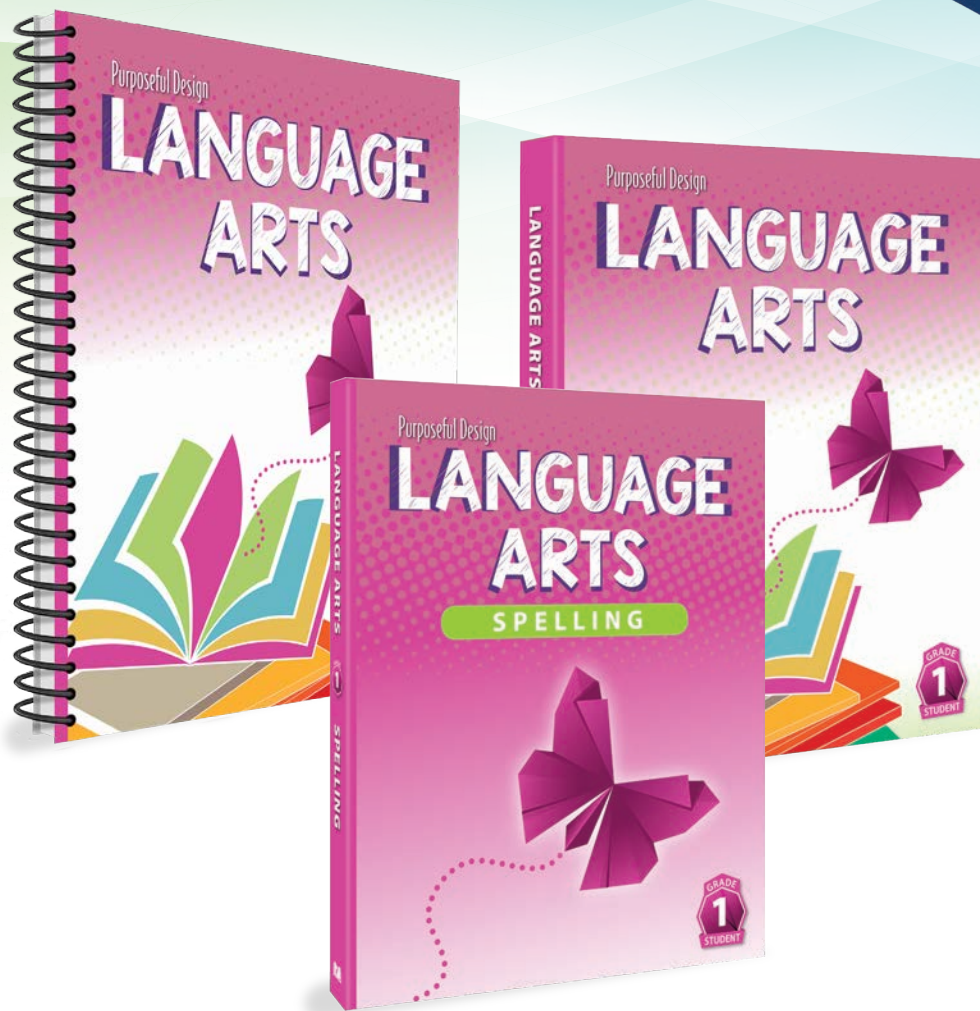


**Sampler
Grade 1**



Available for Kindergarten Through Grade 2



Textbook Development

For more than 30 years, Purposeful Design Publications, a division of ACSI, has provided academically rigorous textbooks that are intentionally rooted in biblical truth to equip schools and educators with the tools to eternally transform the hearts and lives of children.

Choosing the right textbooks is an important decision for your school, both financially and foundationally. Purposeful Design textbooks are intentionally created with these five core values:



We believe in a strong commitment to an authentic and integrated biblical worldview.

1



We believe that textbooks must include best practices, be research-based, and adhere to rigorous standards that meet or exceed national and other college-and-career-readiness standards.

2



We believe that textbooks are a tool in the hands of teachers to help them achieve the desired educational outcomes.

3



We believe in providing a solid instructional foundation that incorporates additional instruction and activities for each lesson, allowing teachers easy flexibility and instructional individualization.

4



We believe in supporting educators with ongoing training to build and maintain confidence to maximize their use of PDP textbooks.

5

Training and Resources

Energize your Teaching Through Training

When you partner with Purposeful Design to provide excellent academics in your school, we come alongside you through amazing professional development. Providing free or customizable training, we show teachers practical ways to maximize textbook use in the classroom.



Regional Trainings



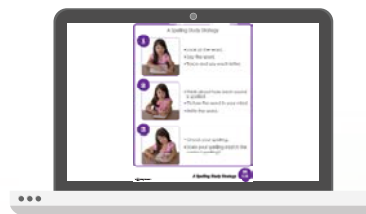
Recorded Webinars



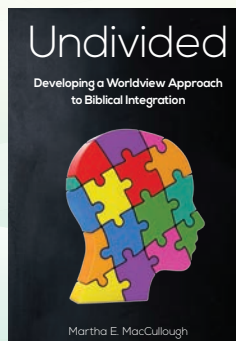
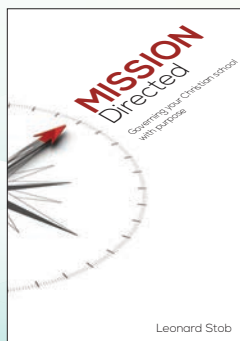
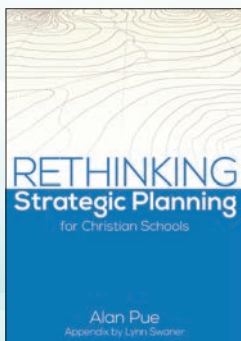
Live Webinars

Online Resources

From digital and blackline masters to visual aids and more, we supplement each teacher edition with online resources.



Purposeful Design equips educators by offering resources other than textbooks.



Features of the Teacher Edition

Preparing a Lesson

1

The *Spelling* sidebar provides spelling instruction and activities for students. Any necessary preparation is provided in blue print at the top of the sidebar. Spelling pretests and answer keys for the student pages are at the back of the teacher edition.

2

The *Preparation* sidebar identifies materials that need to be obtained and activities that should be prepared in advance. Its handprint icon appears next to components of the lesson that require preparation.

3

The *Extension* sidebar offers literacy center ideas as well as ideas to extend parts of the lesson, to review previously taught concepts, or to provide cross-curricular activities that connect to science, technology, engineering, art, and math. It also suggests which pieces of work could be added to students' portfolios. The *Extension* icon appears next to sections for which there is an extension activity.

4

The *Worldview* section appears once in each unit and offers biblical teaching that the teacher can share with students. Many times *Worldview* ties to the unit's theme.

5

Oral vocabulary words and definitions are listed in the *Oral Vocabulary* sidebar. These words are usually found in the suggested read-aloud book used in *Literature*.

6

The *Homework* sidebar appears on the first page of each chapter and reminds teachers to have students review their spelling and high-frequency words and to read a given number of minutes independently each night. The *Homework* icon appears in each lesson next to the *Reading* heading.

Lesson 20.3

Chapter 20

1

SPELLING

- Distribute student spelling page 20.3 and guide students to complete it.

2

PREPARATION

- Print **BLM 20.3A More Word Match** on **CARD STOCK** for each small group. Cut apart the cards. Retrieve the **WORD MATCH CARDS** from Lesson 20.2. (*Reading*)
- Obtain **LARGE MAGNETIC LETTERS** from the Language Arts Kit. (*Reading*)
- Gather **MINI ALPHA CARDS**. (*Reading*)
- Print **BLMs 20.3B–C Suffix Cards**. Cut apart the cards. (*Language and Writing*)

3

EXTENSION

- Print **BLM 20.3D Phonics Skills Check**. Print **BLM 20.3E Phonics Skills Scoresheet** for each student. Use the results to give students extra practice as needed with any sounds they miss.

Worldview 4

Read **Genesis 1:26–27**. Point out that God created people in His image, which means that people will be similar to one another in some ways. God also refers to Himself using physical features that He created in people, such as eyes, hands, and arms (Psalm 34:15, Exodus 7:5, Isaiah 53:1). While being made in God's image means all people are similar in some ways, there are also ways that people are different from one another. God says He created people in His image as male and female, boys and girls—not just boys or just girls. God is too big for any one person or group of people to show all of who He is, but different parts of His image are shown in different people. Therefore, all people are valuable because they all reflect at least some part of who God is.

