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# Sample Lesson

Objectives are listed for the lesson.

Teaching Charts quickly identify the ones used in the lesson.

Skill Focus alerts the teacher to the new skills in the lesson.

Materials are listed for the lesson.

Preparation identifies what needs to be copied or prepared for the lesson.

Phonics Storybook preparation provides directives that invite reading in a natural manner.

Think of This enhances the lessons with useful additional information to help the teacher enliven discussions. (Note: The material is not intended to be read directly to the students.)

## Lesson 25: The Race

Phonics and English 1 Workbook, pages 49–50  
Phonics 1 Practice Book, pages 39–40

**Objectives**

- Develop the listening comprehension skills.
- Identify words in an alphabet review.
- Read words with initial *ai*.
- Identify the number of syllables in a word.

**Materials**

- Teaching Chart 9: Family Race
- Story Characters: Alex, Annie, Buddy, Maria, Reggie, Tim
- Word Family Cards for reading
- Name Word Cards: Alex, Ashley, Buddy, Maria, Reggie, Tim
- Handwriting Trail Cards
- New Sentence Word Card: breaks
- Sentence Word Cards for review
- Two headlamps
- One small toy race
- 1 board or a piece of cardboard

**Preparation**

- Prepare Storybook: Add Alex (Character's Toolkit CD)
- Word card: join
- Suffix card: -ed (Appendix page A17) (With This card will also be used in Lesson 26)
- Copy of Text 1 (Appendix page A16) with the teacher's (With Answer Key for Text 1 Appendix page A11)

**Skill Focus**

**Phonics**  
Word family review

**Word Work**  
Sentence word: breaks

**English Skills**  
Suffix: -ed  
Syllables

**Introducing the Theme**

- Guide a discussion about nests.
- Close the students to race the toy cars. Set the board or cardboard so that the cars can be placed at the top and run down to the base.
- Identify the cars by color and encourage the class to guess which car will be faster.
- Direct the students to place the cars at the top of the setup and let them go when you say, "Go!" If other cars are available, allow several more students to participate.
- Display the phonics and read the names of each family member and friend.
- Display the Story Characters.
- Distribute the Name Word Cards and instruct the students to match them to the Story Characters.

**Listening**

Listen to the story to find out who Buddy picked.

**Racing at Home**

It was fun being in the clubhouse, Alex and Maria loved being in time to each other. Alex, Tim, and Reggie would usually be found wandering during each day. They were loud around and around Starly Lane. Their parents had taught them to watch carefully for cars, and the three families that lived the club were careful to watch out for the boys.

"Let's have a race!" said Reggie, who was very proud of the new Alex and Over the top he'd gotten for his birthday. "I think this new bike is a lot faster than my old one."

"Yes, that sounds like fun!" agreed Tim and Alex.

"Where should we start?" asked Alex.

"Let's start at my house and go around the club three times and end at my house," said Reggie.

"I'll get some chalk and mark the starting and finishing lines," said Alex as he ran into his house.

Later, as Alex began drawing the lines, Ashley and Maria rolled out of Maria's house. "What are you doing?" asked Ashley.

"I'm drawing a starting line for our bike race," said Alex.

"Oh, good! Can we watch?"

"Sure," agreed Alex.

Ashley and Maria sat down on the grass to Reggie's yard close to the finish line.

"Buddy, go all by Ashley," said Alex. "I don't want you running out in front of our bikes."

Reggie shouted, "Let's go!" Both girls jumped up and started shouting.

"Go, Alex, go faster!" shouted Ashley.

Reggie was in the lead after the first lap, with Tim and Alex close behind him.

"Look at Buddy!" laughed Ashley. Buddy had entered the race, chasing after Alex.

"Faster, faster!" shouted Maria as Alex began to catch up to Reggie in the second lap. Buddy parted as he ran.

"Hurry, Reggie!" shouted Maria as the boys began the last lap of the race.

"Wait!" shouted Ashley and Maria as Reggie crossed the finish line.

"My new bike is the fastest!" said a grinning Reggie as the boys came to a stop.

Maria and Ashley began laughing.

"What's so funny?" asked Reggie.

"Buddy is still racing!" Buddy was running around and around the track just as fast as he could all by himself.

"Oh, Buddy!" shared Ashley.

**Comprehension**

- [Identify] When did Alex like to do with his friends? (ride bikes)
- [Identify] What race did Reggie suggest they do? (have a bike race)
- [Interpret] Why do you think Reggie wanted to have a race? (It was proud of his new bike and wanted to prove that it was faster than his friends' bikes.)
- [Identify] When did Maria and Ashley laugh about? (Buddy was running the race all by himself.)

Unit 1: God's Colorful Creation

Introducing the Theme creates interest and initiates comprehension by using short introductory activities in subjects such as Heritage Studies, science, discussion, poetry, art, music, show and tell, games, and pictures.

Comprehension questions encourage higher level thinking.

