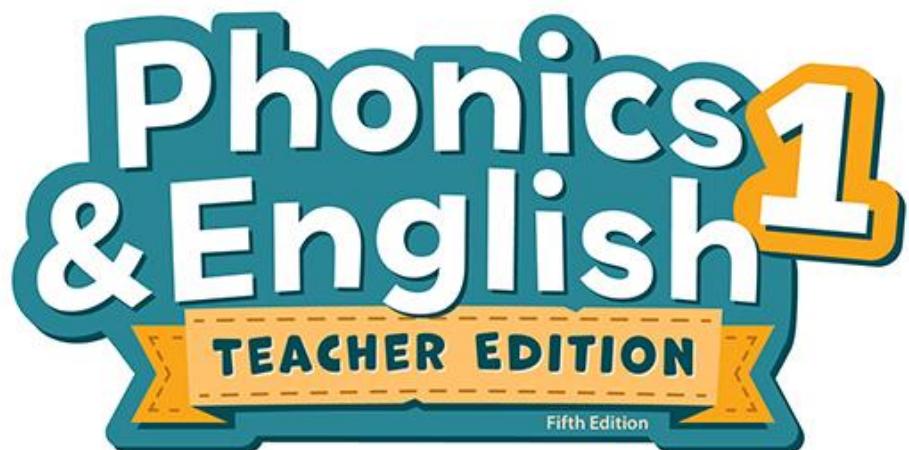


Teacher Edition



Part
1

CONTENTS

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Units

Part 1

- Unit 1:** Who should I love?
- Unit 2:** Why should I help others?
- Unit 3:** Who helps me to be brave?

Part 2

- Unit 4:** Why should I keep trying?
- Unit 5:** What brings me joy?
- Unit 6:** How can I be creative?

Teacher Resources

Instructional Aids
Songs
Alphabet Cards
Unit Tests

PreCursive Alphabet
Index
Photo Credits
Explaining the Gospel

UNIT FEATURES

Unit Question

Engages and focuses student interest throughout the unit and is related to biblical worldview shaping.

Unit Objectives

List the educational outcomes for each unit and include biblical worldview shaping. The unit objectives are provided in the first lesson of each unit.

1

Worktext pages 1–4

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. *Jesus’ Love* reinforces this theme through a variety of selections.



Unit Synopsis

Describes the unit theme and appears in the first lesson of each unit.

Unit 1 Review

Circle the vowel sound.

- b d table
- r t wagon
- b t doughnut
- n
- n
- e
- v
- i
- o
- u

Circle the word that matches the picture.

	deck	chick	nest
	nest	neck	<input checked="" type="radio"/> nest
	sand	<input checked="" type="radio"/> hand	sand
	<input checked="" type="radio"/> sandwich	nest	sand
	an	<input checked="" type="radio"/> goat	goat

Match the sentence that matches the picture.

1. Dad has a nest. A hen pecks in the nest.

2. A hen runs to the bed. Dad ticks Ted in the bed.

3. Who has the book? Ted has the book.

4. Lesson 20

Unit Review Lessons

Review key phonics and English concepts covered in the unit and prepare the students for the unit test.

Unit 1 Test: Lessons 1–25

Circle the vowel sound.

- b p son
- t g dog
- b w cat
- n
- f d
- u c
- e a
- a o
- a u
- i

Circle the word that matches the picture.

	set	<input checked="" type="radio"/> seat	set
	<input checked="" type="radio"/> set	set	set
	<input checked="" type="radio"/> set	set	set
	<input checked="" type="radio"/> set	set	set
	<input checked="" type="radio"/> set	set	set

Match the sentence that matches the picture.

1. The white stick is wet. The white stick is wet.

2. Ted will fall off the bus. Ted can hit it.

3. The man is tall. The man ran up the hill.

4. A pig got the big stick. A dog ate the stick.

5. The pig is fat. The pig is fat.

Unit Tests

Provide cumulative assessment of the students' mastery of phonics and English concepts.

