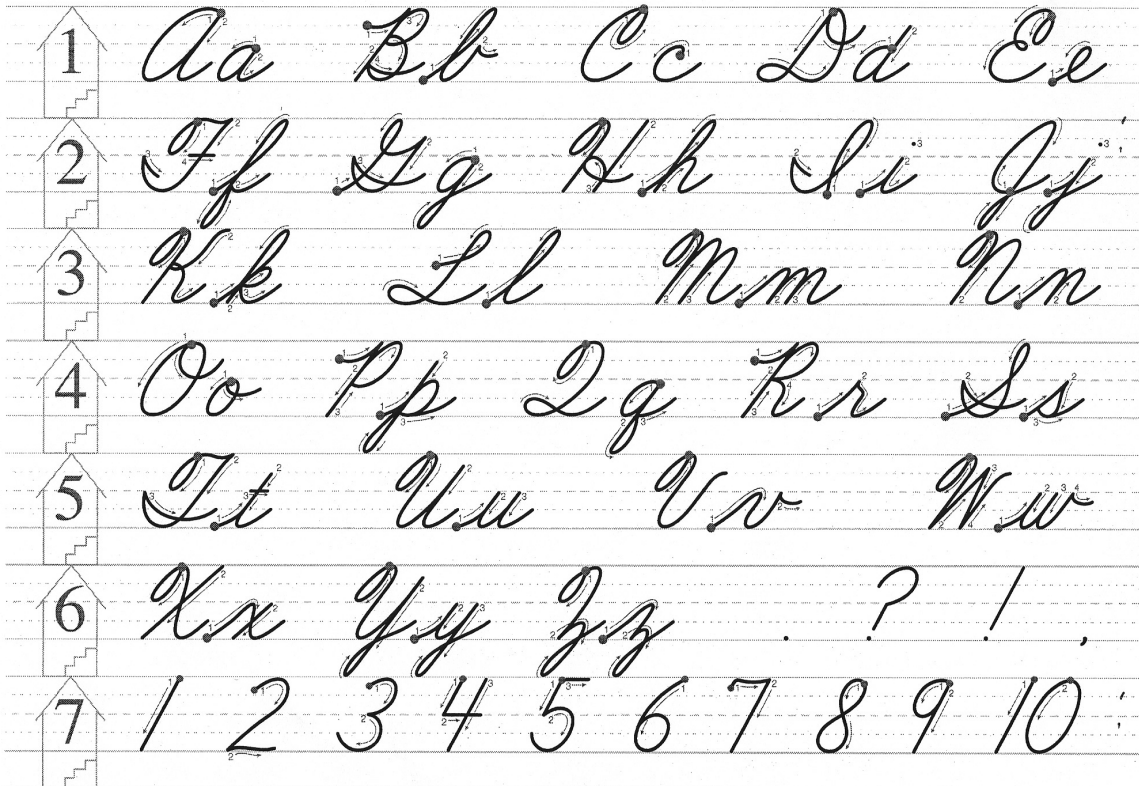
This page needs to be revised to the new edition.

This is a sample of the handwriting paper your children will be using.



This is the Cursive Letter Formation Guide correct formation of the cursive letters.

Cursive Writing Formation Guide



A Beka Book Cursive Strokes Scope and Sequence

A Handy Aid for Parents to Help Their Children Master Proper Cursive Strokes

Letters like people live in houses. Letter houses have upstairs, downstairs, and basement.

Core Cursive Handwriting Lessons (Lessons 1 – 37 introduce all lowercase letters . All uppercase and lowercase letters are introduced by Lesson 70.)

Lesson 1: e Stroke Description: To make a small *e*, we start here on the downstairs line, curve up to the dotted line, and make a loop by curving back down to the base line where we started. Then we swing out and curve up to the downstairs middle line. Notice I did not pick up my chalk. When you write this letter on your paper, you will not pick up your pencil until you are finished.

Lesson 2: i Stroke Description: 1. Curve up to the dotted line. 2. Retrace down and curve up. 3. Dot the *i* just below the upstairs midline. (When we make the small *i* we can count 1-2-3.

Lesson 3: u Stroke Description: 1. Start on the base line and curve up to the dotted line. 2. Retrace down and curve back up to the dotted line. It looks almost like an *i*, doesn't it? 3. Retrace back down again and curve up. Stop at the downstairs midline. (Numbers are taught in lessons 2 – 5)

Lesson 4: a Stroke Description: 1. Start just below the dotted line and curve up and around to the left. Touch the base line and go up to the starting point. It's like a circle, but not as round and fat, and it's slanted. This shape is called an oval. 2. Retrace down and curve up to the downstairs midline. Be sure you don't pick up your pencil until your are done.

Lesson 5: o Stroke Description: Small *o* begins just like small *a*. Start just below the dotted line and curve up and around to the left, touch the base line, and back up to the starting point. Curve back down to make a loop and swing out with a smile.

Lesson 6: t Stroke Description: 1. Curve up to the right, through the dotted line and stop at the upstairs midline. 2. Come down, retracing the stroke. Curve up to the downstairs midline. 3. Lift your pencil and cross the *t* on the dotted line. **Teach connecting letters:** Watch as I trace it on the chalkboard. "Watch me write it again. 1-2-3-lift-dot-cross. When you write a word that has an *i* or *t*, always dot the *i* and cross the *t* last.

Lesson 7: l Stroke Description: Curve up to the top of the upstairs, and then down to the base line. Curve up again to the downstairs midline. Review Connecting Letters: *le*, *let*, *lit*.

Lesson 8: s Stroke Description: 1. Slant up to the dotted line. 2. Back down to the base line, curving in and up to touch. 3. Swinging out and curve up to the downstairs midline. Review connecting letters: *se*, *si*, *su*, *set*, *sit*.

Lesson 9: c Stroke Description: Start just below the dotted line. Curve up and then around and back up to the downstairs midline. **Letter Connections:** *c* to *a*, *o*, *u*.

Lesson 10: b Stroke Description: 1. Curve up the ceiling of the upstairs. Loop around and down in a slant. Curve up and in at the dotted line. 2. Curve back down slightly and swing out in a smile. **Letter Connections:** *bo*, *ba*. “Since the cursive *b* does not end at the bottom of the downstairs line, we have to write the next letter so it will connect with the *b*. 1. Curve up to the ceiling of the upstairs. Loop around and down in a slant. Curve up and in at the dotted line. 2. Curve back down slightly and swing out to the starting point for the *o*. 4. Loop around in a smile. (Since the connections with *b* are more difficult, concentrate on *bo*, *ba* in this lesson. More time will be devoted to *b* blends in lesson 11.

Lesson 11: n Stroke Description: 1. Curve up in a small mountain and slant down to the base line. 2. Retrace to make a little wider mountain and down. Curve up to the downstairs midline. **Letter Connections:** Teach connections of *n*, giving special attention to connections with *a* and *o*. Teach connections of *b* to *i*, *u*, and *e*. When connecting with *i* and *u*, *b* will swing out as usual, and then connect. When connecting *e*, *b* will swing a little lower and the loop and *e* will also be lower.

Lesson 12: A Stroke Description: 1. Start just below the line in the upstairs, and curve around into the downstairs and back to the starting point. 2. Retrace down to the downstairs and curve up. There we have a capital *A*. Where does the Capital *A* live? (upstairs and downstairs). **Letter Connections:** *Al*, *Abe*.

Lesson 13: h Stroke Description: 1. Curve up to the top of the upstairs, and then loop around and back down in a slanted line to the base line. 2. Retrace up in a mountain, slant down, and curve up to end the letter at the downstairs midline. **Letter Connections:** Concentrate on connections with *a*, *o*.

Lesson 14: r Stroke Description: 1. Curve up to the dotted line. 2. Trace back down a little, and curve to the right. Then slant down to the line and curve up to the downstairs midline. (We climb the ladder and slide down the slide.) **Letter Connections:** *r*, *ru*, *ro*, *rib*.

Lesson 15: Students practice writing their names.

Lessons 16: m Stroke Description: 1. Small *m* lives only in the downstairs. Curve up in a mountain and slant down to the line. 2. Retrace up in another mountain and slant down. 3. Retrace up in one more mountain and slant down, then curve back up to the downstairs midline. **Letter Connections:** Concentrate on retracing to the left with *a* and *o*.

Lesson 18: w Stroke Description: 1. Curve up to the dotted line. 2. Retrace down; then go around and back up to the line. 3. Retrace back down; then go around and up to the line again. 4. Retrace back down a little and then swing out with a smile. **Letter Connection:** Lower case *w* ends same as *b*. Follow same procedure for teaching connections (See lesson 10)

Lesson 18: f Stroke Description: 1. Curve up to the ceiling, and then loop down straight to touch the floor of the basement. Loop back up to the right to touch the base line. 2. Curve back out and up from the base line. Stop at the downstairs midline. **Letter Connections:** *fa, fo, fell fan.*

Lesson 20: d Stroke Description: 1. Start just below the dotted line and curve around to the left and up, up past the starting point to the upstairs midline. The cursive *d* is tall as the *t*. 2. Trace back down in a slanted line and curve up at base line. Stop at the downstairs midline. **Letter Connections:** *da, do, de, dot, dull.*

Lesson 21: Writing Test 2.

Lesson 22: g Stroke Description: 1. Start just below the dotted line, curving around to the left, down and up to the starting point to make an oval. 2. Retrace carefully, slanting all the way to the floor of the basement, making a small loop, crossing over, and ending at the downstairs midline. **Letter Connections:** *go, ge, goat.*

Lesson 23: G Stroke Description: 1. Curve up, make a loop in the upstairs, and curve to the right, touching the dotted line, and swing up to the upstairs midline. 2. Curve down and around to the left, touching the dotted line. 3. Swing back through the letter, ending at the downstairs midline. **Letter Connections:** *Gg, God, Gail.*

Lesson 24: I Stroke Description: 1. Curve up to the ceiling of the upstairs, and then curve down and around to the left, touching the dotted line. 2. Swing down just a little, ending at the downstairs midline. **Letter Connections:** As needed. (?)

Lesson 25: p Stroke Description: 1. Curve up to the upstairs midline. 2. Slanted back down all the way to the floor of the basement, looping to the **left** and up, and then curve around to touch. 3. Retrace and curve up to the downstairs midline. **Letter Connections:** As needed. *pa, pop, pal.*

Lesson 26: Writing Test 3.

Lesson 27: k Stroke Description: 1. Curve up to the ceiling of the upstairs and then down in a slanted line. The letter begins like *h*. 2. Trace back up the slant line and curve to the right to make a loop. 3. Slant down to the baseline and then curve up. Stop at the downstairs midline. **Letter Connections:** As needed. *ki, kite, kick.*

Lesson 28: T Stroke Description: 1. Make a big loop that touches the dotted line; then curve to the right. 2. Curve down and around to the left until you touch the dotted line. 3. Swing across the letter and end at the downstairs midline. **Letter Connections:** Review as needed. *Tim, Tom.*

Lesson 29: Teach student to write their last name.

Lesson 30: y Stroke Description: 1. Curve up to the dotted line. It begins like *i*. 2. Retrace down and curve up to the dotted line again. 3. Trace back down, continuing all the way to the floor of the basement, and loop crossing over and ending at the downstairs midline. **Letter Connections:** Review as needed. *ya, yu, yum, pray*.