Listening lessons carry the lesson theme and encourage higher-level thinking skills.

Answers are those that a child might give.



Phonics characters are used in a pocket chart to reinforce syllable patterns.

speaks. He got the tennis racket out of the cabinet. He got the tennis racket from the party, and then he unspooled the tennis racket and put them on a bag.

Mr. Short didn't know the Mrs. Short had a surprise for him. While he had been away at a town meeting the day before, she had been busy at preparing mailboxes. "I think this is all I need," said Mr. Short. "I'll start the mail."

"Just, I have a little surprise for you," said Mrs. Short. "While you were at the meeting, I made something for you."

"You made something for me?" asked Mr. Short. Mrs. Short went into her sewing room and returned with a yellow shirt's apron and handed it to Mr. Short. "What a surprise! Thank you, dear!" exclaimed Mr. Short. "I'll try it on right now."

Mr. and Mrs. Short help us know when to see the short vowels for the words. Mr. and Mrs. Short always stand together. Mr. Short represents the short vowel, and Mrs. Short represents the consonant that follows.

There is a special mark that looks like a smile that helps us know that a vowel is short. It is called a breve. Since Mrs. Short is always smiling, that will help us remember how a breve looks.

**Word Families**  
Word Families and Charles Characters—Mrs. Short represents the short vowels, she never appears without her husband, Mr. Short. Mr. Short represents the consonant that follows a short vowel, as in the word sun. A syllable that ends with one or more consonants is called a closed syllable. Short vowels are usually found in closed syllables.

Intermediate after a sound has been introduced, it is shown with other already learned sounds. Emphasis is placed on the sounds in a pattern that is often referred to as a phonics game.

A phonogram is the part of a word that begins at the first vowel letter of a syllable and goes to the end of the syllable. In this program we refer to this syllable pattern as a word family.

The word family is practiced as a group of decodable spelling words having the same phonogram. After word families are introduced, they are reviewed on a regular basis through the use of word cards grouped in word families.

- Write the letter I for display and draw a line over the letter.
- Point out the thick line that looks like a smile at the bottom of Mrs. Short's dress.

**Word Families**  
Review the I word family using Mr. and Mrs. Short. Place Alphabet Cards and I in the pocket chart.

Which letter is the vowel? (i)  
Which letter is the consonant? (t)

- Place Mr. and Mrs. Short over the vowel and consonant.

Lesson 5: God Made Yellow

Remember that Mr. and Mrs. Short always stay together. Mrs. Short represents the vowel. Mr. Short represents the consonant. They remind us that when a vowel is followed by a consonant, the vowel says its short sound.

- Repeat the same procedure to review the \_ir family, guide the students in decoding the new word air.
- Read the context sentence. Pause for a student to read the word as you point to it at the appropriate place.
- win - James likes for his team to win.
- Remove the Alphabet Cards and place the Word Family Cards for \_ir in the pocket chart.
- Direct several students to read the word family.



- Repeat with the \_ur word family.

**Service Words**  
Display and read aloud Service Word Card 16.

- Read the context sentence using the service word. Pause for a student to read the word as you point to it at the appropriate place.

Context sentences teach vocabulary. Students understand the meaning of the word and develop the ability to learn from context.

Grammar and punctuation concepts are taught sequentially.

- Read the names written for display: ed, look, ice, fly, Mark, suit, fly, Park, back.
- Ask volunteers to circle the names that are written incorrectly. Invite other students to write the names correctly.
- Read the sentence that was written for display: Mark and I fly fast.
- Teach the following rule.

Always capitalize the word I. When the capital letter I appears alone, it is a name for the person who is talking.

**Family Name I-oo**  
Place the Name Word Card I-oo in the pocket chart.

- Display Story Character I-oo and point to the name card as you say the name.

Word family drill reinforces phonics teaching.

Worktext pages finalize the concept of the lesson.

Answers are shown for the convenience of the teacher.

**The Zoo**  
Display and read parts of the story aloud. Use the following words:

looked	2
word	1
up	1
put	2
period	2
period	2

Always underline the first vowel letter.

hunt ed    pant ed

land ed    hand ed    sand ed

dent ed    lift ed    rest ed

Write the following words:

<u>i</u> uck	<u>h</u> est	<u>h</u> est
<u>g</u> it	<u>h</u> est	<u>s</u> ock
<u>i</u> est	<u>h</u> est	<u>h</u> est

Look at the words on the list:

ice	fly	back
ice	fly	back
ice	fly	back

Look at the words on the list:

See the ed part. It was a mistake to ed hand.

See how ed part. The ed part is not a word.





# Lesson 1: God Made Blue

Phonics and English 1 Worktext, pages 1–2



## Skill Focus

### Phonics

Letter-sound association: t / t/

### Word Work

Color word: blue

### Objectives

- Identify characters in a story.
- Demonstrate listening comprehension skills.
- Match words and pictures.
- Distinguish between uppercase and lowercase letters.
- Distinguish between vowels and consonants.
- Identify initial sounds.

