Daily Grammar: 1st Grade
Getting Started with Grammar

This course will lay a foundation for your first grade student by introducing syllables, alphabetical order, parts of speech, punctuation, capitalization, sentence construction, and word relationships. Hands-on activities and a spiral learning approach built on frequent review provide a solid opportunity for mastery learning and practical use of the concepts covered.

Helpful Hints:
- Print all letter/word/picture cards on cardstock, if possible, for better durability.
- Most cards and worksheets may be printed in black and white, if you choose.
- Keep all word cards, picture cards, and other materials that you have printed for lessons. They are often used again in future lessons. Store sets in re-closable sandwich bags, labeling each bag for easy reference.
- indicates a script to follow when presenting the lesson. The scripts are designed to provide multiple uses of vocabulary and models to help your child learn and remember the information.
- New concepts are presented across pairs of lessons. Written from a language development perspective, each concept is first introduced through auditory, visual, and exploratory activities in the Something New lesson (receptive), and then the student is encouraged to apply the skill through a combination of verbal, hands-on, and paper/pencil exercises in the I Can Do It lesson (expressive).
- TAKE IT FURTHER activities provide practice of concepts beyond the basic introduction included in the lesson.
Day 1: *Something New – Syllables / Consonant vs. Vowel*

**NOTE:** The information covered in this lesson requires your child to already be familiar with the alphabet and the names of at least most of the letters.

**Concepts Covered:**
- Each letter of the alphabet is either a consonant or vowel, with the exceptions of *w* and *y*, which may act as either, depending on the context.
- A syllable is a “chunk” or “beat” in a word.
- There is a difference between how many vowels are seen in a word and how many are heard.
- Each vowel heard in a word represents a syllable.

**Materials Needed:**
- Alphabet Page (printed and cut apart) OR a set of lowercase manipulative letters
- Word Cards Set 1 (printed and cut apart)

While slowly saying or singing the alphabet, place letters on the table in order.

We know that there are 26 different letters in the alphabet. Some of these letters are called consonants, and some are called vowels. (Point to the vowels as you name them.) The vowels are *a, e, i, o,* and *u.* The rest of the letters are called consonants. I am going to move all the consonants to a place on the table away from the vowels, except *w* and *y.* Sometimes *w* and *y* act like vowels, so I will move them to a place on the table by themselves. (Point to each set of letters.) Here are the consonants; here are the vowels; here are *w* and *y,* which sometimes act like consonants and sometimes act like vowels. As I name each letter, point to it and tell me whether it is a vowel, a consonant, or sometimes a vowel and sometimes a consonant. (Randomly name letters. Gently correct any mistakes your child makes in pointing to the letter and/or stating which group it is in. Praise your child’s efforts during the activity.)

Place the following word cards on the table, in random order: bug, dog, red, made, pancake, human, funny, banana.

Every word is made of sounds that are “chunked” together to create “beats” called syllables. When I say the word *bug,* all the sounds work together to make one beat. Watch as I clap while I say the word: *bug.* Did you hear how all the sounds go together to make one beat? I clap one time for the one beat. Listen as I say a few more words and watch as I clap the beat for each word: *dog, red, made.* Did you hear one beat in
each word? That means that each of these words has one syllable. What do we call each beat in a word? (Encourage the child to respond with “syllable.”)

Listen to this word: pancake. How many syllables do you hear in the word pancake? (Encourage child to respond with “two.”) There are two syllables in the word pancake. Let’s clap them together as we say the word. (Say it with the child while clapping the syllables.) Each time we hear a vowel sound in a word, that is another syllable. Let’s look at the word pancake. How many vowels do you see? (Encourage child to respond with “three.”) We can see three vowels—a, a, e—but we only hear two. (Model the short and long a sounds that are heard.) The number of syllables in a word is the same as the number of vowels we hear, but not always the same as the number of vowels we see.