PHONICS LESSON FEATURES

Biblical Worldview Shaping

Provides a summary of the focus of the biblical instruction or application included in the lesson as it pertains to the unit theme and the lesson objective.

4

Worktext pages 9–10

Phonics

Objectives

- P4.1 Evaluate the actions of the characters in a listening story.
WORK
- P4.2 Associate /n/ with the letter n.
- P4.3 Classify letters as vowels or consonants.
- P4.4 Distinguish /n/ from other initial sounds.
- P4.5 Form a word by blending two or more sounds.
- P4.6 Decode words in the -in word family.
- P4.7 Read and write the word green.
- P4.8 Read the high-frequency word was.

Biblical Worldview Shaping

- Love (evaluate): Those who love others should treat them as they would want to be treated. (P4.1)

Printed Resources

Include materials printed in the Teacher Edition or in the Visuals packet for the lesson, such as Phonics Songs and Visuals, Instructional Aids, Alphabet Cards, Word Family Cards, and High-Frequency Word Cards.

Printed Resources

- Phonics Song 1*
- "Vowel Song" (verse 1)
- Phonics Songs P5B, 14, 19–20: l, n, t
- Phonics Visual P3: Colors
- Color Word Cards C1–S: blue, purple, black, white, green
- Phonics Visual P4: Vowels
- Phonics Visual P6: The López Family
- Phonics Visual P7: The Miller Family
- Alphabet Cards
- Word Family Cards W1a–W1b: it, sit
W2a–W2c: in, tin, sin
- HFW 170: was



Digital Resources

Digital Resources

Include materials located in BJU Press Trove for the lesson, such as audio recordings, videos, or web links.

Digital Resources

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

Materials

- A clean, empty soup can holding a pencil

Engage

Unloving Actions

Use Phonics Visual P6: *The López Family* to introduce members of the López family. Point to each member of the family as you read aloud his or her name.

Use Phonics Visual P7: *The Miller Family* to introduce members of the Miller family. Point to each member of the family as you read aloud his or her name.

Read a listening story aloud to introduce characters who are unloving to one another. Remind the students to use good listening

Materials

Identify materials that need to be collected for the lesson.

Listening Selections

Provide biblical worldview shaping opportunities and introduction of Phonics Characters and concepts; allow students to practice listening comprehension skills.

Little Sister

Carlos and Rosa López were going over to the Millers' house to play board games with Lucas and Lilly. Little sister Ana saw them getting ready to leave.

"Where are you going?" Ana asked.

Carlos answered, "We are going to play games with Lucas and Lilly."

"Can I come, too?" asked Ana.

"You don't know how to play our games," Rosa said.

"Please!" Ana begged.

Carlos said, "OK. You can come, but don't bother us."

Carlos told Mami that Ana was coming with them. Ana grabbed her teddy bear and walked happily with Carlos and Rosa.

When the children got to the Millers' house, Ana ran inside and bounced up and down.

"Where's Buddy?" she squealed. "I wanna play with Buddy!"

Buddy came up to Ana, wagging his tail. Ana squealed again and began petting him.

Lilly had set up a game on the kitchen table. Lucas, Carlos, and Rosa sat down, and they all began playing.

"Oh, no!" Ana wailed. "Buddy took my bear!"

Buddy, thinking Ana was playing tag-of-war with him, was pulling on the bear as Ana tried to get it away. She began to cry loudly.

Lucas jumped up from the table. "No, Buddy!" he said sharply. Buddy dropped the bear, and Lucas snatched it up. He shoved it into Ana's hands with an impatient sigh.

Rosa was annoyed. "Ana, can't you ever keep quiet?" she snapped. "We didn't even want you to come!"

Ana's face fell. She hugged her bear and left the kitchen, crying softly.

Lead a discussion to evaluate characters' actions.

