

UNIT 1

Sunny Lane

Who should I love?



Unit 1 Objectives

- Identify consonants and short vowels and associate them with their corresponding sounds.
- Decode 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, fantasy, and a choral reading. The unit wraps up with a whole-group lesson read-aloud featuring a well-known children's author. The Sunny Lane families, who appear frequently throughout *READING 1: TRAVELS TOGETHER* and *PHONICS & ENGLISH 1*, will join students on the journey to become lifelong readers.

Objectives

- 1.1 Identify uppercase and lowercase *t*.
- 1.2 Distinguish uppercase and lowercase *t* from other letters.
- 1.3 Identify the high-frequency words *color* and *love*.

Printed Resources

- Phonics Song PS20: *t*
- HFW 42, 97: *color, love*
- Informal Placement Evaluation

Additional Resources

- PreCursive Handwriting Wall Charts for permanent display

Materials

- A toothbrush
- A tube of toothpaste

Grouping: Lessons 1–5 may be taught to the entire class or in small groups. The groups you place the students in for these five lessons may not be the ability groups you place them in after administering the Informal Placement Evaluation. However, teaching Lessons 1–5 in small groups will enable you to observe the students more closely. Your observations and the results of the Informal Placement Evaluation will allow you to consider more effectively each student's strengths and weaknesses when determining reading group placement. (See "Grouping for Reading Instruction" on pages xxvi–xxvii of this Teacher Edition).

Engage**Brush Your Teeth**

Use **realia** to introduce the */t/* sound. Display the toothbrush and toothpaste.

- What are these for? *brushing your teeth*
- What color is your toothbrush?
- What sound do you hear at the beginning of the words *teeth*, *toothbrush*, and *toothpaste*? */t/*

Instruct**The Letter T**

Use **guided instruction** to introduce the letter *t*.

1. Direct attention to uppercase *T* and lowercase *t* on the PreCursive Handwriting Wall Charts.
2. Display Phonics Song PS20: *t* and review the featured words that start with */t/*.
3. Elicit from the students other words or names that start with */t/*. Write the suggested words for display. Direct attention to the names and explain that names begin with an uppercase letter.
4. Guide the students in phoneme isolation. Direct them to listen to the following words and pretend to hold a toothbrush and brush their teeth when they hear a word that starts with */t/*.

Tim	time	top
twist	soap	pickle
apple	table	teach

High-Frequency Words

Use **sound boxes** or **highlight irregular sounds** to review the words *color* and *love*.

Blue Words: High-frequency words listed in blue are introduced in the corresponding phonics lesson. High-frequency words listed in regular font are review from previous lessons.

Strategies: See page xxiv for strategies to teach high-frequency words.

Apply**Activities**

Assign as **independent practice** Activities pages 1–2. Explain the directions and allow the students to complete the pages as you begin to administer the Informal Placement Evaluation. (See the Teacher Resources.)

Assess**Informal Placement Evaluation**

Administer the **Informal Placement Evaluation** to individual students. Lessons 1–5 are designed to allow time for this.

Objectives

- 2.1 Identify uppercase and lowercase *i*.
- 2.2 Distinguish uppercase and lowercase *i* from other letters.
- 2.3 Identify the high-frequency word *here*.

Printed Resources

- Phonics Song PS9: *i*
- HFW 86: [here](#)

Materials

- A twelve-inch ruler
- A small paper clip (about one inch long)
- A pencil
- A crayon

Engage**Inches**

Guide a **discussion** about the ruler to introduce the /i/ sound. Display the ruler.

- **What is this?** a ruler
- **What can you do with a ruler?** measure things

Explain that this ruler measures inches. Use the ruler to measure the paper clip.

- **How long is the paper clip?** one inch

Measure other things with the ruler, such as a pencil, a crayon, and a child's hand.

- **What sound do you hear at the beginning of the word *inch*?** /i/
- **How many /i/ sounds do you hear in this sentence: *It is one inch*?** three

Instruct**The Letter I**

Use **guided instruction** to introduce the letter *i*.

1. Direct attention to uppercase *I* and lowercase *i* on the PreCursive Handwriting Wall Charts.
2. Display Phonics Song PS9: *i* and review the featured words that start with /i/. Remind the students that the letter *i* is a vowel.
3. Guide the students in phoneme isolation. Direct them to listen to the following words and pretend to scratch an itch on their arms when they hear a word that begins with /i/ as in *itch*.

i nsect	i nstrument
i n	i ll
i pan	a fter
i f	i mportant
t aste	o range

High-Frequency Words

Use **sound boxes** or **highlight irregular sounds** to review the word *here*.

Apply**Activities**

Assign as **independent practice** Activities pages 3–4.

Assess**Informal Placement Evaluation**

Continue to administer the **Informal Placement Evaluation** to individual students while the students complete the Activities pages.

