



**D** Call on students to sound out the words in the first column.

Which letters spell the /ə/ sound? Match the words to their correct spellings.

**E** Students will copy the words from the second column in Part D to complete the sentences.

When students are finished, have them read the sentences aloud.

Lesson 2

**D: Match the words.**

11. shət	←	→	across
səme	←	→	shut
əcross	←	→	jump
jəmp	←	→	some



**E: Write a word from above on the line.**

12. "I can jump rope," said Jane.

13. Please shut the door.

14. I hit the ball across the fence.

15. Some chicks are brown.



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## Lesson 3

## Who's Afraid of Funder?

Pages 7-9

LA 106-5

### Objectives

- Read and use Study Words **A** **B**
- Learn direction words: *question, column, between* **C**
- Recognize that God controls thunder **D**

### Class Preparation

- *I Wonder* reader for each student

### Board Preparation

- /ə/ and /ər/: *was, even, sister, stuck, word, firm, turn*
- Direction words: *question, column, between*
- Bible verse: *The voice of thy thunder was in the heaven. Psalm 77:18*
- Names of story characters: *Benny, Katy, the Reeds*

## Review



- Question words *who* and *where*: Uncle Tom (*who*), in the barn (*where*), up in a tree (*where*), the nurse (*who*)
- Direction words: *circle*, *answer*, *underline*



- /ə/ and /ər/: was even sister, stuck word, firm, away turn



## Study Words

The first lesson for each story will teach the Study Words. The pronunciations will help students decode unfamiliar words.

The Study Word list matches the boldfaced Study Words in the sixth printing of the *I Wonder* reader (copyright 2012). If you have an earlier version of the reader, you may notice some discrepancies.

Look at the lesson title. What do you think *funder* means? Let students guess, then tell them it is the way a little girl in the story pronounces one of the Study Words.

Every story has ten Study Words to learn. If you learn the Study Words ahead of time, you will be able to read the story faster and more smoothly.

Students have already learned four of these words.

Have students find Study Words that contain the /ər/ sound, long and short vowel sounds, and the digraphs /th/ and /th/.

*Laughed* (#6) and *storms* (#8) both have a suffix. A suffix is a letter or several letters added to a root word. Many long and difficult-looking words are easy words with a suffix on the end.

Call on different students to pronounce the Study Words. Which is the correct word for *funder*?



### Who's Afraid of Funder?

Lesson **3**

**Study Words**

1. afraid (ə • frād)	6. laughed (läft)
2. boom (büm)	7. lightning (līt • nīng)
3. boom-ady (büm • ə • dē)	8. storms (stórmz)
4. guess (gēs)	9. their (thēr)
5. happen (häp • ən)	10. thunder (thən • dər)

**Read the list to yourself two times.**

**A** Write a Study Word that has *ər* in it.

1. thunder

**B** Write four Study Words that have *ə* without *r*.

2. thunder      afraid

3. happen      boomady

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Read the list to yourself two times. You will read the words to me later.

Listen to each student read the list of Study Words sometime during class.

The pronunciations listed beside the Study Words may not be the way your students say these words. Dictionaries often list more than one correct way to say a word.

**A** One Study Word has the /əɹ/ sound.

**B** Give students as much help as they need to find words with the /ə/ sound. One word has both the /ə/ sound and the /əɹ/ sound. Encourage neat writing.



## NEW More Direction Words

Review 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:

*question, column, between.*

**C** Call on students to read the directions, giving help with words they may not know. Remind them to lay down their pencils and listen carefully while the directions are being read.

Give opportunity for questions. Remind students to think carefully about what the directions say before beginning to work.

## Bible Verse

Have the class read the verse from the board once or twice every day. You could do this in the morning and again before they leave in the afternoon. This helps them memorize the verse. Read it in unison, then let each student say it alone.

Call on a student to read the verse.

How do you feel when it thunders? What do you think thunder is and does?

Thunder is just a noise. It is the sound that air makes after lightning streaks through the sky. The noise of a bursting paper bag or balloon is just air too. When we hear thunder, it can remind us to think of God.

Lesson 3

question
column
between
▲

**C Follow the directions.**

4. Draw a line **between** the mother in **Column 1** and her baby in **Column 2**.

Column 1		Column 2
hen	→	puppy
dog	→	calf
cow	→	chick

▲ 5. Answer the **question** with a number word.

How old are you?            **Answers may vary.**           

The voice of thy thunder was in the heaven.  
Psalm 77:18

▲

**D Underline the answer.**

6. Who is thy?  
Benny    God    Daddy

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Tell students to work on memorizing the Bible verse so they know it by the next lesson.

**D** Have one student read the directions and another student read the question. Students should mark their answers without further discussion.



**E** Review the question words *who* and *where*. Ask each student to think of a word that tells *who*. If they think only of people's names, remind them that words like *grandma* and *doctor* also tell *who*. Call for volunteers to give phrases that tell *where*.

Let students work independently if they can.