- Where are Carlos and Rosa going? To play games with Lucas and Lilly
- How do Carlos and Rosa respond when their little sister Ana asks if she can go with them? Rosa says Ana does not know how to play the games. Carlos tells Ana she can come if she does not bother them.
- What does Buddy the dog do that makes Ana cry? He pulls on her stuffed bear.
- How does Lucas respond to Buddy? He speaks sharply to Buddy. He is impatient.
- How does Rosa treat Ana when she cries? Possible answers: She snaps at Ana and asks why Ana can't ever keep quiet. She tells Ana that they didn't want her to come.
- How would you describe the way Carlos, Rosa, and Lucas behave? Possible answers: They are unkind and unloving to Ana. They are mean.

Explain that the Bible tells us in Matthew 7:12 to treat others as we would like to be treated.

- How do you feel when someone treats you unkindly? Possible answers: sad, angry

Phonics & English 1

Phonics**Objectives**

- P3.1 Associate /d/ with the letter d.
- P3.2 Distinguish /d/ from other initial sounds.
- P3.3 Build words in the _d_word family.
- P3.4 Classify words into their word families.
- P3.5 Read the high-frequency word come.

Printed Resources

- "Vowel Song" 17
- "Vowel Song" Sheet 5
- Phonics Song P54.d
- Phonics Visual P44 Words
- Alphabet Cards
- Phonics Characters Mr. and Mrs. Short Bigtopped
- Word Family Cards
- Word Family Cards for practice, introducing words with a
- Who Why? (d, ed, est, est)
- WHEW! (ee, ee, ee, ee)
- WHEW! (oo, oo, oo, oo)
- WHEW! (ai, ai, ai, ai)
- WHEW! (oo, oo, oo, oo)

Digital Resources

- Audio "Phonics Song" 17
- Video "High-Top Song"
- When "Word Song" 17

Materials**Preparation**

- Label three containers with _d_, _d_e, and _d_

Engage**Reviewing Initial Sounds**

- Use Alphabet Cards to identify initial sounds.
- Instruct the students to place Alphabet Cards l, s, and e on their desks.
 - After you read the series of words, direct the students to hold up the alphabet card that matches the beginning sound of the words as they say:
- apple, mouth, tree, see
rock, snow, umbrella, tree
man, toy, turtle, tap

Instruct**Alphabet and Five Vowels**

Lead songs to review the alphabet and five vowels.

- Guide the students in singing the "Alphabet Song."

42 • Lesson 7

- Display Phonics Visual P44. Vowels as the class sings the first verse of the "Vowel Song."

Day 1

- Tell a story to introduce the letter /d/.
- Display Phonics Song P54.d, pointing out the colored circles.
 - Is this letter a vowel or a consonant? (consonant)
 - What other consonants have we learned? (t, r, l, c, n, h)
 - Demonstrate /d/ and instruct the students to repeat it after you.
 - Encourage the students to listen for /d/ as you identify the pictures and words on the visual.
 - Show each picture as you sing the verse of "Vowels Song."

Writing D and d

- Provide guided instruction to review writing /d/ and /d/.

- Ask a volunteer to point to the letters in the PreCursive Handwriting Wall Chart.

Model writing uppercase and lowercase /D/**Uppercase D**

- Draw a circle around the available writing lines and up-side-high, across and across.
- Direct the students to use the pointer finger on the lines as they write with the teacher on their desks in preparation for the uppercase and lowercase /d/.
- Encourage the students to say /d/ as they write.

Phonemic Awareness

Use word cards to identify initial /d/.

- Say the word dog.
- What sound do you hear at the beginning of dog? (/d/)
- What sound does a dog make when it is excited or happy? barking sound? (/b/)

- Instruct the students to repeat the word after you read it and then bark like a dog if they hear /d/ at the beginning of the words.

Hot dog!

The following procedure will be used in teaching, identifying, and decoding word families with short vowel sounds.

- Display the alphabet cards next to the word family being taught. Then follow with the other letter(s) in the word family.
- What is the word?

- What kind of letter(s) comes after the word?

- Which Phonics Family goes with this word family?