Lesson 31: Writing Test 4.

Lesson 32: j Stroke Description: 1. Curve up to the dotted line. 2. Come back down in a straight slant all the way to the floor of the basement and loop up. Then cross over and end at the downstairs midline. 3. Dot the *j*. It looks like an *i* with a tail. **Letter Connections:** Review as needed. *ja, jo, joke, jam, jet*.

Lesson 33: v Stroke Description: 1. Curve up in a round hill. Slant down and curve up to the dotted line. 2. Trace back down a little and then swing out in a smile. **Letter Connections.** Review as needed. *va, ve, vi, van, vet*.

Lesson 34: z Stroke Description: 1. Curve up in a round hill and back down to the base line. 2. Up again in a slight hill and then curve down to the basement floor and loop up, crossing on the line. End at the downstairs midline. Review connections as needed. *za, zi, zig, zag*.

Lesson 35: q Stroke Description: 1. Start just below the dotted line, curving up and around to form an oval. What other letters start this way? *a, d, o*, and *g*. 2. Retrace down and slant to the floor of the basement and loop to the right, closing the loop at the base line. 3. Curve up to the right like the *f*. End at the downstairs baseline. Review connections as necessary. *qui, qua, quack, queen*.

Lesson 36: Test 5

Lesson 37: x Stroke Description: Curve up in a round hill, and slant down to the base line; then curve up. It looks like a slide. Review Connections as needed. *box, fix, fox, wax*.

Lesson 38: Review Aa, Gg, Ii, Tt.

Lesson 39: B Stroke Description: 1. Start at the upstairs midline and curve up to the ceiling. 2. Then slant down to the base line. 3. Retrace back up almost to the top of the upstairs, and curve around and down making a small loop at the dotted line. Then curve farther around and down until you touch the slanted line. 4. Swing back all the way across the letter. End at the downstairs midline. Review connecting strokes. *Beth, Bob*.

Lesson 40: C Stroke Description: Begin in the upstairs. Make a large loop touching the dotted line. Then curve farther around to the downstairs, and back up to the downstairs midline. Review Connections. *Cal*.

Lesson 41: Writing test 6.

Lesson 42: D Stroke Description: Slant down to the baseline and make a small loop. Curve around and back down to the line; then curve up to the top of the upstairs; loop around and end at the upstairs midline. Review connections. *Dad*.

Lessons 43: **E Stroke Description:** Make a large loop touching the dotted line. Then curve around to the left and back down to the dotted line. Make another loop and curve farther around to the downstairs and back up. End at the downstairs midline. That is a capital E. Review Connections. *Eve*.

Lesson 44: Review Aa, Bb, Cc, Dd, Ee, Ii. Review connections as needed.

Lesson 45: F Stroke Description: 1. Make a big loop that touches the dotted line; then curve to the right. 2. Slant down and curve up to the left to touch the dotted line. 3. Swing down to the downstairs midline. Cross the *F* on the dotted line. Review connections as needed. *Friday*.

Lesson 46: Test 7

Lesson 47: H Stroke Description: This letter is special because you get to pick your pencil up as you write it. Look carefully at the flashcard and see if you can tell where to lift your pencil. 1. Make loop touching the dotted line. Curve around and slant down to form a cane. 2 Pick up our pencil. Just a little to the right, come down in a slant to the base line again. 3. From the baseline, retrace slightly, curve up to the left, make a loop that touches the first slanted line, and swing out, ending at the downstairs midline. Review connections as needed. *Hi*.

Lesson 48: J Stroke Description: Start at the base line and make a wide loop up to the left. Slant down to the floor of the basement. Then curve to the left to make a narrow loop. Cross over and end at the downstairs midline. Review Connections as needed. *Jesus*.

Lesson 49: Review: Ee, Ff, Gg, Hh, Ii, Jj. Review connections as needed. Ann, January, Friday, I.

Lesson 50: K Stroke Description: 1. Make a loop touching the dotted line. Curve around and slant down to form a cane. Which letters have we learned that begin this way? *H* 2. Pick up your pencil. Curve down from the ceiling and make a small loop on the dotted line just touching the cane. Curve back down to the base line and curve up. End at the downstairs midline. Review connections as needed.

Lesson 51: Test 8

Lesson 52: L Stroke Description: Begin on the dotted line, curve up to the ceiling in a loop, and then slant down. Make another loop on the base line and swing out. End at the downstairs midline. Review connections as needed. *Luke*.

Lesson 53: M Stroke Description: 1. Begin in the upstairs and make a loop touching the dotted line. Curve around and slant down to form a cane, but do not pick up your pencil. 2. Retrace back up the line and form a tall round hill that does not quite touch the top line. Finish the hill with a slanting line down to the base line. 3. Retrace back up again, to make another hill, but not as high as the first hill. Then slant back down and curve up to the downstairs midline. Review connections as needed. *Mike.*

Lesson 54: N Stroke Description: 1. Begin in the upstairs and make a loop touching the dotted line. Curve around and slant down to form a cane, but do not pick up your pencil. 2. Retrace back up the line and form a tall round hill, a bit wider than the M's. The hill does not touch the top line. Slant back down and curve up to the downstairs midline. Review connections as needed. *Nate.*

Lesson 55: O Stroke Description: Start just below the ceiling in the upstairs and go round and down to the left. Touch the base line and curve back up to the top. As you finish the O, retrace a little bit and make a loop that swings down to the dotted line. End at the upstairs midline. Review connections as needed.

Lesson 56: Test 9

Lesson 57: Review Kk, Ll, Mn, Nn, Oo. Review connections as needed.

Lesson 58: P Stroke Description: 1. Begin at the upstairs midline and curve up to the ceiling. 2. Then slant down to the baseline. Don't pick up your pencil. Which other letter have you learned that begins this way? *B.* 3. Retrace back up almost to the top of the upstairs, then curve out and around to form a hump until you touch the slanted line. Review connections as needed.

Lesson 59: Q Stroke Description: Begin in the upstairs and make a loop touching the dotted line. Curve around and down to form another loop on the base line. Swing out and curve back up to touch the downstairs midline. Review Connections as needed.

Lesson 60: R Stroke Description: 1. Begin at the upstairs midline and curve up to the ceiling. 2. Then slant down to the base line. Don't pick up your pencil. (*R* Begins in the same way as two of our other letters. Who can tell which letters they are? *B & P.*) 3. Retrace back up almost to the top of the upstairs, then curve around to form a hump until you touch the slanted line. 4. Curve out just a little bit and then back down to the base line. Curve up to the downstairs midline. Review connections as needed.

Lesson 61: Test 10

Lesson 62: S Stroke Description: 1. From the base line slant up to the ceiling. Curve around to the left forming a narrow loop which crosses on the dotted line. 2. Swing back through both lines and end at the downstairs midline. Review connections as needed.

Lesson 63: Review Pp, Qq, Rr, Ss, Tt. Review connections as needed.

Lesson 64: U Stroke Description: 1. Begin in the upstairs to form a loop touching the dotted line. Slant down into the downstairs, touch the base line, and curve back up. Be sure to stop before you touch the ceiling. 2. Retrace back again, and then curve up to the downstairs midline. Review connections as needed.

Lesson 65: V Stroke Description: Capital *V* begins just like a capital *U*. Watch as I write a capital *U* on the chalkboard) Watch for differences as I write a *V* on the chalkboard. Notice that instead of retracing back down to the base line, you curve out just above the dotted line. End as the upstairs midline. Review as needed.

Lesson 66: Test 11

Lesson 67: W Stroke Description: 1. Make a loop in the upstairs touching the dotted line like capital *U* and Capital *V*. Curve around and down to the base line. 2. Slant back up to the right, stopping before you touch the upper stairs ceiling. 3. Slant back down. 4. Come back up, curving the line to the right end at the upstairs midline. Review connections as needed.

Lesson 68: X Stroke Description: 1. Make a loop in the upstairs touching the dotted line. Slant down to the right until you reach the base line, and curve up to the downstairs midline. 2. Pick up your pencil. Beginning at the ceiling of the upstairs, make a slanted line that cuts through the middle on the dotted line and ends at the base line. Review connections as needed.

Lesson 69: Y Stroke Description: 1. Make a loop I the upstairs touching the dotted line. Curve around and down in a slant touch the base line, and then curve up, but stop before you touch the line. What other letters does this look like? Capital. 2. Retrace down in a slanting line to the floor of the basement. Loop around and come up. End at the downstairs midline. Review connections as needed.

Lesson 70: Z Stroke description: 1. Make a loop in the upstairs touching the dotted line. Curve around land down to the base line. 2. Retrace up just a little and curve to the right. Curve down to the basement and loop up. Cross over and end at the downstairs midline. Review connections as needed.

NOTE: Lesson 70 completes instruction in all the uppercase and lowercase letters. There are no more letter strokes to describe. The rest of the program is review and practice for fluency. [This is for the pre-fall-2015 program. It needs to be revised.]

The following lessons are tests:

Lesson 71: Test 12; **Lesson 76:** Test 13; **Lesson 81:** Test 14; **Lesson 86:** Test 15;
Lesson 91: Test 16; **Lesson 96:** Test 17; **Lesson 101:** Test 18; **Lesson 106:** Test 19;
Lesson 111: Test 20; **Lesson 116:** Test 21; **Lesson 121:** Test 22; **Lesson 126:** Test 23;
Lesson 131: Test 24; **Lesson 136:** Test 25; **Lesson 141:** Test 26; **Lesson 146:** Test 27;
Lesson 151: Test 28; **Lesson 159:** Test 29. **Lesson 161:** Test 30; **Lesson 166:** Test 31.