## Introducing the Reading Book and the Story

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

Explain the concept of *contents* 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. **On which page does "Who's Afraid of Funder?" begin? (page 1)**

Without having students turn to it, read the first stanza of the poem "I Wonder" on page 9. Read slowly in a questioning tone of voice. Let several students say which creatures they think would or would not be afraid of thunder. Then read the last sentence of the poem.

**Turn to the first story. Look at the words in dark print. These are called boldfaced words. They are the Study Words you just learned.** Page through the story, calling on students to read the sentences that contain the Study Words.

Students will enjoy reading class if they are interested in the stories in their reader. Children usually enjoy reading a good story over and over again; but if students become bored because they are reading ahead, you may want to instruct them to read only the assigned story for the day. Keep in mind, however, that students who struggle with reading and/or comprehension will benefit from reading the story beforehand.

If you do not want students to read upcoming stories, be sure to encourage their interest in reading by providing them with other good reading material.

Lesson 3

**E Match the sentence part with what it tells.**

7. Jane \_\_\_\_\_ who

8. on the sidewalk \_\_\_\_\_ where

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**Read "Who's Afraid of Funder?" (pages 1-8).**

**We Remember**

**F Circle the words with the ə sound.**   
**Underline the words with the ɛr sound.**

9. circle (stuff) burn first (afraid)

10. (hunt) (some) fern work (of)

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**G Circle the answer.**

11. Can any vowel have the ə sound? (Yes) No

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## Building Anticipation

The story is about someone who was afraid of thunder and someone who wasn't. Look at the first picture. Which of the two children is older? Would a big boy or a little girl more likely be afraid of thunder?

Call attention to the names on the board. Ask a student to read them. Which names sound like first names? Which is probably a last name?

Since the stories in the *I Wonder* reader are much longer than the ones students have been reading in *Learning to Read*, you may want to read the first several stories orally in class. You may also want to read the story to the students. Soon, however, you will want to begin assigning the story to be read silently before oral reading class.



Assign "Who's Afraid of Funder?" (pages 1-8).

## We Remember



Students will identify both /ə/ and /ər/ words.



You may want to review this concept from page 2 before students circle their answers.

**Lesson 4****Who's Afraid of Funder?****Pages 10-12**

LA 106-6

**Objectives**

- Connect pronouns with story characters **A**
- Identify a cause and effect relationship **B**
- Predict outcomes **C**
- Learn question words *when* and *why* **D**
- Memorize Psalm 77:18 and identify what a story character learned **E**
- Understand the meaning of the Bible verse **F**

**Board Preparation**

- /ər/: *herd, bird, snap, fur, work, torn*
- Pronouns: 1. *Sam said, "Bob, do you know John 3:16?"* \_\_\_\_\_  
2. *"Yes, I do," said Bob. "Do you?"* \_\_\_\_\_  
3. *"Pam doesn't, because she is too little."* \_\_\_\_\_

**Review**

- Pronunciations of Study Words from Reading 101, page 7
- Direction words: *question, column, between*
- Question words *who* and *where*: at the hospital (*where*), Grandpa (*who*)



- /ər/: (herd) (bird) snap, (fur) (work) torn

**Oral Reading****Checking Comprehension**

1. Who was afraid of thunder? (*Benny*)
2. Who said, "Funder can't hurt you"? (*Katy*)

**Story Question**

Discuss the story question: *What did Benny learn about thunder?* Benny learned that thunder can't hurt you. Lightning can set things on fire, but not thunder.



Read "Who's Afraid of Funder?" (pages 1-8).

## Questions for Discussion

1. What did Katy do when it thundered? (*She jumped and then laughed.*)
2. What did Benny look at when it thundered? Why?  
(*the barn, because he thought thunder could burn it down*)
3. Who helped Benny trust in God? (*Daddy*)
4. Why is “Who’s Afraid of Funder?” a good title for this story? (*It is what Katy said. She couldn’t say thunder right. The whole story is about being afraid of thunder.*)

## Poems: “I Wonder” (page 9), “Don’t Forget to Pray” (page 10)

Read the poem “I Wonder” to students. They will also enjoy reading the poem and thinking about whether animals are afraid of thunder.

Read the introductory paragraph and the poem “Don’t Forget to Pray.” **Are there times when you are like the child in this poem and cannot go to sleep? Remember that God is with you all the time. You can talk to God any time of the day or night. Psalm 4:8 says, I will both lay me down in peace, and sleep: for thou, LORD, only makest me dwell in safety.**



### ≧ NEW ≦ Pronouns

First graders can understand the concept of pronouns and their antecedents without knowing their grammatical terms.

This exercise will show how carefully students read the story and how clearly they recall what they read. Students will need to think through the story facts and the interaction of the story characters.

Read the sentences you have written on the board. Ask students who is meant by the underlined words. Write the name of each person on the lines as students give them. **We use words like *you*, *I*, and *she* instead of saying a person’s name over and over again.** Demonstrate by reading the sentences using the proper nouns instead of pronouns.

