

Who should I love?

Unit 1 Phonics Objectives

- Identify consonants and short vowels and associate them with their corresponding sounds.
- Read and build word families.
- Read high-frequency words.
- Apply the biblical principles of loving God and loving others.

Unit 1 English Objectives

- Identify sentence features: a beginning uppercase letter, appropriate spacing, and an end punctuation mark.
- Use nouns and action verbs.
- Evaluate sentences, using a self-assessment tool.

Unit 1 Theme

Unit 1 focuses on the theme of love. Students will identify different aspects of love shown through the unit opener illustration and in several listening stories. *READING 1: TRAVELS TOGETHER* reinforces this theme through a variety of selections.

Phonics

Objectives

- P1.1** Analyze the unit opener illustration for connection to the unit theme.
- P1.2** Identify the two commandments in Mark 12:30-31. **BWS**
- P1.3** Propose ways to apply the commandments personally. **BWS**
- P1.4** Associate /t/ with the letter t.
- P1.5** Distinguish /t/ from other initial sounds.
- P1.6** Read and write the word *blue*.
- P1.7** Read the high-frequency words *color* and *love*.

Biblical Worldview Shaping

- **Love** (recall): God commands us to love Him with all of ourselves and to love others as we love ourselves. (P1.2)
- **Love** (apply): True love results in loving actions toward others. (P1.3)

Printed Resources

- "Phonics Song 1"
- Phonics Song PS20: t
- Phonics Visual P1: Colors
- Phonics Visual P2 Color Word Cards: C1: blue
- High-Frequency Word (HFW) cards 42, 97: color, love



Digital Resources

- Audio: "Phonics Song 1"
- Video: "Alphabet Song"

Additional Resource

- PreCursive Handwriting Wall Charts, for permanent display

Materials

- Handwriting lines for permanent display

Preparation

- Cut apart the cards in Phonics Visual P2: Color Word Cards.

Engage

Love

Lead a discussion about love to introduce the unit theme.

- **What does it mean when we say we love someone?** It means we care about that person. It means the person is important to us.

Point out that when you love someone, it affects the way you think and feel about him or her and how you act toward that person.

- **Who do you love?** Possible answers: my mom and dad, my siblings, my friends, my grandparents

Mention that loving people means we do caring and kind things for them.

- **What are some ways you show love to them?**

Model the thinking routine Notice-Think-Wonder to help the students analyze the illustration on Worktext page 1.

- **What do I Notice about the people in the illustration?** They are outside. They are talking, playing, smiling, cooking, laughing. Some are adults and others are children.
- **How do I Think the people feel about each other?** They seem to enjoy being with each other and spending time together. They seem happy to talk and play with each other.
- **What do I Wonder about these people?** I wonder what their names are and where they live.

Invite volunteers to share other things they wonder about the illustration.

Explain that the families in the illustration live on a street called Sunny Lane. Throughout the school year, the students will read about the families in *PHONICS & ENGLISH 1* and in *READING 1: TRAVELS TOGETHER*.

Instruct

God's Commandments

Lead a discussion to help the students understand that the Bible tells us who we should love. Read Mark 12:30 aloud.

- **Who are we told to love in this verse?** God

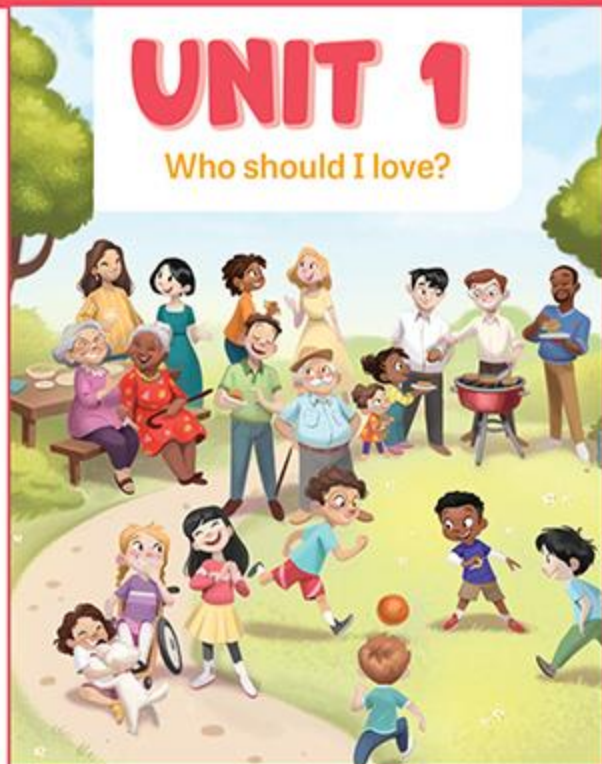
Read Mark 12:31 aloud.