### Materials

- Teaching Chart 1: *Colors All Around*
- Phonics Song Chart 20: t
- Story Characters: *The Miller Family, Family and Animal Friends*
- Color Word Card: blue
- Name Word Cards: *Dad, Mom, Alex, Ashley, Buddy*
- Handwriting Wall Charts (mounted on the wall of the classroom)
- “Alphabet Song,” “Phonics Song 1” (Appendix pages A5, A17; Listening CD, Tracks 1, 25)
- A flower and a colorful rock or other objects one might see at a park.

### Preparation

- Cut apart the Story Characters.
- Handwriting lines for display (Note: The lines are optional for teaching handwriting strokes. The PreCursive alphabet stroke descriptions appear in the Appendix on pages A91–A92.)



- Draw attention to the flower and other objects you brought.
- Ask students to name more things that God made that are blue. (sky, blueberries, blue birds)
- Point to the word *blue* on the teaching chart.
- Display Color Word Card *blue*.
- Allow volunteers to take the card and hold it up beside something in the room that is blue.
- Read the following poem.

### God Made Blue

Blue is the ocean;  
Blue is berry pie.  
Blue is the sky where  
Bluebirds love to fly.

### Listening

Listen to find out what colors the Millers see at the park.

### Colors at the Lake

Dad parked the van under the shade of a large tree. “Everyone grab something as you get out,” he instructed. “Alex, you can carry these two lawn chairs for Grandma and Grandpa. Here, Ashley, I think you can lift this bag.”

Soon the Millers had their things on the picnic table by the lake, and Dad had begun grilling the hamburgers. Grandpa Miller walked with Alex and Ashley down to the lake.

“Woof, woof!” barked Buddy as he spotted a family of ducks in the water.

“Don’t scare the ducks, Buddy,” said Alex.

“The sky is so blue today,” Grandpa Miller said as he took a deep breath of fresh air. “I love the outdoors. It’s a great day for our picnic.”

“What makes the sky blue?” asked Alex.

“That’s the way God created it,” said Grandpa.

“I think God must like the colors blue and green best,” said Alex as he looked around.

“I’d never thought of that, Alex. The outdoors is certainly filled with those two colors,” said Grandpa.

“I see something orange,” said Ashley as she stooped down to pick up a rock by her foot. “I think God likes orange too. Just think of all the oranges and pumpkins He made.”

“I think God likes yellow,” said Grandpa Miller, joining in the color game. “Look at that field of yellow wildflowers across the lake.”

“Is anyone hungry?” called Mom as she walked over. “I think the hamburgers are almost ready.”

“Mom, what color do you think God likes best?” asked Alex.

“Well, I never thought about it,” said Mom.

“We’ve been admiring the scenery and talking about some of the colors here by the lake,” Grandpa explained.

### Introducing the Miller Family

- Display the Miller Family and Buddy Story Characters.
- Point to each picture and name as you introduce the family: Dad, Mom, six-year-old twins, Alex and Ashley, and Buddy.
- Display the Name Word Cards. As you read each name, hold up the corresponding Story Character.

This is the Miller family. The Millers have a daughter and a son who are twins. Their names are Alex and Ashley. They live near the ocean on the East Coast, and they have a playful dog, Buddy, who is a Highland white terrier. You will hear many stories about the Millers this year.

- Distribute the Name Word Cards. Direct each student with a card to come and stand beside the corresponding Story Character.

### Note

You may wish to display the Miller Family Story Characters at the children’s eye level for part or all of the year. As the year goes by, the Miller family will become more and more familiar.

### Introducing the Theme

- Use Teaching Chart 1 to review the colors.

Do you like to go to the park? Do you think that’s a good place to see God’s creation?

"You know how much I love red, Alex. Red roses are my favorites. I'm glad God made red. How do yellow corn-on-the-cob, red watermelon, and purple grapes sound?" asked Mom.

"Yummy!" shouted Alex and Ashley.

"Watch out! Here comes one wet white dog!" warned Grandpa. Buddy ran up and began shaking off lake water. "Oh, Buddy!" everyone shouted.

### Comprehension

- ▶ [literal] What did Dad ask everyone to do when they got out of the van? (help unload the van)
- [literal] What did Dad begin doing? (cooking the hamburgers on the grill)
- ▶ [literal] What did Ashley see that was orange? (a rock)
- [literal] What did Grandpa Miller see that was yellow? (some flowers)
- ▶ [literal] Who let Grandpa Miller, Ashley, and Alex know that the hamburgers were ready? (Mom)
- ▶ [literal] What did Buddy do that surprised everyone? (shook lake water all over them)

### Phonics

- ▶ Lead the class in singing the "Alphabet Song" (Listening CD).
- ▶ Ask a volunteer to point to the letter *t* on the Handwriting Wall Charts. (Note: PreCursive Handwriting Wall Charts are available from BJU Press.)
- ▶ Review the concept of uppercase (capital) and lowercase (little) letters with the students. Discuss the differences between the uppercase and lowercase letter formation. (Note: If you are using a different handwriting style, write and describe the strokes for that style.)
- ▶ Write uppercase and lowercase *Tt* on the handwriting lines for display. Verbalize the stroke descriptions as you write.
 

