

Phonics  
& English **1**  
Teacher Edition  
Fourth Edition  
Part 1



# Biblical Worldview Features

God created mankind to declare His glory. God has made each of us in His image (Genesis 1:26–27) and has called us to imitate Him by ruling over the world under His rule (Genesis 1:28). Language is one of the means God has given us for ruling over His world. With His Word, the Bible, God communicates His truth and love through written language.

God created people with the ability to communicate through language to glorify Him and to love and serve others. To communicate well, the students must develop their listening, speaking, reading, and writing skills. A biblical worldview recognizes these language skills as essential tools for producing God-honoring communication.

## Biblical Worldview Shaping

Lays a biblical foundation at the beginning of each unit for the use of words in the context of the language skill focus. Encourages the students to use the language skill in ways that honor God and show love to others.

## Unit Opener

Engages the students by introducing the language skill focus for the unit. Uses the illustration to transition from the Biblical Worldview lesson to the Worktext activity. Provides an opportunity for the students to apply the lesson concepts to their real-life use of language.

## Unit Introduction

Presents the Biblical Worldview rationale for the unit's language skill focus. Identifies training in listening, speaking, or viewing skills. Indicates the phonics, English, and writing concepts covered in the unit. Introduces the themes used in many lesson activities.

## Unit Focus

Provides an overview of the concepts developed in the unit.

## Unit Notes

Alert the teacher to specific information regarding unit lesson content, such as terminology used, the progression of unit skills, or suggestions for enrichment.

**Two Builders, Two Choices**

**Worksheet page 61 of Activities pages 49–64**

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**Biblical Worldview Shaping**

**English 1 Objectives**

**Unit 2**

**Unit Introduction**

**Unit Focus**

**Unit Notes**

**Unit 2**

**I Listen to Words**

**Unit 2**

**Skill Focus**

**Word Work**

**Phonics**

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# Phonics Features

## Introduction

Generates interest with a Biblical Worldview focus, a theme story, a discussion, a viewing activity, or a poem. Listening and speaking activities provide opportunities to apply language skills.

## Teach for Understanding

Guides the teacher in modeling and explaining the skills. Evaluates the students' understanding through questions and activities.

7 Workbook pages 13–14  
Activities pages 3–4

### Skill Focus

**Phonics**  
Letter-sound association / **Word Work**  
Word family, -it / High-frequency word cards

### Introduction

#### Listening & Speaking

**Objectives**  
• View the video about identifying speaking and listening skills for discussion.  
• Listen to an audio of a group about things we are learning. This is called a discussion. A discussion involves speaking and listening.  
• Read questions and point to answers on page 3. To be polite, raise your hand to answer. Do a set of things to make a drawing when you can show it to me.  
• Explain that when a student is speaking in a discussion, he shares with the group what he knows about something that we are learning. He shows good manners when he speaks clearly and loudly enough so that everyone can hear.  
• Explain that good listeners in a discussion do not interrupt the student speaking. Having only one person talk at a time makes it easier to listen in order to think and learn.  
**What is a discussion? Listening to a group about things we are learning.**  
**How is a good speaker polite during a discussion? Speaks clearly and loudly enough.**  
**How is a good listener polite during a discussion? Doesn't interrupt with answers when the speaker is speaking.**

### Teach for Understanding

#### Phonics

**English 1 Charts**  
Phonics Chart  
**Phonics 1 Charts**  
Phonics Characters, Word Family Cards, Wits, Wits, It's Not a Hit, Wits, Wits, It's Not a Hit, Wits, Wits, It's Not a Hit, Phonics Song Chart 1, 2

### English 1 Charts

List the Teaching Charts and word cards that support and enhance Biblical Worldview Shaping, phonics, English, and writing instruction.

### Phonics 1 Charts

List the Phonics Characters, Word Family Cards, and Phonics Song Charts used in the phonics instruction.

### Materials & Preparation

Identify materials that need to be collected for the lesson. Indicate Instructional Aids, word cards, or other visual aids that require preparation.

### Teaching Word Families

The following procedure will be helpful in teaching, identifying, and decoding word families with short vowel words.  
Display the Alphabet Card card for the word family being taught. Then follow with the other letters in the word family.  
Ask for responses to the following questions:  
What is the sound?  
What kind of letters make up the word?  
Which letters change with the word family?  
Direct a student to place the characters over the correct letters.  
What sound does the word make?  
Point out that when there is one vowel followed by one or more consonants, the vowel makes the short sound.  
What sound does each consonant make?

r t

Place the words together. Ask a student to blend the sounds to identify the word family. Guide as necessary.

r t

Place the initial consonant in front of the word family. Ask a student to blend the consonant and the word family together to form the new word.

s i t

**Adding to the Family**  
Replace the initial consonant with a new consonant for each of the remaining words. Guide the student in adding the new word.  
Display each corresponding Word Family Card. Use each word in a context sentence, pointing for a student to read the word in the appropriate place. (Simple context sentences are provided. You may prefer to write a student to use the word in an original sentence.)

s i t

s i t

s i t

Select words to read from each word family in your discussion.