- Direct a student to place the characters over the correct letters.
- What sound does the vowel make?



Teaching Short-Vowel Word Families
The following procedure will be used in teaching, identifying, and decoding word families with short vowel sounds.

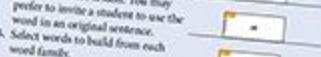
- Display the alphabet cards next to the word family being taught. Then follow with the other letter(s) in the word family.
- What is the word?
- What kind of letter(s) comes after the word?
- Which Phonics Family goes with this word family?
- Direct a student to place the characters over the correct letters.
- What sound does the vowel make?



Phonics & English 1
Lesson 7

- Point out that when there is one vowel followed by one or more consonants, the vowel makes its short sound.
- Move the cards together.
- Ask students to blend the sounds to identify the word family. Guide as necessary.
- Place the initial consonant in front of the word family. Ask students to blend the consonant and the word family together to form the new word.

- Adding to Short-Vowel Families**
- Substitute the initial consonant with a new consonant for each of the succeeding words.
 - Guide the students in reading the new word.
 - Display each corresponding Word Family Card.
 - Use each word in a context sentence, pausing for students to read the word at the appropriate time. Sample context sentences are provided in the lesson. You may prefer to invite a student to use the word in an original sentence.
 - Select words to build from each word family.



Phonics & English 1
Lesson 7

Phonemic Awareness

Provides practice through a variety of interactive activities to increase sound recognition.

New Word Families
Introduce new word families.

- Procedures**
Provide guided instruction to introduce the word family _id.
- Follow the Teaching Short-Vowel Word Families procedure.
 - Read aloud the context sentences.

- Sid**
I think I'll name our cat Sid.
Mad
No one could find where the rabbit Mad.
did
Dad looked at my shoes and asked me what I did.

- Reviewing Word Families**
Lead a card-sort activity to review _id, _in, and _an.
- Display the word family containers and read each word family together.
 - Place the students into three groups and allow one student from each group to hold their word family container.
 - Place the Word Family Cards in the fourth, unlabeled container.
 - Ask volunteers to pull out a Word Family Card, read the word, use the word in a sentence, and then match it with the correct group's container.
 - Ask the following questions to assist struggling students:
 - Which family does this word belong to?
 - How do you know?
 - Why would it not belong with the _____ word family (suggest another family)?

Reviewing Word Families

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

Additional Notes

Provide procedures for teaching phonics and additional information needed for instruction.

PHONICS LESSON FEATURES

High-Frequency Words

Introduce words that are frequently used but are not decodable at the time of the lesson.

7

High-Frequency Words

Highlight irregular sounds to introduce the word come.
Will you come with me to the store?

Apply

Worktext

Provide guided practice of Worktext pages 15–16 to identify /d/.
1. Read the directions and guide completion of numbers 1–9. Model the thinking process.
2. Direct attention to Mr. and Mrs. Short on page 16.
3. Remind the students that Mr. and Mrs. Short represent the short-vowel sound and the following consonant in the word families.
4. Read the directions for numbers 10–11. Instruct the students to read aloud the words in the word bank.
5. Model the thinking process: read the first word from the word bank, read each word family, compare the letters and sounds, and write the word under the correct word family.
6. Read the directions for numbers 12–13.
7. Instruct the students to read the sentence in number 12 independently. Then invite a student to read the sentence aloud and ask the following questions:
• Which picture matches the sentence?
• Why is that the correct picture?
8. Follow the instruction procedure used in number 7 to complete number 13.

Assess

Activities

Assign as independent practice Activities pages 3–4 to assess comprehension of phonics concepts.

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.

Activities

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

Differentiated Instruction

Visual Learning

To help learners develop an association between word family endings and words in those word families, collect paint cans and label them with word family endings. Prepare paintbrushes with words for each family on a brush. Invite students to match each paintbrush to the correct paint can. A variation of this activity could be to have paint cans with colors on them. The students then match color word cards with the correct can color.