<i>Uppercase T</i>	<i>Lowercase t</i>
1. Drop.	1. Drop and curve.
2. Cross.	2. Cross.
- ▶ Direct the students to use the pointer finger on the hand they write with to write the letters on their desks as you verbalize the stroke descriptions for uppercase and lowercase *Tt*.
- ▶ Review the concept of consonants and vowels learned in kindergarten. Remind the students that words are made up of vowel letters and consonant letters. Identify the vowels: *a, e, i, o, u*.

### Phonics Song Chart

- ▶ Identify the letter *t* as a consonant. Direct attention to the blue colored notes on the chart. Point out that the blue color design is used as a reminder that this letter is a consonant.
- ▶ Demonstrate the sound of *t* and instruct the students to repeat it after you.
- ▶ Identify the pictures and words on the chart and ask the students to listen for the /t/ in each word.

#### Note

Uppercase and lowercase letters are sometimes called *capital* and *little* letters. These terms may be used if you prefer.

- ▶ Point to the pictures and words as you sing the verse together several times.

What sound do you hear at the beginning of *table*? (/t/)

- ▶ Repeat *table*.

What sound do you hear at the beginning of *tap*? (/t/)

- ▶ Repeat *tap*.

- ▶ Instruct students to tap the table (desk) with their fingers if they hear /t/ at the beginning of the word you say.

inch	tall	in
toad	inside	telephone

- ▶ Reinforce and remediate student responses.

#### Note

Important material about teaching phonics is included in the front matter of this teacher's edition.

### Phonemic Awareness

For these phonemic awareness activities, be sure to say the words slowly and clearly. Repeat words. Emphasize sounds if needed, but try not to alter the true pronunciation of the word. Reinforce correct answers and remediate incorrect ones.

## Phonics and English 1 Worktext

### Page 1

- ▶ Guide a discussion about the unit theme.

### Page 2

- ▶ Read and guide completion of the page.

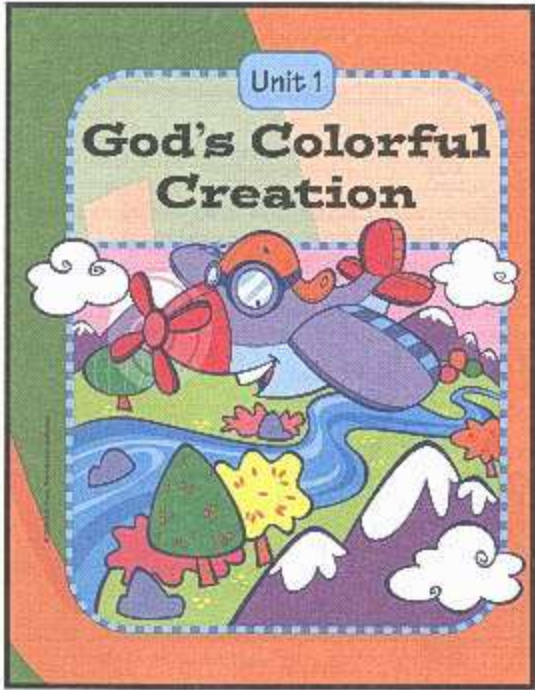
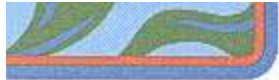
#### Note

You will teach *Reading 1* Lesson 1 today. Beginning with Lesson 6, *Phonics 1 Practice* pages may be used for seatwork during reading groups.

#### Note






When a letter appears between slash marks such as /t/, it is read as the sound of the letter rather than the letter's name.





Name: \_\_\_\_\_

Circle the pictures that begin with /l/.

 tire	 loose	 dog
 tea bag	 table	 tube
 tomato	 microwave	 tiger
 tie	 toast	 rose

2. \_\_\_\_\_



**Skill Focus**

**Phonics**  
Letter-sound association: /j/ /i/

**Word Work**  
Word family: \_it  
Color word: purple  
Service word: /

# Lesson 2: God Made Purple

Phonics and English 1 Worktext, pages 3–4

## Objectives

- Increase knowledge of the culture of other people.
- Match words and pictures.
- Recognize that the short vowel sound is indicated by a breve.
- Read a word family.
- Read a service word.