Reading 7

Phonics

1 Arrange the class in small groups. Distribute a prepared set of word cards from **BLM 20.3A More Word Match** to each group. Direct students to keep the cards facedown and to spread them out. Have a student in each group turn over two cards. If they make a *gy* word or a real compound word, direct students to read the word, to say the vowel sounds and the vowel letters, and to clap the syllables. Have that student keep the cards. If the cards do not make a real word, direct the student to turn them back over and the next student takes a turn. Add some of the **WORD MATCH CARDS** from Lesson 20.2 to each set of cards to make the game a little longer and more challenging. Make sure both cards for a word are distributed to the same group. Retain both sets of word match cards for reuse in Lesson 20.5.

2 Place **LARGE MAGNETIC LETTERS O** and **U** on the board. Also put up the vowels and a variety of consonant letters that will create real words. Select several volunteers to think of words and to form the words using the magnetic letters on the board. Guide them to include squ words such as *squeeze*, *sneak*, *squish*, *squash*, *squid*, and *squeak*. Write a list of the words as the class calls each one out. Lead the class in naming the vowel sounds and letters and in clapping the syllables. Review as necessary. Keep the words displayed on the board.

3 Distribute **MINI ALPHA CARDS**. Direct students to choose a word from the board and to find the letters to make it. Have them read their words to a partner using elastic or snap sounds. Direct partners to respond with the opposite. Have students trade words to repeat with new partners or have them choose new words to make.

4 Distribute whiteboards and markers and arrange the class in pairs. Write the word *quote* on the board and have students copy it onto their whiteboards. Then, direct students to erase the first sound and to read the remaining sounds to their partners. For example, for *quote*, erase *qu-* and read *-ote*. Repeat for the rest of the spelling words and if time permits, for ending sounds also. For example, for *quote*, erase *-te*, read *quo-*.

5 Direct students' attention to the first student page and guide students to complete it.

Reading Groups

- Use the reader guide that corresponds with the leveled reader for each reading group. Follow the guide to teach vocabulary, review high-frequency words, and ask reading comprehension and discussion questions.

Literature 8

Oral Vocabulary

- Remind students what the word *peaceful* means. Share an example of being in a peaceful place. Select student volunteers to tell about peaceful places they like. Review the meaning of *skill*. Then, state a skill, or talent, that a person can have. Have students brainstorm types of talents. Write them on the board. Direct students to share with a classmate one of their own talents. Have

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Teacher resources are available to download at <https://www.acsi.org/textbooks/tga/1>.

These sidebars are found in Lesson 1 in each chapter:

5

ORAL VOCABULARY

- **peaceful** gentle and calm
- **skill** the ability to do something well

6

HOMEWORK

- Review the chapter's spelling and high-frequency words.
- Read 15 minutes independently every evening.

students tell the class what their partner's talent is. Convey that God gives everyone talents and gifts. To become really good at a skill, it takes practice and hard work.

Interactive Read-Aloud

- Refer to Lesson 3 of **Chapter 20 Literature Guide** for discussion, activities, and possible materials.

9 Language and Writing

Grammar

1 Remind students that adding a suffix to a word changes the meaning of the word. Ask students what type of word can have a suffix added to it. (**base word**) What are two suffixes? (**-ed, -ing**) Distribute the prepared suffix cards from **BLMs 20.3B–C Suffix Cards**. Explain that students have either a base word or a suffix on their cards. Review the meaning of the base words. Direct students to match the base words with suffixes. Have students explain how adding the suffix changed the word. Point out the different sounds of the **-ed** ending: /d/, /t/, and /ɪd/.

2 Read the directions on the second student page and assign it as independent practice. For Exercise 4, assist with reading as necessary.

Writing Workshop

1 Inform students that during this lesson they will begin writing a friendly letter to one or both of their parents or guardians. Reiterate that friendly letters use kind but not fancy language. They can be written to friends or anyone the writer knows in a friendly way. Distribute writing notebooks and crayons. Direct each student to draw a picture of one or both parents doing something with the student and to discuss the picture with a partner. Then, lead a class discussion about what makes parents special. Guide students to draw inspiration from their drawings and the things they shared with their partners. Write students' ideas on the board.

2 In their notebooks, have students complete the following sentence as it applies to their pictures: My _____ (parents are, mom is, grandma is) special. Then, direct students to copy from the board two or three reasons why their parents are special.

RECOVERY

- Have developing writers dictate complete sentences giving the reasons why their parents are special; record their sentences. Distribute writing notebooks and select one dictated sentence for students to copy into their notebooks.

ENRICHMENT

- Arrange students into groups. Distribute a blank sentence strip to each student. Direct students to write a compound word on their strip and also the two words that make the compound word. Have them cut the strip apart into the three sections. Shuffle all of the sentence strip pieces within each group and distribute the set to another group. Have groups match the three correct pieces together.

7

Reading contains sequential instruction in phonics, reading groups, and high-frequency words.

8

Literature teaches oral vocabulary words and provides time for a read-aloud book. The *Literature Guides* section in the back of the teacher edition provides a teaching guide for each suggested read-aloud book.

9

Language and Writing contains instruction for grammar and a writing workshop. Students learn and practice grammar concepts that they can apply in their daily writing.

10

Readable reductions of each student textbook page are large enough for the teacher to read the text. Student pages include exercises in phonics and grammar, and many spelling words are included on the student pages.

11

The activities in the *Recovery* sidebar can be used for differentiated learning instruction or to supply extra practice for students who would benefit from more opportunity to learn the concepts taught.

12

The *Enrichment* sidebar lists activities that will challenge those students who have clearly understood the concepts presented and are ready to learn more.

10

Name _____

1 Look at the word. Tap your finger on it for each vowel sound you hear. Write the number of vowel sounds in the circle.

aquak (1)	pasport (2)
subway (2)	quicksand (2)

2 Look at each picture. Write the missing **qu** word on the line.

Answer Bank: quote queen quick

We saw the queen.

Lia is very quick.

It was a big quake.

© Language Arts Grade 1

1 Draw a line to connect the correct words to make compound words. Write them on the line.

back	cake	<u>backyard</u>
base	yard	<u>baseball</u>
pop	ball	<u>popcorn</u>
cup	corn	<u>cupcake</u>

2 Write **ed** or **ing** in the blank to complete the sentence.

Stop jumping on the bed!

Has anyone played baseball before?

They screamed when they saw the bug.

Are you painting the desk?

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These sidebars are used as needed:

SAFETY

- Before selecting any of the items for the five-senses stations, check school records for students' allergies or health conditions.

ALTERNATIVE

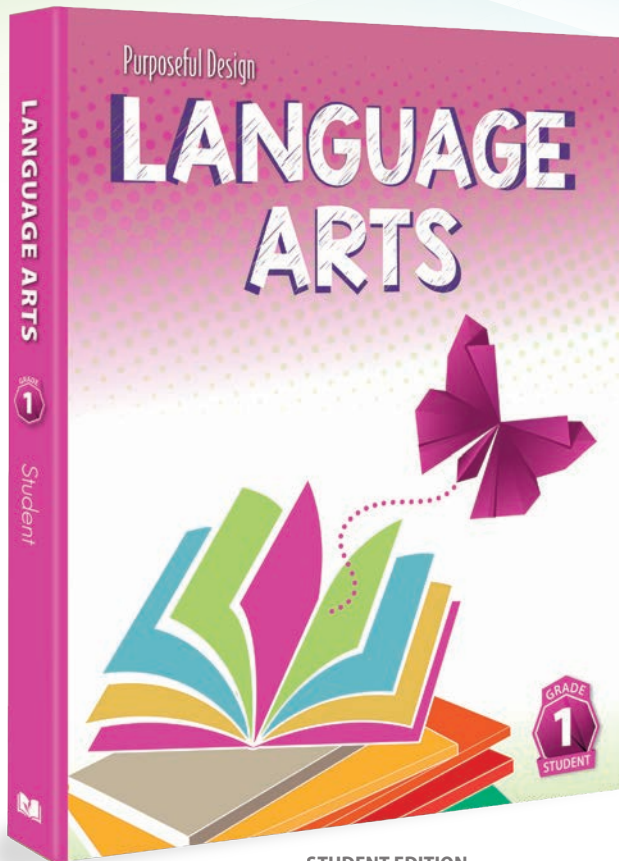
- In *Writing Workshop*, type and display students' sentences on an interactive board. Have students type individual letters, words, and punctuation.

13

The *Safety* sidebar and *Alternative* sidebar contain icons that appear beside headings as needed. The *Safety* sidebar cautions the teacher when materials or activities could trigger student allergies or health conditions. The *Alternative* sidebar provides ways to expedite or simplify activities.