Differentiated Instruction

Suggests alternative activities for adapting lessons to reinforce concepts.

Phonics & English 1

ENGLISH LESSON FEATURES

23

The word *drives* with *ow* and begins with /r/.
row /R/ of an *oar* in the *row*.
 The word *drives* with *Aud* and begins with /r/.
row Dad fixed the *dryer* *row*.
 The word *wore* with *ea* and begins with /r/.
row Lake *wore* a blue *row*.

High-Frequency Words

Highlight irregular words to introduce the words he, mother, and we.
 When my brother is happy, he tells me very fast.
 Jason went shopping with his mother.
 In our class, we sing a special birthday song.

Apply

Worksheet

- Provides guided practice of Worksheet pages 47–48 to identify *qu*, *we*, and *row*.
 1. Read the directions for numbers 1–3.
 2. Read each set of directions for numbers 4–6, 7–8, and 10–12. Remind the students that they are listening for the beginning, middle, and ending /r/ sound of the picture in each of the respective sections.
 3. Read the directions for number 13.
 4. Read the directions for numbers 14–15, explaining that the students will write a new word beginning with /r/ in each word family. Model the thinking process and the word family, say the new word, and write the new word.
 5. Explain that the students will complete number 16 after the English lesson.

Printed Resources

- English Visual 12: My Sentence Makes Me Smile, for permanent display
- Sentence Puzzles Cards

Engage

Sentence Features

- Use Sentence Puzzles Cards to review the features of a sentence.
 1. Review the students of sentence features as you display the Sentence Puzzles Cards “beginning uppercase letters,” “complete thought (uses a verb),” and “end punctuation mark.”
 2. Ask volunteers to place a piece of the puzzle over the correct sentence feature in the following sentence:
The girl jumps.
 3. Ask volunteers to identify the noun and action verb in the sentence.

Sentence Skill Lesson

Develops skills in working with sentence features, word order, complete thoughts, and sentence parts.

Instruct

- ##### Evaluating Sentences
- Use English Visual 12: My Sentence Makes Me Smile to introduce a sentence feature.
- Direct attention to the displayed visual.
 - Read the title and instruct that the students will use a sentence face to check if their sentences are written correctly.
 - Draw a square for the sentence face to the right of the displayed sentence, *The girl jumps.*
 - Model using the steps on English Visual 12 to evaluate the sentence. Identify each step as you check the sentence and complete the corresponding part of the sentence face.

Apply

Worksheet

- Provide guidance.

1. Read the directions for the sentence feature.

2. Remind the students the sentence feature.

Assess

Activities

- Assign as individual assignment or group assignment.

Printed Resources

- English Visual 12: My Sentence Makes Me Smile, for permanent display
- Sentence Puzzles Cards

English

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 adjectives, adverbs, compound words, contractions, synonyms, and antonyms. Provides systematic instruction for writing sentences and paragraphs.



Phonemic Awareness

Use actions to identify /r/.

- Direct the students to say the word *rat*.
- What sound do you hear at the beginning of *rat*? /r/
- Instruct the students to repeat the word after you and make a /r/ with their arms if they hear /r/ at the beginning of the word.
- Use an Alphabet Card to distinguish between initial, middle, or final /r/.
- Display Alphabet Card 4.
- Instruct each student to place Alphabet Card 4 on his or her desk.
- Model that some words have /r/ at the beginning, some have /r/ in the middle, and some have /r/ at the end.
- Instruct the students to listen to the following words and put the /r/ at the left side (beginning), middle, or right side (end) of the desk according to where they hear /r/.
- Model the activity with the word *brown* by placing the alphabet card in the middle where /r/ is heard.

Reviewing Word Families

Use Alphabet Cards to find a word.

- Display Alphabet Cards 4 and 5.

What sound do we get when we blend /a/ and /r/ together? /ar/

- Add Alphabet Card 5 to 4 and blend to form one.

Read the context sentence.

- In Bible times, grape juice was made by stamping grapes in a huge tank called a *vat*.