A Beka Decodable Readers Phonics Sequence
Direct Instruction Skill Development

Reader 1: *Fun with Pets 1a*

Charts 1 – 4

- Page 2: a, f, s, r, t, m [So-called Sight Words: is, on, the, a]
Page 6: s, t, m, b, d, h
Page 12: a, c, p, l, b, h, g, n
Page 23: e, w, y
Page 33: i, k.
Page 41: o, u, j, v, x
Page 62: q, z [Page 66: a, the, to]

Chart 5

- Page 74: ā two-vowel rule, ay
Page 86: ē, one- and two-vowel rule and ē at end of short words [from]
Page 94: ī, one- and two-vowel rule. [I]
Page 100: ō, one- and two-vowel rule. ō at end of short words [of]
Page 109: ū, one- and two-vowel rule. [tə, do, you, said]

Reader 2: *Tiptoes 1b*
Special Sounds Charts 6 & 7

Chart 6

- Page 2f: Say the sounds, Read the Words: ă, ā; ě, ē; ĭ, ī.
Page 9: ō, ȝ; ũ, ū [said, tθ]
Page 12: ck
Page 18: be, go, my, etc.
Page 20: [θf]
Page 24: -s plural [one, two]
Page 29: qu = kw [said, both]
Page 29 ay = long ā
Page 36 [what, dθ]
Page 40: st, pl [you, have]
Page 43: fr, tr
Page 44: [give, have, oh]
Page 46: [come, yθu]
Page 50: sh
Page 51: th
Page 52 [come, says]
Page 55: [do] Advanced words: mother
Page 57: bl, cl
Page 60: [oh]
Page 62: fl, gl

Chart 7

Page 70f: br dr, pr gr
Page 72: [say, give]
Page 76: [was]
Page 80: [~~give~~, ~~of~~, says]
Page 86f: sp, cr, tw, spl
Page 89: Advanced words: or, for, when, air
Page 92: sp, scr, squ
Page 93: Advanced word: oops
Page 94: [give, come, have] Advanced word: for
Page 96: sn, sl
Page 97: [was] Advanced words: half, first, second, third.
Page 100: str, sw
Page 104: Advanced words: all, good
Page 108: [your]
Page 113: Advanced: ~~mother~~, ~~good~~ park]

Reader 3: *Stepping Stones 1c* Special Sounds Charts: 8 & 9

Chart 8

Page 2: thr
Page 4: ar Contraction: don't = do not; Advanced words: was ?
Page 7: ch
Page 8: or
Page 9: [your, oh] Advanced words: was, find, took, what
Page 14: ou, ow
Page 18: ow
Page 22: [have] Advanced words: what, comes] contraction isn't = is not
Page 24: er, ur, ir
Page 26: [both] Advanced words: ~~what~~, want, come, push
Page 30: [give] Advanced words: want, put, they
Page 34: oi, oy
Page 55: Advanced works: thank?, ~~push~~
Page 41: oo book
Page 42: oo tooth
Page 43: [here, were] Advanced words: ~~come~~, ~~thank~~, know
Page 48: wor, igh, Advanced words: all
Page 53: all, alk, [their] Advanced words: they, done, ~~put~~

Chart 9

Page 60: -ing
Page 62f: kn, gn, [father] Advanced words ~~mother~~, ~~they~~
Page 68f: ang, ing, ong, ung; onk, ink, onk, unk
Page 70: Advanced word: Bible
Page 79: [say] Advanced words: white, pure, love]
Page 81: [where, live?] Advanced words: some, sometimes
Page 86: wa, wash
Page 87: a in adopt.
Page 88: [Mr. Mrs.] Advanced words: watch, pushing, done
Page 92: Syllables
Page 93: le
Page 94: y as in baby
Page 101: Advanced words: something
Page: 116: Syllables
Pages: 118-120: ěd, -ed (t); ed (d)

Reader 4: *Secrets and Surprises 1d*

Special Sounds Charts: 8 & 9 (??) – Suffixes + Charts 10-11?

There are no new sounds (spelling patterns) introduced in this book. It is a review of everything taught to this point. This book will enable students do develop fluency of the spelling patterns previously taught. Only Group I students read this.

Correlation of the Readers with the Phonics Skills

First-Grade Readers		
Book		Skills
Phonics Introduction Phase		
1. <i>Fun with Pets</i>	1a	Begins with simple one-vowel words & progresses to stories w/two-vowels
2. <i>Tiptoes</i>	1b	Teaches Special Sounds from Basic Phonics Charts 6 & 7
3. <i>Stepping Stones</i>	1c	Review Charts???
4. <i>Secrets and Surprises</i>	1d	Reinforces Special Sounds from Basic Phonics Charts 8 & 9
5. <i>Kind and Brave</i>	1e	Covers Charts 10-11
6. <i>Aesop's Fables</i>	1f	Covers Charts 8-11
7. <i>Strong and True</i>	1g	Covers Charts 12-13
8. <i>Down by the Sea</i>	1h	Covers all Charts (Supplemental Reader)
9. <i>Animals in the Great Outdoors</i>	1i	Covers Charts 8-13 (Supplemental Reader)
<i>Primary Bible Reader</i>		Twenty-four selections from Genesis, Luke & John in the KJV

The *Handbook for Reading* and first five Readers form the foundation for reading, and should, therefore, be the focus of all initial reading instruction for all students.

Note two changes from the previous edition: *The Bridge Book* has been eliminated. *Animals in the Great Outdoors* was moved the end of the year. Books 1

First-Grade Readers			
Book	Group 1	Group 2	Group 3
1. <i>Fun with Pets</i>	L 6-10	L 6-10	L 6-15
2. <i>Tiptoes</i>	L 11-25	L 11-32	L 16-51
3. <i>Stepping Stones</i>	L 26-40	L 33-59	L 52-85
4. <i>Secrets and Surprises</i>	L 41-55	L 60-84	L 86-117
5. <i>Kind and Brave</i>	L 56-74	L 85-100	L 118-170
6. <i>Aesop's Fables</i>	L 75-90	L 101-120	
7. <i>Strong and True</i>	L 91-109	L 121-136	
8. <i>Down by the Sea</i>	L 126-145	L 137-151	
9. <i>Animals in the Great Outdoors</i>	L 146-170		
<i>Primary Bible Reader</i>	L 93-164	L 132-169	L 123-159

Group 1 & 2 study all the Phonics Charts. Group 3 studies Charts 1 – 11, but not 12-13.

A Beka First Grade Reading Scope & Sequence (Pacing)

Prepared by Donald L. Potter

September 12, 2013, Revised October 28, 2013, Needs to be revised go fall 2015 program.

Handbook for Reading

Group 1 (Best Readers)	Lessons (Days)	Pages
<i>Handbook for Reading</i> (alone)	6-10	1-45
1. <i>Fun with Pets</i>	11-25	46-69
2. <i>Tiptoes</i>	26-40	70-87
3. <i>Stepping Stones</i>	41-55	88-100
4. <i>Secrets and Surprises</i>	56-74	101-118
5. <i>The Bridge Book</i>	75-86	119-132
	124-130	141-144
6. <i>Animals in the Great Outdoors</i>	87-107	133-140
7. <i>Kind and Brave</i>	108-123	-----
8. <i>Aesop's Fables</i>	131-144	145-148
9. <i>Strong and True</i>	145-157	149-152
10. <i>Down by the Sea</i>	158-170	153-155

Group 2 (Average Readers)

<i>Handbook for Reading</i> (alone)	6-10	1-17
1. <i>Fun with Pets</i>	11-32	18-61
2. <i>Tiptoes</i>	33-57	62-98
3. <i>Stepping Stones</i>	58-83	99-116
4. <i>Secrets and Surprises</i>	85-105	117-129
5. <i>Kind and Brave</i>	120-139	-----
6. <i>Aesop's Fables</i>	147-157	-----
7. <i>Strong and True</i>	158-170	-----
8. <i>Animals in the Great Outdoors</i>		

Group 3 (Slower Readers)

<i>Handbook for Reading</i> (alone)	6-15	1-22
1. <i>Fun with Pets</i>	16-50	23-51
2. <i>Tiptoes</i>	51-84	52-76
3. <i>Stepping Stones</i>	85-115	77-101
4. <i>Secrets and Surprises</i>	116-158	102-127
5. <i>Kind and Brave</i>		

A Quick Mastery Checklist for Steps 1 - 5

Fun with Pets

INTRODUCTION TO CONSONANTS & SHORT VOWELS

Aa, Ff, Ss, Rr, Tt, Mm (pp. 1-5)

rat, fat, sat, mat, [is, on, the, a]

Bb, Dd, Hh (pp. 6-11)

bam, ham, Sam, bat, bad, had, hat, dad, ram

Cc, Pp, Ll, Gg, Nn, ck says k (pp. 12-22)

pat, Pat, cap, sag, sack, pan, fan, can, lap, nap, tap, tag, ran, tack [in]

Ee, Ww, Yy (pp. 23-32)

let, ten, men, red, fell, well, yes, pet, wet, nest, hen, get, tan, eggs, has, mess, fast.

Ii, Kk (pp. 33-40)

yip, will, lick, kiss, pit, Nick, Mick, sit, hill, bin, yell, it, in, Kip, miss, wag, sad, sick, big, let, him, will, gets, [on]

Oo, Uu, Jj, Vv, Xx (pp. 41-61)

top, hop, box, jug, sup, fun, Ben, vet, fix, van, six, hop, jog, hit, Bob, jobs, dig, mop, dock, lock, dog, fed, pig, Mom, Pug, just, cup, bun, hug, bug, legs, yips, Puff, run, mud, Jan, tub, rub, tell, help, nick, bent, did, God, felt, glad.

Qq, Zz (pp. 62-73)

quack, quick, zip, zag, Zack, quill, quiz, duck, bill, swim, zig-zag, pond, got, dip, fun, black, jam, lick, hot, rest, went, Ann, ant, has, picnic, Ron, Deb, lick, lug, quit, not, back, ten [a, the, to]

INTRODUCTION TWO-VOWEL RULE: LONG VOWELS

Āā, ay (pp. 74-85)

cap cape, Jan Jane, pad paid, can cane, say, day, ray, gray, gave, save, made, wade, ate, grain, Kate, Gail, may, cake, laid, cluck, peck, came, lay, grain, gray, soft, Jake, Fluff, last, stop, lake, Swift, Mac.

Ēē, e in mē (pp. 86-93)

pet Pete, fed feed, set see, net neat, be, he, me, we, Zeke, beef, need, bean, lean, clean, neat, leap, sleep, name, named, play, say, [from], milk, hand, eat, eats, flea, *jump, jumps*, hop, still, licks, tail, feet.

Īī, y in fly (pp. 94-99)

Mick Mike, lick like, hid hide, my, by, fly, sty, likes, lie, fine, mine, geese, best, sleek, stuck, just, pail, grain, nuts, [I]

Ōō, o in go. (pp. 100-107)

rod road, Todd toad, Jon Joan, hops hopes, go, so, no, yo-yo, home, roam, tadpole, Joe, bumps, frog, croak, grass, plants, safe, [of]

Ūū, Long ū can say ū in Duke or long oo in cute. (pp. 108-126)

duck Duke, cut cute, sun Sue, blue, tune, Luke, leaf, leaves, Nan, bite, likes, green, bite, let's, try, stone, goats, rose, takes, rose, bell, fine, beat, cry, cried, nap, slept, past, end, wins, [to, do, you, said]

This study lists the words where they are taught in the *Fun with Pets*. Some words could have been taught earlier with their regular spelling patterns. This purpose of this document is to provide teachers and parents with a “test instrument” to determine if their children have mastered the *One-Vowel Rule for Short Vowels* and the *Two-Vowel Rule for Long Vowels* and all the skills on Steps 1 through 5. Students who can read these words will be ready to begin Special Sounds Chart 6. Students who cannot read these words fluently should NOT go on to Step 6 and *Tiptoes* until they have mastered these words and stories.

This document was prepared by Donald L. Potter for the parents of students in the A Beka Book phonics-first reading program at the Odessa Christian School in Odessa, Texas. 10/11/13.