1. Sam said, “Bob, do you know John 3:16?” Bob
2. “Yes, I do,” said Bob. “Do you?” Bob Sam
3. “Pam doesn’t, because she is too little.” Pam



**A** Review the names of the story characters.

Have the directions read. Point out the box containing names. Tell students that the boldfaced word in each sentence stands for one of these names.

### ≧ NEW ≦ Because

Sometimes we can know things that the story does not say. Does the story tell us if Katy was older or younger than Benny? No, but we know she was younger. Listen to these two sentences. Which one helps us know Katy was younger than Benny?

1. Katy could not say some words right.
2. Benny said she was too little to know what thunderstorms can do.

Lead students to see that the first answer is not true, because even some older children have trouble saying certain words. The second answer is better, because Benny would not have called Katy *too little* if she were older than he.

**B** Point out that the sentence ends with the word *because*. Encourage students to read carefully and think through each possible ending before deciding which is the correct reason.



**C** Call on volunteers to read the directions and the two questions. **Think carefully about how the story ended. What did Benny and Katy say near the end of the story?** Have students choose their own answers without further discussion.

### NEW More Question Words

This continues the practice with question words. Focus on words that answer the questions *when* and *why*.

Have a student read the sentence in the teaching box. Ask what *today* and *because he was sick* tell. While looking at the sentence, ask which word tells *who* and which one tells *where*.

Ask for volunteers to give other words or phrases that tell *when* and *why*.

**D** Allow students to work as independently as they can.

### Bible Verse

Call attention to the verse you wrote on the board. Read it in unison. Erase the word *thunder*, and let the class read it again, filling in the missing word from memory. Erase *heaven*, and have them repeat the verse in unison. Continue erasing words one at a time at random, until none remain.

You may want to devise other ways to teach the Bible verse, but first graders enjoy pitting their memories against the teacher's eraser. They learn the verse without conscious effort.

## Who's Afraid of Funder?

Lesson **4**

**Time for reading class (pages 1-8).**

### From the Story

**A: Write the name of the person the bold word is talking about.**  Use one name two times.

- Benny said, "You are too little to know anything."

Katy

Benny  
Katy

- "Where are you going?" asked Katy.

Benny

- "Benny, are you afraid of this thunderstorm?" asked Daddy.

Benny

**B: Underline the correct ending.**

- Benny said he would try not to be afraid because \_\_\_\_  
the thunder would not be loud again.  
he knew God would take care of him.

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Lesson 4

**C: Underline the face you think is correct.**

- How will Benny feel the next time there is a thunderstorm?

- How will Katy feel the next time there is a thunderstorm?

**More Question Words**

who?      when?      where?      why?

Today Bill went home because he was sick.

**D: Match the sentence part with what it tells.**

- tomorrow → why
- because she was afraid → when

The voice of thy thunder was in the heaven.  
Psalm 77:18

11

Ask students how they feel when they hear thunder. **When you hear thunder, you should think of God and how He watches over you even during storms.**

Everyone is afraid of something. What were you afraid of when you were little that you are not afraid of now? Probably you are afraid of some things now that grown-ups don't fear. Perhaps your mothers are afraid to do something that you aren't afraid to try.

God wants us to fear some things. We should be afraid to disobey our parents and to do other wrong things. It is not good to break rules or to try to get by with misbehaving.

We should be afraid to do things that might hurt us. God wants us to take care of the bodies He gave us. When we do dangerous things just to show off, we are being careless, not brave.

Conclude by discussing that we should trust in God when we are afraid of things like thunder.

At some time during the lesson, let each student say the verse by himself. Reward each student with a sticker to put beside the verse or on a classroom chart if you have prepared one.



- Help students test how real the fears are that they may have.
- Have students write about their fear, how they feel when they are afraid, and what they can do to overcome their fear. They do not have to turn this in.
- There are many nonfiction books for young readers about weather that could be used for additional activities. You might want to have a few of these available for students to read.



**E** Have a student read the sentence at the top of the page.

Read the directions in unison. Call attention to the direction word *underline* and the word *learned*. If necessary, give help reading the choices, but let students make their own decisions.

**F** Have one student read the directions. Then have other students read the choices. Students should not color so heavily that they cannot read the answer they have chosen.

## We Remember

**G** If necessary, read the words to students and let them circle their choices.

### Lesson 4

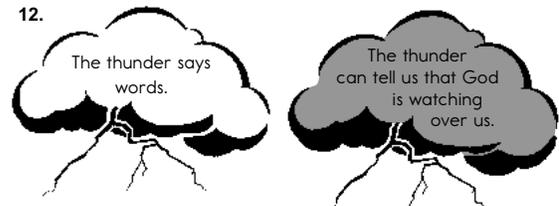
The boom-ady booms Benny heard were the voice of God's thunder.

**E** Underline two sentences that tell what Benny learned.

9. He learned that thunder could not hurt him.
10. He learned that thunder made Reed's barn burn.
11. He learned God will take care of him.

**F** Color the cloud gray that tells what the verse means.

12.



## We Remember

**G** Circle the words with the er sound.

13. (sister) (mother) (word) reach their
14. (thunder) afraid (burn) (father) corn