Lead a cooperative game to add /r/ words to word families.

- Group the students into two teams.

Display each prepared set of alphabet cards for a pair of students.

- Direct the students from each team to make a /r/ word that rhymes with a word you read aloud.

Read the context sentence for the rhyming word created by the students.

- We had to take our cat to the *veterinarian*.

Self-Assessment and Visual Prompts

Assist the students in analyzing their own application of writing skills. Promotes the students' ownership of applying what they learn.

ENGLISH LESSON FEATURES

99

Words with ur

Find the words where *Spurs* change the vowel sound. Circle the *ur* parts. Write the *Spurs* words.

rule	2. urn	3. true	4. urn
turn		curb	
rust	urn	7. urn	rush
curl	hurt		

Write the word that completes each sentence.

9. The cowboy has yellow spurs. 

10. The hot sun might burn. 

11. The cowboy brushes the far. 

12. The cowboy prays at the church. 

Phonics & English 1 Worksheet | Lesson 99 • 29

Personal Story: Plan

Follow your teacher's directions to complete your plan.

Topic:	
Detail 1	
Detail 2	
Detail 3	

P9 • Lesson 99

Instructional Aids

Allow the students to visualize the content during teacher modeling or review activities.

3. Read the directions for numbers 9–12. Invite volunteers to read the completed sentences aloud.

English

Objectives

- E99.1 Recall details from a personal story.
- E99.2 Identify the purpose and audience in the listening selection.
- E99.3 Identify the purpose and audience of an assigned personal story.
- E99.4 Plan a personal story paragraph.

Printed Resource

- Instructional Aid 99: Personal Story: Plan

Personal Story Project: The following is an overview of the writing project the students will complete in Lessons 99–105.

Lesson 99: Plan the personal story (choose the topic; list supporting detail ideas for the supporting sentences).

Lesson 100: Draft a topic sentence and one supporting detail sentence.

Lesson 101: Draft two supporting detail sentences.

Lesson 102: Revise for clarity; choose a title.

Reviewing Word Families

Use the Reviewing Word Families procedure (see Lesson 92) to review several word families.

High-Frequency Words

Highlight irregular sounds to introduce the word *most*.

Jaxon read the *most* books in the class contest.

Apply

Worktext

Provide guided practice of Worktext page 211 to review words with vowel pattern *ur*.

1. Instruct the students to work with a partner to identify the Phonics Character and the word in the shaded box.
2. Read the directions and guide completion of numbers 1–8.

Unit 4

Writing Project Overviews

Describe the steps of the writing project by lesson number.

Lesson 99 • 457

Lesson 103: Proofread and evaluate. Lessons 104–5: Publish (rewrite and illustrate) and present the story to peers.

Listening Selections

Provide an example of the current writing project; allows the students to practice listening comprehension skills.

Engage

Sample Personal Story

Read a listening selection aloud to provide an example of a personal story for the students. Explain that Abby wrote this personal story to tell her class about a fun activity.

A Birthday Trip

My family visited Grandpa's big farm on his birthday. First, I petted the fluffy white cat. My brothers and I sledded down the steep hill. Then everyone sang to Grandpa and gave him gifts.

Lead a discussion to identify details from the listening selection.

- What is the topic of Abby's story? going to Grandpa's farm
- What details about the visit does the paragraph give? Abby petted the cat. She and her brothers went sledding. The family celebrated her grandfather's birthday by singing to him and giving him presents.

What adjectives did Abby use to describe color, shape, and size? big, fluffy, white, steep

Provide direct instruction to explain features of a personal story.

- Explain that, even though Abby's paragraph gives facts like an informative paragraph, it is written as a story. A story tells about events, characters, and what characters say and do.
- Point out that using words to describe how things look, as Abby did, makes a writer's story more interesting and real to readers.
- Mention that the time-order words first and then also help put Abby's story in the right order.
- Explain that in the next few lessons, the students will learn to write a paragraph that tells a personal story.