Objectives

- 3.1 Identify uppercase and lowercase *s*.
- 3.2 Classify words by initial letter.
- 3.3 Classify the letters *i*, *s*, and *t* as vowels or consonants.
- 3.4 Identify the high-frequency word *is*.

Printed Resources

- Phonics Song PS19: *s*
- Phonics Visual P4: *Vowels*
- Alphabet Cards
- HFW 86, 91, 97: *here, is, love*

Materials

- A plush or plastic snake

Engage**Sammy the Snake**

Guide a **listening activity** to identify the /s/ phoneme and build phonemic awareness.

1. Display the plush or plastic snake. Introduce it as Sammy the Snake and ask the students to make the sound that begins Sammy's name.
2. Explain that you will read a story about Sammy. The students should either stand up or sit down (whichever one they are not already doing) whenever they hear the sound of the letter *s*. Remind them that *s* sounds like a *sssnake*.

Sammy (stand) the Snake (sit) went slithering (stand) down the path. He saw (sit) Sara (stand) the Squirrel (sit) eating a nut. Sara (stand) scampered (sit) away from Sammy (stand) and said, (sit) "No, Sammy, (stand) you can't have me for a snack!" (sit) Poor Sammy! (stand) He only wanted to say (sit) hello to Sara! (stand)

You may wish to read the story twice: slowly the first time to aid comprehension and then faster the second time to challenge the students.

Instruct**The Letter S**

Use **guided instruction** to introduce the letter *s*.

1. Direct attention to uppercase *S* and lowercase *s* on the PreCurative Handwriting Wall Charts.
2. Display Phonics Song PS19: *s* and review the featured words that start with /s/.
3. Elicit from the students some action words that start with /s/. Remind them that the actions they did for the story of Sammy the Snake started with /s/: *standing* and *sitting*. Write the suggested action words for display. Encourage the students to demonstrate the action words they suggest. **Possible answers:** *say, scare, scramble, scrub, sing, skate, slide, slither, sleep, smell, smile, speak, squeal*

Vowels and Consonants

Guide a **classification activity** to identify vowels and consonants. Display Phonics Visual P4: *Vowels*. Hold up the alphabet cards *i*, *s*, and *t*. Choose a student to pick the card that is also on the vowel chart. Remind the students that *s* and *t* are consonants.

High-Frequency Words

Use **sound boxes** or **highlight irregular sounds** to review the words *here, is, and love*.

Apply**Activities**

Assign as **independent practice** Activities pages 5–6.

Assess**Informal Placement Evaluation**

Continue to administer the **Informal Placement Evaluation** to individual students while the students complete the Activities pages.

Objectives

- 4.1 Identify uppercase and lowercase *n*.
- 4.2 Distinguish uppercase and lowercase *n* from other letters.
- 4.3 Identify words in the *_in* and *_it* word families.
- 4.4 Identify the high-frequency word *was*.

Printed Resources

- Phonics Song PS14: *n*
- HFW 86, 91, 97, 170: *here, is, love, was*

Materials

- Several items that start with *n*, such as a nail, a net, a necklace, a napkin, nuts, a nickel, a notebook
- A canvas or drawstring bag

Engage**Mystery Letter**

Direct a **mystery bag activity** to introduce the letter *n* and build phonemic awareness. Prepare a bag with several items in it that start with the letter *n*. Allow individuals to choose an object from the bag and state what it is. After several items have been chosen, ask the students what the items have in common. Elicit from the students that all the items have names that start with /n/.

Instruct**The Letter N**

Use **guided instruction** to introduce the letter *n*.

1. Direct attention to the uppercase *N* and lowercase *n* on the PreCursive Handwriting Wall Charts.
2. Display Phonics Song PS14: *n* and review the featured words that start with /n/.
3. Elicit from the students how many /n/ sounds they hear in this sentence: *Nate nodded at Nellie. three*
4. Guide the students in phoneme isolation. Direct them to listen to the following words and nod their heads when they hear a word that begins with /n/ as in *nod*.

nurse	blue
net	nap
table	neighbor
noodle	sock
mat	nice

High-Frequency Words

Use **sound boxes** or **highlight irregular sounds** to review the words *here, is, love, and was*.

Apply**Activities**

Assign as **independent practice** Activities pages 7–8.

Assess**Informal Placement Evaluation**

Continue to administer the **Informal Placement Evaluation** to individual students while the students complete the Activities pages.

Objectives

- 5.1 Identify uppercase and lowercase *w*.
 5.2 Classify the letters *i*, *n*, *s*, *t*, and *w* as vowels or consonants.
 5.3 Classify words into the *_in* and *_it* word families.
 5.4 Identify the high-frequency words *a* and *the*.