- **Who are we told to love in this verse?** our neighbor
- **Who is our neighbor?** Possible answers: people who live next to us, friends at school, people at church, people we meet in different places, others

Point out that everyone is our neighbor. We are to love everyone.

- **What is something you can do to show that you love God?** Possible answers: reading the Bible, obeying His commandments in the Bible, praising Him, thanking Him
- **What is something you can do to show that you love your neighbor, such as one of your classmates?** Possible answers: being kind, being friendly, spending time with that person, sharing with that person, praying for that person

Provide guided practice of Worktext page 2 to identify someone the Bible commands us to love.



Color Words

Use **Phonics Visual P1: Colors** to introduce the color words.

1. Point to the color word *blue* on the visual.
2. Read the word aloud, say the sounds as you point to each phoneme, and say the word again.

Use a **color word card** to reinforce reading of the word.

1. Match color word card *blue* to the word *blue* on the Phonics Visual P1.
2. Lead the students in saying the word, spelling it as they air-trace each letter, and saying it again.
3. Invite students to identify things God made that are blue, such as the sky, the ocean, blueberries, and bluebirds.

T/t

Slash Marks: 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 Songs: Beginning in this lesson, phonics sounds will be anchored to "Phonics Song 1" and "Phonics Song 2." The Phonics Song Visuals illustrate the four main words in each verse of the song. Each visual is used with a verse of the song. This technique has a long-range effect on reading comprehension. The students are not expected to read the words on the

Love

Draw a picture of someone the Bible commands you to love.



2 Lesson 1

visual, but they are learning that each word has meaning, that each word is made up of letters, and that each letter represents a different sound. An audio accompaniment is available on BJU Press Trove or you may use the printed music located in the back of the Teacher Edition.

Lead **songs** to introduce the letter *t*.

1. Sing or show the video of the traditional "Alphabet Song."
2. Display Phonics Song PS20: *t*.
3. Identify the letter *t* as a *consonant*.
4. Point out that consonants are identified with green notes on the song visual.
5. Identify the pictures and words on the visual.
6. Instruct the students to repeat each word, listening for the /t/ in each word.
7. Point to each picture as you sing the *t* verse from "Phonics Song 1."

Writing T and t

Provide **guided instruction** to review writing *T* and *t*.

1. Ask a volunteer to point to the letter *t* on the PreCursive Handwriting Wall Charts.
2. Review the concept of uppercase and lowercase letters.

3. Model writing uppercase and lowercase *Tt*.

Uppercase T **Lowercase t**

1. Drop. 1. Drop and curve.
2. Cross. 2. Cross.

4. 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 *Tt*.
5. Encourage students to say /t/ as they write.

Phonemic Awareness

- Use **hand signals** to identify initial /t/.
- Read each word slowly and clearly. Repeat the words, emphasizing the sounds if needed.
- Instruct the students to repeat the word after you read it and then give a thumbs-up if they hear /t/ at the beginning of the word.

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

High-Frequency Words

High-Frequency Words: As their phonics skills develop, students will be able to read more decodable words. In addition to phonetically regular words, students will read phonetically irregular words, called *high-frequency words (HFWs)*. Because these are words that contain one or more irregular phonemes, they will be introduced in context with an emphasis on phonemes. A context sentence is provided on the back of each card. Some of these words will be decodable by the end of the year. HFWs introduced in the phonics lesson will appear in the corresponding lesson in *READING 1: TRAVELS TOGETHER*.

