

Fostering Wonder

English Grade 1 Sample

Information Pages · Week 1 Lessons · Sample Term Celebration Week

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Sample contents: This printable sample includes the curriculum information pages, Week 1 lessons, and a sample term celebration explanation. The full curriculum includes 36 weeks and 105 scripted lessons.

Language Arts Curriculum — 1st Grade

Charlotte Mason Method

Open-and-Go Format | 3 Lessons per Regular Week | 2 Lessons per Term Celebration Week | Estimated Time: 15-20 Minutes per Lesson

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How to Use This Curriculum

This curriculum is designed to be simple and open-and-go. Each regular instructional week has exactly three lessons. Weeks 12, 24, and 36 are term celebration weeks with two lessons each, for 105 lessons total. Each regular lesson uses one book. You do not need to jump between materials — just open to where you left off, follow the lesson, and close the book.

Regular weekly rhythm: - **Lesson 1** — Book reading - **Lesson 2** — Poem reading - **Lesson 3** — Return to the Lesson 1 book and continue with the next reading section

Lesson features: - What to read (exact passage or poem) - Vocabulary from the lesson's reading when helpful - A narration prompt - A copywork selection (one beautiful sentence, poetic line, or phrase to copy carefully) - A brief grammar noticing observation in book-reading lessons only (Lessons 1 and 3); poetry lessons (Lesson 2) intentionally contain no grammar activities

A Note About Reading Instruction: Grade 1 English Language Arts is not a phonics program or a learn-to-read curriculum. It is designed for narration, copywork, gentle grammar noticing, poetry, Shakespeare retellings, and living literature. If your child is still learning to read, please pair this course with your preferred phonics program or use our [Fostering Wonder Pre-Reader curriculum](#). For extra reading practice after Bob Books-style readers, see our suggested early independent reader books in the [Resources book list](#).

About Vocabulary: Vocabulary is included before many readings to gently prepare the student for words they will meet in the chapter, passage, or poem. These words are not meant to become a separate spelling list, quiz, or memorization assignment. They are there to remove small obstacles before the reading begins and to help the student listen with better understanding.

Before reading, the parent may simply read through the words and definitions conversationally. The student does not need to copy them. During the reading, the student may notice the words as they appear in context.

The goal is vocabulary growth through rich reading, not isolated drill. Over time, the student builds a larger vocabulary by hearing worthy words in context and understanding how authors use them.

About Recaps: Recaps are added to the Pre-Reading section when necessary, especially when a story continues from an earlier lesson. These brief reminders help the child reconnect with the story before the next reading; they are not a separate assignment or test.

About Narration Prompts: The narration prompts in this curriculum are suggestions only. They are meant to spark conversation about the passage being read — not to be followed word for word. If your child naturally begins talking about what they heard, you do not need to use the prompt at all. The goal of narration is simply for the child to tell back what they experienced in the reading, in their own words and in their own way. Any prompt that opens that door is the right one.

About Grammar Noticing: Grammar is never drilled or tested in this curriculum. Each noticing is a brief, conversational moment — 2 to 3 minutes — where you and your child simply notice one of those things together in the passage you just read. Point to it. Name it. Move on. Grammar noticings appear in Lesson 1 and Lesson 3, the book-reading lessons. Lesson 2, the poetry reading, is kept free of grammar analysis — the goal there is to read, listen, narrate, and memorize. Over time these small noticings build into a natural understanding of how written language works.

Copywork: The child copies one selection per lesson — a sentence, poetic line, or phrase — slowly and carefully. The goal is not speed but attention to each letter, each word, and each mark of punctuation that appears.

Some selections, especially lines or phrases from poems, do not end with a punctuation mark because they are not complete sentences. This is intentional.

One carefully copied selection is worth far more than a page done carelessly. Students should complete copywork on a separate sheet of paper, or preferably in a notebook kept specifically for copywork. I prefer using a dedicated copywork notebook such as [this one](#). *Affiliate disclosure: This notebook link is an Amazon affiliate link. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.*

Educationally Appropriate Content

All books in this curriculum carry strong academic credentials and are appropriate for educational purposes.

1st Grade:

- *A Child's Garden of Verses* — Robert Louis Stevenson (1885). Classic poetry anthology widely taught in elementary education worldwide. Develops phonological awareness, vocabulary, and appreciation for literary language.
- *Parables From Nature* — Margaret Gatty (1855). Classic Victorian nature literature. Develops reading comprehension, moral reasoning, and descriptive language skills.
- *Beautiful Stories of Shakespeare* — Edith Nesbit (1907). Standard Shakespeare introduction text used in classical and Charlotte Mason schools internationally. Develops narrative comprehension, character analysis, and exposure to the English literary canon.