Now we are going to practice listening for syllables in more words. I will say each word and then repeat it a second time. As I repeat the word, clap with me and tell me whether the word has 1, 2, or 3 syllables. Ready?

Practice listening/clapping the syllables for each of the remaining words you placed on the table, in random order. After identifying the number of syllables in the word funny, point out that y acts like a vowel in this word. If your child needs more practice with listening for syllables, present some additional words from the included Word Cards Set 1.

TAKE IT FURTHER (Optional lesson extension activities)

While reading or talking with your child, randomly choose words and clap out the beats with him/her as you identify how many syllables are in the word.
Alphabet Page – Print and cut apart

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
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<td>y</td>
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<tr>
<td>z</td>
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</tr>
</tbody>
</table>
### Word Cards Set 1 – Print and cut apart

<table>
<thead>
<tr>
<th>bug</th>
<th>dog</th>
<th>red</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>lip</td>
<td>made</td>
</tr>
<tr>
<td>tape</td>
<td>pancake</td>
<td>human</td>
</tr>
<tr>
<td>funny</td>
<td>baby</td>
<td>donut</td>
</tr>
<tr>
<td>banana</td>
<td>butterfly</td>
<td>tomato</td>
</tr>
</tbody>
</table>
Day 2: I Can Do It – Syllables / Consonant vs. Vowel

NOTE: The information covered in this lesson requires your child to already be familiar with the alphabet and the names of at least most of the letters.

Concepts Covered:
- Each letter of the alphabet is either a consonant or vowel, with the exceptions of w and y, which may act as either, depending on the context.
- A syllable is a “chunk” or “beat” in a word.
- There is a difference between how many vowels are seen in a word and how many are heard.
- Each vowel heard in a word represents a syllable.

Materials Needed:
- Alphabet Page (from Day 1) OR a set of lowercase manipulative letters
- Word Cards Set 1 (from Day 1)
- Day 2 Worksheet

Ask your child to place letters on the table in alphabetical order. Encourage your child to chant or sing the alphabet, if needed.

Some of these letters are called consonants, and some are called vowels. Please put all the vowels together in a group. (Assist child as needed to locate and move the vowels.) The rest of the letters are called consonants. Two of these consonants sometimes act like vowels. Please move the two consonants that sometimes act like vowels. (Assist child as needed to identify and move w and y.) Yes, sometimes w and y act like vowels, so they belong in a group by themselves.

Place all of the word cards on the table, in random order.

Every word is made up of sounds that are “chunked” together to create “beats” called syllables. We will read these words together. Please tell me how many syllables you hear in each word. Remember, the number of syllables in a word is the same as the number of vowels we hear, but not always the same as the number of vowels we see. (Point to each word as you or your child reads it. Encourage your child to clap, if needed, to identify the number of syllables in each word. Remind your child that sometimes w and y act like vowels, as in the words now, funny, baby, and butterfly.)
Now we are going to name items around the house and identify how many syllables are in each name. (Move throughout the room with your child or encourage your child to gather a small assortment of toys and household items. Ask your child to give the name of each item and to identify the number of syllables in each item’s name.)

Finish the lesson by completing the Day 2 worksheet.
Day 2: Syllables

Circle the correct number to identify how many syllables you hear in each word.

1. ball 1 2 3 4
2. sunset 1 2 3 4
3. cats 1 2 3 4
4. watermelon 1 2 3 4
5. pizza 1 2 3 4
6. puppy 1 2 3 4
7. kite 1 2 3 4
8. ladybug 1 2 3 4
Day 2: Syllables Answer Key

Circle the correct number to identify how many syllables you hear in each word.

1. Ball   1   5. pizza   2
2. sunset 2   6. puppy  2
3. cats   1   7. kite   1
4. watermelon 4   8. ladybug 3
Day 3: *Something New – Alphabatical Order*

**NOTE:** The information covered in this lesson requires your child to already be familiar with the alphabet and the names of at least most of the letters.