Differentiated Instruction

Tactile Learning

Instruct the students to work together to classify objects into two categories: objects beginning with /t/ and objects beginning with other letters. Place two circles on the floor and invite students to classify the objects by placing them into the correct circle. Direct the students to say the name of each item beginning with *t* as it is placed into the circle.

Active Learning

Encourage student involvement when singing the Phonics Songs. Instruct the students to choose a favorite thing, softest thing, biggest thing, or loudest thing on the visual, and stand when they sing that word.

Highlighting Irregular Sounds: This strategy merges phonemic awareness and phonics skills while learning to read irregularly spelled words or words that include patterns that have not yet been learned. By pointing out the irregular sounds, you are teaching the students to recognize the parts of the word that can be decoded and providing the letter combination for the irregular sounds.

Highlight irregular sounds to introduce the words *color* and *love*.

- Display and read aloud HFW 42: *color* and HFW 97: *love*.
- Lead the students in segmenting the sounds in each word and point out the irregular spelling.
- Lead the students in saying the word (blending the sounds), spelling it while air-tracing, 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.

Ezra wants to paint his room the **color** blue.

I **love** my family.

Apply

Worktext

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

Provide **guided practice** of Worktext pages 3–4 to identify /t/.

- Read the directions for numbers 1–12.
- Model the thinking process to guide completion: look at the picture, say the name of the picture independently, and circle the picture if it begins with /t/.
- Read the directions for number 13.
- Read the sentence aloud.
 - What words in this sentence did we just learn about?** *love, color, blue*
- Instruct the students to trace the word *blue*.
- Read the directions for numbers 14–22.
- Follow the same modeling process but write the *t* if the picture begins with /t/. Model the proper formation of a lowercase *t*.
- Guide completion of numbers 14–22.

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. I love the color



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

14.  one	15.  two	16.  five
17.  taco	18.  fork	19.  plate
20.  sink	21.  towels	22.  toothbrush

Phonics

Objectives

P2.1 Explain how the characters in a listening story show love.

BWS

P2.2 Recall that the letter *t* is a consonant.

P2.3 Associate /i/ with the letter *i*.

P2.4 Recall the five vowels.

P2.5 Distinguish /i/ from other initial sounds.

P2.6 Form a word by blending two sounds.

P2.7 Read and write the word *purple*.

P2.8 Read the high-frequency word *here*.

Biblical Worldview Shaping

- **Love** (explain): A child who loves his parents will obey them because he loves them. (P2.1)

Printed Resources

- “Phonics Song 1”
- “Vowel Song” (verse 1)
- Phonics Songs P59, 20: *i*, *t*
- Phonics Visual P1: *Colors*
- Color Word Cards C1–C2: *blue*, *purple*
- Phonics Visual P3: *The Tanaka Family*
- Phonics Visual P4: *Vowels*
- Alphabet Cards
- HFW 86: *here*

Digital Resources

- Audio: “Phonics Song 1”
- Video: “Alphabet Song”
- Video: “Vowel Song v1”

Preparation

- Separate the teacher’s set of perforated Alphabet Cards.
- Cut apart each student’s set of Alphabet Cards.

Alphabet Cards: The alphabet cards will be used for building words in most lessons. The teacher’s set of alphabet cards is in the perforated section of the Visuals Packet. There is also a teacher’s set in the back of the Teacher’s Edition. Students have a set of alphabet cards in the back of the Worktext.

Engage

Listening Selections: Read-aloud selections are used periodically to introduce or reinforce biblical worldview, to introduce phonics concepts, or to provide examples of writing selections. These selections provide opportunities for students to practice listening purposefully. Prior to reading aloud the story, remind the students to use good listening habits such as looking at the speaker, thinking about what the speaker says, and allowing the speaker to talk without interrupting.

Love through Obedience

Use **Phonics Visual P3: *The Tanaka Family*** to introduce members of the Tanaka family. Point to each member of the family, reading aloud his or her name.

Read a **listening story** aloud to explain how obedience shows love.

Jobs to Do

Tim pushed his toy truck across the living room floor. It crashed into the tower of blocks he had built earlier.

“Tim!” Mom called from the kitchen. “Would you please come set the table for supper?”

“Yes,” he said. Tim scooted across the floor and began stacking the blocks again. This time, he would push the truck even harder so there would be an even bigger crash!