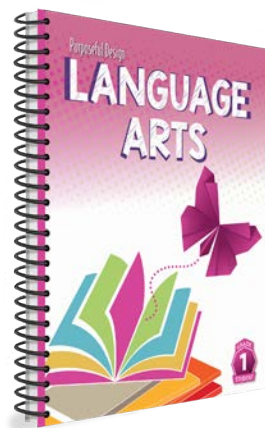
Language Arts Grade 1

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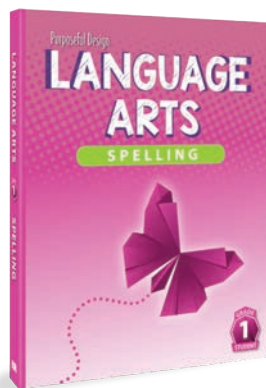


STUDENT EDITION

The NEW Language Arts series, K-Grade 2, weaves together the wonders of oral and written language with a biblical worldview. This research-based series has been developed using the guidelines of *The Fountas & Pinnell Literacy Continuum* as well as national and college-and-career-readiness standards. Integral components include systematic phonics instruction as well as spelling with vocabulary instruction. Students will be exposed to a variety of literary genres through decodable and leveled readers and will practice grammar and writing. Teachers will appreciate reader guides for the decodable and leveled readers as well as the literature guides for the suggested read-aloud story books.



TEACHER EDITION



SPELLING FOR LANGUAGE ARTS (G1-2)



READERS

Kit
Sold
Separately

A language arts kit is sold separately and provides great kinesthetic, learning opportunities through the use of items such as alpha cards, alpha tiles, multi-purpose placemats, blends center, modular phonics flip charts and more.

Table of Contents

Unit A, Chapters 1–3: Courage 1

- Phonics:** vowels and letter sounds *b, m, t, c, p, l, n, r, g, d*
- High-Frequency Words:** I, can, see, a, the, like, am, to, have, and, me, we, you, are
- Reading Groups:** Decodable Reader 7: *Courage*
- Literature:** *Madeline's Rescue* • *What Do You Do With an Idea?* • *Ron's Big Mission*
- Oral Vocabulary:** courage, rescue, idea, strong, mighty, speed
- Grammar:** subject and predicate; declarative, interrogative, and exclamatory sentences; punctuation; capitalization
- Writing Workshop:** complete declarative, interrogative and exclamatory sentences; labels; descriptive words
- Spelling:** short vowel words with *b, m, t, c, p, l, n, r, g, d*

Unit B, Chapters 4–6: Community35

- Phonics:** letter sounds *s, x, f, h, w, j, k, v, y, z, qu*; review consonant and vowel letter sounds
- High-Frequency Words:** he, she, they, was, said, is, away, do, what, want, of, come; color words
- Reading Groups:** Decodable Reader 8: *Community*
- Literature:** *The Little Island* • *In the Land of Milk and Honey* • *Big Red Lollipop*
- Oral Vocabulary:** prowl, shore, ease, journey, celebrate, invite
- Grammar:** singular and plural nouns; proper nouns for days of the week, months, and holidays
- Writing Workshop:** paragraph with topic sentence and key details, short story, descriptive writing, advertisement poster
- Spelling:** singular and plural nouns; short vowel words with *s, x, f, h, w, j, k, v, y, z, qu*

Unit C, Chapters 7–9: Determination69

- Phonics:** hard and soft *c*; long and short vowel words; *e /ē/, o /ō/, and y /ī/*
- High-Frequency Words:** number words one–ten, people, words, all, some
- Reading Groups:** Decodable Reader 9: *Determination*
- Literature:** *Caps for Sale* • *Good Good Father* • *Emmanuel's Dream*
- Oral Vocabulary:** refreshed, unusual, excellent, faith, bold, honor
- Grammar:** proper nouns for people and places, adjectives
- Writing Workshop:** class report, topic sentences, story with setting and dialogue, evaluating and revising
- Spelling:** hard- and soft-*c* words, long and short vowel words, long vowel CV words

Unit D, Chapters 10–12: Travel103

- Phonics:** initial consonant blends with *l, s, and r*
- High-Frequency Words:** write, find, as, has, been, does, were, from
- Reading Groups:** Decodable Reader 10: *Travel*
- Literature:** *How to Make an Apple Pie and See the World* • *Oh, the Places You'll Go!* • *Go Home Bay*
- Oral Vocabulary:** ingredients, recipe, country, foul, choppy, houseboat
- Grammar:** present, past, and future verb tenses; helping verbs
- Writing Workshop:** poems, journal, writing process
- Spelling:** blends with *l, s, and r*; short and long vowel words



Unit E, Chapters 13–15: Patience 137

- Phonics:** consonant digraphs and blends *sh, ch, th, wh, kn, mb, spr, scr, str, spl, squ, thr*
- High-Frequency Words:** than, long, there, who, your, many, his, her, their
- Reading Groups:** Decodable Reader 11: *Patience*
- Literature:** *The Tortoise and the Hare* • *Papa Gave Me a Stick* • *The Fort on Fourth Street*
- Oral Vocabulary:** patience, victory, flicker, frown, pull, simple machine
- Grammar:** adverbs, pronouns, possessive nouns, possessive pronouns
- Writing Workshop:** email and directions, invitation, book report
- Spelling:** words with *sh, ch, th, wh, kn, mb, spr, scr, str, spl, squ, thr*

Unit F, Chapters 16–18: Seasons and Weather 171

- Phonics:** final consonant blends *ft, lt, nt, lf, lp, nd*; *r*-controlled vowels *ar, or, er, ir, ur*
- High-Frequency Words:** about, into, over, new, old, happy, good
- Reading Groups:** Decodable Reader 12: *Seasons and Weather*
- Literature:** *Frederick* • *Over and Under the Snow* • *The Emperor's Egg*
- Oral Vocabulary:** graze, nervous, gnaw, morsel, hatch, leader
- Grammar:** prepositions, antonyms, synonyms
- Writing Workshop:** cinquain, opinion paragraph, editing and revising
- Spelling:** words with *ft, lt, nt, lf, lp, nd*; words with *ar, or, er, ir, ur*

Unit G, Chapters 19–21: Uniqueness 205

- Phonics:** *ay, igh, qu*, compound words, medial double-consonant words ending in *y*, contractions
- High-Frequency Words:** use, out, each, other; review previously taught words
- Reading Groups:** Leveled Readers
- Literature:** *Mike Mulligan and His Steam Shovel* • *When God Made You* • *A Picture Book of Helen Keller*
- Oral Vocabulary:** crowd, unique, peaceful, skill, deaf, speech
- Grammar:** prefixes, suffixes, root words, contractions
- Writing Workshop:** memoir, friendly letter, business/formal letter
- Spelling:** words with *ay, igh, qu*, compound words, medial double-consonant words, contractions

Unit H, Chapters 22–24: Nature 239

- Phonics:** *-ful, -s, -ed, -ing, -er, -est*
- High-Frequency Words:** again, please, more, open, first; review number words
- Reading Groups:** Leveled Readers
- Literature:** *Owl Moon* • *Mossy* • *The Tree Lady*
- Oral Vocabulary:** echo, shadow, reflection, ripple, lush, volunteer
- Grammar:** articles, commas in a series, demonstrative determiners, comparatives, superlatives
- Writing Workshop:** news story, how-to article, comparison paragraph
- Spelling:** words with suffixes *-ful, -s, -ed, -ing, -er, -est*



Unit I, Chapters 25–27: Helping Others 273

- Phonics:** *-all, -alk, -old, -olt, -oll; oo /oo/ and oo /ōō/*
- High-Frequency Words:** pretty, today, after, once, thank, ate
- Reading Groups:** Leveled Readers
- Literature:** *A Chair for My Mother • The Bear and the Piano • Trombone Shorty*
- Oral Vocabulary:** comfortable, exchange, ruined, belongings, care, famous, instrument, parade, pretend
- Grammar:** dictionary skills, conjunctions, fragments
- Writing Workshop:** interview, descriptive paragraph, play writing and performance
- Spelling:** words ending with *-all, -alk, -old, -olt, -oll; oo (/oo/) and oo /ōō/*

Unit J, Chapters 28–30: Giftedness 307

- Phonics:** *ea, ie, oi, oy*
- High-Frequency Words:** know, only, dance, ready, off, large
- Reading Groups:** Leveled Readers
- Literature:** *Walter the Baker • Leontyne Price: Voice of a Century • Mary Cassatt: Extraordinary Impressionist Painter*
- Oral Vocabulary:** fail, invent, succeed, applause, recital, soar, hasty, original, sparkling
- Grammar:** simple, compound, and complex sentences; conjunctions
- Writing Workshop:** friendly letters, editing and revising, writing directions
- Spelling:** words with *ea, ie, oi, oy*

Unit K, Chapters 31–33: Family 341

- Phonics:** *ou, ow, au, aw, ew, ue, ui, wor, war*
- High-Frequency Words:** think, very; review all words
- Reading Groups:** Leveled Readers
- Literature:** *Alexander and the Terrible, Horrible, No Good, Very Bad Day • Full, Full, Full of Love • Jingle Dancer*
- Oral Vocabulary:** mistake, scrunch, terrible, brim, custom, nearly, borrow, ceremony, tug
- Grammar:** abbreviations, analogies, homophones
- Writing Workshop:** book recommendation, revise and edit, book poster and presentation
- Spelling:** words with *ou, ow*



SPELLING

- Distribute student spelling page 22.3 and guide students to complete it.