## Materials

- Teaching Chart 1: *Colors All Around*
- Phonics Song Charts 9, 20: /j/, /i/
- Story Characters: *The López Family, Family and Animal Friends*
- Color Word Cards: *blue, purple*
- Name Word Cards: *Papá, Mamá, Carlos, María, Susita, Grandma, Grandpa, Loro*
- New Service Word Card: /
- Handwriting Wall Charts
- Spanish Word Cards and Names (Listening CD, Track 62)
- "Alphabet Song," "Cristo Me Ama," "Phonics Song 1," "Vowel Song" (Appendix pages A5, A8, A17, A28; Listening CD, Tracks 1, 25, 51, 64)

## Preparation

- Cut apart the Story Characters.
  - Alphabet Cards reproducible (Appendix pages A39–A50)
- Prepare several sets of Alphabet Cards. You will need *i* and *j* for today's lesson.

## Introducing the López Family

- Display the López Family and Loro Story Characters.

This is the López family. They have Spanish names and follow Spanish traditions in their home. They love to sing "Jesus Loves Me," but it would sound differently than when you sing it.

- Play "Cristo Me Ama" (Listening CD).
- Point to the family pictures and names as you introduce the López family and vocabulary (Listening CD).

Papá (pah-PAH): father  
Mamá (mah-MAH): mother  
Carlos (KAHR-lohs): ten years old  
María (MAHR-tah): six years old  
Susita (soo-SEE-tah): three years old  
Loro (LOR-oh): colorful pet parrot, belonging to the grandparents  
Abuela (ah BWAY-lah): grandmother  
Abuelo (ah BWAY-loh): grandfather



### Note

Instead of preparing the Alphabet Cards, you may prefer to purchase several sets of *Phonics and Review Cards for KS* for use in the pocket chart. The cards could also be used as response cards in small groups.

### Note

You may wish to display the López Family Story Characters at the children's eye level for part or all of the year. As the year goes by, the López family will become more and more familiar.

¡Qué bueno! (kay-BWAY noh): How nice!  
Gracias (GRAH-syahs): Thank you.

- Display the Name Word Cards. As you read each name, hold up the corresponding Story Character. Direct the students to practice pronouncing the Spanish names after they listen to them.
- Distribute the Name Word Cards. Direct each student with a card to come up and stand beside the corresponding Story Character.

## Introducing the Theme

- Display Teaching Chart 1. Point to each color word and ask the students to read them with you.
- Use *Think of This* information to guide a discussion about the color purple. Ask the students to name some things that are purple.

### Think of This

**Purple**—Long ago, the color purple was rare and expensive. Purple clothing was usually worn only by kings and other wealthy people. Purple was used in Bible days for making the uniforms worn by Roman soldiers. The dye was made from juice secreted by a kind of shellfish that lived in the Mediterranean Sea.

- Allow volunteers to hold up the Color Word Card *purple* beside something in the room that is purple.
- Read the following poem.

### God Made Purple

Eat some purple grapes.  
Eat a purple plum.  
Eat some purple cabbage.  
Purple eating's fun!

- Review the color word *blue*.

## Listening

- Read the following story using a "squawky" parrot voice for Loro.

Listen to find out what Loro likes to do.

## The Echo

"Hi, Loro!" called Marta as she passed the parrot's cage. She ran over and gave Grandma a big hug. "I'm here to help you, Abuela."

"Hi, Loro!" squawked Loro.

"Loro, you're such a funny parrot!" said Marta.

Grandma patted Marta's head. "I'm so glad to have your help. I have a lot of baking to do today. You may start by measuring three cups of flour and putting it in this bowl."





"What can I do now?" asked Marta as she finished putting the flour in the bowl.

"What can I do now?" echoed Loro.

"Be good, Loro!" said Marta.

"Be good, Loro!" echoed Loro.

Grandma showed Marta how to soften the lemons by rolling them on the table. Then Marta chopped some nuts in the chopper so that Grandma could sprinkle them on the bread.

The delicious smells soon brought Grandpa into the kitchen.

"I'm here to taste something," said Grandpa.

"I'm here to taste something," said Loro.

Marta giggled. Grandpa gave Marta a hug as he reached for a sweet roll from one of the racks.

"¡Qué bueno!" said Grandpa. "These rolls are delicious. I married the best cook in the whole world! Marta, watch your grandmother carefully, and you'll grow up to be a good cook too."

"Carlos, Susita, come and taste the rolls," called Grandpa as he stuck his head out the back door.

"Come and taste the rolls!" squawked Loro.

Carlos and Susita came running in from the yard. Marta handed them each a warm roll.

"Yum!" they said with full mouths.

"Yum!" said Loro.

"May we take a few rolls home for Mamá and Papá?" asked Marta.

"Sure you may," said Grandma.

She put some rolls in a basket and covered them with a pretty cloth.

"Gracias, Abuela," Marta thanked Grandma as she took the basket.

"Gracias, Abuela," called Loro as Marta went out the door.