Dad walked into the living room. “Tim, please obey your mom and set the table.”

Tim frowned but got up and walked slowly to the kitchen. Sara was making a salad. Mom was stirring a pot on the stove.

Tim took the plates from the counter and put one in front of each place at the table. He grabbed forks from a drawer and set one by each plate. “I’m done, Mom! Can I go play now?”

“Yes. Thank you for helping,” said Mom.

Tim ran to the living room and worked on stacking the blocks.

Dad patted Tim’s shoulder. “Good job at helping! When you obey, you show Mom that you love her.”

Tim looked up in surprise. He never thought of obeying as showing love.

Mom came into the living room. “More jobs for you, Tim,” she said. “I need you to put napkins and salad dressing on the table.”

Tim looked at the block in his hand. He wanted to keep playing, but he remembered what Dad said about obeying and love. He set the block down and ran quickly to the kitchen.

Lead a **discussion** to explain how love and obedience are related.

- **What does Tim’s mother ask him to do?** *set the table for supper*
- **Does Tim obey right away?** *No, he keeps playing, and his dad must tell him to obey his mom.*
- **What does Dad say Tim is doing when he obeys?** *He says Tim is showing his mom that he loves her.*

Point out that obedience is an important way to show love for our parents and for God. Obeying God’s commands in the Bible shows that we love Him (John 14:15; Ephesians 6:1).

Instruct

Color Words

Use **Phonics Visual P1: *Colors*** to introduce color words.

1. Point to the color word *purple* on the visual.
2. Read the word aloud, say the sounds as you point to each phoneme, and say the word again.

Use a **color word card** to reinforce the reading of the word.

1. Match color word card C2: *purple* to the word *purple* on Phonics Visual P1.

Words Beginning with Short *i*

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

1. inchworm 	2. apple 	3. igloo 
4. eggs 	5. itch 	6. ostrich 

Trace the color word.







7. The color is purple.

Trace the word.

8. purple is purple.



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

11. igloo 	12. tent 	13. tepee 
<i>t</i> - - -	<i>t</i> - - -	<i>t</i> - - -

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

14. fish 	15. iguana 	16. horse 
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- Lead the students in saying the word, spelling it as they air-trace each letter, and saying it again.
- Invite students to name things God made that are purple, such as grapes, plums, and some kinds of flowers.

Review the color word *blue*.

- Display the color word card C1: *blue*.
- Direct the students to read the word to themselves.
- Invite volunteers to name things in the room that are blue.

Reviewing *T/t*

Lead songs to review the alphabet and *t/t*.

- Instruct the students to raise their hands when they hear the letter *t* as the class sings the "Alphabet Song."
- Ask a volunteer to point to the letter *t* on the PreCursive Handwriting Wall Charts.
- Display Phonics Song PS20: *t* and sing the *t* verse from "Phonics Song 1."
 - How do we know the letter *t* is a consonant? The green notes on the visual remind us that it is a consonant.
- Invite volunteers to name other things that begin with *t*.

Five Vowels

Review the five vowels.

- Display Phonics Visual P4: *Vowels* to review the vowels the students learned in kindergarten.

- Teach the first verse of the "Vowel Song," using the music and lyrics in the back of the Teacher Edition or the video "Vowel Song v1."

I/i

Lead a song to introduce the letter *i/i*.

- Display Phonics Song PS9: *i* next to Phonics Song PS20: *t*, pointing out the differences in the colored notes.
- Identify the letter *i* as a vowel.
- Point out that vowels are identified with red notes on the song visual.
- Draw attention to the breve above the *i*.
- Mention that this "smile" above the letter tells us that the letter is a vowel and has a short sound.
- Instruct the students to identify the position of the letter *i* in each word on the visual.
- Point to each picture and word as you sing the *i* verse of "Phonics Song 1."

Writing *I* and *i*

Provide guided instruction to review writing *I* and *i*.

- Ask a volunteer to point to the letter *i* on the PreCursive Handwriting Wall Charts.
- Model writing uppercase and lowercase *ii*.