A Quick Mastery Checklist in ABC Order for Steps 1 - 5

Fun with Pets

INTRODUCTION TO CONSONANTS & SHORT VOWELS

143 WORDS

A Ann ant back bad bam bat Ben bent big bill bin black Bob box bug bun
can cap cup dad Deb did dig dip dock dog duck eggs fan fast fat fed fell felt
fix fun get gets glad God got had ham has hat help hen hill him hit hop hot
hug in is it jam Jan jobs jog jug just Kip kiss lap legs let lick lock lug mat
men mess Mick miss Mom mop mud nap nest nick Nick not on pan pat Pat
pet picnic pig pit pond Puff Pug quack quick quill quit quiz ram ran rat red
rest Ron rub run sack sad sag Sam sat sick sit six sup swim tack tag tan tap
tell ten *the to* top tub van vet wag well went wet will yell yes yip yips Zack
zag zig-zag zip

INTRODUCTION TWO-VOWEL RULE: LONG VOWELS

149 WORDS

ate be bean beat beef bell best bite blue bumps by cake came can cane cap
cape clean cluck cried croak cry cut cute day *do* duck Duke eat eats end fed
feed feet fine flea Fluff fly frog *from* Gail gave geese go goats grain grass
gray green hand he hid hide home hop hopes hops I Jake Jan Jane Joan Joe
Jon jump jumps just Kate laid lake last lay leaf lean leap leaves let's lick
licks lie like likes Luke Mac made may me Mick Mike milk mine my name
named Nan nap neat need net no nuts of pad paid pail past peck pet Pete
plants play ray road roam rod rose safe *said* save say see set sleek sleep slept
so soft still stone stop stuck sty Sue sun Swift tadpole tail takes *to* toad Todd
try tune wade we wins yo-yo *you* Zeke

This study lists the words where they are taught in the *Fun with Pets*. Some words could have been taught earlier with their regular spelling patterns. This purpose of this document is to provide teachers and parents with a "test instrument" to determine if their children have mastered the *One-Vowel Rule for Short Vowels* and the *Two-Vowel Rule for Long Vowels* and all the skills on Steps 1 through 5. Students who can read these words will be ready to begin Special Sounds Chart 6. Students who cannot read these words fluently should NOT go on to Step 6 and *Tiptoes* until they have mastered these words and stories.

This document was prepared by Donald L. Potter for the parents of students in the A Beka Book phonics-first reading program at the Odessa Christian School in Odessa Texas. 10/11/13, 10/24/13.

A Quick Mastery Checklist for Steps 1 – 5

Fun with Pets

INTRODUCTION TO CONSONANTS & SHORT VOWELS

Aa, Ff, Ss, Rr, Tt, Mm (pp. 1-5)

rat, fat, sat, mat, [is, on, the, a]

Bb, Dd, Hh (pp. 6-11)

bam, ham, Sam, bat, bad, had, hat, dad, ram

Cc, Pp, Ll, Gg, Nn, ck says k (pp. 12-22)

*pat, Pat, cap, sag, sack, pan, fan, can, lap, map, tap, tag, ram, tack
[in]*

Ee, Ww, Yy (pp. 23-32)

*let, ten, men, red, fell, well, yes, pet, wet, nest, hen, get, tan, eggs,
has, mess, fast.*

Ii, Kk (pp. 33-40)

*yip, will, lick, kiss, pit, Nick, Mick, sit, hill, bin, yell, it, in, Kip,
miss, wag, sad, sick, big, let, him, will, gets, [on]*

Oo, Uu, Jj, Vv, Xx (pp. 41-61)

*top, hop, box, jug, sup, fun, Ben, vet, fix, van, six, hop, jog, hit, Bob,
jobs, dig, mop, dock, lock, dog, fed, pig, Mom, Pug, just, cup, bun, hug,
bug, legs, yips, Puff, run, mud, Jam, tub, rub, tell, help, nick, bent,
did, God, felt, glad.*

Zz, Yy (pp. 62-73)

*quack, quick, zip, zag, Zack, quill, quiz, duck, bill, swim, zig-zag, pond,
got, dip, fun, black, jam, lick, hot, rest, went, Ann, ant, has, picnic,
Ron, Deb, lick, lug, quit, not, back, ten [a, the, to]*

INTRODUCTION TWO-VOWEL RULE: LONG VOWELS

Fun with Pets

Long A a, ay (pp. 74-85)

cap cape, Jan Jane, pad paid, can cane, say, day, ray, gray, gave, save, made, wade, ate, grain, Kate, Gail, may, cake, laid, cluck, peck, came, lay, grain, gave, gray, soft, Jake, Fluff, last, stop, lake, Swift, Mac

Long E e, e in me (pp. 86-93)

pet Pete, fed feed, set see, net meat, be, he, me, we, Zeke, beef, need, beam, lean, clean, meat, leap, sleep, name, named, play, say, [from], milk, hand, eat, eats, flea, jump, jumps, hop, still, licks, tail, feet.

Long I i, y in fly (pp. 94-99)

Mick Mike, lick like, hid hide, my, by, fly, sty, likes, lie, fine, mine, geese, best, sleek, stuck, just, pail, grain, nuts, [l]

Long O o, o in go (pp. 100-107)

Rod road, Todd toad, Jon Joan, hops hopes, go, so, no, yo-yo, home, roam, tadpole, Joe, bumps, frog, croak, grass, plants, safe, [of]

Long U u, Long u can say u in Duke or long oo in cute (pp. 108-126)

duck Duke, cut cute, sun Sue, blue, tune, Luke, leaf, leaves, Nam, bite, likes, green, bite, let's, try, stone, Goats, rose, takes, rose, bell, fine, beat, cry, cried, nap, slept, past, end, wins, [to, do, you, said]

This study lists the words where they are taught in the *Fun with Pets*. Some words could have been taught earlier with their regular spelling patterns. This purpose of this document is to provide teachers and parents with a highly accurate “test instrument” to determine if their children have mastered the *One-Vowel Rule for Short Vowels* and the *Two-Vowel Rule for Long Vowels* and all the skills on Steps 1 through 5. Students who can read these words will be ready to begin Special Sounds Chart 6. Students who cannot read these words fluently should not go on to Step 6 and *Tiptoes* until they have mastered these words and stories.

So-called sight words are in [brackets].

This document was prepared by Donald L. Potter for the parents of students in the A Beka Book phonics-first reading program at the Odessa Christian School in Odessa, Texas. 10/11/13.

Note from Internet Publisher: Donald L. Potter

October 6, 2013

It was eight years ago that Mrs. Twyla Greenfield suggested to me that our school would benefit by switching to the A Beka Book curriculum. Mrs. Greenfield was serving as our Principal at that time. She was a retired special education teacher, who brought a wealth of classroom experience to the school. She had also taught her granddaughter with A Beka. She felt that it was the finest curriculum available. I was teaching fourth-grade at the school at that time. I had just retired after 21 years as an elementary bilingual teacher, dyslexia teacher, and secondary Spanish teacher.

I figured that before I could recommend the program I would like to do some investigating on my own, so I purchased the first-grade reading program and taught it to one struggling first-grade boy to get some firsthand experience. The boy did very well learning to read, and I decided that the program would be of great benefit to our school.

The decision to switch to A Beka Book was one of the best decisions in the over 50-year history of our school. We had been very successful with the old Open Court program, when it still taught long vowels first, but the revised program proved far less effective.

I have the awesome privilege of testing all the students on our campus every year to determine if any of the students are in need of tutoring in reading or cursive. I am happy to report that the students who begin their reading instruction with A Beka are inevitably reading significantly above grade level through the sixth grade, which is where our school currently ends.

I am publishing these materials for our first-grade parents to help them understand the program better and to help them better fulfill their God given responsibility to raise their children in the nurture and admonition of the Lord.

I know of no commercially available phonics basal reading program that is as strong as the A Beka Book reading program. It continues to serve our school well. I recommend it to all homeschool parents and private Christian Schools.

A very important feature of the A Beka program is the cursive-first. We begin teaching cursive kindergarten. It is a little known bit of history that my friend and long time mentor, Samuel L. Blumenfeld, influenced Dr. Arlin Horton and Mrs. Beka Horton, the founders of the A Beka Book curriculum, to switch to cursive-first. Sam tells me that he suggested first-grade, but they went him one better and tried it in kindergarten. After a very successful experiment, they determined that cursive-first held great advantages over starting with manuscript and switching to cursive later. I learned cursive-first in first-grade in Indiana in 1953 under Mrs. Pearl Monroe, a highly accomplished phonics and cursive handwriting teacher. The advantages of cursive-first came as no surprise to me.

I count it a privilege to work closely with the all the parents at my school. The first-grade parents are especially welcome to confer with me on a regular basis concerning their children's progress learning to read and write with the A Beka Book program.

Document last updated on 1/26/13. I started updating to the new edition that was published for the 2015-2016 school year on August 17, 2015.

Donald L. Potter

www.donpotter.net

A Quick Mastery Checklist for Steps/Charts 1 – 5

Fun with Pets

INTRODUCTION TO CONSONANTS & SHORT VOWELS

Aa, Ff, Ss, Rr, Tt, Mm (pp. 1-5)

rat, fat, sat, mat, [is, on, the, a]

Bb, Dd, Hh (pp. 6-11)

*bam, ham, Sam, bat, bad, had, hat,
dad, ram*

Cc, Pp, Ll, Gg, Nn, ck says k (pp. 12-22)

*pat, Pat, cap, sag, sack, pam, fam,
can, lap, map, tap, tag, ran, tack
[in]*

Ee, Ww, Yy (pp. 23-32)

*let, ten, men, red, fell, well, yes,
pet, wet, nest, hen, get, tam, eggs,
has, mess, fast.*

Ii, Kk (pp. 33-40)

*yip, will, lick, kiss, pit, Nick, Mick,
sit, kill, bin, yell, it, in, Kip, miss,
wag, sad, sick, big, let, him, will,
gets, [on]*

Oo, Uu, Jj, Vv, Xx (pp. 41-61)

top, hop, box, jug, sup, fun, Ben,
wet, fix, van, six, hop, jog, hit,
Bob, jobs, dig, mop, dock, lock, dog,
fed, pig, Mom, Pug, just, cup, bun,
hug, bug, legs, yips, Puff, run,
mud, jam, tub, rub, tell, help, nick,
bent, did, God, felt, glad

Zz, Yy (pp. 62-73)

quack, quick, zip, zag, Zack, quill,
quiz, duck, bill, swim, zig-zag,
pond, got, dip, fun, black, jam,
lick, hot, rest, went, Ann, ant, has,
picnic, Ron, Deb, lick, lug, quit, not,
back, ten [a, the, to]

INTRODUCTION TWO-VOWEL RULE: LONG VOWELS

Fun with Pets

Long A a, ay (pp. 74-85)

cap cape, Jam Jane, pad paid, can
came, say, day, ray, gray, gave, save,
made, wade, ate, grain, Kate, Gail,
may, cake, laid, cluck, peck, came,
lay, grain, gray, soft, Jake, Fluff,
last, stop, lake, Swift, Mac

Long E e, e in me (pp. 86-93)

pet Pete, fed feed, set see, net meat,
be, he, me, we, Zeke, beef, need,
beam, lean, clean, meat, leap, sleep,
name, named, play, say, [from],
milk, hand, eat, eats, flea, jump,
jumps, hop, still, licks, tail, feet.

