

Sample Not For Sale

My Homeschool

ENGLISH

1B - Semester Two



Knowledge Rich Language Arts For
Australian Home Education

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My Homeschool English 1B – Semester Two

Knowledge Rich Language Arts for Australian Home Education

By Michelle Morrow

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Introduction

My Homeschool English is a simple straightforward curriculum that cuts out the busy work and gets children writing, reading and thinking. Using knowledge rich themes, this language arts resource is your gateway to a holistic and effective English education.

Lessons include explicit writing instruction, reading practice, sentence level grammar, vocabulary, phonics, spelling, poetry appreciation, picture study, copy work, narration and compositions.

My Homeschool English requires minimal preparation. However, **you will need to be present for most lessons** because there is a lot of teacher/student interaction. In most cases one lesson shall represent one day's work. However, as your child's teacher, you can best determine the amount of work that should be done. In most circumstances lessons will only take less than 15 minutes.

This resource is six months of work which is aimed towards the second half of the homeschool year. It has been broken down into 18 weeks with three lessons per week plus one weekly spelling activity. There are two 8-week sections, and the 9th week is used as a catch up assessment or revision.

Grade Level and Syllabus Alignment

This resource is intended for use with a child aged 6 - 7. It forms part of the *My Homeschool* curriculum for Year 1/Grade 1. This book is intended for use in the second semester (Term 3 and Term 4) of Year 1/Grade 1. It is to be used in conjunction with our other resources that work on literacy and writing.

This has been written to follow the Australian Curriculum Version 9 Year 1, NSW Curriculum Year 1 (Stage 1) and the WA Curriculum Year 1.

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Writing Lesson with a Knowledge Rich Curriculum

Writing lessons are inspired by Judith Hochman¹ and Charlotte Mason. The Hochman method is an explicit style of teaching writing that shows children how to write sentences and paragraphs. The Charlotte Mason method teaches writing mostly through narration and copywork. Both these methods are well suited for teaching in a homeschool setting.

Providing children with a knowledge rich curriculum and explicit writing instruction is one of the tenets of this English curriculum. Research shows² that teaching writing skills, without knowledge, impairs a child's ability to write well in the future. Although it may not be as apparent in the primary years, a lack of knowledge leads to comprehension problems when children progress to writing about more complex topics. Our goal is to teach writing skills while using worthwhile content.

Whilst the Hochman method is much more structured than the Charlotte Mason method, there are many shared ideas. Firstly, Charlotte Mason believed it was important to teach writing within a literary context. Secondly, she believed that sentences are the place to start teaching grammar. Thirdly, both utilise picture study to stimulate written content. Fourthly, Charlotte was anti twaddle, this meant a knowledge rich curriculum was a priority. Finally, the last one to highlight (there are more) is they both believed in teaching writing across the curriculum, in all subjects. So, even though this resource doesn't follow the Charlotte Mason Method strictly, many ideas coalesce, and you can still use her method as you teach other subjects.

¹ The Writing Revolution by J Hochman and N Wexler © 2017

² The Knowledge Gap by N Wexler © 2020

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Before You Start Skills

This resource assumes that your child has already been introduced to the following skills. However, if your child hasn't mastered these skills yet, don't worry! We will continue to work on developing them this year. But be aware, your child may need some additional support with these skills if they haven't learnt them before.

Prior Knowledge Skills

This program is designed for early primary students who are beginning to read and write simple words and sentences. Before you begin, use this checklist to see if your child has the foundational skills they need.

Your child should be able to:

- Recognise and name all letters of the alphabet (uppercase and lowercase).
- Say the sounds (phonemes) for most single letters (e.g. /b/ for b, /s/ for s).
- Hear and say beginning, middle, and ending sounds in simple words (e.g. cat = /c/ /a/ /t/).
- Blend 2–3 sounds together to read simple CVC words (e.g. dog, sun, pen).
- Write a short sentence that begins with a capital letter and finishes with a full stop or question mark.
- Identify the difference between a simple question and a statement.
- Orally combine a simple sentence with 'and' to make a compound sentence.
- Copy short words neatly using correct letter formation.
- Speak in full sentences (e.g. 'The dog is running.').
- Listen to and retell a short story or event in their own words.