Uppercase I

1. Drop.
2. Cross.
3. Cross.

Lowercase i

1. Drop and curve.
2. Dot.

3. 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 descriptions for the uppercase and lowercase *Ii*.
4. Encourage the students to say /i/ as they write.

Phonemic Awareness

Lead a **discussion** to compare /i/ and /I/. Point to the picture of the tiger on PS20: *t* as you hold up the Alphabet Card *t*.

- **Say the word tiger. What sound do you hear at the beginning of tiger? /t/**

Point to the picture of the igloo on PS9: *i* as you hold up the Alphabet Card *i*.

- **What sound do you hear at the beginning of igloo? /i/**

Use **Alphabet Cards** to distinguish between initial /i/ and initial /I/.

1. Direct the students to put their Alphabet Cards *i* and *t* on their desks.
2. Instruct the students to repeat the word after you read it, and then hold up the card of the sound they hear at the beginning of each word.

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

New Word Families

Context Sentences: Using a new word in a context sentence aids comprehension. This method may be used to support comprehension of previously introduced words. Context sentences are provided in the Teacher Edition.

Use **Alphabet Cards** to form the word family *_it*.

1. 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.
2. Display your Alphabet Cards *i* and *t* with space between the two letters.
3. Point to each letter, saying the sound. Instruct the students to repeat the sounds after you.
4. Move the two cards closer together and instruct the students to do the same on their own desks. Point to the sounds again, say them, and ask the students to repeat them after you.
5. Continue the activity, blending the sounds into a word aloud together once the two cards are side by side.
6. Explain that putting letters together makes words.

Use a **context sentence** to reinforce learning of the word *it*.

1. Read aloud the sentence.

it It is sunny.

2. Display the sentence. Read the word *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.

Direct the students to **turn and talk** to create two new sentences using the word *it*. Invite several volunteers to share their sentences with the class.

Instruct the students to **brainstorm** to identify other words that have the same ending sound as *_it*, such as *sit*, *hit*, *lit*, and *kit*.

High-Frequency Words

Highlight irregular sounds to introduce the word *here*.

1. Display and read aloud HFW 86: *here*.
2. Lead the students in segmenting the sounds in the word and point out the irregular spelling.
3. Lead the students in saying the word (blending the sounds), spelling it while air-tracing, and saying it again.
4. Read aloud the context sentence. Pause for the students to read the word as you point to it at the appropriate place.
Mother told me to stay **here** and wait for her.

Apply**Worktext**

Provide **guided practice** of Worktext pages 5–6 to identify /i/.

1. Read the directions for numbers 1–6.
2. Model the thinking process to guide completion: look at the picture, say the name of the picture independently and circle the picture if it begins with /i/.
3. Read the directions for number 7.
4. Invite a student to read the word to be traced (*purple*).
5. Read the sentence aloud and guide the students as they trace.
6. Follow the instruction process in steps 1–5 for number 8.
7. Read the directions and guide completion of numbers 9–10.
8. Model the thinking process: look at the letter in the first row, say the sound independently, look at the picture, say the name of the picture independently, and circle the picture if the word begins with that letter sound.
9. Read the directions and guide completion of numbers 11–13. Model the thinking process.
10. Read the directions and guide completion of numbers 14–16. Model the thinking process.

Phonics

Objectives

P3.1 Explain how the characters in a listening story show love.

BWS

P3.2 Associate /s/ with the letter *s*.

P3.3 Distinguish between the vowel *i* and the consonants *s* and *t*.

P3.4 Distinguish between /s/ and /t/.

P3.5 Form a word by blending three sounds.

P3.6 Identify rhyming words.

P3.7 Read and write the words *black* and *white*.

P3.8 Read the high-frequency word *is*.

Biblical Worldview Shaping

- **Love** (explain) Love for others is shown by doing good to others. (P3.1)

Printed Resources

- "Phonics Song 1"
- "Vowel Song" (verse 1)
- Phonics Song PS19: *s*
- Phonics Visual P1: *Colors*
- Color Word Cards C1–C4: *blue, purple, black, white*
- Phonics Visual P4: *Vowels*
- Phonics Visual P5: *The Hall Family*
- Alphabet Cards
- HFW 91: *is*



Digital Resources

- Audio: "Phonics Song 1"
- Video: "Alphabet Song"
- Video: "Vowel Song v1"

Engage

Love through Actions

Use **Phonics Visual P5: *The Hall Family*** to introduce members of the Hall family. Point to each member of the family as you read aloud his or her name.