PREPARATION

- Obtain **MINI ALPHA CARDS A, B, C, E, F, H, I, L, M, N, P, R, S, T, U, and V.** (*Reading*)
- For each small group of students, obtain **LETTER TILES** and write *ful* on a small sticky note. (*Reading*)
- Secure access to a gymnasium. Make sure you can produce an echo in it. Obtain a **LIGHT**. (*Literature*)
- Retrieve **BLM 22.2B The Good Samaritan** and the document of important details about the good Samaritan from the previous lesson. (*Language and Writing*)
- Print **BLM 22.3A Review** for each student. (*Language and Writing*)

ALTERNATIVE

- If a nature walk is not possible, find an online video of a natural setting.

EXTENSION

- Direct students to write a list of their three favorite foods and to separate the items with commas. Emphasize writing the word *and* between the last comma and the last item in the list.

Worldview

If possible, take students on a nature walk. Direct them to pay attention to nature all around them. Allow time for observation, and then have students point out what they think is amazing or beautiful. Read **Romans 1:20**. Explain that nature shows people things about God—His goodness, power, and majesty—that they cannot see with their eyes. Because nature clearly shows that there is a God, people have no excuse for rejecting Him. Remind students to think about God’s goodness when they admire nature, and encourage them to make good choices that would please Him.

Reading

Phonics

1 Direct students to stand. Explain that you will say a word and students should respond with the beginning sound of the word and an action for it. Direct students to sit when the word begins with /s/, to frown when it begins with /f/, and to hop when it begins with /h/. Practice using the words *spoonful*, *fruitful*, and *hopeful*. Then, use the following word list: *spiteful*, *handful*, *forgetful*, *helpful*, *sorrowful*, *flavorful*, *healthful*, *stressful*, *frightful*, and *successful*.

2 Lead students in Hop On Up! Distribute a selected **MINI ALPHA CARD** to each student. If you have more students than letters, distribute additional cards until each student has one. Call out the consonants of *cupful* and then the vowels. Direct students with those cards to come up and to determine the order of their letters. Have the class read the word using elastic sounds with hand motions. Then, direct students to move closer and have the class repeat the sounds a little closer together. Last, direct students to stand next to each other and to hold their cards together as the class says the word with a snap. Before the next word, have students with the letters *f*, *u*, and *l* trade with other students. Repeat for the following words: *armful*, *bashful*, *careful*, *painful*, and *plateful*. Say each word and have students repeat it and clap the syllables.

3 Arrange the class in small groups. Distribute **LETTER TILES** and prepared *-ful* sticky notes to each group. State that you will give a clue about a word and that groups must determine and build the word. Read the following clues and give additional clues as needed until all groups have built the correct word:

- I really want to help others. I am _____. (**helpful**)
- I have a splinter in my foot. It is _____. (**painful**)
- On Thanksgiving, I remember that I am _____ for my family. (**thankful**)

4 Ask what is left when you take the /h/ sound off the word *hopeful*? (**-opeful**) What happens when you leave the /l/ sound off? (**hopefu-**) If students have difficulty, use elastic sounds to emphasize each letter’s sound and then snap the remaining two sounds back together. Repeat for the following words: *spiteful*, *handful*, *forgetful*, *helpful*, *sorrowful*, and *flavorful*.

5 Direct students’ attention to the first student page and guide students to complete it.

Reading Groups

- Use the reader guide that corresponds with the leveled reader for each reading group. Follow the guide to teach vocabulary, review high-frequency words, and ask reading comprehension and discussion questions.

Literature

Oral Vocabulary

- Review the definitions of *echo* and *shadow*. Take students to a gymnasium. Direct students to stay silent as you demonstrate echoes. Shout your name. Ask students what they hear. (**echo**) Have students take turns shouting their names and hearing the echo. Return to the classroom. Project a **LIGHT** onto the board. Have students take turns making shadow puppets.

Interactive Read-Aloud

- Refer to Lesson 3 of **Chapter 22 Literature Guide** for discussion, activities, and possible materials.

Language and Writing

Grammar

1 Explain that when three or more nouns are in a list they are separated by commas. Write the following example on the board: *My dog eats treats, kibble, and bones.* Point out that the sentence states that the dog eats multiple things. Explain that the word *and* connects the last two items in the list and that there is a comma before the *and*. Distribute sticky notes. One at a time, write each sentence below on the board. Have volunteers attach their sticky notes where the commas should go. Challenge students to determine the parts of speech of the words in each list.

- My cat likes to sleep, eat, and play. (**verbs**)
- Mom's car stops, turns, and goes. (**verbs**)
- Grandma's cake is yummy, sweet, and fluffy. (**adjectives**)
- I need a rake, a shovel, and bags for the yard work. (**nouns**)
- Pizza is hot, delicious, and cheesy. (**adjectives**)

2 Read the directions on the second student page and assign it as independent practice.

3 Distribute **BLM 22.3A Review** to students and have them complete it to review previous concepts.

Writing Workshop

1 Reread **BLM 22.2B The Good Samaritan**. Display the reusable document of important details from Lesson 22.2 and read them as a class. Then, guide the class to turn the answers into a news story by writing each of the answers in complete sentences. Ask students how they can turn the answer to *Who?* into a sentence for the news story. (**Possible answer: The Good Samaritan saved the day!**) Continue for the rest of the important details. Model for students how to sound-spell words they may not know. Guide them to identify parts of words they already know, such as the word *Sam* in Samaritan.

2 Read the news story as a class. Have students verify that it answers all the questions.

ENRICHMENT

- Retrieve the **THREE-SECTION SPINNER** made from **BLM 13.3A Three-Section Spinner**. Write *re-*, *un-*, and *-ful* on the three sections. Write the following base words on index cards: *rest*, *use*, *tie*, *cut*, *play*, *do*, *hurt*, and *taste*. Distribute whiteboards and markers. In small groups, have students take turns spinning a prefix or suffix and choosing a word card that makes a real word with the chosen affix. Distribute whiteboards and dry-erase markers. Have the student write the new word on a whiteboard and keep the card. If a new word cannot be made with the cards on the table, the student should not keep the card. Students with the most cards at the end win.

Name _____

Phonics 22.3
-ful suffix

1. Look at the underlined words. Draw a line to what the word means.

Sam is joyful. • having lots of color

A rainbow is colorful. • having extra care for something

Sara is very careful. • having a lot of joy

We are thankful. • having a heart full of thanks

2. Circle the ending of each word. Write the letters for each syllable.

cupful	c u p	f u l
careful	c a r e	f u l
restful	r e s t	f u l
useful	u s e	f u l

© Language Arts Grade 1 215

Practice

3. Look at the nonsense words. Choose one and write it on the line. If it was real, what would it mean? Draw a picture.

Answer Bank

knotful planful chatful smileful

Word and drawings will vary.

4. Circle the commas in each sentence.

Timmy is helpful, grateful, and funny.

Kimmy is smart, nice, and happy.

5. Write the commas where they belong in each sentence.

They ate beef, carrots, and green beans.

I saw birds, ducks, and geese at the park.

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Chapter 22 Literature Guide

Preparation

- For Lesson 2, print **BLM 22.2C Story Order** and cut apart the cards.