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### Teacher Resources

Songs: "Alphabet Song," "Phonics Song 1," "Word Song," "Alphabet Cards"  
High-Frequency Word Cards  
- List 26 cards  
- High-Frequency Word Cards for review

### Materials & Preparation

• Associate 13 with the letter i  
• Outgroups 13 from other initial sounds  
• Read word families  
• Craft word family word families  
• Apply speaking and listening skills to class discussion  
• Read high-frequency words  
• Invite the students to stand and sing the "Alphabet Song."  
• Display the Word Chart and sing the "Word Song."  
• Ask a student to point to the letter of on the Handwriting Word Charts.  
• Display Phonics Song Chart 1 and identify the letters.  
• If the letter is correct in a context, it is correct.

### Teacher Resources

List the songs, Instructional Aids, and other materials that correspond to the lesson. These are located in the Teacher Resources section in the back of this book as well as at [TeacherToolsOnline.com](http://TeacherToolsOnline.com).

### High-Frequency Word Cards

List one or two new high-frequency words for the lesson or a suggestion to review words.

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**Word Family \_id**

- Introduce the word family \_id using the procedure for Teaching Word Families.
- id I think I'll come out id.
- id No one could find when the id did it.
- id Did you look at my shoes and what was when id did?

**Word Family Review**

- Display the word family containers and read each word family together.
- Divide the students into four groups and allow one student from each group to hold their word family container. Place the Word Family Cards in a separate container.
- Invite students to pull out a Word Family Card, read the word, make up a sentence using the word, and then match it with the correct group's container.
- Assess and reinforce understanding by asking questions such as the following:
  - "What family does this word belong to? How do you know?"
  - "What is the word doing with the ... word family (beginner reader)?"
  - "Allow the student that drew the card to place it in the correct container."
- Invite students to partner up in a class discussion right after reading that they learned in today's lesson. Encourage students to speak loudly and clearly. Remind students to wait for a signal and to look at the person speaking.

**High-Frequency Words**

- Display and read aloud High-Frequency Word Cards one.
- Lead the students in saying the word, spelling it as they sit, and writing it again.
- Read aloud the context sentence. Place for the students to read the word as you point to it at the appropriate place.
- "Can you come to lunch with me?"
- Invite students to make up other sentences using the word.
- Place the card with the other High-Frequency Word Cards and review them all.

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**Words Beginning with id**

id id id

id id id

id id id

id id id

id id id

id id id

id id id

id id id

**Word Family Review**

Reinforces phonological awareness, increases vocabulary, enhances rhyming skills, and ultimately aids reading fluency. Provides opportunities for active learning.

**Worktext**

Provides formative assessment of the students' understanding during teacher-guided instruction. Provides the teacher the opportunity to modify instruction to meet the students' needs. Prepares the students to work independently.

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**Worktext**

- Read the directions for numbers 1–7 on page 30. Model the thinking process. Invite students that need help with letter sound associations to help themselves.
- Read the directions for numbers 8–9. Model the thinking process. Identify pictures that students can not handle with.
- Direct attention to Mr. and Mrs. Short on page 31. Remind the students that Mr. and Mrs. Short are representing the short vowel sound and following consonant for the word family.
- Read the directions and guide completion of numbers 10–12. Invite several students to read aloud the words in the word bank. Model the thinking process and the first word from the word bank, read each word length, compare the letters and sounds and write the word under the correct word family.
- Read the directions for numbers 13–15. Invite the students to read number 12 silently. Invite a student to read the sentence aloud, using the appropriate response. Ask another student to identify the missing picture. Students may share the reasoning for their answer with their partners.
- Direct the students to complete number 13. Choose a student to read the sentence aloud with responses. Choose another student to explain his answer choice.

**Visual Learning**

- To help visual learners develop an association between word family spelling and words in those word families, collect paint cans and label them with word family endings. Prepare punch holes with the words for each family on the boards. Invite students to match each paint can to the correct paint can.
- Color seven paint cans with blue, purple, black, white, green, yellow, and red. Invite students to match the Color Word Cards with the correct color can.

**Activities**

- Read the directions and encourage the students to complete pages 7–8 independently. Provide assistance as needed. Page 7 reviews the current day's phonics lesson. Page 8 reviews skills presented in earlier lessons with a focus on Lessons 2–6. It is encouraged that this page be assessed for understanding of the skills presented. Encourage as needed.
- For numbers 11, 12, explain that the letters in the bank will be used more than once.