Read a **listening story** aloud to introduce ways characters show love toward others. Remind the students to use good listening habits.

A Clean Car and Ooey-Goey Brownies

Everyone in the Hall family is very excited! Tomorrow is the first day of school. Calvin is starting first grade.

Today, the family wants to make Mom feel special. While she is busy at school getting all her teaching supplies organized, Dad calls Calvin, Jayla, and Grandma into the den.

"I think we should do something special to show Mom how much we love her," Dad says. "She has been very busy, Calvin, getting ready to teach your first-grade class this year," Dad says.

"I think it will be fun to have Mom as my teacher!" Calvin says happily.

"Who has an idea for what we can do for Mom?" Dad asks. Calvin pipes up. "I think that Dad and I should wash Mom's car!"

Dad agrees. "That is a great idea, Calvin! She told me just the other day that her car needs a good washing."

Grandma thinks about how much Mom loves brownies. "While you boys wash her car, Jayla and I will make her favorite ooey-goey treat: butterscotch brownies!"

Four-year-old Jayla squeals with delight. She always enjoys helping Grandma bake sweet treats. They walk to the kitchen.

"Jayla, you can stir in the eggs, vanilla, and butterscotch chips as I add them to the bowl," Grandma says. She knows just what Jayla likes to do. Then Grandma puts the brownies in the oven. Jayla smells the kitchen air as the brownies bake. "Our ooey-goey brownies smell so good!"

"They sure do!" Grandma agrees. "Thank you for helping me make them." She pulls the brownies from the oven after the timer beeps. "I think we should taste one to make sure they are perfect for Mom, don't you agree?"

Grandma and Jayla smile as they nibble the warm treat. "I'm glad we are doing this for Mom," says Jayla.

While Grandma and Jayla are in the kitchen, Dad and Calvin have fun washing Mom's car. They splash and play as they work. Soon, the car is clean and shiny.

"I will hang this air freshener on her mirror, so her car smells nice," Calvin says. "I can't wait until Mom sees her shiny, nice-smelling car!"

Dad smiles. "Yes, Calvin. I think Mom will feel loved today!"

Lead a **discussion** to identify ways characters show love in the story.

- **How do Dad and Calvin show that they love Mom? They wash her car and make it smell nice.**
- **How do Grandma and Jayla show that they love Mom? They bake her favorite brownies.**

Explain that the Bible says in Galatians 5:13 that we should "by love serve one another." That verse means that we are showing love when we help or do kind things for others.

Instruct the students to think of someone they love. Invite volunteers to share one act they can do today to show love to that person.

Instruct

Color Words

Use **Phonics Visual P1: *Colors*** to introduce the color words *black* and *white*.

1. Point to the color words *black* and *white* on the visual.
2. Read the word aloud, say the sounds as you point to each phoneme, and say the word again.

Use **color word cards** to reinforce reading of the words.

1. Match color word cards C3: *black* and C4: *white* to the words on Phonics Visual P1: *Colors*.
2. Lead the students in saying the word, spelling it as they air-trace each letter, and saying it again.

Words Beginning with s

Circle each picture that begins with s.

1. sandals 	2. coat 	3. socks 
4. soap 	5. sink 	6. towels 

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




7. t   
8. i   
9. s   

Phonics & English 1 Worktext

Lesson 3 7

Look at the picture. Write the letter for the beginning sound.

i s t

10. tiger  t _ _	11. iguana  i _ _	12. seal  s _ _
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Trace the color word. RSP of WT p.8



13. The colors are _____ and _____.

Trace the word. Read the sentence.

14. It _____ here.



8 Lesson 3

- Invite students to name animals God made that are black and white such as pandas, penguins, zebras, and skunks.

Review previously learned color words.

- Display color word cards C1–C4: *blue*, *purple*, *black*, and *white* one at a time.
- Invite students to come to the front if they are wearing the color you display.
- Spell the color words together.