Long I i, y in fly (pp. 94-99)

Mick Mike, lick like, hid hide, my,
by, fly, sty, likes, lie, fine, mine,
geese, best, sleek, stuck, just, pail,
grain, nuts, [l]

Long Oo, o in go (pp. 100-107)

rod road, Todd toad, Jon Joan, hops
hopes, go, so, no, yo - yo, home,
room, tadpole, Joe bumps, frog,
croak, grass, plants, safe, [of]

Long Uu, Long u can say u in Duke or long oo in cute (pp. 108-126)

duck Duke, cut cute, sun Sue, blue,
tune, Luke, leaf, leaves, Nam, bite,
likes, green, bite, let's, try, stone,
goats, rose, takes, rose, bell, fine,
beat, cry, cried, map, slept, past,
end, wins, [to, do, you, said]

Prepared by Donald L. Potter on 10/11/13 for the first-grade A Beka Book reading student at the
Odessa Christian School, Odessa, TX

A Quick Mastery Checklist for Step 6

Tiptoes

Special Sounds: Chart 6

CK, -ē, -ō, -ȳ, AY, ST, PL, FR, TR, SH, TH, TH, BL, CL, FL, GL

Review (pp. 1-7)

*can came, dem Deam, fin, fine,
Jam Jame, pad paid, set seat,
tem teem, hid, hide, seek peek*

Review (pp. 8-11)

*got goat, cut cute, cot coat, mot mote,
cub cube, tub tube*

Special Sound ck (pp. 12-17)

*duck, Jack, rock, neck peck peek,
time Tim, seat set, pad paid,
sake sack, pack, pike*

Special Sound Long e, o, u (pp. 18-28)

*be me he go no so my try fly [do
of]*

Special Sound ay (pp. 29-39)

*day Fay play Jay tray stay yoke
[one]*

Special Sound st pl (pp. 40-42)

stick stack stock stone stove last fast
coast boast toast plum plan plant
pleat please [you have]

Special Sound fr tr (pp. 43-49)

Fred froze free freeze truck trot trade
treat frame frost free trick trap track
[give have oh]

Special Sound sh (p. 50)

shape sheep shep shut ship flash
clush flesh

Special Sound th (pp. 51-56)

that them then thick thud path bath
moth [mother]

Special Sound bl cl (pp. 57-61)

bless Blake black clean clap class
bleed club blend cloth clam blame
bluff blond

Special Sound fl gl (pp. 62-69)

fly flea flip flash fluge flame globe
glass Glen glue glide glee flake flee
flush [two of]

A Quick Mastery Checklist for Step 7

Tiptoes

Special Sounds: Chart 7

BR, DR, PR, GR, SM, SC, SK, AP, CR, TW, SPL, SPR, SQU, SN, SL, STR, SW

Special Sound br dr pr gr (pp. 70-85)

*brake brick brush bruise drill drives
dry drag press print pride Grant
grapes smiles scale skip smell scope
mask [was]*

Special Sound sp cr tw spl (pp. 86-91)

*spots spend spell crash tweet split
splint splash or for when air*

Special Sound spr scr squ (pp. 92-95)

*spray sprint spry scrape scrap scrub
squint squeeze squish oops for*

Special Sound sn sl (pp. 96-99)

*snail snake sniff slip sleeve slide
ball first second third [was]*

Special Sound str sw (pp. 100-126)

*strike strip stroke strap swam sweet
swift sway good your park her find*

A Quick Mastery Checklist for Step 6

Tiptoes

Special Sounds: Chart 6

CK, -ē, -ō, -ȳ, AY, ST, PL, FR, TR, SH, TH, TH, BL, CL, FL, GL

Review (pp. 1-7): can cane, den Dean, fin, fine, Jan Jane, pad paid, set seat, ten teen, hid, hide, seek peek

Review (pp. 8-11): got goat, cut cute, cot coat, not note, cub cube tub tube

Special Sound *ck* (pp. 12-17): duck, Jack, rock, neck peck peek, time Tim, sake sack, pack, pike

Special Sounds *Long e, o, u* (pp. 18-28): be me he go no so my try fly [do of]

Special Sound *ay* (pp. 29-39): day Fay play Jay tray stay yoke [one]

Special Sounds *st pl* (pp. 40-42): stick stack stock stone stove last fast coast boast toast plum plan plant pleat please [you have]

Special Sounds *fr tr* (pp. 43-49): Fred froze free freeze truck trot trade treat frame frost trick trap track [give oh]

Special Sound *sh* (p. 50): shape sheep Shep shut ship flash flush flesh

Special Sounds *th th* (pp. 51-56): that them then thick thud path bath moth [mother]

Special Sounds *bl cl* (pp. 57-61): bless Blake black clean clap class bleed club blend cloth clam blame bluff blond

Special Sounds *fl gl* (pp. 62-69): flea flip flute flame globe glass Glen glue glide glee flake flee [two]

A Quick Mastery Checklist for Step 7

Tiptoes

Special Sounds: Chart 7

BR, DR, PR, GR, SM, SC, SK, AP, CR, TW, SPL, SPR, SQU, SN, SL, STR, SW

Special Sounds *br dr pr gr* (pp. 70-85): brake brick brush bruise drill drives dry drag press print pride Grant grapes smiles scale skip smell scope mask [was]

Special Sounds *sp cr tw spl* (pp. 86-91): spots spend spell crash tweet split splint splash [or for when air]

Special Sound *spr scr squ* (pp. 92-95): spray sprint spry scrape scrap scrub squint squeeze squish [oops]

Special Sounds *sn sl* (pp. 96-99): snail snake sniff slip sleeve slide ball first [second third]

Special Sounds *str sw* (pp. 100-126): strike strip stroke strap swam sweet swift sway [good your park her find]

A Quick Mastery Checklist in ABC Order for Step 6

Tiptoes

Special Sounds: Chart 6

CK, -ē, -ō, -ȳ, AY, ST, PL, FR, TR, SH, TH, TH, BL, CL, FL, GL

136 WORDS

bath be black Blake blame bleed blend bless blond bluff boast can cane clam
clap class clean cloth club coast coat cot cub cube cut cute, day Dean den *do*
duck fast Fay fin fine flake flame flash flea flee flesh flip flush flute fly
frame Fred free freeze frost froze *give* glass glee Glen glide globe glue go
goat got *have* he hid hide Jack Jan Jane Jay last me moth *mother* my neck no
not note *of oh one* pack pad paid path peck peek pike plan plant play please
pleat plum rock sack, sake seat seek set shape sheep Shep ship shut so stack
stay stick stock stone stove teen ten that them then thick thud Tim time toast
track trade trap tray treat trick trot truck try tub tube *two* yoke *you*

A Quick Mastery Checklist in ABC Order for Step 7

Tiptoes

Special Sounds: Chart 7

BR, DR, PR, GR, SM, SC, SK, AP, CR, TW, SPL, SPR, SQU, SN, SL, STR, SW

65 WORDS

air ball brake brick bruise brush crash drag drill drives dry *find first for good*
Grant grapes *her* mask *oops or park* press pride print scale scope scrap
scrape scrub second skip sleeve slide slip smell smiles snail snake sniff spell
spend splash splint split spots spray sprint spry squeeze squint squish strap
strike strip stroke swam sway sweet swift third tweet was when *your*

A Beka Book *Handbook for Reading*

Lesson-Page Correlation for Advanced Reading Group

For Student/Teacher Self-Instruction Video

Lesson	RH Pages	Lesson	RH Pages	Lesson	RH Pages	Lesson	RH Pages
7:	1, 7, 22 26-30	8:	1, 7, 34	9:	40-41, 42-43	10:	44-45, 46-47
11:	48-49	12:	50-51	13:	52-53	14:	54-55
15:	46-57	16:	58-59	17:	60-61	18:	62
19:	63	20:	64-65	22:	66-67	24:	68-69
26:	70-71	29:	72-73	30:	74-75	33:	76-77
34:	78-79	36:	80-81	37:	82-83	38:	84-85
39:	86-87	43:	88-90	44:	91-92	46:	93-94
52:	94-96	54:	97-98	59:	101-102	60:	103-104
64:	105-106	65:	107-108	69:	111-112	71:	113-114
72:	115-116	74:	117-18	77:	119-120	80:	121-122
82:	123-124	83:	125-126	84:	127-128	85:	129-130
86:	131-132	88:	133-134	94:	135-136	96:	137-138
100:	139-140	124:	141-142	129:	143-144	135:	145-146
136:	147-148	140:	149-150	141:	151-152	161:	153-154
163:	155						

A completely nonnegotiable item of the Beka Reading Program is a complete mastery of the facts and skill in the *Handbook for Reading: The Phonics Textbook*. The pages in the *RH* are tightly integrated/correlated with the decodable readers. It is **absolutely necessary** that the students master the phonics (Special Sounds) BEFORE reading the stories. Any student who gets behind will need help from the teacher, from Mr. Potter, and from their parents to catch up. Mr. Potter's video instruction includes audiovisual instruction on every page in the *Handbook for Reading*, virtually teaching the whole program. The video will prove very helpful for the students who need the extras help. Student new to the class will be able to use the video to catch up. Parents & teachers can uses to videos to learn how to teach the phonics program.

A Beka moves fast so it is very easy to get behind if adequate tutoring is not provided for slower readers. These videos will help make absolutely sure that every student has ample opportunity to master all the phonics in the program in the proper sequence and at the proper rate.

Created by Donald Potter, 10/20/13. This page needs to be revised to the new edition. There are no changes in the Handbook for Reading pages or words, (other than Inchworm for Indian). I am not sure about the lesson correlation.

A Beka Phonics - Listening Practice for Fluency

Audio Tracks for *Fun with Pets*

Charts 1-5

A. Short Vowels

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>	<u>Tutor Record</u>
1	2-5	_____	_____
2	6-11	_____	_____
3	12-22	_____	_____
4	23-32	_____	_____
5	33-40	_____	_____
6	41-60	_____	_____
7	62-73	_____	_____

B. Long Vowels

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>	<u>Tutor Record</u>
8	74-84	_____	_____
9	86-93	_____	_____
10	94-97	_____	_____
11	100-107	_____	_____
12	108-126	_____	_____

Audio Tracks for *Tiptoes*

Charts 6 (Tracks 1-10) & Chart 7 (Tracks 11-18)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>	<u>Tutor Record</u>
1	2-7	_____	_____
2	8-11	_____	_____
3	12-17	_____	_____
4	18-28	_____	_____
5	29-37	_____	_____
6	40-42	_____	_____
7	43-49	_____	_____
8	50-56	_____	_____
9	57-61	_____	_____
10	62-69	_____	_____
11	70-75	_____	_____
12	76-85	_____	_____
13	86-91	_____	_____
14	92-95	_____	_____
15	96-99	_____	_____
16	100-112	_____	_____
17	113-121	_____	_____
18	122-126	_____	_____

Audio Tracks for *Stepping Stones*

Charts 8 (Tracks 1-9) & Chart 9 (10-14)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>				<u>Tutor Record</u>		
1	2-6	_____	_____	_____	_____	_____	_____	_____
2	7-13	_____	_____	_____	_____	_____	_____	_____
3	14-17	_____	_____	_____	_____	_____	_____	_____
4	18-23	_____	_____	_____	_____	_____	_____	_____
5	24-33	_____	_____	_____	_____	_____	_____	_____
6	34-40	_____	_____	_____	_____	_____	_____	_____
7	41-47	_____	_____	_____	_____	_____	_____	_____
8	48-52	_____	_____	_____	_____	_____	_____	_____
9	53-59	_____	_____	_____	_____	_____	_____	_____
10	60-67	_____	_____	_____	_____	_____	_____	_____
11	68-85	_____	_____	_____	_____	_____	_____	_____
12	86-92	_____	_____	_____	_____	_____	_____	_____
13	93-105	_____	_____	_____	_____	_____	_____	_____
14	106-117	_____	_____	_____	_____	_____	_____	_____
15	118-125	_____	_____	_____	_____	_____	_____	_____