Word Family Learning

10. **7** **S** **W** **P**

11. **W** **P** **S** **W**

12. **S** **W** **P**

13. **W** **P** **S** **W**

14. **P** **S** **W**

15. **W** **P** **S**

Lesson 7 • 29

**Collaborative Learning Strategies**

Provide opportunities for students to interact with peers in groups and in pairs.

**Differentiated Learning**

Suggests alternative activities for adapting lessons to reinforce concepts.

**Activities**

Provide independent practice of that day's lesson and a spiral review reinforcing skills from previous lessons.

# English and Writing Features

**14. The machine check the pack.**  
The duck-hens were just  
The duck-hens were just.

Write the words in the correct order.

14. van	15. vest	16. vet	17. vent
van	vest	vet	vent
van	vest	vet	vent

van vest vet vent

**16. Dad has the van.**

Materials & Preparation  
Write each word of the following sentence on a separate card to display "Dad has a van." Outside the room with van.  
Cut apart the word cards from Instructional Aid 15, grouping the cards by sentence.

Objectives  
Arrange a group of words in sentence order.  
Identify key features of a sentence.  
Identify a sentence by capitalization, spacing and punctuation and complete thought.

Display the sentence Puzzle Cards "Opposite letters," "Complete thought," and "End punctuation mark," as you begin the features of a sentence.

Display the prepared word cards in this order:  
van, Dad, a, van.

Guide the students to arrange the words in sentence order. Write the sentence on the corresponding Sentence Puzzle Cards, modeling good spacing.

Write the sentence aloud: Dad has the van.  
What does Dad want? van.

Unit 1: God Has Words and So Can I

**Sentence Skill Lesson**  
Develops skills in working with sentence features, word order, complete thoughts, and sentence parts. Transitions to writing original sentences.

• Display the prepared word cards in this order:  
van, Dad, a, van.

• Show a picture for the words van to the right of the sentence "Dad has a van." Follow Teaching Chart 4 to evaluate the sentence, explaining what you are doing and what it means.

• Divide the students into groups of four. Distribute a set of cards from Instructional Aid 15, "Sentence Order Word Cards."

**Self-Assessment and Visual Prompts**  
Assist the students in analyzing their own application of writing skills. Promote the students' ownership of applying what they learn.

• Check the order of the illustrations on the bottom of page 46.  
• Guide a brief discussion about what the students see in the illustrations.  
• Read the directions for number 10. Assist the students as they determine the correct order of the words.  
• Display Teaching Chart 4. Guide the students to check the sentence as they write.

**Activities**

• Read the directions for number 10 on page 110.  
• Display the cards for number 10. Assist the students as they determine the correct order of the words.  
• Display Teaching Chart 4. Guide the students to check the sentence as they write.

**High-Frequency Words**

• Display and read aloud High-Frequency Word Card seven. Lead the students in saying the word, spelling it aloud, and writing it again.  
• Read aloud the context sentence. Have the students to read the word in one point to it at the appropriate place.  
• Invite students to make up their own sentences using the word seven.  
• Place the card with the other High-Frequency Word Cards and review them.

**Worktext**

• Read the directions for numbers 1–5 on page 111. Invite the students to name the five long vowel patterns on the train engine. Assist the students as needed. When the activity is complete, invite volunteers to read the worktext answers.  
• Read the directions and guide completion of worktext 6–8. Encourage the students that a second assessment is added to a short vowel word before adding the *y*.  
• Read the directions for numbers 9–10 on page 111. Assist the students as needed.

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**English**

• Identify an adjective as describing color, shape, or size.  
• Choose an adjective that describes how something looks.

• Review adjectives. Remind the students that adjectives can tell what something is like or how something looks like.

• Lead a brainstorming activity in which the students use an adjective to describe something God created (e.g., fluffy clouds, tall trees, brown bark).

• Write (or display) the words white, wide, and big. Invite a student to use one of the adjectives in a sentence to tell what something God created looks like. Choose another student to tell whether the adjective describes color, shape, or size.

• Explain that an adjective can tell other things about how something looks. The sky can be sunny or cloudy. Stormy and cloudy describe what the sky looks like.

• Turn off the room light.

• Ask how the students would describe the room when the light is dark.

• Select a volunteer to create a sentence that tells what the room is like.

• Turn the light on.