Printed Resources

- Phonics Song PS23: *w*
- Phonics Visual P4: *Vowels*
- Alphabet Cards
- HFW 1, 86, 91, 97, 147, 170: *a*, *here*, *is*, *love*, *the*, *was*

Engage**W Is for Wave**

Direct a **charades activity** to introduce the letter *w*. Choose individuals to act out a verb that starts with *w* for their classmates to guess. Quietly tell each student-actor a verb from the list. When the verb has been correctly guessed, write it for display.

wave	wink
walk	wiggle
wash	wait
wake up	win

Elicit from the class what all the verbs have in common. **They all start with /w/.**

Instruct**The Letter W**

Use **guided instruction** to introduce the letter *w*.

1. Direct attention to uppercase *W* and lowercase *w* on the Pre-Cursive Handwriting Wall Charts.
2. Display Phonics Song PS23: *w* and review the featured words that start with /w/.
3. Review Phonics Visual P4: *Vowels* and elicit from the students whether *w* is a vowel or a consonant. **consonant**
4. Guide the students in phoneme isolation. Direct them to listen to the following words and wave their hands when they hear a word that begins with /w/ as in *wave*.

wet	under
wonder	wagon
almost	share
watermelon	window

Vowels and Consonants

Guide an **Eliminate It!** activity to classify vowels and consonants.

1. Display the alphabet cards *i*, *n*, *s*, *t*, and *w*.
2. Choose a student to pick the one that is different from the others. ***i***
3. Elicit from the students the reason *i* is different. **It is a vowel.**
4. Elicit from the students what the other letters are called. **consonants**

High-Frequency Words

Use **sound boxes** or **highlight irregular sounds** to review the words *a*, *here*, *is*, *love*, *the*, and *was*.

Apply**Activities**

Assign as **independent practice** Activities pages 9–10.

Assess**Informal Placement Evaluation**

Continue to administer the **Informal Placement Evaluation** to individual students while the students complete the Activities pages.

Why should I love others?

Objectives

- 6.1 Identify the basic features of a book.
- 6.2 Recall the high-frequency words *here*, *is*, and *love*.
- 6.3 Read words in the *_in* and *_it* word families.
- 6.4 Identify key characters and details. **BWS**

Biblical Worldview Shaping

- **Love** (explain): Because God loves me, I should love other people. (6.4)

Printed Resources

- Phonics Visual P1: *Colors*
- Phonics Visual P7: *The Miller Family*
- HFW 86, 91, 97: *here, is, love*

Synopsis

This selection introduces Lucas Miller, his twin sister Lilly, and their dog Buddy.

Engage

Introducing *Sunny Lane*

Guide a **picture walk** to generate interest in the book. Instruct the students to page through the first reader, *Sunny Lane*, noticing the photos and illustrations. Elicit responses to the following questions from several students.

- What is your favorite picture?
- Why is it your favorite?
- What do you think that story is about?

Lead a **preview** of the special features of the book. Point out the title page, the table of contents, and the glossary. Point out the Unit 1 opener on page 1.

Unit Opener: The *READING 1* unit opener illustrations are the same as the *PHONICS & ENGLISH 1* unit openers.

- **Where have you seen this picture before?** in the *PHONICS & ENGLISH 1 Worktext*
- **Who is in the picture?** the *Sunny Lane families*
- **What are the families doing?** *enjoying a meal, playing, visiting*

Explain that we will meet the Sunny Lane families in several stories in *READING 1: TRAVELS TOGETHER*. Read the Unit Question and explain that all the stories in this book will help answer this question.

Before Reading

? Big Question: Why should I love others?

i Characters

A character is a person or animal in a story. A story can have a few characters or many characters. The characters in this story are Lucas, Lilly, and Buddy.

Vocabulary Words

God
wears

2

Twins

realistic fiction by Jennifer Olochea
illustrated by Kenneth Anderson

Here is Lucas.
Lucas wears green.
Lucas hits.



3

Instruct

Before Reading

Big Question

Guide a discussion about the Big Question to connect the theme to the selection. Elicit possible answers from the students. Encourage the students to think about the question as they read.

Characters

Read aloud the "Characters" paragraph.

Use **Phonics Visual P7: The Miller Family** to introduce the Millers. Point out Lucas, Lilly, and Buddy, and have the students repeat their names as you indicate their pictures.

Vocabulary

Use **context sentences** to facilitate recognition of the vocabulary words. Read the following sentences aloud and choose students to use each word in a new sentence.

- God made the world.
- Ben wears a hat in the winter.

Vocabulary Words: Vocabulary words should be displayed by writing them on individual cards or by using the slideshow for each lesson available in BJU Press Trove.

High-Frequency Words

Use **sound boxes** or **highlight irregular sounds** to review the words *here*, *is*, and *love*.