Audio Tracks for *Secrets and Surprises*

Charts 8 & 9 (Tracks 1-7); Chart 10 (Tracks 8-11); Chart 11 (Tracks 12-17)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>				<u>Tutor Record</u>		
1	1-3	_____	_____	_____	_____	_____	_____	_____
2	4-11	_____	_____	_____	_____	_____	_____	_____
3	13-20	_____	_____	_____	_____	_____	_____	_____
4	21-35	_____	_____	_____	_____	_____	_____	_____
5	36-50	_____	_____	_____	_____	_____	_____	_____
5	51-65	_____	_____	_____	_____	_____	_____	_____
6	66-67	_____	_____	_____	_____	_____	_____	_____
7	68-74	_____	_____	_____	_____	_____	_____	_____
8	77-83	_____	_____	_____	_____	_____	_____	_____
9	85-99	_____	_____	_____	_____	_____	_____	_____
10	100-108	_____	_____	_____	_____	_____	_____	_____
11	110-120	_____	_____	_____	_____	_____	_____	_____
12	122-134	_____	_____	_____	_____	_____	_____	_____
13	138-146	_____	_____	_____	_____	_____	_____	_____
14	147	_____	_____	_____	_____	_____	_____	_____
15	150-168	_____	_____	_____	_____	_____	_____	_____
16	170-171	_____	_____	_____	_____	_____	_____	_____
17	172-186	_____	_____	_____	_____	_____	_____	_____

Audio Tracks for *The Bridge Book*

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>	<u>Tutor Record</u>
Chart 8			
1	2-11	_____	_____
2	12-18	_____	_____
3	19-27	_____	_____
Chart 9			
4	28-44	_____	_____
Chart 10			
5	45-49	_____	_____
6	50-57	_____	_____
7	58-68	_____	_____
Chart 11			
8	69-71	_____	_____
9	72-75	_____	_____
10	76-91	_____	_____
Chart 12			
11	92-95	_____	_____
12	96-105	_____	_____
13	106-111	_____	_____
14	112-117	_____	_____
Chart 13			
15	118-125	_____	_____
16	126-135	_____	_____
17	136-143	_____	_____
18	144-155	_____	_____

Audio Tracks for Handbook for Reading

Name: _____ School _____ Teacher: _____

Charts 1 - Short Vowel Sounds (Phonemic Awareness)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>			
1	1-6	_____	_____	_____	_____

Chart 2-4 – Consonants, Short Vowel Blends and Words (*Fun with Pets A*)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>			
2	7-10	_____	_____	_____	_____
3	11-13	_____	_____	_____	_____
4	14-15	_____	_____	_____	_____
5	16-18	_____	_____	_____	_____
6	19-22	_____	_____	_____	_____
7	23-26	_____	_____	_____	_____
8	27-30	_____	_____	_____	_____
9	31-34	_____	_____	_____	_____
10	35-38	_____	_____	_____	_____
11	39-40	_____	_____	_____	_____

Chart 5 – The Long Vowels Blends & Words (*Fun with Pets B*)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>			
12	41-42	_____	_____	_____	_____
13	43-45	_____	_____	_____	_____
14	46-48	_____	_____	_____	_____
15	49-51	_____	_____	_____	_____
16	52-54	_____	_____	_____	_____
17	55-59	_____	_____	_____	_____

Chart 6 – Special Sounds 1 – 16 (*Tiptoes A*)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>			
18	60-62	_____	_____	_____	_____
19	63-66	_____	_____	_____	_____
20	67-69	_____	_____	_____	_____
21	70-74	_____	_____	_____	_____

Chart 7 – Special Sounds 17 – 34 (*Tiptoes B*)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>			
22	75-79	_____	_____	_____	_____
23	80-81	_____	_____	_____	_____
24	82-84	_____	_____	_____	_____
25	85-87	_____	_____	_____	_____

Chart 8 – Special Sounds 35 – 52 (*Secrets and Surprises A*)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>			
26	88-91	_____	_____	_____	_____
27	92-94	_____	_____	_____	_____
28	95-97	_____	_____	_____	_____
29	98-99	_____	_____	_____	_____
30	100-102	_____	_____	_____	_____

Chart 9 – Special Sounds 53 – 70 (*Secrets and Surprises B*)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>			
31	103-105	_____	_____	_____	_____
32	106-107	_____	_____	_____	_____
33	108-110	_____	_____	_____	_____
34	111-114	_____	_____	_____	_____

Chart 10 – Special Sounds 71 – 88 (*Kind and Brave A*)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>			
35	115-117	_____	_____	_____	_____
36	118-119	_____	_____	_____	_____
37	120-121	_____	_____	_____	_____
38	122-123	_____	_____	_____	_____
39	124-125	_____	_____	_____	_____

Chart 11 – Special Sounds 89 – 105 (*Kind and Brave B*)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>			
40	126-129	_____	_____	_____	_____
41	130-131	_____	_____	_____	_____
42	132-133	_____	_____	_____	_____
43	134-135	_____	_____	_____	_____
44	136-137	_____	_____	_____	_____

Chart 12 – Special Sounds 106 – 118 (*Strong and True A*)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>			
45	138-139	_____	_____	_____	_____
46	140-141	_____	_____	_____	_____
47	142-143	_____	_____	_____	_____
48	144-145	_____	_____	_____	_____

Chart 13 – Special Sounds 119 – 132 (*Strong and True B*)

<u>Track</u>	<u>Pages</u>	<u>Listening Practice</u>			
49	146-147	_____	_____	_____	_____
50	148-149	_____	_____	_____	_____
51	150-151	_____	_____	_____	_____
52	152-153	_____	_____	_____	_____
53	154-155	_____	_____	_____	_____

Odessa Christian School – A Beka Planning Calendar – 2014-2015

By Donald L. Potter – Odessa, TX

www.donpotter.net

<i>5 Days</i> August					<i>21 Days</i> September					<i>22 Days</i> October				
Mon	Tue	Wed	Thr	Fri	Mon	Tue	Wed	Thr	Fri	Mon	Tue	Wed	Thr	Fri
				1	1 LaborD	2	3	4	5			1	2	3
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
25	26	27	28	29	29	30				27	28	29	30	31
1	2	3	4	5	25	26				45	46	47	48	SD

<i>15 Days</i> November					<i>15 Days</i> December					<i>18 Days</i> January				
Mon	Tue	Wed	Thr	Fri	Mon	Tue	Wed	Thr	Fri	Mon	Tue	Wed	Thr	Fri
3	4	5	6	7	1	2	3	4	5				1	2
10	11	12	13	14	8	9	10	11	12	5 HS-SD	6	7	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
24	25	26	27	28	22	23	24	25	26	19 MLK	20	21	22	23
					29	30	31			26	27	28	29	30
										92	93	94	95	96

<i>19 Days</i> February					<i>16 Days</i> March					<i>20 Days</i> April				
Mon	Tue	Wed	Thr	Fri	Mon	Tue	Wed	Thr	Fri	Mon	Tue	Wed	Thr	Fri
2	3	4	5	6	2	3	4	5	6			1	2	3
9	10	11	12	13	9	10	11	12	13				SnowD	GdFri
16	17	18	19	20	16	17	18	19	20	6	7	8	9	10
23	24	25	26	27	23	24	25	26	27	13	14	15	16	17
111	112	113	114	115	120	121	122	123	124	138	139	140	141	142 ER
					125	126	127	128	129	20	21	22	23	24
					30	31				27	28	29	30	
					130	131				148	149	150	151	

<i>20 Days</i> May					<i>4 Days</i> June					July				
Mon	Tue	Wed	Thr	Fri	Mon	Tue	Wed	Thr	Fri	Mon	Tue	Wed	Thr	Fri
				1	1	2	3	4	5					
4	5	6	7	8	8	9	10	11	12					
11	12	13	14	15	15	16	17	18	19					
18	19	20	21	22	22	23	24	25	26					
25	26	27	28	29	29	30								
Mem. Day	168	169	170	171										

175 Days of Instruction: Semester 1 – 78 days; Semester 2 – 97. Days in gray = No School; Thanksgiving Nov. 24-28. Winter Break Dec. 22 – Jan 2. Spring Break Mar. 9-13. ER = Early Release; SnowD = Snow Day; The A Beka 170 Instructional Days are in the lower left hand corner. HS-SD = Student Holiday-Staff Development; Chart Created on 5/18/2014. Corrected 8/13/2014.

A Beka Book Spelling Word Lists

Prepared by Donald L. Potter

September 7, 2013

List 1: (Beginning with Lesson 18, Day 18): man, ran, sun, bus, hot, net, sit, cub, *a, the.* (So-called Sight Words are in *italics.*)

List 2: coat, goat, boat, bean, read, made, game, ride, *to, the.*

List 3: cone, kite, cute, came, kick, keep, cake, cat, *come, I.*

List 4: back, bake, lick, like, snack, snake, brick, clock, shake, broke, come.

List 5: day, play, pray, gray, stay, spray, clay, way, stray, hay, *to, you.*

List 6: cuff, puff, stuff, sniff, cross, bless, will, well, bell, doll, *you, of.*

List 7: be, he, me, by, my, cry, try, go, no so, *one, two.*

List 8: shy, she, shade, sheep, brush, fresh, this, that, then, with, *of, to.*

List 9: round, shout, cloud, south, cow, now, down, brown, clown, crown, town, slow, snow, *what, was.*

List 10: her, serve, purse, burn, curl, turn, dirt, first, girl, sir, stir, shirt, third, *said, have*

List 11: oil, boil, spoil, join, moist, noise, point, boy, joy, toy, proud, blow, skirt, *said, what.*

List 12: book, look, good, foot, wood, shook, boot, food, loose, moon, room, roof, tooth, *have, give.*

List 13: chin, check, chick, much, ouch, born, fork, horn, horse, word, work, took, cool, *says, was.*

List 14: sight, might, right, light, bright, delight, bite, kite, white, quite write, invite, polite, *give, are.*

List 15: all, call, fall, ball, tall, small, walk, talk, chalk, baseball, rainfall, sidewalk, cornstalk, *your, from.*

List 16: *a, the, come, I, you, of, one, two, what, was, said, have, give, do, to* (Sight-Word review from previous spelling lists)

List 17: ink, drink, think, honk, sung, sang, king, string, thing, trunk, thank, bank, strong, *where, I'm.*

- List 18:** boat, like, pray, try, cloud, clown, snow, serve, first, girl, book moon, horse, *Mother, because.*
- List 19:** wash, wasp, watch, want, water, swamp, swan, car, star, park, garden, farmer, marble, *I'm, where.*
- List 20:** alone, awake, asleep, around, apart, alike, ago, arose, along, aside, afraid, amount, away, *again, says.*
- List 21:** wanting, walking, thinking, thanking, parking, snowing, jumping, washing, playing, looking, praying, calling, singing, *because, Mother.*
- List 22:** happy, pretty, penny, puppy, lady, baby, tiny, little, puddle, saddle, bottle, middle, Bible, *your, here.*
- List 23:** wanted, lifted, printed, sounded, looked, thanked, washed, kicked, played, prayed, joined, sighed, snowed, *don't, here.*
- List 24:** hop, hops, hopped, hopping; rub, rubs, rubbed, rubbing; skipped, hitting, hugged, getting, pinned, *don't, were.*
- List 25:** hope, hopes, hoped, hoping; like, likes, liked, liking; shaking, making, hiking, coming, smiled, *been, any.*
- List 26:** hoping, hopping; hoped, hopped; tapping, taping; liked skipped, getting, baking, named, raking, saved, *were some.*
- List 27:** *says, are, your, from, I'm, here, because, where, Mother, been, don't, were, any, some, said.* (Sight-Word review)
- List 28:** church, choose, chink, chest, bench, which, such, much, rich, patch, ditch, stitch, match, *Mr. Mrs.*
- List 29:** old, cold, fold, gold, child, mild, wild, blind, find, kind, mind, comb, climb, *Father, some.*
- List 30:** lace, face, grace, price, mice, ice, cent, city, circus, pencil, circle, bicycle, put, pull, push.