### Comprehension

- ▶ [literal] Who did Marta go to help? (her grandmother)
- [literal] Who came in to taste Marta and Grandmother's cooking? (Grandpa, Carlos, and Susita)
- [appreciative] What kinds of things have you done to help your grandparents?
- ▶ [literal] What does Loro like to do? (repeat)

### Phonics

- ▶ Point to each letter as you sing the "Alphabet Song" (Listening CD).
- ▶ Review Phonics Song Chart 20.
- Is the letter *t* a consonant or a vowel? (consonant)
- What clue do we see on the chart to remind us? (the blue notes)
- ▶ Teach the students the "Vowel Song" (Listening CD).
- Vowels, vowels: *a, e, i, o, u.*
- They make up words and help us learn to read.
- Vowels *a, e, i, o, u.*
- ▶ Point to the letter *i* on the Handwriting Wall Charts.

- ▶ Display Phonics Song Chart 9 and identify the letter. Draw attention to the green colored notes.

Look at the "smile" above the *i*. This mark tells us that the letter is a vowel and it says its short sound. The smile is not found on letters when we read. It is just here to help us identify the vowel letter.

#### Note

The breve indicates that a vowel says its short sound. You may present the term to the students, but it is not necessary for them to master it.

- ▶ Demonstrate the short sound of *i* and instruct the students to repeat it after you.

- ▶ Identify the position of *i* in each word. Instruct the students to listen for /i/ as you say the words together.

- ▶ Point to the pictures and words as you sing the verse together several times.

What sound do you hear at the beginning of *inch*? (/i/)

- ▶ Repeat *inch*.

What sound do you hear at the beginning of *tent*? (/t/)

- ▶ Repeat *tent*.

- ▶ Direct the students to say the name of the letter they hear at the beginning of each of the following words.

tent	inch	tiger	into	is
table	top	touch	talk	igloo

- ▶ Reinforce and remediate student responses.

- ▶ Write uppercase and lowercase *ii* for display. Verbalize the stroke descriptions as you write.

Uppercase *I*

1. Drop.

2. Cross.

3. Cross.

Lowercase *i*

1. Drop and curve.

2. Dot.

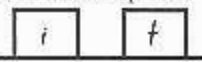
- ▶ Direct the students to use their pointer fingers to write the letters on their desks as you verbalize the stroke descriptions for uppercase and lowercase *ii*.

### Word Family: *\_it*

- ▶ Place in the pocket chart Alphabet Card *i*.

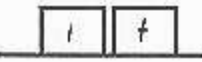


- ▶ Point to *i* and say its sound. Direct the students to repeat the sound after you.



- ▶ Place in the pocket chart Alphabet Card *t*.

- ▶ Point to *t* and say its sound. Direct the students to repeat the sound after you.



- ▶ Move the cards together and blend the sounds aloud. Ask a student to read the word.

- ▶ Point to the word *it* as you read the context sentences.  
Dad threw the ball and I caught it.  
Alex is it.

- ▶ Ask the students to read the word when you point to it. Read the context sentences again, pausing and pointing to *it* as the students read the word aloud.





### Context Sentences

Each time a new word is introduced, emphasize comprehension by using it in a context sentence. You may create more sentences to provide additional reinforcement.

### Service Word

- ◆ Display Service Word Card *I*.
- ◆ Give a context sentence using the service word. Pause for a student to read the word as you point to it at the appropriate place.  
I I am going to get some new shoes.
- ◆ Invite students to make up other sentences using the word *I*.

#### Note

Explain that when the capital letter *I* is seen by itself, it is referring to a person. We pronounce it by saying its long sound—its name.

### Phonics and English 1 Worktext













Pages 3–4

- ◆ Read and guide completion of the pages.






### God Made Purple

Circle the correct picture.

			
	Buddy		Ashley
			
Alex		Papá	
			
Susila		Mamá	

Color the pictures to match the beginning sounds.

		
tent	tooth	insect
blue	blue	purple

**t = blue**  
**i = purple**

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Name \_\_\_\_\_

Color the pictures of the Lopez family.

	
Papá	Grandpa and Grandma
	
Mamá	María
	
Carlos	Susila

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# Lesson 3: God Made Black and White

Phonics and English 1 Worktext, pages 5–6

**Skill Focus**

**Phonics**  
Letter-sound association: s /s/

**Word Work**  
Word family: *\_it*  
Color word: *black, white*  
Service word: *here*

**English Skills**  
Adding s to a verb

### Objectives

- Demonstrate listening comprehension skills.
- Use letter-sound association in familiar words.
- Read a verb with s added at the end.

### Materials

- Teaching Chart 1: *Colors All Around*
- Phonics Song Chart 19: 1
- Word Family Cards: *Wla-tr it, st*
- Color Word Cards: *blue, purple, black, white*
- Handwriting Wall Charts
- New Service Word Card: *here*
- Service Word Card 1 for review
- Alphabet Cards (Appendix pages A39–A50)
- “Alphabet Song,” “Phonics Song 1,” “Vowel Song” (Appendix pages A5, A17, A28; Listening CD, Tracks 1, 25, 51)
- A picture of a river otter.

