

101-2, 3: *The Schwa-r Sound; Who's Afraid of Funder?*

Write the words from the box on the blackboard, calling on pupils to say which letters are represented by ə and ər. Write these letters beside each word as they are given (*purple – ur*).

Let pupils fill in the blanks, copying the words from the board to complete the sentences.

When all are finished, have the sentences read.

* * * * *

Write the Story Verse for the first story on the board: “*The voice of thy thunder was in the heaven*” (Psalm 77:18).

Who’s Afraid of Funder?

101 – Lessons 3, 4

LESSON 3 (Pages 5, 6)

Study Words

Working With the Study Words

Purpose:

- to give practice in decoding the Study Words
- to give practice finding and writing words with the ə and ər sounds

The first lesson for each story will teach the Study Words before the pupils read the story. The children will decode them using a dictionary-type pronunciation.

Some of the diacritical marks are not familiar to your pupils. These will be taught later, and can be ignored for the present. Only the marks the children have learned will be employed in decoding the words.

If your pupils have difficulty sounding out Study Words because of unfamiliar diacritical marks, do not get sidetracked into a mini-lesson on those marks. Simply say the marks are calling attention to letter sounds in the word rather than to the correct spelling.

Of course, if a pupil asks questions about a certain mark, you should briefly explain its function.

Lesson 3
Who's Afraid of Funder?

Study Words

Sound out these words. Read the list two times. Say the words to your teacher.

1. Boom (būm)	7. loud (loud)
2. laughed (lǎft)	8. burn (bǎrn)
3. boom-ady (būm•ə•dē)	9. lightning (lī•ning)
4. thunder (thən•dər)	10. their (thēr)
5. storms (stōrmz)	11. happen (hǎp•ən)
6. afraid (ə•frād)	12. guess (gēs)

Working With the Study Words

Write two study words that have ər in them.

1. thunder burn

Write four Study Words that have ə without r.

2. thunder afraid

happen boomady

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Procedure

Have students turn to page 5. Call attention to the story title, asking what *Funder* might mean. Let the children guess, then tell them it is the way a little girl in the story pronounces one of the Study Words.

Explain that the Study Words are twelve of the more difficult words in the story. Every story has twelve Study Words to learn and work with. If they learn to recognize the Study Words ahead of time they will be able to read the story faster and more smoothly.

Review these sounds and concepts. Have children select Study Words that contain each sound.

1. *ər*
2. the digraphs *th* and *th* (and how they are pronounced and marked)
3. the long and short vowel sounds, including *y*
4. root words and suffixes

Call attention to the Study Words that are formed with suffixes (*laughed, storms*). Reinforce the concept that many longer and harder-looking words are easy words with a suffix attached.

Recognizing root words and suffixes is an important reading skill, and an essential decoding skill. Point out that just because a word ends with *ed, s,* or *ing,* does not mean that it has a suffix. A good way to find out for sure is to cover the ending (the *ed, s,* or *ing*) with their finger. If what they can still see is not a word by itself, the ending is not a suffix. Ask them to do this with Study Words 2, 5, and 9. Then call on a student to tell you which of the three words does not have a suffix (*lightning*).

Call on different pupils to pronounce the Study Words, using the pronunciation in parentheses. Call on a pupil to say which word is *funder*.

Have the directions read. Encourage and require neat writing.

Additional Activities

- Find: Words that contain silent letters
- Words that begin with digraphs
- The words that would come first and last in a dictionary
- Words that contain consonant blends
- Softly clap out the syllables of each Study Word.

Can You Follow Directions?

Explain why it is important to read and follow directions carefully. Discuss areas such as traffic signs, recipes, taking medicine, or constructing something. Teach your pupils the three steps for following directions:

1. Read each part carefully.
2. Think what it means.
3. Do exactly what it says.

Read and briefly discuss each direction word. Let the pupils demonstrate them on the board.

Call on students to read the directions, giving help with words they may not know. Have the children lay down their pencils while the directions are being read. Stress the importance of listening when di-

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rections are being given.

Give opportunity for questions, then let the class work through Nos. 3-5. Emphasize the need to think through the directions before beginning to work.

Introducing the Reading Book and the Story

Distribute the reading books and allow a few minutes for the pupils to examine them. Then ask the class to turn to the Contents page at the beginning of the book.

If you have not done this before, discuss what *Contents* means, illustrating the concept by referring to the contents of a box, a desk, a table drawer, etc. The stories are the *Contents* of their new reading book.

Take turns reading the story titles. Let several students tell which titles sound especially interesting. Ask which page "Who's Afraid of Funder?" begins on, and have the class turn to the first story.

Without having the children turn to it, read the poem "I Wonder" (page 9) as far as the first period. Read slowly and deliberately in a questioning tone of voice.

Let various children say which creatures they think would or would not be afraid of thunder. Ask how many of them are afraid of thunder. Then read the last sentence of the poem. Explain that the story is about someone who was afraid of thunder, and someone who wasn't.

Call attention to the first picture and ask which of the two children is older. Would a big boy or a little girl more likely be afraid of thunder?

Write the names of the story characters on the chalkboard—*Benny, Katy, the Reeds*. Ask which names sound like first names and which is likely a last name. (You will introduce the story character names for every lesson.)

Read the question under the title and tell the class to keep their eyes open for the answer as they read.

Call attention to the boldfaced words. These are the Study Words they just learned. Page through the story, calling on students to read the sentences that contain the Study Words. Reading these sentences should whet your pupils' appetites for the whole story.


You may want to begin by reading this first story (and perhaps several more of the first stories) orally together in class. Soon, however, you will want to begin assigning the silent reading of the story first.

Explain that each story in their new book is like a surprise package—something exciting to look forward to. They will spoil the enjoyment of the next reading lesson if they read ahead.

This is a difficult discipline for your pupils. It will be hard to resist a new book full of interesting stories that they can read on their own. But stand firm on this requirement. If you allow your students to read the stories beforehand, you will destroy the most vital ingredient of an effective reading class. That ingredient is the pupils' eager anticipation and curiosity about the next story. Then when you eventually assign the story, who will be interested in reading it?

101 - Lesson 3 Who's Afraid of Funder?

Can You Follow Directions?


 **Do what the Direction Words say.**

3. **circle:** Circle the things that can be hot.
sun ice pie food snow fun

4. **box:** Put a box around the things we eat.
apples book mice nuts nose cake

5. **underline:** Underline things we wear.
shoe hat pan jacket chair watch

Do You Remember the Story?

 **Write your answers on the lines. Words in the box will help you.**

6. What did Katy do when it thundered?
She laughed.

7. Where did Benny look when it thundered?
at the barn

8. Who helped Benny trust in God?
Daddy

thunder
barn
lightning
Daddy
laughed
boom-ady

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Choose a place in your classroom to keep the reading books. It should be a section of a bookshelf or other space where you can tell at a glance if all the readers are there. Be prompt in locating missing books after you have given sufficient time to finish an assignment.

Train your children to take their readers to the designated place as soon as they have read the story. With regular, firm reminders your pupils can acquire this habit. However, as they become better readers and their interest in reading grows, they will never escape the temptation to snatch a taste of the upcoming stories.

This temptation will be lessened if you make a point of keeping your children supplied with good books to read in their spare time. If they have a constant supply of fresh story books available, they will have no excuse for going ahead in their reading book.

Do You Remember the Story?

Purpose:

–to review *Study Words*

–to check comprehension of story details

Call attention to the words at the right. Explain that these are some of the Study Words plus a few others from the story. They will use these to answer the questions.

Have your pupils read the words several times. Call on a student to read the directions.

Explain that the words in the list are only key words. One question can be answered in one word (No. 8). Others will take an additional word or two to make a good answer (No. 7, *at the barn*, rather than simply *barn*).

Encourage your students to *think*. They should think what the answers to the questions are, then look for the word, rather than trying to find a word that strikes them as being the right answer. Training your children to think should be a daily, constant aim. It is a major goal of *Reading to Learn*. Remind your class often to *think* before writing an answer, instead of copying the first word that seems likely.

How you do this exercise depends on the ability of your students. You may let the class go ahead on their own. Or you may have the questions read one by one, and let the children find and write the answers themselves.

Another way would be to have the questions read. Call on different pupils to say the answer. Let the children find the correct word and write the answers in their own words.

LightUnit 105

To Make a Habit

105 – Lesson 1

LESSON 1 (Page 96, 97)

Study Words

Purpose:

–to teach the Study Words

Ask which Study Word would come first in the dictionary. Write the words on the board as the children give them. This will give a little practice in looking at the second and third letters of a word in alphabetizing.

Let each pupil read the entire list of Study Words.

Y As a Vowel

Purpose:

–to review the two sounds of y as a vowel

Read the paragraph and discuss it. Have the directions read.

Call attention to the ən•nōn wərd. Tell the class that some people are doing this all the time, but that it is not pleasing to God. After they finish this lesson, they may come and whisper the word to you.

Introducing the Story

After learning the Study Words, have the children find them in the story. Call for an original sentence using each word.

Have a pupil read the story question. They should look for the answer as they read.

Are the students honoring the rule not to read ahead in their books? This will be a constant temptation.

Lesson 1

To Make a Habit

Study Words

- | | |
|----------------------------|---------------------|
| 1. wonderful (wən•dər•fəl) | 7. hunt (hənt) |
| 2. wait (wāit) | 8. behind (bī•hīnd) |
| 3. gotten (gət•ən) | 9. habit (hāb•ət) |
| 4. hook (hūk) | 10. sofa (sō•fə) |
| 5. every (ēv•rē) | 11. jelly (jēl•ē) |
| 6. without (wīth•out) | 12. beans (bēnz) |

Y As a Vowel


Each vowel has a long and a short sound. Sometimes y is a consonant, and sometimes it is a vowel. When y is a vowel, it may say ē, or it may say ī.

 Put ē or ī in the circle to show the sound of y.

1. jelly (ē) myself (ī) shy (ī) baby (ē)

 Read the ən•nōn wərd: krīt•ə•sī•zīng

What Did You Learn?

 Draw a box around the number of each sentence that tells something you can learn from the story.

2. It was a cold day.
 3. Ronnie and Tim lived in flat country.

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Discuss habits: good ones; bad ones; how to make them; how to break them. Explain that this story is about a boy who had a bad habit. Assign the story to be read silently. They should also read the poem, “Two Little Boys” (page 168).

What Did You Learn?

Purpose:

- to promote recall of story details
- to test comprehension of story concepts

Explain to the class that none of the sentences in this exercise is taken from the story; but if they read the story carefully and think about each sentence, they will know how to mark each one.

Right or Wrong—Correct or Incorrect

Right or Wrong—What God Wants Us to Do or Not Do

Purpose:

- to give practice in evaluating statements as factually right or wrong
- to give practice in evaluating statements as morally right or wrong

Discuss the two meanings of *right* and *wrong* as shown on this page. The method of marking the answers is the same for both exercises. Pupils can do the page as seat work.


Children may color the picture on page 118 anytime after reading the story silently.

105 – Lesson 1

To Make a Habit

4. You can make a good habit in five minutes.
5. Bad habits make trouble for other people.
6. You must do something over and over many times before it becomes a habit.


Right or Wrong — Correct or Incorrect

 Circle *Right* if the sentence is correct. If it is not correct, circle *Wrong*.

7. Three and five are nine. **Right** **Wrong**
8. God loves everyone. **Right** **Wrong**
9. We need food to live. **Right** **Wrong**

Right or Wrong —

What God Wants Us to Do or Not Do

 Circle *Right* if the sentence tells something God wants us to do. If God does not want us to do it, circle *Wrong*.

10. Do your work as well as you can. **Right** **Wrong**
11. Use other people’s things without asking. **Right** **Wrong**
12. Deceive with our lips. **Right** **Wrong**

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LESSON 2 (Pages 98, 99)

Oral Reading

This is a good story to practice expressing different emotions. Encourage the children, as they read aloud, to think how the story character is feeling and to put that feeling into their voices. Comprehension increases good expression, and good expression increases comprehension.

Discuss what Mother said about habits working for you. Let the children name habits they have that work for them automatically.

Discuss the method Mother used to help Tim form a good habit. Was it a good idea? Did it work? Did Tim have a good habit when the jelly beans were gone?

Ask other questions to test comprehension of the story lesson.

Though the children have read the poem, you should take time to read it to them. One thing that makes this poem more difficult than some is the lack of subjects to the lines. In the first four stanzas each line is speaking of Little-Don't-Know-Where-It-Is. But he is named only in the first and last lines. The same is true of the last four stanzas which are describing Little-Puts-His-Things-Away.

Another difficulty is that the thought of numerous lines is not finished at the end of the line, but continues on into the next one. Make an effort not to be bound by the rhyming word at the end of the line. Do not treat it as a stop sign. Instead, smoothly follow the thought as far as it goes.

Assign the lesson as desired.

Suffixes After Y

Purpose:

- to give practice in adding suffixes to words that end with y
- to teach the rule of changing the y to i before adding er and est
- to give practice in reading the new words made

Use the word *jolly* to demonstrate on the board how the y is changed to i before adding *er* and *est*.

Have the children read the words after they add the suffixes.

Who Was Upset?

Purpose:

- to test understanding of story characters' feelings

Have the directions read. Make sure pupils understand that more than one box can be checked because several people may have been feeling the same way.

Some students will likely realize that, ultimately, Tim was also upset because of a bad habit.

Different answers may be acceptable.

More or Less

Purpose:

- to give practice comparing two items
- to give practice deciding the relative value of two items

In this exercise, children will demonstrate their ability to decide on a basis for comparing the two words. It is amazing how pupils of this age will make correct judgments without consciously deciding on a basis for their decision.

If you want to give a little practice, let the children tell which is more and which is less in these sets of words: *big—little*, *minute—hour*, *yard—mile*. Ask the questions, Which is more? Which is less?

Lesson 2
To Make a Habit

Suffixes After Y

When we add *er* or *est* to the words below, we change the y to i, then add the suffix.

Make two new words from each of the words below by adding *er* and *est*.

1. happy	happier	happiest
2. rainy	rainier	rainiest
3. sunny	sunnier	sunniest

Who Was Upset?

Mother Ronnie Tim

Check the boxes that answer the questions.

4. Who was upset because a cap was lost?	<input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> T
5. Who was upset because of a bad habit?	<input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> R <input type="checkbox"/> T
6. Who was upset because boys were waiting?	<input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> R <input type="checkbox"/> T
7. Who was upset because Ronnie ran off?	<input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> T
8. Who was upset because of an empty hook?	<input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> R <input type="checkbox"/> T

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