Color Words

Review the color words *blue*, *white*, and *green* using **Phonics Visual P1: Colors**.

During Reading

Reading Lesson Process: The reading lesson follows the progression "silent reading, guided discussion, oral reading." For early readers, the "silent reading" portion may involve truly silent reading, mouthing the words, or even reading quietly aloud to themselves. Therefore, the initial directive used in first grade will be "read independently" and will transition later in the year to "read silently." The teacher should monitor the students' independent reading, encouraging the students toward truly silent reading by the end of first grade.

Lucas

Model framing the title of the story. Direct the students to frame the title of the story as you read it aloud.

Framing: Framing—placing the left index finger before the beginning of a word and the right index finger after the end of a word—will encourage the students to focus on your request and

Here is Lilly.
Lilly wears blue.
Lilly wins!



4

Here is Buddy.
Buddy is white.
Buddy sits.



5

will provide a check for you. Review framing as necessary during the first week of reading.

Tracking: If students have trouble tracking the words on the page, allow them to use a bookmark to keep the place rather than pointing to each word. Placing the bookmark *above* the line being read reinforces good downward eye motion. Later, when reading more than one line at a time, this method will help develop the habit of automatically sweeping the eye down and to the left to the next line of text.

Direct the students to **frame** each sentence as they read it independently.

Guide a **discussion** to monitor comprehension.

- Who is the character in the first sentence? **Lucas**
- What color does Lucas wear? **green**
- What does Lucas do? **hits**

Choose students to read aloud page 3.

Oral Reading: During reading group time, ensure that each student has an opportunity to read aloud several times. Vary the order in which you call on students to read aloud and encourage them to use good expression. Alternate read-aloud methods may also be used, such as reading in pairs or as a whole group. Always instruct the students to read a word, a phrase, a sentence, or a page to themselves before asking them to read it orally.

Lilly

Guide a **discussion** to monitor comprehension. Direct the students to read page 4 independently to learn about Lucas's sister.

- Who is the character on this page? **Lilly**
- What color does Lilly wear? **blue**
- What does Lilly do? **wins**

Choose students to read aloud page 4.

- Why do you think the title of the story is "Twins"? **Lucas and Lilly are twins.**

Buddy

Guide a **discussion** to monitor comprehension. Direct the students to read page 5 independently to find out the dog's name.

- Who is the character on this page? **Buddy**
- What color is Buddy? **white**
- What does Buddy do? **sits**

Choose students to read aloud page 5.

**The Miller Twins**

Guide a **discussion** to monitor comprehension. Direct the students to read page 6 independently to find out who loves the children.

- Who loves Lucas and Lilly? **God**

Choose students to read aloud page 6.

Direct a **choral reading** of the entire selection.

Choral Reading: For choral reading, a group of students reads in unison. The teacher can join as well.

After Reading

1. Who are the characters in this story?
2. What are Lucas and Lilly doing?
3. What color is Buddy?

Think & Discuss

Who loves Lucas and Lilly?
Who loves you?



"God is love."
1 John 4:8

Assess**After Reading****Review**

Guide a **discussion** to assess comprehension.

1. Who are the characters in this story? **Lucas, Lilly, and Buddy**
2. What are Lucas and Lilly doing? **playing ball**
3. What color is Buddy? **white**

Think and Discuss

Guide a **discussion** about God's love. Read aloud the Bible verse. Elicit from the students the people who love them. Remind the students that because God loves each of us, He wants us to love each other.

Activities

Guide completion of **Activities** pages 11-12 to assess comprehension.

How can I show love?

Objectives

- 7.1 Make predictions based on the story's illustrations.
- 7.2 Segment words in the *_id_*, *_it_*, and *_in_* word families.
- 7.3 Read the high-frequency word *come*.
- 7.4 Verify predictions after reading the story.
- 7.5 Explain ways to show love to others. **BWS**

Biblical Worldview Shaping

- **Love** (explain): Christians show love to others by helping them and encouraging them. (7.5)

Printed Resources

- Phonics Visual P6: *The López Family*
- HFW 43, 86, 97, 170: *come, here, love, was*

Digital Resource

- Video: "Predicting and Verifying"

Materials

- A small plush bear or other animal
- Sticky tabs, at least six for each student

Synopsis

The López children—Carlos, Rosa, and Ana—play hide-and-seek in their yard.

Engage

Where's the Bear?

Direct a **hide-and-seek activity** to introduce the concept of predicting.

1. Display the plush bear. Instruct the students to close their eyes and count to ten while you hide the bear somewhere in the room.
2. When the students finish counting and open their eyes, ask them to predict where the bear will be found. Explain that *predicting* is guessing what will happen. Elicit several guesses.
3. After several guesses or a correct guess, reveal the bear and repeat the process. Ask the students what information they used to make their guesses.