Background Information

- **Summary:** A child and a father go on a journey in the middle of the night to find an owl.
- **Author/Illustrator:** Jane Yolen (illustrated by John Schoenherr)
- **Oral Vocabulary:** echo, shadow
- **Story Vocabulary:** palm
- **Theme:** nature

Lesson 1

Reading and Listening Comprehension

- **Introduction:** Ask students whether they have ever been out in the middle of the night. (**Answers will vary.**) Explain that they will hear a story about a child who goes out in the middle of a cold night with his or her father to see an owl. Explain that in this story, *palm* means the middle part of the hand, where you hold things. Direct students to listen for the word *palm* in a description of the cold.
- **Illustration Discussion:** As you read through the book, ask students what the illustrations make them feel. (**Possible answers: cold, scary, dark**) Discuss how the colors used in the pictures create these feelings.
- **Modeling Fluency:** Read the book aloud without stopping. Model reading fluency as you read.
- **Listening Comprehension:** Read through the book again, or review portions of the book, and ask the following questions:
 1. **pages 1–2:** At what time of day do Pa and the narrator go owling? (**late at night**)
 2. **pages 5–6:** Why does the narrator not call out to Pa when running after him? (**because you have to be quiet when you go owling**)
 3. **pages 9–10:** When you go owling, do you always see an owl? (**No.**)
 4. **pages 11–12:** What is a palm? (**inside of a person's hand**)
 5. **pages 15–16:** What does the narrator compare the color of the snow to? (**milk in a cereal bowl**)
 6. **pages 21–24:** What flies over them? (**owl**)
 7. **page 29:** According to Pa, what is the only thing you need when you go owling? (**hope**) Do you think this story is fiction or nonfiction? (**fiction**)

Lesson 2

Plot and Characters

- **Guided Retelling:** Mix up the prepared cards from **BLM 22.2C Story Order**. Read the cards to students and guide them to recount the important parts of the book by helping you put them in the correct order.
Narrator goes out with Pa in the middle of the night.
Narrator runs to catch up with Pa and sees shadows.
Pa calls out, “Who-who-who!”
An owl echoes back, “Who-who-who!”
An owl-shaped shadow flies above them and lands on a branch.
Pa shines his flashlight on an owl.
The owl looks at them for several minutes.
The owl flies away.
The narrator and Pa walk home.
- **Character Discussion:** Ask the following questions:
 1. Is the narrator a boy or a girl? (**We do not know.**)
 2. Why does the narrator need to be quiet? (**so the owl is not scared away**)
 3. Does the narrator have a good relationship with his or her father? (**Yes.**) How do you know? (**Answers will vary.**)
 4. Is the narrator afraid? Why? (**Possible answers: Yes, because it is dark; no, because Pa is near.**)

Lesson 3

Theme Development

- **Theme Discussion:** Read **Genesis 1:1** and **Psalms 102:25**. Ask the following questions:
 1. Do you have a favorite place in nature? (**Answers will vary.**)

2. Sometimes just being outdoors, around plants and animals, helps people to feel peaceful. Why do you think that is? (*Answers will vary.*)
3. Why is it important to take care of God's creation? (*Answers will vary.*)
- **Theme Activity:** Take the class outside to the playground. Guide students to locate shadows from trees, buildings, and playground equipment. Have students stand and turn in a circle to see how their shadows change depending on where the sun is. If it is not sunny outside, direct students to look out the window and to identify things God created. Talk about things God created and how they are different from things people have created.

Lesson 4

Literature Discussion Circle

- **Literature Discussion Circle Questions:** Remind students to use appropriate behavior during the literature discussion. Use the following questions to help guide the discussion. These questions help students make inferences about the book, make connections, and think about literature on a deeper level. There are no right answers. You do not need to ask all the questions, as students may have questions of their own.
 1. Does the narrator's father enjoy being out in nature?
 2. How does the father influence the narrator's love of nature?
 3. Would the narrator have been able to have the same experience in the middle of a city?
 4. Would the narrator have been able to have the same experience in the middle of the day?
 5. Do you think the narrator minds being so cold?
 6. Why do you think this is such a special experience for the narrator?

Lesson 5

Wrap-Up Activity

- **Activity:** As a response to the reading, ask students to think of a time they did something really special with a grownup in their lives, something they will remember always. Have students consider their five senses: seeing, hearing, smelling, touching, and tasting. Direct them to write a story about their special memory and to include descriptions using at least two of their senses. An example from *Owl Moon* is the narrator describing the snow as looking like milk in a cereal bowl, using the sense of sight. Another example is the narrator's scarf feeling fuzzy and wet, using the sense of touch. Have students illustrate their stories as time allows.
- **Discussion:** Guide volunteers to share their stories with the class, or divide students into small groups and have them each share their story with the group.

Chapter 15

Decodable Words

1. three	A tricycle has <u>three</u> wheels.	three
2. squid	We saw a <u>squid</u> in the ocean.	squid
3. screen	The computer has a touch <u>screen</u> .	screen
4. scrub	We had to <u>scrub</u> the dirt off the car.	scrub
5. strip	This <u>strip</u> of paper is yellow.	strip
6. split	The banana <u>split</u> was my reward for good grades.	split
7. throat	My dad clears his <u>throat</u> when he talks.	throat
8. sprain	How did you <u>sprain</u> your ankle?	sprain

High-Frequency Words

9. his	<u>His</u> haircut is perfect.	his
10. her	<u>Her</u> new dress looks nice.	her

Chapter 16

Decodable Words

1. end	The <u>end</u> of the movie was great.	end
2. help	Please <u>help</u> clean the room.	help
3. sent	The letter was <u>sent</u> to my house.	sent
4. left	<u>Left</u> is the opposite of right.	left
5. half	I broke the cookie in <u>half</u> to share with my brother.	half
6. belt	My <u>belt</u> fits me just right.	belt
7. bend	I <u>bend</u> the straw to drink.	bend
8. mend	My mom knows how to <u>mend</u> my clothes.	mend

High-Frequency Words

9. about	The story is <u>about</u> Jesus.	about
10. over	We crossed <u>over</u> the bridge today.	over

Chapter 18

Decodable Words

1. jar	We have a <u>jar</u> that is full of coins.	jar
2. Lord	Jesus is my Savior and <u>Lord</u> .	Lord
3. fern	The <u>fern</u> is growing by the fence.	fern
4. girl	The new <u>girl</u> in our class is nice.	girl
5. hurt	When we are careful, we will not get <u>hurt</u> .	hurt
6. for	I paid <u>for</u> lunch today.	for
7. far	The mountain is <u>far</u> away.	far
8. turn	We each took a <u>turn</u> playing the game.	turn

High-Frequency Words

9. new	The <u>new</u> boots keep my feet warm.	new
10. old	The <u>old</u> boots were worn out.	old

Name _____



1. Look at the underlined words. Draw a line to what the word means.

Sam is joyful. •

• having lots of color

A rainbow is colorful. •

• having extra care for something

Sara is very careful. •

• having a lot of joy

We are thankful. •

• having a heart full of thanks

2. Circle the ending of each word. Write the letters for each syllable.

cup <u>ful</u>	c u p	f u l
careful		
restful		
useful		



Practice

3. Look at the nonsense words. Choose one and write it on the line. If it was real, what would it mean? Draw a picture.

Answer Bank

knotful

planful

chatful

smileful

4. Circle the commas in each sentence.

Timmy is helpful, grateful, and funny.

Kimmy is smart, nice, and happy.

5. Write the commas where they belong in each sentence.

They ate beef carrots and green beans.

I saw birds ducks and geese at the park.



Name _____

Spelling Practice
15.1

Read each sentence. Trace each blend and complete the word. Write the punctuation mark.

1. We spl _____ wood _____

2. She did spr _____ her wrist _____

3. Did you scr _____ the floor _____

4. I watch movies on a scr _____

5. She has thr _____ cats _____

6. My thr _____ is sore _____

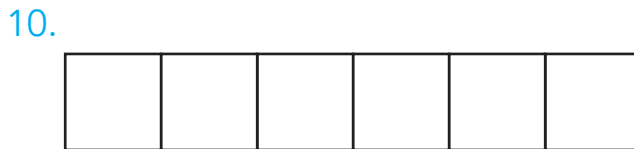
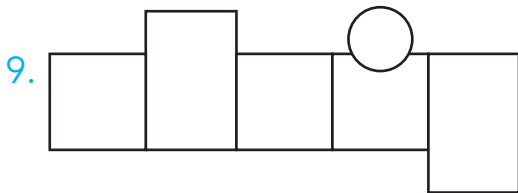
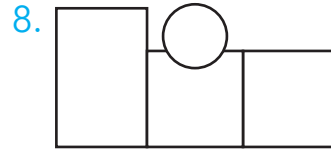
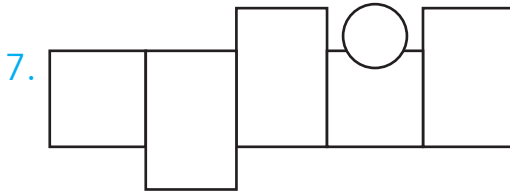
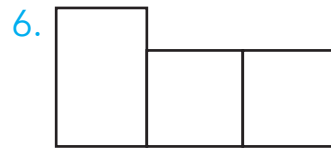
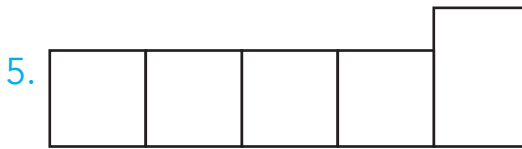
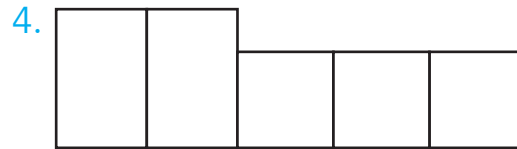
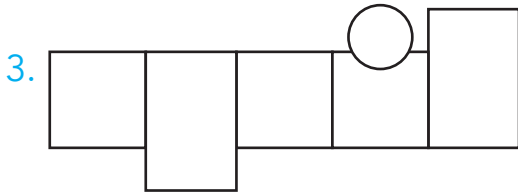
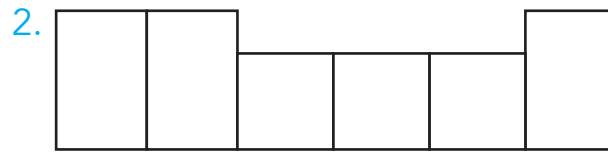
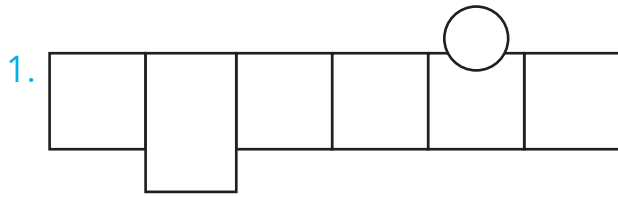
7. What a huge squ _____

