

# UNIT FEATURES

## Unit Objectives

List the educational outcomes for each unit and include biblical worldview shaping.

### Unit 1 Objectives

- Identify concepts and short events and associate them with their corresponding words.
- Describe regularly spelled one syllable words.
- Identify characters and settings in a fictional text.
- Identify the main idea in an informational text.
- Compare and contrast features and information found in different texts.
- Apply the biblical principles of loving God and loving others.



### Unit 1: Love for God and Others

Welcome to the exciting world of first grade reading! Unit 1, which corresponds to the student reader *Sunny Lane*, focuses on love. Students will read stories that point out God's love for people and people's love for God and each other. They will read realistic fiction, poetry, fiction, and a choral reading. The unit wraps up with a whole-group lesson on biblical fasting and a small-group children's activity. The *Sunny Lane* families, who appear frequently throughout *Readers 1: Discover, Discover and Discover in Emotions 1*, will join students on the journey to become lifelong readers.

## Unit Question

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

## Unit Synopsis

Describes the unit theme and highlights selections and genres.

## Unit-Ending Special Selection

Provides a "special" selection at the end of each unit for a whole-group read-aloud lesson; offers opportunity to enjoy literature together and celebrate unit completion.

## Meet the Author

Draws attention to the writer and often the illustrator of the unit-ending special selection.

Student Edition pages 99-103  
Activities pages 109-110

55

After Reading

- Do "weirdly" or "out-of-the-ordinary" in the story?
- What is the difference between someone jumping in the mud and someone jumping in the mud?
- Why is it important to be considerate when you eat?

What can you do to help in the classroom?  
What can you do to help at the playground or gym?

Meet the Author and Illustrator  
An author lives in a house and writes the words and draws many books for children. The author works for his job every day, even though his job is not always fun. He has good messages about the importance of being good manners.

How does God help his best? (See the Bible for what God does to help people.)  
How do I know and love my best friend? (They make me a good friend to be.)  
How does God help the best friend? (He helps the best friend to be a good friend.)  
How does Mr. Skinner help people in the world? (He helps them to be good, kind, and just.)  
How does Mr. Skinner help Mr. Skinner? (He helps him to be a good person.)  
How did God help Mr. Skinner? (He sent a bag that saved Mr. Skinner from being hit by the truck.)  
How did the little girl help "Noodles"? (She helped her about God's man, Eliza.)

Helping Others  
Check a "Think-Pair-Share" to answer the unit question, "Why should I help others?"

- Discuss the students to think about the Unit Question along with Luke 10:27, 36-37 about the Good Samaritan.
- Put the students to discuss their ideas with each other and to decide what they want to share with the group.
- Ask for a volunteer from each just to share their ideas with the group.

Activities  
Guide completion of Activities pages 109-110 to assess comprehension.

Unit 2 • Helping Hands

Lesson 55 • 897

# LESSON FEATURES

## The Big Question

Challenges students to consider important ideas from a selection and is often related to the biblical worldview themes.

## Lesson Objectives

State observable skills the students will demonstrate by a lesson's end.

## Biblical Worldview Shaping

States the concept behind each biblical worldview shaping objective and the level of the objective.

## High-Frequency Words

Lists the high-frequency words the students will encounter in the selection.

## Synopsis

Provides a synopsis of the selection.

## Why should I care for my pet?

### Objectives

- 11.1 Read words in the *\_up\_*, *\_ub\_*, and *\_un\_* word families.
- 11.2 Read the high-frequency words *for* and *no*.
- 11.3 Ask and answer questions from peers about details in the text.
- 11.4 Retell the story.
- 11.5 Explain how caring for a pet shows love for God. **BWS**

### Biblical Worldview Shaping

- **Love** (explain): Because God created animals, showing care for animals is one way of showing love to God. (11.5)

### Printed Resources

- Instructional Aid 11: *Five-Finger Retelling*
- Phonics Visual P1: *Colors*
- HFW 65, 107: *for, no*

### Digital Resource

- Video: "Realistic Fiction"

### Materials

- Sticky tabs, at least four for each student

### Synopsis

Lucas and Dad care for Buddy and have fun together along the way.