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Suggestions to Teachers

Here are some teaching suggestions and useful information that will help you understand how to get the most out of this resource.

Notebooks

Most lessons can be completed in this book. However, you will also need to write some lessons in a notebook or exercise book.

The Importance of Sentences

Sentences are the building blocks of writing. When they first begin writing, many children write fragments instead of sentences. For example, a child may write, ‘ducks are going’, rather than ‘The ducks are going to the pond’. Children also struggle with writing run on sentences, such as, ‘The ducks were going to the pond and then there was a big swan and the swan saw the ducks and said hello.’. Both need to be corrected and children need to be helped to recognise what a sentence should look like, and how they can combine and link ideas effectively. There are a few lessons in this resource that *introduce this concept*.

While reading more will help, most children need explicit direction in this area, and lots of help. Fortunately, with homeschooling you can provide your child with immediate feedback and correction as they write.

Grammar and Punctuation

Every lesson should be a language lesson. Encourage your student to speak in full sentences and use correct grammar when speaking.

Take the opportunity to teach or reinforce certain aspects of grammar during your lessons. In year 1 we begin to introduce the terms adjective, noun, pronoun and verb. However, this is only an introduction, we don’t want to bamboozle the student.

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Weekly Spelling and Phonics

Building literacy skills is a very controversial topic and many educators have strong opinions on it. For many years there was a movement that believed that whole word learning was the best way to learn how to read and spell. It was thought to be quicker, and it required fewer rules to be taught. Now the pendulum has firmly swung back to teaching phonics with research showing that no matter what your child's preferred method of learning may be, letter knowledge and phonemic awareness is the best indicator for reading success.

Phonics is a way to teach reading and spelling by helping decode unfamiliar words using their sounds (**phonemes**) and their spelling (**graphemes**). Phonics helps your child build their literacy and it's a process that leads to sight-reading.

Each week there is a spelling list. These spelling lists have been arranged by their sound (**phoneme**) and their spelling (**grapheme**). This helps with visual memory, and it also helps decode words. For example, 'zoo', 'true' and 'new' are not on the same list even though they all represent the phoneme /oo/. Just like 'look' and 'moon' are not on the same list because they have the same grapheme of 'oo' but different phoneme (sounds).

Phonemes in this resource are represented with / / to show it is a sound rather than a spelling.

Homophones (words that sound the same but have different spellings) and **heteronyms** (words that have the same spelling but sound different depending on the context) are also highlighted for your student to see. They do not need to focus on the spellings of these words, they are just there to show the student the variation.

How To Study the Word Lists

Some lessons have a short note to help you teach the lesson, however teaching the lessons is very straightforward.

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Here is a general guideline for your child to study the word lists. Teach them to:

Look closely at the words to be memorised.

Say the words out loud.

Divide words into **syllables** when appropriate.

Find out the **meaning of the word** if they don't already know it.

Copy the word a minimum of three times.

Copywork and Handwriting

Encourage neat printing. You may prefer to use a dotted thirds notebook to help your child write letters in a uniform way. Additional copywork, provided within the My Homeschool curriculum, will enhance handwriting skills.

Reading, Comprehension and Vocabulary

Many of the observation and story lessons are starters for further writing exercises.

For a student to be able to comprehend a passage they need to have many skills cooperating to allow them to understand what they are reading. For some children this skill occurs naturally, and we can 'test' it with simple oral questions or narration.

If you find that a student does not comprehend the passages, you can look for various areas that will help you break down the process for them.

Can they read the passage? If they need some help, then you might try reading it with them or for them.