Instruct

Purpose and Audience

Provide guided instruction to review purpose and audience in writing.

- Remind the students that the reason for writing something is the writer's purpose. Explain that people write personal stories for different reasons. Someone might write a story in a journal or blog to entertain, to help people learn, or to teach a valuable lesson.

Ask: Why did Abby write her paragraph? to tell

the audience is who the writer is

Abby's personal story? her class

Writing Process

Provides structure for learning and practicing the skills needed for effective writing: planning, drafting, revising, proofreading, and publishing.

Do you think they would understand and enjoy your story?
They would understand and enjoy my story because I included details that would be interesting to other children.

The Writing Process

Review the plan step of the Writing Process.

- Direct attention to the displayed English Visual E3: Writing Process and read each step as you point to the corresponding picture.
- What is a good writer's first step? Plan
- Explain that for the personal story project, the students will choose their own topics and then plan how to tell their stories. After they have finished their paragraphs, they will share them with the class.
- What is the purpose of the paragraph you will be writing? to tell a story about something that has happened to me
- Who will you write your story for? (the audience)? the other students in the class
- Emphasize that as the students plan and write their stories, they should think about their audience and write in a way that the class will understand and enjoy.

Planning a Personal Story

Model planning a personal story.

- Display Instructional Aid 99.
 - Use a think-aloud approach as you determine what to include on the planning chart. Incorporate both drawing and writing words or phrases in the orange detail boxes. Model the use of adjectives and exact verbs to make the story details interesting.
 - The following is a sample plan:
- Topic: went to the park
Detail 1: hiked on trails
Detail 2: pretty trees (draw trees or other park items)
Detail 3: had a picnic
- Point out that the students can also use time-order words such as first, next, then, and last to help make the order of events clear.

Modeling

Provides examples of steps in the Writing Process before students perform them in their writing projects.

Apply

Personal Story: Plan

Guide the students in planning their personal stories.

- Direct attention to the graphic organizer on Worksheet page 101. Point out that it is like the one they completed for the informative paragraph.
 - Brainstorm a list of possible topics for the students' stories. Make another list of words the students may want to use to tell details.
 - Direct attention to the topic box. Explain that the students will begin by choosing a topic for their story and writing it in the box. They will write a few words to tell what their story is about in preparation for writing the topic sentence during the Draft step.
- What will the topic sentence be about? the main idea of the story

Phonics & English 1

Differentiated Instruction

Planning Orally

Students whose language skills need to be strengthened will benefit from oral prompting and discussion in order to write details about a topic. Telling the story orally first may help them develop and sequence their ideas.

Differentiated Instruction

Suggests alternative activities for adapting lessons to reinforce steps in the Writing Process.

Assess

Activities
Assign an independent graphic organizer page (101–102) to allow prewriting of phonics and English concepts.

100

Differentiated Instruction

Planning orally:
Students whose language skills need to be strengthened will benefit from oral prompting and discussion in order to write details about a topic. Telling the story orally first may help them develop and sequence their ideas.

Lesson Plan Overview

Legend

TE	Teacher Edition	PS	Phonics Song	E	English Visual
WT	Worktext	P	Phonics Visual	HFW	High-Frequency Word Card
IA	Instructional Aid	C	Color Word Card	W	Word Family Card

UNIT 1: WHO SHOULD I LOVE?