### Preparation

- A copy of the *Checkered Flags* reproducible (Appendix page A53) for display



- Review color words *purple* and *blue* and practice *black* and *white*.
- Hold up a Color Word Card and direct students wearing that color to stand.
- Show the picture of an otter and use *Think of This* information to guide a discussion about river otters.

### Think of This

**Otters**—River otters are the most aquatic member of the weasel family. They have webbed feet and a heavily muscled tail. River otters live on land and in the water. They are expert swimmers and divers.

### Listening

Listen to this story told by an otter to see who wins the race.

### Introducing the Theme

- Use *Think of This* information to guide a discussion about racing. Point out that although being fast is important, finishing the race is more important. [BAI: 2d Determination]

### Think of This

**Racing**—Racing is a contest of speed between two or more people. A race may include one or more of these or similar activities: running, rowing, swimming, biking, skiing, skating, driving, or flying. Participants must prepare for the skill and endurance needed for the race. Although the fastest contestant wins the race, great satisfaction comes from finishing the race and meeting a personal goal.

- Display the checkered flags.

What do you think of when you see a flag like this? (a race)  
What colors are in these flags? (black and white) Have you ever been in a race?

- Read the following poem.

#### God Made Black and White

As white as snow,  
As black as night,  
Zebras and penguins  
Are black and white.

What other things did God make that are black and white?

- Display Teaching Chart 1 and point to the words *black* and *white*.

### Note

The *Think of This* material is not intended to be read directly to the students.

### The Race

We small animals usually get along pretty well. But I remember one time when all the animals in our neighborhood down by Berry Creek were taking sides.

It all started when Fox moved in. Not that we mind new neighbors, but Fox was sly and sneaky. If a window was broken or a garden dug up or chickens ruffled and upset, you could be sure Fox had something to do with it. Worse than that, Fox made friends with young Rabbit. He kept flattering Rabbit and telling him how smart and handsome he was until Rabbit got proud. Turtle and I used to be Rabbit's best friends, but after Fox came along, Rabbit wouldn't even talk to us anymore.

One day when Turtle and I were sunning ourselves, Fox and Rabbit crept up behind us and pushed us into the water. Turtle climbed that bank faster than I've ever seen him move before and stuck his face right up close to Rabbit's.

"All right, Rabbit," he said. "That's enough. You used to be the best guy on the creek before that Fox got hold of you."

Rabbit looked rather ashamed, but before he could actually apologize, Fox pulled him aside and whispered in his ear.

Rabbit got a proud look on his face and stuck his skinny chest out. "Okay, Turtle, if you're so good and I'm so bad, how about you proving it. I'll race you from right here to the Lower Springs, and we'll see who's better."

"All right, Fox. Let's make a deal. If I win the race, you move out of the neighborhood. If Rabbit wins, I'll leave."

"It's a deal. Meet us here in three days at eight o'clock in the morning."



After they left, I turned to Turtle. "Turtle, why'd you say you'd do it? I mean, he's a rabbit, and you're a turtle!"

"I know, Otter. But even if Rabbit does win, I'd rather leave the neighborhood than listen to him brag about it!"

The news spread that Turtle and Rabbit were going to race. Most of the neighborhood said that Rabbit was sure to win and Turtle didn't have a chance. Raccoon volunteered to start the race, and Owl said he'd hold the checkered flag at the finish line.

Crowds of animals from miles around lined the road by the creek bank to watch the race.

Rabbit jumped around excitedly on the starting line. Turtle crawled to the line at his usual slow pace. Raccoon lifted the starter gun.

"On your mark! Get set! Go!"

The gun went off. Rabbit was out of sight before Turtle got his hind feet over the starting line. I walked along with Turtle for a while, but he had his mind set on the race, and he wouldn't talk to me.

About an hour later, I left him to take a look around. The crowd had long since gone, and Rabbit was nowhere in sight. Then I stopped in amazement. There in the shade of a big oak tree lay Rabbit sleeping! I tiptoed back along the road until I met Turtle.

"Hey, Turtle! Guess what? Rabbit's up there asleep under that tree!"

Turtle chuckled. "Be quiet so that he doesn't wake up. The finish line is just over the next hill."

The crowd waiting at the Lower Springs cheered wildly as Turtle came into sight.

Fox ran up to us with a worried look on his sly face. "All right, you guys, what did you do with Rabbit?"

"Nothing, Fox," Turtle replied calmly. "If you go back over the hill, you'll see what he's done to himself."

Fox took off running as though the hunters were after him. Turtle was about five feet from the finish line when we heard Rabbit coming after us, Fox nipping at his heels.

"Ouch!" he yelled. "Fox, quit it! I was tired, so I took a nap. I thought he wouldn't catch up. Ouch! Stop that!"

But he was too late. Turtle crossed the finish line, and Owl slammed the checkered flag down after him.

Turtle raised his foot to stop the cheering. "Listen to me, everybody," he said. "You all know that I won this race fairly. You also know that this troublemaker Fox promised to leave the neighborhood if Rabbit lost the race."