Note that the so-called sight-words are not taught until the students know the letters that make up the sight-words and the common letter sounds. I do not consider them sight-words in the sense that other commercial systems teach sight-words by whole-word memorization apart from the letters and their sound values. The words are only partially irregular. My criticism of sight-words does not apply their minimal presence in the A Beka Book's phonics reading program.

A Beka First Grade Reading Scope & Sequence (Pacing)

Prepared by Donald L. Potter

September 12, 2013, Revised September 26, 2013

Handbook for Reading

Group 1 (Best Readers)	Lessons (Days)	Pages
<i>Reading Handbook</i> (alone)		6-10
1. <i>Fun with Pets</i>		11-25
2. <i>Tiptoes</i>		26-40
3. <i>Stepping Stones</i>		41-55
4. <i>Secrets and Surprises</i>		56-74
5. <i>Kind and Brave</i>		75-90
6. <i>Aesop's Fables</i>		75-90
7. <i>Strong and True</i>		91-109
8. <i>Down by the Sea</i>		126-145
9. <i>Animals in the Great Outdoors</i>		146-170
Group 2 (Average Readers)		
<i>Reading handbook</i> (alone)		1-10
1. <i>Fun with Pets</i>		11-32
2. <i>Tiptoes</i>		33-59
3. <i>Stepping Stones</i>		60-84
4. <i>Secrets and Surprises</i>		85-105
5. <i>Kind and Brave</i>		85-100
6. <i>Aesop's Fables</i>		101-120
7. <i>Strong and True</i>		121-135
8. <i>Down by the Sea</i>		137-151
Group 3 (Slower Readers)		
<i>Reading Handbook</i> (alone)		1-5
1. <i>Fun with Pets</i>		6-15
2. <i>Tiptoes</i>		16-51
3. <i>Stepping Stones</i>		52-85
4. <i>Secrets and Surprises</i>		86-117
5. <i>Kind and Brave</i>		118-170

Advanced Group 1 Lessons (Days)

1. <i>Handbook for Reading</i> (alone)	6-10	6-10
2. <i>Fun with Pets</i>	11-22	11-80
3. <i>Tiptoes</i>	23-34	81-92
4. <i>Stepping Stones</i>	35-45	93-96
5. <i>Secrets and Surprises</i>	46-60	97-99
6. <i>Animals in the Great Outdoors</i>	61-81	100-115
7. <i>Kind and Brave</i>	82-97	116-121
8. Aesop's Fables	98-111	122-125
9. Supplementary Reader #1	112-126	126-141
10. <i>Strong and True</i>	127-139	142-143
11. <i>Down by the Sea</i>	140-152	144-147
12. <i>Primary Bible Reader</i>	153-162	148-149
13. Supplementary Reader # 2	163-170	150-155

The Supplemental Readers are teacher's choice. A Beka gives suggestions.

Note: I see **no need** whatsoever to teach the Advanced Group 1 Lessons here at OCS. The Advanced Group 1 is for schools that teach the A Beka Advanced K-5 Kindergarten (all day) curriculum, which teaches all 132 special sounds. Odessa Christian School teaches half-day program which teaches 45 special sounds.

I have not seen this page in the new edition. Perhaps the Advanced Group has been eliminated.

Daily Oral Reading Group Schedules

A.M.: Group 1 15 min.
Group 2 15 min.
Group 3 20 min.

P.M.: Group 3 15 min.
Group 2 15 min.
Group 1 10 min.

Begin Oral Reading Circle on 6th day.

Homework Notebook:

Begin reading homework with lesson 13. Send books home for students to read assigned pages.

Oral Reading Grade:

Begins 7th week.
Grade on Accuracy, Expression, & Comprehension.

Suggested Daily A Beka First Grade

Classroom Schedule

<u>Activity</u>	<u>Minutes</u>	<u>Suggested Time</u>
Attendance/ Restroom	15	8:00 – 8:15
Bible	30	8:15 - 8:45
Seatwork Explanation	10	8:45 - 8:55
Group 1 Reading	15	8:55 – 9:10
Group 2 Reading	15	9:10 – 9:25
Seatwork Check	10	9:25 – 9:35
Group 3 Reading	20	9:35 – 9:55
Seatwork Check	10	9:55 – 10:05
Phonics/Language/Spelling	25	10:05 – 10:30
Writing	25	10:30 – 10:55
Recess	15	10:55 – 11:10
Restroom	5	11:10 – 11:15
Arithmetic	45	11:15 – 12:00
Lunch	30	12:00 – 12:30
Recess/Restroom	25	12:30 – 12:55
Poetry/Story	10	12:55 – 1:05
Arith Combination Practice	10	1:05 - 1:15
Help Class	15	1:15 – 1:30
Group 3 Reading	15	1:30 – 1:45
Group 2 Reading	15	1:45 – 2:00
Group 1 Reading	10	2:00 - 2:10
Seatwork Check	10	2:10 – 2:20
Activity Time	25	2:20 – 2:45
Closing Procedures	15	2:45 - 3:00
(packing up, restroom, recess, dismissal)		

Note: Reading circles begin in Lesson 6.
Use reading circle time in lessons 1-5 for habit training and for extra writing time. You may want to have children rest during PM reading times.

Spelling begins in Lesson 18.

Check to see if this has been revised in the Fall 2015 Edition.

First Grade A Beka Phonics Skills

New Skills are in Bold.

- * Review and master: long and short vowel sounds, consonant sounds
- * Blend consonant with vowels
- * Review and master 47 special sounds and clue words learned in K5.

- ▶ **Learn and master 85 additional special sounds and clue words: special sounds include consonant blends, diphthongs, digraphs, 11 suffixes, prefixes, etc.**
- ▶ **Demonstrate ability to provide other example words that contain special sounds.**
- ▶ **Apply phonics concepts to reading.**
- ▶ **Understand that syllables are parts of words.**
- ▶ **Recognize accented syllables**
- ▶ **Be able to identify root words, and demonstrate ability to add suffixes and prefixes to root words.**

- * Correctly use: *ll*, *ff*, or *ss* at the end of a word; *u* with *q*.
- * Learn phonics rules
 - * Master one- and two-vowel rules
 - * Know and apply:
 - * Proper use of *k* or *c* before vowel
 - ▶ ***A* usually says “u” at beginning of a word**
 - * Suffix *-s* says “s” or “z”
 - ▶ **Correctly divide words between:**
 - ▶ **Double consonants, root words and suffixes, a vowel and a consonant**
 - ▶ **Two differing consonants, prefixes and root words**
 - ▶ **use at end of word: *ck* after short vowel; *ke* after long vowel**

Note that the students beginning first-grade are expected to know all the K5 skills (skills above that are not in **bold**). For students new to the program will need to spend extra time on these skills as they are taught in the first-grade program. Students who did not get the K5 program will be significantly behind the students who mastered the K5 skills in an A Beka kindergarten classroom. The K5 skill includes cursive, which practically no beginning first-grade students coming to our will have learned. **It is absolutely crucial that the skill level of every individual student be carefully considered in the light of the precise skill driven nature of the A Beka program. NO student should ever be asked to perform above his or her individual skill level. This is the rational behind having three reading groups.**

Skills Development

* Recognize:

* The five vowels and their short sounds*

*The 21 consonants and their sounds

* The long sounds of the five vowels

* Blend a consonant and vowel together (19 consonants)

* Sound one- and two-vowel words* Learn these phonics rules:* elk rule: k goes with i and e; c goes with the other three, a, o, and u* When c and k come together we say the sound only once* Scan say "s" or "z"

* q is always followed by u; vowel sound students hear will not be short u, but sound of vowel which follows u

* When a word ends in a double consonant, we say its sound only once

* One- and two-vowel words phonetically

K-5 Reading Program

My Blend Book and Word Book

Kindergarten Readers		
Little Readers		Skills
1. I Learn to Read, Book A	A	5 vowel names and sounds
2. I Learn to Read, Book B	B	5 vowels, consonants m, s, r.
3. I Learn to Read, Book C	C	Review 5 vowels, m, r, s; practice b, t, blending b & t with a vowel & one-vowel words for each.
4. I Learn to Read, Book D	D	Review 5 vowels, m, r, s, t, and b; practice f & g, blending f & g with a vowel and reading 1-vowel words for each
5. I Do Read, Book 1	E	Review 5 vowels, f, t, b, s, and g; practices p and H, blending p & h with several vowels & read several 1-vowel words.
6. I Do Read, Book 2	F	Review 5 vowels, p, f, h, b, & g; practice l & c, blending l & c with several vowels & reading 1-vowel words.
7. I Do Read, Book 3	G	Review 5 vowels, c, l, p, h, m; practices k and n, blending k & n with several vowels & reading several 1-vowel words.
8. I Do Read, Book 4	H	Review 5 vowels, r, l, c, n, and k; practice d & j, blending d & j with several vowels, reading several 1-vowel words
9. I Can Read Well, Book 1	I	Review 5 vowels, s, n, d & k; practice y and v, blending y and v with several vowels & reading several 1-vowel words.
10. I Can Read Well, Book 2	J	Review 5 vowels, d, j, y, v, & t; practice w & z, blending w & z with several vowels & reading several 1-vowel words.
11. I Can Read Well, Book 3	K	Review 5 vowels, v, w, y, & z; practice w & z with several vowels, Sight word z.
12. I Can Read Well, Book 4	L	Review 5 vowels, w, x, z, & q; practice reading several words & short sentences. Sight words a & the.
Our Week		

Readers: *Tip and Gus, Tess and Bess, Matt the Rat, Pet Pete, Jake, Dave and Pal.*

Question: Does the word “vowels” means both long and short?

If the First-Grade phonics reading program presupposes the Kindergarten skills, it will be absolutely essential to figure out how to make sure that all the students starting the First-Grade students have these skills BEFORE seriously attempting the new skills taught in first-grade. This explains why I have had to tutor so many first-graders in the past, especially students new to our school. [A careful examination of the first-grade program has demonstrated that the 1st grade program does NOT assume that the students come to first-grade with A Beka Kindergarten skills.]

Note that all the kindergarten skills are retaught in the *Reading Handbook* (1-3 grade) and the first-grade readers.

The book designations can be a little confusing at first. The “Scope and Sequence” calls the readers: Little Books 1-12. The letter designation is on the side of all the books, but mentioned only in the first 4 in the program description.