Alphabet and Five Vowels

Lead songs to review the alphabet and five vowels.

- Guide the students in singing the "Alphabet Song."
- Display Phonics Visual P4: *Vowels* as the class sings the first verse of the "Vowel Song."

S/s/

Consonant Pronunciation: Do not allow the students to add a vowel sound to the consonant pronunciation. For example, /s/ should not be /suh/.

Lead a song to introduce the letter s.

- Display Phonics Song PS19: *s*, pointing out the colored notes.
 - Is the letter *s* a vowel or a consonant? **consonant**
- Explain that when we say /s/ it sounds like a hissing snake.

- Demonstrate /s/ and instruct the students to repeat after you.
- Identify the pictures and words on the visual.
- Instruct the students to identify the position of the letter *s* in each word on the visual.
- Point to each picture as you sing the *s* verse of "Phonics Song 1."

Writing S and s

Provide guided instruction to review writing S and s.

- Ask a volunteer to point to the letter *s* on the PreCursive Handwriting Wall Charts.
- Model writing uppercase and lowercase Ss.

Uppercase S

- Begin near the top; swerve around and back.

Lowercase s

- Begin near the middle; swerve around and back.

- 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 descriptions for the uppercase and lowercase Ss.
- Encourage the students to say /s/ as they write.

Phonemic Awareness

Popcorn Activity: A popcorn activity involves the students' responding to a question or prompt by standing, or "popping" up, from their seats.

3

Lead a **popcorn activity** to distinguish /s/ from other initial sounds.

- Instruct the students to repeat the word after you read it and stand if they hear /s/ at the beginning of the word. Direct standing students to sit before the next word.

sing	tiger	salad
tall	team	tug
soup	sad	sailor
ten	top	sin

Use **Alphabet Cards** to distinguish among initial /s/, /t/, and /l/.

- Invite three students to hold alphabet cards *s*, *i*, and *t* in three distinct areas of the room.
- Instruct the students to repeat the word after you read it and point to the alphabet card of the sound they hear at the beginning of the word.

sip	tank	supper
inch	insect	turtle
top	sink	into

Reviewing Word Families

Word Family Terminology: Throughout the Teacher Edition, phonics word groups are referred to as word families. However, the terms *rime*, *phonogram*, and *word family ending* are interchangeable with *word family*.

Use **Alphabet Cards** to review the word family *_it*.

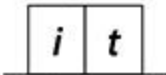
- Display the Alphabet Cards *i* and *t*.

- Which letter is a vowel? *i*
- What do we call the letter *t* since it is not a vowel? a consonant



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

- When we joined /i/ and /t/, what word did we make? *it*



- Read aloud 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*.

Provide **guided instruction** to form new words through phoneme addition.

- Explain that we can form new words by placing a letter in front of the word *it*.
- Place Alphabet Card *s* in front of *it*.
- Blend the /s/ with the word family *_it* to make the word *sit*.
- Read aloud 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*?

- Mention that the words *sit* and *it* have the same ending. We can call *sit* and *it* a word family. The words in a word family rhyme because they have the same ending sound.

- What other words rhyme with *sit* and *it*? Possible answers: *lit*, *kit*, *pit*, *bit*

High-Frequency Words

Highlight irregular sounds to introduce the word *is*.

- Display and read aloud HFW 91: *is*.
- Lead the students in segmenting the sounds in the word and point out the irregular spelling.
- Lead the students in saying the word (blending the sounds), spelling it while air-tracing, 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.

Miss Drake *is* my favorite teacher.

- Ask volunteers to create other sentences using the word *is*.

Apply

Worktext

Provide **guided practice** of Worktext pages 7–8 to identify initial /s/.

- Read the directions and guide completion of numbers 1–6 and numbers 7–9. Model the thinking process for each activity.
- Read the directions for numbers 10–12.
- Explain that each letter in the bank will be used once.
- Model the thinking process: say the name of the picture independently, decide the beginning letter sound, find that letter in the bank, and write that letter.
- Read the directions for number 13.
- Invite a student to read the words to be traced (*black*, *white*).
- Read the sentence aloud and guide the students as they trace.
- Follow the same procedure for number 14 and the word *is*.