## Resources

Includes both printed and digital; cites Phonics Visuals, Instructional Aids, High-Frequency Word Cards, videos, or links available for the lesson.

## Materials

Lists additional items suggested to support the lesson's instruction.

# LESSON FEATURES

**Before Reading**  
Prepares students to read by motivating them, activating and building background knowledge, highlighting reading strategies, and introducing new vocabulary.

Student Edition pages 30-37  
Activities pages 29-22

**Before Reading**


**Big Question** Why should I care for my pet?

**Genre: Realistic Fiction**  
Realistic fiction is a story that is made up but could happen in real life.

**Vocabulary Word**  
pup

**Buddy**  
realistic fiction by Melissa Taylor  
Illustrated by Savannah Anderson

Here is Buddy.  
Buddy is a white pup.



**Vocabulary**  
Previews some of the challenging words in the selections to prepare the students to recognize them as they read; these words are underlined within the selection text.

**Instruct**

**Before Reading**

**Big Question**  
Guide a discussion about the Big Question to help students think biblically about caring for pets. Elicit possible answers from the students. Encourage the students to think about the question as they read.

**Genre: Realistic Fiction**  
Show the video "Realistic Fiction" to introduce the genre. Explain that "Buddy" is realistic fiction.

Use guided instruction to identify realistic fiction.

- Read aloud the "Genre: Realistic Fiction" paragraph on page 30.
- Direct the students to identify the following story ideas as real or not real.
  - A red hen baked a loaf of bread in her kitchen. not real
  - The girl went canoeing on the lake with her mom.
  - There once was a mouse who loved to draw pictures and clean the house. not real

**Vocabulary**  
Use a context sentence to facilitate recognition of the vocabulary word. Read the following sentence aloud and choose students to use the word in a new sentence.  
• The little dog was fast!

**High-Frequency Words**  
Use sound boxes or highlight irregular words to review the words for and so.

**Color Words**  
Display Phonics Visual P1: Colors to review the color words white and brown.

**Spelling Strategy**

**A White Pup**  
Guide a discussion to monitor comprehension. Direct the students to read page 31 independently to find out who the story is about.  
• Whose name is in the title of the story? Buddy's  
Choose students to read aloud page 31.

**During Reading**  
Provides both recall and higher-order questions to discuss as students read; offers opportunities for both silent and oral reading.

Student Edition pages 38-43  
Activities pages 23-24

**12**

Both pet sit on a pup. It barks and barks.

Does pet push the box. It's a white box.

**After Reading**

- Which pet sits on a blue ball?
- What kind of house does Buddy's pet have?
- Whose pet sits on a pup?

**Assess**

**Review**  
Guide a discussion to assess comprehension.  
A. Which pet sits on a blue ball? cat  
B. What kind of house does Buddy's pet have? pup cat  
C. Whose pet sits on a pup? cat

**Think and Discuss**  
Guide a discussion to answer the questions on page 43. Elicit from the students answers for their choices.

**Activities**  
Guide completion of Activities pages 23-24 to assess comprehension.

Unit 1 • Family Lane  
Lesson 12 • 43

**After Reading**  
Includes review questions and Think & Discuss questions to assess student learning; sometimes features a Bible verse to tie into biblical worldview discussion.

**Activities**  
Gives instruction for completing the corresponding Student Activities pages.

**Look Again Lessons**

Provide students with the opportunity for deeper analysis of a selection and rereading for fluency practice; often focus on a specific biblical worldview theme or a comparison of two selections previously read.

**Look Again: Reader's Theater**

**Objectives**

- 24.1 Classify words into word families.
- 24.2 Dramatize the events in the story.
- 24.3 Apply various methods of encouragement to a peer's presentation. **SW.3**

**Biblical Worldview Shaping**

- **Love** (apply): Christians should encourage others when they work hard at something they are supposed to do. (24.3)

**Printed Resource**

- Instructional Aid 24: Reader's Theater Script

**Digital Resource**

- Link: Reader's Theater in the Classroom

**Preparation**

- Make a copy of Instructional Aid 24 for each student.

**Suggested Reading**

- Link: Article about Reader's Theater

**Suggested Reading**

Lists texts suggested to benefit the teacher in preparing for the lesson.