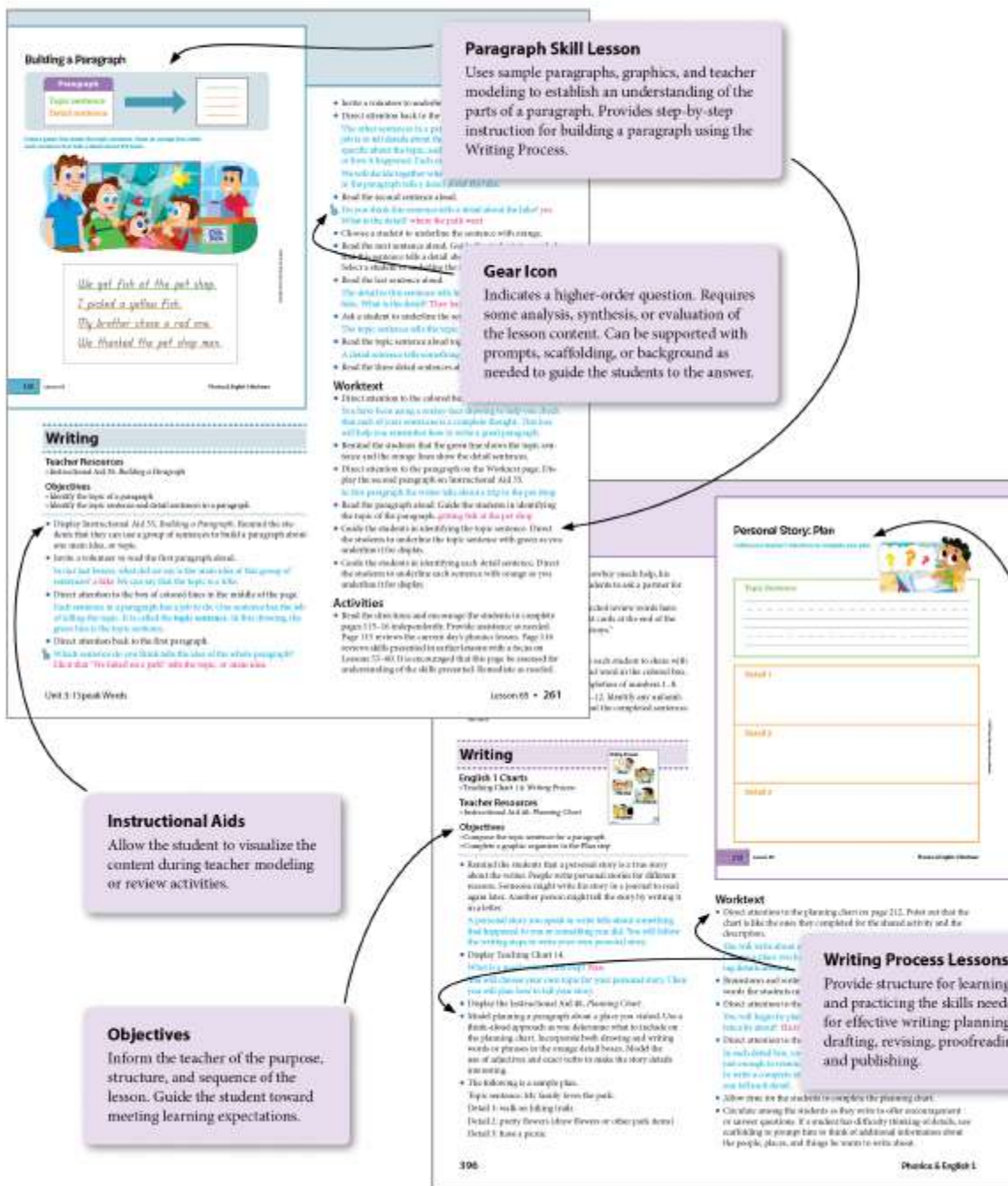
• Ask how the students would describe the room when the light is bright.

• Select a volunteer to create a sentence that tells what the room looks like now.

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**Biblical Worldview Shaping**  
Encourages the students to apply biblical principles as they use language skills.

**English Lesson**  
Provides an interactive approach to learning grammar concepts and applying them to reading comprehension, speaking, and writing. Enriches vocabulary and promotes varied word choice through activities with compound words, contractions, synonyms, and antonyms.



# Unit 1

## Unit Introduction

In the Bible, God's written Word, God uses language to tell His truth and His love. The Bible tells us that God spoke to create and He spoke to tell Adam and Eve His plan for them. The Bible also tells us God's plan for how we communicate with Him and with others.

Language is the communication of thoughts, feelings, or other information through the use of spoken or written words. God gave people the capability to use language. We can speak or write to send a message to someone. We can listen or read to receive a message from someone.

This opening unit of *PHONICS & ENGLISH 1* reviews skills learned in kindergarten, such as the alphabet and short vowel words. First-grade lessons build on prior knowledge, expanding the students' decoding and word analysis skills. A color theme is incorporated into the lessons to strengthen vocabulary and make learning enjoyable.

Early English and writing skills will begin with the students identifying the noun or verb in a sentence and choosing the noun or verb that completes the sentence.

The unit also provides opportunities for the students to grow in their use of listening and speaking skills.

## Unit Focus

God uses words to tell His truth and His love. God gave people the ability to use words. Learning phonics patterns helps people read words accurately. Learning parts of speech helps people communicate clearly.

## Unit Notes

The characters who appear in the Worktext cover illustration will appear on each unit opener. You may wish to name each character and use the names throughout the year. Lesson 29 concludes the study of the letters of the alphabet with Alphabet Day.