Linguistic Analysis of A Beka Phonics Based on the Phonovisual System

With A Beka Clue Words

Consonants

Voiceless	Voiced	Nasal	Other
/p/ <u>p</u> ig	/b/ <u>b</u> ell	/m/ <u>m</u> ilk	
/hw/ <u>wh</u> ale,	/w/ <u>w</u> agon		/k/+ /wh/ <u>qu</u> een
/f/ <u>f</u> ox, <u>p</u> one	/v/ <u>v</u> iolin		
/th/ <u>th</u> ick	/th/ <u>th</u> is		
/t/ <u>t</u> able	/d/ <u>d</u> og	/n/ <u>n</u> est	/l/ <u>l</u> amp
/s/ <u>s</u> un, <u>c</u> ity	/z/ <u>z</u> ebra		/r/ <u>r</u> ing
/sh/ <u>sh</u> ip			/y/ <u>y</u> arn
/ch/ <u>ch</u> urch	/j/ <u>j</u> ar, <u>g</u> iant, <u>f</u> udge		
/k/ <u>c</u> at (kite, duck)	/g/ <u>g</u> oat	/ng/ -ing pointing	/x/ <u>bo</u> x, <u>fo</u> x, <u>a</u> x
/h/ <u>h</u> orse			

So called Other Sounds: **st** stop, **pl** plane, **fr** frog, **tr** train, **bl** block, **cl** clock, **fl** flake, **gl** glue, **br** bride, **dr** drum, **pr** pray, **gr** grin, **sm** smoke, **sc** scat, **sk** skate, **sp** spade, **cr** crab, **tw** twins, **spl** splash, **spr** sprain, **scr** scream, **squ** squeal, **sn** snack **sl** sleep, **str** stream, **sw** swim, **thr** three, **kn** know, **gn** gnat, **ang** gang, **ing** king, **ong** long, **ung** strung, **ank** bank, **ink** wink, **onk** honk, **wa** wash, **a** adopt, **y** baby, **le** little, **ed** wanted, **ed** looked, **ed** played, **wh** who, **ear** ear, **ear** bear, **ear** earth, **old**, **mb** lamb, **ew** flew, **ue** fue, **y** rainy, **er** bigger, **est** biggest, **ly** slowly, **en** sharpen, **es** peaches, **ild** child, **ind** kind, **ie** brownie, **ey** key, **ey** obey, **ch** chorus, **ough** thought, **ough** caught, **a** asleep, **al** also, **be** because, **en** enjoy, **un** unbutton, **wr** wrinkle, **ould** could, **air** hair, **ou** country, **arr** carry, **ful** beautiful, **are** care, **tain** mountain, **ure** pure, **ure** pasture, **war** warm, **tion** nation, **sion** mission, **sion** television, **eigh** eight, **or** sailor, **ar** dollar, **y** crystal, **err** cherry.

Note that A Beka “confligates” sounds and spelling patterns. From the practical, pedagogical viewpoint this is not a problem, but it can be confusing to teachers and parents trained in linguistics. Linguistically phonemes (irriducible speech sounds) are represented by graphemes (spelling patterns). Yet A Beka calls the different spelling patters for a sound, “a sound.” For example: **st** has two phonemes, yet A Beka calls it a special sound (singular); **str** has three distincts phonemes, yet it is called a special sounds (singular). Vowels digraphs of the same sounds are presented as separate “special sounds.” For example: **ai** & **ay** are taught separately, although linguisticaly they represent the same phoneme.

Vowels

/ā/ _a acorn, pray steak	/ē/ _e eagle, me, leaf	/ī/ _i ice cream, fly fire	/ō/ _o open, go bowl	/yoo/ _u uniform, few
/ă/ <u>Apple</u>	/ě/ <u>elephant</u> , thread	/ĩ/ <u>indian</u>	/õ/ <u>ostrich</u>	/ũ/ <u>umbrella</u>
/au/ ball, walk, faucet, saw			/oo/ <u>tooth</u>	/ ûr /i ir bird, er verse ur nurse
/ar/ stars			/oo/ book u push	
			/ou/ <u>out, owl</u>	
			/oy/ boy, coin	
			/or/ <u>morning</u>	

A Beka Book: Writing with Phonics

Sequence in *Cursive Handwriting Workbook*:

e, i, u, a, o, u, t (ta, te, ti, to, tu); **l** (la, le, li, lo, lu) let, lit; **s** (sa, se, si, so, su) set, sit; **i**; **c** (c, ke, ki, co, cu), cot, at, lot, sat, tell, cut, cot; **b** (ba, be, bi, bo, bu) tub, cub, bat, bib; **n** (na, ne, ni, no, nu) be, but, nut, met, bell, no; **A**, Ann, Abe; **h**, (ha, he, hi, ho, hu) hot, hens, hill; **r**, (ra, re, ri, ro, ru), ran, rib, rat, run; **m**, (ma, me, mi, mo, mu) mitt, mat, miss, moss, man; **w**, (wa, we, wi, wo, wu) we, wet, win, will; **f**, (fa, fe, fi, fo, fu), fell, fan, if, cute, Anna; **d**, (da, de, di, do, du) dot, den, dull; **g**, (ga, ge, gi, go, gu) get, goat, game, feed; **G**, Gail, God, Greg, made, sand; **I**; **p**, (pa, pe, pi, po, pu), pop, pal, puff, pup, pet; **k**, kite, keep, clock; **T**, Tom, Todd, Tim, the; **y**, (ya, ye, yi, yo, yu) pray, yum, pray, gray; **j**, (ja, jo, je, ji, ju) joke, jam, jet, jeep; **v**, (va, ve, vi, vo, vu); van, vet, vase; **z**, (za, ze, zi, zo, zu) zig, zag, zip; **q**, (qua, que, qui, quo), quack, queen; **x**, box, fix, fox, wax, ox, ax; **B**, Beth, Bob, Bill; **C**, Clem, Cal; **D**, Dave, Dad; **E**, Eve; **F**, Friday, Fran; (ow, oy); **H**, Hens, Hello; **J**, Jesus June, Jan;, Karl, Kim; **L**, Luke, Lee, (wor); **M**, Meg, Mike; **N**, Nate, Nan (alk); **O**, Owen Oink, (oi, ing); **P**, Pam, Pete, Pat (oo.); **Q**, Queen, **R**, Ron; **S**, Sunday; **U**, U. S. A. (le); **V**, Vick, Val; **W**, Will, Wake (ed in looked); **X**, X-rays; **Y**, Yes, Yo-yo (ed in played); **Z**, Zack (wh in whale). (Note: The rest of the workbook is taken up with practice of spelling patterns and copy work of poems, stories, etc.)

Note that all the vowels are taught first in keeping with their phonics sequence. This would be a vowel-first phonics-driven sequence. The motor movements are not sequenced as felicitously as in a stroke-driven program, and some joining strokes are missing or are not practiced with words.

Midline Joining Strokes taught: ba, be, bi, bo, bs, bt, bu, oi, ow, oy, oc, od, ok, om, on, op, or, os, ot, ox, wa, we, wi, wo, va, ve, vi, vo, vo

Midline Joining Strokes not taught: bl, oa, oe, ou, ob, of, og, oh, oj, ov, oz, wh, wr, -wn, yr, vy.

Below-Line Joining Strokes taught: ja, je, ji, jo, ju, ga, ge, gi, go, gu, gr, ya, yi, ye, yo, yu, za, ze, zi, zo, zu,
Below-Line Joining Strokes not taught: gl, z, zz.

Note that many of the joining strokes that are taught are taught in isolation and not in words. **Little attention is paid to motor-control processing issues in teaching joining strokes.** This is the instructional part of the cursive handwriting book, some of the missing connecting strokes may be practiced in later copying exercises, but they are NOT taught directly. The children will be on their own to figure out the new strokes by analogy from previously taught strokes.

Document last edited on 9/12/13, 9/7/14.

Note that, while having learned cursive in the A Beka K-5 program is advantageous, the first grade program does NOT assume that the students write cursive or know how to read with phonics. It is a complete, stand-alone program for teaching reading, writing, spelling, and composition. It is important that the teacher do NOT depend on the cursive worksheets to teach handwriting. Handwriting MUST be taught with Direct Instruction with grip, paper placement, and each stroke (especially connecting strokes) demonstrated and taught with close monitoring until completely mastered.

This page needs to be updated to the new Fall 2015 Edition.

A Beka Book Basic Phonics Skill Ladder Charts & Core Phonics Readers Correlation

Step	Chart	Phonics Associations	Book
Step 6.8	13	beautiful, care, mountain, pure, pasture, warm, nation, missionary, television, eight, sailor, dollar, crystal, cherry	<i>Strong & True</i>
Step 6.7	12	asleep, also, because, enjoy, unbutton, wrinkle, could, hair, push, enough, country, carry, fire.	<i>Strong & True</i>
Step 6.6	11	shovel, banana, city, saw, leaf, thread, steak, brownie, key, obey, phone, chorus, thought, caught, giant, fudge.	<i>Kind & Brave</i>
Step 6.5	10	whale, who, patch, ear, bear, earth, gold, lamb, flew, few, rainy, bigger, biggest, slowly, sharpen, peaches, child, kind	<i>Kind & Brave</i>
Step 6.4	9	pointing, knot, gnat, bang, king, long, strung, bank, wink, honk, trunk, wash, adopt, baby, little, wanted, looked, played	<i>Stepping Stones</i> 60-126
Step 6.3	8	three, stars, church, morning, out, owl, bowl, verse, nurse, bird, coin, boy, book, tooth, worms, night, ball, walk	<i>Stepping Stones</i> 1-59
Step 6.2	7	bride, drum, pray, grain, smoke, scat, skate, spade, crab, twin, splash, sprain, scream, squeak, snack, sleep, stream, swim	<i>Tiptoes</i> 68-1
Step 6.1	6	duck, me, go, pray, stop, plane, frog, train, ship, think, this, block, clock, flake, glue	<i>Tiptoes</i> 10-67
Step 5	5	Sound Two-Vowel Words: Long Vowel ācorn, ēagle, īce cream, ōpen, ūniform: bake, paid, gray, Pete, meet, beach, be, kite, fly, hope, coat, go, cute, blue, tune	<i>Fun with Pets</i> 74-126
Step 4	4, 4A	Sound One-Vowel Words: Short vowel: bāg, bēg, bīg, bōg, būg	<i>Fun with Pets</i> 1-73
Step 3	3, 3A	Blend Short Vowel & Consonant: tā, tē, tī, tō, tū	
Step 2	2	Consonants: t l b n m h s c d g r f j k v w y p z qu x	
Step 1	1	Short Vowels: ā, ē, ĭ, ō, ū	

This chart will prove valuable as a Progress Chart. To keep student stress level to an absolute minimum and assure maximum success in learning to read, it is absolutely essential NOT to skip any step. Many long vowel digraphs are included under the Two-Vowel Rule. Chart by Donald L. Potter, 10/10/13. The Bridge Book, which reviewed all Special Sounds has been eliminated from the 2015 edition. Spelling patterns in Charts 6 to 13 are called “Special Sounds.” This is a special A Beka nomenclature since there are only 44-speech sounds in the English language.