**Engage**

**Grouping:** This lesson is intended to be taught as a whole-group lesson but can be adapted to a small-group setting, if preferred.

**Reader's Theater**

Use the link Reader's Theater in the Classroom to show a video to introduce reader's theater and prepare the students for the lesson. Read aloud the following definition of reader's theater:

Reader's theater is a simple form of theater. Readers read aloud from a script. Few props or costumes are used, if any. The reader's voice alone must communicate the drama.

**Clarifying Notes**

Provide additional information to aid the teacher, including explanations of teaching strategies or grouping suggestions.

**Instruct**

**Characters**

Direct a **drawing activity** to prepare for the reader's theater presentation. Assign each student a character from the story "Pups on the Go" to draw and label on Activities page 48. The students will use this page to identify their character for the presentation. The page can be held or attached to the student using tape. Several students can be assigned to each character for subsequent performances. The following are the characters to be assigned: Mother Dog, Pup (at least two), Duck (at least two), Man in a Vest

**Preparation**

Direct the students to **read silently** Instructional Aid 24 to prepare for reading their assigned part aloud. You may also allow them to read aloud quietly to a partner.

**Apply**

**Performance**

Direct the students to **perform** the reader's theater script for "Pups on the Go" using Instructional Aid 24.

1. Instruct the class to show good listening behavior and to encourage the performers with applause when they are finished. Read aloud Ephesians 4:29 and remind the students that God wants them to encourage (minister grace to) one another.
2. Select students assigned to each part to stand and read their parts clearly and with good expression.
3. Repeat the performance until all students have had a chance to perform.

**Assess**

**Word Families**

Guide completion of Activities page 47 to classify words into word families.

**Differentiated Instruction**

**Struggling Readers**

Be sure to allow time for struggling readers to read their parts aloud quietly to a partner before requiring them to perform in front of the group. Pair struggling readers with more confident readers to read the same part together (such as the Pups or the Ducks) for the performance.

**Differentiated Instruction**

Provides strategies for struggling readers and enrichment activities to extend the lesson.



# VOCABULARY

## Vocabulary Development

In each lesson a few words are listed for special study. These words are featured for various reasons: their meanings are unfamiliar, their spellings are irregular, or the phonics skill is not yet familiar.

In the following sentence, most children can sound out the italicized word, but many children would not know its meaning.

**Bobbed:** The boat *bobbed* up and down in the waves.

In another sentence, most children have heard the italicized word many times, but the unusual spelling would cause them difficulty in decoding.

**Bouquet:** Matt brought a lovely *bouquet* of flowers to his mother.

An activity presenting the vocabulary words in context is included in each lesson. When we introduce vocabulary words in context, we are teaching children a strategy for learning meanings of words that will extend into their independent reading. Simply telling them the meaning of a word does not teach this skill.

## High-Frequency Words

Many of the most frequently used words in English have irregular spellings, and many others follow conventional spelling rules. Our goal is that students become so familiar with these high-frequency words that they can read them automatically, thus improving fluency. We will use strategies to analyze these words. We will point out the sounds that are spelled typically and also highlight the sounds that are spelled irregularly. This process is more efficient than requiring students to memorize whole words through simple repetition.

For each selection in Reading 1, a short list of high-frequency words that appear in the reading lesson is provided. See the Teacher Resources for a list of high-frequency words with the lessons in which each is introduced. The following are the two strategies we recommend for teaching and practicing high-frequency words.

### Highlighting Irregular Sounds

1. Say the word with the students. ("from")
2. Segment the word into phonemes, or sounds.  
(/f/ /r/ /ū/ /m/)
3. Count the phonemes in the word. (Say each sound while touching a finger to count to four.)
4. Highlight the irregular phoneme to alert the student that this part of the word is an unfamiliar or irregular pattern. ("The letter o says /ū/, not /ō/ or /ô/.")
5. Say each phoneme while pointing to the letter.
6. Blend the phonemes. ("from")

### Sound Boxes

th	ough
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1. Say the word with the students. ("though")
2. Segment the word into phonemes, or sounds.  
(/th/ /ō/)
3. Count the phonemes in the word. (Say each sound while touching a finger to count to two.)
4. Fill in the boxes with the spellings of the phonemes.
5. Blend the phonemes. ("though")

## Glossary Skills

A useful vocabulary skill is a working access to word information in a dictionary or glossary. Each of the readers contains a glossary which the teacher may use to introduce glossary skills. Occasional lessons encourage the use of the glossary to introduce vocabulary words for the selection.