### Skill Focus

#### Biblical Worldview Shaping

• Language skills: Listening, speaking, reading, and writing

#### Phonics

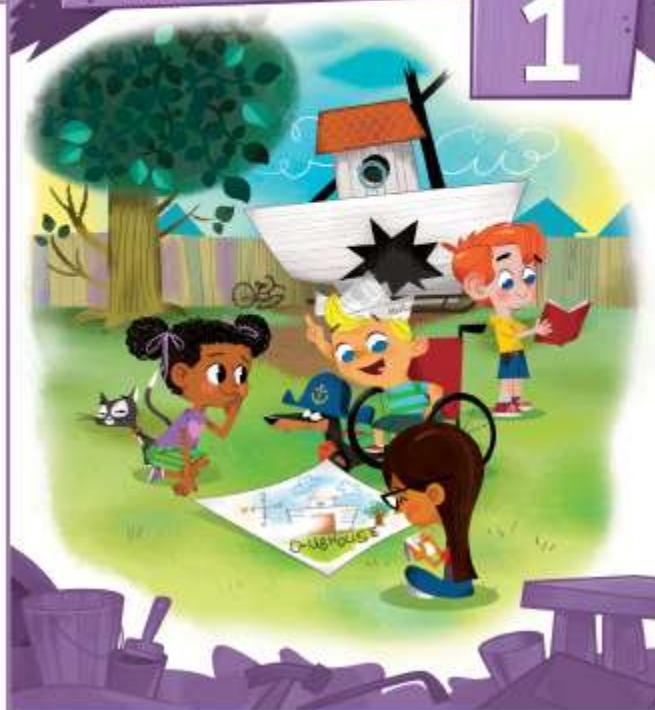
• Letter-sound association: /t/

#### Word Work

• Color word: blue

## God Uses Words and So Can I

# Unit 1



## Biblical Worldview Shaping

### English 1 Charts

• Teaching Chart 1: *God Uses Words and So Can I*

### Objectives

- Identify an example of God using the language skill of speaking
- Identify the four language skills God gave people
- Match each language-skill word to an illustration depicting the skill

- Introduce the concept of language.

You will learn many words in first grade. Words began with God. The Bible tells us that God is the Creator of all things. God used words to create.

- Read Genesis 1:3.

What did God create? light

- How did God create light? God spoke words. He said, "Let there be light."

On each day of Creation, God spoke words. Then what God said happened.

- Explain that on day 6 of Creation God made Adam and Eve. God gave them the ability to do some of the things He can do. One ability was to use words. Adam and Eve listened to and understood the words God

## Language Skills

Draw a line from each language skill to its picture.

1. Listen

2. Speak

3. Read

4. Write



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said. They could also use words to talk to each other. Adam was able to name the animals because God gave him the ability to use words.

Just as God created Adam and Eve, God created you, and He gave you the ability to use words.

- Write the four language skills for display as you discuss them: *listen, speak, read, write*.

God gave us four ways to use words. When you were a baby, you learned to **listen** to words. Then you learned to **speak** words. Now you are learning to **read** and **write** words.

When we use words to **listen, speak, read, or write**, we use our language. What do you think a language is? Conclude that a language is the way a group of people uses words.

- Mention that you are speaking the English language. If you have a student who speaks another language, invite him to say “hello” in that language.

## Worktext

- Direct attention to the unit opener on page 1. Display Teaching Chart 1. Read the unit title aloud. Invite volunteers to identify an example of God’s using the language skill of speaking. Choose students to identify ways they use one of the four skills.
- Direct attention to the illustration. Explain that the four children in

this picture will be seen throughout first grade. They will help the students learn about language skills.

It looks like the children are planning a building project. What do you think they want to do?

- Explain that all four language skills can be found in the pictures. Guide the students in identifying listening, speaking, reading, and writing that occurs among the children in the illustration.
- Direct pairs of students to state the four language skills to each other.
- Read the directions and guide completion of numbers 1–4 on page 2.

## Introduction

## English 1 Charts

• Teaching Chart 2: Colors

• Color Word Cards 1, 5–8: *blue, green, yellow, red, brown*

## Objectives

- Read the word *blue*
- Write the word *blue*



- Display Teaching Chart 2. Explain that the students will learn the color words to help them as they read. Point to the color word *blue* on the chart. Read the word aloud, spell the word as you point to each letter, and say the word again.
- Display Color Word Card *blue*. Match the card to the word *blue* on the chart. Lead the students in saying the word, spelling it as they air-trace each letter, and saying it again.
- Invite students to identify things God made that are blue, such as sky, ocean, blueberries, and bluebirds.
- Read aloud the poem “God Made Blue.”
 