Assessment questions to ask yourself:

- Are they paying attention to the punctuation, pausing for commas or recognising a question mark?
- Do they understand the vocabulary used?

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- Is there jargon, slang or clichés? These may also inhibit comprehension.
- Do they have prior knowledge of the subject matter to help them comprehend the story? If they do not you may need to give them some background information to help with comprehension.

Oral Observation and Narration Lessons

The art of telling back or narration is employed in many lessons. This is an excellent skill to encourage. **All the narrations are oral for Year One.** Written narrations start in Year 3. Narration is a hallmark of the Charlotte Mason technique, and you will find many lessons that will work on this skill.

Observation lessons encourage children to draw from their knowledge, this will hopefully stimulate their thoughts and inspire them in their writing lessons. During oral discussions, cover the points indicated by the questions or directions.

Poetry Appreciation

Each poetry selection should be read aloud to the student. The content of poetry uses the imagination and speaks directly to the heart. The images in poetry are wonderful. You don't need to turn a poem inside out to appreciate it. With younger children, make it your goal to help them enjoy the poems, especially the rhythm, leaving the techniques and jargon for later years.

Picture Study

Some of the art work used in this book are from great artists. A few questions are given with each picture, but the teacher should supplement these with many others. This is also an observation lesson.

End of Term Assessment

Writing assessments are provided at the end of each term (Weeks 9 and 18). You can use these assessments as a revision lesson or as an assessment tool.

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Additional Reading and Writing

This resource encourages your student to learn how to spell, write and decode words, however, to develop their skills they will need additional practise across their curriculum.

Reading words in the rich context of whole books is a very effective, natural method for increasing your student's **vocabulary**, so reading from additional sources including poetry should be encouraged.

Answer Guide

Most lessons are self-explanatory. However, some answers have been provided for lessons in case you are unsure. The answer guide is found in the back of the book.

Appendix

For your convenience we have added some additional teaching tips and advice in the Appendix.

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Week 1—Lesson 1 – ‘oo’ as in ‘/oo/ - soon’

Teacher’s Note: There are other digraphs that spell the /oo/ sound such as /ew/ as in new, /ue/ as in blue, /oe/ as in shoe, /ui/ as in fruit and /ou/ as in youth.

Homophones: ‘to’ and ‘two’. Please take note of the special spelling of ‘two’. The ‘w’ is silent.

Word	Copy	Copy	Copy
<i>zoo</i>			
<i>too</i>			
<i>soon</i>			
<i>moon</i>			
<i>room</i>			
<i>boot</i>			
<i>food</i>			
<i>roof</i>			
<i>smooth</i>			
<i>cartoon</i>			

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LESSON 2—THE ELEPHANT

Teacher's Note: This is a short, witty poem about an elephant—perfect for reading aloud and reciting together. The goal is to enjoy the rhythm and talk about the meaning. Explain that poets sometimes write in a playful way to make us smile or notice something funny.

The Elephant

When people call this beast to mind,
They marvel more and more
At such a little tail behind,
So large a trunk before.

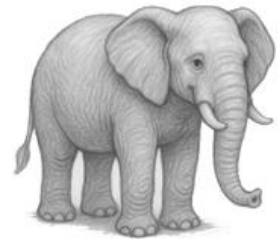
by Hilaire Belloc

ACTIVITY

Answer the following questions orally.

1. What animal is the poem about?
2. What is funny or surprising about an elephant?
3. What do we call the long nose of an elephant?
4. What kind of tail does it have?
5. Copy the following sentence

The elephant has a long trunk.



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LESSON 3—WE WENT TO THE ZOO

Read Together

We went to the zoo.

I saw a monkey.

The lion sat in the sun.

The elephant had a long trunk.

ACTIVITY

What are the three animals they saw at the zoo?

1. _____

2. _____

3. _____

Ask your child to tell you about some of the animals they have seen at the zoo (or would like to see if they haven't been to a zoo before).