8. I have a str _____ of paper _____

three
squid
screen
scrub
strip
split
throat
sprain
his
her



Write each spelling word in its matching shape.



three
squid
screen
scrub
strip
split
throat
sprain
his
her

Match the blend to the word ending.

11. thr •

• id

squ •

• een

scr •

• ee

12. str •

• ain

spl •

• ip

spr •

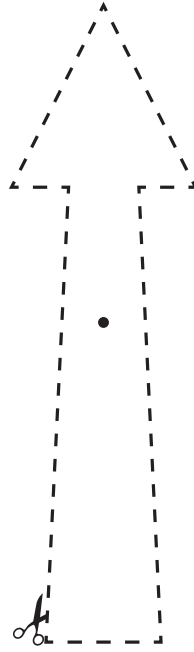
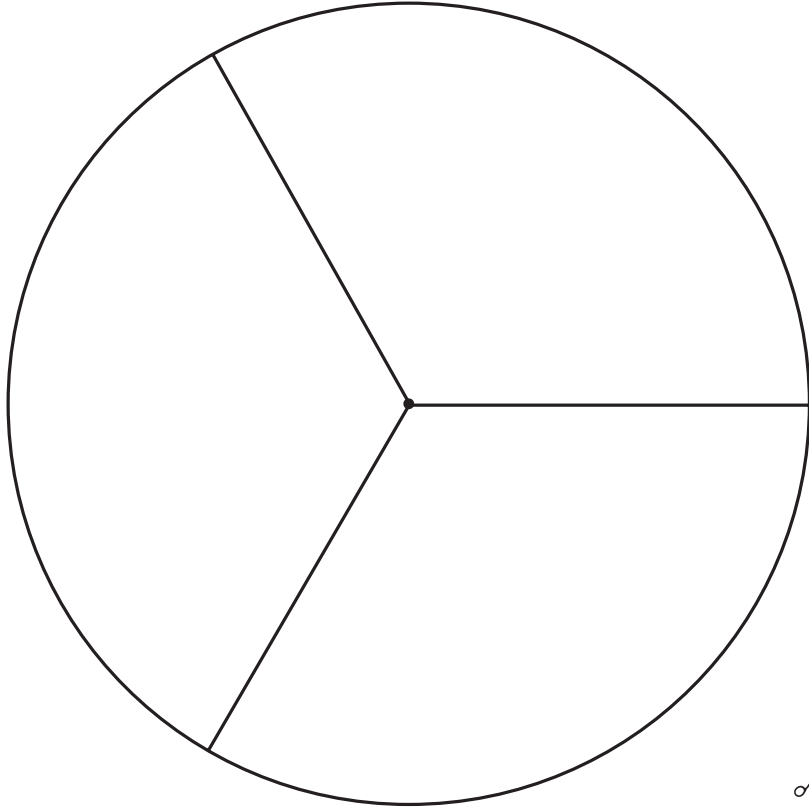
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BLM 13.3A

Three-Section Spinner



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BLM 22.2B

The Good Samaritan

One day Jesus told a story to teach how to be a good neighbor. The story that He told spoke about how to show love to others.

A Jewish man was taking a long trip to Jericho. Suddenly, some robbers came out of nowhere! They beat up the Jewish man. Then they stole everything he had! The man was hurt so badly that he couldn't walk. The robbers left him by the roadside, moaning in pain and wishing that someone would stop and help him.

A little while later, a priest came down the road. He saw the hurt man, but he decided that it was someone else's job to help. So the priest crossed to the other side of the road and went on.

After that, a man who was a helper in the temple came by. He, too, saw the hurt man, but decided not to help him either. He crossed to the other side of the road and went on, just as the priest had done.

Finally, a Samaritan man came by. Even though Jewish people and Samaritan people were normally not friends, this Samaritan was kind. He felt sorry for the Jewish man. The Samaritan went to the Jewish man and helped him. He cleaned up the Jewish man's cuts, put him on a donkey, brought him to an inn, and took care of him.

The next day, the Samaritan gave the innkeeper some money and asked him to take care of the Jewish man.

Jesus ended the story by asking a question, "Which of these three do you think was a neighbor to the man who fell into the hands of robbers?" It was the one who showed kindness to the one who needed it. Jesus then told everyone listening to the story, "Be sure you are a neighbor like the Samaritan and show kindness as well."

Name _____



BLM 22.3A

Review

1. Look at the **qu** words. Write them under the correct heading.

Answer Bank

queen quick quiz quite quit quote quilt quake

short vowel sound

long vowel sound

2. Choose one **qu** word and write it in a sentence.

3. Circle the contraction in the sentence. Write the words that make it.

He's at the park.

It's not on the shelf.

Decodable Readers

Miss Squid hands a
snack to the class.
Shad sucks on his
loose tooth.
It wiggles.

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Lizard says, "I am
blue and green.
I am lean and mean!
I can run so fast that
I can beat the Queen!"
Queen does not look up.
She has no time
to race.

130




An orange is not a
liquid, but the juice
inside is.

You can squeeze
the juice from many
oranges into a jug.
Then you will have
orange juice!

Orange juice is a
liquid.




Leveled Readers



fly

A fly has two wings and no teeth.
It can fly up and down and side to side.

4



ants

An ant is a hard worker.
Ants can build tunnels and help each other get food.
Queen ants have wings.

5

Leveled Reader 2 Nature



Reader Guide 2

Looking Ahead

- For Story 1, gather **SMALL MAGNETIC LETTERS**. Obtain a **HAND LENS** for each student. Plan to take students outside to observe insects.
- For Story 2, print page 11 of this reader guide. Cut apart and shuffle the cards. If desired, print them on card stock and laminate for future reuse.
- For Story 3, print pages 12–14 of this reader guide. Cut apart and shuffle the cards. If desired, print them on card stock and laminate for future reuse.
- For Story 4, obtain a **VIDEO ABOUT CREATURES LIVING UNDER ROCKS**. Obtain a **FIELD GUIDE** that has photographs of local snakes.
- For Story 6, gather **SMALL MAGNETIC LETTERS**.
- For Story 8, obtain a **CALENDAR**.

Introduce the Book: Direct students to look at the front of the book and have them read the title. (*Nature*) Ask students what the author's name is. (*C. Hope Flinchbaugh*) Who is the illustrator? (*Jim Balkovek*) State that the theme of this book is nature. Have students turn the pages and find pictures of nature throughout the book. Ask whether these pages have photographs or illustrations. (*both*) Direct students to find the page with their favorite illustration on it and to share the illustration with another student.

Read the Book: Before reading each story, lead a discussion about the vocabulary words and review the high-frequency words. Then, have students take turns reading the pages aloud. As they read, guide self-monitoring and self-correction. When they approach difficult words, teach and reinforce word-solving strategies. Monitor fluency as students read.

Story 1: Insects

Preparation: Obtain index cards and write the following words on individual cards: *teach, farm, help, play, speak, and work*. Gather **SMALL MAGNETIC LETTERS**, including the letters *e* and *r*. Obtain a **HAND LENS** for each student. At some point during the day, plan to take students outside to observe insects.