Blue is the ocean;  
Blue is berry pie.  
Blue is the sky where  
Bluebirds love to fly.
- Display the five Color Word Cards one at a time. Instruct students to give a thumbs-up for the word *blue*.

## Teach for Understanding

## Phonics

## Phonics 1 Charts

• Phonics Song Chart 20: *t*





### Teacher Resources

• Songs: "Alphabet Song," "Phonics Song 1"

The Teacher Resources for Units 1–3 are located in the back of this volume. The Instructional Aids may be copied or scanned for display purposes. They may also be duplicated for student use. The Teacher Resources and audio recordings of the songs are also available at [TeacherToolsOnline.com](http://TeacherToolsOnline.com).

### Materials & Preparation

• PreCursive Handwriting Wall Charts (mounted for display)  
• Handwriting lines for display  
• Collect objects, some beginning with the letter *t*.

PreCursive Handwriting Wall Charts are available separately from [bjupress.com](http://bjupress.com). These charts support the handwriting skills presented in Lessons 1–28. Display the charts throughout the year to provide guidance in alphabetical order and PreCursive letter formation. The stroke formations are also available in the Teacher Resources under PreCursive Alphabet.

### Objectives

• Associate /t/ with the letter *t*  
• Distinguish /t/ from other initial sounds

- Sing together the "Alphabet Song."
- Direct attention to Phonics Song Chart 20. Identify the letter *t* as a **consonant**. Point out that consonants are identified with green music notes on the song charts.
- Identify the pictures and words on the chart. Instruct the students to repeat each word and listen for the /t/ in each word.
- Point to each picture and word as you sing the verse from "Phonics Song 1" together.

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.

### Phonics Song Charts


Beginning in this lesson, phonics sounds will be anchored to two songs. Phonics Song Charts illustrate the four main words of the song. Each chart is used with a verse of the song. This technique has a long-range effect on reading comprehension. The student is not expected to read the words on the chart, but he is getting the idea that each word has a meaning, that each word is made up of letters, and that letters represent different sounds.

## Words Beginning with t

Circle each picture that begins with *t*.

1.  tent	2.  tape	3.  dog
4.  toes	5.  table	6.  boy
7.  tomato	8.  books	9.  tiger
10.  rose	11.  turtle	12.  toast

Trace the color word.

13. The color is  *blue*.

Phonics & English 1 Workbook

Lesson 1 1

- Ask a volunteer to point to the letter *t* on the PreCursive Handwriting Wall Charts.
- Review the concept of uppercase and lowercase letters. Discuss the differences between the uppercase and lowercase letter formation.
- Model writing uppercase and lowercase *Tt* on the displayed handwriting lines. Verbalize the stroke descriptions as you form the letter.
 

Uppercase <i>T</i>	Lowercase <i>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 the uppercase and lowercase *Tt*.
- Demonstrate /t/ and instruct the students to repeat it.
- Display the objects you collected and invite students to identify the objects that begin with /t/.
- Invite the students to give a thumbs-up if they hear /t/ at the beginning of the word you say. Reinforce and remediate student responses.

tag	inch	tall	in
toad	teacher	tap	clap
price	tickle	team	crack

Write the letter *t* below each picture that begins with *t*.

14. <i>one</i>  _ _ _ _	15. <i>toothbrush</i>  _ _ _ _	16. <i>five</i>  _ _ _ _
17. <i>taco</i>  _ _ _ _	18. <i>fork</i>  _ _ _ _	19. <i>plate</i>  _ _ _ _
20. <i>sink</i>  _ _ _ _	21. <i>towels</i>  _ _ _ _	22. <i>two</i>  _ _ _ _

4 Lesson 1

Phonics &amp; English 1 Worktext

### Phonemic Awareness

For these phonemic awareness activities, say the words slowly and clearly. Repeat the words. Emphasize sounds if needed, but do not alter the true pronunciation of the word.

### Worktext

- Read the directions and guide completion of numbers 1–12 on page 3. Model the thinking process to reach the correct answer: look at the picture, say the name of the picture silently, and circle the picture if it begins with *t*.
- Read the directions and guide completion of number 13. Read the sentence aloud to the students. (Note: The word *color* as presented in number 13 provides exposure before it is presented as a high-frequency word in Lesson 9.)

As students learn new letters and letter combinations, say the sound of the italicized letter(s) in the directions rather than the letter name(s) to reinforce letter-sound association.

Tracing activities allow the students to write words before letter formation has been presented for all the letters.

- Read the directions and guide completion of numbers 14–22 on page 4. Model the thinking process to reach the correct answer: look at the picture, say the name of the picture silently, and write *t* if the picture begins with *t*. Identify any picture that may be unfamiliar to the students. Assist the students as needed with letter formation.

### Worktext and Activities

The *PHONICS & ENGLISH 1 Student Worktext* extends the guided practice of the lesson. Teachers are encouraged to work through each activity with the students, providing a solid foundation before the students use the skills independently. During this part of the lesson, teachers have the opportunity to assess the student's understanding of the lesson objectives and remediate as appropriate.