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LESSON 4—GRAMMAR – WHAT IS A SENTENCE?

Teacher's Note: This is a light grammar lesson to help your child hear the difference between a full sentence and a sentence fragment. Keep it oral and playful.

To Remember: A sentence is a full idea. It has a person or thing and something it does.

ACTIVITY

1. Have your child listen to the following fragments and sentences and see if they can identify if the words are sentences or not.

- | | |
|-----------------------|--------------------------|
| – A monkey | (Answer: not a sentence) |
| – The monkey eats. | (Answer: sentence) |
| – At the zoo | (Answer: not a sentence) |
| – We went to the zoo. | (Answer: sentence) |

2. Help your child finish two fragments into full sentences. Write the sentences they create on a whiteboard or a separate piece of paper:

A. 'The lion...' → (e.g. The lion roared.)

B. 'At the zoo...' → (e.g. At the zoo, we saw animals.)

3. Have your child copy one of the sentences they created.

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LESSON 24—SENTENCE EXPANSION WITH DESCRIBING WORDS

Teacher's Note: Today we're adding another layer to sentence building: describing words. These are words that tell us what something is like—how it looks, feels, or sounds. We'll continue using the structure your child knows: who, what, when—and now also what kind.

This is a natural next step in helping your child write more colourful, detailed sentences. There's no need to use the word 'adjective'. Simply guide your child with questions like:

'What kind of dog?'

'What kind of cake?'

'What colour was it?'

'Was it soft, big, noisy, or shiny?'

Example – Start with a small sentence

The girl found a shell.

Now let's expand it by asking:

What kind of girl? happy

What kind of shell? white

Where did she find it? on the beach

When did this happen? this morning

Expanded sentence:

The happy girl found a white shell on the beach this morning.



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ACTIVITY

1. Expand this sentence together:

The bee flew.

Ask your child to answer:

What kind of bee? _____

(e.g. *bumble, bush, honey*)

Where was the bee? _____

(e.g. *in the garden, at the park*)

When did it happen? _____

(e.g. *at night, this morning*)

Now build the full sentence:

The _____ *bee flew* _____

_____.

2. Expand this sentence using describing words and details:

We found a bug.

What kind of bug? _____

(e.g. *lady, spotty, little*)

Where was the bug? _____

(e.g. *in the garden, at the park, in the house*)