Genre: nonfiction

Vocabulary Words: insect, tunnel

Other Words to Teach: mosquito, nectar, wings

High-Frequency Words: more

Word Work: On a table, set the prepared index cards and **SMALL MAGNETIC LETTERS**. Have students read the cards. (*farm, help, play, speak, teach, and work*) Explain that each of these words can be changed by adding two letters to the end of the word to indicate who is doing the action written on the card. Ask students what you call a person who teaches. (*teacher*) Use the magnetic letters to form the word *teach* and then change it to *teacher*. Have students read the new word together. Explain that the *-er* ending turns the verb *teach* into a noun that names who does the action, *teacher*. Make the word *farm* and have volunteers change it to the person who farms. (*farmer*) Ask what a farmer is. (*Possible answer: a person who works on a farm*) Have students create the word *helper* and ask what a helper is. (*a person who helps*) Repeat the process with the remaining words. (*player, a person who plays; speaker, a person who speaks; worker, a person who works*)

Comprehension Skills and Strategies: recalling and sharing details, comparing and contrasting

Discuss and Comprehend the Story

- Direct students to read the title and to look at the picture on the title page. Ask what this story is about. (*insects*) Which insects in the picture can you name? (*Answers will vary.*) Have students turn to page 1 and point out the information under the picture; teach that this type of text is called a caption. Turn to page 3, point to the insect name on the picture, and convey that this type of text is called a label. Explain that captions and labels tell more about the picture. Instruct students that usually captions are sentences or groups of words that tell more about what is happening in the picture, and labels are words that name the picture. (Note: It is not necessary for students to know the difference



Reader Guide 2

between a caption and a label.) Read all captions and labels for students when they read each page. Assist students with reading the pages as needed.

- As students read, ask the following questions:

1. **page 1:** What do all insects have? (*three body parts, wings, and six legs*) Direct students to find the word *million*. Is a million a very small number or a very large number? (*very large*)
2. **page 2:** How do bees make honey? (*They eat nectar from flowers.*)
3. **page 3:** What do you think crops are? (*Plants that farmers grow for food.*) Why are ladybugs friends to farmers? (*They eat bugs that are bad for crops.*) What is the same and what is different about a bee and a ladybug? (*They are both insects. The bee is yellow with black stripes. It makes honey. The ladybug is red with black spots. It eats bad insects.*)
4. **pages 4–5:** Have students compare flies to ants. How many flies can you find on page 4? (*one*) How many ants are on page 5? (*seven including the ant in the background*) What are the ants doing? (*They are working together to get food.*) How are the ants different from the fly? (*Possible answer: The ants work together. The fly does not work with other flies.*) Why do you think ants dig tunnels? (*Possible answers: That is where they take their food; they live in tunnels.*)
5. **page 8:** What insect lives in a family with many others? (*termite*)
6. **pages 10–11:** How many legs does this caterpillar have? (*16*) Why is it still called an insect? (*It turns into a butterfly that has six legs.*)
7. **page 14:** What is your answer to the question on the page? (*Answers will vary but should include to help it look like a leaf to camouflage it from prey or predators.*)

Extend the Story

- Read the passage about honey in the Bible from **Proverbs 24:13–14a**. Ask students whether it seems like the honey bee was made by accident or whether God created it on purpose. (*God created it on purpose.*) What does this verse compare honey to? (*wisdom*) Can you taste wisdom? (*No.*) Why do you think the proverb says wisdom is like honey? (*Possible answer: because it is good just like honey is good*)
- Guide students in a discussion about their experiences with insects. After a caterpillar turns into a butterfly, does a butterfly turn into anything else? (*No.*) What do you think about God making a caterpillar and having it turn into a beautiful butterfly? (*Answers will vary.*) Have you ever scared a stinkbug? (*Answers will vary.*) What happened? (*Answers will vary but should include that there was a stinky smell.*) Have you ever chased fireflies? (*Answers will vary.*) What was it like? (*Answers will vary.*)
- Ask students whether they have ever used a hand lens to look for small things such as insects outside. (*Answers will vary.*) How did it help? (*Possible answer: Tiny insects were easier to see.*) What did you see? (*Answers will vary.*) Distribute a **HAND LENS** to each student. Lead students outside. Direct students to observe any insects they see and to record or draw what they find.
- Make a T-chart labeled *helpful insects* and *pests*. Discuss what the story says about the insects and what students already know about them. Have students place insects from the book in the column where they best fit. (*Possible answers: helpful insects: bees, ladybugs, snakeflies, praying mantises; pests: flies, cockroaches, termites, grasshoppers, mosquitoes*)

Story 2: The Creation Story

Preparation: Print page 11 of this reader guide. Cut apart and shuffle the cards. If desired, print them on card stock and laminate for future reuse.

Genre: poetry

Vocabulary Words: above, create, forest

Other Words to Teach: apart, began, waters

High-Frequency Words: more



By then, Gladys was mom to over 100 children! A friend took many of the orphans to a safe place.

60

Gladys led the rest of the children on a long walk for many days. They went without food. Their feet hurt.



61

Reader Guide 3

Discuss and Comprehend the Story

- Have students locate and read the story title. ("The Soup Kitchen") What do you think the story will be about? (a soup kitchen) Looking at the pictures, who do you think will be at the soup kitchen? (Possible answers: the family from the last two stories, people who are hungry and need help) What does this story look like it is about? (Possible answer: The family is helping take care of people who are hungry and cold.)

- As students read, ask the following questions:

- page 33: What will the family do at the soup kitchen? (They will help serve soup and give clothes and food to people.)
- page 35: Why do some people need soup from the soup kitchen? (Some people do not have money to buy their own food.)
- page 37: In what way does Penny want to help? (She wants to ask other people to help at the soup kitchen.) What does Mom offer to make to hand out to people? (flyers)
- page 38: Looking at the picture and the other words on the page, what do you think a flyer is? (Answers will vary but should include a piece of paper with information on it.) What color is the flyer in this picture? (yellow with black words)
- page 40: Who are the people standing in line? (The people who need food and clothing.) Do you think they are excited about the snow like Jane is? (No.) Why? (It is cold, and many of them do not have warm clothing.)
- page 41: Why do you think Penny does not want to help? (She is cold and does not want to go back outside. People are watching her.) How is this like when she was in the home for the elderly? (She is glad to help at first, but now she is feeling shy again.)
- page 44: What do you think Penny will do? (Answers will vary.)
- page 47: Why does it say Penny's heart is all warm inside? (She feels really happy that she has helped Emma by giving her things to stay warm.)

Extend the Story

- Discuss whether it is okay for Penny to give her gloves and hat and coat to Emma. (Answers will vary.) What would you do? (Answers will vary.) Why does Emma's mom smile? (She is happy that Emma can now be warm.) Do you think Penny's actions please Jesus? (Yes.) Why? (She is serving Him and blessing others by giving her things to someone who needs them.) How do you think Penny's parents feel? (Answers will vary.) Do you think this family will continue to serve Jesus and bless others? (Yes.) How? (Answers will vary.)
- Ask students whether they have ever visited or helped at a soup kitchen. (Answers will vary.) What was it like? (Answers will vary.) Have you ever helped collect food for people in need? (Answers will vary.) How? (Answers will vary.)
- Some students may have been on the receiving end of a food or clothing drive. Explain that sometimes people can go through hard times, but God provides for His people. The provision may be through food drives, food pantries, or donations instead of through a job. Ask students if they know of any special ways God has provided food or clothing for someone they know, such as through donations from friends, their church, or an unknown donor. (Answers will vary.)

Story 4: China Mom: Gladys Aylward

Preparation: Write the words *need*, *want*, and *fail* on separate index cards. Obtain SMALL MAGNETIC LETTERS, a *GLOBE* or a world map, and a VIDEO ABOUT GLADYS AYLWARD.

Genre: nonfiction

Vocabulary Words: England, missionary, orphan

Other Words to Teach: Gladys Aylward, Chinese, scary

High-Frequency Words: after, once, pretty

Reader Guide 3

Word Work: Place the prepared index cards on a table. Direct students to read the words on the cards. (*need*, *want*, and *fail*) Review that *-ed* can be added to the end of a word to make a new word. Set the SMALL MAGNETIC LETTERS on a table. Have students place the letters *ed* at the end of the word *need* and then read the new word. (*needed*) Direct them to repeat the process with the words *want* and *fail*. (*wanted*, *failed*) Direct students' attention to page 53 and have them find one or two words that have the *-ed* ending. Guide students to read one of the words. (Possible answers: *tossed*, *called*, *stayed*)