# COMPREHENSION

Comprehension is a multidimensional skill that requires direct, purposeful instruction. It starts by understanding the simple meaning of the exact words on the page. However, real meaning often goes much deeper than that. Comprehension includes many stages of interaction and application of the text. To assist the teacher in developing these skills, we provide both simple recall and critical-thinking questions about each reading selection. We also emphasize reading skills and strategies for understanding both fiction and nonfiction selections.

## Silent Reading First

Teaching the life skill of reading silently for pleasure and understanding requires an emphasis on silent reading.

- Introduce the story and get the students thinking about it before assigning the silent reading.
- Introduce any words that might hinder students' comprehension while they are reading silently.
- Base the length of the assigned silent-reading portion on the reading ability of the students.
- Before the students read a portion silently, develop a purpose for reading by instructing the students to find a certain piece of information.

**Important Note:** For young children, silent reading may not be truly silent. When instructed to read independently, silently, or to themselves, they may read the words softly aloud or mouth the words. These are acceptable steps toward silent reading. As children gain experience and confidence, their whispering and mouthing of the words will gradually disappear.

## Guided Discussion

After silent reading, and again after oral reading, use both simple recall and higher-order questions to develop comprehension. Questions are provided within the teaching cycle for each section of reading.

- Each question should sound as though the teacher just thought of it as part of a natural conversation. It should not sound like an oral quiz. This atmosphere should generate thought, which is the foundation of comprehension.
- Not all the questions need to be asked every day of every reading group. If you ask a question and the students cannot answer it, ask a question of your own to lead the students to answer the first question you asked.
- Answers provided to questions in the lesson are meant to serve as a guide and certainly do not have to be stated verbatim by the student. Instead, the answers should serve as guidelines for the teacher in eliciting responses.

## Oral Reading

Because writing is a code for speech, oral reading is more than just the decoding of phonemes. The oral reader is communicating the message of the author to an audience. The meaning and feeling of the text are expressed not only by the words but also by the tone, inflection, rhythm, pacing, and pitch of speech. For that reason, the directed oral reading in the lesson is tied to the comprehension questions.

- Always let students read a word, a phrase, a sentence, or a page silently before you ask them to read it orally.
- Encourage fluent, natural expression as the student reads. One way to do this is by instructing them on their expression. For example, "Read it the way you think Dad said it" or "Read it so we will feel as frightened as the boy in the story."
- Base your evaluation of a student's reading comprehension on how well he or she answers the comprehension questions rather than on oral reading performance.

Although speech impediments and certain word-recognition skills can be diagnosed through oral reading, evaluation should not be the main purpose of oral-reading practice. (For additional suggestions about evaluating and grading reading, see "Assessing and Evaluating Reading Progress" on page xxviii.)

Plays and reader's theater lessons provide special opportunities for focus on building oral reading confidence. Children should enjoy reading aloud and do it with the purpose of communicating with the listener.

## Flexible Instruction

Because of the varying demands of reading groups, the lessons are designed to give the teacher flexibility during reading group instruction. Each lesson contains more than one reading segment. The teacher may use these segments to teach the lesson to meet each reading group's needs.

- **Struggling readers:** When teaching lessons, spend more time with struggling readers. Use all or most of the questions to develop each student's comprehension. Use the reading segments to divide a one-lesson story into two lessons. Similarly, a two-lesson story may be divided into a three- or four-lesson story. Review the vocabulary words again for the lesson on the second day of instruction.
- **Average readers:** For average groups, complete the entire lesson in one day. Use most or all the discussion questions. Assign a reading segment, discuss it, and then go on to the next segment in the lesson.
- **Advanced readers:** Advanced reading groups could be assigned to read two reading segments together at one time. You may wish to shorten the lesson from time to time by using only a few of the discussion questions.