**Concepts Covered:**
- There is a sequence to the letters of the alphabet that is called “alphabetical order.”
- Words may be sequenced in alphabetical order by the first letter in each word.

**Materials Needed:**
- Alphabet Page (from Day 1) OR a set of lowercase manipulative letters
- Alphabet Strip (printed, cut, and assembled)
- Word Cards Set 2 – “dot” cards (printed and cut apart)

While slowly saying or singing the alphabet, place letters on the table in order.

**We are learning more about the alphabet today.** When I say the alphabet or sing the alphabet song, I am putting the letters in “alphabetical order.” I can figure out where a letter belongs in alphabetical order by singing or saying the alphabet to myself. (Remove the letter d and close the gap that is created by its removal.) **Here is the letter d.** I can figure out where it belongs in alphabetical order by saying/singing “a, b, c, d.” The letter d belongs after the letter c when I put the letters in alphabetical order. (Replace the letter d. Take out the letter t and close the gap that is created by its removal.) **Here is the letter t.** Let’s say/sing the alphabet together to figure out where t belongs in alphabetical order – “a, b, c, d, e, f, g . . .” (Point to each letter on the table as you say/sing the alphabet with your child. Stop after you say/sing t. Replace the letter t.) The letter t belongs after the letter s when I put the letters in alphabetical order. Now it’s your turn to remove a letter. (After the child removes a letter, close the gap created by its removal. Repeat the process above, saying/singing with your child to determine where that letter belongs in alphabetical order. Repeat this activity as many times as needed until your child understands the concept of putting the letters in alphabetical order.)

Mix the “dot” cards so they are in random order and place them on the table in a pile. Also place the alphabet strip on the table.

**Just like we can put letters in alphabetical order, we can also put words in alphabetical order.** To do that, we line them up by putting the first letter of each word in alphabetical order. This time, instead of saying/singing the alphabet, I am going to use this alphabet strip to help me remember the correct alphabetical order of the
letters. I will place each card next to the matching first letter on my alphabet strip. The first card has the word __________. I will put it next to the letter ______, which is the first letter in the word __________. (Demonstrate this with the first two or three cards in the pile.) Now, please help me put the rest of these cards next to the correct first letters in the words. The next card has the word __________. The first letter in __________ is ______. Please put it next to the letter ______. (Assist your child, as needed, to place the word card next to the correct first letter. Repeat the process for the remainder of the words in the “dot” pile.)

We just put all the words in alphabetical order! It doesn’t matter how many letters are in each word, we still put them in alphabetical order by looking at the first letter. Later, you will learn about how to put them in alphabetical order when you have two or more words that start with the same letter, but we don’t have to think about that right now.

TAKE IT FURTHER (Optional lesson extension activities)

1. Mix the “dot” cards again. Choose two cards and ask your child, “Which comes first in alphabetical order, ________ or ________.” Use the alphabet strip as needed.
2. Write down the names of family members on separate cards or small pieces of paper. Ask your child to put the names in alphabetical order. Use the alphabet strip as needed.
3. Ask your child to put individual letters or words in alphabetical order without using the alphabet strip.
4. Say the alphabet by taking turns with your child, each providing one letter per turn.
**Alphabet Strip** – Cut each column as a single strip and then tape together to make one continuous strip.

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Word Cards Set 2

“dot” cards

<table>
<thead>
<tr>
<th>big</th>
<th>do</th>
<th>eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>garden</td>
<td>jam</td>
<td>kitten</td>
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<td>must</td>
<td>run</td>
<td>safe</td>
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<tr>
<td>up</td>
<td>van</td>
<td>yellow</td>
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</tbody>
</table>

“star” cards

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<th>cowboy</th>
<th>five</th>
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<td>I</td>
<td>lock</td>
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<tr>
<td>napkin</td>
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<td>pet</td>
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<tr>
<td>time</td>
<td>wave</td>
<td>zip</td>
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