When did it happen? _____

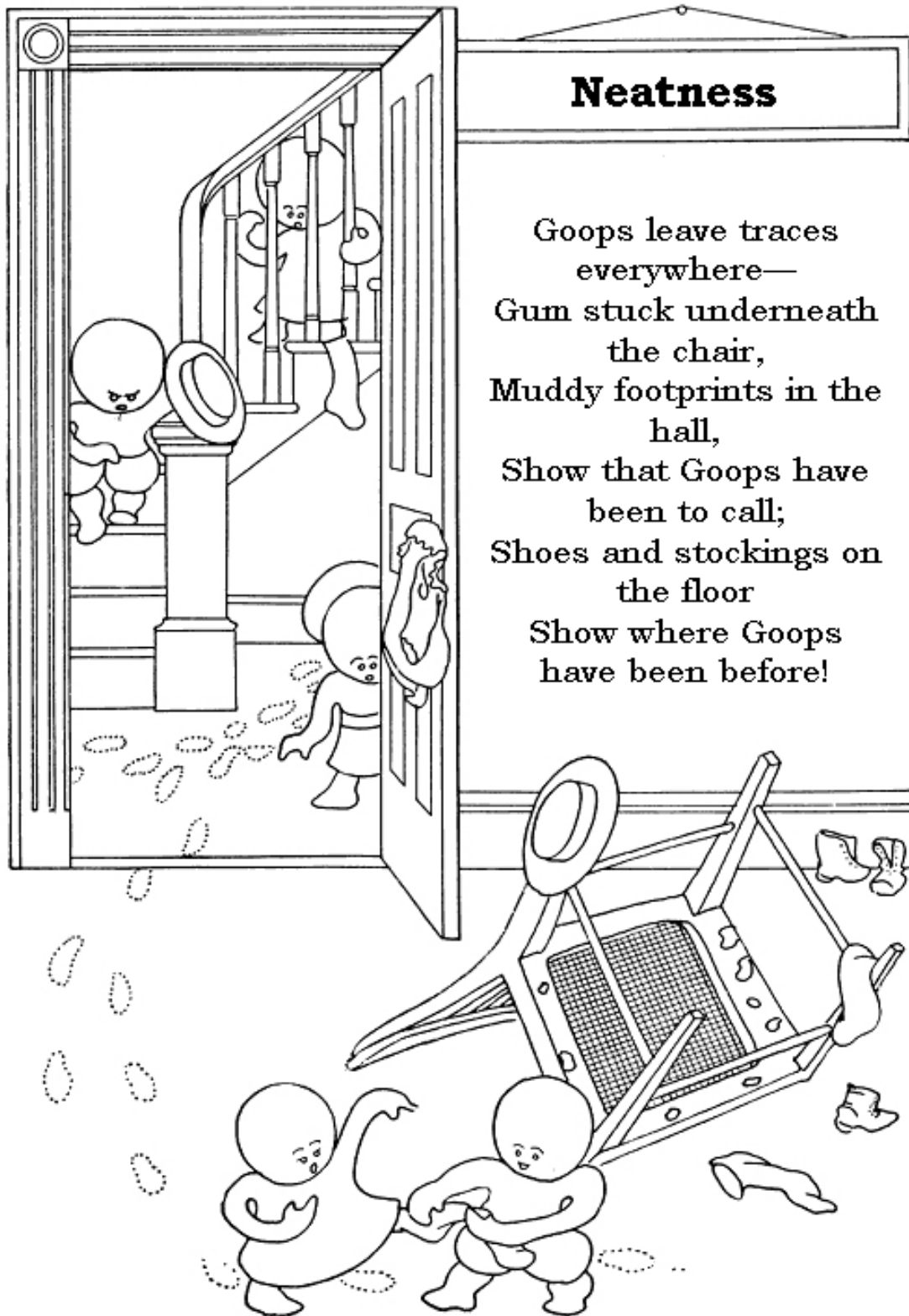
(e.g. *at night, this morning*)

Write your sentence here:



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LESSON 38—NEATNESS



Neatness

Goops leave traces
everywhere—
Gum stuck underneath
the chair,
Muddy footprints in the
hall,
Show that Goops have
been to call;
Shoes and stockings on
the floor
Show where Goops
have been before!

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ACTIVITY

Teacher's Note: This is a light but meaningful lesson—helping your child see how words and habits go hand in hand. Poetry offers a playful way to discuss responsibility, manners, and care for others, all while developing language skills. The Goops give us a way to laugh while we learn.

1. Questions to ask:

- What are the Goops doing in this poem?
- Can you see any of these actions in the illustration?
- What do you think the poem is trying to teach us?
- How does this connect with **manners**?

Let your child describe what they see and what the poem tells them—and then reflect on how they can help at home or in their learning space.

2. Copy the sentence below.

Goops leave traces everywhere.

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LESSON 39—SENTENCE EXPANSION

Teacher's Note: This lesson uses sentence expansion to connect writing with real-world habits. It encourages your child to take pride in their words and their actions, developing both responsibility and expressive language.

Example Sentence

I cleaned up...

What? the pencils

Where? on the floor

When? before lunch

Expanded Sentence:

I cleaned up the pencils on the floor before lunch.



ACTIVITY

What did you do to help?

Sentence Starter

I threw away...

Help them expand it by asking:

- What? _____
- Where? _____
- When? _____

Expanded Sentence:
