

LESSON 1: OBJECTS**FIRST BOOK IN LANGUAGE****PART 1.1 READ AND DISCUSS****ORAL OBSERVATION****Anything that you can see or touch is an object.**

- What do you see in this room? Are chairs, desks, books, tables, boys, and girls, objects? How do you know that they are objects?
- Mention three objects that you saw at home to-day.
- What word tells the name of an object that barks? _____
- What word tells the name of an object that catches mice? _____
- What word tells the name of an object that makes honey? _____

PART 1.2 Memorize: A word that tells the name of an object is a name-word.**PART 2.1 Write the names of —**

Penmanship in columns

1. Two objects that are red and round.

1. _____ 2. _____

5. Four trees that bear fruit good to eat.

1. _____ 2. _____

3. _____ 4. _____

2. Two objects that grow in the ground.

1. _____ 2. _____

6. Four animals that have four feet.

1. _____ 2. _____

3. _____ 4. _____

3. Two objects that you use in play.

1. _____ 2. _____

7. Two objects that on two feet walk.

1. _____ 2. _____

4. Two objects that you ate to-day.

1. _____ 2. _____

8. Two objects that can run and talk.

1. _____ 2. _____

PART 2.2**Telling:** Tell something about each of the objects whose names you have written (e.g., "An apple is red and round" or "Apples and cherries are red and round.").

1 ORIGINAL NOTES • TO THE TEACHER (FROM FIRST BOOK IN LANGUAGE, P. 11)**To the Teacher.—**

1. **(1)** Have the words written neatly in columns.
2. **(2)** Call them *name-words* (or, if you prefer, *nouns*).
3. **(3)** The words should be spelled correctly, but without separating into syllables.
4. **(4)** Each word should be used in a complete sentence. Thus, if the red, round objects are an apple and a cherry, the sentences might be: "An apple is red and round"; "A cherry is red and round"; or "Apples and cherries are red and round."

Oral Exploration Key: • Room/Home objects: chairs, desks, books, tables, door, clock, window, bed. • Object that barks: **dog**. • Object that catches mice: **cat**. • Object that makes honey: **bee**.

#	PRACTICE PROMPT (TEXTBOOK)	EXPECTED NAME-WORDS	COMPLETE SENTENCE MODEL
1	Two objects that are red and round.	apple , cherry , tomato , ball	"An apple is red and round."
2	Two objects that grow in the ground.	carrot , potato , turnip , radish	"Carrots grow in the ground."
3	Two objects that you use in play.	ball , doll , kite , hoop , drum	"I use a ball and a kite in play."
4	Two objects that you ate to-day.	bread , apple , egg , rice , soup	"I ate bread and fruit to-day."
5	Four trees that bear fruit good to eat.	apple tree , peach tree , pear tree , cherry tree	"Apple and peach trees bear sweet fruit."
6	Four animals that have four feet.	dog , cat , horse , cow , sheep	"A dog and a horse have four feet."
7	Two objects that on two feet walk.	boy , girl , man , bird , duck	"A boy and a bird walk on two feet."
8	Two objects that can run and talk.	boy , girl , brother , sister , child	"Boys and girls can run and talk."

Pedagogical Guidance (Charlotte Mason & C. C. Long)

- **Sensory Perception First:** Always let the young child touch or look at tangible objects before introducing the term *name-word* or *noun*.
- **Neat Column Handwriting:** Emphasize steady letter formation along the midline without rushing.
- **Full Oral Sentences:** Conclude by having the child vocalize each word in a living sentence: "Apples and cherries are red and round."

Assessment Rubric (Primer ELA)

- 4 • Advanced** Accurately names objects; writes neatly; expresses full fluent sentences.
- 3 • Proficient** Identifies appropriate name-words; clear penmanship; says simple sentences.
- 2 • Developing** Needs prompting for categories; spelling or handwriting developing.
- 1 • Beginning** Requires guided oral discussion to distinguish objects from actions.