The *PHONICS & ENGLISH 1 Student Activities* provides independent practice beginning with Lesson 6. It reinforces the day's lesson and provides a review of previously learned skills. The pages may be completed outside of the phonics and English class time such as for seatwork during reading groups.

### Differentiated Learning

#### Tactile Learning

- Encourage students to work together to classify objects into two categories: words beginning with *t* and words beginning with other letters. Place two circles on the floor and invite students to classify objects into the designated circle. Invite the students to say the name of each item beginning with *t* as it is placed into the circle.

#### Active Learning

- Involve each student when singing the Phonics Song Charts. Encourage the students to choose a favorite thing, softest thing, biggest thing, or loudest thing on the chart and stand when they sing that word.

### Correlation with Reading and Spelling

A correlation chart of *READING 1*, *SPELLING 1*, and *PHONICS & ENGLISH 1* is available at [TeacherToolsOnline.com](http://TeacherToolsOnline.com). This provides a suggested schedule.

**Skill Focus****Phonics**

• Letter-sound association: /i/

**Word Work**

• Word family: *\_it*  
 • Color word: *purple*  
 • High-frequency word: *i*

**Introduction****English 1 Charts**

• Teaching Chart 2: *Colors*  
 • Color Word Cards 1–2: *blue, purple*

**Objectives**

• Read the word *purple*  
 • Write the word *purple*



- Display Teaching Chart 2. Point to the color word *purple*. Read the word aloud, spell the word as you point to each letter, and say the word again.
- Display Color Word Card *purple*. Match it to the word *purple* on the chart. Lead the students in saying the word, spelling it as they air-trace each letter, and saying it again.
- Invite students to identify things God made that are purple, such as grapes, onions, plums, eggplant, violets, and lilacs.
- Read aloud the poem "God Made Purple."
 

Eat some purple grapes.  
 Eat a purple plum.  
 Eat some purple cabbage.  
 Purple eating's fun!
- Display Color Word Card *blue*. Invite the students to read the word to themselves, then tell their partner the name of something that color in the room.

Include pair or group activities as a vital part of interactive instruction.

**Teach for Understanding****Phonics****English 1 Charts**

• Vowel Chart

**Phonics 1 Charts**

• Phonics Song Charts 9, 20: *i, t*

**High-Frequency Word Cards**

• Card 55: *i*

**Teacher Resources**

• Songs: "Alphabet Song," "Phonics Song 1," "Vowel Song"  
 • Alphabet Cards

**Words with Short i**

Circle each picture that begins with the short *i*.

1.  <i>inchworm</i>	2.  <i>apple</i>	3.  <i>igloo</i>
4.  <i>egg</i>	5.  <i>ick</i>	6.  <i>ostrich</i>

Trace the color word.

7. The color is *purple*



Trace the word.

8. *i*

**Materials & Preparation**

• Copy the Alphabet Cards (including blends and suffixes) onto cardstock to be used in a pocket chart or on a board. Several sets of the cards may be needed in order to accommodate the building of several words at once. File the cards alphabetically in a storage container. The Alphabet Cards may also be scanned to use electronically.  
 • A display board

The Alphabet Cards will be used for building words in most lessons. Students have a set of Alphabet Cards in the back of the Worktext. They will begin to use them in this lesson.

**Objectives**

• Recall that the letter *i* is a consonant  
 • Associate /i/ with the letter *i*  
 • Identify the mark (breve) that indicates a short vowel sound  
 • Recall the five vowels  
 • Distinguish /i/ from other initial sounds  
 • Form a word by blending two sounds  
 • Read high-frequency word *i*

Phonics Characters, Alphabet Cards, and Word Family Cards may be displayed with a pocket chart, interactive whiteboard, and other electronic display devices.

- Guide a review of the letter *i* with objects in the classroom.
- Ask a volunteer to point to the letter *i* on the PreCursive Handwriting Wall Charts.

Look at the letter. Circle each picture that begins with the letter sound.

9. **t**

turkey chicken duck

10. **i**

bird inchworm mouse

Write the letter *i* below each picture that begins with *i*. Write the letter *t* below each picture that begins with the short *i*.

11. **tent** 12. **igloo** 13. **teepee**

Circle each picture that begins with the short *i*.

14. **lady** 15. **Indian** 16. **soldier**

6 Lesson 2

Phonics 6 English 1 Workbook

Active learning activities are suggested under Differentiated Learning. Students focus best when both sitting and movement activities are incorporated into the phonics lesson.

- Model writing the uppercase and lowercase *ti* on the displayed handwriting lines. Verbalize the stroke descriptions as you form the letter.

Uppercase *T*

- Drop.
- Cross.
- Cross.