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 1			
TE 18–21 WT 1–4	<p>Phonics</p> <p>P1.1 Analyze the unit opener illustration for connection to the unit theme.</p> <p>P1.2 Identify the two commandments in Mark 12:30–31. BWS Love (recall)</p> <p>P1.3 Propose ways to apply the commandments personally. BWS Love (apply)</p> <p>P1.4 Associate /t/ with the letter <i>t</i>.</p> <p>P1.5 Distinguish /t/ from other initial sounds.</p> <p>P1.6 Read and write the word <i>blue</i>.</p> <p>P1.7 Read the high-frequency words <i>color</i> and <i>love</i>.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> • "Phonics Song 1" <p>Visuals</p> <ul style="list-style-type: none"> • PS20: <i>t</i> • P1: Colors • P2 Color Word Cards C1: <i>blue</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 42, 97: <i>color, love</i> <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Audio: "Phonics Song 1" • Video: "Alphabet Song" <p>Additional Resources</p> <ul style="list-style-type: none"> • PreCursive Handwriting Wall Charts, for permanent display <p>Materials</p> <ul style="list-style-type: none"> • Handwriting lines for permanent display 	
Lesson 2			
TE 22–24 WT 5–6	<p>Phonics</p> <p>P2.1 Explain how the characters in a listening story show love. BWS Love (explain)</p> <p>P2.2 Recall that the letter <i>t</i> is a consonant.</p> <p>P2.3 Associate /i/ with the letter <i>i</i>.</p> <p>P2.4 Recall the five vowels.</p> <p>P2.5 Distinguish /i/ from other initial sounds.</p> <p>P2.6 Form a word by blending two sounds.</p> <p>P2.7 Read and write the word <i>purple</i>.</p> <p>P2.8 Read the high-frequency word <i>here</i>.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> • "Phonics Song 1" • "Vowel Song" (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> • PS9, 20: <i>i, t</i> • P1: Colors • P2 C1–C2: <i>blue, purple</i> • P3: <i>The Tanaka Family</i> • P4: Vowels • Alphabet Cards <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 86: <i>here</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: "Phonics Song 1" • Video: "Alphabet Song" • Video: "Vowel Song v1" 	

*Digital resources for homeschool users are available on Homeschool Hub.

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 3			
TE 26–28 WT 7–8	<p>Phonics</p> <p>P3.1 Explain how the characters in a listening story show love. BWS Love (explain)</p> <p>P3.2 Associate /s/ with the letter <i>s</i>.</p> <p>P3.3 Distinguish between the vowel <i>i</i> and the consonants <i>s</i> and <i>t</i>.</p> <p>P3.4 Distinguish between /s/ and /t/.</p> <p>P3.5 Form a word by blending three sounds.</p> <p>P3.6 Identify rhyming words.</p> <p>P3.7 Read and write the words <i>black</i> and <i>white</i>.</p> <p>P3.8 Read the high-frequency word <i>is</i>.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> • "Phonics Song 1" • "Vowel Song" (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> • PS19: <i>s</i> • P1: Colors • P2 C1–C4: <i>blue, purple, black, white</i> • P4: Vowels • P5: <i>The Hall Family</i> • Alphabet Cards <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 91: <i>is</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: "Phonics Song 1" • Video: "Alphabet Song" • Video: "Vowel Song v1" 	
Lesson 4			
TE 30–33 WT 9–10	<p>Phonics</p> <p>P4.1 Evaluate the actions of the characters in a listening story. BWS Love (evaluate)</p> <p>P4.2 Associate /n/ with the letter <i>n</i>.</p> <p>P4.3 Classify letters as vowels or consonants.</p> <p>P4.4 Distinguish /n/ from other initial sounds.</p> <p>P4.5 Form a word by blending two or more sounds.</p> <p>P4.6 Decode words in the <i>_in</i> word family.</p> <p>P4.7 Read and write the word <i>green</i>.</p> <p>P4.8 Read the high-frequency word <i>was</i>.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> • "Phonics Song 1" • "Vowel Song" (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> • PS9, 14, 19–20: <i>i, n, s, t</i> • P1: Colors • P2 C1–C5: <i>blue, purple, black, white, green</i> • P4: Vowels • P6: <i>The López Family</i> • P7: <i>The Miller Family</i> • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W1a–W1b: <i>it, sit</i> • W2a–W2c: <i>in, tin, sin</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 170: <i>was</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: "Phonics Song 1" • Video: "Alphabet Song" • Video: "Vowel Song v1" <p>Materials</p> <ul style="list-style-type: none"> • A clean, empty soup can holding a pencil 	