The crowd interrupted him, cheering and stomping their feet. Fox took one scared look around him and took off into the thickest part of the woods. Turtle waved his foot again.

"Rabbit, we want you to know that we're still your friends. Just remember—being fast and sly might be fun, but slow and steady wins the race."

### Comprehension

► [literal] Which new neighbor was sly and sneaky? (Fox)

► [literal] Who ran in the race? (Rabbit and Turtle)

[literal] How did Turtle get ahead of Rabbit? (Rabbit stopped to nap under an oak tree, but Turtle kept going.)

[literal] Who was chasing Rabbit when he got back into the race? (Fox)

[literal] Who won the race? (Turtle)

► [literal] What kind of attitude did Turtle say always wins the race? (slow and steady)

► Explain that "slow and steady wins the race" means it is important to be diligent and keep on trying. (HATs: 2c Endurance; 2e Diligence)

### Phonics

► Sing the "Alphabet Song" (Listening CD).

► Sing the "Vowel Song" (Listening CD) to review the vowels.

► Ask a student to point to the letter *s* on the Handwriting Wall Charts.

► Display Phonics Song Chart 19 and identify the letter.

Is the letter *s* a consonant or a vowel? (consonant)

What clue do we see on the chart to remind us? (the blue notes)

► Demonstrate the sound of *s* and instruct the students to repeat it after you.

► Identify the pictures and words on the chart and ask the students to listen for /s/ in each word.

► Ask questions to identify the position of the letter and sound as beginning, middle, or end.

► Ask volunteers to point to the pictures and words as you sing the verse together several times.

What sound do you hear at the beginning of *seat*? (/s/)

► Repeat *seat*.

What sound do you hear at the beginning of *table*? (/t/)

► Repeat *table*.

► Direct each student to point to his *seat* (chair) if he hears /s/ at the beginning of the following words and to his *table* (desk) if he hears /t/.

sailor	ten	top	saled	tall
sad	tug	soup	talent	toe

► Reinforce and remediate student responses.

► Write uppercase and lowercase *Ss* for display. Verbalize the stroke descriptions as you write.

Uppercase *S*

Lowercase *s*

1. Begin near the top;

1. Begin near the middle;

swerve around and back.

swerve around and back.

► Direct the students to use their pointer fingers to write the letters on their desks as you verbalize the stroke descriptions for uppercase and lowercase *Ss*.

### Word Family \_it

► Place in the pocket chart the Alphabet Card vowel *i* for the word family. Then follow with the letter *t* in the phonogram.



#### Note

Be careful not to allow the students to add a vowel sound to the consonant (example: /s/ not /sh/).

#### Note

Throughout this teacher's edition, phonics word groups are most often referred to as word families. However, the terms *ring*, *phonogram*, and *word family* are interchangeable.





- Ask for responses to the following questions for each letter, beginning with the vowel.

Is this letter a vowel or a consonant?

What sound does the letter make?

- Move the letters together and blend the sounds. Point out that when there is one vowel followed by one consonant, the vowel makes its short vowel sound.

- Replace the Alphabet Cards with Word Family Card *it*.

*it*

- Say the context sentence. Pause for a student to read the word as you point to it at the appropriate place.  
*it* Mom baked a cake and we ate *it*.
- Place Alphabet Card *s* in front of Word Family Card *it*. Blend the initial consonant and word family together to form the new word.

Who can read the new word that is made when *s* is added to *it*?

- Read the context sentence. Pause for a student to read the word as you point to it at the appropriate place.  
*sit* Where do you think Mom should *sit*?
- Remove the *s* and place Word Family Card *it* below the word *it*. Give another context sentence with each of these words. Pause for a student to read each word family word at the appropriate place.

## English Skills

### Adding *s* to a Verb

- Display Word Family Card *sit*.
- Add Alphabet Card *s* to the end of the word. Read the word, emphasizing /s/ at the end. Use the following context sentence.  
Mom *sits* in a chair.
- Compare the words *sit* and *sits* and how they are used in sentences.

## Service Words

- Display and read aloud Service Word Card *here*.
- Read the context sentence using the service word. Pause for the students to read the word as you point to it at the appropriate place.  
*here* May I *sit here*?
- Invite students to make up other sentences using the word *here*.
- Review the service word *here*.

**Note**  
Remind students that they can sound out word family words, but service words must be memorized.

## Phonics and English 1 Worktext

### Pages 5–6

- Read and guide completion of the pages.

### Word Cards

Cut apart the Word Family Cards and Service Word Cards and file them in numerical order in a storage container. Pull the cards as they are called for and refile them. You may wish to keep the Service Word Cards readily accessible in a basket for quick reviews.

# God Made Black and White

Draw a line to the correct picture.

ll

elf



Sit here, Buddy.

Sit here, Dad.



Color each flagpole to match the beginning sound.



f = blue  
s = purple

Name \_\_\_\_\_

Color each flagpole.

f = blue s = purple