Lowercase *t*

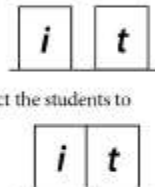
- Drop and curve.
- Dot.

- 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 the uppercase and lowercase *ti*.
- Display Phonics Song Charts 20 and 9. Point to the picture of the tiger on Chart 20 as you hold up the Alphabet Card *t*.  
What sound do you hear at the beginning of *tiger*? /t/
- Point to the picture of the igloo on Chart 9 as you hold up the Alphabet Card *i*.  
What sound do you hear at the beginning of *igloo*? /i/
- Direct the students to place their Alphabet Cards *i* and *t* on their desks. Instruct them to hold up the card of the sound they hear at the beginning of each of the following words.

tent	inch	tiger	into
tail	is	impossible	table
touch	Indian	igloo	talk

### Word Family *\_it*

- Direct the students to place the Alphabet Card *i* on the left side of their desks and the Alphabet Card *t* on the right side.
- Display your Alphabet Cards *i* and *t* with space between. Point to each letter and say the sound. Instruct the students to repeat the sounds after you.
- Move the cards closer together and instruct the students to do the same on their own desks. Point to the sounds again, say them, and ask students to repeat them after you.
- Continue the activity moving the cards closer together and repeating the steps. When the two cards are side by side, blend the sounds aloud. Ask a student to identify the word the two letters made.
- Explain that letters make words.



- Point to each letter as you sing together the "Alphabet Song."
- Review Phonics Song Chart 20 and sing the verse from "Phonics Song 1" together.

Is the letter *i* a consonant or a vowel? **consonant**

The green notes on the chart remind us that this letter is a consonant.

- Display Phonics Song Chart 9 beside Chart 20. Point out the different-colored notes. Explain that the letter *i* is a **vowel**.

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

- Display the Vowel Chart and teach the first verse of the "Vowel Song," reviewing the vowels the students learned in kindergarten. Remind the students that every letter is either a vowel or consonant.
- Display Phonics Song Chart 9. Identify the position of the letter *i* in each word on the chart. Instruct the students to listen for /i/ as you say the words together. Point to each picture and word as you sing the verse together.

Review the vowels with the "Vowel Song" and Vowel Chart until the students can repeat them without the chart.

- Say the word distinctly. Instruct the students to read aloud the word together.  
The Bible says in Genesis 1:31 that after God made the world, “it was very good.”
- Display the sentence “It was very good.” Read *it* aloud and point to the word *it*. Pause for the students to read the word as you point to it at the appropriate place.

### Context Sentences

Using a new word in a context sentence aids comprehension. This method may also be used to support comprehension of previously introduced words.

God uses words to tell us what He wants us to know and do. You are learning to use words. You can listen to and read God’s words. You can also speak and write God’s words to other people.

- Pair the students and direct them to work together to create two sentences using the word *it*. Assist the students as needed.
- Invite several volunteers to say their sentences.
- Invite students to identify words they know that have the same ending sound as *\_it*, such as *sit*, *hit*, and *kit*.

### High-Frequency Words

- Display and read aloud High-Frequency Word Card *I*. Explain that when the uppercase letter *I* is written alone, it refers to a person. Lead the students in saying the word, spelling it as they air-trace, and saying it again.
- Read aloud the context sentence. Pause for the students to read the word as you point to it at the appropriate place.  
*I* like the color blue.
- Invite students to make up other sentences using the word *I*.

### High-Frequency Words

As their phonics skills develop, students will be able to read more and more decodable words. Added to this decodable vocabulary will be sight words, or service words. Sight words, called **high-frequency words**, will be introduced as whole words in context. These are words that cannot be sounded out using the phonics rules the students have learned (*the*, *was*, *are*, *to*). Some of these words (*I*, *off*, *this*) will be decodable by the end of the school year.

### Worktext

- Read the directions and guide completion of numbers 1–6 on page 5. Model the thinking process: look at the picture, say the name of the picture silently, and circle the picture if it begins with *it*.
- Read the directions and guide completion of number 7. Read the sentence aloud to the students.
- Read the directions and guide completion of number 8. Discuss the meaning of the capital *I*.
- Read the directions and guide completion of numbers 9–10 on page 6. Model the thinking process: look at the letter in the first row, say the sound silently, look at the picture, say the name of the picture silently, and circle the picture if the word begins with that letter sound. Continue the process with each picture.
- Read the directions for numbers 11–13. Model the thinking process. Assist the students as needed with letter-sound association and letter formation.
- Read the directions and guide completion of numbers 14–16. Model the thinking process. Identify any picture that may be unfamiliar to the students.

These activities reinforce letter-sound association by asking the student to identify the sound that the letter makes.

### Differentiated Learning

#### Active Learning

- Invite students to stand and *itch* when they sing the word *itch* or to pretend to play an instrument when they sing *instruments* on Phonics Song Chart 9.