Comprehension Skills and Strategies: listing sequence of events

Discuss and Comprehend the Story

- Direct students to look through the story and to determine whether it is fiction or nonfiction. (Answers will vary.) Emphasize that Gladys Aylward was a real person who lived a long time ago and was born in England. Share that this story tells about her time in China. Display a *GLOBE* or a world map and point out the locations of your school, England, and China. Have students identify whether China is near England. (No.) Explain that during the time of Gladys's life, people were not yet riding in airplanes; long trips had to be made by train or ship.
- As students read, ask the following questions:
 - page 48: How did Gladys hear about God? (Her parents took her to church.) How did she feel about Him? (She loved God.)
 - page 50: What is a missionary? (someone God sends to a place to tell people about Jesus)
 - page 51: How did Gladys try to prepare for going to China? (by taking a class to learn Chinese) Did she succeed? (No.) What does the word *fail* mean? (Possible answers: to do poorly, to not pass)
 - page 52: How did God show that He still wanted Gladys to go to China? (Gladys was invited to China to help a missionary, Mrs. Lawson.)
 - page 53: How was Gladys treated when she arrived in China? (Some Chinese people ran away from her, some threw mud at her, and some called her names.) Why do you think Gladys stayed in China when she was treated so badly? (Answers will vary but should include that God has sent her there.)
 - page 55: Why were the girls' feet wrapped? (to keep their feet small)
 - page 56: As Gladys removed the wraps from the feet of little girls, what else did she do? (She told the girls about Jesus.)
 - page 59: What happened after Gladys began to care for the little girl? (That little girl led other hungry children to Gladys.) What happened next? (The war came.)
 - page 60-61: What did Gladys and a friend do to save the children? (The friend took many children to safety. Gladys led the rest of the children on a long walk for many days.)
 - page 62: What did the children do after the long walk? (They rode on a coal train and made it to a safe place.)
- Guide students to list in order the events, or things that happen in the story, in Gladys's life, beginning with Gladys feeling that God wanted her to go to China and ending with her getting the children on a coal train. (Gladys felt God wanted her to go to China. She tried to speak Chinese. She failed a class. Gladys went to China. She and Mrs. Lawson made their house an inn. Gladys unwrapped little girls' feet and told them about Jesus. She helped a little girl. Gladys took care of more than 100 children. She led the children on a walk to a coal train and they rode to a safe place.)

Extend the Story

- Have students discuss how they would act and feel if they had to walk for many days without food and while their feet were hurting. (Answers will vary.) Guide students to show what their faces would look like at their arrival to their safe place. (big grins) Have you ever walked for a long time? (Yes.) How did you feel? (Answers will vary.)
- Discuss how Gladys served Jesus and helped others in the story. (She helped children be safe and cared for and told them about Jesus.) How does Jesus feel when people take care of others the way Gladys took care of the children in China? (happy) How might life have been different for the children in China if Gladys had not gone to China? (Possible answers: The little girls might not have been saved from foot wrapping or heard about Jesus; the orphans might not have had a mom; the children might not have been saved from the war.)

Mr. Hill gave Akeno the next mystery bag.
 “Is it sand?” asked Akeno.
 “No, I’m sorry,” replied Mr. Hill.
 “Pass it back to Olivia.”
 Olivia felt the bag.
 “Is it sugar?”



“That’s right!” said Mr. Hill.
 “Can you guess what is made of beans and sugar?”
 “My dad’s chili!” said Curt.
 “Baked beans,” said Jayla.
 “Maybe these will help,” said Mr. Hill.



Reader Guide 4

Story 2: *Alicia in Chocolate Land*

Preparation: Prepare several mystery bags by placing **SMALL OBJECTS** that are familiar to students inside **BROWN PAPER LUNCH BAGS**.

Genre: fiction

Vocabulary Words: cocoa, factory, mystery

Other Words to Teach: candy wrapper, conche machine, field trip, sugar

High-Frequency Words: know, large, only

Comprehension Skills and Strategies: identifying story structure, making connections, listing sequence of events

Discuss and Comprehend the Story

- Direct students' attention to the title of the story and lead students in reading the title. (*Alicia in Chocolate Land*) Ask students what they think the story will be about. (*Answers will vary.*) Have students look at the chapter heading, *Chapter 1*. Guide them in sounding out the word *Chapter*. (*/chap/ /tur/*) Explain that a chapter is a division, or part, of a story. Often, a new chapter marks the beginning of a new event or setting. Have students find the chapter headings for all three chapters and look at the illustrations within the chapters to determine the setting of each. (*Possible answers: Chapter 1: classroom; Chapter 2: somewhere on a field trip; and Chapter 3: a place with a cow and candy*) Ask students if they now have a different prediction for what this story will be about. (*Answers will vary.*)

Chapter 1

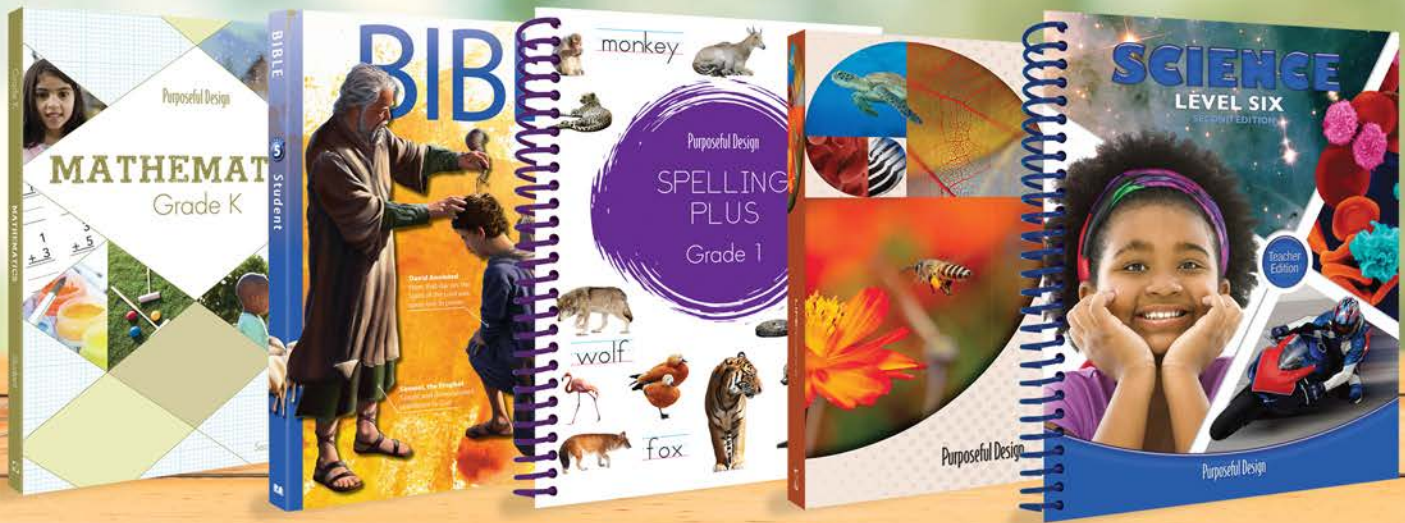
- As students read, ask the following questions:
 1. **pages 26–27:** Have students use context clues to determine what the word *mystery* means. (*Answers will vary but should include something that you do not know.*) What do you think is in the bag? (*Answers will vary.*) What is a good way to guess? (*Possible answers: by feeling it, by shaking it, by weighing it in your hand*)
 2. **page 27:** Mr. Hill says to Alicia, “No, it’s not bananas, but you are close. It’s a food.” Why is Mr. Hill saying this? (*Possible answers: because he is giving Alicia a clue to help solve the mystery, because he wants to help Alicia figure out what is in the bag*)
 3. **page 29:** What does Alicia think is in the bag after she feels it? (*stones*) Does her answer match Mr. Hill’s clue? (*No.*) Why not? (*because stones are not food*) What does Curt think is in the bag? (*beans*) Does his answer match Mr. Hill’s clue? (*Yes.*) Why? (*because beans are food*)
 4. **page 32:** What clue does Alicia use to solve the mystery of what is in the small bags? (*the shape of the object*) Why does feeling the shape help her? (*because she knows the shape of a candy bar*)
 5. **page 33:** Is it a mystery where the students are going on Friday? (*No.*) Why? (*because Mr. Hill tells them where they are going*) Where are they going? (*to the chocolate factory*) Are Alicia and her friends excited about the field trip? (*Yes.*) How can you tell? (*Everyone cheers.*) What do you predict will be the setting of the next chapter? (*the chocolate factory*)

Chapter 2

- As students read, ask the following questions:
 1. What is the setting of this chapter? (*a chocolate factory*) What do you think happens at a chocolate factory? (*Possible answer: People make chocolate.*)
 2. **page 37:** What kind of beans are used in making chocolate candy bars? (*cocoa beans*) Where on the plant do cocoa beans grow? (*inside cocoa pods on the trunk*)
 3. **page 38:** What do cocoa beans look like before they are dried? (*white and wet*) What does the father in the presentation do? (*He uses a long knife to cut the pods down and then he breaks them open.*) Does that seem like an easy job or a hard job? (*Answers will vary.*)
 4. **page 39:** What happens to the cocoa beans after the pods are cut down and opened? (*They are dried in the sun and shipped to the factory.*)

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