A note on language: Shakespeare's English reflects the world of 400 years ago, and some words have shifted in meaning over time. As you read aloud, a few words may invite a simple, matter-of-fact explanation. For example: the word *ass* in these stories refers to a donkey, which was a common working animal — this is simply its old English name. The word *lovers* in Shakespeare's day described two people in a courtship — a young man and woman pursuing marriage — rather than the meaning it often carries today. If a word or phrase catches your child's attention, a brief, calm explanation is all that is needed. Nesbit's retelling is written with children in mind and handles all of Shakespeare's stories with gentleness and care.

A note on story content: Nesbit's retellings were written with children in mind and present Shakespeare's stories more gently than the original plays. Even so, some stories retain mature plot elements, including death, violence, betrayal, frightening situations, forced marriage, and other difficult behavior. Parents are encouraged to preview each assigned story and use discretion according to their child's age and sensitivity.

Academic skills addressed in this curriculum: Listening comprehension through read-alouds · Vocabulary acquisition through context · Oral language development through narration · Oral composition through narration (written composition begins Year 4) · Grammar and mechanics embedded in authentic texts · Poetry appreciation and memorization

Required Books — Please Purchase Separately

This curriculum is a teacher's guide. The lesson steps, narration prompts, grammar noticings, and copywork selections are all contained here. The actual stories and poems are read from the books listed below, which parents purchase separately.

Affiliate disclosure: Some links below are Amazon affiliate links. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.

1st Grade:

- *A Child's Garden of Verses* — Robert Louis Stevenson — [Buy on Amazon](#)
- *Parables From Nature* — Margaret Gatty — [Buy on Amazon](#)
- *Beautiful Stories of Shakespeare* — Edith Nesbit — [Buy from Living Book Press](#)

How to use this guide: Each lesson tells you which story or poem to open to. Simply open your copy of the book to that story, read it aloud to your child, and then follow the lesson steps. You do not need to prepare anything in advance beyond having the books on hand.

WEEK 1

Lesson 1 — Parables From Nature *Open to: "A Lesson of Faith" (pages 1–5)*

Pre-Reading:

Vocabulary:

appointed (chosen or fixed ahead of time), lumbering (moving in a slow, heavy, awkward way), opportunity (a chance to do something), curiosity (a strong desire to know or learn), descended (came down), indignantly (in an upset or offended way)

Read aloud pages 1–5.

Narration prompt: "Tell me how the story begins when the Butterfly asks the Caterpillar to care for her eggs, then continue narrating the rest of the story from there."

Grammar Noticing — Capital letters: "Let's find two words in today's reading that begin with capital letters. One may be a name, and one may be the first word of a sentence."

Copywork: *"Still you will be kind, will you not, to the poor little ones?"*

Lesson 2 — A Child's Garden of Verses *Open to: "Bed in Summer"*

Read aloud: the full poem.

Narration prompt: "Tell me how the poem begins when the child compares winter and summer bedtime, then continue narrating the rest of the poem from there."

Copywork: *In winter I get up at night.*

Memorization: Begin learning "Bed in Summer" — two lines per day.

Lesson 3 — Parables From Nature *Open to: "The Law of Authority and Obedience" (pages 6–9)*

Pre-Reading:

Vocabulary:

authority (the right to guide or give orders), obedience (doing what one is told to do), transparent (clear enough to see through), composure (calm control of oneself), crouches (bends or stoops low), mischievous (causing trouble in a playful or naughty way), astonished (very surprised)

Read aloud pages 6–9, stopping before the paragraph that begins, *"When the Bee had finished..."*

Narration prompt: "Tell me how the story begins when the Working-bee flies away from his hive and into the country-house, then continue narrating the rest of the story from there."

Grammar Noticing — Ending punctuation: "Let's find a sentence in today's reading and look at the mark at the end. Is it a period, a question mark, or an exclamation mark?"

Copywork: *"Nice fellow! How busy he has been!"*

SAMPLE TERM CELEBRATION WEEK

No new readings are assigned during the term celebration week. This week gives the student time to review the stories and poems that have been met during the term.

Lesson 1 — Term Readings

In the actual curriculum, four narration prompts are given in Lesson 1 of each term celebration week. The student chooses one prompt from the term's readings and tells back what they remember. The goal is not to quiz the student on every detail, but to give them an opportunity to recall and narrate a favorite story from the term.

Lesson 2 — Poetry Recitation

In the actual curriculum, Lesson 2 gives the student an opportunity to recite the poems practiced during the term to a parent or family member.

In the full curriculum, term celebration weeks are placed at the end of each term and reflect the readings and poems completed during that term.